



# Ohio Women Vote: 100 Years of Change

## Activity #1 (Grades 6-12)

### *Instructor Guide*

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#### Overview and Outcomes

- Students will interpret and analyze primary sources to draw conclusions about women's history and the history of the suffrage movement in Ohio and the United States, citing textual evidence from the documents to support their analysis.
- Students will write creative narratives based on the information they gathered from the document, and students will prepare a soapbox speech inspired by their analysis.

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#### Target audience

Grades 6-12 (complexity can be scaled up or down as needed)

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#### Standards

##### Social Studies

- Grade 6: C.S.9
- Grade 7: C.S.16
- Grade 8: C.S.1, C.S.20, C.S.21

##### American History

- Grades 9-12: C.S.1, C.S.2, C.S.18

##### American Government

- Grades 9-12: C.S.2, C.S.3, C.S.4, C.S.15

##### Contemporary World Issues

- Grades 9-12: C.S.3, C.S.4, C.S.8, C.S.9

##### English Language Arts

- Grade 6: RI.6.1, RI.6.2, RI.6.6, RI.6.7, W.6.1, W.6.3, W.6.4, W.6.7, W.6.8, W.6.9, SL.6.4, RH.6-8.1, WHST.6-8.1, WHST.6-8.2, WHST.6-8.4, WHST.6-8.7, WHST.6-8.8, WHST.6-8.9
- Grade 7: RI.7.1, RI.7.2b, RI.7.3, W.7.1, W.7.3, W.7.4, W.7.7, W.7.8, W.7.9, SL.7.4, RH.6-8.1, WHST.6-8.1, WHST.6-8.2, WHST.6-8.4, WHST.6-8.7, WHST.6-8.8, WHST.6-8.9
- Grade 8: RI.8.1, RI.8.2, RI.8.3, W.8.1, W.8.3, W.8.4, W.8.7, W.8.8, W.8.9, SL.8.4, RH.6-8.1, WHST.6-8.1, WHST.6-8.2, WHST.6-8.4, WHST.6-8.7, WHST.6-8.8, WHST.6-8.9
- Grade 9-10: RI.9-10.1, RI.9-10.2, W.9-10.1, W.9-10.3, W.9-10.4, W.9-10.7, W.9-10.8, W.9-10.9, SL.9-10.4, WHST.9-12.1, WHST.9-12.2, WHST.9-12.4, WHST.9-12.7, WHST.9-12.8, WHST.9-12.9
- Grade 11-12: RI.11-12.1, W.11-12.1, W.11-12.3, W.11-12.4, W.11-12.7, W.11-12.8, W.11-12.9, SL.11-12.4, WHST.9-12.1, WHST.9-12.2, WHST.9-12.4, WHST.9-12.7, WHST.9-12.8, WHST.9-12.9

##### Social & Emotional

- Middle Grades: C1. 3.c, E3. 3.c

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#### Materials list

- Instructor Guide
- Student Guide
- Primary Source Analysis Worksheet
- "Woman suffrage battle on; New York suffrage hearings" newspaper article (image)
- "Woman suffrage battle on; New York suffrage hearings" newspaper article (transcribed)
- Additional Resources

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#### Context

*Soapbox oratory was an integral part of early twentieth-century American city life. A type of outdoor impromptu speaking, it was named for the makeshift platforms that orators devised from sturdy wooden crates in which soap was delivered to stores, although curbs, ladders, stairways, the backs of trucks (known as "cart-tails") and anything else that made a speaker more visible to the audience were also used. Soapbox orators provided political education and entertainment for people of limited means, recruited members for labor, suffrage, antiracist, and other movements, and attempted religious conversions (Trasciatti 2013).*

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## Activity

Primary Source Analysis – Students will read the article “Woman suffrage battle on; New York suffrage hearings.” Students can use the included “Primary Source Analysis Worksheet” to analyze the newspaper article as they read before completing the related activities, but it is not necessary to do in order to complete the activities fully.

- Interpret the scene described in the article. What did it look like?
- Analyze
  - Students should answer the following questions:
    1. How do the differing opinions of women impact the progress of the suffragist movement?
    2. A soapbox was used to create a “stage” for the “soapbox speeches.” Why do you think this type of stage was necessary for the speaker?
    3. What are the proponent’s claims? What about opposition to suffrage arguments presented in the article? Complete a t-chart or annotate the article.
    4. Is this a fair and balanced article, or is it biased? Support your answer with examples.
- Discuss
  - Have students share and discuss their answers to the above questions with partners, small groups, or the whole class.
  - Students should discuss the differences between developing prepared speeches versus “soapbox” speeches which were known to be more extemporaneous. What elements would be the same? How would they differ? Why?
- Write
  - Have students write three narrative paragraphs, each one from the perspective of a different person in attendance listed below:
    1. Woman in favor
    2. Woman opposed
    3. Legislator in favor
    4. Legislator opposed
    5. Man attending in support (male suffragist)
  - Have students create a 2 minute “soapbox speech” from one of these characters using argument development techniques.
- Extend
  - Students can deliver their soapbox speech to a small group or to the class using speech-giving techniques.
  - Visit <https://mikvachallenge.org/our-work/youth-voices/> to see examples of award-winning student-created soapbox speeches. (Please note that teachers should preview the speeches before sharing with the class to ensure the content is age appropriate.) Have students research and deliver a soapbox speech on the topic of their choice.

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## Resources

Trasciatti, Mary Anne. “Athens or Anarchy?: Soapbox Oratory and the Early Twentieth-Century American City.” *Buildings & Landscapes: Journal of the Vernacular Architecture Forum*, vol. 20 no. 1, 2013, p. 43-68. Project MUSE [muse.jhu.edu/article/515266](https://muse.jhu.edu/article/515266).

Woman suffrage battle on; New York suffrage hearings. 2-22- 0:00, 1911. Manuscript/Mixed Material. Retrieved from the Library of Congress, [www.loc.gov/item/rbcmiller002538/](https://www.loc.gov/item/rbcmiller002538/)

“Youth Voices.” Mikva Challenge, [mikvachallenge.org/our-work/youth-voices/](https://mikvachallenge.org/our-work/youth-voices/).



# Ohio Women Vote: 100 Years of Change

## Activity #1

### Student Guide

Name: \_\_\_\_\_

Instructions: Read the newspaper article, "Woman suffrage battle on; New York suffrage hearings" to complete the following activities. Use the *Primary Source Analysis Worksheet* to help guide your analysis.

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#### I. Interpret and Analyze

Answer the following questions, then discuss.

1. Interpret the scene described in the article. What did it look like?

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2. How do the differing opinions of women impact the progress of the suffragist movement?

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3. A soapbox was used to create a "stage" for the soapbox speeches. Why do you think this type of stage was necessary for the speaker?

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4. What are the proponent's claims? What opposition to suffrage arguments is presented in the article? Create a t-chart on your own paper or annotate the article.

5. Is this a fair and balanced article, or is it biased? Support your answer with examples.

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Consider: What are the differences between a developing prepared speeches versus “soapbox speeches?” Soapbox speeches are more extemporaneous. What elements of developing the speech would be the same? How would it differ? Why?

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## II. Write

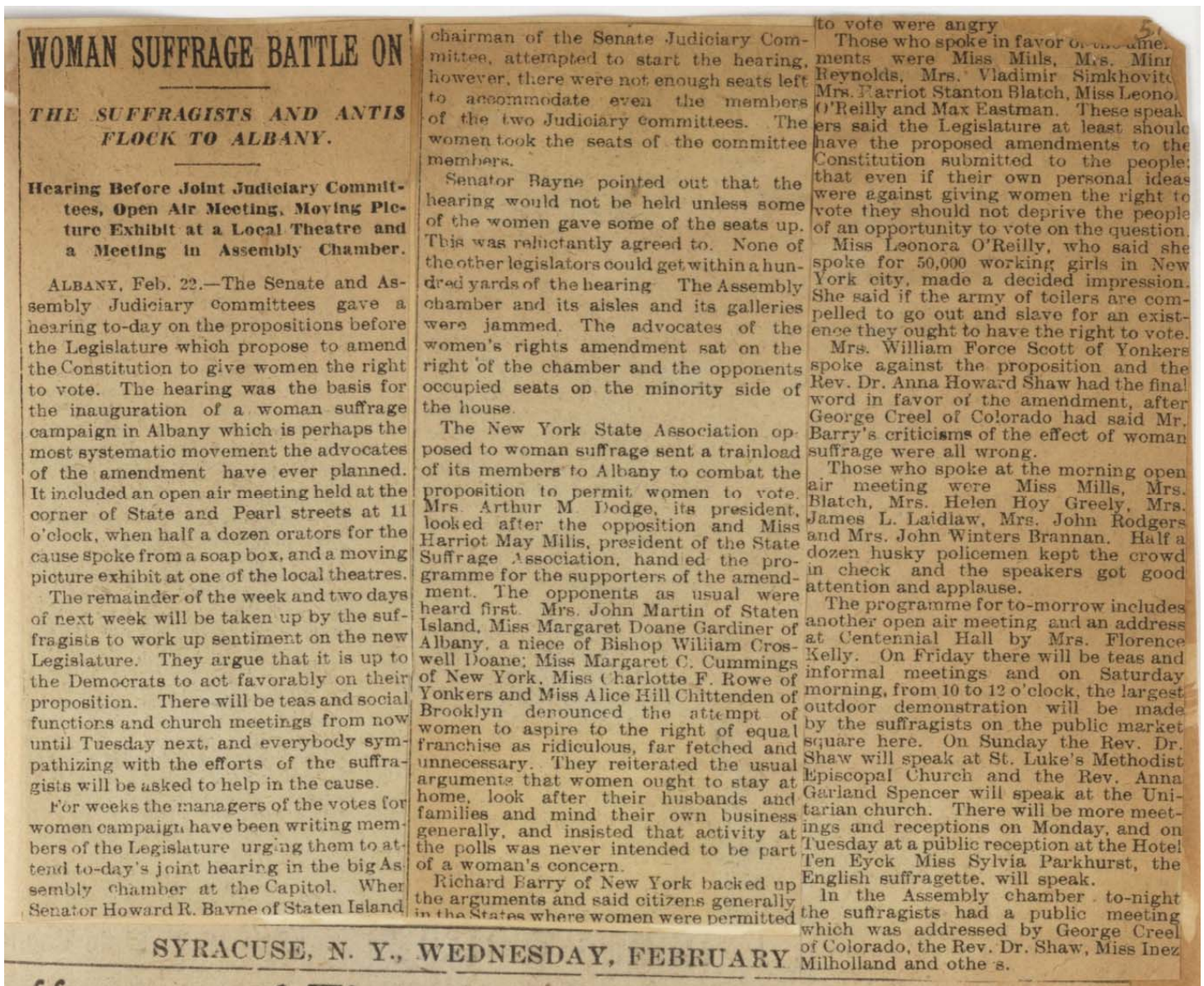
Write three narrative paragraphs, each one from the perspective of a different person in attendance from the list below:

- Woman in favor
  - Woman opposed
  - Legislator in favor
  - Legislator opposed
  - Man in favor (male suffragist)
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## III. Extend

Create a two-minute “soapbox speech” that one of these characters might deliver. Visit <https://mikvachallenge.org/our-work/youth-voices/> to see some examples of students’ award-winning soapbox speeches.





Newspaper article on a suffrage hearing in Albany, New York, 1911. Courtesy of the Library of Congress [www.loc.gov/item/rbcmiller002538](http://www.loc.gov/item/rbcmiller002538)



# Ohio Women Vote: 100 Years of Change

## Activity #1

### *Primary Source – Newspaper Article*

#### WOMAN SUFFRAGE BATTLE ON THE SUFFRAGISTS AND ANTIS FLOCK TO ALBANY

Hearing Before Joint Judiciary Committees, Open Air Meeting, Moving Picture Exhibit at a Local Theatre and a Meeting in Assembly Chamber

ALBANY, Feb. 22 – The Senate and Assembly Judiciary committees gave a hearing to-day on the propositions before the Legislature which propose to amend the Constitution to give women the right to vote. The hearing was the basis for the inauguration of a woman suffrage campaign in Albany which is perhaps the most systematic movement the advocates of the amendment have ever planned. It included an open air meeting held at the corner of State and Pearl streets at 11 o'clock, when half a dozen orators for the cause spoke from a soap box, and a moving picture exhibit at one of the local theatres.

The remainder of the week and two days of next week will be sentiment on the new Legislature. They argue that it is up to the Democrats to act favorably on their proposition. There will be teas and social functions and church meetings from now until Tuesday next, and everybody sympathizing with the efforts of the suffragists will be asked to help in the cause.

For weeks the managers of the votes for women campaign have been writing members of the Legislature urging them to attend to-day's joint hearing in the big Assembly chamber at the Capitol. When Senator Howard R. Bayne of Staten Island chairman of the Senate Judiciary Committee, attempted to start the hearing, however, there were not enough seats left to accommodate even the members of the two Judiciary committees. The women took the seats of the committee members.

Senator Rayne pointed out that the hearing would not be held unless some of the women gave some of the seats up. This was reluctantly agreed to. None of the other legislators could get within a hundred yards of the hearing. The Assembly chamber and its aisles and its galleries were jammed. The advocates of the women's rights

amendment sat on the right of the chamber and the opponents occupied seats on the minority side of the house.

The New York State Association opposed to woman suffrage sent a trainload of its members to Albany to combat the proposition to permit women to vote. Mrs. Arthur M. Dodge, its president, looked after the opposition and Miss Harriot May Mills, president of the State Suffrage Association, handled the programme for the supporters of the amendment. The opponents as usual were heard first. Mrs. John Martin of Staten Island, Miss Margaret Doane Gardiner of Albany, a niece of Bishop William Croswell Doane; Miss Margaret C. Cummings of New York, Miss Charlotte F. Rowe of Yonkers and Miss Alice Hill Chittenden of Brooklyn denounced the attempt of women to aspire to the right of equal franchise as ridiculous, far fetched and unnecessary. They reiterated the usual arguments that women ought to stay at home, look after their husbands and families and mind their own business generally, and insisted that activity at the polls was never intended to be part of a woman's concern.

Richard Barry of New York backed up the arguments and said citizens generally in the States where women were permitted to vote were angry [illegible].

Those who spoke in favor of [illegible] were Miss Mills, Mrs. Min[illegible] Reynolds, Mrs. Vladimir Simkhovitch, Mrs. Harriot Stanton Blatch, Miss Leono[illegible] O'Reilly and Max Eastman. These speakers said the Legislature at least should have the proposed amendments to the Constitution submitted to the people; that even if their own personal ideas were against giving women the right to vote they should not deprive the people of an opportunity to vote on the question.

Miss Leonora O'Reilly, who said she spoke for 50,000 working girls in New York city, made a decided impression. She said if the army of toilers are compelled to go out and slave for an existence they ought to have the right to vote.

Mrs. William Force Scott of Yonkers spoke against the proposition and the Rev. R. Anna Howard Shaw had the final word in favor of the

amendment, after George Creel of Colorado had said Mr. Barry's criticisms of the effect of woman suffrage were all wrong.

Those who spoke at the morning open air meeting were Miss Mills, Mrs. Blatch, Mrs. Helen Hoy Greely, Mrs. James L. Laidlaw, Mrs. John Rodgers and Mrs. John Winters Brannan. Half a dozen husky policemen kept the crowd in check and the speakers got good attention and applause.

The programme for to-morrow includes another open air meeting and an address and Centennial Hall by Mrs. Florence Kelly. On Friday there will be teas and informal meetings and on Saturday morning, from 10-12 o'clock, the largest

outdoor demonstration will be made by the suffragists on the public market square ere. On Sunday the Rev. R. Shaw will speak at St. Luke's Methodist Episcopal Church and the Re. Anna Garland Spencer will speak at the Unitarian church. There will be more meetings and receptions on Monday, and on Tuesday at a public reception at the Hotel Ten Eyck Miss Sylvia Parkhurst, the English suffragette, will speak.

In the Assembly chamber to-night the suffragists had a public meeting which was addressed by George Creel of Colorado, the Rev. Dr. Shaw, Miss Inez Milholland and others.

Transcribed from *Woman suffrage battle on; New York suffrage hearings*. 2-22- 0:00, 1911. Manuscript/Mixed Material. Retrieved from the Library of Congress, [www.loc.gov/item/rbcmiller002538/](http://www.loc.gov/item/rbcmiller002538/).





# Primary Source Analysis Worksheet

adapted from National Archives and Records Administration

*Ohio Women Vote: 100 Years of Change*

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## Meet the document.

What is it?

- |   |                                  |  |
|---|----------------------------------|--|
| <input type="checkbox"/> Photograph         | <input type="checkbox"/> Poster  | <input type="checkbox"/> Video           |
| <input type="checkbox"/> Written document   | <input type="checkbox"/> Map     | <input type="checkbox"/> Sound recording |
| <input type="checkbox"/> Artifact or object | <input type="checkbox"/> Cartoon | <input type="checkbox"/> Artwork         |

What do you see? Describe it as if you were explaining it someone who can't see it.

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## Observe its parts.

Who created it?

Who read, received or viewed it?

When is it from?

Where is it from?

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## Try to make sense of it.

What is the main idea?

Why was it created?

What evidence from the item helps you answer these questions?

What was happening at the time in history this document was created?

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## Use it as historical evidence.

What did you find out from this item that you might not learn anywhere else?

What other documents and historical evidence are you going to use to help you understand this event or topic?