

Introduction

How can we have hope in a hopeless world? As this video opens, a young girl named Angie tells her school counselor that she has given up. She is only interested in surviving. "I'm sixteen years old. I'm going nowhere. My life is over. Why bother?" However, Angie learns a lesson about hope and dreams, about fighting and winning. She learns because of a librarian who understands and because of a visit with Susan B. Anthony.

Within the memory of some women still living today is a knowledge of a time when women were not allowed to vote. It was only a few short decades ago. The 19th Amendment to the United States Constitution-the "Susan B. Anthony Amendment"-was ratified in 1920. Why this name? Because more than any other person, Susan B. Anthony was the driving force behind women's suffrage-the granting of the right of voting to women. Yet complete women's suffrage was not achieved during her lifetime. Year after year she presented petitions and forced votes on suffrage before many committees and legislative bodies, but there were more failures than successes. Susan B. Anthony was considered the "champion of lost causes." But her cause was eventually won mainly because she continued to fight.

What are the lost causes of our world? Is the battle against drugs lost? Are the battles against violence, crime, and hypocrisy lost? Angie learns that we must not give up, that we must continue to have hope, just as Susan B. Anthony never gave up.

Using The Video

This dramatization is a springboard to launch a whole study in the history of suffrage and other women's issues. The teaching ideas and historical background included in this guide are available to supplement your study.

The Life of Susan B. Anthony

Susan Brownell Anthony was an American woman--a reformer, a feminist, a champion.

- **Birth**--She was born in Adams, Massachusetts on February 15, 1820. Adams is in the Berkshire Hills of northwestern Massachusetts, in the shadow of Mt. Greylock, the highest point in the state at 3,491 feet in elevation. This is beautiful country with farms and towns along green valleys.
- **The Quaker influence**--Hers was a Quaker family. The Quakers believed in education and Susan received excellent training. They believed in hard work, and Susan learned a strong work ethic from an early age. They believed in generosity and charity. They believed in peace, temperance and justice, and this was to affect her adult concerns about injustices toward women, as well as social problems that come from alcohol. The Quakers also believed that men and women were equal partners before God, and this must have had an important influence on her belief in women's rights.
- **The family influence**--Susan B. Anthony was raised with Quaker discipline and austerity, but there was an independent spirit that came from both her father and mother. Her father, Daniel, was devout, but he went outside the church to marry the woman he loved. Her mother, Lucy, had loved music and dancing as a girl, but she gave this up to accept the rules of her husband's Quaker faith. In her spirit, however, her mother never forgot her light-hearted youth. Daniel Anthony was concerned about social justice. When he ran his own cotton mill, he avoided buying slave-raised cotton. This lesson was not lost on Susan.
- **The move to New York**--In Massachusetts, her father's cotton mill was very successful, and he was soon asked to manage mills at Battenville, New York. The family moved there in 1826 when Susan was 6 years old. Soon the family was in a large brick home.
- **Education**--Susan's education began in the small district schools in New York. These were often in rooms built onto homes. At 15 she began to teach in one of these schools near her home. In 1837, at the age of 17, Susan was sent by her father to "Deborah Moulson's Friends Seminary," a respected private school in Philadelphia. Deborah Moulson was the director and she was a strong disciplinarian. The word "Friends" in the school title was another name for the Quakers, and "Seminary" was another name for a school.
- **Family hardship**--The same year that Susan left for school in Philadelphia, however, there was a nationwide financial crisis (the panic of 1837). Her father's cotton mills in New York failed and the family suffered financial reverses. School was no longer a luxury the family could afford, and in April, 1838, her father picked her up from the seminary and brought her home. To help her family, Susan began work as a teacher. Her family moved to Hardscrabble, New York (later named Center Falls), a short distance from Battenville, where Daniel Anthony owned a factory and grist mill. He planned to use his profits to pay his creditors, but this proved difficult.

- **Rochester**--In 1845, her family moved to Rochester, New York, where her father leased a farm. Rochester is in western New York along the Genesee River, the Erie Canal, and Lake Ontario, and was as beautiful a city in Anthony's day as it is today.
- **It began with Temperance**--At this time, Susan took a teaching job in Canajoharie, New York, west of Albany. It was there she became interested in the temperance movement, which sought to end the consumption and trade of alcoholic beverages. In 1849, she joined her family in Rochester where she began full-time work in the temperance movement. Rochester was to be her home city for the remainder of her life.

We do not assume that females possess unbounded power in abolishing the evil customs of the day; but we do believe that were they en masse to discontinue the use of wine and brandy as beverages at both their public and private parties, not one of the opposite sex, who has any claim to the title of gentleman, would so insult them as to come into their presence after having quaffed of that foul destroyer of delicacy and refinement....

[from Susan B. Anthony's first speech on temperance at Canajoharie]

- **The fight for property rights**--Beginning in 1848, Anthony began to develop an interest in a battle for women's property rights in New York state. At that time all property belonged to the husband in a marriage. There was a petition drive by both educated women and fathers who had seen fortunes abused by ne'er-do-well son-in-laws. In 1860, women in New York gained control over their wages and guardianship of their children.
- **The bloomer revolution**--For a short time, Susan B. Anthony joined a revolution in women's dress--the wearing of "bloomers." These were long, loose-fitting pants beneath a short dress. They were considered comfortable and gave freedom from tight lacing and the cumbersome clothing of women of the time. However, the dress style attracted so much attention, not all of it positive, it was believed by Anthony and her friends to detract from the cause, and was soon abandoned.
- **The formative years**--The 1850s were a watershed time for Susan B. Anthony. She met the influential and creative people, both women and men, who were to shape her future. She was in her thirties. The abolition of slavery was an issue. Temperance was an issue. Property rights for women was an issue. The idea of women's suffrage was growing in Anthony's mind.
- **Abolitionist**--From 1856 to the Civil War, Susan was an agent of the "American Antislavery Society." During the war she worked for emancipation of slaves, organizing the "Womens National Loyal League" for this purpose. During the war years, the cause of emancipation of slaves and support of the war effort dominated all political activities. With the war finished, Susan began to focus on women's suffrage.
- **The Revolution**--In the late 1860s, Anthony began publication of a newspaper entitled The Revolution. The paper had a short but tumultuous history. Debts mounted, and in 1870 she released the paper to another publisher. She personally accepted responsibility for the outstanding debt of \$10,000. For many years she

continued repayment from speaking fees until the debt had been fully discharged. This was considered a victory for personal integrity.

The true republic--men, their rights and nothing more; women their rights and nothing less.

[Motto of "The Revolution," a weekly published by Susan B. Anthony]

- **The battle of the amendments**--When the 14th and 15th Amendments to the US Constitution were debated, Susan B. Anthony worked unsuccessfully to have the provisions extended to include women. The amendments ensured the vote and certain civil rights to former male slaves, but she felt that it should also ensure the vote for women (see the section on "Constitutional Amendments" for more information).
- **The court test**--She pressed a test court case for women's suffrage based on the two amendments. On November 1, 1872 she went to register to vote in Rochester, New York, along with three other women. Two election inspectors named Edwin Marsh and Beverly W. Jones at first refused, but Anthony read them the pertinent lines of the Constitution and they eventually consented. By the end of the period of registration, 50 women had registered to vote in Rochester. On election day, November 5, 1872, Anthony voted for the first time. On November 18, she was served an arrest warrant.
- **The trial**--The trial began the following summer in Canandaigua, New York, which is southeast of Rochester. Her counsel was Henry R. Seldon, who was a close personal friend and was sympathetic to the cause of suffrage. The prosecuting attorney was Richard Crowley. On the bench was Judge Ward Hunt. After presentation of the opposing arguments in the case, the jury was abruptly directed by the judge to return a verdict of guilty. Henry Seldon protested and demanded that the jury be polled, but he was cut off. The next day, Anthony attempted to speak on her own behalf but was stopped by Judge Hunt. She was fined \$100 but was not jailed. This was a calculated move, obviously planned in advance, that prevented Anthony from appealing the case to the United States Supreme Court. Susan B. Anthony never paid the \$100, and eventually the matter was dropped. Three election inspectors who allowed the women to register were tried the day Anthony was sentenced. They were convicted of breaking election laws and fined \$25 each. Two of these men, including Edwin Marsh, refused to pay their fines and were jailed. Anthony appealed to her senator and the men received a pardon from President Grant.

May it please your honor, I shall never pay a dollar of your unjust penalty. All the stock in trade I possess is a \$10,000 debt, incurred by publishing my paper [The Revolution]...the sole object of which was to educate all women to do precisely as I have done, rebel against your man-made, unjust, unconstitutional forms of law, that tax, fine, imprisonment, and hang women, while they deny them the right of representation in the government....I shall earnestly and persistently continue to urge all women to the practical recognition of the old revolutionary maxim that 'Resistance to tyranny is obedience to God.'

[from the final remarks of Susan B. Anthony at her trial in Canandiaga, New York.]

- **Suffrage organizations**--For the remainder of her life, Susan B. Anthony battled for women's suffrage. In 1869, she formed the National Woman Suffrage Association to work for a suffrage amendment to the United States Constitution. Later it was the National American Woman Suffrage Association of which she was the President from 1892 to 1900, when she retired at the age of 80. She organized other movements on an international scale--in 1888 the International Council of Women and in 1904 the International Woman Suffrage Alliance in Berlin, Germany.
- **Strategy**--In all areas, her strategy was to continue to place petitions before legislatures and to continue to force votes and resolutions on suffrage, even if they lost. A vote was public exposure for the idea. Eventually, she believed, the concept of suffrage would gain momentum, because it was a correct moral issue.
- **Western travels**--In the late 1800s, Susan B. Anthony travelled widely, particularly in the western United States, lecturing on women's rights. The earliest victories for suffrage came in the west, and she had receptive audiences. In 1869, Wyoming was the first state (at that time the Wyoming Territory) to allow women to vote, hold office and serve on juries. Before the end of the century the vote was given to women in Colorado, Utah and Idaho.
- **The next generation**--As the 19th century waned, Susan prepared for her retirement. There were many young women around her to take up the cause, but there were at least 4 that she felt should be directed to future leadership--Rachel Foster Avery, Anna Howard Shaw, Harriet Taylor Upton, and Carrie Chapman Catt.

It will come, but I shall not see it...It is inevitable. We can no more deny forever the right of self-government to one-half our people than we could keep the Negro forever in bondage. It will not be wrought by the same disrupting forces that freed the slave, but come it will, and I believe within a generation.
[in her later years on the outlook for women's suffrage]

- **Her death**--She passed away in Rochester, New York on March 13, 1906. She was at her home, with her hand held by her close friend, Anna Shaw.
- **The champion of lost causes**--At the time of her death, women had the right to vote in only a few western states and in the nations of New Zealand and Australia. Her victory was incomplete. However, others continued the work, and in 1919 the United States passed the 19th Amendment to the Constitution--the "Susan B. Anthony Amendment"--extending the vote to women.

I am here for a little time only and then my place will be filled. But the fight must not cease. You must see that it does not stop. Failure is impossible.

The Suffrage Movement

- **Common causes**--Three great social movements of the 1800s that were particularly important to women--the temperance movement, the abolition of slavery, and fight for women's suffrage. Those who worked for one were generally advocates of the others. Susan B. Anthony first began to work for temperance, but soon she was exposed to the ideas of suffrage and rights for women. She was also an abolitionist.
- **The early suffrage movement**--A small gathering of women at Seneca Falls, New York in 1848 was perhaps the first women's suffrage convention in the United States. This was led by Elizabeth Cady Stanton and Lucretia Mott. Susan B. Anthony was not at this convention, but she learned about it, and the ideas from the convention began to shape her own thinking. In 1850, in Worcester, Massachusetts, there was the first national convention on equal rights for women. It was in the 1850s that Susan B. Anthony joined the movement. Although she could be radical in her strategy for bringing attention to the cause, her integrity was without question and her character was a symbol of the moral force of the issue.
- **Early suffrage victories**--The West led the United States in granting suffrage to women. In 1869, Wyoming was the first state (at that time the Wyoming Territory) to allow women to vote, hold office and serve on juries. In 1870, Esther Morris of Wyoming became America's first female Justice of the Peace. In the 1890s the vote was given to women in Colorado, Utah and Idaho. By the time of passage of the 19th Amendment, most of the western states had granted full suffrage.
- **The Woman's Christian Temperance Union**--The WCTU was interwoven with the cause for women's suffrage. Founded in 1874, this organization advocated total abstinence from alcoholic beverages, and sought to end the trade and traffic in liquor. In 1873, there was a Women's Temperance Crusade which was the precursor for the WCTU. The work of the WCTU was in part responsible for the Eighteenth Amendment to the Constitution of the United States which banned manufacture, trade and consumption of alcoholic beverages in this country. This amendment was in effect from 1920 to 1933. The organization is still active in educating youth and adults about the effects of consumption of alcohol and controlled substances.
- **The War Years**--In World War I, the place of women in the war effort was well recognized. Support was needed for success in the work force at home as well as in the battle arena. The political advantage was not lost on the suffrage movement. In 1917, a women's suffrage amendment was submitted to the House of Representatives. By the end of the war, the amendment had cleared both houses of Congress. In August, 1920 it had been passed by the required 36 states and became the Nineteenth Amendment to the Constitution. It was called the "Susan B. Anthony Amendment."
- **In the world**--Around the same time that women were given the vote in the United States, many other countries granted suffrage. Before World War I, suffrage was given in New Zealand (1893) and Australia (1906), and in

Scandinavia and nearby countries--Finland (1906), Norway (1907), Denmark (1915) and Iceland (1915). During the war, suffrage was granted in Russia, Canada, Germany, Luxembourg and Poland. In subsequent years there were many others. Great Britain did not allow women complete voting rights until 1928. Today there are only a few nations without women's suffrage.

Famous Women for Suffrage

- **Anne Hutchinson (1591-1643)**--An outspoken woman of colonial America, she was perhaps the first woman who stood strongly for the rights of individuals, especially women. She was born in England, but came to Massachusetts in 1634. She was known for her generosity, but she also challenged a social structure that denied much freedom of thought and action.
- **Lucretia Mott (1793-1880)**--A friend of Susan B. Anthony, who influenced Susan in her early days in Rochester, New York. Lucretia's cousin (by marriage), Lydia Mott, had been a teacher of Anthony's in Philadelphia. Ms. Mott is recognized for helping to organize probably the first women's suffrage convention in the United States at Seneca Falls, New York in 1848. From her home in Philadelphia she helped in the founding of the American Anti-Slavery Society in the 1830s. She was an excellent speaker and was noted for her leadership.
- **Elizabeth Cady Stanton (1815-1902)**--She was a close personal friend of Susan B. Anthony and a fellow-worker on women's suffrage. Beginning in the early days in Rochester, New York, she encouraged Susan's interest in both the anti-slavery movement and in women's rights. In the 1840s Ms. Stanton travelled to the World Anti-Slavery Convention in London with her husband, but was not allowed to attend because she was a woman. Following that experience, she and Lucretia Mott organized what may have been the first women's suffrage convention in the United States at Seneca Falls, New York in 1848. In 1869, Elizabeth Stanton became the first President of the National Woman Suffrage Association, which she helped to organize along with Susan B. Anthony.
- **Lucy Stone (1818-1893)**--A famous lecturer on women's rights and a friend of Susan B. Anthony. She was active in the antislavery and suffrage movements, and is noted for having kept her maiden name after marriage.
- **Mercy Otis Warren (1728-1814)**--Perhaps the most remarkable woman living during the time of the Revolutionary War. She was a writer with strong political feelings which were often controversial--for patriotism, for safeguards for individual liberty and against a powerful central government. She was an important political force in a time when women were not heard in politics.
- **Annie Wittenmyer**--She was the first President of the Woman's Christian Temperance Union, founded in 1874. This organization had a call for abstinence from all alcoholic beverages, and for the end to liquor traffic.
- **Emma Hart Willard (1787-1870)**--She worked for female education, and established prominent schools and academies for women. At first she held classes in her home, and eventually established the Troy Female Academy, which was very strong on math, sciences, languages, etc. At the time, this school was considered the female equivalent of Harvard or Yale.
- **Frances E.C. Willard (1839-1898)**--Her critical work was in the Woman's Christian Temperance Movement, which she helped to organize in 1874 and brought to national prominence as President from 1879 to her death in 1898. She was also a strong voice for women's suffrage. She was a noted educator, serving as President of Evanston (Illinois) College for Ladies. This later merged with Northwestern University, where she became Dean of the Women's College.

- **Victoria C. Woodhull (1838-1927)**--The first woman to run for President of the United States. She was the candidate of the Equal Rights Party in 1872.
- **Ernestine P. Rose (1810-1892)**--Best known for her campaign for property rights for women in New York, she was a friend of Susan B. Anthony. She helped to promote property rights legislation that passed in that state in 1848. Prior to that time husbands controlled all property. Ms. Rose was a part of the first women's rights convention in Seneca, New York in 1848, and she helped form the Woman Suffrage Association in 1869.

Constitutional Amendments

The courtroom scene in the video presented a set of legal arguments justifying women's suffrage. These were based on the 14th and 15th Amendments to the US Constitution. These were developed by Susan B. Anthony. To understand the legal case it is necessary to understand the amendments.

Amendment 14 [Section 1]

All persons born or naturalized in the United States, and subject to the jurisdiction thereof, are citizens of the United States and of the state wherein they reside. No state shall make or enforce any law which shall abridge the privileges or immunities of citizens of the United States; nor shall any state deprive any person of life, liberty, or property, without due process of law; nor deny to any person within its jurisdiction the equal protection of the laws.

Originally the 14th amendment was a response to slavery. It made former slaves citizens of the United States and of the state in which they lived, and ensured that they would have the full protection of the law. However, as shown in the video, Susan B. Anthony recognized that the amendment, if read with a literal interpretation, also ensured citizenship for women born in the United States. Because the 15th amendment ensured citizens the right to vote, she believed that women should also have the right to vote.

The amendment was proposed on June 13, 1866, in the year following the end of the Civil War, and ratified July 9, 1868. Slavery itself had been forbidden by passage of the 13th Amendment in 1865, but the 14th amendment clarified issues of citizenship and due process (section 1), voting rights and representation (section 2), rights of office for former leaders of the Confederate rebellion (section 3), and obligation for payment of debts from the rebellion or from the loss of slaves as property (section 4).

Amendment 15

The right of citizens of the United States to vote shall not be denied or abridged by the United States or by any state on account of race, color, or previous condition of servitude.

This amendment did not specifically include gender in the list of factors for which the right to vote could not be denied. Considering the politics of the time, this was probably done on purpose. However, gender was effectively added to the list by the 19th Amendment, ratified some 50 years later.

The amendment was proposed on February 26, 1869 and ratified February 3, 1870. Although states were still free to set specifications for voting, this amendment clarified that a person could not be denied the vote on the basis of race.

Amendment 19

The right of citizens of the United States to vote shall not be denied or abridged by the United States or by any state on account of sex.

Similar amendments had been submitted to congress for some 40 years without success. But by 1920, the political momentum for women's suffrage had shifted. This amendment was proposed June 4, 1919, and ratified on August 18, 1920.

Compare the wording of the 19th and 15th Amendments. The 19th adds only a single three-letter word left from an original list of why a citizen cannot be denied the right to vote. The life and work of Susan B. Anthony and so many others were given for a single word that has made a great deal of difference.

Vocabulary

The following activities can be adapted to a range of age levels. The objective in these activities is to make students participants in their learning experiences rather than just being observers.

- **Abolitionist**--A person who believed or believes that slavery should be abolished.
- **Amendment**--A change or addition to a document.
- **Appeal**--In a court of law, a transfer of a case to a higher court for further review. Also, an earnest request.
- **Ballot**--The paper or other medium used to cast a vote. A list of candidates or issues to be voted for or against.
- **Bloomers**--A woman's attire of loose trousers gathered at the knee.
- **Champion**--A person who consistently wins or has overcome great odds to win in a competition. A champion can be considered more than a winner.
- **Constitution**--For the United States, the fundamental law of the government.
- **Contempt**--In a court of law, disrespect or disobedience for the orders or process of the court. Also, a scorn for anything considered worthless.
- **Conviction**--In a court of law, to be proven guilty of a crime. Also, a state of strong belief.
- **Franchise**--A privilege granted to a person or group. For voting, a right from the Constitution or statutes.
- **Hero**--A man or woman of distinguished courage or ability, admired for brave deeds and noble qualities.
- **Irrelevant**--Not applicable for a situation.
- **Naturalized**--A person who was not born a citizen of a country, but has earned citizenship.
- **Quaker**--A religious group, the "Religious Society of Friends," known generally as humanitarians, for opposing war and for believing in education.
- **Register**--In the case of voting, an official record of those eligible to cast votes. To register to vote is the act of entering one's name on the official list of voters.
- **Suffrage**--The right or privilege of voting.
- **Sustained**--In a court of law, to support an objection or the statement of an issue.
- **Temperance**--Complete abstinence from alcohol. Also, moderation in behavior or self-restraint.

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Disclaimer

The movie *The Susan B. Anthony Story* is a fictionalized account of an historical event. Some characters have been changed and others added for dramatic effect.

It is important to remember that the handbook and the video are part of interdisciplinary and multi-cultural studies of history, biography, literature, geography, tolerance, and intolerance and should be included in the broader scope of any curriculum.

Lessons from the Video

In *The Susan B. Anthony Story*, the lead character, Angie, dealt with a number of important lessons about life. She had given up in the face of problems, injustice and hopelessness in the world around her. Angie had to learn about the battles others had fought before her.

- **Never give up hope**--Angie had given up. She saw so much injustice that she decided nothing could be done. A trip through time, however, showed her a person who never gave up--Susan B. Anthony. Have your students respond to the following questions.

Why did Angie feel that there was no hope? [She saw so much evil around her.]

How did Angie respond to the counselor? [She was sarcastic and alienated.]

What does it mean to be alienated? [Answers will vary, but in general, it means to feel as though one has nothing in common with authority or other parts of our social structure.]

How does it feel to be alienated?[Answers will vary.]

What caused Angie to change her attitude? [She saw the model portrayed by Susan B. Anthony.]

How do you feel about Angie's actions? [Have students write their answers in a personal journal or diary.]

- **Raw justice**--The courtroom scene was based on a real incident in the life of Susan B. Anthony. She was arrested for attempting to vote. She was brought before a judge who was hostile to suffrage. She received a fine rather than a jail sentence and was, therefore, unable to appeal. Have students analyze the courtroom scene using questions such as the following.

What was Susan B. Anthony's crime? [She had registered to vote and then she had voted. She was accused of voting fraud.]

Was the man who registered her guilty of a crime? [Yes. It was unlawful to knowingly register an ineligible voter. In real life the registrar himself was later convicted of this offense.]

On what legal basis did Susan B. Anthony believe she was eligible to vote? [From the 14th Amendment she demonstrated through the lawyer that she was a citizen. From the 15th Amendment she sought to show that all citizens should be allowed to vote. The 15th does not specifically cover voting on the basis of gender, but Susan sought to have the gender interpretation applied. The later 19th

Amendment specifically stated that the vote could not be denied on the basis of the sex of the individual. See the section in this guide entitled "Constitutional Amendments."]

The judge gave a directed verdict of guilty to the jury. What is a directed verdict? [The judge directs the jury to give a verdict on some legal basis.]

On what basis did the judge give this directed verdict? [In the video, the lawyer stated that Ms. Anthony did not contest the fact that she had registered. The judge took this as an admission of guilt.]

Why was Susan B. Anthony unable to appeal? [A jail sentence could have been appealed in this instance, but a simple fine could not.]

What might have happened were she to have been able to appeal? [Much speculation is possible in this regard. The case may have risen through the appeals process to the Supreme Court of the United States. However, this process still may not have won Susan a suffrage victory.]

- **Responding to the message**--Following are quotes from the video. Have your students respond to the questions following these quotes.

"Life isn't always in winning the race, but in having run the course. Life isn't a destination; it's a journey. If she knew she'd never win, do you think she'd still try?"

What does winning mean to you?

Do you have to win?

Which do you like better: winning or the challenge of competing?

Can you have victory even if you don't win?

What do you want to do with your life?

Where will you be 5 years from now?

What would life be like if we had achieved everything we wanted to complete in life?

Would you rather be a destination or a journey?

"She refuses to live in a world where injustice prevails. The world will change or by heaven she'll change it."

What are the three worst injustices in the world? Compare answers and make a single class list .

Should we try to change other people?

If someone says something bad about someone, what do you do? How do you respond?

"If you really want to honor her, then do as she did. Leave this world a better place for your having been here."

Describe a person in your life (someone you know personally) who has made the world a better place.

On a scale of 1 to 10 rank yourself on how well you have helped to make the world a better place.

What could you do today to raise your rank to a higher level?

List the top 5 careers that you believe are work that make the world a better place. Compare your list with others and make a single list for a class.

If you do not work in one of these careers, does this mean you cannot make the world a better place? Explain.

"If you're tired of violence and the drugs, then do something about it. Get involved. Speak out. You can do that because people like Susan B. Anthony gave you that right."

Has your life been affected by violence and drugs? [Have students write responses in their journals.]

Why is there so much evil in the world?

Why do people want to be violent?

What can you do to stop violence?

Why do people want drugs?

What can you do to stop drugs?

"Her life is over, but your life has just begun. The pages in her book have been written, but the pages in your book are still missing--yet to be written. Oh, how I wonder what things they're going to write about you."

On one page, write about your life until today. On a second page write about the rest of your life.

Classroom Activities

The following activities can be adapted to a range of age levels. The objective in these activities is to make students participants in their learning experiences rather than just being observers.

- **Essays**--Essay topics on suffrage and the life and times of Susan B. Anthony are included in a separate section in this guide. Also, there is a section with short biographical sketches on the women of the movement. Try a short essay--one to three pages--on these and any other topics of your choice.
- **Who is a citizen and who can vote?**--During the trial portrayed in the video, there was a legal defense presented by Susan B. Anthony and her lawyer that was based on the 14th and 15th Amendments to the U.S. Constitution. These amendments, along with the 19th amendment that permitted suffrage, are included in a separate section of this guide. Have your students write or talk about who is a citizen and who can vote based on these amendments. They can also debate the issues or have a mock trial.
- **Newspaper**--Have students produce a women's suffrage newspaper from the 1800s. A front page of a paper may be enough for a small project. Allow two weeks of project time or longer for development of a full newspaper. Assemble a journalistic team, and give each individual a writing assignment.
- **The times before**--Have students try to imagine what it was like when women were not able to vote. As with many issues, there were both women and men who felt strongly about the issue, but also many who did not care. There were also women who were opposed to suffrage. That may seem strange to today's student, but it happened. Can the students think of issues today where there are opposing views.? Is it good for people to oppose change? To favor change? What if everything were to change? What if nothing were to change?
- **The voting letter**--An important lesson for students is the value of voting. Have them write a letter to an imaginary friend in another country where citizens are not allowed to vote. Have them explain the meaning of voting. Reverse the approach and have them imagine they are citizens of the country where voting is not allowed. Have them write to an American about their desire to vote.
- **An Election**--Your class can be involved in a political campaign. There are numerous possible activities in this area. Students can have their own mock elections and campaigns that run parallel to national or regional elections. They can research issues, write position papers, debate topics, etc. All of this can be done with slogans, banners and other election regalia.
- **The top ten reasons**--People love to make lists. Have them make a list of the top ten reasons they want to vote. They can list the top ten excuses for not voting. This can be humorous, but with a serious lesson. How about the top five reasons women's suffrage has been good for America and the world?
- **Cameo Interview/role playing**--Have a student take the part of one of the characters in the video, and be interviewed by others in the class. The student needs to prepare for the role, so give the assignment ahead of time--as much as a week in advance--so preparations can be made. Give the role player some specific

questions that the class will ask (20 questions are appropriate); parents can help the students research the questions at home to help support the educational experience. Questions asked should reflect a knowledge of the historical events and attitudes of the times. On the day of the interview, younger students may want to dress in a costume of the period to add effect and otherwise enrich the performance. If a video recorder is available, try making a recording of the interview to play back to the class.

- **Draw a picture**--Give each student a blank sheet of paper and have him or her draw a picture about voting.
- **Oral history**--The students can interview grandparents or others who have memories of the suffrage movement. Bring community leaders to your class who will talk about issues of freedom.

Essay Topics

- A history of the women's suffrage movement.
- A history of the temperance movement.
- A history of the abolitionist movement.
- Woman suffrage in other countries.
- Famous women today.
- Famous women of the 19th century.
- Famous women of the suffrage movement.
- Famous women in politics in the United States.
- The history and meaning of the 14th Amendment.
- The history and meaning of the 15th Amendment.
- The history and meaning of the 19th Amendment.
- Describe the role of women at various times in history--in ancient times, in the Middle Ages, in the early 20th Century, etc.
- Describe the role of women in other parts on the world--India, Africa, socialist countries, etc.
- The role of women in winning the Revolutionary War. The Civil War. World War I. World War II.
- What is the role of women in the United States today?
- Who are the Quakers?
- How did Susan B. Anthony's Quaker background affect her view of the world?
- What was Susan B. Anthony's favorite type of dress?
- The meaning of the "bloomer" movement early in Susan B. Anthony's career.
- What was Susan B. Anthony's favorite meal?
- Susan B. Anthony's strategy for winning suffrage.
- Issues for women's rights today.
- How has women's suffrage changed voting patterns?
- How have women affected politics in America?
- Discuss the cases presented by the prosecution and the defense in the video.
- How does the court appeal process work in America?
- How is the Constitution of the United States amended?
- Name and describe the top five issues in America today that cause people to give up hope.
- What can you do to change the world?

Video Quiz

Answer the following after viewing the video: *The Susan B. Anthony Story*. Note: This on-camera video quiz is presented after the closing credits for the video. Please make as many copies as needed for class use. Another quiz for younger students is on the back page.

1. What made me [Susan B. Anthony] so important that a commemorative silver dollar was made in my honor?
2. What were bloomers?
3. Was it legal for women to vote 150 years ago?
4. Why do you think women were not allowed to vote in the past?
5. What does the 15th Amendment say?
6. Why did I [Susan B. Anthony] want to go to jail?
7. What was the judge's decision at my trial in 1872?
8. What is the 19th Amendment?
9. What happened 100 years after my birth-in the year 1920?
10. What do you think it was like to be a woman in the 1870s?

Essay Questions

1. How do you think the 14th and 15th Amendments were used to prove that women already had the right to vote?
2. Do you remember when the librarian said, "The victory is not in winning the race, but in running the course?" What do you think he meant by that?

Video Quiz 2 [for younger students]

1. Who was Susan B. Anthony?
2. What was the lesson Angie learned?
3. What does it mean to vote?

Answers to Video Quiz

1. More than any other person she helped to bring attention to the need for women to vote in elections in our country.
2. Bloomers are a woman's attire of loose trousers gathered at the knee.
3. No. See the section on "The Suffrage Movement" for more discussion.

4. Answers will vary. In general, the social structure and social attitudes considered politics to be an area in which women did not participate.
5. The right to vote in the United States cannot be denied because of race, color, or previous condition of servitude [slavery].
6. If Susan B. Anthony went to jail, she could then appeal her case to a higher court.
7. The judge said she would be fined \$100.
8. This amendment stated that the right to vote could not be denied because of gender. See the section on "Constitutional Amendments" for more discussion.
9. The 19th Amendment to the Constitution of the United States was ratified, granting women the right to vote.
10. Answers will vary. The tendency may be for students to stress the negative aspects of a lack of suffrage and property rights. However, it is also important to note that women worked hard to help build a new nation and a new frontier.

Answers to Essay Questions

1. The 14th Amendment made former slaves citizens of the United States and of the state in which they lived, but it also ensured citizenship for women born in the United States. Because the 15th Amendment gave citizens the right to vote, Susan B. Anthony believed that women should also have the right to vote. See the section on "Constitutional Amendments."
2. Answers will vary. In general, however, it says that winning is not always important. We must continue to fight the "good fight." That is, we must continue to fight for things that are right even though we do not always get them.

Answers to Video Quiz 2

1. She helped women gain the right to vote in elections in our country.
2. She learned to have hope. She learned to keep fighting even when bad things happened.
3. It means to elect our leaders and to have a say in how we are governed.