

Care Deeply

Citizenship

Dare Greatly



Nature

Think Boldly

Live

Passionately

Leadership

In the
Arena

Family

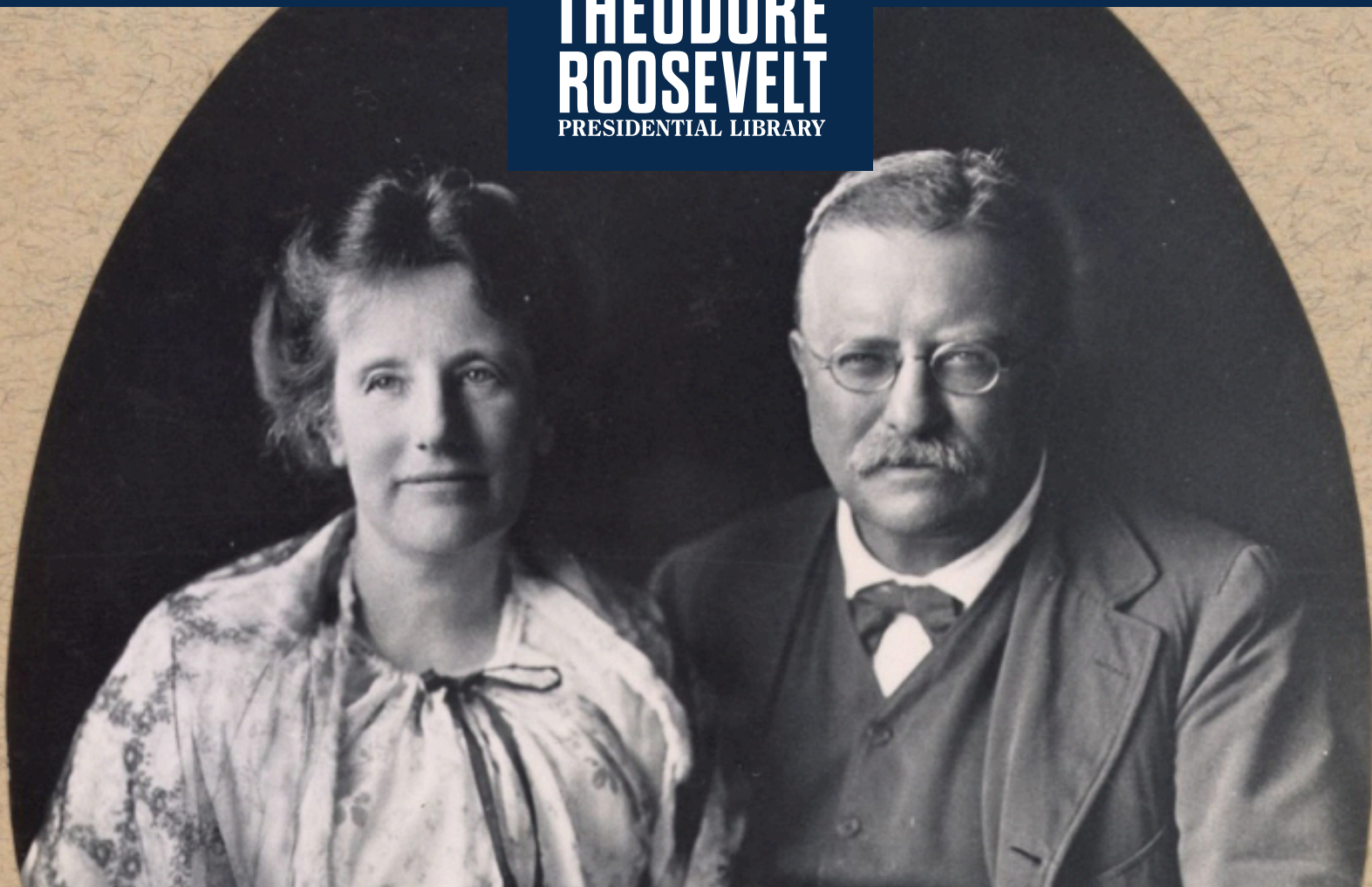
Conservation

THEODORE ROOSEVELT

PRESIDENTIAL LIBRARY

Lesson Plan

FEMINISM



High School English Language Arts

WAS THEODORE ROOSEVELT A FEMINIST?

Supporting Questions

- 1 What does it mean to be a feminist?
- 2 How did Theodore Roosevelt's views on women's rights compare to those of other politicians at the time?
- 3 How was Theodore Roosevelt influenced by prominent women of his time?
- 4 Did Theodore Roosevelt's policies as president reflect his personal opinions on women's rights?

WAS THEODORE ROOSEVELT A FEMINIST?

<u>Standards and Content</u>	<p>US.6_12.1-6.E2.1 Analyze the impacts of social, religious, and/or cultural movements.</p> <p>US.6_12.1-6.E3.2 Explain the social, cultural, and economic impact of local, state, and federal government policy on American people.</p> <p>SOC.6_12.1-2.D2.4 Explain how social institutions and cultures change over time.</p>		
Staging the Compelling Question	<p>As a class, discuss whether being a feminist has always meant the same thing. Was there a time in history when you could have been considered a feminist even if you didn't think men and women were equal?</p>		
Supporting Question 1	Supporting Question 2	Supporting Question 3	Supporting Question 4
What does it mean to be a feminist?	How did Theodore Roosevelt's views on women's rights compare to those of other politicians at the time?	How was Theodore Roosevelt influenced by prominent women of his time?	Did Theodore Roosevelt's policies as president reflect his personal opinions on women's rights?
Formative Performance Task	Formative Performance Task	Formative Performance Task	Formative Performance Task
Without researching the term, define "feminist" in your own words. Next, research the dictionary definition of the word "feminist" and compare it to your personal definition.	Research women's rights in the Gilded Age and Progressive Era. Write one paragraph explaining the differing opinions at the time, from most conservative to most progressive. Keep this paragraph for reference to decide where Theodore Roosevelt fits on the spectrum.	Write one paragraph evaluating how Theodore Roosevelt's relationships with women such as Edith Kermit Carow and Jane Addams demonstrate his attitudes toward women.	Develop a claim supported by evidence that answers the supporting question in 1–2 paragraphs. Draw from the featured sources below, as well as from other information if desired.
Featured Sources	Featured Sources	Featured Sources	Featured Sources
<p>Source A: Article by Laura Brunell and Elinor Burkett (Britannica)</p> <p>Source B: Definition of feminism from Merriam-Webster</p> <p>Source C: Article about feminism on History.com</p> <p>Source D: Video titled "Introduction of Women in the 19th Century"</p>	<p>Source A: Article by Sarah Pruitt</p> <p>Source B: Article by John Gable</p> <p>Source C: Essay by the Bill of Rights Institute</p> <p>Source D: Videos titled "Women's Suffrage and Reform Movements in the Gilded Age"</p>	<p>Source A: Episode of the <i>Winds of Change</i> podcast with Edward O'Keefe</p> <p>Source B: Article titled "Jane Addams and Theodore Roosevelt"</p> <p>Source C: Letter from Theodore Roosevelt to Alice Hathaway Lee</p> <p>Source D: Article about Edith Kermit Carow Roosevelt on the Theodore Roosevelt Center website</p>	<p>Source A: Speech given by Theodore Roosevelt in 1880 titled "The Practicality of Giving Men and Women Equal Rights"</p> <p>Source B: Timeline about women's suffrage and TR by Erica Hornung</p> <p>Source C: Cartoon titled "Lukewarm"</p> <p>Source D: Letter from Theodore Roosevelt to Florence Schloss Guggenheim</p>

High School English Language Arts

Summative Performance Task

ARGUMENT: *Was Theodore Roosevelt a feminist?* Construct an argument (e.g., detailed outline, poster, essay) that evaluates Roosevelt's words and actions about women's rights in the context of the Gilded Age and Progressive Era. Determine whether his contributions to the women's rights movement qualify him as a feminist. Use specific claims and relevant evidence from sources while acknowledging competing views.

EXTENSION: Compare the women's rights movement from the Gilded Age and Progressive Era to the modern feminist movement. Which values have stayed the same, and what has changed? Did Roosevelt hold any beliefs that were widely accepted at the time but would not be now?

Taking Informed Action

UNDERSTAND: Research a current social issue that you care about. Read several different perspectives and note the reasoning behind their arguments.

ASSESS: Consider how this issue will be different 100 years from now. Will more or fewer people care about it? Do you think you or current advocates' views would change if society viewed the issue differently?

ACT: Get involved with the issue you researched by calling a representative or delivering a speech to your school or community. Consider how you hope more people will view this issue many years in the future.

**Featured sources are suggested and links are provided. It may be that these links are broken, and we apologize in advance for the inconvenience.*

OVERVIEW

Inquiry Description

This inquiry leads students through an investigation of Theodore Roosevelt's views and policies surrounding women's rights. Roosevelt supported women's suffrage but refused to give an official opinion on the issue during his presidency. He viewed men and women as having different roles in society. This inquiry provides students with the opportunity to consider whether Theodore Roosevelt's views made him a feminist, taking into account common attitudes toward women's rights during the Gilded Age and Progressive Era.

This inquiry highlights the following additional North Dakota standards:

- **US.6_12.1-6.E2.1** Analyze the impacts of social, religious, and/or cultural movements.
- **US.6_12.1-6.E3.2** Explain the social, cultural, and economic impact of local, state, and federal government policy on American people.
- **SOC.6_12.1-2.D2.4** Explain how social institutions and cultures change over time.

It is important to note that this inquiry requires prerequisite knowledge of Theodore Roosevelt's life and the Gilded Age and Progressive Era. This inquiry is expected to take three or four 50-minute class periods but could expand if students need additional instructional experiences. Teachers should adapt the inquiry to meet the needs and interests of their students.

Structure of the Inquiry

In addressing the compelling question, students will have the opportunity to explore the women's rights movement and what it means to be a feminist. To thoughtfully answer the question "Was Theodore Roosevelt a feminist?" students will define feminism, research differing opinions on women's rights from the Gilded Age and Progressive Era, learn about women who influenced Roosevelt, and compare Roosevelt's policies with his personal views. The goal is for students to consider the concept of feminism and the ways politicians like Roosevelt get involved with social reforms.

STAGING THE COMPELLING QUESTION

In staging the compelling question, students are encouraged to reflect on the word "feminist" and whether it has always meant the same thing. Was there a time in history when you could have been considered a feminist even if you didn't think men and women were equal?

SUPPORTING QUESTION I

The first supporting question is "What does it mean to be a feminist?"

The formative task is for students to define "feminist" in their own words, then compare their definitions to a dictionary definition.

Teachers may implement this task by providing students with descriptions of the different waves of feminism and how the movement has changed over time. Encourage discussion about how feminism can mean different things to different people.

High School English Language Arts

The following sources were selected to give students background information on the history of feminism.

- **Featured Source A** is an article by Laura Brunell and Elinor Burkett on Britannica.
- **Featured Source B** is a definition of feminism from Merriam-Webster.
- **Featured Source C** is an article about feminism by History.com editors.
- **Featured Source D** is a video titled “Introduction of Women in the 19th Century.”

SUPPORTING QUESTION 2

The second supporting question is “How did Theodore Roosevelt’s views on women’s rights compare to those of other politicians at the time?”

The formative task is to write one paragraph explaining the differing opinions on women’s rights during the Gilded Age and Progressive Era.

Teachers may implement this task by providing students with examples of both people who supported and people who opposed issues surrounding women’s rights, such as suffrage and education. Discuss their reasoning.

The following sources were selected to give students context about women’s rights during the Gilded Age and Progressive Era.

- **Featured Source A** is an article by Sarah Pruitt.
- **Featured Source B** is an article by John Gable.
- **Featured Source C** is an essay by the Bill of Rights Institute.
- **Featured Source D** is a series of PBS videos titled “Women’s Suffrage and Reform Movements in the Gilded Age.”

SUPPORTING QUESTION 3

The third supporting question is “How was Theodore Roosevelt influenced by prominent women of his time?”

The formative task is to write one paragraph evaluating how Theodore Roosevelt’s relationships with women such as his wife, Edith Kermit Carow, and suffragist Jane Addams demonstrate his attitudes toward women.

Teachers may implement this task by providing students with primary sources such as letters between Roosevelt and these women. Encourage students to compare Roosevelt’s relationships with Edith and Alice with his relationship with Jane Addams.

The following sources were selected to give students knowledge about women who were influential to Roosevelt.

- **Featured Source A** is an episode of the *Winds of Change* podcast with Edward O’Keefe discussing the women in Theodore Roosevelt’s life.
- **Featured Source B** is an article titled “Jane Addams and Theodore Roosevelt.”
- **Featured Source C** is a letter from Theodore Roosevelt to Alice Hathaway Lee.
- **Featured Source D** is an article about Edith Kermit Carow Roosevelt on the Theodore Roosevelt Center website.

SUPPORTING QUESTION 4

The fourth supporting question is “Did Theodore Roosevelt’s policies as president reflect his personal opinions on women’s rights?”

The formative task is to develop a claim supported by evidence that answers the supporting question in 1–2 paragraphs, drawing from the featured sources below, as well as other information if desired.

Teachers may implement this task by walking students through the [timeline](#) to compare how Roosevelt spoke about women’s rights before, during, and after his presidency.

The following sources were selected to provide examples of Roosevelt’s speeches supporting women’s suffrage as well as how others viewed his policies during his presidency.

- **Featured Source A** is a [speech](#) given by Theodore Roosevelt in 1880 titled “The Practicality of Giving Men and Women Equal Rights.”
- **Featured Source B** is a [timeline](#) about women’s suffrage and Theodore Roosevelt by Erica Hornung.
- **Featured Source C** is a [cartoon](#) titled “Lukewarm” depicting Theodore Roosevelt running from a group of women suffragists.
- **Featured Source D** is a [letter](#) from Theodore Roosevelt to Florence Schloss Guggenheim regarding women’s rights and duties.

SUMMATIVE PERFORMANCE TASK

At this point in the inquiry, students have examined a variety of angles and perspectives regarding Theodore Roosevelt and women’s rights.

Students should be expected to demonstrate the breadth of their understandings and their abilities to use evidence from multiple sources to support their claims. In this task, students will construct an argument that evaluates Theodore Roosevelt’s influence on women’s rights during the Gilded Age and Progressive Era using specific claims and relevant evidence from sources while acknowledging competing views.

Students’ arguments will likely vary but could include any of the following:

- *Yes, Theodore Roosevelt was a feminist because he supported women’s suffrage during a time when many still opposed it. He respected Jane Addams and worked closely with her during the election of 1912.*
- *No, Theodore Roosevelt was not a feminist because he did not believe men and women were equal. He purposely did not comment on women’s suffrage during his presidency as he believed there were more important matters at hand.*
- *Yes and no, Theodore Roosevelt supported legal rights for women, but he also wanted them to stay in their traditional roles as housewives. He advocated for women’s suffrage but only when it put him at a political advantage.*

High School English Language Arts

To support students in their writing, teachers could provide students with primary sources such as letters from Roosevelt about women's suffrage and secondary sources such as articles that analyze Roosevelt's words and actions in the context of the progressive movement. Encourage students to discuss whether we should judge historical figures based on modern standards. Is it possible that Roosevelt would have been considered a feminist in 1912 but would not be considered one today?

To extend their arguments, students can compare the women's rights movement from the Gilded Age and Progressive Era to the modern feminist movement. Which values have stayed the same, and what has changed? Did Roosevelt hold beliefs that were widely accepted at the time, but would not be now?

Students can take informed action by researching a current social issue they care about and considering how this issue will be different 100 years from now, then calling a representative or delivering a speech to their school or community about why the topic will continue to be important in the future.