## 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>
<th>Your Own Project</th>
</tr>
</thead>
<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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<td>2. State a goal.</td>
<td>Legal, economic, and social equality, including the right to vote.</td>
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<td>Goal should be measurable and achievable.</td>
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<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-bility.</td>
</tr>
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<tr>
<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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<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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<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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</tbody>
</table>
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.

**Project Name**

__________________________________________________________________________

**Students Participating**

__________________________________________________________________

________________________________________________________________________________________

**Project Completion Date _______**

**Portfolio Due Date _______**

**Presentation Date _______**

☐ 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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