



# ANNUAL SYMPOSIUM *and* TEACHER'S WORKSHOP



10.16.19

*Keynote Speaker*

THE HONORABLE  
SUE BELL COBB

Alabama Supreme Court  
Chief Justice (*retired*)

This one-day workshop will focus on teaching tools to meet current needs in social studies instruction through civics. Teachers will learn to strengthen their students' civic literacy skills through primary source analysis and cultivating disciplinary thinking skills. Primary source material will focus on women who changed the course of history in the United States, and activities can be customized for use with any historical figures. This symposium kicks off Vulcan Park and Museum's Women's Suffrage Centennial Commemoration. Please visit our upcoming exhibit *Right or Privilege? Alabama Women and the Vote*, opening January 17, 2020 in the Linn Henley Gallery.

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# ANNUAL SYMPOSIUM *and* TEACHER'S WORKSHOP

## SCHEDULE

- 9:00 - 9:20 am** ----- Registration, Coffee, Meet & Greet
- 9:20 - 9:30 am** ----- Brief welcome by Vulcan Staff
- 9:30 - 10:45 am** ----- Session I, presented by Dr. Jeremiah Clabough
- 10:45 - 11:00 am** ----- Break
- 11:00 - 12:00 pm** ----- Session II, presented by Dr. Jeremiah Clabough
- 12:00 - 1:00 pm** ----- **Lunch and Keynote - The Honorable Sue Bell Cobb, Chief Justice (ret), Supreme Court of Alabama, "Two Grandmothers: Differences in Voting"**
- 1:00 - 1:30 pm** ----- Discussion of morning sessions, presented by Dr. Jeremiah Clabough
- 1:30 - 2:30 pm** ----- Work Session
- 2:30 - 3:00 pm** ----- Wrap-up

**DON'T FORGET: Check-In is Required to Receive Your CEU Credits.**

Additional resources provided by National Issues Forums Institute.

# KEYNOTE SPEAKER

## CHIEF JUSTICE SUE BELL COBB



2018 gubernatorial candidate Sue Bell Cobb was the first woman chief justice of the Supreme Court of Alabama, serving from 2007-2011. Cobb began her judicial career when she was appointed as a judge in Conecuh County District Court. She was elected to this position in 1982 and re-elected in 1988. Cobb took trial judge assignments all over Alabama, hearing cases in 40 of 67 counties over her career. During her nearly 14 years in the position, she focused on the safety of Alabama's children, public safety, and sentencing reform. In 1994, Cobb ran for and was elected to the Alabama Court of Criminal Appeals, where she spent two terms as a criminal appellate judge (1995-2007). During this time, Cobb worked to streamline legal processes and increase the number of active drug courts in the state. By the end of her tenure, 66 of Alabama's 67 counties were operating their own drug courts. Chief

Justice Cobb remains passionate about children's issues, and is active on the board of the advocacy group Alabama Children First. She has written a book about the work of herself and others on behalf of children, *There Must Be a Witness: Stories of Abuse, Advocacy, and the Fight to Put Children First*.

## Hour One:

# SOLDIER ONE

## ABIGAIL ADAMS

1. Students start by reading the first two paragraphs of the *Declaration of Independence* and answer the following questions <http://www.ushistory.org/declaration/document/>.

## THE DECLARATION OF INDEPENDENCE

When in the Course of human events it becomes necessary for one people to dissolve the political bands which have connected them with another and to assume among the powers of the earth, the separate and equal station to which the Laws of Nature and of Nature's God entitle them, a decent respect to the opinions of mankind requires that they should declare the causes which impel them to the separation.

We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness. — That to secure these rights, Governments are instituted among Men, deriving their just powers from the consent of the governed, — That whenever any Form of Government becomes destructive of these ends, it is the Right of the People to alter or to abolish it, and to institute new Government, laying its foundation on such principles and organizing its powers in such form, as to them shall seem most likely to affect their Safety and Happiness.

1. What rights do citizens have in a democracy? Use evidence to support your arguments.
2. According to the Declaration of Independence, are laws unchangeable in a democracy? Use evidence to support your arguments.

- Have students discuss their answers to these questions. These questions help students grasp basic rights that citizens are supposed to have in the United States.
- Then, transition to having students look at one of the earliest advocates in U.S. history for women's rights: Abigail Adams.

- In pairs, students read pages 43-44 from Who was Abigail Adams? and a summary of Abigail Adams' letter to her husband to "remember the ladies." This summary can be found at <https://www.history.com/this-day-in-history/abigail-adams-urges-husband-to-remember-the-ladies>. An excerpt is found below.

In a letter dated March 31, 1776, Abigail Adams writes to her husband, John Adams, urging him and the other members of the Continental Congress not to forget about the nation's women when fighting for America's independence from Great Britain.

The future First Lady wrote in part, "I long to hear that you have declared an independency. And, by the way, in the new code of laws which I suppose it will be necessary for you to make, I desire you would remember the ladies and be more generous and favorable to them than your ancestors. Do not put such unlimited power into the hands of the husbands. Remember, all men would be tyrants if they could. If particular care and attention is not paid to the ladies, we are determined to foment a rebellion, and will not hold ourselves bound by any laws in which we have no voice or representation."

Nearly 150 years before the House of Representatives voted to pass the 19th Amendment giving women the right to vote, Adams's letter was a private first step in the fight for equal rights for women. Recognized and admired as a formidable woman in her own right, the union of Abigail and John Adams persists as a model of mutual respect and affection. They have since been referred to as "America's first power couple." Their correspondence of over 1,000 letters written between 1762 and 1801 remains in the Massachusetts Historical Society and continues to give historians a unique perspective on domestic and political life during the revolutionary era.

- After pairs, read these two short sources, then complete the following supporting questions.
  1. What was Abigail's argument to John Adams about women's rights? Use evidence to support your arguments.
  2. What issues does Abigail believe the U.S. government needs to address? Use evidence to support your arguments.
- This activity helps students see how the new U.S. government left many issues unaddressed. This includes women's rights.

# SOLDIER TWO

## SUSAN B. ANTHONY

- The teacher starts by reading *Susan B. Anthony* by Alexandra Wallner. The teacher needs to stop at multiple points to discuss content in this trade book about Susan B. Anthony. Reading this trade book gives students background knowledge about Susan B. Anthony and her beliefs about women's rights.
- This sets students up to read *The Declaration of Sentiments* that came out of the Seneca Falls Convention. *The Declaration of Sentiments* can be accessed at the following website:

<https://www.nps.gov/wori/learn/historyculture/declaration-of-sentiments.htm>

## THE DECLARATION OF SENTIMENTS

When, in the course of human events, it becomes necessary for one portion of the family of man to assume among the people of the earth a position different from that which they have hitherto occupied, but one to which the laws of nature and of nature's God entitle them, a decent respect to the opinions of mankind requires that they should declare the causes that impel them to such a course.

We hold these truths to be self-evident; that all men and women are created equal; that they are endowed by their Creator with certain inalienable rights; that among these are life, liberty, and the pursuit of happiness; that to secure these rights governments are instituted, deriving their just powers from the consent of the governed. Whenever any form of Government becomes destructive of these ends, it is the right of those who suffer from it to refuse allegiance to it, and to insist upon the institution of a new government, laying its foundation on such principles, and organizing its powers in such form as to them shall seem most likely to effect their safety and happiness. Prudence, indeed, will dictate that governments long established should not be changed for light and transient causes; and accordingly, all experience hath shown that mankind are more disposed to suffer, while evils are sufferable, than to right themselves, by abolishing the forms to which they are accustomed. But when a long train of abuses and usurpations, pursuing invariably the same

object, evinces a design to reduce them under absolute despotism, it is their duty to throw off such government, and to provide new guards for their future security. Such has been the patient sufferance of the women under this government, and such is now the necessity which constrains them to demand the equal station to which they are entitled.

The history of mankind is a history of repeated injuries and usurpations on the part of man toward woman, having in direct object the establishment of an absolute tyranny over her. To prove this, let facts be submitted to a candid world.

He has never permitted her to exercise her inalienable right to the elective franchise.

He has compelled her to submit to laws, in the formation of which she had no voice.

He has withheld from her rights which are given to the most ignorant and degraded men - both natives and foreigners.

Having deprived her of this first right of a citizen, the elective franchise, thereby leaving her without representation in the halls of legislation, he has oppressed her on all sides.

He has made her, if married, in the eye of the law, civilly dead.

He has taken from her all right in property, even to the wages she earns.

He has made her, morally, an irresponsible being, as she can commit many crimes, with impunity, provided they be done in the presence of her husband. In the covenant of marriage, she is compelled to promise obedience to her husband, he becoming, to all intents and purposes, her master - the law giving him power to deprive her of her liberty, and to administer chastisement.

He has so framed the laws of divorce, as to what shall be the proper causes of divorce; in case of separation, to whom the guardianship of the children shall be given, as to be wholly regardless of the happiness of women - the law, in all cases, going upon the false supposition of the supremacy of man, and giving all power into his hands.

After depriving her of all rights as a married woman, if single and the owner of property, he has taxed her to support a government which recognizes her only when her property can be made profitable to it.

He has monopolized nearly all the profitable employments, and from those she is permitted to follow,

she receives but a scanty remuneration.

He closes against her all the avenues to wealth and distinction, which he considers most honorable to himself. As a teacher of theology, medicine, or law, she is not known.

He has denied her the facilities for obtaining a thorough education - all colleges being closed against her.

He allows her in Church as well as State, but a subordinate position, claiming Apostolic authority for her exclusion from the ministry, and with some exceptions, from any public participation in the affairs of the Church.

He has created a false public sentiment, by giving to the world a different code of morals for men and women, by which moral delinquencies which exclude women from society, are not only tolerated but deemed of little account in man.

He has usurped the prerogative of Jehovah himself, claiming it as his right to assign for her a sphere of action, when that belongs to her conscience and her God.

He has endeavored, in every way that he could to destroy her confidence in her own powers, to lessen her self-respect, and to make her willing to lead a dependent and abject life.

Now, in view of this entire disfranchisement of one-half the people of this country, their social and religious degradation, - in view of the unjust laws above mentioned, and because women do feel themselves aggrieved, oppressed, and fraudulently deprived of their most sacred rights, we insist that they have immediate admission to all the rights and privileges which belong to them as citizens of these United States.

In entering upon the great work before us, we anticipate no small amount of misconception, misrepresentation, and ridicule; but we shall use every instrumentality within our power to effect our object. We shall employ agents, circulate tracts, petition the State and national Legislatures, and endeavor to enlist the pulpit and the press in our behalf. We hope this Convention will be followed by a series of Conventions, embracing every part of the country.

Firmly relying upon the final triumph of the Right and the True, we do this day affix our signatures to this declaration.

- After students in pairs read *The Declaration of Sentiments*, they complete the following graphic organizer about the two sources examined.

<p><b>What are Susan B. Anthony’s beliefs about women’s rights? Use evidence to support your arguments.</b></p>	<p><b>According to <i>The Declaration of Sentiments</i>, what issues need to be addressed in the United States in relation to women’s rights? Use evidence to support your arguments.</b></p>	<p><b>Why do you think <i>The Declaration of Sentiments</i> was created? Use evidence to support your arguments.</b></p>

- After pairs complete this graphic organizer, there is a class discussion. Students add onto this graphic organizer based on their peers’ comments. This class discussion helps students articulate Susan B. Anthony’s beliefs about women’s rights.
- For the summative assessment, students create a storyboard to articulate the main arguments within *The Declaration of Sentiments*. The teacher may show students the following storyboard example about the *Declaration of Independence* as an example.



- Students write a Director's Cut explaining how images and words in their storyboard summarize main ideas found within The Declaration of Sentiments. The Director's Cut allows students to articulate the thinking behind their storyboard. In other words, students can think about their thinking: metacognition.

# SOLDIER THREE

## CLARA LEMLICH

- Industrialization in the late 1800s led to the Gilded Age. The Gilded Age resulted in a lot of clashes between labor and factory owners due to unsafe working conditions. One of the most famous cases of this was over the Triangle Shirtwaist Factory Fire.
- The teacher provides an overview of the Triangle Shirtwaist Factory Fire and then has students in pairs complete the following five senses graphic organizer after looking at the following photograph. The photograph was accessed at:

<http://www.threadforthought.net/fashion-factory-labor/>

### Multi-Sensory Photograph Analysis:



Photograph Title or Description: \_\_\_\_\_

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## LEVEL I: TWO-DIMENSIONAL EXPERIENCE

What do you notice?

Observation	Inference

## LEVEL II: THREE-DIMENSIONAL EXPERIENCE

Select a location to explore \_\_\_\_\_

Scents	Sounds

## LEVEL III: THREE-DIMENSIONAL EXPERIENCE

Select a location to explore \_\_\_\_\_

Touch	Taste

- Then, put the students in groups of three and read ***Brave Girl: Clara and the Shirtwaist Makers' Strike of 1909*** by Michelle Markel.
- After students read ***Brave Girl***, they assume the role of Clara and design a local protest in groups of three about the Triangle Shirtwaist Factory Fire. The group's protest should include a flyer to distribute to neighbors about the upcoming protest, a couple of signs for participants to use in the protest, and a speech to be delivered by Clara. Each group should also write a metacognitive piece for each of the three items for the protest.
- After groups write and edit these items, they share them with the class.

This activity allows students to see why from Clara's perspective the Triangle Shirtwaist Factory Fire should be protested to improve women's working conditions.

# SOLDIER FOUR

## ALICE PAUL

- With this activity, the focus is on women gaining the right to vote across the United States with the passage of the 19th Amendment.
- Student can read chapter seven from ***With Courage and Cloth*** by Ann Bausum and chapter eight from ***Roses and Radicals*** by Susan Zimet. These two chapters from these trade books provide students with background knowledge about the final struggle for passage of all women gaining the right to vote.
- The teacher puts students in groups of three and assigns one of the chapters to each group. Groups complete the following graphic organizer after reading their chapter.

<b>What were the reasons anti-suffragists gave for trying to prevent women from gaining the right to vote? Use evidence to support your arguments.</b>	<b>What tactics did suffragists used to help their cause? Use evidence to support your arguments.</b>	<b>What do the struggles that women faced in getting the 19th Amendment passed say about the ability of the U.S. to make change to address citizens' needs? Use evidence to support your arguments.</b>

- There is a class discussion where students share their answers. Students add onto their graphic organizer based on their peers' comments.
- After this graphic organizer, students individually select one of the following writing prompts and construct a half page response.

**Prompt 1:** Assume the role of Alice Paul and write a letter to a U.S. Senator for one of the states currently voting against the 19th Amendment. Make persuasive arguments for the reasons why the U.S. Senator should switch his vote and support the 19th Amendment.

**Prompt 2:** Assume the role of Alice Paul and write an op ed piece for *The New York Times* about the importance of the passage of the 19th Amendment. Explain why this amendment was needed along with how the country will be better because of its passage.

**Prompt 3:** Assume the role of Alice Paul and write your own *14 Points* to President Wilson on why he should persuade Democratic Senators to pass the 19th Amendment. The points should draw upon items mentioned in the trade book chapters discussed.

- Regardless of the writing prompt selected, students apply evidence from the sources examined to make persuasive arguments. It is important to provide classroom activities and assessments to make persuasive arguments with evidence. This helps to prepare students to carry out the same functions as future democratic citizens.

# SOLDIER FIVE

## ELEANOR ROOSEVELT

- One of the most politically active women in the first half of the 20th century was Eleanor Roosevelt. Eleanor championed many causes, especially civil rights issues.
- Read page 25 from ***Eleanor, Quiet No More*** by Doreen Rappaport and then ask students to explain how Eleanor's actions could be seen as being controversial.
- This prepares students to explore other actions Eleanor took to support civil rights issues. Students in pairs might read the following excerpt from

<https://www2.gwu.edu/~erpapers/teaching/lesson-plans/notes-er-and-civil-rights.cfm>

As she traveled the nation, Eleanor Roosevelt (ER) witnessed the seemingly intractable hardships wrought by the Great Depression. Lorena Hickok's field reports detailed the inadequacies of Federal Emergency Relief Administration programs and brought individual stories of personal hardship to ER's attention. And although ER had visited African Americans when she toured poverty-stricken areas the summer after she became First Lady, she did not recognize the depth of institutional racism until she pressured the Subsistence Homestead Administration to admit African Americans to Arthurdale. Her intervention failed and she invited NAACP Executive Secretary Walter White and the presidents of African American universities to the White House to discuss the situation. This unprecedented meeting quickly became a tutorial on racial discrimination and lasted until midnight. ER then pressured National Recovery administrator Donald Richberg to investigate the raced-based wage differentials implemented by southern industries and asked Navy secretary Claude Swanson why blacks were confined to mess hall assignments.

ER embraced a civil rights agenda which accepted segregation and championed equal opportunity. Quality education became her top public priority. As she told the Conference on Negro Education, "wherever the standard of education is low, the standard of living is low" and urged states to address the inequities in public school funding. Her symbolic outreach generated a strong response from

African Americans. The African American press and a strong communication network extolled her efforts. By January 1934, she received thousands of letters describing racial violence, poverty and homelessness exacerbated by racial discrimination, and pleading for some type of assistance. She frequently forwarded some of these letters to Harry Hopkins and Aubrey Williams, to whom she had already sent a list of suggestions on ways to include African Americans more fully within Federal Emergency Relief Administration programs.

- After reading these two paragraphs from the website, pairs answer the following questions.
  1. What actions did Eleanor Roosevelt take to champion civil rights causes? Use evidence to support your arguments.
  2. How do you think Eleanor's actions would be received in the African American community? Use evidence to support your arguments.
- Then, there is a class discussion where students share their responses. These guided questions help students see how Eleanor's actions would create support for FDR and the Democratic Party as a whole within the African American community.
- The analysis of these two short texts prepares students for the following short writing prompt.

Assume the role of a columnist for *The Crisis*, the magazine of the NAACP, and write a news story reporting on Eleanor Roosevelt's actions on behalf of the African American community. Use evidence from sources examined to explain the impact of Eleanor's actions on the African American community.

- After editing their writing prompt, pairs share their news story. This writing activity helps students see how Eleanor's actions contributed to the migration of many African Americans to the Democratic Party during the New Deal. Additionally, New Deal projects played a role in helping to some degree members of the African American community. FDR also elevated some African Americans to prominent positions in New Deal programs. These steps were important to help address needs in the African American community.

# SOLDIER SIX

## FANNIE LOU HAMER

- For the Civil Rights Movement to be successful, it took more than the active involvement of Dr. King. Volunteers throughout the country had to be politically active to address racial segregation issues. One of these volunteers very active on a grassroots level was Fannie Lou Hamer.
- The teacher starts by reading the first page of ***Voice of Freedom*** by Carole Boston Weatherford. This page gives students background information about Fannie Lou Hamer.
- Then, the teacher reads a page from this trade book and pages 1 and 38 from ***Freedom Summer*** by Susan Goldman Rubin.
- Then, students answer the following questions.
  1. How did Fannie Lou Hamer's life experiences drive her to be active in the Civil Rights Movement?
  2. How did Fannie Lou Hamer provide leadership in Freedom Summer?
  3. How can Fannie Lou Hamer's activism on the grassroots level be duplicated with other causes?
- These questions help students realize the reasons that foot soldiers of the Civil Rights Movement were inspired to take civic action to undo Jim Crow segregation laws. Additionally, students can grasp the agency that ordinary citizens have to impact the U.S. through their everyday actions.
- This prepares students to do a writing activity as Fannie Lou Hamer. Students assume the role of Fannie Lou Hamer and complete one of the following prompts.

**Writing Prompt One:** Assume the role of Fannie Lou Hamer and write a greeting to Northern student volunteers for Freedom Summer. The greeting should include an introduction to the students along with the goals of Freedom Summer.

**Writing Prompt Two:** Assume the role of Fannie Lou Hamer and write a letter to President Johnson explaining why the U.S. government should fund civil rights projects in other states like the work done during Freedom Summer in Mississippi. The letter should highlight the power of work done in Mississippi to address racial segregation.

- These writing prompts help students see the impact of local grassroots activism to address racial segregation and other community needs.

# SOLDIER SEVEN

## MALALA YOUSAFZAI

- Start by reading pages six and seven from *I am Malala* by Malala Yousafzai.
- Then, show the students Malala’s acceptance speech of the Nobel Peace Prize at: <https://www.youtube.com/watch?v=8hx0ajieM3M>
- Students can then explore Malala’s website devoted to bringing education to students around the world at: <https://www.malala.org/gulmakai-network>.
- This prepares students for a writing activity.
- Students assume the role of Malala and give a speech explaining the need to support her organization’s funding of local school efforts for all students around the world, especially for young girls. The speech should include Malala’s life experiences to champion the cause of education.
- The examination of Malala’s life experiences shows that children regardless of age can work to change the world. The writing activity also drives home the impact that education has as a transformational tool to improve people’s lives.

### **Hour Three: Making the Connections among the Seven Soldiers of History**

- As the teacher implements the Seven Soldiers of History approach, he/she needs to make connections among the historical figures’ activism. Students need classroom activities and writing assignments to make these connections. Below are three types of activities that can help students make these connections.

**Activity One:** Students compare the similarities between two selected women’s civil rights activism. For example, they can discuss how both Fannie Lou Hamer and Malala advocated for education. Based on the writing skills of the students, the teacher can assign a short essay for students to make these comparisons. This writing activity helps students make connections among the women explored.

**Activity Two:** Students engage in a historical panel discussion among the seven women. The teacher splits the students into groups to do more research about one of the seven women. A member of the group assumes the role of the selected woman. The rest of the group members assume the role of press asking their selected woman questions on the panel. The teacher serves as the moderator for this historical panel discussion. This panel helps students see the parallels among the civic activism of the women on the panel.

**Activity Three:** Students in pairs select a woman not among the seven from an historical era and articulate why this woman should be included among the seven. The time period should be based on issues and events explored in a history curriculum. The pairs can select the writing activity used for this activity based on the reality of a time period.

- Discuss how this activity can be adapted to other issues such as civil rights issues by selecting seven people.
- The Seven Soldiers selected can be from the same time period or across different eras.
- Additionally, The Seven Soldiers can be located in the same state or region. For example, the teacher could focus on seven women with the suffragists and anti-suffragists from Alabama. These people could include the following:

Adella Hunt Logan  
Booker T. Washington  
Pattie Ruffner Jacobs  
Bossie O'Brien Hundley  
Margaret Murray Washington  
Hattie Hooker Williams  
Sue Berta Coleman

Virginia Clay-Clopton  
Marie Bankhead Owen  
U.S. Representative Tom Heflin  
Senator Oscar Underwood  
Governor Bibb Graves  
Dixie Bibb Graves  
Frances Griffin

# NOTES

# FROM VULCAN...

The mission of Vulcan Park and Museum is to preserve and promote Vulcan as the symbol for the Birmingham region, to advance knowledge and understanding of Birmingham's history and culture, and to encourage exploration of the region.

In order to support this mission, Vulcan Park and Museum offers several educational events and programming opportunities throughout the year including:

- **LINN-HENLEY GALLERY ROTATING EXHIBITIONS**
- **BIRMINGHAM REVEALED CULTURAL SERIES**
- **SPRING WALKING TOUR SERIES**
- **FIELD TRIPS & BIRMINGHAM HISTORY ON THE ROAD  
(BOTH WITH GRANT ASSISTANCE OPPORTUNITIES)**

Details for these educational opportunities and more can be found on our website: [visitvulcan.com/education](http://visitvulcan.com/education).

Thank you for joining us today and we hope you'll visit us again soon.



PARK & MUSEUM

**FIRE THE IMAGINATION. FORGE THE FUTURE.**



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