

WOMEN REFORMERS

1830-1920 / U.S. HISTORY

APPLYING COMMON CORE

ACTIVITIES TO MEET ANCHOR STANDARDS



CHARLIE BOONE

**APPLYING
COMMON
CORE**

U.S. HISTORY / 1830 – 1920

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SOCIAL STUDIES SCHOOL SERVICE

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Introduction

Goals

The main goal of this book is to help students develop skills outlined in the Common Core Standards by clarifying what the standards are asking for and by giving teachers specific activities they can use to address the standards.

Organization

The book is mostly organized by the categories into which Common Core places its standards. The first three chapters are “Key Ideas and Details,” “Craft and Structure,” and “Integration of Knowledge and Ideas.” Because “Range of Reading and Level of Text Complexity” is addressed every time students read, it does not have its own chapter. Also, because it is common for many writing categories to overlap on a paper, the fourth chapter covers all the writing standards and is divided into the three main paper types: argumentative, informative, and narrative.

Activities open with an introductory page that includes every standard covered by the activities, directions, estimated lesson length, and additional teaching ideas. At the back of the book are selected answers for the reading activities.

Tracking Common Core Standards

On page 3, there is a chart that can help you track which Common Core Standards you have addressed and with which activities.

Narrative Writing

Narrative writing is not required for social studies teachers, which is why there is no WHST.6-8.3. However, this form of writing was included in this book (W.6-8.3) because numerous social studies teachers also teach language arts, for the many educators who find creative writing a valuable way to explore history, and because other required writing standards can be covered with narrative writing.

Common Core Standards

If a teacher covers the six reading activities and three papers outlined in this book, he or she will have addressed every 6–8 History/Social Studies Common Core Standard at least once. Although it is not expected that teachers cover every standard in each unit of study, this gives teachers a great way to see examples of every standard and have numerous assignments to choose from.

Common Core Standards

READING

Key Ideas and Details

RH.6-8.1

Cite specific textual evidence to support analysis of primary and secondary sources.

RH.6-8.2

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

» *Summarize primary or secondary sources.*

RH.6-8.3

Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

» *Summarize the steps of a process or historical event.*

Craft and Structure

RH.6-8.4

Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

» *Use context to decipher the meanings of difficult words.*

RH.6-8.5

Describe how a text presents information (e.g., sequentially, comparatively, causally).

» *Determine how the author has ordered the information.*

RH.6-8.6

Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

Integration of Knowledge and Ideas

RH.6-8.7

Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

» *Interpret a reading with a visual.*

RH.6-8.8

Distinguish among fact, opinion, and reasoned judgment in a text.

RH.6-8.9

Analyze the relationship between a primary and secondary source on the same topic.

Range of Reading and Level of Text Complexity

RH.6-8.10

By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.

SPEAKING AND LISTENING

Comprehension and Collaboration

SL.8.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6–8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

WRITING

Text Types and Purposes

WHST.6-8.1

Write arguments focused on *discipline-specific content*.

» *Argumentative writing.*

WHST.6-8.2

Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

» *Informative writing.*

W.6-8.3

Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

» *Creative writing. (This is not required for social studies teachers.)*

Production and Distribution of Writing

WHST.6-8.4

Produce clear and coherent writing in which the development, organization,

and style are appropriate to task, purpose, and audience.

» *Write for a specific audience.*

WHST.6-8.5

With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

» *Use writing process.*

WHST.6-8.6

Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

» *Publish writing for an audience.*

Research to Build and Present Knowledge

WHST.6-8.7

Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

» *Research to answer a question.*

WHST.6-8.8

Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

» *Use multiple credible sources when researching and summarize findings in own words.*

WHST.6-8.9

Draw evidence from informational texts to support analysis, reflection, and research.

» *Support essays with information or quotes from texts.*

Range of Writing

WHST.6-8.10

Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Tracking Common Core Standards

CCSS.ELA-LITERACY	Assignment	Assignment	Assignment	Assignment
<u>RH.6-8.1</u>				
<u>RH.6-8.2</u>				
<u>RH.6-8.3</u>				
<u>RH.6-8.4</u>				
<u>RH.6-8.5</u>				
<u>RH.6-8.6</u>				
<u>RH.6-8.7</u>				
<u>RH.6-8.8</u>				
<u>RH.6-8.9</u>				
<u>RH.6-8.10</u>				
<u>SL.8.1</u>				
<u>WHST.6-8.1</u>				
<u>WHST.6-8.2</u>				
<u>WHST.6-8.4</u>				
<u>WHST.6-8.5</u>				
<u>WHST.6-8.6</u>				
<u>WHST.6-8.7</u>				
<u>WHST.6-8.8</u>				
<u>WHST.6-8.9</u>				
<u>WHST.6-8.10</u>				

Note: WHST.6-8.3 is not included on this chart because it is not required for social studies teachers.

Key Ideas and Details

ACTIVITY 1

Dorothea Dix—Mental Health Reformer

RH.6-8.1

RH.6-8.2

ACTIVITY 2

Women's Suffrage

RH.6-8.2

RH.6-8.3

Dorothea Dix—Mental Health Reformer

COMMON CORE STANDARDS

RH.6-8.1

Cite specific textual evidence to support analysis of primary and secondary sources.

RH.6-8.2

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

RH.6-8.4

Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

RH.6-8.10

By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.

DIRECTIONS

- The class reads the introductory paragraph (in italics) to “Memorial” together, summarizing it in the right margin. Repeat for the first paragraph of “Memorial.”
- With a partner, students read the second paragraph of “Memorial” and summarize it in the right margin. Students share their margin summaries with the class. Repeat for the third paragraph.
- Students read and summarize the rest of “Memorial” independently. (Consider *Williamsburg, Burlington, Lincoln, Pepperell, Brookfield, and Granville* one paragraph.) The students share their margin summaries with the class.
- Students independently answer “Dorothea Dix Questions.”

IMPORTANT/DIFFICULT VOCABULARY

There are many ways to review vocabulary. Below are some words you may choose to create a review activity with.

- Advocate
- Almshouse
- Benediction
- Commonwealth
- Composing features
- Degradation
- Implore
- Judicious
- Pauper
- Perishable
- Succor
- Want of skill

"MEMORIAL" ^{1/2}

In the early 1800s, very few people with mental health disorders received proper care. From 1840 to 1841 Dorothea Dix toured Massachusetts, investigating how the mentally ill were treated. She recorded what she witnessed in her famous report, "Memorial," and presented her findings to the Massachusetts state legislature. Eventually a law was passed that expanded the state's mental hospital, but Dix had only just begun. For the next forty years she tirelessly lobbied all over the country, and even abroad, for better care for the mentally ill. Dix is credited with spurring the reform of mental health facilities all over the country, Canada, and Europe. Below are quotes from "Memorial."

I come to present the strong claims of suffering humanity. I come to place before the Legislature of Massachusetts the condition of the miserable, the desolate, the outcast. I come as the advocate of helpless, forgotten, insane and idiotic men and women; of beings sunk to a condition from which the most unconcerned would start with real horror. . . .

I must confine myself to few examples, but am ready to furnish other and more complete details, if required. If my pictures are displeasing, coarse, and severe, my subjects, it must be recollected, offer no tranquil, refined, or composing features. The condition of human beings, reduced to the extremest states of degradation and misery, cannot be exhibited in softened language, or adorn a polished page.

I proceed, gentlemen, briefly to call your attention to the *present* state of insane persons confined within this Commonwealth, in *cages, closets, cellars, stalls, pens! Chained, naked, beaten with rods, and lashed* into obedience!

As I state cold, severe *facts*, I feel obliged to refer to persons, and definitely to indicate localities. But it is upon my subject, not upon localities or individuals, I desire to fix attention; and I would speak as kindly as possible of all wardens, keepers, and other responsible officers, believing that most of these have erred not through hardness of heart and willful cruelty, so much as want of skill and knowledge, and want of consideration. Familiarity with suffering, it is said, blunts the sensibilities, and where neglect once finds a footing other injuries are multiplied. . . .

It is the Commonwealth, not its integral parts, that is accountable for most of the abuses which have lately, and do still exist. I repeat it, it is defective legislation which perpetuates and multiplies these abuses. In illustration of my subject, I offer the following extracts from my Note-book and Journal:—

Springfield. In the jail, one lunatic woman, furiously mad, a state pauper, improperly situated, both in regard to the prisoners, the keepers, and herself. It is a case of extreme self-forgetfulness and oblivion to all the decencies of life; to describe which, would be to repeat only the grossest scenes. She is much worse since leaving Worcester. In the almshouse of the same town is a woman apparently only needing judicious care, and some well-chosen employment, to make it unnecessary to confine her in solitude, in a dreary unfurnished room. Her appeals for



Dorothea Dix

employment and companionship are most touching, but the mistress replied "she had no time to attend to her."

Northampton. In the jail, quite lately, was a young man violently mad, who had not, as I was informed at the prison, come under medical care, and not been returned from any hospital. In the almshouse, the cases of insanity are now unmarked by abuse, and afford evidence of judicious care by the keepers.

Williamsburg. The almshouse has several insane, not under suitable treatment. No apparent intentional abuse. . . .

Burlington. A woman, declared to be very insane; decent room and bed; but not allowed to rise oftener, the mistress said, "than every other day: it is too much trouble." . . .

Lincoln. A woman in a cage. . . .

Pepperell. One often doubly chained, hand and foot; another violent; several peaceable now.

Brookfield. One man caged, comfortable.

Granville. One often closely confined; now losing the use of his limbs from want of exercise. . . .

Could we in fancy place ourselves in the situation of some of these poor wretches, bereft of reason, deserted of friends, hopeless, troubles without, and more dreary troubles within, overwhelming the wreck of the mind as "a wide breaking in of the waters,"—how should we, as the terrible illusion was cast off, not only offer the thank-offering of prayer, that so mighty a destruction had not overwhelmed our mental nature, but as an offering more acceptable devote ourselves to alleviate that state from which we are so mercifully spared? . . .

Men of Massachusetts, I beg, I implore, I demand pity and protection for these of my suffering, outraged sex. . . . Here you will put away the cold, calculating spirit of selfishness and self-seeking; lay off the armor of local strife and political opposition; here and now, for once, forgetful of the earthly and perishable, come up to these halls and consecrate them with one heart and one mind to works of righteousness and just judgment. Become the benefactors of your race, the just guardians of the solemn rights you hold in trust. Raise up the fallen, succor the desolate, restore the outcast, defend the helpless, and for your eternal and great reward, receive the benediction, "Well done, good and faithful servants, become rulers over many things!"

Source: Dix, Dorothea. *Memorial to the Legislature of Massachusetts*, 1843. Boston, 1904. <https://archive.org/details/memorialtolegisl00dixd>.

Women's Suffrage

COMMON CORE STANDARDS

RH.6-8.2

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

RH.6-8.10

By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.

RH.6-8.3

Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

DIRECTIONS

- The class reads the first five events together, underlining parts they can connect to, have a question about, or are surprised by. Students should draw a line from the underlined part to the margin and explain their connection, ask their question, or describe why they were surprised.
- Students read the rest independently, annotating the text as they did with the first two paragraphs. Students share what they highlighted with a neighbor, then the class.
- Independently, students go through the events again, starring the five to seven events they think were the most pivotal in helping women to obtain the right to vote.
- Students share with a neighbor what they starred and provide reasons for why they chose particular events. Students can modify what they starred if they change their mind after discussing it with their neighbor.
- Students answer the questions independently, using the events they starred to help them answer question 4.

EXTENSIONS

- Assign students to create a visual time line using eight to ten of the events from the reading.
- Have students read primary sources supporting women's suffrage (like Jane Addams's "Why Women Should Vote") and primary sources opposed to women's suffrage.
- Create a Socratic Seminar that covers the Declaration of Sentiments and the Declaration of Independence.
- Assign students to compare the process that U.S. women went through to secure voting rights with that of another country.
- Have students look at a world map that shows when (or if) women could vote. Ask them to make observations.

IMPORTANT EVENTS LEADING TO WOMEN'S SUFFRAGE ^{1/3}

1776: Declaration of Independence

America declared independence from Great Britain. One of the colonists' main grievances with Britain was being taxed without having representatives in the British government. Women suffragists made a similar complaint against the U.S. government during the nineteenth century. They also were taxed in various ways but were barred from voting.

1783: Original Constitution

The Constitution led to unprecedented voting rights for many U.S. citizens. However, these rights mostly applied to white men who owned property.

1848: Seneca Falls

A meeting was held in Seneca Falls, New York, about women's rights. After two days many of the attendees signed a document called the Declaration of Sentiments, which is the Declaration of Independence rewritten to address issues for women. Being denied the right to vote was one of the major grievances listed in the document.

1850: First National Woman's Rights Convention

More than one thousand people attended this meeting on advancing women's rights in Worcester, Massachusetts. Between 1850 and 1860, the convention was held ten times.

1868: Fourteenth Amendment Passed

The Fourteenth Amendment prohibited states from having laws that took away rights from citizens. The amendment was created to stop states from passing discriminatory laws against African American men, but many women's rights advocates argued that it also applied to women.

May 1869: National Woman Suffrage Association (NWSA)

Well-known reformers Susan B. Anthony and Elizabeth Cady Stanton formed this organization. Their goal, and the organization's goal, was to get a constitutional amendment passed that would give all U.S. women the right to vote.

November 1869: American Woman Suffrage Association (AWSA)

This organization was founded by many people, including Lucy Stone and Elizabeth Blackwell. The difference between this group and the National Woman Suffrage Association was that it focused on securing suffrage one state at a time.

December 1869: Women's Suffrage in Wyoming

Wyoming, still just a territory, became the first area in the United States to give the right to vote to women.

1869–1906: Appeals to Congress

Susan B. Anthony appeared before Congress to request a women's suffrage amendment at least once a year during this period.

1870: Fifteenth Amendment Ratified

The Fifteenth Amendment prohibited states from denying African American men the right to vote.



From left to right, women suffrage hikers General Rosalie Jones, Jessie Stubbs, and Colonel Ida Craft.

1872: Arrested for Voting

Susan B. Anthony was taken to court for casting a vote in the 1872 presidential election. She delivered speeches at various towns near where her trial was going to be held, titling her lectures, “Is It a Crime for a Citizen of the United States to Vote?” The trial was closely followed in the press, and Anthony used it as an opportunity to argue that she was not being tried by a jury of her peers (because women couldn't be jurors) and that the Fourteenth Amendment gave her, and all citizens, the right to vote. In the end the court fined her one hundred dollars. She responded, “I shall never pay a dollar of your unjust penalty.” The judge, fearing she would appeal the case, never enforced the fine.

Image source: Courtesy of the Library of Congress

1890: National American Woman Suffrage Association (NAWSA)

The National Woman Suffrage Association and the American Woman Suffrage Association merged together to form this organization.

1893: Women's Suffrage in Colorado

Colorado became the first state to grant women the right to vote. (Although Wyoming had become a state in 1890.)

1895–1918: Women's Suffrage in More States

Utah and Idaho also granted the right to vote to women in 1895 and 1896, respectively. Washington, California, Oregon, Kansas, and Arizona did so by 1912. Alaska, Illinois, Montana, Nevada, New York, Michigan, South Dakota, and Oklahoma did so by 1918.

1906: Women's Suffrage in Europe

Finland (technically the Grand Duchy of Finland) became the first European country to give women the right to vote. In Switzerland, women could not vote in some local elections until 1991.

1913: National Women's Party

First named the Congressional Union, this group worked to pass a Constitutional amendment for women's suffrage. The group gained much attention when they picketed outside the white house in 1917, holding up banners that read, "Mr. President—what will you do for woman sufferage?"

1919: Federal Woman Suffrage Amendment Passed

Susan B. Anthony wrote the original proposal and presented it to Congress in 1878. Forty-one years later (and thirteen years after her death), over two-thirds of the House of Representatives and the Senate voted for it. Since it was an amendment, it also needed to be ratified by three-fourths of the state legislatures to change the Constitution.

1920: Nineteenth Amendment Ratified

The Nineteenth Amendment was ratified by over three-fourths of the state legislatures. Women could no longer be denied the right to vote!

Craft and Structure

ACTIVITY 3

Dress Reform

RH.6-8.4

RH.6-8.6

ACTIVITY 4

The Temperance Movement

RH.6-8.5

Dress Reform

COMMON CORE STANDARDS

RH.6-8.1

Cite specific textual evidence to support analysis of primary and secondary sources.

RH.6-8.2

Cite specific textual evidence to support analysis of primary and secondary sources.

RH.6-8.4

Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

RH.6-8.6

Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

RH.6-8.10

By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently

DIRECTIONS

- Students complete the vocabulary activity with a partner. The class goes over the answers together.
- The students read the quotations independently. They should highlight any sentences or phrases that support dress reform and underline any sentences or phrases that are against dress reform.
- Students share what they highlighted and underlined with a partner, then the class. Students should add any they missed.
- Students answer the questions independently.

EXTENSIONS

- Have students research the many ways women's figures have been disfigured for beauty over time and throughout the world.
- Devote more class time into looking into the effects of modern mass media on people's self-image today. Are things better or worse for women than before? What about for men? Do we need a new "dress reform"? What would it look like?
- Have the class go into more depth with question 7 (about the health consequences of high heels). This could include having students research the topic, write an argumentative paper, or have a debate.

DRESS REFORM VOCABULARY ACTIVITY

Write the letter of the definition in front of the vocabulary word. Use the context sentences or phrases for help.

- a. a tight undergarment used to shape someone's figure
- b. recklessness
- c. long baggy trousers worn under a short skirt
- d. another name for a corset, often made of whalebone
- e. the part of the body that contains the digestive organs
- f. caused oneself pain for their beliefs
- g. stylish
- h. shameful
- i. freedom

1. ____ Stays
Nor have I yet found any authentic case of real harm being done by **stays**.
2. ____ Abdomen
Make a bonfire of the cruel steels that have lorded it over your thorax and **abdomens** for so many years and heave, a sigh of relief, for your emancipation.
3. ____ Emancipation
Make a bonfire of the cruel steels that have lorded it over your thorax and abdomens for so many years and heave, a sigh of relief, for your **emancipation**.
4. ____ Folly
What is to be said for the sinful **folly** of the mother who put her child into corsets at six years old.
5. ____ Corsets
What is to be said for the sinful folly of the mother who put her child into **corsets** at six years old.
6. ____ Smart
No man will marry a girl unless she looks **smart**.
7. ____ Contemptible
The gratification of a **contemptible** vanity.
8. ____ Bloomers
I met a very pretty modest-looking young woman who wore a "**Bloomer**."
9. ____ Martyred
She was at least **martyred** in a noble cause.

DRESS REFORM QUOTATIONS ^{1/3}

Women's dress in the 1800s was quite different from today. Like today, styles came and went, but for many women, to be fashionable was to wear a dress so long it touched the ground, multiple petticoats, a corset that squeezed in her waist, and fourteen pounds of underwear! Although it may not have seemed as important as the battle to vote, it affected the majority of women every day of their lives. Starting in the 1850s in Britain and America, women began to rally for change. This was often referred to as the rational dress movement. Many people got involved in this debate, including women's rights advocates, doctors, people against the new fashions, and women who defended the right to wear a corset. Below is a collection of various quotes from people at the time of the battle over dress reform.

a. A pivotal moment in dress reform came in 1851 when women's reformer Amelia Bloomer wrote about the freedom of wearing trousers that ballooned out. She got the idea from her friend Elizabeth Smith Miller, who had been inspired by Turkish pants. These came to be known as bloomers. Below, Elizabeth Smith Miller discusses wearing bloomers.

.....

I am asked to give a statement of my experience in adopting, wearing, and abandoning the short skirt.

In the spring of 1851, while spending many hours at work in the garden, I became so thoroughly disgusted with the long skirt, that the dissatisfaction—the growth of years—suddenly ripened into the decision that this shackle should no longer be endured. The resolution was at once put into practice. Turkish trousers to the ankle with a skirt reaching some four inches below the knee, were substituted for the heavy, untidy and exasperating old garment. . . .

All hail to the day when we shall have a reasonable and beautiful dress that shall encourage exercises on the road and in the field—that shall leave us the free use of our limbs—that shall help and not hinder, our perfect development.

.....

b. The following is a letter by a man to *Harper's Weekly* in 1860, giving his opinion after seeing a woman wearing bloomers.

.....

Walking up Broadway the other morning I met a very pretty modest-looking young woman who wore a "Bloomer." She was accompanied by a young man who carried an umbrella, which he held over her head. As they passed every body turned and laughed. The young clerks in the doors and windows winked at each other and smiled good-humoredly. The whole street was attentive and amused; but the pretty young woman passed along—it was in the very shadow of Trinity [Church]—not without blushing, but undoubtedly with the profound conviction that she was doing God service, and that, if she was martyred by the light look and laughter that followed her, she was at least martyred in a noble cause. . . .

But what has a young woman gained who wears a short skirt and long trowsers in a day and country where every body wears long dresses? Is there anything really heroic in practically protesting against a fashion which can not seriously involve principle or health? Granting that she finds hoops heavy—is not the derisive smile of the street heavier? Granting that there may be a little more comfort of body in short skirts, does not the inevitable mental discomfort of such a public attention entirely outweigh it? There is something which may justly be called ludicrous in her conduct—is there not? There is a point when a protest becomes disproportioned. . . .

In non-essentials, uniformity is the golden rule of wisdom and charity.

.....

- c. Amelia Bloomer, like many women reformers, decided to stop wearing “bloomers.” Below she explains why.

.....

We all felt that the dress was drawing attention from what we thought of far greater importance—the question of woman’s right to better education, to a wider field of employment, to better remuneration for her employment, and to the ballot for the protection of her rights. In the minds of some people, the short dress [bloomers] and woman’s rights were inseparably connected. With us, the dress was but an incident, and we were not willing to sacrifice greater questions to it.

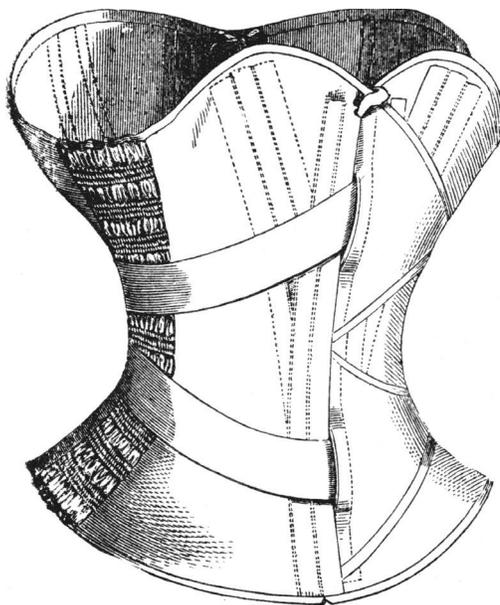
.....

- d. Following is a woman’s letter to the *Toronto Daily Mail* in 1883:

.....

I am glad that the subject of figure training is under consideration, because so much nonsense is talked on the subject of tight-lacing. The fun of it is, all the condemnation comes from those who don’t wear stays, either from men or from women with hobbies and without waists. All who have tried tight-lacing speak approvingly of it. I would not give up my well-made, tight fitting stays for anything. The sensation of being laced in tight is an enjoyable one that only those who have experienced it can understand. I have been in corsets ever since I was eight years of age, and I am now past my teens, and though I am five feet four inches tall and broad in the shoulders, I only measure nineteen inches, and I am in capital health.

.....



Corset

- e. In Elizabeth Stuart Phelps's 1873 book *What to Wear*, she wrote:

.....

Burn up the corsets! No, nor do you save the whalebones. You will never need whalebones again. Make a bonfire of the cruel steel that has lorded it over the contents of the abdomen and thorax so many thoughtless years, and heave a sigh of relief; for your "emancipation," I assure you, has from this moment begun.

.....

- f. Many nineteenth century doctors had serious medical concerns about the practice of wearing corsets. They worried that it moved organs, changed the shape of the rib cage, and restricted breathing (which may have led to more fainting). Dr. Robert Dickinson did extensive research on the effects of corsets. Below are five of the ten conclusions from an article he published:

.....

The capacity for expansion of the chest was found to be restricted one-fifth when the corset was on.

The thoracic character of the breathing in women is largely due to corset-wearing.

The thoracic cavity is less affected by the corset than the abdominal.

The abdominal wall is thinned and weakened by the pressure of stays.

The liver suffers more direct pressure and is more frequently displaced than any other organ.

The pelvic floor is bulged downward by tight lacing one-third of an inch (0.9 cm).

.....

- g. Violet Greville, *The National Review*, March 1893:

.....

What is to be said for the sinful folly (the mania is apparently not confined to the young) of the mother who put her child into corsets at six years old, or the young lady who "enjoys the feeling of tight lacing so much," and never lets her waist exceed seventeen inches or fifteen and three-quarters if she has no breakfast? We are not surprised to hear that she cannot walk. Are there really such foolish relatives as the one who insisted on a young woman reducing her waist to seventeen inches, saying, "No man will marry a girl unless she looks smart"? These unfortunate victims of fashion sleep in their corsets, and know no release night or day from the agony of tight ligaments pressing gradually on soft and growing bones. . . . What is the joy of a victim to tight lacing? The gratification of a contemptible vanity, coupled with the trembling hope of obtaining a husband. Men must indeed be valuable prizes if they are worth so much misery before marriage.

.....

Sources:

- A. NY History Net. "Elizabeth Smith Miller." The Gerrit Smith Virtual Museum, Syracuse University Library. Last modified June 9, 2012. <http://library.syr.edu/digital/exhibits/g/GerritSmith/esm.htm>.
- B. "Short Skirts." *Harper's Weekly* 4, no. 188 (August 4, 1860): 483. <https://archive.org/details/harpersweeklyv4bonn>.
- C. Bloomer, Dexter C. *Life and Writings of Amelia Bloomer*. Boston: Arena Publishing Company, 1895, p. 70. <https://ia700508.us.archive.org/11/items/lifeandwritings028876mbp/lifeandwritings028876mbp.pdf>.
- D. "Correspondence: The Proof of the Pudding." *Toronto Daily Mail*. May 5, 1883. <https://news.google.co.uk/newspapers?id=UP1MAAAAIBAJ&sjid=9jQDAAAIBAJ&pg=4608,2577118&hl=en>.
- E. Phelps, Elizabeth Stuart. *What to Wear?* Boston: James R. Osgood and Company, 1873. <http://books.google.com/books?id=wTQEAAAAYAAJ&printsec=frontcover#v=onepage&q&f=false>.
- F. "Health Matters: The Corset." *Science* 10, no. 253 (December 9, 1887): 281–282. http://www.jstor.org/stable/1763536?seq=1#page_scan_tab_contents.
- G. Greville, Violet. "Victims of Vanity." *The National Review* 21, no. 121 (March 1893): 71–79. https://books.google.com/books?id=SSQ_AQAAMAAJ&printsec=frontcover#v=onepage&q&f=false.

DRESS REFORM QUESTIONS ^{1/2}

1. Decide where each person stood on dress reform (either for or against). Cite a line or phrase from their quote for support.

Elizabeth Smith Miller:

Man writing to *Harper's Weekly*:

Amelia Bloomer:

Woman writing to the *Toronto Daily Mail*:

Elizabeth Stuart Phelps:

Robert Dickinson:

Violet Greville:

2. List two to three reasons why people argued dress reform was unnecessary.

3. List two to three reasons why people argued dress reform was necessary.

The Temperance Movement

COMMON CORE STANDARDS

RH.6-8.2

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

RH.6-8.5

Describe how a text presents information (e.g., sequentially, comparatively, causally).

RH.6-8.10

By the end of grade 8, read and comprehend history/ social studies texts in the grades 6–8 text complexity band independently and proficiently.

DIRECTIONS

- Students respond in their journals to the prompt: “What do you already know about Prohibition and women’s suffrage?” Students share what they wrote with a partner, then the class.
- Students read “Eighteenth and Nineteenth Amendments” independently, highlighting any lines or phrases that explain the connections between these two amendments. Students share what they highlighted with a partner, then the class.
- Students complete “Eighteenth and Nineteenth Amendment Questions” with a partner.
- Students independently complete an exit ticket for the question: “What are the connections between the Eighteenth and Nineteenth Amendments?”

EXTENSIONS

- Have students learn more details about Prohibition. They could use it as a lens to investigate issues like alcoholism or the current controversy over legalizing marijuana.
- Have students research some of the women involved in the temperance movement, like Carry Nation, who personally destroyed saloons with a hatchet.

IMPORTANT/DIFFICULT VOCABULARY

There are many ways to review vocabulary. Below are some words you may choose to create a review activity with.

- | | | |
|------------------------|------------------------|---------------|
| ▪ Amendment | ▪ Nineteenth Amendment | ▪ Suffragists |
| ▪ Constitution | ▪ Progressivism | ▪ Teetotalism |
| ▪ Domestic violence | ▪ Prohibition | ▪ Temperance |
| ▪ Eighteenth Amendment | ▪ Reform | ▪ Vehemently |

EIGHTEENTH AND NINETEENTH AMENDMENTS ^{1/2}

The Eighteenth Amendment, ratified in 1919, illegalized the sale or drinking of alcohol, while the Nineteenth Amendment, passed in 1920, gave women the right to vote. On the face of it, one wouldn't think these had much to do with each other. However, there were major overlaps between the movements behind these amendments. It is no coincidence they follow each other in the Constitution.

Many women were vehemently opposed to alcohol in the nineteenth century. At that time, saloons were for men only. After work, many husbands went to a saloon and came home late, drunk, and sometimes not at all. Women were trapped at home tending to the kids and house, having no relief or support. Even worse, excessive drinking could lead to domestic violence. There were also economic factors. At that time, when women got married, their husbands controlled every financial aspect of their lives. That meant that, in most cases, any money or property that a woman may have inherited or earned now belonged to her husband. Women were furious when they were stuck watching as their spouse drank all of their money away. It's easy to see why so many women at this time wanted alcohol banned.

Women's involvement in the temperance movement picked up significantly in the winter of 1873. A movement started, sometimes called the Woman's Crusade, where housewives across the country joined together outside of drinking establishments, demanding that saloonkeepers stop selling alcohol and praying on their knees for the people inside. Within three months, over two hundred communities became liquor-free.

Emboldened by their success, local anti-drinking groups joined together to form the Women's Christian Temperance Union (WCTU). By 1920 this organization had over 300,000 members. The WCTU played a key role in getting the Eighteenth Amendment ratified.

Becoming involved in the temperance movement made it more likely that women would take action with other issues that mattered to them. For many women, speaking out against alcohol led them to then speak up for women's rights. For example, Susan B. Anthony began as a temperance activist before becoming the country's best known advocate for women's suffrage. There was much interplay between these two movements, with other women starting as suffragists before joining the temperance movement and many activists playing roles in both.

Another reason so many women were involved in both movements was that they wanted to change the world for the better. Many historians refer to the period of American history from 1890–1920 as the Progressive Era. People all over the country were trying to improve life in America. They participated in reform movements that worked to improve mental health care, education, and life for immigrants. Bettering women's lives and promoting teetotalism also fit into this new worldview. In particular, women saw a much brighter future for themselves and others that included being able to vote and not having to live with the negative impacts of alcohol.

As intertwined as these movements were, their futures would be quite different. Prohibition was short-lived, lasting only twelve years before the Twenty-First Amendment overturned the Eighteenth Amendment. On the other hand, women's suffrage continues to be an important part of America's political history. Women have taken advantage of this new right and have outvoted men in every presidential election since 1984. The Nineteenth Amendment continues to provide women the voting rights that had so long been denied them.



6. What is the goal of the introduction? Circle the letter before the sentence that best summarizes the author's intent.
- a. To tell the reader that the text will explain the connections between the temperance and women's suffrage movement.
 - b. To introduce the main topic and preview what each paragraph will cover.
 - c. To hook the reader with a quote, then introduce the subject.
 - d. To hook the reader with an in-depth description, then preview what is to follow.
7. In your own words, what is the goal of the conclusion?
8. Why were so many women opposed to the drinking of alcohol in the nineteenth century?
9. How did women try to keep people from drinking during the winter of 1873?
10. How did participating in the temperance movement lead to more women advocating for women's suffrage?

Integration of Knowledge and Ideas

ACTIVITY 5

Women in Numbers

RH.6-8.7

ACTIVITY 6

Triangle Shirtwaist Factory Fire

RH.6-8.8

RH.6-8.9

Women in Numbers

COMMON CORE STANDARDS

RH.6-8.1

Cite specific textual evidence to support analysis of primary and secondary sources.

RH.6-8.2

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

RH.6-8.7

Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

RH.6-8.10

By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.

DIRECTIONS

- In their journals, students answer the question, “In what ways are men and women equal today? In what ways are men and women not equal today?” Students share what they wrote with a neighbor, then the class.
- Students look at the charts quietly while considering three questions: What do I notice? What do I wonder? What am I surprised by? Students share the answers to any of the three questions with the class.
- Students use the graphs and text to independently answer the questions.

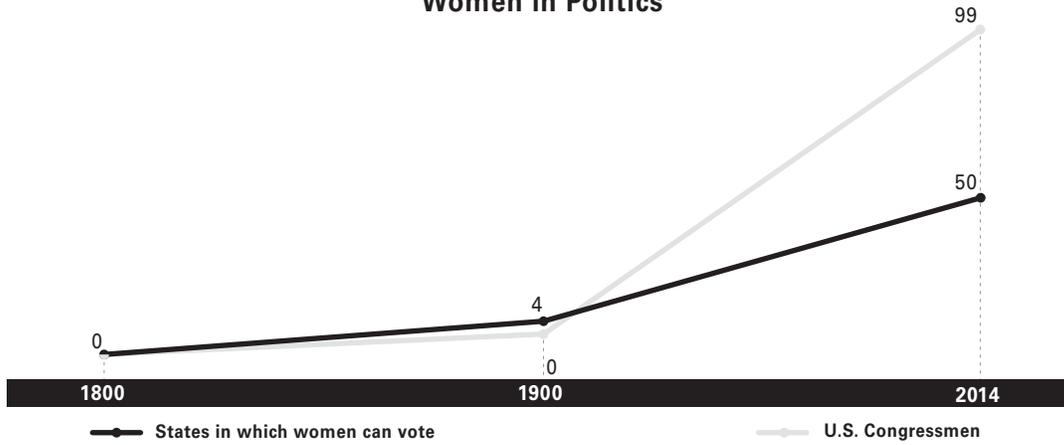
EXTENSIONS

- Have students compare the United States to other countries on various categories such as women’s representation in law-making bodies, median salary by gender, and average number of children.
- Students make their ideal pie chart of how they would like to spend their time when they’re parents.
- Discuss with students gender issues that can be found at school.

WOMEN IN NUMBERS 1/4

Applying Common Core: Women Reformers. Permission granted to reproduce for classroom use only. © 2016 Social Studies School Service.

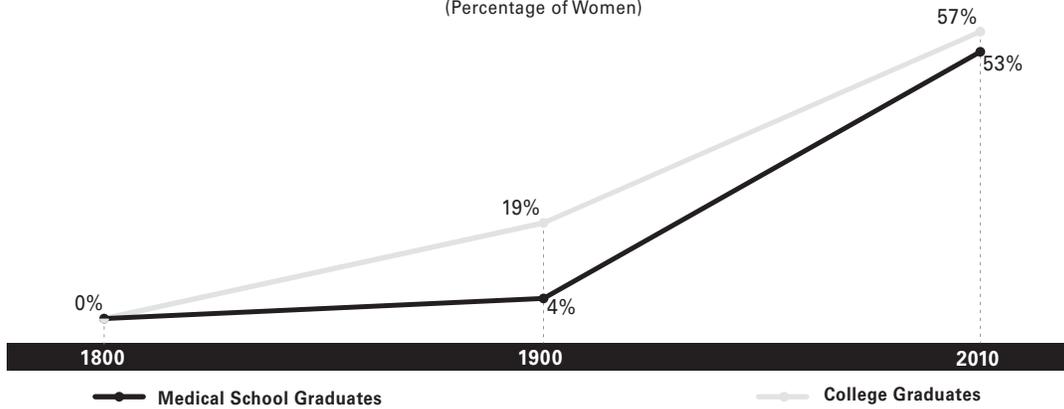
Women in Politics



Source: Data from "Woman Suffrage before 1920," Gilder Lehrman Institute of American History; Eagleton Institute of Politics, "Current Numbers of Women Officeholders," Center for American Women and Politics, Rutgers.

Percentage Women Graduates

(Percentage of Women)

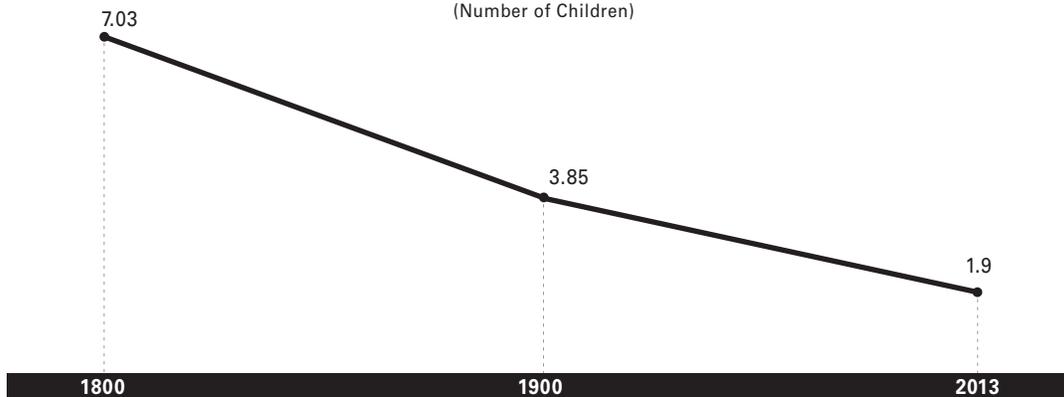


Sources: Data from Russell Sage Foundation, "The Rise of Women: Seven Charts Showing Women's Rapid Gains in Educational Achievement," RSF Review: Research from the Russell Sage Foundation (blog), February 21, 2013.

Data from National Center for Education Statistics, "Fast Facts: Degrees Conferred by Race and Sex," U.S. Department of Education, Institute of Education Sciences.

Children per Woman

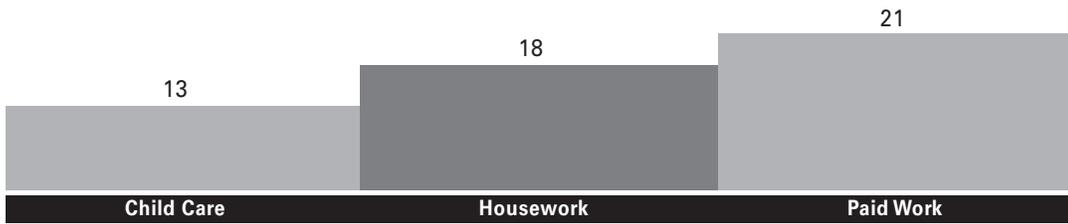
(Number of Children)



Source: Ferenc Ajus, "Documentation for children per women (Total fertility Rate) for countries and territories," Mattias Lindgren, ed. (Stockholm: The Gapminder Foundation, 2009).

Married Women With Children (2011)

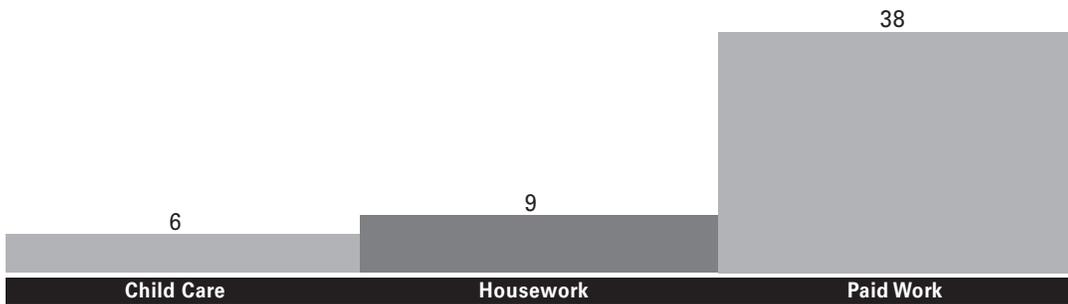
(Hours per Week)



Source: Data from Kim Parker, "5 Facts about Today's Fathers," Pew Research Center, June 12, 2014.

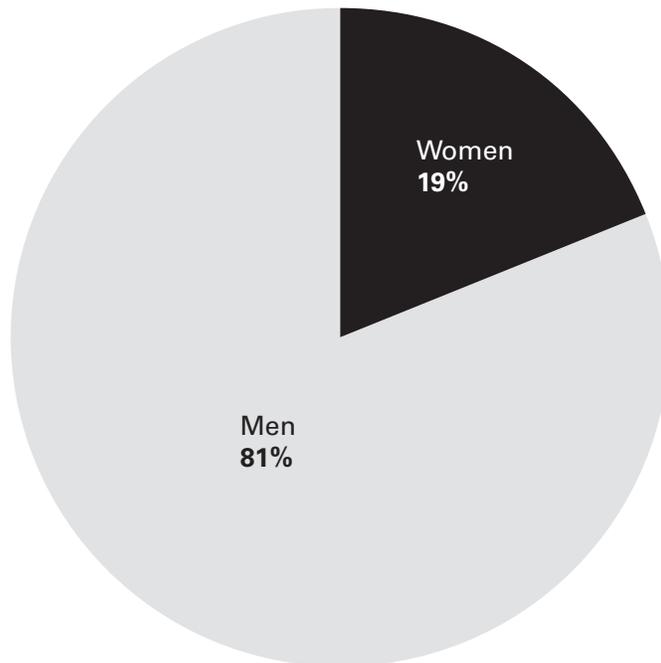
Married Men With Children (2011)

(Hours per Week)



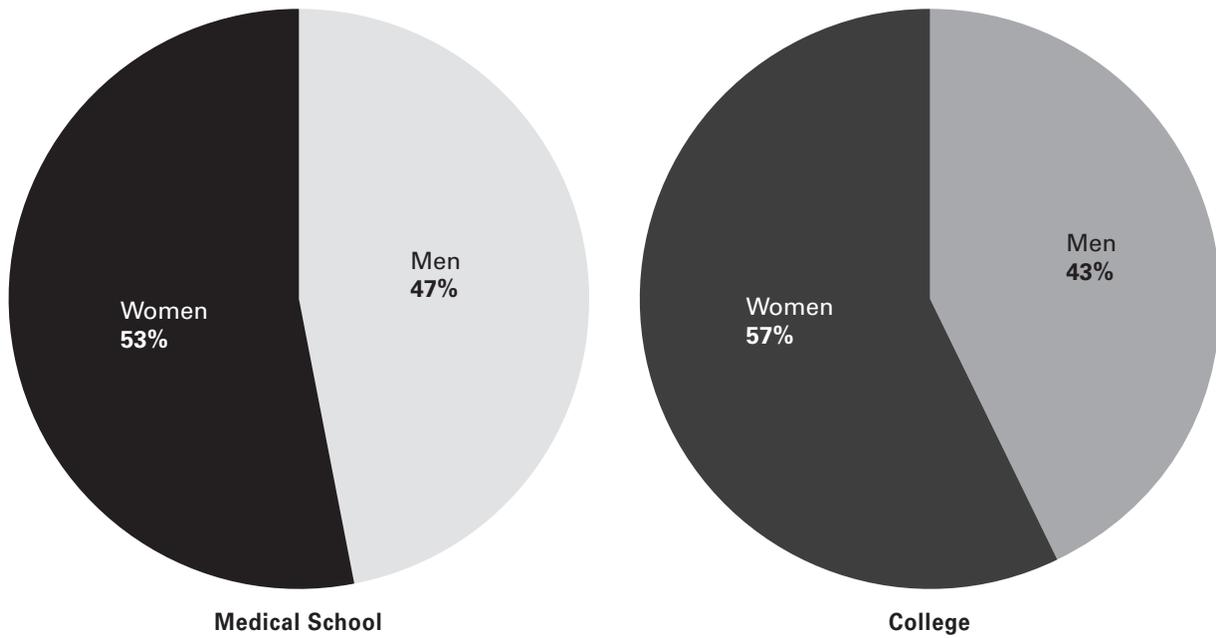
Source: Data from Kim Parker, "5 Facts about Today's Fathers," Pew Research Center, June 12, 2014.

Percentage of U.S. Congressmen (2014)



Source: Data from Eagleton Institute of Politics, "Current Numbers of Women Officeholders," Center for American Women and Politics, Rutgers.

Percentage of Graduates (2010)



Source: Data from National Center for Education Statistics, "Fast Facts: Degrees Conferred by Race and Sex," U.S. Department of Education, Institute of Education Sciences.

Average Salary for Full Time Workers (2012)

Salary (dollars)



Source: Ariane Hegewisch and Claudia Williams, "The Gender Wage Gap: 2012," Institute for Women's Policy Research.

Life for women has changed tremendously over our history. Politically, women were not able to vote, serve on juries, or run for office in most states until the twentieth century. The first woman to serve in the U.S. Congress was Jeannette Rankin, and that didn't happen until Montanans elected her to the House of Representatives in 1916. As of 2015, there are 104 female legislators between the Senate and the House of Representatives. Still, because the United States has 100 senators and 435 members of the House, only about 1 in 5 members of Congress are women. Women may be equal under the law today, but they are not close to having equal representation in political offices yet.

Women's gains in education have been extremely impressive, and in many cases, have surpassed men. In 1870 only 15 percent of bachelor's degrees were earned by women. Currently women's graduation rates are significantly higher than those of men. In 2010, 62 percent of associate's degrees and 57 percent of bachelor's degrees were awarded to women. This trend is also occurring with master's degrees (almost 63 percent awarded to women) and medical and doctorate degrees (53 percent awarded to women). Life at home is also quite different. Families in the 1800s used to have, on average, seven to eight children. Today that average has dropped to just under two. Although more women work outside of the home, mothers are still much more likely than fathers to stay at home, spend time on childcare, and do housework. However, the role of men in all of these tasks has been increasing, with men spending more than twice as much time on childcare and housework than they did in 1965. Women have not only caught up to men, but have also surpassed them in many areas, although the United States is certainly not a totally egalitarian society yet.

WOMEN IN NUMBERS QUESTIONS

1. Make an argument that women's standing has improved since 1800. Support your argument with at least two statistics.
2. Make an argument that women are more successful in society than men today. Support your argument with at least two statistics.
3. Make an argument that men are more successful in society than women today. Support your argument with at least two statistics.
4. Look at the graph that shows how married men and women divide their time. If you had the choice, would you divide your time like the average man does or like the average woman? Why?

Triangle Shirtwaist Factory Fire

COMMON CORE STANDARDS

RH.6-8.1

Cite specific textual evidence to support analysis of primary and secondary sources.

RH.6-8.2

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

RH.6-8.8

Distinguish among fact, opinion, and reasoned judgment in a text.

RH.6-8.9

Analyze the relationship between a primary and secondary source on the same topic.

RH.6-8.10

By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.

DIRECTIONS

- The class reads the first four paragraphs of “Historical Source: Triangle Shirtwaist Factory Fire” together, highlighting facts and underlining opinions.
- Students read the rest of the first text independently, continuing to highlight facts and underline opinions. Students share what they highlighted and underlined with the class.
- Students read “Modern Secondary Source: Triangle Shirtwaist Factory Fire” independently, highlighting facts and underlining opinions. Students share what they highlighted and underlined with a neighbor, then the class.
- Students independently answer the questions.

EXTENSIONS

- Assign students more primary sources to read about the Triangle Shirtwaist Factory fire.
- Have students read primary sources about child labor during this time.
- Discuss with students the issues surrounding sweatshop workers today.

IMPORTANT/DIFFICULT VOCABULARY

There are many ways to review vocabulary. Below are some words you may choose to create a review activity with.

- Bitterly
- Despondency
- Indelibly
- Monotonous
- Pilferage
- Pocketbooks
- Precarious
- Strike
- Sweatshop workers
- Tenement apartments
- Unauthorized
- Vainly

HISTORICAL SOURCE: TRIANGLE SHIRTWAIST FACTORY FIRE ^{1/2}

Miriam Finn Scott was one of many women trying to reform what they saw as unfair working conditions for women. The following is an excerpt from her news story about the Triangle Shirtwaist Factory fire on March 25, 1911.

On Friday evening, March 24, two young sisters walked down the stairways from the ninth floor where they were employed and joined the horde of workers that nightly surges homeward into New York's East Side. Since eight o'clock they had been bending over shirt-waists of silk and lace, tensely guiding the valuable fabrics through their swift machines, with hundreds of power driven machines whirring madly about them; and now the two were very weary, and were filled with that despondency which comes after a day of exhausting routine, when the next day, and the next week, and the next year, hold promise of nothing better than just this same monotonous strain.

They were moodily silent when they sat down to supper in the three-room tenement apartment where they boarded. At last their landlady (who told me of that evening's talk, indelibly stamped upon her mind) inquired if they were feeling unwell.

"Oh, I wish we could quit the shop!" burst out Becky, the younger sister, aged eighteen. "That place is going to kill us some day."

"It's worse than it was before the strike, a year ago," bitterly said Gussie, the older. "The boss squeezes us at every point, and drives us to the limit. He carries us up in elevators of mornings, so we won't lose a second in getting started; but at night, when we're tired and the boss has got all out of us he wants for the day, he makes us walk down. At eight o'clock he shuts the doors, so that if you come even a minute late you can't get in till noon, and so lose half a day; he does that to make sure that every person gets there on time or ahead of time. He fines us for every little thing; he always holds back a week's wages to be sure that he can be able to collect for damages he says we do, and to keep us from leaving; and every evening he searches our pocketbooks and bags to see that we don't carry any goods or trimmings away. Oh, you would think you are in Russia again!"

"That's all true; but what worries me more is a fire," said Becky, with a shiver. "Since that factory in Newark where so many girls were burnt up there's not a day when I don't wonder what would happen if a fire started in our shop."

"But you could get out, couldn't you?" asked the landlady.

"Some of us might," grimly said Gussie, who had been through last year's strike, and still felt the bitterness of that long struggle. "What chance would we have? Between me and the doors there are solid rows on rows of machines. Think of all of us hundreds of girls trying to get across those machines to the doors. You see what chance we have!"

"Girls, you must leave that place!" cried the landlady. "You must find new jobs!"

"How am I going to find a new job?" demanded Gussie. "If I take a day off to hunt a job, the boss will fire me. I might be out of work for weeks, and I can't afford that. Besides, if I found a new job, it wouldn't be any better. All the bosses drive you the same way, and our shop is as safe as any, and safer than some. No, we've got to keep on working, no matter what the danger. It's work or starve. That's all there is to it."

The next morning the two sisters joined their six hundred fellow-workers at the close-

packed, swift machines. All day they bent over endless shirt-waists. Evening came; a few more minutes and they would have been dismissed, when there was a sudden frantic cry of "Fire!"—and what happened next all the country knows, for it was in the Triangle Shirt-Waist Factory that Becky and Gussie Kappelman worked. The fire flashed through the eighth, ninth, and tenth floors of the great building like a train of powder; girls were driven to leap wildly, their clothes afire, from the lofty windows; and in a few brief moments after the first cry one hundred and forty-three workers, the vast majority young girls, were charred bodies heaped up behind doors they had vainly tried to beat down, or were unrecognizable pulp upon the street far below. And as for Gussie and Becky, who had gone to work that fatal day knowing their danger, as all the workers knew it, but helpless in their necessity, what of them? Gussie was one of those who met a horrible death. Becky, in some way unknown to herself, was carried down an elevator, and to-day lies in a hospital, an arm and a leg broken and her head badly bruised. Frequently the young girl calls for her older sister, but her condition is too precarious for her to stand the shock of the awful truth, and the nurses have told her that Gussie is injured in another hospital. And so Becky lies in the white cot waiting until her wounds and Gussie's shall have healed and they can again be together.

Source: Scott, Miriam Finn. "The Factory Girl's Danger." *The Outlook*, April 15, 1911. Quoted in Remembering the 1911 Triangle Factory Fire, ILR School of Cornell University, http://trianglefire.ilr.cornell.edu/primary/newspapersMagazines/outlook_041511.html.



Coffins from the fire at the Triangle Shirtwaist Factory

MODERN SECONDARY SOURCE: TRIANGLE SHIRTWAIST FACTORY FIRE

The Triangle Shirtwaist Factory fire in Manhattan, New York City on March 25, 1911, was the deadliest industrial disaster in the history of the city, and one of the deadliest in U.S. history. The fire caused the deaths of 146 garment workers—123 women and 23 men—who died from the fire, smoke inhalation, or falling or jumping to their deaths. Most of the victims were recent Jewish and Italian immigrant women aged sixteen to twenty-three; of the victims whose ages are known, the oldest victim was Providenza Panno at 43, and the youngest were 14-year-olds Kate Leone and “Sara” Rosaria Maltese.

Because the owners had locked the doors to the stairwells and exits, a common practice used to prevent workers from taking unauthorized breaks and pilferage, many of the workers who could not escape the burning building jumped from the eighth, ninth, and tenth floors to the streets below. The fire led to legislation requiring improved factory safety standards and helped spur the growth of the International Ladies’ Garment Workers’ Union, which fought for better working conditions for sweatshop workers.

The factory was located in the Asch Building, at 23–29 Washington Place in the Greenwich Village neighborhood of Manhattan, now known as the Brown Building and part of New York University. The building has been designated a National Historic Landmark and a New York City landmark.

Source: “The Triangle Shirtwaist Factory Fire.” Wikipedia, the Free Encyclopedia. Last modified April 18, 2015. http://en.wikipedia.org/wiki/Triangle_Shirtwaist_Factory_fire.

Writing Standards

ARGUMENTATIVE WRITING

Women, Work, and Staying Home

WHST.6-8.1
WHST.6-8.4
WHST.6-8.6
WHST.6-8.9
WHST.6-8.10

INFORMATIVE WRITING

Women's Rights Activist Paper

WHST.6-8.2
WHST.6-8.5
WHST.6-8.7
WHST.6-8.8
WHST.6-8.10

NARRATIVE WRITING

Sojourner Truth Perspective Piece

W.8.3
WHST.6-8.5
WHST.6-8.9
WHST.6-8.10

Women, Work, and Staying Home

COMMON CORE STANDARDS

WHST.6-8.1

Write arguments focused on *discipline-specific content*.

WHST.6-8.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

WHST.6-8.6

Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

WHST.6-8.9

Draw evidence from informational texts to support analysis, reflection, and research.

WHST.6-8.10

Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

DIRECTIONS

- The class discusses why mothers working outside the home is a controversial issue.
- The students independently read the “Possible Claims” on the assignment sheet, highlighting the claims they agree with.
- With a partner, students read “Facts and Studies” and, using each entry’s number, match each fact with a claim it supports. There usually will be more than one claim that a fact supports.
- Students decide on the claim they will use for their paper. They can use one of the options as it is listed or choose to modify it to better express what they would like to argue.
- Students write the final draft of their paper. The teacher may choose to make this an on-demand paper or give them additional time to research and edit.
- Students trade final drafts with someone who argued for a different claim (preferably, opposite takes on the same issue). Each student reads his or her classmate’s paper and answers questions on “Learning from a Different Point of View.”
- The class discusses how their opinions on this subject have (or have not) changed after looking at statistics and reading someone else’s paper.

WOMEN, WORK, AND STAYING HOME

Overall

In the 1940s less than one in ten women worked while having a child younger than eighteen. Since then the number of working mothers has skyrocketed to over 70 percent of women. This major societal change has caused many people to wonder how this shift has affected families. For this paper you will read facts and findings from research, make a claim about the topic, and write a paper supporting your claim.

Paragraphs

- Introduction: Introduce overall subject and state claim.
- 2–3 Body Paragraphs: State an argument and support it with facts, quotes, and/or anecdotes.
- Counter a Claim: Bring up a counterclaim and dispute it with facts, quotes, and/or anecdotes.
- Conclusion: Restate the argument and discuss what you have learned about the issue.

Possible Claims (Use or Modify)

- Mothers should stay home with their kids.
- For the first year of a child’s life, women should stay home with their kids.
- Whoever is making less money (either the mom or the dad) should stay home with their kids.
- Both parents should work.
- Mothers should consider how it might affect their careers before deciding to stay home.
- Mothers should not feel guilty for working outside the home.
- The government should provide cheap or free childcare for the first year of a child’s life.
- The government should provide cheap or free childcare for families until kids go to elementary school.
- The government should not spend taxpayers’ money on childcare.
- Jobs should give either the mom or dad three months paid leave and the other parent a year paid leave.
- Jobs should not have to give either parent time off when they have a baby.

Rubric

	Exceeding	Proficient	Developing	Beginning
Argument	Uses persuasive word choice, logical reasoning, and strong support to write a robust argument. Also, successfully disputes a counterclaim.	Integrates all requirements to write a solid argument. Brings up a counterclaim, but may struggle to successfully dispute it.	At times argument is solid, but needs to improve persuasive word choice, reasoning, and/or counterclaim.	Arguments are weak because of issues with reasoning, support, and/or counterclaim.

FACTS AND STUDIES ^{1/2}

Facts

In 1967, 49 percent of mothers stayed at home with their children. In 2012, 29 percent did; this is a slight rise from 1997 when 23 percent of mothers were stay-at-home moms.

The average cost of childcare for one young child in the United States is \$11,666 per year. Prices range from \$3,582 to \$18,773 a year.

In 2012, the median salary for a full-time-working mom was \$37,391 and \$49,398 for a full-time-working man.

About 75 percent of women work full time the first year of their child's life.

The United States is the only industrialized country that does not require partially paid leave or fully paid leave for at least one of the new parents.

One aspect of the 1993 Family and Medical Leave Act requires most businesses (those with over fifty employees) to give new parents twelve weeks leave (but it does not have to be paid).

Many countries in Europe provide paid leave and cheap or free childcare. For example, in France women get sixteen weeks fully paid leave. After that most children have access to high-quality childcare paid on a sliding scale. (If you make less, you pay less.) Also, if families choose to hire a nanny, the government offers tax rebates (on average about one-third of the cost). At the age of two, all children can attend free preschool up until they start elementary school.



Women building a bomber plane in 1942

Findings from “The Effects of the Mother’s Employment on the Family and Child” (1998)

- Daughters of working mothers have shown higher academic achievement and greater career success.
- According to teacher feedback, daughters with working mothers participated more in class discussions, asked more questions, acted less shy, and were more independent.
- Middle class boys with working mothers acted out more.
- Low-income women are less depressed and happier about their lives if employed. For middle-class women, working and non-working moms are equally happy.
- Middle class stay-at-home moms report more positive interactions with their children. Low-income women report more positive interactions with their daughters and no difference in their interaction with their sons.

Findings from “First-Year Maternal Employment and Child Development in the First 7 Years” (2010)

- Children of women who went back to work before their child was three months old had more behavior issues in first grade.
- Children of women who worked full time during their child’s first year scored lower on cognitive tests until first grade.
- Women who worked full time during their child’s first year had more issues with depression.

Sources:

Lois Wladis Hoffman, “The Effects of the Mother’s Employment on the Family and Child,” *Parenthood in America*, University of Wisconsin–Madison, 1998. <http://parenthood.library.wisc.edu/Hoffman/Hoffman.html>.

Jeanne Brooks-Gunn, Wen-Jui Han, and Jane Waldfogel, “First-Year Maternal Employment and Child Development in the First 7 Years.” *Monographs of the Society for Research in Child Development* 75, 2010. <http://onlinelibrary.wiley.com/doi/10.1111/mono.2010.75.issue-2/issue-toc>.

Women’s Rights Activist Paper

COMMON CORE STANDARDS

WHST.6-8.2

Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

WHST.6-8.5

With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

WHST.6-8.7

Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

WHST.6-8.8

Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

WHST.6-8.10

Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

DIRECTIONS

- The teacher gives students a day to do general research and decide on which activist they would like to focus.
- Students record information about their subject on “Women’s Rights Activist Research.” Students should keep track of sources as they go.
- In groups of three, students share what they learned about their subject. After each student shares, the group discusses what about her biography helps explain her later accomplishments.
- Students use their research to complete the outline.
- Students use the outline to write their final draft.

WOMEN'S RIGHTS ACTIVIST PAPER

Overall

Throughout this unit you have heard about various women reformers. For this paper you will choose one and learn about her life and reform work in depth. The paper should be two to three pages long and include a Works Cited page.

Paragraphs

- An introductory paragraph that hooks the reader and presents the overall topic
- A first body paragraph that summarizes what the subject is most known for
- A second body paragraph that explains what challenges the subject faced
- A third body paragraph that explains how the subject's biography explained her later accomplishments
- A conclusion that explains why the subject's accomplishments matter (This is sometimes called a "So What" conclusion.)

Women's Rights Activists

- Susan B. Anthony
- Jane Addams
- Elizabeth Cady Stanton
- Dorothea Dix
- Carry Nation
- Ida M. Tarbell
- Mother Jones
- Harriet Beecher Stowe
- Lucy Stone
- Amelia Bloomer
- Clara Barton
- Elizabeth Blackwell
- Lucretia Mott
- Emma Goldman
- Alice Paul

Rubric

	Exceeding	Proficient	Developing	Beginning
Introduction and Conclusion	Introduction successfully hooks reader and presents the subject. <i>and</i> Conclusion convincingly explains why her accomplishments matter.	Introduction contains a hook and presents the subject. <i>and</i> Conclusion explains why her accomplishments matter.	Introduction contains a hook and presents the subject. <i>or</i> Conclusion explains why her accomplishments matter.	Introduction is missing a hook or does not present the subject. <i>or</i> Conclusion does not explain why her accomplishments matter.
Information	Comprehensively informs about the subject and convincingly connects biography to accomplishments.	Sufficiently informs about the subject and makes a reasonable connection between biography and accomplishments.	Informs well at times, but needs to go into more detail or does not make a reasonable connection between biography and accomplishments	Has little/no information about the subject.

WOMEN'S RIGHTS ACTIVIST RESEARCH

Childhood	
Adulthood	
Death	
Most Known For	
Challenges	
Other	

WOMEN'S RIGHTS ACTIVIST OUTLINE ^{1/2}

<p>Hook: Fact, description, quote, question, etc.</p>	
<p>Main Topic</p>	
<p>Transition/Topic Sentence</p>	
<p>Body Paragraph 1: What is she most known for?</p>	
<p>Transition/Topic Sentence</p>	
<p>Body Paragraph 2: What challenges did she face?</p>	

Transition/Topic Sentence	
Body Paragraph 3: How does her biography explain her later accomplishments?	
Conclusion: Why do her accomplishments matter?	

Sojourner Truth Perspective Piece

COMMON CORE STANDARDS

W.8.3

Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

WHST.6-8.5

With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

WHST.6-8.9

Draw evidence from informational texts to support analysis, reflection, and research.

WHST.6-8.10

Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

DIRECTIONS

- The teacher assigns each student one of the five scenes.
- The students read the facts provided independently, highlighting any information about the scene they will eventually write about.
- The students write a rough draft.
- The students read a partner's paper and complete "Sojourner Truth Peer Edit."
- The students use advice from the peer edit to write a final draft.

VARIATIONS

- The teacher could allow students to choose which scene to write about.
- The text of two versions of Sojourner Truth's speech delivered at the 1851 Ohio Women's Rights Convention are printed in this lesson. Have students compare Frances Gage's 1863 version to that of Marius Robinson from 1851. Discuss with the class which text they think was more accurate, which was stronger, and which version schools should share.

SOJOURNER TRUTH PERSPECTIVE PIECE

Overall

Sojourner Truth lived a remarkable life. Born into slavery, she escaped and became a well-known women's rights activist. You will be assigned one scene from her life to write about from her perspective. Your paper should be one to two pages long.

Scenes

- At the auction where she was sold away from her family
- Deciding to escape from slavery even though she would be freed in a year
- Finding out she won her lawsuit against Mr. Dumont
- Delivering her "Ain't I a Woman" speech
- On her death bed, looking back on her life

Requirements/Things to Keep in Mind

- Write in first person (use "I").
- Focus on the senses: What does she see, hear, smell, feel, and/or smell?
- Engage the reader by using vivid word choice and a strong voice.
- Hook the reader from the beginning. Some options include opening with action, dialogue, or a highly descriptive scene.
- Have an interesting ending. Some options include a cliffhanger, a statement that leaves the reader thinking, or a full circle (connects to the first sentence).
- Go into her head; tell the readers what Sojourner Truth is thinking.
- Include accurate historical details, but do use artistic license to fill in details.

Rubric

	Exceeding	Proficient	Developing	Beginning
Writing	Writes an extremely engaging first-person story by using vivid word choice, sensory details, a strong voice, and extensive details about the scene.	Writes an engaging first-person story that includes sufficient details about the scene.	Story has accurate details, but is not engaging because of ordinary word choice, a lack of sensory details, and/or a weak voice. <i>or</i> Writes an engaging first-person story that does not include enough details about the scene.	Story is not in first person. <i>or</i> Story includes few/no details about the scene.
Conventions	No convention errors. <i>or</i> Uses high-level conventions with few to no errors.	Convention errors in one area.. <i>or</i> A single error in a few areas.	Convention errors in two or more areas.	Too short to assess conventions. <i>or</i> Major issues with conventions.

SOJOURNER TRUTH FACTS ^{1/2}



Sojourner Truth

- Known for being a great orator that fought for the abolition of slavery and women's rights.
- Born Isabella (called "Belle") Baumfree in Swartekille, New York, around 1797 (date of birth not recorded) to James and Elizabeth Baumfree, who were both slaves.
- James Baumfree was born in today's Ghana, captured, and brought to America as a slave. Elizabeth Baumfree was born in America, but her parents were from Guinea.
- The Hardenbergh family owned them. When Charles Hardenbergh died in 1806, nine-year-old Belle was auctioned off, away from her family, with a flock of sheep for one hundred dollars. Belle's new master, John Neely, beat her every day.
- Belle was sold two more times over the next few years, eventually ending up with John Dumont in West Park, New York. This is when she learned to speak English. (She had been raised speaking Dutch).

- In 1815 she fell in love with a slave from a different farm, Robert. They had a child together, but Robert's owner wouldn't let them marry or continue their relationship because all of their children would be owned by Dumont. Robert snuck over to see her and his owners caught him. They ruthlessly beat him, not stopping until Dumont stepped in. He eventually died from these injuries.
- In 1817 she married a slave named Thomas. They had three children who survived childbirth: Peter, Elizabeth, and Sophia.
- On July 4, 1827, New York was going to free all slaves. Dumont agreed to free Belle a year early as long she continued to be a good worker. Then he went back on his word, saying her injured hand had affected her work. Furious and worried he might never free her, Belle spun him one hundred pounds of wool, then, feeling like she had fulfilled her duty, fled with her baby, Sophia. She left Peter and Elizabeth behind, since escaping could have affected their ability to become free later. She was taken in by a family who agreed to pay Dumont twenty dollars for her service for the rest of the year.
- Later, she discovered that her five-year-old son Peter had been illegally sold to an owner in Alabama. She sued Dumont and won. This was one of the first times in U.S. history that a black woman won a case against a white man.
- In the 1830s Belle lived with a religious community that many considered a cult. She eventually left, but afterwards was accused of poisoning a leader. She not only was found innocent, but sued for libel and won.
- She changed her name to Sojourner Truth in 1843. Saying, "The Spirit calls me, and I must go." Thus started her work as a reformer.
- In 1844 she joined a group called the Northampton Association of Education and Industry. This group focused on the abolition of slavery, women's rights, and pacifism.
- The group ended soon after she joined, but she started touring with abolitionists, giving speeches to large groups about human rights.
- In 1850 Truth published *The Narrative of Sojourner Truth: A Northern Slave*. Unable to read or write, Truth dictated the memoir to a friend, and William Lloyd Garrison wrote the preface.
- At the Ohio Women's Rights Convention in 1851 she gave her famous "Ain't I a Woman?" speech. Many historians question whether her original speech actually included the famous refrain. The first written version of the speech did not contain it.
- Truth continued to speak around Ohio from 1851 to 1853, drawing larger and larger crowds.
- She was one of the few abolitionists who also pushed for full legal rights for black women.
- In 1863, the Emancipation Proclamation was issued.
- During the Civil War she helped recruit black troops for the Union, including her grandson.
- In 1865, upset by illegally segregated horse cars (street cars pulled by horses), she repeatedly sat in the white section. Despite taunts, threats, and a physical altercation she continued, inspiring many other African Americans to do the same.
- After slavery was abolished, she continued to push for women's suffrage (right to vote) and for freedman (ex-slaves) to get land grants.
- Sojourner Truth died in Battle Creek, Michigan, in 1883.

AIN'T I A WOMAN? ^{1/2}

In May of 1851, Sojourner Truth gave a speech at the Ohio Women's Rights Convention. The most famous version of the speech was published twelve years later by Frances Gage and became known as "Ain't I a Woman?" People have questioned its accuracy because it included various southern phrases (like "ain't") even though Truth was from New York, a reference to more children than she is believed to have had, and phrases (such as "Ain't I a woman") that weren't in the version Marius Robinson published a month after her performance. No one knows for sure which is more accurate. Both versions are included below.

From Marius Robinson, *Anti-Slavery Bugle* (Salem, OH), June 21, 1851

May I say a few words? Receiving an affirmative answer, she proceeded; I want to say a few words about this matter. I am for woman's rights. I have as much muscle as any man, and can do as much work as any man. I have plowed and reaped and husked and chopped and mowed, and can any man do more than that? I have heard much about the sexes being equal; I can carry as much as any man, and can eat as much too, if I can get it. I am as strong as any man that is now.

As for intellect, all I can say is, if woman have a pint and a man a quart—why can't she have her little pint full? You need not be afraid to give us our rights for fear we will take too much—for we won't take more than our pint will hold.

The poor men seem to be all in confusion and don't know what to do. Why children, if you have woman's rights give it to her and you will feel better. You will have your own rights, and there won't be so much trouble.

From Frances Gage, 1863

Well, children, where there is so much racket there must be something out of kilter. I think that 'twixt the negroes of the South and the women of the North, all talking about rights, the white men will be in a fix pretty soon. But what's all this here talking about?

That man over there says that women need to be helped into carriages and lifted over ditches, and to have the best place everywhere. Nobody ever helps me into carriages, or over mud-puddles, or gives me any best place! And ain't I a woman? Look at me! Look at my arm! I could have ploughed and planted, and gathered into barns, and no man could head me! And ain't I a woman? I could work as much and eat as much as a man— when I could get it— and bear the lash as well! And ain't I a woman? I have borne thirteen children, and seen them most all sold off to slavery, and when I cried out with my mother's grief, none but Jesus heard me! And ain't I a woman?

Then they talk about this thing in the head; what's this they call it? [Intellect, somebody whispers] That's it, honey. What's that got to do with women's rights or negro's rights? If my cup won't hold but a pint, and yours holds a quart, wouldn't you be mean not to let me have my little half measure-full?

Then that little man in black there, he says women can't have as much rights as men, 'cause Christ wasn't a woman! Where did your Christ come from? Where did your Christ come from? From God and a woman! Man had nothing to do with Him.

If the first woman God ever made was strong enough to turn the world upside down all alone, these women together ought to be able to turn it back, and get it right side up again! And now they is asking to do it, the men better let them.

Obliged to you for hearing me, and now old Sojourner ain't got nothing more to say.

Source: Truth, Sojourner. "Sojourner Truth's 'Ain't I a Woman?'" NOLO.
<http://www.nolo.com/legal-encyclopedia/content/truth-woman-speech.html>.

SOJOURNER TRUTH PEER EDIT

Conventions

Use the notations your teacher shows you to find and correct any convention errors on the paper. Assess the paper’s conventions on the rubric.

	Exceeding	Proficient	Developing	Beginning
Conventions	No convention errors. <i>or</i> Uses high-level conventions with few to no errors.	Convention errors in one area. <i>or</i> A single error in a few areas.	Convention errors in two or more areas.	Too short to assess conventions. <i>or</i> Major issues with conventions.

Writing

Cite two examples from the paper of vivid word choice, sensory details, and/or strong voice.

What could be added to the paper to make it more engaging?

Assess the paper’s writing on the rubric. Below the rubric explain why you think the paper earned that score.

	Exceeding	Proficient	Developing	Beginning
Writing	Writes an extremely engaging first-person story by using vivid word choice, sensory details, a strong voice, and extensive details about the scene.	Writes an engaging first-person story that includes sufficient details about the scene.	Story is in first person with accurate details, but is not engaging due to ordinary word choice, a lack of sensory details, and/or a weak voice. <i>or</i> Writes an engaging first-person story that does not include enough details about the scene.	Story is not in first person. <i>or</i> Story includes few/no details about the scene.

Selected Answers

ACTIVITY 1

Dorothea Dix Questions

1. She claims that the mentally ill were treated terribly and that their care needed to be improved.
2. "A woman in a cage" and "Now losing the use of his limbs from want of exercise."
3. "I state cold, severe facts." Instead of just stating facts, she makes them sound more serious and important by describing them as "cold" and "severe."
4. "I come as the advocate of helpless, forgotten." She is stating that she wants to help this group of people who can't help themselves and that everyone is pretending isn't there.
5. "Idiotic men and women." Today we connect "idiotic" with being stupid. A modern mental health advocate would not imply that the mentally ill are stupid.
6. Answers will vary.

ACTIVITY 2

Women's Suffrage Questions

1. Answers will vary, but the following is one possible answer: I think the AWSA proceeded with a better strategy. It sounds nice to just make one national amendment, but that can seem too radical to many. Also, by introducing measures one state at a time, the rest of the nation can see that it is working and will be more willing to agree to a national amendment.
2. They tend to be in the west. Perhaps if people were willing to move to new a state, then they were also more open to new ideas. Or, maybe women and men's roles were more similar in the newer states, making them more open to having equal rights.
3. The Declaration of Sentiments was based on the Declaration of Independence. But instead of the Declaration of Sentiments containing complaints by the colonists against the king, it was complaints by women against the U.S. government.
4. The amendment was introduced to Congress. Two-thirds of Senate and House of Representatives voted to pass the amendment. Three-fourths of the state legislators voted to ratify it.
5. Answers will vary, but the following is one possible answer: I think a key first step was the meeting held at Seneca Falls in 1848. This is where the Declaration of Sentiments was signed, which included the right to vote for women. This document both stated their beliefs and gave reasons for those beliefs. Many people were probably convinced by it. I also think the 1890 formation of the NAWSA was key. This combined the major women's suffrage groups together. It must have been very helpful to the movement to have more people working together. I also think Susan B. Anthony's appeals to Congress on the matter from 1869 to 1906 must have been essential. It really sent the message that this issue was not going to leave until it passed it. And, of course, the ratification of the nineteenth amendment was extremely important because that is what gave the right to vote to every woman of voting age in America.

ACTIVITY 3

Dress Reform Vocabulary Activity

D, E, I, B, A, G, H, C, F

Dress Reform Questions

- Dress reform stances:
 - **Elizabeth Smith Miller:** For dress reform. “I became so thoroughly disgusted with the long skirt, that the dissatisfaction—the growth of years—suddenly ripened into the decision that this shackle should no longer be endured.”
 - **Man writing to *Harper’s Weekly*:** Against dress reform. “But what has a young woman gained who wears a short skirt and long trowsers in a day and country where every body wears long dresses?”
 - **Amelia Bloomer:** Against dress reform. “We all felt that the dress was drawing attention from what we thought of far greater importance.”
 - **Woman writing to *Toronto Daily Mail*:** Against dress reform. “I would not give up my well-made, tight fitting stays for anything.”
 - **Elizabeth Stuart Phelps:** For dress reform. “Make a bonfire of the cruel steels that have lorded it over your thorax and abdomens.”
 - **Robert Dickinson:** For dress reform. “The liver suffers more direct pressure and is more frequently displaced than any other organ.”
 - **Violet Greville:** For dress reform. “Are there really such foolish relatives as the one who insisted on a young woman reducing her waist to seventeen inches . . . ?”
- The new dresses looked silly, once you got used to the tightness it wasn’t so bad, why try to look different, etc.
- The traditional dresses were hard to move in, uncomfortable, possibly negatively affected inner organs, etc.
- Answers will vary, but the following is one possible answer: I think he’s saying that when it comes to things that don’t really matter, like what you wear, it is best to just do what other people do. In one way I agree with this. People spend too much time trying to be unique with their dress today. On the other hand, no one should have to wear painful clothes. And I don’t think it’s a coincidence that women, who had less power, were the ones wearing the painful clothes.
- Answers will vary, but the following is one possible answer: I think that quote is commenting on how fashion can make people do silly things. This was particularly true during the nineteenth century and still is. Where I live, it is in style for people to tattoo their skin and put giant holes in their ears.
- Answers will vary.
- Answers will vary.

ACTIVITY 4

Eighteenth and Nineteenth Amendments Questions

- Causally—it explains the reasons why these amendments are linked.
- C
- Women’s involvement in the temperance movement increased greatly between 1870 and 1920.
- After getting involved in the temperance movement, women were more likely to get involved in the women’s suffrage movement, and vice versa.

5. During the Progressive Era, many people tried to reform America to make it better. Getting people to drink less and giving women the right to vote were some things people thought could improve America.
6. A
7. The goal is to tell us what happened later with these amendments and how they stopped being linked.
8. Many husbands abused alcohol, which led to domestic violence, being abandoned, and the drinking away of inheritances.
9. Women went to saloons and yelled at the saloonkeepers to stop serving alcohol. They also prayed.
10. They wanted to speak up for other matters that were important to them.

ACTIVITY 5

Women in Numbers Questions

1. Women have gone from having zero representation in Congress to having almost 20 percent. Additionally, the number of female college graduates has increased from zero to over 50 percent.
2. Women now graduate college and medical school at higher rates than men. They also earn 63 percent of the Master's degrees.
3. Men dominate Congress (81 percent) and have an average salary that is \$10,000 higher than that of women.
4. Answers will vary.

ACTIVITY 6

Triangle Shirtwaist Factory Fire Questions

1. A fire broke out in a factory. Because the doors were locked and the workers were so high up, many women leaped to their deaths. Of the 146 people who died, most were young recent immigrant women.
2. Laws that required better safety standards for workers.
3. She claimed it would be just as bad as the one she already had.
4. It is a primary source because she has quotations from people who were in the Triangle Shirtwaist Factory fire. It could be argued it is a secondary source because these quotations are actually from their landlady before the fire.
5. Scott's article almost seems too good to be true. It seems very coincidental that the night before the fire the girls were not only complaining about bad working conditions, but also were worried about a fire. Perhaps Scott played with the truth a bit to make a particularly sympathetic article that would better convince people to make changes to the factory system.
6. Wikipedia can be edited by anyone, so you always need to, at least, double check with a more reliable source.
7. "The two were very weary," "filled with despondency," "a day of exhausting routine," "hold promise of nothing better than just this same monotonous strain," etc.
8. "If you come even a minute late you can't get in till noon," "every evening he searches our pocket-books," "drives us to the limit," "If I take a day off to hunt a job, the boss will fire me," etc.
9. "Between me and the doors there are solid rows on rows of machines," "owners had locked the doors," "think of all hundreds of us girls trying to get across those machines to the doors," etc.

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