

Jacquelyn Nichols

EDU 6710 C07-The Enduring Legacy of the American Revolution-Freedom

Title Growing up in the 19th Century and Women's Suffrage

Date March 2009

Grade Level: third and fourth grade

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 19th 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 19th 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?
- 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

- 1 Obtain at least thirty 19th 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 19th century artifact kit form 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 Kalman’s Early Settler Children. Tanya Stone’s Elizabeth Leads the Way introduced the children to Elizabeth Cady Stanton and what life was like for girls in the 19th century.
- 2 Theme Center: A “Growing Up in the 19th 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 19th century poetry, e.g., “Love Thy Work” and “Wicked

- Willie” (Kalman, Bobbie. *Early Settler Children*. New York: Crabtree Publishing Co., 1982)
- 5 Creating timelines of key events from mid 19th century until the passage of the 19th 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)
 - 9 “Minnie the Doll” slide show. 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 19th century artifacts on display at the museum. Students tried to guess what each item was and how it was used.
 - 10 Play period games (Kalman, Bobbie. *Early Settler Children*. New York: Crabtree Publishing Co., 1982)
 - 11 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 dolls 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 Bloomer, Frederick Douglass and Abraham Lincoln.

Assessment

- 1 Pretest & Post test of key vocabulary, people, and ideas of the period being studied
- 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's 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's rights activists from Mary Wollstonecraft in 1792 to Condoleezza 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 4th 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.

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 3rd and 4th 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 Garrit Smith and John Brown. 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 Mosely 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 Harriot 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 descendents of Harriet Stanton Blatch. This 60 page biography could 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 19th 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, straight forward manner, made women's rights issues comprehensible for children and stimulated a lot of discussion. It's 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 28th birthday-thanks to New York Freedom Day and on to her life ministry 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 19th 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 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.

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

This book by Beth Salerno, 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 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. Kropf, 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.

Accommodations

While mini 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.