Education at the Woodrow Wilson House

Celia Roskin
Goal:
Creating resources that are engaging and accessible to teachers
Creating Resources:

THE WOODROW WILSON SPEAKER SERIES
Mr. President, How Long Must We Wait?: Alice Paul, Woodrow Wilson, and the Fight for the Right to Vote
Tina Cassidy
June 23, 2020

Content Standards (CCSS, Essential Standards):

Social Studies:

Learning Outcomes/Objectives:
- Understand the weight and importance of the right to vote
- Apply the knowledge of the history of voting to today's system of voting
- Understand the constitutionality of voting, the language behind it, and how it has changed over time.

I Can Statements:
- Students understand the role of rules and laws in our daily lives and the basic structure of the U.S. government.

Essential Vocabulary (students will learn):
- Suffrage
- Legislation

Engagement Activities:
- Give students the Louisiana Literacy Test and time them. Explain that this test was one in which was given to people so they could have the right to vote.
- Watch the Woodrow Wilson House Speaker Series video: Alice Paul, Woodrow Wilson, and the Fight for the Right to Vote by Tina Cassidy

Element of 21st Century Learning:
- Voting today is one of the many rights that we are afforded as American citizens. However, it has not always been this way. Women, people of color, immigrants, and many more have had their voice and vote suppressed for centuries. Even today, there are systemic structures within our society that keep many from actively utilizing their vote.

Materials & Preparation Needed:
- Louisiana Literacy Test
- A device in which to show the Woodrow Wilson House video
- Video question sheet
- Sticky notes
- Instruction sheet for writing a letter to their Representative

Word Search

Suffragette
- Birth of a Nation
- Segregation
- Woodrow Wilson
- Alice Paul

Congress
- Suffrage
- Protest

Amendment
- Idia B Wells
Creating a project

1. Group students based on their preference for the laws they care about the most. There should be 3-5 members in each group.

2. The assessment: Students will decide as a group whether to make a poster, powerpoint, skit, etc. on how they would propose this new law. Make sure it is convincing!
   
   i) After the presentation, there will be an anonymous vote on whether the class would pass the new law. Must have a majority for it to pass!

3. In addition, students will write a group (or individual) letter to their Congressman explaining their ideas and project. The letter should be no more than 2 pages long. They will then print it out and send it to their Representative!
Takeaways