



History Makers

*A Wisconsin Women's History
Classroom Resource*



WISCONSIN
HISTORICAL
SOCIETY

Designed for Wisconsin teachers by the Wisconsin Historical Society
with the Wisconsin Suffrage Centennial Commission.

Overview

Throughout history, Wisconsin women led. American Indian women have been chiefs and leaders for thousands of years. For the past few centuries women of all backgrounds shaped the state that we know of today. Women have always been half the population but have not always gotten the same recognition and respect as men and their stories haven't been shared as often in history.

A modern turning point in Wisconsin women's history occurred in 1920 when many women gained their right to vote. This opened more formalized possibilities of women to serve in state and national governments and increasingly women became more visible throughout the decades. In 1924, the first women won seats in the Wisconsin legislature. In 1979, Vel Phillips became the first woman and first African-American Wisconsin Secretary of State. And in 1999, Wisconsin sent Tammy Baldwin as the first woman and openly gay official to represent our state in the United States Congress.

Despite many hardships and with continued activism, we have now moved beyond the firsts and are seeing great strides in representation. For example, in 2019, five of the seven seated justices on the Wisconsin Supreme Court are women.

We strongly urge teachers to consider historical context when deciding to use these materials. Additionally, teachers should ensure all potential technology loads and is working before starting their lesson.



Several men and women watch as Governor Patrick Lucey signs the Equal Rights Amendment. Lloyd A. Barbee (left), Marlin Schneider, two unidentified people, Midge Miller (center), Mary Lou Munts (right), David Clarenbach (far right). Governor Lucey is seated at the desk in the middle.
WHI IMAGE ID 97430

How this resource works

This resource was curated to provide ideas for teachers to help students recognize the work of some of Wisconsin's women political leaders and activists. The resource provides general primary source analysis tools such as "Thinking Like a Historian" from the Wisconsin Historical Society and "Observe, Reflect, Question" from the Library of Congress, but also has primary source sets, lesson plans, and other resources from trusted partners such as Wisconsin Public Television and the Wisconsin Suffrage Centennial Commission. The primary source sets and tools can be used together to supplement a lesson or separately with other primary source work you are doing in your classroom. Although the resource itself is not meant to be handed out to students, it does provide teachers valuable resources for the classroom on the topic of women leaders of Wisconsin.

The additional resource section links out to some, but not all, available locations to find and highlight women's stories of leadership in the classroom.



A woman, Josephine Fell, is the "adopted grandmother" to a Girl Scout who visits her and works with her on a puzzle at Rosemary's Nursing Home in Madison. WHI IMAGE ID 11560

Vocabulary

ACTIVIST

A person who campaigns to bring about political or social change.

EQUAL RIGHTS AMENDMENT

A proposed amendment to the US Constitution stating that civil rights may not be denied on the basis of a person's sex.

LEADER

The person who commands a group, organization, or country.

RACISM

The belief that all members of each race possess characteristics or abilities specific to that race, especially so as to distinguish it as worse or better to another race or races.

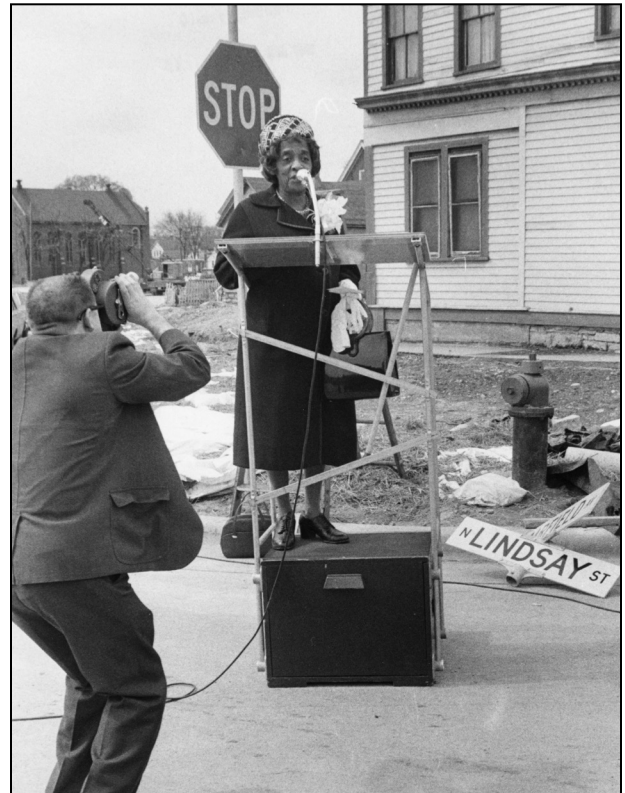
SEGREGATION

The enforced separation of different racial groups in a country, community, or establishment.

SUFFRAGE

The right to vote.

Source: Lexico.com powered by Oxford



Bernice Lindsay is on a podium. A man is filming her speech. On the ground is the street sign in her honor. Part of the North Lindsay Street Dedication ceremony.

WHI IMAGE ID 118869

Primary Source Tools

Resources that can be used with any primary source:

K-5 LEVEL

[Observe, Think, Wonder](#) (adapted from Library of Congress by Inquiry in the Upper Midwest, MN Historical Society)

1. Choose the primary source you wish students to analyze, taking into consideration the context of your lesson, class/grade levels, and curricular expectations. For early elementary students, this may be a photograph, and for upper elementary, it may be a photograph, document, diary page, etc. Determine whether you are going to project the primary source, or provide a copy for each student or group of students.
2. Provide a copy of the Observe, Think, Wonder sheet for each student, or grouping of students. Another option is to fill it out as a class.
3. Encourage students to simply Observe the primary source for a set amount of time. This should be time to just look at the primary source, not to discuss or ask questions.
4. This should be a short period of time - even just 30 seconds - for younger students or students not used to this activity.
5. Have students write down what they observed, or if filling it out as a class, solicit responses from students on what they observed.
6. Ask students to think about what they saw. What conclusions can be drawn? They should fill out the “Think” portion of the sheet.
7. Discuss as a class these three different parts to analyzing a primary source. Have students develop their own conclusions.



6-12 LEVEL

LOC Observe, Reflect, Question: <http://www.loc.gov/teachers/primary-source-analysis-tool/>
http://www.loc.gov/teachers/usingprimarysources/resources/Analyzing_Primary_Sources.pdf

The Library of Congress Teacher's Guide to Analyzing Primary Sources can be used with any primary source. The expectation is similar to the K-5 "Observe, Think, Wonder" format.

1. Choose the primary source you wish students to analyze, taking into consideration the context of your lesson, class/grade levels, and curricular expectations. Determine whether you are going to project the primary source, or provide a copy for each student or group of students.
2. Provide a copy of the Observe, Reflect, Question sheet for each student or grouping of students. Another option is to fill it out as a class.
3. Encourage students to simply Observe the primary source for a set amount of time. This should be time to just look at the primary source, not to discuss or ask questions.
4. Have students write down what they observed, or if filling it out as a class, solicit responses from students on what they observed.
5. Ask students to think about what they saw. What conclusions can be drawn? They should fill out the "Think" portion of the sheet.
6. Finally, ask students what they wonder about the primary source. What questions have arisen? Have students write their questions and thoughts in the "Question" part of the sheet.
7. Discuss as a class these three different parts to analyzing a primary source. Have students develop their own conclusions.

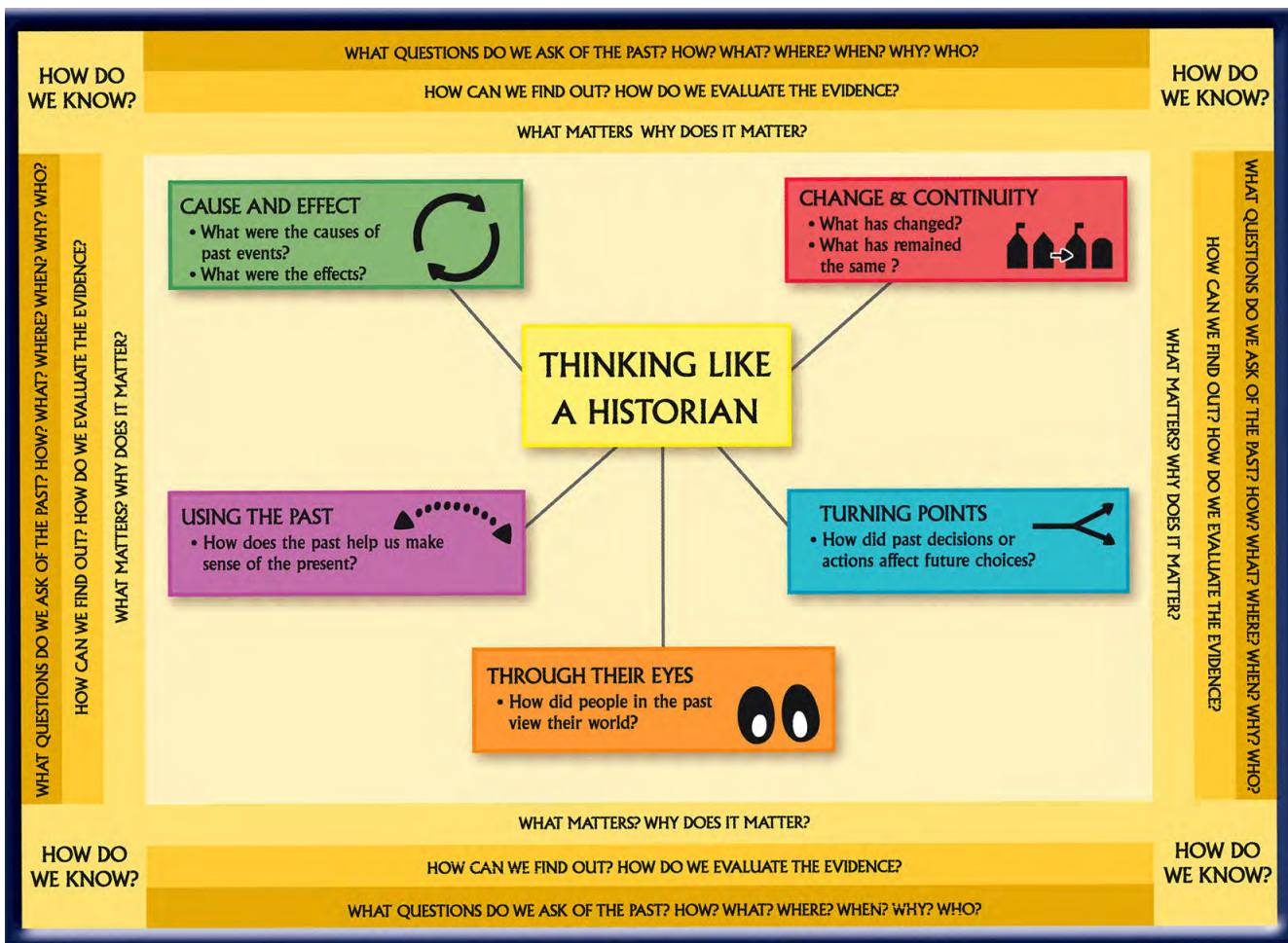


THINKING LIKE A HISTORIAN

[Thinking Like a Historian \(TLAH\)](#) is a method of studying the past through the lens of inquiry developed by the [Wisconsin Historical Society](#). Students are taught to generate questions about the past by analyzing evidence gathered from primary and secondary sources, drawing their own conclusions with guidance from the teacher.

TLAH separates the categories of history from the study of history by introducing students to the following concepts: Cause and Effect; Change and Continuity; Using the Past; Turning Points; and Through Their Eyes. Each category of history is given guiding questions to get students started on their path to discovery.

Developed as a model of critical thinking instruction, TLAH is perfect for students new to the inquiry method of study. Focused on the idea of “How do we know what we know?” students engage in the work of historians as they discover for themselves the story of our past.



This poster will provide your students with a new way of looking at the past. It will guide your students to ask the same questions that historians do: What matters? Why does it matter? How do we know? [Download the “Thinking Like a Historian” poster here.](#)



NATIONAL ARCHIVES

The National Archives has a set of Document Analysis Worksheets to help students analyze a primary source. The guides differentiate between younger students or those learning English and secondary students. These resources are different from the Library of Congress resource, and also have separate analysis resources for different types of resources (photographs, written documents, etc).

- [Various primary source formats](#)

PRIMARY STUDENTS

- [Photo](#)
- [Map](#)
- [Artifact](#)
- [Sound recording](#)

SECONDARY STUDENTS

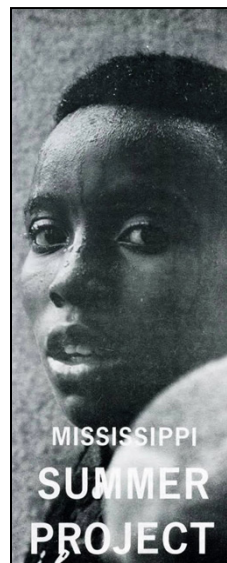
- [Photo](#)
- [Artifact](#)
- [Map](#)
- [Sound recording](#)



Betsy Thunder, Ho-Chunk medicine woman, posing in front of a painted backdrop near a prop stone wall. WHI IMAGE ID 4492



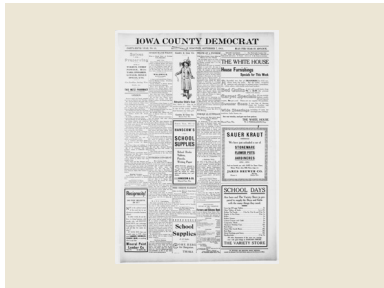
Above: Members of the Political Equality League in an early Ford automobile draped with bunting reading "Votes for Women". In the front seat is Mrs. B.C. Gudden. In the back seat, left to right, are Ruth Fitch, Bertha Pratt King, and Helen Mann. WHI IMAGE ID 7679



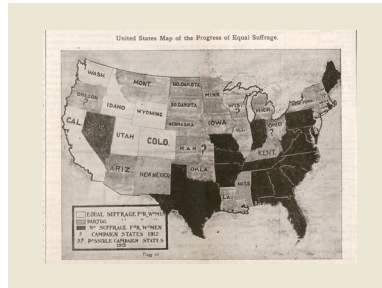
Left: A close-up black and white photograph showing a young African-American looking directly into the camera. Used on the cover of the brochure entitled, 'Mississippi Summer Project.'

Primary Source Sets

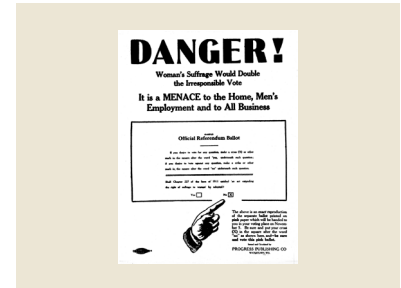
SUFFRAGE



A newspaper article from 1911 [“For Equal Suffrage: Miss James and Miss Grim Open the Campaign in Mineral Point”](#)



A [1912](#) map showing where women could vote with a question mark on Wisconsin.



Anti-woman suffrage poster from 1912 that reads, [“Danger! Women’s Suffrage would double the irresponsible vote!”](#)

LEADERSHIP



A group photo of the [wives of Wisconsin’s seven Supreme Court Justices](#) in 1958



A photograph of [Doris Emery addressing the St. Croix Tribal Council](#) in 1974



A 1913 photograph of [Betsy Thunder, a Ho Chunk Medicine Woman](#)



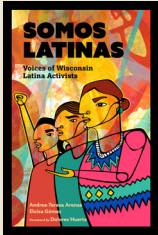
[Common Council Desk used in 1950s and 1960s](#) by Vel Phillips with an essay on Vel’s work



The official photograph of the [2018 Wisconsin Supreme Court Justices](#)

Primary Source Sets

ACTIVISM



[Interview with Guadalupe “Lupita” Béjar Verbeten](#), in 2014 on clown activism (minute 65 - 66:45)



1975 men and women watch as [Governor Patrick Lucey signs the still proposed Equal Rights Amendment](#)



A 2007 [Oral History](#) of Dr. Shirley Butler’s childhood experience with racism at the bus stop and realization that it is wrong to respond with violence (minute 88.31 - 90.38)

Primary Source Discussion Questions

SUFFRAGE

- What are the arguments for and against suffrage?
- Why would women want to vote?
- Who were the suffragists? And, who were the anti-suffragists?
- Do you think women's race mattered in the fight for suffrage?

LEADERSHIP

- What are some common characteristics of leaders?
- Based on these photos, how might women's leadership roles changed over time?
- Compare and contrast the wives of the Supreme Court in 1958 and the Supreme Court Justices of 2018. What advancements have been made? Who do we still not see?
- What tools do women need in order to succeed? Do you think they are different than men?

ACTIVISM

- Is activism easy? Why or why not?
- What characteristics are needed to be an activist?
- Who can be an activist?
- What tactics do activists use and how are they effective?

ENTIRE SET

- What similarities and differences do you see between the primary sources on suffrage and the ones on activism?
- What do all of the women in this source set have in common?
- Have you heard about any of these events before? Where and why?
- What is the significance of studying the story of these women?
- Whose voices are missing from this source set?



Additional Resources

WISCONSIN PUBLIC TELEVISION

- [Jo Wilder and the Capitol Case](#)
- [Wisconsin Biographies](#)
- [Vel Phillips, Dream Big Dreams](#)

WISCONSIN WOMEN MAKING HISTORY

- [Wisconsin Women Making History](#)

WISCONSIN HISTORICAL SOCIETY

- [Rubie Bond Classroom Resource](#)
- [Civil Rights in the Classroom](#)
- [Somos Latinas: Voices of Wisconsin Latina Activists](#)
- [Badger Biographies](#)
- [Understanding Bias](#)

NATIONAL EDUCATION ASSOCIATION

- [Women's History Month Activities](#)

C3TEACHERS

- [Women's Suffrage](#)
- [Women's Rights](#)

LIBRARY OF CONGRESS

- [Women's Suffrage: Their Rights and Nothing Less](#)

NATIONAL ARCHIVES

- [Woman Suffrage and the 19th Amendment](#)

NATIONAL WOMEN'S HISTORY MUSEUM

- [The Road to Suffrage](#)

TEACHING TOLERANCE

- [Women's Suffrage](#)

WISCONSIN SUFFRAGE CENTENNIAL COMMISSION

- [Women's Right to Vote](#)

WISCONSIN TEACHER CREATED LESSON PLANS

- [Vel Phillips Literacy Lesson Plan by Jim Nelsen](#)
- [Belle Case La Follette by Kate Van Haren](#)
- [Listening and Learning from the Voices of Wisconsin Women by Kate Van Haren](#)

This resource was created with the generous assistance of the Wisconsin Department of Public Instruction.





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