

Womens's Clubs: "A Woman's Touch"

Suffrage Centennial Workshop Curriculum Coversheet

Teacher: Jennifer King
Grade Level: 11

School: Three Springs High School
Classes: American Lit/U.S. History

Learning Objective(s):

- Students will appreciate the dearth of social service afforded peoples in need
- Students will appreciate reform causes and apply it to their local histories
- Students will gain an understanding of the vulnerability of the poor and vulnerable in the west
- Students will understand how factors such as gender and sisterhood made huge grassroots strides in social programs

Humanities Content: American History. Women's Studies. Language Arts.

Activities: Have students read some pages on Google books about early Spokane history and the fire of 1889. . then have them read the pages in Dr. Nancy Engle's dissertation (cited below) about the homeless, the orphans and the poor, and the need for education and social programs. Read also HistoryLink articles of Spokane history. In individual writer's journals, answer the at least one of the below bulleted guiding questions:

- What was Spokane Falls like in the 1880s through 1900? What industries brought in workers? Who were these workers? How did they live? Where did they spend their money? What was the age group of these people? What do you suppose they wanted to do on their days off?
- Imagine being very sick, or destitute, or orphaned, or unable to speak English. Where would you turn for help?
- You are a poor working girl who desperately needs her job. Your boss has 'taken a fancy' to you. What recourse do you have? What kinds of jobs are available to you?

After students have written in their journals, as a whole class, make a large graphic organizer on board. Have students web "Spokane 1890" in the middle. From there, branch out in categories of jobs, dwellings, leisure activities, schools, orphanages, law enforcement, hospitals, police, etc.

Quite possibly, students will realize they have very little actual information about the above. Hand out the WTCU's list of programs/issue they support. Next, in pairs, research one issue (e.g. age of consent, suffrage, establishing schools . . .) and have them write in reader's journal format (two columns on a page) the problem and the solution. They must have at least five specific facts that support each. Many resources below will get them there.) Next, have students turn their notes into an essay these must address the question, "What (group of) people addressed the needs of society? How did they organize to effect change? Name three Spokane groups who contributed to the welfare of women and

children. (Hopefully they will mention groups such as The Sisters of Providence, The Sisters of Assisi, and the Women's Clubs. . . have them look again to the work of Dr. Engle, as well as to the Spokane Police Archives link located on the Tincan Suffrage links.)

Student Outcomes (and how did you measure them): Students will write an essay that focuses on a/the local problem(s) of the vulnerable people at the turn of the 19th century, and how groups of committed women worked toward reform and establishment of institutions. Must be a problem/solution essay, supported by facts.

Additional Information:

<http://www.washingtonwomenshistory.org/themes/clubs/historyofClubsBlairAudio.aspx> (dr. karen blair's history of Washington women's clubs)

http://www.childtrafficking.com/Docs/powell_1886_the_moral_elev.htm (the moral elevation of girls essay 1886.)

<http://books.google.com/books?id=M4EUAAAAYAAJ&printsec=frontcover> (Spokane history) p.292 cleaning the cribs and saloons

Engle, Nancy D.

Dissertation: "Benefiting a City: Women, Respectability, and Reform in Spokane, Washington, 1886-1910" (2004) (women's clubs) (this can be found on line or in Spokane library)

<http://xroads.virginia.edu/~MA02/rodriguez/GildedAge/Gilded%20Age%20Marriage.html> (how to be a good wife & mother)

<http://womhist.alexanderstreet.com/teacher/aoc.htm> (age of consent)

<http://pds.lib.harvard.edu/pds/view/2582386?n=100&s=4> (training the young girl)

http://cct2.edc.org/PMA/modern_women/index.html (interactive resource analyzing primary documents of the changing role of women 1900-1920)

<http://chnm.gmu.edu/exploring/19thcentury/womenandequality/assignment.php>

<http://xroads.virginia.edu/~MA02/rodriguez/GildedAge/Gilded%20Age%20Advice.html> (advice to women for homemaking 19th century)

http://www.americanwriters.org/classroom/resources/tr_sinclair.asp (upton sinclair)

<http://dohistory.org/> (a midwife's tale)

<http://ocp.hul.harvard.edu/ww/teachers/theme1.html> (women cleaning society)

<http://www.wctu.com/earlyhistory.html> (all the causes of wctu)

http://books.google.com/books?id=kt6w5t1YStcC&pg=PA164&lpg=PA164&dq=frances+willard+%22women's+clubs%22&source=bl&ots=4Rp3QyW0Ms&sig=s-UjhOo-T4fKdN1Ew4PWkU4FYl8&hl=en&ei=9atrSqWWEIwQsgPF1bCWbQ&sa=X&oi=book_result&ct=result&resnum=3 (Frances willard's books—speeches about men/alcohol et. al)

<http://www.wctu.org/earlyhistory.html> (wctu early crusades & issues))