

New York State Library Educator Guide For the 19<sup>th</sup>  
Amendment: New York State Library Documents of the  
Women's Suffrage and Anti-Suffrage Movements  
2020

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## New York State Library

The New York State Library has vast primary source documents from many time periods on New York State History. In honor of the 19<sup>th</sup> amendment, New York State Library is highlighting documents from its collections on the Women's Suffrage and Anti-Suffrage movements. Teachers, school librarians, educators, and homeschool educators can utilize the documents found in this guide or find other vast resources throughout the NYSL.

Based upon the New York State K-12 Social Studies Framework, the Women's Suffrage and Anti-Suffrage movements are taught in Grades 4, 7, 8 and 11. Within the guide, there are document-based questions, ideas and activities to utilize for lesson planning. Most activities contain interdisciplinary approaches. Modifications of the document-based questions, ideas and activities can be made according to your lesson planning goals and objectives dependent upon your school district and its curriculum planning, evaluation and assessment.

Information about the [New York State Social Studies Curriculum](http://www.nysed.gov/curriculum-instruction/social-studies) (<http://www.nysed.gov/curriculum-instruction/social-studies>) and [the New York State K-12 Social Studies Framework](http://www.nysed.gov/curriculum-instruction/k-12-social-studies-framework) (<http://www.nysed.gov/curriculum-instruction/k-12-social-studies-framework>), is available from the [New York State Education Department's website](http://www.nysed.gov).

Information about the [New York State Library](http://www.nysed.gov), [collections](#) and [educator resources](#), are available at the [NYS Library's website](http://www.nysed.gov).

## Acknowledgments:

The New York State Library would like to thank all who have reviewed and gathered research for the Educator Guide especially:

Stephanie Barrett, Senior Reference Librarian  
John Burnett, Senior Reference Librarian  
Mary Beth Farr, Library Development Specialist  
Ian Duckor, Associate Librarian  
Matthew Laudicina, Senior Reference Librarian  
Michael Meyer, Senior Reference Librarian  
Jane Minotti, Library Development Specialist  
Sharon Phillips, Library Development Specialist  
Shawn Purcell, Senior Reference Librarian  
Marion Slater, Teacher Educator  
Alan Zelenetz, Curriculum Specialist

A special thank you to Assistant Commissioner for Libraries and State Librarian Lauren Moore, Principal Librarian Liza Duncan, and Associate Librarian Cara Janowsky.

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## New York State K-12 Social Studies Framework for the Women's Suffrage and Anti-Suffrage Movements

Please see the following information related to the [NYS Social Studies Frameworks for Grades 4, 7, 8](http://www.nysed.gov/common/nysed/files/programs/curriculum-instruction/ss-framework-k-8a2.pdf) (<http://www.nysed.gov/common/nysed/files/programs/curriculum-instruction/ss-framework-k-8a2.pdf>) and [11](http://www.nysed.gov/common/nysed/files/programs/curriculum-instruction/ss-framework-9-12.pdf) (<http://www.nysed.gov/common/nysed/files/programs/curriculum-instruction/ss-framework-9-12.pdf>) related to the Women's Suffrage and Anti-Suffrage Movements and the 19<sup>th</sup> Amendment.

Please review the following pages from the NYS K-8 Social Studies Framework: pages 54-55, 96-97, 103-106.

Please review the following pages from the NYS 9-12 Social Studies Framework: pages 36-38.

### NYS K-8 Social Studies Framework:

4.5 IN SEARCH OF FREEDOM AND A CALL FOR CHANGE: Different groups of people did not have equal rights and freedoms. People worked to bring about change. The struggle for rights and freedoms was one factor in the division of the United States that resulted in the Civil War. (Standards: 1, 5; Themes: ID, TCC, SOC, CIV) (p.54)

4.5b Women have not always had the same rights as men in the United States and New York State. They sought to expand their rights and bring about change. (p.55)

Students will examine the rights denied to women during the 1800s. (p.55)

Students will investigate people who took action to bring about change, such as Amelia Bloomer, Sojourner Truth, Elizabeth Cady Stanton, Lucretia Mott, Susan B. Anthony, Matilda Joslyn Gage, and Elizabeth Blackwell. Students will explore what happened at the convention of women in Seneca Falls. (p.55)

7.7 REFORM MOVEMENTS: Social, political, and economic inequalities sparked various reform movements and resistance efforts. Influenced by the Second Great Awakening, New York State played a key role in major reform efforts. (Standards: 1, 5; Themes: SOC, CIV, GOV) (p.96)

7.7c Women joined the movements for abolition and temperance and organized to advocate for women's property rights, fair wages, education, and political equality. (p.97)

Students will examine the efforts of women to acquire more rights. These women include Sojourner Truth, Elizabeth Cady Stanton, Matilda Joslyn Gage, and Susan B. Anthony. (p.97)

Students will explain the significance of the Seneca Falls Convention and the Declaration of Sentiments. (p.97)

8.2 A CHANGING SOCIETY: Industrialization and immigration contributed to the urbanization of America. Problems resulting from these changes sparked the Progressive movement and increased calls for reform. (Standards: 1, 2, 4; Themes: MOV, SOC, TECH, EXCH) (p.103)

8.2e Progressive reformers sought to address political and social issues at the local, state, and federal levels of government between 1890 and 1920. These efforts brought renewed attention to women's rights and the suffrage movement and spurred the creation of government reform policies. (p.104)

Students will explore leaders and activities of the temperance and woman's suffrage movements (p.104)

8.4 WORLD WAR I AND THE ROARING TWENTIES: Various diplomatic, economic, and ideological factors contributed to the United States decision to enter World War I. Involvement in the war significantly altered the lives of Americans. Postwar America was characterized by economic prosperity, technological innovations, and changes in the workplace. (Standards: 1, 2, 4; Themes: SOC, GOV, ECO, TECH) (p.105)

8.4e After World War I, the United States entered a period of economic prosperity and cultural change. This period is known as the Roaring Twenties. During this time, new opportunities for women were gained, and African Americans engaged in various efforts to distinguish themselves and celebrate their culture. (p.106)

Students will investigate the efforts of women suffragists and explain the historical significance of the 19th amendment. (p. 106)

### NYS 9-12 Social Studies Framework:

11.3 EXPANSION, NATIONALISM, AND SECTIONALISM (1800 – 1865): As the nation expanded, growing sectional tensions, especially over slavery, resulted in political and constitutional crises that culminated in the Civil War. (Standards: 1, 3, 4, 5; Themes: TCC, GEO, GOV, ECO, TECH) (p.36)

11.3b Different perspectives concerning constitutional, political, economic, and social issues contributed to the growth of sectionalism. (p.36)

Students will examine the emergence of the women's rights movement out of the abolitionist movement, including the role of the Grimké sisters, Lucretia Mott, and Elizabeth Cady Stanton, and evaluate the demands made at the Seneca Falls Convention (1848). (p.36)

11.4 POST-CIVIL WAR ERA (1865 – 1900): Reconstruction resulted in political reunion and expanded constitutional rights. However, those rights were undermined, and issues of inequality continued for African Americans, women, Native Americans, Mexican Americans, and Chinese immigrants. (Standards: 1, 4, 5; Themes: ID, TCC, CIV, ECO) (p.37)

11.4b The 14th and 15th amendments failed to address the rights of women. (p.37)

Students will examine the exclusion of women from the 14th and 15th amendments and the subsequent struggle for voting and increased property rights in the late 19th century. The students will examine the work of Susan B. Anthony. (p.37)

11.5 INDUSTRIALIZATION AND URBANIZATION (1870 – 1920): The United States was transformed from an agrarian to an increasingly industrial and urbanized society. Although this transformation created new economic opportunities, it also created societal problems that were

addressed by a variety of reform efforts. (Standards: 1, 3, 4, 5; Themes: TCC, GEO, SOC, CIV, TECH) (p.38)

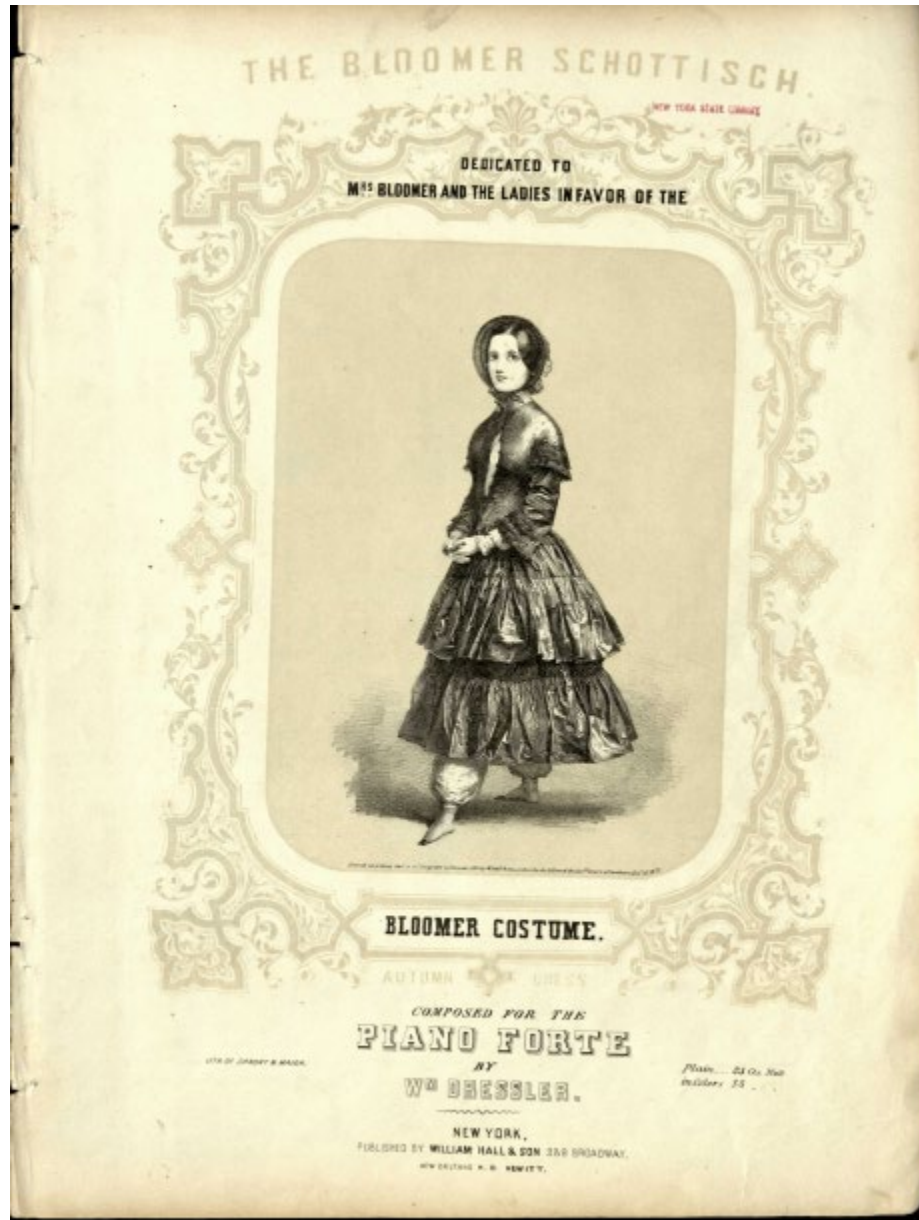
11.5b Rapid industrialization and urbanization created significant challenges and societal problems that were addressed by a variety of reform efforts. (p. 38)

Students will examine the efforts of the woman's suffrage movement after 1900, leading to ratification of the 19th amendment (1920) (p.38)

## New York State Library Documents, Ideas and Activities

### The Bloomer Schottish

Composed by William Dressler, Published by 1851. Published by William Hall and Son, New York.



Have students review and observe the illustration of the musical score. Try to connect with the music teacher so score can be played while students review document. (The score may be on Youtube.)

### **For Grades 4, 7, and 8:**

Questions for discussion, written or both:

Why do you think the musical score was written and dedicated to Miss Bloomer and the ladies in favor of the Bloomer costume?

What is unique about the Bloomer costume?

Why do you think women wanted to change their style of dress during this time period?

### **Activities for Grades 4, 7, and 8:**

#### **Activity 1:**

Have students create a fashion show. Have students design and create sets for the show. Have students choose the types of clothing that will be on display. Students will then choose music to have students walk on the runway. For online learning activity, students can dress and/or take photographs of the fashion to be displayed on a blog and/or video stream with music.

#### **Activity 2:**

Have students write an essay or illustrate via graphic design, collage, painting, etc. why they chose the particular types of clothing to display and walk the runway at the fashion show. What message is the fashion portraying? Why was the music chosen for the walk on the runway and what is the show trying to communicate to the audience? For online learning, students can choose and upload music to site with display of clothing via photographs of themselves with the fashions or just the clothes while answering the above questions.

### **For Grade 11:**

Questions for Grade 11:

Why do you think the leg of the woman in the illustration is illuminated?

Why do you think the composer created a score for the dedication to Miss Bloomer and the ladies in favor of the Bloomer costume?

Why do you think clothing is a good representation of individuality and self-expression?

### **Activities for Grade 11:**

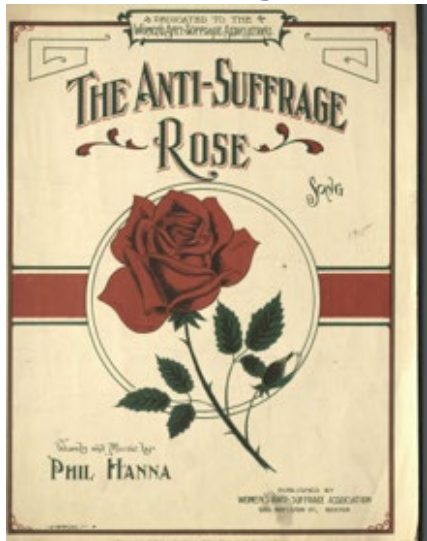
#### **Activity 1:**

Have students form groups and create a blog on styles of clothing representing moments in history. Students will write text, upload photographs and/or create illustrations. The blog should connect to historical documentation in relation to why clothing was represented during the time period.

#### **Activity 2:**

Have students create a self-portrait utilizing fabric or material. Have students explain in words, pictures, photographs, graphics, etc. why they chose the color, the texture, the material to illustrate who they are as a person, and why it is a dedication and celebration of their individuality. For online learning, students can upload photographs of the self-portrait with explanation.

## The Anti-Suffrage Rose musical score and lyrics.



[Visit the full document](http://purl.nysed.gov/nysl/44691143) (<http://purl.nysed.gov/nysl/44691143>)

Words and music by Phil Hanna. Published by the Women's Anti-Suffrage Association, Boston, Massachusetts. 1915.

Read the lyrics with the students. Try to connect with the music teacher and have teacher play the music and sing the lyrics in class. (The score and lyrics may be on Youtube.)

### For Grades 4, 7, and 8:

Questions could be for discussion, written or both:

Why do you think the anti-suffragists chose the flower, the Rose for its symbol of the anti-suffrage movement?

What does the refrain from the song in your opinion use the color red? What does the color signify?

Why do you think the lyricist and composer use the flower, jonquil (daffodil) to describe the Women's Suffrage movement?

What does the lyricist and composer mean by "We are going to prove it in the Fall"?

### Activities for Grades 4, 7, and 8:

#### Activity 1:

In groups, have students create a rap for or against the Suffrage Movement. Have students share and perform the raps in class. Can be made into an online lesson where students chat with friends in breakout room, create raps, and upload rap lyrics to online platform. Performance would be through onscreen video.

**Activity 2:**

When students are finished sharing the raps, have students switch raps with other groups. Have students answer the following questions related to the raps followed by a class discussion. Can be made into online lesson by including class discussion via chat room.

Why did you think the group chose the words for the rap in honor of the Suffrage movement or against the suffrage movement?

How can this rap be utilized today for other movements in the country or the world?

**For Grade 11:**

Questions could be for discussion, written or both:

If you were living during the time of the Suffragist movement, how would you react to the Anti-Suffragist sentiment of the musical composition? How would the lyrics make you feel?

What types of challenges would a male endure during the time period of the Suffragist movement either being pro or against the movement?

**Activities for Grade 11:**

**Activity 1:**

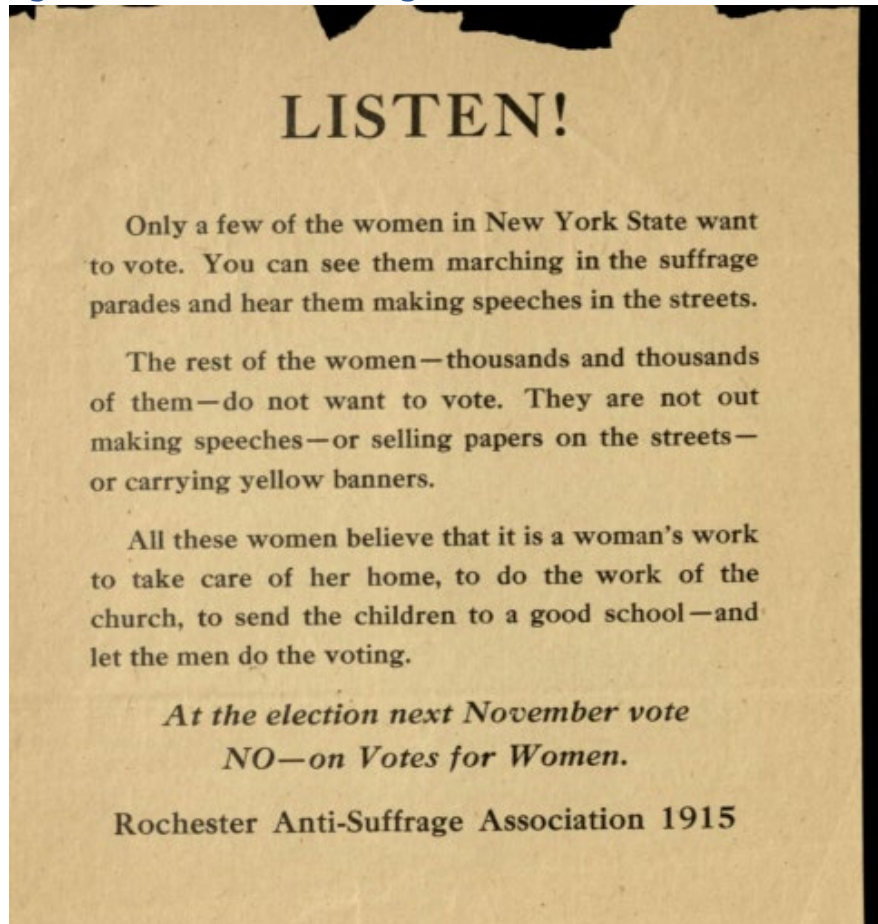
Have students write a rap that supports the Suffragist movement and a movement that speaks to them today? Have students explain the similarities and differences within the rap. For online learning, raps can be uploaded to virtual discussion board.

**Activity 2:**

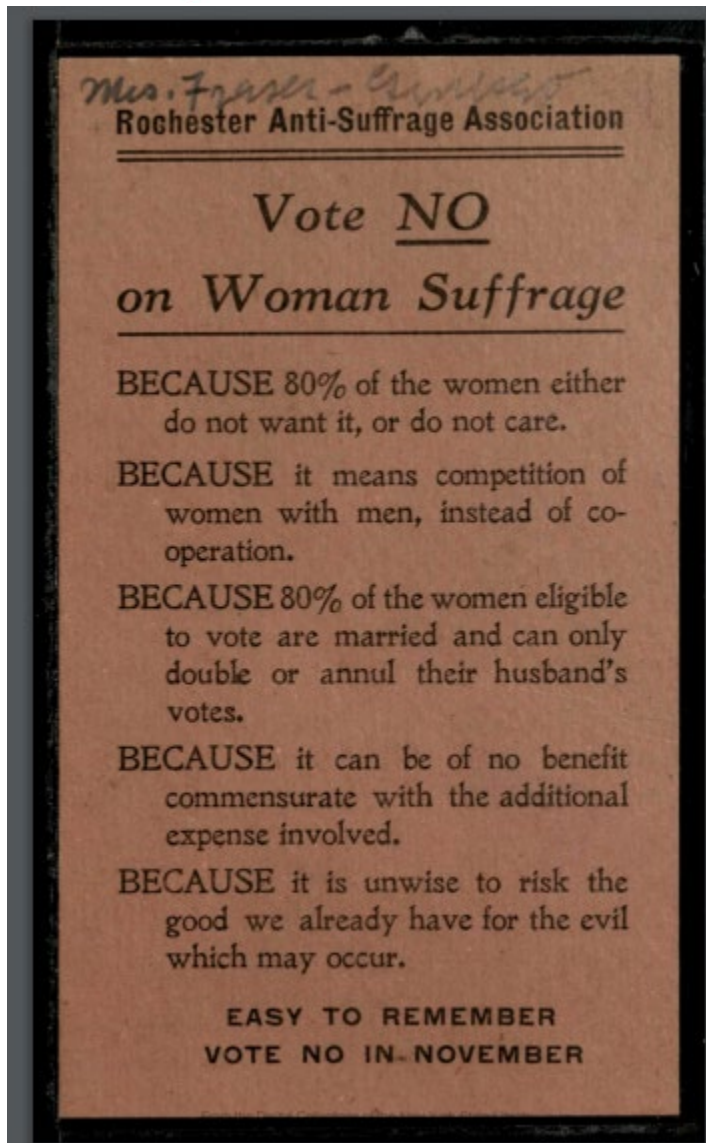
Research lyrics of music that represent the oppression of women. Write an essay of why do you think the lyricist is writing the words of the song and what type of impression it is portraying to the listening ear and what type of effect it has to society?

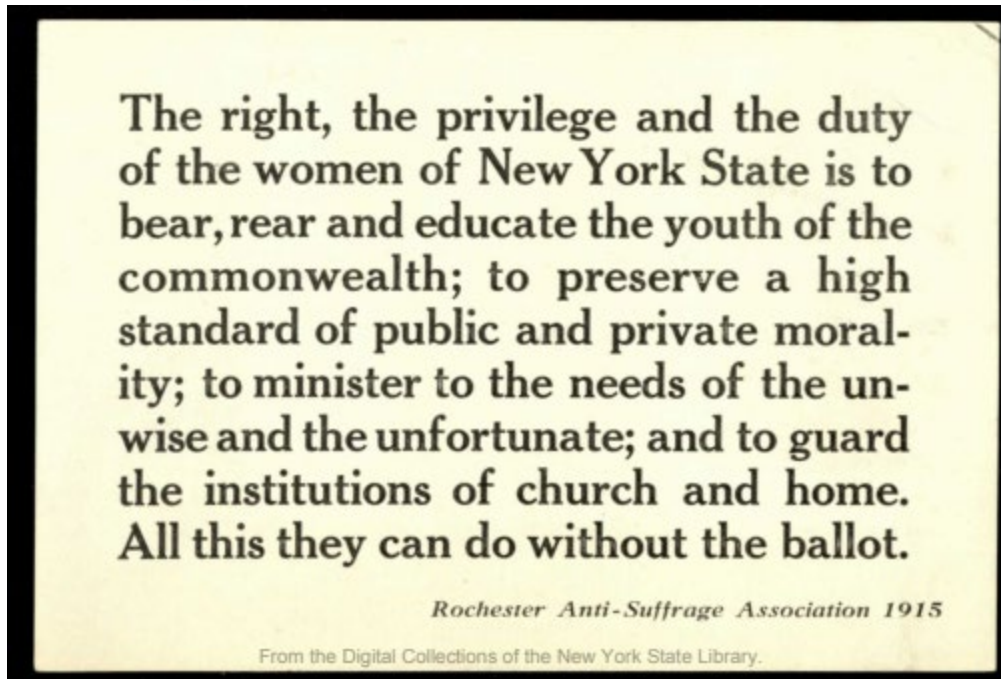


Rochester Association Against Women's Suffrage: 1915. Three leaflets against Women's Suffrage.









[View all pamphlets](http://purl.nysed.gov/nysl/122487074) (<http://purl.nysed.gov/nysl/122487074>)

### **Grades 7 and 8:**

Questions for Grades 7 and 8:

What is the message of all three leaflets?

Why do you think there is opposition to women voting during this time period from the descriptions on the leaflets?

Which leaflet is the most convincing towards the Anti-Suffrage sentiment and why?

### **Activities for Grades 7 and 8:**

#### **Activity 1:**

Create a message using 30 words to discuss the Anti-Suffrage movement. Message can be posted to an online platform.

#### **Activity 2:**

Write an essay to describe how you would feel regarding the messages from the leaflets.

### **Questions for Grade 11:**

How can messages on pamphlets/leaflets and other forms of media create dissonance/discord?

How do we recognize fact from fiction in relation to messages from associations, news media, etc.?

## **Activities for Grade 11:**

### **Activity 1:**

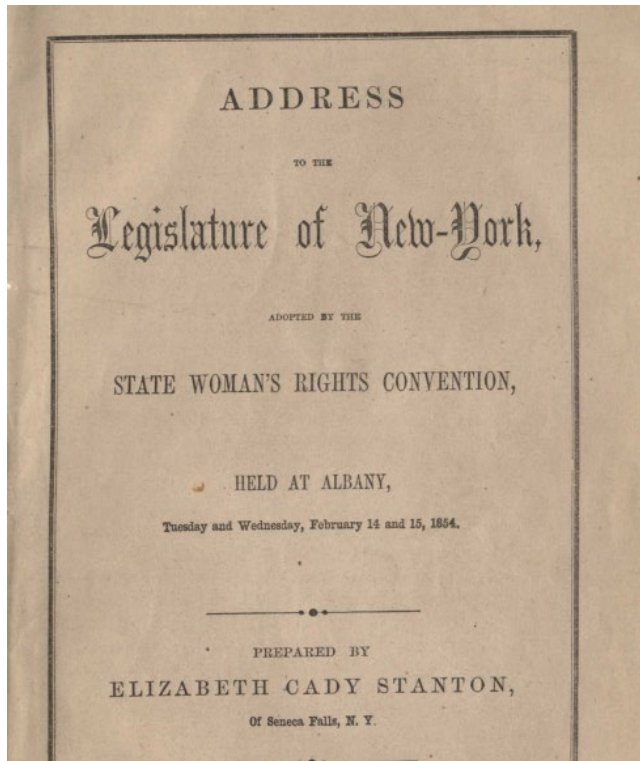
Find an advertisement, tweet, social media post, or news article. Document and research the history of the views/message presented. Are the statements or arguments true? Write a research paper on the findings and documents presented on the history of the message.

### **Activity 2:**

From the research learned in Activity 1, present to the class your findings on the facts stated in the message from the advertisement, tweet, social media post, or news article.

Both activities from above can be posted to an online learning discussion board directed by the teacher.

Address to the Legislature of New York Adopted by the State Women's Rights Convention Held at Albany, February 14-15, 1854, Prepared by Elizabeth Cady Stanton.



[View the entire Stanton address](http://purl.nysed.gov/nysl/2772844) (<http://purl.nysed.gov/nysl/2772844>)

Have students in Grade 11, read the address. Then, as a class read the address aloud or in as a chat/meeting online.

### **Questions for Grade 11:**

What approaches did you find interesting in Elizabeth Cady Stanton's address to the Legislature?

How could Elizabeth Cady Stanton's address help with some of today's platforms in New York State or the United States?

### **Activities for Grade 11:**

#### **Activity 1:**

Research a country in the world that is still oppressing women today. From the facts researched, hypothesize why this is still occurring, how those governments are trying to change or not change women's rights, and what are the messages of pro- and anti-movements working to either better or deter the changes for women?

#### **Activity 2:**

From the research of the above activity, have students compare and contrast the Women's Suffrage movement of the late 1800s in the United States to the country researched. Have

students create and present their findings to their class in front of the classroom or online meeting.

Baseball Schedule Book. Women's Anti-Suffrage Association, New York, 1915.



[Access the entire baseball pamphlet](http://purl.nysed.gov/nysl/122487074) (<http://purl.nysed.gov/nysl/122487074>)

**Grades 4, 7, and 8:**

Questions for discussion, written or both:

Why do you think the Women's Anti-Suffrage Association used a baseball schedule to deliver the Anti-Suffrage message?

Do you think the baseball managers and players were asked to be a part of the Anti-Suffrage Association schedule and supported the Anti-Suffrage movement? Why or why not?

Do you think the document is convincing to support the Anti-Suffrage sentiment? Why or why not?

Who do you think the general audience is in regards to the document? Why or why not?

## **Activities for Grades 4,7, and 8:**

### **Activity 1:**

Let's have a debate. Have students' desks facing one another. Students will be split into two sides. One side will represent the Suffragists and the other side will represent the Anti-Suffragists. Teacher/Educator will be the moderator. Teacher/Educator will select a topic based on the movement. From their seats, students will go back and forth and state the reasons for or against the movement.

### **Activity 2:**

At the end of the debate, class will reconvene and discuss the outcomes. What was learned by both sides? How did it make you feel to be a part of the pro or anti Suffragist sentiment?

For both above activities, an online component can take place dependent upon software chosen by teacher and or school district.

## **Questions for Grade 11:**

Why do you think the Association for Anti-Suffrage used a baseball schedule to promote their anti-suffrage sentiments?

Why do you think the quote from Dr. Anna Howard, President of the National American Woman's Suffrage Association was placed in the document?

## **Activities for Grade 11:**

### **Activity 1:**

Find a social media post that displays pro and against sentiments for a particular movement. How do the comments in relation to the post represent both sides of the movement? How are facts shared in the post and are they historically documented? Write a report on your findings utilizing factual documentation.

### **Activity 2:**

Research an Associated Press newspaper article related to the social media post that you found in the above activity. What type of information is presented and how is it portrayed in the article? What are the similarities and/or differences between the two media outlets? Share in a report which outlet better utilized the pro and against sentiments by answering the questions.



Petition for Woman Suffrage – Oneida County



[Visit the full document](http://purl.nysed.gov/nysl/122487074) (<http://purl.nysed.gov/nysl/122487074>)

**Grades 4, 7, 8:**

Questions for discussion, written, or both:

What do you think a petition is?

What do you think circulated by means on the petition?

Why do you think there are written numbers in the top right-hand corner of the petition with totals of women and men?

**Activities for Grades 4,7, and 8:**

**Activity 1:**

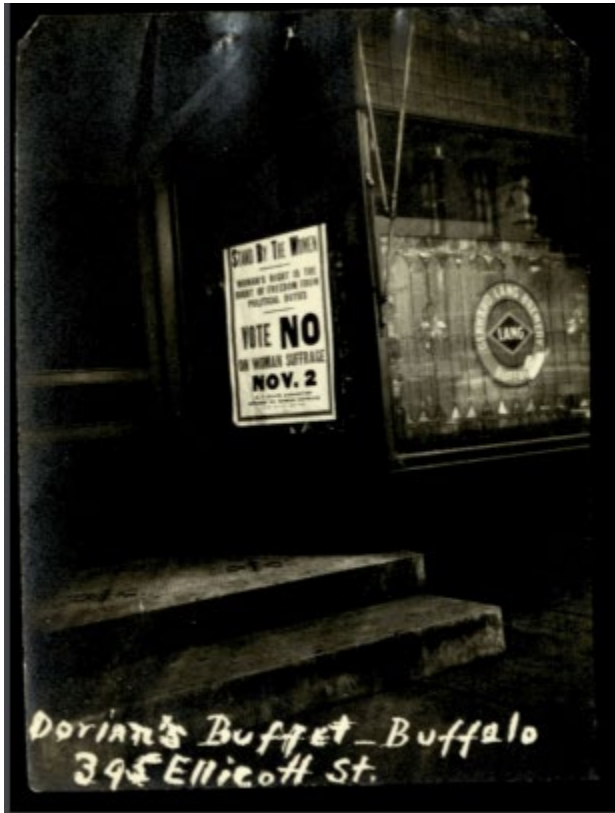
Create your own Constitutional Convention petition. Draw, write, use emoji's, etc. on how your petition would be displayed for a Constitutional Convention for today. Petitions can be displayed in class or uploaded to online platform.

**Activity 2:**

Write a comic strip (4-5 story boards) of why it would be important to attend a Constitutional Convention in regards to Woman Suffrage. For online learning, comic strips can be photographed or designed via graphic design and posted to online platform.



## Photograph to Vote No to Woman's Suffrage, Movement, November 2, Buffalo, NY



[View the documents](http://purl.nysed.gov/nysl/122487074) (<http://purl.nysed.gov/nysl/122487074>)

### Grades 4, 7, 8:

Questions for discussion, written, or both:

What do you see in the photograph?

Why do you think the poster was placed on the side of a brewery?

### Activities for Grades 4,7, and 8:

#### Activity 1:

Create a poster in honor of the Women's Suffrage movement. Create a slogan for the poster, and draw or use graphics in connection with to support the slogan. For online learning, students can take photographs or upload graphic designs to online platform.

#### Activity 2:

Find a photograph online that displays a place within the United States with a message that demonstrates anti-sentiment towards a movement. Describe in an essay of what the photo is portraying and how it makes you feel as a citizen. Activity can be written and handed in class or can be posted online to online platform.

### Grade 11:

Questions for discussion, written, or both:

How would you feel if you saw the poster on the side of a building/restaurant, etc. that displayed anti-sentiment towards a movement in this current time period?

What would you do as a citizen where this poster of anti-sentiment was displayed?

## **Activities for Grade 11:**

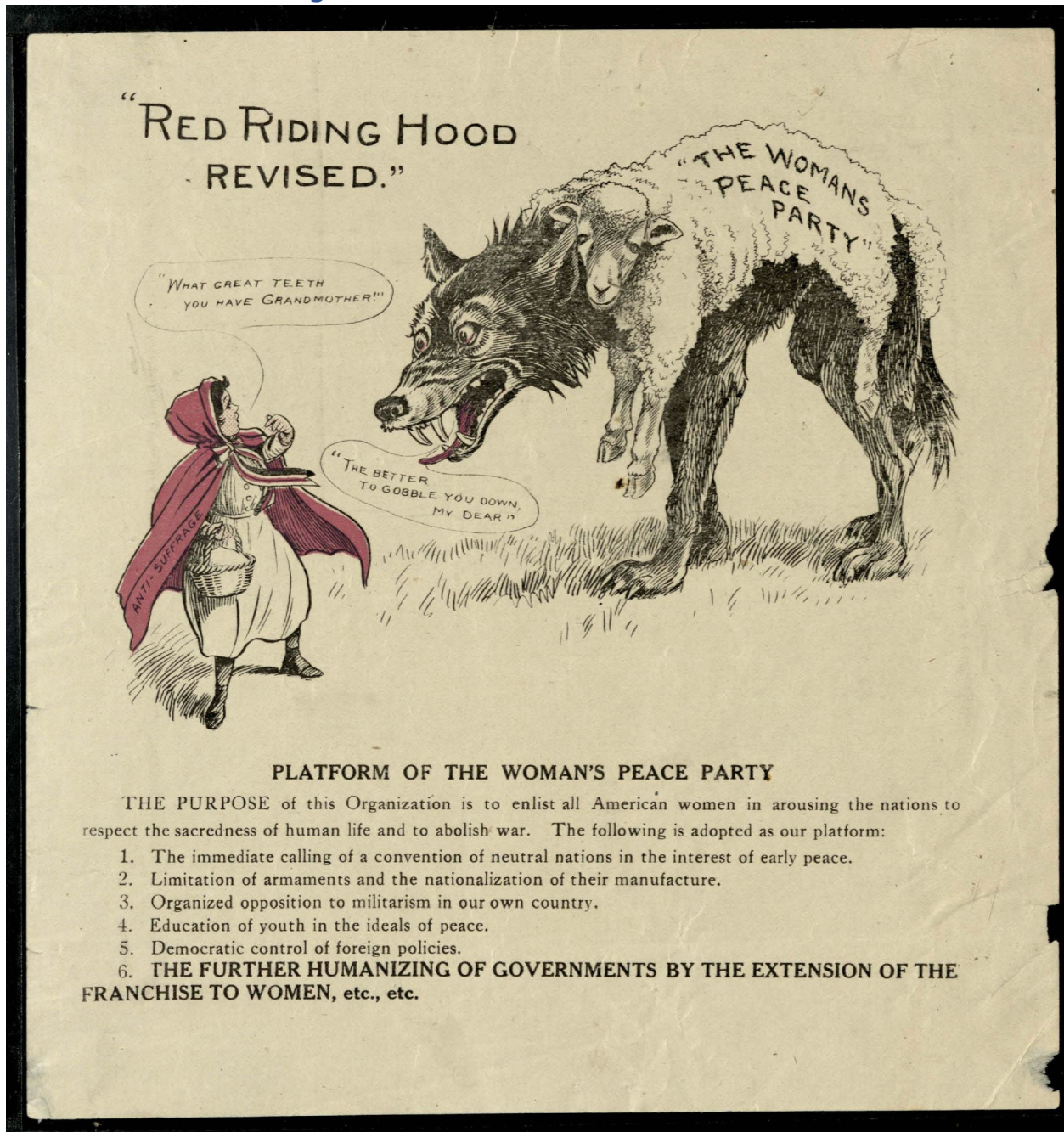
### **Activity 1:**

Find a photograph online with anti-sentiment. What are the social message posts displayed in regards to the photograph? Are the messages for or against the movement? Share your findings in an open discussion with the class or a discussion online.

### **Activity 2:**

Take a photograph with your phone in regards to a movement. Create a meme in relation to the photograph. Share memes in class or online and discuss why you chose the photo to represent the movement with headline/tagline.

Cartoon of "Red Riding Hood Revised"



**PLATFORM OF THE WOMAN'S PEACE PARTY**

THE PURPOSE of this Organization is to enlist all American women in arousing the nations to respect the sacredness of human life and to abolish war. The following is adopted as our platform:

1. The immediate calling of a convention of neutral nations in the interest of early peace.
2. Limitation of armaments and the nationalization of their manufacture.
3. Organized opposition to militarism in our own country.
4. Education of youth in the ideals of peace.
5. Democratic control of foreign policies.
6. **THE FURTHER HUMANIZING OF GOVERNMENTS BY THE EXTENSION OF THE FRANCHISE TO WOMEN, etc., etc.**

**Grades 4, 7, 8:**

Questions for discussion, written, or both:

How would you describe the cartoon of Red Riding Hood Revised?

What do you think the word "Franchise" means?

Why does Little Red Riding Hood have the words anti-suffrage written on her cape? Why is the color red highlighted in the illustration?

Why do you think the lamb is on the back of the wolf?

## **Activities for Grades 4,7, and 8:**

### **Activity 1:**

Create an illustration and dialogue utilizing another nursery rhyme or childhood story to promote the Women's Peace Party. Stories can be shared in person or uploaded to online learning platform.

### **Activity 2:**

Instead of using the characters of Little Red Riding Hood, the Wolf, and the Lamb, who would you use for modern day? In an essay share why you would use these characters to depict the illustration.

## **Grade 11:**

Questions for discussion, written or both:

What is the message of the document?

Is the message convincing? Why or why not?

## **Activities for Grade 11:**

### **Activity 1:**

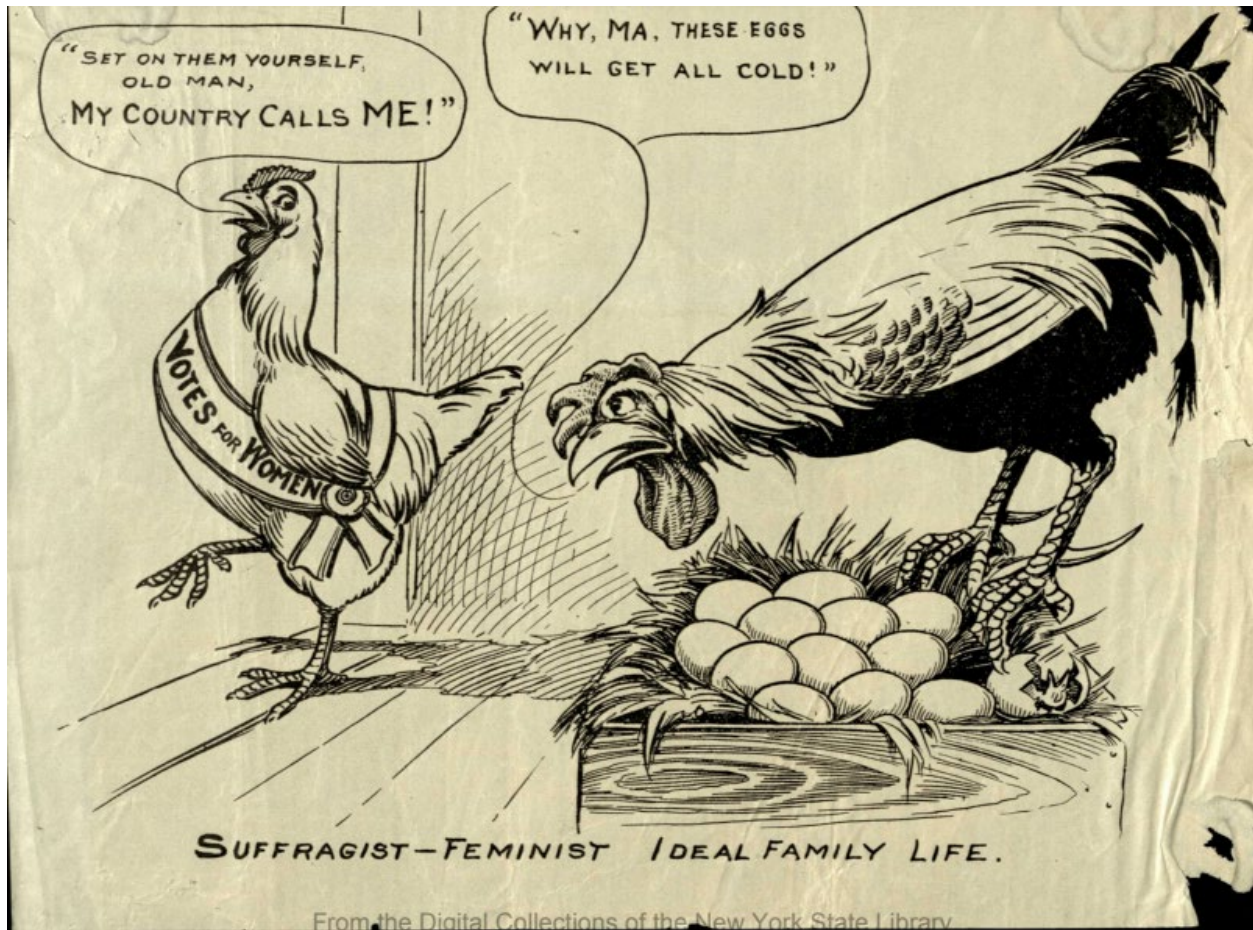
Create a meme based on popular culture to recreate the "Red Riding Hood Revised" document. Post memes to online learning platform.

### **Activity 2:**

Create a collage in words and pictures in regards to the Women's Peace Party. Collages can be displayed in class or photographed to be posted online for display.



## The Chicken and the Rooster Cartoon



### Grades 4, 7, 8:

Questions for discussion, written or both:

Why are the chicken and the rooster used to depict this cartoon?

What is the overall message of the cartoon?

### Activities for Grades 4,7, and 8:

#### Activity 1:

Create a graphic novel of 10 pages long using the cartoon as the first page of the story. How would you create the rest of the story based on the chicken and the rooster? How will this short story end between the two characters? Graphic novels can be uploaded and posted online.

### Grade 11:

Questions for discussion, written or both:

**Activities for Grade 11:**

**Activity 1:**

From the passages of the text, research and find historical documentation to what was meant by the jargon. Why did the chicken say, "Set them on yourself, old man, etc."? Using historical research, explain the reasoning of the author. Write a paper of three to four pages.

**Activity 2:**

Have students present their research from Activity 1. Students will demonstrate different conclusions based upon their findings.

**President Wilson Wants Woman Suffrage, What President Wilson Says Two Documents, 1917**

### Stand by Our President

and make our own glorious country a Democracy—"for the right of those who submit to authority to have a voice in their **own** Government."

"We shall, ourselves, observe with proud punctilio, the principles we profess to be fighting for."

Show that you are a true American.


**Work for the N. Y. Woman Suffrage Amendment November 6th, 1917**

**Vote for the N. Y. Woman Suffrage Amendment November 6th, 1917**

NEW YORK STATE WOMAN SUFFRAGE PARTY  
303 Fifth Avenue  
New York

Printed by N. W. S. Pub. Co., Inc.

## What President Wilson Says



"We are fighting for the essential part of it all, (**democracy**) namely . . . to have a right to a voice in the Government under which we live, and **when men and women are equally** admitted to those rights, we have the best safeguard of justice and of peace that the world affords. There is no other safeguard."—May 16, 1917.



## President Wilson Wants Woman Suffrage

*He wrote to Mrs. Carrie Chapman Catt, President  
of the National American Woman Suffrage  
Association, Jan. 27, 1917:*

May I not express to you and your organization my congratulations upon the passage of the bill granting to the women the right to vote for presidential elections and for municipal officers? As you know, I have a very real interest in the extension of the Suffrage to the women and I feel that every step in this direction should be applauded.

WOODROW WILSON.

*He telegraphed to Hon. W. R. Crabtree, President  
of the Tennessee Senate, March 3, 1917:*

May I not express my earnest hope that the Senate of Tennessee will reconsider the vote by which it rejected the legislation extending the Suffrage to Women? Our party is so distinctly pledged to its passage that it seems to me the moral obligation is complete.

WOODROW WILSON.

*From President Wilson's Address to Congress,  
April 3, 1917:*

"The world must be made safe for democracy. Its peace must be planted upon the tested foundations of political liberty. We shall fight for the things we have always carried nearest our hearts, for democracy, for the right of those who submit to authority to have a voice in their own Governments."

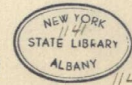
"We shall, I feel confident, ourselves observe with proud punctilio, the principles of right and of fair play we profess to be fighting for."

"To such a task we dedicate our lives and our fortunes, everything that we are and everything that we have."

*From President Wilson's Address to Suffragists at  
their National Convention, Sept. 8, 1916:*

"Woman Suffrage is going to prevail, and that is a very superficial and ignorant view of it which attributes it to mere social unrest. It is not merely because the women are discontented. It is because the women have seen visions of duty, and that is something which we not only cannot resist, but if we be true Americans, we do not wish to resist."

I have come here to fight with you . . . to congratulate you that there was a force behind you that will beyond any peradventure be triumphant."



### Grades 4, 7, 8:

Questions for discussion, written or both:

Why was it important that President Wilson's sentiments be expressed in favor of the right to support the New York Woman Suffrage Amendment in November 1917 from the Woman Suffrage Party's pamphlet?

Why do you think President Wilson sent a personal telegraph to the President of the Senate of the state of Tennessee to support Woman Suffrage?

### Activities for Grades 4,7, and 8:

#### Activity 1:

Reenact President Wilson's speech on April 3, 1917 to Congress. Have students represent members of Congress. Students can have a class discussion of what may have happened after President Wilson finished his speech. What would the representatives from different states have stated? What would New York representatives have stated? Class discussion can be online.

#### Grade 11:

Questions for discussion, written or both:

Why is it a good idea for an association, party, institution, etc. to receive support from a leader?

Why was it helpful to show President Wilson's asking the Tennessee Senate to change their minds and support the Woman Suffrage Movement?

## Activities for Grade 11:

### Activity 1:

Research the findings of the State of Tennessee and why it was not in support of the Woman Suffrage Movement in 1917. Find primary and secondary source documents to explain the reasons for their Anti-Suffrage sentiment. Write a report of four pages.

## Suffrage Petition 1912, two pages

### **Petition in favor of women's suffrage 1912**

On December 16, 1912, "Votes For Women" advocates in New York City rallied and marched on Albany, greeting Governor-elect William Sulzer with a petition urging "the speedy passage of the Woman Suffrage Amendment." This petition later was part of the New York State Freedom Train. The six-car blue-and-gold train carrying eighty-nine historic state documents toured the state in 1949.

*New York State Library*

VC





**Grades 4, 7, 8:**

Questions for discussion, written or both:

Why do you think the Suffrage Hosts of the Empire State send a welcome and congratulations to Governor William Sulzer?

Why was it important that the Cooperative Committee of the Suffrage Hosts of the Empire State extend the note to the Governor?

[Information on Governor William Sulzer from the NYS Library including online exhibit](http://www.nysl.nysed.gov/msscfa/sc14320.htm)  
(<http://www.nysl.nysed.gov/msscfa/sc14320.htm>)

**Activities for Grades 4,7, and 8:**

**Activity 1:**

Have students form groups. The groups will research their findings on Governor William Sulzer. Have students find out if he was for or against the Woman Suffrage Movement. Students can work in teams via online platform.

## Activity 2:

From Activity 1, have the groups present their findings to their classmates. Groups will take posterboard and create a similar display as the petition from the Suffrage Hosts of the Empire State utilizing the information found. If to be implemented online, have students use graphics and photographs to create posterboards and upload to online platform.

## Grade 11:

Questions for discussion, written, or both:

Why was it important for the Suffrage Hosts of the Empire State write a congratulatory note to Governor William Sulzer?

How does the depiction of the petition exemplify the Suffrage Hosts of the Empire State? Why do you think the colors, landscape, and cursive text are utilized in the design of the note?

## Activities for Grade 11:

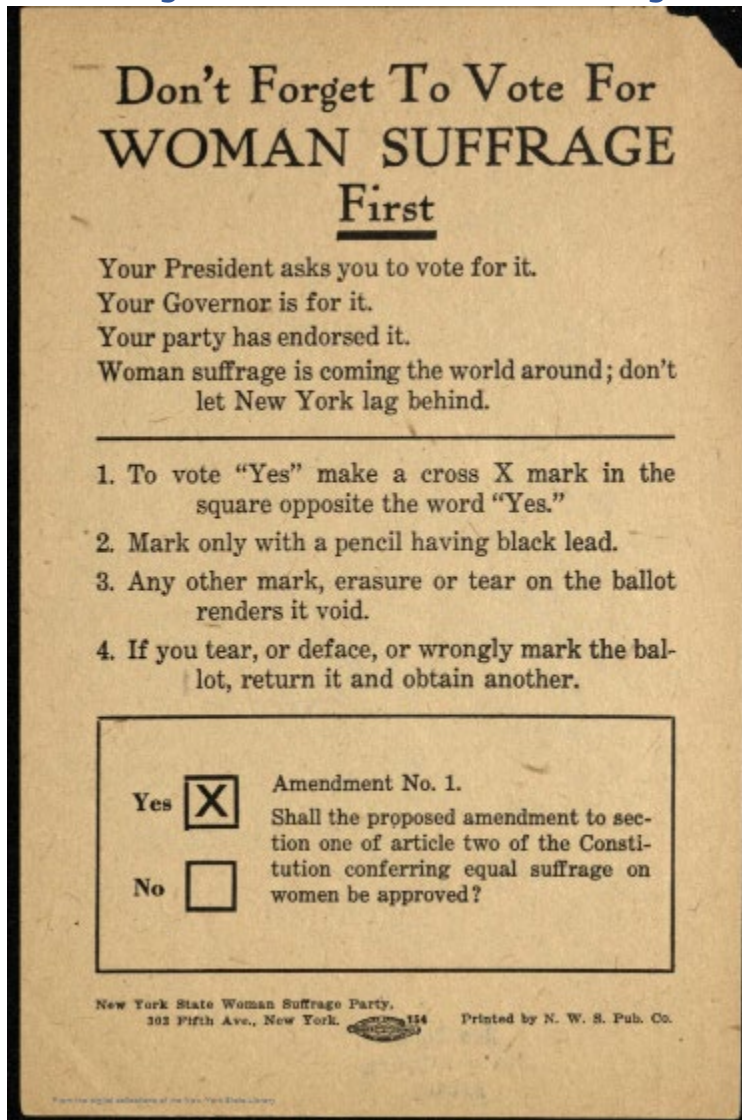
### Activity 1:

Create an Instagram post (without sending) to congratulate a particular leader of a movement. Text and images need to exemplify the group, club, position in which you are involved.

### Activity 2:

Explain in two paragraphs why you designed and utilized the text you did in your post to the leader. What message were you trying to portray?

## Don't Forget to Vote for Woman Suffrage First



### Grades 4, 7, 8:

Questions for discussion, written, or both:

Why is this a good example of showing how to vote?

Why did the New York Woman Suffrage party place who endorses the movement prior to the actual example of the ballot?

### Activities for Grades 4,7, and 8:

#### Activity 1:

Write a report of four pages of why voting is a right. Research and find out about at least one country where women are not allowed to vote in your report.

**Activity 2:**

From your report research, create a poster of your findings.

**Grade 11:**

Questions for discussion, written, or both:

What is significant about this primary source document and why?

Which are the critical key words to persuade a voter in this document and why?

**Activities for Grade 11:**

**Activity 1:**

Pick a movement. Design a logo to persuade the audience. Design can be drawn, text, graphics, photographs, etc. Design can be posted to online platform.

**Activity 2:**

Write two or three paragraphs on your logo. Why did you choose its theme and image? What are you relaying to the audience from its message?

**Suffrage Poster Women in Munition Factory**



**Grades 4, 7, and 8:**

Questions for discussion, written and oral:

What do you think the word munition means and why?

Why is the text of the poster so significant to Woman Suffrage? Who is the you in the text?

What is interesting about the image of the man and woman in the poster?



## Activities for Grades 4,7, and 8:

### Activity 1:

In pairs, create a dialogue between the man and the woman in the poster. Write 10-20 utterances between them. Activity can be done in class or online chat.

### Activity 2:

Have students share dialogues between the man and the woman in the poster. As a whole group, discuss the similarities and differences between the conversations. Discussion can be in classroom or online.

## Grade 11:

### Questions:

How would you describe this poster in one word? (Write the word down on sheet of paper.)

Why did you choose the word? (Write answer/phrase on sheet of paper.)

## Activities for Grade 11:

### Activity 1:

Create a picture/graphic based on the one word or phrase.

### Activity 2:

Display the pictures/graphics throughout the classroom or online platform. Students will tour the classroom or online classroom. Students will place one word in regards to the picture/graphic in an envelope or online component next to it. Teacher/Educator will collect the envelopes/online components in regards to the picture/graphic.

### Activity 3:

Teacher/Educator will generate list of the words from the students to describe the picture/graphic. Students will review and discuss as a class the words used to describe the item. Did anyone guess the correct, original word to describe the picture/graphic? Why were other words chosen to describe the picture/graphic? Class discussion via in class or online to follow.



## **Grades 4, 7, and 8:**

Questions for discussion, written, or both:

Why is the poster using children to persuade voters to vote for Woman Suffrage?

What is interesting about the illustration of the children? Name three or four items.

## **Activities for Grades 4,7, and 8:**

### **Activity 1:**

Create a poster honoring the votes of mothers today. How would you place children on the poster? What written phrases would you use? For online platform, student can post via photograph or use of graphics.

## **Grade 11:**

Questions for discussion, written or both:

What do you interpret by the display of children in the poster?

How does the text of the poster persuade the voter?

Who is the audience of the poster and why do you think that?

## **Activities for Grade 11:**

### **Activity 1:**

Create a fictional character of a child or teenager whose mother supports the Woman Suffrage Movement during the late 1800 and or early 1900s. Write a journal of five entries. How is this character feeling? What are his or her friend's discussing about the topic? Do other family members choose to support or have anti-sentiment towards the movement and why? You can add illustrations if you like. Students can post to online platform.

### **Activity 2:**

Creative journal entry share. Students will be in pairs for this activity. Students will share one of their creative journal entries from Activity 1 with their partner. The pairs will discuss their characters and their feelings about the Woman Suffrage Movement. If activity is implemented online, students can chat via online platform.







## **Grades 4, 7, and 8:**

Questions for discussion, written, or both:

What types of job positions do you think women held during World War I in the United States and the countries where the United States was fighting the war?

How do those job positions reflect the message of the poster?

## **Activities for Grades 4,7, and 8:**

### **Activity 1:**

Utilizing a digital collection from the New York State Library or New York State Archives, find images of women during World War I. Review the contents notes for history related to the document. Take notes on the item you found. Create a PowerPoint presentation and place the image and share some information you found from the documents. Present to the class your findings. Activity can be posted online.

[New York State Library](http://www.nysl.nysed.gov/scandocs/) (<http://www.nysl.nysed.gov/scandocs/>) and [Archives](http://digitalcollections.archives.nysed.gov/index.php/Detail/collections/37) (<http://digitalcollections.archives.nysed.gov/index.php/Detail/collections/37>) links to digital collections:

## **Grade 11:**

Questions for discussion, written, or both:

How does the slogan on the poster provide meaning to the image on the poster?

When you see an image and text on a poster, social media, etc., where do your eyes roam first? The image, text, or is it dependent upon the item? Please explain.

## **Activities for Grade 11:**

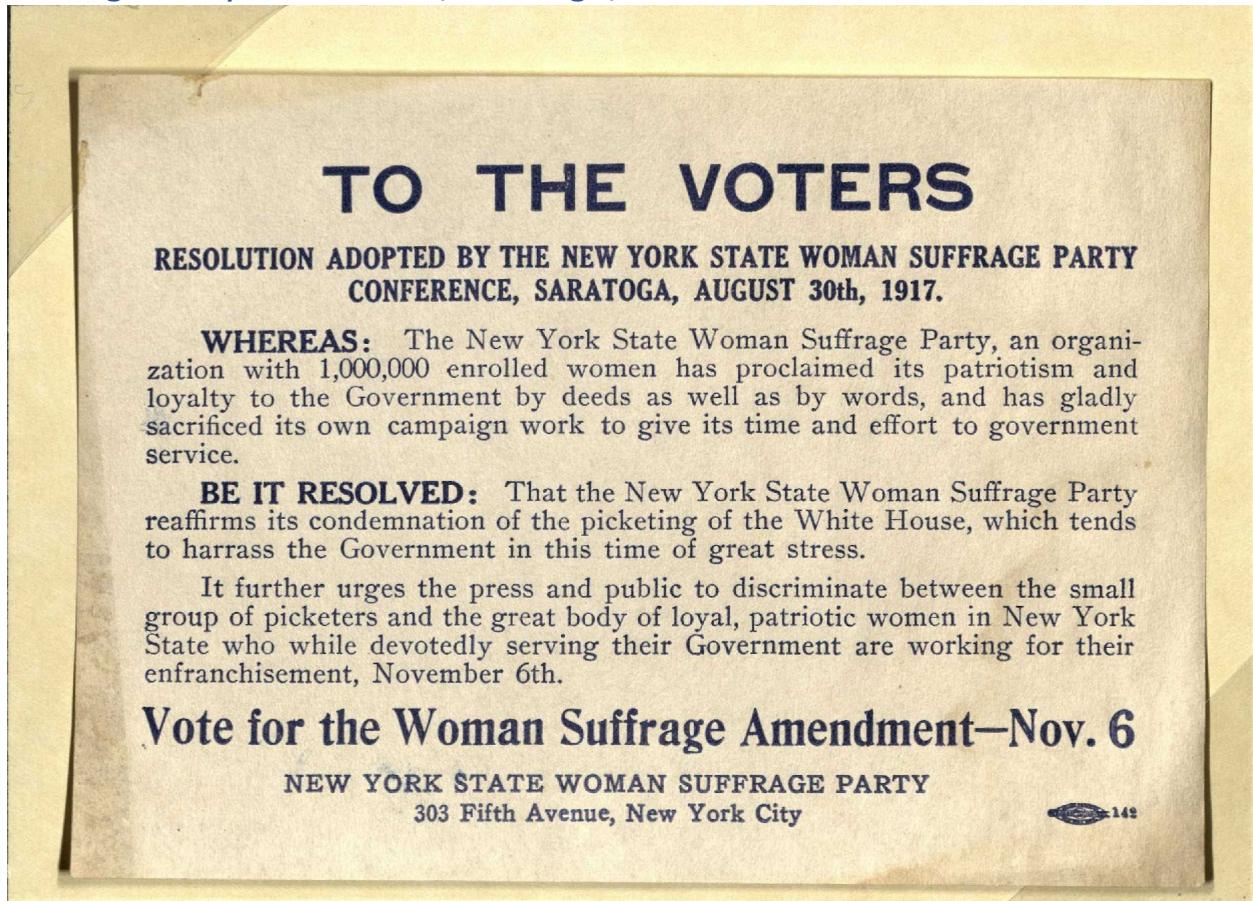
### **Activity 1:**

Create a slogan for the Woman's Suffrage Movement during World War I. Review the documents from the digital collections from the New York State Library and New York State Archives. Choose one or two documents to create the slogan for the Women's Suffrage Movement during World War I. Slogans can be posted to online platform.

### **Activity 2:**

Write an essay why you chose the slogan and the image/images from Activity 1. Why did the image have significant meaning for you and how does the text of your slogan interpret its meaning?

To the Voters-Resolution, August 30, 1917, New York State Woman Suffrage Party Conference, Saratoga, NY



### Grade 11:

Questions for discussion, written, or both:

What message was the New York State Woman Suffrage Party trying to convey?

Why do you think it was important for the New York State Woman Suffrage Party provide a resolution?

### Activities for Grade 11:

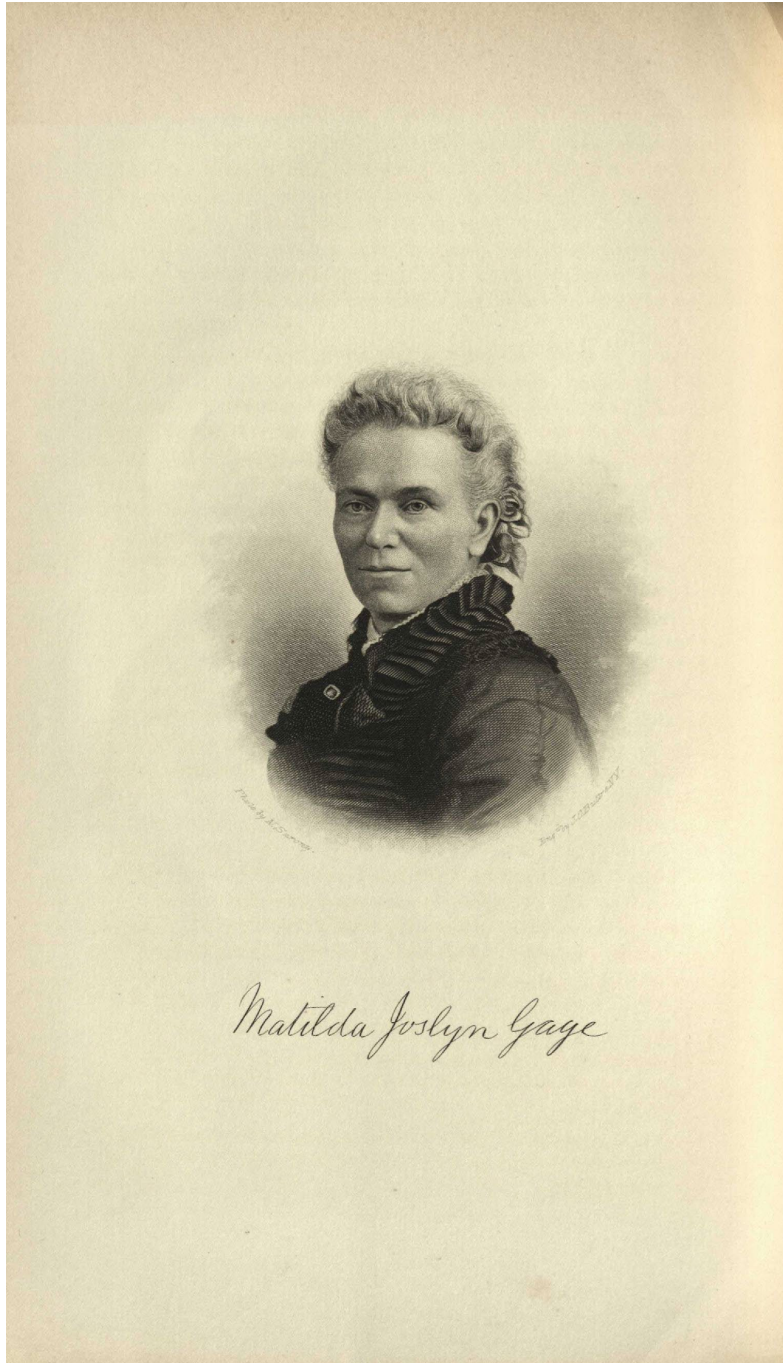
#### Activity 1:

Research and find information from newspaper articles in regards to the picketers at the White House in 1917. How is the newspaper article represented? What is the main message of the article? Write a report of three pages on your findings.

#### Activity 2:

Write a resolution to a current movement in the United States. What are the main messages of the resolution? How do you think the resolution will help the United States today?

Portrait of Matilda Joslyn Gage



**Questions for Grades 4, 7, and 8:**

Why are portraits of people significant?

Who do you think Matilda Joslyn Gage is?

Why was she an important figure in the Woman Suffrage Movement?

## Activities for Grades 4,7, and 8:

### Activity 1:

Have students go to [Hathi Trust](https://www.hathitrust.org/) (<https://www.hathitrust.org/>).

Have students look through newspapers database or Hathitrust. Have students find references to Matilda Joslyn Gage. Have student read articles and information found. From there, students will collect the information and further research based on their findings.

### Activity 2:

Have students use the Matilda Joslyn Gage portrait and write a biography for underneath the portrait based on the information found in the newspapers and other research.

## Questions for Grade 11:

Why is Matilda Joslyn Gage an important figure during the Women's Suffrage Movement?

How did she help lead the way to advocacy for the movement?

## Activities for Grade 11:

### Activity 1:

Have students go to [Hathi Trust](https://www.hathitrust.org/) (<https://www.hathitrust.org/>).

Have students find the full text of the History of Woman Suffrage, edited by Susan B. Anthony, Elizabeth Cady Stanton, and Matilda Joslyn Gage. Have students peruse parts of the text, choose a piece of the text, and analyze how the words justify an advocacy initiative for a social movement today. Students will write an analysis based on their findings.





**Grades 4, 7, 8, and 11:**

Questions for discussion, written, or both:

Why is the cover of the August 1915 NAACP journal, "The Crisis" so pivotal and significant?

Why do you think journal covers are so important? How does the text and the image play a major role on the cover?

Review on the Hathi Trust the [August 1915 journal the Crisis](https://catalog.hathitrust.org/Record/000502434) (https://catalog.hathitrust.org/Record/000502434). Have students review articles, editorial page, photographs and advertisements.

Choose Harvard University Full View record of v.9-10(1914-1915). Have students go to page 493 which is the cover of the August 1915. Have students review pp. 514-528 from the digital record of the August 1915 journal.

## **Activities for Grades 4,7,8 and 11:**

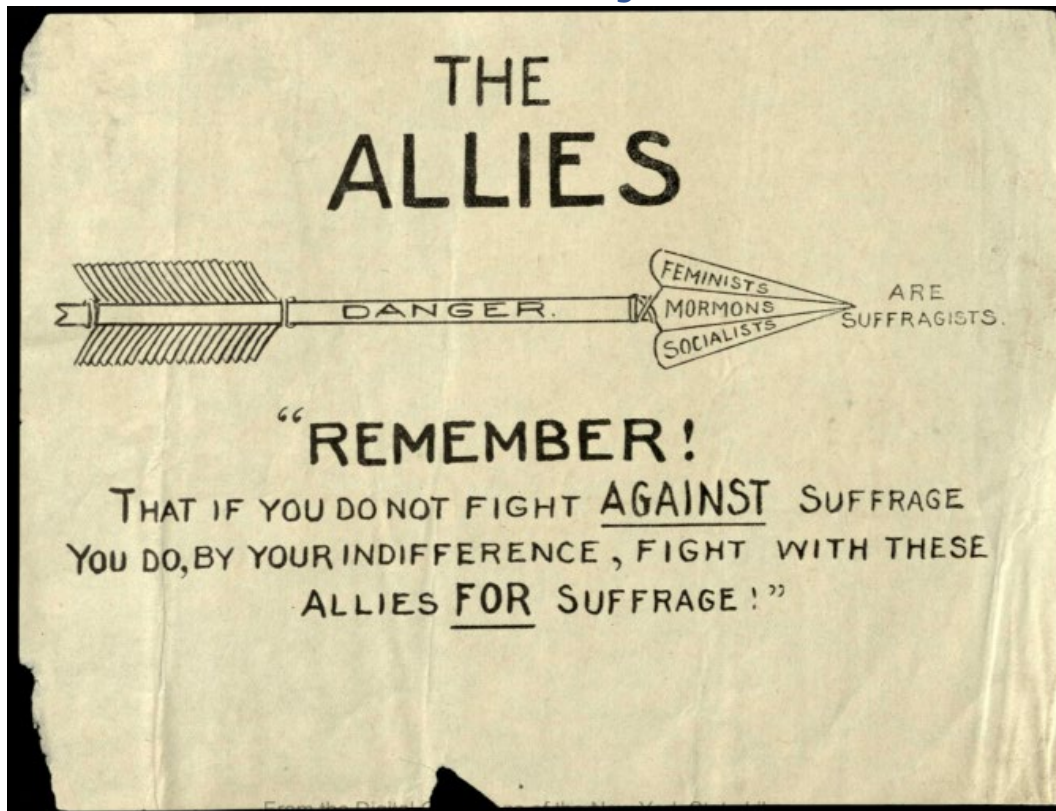
### **Activity 1:**

Create a journal on the Women's Suffrage Movement based on what you have learned. In teams of five, create a cover, three journal articles based on the information you have gathered on the Woman Suffrage Movement, an editorial page, and images, sketches, artwork, design of the journal. Activity can be implemented and posted to online platform.

### **Activity 2:**

Journal Share. Students will share their journals with other teams. Students will discuss similarities and differences within articles and images within teams and then as a whole group discussion. Discussion can be in class or online discussion board.

The Allies document from Anti Suffrage Movement



**Grades 4, 7, and 8:**

Questions for discussion, written or both:

How would you define an ally?

Why do you think an arrow is used as a symbol to represent danger in regards to the Suffragists?

What is meant by the word, indifference?

**Activities for Grades 4,7, and 8:**

**Activity 1:**

As a Suffragist response to the primary source document, create a poster that opposes the use of the arrow.

**Grade 11:**

Questions for discussion, written or both:

Why do you think symbolism is an important tool for portraying meaning?

An arrow can have a dual meaning, positive or negative. In this primary source document, it represents danger. What other symbols can have positive or negative meanings?

**Activities for Grade 11:**

## Activity 1:

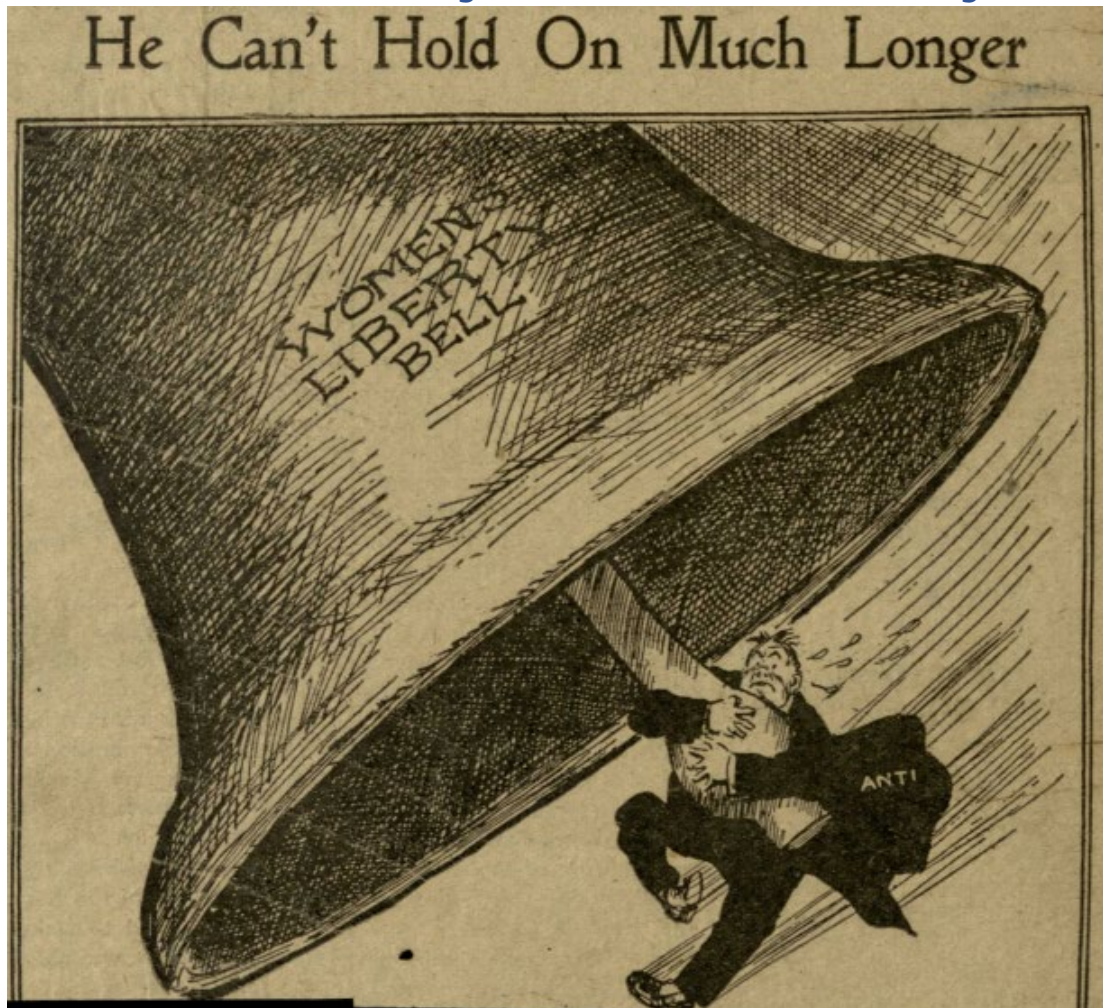
Choose a symbol that provides a positive and negative meaning. Create a poster to demonstrate the qualities of both meanings using simple text, illustration and photographs. Posters can be displayed in class or posted online.

## Activity 2:

Present your poster to the class of the positive and negative connotation of your symbol. During the presentation, explain why you chose the symbol, and how has it affected people in positive and negative respects. Presentations can also be made online with videoconferencing software.



He Can't Hold on Much Longer document from Anti Suffrage Movement



**Grades 4, 7, and 8:**

Questions for discussion, written, or both:

Why do you think in the document they named it the Women's Liberty Bell?

Why do you think the original Liberty Bell is so important in relation to this document?

**Activities for Grades 4,7, and 8:**

**Activity 1:**

Review the [National Parks Service on Liberty Bell webpage](https://www.nps.gov/inde/learn/historyculture/stories-libertybell.htm)

(<https://www.nps.gov/inde/learn/historyculture/stories-libertybell.htm>).

The inscription on the Liberty Bell is meaningful. "Proclaim Liberty Throughout All the Land Unto All the Inhabitants thereof"

Write an editorial entry to a newspaper in regards to the description of the political cartoon of the Women's Liberty Bell. In the editorial, mention the inscription of the Liberty Bell and its meaning. Editorial entries can be posted to online learning platform.

**Grade 11:**

Questions for discussion, written, or both:

Why are political cartoons important?

What is this political cartoon suggesting in regards to the Woman Suffrage Movement?

**Activities for Grade 11:**

**Activity 1:**

In teams of four, create a political cartoon in regards to the Woman Suffrage Movement. You may use graphics, illustrations, text or just images. Activity can be in a classroom or online classroom setting.

**Activity 2:**

Display the political cartoons in the classroom or online display. Have students review cartoons around the classroom or online, and have a discussion on the messages of the cartoons.





## **Grades 4, 7, and 8:**

Questions for discussion, written, or both:

How would you describe the Votes for Women document?

What message does the image itself convey (teachers/educators may wish to conceal the text of the document)?

## **Activities for Grades 4,7, and 8:**

### **Activity 1:**

Create a picture with no words to describe the Woman Suffrage Movement. It may be a political cartoon, graphics, or photographs? Pictures can be posted to online platform.

### **Activity 2:**

Students will be handed a picture or viewed online from one of their classmates of Activity 1.

Student will create a caption for the picture to describe the document. Captions can be displayed in classroom or posted online.

## **Grade 11:**

Questions for discussion, written, or both:

When viewing the document, which word would best describe the picture and why?

How do pictures tell a story especially in relation to this document?

## **Activities for Grade 11:**

### **Activity 1:**

Create a conversation for the family members at the bottom of the document. You may wish to use captions for the conversation. Captions can be displayed in classroom or posted online.

## Woman Suffrage Has Been Defeated

WOMAN SUFFRAGE HAS BEEN <b>DEFEATED</b>				
<i>State</i>	<i>Year</i>	<i>For Suffrage</i>	<i>Against Suffrage</i>	<i>Majority Against</i>
Ohio - - - - -	1912	249,420	336,875	87,455
" - - - - -	1914	335,390	518,295	182,905
Michigan - - - -	1912	247,375	248,135	760
" - - - -	1913	168,738	264,882	96,144
Wisconsin - - -	1912	135,546	227,024	91,478
Nebraska - - -	1914	90,738	100,842	10,104
Missouri - - -	1914	182,257	322,463	140,206
N. Dakota - - -	1914	40,209	49,348	9,139
S. Dakota - - -	1914	39,605	51,519	11,914
New Jersey - -	1915	133,282	184,390	51,108
New York - - -	1915	553,348	748,332	194,984
Pennsylvania - -	1915	385,348	441,034	55,686
Massachusetts - -	1915	162,615	295,702	133,087
<b>Woman Suffrage is GOING, not coming.</b>				
Issued by <b>The New York State Association Opposed to Woman Suffrage</b> 35 West 39th Street, New York City				
From the Digital Collections of the New York State Library.				

**Grades 4, 7, and 8:**

Questions for discussion, written, or both:

Why do you think it was important to display the numbers of people against the Suffrage movement according to the New York State Association Opposed to Woman Suffrage?

Why do you think the New York State Association Opposed to Woman Suffrage decided to list other states totals and not just New York State?

**Activities for Grades 4,7, and 8:****Activity 1:**

Create a bar graph based on the totals with years included. Bar graphs can be posted online.

**Activity 2:**

Have students in groups of four. Have students research three states from the list and find totals for the years: 1916, 1917, 1918, 1919, and 1920. Students will then create a bar graph on the following years data.



**EMPTS  
LIFE AS  
STABBED**

Police Over Two Episodes in the House.

VER FOR  
IE SINS OF TWO

arged with Fighting to Do with Attempt.

mixup, Claude E. native of Georgia, was assault, received being involved in a shed its climax when blowed poison from r will not recover. ration showed that er had done was to a Charles Woods on ray at No. 358 West After the fight twenty-seven stitches and he charges that C. E. Turner and whom he was visit-

rouble in the house, living on the second chloride of mercury, excitement. She also was Turner.

erns. of the West Forty-n, was on fixed post th street and Ninth ie apartment house occurred, when he bat. He went up to here he found two n talking vigorously. assaulted me," coming to C. E. Turner. tenant telephoned to s that a riot was in ought two or three and. Woods told Po-had been trying to sound of revelry in ent across the hall ie. He said he had was not permitted to sion having moved to the hall just out-he went out to put a by moral suasion or Turner is several

colleeman for the first oods had been stabbed the first Woods knew as a gash which must an eight or nine inch red. Turner with the tier was taken to the t street station. No after persistent search ras being lined up in at there was a tele- nblance to go to No. hth street. One was elt Hospital, where

**ROOSEVELT FOR  
WOMAN SUFFRAGE  
AND REFERENDUM**

Would Have Those Affected Only Ones to Vote at Special Election.

MOVEMENT, HOWEVER, NOT IMPORTANT, HE THINKS

Pins His Faith to Women Suffragists of Late Julia Ward Howe's Type.

Theodore Roosevelt discusses "Women's Rights, and the Duties of Both Men and Women," in an editorial in the current issue of the Outlook. He says in part:—

"I believe in women's rights: I believe even more earnestly in the performance of duty by both men and women. For unless the average man and the average woman live lives of duty, not only our democracy, but civilization itself will perish.

"I heartily believe in equality of rights as between men and women, but also in full and emphatic recognition of the fact that normally there cannot be identity of function. Indeed, there must normally be complete dissimilarity of function between them, and the effort to ignore this patent fact is silly.

"I believe in women's suffrage wherever the women want it. Where they do not want it, the suffrage should not be forced upon them. I think it would be well to let the women themselves, and only the women, vote at some special election as to whether they do or do not wish the vote as a permanent possession.

"In other words, this is peculiarly a case for the referendum to those most directly affected—that is, the women themselves. I should be entirely content to abide the decision, either way: for, though I do not think that the damage prophesied from women's voting would come, or has come where it has been tried, I also think that very much less effect would be produced, one way or the other, than the enthusiasts believe. In other words, I do not regard the movement as anything like as important as either its extreme friends or extreme opponents think. It is so much less important than many other reforms that I have never been able to take a very heated interest in it.

"I pin my faith to woman suffragists of the type of the late Julia Ward Howe. Julia Ward Howe was one of the foremost citizens of this republic; she rendered service to the people such as few men in any generation render, and yet she did, first of all, her full duty in the intimate home relations that must ever take precedence of all other relations.

"The point which I wish to emphasize is that the supreme importance and high position of the woman of the type of Julia Ward Howe cannot be materially increased by the possession of the ballot.

MISCELLANEOUS.

**GIMBEL BROTHERS**  
BROADWAY NEW YORK

TRICORNES

HENRY II. STYLES

SAILORS

LITTLE ROUND SHAPES

DERBIES

**The Ideal  
Tailored Hats  
For Spring**

"Blocked Hats," says Paris, so that is why you will find such a large display of these Hats tomorrow in the Millinery Salon. Fine Milan Straws dominate, although Tagal, Manila and Panama Hats are within the realm of the correct.

Many of these Hats are faced or topped with taffetas, satin or straw braid to give a contrast of color.

However, changeant and shot taffeta Hats deserve equal announcement—for they are the hats of the hour in Paris.

Many delightful surprises in these strictly tailored trimmings—cocardes, wings, stick-up feathers, brushes and motifs. All so unique! Prices, \$5 to \$18. Third Floor

**Delightful—These New Foreign  
TUNICS and LACES**

PARIS TUNICS, with dainty embroideries of crystal beads on crepe chiffon—the new note. Charming clusters of chiffon rosebuds, applied on bodice and skirt. In white, light blue, light and deep pink and yellow. \$27.50.

A group of CHIFFON TUNICS, in pink, light blue, yellow and Nattier blue, with draped fichu and crystal fringe, is \$17.50, though \$22.50 should be the price.

Tunics, hand-embroidered on white net or voile, in rich raised floral designs, eyelet effects, insertions, and applications of hand-made Bohemian lace, at \$22 to \$42.

PRINCESS LACE BLOUSES, in dainty designs; a few at \$5c, \$1.50 and \$2; others at \$2.25 to \$5.25. Regular prices, \$1.25 to \$7.50.

SPRING IMPORTS of LACES include Point de Paris and Normandy-Valenciennes, Edgings and Insertions, 3 to 9 inches wide, specially priced at 10c to 45c a yard, regularly 20c to 75c.

Barmen Linen Laces, Edgings and Insertions, 3 to 5 inches wide, specially priced at 25c and 35c a yard.

Valenciennes Edgings and Insertions in 12-yard lengths, specially priced at 45c to \$1 a piece, regularly 65c to \$1.25.

Main Floor

LYNX

Beautiful specimens, Leipzig-dyed, in Scarfs and Muffs at \$35 each, were \$50

MINK

Rich dark tones in small Shawl Collars at \$25, were \$42.50. Muffs

WOLF

Long, bushy specimens, in either blue or black Scarfs and Muffs at \$12.50 each

**New B  
That**

A woman's black broadcloth when shopping it should not be mend these two

At \$22.50 shawl collar and out with gray c

At \$27.50 sides and at the revers and deep black peau de c

More of

Tomorrow and black—will at the neck, of

Another n \$12.50, instead



\$27.50

**To the Girls and Young  
A Special  
Suits**

\$9.50

Undoubtedly, announcement, as sent the authentic

How young l are such perfect d those with bodices with deep embroid host of other style Other models are

New Serge Dre tainly a credit to th There is one mod collar of white J trimmed with bla patent leather belt is slashed at the s with a panel of tl black trimmings. Other models at \$1

New Satin Dresses at \$15 to \$40.

**New and Jaunty Tailors  
\$19.75 to \$47.50**

The Russian Blouse and the abb away Coat dominate. Both are so a it is difficult to predict which style th will like best. Ask to see the new ga which are positively unique.

Whipcords, fine French serges are the most used materials. Eponge, l braids figure conspicuously among th Sizes—14, 16, 18 and 20 years.

Hundreds of Washable Dresse girls—spic-span percales, artistic plain

**Grade 11:**

Questions for discussion, written, or both:

Why do you think Roosevelt stated, "I believe in women's suffrage wherever the women want it. Where they do not want it, the suffrage should not be forced upon them."

Who is the suffragette, Julia Ward Howe mentioned by Roosevelt in the article? What is her famous work?

**Activities for Grade 11:**

**Activity 1:**

Research who Julia Ward Howe is. Look on [www.hathitrust.org](http://www.hathitrust.org), to research Julia Ward Howe. Why is she acclaimed, and what role did she have on advocacy of the Woman's Suffrage Movement? Write four or five pages on your findings of Julia Ward Howe.

**Activity 2:**

Find one of Julia Ward Howe's speeches or poems. Analyze the speech or poem, and relate it to the advocacy of the Woman's Suffrage Movement found from Activity 1. Write an essay on how the speech or poem provided historical context of the Woman's Suffrage Movement.

Both activities can be implemented in the classroom or online.



## A REMARKABLE WOMAN

Dr. Anna Howard Shaw, the great woman's suffrage leader, who died a few days ago at the ripe old age of 72, was a most remarkable woman. Born in England, she came to this country with her parents when only 9 years old, and from the very beginning, her life in America was a struggle and a fight. She helped her father to till the soil. At the age of fifteen she was a school teacher, earning \$4 a week and walking eight miles a day to her school. She then went to college, studied at a Theological Seminary, becoming the first woman minister. Then she blossomed out as a physician. From 1878 to 1885 Dr. Shaw occupied a pulpit and in the latter years she resigned active ministry to enter the fight for the enfranchisement of women.

Dr. Shaw was a born fighter. Ridiculed and opposed when she sought a college education, she persisted until she had succeeded. Mocked and scorned when she entered the battle for woman's suffrage, she lived to see the day when her sex was accorded full rights not only in her own country, but throughout the world, with the exception of a few lands.

Teacher, preacher, physician, speaker, organizer, this woman exerted a wonderful influence. Her life is the story of achievement through indomitable courage.

The life of Dr. Anna Howard Shaw is one of continuous service. She enriched the world. Women, of course, owe her a great debt of gratitude; men no less must be indebted to her. For, in the struggle for emancipation of women men benefited as well. The protest against withholding the right to vote from the gentler sex showed how wrong was the policy to limit the franchise to certain elements of the population only.

Jews have had women who were leaders and champions for the right, and so we can appreciate the life's work of Dr. Anna Howard Shaw.

\* \* \*

It is announced that Rumania does not want the League of Nations to guarantee the rights of minorities which will be provided for in the treaty she will have to sign. Of course not. The Berlin Treaty of 1878 was "a scrap of paper" as far as Rumania was concerned. Rumania will promise to live up to treaty stipulations. The only way by which she can be made to honor her word is to see to it that the word is kept. Rumania objects. Quite in keeping with her past.

\* \* \*

Jewish Socialist locals have been excluded from the Socialist Party because they participated in the protests against the pogroms in Poland. The Socialists argue that they have nothing to do with the question. Of course they have not. It is not the business of the Socialists to protest against the massacres of Jews. We will let it go at that. Morria (Hilkowich) Hilquit is a Lett. Perhaps one of the other leaders is a Pole. You can never tell. We hope that the "genossen" are now satisfied.

**Grade 11:**

Questions for discussion, written or both:

How does this obituary of Dr. Anna Howard Shaw exemplify a true advocate for Woman Suffrage?

From the obituary, how would you go about researching Dr. Anna Howard Shaw?

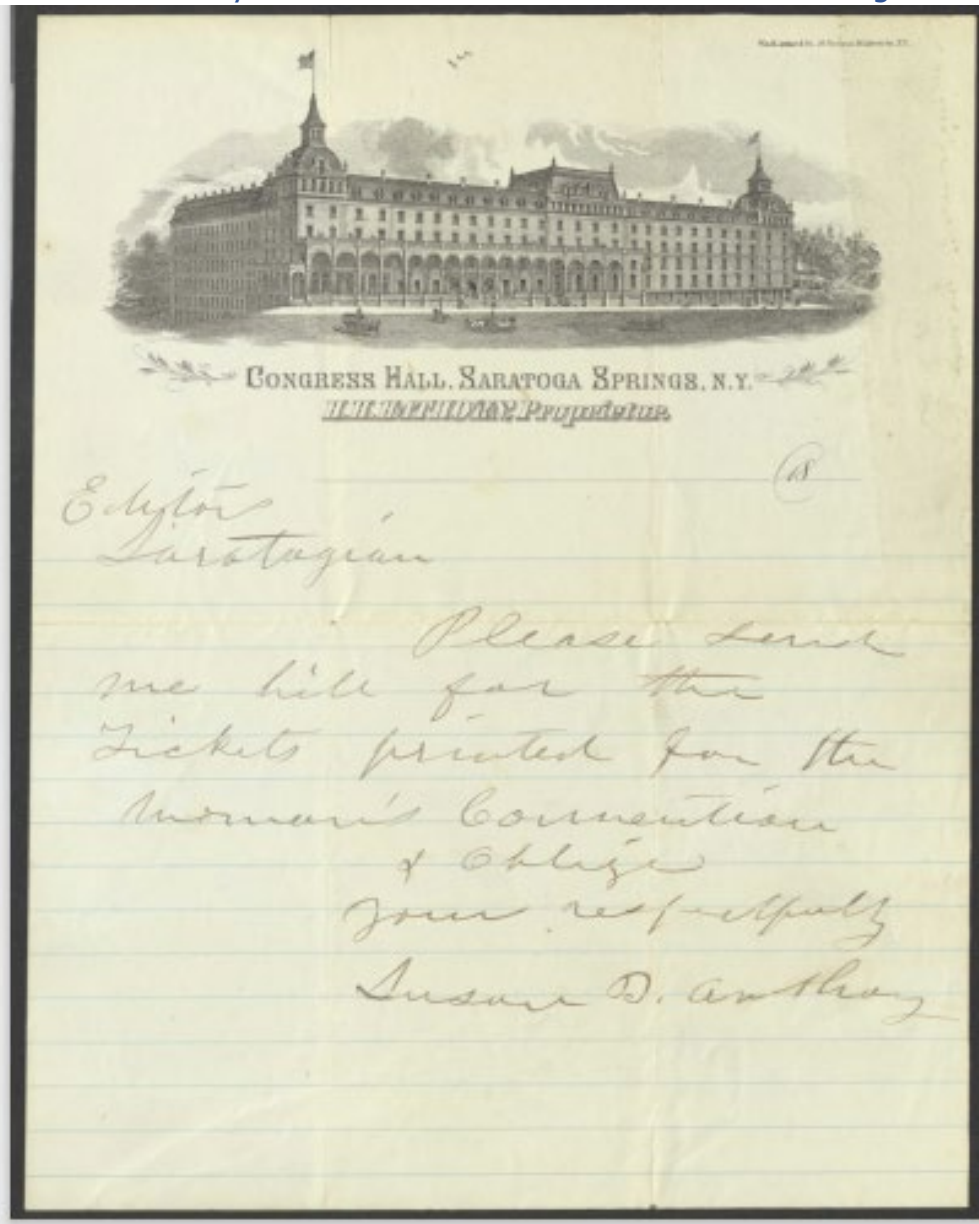
**Activities for Grade 11:**

**Activity 1:**

Write a step-by-step guide on how to find information from the obituary of Dr. Anna Howard Shaw. Where did you locate the information for her place of birth, young life with family, studying at a Theological seminary, was a teacher, became a physician, and fought for the Woman's Suffrage Movement. List the names of places mentioned from the obituary, and how you found the documented information. Provide a detailed list and the names of libraries, historical and or cultural institutions used and web addresses. Activity can be written and handed in and/or posted to an online platform.

Additional documents to work on with your students

Susan B. Anthony Letter addressed to the editor of the Saratogian



Transcription of Letter:

*Editors*

*Saratogian*

*Please send me bill for the tickets printed from the Women's Convention & [illegible]*

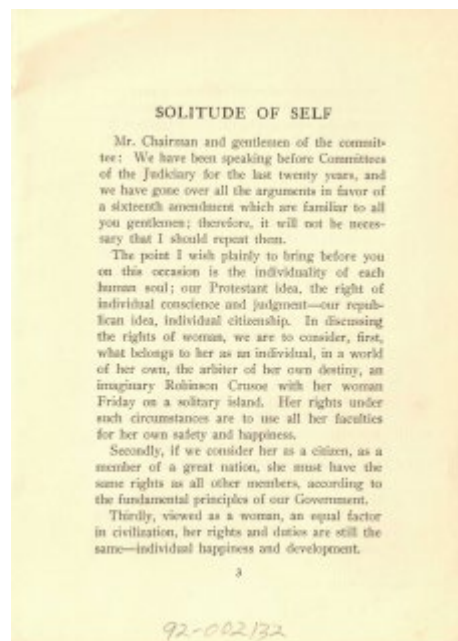
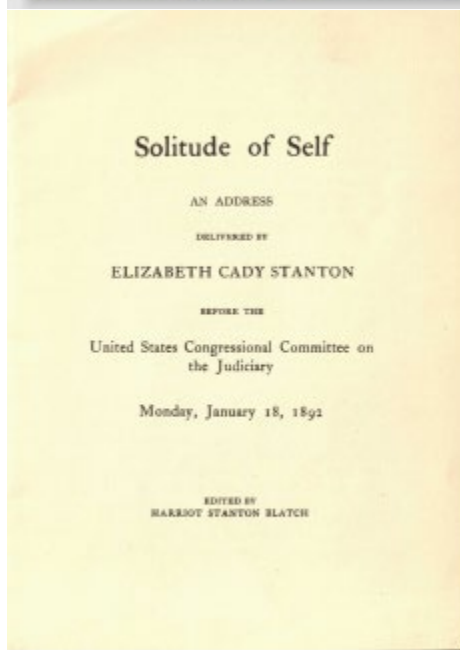
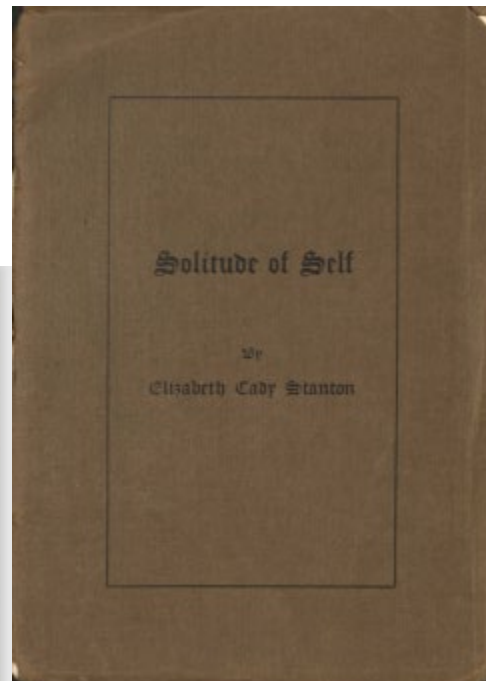
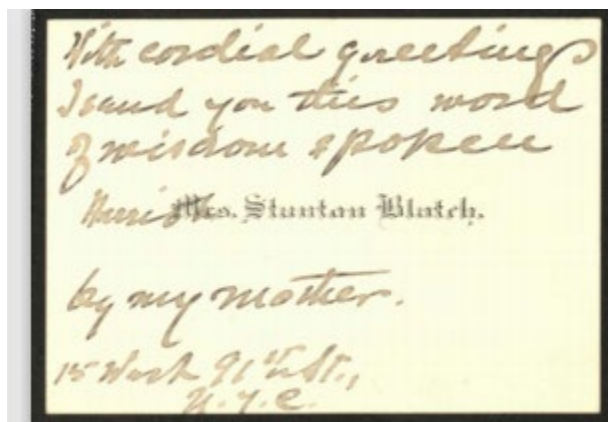
*Yours respectfully,*

*Susan B. Anthony*



## Solitude on self, an address delivered by Elizabeth Cady Stanton

*Includes calling card of "Mrs. Stanton Blatch" on which is handwritten: "With cordial greetings I send you this word of wisdom spoken by my mother. 15 West 91st St., N.Y.C." The "Mrs." is crossed out and "Harriot" handwritten in its place.*



## Amelia Jenks Bloomer, Three Letters, 1893

### *The Lily*

Bloomer, Amelia. Letters.

The collection consists of two letters addressed to Lillian F. Brown regarding the display of *The Lily* in a New York women exhibit at the World Columbian Exposition, Chicago, and subsequent deposition at the New York State Library, and a news clipping written and annotated by Amelia Bloomer regarding her involvement with *The Lily*. *The Lily*, edited and published by Amelia Bloomer, ca. 1849-1853, was one of the first periodicals concerned with women's suffrage and related topics.

Includes transcriptions of the letters.

From the March 21, 1893 letter: "How little I thought in those early days that the seed scattered by inexperience hands in seemingly unfruitful soil would yield such abundant harvest! ... I did not foresee [sic] the use it would be put to, or that any one but myself would ever care what shape it was in ... in 1849 ... I was a simple, young thing with no experience [in publishing], no education for business, in no way fitted for such a work; but some unseen power nerved me for the task and sustained me until such time as others were brought forward to take my place. ... I had a letter from Miss Anthony suggesting I give my full set of the *Lily* to N.Y. to be deposited ... in the State Library."

From the March 24, 1893 letter: "I have finally yielded to pressure ... and have this day sent *The Lily* ... to you ... I hope you may think it worthy a place in your exhibit, or at least in the Seneca Falls exhibit ... It was like parting with a dear old friend ..."

From the newspaper clipping [published between 1877 and 1884?]: "And so *The Lily* burst into bloom Jan. 1, 1849. ... At first the *Lily* was a temperance paper, mainly, but the woman's rights movement began almost simultaneously with it, and I very soon became interested in the new doctrines it taught, and gradually introduced it into my paper ... *The Lily* was the first paper published devoted to the interest of woman, and, so far as I know, the first one owned, edited and published by a woman."

New York State Library call number: V20482

[H]istory of *The Lily*

So unprepared was  
I for the position I  
found myself in when  
deserted by the society  
- so lacking in confi-  
dence and fearful of  
censure that I with-  
drew my name from the  
paper and left stand-  
ing the head line with  
which it started, "Pub-  
lished by a Committee  
of Ladies," though no lady but myself had one  
thing to do with it edito-  
rially or financially.  
I afterwards regretted  
this misleading of  
the public, and giving  
the society a credit  
that did not belong to it.  
At the commencement  
of the second volume  
this headline was drop-  
ped and my name res-  
tored as the responsible  
head. I never liked the  
name of the paper but the  
society thought it pretty  
and accepted it from  
the president. It was  
started with that name  
and became known far  
and wide. It had  
been baptized with tears  
and sent forth with  
anxious doubts and fears. It was not easy  
on to change the name,  
and so it remained  
*The Lily* to the end,  
pure in motive and  
purpose as in name.

Amelia Bloomer

... MSC\The Lily a history by Amelia Bloomer transcription.doc



Council Bluffs Ia.

March 24. /73

Mrs Lillian G. Browne

Dear Madam

I have finally  
yielded to the pressure brought to  
bear upon me and have this day  
sent The Lily to the Express office  
addressed to you, 128 Bible  
House, as directed, and you  
will receive it about the same  
time with this. I am sorry I  
had it rebound, because not  
well done, but regrets are useless  
and you must take it as it is. I  
hope you may think it worthy a  
place in your exhibit, or at least  
in the Seneca Falls exhibit.

Please acknowledge re-



cept of it when it reaches you.  
It was your letter that finally decided me to send it. It was like parting with a dear, old friend and I do not expect to ever see it again; yet I reserve the right to recall it after the Fair should I live and so will it.

Very Truly Yours  
Amelia Bloomer

Council Bluffs, Ia.  
March 24, 193

Mrs. Lillian G. Browne,

Dear Madam

I have finally yielded to the pressure brought to bear upon me and have this day sent The Lily to the Express office addressed to you, 128 Bible House, as directed, and you will receive it about the same time with this. I am sorry I had it rebound, because not well done, but regrets are useless and you must take it as it is. I hope you may think it worthy a place in your exhibit, or at least in the Seneca Falls exhibit.

Please acknowledge receipt of it when it reaches you. It was your letter that finally decided me to send it. It was like parting with a dear old friend and I do not expect to ever see it again; yet I reserve the right to recall it after the Fair should I live and so will it.

Very truly yours

Amelia Bloomer

Council Bluffs Iowa  
March 21, 1893  
Lillian G. Burdett  
Dear Madam  
There has been  
no reluctance either on my part  
or that of my husband to part with  
Speddy for the exhibit of the New  
York women at the Columbian  
Exposition. But we have not felt  
prepared to give it away while I live  
and, it is hard for us to decide to  
do so. Last summer, while on a  
visit here, Miss Anthony urged that  
it be placed in some library when  
I was done with it where it could be  
preserved. I gave it little attention  
but thought to let the public library  
have it. Last Jan. Belle Teller

of Seneca Falls, wrote me asking for a copy, only, for the Seneca Falls exhibit for Columbian Exposition. After some correspondence I succeeded in securing two copies which I sent to her and supposed that matter settled. Later I had a letter from Miss Anthony suggesting that I give my full set of The Liberator to N.Y. to be deposited after the Fair was over in the State Library. We were reluctant to do this because I was so far away, we could never have access to it again - and I have often had occasion to refer to its pages and might again. Miss Teller, too, has been writing me about it, until I feel that I ought to give it up, perhaps, though I have friends who would value it after I am gone. If it could only go with the promise of its return, unless I decided not to ask for it back, I should be glad! That would probably be the result for I am now seventy <sup>five</sup> ~~seven~~ years old and



shall no longer have use for it. A gentleman in Tiverton, Eng, wrote me last summer to know if was possible for him to get The Lily, and hoping he might some time find notice of it in some old bookseller's catalogue. How little I thought in those early days that the seed scattered by inexperienced hands in seemingly unfruitful soil would yield such abundant harvest!

I have a little matter of trouble now, besides that of giving you The Lily, and you may not be pleased with it. The paper was issued as a monthly, in quarto form for the first four years. These I had bound up together making a nice book. Then at the beginning of the fifth volume I decided to issue it semi-monthly and made it a folio and so continued it one year - then not liking it as well as the quarto I changed it back to the original size but still continued it a semi-monthly. Wishing to keep it all together

and especially if I sent it to the World's Fair, as I was so often asked to do - not only by M. G. but by this state - I concluded to have it all rebound, in one cover, so that it might always be kept together. I sent for a binder, as I was not well enough to go out this bad winter weather - and gave him directions how it should be done and put in good shape, supposing all would be satisfactory. But I am not pleased with the result. It is not well done. The margin cut off too tightly, bound in and not well placed in covers. But the deed is done and cannot be undone. It must go as it is, if at all. The realising matter is all there. I regret the issues were not all uniform in size but I did not foresee the use it would be put to, or that any one but myself would ever care what shape it was in. I wish you could see whether you want it before it is sent. You may not care for it at all - in which case you will

please return it to my address. You  
will see the publication was commenced  
in 1849, before women had left their  
"sphere". I was a simple, young thing  
with no experience, no education for  
business, in no way fitted for such a  
work; but some <sup>unseen</sup> power neared me for  
the task and sustained me until such  
time as others were brought forward  
to take my place. I had a great strug-  
gle, but did the best I could. You of  
later years will look upon my work as  
insignificant, but at the time I was called,  
fear of you would have done better.  
Judge me leniently.

The ladies here are urging that I give  
The Lily to them for their exhibit in which  
case it would come back to me, but both

3

my husband and myself are inclined to send it to New York, with the understanding that the right is reserved of having it come back after the Fair is over, unless we shall conclude to give it permanently to that State - which will probably be the case.

During the publication of *The Lily* at Seneca Falls, the then Secretary of State of your state, wrote me for a copy of the *Lily* to place in the library at Albany - so I suppose there is already one copy on deposit there and has been for many years. He also asked for one to send to the Industrial Fair in London - to be afterwards placed in the Royal Museum.

I think I will send off the book in the course of a few days. I part from it with regret.

Very Truly Yours  
Amelia Bloomer



Council Bluffs, Iowa  
March 21, 1893

Lillie G. Browne

Dear Madam

There has been no reluctance either on my part or that of my husband to part with The Lily for the Exhibit of the New York women at the Columbian Exposition. But we have not felt prepared to give it away while I live and, it is hard for us to decide to do so. Last summer, while on a visit here Miss Anthony urged it be placed in some Library when I was done with it where it could be preserved. I gave it little attention but thought to let the public Library here have it. Last Jan. Belle Teller shall no longer have use for it. A gentleman in Tiverton, Eng. wrote me last summer to know if (it) was possible for him to get The Lily, and hoping he might some time find notice of it in some old booksellers catalogue. How little I thought in those early days that the seed scattered by inexperienced hands in seemingly unfruitful soil would yield such abundant harvest!

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During the publication of The Lily at Seneca Falls, the then Secretary of State of your state, wrote me for a copy of the Lily to place in the library at Albany - so I suppose there is already one copy on deposit there and has been for many years. He also asked for one to send to the Industrial Fair in London - to be afterwards placed in the Royal Museum.

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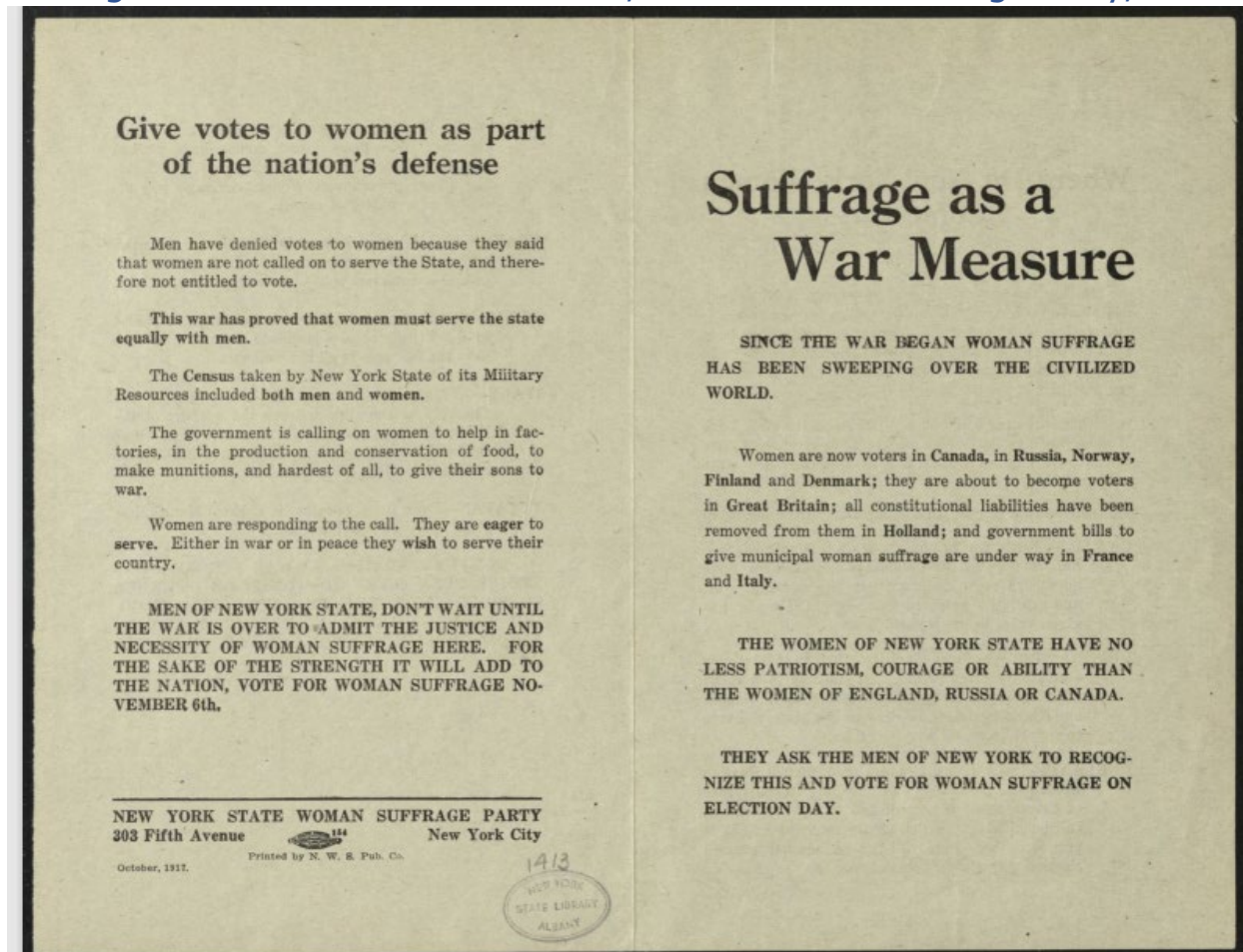
Very Truly Yours

Amelia Bloomer

I sell the shadow to support the substance, Sojourner Truth, photoprint, 1864



Suffrage as a War Measure Broadside, NYS Women's Suffrage Party, 1917





## Where Do New York Women Come In?

During the past four years the women of New York State have made a continuous campaign for Woman Suffrage. By sheer hard work a huge organization has been built up which includes every one of the one hundred and fifty Assembly Districts and extends into most of the polling precincts of the State.

There are over 5,000 women officers in the New York Woman Suffrage Party who are giving most of their time to the work, and more than 500,000 women in the state are enrolled.

During this time, with comparatively little effort, in

**CANADA**—Five great provinces, Alberta, Manitoba, Saskatchewan, British Columbia, and Ontario, have adopted Woman Suffrage. In the midst of war, and with the votes of her soldiers, Canada has given votes to her women.

**UNITED STATES**—Since January this year six new states have given presidential suffrage to women: Ohio, Indiana, Michigan, Nebraska, North Dakota and Rhode Island, and Arkansas has given the vote to women in all primary elections.

**ENGLAND**—The bill to give votes to 6,000,000 English women has passed its third reading in the House of Commons by a vote of 385 to 56. It has the full backing of the British Government and it is promised that there will not be another general election without the votes of women.

**RUSSIA**—In Free Russia men and women are voting together. For many years women have worked side by side with men for Democracy. In forming a new government Woman Suffrage was accepted as a matter of course.

**FRANCE**—A bill is now before the Chamber of Deputies and has the support of the French Government to give the municipal vote to women at once.

**DENMARK**—Surrounded by war on all sides, troubled by a multitude of new problems, Denmark, in 1915 gave the full vote to all her women.

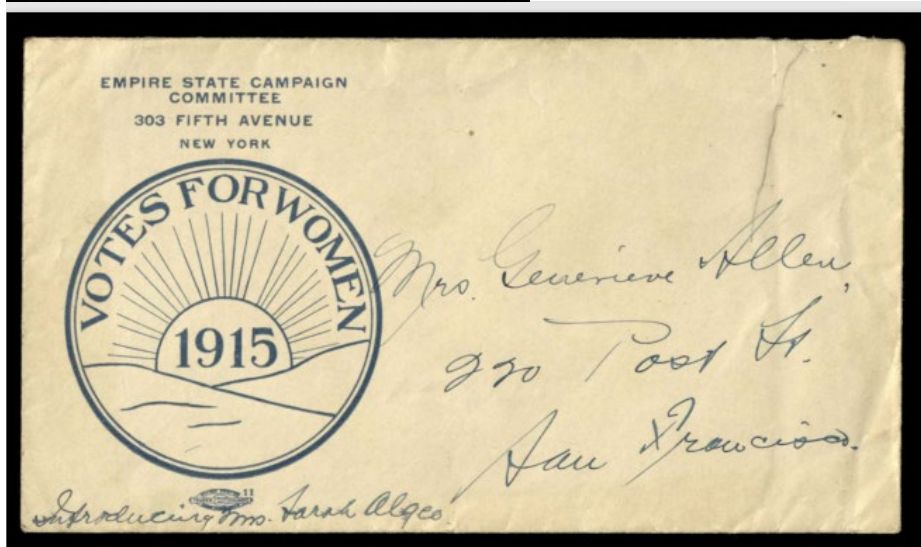
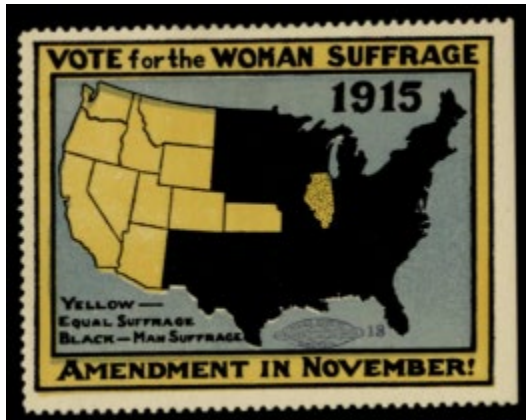
**ITALY**—A Municipal Suffrage bill is now before the Chamber of Deputies and has the support of the Prime Minister who says: "I do not think there can be either doubt or delay in giving it on the same conditions as it is given to men."

**YUCATAN**—Even little Yucatan, in darkest Mexico, has given the vote to her women.

IN EVERY COUNTRY AT WAR THE VOTE HAS EITHER BEEN GIVEN TO WOMEN OR IS UNDER CONSIDERATION. ARE NEW YORK WOMEN GOING TO BE CLASSED AS THE ONLY WOMEN AMONG CIVILIZED NATIONS UNWORTHY OF THE VOTE?

B20 3054.2

Collection of Stamps supporting Women's Suffrage, 1915



A million women appeal to the voters of New York for Justice Broadside,  
Empire State Campaign, 1915?

**A Million Women**  
**Appeal to the Voters of New York for Justice.**

¶ One million women of the State of New York who want to vote; and who will vote at the first opportunity, ask you to give them that right by voting yes ☒ on the woman suffrage amendment November 2nd.

¶ These women include:

Public School and College Teachers .....	32,000
Physicians .....	1,000
Lawyers, Journalists, Artists, Authors and Specialists .....	5,000
Independent Business Women .....	20,000
Wage-earning Women .....	400,000
Homekeepers .....	542,000

¶ These women are 3 1-3 times the entire number of American men engaged in the Revolution.

¶ Four millions of women in twelve Western States are already privileged to vote for President in 1916. One million New York women want to do so.

¶ To give these women a vote imposes no obligation upon women who do not want to vote; but to deprive women of a vote against their wish is tyranny.

¶ The Democratic President of the United States, Mr. Wilson, will vote yes in New Jersey on October 19th. A majority of his Cabinet and the Speaker of the House of Representatives have publicly declared for woman suffrage.

¶ The Republican Governor, Mr. Whitman, will vote yes on November 2nd.

¶ The Fusion Mayor of New York City, Mr. Mitchel, and all his staff; the mayors of 33 other cities of our State; the Collector and the Surveyor of the Port of New York, Dudley Field Malone and Thomas E. Rush Commissioner of Immigration Frederic C. Howe; the majority of the presidents of the colleges of our State, the majority of the State Judiciary, the President of the Federation of Labor James P. Holland, in fact the leaders of progressive thought and action will vote yes. We entreat you to vote with them and thus establish in the Empire State "a government of the people."

EMPIRE STATE CAMPAIGN COMMITTEE.  
303 Fifth Avenue, New York.

1915



Empire State Campaign Committee, How to vote for women suffrage amendment Election Day, November 2, 1915

**How To Vote For Woman Suffrage Amendment**  
**Election Day November 2nd, 1915.**

The form of ballot will be as follows:

YES <input checked="" type="checkbox"/>	<b>AMENDMENT No. 1.</b> Shall the proposed amendment to section one of article two of the Constitution, conferring Equal Suffrage upon Women, be approved?
NO <input type="checkbox"/>	


YES <input type="checkbox"/>	<b>AMENDMENT No. 2.</b> Shall the proposed amendment to section four of article seven of Constitution, etc.
NO <input type="checkbox"/>	

YES <input type="checkbox"/>	<b>PROPOSITION No. 1.</b> Shall chapter five hundred and seventy of the laws of nineteen hundred and fifteen, entitled, etc.
NO <input type="checkbox"/>	

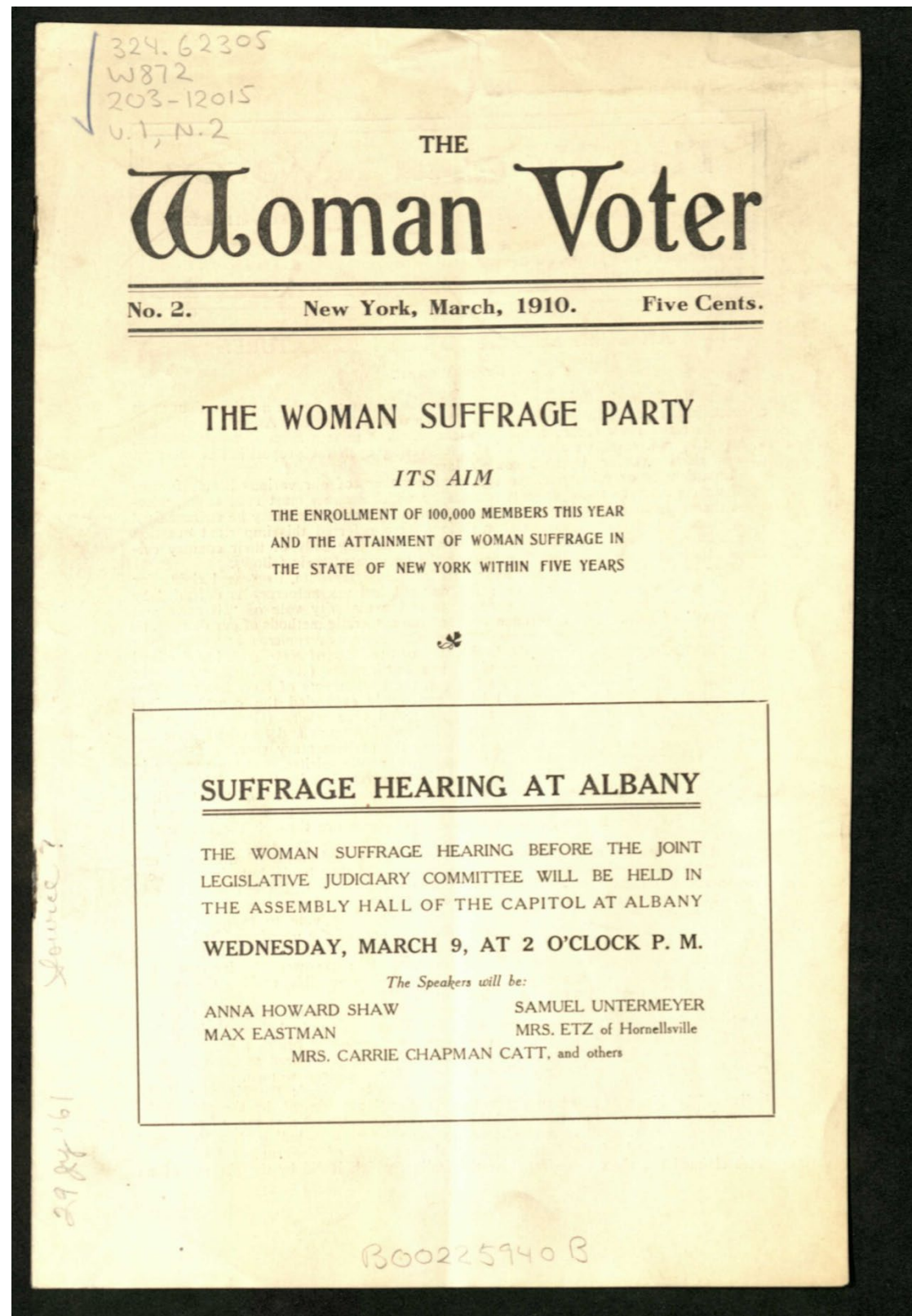
**Vote "Yes" on Amendment No. 1.**  
**as marked above**

**This is NOT the ballot used in Voting**  
**on the Revised Constitution.**

**Empire State Campaign Committee.**

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## Literature suggestions related to the Women's Suffrage Movement for Grades K-12:

Elizabeth Leads the Way: Elizabeth Cady Stanton and the right to vote by Tanya Lee Stone, 2008

Around America to Win the Vote: Two Suffragists, a kitten, and 10,000 miles by Mara Rockcliff, 2016

Elizabeth Started All the Trouble by Doreen Rappaport, 2016

Bold and Brave: 10 Heroes Who Won the Women the Right to Vote by Kirsten Gillibrand with Maira Kalman, 2018

Marching with Aunt Susan by Claire Rudolf Murphy, 2011

You Forgot Your Skirt Amelia Bloomer: a very improper story, by Shana Corey 2000

A Time for Courage: the diary of Kathleen Bowen by Kathryn Lasky, 2002

Heart on Fire: Susan B. Anthony Votes for President by Ann Malaspina, 2012

Riding Freedom by Pam Muñoz Ryan, 1998

Miss Paul and the President by Dean Robbins, 2016

Friends for Freedom: the Story of Susan B. Anthony and Frederick Douglass by Suzanne Slade, 2014

The illustrated feminist: 100 years of Suffrage Strength by Aura Lewis, 2020

Women win the Vote: 19 for the 19<sup>th</sup> Amendment by Nancy B. Kennedy, 2020

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