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EDU 6710 C15-The Enduring Legacy of the American Revolution- Equality

Title: Alice Paul: Pioneer for Women's Rights

First Proposal – July 31, 2009

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Grade Level: 10

Unit Length: 2-3 weeks

Proposal Abstract: At the turn of the 20th Century, a new guard for women's suffrage rose to take up the cause of women of the Seneca Falls era. Among these women, Alice Paul stands above the rest as a true hero in the cause of women's suffrage. Her determination to see the fight through at all costs was not only a motivating factor among women, but one that caught national and international attention, thereby putting pressure on the government to do the right thing and pass the 19th Amendment. This was not the end, however, as Paul was determined to get an Equal Rights Amendment passed as well. Even though this did not happen during her lifetime, it is still an idea that women today, such as Congresswoman Carolyn Maloney (D-NY) and Congresswoman Judy Biggert (R-IL), still believe to be important. Even though there has been significant progress in the move toward equality for women, the movement seems to have stalled. Students need to be aware of the reasons for the stalling, including differences over *Roe v. Wade* and the ERA. Students should also be given both sides of the fight for the ERA and reflect upon its merits.

Seminar impact: The idea of individual lives heroically changing a movement was stressed in the seminar. In his speech William Chafe said, "When something happens, something went before it". He focused on how the something before were individuals or groups of individuals who worked on the issues and how their work ultimately led to the big change that history focuses on. Although he was specifically speaking to the civil rights movement and the period between Plessy and Brown, this thought is true in the area of women's rights. Watching the film *Iron Jawed Angels*, I realized that many ordinary women did extraordinary things in their heroic effort to advance the rights of women. Without these heroes the 19th Amendment would not have passed when it did. Because of their sacrifice of personal freedom on behalf of future generations, women were able to continue their advance toward equality throughout the twentieth century. Textbooks, however, focus little attention on the gains by women, rather discussing them as Rosie the Riveter who stepped out of the home for a time to fill in for the men who were fighting. Although the textbooks may lead us to believe that women went quietly back to their homes after World War II, it fails to address the overwhelming numbers of individuals who decided that education and work was the path they wanted to take. Women stayed in the workforce and continued to fight for equality. Using methods learned from their activities in the civil rights and student protest movements a new generation of female heroes arose to fight anew for equal rights.

Central Questions:

- What are the qualities needed to be a hero?
- What heroic things did Alice Paul and women of her day do that led to the passage of the 19th Amendment?

- Would women have achieved suffrage without the help of ordinary people who took on the role of hero?
- How did World War II impact the women's movement of the sixties and seventies?
- How is the women's movement similar to and different from the civil rights movement?
- Can women achieve true equality without the passage of an Equal Rights Amendment?

Challenge Questions: (Questions for an advanced group)

- Women have historically been at a disadvantage socially, politically, and economically, and while they have made great strides in equality there is still much work to do. Explain what methods and strategies will break down the final barriers to women's equality.
- Discuss how the passionate differences between women over issues like abortion affects their fight for equality in America.

Key ideas: (Three or four ideas, bullet form)

- Women after the civil war did not go quietly back into the homes, but began a new struggle for equality
- Alice Paul was a hero who fought tirelessly for women's rights, including suffrage and the ERA
- The civil rights and student protest movements aided women in gaining the knowledge and experience to launch their own fight for equal rights
- Women have not achieved true equality with men and are still deeply divided over issues such as the ERA and abortion rights

Intended Learning Outcomes:

- Students will evaluate the role of Alice Paul as a pioneer for women's rights in the United States
- Students will examine primary documents in order to understand the timeline of events associated with the women's suffrage movement.
- Students will use a variety of technological and informational resources such as libraries, databases, computer networks, and videos to gather and synthesize information and to create and communicate knowledge.
- Students will comprehend, interpret, evaluate, and appreciate texts.
- Students will read a wide range of print and non-print texts, including fiction and nonfiction and both classic and contemporary works, to build an understanding of the many dimensions of women's experience in America.
- Students will explain the impact of the civil rights and student protest movements on the women's movement
- Students will explore the conflicting perspectives over "women's issues", such as abortion, sexual discrimination, and the ERA

National History Standards

Era 6-The Development of the Industrial United States (1870-1900)

Standard 2: Massive immigration after 1870 and how new social patterns, conflicts, and ideas of national unity developed amid growing cultural diversity

Era 7-The Emergence of Modern America (1890-1930)

Standard 3: How the United States changed from the end of World War I to the eve of the Great Depression

Era 8-The Great Depression and World War II (1929-1945)

Standard 3: The causes and course of World War II, the character of the war at home and abroad, and its reshaping of the U.S. role in world affairs

Era 9- Post-War United States (1945-early 1970)

Standard 4 -The struggle for racial and gender equality and for extension of civil liberties

Era 10 Contemporary United States (1968 to the present)

Standard 2: Economic, social, and cultural developments in contemporary United States

Vermont Standards & GEs

6.2 Uses of Evidence and Data

Students understand the varied uses of evidence and data, and use both to make interpretations concerning public issues. This is evident when students:

6.2.g. Identify unstated assumptions;

6.2.i. Determine the validity of an argument.

6.4 Historical Connections

Students identify major historical eras and analyze periods of transition in various times in their local community, in Vermont, in the United States, and in various locations world wide, to interpret the influence of the past on the present. This is evident when students:

6.4.ddd. Sequence historical eras; identify the characteristics of transitions between eras, being sure to make connections to past and present; and research, analyze, and synthesize historical data from the era

6.14 Forces of Unity and Disunity

Students understand the tensions between the forces of unity and those of disunity in various times in their local community, in Vermont, in the United States, and in various locations world wide. This is evident when students:

6.14.d. Analyze perceptions of race, gender, ethnic group, and socioeconomic class as forces of unity and disunity

H&SS9-12:9

Students show understanding of how humans interpret history by...

- Evaluating the credibility of differing accounts of the same event(s), and recognizing any existing bias in their own writing about historical events

H&SS9-12:10

Students show understanding of past, present, and future time by...

- Making predictions, decisions, or taking a public stand on a defensible position based on an understanding of the past and present.

H&SS9-12:17

Students examine how access to various institutions affects justice, reward, and power by...

- Analyzing and evaluating why groups of people or individuals have accessed or were denied justice.
- Analyzing points of conflict between different political ideologies

Preparation for teaching: (What is needed for the students to be prepared, what materials do you need to run off, what plans, for example, are you having the students have a debate?)

Primary Sources listed and briefly evaluated:

“By Popular Demand: ‘Votes for Women’ Suffrage Pictures, 1850-1920.” *American Memory from the Library of Congress – Home Page*. Web. 16 Sept. 2009.
<<http://memory.loc.gov/ammem/vfhtml/vfwhome.html>>.

This site provides a great deal of photographs that can be printed and distributed for students to analyze for details on the suffrage movement.

Secondary Sources listed and briefly evaluated:

Altman, Susan. “Mary Church Terrell: Civil Rights Activist, Educator 1863-1954” : 112-113. *Extraordinary African-Americans*. New York: Children’s Press®, A Division of Scholastic Inc, 2001. Print.

This is a short biography of an African-American suffragist who worked with Susan B. Anthony and Jane Addams in campaigning for the passage of the 19th Amendment. It is a useful starting place for students who would like to do a research paper on a non-traditional suffragist hero.

Bausum, Ann. *With Courage and Cloth Winning the Fight for a Woman's Right to Vote*. New York: National Geographic Children's Books, 2004. Print.

This book, presented in the purple, gold, and white of the suffrage flag, is an easy to read history of the movement. The chapters are broken into segments by year and end with a section of short biographies of the heroes of the movement and a chronology. It is a very useful source for students of all reading abilities and is further enhanced by discussion-worthy photographs.

Braun Levine, Suzanne, and Mary Thom, eds. *Bella Abzug How One Tough Broad from the Bronx Fought Jim Crow and Joe McCarthy, Pissed Off Jimmy Carter, Battled for the Rights of Women and Workers, ... Planet, and Shook Up Politics Along the Way*. New York: Farrar, Straus and Giroux, 2007. Print.

This is an oral history which provides great background for teachers to learn about Bella Abzug. The writers include memories from both people who admired this woman as well as those who obviously did not like her. Although the writers are obviously biased in favor of Bella, the variety of voices provide a good picture of the positive aspects of a woman who spoke her mind.

Cayton, Ph.D., Andrew, Elisabeth Israels Perry, Ph.D., and Allan M. Winkler, Ph.D. “The Woman Question”: 482-485. “Suffrage at Last: A Turning Point in History”: 539-543. *America: Pathways to the Present*. Upper Saddle River: Prentice-Hall, 1995. Print.

These two textbook chapters present a comprehensive overview of the women’s movement after the Civil War and is a good foundation for students beginning their study of the history behind the suffrage movement in America.

Chafe, William H. *Civilities and Civil Rights: Greensboro, North Carolina, and the Black Struggle for Freedom*. New York: Oxford University Press, 1980. Print

This book details the history that led up to the infamous Greensboro sit-ins typically taught during a unit on the Civil Rights Movement. It provides the back story of what was happening in Greensboro before and after the sit-ins, making it an invaluable resource for teacher and student alike. The book is an easy read, but the subject matter is provocative and can serve as fodder for great classroom discussion in unit on Civil Rights.

Citizen King. Dir. Noland Walker and Orlando Bagwell. Perf. Martin Luther King, Jr. PBS Paramount, 2005. DVD. This is a great visual documentary of the later years of MLK, Jr.

It presents contemporary commentary layered over historical pieces in a way that flows and makes sense of the actions of the Civil Rights leader. It is not, however, useful for this unit.

Delano, Marfé F. "What is an American Hero?" by Robert D. Johnston: 7 – 11. "Jane Addams": 112-113. "Alice Paul": 124-125. *American Heroes: Fifty profiles of great Americans who set out, spoke up, stood tall, fought hard, or truly dared to dream.* National Geographic: Washington, 2005. Print.

The introduction of this book is a great starting point for discussing what a hero is. It explains how the author chose the fifty people to be included in the book and sets the stage for the student to research specific suffrage heroes such as Jane Addams and Alice Paul.

DuBois, Ellen Carol. "Working Women, Class Relations, and Suffrage Militance: Harriot Stanton Blatch and the New York Woman Suffrage Movement, 1894 - 1909." *The Journal of American History* 74.1 (1987): 34-58. *JSTOR*. Organization of American Historians. Web. 28 May 2009. <<http://www.jstor.org/stable1908504>>.

This is a wonderful scholarly paper on the role of Harriot Stanton Blatch in the suffrage movement. The article is well written at a level that may be more suitable for upper level students, but excerpted portions would be appropriate to read aloud and discussed with students of all ability levels.

Equality: A History of the Women's Movement in America. Prod. Andrew Schlessinger. Schlessinger Media, 2007. DVD.

This video is a very basic introduction and overview to the women's movement in America. In 30 minutes students are introduced to a wide variety of people, themes, and events that guided the movement.

Evans, Sara M. *Tidal Wave How Women Changed America at Century's End*. New York: Free, 2004. Print.

This book is a great resource for teachers. It provides a complete background of the women's movement throughout the end of the 20th Century.

Iron Jawed Angels. Dir. Katja Von Garnier. By Jennifer Friedes and Sally Robinson. Perf. Hilary Swank. Home Box Office, 2004. DVD.

This feature-length film is a must see for every young woman today. It shows the struggle women went through so that today's women can enjoy the degree of freedom they currently have. It is also a lead off to the discussion of "have we come far enough"?

Keenan, Sheila. "The Rights of Women: 1890s through the 1920s": 62 – 97. *Scholastic Encyclopedia of Women in the United States*. New York: Scholastic, 2002. Print.

This source is very readable for students. It gives an overview of the women's suffrage movement and it provides basic biographies for many of the suffragist heroes.

Keyssar, Alexander. *The Right to Vote: the Contested History of Democracy in the United States*. "Women's Suffrage". Chapter 6, pp. 172-221. New York: Basic, 2000. Print.

This chapter relates the suffrage movement in the United States to the events that caused the ups and downs in the movement. It supplies great background information and details from Seneca Falls to the aftermath of the passage of the Nineteenth Amendment. It is more suitable for teacher knowledge or to be used in part with students as the whole would be overwhelming to most students.

Lemons, J. Stanley. *The Woman Citizen: Social Feminism in the 1920s*. Charlottesville: University of Virginia, 1990. Print.

A great resource on social feminism, this book is a great resource for increasing teacher knowledge. It would also be a useful book for students who are doing research papers on the suffrage movement in the United States.

Olson, Lynne. *Freedom's Daughters: The Unsung Heroines of the Civil Rights Movement from 1830 to 1970*. New York: Simon & Schuster, 2001. Print.

This is a wonderful book on women in the Civil Rights Movement that ordinarily would not be discussed in the classroom. It is also a good resource for students researching information on African-American suffragist March Church Terrill.

One Woman, One Vote. Prod. Ruth Pollak. Perf. Susan Sarandon. PBS Home Video, 1995. DVD.

This 106 minute film is useful background/review of the 70-year struggle for woman suffrage. It provides information about how the movement split and shows what happened to those who moved on to more militant tactics. It would be a good precursor to showing the film *Iron Jawed Angels*.

Powers, Ron. Powers, Ron. *Mark Twain: A Life*. New York: Free Press, 2005. Print.

This book is most useful as a teacher reference. It sheds light on the life of Mark Twain and how his life influenced his work which ultimately influenced a generation of readers.

"Rights for Women." *National Women's History Museum*. Web. 20 Feb. 2010. <<http://www.nwhm.org/RightsforWomen/listofleaders.html>>.

This site provides a clickable list of over fifty suffragists. Students will be able to click a name and get a short one-page biography of that suffrage leader.

Schwartz, Rebecca Spears, and Rue Anne Wood. *Jackdaw Study Guide Activities for Votes for Women: The Fight for Suffrage*. Amawalk: Golden Own Comany, 1993. Print.

This packet is filled with a variety of primary and secondary source documents that provide information useful for student and teacher alike. The packet includes a booklet of activities that inform and challenge students in a variety of ways with follow up projects that touch many of the multiple intelligences.

“The Susan B. Anthony Center for Women’s Leadership: Suffrage History.” *University of Rochester*. Web. 16 Sept. 2009. <<http://www.rochester.edu/sba/suffragehistory.html>>.

This is a useful site for students to begin research on a suffrage hero. It has a brief history and links to short biographies of many suffragists.

Activities:

Introduction: “What is a hero?” activity. On chart paper we will create a class list of heroes. From that list we will create a second list of what qualities a person **MUST** have to be a hero. This will be followed by a class discussion on why heroes are necessary and what would the world be like without heroes.

Activity #1: Review “The Woman Suffrage Timeline”. (Find at <http://www.thelizlibrary.org/suffrage/>) Pass out the handout and read through with the class. Pause and discuss what they already know and what is new information. The handout ends by asking the question “What does the future hold?” Discuss the significance of this statement. What would life for women in the U.S. be like today without the vote? Was it inevitable that women gained the vote?

Activity #2: View either *One Woman, One Vote* or *Equality: A History of the Women’s Movement in America* to the class & have students complete the handout. Go over the questions after the film to check for understanding and to fill in gaps.

Activity #3: Analyze primary source photos related to the suffragists. (Find at <http://memory.loc.gov/ammem/vfwhtml/vfwhome.html>) Have students (in pairs) examine a primary source and report out to the class. They should be able to tell:

- Who or what is the picture?
- What is the purpose of the picture?
- Is this picture in support of suffrage or against it?

Activity #4: Hand out the “Suffrage Heroes” research assignment. Read through with students and direct them back to the list made on the first day. Students will choose a suffragist’s name from a hat and spend the next two weeks researching and writing about their person.

Activity #5: Use Teacher/Student Guides & view *Iron Jawed Angels*. This will take several class periods. (Find online at (<http://www.time.com/time/classroom/voting/history.html>))

Activity # 6: Anti-Suffrage. Hand out Exhibit 9 & Exhibit 11 from the JackDaw® *Votes for Women* packet. Read through aloud as a class and discuss why men and women were against suffrage for women. Discuss specific reasons and whether they have been fulfilled. In light of our current divorce rate, were people justified in fearing the “end of families”? Follow up with the handout “Anti-Suffrage: Understanding the Opposition” from the teacher’s guide to *Iron Jawed Angels*. Have students either discuss the questions as a class or do them for homework.

Assessment 1: Anti-Suffrage vs. Pro-Suffrage for Women in America DBQ. As a class, or in small groups, work through Part A (short answers) for each document. When the documents have been analyzed, have students individually write the Part B essay in which they use both the information from some of the documents and information that they have learned thus far in class. (Find this online at <http://www.polk-fl.net/staff/teachers/tah/documents/Anti-Suffragevs.Pro-Suffrageforwomen.pdf>)

Activity #7: Review the National Organization for Women’s “Chronology of the Equal Rights Amendment 1923 – 1996”. Discuss why people are still interested in the ERA. Ask students if they believe it is still needed? Why or why not? How do they know women are/are not equal today?

Activity #8: Show the film *The Equal Rights Amendment: Unfinished Business for the Constitution*. Have students complete the handout and then discuss as a class. Focus on how the fight for the ERA was similar and different from the fight for suffrage. Encourage students to explore how, if at all, passage would change the perception of women and the reality of equality in the U.S. today.

Assessment 2:

- DBQ

Accommodations:

Use of IAs to read to special needs learners will be helpful. Lectures can be recorded as podcasts to be reviewed by all students as needed. Readings can be recorded to help less fluent readers understand. Pre-reading strategies can be used for lower level classes.



One Woman, One Vote
Narrated by Susan Sarandon

How could America call itself the world's greatest democracy, but continue to deny the vote to more than half of its citizens? Why did so many men *and women* vehemently oppose giving women the vote, and how was this intransigence overcome? Decades of consciousness-raising were necessary to convince women that they deserved voting rights, that not having the vote was an outrage.

From Elizabeth Cady Stanton's electrifying denouncement of the country's subordination of women at Seneca Falls in 1848, to the last full-out battle for passage of the Nineteenth Amendment in 1920, the film illuminates the infighting, the fledgling alliances, the betrayals, defeats and victories on the way to women's voting rights. As the women's movement began nationwide mobilization to fight for the franchise, the "militants" faced imprisonment, riots, and entrenched opposition from female anti-suffrage groups and the powerful liquor industry.

The struggle would split the suffragist movement into two antagonistic factions. One group, led by Anna Howard Shaw and Carrie Catt, pushed for state-granted voting rights, fighting out the issue state by state. Another, led by Lucy Burns, Alice Paul, and Susan B. Anthony, would challenge the U.S. Congress to amend the Constitution to guarantee voting rights for all women. This would be the toughest battle of all; in the end a divided Senate passed the Nineteenth Amendment in a hotly disputed one-vote victory. Mary Church Terrell, Lucy Stone, John Dewey, Jane Addams, and Rabbi Stephen Wise are among the pioneers portrayed in this film about the movement to make America a truly representative democracy. Produced by Ruth Pollak.

QUESTIONS:

1. How did women win the right to vote?

2. What role did Woodrow Wilson play in the ratification of the 19th Amendment?

3. Name some of the unjust situations that women had to endure in order to get their point across.

4. What woman literally starved herself to prove her belief in the women's suffrage movement?

5. What were some of the oppositions made against the pro-suffrage movement?

6. What was Wilson's initial reaction to the peaceful demonstration outside of the White House?

7. What month and year was the 19th Amendment ratified and how does it differ from the 15th Amendment?

Equality: A History of the Women's Movement in America

QUESTIONS:

1. What woman asked her husband to “remember the ladies” in forming the new government or they may “foment a rebellion, and will not hold ourselves bound by any laws in which we have no voice or representation”?
2. What two women emerged in the 1840s as the champions for women's rights?
3. What document was adopted at the 1848 Women's Rights Convention at Seneca Falls, NY?
4. What leader of the women's movement emerged from the Seneca Falls Convention?
5. By the year 1912, how many states allowed women to vote in local elections?
6. How were women factory workers treated?
7. What was the name of the settlement house established by Jane Addams in Chicago in 1889 and who did it help?
8. What area of reform did Addams have the most success in?
9. When did the 19th Amendment pass in Congress?

10. When did the states ratify the 19th Amendment?

11. What event turned out to be an economic watershed for women?

12. When did America witness a resurgence of women's rights activists?

13. What organization was established in 1966 to make sure women received equal rights?

14. What happened to the Equal Rights Amendment in the 1980s?

15. Why was 1992 called the "Year of the Woman"?

Suffrage Heroes

“It was we, the people, not we, the white male citizens: nor yet we, the male citizens; but we, the whole people, who formed the Union. Men, their rights and nothing more; women their rights and nothing less.”

~Susan B. Anthony

Until 1920, American women did not have a constitutional right to vote. Imagine that women in America today were banned from voting. What would the impact be on life in the U.S.? Consider also that millions of women and men actually opposed allowing women the right to vote. Many women stood up against great odds to secure the rights that American women today enjoy, even take for granted. They do not realize the great struggle and sacrifice so many went through to guarantee the freedoms they now enjoy.

For this assignment, you will research one of the suffrage heroes. Your paper should have a clearly defined thesis that explains why the woman you research is a hero and how she impacted the American suffrage movement.

Other questions you should address in your paper:

- What is suffrage and why is it necessary for equality?
- What tactics were used by your hero?
- What, if any, organizations did your hero belong to?
- Who were her supporters and opponents?

One place to begin your study is the website:
www.nwhm.org/RightsforWomen/listofleaders.html

DETAILS:

Your paper must meet the following criteria:

- ✓ MLA format (see me if you have any questions on this!)
- ✓ Length: 3-6 pages
- ✓ Sources: A minimum FOUR sources
- ✓ Citations: You must cite (quote from or reference) at least TWO of your sources in the body of your paper. You must cite all ideas that are not your own (this means that even if you re-write something in your own words, you **MUST** cite the original source)
- ✓ Properly formatted Works Cited page – use **www.easybib.com** for help doing this
- ✓ Font: Times New Roman, size 12
- ✓ Double spaced throughout the paper
- ✓ Rough Draft due:
- ✓ Due:

The Equal Rights Amendment: Unfinished Business for the Constitution

THE EQUAL RIGHTS AMENDMENT

Section 1. Equality of rights under the law shall not be denied or abridged by the United States or by any state on account of sex.

Section 2. The Congress shall have the power to enforce, by appropriate legislation, the provisions of this article.

Section 3. This amendment shall take effect two years after the date of ratification.

QUESTIONS:

1. The U.S. Constitution begins with the words “We the people”. In what ways has the Constitution been applied differently to “the people” based on sex? On race?

2. Why did the struggle for woman suffrage take 72 years? What parallels can be made with the controversy surrounding the Equal Rights Amendment?

The Equal Rights Amendment

Freedom from legal sex discrimination, Alice Paul believed, required an Equal Rights Amendment that affirmed the equal application of the Constitution to all citizens. In 1923, in Seneca Falls for the celebration of the 75th anniversary of the 1848 Woman's Rights Convention, she introduced the "Lucretia Mott Amendment," which read: "Men and women shall have equal rights throughout the United States and every place subject to its jurisdiction." The amendment was introduced in every session of Congress until it passed in reworded form in 1972. Please analyze following documents, which relate to the Equal Rights Amendment after 1972, and answer the questions below.

Document 1

THE CHAMPLAIN VALLEY NOW times
Vol. 1, No.1, December 1977

SUPPORT NEEDED FOR ERA EXTENSION

Grass-roots support is needed for a resolution (J.J. RES. 638) which, if passed by the United States House of Representatives and the U.S. Senate, would extend the deadline for the ratification of the Equal Rights Amendment from March 22, 1979, to March 22, 1986. The ERA is now stalled three states short of ratification.

Women and men who support the seven-year extension are urged to send letters immediately to their Congressional representative, their two U.S. Senators, and the President.

Document 2

VERMONT NOW TIMES
Vol. 1, No.1, Spring 1983

ROAD TO EQUAL RIGHTS
By Dian Mueller

The Equal Rights Amendment isn't "anything that should be talked about here," according to the oldest member of the Senate, Gerald Morse (R-Caledonia). Despite his feelings, Proposal One sponsored by Sen. Sallie Soule (D-Chittenden) and 24 other senators passed its first hurdle by winning a 27 to 2 vote in that chamber on February 10.

Dire forebodings prompted Sen. Henry Manchester (R-Lamoille) to join Morse in opposition. "What you're destroying is the family," contends Manchester. This sort of red herring surfaced at both hearings held by the Senate Judiciary Committee over the last several weeks. It seems that the conservative folks who oppose the amendment are not doing their homework as well as supporters.

A case in point is the allegation at the February 1 hearing made by Midge Elum of Shelburne. She cited ERA's in Massachusetts and Hawaii which were subsequently used to mandate inclusion of abortion in publicly funded medical benefits. But as Sen. Mary Just Skinner (D-Washington) pointed out on the floor of the assembly, "the cited court decisions are not relevant to Vermont because their (ERA's) differ substantially from Proposal One." Sen. John Howland (R-Windsor) also spoke to this concern as he voted in favor: "I do not consider giving women equal rights in any way involves or conflicts with my position against abortion."

Document 3

VERMONT NOW TIMES
Vol. 1, No. 1, December 1985

TUESDAY, NOVEMBER 4: Election Day!!! The Vermont Equal Rights Amendment will be on ballot as Proposal 1: an amendment to Article 22nd of Chapter 1 of the Vermont Constitution. The wording of the ERA will be on the ballot: "Equality of rights under the law shall not be denied or abridged by the State of Vermont or any of its political subdivisions on account of the sex of the individual." PUSH PROPOSAL ONE! LET'S WIN THE ERA!

1. Who created the three documents above and what was their purpose?
2. Who is the intended audience?
3. What is the central message of the documents?
4. When were these documents written and how does knowing the time period affect your understanding of the documents?
5. Do the documents show a bias? How does this affect the reliability of the source? Explain your answer.
6. Why are these documents significant to the time period in which they were written? Explain your answer.

Document 4

Women's Earnings as a Percentage of Men's, 1951–2007

(for year-round, full-time work)

This table shows how much women working full-time, year-round, make compared to men. For example, in 1951, women made about 64 cents for every dollar earned by men. The wage gap has narrowed over time, and by 2007, women earned 78 cents for every dollar earned by men.

Source: U.S. Women's Bureau and the National Committee on Pay Equity. Reproduced by permission of the National Committee on Pay Equity.

Year	Percent	Year	Percent	Year	Percent
1951	63.9	1970	59.4	1989	68.7
1952	63.9	1971	59.5	1990	71.6
1953	63.9	1972	57.9	1991	69.9
1954	63.9	1973	56.6%	1992	70.8
1955	63.9	1974	58.8	1993	71.5
1956	63.3	1975	58.8	1994	72.0
1957	63.8	1976	60.2	1995	71.4%
1958	63.0	1977	58.9	1996	73.8
1959	61.3	1978	59.4	1997	74.2
1960	60.7	1979	59.7	1998	73.2
1961	59.2	1980	60.2	1999	72.2
1962	59.3	1981	59.2	2000	73.3
1963	58.9	1982	61.7	2001	76.3
1964	59.1	1983	63.6	2002	76.6
1965	59.9	1984	63.7	2003	75.5
1966	57.6	1985	64.6	2004	76.6
1967	57.8	1986	64.3	2005	77.0
1968	58.2	1987	65.2	2006	76.9
1969	58.9	1988	66.0	2007	77.8

Document 5



Document 6



1. What is the purpose of Document 4?
2. Looking at the statistics what conclusion can you draw about the earning potential of a woman working full-time, year-round?
3. What observations can you make about the two photographs above?
4. What do the expressions on the faces of people in the photographs tell you about them?
5. How do Documents 5 and 6 relate to Document 4?
6. Make two predictions: First, what might happen to women's wages in the future if the government does nothing; second, what might happen to women's wages in the future if the Equal Rights Amendment were to be ratified? Explain your answer.

Document 7

VOTE NO
ERA

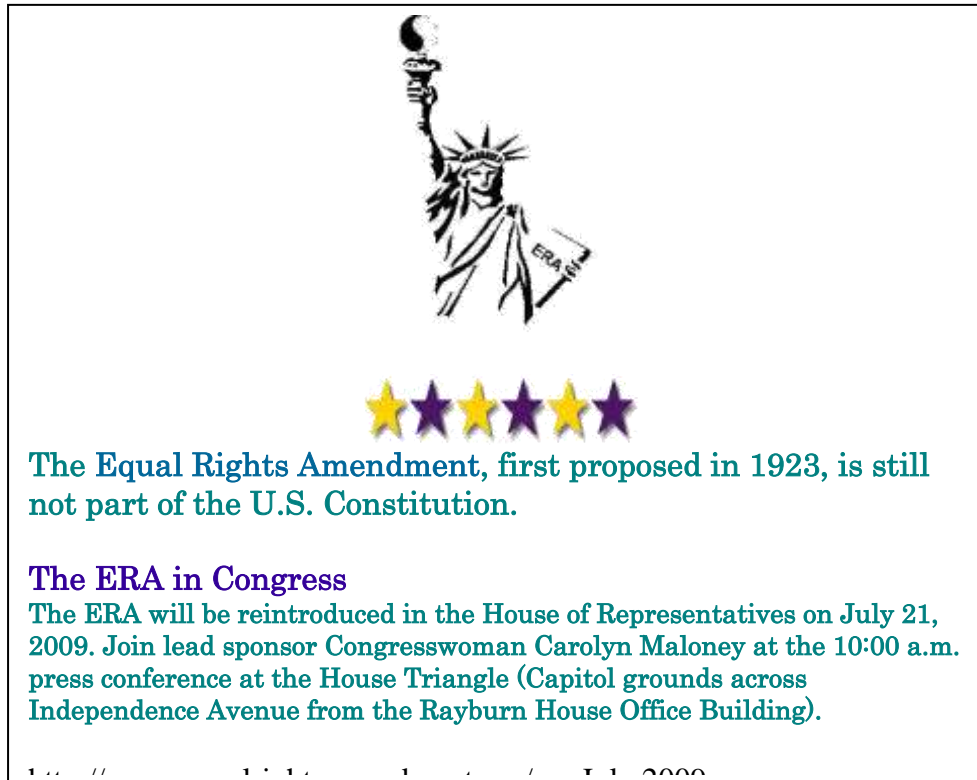


Document 8



1. What observations can you make about Document 7?
2. Who is speaking in Document 7 and what does this tell you about the cartoonists' reason for not supporting the ERA?
3. What observations can you make about Document 8?
4. What can you learn from the expressions on the faces of the people in the cartoon?
5. What reason is the cartoonist giving for not supporting the ERA?
6. Do you believe either of these are good reasons for not ratifying the Equal Rights Amendment? Explain your answer.

Document 9



The Equal Rights Amendment, first proposed in 1923, is still not part of the U.S. Constitution.

The ERA in Congress
The ERA will be reintroduced in the House of Representatives on July 21, 2009. Join lead sponsor Congresswoman Carolyn Maloney at the 10:00 a.m. press conference at the House Triangle (Capitol grounds across Independence Avenue from the Rayburn House Office Building).

1. Should the ERA have been ratified?
2. What are the main reasons, in your judgment, for its failure?
3. What might have been some consequences of its passage?
4. Would women have had to take combat positions in the military? Should they?
5. Would bathrooms segregated by sex have been unconstitutional?
6. Are there any legitimate instances when classification by sex might be a good idea?
7. Is it a good idea to try to reintroduce an Equal Rights Amendment now?

Using detail and elaboration from the nine sources above, write a well reasoned, thoughtful essay that answers the following:

Using the documents and your understanding of the Women's Liberation movement, analyze the extent to which ratification of the Equal Rights Amendment will improve women's lives.