

Alice Paul and the Suffragist Movement



*Alice Paul, Sep. 3, 1920
LC-USZ62-20176*

Lesson Creator: Kathleen Corcione, Lacey Township Public Schools

Grade Level: Secondary

Objectives: Students will be able to:

- Develop a better understanding and appreciation of the women's suffrage movement by understanding the goals of the mid-19th century and the early 20th century
- Compare and contrast the differences, goals and strategies between the National Woman's Party and the National Association for the Suffrage of Women.
- Recognize the role of war in helping implement the 19th amendment
- What was the 19th amendment and why was the timing of its ratification significant to its passage?
- Explain the effects of the women's reform movement of the mid to late 1800's

Essential Questions:

- What were the reasons given in favor of and against women's suffrage?
- What attitudes and beliefs obstructed the progress of the women's suffrage movement?
- What strategies did women use to win the right to vote?
- How did the NAWSA and the NWP differ in strategies in achieving women's right to vote?
- How did suffragists use imagery to create a powerful political presence in the American mind?
- How did women bring about acceptance of women's suffrage in the American public?
- How effective was protesting and parades in helping the cause of women's suffrage?
- Why was 1920 a good year for the passage of the 19th Amendment?
- What was the ERA and what did it stand for?

NJ Social Studies Standards 2014:

- 6.1.8.A.3.a: Examine the ideals found in the Declaration of Independence and assess the extent to which they were fulfilled.
- 6.1.8.D.4.b: Describe efforts to reform women's rights slavery, and other issues during the Antebellum period.
- 6.1.12.A.2.a: Assess the importance of the Foundational documents (ie - the Declaration of Independence) and assess their importance on the spread of democracy around the world.
- 6.1.12.A.6.b: Evaluate the ways in which women organized to promote government policies designed to address injustice, inequality, workplace safety and immorality.
- 6.1.12.D.6.c: Analyze the success and failures of efforts to expand women's rights including the work of important leaders such as Elizabeth Cady Stanton, Susan B. Anthony, Alice Paul, Lucy Stone, and the eventual ratification of the 19th Amendment.
- 6.1.12.D.7.b: Determine the extent to which propaganda, the media and special interest groups shaped American public opinion and American foreign policy during World War I.

Common Core Standard (ELA 2016):

- R.I.7.1: Cite several pieces of textual evidence and make relevant connections to support analysis of what text says explicitly as well as inferences drawn from the text.
- R.I.7.3: Analyze the interactions between individuals, events and ideas in a text.
- R.I.7.6: Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.
- R.I.7.8: Trace and evaluate the arguments and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.
- R.I.7.9: Analyze and reflect on how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.

Procedures/Activities:

Day 1: Introductory Activity

In the beginning of class give students a controversial scenario such as: the school district administration is making changes and is considering a change to the calendar with year round school, meaning intermittent breaks during the year, resulting in the elimination of the usual ten week summer vacation. (Another scenario could be later start times for middle and high school students.) However, before making a decision, the school district wants to get feedback from students...but they will only allow hearing half of the student population's opinions. Randomly count off each student in the class, effectively dividing the class into half. Ask the "chosen" one half to vote silently, tally up the votes and announce the decision. When students object to the vote being unfair, that only half were able to vote, ask them does it make sense to deny someone their right to voice their opinion through voting? Effectively weave in the idea that for a big chunk of our country's history, about half the country's population were denied voting rights. It was not until 1920, less than 100 years ago, that women were entitled to exercise their right to vote. Explain that for the next two days we will be looking into how women gained the right to vote and focusing especially on a courageous New Jersey woman, Alice Paul, an instrumental figure in getting the 19th Amendment passed. (This activity was adapted and modified from the Alice Paul Institute <http://www.alicepaul.org/who-was-alice-paul/alice-glance-curricula/>)

Vocabulary

For homework, the night before the lesson, have students define key words or phrases pertaining to the women's movement:

- Amendment
- Ballot
- Militant
- Picket
- Quaker
- Ratify
- Slogan
- Strategy
- Suffragist
- Moderate
- Tyranny

Review the words and their meanings with the students once this assignment is complete. Tell them to keep this vocabulary list since it will be used at the end of the lesson. (This activity was adapted and modified from the Alice Paul Institute <http://www.alicepaul.org/who-was-alice-paul/alice-glance-curricula/>)

Who is Alice Paul?

Ask students, "Do you know who Alice Paul is?" Few if any will know. Tell them they're not alone, that in women's history, she is often an overlooked, underappreciated figure. Show a short informational video from the **New Jersey Historical Commission**, http://www.nj.gov/state/historical/dos_his_ihnhj-video-paul.htmlv (1:30 min)

Then, ask the students to name the pioneers of the women's movement during the nineteenth century. (They should name Lucretia Mott, Elizabeth Cady Stanton, Susan B. Anthony, Mary Lyon, Sojourner Truth, etc.) Explain that the goal of women's suffrage was never achieved during their lifetimes. When these pioneers died, the women's movement was in a flux. Eventually, two women would take the reins: Carrie Chapman Catt and New Jersey's Alice Paul.

Introduction to the Women's Suffrage Movement in the 20th Century

Historical Background to the Women's Suffrage Movement

New Jersey was the only state of the original thirteen to grant women the right to vote in its state constitution of 1776. But only unmarried, property owning, tax-paying women could qualify. Their right to vote was short lived. In 1807, the all-male New Jersey legislature passed a law restricting suffrage to free, white, male citizens. It took more than a century, until the 19th Amendment to the U.S. Constitution was ratified in 1920, for women to be granted the right to vote.

At the forefront for women's suffrage were Quaker women, who had been advocating the abolition of slavery in the 1840's. From within the American Anti-Slavery Society members came growing demands for an equal place for women. This led members Elizabeth Cady Stanton, a wealthy, well-educated anti-slavery advocate, and Lucretia Mott, a Quaker minister, to call for a Women's Rights Convention, which was held in Seneca Falls, New York, July 19-20, 1948. The Convention unanimously supported advocacy for a woman's right to property, custody of their children, right to earnings and inheritance. Female

suffrage was not a primary issue. A resolution supporting women's right to vote passed only by a bare majority.

Women's rights advocates like Elizabeth Cady Stanton and Susan B. Anthony, also a Quaker, hoped that the Civil War would pave the way for suffrage for women, as well as African-American men. The Fifteenth Amendment to the Constitution was passed by Congress in February 1869 specifically enfranchised African-American men, but not women. Stanton and Anthony then focused on a broad agenda of women's rights and a national constitutional amendment. Another group, led by suffragist, Lucy Stone, moved the battle for women's suffrage to the states. At the close of the 19th century, only four Western states--Wyoming, Colorado, Utah and Idaho-- had granted women the right to vote. Unfortunately, Stanton, Mott, Anthony and Stone never realized total American woman suffrage in their lifetimes.

At the dawn of the 20th century, old Victorian ideas of women and their roles began to crumble, particularly with the rise of women colleges, labor unions, women's clubs, settlement houses, and the increasing number of working women. The two women's suffrage organizations reunited and agreed to work together. **Carrie Chapman Catt**, a teacher and then superintendent of schools in Iowa involved in the women's suffrage movement since the 1880s, and **Alice Paul** led the charge with new strategies. The suffragists hoped that the new president, Woodrow Wilson, who had led progressive measure as Governor of New Jersey, would be supportive. But war intervened.

When the United States entered World War I in April 1917, suffragists joined the war effort and believed their loyalty and support would make suffrage inevitable. Catt believed that showing patriotism by raising money in Liberty Loan drives, joining the Red Cross, sewing and preparing surgical dressings would propel more acceptance of women's suffrage. Paul, on the other hand, took to protesting in front of the White House, reminding the government that while promoting democracy abroad, American women were denied the right to vote at home. The time was ripe for President Wilson and the American people to back women's suffrage in the nation.

Critical Thinking Activity: Divide the class into small groups and ask the students to compare and contrast the two factions (the militant NWP or the moderate NAWSA) of the women's suffrage movement, led by Carrie Chapman Catt (**Handout 1**) and Alice Paul (**Handout 2**). After reading the handouts of Catt and Paul, have students complete a graphic organizer, (**Handout 3**) comparing the political groups and strategies of the two activists. **Thinking Further:** For homework, students will write an opinion essay on the back of the graphic organizer indicating whether Paul's (NWP) or Catt's (NAWSA) organization was more influential in bringing about the nineteenth amendment.

Day 2: Primary Source Activity

Creating powerful political imagery was vital in creating a political presence in the American mind and in bringing forward the accepted idea of voting rights for women. Two distinct images evolved for women's suffrage: one mainstream (NAWSA and Catt), the other, militant, (NWP and Paul).

The moderate view used symbolism or imagery of motherhood, domestic images and duty to social service and political reform. The militant view used symbols of equality, individual freedom and personal empowerment. The color gold was frequently used to represent enlightenment. "Forward into the light" became the motto of the NWP. Additionally, the "herald angel" was used representing the civic virtues of women. Pro-suffrage women successfully used parades and demonstrations to bring the issue to the forefront of the American conscience. Both branches, moderate and militant, promoted women's

inclusion in American public life, and with the potent imagery they created, significantly helped push suffrage to Congressional approval and eventual state ratification.

Conversely, anti-suffrage groups oftentimes pictured women in posters as neglectful of their family, or crazed and violent, armed frequently with an umbrella as a weapon. (Background information source: https://www.nwhm.org/online-exhibits/votesforwomen/tour_02-02x.html)

Analyze the symbolism of pro- and anti-suffrage posters and photos: Students will continue in their groups and analyze protest posters and photos from the years immediately prior to ratification of the 19th Amendment. This will enable students to recognize the mores, values, and opinions of society towards women during that time period that expressed pro- and anti-suffrage sentiments.

Use **Handouts A-Q**, assigning a couple of photos and posters to each group. Each handout includes suggested questions about the symbolism expressed, the point of view, the message, and the strategy used in the photo or poster. After about five to ten minutes, have students jigsaw, or move to other groups to share/exchange photos and findings. You could also have groups present their favorite photo or poster to the entire class for discussion. A promethean board is ideal to project the photo or poster.

Day 3: Closure

Draw conclusion. Give students **Handout R**, “The Portrait Monument,” dedicated to women’s suffrage and displayed in the Capitol building. Let students identify the three women in the monument, and discuss what their immediate thoughts are about this sculpture. Explain to students that this monument, like the women’s movement, had its controversy, too. Alice Paul and her National Women’s Party presented this monument to Congress in 1921, after women received the right to vote nationally. Critics of the monument called it “Three Women in a Bathtub.” Congress finally begrudgingly accepted it, and Alice Paul had the eight ton monument dragged down the street to the Capitol by mules. After one day in the Rotunda, it was moved to the basement, where it stayed for 76 years. Ask students what inferences can be drawn about Congress, the American public and their attitudes towards the women’s movement and Alice Paul? Explain further that, finally in 1996, a campaign to display it in a more accessible place began and with the help of donations, it was moved to the Rotunda, where it stands today. Now that students have background information, have them answer the questions on Handout R, the Portrait Monument.

Alternatively, have students write a short essay explaining why Alice Paul was critical to the women’s suffrage movement and the reasons why it took so long for women to get the right to vote.

An third option would be to have students watch the video, “Bad Romance, Inspired by Alice Paul” <https://www.youtube.com/watch?v=Gvu3krCs8ec&list=RDGvu3krCs8ec> (5:07 min) This is a musical, motivating video about Alice Paul. **Teachers please preview this video before showing it to students.** While watching the video, have students “call out” the people, events and protests they were able to identify as a result of their acquired knowledge from the two day lesson.

Extension:

- Have students rewrite the section of their textbook pertaining to Alice Paul, supplementing it with the additional knowledge learned from this lesson. They must incorporate in their rewrite, all the vocabulary words they defined at the beginning of the lesson.
- Have students create a diary entry by Alice Paul by detailing her protests, arrest and describing her stay in jail.

- Share with the class that there are ongoing efforts to preserve the memory of the dedicated suffragists. Share the link of the Turning Point Suffragist Memorial currently being constructed in Virginia. Ask students to visit the site <https://suffragistmemorial.org/> to see what this memorial is all about and to identify **other New Jersey women** involved in the women's suffrage movement, https://suffragistmemorial.org/suffragists-by-state/#new_jersey. Have students create a biography on these other New Jersey suffragists, by conducting research and focusing on their efforts and contributions to the cause.
- Take students to visit Paulsdale, the home of Alice Paul and the Alice Paul Institute, in Mt. Laurel, NJ. The Alice Paul Institute educates the public about the life and works of Alice Paul and offers heritage and girl's leadership development at Paulsdale, her home and a National Historic landmark. For information go to www.alicepaul.org.
- Compare the Women's Suffrage Parade of 1913 to the Women's March on Washington, January 21, 2017 and/or "A Day Without A Woman" Strike/Rally on March 8, 2017.

Handout 1: Carrie Chapman Catt



Adapted and modified from <http://www.tec-coop.org/carrie-chapman-catt-vs-alice-paul> , the National American Woman's Suffrage Association and PBS.org

Carrie Lane was born in Wisconsin in 1859. In 1880, she graduated from Iowa State College, at the top of her class. She worked as a law clerk, a teacher, a principal and eventually a superintendent of schools. In 1885, Carrie married Leo Chapman, who sadly died of typhoid fever the next year. She then joined the Iowa Woman Suffrage Association, eventually becoming the Iowa association's state organizer, as well as their professional writer and lecturer.

In 1890, Carrie Chapman married George Catt, who encouraged Carrie to continue her suffrage activities. She joins the National American Woman Suffrage Association (NAWSA), befriends Susan B. Anthony, and addresses Congress on a proposed suffrage amendment. She will succeed Anthony as NAWSA president, and from then on her time is spent mostly in speechmaking, planning campaigns, organizing women and developing political expertise. Her methods to bring the message of woman's suffrage were done in the spirit of peace and humanity.

In 1915, the NAWSA became divided when Catt clashed with Alice Paul, the militant activist, who wanted to focus on the suffrage issue at the federal level. Catt believed that suffrage at the state level would lead eventually to a Constitutional amendment. Under the leadership of Catt, NAWSA won the backing of the House and Senate. In 1917, New York passed a state woman suffrage law, and finally in 1918, President Woodrow Wilson supported the cause. On August 26, 1920, the 19th Amendment was signed into law and became part of our Constitution.

After the passage of the 19th Amendment, Catt served as president of the League of Women Voters, until her death. She wrote a book about the woman suffrage movement. Her commitment to peace was continued by founding the National Committee on the Cause and Cure of War.

On March 9, 1947, Carrie Chapman Catt died of heart failure in New Rochelle, New York. By playing a key role in the successful campaign in ensuring women the right to vote, her life exemplified how one can make a difference in the struggle for justice in the United States.

Handout 2: Alice Paul



Adapted and modified from <http://www.alicepaul.org/who-was-alice-paul/>

Alice Paul was born on January 11, 1885 to William and Tacie Paul at Paulsdale, her family farm in Mt. Laurel, New Jersey. Alice was a Quaker, and Quakers believe that women and men are equal and should have the same opportunities and rights. Her mother, Tacie, was a member of the National American Woman Suffrage Association (NAWSA) and held meetings at Paulsdale, influencing Alice in her life's work: securing equal right for women.

As for Alice Paul's education, she graduated first in her class at her high school and graduated with a degree in biology from Swarthmore College, serving as commencement speaker.

After she finished college, Alice traveled to England to study social work. There, she met radical suffragettes, Christabel and Emmeline Pankhurst, and she started working for women's rights in the British suffrage movement. The Pankhursts engaged in direct and visible measures to raise public awareness about women suffrage, using tactics such as rock throwing, window smashing, and heckling. Although the suffragettes were sometimes jailed, Alice believed that English suffragettes had found a path to victory that American women were not achieving due to their passivity.

Alice returned to America in 1910, joined the NAWSA, committed to work for a federal amendment to the U.S. Constitution that would give women suffrage. Alice liked some of the ideas that she had learned in England and decided to try them in America. One tactic was organizing a large parade for women's suffrage in Washington, D.C. during President Wilson's inauguration. The suffragists made headlines causing a public debate on the suffrage cause.

Due to differences in strategies for achieving woman's suffrage, Alice Paul split from the NAWSA and Carrie Chapman's leadership, and formed a new party: the National Woman's Party (NWP). Alice and her newly formed party had its headquarters across the street from the White House where they hung purple, gold, and white banners out the windows so the President and any passers-by could see them. But the next tactic they used would get even more attention: the suffragettes, known as "silent sentinels" would picket in front of the White House. After six months, the protesters were arrested for "obstructing traffic." The suffragettes were jailed for the summer and fall of 1917 in cold, rat-infested cells, where Paul and others staged hunger strikes. The public responded for their release from jail, and many Americans now supported woman's suffrage.

Alice Paul—Handout 2 continued

The National Woman's Party's tactics helped to convince the President and many members of the Congress that they should support women's suffrage. The Congress passed the amendment to the Constitution and it was up to the states to ratify it. It took more than a year for 36 states to ratify the amendment, but finally, in August 1920, American women won the right to vote in the 19th amendment.

Alice Paul felt that the vote was the first step to full equality for women. She spent the rest of her life, working for a new Constitutional amendment, the Equal Rights Amendment, which would make sure that every person had the same opportunities and rights. Eventually it passed in the House and the Senate, however the amendment fell short of ratification by three states.

Alice Paul died on July 9, 1977, in Moorestown, NJ. The Alice Paul Institute was founded in 1985 at Paulsdale, Alice's family home. The institute supports and trains girls and young women to take on leadership roles. Paulsdale welcomes visitors to learn about Alice Paul and her lifelong pursuit of equality.

Handout 3: Alice Paul and Carrie Chapman Catt Comparison

	Alice Paul	Carrie Chapman Catt
Birthdate/place		
Family		
Education		
Organizations		
Suffrage Friends/Influences		
Suffrage Strategies& examples		
Political activities after the passage of the 19 th Amendment		
Date of death/place/age		

Thinking further: On the back of this sheet, express in your opinion, which organization, the NAWSA or the NWP was more successful in bringing about the ratification of the Nineteenth Amendment? Explain your answer using specific cause and effect examples.

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Handout A– Group at Parade



<http://hal.loc.gov/loc.gov/loc.mss/mnwp.159054>

What group of people are pictured in the parade?

What insight did you gain about the women's movement and its members from this photo?

Handout B – Suffrage Parade



<http://hdl.loc.gov/loc.mss/mnwp.159053>

How would you describe this scene?

What does it say about civic involvement in the women's movement?

Handout C – Hedwick Reicher as Miss Columbia



<http://www.loc.gov/pictures/item/97510759>

What symbolism is shown here?

What does Miss Columbia represent?

Use adjectives to describe Miss Columbia in this picture.

Where do you think this photograph took place?

What do you think was the purpose of this photo?

Handout D – Inez, March 3, 1913.



Photo Credit: Library of Congress, National Woman's Party Records.

<http://hdl.loc.gov/loc.mss/mnwp.274006>

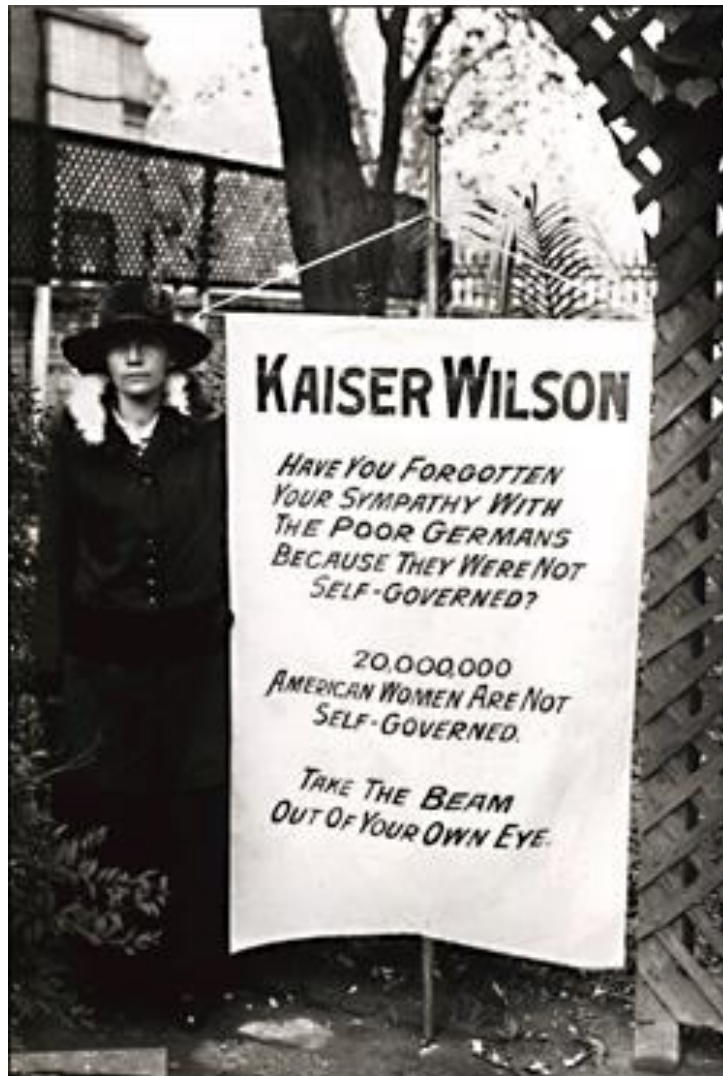
What symbolism is used here?

Describe Inez using adjectives.

Why do you suppose Inez dressed this way and posed on a horse?

What is revealed from this photo about the time period and or the women's movement?

Handout E – Alice Paul holding up "Kaiser Wilson" sign.



<https://www.archives.gov/education/lessons/woman-suffrage/kaiser-wilson.html>

Why is President Wilson referred to as "Kaiser Wilson"?

What does Alice Paul mean by "20,000,000 American Women Are Not Self-Governed?"

What does Alice Paul infer in the poster with "Take the beam out of your own eye?"

Handout F – Protesting President Wilson. 1916.



Photo Credit: <http://wagingnonviolence.org/feature/suffragette-raises-question-property-destruction-effectiveness/>

Why were the women protesting President Wilson?

Do you think this is an effective strategy by the protesters? Why or why not?

What role do you think the war played in women gaining the right to vote?

Handout G – Treasury Steps - March 3, 1913.



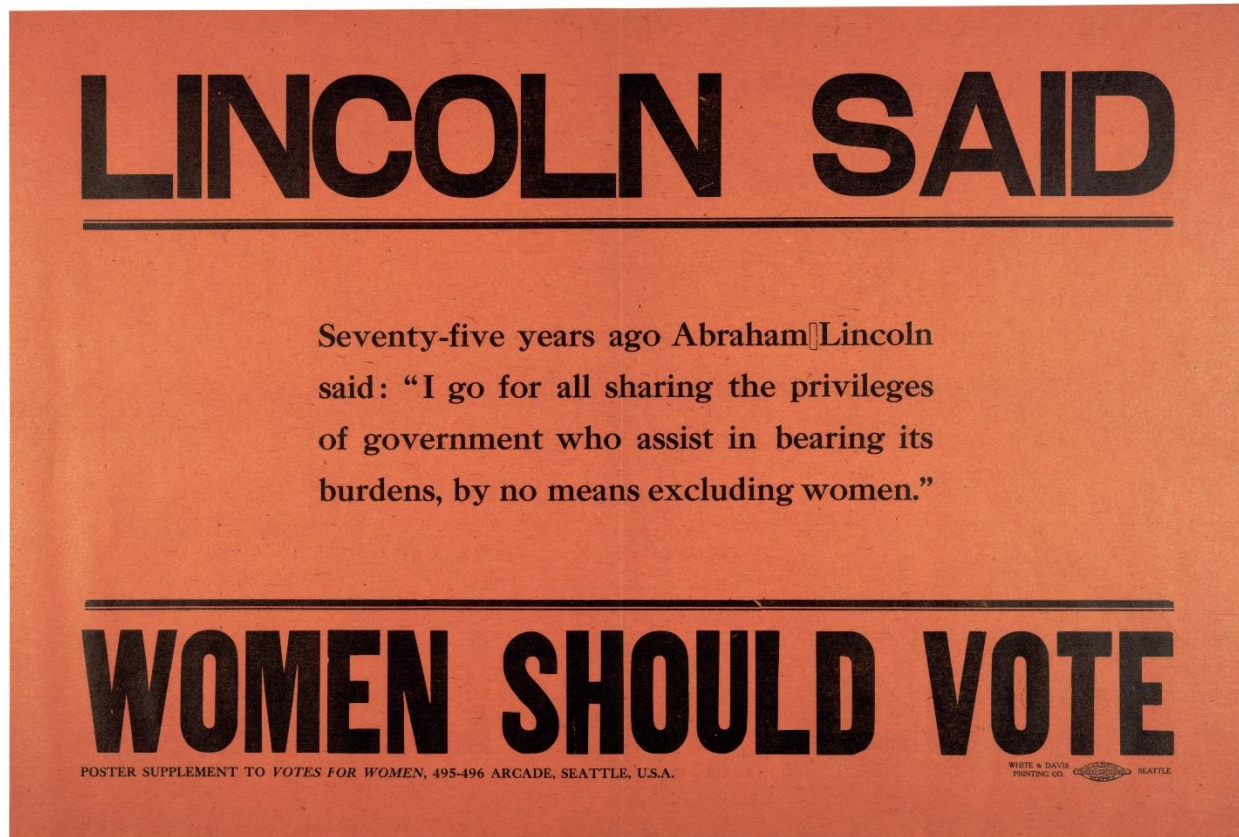
Photo Credit: Library of Congress. <http://hdl.loc.gov/loc.mss/mnwp.276006>

What symbolism is shown in this photograph?

Why do you think the suffragettes chose the Department of Treasury steps for their protest?

Do you think this was an effective strategy? Why or why not?

Handout H – Invoking Lincoln, 1910.

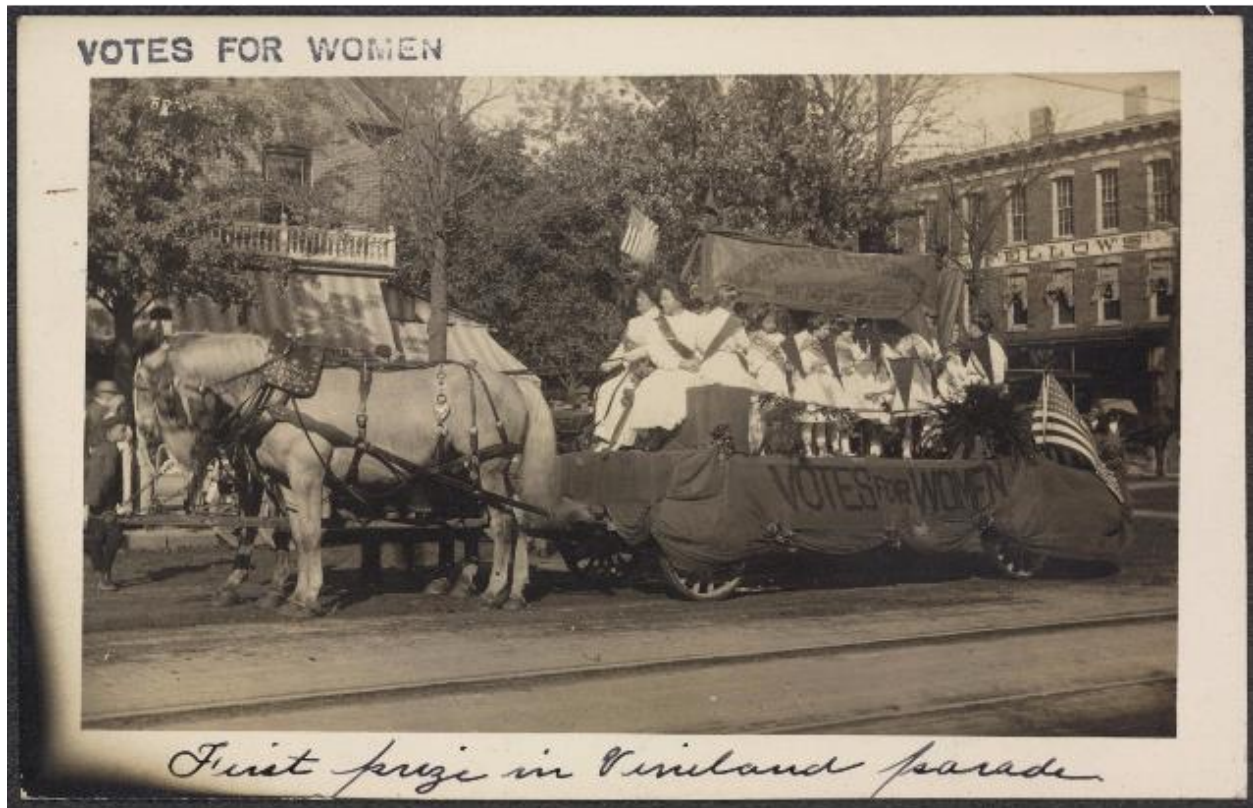


Gilder Lehrman Collection #GLC09103. <https://www.gilderlehrman.org/history-by-era/politics-reform/resources/suffragists-invoke-lincoln-1910>

Why do you think the suffragettes chose Lincoln's words in this poster?

Based on your understanding of Lincoln's character, had he lived, how might he have viewed the suffragist movement?

Handout I – Vineland, NJ, April 1, 1914.



<http://hdl.loc.gov/loc.mss/mnwp.160009a>

This float won first prize in a parade in Vineland, NJ

What adjectives would you use to describe this float?

How would you describe the women in the float?

What symbolism is being used?

Handout J – Giving out handbills for the President’s Inaugural Parade, 1913.



Library of Congress, Harris and Ewing Collection, Washington, DC.

<https://www.theatlantic.com/photo/2013/03/100-years-ago-the-1913-womens-suffrage-parade/100465/#img09>

What do you think the handbills say?

What does the image reveal about suffragettes commitment to the women’s movement?

How do you think this man in the picture responded to the women?

Be creative. On a separate piece of paper, write your own copy for a handbill about the parade for the President’s inaugural parade.

Handout K – Analyzing a women’s movement poster, 1908.

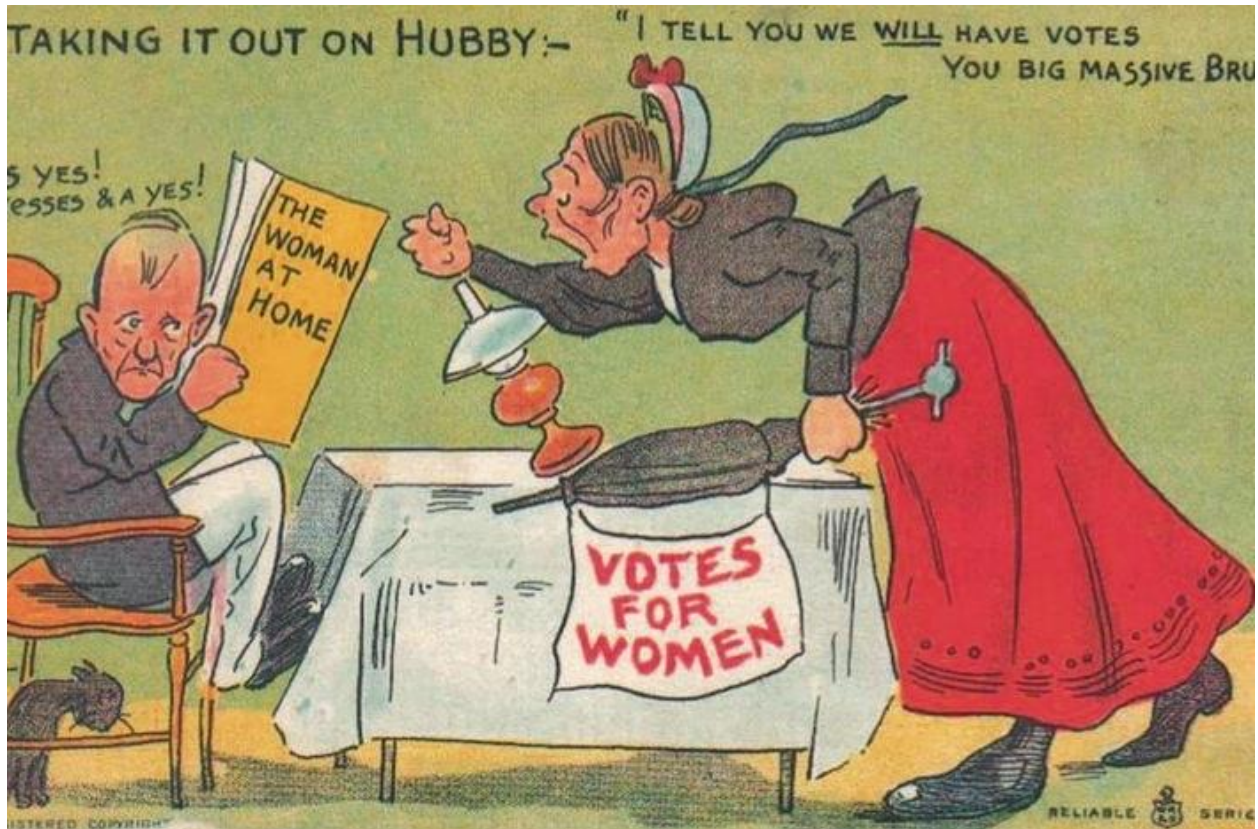


Photo Credit: Ann Lewis Women's Suffrage Collection.

<https://lewissuffragecollection.omeka.net/items/show/2049>

What symbolism is used in this poster?

What is the artist’s point of view?

Do you think that this poster is supporting or opposing the vote for women?

What evidence from the poster did you use to support your conclusion?

Handout L - Analyzing women's movement poster, 1909.



Photo credit: <https://antisuffragepostcards.wordpress.com/postcard-analyses/no-11-i-want-to-vote-but-my-wife-wont-let-me/>

What symbolism is used in this poster?

What is the artist's point of view? How do you know that?

Is this a pro women's movement poster or an anti-women's movement poster? Why?

Handout M – Analyzing women's movement posters -Circa 1910-1915.

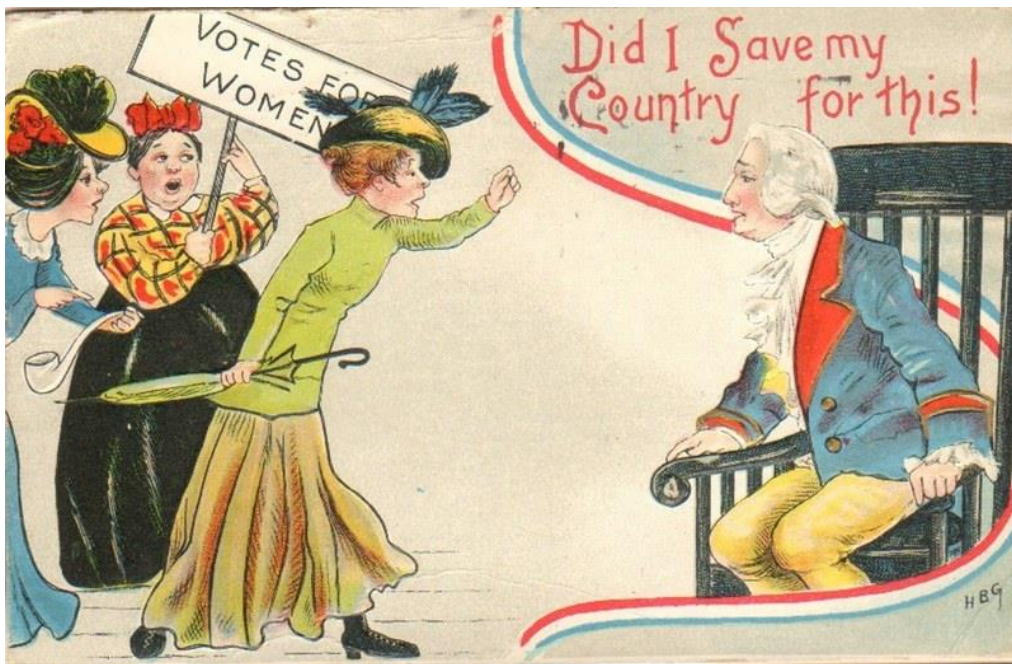


Photo Credit: <https://lewissuffragecollection.omeka.net/items/show/2037>

What symbolism is used?

What is the artist's point of view?

How do you know that?

Is this a pro-women's movement poster or an anti-women's movement poster?

Handout N – Analyzing a women's movement poster - 1915.



Photo Credit: Missouri History Museum, Art by Rose Cecil O'Neill.

<http://collections.mohistory.org/resource/146709.html>

What symbolism is used?

What is the artist's point of view?

How do you know that?

Is this a pro-women's movement poster or an anti-women's movement poster?

Handout O – Analyzing a women's movement poster, February 1, 1920.



Photo Credit, "Learning New Tricks" by Nina Allender.

<http://nationalwomansparty.org/alice-paul-and-the-war-on-women/>

What symbolism is used?

What is the artist's point of view? How do you know that?

The caption reads, "Taming the Animals." What do you think the artist means by that?

Is this a pro-women's movement poster or an anti-women's movement poster?

Handout P – Analyzing a magazine cover - February 20, 1913.

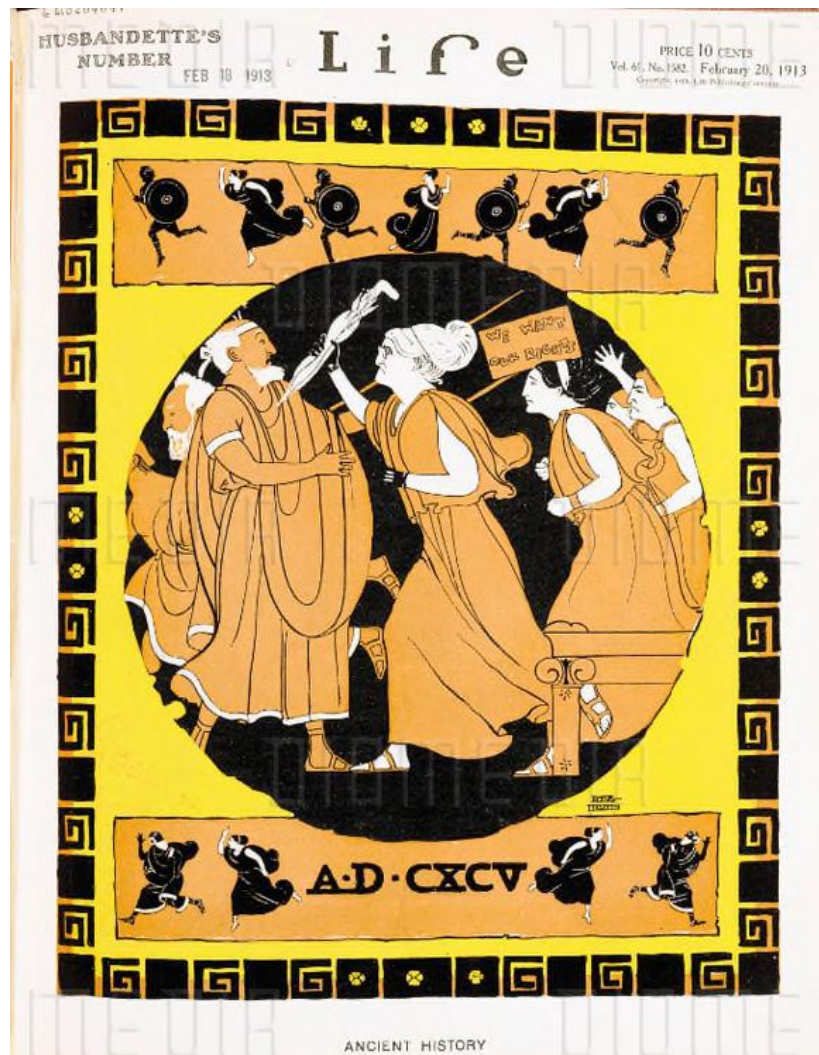


Photo Credit:

<http://www.diomedia.com/imageSearcher.do?keywords=01AQHMP0&isDiomedia=1&logKeywords=1>

What symbolism is used?

What is the artist's point of view? How do you know that?

Is this a pro-women's movement magazine cover or an anti-women's movement magazine cover?

What year is revealed in Roman numerals?

Handout Q – Analyzing a program cover from the National Woman Suffrage Procession, March 3, 1913



Photo Credit: by Benjamin Dale, Library of Congress,
<http://www.loc.gov/pictures/resource/ppmsca.12512/>
Lot 5541, Prints and Photographs Division, LC – USZC4-2996

What symbolism is used?

What event in the suffrage movement is portrayed on the cover?

What message is the artist trying to convey?

Handout R – Portrait Monument by Adelaide Johnson, February 10, 1921



Photo Credit: Library of Congress <http://www.loc.gov/pictures/item/97510834/>

Who are the three famous three women featured in this monument?

The sculptor felt that part of the monument should be left uncarved because there was unfinished business to do in the women's movement. What do you think she meant by that?

What do you think the unfinished part should represent?

Do you think that a future female leader should be carved in there? If so, who do you think should claim the fourth spot on the monument?