

Making the World Better: The Struggle for Equality in 19th-Century America

Teacher's Guide

Produced in connection with
the *State House Women's Leadership Project*
and the installation of HEAR US, a new work of art
honoring the contribution of women to public life in Massachusetts.

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Written by Ellen K. Rothman and Peter S. O'Connell

Design: Higgins & Ross

Formatting: Ellen Anstey

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GOALS AND OBJECTIVES:

Making the World Better addresses state and national standards in History and Social Science (H/SS) and English Language Arts (ELA). As they use these materials, students will:

- develop citizenship skills and improve their understanding of the principles and practices of American government; investigate the ideal of and struggle for equal rights now and in the past; and identify the strategies individuals and groups use to bring about change. [H/SS]
- learn to identify and explain differences in the points of view found in historical accounts; evaluate information from primary sources and employ it in oral and written presentations; and distinguish historical fact, historical interpretation, and historical fiction. [H/SS]
- use open-ended research questions, different sources of information, and appropriate research methods to gather and analyze information, and arrive at thoughtful conclusions. [ELA]
- plan and present dramatic performances, oral reports, and written essays which demonstrate an understanding of important facts and ideas and persuade audiences of the merits of a particular point of view. [ELA]

KEY QUESTIONS:

1. What are the most effective methods a person can use to maintain the status quo? To bring about change?
2. What limits an individual's ability to bring about social change?
3. What different steps are involved in the process of making change?
4. How did written (e.g. rules and laws) and unwritten (e.g. customs and traditions) codes contribute to inequality in mid-19th- century America?
5. What strategies did 19th- century Americans use to "make the world better"?
6. Which of the goals Lucy Stone, Sarah Remond, and their fellow reformers fought for remain to be accomplished?

Changing Customs and Perceptions: What's in a Name?

Change is one of the few constants in American history, and change has never happened more quickly than it does now, at the turn of the 20th century. Surrounded by so much change, students may not understand that change does not just happen. It is the result of individual and collective action. Many changes come about only because people decide that something has to change and then set out to change it.

Movements for change depend on the willingness of individuals to act. A person is moved to seek change out of a sense that something is unfair or unjust, or out of a belief that the world would be better off if things were done differently. To effect change, he/she finds others who share his/her convictions. Even when a change lies within an individual's control, even when a number of individuals join together, it is rarely easy to change the status quo. People wishing to bring about change must confront written laws and unwritten customs, both of which tend to maintain things the way they are.

Section I looks at a feature of family life that has been affected by changes in both custom and law. It deals with an issue that young people may not have thought much about but which was of great importance to Lucy Stone – a woman's right to keep her own name, and with it her identity, when she marries. The legal system in most American colonies drew heavily on English Common Law, which enshrined the doctrine of "coverture." Based in part on the Biblical notion that marriage makes a husband and wife into one person, coverture stripped a woman of most of her legal rights when she married. Among the first successes of the 19th-century woman's movement were the laws enacted by many state legislatures giving married women the right to own property. But the idea that a woman had no identity or rights apart from her husband did not fade, even when many of the legal supports for it were removed. The husband continued to have the responsibility to protect and provide for his wife; the law recognized him as the head of the family and the household. The practice of a wife assuming her husband's name remained a matter of both law and custom into the 1970s.

Although we live in a very different world from Lucy Stone – a married woman today has the same legal rights as her husband--it is still the exception for an American woman to keep her own surname after marriage, and rarer still for a man to change his name when he marries. Students are asked to think about why this is so and to explore the relationship between changes in written and unwritten codes.

CONCEPTS:

- Identity/individuality
- Difference between written laws and unwritten rules
- Sources of unwritten rules:
 - Marriage customs
 - Religious beliefs
 - Family/ethnic traditions
 - Peer group norms
 - Popular culture
- Coverture

MATERIALS:

A. Survey: *What's in a Name?*

B. Primary Source Documents:

Document 1: Legal Status of Married Women

Document 2: Lucy Stone's Choice, 1855

Document 3: Lucy Stone's Choice, Revisited, 1924

Document 4: Lucy Stone's Choice, Revisited on the World Wide Web

C. Optional Interview Sheet: *To Change or Not to Change*

SUGGESTED

ACTIVITIES:

1. Ask students to complete the "*What's in a Name?*" survey.
2. After completing the survey, have students discuss:
 - where names come from;
 - what names mean to individuals and to their families and friends;
 - the dominant trend in the U.S. today with respect to name change at marriage and possible reasons why it persists;
 - naming traditions among different ethnic and cultural groups.
3. Have students read Document 1: Legal Status of Married Women and discuss:
 - according to William Blackstone's *Commentaries on the Laws of England*, who has the power to make decisions in a marriage;
 - whether the husband or the wife has greater rights under a doctrine that says they are "one person";
 - reasons a woman might have for wanting to change this system.

4. Have students read Document 2: Lucy Stone's Choice and discuss:

- how Lucy's professor explained the quotation, "Women are more sunk in marriage than men";
- why Lucy felt so strongly about keeping her own name when she got married;
- whether, according to the lawyers she consulted, it was against the law for Lucy to keep her name;
- her husband's position on the issue;
- how her legal status changed when she married;
- how Lucy explained the unfairness of making women change their names;
- why William Lloyd Garrison and Frederick Douglass, both strong supporters of woman's rights, would have introduced Lucy Stone as Lucy Stone Blackwell.

5. Optional activity

Give students the *"To Change or Not to Change"* Interview Sheet. Ask each student to interview at least one married man and one married woman. Tally the results; have the class identify and discuss any patterns they find in the decisions people make about changing their names at marriage.

6. Have students read Document 3: Lucy Stone's Choice, Revisited, 1924, and discuss:

- the reasons the Comptroller General gave for ruling against Dr. Jarvis;
- the National Woman's Party position on the issue;
- the President of the National Women Lawyers' Association's opinion on the issue;
- what happened to a woman's passport when she got married;
- how Marjorie Jarvis's situation was like Lucy Stone's 75 years earlier; how it was different.

7. Have students read Document 4: Lucy Stone's Choice, Revisited on the World Wide Web and discuss, with reference to the survey results (and interview sheets, if you have them):

- the different factors that influence an individual's decision whether or not to change his/her name at marriage;
- the effect this decision has on others;
- how these factors have changed over time;
- why tradition changes more slowly than the law when it comes to name choice.

8. Three options for persuasive argument:

- A. Ask students to take a position, pro or con, on the question of whether Lucy Stone was right not to take her husband's name. Have them list all the possible arguments they could make in defense of their position and then debate the question with students who take the other side.

B. Divide the class into four groups, each with a mix of boys and girls. Assign each group one of the following positions:

- All women (but not men) should change their names when they get married.
- All men (but not women) should change their names when they get married.
- Neither men nor women should change their names when they get married.
- Men and women should take the same new name when they marry.

Have the groups debate each other or have an individual student from each group make an oral presentation. Discuss the merits of the arguments presented; for homework, have students defend their position by writing an editorial.

C. Ask students to write a short essay on the subject of whether or not they would ever change their name if/when they marry or for any other reason. In explaining how you will grade the essay, be sure students are aware that you expect them to identify and discuss the factors influencing their thinking, the reasons for their choice, and the obstacles they might have to overcome.

Experiencing, Observing, Naming Injustice

Social change often begins in response to a perceived injustice. An even more powerful motivator is the personal experience of injustice. Both Lucy Stone and Sarah Remond felt keenly that the limitations imposed on their education were unjust; the process of naming that injustice was an important part of what made them activists. Only a small minority of 19th-century Americans got more than an elementary education, and, as Lucy Stone discovered, girls had even fewer opportunities for higher education than boys. African-American families like the Remonds encountered additional obstacles. This section of *Making the World Better* gives students the opportunity to explore the effects of gender and race on women's choices in the early 19th century.

Sarah Remond and Lucy Stone had many things in common: both were born in Massachusetts, within a few years of each other; both had grandfathers who fought in the Revolution; both longed to pursue advanced education; both had older brothers who supported their active involvement in abolitionism.

There were also important differences. Sarah's parents wanted their daughters as well as their sons to get as much education as possible. The Remonds' success in business gave them the financial resources to educate their children, but the Salem school committee refused to allow black students to attend the city's high school. The family moved to Newport, Rhode Island, but there, too, the schools were racially segregated. Sarah finished her formal education in a private school maintained by and for Newport's black community. After seven years in Newport, the Remonds returned to Salem. With other black families, they organized a boycott of the school for black children and forced the school committee to end segregation in the city's public schools. But it was too late to help Sarah; by then she was 20 years old.

As a white child, Lucy could attend any school open to females. By the time she reached her 20s, there were several institutions offering higher education for women, but she had to overcome the obstacle imposed by her father's belief, which was customary for the time, that girls needed only a basic education in reading, writing and arithmetic. Lucy Stone was 19 when in 1837 Oberlin College in Ohio became the first American college to open its doors to women. She was determined to go as soon as she could learn enough to pass the admission examination and earn enough money to put herself through college. It took her seven years. In 1843, at age 25, she finally entered Oberlin.

She studied the same subjects as the men students: Greek, Latin, Hebrew, astronomy, chemistry, trigonometry, geology, biology, logic, rhetoric, and the Bible. However, even at Oberlin, women were not allowed to participate in classroom discussions and debates or to study rhetoric. Lucy was bitterly disappointed to find herself "in a place where women are so rigidly taught that they must not speak in public." She and her friends organized a young women's debating society, which met regularly throughout her college years. When she graduated from Oberlin in 1847, she was only the second Massachusetts woman to earn a college degree. Although invited to write a speech for commencement, she refused the honor, since as a woman she would not be allowed to deliver it herself before a "promiscuous" audience of men and women.

CONCEPTS:

- Equal educational opportunity
- Factors affecting educational opportunity:
 - race
 - gender
 - class
 - parental attitudes
 - laws
 - traditions
- Racial segregation
- Steps in the process of making change
 - Observing injustice
 - Experiencing injustice
 - Naming injustice
 - Defining what needs to change
 - Taking a stand

MATERIALS:

Primary Source Documents:

- Document 5: Sarah Remond's Desire for an Education
- Document 6: Sarah Remond's Struggle for an Education
- Document 7: Lucy Stone's Desire to Attend College
- Document 8: Lucy Stone's Struggle at College

SUGGESTED

ACTIVITIES:

1. Ask students to read Document 5: Sarah Remond's Desire for an Education and discuss:

- why Sarah's mother taught her children to do everything well;
- what she taught them about being black;
- why Sarah thought white people hated black people;
- how she felt when she was refused admission to private school;
- what Sarah did with her free time. Why?

2. Ask students to read Document 6: Sarah Remond's Struggle for an Education and discuss:

- why Sarah and her sister were sent home from the high school;
- the Salem school committee's plan for the education of black students;
- how Sarah felt about it;
- why she objected to the idea of "a school exclusively for colored children";
- what the teacher did. Why?
- what her parents did. Why?
- what happened when the family moved to Newport.

3. **Have students research other Americans who were deprived of educational opportunities because of their race and compare/contrast their experiences to Sarah Remond's. For example, in *The Narrative of the Life of Frederick Douglass*, Douglass describes how he learned to read in spite of prohibitions against teaching a slave to read.**
4. **Divide the students into two groups:**
 - A. Have one group take the role of John Remond: "Your daughters passed the entrance exam to the girls' high school in Salem, but they have been sent home because the school committee has decided that black students may not attend the city's public high schools." Prepare a speech or petition to persuade the school committee to admit your daughters and other black children to the public high school.
 - B. Have the other group take the role of Sarah Remond: "Your parents want to move the family to Newport, Rhode Island, because you have to attend a segregated school in Salem. You have heard that the public schools are segregated in Newport, too, and that you and your sister will have to go to private school for black children. You are almost 12 years old and you badly want an education, but you don't want to move away from Salem." Write a letter to persuade your parents the family should not leave Salem.
 - C. Have each group make a list of the arguments and strategies they used. Have students identify which arguments and strategies seem most likely to work and explain the reasons for their choice. Ask them to synthesize their observations into a more general statement about the most effective ways to change individual attitudes.
5. **Ask students to read Document 7: Lucy Stone's Desire to Attend College and discuss:**
 - why Lucy Stone wanted to go to college;
 - what her father thought about the idea;
 - how she responded to her father's decision not to help her;
 - why she was paid less than the male teacher she replaced.
6. **Divide the students into two groups:**
 - A. Have one group take the role of one of Lucy Stone's brothers: "Your father has helped pay for you and your brother to go to college and study for the ministry. Your sister Lucy wants to go to college, too, but your father thinks it is a waste of money." Write a letter or a skit designed to persuade him that it is not.
 - B. Have the other group assume the role of Lucy Stone: "You have heard that, for the first time, an American college – Oberlin in Ohio – has opened its doors to women. Your father does not want you to go and says he will not help you pay for it." Write a letter or a skit designed to persuade him that it is a good idea.

C. Have each group make a list of the arguments and strategies they used. Have students identify which arguments and strategies seem most likely to work and explain why. Ask them to synthesize their observations into a more general statement about the most effective ways to change individual attitudes.

7. **Ask students to read Document 8: Lucy Stone's Struggle at College and discuss:**

- Lucy Stone's reasons for refusing to write a commencement essay;
- what the women students did to try and get the faculty to change its policy;
- why the faculty rejected their petition;
- the college president's position on the issue.

8. **Three options for persuasive argument:**

- A. Have students work individually or in groups to write a petition to the college faculty asserting the right of a woman to read her own commencement address.
- B. Have students take the role of Lucy's mother or father and respond to her letter (Document 8), telling her whether or not you approve of her decision and giving your reasons.
- C. Divide the class into two groups and have them debate Lucy's decision not to write a commencement speech if she is not allowed to read it herself.

Making Plans, Getting Others Involved, Taking Action, Facing the Consequences

Like other 19th-century reformers, Lucy Stone and Sarah Parker Remond recognized that to overcome the obstacles to equality and “make the world better,” they would have to persuade others to join the struggle. In an era before television and radio, when even newspapers and magazines were available only to the elite, the reformer’s most powerful tool was public speaking. Americans living at the turn of the 20th century may find it difficult to understand how much courage it took simply to speak out. As advocates of the rights of black people and of women, and as women themselves, Stone and Remond could become public speakers only because they were willing to endure scorn, face danger, and overcome both family and public opposition.

Lucy Stone taught school to earn the money she needed to attend college, and she planned to return to teaching after college—“to save enough to pay my debts, and during the time lecture my scholars and thus learn how to lecture publicly.” By the time she graduated, she had decided that she would embark immediately on a career as a public lecturer, a very controversial choice for a 19th-century woman. Because she had been denied the chance to study rhetoric in college, she worried that she needed more practice before she could “do justice to herself, or to the cause either, as a public speaker.” Nevertheless, in the summer of 1847, she became a paid lecturer for the Massachusetts Anti-Slavery Society.

She had no choice but to learn on the job. In a typical week, she made six speeches in five different towns; audiences moved by her plain prose and inspiring oratory filled churches, town halls, and schoolhouses. Increasingly, her speeches mixed woman’s rights with abolition. When the man who headed the Anti-Slavery Society objected, Stone replied, “I was a woman before I was an abolitionist. I must speak for the women.” She had become too valuable for the Society to lose, so they agreed that she would be paid to speak against slavery on the weekends, when larger crowds gathered, and would be free to lecture for woman’s rights without pay during the week.

However quick northerners may have been to condemn southern slaveholders, in the 1830s and 1840s, abolitionists were often harassed; sometimes they were beaten, occasionally even tarred and feathered, and, in a few cases, murdered. Woman’s rights was a less dangerous but no more popular cause, and the small number of women who defied convention to speak in public were ridiculed and ostracized. Still, Lucy Stone persisted and before long, she was making a good living lecturing throughout New England and the Midwest. By 1855, her fame had spread as far as Ottawa, where she was invited to address the Canadian Parliament.

We can not know for sure, but it seems likely that Sarah Parker Remond had attended a meeting at which Lucy Stone spoke. All of the members of her large family — her father and mother, her brothers and sisters — were actively involved in the anti-slavery cause. Her father John was one of the 400 blacks who subscribed to the *Liberator*, when William Lloyd Garrison began publishing the paper in 1831; two years later, John Remond became a life member of the New England Anti-Slavery Society. Sarah’s mother Nancy and her five sisters were active members of the Salem Female Anti-Slavery Society, organized by a group of black women in

1832. The most famous Remond was her brother Charles. The first African-American man to be hired as an agent of the American Anti-Slavery Society, Charles Lenox Remond was a leading figure in the abolitionist movement. In the 1840s and 1850s, he traveled throughout the U.S. and Great Britain lecturing against slavery and for the equality of the races.

In 1853, when she was almost 30 years old, Sarah Remond took the first step on the road to activism. Together with her sister and black abolitionist William C. Nell, she staged an early act of civil disobedience, refusing to sit in the segregated area of a popular Boston theater. Her defiance and her successful lawsuit against the manager and the policeman who removed her were widely reported in the press, but Jim Crow segregation persisted. Later that year, Sarah and two other African-Americans failed in their attempt to de-segregate the Franklin Exhibition in Philadelphia, and in 1856, another black Bostonian was refused admission to the Howard Athenaeum. By that time, Sarah had become an anti-slavery lecturer.

In the mid 1850s, after many years of attending anti-slavery meetings and reading other abolitionists' speeches, Sarah felt confident enough to join her brother Charles on the anti-slavery lecture circuit. Her first trip was to upstate New York. Traveling in the North, she was compelled to sit in segregated railroad cars and stay at segregated hotels. Addressing an anti-slavery convention in Rochester, she protested "the inadequacy of our Constitution to afford protection to coloured citizens – free or slave." She proved to be a skillful speaker and effective fundraiser; in 1858 she bravely decided to take the anti-slavery message to Great Britain. She later wrote that she "had an intense desire to visit England, that I might for a time enjoy freedom, and I hoped to serve the anti-slavery cause at the same time." She was not disappointed. As she traveled throughout the British Isles, she drew capacity crowds to her lectures and helped to re-ignite British anti-slavery sentiment. And, for the first time in her life, she felt that she was treated "as a sister by white women."



Postscript: In 1855, Lucy Stone married reformer Henry Blackwell. She did not take his name and she did not give up her public speaking career. Except for a few years when her only child, Alice Stone Blackwell, was small, she remained a leader in the anti-slavery and woman's rights movements into her 70s. When the woman's rights movement split into two factions at the close of the Civil War, Lucy Stone founded the American Woman Suffrage Association and led it for the next 30 years. From her home in Boston, she edited the *Woman's Journal*, the voice of the woman suffrage movement. Victories were few and far between. A small one came in 1879 when Stone and other suffragists persuaded the Massachusetts legislature to enact a bill allowing women to vote in school board elections. When local officials insisted she could vote only if she used the name Lucy Stone Blackwell, she refused. "I will say that my name is Lucy Stone and nothing more." She died in 1893, almost 30 years before the 19th Amendment at last fully enfranchised American women.

Unlike Lucy Stone, Sarah Parker Remond did not devote her whole life to reform. During her years in England, she finally had the opportunity to get the education she had been denied in her youth. She combined studying at Bedford Ladies College with her anti-slavery activities. After the Civil War, she helped raise money for ex-slaves but decided not to return to the United States. In 1866, she moved to Italy, where she completed her medical studies and became one of the country's few female physicians. In her 50s, she married an Italian and moved to Rome. She died there in 1894.

CONCEPTS:

- Public speaking
- Jim Crow segregation
- Civil disobedience
- Public accommodations
- Steps in the process of making change
 - Taking a stand, speaking out
 - Organizing others to work with you
 - Taking risks
 - Facing the consequences
 - Overcoming opposition

MATERIALS:

Primary Sources:

Document 9: Lucy Stone Overcomes Family Opposition

Document 10: Lucy Stone Encounters an Angry Mob

Document 11: Sarah Remond Challenges Segregation

Document 12: Sarah Remond Becomes an Anti-Slavery Lecturer

SUGGESTED

ACTIVITIES:

1. **Have students read Document 9: Lucy Stone Overcomes Family Opposition and discuss:**
 - how the members of Lucy Stone’s family responded to her becoming a public lecturer;
 - which member of the family seemed to have the most influence over Lucy;
 - her reasons for wanting to become a public lecturer;
 - what she thought the consequences would be;
 - the arguments she used to persuade her mother to support her decision.
2. **Divide students into two teams to debate the question: “Should Lucy Stone become a public lecturer?” Have them identify all the reasons for and against given in Document 9 and then add any other reasons they can think of.**
3. **Have students read Document 10: Lucy Stone Encounters an Angry Mob and discuss:**
 - why abolitionists were so unpopular;
 - how Lucy Stone persuaded the boys not to tear down her posters;
 - how she convinced the ringleader of the Cape Cod mob to protect her;
 - what these stories tell you about what it takes to advocate an unpopular cause.

4. **Have students use the information in Document 10 to prepare a written or oral news report of the Cape Cod anti-slavery meeting.**
5. **Have students read Document 11: Sarah Remond Challenges Segregation and discuss:**
 - why Sarah and her friends did not purchase their tickets in person;
 - why Sarah and her friends refused to leave the “Family Circle”;
 - what Sarah hoped to accomplish by bringing a lawsuit; did she succeed?
 - why the Massachusetts legislature had to enact a law against segregated seating.
6. **After they have read Document 11, ask students to compare and contrast Sarah Remond’s act of civil disobedience in 1853 with the strategies used by participants in the civil rights movement a century later.**
7. **Have students read Document 12: Sarah Remond Becomes an Anti-Slavery Lecturer and discuss:**
 - who influenced Sarah Remond to become an abolitionist;
 - why Abby Kelley Foster’s encouragement was so important to her;
 - why she waited so long before becoming an anti-slavery lecturer;
 - why she wanted to go to England.
8. **Three options for persuasive argument:**
 - A. Imagine you are Abby Kelley Foster. Give Sarah Remond a “pep talk” encouraging her to speak out against slavery. Think of all the reasons you might use to persuade her.
 - B. Imagine you are Sarah’s brother Charles, a leading abolitionist. Try to persuade your sister she should return to the U.S. to help fight for racial equality. Think of all the reasons you might use to persuade her.
 - C. Imagine you are Sarah. Write a letter home explaining your decision not to return to the United States.

What's Left Undone?

What can students do to make the world better today?

The United States is one of the most democratic nations in the world – surely more democratic than it was when Lucy Stone and Sarah Parker Remond fought for equality. Still, there is much left to do to realize fully the ideals embodied in the Declaration of Independence and other founding documents. National and state curriculum frameworks include a strong focus on understanding the principles of a democratic system, the value of different points of view, and the role of persuasive oral and written argument in sustaining such a system, all with a view to preparing students to assume the responsibilities of citizenship. This section asks students to identify actions which they, as citizens of a democracy, can take to make the world they live in better.

CONCEPTS:

- Ideals in the Declaration of Independence
- Provisions of Title IX
- Process for amending the U.S. Constitution
- Citizenship
- Effective strategies for bringing about change

SUGGESTED ACTIVITIES:

1. Interviewing older adults about social change

Have students interview two or more older adults – relatives, friends, teachers -- about changes that have taken place in their lifetimes in the way men and women and people of different races are treated. Students should make a list of questions that deal with changes in attitudes, behavior, traditions, and laws and ask the people they interview to identify, if they can, the factors they believe brought about the changes they have seen.

Ask students to summarize the interviews in a short essay or to make a chart of changes and of the factors that helped bring them about.

In class, extend the Parker-Remond timeline printed on the inside cover of the folder to bring the story of the struggle for equal rights into the present. Have students add events they:

- heard mentioned in the interviews; (For example, “There were no teams for girls when my mom was growing up, and my sister just won an athletic scholarship to college.”)
- know about (US women’s soccer team winning the World Cup);
- have studied (for example, the Civil Rights Act);
- can find mentioned in textbooks (for example, Brown v. Board of Education or the Montgomery bus boycott).

You may wish to give the students a list to work from and ask them to research the events further using the library, Internet, or other sources.

2. Equality today: How are we doing?

Lucy Stone and Sarah Parker Remond dedicated much of their lives to the fight for equal opportunity for women and people of color in the U.S. Although most of their goals have been achieved in the 20th century, there are still many areas in which inequities persist.

- A. Ask students to assess the extent to which they think equal opportunity has been achieved in the following areas of American life: (You and your students might want to add categories or subcategories to the list.)

	Satisfactory	Needs Improvement
Keeping your name at marriage		
Speaking in public		
Public accommodations		
Voting		
Holding public office		
Local		
State		
National		
Sports		
Youth		
Collegiate		
Professional		
Education		
Equal pay for equal work		
Access to careers in		
Business		
Teaching		
Trades (plumbing, electrical, etc.)		
Computers		
Engineering		
Police work		
Government		
Armed forces		
Entertainment industry		
Other?		

- B. Ask students to imagine that Lucy Stone and Sarah Parker Remond were considering the question, “Do women and men and people of color in the U.S. today have equal opportunities in the areas of education, work, politics, and family life?” Where would Lucy Stone and Sarah Parker Remond see substantial progress? What areas would they see as needing improvement?
- C. Compile and discuss the results. Where is there agreement, and where is there disagreement, about what needs improvement? Divide students into teams and assign each team to research one of the items on the list. What evidence can they find of progress or lack of progress?
- D. Have the teams share the results of their research. Ask students to identify steps they could take to end inequities that still exist.

3. A Case Study of Equal Opportunity: Title IX Legislation

Title IX of the Education Amendments of 1972 is the major federal law forbidding discrimination on the basis of sex in any academic, extracurricular, research, training, or other educational program (pre-school to post-graduate level) by an organization receiving federal aid. It says:

“No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any educational program or activity receiving federal financial assistance.”

- A. Invite your school’s athletic director or present or former coaches and athletes to come to class to discuss:
 - how sports programs for women and men have changed since Title IX legislation was implemented;
 - what Title IX requires schools to do to ensure that sports programs for men and women are equal;
 - controversies that have resulted from the Title IX requirement that male and female sports programs have parity;
 - their perceptions of the impact Title IX has had on both men and women.
- B. Ask students to discuss any changes they have experienced or perceived in sports programming for boys and girls.
- C. Have students debate the proposition: “Males and females now have equal opportunities when it comes to sports.”

4. Students Making the World Better Today

- A. Ask students to use newspaper, magazines, the Internet, or other sources to locate examples of young people influencing or improving their schools or communities, contributing to national and international causes, or taking a stand on local, national or international issues.
- B. Review with the students the various kinds of change strategies (letters, petitions, lawsuits, peaceful demonstrations, and illegal actions) used to change public opinion.
- C. Have students conduct research on issues facing decision-makers in their community. In researching an issue, students should identify alternative positions people are taking and strategies individuals and groups are using to influence a decision on the issue.
- D. Ask each student to write a brief essay explaining:
 - some aspect of their school, community, state, country or world he/she would like to change;
 - what he/she would propose instead of the status quo;
 - why the world would be better if the change he/she advocates were made.
- E. After reading the essays, put students who have identified similar issues into groups to research the issue in more depth. Ask them to analyze the obstacles to change – traditions, rules, laws, or other factors – and to plan actions they might take to overcome those obstacles and effect change. As part of the planning process, ask individuals and/or groups to prepare a persuasive presentation advocating the change they want to make. They might use a speech, a 60-second commercial, a magazine advertisement, a newspaper editorial, or any format you/they choose. After the presentations, invite the other members of the class to make constructive suggestions to improve the arguments and strategies used.
- F. After reviewing each group or individual student's plan of action (and if appropriate, after reviewing the plans with school administrators), work with students to identify a first action to take – holding a meeting, circulating a petition, writing a letter, visiting an elected official, organizing a service activity, etc. After students have taken an action, ask them to reflect on what they have learned about the process of initiating change.