

Objection and Answer

Parent Guide

Read the “Directions” sheets for step-by-step instructions.

SUMMARY

In this activity, children will examine two pairs of banners from the woman suffrage movement and then write a banner to match one banner that is missing its pair.

WHY

By examining the arguments for and against woman suffrage, children will build a better understanding of the woman suffrage movement and examine an example of nonviolent protest. After viewing this example, children may feel encouraged to examine their feelings and view opposing perspectives on issues in their own lives.

TIME

- 15 minutes

RECOMMENDED AGE GROUP

This activity will work best with children in third grade and up.

CHALLENGE WORDS

- **answer:** something said or done in response
- **objection:** a reason for or a feeling of disapproval

GET READY

- Read *Mama Went to Jail for the Vote*. This book is a work of historical fiction about the woman suffrage movement. For tips on reading this book together, check out the **Guided Reading Activity** (http://americanhistory.si.edu/ourstory/pdf/suffrage/suffrage_reading.pdf).
- Read the **Step Back in Time** sheets.

YOU NEED

- **Directions** sheets (*attached*)
- **Step Back in Time** sheets (*attached*)
- **ThinkAbout** sheets (*attached*)

More information at <http://americanhistory.si.edu/ourstory/activities/suffrage/>.

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For more information, visit the National Museum of American History Web site <http://americanhistory.si.edu/ourstory/activities/suffrage/>.

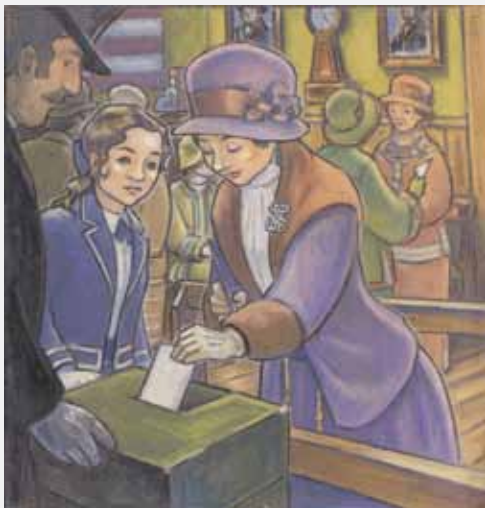
Voting is one of the main ways that people can direct the government and change laws.

Women had voted in some colonies and early states but after 1807 no women could vote in the United States. In 1848 a group of women, and men, concerned with women's right held a convention and signed the Declaration of Sentiments. The Declaration was modeled after the Declaration of Independence and demanded rights for women, including the right to vote. Despite their efforts, women could only vote in nine states by the time the parade in this story takes place.

Woman suffragists were the first group to organize pickets outside of the White House. They created banners and stood



Jailed for Freedom pin
The National Museum of American History owns three "Jailed for Freedom" pins that belonged to Lucille Calmes, Amelia Walker, and Alice Paul.



Mama voting at the precinct
from *Mama Went to Jail for the Vote*

outside the White House gates to show the signs to the President and members of the public.

Although they were peaceful, some who disagreed with their protests sometimes started fights and hurt the suffragists.

Throughout the woman suffrage movement, over 150 suffragists were put in jail, mostly in Virginia and Washington, D.C. Life in the jails was tough and dirty, and the women weren't treated well.

Some women wanted to show the American public how unfair it was that they were in jail, so they refused to eat while behind bars. They were

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forcibly fed by their jailers. After they were let out of jail, the suffragists were given special “Jailed for Freedom” pins, to show proudly that they had stayed in jail to help get the right to vote for women.

Alice Paul, one of the leaders in the protests, had been a part of the woman suffrage movement in England. When she came back to the United States, she reused some of the strong British tactics in the American woman suffrage movement.

It took many years for the woman suffrage movement to change the minds of lawmakers and the public; but finally, in August 1920, the United States Constitution was amended to protect women’s right to vote.

The woman suffrage movement’s nonviolent protests were sources of inspiration for Mohandas Gandhi, while he worked for independence in India, and Dr. Martin Luther King Jr., while he worked for equal rights during the civil rights movement in the United States.

amended: changed the words and often the meaning of a law

movement: a series of organized activities in which many people work together to do or achieve something

tactics: an action or method that is planned and used to achieve a particular goal

***Mama Went to Jail for the Vote* is a work of historical fiction.**

In historical fiction, make-believe stories are set against a backdrop of real events or incorporate them into the story. This means that sometimes things are changed to suit the story or make it more dramatic.

Although there was a woman on a white horse in the suffrage parade it wasn’t really Mama. The rider was a Washington lawyer named Inez Milholland Boissevain. When she later died while traveling to promote woman suffrage she was considered to be a martyr to the cause.

Purple, white, and yellow were the colors used in the parades and by the pickets of the National Woman’s Party although purple, white, and green were used in other places like New York and Connecticut.

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For adults and kids to follow together.

1. Read through the **Step Back in Time** sheets. What were people in the woman suffrage movement trying to achieve?
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2. Talk about the words “objection” and “answer.”

Tip These words are defined in the “Challenge Words” section of the Parent Guide.

3. Take a look at the two pairs of banners on page 1 of the **ThinkAbout** sheets. One banner in each pair is an “objection” to woman suffrage, and the other is an “answer” from the suffragists. Rewrite the main message of each banner in your own words in the cartoon bubble below each banner.

Tip You might find that some words on the banner are new to your child. Look up any new words in a dictionary and talk about their meanings. Try to think of another sentence in which you could use the word.

4. On page 2 of the **ThinkAbout** sheets, there is a banner that does not have its pair. Think about what the missing banner might say.

Tip For example, try finishing these sentences as possible objections to woman suffrage:

- If a woman is voting, she can't be at home _____.
 - A woman's job is to _____, not to vote.
-



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5. What could be good about using banners in a protest or during a meeting? Think about how the meeting would be recorded in the newspaper or how other people on the street would think about the protesters holding the banners.

Tip For an activity guide with instructions on making your own protest sign, check out Protest Signs (http://americanhistory.si.edu/ourstory/pdf/freedom/LunchCounter_Signs.pdf), related to the 1960 nonviolent student protests in Greensboro, North Carolina.

For more activities and information about *Mama Went to Jail for the Vote* and the woman suffrage movement, visit <http://americanhistory.si.edu/ourstory/activities/suffrage/>.

Mama Went to Jail for the Vote by Kathleen Karr. Illustrations by Malene Laugesen. Used by permission of Hyperion Books for Children.



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OBJECTION

ANSWER

VOTING takes only a **FEW**
MINUTES once a **YEAR.**



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For Teachers, page 1 of 2

Read the “Parent Guide” and “Directions” sheets for step-by-step instructions.

OBJECTIVES

The students will be better able to:

- Recall one or more argument used against woman suffrage.

STUDENT PERFORMANCE CRITERIA

- Interpretations of banner text are logical.
- Created banner reflects a logical argument..

STANDARDS

NCHS History Standards

K-4 Historical Thinking Standards

- 3G Consider multiple perspectives.
- 4B Obtain historical data.
- 5B Analyze the interests, values, and points of view.

K-4 Historical Content Standards

- 4A: Demonstrate understanding of how the United States government was formed and of the nation’s basic democratic principles set forth in the Declaration of Independence and the Constitution.

21st-Century Skills

Learning and Innovation Skills

- Creativity and Innovation
- Critical Thinking and Problem Solving

IRA/NCTE Language Arts Standards

1. Students read a wide range of print and non-print texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the



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workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works.

12. Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).

