



# WOMEN'S SUFFRAGE EDUCATION GUIDE WORKSHEETS PACKAGE

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# WRITING AN EFFECTIVE LETTER TO THE EDITOR

Use this worksheet to support the "Writing a letter to the Editor" activity, located on page 7 of *Historica Canada's Women's Suffrage Education Guide*

Writing a letter to the editor of your local or regional newspaper is an effective and easy way to reach a large audience with your message. The more letters editors receive on a given topic, the more likely they are to dedicate more time in their newspaper to that issue — both on the editorial page and in news articles, which can influence public opinion and perhaps even government policy. If an editor receives many letters on a similar subject, it will help convey the issue's importance to the community.

## HERE ARE SOME TIPS TO HELP YOU WRITE AN EFFECTIVE LETTER:

- 1 Respond to an event.** The best letters are those that are timely and respond to a recent event. If you are writing a letter from a historical perspective, make sure to write it as if you were contemporary to that time.
- 2 Determine your reason for writing the letter.** Decide what you hope to accomplish by writing the letter, and tailor it to best achieve that goal.
- 3 Be timely.** Respond to an event within two or three days.
- 4 Pick the appropriate paper to write to.** If you are writing about a local issue (the municipal right to vote, for instance), choose a local paper. For a larger issue, choose a national paper. Make sure you are writing to a paper that existed at the time!
- 5 State your position clearly at the beginning of the letter,** and make sure to connect your argument to the issue you are writing about. Focus on one major point, as the letter is relatively short. A focused letter is more convincing than a scattered one.
- 6 Provide evidence to back up your argument.** Once you've stated your position on an issue, you need to back it up with some facts. Make sure to back up your claims and advocate for your position.
- 7 Make a call to action.** Try to focus on the positive. Wrap your letter up by explaining what you think should happen. Indicate how readers will be affected by the issue you address, and ask readers to take action.
- 8 Have a simple closing.** Have one sentence that summarizes your point of view on the issue so your readers have a clear reminder of your main message.
- 9 Name names!** Refer to the legislator or MP you are trying to influence by name.
- 10 Keep your letter short, focused and interesting.** If possible, include interesting facts, relevant personal experience and any local connections to the issue.
- 11 Write the letter in your own words.** Editors want letters in their papers to be original and personal. Make sure you write the letter in your own voice.

## THINGS TO AVOID:

Don't overstate or exaggerate your points. One overstatement makes the rest of your letter seem untrustworthy.

Don't insult your opponents.

Avoid acronyms (spell out any name the first time you use it, followed by the acronym in parentheses).

Never use all capital letters or bold text to emphasize a word. The words must speak for themselves. Use quotation marks to indicate the title of a book, article, etc.

## SOME EDITING TIPS:

Edit your letter to cut down on wordiness.

Be respectful and professional in tone.

Proofread! Have a classmate review your work to catch any errors you might miss.

# HOW TO FIND A RELIABLE ONLINE SOURCE

Use this worksheet to support the "Writing a letter to the Editor" activity, located on page 7 of *Historica Canada's Women's Suffrage Education Guide*

There is a lot of information online but not all of it is accurate or reliable. Making sure that you have good source material is the first step towards developing a great essay or project. But how can you tell the difference between a good source and a bad one? The following tips will help you decide and make choosing sources a little easier

## #1 WHAT IS A RELIABLE SOURCE?

A reliable source is one that gives an objective and unbiased description of the topic. If a writer is offering many opinions, but not much evidence to support them, it is probably not a reliable source. The best sources are usually from scholars who specialize in that topic, journalists working at professional news organizations like the CBC, or professionally edited and fact-checked sites like *The Canadian Encyclopedia*. Before you trust a source find out who they are.

## #2 WATCH OUT FOR WIKIPEDIA!

Wikipedia will often be the first link that comes up when you do an Internet search on a topic. Wikipedia is useful, but it is not necessarily an accurate or reliable source. Anybody can edit Wikipedia, which means that bad information is mixed in with the good. But Wikipedia can be a great way to get a general overview of your topic and learn some details that help you do more careful searches. Also, take a look at the footnotes or further resources at the bottom of the page. Some of those might be excellent sources that would be useful for your project.

## #3 NARROW YOUR SEARCH TERMS

The Internet is a big place and you often get out of it what you put in. If you want to find specific information about, for example, the First World War or the history of First Nations in Canada, you may not get many useful sources if you only put those broad topics into a search engine. Instead, add qualifying words to those topics to narrow your results. For example, if your paper is about the history of First Nations health, use search terms like "First Nations Canada History Health." It will be much easier to find a source relevant for your essay.



# HOW TO FIND A RELIABLE ONLINE SOURCE

## #4 WEBSITES WHERE YOU CAN FIND RELIABLE SOURCES

Libraries, museums, and government websites such as the Canadian Museum of History, the Royal Ontario Museum, the Saskatchewan Archives Board, the Royal BC Museum, Aboriginal Affairs and Northern Development and Parks Canada are great places to find reliable sources. Other websites such as [HistoricaCanada.ca](http://HistoricaCanada.ca), [CanadasHistory.ca](http://CanadasHistory.ca), [VirtualMuseum.ca](http://VirtualMuseum.ca), [Canadiana.ca](http://Canadiana.ca) and [ActiveHistory.ca](http://ActiveHistory.ca) will also have reliable sources. Scholarly sources are the most reliable ones you can use since they are written by professional historians and often published in a journal that was carefully reviewed by other historians. If your school doesn't have a subscription to these journals they can be hard to access, but there is still a way to do so online. The website Google Scholar gives you only scholarly sources that fit your search terms. And, don't forget that *The Canadian Encyclopedia* contains over 19,000 professionally edited and fact-checked articles on historical subjects.

## #5 FINDING PRIMARY SOURCES

Teachers love it when you use primary sources. A primary source is anything written during the time period that your essay covers. They can be letters, memoirs, books, or newspaper articles. But finding primary sources can be difficult unless you know where to look. Fortunately, there are some great resources that every student of history should know about. You can find a treasure trove of Canadian sources at the Library and Archives Canada website. For primary sources from around the world, the website [archive.org](http://archive.org) has a huge collection on every possible topic. You can also search in Google Books. After you enter your search terms, at the top of the page you will see a menu item that says "Any time." Click on that and then you can choose the time period you are researching. You can even choose specific years!

# SPOTLIGHT ON SUFFRAGISTS



Use this worksheet to support the "Social Media: Spotlight on Suffragists" activity, located on page 9 of *Historica Canada's Women's Suffrage Education Guide*

Name: \_\_\_\_\_

Date: \_\_\_\_\_



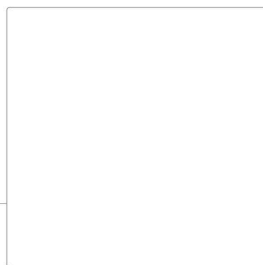
Search Facebook



Home

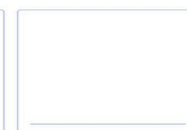


## Facebook Profile Page



Choose a suffragist who made an important contribution to the women's suffrage movement in Canada, and make her a Facebook profile page! Find out more about her to fill out the details of this blank page. Choose 4 "Friends" for her (e.g., another notable suffragist who she might have known). Invent 4 pages that she might "Like" (e.g., a hobby, a group, a cause). Write 4 wall posts from her perspective that show and tell her importance to the suffrage movement.

My Likes:



About Me:

Hometown:

Date of Birth:

Occupation:

My Friends:



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# DECODING POLITICAL CARTOONS CHART

## 5Ws OVERVIEW

Use this worksheet to support the "Political Cartoon Analysis" activity, located on page 10 of *Historica Canada's Women's Suffrage Education Guide*

<p><b>WHAT?</b></p> <p>What key words, titles or labels appear in the cartoon?</p> <p>What event or theme is the cartoon about?</p> <p>What is the main idea of the cartoon?</p> <p>Does this cartoon raise any further questions for you?</p>	
<p><b>WHO?</b></p> <p>Who are the main people depicted in the cartoon (if any)?</p>	
<p><b>WHEN?</b></p> <p>When do you think the cartoon was created?</p>	
<p><b>WHERE?</b></p> <p>Where do the events depicted in the cartoon take place?</p> <p>Where was it published?</p>	
<p><b>WHY?</b></p> <p>Why do you think this cartoon was made?</p>	

# DECODING POLITICAL CARTOONS CHART

## IN-DEPTH ANALYSIS

Use this worksheet to support the "Political Cartoon Analysis" activity, located on page 10 of *Historica Canada's Women's Suffrage Education Guide*

<b>CARICATURES AND STEREOTYPES</b>  A caricature exaggerates certain characteristics of an individual, usually for comic purposes, while a stereotype oversimplifies an individual or group, often in an insulting way. Has the cartoonist exaggerated any physical features of the people in the cartoon? Does the cartoon use stereotypes? If so, what do these visual messages communicate?	
<b>SYMBOLS</b>  Symbols in political cartoons are any visual details that hold meaning. This can include characters, labels or other details in the image. Write a list of the details and symbols in the cartoon, and explain their significance. This can include any words or dates.	
<b>METAPHOR</b>  In political cartoons, metaphors are often used to symbolize or represent something else. Identify any metaphors used in this cartoon. Do you think they are effective? Why or why not?	
<b>ARGUMENT</b>  Political cartoons are not objective, but rather present a particular argument through visual cues and labels. Consider the symbols, labels, characters and context, and write an explanation of what you think the cartoonist meant to convey.	
<b>PERSPECTIVE</b>  Political cartoons always represent a particular historical perspective. Read about the context of the political cartoons, and based on the other elements you have just considered, write a short statement about the perspective of this cartoon. Is it pro- or anti-suffrage, or is it unclear?	

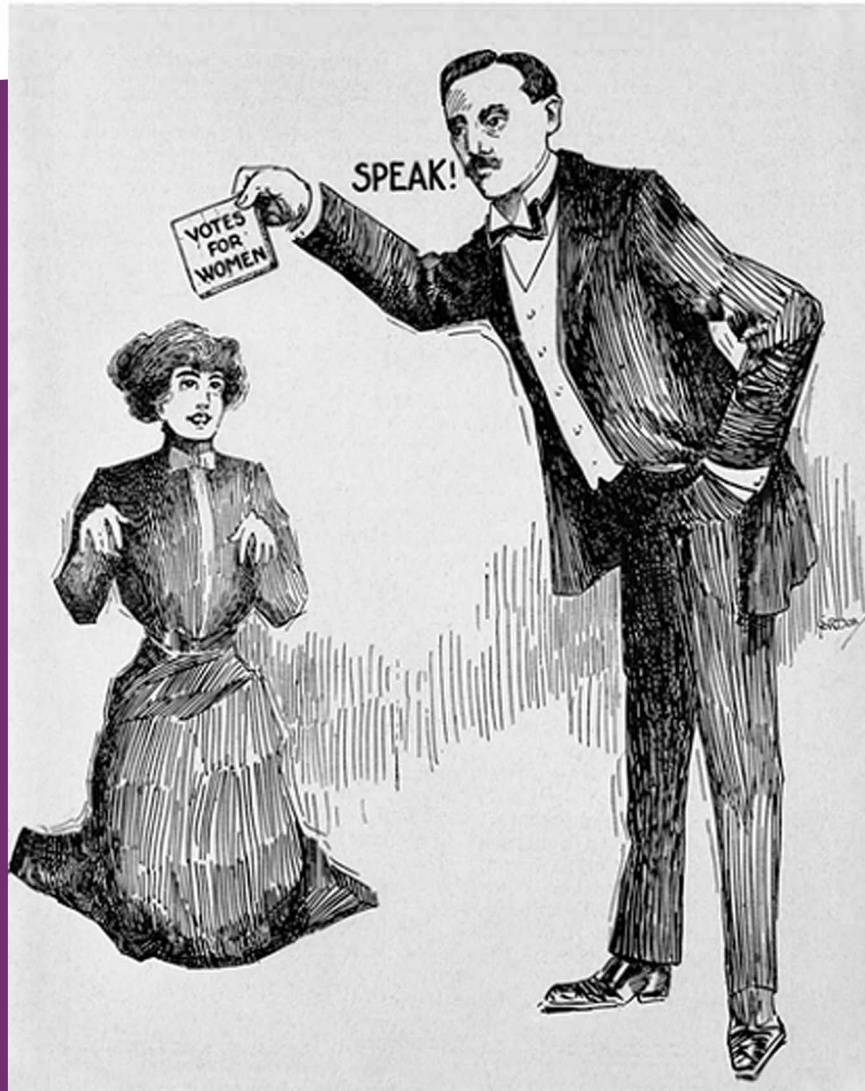
**TEACHER TIP:** Model this activity as a class to ensure your students understand the criteria for analysis.



# DECODING POLITICAL CARTOONS

## POLITICAL CARTOON #1

Students should select one of the following six political cartoons to support the "Political Cartoon Analysis" activity, located on page 10 of *Historica Canada's Women's Suffrage Education Guide*



### CAPTION:

"At the last session of the Saskatchewan Legislature Premier Scott expressed himself as in favor of extending the franchise to women, but did not care to enact the necessary legislation until the women of Saskatchewan asked for it. It is now up to the women to 'SPEAK' in clear and unmistakable terms."

### SOURCE:

*The Grain Growers' Guide*,  
26 February 1913

### CONTEXT:

Violet McNaughton, president of the Women Grain Growers, realized that Saskatchewan suffragists would need to collaborate and form an alliance to make their voice heard. In February 1915, the Provincial Equal Franchise Board was founded, uniting such disparate groups as the Women Grain Growers, the Woman's Christian Temperance Union and the Political Equality League behind a common cause.

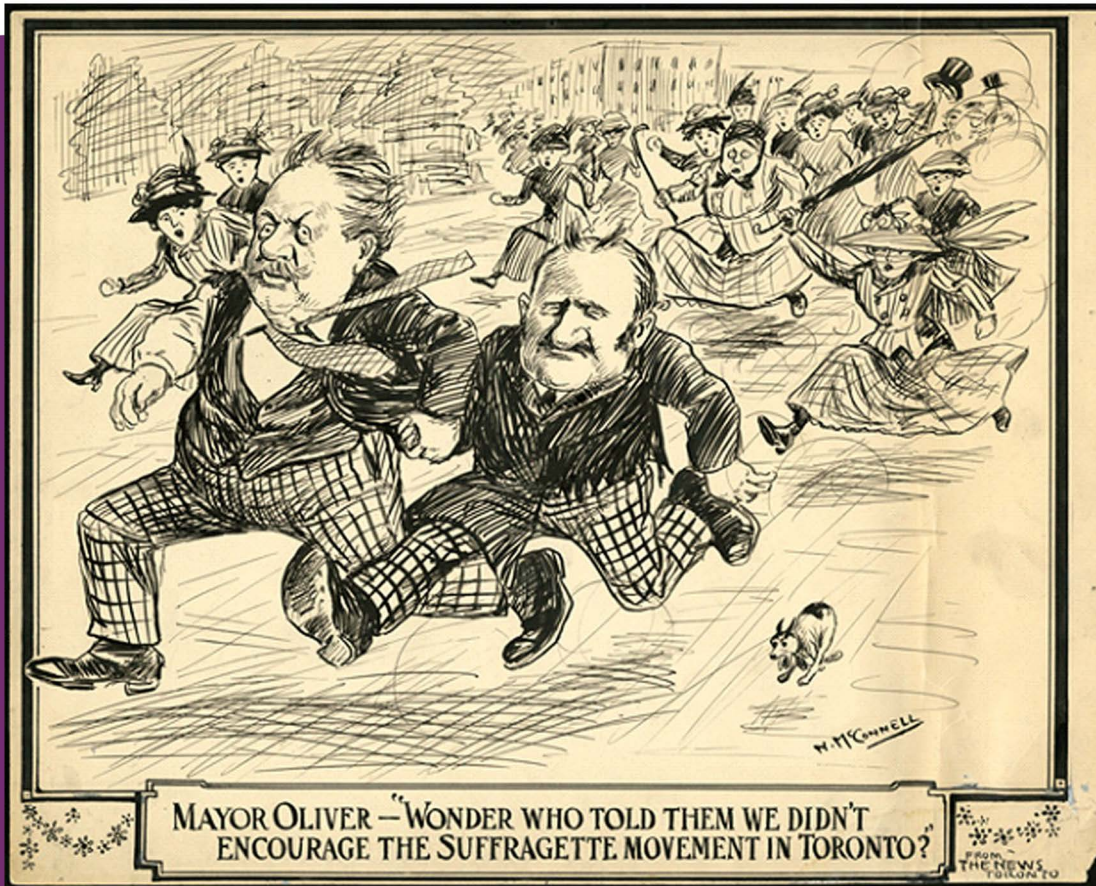
**CREDIT:** Glenbow Archives/NA-3818-1



# DECODING POLITICAL CARTOONS

## POLITICAL CARTOON #2

Students should select one of the following six political cartoons to support the "Political Cartoon Analysis" activity, located on page 10 of *Historica Canada's Women's Suffrage Education Guide*



### CAPTION:

"Mayor Oliver — 'Wonder who told them we didn't encourage the suffragette movement in Toronto?'"

### SOURCE:

*The News*, Toronto,  
c. 1909

### CONTEXT:

1909 was an important year for the suffrage movement, particularly in Toronto. On 24 March of that year, more than 400 suffragists delivered a petition with nearly 100,000 signatures to Ontario premier James Whitney. The next day, the *Toronto Evening Telegram's* headline read: "Sir James says 'Not Now.'" On 24 June, the International Council of Women held its annual meeting in Toronto, bringing thousands of delegates from around the world. On 23 October, *The Toronto World* newspaper endorsed women's suffrage. On 20 and 21 November, Emmeline Pankhurst — the famous British suffragette — gave two speeches at Massey Hall, one of which drew a crowd of more than 2,000. It was Mayor Oliver who introduced Pankhurst to the packed audience at Massey Hall.

Joseph Oliver was mayor of Toronto from 1908 to 1909. Sir James Whitney was premier of Ontario from 1905 to 1914. From 1907 to 1919, *The News* had ties to the Conservative government. Frank Cochrane, who was a Conservative and the Ontario minister of Lands, Forests and Mines, purchased the paper in 1907.

**CREDIT:** Archives of Ontario/I0007312

# DECODING POLITICAL CARTOONS

## POLITICAL CARTOON #3

Students should select one of the following six political cartoons to support the "Political Cartoon Analysis" activity, located on page 10 of *Historica Canada's Women's Suffrage Education Guide*



### CAPTION:

"James L. Hughes, one of Toronto's leading suffragettes rehearsing for the coming of Mrs. Pankhurst"

### SOURCE:

*The News*, Toronto, c. 1909

### CONTEXT:

In 1895, James L. Hughes — president of the Toronto Woman's Enfranchisement Association, and a Toronto schools inspector — published *Equal Suffrage*, which advocated for women's right to vote. At the close of Emmeline Pankhurst's speech at Massey Hall in November 1909, Hughes "called on the British government for better treatment of suffragettes" (*Toronto Star*, 22 November 1909).

**CREDIT:** Archives of Ontario/I0006786



# DECODING POLITICAL CARTOONS

## POLITICAL CARTOON #4

Students should select one of the following six political cartoons to support the "Political Cartoon Analysis" activity, located on page 10 of Historica Canada's Women's Suffrage Education Guide



### CAPTION:

"London Suffragette:  
Poor fellow,  
I don't believe he  
knows how  
ferocious I am."

### SOURCE:

The News, Toronto,  
c. 1912

### CONTEXT:

On 28 August 1912, Prime Minister Borden was at the Savoy Hotel in London, England, where he was confronted by British suffragettes, who threatened to bring the militant campaign to Canada if Canadian women didn't receive the vote.

**CREDIT:** Archives of Ontario/I0005907



# DECODING POLITICAL CARTOONS

## POLITICAL CARTOON #5

Students should select one of the following six political cartoons to support the "Political Cartoon Analysis" activity, located on page 10 of Historica Canada's Women's Suffrage Education Guide



*The Woman's Journal, 23 March 1912*

### CAPTION:

"The repertoire of this admirable combination includes all the familiar sophisticated melodies: 'Protect the Home,' 'Sweet Woman's Sphere's the Home,' 'Keep Your Dear Mother Out of Politics,' 'Oh, Leave Things As they Be,' 'Let the Woman Mind the Baby,' 'Let 'Em Use Their Influence,' etc., etc., etc.'"

### SOURCE:

*The Woman's Journal,*  
23 March 1912

### CONTEXT:

Opposition to the suffrage movement took various forms, but was based largely on the idea of "separate spheres," which defined a woman's role as guardian of the "private" sphere. Although the suffrage movement had many supporters, it also met a great deal of opposition from both women and men. For example, Adelaide Hoodless was an Ontario activist and a reformer, but she opposed suffrage. She believed that women's primary focus should be the home and said, "A woman who has not succeeded in training her sons to vote so that they will guard their mother's best interests and the best interests of the nation is not herself worthy to vote." She advocated the practical instruction of home economics as a way to maintain "separate spheres" and hoped that a woman trained in domestic science would "never be found in the ranks of the suffragettes."

**CREDIT:** The Begbie Contest Society

# DECODING POLITICAL CARTOONS

## POLITICAL CARTOON #6

Students should select one of the following six political cartoons to support the "Political Cartoon Analysis" activity, located on page 10 of Historica Canada's Women's Suffrage Education Guide

"Excelsior"



### CAPTION:

"The Banner Held High at Long Last"

### SOURCE:

*The Montreal Daily Star*,  
26 April 1940

THE BANNER HELD HIGH AT LONG LAST.

*The Montreal Daily Star*, 26 April 1940

### CONTEXT:

Québec women were granted the provincial vote on 25 April 1940, after a long and hard-fought campaign.

**CREDIT:** The Begbie Contest Society