

# Wallace Women Discovery Kit

## Two Sides of the Suffrage Coin

Best for Grades 8-12

**Goal: to examine critically both sides of the suffrage issue using original documents**

Susan and Zerelda Wallace both had opinions about suffrage. Susan was against women voting, thinking that politics was an arena for men only. Zerelda joined the fight for suffrage, campaigning around the country with Susan B. Anthony and Elizabeth Cady Stanton. In this exercise, students will learn about both sides of the suffrage issue from flyers made during the final stages of the debate over suffrage.

Needed supplies: copies of suffrage posters, pencil and paper for note-taking, 40 minutes

- 1) Teacher divides students into 2 equal groups, and passes out copies of the posters to members of each group. One group will be pro-suffrage and the other will be anti-suffrage. (5 minutes)
- 2) Working in their groups, students should use information from the pictures to answer the questions on the following page. Answers include (10 minutes):
  1. pro-suffrage: busy, workers, homemakers, mothers, reformers, consumers, tax-payers, law-abiding, married, citizens; anti-suffrage: unable to comprehend politics, irresponsible, belong in the home, unintelligent
  2. home, not business, children, moral or social reform
  3. a way to remedy social problems, the obligation of those allowed to vote, something to take very seriously, a privilege to be used responsibly
  4. agree with their cause, etc.; accept reasonable answers
- 3) Using their answers, each group presents their findings to the class *as if they believe the arguments from the poster*. Make sure students know they may have to pretend. (10 minutes)
- 4) After both presentations, discuss with students which argument was more persuasive. How did the posters appeal to logic to convince people? Emotions? (15 minutes)

### Adaptations and Extensions

- Using art supplies, students make their own poster to convey the point of view they received. Discuss how their modern posters differ from the historic posters.
- Use this exercise as an introduction to the Class Congress activity.

### English/Language Arts Standards

- **2. Reading Comprehension**
- **7. Listening and Speaking Skills, Strategies, and Applications**

### Social Studies Standards

- **1. History:** Historical knowledge; Chronological thinking, comprehension, analysis, and interpretation; Research
- **2. Civics and Government:** Functions of government; Roles of citizens
- **5. Individuals, Society, and Culture**

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## Questions to answer from the suffrage posters:

1. How would someone who agreed with the poster in front of you describe women?
2. According to the people who made the poster, what jobs or areas of life are women responsible for?
3. How did the people who made these posters think of voting?
4. Does the poster make you want to do something about this problem? What words or pictures do they use?

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## VOTES FOR WOMEN! THE WOMAN'S REASON.

### BECAUSE

- BECAUSE** women must obey the laws just as men do,  
They should vote equally with men.
- BECAUSE** women pay taxes just as men do, thus supporting the government,  
They should vote equally with men.
- BECAUSE** women suffer from bad government just as men do,  
They should vote equally with men.
- BECAUSE** mothers want to make their children's surroundings better,  
They should vote equally with men.
- BECAUSE** over 5,000,000 women in the United States are wage workers and their health and that of our future citizens are often endangered by evil working conditions that can only be remedied by legislation,  
They should vote equally with men.
- BECAUSE** women of leisure who attempt to serve the public welfare should be able to support their advice by their votes,  
They should vote equally with men.
- BECAUSE** busy housemothers and professional women cannot give such public service, and can only serve the state by the same means used by the busy man—namely, by casting a ballot,  
They should vote equally with men.
- BECAUSE** women need to be trained to a higher sense of social and civic responsibility, and such sense develops by use,  
They should vote equally with men.
- BECAUSE** women are consumers, and consumers need fuller representation in politics,  
They should vote equally with men.
- BECAUSE** women are citizens of a government of the people, by the people and for the people, and women are people.  
They should vote equally with men.

**EQUAL SUFFRAGE FOR MEN AND WOMEN.**

**WOMEN** Need It.  
**MEN** Need It.  
The **STATE** Needs It.

### **WHY?**

**BECAUSE**

**Women Ought To GIVE Their Help.**  
**Men Ought To HAVE Their Help.**  
**The State Ought To USE Their Help.**

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**National American Woman Suffrage Association**

**Headquarters: 505 FIFTH AVENUE, NEW YORK**



Flyer produced by the National American Woman Suffrage Association, New York, 1912. Image courtesy of Library of Congress.

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**DANGER!**

**Woman's Suffrage Would Double  
the Irresponsible Vote**

**It is a MENACE to the Home, Men's  
Employment and to All Business**


EXAMPLE  
**Official Referendum Ballot**

If you desire to vote for any question, make a cross (X) or other mark in the square after the word "yes" underneath such question;  
if you desire to vote against any question, make a cross or other mark in the square after the word "no" underneath such question.

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Shall Chapter 227 of the laws of 1911 entitled 'an act expanding the right of suffrage to women' be adopted?

Yes  No



The above is an exact reproduction of the separate ballot printed on pink paper which will be handed to you in your voting place on November 5. Be sure and put your cross (X) in the square after the word "no" as shown here, and—be sure and vote this pink ballot.

Printed and Circulated by  
**PROGRESS PUBLISHING CO**  
WATERTOWN, WIS.

Flyer produced by Progress Publishing Company of Watertown, Wisconsin, 1912. Printing in the box reads, "Official Referendum Ballot. If you desire to vote for any question, make a cross (X) or other mark in the square after the word yes, underneath such question; if you desire to vote against any question, make a cross or other mark in the square after the word 'no' underneath such question. Shall Chapter 227 of the laws of 1911 entitled 'an act expanding the rights of suffrage to women' be adopted?" Image courtesy of Wisconsin Historical Society.