

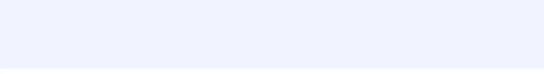
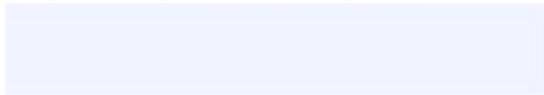
# Woman's Place in America: Congress and Woman Suffrage

## Worksheet 1: Document Analysis Worksheet

|    |  |
|----|--|
| 1. | <b>TYPE OF DOCUMENT (Check one):</b><br><input type="checkbox"/> Newspaper<br><input type="checkbox"/> Letter<br><input type="checkbox"/> Patent<br><input type="checkbox"/> Memorandum<br><input type="checkbox"/> Map<br><input type="checkbox"/> Telegram<br><input type="checkbox"/> Press Release<br><input type="checkbox"/> Report<br><input type="checkbox"/> Advertisement<br><input type="checkbox"/> Congressional Record<br><input type="checkbox"/> Census Report<br><input type="checkbox"/> Other                     |
| 2. | <b>UNIQUE PHYSICAL CHARACTERISTICS OF THE DOCUMENT (Check one or more):</b><br><input type="checkbox"/> Interesting Letterhead<br><input type="checkbox"/> Handwritten<br><input type="checkbox"/> Typed<br><input type="checkbox"/> Seals<br><input type="checkbox"/> Notations<br><input type="checkbox"/> "RECEIVED" stamp<br><input type="checkbox"/> Other  |
| 3. | <b>DATE(S) OF DOCUMENT:</b><br><br>  |
| 4. | <b>AUTHOR (OR CREATOR) OF THE DOCUMENT:</b><br><br><b>POSITION (TITLE):</b><br><br>  |
| 5. | <b>FOR WHAT AUDIENCE WAS THE DOCUMENT WRITTEN?</b><br><br>   |
| 6. | <b>DOCUMENT INFORMATION (There are many possible ways to answer A-E.)</b><br>A. List three things the author said that you think are important:<br><br><br>B. Why do you think this document was written?<br><br><br>C. What evidence in the document helps you know why it was written? Quote from the document.<br><br><br>D. List two things the document tells you about life in the United States at the time it was written.<br><br><br>E. Write a question to the author that is left unanswered by the document:<br><br><br> |

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## Worksheet 1: Cartoon Analysis Worksheet

| Level 1   |   |
|---|---|
| Visuals   | Words (not all cartoons include words)  |
| <p>1. List the objects or people you see in the cartoon.</p> <p></p>   | <p>1. Identify the cartoon caption and/or title.</p> <p></p> <p>2. Locate three words or phrases used by the cartoonist to identify objects or people within the cartoon.</p> <p></p> <p>3. Record any important dates or numbers that appear in the cartoon.</p> <p></p> |
| Level 2   |   |
| Visuals   | Words   |
| <p>2. Which of the objects on your list are symbols?</p> <p></p> <p>3. What do you think each symbol means?</p> <p></p>  | <p>4. Which words or phrases in the cartoon appear to be the most significant? Why do you think so?</p> <p></p> <p>5. List adjectives that describe the emotions portrayed in the cartoon.</p> <p></p>   |
| Level 3   |   |
| <p>A. Describe the action taking place in the cartoon.</p> <p></p> <p>B. Explain how the words in the cartoon clarify the symbols.</p> <p></p> <p>C. Explain the message of the cartoon.</p> <p></p> <p>D. What special interest groups would agree/disagree with the cartoon's message? Why?</p> <p></p> |   |

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## Worksheet 2

1. What constitutional issues are reflected in this document, and what points are made about them?
2. What political issues are reflected in this document, and what points are made about them?
3. What understandings about gender roles are reflected in this document, and what points are made to support changing or preserving these roles?
4. What points in this document are the most persuasively presented?
5. What points are the least persuasively presented?

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## Worksheet 3

**Instructions:** Match each document to a sub-issue. Draw from the table to answer the questions below. Be prepared to share your responses with the class.

| Sub-Issues on Woman Suffrage   | Title of Document |
|--|-------------------|
| 1. Voting is an issue the Constitution leaves to the states to regulate  |                   |
| 2. The movement for Woman Suffrage is International, not just American   |                   |
| 3. Congress should not be swayed by the actions of pestering radicals  |                   |
| 4. Article V of the Constitution allows for amending the Constitution, and the First Amendment guarantees the right of petition. |                   |
| 5. Women are taxed by the Federal government but not represented because they can't vote   |                   |
| 6. The House should form a new committee on suffrage because the Judiciary Committee is not acting on the issue                  |                   |

1. How do the six documents place the issue of Woman Suffrage into a wider historical context?
  
2. Which of the six documents presents its sub-issue most effectively.