

The Gilded Age and Progressive Era

TAH Lesson Plan

Class: U.S. History Honors

Unit: The Gilded Age and Progressive Era

Grade Level: Students participate in a survey of American History that covers pre-Colonial period to modern U.S. History in one year.

Standards:

US II. 9 Analyze the post-Civil War struggles of African Americans and women to gain basic civil rights.

Topic: African Americans and Women: Demanding their rights

Overall Purpose:

The purpose of this lesson is for students to gain a comprehensive understanding of the struggle African Americans and women have undergone to gain basic civil rights. Students will have an opportunity to examine primary sources and learn about some of the issues each of these groups confronted in their struggle for human rights.

Learning Objectives:

Students will be able to examine primary sources.

Students will be able to outline/summarize issues that African Americans and women encountered in their struggle for civil rights.

Students will be able to analyze the issues that African Americans and women confronted in their struggle for civil rights.

Students will be able to describe some of the strategies used by those who opposed civil rights for African Americans and women.

Students will be able to illustrate methods used by both African Americans and women to elevate their status in the United States.

Time

15 minutes

Brainstorming activity:

Students will be introduced to the topic via lecture, discussion and exploration of the struggles of African Americans and women. As a group, students will discuss and merge views and ideas regarding the struggles both Blacks and women endured during the Civil War. Students will be asked to summarize the results of the Thirteenth Amendment. Students will also be asked to comment on what were the limitations of this amendment? They will then be reacquainted with the idea that the Thirteenth Amendment while it liberated African Americans it also left them disenfranchised and in some respects still in bondage. Secondly students will be asked to think about the status and state of affairs of women during this time period.

As a group with teacher acting as recording students will be asked to define term civil rights.

Time

30 minutes+ homework

Guiding questions:

What were the struggles of African Americans and women to gain basic civil rights?

What were the commonalities and differences in their struggles and experiences as both groups fought for their rights?

As a group we will begin to consider the difficulties faced by both groups and the arguments and methods of influence used respectively. One of the most important rights that both African Americans and women fought for was suffrage.

(Primary/Secondary source analysis)

Key document: *Anna Ellas Carroll's Military Contribution*—key questions:

1. How did Anna Ellas Carrolls contribute to the Union victory in the Civil War?
2. Why wasn't she given credit earlier?
3. What did the committee award to Carroll?
4. When was she recognized?

Key Document: Story of William H. Carney

1. What was William H. Carney awarded? Why?
2. When did he finally receive this honor?

Time

45 minutes + homework

(Primary source analysis)

Key document: *Congressional Debate on Women's Suffrage* (1866)—key questions:

1. Why does Senator George H. Williams believe black men should be given the right to vote?
2. Why is the vote unnecessary for women?
3. How does Senator William support his argument? Provide three examples.
4. According to Senator Frelinghuysen women can influence the vote. How?

Key document: *Fourteenth Amendment* (1868)

1. What did this amendment do?
2. What limitations are imposed upon the right to vote?

Key document: *Statement by Frederick Douglass* (1869)

1. What do we learn about Frederick Douglass's position on women's struggle for suffrage?

Time

45 minutes + homework

Activities:

(Discussion—10 min)

Students will be asked to elaborate on what they learned from yesterday's documents.

Some guiding questions to stimulate discussion will be:

1. What were some ways both black men and women displayed their patriotism during the Civil War?
2. What treatment did they receive for their efforts? Provide examples.
3. What were some of the major arguments used to defend the rights of black men to vote but to deny women the vote?
4. What limitations had the Fourteenth Amendment placed on the right to vote?
5. How did Frederick Douglass respond to women's suffrage? Why?

Key document: *Fifteenth Amendment* (1870)

Students can either be asked to look at their copy or it can be displayed on an overhead.

Fifteenth Amendment granted black men the right to vote while denying women the right of suffrage. Look at section 1—what word could Congress have had added to this statement that would have given women the right to vote?

(Political cartoon analysis—35 minutes)

The following cartoons will be displayed via PowerPoint for analysis—this provides for clearer view of cartoons.

Cartoon.Armed White Man’s Leaguer and Ku Klux Klan Member Shake Hands a cowed African American Family (October 1874)

Students will be given primary source analysis sheets and asked to fill in the sheet; class will be given 15 minutes to analyze this slide.

Election Day!

Students will be given primary source analysis sheets and asked to fill in sheet; class will be given 15 minutes to analyze this slide.

(Homework)

U.S. v. Susan B. Anthony (1873)

Guiding questions:

1. What crime was Susan B. Anthony charged with?
2. How were her civil rights violated during the hearing? What amendment was violated?
3. How did Susan B. Anthony respond to the judge’s order? Do you agree with her decision? Explain your answer

As a group we will discuss what is learned about the obstacles that both women and African Americans faced as they struggled for a voice in American society.

Time

45 minutes + homework

Activity:

Primary source analysis:

Elizabeth Cady Stanton Demands Suffrage as the Protection of Selfhood (1892)

Guiding questions:

1. What ideas does Elizabeth Cady Stanton use to justify her demand for woman’s suffrage?
2. What does every woman need for self preservation? Why?
3. What are the obstacles placed before women?

Letter from Booker T. Washington to Charles Monroe Lincoln, 14 December 1908

Letter from W.E.B. Du Bois to Miss M. B. Marston, 11 March 1907

Guiding question:

1. What is the response of Booker T. Washington and W.E.B. Du Bois regarding women's struggle for the vote? Provide proof for your answer.

Time

90 minutes—2 class periods + homework

Activity

(Discussion 10-15 minutes)

Class will begin with a discussion centered on the response of Booker T. Washington and W. E. B. Du Bois to women's struggle for the vote. Students will be told that while black men had gained the vote it wasn't until 1920 with the passing of the Nineteenth Amendment that women would gain the vote. Students will also be led into a discussion on the necessity for both groups to become educated in order to gain status and respect in society. Both African Americans and women worked diligently to bolster learning within their groups there were often differences of opinion as to how or what form of education should be sought.

Primary source Analysis

The Atlanta Exposition Address, Booker T. Washington (1895)

Prior to reading students will be provided with a brief biographical overview of Booker T. Washington. Students will be asked to read and answer questions based on this reading. Key ideas highlighted are what was the path that Booker T. Washington believed was the best for black advancement? Students will also be asked to consider why he would have thought this way.

Of Mr. Booker T. Washington and Others, W. E. B. Du Bois

Prior to reading students will be provided with a brief biographical overview of W. E. B. Du Bois. Students will be asked to answer questions based on this reading.

When students return to class the next day we will have a class discussion on the differences of opinion both Washington and Du Bois had on the education of blacks. Students will also be asked to think about how their respective life experiences may have shaped their approach to the path of advancement for blacks.

Students will be asked to consider that Elizabeth Cady Stanton also advocated for the education of women. Students will then be given a document and asked to analyze for the purpose of learning what were some of the goals of women's clubs?

Closure: The class will have a group discussion based on what they have learned about the struggle of African Americans and women as they struggled to achieve civil rights. Students will also be asked to think about the mission of both of these groups—have they fulfilled their objectives? What have been some of the recent manifestations of these

groups continued struggle for civil rights? Have we achieved the goal of equality for these Americans?

Assessment:

In an essay compare and contrast the struggles of African Americans and women in their demand for civil rights in the United States. What were some of the unique experiences of each group? How were their experiences the same? What were some of the strategies used by these groups against the dominant society?

Materials:

Students will need: paper, pens, primary sources, highlighters, dictionary.

Primary sources/secondary sources taken from:

Fox, Vivian C. and Winston E. Langley, *Women's Rights in the United States: A Documentary History*. Connecticut: Greenwood Press, 1994

The Nations Highest Military Award Medal of Honor The Bravest of the Brave @ <http://www.medalofhonor.com/WilliamCarney.htm>

"The Constitution of the United States," Amendment XII, section 1.

"The Constitution of the United States," Amendment XV, section 1.

"The Constitution of the United States," Amendment XIX.

California State University, Bakersfield @ <http://www.csusbak.edu/~gsantos/img0053.html>

Armed White Man's Leaguer and Ku Klux Klan Member Shake Hands a cowed African American Family. (October 1874). Thomas Nast.

The Library of Congress American Memory @ <http://memory.loc.gov/cgi->

History Matters: U.S. Survey Course on the Web @ <http://www.historymatters.gmu.edu/d/40/>

Up From Slavery, Booker T. Washington @ <http://xroads.virginia.edu/~Hyper/WASHINGTON/ch14.html>

Letter from Booker T. Washington to Charles Monroe Lincoln, 14 December 1980 @ <http://womhist.binghamton.edu/webdbtw/doc5.htm> (accessed 2/14/02)

Letter from W.E.B. Du Bois to Miss Marston, 11 March 1907
<http://womhist.binghamton.edu/webdbtw/doc5.htm> (accessed 2/14/02)

Analyzing Primary Sources Sheet –Documenting the South @ <http://docsouth.unc.edu/>