

Lesson Plan: North Dakota Votes for Women Campaign

Overview of Lesson: Students will read documents and political cartoons of the politics of the suffrage movement. Students will also read and analyze biographies of leading North Dakota suffragists.

Grade level: Grade 7 - 8. Teachers may choose to use any or all of the three activities.

Objectives: Students will learn who the suffragists were, gain insight into the arguments surrounding the campaign for woman suffrage and learn how political ideas are presented in cartoons.

Resources: In addition to resources provided in this lesson plan, refer to [ndstudies.gov/gr8](https://www.ndstudies.gov/gr8), Unit III, Lesson 4, Topic 8.

<https://www.ndstudies.gov/gr8/content/unit-iii-waves-development-1861-1920/lesson-4-alliances-and-conflicts/topic-8-suffrage>

Learning the Language of the Women’s Suffrage Movement. Before engaging students in the study of the historical Votes for Women campaign, the students should become familiar with the vocabulary of the movement. Here is a list of important words.

Voting or Vote. A personal expression of a choice, often used in making political decisions. For example: “I cast a vote for president today.”

Suffrage. A word referring to the right to vote in elections as a citizen. Women asked for suffrage or the right to vote.

Suffragist: A woman or a man who supported voting rights for women. Suffragette was the term used in England for women who campaigned for the right to vote.

Franchise or The Franchise. Another word for the vote. This word is also used in the verb form as in “Women were enfranchised in 1920.”

Campaign: A word describing the actions of an organization or a group of people designed to gain public support in order to accomplish a goal or goals.

Constitution: A word derived from Middle English meaning “a body of rules, customs, or laws.” Each of the states has a constitution and the United States has a constitution. The constitution provides a framework for government.

Amendment: A word meaning “to correct.” An amendment makes a correction that improves a state constitution or the Constitution of the United States.



Activity 1. Research. The campaign for women’s votes was a good topic for cartoonists. There were many cartoons supporting woman suffrage and many that made fun of the campaign. A few cartoons are available on this website and many others are available on the internet. Using a safe search engine, students can research cartoons of the suffrage movement by typing in these search terms: *cartoon suffrage movement*. (caution: both U.S. and British cartoons will appear in this search). After viewing cartoons, students should analyze the images. Use *Worksheet: Analyzing an Image*. Students should be able to appropriately place cartoons in the pro-suffrage or anti-suffrage category.

Activity 2. North Dakota Suffragist Biographies. Read the brief biographies presented here. Write a two-page paper about how these suffragists helped the suffrage cause. Consider these questions before you write your paper:

1. Do you see any common threads of activities or memberships among these women?
2. Do you see any clues to the economic or educational status of these women?
3. Do these women share common interests other than suffrage?
4. How many are married? Is that an important factor in their work as suffragists?

Activity 3. Anti-suffragism. Many men and some women did not believe that women should vote. To understand those opposed to woman suffrage, view, analyze, and discuss documents and images of the anti-suffrage movement.

- 1) Students read Document 1. “A Woman’s Business.”
- 2) Students view and analyze Cartoons 1 and 2. Use *Worksheet: Analyzing an Image*.
- 3) Discuss the arguments raised by women and men opposed to extending the suffrage to women. Were these arguments strong? Who would be convinced by these arguments? Do the cartoons raise important concerns?
- 4) Following a brief discussion on suffrage opposition, ask students to view and analyze Cartoon 3, “The Dignity of the Franchise,” using *Worksheet: Analyzing an Image*.
- 5) Students can write a brief commentary addressing the question: Does Cartoon 3, which first appeared in *Punch* magazine in 1905, support or oppose the extension of voting to women? Explain your position.



Worksheet: Analyzing an Image

Images, whether paintings, drawings, cartoons, or photographs, are made up of details that combine to convey a message. The Artist who made the photo or drawing is trying to tell the Viewer something. The Viewer, however, brings her or his own ideas to the image which may affect the message. Use this worksheet to analyze the cartoon to determine the Artist's message. Then, determine how you, the Viewer, understand the message.

Date when Image was published: _____ Where was Image published: _____

Name of Artist _____

1. What do you see in this image? It may help to use your imagination to divide the image into quadrants (four parts). Examine each part carefully to find all the details.

2. How many people are in the image? Are they men or women? _____

3. What are the people wearing?

4. Are there objects in the picture? Are people carrying objects? What are the objects?



5. Are there labels on the people or the objects? _____

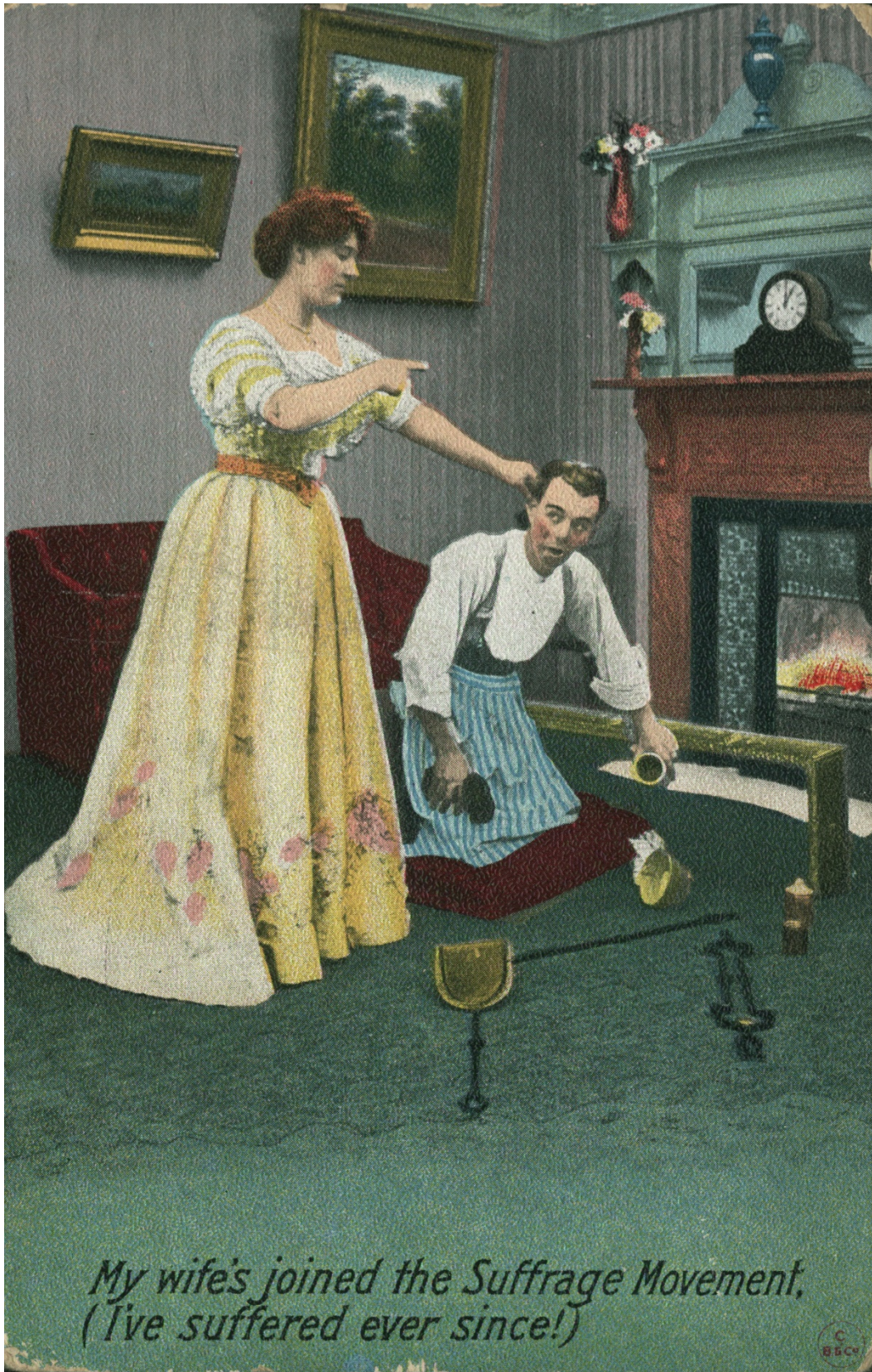
6. Does this image have a political message?

7. Does this image want you to respond emotionally? What is your feeling about this image?

8. Read the caption. What is the message the Artist was sending in to the Viewer?

9. Did you respond to the image in the way you think the Artist wanted you to? What was your response to this image? Do you think the Artist made the message clear? Does the image have the same message today as it had when it was first published?





Cartoon 1

SUFFRAGETTE SERIES No II.

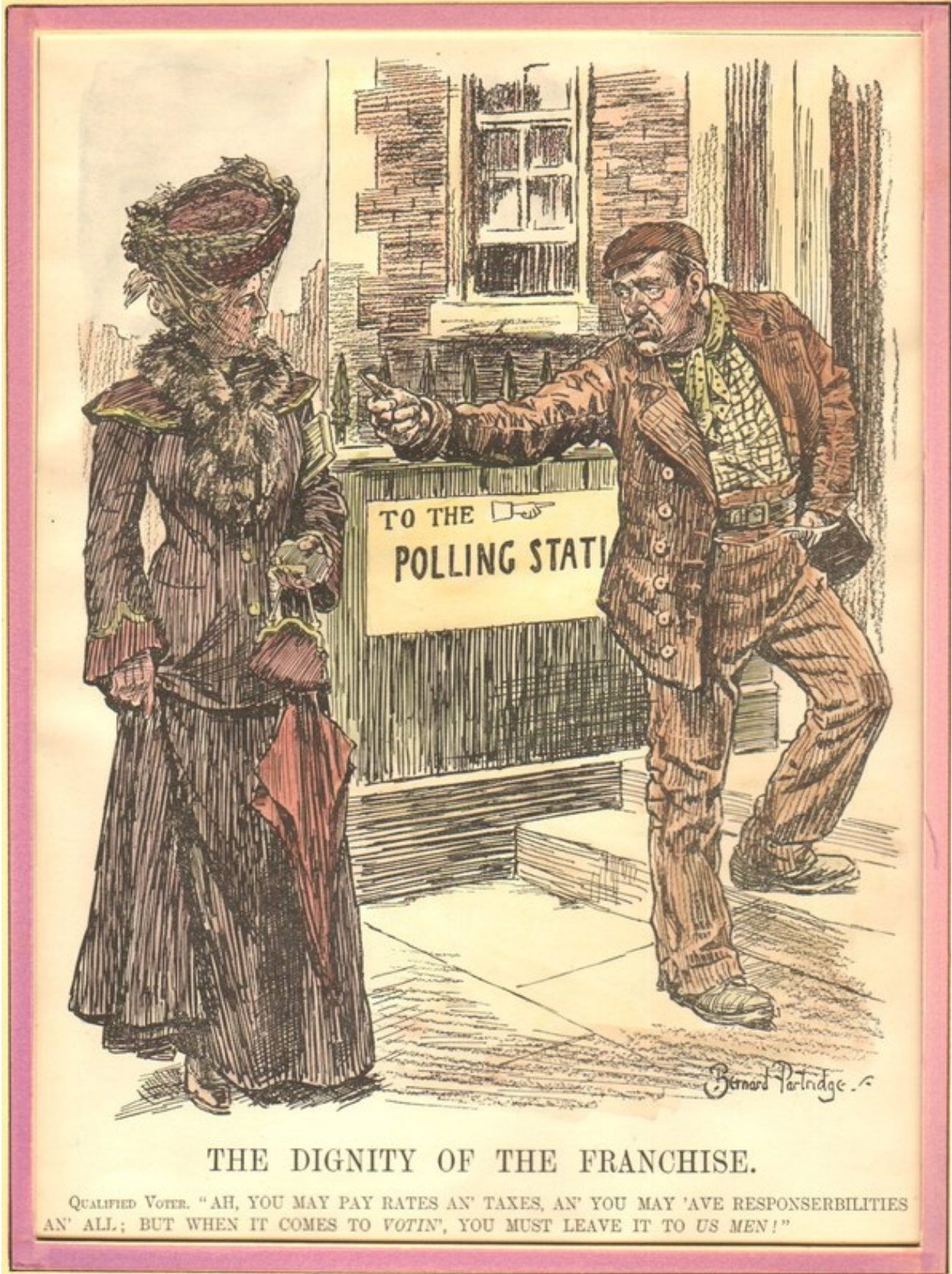
EVERYBODY
WORKS BUT
MOTHER
SHE'S A
SUFFRAGETTE



I WANT TO VOTE, BUT
MY·WIFE·WONT·LET·ME

COPYRIGHTED. 1909 BY DUNSTON-WEILER LITHOGRAPH CO.

Cartoon 2



THE DIGNITY OF THE FRANCHISE.

QUALIFIED VOTER. "AH, YOU MAY PAY RATES AN' TAXES, AN' YOU MAY 'AVE RESPONSERBILITIES AN' ALL.; BUT WHEN IT COMES TO VOTIN', YOU MUST LEAVE IT TO US MEN!"

Cartoon 3



Votes for Women

While in the act of voting,
Mrs Jones remembers that she has
left a cake in the oven !



"I DID NOT RAISE MY GIRL TO BE A VOTER"
SOPRANO SOLO WITH VOCIFEROUS SUPPORTING CHORUS OF MALE VOICES

Cartoon 5

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The Suffragist

FIVE CENTS

OFFICIAL WEEKLY ORGAN OF THE NATIONAL WOMAN'S PARTY



SOLD BY THE POLITICAL EQUUS IN EAST AND WEST

Drawn by Allen S. Allen

Insulting the President?

Cartoon 6

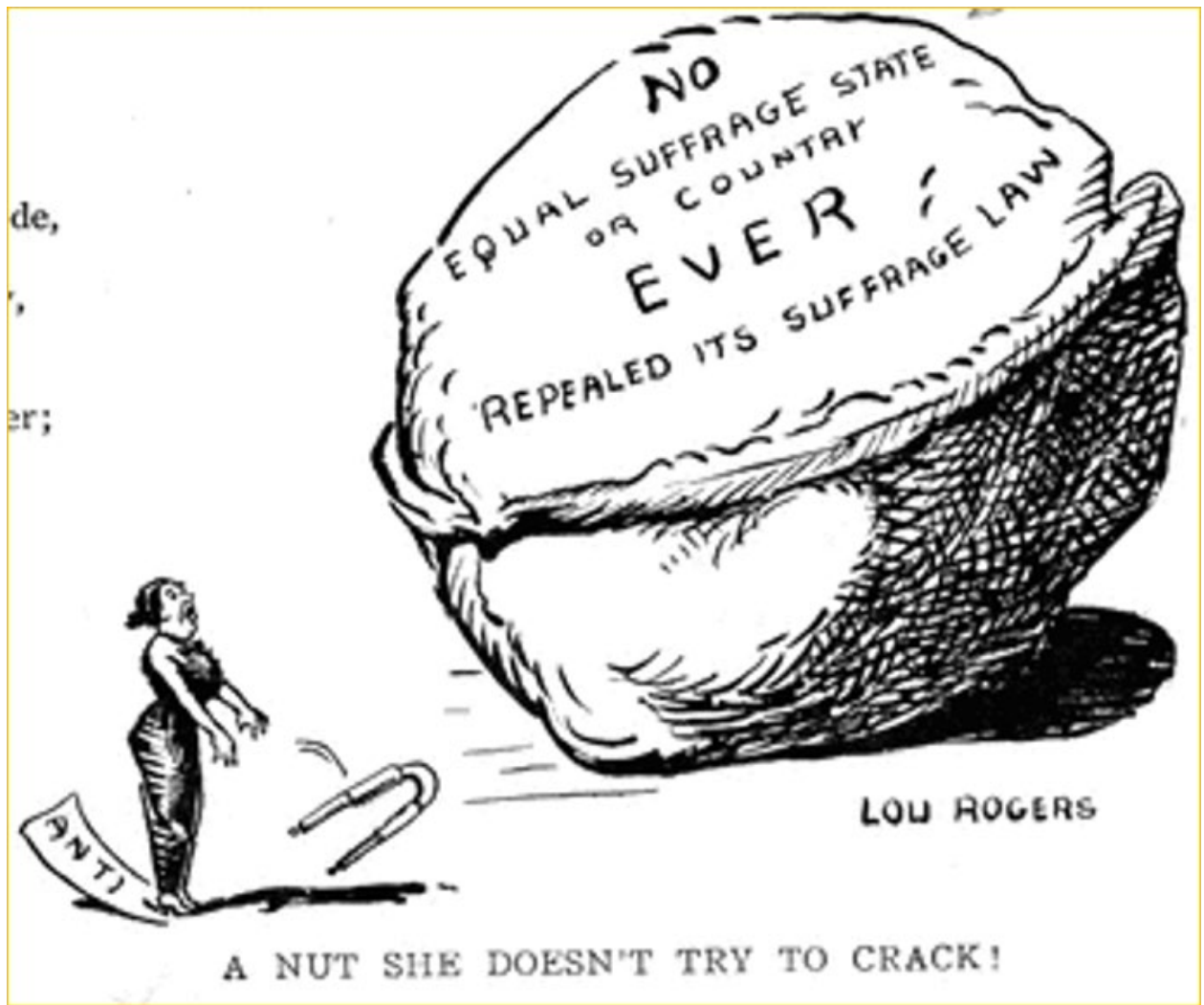


Our food, our health, our home, our schools,
 our play are all regulated by men's votes—
 Isn't it a funny thing
 When father cannot see
 Why mother ought to have a vote
 On how these things should be?



"I'm a girl baby and I'm going to
 be taxed without representation."

To be obtained as post cards from the
 National Woman Suffrage Association,
 Inc., 609 FIFTH AVE., NEW YORK CITY.



Cartoon 8

What a Woman may be, and yet not have the Vote

MAYOR



NURSE



MOTHER



DOCTOR, TEACHER, FACTORY HAND



What a Man may have been, & yet not lose the Vote

CONVICT



LUNATIC



Proprietor of white Slaves Unfit for Service



DRUNKARD





Cartoon 10



The last few buttons are always the hardest.

St. Louis Star, 1920

Cartoon 11

N.D. - Con

A Woman's Business

The Family is the foundation of the State, and the **Family** is a Woman's Business. The **Children** of the **family** should be her first care.

First: To give children **good sound bodies**.

Women do not need to vote for pure, wholesome food. 75% of all food contamination takes place **in the home**.

A woman's business is to keep her own home clean and to see that the Board of Health looks after her unclean neighbor. This doesn't need a vote.

Second: To give children **good minds**.

In 36 states women **already have a vote** on school questions, and only 2% use it. Men have recognized that women can help in school matters, and they ought to do so.

But no vote is necessary to watch what children read, and to answer their questions. It is easier to vote than to do this, but a child's mind is its mother's chance. A man is a woman-made child—grown up.

Third: To give children **good morals**.

Women do not need a vote to keep their children off the streets. You can't vote evil entirely out, but you can take care of your own child, and a former Police Commissioner said, "I do not know how to control vice by law. The moral standard of the individual must be raised." **Then** every woman can work to clean up the morals of her town, without being dragged back by the votes of the ignorant women and the women who vote as the bad men tell them to, and the women who don't care.

A few sensible, moral women **without a vote**, and therefore without being a part of any political machine, can and ought to clean up every town in this country. It **hinders** to be a part of the machine.

Sound **family** life has always been the basis of this nation. If men to-day are too bad to be trusted it must be because they weren't brought up right. It is our business as women to **bring up the voters before they vote**, to teach them honor and honesty and a love of truth and justice. Then they can be trusted. David Harum says "Every hoss can do a thing better and spryer if he's been broke to it as a colt."

Training children, one by one is woman's business. Handpicked fruit is better than fruit from a shaken tree.

Guarding the family is handpicking the fruit.

Voting is shaking the tree.

NORTH DAKOTA ASSOCIATION OPPOSED TO WOMAN SUFFRAGE,

Fargo, North Dakota.