

Jacqueline Fleming  
The Enduring Legacy of the American Revolution: Liberty, Freedom and Equality  
HIS6710, April 2009  
Final Project

Can People With No Rights Make a Difference?

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### **Can People With No Rights Make a Difference?**

Goals of Project: The goals of this project are two-fold. First, students need to know that even if you are not empowered, you can work toward change. Even when it seems like no one will listen to you and your opinion doesn't matter, you can make a difference. Women of the early 20<sup>th</sup> century worked tirelessly, not always succeeding, to advance their cause. Sometimes they had to promote it through secondary means, and usually they were not taken seriously. Did this stop them, or did they continue to strive for what they wanted, in this case, women's rights? We know the answer, and I want my eighth grade students to come to this realization through this project. I want them to understand how a group of women with a strong commitment to equal rights made a difference that students are benefitting from today.

The second part of the project deals with community service. By introducing students to helping others, they begin to realize that they can make a difference. Sometimes the differences are small but no less important. Giving back to the community is also a source of feeling good about ourselves. Students can make a difference in their community and realize that what they do is of value. They can also try something new and maybe even find a passion. In this time of adolescent apathy, this is a chance for students to work toward something that is important to them and know that they can make changes if they stick to their goals.

#### Primary Source List

*The Constitution of the United States of America* – the document, especially the amendments, and the Bill of Rights, shows how insignificant the cause of equal rights for women was.

*The Declaration of Independence* – helps to support the study of the Constitution.

*The Declaration of Sentiments* – written to mimic the Declaration of Independence

*Seneca Falls Convention documents and pictures* – birthplace of the Women's Rights Movement

*Quotes of Elizabeth Cady Stanton, Susan B. Anthony, and Lucretia Mott* – give insight in to their cause and the sacrifices they were willing to make.

Journalist articles – women as influencers, especially for the antebellum movement.

Newspaper articles, pictures, cartoons, and music – shows how women were portrayed to society.

#### Secondary Source List

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Call to Freedom, Sterling Stuckey and Linda Kerrigan-Salvucci. Textbook used in class.

Us and Them – A History of Intolerance in America, Jim Carnes

A Place at the Table- Struggles for Equality in America, The Southern Poverty Law Center.

Sister Societies: Women's Anti-Slavery Organization in Antebellum America, Beth Salerno

Posters (Abolition, women's roles in 19<sup>th</sup> century America)

Music from the 19<sup>th</sup> century

<http://www.historychannel.com>

<http://www.archives.gov/exhibits/>

<http://www.philaprintshop.com>

*National Geographic Society*

<http://www.npg.si.edu/col/seneca/senfalls1.htm>

## Essential Questions

### Central Questions:

- In what ways did women influence change in the 19<sup>th</sup> century?
- What role did petitions, fairs, and boycotts play in influencing thinking?
- Why was it harder for women to make a difference than men?
- Why was abolitionism a cause with which women could identify?
- Why didn't women get credit for the change they helped bring about?

### Challenge Questions:

- Is it important to be recognized in history?
- Could you work toward making a difference?
- What was the perception of women who worked for change in the 19<sup>th</sup> century?
- How did women balance their expected roles with their abolitionism?
- How many people are needed to believe in a cause before it becomes important?

### Objectives:

- Students will be able to discuss key women (i.e.: Susan B. Anthony, Elizabeth Cady Stanton), who they were and why they were important in history.

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- Students will be able to discuss the importance of The Declaration of Sentiments, and how it parallels The Declaration of Independence.
- Students will be able to understand the term abolitionism and the roots of the cause.
- Students will understand community service and why it is important to be a contributing member of one's society.
- Students will understand how everyone in society should contribute and the importance of all contributions.

**Prior Knowledge:**

In order for students to be able to understand and acquire knowledge from this unit, they must have a basic knowledge of The U.S. Constitution. They must know the history of rights through the amendments. They need to have an understanding of The Declaration of Independence in order to compare it to The Declaration of Sentiments. They need a working knowledge of the Civil War and its outcome. They need to understand the abolitionist movement, its roots and how it was sustained.

**Can People With No Rights Make a Difference?**

Lesson #1

Class: 8<sup>th</sup> Grade U.S. History

Class Time: 30 minutes

Projected Outcome: Students will be introduced to their long term service learning project. Students will ask questions, brainstorm ideas, and come up with a plan to complete three to ten community service hours. This project will be done completely outside of the classroom. *See attached Service Learning Project sheet (pages 15 and 16)*

Lesson #2

Class: 8<sup>th</sup> Grade U.S. History

Class Time: 55 minutes

Projected Outcome: Students will discuss their experiences during the service learning project. They will talk about what they did and what they got out of the project. All students will share their experience.

Student round-table discussion: (45 minutes). This includes interaction with classmates, questions, etc. and teacher input on the experience.

Discussion wrap-up: (10 minutes). What did you learn from this experience? Would you do it again? Are any of you continuing on after the project is over?

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Hand in all journals and reflections.

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Lesson #3

Class: 8<sup>th</sup> Grade U.S. History

Class Time: 55 - 60 minutes

Projected Outcome: Students will see the parallel between The Declaration of Independence and The Declaration of Sentiments. Students will draw their own conclusions as to why the documents are similar. Students will write a first draft persuasive essay.

Break class in to two groups. Give brief background on the Convention at Seneca Falls, NY. Hand out one of the primary source documents to the students. One group gets The Declaration of Independence and the other gets The Declaration of Sentiments. (10 minutes)

Have them read through in groups and try to interpret what it means. (5-10 minutes depending on need and level of interest).

Switch documents and try to interpret what it means. (5-10 minutes depending on interest and need).

Hand out the document group doesn't have so each group has both documents now. Have groups examine the notes they took on each primary source. Are any of the notes similar? How do the documents compare? (10 minutes)

Get back together as a whole class. Have a discussion on the similarities that were identified by each group. Why are the documents so similar? How are they different? Why do you think The Declaration of Sentiments was written the way it was? (15 minutes)

HW: Answer the following question. Give reasons based on the research and discussion of The Declaration of Sentiments:

*If you had been present at Seneca Falls, would you have agreed with this Declaration? Why or why not?*

Please put your answer in writing using the Vermont Writing Process for a Persuasive Essay.

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## **Can People With No Rights Make a Difference?**

Lesson #4

Class: 8<sup>th</sup> Grade U.S. History

Class Time: 90 minute block

Projected Outcome: Students will learn about various famous women who contributed to the Women's Rights Movement.

Students will have access to the mobile laptop lab and I will randomly assign the names of *Susan B. Anthony*, *Lucretia Mott*, *Elizabeth Cady Stanton*, and *Lucy Stone* to four groups in the class.

Each group will have 30 minutes to research and find everything they can about their assigned heroine. They are limited to .org, .gov., and .edu websites.

Each group will present the facts they have discovered. The other groups will be writing down the facts they are hearing. (20 minutes)

We will play the "Can You Name This Famous Woman?" game. Each group will have 10 minutes to come up with as many questions as they can based on the information they wrote down from each group and the research they presented to the groups. The group that gets the most questions correct in the time allowed, 20 minutes, wins 10 points on their next test, which will include information from today.

Game Rules:

- The team that is asking the question gets to pick the person they want the question to go to on the other team. Only one person can answer.
- The teams go in clockwise order so all get a chance the first round.
- After the first round, teams can choose teams and people to question. No team can go twice in a row.
- After the question is read, the person asked has 2 minutes to answer. If they cannot answer, the first person on one of the other two teams to raise their hand goes next. Catch: If the hand raiser is wrong, their team loses a point.
- The team with the most points at the end of the game wins!

Closing Activity: Bonus homework: Find information on other famous women who helped with the Women's Rights Movement. There are many more! This bonus homework will replace a past missing homework zero grade. If all homework is turned in, this will count as an extra 100 homework grade.

**Assessment:**

- Rubrics (see <http://ww.rubistar.org> to create your own rubrics)
- Class participation: discussions, questions.

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- Persuasive writing based on Vermont Writing Portfolio
- Research and note taking
- Journal for Service Learning Project
- Reflection for Service Learning Project
- Test
- Group work
- Participation in class service project (tbd)

**Resources:**

- Computer lab
- Primary and Secondary sources

**Accommodations:**

- Visual cueing
- Use of overhead and whiteboard
- Use of hands-on materials
- Heterogeneous grouping
- Alpha Smarts/computers for keyboarding notes
- Teaching to learning styles (following learning styles inventory)



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## Reflection

This year, I have chosen to extend the thinking of students and put them in to action. The class will study and learn about women's rights, which we have been touching upon all year, and recognize that they are not so different than the women fighting for those rights. When I say we have been touching upon women's rights all year, I mean that I interject information in units we are studying. For example, while learning about the Constitution, I made it clear that just about everyone had some rights before women. I then discuss the rights of eighth grade. It is a very short discussion. Students begin to realize that they don't have freedom or privacy. If you know anything about eighth graders, this bothers them greatly. Their sense of justice is a bit skewed at this age and I enjoy getting them worked up about that. Once they have been sufficiently beaten down as far as freedom and rights, I ask them what they can do to change that. Of course, the only answer they can come up with at this point is, "What can we do? We are just kids with no rights, no one will listen to us." Once they have reached this statement, I have them!

This is the point where I introduce the service learning project. Students have to write a proposal, keep a journal, log, and write a reflection on their experience (see criteria sheet in lesson packet). I scaffolded the project so they could work from three to ten hours and get varying grades depending on time given. I even offered extra credit for anything over ten hours. This way, if a student truly couldn't dedicate the hours due to outside commitments, they could still pass this project.

The students' reactions to this service learning piece ranged from enthusiastic to moans and groans. Once they figured out what they were doing and when, the enthusiasm went up a bit. This project was done completely during their own time and it was not supposed to depend on their parents to do anything (such as drive) that their parents didn't want to do. They returned a signed proposal from their parents so family members knew what they were doing and what was necessary for them to accomplish their chosen task. They had one month to complete this project and I even reviewed how two and a half hours per week would get them the required hours. The only other mention of this project was to occasionally check in with them during class time to ask how it was going.

When the deadline came, students presented their projects, which meant they talked about what they did and how it turned out. We had a lively discussion about what they did. Everyone who did service learning truly enjoyed themselves and said they wanted to do it again. Some even said that they were going to continue because they like it so much.

You might ask, "What does service learning have to do with women's rights?" It ties in two ways. First, women got the word out about their struggle through public gatherings for another cause. They would not have been allowed to meet publicly, at least until later in the cause, to work for their rights. Second, women, who had no rights, accomplished

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change. They worked for change through boycotts (Revolutionary War) and petitions (abolitionism). The point of the eighth grade exercise, was to show that people with no rights, can make a difference and service learning did that for them.

Originally, I proposed two class lessons of fifty minutes each to show this concept. Once again, Lincoln, you were right about the length and I needed more time. The biggest problem is that time in the classroom is not as flexible as time outside of the classroom. I added ten hours to the lesson with this project.

Our next step will be to continue service learning. The class has picked out two projects, regaining the elective program and volunteering at the Special Olympics in June. The group working on electives will present to our school board and ask them to reinstate this program which was cut from our scheduling. First, they will petition the scheduling committee with signatures of middle school students who want the program back. They will research and discuss what programs should be offered, why the program is of value, and how it will help students. The group volunteering to work at the Special Olympics has to also show the value of what they are doing and how it will help their learning. They might present to the school board as well.

As you can see, a group of people with no rights can make a difference, already has, and will continue to do so.

The course this year has helped me to understand women's rights in a way I had never thought of before. I grew up in New York State and did not realize Seneca Falls was so important to this movement. Actually going there was a good part of this class. I got to see first-hand that not much was preserved, apparently not important. What if we thought the same way about the preserved battlegrounds in this country? Beth Salerno's book, along with Lori Ginzberg's Untidy Origins, were most important to my project.

I thought the course was well planned out with good speakers and useful information. As always, so much of the course is the people who attend and this year was no exception. I do have a few suggestions to make the course easier to navigate. First, it seems there are too many people giving directions. I am sure Margaret and Judy are helpful to the grant, but it is difficult to know who has what expectation. I liked it much better when the group leader helped us through and cleared up any misunderstandings. Speaking of group leaders, Lincoln has always been very good at checking in with us and making sure we were heading in the right direction regarding our projects. I miss that. The meetings throughout the year were more focused on book talks with little or no time spared for progress reports on projects. Finally, looking back at the workload of this course, I think it is worth more than 3 credits. I have taken 3 credit courses at Castleton where the week was the course and credit was awarded. I have not minded the meetings throughout the year, but this year, there was much additional reading required during the school year, a busy time for all teachers. If this additional work is to continue, which is on top of the project expectation, I think it is worth an extra credit.

In closing, thank you again for more great historical knowledge, helping me to open my mind to new information, and making me a better history teacher.

## World History Standards (5-12)

### Era 7 An Age of Revolutions, 1750-1914

**Standard 1** The causes and consequences of political revolutions in the late 18th and early 19th centuries

**Standard 6** Major global trends from 1750-1914

### World History Across the Eras

#### **STANDARD 1 Long-term changes and recurring patterns in world history.**

- Analyze how ideals and institutions of freedom, equality, justice, and citizenship have changed over time and from one society to another.
- Compare political revolutionary movements of the past three centuries in terms of ideologies, organization, and successes or failures.

## National History Standards (5-12)

### Era 3

#### **Revolution and the New Nation (1754-1820s)**

**Standard 1:** The causes of the American Revolution, the ideas and interests involved in forging the revolutionary movement, and the reasons for the American victory

**Standard 2:** The impact of the American Revolution on politics, economy, and society

**Standard 3:** The institutions and practices of government created during the Revolution and how they were revised between 1787 and 1815 to create the foundation of the American political system based on the U.S. Constitution and the Bill of Rights

### Era 4

#### **Expansion and Reform (1801-1861)**

**Standard 1:** United States territorial expansion between 1801 and 1861, and how it affected relations with external powers and Native Americans

**Standard 2:** How the industrial revolution, increasing immigration, the rapid expansion of slavery, and the westward movement changed the lives of Americans and led toward regional tensions

**Standard 3:** The extension, restriction, and reorganization of political democracy after 1800

**Standard 4:** The sources and character of cultural, religious, and social reform movements in the antebellum period

## Annotated Bibliography

*Witness for Freedom: African American Voices on Race, Slavery, and Emancipation* by C. Peter Ripley (Ed.) Roy E. Finkenbine (Ed.) Michael F. Hembree, (Ed.) Donald Yacovone (Ed.) (University of North Carolina Press, 1993), presented by Donald Yacovone. **READ: Chronology, pp. xxi-xxiv; Introduction, pp. 1-28; Chapter 1; Chapter 2, pp. 82-105; Chapter 3, pp. 162-165; Chapter 4, pp. 201-210.**

The first required reading on the summer reading list, Donald Yacovone, et al. introduces us to the theme of the course. We were lucky enough to hear him speak and discuss aspects of our readings. The book itself is organized in an easy format and the extremely detailed index helps the reader find what they are referencing quickly. Some of the facts listed in the book and discussed I have already used in my classroom. I opened my year explaining that Lincoln might not be the man we think he was. This is a reference to the speech he made blaming blacks for the Civil War. I also appreciated the information on the American Memory Project and the North American Slave Narratives. While we were only required to read the information listed above, this book is useful beyond the requirements.

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*Sister Societies: Women's Antislavery Organizations in Antebellum America* by Beth Salerno. (Northern Illinois University Press, 2005).

Beth Salerno's book and her subsequent appearance at our summer conference (in the historical setting of Wesleyan Methodist Church) spawned the idea for my project. Her explanation of women's roles in abolitionism intrigued me. The concept of women leading a charge for a cause was new to me. The boycott, first used during the American Revolution, and later to spread the cause of abolitionism, made a difference. Fundraising fairs and national petitions drew attention to this feminine, genteel cause of slave freedom. How did people, namely women, make a difference in the abolitionist cause when their opinions and beliefs were largely discounted at other times? This got me thinking. If one group with no rights could evoke change, could another? My project this year is: Can adolescents with no rights make a difference? Using this book's ideas (because the book itself is above middle school and geared more to college studies) we will explore making a difference in our school, community, or state.

*Untidy Origins: A Story of Women's Rights in Antebellum New York* by Lori Ginzberg. (University of North Carolina Press), 2005. Book title for Fall 2008 book discussion presented by Amy Morsman.

I enjoyed this book but I will admit it was a bit controversial. The author states that many of her ideas are suppositions that can't be proven. She surrounds us with the culture of the six women who signed the Petition for Women's Rights, a document many do not

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know even existed. As I begin to know the women in this book, their culture, religion, location, and Native American influences, I want these questions answered: why did they write the petition and not become women's rights advocates like Susan B. Anthony or Lucretia Mott? How could they write such a document and then walk away? The book leaves much room for speculation, which is fun for a lively discussion, but no answers.

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*The Black Hearts of Men: Radical Abolitionists and the Transformation of Race*  
by John Stauffer. (Harvard University Press, New ED edition, 2004). Book discussion in February by William Harris in February '09.

Great information on four men who were involved with trying to shift white thinking. I question the author's use of the term "friendship alliance" since these men were only known to have met once and all other activity was done through written correspondence. Two of the men were famous (Brown and Douglass) while two were lesser known or unknown to me previously. All efforts by the men, with the possible exception of Frederick Douglass, were failures. The four men are discussed individually and in detail. The author tries to show the overlap of ideas and outcomes. Overall, a read for college level with interesting detail on the four men's lives.

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*Historical Thinking and Other Unnatural Acts* by Sam Wineburg. **READ Chapters 1, 4, 6, 10**

This book opens with the question, why study history? It is a question I ask my students and answer before every new concept, except I phrase it, "Why does this matter to us?" While we were only required to read the above chapters, I found chapter 3, Reading Historical Texts, useful as well. I am planning on using Lincoln's quote at the beginning of chapter 4, page 89, to begin a discussion I have already touched on, that Lincoln might not have been quite the man we have thought he was. Chapter 5 is useful because it touches on learning history through different learning styles, mainly pictures. The book as a whole, recommended for college level, is a reaffirmation of what I do. It shows multiple perspectives, ways, and whys of teaching history. No longer memorizing dates and names, it must be taught as a concept to think about.

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Attachment: Service Learning Project Sheet

Service Learning Project  
8th Grade Social Studies  
Ms. Fleming  
January 26, 2009

The following project will be a month long activity. This is an independent project but can be done with other people. It is also a scaffolded project, which means that your grade will be based on the amount of effort and hours you are willing to put in.

After reviewing what service learning is in class, you must find an opportunity to be an asset to your community. You will present a written proposal detailing what you plan to do and the number of hours you plan on volunteering. You should do some research before submitting your written proposal. For example, you should know if it is possible to volunteer when and where you want. You do not need a detailed plan, just if it is possible to complete this choice.

Once you have made and investigated your choice, you must do the following:

- Submit a written proposal on Friday, January 30, 2009.
- Proposals will be returned to you on Monday, February 2, 2009.
- If your proposal is not accepted, you will have until Wednesday, February 4th to revise your plan and resubmit.
- Keep a journal of all the work you do while working on your service learning project. Your proposal will be part of this journal.
- Document what you do, the amount of time, the dates, and who was supervising you. You will need to have a signature of a supervisor for your hours.
- A one page reflection on your project. What was the most worthwhile part of this project? Did you learn anything from this volunteering? Did you enjoy your volunteering?

Your journal and separate reflection are due Friday, February 27, 2009. Your grade will be based on:

1. Your proposal handed in on time	10%
2. Your journal filled out properly and completely	20%
3. Your reflection	20%
4. Hours worked:	
3 hours	20%
5 hours	30%
8 hours	40%
10 hours	50%
Over 10 hours	60%

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As you can see, the amount of hours worked directly affects your grade. To receive a grade of 100, you would have to work 2.5 hours per week. Remember, one of the weeks is a vacation week and you will have more time to complete your service. Keep this in mind when figuring your hours but please do not wait until the last minute. Make sure the supervisor knows when you are coming to volunteer and give them plenty of notice. We will brainstorm possible ways to volunteer in class. Asking for money for a cause is not service learning, and you must do the volunteering yourself for no money. You are not allowed to work for family members as this is a benefit for you and not considered service learning.

**Milestones-**

Completing the book review, setting up a plan for mentor observation, and revising this proposal. Next Step: Completing bibliography and finalizing proposal

**Second Proposal-** Everyone loves a good story and our own American history is more interesting and riveting than any fiction novel. I believe that students will become more active readers of historical fiction and nonfiction, if they have both the exposure to and classroom time to read and discuss the heroes and heroines of our past. My proposal for this American History project will focus on the women's suffrage movement and the heroines (and heroes) who took up the fight. Students will be introduced to primary sources from the antebellum era and read nonfiction books and articles that depict the struggles and contributions of women and men who were prominent in the fight for women's rights.

**Seminar Impact**

The assigned readings were a first big step for me as my background knowledge of this era was limited to what I had learned in high school or seen in movies (quite an embarrassing confession). I thoroughly enjoyed all the guest speakers...what a talented and knowledgeable group! The field trip to Seneca Falls provided a glimpse into the past that I thoroughly enjoyed...and made me want to learn more (which just proves that **students** need to have field trip opportunities too). I also enjoyed the camaraderie and exchange of ideas with the other participants in the project.

**Central Questions**

- 1 When was the 19<sup>th</sup> century and what was life like for a child back then?
- 2 What was women's suffrage?
- 3 What characteristics do the heroes/heroines of the 19<sup>th</sup> century have in common?
- 4 How did the women's right to vote affect the future?
- 5 How did primary sources help you understand this time period?

**Challenge Questions**

- 1 How is the study of women's suffrage relevant today?
- 2 How might the world be different if women did not vote?
- 3 How could Native Americans be compared to Suffragists?

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- 4 What side (the suffragists or people who opposed women's rights) would YOU have supported? Why?

### Lesson length

The formal **five week unit** of study was **three days per week for 60 minutes** for a total of fifteen hours. Read Alouds were done for **fifteen minutes daily** over the five week period. Independent reading (which often included theme related literature) was done **daily for 20 minutes**.

### Key Ideas

- 1 The Declaration of Independence and the US Constitution provide the foundation that our country was built upon, but the interpretation of those documents has shaped history.
- 2 Prejudices are found in all groups of people
- 3 People CAN change the world

### Intended Learning Outcomes

- 1 Students will use primary sources as a way to learn about the past
- 2 Student will learn that freedoms that we enjoy today did not exist in the antebellum era.
- 3 Students will learn that through hard work, sacrifice, and strength of conviction freedoms can be achieved.
- 4 Students will make connections between the past and the present, and themselves and historical figures

### National History Standards

*The History of the United States: Democratic Principles and Values and the Peoples from Many Cultures Who Contributed to Its Cultural, Economic and Political Heritage*

- 1 Standard 4 : How Democratic Values Came to Be, and How They Have Been Exemplified by People, Events, and Symbols
- 2 Standard 6: Regional Folklore and Cultural Contributions That Helped to Form Our National Heritage

### Vermont Standards

H&SS3-4:1 *Students initiate an inquiry by...*

- 2 Asking relevant and focusing questions based on what they have seen, what they have read, what they have listened to, and/or what they have researched

H&SS3-4:9 *Students show understanding of how humans interpret history by...*

- 3 Identifying and using various sources for reconstructing the past, such as documents, letters, diaries, maps, textbooks, photos, and others
- 4 Differentiating among fact, opinion, and interpretation in various events

### Preparation for Teaching



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- 1 Obtain at least thirty 19<sup>th</sup> century themed books for the classroom library to be used for independent reading
- 2 Create graphic organizers
- 3 Create pretest/post test
- 4 Obtain multiple copies of KIDS DISCOVER Suffragists to be used for teaching text features
- 5 Reserve the 19<sup>th</sup> century artifact kit from Sheldon Museum, Middlebury, VT  
<http://www.henrysheldonmuseum.org/>
- 6 Prepare readers theater scripts
- 7 Recreate or copy primary documents such as “Declaration of Rights and Sentiments” and famous speeches
- 8 Display pictures of famous people, such as Elizabeth Cady Stanton, Lucretia Mott, and Susan B. Anthony
- 9 Obtain topic videos
- 10 Increase your own background knowledge by reading about the women’s movement
- 11 Begin in **September** with a series of mini lessons on how to read nonfiction. These strategies were taught through teacher modeling, guided practice, independent practice, and application of the strategy. **Five minute** mini-lessons began each independent reading session which is scheduled for 30 minutes daily. Lessons included:
  - Text features in nonfiction books
  - Searching and locating specific information
  - Skimming and scanning text to support details
  - How to read primary sources
  - Reading and creating timelines
- 12 Build background knowledge for the unit of study by teaching *Branches of Government* and elections

## Activities

- 1 “Eye to Eye & Toe to Toe” (strategy for talking about teacher read alouds)  
*Students partner up for listening to teacher read aloud. At various times the teacher asks a question such as, “If that happened to you how would you feel?” Then announce, “Eye to eye and toe to toe”. Students immediately stand up and face their partner with their toes touching and looking into each other’s eyes. They discuss the question. When they are finished they sit down and wait quietly until everyone is seated. Not only does it give everyone an opportunity to offer an opinion (as opposed to one or two who would volunteer), but it is a good classroom management technique because the talking that is allowed is limited to the teacher prompt. I began by reading If You Lived When Women Won Their Rights by Anne Kamma and included other read-alouds throughout the five weeks including Jean Fritz’s You Want Women to Vote, Lizzie Stanton? and many selections from Bobbie Kaman’s Early Settler Children. Tanya Stone’s*

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- Elizabeth Leads the Way* introduced the children to Elizabeth Cady Stanton and what life was like for girls in the 19<sup>th</sup> century.
- 2 Theme Center: A "Growing Up in the 19<sup>th</sup> Century" bulletin board displayed children's clothing (skirt, apron, pocket, boy's shirt and neckerchief, bonnet and straw hat) and photographs from that era. Artifacts on shelves included a child's lunch basket and tin cup, slate and slate pencils, paper collar, glasses, various toys and games, porcelain dolls, and school books. These were all on loan from the Henry Sheldon Museum in Middlebury, VT. Baskets of books for independent reading included both fiction and nonfiction and were also part of the center.
  - 3 Reader's theater performance: "Leading Ladies" *Storyworks*, Feb/Mar. 2006 This was our part in the mock Women's Rights Convention that we presented to the school and community featuring grades 3, 4, 5, and 8.
  - 4 Choral readings of 19<sup>th</sup> century poetry, e.g., "Love Thy Work" and "Wicked Willie" (Kaman, Bobbie. *Early Settler Children*. New York: Crabtree Publishing Co., 1982)
  - 5 Creating timelines of key events from mid 19<sup>th</sup> century until the passage of the 19<sup>th</sup> amendment
  - 6 Make paper collars (Sheldon Museum artifact kit)
  - 7 Singing songs of the period (in cooperation with music teacher)
  - 8 Examining artifact kit from The Henry Sheldon Museum of Vermont History (1 Park Street, Middlebury, VT 05753 (802) 388-2117  
[Info@HenrySheldonMuseum.org](mailto:Info@HenrySheldonMuseum.org))
  - 9 "Minnie the Doll" slideshow. This slide show was created by the Sheldon Museum and was told from the point of view of a doll named Minnie who resided at the museum. Her narration introduced other "residents" which were 19<sup>th</sup> century artifacts on display at the museum. Students tried to guess what each item was and how it was used.
  - 10 Play period games (Kaman, Bobbie. *Early Settler Children*. New York: Crabtree Publishing Co., 1982)  
Create historical figure paper doll. Students chose a hero or heroine of the women's suffrage movement and independently read for information. They used graphic organizers to aid in organizing their information. Then they wrote about the person's early life, adult life, special skills and talents, and accomplishments. They made a Historical Person paper doll. They wrote the information on the doll's underwear and then covered her/him with paper clothing. The pieces were attached with Velcro. The students did an excellent job and the paper doll made a beautiful display. Each student did a presentation to the class so everyone could learn about Elizabeth Cady Stanton, Lucretia Mott, Susan B. Anthony, Sojourner Truth, Harriet Tubman, Alice Paul, Lucy Stone, Amelia Bommer, Frederick Douglass and Abraham Lincoln.

### Assessment

- 1 Pretest & Post test of key vocabulary, people, and ideas of the period being studied

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- 2 Historical Person Paper doll
- 3 Creating and interpreting a time line of the women's rights movement
- 4 edHelper vocabulary test

## Annotated Bibliography

### Primary Sources

Adams, Colleen. *Women's Suffrage; A Primary Source History of the Women's Right Movement in America*. New York: Rosen Central Primary Source, 2003

This 64 page resource is a must have for any women's suffrage unit of study. A very detailed timeline begins with Abigail Adams' Mar. 31, 1776 letter to her husband the President asking him to "remember the ladies" when the Second Continental Congress writes the new constitution of the USA. It concludes with the ratification of the 19th amendment on Aug. 18, 1920. Primary sources include photographs, newspaper articles and notices, speeches, and petitions focusing on all key players and events. There was a great poem by Alice Duer Miller titled Are Women People? which I plan to use as a choral reading in my class. I borrowed this book from the SALS (Southern Adirondack Library System) on-line catalog. But later purchased a copy for myself.

Stanton, Elizabeth, Cady. *Eighty Years and More: Reminiscences, 1815-1897*. Boston: Northwestern University Press, 1993, 1898

This was a 480 page memoir of one of the champions of women rights. It was an enjoyable peek into the life of Elizabeth Cady from her earliest recollections in Johnstown, NY (where I have relatives who live on Cady Street) to the last years of her life. Reading about the life-style and activities of men and women of this time period was very educational. It was a fascinating time and E.C. Stanton was a fascinating personality. I read all her recollections about growing up and her college years. After that I skimmed and scanned each chapter for things I was interested in learning about her. It is a long but easy read.

I borrowed this book from the SALS (Southern Adirondack Library System) on-line catalog.

### Secondary Sources

Anderson, Dale. *The Seneca Falls Women's Rights Convention*. Milwaukee, Wisconsin: World Almanac Library, 2004.

This book is one in the Landmark Events in American History series. I bought it in Seneca Falls. The title is a little misleading as only a portion is devoted to Seneca Falls. The rest talks about women rights activists from Mary Wollstonecraft in 1792 to Condo Leeza Rice in 2000. It contains a lot of primary sources including cartoons of the time. It was written at an elementary reading level so most students in grades 4<sup>th</sup> and up could read it independently. I especially like how important vocabulary words are highlighted and explained through the text. In fact I used this book to create a critical vocabulary list for my suffrage unit.

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Blue, Rose & Naden, Corinne. *Harriet Tubman Riding the Freedom Train*. Brookfield, CT: The Millbrook Press, 2003.

This 42 page book is a selection from Gateway Biographies. It is written for a third through fifth grade reader. In easy to understand language children learn about the life of this incredible woman from her early years throughout her time as a conductor on the underground railroad. It also gives children a glimpse into life as a slave. It was a book read by many children in my 3<sup>rd</sup> and 4<sup>th</sup> grade multiage class.

Fleming, Alice. *Frederick Douglass From Slave to Statesmen*. New York: The Rosen Publishing Group, 2004

This was a great biography written for elementary students and middle school students. Its great illustrations and large print made it an appealing choice for many readers- including myself. While it included all the key information about Frederick Douglass it also many reference to his friendships with Gerrit Smith and John Brown. A also of interest (one of my fourth graders told me about it before I had a chance to read it myself) was a chapter on Douglass's interracial marriage to his second wife Helen Pitts. There was such uproar over this that Douglass was denounced by many including his own family.

Fritz, Jean. *You Want Women to Vote, Lizzie Stanton?* New York: G.P. Putnam's, 1995

I read this 77 page biography as a class read aloud. In true Fritz style it tells the story of Elizabeth Cady Stanton, complete with interesting tidbits that you probably wouldn't find anywhere else. As both a child and adult, Lizzie was constantly fighting for her father's approval. This story begins in Johnstown, NY in 1815 and ends with her death in 1802. In addition to in-depth information about Stanton, readers are also introduced to other influential players in the women's right movement. This is a good independent read for upper elementary students.

Harvey, Miles. *Women's Voting Rights*. New York: Children's Press, 1996

This 30 page nonfiction book is part of the Cornerstones of Freedom series. It is written for intermediate elementary students. It opens with the Nov. 2, 1920 presidential election with women voting for the first time. It then tells the stories of women's struggles in their pursuit for equality and political voice beginning on the Mayflower and concluding with Carol Moseley Braun's 1992 election as the first African-American woman senator. Text features include cartoons, sketches, photographs, glossary, and timeline. I borrowed this book from the SALS (Southern Adirondack Library System) on-line catalog. I would like to purchase a copy for my unit.

Jacobs, William Jay. *Mother, Aunt Susan, and Me*. New York: Coward, McCann & Geoghegan, Inc., 1979

Told from the view point of Harriet Stanton, daughter of Elizabeth Cady Stanton (Mother). It tells of her childhood and young adult experiences living in the very chaotic household of E.C.S. Aunt Susan is Susan B. Anthony who developed a close friendship with the entire Stanton family. The author includes many prints and photographs that were lent to him by descendants of Harriet Stanton Bunch. This 60 page biography could

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be enjoyed by readers from upper elementary school to adult.

Kalman, Bobbie. *Early Settler Children*. New York: Crabtree Publishing Co., 1982  
This 64 page book was a companion to Early Settler Activity Guide. It was on loan from the Henry Sheldon Museum in Middlebury, VT. I wish I had it in my collection! It had fantastic pictures of everything associated with 19<sup>th</sup> century children. It covered a plethora of topics such as rules and discipline, interesting facts about babies, chores, early school, proper pastimes, toys, clothing, and children without homes. This book was a key resource for my unit of study.

Kamma, Anne. *If You Lived When Women Won Their Rights*. New York: Scholastic, 2008

A must have for every classroom library. Its question/answer format, written in a simple, straightforward manner, made women's rights issues comprehensible for children and stimulated a lot of discussion. Its well written introduction provided a hook that caught my readers' attention right from the start. It covered a plethora of topics and introduced the key players in the women's rights movement. I purchased the book in Seneca Falls but these If You Lived... books are available from Scholastic.

Krauss, Peter. *Sojourner Truth Antislavery Activist*. New York: Chelsea House Publishers, 1988

This 105 page biography is part of the Black Americans of Achievement series. It is written for upper elementary and middle school age readers. Its drawings, photographs, and paintings with captions helps students understand key ideas. It provides a thorough glimpse of this remarkable woman who was born the ninth child of a NY slave couple through her freedom on her 28<sup>th</sup> birthday - thanks to New York Freedom Day and on to her lifetime as an advocate for slaves and women's rights. Lots of information but its black and white color scheme makes it less appealing to read. Lots of kids picked it up, no one read it for long.

Landau, Elaine. *Women's Right to Vote*. New York: Children's Press, 2005

This resource book for elementary students is from the Cornerstones of Freedom series of books available through Scholastic. It opens with the summons that was published in the Seneca County Courier on July 14, 1848 announcing a women's rights convention. It contains many other primary sources including the Emancipation Ordinance of Missouri document. It is perfect for children because of its large print with highlighted vocabulary words, timeline, and glossary. Each page of text is accompanied by an illustration.

Macdonald, Fiona. *Women in 19<sup>th</sup> Century America*. New York: Peter Bedrick Books, 1999

This resource book highlights the key issues in the U.S. from 1800-1890. Each decade is divided into four categories: Government and International Relationships, Social Change, Expansion and Settlement, and Inventions and Discoveries. Even though this book was written for an elementary school population, it was a great source of

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information for me. Its organizational format made it very reader friendly.

Parker, Barbara Keevil. *Susan B. Anthony: Daring to Vote*. Brookfield, CT: Millbrook Press, 1998

This 45 page book is part of the Gateway Biography series designed for elementary students. It begins in diary form from Susan B. Anthony point of view. It is written in conversation form. The format then switches to author's point of view and conveys important background information about women's suffrage. It was an enjoyable read and I love it applies the same comprehension skills that are being taught in the classroom. I borrowed this book from the SALS (Southern Adirondack Library System) on-line catalog. But, it is a book that I would like to purchase for my unit. I will also begin investigating other books in the Gateway Biography series.

Rossi, Ann. *Created Equal: Women Campaign for the Right to Vote*. Washington, DC: National Geographic, 2005

This 40 page book is a resource book for children. It is part of National Geographic's Crossroads America series. Its introduction includes an explanation of "true womanhood" and reasons why women wanted their freedom. It is well organized and includes information about Elizabeth Cady Stanton, Lucy Stone, Lucretia Mott, Carrie Chapman Catt, and Alice Paul. It has a glossary and many colorful illustrations. It includes political cartoons and photographs of many historical events associated with the women's rights movement.

Salemo, Beth. *Sister Societies: Women's Antislavery Organizations in Antebellum America*. DeKalb, IL: Northern Illinois University Press, 2005

This book by Beth Salemo, Associate Professor of History @ Saint Anselm College was a required read for the American History course. I didn't read the book until after I heard the author speak. The content of her book talk increased my own understanding of the antebellum period. It included information on the Women's Antislavery organizations-why and how they came about and changes they encountered over time. It included key concepts such as "separate spheres" that is key to understanding the political thinking of the time. I'm not sure I would have enjoyed the book as much if I had not heard the author speak first. I do think the book is a valuable and current resource for this period. Other books that I read after this were easier for me to understand because of the background knowledge I gained from Sister Societies.

Stauffer, John. *The Black Hearts of Men*. Cambridge, MA: Harvard University Press, 2001

John Stauffer's 265 page tome takes the reader on a journey that spans more than forty years. It's the story of intimate friendship, common purpose, and a later estrangement between two black men and two white men. Frederick Douglass and James McCune Smith were freed black men. Garret Smith and John Brown were white men who strived for "the black hearts of men". All four men were radical abolitionists with strong religious beliefs and unflinching determination to change the world. This book includes 66

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pages of additional notes.

Stone, Tanya. *Elizabeth Leads the Way*. New York: Henry Holt and Co., 2008  
This is a picture book that can be enjoyed by all elementary students. It depicts Elizabeth Cady Stanton as a youngster who was athletic, curious, courageous, and scholarly... all the perfect traits for a boy! It reinforces the idea that a strong belief in your own convictions and willingness to work hard and not quit can change the world. This book was recommended by a participant in the American History project.

I borrowed a copy from the SALS (Southern Adirondack Library System) on-line catalog. My class loved it and took turns reading it until I had to return it to the library. I plan to purchase my own copy in the very near future.

Stenson, Elizabeth. *Early Settler Activity Guide*. New York: Crabtree Publishing Co., 1983

On loan from the Henry Sheldon Museum in Middlebury, VT, this book was a key resource for my unit of study. Many of the activities were based on information in the Early Settler Life Series. I concentrated on the sections devoted to children of the 1800s, especially their treatment as "little adults", their education, and children's games.

Sullivan, George. *The Day the Women Got the Vote*. New York: Scholastic, 1994  
This 83 page photo history of the women's rights movement is geared for elementary students. Besides giving information on the suffrage movement, it also highlights women's struggles in education, the work place, and society expectations. It focuses on people who have made a difference from 1655 when Lady Deborah Moody of Long Island, NY was allowed to vote in a town meeting to April 28, 1993 when Ms. Foundation for Women scheduled the first annual Take Our Daughters to Work Day. It's a great resource for elementary classrooms and is a great connector of the past and the present. Super photographs!

I borrowed this book from the SALS (Southern Adirondack Library System) on-line catalog and later purchased it for my own collection.

Ward, Geoffrey C. & Burns, K. *Not for Ourselves Alone: The Story of Elizabeth Cady Stanton and Susan B. Anthony: An Illustrated History*. New York: A.A. Knopf, 1999  
This adult read compared and contrasted the formidable champions of women's suffrage Elizabeth Cady Stanton and Susan B. Anthony. The idea for this book came about as the authors were researching the Civil War for a film project. Ward and Burns learned many "hidden histories" (i.e. Elizabeth Cady Stanton) and felt strongly that everyone should know those stories too. This biography is the result and would be made into a film portrait. While it focused on the women's determination to stand together "like husband and wife" it also looked beyond the public persona at their real life feelings that sometimes included envy and betrayal, and questions of principle and compromise. It had great pictures and background information on the Seneca Falls landmarks we visited. I borrowed this book from the SALS (Southern Adirondack Library System) on-line catalog.

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**Accommodations**

While in lessons and teacher modeling would be whole class, small group instruction and support by teacher, teacher assistant or student peers would be provided for some children. The level of support would depend on the activity. Also, reading materials must be provided for all reading levels and adult monitoring of independent reading is necessary to ensure that all students have "just right" books. Books on tape should also be available if possible. Projects should be varied so students can choose to participate in one that supports his/her learning style.



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Name:

Pretest date \_\_\_\_\_

Post-test date \_\_\_\_\_

19<sup>th</sup> Century History Study

*Directions: Match each key idea/vocabulary word with its meaning.*

1. \_\_\_ parlor
2. \_\_\_ apprentice
3. \_\_\_ petticoat
4. \_\_\_ barter
5. \_\_\_ temperance movement
6. \_\_\_ illegal
7. \_\_\_ abolitionist
8. \_\_\_ Declaration of Sentiments
9. \_\_\_ convention
10. \_\_\_ bombers
11. \_\_\_ U.S. Constitution
12. \_\_\_ suffragist
13. \_\_\_ amendment
14. \_\_\_ injustice
15. \_\_\_ petition
16. \_\_\_ picket
17. \_\_\_ election
18. \_\_\_ property
19. \_\_\_ rights
20. \_\_\_ timeline

- A. a line with marks and words that show when important events happened
- B. things the law says a person can do
- C. something that is owned
- D. a room in a house used for entertaining guests
- E. person who learns a trade or skill by working with a craftsman
- F. an inner skirt of slip worn under an outer outfit
- G. to trade something
- H. an organized attempt to ban the sale and use of alcohol
- I. to choose a leader or decide something by voting
- J. to protest by standing or parading at a certain location
- K. a request signed by many for a policy change
- L. unfairness
- M. change made to the U.S. Constitution
- N. against the law
- O. person who is against slavery
- P. list of wrongs done by men to women
- Q. a large, formal meeting
- R. long, baggy pants

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S. explanation of how the government works and the rights of the people  
T. person who fights for the right to vote

*Directions: Put an X by the people who played an important role in the Women's Rights Movement*

<input type="checkbox"/> Lucy Stone	<input type="checkbox"/> Lucretia Mott	<input type="checkbox"/> Harriet Tubman
<input type="checkbox"/> Susan B. Anthony	<input type="checkbox"/> Elizabeth Cady Stanton	<input type="checkbox"/> Alice Paul
<input type="checkbox"/> Sojourner Truth	<input type="checkbox"/> Carrie Chapman Catt	<input type="checkbox"/> Amelia Boyer

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Growing Up in the 19<sup>th</sup> Century

- I. Introduction:
  - When was the 19<sup>th</sup> Century?
  - Just Like You (pg. 4-5 *Early Settler Children* )
  - Different Ways of Showing Love & Poem - Love Your Work (pg. 93 *Early Settler Activity Guide* )
  
- II. Behavior: Attitudes and Child Rearing Practices
  - Have each student write one rule that is common in their family. Create a list of rules. Break into groups to decide if the rules are strict/relaxed; rules for children only/everyone.
  - Read aloud and show pictures on pg. 8-9 ESC
  - Fluency activity - Wicked Willie (pg. 94 ESAG )
  - Next day Message board activity: Children Seen and Not Heard (30 minute experience) pg. 95 ESAG
  
- III. Clothing
  - Read "Right in Fashion, Settler Style", pg. 44-45 ESAG
  - Pictures from pgs. 14-20 ESC
  - Artifact kit from Sheldon Museum (Pictures & Clothing)
  - Make paper collars (see direction in resource notebook)
  
- IV. Chores
  - "No excuse for laziness" pg. 20-27 ESC
  - Fluency - Love Your Work! Poem
  
- V. Schools: Reading, Writing, and Arithmetic
  - Early schools, pg. 40-41 ESC
  - Teachers All, pg. 77 ESAG Who teaches you things
  - Rules for Students/Rules for Teachers pg. 88-89 ESCG
  - Artifact kit from Sheldon Museum (Slate, pencil, quill pen, inkwell, lunch pail and cup, books and Alphabet cards)
  
- VI. Toys and Games
  - Artifact kit marbles, wooden dice, Anagrams
  - Pictures 52-53 ESC
  - Games like Puss and Boots, Buzz - Teacher resource material
  - Parlor Games, pg. 56-61 ESC
  
- VII. Other
  - Occupations 62-67 ESAG
  - Barter Day 69-72 ESAG
  - Slide Show "Minnie the Doll"