

## GRADE LEVEL EXPECTATION: 4-6

## HISTORICAL PERSPECTIVES: WOMEN'S SUFFRAGE (SUSAN B. ANTHONY)

## CONTENT AREA: SOCIAL STUDIES

### LESSON TIME:

30 minutes;  
homework  
assignment

### Materials:

1. Internet  
connection

### OBJECTIVE:

This lesson give students the opportunity to analyze a historical source for accuracy.

### 5TH GRADE STANDARDS:

#### 1. History

1. Analyze historical sources from multiple points of view to develop an understanding of historical context

### 6TH GRADE STANDARDS:

#### 1. History

1. Analyze and interpret historical sources to ask and research historical questions.

### BACKGROUND:

Susan B. Anthony, women's suffrage pioneer, once said, "Let me tell you what I think of bicycling. I think it has done more to emancipate women than anything else in the world. It gives women a feeling of freedom and self-reliance. I stand and rejoice every time I see a woman ride by on a wheel... the picture of free, untrammled womanhood."

"With a bike, a woman could travel solo. She could travel without waiting for a man to hitch horse and carriage...Bicycles also forced dress reform. On a horse a woman could ride sidesaddle in a long skirt. But a bike required a divided skirt or bloomers, and the action of pedaling started the slow movement to shed waist-pinching corsets."

Source: [http://cyclingsisters.org/taxonomy\\_menu/2/23](http://cyclingsisters.org/taxonomy_menu/2/23)

The Quotable Cyclist, Compiled by Bill Strickland, Breakaway Books, 1997.

VOCABULARY: emancipate, suffrage

### PROCEDURE:

1. Introduce Susan B. Anthony to the students.
2. Discuss the impact bicycles had on women's independence.

### ACTIVITY:

Ask the students to write a short essay supporting (or taking a contrary position) the statement by Susan B. Anthony with at least three supporting points.

Ask students to research major historical figures in the evolution of bicycling, identifying the individuals role in history.