

INDIANA WOMEN'S SUFFRAGE CENTENNIAL CURRICULUM GRADES K-12

INFORMATION FOR EDUCATORS

Table of Contents

Introduction and Indiana State Standards	2
Background Text for Educators	3
Vocabulary.....	4

Biographies

Julia Carson.....	5
Blanche Culbertson French.....	6
Claudia Fuentes.....	7
Helen M. Gougar.....	8
Alice Hamilton.....	9
Cecil Murray Harden.....	10
May Wright Sewall.....	11
Gene (Geneva) Stratton-Porter	12
Polly Strong.....	13
Dr. Mary Frame Thomas.....	14
Madam C.J. Walker.....	15
Amanda Way.....	16

Activities

Activity: All Grades/Activity 1: Protest Materials	17
Activity: All Grades/Activity 2: Mock Election - Our Voice Our Vote	18
Mock Election Voting Data Analysis	21
Activity: Grades K-5/Activity 1: The Struggle For the Vote in Photos.....	22
Activity: Grades K-12/Activity 2: The Fight For Equality in Indiana.....	23
Fighting for Equality Worksheet.....	25
The Indiana True Democrat.....	27
Activity: Grades K-5/Activity 3: Objects of Change	29
Activity: Grades 6-12/Activity 1: The Fight for Equality: The Progressive Era	31
Activity: Grades 6-12/Activity 2: The Spark - Seneca Falls Convention of 1848.....	33
Activity: Grades 6-12/Activity 3: Objects of Change	35
Activity: Grade 6-12/Activity 4: The Case Against Suffrage	36
Online Resources	37

INTRODUCTION AND INDIANA STATE STANDARDS

Introduction

In celebration of the passing of the 19th Amendment in 1920, recognizing women's right to vote, this curriculum will assist educators in introducing students to key Indiana women and events that helped our state make strides for women's rights. Included are biographies of women who have made both local and national impact. Activities are also provided for students of all ages to learn more about the meaning of the right to vote, events that championed a woman's voice in our electorate and how voting today continues to impact our nation.

Indiana State Standards

Social Studies: K.H.2, 1.H.3, 1.C.1, 1.C.3, 2.H.3, 2.C.3, 2.C.4, 3.H.4, 3.C.4, 3.C.5, 4.H.9, 5.C.6, 5.C.7, 6.CIV.13, 6, CIV.14, 6.CIV.16, 8.H.22, 8.C.4, 8.C.5

United States Government: USG.1.1, USG.2.5, USG.2.6, USG.5.2, USG.5.5

United States History: USH.3.2, USH.3.4

Visual Arts: Cr1.2.K, Cr1.2.2, Cr1.2.3, Cr1.2.4, Cr1.2.5, Re7.1.1, Re7.1.4, Re7.1.5, Re7.2.K, Re7.2.3, Re7.2.4, Re7.2.5, Re8.1.K, Re8.1.1, Re8.1.2, Re8.1.3, Re8.1.4, Re8.1.5, Cn11.1.K, Cn11.1.1, Cn11.1.2, Cn 11.1.3, Cn11.1.4, Cn11.1.5

English/Language Arts: 6.RC.1, 6.RC.5, 6.RC.9, 6.W.1, 6.W.5, 6.CC.1, 6.CC.3, 6.CC.4, 6.CC.6, 6.CC.7, 6.CC.8, 7.RC.1, 7.RC.2, 7.RC.5, 7.RC.6, 7.W.1, 7.W.5, 7.CC.1, 7.CC.4, 7.CC.6, 7.CC.7, 8.RC.1, 8.RC.8, 8.W.1, 8.W.5, 8.CC.1, 8.CC.4, 8.CC.6, 8.CC.7, 9-10.RC.1, 9-10.RC.5, 9-10.RC.8, 9-10.W.1, 9-10.W.5, 9-10.CC.1, 9-10.CC.2, 9-10.CC.5, 9-10.CC.7, 9-10.CC.8, 11-12.RC.1, 11-12.RC.6, 11-12.RC.7, 11-12.RC.8, 11-12.RC.9, 11-12.RC.10, 11-12.W.1, 11-12.W.5, 11-12.CC.1, 11-12.CC.2, 11-12.CC.4, 11-12.CC.6, 11-12.CC.7, 11-12.CC.8

BACKGROUND TEXT FOR EDUCATORS

The importance of women's roles in American history is often obscured by the accomplishments of their male counterparts. Women have battled the perception that their job was to be leaders in the home, while men were to determine the direction of society. This barrier, however, did not keep women from stepping up to challenge this stereotype. The accomplishments of women in the past have made it possible for today's women to be an integral part of the workforce, have a strong political voice, and be pioneers in various fields.

Since the beginning of civilization, women have been recognized as the source of human life. This view historically did not give women an equal footing when it came to individuality and decision-making power. Instead, they were deemed intellectually poor and susceptible to, or the source of, temptation. Women also were seen as the weaker sex, unable to challenge men physically when it came to heavy labor. That left women to deal only with those duties related to the care of home and children.

It was frequently ignored that being a mother and a housewife was, and still is, a physical, mental and emotional challenge. Work in the home was never done, and the mother often was the earliest to rise and the last to go to bed. From a very young age, girls were taught that their place was in the home. Rarely were they encouraged to obtain a formal education.

In the course of American history, women have risen to challenges in traditionally male and female spheres alike. Women were leaders in the temperance and labor movements. In the late 20th century, they fought for the right to vote and became a voice in national and local governments. They worked in factories while their husbands were at war and are now serving in combat and high-ranking roles in the military. And, when all-male colleges and universities denied them access, women created their own educational opportunities.

In recent decades, much research has gone into better understanding Indiana women, both past and present, and the impacts they have made. From Amanda Way's call for the first women's rights meeting in the state in 1851 to Eva Kor and her advocacy in bringing education about the Holocaust to all of Indiana's children, our state has been blessed by a range of women from different backgrounds dedicated to the purpose of giving women a greater voice, one that must be heard.

VOCABULARY

The following words are used throughout the curriculum:

Benevolence: Disposition to do good; an act of kindness.

Temperance: Moderation in action, thought or feeling; abstinence from the use of alcoholic beverages.

Suffrage: The right to vote.

Autonomy: The state of being independent.

Epidemiology: A branch of medical science that deals with the incidence, distribution and control of disease in a population.

Precedent: A person or thing that serves as a model; a judicial decision that should be followed by a judge when deciding a later similar case.

Abolition: The act of officially ending or stopping something, such as slavery.

Abolitionist: A person who supports the end of slavery.

National Association for the Advancement of Colored People (NAACP): The oldest and largest grassroots civil rights organization, founded in 1909 to combat racial discrimination and ensure political, educational, social and economic equality for African Americans.

Civic Duty: The legal and moral obligations a citizen owes to their community and government, such as paying taxes, obeying laws and jury service.

Women's Rights: Right that promotes a position of legal and society equality of women with men.

Primary Source or Resource: An account or record (such as a first-hand account, a contemporaneous news report, a photograph, or an audio or video recording) reflecting direct experience of a thing (such as a historical event) that is being researched or studied.

Secondary Source or Resource: Developed by people who have researched events but did not experience them directly. Secondary sources take the form of newspaper articles, biographies, internet resources or non-fiction books.

Inalienable: The rights of citizens seen as natural rights which cannot be taken away by government, such as the right to free speech, freedom of and from religion and the right of life, liberty and the pursuit of happiness.

JULIA CARSON

(1938 - 2007)

United States Congresswoman

Born Julia May Porter, on July 8, 1938, in Louisville, Kentucky, Julia Carson became the first woman and first African American from Indianapolis to be elected to the United States Congress.

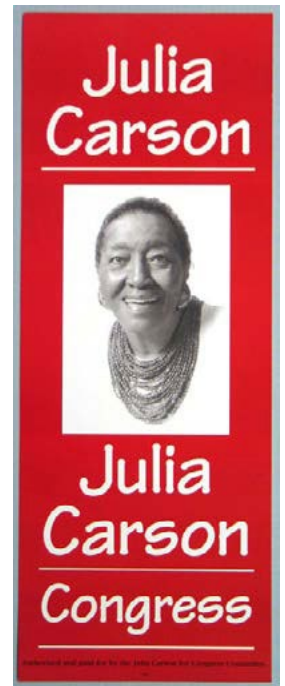
She graduated from Crispus Attucks High School in 1955, she married young and bore two children. Her political career began by working for and with United States Representative Andrew "Andy" Jacobs after leaving her job with the United Auto Workers (UAW) in 1965. She initially served as a caseworker for Jacobs, and she continued to work for the congressman until 1972.

Carson worked for the people and advocated for the working class and the poor. She served in the Indiana House of Representatives from 1973-77 and in the Indiana State Senate from 1977-90. In 1991, she moved to the Center Township office and served as its trustee. She also worked a full-time job as a human resource director, beginning in 1973. Carson remained in both these positions until 1996.

Following the retirement of Andrew Jacobs, Carson was elected to the U. S. House of Representatives, which was a major feat. Strong to the core, she took the oath of office from her hospital bed, as she recovered from heart surgery. First taking office in 1997, she would serve for nearly 11 years.

One of Carson's major accomplishments was to honor civil rights leader Rosa Parks with the Congressional Medal of Honor. Her passion drove 329 members to co-sponsor the legislation. Two years later, Parks received her honor with almost unanimous support in Congress.

Carson passed away on December 15, 2007 from terminal cancer, and was buried in Crown Hill Cemetery. The IndyGo Transit Center in downtown Indianapolis is named in her honor, as is the Julia M. Carson Government Center. Former Indiana Governor and United States Senator Evan Bayh commented, "Julia Carson overcame much and accomplished much, and devoted her life to helping other people do the same ... She was elected to important public offices, but never forgot who she was, where she came from or who she was there to serve."



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BLANCHE CULBERTSON FRENCH

(1870 - 1924)

Suffragist

Blanche Culbertson was the daughter of New Albany dry goods merchant William Culbertson and his second wife Cornelia Warner Eggleston Culbertson. Born in New Albany, Indiana, in September 1870, Blanche was raised in a family that heavily stressed the virtues of benevolence, temperance, truthfulness and justice, and was influenced by a spirit of activism that possessed her family.

At the age of 10, Blanche suffered the death of her mother, then later spent the next several years as a student at the Ogontz School for Young Ladies in Philadelphia. This school was another progressive force in Blanche's life, as the principals and teachers she had at this school were all females and all noted as "giants in intellect."

Her father, William Culbertson (1814-82) and his third wife, Rebecca "Keith" Culbertson were heavily involved in the women's suffrage movement in southern Indiana. Mr. Culbertson, the founder of Southern Indiana's Primary Committee for Women's Suffrage, personally invited Susan B. Anthony and her successors to New Albany for a suffrage meeting and speaking engagement in December 1887.

Blanche's upbringing in a family that supported women's suffrage gave her a plain view of how far women were left behind in the Victorian era. Along with her religious upbringing that promoted civic service, Blanche went on to do great things.

After her father's death in June of 1892, Blanche eloped with her husband Leigh Hill French, a man considered altogether "unsuitable" for his reputation as a former circus owner, divorcee and untraditional medical student. She and Leigh Hill traveled frequently during the early years of their marriage but eventually settled in New Rochelle, New York where she raised their three sons. Between 1900 and 1910 Blanche became heavily involved with the suffrage movement, participated in national marches for women's suffrage, and was a lifelong member of the North American Women's Suffrage Association. Blanche lived in New York until her death in 1924.



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CLAUDIA FUENTES

B. 1976

Elected Official

Born in East Chicago, Indiana, Claudia Fuentes was raised in northwest Indiana. She received her bachelors degree in business administration from Indiana University and worked for the State Department of Commerce as a financial analyst. Eventually, she moved up to tax incentives manager position while earning her MBA from Butler University. Near the end of her master's work, she took a job with the Marion County Auditor. Five years later, she moved to the Marion County Treasurer's office. In February 2012 Treasurer Michael Rodman resigned and Fuentes replaced him. She is the first Latina elected to a countywide office in Marion County (Indianapolis).

Fuentes is very active in the community. She has served as a board member of the Indiana Latino Expo, a member of Andre Carson's Latino Advisory Council, member of the Indiana Latino Democratic Caucus State Central Committee, member of the Indiana Democratic Party State Central Committee representing the Latino population, and has worked as the treasurer of the Indiana Latino Democratic Caucus. In addition, she has been the vice president of the Marion County Board of Commissioners, Her term ended in December 2020.

Claudia Fuentes

FOR
MARION COUNTY TREASURER

The Experience We Need. As the Tax Incentives Manager with the Indiana Economic Development Corporation, Claudia Fuentes **helped create hundreds of new jobs** across Indiana. In her position as Marion County Deputy Auditor, she made our county property tax system more efficient and more effective.

The Leadership We Expect. Claudia Fuentes is a leader in our community and understands that government must be responsive to us. She has led efforts to make state and local government more transparent. Most recently, she added much needed payment plans and options so that the **Treasurer's Office is an advocate and resource for local taxpayers.**



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Museum and Historic Sites

HELEN M. GOUGAR

(1843 - 1907)

Lawyer; Journalist; Temperance and Women's Rights Activist

Born in Michigan, Helen Mar Jackson moved with her family to Lafayette, Indiana, in 1860 and began her teaching career. In 1863 she married Lafayette attorney John Gougar. Attracted to law, Helen left teaching to become an apprentice in her husband's law firm. Not long after, she became involved in writing a column for a local newspaper, the *Lafayette Courier*. Gougar's impact on local journalism increased in the 1880s with her ownership of a newspaper called *Our Herald*, where her support for temperance and suffrage was evident.

Gougar established a public life first by her support for temperance. While living in Lafayette, she involved herself in many endeavors. This included work with the Young Men's Christian Association (YMCA), Lafayette Home Association, Ladies Benevolent Society and the Second Presbyterian Church.

According to Gougar, she was drawn to the women's rights movement upon hearing the plight of a married mother who was a victim of domestic violence. Gougar believed that the only way real change could happen for women was through the power of the vote. With her drive to support women's rights, Gougar became involved in politics. Disappointed that the Republican Party was unwilling to include women's rights in the party's platform, Gougar joined the Prohibition Party in 1888. In her political work, Gougar was known for traveling the United States, speaking on behalf of political candidates in favor of suffrage for women. She also served as president of the Indiana Women's Suffrage Association.

In 1894, Gougar tried to vote and was denied. As a result, she sued the Tippecanoe County election board. With the knowledge she gained while assisting in her husband's law firm, Gougar argued her own case in front of the Indiana Supreme Court in 1897 after being admitted to the Tippecanoe County Bar Association in 1895. Gougar relied on the argument that the Fourteenth Amendment of the United States Constitution gave her the right as a U.S. citizen to vote, regardless of the fact the State of Indiana's Constitution noted that only males of the age 21 and older could vote. Unfortunately, the justices of the court did not agree and recommended that it must be amended for women to gain suffrage rights in Indiana.

Gougar passed away in 1907 and was not able to see women gain suffrage.

Quote

"On behalf of mothers of this country I demand that their hands be loosened before the ballot-box, and that they shall have the privilege of throwing the mother heart into the laws ... and so I ask you to let the mothers carry their influence ... I ask you to loosen our hands."



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Collection of the Tippecanoe
Historical Society

ALICE HAMILTON

(1869 – 1970)

Physician; Scientist; Author; Women’s Rights Activist

Born in Manhattan in 1869, Alice Hamilton spent much of her childhood growing up in Fort Wayne, Indiana, a city that was built mostly on land owned by her grandfather. Though she grew up in a wealthy family, Alice felt a need to be useful and pursued a career in medicine to support herself. After spending one year at the Fort Wayne College of Medicine, Hamilton attended the University of Michigan’s Medical School and completed her degree in 1893.

Not long after, Hamilton began an interest in understanding public health. While studying medicine in Germany, Alice faced discrimination for being female and was denied the opportunity to take classes in Berlin. In 1897, Hamilton took a teaching position at the Women’s Medical School at Northwestern University and became a member and resident of Hull House. Hull House was founded by Jane Addams and Ellen Gates Starr as a settlement house where social reform was championed, promoting the education and autonomy of women. While at Hull House, Hamilton volunteered by teaching and served as Addams’ personal physician.

“At Hull House Alice saw firsthand the dangerous effects industrial work had on women. Her work was instrumental in understanding the effects of typhoid, tuberculosis and lead poisoning on workers. She published her first medical journal in 1908 on the topic of industrial diseases. Her work led to her being named medical investigator to the Illinois Commission on Occupational Diseases by the governor. Her work also led to laws that helped with worker compensation in both Illinois and Indiana and was instrumental in setting standards for industrial hygiene and occupational epidemiology.

It is also while at Hull House Alice became involved with the women’s rights movement, where she, like many, saw connections to the power women could have on important issues like public health. Alice traveled to Germany several times to aid in both women’s rights and peace movements, especially during World War I. But it was her work in the medical field where she made her greatest impacts with women’s rights.

In her later career, Hamilton became the first female appointed to the faculty of Harvard University in 1919. Though this was a major step for the university, she continued to be discriminated against and was not included in university social engagements and clubs afforded to male faculty. She wasn’t even allowed to march in commencement ceremonies. Regardless of her treatment, she continued to support the university and accomplished the writing of medical textbooks in the field where she had become a leader. After retiring in 1935, she remained busy, working for the U.S. Department of Labor Standards and serving as president for the National Consumers League from 1944 to 1949.

Alice died at the age of 101 and witnessed decades of accomplishments made by women who gained the right to vote. There is currently a sculpture of Alice Hamilton, along with her sister Edith Hamilton and cousin Agnes Hamilton, in Headwaters Park in Fort Wayne, Indiana.



Library of Congress

CECIL MURRAY HARDEN

(1894 - 1984)

Educator; United States Congresswoman; Women's Rights Activist

Cecil Murray Harden was a Republican representative from Indiana born in Covington, Fountain County, on November 21, 1894. She graduated from the public schools of Covington in 1912 and attended Indiana University. She worked briefly as a teacher in Fountain County before her marriage in 1914 to Frost Revere Harden.

Harden became actively involved in politics beginning in the mid-1930s. She served as vice chairman of the Fountain County Republican Party; vice-president of the Fountain County Women's Republican Club; vice-chairman of Indiana's 6th congressional district; a Republican National committee woman from Indiana, 1944-59, 1964-72; and a delegate-at-large to the Republican National Conventions in 1948, 1952, 1956 and 1968.

In 1948 Harden ran as a Republican for a seat in the U.S. House of Representatives. She represented Indiana's 6th congressional district through five consecutive terms in Congress, from January 3, 1949 until January 3, 1959. In her time in office she served on, among others, the Veterans' Affairs Committee, the House Committee on Expenditures in Executive Departments, and the Committee on the Post Office and Civil Service. In her legislative endeavors, she was an advocate for women's rights and worked to promote and secure funding for flood control in the Wabash River Valley.

Following her time in office, she served as special assistant for women's affairs to the Postmaster General, Washington, D.C., from March 1959 to March 1961 and was a member of the National Advisory Committee for the White House Conference on Aging, 1972-73.

While in Congress, Harden worked to secure funds for Mansfield Lake in Parke County. On December 14, 1974, President Ford signed a bill renaming it Cecil Harden Lake in her honor. Cecil Murray Harden died of cancer on December 5, 1984.

Quotes

"The more interest you take in politics, the more you meet your responsibilities as a citizen."

"Every intelligent woman should be interested in politics."

"If women don't get in there and work (in politics) they'll end up with laws passed by people whose intellects and moral standards are far below theirs."

"Women handle the purse strings in this country and are more economical than men. They will always endeavor to save here, economize there, even if it's just a little. The government should do likewise."



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MAY WRIGHT SEWALL

(1844 - 1920)

Educator; Suffragist

May Wright was born in Milwaukee, Wisconsin, in 1844. She showed intelligence at a young age and spent her youth studying under her father, who encouraged her education. It was unusual for a woman of her time, but she pursued a college education and graduated from Northwestern University in 1866. She taught in Mississippi and Michigan, then took a position at the high school in Franklin, Indiana. She eventually married the principal of the school, Edwin Thompson. In the 1870s, the couple moved to Indianapolis, where they both taught at the old Indianapolis High School. Soon afterward, Edwin died of tuberculosis. May married Theodore Sewall in 1880.



Library of Congress

Sewall started her career as a suffragist in the 1880s. Following her passion for education and women's rights, she founded more than 50 organizations that promoted women's rights and education. These included the International Council of Women, Indianapolis Equal Suffrage Society, the Girls' Classical School, and the Indianapolis Women's Club. Sewall also became a national leader in the fight for women's suffrage. A friend of Susan B. Anthony and Elizabeth Cady Stanton, she led Indiana suffrage groups and was chairman of the executive committee charged with preparation and arrangements for the first National Council of Women in Washington in 1888. She also was a delegate to the Universal Congress of Women in Paris and became president of the National Federation of Women's Clubs in 1889, and helped form the National Council of Women at The Hague in 1898. Sewall wrote three works: *Higher Education of Women in the Western States of the U.S.*, *Neither Dead nor Sleeping*, and *History of the Woman Suffrage Movement in Indiana*. Although her work took her away from Indiana beginning in about 1907, she returned the year before her death in 1920 at age 76.

Suffragist May Wright Sewall has earned a place in history as a courageous and groundbreaking woman.

Quote

"Universal suffrage is the only guarantee against depotism."

GENE (GENEVA) STRATTON-PORTER

(1863 - 1924)

Naturalist; Author; Screenwriter; Producer

Born August 17, 1863 in Wabash County, Indiana, Gene (short for Geneva) Stratton was the youngest of 12 children. She grew up on a farm and loved to explore the countryside around her family's home. As a girl, she liked collecting feathers, butterflies and moths, and her love of the environment became a lifelong passion. These fond memories of family and life on the farm became the basis of her writings.

She moved to Wabash, Indiana, when she was about 11, and continued in school until 1883 when she left to care for a sick sibling. She married Charles Porter, a druggist, on April 21, 1886. The couple moved around, eventually settling in Geneva, Indiana, where they designed and built Limberlost Cabin, named after the nearby Limberlost Swamp.

The natural environment of the swamp fascinated Stratton-Porter, and she wrote about it, studied it and photographed it extensively. That led to her contributing to the magazines *Recreation and Outing*, and she eventually joined their staffs. She also spent four years as a specialist in natural history and photography at *Photographic Times Annual Almanac*. Her biggest success as an author came from her novels. Her most famous work, *A Girl of the Limberlost* (1909), was made into a motion picture in 1924; she also wrote the screenplay. In all, she wrote 26 books including fiction, non-fiction and poetry for adults and children.

After World War I, Stratton-Porter moved to California and continued to write. By this time, she was a world-famous author and had sold more than one million books. She founded the Gene Stratton-Porter Productions film company and wrote for McCall's magazine. Unfortunately, Gene Stratton-Porter was fatally injured in California when her car was hit by a trolley car in 1924. Her husband and one daughter, Jeannette, survived her.

Quote

"Suffrage came as a gift, at least in my case. God knows I had not worked for it, and I did not want it. I had always had men in my family who would do my voting for me as I wanted it done, as had my mother before me, but when this gift came to me I could see what could be done with it, I could see that if every woman would accept suffrage as a gift from God, if she would forget old lines and old partisanship, if she would inject herself into the primaries and the real working machinery of political parties, if she would fight for the nomination of honest men and women with high ideals, in combination with the help of the better element of the men, she could do anything in this world she wanted to do which could be done politically."



Collection of the Indiana State Museum and Historic Sites

POLLY STRONG

(ca. 1796 – unknown)

Freewoman

Polly Strong, a young mulatto woman, used the judicial system to challenge her status as a slave in the early days of Indiana statehood. She was born about 1796 to Jenny, a Black slave seized by Native Americans and held prisoner at the age of 15, then sold at least twice – first to Isaac Williams of Detroit in 1795 and later to Antoine Lasselle. Lasselle's nephew, prominent Vincennes, Indiana, resident Hyacinth Lasselle, purchased Polly Strong about 1806. Within a decade, Strong and Hyacinth Lasselle would become engaged in the multi-year legal battle known as *State v. Lasselle* to determine her freedom.

Three edicts affected the lives of Strong, her mother, her brother James, and, ultimately, the outcome of *State v. Lasselle*. In 1787, the Northwest Ordinance prohibited slavery in the Northwest Territory, from which Indiana would be formed nearly 30 years later. In addition, the 1795 Treaty of Greenville, between the United States and Native Americans in the Northwest Territory, called for the release of prisoners on both sides. Strong's mother, Jenny, was released and eventually sold into the Lasselle family. But, adhering to the Northwest Ordinance, Indiana's 1816 Constitution prohibited slavery or involuntary servitude. With Polly being born in Indiana after the adoptions of the Northwest Ordinance, Polly should legally be a free person.

Despite these precedents, court documents show Strong's bid for freedom was not resolved quickly. Sometime before 1816, Judge John Johnson of the General Court of the Indiana Territory gave the opinion that Strong and her brother, James, were slaves. A freedom suit was filed, and Lasselle was ordered to present Strong and her brother to the Knox Circuit Court in July 1818. The slave owner requested that the case be dismissed, while Strong and James argued for their freedom. In February and April 1820, witnesses were summoned for both Strong and Lasselle. Sometime before July 22 of that year, Knox County Circuit Court Judge Jonathan Doty ruled in Lasselle's favor, and Strong was obligated to remain Lasselle's property.

On July 22, 1820, the Indiana Supreme Court reversed the judgment of the Knox County Circuit Court. The court found that the 1816 Constitution banned slavery and that Lasselle had violated the law by enslaving Strong. Polly Strong was declared a free woman.

Outside of court records, little is known about Strong. But her strength to challenge for her freedom established that slavery could not exist, or grow, in the free state of Indiana.

DR. MARY FRAME THOMAS

(1816 – 88)

Physician; Suffragist; Leader in Indiana Women’s Rights Movement

Mary Frame Thomas was very much an Indiana pioneer whose early life influenced the path that she blazed for generations of women to come. Born to abolitionist Quaker parents, Mary observed both political and anti-slavery speeches while growing up in Washington, D.C. Mary’s family moved to Ohio in 1833 because the state outlawed slavery. Here she later met her husband, Quaker Owen Thomas, and the couple moved to Wabash County, Indiana, and Owen supported Mary’s decision to study medicine, a male dominated field. Mary went on to be one of the first women in the United States to earn a medical degree, graduating in 1854 from the Women’s Medical College of Pennsylvania. She was later admitted as the first woman physician to the State Medical Society in Indiana. After a few years of living and practicing medicine in Fort Wayne, Mary and her family moved to Richmond, Indiana, where she continued to practice medicine.



Courtesy of Elaine Gepford and the Mincer family descendants Morrison - Reeves Library Collection

At the age of 29, Mary heard a speech by Quaker female minister Lucretia Coffin Mott in Ohio addressing women’s rights. Historical sources claim that this was a turning point for Thomas and her further involvement in the movement to help women find an equal voice in America. When Quaker Amanda Way called for a meeting on women’s rights in the winter of 1851, Mary F. Thomas put her name on the original call for such a meeting and was disappointed that she was unable to attend the October 15 meeting in Dublin, Indiana (Wayne County). But Mary provided a letter of support for the meeting and joined the Indiana Women’s Rights Society (serving as president in 1856) and assisted with the group’s efforts in the Allen County area. Mary would go on to become the first woman to speak before the Indiana General Assembly in 1859, speaking on the lack of women’s representation in property law and asking for consideration of a women’s suffrage amendment to the Indiana Constitution. Unfortunately, the all-male legislature chose to ignore Mary’s pleas.

Like many women, Mary chose to put her work for women’s rights to the side during the Civil War. Her medical expertise proved instrumental. Dr. Thomas held a role with the Indiana Sanitary Commission providing medical support for troops recovering in Union hospitals and on the front lines such as the Battle of Vicksburg. After the Civil War, Dr. Thomas continued to be a leader in the medical field serving on the Board of Public Health and as a physician at the Home for Friendless Women in Richmond, Indiana. She also continued to earn designations in the field being the first woman elected to the Wayne County Medical Society (after being turned down twice because of her gender), and the second woman to serve as a member of the American Medical Association.

Upon her death in 1888, Dr. Mary F. Thomas was not done making a statement. She requested that all her pall bearers be women representing the causes and institutions she fought so hard for in almost 72 years of life: temperance, abolition, women’s rights and suffrage, and medical treatment for women.

Quote

“By my example, as well as my words, I have tried to teach women to be more self-reliant, and to prepare themselves for longer and more varied spheres of activity ...”

MADAM C.J. WALKER

(1867 – 1919)

Entrepreneur; Philanthropist; Activist

Madam C.J. Walker was born Sarah Breedlove in the Louisiana Delta on December 23, 1867, the daughter of two former slaves. Raised on a farm, Sarah was orphaned at age seven. When she was 10, she and her sister moved to Vicksburg, Mississippi, to work in the cotton fields. Sarah married Moses McWilliams four years later to get away from her abusive brother-in-law, and the couple had one daughter, Lelia (later known as A'Lelia, a prominent figure in the Harlem Renaissance).

Widowed at age 20, Sarah moved to St. Louis and became a laundress. She also began experimenting with hair products as a way to control a scalp ailment. After encountering fellow entrepreneur Annie Malone, Sarah began selling Malone's products when she moved to Denver in 1905. After a short second marriage to John Davis, Sarah married Charles Joseph Walker in 1906.

Encouraged to start her own business, she changed her name to Madam C.J. Walker and started selling "Madam C.J. Walker's Wonderful Hair Grower," made from her own secret formula. Walker slowly expanded her business by traveling throughout the country and adding mail-order services. In Pittsburgh, she started a correspondence course in which anyone could earn a diploma from Lelia College for 25 dollars. By February 1910, Walker had settled in Indianapolis, a central location that allowed her business to flourish. As a successful businesswoman, she was particularly concerned with the issues of African American women. In 1913, she presented "The Negro Woman in Business." She used this speech and many others to inspire and motivate Black women to pursue things beyond the "laundry and kitchen."

This desire for improvements for the race led to her philanthropy. She concentrated on giving back to the communities in which she lived. Madam Walker donated funds to establish the Senate Avenue YMCA in Indianapolis and contributed funds to the Alpha Home for Aged Colored Women. Ever active in pursuing progress for her community she was active in the NAACP anti-lynching campaign. She contributed financially to that campaign and traveled to the White House to discuss the passage of anti-lynching legislation. She also donated to the Tuskegee Institute and other African American schools and began schools to teach her system of selling her company's products, allowing many African American women to be independent businesswomen.

In 1916, she made a final move to New York, where she built a mansion at the Irvington on the Hudson.

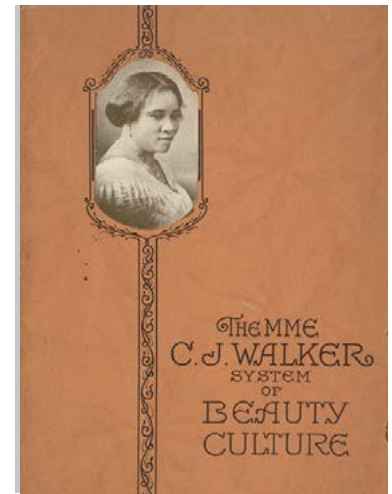
By 1917, Walker was one of the best-known and wealthiest African Americans in the United States. On May 25, 1919, she passed away at her estate. Today, Madam C.J. Walker is remembered in Indianapolis at the Madam Walker Theatre, built in 1927 by her daughter A'Lelia to commemorate her numerous contributions.

Quotes

"Don't sit down and wait for the opportunities to come. Get up and make them."

"Perseverance is my motto."

"You might say that I was the first and caused others to awaken to the sense of their duty in helping deserving causes for the benefit of that race."



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AMANDA WAY

(ca. 1828 – 1914)

Suffragist; Leader in Indiana Women’s Rights and Temperance Movements

Amanda Way was born in Winchester, Indiana, in Randolph County. Born into a Quaker family, Way was educated at the Union Literary Institute and later became a teacher and milliner. Her introduction to activism, like many Quakers, came when she became involved in the growing temperance movement, joining the Winchester Total Abstinence Society in 1844. She, along with a large group of women, were part of what was known as the “Whisky Riots” in 1854. Members of the group visited several saloons and drugstores in Winchester asking proprietors to sign a pledge to stop selling liquor, and if refused, used hatchets and hammers to destroy barrels containing alcohol for consumption in the streets.

Though Amanda was dedicated to temperance, her fight for women’s equality is where she made her largest impact. Like many Quaker women, Way was raised to believe that equal opportunity should be afforded to all. Amanda was the first to call for the organization of the first women’s rights convention in Indiana by introducing a resolution at the Greensboro Congregational Friends meeting in January 1851.

On October 15, 1851, at the United Brethren Church in Dublin, Indiana (Wayne County), Way, with several others, organized a convention which attracted many Quaker, as well as some non-Quaker, women and men from around the state. At the convention, the Indiana Women’s Rights Association (IWRA) was formed and Way served as the vice president of the proceedings. The focus of the convention was to help women gain equal access to education, equal pay for work, the right to property ownership in their name and not their husbands, fathers or other males of their family and custody of their children. Though the topic of women’s suffrage was discussed by the group, it was deemed too radical for the time.

Though suffrage was not the main goal with the first convention, as the 1850s continued, the IWRA, with Amanda Way as a leader, began to demand women’s suffrage. After the Civil War, Way helped to revive the IWRA in 1869, which changed its name to the Indiana Women’s Suffrage Association (IWSA). As a representative of the IWSA, Amanda spoke in front of the Indiana General Assembly in 1871 to support an amendment to Indiana’s state constitution for women’s suffrage.

After moving west in 1890, Amanda Way had the chance at suffrage in the state of Idaho, where women could vote. While in Idaho, she continued to fight for women’s rights and was nominated to run for U.S. Congress, becoming the first Indiana-born woman to run for a congressional seat. But she was defeated and afterward Way spent her final years in California. Way’s contemporaries gave her much praise for her work on suffrage. Susan B. Anthony and Elizabeth Cady Stanton included Amanda Way in their book *History of Woman Suffrage* (Vol. 1) calling her the “mother of ‘The Woman Suffrage Association’ in Indiana.”

ACTIVITY: ALL GRADES

ACTIVITY 1: PROTEST MATERIALS

Goal: To allow students to get hands-on in creating materials to communicate support for a certain cause.

Activity:

- Ask students if they have ever supported a specific cause. Have they participated in a community walk? Have they ever worn a t-shirt or button that supported a specific cause (fight breast cancer, support veterans, etc.)?
- There are many ways in which Americans show support for certain causes or movements. When women fought for the right to vote, they often created materials to aid in their protests. Here is a link to a historical image you can show students of women with banners and sashes supporting suffrage: <https://www.loc.gov/pictures/resource/cph.3a32338/>
- For this activity - you can have students create their protest material. Or, these can be items in support of a cause (like choosing a school mascot).
- Once students have chosen a cause, allow them class time and materials to create their protest or support material. Or, have them make something at home and bring to school to share.

ACTIVITY: ALL GRADES

ACTIVITY 2: MOCK ELECTION - OUR VOICE OUR VOTE

Goal: Election Day is an important time for Americans to demonstrate their right to vote. Learn about the election process and how women earned the right to vote 100 years ago.

Background:

One of our most important civic duties as United States citizens is to vote. A civic duty is a responsibility citizens have to the country where they live. Some things are required by law, or made possible via the United States Constitution. Others are things we do as part of being a good citizen and good person. It is a bit like your house rules or family expectations, but for all people in our country. What type of expectations do you think should be included?

We have a few responsibilities, including following laws, being involved in your community, and participating in the democratic process - which leads to one of the rights we are going to about today and that is the right to vote.

Citizen Rights and Responsibilities

Rights	Responsibilities
Freedom to express yourself.	Support and defend the Constitution.
Freedom to worship as you wish.	Stay informed of the issues affecting your community.
Right to a prompt, fair trial by jury.	Participate in the democratic process.
Right to vote in elections for public officials.	Respect and obey federal, state and local laws.
Right to apply for federal employment requiring U.S. citizenship.	Participate in your local community.
Right to run for elected office.	Pay income and other taxes honestly, and on time, to federal, state and local authorities.
Freedom to pursue "life, liberty, and the pursuit of happiness."	Serve on a jury when called upon.
	Defend the country if the need should arise.

Source: U.S. Citizenship and Immigration Services

To vote in Indiana, you must be:

- United States citizen
- Age 18 on the day of the election
- Have lived in the precinct (voting area) for at least 30 days before the election
- Not currently imprisoned

But voting has not always been that easy. For a long time the only people who could vote were white men who owned land. Depending on the state constitution, some women and African Americans could vote before it was included in federal law of the U.S. Constitution.

There are four amendments to the U.S. Constitution that helped give more citizens the right to vote:

- *15th Amendment:* Gave African American men the right to vote in 1870. But many were unable to exercise that right. Some states used literacy tests and other barriers to make it harder to vote.
- *19th Amendment:* Gave American women the right to vote in 1920.
- *24th Amendment:* Eliminated poll taxes, one of the barriers used to keep African Americans from voting. Essentially, you had to pay a tax at the election poll before being allowed to vote. That caused many African American voters to sit out elections because they could not afford pay the tax. This amendment was ratified in 1964.
- *26th Amendment:* Lowered the voting age from 21 to 18 and was ratified in 1971.

But amendments to the U.S. Constitution are not the only ways American citizens have gained further voting rights. The Voting Rights Act of 1965 gave everyone, regardless of their race, the right to vote. This law prohibited voter discrimination based on race, color or membership in a language minority group.

Activity:

Supplies needed:

- Blank voter registration cards
- Pencils
- Colored pencils

Introduce voter registration cards. Indiana voter registration cards can be found here: <https://indianavoters.in.gov/>. Click on **“Register to Vote. Apply Now.”** On the pop-up screen click print icon. The form will come up as a PDF that you can save.

Next, review the sections of the form with students. Ask why each part is important and discuss how it is used:

- *Name* – They need to know who you are. Will also help to verify your identify when you go to vote.
- *Address* – Helps verify your identify with your identification card. This will also confirm you are in the correct precinct.
- *Date of Birth* – Are you old enough to vote?
- *Place of Birth/Are You a Citizen?* – This confirms that you are a U.S. citizen.
- *Signature* – When you vote, you sign a form. They will match it with this signature to make sure you are the same person.

Have students complete a voter registration form.

Consider what you want your students to vote on during this mock election. Do you want your students to have a realistic experience to prepare them for their first time voting? Or do you want to expose your students to the process? Do you want your students to vote on current candidates or issues? If not, other options include students voting on a school mascot, state symbol, or a change they would like to see in school (like more recess time).

Once you determine what they will vote on, it is time to research the candidates and/or issues.

- Have students list what they know about the candidates/issue. What have they heard? What do they believe? What do they think about their options?
- Collect their lists and determine if there are common themes. Use the common themes as a starting guide for students to research the candidate or issue using print or online resources. You can have the students work in groups to research both sides. Determine how you want students to share the information they gathered about the candidates/issue.

- Have students share out loud what they learned. Does the information match or are there inconsistencies? This is a great connection to fact checking for nonfiction writing.

Though elections are a lot about candidates/issues earning voter support, those candidates/issues need help from their supporters.

Some of the ways supporters show their preferred candidate/issue is by wearing political buttons, adding a sign in their front yard, or holding fundraisers in their homes. Some voters get turned off by the constant playing of political ads on radio and television – and now with social media! But the goal is to get as much attention to a candidate/issue as possible.

- Talk with students about what they remember from past election cycles. Do they remember TV/radio/web commercials? Did they see people wearing clothing or buttons supporting a candidate? They may remember hearing references on TV shows, seeing yard signs, billboards, bumper stickers or posts on social media. Have they attended a meeting, speech or rally with a parent? What do they remember about colors, word choice and messaging? How did it make them feel?
- Campaign materials are geared towards sharing information, eliciting a response, or showing support. What did they think when they saw the previous campaign materials? Show students the following materials from the Library of Congress regarding the campaign for women’s suffrage: <http://www.loc.gov/teachers/classroommaterials/lessons/suffrage/preparation.html>
 - Two options:
 1. Have students create their own campaign materials for the candidate/issue they support. Either have students self-select or assign who they will create campaign materials for. What facts do they want to highlight about their candidate/issue? Have them consider the best way to share information with their fellow voters (i.e. students). Create a slogan for their campaign.
 2. Have students evaluate past and present campaign materials. What facts are being highlighted? Why was that medium chosen? Is the message information or opinion? Is the message designed to share information or evoke emotion?

Now it is time to get ready to vote! To do so, the following steps must be done:

- Create a ballot for your election.
- Create a “polling” location in your room. It should provide them the ability to vote in privacy. Trifold presentation boards work great and either you or your students can decorate them for the mock election.
- Create a box where students will place their ballot. A copy paper box or a shoe box is a great option. Again, this can be decorated as well.
- Consider creating a tracking document that allows students to visually graph the votes. Attached is a worksheet that will allow students to analyze their data.

Remind students that there may not be a “perfect” candidate/issue when voting. But they must make a decision and vote. They will choose which option they think is better. As the teacher, give each student a ballot and have them take turns voting at the polling station. Remind the class that they are NOT to share who they voted for. Once all students have voted, have students track the votes as you verbally announce each ballot. Depending on your class, it may work better to collect and tally the votes before announcing the winner. Review the tracking document with the students. Consider asking the question of how the vote tally may change if only half of the class voted, or if someone decided NOT to vote.

Some students may be disappointed by the outcome. Acknowledge that in elections, one candidate/issue must win. What could they do to continue to support that cause of the public official on the losing side? What could they do to support or better understand the winning side?

ACTIVITY: GRADES K - 5

ACTIVITY 1: THE STRUGGLE FOR THE VOTE IN PHOTOS

Goal: Students will examine how suffragists in the early 20th century were depicted in photographs.

Activity:

The suffrage movement, like other historical movements, has been documented in many ways, including photography. From suffrage supporters sitting for portraits to images of women in the streets during parades and protests, photos offer us a chance to see how women in that period organized and made their voice heard. This is also a great way to see how Americans can participate in democracy!

Using the link below from *The Atlantic*, show your students several photographs that depict the women's suffrage movement in the United States in the early 20th century. Create discussion in the class with the questions listed below. <https://www.theatlantic.com/photo/2019/06/the-battle-for-womens-suffrage-in-photos/591103/>

Questions:

- What is your first impression of these photographs?
- What seems to be happening in these photographs?
- What time period do we think these photos were taken? (Have students look at the clothing and hairstyles, are there cars or horse-drawn wagons or anything else in the photo that may help date it? Most were taken between 1900 and 1920.)
- Is there anything in this photo that conveys a particular message? What do women pictured here seem to want? What can you see on any signs or banners in any of these pictures?
- (Using Picture #19) Can you tell where this woman is in this picture? Why do you think she is in jail?
- (Using pictures #3 and #12) A few of these pictures depict women walking in graduation caps and gowns, why do you think they chose to do this?
- (Using picture #20) This image of a small group of women is different from most we have seen. What do you think this photograph shows in regards to women fighting for the right to vote?
- (Using picture #23) What are the women in this photograph celebrating?
- What do you think may have happened to the cause of women's suffrage if there were no photographs?

ACTIVITY: GRADES K - 12

ACTIVITY 2: THE FIGHT FOR EQUALITY IN INDIANA

Goal: Students will recognize that women in Indiana worked at a local level and fought for women's rights and suffrage. Students will also understand that many women in Indiana connected to the issue of women's rights after participating in the abolition movement to end slavery.

Background:

In July 1848, the first women's rights convention took place in Seneca Falls, New York. There, around 300 individuals (mostly women but some men did attend) held the first public discussion around women gaining certain rights that had been denied to them, including the right to vote. On the heels of that first meeting, other groups of women at more local levels were influenced to host their own conventions on the same topic.

For Indiana, the first call for a convention came from Quaker Amanda Way of Winchester, Indiana, in January 1851. While attending a meeting in Greensboro, Indiana (Henry County), Way called for a formal meeting to discuss women's rights, which was organized and took place in Dublin, Indiana (Wayne County) at a local church. On October 15, 1851, women and a few men of all backgrounds and professions attended the meeting. Like the Seneca Falls Convention of 1848, the meeting resulted in speeches, discussions and eventually a statement of the rights women in Indiana should have in order to be productive citizens and provide for the common good of the state. The group resolved that the only way for their voices to be heard was to have the right to vote.

Activity:

Explain to students that women in the United States have not always had the same individual rights as men. In order to gain those rights, various groups of women started to hold meetings in the nineteenth century to discuss changes they wanted see that would help women have a better chance to serve their families and community.

Ask the following questions:

- Why do you think women wished to gain equal rights to men?

- **Answer:** Many women felt it was unfair that women could not vote on important matters that impacted their life and the lives of their children. Women also could not own property, could not gain custody of their children in a divorce, and didn't have equal chances for an education.

- Women thought that if they had the right to vote, they would be more equal to men. How can the vote provide equality?

- **Answer:** By having the right to vote, women could make sure their voices were heard in important matters and could be better citizens.

Note to students that despite the calls for equality between men and women, it will take many years before these rights were gained. Women's suffrage was not earned on a national level until 1920 with the passing of the 19th Amendment to the United States Constitution. That is almost 70 years of Hoosier women fighting for suffrage before gaining the right to vote!

Provide students with the attached worksheet and copies of the secondary resource, *The Indiana True Democrat* newspaper, which printed notes from the 1851 meeting in Dublin. Explain to students that they will be using the questions on the worksheet to determine what they can learn about the first women’s rights convention in Indiana. To help aid in exploring the document, have students read portions of the article out loud, specifically the resolutions and speech labeled “Address to the Indiana Women’s Convention.” This speech was given by the meeting’s president, Hannah Hiatt.

For older students:

Have students compare *The Indiana True Democrat* article to that of *The Indiana Sentinel* which was published in Indianapolis on November 13, 1851. Have students discuss the difference of how the convention was covered in an Indianapolis newspaper compared to a more local paper – the *Democrat* was published in Centerville, just miles from Dublin location for the convention.

To access *The Indiana Sentinel* newspaper, use this online link through the Indiana State Library: <https://newspapers.library.in.gov/?a=d&d=ISSN18511113.1.1&srpos=1&e=01-10-1851-30-11-1851--en-50--1--txt-txIN-dublin+indiana+1851+suffrage----->

ACTIVITY 2: FIGHTING FOR EQUALITY WORKSHEET

NAME:

Using this worksheet, investigate this newspaper article from *The Indiana True Democrat* which details what happened at the first women's rights convention in Indiana in 1851. Answer the questions below about what you can learn from the newspaper article.

Who wrote or published this article?

When was the article written?

What town in Indiana was the newspaper printed?

Is the newspaper handwritten or typed?

Are there any words in the article you do not know? Write them down here, and on the back of the worksheet, write the definitions.

There are many resolutions mentioned in this article. Write a brief description of what each one means:

1.

What is the main idea of the speech, or address, given at the convention that is in the far right column?

There are many names listed in the article. List three of them along with any role or title:

1.

2.

3.

Why is it important for a newspaper to report on this meeting?

THE INDIANA TRUE DEMOCRAT

"EQUAL RIGHTS, CIVIL, RELIGIOUS, AND POLITICAL OF ALL MEN"

CENTERVILLE, INDIANA, THURSDAY, OCTOBER 30, 1851

Women's Rights Convention

The Indiana Women's Convention assembled in Dublin, according to agreement on Tuesday, the 14th day of Oct. 1851.

The house was called to order by Hannah Hiatt of Winchester, Henry Hiatt of Milton, was appointed Secretary, pro-tem. The call for the convention was then read. On motion of Hannah Hiatt, it was Resolved that a committee of three be appointed to bring forward names to serve as officers of the convention. Joel P. Davis of Economy, Emily R. Lewis of Jay County, and Rebecca Williams of Richmond, were appointed said committee, who, after retiring a few moments, reported the names of Hannah Hiatt for President, Amanda Way of Winchester for Vice President, Henry Hiatt, and Lydia M Davis of Economy, for Secretaries; which report was adopted by unanimous consent, and the persons named, elected officers of the Convention.

On motion of H.C. Wright, a committee consisting of Joel P. Davis of Economy, Diana Wright and Emily R. Lewis of Jay County, and Wilson W. Schooly of Cambridge, were appointed to prepare business for the meeting.

An address by the President was read, after which, a few very appropriate remarks was delivered, also by the President.

In the absence of the business committee, the Convention was addressed by H. C. Wright.

The committee reported a series of resolutions which were read and accepted. On motion, adjourned till 2 o'clock P.M.

Afternoon Session

The meeting being called to order, letters were read from Mary F. Thomas of Abiot, Allen County, and Elizabeth Wilson of Cadiz, Ohio; which were listened to with marked attention; and referred to committees on publication.

The resolutions were then taken up, and, on motion of H.C. Wright, it was resolved, that all persons present be requested to participate in the proceedings of this meeting. The resolution, extending the right of suffrage to women, was opposed by - Nixon of Ohio, Dr. Beech and Dr. Curtis, and advocated by Lucinda Davis, Hannah Hiatt, George Taylor, H.C. Wright, M. R. Hull and Clarkson Puckett. On motion to adjourn till 10 o'clock tomorrow.

Wednesday Morning

According to adjournment, the convention met at 10 o'clock A.M. The resolutions were read, one at a time, and adopted with great unanimity, as follows:

1 - *Resolved*, That it is a self-evident truth, that all human beings are created equal, and that whatever natural right belongs to one individual human being, belongs to all.

2 - *Res.* That all usages, customs laws or institutions, which deprive any person or class of persons of the exercise of a mutual right, are wrong and ruinous to all order, harmony and best interests of individuals and of the social state.

3 - *Res.* That the only justifiable end of social institutions, and customs, is the true and perfect development of each and every human being on whom they are made to bear, that this end is defeated, when any person or class of persons are deprived of the free exercise of any natural right, and that it is our duty to labor for the reformation or destruction of all laws, customs, or institutions, which thus prevent the exercise of natural rights.

4 - *Res.* That the interests and destinies of men are one end the same, that whatever laws, customs, or institutions bear, for good or evil on either sex, must bear equally for good or evil on the other; that God hath formed together the two sexes in sympathy, interest, and destiny, and all attempts to separate them in the relations and transactions of life, are unnatural and must prove alike ruinous to both.

5 - *Res.* That *men* and *women* are equally dependent for happiness, each upon the other, that all precepts, usages, laws of institutions that lend to the unequal subjection of either to the other, are outrages upon human nature, and destructive of the harmony of society, and ought to be changed or abolished.

6 - *Res.* That all customs, laws and institutions that deprive women of equal right with men to intellectual, social and moral improvement; to the attainment of wealth and personal comfort and independence or to an equal share in creating and administering the social, civil and religious institutions under which they are to live, and to which they are to be held responsible, are unjust, cruel and oppressive, and ruinous to the peace, order and progress of individuals and of the whole human family, and all men and women who respect themselves and their fellow-beings, will plead and labor for their change, or their overthrow.

7-Res. That in the opinion of this convention, while women as mothers, daughters, wives and sisters, must be first and foremost in seeking to remove the domestic, social, pecuniary, educational, religious and political disabilities that now oppress them; men as husbands, fathers, sons and brothers, are equally concerned in this work of social reform, and should lend their cordial and efficient support in carrying it forward.

On motion of Ellen Taylor of New Castle, the following preamble and resolution was adopted. Whereas, we believe the present style of female dress is highly inconvenient, unnatural and destructive of health and a work of the degradation of women, therefore Resolved, That the women of this convention pledge themselves, before our families, to throw off the bondage imposed upon us by French Milliners and adopt a style of dress more in accordance with reason.

On motion of J.P. Davis of Economy, it was Resolved, That this conventions hold an annual meeting as such time and place as the standing committee shall direct.

Res. That the standing committee in conjunction with the local committees, be requested to make arrangements to hold local Women's Rights Conventions in the Sate during the year, at such time and place as they may agree upon.

Res. That this convention now adjourn to such time and place as the committee shall designate.

Hannah Hiatt, *President*

Amanda Way, *Vice President*

H. Hiatt [and] L.M. Davis, *Secretaries*

Address to the Indiana Women's Convention

I suppose that you are all acquainted with the object of this meeting, and have each and every one come with a determination of doing something to aid the great work of elevating and bettering the condition of humanity. For while we are for women's rights, we are only enlisted in the mighty enterprise of elevating the whole human family to their proper position; for surely the condition of the wife, mother and sister, should concern the husband, father and brother. And if it does not concern them, I can assure you it will affect them. For have they not the same origin and destination? Are not their relations and obligations mutual? And whatever degrades or ennobles one, has the same effect on the other? Compare the poor down trodden slaves of the South, to the free and enlightened men of the North - in one case, they are debased and degraded by the chains they wear; in the other, they are exalted and ennobled by the freedom they enjoy.

Now will not the same cause produce the same effect? Would not the knowledge of her independence make women a happier being? Would it not enable her more fully to discharge her duties in every department of life? Would not her very individuality give her a deeper sense of her responsibility? Let us then be diligent, energetic and decisive in our movements; let us not ask our rights as a gracious boon to be granted or withheld at the options of man, but let us demand them as an inherent part of our being, which they have taken the responsibility of withholding from us until endurance has ceased to be a virtue.

ACTIVITY: GRADES K - 5

ACTIVITY 3: OBJECTS OF CHANGE

Goal: Students will be introduced to how change can come about in unusual ways. Students will see how the use of the bicycle and fashion aided the women's suffrage movement.

Background:

Today, the bicycle is seen as an everyday object of transportation. Though taken for granted at times as perhaps a children's toy, millions of people still rely on them for exercise and daily commuting. No one could have imagined though, during the beginning of its height in popularity, that the bicycle would become a key way for women to organize during the fight for suffrage at the turn of the twentieth century.

Susan B. Anthony and Elizabeth Cady Stanton are both credited with noting how instrumental the bicycle was in giving the women the vote. But how? Well like everyone else in the United States at the time, women in both rural and urban areas, found that bicycles were a great way to get around – especially to meetings and rallies. The bicycle also offered women a chance for more freedom to leave the house, without the assistance of men or the expense of a horse or drawn carriages. Now with women on the move, many were able to find gainful employment or attend school, all because a bicycle made it easier to get from one point to another. A new term came about to explain a female of this type – The New Woman. It was as if the bicycle helped women see that rights such as suffrage were attainable.

But, along with that freedom from the home, also came another change for women – their clothing. The long Victorian skirts that hid women's ankles and corsets that bound their bodies eventually gave way to the wearing of more sensible clothing to keep from getting caught in their bicycle wheels – like pants and shorter skirts. And many women felt a certain “freedom” when no longer relying on a corset as part of their daily dress!

Activity:

- To begin, show students a bicycle. This can be a real bicycle, or a picture of one. Ask students what it is used for and why it may be considered an innovative object. Make sure to have students explain their answers.
- Next, show them this video from National Geographic: <https://www.youtube.com/watch?v=V-Qv9TfG6dw> Ask students the following questions:
 - o What do you notice about this short film about a suffragist riding a bicycle?
 - o Why do you think people were yelling at the two women riding their bicycles?
 - o Did you notice that one woman was not wearing a long dress, but pants instead? Why would this be taboo?
 - o What about the man who yelled to go back to their husbands? Why did he react the way he did?
 - o Where did the women end up riding their bikes? Could this be a reason why the women were yelled at?

- This video shows that women like suffragist Frances Willard saw the bicycle as an important tool for women to be able to better participate in suffrage activities.
- It is not uncommon for people to take for granted objects that may be a means for creating great change, sometimes for good and sometimes for bad.
- Have students break up into smaller groups of three or four. Explain to the student groups that they are going to pick one item that they think has created great change and draw a picture of it in the box provided. Below, they are to write the reasons why these objects have created change. It can be any object, from ancient times to modern day. And it doesn't have to be an object you can hold - for example, the internet. With the internet, humans are connected in ways they never have been before. Plus, it provides an unlimited potential for sharing information. But those can also cause problems - such as crime or the spread of misinformation.
- To help students, have them think about things they may have learned in other subjects - like science or math.
- When the students complete the assignment, create a display of their work.

ACTIVITY: GRADES 6 - 12

ACTIVITY 1: THE FIGHT FOR EQUALITY: THE PROGRESSIVE ERA

Goal: To introduce students to a period in American history where women were active in gaining the vote to address needed reform.

Background:

The Progressive Era, which incorporated the fight for women's suffrage, was a larger movement to organize and be more vocal on issues where it was believed reform was needed. As the country became more industrial, women, as both mothers and wives, became more vocal on issues they felt needed attention. This included reforms in the following areas:

- *Labor reform - improved working conditions, health and safety measures*
- *Economic and political equality*
- *Public health and safety - child labor, poverty, social welfare (relief to the needy), women's work, public kindergarten, day care for children of working mothers*
- *Prison reform*
- *Political reform - clean up corruption, election reform*
- *Temperance - limiting sales and consumption of alcohol*
- *Urban overcrowding*
- *Support for immigrants*

Many of these reforms were considered broad-based, meaning many Americans would benefit. By promoting suffrage, the potential impact of the vote by women to make those reforms happen was possible. Women who tended to support these reforms were usually white, well-educated and came from middle and upper class backgrounds. They encouraged the use of scientific methods to help support their reforms.

Despite the good that much of these reforms provided, there were still issues of prejudice among those that supported progressive issues. Not all ideas benefitted everyone. For example, the idea of eugenics - the improvement of society through breeding, was an idea that some supported. In 1907, Indiana was the first state in the country to adopt a law authorizing the sterilization and institutionalization of persons the state felt were unfit to reproduce, believing that criminality, poverty and mental problems were hereditary.

Activity:

- Explain to students the history of the Progressive Era and share with them the type of issues women who supported reforms focused on.
- Next, divide students into smaller groups of three or four and give them a short description of a historical event that happened that led to certain reforms:
 - *The Triangle Shirtwaist Factory Fire in New York City*
On March 25, 1911 the Triangle Shirtwaist Factory in New York City was destroyed in a fire. This tragic fire killed 146 individuals, many of them immigrant women. The lack of emergency escape exits, very few water buckets to fight the fire and bulky equipment contributed to why so many perished in the fire. This remained the most deadly workplace tragedy in New York City until the events of September 11, 2001.

- o *The publishing of author Upton Sinclair's The Jungle*
Upton Sinclair published his work on working conditions of the meat packing industry in 1906. With this book, the author spoke about the appalling things happening in the production of fresh meat in the nation – often seeing examples of rotten, diseased or contaminated meat making it through the production phase and on to the tables of American consumers.
 - o *Coal miner strike of 1902*
In 1902, coal miners in Pennsylvania went on strike due to low wages, long working hours and dangerous working conditions. This strike could potentially force the United States into a coal famine, causing much chaos among American businesses and homes.
 - o *Federal Trade Commission Act*
The Federal Trade Commission Act was responsible for creating the Federal Trade Commission in 1914. The goal of the act and the creation of the FTC was to protect Americans from unfair stock market practices and help keep business monopolies from dominating American business.
 - o *Founding of the N.A.A.C.P.*
Following a race riot in Springfield, Illinois, the National Association for the Advancement of Colored People, or N.A.A.C.P. was founded on February 12, 1909. The group's aim was to further secure the rights given to Americans by the passing of the 13th, 14th and 15th Amendments.
 - o *Adamson Act*
The Adamson Act was passed in 1916 and established the eight-hour work day.
- Give students class time as a group to research the importance of these events that led to historical reforms. Have them create a 10-minute presentation for the whole class regarding the importance of the event or law and its lasting impact.

ACTIVITY: GRADES 6 - 12

ACTIVITY 2: THE SPARK - SENECA FALLS CONVENTION OF 1848

Goal: Students will look at a primary resource document that details the resolutions of the country's first women's rights convention which took place in Seneca Falls, New York in 1848.

Background:

The first women's rights convention in the United States took place in Seneca Falls, New York, on July 19 and 20, 1848. The idea of the convention happened after Lucretia Coffin Mott was denied a chance to speak at an anti-slavery convention on slavery, purely on the basis of her sex. Mott, along with fellow reformer and abolitionist Elizabeth Cady Stanton, and three other women organized and led the convention which focused mostly on women's rights. Though suffrage was discussed, the convention greatly targeted how little rights women had as American citizens. Along with no legal right to vote, women were unable to attain higher education, employment in many professional trades, often denied leadership roles in churches, and denied guardianship of their own children. Any woman who did work, or own any substantial property, lost the right to that property when marrying.

On the first day of the convention, only women, and most local to Seneca Falls area, attended. On the second day, men were allowed to attend and some did, including Frederick Douglass. The demands, or resolutions, discussed at the convention were mostly written by Elizabeth Cady Stanton. The document is very similar to the Declaration of Independence and is known as the Declaration of Sentiments. In total, the document contained 11 resolutions looking to address many grievances that women had in relation to their position in American society. Sixty-eight women and 32 men signed the declaration.

The Seneca Falls Convention, and the many more that came after, were often derided in the press. Many felt that women were too dependent on men to be able to have such rights. Most men, and even women, often held negative views of women gaining more rights. Most of the early support in the years before the Civil War were tied to the abolitionist effort to end slavery. There just wasn't enough public support to form an independent movement. In the decades after the Civil War, much will change and the voice for women's rights grew, especially the call for the right to vote.

Activity:

Hand each student a copy of the Declaration of Sentiments and explain the history of the Seneca Falls Convention (below is a link to access this through the National Parks Service). Then, have students read the resolutions in the Declaration of Sentiments out loud.

<https://www.nps.gov/wori/learn/historyculture/declaration-of-sentiments.htm>

Next, lead a discussion with students regarding the statements made by this document and how we can make connections to it still today.

Questions:

- Who do you think is the main audience for this document?
- Why do you think Elizabeth Cady Stanton felt it should be similar to the Declaration of Independence?
- The word inalienable is used often here, and it is used in the Declaration of Independence. What does inalienable mean? What are considered inalienable rights?
- Why does the document state that women do not have a voice?
- How is the argument of taxation with representation presented in this document?
- Why do you think men were allowed to attend the convention? Why not just have it be women?
- Many rights will be asked for by this group. Are there any you were not aware of? Which ones?
- Why do you think some members of the group voted against the suffrage resolution?
- Today women have these rights, but does that mean they are seen as equal to men in America?

To add to this part of the conversation, share this article with students on what women were not able to do 50 years ago: <https://www.thelist.com/85025/crazy-things-women-couldnt-50-years-ago/>

ACTIVITY: GRADES 6 - 12

ACTIVITY 3: OBJECTS OF CHANGE

Goal: Students will be introduced to how change can come about in unusual ways. Students will see how the use of the bicycle and fashion aided the women's suffrage movement.

Background:

Today, the bicycle is seen as an everyday object of transportation. Though taken for granted at times as perhaps a children's toy, millions of people still rely on them for exercise and daily commuting. No one could have imaged though, during the beginning of its height in popularity, that the bicycle became a key way for women to organize during the fight for suffrage at the turn of the twentieth century.

Susan B. Anthony and Elizabeth Cady Stanton are both credited with noting how instrumental the bicycle was in giving the women the vote. But how? Like everyone else in the United States at the time, women in both rural and urban areas, found that bicycles were a great way to get around - especially to meetings and rallies. The bicycle also offered women a chance for more freedom to leave the house, without the assistance of men or the expense of a horse or drawn carriages. Now with women on the move, many were able to find gainful employment or attend school, all because a bicycle made it easier to get from one point to another. A new term came about to explain a female of this type - The New Woman. It was as if the bicycle helped women see that rights such as suffrage were attainable.

But, along with that freedom from the home, also came another change for women - their clothing. The long Victorian skirts that hid women's ankles and corsets that bound their bodies eventually gave way to the wearing of more sensible clothing to keep from getting caught in their bicycle wheels - like pants and shorter skirts. And many women felt a certain "freedom" when no longer relying on a corset as part of their daily dress!

Activity:

- To begin, show students a bicycle. This can be a real bicycle, or a picture of one. Ask students what it is used for and why it is a revolutionary object.
- Explain to students how the bicycle was an important tool to help women to organize during the women's suffrage movement at the turn of the twentieth century.
- Next, show students the following images regarding women's fashion in the suffrage movement: <https://www.loc.gov/pictures/item/2014687861/> <https://www.loc.gov/resource/mnwp.275015/> <https://i.pinimg.com/originals/4b/92/f1/4b92f1a9e555969cfef4e7de31d8524d.jpg> Ask the question of why fashion is important for activism.
- For an assignment, have students research something that they think has created change *in their lifetime*. Have them prepare a short 10 minute power point to present in front of the class to explain their object and give evidence to why. If they need some ideas, perhaps create a list of objects they can choose from.
- Have students discuss whether these items either created positive or negative change.

ACTIVITY: GRADES 6 - 12

ACTIVITY 4: THE CASE AGAINST SUFFRAGE

Goal: To show students that there was not wide support for women to gain the right to vote – both men and women were against the idea of female suffrage.

Background:

Though the suffrage movement had many supporters, both male and female, there were also those who spoke out against women gaining the right to vote. Because of this debate, it set-back the ratification of the 19th Amendment by decades. Many anti-suffragists did not feel that women should have a voice in politics. The woman's role should be in the home tending to the family. Men should be the ones fighting through the muck that was American politics. Men and women who believed in a patriarchal marriage felt that there should be two spheres to life: the public, which involved men, and the private, which involved women. Some women felt it was not right for them to try and compete with their husbands to gain jobs, own property or even have equal voice in society.

Activity:

- Before class time begins, download the following document *Women Suffrage: An Argument Against It*. Make sure to read beforehand and determine if you wish to have your students read the whole document, or focus on certain selections.
- To access the document, find it here and choose the PDF download option: <http://images.indianahistory.org/cdm/singleitem/collection/V0002/id/2294/rec/21>
- Have students form a discussion around the points that are made in the document and answer these questions:
 - o Are there any points similar to ideas and thoughts that students hear today?
 - o Give some specific examples of why the author feels women should not have the vote.
 - o What points seem valid in this document, and which ones seem too extreme?
 - o Why do you think suffrage was a scary idea?
 - o How would this document be received today?

ONLINE RESOURCES:

THE FOLLOWING WEBSITES WILL FURTHER ASSIST LEARNING ON VOTING AND THE HISTORY OF SUFFRAGE IN THE UNITED STATES.

Indiana State Library: <https://blog.library.in.gov/suffrage-materials-in-the-indiana-digital-collections/?fbclid=IwAR1HO-hHYLtKJv-IOiW-fvE94oY1HQwOxTACDFioMbPocbUhcl8M4d5YPhTE>. *Newly digitized women's suffrage print materials.*

National Archives: <https://www.docsteach.org/topics/women>
<https://www.archives.gov/historical-docs?doc=13>

National Women's History Museum: <https://www.womenshistory.org/articles/pedaling-path-freedom>

Women's Rights National Historic Park (NPS): <https://www.nps.gov/wori/index.htm>

Facing History: <https://www.facinghistory.org/resource-library/image/10-questions-framework-poster> https://www.facinghistory.org/resource-library?search=voting&f%5B%5D=fh_search_api_search_type%3Acontent&f%5B%5D=multi_field_resource_type%3A626&page=2

Harvard University: <https://ypfactionframe.fas.harvard.edu/>

National Education Association:
<http://www.nea.org/tools/lessons/63472.htm>

Library of Congress: <http://www.loc.gov/teachers/classroommaterials/lessons/suffrage/preparation.html> <http://www.loc.gov/teachers/classroommaterials/lessons/suffrage/> <http://www.loc.gov/teachers/classroommaterials/lessons/women-rights/procedure.html>

Center for Civic Education: <https://www.civiced.org/resources/curriculum/lesson-plans/456-how-can-citizens-participate>

Bill of Rights Institute: <https://billofrightsinstitute.org/educate/educator-resources/lessons-plans/voting-rights-and-the-u-s-constitution/>

Civil Action Project: <https://crfcap.org/>

Constitution Center: <https://constitutioncenter.org/learn/educational-resources/we-the-civics-kids>
PlanBook Blog: <https://blog.planbook.com/civic-duty/>

Brain Pop
<https://www.brainpop.com/socialstudies/ushistory/womensuffrage/>

PBS Learning Media - Campaigns & Elections:
<https://www.pbseduelectioncentral.com/index.html>