

NATIONAL ARCHIVES

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1920 2020 19TH AMENDMENT CENTENNIAL NATIONAL ARCHIVES

AP United States History Document-Based Question Exercise

19th Amendment

August 2020

I note the Senate anticipation taking action at an early date upon the proposed Susan B. Anthony suffrage amendment.

The proposed submission of this Amendment seems so foreign to the democracy taught us by Morgan and Pettis, who gave their life as a service, that the South might live, that I can not believe any Southern Senator could vote it support. If the South please the course of suffrage in the Federal Government, all the efforts of the method of the past will have been in vain; I am not afraid of our government; but I do not want to be placed in a position where we will always have to treat the party in power to be merciful to our South had to take a dose of that medicine once and it was very, very bitter.

Rightly demands no fairer solution of the question of women suffrage than such state be permitted to make the issue for itself and if we take away this right from the states they lose their identity and become mere parcels of a central government.

President Wilson has stated, "when the soldiers come back from Europe they will be here; we will have to treat them differently; they will expect something." Among "these soldiers" will be thousands of negro, trained in military efficiency and the use of high power rifles, with the possibility of the ballot in their hands, I wish in all seriousness—that will become a great opportunity in the grand old South. There is a great responsibility resting upon our representatives and so can only plead and trust they will not betray us. I can see no possible good in the Amendment, but there is ample opportunity for much harm. Will you help defeat it when it comes up.



President "Susan B. Anthony" Amendment to Constitution by the Legislature of the several States.

Hay & Jackson, President, F. L. DAVIS, GEORGE WOODS, J. C. SMITH, J. Anna Morgan, Mabel R. Phelps, Mrs. C. B. Smith, Mrs. Wm. F. Taylor, Mrs. L. C. Phillips, Mrs. J. B. Jones, J. B. Cook, Anna Jones, Victoria A. Jones, James S. Hart, M. P. Sells



1870-1878 E. & W. H. Wednesday 31st M.

Dear Mr. Dancer:-

I regretted I can't make clear to you the special reason I wished the President to favor the amendment I left with you, in the hope that he will make recommendation to Congress similar to the one which you made. My husband lay from Monday night after the accident was made, which killed his husband and baby and wounded his self and three remaining children until the following Saturday morning without any medical attention, what ever. They are now in the colored hospital in Charleston S. C. and when they recover sufficient to be discharged have not a dollar with which to buy food, whether it rains



Note: The following document is adopted from the AP U.S. History College Board Examples

United States History
Section II
Total Time – 1 hour, 30 minutes

Question 1 (Document-Based Question)

Suggested reading period: 15 minutes

Suggested writing period: 40 minutes

These questions are based on the accompanying documents. The documents may have been edited for the purpose of this exercise.

In your response you should do the following:

- **Thesis:** Present a thesis that makes a historically defensible claim and responds to all parts of the question. The thesis must consist of one or more sentences located in one place, either in the introduction or in the conclusion.
 - **Argument Development:** Develop and support a cohesive argument that recognizes and accounts for historical complexity by explicitly illustrating relationships among historical evidence such as contradiction, corroboration, and/or qualification.
 - **Use of Documents:** Utilize the content of at least six documents to support the stated thesis or a relevant argument.
 - **Sourcing the Documents:** Explain the significance of the author's point of view, author's purpose, historical context, and/or audience for at least four documents.
 - **Contextualization:** Situate the argument by explaining the broader historical events, developments, or processes immediately relevant to the question.
 - **Outside Evidence:** Provide an example or additional piece of specific evidence beyond those found in the documents to support or qualify the argument.
 - **Synthesis:** Extend the argument by explaining the connections between the argument and one of the following
 - A development in a different historical period, situation, era, or geographical area.
 - A course theme and/or approach to history that is not the focus of the essay (such as political, economic, social, cultural, or intellectual history).
1. How did the Women's Suffrage movement align with other elements of the Progressive movement and world events of the early 20th Century?
 2. Did ratification of the 19th Amendment go far enough to guarantee all American women the right to vote? Why or why not?

Background Information

The summary below is for background information. Analysis of it is not required and will not count toward the required documents.

The 19th Amendment was the first step in guaranteeing all American women the right to vote. Achieving this milestone required a lengthy and difficult struggle; victory took decades of agitation and protest. Beginning in the mid-19th century, several generations of woman suffrage supporters lectured, wrote, marched, lobbied, and practiced civil disobedience to achieve what many Americans considered a radical change of the Constitution. Few early supporters lived to see final victory in 1920.

Beginning in the 1800s, women organized, petitioned, and picketed to win the right to vote, but it took them decades to accomplish their purpose. Between 1878, when the amendment was first introduced in Congress, and August 18, 1920, when it was ratified, champions of voting rights for women worked tirelessly, but strategies for achieving their goal varied. Some pursued a strategy of passing suffrage acts in each state—nine western states adopted woman suffrage legislation by 1912. Others challenged male-only voting laws in the courts. Militant suffragists used tactics such as parades, silent vigils, and hunger strikes. Often supporters met fierce resistance. Opponents heckled, jailed, and sometimes physically abused them.

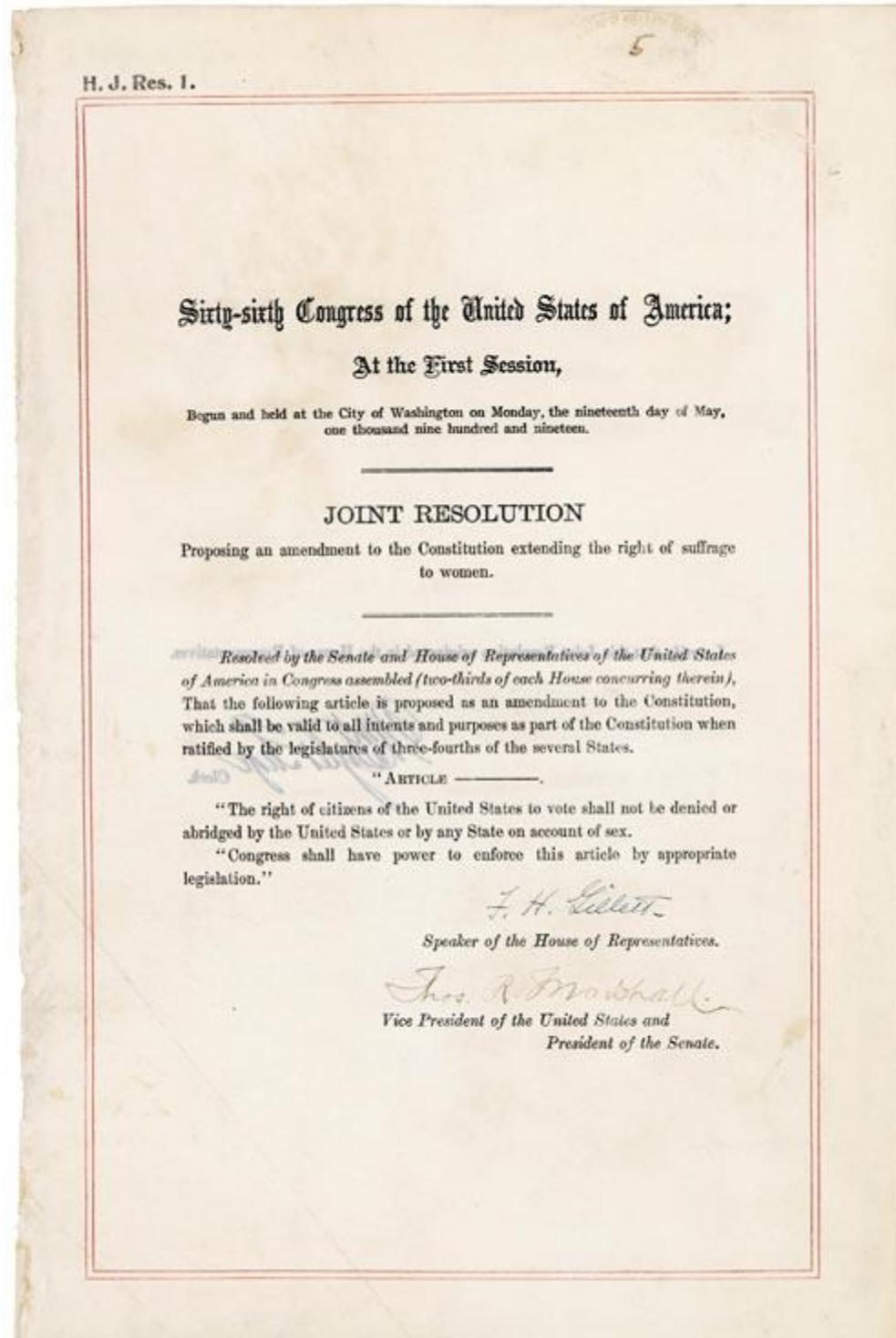
By 1916, almost all of the major suffrage organizations were united behind the goal of a constitutional amendment. When New York adopted woman suffrage in 1917 and President Wilson changed his position to support an amendment in 1918, the political balance began to shift.

On May 21, 1919, the House of Representatives passed the amendment, and 2 weeks later, the Senate followed. When Tennessee became the 36th state to ratify the amendment on August 18, 1920, the amendment passed its final hurdle of obtaining the agreement of three-fourths of the states. Secretary of State Bainbridge Colby certified the ratification on August 26, 1920, changing the face of the American electorate forever.

Despite the success of the suffrage movement, obstacles remained for black women. In much of the country, hurdles like poll taxes and literacy tests kept many black women voters disenfranchised until the passage of the 1965 Voting Rights Act, which outlawed discriminatory voting practices carried out by individual states.

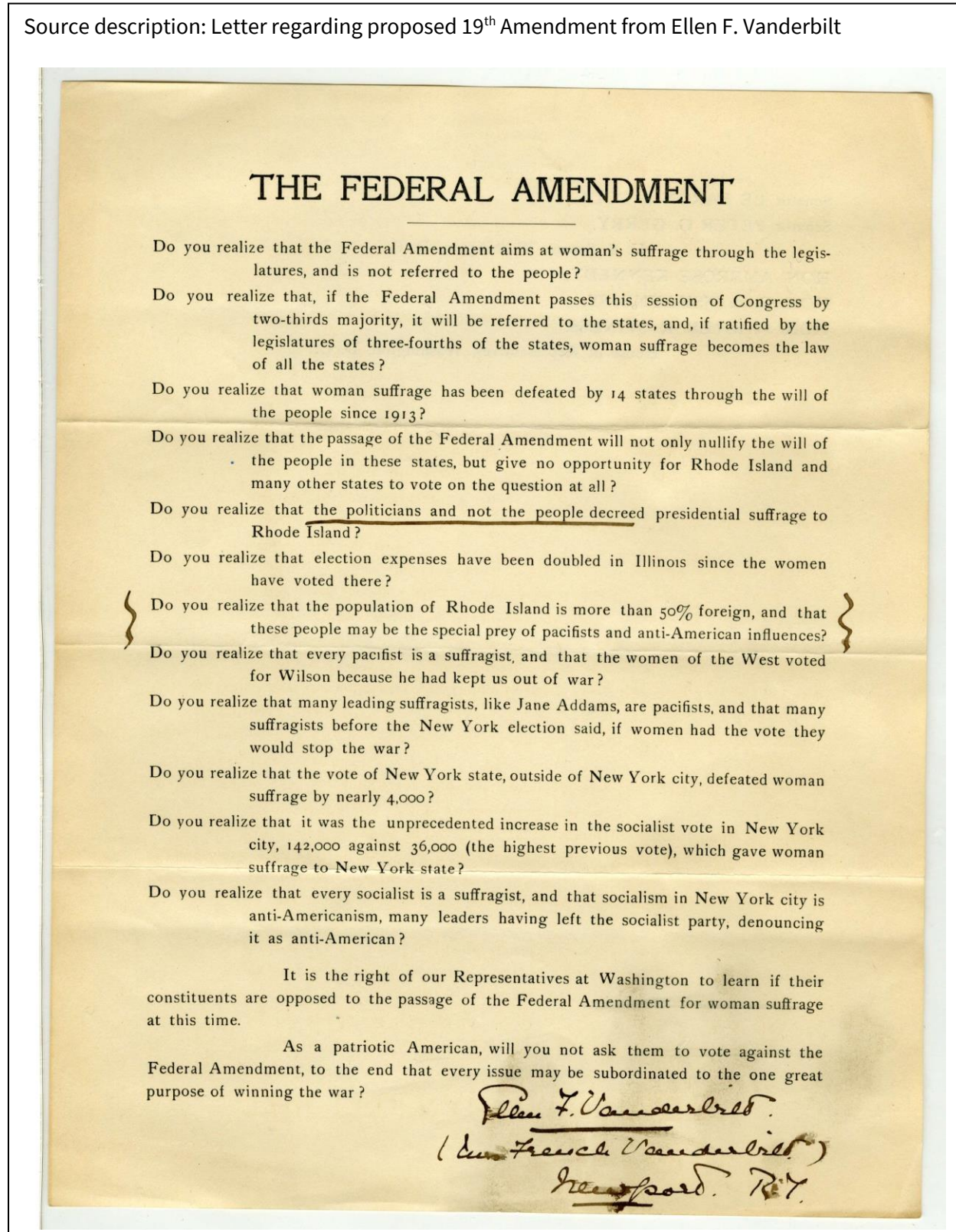
Document 1

Source description: Joint Resolution proposing an amendment to the Constitution extending the right of suffrage to women passed by the U.S. Senate, 19 May 1919.



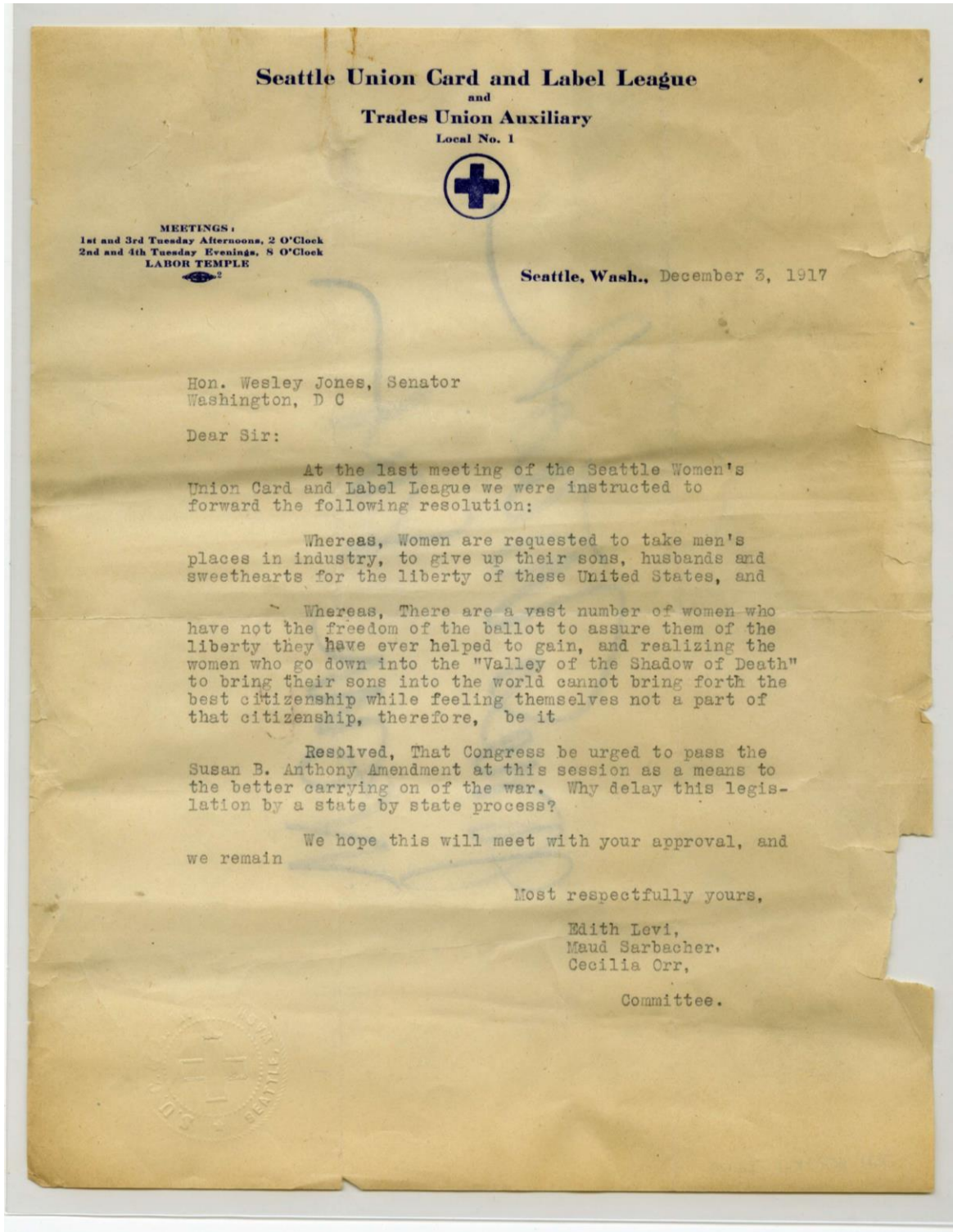
Document 2

Source description: Letter regarding proposed 19th Amendment from Ellen F. Vanderbilt



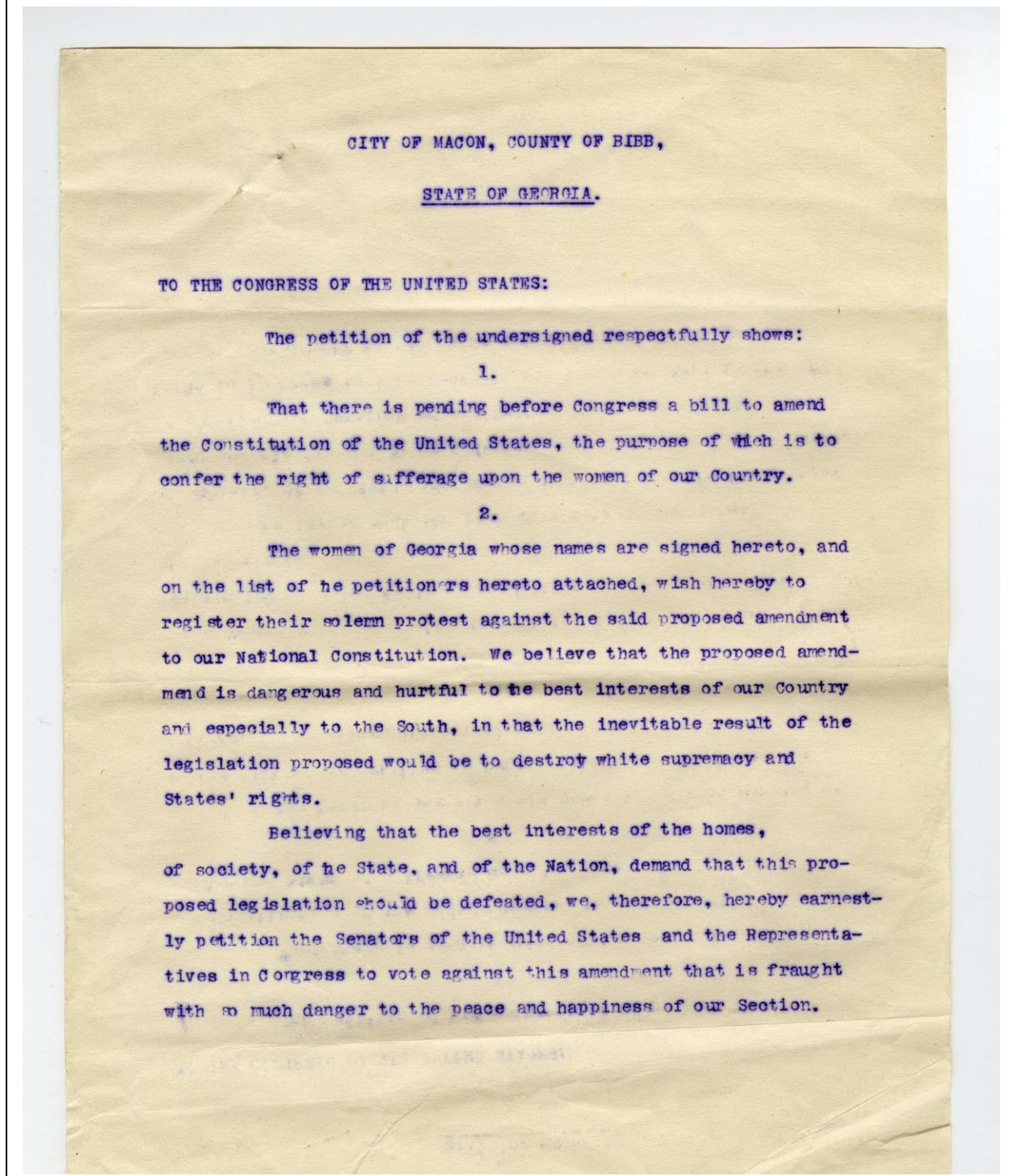
Document 3

Source description: Resolution of Seattle Women's Union Card and Label League, 3 December, 1917



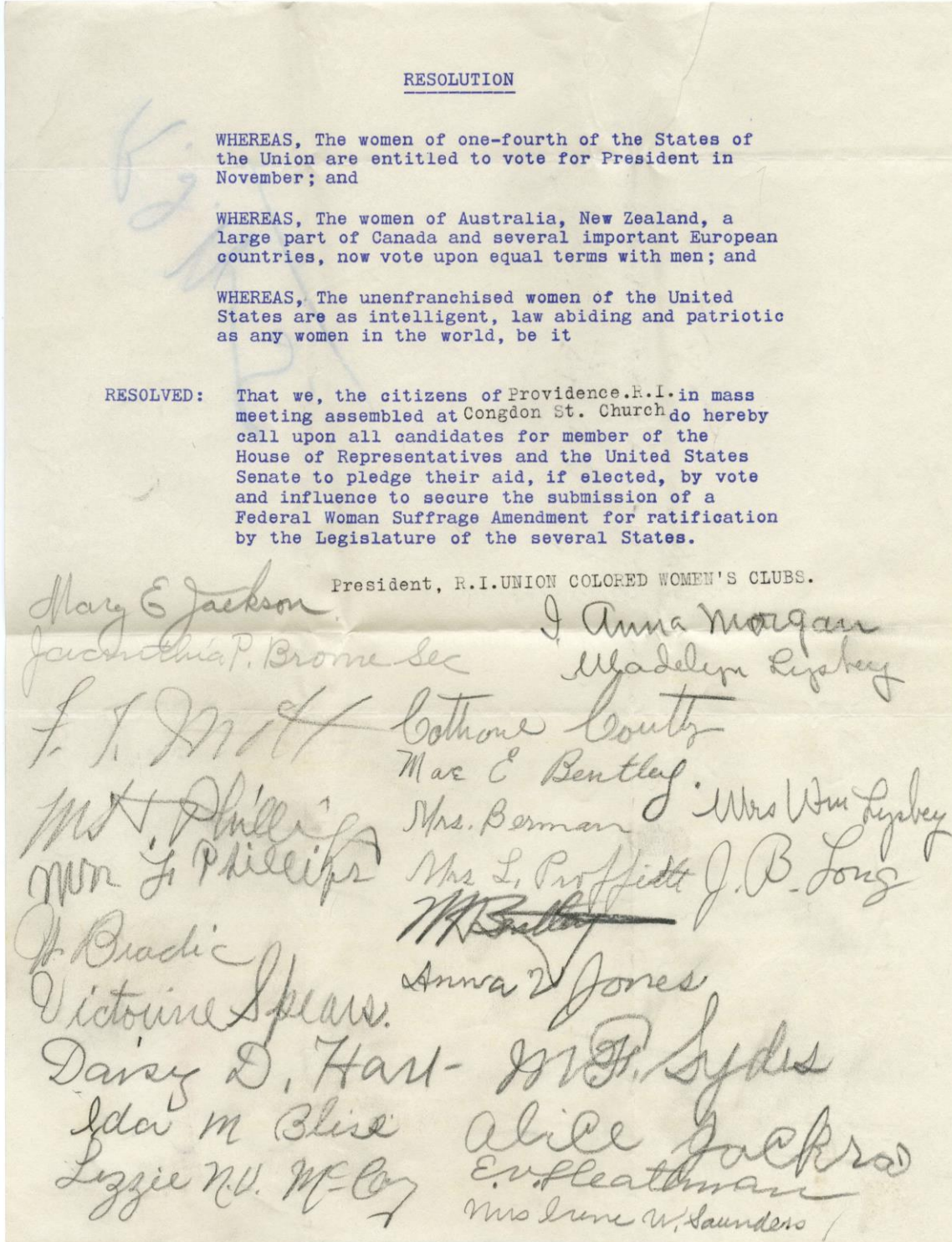
Document 4

Source description: Petition from women of Macon, Georgia protesting the Women's Suffrage Amendment



Document 5

Source description: Resolution of R.I. Union Colored Women’s Clubs Supporting the Federal Woman Suffrage Amendment



Document 6

Source description: Telegram from Augustus C. Johnson in Favor of the Abolition of the Poll Tax, 16 May 1962

CLASS OF SERVICE
This is a fast message unless its deferred character is indicated by the proper symbol.

WESTERN UNION TELEGRAM
W. P. MARSHALL, PRESIDENT

SYMBOLS
DL = Day Letter
NL = Night Letter
LT = International Letter Telegram

SF-1201 (4-60)

The filing time shown in the date line on domestic telegrams is LOCAL TIME at point of origin. Time of receipt is LOCAL TIME at point of destination.

LLB042 WA050
(LL) NL PD WASHINGTON DC 15
HON EMANUEL CELLER

1962 MAY 16 AM 3 50

CHAIRMAN JUDICIARY COMMITTEE HOUSE OF REPRESENTATIVES WASHDC
THE PEOPLE OF NORTHERN VIRGINIA WANT THE POLL TAX ABOLISHED AS A QUALIFICATION FOR VOTING. WE WOULD PREFER THAT THIS BE DONE BY OUR OWN STATE GOVERNMENT BUT IF THE LEADERS OF THE ORGANIZATION THAT DOMINATES THE COMMONWEALTH REFUSE TO REDRESS OUR GRIEVANCES THEY CANNOT COMPLAIN IF WE APPEAL TO THE PEOPLE OF THE NATION TO DO IT BY CONSTITUTIONAL AMENDMENT
THE ARGUMENT HAS BEEN ADVANCED THAT THE POLL TAX IS AN IMPORTANT SOURCE OF INCOME TO THE COMMONWEALTH. IF THIS IS TRUE, WHY THEN IS IT NOT MADE COMPULSORY AS ARE OUR OTHER TAXES? THEN TWICE AS MUCH WOULD BE COLLECTED FROM THIS SOURCE AS IS COLLECTED NOW I BELIEVE THIS TO BE A SPECIOUS ARGUMENT
NO MAN WHO HAS STUDIED THE HISTORY OF THE ADOPTION OF

CLASS OF SERVICE
This is a fast message unless its deferred character is indicated by the proper symbol.

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WA050 SHEET 2

1962 MAY 16 AM 3 50

THIS TAX BY VIRGINIA CAN HONESTLY DENY THAT ITS BASIC PURPOSE WAS TO CURTAIL THE VOTE OF OUR NEGRO CITIZENS I URGE THAT THE JUDICIARY COMMITTEE REPORT OUT THE ANTI-POLL TAX RESOLUTION
AUGUSTUS C JOHNSON CANDIDATE FOR DEMOCRATIC NOMINATION 10TH DISTRICT VIRGINIA.

*6909 Shoalland Dr.
Springfield, Va.*

*5136
W*

Document 7

Source description: Excerpt from Crusade for Citizenship brochure, c. 1961

NEGRO VOTER IN THE SOUTH

THE FACTS

There are 4,980,000 Negroes of voting age in the South.

Only 25% of adult Negroes vote compared with 60% white adults.

54% of potential Negro voters are in the South. Texas has the largest number registered — 266,818.

Mississippi has the lowest number — 20,000.

Literacy tests have replaced the White Primaries as a means of curbing the Negro vote. Alabama, Georgia, Louisiana, North Carolina, South Carolina and Virginia now have literacy laws.

To vote, a Negro depends largely on the registrar's sense of justice or prejudice.

Louisiana once ranked first in number of Negroes (18%) of total registration. "Challenging" Negro registrants by legal devices has changed this.

In one Parish (county) during 1956, the voter rolls were "purged" reducing the number of Negro voters from 5,782 to 595.

Political representation from the South influences national legislature far out of proportion to the number of voters.

With less than 7,000,000 voters, the South elected 92 Congressmen in 1952.

It took more than 18,000,000 voters to elect 113 Representatives from the North.