

MISSING PERSONS IN HISTORY

*Alice at a
Glance
Curriculum
Packet*



**ALICE PAUL
INSTITUTE**

Education. Empowerment. Equality.

Missing Persons in History

Grade: 6-8

Duration: 2 class periods

OBJECTIVES:

- Students will develop analytical research skills, work cooperatively, and practice positive presentation skills.
 - Students will learn about a diverse array of women's rights activists and how they shaped the suffrage movement.
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CURRICULUM STANDARDS:

State standards may include the following strands/topics:

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

MATERIALS:

- Craft supplies: construction paper and/or poster board, plain white paper, markers, glue, scissors, etc.
 - Computers with internet access for research
 - Missing Persons Report handout
 - List of activists (included) to assign students
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PROCEDURE:

After watching *Alice at a Glance*, debrief with students: Who were the main historical figures presented in the DVD? What did they contribute to their women's suffrage movement? What obstacles did they face, and how did they overcome them? Was women's suffrage achieved with the work of only these women, or did it take many different hands?

Present students their task: In groups of two or three, they will each research a different activist who somehow played a role in women's rights. While all of these activists are well

known among historians for their contributions, most of us have never heard of them before. Each group will craft a creative "Missing Persons" report on their historical figure (see assignment handout). They should include a bibliography of their sources used.

Students should use the resources available at the school to conduct their research, including internet research databases and library materials. (Google searches should only be accepted as a last resort and information must be from reputable websites.)

When students have completed their research (see handout for guidelines of relevant information) they should begin creating their Missing Persons report. Encourage students to get creative. They may wish to bring in materials from home to complete their Missing Persons report the following day.

When all students have completed their Missing Persons report, give students time to present their posters to the class. Students should present basic background information about their activist, highlight their contributions, and briefly explain why they think this activist should be better known.

Display the posters in the classroom or hallway to share students' research about lesser-known women's rights activists.

EVALUATION:

Consider evaluating students' learning for a grade based on their group participation, research bibliography, and finished product.

Check in on student's understanding as they research--they may need additional support with the research process or sorting through information about their activist.

ADAPTATIONS:

A more extended project might involve the creation of a class book, group PowerPoint project, or a project using other media.

Consider creating an interdisciplinary project on persuasion with a Language Arts class by asking students to use persuasive techniques in their final projects. Expectations of final products and analysis involved will vary with grade levels.

ADDITIONAL RESOURCES:

Useful resources in searching biographies include the following:

[Biography Center](#)

If you have an activist in mind, this website provides a brief biography of women in history, organized alphabetically by last name.

[Encyclopedia Britannica: Biographies](#)

Use the menu on the left-hand side of the page to navigate according to notable women's names, where they lived, and their accomplishments. Quotes and additional information are also available.

NOTES & ASSESSMENT:

Modifications or notes to remember when using this lesson again:

List of Women's Rights Activists

The following activists worked for women's suffrage; even if students are familiar with some of the names, they often don't know the activists' contributions to women's rights in the nineteenth and twentieth centuries. Here's a chance for them to find out.

Carrie Chapman Catt

Abigail Kelly Foster

Anne Clay Crenshaw

Mary Ann Shadd Cary

Paulina Wright Davis

Jane Addams

Angelina Emily Grimke

Ida Wells Barnett

Sarah Moore Grimke

Esther Morris

Jeanette Rankin

Harriot Stanton Blatch

Lucretia Mott

Frederick Douglass

Henry Blackwell

Julia Ward Howe

Robert Purvis

Sojourner Truth

Anna Howard Shaw

Alice Duer Miller

Mary Church Terrell

Maud Younger

Victoria Woodhull

Caroline Severance

Ida Husted Harper

Rheta Childe Dorr

Parker Pillsbury

Antoinette Brown Blackwell

Matilda Joslyn Gage

Lillian Feickert

Missing Persons Report

"I think about how much we owe to the women who went before us - legions of women, some known but many more unknown. I applaud the bravery and resilience of those who helped all of us--you and me--to be here today."

- Ruth Bader Ginsburg, Supreme Court Justice

The Scenario

There are many activists (female and male) who made tremendous contributions to women's rights. Most are well-known by historians, but many of us don't recognize the names of people who had a major impact on women's rights.

Your Role & Task

As historical detective, you will research one activist who fought for women's right to vote. With your group, you will create a Missing Persons report about your historical figure.

Get creative with your Missing Persons report! Be sure to address:

- ✓ Who your figure is (name)
- ✓ When they lived
- ✓ An image of the activist
- ✓ Their major contributions to women's rights
- ✓ Why you think people should know about this activist

In addition to the requirements above, consider including symbols of your activist's work and life, quotes by or about your activist, or pictures of their work...anything that will show others who your activist was!

