Title: “Our Constitution and Susan B. Anthony”

By

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Theme: Reform

Historical Period: The Progressive Era to New Era, 1900-1929

Lesson Module Overview: Students will learn about Susan B. Anthony and The Constitution of the United States through investigating and analyzing resources such as images, documents, political cartoons, and posters from the Library of Congress. Students will be engaged in a Webquest, class discussions, and writing activities while investigating our nation’s history and the Women’s Suffrage Movement.

Grade Range: 3-5

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LES S ON MODULE - DAY 1
Title: An Introduction to Susan B. Anthony:
“Why would Susan B. Anthony be arrested?”

Learning Goals:
Knowledge

- Students will understand the terms: abolitionist, educational reformer, labor activist, temperance worker, suffragist, and women’s rights campaigner, and begin exploring resources about Susan B. Anthony.
- Students will develop an understanding of what it is like for some individuals to be denied a right to vote through a class simulation.
- Students will begin to understand the key people and events related to the Trial of Susan B. Anthony.

Skills

- Students will participate in a role-play activity centered on the Trial of Susan B. Anthony.
- Students will begin exploring various types of primary sources such as images, documents, scrapbooks, and a song.
- Students will synthesize and analyze Library of Congress Resources to help make judgments and character assessments.

Dispositions

- Students will begin to develop an ability to evaluate multiple perspectives, think critically about the past, and grapple with the complexity of historical issues.

National Council for the Social Studies Themes:
http://www.socialstudies.org/standards/strands
Culture: Social studies programs should include experiences that provide for the study of culture and cultural diversity.
Time, Continuity, & Change: Social studies programs should include experiences that provide for the study of the past and its legacy.
Individual Development and Identity: Social studies programs should include experiences that provide for the study of individual development and identity.
Power, Authority, & Governance: Social studies programs should include experiences that provide for the study of how people create, interact with, and change structures of power, authority, and governance.
Civic Ideals & Practices: Social studies programs should include experiences that provide for the study of the ideals, principles, and practices of citizenship in a democratic republic.

Materials Needed:
- WebQuest at: www.zunal.com/webquest.php?w=102034 (right click and hit “open hyperlink)
Lesson Procedures:

Introduction
1. Hook the students’ interest by leading them into a discussion about what it means to “be arrested.” Have the students talk about appropriate instances that they know about, and what it would mean to “be arrested.”
2. Tell the class that you are going work on a WebQuest on Susan B. Anthony, who was arrested in the 1800’s because of her gender and her beliefs. Ask the students if they have ever been in trouble because of their gender, or because of their differing beliefs?
3. Ask students if they have ever had to deal with being not able to vote, or not participate in voting events?
   -Did the votes represent the voices and ideas of the event as a whole? Was that fair? Why or why not?
   -Did the results of the tallied male votes represent what the girls in the event wanted? (Regardless of whether or not this happened, talk about it.)
   -Ask the girls: What did it feel like when your vote did not count, but the boys did?
   -Ask the boys: What did it feel like when your vote did not count, but the girls did?
4. Explain to the class that during their WebQuest the students will be able to use their own knowledge of what is right and wrong, and make decisions about what it is to be a good upstanding citizen.
5. Lead a critical discussion about how this was not fair. If some students, especially male students, like that the girls were not able to have their vote counted, then prompt a discussion about issues of power and how some males (not all) did not want women to have the right to vote because they did not want to lose their power.
6. Introduce the WebQuest site. Teacher will open the WebQuest on the Promethean Board so that the teacher can introduce how it is arranged and how to "move" through the WebQuest, and that students are to follow the WebQuest; do activities, work on activities, etc.

Development
1. Write the following historical inquiry questions on the board: “Why was Susan B. Anthony arrested? Who were some key people and events in Susan B. Anthony’s trial?”
2. Go over the vocabulary words: abolitionist, educational reformer, labor activist, temperance worker, suffragist, and women’s rights campaigner. What do these words mean, when they are used to describe a person’s actions?
3. Support students developing an understanding of the term, perhaps using a dictionary or online dictionary source on the interactive whiteboard. Make sure to post the definition of the term on the board. (“The right of voting.”- Merriam Webster online dictionary: http://www.merriamwebster.com/dictionary/suffrage)
4. Solicit students’ background knowledge about the questions posted. Write their ideas on chart paper so that you can refer back to them.
5. Ask students what questions they have about the topic. Write these down as well so you can refer back to them.
6. Inform the students that over the next week that you will be learning more about these topics beginning with reading three Websites and sorting through some valuable documents, scrapbook pieces, and a song from the Library of Congress.
7. Walk around the room as students read all materials, to check student comprehension.
8. This lesson plan/WebQuest can be made to fit 1-3 days of teaching.

**Culmination**
1. Create a space in the classroom with the primary sources from this lesson plan, along with printed copies of the websites. (Not all children do well reading from the computer. Some must have a tangible piece of paper to use. Make sure that all resources from the Library of Congress are also available.)
2. Allow students ample time to compare their initial findings and evidence from the computer WebQuest website with the same printed materials. They may have missed something, or feel more confident using printed materials.
3. Make sure that the Mini-Book, Reading Level J, 2.4 is available for students who need to have reading material that is at an easier level. These booklets could also go home with all students, prior to the WebQuest Lesson Plan. This would assure that more students would have some prior knowledge.
4. Create a “Writing Corner” next to these primary resources for students to write about their predictions about the primary sources. Encourage them to visit this space, make predictions and discuss the materials and resources with their peers.

**Assessment**
1. Ask students to write in their Social Studies Journals. Include two new vocabulary words that they learned, and one new concept about a trial that they can use. Students will write down one question that they are still having trouble with, or a concept that they are not sure about.
2. Have students turn in their Good Citizen Characteristics List and Venn Diagram (stapled together), and their Persuasive Writing piece.
3. Students will be graded, using the WebQuest Rubric, for their role-playing performance.
LESSON MODULE - DAY 2

Title: The Constitution of the United States: A “Living” Document

Learning Goals:

Knowledge
- Students will recognize the rights established by the Constitution, the Bill of Rights, and the amendments that have been added to the Constitution since its inception.
- Students will understand that the Bill of Rights was created to protect the basic freedoms of the citizens of the United States.
- Students will be able to define amendment and understand why amendments have been added to the original Constitution document.

Skills
- Students will participate in a reader’s theatre about key characters in the suffrage movement and the passing of the 19th Amendment.
- Students will look at various online primary sources (images and documents, for example) to develop an understanding of the Constitution.

Dispositions
- Students will develop an appreciation for the Constitution, the amendments it contains, specifically the 19th Amendment, and the Bill of Rights.


Time, Continuity, & Change: Social studies programs should include experiences that provide for the study of the past and its legacy.

Power, Authority, & Governance: Social studies programs should include experiences that provide for the study of how people create, interact with, and change structures of power, authority, and governance.

Civic Ideals & Practices: Social studies programs should include experiences that provide for the study of the ideals, principles, and practices of citizenship in a democratic republic.

Materials Needed:
- Small whiteboards and markers (one each per group of 3-4 students)
- Whiteboard/chalkboard, overhead projector, or document camera
- Book: Shh! We’re Writing the Constitution by Jean Fritz.
- Computer with Internet connection; projector
- Copies of the Primary Source Document Analyzer (in Appendix III)
- Reader’s Theatre script for “Woman Suffrage and the 19th Amendment: Failure Is Impossible” by Rosemary H. Knower (in Appendix IV)

Lesson Procedures:
Introduction

1. Anticipatory Set: Divide the class into teams of 3-4 people. Pass out whiteboards and markers to each group. Tell students that you will be asking them to write down two facts that they learned about Susan B. Anthony from the previous day’s lesson. Provide students with 2-3 minutes to confer and write down their answers. For all groups, whether they answered the questions correctly or not, award points that vary in amount. For example, Group 1 answered both questions correctly and they are awarded 50 points. Subsequently, Group 2 answers only one question correctly and is awarded 100 points, and Group 3 answered both questions correctly and is also awarded 100 points. Student will recognize that the award system is not equal or fair. Discuss their reactions and feelings to the groups being treated differently.

2. Whole class discussion: the importance of rules. Ask: “What would our school or classroom look like, sound like, or feel like if we did not have any rules?” After students have been given an opportunity to respond, ask: “Do you think that the things you have mentioned would help make our classroom a safe, fair, and fun place to learn?”

3. Tell students that they will be listening to a story about why and how the Constitution of the United States was written: “This story will show you what went on behind the scenes at the Constitutional Convention that took place in 1787, where the Constitution was written, and who was there. The Constitution was written to create a new form of government and it is the form of government that is still in place today. It is important to know that the writing of the constitution was done in secret because it was a dangerous thing to do. Let’s find out what happened when it was written.” Read the book, Shh! We’re Writing the Constitution by Jean Fritz. (Dim some of the lights in the room to help illustrate what the room would have looked like during the original writing of the document).

Development

1. Write the following vocabulary terms on the whiteboard/chalkboard, overhead, or paper that is projected with a document camera. Define and discuss each of the vocabulary terms.
   a. Preamble-This simply means an introduction to something. In the case of the Constitution, the preamble describes the purpose or philosophy that follows. It begins “We the People…”.
   b. Constitution-This document is the framework for the organization of our government. It describes the relationship of the federal government with the states and the citizens who live in the United States.
   c. Ratification-Article Seven of the Constitution actually describes the process by which the entire document was to become effective. The conditions were that nine of the thirteen original states had to ratify the document.
   d. Bill of Rights-The first 10 amendments to the Constitution make up the Bill of Rights. Several of the states wanted the Constitution to include limits on government power. James Madison went through the Constitution and made changes, but there was an objection by several Representatives that Congress did not have the authority to change the wording of the Constitution. So, Madison’s changes were presented as amendments.
Amendments- A constitutional amendment is a change to the constitution. Keeping in mind that the Bill of Rights is a list of limits on governmental power, the amendments to the Constitution protects the rights of individuals. For example, the First Amendment protects our right to speak and worship freely. The Constitution now has 27 amendments. The 27th was originally proposed in 1789, but did not have the required number of states to pass. It was not ratified for until 80 years later, but by only one state (Ohio). It sat again for more than 100 years until another state, Wyoming, ratified it. This was in 1978. Still there was not enough support from other states. From 1983 to 1992, it gathered enough support from the required number of states to be ratified in 1992. The 27th Amendment limits changes to congressional pay.

2. “Based upon our discussion of the vocabulary terms, why do you think the Constitution is called a “living” document?

3. Using the computer and projector:
   a. Go to this website to display an oil painting reproduction of the scene at the signing of The Constitution and the pencil drawing of the indicating the people who were present there (Images 6 and 7):
      http://www.archives.gov/education/lessons/constitution-day/signers.html
   b. Go to this website to display an image of the Constitution document (Image #8):
      http://www.archives.gov/exhibits/charters/charters_downloads.html. Discuss with students what they thought the document would look like and if there is anything about it that they were surprised by. Show student the transcript of the document (this can be accessed via the “View Transcript” link on the same website) and read the Preamble out loud together:
      “We the People of the United States, in Order to form a more perfect Union, establish Justice, insure domestic Tranquility, provide for the common defense, promote the general Welfare, and secure the Blessings of Liberty to ourselves and our Posterity, do ordain and establish this Constitution for the United States of America.”
   c. Go to this website to display an image of the first printing of The Constitution (Image #9):
      http://www.archives.gov/exhibits/charters/charters_of_freedom_zoom_pages/charters_of_freedom_zoom_6.1.1.html. “This is the copy that George Washington used to write his notes and thoughts on.” (This is a great way to show students that even the greatest writers go through the process of re-writing).
   d. “Now, let’s take a look at the original Bill of Rights document. Who can tell me what this document includes?” Go to this website to view the Bill of Rights document (Image #10) and the transcript:
      http://www.archives.gov/exhibits/charters/charters_downloads.html

4. Tell students: “Another recent example of a change to the Constitution was the 19th Amendment. This amendment gave women the right to vote. Prior to the passage of the 19th Amendment women were not allowed to vote. This is an example of how the Constitution is a flexible or living document. The famous women’s right leader you learned about in Lesson 1, Susan B. Anthony, along with Elizabeth Cady Stanton first drafted the text for an amendment to the Constitution that would allow women the right to vote.” Go the this website to display
a photograph of Anthony and Stanton (Image #11):
http://www.loc.gov/pictures/resource/cph.3a02558/

5. “Anthony and Stanton wrote the proposed amendment in 1878. If this amendment was not passed until 1920, how many years did it take before it had enough support to be ratified?” (42). For the next four decades or so, the women’s suffrage movement worked to elicit support. By 1918 about half of the states granted women full or partial rights to vote, but this were not enough to make it into the Constitution.” Go to this website to show an image of the 19th Amendment proposal (Image #12):

“Simply stated, the 19th Amendment prohibits a female U.S. citizen to be denied the right to vote. Why was this necessary? The original draft of the Constitution did not specifically state that women could vote. At the time the Constitution was written women could not own property, very few worked outside of the home, and were generally uneducated.”

6. “Eventually, when all of the states had agreed with and signed the amendment it was added to the Constitution. There were only 2 states that did not sign. Those two states were Hawaii and Alaska because they had not yet become states in 1919.” Go to this website to show a photograph of the official signing by the Governor of Kentucky (Image #13):
http://www.loc.gov/pictures/item/97510716/.

“Kentucky was the 24th state to sign. Even though this amendment was passed by Congress on in June of 1919, it was not ratified until August 18, 1920.

Culmination

1. Give students an opportunity to reexamine all of the primary source documents they viewed during this lesson. Print out several copies so that students can look at them in small groups during center time activities. Students will use the Primary Source Document Analyzer located in Appendix III.

2. Distribute copies Reader’s Theatre to students and assign parts. This script will provide a basis for understanding what people can do to elicit change. “Our rights as citizens were changed for the better by giving women the equal rights to vote that men had always been allowed. It was not an easy change to make; it took many years and many people to make it happen.”

Assessment

1. Did the students participate in classroom discussion?
   a. Did the students describe the necessity of rules and laws?
   b. Did the students demonstrate an understanding of the importance of the Constitution, why it was written, and why it is considered a “living” document?
   c. Did the students demonstrate an understanding of why the Bill of Rights was written and what it contains?
   d. Did the students demonstrate an understanding of the key events and people that have played a role in both writing and adding amendments to The Constitution?
2. Did the students participate in the Reader’s Theatre and demonstrate an understanding of the different people who played a role in getting the Nineteenth Amendment added to the Constitution?
   a. Were students able to write, or give orally, a brief summary of the storyline?
3. Were the students able to display an understanding of the objectives of the lesson by accurately answering the True/False questions accurately?
4. Were the students able to analyze the primary source documents on their own?
   a. Were all of the questions answered for each primary source document?
   b. Did the students include any inquiry-based questions that were not already discussed during the lesson?
   c. Did the students record any thoughts or observations that were not already discussed during the lesson?

**Student Directions:** Read each sentence and decide if you think it is true or false.

<table>
<thead>
<tr>
<th></th>
<th>True</th>
<th>False</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The Preamble to the Constitution was written as an introduction to the Constitution.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. The Bill of Rights was not included in the original Constitution.</td>
<td></td>
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<tr>
<td>3. When an amendment is written, it automatically becomes part of the Constitution.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. An amendment is a change.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. There have not been any changes made to the Constitution since it was written.</td>
<td></td>
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</tr>
</tbody>
</table>
LESSON MODULE - DAY 3
Title: Susan B. Anthony, Suffragist

Learning Goal:
Knowledge
-The student will understand that specific ideas had an impact on history
-The student will name historical figures who believed in the fundamental democratic values (e.g., justice, truth, equality, the rights of the individual, responsibility for the common good, voting rights) and the significance of these people both in their historical context and today
-The student will recall how important figures reacted to their times and why they were significant to the history of our democracy (e.g., George Washington; Thomas Jefferson; Abraham Lincoln; Sojourner Truth; Susan B. Anthony; Mary McLeod Bethune; Eleanor Roosevelt; Martin Luther King, Jr.)
-The student will describe how songs, symbols, and slogans demonstrate freedom of expression and the role of protest in a democracy (e.g., the Boston Tea Party, the abolition of slavery, women's suffrage, labor movements, the civil rights movement)

Skills
-The student will explain that Susan B. Anthony is a significant figure in American history because she advocated the right of women to vote
-The student will appraise how the fundamental values and principles of American democracy are expressed in American songs, stories, and speeches

Disposition
-The student will experience historical analysis and interpretations with the goal to appreciate the influence and role of historic figures in American democracy.

National Council of Social Studies Themes:
http://www.socialstudies.org/standards/strands

Time, Continuity, & Change: Social studies programs should include experiences that provide for the study of the past and its legacy.

Power, Authority, & Governance: Social studies programs should include experiences that provide for the study of how people create, interact with, and change structures of power, authority, and governance.

Civic Ideals & Practices: Social studies programs should include experiences that provide for the study of the ideals, principles, and practices of citizenship in a democratic republic.

Materials needed:
Lesson Procedures:

Introduction

1. Begin the lesson with a discussion of student experiences of being denied an opportunity to do something.
   Ask who wanted to go on a carnival ride or play on a piece of playground equipment and was told no because they were too old now.
   Ask for instances when girls were told they could not do something because it was a “boy” thing. And, when a boy was told he could not do something because it was a “girl” thing.
2. Discuss and describe what the suffrage movement is and what a suffragist is.
3. Select and read a poem from *Are Women People?*
4. Explain to the student that they will analyze a picture from the past and write 2 – 4 ideas of what the people are thinking, doing, saying, or feeling; then work with the SmartBoard to learn about a woman who was an important suffragist named Susan B. Anthony; and then completing the lesson by describing something they thought was important about her or her cause.

Development

5. Hand out the analysis paper for evaluating an image.
6. Display the image, asking analysis questions:
   What, if any, words do you see?
   What people and objects are shown?
   Why do you think this image was made?
   What’s missing from this image?
   Who do you think was the audience for this image?
7. Having student work independently to write 2 – 4 ideas of what the people in the image are thinking, doing, saying, or feeling on the bottom of their analysis paper.
8. Inquire about students’ prediction of men’s part and opinions in the suffrage movement.
8. Display the SmartBoard presentation *On Women's Right to Vote - Susan B. Anthony's famous speech*
10. Have student record the terms and information about Susan B. Anthony on first slide.
   Directing student to write in their Notes journal an interesting fact or ideas they notice during the following videos.
   i.e. she was a teacher, she was fired because she complained about not getting paid the same as the male teacher, she was arrested for voting in 1872 presidential election, fined $100 she refused to pay the fine and court never came to collect…
11. Continue to next SmartBoard slide, watch the imbedded movies (*Women's Suffrage Movement: Gaining Equality for Women* and *Are You a Citizen If You Can't Vote?*) about Susan B. Anthony as a suffragist, her role in history and the suffrage movement.

12. Have the students add to their notes journal a written reflection of what they found interesting, important, or confusing about Susan B. Anthony during the movies.

**Culmination**

13. Ask students to share the paragraph they wrote about Susan B. Anthony. Reflect together on any question students may have about her or the suffrage movement, answer or guiding group to solve the answer to the posed questions.

**Assessment**

Informal assessment reviewing the student notes journal to determine what information student learned and depth of thinking from the presentation, including any re-teaching or incomplete information collected. Did the students complete their notes or is more time needed to do this. Informal assessment of students’ analysis of image paper; giving a written response to each student, provide feedback on progress by the next class day.

**APPENDIX I:**

**IMAGES AND GRAPHIC MATERIALS**
1. Document
This is an account of the Official Trial against Susan B. Anthony – illegal voting.
2. Manuscript
Holograph of the anti-slavery speech of Susan B. Anthony.
“Make the slave’s case our own.” Susan B. Anthony [ca. 1859]

http://lcweb2.loc.gov/cgi-bin/query/i?ammem/awhbib:@field(NUMBER+@band(ppmsca+02934)):displayType=1:m856s
d=ppmsca:m856sf=02934

DIGITAL ID
http://hdl.loc.gov/loc.pnp/ppmsca.02934
3. Sheet Music
“We’ll vote against the terrible men” – words and music by Frank Howard
“We’ll show you when we come to vote.”

http://lcweb2.loc.gov/music/musmisc/awh/awh0002/0002001r.jpg

DITIGAL ID:
http://hdl.loc.gov/loc.music/musmisc.awh0002
4. Picture
Susan B. Anthony – Official Photography by J. E. Hale; Chosen by Suffragists

http://memory.loc.gov/cgi-bin/ampage?collId=rbcmil&fileName=scrp3007801/rbcmilscrp3007801.db&recNum=0&itemLink=D?rbcmillerbib:1:/temp/~ammem_l1lr::

DIGITAL ID:
http://hdl.loc.gov/loc.rbc/rbcmil.scrp3007801
5. Scrapbook Clipping Page 1
Political Equality Club Speech
Miller NAWSA Suffrage Scrapbooks, 1897-1911

http://memory.loc.gov/cgi-bin/ampage?collId=rbcmil&fileName=scrp1004004/rbcmils

DIGITAL ID:
http://hdl.loc.gov/loc.rbc/rbcmil.scrp1004004
story of a man who had a donkey worth two hundred and fifty dollars, and could vote; when the donkey died and his owner could not vote next day, the pertinent question was, whether it was the man that voted or the donkey? The 14th and 16th amendments to the federal constitution ought to be amended to the effect that there should be no disqualification on account of sex, as already provided as to color; and the whole question would then be disposed of.

Miss Anthony told of the operation of complete suffrage, particularly where a woman had exercised it for a sufficient time to enable judgement, and with most happy results. She described the movement now making to bring before congress petitions bearing millions of signatures for the establishment of equal rights of women with men in the new possessions, and at the same time she expressed great confidence that in the older states the progress of the present would go on until the millennium of rights should be accomplished.

At the close invitation was given to the audience to ask questions with the view of bringing out points not touched on, but none was asked, and the audience separated with the general feeling that the address was the most satisfactory ever given by the distinguished speaker in Geneva. There were many personal greetings at the close and it was felt that the name of the speaker who is now 79 might not admit of many renewals of this

Political Equality Club Announcement.
The Political Equality Club takes pleasure in announcing that one of the special features of the winter's work of this organization is a lecture to be delivered before the club and its patrons, on Monday March 27th, by Susan B. Anthony. Miss Anthony is too well known to need any introduction. Her name is a household word wherever civilization and intelligence have displaced superstition and ignorance.

5. Scrapbook Clipping Page 2

http://memory.loc.gov/cgi-bin/ampage?collId=rbcmil&fileName=scrp1004004/rbcmilscrp1004004.db&recNum=0&itemLink=D?rbcmillerbib:90:/temp/~amem_11fr::
6. **Image**: The Scene at the Signing of the Constitution, oil painting (reproduction) by Howard Chandler Christy, 1940.
(The U.S. National Archives and Records Administration, 2011)
7. **Image:** The Scene at the Signing of the Constitution of the United States, listing of names of those present.
(The U.S. National Archives and Records Administration, 2011)

**DIGITAL ID:** [http://www.archives.gov/education/lessons/constitution-day/signers.html](http://www.archives.gov/education/lessons/constitution-day/signers.html)
8. Image The United States Constitution

(The U.S. National Archives and Records Administration, 2011)
DIGITAL ID: http://www.archives.gov/exhibits/charters/charters_downloads.html
We the People of the States of New-Hampshire, Massachusetts, Rhode-Island and Providence Plantations, Connecticutt, New-York, New-Jersey, Pennsylvannia, Delaware, Maryland, Virginia, North-Carolina, South-Carolina, and Georgia, do ordain, declare and establish the following Constitution for the Government of Ourselves and our Posterity.

ARTICLE I.
The Government shall consist of supreme legislative, executive and judicial powers.

ARTICLE II.
The legislative power shall be vested in a Congress, of which two Houses shall be elected by the people of the several States comprehended within this Union. The qualifications of the electors shall be the same, from time to time, as those of the electors in the several States, of the most numerous branch of their own legislatures.

ARTICLE III.
Every Member of the House of Representatives shall be of the age of twenty-five years at the time of his election, and shall be, as the term of his election expires, a citizen of the State in which he shall be chosen.

ARTICLE IV.
The House of Representatives shall, at its first meeting, and at least once in every year, be elected by the people of the several States, and the electors therein shall be chosen in such manner as the State legislatures shall direct. No person shall be a Member of Congress who shall not have attained to the age of thirty years, and been nine years a citizen of the United States, and who shall not, when elected, be an inhabitant of that State in which he shall be chosen.

ARTICLE V.
No Title of Nobility shall be granted by the United States; and no Person holding any Office of Profit or Trust under them, shall, without the Consent of the Congress, accept of any Gift, Present, or emolument of any kind whatever from any foreign Power.

ARTICLE VI.
The Congress shall make all Laws which shall be necessary and proper for carrying into Execution the foregoing Articles of this constitution; and such other Laws as shall be authorized by the grants of power in the sixth Article of this constitution.
10. **Image**: The Bill of Rights

(The U.S. National Archives and Records Administration, 2011)

11. **Image**: Elizabeth Cady Stanton, seated, and Susan B. Anthony, standing, three-quarter length portrait
(Library of Congress, 2011)
DIGITAL ID: [http://www.loc.gov/pictures/resource/cph.3a02558/](http://www.loc.gov/pictures/resource/cph.3a02558/)
12. Image: House Joint Resolution 1 proposing the 19th amendment to the states

13. **Image**: Governor Edwin P. Morrow signing the Anthony Amendment—Ky. was the twenty-fourth state to ratify, January 6, 1920

(Library of Congress, 2011)

**DIGITAL ID**: [http://www.loc.gov/pictures/item/97510716/](http://www.loc.gov/pictures/item/97510716/)
18. **Image**: Votes for Women: Selections from the National American Woman Suffrage Association Collection, 1848-1921 “How it feels to be the husband of a suffragette” by Him

http://memory.loc.gov/cgi-bin/ampage?collId=rbnawsa&fileName=n5726//rbnawsan5726.db&recNum=0&itemLink=r?amem/nawbib:@field(NUMBER+@od1(rbnawsa+n5726))&linkText=0&prespId=nawbib
Bibliography of Children’s Literature

The words of the Preamble are represented in kid-appealing cartoon illustrations. A camping trip with a group of friends is the story setting as the rights and responsibilities the Constitution places on all citizens is depicted through the Preamble and fun illustrations.

A kid-friendly, behind-the-scenes look at what happened during the writing of the Constitution.

Readers are taken behind the doors of the Philadelphia State House during the Constitutional Convention. The book is written in a question and answer format.

From the “True Book” series, readers will find out surprising and true facts about the Bill of Rights.

Him (1915) *How it feels to be a Husband of a Suffragette* Retrieved May 19, 2011, from Library of Congress http://memory.loc.gov/cgi-bin/ampage?collId=rbnawsa&fileName=n5726//rbnawsan5726.db&recNum=0&itemLink=r?am mem/nawbib:@field%28NUMBER+@od1%28rbnawsa+n5726%29%29&linkText=0&presId=n awbib
A humorous and highly entertaining account of suffrage written by a man married to a suffragist who is also a supporter of the woman suffrage movement.

Miller, Alice Duer (1915) *Are Women People?* Retrieved May 19, 2011, from Library of Congress http://memory.loc.gov/cgi-bin/ampage?collId=rbnawsa&fileName=n3348//rbnawsan3348.db&recNum=0&itemLink=r?am mem/nawbib:@field%28NUMBER+@od1%28rbnawsa+n3348%29%29&linkText=0&presId=n awbib
This is a collection of poetry concerning suffrage and women's rights, much of which was first published in the "New York Times."
Webliography of Supporting Online Resources for Students

Scholastic: Susan B. Anthony Dares to Vote!  This short article describes Susan B. Anthony’s upbringing, and thus her passion for her activism in the temperance movement, the abolitionist movement, and the women’s rights movement – the right to vote. This site highlights her being put on trial, after she and 16 other women registered and voted in the election of 1872.  
http://www2.scholastic.com/browse/article.jsp?id=4973

Susan B. Anthony House  This is a student-friendly website that profiles the life and activism of Susan B. Anthony. It includes a biography and her activism against slavery (abolitionist), and as an educational reformer, labor activist, temperance worker, suffragist, and women’s rights campaigner.  
http://susanbanthonyhouse.org/her-story/biography.php

Susan B. Anthony: A Biography This website includes wonderful biographical information on Susan B. Anthony. This website goes into detail about issues of women’s rights, and her 1872 Trial.  
http://law2.umkc.edu/faculty/projects/ftrials/anthony/sbabiog.html

The Constitution for Kids 
A basic introduction to the Constitution including information about the Declaration of Independence, slavery, women’s rights, the Bill of Rights, and an introduction to government.  
http://www.uconstigation.net/constkids4.html

Even though the nation was one hundred years old, women still could not vote, and Susan B. Anthony set out to remedy that injustice.

In the 1840s Elizabeth Cady Stanton and Susan B. Anthony led the women's suffrage movement, revolutionizing the political and social conditions of women in American society.
Webliography of Supporting Online Resources for Teachers

Library of Congress: One Hundred Years toward Suffrage: An Overview

A timeline of key events related to women’s rights leading up to the women’s suffrage movement. Events posted range from 1776 to 1923. http://memory.loc.gov/ammem/naw/nawstime.html

University of Missouri: Themes: Famous People: Susan B. Anthony and Elizabeth Cady Stanton

A plethora of teaching resources and background information on Susan B. Anthony and Elizabeth Cady Stanton. http://ethemes.missouri.edu/themes/531

Scholastic: Mini-Books: Susan B. Anthony: Fighter for Women’s Rights (Biography Mini-Book)

Leveled Reading – J: A nonfiction mini-book, which is written at an easier reading level (2.4). There are other reproducibles to help students with vocabulary (chart), a timeline, a character map, and a Venn diagram. Second URL is for whiteboard use of the mini-book, and where the book can be printed from. http://minibooks.scholastic.com/minibooks/detail/?id=30276&Nty=0&_N=1232+479&Ne=172&N=1232+544&No=0&_TL=QF

http://minibooks.scholastic.com/content/collateral_resources/swf/09/IWB09_e001.swf?lt=MB/ib//eng/FullScreenIWB///MB_proddetail/txtl/IWBusgae///

Scholastic: Women’s Suffrage: History of Women’s Suffrage

Extension: To extend student’s knowledge of the Suffrage movement throughout the world in the 19th Century. http://teacher.scholastic.com/activities/suffrage/history.htm

Campbell, J. (2010, May 31). On Women’s Right to vote - Susan B. Anthony’s famous speech. Retrieved May 19, 2011 from smart Exchange: This lesson uses Susan B. Anthony's 1872 speech given after she was arrested for voting in the Presidential election. Background information is given, along with a few images of the women's suffrage movement and two flash videos from Discovery Education. http://exchange.smarttech.com/details.html?id=41c8ddfa-21af-4093-bcf0-3bad674285dc

Celebrate the Constitution

A teaching resource for the Constitution is found on this website, including background information and information about the articles, Bill of Rights, and the heroes of the Constitution.
The Constitution: A Living Document
Adapted article from Scholastic News.
http://www2.scholastic.com/browse/article.jsp?id=4698

Constitution of the United States.
An image of George Washington's own working copy (of the first printed copy of the Constitution) showing annotations in his handwriting. From The Charters of Freedom: A New World Is At Hand website.

The Constitution of the United States of America (1787)
An overview of the Constitution is included along with an overview of the Bill of Rights and the Declaration of Independence. Primary source documents and other resources are easily found on this website as well.

Prints & Photographs Online Catalog
The Library of Congress Prints & Photographs Online Catalog is searchable on this website.
http://www.loc.gov/pictures/

Teaching With Documents: Observing Constitution Day
A teaching resource from the National Archives about the Revolution and New Nation era. From The Charters of Freedom: A New World Is At Hand website.
http://www.archives.gov/education/lessons/constitution-day/signers.html

Teaching with Documents: Woman Suffrage and the 19th Amendment: Failure Is Impossible
The script of the reader's theatre "Woman Suffrage and the 19th Amendment: Failure Is Impossible" by Rosemary H. Knowler is found on this National Archives website. The original production of Failure is Impossible occurred on August 26, 1995, for the National Archives commemoration of the 75th anniversary of the 19th amendment.
APPENDIX III: PRIMARY SOURCE DOCUMENT ANALYZER

Take another look at all of the primary source documents that were part of our lesson about The Constitution. The smaller images in the chart below correspond to the larger image prints on our social studies table. Look at the bigger images (by matching the image number or the picture you see in chart) and record your answers to the questions. You may also choose to write down any thoughts, observations, or questions you have about the images.

<table>
<thead>
<tr>
<th>Image</th>
<th>Questions</th>
<th>My Answers &amp; Thoughts, Observations, or Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>#6</td>
<td>Who do you think the man standing in the picture is? Do you think that everyone in the room was listening to the man who was standing? Do you think that everyone was in agreement with all parts of the Constitution?</td>
<td></td>
</tr>
</tbody>
</table>
| ![Image](image6.png)  
*The Scene at the Signing of The Constitution (oil painting reproduction)* | | |
| #7    | Do you recognize any of the names that are on the list of people who signed The Constitution? How many people signed? | | |
| ![Image](image7.png)  
*List of names of the signers of the Constitution* | | |
| #8    | Before you saw this document for the first time, did you have thoughts about what it would look like? What are some differences between most documents you see now? Why do you think the document begins with the words, “We the People”? | | |
| ![Image](image8.png)  
*The Constitution of the United States* | | |
<table>
<thead>
<tr>
<th>Image</th>
<th>Questions</th>
<th>My Answers &amp; Thoughts, Observations, or Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>#9</td>
<td>Who did this printing belong to? Why do you think it was important for this document to be printed and discussed before it became the final document? How do you think this printing was made? How do we make copies of documents today?</td>
<td></td>
</tr>
<tr>
<td><img src="Image" alt="" /> First printed draft of the Constitution August 6, 1787</td>
<td></td>
<td></td>
</tr>
<tr>
<td>#10</td>
<td>Was the document included in the first draft of the Constitution? What does this document include? Did this document include all rights that citizens are entitled to today? Why do you think it is important for rights to be clearly stated?</td>
<td></td>
</tr>
<tr>
<td><img src="Image" alt="" /> The Bill of Rights</td>
<td></td>
<td></td>
</tr>
<tr>
<td>#11</td>
<td>What did these two women write and why?</td>
<td></td>
</tr>
<tr>
<td><img src="Image" alt="" /> Elizabeth Cady Stanton &amp; Susan B. Anthony</td>
<td></td>
<td></td>
</tr>
<tr>
<td>#12</td>
<td>Proposal for the 19th Amendment</td>
<td>Who signed this document? What is the date on the document? Restate the 28 words of the Article in the document in your own words.</td>
</tr>
<tr>
<td>-----</td>
<td>-------------------------------</td>
<td>----------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>#13</td>
<td>The Governor of Kentucky signing the Amendment—Kentucky was the 24th state to sign</td>
<td>Why do you think it is necessary to have a set number of states ratify an amendment before it can become part of the Constitution? Bonus question: What two states did not sign the amendment and why?</td>
</tr>
</tbody>
</table>
APPENDIX IV:
READER’S THEATER (LESSON 2)

“Woman Suffrage and the 19th Amendment: Failure Is Impossible” by Rosemary H. Knower

READERS THEATRE

Cast of Characters:

Narrator
Reader #1
Reader #2
Reader #3

Each reader portrayed several different people in the suffrage movement. However, a teacher could also assign different students to read the part of each individual.

In order of appearance:

Abigail Adams
Sarah Grimke
Elizabeth Cady Stanton
Frederick Douglass
Susan B. Anthony
Sojourner Truth
Frances Gage
Lucy Stone
Clara Barton
Mr. Reagan, of Texas
Mary Ware Dennett
Harriot Stanton Blatch
Woodrow Wilson
Carrie Chapman Catt and Nettie Rogers Schuler

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Based on Eyewitness Accounts and Original Documents

Narrator: Today is the seventy-fifth anniversary of the passage of the Nineteenth Amendment, giving women the right to vote. Do I hear you say, wait a minute, the country is two hundred and nineteen years old, and women have only been voting for seventy-five years? What's the problem
here? The problem began with the words of the Founding Fathers. Not the ones they put in. The ones they left out. In 1776, when John Adams sat with a committee of men in Philadelphia, writing the Declaration of Independence, he got a letter from his wife, Abigail:

Reader #1 (Abigail Adams): John, in the new code of laws . . . remember the ladies. . . . Do not put such unlimited power in the hands of the husbands. Remember all men would be tyrants if they could. . . . We . . . will not hold ourselves bound by any laws in which we have no voice, or representation.

Narrator: But when the Founding Fathers sat down to write the Declaration and the Constitution, they left out one critical word: "Women." Nearly sixty years later, when Sarah and Angelina Grimke spoke to state legislatures about the evils of slavery, their actions were denounced from the pulpit as contrary to God's law and the natural order.

Reader #3 (pastoral letter): The power of woman is her dependence, flowing from that weakness God has given her for her protection. When she assumes the place and tone of a man as a public reformer, her character becomes unnatural, and the way opened for degeneracy and ruin.

Narrator: Sarah Grimke had an answer for that.

Reader #2 (Sarah Grimke): This distinction between the duties of men and women as moral beings! That what is Virtue in men is Vice in women!?! All I ask of our brethren is that they take their feet off our necks and permit us to stand upright.

Narrator: In 1848 a group of women organized the first Women's Rights Convention in Seneca Falls, New York. It took great courage. In the 1840s respectable women did not even speak in public, let alone call meetings. Elizabeth Cady Stanton said later:

Reader #1 (Elizabeth Cady Stanton): We felt as helpless and hopeless as if we had suddenly been asked to construct a steam engine.

Narrator: But they were determined. They rewrote the Declaration of Independence.

Reader #1 (Stanton): "We hold these truths to be self evident: that all men and women are created equal . . ."

Narrator: And they called for equal rights under the law. At the convention, abolitionist Frederick Douglass spoke in favor of women voting. Reporting the resolutions of the convention in his newspaper, The North Star, he noted:

Reader #3 (Frederick Douglass): In respect to political rights, . . . there can be no reason in the world for denying to woman the elective franchise.
Narrator: In the 1850s, Susan B. Anthony, Elizabeth Cady Stanton, and Lucy Stone led a group of courageous women who plunged headlong into the fight for abolition and universal suffrage. They formed the American Equal Rights Association. One newspaper denounced them as:

Reader #3 (newspaper editorial): Mummified and fossilated females, void of domestic duties, habits, and natural affections."

Narrator: In fact, most of the women were married, with children. Elizabeth Cady Stanton wrote suffrage speeches while nursing her sixth child, a daughter who would continue her mother's work.

When the Civil War began in 1861, suffragists deferred their campaign for the vote to give full attention to the national crisis. Annie T. Wittenmeyer was appointed superintendent of all army diet kitchens. Mary Walker served as the first female surgeon. Louisa May Alcott and thousands of other women served as nurses. Anna Ella Carroll was one of Lincoln's advisers on strategy. In 1865, when the war was over, and Congress debated an amendment to give freed slaves the right to vote, the suffragists petitioned Congress to include women, too.

Reader #2 (Susan B. Anthony): We represent fifteen million people—one-half the entire population of the country—the Constitution classes us as "free people," yet we are governed without our consent, compelled to pay taxes without appeal, and punished for violations of law without choice of judge or juror. You are now amending the Constitution, and . . . placing new safeguards around the individual rights of four million emancipated slaves. We ask that you extend the right of suffrage to women—the only remaining class of disfranchised citizens—and thus fulfill your constitutional obligation.

Narrator: Sojourner Truth, whose speech "Ain't I a Woman?" had so moved the Equal Rights Convention in 1851, spoke again in 1867 for women's right to vote.

Reader # 1 (Sojourner Truth): I . . . speak for the rights of colored women. I want to keep the thing stirring, now that the ice is cracked. . . . You have been having our rights for so long, that you think, like a slaveholder, that you own us.

Reader #1 (Frances Gage): Suffragist Frances Gage wrote, "Fifty-two thousand pulpits in this country have been teaching women the lesson that has been taught them for centuries, that they must not think about voting. But when fifty-two thousand pulpits at the beginning of this war, lifted up their voices and asked of women, 'come out and help us' did they stand back? In every home in the whole United States, they rose up and went to work for the nation."

Narrator: But in spite of the petitions and the passion, the Fourteenth and Fifteenth Amendments were silent on the issue of voting rights for women. Nevertheless, the suffragists would not give up. In 1869 Lucy Stone sent out "An Appeal to the Men and Women of America":


**Reader #2 (Lucy Stone):** Get every man or woman to sign [this petition] who is not satisfied while women, idiots, felons, and lunatics are the only classes excluded from the exercise of the right of suffrage. Let the great army of working-women, who wish to secure a fair day's wages for a fair day's work, Sign It. Let the wife, from whom the law takes the right to what she earns, Sign It. Let the mother, who has no legal right to her own children, Sign It . . .

**Narrator:** Civil War nurse Clara Barton spoke at the Suffrage Convention in 1870:

**Reader #1 (Clara Barton):** Brothers, when you were weak, and I was strong, I toiled for you. Now you are strong, and I ask your aid. I ask the ballot for myself and my sex. As I stood by you, I pray you stand by me and mine.

**Narrator:** When the Senate considered "The Woman Question" again in 1872, the same tired old arguments were raised to oppose women voting.

**Reader #3 (Mr. Reagan, of Texas):** I hope sir, that it will not be considered ungracious in me that I oppose the will of any lady. But when she so far misunderstands her duty as to want to go to working on the road and serving in the army, I want to protect her against it. [Should] we attempt to overturn the social status of the world as it has existed for 6,000 years?!!

**Narrator:** The congressman from Texas wasn't the only lawmaker who argued that if the Founding Fathers had meant women to vote, they would have said so directly. Elizabeth Cady Stanton responded:

**Reader #1 (Stanton):** Women did vote in America at the time the Constitution was adopted. If the Framers of the Constitution meant they should not, why did they not distinctly say so? The women of the country, having at last roused up to their rights and duties as citizens, have a word to say. . . . It is not safe to leave the "intentions" of the [Founding] Fathers, or of the Heavenly Father, wholly to masculine interpretation.

**Narrator:** Congress appointed a committee to study the floods of petitions arriving daily from women. This is how it worked:

**Reader #3 ("Feeler Feelix," Cracker-Barrel Philosopher):** Women's petitions are generally referred to a fool committee of fools, . . . carefully laid on the floor of the committee room to be a target at which to shoot tobacco juice. And the committee man who can hit the mark oftenest is regarded as having done the most to kill the petition. . . .

**Narrator:** Even the President of the United States remained indifferent to the poignant arguments of the suffragists. Elizabeth Cady Stanton said of President Rutherford Hayes:

**Reader #1 (Stanton):** In President Hayes's last message, he reviews the interests of the Republic, from the army [and] the navy to . . . the crowded condition of the mummies, dead
ducks and fishes in the Smithsonian Institution. Yet [he] forgets to mention twenty million women citizens robbed of their social, civil, and political rights. Resolved, that a committee be appointed to wait upon the President and remind him of the existence of one-half of the American people whom he has accidentally overlooked.

Narrator: The pioneer women who were then settling the West had no intention of being overlooked. Women in the territory of Wyoming won the vote in 1869, followed shortly by women in the neighboring territories of Utah, Colorado, and Idaho. When Wyoming applied for statehood in 1890, a furious block of senators opposed its admission because it allowed women to vote. The senator from Tennessee called it "a reform against nature" and predicted it would "unsex and degrade the women of America." But Wyoming's citizens refused to give in. Their legislature cabled back to Washington:

Reader #3: "We will remain out of the Union a hundred years rather than come in without our women!"

Narrator: Encouraging words, but as the years of struggle rolled by, the women of Seneca Falls realized that they would not live to vote. Elizabeth Cady Stanton wrote:

Reader #1 (Stanton): We are sowing winter wheat, which other hands than ours will reap and enjoy.

Narrator: Twenty-four hours before she died, in 1902, Stanton dictated this plea to Theodore Roosevelt:

Reader #1 (Stanton): Mr. President, Abraham Lincoln immortalized himself by the emancipation of four million slaves. Immortalize yourself by bringing about the complete emancipation of thirty-six million women.

Narrator: By 1900, over three million women worked for wages outside the home, often in hazardous and exploitive conditions, often with their children beside them at the machinery. They needed the ballot to give them a voice in making labor laws. In the Triangle Shirtwaist Factory fire, 146 workers were killed trying to escape an unsafe building into which they had been locked to keep them at work. Suffragist Mary Ware Dennett wrote:

Reader #2 (Mary Ware Dennett): It is enough to silence forever the selfish addleheaded drivel of the anti-suffragists who say that working women can safely trust their welfare to their "natural protectors"!?! Trust the men who allow seven hundred women to sit wedged between the machines, in a ten-story building with no outside fire escapes, and the exits shuttered and locked? We claim in no uncertain voice that the time has come when women should have the one efficient tool with which to make for themselves decent and safe working conditions—the ballot.
Narrator: Working women flocked to the suffragist banner. With this new army of supporters, women succeeded in putting suffrage on the states' agendas.

Reader #1: In 1912 the suffrage referendum was passed in Arizona, Kansas, and Oregon.

Reader #2: Defeated in Michigan, Ohio, Wisconsin . . .

Narrator: In 1913, five thousand women marched down Pennsylvania Avenue on the day before Woodrow Wilson's inauguration, asking for the vote. They were mobbed by a hostile crowd.

Reader #1: In 1914 the suffrage referendum passed in Montana and Nevada.

Reader #2: Defeated in North and South Dakota, Nebraska, Missouri.


Reader #3: In Massachusetts, the saloons handed out pink tickets printed with "Good for Two Drinks if Woman Suffrage is Defeated."

Narrator: When the United States entered World War I in 1917, women were urged, once again, to put aside their cause for the war effort. Elizabeth Cady Stanton's daughter reminded them:

Reader #1 (Harriot Stanton Blatch): The suffragists of Civil War days gave up their campaign to work for their country, expecting to be enfranchised in return for all their good services. . . . They were told they must wait. Now in 1917, women [are] still waiting.

Narrator: But the suffragists of 1917 had read history. They worked for the war, and they continued to work for the vote. While women in unprecedented numbers entered war service, standing in for soldiers in factories and on farms, they also held mass meetings, handed out countless leaflets, sponsored parades, plays, lectures, and teas—anything to get the arguments for women's suffrage before the public.

Reader #2: One suffragist said, "Some days I got up at 5:30 and did not get home until midnight, going from office to office, talking the question out."

Reader #3 (eyewitness article): In New York, 1,030,000 women signed a petition asking for the right to vote. The petitions were pasted on placards borne by women marchers in a suffrage parade. The procession of the petitions alone covered more than half a mile.

Narrator: Other suffragists turned to the militant tactics of the Women's Party. They picketed outside the White House, keeping their vigil in rain and cold. This was a new tactic in 1917! The police finally arrested them for "obstructing traffic." One eyewitness described the arrests:
**Reader #2 (Suffragist):** An intense silence fell. The watchers . . . saw not only younger women, but white-haired grandmothers, hoisted into the crowded patrol [wagon], their heads erect, and their frail hands holding tightly to the banner until [it was] wrested from them by brute force.

**Narrator:** Other suffrage organizations lobbied, appealed to every state, and canvassed every legislature while the White House pickets kept public attention focused on the issue. Finally, in 1917, at the height of the First World War, President Wilson spoke to urge the Congress to act on suffrage:

**Reader #3 (Woodrow Wilson):** This is a people's war. They think that democracy means that women shall play their part alongside men, and upon an equal footing with them. If we reject measures like this, in ignorant defiance of what a new age has brought forth, they will cease to follow us or trust us.

**Narrator:** In January of 1918, the Nineteenth Amendment to give women the right to vote came before the House:

**Reader #2 (Carrie Chapman Catt and Nettie Rogers Schuler):** Down the roll-call, name by name, droned the voice of the Clerk. Mann of Illinois and Barnhart of Indiana had come from hospital beds to vote for suffrage; Sims of Tennessee came, in agony from a broken shoulder, to vote yes; Hicks of New York came from his wife's deathbed to keep his promise to her and vote for suffrage.

Yes—No—name-by-name came the vote. It was close, but it was enough.

**Reader #1:** When the vote was over, the corridors filled with smiling, happy women. On the way to the elevators a woman began to sing, "Praise God, from whom all blessings flow," with the words of the suffragists:

(Sweet Adelines sing:)

Praise God, From Whom All Blessings Flow
Praise Him All Women Here Below—

(They continue singing, softly)

**Narrator:** Despite this monumental triumph, the suffragists still had much work to do. It would be another year before the Senate passed the suffrage amendment, and another year beyond that before the necessary thirty-six states would ratify it. Finally, on August 26, 1920, seventy-five years ago today, the Nineteenth Amendment gave women throughout the nation the right to vote. At the last Suffrage Convention of 1920, Carrie Chapman Catt spoke to the joyful women:

**Reader #1 (Catt):** Ours has been a movement with a soul, ever leading on. Women came, served, and passed on, but others came to take their places. Who shall say that all the hosts of the millions of women who have toiled and hoped and met delay are not here today, and joining in the rejoicing? Their cause has won.
Be glad today.
Let your joy be unconfined. Let it speak so clearly that its echo will be heard around the world.
[Let] it find its way into the soul of every woman . . . who is longing for the opportunity and
liberty still denied her.
Let your voices ring out the gladness in your hearts! . . .
Let us sing, together, "My Country, 'Tis of Thee . . .
(Sweet Adelines begin "My Country 'Tis of Thee" on this cue; the audience joins in:)

My Country 'Tis of Thee,
Sweet Land of Liberty,
Of Thee I Sing.
Land Where My Fathers Died
Land of My Mothers' Pride
From Every Mountainside
Let Freedom Ring.

(Knower, 1995)

http://law2.umkc.edu/faculty/projects/ftrials/conlaw/nineteentham.htm