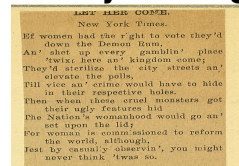


## Teaching with Primary Sources Assessment

**Grade Level:** High School (9-10)

**Standard(s) or Objectives:** CCSS.ELA-LITERACY.RL.9-10.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text  
CCSS.ELA-LITERACY.RL.9-10.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

### Library of Congress or Morris Special Collections Resources:



“Let Her Come,” *The New York Times*, Between 1897 – 1911

<https://www.loc.gov/resource/rbcmil.scrp5011302/>

### Topic Background:

The campaign for women’s suffrage began...in the 1820s and 30s...all sorts of reform groups were proliferating across the United States...and in many of these, women played a prominent role.

Excerpted from: <http://www.history.com/topics/womens-history/the-fight-for-womens-suffrage>

The determination of these women to expand their sphere of activities further outside the home helped legitimate the suffrage movement...The first state to grant women complete voting rights was Wyoming in 1869. Three other western states—Colorado (1893), Utah (1896), and Idaho (1896)—followed shortly after...prior to 1910, only these four states allowed women to vote...some reformers were impatient with the pace of change [and] adopted the more militant tactics of its English counterparts, picketing and conducting mass rallies and marches to raise public awareness and support...

Excerpted from: <http://history.house.gov/Exhibitions-and-Publications/WIC/Historical-Essays/No-Lady/Womens-Rights/>

On June 4, 1919, the United States Senate approved the 19th amendment to the Constitution, which states, “The right of citizens of the United States to vote shall not be denied or abridged by the United States or by any State on account of sex.”

Excerpted from: [http://www.loc.gov/teachers/classroommaterials/primarysourcesets/womens-suffrage/pdf/teacher\\_guide.pdf](http://www.loc.gov/teachers/classroommaterials/primarysourcesets/womens-suffrage/pdf/teacher_guide.pdf)

### Source(s) Used:

The source used in this assessment is a poem entitled, “Let Her Come,” which was published in *The New York Times* sometime between 1897 and 1911. The poem suggests that giving women the right to vote will increase the society’s morality and eradicate the “demon rum” and other vices. The poet’s tone makes the poem somewhat ambiguous, as he or she seems to admire the suffragists and mock them simultaneously.

### Answer Key:

Question 1 – C

Question 2 – A

**“Let Her Come.” *The New York Times*, 1897 – 1911**

Ef women had the right to vote they'd  
down the Demon Rum,  
An' shet up every gamblin' place  
'twixt here an' kingdom come;  
They'd sterilize the city streets an'  
elevate the polls,  
Till vice an' crime would have to hide  
in their respective holes.  
Then when these cruel monsters got  
their ugly features hid  
The Nation's womanhood -would go an'  
set upon the lid;  
For woman is commissioned to reform  
the world, although,  
Jest by casual'y' observin', you might  
never think 'twas so.

Ef women had the right to vote we fellers  
couldn't chaw,  
An' smokin' vile tobaccy would be  
plum'b agin the law;  
We'd never smell the fragrant weed in  
street er train er room.  
We'd have to use patchouli er some  
feminine perfume.

But civic right an' righteousness in  
mighty streams, would run  
We'd never see another spot, not even  
on the sun;  
The great millennium -would dawn,  
them suffrage leaders say,  
An' sorrow, sin, an' sickness would  
ferever flee away.

Now by her ever-changing form,  
diviner than of yore,  
An' by her superstructure, which she  
cal's her pompydore,  
By all her charmin' arts an' wiles, an'  
'by the great Horn Spoon,  
She ought to have the ballot, an' she  
ought to have it soon.  
Her husband an' her father, an' the  
other powers of sin  
Are holdn' back the golden age  
that's why it don't begin;  
Let loose them tides of goodness that  
are wait-in' to 'be hurled  
By the power of Votin' Women on a  
poor defenseless world.

**Questions:**

1. According to the poem, what will be the major impact of granting women's suffrage? (CCSS.RL.9-10.2)
  - a. Women will shut down gambling
  - b. Men will start wearing perfume
  - c. Women will enact a variety of social reforms
  - d. Women will keep out sorrow, sin, and sickness
  
2. Which of the following statements best describes the persona created by the poet's tone and use of "vernacular" speech? (CCSS.RL.9-10.4)
  - a. The speaker of the poem is a satirical, uneducated man.
  - b. The speaker of the poem is a refined man of status.
  - c. The speaker of the poem is a respectable family man.
  - d. The speaker of the poem is an illiterate woman.