


Education at the Woodrow Wilson House

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Goal:

*Creating resources that are engaging and accessible
to teachers*

Creating Resources:



THE WOODROW WILSON HOUSE
SPEAKER SERIES

Mr. President, How Long Must We Wait?: Alice Paul, Woodrow Wilson, and the Fight for the Right to Vote

Tina Cassidy

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A Site of the National Trust for Historic Preservation



Content Standards (CCSS, Essential Standards):
Social Studies:
Learning Outcomes/Objectives: By the end of this lesson, students should: <ul style="list-style-type: none"> - 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): <ul style="list-style-type: none"> - Suffrage - Legislation
Engagement Activities: <ul style="list-style-type: none"> - 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 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: <ul style="list-style-type: none"> - 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

The State of Louisiana
Literacy Test (This test is to be given to anyone who cannot prove a fifth grade education.)
Do what you are told to do in each statement, nothing more, nothing less. Be careful as one wrong answer denotes failure of the test. You have 10 minutes to complete the test.

1. Draw a line around the number or letter of this sentence.
2. Draw a line under the last word in this line.
3. Cross out the longest word in this line.
4. Draw a line around the shortest word in this line.
5. Circle the first, first letter of the alphabet in this line.
6. In the space below draw three circles, one inside (engulfed by) the other.
7. Above the letter X make a small cross.
8. Draw a line through the letter below that comes earliest in the alphabet.
Z Y S B D M K I T P H C
9. Draw a line through the two letters below that come last in the alphabet.
Z Y B D M K T P H S Y C
10. In the first circle below write the last letter of the first word beginning with "L".
① ② ③ ④ ⑤
11. Cross out the number necessary, when making the number below one million.
1000000000
12. Draw a line from circle 2 to circle 5 that will pass below circle 2 and above circle 4.
① ② ③ ④ ⑤
13. In the line below cross out each number that is more than 20 but less than 30.
31 16 48 29 53 47 22 37 98 26 20 25

Word Search

A I V I H K T P I Y K O H O F S F B S J
P S U F F R A G E Y Z Q S T Q X R D W V
R H W E W W O I Z V I V L O J M V X S O
E H Y Z O H R A C O N G R E S S D I C T
D A S R G B I K M H P R O T E S T S P E
M M R Q V P N T N X D P R M Z T D M A K
Z Z C V S X J P E A L I C E P A U L T L
I R G L E G Z G H N F A H F S I O J R P
Q R R B I R T H O F A N A T I O N H I J
Z A X A K J E L J B L T B K I U P N O R
K T A M E N D M E N T V I N G Q Z D T C
T I W O O D R O W W I L S O N V W A I G
A F G E E D W O D V M B H U N J M R S E
E Y K L S J F O D I S E R A Z A K V M C
K S Z Y T C X C Q I D A B W E L L S E N
S U F F R A G E T T E E O E E C K I B L
F S K L J W J Y H H O I S G J C Y J S H
X U V D U J G O U Y E T D P I S D M P M
J B V G M Y N A S E G R E G A T I O N A
V R F Q L M U Y O S M B P Y K J N K U K

white nationalism	Birth of a Nation	Woodrow Wilson	Alice Paul
Suffragette	Segregation	Patriotism	Amendment
Congress	Protest	Suffrage	I da B Wells

Name _____

Woodrow Wilson House: Alice Paul Video Questions

1. What amendment gave women the right to vote?
2. Who was Alice Paul?
3. Where did the term suffragette come from?
4. What kinds of rules kept women subordinate?
5. Where did women have full voting rights in 1913?
6. What was the main suffrage group?
7. What did Alice Paul do the day before WW inauguration? (13:33)
8. What was the new form of protest? (24:29)
9. What event triggered sentences up to six months for women suffragists? (24:59)
10. How were Black men and women kept from voting? Who else could not vote?
11. When was the 19th Amendment ratified?

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!
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Takeaways