

WOMEN SUFFRAGISTS: Leading the Way



A leader, once convinced a particular course of action is the right one, must have the determination to stick with it and be undaunted when the going gets rough."

Ronald Reagan, 1990

Throughout the history of the United States, many men and women have made personal sacrifices in order to uphold and defend democratic principles. It takes courage to persevere in the face of danger or adversity to defend what one believes to be morally right or beneficial to society.

INTRODUCTION

The United States House of Representatives is considering creating a new coin to recognize a woman who has made significant contributions leading to the women's right to vote. The first time they did this, they chose to honor Susan B. Anthony. Former President Jimmy Carter stated Susan B. Anthony "exemplifies the ideals for which our country stands."



Anthony

Now, they are interested in a new look and a new face to represent American ideals. You will make a formal presentation at a House of Representatives committee meeting in which you try to persuade the members to adopt your proposal of a coin recognizing another woman who "exemplifies the ideals for which our country stands" and was able to lead the nation towards accepting equality.

TASK

You and your group members will research a notable American woman and then collaboratively create a 2-5 minute presentation to the class. This presentation will highlight the most important aspects of the woman's life with respect to her achievements in the struggle for woman's suffrage. It will also include an evaluation of her leadership style contributing to her success. All group members must be included in the presentation, and you must have a visual to accompany your prepared speech.

PROCESS

Full class

Complete background information.

1. Read overview selections.
2. Review timelines of the main events in the women's suffrage movement.
3. Visit the website resource sheet on the Susan B. Anthony coin. Go to the websites to read the law and learn more about the coin and its promotion.

Individual

Research your assigned woman. Use the links below to access information on the internet.

1. Take notes.
2. Answer focus questions.
3. Complete the APPARTS chart for primary source readings. (Author, Place and time, Prior Knowledge, Audience, Related Questions, The main ideas, Significance)
4. Select and record at least 2 quotes from the readings that best represent the woman's character traits, ideals and leadership strengths.

Group

Once you have collected and recorded all of your information, you will meet with your group members and compare information to make sure you all have the same facts. You will also use "the last word" method to discuss your selected quotes and choose the best 2.

1. Plan your presentation. The presentation must be 2-5 minutes long, you must have a visual such as a poster or tri-fold, and all members must participate. Refer to the presentation rubric for specific grading criteria.
2. Make a handout for the class with a bulleted list of the most significant accomplishments of your assigned woman.
3. Rehearse your presentation before speaking in front of the class.
4. Consult the grading rubric again to make sure you have planned the best possible presentation.

Sojourner Truth

1. How do you think her status as a former slave and her manner of speech affected public perception? In your opinion, did it strengthen or weaken her argument?

Elizabeth Cady Stanton

1. Summarize the reasons why Stanton thinks women should vote.
2. Explain how she gave hope American women seeking equality.

Lucy Stone

1. Do you agree with Lucy Stone that once women gained the right to an education and to free speech, “every other good thing was sure to be obtained”? Support your position.

Lucretia Mott

1. What does she mean when she states “We need not admit inferiority, even tho’ we may not be able to prove equality.”?
2. What examples does she give that support her belief that women are equal to men?

Alice Paul

1. How did her tactics differ from other suffragists? (Why was she referred to as *militant*?)
2. Put yourself in her shoes when she was being force fed in prison. Would You have been willing to suffer that much for a cause?

Carrie Chapman Catt

1. What was her self-termed “winning plan”?
2. Read “Do You Know?” Pay particular attention to page 8. What do you think she means by stating that women votes increase the moral vote? How does that relate to the statement on page 9 about “public housekeeping”?

RESOURCES

Books

Armstrong, Jennifer. *The American Story: 100 true Tales From American History*. Alfred A Knopf; New York, 2006. (Contains a good story about the passage of the 19th amendment.)

Kendall, Martha E. *Susan B. Anthony; Voice for Women's Voting Rights*. Enslow Publishers; Berkely Heights, NJ., 1997.

Lawson, Dorie McCullough. *Posterity: Letters of Great Americans to Their Children*. Broadway Books; New York, 2004. (Contains a letter from Elizabeth Cady Stanton to her daughter Margaret.)

EVALUATION

Making A Poster : Women Suffragists: Leading the Way

CATEGORY	4	3	2	1
Content - biographical	Highlights at least 5 accomplishments and 4 character traits	Highlights at least 4 accomplishments and 3 character traits	Highlights at least 3 accomplishments and 2 character traits	Highlights at least 2 accomplishments and 1 character traits
Content - American values and leadership	Provides a variety of specific examples of leadership and American values	Provides specific examples of leadership and American values	Provides some examples of leadership and American values	Provides few or no examples of leadership and American values
Quotes	Includes at least 2 carefully selected quotes that are relevant and clearly define the character, beliefs and leadership of the woman.	Includes at least 2 quotes that define either the character, beliefs or leadership of the woman.	Includes at least 1 quote that clearly defines either the character, beliefs or leadership of the woman.	Includes at least 1 quote, but it does not clearly define the character, beliefs or leadership of the woman.
Knowledge Gained	Student can accurately answer all questions related to facts in the poster and processes used to create the poster.	Student can accurately answer most questions related to facts in the poster and processes used to create the poster.	Student can accurately answer about 75% of questions related to facts in the poster and processes used to create the poster.	Student appears to have insufficient knowledge about the facts or processes used in the poster.
Labels	All items of importance on the poster are clearly labeled with labels that can be read from at least 3 ft. away.	Almost all items of importance on the poster are clearly labeled with labels that can be read from at least 3 ft. away.	Several items of importance on the poster are clearly labeled with labels that can be read from at least 3 ft. away.	Labels are too small to view OR no important items were labeled.
Attractiveness	The poster is exceptionally attractive in terms of design, layout, and neatness.	The poster is attractive in terms of design, layout and neatness.	The poster is acceptably attractive though it may be a bit messy.	The poster is distractingly messy or very poorly designed. It is not attractive.
Graphics - Relevance	All graphics are related to the topic and make it easier to understand. All borrowed graphics have a source citation.	All graphics are related to the topic and most make it easier to understand. All borrowed graphics have a source citation.	All graphics relate to the topic. Most borrowed graphics have a source citation.	Graphics do not relate to the topic OR several borrowed graphics do not have a source citation.

Oral Presentation Rubric : Women Suffragists: Leading the Way

CATEGORY	4	3	2	1
Content	Group presents a convincing argument with many examples to support their choice for the face of the new coin.	Group presents a logical argument with sufficient examples to support their choice for the face of the new coin.	Group presents a logical argument with some examples to support their choice for the face of the new coin.	Group fails to presents a logical argument and has few examples to support their choice for the face of the new coin.
Speech	Speaks clearly and distinctly all the time.	Speaks clearly and distinctly most of the time.	Speaks clearly and distinctly some of the time.	Often mumbles or can not be understood.
Posture and Eye Contact	Stands up straight, looks relaxed and confident. Establishes eye contact with everyone in the room during the presentation.	Stands up straight and establishes eye contact with everyone in the room during the presentation.	Sometimes stands up straight and establishes eye contact.	Slouches and/or does not look at people during the presentation.
Knowledge	Shows a full understanding of the topic.	Shows a good understanding of the topic.	Shows a good understanding of parts of the topic.	Does not seem to understand the topic very well.

CONCLUSION

After completing this WebQuest and actively listening to the group presentations, you will better understand the significance of individual women suffragists within the larger context of the struggle for gender equality. You should also be able to make connections to prejudice and discrimination in the United States at other times in history and today.

Class discussion and final assessment questions:

1. What character traits do these women have in common which you believe helped them to be successful?
2. How did women suffragists help to change public opinion after the Seneca Falls Convention?
3. How did the efforts of each individual studied characterize American values?
4. What did this assignment reveal about American attitudes towards women?
5. How did this struggle for equality foreshadow future struggles in the U.S.?
6. How do social forces affect behavior?
7. Can a government legislate perception and public opinion?

TEACHER PAGE

This lesson will be taught prior to the unit on slavery and abolition. The essential ideas of inequality, justice and leadership will segway into that unit.

When this WebQuest is introduced, students have already completed the following;

*An individual and full class analysis of the Declaration of Sentiments - the structure of the document, the main points of the document, and the overall symbolism of the document

*A class discussion about the rights of women in the mid 19th century through the early 20th century when the 19th amendment was passed

*A variety of activities on leadership since the beginning of the year with the original focus being on citizenship, democracy and Presidential leadership

Teaching Methods

* The Last Word

Students bring their reading notes to their group meeting. Each group has a red cup and a green cup. One student places the green cup in front of him/her, shares his/her selected quote, and explains why. Other students may then join the discussion about that particular quote. The cup then is placed in front of the next student and the process continues. When all students have spoken and all reading selections have been discussed, a group member places the red cup in the center of the table to signal that they are done.

* The **APPARTS** chart is a standard way of analyzing primary source documents.

Author

Place and time

Prior Knowledge: what do you already know about this topic?

Audience: who is the intended audience?

Related Questions: Write at least 2 questions that you have as a result of reading this source.

The main ideas: highlight the main ideas of the source

Significance: what is the overall significance of this source to the time period and/or to U.S. history in general?

THEME

The evolution of the concepts of personal freedom, individual responsibility, and respect for human dignity.

OBJECTIVES

Students will:

Demonstrate an understanding of prevalent attitudes toward women in the 19th and early 20th century.

Understand the significance of individual women suffragists within the larger context of the struggle for gender equality.

Identify goals of individual women and organizations with respect to citizenship and equality.

Make connections to prejudice and discrimination in the United States at other times in history and today.

ESSENTIAL QUESTIONS

What makes a leader effective?

How do social forces affect behavior?

Can a government legislate perception and public opinion?

FOCUSED QUESTIONS

How did women suffragists help to change public opinion after the Seneca Falls Convention?

How did the efforts of each individual studied characterize American values?

What did this assignment reveal about American attitudes towards women?

How did this struggle for equality foreshadow future struggles in the U.S.?

MASSACHUSETTS CURRICULUM STANDARDS

USI.33 Analyze the goals and effect of the antebellum women's suffrage movement.

- A. the 1848 Seneca Falls convention
- B. Susan B. Anthony
- C. Lucretia Mott
- D. Elizabeth Cady Stanton

USII.9 Analyze the post-Civil War struggles of women to gain basic civil rights.

- A. Alice Paul
- B. Carrie Chapman Catt

HISTORICAL THINKING STANDARDS (Natl. Center for History in the Schools)

Identify the author or source of the historical document or narrative.

Reconstruct the literal meaning of a historical passage by identifying who was involved, what happened, what events led to these developments, and what consequences or outcomes followed.

Identify the central question the historical narrative addresses and the purpose, perspective, or point of view from which it has been constructed.

Read historical narratives imaginatively, taking into account what the narrative reveals of the humanity of individuals and groups involved – their probable values, outlook, motives, hopes, fears, strengths and weaknesses.

Appreciate historical perspectives – the ability to (a) describe the past on its own terms, through the eyes and experiences of those who were there; (b) considering the historical context in which the event unfolded – the values, outlook, options, and contingencies of that time and place (c) avoiding “present-mindedness,” judging the past solely in terms of present-day norms and values.

Compare and contrast differing sets of ideas, values, personalities, behaviors and institutions by identifying likenesses and differences.

Analyze cause and effect relationships bearing in mind multiple causation including (a) the importance of the individual in history; (b) the influence of ideas, human interests and beliefs; (c) the role of chance, the accidental and irrational.

Formulate historical questions.

Evaluate the implementation of a decision by analyzing the interests it served; estimating the position, power and priority of each player involved; assessing the ethical dimensions of the decision; and evaluating its costs and benefits from a variety of perspectives.