

**Lesson Plan: Civil Disobedience and the
National Woman's Party**

Grades: 5th, 11th, 12th

Subject: Social Studies, U.S. History, U.S.
Government, English/Language Arts

Time Required: 2 50-minute class periods

Author: Teaching with Primary Sources—
MTSU

OVERVIEW

The National Woman's Party (NWP), inspired by the more militant British suffragist movement, broke away from the mainstream American suffrage movement represented by organizations such as the National American Woman Suffrage Association. The NWP picketed the White House in an effort to gain national support for federal action in securing women the right to vote. Committed to their use of civil disobedience, NWP members were arrested and waged hunger strikes in their efforts to gain support for their cause.

UNDERSTANDING GOAL

Students will analyze a series of photographs and a newspaper account to determine how effective civil disobedience was to achieving the goals of the NWP.

OBJECTIVES

Students will:

- analyze photographs and a newspaper article
- read and interpret informational text
- compare popular culture adaptations of events to primary source material
- provide both oral and written responses to a series of critical thinking questions

INVESTIGATIVE QUESTIONS

How was civil disobedience used by the National Woman's Party in its campaign to secure women the right to vote? How effective was this strategy for gaining suffrage for women?



[Penn\[sylvania\] on the picket line-- 1917.](#)

CURRICULUM STANDARDS

5th grade Social Studies

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

5th English/Language Arts

- 5.RI.KID.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- 5.RI.KID.3 Explain the relationships and interactions among two or more individuals, events, and/or ideas in a text.
- 5.RI.IKI.7 Locate an answer to a question or solve a problem, drawing on information from multiple print or digital sources.
- 5.RI.IKI.9 Integrate information from two or more texts on the same topic in order to build content knowledge.
- 5.W.TTP.2 Write informative/explanatory texts to examine a topic and convey ideas and information.

CURRICULUM STANDARDS *(cont.)*

- 5.SL.CC.1 Prepare for collaborative discussions on 5th grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing one's own ideas clearly.
- 5.SL.CC.2 Summarize a text presented in diverse media such as visual, quantitative, and oral formats.

High School U.S. History

- US.18 Describe the movement to achieve suffrage for women, including: the significance of leaders such as Carrie Chapman Catt, Anne Dallas Dudley, and Alice Paul, the activities of suffragettes, the passage of the 19th Amendment, and the role of Tennessee as the "Perfect 36".

High School U.S. Government

- GC.34 Describe the means that citizens use to participate in the political process, including: Campaigning, Demonstrating, Lobbying, Petitioning, Running for office, Voting

11th-12th English/Language Arts

- 11-12.SL.CC.1 Initiate and participate effectively with varied partners in a range of collaborative discussions on appropriate 11th -12th grade topics, texts, and issues, building on others' ideas and expressing one's own clearly and persuasively.
- 11-12.SL.CC.2 Integrate multiple sources of information presented in diverse media formats in order to make informed decisions and solve problems; evaluate the credibility and accuracy of each source and note any discrepancies among the data.
- 11-12.W.TTP.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning supported by relevant and sufficient evidence.
- 11-12.W.TTP.2 Write informative/explanatory texts to analyze, synthesize, and convey complex ideas, concepts, and information clearly and accurately through the effective selection and organization of content.

- 11-12.RI.KID.1 Analyze what a text says explicitly and draw inferences; support an interpretation of a text by citing and synthesizing relevant textual evidence from multiple sources.
- 11-12.RI.KID.2 Determine multiple central ideas of a text or texts and analyze their development; provide a critical summary.
- 11-12.RI.KID.3 Analyze how an author's choices regarding the ordering of ideas and events, the introduction and development of ideas, and connections among ideas impact meaning.
- 11-12.RI.IKI.7 Evaluate the topic or subject in multiple diverse formats and media.



[\[Arrest of White House pickets Catherine Flanagan of Hartford, Connecticut \(left\), and Madeleine Watson of Chicago \(right\).\] \[1917 Aug.\]](#)

MATERIALS

- Overhead projector connected to computer
- [Worksheet – Day one 5th grade](#)
- [Worksheet – Day one high school](#)
- [Worksheet – Day two 5th grade](#)
- [Worksheet – Day two high school](#)

RESOURCES

From the Library of Congress:

- [Historical Overview of National Woman's Party essay](#)
- [Essay: Tactics and Techniques of the National Woman's Party Suffrage Campaign](#)
- [Primary Source Analysis Teacher's Guide \(Prints and Photographs\)](#)
- [Primary Source Analysis Teacher's Guide \(Books and Other Printed Texts\)](#)
- [Primary Source Analysis Worksheet](#)
- [Penn\[sylvania\] on the picket line-- 1917.](#)
- [\[Arrest of White House pickets Catherine Flanagan of Hartford, Connecticut \(left\), and Madeleine Watson of Chicago \(right\).\]](#)
- [Demonstrators at White House during Wilson's second inauguration, March 4, 1917](#)
- ["Marching seven times around the walls of Jericho" Mar. 4, 1917](#)
- [New York Pickets at the White House, January 26, 1917](#)
- [Party watchfires burn outside White House, Jan. 1919.](#)
- [\["Silent sentinel" Alison Turnbull Hopkins at the White House on New Jersey Day.\]](#)
- [Section of Working Women's Picket -- Feb. 17 \[18\], 1917](#)
- [Virginia Arnold \[holding Kaiser Wilson banner\].](#)
- [The day after the police announce that future pickets would be given limit of 6 mos. in prison, Alice Paul led picket line with banner reading "The time has come to conquer or submit for there is but one choice - we have made it." She is followed by Mrs. Lawrence Lewis \[Dora Lewis\]. This group received 6 mos. in prison.](#)
- ["Miss Lucy Burns, Picket, Charges Cruelty in Jail," New-York tribune., December 01, 1917, Page 20, Image 20](#)



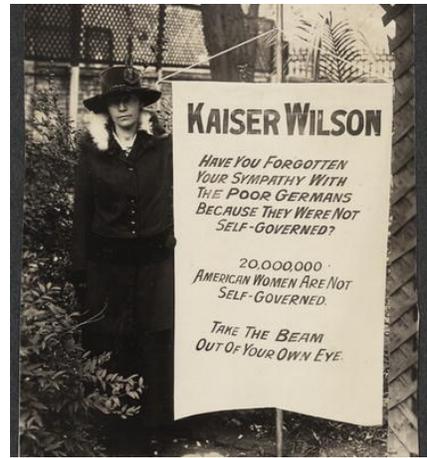
[\["Silent Sentinel" Alison Turnbull Hopkins at the White House On New Jersey Day.\]](#) [1917 Jan. 30]

Other resources:

- [Iron Jawed Angels – White House Picketing clip](#)
- [Merriam-Webster Online Dictionary](#)

PROCEDURE

Day One	
Step 1	Prior to the lesson, print out copies of the analysis worksheets, homework worksheets, and one copy each of the primary source images. Review the Historical Overview of the National Woman's Party essay.
Step 2	On an overhead, show your class the image " Penn[sylvania] on the picket line-- 1917. " Using the primary source analysis teacher's guide , discuss the image as a class. Record student responses on a whiteboard for future reference. Ask your class how this image fits with what they know about the women's suffrage movement.
Step 3	Explain to students that picketing is a form of civil disobedience when it is done where or when it has been forbidden by authorities. How would your students define the term? What other examples of civil disobedience are they familiar with? Provide a definition (http://www.merriam-webster.com/dictionary/civil%20disobedience) for students to view somewhere in the classroom.
Step 4	<i>(High school)</i> Have students read the sections "Introduction" and "Picketing and Demonstrations" from the Tactics and Techniques of the National Woman's Party Suffrage Campaign essay.
Step 5	<i>(5th grade)</i> Summarize for your students the section "Picketing and Demonstrations" from the Tactics and Techniques of the National Woman's Party Suffrage Campaign essay. Teachers may choose to have students read this on their own or excerpt portions of the suggested section. Provide a copy of this section to each student for reference.
Step 6	Divide students into small groups and give each group one image from the list below and a primary source analysis worksheet . Have students analyze their source. <ul style="list-style-type: none"> • [Arrest of White House pickets Catherine Flanagan of Hartford, Connecticut (left), and Madeleine Watson of Chicago (right).] • Demonstrators at White House during Wilson's second inauguration, March 4, 1917 • "Marching seven times around the walls of Jericho" Mar. 4, 1917 • New York Pickets at the White House, January 26, 1917 • Party watchfires burn outside White House, Jan. 1919. • ["Silent sentinel" Alison Turnbull Hopkins at the White House on New Jersey Day.] • Section of Working Women's Picket --Feb. 17 [18], 1917



[Virginia Arnold \[holding Kaiser Wilson banner\]. \[1917 Aug.?\)](#)

PROCEDURE (cont.)

Step 7	Watch the “Iron Jawed Angels - Picketing White House” video clip. As a class, discuss how the clip compares to the image their group analyzed. Show each of the images on the overhead. What similarities do they see? What differences?
Step 8	As a group, have students discuss the following questions: Why do individuals picket? How does picketing help achieve their goals? Students should be encouraged to use examples from other movements as well as what they discussed in class. Each group should submit their answers in writing at the end of class.
Step 9	Distribute the homework assignment (5th grade , high school). Remind students to use the day’s discussion of images and the excerpt from the Tactics and Techniques of the National Woman’s Party Suffrage Campaign essay to help answer the questions.

[The day after the police announce that future pickets would be given limit of 6 mos. in prison, Alice Paul led picket line with banner reading "The time has come to conquer or submit for there is but one choice - we have made it." She is followed by Mrs. Lawrence Lewis \[Dora Lewis\]. This group received 6 mos. in prison. \[1917 Oct. 20\]](#)



<u>Day Two</u>	
Step 10	Begin class by collecting the homework. As a class, discuss the following questions. Have students make predictions if they have not previously covered this content. How do you think President Woodrow Wilson and other elected officials felt about the picketing? How do you think the United States’ involvement in World War I changed their response to the NWP’s protest?
Step 11	On the overhead, show students the image and title of “The day after the police announce that future pickets would be given limit of 6 mos. in prison...” Revisit the previous questions. What can this image tell us?
Step 12	<i>(High school)</i> Have students read the sections “Arrests and Imprisonment” from the Tactics and Techniques of the National Woman’s Party Suffrage Campaign essay.

PROCEDURE (cont.)

Step 13	(5th grade) Summarize for your students the section “Arrests and Imprisonment” from the Tactics and Techniques of the National Woman’s Party Suffrage Campaign essay. Teachers may choose to have students read this on their own or excerpt portions of the suggested section. Provide a copy of this section to each student for reference.
Step 14	Divide the class in half. One half will be assigned to write a statement in defense of the President and police’s stance to arrest the protestors. The other half will be assigned to write a statement in defense of the NWP’s stance to continue on with the protest. Select a couple of students from each side to share their responses. Have the class vote on which side they would have supported.
Step 15	Distribute copies of “Miss Lucy Burns, Picket, Charges Cruelty in Jail,” New-York tribune., December 01, 1917 . Have each student read the article and answer the question from worksheet 2 (5th grade, high school). If time allows, have students respond to the questions in class. If not, have them complete as homework.

EVALUATION

- 25 pts. Worksheet #1
 - 25 pts. Worksheet #2
 - 25 pts. Group work
 - 25 pts. In-class writing assignment
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EXTENSION

- Assign students an individual highlighted in the [Gallery of Suffrage Prisoners](#). Students will need to research their individual to create a biography of the person and their involvement with the women’s suffrage movement.
- Lizzie Crozier French and Sue Shelton White were both Tennesseans involved in the National Woman’s Party. Have students research these two women and create a short presentation about how their efforts impacted the suffrage movement in the state.
- Have students research the British suffrage movement and compare it to what happened in the United States.



[New York Pickets at the White House, January 26, 1917](#) 1917 Jan. 26

Name: _____

Worksheet One—5th Grade

Answer the questions below.

1. One popular banner used by the NWP member stated “Mr. President, how long must women wait for liberty?” Explain the meaning of this slogan.

2. How persuasive do you think this slogan would have been to the general public?

3. Design your own suffrage banner on the back of this page.

Name: _____

Worksheet One—High School

Analyze Virginia Arnold [holding Kaiser Wilson banner]. <http://www.loc.gov/item/mnwp000220>

1. Explain the meaning of the slogan on the banner.

2. Why would many see this slogan as seditious?

3. Why do you think the National Woman's Party choose such an inflammatory slogan?

4. How do you think other women's suffrage groups might have responded?

Name: _____

Worksheet Two—5th Grade

1. Why did the women go on a hunger strike?

2. What abuses does Burns say happened to her and the other suffragists?

3. Do you think reading her story persuaded newspaper readers to support giving women the right to vote? Why or why not?

4. How does her experience highlight her commitment to gaining women the right to vote?

5. Do you think civil disobedience worked as a strategy for the women's suffrage movement? Why or why not?

Name: _____

Worksheet Two—High School

1. Why did the women go on a hunger strike?

2. Why did they want to be labeled political prisoners?

3. Why would it have been beneficial to the NWP to share the stories of the women who had been jailed?

4. How does Burns' experience highlight her commitment to gaining women the right to vote?

5. Do you think civil disobedience is an effective strategy for reform movements? Provide examples to support your answer.

Miss Lucy Burns, Picket, Charges Cruelty in Jail

Handcuffed and Thrown About by Whitaker, She Asserts

Miss Lucy Burns, leader of the suffrage White House pickets, who were forcibly fed in the Occoquan workhouse after they went on hunger strike because they were not recognized as political prisoners, returned to her home, at 126 Greene Avenue, Brooklyn, yesterday. She was attended by a physician immediately.

Later in the afternoon she wrote out a statement of her treatment in jail, including the night when she was handcuffed to the bars of her cell. Miss Janet Burns declared last night that her sister's nose and throat were so badly torn by the rubber tube with which the food was forcibly fed to her that she was almost unable to talk. The doctor ordered her to cancel the engagement she had for a suffrage meeting in Syracuse on Monday.

Her statement follows:

"We had reached Occoquan about 6. It was already dark. We asked to see Superintendent Whitaker, as we had planned, but we were told he was away, and they did not know when he would return. We said we would wait for him. We waited three hours. At 9 o'clock Mr. Whitaker burst into the room. Mrs. Lewis rose and was beginning to ask that we be treated as political prisoners when two men rushed at her from behind, caught her by the arms, throwing her quite off her balance, and in an instant dragged her out of the room, banging the doors behind them. At this we all rose in horror and alarm, and at once a little army of about fifty men guards fell upon us—two to each woman—and dragged us out into the night, down a long path over to the men's department, where we were thrown by twos and threes into the punishment cells.

"Miss Dorothy Day, of New York, was put in a cell with me. She had been roughly used by the guards and was badly hurt about the neck and shoulders. I was rubbing her neck when I saw Mrs. Lewis being rushed by two guards down the corridor, and I heard a cell door clang. I called to her to ask how she was, who was with her and how they were. Mr. Whitaker, enraged at this, ordered a guard to

enraged at this, ordered a guard to handcuff me to the cell door. They forced my hands through the bars of the door and locked the handcuffs on the outside. Miss Day, leaning against the door by my side, shook and rattled it a little—I believe she did it unconsciously—but Whitaker turned to me, telling me that if I did that again he would have me put in a straitjacket.

"I stood looked to the door about five minutes. Then Whitaker ordered the guard to release me, but had the handcuffs left on most of the night. I could not undress. I had to sleep as well as I could in a narrow single bed alongside of Miss Day.

"The next morning I was taken to the men's hospital and put alone in a room with strongly barred doors and windows. Miss Julia Emmery, of Baltimore, was standing in the corridor near my door drinking water when Whitaker appeared. He seized her by the back of her neck and threw her into her room. He simply pitched her into it.

"At this point I called Whitaker and demanded to see our counsel. He ordered me to be silent, and said if I spoke again he would straitjacket and button-gag me. I did demand counsel again and Whitaker ordered the matron to keep both doors of my cell closed and not allow me to speak to any of my companions.

"The following day I was brought to Whitaker's office. He reminded me I was sent to Occoquan for six months and said that for that period I would not be allowed to see counsel or any visitors. This was because I had broken rules. I said I had not broken any rules.

"You have spoken to the other prisoners," he said.

"It is not against the rules of the institution to speak to the other prisoners," I said, and indeed it is not. I had been there forty-six days on a previous sentence and I knew, but Whitaker merely repeated that I could not see counsel or friends or visitors.

"I have a right to see counsel," I said, and I tried to explain how Mr. Dudley Field Malone had been authorized by Justice Stafford to see clients at any time.

"My clothes were stripped from me by force and prison clothes put on me.

When I got to my cell I took them off and went to bed and never put them on again.

"About twenty out of our thirty women carried out the hunger strike at Occoquan as a protest against their treatment as common offenders. On the sixth day of our hunger strike Mrs. Lewis and I were forcibly fed at Occoquan. After it was over I was carried in an ambulance to the hospital of the district jail. Mrs. Lewis, though older and more delicate than I, was brought by automobile.

"The other suffrage prisoners hunger struck for seven days. They were released for three days on a writ of habeas corpus to appear as witnesses against the district commissioners for having sent them without legal authority to Occoquan. They were then remanded to the district jail and began a fresh hunger strike, lasting three days. After that it was absolutely necessary either to forcibly feed them

or release them or grant them the political rights they asked. The commissioners, acting in consultation with the White House, released them unconditionally. They are now free, more determined than ever to carry on their battles in their own way."