

“Ain’t I a Woman?”
Voices of African American Women

Museum Connection: Family and Community

Purpose: In this lesson students will explore the role of private citizens obtaining, preserving, and extending constitutional rights in order to develop strategies designed to obtain rights which have been denied or taken away. Students will analyze quotes from African American female leaders, create their own quotes, and form a written response analyzing the themes that African American leaders presented.

Course: United States History, African American History, American Government, Women’s Studies

Time Frame: 2-3 class periods

Correlation to State Standards:

5.0 **CONTENT STANDARD:** HISTORY – Students will examine significant ideas, beliefs and themes; organize patterns and events; analyze how individuals and societies have changed over time in Maryland and the United States.

Expectation 5.4: Students will demonstrate understanding of the cultural, economic, political, social and technological developments from 1946-1968.

2. Analyze the economic, political, and social changes within the United States during the period of 1946-1968 (5.4.2)

Objective:

h. Analyze the economic, political and social impact of the changing role of women (PS, PNW, E)

1.2.2 **CONTENT STANDARD:** AMERICAN GOVERNMENT – The student will evaluate how the United States government has maintained a balance between protecting rights and maintaining order.

Indicator 2.2: The student will analyze legislation designed to protect the rights of individuals and groups and to promote equity in American society (1.2.2).

Objective: Evaluate the effectiveness of legislation in promoting equity and civil rights, such as the Civil Rights Act (1964), Voting Rights Act (1965), Higher Education Act, Title IX (1972), Indian Education Act (1972), Americans with Disabilities Act (ADA1990) and Individuals with Disabilities Education Act (IDEA 1997)

Common Core State Reading Standards for Literacy in History/Social Studies 6-12

Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

Common Core State Writing Standards for Literacy in History/Social Studies 6-12

- Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
- Draw evidence from informational texts to support analysis, reflection, and research.

Objectives

1. Students will identify barriers that prevent members of a society, especially minority groups, from obtaining the rights enumerated in the United States Constitution.
2. Students will make a comparative analysis of the strategies used by various African-American women to obtain and extend their rights.

Vocabulary and Concepts

Black Nationalism	calling for black control of politics and politicians within the black community.
Disenfranchisement	denial of voting rights or the taking away of the right to vote of a person or a group of persons.
Nonviolent Resistance	refusal to obey certain governmental laws or demands for the purpose of influencing governmental policy. It is embodied in the passive resistance of Henry David Thoreau, Mahatma Gandhi, and Martin Luther King, Jr.
Voter Registration	the process a citizen uses to qualify for the right to vote.

Materials:

For the Student:

Student Resource Sheet 1: Fannie Lou Hamer Transcript, Comprehension and Discussion Questions

Student Resource Sheet 2: Quote Analysis Worksheet

Student Resource Sheet 3: Transcript of the Bill of Rights and Reconstruction Amendments
Student Resource Sheet 4: Quotations from Rosa Parks.
Student Resource Sheet 5: Quotations from Harriet Tubman.
Student Resource Sheet 6: Sojourner Truth Speech
Student Resource Sheet 7: Selected Oprah Winfrey Quotations
Student Resource Sheet 8: Selected Alice Walker Quotations
Student Resource Sheet 9: Selected Angela Davis Quotations
Student Resource Sheet 10: Selected Mary McLeod Bethune Quotations
Student Resource Sheet 11: Selected Shirley Chisholm Quotations

Resources

Publications:

Barbara A. Tagger, “Interpreting African American Women's History Through Historic Landscapes, Structures, and Commemorative Sites”, **OAH Magazine of History** 12 (Fall 1997).

Ms. Fannie Lou Hamer Registers to Vote in Mississippi. Reprinted in the *Congressional Record*, June 16, 1964.

Sojourner Truth Speech Delivered at the First Annual Meeting of the American Equal Rights Association. New York City, May 9, 1867

Web Sites:

Clip of Fannie Lou Hamer’s Speech <http://www.youtube.com/watch?v=G-RoVzAqhYk>
<http://www.oah.org/pubs/magazine/women/tagger.htm>

A Long Road to Freedom, a Play about Fannie Lou Hamer
<http://content.scholastic.com/browse/article.jsp?id=4788>

Transcript of Fannie Lou Hamer’s Testimony before the 1964 DNC:
<http://www.tolerance.org/supplement/fannie-lou-hamer-s-testimony-1964-democratic-convention-tran>

Alternate (non-YouTube) versions of Fannie Lou Hamer’s speech:
<http://www.nowpublic.com/world/fannie-lou-hamers-speech-1964-dnc>
<http://www.nbclearn.com/portal/site/learn/finishing-the-dream/1964-spotlights> (*The video clip is the fourth listed in the gallery.*)

Historical Background

Are there national, state, or local landmarks that pay special tribute to noted African American women civil rights activists like Rosa Parks, Fannie Lou Hamer, Ella Baker and JoAnn Robinson? When asked to write a piece on the “landscapes and structures that

teach African American women's history in the Southeast," my immediate response was that this task would be a simple, yet exciting, one. I would highlight national landmarks that offer opportunities to learn about the African American women who were leading forces in the modern civil rights movement, focusing on sites administered by the National Park Service. The newly designated Selma to Montgomery National Historic Trail seemed fertile ground.

Yet I found few, if any, historic sites that specifically recognized the contributions of women to the modern civil rights movement. Even more disturbing was the fact that of the 375 units of the National Park Service, only two, the Mary McLeod Bethune Council House National Historic Site in Washington, D.C. and the Maggie Lena Walker National Historic Site in Richmond, Virginia, commemorate African American women's contributions to U.S. history.

More than 800 sites are listed in the voluminous *African American Historic Places*, a publication that identifies African-American historic places recognized by the National Historic Register or National Historic Landmarks. Of these, approximately fifty National Historic Register and National Historic Landmarks are designated for the contributions of African American women. The publication features only three women, listed under the section "Civil Rights Leaders": Mary McLeod Bethune, Mary Church Terrell and Elizabeth Harden Gilmore, with sites located in Washington, D.C. and West Virginia respectively.

Obviously missing from this publication is the courageous Rosa Parks. Her refusal to move to the back of a city bus is commemorated by Dexter Avenue Baptist Church in Montgomery, Alabama, where, under the leadership of the young Dr. Martin Luther King, Jr., civil rights activists held rallies during the Montgomery Bus Boycott. Neither Parks nor King acted alone, however. Dr. Mary Fair Burks and JoAnn Gibson Robinson of the Women's Political Council planned the bus boycott with female members of the Montgomery Improvement Association, insisting that mass demonstration would bring social change.

In Atlanta, Georgia, the Martin Luther King, Jr., National Historic Site and Preservation District also offers an opportunity to learn more about the modern civil rights struggle. The Auburn Avenue community represents African American success in building prosperous neighborhoods within the confines of racial segregation. "Sweet Auburn", as the Avenue was affectionately called, shaped numerous prominent black professionals, entrepreneurs, social activists, religious leaders, and politicians. Some gained local leadership, while others like Martin Luther King, Jr., received national attention for their efforts in the advancement of African Americans. Yet women active in the civil rights movement are virtual unknowns. Ella Ramsey Martin's attempt to win a seat in the Georgia State Legislature as Republican candidate is rarely mentioned. Moreover, Ella Baker's essential contributions as executive director of the SCLC (headquartered on Auburn Avenue) and organizer of the SNCC are often overlooked in discussions of SCLC activities.

Indeed, “Sweet Auburn” served as a paradigm for African American tenacity and fortitude. Women contributed to every phase of its development. The few original structures that remain along the Auburn Avenue corridor are evidence of this. Geneva Haugabrooks, Carrie Cunningham, Ella Ramsey Martin, Scottie “Ma” Sutton, and Emily Cox are just a few of the prosperous female entrepreneurs and social activists who established business followings on Auburn. Still other women made their mark on the community, but little or no information about them is conveyed at the Birthplace. Lugenia Burns Hope, founder of the Neighborhood Union, Emmeline Scott of the *Atlanta Daily World* newspaper, and Jennie C. Williams and Alberta Williams King, grandmother and mother of Martin Luther King, Jr., are women whose essential contributions to the health of the community are overlooked.

Similarly, Brown Chapel African Methodist Episcopal Church and the Edmund Pettus Bridge, sites of the Selma to Montgomery Voting Rights March of 1965, commemorate the efforts of African Americans in Selma, Alabama, and nearby rural counties to regain and secure voting rights denied to them for more than half a century. Although the efforts of the Southern Christian Leadership Conference (SCLC) and the Student Nonviolent Coordinating Committee (SNCC), under the leadership of Bernard Lee, Hosea Williams and John Lewis received more attention, local participants and organizations, namely the Dallas County Voters League (DCVL), spearheaded the struggle. Amelia Boynton Robinson and Marie Foster led voter registration drives and organized their communities in a challenge that ultimately led to the passage of the Voting Rights Act of 1965.

Relatively few sites recognize the role of African American women in history, at the local, state, or national level. Since there are so few places available to learn about African American women’s history, where do we start?

The first place to begin is with established landscapes and structures. In most instances, African American women’s history is present within the confines of urban and rural landscapes. Intertwined in these areas are national historic sites, districts, landmarks and registered historic structures that offer a wealth of information about how African American women worked to build influential, independent communities in response to racial segregation. Richmond’s black business community, embodied in the Maggie Lena Walker House, is one example.

Moreover, these areas demonstrate that African Americans refused to accept civil and political injustices imposed upon them by social custom and legal action. Thus, for more than a half century, African American women sought civil rights through work with organizations like the National Association for the Advancement of Colored People (NAACP), National Urban League (NUL), the Congress of Racial Equality (CORE), SCLC and SNCC. The national organizations depended on state and local associations. African American women, especially, played significant roles in community leadership as they led the crusade to combat social segregation by forming neighborhood associations and civic and educational leagues. Their desire to overcome civil injustices was further demonstrated through the formation of state civil rights associations. Black men and women recognized that the ballot was the key to racial equality. Hence, they

created voter leagues which helped to educate African Americans about their political rights and to elect candidates to governmental positions. (Editor's note: see sidebar)

African American women's activism on the national and local levels is seldom celebrated. Repeatedly we are told that Black women were and continue to be the pillars of African American society; yet, we do not readily interpret and celebrate their strength, courage and fortitude in scholarly and general writings. Their lack of visibility and sometimes anonymity compels us to consistently raise issues about their individual and collective identity, and more importantly, their participation in American society. If we do not ask or insist on learning about their roles, their accomplishments will never be viewed as *part* of the story, but rather as an *exception* to the story. Mary McLeod Bethune achieved recognition as founder of Bethune-Cookman College, head of the National Council of Negro Women, director of the Negro Division of the National Youth Administration, and member of Franklin Delano Roosevelt's "Black Cabinet." Her home on the grounds of Bethune-Cookman College, in Daytona, Florida, is a National Historic Landmark; as is the headquarters of the National Council of Negro Women, (and her home), in Washington, D.C. Yet her work would not have been successful without the support of others. Her supporters were ordinary women—wives, sisters, mothers, grandmothers, domestics, professionals, entrepreneurs, educators, politicians, humanitarians, and scholars—called to perform extraordinary deeds. Certainly, each contributed in her own way to the improvement of living conditions for themselves, their families and fellow human beings.

We must continually insist on knowing more about African American women's role in history. We must continue to raise such questions as: what did women do? What were the roles of women in this particular event? What contributions did they make? What were their reactions and attitudes toward critical issues or events? Scholars are slowly uncovering African American women's role in history. Interpretation and reinterpretation of major events in American history and African American history, in particular, have recently become more attentive to and inclusive of women's roles. This new sense of scholarship will boost the public recognition that many of these women rightly deserve, encourage existing national, state and local historic sites and landmarks to enrich their narratives by including these intriguing stories, and lead to the preservation of many more historic homes and buildings associated with African American women's history.

Barbara A. Tagger, "Interpreting African American Women's History through Historic Landscapes, Structures, and Commemorative Sites", **OAH Magazine of History** 12 (Fall 1997).

<http://www.jstor.org/discover/10.2307/25163188?uid=3739704&uid=2129&uid=2&uid=70&uid=4&uid=3739256&sid=21101104071261>

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Lesson Development:

1. **Motivation:** Ask students to define the “American Dream” or explain what success in America looks like. List some groups in America who have at one time or another been denied access to the American Dream. Discuss the barriers that prevented each group from obtaining those opportunities or rights associated with achieving the American Dream. Discuss the methods used by different groups designed to help them acquire the American Dream, if in fact they have done so.
2. Access YouTube (<http://www.youtube.com/watch?v=G-RoVzAqhYk>) and have students listen to the Fannie Lou Hamer speech to the Democratic National Convention in 1964. If YouTube is blocked in your school, there are two alternate sites that host the video, as well as a transcript. Links to these sites can be found in the Web Pages section of the Resources in this lesson plan.
3. Ask students to read **Student Resource Sheet 1: Ms. Fannie Lou Hamer Registers to Vote in Mississippi**. Ask students to individually answer the questions, then go over the questions as a class. Press students to fully develop and explain their answers to the Between the Lines questions. Use the Between the Lines questions as discussion prompts.
4. Divide the class into groups with each group having a recorder to compile the group’s answers, a reporter to share the group discussion with the class, and a group leader to insure all group members have a chance to participate in the group discussion. Distribute **Student Resource Sheets 2-11**. Each group should get quotes from one to two women. The group recorder should copy the answers onto the group’s graphic organizer.
5. Each group reporter should summarize the group’s quote analysis for the class and the quote that the group created. Facilitate a class discussion on the similar themes and methods that have emerged. Ask students to justify why they chose certain topics to focus on, and why they felt some methods are more effective than others. Ask students to make connections between the quotes they read, the quotes they created, and the actions of Fannie Lou Hamer. (If necessary, play the Fannie Lou Hamer clip again.)
6. **Assessment:** Students will respond to the following writing prompt.
Describe the challenges faced by African Americans and the efforts of female leaders to overcome those challenges. What themes appear repeatedly in the words of these women? If these women leaders were active today, what issues and topics would they focus on?
7. **Closure:** Students should share their writing assignments.

Lesson Extensions

- Conduct the play <http://content.scholastic.com/browse/article.jsp?id=4788>
- Have students create a podcast profile of one of the following women: Verda F. Welcome, Esther McCready, Juanita Jackson Mitchell and Frances Ellen Watkins

- Harper. Profiles must explain how the profiled person contributed to their community or the fight for equality. (Free Software Download <http://audacity.sourceforge.net/download/>)
- Visit the Reginald F. Lewis Museum. View exhibits on Verda F. Welcome, Ester McCready, Juanita Jackson Mitchell and Frances Ellen Watkins Harper. How did they contribute to their community or the fight for equality? (**This was incorporated in the pod cast profile above.**)
 - The Museum offers several school programs that connect to the curriculum lessons.
 - *Journey in History Theater* provides living history and theatrical performances which highlight African Americans in the museum's gallery.
 - Take the theme tour, *Pioneers and Trailblazer*. Discover African American pioneers and leaders who contributed to Maryland's history in labor, the arts, education, politics and community activism.
 - Contact group reservations for schedule updates.

Student Resource Sheet 1



Fannie Lou Hamer 1964, Library of Congress

Ms. Fannie Lou Hamer Registers to Vote in Mississippi. Reprinted in the *Congressional Record*, June 16, 1964.

“... I will begin from the first beginning, August 31, in 1962. I traveled twenty-six miles to the county courthouse to try to register to become a first class citizen. I was fired the 31st of August in 1962 from a plantation where I had worked as a timekeeper and a sharecropper for eighteen years. My husband had worked there thirty years.

“I was met by my children when I returned from the courthouse, and my girl (her eldest daughter) and my husband’s cousin told me that this man my husband worked for was raising a lot of Cain. I went on in the house, and it wasn’t long before my husband came and said this plantation owner said I would have to leave if I didn’t go down and withdraw.

“... (The plantation owner) said, ‘Fannie Lou, you have been to the courthouse to try and register,’ and he said, ‘we are not ready for this in Mississippi.’ I said, ‘I didn’t register for you, I tried to register for myself.’ He said, ‘We are not going to have this in Mississippi, and you will have to withdraw. I am looking for your answer yea or nay.’ ‘I just looked. He said, ‘I will give you until tomorrow morning.’ ‘So I just left the same night.’”

She told the panel her husband was not allowed to leave the plantation until after harvest time, but in spite of this restriction, he took his wife to the home of a friend in Ruleville. She also said that the plantation owner had warned her husband, Pap, that if he decided to go with Fannie Lou their furniture would be confiscated and Pap would lose his job. Thus, because of the need for the family to have housing and some means of her husband earning a livelihood, Fannie Lou was forced to separate from her husband. Her report to the panel continued, “On the 10th of September, they fired into the home of Mr. and Mrs. Robert Cuker sixteen times, for me. That same night, two girls were shot at Mr. Herman Sissel’s; also, they shot into Mr. Joe Maglon’s house. I was fired at that day, and haven’t had a job since”

In the Lines Questions (answers found in the speech)

1. Which of Fannie Lou Hamer's constitutional rights were violated?
2. What methods were used to disenfranchise Ms. Hamer?
3. What methodology did she use to obtain her rights and the rights of other African Americans in Mississippi?

Between the Lines Questions (answers require analysis and independent thinking)

1. What does Ms. Hamer want her audience to know and do in response to her testimony?
2. How does what Ms. Hamer describes relate to what you already know about American history, civil rights, or the principles of democracy and the Constitution?
3. What is a modern or more recent example of what Ms. Hamer describes?
4. What more do you need to know about Ms. Hamer's experience?

Student Resource Sheet 2

Quote Analysis Worksheet

Name of Activist:			
Barriers to Success (your words)	Evidence from Quotes (her words)	Amendment violated by this barrier	Methods to Overcome these barriers

As a group, create your own quote. The quote should be based on a topic highlighted by a female leader. Your quote should comment on a challenge today that minorities are facing and should recommend a method for overcoming that challenge.

Student Resource Sheet 3

Transcript of the Bill of Rights and Reconstruction Amendments

Amendment I

Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press; or the right of the people peaceably to assemble, and to petition the Government for a redress of grievances.

Amendment II

A well regulated Militia, being necessary to the security of a free State, the right of the people to keep and bear Arms, shall not be infringed.

Amendment III

No Soldier shall, in time of peace be quartered in any house, without the consent of the Owner, nor in time of war, but in a manner to be prescribed by law.

Amendment IV

The right of the people to be secure in their persons, houses, papers, and effects, against unreasonable searches and seizures, shall not be violated, and no Warrants shall issue, but upon probable cause, supported by Oath or affirmation, and particularly describing the place to be searched, and the persons or things to be seized.

Amendment V

No person shall be held to answer for a capital, or otherwise infamous crime, unless on a presentment or indictment of a Grand Jury, except in cases arising in the land or naval forces, or in the Militia, when in actual service in time of War or public danger; nor shall any person be subject for the same offence to be twice put in jeopardy of life or limb; nor shall be compelled in any criminal case to be a witness against himself, nor be deprived of life, liberty, or property, without due process of law; nor shall private property be taken for public use, without just compensation.

Amendment VI

In all criminal prosecutions, the accused shall enjoy the right to a speedy and public trial, by an impartial jury of the State and district wherein the crime shall have been committed, which district shall have been previously ascertained by law, and to be informed of the nature and cause of the accusation; to be confronted with the witnesses against him; to have compulsory process for obtaining witnesses in his favor, and to have the Assistance of Counsel for his defence.

Amendment VII

In Suits at common law, where the value in controversy shall exceed twenty dollars, the right of trial by jury shall be preserved, and no fact tried by a jury, shall be

otherwise re-examined in any Court of the United States, than according to the rules of the common law.

Amendment VIII

Excessive bail shall not be required, nor excessive fines imposed, nor cruel and unusual punishments inflicted.

Amendment IX

The enumeration in the Constitution, of certain rights, shall not be construed to deny or disparage others retained by the people.

Amendment X

The powers not delegated to the United States by the Constitution, nor prohibited by it to the States, are reserved to the States respectively, or to the people.

AMENDMENT XIII

Passed by Congress January 31, 1865. Ratified December 6, 1865.

Note: A portion of Article IV, section 2, of the Constitution was superseded by the 13th amendment.

Section 1.

Neither slavery nor involuntary servitude, except as a punishment for crime whereof the party shall have been duly convicted, shall exist within the United States, or any place subject to their jurisdiction.

Section 2.

Congress shall have power to enforce this article by appropriate legislation.

AMENDMENT XIV

Passed by Congress June 13, 1866. Ratified July 9, 1868.

Note: Article I, section 2, of the Constitution was modified by section 2 of the 14th amendment.

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.

Section 2.

Representatives shall be apportioned among the several States according to their respective numbers, counting the whole number of persons in each State, excluding Indians not taxed. But when the right to vote at any election for the choice of electors for President and Vice-President of the United States, Representatives in Congress, the Executive and Judicial officers of a State, or the members of the Legislature thereof, is denied to any of the male inhabitants of such State, being twenty-one years of age,* and citizens of the United States, or in any way abridged, except for participation in rebellion, or other crime, the basis of representation therein shall be

reduced in the proportion which the number of such male citizens shall bear to the whole number of male citizens twenty-one years of age in such State.

Section 3.

No person shall be a Senator or Representative in Congress, or elector of President and Vice-President, or hold any office, civil or military, under the United States, or under any State, who, having previously taken an oath, as a member of Congress, or as an officer of the United States, or as a member of any State legislature, or as an executive or judicial officer of any State, to support the Constitution of the United States, shall have engaged in insurrection or rebellion against the same, or given aid or comfort to the enemies thereof. But Congress may by a vote of two-thirds of each House, remove such disability.

Section 4.

The validity of the public debt of the United States, authorized by law, including debts incurred for payment of pensions and bounties for services in suppressing insurrection or rebellion, shall not be questioned. But neither the United States nor any State shall assume or pay any debt or obligation incurred in aid of insurrection or rebellion against the United States, or any claim for the loss or emancipation of any slave; but all such debts, obligations and claims shall be held illegal and void.

Section 5.

The Congress shall have the power to enforce, by appropriate legislation, the provisions of this article.

**Changed by section 1 of the 26th amendment.*

AMENDMENT XV

Passed by Congress February 26, 1869. Ratified February 3, 1870.

Section 1.

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--

Section 2.

The Congress shall have the power to enforce this article by appropriate legislation.

Student Resource Sheet 4

Quotations from Rosa Parks



Rosa Parks

Photograph: Public Domain

- I would like to be known as a person who is concerned about freedom and equality and justice and prosperity for all people.
- The only tired I was, was tired of giving in.
- I knew someone had to take the first step and I made up my mind not to move.
- Our mistreatment was just not right, and I was tired of it.
- I didn't want to pay my fare and then go around the back door, because many times, even if you did that, you might not get on the bus at all.
- They'd probably shut the door, drive off, and leave you standing there.
- My only concern was to get home after a hard day's work.
- I have learned over the years that when one's mind is made up, this diminishes fear; knowing what must be done does away with fear.
- Have you ever been hurt and the place tries to heal a bit, and you just pull the scar off of it over and over again.
- Memories of our lives, of our works and our deeds will continue in others.
- I do the very best I can to look upon life with optimism and hope and looking forward to a better day, but I don't think there is anything such as complete happiness. It pains me that there is still a lot of Klan activity and racism. I think when you say you're happy, you have everything that you need and everything that you want, and nothing more to wish for. I haven't reached that stage yet.

http://en.wikiquote.org/wiki/Rosa_Parks

Student Resource Sheet 5

Quotations from Harriet Tubman



Harriet Tubman - Circa 1885, Library of Congress

For resource, go to the link below

http://womenshistory.about.com/cs/quotes/a/qu_h_tubman.htm

Student Resource Sheet 6

Sojourner Truth Speech



Sojourner Truth

An Albumen Silver Print from approximately 1870 by Randall Studios

Delivered at the First Annual Meeting of the American Equal Rights Association New York City, May 9, 1867

My friends, I am rejoiced that you are glad, but I don't know how you will feel when I get through. I come from another field--the country of the slave. They have got their liberty--so much good luck to have slavery partly destroyed; not entirely. I want it root and branch destroyed. Then we will all be free indeed. I feel that if I have to answer for the deeds done in my body just as much as a man, I have a right to have just as much as a man. There is a great stir about colored men getting their rights, but not a word about the colored women; and if colored men get their rights, and not colored women theirs, you see the colored men will be masters over the women, and it will be just as bad as it was before. So I am for keeping the thing going while things are stirring; because if we wait till it is still, it will take a great while to get it going again. White women are a great deal smarter, and know more than colored women, while colored women do not know scarcely anything. They go out washing, which is about as high as a colored woman gets, and their men go about idle, strutting up and down; and take it all, and then scold because there is no food. I want you consider on that, chil'n. I call you chil'n; you are somebody's chil'n, and I am old enough to be mother of all that is here. I want women to have their rights. In the courts women have no right, no voice; nobody speaks for them. I wish

woman to have her voice there among the pettifoggers. If it is not a fit place for women, it is unfit for men to be there.

I am above eighty years old; it is about time for me to be going. I have been forty years a slave and forty years free and would be here forty years more to have equal rights for all. I suppose I am kept here because something remains for me to do; I suppose I am yet to help to break the chain. I have done a great deal of work; as much as a man, but did not get so much pay. I used to work in the field and bind grain, keeping up with the cradler; but men doing no more, got twice as much pay; so with the German women. They work in the field and do as much work, but do not get the pay. We do as much, we eat as much, we want as much. I suppose I am about the only colored woman that goes about to speak for the rights of colored women. I want to keep the thing stirring, now that the ice is cracked. What we want is a little money. You men know that you get as much again as women when you write, or for what you do. When we get our rights we shall not have to come to you for money, for then we shall have money enough in our own pockets; and may be you will ask us for money. But help us now until we get it. It is a good consolation to know that when we have got this battle once fought we shall not be coming to you any more. You have been having our rights so long, that you think, like a slave-holder, that you own us. I know that is hard for one who has held the reins for so long to give up; it cuts like a knife. It will feel all the better when it closes up again. I have been in Washington about three years, seeing about these colored people. Now colored men have the right to vote. There ought to be equal rights now more than ever, since colored people have got their freedom. I am going to talk several times while I am here; so now I will do a little singing. I have not heard any singing since I came here.

<http://www.lehigh.edu/~dek7/SSAWW/writTruthAddress.htm>

Student Resource Sheet 7

Selected Oprah Winfrey Quotations



Oprah Winfrey by Petr Kratochvil

<http://www.publicdomainpictures.net/view-image.php?image=8708&picture=oprah-winfrey>

For resource, go to the link below

<http://brandmakernews.com/celebrity-brand/3423/oprahs-success-secrets-revealed.html>

Student Resource Sheet 8

Selected Alice Walker Quotations



Alice Walker

Photograph: Public Domain

For resource, go to the link below

<http://womenshistory.about.com/od/alicewalker/a/Alice-Walker.htm>

Student Resource Sheet 9

Selected Angela Davis Quotations



Angela Davis

<http://www.shutterstock.com/pic-11361607.html?rid=283864>

For resource, go to the link below

http://womenshistory.about.com/od/angeladavis/a/angela_davis.htm

Student Resource Sheet 10

Selected Mary McLeod Bethune Quotations



Mary Jane McLeod Bethune

Courtesy Library of Congress

Photographed by Carl Van Vechten, April 6, 1949

http://saintssistersandsluts.wordpress.com/2012/04/14/mary-mcleod-bethune-genius-knows-no-racihttp://en.wikipedia.org/wiki/Mary_McLeod_Bethuneal-barriers/

http://en.wikipedia.org/wiki/Mary_McLeod_Bethune

For resource, go to the link below

<http://womenshistory.about.com/od/bethune/a/Mary-McLeod-Bethune-Quotes.htm>

Student Resource Sheet 11

Selected Shirley Chisholm Quotations



Shirley Chisholm, O'Halloran/Library of Congress via pingnews

<http://www.nowpublic.com/culture/no-known-restrictions-congresswoman-shirley-chisholm-announcing-her-candidacy-president-thomas-j-ohalloran-1972-loc>

For resource, go to the link below

<http://womenshistory.about.com/od/quotes/a/shirleychisholm.htm>