Ballots, Bloomers, and Boycotts

Grade Level: 4th Grade, Library, Music
Written by: Mary Ann Canedy, Carolyn Bradley, and Pamela Griffith, Serna Elementary, San Antonio, TX
Length of Unit: 8 lessons

I. ABSTRACT
It is the mid 1800's and women have come together to bring about change. Meet the reformers, Elizabeth Cady Stanton, Lucretia Mott, Amelia Bloomer, Sojourner Truth, and Susan B. Anthony, as they challenge the existing "male centered" culture. Join the movers and shakers of the suffrage movement in their struggle to create a society of equality. This unit integrates history, literature and music in a wide variety of activities and assessments, including technology, that will make students become aware of the importance of politics, women's rights, and justice for all.

II. OVERVIEW
A. Concept Objectives
1. Students will learn that women in the 1800's were not "created equal" to men, and had few religious, social or civil rights in American society.
2. Students will understand that reform can be brought about peacefully by organized groups who work together in a democratic society.
3. Students will understand that the Women's Rights movement brought about a change in the roles of women in society that continues to the present day.
4. Students will understand that the idea of reform to make life better for others is very "American" and is ingrained in our culture.

B. Content from the Core Knowledge Sequence
1. Reformers p. 96
2. Seneca Falls Convention p. 96
3. Elizabeth Cady Stanton p. 96
4. Lucretia Mott p. 96
5. Amelia Bloomer p. 96
6. Sojourner Truth p. 96
7. Speeches-Sojourner Truth "Ain't I a Woman?" p. 89
8. Writing and Research p. 87

C. Skill Objectives
1. Students will explain how individuals can participate voluntarily in civic affairs at the state and local level. (TEKS-S.S. 4.18)
2. Students will explain the role of the individual in state and local elections. (TEKS-S.S. 4.22)
3. Students will differentiate between, locate, and use primary and secondary sources, biographies and speeches. (TEKS-S.S. 4.22)
4. Students will identify point of view about an issue or topic. (TEKS-S.S. 4.22)
5. Students will create written and visual materials. (TEKS-S.S. 4.23)
6. Students will use the text to recall information, cause/effect, determine main idea, paraphrase/summarize, draw inferences, conclusions, generalizations and answer different types of test questions. (TEKS-E.LA 4.10)
7. Students will recognize distinct features of biographies and historical fiction. (TEKS-E.LA 4.12)
8. Students will analyze character point of view through relationships and changes. (TEKS-E.LA 4.12)
9. Students will interpret text through journal writing and enactments. (TEKS-E.LA 4.12)

III. BACKGROUND KNOWLEDGE
A. For Teachers
B. For Students
   1. Susan B. Anthony and the right to vote (Core Sequence grade 2)
   2. The controversy over slavery  (Core Sequence, grade 2)
   3. The idea of citizenship  (Core Sequence, grade 2)
   4. Society of Friends: “Quakers” (Core Sequence, grade 3)
   5. Declaration of Independence  (Core Sequence, grade 4)

IV. RESOURCES
B. Cox, Cheryl, *Feelings and Emotions Picture Cards*, Cheryl Cox Educational Consultants: P.O. Box 452142, Garland, TX 75045-2142, Item #121, $24.99. (214) 221-4322

2003 Core Knowledge® National Conference, Ballots, Bloomers, and Boycotts, Grade 4 2
V. LESSONS
Lesson One: R-E-S-P-E-C-T

A. Daily Objectives
   1. Concept Objective(s)
      a. Students will learn that women in the 1800's were not "created equal" to men, and had few religious, social or civil rights in American society.
   2. Lesson Content
      a. Reformers p. 96
      b. Elizabeth Cady Stanton p. 96
   3. Skill Objectives
      a. Students will identify point of view about an issue or topic. (TEKS-S.S. 4.22)
      b. Students will explain the role of the individual in state and local elections. (TEKS-S.S. 4.22)
      c. Students will analyze character point of view through relationships and changes. (TEKS-E.LA 4.12)
      d. Students will interpret text through journal writing and enactments. (TEKS-E.LA 4.12)

B. Materials
   1. Shoe box decorated as a ballot box
   2. Yes/No ballots
   3. 4 pieces of construction paper to make 4 corners signs
   4. The Ballot Box Battle (class set if possible)
   5. Feelings and Emotions cards
   6. Bio Bubbles (Appendix A)
   7. Page for journal writing

C. Key Vocabulary
   1. Ballot- A piece of paper used to cast a secret vote
   2. Resolution- A course of action decided upon
   3. Poll- The place where people go to cast a vote or ballot
   4. Citizen- A person in a city or town, especially one entitled to vote

D. Procedures/Activities
   1. Voting activity
      a. Choose a topic about a school policy of importance to your class that evokes strong opinions or controversy. (i.e lunch room behavior, homework policies, classroom rules, etc.) The policy
b. Brainstorm ideas for possible change in policy and/or reasons that existing policy should remain in place. The policy or issue should be something that can be implemented by the classroom teacher. List them on the board, with boys’ responses on one side and girls’ on the other, unbeknownst to the students.

c. Eliminate all the boys’ choices by erasing from the board and narrow the responses to one of the girls’ ideas. (A Yes/No issue)

d. Pass out ballots only to the girls in the class.

e. Teacher tabulates votes and announces outcome.

2. Play 4 Corners

a. Place construction papers signs with the four words on them, one in each corner of the room. (Frustrated, Satisfied, Angry, Helpless)

b. Without speaking, the students walk to the corner that best expresses the feelings they have about the voting activity.

c. The students at each corner share their feelings with each other and explain why they chose that particular corner. They select a speaker for the group.

c. Speakers from each corner then share their discussion with the rest of the class.

d. Teacher leads class discussion on voting issues: Would the outcome of the vote have changed if the boys were allowed to participate? Would the outcome of the vote have changed if people who had the right to vote chose not to exercise that right?

3. Teacher reads The Ballot Box Battle aloud with the students following along. (If a class set of books is available)

4. Divide the class into 5 groups, giving each group a set of Feelings and Emotions cards. Working as a class, students select 3 emotions/feelings experienced by Elizabeth Cady Stanton as reflected in the book, citing page numbers and quoting the text.

5. Each group selects 3 cards that represent Cordelia’s feelings using the same procedure. Using a sheet of paper divided into three columns titled Emotion, Text, and Page Number, a scribe from each group records the responses. Groups share their responses

6. Students begin a Bio Bubbles sheet on Elizabeth Cady Stanton (Appendix A), filling in Family and Birth/Early Years categories using information from the text. This Bio Bubbles sheet will be completed in Lesson 5.

7. Journal Question: Think about how you felt during the classroom voting activity. Compare your feelings to those of Elizabeth Cady Stanton and the laws preventing her from voting.

E. Assessment/Evaluation

1. Feelings/Emotions activity -- use rubric

<table>
<thead>
<tr>
<th>Card 1</th>
<th>Card 2</th>
<th>Card 3</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
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<tr>
<td>4</td>
<td>3</td>
<td>2</td>
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<td></td>
<td></td>
<td></td>
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<tr>
<td>Appropriate emotion</td>
<td>Appropriate emotion</td>
<td>Inappropriate emotion</td>
</tr>
<tr>
<td>Text citing correct</td>
<td>Citing questionable</td>
<td>Citing correct for emotion chosen</td>
</tr>
<tr>
<td></td>
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</tr>
<tr>
<td>Appropriate emotion</td>
<td>Appropriate emotion</td>
<td>Inappropriate emotion</td>
</tr>
<tr>
<td>Text citing correct</td>
<td>Citing questionable</td>
<td>Citing correct for emotion chosen</td>
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<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Appropriate emotion</td>
<td>Appropriate emotion</td>
<td>Inappropriate emotion</td>
</tr>
</tbody>
</table>
Lesson Two: Stand By Me

A. Daily Objectives
   1. Concept Objective(s)
      a. Students will learn that women in the 1800's were not "created equal" to men, and had few religious, social or civil rights in American society.
      b. Students will understand that reform can be brought about peacefully by organized groups who work together in a democratic society.
      c. Students will understand that the idea of reform to make life better for others is very “American” and is ingrained in our culture.
   2. Lesson Content
      a. Reformers p. 96
      b. Writing and Research p. 87
   3. Skill Objective(s)
      a. Students will identify point of view about an issue or topic. (TEKS-S.S. 4.22)
      b. Students will create written and visual materials. (TEKS-S.S. 4.23)
      c. Students will use the text to recall information, cause/effect, determine main idea, paraphrase/summarize, draw inferences, conclusions, generalizations, and answer different types of test questions. (TEKS-E.LA 4.10)
      d. Students will analyze character point of view through relationships and changes. (TEKS-E.LA 4.12)
      e. Students will interpret text through journal writing and enactments. (TEKS-E.LA 4.12)

B. Materials
   1. Sentence strips (1 per pair of students)
   2. History and Geography by Pearson
   4. Reforms, Movements, Rights key (Appendix B)
   5. Red pens (one per pair of students)
6. Your favorite note-taking outline or a blank copy of Appendix B
7. Page for journal writing

C. Key Vocabulary
1. Reform – “an attempt to change society for the better” (Pearson p. 322)
2. Temperance – “drinking little alcohol or none at all” (Pearson p. 323)
3. Abolition – to end slavery in the United States
4. Anti-Slavery – to take a stand against slavery
5. Other vocabulary words as captioned within the reading

D. Procedures/Activities
1. Focus Question: If someone you know has made a decision that you disagree with, how do you get them to change it?
2. Teacher distributes the sentence strips to pairs of students.
3. Students draw a chart on their sentence strip that looks like this:

<table>
<thead>
<tr>
<th>Parents</th>
<th>Friends</th>
<th>Siblings</th>
<th>Teachers</th>
</tr>
</thead>
</table>

4. Partners discuss and record one response per category on chart.
5. Partners share responses with the other pairs at their table.
6. Whole class sharing of responses. Teacher guides discussion toward violent vs. non-violent choices.
7. Students read pp. 322, 323, 330 and 331 with their partners.
8. Teacher leads class discussion of reading
9. Teacher distributes note taking outline or blank copy of Appendix B and students will complete it, using the text.
10. Students will self-check their notes, using the key (Appendix B). Any information they missed will be recorded on their outline in red pen.
11. Journal question: People in the 1800s stood up for issues they believed needed to be changed. Think of a time that you stood up for something you believed in and describe what you did.

E. Assessment/Evaluation
1. Self-checked note page or outline, using Appendix B
2. Journal entry (ongoing, using rubric found in Lesson 1)

Lesson Three: If Women Ruled the World

A. Daily Objectives
1. Concept Objective(s)
   a. Students will learn that women in the 1800's were not "created equal" to men, and had few religious, social or civil rights in American society.
   b. Students will understand that reform can be brought about peacefully by organized groups who work together in a democratic society.
   c. Students will understand that the Women's Rights movement brought about a change in the roles of women in society that continues to the present day.
   d. Students will understand that the idea of reform to make life better for others is very “American” and is ingrained in our culture.
3. Skill Objective(s)
   a. Students will differentiate between, locate, and use primary and secondary sources, biographies and speeches. (TEKS-S.S. 4.22)
   b. Students will create written and visual materials. (TEKS-S.S. 4.23)
   c. Students will use the text to recall information, cause/effect, determine main idea, paraphrase/summarize, draw inferences, conclusions, generalizations and answer different types of test questions. (TEKS-E.LA 4.10)

B. Materials
   1. Six Centers set up with the following:
      a. Center One:
         1. Three to four copies of a dictionary
         2. Class set of Voting Vocabulary (Appendix C)
      b. Center Two:
         1. Two copies of *Chronicle of America*
         2. Class set of Timeline to Triumph (Appendix D)
      c. Center Three:
         1. Blank paper for Suffrage Times newspaper
         2. Audio recording of *Ain’t I a Woman?* Speech
         3. Four copies of *Ain’t I a Woman?* Speech obtained from various websites or *What Your Fourth Grader Needs to Know*, pp. 40-41
      d. Center Four:
         1. Drawing paper
         2. Art supplies
         3. Instructions for Power of Protest sign (make your own instruction sign using instructions within the lesson procedures)
      e. Center Five:
         1. Class set of Tribute to Suffragettes (Appendix E)
         2. Computers with online access
      f. Center Six:
         1. December 1995 issue of *Cobblestone: Quakers*, pp. 2-5 (2 –4 copies if possible)
         2. Class set of Quakin’ Quakers - Letter to My Sweetheart (Appendix F)

C. Key Vocabulary
   1. Since this is a lesson in the library, teacher and librarian may address as needed.

D. Procedures/Activities
   1. Teacher divides class into groups of three to four students and assigns each group to a center. Addressing whole group, librarian or teacher previews objectives and materials for each center, answering questions that arise. Librarian/Teacher gives brief explanation of the difference between primary and secondary sources, biographies, and speeches.
Discuss behavioral expectations. Also, cover preferred method for changing centers: A) all students must move together or B) allow students to move independently upon completion of a center.

2. Instructions for Centers One, Two, Five, and Six: Students follow the directions at each center, completing Appendices C, D, F, and G listed above.

3. Instructions for Center Three: Students listen to the recording of the *Ain’t I A Woman?* Speech, while following along from a printed copy. Students will design a newspaper page for the Suffrage Times, writing an article summarizing the speech and its meaning.

4. Instructions for Center Four: Students design a Power of Protest sign, with illustration, promoting temperance, abolition, or suffrage. Words and picture should be large enough to be seen at a distance. Posters could be used to make a “picket parade” back to the classroom.

E. Assessment/Evaluation

1. Voting Vocabulary is graded.
2. Timeline to Triumph is graded.
3. The Suffrage Times Newspaper is graded. (Use journal rubric from lesson 1)
4. Power of Protest sign is graded. (Create a rubric using these topics: creativity, neatness, content/accuracy)
5. Tribute to Suffragettes is graded.
6. Quakin’ Quakers – Letter to My Sweetheart is graded. (Option: use journal rubric from lesson 1)

**Lesson Four: With a Little Help From My Friends**

**A. Daily Objectives**

1. Concept Objective(s)
   a. Students will learn that women in the 1800’s were not "created equal" to men, and had few religious, social or civil rights in American society.
   b. Students will understand that reform can be brought about peacefully by organized groups who work together in a democratic society.
   c. Students will understand that the Women's Rights movement brought about a change in the roles of women in society that continues to the present day.
   d. Students will understand that the idea of reform to make life better for others is very “American” and is ingrained in our culture.

2. Lesson Content
   a. Reformers
   b. Seneca Falls Convention
   c. Elizabeth Cady Stanton
   d. Lucretia Mott
   e. Sojourner Truth
   f. Speeches-Sojourner Truth "Ain't I a Woman?"
   g. Writing and Research

3. Skill Objective(s)
a. Students will explain how individuals can participate voluntarily in civic affairs at the state and local level. (TEKS-S.S. 4.18)
b. Students will explain the role of the individual in state and local elections. (TEKS-S.S. 4.22)
c. Students will identify point of view about an issue or topic. (TEKS-S.S. 4.22)
d. Students will create written and visual materials. (TEKS-S.S. 4.23)
e. Students will use the text to recall information, cause/effect, determine main idea, paraphrase/summarize, draw inferences, conclusions, generalizations, and answer different types of test questions. (TEKS-E.LA 4.10)
f. Students will analyze character point of view through relationships and changes. (TEKS-E.LA 4.12)
g. Students will interpret text through journal writing / enactments. (TEKS-E.LA 4.12)

B. **Materials**
1. March 2000 issue of *Cobblestone*: Elizabeth Cady Stanton (class set)
2. *History and Geography* by Pearson
4. Seneca Falls Convention quiz (Appendix G)
5. Declaration of Sentiments/Resolutions Facts page (Appendix H)
6. Kids’ Rights chart (simple T-chart, with Injustices as title on left side, Rights as title on right side of chart)
7. Page for journal writing

C. **Key Vocabulary**
1. Resolution – a formal statement of a decision put before or adopted by an assembly
2. Grievance – a complaint or protest based on an action or circumstance
3. Convention – a formal meeting for some special purpose often attended by delegates
4. Debate – a discussion between 2 persons or groups who disagree
5. Ridicule – to mock or make fun of
6. Endorse – to give approval or support
7. Heroine – a woman known for her courage or special achievements
8. Injustices – violation of another’s rights or what is right; unfairness
9. Other vocabulary words as captioned within the readings

D. **Procedures/Activities**
1. Focus question: How can citizens cause the government to make changes? (Refer to Lesson 2)
2. Teacher distributes and assigns roles for the play “We Will Vote” found on pages 10 – 13 in March 2000 *Cobblestone*.
3. Students perform the play as a Readers’ Theater.
4. Teacher leads class discussion of the play.
5. Students read Pearson pp. 332-334 with their partners.
6. Teacher distributes sets of character emotions/feelings cards to each group. Each student selects 3 cards to reflect the feelings of the participants of the Seneca Falls Convention referring to the text in the play or reading.
7. Journal Question: Write a paragraph using the 3 character emotions/feelings cards selected above to support your choices.

8. Teacher leads class discussion of reading.

9. Teacher administers Seneca Falls Convention quiz (Appendix G). Students may refer to text (Open-book quiz)

10. Teacher distributes and reads aloud the Declaration of Sentiments/Resolutions Facts page (Appendix H)

11. Teacher leads class discussion of Appendix H.

12. Students will complete Kids’ Rights Chart in their groups. (See instructions for T chart in Materials list above.)

13. Groups share their chart with the class, and use these ideas to create a Class Kids’ Rights document.

E. Assessment/Evaluation

1. Journal entry (ongoing, using rubric found in Lesson 1)

2. Seneca Falls Convention quiz is graded.

Lesson Five: You’ve Got a Friend

A. Daily Objectives

1. Concept Objective(s)
   a. Students will learn that women in the 1800’s were not "created equal" to men, and had few religious, social or civil rights in American society.
   b. Students will understand that reform can be brought about peacefully by organized groups who work together in a democratic society.
   c. Students will understand that the Women's Rights movement brought about a change in the roles of women in society that continues to the present day.
   d. Students will understand that the idea of reform to make life better for others is very “American” and is ingrained in our culture.

2. Lesson Content
   a. Reformers p. 96
   b. Seneca Falls Convention p. 96
   c. Elizabeth Cady Stanton p. 96
   d. Lucretia Mott p. 96

3. Skill Objective(s)
   a. Students will explain how individuals can participate voluntarily in civic affairs at the state and local level. (TEKS-S.S. 4.18)
   b. Students will explain the role of the individual in state and local elections. (TEKS-S.S. 4.22)
   c. Students will identify point of view about an issue or topic. (TEKS-S.S. 4.22)
   d. Students will create written and visual materials. (TEKS-S.S. 4.23)
   e. Students will use the text to recall information, cause/effect, determine main idea, paraphrase/summarize, draw inferences, conclusions, generalizations, and answer different types of test questions. (TEKS-E.LA 4.10)
f. Students will analyze character point of view through relationships and changes. (TEKS-E.LA 4.12)
g. Students will interpret text through journal writing and enactments. (TEKS-E.LA 4.12)

B. Materials
1. Computer Lab with online access for students or one computer with a projection system for completion as a whole class activity
2. Class set of Not For Ourselves Alone worksheet (Appendix I)
3. Class set of computer headphones for computer lab
4. Students’ copies of Elizabeth Cady Stanton Bio Bubble (Appendix A) started in Lesson 1.
5. Class set of Bio Bubbles sheet (Appendix A) for Susan B. Anthony

C. Key Vocabulary
1. Since this is an online activity, teacher may address as needed.

D. Procedures/Activities
1. Teacher distributes Not For Ourselves Alone worksheet (Appendix I) to each student. Each student will complete this worksheet using a PBS online presentation.
2. Teacher logs on to the Internet using a computer which projects onto a big screen. Students will log on to the Internet at their computer. Teacher types in URL: http://www.pbs.org/stantonanthony/ that leads to Public Broadcasting System’s site and Not For Ourselves Alone page. Teacher monitors as students follow same procedure.
3. To begin the activity, teacher and students must click on Explore the Women’s Movement. This will start the first page of a 20-page presentation for the students.
   Tips for navigating the site:
   ❖ Students should listen to the audio on each page before proceeding. It will continue to repeat until the page has changed.
   ❖ After each page has completely loaded, students should pass the cursor over each picture to read every caption.
   ❖ Students also should read the text at the right side of the screen.
   ❖ To move to the next page, students may either click on Next Section, at the bottom of the text, or choose the next consecutive page number at the bottom of the screen.
4. Teacher should continue to monitor the students as they complete this activity.
5. Teacher collects Not For Ourselves Alone worksheet as students finish it. Then, teacher distributes partially completed Elizabeth Cady Stanton Bio Bubbles from Lesson 1, and blank Susan B. Anthony Bio Bubbles (Appendix A) sheet. Students then may complete both of the Bio Bubbles sheets, referring back to the PBS presentation as needed.

E. Assessment/Evaluation
1. Not For Ourselves Alone worksheet is graded.
2. Elizabeth Cady Stanton Bio Bubbles Sheet is graded
3. Susan B. Anthony Bio Bubbles is graded.

Lesson Six: I’m Every Woman

A. Daily Objectives
1. Concept Objective(s)
   a. Students will learn that women in the 1800's were not "created equal" to men, and had few religious, social or civil rights in American society.
   b. Students will understand that reform can be brought about peacefully by organized groups who work together in a democratic society.
   c. Students will understand that the Women's Rights movement brought about a change in the roles of women in society that continues to the present day.
   d. Students will understand that the idea of reform to make life better for others is very “American” and is ingrained in our culture.

2. Lesson Content
   a. Reformers p. 96
   b. Lucretia Mott p. 96
   c. Amelia Bloomer p. 96
   d. Sojourner Truth p. 96
   e. Writing and Research p. 87

3. Skill Objective(s)
   a. Students will explain how individuals can participate voluntarily in civic affairs at the state and local level. (TEKS-S.S. 4.18)
   b. Students will explain the role of the individual in state and local elections. (TEKS-S.S. 4.22)
   c. Students will identify point of view about an issue or topic. (TEKS-S.S. 4.22)
   d. Students will create written and visual materials. (TEKS-S.S. 4.23)
   e. Students will use the text to recall information, cause/effect, determine main idea, paraphrase/summarize, draw inferences, conclusions, generalizations, and answer different types of test questions. (TEKS-E.LA 4.10)
   f. Students will analyze character point of view through relationships and changes. (TEKS-E.LA 4.12)
   g. Students will interpret text through journal writing and enactments. (TEKS-E.LA 4.12)

B. Materials
   1. Video of Gone With the Wind, cued to the scene where Mammy is lacing Scarlett into her corset.
   2. Four centers set up with the following:
      a. Center One:
         1. Four copies of Bloomers by Rhoda Blumberg*
         2. Class set of Bio Bubbles sheet (Appendix A) for Amelia Bloomer
         3. That Was Then, This Is Now chart (Simple T chart, with That Was Then and the title on the Left side, and This Is Now as the title on the right side of the chart.)
      b. Center Two:
         1. Four copies of You Forgot Your Skirt, Amelia Bloomer by Shana Corey*
2. Drawing paper and art supplies for Bloomer Ad

c. Center Three:
1. Four copies of *Lucretia Mott: Friend of Justice* by Kem Knapp Sawyer* (Due to length of book, teacher should pre-read and place tabs in book with Bio Bubbles categories identified in order to assist students in finding required information)
2. Class set of Bio Bubbles sheet (Appendix A) for Lucretia Mott

d. Center Four:
1. Four copies of *A Picture Book of Sojourner Truth* by David A. Adler*
2. Class set of Bio Bubbles sheet (Appendix A) for Sojourner Truth

*Books may be borrowed from other schools or libraries and quantities may be adjusted to suit the needs of your classroom, or each center may be separated into a daily activity if necessary.

3. Page for journal writing

C. Key Vocabulary
1. Corset-a close fitting undergarment, often reinforced by stays
2. Petticoat-a skirt or slip worn under a dress
4. Immodest-lack of modesty, morally offensive
5. Editor-a person who writes articles and edits other’s articles for publication
6. Cumbersome-not easy to manage
7. Radical-supporting extreme changes or reforms
8. Vulgar-showing a lack of good manners or taste; offensive
9. Sojourn-“to move about and visit different places” (Adler, p. 14)
10. Segregate-to set one racial group apart from another

D. Procedures/Activities
1. Focus Question: Today many clothing styles display underwear, or underwear is worn as an article of clothing. Is that showing a lack of good manners or is it acceptable? Explain your opinion.
2. Show clip of *Gone With the Wind*, as stated in the materials list above.
3. Teacher reads *Bloomers!* to the students as a read-aloud.
4. Teacher divides students into pairs and assigns each pair to a center.
5. Instructions for Centers 1, 3, and 4: Students read or listen to a recording of the appropriate book at each center, completing each Appendix as listed above.
6. Instructions for Center 2: Students read the book, then design an original advertisement, including an illustration, encouraging women of the time to wear a Bloomer costume.
7. Students will respond in their journals upon completion of the centers.
8. Journal question: These women’s actions and beliefs were considered “improper for the times.” Were they? In a paragraph, explain why or why not.

E. Assessment/Evaluation
1. Amelia Bloomer Bio Bubbles sheet is graded.
2. Lucretia Mott Bio Bubbles sheet is graded.
4. Amelia Bloomer ad is an optional grade.
5. Journal entry (ongoing, using rubric found in Lesson 1)

Lesson Seven: The Times They Are A’Changin’

A. Daily Objectives

1. Concept Objective(s)
   a. Students will learn that women in the 1800's were not "created equal" to men, and had few religious, social or civil rights in American society.
   b. Students will understand that reform can be brought about peacefully by organized groups who work together in a democratic society.
   c. Students will understand that the Women's Rights movement brought about a change in the roles of women in society that continues to the present day.
   d. Students will understand that the idea of reform to make life better for others is very “American” and is ingrained in our culture.

2. Lesson Content
   a. Writing and Research p. 87

3. Skill Objective(s)
   a. Students will explain how individuals can participate voluntarily in civic affairs at the state and local level. (TEKS-S.S. 4.18)
   b. Students will explain the role of the individual in state and local elections. (TEKS-S.S. 4.22)
   c. Students will identify point of view about an issue or topic. (TEKS-S.S. 4.22)
   d. Students will create written and visual materials. (TEKS-S.S. 4.23)
   e. Students will use the text to recall information, cause/effect, determine main idea, paraphrase/summarize, draw inferences, conclusions, generalizations, and answer different types of test questions. (TEKS-E.LA 4.10)
   f. Students will analyze character point of view through relationships and changes. (TEKS-E.LA 4.12)
   g. Students will interpret text through journal writing and enactments. (TEKS-E.LA 4.12)

B. Materials

1. Schoolhouse Rock-America Rock video
2. The Story of the Nineteenth Amendment by Conrad R. Stein
3. Class set of large construction paper
4. Class Set of REFORM-O cards (Use any empty Bingo board you can find and re-title if possible, or make a 5x5 table in MS Word)
5. Teacher set of REFORM-O Questions (Appendix J)
6. Beans to play REFORM-O
7. Drawing Paper and art supplies

C. Key Vocabulary

1. No new vocabulary is needed for this lesson.

D. Procedures/Activities
1. Focus: Teacher shows *Schoolhouse Rock-America Rock* video segment “Sufferin’ Till Suffrage—Women’s Right to Vote.”

2. Teacher reads *The Story of the Nineteenth Amendment* by Conrad R. Stein. Teacher leads class discussion following the reading, to include the importance of one single vote, continuing efforts at women’s reform, and gains made in the Women’s movement (including the Women Composers covered in Lesson Eight) up until the present.

3. Teacher models an acrostic poem using the letters from the word vote. Example: V-Victory O-Opinion T-Truth E-Election

4. Students fold large sheet of construction paper in half, using the left side of the paper for an acrostic poem. Students select a word from the following list to write their own acrostic poem: Amendment, Election, Equality, Reform, Rights, Suffrage

   Students may also choose their own word for the poem, subject to teacher approval. On the bottom of the poem, students must explain their words and how they relate to the Women’s Movement in a paragraph.

5. On the right side of the folded construction paper, students will choose to either illustrate the acrostic poem or draw an original political cartoon, using the cartoons found in *Give the Ballot to the Mothers: Songs for the Suffragettes* as examples. Encourage students to include the official colors of the Suffrage Movement, purple and yellow.

6. Teacher uses REFORM-O questions (Appendix J) to review previous learning from the lessons in a class discussion.

7. Teacher distributes blank copies of REFORM-O cards. Each student will make their own card by writing in the answers to the REFORM-O questions just reviewed.

8. Play REFORM-O by mixing up the questions and asking them as if you were playing bingo. When a student calls out REFORM-O, teacher checks accuracy of responses covered with beans to the questions asked. If all of the answers are correct, then the student wins REFORM-O and gets a prize (lollipop, line leader, sticker, etc.) Continue playing rounds until class is thoroughly reviewed with unit concepts.

E. Assessment/Evaluation

   1. Acrostic poem and illustration/cartoon are graded.

**Lesson Eight: Let’s Hear It For the GIRLS!**

**Music Focus ~~ Women Composers** (optional)

A. Daily Objectives

1. Concept Objective
   a. Students will understand that the Women's Rights movement brought about a change in the roles of women in society that continues to the present day.

2. Lesson Content
   a. Writing and Research p. 87

3. Skill Objective
   a. Students will use the text to recall information, cause/effect, determine main idea, paraphrase/summarize, draw inferences, conclusions, generalizations and answer different types of test questions. (TEKS-E.LA 4.10)
b. Students will recognize distinct features of biographies and historical fiction. (TEKS-E.LA 4.12)

B. Materials
1. 4 suitcases, packed with the following
   a. Amy Beach’s suitcase
      a. 1 plastic baggie filled with die-cuts of the number 1882
      b. 1 bag or can of Boston Baked Beans
      c. 1 miniature piano
      d. 1 stethoscope
      e. 1 map of Europe
   b. Ellen Taaffe Zwilich’s suitcase
      a. 1 miniature piano
      b. 1 small trophy
      c. 1 small American flag
      d. 1 piece of manuscript paper
      e. 1 teacher created program from Carnegie Hall
   c. Fanny Mendelssohn’s suitcase
      a. 1 plastic hamburger
      b. 1 boy doll or statuette
      c. 1 miniature piano
      d. 1 paintbrush
      e. 2 tombstones or coffins
   d. Clara Schumann’s suitcase
      a. 1 miniature violin
      b. 1 miniature piano
      c. 1 large number 8
      d. 1 statuette of the composer Johannes Brahms
      e. 1 plastic brain
2. 1 cup, can, or tub, filled with 4 different colored beads, 4 – 6 beads per color so that there is one bead for every class member
3. 1 packet of composer biographies for every student, one biography on each of the 4 composers (copied from *Music Today and Every Day*)
4. Colored signs to represent where the four groups will meet in the room. The colors should correspond to the colors of beads used in Material # 2 above.
5. 1 copy per group of the Unpacking Women Composers worksheet (Appendix K)
6. Pencils
7. 1 recording of a work by each of the 4 composers (found on the 2 cassette tapes which accompany the book *Women Composers: The Lost Tradition Found*)
8. Women Composers word search (Appendix L)

C. Key Vocabulary
1. Composer – a person who writes music

D. Procedures/Activities
1. As each student enters the room, they choose a colored bead and proceed to the corner of the room that matches the color they choose. Each student is also given a biography packet as they enter the room.
2. Once the students are all in the room and assigned to their group, explain that they are going to be detectives, searching for clues about the person whose suitcase they have. They must read through all 4 of the biography pages, and match the items in their suitcase to one of the women composers. They must be able to find out why each item is in that suitcase.

3. Students will do the detective work and one representative will come to the teacher when they think they have solved the riddle. They will tell the teacher whose suitcase they have. When they are correct, the teacher will hand them an Unpacking Women Composers work sheet (Appendix K) for the group to complete.

4. Students will share the artifacts from the suitcase they unpacked with the rest of the class, telling the importance of each item, then the class will listen to a musical selection written by each composer.

5. Time permitting, students will complete the Women Composers word search (Appendix L)

E. **Assessment/Evaluation**

   1. Presentation graded using group assessment rubric:

<table>
<thead>
<tr>
<th>Participation</th>
<th>Cooperation</th>
<th>Artifacts and Importance</th>
<th>Presentation</th>
<th>Audience Behavior</th>
</tr>
</thead>
<tbody>
<tr>
<td>All group members participated in the work required.</td>
<td>All group members are cooperative and polite.</td>
<td>All 5 of the artifacts are correctly explained.</td>
<td>All group members participated in the presentation of the artifacts.</td>
<td>All group members are actively listening to the other groups’ presentations.</td>
</tr>
<tr>
<td>Most group members participated in the work required.</td>
<td>Most group members are cooperative and polite.</td>
<td>4 of the 5 artifacts are correctly explained.</td>
<td>Most group members participated in the presentation of the artifacts.</td>
<td>Most group members are actively listening to the other groups’ presentations.</td>
</tr>
<tr>
<td>Some group members participated in the work required.</td>
<td>Some group members are cooperative and polite.</td>
<td>2 or 3 of the 5 artifacts are correctly explained.</td>
<td>Some group members participated in the presentation of the artifacts.</td>
<td>Some group members are actively listening to the other groups’ presentations.</td>
</tr>
<tr>
<td>One group member did all of the work alone.</td>
<td>Group members are not cooperative or polite.</td>
<td>0 or 1 of the 5 artifacts is correctly explained.</td>
<td>One group member presented the artifacts alone.</td>
<td>No group members are actively listening to the other groups’ presentations.</td>
</tr>
</tbody>
</table>

VI. **CULMINATING ACTIVITY: Class Debate**

   A. Place 2 colors of beads from Lesson Eight into a can and allow students to select one, dividing the class in 2 groups.

   B. Revisit election from Lesson One regarding homework vote (or your particular class issue.)

   C. One group of students will take a PRO stance and the other group will take a CON stance on the homework issue from Lesson One.

   D. Each group brainstorms and records a list of reasons, with support, regarding their group’s viewpoint.

   E. The debate will be conducted in 3 sessions.

   F. **Session One** will last for 5 minutes per side stating their position.

   G. **Session Two** will last for 3 minutes per side rebutting statements from opposing side in Session One.

   H. **Session Three** will last for 1 minute per side allowing for a summative statement.

   I. Groups vote on 5 students to serve as their delegates for Session One, 3 for Session Two and 1 overall speaker for Session 3.
J. Each group will present their position debate style, alternating sides between sessions.

K. At the end of the sessions, anyone from the floor will be allowed to speak for 30 seconds if their idea has not been addressed.

L. Teacher reconvenes class and ALL students vote on the homework policy (or class issue from Lesson 1) again. Teacher tabulates and announces the vote. Compare both outcomes and discuss.

M. **End of Unit Celebration** – class sharing of Acrostic poems and cartoons/illustrations from Lesson 7; with red, white and blue treats and patriotic music playing in the background.

VII. **HANDOUTS/WORKSHEETS**

A. Bio Bubbles page
B. Reforms, Movements, Rights key
C. Voting Vocabulary crossword puzzle
D. Timeline to Triumph
E. Tribute to Suffragettes
F. Quakin’ Quakers – Letter to My Sweetheart
G. Seneca Falls Convention quiz
H. Declaration of Sentiments/Resolutions fact sheet
I. Not For Ourselves Alone worksheet
J. REFORM-O questions
K. Unpacking Women Composers worksheet
L. Women Composers Wordsearch

VIII. **BIBLIOGRAPHY**

C. Bledsoe, Helen Wieman, “Following the Inner Light” *Cobblestone*, December 1995, Peterborough, NH: Cobblestone Publishing Company, ISSN 0199-5197
H. Cox, Cheryl, *Feelings and Emotions Picture Cards*, Cheryl Cox Educational Consultants: P.O. Box 452142, Garland, TX 75045-2142, Item #121, $24.99. (214) 221-4322


TEMPERANCE MOVEMENT

• Group of reformers concerned with people who drank too much liquor.
• Temperance means, “drinking little alcohol or none at all.”
• Group believed that if people gave up drinking, their lives would be improved, families would be saved from pain and poverty.
• Group got their message out through pamphlets, plays, songs, parades, and sermons in church.
• A group of children called The Cold Water Army persuaded adults to sign a pledge to cut down on drinking.
• Movement was very successful, after 10 years, Americans cut down on drinking.

MEN vs. WOMEN  (Led to the Women’s Rights Movement)

Men’s Rights | Women’s Rights
---|---
• Could speak in public meetings | • Could not speak in public meetings
• Could finish High School | • May or may not finish High School
• Could go to College | • Could not go to College
• Could be a doctor or lawyer | • Could not be a doctor or lawyer
• Could work and earn good wages | • Earned low wages if working at
• Owned property, even his wife’ | • Could not own any property, even if her own
• Kept all money, even his wife’ | • Could not keep her own money
• If divorced, kept the children | • If divorced, gave up her children
• Could vote | • Could not vote

ABOLITION MOVEMENT

• Group of reformers who fought against the evils of slavery.
VOTING VOCABULARY

2) to make a choice by ballot, by voice, or by a show of hands
5) to correct a mistake or make an improvement (usually referring to a law)
6) showing respect for others' customs, ideas, or beliefs
7) to choose by voting

1) the right to vote
3) to drink less or to stop drinking alcoholic drinks (wine, beer, etc...)
4) coming together at a formal meeting for a special purpose
5) to end or stop (often used when referring to ending slavery)
Timeline to Triumph Key
Chronicle of America

1840
London
July 12
Anti-slavery meeting
U.S. women delegates barred.

1848
Seneca Falls, NY
July 19
First organized convention for women's rights.

1853
Hartford, CT
July 4
Amelia Bloomer wears Turkish pantalettes while delivering speech.

1866
New York City
August
Elizabeth Cady Stanton runs for congress as a protest of the wording of the 14th amendment.

1869
New York City
January 1
Elizabeth Cady Stanton and Susan B. Anthony first print weekly paper called The Revolution.

Wyoming Territory
December 10
Women's suffrage advocates split in two groups.

1870
Laramie, Wyoming
September 6
1st legal vote cast by a woman.

1880
Trenton, NJ
November 2
Susan B. Anthony and Elizabeth Cady Stanton tried to vote. Were refused.

1890
Washington, DC
February 18
Nat'L Suffrage Association merged with American Suffrage Association.

1912
Washington, DC
November
Arizona, Kansas, and Oregon gave women the vote.

1913
Washington, DC
March 3
Women's parade to get President Woodrow's attention.

1920
Washington, DC
August 16
19th Amendment ratified allowing women the right to vote.
Type in the URL http://usmint.gov/kids
   ✤ Click the coin icon labeled Time Machine
   ✤ Scroll down and click on World War I and the Roaring Twenties 1914-1929.
   ✤ Click clothes combinations (for fun) and click READY.
   ✤ Read the script and answer the following questions.

1. What is the month and year the Time Machine has opened? __________
2. When did ALL men become eligible to vote? _________________
3. Who is the president in 1917? _____________________________
4. Were the protesters violent or nonviolent? Was the crowd violent or nonviolent? (circle your responses)
5. What are the women outside the capital carrying? ___________________________________________________________
6. What do the women want? ___________________________________________________________
7. How long have women been asking for the right to vote? _____________________________
8. The suffragettes were the first citizens to __________the White House.
9. When did women gain the right to vote? _________________

Type in the URL http://geocities.com/zzbbelk/sbanthonydollarhistory.htm

1. What was unique about the SBA dollar? ___________________________
2. What were the coins made of?
   Inside __________________  Outside __________________
3. When were the coins minted? _______________to _______________
4. Why was the SBA dollar minted again in 1999? _______________________

Type in the URL www.aoc.gov/cc/art/rotunda/suffrage.htm

1. Who designed and sculpted the monument? _______________________
2. Who was it a gift from? _______________________________________
3. When was it unveiled? _______________________________________
4. Where was the stature installed? _______________________________
5. The statue was moved to the ___________________ of the capital on May _____________.
6. Name the three women represented on the sculpture _______________

Tributes to the Suffragettes

Online Research

Ballots, Bloomers, and Boycotts - Appendix E
As you read the article “Finding the Inner Light,” imagine you are a 17-year old English citizen. You have made a decision and your life is about to change. Write a letter to your sweetheart, and describe the way of life you are seeking, encouraging your sweetheart to join you.

Dear _______________________,

I am writing thee to tell thee of my decision to join the Religious Society of Friends, also called ____________________. I have also decided to leave England and ____________________________ _____________________________________________.

I know that thee too, have questioned the Church of England’s beliefs. I want to tell thee about the Friends beliefs, which are called testimonies. There are four main testimonies.

First, ______________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________.

Second,_________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________.

Third,___________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________.

Fourth,__________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________.

If thee take on the beliefs of the Friends and we decide to get married, it will be quite different. The ceremony _______________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________.

I am looking forward to a good, plain life and hope you will join me.

Your sweetheart,

_______________________
Ballots, Bloomers, and Boycotts - Appendix G
Seneca Falls Convention-Quiz

Name_________________________________________________

1. When did Lucretia Mott and Elizabeth Cady Stanton decide that they wanted to host a Women’s Rights Convention?
   a) July 1848 in Seneca Falls, New York
   b) 1840 London, England at the World Anti-Slavery Convention
   c) 1840 in Seneca Falls, New York
   d) 1848 in London, England at the World Ant-Slavery Convention

2. Why did Mott and Stanton decide to host a Women’s Rights Convention?
   a) They had hosted other conventions before.
   b) They felt that they should be the first people to do it.
   c) They were upset that they couldn’t take part in the World Anti-Slavery Convention.
   d) James Mott told his wife that she should do this.

3. Upon what famous document did Stanton base her Declaration of Sentiments?
   a) The U. S. Constitution c) The Articles of Confederation
   b) The Treaty of Paris d) The Declaration of Independence

4. Why was the audience shocked when Stanton demanded the vote for women?
   a) They thought that women’s rights were enough for now.
   b) They didn’t believe in women voting.
   c) They didn’t think that women wanted the vote.
   d) Women were not smart enough to vote.

5. After Elizabeth Cady Stanton’s speech, newspapers supported the Women’s Rights.  
   True   False

6. Why did Elizabeth Cady Stanton remove the word “obey” from her marriage vows?
   a) It wasn’t supposed to be in the vows anyway.
   b) Henry Stanton didn’t want it in the vows.
   c) The minister put the word in the vows.
   d) She felt equal to Henry, so she didn’t need to obey him.

Match the name of the person to the best description.

7. ___ Elizabeth Cady Stanton  a. Wore large, roomy trousers under a short matching skirt.
8. ___ Lucretia Mott           b. Wore a white turban and fought for women’s rights and an end to slavery.
9. ___ Lucy Stone             c. Kept her own name when she married, and was the first woman to lecture in public.
10. ___ Elizabeth Blackwell    d. Wrote the Declaration of Sentiments and insisted on women given the right to vote.
11. ___ Sojourner Truth        e. First woman to graduate from a medical college to practice medicine.
12. ___ Amelia Bloomer         f. Organized a campaign against products made by slave labor.
Men have never allowed women to vote.
Women must obey the laws without having a say in making the laws.
Man, regardless of education, may vote while no woman may.
Women’s viewpoints are not represented in government.
If a woman is married, all property and money belong to her husband, including inheritances.
A husband serves as her master and she must obey him, including any punishments given.
If divorced, children remain with their father, not their mother.
If a single woman owns property, then she pays taxes on it. Taxation without representation.
Women can have only very low paying jobs if working. They are not allowed to be doctors or lawyers.
Women are not allowed to attend college.
Women are not allowed to become ministers or hold positions of authority in the church.
Women and men follow different moral codes of conduct.
Women are discouraged from being independent persons in society.

Summary: Women should have all of the same rights as men.

Resolutions

Any law that goes against a woman’s true happiness is against the Law of Nature.*
Any law that prevents a woman from choosing her own place in society is against the Law of Nature.*
A woman is man’s equal and should be recognized as such.
A woman must be educated in the present laws to understand that they do not possess all of their rights.
Since men agree that women are morally superior, women must be allowed to teach and speak in church.
Women and men should be held to the same rules, behaviors, and punishments.
Men should not object or consider it improper for women to speak or perform in public.
Women should move beyond man’s oppressive use of the Bible against her. Women should be afforded the same social, civil, and religious opportunities as men, including the right to an education.
All people should have the same human rights regardless of race.
Men and women must work together to secure equal rights for women in business and jobs.
Women are equally capable, responsible, and intelligent as men, and may promote any worthy cause publicly or privately. Those preventing women from doing so are going against the Law of Nature.*
Women have an obligation to seek and demand the right to vote.
NOT FOR OURSELVES ALONE - WORKSHEET

Name_____________________________________________

1. Revolution 1848-1850  
Name three things that were addressed at the Convention of 1848.
________________________________________________________________________________

2. I Wish You Were a Boy 1830-1831  
Name 2 things that Elizabeth Cady Stanton did to please her father.
________________________________________________________________________________

3. Drudge or Doll 1830-1831  
Why did Susan B. Anthony’s father pull her out of public school after she wasn’t allowed to learn long division?
________________________________________________________________________________
________________________________________________________________________________

4. A New Revolution 1840-1841  
Name the woman who became a very important mentor to Elizabeth Cady Stanton.
________________________________________________________________________________

5. A Reformer 1840-1841  
Name the 2 movements that Susan B. Anthony became involved in after she left teaching.
________________________________________________________________________________

6. Mental Hunger 1844-1847  
What did Elizabeth Cady Stanton do 3 times in Seneca Falls that shocked her neighbors?
________________________________________________________________________________
________________________________________________________________________________

7. Seneca Falls 1848-1850  
What resolution given by Elizabeth Cady Stanton was considered revolutionary?
________________________________________________________________________________
________________________________________________________________________________

8. A Caged Lion 1852-1855  
Why did Susan B. Anthony sometimes go to Elizabeth Cady Stanton’s house to help?
________________________________________________________________________________
________________________________________________________________________________

9. Women’s Souls 1856-1860  
Name the law that Stanton and Anthony worked to pass in the New York Legislature.
________________________________________________________________________________

10. Men’s Sense of Justice 1861-1866  
What organization did Stanton and Anthony form to win freedom for all slaves?
________________________________________________________________________________

11. Negro’s Hour 1866-1870  
What organization did Stanton and Anthony form after the word “male” was not dropped from the 14th Amendment?
________________________________________________________________________________
12. *Failure Is Impossible* 1868-1870  Name the newspaper started by Stanton and Anthony in 1868.
_________________________________________________________________________________

13. *Done It* 1871-1875  What did Susan B. Anthony do on November 1, 1872?  __________________
_________________________________________________________________________________

14. *Spreading the Word* 1876-1878  What job did Elizabeth Cady Stanton take that paid her wages?
_________________________________________________________________________________
_________________________________________________________________________________

15. *Making History* 1880-1885  What did Elizabeth Cady Stanton, Susan B. Anthony and Matilda
Joslyn Gage work on together?  ________________________________________________________________________
_________________________________________________________________________________

their first president?  ________________________________________________________________________

17. *Solitude of Self* 1892-1894  Name the speech Elizabeth Cady Stanton gave when she resigned as
president of The National Womens Suffrage Association.  ________________________________________________________________________
_________________________________________________________________________________

18. *An Awful Hush* 1895-1902  What book did Elizabeth Cady Stanton publish in 1895 before she
died?  ________________________________________________________________________

19. *A Little Bit of Justice* 1903-1906  Name the speech that Susan B. Anthony gave a few weeks before
she died.  ________________________________________________________________________

20. *Winter Wheat* 1907-1920  Fourteen years after Susan B. Anthony died, the Nineteenth Amendment
became law.  Name the state and date where this took place.  ________________________________________________________________________
_________________________________________________________________________________
REFORM-O Questions

1. In what city did the Women’s Rights Convention of 1848 take place? Seneca Falls, NY
2. Who published a newspaper for women entitled “The Lily?” Amelia Bloomer
3. Who could not read or write, but was famous for her speeches? Sojourner Truth
4. What word describes a way to make changes in life for the better? Reform
5. Name the movement that persuaded people to cut down on alcohol. Temperance
6. Name the movement that wanted to get rid of slavery in the U.S. Abolition
7. Name the movement that wanted to give women the right to vote. Suffrage
8. What was the name of the garment worn by a famous reformer? Bloomers
9. Which Constitutional Amendment gave women the right to vote? Nineteenth Amendment
10. Who kept her own name after she got married Lucy Stone
11. Who became the first woman to graduate from medical college? Elizabeth Blackwell
12. Who organized a boycott against products made by slave labor? Lucretia Mott
13. Who wrote The Women’s Bible? Elizabeth Cady Stanton
14. What document first insisted that women be given the right to vote? Declaration of Sentiments
15. Who tried to vote and was arrested in 1872? Susan B. Anthony
16. What name was given to women who fought for voting rights? Suffragettes
17. What name was given to children who fought against drinking alcohol? The Cold Water Army
18. Name the sisters who fought against slavery in the 1830’s. Grimke sisters
19. What is a person represents a group of people called? Delegate
UNPACKING WOMEN COMPOSERS

Name of Composer

______________________________

Year of Her Birth ___________        Year of Her Death ________

<table>
<thead>
<tr>
<th>Item</th>
<th>Why is this item important in the composer’s life?</th>
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Women Composers

N I F A O O U Q U P R C W N C K K S C A
Z H S R H B S A M K U E N O K L E O A R
G W O X O S M I I Y X L H G O N M F R T
P V I S Z T V J A Z K L I T O P V A N I
T N T L S S C H U M A N N T O W A N E S
K O N H I L O O E J H M S S Z R E N G T
N I E Z E C E I D C U B E Q R E B Y I F
G T M G P G H D A F M R S M H A R B E S
R I O N O H O E N O A C I R E M A L S Z
U S W J R T B T R E E C L A R A I E K U
B O T R U M P E T T N M I M M G X N P C R
M P U E E O N A I P E Y G G Y L A K Z Q
A M M U S D C S B E M L F H L A R E E Y
H O J N T B Q B G A Q Z L I T C L I I E
D C U J X T A C T B L Z B E Q P C B Y B

AMERICA  AMY  ARTIST
BEACH  BOSTON  BRAHMS
BROTHER  CARNEGIE  CLARA
COMPOSER  COMPOSITION  DOCTOR
EIGHT  ELLEN  EUROPE
FANNY  FELIX  HAMBURG
ILLNESS  MENDELSSOHN  PIANO
PULITZER  SCHUMANN  TOMBSTONES
TRUMPET  WOMEN  ZWILICH