

THE KENTUCKY COMMISSION ON WOMEN *presents*



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**A CLASSROOM DISCUSSION GUIDE
FOR MIDDLE & HIGH SCHOOL TEACHERS**

DREAMERS & DOERS:
VOICES
of Kentucky Women

**A DOCUMENTARY PROFILING THE
CONTRIBUTIONS OF KENTUCKY WOMEN**



a film by MICHAEL BREEDING MEDIA



CHAPTER 1: BREAKING NEW GROUND

SUFFRAGE • RELIGION • POLITICS AND POLICY | 0:00 – 27:05

THIS CLASSROOM DISCUSSION GUIDE

is made available in hopes that *Dreamers & Doers: VOICES of Kentucky Women* will serve as a historical resource and learning tool for students for many years to come. The Kentucky Commission on Women has taken great pains in choosing the women to profile in the film, but this is **by no means an exhaustive list**. There are yet many Kentucky women whom educators can add to lesson plans for additional study.

Depending on the maturity level of the students in your classroom, as well as the particular lesson event, it may be more advantageous to show the film in three chapters, with discussion after each. There is a backdrop of chronological events in the film, however many of the women’s achievements span over several decades resulting in an overlap of the stories in many instances. You will also find some of the profiles linked or grouped together for various reasons.

Questions for Discussion are designed to motivate discussion (1) about the film, (2) the women profiled, and (3) the periods in which they lived and/or served. Teachers should feel free to use all or any part of the questions, the list of resources and to add to the learning objectives.

Suggested Activities are merely to spark your own creativity! We are confident that year after year you will create dozens of activities to fit into your lesson plans and events. Additional Resources lists are provided to ignite further interest in the history of Kentucky women.

Enjoy the film!
The Kentucky Commission on Women

The film opens by illuminating the importance of the role of the Native American woman, the question raised about the first woman Kentucky governor (“Can a woman do this job?”), property rights for married women, suffrage efforts in Kentucky, the religious influence on women, and by profiling the pioneers in politics. **The following women are profiled:** Madeline Breckinridge, Laura Clay, Martha Layne Collins, Emma Guy Cromwell, Dolores Delahanty, Mary Elliott Flanery, Josephine Henry, Nettie Depp, Katherine Gudger Langley, Louise Southgate.

Commentary: Randolph Hollingsworth, Aloma Dew, Dolores Delahanty, Crit Luallen, Marta Miranda, Virginia Woodward, Sheila Mason and Amanda Matthews.

LEARNING OBJECTIVES

1. To help students develop and support their opinions and interpretations about the subject matter while using the facts about suffrage and matters of equality.
2. To help students understand and appreciate the power of peaceful protest and the freedom of assembly.
3. To help students understand how and why the roles and rights of women changed and evolved.

DID YOU KNOW?

When women began to reject the long, heavy skirts and tight corsets that were the custom in favor of more sensible clothing, the public took a stand against the innovation and women found themselves the victims of ridicule. When Amelia Bloomer, a feminist, adopted the pantaloons-type costume and published a journal supporting the new style they became known as “bloomers.”

Source: Sullivan, George. *The Day Women Got the Vote*. New York: Scholastic, Inc., 1994.

QUESTIONS FOR DISCUSSION

1. In the beginning of the settling of Kentucky, according to the film, what was significant about the role of the Native American woman? What could the early immigrants have misunderstood about the Native American belief that the land belongs to everyone?
2. How did Josephine Henry’s “Married Women’s Properties Rights Act” relate to the more modern quest for a Fair Credit Law to allow women to obtain credit in their own names? List the ways a woman having a credit history in her own name can contribute to her economic sufficiency?
3. Consider the remarks by Henry Watterson likening the suffragettes to “masculine females” and as “bossy” and “swish tailed.” Describe the early perceptions people may have had of the suffragettes.
4. How is Emma Guy Cromwell’s advice to the new voters (women) from her book relevant to today’s elections?



CHAPTER 2: BREAKING BARRIERS

CIVIL RIGHTS • LEADERSHIP • EDUCATION • HEALTH CARE | 27:06 – 42:32

The film continues with change for women in many ways such as more post war independence, assuming leadership roles, educational opportunities, and new and holistic health care ideas.

The following women are profiled: Georgia Powers, Mae Street Kidd, Mary Breckinridge, Grace James, the Sisters of Loretto, Catherine Spalding.

Commentary: Crit Luallen, Sheila Mason, Dolores Delahanty and Marvin Breckinridge

LEARNING OBJECTIVES

1. To help students understand the rewards and the consequences that may come with breaking a barrier or changing the status quo.
2. To encourage students to compare the similarities and the differences of rural and urban needs.
3. To help students understand the qualities of leadership, perseverance and patience.

DID YOU KNOW?

When the 14th amendment was introduced in Congress in the summer of 1866 it was intended to provide equality to all citizens. However, it made specific references to “male citizens” and “male inhabitants.” While this benefitted Black men, it excluded ALL women — a frustrating setback for the suffrage movement!

Source: Sullivan, George. *The Day Women Got the Vote*. New York: Scholastic, Inc., 1994.

QUESTIONS FOR DISCUSSION

1. How did the advent of war help to make women more independent? What is different today with men and women both serving in combat?
2. How do you believe Georgia Powers felt on her first day in the Senate? Do you think she felt intimidated, powerful or both by being the first African American to serve in the Senate Chambers? Why?
3. Why do you suppose Mae Street Kidd thought it a good idea for the insurance company have a credit union for the employees? Could she have been concerned about the lack of economic opportunities afforded to women in the “typing pool?”
4. Compare the similarities and the differences of the health care services delivered by Mary Breckinridge and those of Grace James?



CHAPTER 3: BREAKING RECORDS

ARTS • ACTIVISM • NEW OPPORTUNITIES • FIRSTS | 42:32 – 1:08:42

As growing numbers of women continued to enter the workforce, the last decades of the 20th century were truly a time of new opportunities for women of color, literary and entertainment artists, civil rights activists, and for feminism. In the 21st century Kentucky women continue to break records, open doors and reach higher heights. This chapter “remembers” but looks to the future as well! **The women profiled (or mentioned) are:** Rose Monroe, Anna Mac Clark, Thelma Stovall, Willa Beatrice Brown, Alice Hegan Rice, Jean Ritchie, Elizabeth Madox Roberts, Marsha Norman, Harriet Arnow, Verna Mae Slone, Alice Allison Dunnigan, Marie Humphries, Anne Braden, Diane Sawyer, Helen Thomas, The Judds, Rosemary Clooney, Jennifer Lawrence, Jean Ritchie, Loretta Lynn, Mary T. Meagher, Victoria “Tori” Murden.

Commentary: Virginia Woodward, Marie Humphries, Crit Luallen, Dolores Delahanty, and the late Anne Braden.

LEARNING OBJECTIVES

1. To make students aware of the status of women and the evolving perceptions of the roles of women and girls in our society.
2. To help students understand evolving perceptions and perspectives on equality for all.
3. To reinforce the idea that ordinary people can make extraordinary changes in the world and that a lone voice can make a difference.

DID YOU KNOW?

The suffrage movement lasted 72 years. Some women who began lobbying and marching for the right to vote never lived to see the change come.

Source: Kentucky Commission on Women

QUESTIONS FOR DISCUSSION

1. List reasons why Governor Martha Layne Collins was a central figure in the film?
2. Compare the similarities and the differences in the personalities of aviator Willa Beatrice Brown, actress Jennifer Lawrence, singer Loretta Lynn and explorer Victoria “Tori” Murden.
3. Think of 4 women from the film (past or present) you’d like to have dinner with. What would you like for them to talk about? What would you like to tell them?
4. How do you believe the poster of Rose Monroe (Rosie the Riveter) and message “we can do it” during WWII altered perceptions about the capabilities of women?



SUGGESTED EVENTS, PROJECTS & ACTIVITIES

- Celebrate Women’s History Month (March) by developing lesson plans for the entire month based on the film.
- Have students assume roles of the suffrage era and debate “votes for women.”
- Have students make a series of journal entries that could have been written by one of the women in Kentucky history.
- Have students choose one or more of the women in the film and write a letter to her expressing their feelings about the contributions she made to Kentucky.
- Invite special guests to discuss women’s equality issues from a list made by the teacher. Invite women of various backgrounds as special guests to discuss current and past women’s equality issues. Community leaders, current and former elected officials, business owners and CEOs are just a few examples.
- Assign students to find a few statistics regarding women’s health, women’s pay scales, etc. in Kentucky.
- Make a timeline of important dates in the women’s movement for equal rights.
- Plan a field trip to tour the state capitol. View the Kentucky Women Remembered Exhibit.
- Have students research pay equity day. Plan an activity to call awareness to pay inequity, i.e. bring cookies with a wedge missing to illustrate the inequality issue.
- Have a discussion about equal pay for equal work (high-schoolers may research comparable worth issue).
- Have a women’s day event where students work in groups to set up booths teaching others about a particular equality issue. Have skits (i.e. workers doing same job for different pay), mock debates, etc.

OTHER NOTABLE KENTUCKY WOMEN:

Sophia Kindrick Alcorn
Developed teaching method for hearing and sight impaired children

Mary Willie Arvin
Decorated Veteran

Carolyn Bratt
Teacher, Activist, Scholar

Claire Louise Caudill
Physician

Eula Hall
Community Organizer

Nelle Pitcock Horlander
First woman president of a labor union

Julia Britton Hooks
Musical prodigy

Clara Sanford Oldham
Advocate

Carol Sutton
Journalist

Julia Ann Hieronymus Tevis
Teacher, Founder of Science Hill Academy

Delia Webster
“Underground Railroad” agent

Enid Yandell
Sculptor

Doris Wilkinson
Educator

ADDITIONAL RESOURCES

Potter, Eugenia K. *Kentucky Women: Two Centuries of Indomitable Spirit and Vision*. Canada, Friesans Press, 1997.

Doyle, Mary Ellen SCN. *Pioneer Spirit: Catherine Spalding Sister of Charity of Nazareth*. Lexington, Ky: The University Press of Kentucky, 2006.

Saia, Grace SCN. *Catherine Spalding, Woman of Kentucky*. Art Print & Publishing Co. 2013.

Scalf, Henry. *Jenny Wiley: Pioneer Mother and Borderland Heroine*. Prestonsburg, KY: Prestonsburg Company Press, 1964.

Fuller, Paul. *Laura Clay and the Women’s Rights Movement*. Lexington, KY: The University Press of Kentucky, 1992.

Hall, Wade. *Passing for Black: The Life and Careers of Mae Street Kidd*. The University Press of Kentucky, 1997.

Cromwell, Emma Guy. *Woman in Politics*. Edited by Diana J. Taylor. 1996

Breckinridge, Mary. *Wide Neighborhoods*. Lexington, KY: University Press, 1952, reprinted in 1981.

Eckley, Wilton. *Harriette Arnow*. New York: Wayne Publishers, Inc., 1974.

Sullivan, George. *The Day The Women Got the Vote: A Photo History of the Women’s Rights Movement*. Scholastic Inc., 1994.

PLACES OF INTEREST

- The Kentucky Women Remembered Exhibit, Kentucky State Capitol Building, Frankfort, Kentucky**
For tours, call 502-564-3449 or visit www.capitol.ky.gov.
In 1978 the Kentucky Commission on Women initiated a campaign to bring attention to the outstanding contributions women make to Kentucky. The scope of this effort included women who had generally been omitted from historic accounts. Although the traveling exhibit started with only six portraits, over the years additional subjects were added to the watercolor exhibit, at 2-3 per year. In 1996, nearly twenty years after the initial campaign, the exhibit was hung in the west wing corridor of the state capitol.
- **State historical markers about women** | www.history.ky.gov
 - **Statue of Catherine Spalding** | Sisters of Charity of Nazareth | 433 South 5th Street, Louisville, Ky.
 - **Wendover – Home of Mary Breckinridge** | Hyden, Ky. | www.frontier.edu
 - **Lexington History Museum** | Lexington, Ky. | 859-907-9585 | www.lexhistory.org
 - **White Hall Historic State Park (Laura Clay)** | www.parks.ky.gov/parks/historicsites/white-hall
 - **Rosemary Clooney House** | Augusta, Ky. | 502-384-5346
 - **Thomas Clark Center for Kentucky History** | 100 W. Broadway | Frankfort, Ky. | www.history.ky.gov
 - **Anne Braden Institute for Social Justice** | Ekstrom Library, University of Louisville | www.louisville.edu/braden

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THE HONORABLE JOHN YARMUTH

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For additional information, to order copies of the film, or to download the Classroom Guide, go to:
www.women.ky.gov or www.michaelbreedingmedia.com

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