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LIFETIME

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FORWARD

What if everything you knew about the world came only from one of the history books I used in school?

It's safe to say there would be substantial gaps in your knowledge. There's also a pretty good chance that you would conclude that most everyone on earth—at least most everyone worth remembering—was both white and male. Even at my all-girls school, the stories we learned about our past almost always centered on the accomplishments of men much older than us. It wasn't until later that I started to question whose stories were being left out.

One of the most important lessons a history student should learn is that our history books are not an objective collection of facts and shouldn't be treated that way. Historians are human beings, which means that, like the rest of us, they're capable of making mistakes and allowing their interpretation of events to be colored by their own biases.

Our understanding of the past is also constrained by the reality that people who occupy positions of privilege in society often leave behind more source material than the people who don't. For example, a historian studying Thomas Jefferson has a wide range of sources to draw from—his writings, his home, the many objects that survived him. Meanwhile, a historian studying the life of a woman who lived her life as a slave probably has less to go on. People who aren't allowed to learn to read and write don't leave behind letters. People who aren't allowed to own things don't leave behind homes full of objects.

For these reasons and many more, the same story repeats itself again and again: The people who have the least power and status get written out of history. The people who felt invisible in their lifetimes remain invisible to future generations, too—unless we decide to be the ones to shine a light on them.

That's why National History Day is so important. As we celebrate the 100th anniversary of women in the U.S. gaining the legal right to vote, let's inspire young historians to commit to telling all of the stories that need to be told.

Let's empower them to challenge old narratives and read between the lines of primary documents. Let's encourage them to ask what—and who—is missing from the record. Let's train them to engage with the past in a more deeply thoughtful way.

This kind of examination of history is much harder than simply accepting the version we were always told. But it's absolutely essential to understand the world we live in today—and to shape a better future for all of us.



When there is no one who looks like you in your textbook, it can send a student a harmful message. It tells them there are people who make history—and there are people like you, who just learn about it.

Every student deserves to know that they are capable of doing things worth remembering. Every student needs to know that they, too, can shape history.

Let's make sure they learn that lesson, too.

MELINDA FRENCH GATES

Co-Chair

Bill & Melinda Gates Foundation

INTRODUCTION: WOMEN'S HISTORY IS HISTORY

By Kate Clarke Lemay, Historian, Smithsonian's National Portrait Gallery

Today the word “suffrage” is unfamiliar to many students. Citizens of the United States find it inconceivable that during most of the nineteenth century, women could not marry, travel, own property, or petition for a divorce without the permission of a male household member. For years, women gained little in their economic rights. Each state created a different set of laws specific to property and earnings, and this meant women agitated state by state for their rights—and had slow success. For example, in 1861, women in New York state were legally permitted to keep their wages. Not until the turn of the twentieth century did most states grant women that right.

Although history books often cite 1848 as the birth of the women's suffrage movement, its origins far precede the Seneca Falls Convention. Women's activism grew in abolitionist societies. By studying the plight of enslaved Americans, abolitionist women became aware that their own citizenship rights were severely limited. Through their experiences as radical antislavery reformers, women first gained experience in activism, organizing, writing reforms, and advocating through public speaking, which empowered them in all women's issues—including suffrage. Beginning in the 1840s, abolitionists turned suffragists such as Susan B. Anthony (1820-1906), Sojourner Truth (1797-1883), Lucy Stone (1818-1893), Lucretia Coffin Mott (1793-1880), and Elizabeth Cady Stanton (1815-1902) staged a bloodless revolution for woman's right to vote.



Lucretia Coffin Mott, *Wenderoth, Taylor & Brown*, c. 1860 (printed later), Albumen silver print, National Portrait Gallery, Smithsonian Institution

PORTRAITS AS ACTIVIST RECRUITMENT

Suffragists presented themselves on an equal plane to men in lecturing, writing, and portraiture. For example, the portraits of Elizabeth Cady Stanton rival and even surpass the best portrait of the intellectual man of the time. The idea of Stanton as an exemplary model certainly was not lost on her female peers. She inspired other women to have their portraits made. Formal portraits made in photographic form became a crucial element of women's activism in the late nineteenth and early twentieth centuries. Portraiture served as a recruiting method, demonstrating that suffragists were intelligent, attractive, and respectable women. The published portrait helped convince other women to join the struggle.



Elizabeth Cady Stanton, *Napoleon Sarony*, c. 1870, Albumen silver print, National Portrait Gallery, Smithsonian Institution



Sojourner Truth, *Randall Studio, c. 1870, Albumen silver print, National Portrait Gallery, Smithsonian Institution*

Perhaps the most effective African American leader in the early stages of the women's movement, Sojourner Truth—middle aged, illiterate, and utterly radical—achieved her power precisely because she was a paradox. Formerly enslaved, she spoke with a Dutch-American accent, which made her stand out. In 1851, during the Ohio Women's Convention, Truth claimed women's rights were grounded in the premise that they were equal to men in their labor, that the then-accepted differences in intellect did not justify the curtailing of equal rights, and that men should follow the example of Jesus Christ and regard women with respect. As Truth established her reputation, she also presented herself as a figure of respectability through portraiture. Dressed in distinguished clothing similar to that of her contemporaries, including Lucretia Coffin Mott, there is little in her portraits that would alienate other black activists.

THE FOURTEENTH AND FIFTEENTH AMENDMENTS

In 1868, American women knew they faced a searing loss when Section 2 of the Fourteenth Amendment specified "male" in its language. This was the first time in the Constitution that gender was specified. In 1870, the Fifteenth Amendment guaranteed that the right to vote could not be denied based on race, color, or previous condition of servitude—effectively enfranchising millions of formerly enslaved men. White suffragists especially felt outraged by the Fourteenth and Fifteenth Amendments—which were ratified within two years of each other. The Amendments created hierarchy of power among American citizens, with women being last in line. Elizabeth Cady Stanton wrote, "If that word 'male' be inserted, it will take us a century at least to get it out." Suffragists split amongst themselves in opinion about action steps forward. Almost immediately, white women became hyperconscious that black men's citizenship rights were guaranteed over theirs. As a result, the abolitionist roots of the women's movement unraveled. Its many associated concerns, all which had knit together the radical women—north and south, black and white, freed or formerly enslaved—broke into factions.

In the wake of debates over race and citizenship rights regarding the Fourteenth and Fifteenth Amendments, two points of view divided the group. On the one side, Lucy Stone held that women needed to remain in solidarity with African Americans and continue to work on equal rights for everyone. She created the American Woman Suffrage Association in 1869. On the other side, Elizabeth Cady Stanton and Susan B. Anthony felt that in order to progress, women's suffrage had to be exclusive—only considering white women—and they formed the National Woman Suffrage Association. Eventually in 1890, Alice Stone Blackwell (1857-1950), daughter of Lucy Stone and Henry Blackwell, led the reunification of the two groups to form the National American Woman Suffrage Association (NAWSA) in 1892.



Lucy Stone, *Sumner Bradley Heald, c. 1866, Albumen silver print, National Portrait Gallery, Smithsonian Institution*

The contributions of African American women to the suffrage movement are often overlooked. However, published writings of African American women, including Frances Ellen Watkins Harper (1825-1911), demonstrate how black women became autonomous and seized power for themselves. Because white women excluded African Americans from their organizations, black women advocated separately for their citizenship rights (including enfranchisement) by publishing their ideas, creating groups, and founding national organizations. For example, in 1892, Anna Julia Haywood Cooper (1858-1964) published her first book, *A Voice from the South by a Black Woman of the South*, in which she gave testimony to radical ideas of inclusion and equality. Cooper believed that black women would be responsible for the transition of the black race from slavery into American society; she felt that white women would be of little help in that they resisted working with black women.

Other women created activist groups. In 1895, African American women converged in Boston. Delegates from African American women's clubs in 25 states and the District of Columbia gathered, 73 in total, for the First National Conference of the Colored Women of America. Josephine St. Pierre Ruffin (1842-1924) organized the meeting. A vibrant member of the American Woman Suffrage Association and the Massachusetts School Suffrage Association, she edited a monthly magazine, the *Woman's Era*, the first national newspaper published by and for African American women.

African American women did not have the privilege of a single-issue focus for their rights. Leaders such as Ida B. Wells (1862-1931) and Mary Church Terrell (1863-1954), while concerned with women's rights, advocated against lynching. Additionally, Ida Gibbs Hunt (1862-1957) and Margaret Murray Washington (1865-1925) focused their attention to education rights for African American women. Nation-wide organizations like the National Association for Colored Women were the next step; Wells and Terrell founded it in 1896.¹ Later, in 1910, Wells founded a club dedicated to suffrage, the Women's Second Ward Republican Club, in Chicago. African American women found their way into public culture through a number of reform movements, including antislavery, women's rights, and temperance.

COMPELLING TACTICS

Suffrage strategy during the 1910s courted the media through compelling tactics like highly organized lobbying, marches, protests, pageantry, and acts of civil disobedience. The suffrage movement through the leadership of Carrie Chapman Catt (1859-1947) of NAWSA and Alice Paul (1885-1977) of the National Woman's Party, placed visible pressure on the federal government. Catt viewed winning elections in individual states as a means of achieving an amendment to the Constitution. Paul saw civil disobedience in the form of processions, protests, and picketing as a more effective way to enact change for a woman suffrage amendment. Suffragists faced a vehement anti-suffrage machine. The "antis" were a group

Like all national stories, the fight for women's suffrage included women active at the national, state, and local level. Consider choosing a National History Day topic, which connects this national story with women who have become elected officials serving your state or local community. State and local historical societies often contain remarkable resources. How have women's political voice changed? Has there been an increase in representation of women in politics? If yes, when?



Ida B. Wells-Barnett, Sallie E. Garrity, c. 1893, *Albumen silver print*, National Portrait Gallery, Smithsonian Institution

that enacted violence in order to suppress suffragists, most famously against women participants of the 1913 Women's Suffrage Parade in Washington, D.C. Only when the National Guard arrived were the women marchers safe from physical assault and verbal antagonism.

¹ The other founders included Margaret Murray Washington, Fanny Jackson Coppin, Frances Ellen Watkins Harper, Charlotte Forten Grimké, and Harriet Tubman.

Teachers or students interested in learning more about the history of the women's suffrage movement can check out these books:

- Adele Logan Alexander, *Princess of the Hither Isles: Race, Family, and the Quest for Suffrage in the Jim Crow South*
- Jean H. Baker, *Sisters: The Lives of America's Suffragists and Votes for Women: The Struggle for Suffrage Revisited*
- Nikki Brown, *Private Politics and Public Voices: Black Women's Activism from World War I to the New Deal*
- Eleanor Clift, *Founding Sisters and the Nineteenth Amendment*
- Kenneth Florey, *American Woman Suffrage Postcards: A Study and Catalog and Women's Suffrage Memorabilia: An Illustrated Historical Study*
- J. Gallman, *America's Joan of Arc: The Life of Anna Elizabeth Dickinson*
- Elna C. Green, *Southern Strategies: Southern Women and the Woman Suffrage Question*
- Joyce Ann Hanson, *Mary McLeod Bethune and Black Women's Political Activism*
- Fannie Lou Hamer, *The Speeches of Fannie Lou Hamer: To Tell It Like It Is*
- Kate Clark Lemay, *Votes for Women: A Portrait of Persistence*
- Rebecca J. Mead, *How the Vote Was Won: Woman Suffrage in the Western United States, 1868–1914*
- Lisa Tetrault, *The Myth of Seneca Falls: Memory and the Women's Suffrage Movement, 1848–1898*
- Margaret Washington, *Sojourner Truth's America*
- Ida B. Wells, *Southern Horrors: Lynch Law in All Its Phases*
- Ida B. Wells-Barnett and Michelle Duster, *Ida: In Her Own Words; The Timeless Writings of Ida B. Wells from 1893*
- Marjorie Spruill Wheeler, *Votes for Women! The Woman Suffrage Movement in Tennessee, the South, and the Nation*

In the early twentieth century, suffragists continued to work on 31 state campaigns. Although they were active nationally, suffragists always connected their political lobbying back to the nation's capital. After an intense drive for ratification accompanied by a perceptive media campaign, the Nineteenth Amendment passed in August 1920. With Tennessee casting the deciding vote at the last minute, women barely won the right to vote.

For nearly a century, women in the young nation fought for their right to vote. Their crusade involved many tireless women activists, and there are countless stories and hidden figures in this history. In collective memory, the drama of the movement has only surfaced recently in books and movies such as *Iron Jawed Angels* (2004) and *Suffragette* (2015) about the related British suffrage movement. The popularity of such films demonstrates how much people are interested in this chapter of women's history.

The right of citizens of the United States to vote shall not be denied or abridged by the United States or any State on account of sex.

The important question to ask about the Nineteenth Amendment was how successful was it in guaranteeing citizenship rights to women. American collective memory today must work hard to recall the complex fight for the Nineteenth Amendment, but it was the longest reform movement in American history—and unfortunately, it did not resolve inequality. The activism of Felisa Rincón de Gautier (1897-1944), Fannie Lou Hamer (1917-1977), Patsy Mink (1927-2002), and other activists sparked a national discussion on voting rights in the 1960s. The nation's increasing awareness of discriminatory voting laws led the federal government to intervene. Finally, President Lyndon B. Johnson signed the Voting Rights Act into law in 1965, prohibiting racial discrimination. What realities do American women continue to face, politically, and socially, that their right to vote might influence?

WHAT IS NATIONAL HISTORY DAY®?



National History Day® (NHD) is a nonprofit organization that creates opportunities for teachers and students to engage in historical research. NHD is not a predetermined, by-the-book program but rather an innovative curriculum framework in which students learn history by selecting topics of interest and launching into year-long research projects. The mission of NHD is to improve the teaching and learning of history in middle and high school. The most visible vehicle is the NHD Contest.

When studying history through historical research, students and teachers practice critical inquiry, asking questions of significance, time, and place. History students become immersed in a detective story. Beginning in the fall, students choose a topic related to the annual theme and conduct extensive primary and secondary research. After analyzing and interpreting their sources and drawing conclusions about their topics' significance in history, students present their work in original papers, exhibits, performances, websites, or documentaries. These projects are entered into competitions in the spring at local, affiliate, and national levels, where they are evaluated by professional historians and educators. The program culminates at the national competition held each June at the University of Maryland at College Park.

Each year National History Day uses a theme to provide a lens through which students can examine history. The annual theme frames the research for both students and teachers. It is intentionally broad enough that students can select topics from any place (local, national, or world) and any time period in history. Once students choose their topics, they investigate historical context, historical significance, and the topic's relationship to the theme by conducting research in libraries, archives, and museums; through oral history interviews; and by visiting historic sites.

NHD benefits both teachers and students. For the student, NHD allows control of his or her own learning. Students select topics that match their interests. Program expectations and guidelines are explicitly provided for students, but the research journey is driven by the process and is unique to the historical research. Throughout the year, students develop essential life skills by fostering intellectual curiosity and academic achievement. In addition, students develop critical-thinking and problem-solving skills that will help them manage and use information now and in the future.

Students' greatest ally in the research process is the classroom teacher. NHD supports teachers by providing instructional materials and through workshops at local, affiliate, and national levels. Many teachers find that incorporating the NHD theme

into their regular classroom curriculum encourages students to watch for examples of the theme and to identify connections in their study of history across time.

NHD's work with teachers and students extends beyond the contest and includes institutes and training programs, which provide teachers with opportunities to study history and develop lessons and materials they can share with their students. In addition, NHD offers continuing education courses for teachers (for graduate credit or professional development hours) to improve classroom practice (nhd.org/onlineeducation). NHD also offers teaching resources to help teachers integrate primary sources and critical thinking into the classroom. These resources are free and accessible to all teachers. Visit nhd.org to learn more.

This publication combines the work of outstanding NHD educators from across the nation to create a set of bell-ringer activities to engage students with primary sources from remarkable women in American history.

NHD is grateful to HISTORY® for its generous sponsorship of this publication. NHD would also like to thank the following organizations for digitizing and/or for sharing permission for many of the images and primary sources that appear in this book:

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Modern History Sourcebook, Fordham University
Oklahoma Historical Society
NASA
National Archives and Records Administration
Project Gutenberg
Smithsonian Institution, National Air and Space Museum
Smithsonian Institution, National Portrait Gallery
Social Security Administration
Special Collections Research Center, University of Chicago Library
University of Pittsburgh Library System
University of Washington Libraries, Special Collections
University of Virginia
U.S. Government Printing Office
U.S. National Library of Medicine, National Institutes of Health
Wisconsin Historical Society

ANNE MARBURY HUTCHINSON

Written by: Christopher Stewart | North Lakes Academy Charter School | Forest Lake, Minnesota

BASIC BIOGRAPHY

Anne Marbury Hutchinson (1591–1643) was a Puritan immigrant to the Massachusetts Bay Colony from England. Her family, including her husband and 11 children, left their home in 1634 in support of their minister, John Cotton, who had assumed a position in the Church of Boston. Upon arriving, Hutchinson quickly gained a reputation as “a woman of haughty and fierce carriage, of a nimble wit and active spirit, and a very voluble tongue, more bold than a man.” In the next three years, Hutchinson challenged two Puritan precepts. First, she was concerned with local ministers’ emphasis on a “covenant of works” opposed to a “covenant of grace” in their sermons. Secondly, she challenged the Puritan mores for women in attracting both men and women to her local religious gatherings in which she was critical of these ministers. By 1637, the Antinomian Controversy, sometimes called the Free Grace Controversy, erupted. Hutchinson was tried in civil and religious courts, banished from Boston, and excommunicated from the Puritan church. She relocated her family to Portsmouth (modern-day Rhode Island). In 1643, her family was massacred in an attack by the Siwanoy natives in New Netherland.

KEY EVENTS

Antinomian Controversy (1636–1638),
Portsmouth Compact (March 7, 1638)

KEY PEOPLE

John Winthrop, Anne Hutchinson, John Cotton,
William Hutchinson, Jr., John Wheelwright

HISTORICAL CONTEXT

Established in 1628, the government of the Massachusetts Bay Colony was theocratic and became increasingly so as thousands emigrated from England. Puritanism, rooted in Calvinist beliefs, emphasized the concept of predestination, the belief that one’s eternal salvation is determined by God alone. In the 1630s, a controversy erupted over the Puritan concepts of the “covenant of works” and the “covenant of grace.” Under the “covenant of works,” one’s salvation was not earned by demonstrating moral behaviors, but one’s predestination could be revealed by adhering to religious laws. In contrast, a belief in the “covenant of grace” was to understand that salvation could be granted only as a gift from a higher power. Anne Hutchinson grew concerned that many ministers in the Massachusetts Bay Colony were preaching that salvation was earned by good works alone, with the exception of Thomas Cotton. Moreover, she shared this belief with her followers and claimed that God has spoken to her directly. In Puritan society, women were not permitted to preach to men and it was blasphemous to



c. 1901, Library of Congress (2005696249)
<https://www.loc.gov/item/2005696249/>

DOCUMENT ANALYSIS

- Make one copy of the primary source trial transcript excerpt for each student.
- Discuss the inset on the document explaining the “long s” and its usage in the source.
- Ask the students to highlight/underline specific evidence to answer the three questions.

LEARNING ACTIVITY

- Divide students into pairs after their close reading of the primary source to view the image.
- Ask, *What emotions were felt in the room while Hutchinson spoke?*
- Ask pairs to predict the outcome of the trial based on the historical evidence.
- Direct one student to dramatically read Governor Winthrop’s sentence to Anne Hutchinson.

Teacher Tip: If time permits, students could stage a dramatic reading of the full opening statement with the same characters.

challenge the authority of ministers. These acts, her spiritual leadership, and her unwillingness to accede to the accusations by local leaders led to her exile. Many religious groups that challenged Puritan beliefs (Antinomians, Quakers, Anabaptists) spread to other communities along the eastern seaboard.

FUN FACT

The bronze statue of Anne Hutchinson located at the Massachusetts State House in Boston was commissioned in 1920 by women's groups energized by the Nineteenth Amendment. It was not officially dedicated until 2005 on Boston's 375th anniversary. Read the *Boston Globe* article on the dedication here http://archive.boston.com/news/globe/editorial_opinion/oped/articles/2005/09/07/a_heretics_overdue_honor/.

LOCAL CONNECTION

The bronze statue of Anne Marbury Hutchinson is located outside of the Massachusetts State House and is a key element of the walking tour of the grounds. For more information, visit: <https://www.sec.state.ma.us/trs/trsbok/trstour.htm>. A plaque dedicating the foundation of Portsmouth, Rhode Island via the 1638 Portsmouth Compact is located in that city's town hall. The city was founded during Hutchinson's imprisonment by her followers including her husband, William Hutchinson, Jr. The original document is retained by Rhode Island state archives and digitized here: <http://www.portsmouthhistorycenterarchive.org/items/show/155>.

LEARN MORE

PRIMARY SOURCES

Thomas Hutchinson, *The History of the Province of Massachusetts Bay* [sic], 1828
University of Pittsburgh Library System
<https://archive.org/stream/historyofprovinc02hutc#page/n3/mode/2up>

SECONDARY SOURCES

Anne Hutchinson
Elizabeth A. Sackler Center for Feminist Art, Brooklyn Museum
https://www.brooklynmuseum.org/eascfa/dinner_party/place_settings/anne_hutchinson

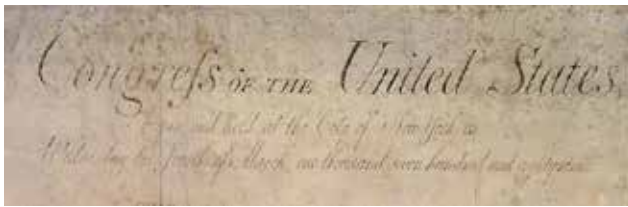
Anne Hutchinson
National Women's History Museum
<https://www.womenshistory.org/education-resources/biographies/anne-hutchinson>

"A Clash of Cultures: Anne Hutchinson's Brief Life near St. Paul's Church," March 31, 2012
Saint Paul's Church National Historic Site, National Park Service
<https://www.nps.gov/sapa/planyourvisit/a-clash-of-cultures.htm>

David D. Hall, *The Antinomian Controversy, 1636–1638: A Documentary History*, 1990

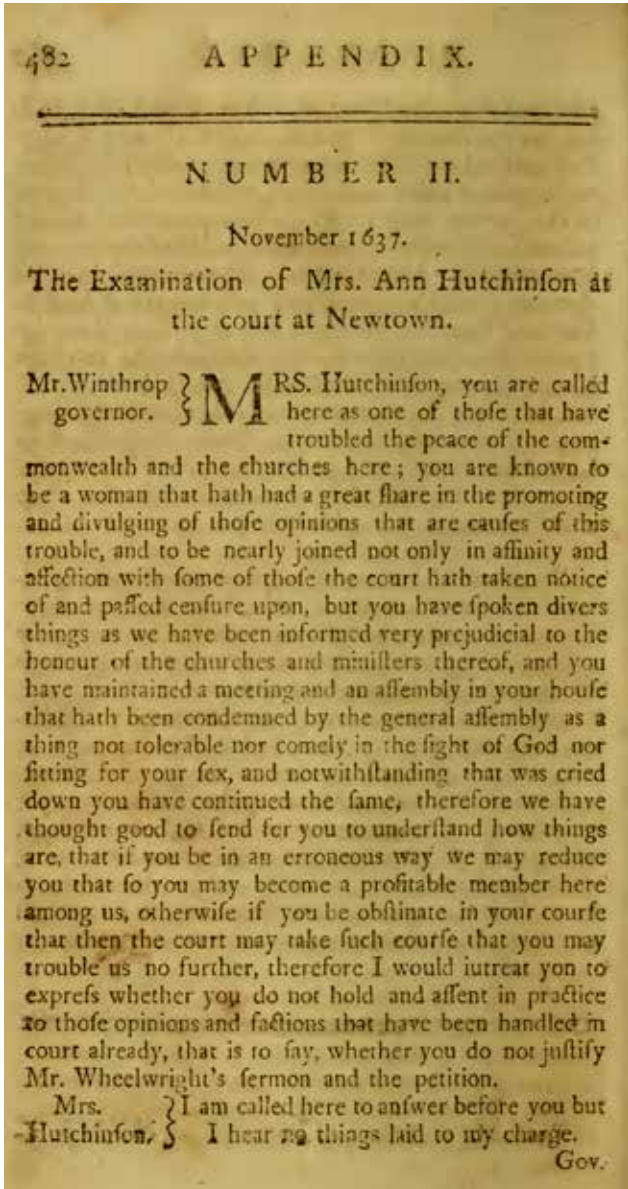


Nishan Bichajian, Statue of Anne Hutchinson with Descriptive Plaque, East Wing of Massachusetts State House, c. 1954–1959, Rotch Visual Collections, Massachusetts Institute of Technology (KL_001094) <http://dome.mit.edu/handle/1721.3/34676>



U.S. Bill of Rights. Library of Congress. 1791.

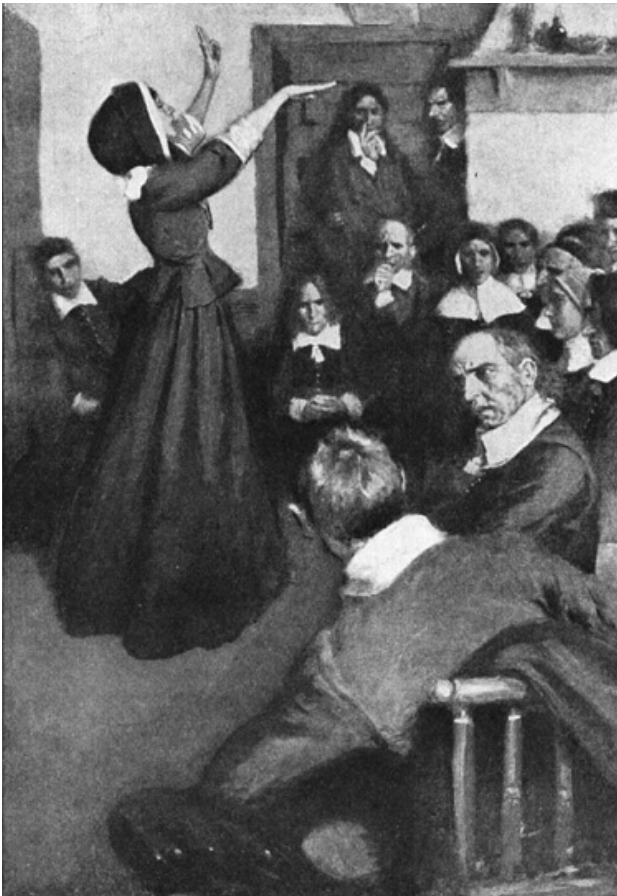
WHY DOES THE "S" LOOK THE WAY IT DOES?
The "Long s" or "ſ" symbol was common in documents in the 1600s and 1700s to replace the soft "s" sound in many words, especially when it started a word or came before two s's in a row.



JOHN WINTHROP: lawyer, governor, and one of the co-founders of the Massachusetts Bay Colony.
JOHN WHEELWRIGHT: Puritan minister and ally of Anne Hutchinson who was banished just days prior to this case.

- What is Governor Winthrop accusing Hutchinson of doing?
- To what degree are her "crimes" related to her being a woman?
- What role is religion playing in this court and its charges?

"The Examination of Mrs. Anne Hutchinson..." November 1637, p. 482



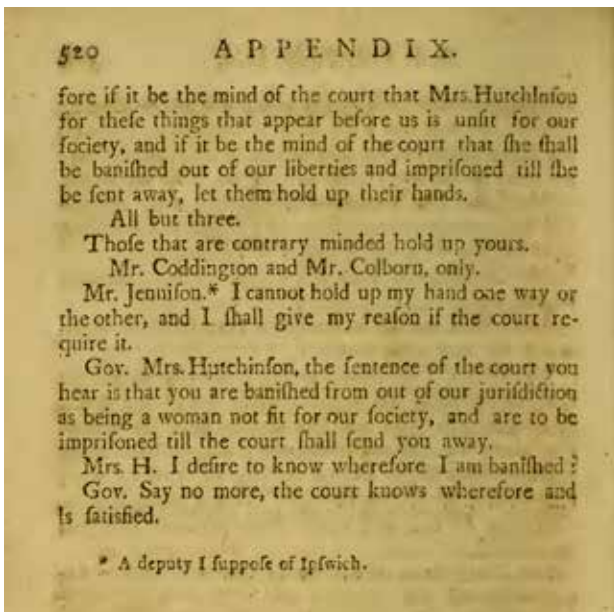
Anne Hutchinson Preaching in Her House in Boston, *Library of Congress*.

What emotions are being felt in the room while Hutchinson speaks? Choose at least three figures, circle them, and explain what they are thinking and why you believe that is their reaction to her role.

1.

2.

3.



"The Examination of Mrs. Anne Hutchinson..." November 1637, p. 520.

- After the dramatic reading by your classmate, what exactly happened to Anne Hutchinson?
- What would you say is the primary reason why she was treated the way she was in the Massachusetts Bay Colony? Justify your answer.

MERCY OTIS WARREN

Written by: Kelsie Brook Eckert | Moultonborough Academy | Moultonborough, New Hampshire

BASIC BIOGRAPHY

Mercy Otis Warren (1728–1814) was not formally educated, but studied alongside her brother as he prepared to attend Harvard, an opportunity to denied to most women of her era. Living in Massachusetts during the Revolutionary period, her family regularly discussed politics, and she slowly became impassioned by the patriot cause. Her first notable work was a poem about the Boston Tea Party. Her male relatives encouraged her literary pursuits, and she was known for comedic plays that mocked Loyalists. Her intellectual prowess earned her the respect of many founding fathers, who hoped her writing would propagate the patriot cause. Warren felt torn between her passions and what society considered proper for a lady. In many ways she conformed to the gender roles of her time, although she advocated for formal education of women. She was portrayed in paintings as highly feminine. Throughout the war, she managed her family's affairs and followed her husband's militia, developing deep friendships with both Abigail Adams and Martha Washington. After the war, she wrote a controversial, three volume, *History of the Rise, Progress and Termination of the American Revolution*.

KEY EVENTS

Boston Tea Party, Stamp Act, American Revolution, Federalist Debates, U.S. Constitution

KEY PEOPLE

Abigail Adams, John Adams, Thomas Jefferson, James Warren, Martha Washington

HISTORICAL CONTEXT

After the U.S. Constitution was drafted in September 1787, states began the process of debating and ratifying the document. Over several years, commentators from all backgrounds discussed the strengths and weaknesses of the document. Mercy Otis Warren, a prominent writer with connections to many of the men who drafted the Constitution, opposed many facets of the new proposed government. Her anti-federalist leanings eventually prompted her and her husband to distance themselves from their Revolutionary compatriots. Writing in 1788, under the pseudonym "Columbian Patriot," Warren outlined the flaws she saw in the new Constitution.



Mercy Otis Warren, line engraving by unidentified artist, after the portrait by John Singleton Copley, 1763, Massachusetts Historical Society, <https://www.masshist.org/database/1759>

DOCUMENT ANALYSIS

- Prior to analysis, students should be familiar with the structure and content of the Constitution and it would be helpful if they had a hard or digital copy of the Constitution for reference. See <https://www.archives.gov/founding-docs/constitution-transcript>.
- Make one copy of the document handout and organizer for each student.
- Divide students into pairs to discuss and each complete the organizer.
- After completion, discuss as a class, *Were Warren's critiques valid?*

LEARNING ACTIVITY

- Turn the room into a Four-Corner Debate by using paper to label the corners each the classroom:
 - » In favor of the U.S. Constitution as written;
 - » In favor of Warren's critique;
 - » In favor of *some* of Warren's critique; and
 - » Opposed to both.
- Direct students move to the area of the room that they feel best represents their opinion. Remind students that as discussion ensues, they may move if their opinion changes.
- Facilitate student discussion. Ask students to reference specific ideas or quotations to support their point of view.

Teacher Tip: If one corner of the room is empty, the teacher should assume that position and try to persuade students to that idea.

LOCAL CONNECTION

Mercy Otis Warren lived most of her life in Plymouth, Massachusetts. She lived in the Winslow Warren House on the corner of North and Main Streets and is buried in the Burial Hill Cemetery. Learn more about these sites from the Massachusetts Historical Society, visit: <https://www.masshist.org/blog/612>.

LEARN MORE

PRIMARY SOURCES

Correspondence of Mercy Otis Warren and Hannah Winthrop, 1752–1789
Massachusetts Historical Society
<http://www.masshist.org/features/warren-winthrop>

Letters Between Catharine Macaulay and Mercy Warren
Digital History Project, University of Houston
<http://www.digitalhistory.uh.edu/exhibits/dearmadam/index.html>

Mercy Otis Warren Papers
Massachusetts Historical Society
<http://www.masshist.org/collection-guides/view/fa0235>

SECONDARY SOURCES

“Abigail Adams Vents to Mercy Otis Warren About John”
New England Historical Society
<http://www.newenglandhistoricalsociety.com/abigail-adams-vents-to-mercy-otis-warren-about-john/>

Mercy Otis Warren
National Women’s History Museum
<https://www.womenshistory.org/education-resources/biographies/mercy-otis-warren>

Erick Trickey, “The Woman Whose Words Inflamed the American Revolution,” June 20, 2017
Smithsonian Magazine
<https://www.smithsonianmag.com/history/woman-whose-words-inflamed-american-revolution-180963765/>

NOTE TO STUDENTS

When a historical document is transcribed, sometimes it includes spelling or grammar that seems incorrect today. Sometimes documents contain true errors, and sometimes it was a proper or accepted convention at the time the document was written. The notation [sic] shows that there is a recognized issue, but that is how the source was originally written. Other words in brackets are designed to help improve your understanding of the primary source, but were not included in the original document.

Warren's Comments	So far, why is she writing?	What words does she use to describe the Constitution as written?
<p>"Animated with the firmest zeal [enthusiasm] for the interest of this country, the peace and union of the American States, and the freedom and happiness of a people who have made the most costly sacrifices in the cause of liberty [died in the Revolution]—who have braved the power of Britain, weathered the convulsions [spasm] of war, and waded through the blood of friends and foes to establish their independence, and to support the freedom of the human mind, I cannot silently witness this degradation [humiliation] without calling on them..."</p>		

Warren's Comments	What virtues does she admire?	What does she say has happened to them?
<p>"An heroic love for the public good, a profound reverence [admiration] for the laws, a contempt [hatred] of riches, and a noble haughtiness [arrogance] of soul, are the only foundations of a free government..."</p> <p>"Do not these dignified principles still exist among us? Or are they extinguished in the breasts of Americans, whose fields have been so recently crimsoned to repel the potent arm of a foreign Monarch, who had planted his ensigns of slavery in every city, with design to erase the vestiges of freedom in this his last asylum..."</p>		

Warren wrote a list of flaws she saw with the U.S. Constitution. To complete the organizer, identify the article of the U.S. Constitution with which she takes issue, explain why, and decide if you agree.

Warren's Comments	Article	Why?	Do you agree?
<p>"2. There is no security in the profered [sic] system, either for the rights of conscience, or the liberty of the press:— Despotism [absolute rule] ... will suffer men to... the most unjust restrictions may take place..."</p>			

Warren's Comments	Article	Why?	Do you agree?
<p>"7. ...the most discerning eye could discover ...Every source of revenue is in the monopoly of Congress..."</p>			
<p>"8. ...the new Congress are impowered [sic] to determine their own salaries..."</p>			
<p>"11. One representative to thirty thousand inhabitants is a very inadequate representation..."</p>			
<p>12. If the sovereignty of America is designed to be elective, the circumscribing the votes to only ten electors in this state... is nearly tantamount to the exclusion of the voice of the people...</p>			
<p>13. A senate chosen for six years, will in most instances, be an appointment for life, as the influence of such a body over the minds of the people, will be coeval to the extensive powers with which they are vested...</p>			
<p>14. There is no provision by a bill of rights to guard gainst [sic] the dangerous encroachments of power in too many instances to be named...</p>			

SOJOURNER TRUTH

Written by: Joseph Landgraf | North County High School | Glen Burnie, Maryland

BASIC BIOGRAPHY

Sojourner Truth (1797–1883) was born Isabella Van Wageren into slavery in New York. Truth escaped slavery in 1826 and moved to New York City until 1843 when she adopted the name “Sojourner Truth” in anticipation of her new career: traveling to preach what she saw as God’s truth about the status of women and slavery. Although illiterate and uneducated, Truth was a skilled public speaker and best known for her impromptu speeches delivered on the abolition of slavery, women’s suffrage, and other social issues of the day. Resourceful and devoted to her cause, Truth supported herself through sales of her dictated 1850 biography, *The Narrative of Sojourner Truth, A Northern Slave*, as well as portraits of herself known as carte vistas, which resemble modern baseball cards. Just one year after her biography was published, Truth delivered her most well-known speech, “Ain’t I A Woman,” to a Women’s Rights Convention in Ohio, arguing against the injustice of the overlooked subordinate status of women in American life. During the Civil War, Truth collected food and supplies for U.S. Colored Troop Regiments and continued to fight for racial equality during Reconstruction when she fought for freedmen’s rights. During this time, she never stopped advocating for women’s equality.

KEY EVENTS

“Ain’t I A Woman?” Speech (1851), Civil War, Freedmen’s Bureau (1865–1872)

KEY PEOPLE

William Lloyd Garrison, Frederick Douglass, Abraham Lincoln, Lucretia Mott, Susan B. Anthony, Harriet Beecher Stowe, Elizabeth Cady Stanton

HISTORICAL CONTEXT

Abolitionist leaders in the 1840s, fueled by the religious fervor of the Second Great Awakening, included those on the forefront of women’s suffrage such as Lucretia Mott and Elizabeth Cady Stanton. Mott and Stanton both experienced gender discrimination at the 1840 World Anti-Slavery Convention in London and organized the 1848 Seneca Falls Convention in response. Abolitionists advocated the immediate end to slavery on moral grounds, but split over the issue of extending equal rights to women. It was in the context of this moment that Truth delivered her “Ain’t I A Woman?” speech to forcefully remind abolitionists and suffragists alike that America faced challenges of both racism and gender discrimination.



Sojourner Truth, *Library of Congress (JK1881.N357)*, <http://hdl.loc.gov/loc.rbc/rbcmil.scrp1000203>

DOCUMENT ANALYSIS

- Make and distribute one copy of the speech to each student.
- Preview the speech, clarifying difficult vocabulary as needed for students.
- Divide students into pairs and give each partner a different color highlighter.
- Ask one student to read and annotate the document for Truth’s religious arguments against gender inequality.
- Ask the other student to read and annotate the document for Truth’s arguments against gender inequality that cite her life experience.
- Make students trade papers and annotate their partner’s paper for the reasons they found in a different color.
- Ask partners to use their annotations to fill out the t-chart on the document together.



A. Lincoln showing Sojourner Truth the Bible presented by colored people of Baltimore, Executive Mansion, Washington, D.C., Oct. 29, 1864, c. 1893, Library of Congress (LC-USZ62-16225), <http://www.loc.gov/pictures/resource/cph.3a18453/>

LEARNING ACTIVITY

- Ask each student to think of an issue of importance to their identity today (race, gender, sexuality, class, ethnicity, nationality, etc.).
 - » *Teacher Tip: Students could also choose a political issue not related to their identity, such as taking the perspective of an iceberg for a poem about global warming.*
- Instruct students to write a poem arguing in favor of the improvement of their status using reasons for why they deserve recognition just as Truth did in her speech.
- Ask students to include a question that they repeat after each reason where they ask, "Ain't I A ...?"
- Invite students to share their poems with their partners and then select a few students to share out with the class.

FUN FACT

Truth's "Ain't I A Woman?" speech was delivered off-the-cuff and thus was only recorded in newspapers of the time. To promote Truth's status as a former slave, Frances Dana Gage rewrote and published the speech in the style of someone with a southern dialect from that period. To read Gage's 1863 version of the speech, visit <http://www.sojournertruth.org/Library/Speeches/AintiAWoman.htm>.

LOCAL CONNECTION

You can visit the site of Truth's speech in Akron, Ohio, at the Sojourner Truth Building (<https://www.theclio.com/web/entry?id=52523>) as well as a monument dedicated to Sojourner Truth in her longtime home of Battle Creek, Michigan, at the Kimball House Historical Museum. To learn more visit: https://www.michigan.gov/documents/dnr/mhc_mitten_sojourner-truth_308425_7.pdf.

LEARN MORE

PRIMARY SOURCES

Sojourner Truth: Online Resources
Library of Congress
<https://www.loc.gov/rr/program/bib/truth/>

SECONDARY SOURCES

Heritage Battle Creek Research Center
Sojourner Truth Institute
<http://www.sojournertruth.org/>

Sojourner Truth
National Women's History Museum
<https://www.womenshistory.org/education-resources/biographies/sojourner-truth>

SOJOURNER TRUTH, “AIN’T I A WOMAN?”

“Well, children, where there is so much racket there must be something out of kilter. I think that ‘twixt the negroes of the South and the women at the North, all talking about rights, the white men will be in a fix pretty soon. But what’s all this here talking about?

That man over there says that women need to be helped into carriages, and lifted over ditches, and to have the best place everywhere. Nobody ever helps me into carriages, or over mud-puddles, or gives me any best place! And ain’t I a woman? Look at me! Look at my arm! I have ploughed and planted, and gathered into barns, and no man could head me! And ain’t I a woman? I could work as much and eat as much as a man—when I could get it—and bear the lash as well! And ain’t I a woman? I have borne thirteen children, and seen most all sold off to slavery, and when I cried out with my mother’s grief, none but Jesus heard me! And ain’t I a woman?

Then they talk about this thing in the head; what’s this they call it? [member of audience whispers, “intellect”] That’s it, honey. What’s that got to do with women’s rights or negroes’ rights? If my cup won’t hold but a pint, and yours holds a quart, wouldn’t you be mean not to let me have my little half measure full?

Then that little man in black there, he says women can’t have as much rights as men, ‘cause Christ wasn’t a woman! Where did your Christ come from? Where did your Christ come from? From God and a woman! Man had nothing to do with Him.

If the first woman God ever made was strong enough to turn the world upside down all alone, these women together ought to be able to turn it back, and get it right side up again! And now they is asking to do it, the men better let them.

Obliged to you for hearing me, and now old Sojourner ain’t got nothing more to say.”

Sojourner Truth, “Ain’t I A Woman?,” 1851, Modern History Sourcebook, Fordham University, <https://sourcebooks.fordham.edu/mod/sojtruth-woman.asp>

RELIGIOUS REASONS	LIFE EXPERIENCE REASONS

DOROTHEA LYNDE DIX

Written by: Shane Gower | Maranacook Community High School | Readfield, Maine

BASIC BIOGRAPHY

Dorothea Lynde Dix (1802–1887) was born in Hampden, Maine, to a poor family. At age 12 she went to live with her grandmother in Boston. When she was only 14, Dix founded a school in Worcester, Massachusetts. After a 20-year career as a teacher and writer, in 1841 Dix visited a jail in East Cambridge, Massachusetts, and was appalled by the conditions. Many of the prisoners were mentally ill, and they were treated terribly by being ill-fed and abused. Dix took it upon herself to report these conditions to the Massachusetts Legislature in 1843, documenting the poor conditions faced by hundreds of mentally ill men and women. Her action led to the successful passage of a bill to reform the way the state treated prisoners and people with mental illness. Dix canvassed the country working for prison reform and improved conditions for the mentally ill. Eventually her crusade became international. She even lobbied the pope in person about conditions in Italy. During the Civil War Dix served without pay as superintendent of nurses for the Union Army in the U.S. Sanitary Commission. She died on July 17, 1887, in a Trenton, New Jersey, hospital that she had founded.

KEY EVENTS

Memorial, To The Legislature of Massachusetts (1843), Massachusetts Legislature appropriates money to reform and expand a hospital for the insane in Worcester (1845), Bill for the Benefit of the Indigent Insane (1854), Civil War

KEY PEOPLE

Franklin Pierce, Abraham Lincoln, Clara Barton, Samuel Gridley Howe

HISTORICAL CONTEXT

The Second Great Awakening was a religious revival movement that swept across the country in the early nineteenth century. New religions and new ways of thinking about religion led to the rise of various reform movements. Reformers believed that if people could improve their souls, then they could also improve their society. Many of the leading revivalists and clergymen became leaders and advocates for a variety of reform movements including temperance, abolition, women's rights, and prison reform. This document is an excerpt of what was compiled by Dorothea Dix and presented to the Massachusetts State Legislature in 1843.

FUN FACT

The Bangor Mental Health Institute was renamed the Dorothea Dix Psychiatric Center in her honor in 2005. Dix grew up



Dorothea Lynde Dix, Library of Congress (2004671913), <https://www.loc.gov/item/2004671913/>

DOCUMENT ANALYSIS

- Make one copy of *Memorial, To The Massachusetts Legislature* for each pair of students.
- Divide students into pairs.
- Distribute one copy of *Memorial, To The Massachusetts Legislature* to each pair of students.
- Ask students to read the document and answer the prompt questions together.

LEARNING ACTIVITY

- Ask each student, *What one issue today would you be willing to ask the state legislature to pass a law to help with (like Dorothea Dix did) and why?*
- Discuss answers with partner, and be ready to share with the class.

Teacher Tip: Depending on the grade level, students may find it helpful to first brainstorm some of the issues or problems our society faces today in order to have a bank from which to choose.



St. Elizabeths was a hospital founded by Dix. This building housed offices for hospital administrators and wards for patients, 1900, National Archives and Records Administration / National Building Museum, <https://www.nbm.org/national-building-museum-present-architecture-asylum/>

nearby in Hampden, Maine. In 1843, there were 13 mental hospitals in the country; by 1880 there were 123, and Dorothea Dix played a direct role in founding 32 of them. Learn more at <http://www.maine.gov/dhhs/DDPC/> and <https://www.massmoments.org/moment-details/dorothea-dix-begins-her-crusade.html>.

LOCAL CONNECTION

You can visit the grave of Dorothea Dix at Mount Auburn Cemetery in Cambridge, Massachusetts. To learn more, go to <http://mountauburn.org/dorothea-dix-1802-1887/>. You can visit the Dorothea Dix Exhibit at the Museum of Disability History in Buffalo, New York. To learn more, go to <http://museumofdisability.org/information/about-us/>.

LEARN MORE

PRIMARY SOURCES

Correspondence, Dorothea Lynde Dix to Abraham Lincoln, June 17, 1861
Abraham Lincoln Papers, Library of Congress
<https://www.loc.gov/item/mal1032100/>

Dorothea Dix Correspondence
Menninger Historic Psychiatry Collection,
Kansas Historical Society (223255)
<http://www.kansasmemory.org/item/223255>

Dorothea Lynde Dix Papers
Houghton Library, Harvard Library, Harvard University

Remarks on Prisons and Prison Discipline in the United States, 1845
HathiTrust Digital Library
<https://catalog.hathitrust.org/Record/003457033>

SECONDARY SOURCES

Chai Woodham, "Eastern State Penitentiary: A Prison with a Past," September 30, 2008
Smithsonian
<https://www.smithsonianmag.com/history/eastern-state-penitentiary-a-prison-with-a-past-14274660/>

Dorothea Dix
National Women's History Museum
<https://www.nwhm.org/education-resources/biographies/dorothea-dix>

Dorothea Dix Begins Her Crusade
MassMoments, Massachusetts Humanities Council
<https://www.massmoments.org/moment-details/dorothea-dix-begins-her-crusade.html>

Parallels in Time: A History of Developmental Disabilities, 2017
Minnesota Governor's Council on Developmental Disabilities
<http://mn.gov/mnddc/parallels/four/4b/1.html>

MEMORIAL, TO THE LEGISLATURE OF MASSACHUSETTS (EXCERPT)

Note: In 1843, Dorothea Dix delivered a petition to the Massachusetts Legislature describing what she had witnessed at various asylums for the mentally ill in her travels around the state.

“If I inflict pain upon you, and move you to horror, it is to acquaint you with the sufferings which you have the power to alleviate, and make you hasten to the relief of the victims of legalized barbarity..

LINCOLN (MASSACHUSETTS). A woman in a cage.

MEDFORD. One mentally ill person chained, and one in a closed stall for seventeen years.

PEPPERELL. One often doubly chained hand and foot; another violent; several peaceable now.

GRANVILLE. One often closely confined; now losing the use of his limbs from want of exercise.

CHARLEMONT. One man caged.

SAVOY. One man caged.

LENOX. Two in the jail, against whose unfit condition there the jailer protests.

DEDHAM. The insane disadvantageously placed in the jail. In the [charity ward], two females in stalls, situated in the main building; lie in wooden bunks filled with straw: always shut up. One of these subjects is supposed curable. The overseers of the poor have declined giving her a trial at the hospital, as I was informed, on account of expense.”

Memorial, To The Legislature of Massachusetts (excerpt), U.S. National Library of Medicine, National Institutes of Health, <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC1470564/>

Respond to each prompt or question below based on the document.

1. What questions do you have? Write down three questions that come to mind after reading this document.
2. How would you describe the treatment of the mentally ill as witnessed by Dorothea Dix?
3. What is the point of view of Dorothea Dix? Does she think the mentally ill are being treated appropriately? How do you know?
4. Why do you think the mentally ill were treated this way?
5. Are the mentally ill treated differently today? Why or why not?

HARRIET BEECHER STOWE

Written by: Lisa Lauck | Notre Dame de Sion | Kansas City, Missouri

BASIC BIOGRAPHY

Harriet Beecher Stowe (1811–1896) was born in Litchfield, Connecticut, the daughter of Lyman and Roxanna Beecher. Harriet grew up in a household that held equality and service to others in the highest regard. Her father and all seven of her brothers became ministers, while her sisters, Catherine and Isabella, were champions of women’s education and, for Isabella, suffrage. Harriet received a formal education at Sarah Pierce’s Academy, one of the first institutions focused on educating young women. There she discovered her talent for writing. Harriet became a teacher and author, proving to be an outspoken woman in a time when female voices often went unheard. Following in her family’s tradition of service, she became a passionate abolitionist. She published more than 30 works in her lifetime, the most famous of which was *Uncle Tom’s Cabin*, a novel that exposed the evils of slavery. Through her writings and speaking engagements, Harriet Beecher Stowe effectively helped to open the eyes of the world to the urgent problem of slavery in the United States.

KEY EVENTS

Fugitive Slave Act of 1850, Election of 1856, Election of 1860, *Uncle Tom’s Cabin* (1851)

KEY PEOPLE

William Lloyd Garrison, Frederick Douglass, Henry Clay, Millard Fillmore, Abraham Lincoln, Harriet Tubman

HISTORICAL CONTEXT

In the nineteenth century, the abolitionist movement, which argued slavery was morally wrong, grew. Led by William Lloyd Garrison and Frederick Douglass, the movement sought to fight politically for the immediate emancipation of enslaved peoples. During a time when the territory of the United States was expanding, the tumultuous question of whether states would be added as “free” or “slave” sparked contentious, and even sometimes violent, debate. These political and ideological differences contributed to the fracture of the Union and ultimately ignited the Civil War.

FUN FACT

Stowe wrote several early abolitionist articles for the anti-slavery paper *The National Era*. Following the popularity of her article “The Freeman’s Dream: A Parable,” the editor sent her \$100 and encouraged her to write more pieces for his publication. Around the same time, Congress passed the Fugitive Slave Act of 1850. Stowe, seeking to write more for *The National Era*, found fuel in the heated sectional debate that



Harriet Beecher Stowe, c. 1880, Library of Congress (2004672776), <https://www.loc.gov/item/2004672776/>

DOCUMENT ANALYSIS

- Print or project one copy of the *New York Times* article for each student.
- Ask students to divide a piece of scratch paper down the center, labeling one side as “thoughts” and the other side as “questions.”
- Give students time to read the article.
- Arrange students in a large circle so that they can make eye contact when engaging in discussion.

LEARNING ACTIVITY

- Engage students in a Socratic Seminar focused on the primary document.
- Encourage students to respond using evidence from the primary source as well as their background knowledge of the abolitionist movement, slavery, and *Uncle Tom’s Cabin*.
- Remind students to respond and then finish their statement by posing the next question to the group.
- Allow for a variety of questions to grow organically and encourage students to answer any question that they feel they have a thoughtful response.
- Encourage students to reference textual material, dates, or events they have knowledge of to support their responses.

Teacher Tip: One possible opening question, How does the author believe Mrs. Stowe had misrepresented the institution of slavery in the South?



Author and abolitionist Harriet Beecher Stowe, c. 1840–1860, *Liljenquist Family Collection of Civil War Photographs*, Library of Congress (LC-DIG-ppmsca-49807), <http://www.loc.gov/pictures/item/2016652288/>

ultimately led to her writing *Uncle Tom's Cabin*. Learn more about her life and the impact of her writings at: <https://www.biography.com/people/harriet-beecher-stowe-9496479>.

LOCAL CONNECTION

You can visit the Harriet Beecher Stowe Center, featuring her home and a dedicated museum, in Hartford, Connecticut, to learn more about this fascinating woman and the tumultuous era in which she lived. To learn more, go to: <https://www.harrietbeecherstowecenter.org/>.

LEARN MORE

PRIMARY SOURCES

Harriet Beecher Stowe at Project Gutenberg
Project Gutenberg Literary Archive
<http://www.gutenberg.org/browse/authors/s#a115>

Uncle Tom's Cabin & American Culture, A Multimedia Archive
University of Virginia
<http://utc.iath.virginia.edu/reviews/rere05ct.html>

SOUTHERN SLAVERY. A GLANCE AT UNCLE TOM'S CABIN.

SECOND PAPER.

BY A SOUTHERNER.

"...The success of the sketches of 'Life among the Lowly,' satisfies us, too, that the world can be moved by a tale of wrong and oppression; and we will not complain of the world, or of Mrs. STOWE,—although we see that there is a misunderstanding on both sides; the world being in tears over a work of the imagination, and Mrs. STOWE glowing with the thought that she is accomplishing a great moral revolution.

"We have said that we think the book must produce great results, and we certainly hope so.

"Its aim is to exhibit the evils of Slavery; and the two great pictures which it presents are, the slave sold to a trader and placed under his unchecked and mercenary will, and the slave toiling for a harsh, avaricious and merciless master, upon a Southern plantation. Let us look at these pictures,—they deserve to be studied; and above all men, the people of the South should study them. For whatever is to be done for the slave, must be done by his master; the abolitionist can do nothing for him—his misguided efforts only retard the amelioration of the condition of the enslaved race, by making it necessary to observe a stricter police system in the plantation States, and by putting it out of the power of the enlightened and humane men in the South to undertake any modification of the system. We have seen the shadow actually go back upon the dial under a Southern sun. It is again advancing. Since the adjustment of the great controversy by the passage of the Compromise measures, a much better sentiment has been manifested in regard to the slave question, in the Southern States, than existed for some years previous to that time.

"Mrs. Stowe undertakes the expose the abuses of Slavery, and her first object is to show how the internal slave traffic works. She selects some incidents to illustrate this. In every case the same exaggerated style prevails; and every case appeals to our sensibilities in the most painful way. We are not in the least degree disposed to find fault with this; for no one can exceed us in that detestation of the Slave traffic which is so powerfully exhibited both at the North and the South. It is often attended with the most revolting circumstances. It is proper that its abuses should be exposed; and it is to be hoped that the vivid sketches of the results of this inhuman traffic which are found in Uncle Tom's Cabin, will contribute a powerful momentum to Southern opinion in regard to it. That opinion is already advancing, and we hope to see it reach a point of such high and commanding power, as will enable it to control and shape Legislation, until a thorough reformation can be effected, and the true principles of Christian statesmanship find a place in the code of every Southern State. Slavery is one thing, the Slave trade is quite another thing. To regard the slave as a mere chattel, to overlook or treat with contempt his moral nature, to trifle with his sensibility or do violence to his affections, to regard him mainly as a being who is to be bought or sold whenever the state of the market will make the speculation pay, without any reference to his volition, without consulting his relations to his home, his wife, his children, is so utterly and eternally at war with the spirit of Christianity, that we look with indignation upon every such instance which meets the eye. Fetters and the slave-pen we loathe...

“The chains, the fetters, and all the instruments of cruelty have disappeared. Such scenes as Mrs. STOWE describes: the putting irons on Uncle Tom, the sale of an infant from its mother’s arms, the cruel disregard of the entreaties of a mother, not to be separated from her daughter in the one instance, and her boy in the other; the whole Mississippi steamboat picture, the slave mart in New-Orleans, we do not believe are to be witnessed. They are powerful sketches, but we do not think them truthful. Yet we hope that they will result in good. Let the imagination have fair play in describing the slave trade; dip the pencil which traces the forms of the victims in the darkest colors; spread the canvas before the eyes of the whole world; bring down upon the traffic the thunders of human indignation, and you will yet not offend the sentiment of the Southern people. Scorn and loathing would nowhere in all the world look out from human countenances more witheringly upon such men as Haly, Tom Loker and Marks, than in the Southern States of the Union. Nor would a prompt sympathy be excited in behalf of the slave suffering from cruel treatment, from hunger, disease or nakedness, or from the disruption of natural ties, anywhere so soon as under the skies where the cotton-plant grows, and where the songs of cheerful labor greet the ear of the traveler, as he pursues his journey amid the almost tropical verdure of Southern plantations.”

WALPOLE.

Walpole, "Southern Slavery: A Glance at Uncle Tom's Cabin," New York Times, June 28, 1853 (excerpt), Uncle Tom's Cabin & American Culture, A Multimedia Archive, University of Virginia, <http://utc.iath.virginia.edu/reviews/rere05ct.html>

CLARA BARTON

Written by: Kevin Wagner | Carlisle Area School District | Carlisle, Pennsylvania

BASIC BIOGRAPHY

Clara Barton (1821–1912) grew up in North Oxford, Massachusetts. She began her career as a teacher at age 15. She moved to Washington, D.C. to work as a clerk at the U.S. Patent Office. As the Civil War broke out, she collected supplies for soldiers. In 1862, the U.S. Army granted her permission to bring food and medical supplies to field hospitals on the front without government support, earning her the nickname, “Angel of the Battlefield.” In 1864, General Benjamin Butler appointed her superintendent of the nurses. Following the war, she established the Bureau of Records of Missing Men of the Armies of the United States, locating over 22,000 missing men and reuniting them with families. In 1869 she traveled to Geneva, Switzerland as member of the the International Committee of the Red Cross. She returned to the United States and founded the American Red Cross in 1881. She remained president of the organization until 1904.

KEY EVENTS

U.S. Civil War, Bureau of Records of Missing Men of the Armies of the United States (1865), American Red Cross (1881)

KEY PEOPLE

Abraham Lincoln, Frederick Douglass, Susan B. Anthony

HISTORICAL CONTEXT

After the Civil War, the U.S. faced unprecedented numbers of men killed, wounded, and disabled. Many organizations developed to help raise money to honor the memory of those killed and support men who survived. Clara Barton wrote the following poem as a toast to women who served in the Civil War. It was first presented at a gala dinner held in 1892 by the Women’s Relief Corps (the official auxiliary organization for the Grand Army of the Republic) and was later printed in many newspapers and magazines. The goal of the members of the Women’s Relief Corps, many of whose husbands had served in the Civil War, was to ensure that all Civil War veterans were honored and remembered. They helped maintain battlefields and cemeteries and erected many monuments to Union troops.

FUN FACT

The original intent of the Red Cross was to serve as a neutral aid provider during armed conflicts. However, Clara Barton believed the American Red Cross should also provide aid to natural disaster victims. In 1884, at the Third International Red Cross Conference, the Geneva Treaty was amended to allow the Red Cross to provide aid to natural disaster victims. This amendment became known as the “American Amendment.”



Clara Barton, head-and-shoulders portrait, facing left, c. 1870, Library of Congress (93513632), <https://www.loc.gov/item/93513632/>

DOCUMENT ANALYSIS

- Make and distribute one copy of the poem to each student.
- Ask each student to read the poem silently. As they read, ask them to highlight five examples of perseverance by women described in the poem.
- Share findings/responses with a partner prior to a whole-class discussion.

LEARNING ACTIVITY

- Ask each student to assume the role of a woman in the audience at the time of Barton’s reading the poem.
- Engage the class in a deep-dive of the document using the noted sections as a guide with the following questions:
 - » What were the common assumptions about women and battle during war (lines 1–23)?
 - » How did the Civil War change these assumptions (lines 24–29)?
 - » What actually became the role of women in battle (lines 30–69)?
 - » How should we view the women of the Civil War (lines 70–81)?
 - » How did Barton connect women’s courage to the Red Cross Movement (lines 82–91)?
- Ask students, *The role of women in the U.S. military has changed substantially since the Civil War. How do you think men and women serving in today’s armed forces would react to Barton’s poem?*



Miss Clara Barton (named after the Red Cross founder) was a nurse from Grand Rapids, Michigan who cared for wounded World War I American soldiers at American Military Hospital #5 in Auteuil, France. Photograph by Lewis Wickes Hine, September 1918, Library of Congress (LC-DIG-anrc-17328), <http://www.loc.gov/pictures/item/2017682327/>

Learn more about the Geneva Treaty and Clara Barton's role here: <https://prologue.blogs.archives.gov/2014/12/17/remembering-the-geneva-convention-through-the-words-of-clara-barton/>.

LOCAL CONNECTION

You can visit Clara Barton's home, Glen Echo, in Maryland, where she spent the last 15 years of her life. Her home served as the first headquarters for the American Red Cross. To learn more, go to <https://www.nps.gov/clba/index.htm>.

You can also visit the Missing Soldiers Office Museum in Washington, D.C. where Clara Barton set up headquarters after the Civil War to help soldiers reunite with their families. To learn more go to <http://www.clarabartonmuseum.org/>.

LEARN MORE

PRIMARY SOURCES

Clara Barton Papers
Library of Congress
<https://www.loc.gov/collections/clara-barton-papers/about-this-collection/>

Clara Barton Papers
Special Collections, University of Maryland Libraries
<https://digital.lib.umd.edu/archivesum/actions.DisplayEADDoc.do?source=MdU.ead.histms.0015.xml>

SECONDARY SOURCES

Clara Barton
American Red Cross
<http://www.redcross.org/about-us/who-we-are/history/clara-barton>

Clara Barton
National Women's History Museum
<https://www.womenshistory.org/education-resources/biographies/clara-barton>

CLARA BARTON, "THE WOMEN WHO WENT TO THE FIELD," NOVEMBER 18, 1892

The women who went to the field, you say,
The women who went to the field; and pray
What did they go for? just to be in the way!-
They'd not know the difference betwixt work and play,
What did they know about war anyway? 5
What could they do? - of what use could they be?
They would scream at the sight of a gun, don't you see?
Just fancy them round where the bugle notes play,
And the long roll is bidding us on to the fray.
Imagine their skirts 'mong artillery wheels, 10
And watch for their flutter as they flee 'cross the fields
When the charge is rammed home and the fire belches hot;-
They never will wait for the answering shot.
They would faint at the first drop of blood, in their sight.
What fun for us boys,-(ere we enter the fight;) 15
They might pick some lint, and tear up some sheets,
And make us some jellies, and send on their sweets,
And knit some soft socks for Uncle Sam's shoes,
And write us some letters, and tell us the news.
And thus it was settled by common consent, 20
That husbands, or brothers, or whoever went,
That the place for the women was in their own homes,
There to patiently wait until victory comes.

But later, it chanced, just how no one knew,
That the lines slipped a bit, and some 'gan to crowd through; 25
And they went, - where did they go? - Ah; where did they not?
Show us the battle, - the field, - or the spot
Where the groans of the wounded rang out on the air
That her ear caught it not, and her hand was not there,

Who wiped the death sweat from the cold, clammy brow, 30
And sent home the message; - "'T is well with him now"?
Who watched in the tents, whilst the fever fires burned,
And the pain-tossing limbs in agony turned,
And wet the parched tongue, calmed delirium's strife
Till the dying lips murmured, " My Mother," " My Wife"! 35
And who were they all? - They were many, my men:
Their record was kept by no tabular pen:
They exist in traditions from father to son.
Who recalls, in dim memory, now here and there one.-
A few names where writ, and by chance live to-day; 40
But's a perishing record fast fading away.
Of those we recall, there are scarcely a score,
Dix, Dame, Bickerdyke, - Edson, Harvey and Moore,
Fales, Wittenmeyer, Gilson, Safford and Lee,
And poor Cutter dead in the sands of the sea; 45
And Frances D. Gage, our "Aunt Fanny" of old,
Whose voice rang for freedom when freedom was sold.

And Husband, and Etheridge, and Harlan and Case,
Livermore, Alcott, Hancock and Chase,
And Turner, and Hawley, and Potter and Hall, 50
Ah! the list grows apace, as they come at the call:
Did these women quail at the sight of a gun?
Will some soldier tell us of one he saw run?
Will he glance at the boats on the great western flood,
At Pittsburgh and Shiloh, did they faint at the blood? 55
And the brave wife of Grant stood there with them then,
And her calm, stately presence gave strength to his men.
And Marie of Logan; she went with them too;
A bride, scarcely more than a sweetheart, 'tis true.
Her young cheek grows pale when the bold troopers ride. 60
Where the "Black Eagle" soars, she is close at his side,
She staunches his blood, cools the fever-burnt breath,
And the wave of her hand stays the Angle of Death;
She nurses him back, and restores once again
To both army and state the brave leader of men. 65
She has smoothed his black plumes and laid them to sleep,
Whilst the angels above them their high vigils keep:
And she sits here alone, with the snow on her brow -
Your cheers for her comrades! Three cheers for her now.

And these were the women who went to the war: 70
The women of question; what did they go for?
Because in their hearts God had planted the seed
Of pity for woe, and help for its need;
They saw, in high purpose, a duty to do,
And the armor of right broke the barriers through. 75
Uninvited, unaided, unsanctioned ofttimes,
With pass, or without it, they pressed on the lines;
They pressed, they implored, till they ran the lines through,
And this was the "running" the men saw them do.
'T was a hampered work, its worth largely lost; 80
'T was hindrance, and pain, and effort, and cost:

But through these came knowledge, - knowledge is power.-
And never again in the deadliest hour
Of war or of peace shall we be so beset
To accomplish the purpose our spirits have met. 85
And what would they do if war came again?
The scarlet cross floats where all was blank then.
They would bind on their "brassards" and march to the fray,
And the man liveth not who could say to them nay;
They would stand with you now, as they stood with you then, 90
The nurses, consolers, and saviours of men.

Clara Barton, "The Women Who Went to the Field," November 18, 1892, Clara Barton National Historic Site, National Park Service

ANNIE OAKLEY

Written by: Mary Bezbatchenko | Licking Heights High School | Pataskala, Ohio

BASIC BIOGRAPHY

Annie Oakley (1860–1926) was born Phoebe Ann Moses in Ohio. After her father died, Annie was sent to work for a family as their servant but was treated cruelly and ran away. She reunited with her mother and soon became the breadwinner of the family by shooting game and selling it to the grocery store. Annie paid off her mother’s mortgage and began entering shooting contests. At age 15, she defeated marksman Frank Butler in a contest. Butler made a living performing in a circus and convinced Oakley to join him. The two married one year later and Annie gained fame on the vaudeville circuit. In 1885, she joined “Buffalo Bill” Cody’s Wild West Show and performed with them for the next 17 years. In her act, she shot playing cards from thirty paces, corks off bottles, dimes thrown into the air, and she even shot cigarettes out of her husband’s mouth. On a European tour, she performed for Queen Victoria and Crown Prince Wilhelm. A train accident in 1901 left Oakley partially paralyzed but she returned to the show circuit after she recovered. Annie retired in 1913 and died on November 3, 1926. Her husband of 50 years died 18 days later.

KEY EVENTS

Buffalo Bill’s Wild West Show (1883–1913), American Exhibition (1887), Spanish-American War (1898)

KEY PEOPLE

Frank Butler, William Frederick “Buffalo Bill” Cody, Sitting Bull

HISTORICAL CONTEXT

William “Buffalo Bill” Cody opened his show in 1883 in Nebraska. Cody and his partner traveled around the country presenting a circus-like show helping to define the popular image of the West. Annie Oakley became a famous act on the tour. The show also featured Native Americans such as Sitting Bull. To celebrate Queen Victoria’s Golden Jubilee, a world’s fair was held in London in 1887. Buffalo Bill’s Wild West Show was one the main attractions at the American Exhibition.

FUN FACT

In 1903, William Randolph Hearst’s newspaper in Chicago ran a story claiming Annie Oakley had been arrested for stealing in order to pay for her drug addiction. It turns out it was a woman impersonating Oakley but the story had already been published by over 50 newspapers across the country. Oakley spent six years bringing libel suits against the papers who ran the story, winning or settling 54, including one against Hearst. Learn more at <https://chroniclingamerica.loc.gov/lccn/sn92053934/1904-02-13/ed-1/seq-6/>.



c. 1899, Library of Congress (2009631997), <https://www.loc.gov/item/2009631997/>

DOCUMENT ANALYSIS

- Make one copy of the Court Circular for each pair of students.
- Divide students into pairs.
- Distribute one copy of the Court Circular to each pair of students.
- Ask students to read the document and answer the questions.

LEARNING ACTIVITY

- Ask each pair of students to share their responses with the class.
- Brainstorm as a class, “If there were an American Exhibition today, what would they include to best demonstrate the United States?”
- Create an advertisement poster for a modern day American Exhibition.

Teacher Tip: Student pairs may each create a poster for a specific part/act of the Exhibition from the ideas or you could have students create a poster depicting multiple elements they would include in an Exhibition.



Buffalo Bill's Wild West and Congress of Rough Riders of the World, c. 1899, Library of Congress (LC-USZ62-1161)
<http://www.loc.gov/pictures/item/97503242/>

LOCAL CONNECTION

You can visit the Annie Oakley Center at the Garst Museum located in Greenville, Ohio. A part of the Darke County Historical Society, the museum contains an exhibit on Oakley as well as the Crossroads of Destiny, which explores The Treaty of Greenville, Tecumseh, Lewis & Clark, and more. For more information visit <https://www.garstmuseum.org/>.

LEARN MORE

PRIMARY SOURCES

Annie Oakley: Topic Guide for Chronicling America Ohio History Connection
<http://www.ohiohistoryhost.org/ohiomemory/wp-content/uploads/2016/01/AnnieOakley.pdf>

Topics in Chronicling America –
 William F. Cody “Buffalo Bill” (1846–1917)
 Library of Congress
<https://www.loc.gov/rr/news/topics/bill.html>

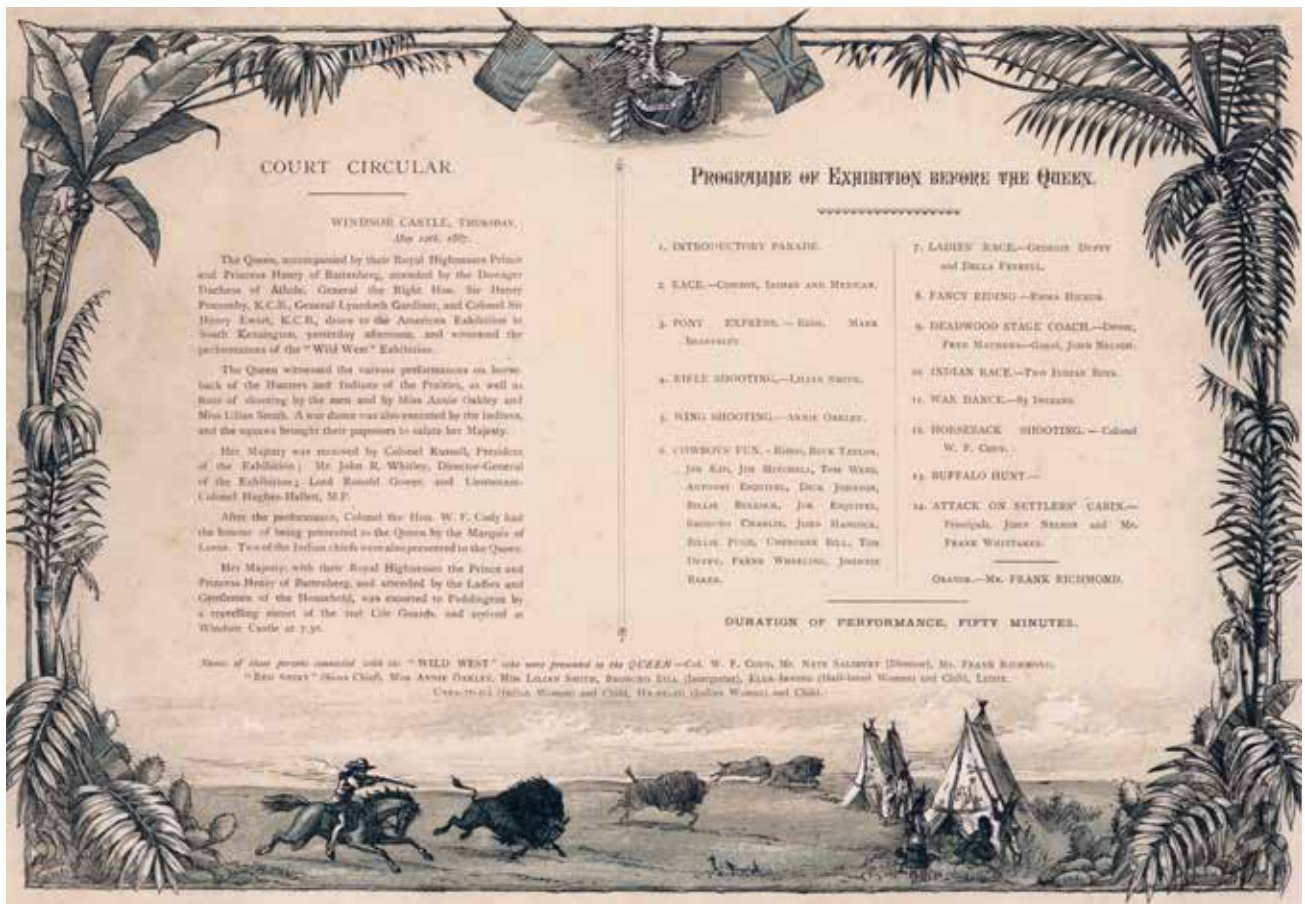
William F. Cody Scrapbooks
 Buffalo Bill Center of the West
<http://library.centerofthewest.org/cdm/landingpage/collection/p17097coll39>

SECONDARY SOURCES

The Annie Oakley Center Foundation, Inc.
<https://www.annieoakleycenterfoundation.com/index.html>

Biography: Annie Oakley
 PBS American Experience
<http://www.pbs.org/wgbh/americanexperience/features/oakley-annie/>

Caroline Kim-Brown, “ ‘Little Sure Shot’: The Saga of Annie Oakley,” May / June 2006
Humanities: The Magazine of the National Endowment for the Humanities
<https://www.neh.gov/humanities/2006/mayjune/feature/%E2%80%9Clittle-sure-shot%E2%80%9D-the-saga-annie-oakley>



Courtesy of the McCracken Research Library, Buffalo Bill Center of the West, Cody, WY; MS6.3829.035.

- What do the images on the Court Circular depict? What do they tell you about the show?

- Who attended the show with the queen? Why do you think this show was popular at the American Exhibition in 1887?

- Look at the Program of Exhibition that lists the acts of the show. What do you think they would have conveyed about America to Queen Victoria and the other guests?

- If there was going to be an American Exhibition today, what acts do you think would represent or exemplify our country?

JULIETTE GORDON LOW

Written by: Amanda Reid-Cossentino | Garnet Valley High School | Glen Mills, Pennsylvania

BASIC BIOGRAPHY

Juliette Gordon Low (1860–1927) was nicknamed “Daisy” as an infant and the moniker stuck; her friends and family used it her whole life. Low’s childhood was marred by the outbreak of the Civil War; her mother’s family fought for the Union while her father served as a Confederate soldier. She enjoyed adventures in the Georgia countryside and her love of nature, wildlife, and sports shaped the organization she founded. A series of childhood ear infections and a botched operation left her with significant hearing loss. She married William Low in 1886 and set up homes in Georgia and England. Searching for purpose after her husband’s 1905 death, a chance 1911 meeting with Sir Robert Baden-Powell in London changed her life. Baden-Powell, the founder of Boy Scouts, recommended that Low become involved with the Girl Guides, the female equivalent of his organization. After working with female troops in England and Scotland, Low returned to Georgia to replicate the organization in America. On March 12, 1912, Low hosted the inaugural meeting of Girl Scouts USA. Low spent the rest of her life leading the organization, stressing leadership, community involvement, and outdoor activities. The Girl Scouts thrive today, boasting 2.6 million participants in 92 countries and an alumnae network of over 50 million women.

KEY EVENTS

Founding of the Girl Scouts (1912), World War I, Progressive Movement, Suffrage Movement

KEY PEOPLE

Lou Hoover, Sir Robert Baden-Powell, Edith Wilson

HISTORICAL CONTEXT

The Girl Scouts was founded in 1912 in the midst of the Progressive Era, a period of time marked by reformers’ attempts to address issues created by urbanization, economic and demographic change, business monopolies, and government corruption in political machines. The Girl Scouts reflected progressive impulses to organize communities to foster social good. Juliette Gordon Low sought to welcome a culturally and ethnically diverse group of young ladies into her troops, ensuring opportunities for all girls, even those with different abilities. In 1917, the United States became enmeshed in World War I; Low and her Girl Scouts stepped up to assist the war effort, earning accolades from Herbert Hoover for assisting in the Food Administration food conservation efforts as well as sewing on behalf of the Red Cross. The suffrage movement also intensified around this time culminating with the passage of the Nineteenth Amendment in 1920. Although Low



Harris & Ewing, Girl Scouts of the U.S., April 1923, Library of Congress (2016892230), <https://www.loc.gov/item/2016892230/>

DOCUMENT ANALYSIS

- Make one copy of the primary document for each student.
- Divide students into groups of three or four students each.
- Ask students to read the excerpt and answer the prompt questions together.
- Lead the class in a discussion of Progressive Era themes they detected in the reading.

Teacher Tip: Themes to consider for discussion include the role of women, Americanism, efficiency, morality, and education.

LEARNING ACTIVITY

- Just as *How Girls Can Help Their Country* reflected Juliette Gordon Low’s concerns for young women of the Progressive Era, ask your students to identify issues that girls and young women must be equipped to deal with today.
- Give students a few minutes to brainstorm their ideas and then ask a few volunteers to share their thoughts.
- The Girl Scouts organization awards merit badges to members when they complete certain requirements as outward manifestations of new skills developed and new areas of interest explored. Ask students to develop a new merit badge to offer to Girl Scouts in 2018. Students should identify an area of concern for contemporary young women and then develop three requirements for a young lady to earn the badge.



Frances Benjamin Johnston, Low House, 325 Abercorn Street, Savannah, Chatham County, Georgia, c. 1939–1944, Library of Congress (csas200800670), <http://www.loc.gov/pictures/resource/csas.00668/>

sought to keep the Girl Scouts neutral and out of the suffrage debate, her efforts to cultivate strong, independent-thinking women were indisputable.

FUN FACT

Juliette Gordon Low has received numerous posthumous honors including the commissioning of a World War II Liberty Ship in her name in 1944 and the release of a three cent stamp with her likeness by the U.S. Postal Service in 1948. President Barack Obama awarded her the Presidential Medal of Freedom in 2012. Find a complete list of her honors here: <http://www.girlscouts.org/en/about-girl-scouts/our-history/juliette-gordon-low.html>.

LOCAL CONNECTION

You can visit the birthplace of Juliette Gordon Low in Savannah, Georgia. In addition to touring the home (a National Historic Landmark) and learning about Low's life, visitors may also be interested in an interactive exhibit offered in the home's library, *Girls Writing the World*. To learn more, go to <http://www.juliettegordonlowbirthplace.org/>.

LEARN MORE

PRIMARY SOURCES

Juliette Gordon Low, *How Girls Can Help Their Country*, 1917 (excerpts)
Project Gutenberg
http://www.gutenberg.org/ebooks/28983?msg=welcome_stranger

Photograph, Harris & Ewing, *Girl Scout Group with Mrs. Nicholas Longworth, Selling Liberty Bonds*, 1918
Library of Congress (2016869091)
<https://www.loc.gov/item/2016869091/>

Photograph, Harris & Ewing, *Girl Scouts. War Sewing with Red Cross*, 1917
Library of Congress (hec2008006686)
<https://www.loc.gov/item/2016868397/>

SECONDARY SOURCES

Juliette Gordon Low Birthplace
<http://www.juliettegordonlowbirthplace.org/>

Juliette Gordon Low Curriculum Guide
Georgia Historical Society
<http://georgiahistory.com/wp-content/uploads/2013/07/Juliette-Gordon-Low-Teacher-Guide.pdf>

Juliette Gordon Low Online Exhibit
Georgia Historical Society
<http://georgiahistory.com/education-outreach/online-exhibits/featured-historical-figures/juliette-gordon-low/>

Our History
Girl Scouts of America
<http://www.girlscouts.org/en/about-girl-scouts/our-history.html>

JULIETTE GORDON LOW, *HOW GIRLS CAN HELP THEIR COUNTRY*, 1917 (EXCERPTS)

BE STRONG

Have you ever stopped to think that your most constant companion throughout life will be yourself... in order to live well, in order to possess the joy of life, and to be helpful to others, a Scout needs to apply her motto "Be prepared" to herself. Strength and beauty should be hers in body, mind, and spirit...The body and mind are very closely related. Things that are good for one are good for the other. A girl who develops a strong agile body, at the same time improves her brain. A girl with weak, flabby muscles cannot have the strength of character that goes with normal physical power.

BE HELPFUL

To make others happy is the Scout's first wish. When you come home from work or school turn your thoughts to those you love at home and try to see what you can do to lighten their burdens or cheer them...DO A GOOD TURN to some one every day. That is one of the Scout laws.

HABITS

...We tend to do the things we have already done. By selecting the right things to do and always doing them, we actually are making our destiny. Each one of us has her character made by her habits...

MODESTY

Girl Scouts have often been complimented for their modest bearing. One does not hear them talk about what they have done, or what they are going to do. They just do the thing and say nothing about it...

READING

Wherever you go you will have the choice of good or bad reading, and as reading has such a lasting effect on the mind, you should try to read only good things...

ECONOMY

More women are engaged in housekeeping than in all the other professions and employments combined. This is a difficult profession and requires knowledge and training, if good results are to be secured. Housekeepers need to have a plan, and especially a budget of expenses...The real orderly Girl Scout has a place for everything and keeps everything in its place. She has a time for performing each of her duties and does it at that time.

THRIFT

It seems easy to learn how to spend money, but it is an art to learn how best to spend...You will remember that one of the Scout laws is to BE THRIFTY. The girl who begins making money young will go on making it as she grows older. It may be difficult at first, but it will come easier later on, especially if you earn money by hard work...

EMPLOYMENT

...CHOOSE A CAREER: "Be prepared" for what is going to happen to you in the future. Try to master one trade so that you will be independent. Being punctual is a most important thing. This counts for a great deal in filling any kind of position.

BE OBSERVANT

...This is a very valuable kind of training which city people miss. This knowledge of the woods, of animals and their habits, and of all the other phases of nature necessary for life in the open is called "Wood-craft"... It is a part of the duty of Scouts to see and appreciate the beauties of nature, and not be blind to them as so many people are...Try to see everything...

CAREERS

Well educated women can make a good income by taking up translating, library work, architecture, and many professions which formerly have been open only to men...The medical profession offers a great opportunity to women. Nursing is more easily learned, and is of the greatest advantage at the same time, for every woman is a better wife and mother for having been a nurse first...

STUDY

Each one of us has her own destiny in her control, and has her own personal problems in life to settle. Thus, we all need all the knowledge and wisdom that we can secure. Each one of us should be a student, ever growing in power of thought and in usefulness to others ...

PATRIOTISM

You belong to the great United States of America, one of the great world powers for enlightenment and liberty. It did not just grow as circumstances chanced to form it. It is the work of your forefathers who spent brains and blood to complete it. Even when brothers fought they fought with the wrath of conviction, and when menaced by a foreign foe they swung into line shoulder to shoulder with no thought but for their country. In all that you do think of your country first...

Juliette Gordon Low, How Girls Can Help Their Country, 1917 (excerpts), Project Gutenberg, http://www.gutenberg.org/ebooks/28983?msg=welcome_stranger

In your team, look through the document and find evidence of the social and cultural impulses that characterized the Progressive movement. Identify key themes below and cite evidence from the text to substantiate your claim.

THEME	EVIDENCE FROM TEXT

IDA B. WELLS-BARNETT

Written by: Penny Heath | Canton High School | Canton, Oklahoma

BASIC BIOGRAPHY

Ida B. Wells (1862–1931) was born to slave parents in Holly Springs, Mississippi, on July 16, 1862, two months before President Abraham Lincoln issued the Emancipation Proclamation. As a young girl, Wells watched her parents work as political activists during Reconstruction. In 1878, tragedy struck as Wells lost both of her parents and a younger brother in a yellow fever epidemic. To support her younger siblings, Wells became a teacher, eventually moving to Memphis, Tennessee. In 1884, Wells found herself in the middle of a heated lawsuit. After purchasing a first-class train ticket, Wells was ordered to move to a segregated car. She refused to give up her seat and was forcibly removed from the train. Wells filed suit against the railroad and won. This victory was short lived, however, as the Tennessee Supreme Court overturned the lower court ruling in 1887. In 1892, Wells became editor and co-owner of *The Memphis Free Speech and Headlight*. Here, she used her skills as a journalist to champion the causes for African American and women's rights. Among her most known works were those on behalf of anti-lynching legislation. Until her death in 1931, Ida B. Wells dedicated her life to what she referred to as a "crusade for justice."

KEY PEOPLE

Ida B. Wells, Mary Church Terrell, W. E. B. Dubois, Frederick Douglass

HISTORICAL CONTEXT

In 1892, Jim Crow laws and segregation flourished in the South, and lynchings, a form of vigilante justice, were prevalent. In Memphis, Tennessee, three African American men, Thomas Moss, Calvin McDowell, and Henry Stewart, opened the People's Grocery. Many members of the African American community moved their business from a local grocery store owned by a white businessman William Barrett to the new People's Grocery. As the new business flourished, tempers flared and racial confrontations increased. In March, owners of the People's Grocery heard rumors of a raid against their business and posted armed guards. On March 9, several white men were injured in a scuffle and authorities arrested Moss, Stewart, and McDowell, along with some supporters. Before the men could be tried in court, a white mob entered the jail, removed the owners, and murdered them. Infuriated, Ida B. Wells wrote an editorial in the *Free Speech and Headlight* denouncing lynching and the lack of police protection. Again tempers flared, and Wells fled to New York for her safety. In the years that followed, she led an extensive campaign for anti-lynching legislation, including researching lynchings, speaking engagements, and publishing numerous news articles and pamphlets.



Mary Garrity, Ida B. Wells, Smithsonian Institution, National Portrait Gallery (NPG.2009.36), <http://npg.si.edu/media/A9000072C.jpg>

DOCUMENT ANALYSIS

- Divide the class into groups of two or three students each.
- Make and distribute one copy of the document for each group of students.
- Ask students to read the excerpts and discuss the prompts.

LEARNING ACTIVITY

- Ask each student to assume the role of a citizen of Memphis in 1892.
- Write a letter to the editor of the *Memphis Free Speech and Headlight* expressing your opinion about recent events and Wells' advice to save your money and move west.



This Works Progress Administration (WPA) poster depicts the opening of the Ida B. Wells Homes, a housing project from the Chicago Housing Authority, 1940, Library of Congress (LC-USZC2-5196), <http://www.loc.gov/pictures/item/98509947/>

FUN FACT

Ida B. Wells was one of the founders of the NAACP, although she later left the group because she grew skeptical of the white leadership's ability to enact change. Learn more about her life: <https://www.biography.com/people/ida-b-wells-9527635>.

LOCAL CONNECTION

The Ida B. Wells House in Chicago, Illinois has been listed as a National Historic Landmark, but the home is privately owned and not open for tours. The Ida B. Wells Museum is located in Holly Springs, Mississippi, You can learn more at www.ibwfoundation.org.

LEARN MORE

PRIMARY SOURCES

Ida B. Wells, *Crusade for Justice: The Autobiography of Ida B. Wells*, 1992

Ida B. Wells Papers, 1884–1976
Special Collections Research Center,
University of Chicago Library
<https://www.lib.uchicago.edu/e/scrc/findingaids/view.php?eadid=ICU.SPCL.IBWELLS#idp76827728>

"The Mob's Work," *The Appeal-Avalanche*, March 10, 1892
<https://lynchingsitesmem.org/archives/memphis-appeal-avalanche-3101892>

SECONDARY SOURCES

About Ida B. Wells
The Ida B. Wells Memorial Foundation
http://www.ibwfoundation.org/About_Ida_B.html

Ida B. Wells
Biography
<https://www.biography.com/people/ida-b-wells-9527635>

Memphis and the Lynching at the Curve
Lynching Sites Project Memphis
<https://lynchingsitesmem.org/news/memphis-and-lynching-curve>

IDA B. WELLS, *CRUSADE FOR JUSTICE* MANUSCRIPT, 1927–1931 (EXCERPTS)

“THE WAY TO RIGHT WRONGS IS TO SHINE THE LIGHT OF TRUTH ON THEM.” –IDA B. WELLS, *THE MEMPHIS FREE SPEECH AND HEADLIGHT*

Ida B. Wells was extremely upset following the lynching of Thomas Moss, Calvin McDowell and Henry Stewart. In *The Memphis Free Speech and Headlight* she denounced the murders and offered advice for the African American community.

EXCERPT FROM *CRUSADE FOR JUSTICE: THE AUTOBIOGRAPHY OF IDA B. WELLS* MANUSCRIPT IN REFERENCE TO HER EDITORIAL IN *THE MEMPHIS FREE SPEECH AND HEADLIGHT* (CHAPTER 4)

“The city of Memphis has demonstrated that neither character nor standing availed the Negro if he dared to protect himself against a white man or become his rival. There was nothing we could do about it, as we were outnumbered and without arms. For while the white mob could help itself to ammunition without pay, the order was rigidly enforced against the selling of guns to Negroes. There is therefore only one thing we can do. Let us save our money and leave a town which will not protect our lives and property or give us a fair trial in the courts, but takes us out and murders us in cold blood when accused by white persons.”

EXCERPT FROM *CRUSADE FOR JUSTICE: THE AUTOBIOGRAPHY OF IDA B. WELLS* IN REFERENCE TO THOMAS MOSS (CHAPTER 5)

“A finer, cleaner man never walked the streets of Memphis. He was well-liked, a favorite with everybody yet he was killed with no more consideration than if he had been a dog, because he as a man defended his property from attack. The colored people feel that every white man in Memphis who consented to his death is as guilty as those who fired the guns which took their lives, and they want to get away from this town. We told them the week after the lynching to save their nickels and dimes so they could leave. I had no way of knowing that they were doing so before...All were intent on going to the West. Oklahoma was about to be opened up and scores sold or gave away property and shook Memphis dust off their feet.”

Ida B. Wells, Crusade for Justice Manuscript, 1927–1931 (excerpts), Box 1, Folder 4, Special Collections Research Center, University of Chicago Library

1. What reasons did Wells suggest for the lynching of Moss, McDowell, and Stewart?
2. What advice did Ida Wells offer the African American community in Memphis?
3. What was Wells surprised to learn when she suggested African Americans save their money and move west?
4. Why was Oklahoma suggested as a potential home for African Americans?
5. Do you think Wells was taking a risk by publishing her editorial in the first excerpt? Why or why not?
6. Can you draw any parallels between events described by Ida B. Wells and current news stories involving minority groups?

MARY MCLEOD BETHUNE

Written by: Kristin Appert Camiolo | Koinonia Academy | Plainfield, New Jersey

BASIC BIOGRAPHY

Mary McLeod Bethune (1875–1955) was born in South Carolina to parents who were former slaves. From childhood Bethune realized that education held the key for African American advancement. In 1904, she founded the Daytona Literary and Industrial Training School for Negro Girls. Her school grew rapidly, and in the 1920s merged with the all-male Cookman Institute; Mary McLeod Bethune served as the first president of the new Bethune-Cookman College. Bethune worked tirelessly for civil rights, women’s rights, and social justice. She served on commissions under Presidents Coolidge and Hoover, and in 1936 Franklin D. Roosevelt appointed her the Director of the Division of Negro Affairs, part of the National Youth Administration, a New Deal program designed to help young people find jobs. Bethune became the first African American woman to serve as head of a federal agency and used her position to persistently lobby for African American issues. She founded the National Council for Negro Women in 1935, co-founded the United Negro College Fund in 1944, and attended the founding conference of the United Nations in 1949. Before her death in 1955, Bethune wrote a last will and testament that expressed her hope for a “world of Peace, Progress, Brotherhood, and Love.”

KEY EVENTS

New Deal, National Youth Administration, “Black Cabinet,” United Negro College Fund, National Council of Negro Women

KEY PEOPLE

Booker T. Washington, Eleanor Roosevelt, Franklin D. Roosevelt

HISTORICAL CONTEXT

By 1942, Mary McLeod Bethune established herself as an important part of Franklin Roosevelt’s “Black Cabinet,” the unofficial group of high-ranking African Americans who advised the president during the New Deal. During this time she and Eleanor Roosevelt became close friends and allies, and Bethune frequently corresponded with the first lady about a variety of civil rights and education initiatives. This letter, written only nine weeks after the bombing at Pearl Harbor, shows Bethune’s ongoing concern about funding for Bethune-Cookman College as well as how she swiftly shifted from finding work opportunities for black youth to addressing war related needs for African American youth on the homefront.

FUN FACT

Mary McLeod Bethune started the Daytona Literary and Industrial Training School for Negro Girls in 1904 with \$1.50



January 1943, Library of Congress (2017843210)
<https://www.loc.gov/item/2017843210/>

DOCUMENT ANALYSIS

- Make one copy of the letter for each pair of students.
- Divide students into pairs.
- Distribute one copy of Mary McLeod Bethune’s letter to Eleanor Roosevelt from February 19, 1942, to each of the pairs.
- Ask students to read the letter out loud as Mary McLeod Bethune, taking turns reading each paragraph, and answer the prompt questions together.

LEARNING ACTIVITY

- Tell students, *Imagine you are Eleanor Roosevelt, and write a short note to answer Mary McLeod Bethune’s letter. Would you address all of her concerns? If so how, and if not, why?*
- Allow students time to write. When complete, ask students to read their letter to their partner, and compare responses. Each partner should take one minute to explain the choices they made in crafting Eleanor’s response, and why they did or did not address all of Mary’s requests.



Gordon Parks, Daytona Beach, Florida. Bethune-Cookman College. Dr. Mary McLeod Bethune, founder and former president, walks to Sunday afternoon chapel, January 1943, Library of Congress (2017843188), <http://www.loc.gov/pictures/resource/cph.3c28948/>

and five students. She made all the desks herself and students used elderberry juice as ink. This little school grew to become what is now Bethune-Cookman University. To learn more, check out this video: <https://www.biography.com/people/mary-mcleod-bethune-9211266>.

LOCAL CONNECTION

You can visit Mary McLeod Bethune’s home (a National Historic Landmark) on the campus of Bethune-Cookman University in Daytona Beach, Florida. Learn more here: http://www.cookman.edu/foundation/plan_your_visit.html. In Washington, D.C. you can visit the Mary McLeod Bethune Council House, which served as Bethune’s home and the headquarters of the National Council of Negro Women. To learn more about the exhibits and archives preserved at this National Historic Site visit: <https://www.nps.gov/mamc/index.htm>.

LEARN MORE

PRIMARY SOURCES

“Dr. Bethune’s Last Will and Testament”
Bethune-Cookman University
https://www.cookman.edu/about_bcu/history/lastwill_testament.html

Mary McLeod Bethune, Selected Digitized Correspondence of Eleanor Roosevelt 1933–1945
Franklin D. Roosevelt Presidential Library and Museum
<http://www.fdrlibrary.marist.edu/archives/collections/franklin/?p=collections/findingaid&id=504>

SECONDARY SOURCES

History
Bethune-Cookman University
https://www.cookman.edu/about_BCU/history/our_founder.html

Mary McLeod Bethune
The Eleanor Roosevelt Papers Project,
George Washington University,
<https://www2.gwu.edu/~erpapers/teaching/glossary/bethune-mary.cfm>

Mary McLeod Bethune
National Women’s History Museum
<https://www.nwhm.org/education-resources/biographies/mary-mcleod-bethune>

Bethune-Cookman College

Daytona Beach, Florida

February 19, 1942

MARY McLEOD BETHUNE, PRESIDENT
BERTHA L. MITCHELL, SECRETARY-TREASURER
ATTY. THOMAS T. COBB, ENDOWMENT TREASURER

Mrs. Eleanor Roosevelt,
The White House,
Washington, D.C.

My dear Mrs. Roosevelt,

Thanks for your recent letter.

I am sending this note to inform you that I am not well. I have been here about ten days and most of the time has been spent in bed. My doctor ordered me to bed for about ten days of complete rest and relaxation. I am feeling better already. I hope that within a few days I will be myself again.

I am so happy to know that you have written Mr. Baruch and Mr. Field. I pray earnestly that they may do something to help our work. The load is so very heavy and I must get some financial assistance to meet our daily needs. My faith has never failed me and it will not fail me now. You were gracious enough to send us some help from your fund last year - I hope this can be done again this year. Our need for funds is urgent and immediate.

I am so sorry that you cannot come down for the Trustees Meeting. Please send your proxy.

A group of Negro citizens of New York City are putting forth an effort to secure a Cabin in the upper Berkshires to be used for Negro children in case bombing is started in that section. They have in mind a lovely Cabin with spacious grounds located near the Herald Tribune Camp. I have visited the place and I think it is beautiful and ideal for such a site for children.

They are desirous of having the government take it over and make whatever changes necessary so that it could be set-up for the purpose they have in mind. They have written me that they plan to contact you concerning it and to solicit your cooperation in making this possible. Please give this matter your favorable consideration.

You know how grateful I am always for all you do. My thoughts are of you and my prayers are for you. You are a great symbol in this world for the spirit of good. Please don't over-tax yourself. When you are through organizing Defense programs, retire from its leadership and continue to do the world-wide general things

Mr. Baruch was a philanthropist and member of Roosevelt's "brain trust."

Mr. Field was Marshall Field, Jr., the son of the entrepreneur and founder of a very successful chain of stores. Field had previously donated to the college.

ew
2-17

#2 - Mrs. Roosevelt
February 19, 1942

you have been doing that have been such a blessing to all of us.

Please, Mrs. Roosevelt, I would like to make another request of you. Please send us a letter or a telegram to be read at the dedication of the Harrison Rhodes Memorial Library on March first. We have just received a letter from Mr. McLeish of the Library of Congress, which will be read on this occasion. We will be honored to have a communication from you.

Jan 1 1942
6:11

With best wishes, I am

Sincerely, gratefully

Mary McLeod Bethune

Mary McLeod Bethune.

Letter from Mary McLeod Bethune to Eleanor Roosevelt, February 19, 1942, Franklin D. Roosevelt Presidential Library and Museum
http://www.fdrlibrary.marist.edu/_resources/images/ersel/ersel007.pdf

Why do you think Mary McLeod Bethune used formal letterhead for her correspondence with Eleanor Roosevelt?

What specific requests does Bethune make?

Why would Bethune have asked Roosevelt to write to “Mr. Baruch and Mr. Field” instead of just writing her own letter to them?

By this time Mary McLeod Bethune and Eleanor Roosevelt had been friends for many years. Cite several quotes from the text that show their friendship.

Why would this friendship be so important for the African American community in the 1940s?

FRANCES PERKINS

Written by: Erin Coggins | Sparkman High School | Harvest, Alabama

BASIC BIOGRAPHY

Frances Perkins (1880–1965) was born in Boston and graduated from Mount Holyoke College. After graduation, Perkins accepted a teaching job in Lake Forest, Illinois. While in Chicago, Perkins worked at Chicago Commons and Hull House, two of the oldest settlement houses in the country. Working with the poor and unemployed convinced Perkins that she had found her vocation. In 1907, Perkins accepted a position with the Philadelphia Research and Protective Association where she worked to protect newly arriving immigrant girls, as well as black women from the South, from entering prostitution. She enrolled at Columbia University in 1909 as a Master's Degree candidate in sociology and economics. In 1910, she worked directly with reformer Florence Kelley, who founded the National Consumers League, focusing on sanitary conditions of bakeries, child-labor laws, and fire protection in factories. Later she worked in New York government positions for Al Smith, the first woman to be appointed to an administrative position in New York, and for Franklin D. Roosevelt as New York's state industrialist commissioner. In 1932, as the newly elected president, Roosevelt asked Perkins to serve in his cabinet as Secretary of Labor, making her the first woman to serve in a presidential cabinet. Perkins was a forceful advocate in New Deal legislation, promoting public works programs, Social Security, and the Fair Labor Standards Act. Later, Perkins served on the United States Civil Service Commission. She finished out her career writing and teaching at Cornell University.

KEY EVENTS

Triangle Shirtwaist Factory Fire (1911), New Deal, Social Security Act (1935), Fair Labor Standards Act (1938)

KEY PEOPLE

Franklin D. Roosevelt, Eleanor Roosevelt, Al Smith, Florence Kelley

HISTORICAL CONTEXT

The Great Depression left 15 million Americans unemployed. President Franklin D. Roosevelt's New Deal legislation addressed relief, recovery, and reform to put the American people back to work and to ensure that an economic depression with this magnitude would not happen again. The Social Security Act, passed on August 14, 1945, established a system of old-age benefits, workers' compensation, unemployment insurance, maternal and child health-services, and direct aid to the poor and disabled. The Social Security Act became a landmark of the New Deal and remains active today.



Harris & Ewing, Frances Perkins, c. 1938-1939, Library of Congress (LC-DIG-hec-27059), <https://www.loc.gov/item/2016876015/>

DOCUMENT ANALYSIS

- Make one copy of the document for each student.
- Before handing out the document, explain that Frances Perkins was the “woman behind the New Deal,” who was instrumental in the passage of the 1935 Social Security Act.
- Distribute or project the excerpts from the radio address Frances Perkins delivered to the American public, introducing Social Security.
- Ask students to read the radio address and answer the questions following each excerpt.

LEARNING ACTIVITY

- Ask students to connect Perkins' words describing Social Security to the poster images by writing the words of the speech in the space provided next to the posters.
- Direct student to imagine that they are listening to Perkins' radio address on Social Security in 1935. Compose a letter to Perkins, depicting their feelings for new Social Security program.

Teacher Tip: Offer students varying roles to help understand varying perspectives on this issue (i.e., young worker, factory owner, new immigrant, etc.)



Harris & Ewing, Mme. Secretary, Washington, D.C., December 11, 1936, Library of Congress (LC-DIG-hec-21834), <http://www.loc.gov/pictures/item/2016870965/>

FUN FACT

When Baron von Trapp, a heroic Austrian navy captain and father to the von Trapp family singers, refused to join the naval forces of the Third Reich, the family found themselves in danger. While entering the United States at Ellis Island in 1939, the immigration authorities detained the family. Gertrude Ely, a von Trapp family friend, sent a letter to her friend Frances Perkins on behalf of the family. In three short days, Perkins signed the pertinent documents to release the family for safe passage. The family's story is depicted in the musical, *The Sound of Music*. Learn more at: <https://prologue.blogs.archives.gov/2015/07/18/frances-perkins-aided-the-von-trapp-family-singers/>.

LOCAL CONNECTION

You can visit the Frances Perkins Center and the Frances Perkins Homestead National Landmark in Damariscotta, Maine. To learn more, go to <http://francesperkinscenter.org/>.

LEARN MORE

PRIMARY SOURCES

The New Deal Primary Source Set
Digital Public Library of America
<https://dp.la/primary-source-sets/sets/the-new-deal/>

Resources
The Frances Perkins Center
<http://francesperkinscenter.org/resources/>

SECONDARY SOURCES

Bryce Covert, "Frances Perkins: The Force Behind Social Security," August 12, 2010
The Roosevelt Institute
<http://rooseveltinstitute.org/frances-perkins-force-behind-social-security/>

Jessica Breitman, "Honoring the Achievements of FDR's Secretary of Labor"
Franklin D. Roosevelt Presidential Library and Museum
<https://fdrlibrary.org/perkins>

FRANCES PERKINS, "SOCIAL INSURANCE FOR U.S.," FEBRUARY 25, 1935 (EXCERPTS FROM RADIO ADDRESS)

"...It has taken the rapid industrialization of the last few decades, with its mass-production methods, to teach us that a man might become a victim of circumstances far beyond his control, and finally it "took a depression to dramatize for us the appalling insecurity of the great mass of the population, and to stimulate interest in social insurance in the United States." We have come to learn that the large majority of our citizens must have protection against the loss of income due to unemployment, old age, death of the breadwinners and disabling accident and illness, not only on humanitarian grounds, but in the interest of our National welfare. If we are to maintain a healthy economy and thriving production, we need to maintain the standard of living of the lower income groups in our population who constitute 90 per cent [sic] of our purchasing power..."

1. What does Frances Perkins say stimulated interest in social insurance in the United States?
2. Perkins states the "the large majority of our citizens must have protection against the loss of income" due to what?

“...No one who is now employed can feel secure while so many of his fellows anxiously seek work. Unemployment compensation, while it has distinct limitations which are not always clearly understood, is particularly valuable for the ordinarily regularly employed industrial worker who is laid off for short periods because of seasonal demands or other minor industrial disturbances. He can, during this period when he has a reasonable expectation of returning to work within a short time, receive compensation for his loss of income for a limited period as a definite, contractual right. His standard of living need not be undermined, he is not forced on relief nor must he accept other work unsuited to his skill and training.

“Unemployment insurance, wherever it has been tried, has demonstrated its value in maintaining purchasing power and stabilizing business conditions. It is very valuable at the onset of a depression, and even in the later stages will serve to carry a part of the burden of providing for the unemployed. For those who have exhausted their rights to unemployment benefits and for those who, in any case, must be excluded from its provisions, we suggest that they be given employment opportunities on public work projects. In these two measures, employment assurance and unemployment compensation, we have a first and second line of defense which together should form a better safeguard than either standing alone...”

1. What group of workers would benefit most from unemployment compensation?
2. When unemployment insurance has been tried, what has it demonstrated?
3. What is the second line of defense in fighting unemployment?

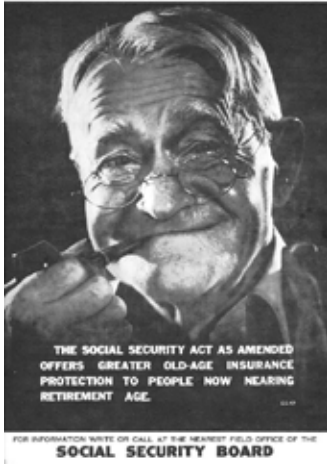
“...I come now to the other major phase of our program. The plan for providing against need and dependency in old age is divided into three separate and distinct parts. We advocate, first, free Federally-aided pensions for those now old and in need; second, a system of compulsory contributory old-age insurance for workers in the lower income brackets, and third, a voluntary system of low-cost annuities purchasable by those who do not come under the compulsory system. For those now young or even middle-aged, a system of compulsory old-age insurance will enable them to build up, with matching contributions from their employers, an annuity from which they can draw as a right upon reaching old age. These workers will be able to care for themselves in their old age, not merely on a subsistence basis, which is all that gratuitous pensions have anywhere provided, but with a modest comfort and security. Such a system will greatly lessen the hazards of old age to the many workers who could not, unaided, provide for themselves and would greatly lessen the enormous burden of caring for the aged of future generations from public funds. The voluntary system of old-age annuities is designed to cover the same income groups as does the compulsory system, but will afford those who for many reasons cannot be included in a compulsory system an opportunity to provide for themselves...”

1. What is the major phase of the social insurance program?
2. What are the three parts of the old age pension program?
3. What are social security pensions supposed to lessen?

Frances Perkins, "Social Insurance for U.S.," February 25, 1935 (excerpts from radio address), Social Security Administration

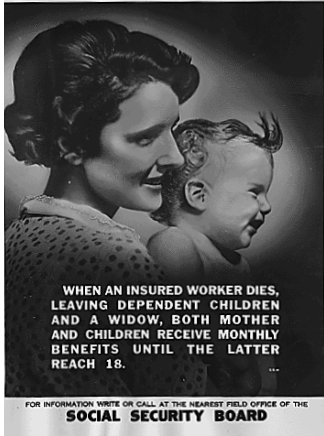
POSTER SERIES, MORE SECURITY FOR THE AMERICAN PEOPLE, 1939

MORE SECURITY FOR THE AMERICAN FAMILY



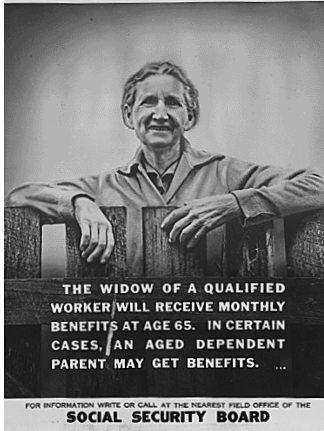
Response One:

MORE SECURITY FOR THE AMERICAN FAMILY



Response Two:

MORE SECURITY FOR THE AMERICAN FAMILY



Response Three:

JEANNETTE RANKIN

Written by: Joe Boyle | Morrison R. Waite High School | Toledo, Ohio

BASIC BIOGRAPHY

Jeannette Rankin (1880–1973) was born and raised in Montana. While studying social work at the University of Washington, she joined the women’s suffrage movement. Soon after, she became a field secretary for the National American Woman Suffrage Association (NAWSA). She traveled across the United States, advocating for suffrage. In 1916, she was elected as the first woman in the U.S. House of Representatives. Just three days after being sworn in, she cast one of two votes that would define public memory of her service—a vote against the American declaration of war on Germany in World War I. Rankin introduced a voting rights amendment that passed the House in 1918, and was the only woman in Congress to cast a vote for woman suffrage. She unsuccessfully ran for U.S. Senate in 1918, and spent the next two decades advocating for peace and social welfare. In 1940, she was again elected to the House, and in 1941, cast the only vote against the declaration of war on Japan. She left Congress in 1942, and remained active in anti-war movements and the philosophy of nonviolent protest for the rest of her life. She died in California in 1973.

KEY EVENTS

Election of 1916, Nineteenth Amendment, Election of 1940, Declaration of War on the Empire of Japan (December 8, 1941)

KEY PEOPLE

Woodrow Wilson, Fiorello LaGuardia, Franklin D. Roosevelt, Alice Paul

HISTORICAL CONTEXT

On the afternoon of January 10, 1918, Representative Jeannette Rankin opened debate in the House of Representatives on a Constitutional amendment granting women suffrage. The historic weight of the moment was not lost; the first woman elected to a national legislature in any democracy, opening the first House floor debate on women’s suffrage. The House greeted her with applause as Representative John Edward Baker yielded his time to “permit the lady from Montana to open the debate under the circumstances.” Her speech—given as American participation in World War I dominated the political landscape—tied together the war effort and the women’s suffrage movement.

FUN FACT

Jeanette Rankin is the only person to have voted against both world wars in Congress. At age 89, she led a Vietnam War protest march in Washington, D.C. Learn more at: <https://blogs.weta.org/boundarystones/2016/08/24/jeannette-rankin-brigade>.



C.T. Chapman, Miss Jeannette Rankin, of Montana, speaking from the balcony of the National American Woman Suffrage Association, April 2, 1917, Library of Congress (mnwp.156007), <https://www.loc.gov/resource/mnwp.156007/>

DOCUMENT ANALYSIS

- Make and distribute one copy of Rankin’s speech and questions to each student.
- Ask students to read Rankin’s speech and answer the questions.

LEARNING ACTIVITY

- Direct students to pair up to discuss their answers, with particular emphasis on the final question regarding the expansion of rights in the wake of American wars.
- Bring the class back together and ask each pair of students what rights they think may be expanded in the wake of the Global War on Terror. List these on the board, and lead a discussion of which options the class believes are most likely (or unlikely) and why.

LOCAL CONNECTION

You can visit the recently-renovated Rankin Park in Missoula, Montana. The park features a memorial to the congresswoman and a “peace path.” Learn more at: <http://www.ci.missoula.mt.us/2060/Rankin-Park>.

Jeannette Rankin owned a property called Shady Grove near Athens, Georgia, from which she helped found the Georgia Peace Society. A Georgia State Historical Marker is placed at the property, two miles northwest of Watkinsville. Learn more here: http://georgiainfo.galileo.usg.edu/topics/historical_markers/county/oconee/jeannette-rankins-georgia-home.

LEARN MORE

PRIMARY SOURCES

Congressional Record, U.S. House of Representatives, January 10, 1918
U.S. Government Printing Office
<https://www.gpo.gov/fdsys/pkg/GPO-CRECB-1918-pt1-v56/pdf/GPO-CRECB-1918-pt1-v56.pdf>

Jeanette Rankin Papers
Montana Historical Society

Jeanette Rankin Papers
Arthur and Elizabeth Schlesinger Library on the History of Women in America, Radcliffe Institute for Advanced Study, Harvard University

SECONDARY SOURCES

The 19th Amendment
Social Welfare History Project,
Virginia Commonwealth University
<https://socialwelfare.library.vcu.edu/woman-suffrage/the-19th-amendment/>

Jeanette Rankin
Biographical Directory of the United States Congress
<http://bioguide.congress.gov/scripts/biodisplay.pl?index=r000055>

Jeannette Rankin
National Association of Social Workers Foundation
<http://www.naswfoundation.org/pioneers/r/rankin.html>

“Jeannette Rankin: The Woman who Voted to Give Women the Right to Vote,” January 26, 2017
Pieces of History Blog, National Archives and Records Administration
<https://prologue.blogs.archives.gov/2017/01/26/jeannette-rankin-the-woman-who-voted-to-give-women-the-right-to-vote/>



Jeanette Rankin, c. 1917, Library of Congress (LC-USZ62-66385), <http://www.loc.gov/pictures/item/2003688488/>

REMARKS BY REPRESENTATIVE JEANNETTE RANKIN, JANUARY 10, 1918 (EXCERPT)

“...To-day there are men and women in every field of endeavor who are bending all their energies toward a realization of this dream of universal justice. They believe that we are waging a war for democracy. The farmer who knows the elements of a democracy becomes something of an idealist when he contemplates the possibility of feeding the world during this crisis. The woman who knits all day to keep from thinking of the sacrifice she is making wonders what this democracy is which is denied and for which she is asked to give. The miner is dreaming his dreams of industrial democracy as he goes 2,000 feet underground, bringing forth the rock precious metals to help in the prosecution of this war.

“The girl who works in the Treasury no longer works until she is married. She knows now that she will work on and on and on. The war has taken from her opportunities for the joys that young girls look forward to. Cheerfully and willingly she makes her sacrifice. And she will pay to the very end in order that the future need not find women paying again for the same cause.

“The boys at the front know something of the democracy for which they are fighting. These courageous lads who are paying with their lives testified to the sincerity of their fight when they sent home their ballots in the New York elections and voted two to one in favor of woman suffrage and democracy at home. [Applause.]

“These are the people of the Nation. These are the fiber and sinew of war—the mother, the farmer, the miner, the industrial worker, the soldier. These are the people who are resting their faith in the Congress of the United States because they believe that Congress knows what democracy means. These people will not fight in vain.

“Can we afford to allow these men and women to doubt for a single instant the sincerity of our protestations of democracy? How shall we answer their challenge, gentlemen; how shall we explain to them the meaning of democracy if the same Congress that voted for war to make the world safe for democracy refuses to give this small measure of democracy to the women of our country? [Prolonged applause.]”

Remarks by Representative Jeannette Rankin, January 10, 1918 (excerpt), Congressional Record, U.S. House of Representatives, pp. 771–772, U.S. Government Printing Office

- How does Rankin tie the war effort together with the push for women's suffrage?
- Rankin uses the images of a farmer, a woman knitting, a miner, a Treasury worker, and a soldier to represent her views of the "average American" of 1918. Why do you think she chose these occupations?
- In the wake of World War I—and by Rankin's argument, because of World War I—the right to vote was extended to women. Similarly, the right to vote was extended to African American men after the Civil War, and to 18–20 year olds after the Vietnam War. Since 2001, the United States has been engaged in the Global War on Terrorism. How do you think certain rights might be expanded after this period of conflict in American history?

ALICE PAUL

Written by: Lynne O'Hara | National History Day | College Park, Maryland

BASIC BIOGRAPHY

Alice Paul (1885–1977) was raised by Quaker parents in New Jersey. Following her 1905 graduation from Swarthmore College, she traveled to England and engaged with a group of military suffragists led by Emmeline Pankhurst. Paul joined their group, was arrested several times and participated in hunger strikes in prison. She returned to study at the University of Pennsylvania (where she eventually earned a Ph.D.) and joined the National American Woman Suffrage Association (NAWSA). Along with Lucy Burns, she organized the 1913 Women's Suffrage March that preceded President Woodrow Wilson's inauguration. Later she broke ties with NAWSA and formed the National Woman's Party (NWP) in 1916. She and other suffragettes continued to be arrested and engage in hunger strikes. In 1919, the Nineteenth Amendment was passed by the U.S. Congress with the support of President Wilson. It became law on August 18, 1920, when ratified by the state of Tennessee. She spent the remainder of her life working for the Equal Rights Amendment, often called the Alice Paul Amendment.

KEY EVENTS

Election of 1912, Women's Suffrage March (March 3, 1913), Equal Rights Amendment

KEY PEOPLE

Alice Paul, Lucy Stone, Lucy Burns, Woodrow Wilson, Emmeline Pankhurst, Carrie Chapman Catt

HISTORICAL CONTEXT

American women began actively campaigning for suffrage in the 1840s. The 1848 Seneca Falls Declaration made the bold proclamation that "all men and women were created equal." In the early twentieth century, the National American Woman Suffrage Organization (NAWSA), led by Carrie Chapman Catt, advocated a state-by-state approach to women's suffrage. After initially worked in NAWSA, Paul split from the organization, organizing the National Woman's Party (NWP) in 1916. The day before Democrat Woodrow Wilson was to be inaugurated, Paul and Lucy Burns led a massive suffrage parade in Washington, D.C. featuring more than 7,000 marchers.

FUN FACT

In celebration of the one hundredth anniversary of women's suffrage, Alice Paul and other suffragist leaders will be featured on the new \$10 bills that will be issued by the U.S. Treasury Department in 2020. Learn more about this and other women featured on currency here: <http://americanhistory.si.edu/blog/suffragists-campaigns-currency>.



Alice Paul, full-length portrait, standing, facing left, raising glass with right hand, September 3, 1920, Library of Congress (97500088), <https://www.loc.gov/item/97500088/>

DOCUMENT ANALYSIS

- Make one copy of the Document for each pair of students.
- Divide students into pairs.
- Distribute one copy of the newspaper cover of *Woman's Journal and Suffrage News* from March 8, 1913, to each pair of students.
- Ask students to read the articles and answer the prompt questions together.

LEARNING ACTIVITY

- Ask each student to assume the role either of Woodrow Wilson or Alice Paul.
- Engage in a Twitter-style discussion of Paul's reactions to the march and Wilson's response to the march.

Teacher Tip: If students need to be in groups of three, consider adding a third person to the mix. This could be Lucy Stone, Carrie Chapman Catt, Theodore Roosevelt, or another contemporary figure.



Bain News Service, Mrs. W.L. Prendergast, Mrs. W.L. Colt, Doris Stevens, Alice Paul, c. 1910–1915, Library of Congress (LC-DIG-ggbain-19032), <http://www.loc.gov/pictures/item/2014698963/>

LOCAL CONNECTION

You can visit Alice Paul's house, Paulsdale, along with the Barbara Haney Irvine Library and Alice Paul Archives in Mount Laurel, New Jersey. To learn more, go to <http://www.alicepaul.org>.

LEARN MORE

PRIMARY SOURCES

The National American Woman Suffrage Association Special Collections, Bryn Mawr College Library
<http://www.brynmawr.edu/library/exhibits/suffrage/nawsa.html>

Topics in *Chronicling America* – Alice Paul
Library of Congress
<https://www.loc.gov/rr/news/topics/alicePaul.html>

SECONDARY SOURCES

Alice Paul
National Women's History Museum
<https://www.womenshistory.org/education-resources/biographies/alice-paul>

Suffragists Organize: National Woman Suffrage Association
National Women's History Museum
<http://www.crusadeforthevote.org/hwsa-organize/>

WOMAN'S JOURNAL AND SUFFRAGE NEWS

VOL. XLIV. NO. 10

SATURDAY, MARCH 8, 1913

FIVE CENTS

PARADE STRUGGLES TO VICTORY DESPITE DISGRACEFUL SCENES

Nation Aroused by Open Insults to Women—Cause Wins Popular Sympathy—Congress Orders Investigation—Striking Object Lesson

Washington has been disgraced. Equal suffrage has scored a great victory. Thousands of indifferent women have been aroused. Influential men are incensed and the United States Senate demands an investigation of the treatment given the suffragists at the National Capital on Monday.

Ten thousand women from all over the country had planned a magnificent parade and pageant to take place in Washington on March 3. Artists, pageant leaders, designers, women of influence and renown were ready to give a wonderful and beautiful piece of suffrage work to the public that would through the National Capital for the inauguration festivities. The suffragists were ready; the whole procession started down Pennsylvania avenue, when the police protection, that had been promised, failed them, and a disgraceful scene followed. The crowd surged into the space which had been marked off for the parades, and the leaders of the suffrage movement were compelled to push their way through a mob of the worst element in Washington and vicinity. Women were spit upon, slapped in the face, tripped up, pelted with burning cigar stubs, and insulted by jeers and obscene language too vile to print or repeat.

The cause of all the trouble is apparent when the facts are known. The police authorities in Washington opposed every attempt to have a suffrage parade at all. Having been forbidden a place in the inaugural procession, the suffragists asked to have a procession of their own on March 3. They were finally told that they could have a procession but that it could not be on Pennsylvania avenue, but must be on a side street. At last they got permission to have the suffrage parade on the avenue, and asked that traffic be excluded from the street during the parade. For a long time this was denied, and only on Saturday were they successful.

Everything was at last arranged; it was a glorious day; ten thousand women were ready to do their part to make the parade beautiful to behold, to make it a credit to womanhood and to demonstrate the strength of the movement for their enfranchisement.

The police were determined, however, and they had their way. Their attempt to afford the marchers protection and keep the space of the avenue free for the suffrage procession was the finest sham. Police officers stood by with folded arms and grinned while the picked women of the land were insulted and roughly abused by an ignorant and uncouth mob.

Miss Allen Paul and other suffragists were compelled to drive their automobiles down the avenue to separate the crowds so the suffragists with the banners and floats could pass. The police officials say their force was inadequate to handle the crowds, but it is noted that there was no disorder on the avenue during the inaugural procession. It is stated that federal troops were offered to the chief of police for the suffrage procession, but that he refused their aid.

At any rate, assistance was finally called from Fort Myer and mounted soldiers drove back the crowd so that a straggling line of marchers could pass through.

Not only were the suffragists bitterly disappointed in having the effect

(Continued on Page 78)



General Rosalie Jones in Pilgrim Costume; Miss Inez Millholland on White Stand Leading the Parade; One of the Scores of Imposing Floats; One View of the Procession

AMENDMENT WINS IN NEW JERSEY

Easy Victory in Assembly 46 to 5—Equal Suffrage Enthusiasm Runs High



The New Jersey Legislature passed the woman suffrage amendment in the Assembly last week by a vote of 46 to 5. The Senate had already voted favorably 14 to 8.

A large delegation of suffragists crowded the galleries, and when the overwhelming vote was announced there was a scene of great enthusiasm. Women stood in their seats and waved handkerchiefs and "votes for women" flags and cheered themselves hoarse.

Dr. Jekyll Becomes Mr. Hyde
Opposition was confined exclusively to the old sentimental arguments.

(Continued on Page 79)

MICHIGAN AGAIN CAMPAIGN STATE

Senate Passes Suffrage Amendment 26 to 5 and Battle Is Now On



Michigan is again a campaign State after a short lapse of four months. The amendment will go to the voters on April 7. The State-wide feeling that the women were defrauded of victory last fall will help the suffragists.

The final action of the Legislature was taken last week, when the Senate, by a vote of 26 to 5, passed the suffrage amendment, with a slight amendment to make the requirements for foreign-born women the same as those for male immigrants.

Governor Watches Debate

The debate in the Senate lasted an hour and a quarter, and was characterized by the persistent efforts of Senator Weadock and a few others to tarry on crippling amendments. Several suggestions, including the disabling of women for holding office or serving on juries, were voted down in quick succession.

Gov. Ferris was among the visitors who crowded the chamber and gallery. Mrs. Clara B. Arthur, Mrs. Thomas R. Henderson and Mrs. Wilbur Brotherton, of Detroit; Mrs. Jennie Law Hardy, of Tecumseh, and other State leaders were present, supported by a large delegation of Lansing suffragists.

The final stand of the opposition was made by Senator Murtha in the hope of putting off the submission till November, 1914, and this also failed.

Of the five who opposed the measure on the final roll-call, three were from Detroit.

A complete campaign of organization and education has been mapped out by the State Association. The

(Continued on Page 74.)

1. Based on the title of the newspaper, what do you think was the point of view of the author?
2. How does the article on the left demonstrate a new approach than the articles on the right?
3. Why do you think that these pictures were selected? What messages do they convey?
4. What role did the police play in this march?
5. Make a comparison between this event and another related event in American history. Explain the similarities and differences.

MARIAN ANDERSON

Written by: Brian Weaver | Central Bucks High School West | Doylestown, Pennsylvania

BASIC BIOGRAPHY

Marian Anderson (1897–1993) discovered the power of her voice at a young age. The Philadelphia native possessed a unique contralto range that helped her become an internationally acclaimed talent. Despite being denied entry into several conservatories because of her race, Anderson's private training with top vocal instructors led her to performances from New York's Carnegie Hall to Paris. She entertained several European monarchs and was the first African American to sing at the White House when she accepted an invitation from Franklin and Eleanor Roosevelt in 1936. Throughout her career she dealt with segregation in America, and in 1939 the Daughters of the American Revolution refused to allow her to perform at Constitution Hall in Washington, D.C. A national backlash to this decision, spearheaded by Eleanor Roosevelt's resignation from the DAR in protest, led to Anderson singing for 75,000 people on the steps of the Lincoln Memorial on Easter Sunday 1939. After this key moment for civil rights, she continued her groundbreaking career, along the way becoming the first African American to perform at the New York Metropolitan Opera in 1955. In 1963, she sang at the March on Washington and received the Presidential Medal of Freedom.

KEY EVENTS

Easter Sunday Concert (April 9, 1939), First Performance at New York Metropolitan Opera (January 7, 1955), John F. Kennedy's Inauguration (January 20, 1961), Lyndon B. Johnson's Inauguration (March 20, 1965)

KEY PEOPLE

Eleanor Roosevelt, Harold Ickes, John F. Kennedy, Lyndon B. Johnson

HISTORICAL CONTEXT

After the era of Reconstruction (1865–1877) African Americans faced the rise of "Jim Crow" laws, which maintained segregation while simultaneously disenfranchising African Americans. By the early twentieth century, these ideas were firmly entrenched. The Supreme Court confirmed the legality of segregation in *Plessy v. Ferguson* (1896) so long as facilities were equal for races. African Americans faced challenges in both the North and the South. Organizations such as the National Association for the Advancement of Colored People (NAACP) with leaders such as W.E.B. Du Bois, formed to fight for racial equality, but at the time of Marian Anderson's concert in 1939, the civil rights actions of Martin Luther King, Jr., and his contemporaries were still over a decade away.



Roger Smith, Marian Anderson mural dedicated..., January 1943, Library of Congress (LC-USE6- D-007911), <http://www.loc.gov/pictures/item/2017695476/>

DOCUMENT ANALYSIS

- Divide students into pairs and distribute one copy of the handout for each student.
- Cue audio recording or download the audio from the National Archives.
 - » The Harold Ickes speech runs from 1:18–5:00.
 - » The first Marian Anderson song, "America", runs from 5:25–7:20.
- Direct students read the background paragraph at the top of the handout and answer the "Establish Context" question with their partner.
- Project the image of the concert from the handout onto the board.
- Students should answer the "Take a Look" questions and share answers.

LEARNING ACTIVITY

- Play the clip of Harold Ickes (1:15–5:00). Students should answer the first "Have a Listen" question. Share responses.
- Play Marian Anderson's song, "America" (5:25–7:00). Students should answer the second "Have a Listen" question. Share responses.
- Direct students to individually answer the "Wrap It Up" question and share responses.



Harris & Ewing, Washington's prominent figures listen to Marian Anderson's singing..., April 9, 1939, Library of Congress (LC-DIG-hec-2645), <http://www.loc.gov/pictures/item/2016875409/>

FUN FACT

No color photographs exist from the Easter Sunday concert. However, Marian Anderson wore a stunning orange jacket. That jacket is now in the Smithsonian Institution's collection. You can read more about it here: <https://www.smithsonianmag.com/smithsonian-institution/when-marian-anderson-sang-lincoln-memorial-her-voice-stunned-the-crowds-her-gold-trimmed-jacket-dazzled-180950454/>.

LOCAL CONNECTION

Marian Anderson's Philadelphia, Pennsylvania, residence is now a museum, operated by the Marian Anderson Historical Society. Visit <http://marianandersonhistoricalsociety.weebly.com/> to learn more or schedule a tour.

LEARN MORE

PRIMARY SOURCES

Letter from Eleanor Roosevelt to Mrs. Henry Roberts, February 26, 1939
Franklin D. Roosevelt Presidential Library & Museum
<https://www.archives.gov/historical-docs/todays-doc/?dod-date=226>

Marian Anderson Audio Recordings
Library of Congress

<https://www.loc.gov/search/?fa=online-format:audio&q=marian+anderson>

Marian Anderson Papers
Kislak Center for Special Collections, Rare Books and Manuscripts, University of Pennsylvania Library
http://dla.library.upenn.edu/dla/ead/detail.html?id=EAD_upenn_rbml_MsColl200

SECONDARY SOURCES

American Originals: Eleanor Roosevelt
National Archives and Records Administration
https://www.archives.gov/exhibits/american_originals/eleanor.html

"Marian Anderson: Musical Icon"
PBS *American Experience*
<http://www.pbs.org/wgbh/americanexperience/features/eleanor-anderson/>

"This Day In History: Marian Anderson Sings at Lincoln Memorial"
HISTORY®
<http://www.history.com/this-day-in-history/marian-anderson-sings-at-lincoln-memorial>

MARIAN ANDERSON: MORE THAN JUST MUSIC?

“In a dramatic and celebrated act of conscience, Eleanor Roosevelt resigned from the Daughters of the American Revolution (DAR) when it barred the world-renowned singer Marian Anderson, an African American, from performing at its Constitution Hall in Washington, DC. Following this well-publicized controversy, the federal government invited Anderson to sing at a public recital on the steps of the Lincoln Memorial. On Easter Sunday, April 9, 1939, some 75,000 people came to hear the free recital. The incident put both the artist and the issue of racial discrimination in the national spotlight.”

“American Originals” Exhibit, National Archives and Records Administration

ESTABLISH CONTEXT

Why would some Americans view the actions of the DAR as normal during the 1930s? Can you name any other situations like the one outlined above?

TAKE A LOOK



View of 75,000 people gathered to hear recital by Marian Anderson at the steps of the Lincoln Memorial, Easter Sunday, April 9, 1939, National Archives, Still Picture Branch, 306-NT-965B-4 https://www.archives.gov/exhibits/american_originals/leleanor.html

First Impression: What is the first thing you notice about this picture?

A Closer Look: What are two other things that stand out?

Think Like a Photographer: Why might the photographer have taken the picture from this vantage point instead of a picture of Marian Anderson at the microphone?

HAVE A LISTEN

Listen to Harold Ickes' introduction for Ms. Anderson, and then listen to the first song on Ms. Anderson's program.

*Audio, Marian Anderson Performs on the Steps of the Lincoln Memorial: With an Introduction by Harold Ickes, April 9, 1939
National Archives and Records Administration (1729137), <https://catalog.archives.gov/id/1729137>*

What are three phrases that Ickes used to demonstrate the concert's resistance to the prejudice of the times?

Marian Anderson was one of the world's premiere opera singers. The program contained many pieces in many languages. Why might she have chosen to open with this simple, familiar song for this particular concert?

WRAP IT UP

Some historians argue that the concert was a turning point in the Civil Rights Movement. Based on what you just read, heard, and analyzed, why might they make that argument?

FANNIE LOU HAMER

Written by: Julian Hipkins, III | Theodore Roosevelt High School | Washington, D.C.

BASIC BIOGRAPHY

Fannie Lou Hamer (1917–1977) was born Fannie Lou Townsend on October 6, 1917, in Montgomery County, Mississippi. She later moved to Sunflower County where she began sharecropping at the age of six. She married Perry Hamer in 1944 and moved to a plantation in Ruleville, Mississippi. Due to her eighth grade education, she was asked by the plantation owner to serve as the timekeeper, which she did for 18 years. Hamer traveled, unsuccessfully, to Indianola to attempt to vote in 1962. Upon returning to the plantation, she lost her job, forcing her family to find somewhere else to live and work. In 1963, Hamer was named field secretary of the Student Non-violent Coordinating Committee (SNCC). That fall, while traveling back from a training session, she was arrested and brutally beaten in jail. Through her tireless efforts, Hamer was appointed vice-chair of the Mississippi Freedom Democratic Party (MFDP). The following year, the 1965 Voting Rights Act was passed. This pivotal legislation would not have been possible were it not for the efforts of the Mississippi Freedom Democratic Party.

KEY EVENTS

1964 Democratic National Convention, Voting Rights Act (1965)

KEY PEOPLE

Ella Baker, Bob Moses, Lyndon B. Johnson

HISTORICAL CONTEXT

African Americans, despite Constitutional amendments were often barred from voting by literacy tests and violence. African Americans needed the vote because they were denied basic rights in the courts, employment, and schools. Since they were not allowed to vote, elected politicians did not cater to the needs of African Americans or poor whites. This lack of political representation and voter intimidation led to the formation of the Mississippi Freedom Democratic Party (MFDP). The mission of the MFDP was to gain political power and have a voice in local and national decisions that affected the daily lives of black people. Fannie Lou Hamer was elected its chairperson in 1964. The group traveled to the 1964 Democratic National Convention in Atlantic City in August. During the Credentials Committee hearing, Hamer stated “If the Freedom Democratic Party is not seated now I question America...Is this America, the land of the free and the home of the brave, where we have to sleep with our telephones off the hooks because our lives be threatened daily, because we want to live as decent human beings, in America?”



Warren K. Leffler, Fannie Lou Hamer, Mississippi Freedom Democratic Party delegate, at the Democratic National Convention, Atlantic City, New Jersey, August 22, 1964, Library of Congress (LC-U9- 12470B-17), <http://www.loc.gov/pictures/item/2003688126/>

DOCUMENT ANALYSIS

- Make and distribute one copy of the article, “ ‘Tired of Being Sick and Tired,’ ” for each student.
- Ask students to read the article and engage in the “Sentence, Phrase, Word” thinking routine:
 - » Record a sentence that was meaningful to you and helped you gain a deeper understanding of the text.
 - » Record a phrase that moved, engaged, or provoked you.
 - » Record a word that captured your attention or struck you as powerful.

Teacher Tip: Learn more about this reading strategy here: <http://www.rcsthinkfromthemiddle.com/sentence-phrase-word.html>.

LEARNING ACTIVITY

- Divide students into groups of three or four students each.
- Ask students to create an artistic representation that simulates the reading. Students may choose to create a piece of art (drawing, cut outs, collage), write a song, or perform a dramatic piece.

FUN FACT

El-Hajj Malik El Shabazz (Malcolm X) introduced Fannie Lou Hamer at the Williams Institutional CME Church in Harlem, New York on December 20, 1964. Even though Fannie Lou Hamer was part of SNCC, which is often associated with Dr. Martin Luther King, Jr., she was motivated to hear multiple perspectives to solving the problem of racial injustice in the United States. You can find audio of Malcolm X's speech in the audio book *Malcolm X Speaks*, edited by George Breiman. Read Fannie Lou Hamer's speech here: <http://www.crmvet.org/docs/flh64.htm>.

LOCAL CONNECTION

You can visit the Fannie Lou Hamer Civil Rights Museum in Belzoni, Mississippi. To learn more, go to: <https://www.thefanniouhamercivilrightsmuseum.com/>.

LEARN MORE

PRIMARY SOURCES

Civil Rights Movement Veterans (CRMVet)
Tougaloo College
<http://www.crmvet.org/>

Civil Rights in Mississippi Digital Archive
Historical Manuscripts and Photographs Digital Collection,
University of Southern Mississippi
<http://digilib.usm.edu/cdm/landingpage/collection/manu>

Freedom Summer Digital Collection
Wisconsin Historical Society
<http://content.wisconsinhistory.org/cdm/landingpage/collection/p15932coll2>

SECONDARY SOURCES

Fannie Lou Hamer
SNCC Digital Gateway
<https://snccdigital.org/people/fannie-lou-hamer/>

Julian Hipkins III and Deborah Menkart, "Is This America?: 50 Years Ago Sharecroppers Challenged Mississippi Apartheid, LBJ, and the Nation," August 17, 2014
Zinn Education Project
<https://zinnedproject.org/2014/08/sharecroppers-challenged-mississippi-apartheid-lbj-and-the-nation/>

Kay Mills, "Fannie Lou Hamer: Civil Rights Activist," April 2007
Mississippi HistoryNow
<http://mshistorynow.mdah.state.ms.us/articles/51/fannie-lou-hamer-civil-rights-activist>

THE NATION

June 1, 1964

'Tired of Being Sick and Tired' . . . Jerry DeMuth

About 20 feet back from a narrow dirt road just off the state highway that cuts through Ruleville, Miss., is a small, three-room, white frame house with a screened porch. A large pecan tree grows in the front yard and two smaller ones grow out back. Butter bean and okra plants are filling out in the gardens on the lots on either side of the house. Lafayette Street is as quiet as the rest of Ruleville, a town of less than 2,000 located in Sunflower County, 30 miles from the Mississippi River. Sunflower County, home of Senator Eastland and 68 per cent Negro, is one of twenty-four counties in the northwestern quarter of the state—the Delta—that make up the Second Congressional District. Since 1941, this district has been represented in Congress by Jamie Whitten, chairman of the House Appropriations Subcommittee on Agriculture, who is now seeking his thirteenth term.

From the house on the dirt road there now comes a person to challenge Jamie Whitten: Mrs. Fannie Lou Hamer. Mrs. Hamer is a Negro and only 6,616 Negroes (or 4.14 per cent of voting-age Negroes) were registered to vote in the Second Congressional District in 1960. But in 1962, when Whitten was elected for the twelfth time, only 31,345 persons cast votes, although in 1960 there were more than 300,000 persons of voting age in the district, 59 per cent of them Negro. Mrs. Hamer's bid is sponsored by the Council of Federated Organizations, a Mississippi coalition of local and national civil rights organizations.

Until Mississippi stops its discriminatory voting practices, Mrs. Hamer's chance of election is slight, but she is waking up the citizens of her district. "I'm showing people that a Negro can run for office," she explains. Her deep, powerful voice shakes the air as she sits on the porch or inside, talking to friends, relatives and neighbors who drop by on the one day each week when she is not out campaigning. Whatever she is talking about soon becomes an impassioned plea for a change in the system that exploits the Delta Negroes. "All my life I've been sick and tired," she shakes her head. "Now I'm sick and tired of being sick and tired."

Mrs. Hamer was born October 6, 1917, in Montgomery County, the twentieth child in a family of six girls and fourteen boys. When she was 2 her family moved to Sunflower County, 60 miles to the west.

The family would pick fifty-sixty bales of cotton a year, so my father decided to rent some land. He bought some mules and a cultivator. We were doin' pretty well. He even started to fix up the house real nice and had bought a car. Then our stock got poisoned. We knowed this white man had done it. He stirred up a gallon of Paris green with the feed. When we got out there, one mule was already dead. T'other two mules and the cow had the it stomachs all swelled up. It was too late to save 'em. That poisonin' knocked us right back down flat. We never did get back up again. That white man did it just because we were gettin' somewhere. White people never like to see Negroes get a little success. All of this stuff is no secret in the state of Mississippi.

Mrs. Hamer pulled her feet under the worn, straight-backed chair she was sitting in. The linoleum under her feet was worn through to an-



Mrs. Fannie Lou Hamer

other layer of linoleum. Floor boards showed in spots. She folded her large hands on her lap and shifted her weight in the chair. She's a large and heavy woman, but large and heavy with a power to back up her determination.

We went back to sharecroppin', luhlin', it's called. You split the cotton half and half with the plantation owner. But the seed, fertilizer, cost of hired hands, everything is paid out of the cropper's half.

Later, I dropped out of school. I cut corn stalks to help the family. My parents were gettin' up in age — they weren't young when I was born. I was the twentieth child — and my mother had a bad eye. She was cleanin' up the owner's yard for a quarter when somethin' flew up and hit her in the eye.

So many times for dinner we would have greens with no seasonin', . . . and flour gravy. My mother would mix flour with a little grease and try to make gravy out of it. Sometimes she'd cook a little meal and we'd have bread.

No one can honestly say Negroes are satisfied. We've only been patient, but how much more patience can we have?

Fannie Lou and Perry Hamer have two daughters, 10 and 19, both of whom they adopted. The Hamers adopted the older girl when she was born to give her a home, her mother being unmarried. "I've always been concerned with any human being," Mrs. Hamer explains. The younger girl was given to her at the age of 5 months. She had been burned badly when a tub of boiling water spilled, and her large, impoverished family was not able to care for her. "We had a little money so we took care of her and raised her. She was sickly too when I got her, suffered from malnutrition. Then she got run over by a car and her leg was

broken. So she's only in fourth grade now."

The older girl left school after the tenth grade to begin working. Several months ago when she tried to get a job, the employer commented, "You certainly talk like Fannie Lou." When the girl replied, "She raised me," she was denied the job. She has a job now, but Mrs. Hamer explains, "They don't know she's my child."

The intimidation that Mrs. Hamer's older girl faces is what Mrs. Hamer has faced since August 31, 1962. On that day she and seventeen others went down to the county courthouse in Indianola to try to register to vote. From the moment they arrived, police wandered around their bus, keeping an eye on the eighteen. "I wonder what they'll do," the bus driver said to Mrs. Hamer. Halfway back to Ruleville, the police stopped the bus and ordered it back to Indianola. There they were all arrested. The bus was painted the wrong color, the police told them.

After being bonded out, Mrs. Hamer returned to the plantation where the Hamers had lived for eighteen years.

My oldest girl met me and told me that Mr. Marlove, the plantation owner, was mad and raisin' Cain. He had heard that I had tried to register. That night he called on us and said, "We're not ready for that in Mississippi now. If you don't withdraw, I'll let you go." I left that night but "Pap" — that's what I call my husband — had to stay on till work on the plantation was through.

In the spring of last year, Mr. Hamer got a job at a Ruleville cotton gin. But this year, though others are working there already, they haven't taken him back.

Record a sentence that was meaningful to you and helped you gain a deeper understanding of the text.

Record a phrase that moved, engaged, or provoked you.

Record a word that captured your attention or struck you as powerful.

SHIRLEY CHISHOLM

Written by: Bradley Liebrecht | West Valley Junior High School | Yakima, Washington

BASIC BIOGRAPHY

Shirley Chisholm (1924–2005) was born in New York City to immigrant parents. After high school, Chisholm attended Brooklyn College and began a career in education after graduation. After finishing her masters in early childhood education in 1952, she worked for the New York City Division of Day Care before being elected to the New York State Legislature in 1964. After a court-ordered redistricting changed the congressional boundaries in Brooklyn, Chisholm ran for the new seat and was elected to the U.S. House of Representatives in 1968. She was the first African American Congresswoman. While in Congress Chisholm protested against the Vietnam War and advocated for programs to help the poor, women, children and minorities, causes that she would fight for throughout her seven terms in the House. In 1971 Chisholm became a founding member of the Congressional Black Caucus. In 1972, she declared her candidacy for the Democratic nomination for presidency. Although she received assassination threats and ran a small campaign, Chisholm received 152 delegate votes (10% of the total) but ultimately lost to George McGovern. In 1977 Chisholm helped establish the Congressional Women's Caucus. After leaving Congress in 1983, Chisholm taught at Mount Holyoke and was nominated to serve as the ambassador to Jamaica by President William J. Clinton, although she declined due to poor health. Chisholm died in 2005 in Florida and was posthumously awarded the Presidential Medal of Freedom by President Barack Obama in 2015.

KEY EVENTS

Election of 1968, Congressional Black Caucus (1971),
Election of 1972, Congressional Women's Caucus (1977)

KEY PEOPLE

Stanley Steingut, Barbara Lee, Jesse Jackson, William J. Clinton

HISTORICAL CONTEXT

In this document, Representative Chisholm delivered remarks on the floor of the House of Representatives regarding the status of women in America in 1969. As one of the few women in the House, Chisholm argued that women had not been aggressive about demanding their rights, although this was changing. Chisholm supported an Equal Rights Amendment and argued that laws that existed could not protect the rights of women. Chisholm also argued that the adoption of an equal rights amendment would be an asset to both women and men by guaranteeing them the same rights. As Chisholm concluded, "Women need no protection that men do not need. What we



Thomas J. O'Halloran, Congresswoman Shirley Chisholm announcing her candidacy for presidential nomination, January 25, 1972, Library of Congress (LC-U9- 25383-33), www.loc.gov/pictures/resource/ds.07135/

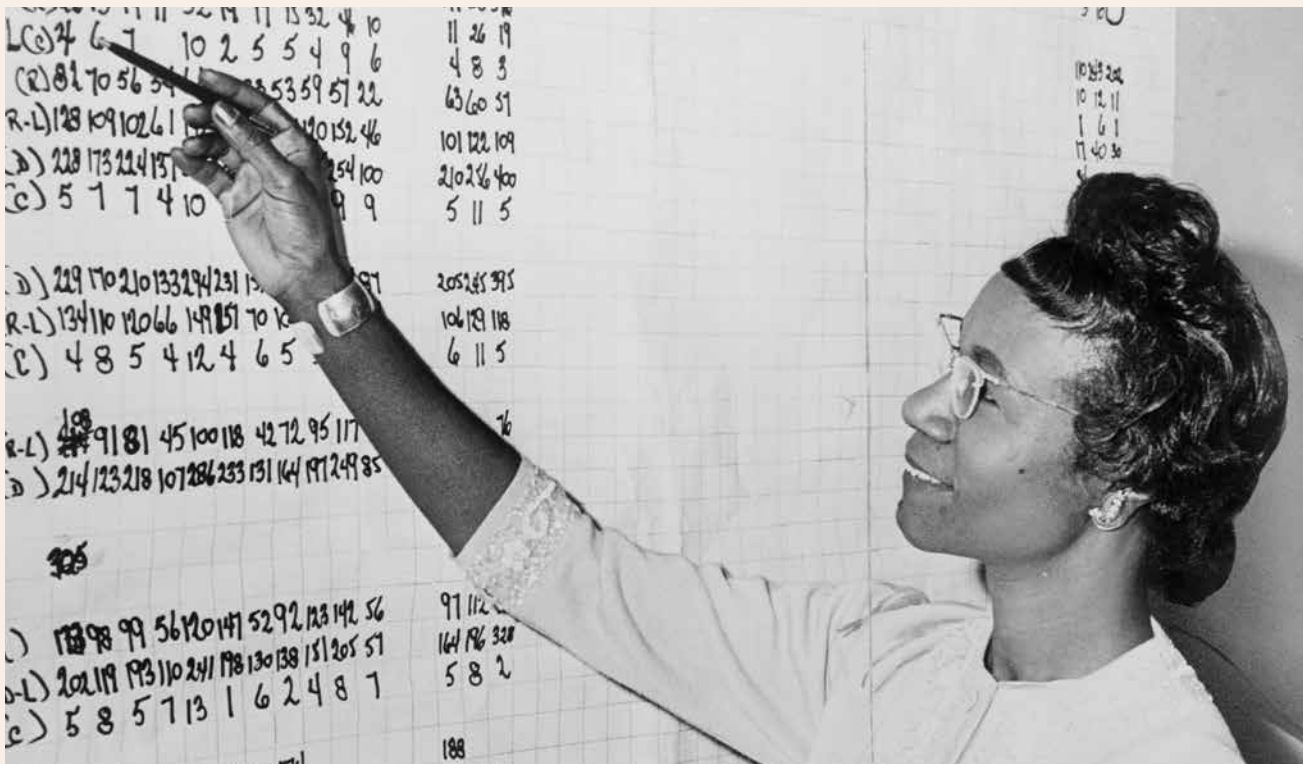
DOCUMENT ANALYSIS

- Make and distribute one copy of the document and the reflection questions for each student.
- Direct students to read the document individually
- Ask students to reflect on the document and answer the prompt questions.

LEARNING ACTIVITY

- Group students into groups of two or three students each for reflection and discussion.
- Engage all students in a whole-class discussion and ask them how this document is still relevant today.

Teacher Tip: Complete this activity yourself beforehand to prepare for possible discussion items and to create your own interpretation of the document.



Roger Higgins, Shirley Chisholm, head-and-shoulders portrait, facing left, standing with right arm raised, looking at list of numbers posted on a wall, November 2, 1965, Library of Congress (LC-USZ62-135429), <http://www.loc.gov/pictures/item/2005676944/>

need are laws to protect working people, to guarantee them fair pay, safe working conditions, protection against sickness and layoffs, and provision for dignified, comfortable retirement. Men and women need these things equally.”

FUN FACT

After her election to Congress in 1968, Representative Chisholm worked as a census worker in her Brooklyn neighborhood in 1970. Learn more about Representative Chisholm during the 1970s census at <https://www.nytimes.com/interactive/projects/cp/national/unpublished-black-history/shirley-chisholm-becomes-a-census-taker-1970>.

LOCAL CONNECTION

You can visit the New York State Museum and see artifacts belonging to Shirley Chisholm and other New York Women’s Suffrage leaders in their *Votes for Women: Celebrating New York’s Suffrage Centennial* at: <http://www.nysm.nysed.gov/votes-for-women/artifacts>.

LEARN MORE

PRIMARY SOURCES

Shirley Chisholm Papers
Special Collections and University Archives, Rutgers University
<https://catalog-libraries-rutgers-edu.proxy.libraries.rutgers.edu/vufind/Record/2275595?redirect>

Video, Rep. Shirley Chisholm Presidential Campaign Announcement, January 25, 1972

C-SPAN

<https://www.c-span.org/video/?c4546804/1972-rep-shirley-chisholm-presidential-campaign-announcement>

SECONDARY SOURCES

Shirley Anita Chisholm
U.S. House of Representatives
[http://history.house.gov/People/Listing/C/CHISHOLM,-Shirley-Anita-\(C000371\)/](http://history.house.gov/People/Listing/C/CHISHOLM,-Shirley-Anita-(C000371)/)

Shirley Chisholm
National Women’s History Museum
<http://www.womenshistory.org/education-resources/biographies/shirley-chisholm>

REMARKS BY REPRESENTATIVE SHIRLEY CHISHOLM, MAY 21, 1969

"Mrs. CHISHOLM. Mr. Speaker, when a young woman graduates from college and starts looking for a job, she is likely to have a frustrating and even demeaning experience ahead of her. If she walks into an office for an interview, the first question she will be asked is, 'Do you type?'

"There is a calculated system of prejudice that lies unspoken behind that question. Why is it acceptable for women to be secretaries, librarians, and teachers, but totally unacceptable for them to be managers, administrators, doctors, lawyers, and Members of Congress.

"The unspoken assumption is that women are different. They do not have executive ability, orderly minds, stability, leadership skills, and they are too emotional. It has been observed before, that society for a long time, discriminated against another minority, the blacks, on the same basis—that they were different and inferior. The happy little homemaker and the contented "old darky" on the plantation were both stereotypes produced by prejudice.

"As a black person, I am no stranger to race prejudice. But the truth is that in the political world I have been far oftener discriminated against because I am a woman than because I am black.

"Prejudice against blacks is becoming unacceptable although it will take years to eliminate it. But it is doomed because, slowly, white America is beginning to admit that it exists. Prejudice against women is still acceptable. There is very little understanding yet of the immorality involved in double pay scales and the classification of most of the better jobs as 'for men only.'

"More than half of the population of the United States is female. But women occupy only 2 percent of the managerial positions. They have not even reached the level of tokenism yet. No women sit on the AFL-CIO council or Supreme Court. There have been only two women who have held Cabinet rank, and at present there are none. Only two women now hold ambassadorial rank in the diplomatic corps. In Congress, we are down to one Senator and 10 Representatives.

"Considering that there are about 3 ~ million more women in the United States than men, this situation is outrageous.

"It is true that part of the problem has been that women have not been aggressive in demanding their rights. This was also true of the black population for many years. They submitted to oppression and even cooperated with it. Women have done the same thing. But now there is an awareness of this situation particularly among the younger segment of the population.

"As in the field of equal rights for blacks, Spanish-Americans, the Indians, and other groups, laws will not change such deep-seated problems overnight. But they can be used to provide protection for those who are most abused, and to begin the process of evolutionary change by compelling the insensitive majority to reexamine its unconscious attitudes.

"It is for this reason that I wish to introduce today a proposal that has been before every Congress for the last 40 years and that sooner or later must become part of the basic law of the land the equal rights amendment.

“Let me note and try to refute two of the commonest arguments that are offered against this amendment. One is that women are already protected under the law and do not need legislation. Existing laws are not adequate to secure equal rights for women. Sufficient proof of this is the concentration of women in lower paying, menial, unrewarding jobs and their incredible scarcity in the upper level jobs. If women are already equal, why is it such an event whenever one happens to be elected to Congress?

“It is obvious that discrimination exists. Women do not have the opportunities that men do. And women that do not conform to the system, who try to break with the accepted patterns, are stigmatized as “odd” and “unfeminine.” The fact is that a woman who aspires to be chairman of the board, or a Member of the House, does so for exactly the same reasons as any man. Basically, these are that she thinks she can do the job and she wants to try.

“A second argument often heard against the equal rights amendment is that it would eliminate legislation that many States and the Federal Government have enacted giving special protection to women and that it would throw the marriage and divorce laws into chaos.

“As for the marriage laws, they are due for a sweeping reform, and an excellent beginning would be to wipe the existing ones off the books. Regarding special protection for working women, I cannot understand why it should be needed. Women need no protection that men do not need. What we need are laws to protect working people, to guarantee them fair pay, safe working conditions, protection against sickness and layoffs, and provision for dignified, comfortable retirement. Men and women need these things equally. That one sex needs protection more than the other is a male supremacist myth as ridiculous and unworthy of respect as the white supremacist myths that society is trying to cure itself of at this time.

Remarks by Representative Shirley Chisholm, May 21, 1969, Congressional Record, U.S. House of Representatives, pp. 13380–13381, U.S. Government Printing Office

REFLECTION QUESTIONS

How has the status of women changed between 1969 and today?

Are the issues that Representative Chisholm wrote about still relevant today?
Please explain your answer using examples.

Do you believe that an equal rights amendment is needed today to protect the rights of women? Why or why not?

MARIA TALLCHIEF

Written by: Katie Craven | Open World Learning Community | Saint Paul, Minnesota

BASIC BIOGRAPHY

Maria Tallchief (1925–2013) was born Elizabeth Marie Tall Chief in Fairfax, Oklahoma. Tallchief's dance career began at age three in Oklahoma and continued when her mother decided to move the family to Los Angeles to pursue careers in Hollywood. Studying under Ernest Belcher and then Madame Bronislava Nijinska, Tallchief performed her first solo at the Hollywood Bowl when she was 15 years old. After graduating from Beverly Hills High School, Tallchief moved to New York City and joined the Ballet Russe de Monte Carlo. Despite her obvious talent Tallchief was initially treated poorly by Russian members of the company, and it was suggested that she change her name to Tallchieva to sound more European. Proud of her heritage, Tallchief refused, though she did officially shorten it to one word. In 1948 Tallchief became the first major American prima ballerina, dancing for New York City Ballet under the direction of George Balanchine. Keeping her title for 13 years, Tallchief danced lead roles in *Firebird*, *Orpheus*, *The Nutcracker*, and *Swan Lake*, among others. After retiring from dance in 1965, Tallchief became an instructor, and founded the Chicago City Ballet in 1981.

KEY EVENTS

Ballet Russe de Monte Carlo (1942), Civil Rights Movement, American Indian Movement

KEY PEOPLE

Maria Tallchief, New York City Ballet, Osage Nation, George Balanchine

HISTORICAL CONTEXT

In 1953, Maria Tallchief was honored in her hometown and inducted into the Osage Tribe with the title Princess Wa-Xthe-Thonba, Princess Two Standards, representing both her role as a ballerina and as a daughter of the tribe. She danced professionally with the Ballet Russe de Monte Carlo since 1942, and served as the prima (lead) ballerina at the New York City Ballet since 1948. Throughout the 1960s and 70s Tallchief became involved in various Native American organizations like Americans for Indian Opportunity, and was invited to dance for the television program *One World*. Fighting against Indian stereotypes, she remained steadfast in her pride in her heritage and the belief that it should be honored and preserved.

FUN FACT

Tallchief was a recipient of the Kennedy Center Honors in 1996 for her contributions to the arts. Watch a sample of her dancing the lead in *Firebird* here: <https://danceinteractive.jacobspillow.org/maria-tallchief/firebird/>.



January 16, 1956, Oklahoma Historical Society (2012.201. B1289.0033) <https://gateway.okhistory.org/ark:/67531/metadc582509/>

DOCUMENT ANALYSIS

- Make one copy of the document for each student (students will work individually.)
- Do not give any background or context for the image or excerpt to the students.
- Distribute one copy of the image and excerpt to each student.
- Allow students five minutes to read the text and look at the picture and note down their "notices and wonders." Sample responses could include:
 - » Notices: "I notice the picture is in black and white, maybe it is really old, I notice she talks about Oklahoma, so she's American."
 - » Wonders: "I wonder when this was?, I wonder what a prima ballerina is?"
- Generate a class list of notices and wonders and allow students to propose answers to others' questions.
- Use the biography and historical context about Maria Tallchief to fill in the holes: *who was she, what did she do, when was this, where was this, why is it significant?*

LEARNING ACTIVITY

- Direct students to this section: “Above all, I wanted to be appreciated as a prima ballerina who happened to be a Native American, never as someone who was an American Indian ballerina.”
- Engage students in discussion about the statement above.
 - » Why would Tallchief want to be seen as a dancer first, and then a Native American?
- Ask students to turn and talk with their partner and discuss other figures from history who might have felt the same as Maria Tallchief (because of their race, gender, sexuality, etc).
 - » Examples: Jackie Robinson, Elizabeth Blackwell, Harvey Milk, Lena Horne
- Write down answers under “Part Two” on the worksheet.
- Call on students to generate a list of historical figures they discussed.

LOCAL CONNECTION

You can visit the *Five Moons* statue, depicting Tallchief and four other Native American ballerinas who rose to prominence in the twentieth century, at the Tulsa Historical Society & Museum in Oklahoma. Learn more: <https://tulsahistory.org/visit/vintage-garden-and-five-moons-2/>.

LEARN MORE

PRIMARY SOURCES

Maria Tallchief
The Digital Public Library of America
<https://dp.la/search?utf8=%E2%9C%93&q=maria+tallchief>

Maria Tallchief
The New York Public Library Digital Collections
<https://digitalcollections.nypl.org/search/index?&keywords=maria+tallchief#>

SECONDARY SOURCES

Elizabeth Maria Tallchief
Oklahoma Historical Society
<http://www.okhistory.org/publications/enc/entry.php?entry=TA006>

Maria Tallchief
National Women’s History Museum
<https://www.nwhm.org/education-resources/biographies/maria-tallchief>



Maria Tallchief in an advertisement for the Ballet Russe de Monte Carlo, 1955, Wikimedia Commons



Maria Tallchief and Erik Bruhn from the front cover of Dance Magazine, July 1961, Wikimedia Commons



Maria Tallchief, January 16, 1956, Oklahoma Historical Society (2012.201.B1289.0033)

“The Osage tribe and the state of Oklahoma, in recognition of the distinction I’d achieved, decided to honor me in a homecoming ceremony...The day filled me with pride. I had always acknowledged my heritage. But I was living in a different world now, and it was inspiring to be reminded of my Indian roots. At the same time, proud as I was, it had always been important for me to have people understand that no concessions were ever made for me as a ballerina because of my ethnic background; the same rigorous standards that were applied to every Russian, French, English, or American dancer were equally applied to me.

Above all, I wanted to be appreciated as a prima ballerina who happened to be a Native American, never as someone who was an American Indian ballerina.”

Maria Tallchief and Larry Kaplan, Maria Tallchief: America’s Prima Ballerina, 1997 (excerpt)

Look at the picture and read the text. Write down what you notice and what you wonder. Keep in mind the 5 Ws as you are working (Who? What? Where? When? Why?)

PART 1

NOTICES	WONDERS

PART 2

PATSY TAKEMOTO MINK

Written by: Eden McCauslin | Woodrow Wilson Senior High School | Washington, D.C.

BASIC BIOGRAPHY

Patsy Takemoto Mink (1927–2002) was born in Hawaii. She studied in Pennsylvania and Nebraska before moving back to Hawaii to earn her undergraduate degree and eventually received her J.D. from the University of Chicago in 1951. She moved back to Hawaii with her husband, John Francis Mink, and founded the Oahu Young Democrats in 1954. In the 1950s, Mink served as both a member of the territorial house of representatives and Hawaii Senate. After Hawaii achieved statehood in 1959, Mink unsuccessfully ran for the U.S. House of Representatives. Mink campaigned for the second representative seat in 1964 and won, making her the first woman of color and first Asian American woman to be elected to Congress. Mink is best known for her support of President Lyndon B. Johnson's Great Society legislation, as well as her advocacy for women's issues and equal rights. Mink worked tirelessly to earn support for the critical Title IX Amendment from her comprehensive education bill called Women's Education Equity Act. Mink took a break from Congress after an unsuccessful bid for the Senate, but returned to Congress in 1990 and served until her death in September 2002.

KEY EVENTS

Women's Education Equity Act (1974),
Surface Mining Control and Reclamation (Strip Mining)
Act of 1975, Mineral Leasing Act of 1976

KEY PEOPLE

Daniel Inouye, Lyndon B. Johnson, John Francis Mink

HISTORICAL CONTEXT

Patsy Mink became the first woman of color elected to Congress in 1964 and was concerned with discrimination against African Americans and women. In the same year, there were concerns that the elections in the deep South should be contested because of reports of widespread voter discrimination and intimidation. Mink and other members of Congress asked for the House Administration Committee to launch an investigation into the elections and postpone the swearing in of the all-white Congressional delegation from Mississippi until the investigation was completed. Mink's efforts were unsuccessful and she wrote to Dr. Martin Luther King, Jr. to inform him of what happened on the House floor. In 1965, the Voting Rights Act to aid fair elections became law.



Patsy Mink, c. 1965, Library of Congress (LC-USZ62-122137), http://www.loc.gov/rr/mss/images/mink_ppoc.jpg

DOCUMENT ANALYSIS

- Divide students into pairs.
- Make and distribute one copy of the letter for each pair of students.
- Ask students to read the letter and answer the prompt questions together.

LEARNING ACTIVITY

- Conduct a small lesson about the 1964 election. Highlight the following:
 - » Lyndon B. Johnson was elected to the presidency and Democrats did well overall;
 - » The Republican party saw a boost in the South, even though the GOP did poorly throughout the country.
- Ask students to assume the role of Dr. King and respond back to Congresswoman Mink's letter.



Laura Patterson, Representative Patsy Mink announces the formation of the Congressional Asian Pacific American Caucus at a press conference with (left to right) Representatives Don Edwards and Norman Mineta, Guam Delegate Robert Underwood, and Representatives Nancy Pelosi and Neil Abercrombie, May 20, 1994, Library of Congress (LC-RC15-1994-306), <http://www.loc.gov/pictures/item/2015645165/>

FUN FACT

Patsy Mink received the highest civilian honor in 2014, the Medal of Freedom, 12 years after her death: <https://www.nbcnews.com/news/asian-america/hawaiiis-patsy-mink-honored-presidential-medal-freedom-n248951>.

LOCAL CONNECTION

The Patsy T. Mink Center for Business and Leadership at the YWCA of Oahu offers courses to girls and women in order to promote training, coaching, and leadership in the areas of business and entrepreneurship. Learn more here: <https://www.ywcaoahu.org/patsy-t-mink-center-for-business-leadership/>.

LEARN MORE

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Patsy T. Mink Papers
Library of Congress
<http://www.loc.gov/rr/mss/mink/mink-about.html>

SECONDARY SOURCES

Kristina Chan, "The Mother of Title IX: Patsy Mink," April 24, 2012
Women's Sports Foundation
<https://www.womenssportsfoundation.org/education/mother-title-ix-patsy-mink/>

Patsy Takemoto Mink
National Women's Hall of Fame
<https://www.womenofthehall.org/inductee/patsy-takemoto-mink/>

Patsy Takemoto Mink
United States House of Representatives
<http://history.house.gov/People/detail/18329>

January 7, 1965

Mr. Martin Luther King, Jr., President
Southern Christian Leadership Conference
334 Auburn Ave., N.E.
Atlanta, Georgia 30303

Dear Mr. King:

Thank you very much for your communication urging my support of the effort to withhold recognition from the Mississippi congressmen who were elected under the state's unconstitutional election laws.

I was vastly encouraged, however, and I am sure that you are too, at the support we received on the House floor. The original drive to withhold recognition from the Mississippi congressmen was started by a mere 16 members of the House, of which I was one. At caucuses before the opening day session, only about 30 Representatives indicated a willingness to support the drive.

The fact that we were able to muster 149 votes on the floor, in the face of a lack of support from the House leadership, is a sure indication that the justice and the simple equity of the attempt is becoming widely known and accepted. Expectations were that we would have far fewer votes when we tried to prevent the seating of the Mississippi delegation.

What happened on opening day was this: Our spokesman on the floor, Rep. William F. Ryan of New York, objected to the seating of the Mississippians, as he is entitled to do. They, and others to whom objections were raised, remained seated while the rest of us took our oaths of office. We had expected reprisal objections from the Southern group to the seating of the initial 16 members of the fight, but that move failed to materialize.

After the rest of us were sworn in, House Majority Leader Carl Albert of Oklahoma moved that the Mississippians be sworn in. Then he "moved the previous question," a parliamentary maneuver that shuts off all debate and prohibits amendments. Mr. Ryan asked for a roll call vote on the move for the previous question and more than the 87 Members required for a roll call demand stood up. However, on the roll call the motion for the previous question passed, 276 to 149 and our cause was blocked.

When was this letter written? What is significant about this year?

Who wrote the letter? Who is the recipient of the letter?

Why was Congresswoman Mink writing to Dr. King? Underline evidence from the letter to support your answer.

Summarize Congresswoman Mink's experience on the House floor:

DOLORES HUERTA

Written by: Dave Wheeler | North Central High School | Indianapolis, Indiana

BASIC BIOGRAPHY

Dolores Huerta (1930–) began her career as a community organizer while attending the University of Pacific's Delta College in Stockton, California, where she served in a leadership position for the Stockton Community Service Organization (CSO). In 1959, Huerta co-founded the Agricultural Workers Association (AWA), comprised mostly of Filipino, Chicano, and Black workers. This group became instrumental during the 1965 grape strike in California. One year later, Huerta and César Chávez joined forces to organize the United Farm Workers (UFW). This group secured the Agricultural Labor Relations Act of 1975, which provided farm workers in California the right to collectively organize and bargain for better working conditions and higher wages. Huerta continued her work as the founder and president of the Dolores Huerta Foundation fighting for issues gender equality and social justice. In 2012, President Barack Obama awarded her the Presidential Medal of Freedom, the highest civilian award in the United States.

KEY EVENTS

Agricultural Workers Association (1959),
Delano Grape Strike (1965), United Farm Workers (1966),
Agricultural Labor Relations Act (1975)

KEY PEOPLE

Cesar Chavez, Robert Kennedy, Gloria Steinem

HISTORICAL CONTEXT

After the success of the 1965 Delano Grape Strike in California, Dolores Huerta and the United Farm Workers coordinated their efforts for other impoverished areas of the west coast. In 1969, the Active Mexicanos Economic Development Center was established in Seattle, Washington, to provide job placement and legal assistance. In January 1969, the organization began picketing the Husky Union Building at the University of Washington to persuade the university to stop selling non-union grapes. One month later, the University of Washington became the first U.S. campus to eliminate grapes at their dining facilities. In November 1969, Huerta helped lead more than 3,000 protestors at the Moratorium March in downtown Seattle in an effort to further the cause.

FUN FACT

Before Barack Obama's 2008 "Yes We Can" slogan, Huerta originated the United Farm Workers' rallying cry of "Si se puede" in 1972. The union later trademarked the phrase. Learn more about the rise of the United Farm Workers union here: <http://ufw.org/the-rise-of-the-ufw/>.



Joseph Karpen, Dolores Huerta of the United Farm Workers speaking at a Moratorium March in downtown Seattle, November 1969, University of Washington Libraries, Special Collections (UWC288), <http://cdm16786.contentdm.oclc.org/cdm/ref/collection/uwcampus/id/35159>

DOCUMENT ANALYSIS

- Project the photograph or make one copy for each student.
- Ask students to examine the photograph and individually respond to the prompt questions.
- Encourage students to share their responses when finished.

LEARNING ACTIVITY

- Divide students into pairs.
- Ask each pair to assume the role of a campaign manager for Dolores Huerta today.
- Distribute drawing or poster paper to students.
- Direct each pair to create a campaign slogan with a visual representation on a current issue that Dolores Huerta could help lead.



Gage Skidmore, Dolores Huerta speaking at an event in Phoenix, Arizona, March 20, 2016, Wikimedia Commons

LOCAL CONNECTION

Dolores Huerta and her family lived at 321 Austin Street in Delano, California from 1963 until 1970. Huerta duplicated leaflets from her home before the United Farm Workers' office was established at 102 Albany Street. To learn more, go to: <http://ufw.org/research/history/sampling-historical-sites-forty-acres-delano/>.

LEARN MORE

PRIMARY SOURCES

Farmworker Movement Documentation Project
University of California San Diego Library
<https://libraries.ucsd.edu/farmworkermovement/gallery/thumbnails.php?album=51>

SECONDARY SOURCES

Dolores Huerta
Archives of Women's Political Communication,
Iowa State University
<https://awpc.cattcenter.iastate.edu/directory/dolores-huerta/>

Dolores Huerta
National Women's History Museum
<https://www.womenshistory.org/education-resources/biographies/dolores-huerta>

United Farm Worker Research Guide
University of California Berkeley Library
<http://guides.lib.berkeley.edu/c.php?g=4470&p=15926>



Photograph, Joseph Karpen, Dolores Huerta of the United Farm Workers speaking at a Moratorium March in downtown Seattle, November 1969, University of Washington Libraries, Special Collections (UWC288), <http://cdm16786.contentdm.oclc.org/cdm/ref/collection/uwcampus/id/35159>

1. Based on the photograph, what words would you use to describe Dolores Huerta?

2. Why do you think the photographer chose to focus on a close-up image of Huerta in the foreground of the photo?

3. What do you think the symbol on her scarf represents?

4. After examining the photo, list any modern issues that you think Dolores Huerta could potentially be a spokesperson for today and explain why she would support these causes.

SALLY RIDE

Written by: Judy F. Richonne | University High School | Irvine, California

BASIC BIOGRAPHY

Sally Ride (1951–2012) was born and raised in Los Angeles, California. She attended Stanford University, double majoring in physics and English literature. She earned a Master of Science and Doctorate in Physics, and was selected into the NASA astronaut program in 1978. In 1983, she became the first American woman to fly on a space shuttle crew. She flew on the space shuttle *Challenger* (mission STS-7 in 1983 and STS-41G in 1984). A third mission was cancelled after the January 28, 1986 *Challenger* explosion. Ride served on the Presidential Commission (known as the Rogers Commission), which investigated the accident. In 1989, Dr. Ride began teaching physics at University of California San Diego and served as the Director of the California Space Institute. She founded Sally Ride Science in 2001 to support girls in STEM studies and careers; the organization targets elementary and middle school students, parents, and teachers. Ride also wrote science-themed children's books. An inductee to the National Women's Hall of Fame and the Astronaut Hall of Fame, Sally Ride died July 23, 2012 of pancreatic cancer.

KEY EVENTS

Challenger Disaster (January 28, 1986), Rogers Commission (1986), Sally Ride Science (2001)

KEY PEOPLE

Valentina Tereshkova, Svetlana Savitskaya, Mae C. Jemison, Ellen Ochoa, Peggy Whitson, Neil Armstrong

HISTORICAL CONTEXT

In 1958, the National Aeronautics and Space Administration (NASA) was established in response to the Soviet launch of *Sputnik* in October 1955. The Space Shuttle program began on April 12, 1981 and ended in July 2011. Five shuttles have flown in space: *Columbia*, *Challenger*, *Discovery*, *Endeavour*, and *Atlantis*. The *Enterprise* did not go to space but was designed to perform atmospheric tests. Dr. Sally Ride was a participant in the early years of the program flying on board the *Challenger* twice. On its tenth mission, the *Challenger* exploded shortly after takeoff on January 28, 1986.

FUN FACT

Sally Ride founded Sally Ride Science, an organization dedicated to the education of girls in science, technology, engineering, and math, in 2001. Re-launched in 2015 at the University of California San Diego, the organization promotes STEM subject for girls, one of many legacies of Dr. Sally Ride. Learn more at <https://sallyridescience.ucsd.edu/>.



Sally Ride, June 18, 1983, NASA, https://www.nasa.gov/sites/default/files/images/462928main_GPN-2000-001083_full.jpg

DOCUMENT ANALYSIS

- Divide students into groups of two to four students each.
- Display the images of the Space Shuttle *Challenger*, with a focus on the successful missions, a craft at work.

Teacher Tip: These images can be projected or printed and shared, at teacher discretion.

- Display the images of the Space Shuttle *Discovery*, a space shuttle in retirement.
- Ask students to discuss in small groups:
 - » Consider the amount of technology put to use as can be seen in these images. What evidence do you see in these images of the value of space exploration?
 - » Why do you think that great expense in time and money have been spent to display the shuttles after they 'retire'?

LEARNING ACTIVITY

- Based on the analysis of the images of the *Challenger* and the *Discovery*, ask the students to write a proposal to ask Congress to reinstate the space shuttle exploration program. Ask students to include three rationales in the proposal: political, social, and scientific.

LOCAL CONNECTION

Visitors can see the four remaining space shuttles on display at museums around the country. *Endeavor* is located at the California Science Center in Los Angeles (<https://californiasciencecenter.org/>). *Atlantis* is located at the Kennedy Space Center in Florida (<https://www.kennedyspacecenter.com/>). *Enterprise* is based at the Intrepid Sea, Air & Space Museum in New York City (<https://www.intrepidmuseum.org/>) and *Discovery* can be seen at the Smithsonian's National Air and Space Museum Steven F. Udvar-Hazy Center in Chantilly, Virginia (<https://airandspace.si.edu/udvar-hazy-center>).

LEARN MORE

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Sally Ride, *To Space and Back*, 1989
History, National Aeronautics and Space Administration
<https://www.nasa.gov/topics/history/index.html>

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National Aeronautics and Space Administration
<https://www.jsc.nasa.gov/Bios/htmlbios/ride-sk.html>

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Sally Ride Science
<https://sallyridescience.ucsd.edu/about/sallyride/about-sallyride/>

Meredith Worthen, "Women in Space:
From Sally Ride to Peggy Whitson," May 26, 2017
Biography
<https://www.biography.com/news/sally-ride-facts-female-astronauts>

IMAGES OF CHALLENGER AND DISCOVERY



Space Shuttle Challenger, January 26, 1983. "In this In this image, Space Shuttle Challenger waits on Launch Complex 39A at Kennedy Space Center before its first mission, STS-6, launched on April 4, 1983...It became the second operational Shuttle, delivered to Kennedy Space Center in July 1982." Image courtesy of NASA (KSC-83PC-0028).



Challenger Ferry Flight Flyover, April 9, 1983. View of the Shuttle Challenger atop the Shuttle Carrier Aircraft (SCA), NASA-905, during its return to Kennedy Space Center (KSC) and flyover of the Johnson Space Center (JSC) and the Houston skyline. Image courtesy of NASA (S83-30236).



Ride on the Middeck, June 21, 1983. "On Shuttle Challenger's middeck, STS-7 Mission Specialist (MS) Sally Ride, wearing light blue overalls and communications headset, floats alongside the middeck airlock hatch." Image courtesy of NASA (S07-02-020).



Diane A. Penland, Space Shuttle Discovery, September 13, 2012. Space Shuttle Discovery in the James S. McDonnell Space Hangar at the Steven F. Udvar-Hazy Center. Image courtesy of The Smithsonian National Air and Space Museum.

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