



WOMEN'S RIGHTS AND THE FREEDOM OF ASSEMBLY

Middle School Social Studies

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LESSON 1:

Introduction to the Concept of Assembly

OBJECTIVES

- » Students will access their own prior understanding and knowledge of the freedom of assembly.
- » Students will begin exploring the key essential questions surrounding the freedom of assembly.

CORE CONTENT STANDARDS

CCSS.ELA-LITERACY.RH.6-8.2
CCSS.ELA-LITERACY.RH.6-8.4

MATERIALS NEEDED

- Chart paper, white board, and/or smart board
- Access to projection for video about freedom of assembly:
<http://www.youthforhumanrights.org/what-are-human-rights/videos/right-to-public-assembly.html>
- Chart paper with questions pre-written:
 - 1) Why do people hold assembly?
 - 2) What makes an assembly effective?
 - 3) Is there a difference between a protest and an assembly?
 - 4) Is the freedom of assembly important? Why?
- Index cards (optional)

INTRODUCTION/ANTICIPATORY SET

- 1) Play the following video for students to give them a visual of freedom of assembly: <http://www.youthforhumanrights.org/what-are-human-rights/videos/right-to-public-assembly.html>
- 2) Ask the class: *Based on the video, what do you think the freedom of assembly is?*
- 3) Using chart paper or whiteboard, create a class definition of assembly. You may also provide students with the following definition and information: Assembly is “the *intentional* and *temporary presence* of a number of *individuals* in a *public place* for a *common expressive purpose*.”
- 4) During class discussion, encourage students to consider various modes of assembly: rallies, marches, sit-ins, walk-outs, strikes, vigils, occupations.

ACTIVITIES

- 1) Silent Conversation: Students are broken into groups of 4. Each group is assigned a question from the list below and given a piece of chart paper and markers (one marker/pen per student). Students respond by writing/drawing their reactions silently.
 - a) Why do people hold assembly?
 - b) What makes an assembly effective?
 - c) Is there a difference between a protest and an assembly?
 - d) Is the freedom of assembly important? Why?
- 2) After 3–5 minutes (exact time limit determined based on size of group, length of period, and level of engagement), each group moves on to a new question. Students may continue to engage in the conversation by writing/drawing, but without talking. They can use arrows and other imagery to show connections and respond to other students' ideas.
- 3) This process is repeated until students have had a chance to respond to all of the questions.
- 4) Students walk around independently with a journal or sheet of loose-leaf paper to write down any ideas that particularly strike them. This process can take 5–7 minutes.
- 5) Open up the discussion. Each student can share one idea they wrote down before allowing further commentary, responses, and discussion. Address all four questions during class discussion.

CLOSURE/ASSESSMENT

Have each student write an important or interesting fact about freedom of assembly on a half sheet of paper or index card and submit these “exit tickets” as they exit the classroom. Review these “exit tickets” for understanding of general concepts. You can use for grading if desirable.

OPTIONAL EXTENSION

Have students write down and submit one powerful idea they took away from the discussion. The idea can be either something they wrote down from class discussion, or one of the ideas they wrote down while they were looking at the chart papers from the Silent Conversation. These comments can be put together into a “list poem” about the freedom of assembly to be shared during a future class period.

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LESSON 2

The Suffrage Movement

OBJECTIVES

- » Students will access their own prior knowledge about the women's suffrage movement.
- » Students will identify how freedom of assembly was used in the Women's Suffrage Movement.

CORE CONTENT STANDARDS

CCSS.ELA-LITERACY.RH.6-8.1
CCSS.ELA-LITERACY.RH.6-8.4
CCSS.ELA-LITERACY.RH.6-8.7

MATERIALS NEEDED

- Smartboard or whiteboard, and projector.
- Class set of Handouts (included)
- Sets of three articles (or laptops available):
 - 1) *Woman Suffrage Parade of 1913*, available here: <http://www.historybyzim.com/2013/03/woman-suffrage-parade-of-1913/>
 - 2) *Ten Suffragists Arrested While Picketing at the White House*, available here: http://www.americaslibrary.gov/jb/jazz/jb_jazz_sufarrst_1.html

- 3) *Susan B. Anthony Dares to Vote!*, available here:
<http://www.scholastic.com/browse/article.jsp?id=4973>

INTRODUCTION/ANTICIPATORY SET

- 1) Discuss the word “suffrage.” Depending on background knowledge, students may or may not know what it means.
- 2) Discuss how suffrage evolved in the United States:
 - a) Review/remind/teach students who had voting rights when the country was founded in 1789 (white men who owned land).
 - b) Review/remind/teach when African-Americans gained the right to vote (after the Civil War in 1870 with the 15th amendment).

ACTIVITIES

- 1) Explain that an early fight for women’s rights was for the right to vote, called suffrage. Show the following Schoolhouse Rock video to give some background information: <https://www.youtube.com/watch?v=KjafumP1dbU>
- 2) Break students into three groups and distribute articles (or make links available on laptops) accordingly — *Woman Suffrage Parade of 1913*, *Ten Suffragists Arrested While Picketing at the White House*, and *Susan B. Anthony Dares to Vote!*
- 3) Distribute Handout and instruct students to fill it out as a group after reading the article.

CLOSURE/ASSESSMENT

- 1) Each group shares information they collected about their suffragist strategy.
- 2) Lead a class discussion about the following questions:
 - a) Which methods of protest seemed most effective? (Students should use evidence from articles, or from what they heard their classmates report.)
 - b) How did the organizers make choices about how to protest?
 - c) Which of these actions we’ve explored were disruptive? Which were violent as opposed to peaceful? Which strategies do you think were most effective?

DIFFERENTIATION IDEAS

For students who need a greater challenge, a high level article is *Marching for the Vote: Remembering the Woman Suffrage Parade of 1913* — <https://memory.loc.gov/ammem/awhtml/aw01e/aw01e.html>

For students who need additional scaffolding, the following video (4:30) provides a useful overview of the parade with images. Students could use evidence from the video as a modification. (Video found at <https://www.youtube.com/watch?v=bi3mxt1Xhyk>)

Images of the suffrage movement, for students who would benefit from more visual material, can be found here:

<https://www.dclibrary.org/gallery/womanssuffrage>

<https://www.loc.gov/collections/women-of-protest/?fa=location%3Awas+hington+d.c.%7Csubject%3Apicketing>

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HANDOUT

NAME _____ DATE _____

PARADES OF THE SUFFRAGE MOVEMENT

1) What peaceful assembly strategy did you read about?	
2) What specific goals did the women/organizers have?	
3) How did people respond to the act of peaceful assembly?	
4) What were the strengths and effective aspects of this strategy?	
5) What were the weaknesses or shortcomings of this strategy?	

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LESSON 3

The Women's Movement in the Sixties

OBJECTIVES

- » Students will understand the goals of Second Wave Feminism.
- » Students will analyze and evaluate various protest tactics used by members of the women's movement in the 1960s and 1970s.

CORE CONTENT STANDARDS

CCSS.ELA-LITERACY.RH.6-8.1
CCSS.ELA-LITERACY.RH.6-8.2
CCSS.ELA-LITERACY.RH.6-8.7

MATERIALS NEEDED

- Smartboard and/or whiteboard
- Required copies of articles for groups to use for each of the following topics (Miss America Protest, Women's Strike for Equality, Ladies Home Journal Sit-In, Take Back the Night)
- Class set of included handouts

INTRODUCTION/ANTICIPATORY SET

- 1) Introduce students to the term "Second Wave Feminism," noting that the suffragists studied in the previous lesson were considered the First Wave Feminists.
- 2) Ask students which issues they believe the Second Wave Feminists were fighting for since they already had the right to vote. Elicit or inform students that issues included equal access to jobs and education for women, equal pay, and more women in elected offices.

ACTIVITIES

Break students into at least four groups, and hand out materials or provide the following links for laptops, covering the following four protests:

- 1) Miss America Protest September 1968
<http://womensenews.org/2005/09/september-1968-women-protest-miss-america/>
- 2) Take Back The Night
https://www.huffingtonpost.com/paulina-jonestorregrosa/why-i-continue-to-take-ba_b_5202552.html
- 3) Women's Strike for Equality August 1970
<http://time.com/4008060/women-strike-equality-1970/>
- 4) Ladies Home Journal Sit-In March 1970
http://content.time.com/time/specials/packages/article/0,28804,2088114_2087975_2087966,00.html
<https://www.thoughtco.com/ladies-home-journal-sit-in-3528969>

Ask the students to answer the following questions about their articles:

- 1) What actions did your group's peaceful assembly take?
- 2) What were the demands of the event organizers? What did they want to accomplish?
- 3) Do you think the assembly was productive? Use evidence from the article to explain your answer.

CLOSURE/ASSESSMENT

Make new groups comprised of at least one member of each group. Instruct the groups to share different strategies of the women's movement with each other, and evaluate whether these tactics of 1960s–1970s second wave feminism were effective, and why.

DIFFERENTIATION IDEAS

Articles/documents available at a variety of levels for each topic:

Shorter article about Miss America Protest:

http://content.time.com/time/specials/packages/article/0,28804,2088114_2087975_2087965,00.html

Photographs from Miss America Protest:

<https://library.duke.edu/digitalcollections/wlmpc/>

Shorter article about Take Back the Night:

http://content.time.com/time/specials/packages/article/0,28804,2088114_2087975_2087967,00.html

More challenging article about Women's Strike for Equality:

http://content.time.com/time/specials/packages/article/0,28804,2088114_2087975_2087967,00.html

Shorter article about Women's Strike for Equality:

<http://www.mylifetime.com/blog/she-did-that/august-26-1970-betty-friedan-led-the-womens-strike-for-equality>

Shorter article about Ladies Home Journal Sit-In:

http://content.time.com/time/specials/packages/article/0,28804,2088114_2087975_2087966,00.html

More challenging article about Ladies Home Journal Sit-In:

<https://nvdatabase.swarthmore.edu/content/feminists-sit-ladies-home-journal-protest-magazine-s-depiction-women-1970>

Primary source material about Ladies Home Journal Sit-In:

<http://msmagazine.com/blog/2011/03/18/live-blogging-womens-history-march-18-1970/>

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HANDOUT

NAME _____ DATE _____

SECOND WAVE FEMINISM: THE WOMEN'S MOVEMENT IN THE 1960S-1970S

1) What actions did your group's peaceful assembly take?	
2) What were the demands of the event organizers? What did they want to accomplish?	
3) Do you think the peaceful assembly was productive? Use evidence from the article to explain your answer.	

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LESSON 4

The Women's March of 2017

OBJECTIVES

- » Students will understand the objectives of the Women's March of January 2017.
- » Students will compare and contrast a modern protest with the first and second waves of feminist protest.

CORE CONTENT STANDARDS

CCSS.ELA-LITERACY.RH.6-8.1
CCSS.ELA-LITERACY.RH.6-8.2

MATERIALS NEEDED

- Whiteboard and/or smartboard
- Class sets of chosen articles or laptops with the following links:
 - 1) *The Original Women's March on Washington and the Suffragists Who Paved the Way*, available here:
<https://www.smithsonianmag.com/history/original-womens-march-washington-and-suffragists-who-paved-way-180961869/>

- 2) *America's Baby Boomer Women Take To The Streets For Their Rights, Yet Again*, available here:

<https://qz.com/891683/womens-march-americas-baby-boomer-women-take-to-the-streets-for-their-rights-again/>

☐ Handout (included)

INTRODUCTION/ANTICIPATORY SET

- 1) Ask students if they remember the Women's March of 2017, and whether any of them or people they know attended a march.
- 2) Ask if students are familiar with the goals of the march. Project the mission statement, or hand out copies, from: <https://www.womensmarch.com/mission>
- 3) This image shows locations of "sister marches" around the globe to show the extent of the movement: <https://www.makers.com/blog/girls-gone-global-womens-march-will-be-worldwide-event>
- 4) Lead a brief conversation about parallels that students see between this march and earlier womens' rights protests/marches. Ask your students, "Based on your prior knowledge, what is similar to and different from the strategies of women's movements from the past?"

ACTIVITIES

- 1) Break students into groups and hand out different articles. Half of the groups should compare the Women's March to the second wave feminist protests of the 1960s and 1970s, and half of the groups should compare the Women's March to the Women's Suffrage Parade of 1913.
- 2) Give different articles about the Women's March to different groups along with the provided handout.
- 3) As many groups as possible should share their findings verbally with the class (to enable students to respond fully to the final question).

Articles to distribute to students:

Connections to suffragette movement:

<https://www.smithsonianmag.com/history/original-womens-march-washington-and-suffragists-who-paved-way-180961869/>

Connections to Second Wave Feminism:

<https://qz.com/891683/womens-march-americas-baby-boomer-women-take-to-the-streets-for-their-rights-again/>

CLOSURE/ASSESSMENT

Read aloud these questions and ask the students to respond in writing:

- 1) How does the Women's March continue the work of the suffragettes and the second wave feminists?
- 2) Do you think the Women's March will be remembered in history as part of a "Third Wave"? Why/why not?
- 3) What further actions would be appropriate and effective follow-ups to the Women's March at this moment in history?

Optional follow-up: You are planning a women's march of your own to follow up on the actions of the women's march. How do you think your march can best build on the work of the past?

DIFFERENTIATION IDEAS

More challenging articles about the Women's March:

<https://www.usatoday.com/story/news/politics/2017/01/21/womens-march-aims-start-movement-trump-inauguration/96864158/>

<https://www.npr.org/2016/12/21/506299560/womens-march-on-washington-aims-to-be-more-than-protest-but-will-it>

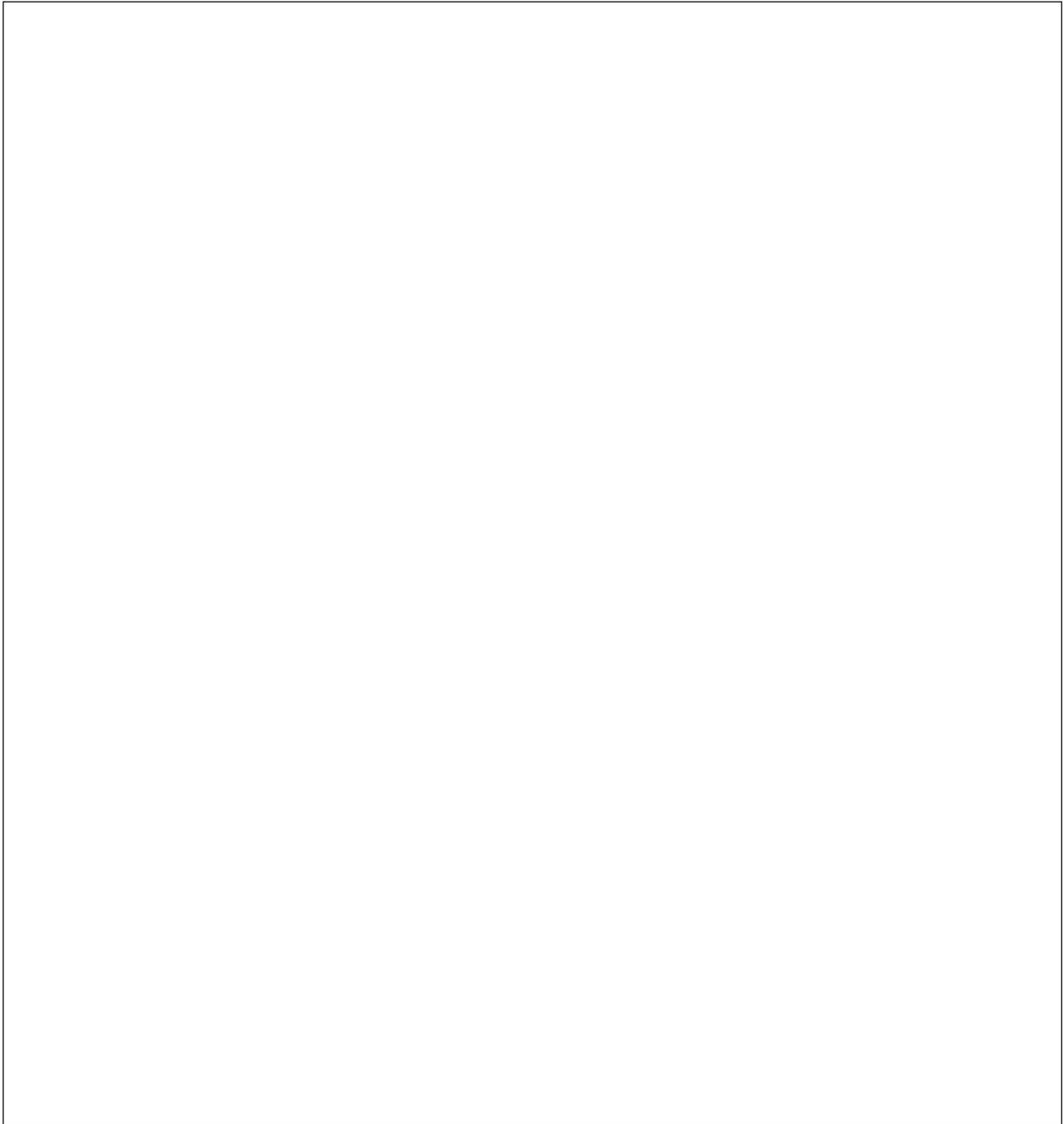
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HANDOUT A

NAME _____ DATE _____

Create a Venn diagram with the following labels:

Women's Parade of 1913
Women's Parade AND Women's March,
Women's March of 2017

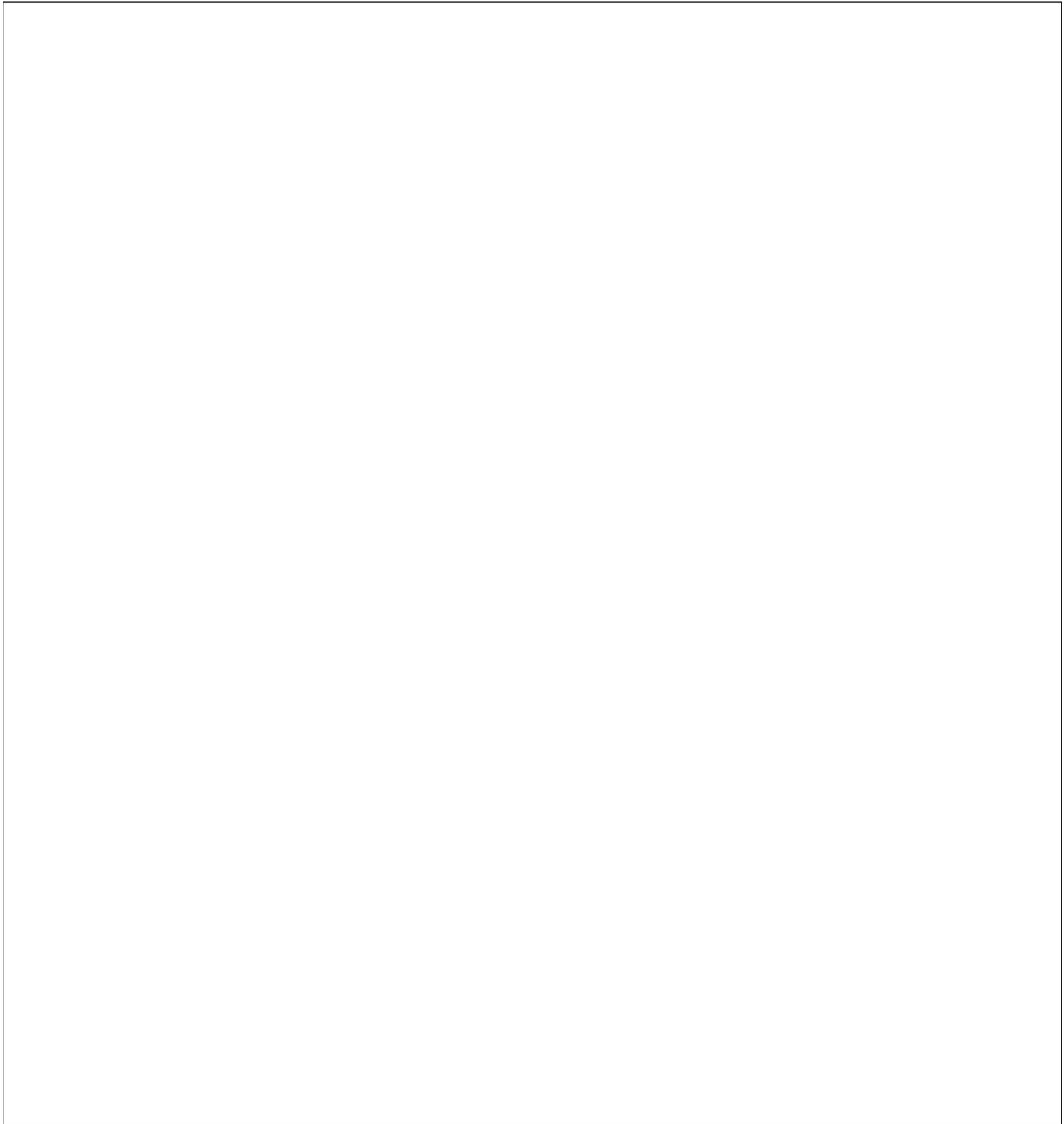


HANDOUT B

NAME _____ DATE _____

Create a Venn diagram with the following labels:

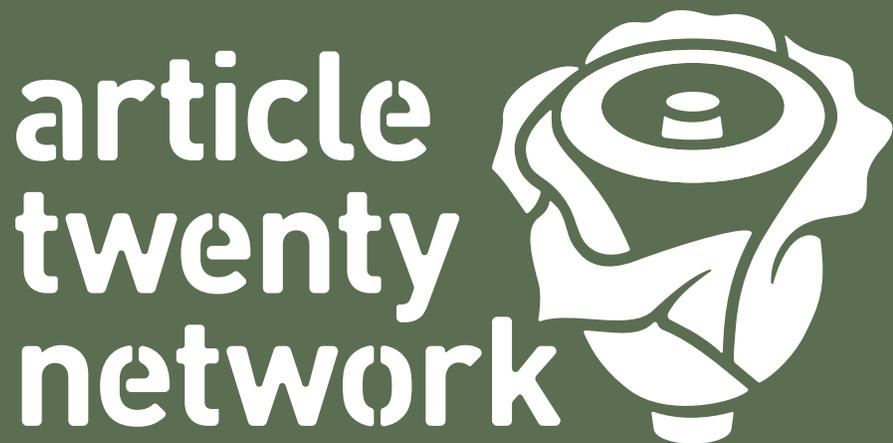
- Women's Movement Protests of 1960s–1970s**
- 1960s–1970s Protests AND Women's March of 2017**
- Women's March of 2017**



NOTES

NOTES





The Article 20 Network defends and advances the human right to freedom of peaceful assembly worldwide.

Through education, advocacy, research and legal services, the Article 20 Network encourages the proliferation of public demonstrations and fights back against obstacles and threats to our human right to peacefully assemble.

Learn more about peaceful assembly and our work at:

a20n.org