SAMPLE PACKET

LESSON PLANS AND STUDENT SHEETS

BOOK SEVEN

RECONSTRUCTION

AND REFORM

A History of US

TEACHING GUIDE

AND RESOURCE BOOK

CENTER FOR SOCIAL ORGANIZATION OF SCHOOLS

TALENT DEVELOPMENT MIDDLE SCHOOLS

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CONTENT OVERVIEW

BOOK SEVEN
RECONSTRUCTION AND REFORM

Description: America began to rebuild after the devastation of the Civil War. Urban areas grew, the plains and western farmlands became settled, the women's and labor movements began, and exciting new inventions, such as the telegraph, telephone, and electric light, began to appear. Reconstruction and Reform epitomizes the story of the struggle to fulfill the promise of freedom, the cornerstone of A History of US.

Teaching & Student Activity Highlights:

- study songs about Reconstruction and the cowboy’s life
- conduct a television news interview
- analyze and create political cartoons
- read first person accounts of homesteaders and immigrants
- design business cards for P.T. Barnum and Mark Twain
- analyze a Supreme Court decision
- simulation and readers' theatre - women’s suffrage
- list America’ centennial accomplishments and problems
- evaluate Edison’s inventions
- interpret charts and create a historical map

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THE FOLLOWING LESSONS ARE INCLUDED IN THIS SAMPLE SET: Lessons 2, 12 and 19

To view the listing of materials needed for student activities, see the ‘RESOURCES’ section in each sample Lesson.

2
During Reconstruction—the twelve-year period of readjustment following the Civil War—the nation faced problems of rebuilding the South, reuniting the states, and ensuring the rights and protection of the newly freed African Americans.

After the Civil War, the South was left in ruins both economically and ideologically. Newly freed slaves struggled to come to terms with their liberation. They wandered the devastated streets and towns, unsure of what to do to earn their living and make their way in the world. Plantation owners whose estates formerly epitomized grandeur, luxury, and gentility were forced to face the reality of their plundered land, which had been completely ravaged by the war. The hope and promise of Reconstruction quickly faded as the North became distracted by social changes, political factions, government corruption, urban industrialization, and the settlement of the Western lands. In the South, African Americans lost their best hope of equality as former Confederate states passed laws that took freedom from blacks, imposed social segregation, and reestablished white supremacy.

Historians divide the twelve years of Reconstruction into two stages: Presidential Reconstruction (1865-1866) and Congressional (or Radical) Reconstruction (1867-1877). Even before the war’s end, Abraham Lincoln had set policies for reconstructing the South. After Lincoln’s untimely death, Andrew Johnson advanced pro-southern policies until his fall from power and the rise of the Radical Republicans in Congress.
Presidential Reconstruction began in 1865 with the ratification of the Thirteenth Amendment, freeing the slaves, and continued with Lincoln’s signature of the bill that created the Freedmen’s Bureau. The bureau was to feed both blacks and whites in the South, establish schools to teach former slaves to read and write, help them find paying jobs, and shield them from discrimination. To further protect African Americans, the Civil Rights Act of 1866 declared that all persons born in the United States were citizens.

After Lincoln was assassinated, his vice president, the Tennessee Democrat Andrew Johnson, became president. Johnson disagreed with Congressional Republicans about how to bring the Confederate states back into the Union and how to treat their leaders. Johnson pardoned most Southerners, including Confederate officials and military officers, an act which permitted former Confederates to vote and hold office. Johnson even pardoned Alexander Stevens, the former vice president of the Confederacy. In 1865, seventy former Confederate generals, cabinet officials, and congressmen were elected as representatives to the United States Congress. Meanwhile, black codes kept former slaves from voting, testifying against whites in court, serving on juries, and joining the militia.

Johnson so infuriated the Radical Republicans with his stubbornness, inability to compromise, and use of veto powers that in 1868 the House of Representatives voted to impeach him. Johnson’s primary offense was his opposition to congressional policies and the violent language he used in criticizing them. The most serious charge against him was that he had removed from his cabinet the secretary of war, a staunch supporter of the Congress. The Senate held a trial but was one vote short of the necessary two-thirds majority to convict. The trial proved Johnson was technically within his rights in removing a cabinet member, but
even more significant, it would set a dangerous precedent to remove a president just because he disagreed with the majority of the members of Congress.

The second stage of Reconstruction (from 1867 through 1877) began when Congress required each Southern state to ratify the Fourteenth Amendment (granting all citizens including the freed slaves the right to due process of law) to reenter the Union. Only Tennessee complied, so Congress divided the South—except for Tennessee—into five military districts. An army general and federal troops were sent to each district. Southern states were required to hold conventions with both black and white delegates to rewrite their state constitutions and bring them into compliance with the United States Constitution.

Led by Radical Republicans Thaddeus Stevens and Charles Sumner, Congress passed two amendments to the Constitution and several laws to protect the rights of former slaves. The Fourteenth Amendment made all former slaves United States citizens, and the Fifteenth Amendment gave African American men the right to vote. The Force Acts in 1870 and 1871 tried to protect blacks from acts of terrorism precipitated by white supremacy hate groups such as the Ku Klux Klan. The Civil Rights Act of 1875 was aimed at ending Jim Crow laws that legalized segregation, but it was overturned by the Supreme Court in 1883.

In spite of the antagonism of white supremacists, African American men established a beachhead on the political front. Between 1869 and 1876, fourteen black men were elected to the House of Representatives. Two others, Hiram R. Revels and Blanche K. Bruce, were elected to the Senate. During Reconstruction, more than six hundred African Americans served in state legislatures. The records of these men showed them to be competent and, in many cases, noteworthy legislators. But this
Reconstruction and Reform 16

promising beginning in interracial government was not to last. The Compromise of 1877 settled a contested presidential election and ended Reconstruction. In exchange for supporting Republican Rutherford B. Hayes for president, Southern Democrats were promised that federal troops would be removed from the South. So it was, and so ended the social and political revolution of Reconstruction.

STANDARDS

HISTORICAL THINKING
The student will
Chronological Thinking
• identify in historical narratives the temporal structure of a historical narrative or story
• create time lines
Historical Comprehension
• reconstruct the literal meaning of a historical passage
• identify the central question(s) the historical narrative addresses
• read historical narratives imaginatively
• utilize visual and mathematical data presented in charts, Venn diagrams, and other graphic organizers
Historical Analysis and Interpretation
• compare or contrast differing sets of ideas, values, personalities, behaviors, and institutions
• consider multiple perspectives
• analyze cause and effect relationships and multiple causation, including the importance of the individual, the influence of ideas, and the role of chance
• hypothesize the influence of the past
Historical Research Capabilities
• obtain historical data
• support interpretations with historical evidence

CONTENT
The student will demonstrate understanding of How various reconstruction plans succeeded or failed
• The political controversy over Reconstruction
  ‣ contrast the Reconstruction policies advocated by Lincoln, Andrew Johnson, and sharply divided Congressional leaders, while assessing these policies as responses to changing events
  ‣ analyze the escalating conflict between President Johnson and Republican legislators, and explain the reasons for and consequences of Johnson’s impeachment and trial
  ‣ explain the provisions of the Fourteenth and Fifteenth Amendments and the political forces supporting and opposing each
• The Reconstruction programs to transform social relations in the South
  ‣ explain the economic and social problems facing the South and appraise their impact on different groups of people
  ‣ evaluate the goals and accomplishments of the Freedman’s Bureau
  ‣ analyze how African Americans attempted to improve their economic position during Reconstruction and explain factors involved in their quest for land ownership
For each student
Reconstruction and Reform by Joy Hakim: one of Chapters 1 through 7
Student Sheets:
  Chapter Summary
  Evaluation Form

For the teacher
Chart paper
Markers
Transparency: “Good Ol’ Rebel Soldier”
Optional: Recording of “Good Ol’ Rebel Soldier”

For the classroom
Overhead projector

Web sites
Civil War and Reconstruction Hot Links @ http://www.sinc.sunysb.edu/Class/is265/hotlinks.html
Timeline @ http://www.hfmgov.org/smartfun/timeline/timeline.html
Outline of the Civil War With Links to Reconstruction @ http://members.tripod.com/greatamericanhistory/gr02006.htm
Freedmen and Southern Society Project @ http://www.inform.umd.edu/ARHU/Depts/History/Freedman/home.html

Note to the Teacher: Although the students define important vocabulary from their assigned chapters,
the following list includes important words and people from Chapters 1 through 7 of *Reconstruction and Reform*.

**Words to Remember**

*Reconstruction* – the twelve years of readjustment following the Civil War when the nation faced problems of rebuilding the South, reuniting the states, and ensuring the rights and protection of the newly freed African Americans.

*Seward’s Folly* – the purchase of Alaska from Russia in 1867 by Secretary of State William Seward. It was considered a foolish act at the time, but turned out to be a great real estate deal.

*Presidential Reconstruction* - the first two years of Reconstruction, when Lincoln and his successor Johnson controlled Reconstruction policy

*Freedmen's Bureau* – an organization devoted to helping newly freed blacks. It established schools and hospitals, taught blacks to read and write, helped them find work, and intervened in crisis situations.

*Thirteenth Amendment* – abolished slavery

*Fourteenth Amendment* – guaranteed that no state can take away a citizen's rights; the “equal protection under the law” amendment

*amendment* – a change or addition to a formal document or set of rules

*ratify* – to approve and make official

*radical* – extreme

*veto* – the power of the president to prevent a bill from becoming law

*carpetbagger* – Northerner who went South after the war to teach or help with social programs; some took advantage of the disorder for personal profit

*Congressional Reconstruction* – also called Radical or Military Reconstruction, the ten years (1867-77) of Northern occupation in the South meant to guarantee the rights and freedom of former slaves
*scalawag* – Southerner who cooperated with the North

*Fifteenth Amendment* – granted the right to vote to all men, regardless of race

*abolitionist* – one who works for the end of slavery

*impeach* – to charge a public official before a governing, legislative body with misconduct while in office; presidential impeachment requires a charge of treason, bribery, or other high crimes and misdemeanors

**People to Remember**

*Andrew Johnson* – Vice president who became president upon the assassination of Abraham Lincoln and who presided over the first few years of Reconstruction. Johnson was the first president to be impeached but was acquitted by one vote in the Senate.

*Edmund G. Ross* – Senator from the Radical Republican state of Kansas who cast the deciding not guilty vote at Andrew Johnson’s impeachment trial.

*Thaddeus Stevens* – Radical Republican who authored the Thirteenth and Fourteenth amendments

**The Lesson**

**FOCUS ACTIVITY**

**FOCUS ACTIVITY – 5 minutes**

1. Introduce the song “Good Ol’ Rebel Soldier” by explaining that it was not easy for some former Confederates to forgive and forget. While the victor extended a welcoming hand, the defeated often harbored stubborn and acrid feelings.

2. Display the Transparency: “Good Ol’ Rebel Soldier” and read the lyrics to the students. Play the song if a recording is available.
3. Ask the students to **Think-Team-Share:**
   - What does this song tell you about some Southern reactions to Reconstruction?
   - Why might Reconstruction be a turbulent time in the South?
   - What do you predict will be the ultimate fate of Reconstruction?

4. Explain that in this song the old rebel still clings to his Confederate ideas and won’t be reconstructed. Ask the students to **Speculate:**
   - Why was the song “respectfully dedicated to the Honorable Thaddeus Stevens”? (If necessary, explain the sarcasm intended by this dedication to the one man most responsible for Radical Reconstruction.)

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**TEACHING ACTIVITY – 10 minutes**

1. Briefly introduce Reconstruction by reading and commenting on the chapter titles as the students preview Chapters 1 through 7 in *Reconstruction and Reform.*

2. Explain the research and teaching activity for the next three lessons to the students. As you explain the assignment, summarize each of the following steps on chart paper for future student reference.

   - Each team will be assigned a specific chapter (Chapters 1 through 7 in *Reconstruction and Reform*) to research and then teach to the class.
   - Students will receive the Student Sheets: *Chapter Summary,* to guide their research.
   - After each student reads the assigned chapter and completes the *Chapter Summary,* the teams will discuss the important vocabulary, ideas, events, and people in their chapter.
   - During that discussion team members add information and make revisions to their Student Sheets: *Chapter Summary.*
3. Distribute and explain the Student Sheet: *Evaluation Form* that the students will use to assess team presentations. Teams should keep the criteria in mind as they plan their presentations.

4. Assign one of the Chapters 1 through 7 in *Reconstruction and Reform* to each team. Distribute the Student Sheets: *Chapter Summary* that correspond to each team’s assigned chapter.

**Note to the Teacher:** You may assign chapters randomly, based on student interest, or according to chapter difficulty. Chapters 3, 4, 5, and 6 are very content rich, so you may wish to assign them to more capable teams. If you have more than seven teams, divide the longer or more difficult chapters between two teams.

### STL ACTIVITY – 40 minutes

**Researching a topic**

1. **Reading for a Purpose:** Team members read their assigned chapters to research their topic.

2. Students use the Student Sheets: *Chapter Summary* to guide and focus their research. After team members complete their individual chapter summaries, the team decides what information to include and each team member’s role in the team presentation.
3. Circulate and Monitor: Visit each team as students read, complete their chapter summaries, and discuss their chapter. If necessary, assist students with the vocabulary and check that they are recording accurate and complete information. Students should not copy information verbatim from the chapter but answer in their own words. Help teams plan their presentations. Check that all team members have a part in the presentation, and that the team plans a way to engage the class, such as taking notes or answering questions.

**REFLECTION AND REVIEW ACTIVITY**

**REFLECTION AND REVIEW ACTIVITY – 5 minutes**

Each student reviews his or her responsibility in the team’s presentation. The teams check their presentation plans for completeness of information, involvement of all team members, and the active engagement of the class.

**HOMEWORK**

Each student prepares for and practices his or her part of the team presentation.

**LIBRARY/MEDIA RESOURCES**

**Fiction**

*Freedom Road* by Howard Fast  
*Out From This Place* by Joyce Hansen  
*Cold Sassy Tree* by Olive A. Burns  
*Gone With the Wind* by Margaret Mitchell

**Nonfiction**

*Reconstruction: American After the Civil War* by Zak Mettger, Lodestar Books  
*Reconstruction: The Great Experiment* by Allen W. Trelease, Harper and Row  
*The Era of Reconstruction* by Kenneth M. Stampp, Alfred Knopf  
*Up From Slavery* by Booker T. Washington, Doubleday  
*Worth Fighting For* by Agnes McCarthy and Lawrence Reddick, Zenith Books
**Cobblestone Magazine**
*Civil War: Reconstruction*
*Black History Month: The Struggle for Rights*
*Old-Time Schools in America* (the establishment of free schools for blacks)

**Video**
*Reconstruction (Changing a Nation: 1865 – 1880)*, Film Rental Center at Syracuse University
*Civil War: Postwar Period*, Film Rental Center at Syracuse University

**CD Rom**
*Story of America 2: The Civil War*, National Geographic Society

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**Science** – During the Civil War, many men lost arms or legs. As Joy Hakim points out in Chapter 1, Mississippi spent a fifth of its state income on artificial arms and legs for veterans. Students research modern advances in bio-mechanics and how artificial limbs are made and attached.

**Library** – Students read biographies or research the lives of prominent persons during the Reconstruction era. To share this information with others, the students perform short first-person vignettes.

**Music** – Besides “Good Ol Rebel Soldier,” what songs came out of the Reconstruction era? Students find and sing these songs. Students can visit Poetry and Music of the War Between the States @ http://users.erols.com/kfraser to help them search.
Summary: Chapter 1
“Reconstruction Means Rebuilding”

*Explain the vocabulary using the information in the chapter.*

Reconstruction

guerrilla

loot

**Answer The Big Four!**

1. How did Abraham Lincoln's plan for Reconstruction differ from that of most people?

2. How did Northerners and Southerners feel about Reconstruction?

3. How do of the three photographs in Chapter 1 show the nation's need for healing and rebuilding after the Civil War?

4. Explain Mark Twain's quotation from *Life on the Mississippi*. What effect did immigration have on America during the 1860s?
Summary: Chapter 2
“Who Was Andrew Johnson?”

*Explain the vocabulary using the information in the chapter.*

Andrew Johnson

“Seward’s Folly”

**Answer The Big Four!**

1. What do the three cartoons of Andrew Johnson reveal about how some people viewed him?

2. Why did Andrew Johnson seem like the best person to bring peace between the North and South after the war?

3. Which character traits made Andrew Johnson a promising leader and politician? Which ones made him a poor leader?

4. How did Andrew Johnson demonstrate his loyalty to the United States and its citizens during the Civil War?
Summary: Chapter 3
“Presidential Reconstruction”

Explain the vocabulary using the information in the chapter.

Presidential Reconstruction
Freedmen's Bureau
martial law
temperance
missionary
Ku Klux Klan

Answer The Big Four!

1. Describe the first two years of Reconstruction.

2. What role did the Freedmen's Bureau play in the South during Reconstruction? How did Northerners help during these first crucial years?

3. What were black codes? How did they hurt efforts to rebuild Southern society and bring the newly freed blacks into that society?

4. Use the pictures and sidebar information to summarize Chapter 3.
Summary: Chapter 4
“Slavery and States’ Rights”

Explain the vocabulary using the information in the chapter.

Thirteenth Amendment
Fourteenth Amendment
ratify
tyrrannical
radical
nullify
veto

Answer The Big Four!

1. Explain the Thirteenth Amendment, the key part of the Fourteenth Amendment, and the section of the Declaration of Independence in Chapter 4. How do these documents define freedom for a United States citizen? Did the newly freed blacks in the South think they were truly free?

2. Describe President Johnson's war with the Radical Republicans. On what issues did they have differing opinions?

3. What steps did the Radical Republicans take to ensure civil rights for blacks?

4. What is states' rights? Why did the South argue for it so strongly?
Summary: Chapter 5
“Congressional Reconstruction”

Explain the vocabulary using the information in the chapter.

carpetbagger
Congressional Reconstruction
military Reconstruction
scalawag
integrity
democracy

Answer The Big Four!

1. What was Congressional Reconstruction? What happened during this period?

2. How did Reconstruction efforts change federal and state legislatures?

3. According to James Madison, what is a democratic society? How did the freed blacks and poor whites use their rights as citizens of a democracy during Congressional Reconstruction?

4. Based on the map on page 26, would you say that Congressional Reconstruction was ultimately successful? What does the re-establishment of white supremacy mean?
Summary: Chapter 6  
“Thaddeus Stevens: Radical”

Explain the vocabulary using the information in the chapter.

Thaddeus Stevens

sovereign

abolitionist

impeach

Answer The Big Four!

1. Describe Thaddeus Stevens. Use the sidebar information, the political cartoons, and the text to describe his relationship with Andrew Johnson.

2. How did Thaddeus Stevens impact the Constitution?

3. Why did Thaddeus Stevens want to impeach President Johnson? What did Stevens mean when he said the country had a moral necessity to impeach Johnson?

4. Explain the impeachment process. See the boxed section titled "How to Impeach" on page 30.
Summary: Chapter 7
“Impeaching a President”

Explain the vocabulary using the information in the chapter.

Edmund G. Ross
impartial
high crimes
misdemeanor
treason
bribery

Answer The Big Four!

1. Why did Edmund G. Ross bear a large burden during Johnson's impeachment trial?

2. What was the country's response to Johnson’s trial? Compare it to the public's response to other recent trials of famous people.

3. Even though Edmund Ross disliked President Johnson, he voted not guilty. Explain why he voted this way.

4. What lasting impression did Thaddeus Stevens make on the politics of the United States? How did he demonstrate in death what he valued throughout his life?
Team Evaluation

Team being evaluated _________________________________________________

KNOWLEDGE:  Presentation contained clear and important information about the central ideas, events, persons, and vocabulary for the chapter.

    Poor    Fair    Good    Excellent

PRESENTATION:  The presentation was interesting, clear, well organized, and involved the class.

    Poor    Fair    Good    Excellent

PARTICIPATION:  Each member of the team was well prepared and had an equal part in the presentation.

    Poor    Fair    Good    Excellent

Name of evaluator _________________________________________________

Student Sheet – Lesson 2, 3, 4
Reconstruction and Reform
Good Ol’ Rebel Soldier

by Major Innes Randolph, C.S.A.

Oh, I'm a good old Rebel soldier, now that's just what I am;
For this "Fair Land of Freedom" I do not give a damn!
I'm glad I fit against it, I only wish we'd won,
And I don't want no pardon for anything I done.

I hates the Constitution, this "Great Republic," too!
I hates the Freedman's Bureau and uniforms of blue!
I hates the nasty eagle with all its brags and fuss,
And the lying, thieving Yankees, I hates 'em wuss and wuss!

I hates the Yankee nation and everything they do,
I hates the Declaration of Independence, too!
I hates the "Glorious Union" -- 'tis dripping with our blood,
And I hates their striped banner, and I fit it all I could.

I followed old Marse Robert for four years, near about,
Got wounded in three places, and starved at Point Lookout.
I cotched the "roomatism" a'campin' in the snow,
But I killed a chance o' Yankees, and I'd like to kill some mo'

Three hundred thousand Yankees is stiff in Southern dust!
We got three hundred thousand before they conquered us.
They died of Southern fever and Southern steel and shot,
But I wish we'd got three million instead of what we got.

I can't take up my musket and fight 'em now no more,
But I ain't a'gonna love 'em, now that's for sartain sure!
I do not want no pardon for what I was and am,
And I won't be reconstructed, and I do not care a damn!
In a desperate bid for freedom, Chief Joseph led his people on a brave but doomed odyssey to escape the United States Army and find safety in Canada. Chief Joseph’s words are still an eloquent statement of justice for people of all races and backgrounds.

In the autumn of 1877, a missionary-reared Nez Perce chief called Joseph emerged as the tragic hero of a national morality play. The drama had begun twenty-two years earlier, when the tribe ceded a small portion of its ancestral range to the federal government. This concession only whetted the whites’ land hunger. By the time Joseph became a chief, the United States government claimed ninety percent of the original tribal domain and was trying to evict the Nez Perce band and four others from the contested land and resettle them on the Lapwai Creek reservation.

A pacifist, Joseph politely but fearlessly and adamantly opposed both the white officials and the Nez Perce hotheads who called for war—that is until the United States Army attacked his people to force them onto the reservation. At that point, Chief Joseph took up arms. Joseph was not a war chief but a civil chief, and while he helped plan the Nez Perces' brilliant strategy and earned the sobriquet, “the Red Napoleon,” his authority was subtler and more durable than a war chief’s power. It rested on his rock-like dignity and calm, and his unswerving devotion to duty and principle.

The resulting battle for freedom is one of history's greatest epics of group courage and endurance, and
was a most brilliantly executed retreat. About 700 men, women, and children fled their homeland and tried to find a refuge from the United States Army. During their three-month, 1,700 mile odyssey, they were constantly pursued and attacked, fighting always against great odds and superior numbers. Although fewer than 200 of the band were warriors, they repeatedly defeated, fought off, or somehow outwitted their foe and earned universal admiration for their courage, endurance, and bravery in the face of severe hardships. Even the unsympathetic General William Sherman was impressed: “The Indians throughout displayed a courage and skill that elicited universal praise...[they] fought with almost scientific skill, using advance and rear guards, skirmish lines, and field fortifications.”

But it was to no avail. Eventually surrounded by soldiers and exhausted by their flight over rugged terrain in the beginning of winter, the band of expatriate refugees were stalemated on the first of October. For the sake of his dying people, Joseph stepped out into the blood-splattered snow, surrendered his rifle, and spoke words that touched the heart: “It is cold and we have no blankets. The little children are freezing to death. My people, some of them, have run away to the hills and have no blankets, no food; no one knows where they are—perhaps freezing to death. I want time to look for my children and see how many of them I can find. Maybe I shall find them among the dead. Hear me, my chiefs, I am tired; my heart is sick and sad. From where the sun now stands, I will fight no more forever.”

When the soldiers took a count of their prisoners of war, they found that the 700 Nez Perces who had fled had been reduced to little more than 400 and only 79 of them were men. The war for freedom was over but not the sorrow and suffering of the Nez Perce people. Half-starved and in tatters, they were transported to
Fort Leavenworth, Kansas under the orders of General Sherman, who vowed that they be treated with severity and must never be allowed to return to their homelands.

To improve the lot of his people, Joseph traveled to Washington to meet with government officials. He spoke without rancor, dwelling on the great principles that have always concerned moral men: “We only ask an even chance to live as other men live…. We ask that the same law shall work alike on all men….Let me be a free man—free to travel, free to stop, free to work, free to trade where I choose, free to choose my own teachers, free to follow the religion of my fathers, free to think and talk and act for myself.”

By 1883, the plight of the Nez Perces had become a national issue, and the following year Congress, bowing to a sympathetic press and people, dealt leniently with the surviving 268 out of the original seven hundred. Only 118 were permitted to rejoin their tribe on the reservation; the other 150, including Joseph, who was considered too dangerous to be with his own people, were exiled to the Colville reservation in Washington Territory.

In his last years, Joseph spoke eloquently against the injustice of United States policy toward his people and held out the hope that America’s promise of freedom and equality might one day be fulfilled for Native Americans as well. In 1901, Joseph traveled to Washington to ask President Theodore Roosevelt for a small piece of land in the Wallowa Valley to live out his days next to the graves of his parents. The United States government did not oblige him, and still in exile from his homeland on September 21, 1904, while he sat by the fire in his tipi, he suddenly pitched forward. The reservation doctor commented, “Joseph died of a broken heart.”
STANDARDS

HISTORICAL THINKING
The student will
Historical Comprehension
• read historical narratives imaginatively
• evidence historical perspectives
• draw upon data in historical maps
• draw upon visual, literary, and musical sources
Historical Analysis and Interpretation
• consider multiple perspectives
• analyze cause and effect relationships and multiple causation, including the importance of the individual, the influence of ideas, and the role of chance
Historical Research Capabilities
• obtain historical data
Analysis and Decision-Making
• identify issues and problems in the past

CONTENT
The student will demonstrate understanding of Federal Indian policy and United States foreign policy after the Civil War
• Various perspectives on federal Indian policy, westward expansion, and the resulting struggles
  ▶ identify and compare the attitudes and policies toward Native Americans by government officials, the U.S. Army, missionaries, and settlers
  ▶ compare survival strategies of different Native American societies in this era
  ▶ evaluate the legacy of nineteenth century federal Indian policy

RESOURCES

For each student
Reconstruction and Reform by Joy Hakim: Chapter 18, “The People of the Pierced Noses”
Notebook divided into sections

For each team
Document Packet: Chief Joseph Speaks

For the teacher
Transparency: Quotations
Markers

For the classroom
Discussion questions written on chart paper
Overhead Projector

Web sites
America’s West – Development and History @
http://www.americanwest.com/index.htm#post
People in the WEST – Chief Joseph @ http://www3.pbs.org/weta/thewest/wpages/wpgs400/w4joseph.html
Sayings of Chief Joseph @ http://www3.pbs.org/weta/thewest/wpages/wpgs660/jospeak.html

VOCABULARY

**Words to Remember**

Nez Perce – peaceful Native American tribe that refused to settle on a reservation and fled their ancestral land to seek safety from United States soldiers

travois – a vehicle made from two shafts and a platform that is pulled by a dog or horse

rendezvous – to meet at an designated place

*treaty – a contract between two political authorities

*reservation – a tract of public land set aside for the use of an Indian tribe

**People to Remember**

*Chief Joseph – civil chief of the Nez Perce band who led his people on a 1,700 mile journey to escape federal soldiers and find freedom in Canada

*Ollokot – Chief Joseph’s younger brother, who commanded the Nez Perce warriors

The Lesson

FOCUS ACTIVITY – 5 minutes

1. Show the Transparency: *Quotations*

2. Students **Think-Team-Share:**
   - What do these two quotations have in common?
   
   Help students interpret the quotations and identify their sources.
TEACHING ACTIVITY – 25 minutes

1. Introduce Chapter 18, “The People of the Pierced Noses” in *Reconstruction and Reform* by reviewing the United States government policy toward Native Americans in the late 1800s. (See the Overview to Lesson 11). Include in the discussion
   - the resettlement of tribes on reservations
   - the attempt to Americanize, including the suppression of Indian culture, lifestyles, and religions
   - the annihilation of the Indian people by the United States Army

2. Provide some background information about Chief Joseph and the Nez Perce tribe (See Overview).

Students examine the photographs in Chapter 18, especially those of Chief Joseph. Ask:
   - What can they infer about Chief Joseph and his people from the photographs?

3. Introduce the Vocabulary *Words, People, and Places to Remember*.

4. Reading for a Purpose: Students read only pages 89 to 93 of Chapter 18 in *Reconstruction and Reform* to answer the following questions written on chart paper.

   - What were the characteristics of the Nez Perce tribe? (pages 89 through 90)
   - Describe the early relationship between the Nez Perce and the whites. (page 90 through 91)
   - What event created a major problem between the whites and the Nez Perce? (page 91)
   - How did the United States government seek to solve the problem? (page 91)
   - What incident resulted in the flight of the Nez Perce? (page 92)
   - Use the map and the reading to trace the flight and defeat of the Nez Perce. (pages 92 and 93)
5. Read the final page (page 94) of Chapter 18 to the students. Assign volunteers to read Chief Joseph’s words as you read the text.

Help the students interpret the words of Chief Joseph. Discuss:
• How do Chief Joseph’s words express the concept of justice?
• How do Chief Joseph’s words express the concept of equal protection under the law?
• How do Chief Joseph’s words reflect the meaning of the Declaration of Independence: *We hold these truths to be self-evident, that all Men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty, and the Pursuit of Happiness.*
• Who else in our history has been denied justice, equal protection under the law, or their unalienable rights?
• What are your reactions to the plight of Chief Joseph and the Nez Perce Indians?

6. Read the poem on page 90 of *Reconstruction and Reform* to the students. Help the students interpret the poem. Ask: Despite the Indians’ struggle to keep their land and customs, what was the final outcome?

STL ACTIVITY – 25 minutes

**Interviewing Chief Joseph**

1. Explain the Student Team Learning Activity:

Imagine you are a television reporter and have the opportunity to interview Chief Joseph.
• What questions would you ask him?
• Would you want to hear about his strategy or tactics?
• Would you want to ask him how he defines justice?
Students work with their teammates to develop a list of possible interview questions. If necessary, students refer to Chapter 18 in *Reconstruction and Reform* to review the flight of the Nez Perce and to stimulate questions.

2. **Circulate and Monitor**: Visit each team to help the students develop good interview questions. Check that all students are involved in the activity.

3. Teams use **Numbered Heads** to briefly share a few questions with the class.

4. Using the team’s questions as a guide, each student works with a team partner to develop an interview. The interview should be realistic, and whenever possible, use Chief Joseph’s actual words—many of which are quoted in Chapter 18 of *Reconstruction and Reform* or in the Team Document: “Chief Joseph Speaks.”

5. **Circulate and Monitor**: Visit each team as the partners develop their interviews. Assist any students who are having difficulty with the assignment. Check that each partnership is using appropriate and accurate information and completing the task.

6. Partners decide which student will be the reporter and which will be Chief Joseph. Each partnership shares its interview with teammates.

7. **Circulate and Monitor**: Visit each team as the students conduct their interviews. Check for accuracy and, if necessary, correct any misinformation.

8. If time permits, a number of volunteers can share their interviews with the class.
REFLECTION AND REVIEW ACTIVITY – 5 minutes

1. Teams use Think-Team-Share to discuss
   - What do you think would have happened if the Nez Perce had reached Canada?
   - How could the problem have been resolved without violence?

2. Use Numbered Heads for the teams to share their responses.

HOMEWORK

Write your personal reaction to the treatment of the Nez Perce by the United States government.
   - Do you think the Native Americans should have fought for their land regardless of the consequences?
   - Do you think the government was unjust in its treatment of the Nez Perce? Explain your position.

LIBRARY/MEDIA RESOURCES

Fiction
Keeper of Fire by Jim Magorian

Nonfiction
The Great Chiefs by Benjamin Capps and the Editors of Time-Life Books of the Old West
The Indians by Benjamin Capps and the Editors of Time-Life Books of the Old West
If You Lived with the Sioux Indians by Ann McGovern, Scholastic, Inc.
Bury My Heart at Wounded Knee by Dee Brown, Holt
Dancing Colors: Paths of Native American Women, by C. J. Brafford and Laine Thom, Chronicle Books
Becoming Brave: The Path to Native American Manhood by Laine Thom, Chronicle Books
What Do We Know About the Plains Indians? by Dr. Colin Taylor, Peter Bedrick Books
Cobblestone Magazine
*Chief Joseph*
*SIOUX*
*The Buffalo*
*Who Were the First Americans*
*Battle of Little Big Horn*
*Buffalo Soldiers*
*Plains Indians*

CD Rom
*The Story of America 1: The Western Movement and Native Americans 1 and 2*, National Geographic Society

Video
*The West*, Video Series, Book, and Music CD by Ken Burns

**CONNECTIONS**

**Math** – Students determine the percentage of Nez Perce who survived the odyssey, the percentage who were women and children, and the percentage who accompanied Chief Joseph to Colville Reservation.

**Geography/Library** – Students research the physical terrain and weather conditions encountered by the Nez Perce on their odyssey. Students create a map that displays this information.

**Music** – Students listen to some Native American music. What part did music play in the life of the Native Americans? How were music and dance related?

**Art/Library** – Students use web sites or library resources to find examples of Native American drawing and decoration. What do some of the picture symbols represent?
Chief Joseph

“I have no grievance against any of the white people.”
Chief Joseph Speaks

Selected Statements and Speeches
by the Nez Percé Chief

I.

“The first white men of your people who came to our country were named Lewis and Clark. They brought many things which our people had never seen. They talked straight and our people gave them a great feast as proof that their hearts were friendly. They made presents to our chiefs and our people made presents to them. We had a great many horses of which we gave them what they needed, and they gave us guns and tobacco in return.

All the Nez Perce made friends with Lewis and Clark and agreed to let them pass through their country and never to make war on white men. This promise the Nez Perce have never broken.”

II.

“For a short time we lived quietly. But this could not last. White men had found gold in the mountains around the land of the Winding Water. They stole a great many horses from us and we could not get them back because we were Indians. The white men told lies for each other. They drove off a great many of our cattle. Some white men branded our young cattle so they could claim them. We had no friends who would plead our cause before the law councils.

It seemed to me that some of the white men in Wallowa were doing these things on purpose to get up a war. They knew we were not strong enough to fight them. I labored hard to avoid trouble and bloodshed. We gave up some of our country to the white men, thinking that then we could have peace. We were mistaken.

The white men would not let us alone. We could have avenged our wrongs many times, but we did not. Whenever the Government has asked for help against other Indians we have never refused. When the white men were few and we were strong we could have killed them off, but the Nez Perce wishes to live at peace.”
U.S. Cavalry

The United States cavalry leaving Fort Bowie on an expedition to keep the Native American tribes under control.
Chief Joseph Speaks

“On account of the treaty made by the other bands of the Nez Perce the white man claimed my lands. We were troubled with white men crowding over the line. Some of them were good men, and we lived on peaceful terms with them, but they were not all good. Nearly every year the agent came over from Lapwai and ordered us to the reservation. We always replied that we were satisfied to live in Wallowa. We were careful to refuse the presents or annuities which he offered.

Through all the years since the white man came to Wallowa we have been threatened and taunted by them and the treaty Nez Perce. They have given us no rest. We have had a few good friends among the white men, and they have always advised my people to bear these taunts without fighting. Our young men are quick tempered and I have had great trouble in keeping them from doing rash things.

“I have carried a heavy load on my back ever since I was a boy. I learned then that we were but few while the white men were many, and that we could not hold our own with them. We were like deer. They were like grizzly bears. We had a small country. Their country was large. We were contented to let things remain as the Great Spirit Chief made them. They were not; and would change the mountains and rivers if they did not suit them.”

III.

[At his surrender in the Bear Paw Mountains, 1877]

“Tell General Howard that I know his heart. What he told me before I have in my heart. I am tired of fighting. Our chiefs are killed. Looking Glass is dead, Tu-hul-hil-sote is dead. The old men are all dead. It is the young men who now say yes or no. He who led the young men [Joseph's brother Alikut] is dead. It is cold and we have no blankets. The little children are freezine to death. My people—some of them have run away to the hills and have no blankets and no food. No one knows where they are—perhaps freezing to death.

I want to have time to look for my children and see how many of them I can find. Maybe I shall find them among the dead. Hear me, my chiefs, my heart is sick and sad. From where the sun now stands I will fight no more against the white man.”
Indian Camp

San Diego Museum of Man

Crow camp along the Greasy Grass (Little Big Horn) River
Chief Joseph Speaks

IV.

[On a visit to Washington, D.C., 1879]

“At last I was granted permission to come to Washington and bring my friend Yellow Bull and our interpreter with me. I am glad I came. I have shaken hands with a good many friends, but there are some things I want to know which no one seems able to explain. I cannot understand how the Government sends a man out to fight us, as it did General Miles, and then breaks his word.

Such a government has something wrong about it. I cannot understand why so many chiefs are allowed to talk so many different ways, and promise so many different things. I have seen the Great Father Chief [President Hayes]; the Next Great Chief [Secretary of the Interior]; the Commissioner Chief; the Law Chief; and many other law chiefs [Congressmen] and they all say they are my friends, and that I shall have justice, but while all their mouths talk right I do not understand why nothing is done for my people. I have heard talk and talk but nothing is done.

Good words do not last long unless they amount to something. Words do not pay for my dead people. They do not pay for my country now overrun by white men. They do not protect my father’s grave. They do not pay for my horses and cattle. Good words do not give me back my children. Good words will not make good the promise of your war chief, General Miles. Good words will not give my people a home where they can live in peace and take care of themselves. I am tired of talk that comes to nothing. It makes my heart sick when I remember all the good words and all the broken promises.

There has been too much talking by men who had no right to talk. Too many misinterpretations have been made; too many misunderstandings have come up between the white men and the Indians. If the white man wants to live in peace with the Indian he can live in peace. There need be no trouble. Treat all men alike. Give them the same laws. Give them all an even chance to live and grow.”
Colville Reservation

The last home of Chief Joseph

Montana Historical Society

Document Packet – Lesson 12
Reconstruction and Reform
Chief Joseph Speaks

“All men were made by the same Great Spirit Chief. They are all brothers. The earth is the mother of all people, and all people should have equal rights upon it. You might as well expect all rivers to run backward as that any man who was born a free man should be contented penned up and denied liberty to go where he pleases. If you tie a horse to a stake, do you expect he will grow fat? If you pen an Indian up on a small spot of earth and compel him to stay there, he will not be contented nor will he grow and prosper. I have asked some of the Great White Chiefs where they get their authority to say to the Indian that he shall stay in one place, while he sees white men going where they please. They cannot tell me.

I only ask of the Government to be treated as all other men are treated. If I cannot go to my own home, let me have a home in a country where my people will not die so fast. I would like to go to Bitter Root Valley. There my people would be happy; where they are now they are dying. Three have died since I left my camp to come to Washington.

When I think of our condition, my heart is heavy. I see men of my own race treated as outlaws and driven from country to country, or shot down like animals.

I know that my race must change. We cannot hold our own with the white men as we are. We only ask an even chance to live as other men live. We ask to be recognized as men. We ask that the same law shall work alike on all men. If an Indian breaks the law, punish him by the law. If a white man breaks the law, punish him also.

Let me be a free man, free to travel, free to stop, free to work, free to trade where I choose, free to choose my own teachers, free to follow the religion of my fathers, free to talk, think and act for myself—and I will obey every law or submit to the penalty.

Whenever the white man treats the Indian as they treat each other then we shall have no more wars. We shall be all alike -- brothers of one father and mother, with one sky above us and one country around us and one government for all. Then the Great Spirit Chief who rules above will smile upon this land and send rain to wash out the bloody spots made by brothers' hands upon the face of the earth. For this time the Indian race is waiting and praying. I hope no more groans of wounded men and women will ever go to the ear of the Great Spirit Chief above, and that all people may be one people.

Hin-mah-too-yah-lat-kekht has spoken for his people.”
“We hold these Truths to be self-evident, that all Men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the Pursuit of Happiness...”

“All men were made by the same Great Spirit Chief. They are all brothers. The earth is the mother of all people, and all people should have equal rights upon it.... I only ask of the Government to be treated as all other men are treated.”
In 1869—before national woman suffrage—Wyoming territory granted women the right to vote and hold office. Eighteen years later Wyoming stood by that decision when the territory joined the Union, demanding that the women retain their franchise.

Today in every election from the local to the national level, women cast their votes for representatives who will make laws and run the government. Most women voters—as well as the persons for whom they vote—take women’s participation in the voting process for granted. But in reality, woman suffrage in the United States was a long, hard-fought battle, which began in the 1830s and ended with the ratification of the Nineteenth Amendment in 1920.

When the Constitution was written, it granted the right to vote only to men who were white, over the age of twenty-one, and owned property. It was a lengthy, difficult struggle for those who were excluded—poor whites, Native Americans, African Americans, and women—to secure voting rights and, in a larger sense, make America a more democratic nation.

Although voices for women’s rights and woman suffrage were heard—especially in connection with the abolition movement of the 1830s—voting rights for women became a significant movement in 1848 during the Seneca Falls Convention. The reality of a national amendment to grant woman suffrage took seventy years—until the ratification of the Nineteenth Amendment in 1920. As Carrie
Chapman Catt observed, “Young suffragists who helped forge the last links of that chain were not born when it began. Old suffragists who forged the first links were dead when it ended.”

This generations-long struggle involved countless people working in many different organizations with various ideas and approaches. Men and women who believed in and worked for woman suffrage faced ridicule, hostility, and violence. At first considered a radical proposal that seemed to threaten the very foundations of family life and social order, woman suffrage moved with unsteady progress through decades of social change to become an accepted political reality.

The early beginnings of woman suffrage grew out of the abolition movement of the 1830s through the 1860s. Sarah and Angelina Grimke—sisters who grew up on a South Carolina plantation—traveled north to talk with women about the evils of slavery, became Quakers, and joined Lucretia Mott (herself a Quaker minister) in eventually addressing antislavery rallies. Attracting the attention of the press and religious leaders, the women were harshly criticized for their improper conduct of speaking to audiences that included men, and blacks and whites who sat beside each other. Although they suffered indignities, harassment, threats, and danger, Mott and the Grimkes continued their antislavery activities.

In 1840, Lucretia Mott was elected as one of six female delegates to the World Anti-Slavery Convention in London, where she met Elizabeth Cady Stanton. The women delegates were refused participation in the meeting because, as they were informed, it was for men only. Mott and Stanton, outraged at the unfairness of antislavery workers who, of all people, were treating women as inferior persons, vowed to hold a women’s rights meeting when they returned home. Eight years later, that
first women’s rights convention drew an amazing three hundred women and a few dozen men. At the convention, Stanton read a “Declaration of Sentiments;” which stated that women were equal to men and should have the same rights and responsibilities in society, and for the first time, officially raised the radical idea that women should have the right to vote.

From that time until the passage of the Thirteenth Amendment outlawing slavery after the Civil War, the women’s rights movement was closely allied with the abolitionist movement. The American Equal Rights Association, organized by Susan B. Anthony, worked to obtain civil rights for all women and black men. But the Fourteenth Amendment, which established citizenship for all persons born in the United States, implied that all males were citizens and could vote but that women could be denied the vote.

The Fifteenth Amendment brought a setback: it assured the right to vote for black men, but not for women—black or white. Many black men agreed with Frederick Douglass—a long time supporter of woman suffrage—who now argued for quick passage of the amendment to help protect black men from a backlash of violence, including lynching. Some black women who had worked for both the abolitionist and suffrage movements found themselves torn between loyalty to their race or to their gender. Many white women could not support a voting rights amendment that ignored women and did not extend suffrage to all adults. These differences caused a split in the American Equal Rights Association, and many black women left the women’s rights movement.

In 1869, Susan B. Anthony and Elizabeth Cady Stanton organized the National Woman suffrage Association (NWSA) to secure a constitutional amendment that would give all women the right to
vote. The organization also fought for other women’s issues such as property rights for women and improved working conditions.

That same year, the American Woman suffrage Association (AWSA)—a more conservative organization led by Julia Ward Howe and Lucy Stone—chose to pursue woman suffrage through smaller, state referenda campaigns instead of a Constitutional amendment. Unlike Anthony’s and Stanton’s organization, the AWSA avoided involvement in other women’s issues.

These two suffrage associations worked independently for the next thirty years. Both had very limited success—only Colorado and Idaho passed state referendums, and although the Woman Suffrage Amendment was introduced in every session of Congress from 1868 on, it never became a reality. In 1890 the two groups rejoined under Stanton, dropped the women’s rights issues, and concentrated on securing woman suffrage through both a constitutional amendment and state campaigns for the next twenty-two years.

In the midst of this, many new territories granted women the right to vote in local elections as an encouragement for women to move west where they would have more rights than in the conservative east. When Wyoming Territory applied for statehood in 1889, the members of Congress wanted it to discontinue female voting rights as many other territories had done. The Wyoming state legislature refused to disenfranchise its women voters, and after much debate in Congress, Wyoming was admitted into the Union—the first state to allow women to vote in federal elections. But another thirty years would pass before nationwide woman suffrage would finally become a reality with the ratification of the Nineteenth Amendment in 1920.
### STANDARDS

**HISTORICAL THINKING**

The student will

**Chronological Thinking**
- identify in historical narratives the temporal structure of a historical narrative or story

**Historical Comprehension**
- reconstruct the literal meaning of a historical passage
- identify the central question(s) the historical narrative addresses
- draw upon visual, literary, and musical sources

**Historical Analysis and Interpretation**
- compare or contrast differing sets of ideas, values, personalities, behaviors, and institutions
- consider multiple perspectives
- analyze cause and effect relationships and multiple causation, including the importance of the individual, the influence of ideas, and the role of chance

**Historical Research Capabilities**
- obtain historical data

**Analysis and Decision-Making**
- identify issues and problems in the past
- formulate a position or course of action on an issue

### CONTENT

The student will demonstrate understanding of

The struggle to achieve woman suffrage in the 1800s.
- The movement to achieve woman suffrage
  - analyze the basis for woman suffrage as a constitutional right
  - recognize the commitment and specific contributions of individuals to the woman’s rights and suffrage movements
  - identify the opposition arguments to woman suffrage

### RESOURCES

**For each student**

*Reconstruction and Reform* by Joy Hakim: Chapter 26, “Tea in Wyoming”

Notebook divided into sections

A copy of the script: “*Failure Is Impossible*” for each student reader

**Web sites**

The Woman suffrage Movement: Home Page @

http://www.nara.gov/education/teaching/women/home.html
NAWSA Time Line @ http://lcweb2.loc.gov/ammem/vfwhtml/vfwtl.html
The Woman Suffrage Movement: the Failure is Impossible script @ http://www.nara.gov/education/teaching/women/script.html
Links to Resources @ http://www.library.wisc.edu/libraries/WomensStudies/
African American Women On-line @ http://netdive.com/ourstory.html
National American Woman suffrage Association Collection @ http://lcweb2.loc.gov/ammem/rbnawsahtml/

VOCABULARY

Words to Remember
*suffrage – the right to vote
*franchise – a constitutional right such as the right to vote

People to Remember
Esther Morris – a prominent suffragist who helped secure the vote for women in the Wyoming territory

The Lesson

FOCUS ACTIVITY – 15 minutes

1. Set up a simulation in which only the girls vote on a class-wide activity or choice.

Discuss the activity or choice with the entire class, but then allow only the girls to vote on the activity or choice.

The boys may attempt to influence the girls’ choice, but they have no vote and cannot participate in the actual decision-making process.
2. After the vote, ask the boys to describe how it felt to be excluded in that way.
   - Why do they feel that it was basically unfair? (Because the boys are class members [class citizens], they should they have the right to vote)
   - Why is it unfair to be excluded just because you are a boy or a girl?

3. Explain to the students that women in the United States did not always have the right to vote, that not until 1920 was the Constitution amended to grant that right, called woman suffrage. Many men and women actively worked for over seventy years to achieve national woman suffrage.

Ask the students to Think-Team-Share:
   - Why do you think women were so committed to achieving the vote?

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**TEACHING ACTIVITY – 20 minutes**

1. Introduce Chapter 26, “Tea in Wyoming” by briefly reviewing the woman suffrage movement from the early 1830s until the late 1880s (see the Overview).

2. Introduce the vocabulary, Words and People to Remember.

3. **Reading for a Purpose:** The students Partner Read Chapter 26, “Tea in Wyoming” in *Reconstruction and Reform* to discover why Wyoming was a milestone in woman suffrage.

Write the following questions on the chalkboard to guide the students’ reading.
Circulate and Monitor: Visit each team to help the students read the chapter and discuss the questions.

4. Students use Numbered Heads to discuss what happened in Wyoming and why it was important to the woman suffrage movement.

STL ACTIVITY – 20 minutes
Using Reader Theatre

1. Reading for a Purpose: Introduce the play Failure Is Impossible by Rosemary H. Knowler. Explain that the play provides an overview of the woman suffrage movement, introduces important

- Who was Esther Morris and what did she do to advance the cause of woman suffrage? (A resident of the Wyoming territory in the late 1800s, Morris convinced Wyoming legislators in both parties to back a women's suffrage bill.)
- Why do you think that the men in the West supported woman suffrage? (Reasons include some men believed women should have the right to vote; some men in sparsely populated western lands hoped it would encourage women to move West where they would enjoy more rights than in the established East.)
- What did many men and women fear would happen if women were permitted to vote? (Women would not make good voting choices; women would vote for issues [such as temperance] that were unpopular with men; women would negatively affect political policy and government.)
- Besides granting the vote to women, what was significant about woman suffrage in Wyoming? (In 1889, Wyoming entered the Union as a full suffrage state, the first state to allow women to vote in national elections.)
people in the fight for woman suffrage, and puts the Wyoming event into the broader, overall story.

2. Using the Reader Theatre technique, assign different students to read the parts of the characters in the play. Assign a part to every student, even if you must divide the role of the narrator. Allow a few minutes for the students to silently read just their parts in preparation for the Reader Theatre. If necessary, teammates can assist each other with word pronunciations.

Circulate and Monitor: Answer questions and help students read their parts.

3. Following this short practice time, the students read the play aloud. Note to the Teacher: You may use the script as a radio show, have the students wear placards with the name of their characters, or just sit in a circle and read the play.

**REVIEW AND REFLECTION ACTIVITY – 10 minutes**

1. After reading the play, the students use Think-Team-Share to discuss the following questions:

   - Upon what democratic ideals was the woman suffrage movement based?
   - What were some of the opposition arguments to woman suffrage?
   - How did the suffrage movement use these strategies to fight for their cause?
     - State referendum  
     - Public pressure  
     - Silent picket  
     - Hunger strike  
     - Public sentiment  
     - Lobby  
     - Constitutional amendment  
   - Why do you think women finally won the right to vote?

**HOMEWORK**

You are an advocate for woman suffrage in the late 1800s. Design a sign that you might have carried...
during a silent picket. Remember you can’t talk during the picket so the words or drawings on your sign must get your message across to others. Bring your sign to class to display.

**Nonfiction**

*The Book of Distinguished Women* by Vincent Wilson, Jr.
*Women Win the Vote* by Betsey Covington Smith
*The Day the Women Got the Vote: A Photo History of the Women’s Rights Movement* by George Sullivan
*An Unfinished Battle: American Women 1848-1865* by Harriet Sigerman, Oxford University Press
*New Paths to Power: American Women 1890-1920* by Karen Manners Smith, Oxford University Press
*Biographical Supplement and Index for the Young Oxford History of Women in the United States* by Harriet Sigerman, Oxford University Press
*Elizabeth Cady Stanton* by Martha E. Kendall
*Susan B. Anthony: Woman Suffragist* by Barbara Weisberg
*Sojourner Truth: Self-Made Woman* by Victoria Ortiz
*Sojourner Truth: Antislavery Activist* by Peter Brass

**Cobblestone Magazine**

*Susan B. Anthony*

**Videos**

*The Women Get the Vote* narrated by Walter Cronkite
*The Susan B. Anthony Story*. Grace Products
*One Woman, One Vote*. PBS Video
*Dreams of Equality*. Media Products

**ART** – Students create posters or a collage depicting the individuals and events of the woman suffrage movement.

**Expressive Arts** – Students stage a mock debate on woman suffrage.
Math – Students develop a campaign strategy for a law they would like to have passed. How would they go about getting publicity for the idea and raising money for the campaign? Students develop a campaign timeline and a budget.

Citizenship – Students invite a representative from the League of Women voters to speak about that organization, which was founded in 1920. What kinds of issues has the LWV advocated locally in the past ten to twenty years?

Library – There are several methods by which citizens can get legislation or constitutional amendments passed. The various organizations within the suffrage movement tried all of them. Students research the methods prescribed by their own state constitution for citizen-initiated legislation.

Library – Students research and share information about a key personality, organization, or movement that helped bring about woman suffrage.
Failure Is Impossible
By Rosemary H. Knower

Based on Eyewitness Accounts and Original Documents
Adapted from the Original Script

The Cast of Characters:
Narrator or Narrators
Reader #1
Reader #2
Reader #3
Abigail Adams
Pastoral letter
Sarah Grimke
Elizabeth Cady Stanton
Frederick Douglass
Newspaper editorial
Susan B. Anthony
Sojourner Truth
Frances Gage
Lucy Stone
Clara Barton
Mr. Reagan, of Texas
“Feller Felix” – Cracker Barrel Philosopher
Wyoming legislature
Mary Ware Dennett
Harriot Stanton Blatch
Eyewitness article
Suffragist
Woodrow Wilson
Carrie Chapman Catt

Narrator: Do I hear you say, wait a minute, the country is two hundred and nineteen years old, and women have only been voting for seventy-five years? What's the problem here? The problem began with the words of the Founding Fathers. Not the ones they put in. The ones they left out. In 1776, when John Adams sat with a committee of men in Philadelphia, writing the Declaration of Independence, he got a letter from his wife, Abigail:

Abigail Adams: John, in the new code of laws . . . remember the ladies. . . . Do not put such unlimited power in the hands of the husbands. Remember all men would be tyrants if they could. . . . We . . . will not hold ourselves bound by any laws in which we have no voice, or representation.
Narrator: But when the Founding Fathers sat down to write the Declaration and the Constitution, they left out one critical word: "Women." Nearly sixty years later, when Sarah and Angelina Grimke spoke to state legislatures about the evils of slavery, their actions were denounced from the pulpit as contrary to God's law and the natural order.

Pastoral letter: The power of woman is her dependence, flowing from that weakness God has given her for her protection. When she assumes the place and tone of a man as a public reformer, her character becomes unnatural, and the way opened for degeneracy and ruin.

Narrator: Sarah Grimke had an answer for that.

Sarah Grimke: This distinction between the duties of men and women as moral beings! That what is Virtue in men is Vice in women!?! All I ask of our brethren is that they take their feet off our necks and permit us to stand upright.

Narrator: In 1848 a group of women organized the first Women's Rights Convention in Seneca Falls, New York. It took great courage. In the 1840s respectable women did not even speak in public, let alone call meetings. Elizabeth Cady Stanton said later:

Elizabeth Cady Stanton: We felt as helpless and hopeless as if we had suddenly been asked to construct a steam engine.

Narrator: But they were determined. They rewrote the Declaration of Independence.

Elizabeth Cady Stanton: "We hold these truths to be self evident: that all men and women are created equal . . ."

Narrator: And they called for equal rights under the law. At the convention, abolitionist Frederick Douglass spoke in favor of women voting. Reporting the resolutions of the convention in his newspaper, The North Star, he noted:

Frederick Douglass: In respect to political rights, . . . there can be no reason in the world for denying to woman the elective franchise.

Narrator: In the 1850s, Susan B. Anthony, Elizabeth Cady Stanton, and Lucy Stone led a group of courageous women who plunged into the fight for abolition and universal suffrage. They formed the American Equal Rights Association. One newspaper denounced them as:
**Newspaper editorial:** “Mummified and fossilized females, void of domestic duties, habits, and natural affections.”

**Narrator:** In fact, most of the women were married, with children. Elizabeth Cady Stanton wrote suffrage speeches while nursing her sixth child, a daughter who would continue her mother's work. When the Civil War began in 1861, suffragists deferred their campaign for the vote to give full attention to the national crisis. Annie T. Wittenmeyer was appointed superintendent of all army diet kitchens. Mary Walker served as the first female surgeon. Louisa May Alcott and thousands of other women served as nurses. Anna Ella Carroll was one of Lincoln's advisers on strategy. In 1865, when the war was over, and Congress debated an amendment to give freed slaves the right to vote, the suffragists petitioned Congress to include women, too.

**Susan B. Anthony:** We represent fifteen million people—one-half the entire population of the country—the Constitution classes us as "free people," yet we are governed without our consent, compelled to pay taxes without appeal, and punished for violations of law without choice of judge or juror. You are now amending the Constitution, and . . . placing new safeguards around the individual rights of four million emancipated slaves. We ask that you extend the right of suffrage to women—the only remaining class of disfranchised citizens—and thus fulfill your constitutional obligation.

**Narrator:** Sojourner Truth, whose speech "Ain't I a Woman?" had so moved the Equal Rights Convention in 1851, spoke again in 1867 for women's right to vote.

**Sojourner Truth:** I . . . speak for the rights of colored women. I want to keep the thing stirring, now that the ice is cracked....You have been having our rights for so long, that you think, like a slaveholder, that you own us.

**Frances Gage:** Suffragist Frances Gage wrote, "Fifty-two thousand pulpits in this country have been teaching women the lesson that has been taught them for centuries, that they must not think about voting. But when fifty-two thousand pulpits at the beginning of this war, lifted up their voices and asked of women, 'come out and help us' did they stand back? In every home in the whole United States, they rose up and went to work for the nation."

**Narrator:** But in spite of the petitions and the passion, the Fourteenth and Fifteenth Amendments were silent on the issue of voting rights for women. Nevertheless, the suffragists would not give up. In 1869 Lucy Stone sent out "An Appeal to the Men and Women of America".
Lucy Stone: Get every man or woman to sign [this petition] who is not satisfied while women, idiots, felons, and lunatics are the only classes excluded from the exercise of the right of suffrage. Let the great army of working-women, who wish to secure a fair day's wages for a fair day's work, Sign It. Let the wife, from whom the law takes the right to what she earns, Sign It. Let the mother, who has no legal right to her own children, Sign It . . .

Narrator: Civil War nurse Clara Barton spoke at the Suffrage Convention in 1870:

Clara Barton: Brothers, when you were weak, and I was strong, I toiled for you. Now you are strong, and I ask your aid. I ask the ballot for myself and my sex. As I stood by you, I pray you stand by me and mine.

Narrator: When the Senate considered "The Woman Question" again in 1872, the same tired old arguments were raised to oppose women voting.

Mr. Reagan, of Texas: I hope sir, that it will not be considered ungracious in me that I oppose the will of any lady. But when she so far misunderstands her duty as to want to go to working on the road and serving in the army, I want to protect her against it. [Should] we attempt to overturn the social status of the world as it has existed for 6,000 years?!

Narrator: The congressman from Texas wasn't the only lawmaker who argued that if the Founding Fathers had meant women to vote, they would have said so directly. Elizabeth Cady Stanton responded:

Elizabeth Cady Stanton: Women did vote in America at the time the Constitution was adopted. If the Framers of the Constitution meant they should not, why did they not distinctly say so? The women of the country, having at last roused up to their rights and duties as citizens, have a word to say. . . . It is not safe to leave the "intentions" of the [Founding] Fathers, or of the Heavenly Father, wholly to masculine interpretation.

Narrator: Congress appointed a committee to study the floods of petitions arriving daily from women. This is how it worked:

“Feller Felix," Cracker-Barrel Philosopher: Women's petitions are generally referred to a fool committee of fools, . . . carefully laid on the floor of the committee room to be a target at which to shoot tobacco juice. And the committee man who can hit the mark oftenest is regarded as having done the most to kill the petition. . . .
Narrator: Even the President of the United States remained indifferent to the poignant arguments of the suffragists. Elizabeth Cady Stanton said of President Rutherford Hayes:

Elizabeth Cady Stanton: In President Hayes's last message, he reviews the interests of the Republic, from the army [and] the navy to . . . the condition of the mummies, dead ducks and fishes in the Smithsonian Institution. Yet [he] forgets to mention twenty million women citizens robbed of their social, civil, and political rights. Resolved, that a committee be appointed to wait upon the President and remind him of the existence of one-half of the American people whom he has accidentally overlooked.

Narrator: The pioneer women who were then settling the West had no intention of being overlooked. Women in the territory of Wyoming won the vote in 1869, followed shortly by women in the neighboring territories of Utah, Colorado, and Idaho. When Wyoming applied for statehood in 1890, a furious block of senators opposed its admission because it allowed women to vote. The senator from Tennessee called it "a reform against nature" and predicted it would "unsex and degrade the women of America." But Wyoming's citizens refused to give in. Their legislature cabled back to Washington:

Wyoming legislature: "We will remain out of the Union a hundred years rather than come in without our women!"

Narrator: Encouraging words, but as the years of struggle rolled by, the women of Seneca Falls realized that they would not live to vote. Elizabeth Cady Stanton wrote:

Elizabeth Cady Stanton: We are sowing winter wheat, which other hands than ours will reap and enjoy.

Narrator: Twenty-four hours before she died, in 1902, Stanton dictated this plea to Theodore Roosevelt:

Elizabeth Cady Stanton: Mr. President, Abraham Lincoln immortalized himself by the emancipation of four million slaves. Immortalize yourself by bringing about the complete emancipation of thirty-six million women.

Narrator: By 1900, over three million women worked for wages outside the home, often in hazardous and exploitive conditions, often with their children beside them at the machinery. They needed the ballot to give them a voice in making labor laws. In the Triangle Shirtwaist Factory fire, 146 workers were killed trying to escape an unsafe building into which they had been locked to keep them at work. Suffragist Mary Ware Dennett wrote:
Mary Ware Dennett: It is enough to silence forever the selfish addleheaded drivel of the anti-suffragists who say that working women can safely trust their welfare to their "natural protectors"?!? Trust the men who allow seven hundred women to sit wedged between the machines, in a ten-story building with no outside fire escapes, and the exits shuttered and locked? We claim in no uncertain voice that the time has come when women should have the one efficient tool with which to make for themselves decent and safe working conditions—the ballot.

Narrator: Working women flocked to the suffragist banner. With this new army of supporters, women succeeded in putting suffrage on the states' agendas.

Reader #1: In 1912 the suffrage referendum was passed in Arizona, Kansas, and Oregon.

Reader #2: Defeated in Michigan, Ohio, Wisconsin . . .

Narrator: In 1913, five thousand women marched down Pennsylvania Avenue on the day before Woodrow Wilson's inauguration, asking for the vote. They were mobbed by a hostile crowd.

Reader #1: In 1914 the suffrage referendum passed in Montana and Nevada.

Reader #2: Defeated in North and South Dakota, Nebraska, Missouri.


Reader #3: In Massachusetts, the saloons handed out pink tickets printed with "Good for Two Drinks if Woman Suffrage is Defeated."

Narrator: When the United States entered World War I in 1917, women were urged, once again, to put aside their cause for the war. Elizabeth Cady Stanton's daughter reminded them:

Harriot Stanton Blatch: The suffragists of Civil War days gave up their campaign to work for their country, expecting to be enfranchised in return for all their good services. . . .They were told they must wait. Now in 1917, women [are] still waiting.

Narrator: But the suffragists of 1917 had read history. They worked for the war, and they continued to work for the vote. While women in
unprecedented numbers entered war service, standing in for soldiers in factories and on farms, they also held mass meetings, handed out countless leaflets, sponsored parades, plays, lectures, and teas—anything to get the arguments for women's suffrage before the public.

Reader #2: One suffragist said, "Some days I got up at 5:30 and did not get home until midnight, going from office to office, talking the question out."

Eyewitness article: In New York, 1,030,000 women signed a petition asking for the right to vote. The petitions were pasted on placards borne by women marchers in a suffrage parade. The procession of the petitions alone covered more than half a mile.

Narrator: Other suffragists turned to the militant tactics of the Women's Party. They picketed outside the White House, keeping their vigil in rain and cold. This was a new tactic in 1917! The police finally arrested them for "obstructing traffic." One eyewitness described the arrests:

Suffragist: An intense silence fell. The watchers . . . saw not only younger women, but white-haired grandmothers, hoisted into the crowded patrol [wagon], their heads erect, and their frail hands holding tightly to the banner until [it was] wrested from them by brute force.

Narrator: Other suffrage organizations lobbied, appealed to every state, and canvassed every legislature while the White House pickets kept public attention focused on the issue. Finally, in 1917, at the height of the First World War, President Wilson spoke to urge the Congress to act on suffrage:

Woodrow Wilson: This is a people's war. They think that democracy means that women shall play their part alongside men, and upon an equal footing with them. If we reject measures like this, in ignorant defiance of what a new age has brought forth, they will cease to follow us or trust us.

Narrator: In January of 1918, the Nineteenth Amendment to give women the right to vote came before the House:

Carrie Chapman Catt: Down the roll-call, name by name, droned the voice of the Clerk. Mann of Illinois and Barnhart of Indiana had come from hospital beds to vote for suffrage; Sims of Tennessee came, in agony from a broken shoulder, to vote yes; Hicks of New York came from his wife's deathbed to keep his promise to her and vote for suffrage. Yes—No—name-by-name came the vote. It was close, but it was enough.

Reader #1: When the vote was over, the corridors filled with smiling, happy women. On the way to the elevators a woman began to sing, "Praise God,
from whom all blessings flow," with the words of the suffragists:
Praise God, From Whom All Blessings Flow
Praise Him All Women Here Below—

**Narrator:** Despite this monumental triumph, the suffragists still had much work to do. It would be another year before the Senate passed the suffrage amendment, and another year beyond that before the necessary thirty-six states would ratify it. Finally, on August 26, 1920, seventy-nine years ago, the Nineteenth Amendment gave women throughout the nation the right to vote.

At the last Suffrage Convention of 1920, Carrie Chapman Catt spoke to the joyful women:

**Carrie Chapman Catt:** Ours has been a movement with a soul, ever leading on. Women came, served, and passed on, but others came to take their places. Who shall say that all the hosts of the millions of women who have toiled and hoped and met delay are not here today, and joining in the rejoicing? Their cause has won. Be glad today. Let your joy be unconfined. Let it speak so clearly that its echo will be heard around the world. [Let] it find its way into the soul of every woman . . . who is longing for the opportunity and liberty still denied her. Let your voices ring out the gladness in your hearts! . . . Let us sing, together, "My Country, 'Tis of Thee . . ."

*My Country 'Tis of Thee,*
*Sweet Land of Liberty,*
*Of Thee I Sing.*
*Land Where My Fathers Died*
*Land of My Mothers' Pride*
*From Every Mountainside*
*Let Freedom Ring.*

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Rosemary Knower is a professional actress and writer whose other plays for the National Archives include *Spam, Spunk, and Elbow Grease: The War on the Home Front* and *I Can’t Come Home for Christmas: A Salute to the USO and ENSA,* both commemorating the 1939 – 1945 World War.