WOMEN’S LEADERSHIP IN AMERICAN HISTORY

IDA B. WELLS-BARNETT, WOMAN’S CHRISTIAN TEMPERANCE UNION AND THE WOMEN’S MOVEMENT

Duration: 4-5 class periods

NEW YORK STATE SOCIAL STUDIES CORE CURRICULUM, GRADES 7/8:
UNITED STATES AND NEW YORK STATE HISTORY

UNIT 3 An Industrial Society
Chapter III The Progressive Movement, 1900-1920, Efforts to Reform the New Society

These questions and documents can be used in conjunction with the New York State Education Department core curriculum for grades 7/8 Social Studies: United States and New York State History. Students will be able to discuss the women’s roles in the Progressive Movement, specifically the anti-lynching and temperance movements.

UNIT QUESTIONS
1. How is the women’s movement best characterized?
2. What were the challenges and successes of the Women’s movement?
3. What roles did Ida B. Wells-Barnett and Frances Willard play within the Women’s movement?

ESSENTIAL QUESTIONS
1. How do social movements affect one another over time?
2. What role do social movements play in society?
3. How do the political and social climates of a certain era affect political/social movements and their chances for success?
4. What sort of sacrifices are social movements forced to make to be successful? Are there some sacrifices that are unacceptable?

FOCUS QUESTIONS
1. Is it appropriate to consider the women’s movement as a unified endeavor?
2. What were some of the different ideologies of the women’s movement?
3. In what ways did the ideologies of the anti-lynching movement led by Ida B. Wells-Barnett and the W.C.T.U. led by Frances Willard aid or exclude each other?
4. How were the different strands of the women’s movement affected by the social and political climates of the day?

UNDERSTANDINGS
1. Students will be able to articulate Ida B. Wells-Barnett’s role in the anti-lynching movement and how that fits into the greater women’s movement.
2. Students will be able to articulate the role of Frances Willard in the Woman’s Christian Temperance Union and movement and how that fits into the greater women’s movement.
3. Students will be able to articulate how the W.C.T.U. and the Anti-lynching movement, at the guidance of their leaders, aided and hindered each other’s goals.
4. Students will be able to articulate how the social and political climates (widespread racism in the South, African-Americans’ ‘taboo’ reputation) affected the women’s movement.
IDA B. WELLS-BARNETT, W.C.T.U. AND THE WOMEN'S MOVEMENT — PART I
The Crusade Against Alcohol

AIM
To learn about Frances E. Willard and the Woman’s Christian Temperance Union.

DOCUMENTS
“Woman’s Holy War,” a Currier and Ives lithograph, 1896
Biography of Frances E. Willard

VOCABULARY
Humanity; Christian; crusade; slaughters

DO NOW
Ask Students: If there is one problem in society that you could get rid of forever, what would it be? Why would you want to get rid of it? How do you think this would affect other people?

Ask them if they think it is fair to impose their view of what is “bad” in society on others (responses will vary; this is just to get them thinking about the consequences of social movements). Then, on the board, write:

Woman’s Christian Temperance Union

Ask students what they think an organization with this name does. (They may not know, because they do not know what Temperance means). Ask them to describe the people who would belong to this organization. Start a KWL chart (add freely as students express interest):

Know Want to Know Learned
They are women What does temperance mean?
They are Christian What did this organization do?
When did it exist?
Who were its important members?

ACTIVITY: ANALYZING THE DOCUMENT
Break your class into groups and give each group a copy of the “Woman’s Holy War” cartoon. Tell them: “This 1896 cartoon was drawn about the Woman’s Christian Temperance Union. Look at this for three minutes, and in your groups, try to answer the question: ‘What did the Woman’s Christian Temperance Union do?’ For extra points, see if you can find the reasons that the W.C.T.U. gave for fighting what it did.” (They should note the “In the Name of God and Humanity” sign in the upper left corner of the document).

Once the groups have completed their answers, fill in the KWL chart as more information comes to light. It is important that the students are pointed to the “Humanity” sign, as this will be important in future lessons. Tell students that Frances Willard was the woman who was in charge of the organization. Pass out her biography and tell the students that they will learn more about her later.
WOMEN’S LEADERSHIP IN AMERICAN HISTORY

DISCOVERING HISTORY IN TODAY’S NEW YORK TIMES

1. Learn about an organization found in today’s news. Skim the articles on the front page of The New York Times or the front page of any section that interests you. Circle the names of a few of the organizations that are mentioned. Choose one organization that you want to better understand. Create a KWL chart, folding a piece of paper into three columns. In the left column – “K” (know) – list what you know about the organization from its name and from prior knowledge of it. In the middle column – “W” (want to know) – write questions about what you want to know about it. Answer those questions in the right column – “L” (learned) – by reading the Times article and doing any other outside research.

2. Find an article in The New York Times about a problem affecting people in the United States today, such as alcoholism, drug use, poverty, domestic violence or gang violence. Underline the names of the organizations mentioned in the article that aim to help people with this problem. Learn more about one of these organizations and write a newspaper article about it. If possible, contact a local chapter of the organization to interview someone who works there.

3. Many organizations abbreviate their names (Those abbreviations are called acronyms). (For example, the acronym for the Woman’s Christian Temperance Union is W.C.T.U.) Create an acronym glossary for the names of organizations in today’s news. Clip New York Times headlines that include acronyms and paste them on a sheet of paper. Then, below each acronym, write the whole name of the organization.
FRANCES E. WILLARD (1839-1898) was born in Churchville, New York. Educated at women’s seminaries, she became a teacher herself and eventually the president of Northwestern’s Ladies College (part of Northwestern University in Chicago). After leaving the College, she later became president of the Woman’s Christian Temperance Union (W.C.T.U.) in 1879, which sought to ban the use of alcohol. Willard had seen the effects of alcoholism in her own family, and believed that alcohol had negative effects on individuals, the family and particularly women and children. She was a strong supporter of woman’s suffrage, in part out of the belief that it would increase women’s ability to protect the home and the family. She also spoke out against prostitution to protect women and girls from exploitation. She died in 1898.
WOMEN’S LEADERSHIP IN AMERICAN HISTORY

“Woman’s Holy War” a Currier and Ives lithograph, 1896
WOMEN’S LEADERSHIP IN AMERICAN HISTORY

IDA B. WELLS-BARNETT, WOMAN’S CHRISTIAN TEMPERANCE UNION AND THE WOMEN’S MOVEMENT — PART 2
The Crusade Against Lynching

AIM
To learn about Ida B. Wells-Barnett and the anti-lynching cause.

DOCUMENTS
Biography of Ida B. Wells-Barnett
“Lynch Law in Georgia,” a pamphlet by Ida B. Wells-Barnett, published by the Chicago Colored Citizens, 1899

RESOURCE
The web site “Without Sanctuary” http://www.withoutsantuary.org contains many photographs of lynchings, many of which were sent as postcards via the U.S. Postal Service.

VOCABULARY
Lynch; pamphlet; culminating; barbarism; savagery; prevail

DO NOW
Tell all the students that we are about to act out or role play a situation and you the teacher want them to jot down their response as if they were a reporter covering a story.

As the students walk into class, pull three trustworthy students aside and give them this situation to act out while the class is getting settled: One student will act as the ‘victim.’ The two other students – ‘the accusers’ – will act angry at this person because of something nasty that was said to one of their friends. While everyone is getting settled, the accusers will get up out of their seats, go over to the victim, and start accusing him/her of saying bad things about their friend. Then (be careful) they will force the victim out of his/her seat and outside the classroom. The accusers should try to be as angry as possible, but keep it clean. The teacher will ignore the accusers and ask them to ignore all other class members during this exercise as well.

When the three students leave the room, the teacher will ask the class whether they thought what happened was fair or not, and why. Then the teacher will ask whether the students thought his/her reaction – ignoring the students – was fair, and why.

ASK THEM: What would happen if I let this happen all the time to that person? How might that person feel? Would that person want to come to class anymore?

Give a definition of lynching and talk about how African-Americans were once victims of this injustice, while the police looked the other way.
WOMEN’S LEADERSHIP IN AMERICAN HISTORY

ACTIVITY: ANALYZING THE DOCUMENT
Give students the “Lynch Law in Georgia” document. Have them read it within their groups and answer the following questions:

1. Who was the author of this pamphlet?
2. What kind of situation does the author describe?
3. What does the author say is the Southern reaction to lynching?
4. What is the author arguing for/against?

TASK
Create a chart comparing the effects of lynching and the effects of alcohol on society. Have students talk in their groups for three minutes, and then take answers from the class to fill in the chart. The chart should look like the following:

<table>
<thead>
<tr>
<th>Frances Willard – Alcohol</th>
<th>Ida B. Wells-Barnett – Lynching</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students list ill effects of alcohol on society here.</td>
<td>Students list ill effects of lynching on society here.</td>
</tr>
</tbody>
</table>

SAY
“Each of these women was fighting for a particular cause. Do you think it was normal for women to be famous in fighting for such difficult causes?” Hold a discussion based upon this question. Students should begin to recognize that both of these women were out of the ordinary in fighting for their respective causes.

SUMMARY
Students should respond to the following questions:

1. Why is it important to study Ida B. Wells-Barnett and Frances Willard?
2. What were they doing that was contrary to social norms at the time?

HOMEWORK
What do you think were some of the challenges faced by Ida B. Wells-Barnett in her fight to stop lynching? By Frances Willard in her fight to get rid of alcohol?
WOMEN’S LEADERSHIP IN AMERICAN HISTORY

DISCOVERING HISTORY IN TODAY’S NEW YORK TIMES

1. The document “Lynch Law in Georgia,” written in 1899, charges the press with inciting the public to lynch African-Americans. The author, Ida B. Wells-Barnett, says, “The Southern press champions burning men alive, and says, ‘Consider the facts.’” The colored people join issue and also say, ‘Consider the facts.’” Write an essay exploring the press’s responsibilities to provide only facts and to be objective in presenting the news. Find a news article in The New York Times that clearly shows these journalistic principles.

2. While “considering the facts” is key to news reporting, newspaper articles called editorials or Op-Ed pieces express the opinion of the newspaper or of the individual writer. Read an editorial or Op-Ed piece in The New York Times and underline passages that you think are particularly persuasive. Then find a news article that discusses the same topic and underline passages that are solely based on facts. Create a comparison chart showing how editorials and news articles can cover the same information in very different ways, using the underlined passages as examples.

3. Find an article in The New York Times on a topic about which you have strong opinions. Read it carefully, and then create your own short pamphlet modeled after Ida B. Wells-Barnett’s, which asks the public to “consider the facts” on this topic. Use information from the Times article to back up your opinions.

4. What crimes are in the news today? Find three articles in The New York Times about specific crimes and court cases in the United States and/or abroad. For each article, create a “5 W’s and H” chart, answering the following questions: Who is(are) the victim(s), and who is said to have committed the crime? What is the defendant accused of doing? Where and when did the crime allegedly happen? Why is this situation considered newsworthy? How is the public reacting to this situation?
IDA B. WELLS-BARNETT, W.C.T.U. AND THE WOMEN’S MOVEMENT — PART 2

The Crusade Against Lynching

Biography of Ida B. Wells-Barnett

IDA B. WELLS-BARNETT (1862-1931) was born into slavery in Mississippi. After the death of her parents in a yellow fever epidemic when she was fourteen, she became a schoolteacher in order to raise her siblings, and went on to attend college. She later moved to Memphis, Tennessee to be with her aunt to help her raise her younger siblings. In Memphis, she became a leader in the anti-lynching movement after three of her friends were lynched. She became editor of a local newspaper, which reported these and other atrocities, forcing her to flee Memphis to Chicago after her life was threatened. While in Chicago, she became a leading figure in the anti-lynching movement and against Jim Crow, an activist in the woman’s suffrage movement, and a founding member of the National Association for the Advancement of Colored People (N.A.A.C.P.).

“Lynch Law in Georgia,”
a pamphlet by Ida B. Wells-Barnett, published by the Chicago Colored Citizens, 1899

CONSIDER THE FACTS.

During six weeks of the months of March and April just past, twelve colored men were lynched in Georgia, the reign of outlawry culminating in the torture and hanging of the colored preacher, Elijah Strickland, and the burning alive of Samuel Wilkes, alias Hose, Sunday, April 23, 1899.

The real purpose of these savage demonstrations is to teach the Negro that in the South he has no rights that the law will enforce. Samuel Hose was burned to teach the Negroes that no matter what a white man does to them, they must not resist. Hose, a servant, had killed Cranford, his employer. An example must be made. Ordinary punishment was deemed inadequate. This Negro must be burned alive. To make the burning a certainty the charge of outrage was invented, and added to the charge of murder. The daily press offered reward for the capture of Hose and then openly incited the people to burn him as soon as caught. The mob carried out the plan in every savage detail.

Of the twelve men lynched during that reign of unspeakable barbarism, only one was even charged with an assault upon a woman. Yet Southern apologists
justify their savagery on the ground that Negroes are lynched only because of their crimes against women.

The Southern press champions burning men alive, and says, “Consider the facts.” The colored people join issue and also say, “Consider the fact.” The colored people of Chicago employed a detective to go to Georgia, and his report in this pamphlet gives the facts. We give here the details of the lynching as they were reported in the Southern papers, then follows the report of the true facts as to the cause of the lynchings, as learned by the investigation. We submit all to the sober judgment of the Nation, confident that, in this cause, as well as all others, “Truth is mighty and will prevail.”

IDA B. WELLS-BARNETT.
2939 Princeton Avenue, Chicago, June 20, 1899.

CHAPTER 1
NINE MEN LYNCHED ON SUSPICION.

In dealing with all vexed questions, the chief aim of every honest inquirer should be to ascertain the facts. No good purpose is subserved either by concealment on the one hand or exaggeration on the other. “The truth, the whole truth and nothing but the truth,” is the only sure foundation for just judgment.

The purpose of this pamphlet is to give the public the facts, in the belief that there is still a sense of justice in the American people, and that it will yet assert itself in condemnation of outlawry and in defense of oppressed and persecuted humanity. In this firm belief the following pages will describe the lynching of nine colored men, who were arrested near Palmetto, Georgia, about the middle of March, upon suspicion that they were implicated in the burning of the three houses in February preceding.

The nine suspects were not criminals, they were hard-working, law-abiding citizens, men of families. They had assaulted no woman, and, after the lapse of nearly a month, it could not be claimed that the fury of an insane mob made their butchery excusable. They were in the custody of law, unarmed, chained together and helpless, awaiting their trial. They had no money to employ learned counsel to invoke the aid of technicalities to defeat justice. They were in custody of a white Sheriff, to be prosecuted by a white State’s Attorney, to be tried before a white judge, and by a white jury. Surely the guilty had no chance to escape.

Still they were lynched...
WOMEN’S LEADERSHIP IN AMERICAN HISTORY

IDA B. WELLS-BARNETT, W.C.T.U. AND THE WOMEN’S MOVEMENT — PART 3
Wells-Barnett vs. Willard: Soldiers of the Same Struggle?

Same Broad Goal, Different Methods

AIM
To understand how organizations claiming to fight for the same things can help and hurt each other simultaneously.

DOCUMENT
An excerpt of “A Red Record,” by Ida B. Wells-Barnett, quoting Frances Willard of the Woman’s Christian Temperance Union, p. 82

VOCABULARY
Temperance; explicit; suffrage; criticism; compel; influential; oppressed; indifference; zeal; unanimous; laudable; initiative; inferentially; assault; illicit; impartial; moral; obedience; prejudice; prevention

DO NOW
Give the students a “school newspaper” article detailing two new school groups that are going to start. One group, the Healthy Eats Coalition, is trying to make school food healthier; another group, the Students for Food Options, wants to put vending machines on each floor of the school. Ask students the following questions:

In what ways might these groups help each other? Which goals do they probably share?

How might these groups get in each other’s way? How could they solve this problem?

Make a chart with the following:

<table>
<thead>
<tr>
<th>Healthy Eats Coalition</th>
<th>Students for Food Options</th>
</tr>
</thead>
<tbody>
<tr>
<td>Specific Goal: Healthier Food</td>
<td>Specific Goal: Vending Machines</td>
</tr>
<tr>
<td>Broader Goal: Fighting for students’ rights</td>
<td>Broader Goal: Fighting for students’ rights</td>
</tr>
<tr>
<td>Conflict with other group: Vending machines aren’t healthy</td>
<td>Conflict with other group: Healthier food mandate might make vending machines impossible.</td>
</tr>
</tbody>
</table>
WOMEN’S LEADERSHIP IN AMERICAN HISTORY

SAY
Do we see how groups who claim to fight for one group of people (the students) could actually have different goals that can get in each other’s way? How can we draw a parallel to Ida B. Wells-Barnett and Frances Willard?

We know that both groups are trying to fight for “humanity.” Both Ida B. Wells-Barnett and Frances Willard are trying to make the United States a better nation, and both are women with causes. But how might their goals have conflicted?

ACTIVITY: ANALYZING THE DOCUMENT
Pass out the excerpt from “A Red Record,” by Ida B. Wells-Barnett, quoting Frances Willard of the Woman’s Christian Temperance Union. Have students take turns reading it aloud.

QUESTIONS
1. What is the “problem” that Wells-Barnett refers to in line 14?
2. What do you think Wells-Barnett would probably want Willard to do?
3. According to Wells-Barnett, what is the attitude of the W.C.T.U. toward African-Americans?

After students have answered these questions, pose the following question to the class:

“Given the nature of how black people were viewed in the South, why might Frances Willard have hesitated to help Ida B. Wells-Barnett stop lynching?”

Put answers on the board and discuss.

SUMMARY
Would Ida B. Wells-Barnett have gained more power if Frances Willard had supported her? Why or why not? If Ida B. Wells-Barnett had supported Frances Willard, would the Anti-lynching movement have been more powerful?

HOMEWORK
Think about a time when you did not want to be friends with someone because you knew that being friends with them would hurt you in some way. How does that relate to what we talked about in class today?
IDA B. WELLS-BARNETT, W.C.T.U. AND THE WOMEN’S MOVEMENT — PART 3
Wells-Barnett vs. Willard: Soldiers of the Same Struggle?

Same Broad Goal, Different Methods

An excerpt of “A Red Record,” by Ida B. Wells-Barnett, page 82, referring to Frances Willard of the Woman’s Christian Temperance Union

But Miss Willard, the great temperance leader, went even further in putting the seal of her approval upon the southerners’ method of dealing with the Negro. In October, 1890, the Women’s Christian Temperance Union held its national meeting at Atlanta, Georgia. It was the first time in the history of the organization that it had gone south for a national meeting, and met the southerners in their own homes. They were welcomed with open arms. The governor of the state and the legislature gave special audiences in the halls of state legislation to the temperance workers. They set out to capture the northerners to their way of seeing things, and without troubling to hear the Negro side of the question, these temperance people accepted the white man’s story of the problem with which he had to deal. State organizers were appointed that year, who had gone through the southern states since then, but in obedience to southern prejudices have confined their work to white persons only. It is only after Negroes are in prison for crimes that efforts of these temperance women are exerted without regard to “race, color, or previous condition.” No “ounce of prevention” is used in their case; they are black, and if these women went among the Negroes for this work, the whites would not receive them. Except here and there, are found no temperance workers of the Negro race; “the great dark-faced mobs” are left the easy prey of the saloonkeepers.

There was pending in the National Congress at this time a Federal Election Bill, the object being to give the National Government control of the national elections in the several states. Had this bill become a law, the Negro, whose vote has been systematically suppressed since 1875 in the southern states, would have had the protection of the National
WOMEN’S LEADERSHIP IN AMERICAN HISTORY

IDA B. WELLS-BARNETT, W.C.T.U. AND THE WOMEN’S MOVEMENT — PART 3
Wells-Barnett vs. Willard: Soldiers of the Same Struggle?

Political and Social Influences on the Women’s movement

AIM

How can a political and/or social climate influence how an organization behaves?

DOCUMENT

Excerpt of “A Red Record”, by Ida B. Wells-Barnett, p. 83

DO NOW

Before the students walk in, write on the board, “Anyone who is caught making ANY noise will be dismissed from the room immediately.” As the students walk in, take the first few students who make noise and escort them out of the room, making sure they know that they did not do anything wrong once they are out of the room. Watch how the others behave; most of the students should want to remain quiet for fear of getting in trouble. After a minute or two, bring the students back in and write the following question on the board: “How did the environment I (the teacher) created change how you behaved? What were you trying to do given the nature of your surroundings?” Have students share their responses.

SAY

This is exactly what it was like in the South when Ida B. Wells-Barnett lived. Because of the widespread racism in the South, many groups who were fighting for social causes (like Temperance) chose to stay clear of fighting for African-American’s rights in order to gain power. The minute a group would claim to allow blacks into their organization, most white Southerners stopped supporting them. Given this, do you think Frances Willard reacted appropriately to the social climate in the South? If she wanted support from Southerners, what did she have to do to Ida B. Wells-Barnett?

ACTIVITY: ANALYZING THE DOCUMENT

Break your class into groups. Hand out excerpt of “A Red Record,” by Ida B. Wells-Barnett, page 83 to each group. Have students take turns in reading it aloud. Ask them to answer the following questions in their groups:

QUESTIONS

1. Who do you think Willard is referring to when she mentions “Southern people”?
2. According to Willard, who should vote? Who should not?
4. Who do you think she is “winning over” by speaking this way? Who do you think she is angering by speaking this way?

Discuss the answers to the questions.
WOMEN’S LEADERSHIP IN AMERICAN HISTORY

TASK
Have students write a letter to Frances Willard pretending they are Ida B. Wells-Barnett. What problems do they have with what Willard says? How is Willard being unfair? Suggest ways in which their two organizations/movements — Willard’s W.C.T.U. and Wells-Barnett’s anti-lynching movement—could work together. Why and how does it harm the organizations to be divided?

SUMMARY
Students should be able to articulate why political and social forces and climates affect organizations such as the Temperance Movement and Anti-lynching movement.

HOMEWORK
Many people refer to the women’s movement as one big movement. Do you agree or disagree with this idea? Why or why not?

DISCOVERING HISTORY IN TODAY’S NEW YORK TIMES

1. Learn about a woman in the news who is fighting for a cause. Look in The New York Times for an article about one such woman, or one that mentions a woman leader or head of an organization. Learn all you can about her from Times articles and photographs. Then, write your own article about her, or from her perspective, sharing what her cause is, what her goals are, why the cause is important to her and others, and what she has accomplished so far.

2. Create a “Social Causes in the News” collage made of headlines and photographs from The New York Times that explore different ways that people and organizations are helping others.

3. Find an article in The New York Times that focuses on an organization that fights for a social cause (in other words, an organization that helps others). Using the information in the article, and other resources if necessary, learn about who can become a member of the organization and how. Then, create a flyer for that organization advertising for new members. Be sure to include the goals of the organization and any other important information.
WOMEN’S LEADERSHIP IN AMERICAN HISTORY

IDA B. WELLS-BARNETT, W.C.T.U. AND THE WOMEN’S MOVEMENT — PART 3
Wells-Barnett vs. Willard: Soldiers of the Same Struggle?

Political and Social Influences on the Women’s movement


Said Miss Willard: “Now, as to the ‘race problem’ in its minified, current meaning, I am a true lover of the southern people—have spoken and worked in, perhaps, 200 of their towns and cities; have been taken into their love and confidence at scores of hospitable firesides; have heard them pour out their hearts in the splendid frankness of their impetuous natures. And I have said to them at such times: ‘When I go North there will be wafted to you no word from pen or voice that is not loyal to what we are saying here and now,’ Going South, a woman, a temperance woman, and a Northern temperance woman—three great barriers to their good will yonder—I was received by them with a confidence that was one of the most delightful surprises of my life. I think we have wronged the South, though we did not mean to do so. The reason was, in part, that we had irremediably wronged ourselves by putting no safeguards on the ballot box at the North that would sift out alien illiterates. They rule our cities today; the saloon is their palace, and the toaddy stick their sceptre. It is not fair that they should vote, nor is it fair that a plantation Negro, who can neither read nor write, whose ideas are bounded by the fence of his own field and the price of his own mule, should be entrusted with the ballot. We ought to have put an educational test upon that ballot from the first. The Anglo-Saxon race will never submit to be dominated by the Negro so long as his altitude reaches no higher than the personal liberty of the saloon, and the power of appreciating the amount of liquor that a dollar will buy. New England would no more submit to this than South Carolina. ‘Better whisky and more of it’ has been the rallying cry of great dark-faced mobs in the Southern localities where local option was snowed under by the colored vote. Temperance has no enemy like that, for it is unreasoning and unreasonable. Tonight it promises in a great congregation to vote for temperance at the polls tomorrow; but tomorrow twenty-five cents changes that vote in favor of the liquor-seller.
WOMEN’S LEADERSHIP IN AMERICAN HISTORY

IDA B. WELLS-BARNETT, W.C.T.U. AND THE WOMEN’S MOVEMENT — PART 4

One Woman’s Movement?

AIM

To learn if it is appropriate to refer to the Women’s movement as a single movement.

DOCUMENTS

“Woman’s Holy War” a Currier and Ives lithograph (from Lesson 2, PART 1)

“The Color Line in Temperance Work,” an editorial published in The Daily Inter Ocean, November 17, 1894

ACTIVITY: ANALYZING THE DOCUMENT

Hand out the “The Color Line in Temperance Work” and have students read it in their groups. Then have them answer the following questions:

1. To what does the “color line” refer?
2. What is the author’s opinion of Willard’s views towards African-Americans and voting?
3. What does the author say that seems to support Wells-Barnett’s efforts?
4. When Willard says she is “opposed to lynching” do you believe her? Why or why not?

Discuss the answers to the questions with students. Since the document is rather challenging, this may require reading whole passages with the students again to ensure that the message of the document is interpreted correctly.

TASK

Put the “Woman’s Holy War” cartoon in the overhead for the students to view. Ask them the following questions:

1. Has your view of this poster changed since the first day you saw it? If so, how?
2. Do you think the title is appropriate? Is this “war” for ALL women?
3. What do you notice about the race of the women in the picture?
4. Are the women really fighting for humanity, or are they fighting for a certain group?

ACTIVITY

Each student should re-draw the cartoon to accurately reflect what a more universal women’s movement would be. Students should be sure to include what was discussed concerning Ida B. Wells-Barnett, the Anti-lynching movement, Frances Willard, and the W.C.T.U.. While students may work in groups to discuss topics, each students should create his or her own cartoon.

SUMMARY

What conclusions can we make about the Women’s movement?
WOMEN’S LEADERSHIP IN AMERICAN HISTORY

HOMEWORK

Look through The New York Times over the weekend for articles about influential women trying to change society. What is unique about their work? Would you say they represent a movement? Compare/contrast these women to Ida B. Wells-Barnett and Frances Willard.

DISCOVERING HISTORY IN TODAY’S NEW YORK TIMES

1. Find an article in The New York Times about an American person of color and read it carefully. Consider whether or not any color lines may have existed in this person’s past – or even today. Then, write a letter from this person to Frances Willard and Ida B. Wells-Barnett, explaining how life for you may be similar to and different from the life you would have lived in their time.

2. Create a collage composed of at least 10 images of women from one copy of The New York Times. Include photographs, advertisements, illustrations and any other representations of women from different sections of the paper. Study your collage carefully, then go back through the newspaper and find words or phrases in headlines to add to your collage that explain how the Women’s movement of Wells-Barnett’s and Willard’s time affects women even today.

3. “The Color Line in Temperance Work” is a newspaper article from 1894 that today might be considered an editorial, since it offers both facts and the author’s opinions or judgments. Create a two-column chart, heading the left column “Fact” and the right column “Opinion.” On your chart, list what in the article is fact and what is opinion. Then, repeat the exercise with an editorial from The New York Times.
WOMEN’S LEADERSHIP IN AMERICAN HISTORY

IDA B. WELLS-BARNETT, W.C.T.U. AND THE WOMEN’S MOVEMENT — PART 4
One Woman’s Movement?

“The Color Line in Temperance Work,”
an editorial published in The Daily Inter Ocean, November 17, 1894

On other questions, especially those touching suffrage and lynching, Miss Willard is equally explicit in stating her position. She is in favor of an educational rather than a color and sex limit to suffrage, and she is just as much opposed to lynching as any advocate of the colored race.

Miss Willard seems to think that Miss Ida B. Wells’ efforts against lynching have been misdirected, but on that question she may not be guided by better judgment than the subject of her criticism. The Anti-lynching League has certainly brought this question to the front as it had not been before, and it has brought public opinion to bear upon it in such a way as to compel the Southern Governors to take more active steps for the enforcement of law and the punishment of lynchers.