

American Literature  
*Road Trip for Suffrage*  
Projects

Directions: As a group select one of the following projects concerning issues raised in Chapter 6: *Road Trip for Suffrage*

1. Chart the journey of Sara Bard Field and her companions on a U.S. map and use it as the centerpiece for a bulletin board about the women's suffrage movement.
2. Visit the Web site of the National Women's Hall of Fame at [www.greatwomen.org](http://www.greatwomen.org). Explore the site to familiarize yourself with the organization's goals and activities and the criteria for membership in the Hall of Fame. Review the list of members. How many of the women did you know about already? Are there any omissions that surprise you? Choose a woman from any time or place in U.S. history to nominate for the Hall of Fame and create a flier highlighting your reasons.
3. Explore the issue of racial inequality in the women's suffrage movement. Review the documents "The Rights of Women," by Frederick Douglass, and "Struggle Within a Struggle," about the exclusion of Black women by the national suffrage movement. Then research the life of Ida B. Wells-Barnett and the Alpha Suffrage Club of Chicago. Use drawing, painting, sculpture or computer graphics to design a monument to African American women suffragists.
4. Use the Internet to research the Equal Rights Amendment (ERA) at <http://www.equalrightsamendment.org>. Let each team investigate the history, text and current status of the amendment and develop a class presentation in a different medium: poster, speech, poetry/song and drama.
5. Research grassroots women's movements in each of the 20-year periods of the 20th century: 1901-1920 1921-1940; 1941-1960 1961-1980; 1981-2000. Pay attention to the following factors:
  - a) the role of women in society; b) objectives of the movement; c) leading figures; d) opposition; and e) effectiveness.Prepare a "Century of Progress" presentation incorporating photographs, drawings, newspaper clippings, popular songs and a time line of each period in sequence.
6. In 1971, the 26th Amendment lowered the voting age from 21 to 18. Investigate the history of this amendment and report your findings to the class. Who proposed the amendment and why? Who opposed it and why? What factors at the time contributed to its passage? As an extension, conduct a poll of 18-year-olds in your community to determine how many of them have registered to vote. Consider sponsoring a youth voter registration drive. Visit <http://www.rockthevote.com> for ideas.