

8th U.S. History Reformers Project

February-March 2018

"Cautious, careful people always casting about to preserve their reputation or social standards never can bring about reform. Those who are really in earnest are willing to be anything or nothing in the world's estimation, and publicly and privately, in season and out, avow their sympathies with despised ideas and their advocates, and bear the consequences."

—Susan B. Anthony

"Never doubt that a small group of thoughtful committed citizens can change the world. Indeed, it is the only thing that ever has."

—Margaret Mead



Rationale

U.S. history spills over with people who have changed society, from the Revolution to the Constitution to civil rights to women's rights to today. Many times this year we have asked the question in one form or another: *What leads someone to step up and take action?* In this project, you will closely investigate one reformer from U.S. history and then apply that reformer's ideas to a modern issue with your classmates.

Goals

- To put yourself into the mind of someone who caused change.
- To imagine which tactics are most useful to stir up society.
- To become even more expert at creating a Works Cited list and using parenthetical citations.
- To work with your classmates to imagine how your reformers would tackle trenchant issues today, by making a campaign for an issue they would care about.

PARTS OF THE PROJECT

1) **Find 2+ secondary sources** on your reformer. These sources should have information on **TACTICS, STRATEGIES or PERSONALITY TRAITS** your reformers used to make change.

- **Start by looking for a BOOK** that includes your reformer, through the library catalog on the onCampus Library Resources page. If you don't find anything on your reformer in the catalog, please check with me. You may need to use solely online sources instead.
 - If you find a useful book:
 - Look through the table of contents and/or index to find a few relevant pages about your reformer.
 - Copy those pages, along with the title and copyright pages.
 - Leave the book with me so others can use it.
- At least one secondary source should be a good **overview** of your person from a book or from one of Prep's databases, such as Gale's World History in Context, Oxford African American Studies Center, Pop Culture Database, ProQuest Research Library, or ProQuest Historical Newspapers. *You may use Encyclopedia Britannica as an extra source (a third secondary source), or as a place to get general background, but not as one of your first two sources.*
- Your online source(s) can be from a database or from the free Web, but they should not be simply from a general site, such as About.com or Wikipedia. If you use a site from the free Web, it should be a **very thorough site** on your person, such as the site of a historical society based in the building your person created, or something equally official. Otherwise just use a database for your second source.
- **Hint:** ProQuest Research Library or ProQuest Historical Newspapers are excellent sources for interviews, obituaries (death notices), and sometimes book reviews about your person. Such articles usually include a good amount of biography.
- If you can find two different **types** of secondary sources (such as web site, newspaper article, magazine article, journal article, etc.), all the better for your project.
- **Print out and annotate** at least two pages from each article (or copy the book). *These do not need to be the first two pages.* You should have 6+ annotations for each article. The annotations should focus on the reformer's strategies, tactics, and/or personality traits.

2) **1+ primary source(s)** on your reformer.

- This primary source should relate to the person's tactics, strategies, and/or personality.
- You can use a book, or you can type your reformer's name and "primary source" into a search engine and see what you find. If this doesn't work, try seeing if the reformer wrote a book and type the name of the book, the reformer's name, and "excerpt" into a search engine. Or, if this doesn't apply, try typing the reformer's name and the word "letter" or "speech" into a search engine.

If you can't find something the person wrote, try looking for an article *about* your person that includes substantial quotations by him or her, OR an article on ProQuest Historical Newspapers, from the person's time, that describes or interviews that person.

- ***Print out and annotate*** at least the first page or two of each primary source. The annotations should focus on the reformer's strategies, tactics, and/or personality traits. You should have 6+ annotations per source.

3) **Make a Works Cited list** on NoodleTools, annotated.

- Check carefully whether something is from a newspaper, magazine, journal or another source. Journals have volume and issue numbers that look like this: 31.7.
- For any source, make sure to put in the page number *only if given in the citation information* (not just printed on your printouts).
- In the Works Cited list, **annotate at least two complete sentences per source** about why you chose the source. See model for examples.
- Included in the Works Cited should be a) 2+ secondary sources; b) 1+ primary sources.

4) **Write a thorough paragraph outline** that includes facts/quotes and commentary.

- Outline should include:
 - Topic sentence (you may want to write this AFTER you've decided on the quotes and facts you'll use)
 - 6+ facts/quotations, including at least one from each source (2+ secondary, 1+ primary). These can be paraphrased or quoted. **INDICATE THE SOURCE.**
 - These facts/quotations should be taken from your annotations and should focus on **tactics, strategies or personality traits** that accomplished change, which can also lead to comments about impact or influence.
 - 1+ commentary sentence for EACH fact/quotation that explains what it shows about how the reformer made an impact.

5) **Write an analytical body paragraph** about your reformer's tactics, strategies, and/or personality traits: at least 300+ words, double-spaced, with parenthetical citations.

- The paragraph should include facts/quotations **from all three of your sources.**
- The paragraph should include parenthetical citations FOR ALL QUOTATIONS & FACTS, even if the facts are paraphrased. Format is: (Author'sLastName Page#) or ("Keyword From Title if there is no author" Page#). Leave out page numbers if they don't exist.
- The paragraph should have a **TOPIC SENTENCE THAT IS ALL COMMENTARY** that explains the tactics, strategy, and/or personality traits by which your reformer made a difference. You can also include the reformer's impact. See model for an example of a solid body paragraph.
- Suggested paragraph format could be an approximately 2:1 ratio of CD:CM. See the model, which averages about 1.5:1 CD:CM ratio, for an example. If you want a structure, you can try TS-CD-CD-CM-CD-CD-CM-CD-CD-CM-CS, feeling free to weave CD and CM throughout.

6) **Design a campaign** as a group for a current issue/project/cause that your group's reformers would realistically believe in and contribute to. (I'll ask for your written input when forming groups.)

- Read and annotate at least one article per person about your modern-day cause (putting everything into one Google Doc is fine).
- Create a Works Cited list.
- Write up a one-page campaign statement that includes:
 - A brief description of each of your reformers' causes and strategies/tactics. You could write a few sentences or organize info in an interesting way, such as:
 - *Reformer 1 (birth-death): Stood up for.... Worked toward.... Lived to....*
 - A description of the project/idea you are campaigning for (be very specific).
 - An explanation of why this is a project all of your reformers could get behind, and, and how their tactics/strategies would enhance their campaign.
 - Some sort of compelling graphical layout, decorations, fonts, etc. I will make copies of your final campaign statement for everyone in the class to read.
- Design some sort of campaign visuals, and consult with me to make sure your visual(s) are sophisticated/complex enough. See lists at the end of this packet for ideas.
- Present your campaigns to your classmates, who will give feedback on what they like about them!

Works Cited Model

Douglas, Carol Anne. "The radical past of liberal feminism: Betty Friedan and the making of the feminine mystique: The American left, the cold war, and modern feminism." *Off Our Backs*, vol. 31, no. 7, 2001, pp. 12-13. *Proquest Research Library*. Accessed 5 Feb. 2018. This is a book review of *Betty Friedan and the Making of the Feminine Mystique: The American Left, the Cold War and Modern Feminism* by David Horowitz. It gives background on Friedan's life and, most important, emphasizes that she pitched her book to middle-class white women rather than "working-class women or women of color."

Friedan, Betty. "Excerpt from 'The Feminine Mystique.'" *New York Times*, 5 Feb. 2006. Accessed 5 Feb. 2018. This is my primary source. It gives several of the meatiest paragraphs from Friedan's most famous work.

Woo, Elaine. "BETTY FRIEDAN / 1921-2006; Catalyst of Feminist Revolution." *Los Angeles Times*, Home ed., 5 Feb. 2006, p. A1. *Proquest Research Library*. Accessed 5 Feb. 2018. This is a well-told and fully researched obituary. It has many strong quotes from Friedan herself and puts her work in context. Really useful.

Model Analytical Body Paragraph
On Tactics, Strategy, and/or Personality Traits

Betty Friedan's Desire to Seem Like One of the Crowd

Writer and women's rights advocate Betty Friedan painted herself as more moderate and mainstream than she actually might have been [this is the personality trait/strategy/tactic] in order to win followers and create feminists of American housewives [this is the IMPACT of the personality trait/strategy]. In Friedan's famous 1963 book *The Feminine Mystique*, she gently nudged her way into women's lives with her observation that "[e]ach suburban wife struggled...alone" with a sense that there was something more to existence than peanut butter sandwiches and Scout troops. By noting that women "kept their new washing machines and dryers running all day" and "changed the sheets on the beds twice a week instead of once" (Friedan), Friedan made herself seem not like the Smith-educated woman she was (Woo) but instead just like everyone else. Friedan's focus on the mundane details of life made it easy for women who were financially comfortable to identify with her book. Although the mission of the National Organization for Women included "working class and African American women" when Friedan helped create the group in 1966, and she supported working women who belonged to labor unions in the 1940s and 1950s, she directed *The Feminine Mystique* only toward middle-class white women (Douglas). Just as the Founding Fathers did not want to address slavery and women's rights in the Constitution, and just as the Fifteenth Amendment in 1870 did not include the vote for women, Friedan likely narrowed her audience so that she could have more influence and so that people would hear her message more clearly.

LIST OF POSSIBLE REFORMERS

Reformers descriptions adapted or taken from Wikipedia.



- *Please pick someone you have not studied much before.*
- *If you have an idea for someone off this list, that's great! Talk to Ms. Cooper about it.*

Jane Addams (1860-1935). Social worker, founded Hull House in Chicago, won Nobel Peace Prize in 1931. Fought for poor and immigrant rights.

Saul Alinsky (1909-1972). Considered to be the founder of modern community organizing, starting with neighborhoods in Chicago in the 1950s.

Roger Baldwin (1884-1981). Founder of the American Civil Liberties Union (ACLU), which works to preserve Constitutional freedoms, often through court trials.

Louis Brandeis (1856-1941). Supreme Court justice who gave impassioned defenses for freedom of speech and the right to privacy. First Jewish justice.

David Brower (1912-2000). Mountaineer and founder of the Sierra Club and other environmental organizations.

John Brown (1800-1859). Wild abolitionist who attacked on the federal armory at Harper's Ferry, Virginia, in 1859 and also fought against pro-slavery forces in "Bleeding Kansas."

Stokely Carmichael (1941-1998). A civil rights activist who led the Student Nonviolent Coordinating Committee and the Black Panthers in the 1960s. (Other Black Panther Party notables included Bobby Seale, Eldridge Cleaver and Huey Newton.)

Rachel Carson (1907-1964). Marine biologist, conservationist, and author of *Silent Spring*, a book many believed sparked the environmental movement in the U.S.

Carrie Chapman Catt (1859-1947). Woman suffrage leader who campaigned for the 19th Amendment, which gave women the right to vote. Also founded the League of Women Voters.

Cesar Chavez (1927-1993). Helped make the struggle of farm workers a national cause through his persistent but nonviolent efforts. Co-founded the United Farm Workers union.

Dorothy Day (1897-1980). Founded the Catholic Worker Movement, an organization that aided poor and homeless people while advocating for them politically with nonviolent direct action.

Eugene Debs (1855-1926). One of the best-known Socialist leaders ever in the United States. Helped found Industrial Workers of the World and ran for president several times.

Dorothea Dix (1802-1887). Lobbied for the mentally ill and created the first mental asylums in the U.S. Also served as Superintendent of Army Nurses during the Civil War.

Frederick Douglass (1818-1895). An African-American leader of the abolitionist movement, known for his compelling speeches and a powerful memoir about his time in slavery.

W.E.B. DuBois (1868-1963): An activist in every way, he was the first African-American to earn a doctorate from Harvard. Founded the NAACP and wrote *The Souls of Black Folk*.

Marian Wright Edelman (1939-). An activist for children's rights, she is the president and founder of the Children's Defense Fund.

Barbara Ehrenreich (1941-). A political activist and author. She is perhaps most famous for *Nickel and Dimed: On (Not) Getting by in America*, in which she lived on the minimum wage for three months.

Medgar Evers (1925-1963). A civil rights activist who fought in World War II and was involved in overturning segregation at the University of Mississippi.

William Lloyd Garrison (1805-1879). An abolitionist and journalist who published *The Liberator*, which he published in Massachusetts from 1831 until slavery was abolished after the Civil War.

"Greensboro Four." These four college students started a nonviolent sit-in at a Woolworth department store in Greensboro, North Carolina, in 1960.

Angelina and Sarah Grimke (1792-1873 and 1805-1879). Quakers, educators and writers who argued for women's rights and abolition of slavery.

Dolores Huerta (1930-). A labor leader and civil rights activist who co-founded the United Farm Workers union along with Cesar Chavez.

Gordon Hirabayashi (1918-2012). A Japanese-American, he refused to accept being put in an internment camp during WWII and petitioned the Supreme Court in *Hirabayashi v. United States* (1943).

Jane Jacobs (1916-2006). A journalist and activist who fought to preserve the character of New York neighborhoods (especially Greenwich Village) against excessive development and highway building.

Helen Keller (1880-1968). The first deaf and blind person in the United States to earn a college degree, she campaigned for many liberal causes including women's suffrage, labor rights, and socialism.

Florence Kelley (1859-1932). She fought to change working conditions in sweatshops by arguing for the minimum wage, eight-hour workdays, and children's rights. Also helped found the NAACP.

Fred Korematsu (1919-2005). A Japanese-American, he refused to accept being put in an internment camp during WWII and petitioned the Supreme Court in *Korematsu v. United States* (1944).

Malcolm X (1925-1965). A human rights activist who fought strongly for the right of African-Americans. His tactics were controversial.

Horace Mann (1796-1859). An educational reformer who started a public school system in Massachusetts that eventually spread to the rest of the country.

Thurgood Marshall (1908-1993). A lawyer who argued the *Brown v. Board of Education* case before the Supreme Court, he became the Court's first African-American justice in 1967.

James Meredith (1933-). The first African-American student admitted to the University of Mississippi, where he applied to try to convince the Kennedy administration of the importance of civil rights.

Michael Moore (1954-). A social activist and filmmaker whose very liberal films have included *Fahrenheit 9/11* and *Bowling for Columbine*.

Harvey Milk (1930-1978). The first openly gay person to be elected to public office in California, he served for 11 months before being assassinated by a former supervisor who wanted his job back.

Lucretia Mott (1793-1880). An abolitionist, Quaker, and women's rights activist who co-wrote the Declaration of Sentiments in 1848 with Elizabeth Cady Stanton.

Ralph Nader (1934-). An outspoken political activist who is especially interested in consumers' rights and environmentalism. His most famous book is *Unsafe at Any Speed*, a 1965 book about auto safety.

Carry Nation (1846-1911). She believed so much in temperance (not drinking alcohol) that she employed violent tactics, such as attacking bar stools with a hatchet.

Alice Paul (1885-1977). A militant women's rights activist who went on a hunger strike after being arrested for obstructing traffic during a protest. She helped win passage of the 19th Amendment.

Frances Perkins (1880-1965). As Secretary of Labor under Franklin Delano Roosevelt, she was the first woman in the U.S. Cabinet. She helped pass many pieces of New Deal legislation.

A. Philip Randolph (1889-1979). He organized the first mostly black labor union, convinced FDR to outlaw discrimination in the defense industries, and headed the 1963 March on Washington

Margaret Sanger (1879-1966). A nurse who opened the first birth control clinic in the United States and founded groups that later evolved into Planned Parenthood.

Rose Schneiderman (1882-1972). A labor union organizer, socialist, and feminist who first used the phrase “bread and roses” to describe what working women should have. The phrase was later made into a song.

Phyllis Schlafly (1924-2016). A conservative activist who opposed modern feminism and fought against passage of the Equal Rights Amendment.

Pete Seeger (1919-2014). A singer and civil rights activist best known for helping popularize “We Shall Overcome,” the anthem of the 1960s civil rights movement.

Cindy Sheehan (1957-). An antiwar activist whose son was killed during the Iraq War, she protested outside President Bush’s Texas ranch in 2005.

Eunice Shriver (1921-2009). The founder of Camp Shriver, which eventually became the Special Olympics in 1968. She was also John F. Kennedy’s sister.

Fred Shuttlesworth (1922-2011). This minister cofounded the Southern Christian Leadership Conference in the 1960s and worked closely with Martin Luther King, Jr.

Upton Sinclair (1878-1968). He was an investigative journalist who wrote *The Jungle* (1906), which exposed disgusted conditions in the meat-packing industry and led to national food and drug laws.

Elizabeth Cady Stanton (1815-1902). Along with Lucretia Mott, she organized the Seneca Falls Convention of 1848 and wrote the Declaration of Sentiments. She also fought for other women’s rights.

Gloria Steinem (1934-). Founder of *Ms.* Magazine, she was a leader of the women’s liberation movement of the 1960s and 70s. Most recently, she founded the Women’s Media Center in 2005.

Sojourner Truth (c. 1797- 1883). A noted women’s rights activist and abolitionist, she delivered the famous “Ain’t I a Woman” speech in 1851 and later helped gather black troops for the Union Army.

Earl Warren (1891-1974). One of the most famous Chief Justices of the Supreme Court, his tenure from 1953-1969 included *Brown v. Board* (1954) and *Miranda v. Arizona* (1966), on 5th Amendment rights.

Ida Wells-Barnett (1862-1931). An African-American journalist, she helped lead the early civil rights movement with her articles about lynchings. She was also active in women’s suffrage.