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SUBJECTS — US history; Politics; SOCIAL-EMOTIONAL LEARNING — Human rights; Courage; Leadership; MORAL-ETHICAL EMPHASIS — Respect; Fairness; Citizenship. AGE: 13+; No MPAA rating (TWM estimates that if this HBO feature had been rated, the MPAA would have given it a PG-13 rating for some intense scenes in which women were
attacked by crowds and tortured in prison); 2004; 123 minutes; Color. Available from Amazon.com. TWM is proud to announce that it has acquired the rights to interviews of two women who took part in the Suffrage movement: Jessie Haver Butler and Laura Ellsworth Seiler. Giving students the opportunity to read first-hand what life was like for girls and
women in the late 19th and early 20th centuries will be an excellent addition to any American history class. The files containing the interviews are large and the Equal Rights Amendment, an interview amelia R. Fry conducted a few years before Alice
Paul's death. One of the best! This film is on TWM shortlist of the best movies to complement classes in United States to adopt a constitutional amendment that gives women the vote, militant suffragettes, led by Alice Paul, wage an aggressive campaign calling for the
right to vote. They use parades and demonstrations with eye-catching visual messages, they stand up to the Democratic Party, which refuses to support the Amendment, and their banners often use the words of Woodrow Wilson, who was president at the time, to argue the justice of
their cause. President Wilson will support women's suffrage in his own state, but will not support a constitutional amendment, which is the only way women in conservative states, especially in the South, will get the vote in the foreseeable future. After the United States entered World War I in 1917, many people expect all citizens to unite to support the war
effort. Indeed, most of the women's voting movement agrees to end their protests and lobbying, and to focus on helping the country win the war. Alice Paul and her militant suffragettes, however, refuse to take part in the decision to take up war or not. They also point to the hypocrisy of a nation that says it is fighting a war to keep the world safe for
democracy. while refusing to allow the vast majority of its females to vote. The reaction is violent. Angry crowds attack the demonstrators and the police do little or nothing to protect the women. Instead, the suffragettes are arrested on the false charge of blocking the pavement without and sent to prison, they are locked up in poor conditions and
rancid, disturbingly iary. Their claim to be treated as a political prisoner is rejected. Other female inmates are incited by the guards to attack them. When some of the women protest against their abuse, they are taken into solitary confinement. The suffragists then go on hunger strikes, but are brutally fed by the prison guards. The government is trying
unsuccessfully to have its leader Alice Paul declared crazy so that she can be granted asylum indefinitely. The word of the government's mistreatment of the pressure on President Wilson to propose the 19th Amendment, which
gives women the vote. And almost every scene of this part of the film is true and reasonably accurate. The suffragists applied all the principles of non-violent mass actions: countering violence with peace; creating massive publicity; application of political or economic pressure; and arguments that work on the conscience of the general public and their
opponents. The militants' campaign kept the issue of voting rights at the forefront of national consciousness and was a factor that led President Wilson to change his position and actively work for the passage of the 19th Amendment. Selected Awards: 2005 Golden Globe Award for Best Performance by an Actress in a Supporting Role in a Series, Mini-Series
or Movie Made for Television (Anjelica Huston) and nominated for Best Miniseries or A Movie, which won for Television and Best Performance by an Actress in a Miniseries or Movie Made for Television (Hilary Swank). 2005 ASC Award for Outstanding Achievement in Cinematography in Movies of the Week/Mini-Series'/Pilot for Basic or Pay TV; Nominated
for the 2004 Emmy Awards in Outstanding Casting for a miniseries, film, or special, an outstanding supporting actress in a miniseries or a movie, outstanding writing for a miniseries, movie or dramatic special. Starring: Hilary Swank as Alice Paul;
Anjelica Huston as Carrie Chapman Catt; Frances O'Connor as Lucy Burns; Lois Smith as the Reverend Anna Howard Shaw; Patrick Dempsey as Ben Weissman; Julia Ormond as Inez Millholland; and Bob Gunton as President Woodrow Wilson. Directed by Katja von Garnier. This film can be used to impress the students vividly, the following important
historical which are not generally taught in textbooks: (1) when the militant wing of the electoral movement, led by Alice Paul, used nonviolent protests to demand the vote, they were attacked by masses of men and refused to police; (2) The government tried to suppress the militants protests with false arrests, unfair trials, detentions in harsh conditions and
what can best be described as torture; (3) the militant suffragettes resisted violence, imprisonment and torture, continued their protests and refused to resign while strictly abusing violent violence, imprisonment and torture, continued their protests and refused to resign while strictly abusing violent violence, imprisonment and torture, continued their protests and refused to resign while strictly abusing violent violence, imprisonment and torture, continued their protests and the public outrage at the way they were treated, as well as respect for the strength of the Sufragists' commitment,
were factors in the adoption of the 19th Amendment, although the efforts of the National American Women's Suffrage Association (NAWSA) and its leader, Ms. Carrie Chapman Catt, were probably more important long-term factors. to circumvent the amendment; and (5) Alice Paul and the NWP independently developed non-violent protest tactics that were
remarkably similar to the methods of promoting political and social change developed around the same time by Mahatma Gandhi. The film will inspire students to study the Women's Equality Movement, one of five major advances in human rights in the US since the early 20th century. The others were the granting of equal treatment for black Americans and
other minorities, procedural protection for persons charged with crimes (mainly achieved by court decisions), granting access and other rights to the disabled (achieved by legislation), and granting equal rights to homosexuals, including the right to raise and marry children. All these advances are in the works. Moderate. There are a number of historical errors
and distortions in those parts of the film that do not relate to the core history of the militants' protests, their mistreatment by the government, and the fact that when the abuse was uncovered, the public outcry of the militants' protests, their mistreatment by the government, and the fact that when the abuse was uncovered, the public outcry of the militants' protests, their mistreatment by the government, and the fact that when the abuse was uncovered, the public outcry of the militants' protests, their mistreatment by the government, and the fact that when the abuse was uncovered, the public outcry of the militants' protests, their mistreatment by the government, and the fact that when the abuse was uncovered, the public outcry of the militants' protests, their mistreatment by the government, and the fact that when the abuse was uncovered, the public outcry of the militants' protests, their mistreatment by the government helped.
Background section. These problems can be briefly corrected and turned into strengths by discussing them. For a more comprehensive fix, students can get the TWM student handout, Alice Paul and the Struggle for the 19th Amendment: What Really Happened. All that is necessary is to show the film and point out that the scenes relating to the militant's
efforts and their arrest and detention are reasonably correct. Correct the historical mistakes by saying that while Alice Paul and her righters have played an important role in making the choice for women that Ms. Catt and her recognition. Surely they deserve more recognition than they get in the film. It was the NAWSA, led
by Ms. Catt, that did the basic political work to create electoral organizations in most states, get states to accept women's suffrage, and work with the president. In addition, not shown in the film, is After converting to the suffragette side, President Wilson actively worked to pass the 19th Amendment in Congress and ratify it by the states. His political
intervention was crucial to the success of the campaign to pass the amendment. Children are often interested in certain scenes, which are accurate representations of the protests and the efforts of the US government to suppress
these protests are extremely accurate. The portrayal of Carrie Chapman Catt and the impression that Alice Paul and the National Women's Party alone were the driving force behind the suffragist victory are inaccurate. The romantic interlude is conceivable, and some critics have criticized the film as an attempt to remake Alice Paul as a modern third-tier
feminist. Some historians agree that the militants and their White House pickets have played an important role in getting President Wilson to support a constitutional amendment that gives women the voice. This was also the assessment of some contemporary observers. For historians see Adams and Keane and Lunardini. For observations of
contemporaries, see Stevens, and in particular the passage quoting a telegram from Walter Clark, Chief Justice of the Supreme Court of North Carolina, p. 18. For the opinions of two women who were active in the electoral movement but not in Miss Paul's National Women's Party, see Gluck, interview by Jessie Haver Butler, p. 105 and Laura Ellsworth
Seiler. p. 228. However, there is general agreement that the militant sufschonists were only one of several factors that led to the president's change of position and the passage of the amendment. Ms. Carrie Chapman Catt's Winning Plan, NADA's network of state election organizations, NADA's State by State strategy that increased the number of pro-
suffrage representatives in Congress, NAWSA's cooperation with President Wilson in supporting the war effort and criticism of the militant suffrage lists, and the political guilt that President Wilson NAWSA owed were probably more important than the efforts of Alice Paul. From a historian's point of view, the film's use of Mrs. Catt for comic relief is one of his
weakest points. Ms. Catt was one of the great leaders of the electoral movement. Here's what a woman who understood the importance of Alice Paul's leadership of the militants said about Ms. Catt: . . . [H]er speeches were oratorical. They were profound speeches, they were not just superficial. They were connected with the history of and the theory of
democracy and what everything means. It was not just a superficial speech about the needs of women, but a whole philosophy of the right of the individual to govern himself. Gluck Gluck Interview by Jessie Haver Butler, p. 108 Here is an example of Ms. Catt's eloquence when she spoke to NAWSA in 1902: The world taught women nothing skill and then
said that her work was worthless. It did not allow her to express opinions and said she did not know how to think. It forbade her to speak in public and said that the sex had no speakers. She refused to give her the schools and said the trong that every
pleasure must come as a favor from men, and when, in order to obtain it, she adorned herself with color and fine feathers, as she had been taught, she called it vain. Moreover, Ms. Catt's leadership encompassed much more than speeches. Their political and organisational skills were excellent and they were essential to the cause of the right to vote. Every
movie needs a villain, and the filmmakers have put President Wilson in that role. But when President Wilson sided with the continued relentless pressure of pickets and NWP members in the White House demonstrating during his speeches and public appearances, he did much more than just address Congress. He repaid his political
debt to the NAWSA several times by: (1) supporting the electoral position in state campaigns; (2) later change its position and support the amendment by state legislators. Women's suffrage was one of his government's many reforms. When the 19th Amendment
became law, President Wilson said: I consider it one of the greatest honors of my life that this great event, the ratification of this amendment, should have taken place during my term of office. The characters of Ben Weissman, Emily Leighton and Senator Leighton are fictional. There is no record that Alice Paul has any love interests. Alice Paul apparently
focused entirely on the issue of women's suffrage and later on women's rights. Mr. Weissman's character has been added to spice up the story and provide scenes in which the Lucy Burns character compete for a hat they see in a shop window, seems to be
characterless for a Quakeress who is mindful of her testimony. As for the character of Emily Leighton, there is no record that a senator's wife was arrested for picking. This figure and that of her husband are amalgams of different types of people who fighting of the militant sufschonists. They are used by the filmmakers to describe these types and the roles
they played in the events prior to the adoption of the 19th Amendment. Senator and Mrs. Leighton also offer opportunities to show events that have really occurred to other people. These include: Scene in which Alice Paul recruits Mrs. Leighton for the cause by asking her to do a simple and uncontroversial task first. This was a typical way Alice Paul
recruited women for their cause. See Stevens, 12. The characters of Senator and Mrs. Leighton also allow the filmmakers to show that when married couples are divorced or separated, custody of children is routinely granted to husbands. The character of Senator Leighton is a composite for the many men who were not active in the electoral movement but
were outraged when their wives and daughters were abused in prison. The fictional scenes of the romance, the women's competition for the hat, and Alice Paul and her fighters into modern 'third wave feminists . . . [which] dilutes the potential for social change that has
been an integral part of the feminist movement for so long. Keith S. 1283. (TWM respectfully disagrees with this analysis. The article's criticism of the film is based on scenes that do not relate to the demonstrations, the false imprisonment, the events in prison or the political setback caused by the mistreatment of the militants. The film clearly shows women
who face up to power, who resist torture, while the government feeds them to break their hunger strike, and who eventually triumph. This does not dilute their commitment or their feminism. On the contrary, the film emphasizes the determination of the suffragists, their heroism and the strength of their feminism. The fact that it introduces a potentially fictitious
appreciation for a pretty man, a pretty man, a pretty hat, or a hot bath doesn't diminish the film's basic message.) Many specific scenes in the film are quite accurate representations of the actual events. These include: the 1913 Suffrage Parade in general, including: the impressive visual effects presented by women; their efforts to protect police and the army; Ida Wells, a
black woman, joins the march (although there is no evidence that Alice Paul supported this move); the tableaus; the violence against the demonstrators; Lunardini, pp. 25-31; The fact that the election parade on the day of President
Wilson's first inauguration sent the crowds of people from the inauguration and Wilson's question Where are the people? led away; Stevens, 21; President Wilson banner, which is a stinging personal of the President; Stevens, 124; Adams and Keane, 186-188; The attacks on the
demonstrators by masses who are unrestrained by the police; including the attack of the three sailors on Lucy Burns; and the ball that is on Suffragist Headquarters; Adams and Keane, p. 188; Lunardini, 123-148; and Bozonelis; – the demand to
be treated as political prisoners; Stevens 177; - Woody song; Stevens, 152; - bad food: sour bread, semi-cooked vegetables, rancid soup with worms in it; Stevens, 142 & amp; 135; Bozonelis 7-10; - Lucy Burns hanging on her arms; Stevens, p. 200; Lunardini 135; - the
forcibly fed feeding of imprisoned demonstrators, including Alice Paul and Lucy Burns; Stevens, pp. 201, Lunardini, 133-135; - the efforts to intimidate Alice Paul and have her diagnosed as mentally ill; give them a comprehensive mental examination and take them to a psychiatric ward; Stevens, 220; Lunardini, 130, 131, 133 & amp; 134; - the refusal of Dr.
White, the chief psychiatrist at St. Elizabeth's Hospital, to classify Ms. Paul as insane; Stevens, 226; — the exterior scenes of the Occuquan workhouse are from the original building, which still stands today, although it is not in use; the interior scenes were shot on a set; DVD commentary; The headlines shown in the film are all real headlines from the time;
DVD commentary; The hostile feelings between NAWSA and NWP; NAWSA's failure to protest against the deprivation of the civil rights of NWP members and to challenge the motives of NWP members and to challenge the motives of NWP members and to challenge the motives of NWP members; (actually, it was worse than shown in the film; NAWSA activists contacted members of the press and asked them not to report on the conditions in the
prisons and supported President Wilson's efforts to blackout the press; The film shows Miss Paul and Mrs. Catt exchanging friendly and respectful looks when Wilson speaks to Congress to support the amendment; Paul and Mrs. Catt exchanging friendly and respectful looks when Wilson speaks to Congress to support the amendment; Paul and Catt never reconciled; Lunardini, 83, 84, 124; 128, 138, 163; The origin of the term Iron Jawed Angels, created by an opponent;
Stevens, 65; The first delegation to visit the President; Stevens, 21 and 57; there were indeed several delegations, and Wilson's words, as shown in the film, came from his speeches or writings; DVD commentary; The role and tragic death of Inez Millholland, including her last words and the great funeral, organized by Alice Paul; see e.g. Stevens, p. 48 and
DVD commentary; The resignation of Wilson's government and the efforts made on behalf of Miss Paul by Dudley Fields Malone; Lunardini 129, 136; The visit of a close personal friend of President Wilson to try to negotiate with Miss Paul; 136 & amp; 149. The
husbands had complete control over the family's finances, and when divorce or separation occurred, the husbands were usually granted custody of the children; Dvd Dvd Alice Paul used Susan B. Anthony's old desk; DVD commentary; There was really an incident in England in which a suffragette hiding in a cupboard in Parliament urinated in a gentleman's
boot; But Lucy Burns and Alice Paul were not involved in the incident; DVD commentary; 1. Why has American society resisted women's suffrage so strongly for so many decades? Suggested response: Opposition to women's suffrage was based on deep-rooted sexist beliefs held by both men
and women. These beliefs were supported by a variety of secular and religious customs and institutions. Certain industries that women would vote for policies that women would suit their financial interests funded the opposition to election campaigns. These included the spirits industry, which feared with some foresight that, if women were given the
vote, laws would be passed prohibiting the sale of spirits. Other industries assumed that the reform measures supported by women would increase their costs, for example through restrictions on child labour. 2. Were the militant sufschonists led into their country by Alice Paul traitors continuing their protests after the nation went to war? Should they have put
their efforts to the right to vote on hold out of patriotism during the war time? Suggested answer: There is no correct answer to this question. Any reasoned and well-supported response is appropriate. Strong reactions will include the following: civil and political rights will not be suspended simply because there is war. The suffragettes would have the right to
free speech freedom and peaceful to gather and ask the government to redress abuses. They were certainly not traitors in the technical sense of the word. On the other hand, many will say that the people of a country should put aside their differences during the war and work together for victory; and there is a lot of truth in that for most things, and indeed,
many suffragists disagreed with Alice Paul's militants. The suffragettes, led by Alice Paul, argued, however, that the right to vote was a fundamental right because women in America were subject to the laws of the land, but they were prohibited from voting for the state and federal legislators who enacted those laws, or for the governors or presidents who
administered those laws. In addition, this was the second that suffragettes were asked to suspend their movement because of war. In the 1860s, during the Civil War, other progressives had asked the suffragets to put aside their controversial demands and help in efforts to free the country from slavery. Their allies, the other progressives, promised to focus
on women's suffrage once slavery was abolished and black men were given the right. In 1917, however, more than 50 years had passed since the Civil War and women were still unable to vote in about 3/4 of the states. Alice Paul knew it would be controversial to pick the White House during the war, but controversies have its advantages for a nonviolent
movement. It was a good way to get media attention, which is the most important way for peaceful demonstrators to spread their message. 3. Alice Paul is widely credited for organizing a nonviolent campaign to change American women
if she had asked them to turn violent in support of the right to vote. Does this argument diminish the importance of Miss Paul's commitment to non-violent movements are undertaken by a group without power to change or overthrow those who are in power.
Governments with armies and police have far more power than groups of citizens. The many non-violent movements of the 20th century, which have change is to mass nonviolent actions. See Learning Guide to A Force That Is More Powerful. 4. What was
the significance of non-violence in the NWP's campaign for a change in federal electoral law? Suggested reaction: Instead of telling news of rebellious women punching men or torching buildings (which would have severely hampered the campaign), women were respectable mothers, daughters, and wives who were physically assaulted and subjected to
harsh conditions in prison. Alice Paul knew that the suffragists would gain new respect if they were peaceful and calm in the face of violence while maintaining their commitment to their cause. 5. Where did Alice Paul find the philosophy.
She also read the works of Thoreau and Tolstoy. In addition, Gandhi also exercised non-violence, pointing to the difference between his non-violent tactics and the violence of the British suffragets. Gandhi's philosophy and tactics may have given Alice Paul's attention, but historians have found no support for this claim. 6. Where does the phrase Take the
beam out of your own eye, which was used in the Kaiser Wilson poster, come from? What did the poster mean when he told President Wilson: Take the beam out of your own eye; and then you shall see clearly that you are
making the mote out of your brother's eye. A beam is a large made of wood and a mote is a stain of dust or wood. The suffragettes called the president a hypocrite for championing the cause of democracy abroad, but not extending it to women in the United States. More broadly, they pointed to the hypocrisy of the whole nation. 7. People call politicians name
all the time and politicians and their supporters just take it in motion. Why did President wilson's equating with the German emperor on the Kaiser Wilson poster infuriate the president and, more broadly, the country,
was hypocritical by going to war to make the world safe for democracy, while not expanding democracy in Europe. 8. Are there existing social injustices that some believe deserve protests, such as demonstrations, demonstrations and
boycotts of traders? Suggested answer: There are many. Here are a few: abortion and restrictions on abortion; the mistreatment of detainees at Guantanamo; the torture and killing of animals in factories and laboratories; Gay marriage; death penalty; and development on wetlands that destroy the habitat of the animals. 9. A political
prisoner is someone who is imprisoned not for criminal activities, but for his political beliefs or activities, but for his political prisoners, who differed from ordinary criminals, were to be housed in better conditions than were found in most prisons. The Wilson
administration carefully considered giving the suffragettes the status of political prisoner, but ultimately decided that this would trigger a revolution in American law. Why can't American law tolerate the concept of political prisoners? Suggested response: Under the U.S. Constitution, no one can be detained unless convicted of a crime. It is contrary to the
Constitution for officials to put someone in jail for their beliefs or political activities, unless the person has violated the law. In addition, the First Amendment protects freedom of speech, thought and association; it protects the right of the people to gather peacefully and to ask for reparation for their grievances. The concept of a political prisoner, a person who
has a for the government, whose only offences are political beliefs or activities, is outrageous in American law. No court would support such a classification. Officials who have arrested and detained someone on the basis of that person's political views can be sued for violating that person's civil rights. 10. Assume that and people With your gender, nationality
or economic status were not allowed to vote. Would you be prepared to go to prison and suffer from harsh conditions suffered by the Sufschonists in order to obtain the right to vote is important and worth a significant sacrifice. The answer to
this question in any democracy must be affirmed. The right to vote is a fundamental value of all free people cannot be expressed if some do not have power at the ballot box. The second part is whether to put such a great sacrifice as life in danger, to face harsh
conditions of detention and to give up his freedom for weeks and months at a time is too great a sacrifice for the right to vote. There are contributions that people can make to a cause that does not involve the risk of personal freedom or security. You can give money, work
in a campaign office, in a lobby, etc. Alice Paul encouraged the women to go the picket line and risk arrest. She encouraged them to do so when the prospect of arrest and a 30-day or 60-day prison sentence in extremely harsh conditions was very likely. However, she realised it was a great victim and never insisted that anyone be arrested. There were many
other jobs for the people in the electoral movement. The women who were used to the arrest were always volunteers who took the risk because of their commitment to the right to vote and their belief that the arrest would support the cause. 11. The mistreatment of Alice Paul and her suffragettes is not the only time that violence has affected US history. The
double-sided tragedies of lynchings and racial unrest bear witness to this, and of course there is the Civil War, the bloodiest war in US history. Another proof is the violence perpetrated against people who are trying to change society, such as ghosts of Mississippi, and workers trying to organize unions, see, for example, Matewan
In addition, farmers displaced by the dust bowl of the 1930s, who moved to California in their thousands to seek work, were attacked and beaten in communities that felt threatened by their presence. The Grapes of Wrath tells this story. Racial unrest and police brutality are still ending. Do you think that today's America is such a Country is as it once was?
Suggested answer: Arguments can be made in both directions. On the one hand, it seems that the United States has gone far beyond its violent past, but some problems remain, such as some unwarranted police shootings of black men. In addition, there are isolated incidents of violent hate and torture in the war on terror, but they are just that, isolated, and
those responsible are often brought to justice. So the basic trend is towards less violence. On the other hand, it could be argued that the torture of prisoners, the secret transfer of suspected terrorists, and the Guantanamo detention centre are proof of a violent culture. The argument would continue that violence is still rooted in American life, and that as times
get tough, violent repression will raise its ugly head again. 12. Six Questions on Natural Rights and Tyranny in America The Theory of Natural Law defines certain rights granted by God; others relate to rights inherent in nature. The Declaration of Independence
contains a classic description of natural rights. We take these truths for granted, that all human beings are created equal, that they are endowed by their Creator with certain inalienable rights, which are among them life, freedom and the pursuit of happiness. — that, in order to safeguard these rights, governments are set up among the people which derive
their just powers from the consent of those governed, that if any form of government of these purposes becomes destructive, it is the right of the people to change or abolish them and to create a new government . . . The suffragettes argued that, since women were among those who were governed, their consent had to be obtained, i.e. natural law had the
right to vote. The suffragettes argued that the laws passed by state lawmakers prohibiting women from voting, even though they were passed by all appropriate procedures, violated their inalienable natural rights. The anti-suffragists claimed that women have traditionally never been seen as citizens separated from their fathers, husbands and families; that
their interests are explored by their male relatives; and that the women did not have the judgment or skills needed to make the decisions necessary to vote. Susan B. Anthony, the greatest heroine of the electoral movement, said: Resistance to tyranny is obedience to God. Few would disagree with this statement, but the key is in the meaning of the word
tyranny. A dictionary definition is oppressive power, especially repressive power exercised by the government. On the basis of this definition, answer the following questions: (A) Were the United States before the adoption of the 19th Century. a tyranny towards women? Describe the reasons for your response. Suggested reaction: Since the right to participate
in the election of the government is a natural right that no government can restrict even through properly enacted laws passed by a democratically elected legislature, the laws prohibiting women from voting violated these inalienable rights and were depressing towards In this sense, women in the United States lived under tyranny in the non-suffrageic states.
B) Could a legislator elected by men and women, in which women are given fair representation, pass a law prohibiting women from voting in the future, even though some women wanted to retain the right to vote? Suggested answer: As long as a woman wanted to vote, lawmakers could not pass a law that prohibits all women from voting. A woman's right to
vote would trump the powerful right of the people or the legislator to adopt this immediately. (C) Let us assume that the Silent Guardians had protested against something that would allow group homes for the mentally ill to be built in their
neighborhoods. Suppose that the demonstrators were treated by the government in the same way as the Silent Sentinels of 1917: they were arrested, convicted of false accusations, sent to prison, and mistreated in prison. Were the actions of the government tyrannical in this case and, if so, why? Suggested reaction: Knowingly charge someone with a crime
they did not commit, and securing their conviction and custodial sentence is a violation of the demonstrators would be oppressive and tyrannical. Another strong response is that people have a right to peaceful assembly, protest and redress for their grievances.
This is guaranteed by the First Amendment to the US Constitution. Another interesting question is whether the right to peaceful assembly, protest against government policy and the search for reparations for grievances is a natural right, or whether it is merely a right granted to perch. Political freedoms, such as freedom of speech and the right to peaceful
assembly, seem to be necessary side-effects of the right to self-government. People cannot form the opinions necessary for self-government without political freedoms. However, there are limits. For example, a person cannot disclose top-secret national security information in the name of freedom of expression. (D) Let's assume that the Silent Sentinels
resorted to violence and set fire to a building to publicise their position. The demonstrators were arrested and charged with arson as part of a government effort to suppress the women's campaign. Let us also assume that the rights of sufcanists in the investigation of Were. Were the actions of the government tyrannical in this case and, if so, why? Suggested
answer: In these circumstances, women are deprived of their natural rights because they are not allowed to vote. However, they also act in a way that harms others and Law, you don't give people, including militant suffragettes, the right to
break another law. Therefore, the government has the power to prosecute the Sufragists for arson. Indeed, the government's failure to prosecute the sufcanists for arson is a neglect of their duty to the people who own the building that caught fire and to the public. (E) Daniel Ellsberg was a government employee who worked at the Pentagon in the 1960s and
had access to a secret government history of the Vietnam War. History showed that the government lied to the American people about the war. The government has the power to pass laws that make it a crime to publish documents it compiles that relate to national security. This story had a very high security classification and it was illegal to publish it. Mr.
Ellsberg copied the story and sent it to The New York Times and other newspapers. The newspapers published the story and called it the Pentagon Papers. When he sent the secret documents to the newspapers, Mr. Ellsberg knew that he was violating a valid law and that he was facing a prison sentence. However, he did not try to hide his actions. For him,
it was so important to inform people that the government had lied about a war that it was worth being imprisoned. The government launched a criminal investigation into Mr Ellsberg for leaking national security secrets to the press. Was the persecution of Mr Ellsberg a tyrannical act in the light of these facts? What are the pro and con arguments? Suggested
answer: There is no correct answer to this guestion. The argument against the allegation that the criminal proceedings against Mr Ellsberg are a tyrannical act begins with Mr Ellsberg having infringed a law which was duly enacted which in itself did not infringe any natural right. The government has the power to impose a penalty on people who violate this
law. The argument for claiming that the prosecution of Mr Ellsberg was a tyrannical act includes the fact that the government was merely trying to punish someone who had blown the whistle and exposed his lie. After all, it is good that people know the truth about important public policy issues. In fact, Mr Ellsberg expected to go to prison for his actions. He
didn't, but that's another Here's the story of why Mr. Ellsberg did not go to jail for his admitted criminal conduct. It leads to another interesting question about tyranny. Richard Nixon was president when the Pentagon Papers were published. He was outraged by the breach of security and ordered the FBI to secretly break into the offices of Mr. Ellsberg's
psychiatrist, a man named Dr. Fielding. Agents were instructed not to apply for a search warrant and to search for information. Search. Mr Ellsberg would be embarrassed. In obedience to the presidential policy, FBI agents invaded the psychiatrist's office at night. After violating his rights by breaking into Dr Fielding's office in its efforts to convict Mr. Ellsberg,
the government had violated Mr. Ellsberg's rights for a political purpose. This is a tyrannical act. It was also illegal, and if the source of the information had been disclosed, all the evidence gathered during the burglary were discovered, there was a huge
public uproar. Prosecutors dropped the charges. Apparently, they felt that after the revelations about breaking into his psychiatrist's office, it would be difficult to get a conviction. (Note that President Nixon resigned after the House Judiciary Committee voted to impeach the psychiatrist and other acts that tended to tyranny, including (a) burglary and
wiretapping of the Democratic National Committee seat and (b) the punishment of crimes related to wiretapping. See article on impeachment against Richard M. Nixon. Article II, point #4, the article on impeachment refers to the burglary of Dr. Fielding's office. Following the Report of the Judiciary Committee, President Nixon resigned; the only president who
has ever resigned. He was never prosecuted for being pardoned by his successor, President Gerald Ford. President Ford was an honourable man in other matters, and few have disputed his claim. Finally, 25 Nixon
administration officials, including four Cabinet members, were convicted of obstruction of justice or other crimes.) (F) Describe three situations in American history in which local, state, or federal governments acted in a tyrannical manner. These examples can be from colonial times to the present day. Then describe why the actions were government-claimed
repressive power. Suggested answer: Here are some examples of situations where there is general agreement that governments before the American Revolution; creating a framework to support slavery; refusal to vote for women; the Reds from 1917 to 1920
and 1947 to 1956; legal support for the segregation of blacks and discrimination against other minorities; and the internment of Japanese civilians during World War II. Dr. KEVORKIAN Background information on Dr. Kevorkian can be found at The Kevorkian Verdict: The Life and Legacy of the Suicide Doctor from PBS and and Will not help with any suicides.
13. There are cases where advocates of social change will break the law to dramatize their opposition. Some will accept their punishment as the cost of their remark and make public the situation they want to correct. Others will defend themselves in court, but theories of non-violent protest do not allow them to deny what they have done. That was the
solution of Daniel Ellsberg, the man who leaked the Pentagon papers (see question #2.E. above). Here's another example of someone who many believe was a political prisoner in an American prison. Do you agree? Dr. Jack Kevorkian (1928 –2011), also known as Dr. Death, was a man who strongly believed in assisted suicide for terminally ill patients who
are in terrible pain, whose quality of life is very poor, and who have the mental capacity to make a decision to end their own lives. Note that assisting someone to commit suicide is illegal in most states, but is legal in Oregon, California, and some other states. A large number of people, including doctors, support medically assisted suicide under carefully
controlled conditions. Because assisted suicide is illegal, but because some terminally ill patients who are in pain want to end their lives quickly, doctors across the country are secretly helping terminally ill patients die. However, there is no regulation of the practice, and it is terrible to ask doctors to act in secret and expose themselves to the risk of being
treated as criminals. Over the years, Dr. Kevorkian helped more than 100 terminally ill people commit suicide. In any case, the person who died took the last action that caused their death. Dr. Kevorkian helped by inventing and building the device that allowed them to kill themselves by simply turning a switch. Numerous criminal proceedings were initiated
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against Dr Kevorkian, but he had never been convicted until 1998; Either the judges dismissed the cases, or the jury would bring him over, went one step further. He did more than set up the machine with which a terminally ill patient killed him. Dr. Kevorkian gave a lethal injection to Thomas Youk, 52, who suffered from Lou Gehrig's disease (ALS), a debilitating and painful disease. Mr Youk had lost the use of his legs and arms. His family said he was afraid of dying by suffocation and wanted to die with dignity. He signed a release calling on Dr. Kevorkian to give him the lethal injection. Dr. Kevorkian, again with the permission of Mr. Youk, made a videotape of Mr. Youk's last few minutes and sent it to 60 60 a TV news program. The doctor wanted the tape to be broadcast to force prosecutors to charge him. Dr Kevorkian believed that by winning the case, he could make it legal for doctors to help with the suicide of terminally ill patients. But even if he were to lose the case, his protest would serve his cause. As Dr King said in his famous letter from a prison in Birmingham: anyone who breaks an unjust law must do so openly, lovingly and with a willingness to accept the punishment. I maintain that a person who breaks a law that says conscience of the community about its injustice, in fact expresses the highest respect for the law. 60 Minutes broadcast the tape and the event sparked an intense debate about assisted suicide. Dr Kevorkian was prosecuted, with the tape being the main evidence used by the prosecution. This time, however, Dr. Kevorkian was charged with murder rather than just supporting suicide. The judge would not allow jurors to hear testimony that Mr. Youk wanted to die and gave permission for the lethal injection. Mr Youk's family was not allowed to testify on behalf of Dr Kevorkian. Dr Kevorkian was convicted and began serving a 10-year sentence at the age of 71, but was released after eight years for good behaviour. One of the conditions of his release was that he could no longer help with further suicides or give lethal injections. Aside from the question of whether the state should allow assisted suicide, and taking into account the fact that the planning and causing death of another person is murder, answer two questions: 1) What does Dr. Kevorkian have a defense that he killed Mr. Youk with Mr. Youk's permission as a political act to make his case public? 2) Was Dr. Kevorkian a political prisoner who should not have been housed in a prison with a general population of convicted murderers, rapists, thieves and other criminals, but in a special prison for political prisoners with better conditions? Suggested answer: (1) There are two positions on this point, both of which are somewhat valid. The first to comply with us law is that whether Dr. Kevorkian's act was murder or assisted suicide, it was illegal. No society can exist in a reasonable order when people can walk around to simply because they do not agree with them. People who disagree with the law should work to change it. No society, whether it is a democracy or despotism, can exist if people can simply violate laws with which they disagree. If they break the law, they should bear the consequences. The second position is that Dr. Kevorkian had a defense because he did not conceal his actions, in fact he made them public, and he had no To harm Mr Youk. Instead, at Mr Youk's request, he acted to free him from his misery. In this situation, the law should recognize a political defense of purpose. There is currently no political defense of purpose that is recognized in US courts. (2) There are two reasonable answers to this question. They reflect the answers to the first question. If one admits that Dr. Kevorkian committed a crime, then he should be treated as a prisoner. All states have minimum prisons for inmates that do not pose risks to society. Certainly, Dr. Kevorkian should have been housed in such a prison, but he has committed a crime, and the fact that he may have maintained a political agenda does not mean that he should be treated differently from other prisoners. The second position is that it would have no harm to set up political sections of prisons for people such as conscientious objectors and demonstrators. They are indeed different from other prisoners. 1. Describe some of the mutdeeds shown in this film. Suggested answer: There are many. To be sure, the actions of the suffragists were courageous when they occupied the picket line in the face of hostile mobs and the threat of arrest. After their arrest, they bravely faced their imprisonment and brutal and degrading treatment. The suffragists refused to undergo their prison guards when they went on hunger strikes. Alice Paul's decision to run the pickets and be arrested in court was courageous because she knew that as leader there was a possibility that she would be selected for special treatment. HUMAN RIGHTS See the questions on natural law and tyranny and the questions about the suffrage discussion. Discussion functions are listed below. RESPECT (Treat others with respect; follow the Golden Rule; Be tolerant of differences; Use good manners, not bad language; Be more considerate of the feelings of others; Do not threaten, meet or injure anyone; Deal peacefully with anger, insults and disagreements) 1. What is the main reason why women deserve the right to vote? Suggested answer: It's simple respect. Women are human beings, and people have the right to determine their own destiny. FAIRNESS (Play by the rules; Switch And Share; Be open-minded; listen to others; Do not use making a statement about racism, the problems it could cause. The white suffragettes were concerned that if they marched with black Sufragists, they would lose a lot of support for their cause. Due to racist prejudices and the fact that the The right-wing movement had not begun, and black citizens were still widely regarded as inferior. The white suffragettes wanted equality for themselves, but were afraid to undermine their struggle by walking with black women. It wasn't fair. CITIZENSHIP (Do your part to make your school and community better; cooperation; Stay up to date; Vote; Be a good neighbor; Follow laws and rules; Respect authority; Environmental protection) See question #4 above. 1. Create your own issue of The Suffragist in honor of the upcoming 100th anniversary of the 19th Amendment (which will be 2020); to illustrate the cover with a political caricature; Writing letters to the editor; and create articles about the history of women since 1920. [This is an excellent task for small groups of students.] 2. Write a letter from Alice Paul to the future citizens of America. 3. Read TTWM's excerpts from Letter from a Birmingham Jail, by Dr. Martin Luther King, Jr., and write a letter from Alice Paul to Ms. Carrie Chapman Catt and the NAWSA suffragettes who worked to cooperate in the war effort that decided not to push the Wilson administration for a constitutional amendment in the first months of World War I, and criticized the election of the White House. 4. Write a short biography of Alice Paul or Lucy Burns from at least three sources; two of them must come from books. 5. Write a short biography of Alice Paul drew from the British and what she refused. B. In his speech to Congress on September 30, 1918, in which he supported the war effort, saying: The voices of stupid and excessive agitators do not reach me at all. Alice Paul and many others took the position that President Wilson was forced to change his position from the women of the NWP who chose the White House and endured torture in prison. The film Iron Jawed Angels also occupies this position from the women of the NWP who chose the White House and endured torture in prison. The film Iron Jawed Angels also occupies this position from the women of the NWP who chose the White House and endured torture in prison. The film Iron Jawed Angels also occupies this position from the women of the NWP who chose the White House and endured torture in prison. The film Iron Jawed Angels also occupies this position from the women of the NWP who chose the White House and endured torture in prison. your conclusion from your own independent research from at least four printed secondary sources. C. The action of the National Women's Party in the election of the White House was an example of non-violent protest. Describe the and differences between the NWP's work on the right to vote and the classic Gandhi violence used in the struggle for Indian independence and in the US civil rights movement. D. The amendment of equality is not the law; By law, however, Congress and the states have granted women the right to equality in many areas of life. Women's legal rights to Treatment at the national level and in the laws of your state and the history of the way women have obtained these rights. Write an essay with the results of your research, citing important statutes and cases. Teacher's note: This paper can be divided into the following areas: Jury Service — The trailing federal cases are Glasser v. USA (1942); Hoyt v. Florida (1961); and Taylor v. Louisiana (1975); Employment – the landmark laws are the Equal Pay Act of 1963, Title VII of the Civil Right Act (1964), which prohibits discrimination based on race, color, religion, national origin or gender; a landmark case under this statute was Weeks v. Southern Bell Tel. and Tel.; Family law: Reed v. Reed; Social rights: Roberts v. United States Jaycees (1984), which confirmed that sexual discrimination is not accepted on the public market education; Title IX of the Civil Rights Act (1972), which prohibits discrimination on the basis of sex in schools that receive federal funds. E. Evaluate Hilary Rodham Clinton's near-successful campaigns for the 2008 Democratic presidential nomination and for president in 2016 from the point of view of what they show about women's progress in the political life of the United States or the lack of such progress. G. Assessing the treatment of blacks by whites in the electoral movement. Teacher's note: A good essay on this subject will mention the unfulfilled promise of progressives to focus on women's suffrage after black men's right to vote has been secured; Sojourner Truth, Mary Church Terrell and the National Association of Colored Women; the increasing racism in US society in the late 19th and early 20th centuries; Ida Wells Barnett and the participation of black women in the March 1913 Congress Union Parade. Describe the pressure the NWP has put on President Woodrow Wilson to secure his support for changing the electoral law from 1913 to the ratification of the 19th Amendment. 6. See also standard assignments for each film that is a work of fiction. Multimedia: Anchor Standard #7 for Reading (for both ELA classes and evaluate content presented in different media, including visually and quantitatively, and in words.) CCSS p. 35 & amp; 60. See also Anchor Standard No. 2 for ELA Speaking and Listening, CCSS see 48. Read: Anchor Standards #s 1, 2, 7 and 8 for Reading and Related Standards #s 1, 2, 7 and 8 for Reading and Related Standards #s 1, 2, 7 and 8 for Reading and Related Standards #s 1 to 5 - 10 for writing and related standards (for ELA classes and for history/social studies, natural sciences and technical classes). CCSS p. 41 & amp; 63. Talking and hearing: Anchor standards #s 1- to 3 (for ELA classes and for history/social studies, natural sciences and technical classes). CCSS p. 48. Not all orders reach all anchor anchors Die Lehrer werden ermutigt, die spezifischen Standards zu überprüfen, um sicherzustellen, dass im Laufe des Zeitraums alle Standards erfüllt werden. TWM empfiehlt dringend die Interviews von Jessie Haver Butler und Laura Ellsworth Seiler, zwei Frauen, die während der Zeit lebten, als Frauen die Wahl suchten. A Look at the 19th Amendment by Helen Koutras Bozonelis, Sisters/The Lives of American Suffragists von Jean H. Baker and Granting Women the Right to Vote, herausgegeben von Carrie Fredericks, sind gut für High-School-Leser. Fortgeschrittene werden sich für die anderen Bücher interessieren, die in der Bibliographie aufgeführt sind. Zusätzlich zu den in Links zum Internet aufgeführten Websites wurden bei der Erstellung dieses Learning Guides und des darin begleitenden Schüler-Handzettels folgende Quellen konsultiert: Adams, Katherine H. und Keane, Michael L, Alice Paul, and the American Suffrage Campaign, University of Illinois Press, Chicago & Suffragists Hill & Company, Wang, New York, 2005; Bozonelis, Helen Koutras, A Look at the 19th Amendment MyReporLinks.com Boos, Berkeley Heights, N.J., 2005 Fredericks, Carrie, ed., Granting Women the Right to Vote, 2009, Greenhaven Press, Detroit; Gluck, Sherna Berger, From Parlor to Prison — Five American Suffragists Talk About Their Lives, New Feminist Library, Vintage, 1976; Keith, Shereé The Pinkwashing of Alice Paul in HBO es Iron Jawed Angels, The Journal of Popular Culture, Vol. Lunardini, Christine A., From Equal Suffrage to Equal Rights — Alice Paul and the National Women es Party, 1910 – 1928, to Excel, San Jose, 1986; Stevens, Doris, Jailed for Freedom, 1920, online verfügbar bei Project Gutenberg; Jacqueline Carrie Chapman Catt: A Public Life pages 134 – 141 The Trials of Alice Paul and Other National Woman es Party Members: 1917 Great American Trials, Canton, MI, Visible Ink Press, 1994; Domesticating Drink – Frauen, Männer und Alkohol in Amerika, 1870 – 1940 S. 27 – 31 31

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