

MINI-LESSON: YOUR VOICE, YOUR RIGHTS

*Alice at a
Glance
Curriculum
Packet*



**ALICE PAUL
INSTITUTE**

Education. Empowerment. Equality.

Mini-Lesson: Your Voice, Your Rights

Grades: 6-12

Duration: 10-15 minutes

OBJECTIVE:

Students will be able to empathize with those whose voices have been suppressed and who have been persecuted for speaking out. Students will be able to relate this experience to the suffragist movement and other relevant events in U.S. history.

STANDARDS:

State standards may include the following strands/topics:

Active Citizenship in the 21st Century; Civics, Government, and Human Rights; History, Culture, and Perspectives

MATERIALS:

- Paper
 - Pencils
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PROCEDURE:

Before watching *Alice at a Glance*, begin class by telling students that there will be a new policy in the school: Students may no longer speak during class. The school has used the advice of experts to decide that students will learn more if they sit quietly and take notes on everything their teachers say.

Tell students that because of this new policy, if they wish to complain, they must do so in writing. Give students a few minutes to write down their reactions to the new policy. Students may not talk or work together. (If students would be comfortable enough, send a student to the back of the room if he or she talks. This will make a point for the simulation.)

When students have finished writing, take their responses and place them in a desk drawer, hallway, or somewhere that will make it seem you have no interest in hearing their opinions on the matter.

Explain to students that this is not, in fact, a new school policy. The exercise was used to place students in the position of having their voices stifled. Debrief with the students: how did it make them feel? What was their reaction to the policy? Draw upon similarities between this experience and the experiences of women in the suffrage movement and beyond.

After this introductory activity, show *Alice at a Glance*.

EVALUATION:

Student learning will be assessed in whole class discussion at the activity's end.

ADAPTATIONS:

Depending on school policy, culture, and the student population, teacher responses to students who attempt to talk or work together may vary. The suggestions in this lesson are an attempt to appropriately mirror the persecution experienced by the suffragists for their activism. As with any simulation, keep these factors in mind when deciding how to most effectively introduce your students to this experience.

NOTES & ASSESSMENT:

Modifications or notes to remember when using this lesson again: