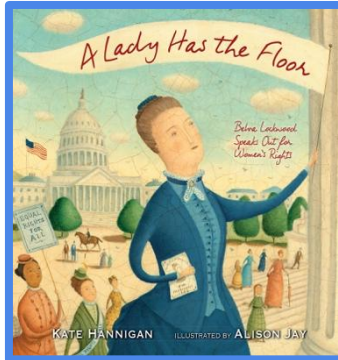


Long-Form Teacher's Guide for
A Lady Has the Floor: Belva Lockwood Speaks Out for Women's Rights
by Kate Hannigan Illustrated by Alison Jay



Book Synopsis

Unafraid to take to the floor and speak her mind, Belva Lockwood--the first woman to get a law degree; the first woman to argue a case before the Supreme Court, and the first woman to run for president in 1884--devoted her life to overcoming obstacles and demanding equality for women.

Historical Background

Fearless in her pursuit of equality, Belva Ann Lockwood challenged tradition and spoke her mind as an activist, lawyer, and presidential candidate. As an activist, she fought for equality for women, rights for Native Americans, and world peace to name a few. Belva's fight for equality led her to enroll at the National University Law School (today George Washington University), where she became one of the first women in the United States to graduate with a law degree. Her success did not stop there and in 1879 she became the first female lawyer admitted to the Supreme Court Bar. Her admission to the bar allowed her to represent the Eastern Cherokee against the United States Government in 1906, which won the Eastern Cherokee a five million dollar settlement. However, Belva Lockwood did more for women's rights than excel in law. She also ran two full presidential campaigns, once in 1884 and again in 1888. Her nominations brought attention to the irony of women's existence in government, as she pointed out to a reporter for *The Evening Star* in 1884: "I cannot vote, but I can be voted for." Belva Lockwood's legacy in law and politics helped pave the way for women such as Sandra Day O'Connor, the first female to be appointed a Supreme Court Judge in 1981, Ruth Bader Ginsberg, and Sofia Sotomayor, all who were lawyers before becoming Supreme Court judges, and Kamala Harris, first female (and first Black/Southeast Asian Indian) Vice President of the US.

Tennessee Social Studies Standards and Practices

Standard 5.09. Analyze the major goals, struggles, and achievements of the Progressive Era, including: Prohibition (18th Amendment), women's suffrage (19th Amendment), and the lack of child labor laws.

Essential Questions: What were the major goals, struggles and achievements of the women's suffrage movement? What did suffragists hope to achieve? What obstacles stood in their way? What are some milestones in the movement?

Sub-questions:

- **Who was Belva Lockwood? Why is she important in US history?** (see Historical Background above). Also see this Primary Source: Lockwood, Belva A. "My Efforts to Become a Lawyer, *Lippincott's Monthly Magazine* Vol. XLI (1888): 229,

<https://msa.maryland.gov/megafile/msa/speccol/sc3500/sc3520/015800/015841/pdf/lippincott.pdf>

- This article was written by Belva Lockwood for the *Lippincott's Monthly Magazine*. In it she details her life from her childhood to her acceptance to the Supreme Court Bar. The way in which she speaks of her childhood, her adolescence, and her struggles into adulthood is a crucial resource to understanding just who Belva Lockwood was and what shaped her into the person she became later on in her life.

- **What did Belva want? What stood in her way?**
 - She wanted equal pay as men. She wanted the opportunity to take math and science classes and participate in physical activities, like men did. She wanted the opportunity to go to college and law school. She wanted women to have the right to vote.
 - Societal beliefs about women stood in the way. People believed women's minds were too weak to understand math and science, and that women were too physically weak to participate in physical activities. People believed women belonged in the home, raising children and taking care of their husbands--this was how women were told they could be good citizens.
- **What were some of Belva's important achievements?**
 - First woman to get a law degree
 - First woman to be admitted to the Supreme Court bar
 - First woman to argue a case before the Supreme Court
 - First woman to run a full-fledged campaign for president. (Belva was not the first woman to run for president. In 1872, New York City newspaper publisher Victoria Woodhull had declared herself a presidential candidate, against Ulysses Grant and Horace Greeley. But Woodhull had to pull out of the race only a month after entering. *Belva was the first woman to run a full-fledged campaign for President*).

- **Why is Belva Lockwood essential to understanding the goals, struggles and achievements of the women’s suffrage movement?**
 - The book tells readers that as the 1884 presidential election grew closer, Belva “lost patience” with Susan B. Anthony and Elizabeth Cady Stanton, two famous suffragists. Susan B. Anthony and Elizabeth Cady Stanton, like other suffragists, mistakenly clung to the idea that the Republican Party would soon sponsor a constitutional amendment in support of women’s suffrage. Belva didn’t believe this--Belva believed if women wanted to vote, they should seize the moment! Ask students what Belva did that led to her nomination for President of the National Equal Rights Party. Did Belva win?
 - Why was Belva’s run for presidency significant for women and the women’s suffrage movement?

Teaching with Primary and Secondary Source Documents

SSP.02. Critically examine a primary or secondary source in order to:

- Summarize significant ideas and relevant information
- Distinguish between fact and opinion
- Draw inferences and conclusions
- Recognize author’s purpose, point of view, and reliability

SSP.03. Organize data from a variety of sources in order to:

- Compare and contrast multiple sources
- Recognize differences between multiple accounts
- Frame appropriate questions for further investigation

Could a Woman Run for President in 1884? Did Women Ride Bicycles in 1884? Use Primary Sources to Find Out!

[A column in the September 26, 1884, issue of *The Easley Messenger*](#) presents Belva as a presidential candidate and also provides visual descriptions of her bicycling through Washington, D.C. (You can also Google an image of Belva Lockwood on her bicycle). Share these primary sources with students. After doing so, students may want to know if she was the first woman to run for president. Others, while knowing she did not win, may wonder how many votes she received. Some may simply wonder if it was unusual for women to ride bicycles in 1884. All of these can bring students back to the picture book for answers.

How Did Others React to Belva Lockwood’s Presidential Campaign? Use Primary Sources to Find Out!

Ask students to focus on how others reacted to Lockwood’s presidential campaign, paying close attention to the two-page illustration in the picture book that shows men in gowns parading in the street to make fun of Lockwood. The book tells us that during Belva’s campaign, “her opponents got busy...Men paraded through the streets in

bonnets and gowns, making fun of Belva. Newspapers said she dyed her hair, wore scarlet underwear while riding her bicycle--anything to embarrass her!”

Then have students read “Belva Bloomed,” published in the *Rock Island Argus*, on Oct. 30th, 1884. This is a newspaper article that describes men “having great sport” as they play a hoax on the public and tell them Belva is coming to town to talk about political issues of the day. Have students pay attention to how the men playing the hoax depict Belva--what do they do? Why do they do it? What effect might it have on the public? You can find the article at <https://chroniclingamerica.loc.gov>

Teachers may also want to show the political cartoon “The Show Must Go On!” and talk to students about how Belva is depicted. Is it a positive portrayal? Negative? How do we know? Was Belva Lockwood taken seriously as a presidential candidate?
<https://www.loc.gov/item/2011661827/>

Government & Civics

Standard 5.54. Describe the structure of Tennessee’s government, including the role of each of the three branches, the governor, and state representatives.

Have students discuss why voting today is important. Have students consider the following questions:

- What are elections? When are elections? How do we elect leaders?
- Who votes? How do you vote? Where do you vote?
- Why should people vote? Why is voting an important responsibility for citizens?
- What does the governor do?
- What do state representatives do?
- Who are our current elected leaders?
- What is the government? Why does government matter?
- Has a woman ever been the governor of TN? Who are the women in TN state legislature?
- Why is it significant that Kamala Harris is Vice-President of the US?

Also, explain to students that the women’s suffrage movement led to increased representation of women in Congress. In 1922, one woman (for a short period of time) and 99 men comprised the US Senate. But women’s representation has increased over the years. In 2017, 105 (78 Democrats, 27 Republicans) women held seats in the United States Congress, comprising 19.6% of the 535 members; 21 women (21%) served in the United States Senate, and 84 women (19.3%) served in the United States House of Representatives. Ask students: how do these numbers compare to today?

Teachers may want to read the supplementary texts in the lit kit, *What’s the Big Deal About Elections*, by Ruby Shamir and illustrated by Matt Faulkner; *Vote for Our Future!* by Margaret McNamara and illustrated by Micah Player; and *Kamala Harris: Rooted in Justice* by Nikki Grimes and illustrated by Laura Freeman.

Geography

SSP.o6. Develop geographic awareness by:

- Analyzing the spatial relationships between people, circumstances, and resources
 - Examining how geographic regions and perceptions of the regions change over time
1. Have students locate Niagara County, NY, on a map and draw a line to Washington, DC. Use Mapquest or another online tool to calculate distance. How long would it take to travel between the two places today? What about 200 years ago? Ask students: How might Washington, DC have been different than Niagara County, NY?
 2. Ask students: Why did Belva feel the need to go to Washington, DC? What's so important about Washington, D.C.? What was happening in Washington, DC at the time? The book reads: "After the Civil War, [Belva] believed a new day was dawning in the nation's capital. America was rebuilding, and fresh ideas were pushing stale ones aside." Why did Belva believe this? Why was a "new day dawning?" What were some "fresh ideas" and "stale ideas"?
 3. Have students consider what important monuments/memorials/places are located in Washington, DC, including: a) the White House; b) Washington Monument; c) Lincoln Memorial; d) Vietnam Veterans Memorial; e) Martin Luther King, Jr. Memorial; f) Holocaust Memorial Museum; g) the Portrait Monument
 4. Have students consider: Why do we create memorials/monuments? How do we decide who should be memorialized? Tell students: Memorials and monuments create a visual, often symbolic, marker of a past event or important person in a community's history. They might honor a community's heroes or commemorate its tragedies.
 5. Ask: How do memorials and monuments help us remember our history? What dangers might they pose in relation to the way that history is remembered?
 6. Show students pictures of the Portrait Monument in Washington, DC. Who are the three famous suffragists represented here? What do you know about them? Ask students what they think the lump behind the three suffragists indicates. Tell students it is rumored that the uncarved lump behind the three famous suffragists is reserved for the first woman president. Tell students the monument (originally called "The Women's Movement") was presented as a gift to Congress from the National Woman's Party in 1921, but was hidden in a crypt until 1997. Also, some of the original inscriptions were removed. Ask students to think about why this was. Also have students consider: Why were these three women chosen to be memorialized? Should other women be included in the monument? If so, who?

Exploring the Book

Before introducing this book to students, you may wish to develop background knowledge and promote anticipation by posing questions such as those below.

Teachers might:

- Change the order
 - Select steps you believe would be best for your students
 - Add ones that you feel are important
1. Read and talk about the title of the book. Ask students to make predictions about what the book will be about and in what time period the story is set.
 2. Introduce the author and illustrator. Briefly incorporate information about their backgrounds. This will help to humanize the book. There is some information about their lives on the back flap of the book. Below are two example sites about the author and illustrator. Alison Jay's site provides information about the cracked oil technique she uses in her illustrations.

Kate Hannigan: <https://www.simonandschuster.com/authors/Kate-Hannigan/148217348>

Alison Jay: <https://childrensillustrators.com/ajay/about>. Teachers might want to share with students that Alison Jay uses a very distinctive style for the book that involves using quick-drying oil paints and then applying a special varnish, which she likes to crack to give an unusual aged appearance. The effect looks like “jigsaw pieces” and “cracked eggshells.” Ask students why the artist might have wanted to give a book about Belva Lockwood an aged appearance.

3. Examine the book jacket's front and back sections and note that they are one continuous piece of artwork. Let students observe that the front side showcases a portrait of Belva Lockwood with the Capitol Building in the background. In contrast, the back jacket shows a more rural landscape. Ask students why the illustrator would have both landscapes on the full book jacket. You might ask students: Where is the Capitol Building located? Has anyone ever been to Washington DC? What did you do/see there? What do you know about Washington, DC? You might also ask: What do the signs on the cover say (e.g., “Equal Rights for All,” and “Belva Lockwood for President”)? Ask students: What does “equal” mean? What are “rights?” Have men and women always been considered equal in America? Has there ever been a woman president? Why not? Before Hillary Clinton became the first female presidential nominee of any major party in 2016, had a woman ever run for President?
4. Share the endpapers of the picture book. Endpapers consist of a two-page spread. The left (verso) side is adhered to the front book cover and the other side is the first free page in the book. In many cases endpapers serve as a complement to the story and illustrations. The endpapers in *A Lady Has the Floor* is a mixture of a muted Stanford green or pale robin's egg blue which was a popular color during the Victorian period. The shades of this color from the endpapers serve as the undertones in many of the illustrations.
5. Discuss the time period the book represents. Share the two portraits of Lockwood from the backmatter. Have students guess Lockwood's birth year (1830). Then subtract her birth year from the present year so they understand that Lockwood lived almost 200 years ago. Share some of the illustrations to visually enhance

students' understanding of the era. This is a good opportunity to connect Lockwood's life and events with the curriculum.

6. Read aloud and/or picture-walk the story. (You might do both.) Be sensitive to your students' needs and curiosities and briefly pause to address those areas. You might interject your thinking aloud to make sure everyone comprehends the story. However, do this sparingly because you want students to discover and enjoy the overall story for themselves. This is a biography that you will want to reread and make available for students to pursue during their leisure or for assignments.
7. After the read aloud, entertain questions and mention two or three of the main points in the story. You might want to ask students: Have you ever been told you couldn't do something because you're a boy or a girl? Why do you think you were told this? What do you think the person who told you this thinks/believes? How did this make you feel? How did you respond? How do you feel about this after learning about Belva Lockwood?
8. Examine the backmatter. Tell students that the bibliography and source notes let us know that the biography was researched and is based on factual information that is of the utmost importance.
9. Read aloud or summarize the *Author's Note* that offers additional information about Lockwood's life along with other historical information.
10. Show the timeline entry and assign a student to personalize it. Refer to the "Timeline Activity" for directions. (See "Timeline Activity" on the CCYAL website and in Appendix in Curriculum Guide book). Afterwards, place the entry on the timeline in chronological order according to the birth year. Note that Lockwood died three years before the ratification of the Nineteenth Amendment.
11. Entertain questions and encourage connections and comments.
12. Provide closure for the biography according to your students' needs and interests.

Interdisciplinary Activities

Use some of the following activities to help students integrate their reading experiences with other curriculum areas. These can also be used for extension activities, for advanced readers, and for building a home-school connection.

English Language Arts/Writing

SSP.05. Develop historical awareness by:

- Recognizing how and why historical accounts change over time
- Recognizing how past events and issues might have been experienced by the people of that time, with historical context and empathy rather than present-mindedness
- Identifying patterns of continuity and change over time, making connections to the present

Creative Writing

1. *A Day in the Life of Belva Lockwood.*

Imagine that you are Belva Lockwood as a young girl (the age you are now). Write a diary entry describing a typical day in your life. What activities do you do at school and home over the course of your day? Are there things you'd like to do that you aren't allowed to do? If so, what are they? In what ways would you like for your life to be different than it is now?

2. *A Letter to the President.*

Belva wrote a letter to the president of the university she attended arguing that since she had completed all the required work, she should be granted a diploma. Imagine that you are a young woman living during Belva's time. You just graduated from high school and want to go to college, but the college you want to attend does not admit women. Write a letter to the president of the college and explain why you and other women deserve to pursue an education.

Academic Writing

1. *Expanding Your Knowledge.*

While this book focuses on Belva Lockwood, it also mentions several other white women who were important in the women's suffrage movement: Susan B. Anthony, Elizabeth Cady Stanton, Lucy Stone, Julia Ward Howe, and Victoria Woodhull. Choose one of these women and use multiple sources to learn more. After you've done some research, write a one-paragraph biography of her that answers the following questions: Who was she? What goals did she work toward? Why was she important?

2. *Famous Firsts.*

Belva Lockwood was the first woman to run for President of the United States, but the timeline at the end of the book mentions several other women who were "famous firsts": Susanna Salter, Jeannette Rankin, Nellie Taylor Ross, Miriam "Ma" Ferguson, Hattie Wyatt Caraway, Frances Perkins, Shirley Chisholm, Sandra Day O'Connor, Geraldine Ferraro, Hillary Rodham Clinton, Kamala Harris. Choose one of these women and use multiple sources to learn more. After you've done some research on her, write a paragraph about her that answers these questions: Who is she? What was she the first to do? Why is this first important?

Art/Media

1. *Memorializing Belva Lockwood.*

Belva Lockwood is not as well known as Susan B. Anthony and Elizabeth Cady Stanton, even though she was the first woman to obtain a law degree and one of the first women to run for President in the US. Ask students to design a memorial for Belva Lockwood. (Teachers might also work with an art teacher to provide clay or other art materials so that students can create a model of their memorial). As they design their memorials, students should consider the following questions:

- What is the purpose of the memorial?
- Where will the memorial be placed?
- What is the memorial’s audience?
- Who will visit it and why?
- Who or what will be remembered, and for what reasons?

2. Campaigning for Belva.

Ask students to take on the role of Belva’s campaign manager for her 1884 and 1888 runs for president. Have students research what a campaign manager does and more about the National Equal Rights Party, as well as Belva’s 12-point platform. Then have students use what they learn to design a savvy social media campaign that will help Belva get her message out and win. Have students think about a “brand” for Belva and a slogan.

3. Partner-portraits.

Show students the oil portrait of Belva Lockwood that hangs in the National Portrait Gallery at the Smithsonian in Washington, D.C.:

https://npg.si.edu/object/npg_NPG.66.61

Explain to students that a portrait is a painting, drawing, photograph, or engraving of a person, especially one depicting only the face or head and shoulders. Also explain that in a portrait, the face and its expression is predominant. The intent is to display the likeness, personality, and even the mood of the person. Ask students to share adjectives that describe the personality and mood of Belva, based on her portrait and what they have learned from reading about Belva. You may want to go back through the picture book and talk about the repeating adjectives throughout the story used to describe Belva: “Bold! Determined! Strong!” Ask students to think about what the artist, Nellie Mathis Horne, had to think about/do to capture Belva’s personality.

Have students work with partners to create partner portraits. First, have students describe their partner’s personality/mood in writing, using three adjectives (only positive descriptions!). Then have students think about colors they might use and other design elements to capture their partner’s personality in a portrait of just their face, head, and/or shoulders. (Content-area teachers might team up with the art teacher to help with design elements).

