

## Lesson 4: Women Against Women? The Anti-Suffrage Movement in Massachusetts during the Progressive Era

Discipline: U.S. History I (grades 9-12)

Lesson Type: Primary source analysis and class discussion.

Rationale: Most primary source analysis centers on longer, written pieces. The materials contained in these sources seek to convey a controversial message in very simple ways: short slogans and eye-catching visuals that could access its intended audience almost unexpectedly through everyday activities in which that audience may participate.

Instructional Objectives:

- 1) Students will be able to identify different modes of conveying a political message by analyzing the sources individually and discussing them as a class.
- 2) Students will be able to contrast the arguments of the anti-suffragists with those of the suffragists by making connections with the previous class's material through class discussion.

MA Curriculum Framework:

- USII.8: Analyze the origins of Progressivism and important Progressive leaders, and summarize the major accomplishments of Progressivism. (H, E) – Policies → H. the ratification of the Nineteenth Amendment in 1920
- USII.9: Analyze the post-Civil War struggles of African-Americans and women to gain basic civil rights. (H)

C3 Framework:

- D2.His.2.9-12: Analyze change and continuity in historical eras.
- D2.Civ.2.9-12. Analyze the role of citizens in the U.S. political system, with attention to various theories of democracy, changes in Americans' participation over time, and alternative models from other countries, past and present.
- D2.Civ.5.9-12. Evaluate citizens' and institutions' effectiveness in addressing social and political problems at the local, state, tribal, national, and/or international level.
- D2.Civ.10.9-12. Analyze the impact and the appropriate roles of personal interests and perspectives on the application of civic virtues, democratic principles, constitutional rights, and human rights.

APUSH Curriculum Standards:

- 7.1.II.B: On the national level, Progressives sought federal legislation that they believed would effectively regulate the economy, expand democracy, and generate

moral reform. Progressive amendments to the Constitution dealt with issues such as prohibition and woman suffrage.

Materials: Handout 2F

Procedure:

*Initiation (5-7 minutes):* Students should respond to the following Do Now question in their notebooks: Why would men be opposed to women's suffrage? Why would women be opposed to women's suffrage?

*Development (25 minutes):* Desks should be placed in a circle or U-shape (or some configuration that allows students to see each other better). Distribute Handout 2F. Go through each source and ask students to spend a moment reviewing the source. As they do so, they should try to determine the creator of the source and the audience of it. They should also make note of any details they find particularly interesting or questionable. After a minute or two for each source, facilitate a discussion of that source. Call on students randomly or ask for volunteers.

*Closing (10-15 minutes):* Explain to students that the efforts of the anti-suffragists succeeded when the referendum measure failed in 1915. Women in Massachusetts could not vote in elections until 1920, when the Nineteenth Amendment was ratified. Have students write a reflection on the following question: What arguments against women's suffrage existed in early 1900s? Do these arguments have any merit? Why or why not? Are you surprised that the anti-women's suffrage movement was so strong in the state? Why or why not?

Extension Activity: Ask students to design some kind of visual item that responds to one of the arguments presented in one of the sources that they saw today.

Assessment Measures: Collect written responses from closing.