

NHD PERFORMANCE SCRIPT COVER PAGE

PERFORMANCE INFORMATION	
Project Title	Freewheeling for Feminism: Breaking Barriers on the Bicycle
Student Name(s)	Jillian Leslie, Paige Metzler, Adrianna Paderna
Division	Junior Group
Performance Runtime	9 minutes 57 seconds
Thesis	At the founding of the United States, women were not included in the Constitution. This served as a barrier to obtaining their fully enfranchised citizenship. However, this began to change in the 1880s, when women gained a new sense of freedom after the “safety” bicycle was introduced. This new mode of transportation fostered greater independence as women had more control over where they went and when. The eventual acceptance of women in the public sphere, caused by the bicycle, helped women break clothing, gender, and suffrage barriers that continue to influence today’s modern feminist movement.

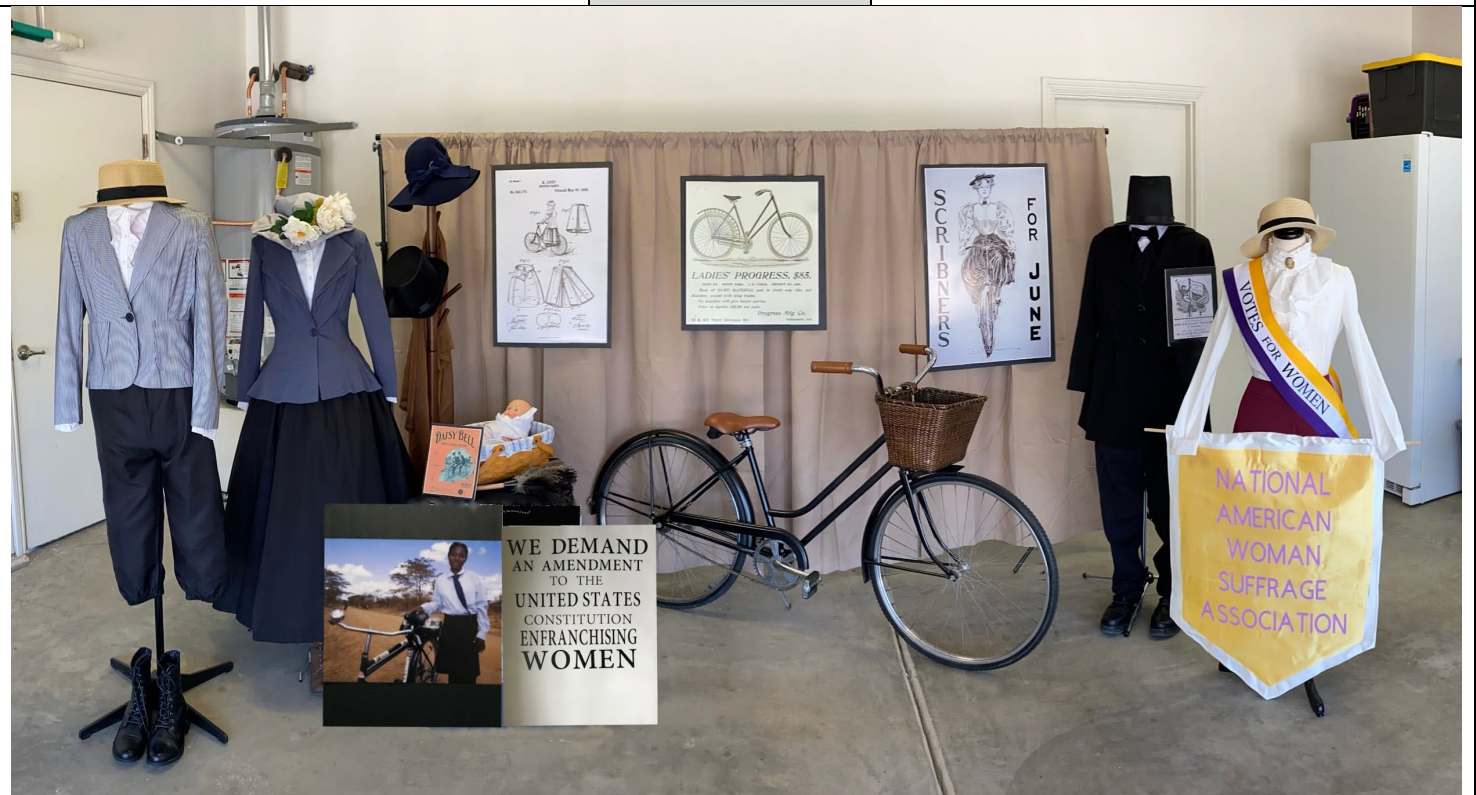
PERFORMANCE OVERALL SCENARIO	
Story Setting(s)	Timeframe
Our performance takes place in various eastern cities throughout the United States.	The story is told between the 1890s and early 1900s.
Story Synopsis	
<p>Our performance takes viewers back to the 1880s and 1890s before, during and after the invention of the “safety” bicycle. Scene Two opens before the bicycle craze, when women tended to the home and children. While men were free to do as they pleased in the public sphere, women were only allowed out if they were accompanied by a chaperone. However, when our female character discovers and purchases a bicycle, she soon encounters a problem: she can’t ride it while wearing a restrictive, heavy crinoline skirt and corset. As this dilemma arises, she discovers innovative “rational” clothing, which many women adopt, as it allows for more freedom of movement. At first, society sees bloomers and split skirts as outrageous, but over time, people begin to accept the new norm: female cyclists riding independently—even allowed to court young men—in public. Throughout the following years, the bicycle provides many opportunities for women in the public sphere and empowers them to fight for the right to vote. Over a century later, the bicycle is still empowering women across the globe with greater independence and freedom of movement.</p>	

CHARACTERS

Character	Performer	Description/background for the character
Narrators 1, 2, & 3	Paige, Adrienne, and Jillian (respectively)	These three parts move the story forward, state facts, provide context and analyze the aspects of the events.
Man 1	Paige	This character portrays the public sphere by showing the many activities in which men could participate, in contrast to women. He also does not believe in women being independent or using rational dress.
Woman	Adrienne	This lady shows the “private” sphere of society, as she does household chores; later, she discovers, purchases, and rides a bicycle.
Salesman	Paige	He describes the features of the safety bike, as well as how both men and women would be able to ride.
Amelia Bloomer	Jillian	Suffragist, editor, and social activist, Bloomer was also a fashion advocate who worked to change women’s clothing styles.
Charlotte Smith	Jillian	Unlike some women in her time, Smith believed the bicycle was immoral and would ruin young ladies and their character. She also believed couples’ bike rides would only lead to disastrous romantic incidents. Though a supporter of women’s rights, she took more extreme measures, such as hitting men who bothered women over the head with her umbrella.
Man 2	Paige	This man happily participated in bicycle rides with his sweetheart, giving her more independence. Unlike Man 1, he approves of women’s independence and rational dress.
Frances Willard	Adrienne	Leader of the Women’s Christian Temperance Movement and author of the book <i>A Wheel within a Wheel: How I Learned to Ride the Bicycle</i> , Ms. Willard was a key advocate in women’s suffrage and ardent enthusiast of the cycle.
Readers 1 & 2	Jillian and Adrienne (respectively)	Newspaper readers who go back and forth quoting different perspectives of the bicycle craze; they are alarmed by the rumored health risks of riding bicycles for women.
Elizabeth Cady Stanton	Adrienne	Chief creator of the woman’s rights and suffrage movements. She worked for 8 years to co-create the Seneca Falls Convention, the first U.S. public convention for women’s rights.
Susan B. Anthony	Paige	One of the most visible leaders of the suffrage movement. Along with Stanton, she worked to form a new organization that focused on women’s suffrage, which they named the National Woman Suffrage Association (NAWSA).

OVERALL STAGE SETTING

Describe the Stage(s) of the Performance Add Photo of Stage (if possible)	Color Use Scheme	
See photo below.	Background Design	There is a beige curtain with a drop-frame bicycle in the middle of the set. Three posters decorate the curtain: a split skirt patent, an ad for a “Ladies Progress” bicycle and a “Gibson Girl” atop a bicycle.
	Props	Throughout the six scenes, we use a black bicycle with a drop frame, a desk, hat rack, baby doll, feather duster, and various signs and clothing articles from the 19th and 20th centuries.



COSTUMES & PROPS BY SCENE

Please add or remove costume & props by scene as needed. This is only a template.

Scene # 1	Set Design & Props	
Costume(s) Visual(s) or Costume(s) Description(s)	Set Design & Props	
<p>Narrator 1: He is wearing a black three-piece suit, white shirt, pants, bow tie, and black top hat.</p> <p>Narrator 2: She is dressed in a hoopskirt, peplum jacket, and apron.</p>	Background Design	There is a beige curtain with a drop-frame bicycle in the middle of the set.
	Props	There are no props used for this scene.

COSTUMES & PROPS BY SCENE

Scene # 2		
Costume(s) Visual(s) or Costume(s) Description(s)	Set Design & Props	
Narrator 3: She is dressed as a woman of the era in a white blouse, jacket, full-length skirt. Man 1: He is same as scene 1 Woman: She is dressed same as scene 1	Background Design	The set is split in two, with the woman's side on the left, and the man's on the right. The left side is set up to look like a home.
	Props	The right side is unoccupied, while there is a bicycle in the middle that splits the set in two. On the left, there is a desk, hat rack, baby in a basket, and a feather duster.

COSTUMES & PROPS BY SCENE

Scene # 3		
Costume(s) Visual(s) or Costume(s) Description(s)	Set Design & Props	
Salesman: Same as Man 1 in scene 2 sans jacket and top hat. Woman: Same as Scene 2, sans apron. She is also wearing a flower hat.	Background Design	Same as Scene 1.
	Props	A bicycle stands center stage.

COSTUMES & PROPS BY SCENE

Scene # 4		
Costume(s) Visual(s) or Costume(s) Description(s)	Set Design & Props	
If costumes and props remain the same, write "same as scene # in the boxes below"		
Amelia Bloomer: Wearing bloomers, with same shirts and jacket as Narrator 3. She adds a straw hat, and you can see her black, lace-up boots. Woman, Man, and Narrator 2: Same as Scenes 1 and 2	Background Design	Two posters are hung in the background; one advertises an \$85 bicycle called the "Ladies' Progress", while the other features a woman riding her bicycle.
	Props	Same as Scene 3.

COSTUMES & PROPS BY SCENE

Scene # 5		
Costume(s) Visual(s) or Costume(s) Description(s) If costumes and props remain the same, write "same as scene # in the boxes below"	Set Design & Props	
<p>Charlotte Smith: She is dressed in a black skirt, a white shirt with ruffles down the front and puffy sleeves, and black shoes.</p> <p>Frances Willard: She is wearing lace-up boots, a medium-length burgundy skirt, a gray jacket, white collared shirt, and a sun hat.</p> <p>Man 2: Same costume as Man 1 with beige newsboy cap.</p> <p>Reader 1: Same outfit as Charlotte Smith, sans hat.</p> <p>Reader 2: Same costume as Frances Willard, sans hat.</p>	Background Design	Same as Scene 4, plus another poster in the background that advertises the split skirt.
	Props	Same as Scene 3.

COSTUMES & PROPS BY SCENE

Scene # 6		
Costume(s) Visual(s) or Costume(s) Description(s) If costumes and props remain the same, write "same as scene # in the boxes below"	Set Design & Props	
<p>All Narrators are wearing white blouses, sun hats, and A-line skirts. A purple, white, and gold sash with the words "Votes for Women," completes the outfit.</p>	Background Design	Same as Scene 1.
	Props	Narrator 2 holds a suffrage sign that reads "We demand an amendment to the United States Constitution enfranchising women." On the other side, there is a picture of Mary Lewanika in Zambia with her bicycle. Narrator 1 is holding a sign reading "National American Woman Suffrage Association."

PERFORMANCE SCRIPT BY SCENES

SCENE 1 - SCENARIO		
Purpose of the Scene	Key Elements	
<ul style="list-style-type: none"> Draw the audience in (hook) Introduce the topic to the audience Explain the thesis of our project Give a broad overview 	Setting	Beige backdrop
	Timeframe	19th and 20th century
	Characters	Narrator 1 and Narrator 2
Summary of the Scene		
<p>This is our introductory scene to give the audience an insight as to what our performance is about. It is a very broad overview of how the bicycle influenced women’s wardrobes, place in society, and rights. Our performance is about how the bicycle forever changed women’s history and this scene previews the topic and presents our thesis.</p>		

DIALOGUE - SCENE 1	
Character & Action	Dialogue
<p>Narrator 1 (Paige) <i>(SL)</i></p>	<p>You might have one in your garage. You’ve probably seen one in the past week. But could the bicycle—a metal contraption with two rubber tires—impact the course of women’s history? Before the 20th century, women had very few rights and liberties under the guardianship of their fathers and husbands. However, this changed in the late 1800s when something very familiar to us today was introduced: the bicycle. <i>(Gestures to bicycle C stage)</i> By riding the bike, women broke barriers on the road to equality.</p>
<p>Narrator 2 (Adrienne) <i>(SR)</i></p>	<p>Over the course of the late 19th century, the modern bicycle was developed, and women began to ride. Norms of ladies’ wardrobes changed drastically, and women became the public sphere; but most importantly, people began to change their perspectives on a woman’s place in society. This incredible innovation began a new era of freedom for upper and middle-class ladies and set them on the path to breaking suffrage barriers. The bicycle led to a groundbreaking empowerment that would shape much of the future of women in America.</p>

SCENE 2 - SCENARIO		
Purpose of the Scene	Key Elements	
<ul style="list-style-type: none"> Creating context for the role and status of men and women before the bicycle. Show the two spheres <ul style="list-style-type: none"> “private” “public” Explain that women stayed home, while men went out in society and worked. 	Setting	A woman’s home (SL; private sphere) and the public sphere (SR; public sphere)
	Timeframe	1840 - 1880
	Characters	Narrator 3, Man 1, and Woman

Summary of the Scene

This scene goes back and forth between the public and private spheres of men and women, contrasting their life experiences. The narrator guides the viewer from one side of the set to the other in order to show the societal norms of the time period.

DIALOGUE - SCENE 2

Character & Action	Dialogue
<i>(Man 1 steps back to SL, Woman steps back to SR, and Narrator 3 steps downstage)</i>	
Narrator 3 (Jillian) <i>Woman is sitting down in her modest home. A hat rack is behind her, and a basket holding a baby sits on the small table beside her. She is wearing an apron.</i> <i>Man 1 stands wearing a black top hat.</i>	Women were not included in the constitution at the founding of our nation. Although women publicly demanded legal equality at the Seneca Falls Convention in 1849, the 14th and 15th Amendments EXCLUDED women from the right to vote and placed a barrier in their path to enfranchised citizenship. During the late 19th century, gender was clearly defined by spheres of influence. <i>(Gestures to stage right)</i> Women were thought to belong to the “private” sphere, where they performed domestic duties. <i>(Gestures to stage left)</i> Whereas men belonged to the “public sphere,” filled with endless possibilities. Men, for example, could vote—
Man 1 (Paige) <i>Man 1 holds up a poster campaigning for Zachary Taylor.</i>	Zachary Taylor for President!
Narrator 3 (Jillian) <i>Gestures to Woman dusting and cleaning room.</i> <i>Gestures to man SL.</i>	—while a woman took care of the home. Men could attend college—
Man 1 (Paige) <i>Holds up a diploma</i>	I graduated from Harvard!
Narrator 3 (Jillian) <i>Gestures to Woman rocking a baby to sleep.</i> <i>Man 1 looks at a newspaper.</i>	—while women raised children. Men were a part of the gritty business world;
Man 1 (Paige) <i>Man 1 points upward and takes hat off.</i>	Looks like stocks are up!

Narrator 3 (Jillian) <i>Gestures to woman</i>	Women were happy homemakers.
Woman (Adrienne) <i>Woman gestures to her surroundings.</i>	I do love a nice, clean house!
<i>Woman exits SR. Man 1 exits SL.</i>	
Narrator 3 (Jillian)	Women were meant to be obedient, pious, pure-hearted housewives. If they went out in public, they had to have a chaperone, typically a husband or older woman—they were confined to their home... But this all changed during the bicycle craze of the 1890s.

SCENE 3 - SCENARIO

Purpose of the Scene	Key Elements	
<ul style="list-style-type: none"> Shows how bicycles were marketed to women with the promise of greater freedom and independence so companies would profit more. Women bought bicycles for more physical independence, but often could not ride them due to their wardrobe. 	Setting	A bicycle shop
	Timeframe	1889
	Characters	Salesman, Woman
Summary of the Scene		
After much persuasion from a salesman, a woman purchases her very own bicycle--only to find out that her huge hoop skirt and restrictive corset prevent her from riding.		

DIALOGUE - SCENE 3

Character & Action	Dialogue
Salesman (Paige) <i>Salesman walks on from SL and stands CS. Narrator 3 exits SL. Woman walks SR toward the bicycle and inspects it in curiosity.</i>	<i>(Gestures grandly to the bicycle)</i> BEHOLD!! The safety bike...made by Columbia! This wonderful contraption is now widely available and can be ridden by gentlemen as well as ladies <i>(aside to audience, whispers)</i> which doubles my profits. <i>(back to Woman)</i> This is the latest and greatest bike that money can buy. Over one million have been sold this year! Get yours today!
Woman (Adrienne)	What's so special about it?
Salesman (Paige)	Well, ma'am, with two wheels of the same size <i>(gestures toward wheels)</i> , a chain drive <i>(gestures toward chain drive)</i> , and rubber tires <i>(gestures toward tires)</i> , your safety on the open road <i>(Salesman gestures hand outward to the audience as if the "road" is just in front of him)</i> is guaranteed.
Woman (Adrienne)	Well, I know that my husband and I are two <i>very</i> different shapes and sizes. Would the bicycle accommodate both of us?

Salesman (Paige)	Why yes! The handlebars, as well as the seat can be adjusted to fit all riders. And for ladies, there's another option that includes the drop frame (<i>gestures to drop frame</i>).
Woman (Adrienne)	Such a wonderful invention! But...I'm certain it would be impossible to fit into our budget.
Salesman (Paige)	Absolutely not! This bike is safe & stylish, but best of all, affordable! You can even pay for it with CREDIT...It'll help you travel great distances all on your own. (<i>Man stretches arm outward as if there is a road beyond the audience</i>)
<i>Salesman walks off SL.</i>	
Woman (Adrienne) <i>Woman walks behind the bicycle in excitement, only to realize that her heavy crinoline is in the way and won't allow her to mount it. Frustrated, she tries to manipulate it so she can get on, but to no avail.</i>	Oh, good heavens! How could I ever ride? (<i>Woman throws her hands up in frustration</i>) There is no possible way for me to ride this thin metal contraption in this huge skirt and corset! Riding a bicycle will require more rational clothing--but what?

SCENE 4 - SCENARIO

Purpose of the Scene	Key Elements	
<ul style="list-style-type: none"> Introduces different types of rational dress such as the bloomer. Shows how the bicycle changed women's clothing. Shows opposition to rational dress and women's bicycling. 	Setting	Outside the bicycle shop.
	Timeframe	Late 19th century
	Characters	Amelia Bloomer, Woman, Man 1, Narrator 2
Summary of the Scene		
Suffragette Amelia Bloomer introduces "rational dress" to a woman who wants to ride her bicycle. After wearing this new outfit, this woman is criticized by a man who sees her.		

DIALOGUE - SCENE 4

Character & Action	Dialogue
<i>Amelia Bloomer enters SR wearing bloomers.</i>	
Amelia Bloomer (Jillian)	Excuse me. (<i>Clears throat</i>) My name is Amelia Bloomer. I think I have a solution for your problem—a change in costume. Introducing 'THE BLOOMER'! (<i>steps one leg out to reveal the bloomer and gestures to it with both hands. Woman observes it in amazement.</i>) I first wrote about them in my newspaper, <i>The Lily</i> , back in 1855. They are much

	more comfortable and less restrictive than a hoop skirt...perfect for riding atop your “steel steed” (<i>gestures to Woman’s bicycle</i>).
Woman (Adrienne)	Those bloomers look so much lighter than my 20-pound skirt! (<i>touches her skirt</i>) Without my corset, (<i>gestures to corset</i>) I will finally be able to breathe! A new costume like the bloomer will help me do EVERYTHING more comfortably.
Amelia Bloomer (Jillian) <i>A patent drawing of a split skirt and a shorter-hemmed skirt are featured SR.</i>	There are other options, too. You can wear a split skirt (<i>gestures to a drawing of a split skirt and a shorter-hemmed skirt</i>) with a compartment for each leg, or even a skirt with a shorter hem... However, be prepared for some criticism. Not everyone thinks “rational dress” is appropriate for women.
<i>Woman and Amelia Bloomer exit SR. Man 1 enters SL.</i>	
Man 1 (Paige) <i>Sighs and shakes head again and exits SL.</i> <i>Narrator 2 enters SR</i>	<i>(sighs and shakes head)</i> “I could not believe my eyes! As I was walking in the park today, minding my own business, I saw a <i>woman</i> walking her bicycle through the city—while dressed in bloomers! She had clearly forgotten her own self-respect and made a public exhibition of herself.”
Narrator 2 (Adrienne) <i>Walks across the stage and points to a drawing of women’s clothing</i>	Although some protested, many women embraced the new forms of dress. Bloomers and other “rational dress” provided women with physical freedom and greater mobility, but more importantly, it symbolized a cultural shift away from the Victorian attitudes of the day.

SCENE 5 - SCENARIO		
Purpose of the Scene	Key Elements	
<ul style="list-style-type: none"> Introduces the idea that by riding the bicycle, women experienced more freedom in the “public sphere”. Shows multiple perspectives of people during this time period. Shows how society has changed their attitude towards men and women being in public together. 	Setting	A spring day in the park
	Timeframe	1890s
	Characters	Narrator 3, Man 2, Woman, Charlotte Smith, Frances Willard, Narrator 1, Readers 1 & 2
Summary of the Scene		
A young man and his sweetheart sing the well-known song of the era, “Daisy Bell”, while bicycling together. Charlotte Smith and Frances Willard disagree over whether women should ride bicycles. After their argument, two women read newspapers that include both positive and negative views of the bike.		

DIALOGUE - SCENE 5

Character & Action	Dialogue
<p><i>Narrator 1 enters SL. Narrator 3 enters SR.</i></p>	
<p>Narrator 3 (Jillian) <i>Man 2 enters SL. He stands in front of the bicycle while Narrator 3 holds up a small poster with the cover of the "Daisy Bell" record.</i></p>	<p>Women's clothing was not the only barrier broken by the bicycle. Women also experienced more freedom in the public sphere. For the first time young ladies and gentlemen could be out in public, TOGETHER, without a chaperone. The popular song "Daisy Bell" of 1893 reflects the change in attitude.</p>
<p>Man 2 (Paige) & Woman (Adrienne) <i>Narrator 3 exits SR.</i></p> <p><i>Man 2 kneels on one knee as if to propose as Woman sits on the bicycle</i></p>	<p><i>(Man 2 and Woman singing)</i> Daisy, Daisy, Give me your answer, do! I'm half crazy, All for the love of you! It won't be a stylish marriage, I can't afford a carriage, But you'll look sweet upon the seat Of a bicycle built for two!</p>
<p><i>Man 2 exits SL. Woman continues to "cycle"</i></p>	
<p>Charlotte Smith (Jillian) <i>Charlotte, wearing a corset and crinoline, looks bewildered and gasps in shock at Woman.</i></p>	<p>"The bicycle is the devil's advance agent morally and physically in thousands of instances! Young women who bicycle become reckless and eventually drift into the army of outcast American females!" <i>(quote of Charlotte Smith)</i></p>
<p>Frances Willard (Adrienne)</p> <p><i>Charlotte & Frances exit SR. Narrator 1 enters SL.</i></p>	<p>I couldn't disagree more! I, Frances Willard, learned to ride a bicycle at the mature age of 53 and believe it's one of the best things I've ever done. As a proud suffragette and president of the Women's Christian Temperance Union, I believe that "She who succeeds in gaining the mastery of the bicycle will gain the mastery of life." <i>(quote of Frances Willard)</i></p>
<p>Narrator 1 (Paige) <i>Reader 1 and 2 enter SR</i></p>	<p>Some people cited bizarre reasons why women should not ride. However, the underlying concern was that the bicycle would permanently change women's role in society by giving them more independence. The debate heated up in local newspapers across the country...</p>
<p>Reader 1 (Jillian) <i>Reader 1 and 2 read newspaper articles aloud. They stand next to each other and react to the information they read.</i></p>	<p>"I think the most vicious thing I ever saw in all my life is a woman on a bicycle-and Washington is full of them. I had thought that cigarette smoking was the worst thing a woman could do, but I have changed my mind." <i>(both readers look at each other in bewilderment and shake their heads.)</i></p>

Reader 2 (Adrienne)	“There is no doubt that bicycle riding, if persisted in, leads to weakness of mind, general lunacy, and homicidal mania.” <i>(both readers look at each other in bewilderment and shake their heads.)</i>
Narrator 1 (Paige)	Some writers even implied that riding a bike would result in “bicycle face”, the tense expression of concentration which would ruin a woman’s beauty. <i>(The readers' eyes narrow; their jaws tense up. They look at each other to see if there is a change in their beauty.)</i> However, other progressive men and women saw the benefits of riding...
Reader 1 (Jillian)	<i>(holding newspaper and pointing to the article)</i> “The bicycle has brought to women a healthful, wholesome means of securing a degree of freedom and independence that no amount of discussion regarding ‘women’s right’ would ever have produced.” <i>(smiles and nods)</i>
Reader 2 (Adrienne) <i>Reader 1 and 2 both exit SR.</i>	<i>(Pointing to article with a tone of agreement)</i> “The woman on the wheel is riding to greater freedom, to a nearer equality with man, to the habit of taking care of herself, and to new views on the subject of clothes philosophy.” “Woman is riding to suffrage on the bicycle.”
Narrator 1 (Paige) <i>Narrator 1 exits SL.</i>	By 1895, female cyclists were widely accepted across the nation, giving freedom to women long accustomed to relying on men for transportation. <i>(crossing center stage to place hand on bicycle handlebar)</i> This simple innovation gave women more control over WHERE they went and WHEN. This freedom of movement removed a barrier blocking women from pursuing a much larger goal, the RIGHT TO VOTE.

SCENE 6 - SCENARIO		
Purpose of the Scene	Key Elements	
<ul style="list-style-type: none"> To show how the bicycle led to women’s right to vote, as well as freedom in the “public” sphere. Describe the short term and long term impacts the bicycle had on women. Tell the positive views and thoughts of famous female suffragettes. 	Setting	Same as Scene 1
	Timeframe	1890s to today
	Characters	Narrator 3, Elizabeth Cady Stanton, Susan B. Anthony, Narrator 2, and Narrator 1
Summary of the Scene		
The three narrators guide the scene, explaining how the bicycle movement empowered women past and present and changed the way they lived their lives. Quotes by Elizabeth Cady Stanton and Susan B. Anthony show what progressive female suffragettes thought of the bicycle movement.		

DIALOGUE - SCENE 6	
Character & Action	Dialogue
Narrator 3 (Jillian) <i>Narrator 3 enters SR.</i>	Many members of the suffrage movement were also BICYCLE RIDERS. Women became more aware of the public climate and could meet each other freely to socialize as well as to ORGANIZE in public rather than meetings

<p><i>Narrator 2 enters SR, holding a sign that reads, "We demand an amendment to the United States Constitution enfranchising women."</i></p>	<p>confined to parlors and meeting-halls. This taste of independence whetted their appetite for more.</p>
<p>Narrator 2 (Adrienne)</p>	<p>In 1890—five years after the bicycle craze began—the National American Woman Suffrage Association was formed. Suffragettes like Elizabeth Cady Stanton and Susan B. Anthony credited the bicycle for sparking change.</p>
<p>Elizabeth Cady Stanton (Adrienne)</p> <p><i>Susan B. Anthony/Narrator 1 enters SL holding a banner reading, "National American Woman Suffrage Association."</i></p>	<p>"The bicycle will inspire women with more courage, self-respect, self-reliance and make the next generation more vigorous of mind and of body..." <i>(Quote by Elizabeth Cady Stanton)</i></p>
<p>Susan B. Anthony (Paige)</p>	<p>"I'll tell you what I think of bicycling. I think it has done more to emancipate women than any one thing in the world. I rejoice every time I see a woman ride by on a wheel. It gives her a feeling of self-reliance and independence the moment she takes her seat; and away she goes, the picture of untrammelled womanhood." <i>(Quote by Susan B. Anthony)</i></p>
<p>Narrator 3 (Jillian)</p>	<p>This new form of social mobility made women visible in the "public sphere," and allowed them to speak up for their right to vote. When the 19th amendment was ratified in 1920, it empowered women to keep fighting and inspired many to push for an Equal Rights Amendment, an idea that was unimaginable in the 1880s.</p>
<p>Narrator 2 (Adrienne)</p> <p><i>Narrator 2 turns the sign around to reveal a young African woman with a bicycle.</i></p>	<p>Women today, especially in the developing world, are gaining this same feeling of freedom and self-reliance. Multiple organizations around the world donate bicycles to women as a means of liberation. With bicycles, women like Mary Lewanika in Zambia (<i>gestures to picture</i>) are able to travel quickly and safely to get an education and earn a living. Almost 200 years after its invention, the bicycle continues to have a positive impact on women's lives.</p>
<p>Narrator 1 (Paige)</p>	<p>"To men, the bicycle in the beginning was merely a new toy, another machine added to the long list of devices they knew in their work and play. To women, it was a steed on which they rode into a new world." <i>(Quote from "Woman and the Wheel," Munsey's Magazine, May 1896)</i></p>
<p>Narrator 3 (Jillian)</p>	<p>"Mastery of the bicycle became a metaphor for women's mastery over their lives" (<i>Quote from Roger Gilles' book Women on the Move</i>), enabling them to...</p>
<p>All (Jillian, Paige & Adrienne) <i>Unison</i></p>	<p>BREAK BARRIERS IN HISTORY!</p>

**Freewheeling for Feminism:
Breaking Barriers on the Bicycle**

**Jillian Leslie
Paige Metzler
Adrienne Paderna**

**Junior Group Performance
Process Paper: 499 Words**

“Mastery of the bicycle became a metaphor for women’s mastery over their lives.”

Roger Gilles, *Women on the Move*

Last fall, we were learning about women’s rights in our history class. Our teacher showed us this quote by Susan B. Anthony: “I think that the bicycle has done more to emancipate women than anything else in the world.” That idea intrigued us and sparked questions we wanted to answer. While something as simple as a bicycle might not sound significant today, we discovered that it played a major role in women’s suffrage and their fight for equality. After finding out the bicycle led to women’s right to vote, we knew we had found our topic for this year’s History Day project!

We began our research by investigating the various aspects of the bicycle’s influence on women’s history. To place our topic in context, we looked at everything from the U.S. Constitution's directives up through today’s world. We visited websites and checked out books from our local library to better understand how and when the modern bicycle was invented while also exploring the role of women in society. One particularly beneficial source was the book *Wheels of Change* by Sue Macy. Unlike the other sources we came across, this book was specifically about the bicycle’s direct impact on women and pointed us in the direction of many pertinent primary sources.

We selected the performance category for our History Day project, because we believe that having a tangible bicycle as one of our props and showing how women’s wardrobe changed because of a bicycle’s use would bring our topic to life and leave a lasting impression. After researching extensively, we designed a script outline with six distinct but connected scenes. Then

we slowly added in major events in chronological order with quotes from important people and events of the period. Lastly, we found and created or purchased costumes, props, and signs that were all important to the era.

By riding the bicycle, women were able to break gender, clothing, and equality barriers. At the end of the 19th century, women were considered inferior to men and were required by society to stay home, out of the “public sphere”; their husbands were their protectors, not their partners. However, the freedom of movement that bicycles provided helped women break this gender barrier and made them visible and accepted in the “public sphere.” The bicycle also revolutionized women’s clothing. Before the bicycle, women wore heavy skirts and restrictive corsets. Riding a “steel stead” required a more “rational dress” costume, which allowed greater freedom of movement. This invention gave women more control over where they went and when. With their new-found independence, more women began to organize for suffrage. The right to vote leveled the playing field for many in the twentieth century, and the mobility women gained through cycling encouraged them to set their own courses for the future. Today’s feminist movement was set in motion by the barriers broken by the bicycle.

Annotated Bibliography

Primary Sources

Periodicals

The Anaconda Standard (Anaconda, MT). "As a Means of Grace." June 23, 1895.

<https://chroniclingamerica.loc.gov/lccn/sn84036012/1895-06-23/ed-1/seq-2/>.

This article showed us what churches thought of women riding bicycles in the very late 1800s. While there were some differences between churches' opinions on the clothing women should wear, it was almost unanimously decided that it was okay for women to ride the bicycle and not have to wear hoop skirts. A New York reverend even claimed that if an angel should ever need to rest her wings, she could ride a bicycle instead. Churches allowing ladies to ride played an important role in helping female cyclists break the barrier of social stigma.

The Anaconda Standard. (Helena, MT). "Montana's Bicycle Girls." June 23, 1895.

<https://chroniclingamerica.loc.gov/lccn/sn84036012/1895-06-23/ed-1/seq-2/>.

This poem published in a Helena newspaper describes four Montana women and what happened in each of their lives once they started wearing bloomers and cycling. It showed us how wearing bloomers and bicycling positively *and* negatively affected women. Women who wore bloomers and biked were more comfortable and flexible, could be out in public with lovers, and got to see that they could do and be more than society said they could; however, they were often criticized by some for not wearing traditional hoop skirts or staying home, out of the public sphere, as they were expected to.

Ball, Mrs. George C. "Our Social World." *Birmingham State Herald* (Birmingham, AL),

September 13, 1896, district edition. <https://chroniclingamerica.loc.gov/lccn/sn85044812/>.

This was an informative source that gave us insight as to what a bustling southern city thought of the bicycle craze and the impacts it had on women. It helped us learn about the norms of society during this era of history and the mission Charlotte Smith was on.

Bly, Nellie. "Champion of Her Sex." *New York Sunday World*, February 2, 1896, 10.

While we had already heard Susan B. Anthony's famous quote, we hadn't heard the context it was used in. This excerpt goes into more detail and gave us more insight as to what Miss Anthony thought of the bicycle, women's dress, and gender barriers.

Columbus Buggy Co. "Grand Easter Bicycle Opening." Advertisement. *The Kansas City Journal* (Kansas City, MO), April 14, 1895.

<https://chroniclingamerica.loc.gov/lccn/sn86063624/1895-04-14/ed-1/seq-24/>.

This advertisement on a newspaper advertised a 10% discount on bicycles, plus free cycling instruction. It shows an illustration of a woman on a wheel and "especially invited" ladies. It was a good example of how bicycle companies tried to cater to women to try and double their sales, and it helped show society that it wasn't bad or abnormal for women to be out and about on bicycles.

The Courier (Lincoln, NE). "Battle of the Bloomers." May 25, 1895.

<https://chroniclingamerica.loc.gov/lccn/sn99066033/1895-05-25/ed-1/seq-11/>.

This article in a Nebraska newspaper helped inform us that some women were opposed to wearing bloomers because of their concern about their reputation. According to this article, not all members of a Orlando women's bicycle club were in favor of being required to wear bloomers when they heard the idea. Some were engaged and had fiancés who did not support their participation in cycling; others were nurses and felt that being seen wearing such clothing was disgraceful.

The Courier (Lincoln, NE). "The Bicycle as a Reformer." August 17, 1895.

<https://chroniclingamerica.loc.gov/lccn/sn99066033/1895-08-17/ed-1/seq-10/>.

This article was definitely pro-female cyclist. It was a very brief overview of this movement, referencing what different groups of people believed. Reading it helped us gain knowledge about the impact the bike had in breaking the barrier of disenfranchisement of women in society.

Crawford Avalanche (Grayling, MI). "Miss Frances Willard." March 28, 1895.

<https://chroniclingamerica.loc.gov/lccn/sn96076998/>.

Miss Frances Willard supported the women's bicycle movement. This article told of her journey of learning to ride the contraption with the help of three assistants in England at the age of 53. She played a major role in the breaking the barrier of gender inequality, and reading this story gave us background into what inspired her actions.

Geneva Daily Times (Geneva, NY). "Who's Who in Geneva."

<https://www.loc.gov/resource/rbcmil.scrp5016601/?sp=1>.

This newspaper article told us all about Elizabeth Cady Stanton's cousin, Elizabeth Smith Miller, and how she had the first bloomers made. She was looking for a comfortable outfit she could wear that could take the place of her uncomfortable, inconvenient corset and hoop skirt. With the help of a tailor, she created what was later called the Bloomer: a combination of trousers and a short skirt. "I wanted some kind of a dress which would enable me to go up stairs with both hands in full comfort. With my long gown I could not take the baby on one arm and a lamp in the other and go up stairs without running the risk of being tripped up, which might result in burning the baby, myself, and the house," she explained. Two months later, she introduced this new costume to Amelia Bloomer and Elizabeth Cady Stanton.

Lampton, J.W. "The Evidence of the Bicycle from the Shores of the Atlantic to Those of the Pacific—a Trail of Wondrous and Varied Beauty." *The Sun* (New York, NY), May 30, 1897. Chronicling America.

The author of this article W.J. Lampton compares the legs of female cyclists throughout the US in this essay. This essay, with illustrations, is a satire of the bloomer movement. We first learned about this article in The Atlantic magazine article where they described it as "mansplaining". This essay showed us that bloomers were popular during the time and that women revealing their legs in public was a change in society.

"A Million Bicycles." *Harper's Weekly*, August 7, 1895, 2.

This article in Harper's Weekly decrees "The historian who will write the true history of the closing years of the nineteenth century will be compelled to say a great deal about the growth, influence, and effects of the bicycle habit during that period." The article also attributes the quote, "Woman is riding to suffrage on the bicycle" to Susan B. Anthony.

New York World. "A List of Don'ts for Women on Bicycles." 1895. Accessed May 22, 2020.

This online newspaper was very informative in learning about a negative perspective of the bicycle movement. We found it very interesting and informative, the various items and actions the author told one to not bring or do.

Sacramento Daily Record Union (Sacramento, CA), August 10, 1895.

<https://chroniclingamerica.loc.gov/lccn/sn82015104/1895-08-10/ed-1/seq-4/>.

This is an editorial page in the Sacramento Daily Record Union newspaper. There are two articles written about women riding the bicycle on this page. One is titled "Woman and the Wheel" where the author talks about the health benefits of women riding bicycles. The other is a short paragraph titled "The Bicycle as a Reformer" declaring that the bicycle brings reforms in health, morals, dress, politics, and travel. Both editorials reference the quote "woman is riding to suffrage on the bicycle" which is credited to either, Elizabeth Cady Stanton or Susan B. Anthony depending on the newspaper. We were not able to determine who originally said it from a primary source.

The Saint Paul Globe (Saint Paul, MN). "Costumes for Bicycle Girls." April 5, 1897.

<https://chroniclingamerica.loc.gov/lccn/sn90059523/1897-04-05/ed-1/seq-6/>.

This article was an advertisement for the Minneapolis Cycle Show. It referenced the many women's bicycle clubs that were going to be attending the show for the first time, as well as the many that were beginning to be founded. A Professional Women's Racing Association was even starting to take off. Reading this article helped us gain perspective on what bicycling for women was like in the very late 1800s, as well as how it helped them break the equal rights barrier and gain freedom.

Stone, Lucy. "The Clothes that Kill." *Wood River Times* (Hailey, ID), August 19, 1887.

<https://chroniclingamerica.loc.gov/lccn/sn86091172/1887-08-19/>.

This newspaper article by Lucy Stone illustrated how uncomfortable 1800s women's clothing to men's dress and presented a solution: "shorter, lighter, and looser dresses" for women. It helped us understand the pain of wearing corsets and crinolines from the perspective of a woman who felt it, and the difference rational dress made in women's lives. In addition, it described the opposition women faced for wearing rational clothing.

The Sun (NY). "Women and Short Skirts." April 30, 1897.

<https://chroniclingamerica.loc.gov/lccn/sn83030272/1897-04-30/ed-1/seq-7/>.

This article was a lively reenactment of a meeting with the Brooklyn Health Culture Club. Many ladies shared their ideas and thoughts behind women wearing shortened skirts. While some believed this was outrageous, many thought it was a wonderful idea that would not only make skirts more comfortable, but also more functional. Having this idea accepted in society helped women on the path to breaking the gender barrier and gaining equal freedom. Reading this piece helped us understand what women thought and how they dressed in the late 1800s.

The Wheel and Cycling Trade Review, March 1, 1889.

<https://archive.org/stream/wheelcy31221889newy/wheelcy31221889newy>.

This is a weekly newsletter created for wheelmen and wheelwomen in the 1880s and 1890s. This collection, that we found on the Internet Archive, included all the newsletters from March 1st - August 22nd of 1889. There were so many advertisements articles and reports in this collection. What we noticed is that almost all of the advertisements for bicycles included a "ladies" version of the bicycle with a drop-frame. We found an advertisement for ladies cycling lessons, cycling gossip, and editorials about ladies' preference for the safety bicycle over the tricycle. One important piece of information we found in these newsletters were the reports from different cycling clubs in cities across the United States. This, along with newspaper articles we found showed us that women riding bicycles was widespread across the country.

"Woman and the Wheel." *Munsey's Magazine*, April/May 1896, 157-59.

<https://babel.hathitrust.org/cgi/pt?id=mdp.39015050611576&view=1up&seq=181>.

This is an amazing magazine article, written in 1896, that we found later in our research. We enjoyed reading the article because it covers almost everything we present in our project; the drop-frame, how the bicycle broke barriers in women's clothing, and how it gave them a public presence. This article confirmed that our research was on the right track and it gave us a quote which we used in our performance. *"To men, the bicycle in the beginning was merely a new toy, another machine added to the long list of devices they knew in their work and play. To women, it was a steed on which they rode into a new world."*

The World (New York, NY). "Brooklyn's Cycling Women." April 15, 1893, evening edition, Brooklyn News. <https://chroniclingamerica.loc.gov/lccn/sn83030193/1893-04-15/ed-4/seq-5/>.

This newspaper told us all about the growing familiarity of women on bicycles in Brooklyn and showed us how the bicycle allowed women to be seen differently. According to this newspaper, in Brooklyn, women often had better technique than their male counterparts when riding. What's more, some of them even rode to far places from Brooklyn, like Coney Island, "just as well as their husbands or brothers" (paragraph 4). This article showed us that the bicycle allowed women to travel long distances, show their physical capabilities in comparison to men, and, over time, show onlookers that a woman being out in public and doing what men were doing was perfectly normal.

Nonperiodicals

Condon, A. A. *The Latest Fad*. Composed by Don Con. St. Louis, MO: Johns Hopkins University, 1895. <http://levysheetmusic.mse.jhu.edu/collection/061/053>.

This is sheet music for an 1895 song titled "The Latest Fad." The singer is singing about how he and his girlfriend, Maud, used to cycle together—probably on a tandem bike—and Maud wore hoop skirts. However, these skirts were problematic and did not go together with bikes. The lyrics helped us understand women's struggles while cycling and wearing hoop skirts and their transition to bloomers, which ended up making a huge impact on women and what they were expected to normally wear.

Daisy Bell. Libretto by Harry Dacre. New York, NY: T.B. Harms, 1892. <https://levysheetmusic.mse.jhu.edu/collection/140/090>.

This is a digital image of the original Daisy Bell score written in 1892. We looked at many different songs that were created during the time period but decided that this song was the most recognizable to include in our performance. The lyrics of the song show the change in attitude toward men and women being allowed in public together before marriage.

"Our Roll of Honor. Listing Women and Men Who Signed the Declaration of Sentiments at First Woman's Rights Convention, July 19-20." May 1908. <https://www.loc.gov/resource/rbcmil.scrp4006701/?st=text>.

This source told us which famous activists, as well as the lesser-known men and women, that signed the Declaration of Sentiments. By gaining this knowledge, we were able to add one more action, people already in our script, took to fight for women's rights. We also learned more about other lobbyists and what they did to fight for the suffrage barrier to be broken.

Ward, Maria E. *The Common Sense of Bicycling: Bicycling for Ladies*. N.p.: Brentano's, 1896. <https://books.google.com/books?id=GYs3AAAAMAAJ&printsec=frontcover&source>.

This 200-page guide to the bicycle by Maria Ward explained to women why cycling is important, virtually everything about how the bicycle works, and how to ride it. It was extremely effective in helping us understand why bicycles gave women such a feeling of self-confidence and independence—those who owned one were able to learn a skill that allowed them to enter the male-dominated public sphere and finally had their very own vehicle to take care of.

Willard, Frances E. *A Wheel within a Wheel*.: Fleming H. Revell Company, 1895. <http://www.gutenberg.org/files/60356/60356-h/60356-h.htm#png.053>.

This e-book provided us with information about Frances Willard's journey to riding the bicycle and insights from Frances herself. It helped us understand why and how she learned to cycle at 53 years old as well as how other people felt about it.

Audiovisual

Cyclists across the country proudly posed with their wheels, such as this woman in this 1890s tintype. In doing so, they declared their embrace—and mastery—of the new technology. For many, a bicycle portrait was also a kind of declaration of independence. Photograph. Accessed March 15, 2020. <https://insider.si.edu/2018/05/how-the-19th-century-bicycle-craze-empowered-women-and-changed-fashion/>.

A smiling woman is sitting on her safety bicycle. By showing off their steel steeds and wearing "rational" clothing, women were fighting for equal rights. This photo helped us better understand what women did to help break the barrier of inequality. It also gave us a visual of the clothing and shoes women wore while riding.

"Daisy Bell (1892)." Video file, 4:15. YouTube. Posted by Sheet Music Singer, August 22, 2016. Accessed March 14, 2020. https://www.youtube.com/watch?v=_kd-xg2VZnk.

This video of the song "Daisy Bell" and its lyrics and chords helped us understand the meaning of the lyrics. For example, the words "You'll take the lead in each ride we take" symbolized less dependence on males for women. This source also helped us sing the song better and get into character for our performance.

Dalrymple, Louis. *The biggest people on the road! / Dalrymple*. May 18, 1886. Illustration. <https://www.loc.gov/resource/ppmsca.28908/>.

This is an illustration of a gigantic man and a gigantic woman bicycling on a dirt road among normal-sized people surrounding them. This helped show us that although bicycles were increasingly popular during the late 1800s, some considered bicyclists to be road hogs who forced other modes of transportation off the road.

1892 Advertisement, Premier Cycle Company of New York. Image. Accessed March 24, 2020. <https://www.alamy.com/1892-advertisement-premier-cycle-company-of-new-york-image67458299.html>.

This is an image of an 1892 advertisement of a cycling company in New York. It reads, "Cushion tires \$100" and "Pneumatic tires \$125". This image helped us better understand what bicycle ads looked like in 1892, as well as what they cost.

Gibson, Charles Dana. *Scribner's for June*. 1895. Illustration. Accessed May 19, 2020. <https://www.loc.gov/pictures/item/2002720198/>.

Highlighting the Gibson's Girl enjoyment of physical activities, this poster was advertising the June issue of Scribner's Magazine. By showing young ladies participating in exercise, Charles Gibson helped promote that an athletic woman was socially acceptable. We included this poster in our project, as it helped us understand that newspapers and magazines played a large role in promoting trends of the time and encouraged women to break the barrier of gender inequality.

———. *Sweetest Story Ever Told*. 1910. Illustration. <http://www.loc.gov/exhibits/gibson-girls-america/the-gibson-girl-as-the-new-woman.html#obj2>.

This illustration of a Gibson Girl shows a beautiful woman playing her violin. Like countless other drawings of women by Charles Dana Gibson, it illustrates that women can be beautiful and have diverse interests, including interests in the arts. This illustration, like many others, represented the "New Woman". It encouraged women to break out of the limits of the private sphere and showed them that they could have more interests and skills than society expected them to have.

Illustration of a woman cyclist wearing a tailored jacket and split skirt, 1894. 1894. Accessed October 29, 2019. https://www.nzherald.co.nz/wanganui-chronicle/news/article.cfm?c_id=1503426&objectid=11902353.

This woman is wearing one of the clothing reforms of the day: the split skirt. She has broken away from societies norms, while riding a drop-frame bicycle. By analyzing this image, we were able to see another example of what women who rode wore. This helped us in our performance, as we needed examples for costumes.

A Lady Scorcher, Outfitted in Bloomers and Ready to Ride, circa 1900. 1900. Photograph. Accessed November 4, 2019. <http://photowings.org/bicycles-and-bloomers/>.

This is an old picture of a Victorian lady on her bicycle. Until the 19th century, woman had to rely on men for transportation; however, the introduction of the bicycle played a major role in helping them break the barrier of chaperoned travel.

New York: R. H. Wolff & Co. *The Elopement*. 1896. Photograph. Accessed February 19, 2020. <https://www.loc.gov/item/2018756236/>.

This photograph gave us the idea for the scene in which a couple sings the popular song, Daisy Bell. It inspired us, since it showed a man and a woman riding a "bicycle built for two," which is an important line in the song. By riding bicycles together, without a chaperone, men and women helped fight to break gender and inequality barriers.

NUWSS Land's End to London. Photograph. Accessed May 20, 2020.

<http://www.sheilahanlon.com/wp-content/uploads/2010/11/NUWSS-Lands-End-to-London2.jpg>.

This photograph shows an assembly of women; above them is a sign that reads, "NATIONAL UNION OF WOMEN'S SUFFRAGE SOCIETIES LAND'S END TO LONDON." Front and center, three women stand by their bicycles. This showed us that the bicycle was a symbol of freedom and independence and played a crucial role in women's suffrage.

Opper, Frederick Burr. *The "New Woman" and Her Bicycle - There Will Be Several Varieties of Her / F. Opper*. June 19, 1895. Photograph. <https://www.loc.gov/item/2012648801/>.

This photo shows the various activities that the New Woman participated in as she broke gender barriers, many of which were done on the bicycle. Looking at this image helped us determine what costumes we should use in our performance, as each woman in the picture represented their bloomers in a different way.

Passers-By Looking at Window Display at the Headquarters of National Association Opposed to Woman Suffrage. 1919. Photograph. <https://catalog.archives.gov/id/7452466>.

This photo is proof of opposition to female suffragists and the barriers they fought to break. It showed us what other groups of people did to oppose the National American Woman Suffrage Association and how they fought for a different cause.

Penfield, Edward. *Bicycle road maps in Harper's Round Table...* 1895. Illustration. <https://www.loc.gov/resource/ppmsca.43119/>.

This is an advertisement for five-cent bicycle road maps at Harper's Round Table. As well as a title, it shows a sample of a road map and a drawing of three women, each on bicycles. This showed us that many brands catered to women as well as men and showed them on bicycles in order to make more money, which helped normalize the idea of females on bikes.

"Perfect Poise" Advertisement. The National Museum of American History. Last modified 1897. Accessed March 16, 2020. <https://americanhistory.si.edu/object-project/bicycles/sport-corset>.

This is an advertisement for a corset that women could wear while cycling. The ad reads, "*THE PERFECT POISE of the woman who wears a Ferris waist is easily distinguishable. She rides with easy grace because every motion, every muscle is absolutely free. She rides without Fatigue because she enjoys perfect respiration.*"

This advertisement showed us that women wanted to be more comfortable while riding a bicycle or being physically active and manufacturers were willing meet the demand.

Petition of E. Cady Stanton, Susan B. Anthony, Lucy Stone, Antoinette Brown Blackwell, and Others Asking for an Amendment of the Constitution that Shall Prohibit the Several States from Disfranchising Any of Their Citizens on the Ground of Sex. <https://catalog.archives.gov/id/306684>.

This is a digital image of a late-1800s petition submitted to the House of Representatives judiciary committee asking for an amendment that allowed all citizens to vote and did not discriminate based on sex. It was very helpful in helping us understand how important voting was to women.

Samuel, Ehrhart D. *The Bicycle Problem / Ehrhart.* 1895. Photograph. <https://www.loc.gov/resource/ppmsca.28955/>.

This print from the Puck magazine shows a cartoon depicting different parts of the bicycle craze, such as the various health problems, the clothing to wear while cycling, being excluded, and the possibility of disabled people beginning to ride. By analyzing this cartoon, we were able to grasp the viewpoint of one of the magazines of the time.

———. *The Bicycle - the Great Dress Reformer of the Nineteenth Century!* / Ehrhart. August 7, 1895. Photograph. <https://www.loc.gov/resource/ppmsca.29031/>.

This photo from the Puck magazine shows a man and a woman both wearing a form of bloomers. In between them, is a bicycle and surrounding them on the page, are other ways men and women in the 19th century dressed. By looking at this visual, we were able to gain a better understanding of what people in this time period wore and how less restrictive the new forms of clothing were. This helped us with costumes and props, as it gave us examples of actual clothing worn.

———. *Even the Church Has Got It* / Ehrhart. January 8, 1896. Photograph. <https://www.loc.gov/item/2012648594/>.

Another print from the Puck magazine, this one of a minister with a Bible in his pocket, flying down the road on a bicycle. This helped us understand that at some point, churches got caught up in the bicycle craze, which widened the groups of people that supported this movement.

Strohmeyer, and Wyman. *The New Woman-- Wash Day*. 1897. Photograph. <https://www.loc.gov/item/90706169/>.

This is a funny image of a man doing the laundry, while the "New Woman" (wearing knickers) smokes a cigarette. By observing humorous pieces like these, we're able to better understand what people thought of the "New Woman" and the change in women's wardrobes, as they fought to break the gender and clothing barriers.

Taylor, Charles Jay. *A Squelcher for Woman's Suffrage*. June 6, 1894. Illustration. <https://www.loc.gov/resource/ppmsca.29110/?loclr=blogtea>.

This is an illustration on the cover of an issue of *Puck* magazine. It shows a woman standing before some narrow voting booths and being unable to vote because of the large size of her dress and reads, "How can she vote, when the fashions are so wide, and the voting booths are so narrow?" at the bottom. This satirical illustration helped us see that because society expected women in the mid to late 1800s to do things wear such ridiculously restrictive clothing, they were unable to do many things—and if they could wear clothing like men, they could do more. This illustration connects the barrier of women's clothing to the barrier of women's rights, showing the injustice to women of the day.

This Delegation of Officers of the National American Woman Suffrage Association Received from President Wilson a Memorial to the French Women in Which He Advocates the Federal Woman Suffrage Amendment. 1917. Photograph. <https://catalog.archives.gov/id/533767>.

This photo shows how President Wilson supported the National American Woman Suffrage Association and their Amendment to the Constitution. It helped us understand the various groups and people who supported this cause during different times, as well as what people in this association wore.

Legal sources

Cooper, Ella. Bicycle-Skirt. US Patent 555,211, filed July 18, 1895, and issued Feb. 25, 1896.

This is a very descriptive image and diagram of the bicycle skirt and how it transforms from a skirt into pants. There is also information about the patent Ella Cooper has for this invention. Viewing this patent helped us visual the types of clothing women wore to stand up against societal barriers.

Garford, Arthur L. Safety Bicycle. US Patent 457,080, filed Sept. 10, 1890, and issued Aug. 4, 1891.

The safety bike played a main role in the bicycle craze of the 1800s and the descriptions on this patent show why this bicycle was so popular. It's frame reduces strain, increasing durability, which in turn make it more comfortable to the rider. This visual helped us better understand what this steel steed looked like and what we should look for in our prop bike.

Luey, H. Official Gazette of the United States Patent Office. US Patent 540,173, issued May 27, 1895.

This is a patent for a pattern to make a split skirt for ladies. The split skirt allowed women to ride a bicycle without getting her skirt caught in the spokes of the wheel. This is an example of women modifying their clothing to ride bicycles. We use this patent diagram in our performance. Amelia Bloomer uses it as an example of a "rational dress" for ladies.

Turner, Emerson P. Dress-Guard for Bicycles. US Patent US597867A, filed Feb. 18, 1897, and issued Jan. 25, 1898.

While we had heard of specific inventions made for female cyclists, this gave a descriptive model of the dress guard and described how it worked.

Winthrop, Alice Worthington. Bicycle Skirt. US Patent 549,472, issued Nov. 5, 1895. Accessed March 16, 2020. <http://patft.uspto.gov/netahtml/PTO/srchnum.htm>.

This is another bicycle skirt patent invented by a woman. Alice W. Winthrop submitted this patent for a bicycle skirt. This source provided evidence that many women were modifying their clothing in 1895 and even claiming patents for their ideas.

Secondary Sources

Periodicals

Abrahams, Jessica. "Freewheeling to Equality: How Cycling Helped Women on the Road to Rights." *The Guardian*. Accessed October 18, 2019.

<https://www.theguardian.com/lifeandstyle/womens-blog/2015/jun/18/freewheeling-equality-cycling-women-rights-yemen-bicycle-liberation>.

This article discussed how cycling helped women gain rights and explained the timeline of bikes and how they evolved. They were first used among the upper class, but soon became a widely used form of transportation. Men were worried about women using them and came up with multiple excuses as to why they should not. However, they soon broke through this barrier and with it, changed their entire wardrobe. Reading this gave us an idea of the barriers women faced on the path to gaining equal rights, as well as how they broke them.

King, Amy. "Welcome to the Lily." *The Lily*. Accessed October 29, 2019.

<https://www.thelily.com/welcome-to-the-lily/>.

They are bringing The Lily back! The Lily was originally published by Amelia Bloomer in the middle 1800's. This online newspaper is the same, but about women today. In this edition, they focused on how women feel today and how the fight for breaking the equal rights barrier never ends. Included, were two quotes by Amelia Bloomer.

The Lily. "Meet Team Lily." Accessed October 29, 2019. <https://www.thelily.com/meet-team-lily/>.

Most of this article was about the contributors of this new newspaper, but there is one paragraph that is a great summary of Amelia Bloomer's original newspaper, the first U.S. newspaper by and for women in 1849. She started it during the temperance movement covering a lot of women's rights, as well as barriers faced with Elizabeth Stanton and Susan Anthony.

Manners, William. "Cycling the Secret History of 19th Century Cyclists." *The Guardian* (London, England), June 9, 2015. Accessed November 4, 2019.

<https://www.theguardian.com/environment/bike-blog/2015/jun/09/feminism>.

This online newspaper led us to research the Bristol Tricycle and Bicycle Club from 1897. Before reading this, we didn't know that bicycles improved the fields of genetics back when they were first invented. By owning a bike, one's number of potential marriage partners was increased. This caused biologist Steve Jones to rank the bike as the "most important event in recent human evolution."

Taylor, Michael. "Rapid Transit to Salvation: American Protestants and the Bicycle in the Era of the Cycling Craze." *The Journal of the Gilded Age and Progressive Era* 9, no. 3 (July 2010): 337-63. <https://www.jstor.org/stable/pdf/20799394.pdf>.

This journal article explained the discouragement and stigma of riding bicycles by religious organizations. It helped us understand that in the 1800s, improper behavior, like desecrating the Sabbath, was rumored to result from cycling. However, some felt that bicycles would improve the quality of church congregations. This source helped us see that the "cycling craze" of the 1890s was a controversial topic, and it could be associated with religious disgrace.

Nonperiodicals

Finson, Jon W. "The Virtues of Mobility." In *The Voices That Are Gone: Themes in Nineteenth-Century American Popular Song*, 144-45. Accessed April 20, 2020.

https://books.google.com/books?id=ZJM_PrFI2scC&.

This section of the book included the Daisy Bell song, which inspired us to put it in one of the scenes. After the most popular verse of the song, the author describes what the song writer, Harry Dacre, meant in his song: the bicycle provided escape, privacy, and freedom from everyday life for couples. Songs like these, inspired the public to take action, and break through the barriers that society placed.

Ginzberg, Lori D. "The Two Worlds of Elizabeth Cady." In *Elizabeth Cady Stanton: An American Life*. Hill and Wang, 2009. Accessed January 6, 2020.

<https://www.npr.org/2011/07/13/137681070>.

This is the first chapter of a book about the life of Elizabeth Cady Stanton. It helped us understand Elizabeth's home life and childhood, and how it drove her in adulthood. For example, when she was younger, her father always told her about how he wished she was a boy, and this probably caused her to seek gender equality as an adult.

Macy, Sue. *Wheels of Change: How Women Rode the Bicycle to Freedom (with a Few Flat Tires along the Way)*. Edited by Jennifer Emmett. Washington, D.C., USA: National Geographic Society, 2011.

This illustrated book full of photos gave us information on how the invention of bicycles affected women. It taught us about the evolution of bicycles, and how bicycles helped women's rights and societal norms develop over time. This book gave many examples of women of different ages, races, careers, and time periods who used the bicycle to make their lives easier while simultaneously improving the status of all women in society.

Norwood, Arlisha. "Amelia Bloomer." National Women's History Museum. 2017.

www.womenshistory.org/education-resources/biographies/amelia-bloomer.

Amelia Bloomer was a historic activist and fashion advocate who worked to change women's clothing styles. She was an important character in history, as she fought to break the barrier of unequal rights for women through her writing. Her paper, *The Lily*, was solely dedicated to women and their causes. After we read this article, we found the many newspapers she wrote, which gave us more knowledge. The most influential change she brought about was the invention and the wearing of pantaloons, or bloomers.

Skeers, Linda. *Women Who Dared*. Illustrated by Livi Gosling. Naperville: Sourcebooks, n.d.

This is a book about 52 women in history who did impressive things in their lifetimes. It taught us about the story of Annie Londonderry, a woman who biked around the world in 1894 and 1895, and how her journey changed many people's attitudes about women, their societal roles, and what clothes they could wear. This book also led us to more sources about Annie Londonderry.

Audiovisual

All Things Considered. "Women on Wheels: How Bicycles Paved a Road to Social Change."

Hosted by Carmen Baskauf and Lucy Nalpathanchil. Aired October 2, 2018, on NPR.

This podcast was extremely helpful in the smaller details and important people throughout the 1800s and 1900s. Pierre Lammon was the first to patent a bike idea in the U.S. Later, Albert Pope saw similar designs and decided to mass produce them to make them more accessible. It also included a timeline of women's clothing, including the convertible type.

"How Bicycles Changed Women's Lives | Origins: The Journey of Humankind." Video.

YouTube. Posted by National Geographic, April 28, 2017. Accessed May 21, 2020.

<https://www.youtube.com/watch?v=V-Qv9TfG6dw>.

This video helped explain how the bike changed the lives of many women and offered a path of freedom. During the 19th century, ladies seemed to be trapped in their homes and clothes (weighing up to 25 pounds). On top of this, some men didn't like the idea of women riding around town, unchaperoned. Both dilemmas were barriers that women had to break in order to gain equality. This video gave insight as to what men thought, as well as the previous forms of dress.

"Meet the Wheelwoman - Full Length." Video file, 17:51. Vimeo. Posted by National Museum of American History, October 17, 2016. Accessed February 22, 2020.

<https://vimeo.com/187725051>.

This online video from the National Museum of American History informed us about bicycling from the perspective of a female cyclist in 1898. It helped us see an 1800s wheelwoman's opinion on several different topics, such as the cost of a bicycle and rational clothing.

Web sites, e-sources

Alexander, Sadof. "Breaking the Cycle with Cycling: The History of Bikes as Empowerment." One. Last modified April 6, 2018. Accessed October 16, 2019.

<https://www.one.org/us/blog/bicycle-feminist-history/>.

This resource was helpful to us because it explained how bicycles played a major role in empowering women and breaking them out of social barriers that restricted their freedom. We also learned that times have changed since the bicycle was first introduced; initially, it was highly unusual and improper for a woman to be seen riding a bicycle.

Anslow, Louis. "In the Early Days, Bicycles Were Blamed for Making Riders - Especially Women - Crazy: Mental Illness, Bad Morals, and Heart Attacks." Medium. Last modified June 28, 2017. Accessed October 22, 2019. <https://timeline.com/bicycles-blamed-insanity-women-f6c32b0830a9>.

This article has a lot of insight as to what doctors and men were saying during the era when women began to change their wardrobe, ride bikes, and break gender barriers. Many people were negative and made it sound like riding was bad for women. Some even said that it made you go insane and made ridiculous cartoons. However, a few were reasonable and said that riding could cure you of insanity and we know today that any form of exercise is good for you.

Bicycle History. "Draisine History and Types." Bicycle History. Accessed October 28, 2019.

<http://www.bicyclehistory.net/bicycle-history/draisine/>.

This article taught us more about the very first bicycle type machines. The draisine was originally devised by the German Baron Karl Drais and was powered by pushing off the ground with one's legs. It had no pedals or chains and required a lot of balance. This was the earliest form of a bike and helped us in our project by enabling us to make comparisons as the bicycle evolved.

Blackstock, Elizabeth. "How the Bicycle Changed the World for Women." JALOPNIK. Last modified October 17, 2019. Accessed May 19, 2020. <https://jalopnik.com/how-the-bicycle-changed-the-world-for-women-1834087720>.

This web page explains how the invention of bicycles changed women forever. By riding this contraption, women had to wear simpler, more comfortable outfits that were less restrictive. This invention was also less expensive and easier to use than a horse and buggy, making travel more convenient. The bicycle helped women break many of society's barriers of expectations. Reading this source gave us a lot of information about the pricing and budgeting of buying a bike.

Boissoneault, Lorraine. "Amelia Bloomer Didn't Mean to Start a Fashion Revolution, but Her Name Became Synonymous with Trousers." *Smithsonian Magazine*. Last modified May 24, 2018. Accessed November 5, 2019.

<https://www.smithsonianmag.com/history/amelia-bloomer-didnt-mean-start-fashion-revolution-her-name-became-synonymous-trousers-180969164/>.

This article published on the Smithsonian Magazine website told us about the dangers and discomforts of women's clothing before bloomers, and how bloomers were introduced and changed things for women. It gave us information on how Amelia Bloomer and other suffragettes started wearing bloomers and how Amelia popularized them in quite a few states in the eastern United States. According to this article, corsets and crinolines were a huge barrier that prevented women from living healthy lives; the bloomer helped break this barrier and allowed women to breathe and move more easily.

Braker, Sarah. "New Research on Women's Bicycle Participation Reveals Insights—and Some Surprises." *People for Bikes*. <https://peopleforbikes.org>.

This online article provided some helpful statistics on women's cycling participation compared to men. It helped show us how much things have changed for women—bicycling by women was a novelty that was not too common in the late 1800s; today, 45.5 million women ride bicycles for transportation, recreation, or both.

Campbell, Amanda. "Bicycles, Bloomers, and the Vote: Dress Reform." *Library of Congress*. Last modified November 5, 2019. <https://blogs.loc.gov/teachers/2019/11/bicycles-bloomers-and-the-vote-dress-reform/>.

This blog post on the Library of Congress site briefly detailed the challenges of being a suffragette in the mid to late 1800s, as well as the significance of the bicycle and dress reform to women's enfranchisement. It also pointed us in the direction of several primary sources.

Center for Women's History and Leadership. "Biography." *Frances Willard House Museum and Archives*. <https://franceswillardhouse.org/frances-willard/biography/>.

This article summarized the life and major accomplishments of suffragette Frances Willard. It helped us gain a deeper understanding of one of the major figures in our performance and how she dedicated much of her life to breaking the barrier of women's disenfranchisement. It also provided valuable information regarding the WCTU, Willard's suffrage organization—"Under Willard's leadership the WCTU grew to be the largest organization of women in the nineteenth century. She saw the WCTU both as a means for accomplishing societal reform and as a means for training women to accomplish this reform. She urged WCTU members to become involved in local and national politics, to advocate for the causes in which they believed, to make speeches, write letters, sign and distribute petitions, and do whatever they could (since they couldn't vote) to create support for change."

"Detailed Timeline: Timeline of Legal History of Women in the United States." National Women's History Alliance. Accessed October 27, 2019.

<https://nationalwomenshistoryalliance.org/resources/womens-rights-movement/detailed-timeline/>.

This online timeline supplied us with information about legal milestones in women's history. It helped us form ideas about what was normal and what wasn't normal for women at different points in time. For example, before 1890, it would be unheard of for a woman to vote in elections. However, in 1890 and after, it would be less out of the ordinary for a woman to vote in elections. It also showed us that women had to wait a long time for an equal rights amendment—the 15th amendment was ratified in 1870, giving women the right to vote, but the 19th amendment, which gave women equal rights to men, was ratified 50 years later.

DuBois, Ellen. "Reconstruction and the Battle for Woman Suffrage." Gilder Lehrman. Accessed May 19, 2020. <https://ap.gilderlehrman.org/essays/reconstruction-and-battle-for-woman-suffrage>.

This source describes how female activists were caught between supporting their own cause and helping fight for political rights for freedmen. It goes into depth about what different groups did, as well as what the National Woman Suffrage Association and the American Woman Suffrage Association did to help break the barrier of disenfranchisement. We found it very interesting that since the Fourteenth Amendment stated that all native-born people were national citizens and received privileges, women claimed to be enfranchised. Due to this interpretation, many women in the 1870's attempted to vote. By reading this document, we were able to better understand what women suffragette groups did to fight for their cause.

Elmira College. "The Lily and Amelia Jenks Bloomer." The Issues. <http://faculty.elmira.edu/dmaluso/loislane/lily/lily.html>.

This is an article that gave us a background on Amelia Bloomer and helped us gather more information on the impact of *The Lily*. More specifically, it helped us understand how Amelia introduced bloomers and contributed to their spread. Amelia wrote *The Lily* and sold them at the same shop where her husband, Dexter, had a newspaper job. At first, *The Lily* was about literature and temperance, but later began to focus on women's emancipation.

Engel, Keri. "The New Woman and Her Bicycle: Why Did Victorian Men Hate Women on Bikes?" Amazing Women in History. Last modified August 5, 2019. Accessed May 21, 2020. <https://amazingwomeninhistory.com/the-new-woman-and-her-bicycle/>.

This source talked about the different movement's that came out of the bicycle craze, as well as the Cult of Domesticity. We learned that the high-wheel bicycles were also known as penny-farthings and were thought of as inappropriate for women. Another fact we discovered was that Amelia Bloomer was an important activist in promoting dress reform for women in the 1850's. However, many thought women were ruining society by leaving their household, husbands, and children. These kinds of women were thought of as "loose women, prostitutes, or lesbians." By reading this article, we gained perspective on how hard it was for women to break through this barrier and fight for their rights.

Ginzberg, Lori D. "For Stanton, All Women Were Not Created Equal." Interview by Steve Inskeep. National Public Media. Last modified July 13, 2011. Accessed January 2, 2020. <https://www.npr.org/2011/07/13/137681070/for-stanton-all-women-were-not-created-equal>.

This interview of an author of a book about Elizabeth Cady Stanton gave us more information about Stanton's views, which were often biased. According to Lori Ginzberg, interviewee, "If she wanted a career where she ended up on a coin and [would be] remembered for accomplishing a particular goal . . . she sabotaged herself" because she often prioritized white women of the middle-class over-all others. This influences the way we think of women today.

Given, Karen. "From Susan B. Anthony to Kenyan Schoolgirls, Bicycles Change Lives." WBUR. Last modified December 22, 2017. Accessed May 19, 2020. <https://www.wbur.org/onlyagame/2017/12/22/world-bicycle-relief>.

Reading this article gave us much context as to how the bicycle impacts women and girls today in developing countries. The influence the bike still has on females today is astounding and inspiring, so much, that the World Bicycle Relief gives more to girls than boys because it will have a bigger impact on the community. We were also able to learn more about how Frances Willard and Susan B. Anthony helped break the gender barrier, which assisted us in our research.

Hayward, Nancy. "Susan B. Anthony." National Women's History Museum. Last modified 2017. Accessed December 16, 2019. <https://www.womenshistory.org/education-resources/biographies/susan-b-anthony>.

This is an online article about the life of Susan B. Anthony. It explained her early life and what she did to become so well-known as a suffragette. She gave many speeches and was arrested for voting in 1872. Her work led to the 19th Amendment's inclusion in the Constitution, which was ratified 14 years after her death.

Hendrick, David. "The Possibility of Mobility: Women." University of Virginia. Accessed October 17, 2019. <http://xroads.virginia.edu/~UG02/hendrick/women.html>.

This article was helped us understand how bicycles helped women in the pursuit of gender equality. At first, bicycling was an activity only for men, but women began to ride them and in doing so, showed that they were not inferior to men.

"History of Fashion 1840-1900." Victoria and Albert Museum. Accessed November 2, 2019. <http://www.vam.ac.uk/content/articles/h/history-of-fashion-1840-1900/>.

This online article outlines the usual outfits worn by both men and women in each decade. It helped us compare men's clothing to women's clothing in a time period, as well as observe differences in women's clothing trends over time and connect that to what we've learned about bicycles. We were able to then find correlations between these trends and the popularity of bicycles, which shows the significance of bicycles in the lives of women.

"How African Women Gain Momentum with Bicycles." World Bicycle Relief. Accessed April 20, 2020. <https://worldbicyclerelief.org/how-african-women-gain-momentum-with-bicycles/>.

This is a non-profit organization that donates bicycles around the world. This article gave us more information about how the bicycle is continuing to give independence to women in Africa. According to the article, donated bicycles allow African women to go to school, provide health care and carry a greater number of items from towns to their homes.

Kratz, Jessie. "What Is Suffrage?" *National Archives and Records Administration*. Last modified April 14, 2019. <https://prologue.blogs.archives.gov/2019/05/14/what-is-suffrage/>.

This was a wonderful article about the origin, meaning, and use of the word suffrage, suffragists, and suffragettes, as well as what they each did to break disenfranchisement barriers. It helped us gain a deeper understanding of a word we would frequently use in our project. The content also had many embedded primary sources, which was very useful.

Lafrance, Adrienne. "How the Bicycle Paved the Way for Women's Rights." *The Atlantic*. Last modified June 26, 2014. Accessed October 21, 2019.

<https://www.theatlantic.com/technology/archive/2014/06/the-technology-craze-of-the-1890s-that-forever-changed-womens-rights/373535/>.

This is an article that we found early on in our research that describes how the bicycle helped women break the clothing, transportation, and disenfranchisement barrier. The most interesting thing about this article, is that it uses quotes from 19th-century newspapers to show how people felt about women riding the bicycle. This gave us the idea to search the Chronicling America site for more primary source information about our topic.

Lange, Allison. "14th and 15th Amendments." *National Women's History Museum*. Last modified 2015. Accessed May 18, 2020. <http://www.crusadeforthetvote.org/14-15-amendments>.

This source gave us context about what was happening in the United States before the bicycle craze began. It provided information on one of the barriers that set women back, as well as the insertion of the word "male" into the constitution. The webpage also described conflicts that arose because of the two amendments and what activists did about them.

Lewis, Jone Johnson. "Declaration of Sentiments - 1848 Women's Rights Convention." *Women's History Guide*. Accessed October 27, 2019. <http://womenshistory.info/declaration-sentiments-1848-womens-rights-convention/>.

This online article explained how, why, where, and when the Declaration of Sentiments was written. It contained a numbered transcript of the Declaration, which helped us understand and analyze the text more easily.

———. "Women's Participation in Public Life in the 1800s." ThoughtCo. Last modified September 11, 2019. Accessed October 26, 2019. <https://www.thoughtco.com/women-in-1800s-4141147>.

This article gave us an overview of women and how they were expected to behave in the 1800s. It helped us understand when in the century important events happened that greatly impacted women. The article states, "The end of the first half of the 19th century was marked by several woman's rights conventions: in 1848, then again in 1850. The Declaration of Sentiments of 1848 clearly describes the limits placed on women in public life before that time." It also directed us to another helpful article about the Declaration of Sentiments. In addition, it helped us understand that women were expected to stay home with their children while men went to work.

Metzger, Eric. "How the Bicycle's Invention Helped Reshape Women's Rights in America." The Colorado Springs Independent. Last modified June 27, 2018. Accessed May 20, 2020. <https://www.csindy.com/coloradosprings/how-the-bicycles-invention-helped-reshape-womens-rights-in-america/Content?oid=13326435>.

This source introduced a few new concepts but went over a lot of the familiar bicycle timeline. It helped us in our research by referencing the fact that women rode, even though doctors told them not to, and gained better health by doing so. By fighting back against respected members of the community, women continued to fight to break gender inequality barriers. Doctors were one of the many people who discouraged women from riding at first.

Michals, Debra. "Alice Paul." National Women's History Museum. Last modified 2015. Accessed November 12, 2019. <https://www.womenshistory.org/education-resources/biographies/alice-paul>.

We wanted to find more information about what was going on in the time period when bicycles were invented, and the different things women were going through. Alice Paul was an important activist and member of the National American Woman Suffrage Association (NAWSA). However, she wanted a Constitutional amendment, which led her to form the National Woman's Party. She spent her life fighting for the Equal Rights Amendment (ERA) and other women's rights issues. This biography informed us about what difficult times women were going through to fight to break the equality barrier and what brave souls did to fight back.

Mozer, David. "Bicycle History (& Human Powered Vehicle History)." International Bicycle Fund. Accessed December 10, 2019. <https://www.ibike.org/library/history-timeline.htm>. This is a detailed online timeline of the international history of bicycles and earlier vehicles powered by humans. It helped us understand the evolution of bicycles and their riders in multiple countries. In addition, it mentioned several times when the bicycle allowed women to dent the barrier of inequality and get closer to achieving their goal of emancipation.

Murphy, Liz. "Women's (Bike) History: Amelia Bloomer." The League of American Bicyclists. Last modified March 4, 2013. Accessed October 29, 2019.

<https://bikeleague.org/content/womens-bike-history-amelia-bloomer>.

This is article on the League of American Bicyclists' website, and it informs readers of the important role Amelia Bloomer played in cycling. It helped us understand how Amelia popularized women's use of bloomers by wearing them, making headlines in the news, and writing about them in her own newspaper, *The Lily*. Bloomers made it much easier for women to ride their bikes, were more comfortable, and allowed women to move around without needing so much space.

Museum of American Heritage. "Social Impact of the Bicycle." Museum of American Heritage.

Last modified March 10, 2004. Accessed October 11, 2019.

<http://www.moah.org/bicycles/social.html>.

This informative article is about the various impacts the bicycle had on society, women, and travel. The topics it covered ranged from affordable travel to women emancipation barriers to a popular song of the day. We found this source helpful with basic knowledge of our topic, as well as how this invention changed history.

Ostroff, Hannah S. "How the 19th-Century Bicycle Craze Empowered Women and Changed Fashion." Last modified May 17, 2018. <https://insider.si.edu/2018/05/how-the-19th-century-bicycle-craze-empowered-women-and-changed-fashion/>.

The years between 1892-1899 were the moments when bicycles had the most fame. We learned that the Columbia High-Wheel bicycle was made of iron and wood, and that this type became a man's bicycle. This fad promoted the rational clothing movement, completely changing women's clothing, which in turn helped them break the discrimination barrier. However, when automobiles came out, the bikes spotlight soon went away.

"Pedaling the Path to Freedom." National Women's History Museum. Last modified June 27, 2017. Accessed October 21, 2019. <https://www.womenshistory.org/articles/pedaling-path-freedom>.

Owning horses in the city was expensive and women often had to rely on men to hitch them up. The invention of the bicycle gave women independence that they had never had before. Suffragist leader Elizabeth Cady Stanton once said that the empowerment they gained would later allow them to fight for other rights. This article particularly talks about the "New Woman" who went to college, lived an active lifestyle, was young, and interested in having a career. She wanted a marriage with equality, was commonly depicted on a bike, and didn't want barriers that set her back from this lifestyle.

Popova, Maria. "A List of Don'ts for Women on Bicycles circa 1895." Brain Pickings. Accessed November 4, 2019. <https://www.brainpickings.org/2012/01/03/donts-for-women-on-bicycles-1895/>.

This website informed us of an article in the New York World that was published in 1895. In the article, was a "List of Don'ts" for female cyclists. After finding the newspaper, we realized that it was very helpful in gathering negative perspectives of the bicycle craze and owed our new knowledge to this website.

Recollections. "How the Bicycle Brought Freedom to 19th Century Women." Recollections. Last modified June 7, 2016. Accessed May 21, 2020. <https://recollections.biz/blog/bicycle-freedom-19th-century-women/>.

This web page gives specific information about how bicycles brought freedom and support for breaking equality barriers to women in the 19th century. The push towards dress reforms, or the Rational Dress Movement, had been around since the 1800s and once the bike became a norm of life in both America, and England, there was no going back for woman. Reading this article helped us better understand the Rational Dress Movement and what happened after the modern bicycle was introduced.

"The Role of the Bicycle in the Suffragette Movement." We Love Cycling. Last modified March 26, 2018. Accessed October 29, 2019.

<https://www.welovecycling.com/wide/2018/03/26/role-bicycle-suffragette-movement/>.

This website informed us of the vital role bicycles played in helping women break the suffrage barrier. Women were always expected to travel on foot, by carriages, or on horseback, and were always supervised. The bike helped woman break down this barrier and enable them to have more freedom in the "public" sphere. After reading this article, we were more informed of the various clothing reforms and the reasons behind each.

Sailus, Christopher. "Feminism in the 19th Century: Women's Rights, Roles, and Limits." Study. Accessed May 21, 2020. <https://study.com/academy/lesson/feminism-in-the-19th-century-womens-rights-roles-and-limits.html>.

While we want to focus on how the bike impacted women, we also want to learn about what women were going through at the time. This source described the many barriers and obstacles women faced, before they gained the right to vote.

Stromberg, Joseph. "'Bicycle Face': A 19th-Century Health Problem Made up to Scare Women Away from Biking." Vox. Last modified March 24, 2015. Accessed January 23, 2020. <https://www.vox.com/2014/7/8/5880931/the-19th-century-health-scare-that-told-women-to-worry-about-bicycle>.

We found this site especially helpful in finding information about why society thought women should not ride bicycles. This is an opposing view to the story, and it helped us in achieving our goal of having multiple perspectives. It talked about "bicycle face," a condition one can get from riding a bike, which inspired us to research this supposed "illness" more, and eventually add it into our script.

———. "'Roads Were Not Built for Cars': How Cyclists, Not Drivers, First Fought to Pave US Roads." Vox. Last modified March 19, 2015. Accessed January 23, 2020.

<https://www.vox.com/2015/3/19/8253035/roads-cyclists-cars-history>.

This website was really enlightening, as it talked about the organization L.A.W. and how they fought to pave roads for bicyclists. Later, a lot of their members went into the automobile business and were a part of clubs. It was really informative on the side of the bicycle movement that did not involve women.

Szczepanski, Carolyn. "March Is Women's (Bike) History Month!" The League of American Bicyclists. Last modified March 1, 2013. Accessed October 18, 2019. <https://bikeleague.org/content/march-womens-bike-history-month>.

This article from the League of American Bicyclists briefly explains the importance of bicycles in women's history and mentions women who achieved incredible feats using the bicycle. It provided us with important quotes from suffragists Susan B. Anthony and Elizabeth Cady Stanton like, "The bicycle will inspire women with more courage, self-respect and self-reliance, and make the next generation more vigorous of mind and body; for feeble mothers do not produce great statesmen, scientists and scholars." This helped us understand the views women had on bicycles and how vital bicycles were for women at the time.

———. "New Data on Women and Girls Riding." The League of American Bicyclists. Last modified January 17, 2014. Accessed December 10, 2019. <https://bikeleague.org/content/new-data-women-girls-riding>.

This online article had some helpful statistics about females and bicycles. Some of the statistics were old and made predictions and were confirmed by the article; others were more current. It helped us understand how much things have changed since the days of women's suffrage—in the past, it could be shocking and abnormal to see a woman riding a bike, but nowadays, "45 percent of women bike at least once a week during the summer months with another 29% riding at least once a month."

Thorpe, Jr. "The Feminist History of Bicycle." Bustle. Last modified May 12, 2017. Accessed May 18, 2020. <https://www.bustle.com/p/the-feminist-history-of-bicycles-57455>.

This website provided information about the inventions of bikes, and how they changed the way women lived forever. Before the bike came around, women were expected to get around by foot or horseback. In comparison, the bike was inexpensive, easy to use, and capable of high speeds. Reading this source gave us great knowledge and understanding of the entire bicycle craze. This website also led us to many great primary sources.

Turner, Laura Leddy. "American Women in the 1890s." Classroom. Last modified June 26, 2018. Accessed October 21, 2019. <https://classroom.synonym.com/american-women-1890s-13099.html>.

This article talked about how bicycles empowered women, but also went deeper into the other rights that women were gaining and how life was changing for them, as they kept breaking barriers. In the 1890's, women were considered selfish if they wanted a life that didn't revolve around being married with children. Mainly women who were poor and who came from unskilled husbands were a part of the workforce. Both the Women's Christian Temperance Union and the National American Woman Suffrage Association were referenced, as well as the new things women could do in the late 1890's.

"Voting Rights and the 14th Amendment." Teaching History. Accessed May 18, 2020. <https://teachinghistory.org/history-content/ask-a-historian/23652>.

We learned a lot from this source about the impact the 14th and 15th Amendment had, not only on women, but on African Americans as well. Many believed it was too hard to fight against slavery and for women's rights at the same time. This caused women to focus on the suffrage barriers, instead of broader reforms. However, these two amendments made women very frustrated, since they gave freedom based on a "previous condition of servitude" and not on gender. This webpage helped us give background, allowed us to understand women's frustration, and led to us to many great primary sources.

Wellman, Judith. "The Seneca Falls Convention: Setting the National Stage for Women's Suffrage." Gilder Lehrman. Accessed May 18, 2020. <https://ap.gilderlehrman.org/history-by-era/first-age-reform/essays/seneca-falls-convention-setting-national-stage-for-women%E2%80%99s-su>.

From this source, we learned of many important people in the women's movement. It helped us to better understand what happened and what was caused by the Seneca Falls Convention. The webpage gave us context for our script, enabling us to add details to show what women did to promote breaking the disenfranchisement barrier. It also led us to a primary source, which listed the various men and women who signed the Declaration of Sentiments.

"When Women Started Riding Bikes, Men Freaked Out." Pilcrow Magazine. Last modified December 7, 2015. Accessed October 21, 2019. <https://pilcrow.squarespace.com/stories/women-and-bikes>.

This article from a magazine website described the shock of men when women began to ride bicycles for the first time. Although bicycling is not unusual today, this article helped us understand how abnormal and improper it was to some people. It also explained the outrageous rumors that went around about women who rode bicycles.

World Bicycle Relief. "How Women Cycled Their Way to Freedom." World Bicycle Relief. Last modified March 15, 2016. Accessed October 20, 2019. <https://worldbicyclerelief.org/en/how-women-cycled-their-way-to-freedom/>.

This article told us about many people who participated in the bicycle movement and used the bicycle to help improve their lives. We were surprised to find that some people even went shooting, while they were riding. The piece of writing gave us another timeline of events but ended by talking about how girls who rode back then and today made better life decisions and were more successful.