

Women's Rights: The Struggle Continues

Common Core-Aligned Units for K-12 and Higher Education
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Introduction

We are pleased to present this collaborative effort among 3 teachers, of 4th, 8th, and 11th graders, and 2 New Paltz faculty members, an American women's historian and a social studies teacher educator. We were asked to create common-core aligned curricula built around the same topic for every teacher and professor. We chose to focus on women's history movement during the 19th and early 20th century as we wanted to confront some commonly held misconceptions around this history. To prepare our units, we all read two chapters: one on a protest against property taxation, started in 1869 by the Smith sisters, from Linda Kerber's book on women and the constitution (1999); and chapter 8 from Judith Wellman's history, *The Road to Seneca Falls* (2004).

While the units are created for different grade levels, they all aim to teach about the leading figures, goals, tactics, struggles, and results of the women's suffrage movement. We ask questions such as, What did women want? Were their tactics successful? Why were so many people opposed to women's rights? Have women gotten what they wanted? Through the learning exercises, we want students to learn that women disagreed over their goals and pursued different tactics for change, so we cannot think of this movement (nor any other "movements" in history) as unified and united. We want students to see that, like colonists before them and civil rights activists later, women engaged in acts of civil disobedience to draw attention to their plight. In addition, while Susan B. Anthony fought bravely for suffrage, it was Carrie Chapman Catt's efforts that finally got women the vote. Finally, we want students to understand that people continue to fight for women's equality in certain areas, as when they seek equal pay for equal work or ask to engage in combat alongside male soldiers.

Professor Lewis wrote a brief background to provide teachers with a historical framework for teaching the units. Then, we provide the 5 units, starting with the fourth grade unit and finishing with Prof. Lewis's units for college students. We hope educators will find interesting ideas, questions, and themes in this material. Please feel free to email us with any questions about our units, the email for each curriculum writer is given at the beginning of each unit. We would like to thank Karen Bell for inviting us to create these units, and the S-TEN (SUNY Teacher and Education Leader Network) for providing us with a grant to fund our work.

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BACKGROUND ON THE WOMEN'S RIGHTS MOVEMENT, 1848-1920

Susan Ingalls Lewis

The period from 1848-1920 is commonly known as the “first wave” of the feminist movement, but that term gives a false impression of unity. What was called the “woman” movement by its participants changed over time in both focus and tactics over time, and in each period the participants often differed about what goals to pursue and how to accomplish them. Nor did these women call themselves feminists; that term wasn't coined until the early 20th century.

The original movement for women's rights grew out of the desire of particular women to speak at abolitionist events, and resistance to their public speaking. The Grimke sisters, Sarah and Angelina, were the first to openly challenge attempts to silence them. As Quakers, the Grimkes belonged to a religion that allowed women to speak at their worship services, and even to become ministers. Lucretia Mott, a prominent Quaker leader and abolitionist from Philadelphia, became one of the major organizers of the first women's rights convention, held at Seneca Falls, New York, in July 1848. Mott had met the young Elizabeth Cady Stanton in 1840, at an anti-slavery convention in London where Mott and other American women were blocked from acting as delegates. Eight years later, Stanton and Mott met again and, with a group of like-minded women, organized and publicized the first meeting of its kind. There, they introduced a *Declaration of Sentiments* and set of *Resolutions*, outlining both women's grievances (using a parallel construction based on the Declaration of Independence) and their demands. The *Declaration* and *Resolutions* were discussed, supported, and signed – first by 68 women, then by 32 men who were invited to participate on the second day of the meeting, including Frederick Douglass.

The grievances and demands encompassed multiple issues. One set focused on women's lack of political rights (no vote, taxation without representation), property rights (married women were not allowed to control their own property or the wages they earned), and legal rights (the legal identity of a wife was considered to be “covered” by or absorbed into that of her husband, so she had no legal standing as an individual). Others stressed women's limitations in work, education, and the church, and the sexual double-standard. Though most of the authors were engaged in multiple reform causes, the issues of major concern to these women -- as women -- related to their upper, middle-class status. For example, though they complained briefly that all women earned low wages, they specifically pointed out that women were barred from higher education, the ministry, law, and medicine.

The Seneca Falls Convention inspired a series of similar meetings across the north and Midwest of the United States. At one of these conventions in Ohio in 1851, Sojourner Truth (who had grown up enslaved in Ulster County, New York, but had walked away from slavery and was freed shortly before the abolition of slavery in that state in 1827) gave her famous speech. Based on a report written immediately afterward, historians now believe that the well-known refrain, “Ain't I a Woman?” was a phrase that Truth probably never said. However, both versions of her speech stress her support for women's right to speak in public based on her own life experience. How could women be too delicate to speak in front of an audience, Truth asked, when she – a woman and mother – had performed heavy labor her entire life? Truth's was one of the few voices to represent the viewpoint of African-American women within the movement.

However, the Declaration of Sentiments met with ridicule from most of the press and public. As both abolitionists and advocates for women's rights, especially the right to vote, these women and their male supporters were at the radical edge of a wide variety of social reform movements that swept the United States in the 1840s. Movements such as temperance, moral reform, education reform, and the reform of prisons and mental health facilities attracted far more political and public support. While abolitionists (including women) met with personal, physical violence, women's rights advocates more often faced ridicule in the press and condemnation from religious leaders.

Nevertheless, certain aspects of the demand for women's rights were successful in the years before and after the Civil War. In a few states, married women gained some rights to control their own property and wages. Colleges for women opened beginning with Mount Holyoke in 1837, in fact, some

mixed-sex colleges began to admit women around the same time (Oberlin was the first), while public universities in the Midwest admitted women in the 1860s, though only a few attended and graduated. Women began to enter medical schools in the 1850s, and were allowed to argue cases before the Supreme Court in 1879. Divorce laws were modified, state by state, making it easier for women to escape from alcoholic and abusive husbands. In the far west, women were allowed to vote in the Wyoming territory as early as 1869.

In most states, however, the franchise (the right to vote) continued to be seen as a radical, unreasonable, and even threatening demand. When men of African descent (including recently freed slaves) were guaranteed the vote by the 14th and 15th Amendments to the Constitution, women's voting rights were ignored. In fact, the women's movement – previously united around the issues of abolition and women's rights – split in 1869. One section, led by Lucy Stone and supported by Frederick Douglass, supported the 15th Amendment as a step in the right direction, with temperance and women's suffrage to follow (each in another generation, according to one male leader). This group was known as the American Woman Suffrage Association (AWSA). The other section, led by Elizabeth Cady Stanton and Susan B. Anthony, refused to support the vote for formerly enslaved, uneducated men before suffrage was extended to all women. Their group, National Woman Suffrage Association (NWSA), decided to restrict its membership to women only.

Though disappointed by their former allies, Stanton, Anthony, and their supporters forged ahead with plans to fight for the vote. They decided on a strategy to take their case to the Supreme Court, arguing that the 14th Amendment's statement that all persons born in the United States were citizens actually conferred the right to vote on women. Select activists would attempt to register to vote and, when rejected, would take their cases to court. Susan B. Anthony and her sisters were among those who decided to take this step; however, when they attempted to register to vote in Rochester, New York, the clerk actually allowed them to sign up and they voted a few days later.

In reaction, the federal government charged Anthony with "knowingly, wrongfully, and unlawfully" voting and arranged for her to be tried as a criminal for breaking the law. Before her trial, she toured Monroe county speaking in every post-office district; in fact, the prosecutors complained and had her trial moved to a different venue! During the trial, she faced an all-male jury (since women were not allowed to serve on juries there was no chance of a jury of her peers), and a male judge who had already decided on his verdict before the trial began. She was quickly found guilty. When the judge asked if she had anything to say and she began speaking, he tried to stop her after only a few sentences, but she continued to challenge the authority of an all-male legal system to judge a woman fairly. Anthony was ordered to pay a \$100 fine and court fees, which she refused to do. Despite this refusal, she was never jailed.

Meanwhile, an activist in St. Louis, Missouri, Virginia Minor, had followed the same tactic as Anthony but she had been blocked from registration and sued the registrar, Reese Happersett. When her case (*Minor v. Happersett*, 1875) reached the Supreme Court, the court ruled unanimously that "the right of suffrage was not necessarily one of the privileges or immunities of citizenship" and that "neither the Constitution nor the fourteenth amendment made all citizens voters." This decision had an adverse effect not only on women, but also on other disadvantaged groups – men of color, the poor and uneducated – who could be legally blocked from voting by state poll taxes, literacy tests, and similar requirements. Though they had gained publicity for their cause, both Anthony and Minor had failed.

Meanwhile other women, less well known, resisted and tested laws that discriminated against women in their own ways. For example, Abby and Julia Smith, two single sisters from Glastonbury, Connecticut, refused to pay their town property taxes in 1869 on the basis that "taxation without representation is wrong." In 1873, they demanded to vote on the basis of the 14th Amendment, as Anthony and Minor had done. In response, the town raised their taxes – and they already paid the highest property taxes in town. When they continued their refusal, the town tax collector seized seven of their cows with plans to sell them for the taxes owed. The Smith sisters publicized this action and hoped for local support, but most of their positive publicity came from the national suffrage movement. Their case dragged on in the courts for years, until 1880; the elder sister had already died at the age of 81. The

courts finally found in their favor on narrow technical grounds, not on principle. Like Anthony and Minor, the Smith sisters had not succeeded in gaining voting rights for women.

As the first generation of women's rights leaders reached the end of their lives, leadership of the movement passed to a younger group of women, born shortly before, during and after the Civil War, and largely college educated professionals. Carrie Lane graduated from the University of Iowa before becoming a school teacher, superintendant of schools, newspaper editor, and public speaker; her first husband, co-newspaper editor Leo Chapman, died after only a few years of marriage. When Carrie Lane Chapman remarried George Catt in 1890, he agreed that she be able to spend much of her time organizing for women's causes, especially suffrage.

In 1890, the two major women's rights organizations which had split after the Civil War reunited. In the late 19th century, woman suffrage also gained support from other reform groups, most notably the Women's Christian Temperance Union (WCTU), lead by Frances Willard. This was a huge plus in terms of membership (far more women were committed to temperance than to suffrage), but stiffened the resistance of liquor manufacturers and immigrant communities to allowing women to vote.

Another important development of the 1890s was the emergence of a new model of ideal womanhood, the so-called "New Woman." In direct contrast to the ideal Victorian maiden or matron, the "New Woman" was independent, educated, self-supporting, and often professional. Though this model emerged from the writings of upper-middle-class white women in Britain and the United States, it actually applied to individuals in all important American sub-groups – African-American women (like Ida B. Wells), immigrant women (like Emma Goldman), and working women (like labor activists Rose Schneiderman and Clara Lemlich). The typical "New Woman" fought for suffrage, but also for many other causes. She might live and work in a Settlement House (like Jane Addams), serve as a factory inspector and expose the plight of child laborers (like Florence Kelley), advocate for birth control (like Margaret Sanger), or simply work as a teacher, journalist, lawyer, public health nurse, or doctor.

Interestingly, the argument for women's voting rights changed somewhat between the 19th and 20th centuries. For Susan B. Anthony (who died in 1906) and Elizabeth Cady Stanton (died in 1902), women deserved the vote as a human right. The "New Women" of the early 20th century added the justification that women deserved the vote not just because they were like men – but because they were different, and represented different ideals. These women argued that females were by their natures more caring, more peaceful, more motherly, and more selfless than men, and that they would bring better values into the political process, reforming government for men, women, and children alike.

The two most important suffragist leaders of the early 20th century were Carrie Chapman Catt and Alice Paul. Catt had served as the president of NAWSA from 1900-1904, but left the United States to work on the international suffrage movement in 1907. While she was abroad the movement seemed stalled until the arrival of the young Alice Paul in 1912. Born in 1885, Paul was a full generation younger than most of the suffrage leadership; in fact, her mother was a "New Woman" suffragist. Paul was a Quaker, and had been radicalized by her participation in the British suffrage movement under the Pankhursts (mother and daughters). Committed to direct action and the power of publicity, her first major accomplishment was organizing a pro-suffrage march in Washington, D.C., the day before Woodrow Wilson's inauguration in 1913. When the march met with harassment and even violence, Paul used the federal government's inability or refusal to protect the peaceful protest as evidence of their anti-woman attitudes.

Though the right to vote had spread in western states, and for local elections (elections for school boards, for example), as late as 1915 no eastern states allowed women to vote in state or federal elections. In fact, a referendum to allow female suffrage was defeated in New York State in that year. But 1915 was also the year that Carrie Chapman Catt returned from Europe and once again took over as leader of NAWSA. In 1914 Catt had received a million dollars for the women's suffrage cause in the will of Miriam Leslie, a businesswoman and publisher. In 1916 Catt announced her "Winning Plan" to work for the vote on all levels – local, state, and for a federal amendment. Catt was a superb speaker, writer, organizer, and lobbyist who worked within the system to effect change. In November 1917, as a result of her efforts and an army of volunteers, New York State passed a referendum supporting the vote for

women in all elections. This put the power of the largest state in the union, with the most representatives, behind the 19th Amendment.

Meanwhile, Alice Paul and her more radical allies broke with Catt and NAWSA in 1916 to form a new suffrage organization, the National Woman's Party, NWP. Paul was frustrated with the slow pace of change, and particularly with the refusal of President Woodrow Wilson to come out in support of a national amendment for women's suffrage. In January of 1918, the NWP began to picket the White House (using this tactic for the first time in U.S. history), setting up "Silent Sentinels" who stood quietly with banners demanding the vote. At first, Wilson tolerated these protesters, even offering them tea on a cold day.

U.S. entry into World War I had a dramatic impact on NAWSA, the NWP, and the suffrage movement as a whole. Although she had always been a pacifist, Catt announced that her organization would support the war effort – while continuing to press for the vote. In this, she had learned from the example of Stanton and Anthony, whose movement had lost ground when they suspended their suffrage activism during the Civil War. To do their part, women across the United States (not only suffragists) knit and nursed, but also worked in factories and on farms, filled in as office workers and street car conductors, drove ambulances, and even joined the navy as clerical workers and translators. Meanwhile, NAWSA kept up its pressure on Congress and the President.

World War I did not stop Alice Paul's pickets, however. In fact, they began to carry placards that were more and more critical of the president, comparing him to the German Kaiser and the U.S. government to Tsarist Russia. When soldiers and sailors began to attack the peaceful protesters, the police did little, or even supported the attackers, stopping other men from defending the silent suffragists. Whether to preserve public order or simply remove an embarrassment at time of war, the government decided to start arresting the suffragists on the charge of obstructing traffic. When the same women returned to the picket lines after their release, sentences became longer and longer. Eventually, Paul was sentenced to 7 months in the women's workhouse, a jail that held women convicted of crimes, such as thieves and prostitutes.

To protest their treatment as "common criminals" rather than "political prisoners," as well as the disgusting conditions of their jail (including wormy bread), Paul went on a hunger strike and was force-fed. In this painful procedure, a concoction of raw eggs was forced through a tube, down her esophagus and into her stomach (note, this practice had also occurred on slave ships to feed African hunger strikers). The government called in doctors to try to prove that she was insane, but the physicians did not agree. Meanwhile, other members of the NWP continued the cycle of protest, arrest, and jail, and some joined Paul in hunger-striking. In mid-November, the authorities cracked down and the suffragists were deliberately and severely beaten by their prison guards, then thrown into bare concrete cells without medical attention. Lucy Burns was handcuffed, with her hands above her head, to her prison bars. This tactic backfired, though, when publicity about the treatment of these women (most of them upper-middle class and all highly respectable) leaked out. By the end of the month, all of the women had been released from jail.

In January 1918, President Wilson finally spoke out in support of a federal amendment for women's suffrage. Whether he was convinced by Paul's radical actions or by Catt's lobbying, or simply by the contributions of American women to the war effort, his support paved the way for the amendment to pass in Congress. In 1919, the amendment – originally written and introduced by Stanton and Anthony in 1878 – finally passed Congress. It stated:

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.

Congress shall have power to enforce this article by appropriate legislation.

The amendment then went to the states for ratification, which went easily in most of the northern, mid-western, and western states, but began to hit resistance as it was considered in the south. When it was rejected by Delaware, suffragists feared that it could still be defeated. Both NAWSA and the NWP turned their attention to Tennessee, using delegations of local supporters but tightly coordinating their tactics (Catt from Tennessee, Paul from Washington, D.C.). Anti-suffrage forces were busy lobbying as

well. The vote, as expected, was extremely close, and came down to the unexpected support of a young, first-term Assemblyman, Harry Burn, who had received the following letter from his mother:

Dear Son:

Hurrah, and vote for suffrage! Don't keep them in doubt. I notice some of the speeches against. They were bitter. I have been watching to see how you stood, but have not noticed anything yet.

Don't forget to be a good boy and help Mrs. Catt put the "rat" in ratification.

Your Mother

Catt and Paul and millions of American women rejoiced in their victory. Catt went on to found the League of Women Voters, and Paul introduced the Equal Rights Amendment in 1923 – an amendment that remains unpassed 90 years later. It simply states: *Equality of rights under the law shall not be denied or abridged by the United States or by any state on account of sex.* Although this is only part of what the *Declaration of Sentiments* asked for in 1848, it appears to be too radical a demand even today.

WOMEN'S HISTORY TIMELINES

Timeline from National Women's History Museum (which does not yet exist) only covers 1840-1920:
<http://www.nwhm.org/education-resources/history/woman-suffrage-timeline>

Timeline from the National Park Service covers 1776-1923:
<http://www.nps.gov/wori/historyculture/womens-suffrage-history-timeline.htm>

What is democracy? Upper elementary Unit

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Essential Questions:

1. What did some women want? Why were some people against it?
2. What is a democracy?
3. When is it appropriate for a person to disobey the laws of their government?
4. What tactics did women use to get the vote?

Standards:

4.4 GOVERNMENT: There are different levels of government within the United States and New York State. The purpose of government is to protect the rights of citizens and to promote the common good. The government of New York State establishes rights, freedoms, and responsibilities for its citizens. (Standards: 1, 5; Themes: GOV, CIV)
4.4d New Yorkers have rights and freedoms that are guaranteed in the United States Constitution, in the New York State Constitution, and by state laws.

➤ Students will examine the rights and freedoms guaranteed to citizens.

4.5 IN SEARCH OF FREEDOM AND A CALL FOR CHANGE: Different groups of people did not have equal rights and freedoms. People worked to bring about change. The struggle for rights and freedoms was one factor in the division of the United States that resulted in the Civil War. (Standards: 1, 5; Themes: ID, TCC, SOC, CIV)

4.5b Women have not always had the same rights as men in the United States and New York State. They sought to expand their rights and bring about change.

- Students will examine the rights denied to women during the 1800s.
- Students will investigate people who took action to bring about change such as Amelia Bloomer, Sojourner Truth, Elizabeth Cady Stanton, Lucretia Mott, Susan B. Anthony, Matilda Joslyn Gage, and Elizabeth Blackwell. Students will explore what happened at the convention of women in Seneca Falls.

Reading Standards

4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

Writing

4.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

Listening

4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 4 topics and texts*, building on others' ideas and expressing their own clearly.

Objectives:

1. To understand what a democracy is and is not.
2. To understand what the goals were of the suffragists and to understand why some people were against this
3. To understand that in order to bring about social change sometimes you need to break the law

Materials

Shea, P.D. and Van Rynbach, I. (2010) *The Taxing Case of the Cows: A true story about suffrage*. Clarion Books.

White, L. A. (2005). *I could do that! Esther Morris gets Women the Vote*. Farar, Straus and Giroux.

Text analysis worksheet

Primary documents and worksheets

Vocabulary

Democracy

Suffrage, Suffragist

Inalienable

Declaration of Sentiments

Declaration of Independence

Taxation

Susan B. Anthony

Seneca Falls Convention

15th Amendment

Unit Outline

Day 1: What is democracy? What is suffrage and why did women want it?

The teacher and the students will come up with a working definition of the words democracy and suffrage. The teacher will post those definitions in the room for reference. The teacher will then read, *I could do that! Esther Morris gets women the vote*. As the teacher reads, students will fill in the text analysis outline. After reading the story, the class will discuss why women wanted the vote, and if it is democratic to deny them the vote.

Conclusion: Students will have a working definition of democracy and suffrage. The students will be able to identify reasons why women felt they had a right to vote.

Day 2: Why were some people for and why were some people against women voting?

The teacher will break the students up into five groups. Each group will get a different document. Some of the documents will portray the pro-suffrage point of view and the others will portray an anti-suffrage point of view. The students will then complete the Primary Source worksheet. The students share what they have learned with their class. The class will make a list of reasons for women suffrage and against women suffrage.

Conclusion: The students will be able to list reasons for and against women suffrage.

Day 3: How did the American Revolution influence the suffragist movement?

The teacher will review the reasons for and against women suffrage. The teacher will then read the story, *The taxing case of the cows* and students will complete the text analysis document. The class will then discuss the idea of taxation without representation and how it is taken from the revolution. The class will explore reasons why and how the American Revolution influenced the suffragist movement.

Conclusion: The students will be able to understand how the American Revolution influenced the women suffrage movement.

Day 4: Why did women write the Declaration of Sentiments? What changes did they seek?

To introduce the Declaration of Sentiments, the teacher will provide the students with a background on Elizabeth Cady Stanton. Then, as a whole class, the students will analyze the Declaration of Sentiments. The teacher will project a version of the Declaration of Sentiments on the SMARTboard (attached). The teacher will read the second paragraph to the students. The teacher will ask where they have seen this before and how it is different from the original Declaration of Independence. The teacher will then read aloud the complaints listed. The class will break down each point and discuss what the women were asking for. The teacher will break the students into 8 groups and each group will receive a complaint. The students will create illustrations that portray their complaint.

Conclusion: The students will be able to understand the demands of the women in The Declaration of Sentiments.

Biographical Sketch: Elizabeth Cady Stanton (1815-1902)

Elizabeth Cady was born in Johnstown, New York. Her father was a politician and prominent judge, and as a child she learned that the law was unfair to married women. (At that time, husbands had complete control over everything their wives' owned – their real estate, money, and even their personal possessions, like clothing, as well as their children). When her older brother died, Elizabeth told her father that she would take his place, but her father said she couldn't because she was a girl.

For her time, Elizabeth was well educated. She attended a female seminary, similar to a private

high school today; she studied Latin, Greek, and French as well as math and science. As a wealthy young woman, she was not expected to support herself. When she was 24, Stanton met a radical young man who traveled around the country speaking against slavery, Henry Stanton. They fell in love and despite the objections of her father, were married the following year. On their honeymoon, they went to London to attend the World Anti-Slavery Convention where Elizabeth Cady Stanton met Lucretia Mott. Mott was a Quaker minister from Philadelphia, an older woman famous for her anti-slavery views. The women talked about holding a woman's rights convention in the United States.

It took 8 years for Stanton and Mott to act on this goal. They finally had the opportunity because Mott was visiting her sister near Seneca Falls, New York, where Stanton lived. In July, 1848, they organized the first meeting to discuss women's rights ever held in the United States, or the world. The women who came, and their male supporters, agreed on a list of complaints and one of demands. Their most radical demand, which Stanton insisted on, was the right to vote.

In 1851, Elizabeth Cady Stanton met Susan B. Anthony, and the two became partners in the fight for women's rights. While Stanton was tied down at home (she was eventually the mother of seven children), Anthony was a single woman free to travel, to organize and speak. Stanton was a wonderful writer but less comfortable speaking in public. Both Stanton and Anthony agreed that American women needed many new rights: the right to better education and jobs, better pay, control over their own property and children, and the right to divorce abusive husbands.

During the Civil War, Stanton and Anthony stopped organizing for women's rights and spent their time and energy on pressing for the end of slavery. After that goal had been accomplished, they expected that all women would be given the vote at the same time as men of African descent. When black men gained the vote, but not women, they were angry. They decided to work only for women's rights from then on, and formed the National Woman Suffrage Association (NWSA).

When Stanton died in 1902, women had still not won the right to vote in the United States. However, her many writings were important in changing public opinion and paving the way for women's suffrage. One of her daughters, Harriot Stanton Blatch, also became a noted advocate for women's rights.

Day 5: Why did women use the Declaration of Independence as a model for their Declaration?

The students will compare and contrast the Declaration of Sentiments and the Declaration of Independence. As a class the students will complete the analysis worksheet answering questions comparing and contrasting the two documents. The students will consider the following questions: Why do you think the Declaration of Independence was chosen as a model? Do you think it was effective, why or why not? The students will answer these questions in their SS journals.

Conclusion: The students will understand how the Declaration of Independence was influential in wiring the Declaration of Sentiments.

Day 6: What tactics did women use to get the vote? Why did women disagree among themselves?

The teacher will explain that after the Seneca Falls Convention the women's movement threw its support behind ending slavery (abolition). At the end of the Civil War three amendments are passed to the Constitution. The 13th amendment ending slavery, the 14th amendment provided voting rights, and the 15th amendment provided citizenship and equal protection under the laws. The teacher will portray the 15th amendment on the SMARTboard with the date it was effective.

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 race, color, or previous condition of servitude. (effective March 30, 1870)

The class will discuss: Did this law help women achieve their goal? How would you feel if you were a woman? What would you do? Were the methods the women were using to get the vote effective?

The teacher will explain that leading suffragists Anthony and Stanton refused to support these amendments if they did not provide suffrage to women. This caused a rift in the women's suffrage movement. Two years later, Susan B. Anthony was arrested for voting in 1872.

In preparation for the culminating activity of the unit, the teacher will provide the students with an overview of three groups, providing biographies and showing images of Alice Paul and Carrie Chapman Catt and reviewing the reasons for opposition to women suffrage.

1. Alice Paul and the Angry Group
2. Carrie Chapman Catt and the Nice Group
3. The Anti-Suffragists

The teacher will then explain that on the following the day the students will be doing some acting out and creating posters.

Conclusion: The students will learn that 2 different groups emerged within the women's suffrage movement and will understand why the rift occurred. The students will also learn the different tactics the women used to achieve their goal.

Biographical Sketch: Alice Paul (1885 – 1977)

Alice Paul was born in New Jersey, where her father was a successful businessman. Her Quaker parents believed in gender equality, and her mother took Alice along to women's suffrage meetings. Paul was very well educated, attending Quaker schools, Swarthmore College (a Quaker institution founded by her grandfather), then a series of graduate programs in New York City, Philadelphia, and England. In England she met the Pankhursts (mother and daughters), leaders of the British suffrage movement. These suffragists were far more radical than women's rights advocates in the United States, and often engaged in direct action (such as disrupting all-male meetings and breaking windows) to publicize their cause. Alice joined their struggle; she was arrested, beaten by police, jailed, went on hunger strikes, and was eventually force-fed.

When Paul returned to the United States in 1912, she and Lucy Burns (a suffrage activist whom she had met in England) tried to work within NWSA, the major women's suffrage organization of that time. Paul and Burns moved to Washington, D.C. to coordinate NWSA's efforts to convince the United States Congress to pass a woman's suffrage amendment to the Constitution. Their first major action was a dramatic Woman Suffrage Procession the day before the inauguration of President Woodrow Wilson in the spring of 1913. A huge crowd of half a million spectators pressed in on the approximately 8,000 marchers and, without enough police presence or protection, the event turned into a near-riot. Paul used the failure of the police to defend the peaceful protesters as evidence of the government's unwillingness to listen to women's demands.

Paul and Burns disagreed with the national leadership of NWSA on both goals and tactics. While NWSA, under the leadership of Carrie Chapman Catt after 1915, focused its efforts on lobbying, Paul and Burns wanted direct action. In 1916 they broke with NWSA and formed their own, more radical, group, the National Woman's Party. Meeting with President Wilson did not have any impact on his view that women's suffrage was a state issue, and that it was not time for a federal amendment.

Then, in 1917, Paul and Burns decided to take the dramatic step of picketing the White House, just as the nation was entering World War I. The "Silent Sentinels," as they were called, carried signs insisting that the U.S. was not a democracy. These inflamed the public, especially soldiers and sailors preparing to fight overseas, and the women were attacked while the police did little. In fact, the police began to arrest the women pickets for "disturbing the peace" or "blocking traffic."

Suffragists who were arrested, convicted, and sentenced were sent to the Occoquan workhouse in Virginia, where they faced horrible conditions, including filthy surroundings, disgusting food, and daily labor. To protest these conditions, Paul went on a hunger strike and was again force-fed by pushing raw eggs through a tube down her throat and into her stomach. As activists returned from jail to the picket line, their sentences became longer. On November 14, a newly arrested group experienced a "Night of

Terror,” where they were beaten by the guards and thrown into concrete cells without medical attention. Bad publicity forced the release of all the women by the end of November.

In January of 1918, President Wilson finally came out in support of an amendment to the Constitution guaranteeing women’s right to vote across the United States as a “war measure.” It is unclear exactly what part the “Silent Sentinels” of the National Woman’s Party played in convincing him and influencing public opinion. It took two more years for the measure to pass Congress, and be ratified by the states, but the 19th Amendment was finally approved in 1920.

After the suffrage amendment had been passed, Paul turned her attention to full legal equality for women, and introduced the Equal Rights Amendment in 1923. Although the amendment did pass through Congress in 1972, it was never ratified by the required 38 states. In fact 1977, the year Paul died, was the last year in which a state (Indiana, the 35th) approved the ERA. The amendment therefore died in 1982, and has never been passed.

<http://www.youtube.com/watch?v=GjYtacfcgPU>

Biographical Sketch: Carrie Lane Chapman Catt (1859 – 1947)

Carrie Lane grew up in Iowa, though both of her parents were from farms near Potsdam, New York. Her father was a farmer, but her mother had been educated at Oread Institute in Massachusetts, one of the first women’s colleges. When she was 13, Carrie was shocked to discover that her mother was not able to vote like her father or the family’s hired man, and immediately insisted that this was unfair.

Her family was not wealthy. When she wanted to go to college, her father said that he could only contribute \$25 out of the \$150 Carrie needed for her first year at Iowa State Agricultural College (now Iowa State University). She insisted that she could support herself by teaching during the summer and winter recess, plus taking part-time jobs during the school year. One of only six women in a class of 27, she defied tradition to speak (not just write) in the Literary Society, and even organized a debate on woman suffrage. After four years, she earned a B.S. in Science, and was the only woman among 18 graduates in 1880.

Lane soon became a teacher in Mason City, Iowa, and, in her second year, high school principal and superintendent of schools. She also met and married a newspaper editor, Leo Chapman. Because married women were not allowed to remain as teachers, she joined Leo as a co-editor of the paper. Their progressive views stirred up trouble with the local political boss, who eventually sued their paper for libel. The Chapmans sold the paper and left Iowa, moving west. While Carrie visited her parents, Leo went on ahead. Her young husband caught typhoid, and died before Carrie reached California.

Carrie Chapman was now a widow with no money and no local connections. She struggled to support herself as a freelance writer. She found that giving public lectures was a better way to earn money, and returned to her hometown in Iowa, where she became also a paid suffrage organizer. In 1890, Carrie attended and spoke at the Washington, D.C. meeting where the National Woman Suffrage Association (led by Stanton and Anthony) and the American Woman Suffrage Association (led by Lucy Stone) – two groups that had split in 1869 – merged into the National American Woman Suffrage Association (NAWSA).

Much to the surprise of other suffragists, Carrie Chapman married successful engineer George Catt of Seattle that same year. She had known Catt as a student at Iowa State; he understood and admired her drive for reform. Carrie Chapman Catt continued to devote much of her time to the cause of women’s suffrage – writing, speaking, lobbying, organizing campaigns, and gaining support through persuasion. In 1892 Susan B. Anthony asked her to speak before Congress to advocate for the vote, and by 1900 she had become Anthony’s handpicked successor as the head of NAWSA. In 1904, however, she resigned to care for her husband, who died the following year. That of Susan B. Anthony, Carrie’s younger brother, and her mother, followed his death. By 1907 Catt was exhausted and depressed. She was urged to travel for her health, and spent the next eight years working for the International Woman Suffrage Alliance, which she had helped found.

Carrie Chapman Catt’s return to the United States in 1915 marked the final, successful stage of the struggle for U.S. women’s suffrage. Catt once again became head of NAWSA, and in 1916

announced a “Winning Plan” to press for the vote at the local, state, and federal levels. In 1917, she supervised the campaign that won the vote for women in New York State – the largest state in the union with the most congressional representatives. When the U.S. entered World War I Catt, a pacifist, decided that American women would need to support the war to prove their patriotism – and work for suffrage at the same time. In 1918, President Woodrow Wilson responded to public opinion and constant pressure, and came out in support of the suffrage amendment.

In 1920, the 19th Amendment to the U.S. Constitution had passed both houses of Congress and been sent to the states for ratification. Tennessee was the final state to approve the amendment, and by only one vote, that of a young assemblyman named Harry Burn. Harry had received a letter from his mother, which read in part:

Dear Son:

Hurrah, and vote for suffrage! Don't keep them in doubt. I notice some of the speeches against. They were bitter. I have been watching to see how you stood, but have not noticed anything yet.

Don't forget to be a good boy and help Mrs. Catt put the “rat” in ratification.

Your Mother

After women finally won the vote in 1920, Catt founded the League of Women Voters and devoted much of her time and energy to the cause of world peace.

Day 7: What tactics did women use to get the vote? When is it appropriate for a person to disobey the laws of their government?

The teacher will review the 2 groups that formed within the women’s suffrage movement. The teacher will break the class into 6 groups; the angry group, the nice group, and the antis. (2 groups will represent each point of view). The groups will create a poster portraying their point of view using both illustrations and words. The groups will share their posters with the class by acting out the different roles. For example, the two “angry groups” will demonstrate marching on Washington DC. The “anti groups” will represent the mean jailers, the judges, and the sailors who attacked the protestors. The “nice groups” will demonstrate lobbying and making posters. Each group will give an explanation of what they’re doing and why.

Conclusion: The students will understand that different tactics were used to achieve women suffrage. The students will understand how and why some Americans were against giving women the vote.

Primary Source Document Analysis Worksheet*

___ Name _____ Date _____

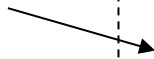
<i>Title of the Document(s)</i>		
Who is each article about?	When were the articles written?	Where were they written?
What happened? 1) Why did our forefathers write the Declaration of Independence?	Make Connections/Comparisons	
2) Why did the women at Seneca Falls write the Declaration of Sentiments?	↓	
3) According to the D of I, what truths are self-evident?	↑	

4) According to the D of S, what truths are self-evident?

What happened?

Make Connections/Comparisons

5) Who did the forefathers describe as tyrannical?



6) Who did women describe as tyrannical?



7) What is the purpose of each declaration listing a series of facts?




8) Based on the facts of the D of S, what did the women of the Seneca Falls Convention want? Which of these facts have been fixed?



Words to Look Up:

*Excerpts of the Declaration of Sentiments and Declaration of Independence are on pages 48-49.

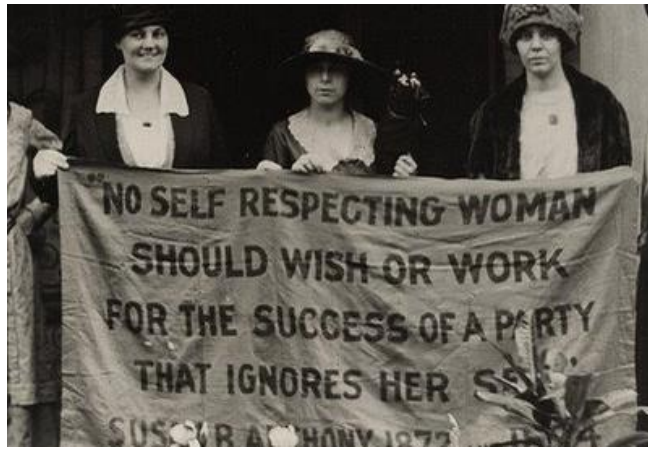
Book Analysis Worksheet

# ____ Name _____ Date _____ Title: _____		
Who (is the book about):	When (did the event occur):	Where (did it happen):
What happened?		Why does it matter?
Important Words to Look Up:		

Images of Alice Paul and Carrie Chapman Catt



Alice Paul



Carrie Chapman Catt

Primary Documents and Worksheet for Lesson 2





Primary Document Worksheet

Directions: Examine the document. With your group, answer the following questions.

1. What message about women's suffrage is your document sending?
2. What images from your document enforce this idea? How did you know this?

3. Why do you think that this document is important?

4. What do you think the opposing side would say about this document? Why?

Did voting lead to equality? A Middle School Unit

Matt Grande: mgrande@rhinebeckcsd.org

Overall Goals: Students will learn the goals, tactics, struggles, and results of the women’s suffrage movement.

Lesson 1-Two Days

Standards:

Key Idea: 7.7c-Social, political, and economic inequalities sparked various reform movements and resistance efforts. Influenced by the Second Great Awakening, New York played a key role in major reform efforts.

Themes: Civic Ideas and Practices; Power, Authority, and Governance; Development and Transformation of Social Structures.

Literacy in History/Social Studies Reading Standards:

CCR Anchor Standard 1-Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

CCR Anchor Standard 2-Determine central ideas or themes of a text and analyze their development.

Objectives:

1. Read, interpret, and analyze the Primary Source, “Declaration of Sentiments” from 1848
2. Work with a small group to put the PS into their own words to better understand its purpose
3. Create political cartoons examining the goals of the PS

Materials:

Students will be given a copy of the Declaration of Sentiments and materials to create cartoons

Conclusion: Students will understand that the struggle for women’s equality was not just for voting rights, but for a myriad of inequalities that existed long before the 19th Amendment.

Hook: As the “Do Now” assignment to begin the class, students will be asked to respond to the question, “Where have you heard the term, ‘no taxation without representation’ before? What does it mean to you, and what historic events are directly linked to it?” After discussion, students will be given the Declaration of Sentiments and assigned a partner.

Activity: Day one, students will be given the period to CLOSE read the Declaration of Sentiments and answer age-appropriate questions analyzing the meaning of the document. Students will then put the list of demands written in the document into their own words. A culminating discussion at the end of class will ensure that all students understand the purpose of the document.

Day two, students will be seated with the same partner and create a political cartoon based on one of the demands/complaints listed in the document. They will briefly present their cartoons, and a “comic book” will be created from each class’s work to be viewed again at the end of the unit to discuss whether or not women achieved equality and their demands achieved with the passage of the 19th amendment.

Lesson 2-Two Days

Standards:

Key Idea: 7.7c-Social, political, and economic inequalities sparked various reform movements and resistance efforts. Influenced by the Second Great Awakening, New York played a key role in major reform efforts.

Themes: Civic Ideas and Practices; Power, Authority, and Governance;
Development and Transformation of Social Structures.

Literacy in History/Social Studies Reading Standards:

CCR Anchor Standard 1-Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

CCR Anchor Standard 2-Determine central ideas or themes of a text and analyze their development.

Objectives:

1. Read, interpret, and analyze two different articles concerning civil disobedience.
2. Create Venn Diagrams comparing and contrasting each article.
3. Work with a partner to compare and contrast all four stories.
4. Create “tweets” about each article as an historical actor.

Materials:

Students will be given two of six articles on civil disobedience: the Keystone Pipeline protests, Susan B. Anthony’s arrest for voting, The Bonus Army, Alice Paul picketing the White House, The Teach-In at Ann Arbor, or the Greensboro Sit-ins (Attached at end of lesson). They will also be given Venn Diagrams and paper.

Conclusion: Students will understand that throughout history, protestors in the United States have used similar methods to attempt to change the minds of lawmakers using the practice of civil disobedience (continuing today, with the pipeline protests). They will also decide which protests were successful and why.

Hook: As the “Do Now” assignment to begin the class, students will be asked to summarize the Boston Tea Party in a few sentences, focusing on why it occurred. A discussion on how it helped foment insurrection will take place, leading to defining what “civil disobedience” is.

Activity: Day one, students will listen to a mini lecture summarizing the actions of MLK, Jr. and the Montgomery Bus Boycott. They will then be given two articles to read, and complete the Venn Diagram comparing and contrasting the two events.

Day two, students will meet with someone who read two different articles, summarize and discuss them, and then create “tweets” about the articles to be published on “Twitter,” using hashtags, with their Twitter handle being one of the major players responding to a particular event described in the article. The tweets could be positive or negative depending on the person they choose to interpret. They will write them out and share them with the class at the end of the period.

Lesson 3-Two Days

Standards:

Key Idea: 7.7c-Social, political, and economic inequalities sparked various reform movements and resistance efforts. Influenced by the Second Great Awakening, New York played a key role in major reform efforts.

Themes: Civic Ideas and Practices; Power, Authority, and Governance;
Development and Transformation of Social Structures.

Literacy in History/Social Studies Reading Standards:

CCR Anchor Standard 1-Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

CCR Anchor Standard 2-Determine central ideas or themes of a text and analyze their development.

Objectives:

1. Students will be assigned a Pro or Anti side of the Women’s Suffrage Debate.
2. Using an iPad, they will view the documents for both sides on the first day, taking notes about the positive and negative views regarding women’s right to vote in the early 1900’s.
3. They will debate these views with one another as a class and decide what would be the right thing to do.

Materials:

Students will be given an iPad with links to study, and a T-Chart with Positives and Negatives of Suffrage as the topic.

Conclusion: Students will understand that the country (as well as women’s rights groups) argued about the benefits and drawbacks to allowing women the right to vote.

Hook: As the “Do Now” assignment to begin the class, students will be asked vote on a topic, and only a certain portion of the group’s votes will count. This will lead to our introduction to the 19th Amendment.

Activity: Day one, students will be given the period to use the iPads and explore the documents, filling out the chart as they go.

Day two, they will meet with their Pro or Anti Suffrage groups and formulate an argument on allowing women to vote. They will then debate for 10-15 minutes, with a group discussion to follow.

Culminating Activity

We will review the cartoons students made about the Declaration of Sentiments, and ask whether or not the right to vote meant that women had achieved all they wanted. Students will then write a short essay describing how women fought for the right to vote, and if they think the right to vote finally made women equal to men in America to answer the EQ: Did voting lead to equality?

Anti Suffrage Cartoons, posters, songs, etc.

<http://theweek.com/article/index/247790/12-cruel-anti-suffragette-cartoons>

<http://thesocietypages.org/socimages/2012/11/08/vintage-anti-suffrage-postcards/>

<http://historyoffeminism.com/anti-suffragette-postcards-posters-cartoons/>

Pro Suffrage Cartoons, posters, songs, etc.

<http://digital.library.upenn.edu/women/gilman/suffrage/suffrage.html#suffrage>

<http://www.radford.edu/rbarris/Women%20and%20art/amerwom05/suffrageart.html>

<http://womenshistory.about.com/od/Suffrage-Cartoons/>

The New American (America)

Keep Woman in Her Sphere (Auld Lang Syne)

Funeral for Our Future' Results in More Arrests as Keystone XL Protests Escalate

Adam Greenberg, 3/14/2013

From: http://www.huffingtonpost.com/adam-greenberg/funeral-for-our-future-re_b_2870983.html

This past Monday, a funeral procession over 100 strong trudged solemnly towards TransCanada's offices in Westborough, MA. Dressed in black and carrying paper flowers, the mourners sang a chilling dirge:

"They are digging us a hole. They are digging us a hole.
Six feet underground, Where the pipeline will go.

They are digging us a hole, They are digging us a hole,
Six feet underground, Where our future will go."

They were a somber sight, but no observer could miss the determination in their eyes. The pallbearers brought a large coffin right up to the doors of the TransCanada office and gently set it down. The words "Our Future" emblazoned on the coffin revealed the subject of their mourning.

These students, youth, mothers, elders, and clergy held this "Funeral for our future" in the hallways of TransCanada's office building to protest the Keystone XL pipeline. Twenty-five of the mourners were arrested for handcuffing themselves together and refusing to leave. This action was yet another moment in the escalating resistance to the controversial pipeline, which would stretch from the tar sands in Alberta to refineries in the Gulf Coast.

The Keystone XL pipeline running through America's heartland will carry a special kind of fuel, known as *diluted bitumen*, which is notoriously unsafe and prone to causing spills that we do not know how to effectively clean. Nevertheless, the proposed pipeline will carry this corrosive fuel directly over America's most important water source, threatening the drinking water of millions of Americans.

Hundreds of Students Arrested Outside White House at Keystone XL Pipeline Protest

Jon Light, 3/4/2014

From: <http://billmoyers.com/2014/03/04/hundreds-of-students-arrested-outside-white-house-at-keystone-xl-pipeline-protest/>

Loudly denouncing the proposed Keystone XL oil pipeline, about 1,000 people — most of them students — marched from Georgetown to the White House Sunday. Once there, hundreds fastened themselves to the fence outside the White House, while hundreds more stood with them, waiting to be arrested. By the end of the day, roughly 400 had been taken into custody.

Their message for President Obama: People from our age group helped vote you into office, and we oppose the pipeline. Do you stand with your constituents, or do you stand with the fossil fuel industry and its legion of lobbyists? "The president is the decision-maker. The ball's in his court. We really have to make it clear to him that it's his decision — and if he makes that decision, that's on his shoulders," said Brian Thompson, who traveled to DC from the University of Vermont.

The protest came within a month of two controversial State Department reports on the TransCanada pipeline, which would carry 830,000 barrels of crude oil from the Alberta tar sands in Canada to refineries on the Texas Gulf Coast every day. The first report found that regardless of whether the US government allows the pipeline to be constructed, Canada's tar sands oil will be extracted and burnt, and, thus, the pipeline itself will not significantly hasten climate change. The second report found no conflict of interest in the first, even though the contractor who prepared it had previously done work for

TransCanada, the company behind the pipeline.

The turnout at the protest surprised even the event's organizers. "This is way more than we expected at the beginning. It spiraled beyond anything we could have imagined," said Aly Johnson-Kurts, a Vermont coordinator with 350.org who is taking time off from Smith College. Over 80 colleges from 42 states, from Louisiana to Maine, were represented. A separate, West Coast demonstration — "XL Dissent West" — took place in San Francisco on Monday: About 100 people — mostly students from Bay Area schools — attempted to occupy the State Department building in San Francisco, but guards locked the doors before most of them were able to enter. Nine students managed to get in, and were arrested after occupying the building for about an hour.

"I think the movement has done a really amazing job bringing together activists and environmentalists from all over the country," said University of Pennsylvania student Emily Belshaw, who marched in DC holding a large, papier mâché Mother Earth designed by Spiral Q puppet theater in Philadelphia. "In the next couple months I'd like to see a continuing bond throughout the country between environmentalists at colleges, bringing youth together."

Belshaw chose not to get arrested, because she needed to accompany the Earth puppet at all times.

The marchers gathered on Georgetown University's campus and marched from there through a sleepy residential neighborhood, pausing outside Secretary of State John Kerry's house and then continuing toward the White House through wide commercial avenues, blocking traffic on their way. Once there, students used plastic zip ties to strap themselves to the fence outside the president's mansion. Others, lacking zip ties, stood with them, leaning against the fence. About 30 students spread out a large, black piece of plastic — an "oil spill" — on Pennsylvania Avenue in front of the fence, and lay down in it. Reporters and photographers from an array of media organizations — *Politico*, *Reuters*, *The Washington Post* — jotted notes and snapped photos.

As police gave a series of warnings to clear the area or be arrested, students chanted, urging Obama to reject the pipeline, and sang songs, many of them harkening back to the civil rights movement and other social movements of the previous century — "This Little Light of Mine," "We Shall Overcome." After five warnings, police officers and SWAT team members began arresting students.

The mood was, for the most part, genial. "We love you," students chanted to the officers, who in some cases checked that the students had ID cards before cuffing them. One officer brought a student a jacket, another shook hands with a protestor waiting to be arrested.

But the arrests took four hours, during which time the temperature dropped and it started to sleet — the cusp of the storm that paralyzed DC Monday — as students continued to chant their message for Obama.

"I hope Obama will reject the Keystone pipeline, and set a precedent for rejecting fossil fuel infrastructure projects on the basis of climate," said Johnson-Kurts. "This is our future we're talking about, and it's on the line with every fossil fuel project that he approves."

Brian Thompson, from University of Vermont, and Sydney Katz, a student at Hampshire College, wore yellow shirts at the DC action showing a blazing sun and reading, "As the heat rises, so do we!" The two knew each other from growing up in Oakland, Calif., where months of drought followed recently by days of rain and mudslides may be evidence of the planet's increasingly extreme climate. "It's all connected — the drought in California, the flooding in England," said Thompson. "It's all part of the big picture."

Rochester, New York, women defy ban on voting, 1872-1873, *Rachel S Ohrenschall*, 3/29/2012

From: <http://nvdatabase.swarthmore.edu/content/rochester-new-york-women-defy-ban-voting-1872-1873>

Before the U.S. civil war (1861-65), women struggling for their rights worked also for the end of slavery. The annual women's rights convention of 1857 failed to meet because Susan B Anthony had spent her time that year lecturing against slavery. In 1863 women leaders Anthony, Elizabeth Cady Stanton and Lucy Stone plunged into agitation for the anti-slavery 13th amendment to the U.S. Constitution; it was passed in 1865.

The next constitutional step was to define citizenship. When the 14th amendment was proposed, women's rights advocates organized a petition campaign to include in the amendment women's right to vote, but they became increasingly unable to gain men's support. When the amendment was adopted in 1868, the suffragettes that had worked so hard to secure the vote for black men were excluded.

Out of this exclusion grew the New Departure Strategy for Women's suffrage, which held that women, as citizens of the U.S. indeed have the right to vote as specified by the 14th and 15th amendments. The Enforcement act of May 1870 strengthened the 15th amendment and accelerated women's direct action campaigning. This act was meant to enforce the political rights of the newly freed slaves by providing recourse in the federal courts and penalties against local election officials who refused the lawful votes of citizens. The Suffragettes saw this as a way to use the power of the federal government for their own benefit.

Victoria Woodhull and her historic campaign for presidency grew out of this strategy, and in early 1871 the National Women's Suffrage Association (NWSA), which was led by Anthony and Elizabeth Cady Stanton, drew up a resolution formally advising women of their duty to, "apply for registration at the proper times and places, and in cases when they fail to secure it to see that suits be instituted in the courts having jurisdiction and that their right to the franchise shall secure general and judicial recognition."

In addition, the political situation of 1872 became complicated, in June 1872 an important group of reformers split off from regular Republicans to run an independent campaign. These liberal Republicans did not support the feminists, and indeed picked Horace Greely as their candidate, a well-known anti-feminist. Almost all of the Garrisonian males who had collaborated with the feminists for abolition betrayed their original promises of support for women's rights and joined with these radical Republicans. The regular Republicans cultivated the support of the feminists, even inserting a small reference to "additional rights" for women in their platform.

It was in this climate that Anthony decided it was the proper time and place to take matters into her own hands, by registering to vote with a few close friends four days prior to Election Day 1872, in her town of Rochester, New York. In this period Susan B. Anthony was probably the best-known woman in the United States. Though her decision to register to vote may have seemed like a spontaneous move on Anthony's part, during her later trial Anthony declared that she had, "been resolved for three years to vote at the first election when I have been home for thirty days before."

Upon walking up to the registrar's Anthony demanded that they register her to vote. When they denied her request she read them the 14th amendment to the U.S. constitution, as well as an article from the New York state's constitution, which contained no sex qualification for voting. When they continued to deny her request she reiterated her rights, "If you still refuse us our rights as citizens, I will bring charges against you in criminal court and I will sue each of you personally for large exemplary damages!"

They finally allowed her to register, and Anthony proceeded to go door to door urging her female friends and neighbors to register. Nearly 50 Rochester women successfully registered that week, as well as 14

who were in Anthony's ward in this act of civil disobedience.

On November 5, 1872, Anthony cast her ballot for Republican Ulysses S. Grant and was elated at having taken direct action to achieve suffrage. In a letter to close friend Elizabeth Cady Stanton, she wrote, "Well I have been & gone done it! Positively voted the republican ticket—strait—this A.M. at 7 o'clock & swore my vote in at that."

Since 1868 women had been attempting to vote as nonviolent action to gain voting rights, in 1871 and 1872 over 150 women in ten states had tried to vote with some of them succeeding; none of these individuals garnered the same amount of attention as Anthony's campaign. During her campaign, Anthony was aware of the feathers she had ruffled. In a letter to Elizabeth Cady Stanton, she explained the action she had taken for suffrage knowing that "we are in for a fine agitation in Rochester on the question—"

However, Anthony was arrested three weeks later, on November 28, by federal marshals on the charge of "criminal voting." This demonstrated what was not clear to the New Departure suffragettes: that federal power could as easily be the enemy as the protector of individual rights, depending on the political forces of the time. Anthony was arrested in violation of the Enforcement Act, the very act which the suffragettes thought would cement federal power to their own benefit. Because of Anthony's fame there is reason to suspect that her arrest had been authorized at the highest level of the government; the unjust conduct of her trial 7 months later reinforces this idea.

She was intentionally difficult to arrest, insisting that the federal marshal handcuff her as they went to court, and when she was asked for her five cent fare by the street car conductor she loudly proclaimed so everyone on board could hear, "I am traveling at the expense of the government, ask him for my fare."

At court, Anthony was charged with voting for a Representative of the Congress of the United States without having a lawful right to vote. Anthony refused to give bail, making it known that she would rather go to jail than cooperate with the courts. However, her lawyer, without her knowledge, paid her bail, forfeiting her right to bring her case before the Supreme Court by a writ of habeas corpus.

In the time between her arrest and her trial in May 1873 she canvassed Monroe County, visiting every village in her county, 29 post office districts in all, to educate any possible jurymen and others before her trial opened on May 13, 1873, about the constitutional issues and constitutional argument for women's claims to the vote in her case. She started every speech explaining the charges against her and would continue to explain the use of civil disobedience to "disobey every unjust law" by saying, "we no longer petition legislature or congress to give us the right to vote, but appeal to women everywhere to exercise their too long neglected 'citizen's right.'" The venue of her trial was eventually moved and the date postponed until June 17 because she had so thoroughly canvassed Monroe County, the judge declared she had prejudiced any possible jury.

In her trial, her lawyer, Henry Selden, defended her by asserting constitutional arguments in the 14th and 15th amendments, supporting women's rights to vote, but she was unfairly denied a jury trial. Instead she was proclaimed guilty on the spot by the judge Ward Hunt, an anti-feminist. In her response to the court's proclamation of guilty she let her thoughts on why she should not be guilty be pronounced, "for in your ordered verdict of guilty, you have trampled underfoot every vital principle of our government. My natural rights, my civil rights, my political rights, are all alike ignored. Robbed of my fundamental principle of citizenship, I am degraded from the status of a citizen to that of a subject; and not only myself individually, but all my sex are, by your honor's verdict, doomed to political subjection under this so-called republican government."

Judge Hunt tried to stop Anthony from talking during her trial several times, and each time she would refuse to be silent, and she refused to pay her fine. Anthony's trial itself received a lot of national press, though not all in her favor. According to Anthony, the publicity generated from the press coverage of her trial promulgated the constitutional issues involved and broadened the court's discriminatory abridgement of justice. Anthony, herself, personally printed and distributed 3,000 copies of the courtroom proceedings to aid in the publicity of this important action

The Bonus Army: How a Protest Led to the GI Bill

Radio Diaries, 11/11/2011

From: <http://www.npr.org/2011/11/11/142224795/the-bonus-army-how-a-protest-led-to-the-gi-bill>

As World War I drew to a close in 1918, millions of American veterans returned home to the promise of a cash bonus — compensation for their overseas service.

There was a catch, though: The money would not be paid out until 1945.

Then, the Great Depression struck. Millions of Americans were left hungry and homeless. Veterans of the war were desperate for relief.

So in 1932, a group of veterans in Portland, Ore., led by a man named Walter Waters, decided to go to Washington to lobby for early payment of their promised bonus.

They went down to the railroad yards, with a bugle and an American flag, and hopped onto freight trains. They called themselves the Bonus Army.

As they moved eastward, their idea caught on. Radio stations and newspapers began to pick up the story. Veterans from all over the country began jumping on freight trains, heading for the capital.

Tom Allen, co-author of *The Bonus Army: An American Epic*, says the movement "was a magnet for the veterans and their families who had nothing.

"Suddenly, out of the whole Depression, comes guys doing something," he says. "There was hope there. They have a mission, they have a destination — and it's called Washington, D.C."

Encampments

The first Bonus Marchers arrived in Washington, D.C., on May 25, demanding payment of their bonuses. Within weeks, there were 20,000 veterans in town.

They set up camp in vacant lots, empty buildings and in an Army-style encampment along the Anacostia River. At one end of camp, there was a dump where veterans scavenged materials to build their houses: wrecked cars, chicken cages and pieces of wood.

The camp was elaborate. It was laid out with streets named after states. It had its own library, post office and barbershops. The Bonus Marchers produced their own newspaper, the *BEF News*.

"We ate better than we did at home," Lillie Linebarrier says. "They would load us up on vegetables, on honey buns, doughnuts. We never had the money to eat such a set at home."

The camp at Anacostia was the biggest Hooverville — or shantytown — in the country. Organizers were determined not to be bums. They laid out strict rules: no alcohol, no fighting, no panhandling and no

communists.

The veterans had the support of many Washingtonians. Locals came down and brought them cigarettes and food, came to be entertained by the bands that played in the camp, or came down just to talk to the veterans.

Retired Marine Corps Gen. Smedley Butler came to speak to the marchers. "I never saw such fine Americanism as is exhibited by you people," he said. "You have just as much right to have a lobby here as any steel corporation. Makes me so damn mad, a whole lot of people speak of you as tramps. By God, they didn't speak of you as tramps in 1917 and '18.

"Take it from me, this is the greatest demonstration of Americanism we have ever had. Pure Americanism. Don't make any mistake about it: You've got the sympathy of the American people. Now don't you lose it," he said.

On June 15, the House of Representatives passed a bill to pay out the bonus. The Bonus marchers celebrated. But then the Senate turned it down and adjourned.

Army Attacks The Camp

Officials in Washington expected that the Bonus Marchers would all go home. But they didn't. The numbers dropped, but the hard core among them stayed. And there was no indication they were ever going to leave.

Waters, the organizer of the Bonus March, said, "We intend to maintain our Army in Washington, regardless of who goes home."

Herbert Hoover was in the White House, and his administration began to panic.

On July 28, officials sent in the Washington police to evict the marchers. The action was peaceful, until someone threw a brick, the police reacted with force, and two bonus marchers were shot.

The situation quickly spiraled out of control, and the Hoover administration sent in the Army, led by Gen. Douglas MacArthur.

At the time, Blacher was standing on the corner waiting for a trolley. All of a sudden, he says he saw cavalrymen coming up the avenue toward the National Mall.

"The horses were so beautiful, I thought it was a parade," he remembers. "I asked a gentleman standing there, 'Do you know what's going on? What holiday is this?' He says, 'It's no parade, bud. Army's coming in to wipe out all these bonus people down here.' "

A newsreel called it the greatest concentration of fighting troops in Washington since 1865. "These guys start waving their sabers, chasing these veterans out," Blacher says. "And then they start shooting tear gas. There was so much noise and confusion, hollering. There was smoke and haze. People couldn't breathe."

As night began to fall, the Army crossed into the Anacostia camp. MacArthur gave the marchers 20 minutes to vacate. Thousands of veterans and their families fled. A soldier took a torch and ignited one of the tents. And the Army began torching everything that was still standing.

John diJoseph was a wire service photographer in Washington. He remembers the night they burned everything. "The sky was red," he says. "You could see the blaze all over Washington."

Within a week, the images of that night were all over the country. In every little town, people watched the newsreels, and they saw the tanks in the street, the tear gas, and MacArthur driving out the troops that had won the first World War.

"The reaction to it was, we can't let that happen again," author Tom Allen says.

Four years later, the WWI vets received their bonuses. And in 1944, Congress passed the GI Bill to help military veterans transition to civilian life, and to acknowledge the debt owed to those who risk their lives for their country.

Greensboro Sit-In

Jonathan Murray, 2014

From: <http://www.northcarolinahistory.org/encyclopedia/299/entry/>

On February 1, 1960, four African-American students of North Carolina Agricultural and Technical State University sat at a white-only lunch counter inside a Greensboro, North Carolina Woolworth's store. While sit-ins had been held elsewhere in the United States, the Greensboro sit-in set off a wave of nonviolent protest against private-sector segregation in the United States.

The first Greensboro sit-in was not spontaneous. The four students who staged the protest, all of them male freshmen, had read about nonviolent protest. Joseph McNeil, worked part-time in the university library with Eula Hudgens, an alumna of the school who had participated in freedom rides; McNeil and Hudgens regularly discussed nonviolent protest. All four of the students befriended white businessman, philanthropist, and social activist Ralph Johns, a benefactor of both the NAACP and North Carolina Agricultural and Technical.

The first sit-in was carefully planned and executed. While all four students had considered different means of nonviolent protest, McNeil suggested the tactic of the sit-in to the other three. To him, discipline in executing the protest was important. Months before the sit-in, he attended a concert at which other African-American students behaved poorly, leaving him determined not to repeat their error. The plan for the protest was simple. The students would first stop at Ralph Johns' store so that Johns could contact a newspaper reporter. They would then go to the Woolworth's five-and-dime store to purchase items, saving their receipts. After finishing their shopping, they would sit down at the lunch counter and courteously request service, and they would wait until service was provided.

The protest occurred as planned on Monday, February 1, 1960. Despite requesting service, the students were refused it, and the manager of the Woolworth's store requested that they leave the premises. After leaving the store, the students told campus leaders at Agricultural and Technical what had happened.

The next morning twenty-nine neatly dressed male and female North Carolina Agricultural and Technical students sat at the Woolworth's lunch counter. The protest grew the following day, and on Thursday, white students from a nearby women's college took part in the protests, which expanded to other stores. Soon crowds of students were mobbing local lunch counters. As the protests grew, opposition grew. Crowds of white men began appearing at lunch counters to harass the protesters, often by spitting, uttering abusive language, and throwing eggs. In one case, a protester's coat was set on fire, and the assailant was arrested.

The protests continued each day that week. On Saturday, fourteen hundred students arrived at the Greensboro Woolworth's store. Those who could not sit at the lunch counter formed picket lines outside

the store. A phoned-in bomb threat cut the protest short, but the following week sit-ins began at Woolworth's stores in Charlotte, Winston-Salem, and Durham. Soon other five-and-dime and department stores with segregated lunch counters became targets of these protests.

The reaction of police departments in the region was, by and large, muted. In the case of the Greensboro Woolworth's sit-ins, protesters were left alone by the police department while those reactionaries who became violent were prosecuted. Statewide no protesters were arrested until forty-one black students in a picket line at the Cameron Village Woolworth's in Raleigh were charged with trespassing.

Despite these arrests, progress was swift. At many stores, African-Americans were soon eating at the same lunch counters as whites. For instance, at the Greensboro S.H. Kress store, blacks and whites were eating together at the lunch counter by the end of February 1960. Some stores in Raleigh closed their lunch counters altogether to preclude protests. Though most stores did not immediately desegregate their lunch counters, the sit-ins were successful both in forcing partial integration and in increasing national awareness of the indignities suffered by African-Americans in the southern United States.

The 1960 sit-ins began without the assistance of any organization, and they effected partial desegregation in less than a month without legal action. They proved one of the simplest and most efficacious protests of the civil rights movement.

Alice Paul: Brief Life of a Pioneering Suffragist, 1885-1977

Mary Watson, 2010

From: <http://harvardmagazine.com/2010/11/alice-paul>

WHEN ON JANUARY 10, 1917, Alice Paul challenged Woodrow Wilson to a political face-off, she was a day shy of 32, a slightly built New Jersey Quaker with a crown of dark hair and compelling violet-blue eyes—“great earnest childlike eyes that seem to seize you and hold you to her purpose,” wrote a supporter. “Suffragists Carry Fight to Gates of White House,” clamored the headlines.

Picketing the White House, the first time anyone did that in the history of protest, capped a four-year campaign for a federal women’s suffrage amendment that had made Paul the country’s most controversial suffrage leader.

But neither the parades she organized, nor the lobbying, demonstrations, publicity stunts, meetings, petitions, or electoral campaigns had won over hostile southern Democrats in Congress.

President Wilson, she felt, held the key. Though a progressive Democrat, the Virginia-born president was no friend of suffrage. Publicly he maintained that states should decide their own course. (Only 11 thinly populated western states, plus the territory of Alaska, had awarded women full voting privileges.) Privately, he told a correspondent, “my personal judgment is strongly against it.”

Paul set out to shame the president into changing, if not his mind, at least his position, and that of his legislative kinsmen.

Little in her background hinted at the charismatic and clever tactician she had become. Born on a small farm in Mt. Laurel, New Jersey, the eldest of four, the young Alice “never met anybody who wasn’t a Quaker,” apart from her family’s Irish Catholic maids. Quakers believe in dedication to a divinely inspired “concern.” For an earlier generation it was abolition. For Paul, it was suffrage. She graduated from Swarthmore in 1905, flirted with social work on New York’s Lower East Side, and traveled to England in 1907 for further studies. There she enlisted in the militant wing of the British suffrage movement headed by Emmeline Pankhurst. Paul dreaded public speaking, but was fearless of confrontation. She returned to the United States in 1910, a veteran of imprisonments, hunger strikes, and an ugly episode of force-feeding.

She had launched her American campaign in 1913, under the auspices of the National American Woman Suffrage Association, with a massive suffrage parade on Pennsylvania Avenue the day before Wilson’s inauguration. Now, she and her followers were at his doorstep. They called themselves “Silent Sentinels” but they carried banners that shrieked. “MR. PRESIDENT, HOW LONG MUST WOMEN WAIT FOR LIBERTY?” “MR. PRESIDENT, WHAT WILL YOU DO FOR WOMAN SUFFRAGE?” They mined Wilson’s statements for hypocrisy. When in April 1917 he declared, in his war message to Congress, “We shall fight...for democracy, for the right of those who submit to authority to have a voice in their own governments,” the same words were held aloft days later by women with no voice in *their* government.

Hecklers, inflamed by war fever, branded the demonstrating women “Traitors!” and ripped down their signs. Tensions escalated in June when a new banner accused Wilson of lying to Russia when he claimed America was a democracy. The next day, the suffragists on duty—wives and mothers, young college graduates, social luminaries and progressive “new women”—were hurled to the ground, their banners torn away and shredded. Then they were arrested—and charged with “obstructing traffic.”

The first sentences were for three days. The picketing, and arrests, continued. When sentences for repeat

offenders reached 60 days, Wilson issued an unconditional pardon. Suffragists resumed their vigil. Wilson lost patience.

On October 6, Paul was arrested while picketing and eventually confined to a prison psychiatric ward. Her windows were boarded shut, a light beamed into her eyes hourly. A psychiatrist pressed her to admit that she had a fixation on Wilson. When the prison doctor threatened her, she felt fear of another human being for the first time in her life. She refused food; she was force-fed.

Before her imprisonment, she called for a massive picket line to overwhelm the prison system. And on November 14, 31 suffragists arrived at a Maryland workhouse. The press, bowing to White House pressure, buried news of the protestors, but reports of brutal treatment leaked out. Late in November, all the prisoners were released after a trial that turned on a technicality.

A year after the picketing began, Wilson announced his support for the amendment “as an act of right and justice to the women of the country and the world.” Backtracking from his states-rights position, he declared suffrage a “national question.” America’s allies, grateful for women’s war service, were giving women the vote, he noted. The United States should do no less.

When the Nineteenth Amendment became law on August 26, 1920, Paul had won more than the vote. A federal court had thrown out charges against the pickets, and permits to demonstrate in the nation’s capital, once denied, were now grudgingly issued. The legal precedents set by her efforts empowered future protestors, with her pioneering campaign of civil disobedience as a model.

Post suffrage, Paul armed herself with three law degrees for battles ahead. She wrote and campaigned for the Equal Rights Amendment, living to see it pass, but dying too soon to know it would never be ratified. Once women achieved freedom, she said late in life, “they probably are going to do a lot of things that I wish they wouldn’t do; but it seems to me that it isn’t our business, to say what they should do with it. It *is* our business to see that they are free.”

First "teach-in" held at University of Michigan: New tool for public education is born

David Schugurensky

From: <http://schugurensky.faculty.asu.edu/moments/1965teachin.html>

On 24 March 1965, an original combination of public education and non-violent protest was born when the first "teach-in" was held in Ann Arbor at the University of Michigan. This "teach-in" was the first major university-based anti-war demonstration in the United States and played a crucial role in forging the anti-war movement that persevered throughout the period of American intervention in Vietnam. Its goals were both educative and rebellious: the organizers of the teach-in believed that *dissenting education could be a tool for social justice*. The teach-in movement was part of a tumultuous decade of great social and political change and must be understood in the context of this history.

In early 1965, American president Lyndon Johnson changed tactics in the now year-old American military intervention in Vietnam. US troops had been in Southeast Asia to "advise" the South Vietnamese army, but a perceived lack of success in this project led to an escalation of troop involvement. Soldiers were given permission to carry out combat missions against the communist north, aided by the arrival of several thousand Marines and the beginning of a massive air strike campaign, "Operation Rolling Thunder". This change in policy went unnoticed across most of American society, which continued to support US military intervention in the years to follow. At the University of Michigan, however, the Students for a Democratic Society, or SDS, and a number of sympathetic faculty members decided it was time for a large-scale campus demonstration to oppose the war in Vietnam.

On 11 March of 1965, a group of University of Michigan faculty met to discuss the best methods for collective protest against the war. William Gamson, a sociology professor at the university, proposed a one-day moratorium on classes to allow for teaching and learning about the Vietnam War. Many faculty members present were wary of the risks they faced by participating in a moratorium, citing that the university would have the grounds to fire them for refusing to work. At a subsequent meeting, a new idea was proposed that would maintain emphasis on learning about the war without a disruption of classes: a "teach-in". Despite the misgivings of some who preferred the more radical action of a moratorium (Gamson, 1991: 32), the idea of the teach-in was adopted with 24 March set as the date of action.

The teach-in was planned as an overnight affair, beginning in the evening after classes had finished and continuing until early the next morning. Gamson (1991:32) described the idea as a compromise between open protest and business-as-usual: "instead of a work moratorium, we would stage a sleep moratorium. By staying up all night to talk about Vietnam, we were certainly abandoning business as usual". Because the teach-in would not disrupt the running of the university, and because it was framed as an educational exercise, it received the endorsement of university administrators and the politically-divided student body. Historian Charles DeBenedetti (1990: 108) argued that the teach-in was an effective act of resistance because it "was a protest rather than a debate; and yet it was also a shrewd means of energizing the university without disrupting it."

The concept of the teach-in was borrowed from the "sit-in" tactic of non-violent resistance used by the SNCC. In the latter form of protest, black youths would sit at lunch counters and other sites labeled "whites only" as an act of defiance against racial segregation. That the early anti-war movement borrowed method and terminology from civil rights activists served to unite both movements as arms in the same struggle against oppression and violence in the United States. As acts of protest, the sit-in and teach-in had a distinctly educative aim: they were intended to highlight injustice in political policy, and to do so in a very public forum in order to draw attention to their causes on a nation-wide scale.

Those who organized the teach-in wanted to make sure that a variety of issues, tactics and theories were given space in order to allow for a dynamic and inclusive exploration of the war and how to stop it

(Gamson, 1991: 32). The schedule of events included lectures, debates, film viewings, musical performances and workshops, with a large rally to finish off the event the following morning. Many of the workshops and discussions were led by SDS members and included topics such as the military-industrial complex and the role of the university, U.S. intervention in the Third World, understanding cold war rhetoric, and mechanisms for changing U.S. foreign policy. One of the films shown that night was made by the National Liberation Front in South Vietnam and had been smuggled into the country through SDS channels. This signalled the importance placed on the US anti-war movement by the Vietnamese.

Three thousand students, teachers and members of the public participated in this first teach-in. Despite two bomb threats that drove participants outside to sub-freezing temperatures, as well as the presence of some hecklers who shouted pro-war slogans at the crowd, the mood was calm and no violent incidents occurred. Arnold Kaufman, a political philosopher interested in participatory democracy, facilitated the final session. Although only 500 or so participants remained for this 6:00 am session, it has been recounted as the most powerful and important of the entire event (DeBenedetti, 1990: 108; Menashe and Rodosh, 1967: 11). Kaufman invited students to de-brief on the teach-in experience by speaking about what they had learned. Students didn't talk about the war in Vietnam or the foreign policy of the US government: they spoke about the university climate and the teach-in as an exercise in democracy. One freshman described it as "outside of ordinary time and ordinary structures. . . . I'd never been in anything like that before. It was like a classroom, only one that worked, with students speaking, or people in the audience speaking, and debating issues" (Susan Harding quoted in Gamson, 1991: 34).

The teach-in method for anti-war protest quickly spread to other campuses. The following day, a similar event was held at Columbia University. Within a week, 35 schools had held teach-ins of their own. By the end of the academic year, teach-ins against the war had been held at 120 university campuses across the United States. It was not just anti-war protesters, however, who adopted the teach-in method of educational protest. At University of Wisconsin, a pro-war teach-in drew the support of 6000 students. At Yale University, fully one-quarter of the student body participated in pro-war teach-ins and signed a letter in support of President Johnson. The continued support for the Vietnam War among the majority of American University students led many to question the impact of the teach-in movement (DeBenedetti, 1990: 108).

Though the teach-in movement spread quickly, it also died rather quickly. In May of 1965, a national teach-in in Washington received mixed reviews. McGeorge Bundy, the national security advisor, failed to appear for his scheduled address. Many within the movement had been against giving Bundy a forum to preach about the threat of communism and were pleased that he neglected to show. But the fact that he had been invited at all signalled that the atmosphere of the teach-in movement was drifting away from anti-war protest and closer to a two-sided debate.

As a tool to foster anti-war sentiment, both within and outside American universities, the teach-in project undeniably had some positive effect. "It made the wisdom of the Vietnam war seem arguable at a time when there had been far too little argument. . . but whenever dialogue fails to convince outsiders, men of deep moral conviction are apt to turn away from it, either in anger or in sad disgust" (Veysey, 1969: 100). Perhaps the teach-ins can be understood as an example of enlightenment without engagement. Those who participated in, or followed the media coverage of, the teach-in movement were given the opportunity to teach and to learn about American intervention in Vietnam. What they were unable to do was to engage with those who supported the war in order to bring mass public opinion on to the side of peace. With the majority of America supporting the war, the teach-ins could not have any direct impact on state policy. This should not be surprising: the teach-ins were only one method of protest in the anti-war movement and by themselves could not be expected to impact global power politics. The legacy of the teach-in is best understood in the context of the anti-war movement as a whole.

The teach-in was a critical moment in the early stages of the anti-war movement. It allowed students,

faculty and members of the general public that identified themselves with the movement to form a cohesive unit with organizational capacity. According to Gamson (1991: 42), many students and teachers who were not previously involved in anti-war activism were drawn in because of the teach-ins. Faculty joined forces with SDS students over a common cause, thus strengthening and expanding the movement. The teach-ins served to provide anti-war activists with what Gamson terms “movement identity”, a requisite for sustainability in social movements (Gamson, 1991). This collective identity allowed for the development of a coherent and nation-wide anti-war movement that has had a powerful effect on American policy and history.

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Did women get what they wanted? High School Unit

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Essential Questions

1. What were the goals of the suffrage movement? What did women want?
2. Why were most men and women so unwilling to grant suffrage? Who was opposed and why?
3. In what ways did the 19th amendment create equality for women and in what ways did it fall short? (Did women get what they wanted?)

Unit Goal: students will learn the goals, tactics, struggles, and results of the women's suffrage movement.

Key Vocabulary

Abolish

Deprive

Tableau

Civil Disobedience

Petition

Tyranny

Declaration

Suffrage

Common Core Standards

Reading

CCRR.1.11-12

Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

CCRR.2.11-12

Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships between the key details and ideas.

CCRR.4.11-12

Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No.10).

CCRR.5.11-12

Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.

CCRR.9.11-12

Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

Writing

CCRW.2.11-12

Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

CCRW.6.11-12

Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

CCRW.7.11-12

Conduct short and more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

Comprehension and Collaboration:

CCRC.1.11-12

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues building on others' ideas and expressing their own clearly and persuasively.

CCRC. 2.11-12

Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

CCRC.4.11-12

Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

CCRC.5.11-12

Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

Themes

Individual Development and Cultural Identity (ID)

Development and Transformation of Social Structures (SOC)

Power, Authority, and Governance (GOV)

Civic Ideals and Practices (CIV)

Key Ideas

11.2b Failed attempts to mitigate the conflicts between the British government and the colonists led the colonists to declare independence, which they eventually won through the Revolutionary War, which affected individuals in different ways.

- Students will examine the purpose of and the ideas contained in the Declaration of Independence and consider its long term impact.

11.3b Different perspectives concerning constitutional, political, economic, and social issues contributed to the growth of sectionalism.

- Students will examine the emergence of the women's rights movement out of the abolitionist movement, including the role of the Grimké sisters, Lucretia Mott, and Elizabeth Cady Stanton, and evaluate the demands made at the Seneca Falls Convention (1848).

11.4b The 14th and 15th amendments failed to address the rights of women.

- Students will examine the exclusion of women from the 14th and 15th amendments and the subsequent struggle for voting and increased property rights in the late 19th century, including the work of Susan B. Anthony

11.5b Rapid industrialization and urbanization created significant challenges and societal problems addressed by a variety of reform efforts.

- Students will examine the efforts of the woman's suffrage movement after 1900, leading to ratification of the 19th amendment (1920).

Day 1: Declaration of Independence vs. Declaration of sentiments

Materials:

Copies of the Declaration of Independence and Declaration of Sentiments

Declarations analysis worksheet

Activities:

- Students will complete a do now (5 min)
- Students will analyze the Declaration of Sentiments

- Students will compare the Declaration of Sentiments to the Declaration of Independence. Both the analysis and comparative objectives are completed using the document analysis sheet and provided excerpts (25-30 min)
- Students will then come back to the group and discuss the similarities and differences between the two documents (5-10 min)

Do Now: What made the Declaration of Independence so significant? *Remind students that while the Declaration is a significant document, it did not actually give us freedom. It is significant because it was a united show of force against the King, who subsequently ignored the requests of the colonists. (After students read the documents and analyze, make the comparison between the Declaration of Sentiments and the lack of response by most members of society and the government.)*

Questions for Discussion Post Analysis:

Why did the women model their Declaration on the D of I?

What was their purpose in doing this?

Is it an effective strategy?

Conclusion: Students will understand the goals of Seneca Falls attendees by reading the document. They will also see how the women of the Seneca Falls convention used iconic wording/phrasing from the Declaration of Independence in their own Declaration of Sentiments. Students may compare the women’s struggle for rights to that of the colonists under British rule. “No taxation without representation.”

Day 2: What is suffrage? Pro vs Anti Movements

Materials:

Link to “Bad Romance” remake. <https://www.youtube.com/watch?v=IYQhRCs9IHM>

Political cartoon worksheets & digital copy for projection purposes

Activities:

- Students will complete the Do Now question below (5 min incl. discussion)
- Students will watch a parody of Lady Gaga’s “Bad Romance”. During the video they will answer the following questions on a sheet of loose-leaf (10 min incl. discussion) based on the video:
 - What does the term suffrage mean?*
 - What rights did women want?*
 - What did these women equate suffrage to?*
 - Why did some women not share in this opinion?*
- Students will work in pairs to analyze political cartoons both for and against suffrage.
 - Different groups will have different cartoons. Group A is designed for lower level students, Group B and Group C are more challenging (10 min)*
- Students will regroup and discuss their various cartoons. During the discussion, students will create a list of reasons both for and against suffrage (15 min)

Do Now: Which choice is the biggest struggle woman face today?

- a) Unequal pay to men; b) Working and raising kids; c) Access to birth control

Point out that just as different students chose different options, so did women of the 19th and early 20th century have different goals and beliefs about women’s equality. Believe it or not, many women did not want the vote or the rights laid out in the Seneca Falls, Declaration of Sentiments.

Conclusion: The suffragists viewed the right to vote as the key to equality, property rights, and simply independence. The majority of men and women were against the vote for any number of reasons, largely because of fears that women would sway elections, end child labor, ban liquor, neglect their own families, and so on. The number of women at the end of the 19th century trying to gain suffrage was significantly less than those who did not want it or those that were apathetic to the issue.

Day 3: Methods to Achieve Suffrage

Materials:

Tableau images

Props if you wish to bring some in or students may create them if you have time. You may want to have some paint sticks, poster board, etc. on hand.

Activities:

- Students will complete the do now below (5 min)
- Students will be split into groups, each group will be given an image that represents methods used to achieve women's suffrage.
*Students will create a tableau of the image to perform for the rest of the class.
Students will take 5-10 minutes to analyze the meaning of the image and decide how they are going to represent the image/method in their tableau.*
- Students will perform their tableau for the class (1-3 min per group)
*After each tableau the class will discuss what method/scene they are looking at and then add the correct answer to the list
If there is time, discuss which of these methods they think were most influential*

Do Now:

What methods do you use to get something you want from those in charge? In discussing their answers, ask: *would your methods prove effective in getting women the right to vote? What methods have we already seen women use to get the vote?*

What is a tableau?

Students try to recreate the photograph in physical space. They use their bodies and sometimes props to depict the photograph with no speech or movement in front of the class. Keep in mind that they do not have to do the same thing that is being done in the picture; they could position themselves to represent a sign or information in the photograph rather than just the people.

Conclusion:

There were various ways in which women tried to obtain the right to vote. As many of the women involved in the movement were educated, one of the most widely used methods was that of the written word. Suffragists also utilized peaceful protests such as marches and strikes and civil disobedience such as hunger strikes—just as others like Gandhi and civil rights activists are so well-known for.

Day 4: iMovie Preview Introduction

Materials:

Project and document packet specific to their suffragist
Sample iMovie Trailer if you wish to create one

Activities:

- Students will choose groups of 4-5 students (2 min)
- Each group will be given a suffragist at random

- Each group will receive a packet with project rubric, directions, and documents pertaining to their individual suffragist
- Explain the basic idea of the project (5 min) *and, if you would like, show an example of a finished project*
- Students will focus on completing the document analysis today (remainder of period)
students may work together to analyze the documents, but each student must complete the work in their packet as it will be collected as part of the project grade
- Circulate the room and check for understanding while students are working on the documents

Homework:

Research your individual. Find photographs, information about their life, accomplishments, events, dates, quotes, etc. (Make sure to save any websites that you use!)

Conclusion:

Each suffragist had unique characteristics and achievements that made him or her integral to the suffrage movement or the ability to obtain further rights. It is the goal of the students to pick out the most significant details about this individual to portray in an iMovie Preview.

Notes About the iMovie Project: Before you get started (even with the documents), make sure you have tested out how you want to students set up their iMovie.

Option #1: The newest version of iMovie has a really cool trailer template that students can use, but it does not easily allow for voice-overs. You may be able to do so by converting the ‘trailer’ to a ‘project’ once the images, video, etc. have been added. At first I did not think you could use still images, but a tutorial for how to do so can be found here:

<https://www.youtube.com/watch?v=xZu55URqQUM>.

Option #2: Create a standard iMovie which will allow you to create add images, videos, sound, and use various effects. Students will need to look at actual trailers to try and get the layout for credits, etc.

Option #3: You can also create something akin to a movie trailer using Power Point in slideshow mode or Microsoft Moviemaker. Any voiceovers will have to be recorded in another program and added in later as an audio layer.

Days 5 & 6: In Class Work on iMovie

Materials:

Library cart of books about the various individuals

Mac computers/laptops *Note- if you do not have access to Macs, you can have students do the project using PowerPoint and voice over in person during their presentation or Microsoft Movie Maker*

Activities:

- Explain how to create an iMovie (tutorial <https://www.youtube.com/watch?v=B9ZyeXH7DKs> or your technology support staff may be able to come into the class for a brief intro).
- Check that students have completed their documents and required questions from the project packet before letting them move onto writing the script
- Students will work in their groups over the next day and a half to script, storyboard, and create their iMovie. Tips and worksheets can be found in the project packet.

Conclusion:

By the end of day six students should have completed their iMovie.

Helpful Hint: Students can use Google Drive to share information from home and to ensure that all students have access to their material even if someone is out sick. By creating a shared folder, students can drop in pictures, video, or documents that can be seen by all students and edited simultaneously.

Day 7: Presentation of iMovies and Wrap Up

Materials: Tree Map Worksheet & Final Write Up page from project packet

Activities:

- Students will present their iMovies (*2-3 min per group*)
- Students will complete the Tree Map Worksheet in their project packet during the presentations
- Discuss as a class any part of the Tree Map Worksheet that students missed (*5-10 min*)
- Wrap up the class by discussing the implementation of the 19th amendment and whether or not women have gotten what they wanted (*5-10 min*)

Homework: Complete the Final Write Up and Analysis page of the project packet to be collected and graded separately from the iMovie project.

Conclusion:

By the end of this unit students should have a good understanding of what women were trying to achieve as a part of the suffrage movement, what methods they used to achieve their goals, and the fact that there was much opposition not just from men but from other women as well. Students should also be able to make connections to women's rights today.

Document Analysis Worksheet for Day 1

Title of Document. Section (if available). Year.

Create MLA Citation Below Using the above Format:

Who is each article about?

When were the articles written?

Where were they written?

What happened?

Make Connections/Comparisons

9) Why did our forefathers write the Declaration of Independence?

10) Why did the women (and men) at Seneca falls write the Declaration of Sentiments?

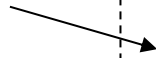
11) According to the D of I, what truths are self-evident?

12) According to the D of S, what truths are self-evident?

What happened?

Make Connections/Comparisons

13) Who did the forefathers describe as tyrannical?



14) Who did women describe as tyrannical?



15) What is the purpose of each declaration listing a series of facts?



16) Based on the facts of the D of S, what did the women of the Seneca Falls Convention want?



Which of these facts have at present been addressed/fixe

What major change allowed for these complaints to be addressed?

Words to Look Up:

Declaration of Sentiments and Resolutions

Seneca Falls, New York, 1848

Excerpt:

When, in the course of human events, it becomes necessary for one portion of the family of man to assume among the people of the earth a position different from that which they have hitherto occupied, but one to which the laws of nature and of nature's God entitle them, a decent respect to the opinions of mankind requires that they should declare the causes that impel them to such a course.

We hold these truths to be self-evident: that all men and women are created equal; that they are endowed by their Creator with certain inalienable rights; that among these are life, liberty, and the pursuit of happiness; that to secure these rights governments are instituted, deriving their just powers from the consent of the governed.

Whenever any form of government becomes destructive of these ends, it is the right of those who suffer from it to refuse allegiance to it, and to insist upon the institution of a new government, laying its foundation on such principles, and organizing its powers in such form, as to them shall seem most likely to effect their safety and happiness.

...The history of mankind is a history of repeated injuries and usurpations on the part of man toward woman, having in direct object the establishment of an absolute tyranny over her. To prove this, let facts be submitted to a candid world.

- He has never permitted her to exercise her inalienable right to the elective franchise.
- He has compelled her to submit to law in the formation of which she had no voice.
- He has withheld from her rights which are given to the most ignorant and degraded men, both natives and foreigners.
- Having deprived her of this first right as a citizen, the elective franchise, thereby leaving her without representation in the halls of legislation, he has oppressed her on all sides.
- He has made her, if married, in the eye of the law, civilly dead.
- He has taken from her all right in property, even to the wages she earns.
- After depriving her of all rights as a married woman, if single and the owner of property, he has taxed her to support a government which recognizes her only when her property can be made profitable to it.
- He has denied her the facilities for obtaining a thorough education, all colleges being closed against her.

In entering upon the great work before us, we anticipate no small amount of misconception, misrepresentation, and ridicule; but we shall use every instrumentality within our power to effect our object. We shall employ agents, circulate tracts, petition the state and national legislatures, and endeavor to enlist the pulpit and the press in our behalf. We hope this Convention will be followed by a series of conventions embracing every part of the country.

Declaration of Independence

Philadelphia, July 4, 1776

Excerpt:

When in the Course of human events, it becomes necessary for one people to dissolve the political bands which have connected them with another, and to assume among the powers of the earth, the separate and equal station to which the Laws of Nature and of Nature's God entitle them, a decent respect to the opinions of mankind requires that they should declare the causes which impel them to the separation.

We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness.--

That to secure these rights, Governments are instituted among Men, deriving their just powers from the consent of the governed, --

That whenever any Form of Government becomes destructive of these ends, it is the Right of the People to alter or to abolish it, and to institute new Government, laying its foundation on such principles and organizing its powers in such form, as to them shall seem most likely to effect their Safety and Happiness...

...The history of the present King of Great Britain is a history of repeated injuries and usurpations, all having in direct object the establishment of an absolute Tyranny over these States. To prove this, let Facts be submitted to a candid world.

- He has refused his Assent to Laws, the most wholesome and necessary for the public good.
- He has forbidden his Governors to pass Laws of immediate and pressing importance, unless suspended in their operation till his Assent should be obtained; and when so suspended, he has utterly neglected to attend to them.
- He has refused to pass other Laws for the accommodation of large districts of people, unless those people would relinquish the right of Representation in the Legislature, a right inestimable to them and formidable to tyrants only.
- He has called together legislative bodies at places unusual, uncomfortable, and distant from the depository of their public Records, for the sole purpose of fatiguing them into compliance with his measures.
- For imposing Taxes on us without our Consent:

...In every stage of these Oppressions We have Petitioned for Redress in the most humble terms: Our repeated Petitions have been answered only by repeated injury. A Prince whose character is thus marked by every act which may define a Tyrant, is unfit to be the ruler of a free people...

Documents for Day 2 (next page)

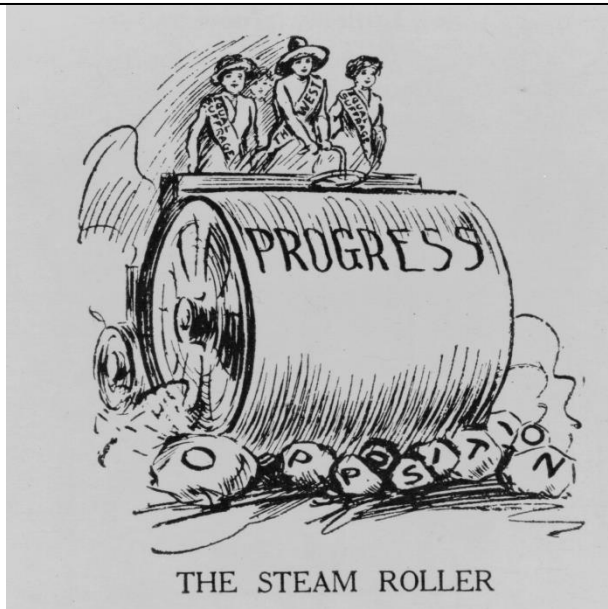
The Anti's Alphabet

A is for Antis with Banner afloat;
B is for Battle against woman's vote.
 C is for Children we fight to protect;
D is for Duties we never neglect.
 E is for Energy strengthened by hope.
 F is for Folly with which we must cope.
 G is the germ of unrest in the brain.
H is for Home, which we mean to maintain.
 I is Insurgency now in the air;
 J is calm Judgement we're bringing to bear.
 K is for Knights, our American men;
 L, Loyal Service far out of our ken.
 M is for Might in our cause to prevail;

The *Woman's Protest*, an anti-suffrage newspaper, published this "Anti's Alphabet" in August, 1912.

N, Noble standards that naught can assail.
O, Obligations we cannot ignore;
 P is for Principle marching before.
 Q is the Quibble which we must combat;
 R is for Reason that answers it pat.
S is Sound Sense, which we have on our side;
 T is for Truths that cannot be denied.
 U is for Union, whose aid we entreat;
V, Votes for women, we're sworn to defeat.
 W is wages the suffragettes claim;
 X is for Xanthic, the color and fame.
 Y is for Yankee, of Red, White and Blue;
Z is the Zeal to protect them for you.

- 1) Based on the title and publication of this document, what do you know about it?
- 2) What reasons are given in this poem for being an "Anti"?



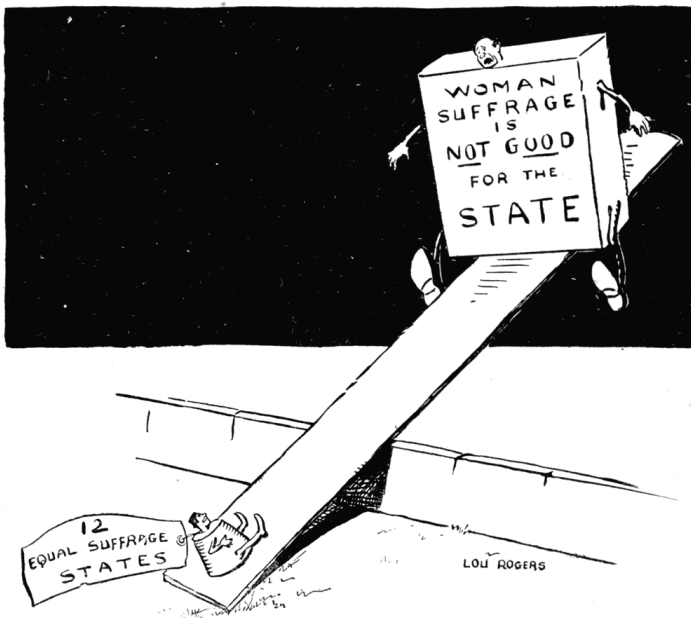
- 1) Who is driving this steam roller?
- 2) Where are these drivers coming from?
- 3) What does their use of the steam roller symbolize?



1) According to the cartoon, who supported the "Anti's"?

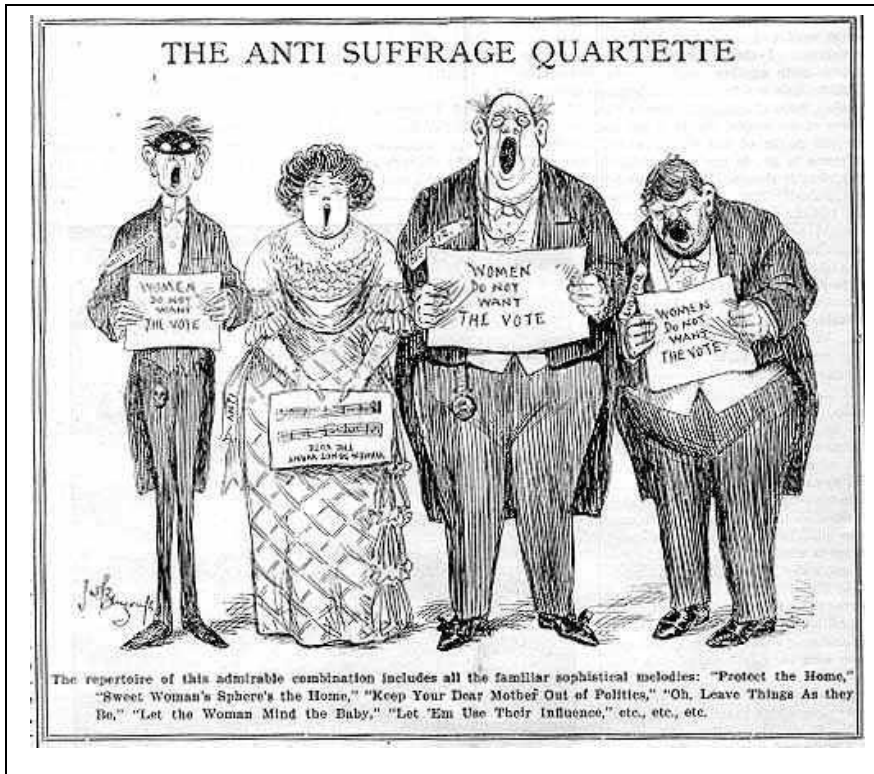
2) Why do you think they would benefit from supporting the Anti's rather than the suffragettes?

3) What words might you need to look up?



1) Which argument supposedly weighs a ton?

2) According to the cartoon, which argument is more valid?



- 1) Based on the cartoon, what type of people protested against women's suffrage?

- 2) What reasons did they have to protest suffrage?

<p>“Females” by Charlotte Perkins Gilman</p> <p>The female fox she is a fox; The female whale a whale; The female eagle holds her place As representative of race As truly as the male. The mother hen doth scratch for her chicks, And scratch for herself beside; The mother cow doth nurse her calf, Yet fares as well as her other half In the pasture far and wide. The female bird doth soar in air; The female fish doth swim; The fleet-foot mare upon the course Doth hold her own with the flying horse— Yea and she beateth him!</p>	<p>One female in the world we find Telling a different tale. It is the female of our race, Who holds a parasitic place Dependent on the male. Not so, saith she, ye slander me! No parasite am I. I earn my living as a wife; My children take my very life; Why should I share in human strife, To plant and build and buy? The human race holds highest place In all the world so wide, Yet these inferior females wive, And raise their little ones alive, And feed themselves beside.</p>	<p>Thre race is higher than the sex, Though sex be fair and good; A Human Creature is your state, And to be human is more great Than even womanhood!</p> <p>The female fox she is a fox; The female whale a whale; The female eagle holds her place As representative of race As truly as the male.</p>
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- 1) How does Gilman explain the relationship between males and females of the same species of animal?

- 2) How does this differ from her description of the female human versus the male human?

Are women equal to men yet?
Unit for Methods of Teaching Social Studies Course, College-Level
Laura J. Dull; dullj@newpaltz.edu

Unit EQ: Are women equal to men yet?

Overall Learning Objectives:

Students will be able to:

1. Name at least two goals and two tactics used during the struggles for women's rights.
2. Identify at least two arguments used for and against women's suffrage.
3. Practice identifying the author of a document (sourcing) to determine how the author's background shapes the message.
4. Understand that activists disagreed over tactics and goals of the struggle for women's rights.
5. Understand that, while important gains have been made, people continue to argue over whether or not women have achieved equality with men.

Common Core ELA Reading, Writing, and Speaking/Listening Standards:

Writing Lesson 1:

CCSS.ELA-LITERACY.WHST.11-12.1.B

Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.

CCSS.ELA-LITERACY.WHST.11-12.2.B

Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

CCSS.ELA-LITERACY.WHST.11-12.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Reading Lesson 2, Tableau Lesson 3:

CCSS.ELA-LITERACY.RH.11-12.1

Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

CCSS.ELA-LITERACY.RH.11-12.2

Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

CCSS.ELA-LITERACY.RH.11-12.6

Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

Discussion Lesson 4:

CCSS.ELA-LITERACY.SL.11-12.1

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

NYS 11-12 Common Core Standards

11.3b Different perspectives concerning constitutional, political, economic, and social issues contributed to the growth of sectionalism.

- Students will examine the emergence of the women’s rights movement out of the abolitionist movement, including the role of the Grimké sisters, Lucretia Mott, and Elizabeth Cady Stanton, and evaluate the demands made at the Seneca Falls Convention (1848).

11.4b The 14th and 15th amendments failed to address the rights of women.

- Students will examine the exclusion of women from the 14th and 15th amendments and the subsequent struggle for voting and increased property rights in the late 19th century, including the work of Susan B. Anthony.

11.5b Rapid industrialization and urbanization created significant challenges and societal problems addressed by a variety of reform efforts.

- Students will examine the efforts of the woman’s suffrage movement after 1900, leading to ratification of the 19th amendment (1920).

Vocabulary and Key Phrases:

Suffrage, suffragist, suffragette, anti-suffrage	Civil disobedience	Declaration of Sentiments
Feminist	Sojourner Truth	democracy
Document Sourcing	19 th Amendment	

1: What did women want? Writing Lesson

Hook: What is a feminist? How many of you would say you are one? Can only women be feminists?

Writing Warmup: Students sit facing each other in a row, one side representing women, the other men, and take turns asking the other side provocative questions like, Why don't you just stay home and take care of the kids instead of demanding rights? Do you deny us rights because you are afraid we might not put up with your beatings anymore?

Application: Students will write a dialogue between a man and a woman discussing what rights women want and why. The dialogue should include material learned through reading the Declaration of Sentiments (worksheet will be provided for homework the night before).

Final reflections: Ask volunteers to dramatize their dialogues. Return to the EQ and ask for student opinions: What did women want? Who do you think wanted these things? Why? What did they do to get them? (begin to create a list of tactics used) Note that, like other protestors before them, women engaged in various acts of civil disobedience, such as refusal to pay taxes.

Materials: Declaration of Sentiments Reading Worksheet (from HS lesson)

2. Who wanted what? Reading like a historian lesson

Hook: Show picture of each woman featured in today’s readings (Sojourner Truth, Susan B. Anthony, and other suffragists). Ask the students: what do these images tell you about these women and their social position?

Model: What does it mean to source a document? Why is it important to know the author of a document? Practice sourcing using one of the documents: Who was the author? What did they seem to want (highlight words or phrases that hint at this)? What is their background (highlight words in the document that hint at that)? Given their background, why would these demands be so important to them?

Application: Experts read 1 of 2-3 documents featuring excerpts from women’s speeches and writings and providing some background of each woman to answer the sourcing questions. Jigsaw groups compare

the documents: How are the women's perspectives different? Why? What are the implications for the women's rights movement?

Discuss their findings, stress the differences among women in this movement, and compare it to the divisions arising in other protest movements (eg, Civil Rights). Is disunity bad?

Final reflections: How do you think women will differ in their desires for change today? How might a working class woman's desires differ from an elite woman? Refer back to yesterday's list of tactics: What kind of tactics for change will each have at their disposal? Whose voice(s) will be stronger?

Materials: Images of suffragists, document excerpts, and sourcing worksheet.

3: Why were people so opposed to giving women suffrage? Tableau Lesson

Hook: Does your vote matter? Compare the apathy of today with the vehemence of protest for and against women voting. Re-think the question: why would people fight so hard if it didn't matter?

Transition: Today, we are going to look at how pro- and anti-suffragists framed their propaganda messages. We will think about the arguments they made to find out what their perspectives were on the issue. We will ask: Who opposed women voting? What were they so afraid of? Were their fears justified?

Context and modeling: What do you all know about women's suffrage? Put down facts on the board. Provide students with women's history timeline.

Warm-up exercises. Drama exercises.

Activity: Groups of 4-5 will be given a pro or anti-suffrage propaganda image and told: "Your group will be *creating a still image* of the picture. This image can be either metaphoric--that is, it can represent the idea of feeling behind the text-- or it can be literal and representational. First you need to determine whether or not it was created by anti-suffrage propagandists, and be sure to convey this message in your image. Try to use everyone in your group. Do not show the other groups the image, as they will need to figure out the message based on your portrayal."

Present tableaux one at a time. While a group is presenting its image, ask the rest of the class to observe the tableau very closely, moving around it, if necessary, to get a better view of the entire thing. Ask the presenters to hold the tableau for 30 seconds at least, and then tell them to relax. Now the audience should discuss what they saw. (Ask the tableau presenters to be quiet for this part of the discussion.)

Discuss:

- What did you notice? What did you see?
- What is the main idea of the tableau?
- What do you think this is a picture *of*?
- Where is the power located in the image?
- How did you react to the image? In other words, what was your emotional response?

When the audience has finished discussing the image, ask the tableau presenters: How does your audience's interpretation of your tableau **match your intentions**?

Debrief:

1. What reasons for opposition were given here? What other reasons were there, do you think? Who would be opposed?

2. What were the main arguments for and against women voting? ECONOMIC: threat to business: Women would secure passage of temperance, viewed as a women's issue. POLITICAL: loss of power of white males and upper classes: Southern males opposed to black women voting; power would lean toward "undesirables" in working class and socialists to vote; SOCIAL: Threat to gender roles: Catholics and other social conservatives concerned about women's roles, this is not in Bible, cult of domesticity; women not capable.
3. Were their fears legitimate? In 1900, 20% of women were employed—mostly in low status jobs. Today, 57% of the workforce is female. Are women still under pressure to be good housewives and breadwinners?
4. Women finally achieved the vote with the 19th Amendment passed in 1920—first introduced in Congress in 1878. By 1912, 9 western states had it; the balance shifted when NY adopted it in 1917 and Pres. Wilson was in support of it in 1918. What issues today garner similar fears? Note that 17 states now allow it. <http://statesthatallowgaymarriage.com/> In this case, the federal government lagged behind the states. Will this happen with gay marriage?

Materials: Propaganda posters, women's history timeline.

4: Have women gotten what they wanted? Discussion Lesson

Hook: Historian Linda Kerber wrote about how the constitution has ignored women from the beginning because of the idea of "couverture," inherited from British law, which means that men are lords over women and have absolute control over women's bodies. Women have struggled since that time to be acknowledged in the constitution and in society as equals. Looking at the chronology, what do you think are the highlights of women's achievements of equality? What remains to be done? What caused these changes? What do you wish we had more time to learn about?

Socratic Seminar: Make an argument, using the chronology and a reading from Linda Kerber on a contemporary issue (eg, Is it wrong to exclude women from combat? Should a law be made to put women's pay on par with men's?) Have women achieved equality? What still needs to be done?

Final reflections: Refer back to the timeline of American history: Can the USA claim to have been a democracy when so many people (people without property, African Americans, women) were excluded from voting? Have we achieved democracy? Is it possible? Bring up the idea that democracy as a never-ending project, that each generation will strive to make life more just and fair. Do students agree or disagree with this conception of democracy?

Materials: Kerber excerpts, women's history timeline.

Units for American History Courses, College-Level

Susan I. Lewis: lewiss@newpaltz.edu

Course: Empire State History (HIS 303)

Unit on Women's Rights Movement in Antebellum New York, and its relation to abolitionism

Overall Course Goals: (1) Students will recognize major overarching themes in New York State History, such as enterprise, innovation, reform, and diversity; (2) students will be able to identify the contributions of important New Yorkers to the development of the state and nation; (3) students will recognize and appreciate the contributions of different regions in New York to state history.

Central Course Questions: What do you consider the most important overarching themes in the history of New York State, and why select these as your primary themes? Who were the ten most important New Yorkers of all time, and why? What regions of the state were vital to New York's development, and why?

Lesson 1- The Seneca Falls Convention, Declaration of Sentiments and Resolutions: New York at the forefront of reform and the Women's Rights Movement (70 minutes)

Lesson Goal: Students will understand the Seneca Falls Women's Rights Convention of 1848 as an example of innovation and reform in New York's history; they will also learn which women organized the convention, why, what they were asking for, and that their revolutionary ideas were met with resistance and ridicule. Students will understand and appreciate New York's unique contribution to the national and international movement for women's rights.

Reading assignment: Students will have read "The Seneca Falls Women's Rights Convention" by Judith Wellman (excerpt from *Women's America: Refocusing the Past*, edited by Linda Kerber and Jane de Hart, Oxford University Press, 2004, pp. 200-213, posted on Blackboard), plus the Declaration of Sentiments and Resolutions, also posted.

Background lecture and film clip: The professor will provide a brief background on the life of Elizabeth Cady Stanton, and show a film clip (approximately 10 minutes) from *Not for Ourselves Alone*, Ken Burns's documentary on Stanton and Anthony. The professor will ask students to comment on the role of Frederick Douglass at the convention, then elicit information that they may already know about Douglass, explain why he was living in western New York (Rochester), and fill in any gaps in their previous knowledge.

Class activities:

1. Students will re-read, translate, interpret, and analyze the Primary Source, "Declaration of Sentiments and Resolutions" from 1848
2. They will work with a small group (2-3 students) to put assigned sections of the PS into their own words
3. We will go around the room sharing and discussing these "translations"
4. As a class, we will sort the issues into larger categories (such as lack of political rights, legal rights, economic problems, etc.)
5. We will discuss the differences between the negatively-phrased Declaration and the positively-phrased Resolutions
6. We will discuss why this convention happened in New York State, and New York's climate of reform in the Antebellum Period.

7. In conclusion, the professor will add material on the backlash against the Declaration, by projecting quotes from negative reactions, asking volunteers to read them aloud, and guiding a class discussion to interpret and analyze them.

Materials:

Copy of DVD, *Not for Ourselves Alone*

Students will bring to class copies of the Declaration of Sentiments and Resolutions, and a copy will also be projected on the screen in class.

The professor will project quotes from negative press reactions to the Seneca Falls Convention, as found in Chapter 9 of Judith Wellman's *The Road to Seneca Falls*, such as descriptions of the meeting as "a most insane and ludicrous farce."

Conclusion: Students will understand that the struggle for equal rights that women went through was not just for voting rights, but for a myriad of inequalities that existed long before the 19th Amendment. They will also be able to set the women's rights movement in the context of other reform movements in New York in the same period.

Lesson 2-Sojourner Truth, Harriet Tubman, and Frederick Douglass: African-American reformers in New York State, and the relationship between abolition and women's rights (70 minutes)

Goal: Students will understand the relationship between the abolition and women's rights movements in Antebellum New York, and become familiar with the viewpoints and accomplishments of Sojourner Truth, Harriet Tubman, and Frederick Douglass

Reading assignment: Students will have read and previously discussed the early chapters of Nell Irvin's biography of Sojourner Truth, covering her life up to her decision to become an itinerant preacher in 1843(Chapters 1-9). For this class, they will have read the chapters on Truth's *Narrative*, her famous speech in Akron, Ohio, the chapter about how that speech was transformed into the "Ain't I a Woman" version, one on networks of anti-slavery feminism, and the chapter about Truth and woman suffrage (Chapters 12, 13, 14, 18, and 23).

Background lecture and film clip: the professor will discuss the abolition movement in New York State, and differentiate anti-slavery from the much smaller movement for racial equality, led by Gerrit Smith and John Brown. Activists of African descent – Douglass, Tubman, and Truth – will be differentiated from each other in terms of background and activism, and their support for women's rights. A short film clip from the Sojourner Truth documentary (made by New Paltz professor Lynn Spangler) will be contrasted with a dramatic reading of the "Ain't I a Woman" version of Truth's speech from Kerry Washington.

Class activities:

1. Ask a student or students for a dramatic reading of the alternate version of Truth's speech.
2. Read aloud sentence by sentence, interpret, compare/contrast and analyze the two different versions of Truth's speech in small groups (4-5 students) and then as a class.
3. Discuss which version of the speech is more effective, and which should be taught. Is it valid to keep using an inaccurate version of this speech?
4. Ask students to write an in-class reaction comparing the contributions of Truth, Tubman, and Douglass to the causes of abolition and women's rights
5. Class discussion of why New York became a center for both abolition and women's rights, and the relative importance of Truth, Tubman, and Douglass in state history.

Materials:

Students will bring their books to class

Clip from *Sojourner Truth* documentary & youtube of Kerry Washington acting out the “Ain’t I a Woman” speech (<http://vimeo.com/1275136>)

The professor will project both speeches in turn

Conclusion: Students will understand that the causes of abolition and women’s rights were strongly linked in New York State, and that these movements included both leaders of both African and European descent who focused on different methods (Tubman: underground railroad; Douglass: newspaper and public speaking; Truth: preaching, speaking, and her *Narrative*).

Course: *U.S. Women to 1880* (WOM 316)

Topic: Susan B. Anthony’s Trial, the *Minor v. Happerset* Decision, and Tax Resistance

Overall Course Questions: “What changed and what stayed the same?” for women of different races, regions, classes, national origins, and religions in Colonial North America and the United States between 1609 and 1880 — and “why?” Was there more change or continuity for women across this period? Which factor – historical period, race, region, class, national origin, or religion – created the most difference for women?

Lesson Central Questions: How did women attempt to change their political status and gain the vote in the 1870s, what types of civil disobedience did they engage in, and why? What kind of resistance did these women face, and why were their efforts unsuccessful? What characteristics, if any, did these women activists share?

Learning Objectives:

Students will be able to:

1. Describe the strategy that Susan B. Anthony, Virginia Minor, and other women used in the 1872 federal election to challenge the laws that barred women from voting in all states and most territories.
2. Understand the different outcomes for Anthony and Minor, but also how and why both efforts were unsuccessful.
3. Explain the importance of the *Minor v. Happerset* Decision.
4. Understand why Abby and Julia Smith refused to pay taxes to the town they lived in between 1869 and 1873, and how both the town authorities and public opinion responded.
5. Analyze the characteristics that these women activists shared.

Reading assignment: Students will have read “Susan B. Anthony on Trial,” 1873, in their textbook (*Early American Women, A Documentary History, 1600-1900*, edited by Nancy Woloch) and also looked at two different accounts of the trial from “The Elizabeth Cady Stanton and Susan B. Anthony Papers Project”: <http://ecssba.rutgers.edu/docs/sbatrial.html>. Students will also have read Chapter 3 from Linda Kerber’s *No Constitutional Right to be Ladies*, “Representation and Taxes in the Nineteenth Century.”

Background lecture and film clip: The professor will ask students what happened to split the women’s suffrage movement in 1869, linking to what they learned in a previous class. Then the professor will show a 10-minute film clip from *Not for Ourselves Alone*, covering Susan B. Anthony’s strategy for claiming the right to vote as a citizen under the 14th Amendment, her trial and sentencing, and the importance of the *Minor v. Happersett* Supreme Court decision. Professor will also perform her famous rant on the Susan B. Anthony coin.

Class activities:

1. Students will form small groups (3-5 students) to compare different descriptions of Anthony's trial: the film, and the three printed versions. They will use in-class worksheets for each group. After approximately five minutes each group will share their ideas.
2. The same small groups (3-5 students) will compare/contrast Anthony's tactic of civil disobedience versus those of the Smith sisters, and also compare the reactions of the government and the press to these tactics. Groups will use the same worksheets, and we will share ideas again after about 10 minutes.
3. The class will speculate on which type of activism was punished more harshly, and why.
4. The professor will project selected excerpts from the *Minor v. Happersett* decision and ask members of the class to read them out loud, and then ask the class to analyze and interpret them. The class will discuss whether the *Minor v. Happersett* Decision was as important as the *Dred Scott* decision (as suggested by one historian in the film).
5. The class will be divided in thirds. A third of the class will work (either in small groups or as individuals) on images (cartoons or sketches) representing how Anthony saw herself, one third on how we see Anthony today, and one third on how Anthony's critics saw her, after which we will project and discuss the pictures.
6. The class will brainstorm a list of adjectives to describe the characteristics these women (the women's suffrage activists of the 1870s) had in common.

Materials:

Copy of DVD, *Not for Ourselves Alone*

Group sheets where students can record their names and the answers they agree on for activities (1) and (2) above.

Students will bring their books and copies of the assigned chapter in Kerber to class.

The professor will project different versions of Anthony's trial from the assigned website.

The professor will prepare and project excerpts from the *Minor v. Happersett* decision.

The professor will either project or circulate different images of Anthony.

Conclusion: Students will understand how much women sacrificed in their struggle to gain the vote and political representation, what lengths they were willing to go to, and how and with what justifications their efforts were repressed. They will also understand that the movement produced "star" activists like Stanton who attracted public attention and some favorable press, but that their efforts were not successful. Both Stanton and Anthony died with their dream unfulfilled.

Course: Women in the United States, 1609-present (Graduate class)

Overall Course Goals: (1) Students will be able to visualize and understand the overarching narrative of U.S. Women's history; (2) Students will understand that the category of "American women" is incredibly diverse within each period depending on race, class, national origin, region, religion, and multiple other factors; (3) Students will be able to place the story of U.S. Women's history within the traditional narrative of U.S. history, knowing how women both influenced and were affected by major events and developments (such as the Revolution, Industrialization, Westward Expansion, Progressivism, Liberalism, and Conservative reaction); (4) Students will understand that the study of women's history includes many different interpretations and is not a monolithic field; (5) Students will understand that women in the U.S. faced significant limitations (political, legal, economic, social and cultural) because of their sex, but also had agency and were not merely victims; (6) Students will develop their own interpretations of the major themes in U.S. Women's history.

Lesson: The New Woman, Feminism, and Winning the Vote (this is a 170 minute class with a 10 minute break in the middle = 160 minutes)

Essential Questions:

1. Who was the New Woman and why was this role model so important?
2. How and why did the concept of feminism develop in the early 20th century, and how did it differ from previous ideas about women's rights?
3. Who were the women and organizations most important in gaining voting rights for women – locally, state-by-state, and nationally?
4. What tactics did these women use, and how did they differ?
5. What factors were most responsible for the success of the suffrage campaign in 1920 (versus 1848, or 1869, or 1915?)
6. Why had there been so much resistance to women voting, and why did that resistance fail between 1917 and 1920?

Objectives:

The goals are:

4. To understand the concept of the New Woman and be able to compare the ideal of the “New Woman” to that of the “Victorian Woman.” To be able to identify at least five important “New Women” and their accomplishments.
5. To recognize that feminism is a term and concept that emerged in the early 20th century for particular reasons and with a new definition for women's rights advocates.
6. To be able to identify the major organizations responsible for winning the vote for women in the U.S., and the leaders of those organizations.
7. To be able to differentiate between the tactics of these organizations.
8. To be able to identify the major groups opposed to woman suffrage, and the reasons for their opposition (including an understanding of the position of anti-suffrage women).
9. To understand how and why the 19th Amendment passed in 1920, and not before.

Assigned readings: Students will have read the Introduction, plus Chapters 1-2 (“The Birth of Feminism” and “The Woman's Party,” of Nancy F. Cott's *The Grounding of Modern Feminism*.

Materials:

DVD of the documentary *Ida B. Wells, A Passion for Justice*

DVD of the documentary *One Woman, One Vote*

Outline:

1. The Professor will discuss the concept of the “New Woman” and provide a list of examples (attached), then show a short clip from a film about one of those examples (for instance, Ida B. Wells, Emma Goldman, or Edna Ferber)
2. The Professor will show the segment of *One Woman, One Vote* on “The New Woman,” followed by class discussion.
3. The Professor will proceed to show segments of *One Woman, One Vote*, with questions, comments, and discussion between each section. The professor will also fill in background on Catt, Paul, and other suffrage leaders.

BREAK

4. The class will break into smaller groups (ideally, 3 students each) to discuss the assigned readings in *The Grounding of Modern Feminism*. Each group will be asked to work on a definition of feminism, an analysis of why it emerged when it did, in what ways it was different from/similar to the previous woman's rights movement, and a comparison of suffrage leaders Carrie Chapman Catt and Alice Paul.
5. The class will discuss the relative effectiveness of the varying tactics for gaining suffrage, the types of resistance these women faced, and where the resistance came from.

6. The class will speculate on why Catt and Paul are little known, and why Paul is a more popular figure today.
7. The class will discuss different interpretations of why women gained the vote at this point in U.S. history, not before or after. They will propose their own interpretations, and the professor will fill in any alternate major interpretations not mentioned.
8. The professor will introduce the related assignment (below).

Assignment: After this class, students will be assigned a project which will count for 20% of their grade in the course. Each student will select one suffrage or anti-suffrage activist from the period between 1910-1920 (from a list provided), and research that activist in reliable sources online and in scholarly books and articles. The product will not be a paper, however, but either part of a library exhibit (have done this in the past, but not possible while the library is under construction) or a digital report (Power Point, Prezi, a Tiki-Toki timeline, a video, or other presentation method as approved). The class will then share their research in short presentations, either in the library (if a library exhibit) or in class (if digital reports).

The central questions for this assignment are: what was your activist's most important contribution to the suffrage (or anti-suffrage) movement? What was his or her motivation for joining the movement? How important was your individual within the movement? In what ways was your activist unique, and in what ways was he or she typical of other activists within the suffrage or anti-suffrage movement?

For the library exhibit, each student must choose a tagline that describes the activist, compose a short biography, select at least one revealing image, and include a representative quotation from their subject. The target audience in this case will be the public and college students passing through the library.

For the digital assignment, each student must use his or her chosen software or media effectively, incorporating relevant images, audio, and/or video. The target audience will be an elementary school, middle school, or high school class (depending on which level the graduate student expects to teach).

Conclusion: Students will not only meet the goals of this particular lesson, but will go further by researching, sharing their knowledge, and learning from each other.

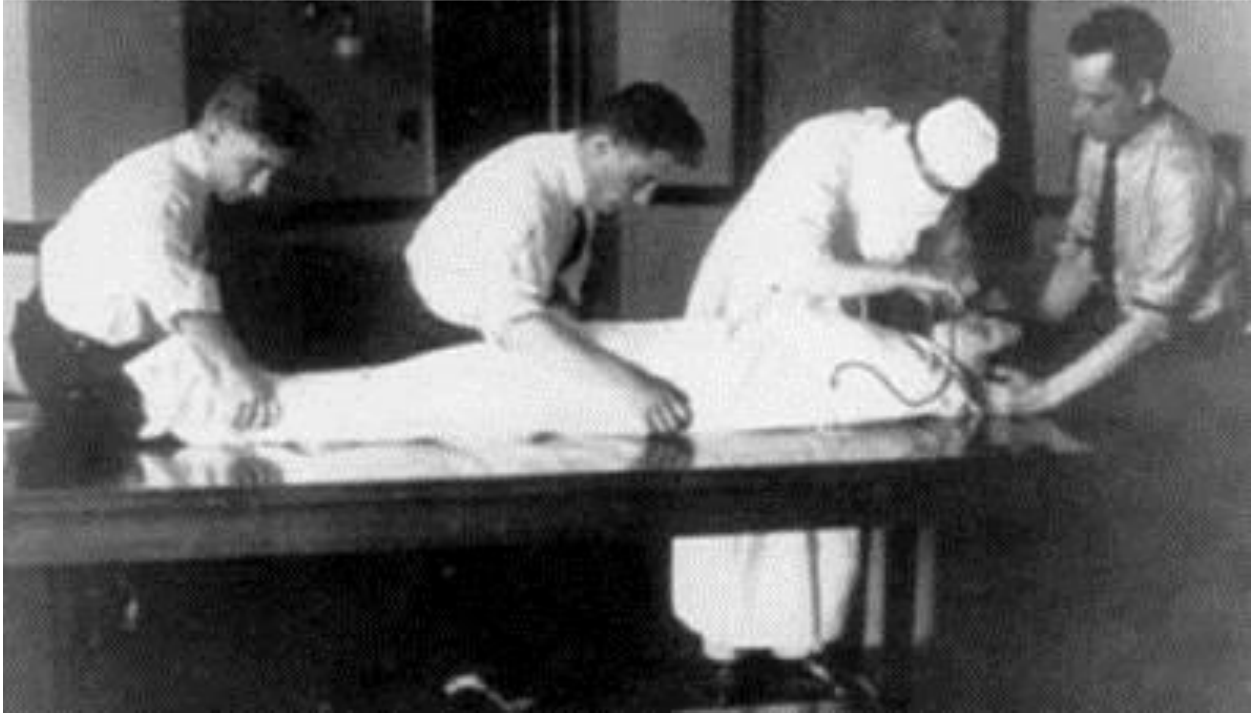
Student Instructions and Images for HS Tableau Lesson

Directions: Determine what method is being used to gain women's suffrage; describe the method in one or two words. Next, decide how you can depict this image or method using your bodies and minimal props. No words may be written on the props.

As a group you will hold this image in front of the class for approximately 1 minute. Your goal is to get your audience to guess the method women used to get the vote in this image.



HOW IT FEELS TO BE FORCIBLY FED





A PETITION
FOR
UNIVERSAL SUFFRAGE.

To the Senate and House of Representatives:

The undersigned, Women of the United States, respectfully ask an amendment of the Constitution that shall prohibit the several States from disfranchising any of their citizens on the ground of sex.

In making our demand for Suffrage, we would call your attention to the fact that we represent fifteen million people—one half the entire population of the country—intelligent, virtuous, native-born American citizens; and yet stand outside the pale of political recognition.

The Constitution classes us as "free people," and counts us *whole* persons in the basis of representation; and yet are we governed without our consent, compelled to pay taxes without appeal, and punished for violations of law without choice of judge or jury.

The experience of all ages, the Declarations of the Fathers, the Statute Laws of our own day, and the fearful revolution through which we have just passed, all prove the uncertain tenure of life, liberty and property so long as the ballot—the only weapon of self-protection—is not in the hand of every citizen.

Therefore, as you are now amending the Constitution, and, in harmony with advancing civilization, placing new safeguards round the individual rights of four millions of emancipated slaves, we ask that you extend the right of Suffrage to Woman—the only remaining class of disfranchised citizens—and thus fulfil your Constitutional obligation "to Guarantee to every State in the Union a Republican form of Government."

As all partial application of Republican principles must ever breed a complicated legislation as well as a discontented people, we would pray your Honorable Body, in order to simplify the machinery of government and ensure domestic tranquillity, that you legislate hereafter for persons, citizens, tax-payers, and not for class or caste.

For justice and equality your petitioners will ever pray.

NAMES.	RESIDENCE.
<i>Elisby Stanton</i>	<i>New York</i>
<i>Susan B. Anthony</i>	<i>Rochester - N. Y.</i>
<i>Antoinette Brown Blackwell</i>	<i>New York</i>
<i>Luz Stone</i>	<i>Newark N. Jersey</i>
<i>Jessie S. Morse</i>	<i>48 Livingston, Brooklyn</i>
<i>Emeline S. Rose</i>	<i>New York</i>
<i>Harriet E. Eaton</i>	<i>6 West 14th Street N. Y.</i>
<i>Catherine C. Wilkeson</i>	<i>83 Union Place New York</i>
<i>Elizabeth C. Tilton</i>	<i>48 Livingston St. Brooklyn</i>
<i>Mary Fowler Gilbert</i>	<i>295 W. 14th St. New York</i>
<i>Ann C. Gilbert</i>	<i>New York</i>
<i>Wm. Griffith</i>	<i>New York</i>

The Struggle for Women’s Rights: You Tell the Story!

Task:

Imagine that you are a movie producer releasing a film about a specific suffragist and their actions. Your goal is to create a movie trailer that highlights the efforts and achievements of your suffragist. The trailer should be 1½ to 2 minutes in length. Use images, videos, music, and voice-overs to make it exciting so people will want to see the movie!

Directions:

- Complete the attached **document pack** [pp. 75-99]
- Do additional **research** to complete analysis questions
- Use the documents and your research create a **script** detailing the most essential information
- Once you have a finished script, complete a **storyboard** of your trailer
- Finally, put together your **iMovie**!

Rubric

Documents (25 pts)	All document questions are complete.	Most document questions are complete.	Few document questions are complete.	
	Questions are thoroughly analyzed.	Questions are somewhat analyzed.	Questions are poorly analyzed.	
Script (25 pts)	Script includes the most significant facts about the suffragist.	Script includes some significant facts about the suffragist.	Script includes few significant facts about the suffragist.	
	Script is well-written.	Script is fairly well-written.	Script is poorly written.	
Storyboard (25 pts)	Storyboard is complete including all music, picture, and video cues.	Storyboard is partially complete.	Storyboard is not complete.	
iMovie (25 pts)	iMovie matches the storyboard and is complete with images, music, video, and voiceovers	iMovie somewhat matches storyboard and has some images, music, videos, and voiceovers.	iMovie does not match storyboard or is missing several of the following, images, music, video, and voiceover	
Final Grade (100 pts)	Comments:			

You must answer each question below in depth before creating your iMovie.

1) During what time period was your individual influential?

2) Where was your individual influential?

3) What did your suffragist want to achieve?

4) What method(s) did she use in order to achieve her goal(s) and/or aid the suffrage movement?

5) How successful was your suffragist?

6) Did she live to see the 19th amendment pass?

How to Write a Script

Step 1: Brainstorm what are the most important details and events relating to your suffragist.

Step 2: Create a **title** and **release date** for your movie. (It can be either present day or historical)

Step 3: Determine what information you want to START and END with.

Step 4: Fill in the middle of the script with information that would get people to watch a movie about your suffragist.

Keep details short and to the point.

NO PARAGRAPHS OF INFORMATION IN YOUR TRAILER!

Step 5: Test out your script by saying it aloud and time yourself.

Make sure that it is 1½ -2 minutes in length including time for pauses where you can add music into your iMovie.

How to Create a Storyboard

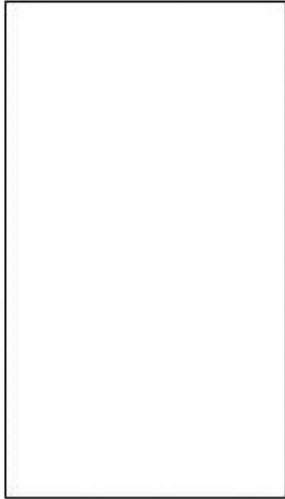
Step 1: Decide what images, videos, or logos you want to use in your iMovie.

Step 2: Determine which portions of your script go with each image, video, or logo.

Step 3: Use the storyboard sheets to set up the order, make sure to include where the title goes, release date, credits, etc.

Step 4: Make sure that your storyboard is as complete as possible, including slide entrance and exit effects and music cues. This will make the creation of your iMovie a much easier process.

Slide # _____



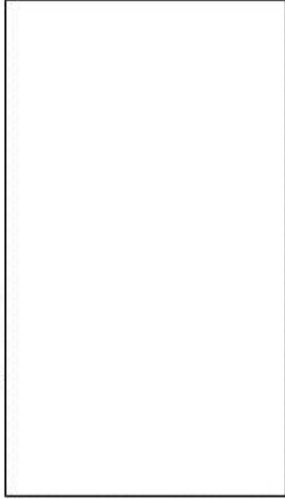
Image/Video Clip:

Text:

Voiceover:

Music/Effect:

Slide # _____



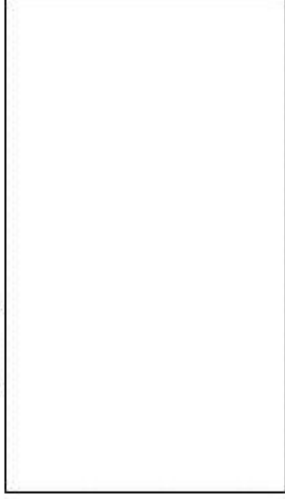
Image/Video Clip:

Text:

Voiceover:

Music/Effect:

Slide # _____



Image/Video Clip:

Text:

Voiceover:

Music/Effect:

Suffragists

Jane Addams



Alice Paul



Sojourner Truth



Margaret Sanger



Goal: _____	Goal: _____	Goal: _____	Goal: _____
_____	_____	_____	_____
Date: _____	Date: _____	Date: _____	Date: _____
_____	_____	_____	_____
Method: _____	Method: _____	Method: _____	Method: _____
_____	_____	_____	_____
_____	_____	_____	_____
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_____	_____	_____	_____
Quote: _____	Quote: _____	Quote: _____	Quote: _____
_____	_____	_____	_____
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_____	_____	_____	_____
_____	_____	_____	_____

Suffragists

Carrie Chapman Catt



Goal: _____

Date: _____

Method: _____

Quote: _____

Susan B. Anthony



Goal: _____

Date: _____

Method: _____

Quote: _____

Elizabeth Cady Stanton



Goal: _____

Date: _____

Method: _____

Quote: _____

Final Write Up and Analysis

Directions: In a well written 1-2 page paper, answer the following questions citing information from this unit. Provide comparisons to today in order to further your analysis.

1. What were the goals of the suffrage movement?
2. Why were most men and women so unwilling to grant suffrage during your late 1800 and early 1900s?
3. In what ways did the 19th amendment create equality for women and in what ways did it fall short?
4. What problems prevalent during the women's rights movement are women still struggling with today?

Brief Biography: CARRIE CHAPMAN CATT (1859-1947)

After graduating from Iowa State College in 1880, Carrie Chapman Catt pursued a brief career as educator, journalist, and lecturer. After attending her first national suffrage convention in 1890 as a delegate from Iowa, Catt quickly rose to the top ranks of the suffrage movement. When Susan B. Anthony retired from the presidency of the National American Woman Suffrage Association in 1900, she chose Catt as her successor. Forced to resign in 1904 because of her husband's failing health, Catt again became president of the NAWSA in 1915 and led the suffrage cause to victory in 1919. She was also the leader of the international suffrage organization and the peace movement.

<http://www.rochester.edu/SBA/suffragebios.html>

Document 1:

From STATEMENT BY MRS. CARRIE CHAPMAN CATT AT SENATE HEARING IN 1910 (*Here Catt is arguing against the policy that insisted that women should gain the vote through individual states, versus a federal amendment*)

In the 120 years of our national life no class of men have been forced to organize a movement in behalf of their enfranchisement; they have offered no petition or plea or even given sign that the extension of suffrage to them would be acceptable. Yet American women, who have conducted a persistent, intelligent movement for a half-century, which has grown stronger and stronger with the years, appealing for their own enfranchisement and supported now by a petition of 400,000 citizens of the United States are told that it is unnecessary to consider their plea since all women do not want to vote!

Is it not likewise unfair to compel women to seek their enfranchisement by methods infinitely more difficult than those by means of which any man in this country has secured his right to a vote? Ordinary fair play should compel every believer in democracy and individual liberty, no matter what are his views on woman suffrage, to grant to women the easiest process of enfranchisement and that is the submission of a Federal Amendment.

- 1) According to Catt, how many US citizens have petitioned to give women the right to vote?

- 2) Why does she suggest that women, despite these numbers, are still not given the vote?

- 3) Why does Catt feel it is unfair to ask women to seek the vote by going through the states rather than federal government?

Document 2:

NATIONAL AMERICAN WOMAN SUFFRAGE ASSOCIATION

BRANCH OF INTERNATIONAL WOMAN SUFFRAGE ALLIANCE AND OF NATIONAL COUNCIL OF WOMEN

HONORARY PRESIDENT
DR. ANNA HOWARD SHAW

PRESIDENT
MRS. CARRIE CHAPMAN CATT

3RD VICE-PRESIDENT
MISS ESTHER G. OGDEN

RECORDING SECRETARY
MRS. THOMAS JEFFERSON SMITH
LOUISVILLE, KENTUCKY

1ST VICE-PRESIDENT
MRS. WALTER McNAB MILLER

TREASURER
MRS. HENRY WADE ROGERS

1ST AUDITOR
MISS HELOISE MEYER
1826 RHODE ISLAND AVENUE, WASHINGTON, D. C.

2ND VICE-PRESIDENT
MRS. STANLEY McCORMICK

CORRESPONDING SECRETARY
MRS. FRANK J. SHULER

2ND AUDITOR
MRS. PATTIE RUFFNER JACOBS
ALTAMONT ROAD, BIRMINGHAM, ALA.

NATIONAL WOMAN SUFFRAGE
PUBLISHING COMPANY, INC.
171 MADISON AVENUE, NEW YORK

NATIONAL HEADQUARTERS
171 MADISON AVENUE
NEW YORK

CONGRESSIONAL COMMITTEE

PRESIDENT
MISS ESTHER G. OGDEN

TELEPHONE, 4818 MURRAY HILL

CHAIRMAN
MRS. WALTER McNAB MILLER
HEADQUARTERS
1826 RHODE ISLAND AVENUE, WASHINGTON, D. C.



April 10, 1917.

Hon. Champ Clark,
Speaker of the House of Representatives,
Washington, D. C.

My dear Sir:

On behalf of the National American Woman Suffrage Association, I write to ask that a Committee on Woman Suffrage be appointed in the House of Representatives as in the Senate of the Congress of the United States. We make this request because the Judiciary Committee, to which constitutional amendments are referred, is and always has been so occupied with other important questions, that it has never been able to give the consideration due to this measure, supported by so large a portion of our people.

May I remind you that the national governments of Great Britain, France and Russia have promised woman suffrage in the near future; and that the greater part of Canada has already established it within a few months. The leaders of these governments have announced that the vote has been or will be given to their women in recognition of the devotion, sacrifice, skill and endurance of women in their varied service to their country under the strain of war. Our Republic stands upon the threshold of what may prove the severest test of loyalty and endurance our country has ever had. It needs its women; and they are ready -- as fearless, as willing, as able, as loyal as any women of the world.

You have had a long and successful political career and that means that you know men and women. You know that both work better when their hearts bear no sense

Hon. Champ Clark -2

4-10-17.

of being wronged. You will realize that our women will feel a less exalted patriotism, a less unselfish spirit of devotion, a less spontaneous desire to serve, if they are forced to carry a conviction that the monarchies of the world have been more just to their women citizens than this Republic has been to us.

Mr. Speaker, the women of our country appreciate the fact that you are yourself an advocate of our cause, but we do not presume upon your interest when we ask for a House Suffrage Committee. We ask it because the world is calling to the Congress of the United States to make better time if it would hold its place as Leader in the march of world democracy.

As a small concession to this world-wide movement, we beg you to recommend to the House the establishment of a Woman Suffrage Committee.

Very truly,

Carrie Chapman Catt
President.

CCC-S

- 1) What position did Catt hold in NAWSA?
- 2) Explain why Catt, and the women she represented, believed they should have the right to vote?
- 3) What position does the recipient hold?

Document 3:



1) What can one learn about Catt from this newspaper heading?

Document 4:

Eighty years after the Revolution, Abraham Lincoln welded those two maxims into a new one: "Ours is a government of the people, by the people, and for the people." Fifty years more passed and the president of the United States, Woodrow Wilson, in a mighty crisis of the nation, proclaimed to the world: "We are fighting for the things which we have always carried nearest to our hearts: for democracy, for the right of those who submit to authority to have a voice in their own government."

...With such a history behind it, how can our nation escape the logic it has never failed to follow, when its last unenfranchised class calls for the vote? Behold our Uncle Sam floating the banner with one hand, "Taxation without representation is tyranny," and with the other seizing the billions of dollars paid in taxes by women to whom he refuses "representation." Behold him again, welcoming the boys of twenty-one and the newly made immigrant citizen to "a voice in their own government" while he denies that fundamental right of democracy to thousands of women public school teachers from whom many of these men learn all they know of citizenship and patriotism, to women college presidents, to women who preach in our pulpits, interpret law in our courts, preside over our hospitals, write books and magazines, and serve in every uplifting moral and social enterprise. Is there a single man who can justify such inequality of treatment, such outrageous discrimination? Not one...

- 1) Why does Catt reference Lincoln and Wilson?
- 2) What famous quote is Catt using to explain the injustice of not allowing women the right to vote?

Document 5:



Approximately 20,000 supporters followed Dr. Anna Shaw and Carrie Chapman Catt, founder of the League of Women Voters, in a 1915 women's suffrage march

This picture from: Discovery.com

1) What is another method used by Catt to gain suffrage?

Brief Biography: SUSAN B. ANTHONY (1820-1906)

For over 50 years, Susan B. Anthony was the leader of the American woman suffrage movement. Born in Adams, Massachusetts on February 15, 1820, Anthony lived for many years in Rochester. In 1872 Anthony was arrested for voting. When she died in 1906, only four states allowed women to vote, but Anthony's single-minded dedication to the cause of suffrage was largely responsible for the passage of the nineteenth amendment to the United States Constitution in 1920, giving women the vote. <http://www.rochester.edu/SBA/suffragebios.html>

Document 1:

"Woman Suffrage Must Be Non-Partisan": Article by Susan B. Anthony, 1 August 1896

“It is very clear to every student of politics that what is "good politics" for political parties is "mighty poor politics" for a reform measure dependent upon the votes of the members of all parties. It will be time enough for the women of California to enroll themselves as Republicans, Democrats, Populists, etc., after they have the right to vote secured to them by the elimination of the word "male" from the suffrage clause of the constitution. And to work most efficiently to get the right to become a voting member of one or another of the parties of the State women must now hold themselves aloof from affiliation with each and all of them.

The State Suffrage Campaign Committee has settled upon a wise plan of campaign, and the women of every county should advise with it, by letter or by calling at the headquarters, 564 Emporium building, this City.⁴ A good plan well executed is sure to bring victory. To this end it is to be hoped that the women of every one of the fifty-seven counties will hold themselves all-partisan and act in harmony with the State Central Committee.”

<http://ecssba.rutgers.edu/docs/article.html>

- 1) Why does Anthony, say that women should not declare themselves of one political party?

- 2) Why do you think she put the word male, in quotation marks?

Document 2:



1) What is President Grover Cleveland afraid of?

2) Based on this cartoon, how might you describe Susan B. Anthony's character?

Document 3:



1) Based on the cartoon, what is one organization did Susan B. Anthony belonged to?

2) Using your knowledge from this unit, why are Wyoming and Utah featured in this cartoon?

Document 4:

**A PETITION
FOR
UNIVERSAL SUFFRAGE.**

To the Senate and House of Representatives:

The undersigned, Women of the United States, respectfully ask an amendment of the Constitution that shall prohibit the several States from disfranchising any of their citizens on the ground of sex.

In making our demand for Suffrage, we would call your attention to the fact that we represent fifteen million people—one half the entire population of the country—intelligent, virtuous, native-born American citizens; and yet stand outside the pale of political recognition.

The Constitution classes us as "free people," and counts us *whole* persons in the basis of representation; and yet are we governed without our consent, compelled to pay taxes without appeal, and punished for violations of law without choice of judge or juror.

The experience of all ages, the Declarations of the Fathers, the Statute Laws of our own day, and the fearful revolution through which we have just passed, all prove the uncertain tenure of life, liberty and property so long as the ballot—the only weapon of self-protection—is not in the hand of every citizen.

Therefore, as you are now amending the Constitution, and, in harmony with advancing civilization, placing new safeguards round the individual rights of four millions of emancipated slaves, we ask that you extend the right of Suffrage to Woman—the only remaining class of disfranchised citizens—and thus fulfil your Constitutional obligation "to Guarantee to every State in the Union a Republican form of Government."

As all partial application of Republican principles must ever breed a complicated legislation as well as a discontented people, we would pray your Honorable Body, in order to simplify the machinery of government and ensure domestic tranquillity, that you legislate hereafter for persons, citizens, tax-payers, and not for class or caste.

For justice and equality your petitioners will ever pray.

NAMES.	RESIDENCE.
<i>Eludy Stanton</i>	<i>New York</i>
<i>Susan B. Anthony</i>	<i>Rochester - N.Y.</i>
<i>Antoinette Brown Blackwell</i>	<i>New York</i>
<i>Luz Stone</i>	<i>Newark N. Jersey</i>
<i>Joanna S. Morse</i>	<i>48 Livingston. Brooklyn</i>
<i>Emeline S. Rose</i>	<i>New York</i>
<i>Harriet E. Eaton</i>	<i>6 West 14th Street N.Y.</i>
<i>Catherine C. Wilkeson</i>	<i>83 Clinton Place New York</i>
<i>Elizabeth C. Tilton</i>	<i>48 Livingston St. Brooklyn</i>
<i>Mary Fowler Gilbert</i>	<i>295 W. 19th St New York</i>
<i>Mary E. Elliot</i>	<i>New York</i>
<i>Mr. Griffith</i>	<i>New York.</i>

1) Who did Susan B. Anthony, along with other suffragists, petition?

2) What were they petitioning for?

Brief Biography: MARGARET SANGER (1879-1966)

Margaret Sanger was born on September 14, 1879, in Corning, New York. In 1910 she moved to Greenwich Village and started a publication promoting a woman's right to birth control (a term that she coined). Obscenity laws forced her to flee the country until 1915. In 1916 she opened the first birth control clinic in the U.S. Sanger fought for women's rights her entire life. She died in 1966.

<http://www.biography.com/people/margaret-sanger-9471186>

Document 1:



1) Based on this cartoon, what can you assume about birth control in the early 1900s?

Document 2:



1) Based on this advertisement, what is one method Margaret Sanger used to spread her message?

Document 3:

Science and Invention for January, 1922



Mrs. Margaret Sanger, the great birth control advocate, and her two sons

"WOMAN AND THE NEW RACE"

By Margaret Sanger

This book, just published, is Margaret Sanger's greatest effort for the birth control movement. It contains the very essence of her life's work. It instructs the women of the world in the greatest step of their emancipation. "WOMAN AND THE NEW RACE" contains the sum total of Margaret Sanger's experience and knowledge on this vital subject—knowledge she dared to utter and print—knowledge for which she faced jail and fought through every court to establish as woman's inalienable right.

PART OF CONTENTS	
Woman's Error and her Debt The Struggle for Freedom Two Classes of Women Immorality of Unwanted Large Families Cries of Despair Women who plead for Abortion When should a Woman avoid having children? Any one chapter is worth the price of this book	Continence: Is It Practicable or Desirable? Contraception or Abortion? Are Preventive Means Certain? Battalion of Unwanted Babies Cause of War Woman and Morality Legislating Woman's Morals Why not Birth Control Clinics in America?

THE KNOWLEDGE IS PRICELESS

This book, "Woman and the New Race," by Margaret Sanger, contains so much that is vital, thorough and necessary to every married couple, that it would require a book to describe it. **THE KNOWLEDGE OF BIRTH CONTROL WILL BRING HAPPINESS TO EVERY MARRIAGE.**

Price Only \$2.00 Sent Prepaid
 Order at Once. Don't Delay.

TRUTH PUBLISHING CO.
 1400 Broadway Dept. 5-G New York

1) What issue did Sanger advocate?

2) Why is this picture significant, knowing the issue Sanger was fighting for?

Document 4:

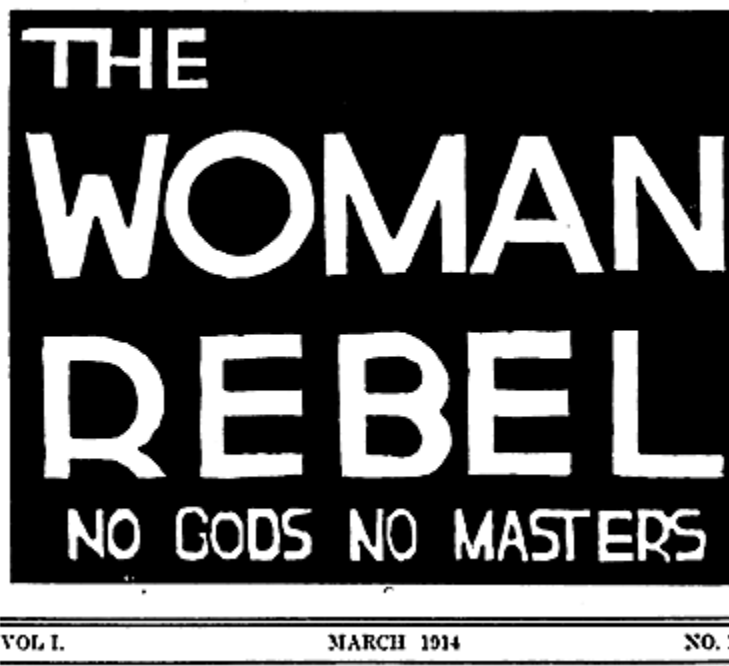
In 1919, The planned lecture, entitled “Woman’s Place in the Twentieth Century,” was given to about eight hundred people. The *Elizabeth City Independent* reported that it was “the first public meeting for the discussion of birth control ever held in the south.” Considering this, Sanger was necessarily nervous about how she and her message would be received:

Speaking of the lecture, Sanger said “*I had the feeling that it would be hard to break the ice for the birth control movement in a city in which not even a suffragist had delivered a public lecture.*”

<https://sangerpapers.wordpress.com/category/in-her-words/>

- 1) What does this suggest about the suffrage movement throughout the country?

Document 5:



- 1) When was the first issue of “The Woman Rebel” published?

- 2) How does this title fit in with the goals/values of the women’s suffrage movement?

Sanger’s publication “The Woman Rebel”.

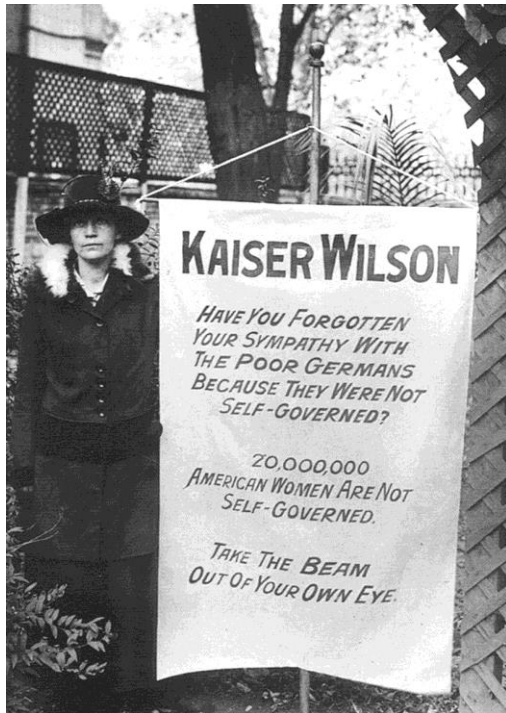
<https://sangerpapers.wordpress.com/tag/woman-rebel/>

Brief Biography: ALICE PAUL (1885-1977)

Born on January 11, 1885, in Moorestown, New Jersey, Alice Paul grew up Quaker and attended Swarthmore College before living in England and pushing for women's voting rights. When she returned to America in 1910, she became a leader in the suffragist movement, eventually forming the National Woman's Party with Lucy Burns and becoming a key figure in the voices that led to the passage of the 19th Amendment. In later years she advocated for the passage of an Equal Rights Amendment as well. She died in Moorestown on July 9, 1977.

<http://www.biography.com/people/alice-paul-9435021>

Document 1:



1) Why does Paul use the term “Kaiser” rather than President?

Document 2:



1) What event did Paul help organize?

2) Where did this event take place?

Document 3:

Failed Equal Rights Amendment – written by Alice Paul 1923; passed by Congress in 1972, but failed ratification by the states during the 1980's.

The Equal Rights Amendment

Section 1. Equality of rights under the law shall not be denied or abridged by the United States or by any state on account of sex.

Section 2. The Congress shall have the power to enforce, by appropriate legislation, the provisions of this article.

Section 3. This amendment shall take effect two years after the date of ratification.

- 1) What goal was Paul trying to achieve with this amendment?

- 2) Where, chronologically, does her writing of this document fall in regards to the 19th amendment?

Document 4:

Robert S. Gallagher:

“Do you want to talk about the violence that occurred on the White House picket line?”

Alice Paul:

“Not particularly. It is true that after the United States entered the war [April 6, 1917], there was some hostility, and some of the pickets were attacked and had their banners ripped out of their hands. The feeling was—and some of our own members shared this and left the movement—that the cause of suffrage should be abandoned during wartime, that we should work instead for peace. But this was the same argument used during the Civil War, after which they wrote the word “male” into the Constitution. Did you know that “male” appears three times in the Fourteenth Amendment? Well, it does. So we agreed that suffrage came before war. Indeed, if we had universal suffrage throughout the world, we might not even have wars. So we continued picketing the White House, even though we were called traitors and pro-German and all that.”

<http://www.americanheritage.com/content/%E2%80%99Ci-was-arrested-course%E2%80%A6%E2%80%9D?page=3>

- 1) What change happened within the women's rights movement?

- 2) Why did she not want to stop working for suffrage during the war?

- 3) How many times does the word “male” appear in the 14th amendment?

Document 5:

“It was in 1912 that I was appointed by the National American Woman Suffrage Association to the chairmanship of their Congressional Committee in Washington, which was to work for the passage of the amendment that Susan B. Anthony had helped draw up. And Lucy Burns was asked to go with me. Miss Jane Addams, who was on the national board, made the motion for our appointments. They didn’t take the work at all seriously, or else they wouldn’t have entrusted it to us, two young girls. They did make one condition, and that was that we should never send them any bills, for as much as one dollar. Everything we did, we must raise the money ourselves. My predecessor, Mrs. William Kent, the wife of the congressman from California, told me that she had been given ten dollars the previous year by the national association, and at the end of her term she gave back some change.”

- Alice Paul

<http://www.americanheritage.com/content/%E2%80%9Ci-was-arrested-course%E2%80%A6%E2%80%9D?page=3>

- 1) What is one group that Alice Paul worked with?
- 2) Who drew up the 19th amendment?
- 3) Which other suffragist was she appointed by? How did Paul seem to feel about her?

Document 6:

“We women of America tell you that America is not a democracy. Twenty million women are denied the right to vote”

- Alice Paul

http://www.brainyquote.com/quotes/authors/a/alice_paul.html#UeGsxTSdPSYpA8MG.99

- 1) How many women were of voting age in the country (21) yet denied the vote?
- 2) What criticism does she make of America?

Brief Biography: SOJOURNER TRUTH (1797-1883)

In 1843, Isabella, a former slave, changed her name to Sojourner Truth and began traveling through the eastern United States preaching the word of God. In Northampton, Massachusetts, she encountered the abolitionist movement and began traveling and lecturing on behalf of that cause. She maintained herself by selling copies of the Narrative of Sojourner Truth, which had been written by Olive Gilbert and published in 1850. After attending a women's rights convention in 1850, Truth also became a speaker on women's rights issues. During the Civil War she solicited gifts of food for regiments of black volunteers, and after the war she worked to find homes and employment for recently freed slaves.

<http://www.rochester.edu/SBA/suffragebios.html>

Document 1:

A first Report by Marcus Robinson of Sojourner Truths' Speech at the Women's Rights Convention in Akron, Ohio, 1851.

I want to say a few words about this matter. I am a woman's rights. I have as much muscle as any man, and can do as much work as any man. I have plowed and reaped and husked and chopped and mowed, and can any man do more than that? I have heard much about the sexes being equal. I can carry as much as any man, and can eat as much too, if I can get it. I am as strong as any man that is now. As for intellect, all I can say is, if a woman have a pint, and a man a quart -- why can't she have her little pint full? You need not be afraid to give us our rights for fear we will take too much, -- for we can't take more than our pint'll hold. The poor men seems to be all in confusion, and don't know what to do. Why children, if you have woman's rights, give it to her and you will feel better. You will have your own rights, and they won't be so much trouble.

1) Why does Truth tell men that they should not fear women's suffrage?

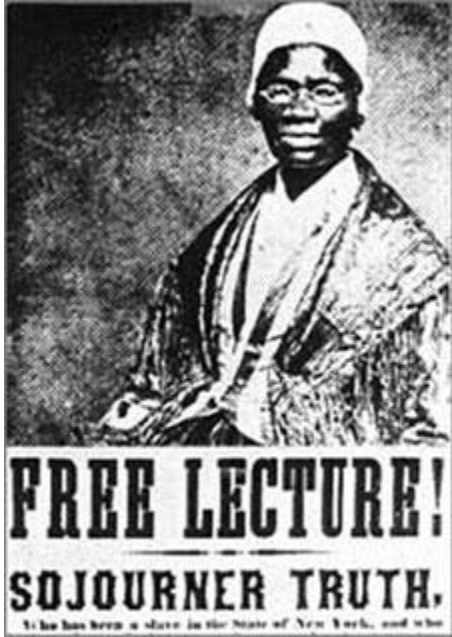
Document 2:

A Second Report of Sojourner Truths' Speech at the Women's Rights Convention in Akron, Ohio, 1851; written April 23, 1863 for the New York Independent by Frances Dana Gage, who had presided over the convention:

“Well, chillen, whar dar’s so much racket dar must be som’ting out o’ kilter. I tink dat, ‘twixt the niggers of de South and de women at de Norf, all a-talking ‘bout rights, de white men will be in a fix pretty soon...Dat man over dar say dat woman needs to be helped into carriages, and lifted over ditches...Nobody eber helps me into carriages or ober mud-puddles, or gives me any best place;” and, raising herself to her full height, and her voice to a pitch like rolling thunder, she asked, “And ar’n’t I a woman? Look at me. Look at my arm,” and she bared her right arm to the shoulder, showing its tremendous muscular power, “I have plowed and planted and gathered into barns, and no man can head me—and ar’n’t I a woman? I could work as much and eat as much as a man, (when I could get it,) and bear de lash as well—and ar’n’t I a woman? I have borne thirteen chillen and seen ‘em mos’ all sold off into slavery, and when I cried out with a mother’s grief, none but Jesus heard—and ar’n’t I a woman?”

1) What is Truth trying to point out by saying “Ar’n’t I a Woman”?

Document 3:



1) What can you learn about Sojourner Truth's lectures from this advertisement?

2) Why is your answer to #1 significant?

<http://american-biography.blogspot.com/2011/02/sojourner-truth-slavery-abolitionist.html>

Document 4:

This short excerpt from an unidentified speech was printed in the Book of Life section of the Narrative, page 243, and is an excellent example of Truth's mockery of pretension, where ever she found it.

I'm awful hard on dress, you know. Women, you forget that you are the mothers of creation; you forget that your sons were cut off like grass by the war, and that the land was covered by their blood; you rig yourselves up in panniers and Grecian bend-backs and flummeries; yes and mothers and gray-haired grandmothers wear high-heeled shoes and humps on their heads, and put them on their babies, and stuff them out so that they keel over when the wind blows. O mothers, I am ashamed of ye! What will such lives as you live do for humanity? When I saw them women on the stage at the Woman's Suffrage Convention, the other day, I thought, What kind of reformers be you, with goose-wings on your heads, as if you were going to fly, and dressed in such ridiculous fashion, talking about reform and women's rights? 'Pears to me, you had better reform yourselves first. But Sojourner is an old body, and will soon get out of this world into another, and wants to say when she gets there, Lord, I have done my duty, and I have told the whole truth and kept nothing back.

- 1) What criticism does Truth have of the women trying to gain suffrage?
- 2) How does this quote, specifically the last two sentences, define Truth's character?

Brief Biography: ELIZABETH CADY STANTON (1815-1902)

Born on November 12, 1815, in Johnstown, New York, Elizabeth Cady Stanton was an abolitionist and leading figure of the early woman's movement. An eloquent writer, her Declaration of Sentiments was a revolutionary call for women's rights across a variety of spectrums. Stanton was the president of the National Woman Suffrage Association for 20 years and worked closely with Susan B. Anthony.

<http://www.biography.com/people/elizabeth-cady-stanton-9492182>

Document 1:

We are persons; native, free-born citizens; property-holders, tax-payers; yet are we denied the exercise of our right to the elective franchise. We support ourselves, and, in part, your schools, colleges, churches, your poor-houses, jails, prisons, the army, the navy, the whole machinery of government, and yet we have no voice in your councils. We have every qualification required by the constitution, necessary to the legal voter, but the one of sex. We are moral, virtuous and intelligent, and in all respects quite equal to the proud white man himself, and yet by your laws we are classed with idiots, lunatics and negroes; and though we do not feel honored by the place assigned us, yet, in fact, our legal position is lower than that of either; for the negro can be raised to the dignity of a voter if he possess himself of \$250; the lunatic can vote in his moments of sanity, and the idiot, too, if he be a male one, and not more than nine-tenths a fool; but we, who have guided great movements of charity, established missions, edited journals, published works on history, economy and statistics; who have governed nations, led armies, filled the professor's chair, taught philosophy and mathematics to the *savans* of our age, discovered planets, piloted ships across the sea, are denied the most sacred rights of citizens, because, forsooth, we came not into this republic crowned with the dignity of manhood!

- Elizabeth Cady Stanton

1) List three reasons why Stanton feels that women are entitled to the vote?

2) What groups does Stanton point out have the vote, yet women are still neglected?

Document 2:

True, the unmarried woman has a right to the property she inherits and the money she earns, but she is taxed without representation.

- Elizabeth Cady Stanton

1) Why is this comment so significant?

Document 3:

In case of separation, the law gives the children to the father; no matter what his character or condition. At this very time we can point you to noble, virtuous, well educated mothers in this state, who have abandoned their husbands for their profligacy and confirmed drunkenness. All these have been robbed of their children, who are in the custody of the husband, under the care of his relatives, whilst the mothers are permitted to see them but at stated intervals.

- Elizabeth Cady Stanton

- 1) Aside from the vote, what is one issue that Stanton is fighting for?

- 2) Compare this issue during the suffrage movement, to this issue present today.

Document 4:



Stanton with her daughter and granddaughter.

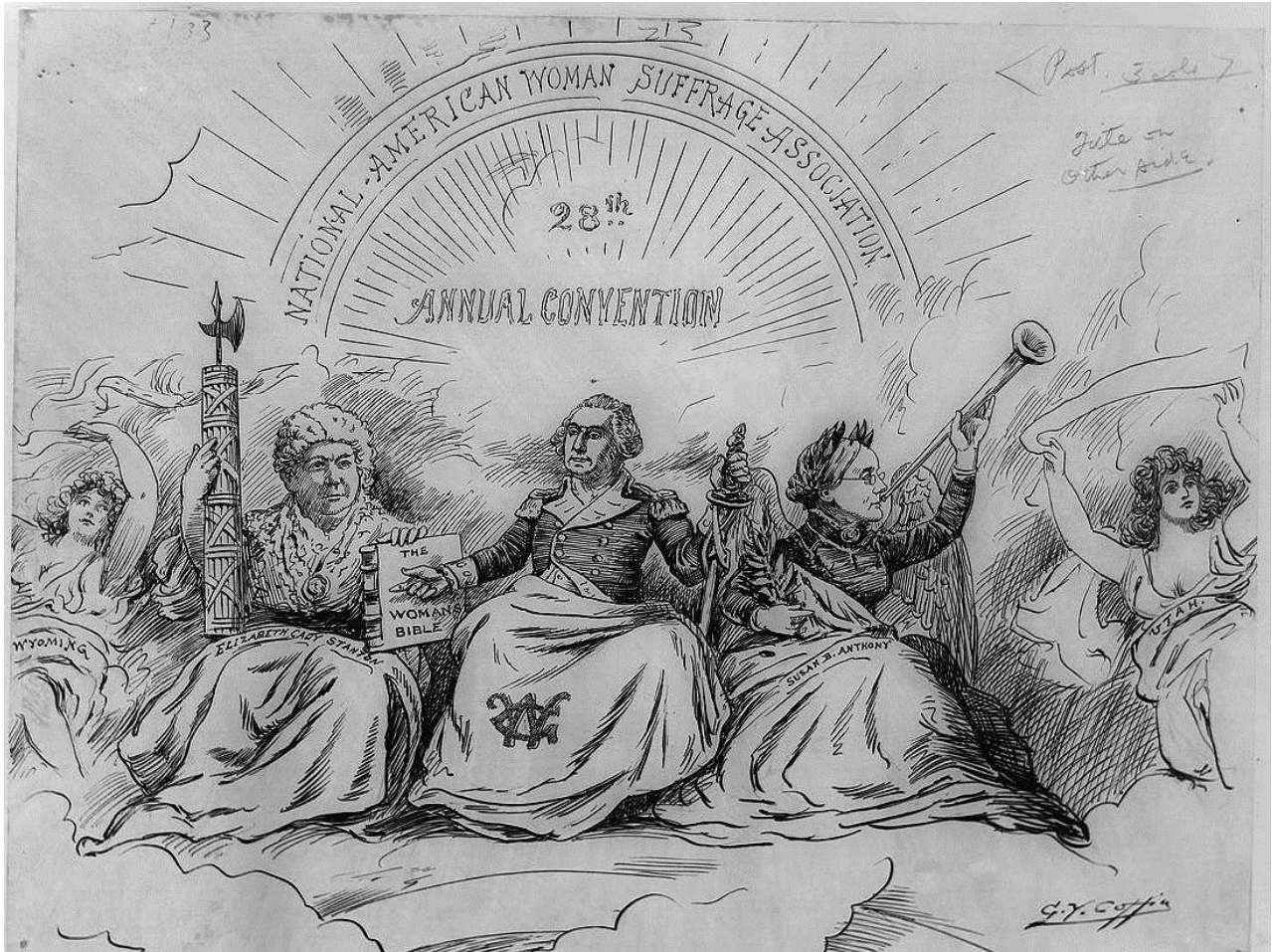
Three generations of suffragists (from left to right): Nora Stanton Blatch DeForest Barney; Elizabeth Cady Stanton, who authored the 19th Amendment; and Harriot Stanton Blatch.

(SHNS photo courtesy of Coline Jenkins.) Her daughter Harriot Stanton Blatch became an active suffragist leader as well.

- 1) What does this image say about Stanton's beliefs toward family?

- 2) What significant piece of legislation did she author?

3) **Document 5:**



1) What activist group was Elizabeth Cady Stanton a part of according to this cartoon?

2) What is she showing to George Washington?

3) What other suffragist did she work closely with?

Brief Biography: JANE ADDAMS

Born on September 6, 1860, in Cedarville, Illinois, Jane Addams co-founded one of the first settlements in the United States, the Hull House in Chicago, Illinois, in 1889, and was named a co-winner of the 1931 Nobel Peace Prize. Addams also served as the first female president of the National Conference of Social Work, established the National Federation of Settlements and served as president of the Women's International League for Peace and Freedom. She died in 1935 in Chicago.

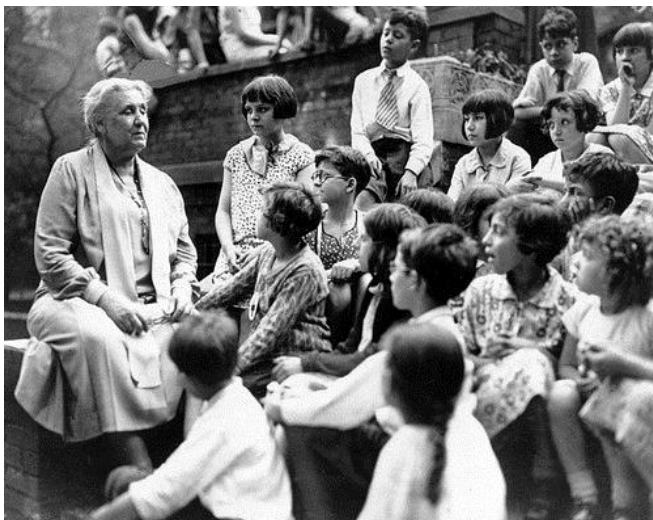
Document 1:



Addams is shown on the right.

1) Based on this image, what is one thing that Jane Addams fought for?

Document 2:



Jane Addams at Hull House

1) What population aside from women did Addams work with?

Document 3:

Jane Addams: Why Women Should Vote, 1915

This paper is an attempt to show that many women to-day are failing to discharge their duties to their own households properly simply because they do not perceive that as society grows more complicated it, is necessary that woman shall extend her sense of responsibility to many things outside of her own home if she would continue to preserve the home in its entirety. One could illustrate in many ways. A woman's simplest duty, one would say, is to keep her house clean and wholesome and to feed her children properly.

Yet if she lives in a tenement house, as so many of my neighbors do, she cannot fulfill these simple obligations by her own efforts because she is utterly dependent upon the city administration for the conditions which render decent living possible. Her basement will not be dry, her stairways will not be fireproof, her house will not be provided with sufficient windows to give light and air, nor will it be equipped with sanitary plumbing, unless the Public Works Department sends inspectors who constantly insist that these elementary decencies be provided.

Women who live in the country sweep their own dooryards and may either feed the refuse of the table to a flock of chickens or allow it innocently to decay in the open air and sunshine. In a crowded city quarter, however, if the street is not cleaned by the city authorities-no amount of private sweeping will keep the tenement free from grime; if the garbage is not properly collected and destroyed a tenement house mother may see her children sicken and die of diseases from which she alone is powerless to shield them, although her tenderness and devotion are unbounded. She cannot even secure untainted meat for her household, she cannot provide fresh fruit, unless the meat has been inspected by city officials, and the decayed fruit, which is so often placed upon sale in the tenement districts, has been destroyed in the interests of public health. In short, if woman would keep on with her old business of caring for her house and rearing her children she will have to have some conscience in regard to public affairs lying quite outside of her immediate household. The individual conscience and devotion are no longer effective.

<http://www.fordham.edu/halsall/mod/1915janeadams-vote.html>

1) According to Addams, what are the fundamental duties of women?

2) Why does Addams believe that women must have a say in public affairs (the vote)?

Document 4:



QUESTIONS? CALL 1-800-TRIBUNE

SATURDAY, JANUARY 21, 2012

BREAKING NEWS AT CHICAGOTRIBUNE

The fall of Hull House

Jane Addams' dream of helping Chicago's needy dates to the 19th century. Now the charity has run out of time and money.

BY LIAM FORD AND KATE THAYER
Tribune reporters

Jane Addams' vision for a home for the disenfranchised blossomed in the late 19th century, largely through her efforts to win the support of wealthy Chicago women's groups rather than relying on sectarian groups to build what would become Hull House, historians say.

departed from Addams' reliance on private donors and turned instead to government funding.

That dependence — as much as 85 percent of its budget in recent years — along with the inability of its leadership to adapt to declining revenues eventually sealed the organization's fate, those familiar with the association's operations said.

This week, the Jane Addams Hull House Association announced for foster children, that brought in only about a quarter of Hull House's revenue, while other state funding was cut. Its other programs, including those for women and children affected by domestic violence, have had more trouble.

Even with high-profile fundraisers honoring prominent Chicagoans at places like the Museum of Science and Industry, it's been hard for the organization to make up for losses from government cutbacks.



- 1) What was the goal of Jane Addams' Hull House?
- 2) What year did it close its' doors?
- 3) How does this charity relate to her goals as a suffragist?

Document 5:

Jane Addams, "Hull House (Chicago)," *Encyclopedia of Social Reform*, ed. William D. P. Bliss (New York: Funk & Wagnalls Company, 1908): 587-90.

HULL HOUSE (CHICAGO): Hull House, one of the first American settlements, was established in Sept., 1889. It represented no association, but was opened by two women, backed by many friends, in the belief that the mere foothold of a house, easily accessible, ample in space, hospitable and tolerant in spirit, situated in the midst of the large foreign colonies which so easily isolate themselves in American cities, would be in itself a serviceable thing for Chicago. Hull House endeavors to make social intercourse express the growing sense of the economic unity of society, and may be described as an effort to add the social function to democracy.

The earliest activities of the settlement were the ordinary ones of children's clubs, kindergartens, receptions, and evening classes. From these larger activities developed which may be described under general headings.

1) What did Hull House provide for immigrants and underprivileged Americans?

2) How did Bliss believe Hull House aided democracy?