



Cambridge
International AS Level

US History since 1877

Gale Deeney
Mara Sankey
Elizabeth Sparey

Syllabus **8102**

SAMPLE

SUPPORTED BY

Boost

 **HODDER**
Education

Cambridge International AS Level History: US History to 1877

Cambridge International AS Level History: US History since 1877

Resources for the Cambridge International AS Level US History to 1877 syllabus (8101) and the Cambridge International AS Level US History since 1877 syllabus (8102) for examination from 2027 from Hodder Education

Develop knowledge and analytical skills with engaging, comprehensive coverage of the US History to 1877 and US History since 1877 Options from the Cambridge International AS Level US History to 1877 syllabus (8101) and the Cambridge International AS Level US History since 1877 syllabus (8102).

We are working towards endorsement of these titles for the Cambridge Pathway to support the syllabuses for examination from 2027. All resources will be publishing in March 2025.

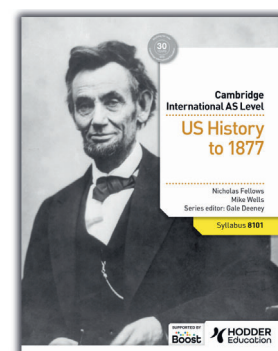
Cambridge International AS Level History: US History to 1877

Student's Book

Trust in the high-quality, in-depth narrative and analysis written by experienced authors and reviewed by academic historians. Navigate the syllabus with confidence through chapters carefully structured around key questions. Develop source skills and understanding from a wide range of sources and accompanying source-based questions and activities.

Student's Book • 9781036008987

Student Boost e-Book • 9781036008772



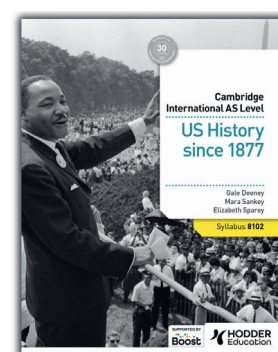
Cambridge International AS Level History: US History since 1877

Student's Book

Deepen understanding through key terms, debates and profiles. Reinforce understanding for all learners with a clear layout, accessible language, and ESL-friendly terms. Build confidence with applying your knowledge with end of chapter Study Skills sections that provide assessment guidance and practice.

Student's Book • 9781036008994

Student Boost e-Book • 978103600874



Explore the series

Visit hoddereducation.com/cambridge

We're here to help!

If we can help with questions, and to find out more, please contact us at international.sales@hoddereducation.com

Contents

Introduction

What you will study

How you will be assessed

About this book

US History since 1877: An overview

CHAPTER 1 The Gilded Age and Progressive Era, 1877–1920

1.1 How and why did the USA experience rapid expansion and industrialisation in the late nineteenth century?

1.2 Why and how far did the consequences of rapid economic growth in the late nineteenth and early twentieth centuries transform US society?

1.3 What were the aims of the Progressive Movement and how successful was it?

Study skills

CHAPTER 2 American Imperialism, the First World War and the 1920s, c.1890–1929

2.1 What were the causes and consequences of US territorial expansion in the late nineteenth and early twentieth centuries?

2.2 Why did the USA enter the First World War and how did the war impact Americans?

2.3 What were the causes and impacts of economic and cultural changes in the 1920s?

Study skills

CHAPTER 3 The Great Depression, the Second World War and the Early Cold War, 1929–59

3.1 What were the causes and impacts of the Great Depression and New Deal?

3.2 Why and how did US foreign policy evolve between 1935 and 1959?

3.3 Why and how far did US society change in the 1940s and 1950s?

Study skills

CHAPTER 4 The Development of the USA in the 1960s and 1970s, 1960–79

4.1 Why and how did US approaches to the Cold War change between 1961 and 1979?

4.2 Why and how did politics in the USA evolve between 1960 and 1979?

4.3 Why and how far did the position of minorities improve in the USA between 1960 and 1979?

Study skills

CHAPTER 5 The Modern USA, 1979–2008

5.1 Why and how did the global role of the USA evolve between 1979 and 2008?

5.2 Why and how did US politics change between 1980 and 2008?

5.3 Why and how far did US society change between 1980 and 2008?

Study skills

Further reading

Glossary

Index

1

The Gilded Age and Progressive Era, 1877 to 1920

The name the 'Gilded Age' suggests that America during this period was incredibly wealthy. However, contemporaries used this term in a negative way to show that although the USA might have looked shiny and rich on the outside, on the inside it was corrupt and rotten. How accurate was this image of America in the late nineteenth century?

The Progressive Era was a period of political, social and economic reforms. The word 'progressive' has positive associations and the Progressive Movement certainly aimed to make America a better and fairer place to live. But did the Progressive Movement bring about positive changes for all Americans?

This chapter covers three key questions about the Gilded Age and the Progressive Era from 1877 to 1920:

- What were the impacts of rapid economic growth in the USA during the Gilded Age?
- What were the main aims and policies of the Progressive Movement?
- How successful was the Progressive Movement up to 1920?

KEY DATES

1877	Reconstruction ends
1882	Chinese Exclusion Act
1886	Haymarket Affair
1887	Dawes Act
1890	Sherman Anti-Trust Act
1892	Formation of the Populist Party
1893	Anti-Saloon League founded
1901	Theodore Roosevelt becomes President
1902	Coal Strike
1908	William Taft elected President
1909	National Association for the Advancement of Colored People founded
1913	Woodrow Wilson elected President
1919	Eighteenth Amendment to the Constitution
1920	Nineteenth Amendment to the Constitution

1.3 What were the aims of the Progressive Movement and how successful was it?

Temperance and prohibition

National prohibition was introduced through the Eighteenth Amendment to the Constitution which was ratified in January 1919. The reasons for this precise timing will be discussed later in this chapter. However, it is important to note that the process by which America went from 'wet' to 'dry' was piecemeal. By the time the 18th Amendment was introduced there were already 36 states where alcohol was banned. Some states introduced **prohibition** through an amendment to their state constitution, such as in Kansas in 1881. Others used a local option whereby counties within a state opted to go dry individually. One example of this process was in Missouri and can be seen in the illustration below.

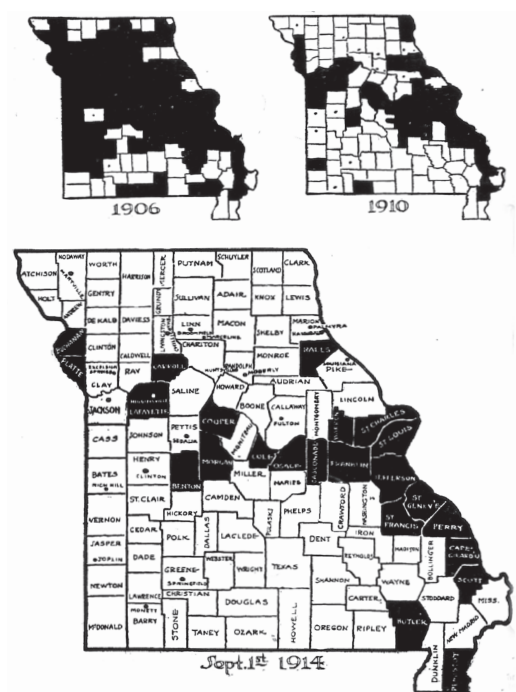
KEY TERM

Prohibition A ban on the manufacture, sale and transportation of alcohol.

Does this source support or challenge the idea that prohibition was popular in America? Use details from the source to develop your answer.

SOURCE 1.1

A picture showing the spread of prohibition across Missouri, published in a Kansas newspaper in October 1914



The idea that drinking alcohol was harmful was not new and neither was the conviction of some groups that it should be banned. Alcoholism is thought to have been more widespread in nineteenth-century America than it is today. Certain groups of workers, including soldiers, farm workers and labourers, received part of their wages in whiskey. Records show that in some areas of the West, people even paid their church dues in liquor and there was a widespread belief that drinking alcohol helped to protect against disease. Liquor consumption had increased during the Civil War and the taxes raised in revenue from alcohol sales were welcomed by many states, removing any incentive to introduce prohibition laws.

The social status and position of women meant they and their families were vulnerable to homelessness, poverty, hunger and domestic violence if the head of the family drank. Despite changes to the law to protect married women's property, society remained male dominated. The day-to-day reality for most women was that if they were married, they had no right to their husband's income and, in the case of those who worked, no right to their own earnings either. There were few opportunities to escape domestic abuse and the little help that could be found was provided by a small number of charities.

There had been many groups, often but not exclusively church-based, which had tried to tackle alcoholism and drunkenness in the past. They focused on the negative impact of alcohol on the health and wellbeing of individuals and their families but had relied on self-help from individuals to tackle addiction. Although some states had tried to ban alcohol in the 1850s, such as in Maine in 1851, laws were often hard to enforce.

In the years following the Civil War there were renewed and more concerted attempts to introduce prohibition. There are several reasons why this development took place at this time.

- The Civil War had seen a rise in alcohol consumption and there were concerns that this would have a negative impact on 'national efficiency'.
- Many women had been forced to live differently during the Civil War, taking responsibility for their households and working outside the home for the first time. This experience gave those involved a newfound sense of confidence.
- The Progressive Movement gave new vigour to the **temperance** movement. The brewers and distillers were seen as a source of political corruption, wielding too much influence over federal government. On a local level, saloons promoted drinking, gambling, prostitution and corruption, all regarded as evils in a society which the Progressives were determined to reform.

KEY TERM

Temperance To abstain from drinking alcohol.

In response to these changes and picking up from attempts to encourage abstinence which pre-dated the Civil War, two distinct pressure groups were formed which became influential in the effort to reform society and prohibit the manufacture of alcohol – the Woman's Christian Temperance Union (WCTU) and the Anti-Saloon League.

Woman's Christian Temperance Union (WCTU)

In Ohio in the fall of 1873, a group of 75 formed a temperance movement called the Woman's Crusade. They put pressure on saloon keepers by turning up outside their premises to pray and sing. This is illustrated in Source 1.2 below. Their intention was to deter drinkers to the extent that the saloon owner was forced to close.

SOURCE 1.2

This illustration appeared in an Ohio newspaper in February 1874. The caption accompanying it read 'The Ohio whiskey war – the ladies of Logan singing hymns in front of barrooms in aid of the temperance movement.'



In 1874, the Woman's Christian Temperance Union was formed in Cleveland, Ohio. Its formation depended on the growing confidence of some groups of women. Annie Wittenmyer, who became its first president, had developed her organisational abilities through her role as a fundraiser during the Civil War. The WCTU had influential support, including from

What do you think the artist who drew this image thought about the likelihood of the temperance movement succeeding? Explain your answer using details from the source.

KEY TERM

Suffrage The right to vote.

Lucy Hayes, wife of President Hayes, who famously refused to serve liquor at White House functions. By 1879 there was dissent within the movement with one section, led by Frances Willard, demanding that the Union should also focus on the issue of women's **suffrage**. This highlighted the growing realisation that, to achieve social reform, it was necessary for women to have political rights.

By 1890 there were over 200,000 members of the WCTU, it had over 10,000 local branches (also known as chapters) and was represented in every state. The organisation published a journal called 'Our Nation' to spread the word, as well as campaigning for prohibition laws to be passed and upheld. It ran education classes for women on everything from hygiene to public speaking and campaigned on a wide range of issues, including demands for the employment of female police officers and prison reform. After the death of Frances Willard in 1898, the movement returned to a stricter focus on prohibition. It still exists as an international organisation which aims to 'organize the motherhood of the world for the protection and exaltation of its homes'.

Role of key leaders**Frances E Willard**

Frances Willard photographed sometime between 1890 and 1898

Frances Willard was born in 1839 in New York State. Both her parents were teachers and Frances grew up in a progressively minded household which included regular family meetings run by a 'parliamentary' process. She went into teaching in 1860 and became the president of Evanston College for Ladies (later part of Northwestern University) in 1871. After resigning in 1874, Frances became Secretary of the WCTU in the same year and President in 1879, a position she retained until her death in 1898. She became known for her 'Do Everything' policy (read Source 1.3).

What impression do you gain from this source about Frances Willard?

SOURCE 1.3

From a description of Frances Willard written in 1884 by fellow founder of the WCTU, Hannah Whitehall Smith

I have named Miss Willard the 'Octopus' because she is continually reaching out her great tentacles and dragging us all into her insatiable maw*. I never saw such a head for planning. I tell her I sometimes wish it was cut off – she does hustle a body about so from one thing to another! But, after all, that is the way she has made our Woman's Christian Temperance Union the power it is.

(*Insatiable maw means the greedy mouth, or jaws of a fierce creature, which are never satisfied.)

<https://archive.org/details/in.ernet.dli.2015.87395/page/n263/mode/2up>

Although she was a strong president, some have argued that 'Do Everything' weakened the effectiveness of the WCTU as a temperance organisation. Trying to tackle so many issues meant it made limited progress towards prohibition. However, it made an important contribution to public education. In 1881, the WCTU started to campaign for lessons on temperance to be made compulsory in schools. Such lessons were similar to modern day anti-drug programmes and were implemented in public schools and military colleges by 1901.

Carrie Nation

Carrie Nation (a.k.a. Carry A Nation) was a colourful and resolute member of the temperance movement who divided opinion by her saloon-smashing antics.

Carrie was born in 1846 in Kentucky. She became a nurse during the Civil War and her first husband was a physician and, unknown to Carrie at the time of their wedding, an alcoholic. Carrie soon realised he could not support her and their daughter because of his excessive drinking. She left him and returned home, and he died a few months later. This experience undoubtedly shaped her dedication to the cause of temperance. In 1874 she married Daniel Nation who was a journalist and lawyer. When he became a preacher in 1889, they moved to Medicine Lodge in Kansas where Carrie organised a chapter of the WCTU. She engaged in charity work with disadvantaged women and children and became known as 'Mother Nation'.



A photograph of Carrie Nation. Notice that she is holding her hatchet

At first, Carrie used similar tactics to the ladies of Logan, campaigning outside saloons until they were closed. However, her methods became more dramatic as she grew frustrated by the failure of the Kansas legislature to enforce its own prohibition laws. In June 1900, she drove her buggy to Kiowa where she smashed up Dobson's Saloon. In the following two years, she attacked numerous saloons using a hatchet given to her by a supporter. She was arrested several times and spent time in jail at Little Rock. Her activities, and the notoriety they brought, put a strain on her marriage and she separated from her husband. In 1903, she abandoned saloon wrecking and took to more peaceful methods of promoting temperance, including education and sharing her home with women escaping domestic abuse, until her death in 1911.

SOURCE 1.4

A cartoon published in the *New York Saturday Globe* newspaper, 1901



ACTIVITY

Comparing sources for similarity and difference

Compare Source 1.4 with Source 1.2 above.

How similar are the attitudes of the cartoonists towards the activities of women who wanted to achieve temperance reform?

Think about:

- Are the sources similar in detail?
- Are the sources similar in message?
- What details of the sources show this?
- What differences are there between the sources?
- Do you think the cartoonists think the methods of the women will work?

Anti-Saloon League (ASL)

The National Anti-Saloon League (later changing its name to the Anti-Saloon League of America) was formed in 1895, the amalgamation of two leagues founded in Ohio and Washington in 1893. Its motto was 'The Saloon Must Go' and it aimed to bring about nationwide prohibition. Like other temperance groups, the League produced huge volumes of propaganda to publicise the cause. A newspaper called the *American Issue* was launched in 1906. In 1909, its publishing company was moved to Westerville, Ohio where it printed 40 tons (equivalent to 36,000 kilos) of anti-alcohol literature a month.

The League had a two-pronged approach which was different from previous temperance organisations.

- It tapped into existing pro-temperance feeling in the churches to raise awareness and funds to support campaigning.
- It lobbied politicians to try to get as many 'dry' candidates into office as possible. At first the focus was on local elections, but it shifted in 1903 when the movement became a federation under national leadership. The League did not favour either party but would support Republican or Democrats if they were 'dry'.

In 1905, the League had significant success in Ohio. It had been trying to gain support for the Brannock Bill which would allow local option legislation to be passed (see above). The Governor of Ohio, Myron T Herrick, attempt to veto the bill. In the election later that year the League successfully backed 'dry' Democrat candidate John M Pattison.

The League switched its focus to achieving national prohibition. The Webb-Kenyon Act, passed in 1913 despite President William H Taft's attempts at veto, forbade the import of alcoholic drinks into areas which had already banned their sale, and this made national legislation seem a more likely prospect. In December 1913, 4000 members of the Anti-Saloon League marched down Pennsylvania Avenue, singing temperance songs with blood-curdling lyrics such as Source 1.5, to present a petition to Congress.

What can you learn from this source about the Anti-Saloon League?

SOURCE 1.5

A Temperance hymn, sung to the tune of 'Onward Christian Soldiers'

Onward temperance soldiers;

Children starve and die;

Mothers, loving mothers, bruised and bleeding lie;

Double quick the order, onward then with speed;

Souls in sorrow call us, souls despairing plead;

Onward temperance soldiers, to the holy war;

Jesus Christ your captain trod the way before.

<https://westervillelibrary.org/wp-content/uploads/sites/116/2022/02/SongsStoriesDrama-OnwardTemperanceSoldiers.png>

ACTIVITY

'Groups which wanted to achieve prohibition employed the same tactics.' How far do the sources in this section support this view?

Follow these steps:

- 1 Identify the tactics used in Source 1.6.
- 2 Make a list of tactics which are discussed in other sources in this section.
- 3 Colour code your list to show support for the idea that groups used the same methods.
- 4 Colour code your list (in a different colour) to challenge the idea that they used the same methods.
- 5 Write your answer to the question above.

KEY TERM

Separate spheres

(sometimes referred to as the 'Cult of Domesticity' or 'Cult of True Womanhood') is an ideology which prescribes gender roles. It was commonly believed that men were associated with the 'public sphere', belonging outside of the home in areas such as business and politics, whereas women belonged in the 'private sphere', doing domestic duties within the home.

The marchers presented their petition to Congressman Richard Hobson from Alabama and Senator Morris Sheppard from Texas. The League stepped up its efforts in the elections of 1914, as described in Source 1.6 by Wayne Wheeler, director of the ASL since 1904.

SOURCE 1.6

Wayne Wheeler describes the activities of the Anti-Saloon League in 1914

Word went out from Washington and state headquarters to send letters, telegrams, and petitions to Congressmen and Senators in Washington. They rolled in by tens of thousands, burying Congress like an avalanche. We started off, early in 1914, with about 20,000 speakers, mostly volunteers all over the United States. They spoke at every opportunity to every sort of gathering. As the climax approached, we doubled our forces. Even that wasn't enough, so for a time the world's largest prohibition printing establishment ran three shifts a day, every hour of the twenty-four, grinding out dry literature.

<https://westervillelibrary.org/antisaloon-national-prohibition-march/>

Although the League gained 'dry' seats in the 1914 elections, the Hobson-Sheppard Bill fell short of its two-thirds majority. All was not lost. By 1915, a total of 19 states had adopted statewide prohibition and others had adopted local option prohibition. This represented roughly two-thirds of the geographical area of the USA and included approximately half of the population.

Women's suffrage

KEY DATES

1848	Seneca Falls Convention
1869	National Woman Suffrage Association founded American Woman Suffrage Association founded Wyoming grants full voting rights to women
1890	National American Woman Suffrage Association (NAWSA)
1893	Colorado grants full voting rights to women
1896	Utah and Idaho give women the right to vote
1911	National Association Opposed to Woman Suffrage formed
1913	The Women Suffrage Procession organized by Alice Paul
1917	membership of the NAWSA reaches 2 million The United States enters the First World War
1919	Congress passes the Nineteenth Amendment granting women the right to vote

The fight to win equality for women and the right to vote pre-dated the Gilded Age. The law discriminated against women in many ways. Until the 1830s women gave up their individual property to their husbands on marriage. If the marriage ended in divorce, the husband was entitled to keep this property and was automatically given custody of any children, even if the divorce was his fault. The belief in **separate spheres** (areas of society) meant that most women were not able to seek employment outside the home, did not have access to education and were therefore not able to enter many professions.

However, by the mid-nineteenth century things were beginning to change. Many women became involved in the movement to abolish slavery, for example Lucy Stone, Lucretia Mott, Susan B. Anthony and Elizabeth Cady Stanton, were all key figures in the suffrage movement and all had been active abolitionists. Many male abolitionists were sympathetic to the idea of equality for women but they were concerned that this should not be allowed to distract attention from abolition. Women were advised to keep quiet about women's equality and

were prevented from speaking at anti-slavery meetings. In response to this, the Seneca Falls convention met in 1848 and issued a declaration which demanded five things:

- Equal educational opportunities
- Entry into the professions
- Equal property rights
- An end to double standards in morality
- The right to vote

During the Civil War, women's role in society began to change. The war itself was partly responsible for these changes. For many women it was not possible to focus solely on the domestic sphere: as men went away to fight, many women went out to work in order to support their families. Thousands of women in the North and South joined volunteer brigades and signed up to work as nurses. Others joined fundraising campaigns and honed their organisational skills. During the Gilded Age, industrialization provided more opportunities for women to work outside the home. The number of working women increased fourfold between 1870 and 1910. Many worked in factories, as domestic servants or became teachers. Inventions such as the telephone and typewriter opened up further opportunities for women in office work. Better educational opportunities also became available and by 1900 almost 80 per cent of colleges and universities were open to women. Women played a significant role in the Progressive movement (as you have seen with the campaign for prohibition) and there were many clubs for women, often affiliated with the General Federation of Women's Clubs which had been founded in 1890 to encourage improvements to society through volunteer service.

Growth of women's suffrage associations in the Gilded Age and Progressive Era

In 1866, Susan B. Anthony and Elizabeth Cady Stanton organized the Eleventh National Women's Rights Convention. The convention voted to become the American Equal Rights Association with the purpose to campaign for the equal rights of all citizens.

However, tensions emerged and the Association began to split into two groups. The members of the association could not agree whether African American men should be granted the vote before or at the same time as women. In 1869 the association split into two organisations seeking to further demands for equal rights:

- The National Woman Suffrage Association (NWSA) founded by Elizabeth Cady Stanton and Susan B. Anthony. This group opposed the proposed Fifteenth Amendment, insisting that voting rights be extended to all women and all African Americans at the same time. The NWSA focused on bringing about a constitutional amendment to give women the vote. The organisation also dealt with a range of issues which impacted women, such as divorce reform and equal pay. Stanton proposed that the membership should be limited to women. Although this was not accepted, the majority of NWSA members and officers were women. In line with its aim to bring about change at federal level, conventions were held in Washington.
- The American Woman Suffrage Association (AWSA) headed by Lucy Stone and Julia Ward Howe was also formed in 1869. Although Lucy Stone argued that suffrage for women would bring more benefits to the nation than suffrage for African American men, she supported the Amendment and was prepared to accept that African American men should gain the vote first, in line with the aims of the abolitionist movement. AWSA worked to bring about change at state level and unlike the NWSA focused exclusively on gaining the right to vote. The AWSA's membership included women and men, and its first president was Henry Ward Beecher.

In 1887 a proposed amendment to the Constitution which would have given women the vote was rejected by Congress. This was one reason the two movements outlined above merged in 1890 to form the National American Woman Suffrage Association (NAWSA).

However, not all women, and certainly not all men, were in favour of giving women the right to vote. Some thought that women becoming involved in politics would undermine 'family life'. Others believed that women did not need the vote as they were represented by the men in their households. A few argued that women were not intelligent enough to understand

political issues. The National Association Opposed to Woman Suffrage, founded in 1911, distributed a pamphlet explaining why women shouldn't be allowed to vote.

The pamphlet then offered a few 'tips' to housewives such as "Sour milk removes ink spots. There is, however, no method known by which mud-stained reputations may be cleansed after bitter political campaigns."

Leaders in the movement distributed postcards illustrating the gender role reversals they feared would happen if women became enfranchised. Images showed men holding shopping baskets, doing the washing and pushing baby strollers. Others suggested that if women began doing the work of men, they would become uglier, less feminine, and less desirable to men.

Role and influence of leaders

Lucretia Mott

Lucretia Mott was born in 1793 and became a keen advocate for abolition, women's rights and female suffrage. In 1840 Lucretia met Elizabeth Cady Stanton in London, England. She became involved in the women's rights movement and helped organize the Seneca Falls Convention in 1848. In 1866, she was elected as the first president of the American Equal Rights Association, which she helped found with Stanton and Susan B. Anthony. However, she disagreed with them over the Fifteenth Amendment and resigned her position when Stanton and Anthony allied themselves with George Francis Train, who had campaigned against abolition and was known for his racist views. She died in 1880.

Susan Brownell Anthony

Susan B. Anthony became one of the most visible leaders of the women's suffrage movement. She was born in February 1820 in Massachusetts. Her father was a Quaker and she was inspired by their belief that everyone was equal under God. Susan B. Anthony was a teacher taught for many years. Having met William Lloyd Garrison and Frederick Douglass, who were friends of her father, Anthony became an activist in the abolition movement. In 1851, Anthony met Elizabeth Cady Stanton. The two women became good friends with Anthony proving to be a good strategist and capable organiser. They worked together for over 50 years. In 1872, Susan B. Anthony was arrested for voting. She was tried and fined \$100. There was a public outcry and this was one of many ways she secured national attention for the suffrage movement. In 1888, she helped to merge the two largest suffrage associations into the NASWA. She led the group until 1900 and died in 1906.

Elizabeth Cady Stanton

Elizabeth Stanton was born in 1815 and became a leading figure in the movements for abolition, women's rights, and female suffrage. She played a key role in organising the Seneca Falls Convention in 1848 where she met Susan B. Anthony. Stanton wrote a great deal, sometimes in collaboration with Anthony and her book *The Declaration of Sentiments*, argued strongly that there must be social and legal improvements to the status of women. Along with Susan B. Anthony she founded NWSA in 1869, becoming president of the NAWSA in 1890. Although sometimes eclipsed by Anthony as leader of the female suffrage movement, Stanton was a radical and tireless campaigner. She died in 1902, after a long life of dedicated campaigning.

Lucy Stone

Lucy Stone was born in August 1818. From an early age she was frustrated by the restrictions placed on women and girls. After graduating from college in 1847, she became a lecturer for the Massachusetts Anti-Slavery Society, which soon granted her permission to devote part of each week to speaking on her own for women's rights. She helped organize the first truly national women's rights convention in 1850. In 1855 Stone married Henry Blackwell but retained her own name in protest against the unequal laws applicable to married women. In 1866 she helped found the AERA and in 1869 the AWSA. Her daughter, Alice Blackwell, was influential in the formation of the NAWSA. Lucy Stone became chairman of the executive board of the NAWSA. She died in 1893.

Carrie Chapman Catt and her 'Winning Plan' v. Alice Paul and the Congressional Union

Although the formation of the NAWSA brought together the two main factions of the woman's suffrage movement, there were still different opinions on how to go about gaining the political support needed to get the vote. **Carrie Chapman Catt** through whole-hearted support behind the war effort, seeing full participation by women as a patriotic demonstration of citizenship which may tip the balance toward women's Suffrage. **Alice Paul**, founder of Congressional Union and later the National Woman's Party (NWP), was solely concerned with suffrage. Her priority was to gain the vote by any means necessary. Her tactics included picketing the White House which led to the imprisonment of 168 NWP members.

KEY FIGURES

Carrie Chapman Catt (1859-1947) became a key figure in the suffrage movement and was a skilful political strategist. Carrie was born in Wisconsin in 1859. After college, she worked as a law clerk, a schoolteacher and principal. At the age of twenty-four, she became one of the first women to be appointed superintendent of schools. In 1885, she married Leo Chapman, an editor and publisher. After he died, Carrie joined the Iowa Woman Suffrage Association, working for them as a writer and lecturer. In June 1890, Carrie married George Catt. She started to work for the NAWSA, and spoke at its Washington, D.C., convention in 1890. In 1892, Susan B. Anthony asked her to address Congress on the proposed suffrage amendment. Catt served as president of NASWA from 1900 to 1904 and 1915 to 1920. She died in 1947.

Alice Paul's (1885-1977) parents were keen supporters of gender equality and education for women and her mother took her to women's suffrage meetings. After leaving university in the U.S, Paul went to England to study social work. While she was there she took part in the suffragette movement and learned their militant tactics which included picketing and hunger strikes. When she returned to the U.S, she joined the NAWSA. Paul organized parades and pickets in support of suffrage. Her first was held the day before President Wilson's inauguration when eight thousand women marched down Pennsylvania Avenue. In 1913, Paul formed the Congressional Union for Woman Suffrage and, later, the National Woman's Party (NWP) in 1916. In January 1917, Paul and over 1,000 other "Silent Sentinels" began eighteen months of picketing the White House. She was sentenced to several months in prison.

In 1902, Catt helped to organize the International Woman Suffrage Alliance (IWSA), She resigned her NAWSA presidency to care for her ailing husband and after his death spent time abroad as IWSA president promoting suffrage rights worldwide. In 1915, she returned to the United States and resumed leadership of NAWSA. In 1916, at a NAWSA convention in Atlantic City, New Jersey, Catt unveiled her 'Winning Plan' to campaign simultaneously for suffrage at both state and federal levels, and to compromise for partial suffrage in the states resisting change.

When the United States entered the war in 1917, Catt decided to curb NAWSA's petitions and instead threw its weight behind the war effort. She hoped this decision would earn favor by turning NAWSA into a symbol of patriotism. Alice Paul and the NWP did not pause their campaigning because the country was at war. They argued that the war highlighted Wilson's hypocrisy. He claimed fighting a war to make the world 'safe for democracy', but half the U.S. population did not have the right to vote. In 1917, the NWP held constant, silent vigil in front of the White House, protesting throughout the day, regardless of the weather. The so-called Silent Sentinels did not break the law but picketing attracted criticism that they were disloyal. The women were sometimes attacked, knocked to the ground, and had their banners shredded. The police refused to intervene in such attacks.

In October 1917, police announced they would arrest the protesters in front of the White House. Paul and other members of the Silent Sentinels were arrested and sent either to District of Columbia prison or the Occoquan Workhouse on made-up charges of blocking traffic. They were treated badly and the conditions they were subject to were appalling. They were kept in freezing rooms in unsanitary conditions, were forced to wear filthy uniforms and shared cells with people who had contagious diseases. However, as each group was arrested, more women stepped up to take their place.

The Publishers would like to thank the following for permission to reproduce copyright material.

Photo credits

p.6 © Kansas City Star, October 4, 1914, p. 2a; p.7 Morton, S. B. (1874) The Ohio whiskey war - the ladies of Logan singing hymns in front of barrooms in aid of the temperance movement. Logan Ohio, 1874. [Photograph] Retrieved from the Library of Congress, <https://www.loc.gov/item/96516943/>; p.8 Frances Willard, half-length portrait, seated, facing left. [Between 1880 and 1898] [Photograph] Retrieved from the Library of Congress, <https://www.loc.gov/item/97510769/>; p.9 *top* Nichols & Davidson, Mary Kathy Dains Photographs(P0300).018763, The State Historical Society of Missouri, Photograph Collection; p.9 *bottom* © GRANGER-Historical Picture Archive/Alamy Stock Photo.

Every effort has been made to trace all copyright holders, but if any have been inadvertently overlooked, the Publishers will be pleased to make the necessary arrangements at the first opportunity.

Although every effort has been made to ensure that website addresses are correct at time of going to press, Hodder Education cannot be held responsible for the content of any website mentioned in this book. It is sometimes possible to find a relocated web page by typing in the address of the home page for a website in the URL window of your browser.

Hachette UK's policy is to use papers that are natural, renewable and recyclable products and made from wood grown in well-managed forests and other controlled sources. The logging and manufacturing processes are expected to conform to the environmental regulations of the country of origin.

Orders: please contact Hachette UK Distribution, Hely Hutchinson Centre, Milton Road, Didcot, Oxfordshire, OX11 7HH. Telephone: +44 (0)1235 827827. Email education@hachette.co.uk Lines are open from 9 a.m. to 5 p.m., Monday to Friday. You can also order through our website: www.hoddereducation.com

ISBN: 9781036008994

© Nicholas Fellows and Mike Wells 2025

First published in 2025 by

Hodder Education,

An Hachette UK Company

Carmelite House

50 Victoria Embankment

London EC4Y 0DZ

www.hoddereducation.com

Impression number 10 9 8 7 6 5 4 3 2 1

Year 2029 2028 2027 2026 2025

All rights reserved. Apart from any use permitted under UK copyright law, no part of this publication may be reproduced or transmitted in any form or by any means, electronic or mechanical, including photocopying and recording, or held within any information storage and retrieval system, without permission in writing from the publisher or under licence from the Copyright Licensing Agency Limited. Further details of such licences (for reprographic reproduction) may be obtained from the Copyright Licensing Agency Limited, www.cla.co.uk

Cover photo © Dom Slike / Alamy Stock Photo

Typeset by Integra Software Services Pvt. Ltd., Pondicherry, India

Printed in the UK

A catalogue record for this title is available from the British Library.



We are working towards endorsement of this title for the Cambridge Pathway to support the full syllabus for examination from 2027.

Develop knowledge and analytical skills with engaging comprehensive coverage of the US History since 1877 Option from the Cambridge AS History (8102) syllabus for first examination from 2027.

- » Trust in the high-quality, in-depth narrative, which places an increased focus on social and economic history to ensure learners study a diverse range of American voices and perspectives. The analysis is written by experienced authors and reviewed by US-based academic historians.
- » Develop source skills and understanding from a wide range of sources and accompanying source-based questions and activities.
- » Revisit and consolidate knowledge and understanding with summary diagrams for each key question, chapter summaries and refresher questions.
- » Deepen understanding through key terms, debates and profiles.
- » Reinforce understanding for all learners with a clear layout, accessible language, and ESL-friendly terms.
- » Build confidence with applying your knowledge with end of chapter Study Skills sections that provide exam guidance and practice.

For over 30 years we have been trusted by Cambridge schools around the world to provide quality support for teaching and learning.

For this reason we are an Endorsement Partner of Cambridge International Education and publish endorsed materials for their syllabuses.



The Cambridge Pathway offers five stages of education from age 3 to 19, with curriculum, resources and assessment.

Registered Cambridge International Schools benefit from high-quality programmes, qualifications, assessments and a wide range of support so that teachers can effectively deliver in the classroom. Visit www.cambridgeinternational.org to find out more.



This title is also available as an eBook with learning support.

Visit hoddereducation.com/boost to find out more.

 **HODDER Education**
education@hachette.co.uk
hoddereducation.com

ISBN 978-1-108-08994-4

8 781036 008994

