



Hear My Voice Teacher Resource Guide

Objective: Through the viewing of and participation in the live presentation of *Hear My Voice: Win the Vote*, as well as the use of this packet for pre and post-performance exploration, students will gain a greater understanding of the American women's suffrage movement, the roles of women in society over this period in time, and the importance of all citizens having a voice in their own government. Students then will be able to draw parallels between this movement and other historical events, particularly the other major social movements of the 20th century.

Story Synopsis

The fight for woman's right to vote in the United States is one of the most underappreciated civil rights movements in history: a seventy-two year long struggle whose methods of nonviolent protest predated many of the more well-known movements of the 20th century.

Jessie Barclay is the daughter of an important political journalist growing up in Washington, DC during the early 1900s. She dreams of being as important to her father as her younger brother Will is, but learns from an early age that boys and girls are not considered equal.

When Jessie's father's Aunt Charlotte, a longtime suffragist, comes to Washington, she introduces Jessie to the ideas and practices of the suffrage movement. Jessie begins to learn about the history of the women who started the movement, such as Susan B. Anthony and Elizabeth Cady Stanton; the new generation who have continued the fight, like Alice Paul and Lucy Burns; and those who oppose it, including her own family. Despite her parents' and her brother's objections, Jessie soon becomes deeply involved with the National Woman's Party, led by Alice Paul, participating in picket lines and protests, and even being sent to jail for her beliefs and actions.

When World War I breaks out, Jessie's brother Will enlists and is sent overseas, where he begins to understand the comparison between the suffragists' fight for democracy at home and the one he stands for as an American soldier abroad. Will's letters home, and his subsequent death at the end of the war as a result of injuries he sustained in battle, forces Mr. and Mrs. Barclay to look differently at Jessie's commitment to gaining her rights. And when the fight for the vote culminates in the Barclay's home state of Tennessee, Jessie finally has her family standing beside her on this pivotal issue. That year, they all cast their votes together.



Pre-Performance Activities

Name _____

Date _____

Right to Vote Time Line

1. Choose 25 countries and research when they granted women the right to vote. Then sort the countries by date.

Country	Date		Date	County
1.				
2.				
3.			1.	
4.			2.	
5.			3.	
6.			4.	
7.			5.	
8.			6.	
9.			7.	
10.			8.	
11.			9.	
12.			10.	
13.			11.	
14.			12.	
15.			13.	
16.			14.	
17.			15.	
18.			16.	
19.			17.	
20.			18.	
21.			19.	
22.			20.	
23.			21.	
24.			22.	
25.			23.	
			24.	
			25.	

2. Research and write down the 15 states that gave women the right to vote before 1920. Next, list them in order of date.

State	Date		
1.			
2.		Date	State
3.		1.	
4.		2.	
5.		3.	
6.		4.	
7.		5.	
8.		6.	
9.		7.	
10.		8.	
11.		9.	
12.		10.	
13.		11.	
14.		12.	
15.		13.	
16.		14.	
17.		15.	
18.		16.	
19.		17.	
20.		18.	
21.		19.	
22.		20.	
23.		21.	
24.		22.	
25.		23.	
		24.	
		25.	

3. Answer the following questions

- In which countries do women not have the right to vote?
- Which was the first country to give women the right to vote?
- Which was the first state to grant women full voting rights?
- Which state was the final state to vote on the 19th Amendment?
- Why do you think countries gave women the right to vote at the times they did?
- Extra Credit: What other major world event happened in the same year that German women won the right to vote?

Pre-Performance Activities

Name _____

Women’s Rights

Women officially began their organized struggle for equal rights at the Women’s Rights Convention in Seneca Falls, New York, in 1848. This courageous gathering inspired other women and men to work for women's rights. Match these women to their main contribution toward changing society. Write the correct names on the lines.

Jane Addams	Susan B. Anthony
Lucretia Mott	Margaret Sanger
Carry Nation	Harriet Beecher Stowe
Elizabeth Cady Stanton	Sojourner Truth
Jeannette Rankin	Harriet Tubman

1. Made the nation understand the horrors of slavery by writing *Uncle Tom’s Cabin*

2. Social reformer who founded Hull House to help the poor

3. Two women who organized the Women's Rights Convention at Seneca Falls, New York

4. Freed slave who became an abolitionist and feminist

5. Temperance reformer who destroyed saloons during prohibition

6. Was a nurse who cared for the poor in New York City and then became an author

7. First woman to cast a vote in the United States, even though it was illegal

8. Escaped slave who became a famous conductor on the Underground Railroad

9. Feminist and legislator

Answer Key

Women's Rights

1. Harriet Beecher Stowe
2. Jane Addams
3. Lucretia Mott and Elizabeth Cady Stanton
4. Sojourner Truth
5. Carry Nation
6. Margaret Sanger
7. Susan B. Anthony
8. Harriet Tubman
9. Jeannette Rankin

Classroom Discussion Questions:

- Why did women ask for the right to vote?
- What were the arguments for and against allowing women to vote?
- Which countries were the first to allow women to vote? Why do you think these countries were ahead of others?
- Which countries do not allow women to vote today? Does this reflect women's rights or do men have the right to vote in these countries?
- What arguments were made for not giving the women the right to vote before World War I? How was this evidence supported? How did these attitudes change after the war?
- What tactics did suffragettes use to persuade government officials to change the suffrage laws? Were these tactics always effective?

Additional resources:

<http://www.nwhm.org/RightsforWomen/tableofcontents.html>

<http://www.nwhm.org/RightsforWomen/listofleaders.html> (Biographies of leaders in the Women's Suffrage Movement)

<http://www.dpsinfo.com/women/history/timeline.html> (timeline)

http://womenshistory.about.com/od/suffrage/a/intl_timeline.htm (timeline of women's right to vote globally)

Post-Performance Integration Activities

The following activities are designed and adaptable for students of all levels, in accordance with the Washington State standards for history and social studies. They aim to explore the issues and events of this production through a dynamic, hands-on approach. Students may address the following topics and questions through any of the suggested mediums or a combination of them:

Writing: write a story, a poem, a report, an article, a scene, a play, a song, a caption

Art: draw or paint a picture; create a collage, a sculpture, a comic strip; take a photograph; make a video

Drama: create a still image, a dance or movement activity, a series of images, an improvisation, a scene, a play

Discussion: partner or small group talk, oral report or presentation

1. Supplement a specific scene in the script with work in another medium.
2. Supplement a specific image from the video with work in another medium.
3. Interview a character from the piece.
4. Research historical documents to find a real person's description of an experience from Jessie's story (i.e. working with NAWSA or the National Woman's Party, being a soldier in World War I, living through the flu epidemic). Share what you learn.
5. Read and explore selections from other fictional or first person perspectives (see bibliography for suggestions).
6. Re-create a scene from the piece from another character's point of view (i.e. Will's perspective while overseas, the point of view of an anti-suffragist).
7. Research another event in history and how it is related to this one.
8. Explore how the experiences of women seeking the vote are/were similar to or different from other minority groups seeking their rights, either in the United States or elsewhere.
9. Compare/contrast the women's suffrage movement with another social movement (for example, the civil rights movement, the farm worker's movement, the Native American Power movement, the women's liberation movement, the Vietnam or Iraq war protests, etc.)
10. Choose a part of Jessie's story that you'd like to know more about and research it. Share what you learn.
11. Research the current activities and issues surrounding the passage of the Equal Right Amendment (ERA).
12. Imagine you could get in touch with Jessie. What would you want to tell her or show her about the future?
13. How did watching *Hear My Voice* make you feel?

Supplemental drama activities:

Role-on-the-wall: a character is represented in the form of an outline of a person, on which the group writes or draws information about that character: on the inside of the figure is written what the character thinks or feels about herself; on the outside, how she appears or how others perceive her. This activity can be repeated for multiple characters, including other fictional or real-life people. This activity can be used as a jumping point for further discussion and exploration of character choices, motivation, perceptions and prejudices.

Still images/tableaux: Image work can be used to explore any theme, idea or topic. It can be literal or symbolic, can depict actual events from the piece or imaginary ones, and can also focus on different points of view. Students may then select characters from the images to interview or scenes to bring to life or explore further in other ways.

Voices in the Head: students form two lines facing each other to make a path for Jessie as she leaves for Tennessee or marches in a parade. As Jessie passes through (played by the teacher, a student or series of students), students creating the path offer her a piece of advice. Alternately, or in addition, they may speak as her family, friends, acquaintances or personal thoughts and feelings.

Forum Theatre:

- a. In partners or small groups, students share personal experiences of prejudice or discrimination.
- b. For each personal story, students work separately to create their image of the situation (images may be visual or dramatic). The images are then shown to the whole group to compare and discuss.
- c. Situations are selected and played as improvisations, in which other members of the group can freeze the scene at a crucial moment, take on the role of the main character and experiment with different ways the scene could have happened.