

History is Central Summer Institute 2008

Teacher: Pam Conway

Class: U.S. History

Grade Level: 8

Topic: Woman's Suffrage Movement

Essential Question: How did women use their constitutional rights to work at attaining more political rights for themselves?

Learner Background: Prior to this lesson, students should be familiar with the "basics" of the woman's suffrage movement. This lesson is meant to show students how women used their Constitutional rights in their quest to gain political rights. There will be connections made to events leading to the American Revolution and links to the Constitution, so those topics will have had to have been studied at some point before this lesson so that students can refer to those discussions and activities as they work.

Student Objectives: By the end of this lesson, students should be able to explain what Constitutional rights women, like Amelia Bloomer, used in attaining more political rights for women.

Materials/Resources: To conduct this lesson, teachers will need a copy of the children's storybook, *Bloomers!*, by Rhoda Blumberg. In addition, students will need copies of Amelia Bloomer's petition, a worksheet outlining the SOAPSTONE strategy, and a teacher-created worksheet. This worksheet will be designed to help students find connections between issues leading to the Revolution ("taxation without representation") and connections to the Constitution (Article V-the amending process and Amendment I-the right to petition) and Bloomer's arguments/strategies in her fight for women's rights. Finally, the teacher will need to design an "exit-ticket" quiz to review key concepts and check understanding.

Initiation: To begin this lesson, the teacher should read *Bloomers!*, by Rhoda Blumberg, to the class. It is a children's book introducing the students to Amelia Bloomer.

Learning Activities: Once students have been introduced to Amelia Bloomer via the story, they will investigate her arguments for women's rights by looking at a petition she wrote to Congress in 1878. Students will complete a SOAPSTONE analysis of the petition to identify the major issue Bloomer was raising. From there, students will evaluate Bloomer's arguments set forth in the petition and draw connections between issues leading to the Revolution (as alluded to via the phrase "without representation") and connections to the Constitution (Article V-the amending process and Amendment I-the right to petition). A teacher created worksheet will help the students recognize these connections. Students can either work as individuals or in small groups on this activity.

Closure: To wrap-up this lesson, the teacher should ask students to complete an exit ticket quiz, reviewing the main ideas of the lesson.

Assessment: Student understanding will be determined through teacher observation during the lesson, the accuracy of the SOAPSTone activity worksheet and “connection worksheet” during class, and the responses on the “exit ticket.”

Differentiated Instruction: This lesson could be modified by having a typed version of the document since the original cursive handwriting may be difficult for students to read. In addition, some “options” for how to possibly complete the exit ticket activity may be helpful for students that have a hard time articulating their thoughts. (attached)

5. Do you think the steps Bloomer took with this document were enough to improve her condition—explain why or why not?

Name: _____

Period: _____

“Exit Ticket” Response for Amelia Bloomer Activity

Using past political arguments of men and portions of the U.S. Constitution made Bloomer’s petition more convincing because _____

Typed version of the Petition by Amelia Bloomer

Petition of Mrs. Amelia Bloomer for relief from taxation or political disabilities.

To the Senate and House of Representatives of the United States, in Congress Assembled.

Mrs. Amelia Bloomer, a citizen of the United States, and a resident of Council Bluffs, County of Pottawattamie and State of Iowa – the owner of real and personal property amounting to several thousand dollars, on which she is taxed without representation, hereby respectfully petitions your Honorable Body for relief from this burden of taxation – or for the removal of her political disabilities, and that she may be declared invested with full power to exercise her right of self-government at the ballot-box all state constitutions, or statue laws to the contrary notwithstanding.

Name: _____ Period: _____

“Exit Ticket” Response for Amelia Bloomer Activity

Using past political arguments of men and portions of the U.S. Constitution made Bloomer’s petition more convincing because _____

- Options:
1. then she didn’t have to spend as much time thinking of new ideas.
 2. then she could use the same arguments that the men used and show that if they were right using that thinking, then she was right, too.
 3. then she showed the men how the Constitution didn’t make any sense.

"No Taxation without Representation"

A fundamental difference of opinion had developed between British authorities and the Americans on the related issues of taxing the colonists and their representation in Parliament.

On the surface, the Americans held to the view of *actual representation*, meaning that in order to be taxed by Parliament, the Americans rightly should have actual legislators seated and voting in London.

The British, on the other hand, supported the concept of *virtual representation*, which was based on the belief that a Member of Parliament virtually represented every person in the empire and there was no need for a specific representative from Virginia or Massachusetts, for example.

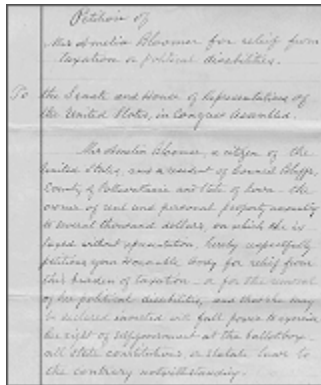
U.S. Constitution - Article 5

The Congress, whenever two thirds of both Houses shall deem it necessary, shall propose Amendments to this Constitution, or, on the Application of the Legislatures of two thirds of the several States, shall call a Convention for proposing Amendments, which, in either Case, shall be valid to all Intents and Purposes, as part of this Constitution, when ratified by the Legislatures of three fourths of the several States, or by Conventions in three fourths thereof, as the one or the other Mode of Ratification may be proposed by the Congress; Provided that no Amendment which may be made prior to the Year One thousand eight hundred and eight shall in any Manner affect the first and fourth Clauses in the Ninth Section of the first Article; and that no State, without its Consent, shall be deprived of its equal Suffrage in the Senate.

U.S. Constitution - Amendment 1

Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press; or the right of the people peaceably to assemble, and to petition the Government for a redress of grievances.

The Documents



[Click to Enlarge](#)

Petition from Mrs. Amelia Bloomer

of Council Bluffs, Iowa Regarding

Suffrage in the West, 1878

National Archives and Records Administration

Records of the United States House of Representatives

Record Group 233

[ARC](#) Identifier:

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Topic: Women's Suffrage Movement

Essential Question: What qualities made the leaders of the women's suffrage movement successful?

Learner Background: This lesson would be an activity at the mid-point of a unit on women's suffrage. Students should already be familiar with what the suffrage movement was about and a few key figures involved in the movement.

Student Objectives: As a result of this lesson, students will have researched, analyzed, and synthesized facts about the life and skills of women involved in the suffrage movement. Students will have created a historical resume sharing their findings and interpretations about the person.

Materials/Resources: To conduct this lesson, students will need access to computers and the Internet. The teacher will have had to find acceptable research tools (databases, websites, etc.) and have created a "hotlist" of sites for students to use to guide their research. Students will also need a directions sheet of the resume guidelines and a copy of the SOAPStone method for analyzing a primary document. (attached)

Initiation: To begin this lesson, students will be asked to create three questions that they would ask someone applying for a leadership position-type job. Once students have created their questions, the class should share them and record their ideas. The teacher should guide the discussion to transition into the focus of the lesson about leaders within the suffrage movement.

Learning Activities: For this lesson, students will be asked to research a woman involved with the suffrage movement and create a resume about her...as if he/she IS her. Students will need access to a computer lab/mobile lab and Internet access to conduct their research using sites the teacher has already previewed to guide them to acceptable sources. Students will need to follow the resume guidelines set for the assignment (attached) as they work and the teacher will circulate as students work to offer guidance, assistance, or to clarify. Students should be given two to three days to research and analyze a speech by the woman. Students should probably have another 4 or 5 days to create the final copy of their resume. (sample resume attached) Students will then need to "interview" with the teacher based on the questions the class generated at the beginning of the activity. Classmates will need to record facts shared by each interviewee during the course of "her" interview.

Closure: At the completion of the interviews, students will need to vote on the candidate they feel would be the best candidate for the “job” based on the standards set at the start of the lesson. Hopefully, there wouldn’t be a clear “winner” of this vote, so that the students see that the qualities and characteristics of the women made SEVERAL of the women very strong people. If there IS a clear winner, the teacher will need to guide the reflective summation to acknowledge that different talents and experience are helpful to various groups/organizations at any given time, etc.

Assessment: Evaluation of the student’s resumes and notes on the “interviews” will be ways in which student learning will be assessed.

Differentiated Instruction: Ways that this lesson could be modified for students might include requiring only certain portions of the resume to be completed instead of all the fields listed. In addition, a student may be able to take on the role of the “interviewer” instead of the teacher fulfilling that role since the interviewer has set questions that will be asked and it will eliminate the element of “surprise” for the role-playing portion of the task, yet still allow him/her to participate in a meaningful way. Another manner in which the assignment could be modified is by assigning a student to a particular woman whose speech is not as difficult to analyze, for instance, Susan B. Anthony’s speech excerpt is not as lengthy and, perhaps, less intimidating than some of the other women’s documents.

Name: _____

Period: _____

Historical Resume Activity

Your task: Create a historical resume about a woman from the suffrage movement.

****Note**—a *resume* is a brief description of a person’s life. A *historical resume* is meant to give not only this description, but also the qualities of the person that is described. In this way, you are NOT writing a biography, but instead are using the facts to create the presentation about the person’s qualities.

To do:

1. Research the person from the list that you signed up to investigate. Use the links from our class website for this purpose. As you work, be sure to note the sources you are using—you must include a source list as part of your resume!
2. Create a formal, typed historical resume of the person using the guidelines listed below. This will be due on _____.
3. Once you have your resume in hand and a better understanding of the woman you researched, you will “become” this woman and interview for the leadership position our class discussed and brainstormed questions about. This step will require you to “role play” and “get into character!”

Historical Resume Format:

Name of Person

Address*

*For the address, the street can be made up by you; the town should be the town/city where the person was really born, correct state or nation, a made-up-by-you zip code. This information should be centered at the top of the resume. (3 points)

- I. Job Objectives—based on what you discovered about the person, what type of job(s)/occupation(s) would she be looking for in the present time, based on her prior experiences and qualifications? (3 points)
- II. Summary of background—explain a bit about the person (birth to death overview). Be sure to include a mention of their education and work experiences and any major accomplishments, with dates. (8 points)
- III. Skills—brag here about the abilities the person has in the areas of:
 - a. Leadership
 - b. Communication
 - c. Creativity
 - d. Competitive Spirit (4 points)
- IV. Document review—analyze the portion of the selected speech given by your person using the SOAPStone method (8 points)
- V. References—name at least two (2) people from your person’s time period that could’ve given “you” a good recommendation. Be sure to explain how these people were associated with “you”/how “you” knew them (4 points)
- VI. Source List—include a list of sources that you used when researching your person to create the resume. Follow the format from the library. (5 points)

See opposite side for a “sample” historical resume...

Carrie (Lane) Chapman Catt
6 Any Street
Ripon, WI 12345

I. Job objectives

I am looking for a leadership position within a company, perhaps a manager or CEO. I have previous experience in a leadership position and can bring these skills to an organization of any size. I would also be an asset to any organization looking for someone familiar with the political scene, as I have prior experience working with legislators and lobbying for specific causes.

II. Summary of Background

I was born on January 9, 1859, near Ripon, Wisconsin. I worked as a teacher to raise the money to attend Iowa State College and I graduated with a bachelor's degree in 1880. I went on to become a high school principal and, soon after, the superintendent of schools in Mason City, Iowa. I married a newspaper editor, Les Chapman, in 1885 and worked with him on the *Mason City Republican*. Unfortunately, Les died in 1886 and I went to San Francisco to work for another newspaper.

I went back to Iowa in 1887 and became involved with the Iowa Woman Suffrage Association. In 1900, I became the president of the National American Woman Suffrage Association (NAWSA), taking over for Susan B. Anthony.

I remarried in 1890 to George Catt and, due to his health issues; I had to leave my position at NAWSA in 1904. Sadly, George died in 1905. At this time I decided to become active in social movements again and joined the International Woman Suffrage Alliance. In 1915, the NAWSA asked me to help them with their organization, so I returned to the position of president of the group and tried to help it back to the strong influence it had had in the past. I decided to have the group focus its efforts only on the issue of suffrage and the passage of an amendment making women's suffrage official. I also helped to set-up the League of Women Voters. When the 19th Amendment was adopted in 1920 I left the NAWSA. In addition, I helped organize the International Woman Suffrage Alliance (IWSA) and was president of that group from 1904 to 1923. I spent the later part of my active days traveling around the world to encourage other women to work to gain the right to vote.

I died on March 9, 1947, in New Rochelle, New York.

III. Skills

A. Leadership: I have had leadership experience at many levels—from leading a classroom and school district to TWICE serving as the president of the National American Woman Suffrage Association. I also was a founding member of the League of Women Voters.

- B. Communication: In my roles as teacher, principal, superintendent, journalist, activist, and President of the NAWSA, I have had to communicate with large groups of people. I am an effective communicator, as shown by the confidence others have placed in my ideas by supporting my positions within these organizations.
- C. Creativity: I have not had to be too creative in my previous positions. I did need to brainstorm ways to excite people to become active in social change and I did have to think of ways to raise funds for the work that the groups have done on behalf of women's rights. In this way, I have had to stretch my mind and think in a creative way.
- D. Competitive Spirit: I am a fighter! I may not use weapons, but I use words with skill and have waged battle with many that oppose my views about women's rights. I have shown dedication to a cause—my whole life has shown that I am one to persevere and follow-through...no matter how long it takes to reach my goal.

IV. Document review

Document title: Excerpt from a speech in 1917

Speaker: Carrie Chapman Catt

Occasion: Hearing before Congress

Audience: U.S. representatives and senators

Purpose: Petitioning Congress to pass an amendment granting women suffrage

Subject: Catt uses a lot of rhetorical questions to urge Congress to see that women are being deprived of basic rights by not being able to vote and have a direct say in the government that leads them.

Tone: Catt's tone is angry and frustrated. She points out how women are becoming more upset the longer they have to wait to be able to vote. She also challenges the representatives and senators at the end of her speech, asking if they will help or hinder the inevitable—that women will be granted the right to vote. She is almost daring them and being confrontational.

V. References

Two people that can be contacted to speak about the good work ethic that I have shown on prior occasions would be Susan B. Anthony and Nettie R. Shuler. I know Susan B. Anthony because I took over the presidency of the NAWSA from her when she left the position. I worked with Nettie R. Shuler in 1923 when we co-wrote a book, *Woman Suffrage and Politics*.

VI. Source List

Author not available, *CATT, CARRIE CHAPMAN.*, The Columbia Encyclopedia, Sixth Edition 2008. <http://www.encyclopedia.com/doc/1E1-Catt-Car.html>

Author not available, Carrie (Clinton) Chapman Catt Biography (1859 - 1947), A&E Television Networks 2007.

<http://www.biography.com/search/article.do?id=9241831>

Websites to use when researching women in the suffrage movement for the Historical Resume Activity...

Susan B. Anthony

<http://www.lkwdpl.org/wihohio/anth-sus.htm>

<http://www.encyclopedia.com/doc/1E1-StantonEC.html>

Abigail Kelley Foster

<http://www.encyclopedia.com/doc/1E1-Foster-A.html>

http://womenshistory.about.com/gi/dynamic/offsite.htm?zi=1/XJ&sdn=womenshistory&cdn=education&tm=5&gps=151_59_1436_679&f=00&tt=2&bt=1&bts=1&zu=http%3A//www.cr.nps.gov/nr/travel/pwwmh/ma42.htm

Isabella Beecher Hooker

<http://www.nwmh.org/RightsforWomen/Hooker.html>

http://womenshistory.about.com/library/bio/blbio_hooker_isabella.htm

Lucretia Coffin Mott

<http://www.nwhm.org/RightsforWomen/Mott.html>

http://womenshistory.about.com/od/suffragepre1848/p/lucretia_mott.htm

<http://www.encyclopedia.com/doc/1E1-Mott-Luc.html>

Elizabeth Cady Stanton

<http://www.nwhm.org/RightsforWomen/CadyStanton.html>

<http://womenshistory.about.com/library/bio/blstanton.htm>

<http://www.encyclopedia.com/doc/1E1-StantonEC.html>

Lucy Stone

<http://www.nwhm.org/RightsforWomen/Stone.html>

http://womenshistory.about.com/od/stonelucy/p/lucy_stone.htm

<http://www.encyclopedia.com/doc/1E1-Stone-Lu.html>

Overall list of women in the women's rights movement: (Might be helpful when trying to find references...

<http://www.nwhm.org/RightsforWomen/listofleaders.html>

Name: _____

Period: _____

Historical Resume (35 points)

Name of woman researched: (circle)

Anthony Foster Hooker Mott Stanton Stone

Basic ID info: (3 points) _____

Name of Person

Street

Correct City, State, Zip Code

I. Job Objectives (3 points) _____

Type of job(s)/occupation(s) this woman would be looking for in the present time based on her prior experiences and qualifications

II. Summary of background (8 points) _____

Overview of the person's life from birth to death, including their education and work experiences and any major accomplishments, with dates.

III. Skills (4 points) _____

Highlight the abilities the person has in the areas of:

a. Leadership

c. Creativity

b. Communication

d. Competitive Spirit

IV. Document review (8 points) _____

Analysis of the portion of the selected speech given by your person using the SOAPStone method.

V. References (4 points) _____

Name at least two (2) people from your person's time period that could've given her a good recommendation. Be sure to explain how these people were associated with the person.

VI. Source List (5 points) _____

A list of sources that were used when researching your person to create the resume, following the format from the library.

Comments:

_____ = _____
35 100

Excerpt from a speech by **Susan B. Anthony** at the hearing of the Woman suffrage association in 1892

Mr. Chairman and gentlemen of the committee, the only words I would like to add to those spoken are that the committee recommend to the House the passage of the resolution which is before you. We do not ask you to decide whether women in different States shall have the right to vote. We want simply to make it possible for the States to decide whether the women of their respective States shall have the right or not conceded to them. All that is within the power of Congress is to pass this resolution submitting the proposition to the State legislatures, and, as you know, it is a long way after that, because we have to get a majority of three-fourths of the legislatures.

We have been coming here for a great many years. Mrs. Stanton, after the hearing before this committee of the Fifty-first Congress, declared that she would never come up here again "to talk to those boys." But here is a woman past her seventy-sixth year. When she was a young girl she began to make this demand. Most of you were not born when she and Lucy Stone determined to secure to women the right to vote in this country, and yet these aged women have been working for this reform for forty-five or fifty years. They plead before young men in Congress who have not thought upon the subject until they see them before the committee table. So we have come here to-day to make you think of this question, and we know you will think of it.

Excerpt from a speech by **Abigail Kelley Foster** at the 1851 Women's Rights Convention:

I have an idea, thrown into the form of a short resolution, which I wish to present to this Convention, because no one else has brought it forward. I feel that behind, that underneath, that deeper down than we have yet gone, lies the great cause of the difficulties which we aim to remove. We complain that woman is inadequately rewarded for her labor. It is true. We complain that on the platform, in the forum, in the pulpit, in the office of teacher, and so on to the end of the list, she does not hold that place which she is qualified to fill; and what is the deep difficulty? I cannot, I will not charge it all upon man. I respond to the statement that it is chargeable upon us as well as upon others. It is an old, homely maxim, but yet there is great force in it, "Where there's a will, there's a way;" and the reason why woman is not found in the highest position which she is qualified to fill, is because she has not more than half the will. I therefore wish to present the resolution that I hold in my hand:

Resolved, That in regard to most points, Woman lacks her rights because she does not feel the full weight of her responsibilities; that when she shall feel her responsibilities sufficiently to induce her to go forward and discharge them, she will inevitably obtain her rights.

But I did not rise to make a speech -- my life has been my speech. For fourteen years I have advocated this cause by my daily life. You will not need to speak when you speak by your everyday life. Oh, how truly does Webster say, Action, action, is eloquence! Let us, then, when we go home, go not to complain, but to work. Do not go home to complain of the men, but go and make greater exertions than ever to discharge your every-day duties. Oh! it is easy to be lazy; it is comfortable indeed to be indolent; but it is hard, and a martyrdom, to take responsibilities. There are thousands of women in these United States working for a starving pittance, who know and feel that they are fitted for something better, and who tell me, when I talk to them, and urge them to open shops, and do business for themselves, "I do not want the responsibility of business -- it is too much." Well, then, starve in your laziness!

I will speak no longer. I speak throughout the year, and those of you who speak but once should take the platform. I hope, however, that you do not feel that I speak to you in anger. Oh, no; it is in the hope of inducing you to be willing to assume responsibilities, to be willing to have a sleepless night occasionally, and days of toil and trouble; for he that labors shall have his reward; he that sows shall reap. My teacher in childhood taught me a

lesson, which I hope I never shall forget. She had appointed me a task, and when she asked me if I had learned it, I said, "No, it is too hard." "Well," said she, "go into the road and pick me up an apron full of pebbles." I did it. "It was easy to do it," said she. "Oh, yes," I replied. "Go out again," said she, "and pour them down, and bring me in an apron full of gold." It was impossible. "Yes," said my teacher, "you can get that only by earnest labor, by sacrifice, by weariness." I learned my lesson, I accomplished my task; and I would to God that every person had had similar instruction, and learned the necessity of toil -- earnest, self-sacrificing toil. (Loud cheers.)

A speech by **Isabella Beecher Hooker** at the hearing of the Woman suffrage association in 1892

Mr. Chairman and gentlemen of the committee, I want to speak to you, gentlemen, as a grandmother. Miss Anthony speaks of me as if I was young; well, I am young in spirit. I have simply this to say: You all know those old Jewish words we read in the Decalogue, "Honor thy father and thy mother that thy days may be long in the land that the Lord thy God giveth thee." If we want to help the Republic, and if we want to perpetuate the institutions our fathers brought across the water, we have got to honor the mothers equally with the fathers in the Government; and for this reason, that to-day our law compel our sons the moment they are twenty-one years old to come to us and say: "My mother, I owe you much; sometimes I think all that is good in me has come from you, but to-day you will retire and I will rule. I will no longer listen to your counsel; the law will not permit me to in that sense, but I will make the laws for you and my sisters, and you must obey them. Henceforth I am your ruler."

Now, friends, a government can not last long that teaches its sons to disrespect its mothers. It is our principle that we recognize the mother element in the Government as well a in the family. Suppose we tried to cross the ocean in a vessel with paddles and we locked up one set of paddles, how many Atlantics could we cross? Then another point: To-day we have all Asia and Europe coming here, which complicates our case. You do not get along as well as you did when you had no complication of foreigners and you lived entirely with each other; but to-day you have got to carry all Europe and Asia, and you have got to unlock the mother paddle and let American women's voices be heard, her powers be felt.

Excerpts from a speech by **Lucretia Coffin Mott** at the Assembly Building in Philadelphia in 1849 (in response to a lyceum lecture)

I have long wished to see woman occupying a more elevated position than that which custom for ages has allotted to her. It was with great regret, therefore, that I listened a few days ago to a lecture upon this subject, which, though replete with intellectual beauty, and containing much that was true and excellent, was yet fraught with sentiments calculated to retard the progress of woman to the high elevation destined by her Creator. I regretted the more that these sentiments should be presented with such intellectual vigor and beauty, because they would be likely to ensnare the young.

As it is desirable that man should act a manly and generous part, not "mannish," so let woman be urged to exercise a dignified and womanly bearing, not womanish. Let her cultivate all the graces and proper accomplishments of her sex, but let not these degenerate into a kind of effeminacy, in which she is satisfied to be the mere plaything or toy of society, content with her outward adornings, and with the tone of flattery and fulsome adulation too often addressed to her. True, nature has made a difference in her configuration, her physical strength, her voice,— and we ask no change, we are satisfied with nature. But how has neglect and mismanagement increased this difference! It is our duty to develop these natural powers, by suitable exercise, so that they may be strengthened "by reason of use." In the ruder state of society, woman is made to bear heavy burdens, while her "lord and master" walks idly by her side. In the civilization to which we have attained, if cultivated and refined woman would bring all her powers into use, she might engage in pursuits which she now shrinks from as beneath her proper vocation. The energies of men need not then be wholly devoted to the counting house and common business of life, in order that women in fashionable society, may be supported in their daily promenades and nightly visits to the theatre and ball room.

The question is often asked, "What does woman want, more than she enjoys? What is she seeking to obtain? Of what rights is she deprived? What privileges are withheld from her? I answer, she asks nothing as favor, but as right, she wants to be acknowledged a moral, responsible being. She is seeking not to be governed by laws, in the making of which she has no voice.

Far be it from me to encourage woman to vote, or to take an active part in politics, in the present state of our government. Her right to the elective franchise however, is the same, and should be yielded to her, whether she exercise that right or not.

May these statements lead you to reflect upon this subject, that you may know what woman's condition is in society—what her restrictions are, and seek to remove them.

Excerpt from a speech by **Elizabeth Cady Stanton**, president of the National woman Suffrage Association at the Hearing of the Woman suffrage association in 1892

Mr. Chairman and gentlemen of the committee: The point I wish plainly to bring before you on this occasion is the individuality of each human soul; our Protestant idea, the right of individual conscience and judgment--our republican idea, individual citizenship. In discussing the rights of woman, we are to consider, first, what belongs to her as an individual, in a world of her own, the arbiter of her own destiny, an imaginary Robinson Crusoe with her woman Friday on a solitary island. Her rights under such circumstances are to use all her faculties for her own safety and happiness.

Secondly, if we consider her as a citizen, as a member of a great nation, she must have the same rights as all other members, according to the fundamental principles of our Government.

Thirdly, viewed as a woman, an equal factor in civilization, her rights and duties are still the same--individual happiness and development.

Fourthly, it is only the incidental relations of life, such as mother, wife, sister, daughter, that may involve some special duties and training. In the usual discussion in regard to woman's sphere, such men as Herbert Spencer, Frederic Harrison, and Grant Allen uniformly subordinate her rights and duties as an individual, as a citizen, as a woman, to the necessities of these incidental relations, some of which a large class of women may never assume. In discussing the sphere of man we do not decide his rights as an individual, as a citizen, as a man by his duties as a father, a husband, a brother, or a son, relations some of which he may never still. Moreover he would be better fitted for these very relations and whatever special work he might choose to do to earn his bread by the complete development of all his faculties as an individual.

Just so with woman. The education that will fit her to discharge the duties in the largest sphere of human usefulness will best fit her for whatever special work she may be compelled to do.

The isolation of every human soul and the necessity of self-dependence must give each individual the right to choose his own surroundings.

The strongest reason why we ask for woman a voice in the government under which she lives; a place in the trades and professions, where she may earn her bread, is because of her birthright to self-sovereignty; because, as an individual, she must rely on herself. No matter how much women prefer to lean, to be protected and supported, nor how much men desire to have them do so, they must make the voyage of life alone, and for safety in an emergency they must know something of the laws of navigation. To guide our own craft, we must be captain, pilot, engineer; with chart and compass to stand at the wheel; to watch the wind and waves and know when to take in the sail, and to read the signs in the firmament over all. In matters not whether the solitary voyager is man or woman.

Excerpt from a speech by **Lucy Stone** at the hearing of the Woman suffrage association in 1892

Mr. Chairman and gentlemen of the committee, I arrived in town only last night and did not even know of a hearing he to-day, so I have not any speech prepared. Nevertheless I am glad to be here, and I am glad to see this committee, and--I suppose I have the right to say it--I am glad to see you are the kind of looking men I see before me. It is something on our side to have you be the men you seem to be. I come before this committee with the sense which I always feel, that we are handicapped as women in what we try to do for ourselves by the single fact that we have no vote. This cheapens us. You do not care so much for us as if we had votes, so that we come always with that infinite disadvantage.

Now you see, gentlemen, the helplessness of our position. I can think of nothing so helpless and humiliating as the position of a disfranchised person. The only persons who are not allowed to vote in Massachusetts are the lunatics, idiots, and felons, and people who can not read and write. In what a category is that to place women, after one hundred years, and at the close of this nineteenth century! And yet that is history. Men would rather lose anything than their votes; they would fight for their right to vote, and if anybody attempted to deprive them of the suffrage, it would be war to the knife and the knife to the hilt. We come here to carry on this bloodless warfare, year after year, asking and praying that the privilege granted in the foundation of the Government should be applied to women.

It is not possible that forty millions of women should be held forever as lunatics, fools, and idiots. It is not possible, as the years go on, that each person should not at last have the right to look after his own interests. As the home is at its best when the father and mother consult together in regard to the family interests, so it is with the Government. I do not think it possible for a man to see from a man's point of view all the things that a woman needs, and I do not think a woman from her single point of view sees all the things that a man needs. Now, I think men have brought their best, and also brought their worst, into the Union, and it is all here, but the thing you have not in the Government at all is the qualities that women possess, the feminine qualities. It has been said in regard to

this matter that women are more economical and peaceful and law-abiding than men, and all those qualities are lacking in the Government to-day.

Now, gentlemen, I hope you will try and make this case your own. It is simple justice and fair play, and it is also a fundamental principle of the Government. Here are we trying to have a complete government, and yet there are forty millions of disfranchised people. I believe, among the great people--and by the people I do not mean men, but men and women, the whole people--that nothing that makes such disrespect for the fundamental principle of our Government as not to apply it. The Government was founded upon the principle that those who obey the laws should make them, and here it shuts out a full half. As long as that is done and continues to be done, it certainly tends to create disrespect for the principle itself. Do you not see it?

History is Central Summer Institute 2008

Teacher: Pam Conway

Class: U.S. History

Grade Level: 8

Topic: Abolition Movement in the 1800s

Essential Question: How did African-American women represent themselves and structure their arguments in the abolition movement?

Learner Background: Prior to this lesson, students will have had to already been introduced to the abolition movement and some prominent male leaders within it, as well as white women involved in the movement.

Student Objectives: As a result of this lesson students will be able to read, analyze, and then compare two primary documents (speeches) from African-American women in the abolition movement. In addition, students will be able to explain some of the strategies that African-American women used to help gain support for the abolition movement.

Materials/Resources: In order to conduct this lesson, students will need copies of excerpts from Sojourner Truth's speech in 1852 and Frances Watkins Harper's speech in 1857—both available from <http://www.historymatters.gmu.edu>. Students will need a graphic organizer/guide to help them compare the two speeches as well. Photographs of the two women would be helpful for students to get to “know” the writers. (Photos are also available at the previous website.)

Initiation: To begin this lesson, the teacher should show the students pictures of Sojourner Truth and Frances Watkins Harper. Students should be asked to note the appearance of the women—expression, clothing, etc. The class should then engage in a discussion about what these observations reveal about the women's lives—free, neat/tidy appearance, layers of clothing indicating that it could be afforded, etc. Explain that these women were involved in the abolition movement and had a different perspective than previous abolitionists we've studied...they were African-American women. Explain that today's activity will help them to see the role that these women had within the abolitionist movement and on it as a whole.

Learning Activities: During the lesson, students should move into small groups and be given the speech excerpts. Students should work on “translating” each speech—rewriting the ideas contained within in their own words. Each group will, obviously, have their own wording, but the ideas should be the same. The teacher will circulate and assist groups in this process. Once students have rephrased the documents into terms they better understand, they should compare the two using the teacher created worksheet. (Attached) The whole class can then review the comparisons and then draw conclusions on how these women would have fit into the larger context of the abolition movement. In addition, students should speculate (with the teacher's direction and guidance) the impact

women, such as Truth and Harper, had on the movement. Ideas from this discussion should be recorded on the board or on chart paper.

Closure: In closing this lesson, place the pictures of the two women back up for students to examine. Have the students create captions to go along with each photo summarizing their understanding of each woman's role/view about how she fit into the abolition movement. This can serve as an "exit ticket" for students so that the teacher may evaluate their understandings prior to the next class meeting to determine if any clarifications must be made or if interesting ideas/questions were raised to follow-up on the class resumes.

Assessment: Teacher observation during the lesson as small groups meet and as the class reviews the comparison worksheet will be one way that student understanding is assessed during this lesson. The "exit ticket" from the closure portion of the lesson will be another manner of determining students' learning. In addition, students will be asked to complete a homework reflection piece (attached) in which they complete the thoughts of people within the abolition movement about the women studied in this lesson.

Differentiated Instruction: Ways that this lesson might have to be adapted to help students learn might be to have recordings of the speeches being read for the students to listen to. This would eliminate reading anxieties so that the student can just tackle the ideas, not the decoding task AND the comprehension portion of the task. Another modification might be to have some summary statements prepared in a "word bank" type of set-up to go along with the captions portion of the closure activity. In this way, students that may have difficulty expressing themselves will still be able to check if they can correctly match the ideas overviewed about the women's speeches. (attached)



Sojourner Truth



Frances Watkins Harper

Name: _____

Period: _____

Analyzing Abolitionist Speeches

Your task:

Work in your small group to analyze the two speeches that follow. There is space with each speech for you to “rewrite” the ideas in your own words as you work your way through the documents. If you come across a term you don’t understand, use a dictionary to help you.

Document 1: **Excerpt from Sojourner Truth Speech, 1852**

- Children, I talks to God and God talks to me. I goes out and talks to God in the field and in the woods.
- Dis morning I was walking out and I got over da fence. I saw da wheat holding up its head. It was very big. And I goes up to it, and takes hold of it, and you believe it, there was no wheat dere.
- I says God! What is the matter with this wheat. He says, Sojourner, there is a little weasel in it.
- Now I’s here’s talking about the Constitution, and da rights of man. I comes up and I takes hold of dis Constitution. It looks mighty big, and I feels for my rights. But there isn’t any dere.
- Den I says to God, “What Constitution?” And he says to me, “Sojourner, dere is a little weasel in it.”

What message does Sojourner Truth seem to be trying to express through this speech?

Document 2: **Excerpt from Frances Watkins Harper Speech, 1857**

- But a few months since, a man escaped from bondage and found a temporary shelter almost beneath the shadow of Bunker Hill. Had that man stood upon the deck of an Austrian ship, beneath the shadow of the house of the Hapsburgs, he would have protection.
- Had he been wrecked upon an island or colony of Great Britain, the waves of the tempest-lashed ocean would have washed him to deliverance. Had he landed on the territory of vine-encircled France, and a Frenchman had reduced him to a thing, and brought him here under the protections of our institutions and our laws, for such a nefarious deed, that Frenchman would have lost his citizenship in France.
- Beneath the feebler light, which glimmers from the Koran, the Bay of Tunis would have granted him freedom in his own dominions. Beneath the ancient pyramids of Egypt he would have found liberty for the soil by the glorious Nile—is now consecrated to freedom.
- But from Boston Harbor, made memorable by three-penny tax tea—Boston in its proximity to the plains of Lexington and Concord, Boston, beneath the shadow of Bunker Hill and almost in sight in Plymouth Rock, he is thrust back from liberty and manhood and reconverted into a chattel.
- You have heard that down south they keep bloodhounds to hunt slaves, yea bloodhounds go back to your kennels. When you have failed to catch the flying fugitive, when his stealthy tread is heard in the place where the bones of the revolutionary sires repose, the ready North is base enough to do your shameful service. But when I come here to ask justice, we have no higher law than the Constitution.

What message does Frances Watkins Harper seem to be trying to express through this speech?

Comparing Abolitionist Speeches:

1. Which speech seems to be written by someone with more formal education? (Circle)

Document 1—Sojourner Truth

Document 2—Frances Watkins Harper

What portions of the speech lead to you this conclusion? Record a phrase or two that helped you to determine your response.

2. Which speech appeals to a person's belief in God/religion? (Circle)

Document 1—Sojourner Truth

Document 2—Frances Watkins Harper

What portions of the speech lead to you this conclusion? Record a phrase or two that helped you to determine your response.

3. Which speech includes a political document in its argument? (Circle)

Document 1—Sojourner Truth

Document 2—Frances Watkins Harper

What document is referenced? What strategic move would there be in including such a document in a speech about the ending of slavery? In other words, why would mentioning the document help their speech be seen as more convincing?

Name: _____ Period: _____

Your task: Write the letter of the phrase that describes each woman, beside her picture.

- A. Born to free blacks in Maryland
- B. Real name was Isabella Baumfree
- C. Her speech included references to God
- D. Was enslaved for 30 years
- E. Was a poet and a teacher
- F. Her speech was written with references to history



Sojourner Truth



Frances Watkins Harper