

NHD PERFORMANCE SCRIPT COVER PAGE

PERFORMANCE INFORMATION	
Project Title	The Silent Sentinels: Breaking Barriers to Gain Rights
Student Name(s)	Ryanne Boyd
Division	Junior
Performance Runtime	9:41
Thesis	In the 19th and 20th century, women such as Elizabeth Stanton, Lucretia Mott, Susan Anthony, and later Alice Paul, and Lucy Burns dedicated their lives to fighting for the rights of women and breaking social barriers that restricted women's opportunities. Some focused on winning suffrage state by state while others took the argument to Washington D.C. Despite opposition and the passage of 70 years of struggle, in 1920, the women succeeded because they broke social barriers by finding innovative ways to shed light on the lack of equality. They formed organizations, held conventions and meetings, and eventually took more aggressive measures to spread awareness of establishing female franchise.

PERFORMANCE OVERALL SCENARIO	
Story Setting(s)	Timeframe
England, Jail, Washington D.C. and the White House Gate.	The majority of the performance occurs between 1910-1920. Introductory Narrative reflects back to 1848. Conclusion connects the storyline to the present day.
Story Synopsis	
This performance piece is based off of the Silent Sentinels and all the challenges that they went through to get the right to vote. In my first scene I give a brief explanation on how these women started to come forward and how they fought for their rights. I also introduce Alice Paul and how she started her journey as an abolitionist. Next, in scene 2 I show how Alice came back to America but didn't stop working for women's rights and instead joined the National American Woman's Suffrage Association. These women then started becoming a more visible presence in Washington D.C. After a parade/protest, Alice decided that she wanted to put Washington D.C. and congress as the main target of their protestations. That was the start of the National Woman's Party, which soon after decided to start picketing the White House. These women then had to face the challenges of war and fighting for the unpopular opinion. In scene 4 I am able to show how much worse it got for women and how they used their determination to fight even when it got hard. Their work later pays off and they get the vote, and put their devotion into a new Amendment that is still working to be ratified today.	

CHARACTERS

Character	Performer	Description/background for the character
Alice Paul	Ryanne Boyd	Alice Paul is a young suffragette working for women's rights.
Narrator	Ryanne Boyd	Provides contextual background and important analysis regarding why Alice's efforts matter.
Lucy Burns	Implied "invisible" character	Lucy was Alice's partner and friend. Together the two worked to gain passage of the 19th Amendment.
President Wilson	Implied "invisible" character	President Wilson was President during most of the story's timeframe. Convincing Wilson to pressure Congress to pass the 19th Amendment was a large part of Paul's strategy.

OVERALL STAGE SETTING

All Scenes Set	<p>Small covered writing table and chair used to sit while "writing" letters.</p> <p>Banner with the colors of the National Woman's Party: purple, white, and gold in the background of the set.</p> <p>The set does not have a backdrop.</p>
Props	<p>Old fashioned pen and two papers sitting on the table. Used for "letter writing" scenes.</p> <p>Protest poster is hidden from view until needed for the scene.</p>


COSTUMES & PROPS



COSTUMES & PROPS SCENES 1, 2, 4, and 5

Costume All Scenes	I wore a long black skirt, a high-necked, striped gray and white blouse, a black with gold buttons jacket, a black woman's hat, a National Woman's Party sash, a low heeled boot, and black tights. I also wore my hair in a low side-bun and had light makeup on.
Set All Scenes	Small covered writing table and chair used to sit while "writing" letters. Banner with the colors of the National Woman's Party:purple, white, and gold in the background of the set. The set does not have a backdrop.
Props	Old fashioned pen and two papers sitting on the table. Used for "letter writing" scenes. I sit down at the table and chair to write a letter using the pen. I also reference/point to both the banner and poster.

COSTUMES & PROPS SCENES 3

Costume All Scenes	I wore a long black skirt, a high-necked, striped gray and white blouse, a black with gold buttons jacket, a black woman's hat, a National Woman's Party sash, a low heeled boot, and black tights. I also wore my hair in a low side-bun and had light makeup.
Set All Scenes	Small covered writing table and chair used to sit while "writing" letters. Banner with the colors of the National Woman's Party:purple, white, and gold in the background of the set. The set does not have a backdrop.
Props	Protest Poster. I pick up my poster and protest with it. I also give a reference to how the women used banners like the one in my background. 

PERFORMANCE SCRIPT BY SCENES

SCENE 1 - SCENARIO

Purpose of the Scene	Key Elements	
The purpose of this scene is to introduce the topic, give a general summary of the work done prior to Alice's efforts. The scene also introduces Alice and what she did with the suffrage movement in England which helps establish why she took militant action in the United States.	Setting	England and the start of Alice's life as a suffragette.
	Timeframe	The 19th and 20th centuries, more specifically 1848-1909
	Characters	Narrator, Alice
Summary of the Scene		
In this scene I give a background on why women's suffrage was a problem, how women started dealing with it, and how much time it took. I also show how Alice Paul worked in England and the types of things she did while there.		

DIALOGUE - SCENE 1

Character & Action	Dialogue
Ryanne Boyd Introduction	My name is Ryanne, and my performance is titled <i>The Silent Sentinels: Breaking Barriers to Gain Rights</i> .
Narrator (Ryanne Boyd) Standing in front of the table in the "narrator" location for the presentation. Narrative is presented directly to the audience with hand gestures appropriate to the content and which engages the viewers.	<p>In the 19th and 20th century, women such as Elizabeth Stanton, Lucretia Mott, Susan Anthony, and later Alice Paul, and Lucy Burns dedicated their lives to fighting for the rights of women and breaking social barriers that restricted women's opportunities. Some focused on winning suffrage state by state while others took the argument to Washington D.C.</p> <p>Despite opposition and the passage of 70 years of struggle, in 1920, the women succeeded because they broke social barriers by finding innovative ways to shed light on the lack of equality. They formed organizations, held conventions and meetings, and eventually took more aggressive measures to spread awareness of establishing female franchise.</p> <p>In 1848 Elizabeth Cady Stanton and Lucretia Mott organized a gathering of women in Seneca Falls, New York. Here they ratified a list of their grievances concerning women's rights and treatment. The document, written by Stanton and titled, Declaration of Sentiments, included twelve resolutions including the controversial demand for female suffrage.</p>

<p>(At the end of introduction, transition into Alice by walking behind the table and sitting down.)</p>	<p>Despite never ceasing pressure by suffragists, 62 years later women still lacked the franchise. It was shortly after the turn of the 20th century that Alice Paul returned to the U.S. from England with a different approach for the suffrage movement. Our story begins with Alice Paul's work in England.</p>
<p>Alice Paul (Ryenne Boyd) (Alice picks up the pen and begins writing a letter to her mother. Letter is memorized and the monologue is presented in a reflective manner but with good eye contact with judges so there is good audience engagement.)</p>	<p>Dearest Mother,</p> <p>London has been quite an experience. (Paul) Even with our efforts, some people still say "Women should not vote, their place is in the home." (Paul) They are unwilling to change their ways and allow women political rights.</p> <p>The most exciting thing happened this week, while on a deputation for the Women's Political and Social Union, I was arrested. We were shouting down parliamentarians and were arrested for disturbing the peace. While there I met another American who is helping the cause, her name is Lucy Burns (Gallagher)</p> <p>Our next mission will be "rousing the town" where a British cabinet member is speaking. When he starts his speech, we will ask him what they are willing to do for the women. Our goal is to turn the subject to suffrage (Gallagher). We will most likely be arrested again ("Alice Paul"). I hope our efforts will shed light on how the laws restrict us and the problems women face (Declaration of Sentiments).</p> <p>I hope your well,</p> <p>Alice (end of letter)</p>

SCENE 2 - SCENARIO

Purpose of the Scene	Key Elements	
This scene's purpose is to show how Alice and Lucy started to take action here in America. As well as the fact that it shows that they wanted to use the military tactics that they had learned from the suffrage movement in England.	Setting	Washington D.C. and Alice had just come back to America with Lucy.
	Timeframe	1910-1913
	Characters	Alice, Narrator Invisible "implied characters" Lucy and President Wilson
Summary of the Scene		
Scene 2 starts with Alice Paul and Lucy Burns coming back to America. It then shows how they continued to fight for women's rights by joining the National American Woman's Suffrage Association. Next, Alice and Lucy go to Washington D.C. and work on plans to pressure congress and President Wilson for the female franchise.		

COSTUMES & PROPS BY SCENE

Scene #2	Same as scene #1
----------	------------------

DIALOGUE - SCENE 2

Character & Action	Dialogue
Narrator (Ryenne Boyd) (Standing front of the table while talking and looking at the judges.)	Alice and Lucy Burns became good friends and returned to the U.S. in 1910 (Michals). The two then joined the National American Woman Suffrage Association (NAWSA) in 1912 (Michals). Alice was appointed as Chairman of the Congressional Committee in Washington D.C.(Gallagher).
Alice Paul (Ryenne Boyd) (Speaking to Lucy and other ladies who are "implied" characters." They are not seen on the stage but the dialogue is with them. Here the ladies are planning the march down the streets. Alice looks at the judges as if they are other people in the National Woman's Party who she is trying to convince to go with her plan.Presented from center stage.)	I believe we should march in sections and go down Pennsylvania Avenue past the "Capitol to the White House, and then on to Constitution Hall" to welcome President Wilson as he comes to Washington. (alice-paul-i-was-arrested-course.)As our first parade for women's suffrage, it will generate a great deal of attention. There will be a large crowd since President Wilson's inauguration is the next day. (alice-paul-i-was-arrested-course.) I am sure it will bring about interest as they have never seen a parade of this nature before. It is time to do more than write letters and hold meetings to convince legislators to change the laws. We will take the cause to the streets! It will show President Wilson we will persist in fighting for equality (Gallagher).

SCENE 3 - SCENARIO

Purpose of the Scene	Key Elements	
The purpose of this scene is to show how and why Alice and Lucy left the National American Woman's Suffrage Association (NAWSA) to start the National Woman's Party.	Setting	Washington D.C.
	Timeframe	1913-1917
	Characters	Alice Paul, Narrator, Lucy Burns, President Wilson
Summary of the Scene		
In this scene I show the disagreement on whether or not the NAWSA should do more than they had been doing for the past 50+ years. This eventually leads to Alice and Lucy creating and sticking with the National Woman's Party. After that I explain how the National Woman's Party had to change their tactics to ones that would help to push the President and Congress harder to get their voting rights, even during the war.		

COSTUMES & PROPS BY SCENE

Scene #3	Same as scene #1, 2 with the addition of the protest poster.
----------	--

DIALOGUE - SCENE 3

Character & Action	Dialogue
<p>Alice Paul (Ryenne Boyd) (Talking to Lucy at the next meeting after the parade. Presented from center stage.) (Alice points at the protest banner.)</p>	<p>Can you believe the turn out? The papers said there were somewhere near eight thousand women. The ladies surely outdid themselves with the banners and the floats. It was truly inspirational. The paper also said there were half a million spectators. It was exciting to see the support from citizens along the roadways. (pause) The hecklers, (pause) well they were another matter.</p>
<p>Narrator (Ryenne Boyd) (Standing in front of the table in the "narrator" location. Speaking directly to the audience.)</p>	<p>Alice believed that they should continue to use these military tactics and that pressure should focus on lobbying Congress for a national amendment, but the NAWSA wanted to focus on lobbying state legislators by a state by state passage of voting rights. (alice-paul-i-was-arrested-course.) The disagreement caused Alice and Lucy to found the Congressional Union for Women's Suffrage in 1913. By 1917 it was renamed the National Woman's Party. (alice-paul-i-was-arrested-course.)</p> <p>Each year, delegations of women met with President Wilson to discuss female franchise, but in January of 1917 women felt they needed to put more pressure on congress and President Wilson to get their voting rights. They decided to picket or protest on the White House's gate (Pruitt)</p>

	After months of protest, in April of 1917 President Wilson said he could no longer meet with them because of the United States engaging in World War 1 (Pruitt).
Alice Paul (Ryenne Boyd) (At the end of the monologue, picks up the protest poster and begins marching with the other ladies. Presented from center stage)	We will continue to work for equality, we will still lobby congress, give speeches, and since Wilson is no longer meeting with us, I think we will continue more intensely the perpetual delegations right in front of the White house, we will make sure that in the midst of war he doesn't forget the ladies. ("Tactics and Techniques).
Alice Paul (Ryenne Boyd) (Alice holds up the poster, looks at all the judges, and makes bold and emotional announcement - highlighted quotation. Presented from center stage.)	We should continue to create banners with our message and stand silently in front of the White House. This way we can plead our argument without us having to say a word. "Mr. President, how long must women wait for liberty?" (National Woman's Party Protests).

COSTUMES & PROPS BY SCENE

Scene #4	Same as scene #1, & 2
----------	-----------------------

SCENE 4 - SCENARIO

Purpose of the Scene	Key Elements	
This scene's purpose is to show everything that the Silent Sentinels went through and how they persevered through it all to finally reach their goal.	Setting	Washington D.C., Jail, White House gate, the U.S.A. just entered war, the Silent Sentinels are working for their goals harder.
	Timeframe	1917-1920
	Characters	Alice Paul, Narrator, President Wilson, Silent Sentinels, Lucy Burns
Summary of the Scene		
During this scene these women are fighting for their rights despite abuse, unfair treatment, jail, angry crowds, and more. This all starts to pay off when President Wilson announces his support for the female franchise. The Silent Sentinels then work even harder and achieve their goal of gaining the right to vote.		

DIALOGUE - SCENE 4

Character & Action	Dialogue
Narrator (Ryenne Boyd) (Standing in front of table in "narrator" location. Speaks directly to the audience.)	The Silent Sentinels continued their silent protest despite verbal and physical attacks (Michals). "Instead of protecting the women's right to free speech and peaceful assembly, the police arrested them on the flimsy charge of obstructing traffic" (Michals). As soon as Alice was arrested she started a hunger strike while other Silent Sentinels filled

	<p>the spots and continued to picket the gates of the White House. (Michals) Women who were also arrested were sometimes beaten, had their hands chained to the ceiling, dragged down hallways, knocked unconscious, and treated as dangerous criminals (Pruitt). Alice’s hunger strike and their treatment brought even greater attention to the rights of women. (“Alice Paul Describes Force Feeding”).</p>
<p>Alice Paul (Ryenne Boyd) (Alice is in “jail” and sitting at the table writing a letter to her mother. She is crouching over and delivers lines in a sickly or unhealthy way.)</p>	<p>The doctor’s may force feed me, threaten to send me to an asylum and keep me confined, but I will keep fighting for our rights as human beings (Michals). Our cause is part of the national conversation due to the Silent Sentinels (Michals).</p> <p>Newspapers across the nation show support for women’s suffrage and public sympathy only grows as our treatment becomes more unbearable. Despite being jailed, I will continue our fight. (Michals) “The time has come to conquer or submit for there is but one choice - we have made it” (National Woman’s Party Protests).</p>
<p>Narrator (Ryenne Boyd) (Delivered from “narrator” location on stage.)</p>	<p>The efforts of all women nationwide, paid off as in 1918 President Wilson finally announced support for the female franchise (Michals).</p>
<p>Alice Paul (Ryenne Boyd) (Delivered in a strong and powerful voice. Delivered with great emotion looking directly at the audience who are the “Silent Sentinels”. Alice is standing center stage.)</p>	<p>Now that the nation knows of his support we are closer to getting the vote. (Michals) It is a crucial time to keep going at them until we get it (Michals.)</p> <p>“WE SHALL FIGHT FOR THE THINGS WE HAVE ALWAYS HELD NEAREST TO OUR HEARTS.” (Protests During World War I) “When men are denied justice, they go to war. This is our war, only we are fighting it with banners instead of guns” (National Woman’s Party Protests).</p> <p>When we use banners that say things like, “MR. PRESIDENT: IT IS UNJUST TO DENY WOMEN A VOICE IN THEIR GOVERNMENT WHEN THE GOVERNMENT IS CONSCRIPTING THEIR SONS.” and “MR. PRESIDENT, YOU SAY LIBERTY IS THE FUNDAMENTAL DEMAND OF THE HUMAN SPIRIT.” (Protests During World War I) We are fighting and winning against this beast that we are at war with. (National Woman’s Party Protests).</p>
<p>Narrator (Ryenne Boyd) (Delivered from “narrator” location on stage. Presented directly to the audience with appropriate</p>	<p>The women kept working to achieve their goals, as the Declaration of Sentiments stated: the “rights which are given to the most ignorant and degraded men - both natives and foreigners”(“Declaration of Sentiments”). Their work paid off when on June 4, 1919 the 19th</p>

inflection and gestures to engage the audience.)	Amendment was passed by Congress, and on August 18, 1920 it was ratified giving all U.S. women the right to vote (Price).
--	---

COSTUMES & PROPS BY SCENE

Scene #5	Same as scene #1, 2, 4
----------	------------------------

SCENE 5 - SCENARIO

Purpose of the Scene	Key Elements	
<p>The purpose of this scene is to show the “what next?” in this situation, it helps us to understand that after they got this one right they weren’t going to stop until every human being is equal.</p>	Setting	Washington D.C., the women just got the right to vote
	Timeframe	1920 Present Day
	Characters	Alice Paul, Narrator
Summary of the Scene		
<p>In this scene I show how they were not going to give up even though they achieved one of their goals. I am also able to show the differences of women back then and women nowadays, and how far the Equal Rights Amendment has come.</p>		

DIALOGUE - SCENE 5

Character & Action	Dialogue
<p>Alice Paul (Ryanne Boyd) (Presented with great enthusiasm and excitement. Alice is standing center stage. Dialogue is presented with determination about tasks ahead).</p>	<p>Women, we have the right to vote! Our grand cause is achieved and it is a great victory!!</p> <p>However, there are many social barriers still to be broken (“Declaration of Sentiments”). Look to the Declaration of Sentiments, we have achieved one of twelve goals. Let us continue until every human being has all equal rights despite gender.</p> <p>Let us unceasingly work to remove every legal barrier that stands in the way of women’s rights and opportunities. The National Women’s Party will now endorse and work to ratify another national amendment, the Equal Rights Amendment and it will guarantee women constitutional protections from all discrimination (Michals).</p> <p>We have gained the right to vote but everything else is still withheld. This amendment will make it so that we gain those rights (Michals).</p>
<p>Narrator (Ryanne Boyd) (Delivered from “narrator” location on stage. Presented directly to the audience with appropriate</p>	<p>Despite the passage of nearly a century, barriers to full equality still exist in the U.S. today. Yet every discriminatory law and statute that is struck down over time is one step closer and today full equality is closer than ever because The Equal Rights Amendment cause was reawakened just this year when the Virginia legislature voted for</p>

inflection and gestures to engage the audience.)

(Takes a bow).

ratification on January 27, 2020 becoming the critical 38th state (“Ratification By State”).

This vote takes the nation one step closer to achieving the goals and dreams of Alice Paul and the NWP to break all discrimination barriers. The efforts of Alice Paul and National Woman’s Party broke barriers to create a “more perfect union” by securing female franchise seeking an Equal Rights Amendment.

Thank you.

The Silent Sentinels:
Breaking Barriers to Gain Rights

Ryanne Boyd

Junior Division

Individual Performance

Process Paper: 494

Process Paper

I chose the topic of women's rights and the women that fought for the Nineteenth Amendment because I already understood some bits and pieces of it and wanted to understand more. I found it inspiring that people such as Alice Paul were willing to protest, go to jail, be called crazy, go on hunger strikes, and give up so much to fight for their rights as citizens. As a girl, I personally connect with this topic and I would hope that if I were born at this time I would fight for my rights.

I gathered my research by looking for information on the internet that gave details about the time, place, people, and different perspectives. My findings consisted of different types of sources some were primary, secondary, museums, interviews, teacher guides, scripts, documents from the Library of Congress, photos, records from the National Women's Party, Alice Paul Institute, and books. By using different sources, I was able to gather all kinds of information pertaining to the women's suffrage movement such as the different types of people fighting for it, the tactics they used to display their point, their drive, and where it all started.

I love being able to do drama, so it was an amazing opportunity to present my knowledge through it. I started off this project by finding facts about the suffragettes, and the only way I could really see presenting this was through a script and an acting process. I then started coming up with ways to tie in the setting of where these women were and how they acted. I was able to portray this by my costume, makeup, script, and props. After I finished writing my script, I finished my costume and props and then

started rehearsing what I would do at the competition. In the end I started putting emotion into what I was saying and how I was acting.

The theme of breaking barriers in history connects to Alice Paul's leadership and tactics for fighting for the rights of women is shown by a barrier she fought against, a political barrier. Women didn't have a choice in who was representing them because of their gender, so they were normally ignored by politicians. Another barrier women had to break through was a social barrier. This was based on the way women were mistreated and how it was acceptable for people to objectify women and degrade them. "Go back to the kitchen where you belong," was one of the things women that spoke up about this heard quite regularly. Alice Paul had to endure comments like this and much more during her efforts for equality. Alice's tactics were to go to Washington D.C. to make Congress see women's franchise for what it was and how it needed to change. Other organizations focused on getting the vote state by state. This topic matters because part of man-kind was being withheld from certain unalienable rights that determine their future.

Annotated Bibliography

Primary Sources:

“19th Amendment to the U.S. Constitution: Women's Right to Vote (1920).” *Our Documents - 19th Amendment to the U.S. Constitution: Women's Right to Vote (1920)*, www.ourdocuments.gov/doc.php?flash=false&doc=63.

This source allowed me to use the 19th amendment. It also helped me to know when it was approved by congress and gave a background on how it got to be signed. I was able to use this for my script when the women finally get their rights after years of fighting for them.

“Alice Paul Describes Force Feeding.” Miller NAWSA Suffrage Scrapbooks, 1897-1911, The Library of Congress, www.loc.gov/resource/rbcmil.scrp6014301/.

This newspaper was an account about Alice Pual's time in prison. It gave some of the reasons as to why Alice had a hunger strike, if she would do it again, how the doctor's were able to give her food, and how she would resist them by struggling and breaking things. It also gave a record of why she and a few other suffragettes were arrested.

“Declaration of Sentiments.” National Parks Service, U.S. Department of the Interior, www.nps.gov/wori/learn/historyculture/declaration-of-sentiments.htm.

This source allowed me to understand the ways in which the women of this country were being mistreated. It showed me the reason why there was a barrier for women in the first place, and how it affected what women were able to do.

Gallagher, Robert S. "Alice Paul: 'I Was Arrested, Of Course...'" *American Heritage*, 1 Jan. 2020, www.americanheritage.com/alice-paul-i-was-arrested-course.

This was a 1974 interview with Alice Paul conducted by Robert Gallagher. It was a helpful source because it was Alice explaining what she did to gain the franchise. She gave an accurate account of what was happening. It was able to give amazing quotes from Alice Paul herself and helped me understand her point of view on suffrage. Another way this source helped me was that it contradicted a lot of my other sources by giving the actual facts from the events that were going on, so I could make better analysis..

"Just How it Feels to Be Fed Forcibly---This Girl Tells." *The Spokane Press*. 18 Feb. 1910, p. 3. *Chronicling America Historic Newspapers*, Library of Congress, chroniclingamerica.loc.gov/lccn/sn88085947/1910-02-18/ed-1/seq-3/#words=Alice+Paul.

This is a newspaper account about the force feeding that Alice had to endure more than once. It talks about how skinny she looked coming back from jail and how sick she looked. This gave me great ideas for how I would convey this to the audience when in my performance.

"Newspaper Clipping: Anti-Suffrage Demonstration, 1917." National Museum of American History, Smithsonian Institution, americanhistory.si.edu/collections/search/object/nmah_1115213.

This photo was able to show me how a lot of people were reacting to the suffragettes. Even when these women were only picketing the White House, they

were verbally and physically attacked, like how these men were breaking a sign they had made to show people why they were having a procession in front of the White House.

Paul, Alice. "The Women's Suffrage Movement In Great Britain." *The ANNALS of the American Academy of Political and Social Science*, vol 35, no 3, 1 May 1910, pp. 23-27. Sage Publishing,
<https://journals.sagepub.com/doi/abs/10.1177/0002716210035003S05>.

This source was written by Alice Paul about her time in Britain and the movement there. I was able to use this source and quote it during one of my scenes that talked about Alice's time in Great Britain.

"Penn[Sylvania] on the Picket Line-- 1917." The Library of Congress,
hdl.loc.gov/loc.mss/mnwp.160022.

This photo helped me picture how these courageous women were "picketing" the White House, and what it would have been like to be there.

"Ratification By State." Equal Rights Amendment,
www.equalrightsamendment.org/era-ratification-map.

This website showed me how far the Equal Rights Amendment has come, and gave me the dates of when each state was ratified. This made it so I found information like what the most recently ratified state is and I was able to use it in my conclusion.

"Suffrage Leader Alice Paul Standing above Ratification Banner, Washington, D.C., Photograph by the National Photo Company, August 18, 1920." U.S. Capitol

Visitor Center,

www.visitthecapitol.gov/exhibitions/artifact/suffrage-leader-alice-paul-standing-above-ratification-banner-washington-dc.

This photo showed me several different things I needed for my performance .

Some of them were the type of things the women would wear to their meetings, how they did their hair, and where they met. This also showed me that the National Women's Party had its own flag that they would display at times.

"Suffragists Marching in Rainy Street During the Grand Picket, March 4, 1917." The Library of Congress, hdl.loc.gov/loc.mss/mnwp.159043.

The way this source helped me by showing me how the suffragettes did their parades, and the things they used like signs, posters, and banners. It also helped me understand that they were working so hard that they were willing to protest in the rain.

"Women of Protest: Photographs from the Records of the National Woman's Party History." Library of Congress,

www.loc.gov/teachers/classroommaterials/connections/women-protest/history3.html.

This source gave several photos of the Silent Sentinels picketing the White House, them getting arrested, and the prison where they were kept. It also gave a background on what was happening in each picture and was a very good source to understand that these women knew the risks of fighting for their rights but they did it anyway. Because it showed these certain pictures and described

what was happening in them, I was able to really connect with my piece and get great ideas for costumes and props.

Secondary Sources:

“Alice Paul.” Biography.com, A&E Networks Television, 9 July 2019,
<https://www.biography.com/activist/alice-paul>.

I used this source before I started writing my piece, so it gave a very general overview of Alice Paul’s life. I was able to take what I learned from this source and use that to research further things like her hunger strike, the picketing of the White House, and all the jail time.

Alice Paul Institute. Alice Paul Institute, 2015, www.alicepaul.org.

The Alice Paul Institute led me to great primary sources. It led me to some that I didn’t need because they were irrelevant, but it did have some that gave me wonderful information on what I am making my project about. The Institute’s objective is to educate people and honor Alice Paul and her leadership in the battle for equality.

“Alice Paul Quotes.” BrainyQuote, Xplore,
www.brainyquote.com/authors/alice-paul-quotes.

This source helped me figure out the way Alice and others in the early 1900s spoke. This source led me to other sources that gave some important quotes from Alice that helped bring along my story.

Dismore, David. “December 9, 1909.” Turning Point Suffragist Memorial, 9 Dec. 1970,
suffragistmemorial.org/december-9-1909/.

This source showed me what the press and citizens of the U.S. thought about the hunger strike and how the doctors and guards treated Alice. It also helped me form my opinion on what the most crucial “turning point” was.

Hakim, Joy. "Lesson 20 Anthony Goes To Trail Chapter 27." Reconstruction and Reform, 3rd Edition, Oxford University Press, 1993.

As an early overview source, this document helped by giving a background for the people who helped and their points of view. It also provided information to help research other topics like the Declaration of Sentiments.

Michals, Debra. “Alice Paul.” National Women's History Museum, 2015,

<https://www.womenshistory.org/education-resources/biographies/alice-paul>.

This source gave me the basics on what Alice Paul accomplished in her lifetime. It also showed what groups she joined and how she helped them. I was able to use this information to find other sources and acknowledge how Alice lived her life.

“National Women's Party and Militant Methods.” History of U.S. Woman's Suffrage, www.crusadeforthevote.org/nwp-militant.

I used this source to understand how over the years the women strived for equality. It also was able to give the thoughts and feelings of a huge supporter of the suffrage movement.

“National Woman's Party Protests During World War I (U.S. National Park Service).”

National Parks Service, U.S. Department of the Interior, 15 May 2019,

www.nps.gov/articles/national-womans-party-protests-world-war-i.htm.

I found this source when looking at a different source that had quotes from Alice Paul that weren't in their original documents. This source was able to let me use one of the quotes that I found in the other source while still following the guidelines of a bibliography. It also gave a lot more information on the picketing of the White House than other sources did.

Price, Karen. "Silent Sentinels." We Invite You to Celebrate With Us -, 18 Nov. 2017, suffrage100ma.org/silent-sentinels/.

This source helped me know how powerful this movement was and how many people supported it.

Pruitt, Sarah. "The Night of Terror: When Suffragists Were Imprisoned and Tortured in 1917." History.com, A&E Television Networks, 4 Mar. 2019, www.history.com/news/night-terror-brutality-suffragists-19th-amendment.

I used this source to help fix a timeline error I had in my piece. It helped me understand the order that things actually happened.

"Tactics and Techniques of the National Woman's Party Suffrage Campaign ." The Library of Congress | American Memory, www.loc.gov/static/collections/women-of-protest/images/tactics.pdf.

This source was very helpful in understanding the different techniques that the National Woman's Party used and the techniques the National American Woman Suffrage Association used. It was able to give me a detailed account of everything that happened which helped me understand better how the women got the franchise.