

People to Know / Vocabulary

Lesson 18

As You Read

Who:

- *What did this person do for a living?*
- *Where are they from?*

Importance:

- *What did this person accomplish that made a difference then and/or now?*
- *How did they affect others then and/or now?*

Susan B. Anthony

Susan B. Anthony (1820-1906) was educated at a boarding school in Philadelphia and went on to teach for some years. Anthony had been politically active in several causes since childhood especially abolition (ending slavery) and temperance (banning alcohol).

In 1852, she attended the Sons of Temperance meeting in New York but was forbidden to speak because she was a woman. So, she formed the Woman's State Temperance Society of New York.

Soon after, Anthony began to devote more time to women's rights. She argued that female teachers deserved the same pay as male teachers. She had success in gaining property rights for women in New York in 1860. After the Civil War, Anthony spoke out unsuccessfully to amend the 14th Amendment to include voting rights for women. Between 1868 and 1870, Anthony published the newspaper *The Revolution* to champion women's rights. In 1872, she was arrested for trying

to register to vote—she never paid the fine.

She, along with her good friend Elizabeth Cady Stanton, founded and worked in several organizations that supported rights for women. By the end of the 1800s, Anthony had become a national figure. She had overcome public criticism of her ideas and became a champion of women across the country.

Dorothea Dix

Dorothea Dix (1802-1887) grew up on a farm. Her father was often away leaving Dix to take care of her depressed mother. Dix had a tough, lonely life as a child. She learned to read and write early and began teaching at age 14.

Due to bad health, Dix had to leave teaching and decided to travel. Years later, she took a teaching job in a correctional facility. Here she saw terrible abuses of inmates, particularly of the mentally ill. She went on a campaign to visit other prisons and mental institutions and wrote about the horrors she witnessed of the mistreatment of people.

She spent her life working on reforms to improve hospitals and the care of the mentally ill.

Frederick Douglass

Frederick Douglass (c.1817-1895) was born into slavery in Tuckahoe, Maryland. His father was rumored to be white and his mother was black. He was separated from his mother at an

early age and never really got to know her.

At age seven, Douglass was sent to Baltimore to live. Although it was illegal for enslaved people to be taught to read and write, Douglass tricked white kids in the neighborhood to teach him. Armed with knowledge and a desire to be free, Douglass finally escaped to the free North.

Douglass, a great and moving speaker, spoke out against slavery and gained a large following. In 1845, he wrote an autobiography *Narrative in the Life of Frederick Douglass* that told of the evils of slavery. A few years later, Douglass went on a speaking tour in England and Ireland winning many more people over to the abolitionist cause. Upon his return, he started the abolitionist newspaper *North Star*.

Douglass became the most important African American civil rights leader of the 19th century. During the Civil War, Douglass helped recruit African Americans for the Union armies including the 54th Massachusetts. After the war, Douglass served in many government positions and continued to work for civil rights for African Americans and women.

William Lloyd Garrison

When William Lloyd Garrison (1805-1879) was three, his father left the family. Garrison lived in poverty for a number of years. At age 13, he went to work in the printing business and found that he was good at writing. Growing

up during the Second Great Awakening gave him a strong religious and moral desire to help those in need and the oppressed.

Garrison worked on several newspapers aimed at reforming society's sins such as temperance and women's rights. On January 1, 1831, Garrison published the abolitionist newspaper *The Liberator*. He called the Constitution a pro-slavery document and demanded the immediate emancipation of all enslaved people. In 1833, he started the American Anti-Slavery Society to organize a national abolitionist movement.

Garrison believed that Americans would abandon the practice of slavery once they saw the immorality of the institution. His desire to avoid political solutions and violence to solve problems caused some people to join other abolitionist groups. Garrison's peaceful approach also caused him to lose many friends, including Frederick Douglass.

When the Civil War started in 1861, to the surprise of many, Garrison supported President Abraham Lincoln's war policies and legal measures to end slavery such as the Emancipation Proclamation. After the states ratified the 13th Amendment ending slavery, Garrison continued to work for women's rights, American Indian rights, and temperance.

Angelina and Sarah Grimké

Angelina Grimké (1805-1879) and Sarah Grimké (1792-1873) both grew up in South Carolina in a slave owning home. Both girls disliked the practice of slavery and left home to go to Philadelphia where they became

more aware of the abolitionist movement.

In 1835, William Lloyd Garrison published in *The Liberator* a letter by Angelina that supported the abolitionist cause. It put Angelina and Sarah on the public stage. From Philadelphia, they moved to New York City by 1837 and became members of the American Anti-Slavery Society.

Both sisters became among the first women to publicly speak in front of audiences of men and women about the evils of slavery. Being from the South and having first-hand experiences with slavery made them effective speakers.

Both women also published important abolitionist papers. Angelina wrote *Appeal to the Christian Women of the South* calling on women to end slavery. Sarah wrote *Epistle to the Clergy of the Southern States* attacking the South for using Christianity to justify slavery.

The Grimké's activism lessened by the 1840s but both women continued to follow and occasionally comment on abolition and women's rights.

Elizabeth Cady Stanton

Elizabeth Cady Stanton (1815-1902) grew up in a privileged home and received a first rate education. However, being female, she could not attend college and her opportunities were limited. This drove her to embrace women's rights.

In 1840, she married a lawyer and abolitionist. Stanton embraced the abolitionist movement, but when she attended the World Anti-Slavery convention in London, she became angry when the convention denied all attending

women recognition because of their gender.

In 1848, Stanton and other women called for a woman's rights convention in Seneca Falls, New York. Stanton helped write the Declaration of Sentiments that listed the rights women should have such as suffrage (right to vote), ownership of property, an education, and equality in divorce. This event began the women's rights movement.

In 1851, Stanton met Susan B. Anthony and the two became close friends. Due to Stanton's family responsibilities, she could not travel as much as the single Anthony. So Stanton wrote a lot of speeches and Anthony delivered them.

After the Civil War and the end of slavery, Stanton focused on women's rights and suffrage. As president of the National Women's Suffrage Association, she called for a constitutional amendment giving women the right to vote.

Her autobiography *Eighty Years and More* published in 1898 traced her life and participation in various reform movements. She passed away in 1902, eighteen years before the 19th Amendment gave women the right to vote.

VOCABULARY

Define in the notebook in ten words or less.

emancipation:

to free a person or people from the control of others

Example: Lincoln began the emancipation of enslaved people during the Civil War