



Winning the Vote: Women's Suffrage in Georgia

Teacher Guide

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INTRODUCTION

The Georgia Historical Society is excited to offer “*Winning the Vote: Women's Suffrage in Georgia*” inquiry. This inquiry-based resource includes activities designed to meet the Georgia Standards of Excellence for 8th grade history. Based on the Inquiry Design Model from C3 Teachers, this resource utilizes primary sources and relevant strategies to explore the New South era in Georgia through the lens of voting rights for women and the struggle to pass the 19th Amendment granting women the right to vote.

PARTS OF A C3 INQUIRY

Staging the Question: Staging the question activities introduce students to the ideas behind the compelling question in order to generate curiosity in the topic.

Supporting Questions (3) with Formative Performance Tasks (3)

Supporting Questions: Supporting questions are intended to contribute knowledge and insights for students to answer the compelling question. Supporting questions focus on descriptions, definitions, and processes which will assist students to construct explanations that advance the inquiry.

Formative Performance Tasks: Formative Performance Tasks are activities designed to help students practice the skills and acquire the content needed to perform well on the summative task (building an argument). These tasks are built around the supporting questions and are intended to grow in sophistication across the tasks. The performance tasks threaded throughout the inquiry provide teachers multiple opportunities to evaluate what students know.

Building an argument to respond to the Compelling Question: Each inquiry ends with students constructing an argument (e.g., detailed outline, drawing, essay) that addresses the compelling question using specific claims and relevant evidence from sources while acknowledging competing views.

How has the fight for women's suffrage impacted Georgia?

COMPELLING QUESTION

Each part of the inquiry is meant to build upon the previous in order for students to gather evidence and build an argument responding to the compelling question: **How has the fight for women's suffrage impacted Georgia?** You may also choose to do activities separately depending on your time constraints and classroom needs.

Time: Approximately 2-3 class periods.

Visit (enter website)

WHAT TO EXPECT

Students will engage in each activity gathering evidence to respond to the Compelling Question beginning with the staging the question activity.

Students will explore the primary sources via the suggested Formative Performance Task to answer each Supporting Question. Teachers may assess student knowledge after each Formative Performance Task and student responses to the Supporting Questions. (SQ/FPT)

Students will build an argument to answer the Compelling Question.

STRUCTURE

How has the fight for women's suffrage impacted Georgia?

Stage the Question: Understanding the 19th Amendment

SQ/FPT 1: Assessing the roles and expectations of women during the New South Era.

SQ/FPT 2: Identifying points of view of people toward women's suffrage in Georgia.

SQ/FPT 3: Examining the continued struggle for voting rights after the New South era to today.

Argument: Using evidence gathered during each Formative Performance Task to respond to the compelling question: *How has the fight for women's suffrage impacted Georgia?*

GEORGIA STANDARDS OF EXCELLENCE

Historical Understandings

SS8H7 Evaluate key political, social, and economic changes that occurred in Georgia during the New South Era.

Information Processing Skills

6. identify and use primary and secondary sources

11. draw conclusions and make generalizations

15. determine adequacy and/or relevancy of information

Reading Standards for Literacy in History/Social Studies

L6-8RHSS1: Cite specific textual evidence to support analysis of primary and secondary sources.

L6-8RHSS2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

L6-8RHSS4: Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

L6-8RHSS6: Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

L6-8RHSS9: Analyze the relationship between a primary and secondary source on the same topic.

STAGING THE COMPELLING QUESTION

Purpose: Understand the 19th Amendment to the United States Constitution

Overview: Students will use the “See, Think, Wonder” strategy to assess the primary source.

SUGGESTED STRATEGY: SEE, THINK, WONDER

See: Students record their first impressions of the document. What kind of document is it? How do they know? Do they see source information (author, date, publisher, and place)? What other details do they notice?

Think: Students read the document carefully. Highlight or list any unusual words or phrases. What prior knowledge do students connect to the details of the document? Can students make any judgements about the document such as why it was written and who was meant to read it? Students should record their reflections.

Wonder: What questions do students have about the document? What questions do they need answered to understand the information in the document. This is an excellent time to review key vocabulary for this inquiry including “suffrage,” “ratification,” “amendment,” and “legislation.”

BACKGROUND INFORMATION FOR THE SOURCE

This newspaper clipping provides the text of the 19th Amendment in full. It explains the process by which an Amendment is ratified.

Ruth Stewart Leaken was a prominent clubwoman who was State Chairman of the Women’s Committee of the Liberty Loan Drives, 1917-1918, and was prominent in the Women’s Suffrage Movement in Georgia. Her papers contain letters from her husband and papers relating to her civic and social interests. The document is part of the Stewart Huston Family Papers, MS 1267 specifically from the Ruth Stewart Leaken files.

SQ/FPT 1: ASSESSING THE ROLES AND EXPECTATIONS OF WOMEN DURING THE NEW SOUTH ERA.

Supporting Question 1: What were the new roles for women during the New South era?

Formative Performance Task 1: Describe at least one way in which women’s roles changed during the New South era. Cite at least one piece of evidence from the primary sources to support your description.

SUGGESTED STRATEGY: IDENTIFY SIMILARITIES

Read the “Main Ideas” from each biography and identify new roles women were taking on during the New South era. Underline or write them down. Roles can include differing jobs, organizations, volunteer work, and education level of each of the three women.

- Students should consider how these roles are similar but also different for the differing women.
- Students should consider how the roles these women filled may have been different than their mothers’ or grandmothers’ roles during the Civil War or Reconstruction era.

Assessment: Student descriptions should include evidence from at least one source. Students should aim to answer the supporting question through their description.

BACKGROUND INFORMATION FOR THE SOURCES

Stella Akin was the first woman admitted to the Georgia Bar Association in 1918 and served multiple charitable and political organizations. Stella Akin’s biography is from the book “Prominent Women in Georgia” published in 1928. The book is found in the Lallie Dozier Benkoski Papers, MS 1691. Alice (*Lallie*) Dozier Benkoski was a professional genealogist from Albany, Georgia.

Lugenia Burns Hope founded the Neighborhood Union in 1908, an organization in Atlanta that helped improve living conditions for black communities. In 1932 Hope became the first vice president of the National Association for the Advancement of Colored People (NAACP)’s Atlanta chapter. During her tenure she oversaw the creation of “citizenship schools,” basic six-week courses that introduced African Americans to the role of government and civic participation. Her husband was Dr. John Hope president of Morehouse College from 1906-1929. The main ideas of her biography are taken from a secondary source, *Lugenia Burns Hope: Black Southern Reformer*, by Jacqueline Anne Rouse.

Helen Dortch Longstreet had many interests during her life and held positions in many organizations. In 1896 she authored the “Dortch Bill” enabling her to become the first woman to hold state office in Georgia as Assistant State Librarian. She was a political

journalist and activist. She held the federal position of Postmaster in Gainesville, Georgia from 1904-1913. Longstreet was also responsible for the first conservation movement in Georgia fighting to preserve Tallulah Falls. During World War II, when she was in her eighties she worked as a riveter in the Bell Aircraft plant in Marietta, Georgia. She lived to be 99. This document is from the Helen Dortch Longstreet Papers, MS 1341.

- a. This source offers an opportunity for a deep dive into racial politics of the era. Anna Howard Shaw of the National American Woman Suffrage Association (NAWSA) explains that southern white supremacy may only be possible if white women are granted voting rights. Many white women were resentful of the 15th Amendment granting suffrage to black men. In fact segregation was viewed by some as a progressive reform as a means of establishing boundaries and limiting racial tensions.
3. Semi-neutral leaning pro-suffrage: Correspondence from Juliette Gordon Low (aka. Daisy, b. 1860), from the Gordon Family Papers, MS 0318, Georgia Historical Society, Savannah, Georgia.
 - a. JGL supported female suffrage personally but did not advocate for it publicly or through the Girl Scouts. Note her opinion on the relationship between racial politics and women’s suffrage.
4. Pro-suffrage: Correspondence of the Equal Suffrage Party of Georgia, from the Ruth Stewart Leaken papers in the Stewart Huston Family Papers collection, MS 1267, Georgia Historical Society, Savannah, Georgia.
 - a. This letter offers an opportunity to discuss the legislative process for passing an Amendment. The U.S. House of Representatives did not pass the suffrage bill in 1917. It was not passed until May, 1919 followed two weeks later by the by the U.S. Senate in July 1919. The Amendment was not ratified by three-fourths of the states (36) until August 1920.
 - b. Also note the map of the United States that offers details regarding which states have full or partial suffrage in the heading of the letter. This offers an opportunity to discuss that women’s suffrage was granted in western states/territories much earlier than those in the east.
5. Neutral: Letter to Helen Dortch Longstreet dated August 28, 1920, from the papers of Helen Dortch Longstreet (b. 1863), MS 1341(1904-1941), Georgia Historical Society, Savannah, Georgia.
 - a. Although the author of this letter asks her grandmother what she thinks about women being able to vote—there is no inclination that the author supports or rejects it.
 - b. The author mentions major political actors in Georgia at that time, Tom Watson and Hoke Smith. Tom Watson ran a successful campaign for the U.S. Senate in against Hoke Smith in 1920.
6. Anti-suffrage: Excerpts from a broadside issued by Alabama Association Opposed to Woman Suffrage, published by Brown Printing Company, Montgomery, from the collection of the National Association Opposed to Woman Suffrage, MS 1804 (1917-1919), Georgia Historical Society, Savannah, Georgia.

Anti-Suffrage: Excerpts from a broadside, published by Brown Printing Co., Montgomery,

Ala., from the collection of the National Association Opposed to Woman Suffrage, MS 1804 (1917-1919), Georgia Historical Society, Savannah, Georgia.

- a. Each of the excerpts are from two separate broadsides published by the Alabama Association Opposed to Woman Suffrage a member of the larger National Association Opposed to Woman Suffrage (NAOWS).
 - b. Note the heavy bias in each excerpt: the sizing of different parts of the text, the choice of words, and choice of quotations. Propaganda such as this was often used to diminish the legitimacy of the suffrage movement. The NAOWS sent speakers, funds, and literature to campaigning states—such as Georgia—in order to convince the public that women were more useful to their communities not being involved in politics.
 - c. Men and women were members of NAOWS.
7. Pro-suffrage: Broadside issued by the National American Woman Suffrage Association, published by National Woman Suffrage Publishing Company Inc., from the Ruth Stewart Leaken papers in the Stewart Huston Family Papers collection, MS 1267, Georgia Historical Society, Savannah, Georgia.
- a. Propaganda published by the National Women’s Trade Union and the NAWSA highlighting the perspective of women in the labor force. Many supported female suffrage due to the amount of women working outside of their homes which represents a characteristic of the Progressive Era.
 - b. Note the bias as this is a piece of propaganda in the campaign toward women’s suffrage.
8. Pro-suffrage: The first page of an open letter to the women of Savannah and Chatham County of the doings & Achievements of the Savannah Federation of Negro Women’s Clubs, 1918-1921, from the Maude Hayward Collection on Women’s Clubs, MS 1278, Georgia Historical Society, Savannah, Georgia.
- a. Women’s clubs in were segregated. Local branches of the National Association of Colored Women’s Clubs (NACWC) were formed across Georgia representing the Georgia Federation of Colored Women’s Clubs, whose missions were doubly significant as they were not only working towards reforms in their communities but also aimed to uplift African Americans socially, culturally, and politically. They fought not only for their own rights but those that had been stripped from black men in the South, including suffrage.

SQ/FPT 3: EXAMINING THE CONTINUED STRUGGLE FOR VOTING RIGHTS FROM THE NEW SOUTH ERA TO TODAY.

Supporting Question 3: How has women’s suffrage impacted changes in Georgia and the United States over the last century?

Formative Performance Task 3: Explain how the struggle for women to gain full citizenship continued in Georgia after the passage of the 19th Amendment.

SUGGEST STRATEGY: USE A PRIMARY SOURCE TO CORROBORATE A SECONDARY SOURCE AND CLOSE-READING.

Students should do a close-reading of the secondary source article “What happened after?” by the National Park Service updated in 2019.

Steps for close-reading:

1. Before reading: Provide a purpose for the reading—To find evidence of how women’s suffrage has impacted Georgia and the United States and how women have continued to struggle to gain full citizenship.
2. 1st read: Have students read for evidence of changes/impacts of the 19th Amendment. Students should write down or highlight the evidence they find.
3. 2nd read: Students should read the text a second time and consider who or what groups of people may have been affected by each piece of evidence they found in the first read.
4. Students should make at least three claims responding to Supporting Question 3 based on the evidence from the article.

Steps for corroborating the secondary source via evidence from a primary source:

1. Observe: Students record their first impressions of the document. What kind of document is it? How do they know? Do they see source information (author, date, publisher, and place)? What images or details do they notice?
2. Zoom-in: Have students cover half of the primary source. Do any new details come to their attention? Have them do the same for the other half previously covered.
3. Corroborate: Have students consider whether the three claims they made from the secondary source are evident in the primary source. Does this source corroborate any or all of their claims? If so, explain why or why not.

Assessment: Student explanations or claims responding to Supporting Question 3 should include evidence from the primary and secondary source. Students may choose to focus on one of the three claims they made to explain how the 19th Amendment has impacted

Georgia and the United States. Using both the primary and secondary source supports the skill of historical interpretation.

BACKGROUND INFORMATION FOR THE SOURCES

Secondary Source: “What happened after?” NPS, 2019.

- Passage of the Equal Rights Amendment, but it was not ratified and is not an amendment to the U.S. Constitution.
- Women continued to face discrimination after the passage of the 19th Amendment based on gender and race.
- Equal Pay Act 1963
- Civil Rights Act 1964
- Discrimination in hiring practices based on gender and race.
- Women are still advocating for their rights as of 2019.

Primary Source: Cover of *The Woman Citizen* from the Ruth Stewart Leaken papers in the Stewart Huston Family Papers collection, MS 1267, Georgia Historical Society, Savannah, Georgia.

- Suffrage magazine established in 1870.
- Date is February 1920, after the passage of the Amendment by the U.S. Congress but before its ratification.
- “Handing on the work” referring to the work still to come post-19th Amendment to achieve full citizenship.
- An adult woman wearing a sash that says “Suffrage Organization” is holding a young girl wearing a sash that says “Citizenship” implying that women still have work to do to achieve full citizenship.
- Consider how race is reflected in this document. What aspects of citizenship were denied to African Americans after the passage of the 19th Amendment?
- Discuss with students the idea of citizenship and what that means outside of the right to vote. What other ways do people exercise or enjoy the rights of citizenship? How does the 19th Amendment affect the following aspects of citizenship?
 - Military service
 - Jury duty
 - Run for and hold elected office
 - Equal protection under the laws
 - Pay taxes

RESPONDING TO THE COMPELLING QUESTION

Argument: Students cite evidence gathered during each Formative Performance Task to respond to the compelling question: *How has the fight for women’s suffrage impacted Georgia?*

Assessment: Students should write an argument that addresses one or more of the following:

- Women (and men) saw or experienced many social and cultural reforms and changes during the New South era that help to define the 20th century such as women in the workforce, women in higher education, and women in political positions. Other changes of the time period that are heavily impacted by women’s clubs include access to healthcare, better schools, better living conditions, and child labor reform.
- There were varying perspectives on women’s suffrage in Georgia and the United States. Differing opinions were based on a variety of reasons and were shared on varying platforms such as newspapers, propaganda, and individual correspondence. Segregation was often seen as progressive and racial politics of the era are intertwined into the struggle for women’s suffrage in Georgia and the United States.
- Despite the long struggle to pass the 19th Amendment that granted women the right to vote many other aspects of citizenship still remained out-of-reach for women (and some men). The struggles to achieve equal pay, equal hiring practices, and equal voting rights continued well into the 20th century and reflect the multiple civil rights campaigns of the 20th and 21st centuries. Students may consider current civil rights struggles for varying groups today.