

WNY Freedom's Rites

For Brownies, Juniors, Cadettes, Seniors and Ambassador Girl Scouts
Legacy Council Girl Scouts of Genesee Valley

Brownies must complete six activities
Juniors must complete eight activities
Cadettes must complete 10 activities
Seniors /Ambassadors must complete 12 activities
Only Brownies can participate in activity number 1.

Purposes:

- To celebrate the contributions women made to the Women's Rights Movement
 - To study the path of the Underground Railroad and understand the multiple journeys through history
 - To develop an appreciation of women as effective leaders and role models for social change
 - To discover other communities and appreciate their history
 - To carry out a community service project
1. As a citizen, you will help make the laws when you get older. You will do this by voting for laws and for people who make the laws. Today, every American citizen who is at least 18 years old is allowed to vote. This was not always the case. For many years, women and people of darker skin color were not allowed to vote in the United States. Have you ever voted about something before? What are some decisions your troop has to make? Practice taking a vote within your group. Listen to each choice before you vote. Complete the word search below.

Find these important words that relate to freedom: **CHOICE, FREEDOM, EQUALITY, VOTE, RIGHTS, CITIZEN.**

F R E E D O M L C X
N T L Q V P M I Y G
E U A U W O V H N H
Z B R A C H O I C E
I V Y L I O P Q W E
T O R I G H T S B R
I T Q T N P E G S I
C E D Y E K M F J N

2. Visit the Big Springs Historical Society Museum, Genesee Country Museum, or Strong Museum. Observe and, if possible, play with the toys and/or try on the clothing worn by girls/boys in the Victorian era. Would the clothing prevent you from doing certain things?

Can you run or jump? How are these clothes different from the clothes that you wear today? It may be hard to believe, but years ago your grandparents were all young children and they played with fun toys too! Are any of the toys you see similar to your toys?

3. Read a book or watch a movie/documentary about a woman made famous by her contributions to the Women's Rights Movement or the Underground Railroad. Some good choices are Susan B. Anthony, Elizabeth Cady Stanton, Harriet Tubman, or Sojourner Truth. Plan a simple ceremony to honor one of these famous women. You may consider including poems, songs, artwork, and skits in your ceremony. Invite women who are special to you to the ceremony.

Susan B. Anthony. . . She worked for women's suffrage by giving speeches across the country.
Elizabeth Cady Stanton. . . She wrote speeches for Susan B. Anthony and organized the first Women's Rights Convention.

Sojourner Truth. . . She was a former slave who became an abolitionist and women's rights advocate.

Harriet Tubman. . . She risked her life to lead former slaves to freedom.

4. Get in contact with your local historian and ask him/her to talk to your group about local stories, legends, and history. Ask them to tell a story related to women's or African American's fight for freedom and equal rights. Ask if there are any local connections to the Women's Rights Movement or to the Underground Railroad. If possible, take a tour of a landmark in your community with the historian.
5. Many slaves traveled long distances to be free. They traveled from the southern States to places in the north like Rochester, NY and St. Catherine's, Canada. The route they took came to be known as the Underground Railroad. The Underground Railroad was really not underground nor was it a railroad. The traveling slaves used the word "underground" to mean they were hiding and hid so they would not be caught and sent back into slavery. The slaves also stopped at many "stations." These stations were often homes of people who would hide the slaves and keep them safe on their journey north. They called the entire journey to freedom "The Underground Railroad." Slaves and those who helped them escape to freedom used code words such as "agent," "shepherds," "station master," "drinking gourd" and "stockholder." They also used code phrases including "the wind blows from the south today" and "a friend of a friend sent me." Find the meaning of these code words and phrases. Use some of your own to develop your own code to tell a story of a slave's escape to freedom.
6. Create your own "Personal Vision Statement." Have each student create his or her own personal vision. To complete the exercise, see *Appendix A*
7. Visit the Susan B. Anthony House in Rochester, New York. Discover what made Susan B. Anthony famous. In the exhibit room, learn about the major influences on Miss Anthony's life and why those influences were important. Find out what happened to her when she voted in the 1872 presidential election. What did she accomplish by voting? Why was her trial so important? Why did the judge fine her rather than sentencing her to a prison term? Later, with your troop, group, friend, or family, brainstorm a list of the most important influences on your life today. Are they similar or different from those of Miss Anthony?
8. In 1848, the Declaration of Sentiments was presented at the Seneca Falls Convention. This declaration was modeled on the Declaration of Independence. It said: "We hold these truths self-evident: that all men and women are created equal." What are some of the rights and responsibilities that come with being a citizen of the United States? With your troop, write your own "Declaration of Kids' Rights." It should include rights that you

think young people should have.

9. Frederick Douglass was a former slave who escaped to freedom. He supported the antislavery movement by lecturing in the U.S. and Britain. He also published an antislavery newspaper named *The North Star*. Other newspapers from the era include *The Revolution*, published by Susan B. Anthony, and *The Lilly*, by Amelia Bloomer. Create a newspaper or newsletter with your group. Include articles and artwork about these famous people, or about topics they would have held dear. Alternatively, present a speech that one of these famous people would have spoken.
10. Susan B. Anthony always carried an alligator skin bag with her. It was crammed full of speeches and petitions that promoted women's right to vote. The children of the area, taking notice, began to speak of her in their jump rope rhyme. The rhyme, written below, became very popular and has been chanted for more than one hundred years. Practice the rhyme while jumping rope or in some other form of active play.

The Lady with the Alligator Purse

Miss Lulu had a baby. She called him Tiny Tim.
She put him in the bathtub, to see if he could swim.
He drank up all the water. He ate up all the soap.
He tried to eat the bathtub, but it wouldn't go down his throat.
Call for the doctor! Call for the nurse!
Call for the lady with the alligator purse!
Mumps, said the doctor. Measles, said the nurse.
Vote! Said the lady with the alligator purse!

11. Find out about one organization in your community that works to help women. Volunteer at an organization or event that helps women. Activities might include collecting clothes or other items of need, collecting and/or wrapping gifts at the holidays, holding a party for women and/or their children, helping to fix, maintain or build something.
12. Create a skit or puppet show about one of the following situations:
 - Sojourner Truth meeting Abraham Lincoln
 - Susan B. Anthony getting arrested for voting in the 1872 presidential election
 - Harriet Tubman leading slaves to freedom on the Underground Railroad
 - The first Women's Rights Convention in Seneca Falls with Elizabeth Cady Stanton
13. Take a tour of Mount Hope Cemetery. Make sure you visit Susan B. Anthony and Frederick Douglass' graves. Contact Friends of Mount Hope Cemetery for a guided tour.
14. Find out the history of the Erie Canal and how important it was during the Underground Railroad. Research the web or yellow pages of the phone book on canal tours. Take a boat tour along the Erie Canal.
15. Relive life on the Underground Railroad by visiting Harriet Tubman's home in Auburn, New York, or another museum or site such as a safe or station house related to the Underground Railroad. Learn what role abolitionists, escaping slaves, conductors, Quakers, bounty hunters, and ordinary citizens played in a slave's journey northward. What happened when a slave was caught escaping? What role did children play?
16. During the time period of the Underground Railroad, many slave songs contained hidden messages that gave directions to freedom and helped fugitive slaves escape. Listen to or

learn a song such as “Follow the Drinking Gourd” or “Go Down, Moses.” Examine the words for clues in the songs.

17. Make a family tree that includes all of your female relatives as far back as you can go. Find out what they were like, what job they had, and if they were involved in the Underground Railroad (if they lived during that time), the Civil Rights Movement, or the Women’s Rights Movement. If so, what role did they play? Do you share any interests, opinions, or dreams with any of these women?
18. Learn about life in the early 1900s, specifically the household jobs that women did during that time. Try two of these activities yourself such as baking bread, making soap, quilting, basket making, weaving on a loom, or dyeing yarn or fabric.
19. Go on-line to learn more about current women’s issues and the continuing fight for women’s rights. Use a search engine such as www.google.com, www.yahoo.com, www.altavista.com, or www.askjeeves.com to compile a list of current issues and organizations.

~OR~

Discuss current concerns of one of the following organizations: the National Coalition of Women and Girls in Education (<http://www.ncwge.org>), the National Association of Girls and Women in Sport (<http://www.aahperd.org/NAGWS>), or the National Women’s Political Caucus (<http://www.nwpc.org/links.html>).

20. Create a maze, race, or other indoor, outdoor, board, or computer game based on the Underground Railroad and/or information relating to the Civil Rights Movement of more modern times. Share your game with others.
21. Learn about African design and fashion. Create a work of art (a drawing, model, painting, picture book, or video) illustrating African fashion. Or consider staging a fashion show highlighting African design and fashion.
22. Learn about the freedom quilts that were important to the Underground Railroad. What did the colors indicate? How were the patterns significant? Using colored fabric or paper, make a quilt or wall hanging of your neighborhood or one with a hidden message to an escaping slave.
23. Compare the methods used today for winning votes to the ways used during Susan B. Anthony’s time. How has technology changed the way we vote and the way we hear about political issues?
24. Contact a local educational or public official to discuss issues concerning African-Americans or women’s rights. You might want to discuss affirmative action, equal access to sports, opportunities, and facilities, racial or sexual harassment, or women’s health issues.
25. Make a newspaper article, scrapbook, poster, or game highlighting one or more of the women who have paved the way for girls and women in sports. For instance, you may want to consider learning about Babe Didrikson Zaharias (who after competing in track and field, basketball, baseball, billiards, tennis, diving, and swimming in the 1930s to the 1950s earned more medals and records in more sports than any other twentieth century athlete – male or female!), Althea Gibson (tennis champion and first African-American to play in the U.S. Open), Wilma Rudolph (first woman runner to win three gold medals in a single Olympic Game), Billy Jean King (tennis champion who won the “Battle of the Sexes” in 1973 and who championed equal pay for female athletes), Mia Hamm (Olympic soccer star) or Sheryl Swoopes (of the WNBA).

Resources and Web Sites

There are many different types of resources available for participants to learn more about the Women's Rights Movement and the Underground Railroad. Encourage the participants to use a variety of resources and web sites in researching more information about these topics.

Bibliography for Susan B. Anthony – Some Suggestions

For Grades 4-5

Parker, Barbara Keevil. Susan B. Anthony, Daring to Vote. Brookfield, CT: Millbrook Press, 1998.
Monsell, Helen Albee. Susan B. Anthony: Champion of Women's Rights. NY: Simon & Schuster., 1984

For Middle School

Parker, Barbara Keevil. Susan B. Anthony, Daring to Vote. Brookfield, CT: Millbrook Press, 1998.
Connell, Kate. They shall be Heard, Susan B. Anthony and Elizabeth Cady Stanton. Austin, TX: Steck-Vaughn, 1993.

For High School

Burns, Ken and Paul Barnes. Not for Ourselves Alone: The Story of Elizabeth Cady Stanton and Susan B. Anthony. Videocassette. Warner Home Video, 1999.; 3 hours, 30 minutes
Rosenberg-Naparsteck, Ruth. "Failure is Impossible, The Legacy of Susan B. Anthony". Rochester History, Fall, 1995, Vol. LVII No. 4. Also available at www.rochester.lib.ny.us
Susan B. Anthony. Videocassette. A & E Television Networks, 1995. - 50 minutes
Weisberg, Barbara and Matina S. Horner. Susan B. Anthony, Woman Suffragist, NY: Chelsea House, 1999.A

Web Sites

Sites to Visit	Web Address
AKAABA Heritage Associates; Rochester, NY	http://www.akwaabatours.org/
Big Springs Historical Society and Museum; Caledonia, NY	http://www.cal-mum.com
British Memorial Episcopal Church 92 Geneva Street; St. Catherine's, Ontario Harriet Tubman's Church in Canada	
Erie Canal; Pittsford, NY and Rochester, NY	www.colonialbelle.com; www.sampatch.org
Genesee Country Museum, Mumford, NY	http://www.gcv.org
Elizabeth Cady Stanton House; Seneca Falls, NY	http://www.nps.gov/wori
Rochester/Monroe County Freedom Trail Commission; Rochester, NY	http://www.rochesterfreedomtrail.com
Harriet Tubman House, Auburn, NY	http://www.harriettubmanhome.org
The Friends of Mt Hope Cemetery; Rochester, New York	http://www.fomh.org
National Parks Service: Women's Rights; Seneca Falls, NY	http://www.nps.gov/wori
National Underground Railroad Freedom Center; Cincinnati, Ohio	http://www.freedomcenter.org
National Women's Hall of Fame; Seneca Falls, NY	http://www.greatwomen.org
Ontario's Canada Underground Railroad; Ontario, Canada	http://www.africanhertour.org/
Rochester Museum and Science Center	http://www.rmssc.org/msindex.htm
Frederick Douglass Exhibit & Living Theater; Rochester, NY	
Susan B. Anthony House; Rochester, NY	http://www.susanbanthonyhouse.org

Appendix A

Personal Vision Statement

Creating your own Personal Vision Statement

Material Needed:

Envelope
Postage Stamp
Stationery
Pens

Step 1:

On a piece of paper have each student write the letters of their first name. For each letter, have them write an adjective that describes them self.

For example: Heidi

helpful
eloquent
idealistic
dedicated
inspired

Step 2:

Have the student write a poem beginning each letter in your name.

For Example: Heidi

Have you ever hovered between
Episodes of
Inspirational so long, so wide that a
Day goes by brimming with flowering joy?
I paint this day in slow motion replay.

Step 3:

Have the student write a letter to him or herself about some of the following topics:

Goals and dreams
Visions of next year
Praise and encouragement to self

What one thing do you want to happen by the end of the school year? Have each student prepare a self-addressed envelope and put the letter inside. Mail the letter to the student in six months.

Appendix T-B

Program Outcomes and Indicators

Program Outcomes

Students who participate in the program will develop the following skills:

- Effective Listening
- Reasoning
- Decision Making
- Problem Solving
- Vision – Seeing Things in the Mind’s Eye
- Time Management
- Acquire and Evaluate Information
- Interpret and Communicate Information
- Work with Cultural Diversity
- Participate as a Member of a Team
- Responsibility
- Self-Esteem
- Self-Management
- Social Integrity/Honesty

The following outcomes may be present in follow-up activities/projects:

- Organize and maintain information
- Use the computer to process information
- Teach others
- Exercise leadership
- Apply technology to the tasks

Suggested Activities

Suggested activities for study in connection with the Freedom’s Rites program:

- Re-enactments of characters from the periods covered
- Quilt clues and quilt making
- Finding pictures of artifacts from those periods and giving explanations of their use
- Developing their own Women’s Hall of Fame
- Quotes from that era and how they applied to those times and how they may apply today
- PowerPoint presentations of major figures during the periods covered
- Journal writing for the days this material is covered
- Creating board games (instructions, objects and questions needed, and the board)
- Newspaper/Newsletters articles and stories
- Scavenger hunts
- Debates (ex. Women’s Right’s vs. No Rights)
- Creating websites
- Making a website hot list – (Make a list of sites giving information about what is found there and also giving an evaluation)
- Reading period novels
- Projects – careers then and now
- Developing period skits, songs