



CELEBRATING  
**VOTES**  
NEW YORK'S  
**FOR**  
SUFFRAGE  
**WOMEN**  
CENTENNIAL

NOVEMBER 4, 2017–MAY 13, 2018

## EDUCATOR'S GUIDE

AN EXHIBITION ORGANIZED BY THE

New York State  
**Museum**

# EDUCATOR'S GUIDE

## ABOUT THIS GUIDE

This Educator's Guide is designed as a standards-compliant teaching aid for use with the New York State Museum's exhibition ***Votes for Women: Celebrating New York's Suffrage Centennial***. The guide aligns with the New York State Next Generation English Language Arts and Mathematics Learning Standards for K–12 education and the Social Studies Framework, addressing Grades 4 and 8 curricula directly. Educators using this guide will know that students depart with a basic understanding of how suffragists and advocates fought for women's rights in New York, and how these efforts and techniques impacted national women's rights movements. Students will also gain a sense of empowerment with techniques and strategies that they can use to voice their concerns and advocate for their own causes. Each lesson focuses on using primary resources, including artwork, archival material, and historical artifacts as evidence for students to use to make their own conclusions. To facilitate use of non-textual material, the guide emphasizes Visual Thinking Strategies (VTS), an effective teaching method appropriate to all ages and ability levels. Each lesson contains a guiding question with some historical background, classroom warm-up, and guided instruction activities. This is followed by independent and advanced practice ideas.

### NYSM RESOURCES:

An online feature of this exhibition includes biographies of notable women in the suffrage movement and select objects:

[www.nysm.nysed.gov/votes-for-women](http://www.nysm.nysed.gov/votes-for-women)

## ABOUT THIS EXHIBITION

***Votes for Women: Celebrating New York's Suffrage Centennial*** honors 100 years of women's suffrage in New York State and raises awareness of the struggle for equal rights up through the present day. The exhibition features over 250 historic objects from the collections of the State Museum, State Archives, State Library, and cultural institutions and private lenders from across New York.

***Votes for Women*** is organized into three areas:

**AGITATE! AGITATE!, 1776–1890:** Stories of the 1848 Seneca Falls convention and women like Elizabeth Cady Stanton, Susan B. Anthony, and Amelia Bloomer who worked for equality in the 19th century.

**WINNING THE VOTE, 1890–1920:** A new group of reformers took their message to the streets with parades, petition campaigns, and mass meetings. Their tactics paid off—women were awarded the vote in New York State on November 6, 1917.

**THE CONTINUING FIGHT FOR EQUAL RIGHTS, 1920–PRESENT:** After the passage of the 19th Amendment, guaranteeing all American women the right to vote, the struggle for the Equal Rights Amendment continues. New York women play a nationally significant role in women's rights advocacy through the present day.



EDUCATOR'S GUIDE  
GRADES 4–8

# EDUCATOR'S GUIDE

## ENCOURAGING VISUAL THINKING STRATEGIES FOR LEARNING

For each of the lessons attached, teachers can encourage active learning by introducing students to Visual Thinking Strategies (VTS).

VTS is a method of engaging all students in a lesson by considering an image in specific ways. Students are encouraged to ask themselves and their classmates the following questions:

- **What is going on in this image?**  
(This encourages students to identify and articulate their observations.)
- **What do you see that makes you think that?**  
(This stimulates analytic skills and self-awareness.)
- **What more can we find?**  
(This empowers students to probe more fully into the subject at hand.)

VTS supports the New York State Learning Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects.

For New York State Learning Standards, visit [www.nysed.gov/next-generation-learning-standards](http://www.nysed.gov/next-generation-learning-standards).

Also see Appendix 1 for the following Learning Standards as they apply to each lesson:

- College and Career Readiness Anchor Standards for Reading, K–5
- College and Career Readiness Anchor Standards for Reading, 6–8
- College and Career Readiness Anchor Standards for Reading, 7–11
- New York State Next Generation Mathematics Learning Standards
- New York State Social Studies Framework, K–12

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EDUCATOR'S GUIDE  
GRADES 4–8



EDUCATOR'S GUIDE

# LESSON

1

GRADES 4–8

This curriculum is aligned  
with the New York State  
P–12 Learning Standards



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## AGITATE!

GET SUPPORT FOR YOUR CAUSE  
QUICKLY THROUGH SIGNS,  
BANNERS, AND PINS



# LESSON

1

GRADES 4–8

This curriculum is aligned with the New York State P–12 Learning Standards

## OBJECTIVES

- ★ Students will be able to explain how suffragists used persuasive imagery (propaganda) to motivate citizens to support female suffrage.
- ★ Students will learn to extrapolate motivating ideas and themes as visually depicted in suffrage propaganda, including posters and other artistic materials.
- ★ Students will interpret how later female-focused movements used imagery from the women’s suffrage movement to generate support, and determine how these tactics can be used to instill support in issues that are important to them.



EDUCATOR’S GUIDE  
GRADES 4–8

## AGITATE!

# GET SUPPORT FOR YOUR CAUSE QUICKLY THROUGH SIGNS, BANNERS, AND PINS

## RATIONALE

In this lesson, students will answer the guiding question: **“How can you change someone’s mind through an image?”** Using historic artifacts as evidence, students will analyze and interpret the messages that suffragists wanted to convey to their audience. Students will gain insight into the techniques used by suffragists to make their voices heard and convince those who could vote to support their cause.

Students are surrounded by persuasive imagery. Advertisements, media, movements, organizations, and governments utilize images to convey a message quickly and effectively. This is especially true when the images are meant to persuade the viewer’s opinion, either positively or negatively. During the 19th and 20th centuries, those promoting women’s suffrage and other later movements used persuasive imagery as a tool to influence the beliefs and actions of Americans.

By exploring how suffragists used persuasive imagery to convey a message and gain support for their goals, students will be able to interpret the arguments used by suffragists. Additionally, students will be able to utilize these skills to create their own persuasive messages that support issues important to them. Students will be able to use this knowledge to see how propaganda still impacts viewers’ feelings and beliefs in issues that are relevant today.

## VISUAL THINKING STRATEGIES

When examining images in this lesson, encourage students to use Visual Thinking Strategies (VTS). Students should ask themselves for each image or artifact:

- What is going on in this image?
- What do you see that makes you think that?
- What more can we find.

For more information on VTS, see page 3 of this guide.

# LESSON 1

## WARM-UP

Introduce the concept of persuasive imagery to the class. Ask students to think about the question: **“How can you change someone’s mind through an image?”** Ask students what they know about persuasive imagery and specifically propaganda. Invite them to give examples that they see in their own lives. If students are unsure of their answers or are uncomfortable with sharing, they can write their answers down and you can select some to share with the class.

Depending on the prior knowledge of the class, introduce persuasive imagery highlighting its function and positives and negatives in sending messages to a diverse audience and how it can be used as propaganda. After introducing the concept, display current examples and images from various movements (e.g., local movements for community improvement or national movements, etc.) for advancing the goals of persuading the public. Remind students that as they are looking at the images, they should ask themselves the three basic VTS questions. Additionally, they should be able to determine the message by exploring the use of symbolism, text, emotion, color, lighting, and form.

## GUIDED INSTRUCTION

Examine the “Votes for Women” pennant. While examining the pennant, initiate a Visual Thinking Strategy (VTS) discussion.



**Women’s Political Union (WPU) Votes for Women pennant, ca. 1915**  
Courtesy of the Onondaga Historical Association.

As students explore the pennant using the three standard VTS questions, begin to focus on dialogue around the message of the pennant. Once students are comfortable with the object and its visual elements, ask students:

- “What is the message?”
- “Who do you think this message is for?”
- “Why would women want to send this message to that particular group?”
- “Who can give women the right to vote?”

This dialogue will help establish that women did not have the right to vote and that suffragists had to convince others to vote for women’s suffrage. If students have



**“Why Shouldn't They Be Good Enough Now,” sheet music, 1917**

Courtesy of the New York State Library



**Better Babies, “I wish my mother had a vote to keep the germs away,” poster, ca. 1917**

Courtesy of the New York State Library



**Ring It Again/Nov. 6th Vote for Women Suffrage, poster, 1917**

Courtesy of the Howland Stone Store Museum

misconceptions, educators can re-focus conversation to meet the main objectives and correct incorrect information before proceeding to the Independent Practice.

Suffragists used much of the symbolism illustrated in the pennant on other forms of promotional materials (banners, sashes, flyers, etc.). The Clarion figure represented the procession of the National Union of Women Suffrage Societies. This figure is inviting others to join the call, literally sounding the bugle. The colors selected all have specific meanings for the cause. Originally adopted in England, the colors purple, white, and green were prominent on early suffrage material. In 1913, the National Women’s Party in America officially adopted the colors purple, white, and gold, representing loyalty, purity, and light and life, respectively. Pennants themselves made a statement. Starting in the late 19th century, pennants promoted political candidates, parties, and movements. Their use by suffragists connected the movement with other political parties of the period.

### INDEPENDENT PRACTICE

Using examples below, students should be able to answer the question “How can persuasive imagery change someone’s mind?” The posters to the left represent three arguments used by suffragists to persuade viewers to support women voting:

- Women were “good enough” to support the war effort during World War I.
- Women need to protect their homes and families.
- Women are asking for the same rights as America’s founding fathers.

Have students study the three posters on their own. Once they have spent time observing the images, break the class into small groups of 3 or 4 students each. Each group will answer the following questions for each poster.

1. What does this poster support?
2. What argument(s) do the artists use to make their point?
3. Why would the artists use this argument to make their point?
4. What images or connections do they use?
5. How do these posters make you feel about women’s suffrage?
6. What do you think the artists intended you to feel?

Once they have answered all of the questions, invite each group to present on one poster.

After every poster is discussed, use the questions as a guide for a classroom discussion about the techniques used by the women’s suffrage movement to make their case as to why women should have the right to vote to confirm that all students understand the persuasive imagery used.

### REVIEW

As a group, discuss the options surrounding the question, “How can you change someone’s mind through an image?” Ask students to discuss how suffragists could change laws through persuasive imagery without having the right to vote. Show students the original pennant and ask again the following questions:

- “What is the message?”
- “Who do you think this message is for?”
- “Why would women want to send this message to that particular group?”
- “Who can give women the right to vote?”

### ADVANCED PRACTICE 1

Students will research more recent political, environmental, or social movements. Have them identify visual persuasive imagery in today's movements. Ask them how persuasive imagery is used and how it helps, or hurts, the goals of the movement.

For a more focused approach, study the imagery below in support for the Equal Rights Act (ERA). Have students compare how the movement of the 1970s used images of the 1800s and 1900s women's suffrage movement. In small groups, students can research the historic names, colors, and symbols from the ERA ephemera as well as the ERA. Once the connections are established, students can present their "findings" for each ERA piece.



**Buttons in support of the ERA, 1977**  
Courtesy of Ronnie Lapinsky Sax



**Pam Elam addressing the Congressional Union, 1981**  
Courtesy of the New York State Museum



**Congressional Union demonstration photograph, CU flag, handcuffs, and collateral receipt, January 11, 1982**  
Courtesy of the New York State Museum

### ADVANCED PRACTICE 2

Challenge students to identify something that is important to them in their community. As a class, invite them to share their choices and why they chose it, who it would help, and what are the main reasons this is something they feel is important. Ask them to use persuasive imagery to create a poster that presents their concern and effectively persuades audiences that they are right and their concern is worth acting on. Have them use techniques similar to those demonstrated in the women's suffrage movement.

**EXPRESS YOURSELF!**  
USING CLOTHING TO SEND  
A MESSAGE



EDUCATOR'S GUIDE  
**LESSON**

**2**

GRADES 4–8

This curriculum is aligned  
with the New York State  
P–12 Learning Standards



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# LESSON

## 2

GRADES 4–8

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### OBJECTIVES

- ★ Students will be able to explain how women’s rights advocates used fashion to bring attention to their cause and women’s rights advocacy in general.
- ★ Students will learn to determine perspective when exploring evidence.
- ★ Students will learn how to use both primary and secondary forms of evidence to gain insight into the importance of bloomers to the early women’s rights movement.

# EXPRESS YOURSELF! USING CLOTHING TO SEND A MESSAGE

### RATIONALE

In this lesson, students will answer the guiding question: **“How can fashion/clothing be used to demonstrate the beliefs and values of the wearer?”** Using historic artifacts as evidence, students will analyze and interpret the reasons why women chose to adopt bloomers. Students will explore the different viewpoints surrounding bloomers and the early women’s rights movement through diverse forms of evidence. Students will gain insight into how fashion did and still contains meaning and sends a message about the person wearing it.

Although pants are common today for women, in the 19th century women wore multiple layers of floor-length petticoats along with boned corsets to create a silhouette similar to a bell. Early reformers considered this combination of long skirts and body-restricting corsets as both a health issue and a physical restraint for women. Bloomers were a revolutionary choice for women that sent a statement about their values and beliefs. Although unable to vote, women voiced controversial views towards women’s rights and fashion expectations by choosing to wear bloomers.

By exploring how different people responded to the bloomers outfit, students will be able to interpret different perspectives surrounding the women’s rights movement and later suffrage movement. Additionally, students will be able to explore how they use fashion in their own lives. Students will be able see how we still use different techniques, including fashion, to convey our beliefs and how those choices can be an important tool for advocacy.

### VISUAL THINKING STRATEGIES

When examining images in this lesson, encourage students to use Visual Thinking Strategies (VTS). Students should ask themselves for each image or artifact:

- What is going on in this image?
- What do you see that makes you think that?
- What more can we find.



EDUCATOR’S GUIDE  
GRADES 4–8

# 2

# LESSON



EDUCATOR'S GUIDE  
GRADES 4-8

## **WARM-UP**

Introduce the concept of non-verbal communication, especially with clothing. Ask students how they select their clothes in the morning. Discuss if they ever use clothing to show what they value or aspects of their personality (clothing with messages, types of clothing worn or not worn). Invite them to give examples of clothing as a message they see in their own lives. If students are unsure of their answers or are uncomfortable sharing, they can write their answers down and you can share selected examples.

Depending on the prior knowledge of the class, talk about non-verbal communication through clothing/fashion. Highlight how clothing can send both intentional and unintentional messages to different audiences. If students are unclear, give an example (clothing showing a popular sports team, identifiable uniform, a disheveled outfit). See if students can identify some messages that clothing tells you about the wearer.

## **GUIDED INSTRUCTION**

Examine the bloomers costume. While examining the outfit, initiate a Visual Thinking Strategy (VTS) discussion.



**Bloomers costume, ca. 1855**  
Cortland County Historical Society

As students explore the bloomers costume using the three standard VTS questions, begin to focus on who the wearer was, why she would wear this item, and what possible messages it gave about the wearer. Once students are comfortable with the object and its visual elements, ask them:

- “Who would wear this outfit or an outfit like it?”
- “Why might they wear this outfit?”
- “What messages do you think they intended to send with this outfit?”
- “How do you think others viewed this outfit?”

This dialogue will help students think critically about the bloomers and possibly bring into question their own views about the outfit. If students have misconceptions, educators can leave the discussion open ended and revisit the dialogue at the end of this lesson (as part of the review) once students explore other forms of evidence surrounding the opinions about bloomers costumes. This will also allow students the opportunity to explore if their ideas have changed with additional evidence.

### **INDEPENDENT PRACTICE**

Working in small groups, students will explore perspective, primary and secondary resources, and the main ideas of different types of evidence. This will allow for a deeper understanding of the views surrounding the bloomers costumes of the 19th century and how they impacted the early women’s rights movement.



**Image of Amelia Bloomer from her newspaper, *The Lily***

### **ACTIVITY 1: COMPARE AND CONTRAST EVIDENCE**

Comparing and contrasting the evidence below, students will answer the question “Why would a woman want to wear the bloomers costume?”

Have students study the images on their own. Once they have spent time observing the images, break the class into small groups of 3 or 4 students each. Each group will then read out loud the catalogue text and the quote from Amelia Bloomer. Once they have read the text, the group should paraphrase the catalogue text into their own words.



**Daguerreotype of Amelia Bloomer**  
Seneca Falls Historical Society

After reading the catalogue text below, the groups will then compare and contrast the images of both “common” women’s clothing of the 19th century and the bloomers costume. Each group should identify three reasons, based on the available evidence, why a woman would choose to wear the bloomer costume instead of the clothing traditionally considered acceptable. After each group has identified three reasons, have the class discuss why women would choose to wear bloomers. Have groups identify their evidence (visual or textual) for their comments.



Image from Puck, 1856

Popular dress for women in the 19th century was listed by many reformers as one of the many things holding them back. In the 1840s and 50s, standard attire for a woman included floor-length skirts over layers of petticoats, and a boned corset, a heavy and cumbersome arrangement. John Humphrey Noyes, leader of the Oneida Community in Central New York, declared “Women’s dress is a standing lie. It proclaims that she is not a two legged animal, but something like a churn standing on castors!” Soon after, women in the community adopted a shorter dress over loose pants. – Votes for Women exhibition catalog

“As soon as it became known that I was wearing the new dress, letters came pouring in upon me by the hundreds from women all over the country making inquiries about the dress and asking for patterns—showing how ready and anxious women were to throw off the burden of long, heavy skirts.” – Amelia Bloomer



Fashion plate ca. 1849  
Clermont State Historic Site, New York  
State Office of Parks, Recreation, and  
Historic Preservation

**VOCABULARY LIST:**

- Corset – 19th century women’s undergarment used to make the waist smaller
- Petticoats – Floor-length underskirts
- Churn – An instrument used to make butter
- Patterns – Drawings and directions to make clothing

**ACTIVITY 2: DETERMINING THE POINT OF VIEW AND MAIN IDEA**

Once students are familiar with what bloomer costumes were and why women might choose to wear them, they can explore evidence that is meant to send a message about the authors’ opinions on both the bloomers and the women who wore them.

Using the images on the next page, ask students the VTS questions:

1. What is going on in this picture?
2. What makes you think that?
3. What else can you say about this image?

Once students feel comfortable with the images, have them stay in their small groups to discuss the main idea of the images and what details they see that support that idea.



Comparative Size of Bells, 1857



**MARCH!**

TAKE YOUR MESSAGE TO POLITICAL  
LEADERS NO MATTER THE COST



EDUCATOR'S GUIDE

## LESSON

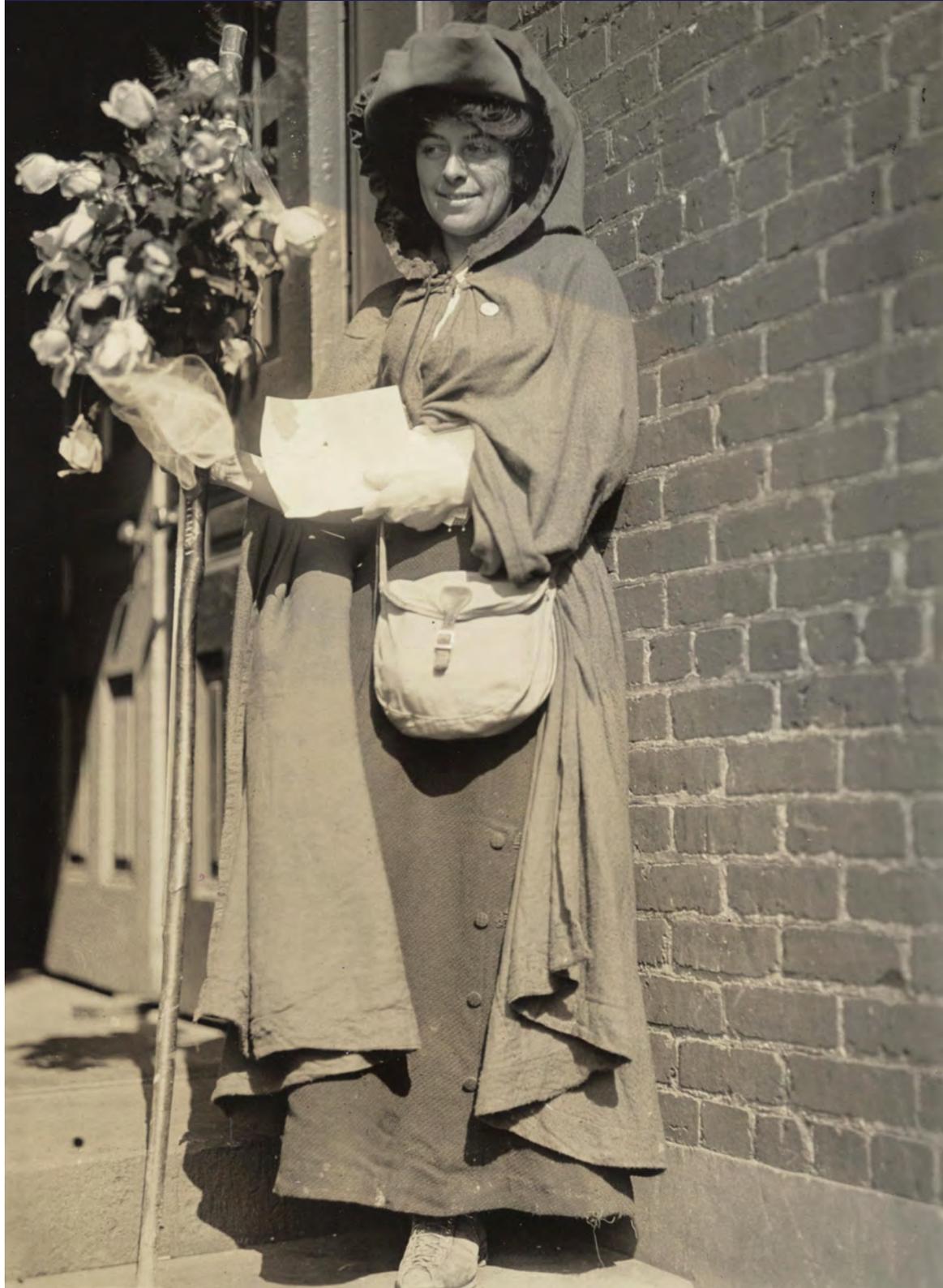
3

GRADES 4–8

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# LESSON

3

GRADES 4–8

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## OBJECTIVES

- ★ Students will be able to interpret what the goals of the “suffrage hike” were and if the “suffrage hike” was successful.
- ★ Students will perform calculations and measurements to determine the distance traveled and cost of travel.
- ★ Students will identify connections between the personal cost of the “suffrage hike” and the dedication of the women who participated.
- ★ Students will interpret how the “suffrage hike” built support for the women’s suffrage movement.



EDUCATOR'S GUIDE  
GRADES 4–8

# MARCH!

## TAKE YOUR MESSAGE TO POLITICAL LEADERS NO MATTER THE COST

### RATIONALE

In this lesson, students will answer the guiding question: **“How much did it cost suffragists to participate in the ‘suffrage hike’ from New York City to Albany?”**

Using historical records as evidence, students will calculate the distance covered and costs based on historic prices. Students will gain insight into the difficulties faced by suffragists who chose to march. The “hike” cost them financially, physically, and emotionally. Through this research, students will gain a better insight into the dedication of those who fought for women’s right to vote.

On December 16, 1912, 26 women left the Bronx, heading north on a “suffrage hike” to Albany to call on Governor-elect William Sulzer. “General” Rosalie Jones, a radical suffragist from Oyster Bay, New York, led the group. She planned the event to gain suffrage support from the rural people along the 170-mile route to Albany. Supporters and newspaper reporters filed in and out along the way, but a small number of devoted women walked with Jones every step of the way.

The women walked for 13 days, camping or staying with supporters and capturing as much local publicity as possible. On December 28 at 4 p.m. they marched straight to the State Capitol with much fanfare. Three days later the group was received by the governor-elect at the Executive Mansion, where they presented him with a decorated petition urging “the speedy passage of the woman suffrage amendment.” Sulzer answered, “All my life I have believed in the right of women to exercise the franchise with men as a matter of justice. I will do what I can to advance their rights.”

The hike received such a swell of publicity for women’s suffrage that Rosalie Jones and Ida Craft organized another pilgrimage that traveled from New York City to Washington, D.C., starting in February 1913. This time their arrival coincided with a large suffrage march held to draw attention from President Woodrow Wilson’s inauguration.

### VISUAL THINKING STRATEGIES

When examining images in this lesson, encourage students to use Visual Thinking Strategies (VTS). Students should ask themselves for each image or artifact:

- What is going on in this image?
- What do you see that makes you think that?
- What more can we find.

# 3

# LESSON



EDUCATOR'S GUIDE  
GRADES 4-8

## WARM-UP

Introduce students to the “suffrage hike” as a tool for suffragists to make their voices heard, build interest in the suffrage movement, and reach out directly to the governor of New York State. Engage in a conversation about why women would “hike” to Albany. Ask why they would want to meet the governor. Request examples of hikes students have been on. To help establish the enormity of the “suffrage hike,” ask how far they hiked and if it was easy. Explore why students have gone on hikes and see if any students (or their friends and families) have participated in hikes, runs, marches, walks, etc. that were meant to raise money or awareness for a cause. If there are no examples or students do not feel comfortable sharing, explore a well-established walk to provide a base of understanding with students about the “suffrage hike.” Finally, ask students to think about what is important enough to them that they would hike, walk, run, or march to support it.

Focus on the term “cost.” Ask students to define cost in their own words and offer examples. Depending on their knowledge of the term cost, define it (an amount that has to be paid or spent to buy or obtain something). Have students think about the question: “How much did it cost suffragists to participate in the “suffrage hike” from New York City to Albany?” Ask students what they think some of the costs were for women walking to Albany. If students are unsure of their answers or are uncomfortable with sharing, they can write their answers down and you can select some to share with the class.

## GUIDED INSTRUCTION

Examine the “Votes for Women” Pilgrimage Petition. While examining the petition, initiate a Visual Thinking Strategy (VTS) discussion using the three standard VTS questions:

- What is going on in this document?
- What do you see that makes you think that?
- What more can we find?

This dialogue will help establish what the goal of the “suffrage hike” was. To extend the dialogue, use information from the exhibit caption below the image of the petition to develop context and determine who was involved in its creation and who presented it to the governor-elect.

## INDEPENDENT PRACTICE

**ACTIVITY 1:** Break students into small groups (3 to 4 students). Assign each group a newspaper article documenting the progress of the “suffrage hike.” Newspaper articles are included in the Graphic Organizer packet for this lesson. Using The Activity 1 Graphic Organizer, each group should work to answer the following questions:

1. Why were suffragists participating in the “hike”?
2. Did the reporter support the “hike”? What makes you think that?
3. What were the suffragists doing during the “hike”?
4. Does it seem like the “hike” was successful? How did the article convince you that the “hike” was successful or not successful? If you read this article, would you believe the reporter?

These questions cannot be answered with any one article alone, and different articles have different answers depending on who wrote the article and when they wrote it. This can help show students that different pieces of evidence can contradict each other. While the students stay in their groups, discuss the answers to the first four questions depending on the article they read. Have a representative from each group answer the questions based on their article and what about the article made them answer the way they did.

After discussing questions in small groups, ask the group as a whole the four questions. If different groups or students have different answers depending on their article, have them look at the dates to establish what the likely answer is.

**ACTIVITY 2:** Using a map of New York State and the The Activity 2 Graphic Organizer, have the groups identify where both New York City and Albany are located. Have the groups find the key on the left and then copy the key onto a piece of paper. Using the key as a measuring device, each group can measure the distance in miles from New York City to Albany.

Once each group calculates the distance in miles, tell them they are planning their own “suffrage hike” from New York City to Albany. To plan their “hike” they need to calculate the costs. Each group needs to determine the distance traveled:

1. Calculate the number of yards suffragists walked between New York and Albany.  
(There are 1760 yards in 1 mile)
2. Calculate the number of feet suffragists walked between New York and Albany. (There are 3 feet in 1 yard.)
3. The average 4th grader walks about 2 feet when they take one step. If you were hiking from New York to Albany, how many steps would you take?



### Votes for Women Pilgrimage Petition, 1912

This petition was carried to Governor Sulzer on the first “suffrage hike” from New York City to Albany. Rosalie Jones hand decorated the petition in ink and watercolor. It is signed by presidents of the New York State suffrage organizations: Harriet May Mills (president of the NYSWSA), Nora Blatch de Forest (first women admitted to the American Society of Civil Engineers and granddaughter of Elizabeth Cady Stanton), Helen C. Mansfield (president of the Equal Franchise Society of New York), Katrina Ely Tiffany (recording secretary for the Woman Suffrage Party of New York), James Lee Laidlaw (president of the Men’s League for Equal Suffrage), and Mary Garret Hay (president of the NYS Federation of Women’s Clubs and League of Women Voters in NYC.)

New York State Library, Manuscripts and Special Collections



Once students know how long the hike will take, they need to determine how much it will cost. The hikers marched for 12 days, requiring 11 nights on the road and 3 meals each day. Using The Activity 3 Graphic Organizer, students can calculate and record the following:

1. Cost for each person to eat 3 times a day for the whole hike
2. Cost for the whole group to eat 3 times a day for the whole hike
3. Cost for each person to stay in a hotel each night of the hike
4. Cost for the whole group to stay in hotels for the hike
5. Total cost for the whole group to participate in the “suffrage hike”
6. What are other costs you might face on the “suffrage Hike?”
7. What are some ways you could make the costs less?

After determining the overall financial costs, have the groups revisit the newspaper articles to learn about how the suffragists saved money and what were some of the unexpected costs they experienced (injured suffragists, disagreements, anti-suffragists comments, etc.)

## REVIEW

As a group, revisit the question, “How much did it cost suffragists to participate in the “suffrage hike” from New York City to Albany?” Ask students to discuss why suffragists participated in the “suffrage hike” despite the costs and, based on the primary evidence, if it was successful.

## ADVANCED PRACTICE

Use the model of the “suffrage hike” to help students find ways to raise awareness for their own causes. While in their original groups, have each group select a cause important to them. Have them plan for their own march/hike. Have them identify key elements for their march/hike that the original suffragists had to consider:

1. Where will it start and end? Why?
2. How long will it take you to reach your destination?
3. How will you create attention for your march/hike?
4. What will the costs be for your march/hike?
5. How will this raise awareness for your cause?



# EDUCATOR'S GUIDE APPENDIX



GRADES 4–8

This curriculum is aligned  
with the New York State  
P–12 Learning Standards



# LESSON 1 LEARNING STANDARDS



Visual Thinking Strategies (VTS) supports the New York State Learning Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects.

**New York State Learning Standards:** <http://www.engageny.org/resource/new-york-state-p-12-common-core-learning-standards-for-english-language-arts-and-literacy>

## College and Career Readiness Anchor Standards for Reading K–5:

### INTEGRATION OF KNOWLEDGE AND IDEAS

- Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
- Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

## College and Career Readiness Anchor Standards for Reading 6–8:

- Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

**CCSS.ELA-LITERACY.RI.4.1.** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

**CCSS.ELA-LITERACY.RI.4.2.** Determine the main idea of a text and explain how it is supported by key details; summarize the text.

**CCSS.ELA-LITERACY.RI.4.7.** Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on Web pages) and explain how the information contributes to an understand of the text in which it appears.

**CCSS.ELA-LITERACY.RI.4.9.** Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

**CCSS.ELA-LITERACY.RH.6-8.7.** Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

**Social Studies Framework:** <https://www.engageny.org/resource/new-york-state-k-12-social-studies-framework>

## 4.5 IN SEARCH OF FREEDOM AND A CALL FOR CHANGE:

**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.

## 8.2 A CHANGING SOCIETY:

**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.



## LESSON 2 LEARNING STANDARDS



Visual Thinking Strategies (VTS) supports the New York State Learning Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects.

**New York State Learning Standards:** <http://www.engageny.org/resource/new-york-state-p-12-common-core-learning-standards-for-english-language-arts-and-literacy>

### College and Career Readiness Anchor Standards for Reading K–5:

#### INTEGRATION OF KNOWLEDGE AND IDEAS

- Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
- Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

### College and Career Readiness Anchor Standards for Reading 7–11:

- Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

**CCSS.ELA-LITERACY.RI.4.1.** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

**CCSS.ELA-LITERACY.RI.4.2.** Determine the main idea of a text and explain how it is supported by key details; summarize the text.

**CCSS.ELA-LITERACY.RI.4.3.** Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

**CCSS.ELA-LITERACY.RI.4.6.** Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.

**CCSS.ELA-LITERACY.RI.4.7.** Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

**CCSS.ELA-LITERACY.RI.4.9.** Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

**CCSS.ELA-LITERACY.RH.6-8.7.** Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

**CCSS.ELA-LITERACY.RI.7.1.** Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

**CCSS.ELA-LITERACY.RI.7.6.** Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.

**CCSS.ELA-LITERACY.RI.7.9.** Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.

**CCSS.ELA-LITERACY.RH.6-8.2.** Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

**CCSS.ELA-LITERACY.RH.6-8.6.** Assess how point of view or purpose shapes the content and style of a text.

**CCSS.ELA-LITERACY.RH.6-8.7.** Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.



# LESSON 2 LEARNING STANDARDS



**Social Studies Framework:** <https://www.engageny.org/resource/new-york-state-k-12-social-studies-framework>

## **4.5 IN SEARCH OF FREEDOM AND A CALL FOR CHANGE:**

**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.

## **7.7 REFORM MOVEMENTS:**

**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.

## **8.2 A CHANGING SOCIETY:**

**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.



# LESSON 3 LEARNING STANDARDS



Visual Thinking Strategies (VTS) supports the New York State Learning Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects.

**New York State Learning Standards:** <http://www.engageny.org/resource/new-york-state-p-12-common-core-learning-standards-for-english-language-arts-and-literacy>

## College and Career Readiness Anchor Standards for Reading K–5:

### INTEGRATION OF KNOWLEDGE AND IDEAS

- Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
- Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

## College and Career Readiness Anchor Standards for Reading 6–8:

- Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

**CCSS.ELA-LITERACY.RI.4.1.** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

**CCSS.ELA-LITERACY.RI.4.2.** Determine the main idea of a text and explain how it is supported by key details; summarize the text.

**CCSS.ELA-LITERACY.RI.4.7.** Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

**CCSS.ELA-LITERACY.RI.4.9.** Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

**CCSS.ELA-LITERACY.RH.6-8.7.** Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

## New York State Next Generation Mathematics Learning Standards:

**CCSS.MATH-4.MD.** Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.

**Social Studies Framework:** <https://www.engageny.org/resource/new-york-state-k-12-social-studies-framework>

### 4.5 IN SEARCH OF FREEDOM AND A CALL FOR CHANGE:

**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.

### 8.2 A CHANGING SOCIETY:

**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.

# VOTES FOR WOMEN

## LESSON

### Graphic Organizer

#### 3

# MARCH!

## TAKE YOUR MESSAGE TO POLITICAL LEADERS NO MATTER THE COST

NAME \_\_\_\_\_



### ACTIVITY 1

#### DIRECTIONS:

Just like today, news sources were important to learn about activists and what they are hoping to achieve by their demonstrations. Read your newspaper article about the “suffrage hike.” As you read, underline important ideas about it. Think about if the reporter supports the suffragists or not. Consider if this article makes you feel positively or negatively about what the suffragists did and their goals. Once you are done reading, use the article to answer the questions:

**1. Why were suffragists participating in the “hike”?**

**2. Did the reporter support the “hike”? What makes you think that?**

**3. What were the suffragists doing during the “hike”?**

**4. Does it seem like the “hike” was successful? How did the article convince you that the “hike” was successful or not successful? If you read this article, would you believe the reporter?**

**ARTICLE 1:**

**ROCHESTER DEMOCRAT  
CHRONICLE**

**DECEMBER 16, 1912**

About twenty-five woman answered the call of the suffragette leaders to rally at the headquarters of the New York state Woman Suffrage Association (on December 15) and gave final answer as to whether they would undertake the 140-mile December pilgrimage.

Each woman received a knapsack and a birch rod staff and was advised to start with "light marching equipment"--sweaters instead of fur coats, short skirts and stout walking boots. The knapsacks will be used for carrying suffragette literature to be distributed on the way, for in every town en route a vigorous demonstration in favor of votes for women is planned."

Martial inspiration for the marchers will be furnished, it was announced, by one of their number who will carry a drum, while the pangs of hunger will be relieved by supplies of peanuts, sweet chocolate, and sandwiches, to be carried in an automobile, which will also carry baggage and medical supplies.

To signify, however, that the spirit of the expedition is not militant, Mrs. Olive Schultze, riding ahead in a second automobile, will act as "peace scout" and by releasing doves will herald the approach of the pilgrims as they near each town.

**ARTICLE 2:**

**HUDSON EVENING  
REGISTER**

**DECEMBER 26, 1912**

The Suffragettes, who marched into Hudson Tuesday evening, and who spent a most merry Christmas here, left The Worth at 9:20 this morning, resuming their on-to-Albany hike. . . .

Manager Stupplebeen opened his rink for the Suffragettes to hold a meeting, and a meeting was held there in the afternoon. General Jones put on the rollers and had a Christmas skate before addressing the meeting. There were a number of people present who seemed considerably interested in the cause.

When the meeting was over the Suffragettes repaired to The Worth, and there a Christmas tree was awaiting them. Proprietor H. C. Miller had given over his private office for the occasion and here the room was decorated in holly and other Christmas greens, while Christmas bells and ornaments were suspended from the ceiling and intertwined from corner to corner. The Christmas tree was just loaded down with gifts and presents. . . .

A pink tea was given, and the parlor adjoining the room in which stood the tree was thrown open as well as the large public parlor which connects it. Many Hudson well wishers of the cause were present in these rooms. Though away from home and loved ones, the army had a Christmas tree all to itself at the hotel and after singing several songs they distributed presents from a real Christmas tree, with Col. Craft acting as Santa Claus.

**ARTICLE 3:**

**SYRACUSE HERALD**

**DECEMBER 29, 1912**

**Little Band of Pilgrims Arrive Two Days Ahead of Their Schedule.**

**FIVE LEFT IN THE PARTY**

**General Jones to Present Message to Governor-elect Sulzer Next Week.**

Albany, Dec. 29—Tired and footsore, but still enthusiastic and glorying in the fact that they reached their destination two days ahead of the schedule, the little band of suffragette pilgrims who walked 174 miles from New York to present a message to Governor-elect Sulver advocating votes for women, arrived in Albany shortly after 4 o'clock this afternoon.

The 174 miles, which "Gen" Rosalie Jones said was the record shown by the official registers, although railroad maps show some twenty-five miles less, were covered in twelve days of walking, an average of fourteen and a half miles a day.

Of the six "pilgrims" who started from New York on the morning of December 16th, five, Miss Jones, "Surgeon General" Livinia (sic) Dock, "Colonel" Ida Craft, "Corporal" M. N. Stubbs and Private Sibyl Wilbur, completed the long hike. Mrs. Inez Craven, who was one of the sextette to make the start, dropped out en route.

**Contents Still Secret.**

The "message," the contents of which will not be known until Governor-elect Sulzer reads it, will be placed in his hands by "General" Jones at his convenience as soon after his arrival as possible Miss Jones said. The Governor-elect is expected here Monday.

All of the marchers reported none the worse for their long trip, with the exception of "Surgeon" Dock. She is suffering slightly from rheumatism and limped noticeably.

"I should like to have everybody form a New Year's resolution that they shall at least consider seriously the proposition of votes for women, if they are not at the present time absolutely in favor of it," said "General" Jones to-night. "We feel that we have touched the people along the line of march in a way that could have been effective by no other method. We feel that the people realize that this is no idle notion. The pilgrimage has always stood for the highest ideals of the cause it represents, and we are sure from the receptions we have been accorded that our march has not been in vain."

**ARTICLE 4:**

**NEW YORK PRESS**

**DECEMBER 30, 1912**

**GEN. JONES TRYING TO PREVENT FIGHTS**

**Marchers Divided by Strife, but Await Chance to Give Message to Sulzer.**

ALBANY, Dec. 29--General Rosalie Jones, leader of the "army" of marching suffragists that yesterday arrived in Albany, after hiking all the way from New York, is doing her best to-night to preserve peace in the ranks of her "army" until after their message is delivered to Governor-elect Sulzer to-morrow afternoon.

It has been a day in which the strained relations existing between some of the hikers have been so evident that a watchful eye has been kept to prevent the hair-pulling stage from being reached. It was with a sigh of relief that General Jones spoke of disbanding the "army" to-morrow. No other comment was needed as to her private opinion of the squabbling that has cast gloom over all since the arrival in this city than her reply when asked if she would go to the inaugural ball.

"After we disband to-morrow," she said, "I will not be General Jones, but Miss Jones. As Miss Jones, I shall attend the ball with my cousin, James Duane Livingston."

And, as if there were not trouble enough with the doubt of the attitude of the Governor toward the pilgrim "army" and the talk of dissension that has kept groups apart from groups all day, watchfully eyeing each other and discussing what each other may be saying, the final blow was given to-night when they were told what William Croswell Doane, Diocesan Bishop of Albany, had said about them.

## SUFFRAGE "ARMY" IS DENOUNCED BY BISHOP OF ALBANY

### Father of Anti-Suffrage Speaker Says They Are "Silly Women."

This is what the Bishop had to say this afternoon when seen in his home in Elk street:

"I have no faith in the cause of the suffragists. The women are not as ill-behaved as their sisters in England, but they are directed by the same impulses. Suffragism as we have come to know it in New York State differs from the suffragism of England as comparative differs from superlative. The suffragists who made the pilgrimage from New York to Albany are a band of silly, excited and exaggerated women. Their sole aim in making this pilgrimage, as they are wont to call it, was the attraction of attention. This demonstration will not help their cause."

General Jones was having troubles of her own when this was repeated to her in the suffrage tea given in her honor this afternoon by Mrs. Helen Hoy Greeley of New York and her sister, Elizabeth Raebquin Hoy, in the home of their father, No. 584 Western avenue. There were things of more vital interest at the moment demanding all her diplomacy. She prevented more than one serious verbal clash when challenge was ostensibly given her by one of her officers who insisted on differing with every word she said by quietly asking her not to be serious at a social affair. She stopped long enough, however, to say:

"I'm a good Episcopalian, but I think the Bishop has been misguided. His own daughter, Margaret Doane Gardner, the famous anti-suffragist, goes all over the country making speeches. If we are making a display of ourselves she is doing the same by continual speaking against the cause we represent."

General Jones received a telegram from her mother this afternoon, rejoicing in the fact that the journey is safely over. The leader had but one regret. "She did not even wish our cause success," she mourned.

**VOTES FOR WOMEN**  
**LESSON**  
 Graphic Organizer  
**3**

**MARCH!**  
 TAKE YOUR MESSAGE TO POLITICAL  
 LEADERS NO MATTER THE COST

NAME \_\_\_\_\_



**ACTIVITY 2**

**DIRECTIONS:**

When planning a protest, there are many costs. These costs can be monetary (the dollars it costs) but can also have costs in the time spent planning and participating, the physical difficulties, or even the emotional costs. If you were participating in the “hike” what would the costs be? As a group, measure the distance the suffragists hiked in December of 1912 using the provided map. Answer the questions below to estimate the distance the suffragists traveled, the number of steps you might take if participating, and different types of costs you would have experienced. Could you imagine walking this much for something you believe in?



**1. Using the map’s key, measure the distance in miles from New York City to Albany, New York:**  
 \_\_\_\_\_ Miles

**2. Calculate the number of yards suffragists walked between New York City and Albany. (There are 1760 yards in one mile.)**  
 \_\_\_\_\_ Yards

**Write the equation:**

**3. Calculate the number of feet suffragists walked between New York and Albany. (There are 3 feet in 1 yard.)**  
 \_\_\_\_\_ Feet

**Write the equation:**

**4. The average 4th grader walks about 2 feet when they take one step. If you were hiking from New York to Albany, how many steps would you take: \_\_\_\_\_ Steps.**

**Write the equation:**

**Write the answer in a sentence:**

# VOTES FOR WOMEN

## LESSON

### Graphic Organizer

#### 3

# MARCH!

## TAKE YOUR MESSAGE TO POLITICAL LEADERS NO MATTER THE COST

NAME \_\_\_\_\_



### ACTIVITY 3

#### DIRECTIONS:

There were many costs for suffragists who participated in the “suffrage hike.” Think about the things you need when traveling; what would you have to buy along the way? How much would those items cost? In 1912, prices were a lot different than they are today, and the women and men hiking would have to have things donated, or find ways to pay for the things they needed. Calculate some of the costs suffragists may have dealt with on their hike from New York City to Albany.

Your group wants to participate in the Suffrage Hike. You need to know how much it will cost for each day. The hike started on December 16 and ended in Albany on December 28. To have a meal at a restaurant cost 30 cents. To stay in a hotel cost \$1.50. How much would it cost each person in your group to eat 3 meals each day for the whole hike? How much would it cost for the whole group for the hike? How much would it cost to stay in a hotel? What other costs can you think of?

**1. Cost for each person to eat 3 times a day for the whole hike:**

**2. Cost for the whole group to eat 3 times a day for the whole hike:**

**3. Cost for each person to stay in a hotel each night of the hike:**

**4. Cost for the whole group to stay in hotels for the hike:**

**5. Total cost for the whole group to participate in the “suffrage hike”:**

**6. What are other costs you might face on the “suffrage hike”?**

**7. What are some ways you could make the costs less?**