Community Project

OVERVIEW
Students apply their learning to an important issue in their lives. What issue would warrant the energy that the suffragists put toward suffrage? What would the desired outcome be? What tactics would they put in place? This option provides a step-by-step process for teacher and students in carrying out a project that encourages them to contribute to the common good in their communities.

DRIVING QUESTION
How does one carry out long-term change in order to better align institutions with principles of liberty, justice, and equality within a constitutional order?

OBJECTIVES
- Students identify a difficult issue that currently challenges their community.
- Students use brainstorming and design thinking to develop a plan to alleviate that community challenge.
- Students use interviewing strategies and analysis to carry out their plan to address the community challenge.
- Students produce a portfolio to document their implementation of a plan to contribute to the common good in their community.
STANDARDS

- **C3 Framework (excerpts): National Council for Social Studies**
  - D1.5.9-12. Determine the kinds of sources that will be helpful in answering compelling and supporting questions...
  - D2.Civ.7.9-12. Apply civic virtues and democratic principles when working with others.
  - D3.1.9-12. Gather relevant information from multiple sources representing a wide range of views...
  - D4.3.9-12. Present adaptations of arguments and explanations … to reach a range of audiences and venues outside the classroom …
  - D4.7.9-12. Assess options for individual and collective action to address local, regional, and global problems…

MATERIALS

- Handout A: Carrie Chapman Catt Speech Excerpt
- Handout B: Solution Statements
- Handout C: Project Pathway
- Handout D: Gathering the Knowledge
- Handout E: Identifying the Stakeholders
- Handout F: Interviewing the Experts
- Handout G: Planning the Work
- Handout H: Doing and Documenting the Work
- Handout I: Reflecting and Evaluating the Work
- Appendix G: A Pathway for Change

QUOTES

“I do not wish [women] to have power over men; but over themselves.”

–MARY WOLLSTONECRAFT, 1792

“If women want any rights more than they’s got, why don’t they just take them, and not be talking about it?”

–SOJOURNER TRUTH, 1850

“Cautious, careful people always casting about to preserve their reputation or social standards never can bring about reform. Those who are really in earnest are willing to be anything or nothing in the world’s estimation, and publicly and privately, in season and out, avow their sympathies with despised ideas and their advocates, and bear the consequences.”

–SUSAN B. ANTHONY, 1860

“We, the people.’ It’s a very eloquent beginning. But when [the Constitution] was completed on the seventeenth of September in 1787, I was not included in that ‘We, the people.’ I felt somehow for many years that George Washington and Alexander Hamilton just left me out by mistake. But through the process of amendment, interpretation, and court decision, I have finally been included in ‘We, the people.’”

–BARBARA JORDAN, 1974
Lesson Plan

DAY ONE

Warm up » 10 minutes

A. Have students read the portion of Carrie Chapman Catt’s speech, Handout A: Carrie Chapman Catt Speech Excerpt from August 26, 1920, upon the adoption of the Nineteenth Amendment protecting women’s right to vote.

B. Having studied the struggle for women’s suffrage, students should have a sense of the sacrifice, dedication, and cost of the crusade to win the vote for women. Have students brainstorm to compile a list of attributes that suffragists demonstrated. They might list terms such as courage, perseverance, relentlessness, contribution, integrity, initiative, justice, responsibility, diligence, resourcefulness, pursuit of excellence, teamwork, etc.

C. Catt stated that those working to gain the right for women to vote were motivated by their “hope that women would aim higher than their own selfish ambitions, that they would serve the common good.”

Activity 1 » 20 minutes

A. Ask students to brainstorm a list of challenges or problems that exist in their own community (broadly defined at this point). After scribing these challenges on the board, comment that each of these challenges is an opportunity for people to exercise civic virtue in order to serve the common good. Note also that reasonable people can disagree about how to define the common good as well as what strategies are appropriate to achieve the common good. Have students work in small groups and distribute a copy of Handout B: Solution Statements to each group. They should work together to fill in blanks in the statement below for as many of the difficulties as possible in 10 minutes.

People interested in serving the common good could help alleviate __________________________________________________________________________ (community difficulty)
by applying __________________ through __________________________.
(virtue) (action)

B. Have students cut apart their Handout B: Solution Statements and hand them in to you. Before the next class, go through the solution statements and sort those that address the same or similar community problems.

C. Prior to the next class, you will group the solution statements by topic, posting statements that address similar problems together on the classroom walls.
Activity 2 » 20 minutes

Distribute copies of Appendix G: A Pathway for Change. Among the steps implemented by men and women working to win the vote for women were the following. Have students fill in the table. First, working with the class as a whole, review and fill in how the suffragists carried out each step. As you go, have students also evaluate how effectively the suffragists implemented each step, using a plus or minus sign for each. If students rate the suffragists’ action as ineffective, they should state how the reformers could have done it better.

1. Define the problem.
2. State a goal.
3. Pursue education.
4. Work with others to organize and set goals.
5. Build on prior knowledge of similar or related efforts.
6. Join forces with other like-minded people or groups—seek allies and public support.
7. Participate in ongoing constructive challenge within your work group.
8. Reevaluate progress toward goal and correct course as necessary.
9. Think “outside the box” and evaluate the best ways to respond to others pursuing the same goals by different methods.

Wrap up » 5 minutes

Tell students to consider the various community challenges that they generated in their brainstorming, and to decide on a few in which they could develop a project to achieve the most important contribution to the common good.

DAY TWO
Activity 1 » 10 minutes

With Solution Statements sorted and posted on the classroom walls based on similar community problems, allow students time to do a gallery walk and view all the statements. Then each student should stand beside the group of opportunity statements that s/he is most interested in working with and/or will allow them to make the most important contribution to the common good. When students assemble in groups around their selected activities, lead a brief discussion to answer this question, and have each group report.

- How is the problem we hope to alleviate similar to or different from the struggle for suffrage?
Activity 2 » 30 minutes

A. Next, have students take their respective solution statements off the wall and sit down to collaborate within their work groups. They will use their collected solution statements as a rough draft to construct their responses as appropriate for the remainder of the table on Handout C: Project Pathway. They will fill in how each of these steps will apply to their specific effort to serve the common good while you circulate to monitor, assist, and advise. Note that students should own the decision-making and planning to the extent prudent for your students.

B. Working with Handout C: Project Pathway, they should begin to sketch out a timeline and specific tasks for each member of their group.

Activity 3 » Time to be determined according to teacher and community variables

Using the handouts listed below, students plan, implement, document, and reflect on their project to benefit the common good in their community.

- Handout C: Project Pathway
- Handout D: Gathering the Knowledge
- Handout E: Identifying the Stakeholders
- Handout F: Interviewing the Experts
- Handout G: Planning the Work
- Handout H: Doing and Documenting the Work
- Handout I: Reflecting and Evaluating the Work
The vote is the emblem of your equality, women of America, the guarantee of your liberty. That vote of yours has cost millions of dollars and the lives of thousands of women. Money to carry on this work has been given usually as a sacrifice, and thousands of women have gone without things they wanted and could have had in order that they might help get the vote for you. Women have suffered agony of soul which you can never comprehend, that you and your daughters might inherit political freedom. That vote has been costly. Prize it!

The vote is a power, a weapon of offense and defense, a prayer. Understand what it means and what it can do for your country. Use it intelligently, conscientiously, prayerfully. No soldier in the great suffrage army has labored and suffered to get a “place” for you. Their motive has been the hope that women would aim higher than their own selfish ambitions, that they would serve the common good.

The vote is won. Seventy-two years the battle for this privilege has been waged, but human affairs with their eternal change move on without pause. Progress is calling to you to make no pause. Act!

**Reflection and Analysis Questions**

1. Catt ended her remarks with an exhortation to “Act!” What civic actions would most effectively honor the suffragists’ work and carry on their effort to serve the common good?

2. The men and women working to win the vote for women made great sacrifices to pursue justice, equality, and liberty for women. What problems remain today that will require wisdom and diligence to solve? Activities in this lesson will help you create ways to make your own contribution to the common good in your community.

3. On the back of this page or on your own paper, begin brainstorming to identify a project through which you can serve the common good in your own community by demonstrating civic virtue in hands-on service.
Solution Statements

1. People interested in serving the common good could help alleviate ________
   by applying ______________ through __________________________.
   (community difficulty) (virtue) (action)

2. People interested in serving the common good could help alleviate ________
   by applying ______________ through __________________________.
   (community difficulty) (virtue) (action)

3. People interested in serving the common good could help alleviate ________
   by applying ______________ through __________________________.
   (community difficulty) (virtue) (action)

4. People interested in serving the common good could help alleviate ________
   by applying ______________ through __________________________.
   (community difficulty) (virtue) (action)

5. People interested in serving the common good could help alleviate ________
   by applying ______________ through __________________________.
   (community difficulty) (virtue) (action)

6. People interested in serving the common good could help alleviate ________
   by applying ______________ through __________________________.
   (community difficulty) (virtue) (action)

7. People interested in serving the common good could help alleviate ________
   by applying ______________ through __________________________.
   (community difficulty) (virtue) (action)
# Project Pathway

**Directions:** Work with your group to fill in the table below. You will fill in a brief description of ways in which those working toward women’s suffrage carried out each step, and evaluate its effectiveness. In the right-hand column you will fill in ways you will implement each step in your own project.

This handout is to be placed in your Community Project portfolio. You may include extra paper as needed in order to evaluate your project implementation. Just be sure to mark each page with the appropriate Handout label.

<table>
<thead>
<tr>
<th>Steps Toward Change</th>
<th>Women’s Suffrage Movement</th>
<th>Women’s Suffrage Effectiveness (+ or -)</th>
<th>Your Own Project</th>
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</thead>
<tbody>
<tr>
<td>1. Define the problem.</td>
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<td>2. State a goal.</td>
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<td>3. Pursue education.</td>
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<td>4. Work with others to organize and set interim goals.</td>
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<td>5. Build on prior knowledge of similar or related efforts.</td>
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<td>6. Join forces with other like-minded people or groups—seek allies and public support.</td>
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<td>7. Participate in ongoing constructive challenge within your work group.</td>
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<td>9. Think “outside the box” and evaluate the best ways to respond to others pursuing the same goals by different methods.</td>
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Use the **Principles and Virtues Glossary** to determine what constitutional principles and civic virtues are most in evidence in the struggle for women’s suffrage. In your group, discuss specifically how these principles and virtues are evident in the story of women’s suffrage.

<table>
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<tr>
<th>Constitutional Principles</th>
<th>Civic Virtues</th>
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What constitutional principles and civic virtues will you demonstrate in carrying out your project? In your group, discuss specifically how you plan to exhibit these principles and virtues in your story.

<table>
<thead>
<tr>
<th>Constitutional Principles</th>
<th>Civic Virtues</th>
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Gathering the Knowledge

**Directions:** Work with your team to fill in the tables below, showing details about how you will proceed with your project.

This handout is to be placed in your Community Project portfolio. You may include extra paper as needed in order to evaluate your project implementation. Just be sure to mark each page with the appropriate Handout label.

Gather Knowledge

Everyone in your team must participate in the knowledge gathering tasks shown here.

<table>
<thead>
<tr>
<th>What do you think you already know about the challenge you have accepted?</th>
<th>What do you need to learn about the challenge?</th>
<th>Where will you find the general information you need?</th>
<th>Who in your community will you interview to learn the specific local information you need?</th>
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Subdivide Tasks

On the table below or on additional paper, list individual knowledge gathering assignments and due dates.

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<tr>
<th>Specific task</th>
<th>Person responsible, phone number</th>
<th>Due date</th>
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Make additional task lists as appropriate throughout your project so that everyone knows who is accountable for each part of the work. Those task lists may simply be written on your own paper and will be placed in your portfolio.
Identifying the Stakeholders

This handout is to be placed in your Community Project portfolio. You may include extra paper as needed in order to evaluate your project implementation. Just be sure to mark each page with the appropriate Handout label.

Stakeholders are people who have a direct interest in your project and are likely to be affected by your work. Core stakeholders are the people you plan to help and those people and groups who are already working to help those individuals. Core stakeholders have knowledge that you need and are likely to be able to help you refine and carry out your plan. Extended stakeholders are those who are likely to be interested in the work and to be less directly affected by your project. They may also have useful knowledge for you.

Schedule conversations with the core stakeholders and take notes on your own paper to record your interview and what you learn.

<table>
<thead>
<tr>
<th>Core Stakeholder name and contact information</th>
<th>Team member assigned to this interview</th>
<th>Date, time, and place of interview</th>
<th>Other individuals recommended for you to contact</th>
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</table>
In making your appointments, be sure to clearly state your name, school, and teacher’s name. Give a clear, concise statement of your objectives in the project as a whole and for this specific interview. To be well-prepared for these appointment-making conversations, fill in the following and get your teacher’s initials indicating when you and your teacher had a conversation to prepare for making the appointments.

- Our project is _______________________________ and our objectives in the project are __________________________________________________________

- What we hope to learn in our conversation with you is __________________________________________________________
Interviewing the Experts

This handout and your interview notes are to be placed in your Community Project portfolio. Copy this form as needed or follow the format here using your own paper. You may include extra paper as needed in order to evaluate your project implementation. Just be sure to mark each page with the appropriate Handout label.

Statement of Project Objective

________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________
________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________
________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________

Interview Checklist

Do some advance research to learn some basic information about the interviewee and his/her contributions to the community.

✓ Interviewee Full Name, Title, Connection to Issue 

✓ Date, Time, Address of Interview

✓ What do you need to take with you to the interview?

✓ Interviewee work and life description

__________________________________________________________________________________________________________________________________________________________________________________________________________________________________________
__________________________________________________________________________________________________________________________________________________________________________________________________________________________________________
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__________________________________________________________________________________________________________________________________________________________________________________________________________________________________________
Questions you want to ask: (A good starter question is, “How did you first become interested in/affected by this issue?)

During the interview, take opportunities to ask,

- “Tell me more about…”
- “Whom else should I interview?”
- “What is the single best source of information about this issue and its effects on our community?”
- “What solutions have been tried before and to what extent were those solutions effective?”
- “What advice do you have for people who want to help solve this challenge?”

Immediately after the interview, capture what you learned by writing an analysis of the interview and how it applies to your project, along with any further leads on which you will act.
Planning the Work

Directions: Having collected much useful information related to your opportunity to contribute to the common good in your community, you are now equipped to develop an implementation plan.

This handout is to be placed in your Community Project portfolio. You may include extra paper as needed in order to evaluate your project implementation. Just be sure to mark each page with the appropriate Handout label.

Project Name: ____________________________________________________________

(Be sure to choose your project name carefully; it will be in the headline of your news releases.)

What needs or opportunities does your project address?

________________________________________________________________________

________________________________________________________________________

What are your specific, measurable objectives as refined through your knowledge-gathering? How will you define success?

________________________________________________________________________

________________________________________________________________________

Who are the workers in your project, and what is the main role of each person?

________________________________________________________________________

________________________________________________________________________

Who may object to your project, and why? What can you learn from their objection?

________________________________________________________________________

________________________________________________________________________
Write a few sentences to describe your project and how it will work.

________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________

________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________

How will you inform your community about this project? How will you use social media? How will you recruit community support? Be specific, and use information from this page to develop your press releases or public announcements.

________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________

________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________
Doing and Documenting the Work

Directions  Fill in the table with the information indicated.

This handout is to be placed in your Community Project portfolio. You may include extra paper as needed in order to evaluate your project implementation. Just be sure to mark each page with the appropriate Handout label.

Project Name __________________________________________________________________________________________________________

<table>
<thead>
<tr>
<th>Specific tasks</th>
<th>Team member(s) participating</th>
<th>Date, Time, Place</th>
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Be sure to document your work through photos, videos, and/or narratives.
Reflecting and Evaluating the Work

This handout is to be placed in your Community Project portfolio. You may include extra paper as needed in order to evaluate your project implementation. Just be sure to mark each page with the appropriate Handout label.

SUGGESTED REFLECTION QUESTIONS

1. As you documented your work, you defined success for your project. Reread your definition in Handout G: Planning the Work. Did you meet your goal? Would you change anything about your definition of success?

___________________________________________________________________________________________

___________________________________________________________________________________________

2. To what extent do you expect your work to have long-lasting results? Who is responsible for continuing and maintaining the improvements?

___________________________________________________________________________________________

___________________________________________________________________________________________

3. What constitutional principles and civic virtues are most relevant for your project?

___________________________________________________________________________________________

___________________________________________________________________________________________

4. What did you learn about these principles and virtues and how does this knowledge change you?

___________________________________________________________________________________________

___________________________________________________________________________________________

5. What did you personally learn about yourself, others, and your community through this work?

___________________________________________________________________________________________

___________________________________________________________________________________________

6. If you could go back and change anything about your project, what would you change?

___________________________________________________________________________________________

___________________________________________________________________________________________
7. What are you most proud of at the end of this project?
___________________________________________________________________________________________
___________________________________________________________________________________________

8. What advice do you have for others planning a community project?
___________________________________________________________________________________________
___________________________________________________________________________________________

9. How does your work on a community project affect your understanding of the difficulties inherent in sustaining a political movement with a singular purpose over a long period of time? How do we keep striving for the principles outlined in the Constitution and Declaration? How do you maintain the faith in the system so that people have hope for correcting the constitutional system and do not lose faith and abandon the system?
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### Answer Key

**Handout C: Project Pathway**

*Accept reasoned responses.*

<table>
<thead>
<tr>
<th>Steps Toward Change</th>
<th>Women’s Suffrage Movement</th>
<th>Women’s Suffrage Effectiveness (+ or -)</th>
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<tbody>
<tr>
<td>1. Define the problem.</td>
<td>Women were considered to be inferior and were deprived of many rights.</td>
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<tr>
<td>2. State a goal.</td>
<td>Legal, economic, and social equality, including the right to vote.</td>
<td>Goal should be measurable and achievable.</td>
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<tr>
<td>3. Pursue education.</td>
<td>For women, the opportunity to receive an education itself was severely restricted.</td>
<td></td>
<td>Students will need to re-search the causes and effects of the problem selected, as well as learning who in their community will be the best resources for information, background, and support.</td>
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<tr>
<td>4. Work with others to organize and set interim goals.</td>
<td>Women at first worked with others through writing and then through calling meetings with like-minded people.</td>
<td></td>
<td>Students will need to divide the work based on comparative advantage and set time-lines for internal accounta-ility.</td>
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<tr>
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<td>5. Build on prior knowledge of similar or related efforts.</td>
<td>Women engaged in determined and persistent efforts to solve social/legal problems and had developed important organizing skills in other social reform movements, such as abolition, temperance, prison reform, etc.</td>
<td></td>
<td>Students can use the experience and activities of suffrage workers as an example of carrying out social change within a constitutional system.</td>
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<tr>
<td>6. Join forces with other like-minded people or groups—seek allies and public support.</td>
<td>In spite of harsh criticism, ridicule, and physical attacks, women persisted in publicizing their goals, concerns, and efforts.</td>
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<td>7. Participate in ongoing constructive challenge within your work group.</td>
<td>Women in various branches of the movement continued to collaborate through disagreements about the best ways to pursue their goals.</td>
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<td>8. Reevaluate progress toward goal and correct course as necessary.</td>
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<tr>
<td>9. Think “outside the box” and evaluate the best ways to respond to others pursuing the same goals by different methods.</td>
<td>Alice Paul is a good example of a reformer who was willing to peacefully defy cultural conventions to draw attention to the work. Suffragists defied social expectations, deliberately provoking the confrontations that caused them great suffering. If students are familiar with other rights movements in world history, encourage them to draw comparisons between the work of Alice Paul and her Silent Sentinels and other reformers such as Mohandas Gandhi and Martin Luther King, Jr.</td>
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Community Project Portfolio

**Teacher Directions:** Students plan and carry out a project that contributes to the common good of their community. The portfolio will document student planning and progress. All materials should be completed neatly, with extra pages inserted as needed following each of the corresponding handouts. Students should prepare brief presentations describing their work for the school and community audiences.

<table>
<thead>
<tr>
<th>Project Name</th>
<th>___________________________________________________________________________</th>
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<td>Students Participating</td>
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<td>Project Completion Date _______ Portfolio Due Date _______ Presentation Date _______</td>
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- □ Portfolio Table of Contents
- □ Students brainstorm to select a project. *(Handout A: Carrie Chapman Catt: Act!)*
- □ Students organize and narrow down their specific objectives, naming a community difficulty, one or more virtues, and specific actions they will carry out. *(Handout B: Solution Statements collected in an envelope)*
- □ Students model their process on the experience and activities of suffragists to carry out community change within a constitutional system. *(Handout C: Project Pathway)*
- □ Students document research identifying the causes and effects of the problem selected. *(Handout D: Gathering the Knowledge)*
- □ Students demonstrate collaboration by dividing the work among all group members based on comparative advantage and set timelines for internal accountability. *(Handout D: Gathering the Knowledge)*
- □ Students articulate a goal that is clear, measurable, and achievable. *(Handout E: Identifying the Stakeholders)*
☐ Students identify who in their community are the best resources for information, background, and support. (*Handout E: Identifying the Stakeholders*)

☐ Students interview stakeholders to research background of the issue and to accumulate expert information. (*Handout F: Interviewing the Experts*; include original interview notes).

☐ Students develop an implementation plan. (*Handout G: Planning the Work*)

☐ Students document specific tasks planned and implemented. (*Handout H: Doing and Documenting the Work*, along with photos, videos, and/or narratives).

☐ Students reflect and evaluate their work. (*Handout I: Reflecting and Evaluating the Work*)

☐ Bibliography of in-person interviews, printed, and online sources consulted.

**Comments**

Project strengths:

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Areas for improvement:

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A Pathway for Change

Driving Question

How does one carry out long-term change in order to better align institutions with principles of liberty, justice, and equality within a constitutional order?

The story of the Nineteenth Amendment is a story of struggle, perseverance, and courage. In 1765 the British jurist William Blackstone described the legal position of married women when he wrote, “The very being or legal existence of the woman is suspended during the marriage or at least incorporated or consolidated into that of the husband, under whose wing, protection, and cover she performs everything.” For most women in most parts of the world there were few opportunities to pursue education, occupation, or social standing. In general, they were regarded as inferior, subservient, and incapable of reasoning.

The Age of Enlightenment prompted a new focus on the abilities of human beings, the ideals of liberty, and the obligation of constitutional government to preserve both. The British writer Mary Wollstonecraft in *A Vindication of the Rights of Woman* in 1792 raised her voice to insist that women, as human beings, were entitled to equal treatment under the law, an idea perhaps even more revolutionary than the contemporary political upheavals in Britain’s former North American colonies and in France.

The United States was established on the self-evident truth that all humans are created equal and endowed with inalienable rights to “life, liberty, and the pursuit of happiness.” The fight for women’s equality and the right to vote illustrates the struggle, sacrifice, and hardship involved in making America live up to that truth. The struggle was long, costly, and frustrating but deliberate in its path thanks to the determined individuals who remained committed to the goal. This fight provides an answer to the Driving Question above. The pathway to win that fight involved several stages which may be conceived as shown at the left. It should be noted that the various steps are not necessarily discrete and sequential. Participants in the movement may not always know which step they are in because efforts overlap, progress is hard to see, and the struggle may be long. Constitutional change which rejects the use of violence requires long-term commitment, courage, and perseverance, but its success is deeply rooted and can be permanent.
**Directions:** Trace the steps in women’s battle to win legal equality and the right to vote by filling in dates, people, and methods by which reformers carried out each of the steps below as described in *Votes for Women: the Story of the Nineteenth Amendment*.

<table>
<thead>
<tr>
<th>Steps Toward Change</th>
<th>Women's Suffrage Movement</th>
<th>Women's Suffrage Effectiveness (+ or -) Justify your evaluation.</th>
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<tbody>
<tr>
<td>1. Define the problem.</td>
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<td>2. State a goal.</td>
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<td>3. Pursue education.</td>
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<td>4. Work with others to organize and set interim goals.</td>
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<td>5.</td>
<td>Build on prior knowledge of similar or related efforts.</td>
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<td>6.</td>
<td>Join forces with other like-minded people or groups—seek allies and public support.</td>
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<td>7.</td>
<td>Participate in ongoing constructive challenge within your work group.</td>
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<td>8.</td>
<td>Reevaluate progress toward goal and correct course as necessary.</td>
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<td>9.</td>
<td>Think “outside the box” and evaluate the best ways to respond to others pursuing the same goals by different methods.</td>
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