

Banner Competition Teacher Guide

Compelling question: How does the Women’s Suffrage Movement inspire me to “find my voice?”

Question/Task 1: Art as a statement.

Question/Task 2: Making our voices heard.

Question/Task 3: Many voices, one cause.

Assessment: Students will create a Georgia Day Parade Banner based on the theme “Finding My Voice.”

Banner Competition Theme: “Finding My Voice” exploring the process of developing points of view, exercising civic rights, and responding to changes in society based on the lessons learned from the Women’s Suffrage Movement.

Georgia Standards of Excellence:

Social Studies 2CG1: Define the concept of government and the need for rules and laws.

English Language Arts CC2W6: With guidance and support from adults, use a variety of tools to produce and publish writing, including digital tools and collaboration with peers.

English Language Arts CC2SL5: With guidance and support, create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts and feelings.

Visual Arts 2.CN.2: Integrate information from other disciplines to engage in the understanding and production of works of art. a. Explore universal concepts (e.g. self, family, community, world) inspired by other subject areas.

Lesson Background

In 1919 Congress passed the 19th Amendment granting women the right to vote. In August of 1920 women's suffrage became United States law when Tennessee became the thirty-sixth state to ratify the 19th Amendment. Although the fight for the right to vote was officially won in 1920, it began decades before. The Women's Suffrage Amendment was first introduced to congress in 1878, between its introduction and its ratification, Suffragettes found many ways to use their voice to enact change and, in doing so, created an example for future citizens to follow.

Suffragettes wrote letters and signed petitions, marched in parades, they were arrested for voting illegally and went on hunger strikes. Suffragettes were the first group to picket the White House, for almost three years they stood at the gates six days a week reminding passersby and President Wilson of their plight. They were harassed and bullied by anti-suffragists and even arrested by D.C. police, but still they persisted. Suffragettes exhibited their voice by organizing into groups that planned protests and marches, they created artwork, theater, and music, they wrote articles and letters that informed leaders of the country as well as the masses. Suffragettes showed the world what can happen when citizens organize for a cause.

By the time World War I reached the United States, the suffrage movement was in full swing. The war brought with it many opportunities for women to be actively involved in the goings on of the nation. The U.S. Government called large numbers of men to serve as soldiers on European battlefields which meant that their jobs in manufacturing and agriculture were left empty. These occupations were necessary to the war effort so women began to take them on. Women also served as doctors and nurses for troops in Europe, they drove ambulances and supply trucks. Women who did not serve in Europe or work in factories still found ways to contribute at home. They grew gardens and canned food, they sewed clothes and knitted socks to be sent to troops overseas, they aided in relief efforts and worked to keep spirits up. By the end of World War I, very few people doubted women's value as citizens of the United States of America. As active and participatory citizens they deserved the right to vote on the leadership and issues pertaining to the country in which they lived. World War I ended in November of 1918, by the next summer the women of America had achieved the right to vote.

Suffragettes began their fight for equal citizenship in the nineteenth century, but their influence has carried on more than one hundred years later. Their non-violent methods of protest continued to be used throughout the 20th century. Civil rights leaders used organized marches, anti-war protesters used signs and picketing, and artwork has proven many times to be one of the most emotionally stimulating forms of protest. Suffragettes not only paved the way for equal suffrage they set a precedent for finding and using our voice to establish the change we want to see.

SQ/FPT 1: Art as a Statement.

Question 1:

How did suffragists use artwork to make a statement for their cause?

Task 1:

Students will identify at least one way that suffragists used art to express their voices in order to understand how art may help them express their own voice.

Depending on class time and ability, one or all of these sources may be used to help students grasp the concept.

Suggested Strategy: Notice, Wonder

Notice: Show students the primary source material. Ask them to quietly observe the item (s) for 1 minute. When time is up, ask them to share some of the things they noticed or observed about the source. Ex. Clothing, colors, buildings, people.

Wonder: After students have observed and shared, it is their turn to ask questions about the source. Give them another minute to think about questions they have regarding the source.

After completing the strategy, try to answer student questions based on the notes in this teacher guide. You may want to explain why and how the source was created. Make sure to point out the details of each source that illustrate how suffragists expressed their voices through artwork.

Extension Activity: Students choose one of their questions to answer on their own. Encourage them to seek out information that would better help them understand the purpose of the source.

Primary Sources:

1. [Cover of Procession Program](#)

This is the official program created for the 1913 woman suffrage procession in Washington D.C.

In 1913, the National American Woman Suffrage Association (NAWSA) organized a large-scale procession in Washington D.C. A procession is like a parade, the Suffragettes planned to walk down the streets of Washington D.C. and end at the Treasury Building. The procession coincided with the inauguration of newly elected President Woodrow Wilson. The Suffragettes knew that D.C. would be very crowded and that lots of media attention would be focused in the area, so they planned to take advantage of that attention for their own purposes.

Details that express the woman suffrage point of view in this source include:

- The color purple was used in the British women's suffrage movement and represented loyalty, dignity, and freedom.
- The women were encouraged to wear white to represent purity and femininity. The brightness of women wearing all white made for a striking image in the media in the days of black and white photos.
- The woman riding the horse represents Inez Milholland, a popular activist. Notice she is straddling the horse rather than riding side saddle this represents independence and the "new woman" of the 20th century.
- Also note what is missing. The 1913 suffrage parade had participants from all over the country. The parade was segregated and black women were forced to march in the back of the parade.

Questions to ask your students:

- What things stand out in this artwork? (horse, woman with trumpet, purple cape, other women marching behind, the Capitol Building, the title)
- How does it make you feel when you look at it? (worried, proud, impressed, anxious, excited)
- What message is it trying to send? (the women are bringing their message of suffrage for all to the nation's capital)

2. Tableau in D.C.

In conjunction with the procession, NAWSA also planned a *tableau* to happen while the procession made its way through the streets of D.C. *Tableau* is a French word for theatrical scene. People dress in costume and create a scene from history or from a story. The NAWSA created a *tableau* of Columbia (the personification of America) and the personifications of; Justice, Liberty, Charity, Peace, and Hope watching the procession of women marching toward them. They celebrate the efforts of these women in fighting for their rights. The *tableau* featured grand classical music, beautiful costumes, and choreographed dance numbers. (For more information about the *tableau* see <https://www.loc.gov/resource/rbpe.20801600/?sp=15> and <https://www.loc.gov/resource/rbpe.20801600/?sp=17>)

Details that express the woman suffrage point of view in this source include

- Columbia dressed in her representative colors of red white and blue is standing firmly at the front to demonstrate her protection of the other American ideals
- The participants of the *tableau* are dressed all in white representing purity and femininity

- The ideal represented by the performer behind Columbia is Hope.
- Hope is accompanied by children playing with golden balls. These children represent Reliance. Hope is relying on them to continue the work towards equality.

Questions to ask your students:

- What do you think NAWSA were trying to accomplish with this *tableau*? (they wanted to draw attention to their issue and invoke feelings about it from the audience)
- Can you imagine what the audience felt when they watched the *tableau*, heard the music, and saw the procession coming down the street? What do think they heard, saw, felt? (music, voices, instruments; colors, banners, people; felt impressed, happy, angry, proud)
- Is performance art an effective way of using your voice? (yes, performance art like music, dance, and theater can grab attention and help people to think about issues in a different way)

3. Cover of the Woman Citizen

GHS collection - MS 1267 Huston Family Papers - 1267-09-68

This artwork entitled “Handing on the Work” was featured on the cover of *The Woman Citizen* on February 14, 1920, a few months after the passage of the 19th Amendment. The picture is a vivid representation of the feelings of women after they were granted the right to vote. We see a woman and a young girl sitting with each other. The woman is wearing a sash that says, “suffrage organizer” and the child is wearing one that says “citizenship.”

Details that express the woman suffrage point of view in this source include

- This is a special edition of the journal published for the Chicago convention of the National American Woman Suffrage Association in February 1920.
- The Woman Citizen was founded in 1870. Women were interested in citizenship issues long before the official suffrage movement
- The women in the portrait are wearing sashes.
- Red, white and blue figure prominently in the cover.
- It is important to notice the age difference in the women.

Questions to ask your students:

- What do the words on the sashes mean? (suffrage organizer is someone who helped create the suffrage movement; citizenship is the rights and responsibilities offered to people living in a country, voting is both a right and a responsibility, it allows citizens to

decide on how the country will run)

- Why do you think the artist added these sashes? (the sashes show the roles of each woman in continuing the efforts of the Suffragettes work)
- Think about the title of the artwork “Handing on the Work.” How can a title help us to understand a piece of art? (The title can give us a clue as to what the artist was thinking when they created the piece, this one tells us that Suffragettes are thinking about the rights of future generations of women)
- Based on this artwork how do you think women felt in 1920 knowing that their hard work had finally paid off? (Proud, happy, hopeful, anxious, worried)

Assessment: Students should identify at least one way suffragists used artwork to express their voice.

SQ/FPT 2: Making Our Voices Heard

Question 2:

How did non-violent demonstration help women gain the right to vote?

Task 2:

Students will describe how citizens have used non-violent demonstration to express their voices.

Depending on class time and ability, one or all of these sources may be used to help students grasp the concept.

Suggested Strategy: What makes you say that?

This is a thinking routine that asks students to describe something, such as an object or concept, and then support their interpretation with evidence. Display the primary source where all students can see it.

Ask students to describe what is going on in the photo. (What do you see? What is going on?) After they state their answer, follow up with a question that requires them to produce evidence such as, what makes you say that? What do you know about this?

Primary Sources:

1. Protesting Wilson <https://www.loc.gov/item/mnwp000288/>

In October 1916, President Woodrow Wilson was up for reelection, the suffragettes in this photograph gathered on a corner in Chicago to protest Wilson’s non-support for women’s

suffrage. They are holding signs that explain their purpose and are easy for passers-by to read. Through their non-violent marches and protests American Suffragettes sought to change people's minds about their movement.

Details that express the woman suffrage point of view in this source include:

- The sashes these women are wearing set them apart as Suffragists. By wearing them onlookers recognize who they are and what they stand for.
- Some protesters are carrying flags that match the sashes, these are an even more visible representation of the group of protestors.
- Notice the policemen standing next to the crowd, one is on horseback.
- The women are holding signs and standing peacefully on the sidewalk. Some in the photo are even smiling.
- Notice the people who make up the crowd of protestors, do you see much diversity?

Questions to ask your students:

- What do the signs they are holding say? (Wilson is against women, Vote against Wilson)
- Why might the protestors have these messages on their signs? (Wilson was running for reelection but did not support women's right to vote, Suffragettes wanted voters to be aware of that before they cast their vote for him)
- Who do they hope will see their protest? (Voters and possibly even Wilson)

2. Cover of "The Crisis" November 1968 <https://georgiahistory.pastperfectonline.com/photo/CCD98B43-F23C-4185-AB66-673121672318>

"The Crisis" is the official magazine of the NAACP. It has been published continually since 1910. This issue from 1968 features a photograph of Baltimore youth participating in a march to encourage African-American citizens to register and use their vote in the next election. Even though these children themselves cannot vote, they know the power that a vote holds and are marching to remind the adults in their community to use that power.

Details that express the woman suffrage point of view in this source include:

- Non-violent protesting by marching
- Children were more involved in Civil Rights Movement than in Women's Suffrage Movement.
- Signs similar to suffrage signs.

Questions to ask your students:

- What do their signs say? (Your vote is your ticket to freedom. Register today.)
- What attention-getting methods are they using other than the signs? (drums, singing, marching)
- How is this picture like the picture of the Suffragettes? (citizens involved, signs, voting is subject of both) How is it different? (women vs children, marching vs standing, time period)
- What role do children play in suffrage movements? (children cannot vote but they can encourage the adults around them. Children can serve as inspiration for adults)

Assessment: Students will write a sentence using the prompt, Suffragists used protesting to...

SQ/FPT 3: Many Voices, One Cause.

Question 3:

How did organizations or clubs help suffragists express their voices?

Task 3:

Students will list ways in which women's suffrage organizations helped suffragists share their voices.

Depending on class time and ability, one or all of these sources may be used to help students grasp the concept.

Suggested Strategy: Zoom in.

The zoom in strategy encourages students to consider specific aspects of a source before looking at the entire thing at once. Start by displaying the cropped version of the primary source. Ask students to describe what they see in this portion of the source. What images or words stand out to them, what questions do they have? Show them the next cropped version of the source. Does this help them understand more? What new questions do they have? Finally show them the entire source. What do they observe/understand now?

Primary Sources:

1. "Are you interested in Better Government" Flyer from LWV in GHS Walter Charlton Hartridge, Jr. Collection 1349-174-2909

The flyer above is undated but we can examine it to gain an understanding of the goals of the League of Women Voters. The top line grabs our attention because the writers assume that we all want to have the best government possible. The second line is a "call to action"

if we want to achieve a better government, we need to join with the other women in the LWV. The flyer simply lays out their purpose so that women who are interested will know exactly what kind of organization the LWV is. The bottom of the flyer contains a form to be filled out and mailed into a branch office to obtain membership in the LWV.

Details that express the woman suffrage point of view in this source include:

- The League of Women Voters (LWV) was founded in February of 1920. It was founded to help inform voters of voting protocol and issues.
- The document is an advertisement for membership because it is an advertisement it carries a bias for the item it is advertising, in this case, the LWV.
- Even though women had won the right to vote, it would still be necessary to encourage them to take part in elections and to provide access to information needed to make informed decisions



Questions to ask your students:

- Who is this addressing? (it's hard to tell from this small piece but the title points to "you")
- What does "better government" mean? (could mean different things to different people that's why voting is important)



Questions to ask your students:

- Now who do we know this is addressing? (people who want to join the LWV)
- What is the point of this document? (it's an advertisement to get people to join the LWV)



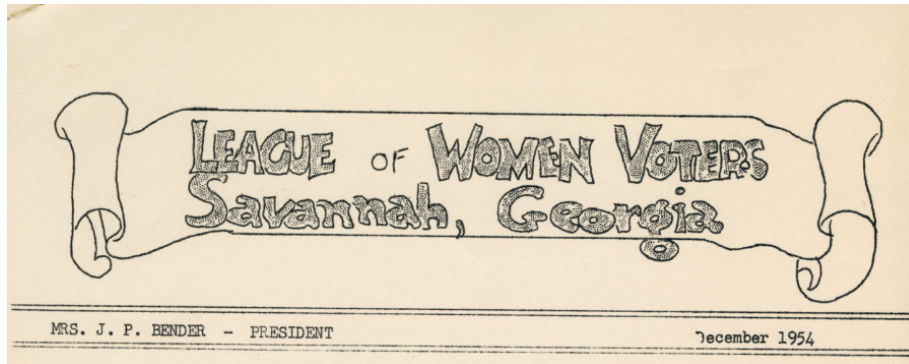
Questions to ask your students:

- What do we learn about the LWV from this poster? (their goal “all women working together for the common good” and their purpose “to secure efficiency in govt.”)
- What is the bottom portion of this poster? (a membership slip to use to join the LWV)

2. Flyer from League of Women Voters, December 1954 1461-01-05 candidates41

This flyer from the Savannah Chapter of the LWV is dated December 1954. When we look at this document we notice the artwork that has been hand drawn on the flyer. This flyer addresses items specifically of interest to the women of Savannah some of the items have to do with election processes and other local government issues. The Savannah LWV sent

out questionnaires to the candidates to be answered and published in the local paper. By doing this they make it easier for the women of Savannah to know and understand the platform of each candidate. This flyer also reiterates that the LWV neither endorses nor condemns candidates—only legislation.



Details that express the woman suffrage point of view in this source include:

- The LWV still exists today to help create and maintain voter equality.
- This flyer is specific to a Savannah city election
- Notice the hand drawn illustrations. Before computers images had to be created by hand.
- Notice that all of the people running for election are men.

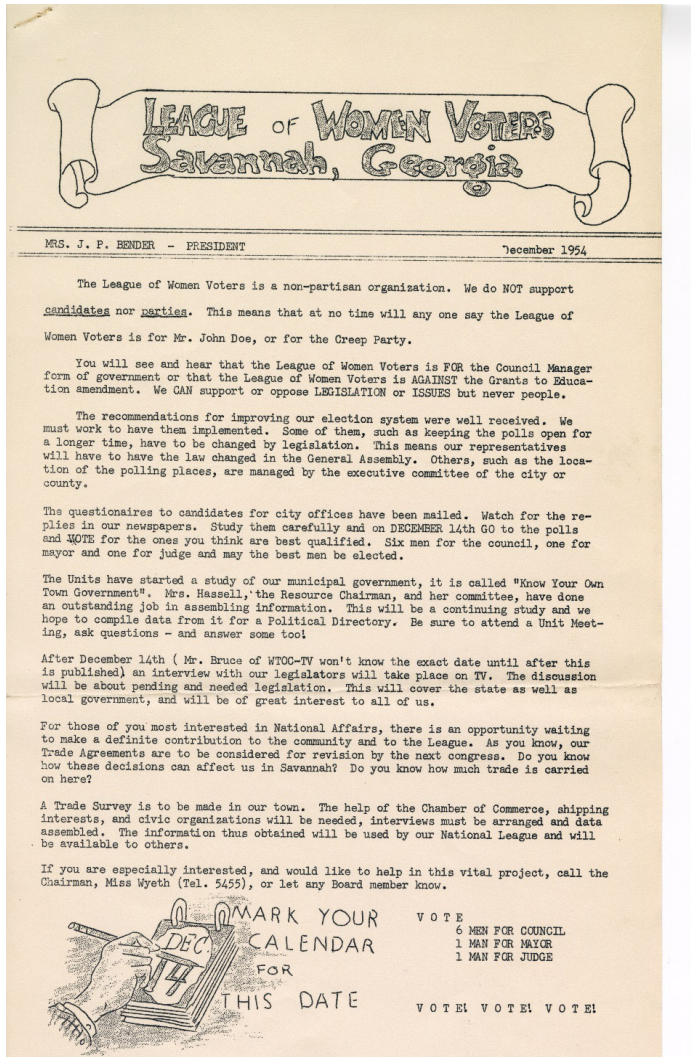
Questions to ask your students:

- What do you observe first? (title, hand drawn image, date, president)
- Who do you think created this document? (League of Women Voters in Savannah, GA)
- When was it created? (December, 1954)
- Who do you think would read this document? (women, voters, Savannah residents)
- Can you tell yet what this document is about? (no)



Questions to ask your students:

- What kind of words or images do you see in this document? (calendar, hand, date, vote!, numbers...)
- Who do you think this document was made for? (voters)
- Why do you think the creator added this picture? (to show people when to vote)
- Can you tell what this document is about? (getting people to vote)



Questions to ask your students:

- Now that you can read the whole document, what do you think is its purpose? (It was made to inform voters about where and when they could learn more about the candidates and their proposals. It also reminds voters of the election date and the positions open)

- Do you think this document was helpful for voters? (yes. The League of Women Voters still offer this kind of information on their website vote411.org.)

3. Georgia Federation of Colored Women's Clubs from the Maude Hayward Collection, MS 1278

This set of images comes from the first page of an open letter to the women of Savannah and Chatham County. The letter contains information about the activities of the Savannah Federation of Negro Women's Clubs from its founding in 1918 until the time the letter was written in 1921. During this time period women's clubs in Savannah were segregated meaning people of different races could not be members of the same clubs.

5th. Rights and privileges, now denied.
6th. THE USE OF THE BALLOT.

Details that express the woman suffrage point of view in this source include:

- The Savannah Federation of Negro Women's Clubs (SFNWC) was founded in 1918, this is later than the other organizations we have previously looked at.
- African-American women's organizations were about more than just suffrage, they were striving to lift African-Americans from poverty and unequal citizenship.
- Notice that "the use of the ballot" is number six on the list of goals.

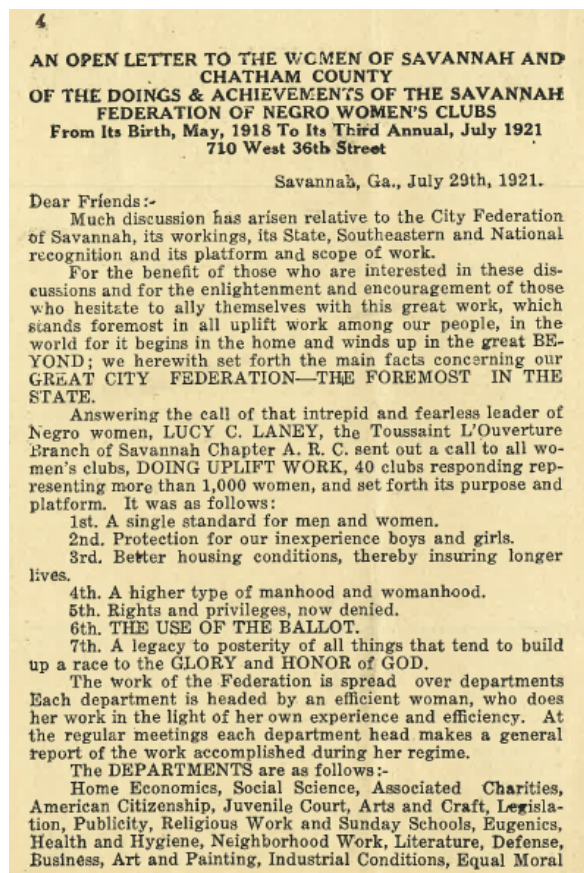
Questions to ask your students:

- What words do you recognize here? (use, rights, now) Any that you do not recognize? (privileges, ballot)
- What else other than words do you see? (the numbers 5 and 6) Why do you think those are there? (looks like a list)
- What kind of document do you think this is? (some kind of list for suffrage)

**AN OPEN LETTER TO THE WOMEN OF SAVANNAH AND
CHATHAM COUNTY
OF THE DOINGS & ACHIEVEMENTS OF THE SAVANNAH
FEDERATION OF NEGRO WOMEN'S CLUBS
From Its Birth, May, 1918 To Its Third Annual, July 1921
710 West 36th Street**

Questions to ask your students:

- What are some important words in this image? (Savannah, women, achievements, clubs,...)
- Who is this letter written to? (women of Savannah and Chatham County)
- Are there dates? (yes, May, 1918 and July, 1921) What does this tell us? (the time of creation of document, the founding of the federation)
- Do you see an address? What information can that give us? (710 West 36th Street. Is probably the address of the offices of the Federation).



Questions to ask your students:

- What is the purpose of this document? (To explain the purpose of the Federation and to give examples of achievements.)
- What are some of the important goals listed by the Federation? (protection for children, better housing, voting rights)

- How many women are part of the clubs represented by the Federation? (more than 1,000) How does organizing those separate clubs into the single Federation help those women achieve their goals? (when many people are organized into one group with a more singular focus, it is easier to achieve the goal because everyone is working towards that specific thing)

Assessment: Students create a list of the reasons suffragists created/joined organizations.

Extension Activity: What are some organizations they know of and would like to join or are already involved with?

Banner Creation Activity

Compelling question: How does the Women’s Suffrage Movement inspire me to “find my voice?”

Assessment: To answer the above compelling question, students will create and display a banner during the Georgia Day Parade.

Banner Theme: “Finding My Voice” exploring the process of developing points of view, exercising civic rights, and responding to changes in society based on the lessons learned from the Women’s Suffrage Movement.

- Understand the purpose, impact, and make-up of women’s clubs and organizations.
- Exploring voting rights, elections, and why voting matters.
- Artistic expressions used to influence the passage of the 19th Amendment: music, political cartoons, propaganda, plays, clothing, parade floats, etc.
- Media and the Suffrage Movement—how suffragists used the media (newspapers, magazines, and photojournalism) to further their mission—explore suffrage strategies and how they may influence modern day demonstrations calling for change.

Banner Rules: **Guidelines:**

1. Each banner entry must be an original design.
2. Each banner should be designed to be carried by students during the parade.
3. Banner entries should represent **student work** guided by adults.
4. Banners must conform to the following measurements:
 - Maximum size – 72” x 36”
 - Minimum size – 56” x 28”

5. Banners will be judged on these criteria:

- Interpretation of Theme
- Originality
- Creativity, Neatness
- Overall Presentation

6. Banners from previous years and school banners are not eligible for judging.

Drop-off/Pick-up for Judging:

Banners are due at the Jepson House Education Center (104 W. Gaston St.) by 5:15PM on Tuesday, February 18, 2020. Teachers may drop off banners anytime between 9AM and 5:15PM on Tuesday, February 18th. Banners may be picked up on Thursday, February 20, 2020 between 9AM and 5:15PM or on the morning of the Georgia Day Parade. The Jepson House Education Center is located at the corner of Gaston and Whitaker Streets on the northwest corner of Forsyth Park in downtown Savannah. Please come up the main stairs and ring the bell for admittance.

Winners will be announced, and trophies will be awarded at the Georgia Day Program at City Hall following the parade on Friday, February 21, 2020.