

Task 3: Fannie Barrier Williams Case Study: Document Analysis

Directions: Closely read each document. Answer the questions that follow.

Document 1

Williams, Fannie Barrier. "The Intellectual Progress of the Colored Women of the United States Since the Emancipation Proclamation". May 18, 1893

The hearts of Afro-American women are too warm and too large for race hatred. Long suffering has so chastened them that they are developing a special sense of sympathy for all who suffer and fail of justice. All the associated interests of church, temperance, and social reform in which American women are winning distinction can be wonderfully advanced when our women shall be welcomed as co-workers, and estimated solely by what they are worth to the moral elevation of all the people.

Historical Context: This speech was given to the World's Congress of Representative Women at the Chicago Columbian Exposition of 1893. While women had not yet gained the right to vote, the Women's Suffrage Movement had begun.

1. In this excerpt, Fannie Barrier Williams makes a distinction between African American women and white women. Why do you think she felt she had to make this distinction?
2. What do you think Williams is referring to when she says, "social reform"?
3. What point do you think Fannie Barrier Williams is making in the second sentence of the excerpt? What does this suggest about the inclusivity of the Women's Suffrage Movement?

Document 2

Williams, Fannie, "A Northern Negro's Autobiography," *The Independent*, vol. LVII, No. 2002, July 14, 1904.

My interest in various reform work, irrespective of color, led me frequently to join hand in hand with white women on a common basis of fellowship and helpfulness extended to all who needed our sympathy and interest. I experienced very few evidences of race prejudice and perhaps had more than my share of kindness and recognition. [...] I soon discovered that it was much easier for progressive white women to be considerate and even companionable to one colored woman whom they chanced to know and like than to be just and generous to colored young women as a race who needed their sympathy and influence in securing employment and recognition according to their tastes and ability.

1. How does Williams describe her own interactions with white women? Using your knowledge of Williams, why might she
2. How does Williams describe the attitudes of progressive white women toward Black and African American women in general? What does this suggest about the inclusivity of the Women's Suffrage movement?
3. In Document 1, Williams calls for unity within the Women's Suffrage Movement. Based on the publication date of Document 2, do you think this call for unity was recognized?

Task 3: Summative Assessment

Directions: You will know complete research of your own on another Black Suffragette and their role in the Women’s Suffrage Movement. You will compile your research into a short museum exhibit. You may choose from the list of people below or may research on someone not listed. See “exhibit” requirements below.

Research Choices:

- Mary Ann Shadd Cary
- Charlotte Forten Grimke
- Mary Church Terrell
- Septima Poinsette Clark
- Ida B. Wells-Barnett
- Nannie Helen Burroughs
- Frances Ellen Watkins Harper

Students will create a brief “museum exhibit” of their chosen Suffragette. Students may create a website, a short video, PowerPoint, or may produce a physical project (for example, a small poster board).

Student exhibit MUST include:

- Chosen Subject’s name and biographical information
 - o Date & location of birth
 - o Date of death, if applicable
 - o Information about subject’s education and other notable life events
- Chosen Subject’s connection and contribution to the Women’s Suffrage Movement
 - o This information should be thorough and detailed- how did this woman help to gain voting rights for women?
- Exhibit must include at least one relevant picture

Any additional information beyond the above must-haves are welcome!

Bibliography

- Between Two Worlds: Black Women and the Fight for Voting Rights (U.S. National Park Service). (2020, June 10). Retrieved July 28, 2020, from https://www.nps.gov/articles/black-women-and-the-fight-for-voting-rights.htm?utm_source=article
- Pruden, W. H. III. (2020). Fannie Barrier Williams. In *American History*. Retrieved from <http://americanhistory.abc-clio.com/Search/Display/2157012>
- The Intellectual Progress of the Colored Women of the United States Since the Emancipation Proclamation - May 18, 1893. (n.d.). Retrieved July 31, 2020, from <https://awpc.cattcenter.iastate.edu/2019/05/21/the-intellectual-progress-of-the-colored-women-of-the-united-states-since-the-emancipation-proclamation-may-18-1893/>
- Williams, F. B. (1999). Excerpt from A Northern Negro's Autobiography. In *American Journey. The African-American Experience*. Woodbridge, CT: Primary Source Media. Retrieved from https://link.gale.com/apps/doc/EJ2152000351/UHIC?u=alex41841_e&sid=UHIC&xid=d3809511