

LESSON PLAN 10
Protest Posters/ Civic
Engagement – Elementary School
Age Children
By
Dr. Samantha Averett

Rationale:

It is important that we engage in the political process by doing more than just voting. As emerging young citizens, you must influence the direction and interpretation of our political and foundational principles.

Standard(s):

C3 NCSS

1. D2.Civ.2.K-2. Explain how all people, not just official leaders, play important roles in a community.
2. D2.Civ.2.3-5. Explain how a democracy relies on people’s responsible participation and draw implications for how individuals should participate.
3. D2.Civ.7.K-2. Apply civic virtues when participating in school settings.
4. D2.Civ.7.3-5. Apply civic virtues and democratic principles in school settings.

Objectives:

1. Explain a method used to influence the action of your governing body or officials.
2. Demonstrate understanding of the foundational principles by engaging in the political process.
3. Demonstrate knowledge and practical application of historical skills (analysis, sourcing, and corroboration).

Activity:

1. Students will analyze the documents.
2. Students will create an expression of their understanding.
3. Students will respond to examination prompts.

Guiding Questions:

1. How protesting help change the political thought and ideologies in community?
2. How do we use our voice and time to impact change in our community?
3. How do play a role in bettering our community and what responsibility to we have to the members of community?
4. How did the woman in your picture help change her community and what changes was she demanding?
5. While examining you picture think about what members in her community was the woman in the picture trying to help?

Sources:

1. Documents
 - a. Harris & Ewing, photographer. *WOMAN SUFFRAGE*. United States Washington D.C. District of Columbia Washington D.C, 1918. Photograph. <https://www.loc.gov/item/2016869523/>
 - b. Harris & Ewing, photographer. *WOMAN SUFFRAGE BANNERS*. United States Washington D.C. District of Columbia Washington D.C, 1917. Photograph. <https://www.loc.gov/item/2016868530/>.
 - c. Harris & Ewing, photographer. *WOMAN SUFFRAGE. MRS. SWING, PICKETING WHITE HOUSE*. United States Washington D.C. District of Columbia Washington D.C, 1917. Photograph. <https://www.loc.gov/item/2016867945/>.
 - d. Harris & Ewing, photographer. *WOMAN SUFFRAGE. BONFIRE ON SIDEWALK BEFORE WHITE HOUSE*. United States Washington D.C. District of Columbia Washington D.C, 1918. Photograph. <https://www.loc.gov/item/2016869613/>.

- e. Harris & Ewing, photographer. *White House pickets of the Congressional Union for Woman Suffrage, Washington, D.C.* United States Washington D.C. District of Columbia Washington D.C, 1917. Photograph. <https://www.loc.gov/item/2016884716/>.
- f. Photographs of U.S. and Foreign Personalities, World Events, and American Economic, Social, and Cultural Life. *Photograph of Flag Bearer for Women's Rights Standing Near White House.* 1917. <https://www.docsteach.org/documents/document/flag-bearer-womens-rights>

Suggested Lesson Plan:

1. Warm Up –
 - a. Lead a whole group discussion to discuss the terms.
2. Examine – the picture of the protest and discuss what we see, think or wonder with the guiding questions.
3. Discuss or examine
 - a. For K-2 grade students – Teacher may either allow the students to work as a small group to analyze a picture with at least one of the guiding questions and highlighting the evidence on the picture.
 - b. For 3-5 grade students – The students will examine the documents and work in a small group or individually to highlight and explain their evidence to at least one guiding question.
4. Discuss or examine
 - a. For both grades – Student will place their picture and thoughts on a poster and leave it on their desk or workstation. Then students will move around the room to the music and share their thoughts with a post-it at each of the different desk or workstations.
5. Evaluation –
 - a. For K-2 grade students - Students will create a poster that expresses their concerns to a president, mayor, or principal.
 - b. For 3 -5 grade students – Students will write a letter to express their concerns to a president, mayor, or principal.
 - c. Exit Ticket – for both grades, why is important to share your concerns or ideas with the president, mayor, or principal to ...?

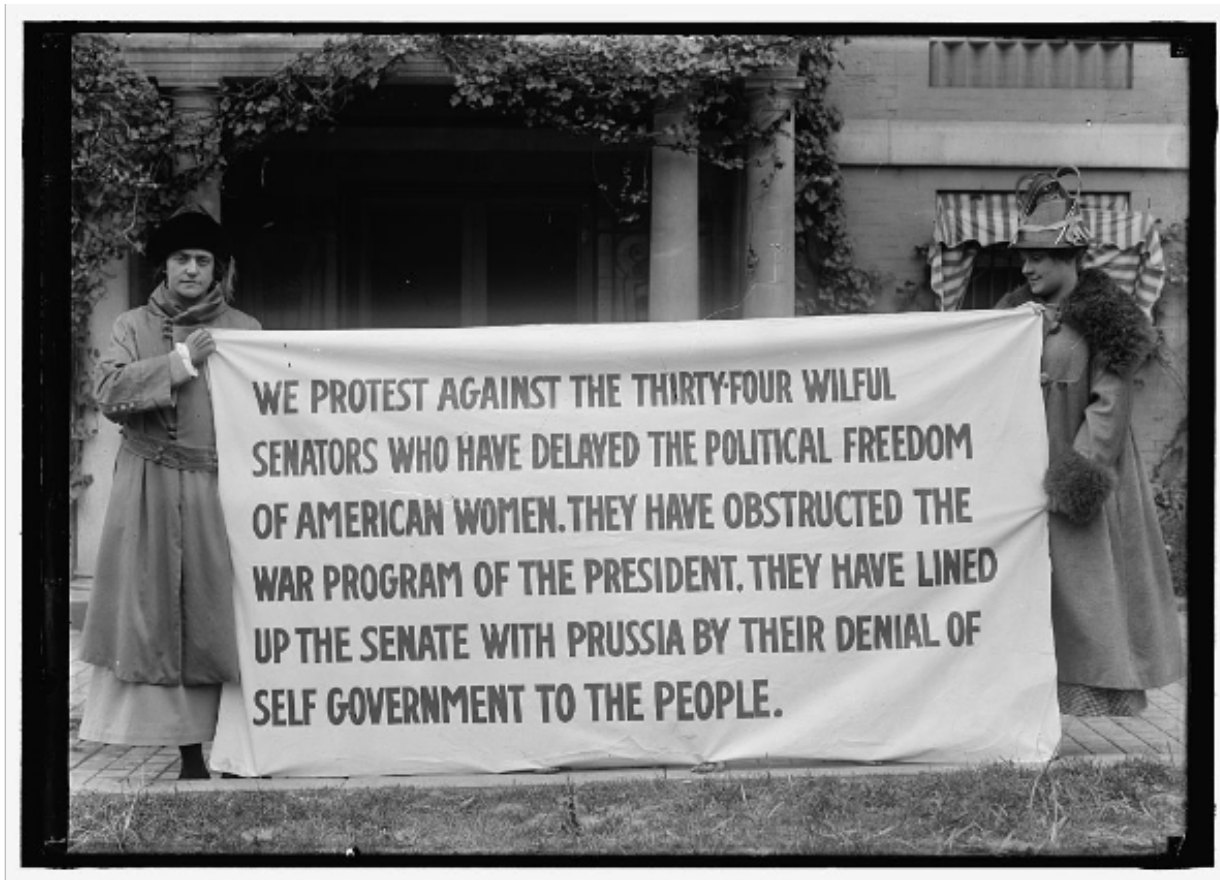
Suggested Grade Level:

This lesson is suggested for elementary age children.

Suggested Lesson Pace:

Schedule Type	Rationale
80 minute Block Schedule	This lesson structure may take one class period. Students will be able to complete the entire lesson in one class period.
45 minute Block Schedule	This lesson structure may take two class periods. Students will complete step one, two and three in the first class period. Then step four and five in the second class period.

Document A



Source: Harris & Ewing, photographer. *WOMAN SUFFRAGE*. United States Washington D.C. District of Columbia Washington D.C, 1918. Photograph. <https://www.loc.gov/item/2016869523/>.

Document B



Source: Harris & Ewing, photographer. *WOMAN SUFFRAGE BANNERS*. United States Washington D.C. District of Columbia Washington D.C, 1917. Photograph. <https://www.loc.gov/item/2016868530/>.

Document C



Source: Harris & Ewing, photographer. *WOMAN SUFFRAGE. MRS. SWING, PICKETING WHITE HOUSE.* United States Washington D.C. District of Columbia Washington D.C, 1917. Photograph. <https://www.loc.gov/item/2016867945/>.

Document D



Source: Harris & Ewing, photographer. *WOMAN SUFFRAGE. BONFIRE ON SIDEWALK BEFORE WHITE HOUSE.* United States Washington D.C. District of Columbia Washington D.C, 1918. Photograph. <https://www.loc.gov/item/2016869613/>.

Document E



Source: Harris & Ewing, photographer. *White House pickets of the Congressional Union for Woman Suffrage, Washington, D.C.* United States Washington D.C. District of Columbia Washington D.C, 1917. Photograph. <https://www.loc.gov/item/2016884716/>.

Document F



Source: Photograph 306-N-70-2641; Photograph of Flag Bearer for Women's Rights Standing Near White House; 1/30/1917; Photographs of U.S. and Foreign Personalities, World Events, and American Economic, Social, and Cultural Life, ca. 1953 - ca. 1994; Records of the U.S. Information Agency, Record Group 306; National Archives at College Park, College Park, MD, <https://www.docsteach.org/documents/document/flag-bearer-womens-rights>