# 1900 – 1924

## Votes For Women

### activities

Created by Michael Young, former History Department Chair, Omaha Burke High School

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1. **PHOTO ANALYSIS**  
   Suffrage  
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nebraska studies.org

Unbeat. PM & USDA Alumni
On our site, http://nebraskastudies.org, go to the 1900-1924 timeline, and click on Votes for Women. Review the photographs on this page of the suffrage float in the parade held in Blair, Nebraska in July, 1914. Then, have students answer the following questions:

• Are parades held in the community today? If so, why?

• Do you think organizations or individuals who have floats supporting or attacking certain ideas or organizations is effective? Why or why not?

• What do these photos have in common? You may wish to use the National Archives Photograph Analysis Worksheet in the Resources section at the end of this document.

Nebraska Department of Education Content Area Standards

Social Studies
SS 4.4.2; SS 8.4.1; SS 8.4.3; SS 8.4.4

Language Arts
LA 4.1.6; LA 4.1.6.f
2 Should Women Vote?

- activity
  Discussion & Essay

Form two groups of students. After reading the section, Votes for Women, in the 1900-1924 timeline on our site, http://nebraskastudies.org, one group is to compile a list of reasons why women should not be given the right to vote and one group compiles a list of why women should be given the right to vote.

Then have a representative from each group write an outline of the conclusions reached by his/her respective groups.

Students can then participate in a brief oral discussion of the pros and cons.

After the oral discussion, each student should write an essay indicating which position s/he supports and which argument s/he thinks best supports the position taken.

- Nebraska Department of Education Content Area Standards
  Social Studies
  SS 8.4.1 A; SS 8.4.2; SS 8.4.3

  Language Arts
  LA 8.2.2 Writing Modes
3
Political Cartoons

activity
Cartoon Analysis

Have students use the National Archives Cartoon Analysis Worksheet or Interpreting Political Cartoons in the Resources section at the end of this document to analyze the political cartoon titled “Who and what were back of the opposition in Nebraska [to women’s suffrage]” on the webpage, Legal Challenges: http://nebraskastudies.org/1900-1924/votes-for-women/legal-challenges/

Have students also analyze the political cartoon on the same web page from the Omaha Bee newspaper of January 27, 1919, illustrating Judge Flansburg’s issuance of an injunction.

Nebraska Department of Education Content Area Standards

Social Studies
SS HS.1.1; SS HS.3.5; SS HS.4.1; SS HS.4.2; SS HS.4.3; SS HS.4.4; SS HS.4.5
Ten Reasons

activity

Written Document Analysis

Have students use the National Archives Written Document Analysis Worksheet in the Resources section at the end of this document to analyze the document titled “Ten Reasons Why The Great Majority of Women Do Not Want the Ballot” on the webpage, Opposition to Women’s Suffrage: http://nebraskastudies.org/1900-1924/votes-for-women/opposition-to-womens-suffrage/

Then, have students answer the following questions:

1. Which two statements do you think are the most logical? Explain.
2. Which two statements do you think are the least logical? Explain.

Nebraska Department of Education Content Area Standards

Social Studies
SS HS.1.1; SS HS.3.5; SS HS.4.1; SS HS.4.2; SS HS.4.3; SS HS.4.4; SS HS.4.5
Religious Opposition

**activity**

**Written Document Analysis**

Have students use the National Archives Written Document Analysis Worksheet in the Resources section at the end of this document to evaluate the document titled “Lest Catholic Men Be Misled.” on the webpage, Religious Opposition: http://nebraskastudies.org/1900-1924/votes-for-women/religious-male-opposition/

Then, have students answer the following questions:

1. Do you agree or disagree with the statement that politics is outside the sphere of the Catholic Church? Why?

2. Do you agree or disagree with Mary Nash Crofoot’s argument concerning the Socialists?

**Nebraska Department of Education Content Area Standards**

Social Studies

SS HS.1.1; SS HS.3.5; SS HS.4.1; SS HS.4.2; SS HS.4.3; SS HS.4.4; SS HS.4.5
Lesson Objectives

1. Students will compare and contrast the movement for suffrage in Nebraska with that in the United States.

2. Students will develop skills to analyze primary documents and images.

Introduction

Introduce the lesson by providing students with the Quotations handout located in the Resources section at the end of this document or project the following quotes on an overhead transparency:

- A minister from Ponca, Nebraska, quoted scripture and said that God simply forgot to list one more commandment: women shall not vote.

- John Williams of St. Barnabas Episcopal Church stressed the Victorian ideal that a woman's place was in the home as preordained by God. “God meant for women to reign over home, and most good women reject politics because woman suffrage will destroy society.”

- Adolf Hult, an early 20th century Lutheran pastor claimed, “Suffragism [is] Gripped by Feminism.” He said that the suffrage movement had been taken over by “lust and immorality.” He feared that the fall of women would lead to the fall of the world. “Must men put on the iron glove?” he asked.

Engage students in a discussion of why religious officials would be opposed to granting women the right to vote.
The Resources

Magazines


Internet Resources


Equal Rights Amendment. “Equality of rights under the law shall not” http://www.equalrightsamendment.org/


L1: Internet Resources continues >
Internet Resources

Graphic Organizers http://www.graphic.org/venbas.html

Nebraska Dept. of Education Academic Standards. https://www.education.ne.gov/contentareastandards/


Nebraska State Historical Society: Nebraska History magazine http://nebraskahistory.org/publish/publicat/history/index.htm

Rubrics General Rubric http://nebraskahistory.org/publish/publicat/history/index.htm


The Process

1. Direct students to access the Nebraska Studies Website at http://nebraskastudies.org/ and click on the 1900-1924-time period. Then instruct students to click on the icon “Limited Voting Rights Approved for Women in Nebraska” and read all the information under the topic, “Votes for Women”.

2. Conduct a brief oral discussion with the students about the information they have read. Possible questions to pose to students might include:
   • Did Nebraska give women the right to vote prior to the 19th Amendment?
   • What groups opposed giving women the right to vote?
   • What are the similarities and differences between the national women’s suffrage movement and the Nebraska women’s suffrage movement?

3. Have students access the National Archives Cartoon Analysis Worksheet or Interpreting Political Cartoons and the National Archives Written Document Analysis Worksheet in the Resources section at the end of this document. Review with them how documents and political cartoons can be analyzed.

The Process continues >
4. Divide the class into groups of 4-5 students, and assign each group one of the following activities:

   a. Access the following websites and be prepared to engage in an oral or written discussion of the similarities and differences between the following sources:

      • The joint suffrage resolution of Congress in 1919 located on the page, “Final Ratification” in the Votes for Women section in Nebraska Studies http://nebraskastudies.org/1900-1924/votes-for-women/

      • Equal Rights Amendments of 1923 and 1972 located at: http://www.now.org/issues/economic/eratext.html

   b. Use the National Archives Written Document Analysis Worksheet in the Resources section of this document as a basis for an analysis of the following documents located in the Nebraska Studies website:

      • Votes for Women: “The Seneca Falls Declaration of Settlement”
        http://nebraskastudies.org/1900-1924/votes-for-women/

      • Opposition to Women’s Suffrage: “Ten Reasons Why The Great Majority of Women Do Not Want the Ballot”
        http://nebraskastudies.org/1900-1924/votes-for-women/opposition-to-womens-suffrage/

   Instruct students to also compare and contrast the reasons cited by the authors of the documents as to why women should or should not have the right to vote.

5. Instruct each group of students to do an oral presentation to their classmates after they have concluded their research.

6. Conduct an oral discussion with students and address the following questions:

   • Why did each of the following groups oppose women’s suffrage?
     • Catholic Church
     • Anti-Prohibitionists
     • Women themselves
     • Male Opposition
     • Immigrants (especially Germans)

   • Why did Nebraska only grant limited suffrage to women prior to the passage of the 19th Amendment?

   • How does the proposed ERA amendment differ from the 19th Amendment and why has it not been adopted? Source: “Equal Rights Amendments of 1923 and 1972” http://www.now.org/issues/economic/eratext.html
LESSON PLAN
Women Suffered to Achieve Suffrage

This lesson plan was funded in part by the Cooper Foundation, Abel Foundation, and the Nebraska Humanities Council.

Learning Advice

1. Have students identify and/or define the following terms after they have had the opportunity to read the information contained on the Nebraska Studies website concerning women and voting rights:

- Nebraska’s Limited Suffrage Act of 1917
- Barkley vs. Pool, Nebraska Supreme Court decision of 1919
- 19th Amendment
- 1923 ERA Amendment
- 1972 ERA Amendment
- ERA initiative
- NMAOWS
- Progressive Movement
- referendum
- Seneca Falls Declaration
- Judge L.A. Flansburg
- S.B. Anthony
- Clara Bewick Colby
- Lucy Correll
- Mary Nash Crofoot
- E.C. Stanton

2. Have students become familiar with the worksheets in the Research section at the end of this document on how to analyze written documents and political cartoons. Select a political cartoon related to women’s suffrage and demonstrate to students how they might analyze a political cartoon. A possible source for cartoons is the Marcopolo EDSITEment “Voting Rights for Women: Pro-and Anti-Suffrage” (No. 4 Cartoons: A Check for Understanding) located at http://edsitement.neh.gov/view_lesson_plan.asp?id=438

3. Discuss how the U.S. Constitution is amended.

4. Ask students why the 14th Amendment did not give women the right to vote.

5. Have students prepare a chronological outline that includes the key legislative actions taken in Nebraska and the U.S. to further women’s suffrage such as:

- the Seneca Falls Declaration
- limited suffrage for women in Nebraska
- Barkley vs. Pool court case
- 1923 and 1972 ERA amendments
- 19th and 14th Amendments, etc.
Conclusion:

Students will have learned why the Catholic Church (and other religious groups), immigrants (especially Germans), anti-Prohibition forces, women themselves, and men opposed women’s suffrage. They will realize that the Nebraska suffrage movement shared much in common with the national movement for women’s suffrage. They will further discover that while the 19th Amendment was the crowning achievement in the women’s suffrage movement, many women are still striving for true equality and have, thus far, fought unsuccessfully for an ERA amendment to the U.S. Constitution. Finally, students will have developed skills to analyze primary documents and political cartoons.

Assessment Activity: Multiple-Choice

Print out enough copies for each student of the Votes for Women Multiple Choice worksheet in the Resources section of this document.

Answers to the Multiple Choice assessment activity:

Possible Extension Activities:

1. Direct students to access the “Famous American Trials” website located at https://famous-trials.com/Anthony and review the contents for the trial of Susan B. Anthony. Then assign individual students or groups of students to read various segments of the trial and report back to their classmates. Students could then engage in a debate of whether Susan B. Anthony was or was not eligible to vote in 1872 in the state of New York.

2. Have students do research on the following Nebraskans who were leaders of the suffrage movement in Nebraska and compare/contrast their attempts to help women gain the right to vote with leaders on the national scene in the early 20th century.
   - Grace Richardson
   - Erna Barley
   - Lucy Correll
   - Erasmus Correll
   - Clara Bewick Colby
   - Margaret Shaw
   - Stewart Dietrich

3. Instruct students to access “Women’s Suffrage: Why the West First?” from the Marcopolo EdSITEment website located at https://edsitement.neh.gov/lesson-plans/womens-suffrage-why-west-first and review the lesson. Provide students with the handouts titled: “How the West Was First: Why Did Suffrage Succeed?” and “Is It Something Particular for Each State?” (have students add Nebraska to the chart):

Have students complete the handouts, report on their research, and indicate why Nebraska was not listed on the original chart titled “Is It Something Particular for Each State?”
1900 – 1924
Votes For Women

resources

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Votes for Women Multiple Choice Worksheet 18

Nebraska Department of Education Academic Standards https://www.education.ne.gov/contentareastandards/
National Archives http://www.archives.gov/index.html
# National Archives: Cartoon Analysis Worksheet

**1900-1924 Votes for Women**

## Visuals

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<th>Level One</th>
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<td><strong>1.</strong> List the objects or people you see in the cartoon.</td>
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<td><strong>2.</strong> Identify the cartoon caption and/or title.</td>
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<td><strong>3.</strong> Locate three words or phrases used by the cartoonist to identify objects or people within the cartoon.</td>
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<td><strong>4.</strong> Record any important dates or numbers that appear in the cartoon.</td>
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## Words (not all cartoons include words)

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<td><strong>2.</strong> Which of the objects on your list are symbols?</td>
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<td><strong>3.</strong> What do you think each symbol means?</td>
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<td><strong>4.</strong> Which words or phrases in the cartoon appear to be the most significant? Why do you think so?</td>
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<td><strong>5.</strong> List adjectives that describe the emotions portrayed in the cartoon?</td>
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<th>Level Three</th>
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<td><strong>A.</strong> Describe the action taking place in the cartoon.</td>
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<td><strong>B.</strong> Explain how the words in the cartoon clarify the symbols.</td>
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<td><strong>C.</strong> Explain the message of the cartoon.</td>
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<td><strong>D.</strong> What special interest groups would agree/disagree with the cartoon’s message? Why?</td>
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Interpreting Political Cartoons

By Michael Young, former History Department Chair, Omaha Burke High School

Directions for Handout

Use the following questions as a guide when you analyze political cartoons. Answer each question that is pertinent to the political cartoons you are analyzing.

1. List the historical time period indicated: ............................................................................................................

2. State the issue or historical event that the cartoon addresses:

......................................................................................................................................................................................

3. Caption: ..................................................................................................................................................................
......................................................................................................................................................................................

4. Geographic location: ...........................................................................................................................................

5. Label(s) indicated: ................................................................................................................................................
......................................................................................................................................................................................

6. Use of symbolism, irony, caricatures, etc.: ......................................................................................................
....................................................................................................................................................................................
....................................................................................................................................................................................
....................................................................................................................................................................................

7. Inferences you can make with reference to the author’s opinion(s):
....................................................................................................................................................................................
....................................................................................................................................................................................

8. Identify two or more historical, political, social, geographic and/or economic concepts that relate to the political cartoon and defend your choices:
....................................................................................................................................................................................
....................................................................................................................................................................................
Guideline for Using Political Cartoons to Teach Social Studies Concept

The use of pictorial representations can be an effective way to teach social studies concepts. Pictorial representations include cartoons, pictures, and diagrams. Cartoons are the most symbolic of these pictorial representatives because they usually contain satire, exaggeration, and frequently humor. The editorial cartoonist can replicate life with a few strokes of the pen, with stark directness. The reader needs to have familiarity with basic social studies (economics, geography, history, political science, etc.) concepts in order to interpret the cartoons and understand the symbolic representations. The goal of using cartoon interpretation activities is to provide students with practice in dealing with editorial cartoons in an analytical and critical way. Most social studies standards stress the importance of students developing the skills necessary to analyze documents and images.

The following four-step model is provided as a guide for introducing editorial cartoons to illustrate social studies concepts.

1. Provide background information for the social studies concept to be portrayed. For example, students will need a basic understanding of imperialism before a cartoon on this topic can be analyzed.

2. Provide background information on editorial cartoons. Discuss the purpose of editorial cartons. Make the students aware that such cartoons represent a specific viewpoint. Consequently, students should become familiar with the concept of bias. Students should, when possible, research the background of the political cartoonist.

3. Discuss the nature of editorial cartoons. Stress that such cartoons rely on oversimplification in order to clearly emphasize a particular point. Distortions of individuals and objects are frequently used to add dramatic or provocative qualities. Symbolism is used to represent reality as the cartoonist views it. Students should become familiar with symbols that are typically used in the various areas of social studies i.e. Uncle Sam and the eagle for the U.S., an empty bowl for scarcity, the donkey for the Democrat Party and the elephant for the Republican Party, etc.

4. Sequential guide for teaching how to analyze political cartoons:
   a. Who is the author of the cartoon? Discuss the author’s background.
   b. What is the topic/issue of the cartoon?
   c. What social studies concept is being presented?
   d. What symbols are used?
   e. What exaggerations or distortions exist?
   f. What message is the cartoonist presenting? The teacher may want to introduce a variety of cartoons that deal with different issues as well as social studies disciplines. Students can then compare and contrast the various cartoon examples.
   g. Encourage students to discuss their reactions with their classmates. Review the social studies concepts stressed in each political cartoon.
National Archives: Photograph Analysis Worksheet

STEP 1. OBSERVATION
A. Study the photograph for 2 minutes. Form an overall impression of the photograph and then examine individual items. Next, divide the photo into quadrants and study each section to see what new details become visible.

B. Use the chart below to list people, objects, and activities in the photograph.

<table>
<thead>
<tr>
<th>PEOPLE</th>
<th>OBJECTS</th>
<th>ACTIVITIES</th>
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STEP 2. INFERENCE
Based on what you have observed above, list three things you might infer from this photograph.

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...........................................................................................................................................................................................................
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STEP 3. QUESTIONS
A. What questions does this photograph raise in your mind?
...........................................................................................................................................................................................................
...........................................................................................................................................................................................................
...........................................................................................................................................................................................................

B. Where could you find answers to them?
...........................................................................................................................................................................................................
### 1. TYPE OF DOCUMENT (Check one)
- Letter
- Patent
- Memorandum
- Map
- Telegram
- Press release
- Report
- Advertisement
- Congressional record
- Census report
- Other

### 2. UNIQUE PHYSICAL QUALITIES OF THE DOCUMENT (Check one or more):
- Interesting letterhead
- Handwritten
- Typed
- Seals
- Notations
- RECEIVED stamp
- Other

### 3. DATE(S) OF DOCUMENT:

### 4. AUTHOR (OR CREATOR) OF THE DOCUMENT:

#### POSITION (TITLE):

### 5. FOR WHAT AUDIENCE WAS THE DOCUMENT WRITTEN?

### 6. DOCUMENT INFORMATION (There are many possible ways to answer A-E.)

**A.** List three things the author said that you think are important:

1. 

2. 

3. 

**B.** Why do you think this document was written?

**C.** What evidence in the document helps you know why it was written? Quote from the document.

**D.** List two things the document tells you about life in the United States at the time it was written:

1. 

2. 

**E.** Write a question to the author that is left unanswered by the document
1900-1924 Votes for Women

Resources

Votes for Women
Multiple Choice Worksheet

Name____________________________________________________   Period No._______________

Directions: Circle the best answer.

1. Which of the following women was opposed to granting women the right to vote?
   A. Lucy Correll
   B. Clara Bewick Colby
   C. Mary Nash Crofoot
   D. S.B. Anthony

2. In what year was the 19th Amendment ratified?
   A. 1912
   B. 1916
   C. 1918
   D. 1920

3. Which of the following documents was written by E.C. Stanton, etc. and was supportive of the women’s suffrage movement?
   A. The Seneca Falls Declaration of Sentiments
   B. The 66th Congress of the U.S. Joint Resolution of 1919
   C. Les Catholic Men Be Misled
   D. Ten Reasons Why The Great Majority of Women Do Not Want the Ballot

4. Which of the following events occurred first?
   A. The Nebraska Legislature ratified the 19th Amendment.
   B. The Limited Suffrage Act is passed in Nebraska.
   C. The first ERA Amendment was proposed.
   D. Judge Leonard A. Flansburg issued an injunction to prevent placing an anti-suffragereferendum on the next general election ballot.

5. The author of the political cartoon titled “Backbone! Who and What were Back of Opposition to Suffrage in Nebraska?” indicates which of the following groups was opposed to women’s suffrage?
   A. The Catholic Church
   B. Women Anti-Suffragists
   C. Immigrants
   D. Anti-Prohibition forces

6. The author of the political cartoon with Judge Flansburg indicates the judge ruled in favor of:
   A. Limited suffrage for all men
   B. Limited suffrage for women
   C. Limited suffrage for Native Americans
   D. Limited suffrage for immigrants

7. Which of the following statements is most accurate when comparing the women’s suffrage movement in Nebraska to the women’s suffrage movement on the national level?
   A. Nebraska was one of the first states west of the Mississippi to grant women the right to vote.
   B. The Nebraska Legislature unanimously ratified the 19th Amendment.
   C. The women’s rights movement in Nebraska was recognized as being one of the most progressive in the nation.
   D. The women’s suffrage movement in Nebraska enjoyed major success using the Progressive Movement tools of the initiative and referendum.
Analyze a Photograph

Meet the photo.

Quickly scan the photo. What do you notice first?

Type of photo (check all that apply):
- Portrait
- Landscape
- Aerial/Satellite
- Action
- Architectural
- Event
- Family
- Panoramic
- Posed
- Candid
- Documentary
- Selfie
- Other

Is there a caption? Yes ☐ No ☐

Observe its parts.

List the people, objects and activities you see.

<table>
<thead>
<tr>
<th>PEOPLE</th>
<th>OBJECTS</th>
<th>ACTIVITIES</th>
</tr>
</thead>
</table>

Write one sentence summarizing this photo.

Try to make sense of it.

Answer as best you can. The caption, if available, may help.

Who took this photo?

Where is it from?

When is it from?

What was happening at the time in history this photo was taken?

Why was it taken? List evidence from the photo or your knowledge about the photographer that led you to your conclusion.

Use it as historical evidence.

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

What other documents, photos, or historical evidence are you going to use to help you understand this event or topic?
Meet the photo. What do you see?

Is the photo?
- [ ] BLACK AND WHITE
- [ ] COLOR

Is there a caption?
- [ ] YES
- [ ] NO

If so, what does the caption tell you?

Observe its parts. Circle what you see in the photo.

- PEOPLE
- OBJECTS
- BOTH

What are the people doing in the photo?

What are the objects used for in the photo?

Write two words that describe the photo.

Try to make sense of it. Who do you think took this photo?

Where do you think this photo was taken?

List something that helps you prove where it was taken.

Why do you think the photo was taken?

How does this photo compare to modern times?

Use it as historical evidence. Where do you think we could find out more information about the people or objects in the photo?
Nebraska Department of Education
Content Area Standards

Social Studies Standards

SS 4.4.2 Analyze and explain multiple perspectives of events in Nebraska, including historically marginalized and underrepresented groups.

SS 8.4.1 Analyze patterns of continuity and change over time in the United States history.

SS 8.4.3 Examine historical events from the perspectives of marginalized and underrepresented groups.

SS 8.4.4 Evaluate and interpret sources for perspective and historical context.

HS

SS HS.1.1 Analyze the foundation, structures, and functions of the United States government as well as local, state, and international governments.

SS HS.3.5 Evaluate issues and/or events using geographic knowledge and geospatial skills to make informed decisions.

SS HS.4.1 Analyze and evaluate patterns of continuity and change over time in history.

SS HS.4.2 Analyze the complexity of the interaction of multiple perspectives to investigate causes and effects of significant events in the development of history.

SS HS.4.3 Examine historical events from the perspectives of marginalized and underrepresented groups.

SS HS.4.4 Evaluate sources for perspective, limitations, accuracy, and historical context.

SS HS.4.5 Apply the inquiry process to construct and answer historical questions.
1900-1924 Votes for Women

Nebraska Department of Education
Content Area Standards

Language Arts Standards

4
LA 4.1.6 Comprehension: Students will construct meaning by using prior knowledge and text information while reading grade-level literary and informational text.
LA 4.1.6.f Use text features to locate information and explain how the information contributes to an understanding of print and digital text.

8
LA 8.2.2 Writing Modes Students will write in multiple modes for a variety of purposes and audiences across disciplines.

HS
LA HS.1.1. By the end of the twelfth grade, students will identify the main idea and supporting details in what they have read.
LA HS.1.2. By the end of the twelfth grade, students will locate, evaluate, and use primary and secondary resources for research.
LA HS.1.3. By the end of the twelfth grade, students will identify and use characteristics to classify different types of text.
LA HS.1.6. By the end of the twelfth grade, students will identify and apply knowledge of the text structure and organizational elements to analyze non-fiction or informational text.
LA HS.2.1. By the end of the twelfth grade, students will write using standard English (conventions) for sentence structure, usage, punctuation, capitalization, and spelling.
LA HS.2.2. By the end of the twelfth grade, students will write compositions with focus, related ideas, and supporting details.
LA HS.2.4. By the end of the twelfth grade, students will use multiple forms to write for different audiences and purposes.
LA HS.2.5. By the end of twelfth grade, students will demonstrate the ability to use self-generated questions, note taking, summarizing, and outlining while learning.
LA HS.3.2. By the end of the twelfth grade, students will make oral presentations that demonstrate consideration of audience, purpose, and information.