



#8647

BLOOMERS TO BALLOTS

Grade Levels: 7-13+

29 minutes

CHIP TAYLOR COMMUNICATIONS 1999

DESCRIPTION

Women had to go against the church, their fathers and husbands, and society's expectations to gain the right to vote. Focuses on the women's suffrage movement in Wyoming and Colorado during 1870-1896. Old photos, reenactments, and many quotes from men and women leaders of that time lend flavor to this historical review of the first major step to giving women the right to vote.

INSTRUCTIONAL GOALS

1. To introduce the sentiments, social pressures and politics that were typical during and before the women's suffrage movement.
2. To depict the difficulties that women had to overcome to get the vote in western states.
3. To study important players and locations in the initial stages of American women's suffrage.
4. To compare modern life for American women to life in the late 1800s.

VOCABULARY

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|---------------------|----------------|
| 1. abolition | 10. obligation |
| 2. battalion | 11. opposition |
| 3. buxom-holed | 12. prevail |
| 4. clandestinely | 13. refuge |
| 5. disenfranchised | 14. sojourn |
| 6. disillusion | 15. straw vote |
| 7. heady | 16. teamster |
| 8. legally inferior | 17. tirade |
| 9. logic | |

BEFORE SHOWING

1. Describe what life is like for women around the world.
 - a. What are basic human rights?
 - b. Where are places in the world where women are oppressed? How?
 - c. What legal differences exist for women around the world?

2. Hypothesize what life was like for women in the 1800s in America.
 - a. What legal, social, and religious rights did American women have?
 - b. What events in American history afforded women more rights?
 - c. How did women survive and sometimes flourish during times when their rights were unclear or unavailable?

AFTER SHOWING

Discussion Items and Questions

1. Discuss the role of women in America prior to gaining suffrage.
 - a. What did a woman surrender when she married?
 - b. What did the Constitution say in regard to the role of women in American society?
 - c. Why did some consider universal suffrage to be a delusion and a snare?
 - d. Why were mothers considered to be avoiding duty when they worked outside the home? Why were men called "helpful" when caring of their own children?
 - e. Who else was unable to vote at this time besides women?
 - f. Why did the emancipation of women not begin in the cities?
 - g. What interest did the industrialized northeast have in women?
 - h. What role did the Seneca Falls women's rights conference play in women's suffrage?
2. Discuss the role of the church in women's suffrage.
 - a. What was the role of the Christian church in the roles of women? Why did the church offer little solace to women fighting for suffrage in the late 1800s?
 - b. What was hypocritical about the Archbishop Machebeuf's concern about a woman leaving her children to go to the polls to vote?
 - c. What is reprehensible about Archbishop Machebeuf's accusation that women wanting suffrage are battalions of old maids?
 - d. How did Archbishop Machebeuf inadvertently help women's suffrage?
 - e. What did other clergy of the time have to say about women suffrage?
 - f. How did Archbishop Machebeuf and Father O'Ryan disagree about the relationship between the purity of women and their involvement in politics?
3. Discuss the relationship between abolition and women's suffrage in America.
 - a. Why were women attracted to the abolition movement?
 - b. Why did women join clandestinely?
 - c. What did women learn as they struggled to free African-American slaves?
 - d. What humiliation happened to women who attended the World Anti-Slavery Convention in London in 1840? How did this benefit the women's movement?
 - e. What was Frederick Douglas' relationship with women's suffrage?
 - f. What stigma did *The Home Physician Handbook* attribute to small-breasted women? Why did this book warn against too much intellectual stimulation for young girls?
4. Discuss the relationship between fashion and women's rights.

- a. How did women's fashions create a hindrance?
- b. What was the importance of bloomers to those campaigning for women's suffrage? Why were bloomers condemned by critics?
5. Discuss civil disobedience practiced by suffragists.
 - a. What happened to a woman who ran for president?
 - b. Why was Susan B. Anthony arrested for entering a polling place and attempting to vote?
 - c. How were early suffragists ill prepared for their role as public speakers?
6. Discuss the impact of the Civil War on women's rights.
 - a. What did Abe Lincoln say about the role of women in the war?
 - b. What roles did women play during the war?
 - c. What was the impact of the Civil War on gender roles and women's issues?
 - d. Why did these doors close after the Civil War ended? How may individual women have responded to that?
7. Discuss why the western United States was more open to granting women equal rights.
 - a. Why was there no time for vanity or frailty for women pioneers in the American West?
 - b. Why didn't the early pioneers of the American east embrace the same ideas of women's rights?
 - c. How did the West embrace new settlers?
 - d. Why was the battle for suffrage in the American West so different from the East Coast? Why did the West ultimately succeed?
8. Discuss Wyoming's role in women's suffrage.
 - a. Why was Wyoming desperately wooing women and stable families?
 - b. Why was Esther Morris a force to be reckoned with?
 - c. What was courageous about the Wyoming legislatures early response to being denied statehood because of women's suffrage?
 - d. When did Wyoming give women suffrage?

Applications and Activities

1. Find primary texts of leaders of equal rights movements. Consider women's rights, black rights in South Africa, the 1960's civil rights movement in America, Native American rights, Hispanic rights and the gay rights movement.
 - a. What role did rhetoric, poetry, music and stories play in inspiring those in favor of equal rights and informing those unsure of change?
 - b. What current genres of words influence the ways that people think and feel about themselves and others?
 - c. Why are human beings so resistant to change?
2. Evaluate the following quotes to determine what caused the speaker's sentiment, if the statement is still believed by some today, and how it might apply to minority groups other than women.
 - a. It'll be a cold day before I ever vote for a woman.

- b. Women, like children, have but one right and that is the right to protection. It involves the obligation to obey.
 - c. A woman is a nobody. A wife is everything. We trust that women will maintain their rights as belles, virgins, mothers and not as a woman.
 - d. I have been tried by law, made by men, interpreted by men, administered by men, in favor of men ...resistance to tyranny is obedience to God.
 - e. Women are greatly to blame for folding their hands and permitting this state of things.
 - f. A man who quarrels with his wife for holding a different political opinion should be disenfranchised as incapable of appreciating the fundamental principles of our government.
 - g. Woman is all purity. Take away purity and modesty and nothing is left to her worthy of God or man.
 - h. All of the evils of society are caused by the bad management of men.
3. Create a visual representation of women prior to gaining suffrage. Use some of the following images from the video.
 - a. Every fiber of my being rebelled ...
 - b. The oppression I saw everywhere swept across my soul ...
 - c. We hold these truths to be self-evident that all men, and women, are created equal.
 4. Research the following events and people related to women's suffrage.
 - a. The World Anti-Slavery Convention held in London in 1840
 - b. The Seneca Falls Declaration of Sentiments
 - c. Susan B. Anthony
 - d. Elizabeth Cady Stanton
 - e. Charlotte Woodward
 - f. Archbishop Machebeuf
 - g. Ellis Meredith
 5. Plan a trip to a place where individuals will experience being in the minority. What is the relationship between experiencing minority status and compassion? Anger? Activism?
 6. Identify issues of personal, local, national or global importance where individual's rights are being trampled. Make an action plan considering the following idea: a small step but all things begin that way.
 7. Using Jessie Butler's remembrances of her mother, write a true or fictionalized personal account from one of the following perspectives.
 - a. Actual recollections of small steps one's mother took to stand for something she believed in.
 - b. Plans of action that one would want her children or grandchildren to remember her for.

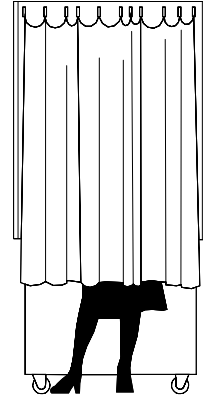
RELATED RESOURCES



Captioned Media Program

- An American Revolution: Women Take Their Place #8430
- A Century of Women: Social Justice #8054

World Wide Web



The following Web sites complement the contents of this guide; they were selected by professionals who have experience in teaching deaf and hard of hearing students. Every effort was made to select accurate, educationally relevant, and "kid-safe" sites. However, teachers should preview them before use. The U.S. Department of Education, the National Association of the Deaf, and the Captioned Media Program do not endorse the sites and are not responsible for their content.

- **THE HISTORY CHANNEL'S THE HISTORY OF WOMEN'S SUFFRAGE IN AMERICA**

<http://www.historychannel.com/exhibits/woman/>

Includes pictures and text in the following categories: introduction, exhibits, firsts and timeline.

- **THE AMERICAN'S EXPERIENCE ONE WOMAN, ONE VOTE**

http://www.pbs.org/onewoman/one_woman.html

Highlights moments in seventy-two years of the suffrage movement.

- **WOMEN'S SUFFRAGE**

<http://www.spartacus.schoolnet.co.uk/USAsuffrage.htm>

Scroll down to see the text and numerous links to numerous photos and text covering all aspects of the women's suffrage movement.

- **WOMAN SUFFRAGE AND THE 19TH AMENDMENT**

<http://www.nara.gov/education/teaching/woman/home.html>

The National Archives and Records Administration provides primary sources, activities and links to related web sites for educators and students.

- **VOTES FOR WOMEN - LIBRARY OF CONGRESS**

<http://lcweb2.loc.gov/ammem/rbnawshtml/nawshome.html>

Offers access to the Library of Congress collection of 167 books, pamphlets, and photographs documenting the suffrage movement.