

# MEETING ALICE

A FREE  
EDUCATIONAL  
LESSON PLAN  
& ACTIVITIES  
FOR STUDENTS  
IN GRADES 3-5  
TO SHARE THE  
STORY OF  
ALICE PAUL  
(1885-1977),  
AN AMERICAN  
SUFFRAGIST  
AND EQUAL  
RIGHTS  
ACTIVIST WHO  
BELIEVED THAT  
“ONE PERSON  
CAN MAKE A  
DIFFERENCE.”



ALICE PAUL  
INSTITUTE

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[WWW.ALICEPAUL.ORG](http://WWW.ALICEPAUL.ORG)

**LESSON: MEETING ALICE****GRADES:** 3-5**DURATION:** Approximately 45 minutes**ADDITIONAL ACTIVITIES:** 10 – 45 minutes

# Meeting Alice

**OBJECTIVE:**

The Meeting Alice curriculum packet is designed to introduce students to the life and work of Alice Stokes Paul, an American suffragist who dedicated her life to the fight for equal rights for women and men. Through a carefully and creatively designed slideshow that chronicles the actions that Alice Paul took to advance the women's suffrage movement in America – and win the right to vote for women through the ratification of the 19<sup>th</sup> Amendment to the United States Constitution – students will be able to place events and actions that Alice Paul took to advance the women's suffrage movement in America in chronological order.

Students will be introduced to the character traits that made Alice Paul a strong and effective leader, despite her being shy and reserved. Students will participate in voting activities that will demonstrate why it is vital to a vibrant democracy to have all eligible citizens participate in the democratic process by casting their ballots.

**INTRODUCTION FOR TEACHER:**

Ideally this is a two-session lesson for grades 3-5, with each session lasting approximately 45 minutes in length. If you are limited to only one 45-minute session, it is recommended that you begin with the voting activity and then present the slide show.

Additional time for follow-up activities and is left to the discretion of the teacher. Teacher notes and discussion ideas are provided as background and can be used as springboards for elaboration and discussion.

**NATIONAL CURRICULUM STANDARDS:**

This enriched lesson plan on Alice Paul corresponds to the themes of the National Curriculum Standards for Social Studies:

- Culture
- Time, Continuity, and Change
- People, Places and Environment
- Individual Development and Identity
- Individuals, Groups, and Institutions
- Power, Authority and Governance
- Global Connections
- Civic Ideals and Practices

Your state may have its own standards that this lesson plan meets. For more information on national standards visit: [www.socialstudies.org/standards/strands](http://www.socialstudies.org/standards/strands)

## A BRIEF HISTORY: THE SUFFRAGE MOVEMENT IN THE UNITED STATES

In 1848, at the Women's Rights Convention in Seneca Falls, NY, a Declaration of Sentiments called for women's social and political equality. Elizabeth Cady Stanton and Susan B. Anthony were the most well-known leaders of the early suffrage movement in the United States.

By 1910, Alice Paul, Lucy Burns, Carrie Chapman Catt and others continued the suffrage movement and campaigned for an amendment to the US Constitution.

The 19<sup>th</sup> Amendment was finally ratified in August of 1920, giving women the right to vote in America.

## VOCABULARY:

This list of vocabulary words will advance students understanding of voting and democracy.

- **Suffrage:** The right to vote
- **Suffragist:** An American person who supports women's right to vote
- **Suffragette:** A British woman who supports women's right to vote
- **Constitution:** The basic principles and laws of a nation that guarantees citizens certain rights
- **Constitutional Amendment:** A change or addition to the constitution of a country
- **Respect:** Regards for the feelings, rights, and wishes of others
- **Responsibility:** Doing what you are expected to do and accepting the consequences of your actions
- **Leadership:** The capacity and will to rally people to a common purpose together;
- **Organize:** To arrange, plan, and order an event or activity a person who creates and inspires a vision
- **Goal-Setter:** A person who identifies something she/he wants to accomplish within a timeframe and works toward its completion
- **Perseverance:** Persistence in doing something despite difficulty
- **Picketing:** The act of lawfully protesting on public property

## THE LESSON: MEETING ALICE

- 1) **OPENING ACTIVITY: Begin with the following voting activity to pique student interest.**  
A great way to introduce this voting activity is to begin by emphasizing the advantage of each person having a voice regarding what happens in their lives. One of the best practices of this activity is this phrase: **In a democracy everyone gets their say, not necessarily their way!**

This phrase is helpful for students to grasp how voting is an act through which individuals can "have their say," but not always "get their way" because the democratic

process is designed to support the candidates and/or issues with the largest number of votes (i.e. the larger number of supporters).

The voting activity can be implemented as outlined below or can be modified to best suit your students:

1. To set up the “Vote,” select a binary for students to vote for, such as vanilla ice cream versus chocolate ice cream.
2. Divide the class into two groups of equal size.
3. Conduct the voting process, but only **count the votes of one group – not both**.  
Do not explain to the students that you will be ignoring the votes/voices of half of the class; just act as if ignoring half of the class is normal.
  - i. **NOTE: IT IS IMPERATIVE THAT THE TEACHER ONLY RECORDS THE VOTES OF 50% OF THE CLASS. This is a very clear method for students to experience the frustration of their vote not being counted.**
  - ii. It may take a bit for the students to realize that only 50% of the class had their voices/opinions recorded. This can become an effective teachable moment; an opportunity for discussion of why not counting every person’s vote has created an unfair representation of the group of people/populace (i.e. the class as a whole).
4. Discuss the importance of everyone having an opportunity to vote to have her or his voice counted.
  - a. ***In a democracy everyone gets their say, not necessarily their way!***

*Note to Teacher:* It is important for students to avoid becoming complacent or not caring that their vote was not counted. Teachers should be aware that students may “enjoy” or revel in the “other half” not getting a vote, which is directly contradictory to the spirit of the activity. Alice Paul wanted to make the world a better place for everyone, not just for herself or her group. One of the most important goals of this voting activity is for ALL students to be encouraged to care, and act, when someone or some group or people are not being treated fairly; by having their vote NOT count, for example. One day it may be OUR group that is not treated fairly, and we will need others to act on our behalf.

#### **INTERACTIVE VOTING ACTIVITY:**

##### ***The Importance of Understanding the Issues Before Voting***

1. Have the entire class vote for “pizza” vs. “homework.” (Our experience is that the students will overwhelmingly vote for pizza.)
2. When voting is finished, explain that they’ve just voted for frog leg pizza over only 10 minutes of nightly homework!
3. Open a discussion about the importance of understanding the issues before voting.

## **2) ALICE PAUL: AN INTRODUCTION**

### **Who was Alice Paul?**

Alice was an American woman who helped change history in the United States. She was born on January 11, 1885, at “Paulsdale,” her family’s farm in Mount Laurel Township, New Jersey. Alice was a descendant of William Penn, the founder of Pennsylvania. She was raised by her parents, William and Tacie Paul, in the Quaker faith.

Through her parents and her church, Alice learned at a young age the importance of:

- Equality
- Peace (no fighting, war, or violence)
- Making the world a better place for everyone

For more information on the Quaker Faith and Testimonies, visit:

[www.pym.org/introducing-pym-quakers/quaker-testimonies](http://www.pym.org/introducing-pym-quakers/quaker-testimonies)

### **What did Alice Paul do that made her important?**

Alice Paul is best known for being an influential leader in the American suffrage movement that resulted in women finally winning the right to vote on August 26, 1920, when the 19<sup>th</sup> Amendment was officially ratified to the United States Constitution.

She co-founded an organization called The National Woman’s Party (NWP), which was headquartered in Washington DC, very near the United States Capitol building. The NWP was integral to the fight for women’s suffrage. At the NWP, Alice Paul started the publication *The Suffragist*, which served as an important source of information for people who supported women having the right to vote in the United States.

In 1923, Alice Paul wrote the Equal Rights Amendment (ERA), another constitutional amendment. The Equal Right Amendment is a proposed amendment to the United States Constitution designed to guarantee equal legal rights for all American citizens regardless of sex; it seeks to end the legal distinctions between men and women in terms of divorce, property, employment, and other matters. It reads:

*“Equality of rights under the law shall not be denied or abridged by the United States or by any state on account of sex.”*

Despite widespread support in the general population, the ERA has not yet been ratified as an amendment to the Constitution.

Alice Paul died in 1977, at a nursing home in Moorestown, New Jersey, not far from where she went to school as a young girl. Alice dedicated her entire life to the struggle for equal rights throughout the world.

### **Why did she fight for equality?**

Alice Paul's Quaker beliefs in "equality for all" led her to seek voting rights for women through peaceful and non-violent actions.

### **How did she fight for equality?**

Alice Paul had a deep commitment to uphold the Quaker principle of employing peaceful methods to attain positive social change. She did this through a variety of strategies, including:

- organizing letter writing campaigns to the men in Congress. (Note: No women received letters because there were no women in Congress at that time in history.)
- organizing large and small parades of suffragists and individuals who supported women's right to vote.
- writing and delivering speeches.
- making many phone calls to bring awareness and to raise money to help finance her work.
- writing, publishing, and distributing articles and pamphlets.
- organizing picket lines in front of the White House, which no one had dared to do before.
- meeting with lots of people to share her ideas for equality.
- consistently putting herself in situations where she could promote her ideas for suffrage.

Note: A children's biography of Alice Paul is included in the supplemental materials.

## **3) PRELIMINARY DISCUSSION QUESTIONS BEFORE THE SLIDE SHOW PRESENTATION**

These questions are designed to help students realize that democracy in the United States did not always include all citizens.

### **"Did you know that...?"**

- Women did not always have the right to vote.
- It was not until 1920 that women were given the right to vote. The United States was founded as a country in 1776.
- Women and girls were not allowed to do some of the same things as men and boys.
- One person can make a big difference.

#### **4) SLIDE SHOW PRESENTATION / SCRIPT**

**NOTE TO TEACHER:** This portion can take as long as 30-40 minutes. Please stay aware of your timing.

**Teacher:** “*We’re going to learn how one person, ALICE PAUL from New Jersey, made a huge difference in our country!*”

##### **SLIDE #1: MEETING ALICE (title slide)**

*Meeting Alice* is an educational presentation about Alice Stokes Paul (1885-1977), an American suffragist and equal rights activist, who believed that “one person can make a difference.”

##### **SLIDE #2: THE ALICE PAUL INSTITUTE**

The *Meeting Alice* educational presentation was created and provided by the Alice Paul Institute, a non-profit organization located at Paulsdale, the birthplace of Alice Paul in Mt. Laurel, New Jersey. The mission of the Alice Paul Institute is to honor the legacy of Alice Paul’s work for gender equality through education and leadership development.

Learn more about Alice Paul and the Alice Paul Institute by visiting  
[www.AlicePaul.org](http://www.AlicePaul.org).

##### **SLIDE #3: HOW DID PEOPLE LIVE 100 YEARS AGO?**

When Alice was a child, about 100 years ago, this is the kind of clothing that was typically worn. Notice girls’ and women’s legs were covered. Young boys wore short pants called knickers.

##### **SLIDE #4: THINGS WE USED 100 YEARS AGO**

The photos show examples of transportation, communication, and home entertainment popular when Alice was a child.

*Teacher Note:* Although cars were in existence, most people traveled by horse and carriage. Telephones like this would have been in some, but not all, homes around 100 years ago. The Victrola record player played vinyl records. Notice the arm for cranking. Electricity was not widespread.

*Teacher Note: Discussion Ideas:*

- How have these items been modernized?

##### **SLIDE #5: WHERE WAS ALICE BORN?**

Alice Paul was born on January 11, 1885, at Paulsdale, her family’s farm in Mt. Laurel, New Jersey. The state of New Jersey is located on the east coast of the United States.

*Fun fact:* In 1995, the United States Postal Service released a special edition stamp featuring Alice Paul. The stamp was released to commemorate the 75th anniversary of the passage of the 19th Amendment in 1920.

*Teacher Note: Discussion Ideas:*

- *Help students find New Jersey on the map of the U.S.*
- *How far is New Jersey from our state?*
- *Have any of you visited New Jersey before?*

#### **SLIDE #6: PAULSDALE IS A NATIONAL HISTORIC LANDMARK**

Paulsdale is the name of the house where Alice Paul was born. It was officially designated a National Historic Landmark in 1991. The children in the photo are participating in a scavenger hunt that is part of the Meeting Alice program at Paulsdale. The two signs at the right recognize the importance of the house.

*Teacher Note: Discussion Ideas:*

- *Ask students what a National Historic Landmark is.*

#### **SLIDE #7: YOUNG ALICE**

The photo on the left shows Alice with her mother, Tacie Stokes Paul. The photo on the right shows Alice with 2 of her 3 siblings.

As a young girl, Alice was reserved and persistent. She was not a typical spotlight-seeking kind of leader. She was the oldest child in her Quaker family. She and her siblings were responsible for chores. Alice was an outstanding and respectful student.

#### **SLIDE #8: ALICE WAS RESPONSIBLE AND SHOWED RESPECT**

Alice was born in 1885, at Paulsdale, her home farm. It was a working farm with animals and agriculture. Alice was responsible for chores on the farm. She loved and respected the land on which she grew up, as she tended to her own garden and her own horse. In the photo on the left, you can see the house as it looked when Alice lived there in the late 1880s.

Alice was born into a Quaker family. She internalized these values and lived her life by them. Quaker values included:

- No violence (peaceful means to settle disputes)
- Equality (men and women, boys and girls)
- Make the world a better place for everyone

*Teacher Note: Discussion Ideas:*

- *What chores are you responsible for at home or school?*

- *How many of you need to be reminded to do your chores?*

### **SLIDE #9: ALICE WORKED WELL WITH OTHERS**

Alice loved to play sports. She played basketball (photo on left) and field hockey (photo on right). She understood the importance of working together with her teammates to play their best. Alice worked well with others.

In the photo of the basketball team on the left side of the screen, you can find Alice in the front row on the far right side. In the photo of the field hockey team on the right side of the screen, Alice is in the middle of the back row.

*Teacher Note: Discussion Ideas:*

- *Why is it important to learn how to work well with other people?*
- *Discuss girls' participation in sports (Title IX).*
- *Discuss uniforms girls wore – why are the girls wearing skirts and dresses?*

### **SLIDE #10: ALICE AS A YOUNG WOMAN**

After high school, Alice attended Swarthmore College in Pennsylvania, at a time when women typically did not go to college. She went on to earn several different college degrees, including three degrees in law.

### **SLIDE #11: BRITISH SUFFRAGETTE**

Alice was inspired by the suffragettes in England. Suffragette is the term used in England for people who believed women should have the right to vote. In the United States, the term used was “suffragist.” This photo depicts a suffragette being arrested by British police, called Bobbies.

### **SLIDE #12: ALICE WAS A LEADER**

Upon returning from England, Alice was determined to work for suffrage for women in the United States. She became a leader in the suffrage movement.

Alice set **goals**. In order to accomplish her goals, she needed to be **organized in her mind** and have **good communication** skills.

She made numerous phone calls and wrote many letters in her effort to raise support for women's suffrage. In this photo, she is busy at her desk at the headquarters of the National Woman's Party in Washington, D.C.

*Teacher Note: Discussion Ideas:*

- *Point out the telephone to the class. How different are telephones today?*
- *Do you set goals?*
- *Are you organized?*
- *Do you have good communications skills?*

### **SLIDE #13: AMERICAN SUPPORTERS OF SUFFRAGE**

Americans who supported the suffrage movement came from all walks of life and were a diverse group of individuals.

Ida B. Wells was a prominent journalist, activist, and educator. She was a leader of the early Civil Rights Movement, a noted suffragist, and one of the founders of the National Association for the Advancement of Colored People (NAACP). Ida B. Wells marched in the 1913 parade with Alice Paul.

Department of Indian Affairs under President Theodore Roosevelt. She became the first woman of color to graduate from the Washington College of Law and spent much of her life advocating for indigenous women. Marie Baldwin also marched with Alice in the 1913 parade.

Mary Church Terrell was an educator and activist who worked to advance the societal position of African Americans. She fought for suffrage and civil rights, and helped found the NAACP. She helped found the National Association of Colored Women, and she helped organize the Delta Sigma Theta sorority which is a sorority that is still very active in supporting women of color.

Frederick Douglass was an abolitionist, writer, and speaker. After escaping from slavery in Maryland, he spent the rest of his life championing social justice causes, including women's suffrage.

*Fun fact: Frederick Douglass was one of the most photographed men of color during his lifetime.*

### **SLIDE #14: 1913**

Alice used her skills to **organize** a huge parade in Washington, D.C. Over 8,000 women, children, AND men participated in the parade to show their support for women's suffrage.

Alice chose to hold the parade on the same day that the newly-elected President of the United States, Woodrow Wilson, was scheduled to arrive in Washington, D.C. When Wilson arrived at the train station, he wondered why so few people were there to welcome him. It was because so many people chose to attend the parade that Alice Paul organized to promote women's suffrage.

The day after the parade was Inauguration Day, the day that newly elected presidents take the oath of office.

President Wilson did not actively support the women's suffrage movement.

*Teacher Note: Discussion Ideas:*

- *What do you notice in the photos of the parade?*

#### **SLIDE #15: 1917**

Alice Paul was brave. In order to achieve her goal of winning the right to vote for women, she sometimes did things that no one had dared to do before.

In 1917, through her organization, the National Woman's Party, Alice Paul organized hundreds of women to come together in a very public display of protest in front of the White House. No one had ever dared to picket in front of the White House, but Alice Paul did.

Remember, as a Quaker, Alice Paul believed in acts of peace and non-violence. She wanted to bring greater attention to the suffrage movement, and she did not want people to be harmed. She and many other suffragists stood peacefully and silently on the sidewalk in front of the White House to picket in support of their right to vote.

Because these women did not speak but let their signs and sashes convey their message, they were called "Silent Sentinels." They practiced non-violent protest to avoid conflicts with people who were upset with their brazen public protest.

Beginning on January 10, 1917, the Silent Sentinels stood outside the gate of the White House, 6 days a week, 8 hours a day, rain or shine, throughout most of that year. After months of picketing, the suffragists were arrested by police on the charge of blocking traffic. The fact is that the Silent Sentinels were standing silently on the sidewalk, and the crowd of onlookers and hecklers surrounding the suffragists were blocking traffic on the street.

It is important to note that the Silent Sentinels were NOT arrested for picketing. Picketing, a form of free speech, is a protected right in the United States through the 1<sup>st</sup> Amendment of the U.S. Constitution.

#### **Interactive Activity (optional):**

- Have students stand silently with their arms raised, as if they were holding a banner.
- The teacher will keep the time as students keep their arms raised for 2 full minutes.
- The teacher instructs the student "picketers" that they must remain silent, just as the "Silent Sentinels" did while they were picketing.
- The teacher can speak to the students, and can optionally play the role of the hecklers that would speak to the Silent Sentinels, remarking on their audacity to picket the White House.

- After two minutes have passed, students may lower their arms and the teacher leads a discussion with students about their feelings during this time. Remind them that the picketers stood in all kinds of weather, for hours at a time.

*Teacher Note: Discussion Ideas:*

- *Can you read the words on the banner? What do they mean?*
- *What is picketing? Have you ever seen people picket?*
- *What does non-violent protest mean?*
- *Remember the women were silent. How did the banners speak for them?*
- *What did the sashes worn by many women symbolize?*

#### **SLIDE #16: ALICE AND 168 SUFFRAGISTS WERE ARRESTED AND WENT TO JAIL**

In the spring of 1917, Alice Paul and 168 other suffragists were arrested and sent to jail. While in jail, the women were treated badly. The jail cells were disgusting and filthy. Conditions were deplorable: blankets and clothes were washed only once per year, food contained bugs and weevils, and access to fresh air was not available.

After her arrest, Alice led the jailed women on a hunger strike to draw attention to their cause. Some suffragists choose to participate in the hunger strike with her. A hunger strike is non-violent form of protest where an individual refuses to eat, and sometimes drink. This action is done to bring awareness to issues important to the person or people who are refusing to eat.

The women who choose to go on a hunger strike were forcibly fed three times per day through a very painful process. First, each woman was restrained. Next, a doctor inserted a tube into the nose of the woman, guiding the tube down her throat. After the tube was inserted, a nurse would pour a mixture of uncooked eggs (i.e. liquid) and milk through a funnel into the tube. This process directed the mixture into the stomach of the woman, bypassing the mouth. The forced-feeding process caused the women great pain, and left many with lifelong medical issues, including Alice Paul. If you look at the photo illustration on the right, you can see an artist's interpretation of the process.

*Teacher Note: Discussion Ideas:*

- *How do you feel when you have not eaten?*
- *What do you think of the treatment of the suffragists in jail?*

#### **SLIDE #17: AUGUST 1920**

When people began to hear about the brutal treatment of the suffragists in jail, public pressure grew until the women were finally released. Their demands for the ratification of the 19<sup>th</sup> Amendment were taken to President Woodrow Wilson.

Under great public pressure, Wilson asked Congress to pass the legislation and send the amendment to the states to be ratified. A total of 36 states needed to vote affirmatively to ratify the 19<sup>th</sup> Amendment to the United States Constitution.

In 1919, a total of 22 states voted to ratify the 19<sup>th</sup> Amendment. In 1920, an additional 14 states voted to ratify, resulting in the amendment having the required total of 36 states. The 36<sup>th</sup> state to ratify was the state of Tennessee. The vote was so close that it passed by only one vote. That “yes” vote was cast State Senator Harry Burns of Tennessee who was originally against the amendment, but after he received a letter from his mother asking him to vote “Yes,” he voted in favor of the amendment, casting the deciding vote.

On August 26, 1920, the 19<sup>th</sup> Amendment, granting women the right to vote, was added to the United States Constitution. Alice Paul and so many others celebrated this dynamic moment in history.

*Teacher Note: Discussion Ideas:*

- *What year did our state ratify the 19<sup>th</sup> Amendment?*
- *Emphasize how one vote can make a difference!*
- *Important fact: The photo of Alice was taken during Prohibition. It is grape juice in her glass.*

**SLIDE #18: ALICE PERSEVERED**

Alice was **creative** and **persevered** to reach her **goals**. In this photo, she is standing on the balcony unfurling the hand-made suffrage flag over the entrance to the National Woman’s Party Headquarters in Washington, D.C. The building is now a National Historic Site called the Belmont-Paul Women’s Equality National Monument and is managed by the National Park Service. Visitors from around the world can see her desk where she worked every day for gender equality. Visitors can also view the bedroom where she slept.

After the 19<sup>th</sup> Amendment was successfully ratified, Alice Paul did not end her fight for equality. She **continued her work** to make sure that all women and men in America were viewed and treated equally. Just three years later, in 1923, Alice Paul used her training in law to write and introduce another amendment to the United States Constitution, the Equal Rights Amendment. Known by the acronym, ERA, this amendment has yet to be ratified.

The Equal Rights Amendment says:

*“Equality of rights under the law shall not be denied or abridged by the United States or by any state on account of sex.”*

To learn more about the Equal Rights Amendment, please visit:  
[www.EqualRightsAmendment.org](http://www.EqualRightsAmendment.org)

*Teacher Note: Discussion Ideas:*

- *What qualities make a good leader?*
- *Which of these qualities do you have?*

### **SLIDE #19: ALICE AS AN OLDER WOMAN**

Alice Stokes Paul dedicated her entire life to making the world a better place. She died on July 9, 1977 at a nursing home in Moorestown, New Jersey, not far from her childhood home, Paulsdale. She is buried in the Quaker cemetery in Cinnaminson, New Jersey.

### **SLIDE #20: QUOTES**

One of Alice Paul's most well-known quotes relates to her belief that equality is not complicated. She said,

*"I never doubted that equal rights was the right direction. Most reforms, most problems, are complicated. But to me there is nothing complicated about ordinary equality."*

Fun Fact: Alice Paul's father, William Paul, was a banker. See his quote on the slide show.

*Teacher Note: Discussion Ideas:*

- *What did Alice mean by the term "ordinary equality"?*
- *What did Alice mean when she said that when your hand is on the plow, you can't stop the plow until you reach the end of the row?*
- *Alice Paul's father, William Paul, believed in her tenacity to get things done. Are you a person who people can rely on to get things done?*

### **SLIDE #21: HOW WILL YOU MAKE A DIFFERENCE?**

Alice Paul believed that one person can make difference and make the world a better place for everyone. She was one person, a girl born on a farm in New Jersey, who persevered, developed her leadership skills, and had a big impact on democracy in America by fighting to get women the right to vote in elections.

*Teacher Note: Discussion Ideas:*

- *How will YOU make a difference?*
- *What issues are important to you?*
- *What leadership skills do you have?*
- *How can you improve your leadership skills?*
- *Do you believe you can make a difference?*

## 5) LESSON CLOSURE

There are a variety of possible ways to conclude the Meeting Alice lesson. The creators of this curriculum highly recommend opening a class discussion by asking one or more of the following discussion questions:

- What have you learned that you didn't know?
- What are 3 words you can use to describe Alice Paul?
- Why is voting important?
- How can you encourage adults to vote?
- Do you know how old a person must be before they can legally vote?
- What year will YOU be eligible to vote? (Year of student's birth + 18)

*Teacher Note:*

*The intent of closing the lesson with a discussion is two-fold. Firstly, leading the students in a self-reflective exercise to realize and specify the new information and knowledge the lesson offers supports long-term retention of the information.*

*Secondly, the discussion also promotes both students thinking about themselves as future voters and also promotes a greater awareness of elections, the democratic process of voting, and hopefully help students encourage the adults in their lives to vote.*

## 6) OPTIONAL FOLLOW-UP ACTIVITIES:

If time allows, the following activities are suitable for individuals and/or groups. All activities are included in this curriculum packet, and are ready to be printed.

Included are:

- Alice Paul Word Search Activity
- Bookmark Making Activity
- Alice Paul & Me Venn Diagram Activity
- Alice Paul Coloring Page

### SUFFRAGE PARADE POSTER

Students work individually or in small groups to create a poster to encourage voting. As an extra option, students can recreate a suffrage parade or role play the Silent Sentinels (repeating the activity from earlier in the slide presentation).

### MATH SKILL

Students determine in what year they will be 18 years old and will be eligible to vote.

- The formula is: (Year of student's birth) + 18 = year student is eligible to vote
- Teacher can lead a discussion in which students hypothesize what the world will be like in the year they can vote:

- Will a woman have been elected president of the United States by then?
- What advances in technology and science may have occurred before that date
- Will that student have graduated from high school yet?
- Will the student be in college? If so, what subjects does the student think they will be studying?

### NATIONAL VOTES FOR WOMEN TRAIL SEARCH

Find the sites in your state or neighboring state on the National Votes for Women Trail <https://ncwhs.org/votes-for-women-trail>, and learn why these people are being honored.

Is there a National Votes for Women Trail site near your school? Your town or city?

### 2020 Activities & Events

Find out what is happening in the United States during 2020 to commemorate and celebrate the 100<sup>th</sup> anniversary of the 19<sup>th</sup> Amendment in your state or around the country. Visit either of these websites to do research:

- [www.2020centennial.org](http://www.2020centennial.org)
- [www.womensvote100.org](http://www.womensvote100.org)

Are there any events near your school? If not, can the students create an event for the school, and/or the community, to attend?

### 1885-1977: What Did Alice Paul Witness in Her Life?

Alice Paul lived from 1885-1977 and saw the world change in many ways. What were some of the inventions, historical events, and changes that happened in her lifetime?

*Examples:*

- The first plane to fly at Kitty Hawk to a man landing on the Moon
- Invention of antibiotics, television, etc.
- 13 new states founded. What states were founded after 1885?
- 11 Constitutional Amendments ratified. What constitutional amendments were ratified between 1885 and 1977?
- “Firsts” such as the first World Series baseball tournament, the first Women’s World Cup, the first women elected to the United States Congress and elected offices across the country.
  - When was the first woman elected to office in your city, county or state?

## **SUGGESTED READING MATERIALS**

### **For students:**

Barth, Linda J. *Alice Paul: Champion of Women's Suffrage*. Amazon Kindle Digital, 2019.

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**Find more information about Alice Paul and the Alice Paul Institute at  
[www.alicepaul.org](http://www.alicepaul.org).**

**If you enjoyed *Meeting Alice* consider making a small donation at the webs site address above to help continue Alice Paul's work.**

**Please come visit Paulsdale when you visit New Jersey.**



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# Meeting Alice

## VOCABULARY:

This list of vocabulary words will advance students understanding of voting and democracy.

- **Suffrage:** The right to vote
- **Suffragist:** An American person who supports women's right to vote
- **Suffragette:** A British woman who supports women's right to vote
- **Constitution:** The basic principles and laws of a nation that guarantees citizens certain rights
- **Constitutional Amendment:** A change or addition to the constitution of a country
- **Respect:** Regards for the feelings, rights, and wishes of others
- **Responsibility:** Doing what you are expected to do and accepting the consequences of your actions
- **Leadership:** The capacity and will to rally people to a common purpose together;
- **Organize:** To arrange, plan, and order an event or activity a person who creates and inspires a vision
- **Goal-Setter:** A person who identifies something she/he wants to accomplish within a timeframe and works toward its completion
- **Perseverance:** Persistence in doing something despite difficulty
- **Picketing:** The act of lawfully protesting on public property



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# Meeting Alice

## Alice Paul Biography: For Kids



Alice Paul was born on January 11, 1885 at Paulsdale, her family farm in Mt. Laurel, New Jersey. Alice was a Quaker, and she attended Quaker school and church in nearby Moorestown. Alice's parents, teachers, and friends shared the belief that women and men are equal and should have the same opportunities and rights. Alice was taught that each person has a duty to make the world a better place.

After she finished college, Alice traveled to England and there she started working for women's rights in the British suffrage movement. She planned parades to attract attention to the suffrage cause. Many times she and other suffragists were arrested by the police and sent to jail.

Alice returned to America in 1910 to work for a federal amendment to the U.S. Constitution that would give women suffrage. Alice liked some of the ideas that she had learned in England and decided to try them in America. One tactic was organizing a large parade for women's suffrage in Washington, D.C. It was a beautiful sight! Thousands of women and men marched in the parade, carrying purple, white, and gold banners and signs. Thousands more who stood and watched the parade learned about the suffrage cause.



Alice had an unusual ability to encourage people to work very hard or to try something they had never done before for the sake of the cause. She worked so hard herself that the people

who worked for her rarely complained. Alice was a very organized person who understood what was needed to get a job done and how many people would be needed to finish it.

Alice and her loyal followers formed a new political party, the National Woman's Party, with one plank – votes for women! The Woman's Party had its headquarters across the street from the White House where they hung purple, gold, and white banners out the windows so the President and any passers-by could see them.

In 1917 the National Woman's Party tried a new tactic to get attention to suffrage. They picketed in front of the White House, holding colored banners or picket signs with messages on them. They were called the "Silent Sentinels" because they stood like guards at the White House gates and because Alice told them to stay silent and to not argue with anyone who might criticize what they were doing. Everyone who came to visit the President at the White House saw the pickets and their messages. Many people criticized the women, because they didn't believe women should vote, but many others supported the National Woman's Party and the "silent sentinels." After six months, police began arresting the women for blocking traffic. Almost 200 women, including Alice Paul, spent the summer and fall of 1917 in jail.



The National Woman's Party's tactics convinced the President and many members of the Congress that they should support women's suffrage. The Congress passed the amendment to the Constitution and it was up to the states to ratify it. It took more than a year for 36 states to ratify the amendment, but finally, in August 1920, American women won the right to vote.

Alice Paul felt that the vote was the first step to full equality for women. She spent the rest of her life, until her death in 1977, working for a new Constitutional amendment, the Equal Rights

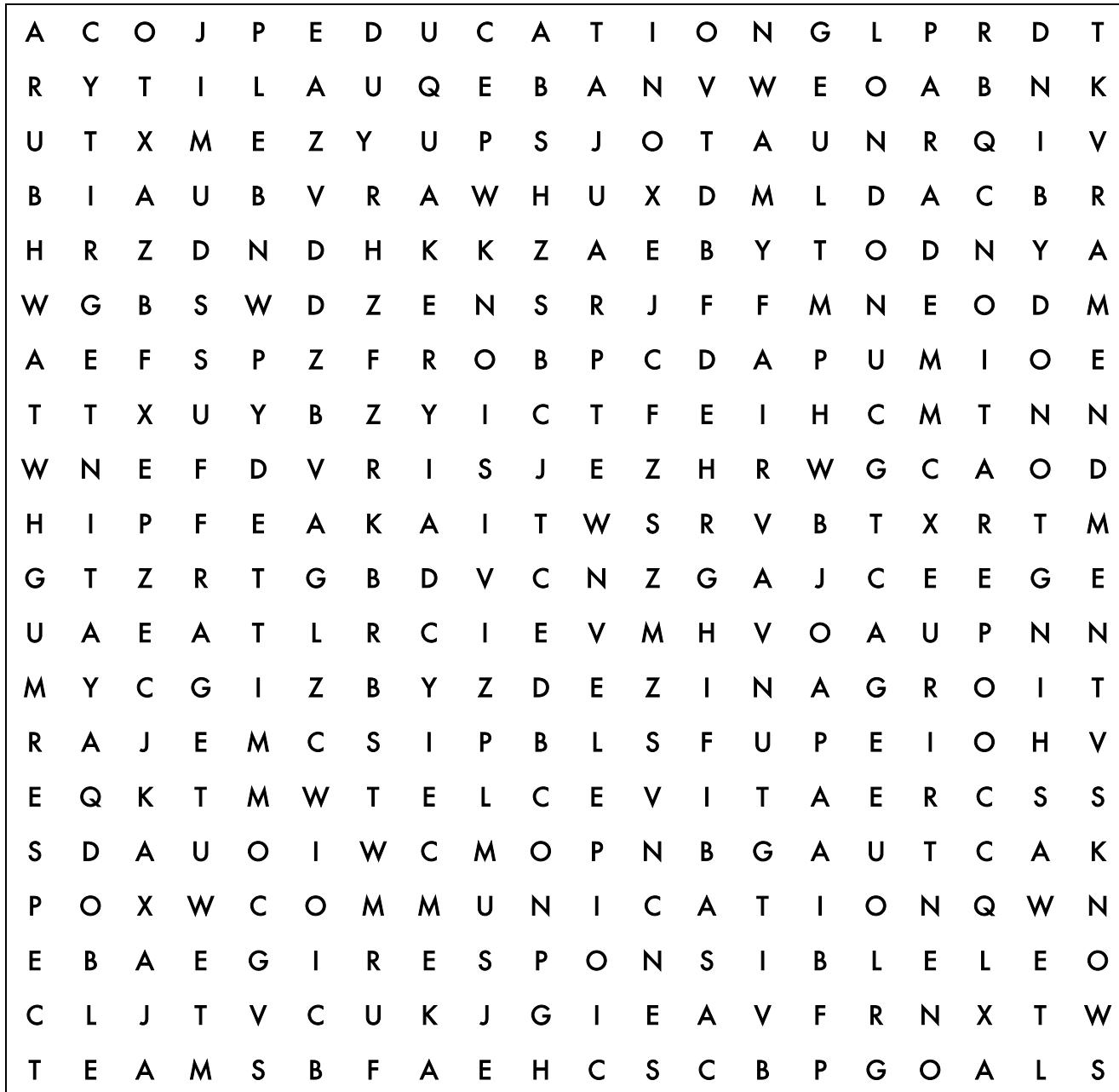
Amendment, which would make sure that every person has the same opportunities and rights.



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# Meeting Alice

## ALICE PAUL WORD SEARCH





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**Instructions:** Locate these words in the grid. Words can be found horizontally, vertically, or diagonally.

AMENDMENT

LAW

BRAVE

LEADER

CITIZENSHIP

LONDON

COMMITTED

ORGANIZED

COMMUNICATION

PARADE

COOPERATION

QUAKER

CREATIVE

RESPECT

EDUCATION

RESPONSIBLE

EQUALITY

SUFFRAGE

FAIR

TEAMS

GOALS

VISION

INTEGRITY

WASHINGTON



# Meeting Alice

## Bookmark Making Activity

Create a bookmark about Alice Paul's life!

Here are some ideas to get you started!

- Draw a picture of Alice Paul
- Draw a pictures of something at Paulsdale
- Design a logo or symbol of Alice's work
- Feature a quote that you like
- Feature a memorable saying to inspire people to be a Leader
- Feature an important fact about Alice's life
- Inspire people to VOTE!
- Something YOU think the world should know about Alice.

After you have designed your bookmark, cut it out with scissors, then use in your favorite book!



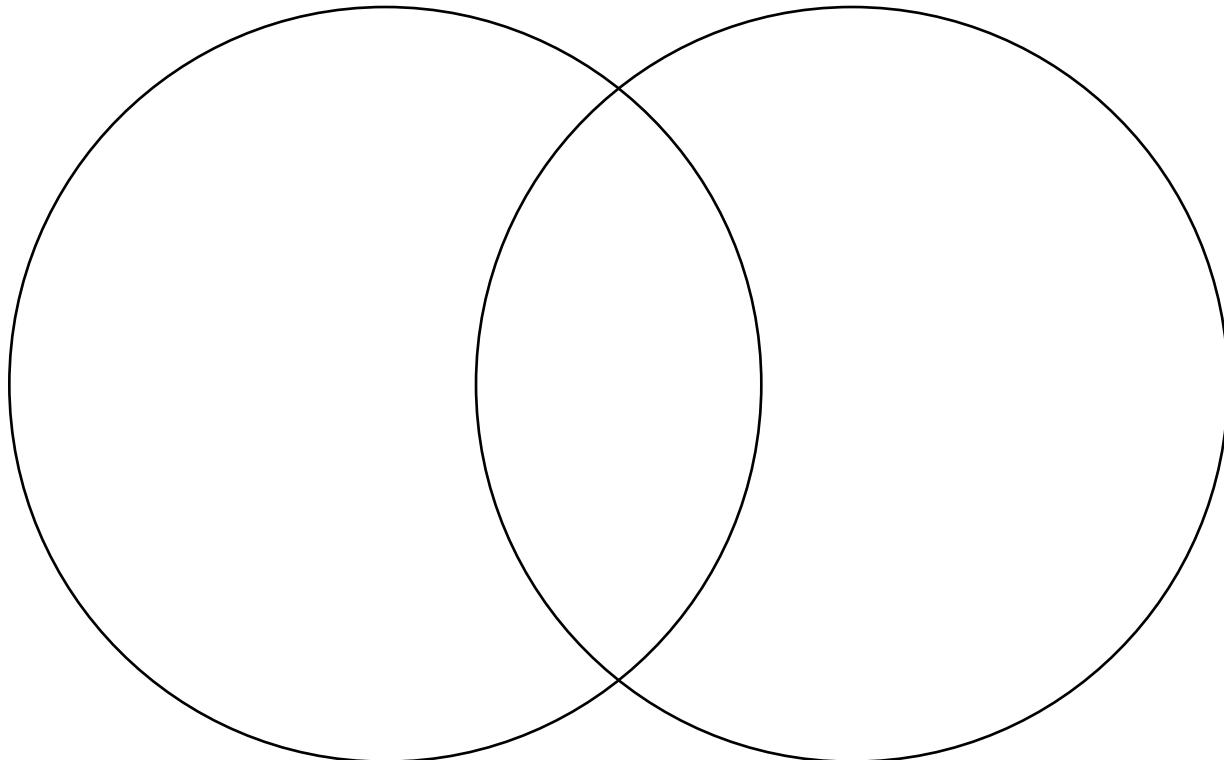
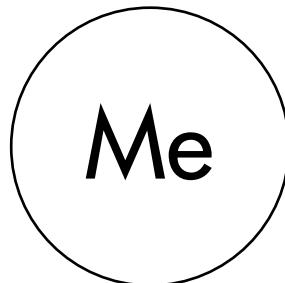
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# Meeting Alice

Create a Venn diagram with things that are similar, different,  
or the same between you and Alice.





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# Meeting Alice

**Alice Stokes Paul**  
suffragist & equal rights activist  
(1885-1977)

