WELCOME!
Teaching with Primary Sources—Middle Tennessee State University, administered by the Center for Historic Preservation, engages learners of all ages in using primary sources to explore major issues and questions in many different disciplines.
Contact: Stacey Graham or Kira Duke at (615) 898-2947 or www.mtsu.edu/tps

NEWS
• Join us for “Teaching History Today: Content and Strategies for World and U.S. History” on Monday, June 4th on the MTSU campus. This mini-conference will feature guest speakers from the MTSU History Department, Center for Popular Music, and Gore Center. For more information, click here.
• Mark your calendars for the TPS-MTSU Summer Institute! This year’s institute “The Beginnings of a Movement” will take June 12-14 in Murfreesboro and include a visit to sites related to the Columbia Race Riots.
• TPS-MTSU is looking forward to a very busy summer! Be sure to check out our full summer schedule under Upcoming Workshops on our Web site.

“AWESOME” SOURCE OF THE MONTH:

The torch bearer: a look forward and back at the Woman's journal, the organ of the woman's movement [1916]
What role did publications such as this play in the fight for women’s suffrage?

THEME: WOMEN’S SUFFRAGE, VOL. II

Starting this year, Tennessee is gearing up to commemorate the 100th-year anniversary of the fight for women’s suffrage, culminating in the centenary of the passage of the 19th amendment on August 8, 2020 (see p. 3 for that story). Tennessee was pivotal in this nation-wide movement, and you can read about the history of women’s suffrage in the state at the Tennessee Encyclopedia of History and Culture. Be sure to take part in some of the events happening across the state to mark the lasting significance of this movement, and access teacher resources here.

And visit the Tennessee Woman Suffrage Memorial in Knoxville!

UPCOMING EVENTS:
• March 17 (Knoxville) - “Women’s Suffrage” Workshop at the East Tennessee Historical Society from 9 a.m. to 3 p.m. ET. To register, email Lisa Oakley.
• March 23 (Murfreesboro) - “The New Deal” workshop at the Heritage Center of Murfreesboro and Rutherford County from 9 a.m. to 3 p.m. To register, email Kira Duke.
• May 5 (Gatlinburg) - “The Creation of Great Smoky Mountain National Park” workshop in partnership East Tennessee Historical Society and Great Smoky Mountain National Park at Twin Creeks Science and Education Center from 9 a.m. to 3 p.m. ET. To register, email Lisa Oakley.
• May 8 (Chattanooga) - “Exploring the History of Tennessee" workshop at Booker T. Washington State Park from 9 a.m. to 3 p.m. ET. To register, email Stacey Graham.
• May 10 (Milan) - "Examining Tennessee's Story: Resources and Strategies for Social Studies" workshop at the Polk Clark School in partnership with the East Tennessee Historical Society from 9 a.m. to 3 p.m. To register, email Kira Duke.

Content created and featured in partnership with the TPS program does not indicate an endorsement by the Library of Congress.
LESSON IDEA— *Vindication of the Rights of Woman*

Mary Wollstonecraft was an English writer, philosopher, and feminist, best known for her seminal 1792 work, *Vindication of the Rights of Woman*. (She is also well known as the mother of Mary Shelley, the author of *Frankenstein*.) She wrote *Vindication* largely in response to works by Jean-Jacques Rousseau and Edmund Burke.

The Library of Congress owns Susan B. Anthony’s personal copy of *Vindication*, which she presented to the Library in 1904. In her note on the back of the title page, Anthony wrote that she was “a great admirer of this earliest work for woman’s right to equality of rights ever penned by a woman.” Anthony published *Vindication* in her newspaper *Revolution* in the 1860s, which helped bring it to American attention.

Begin with background on the life of Mary Wollstonecraft within the context of Enlightenment ideals. Students will conduct a close reading of an excerpt of the text, using this 2-page worksheet. Warn them that Wollstonecraft was writing in the late 18th century, when writing styles tended to be complicated and even a bit “flowery.” Students may have to look up unknown/unclear words before addressing the questions on p. 1. Have them work in pairs and read aloud to each other as a way to work through the language. Then, for p. 2, they should “translate” the passage into their own words. Finally, show them that particular passage from the 1792 edition and ask if they can now read it more easily.

This lesson idea meets state standards for high school World History & Geography (Primary Document to Consider).

LESSON IDEA— Women’s Rights & America’s Founding Ideals

The fight for women’s rights has deep roots in our nation’s history. As the founding fathers were debating independence and revolution in 1776, women such as Abigail Adams were advocating that women be granted a voice in the new nation. The Seneca Falls Convention in 1848 pushed this conversation forward as it tied the fight for women’s rights directly to the nation’s founding principals. Advocates for women’s rights often had deep roots in the abolitionist movement as both pushed to expand American freedom and citizenship to more than just white men.

Begin by having students read this excerpt from Abigail Adams’ letter to her husband. What is Adams requesting of her husband? Why would she make such a request at this time? After analyzing the letter, have students research the women’s rights during the colonial and early republic period.

Next provide students with a brief overview of the Seneca Falls Convention. Hand out copies of the Declaration of Sentiments. Ask the class to read excerpt one quietly. Have them annotate the document as they are reading, paying particular attention to main ideas and any questions that they have. What is the purpose of this document? What are some of the key lines, phrases, or passages in that excerpt? Does it remind of them of another key primary source? Next divide the class into pairs and distribute excerpt 2. Each pair should be assigned one item on the list of grievances. The students will need to summarize their item and explain why they think this item was included. Each group will share their responses. Finally, read aloud the final excerpt. What are the next steps for the movement as laid in this passage? How does this document compare with the Declaration of Independence? To conclude, have students write a paragraph about how the early women’s rights movement connected to the founding ideals and principles of the nation.

This lesson idea can be adapted to meet state standards in Social Studies (4.35 and 8.49) and high school U.S. Government & Civics (GC.47).
Lesson Idea—Tennessee’s Perfect 36

The state of Tennessee played an incredible role in the national suffrage movement by becoming the last state needed to ratify the 19th amendment. Using the Hermitage Hotel in Nashville as a home base, both suffragists and anti-suffragists worked diligently to persuade politicians to support them. Among the most well-known Tennessee women who participated are Josephine Pearson and Anne Dallas Dudley. Pearson was an educator who adamantly opposed women’s suffrage. On the contrary, Dudley became well-known for organizing suffragists around the state. She was often photographed with her children, which helped change the public perception of suffragists as mothers and ladies rather than manly radicals. Dudley was even honored for her suffrage work in Nashville by having a fire engine named after her.

On August 18, 1920, Harry Burn, a young Republican from McMinn County, changed his vote in order to support the passage of the suffrage amendment. Burn credits his change of heart to a letter he received from his mother urging him to vote yes. Once the Tennessee General Assembly passed the amendment, two-thirds of states agreed and “The Perfect 36” allowed for changes to the U.S. Constitution. Have students read Mrs. Burn’s letter as well as this excerpt about Burn voicing the final “aye.” What reasoning did Harry Burn give for supporting suffrage? How did his mother, Mrs. Febb King Burn, react to Burn’s vote? What political repercussions did Burn suffer because of his decision? How might Burn’s political standing have changed once women could vote? Follow-up by having students create a skit portraying these Tennesseans and explaining how their actions changed the lives of Americans in 1920.

Read more about the suffrage movement in Tennessee here. This lesson idea can be adapted to meet state standards in Social Studies (S.40) and high school U.S. History & Geography (US.18).

Featured Feature—“Some Thoughts on Woman’s Suffrage”

Dr. Nancy Schurr, an assistant professor of History at Chattanooga State Community College, presented a lecture detailing the history of woman’s suffrage in America. The lecture, “Some Thoughts on Woman’s Suffrage,” was filmed during a Teaching with Primary Sources—MTSU workshop at the East Tennessee Historical Society in Knoxville and is available through MTSU’s Center for Educational Media.

Dr. Schurr’s talk discusses the national and global context of the suffrage movement, gender roles, and how other social movements, such as the abolition and temperance movements, helped women develop the skills and experience needed to organize a seventy-two year struggle for political rights.

The work of prominent individuals such as Sarah and Angelina Grimke, Elizabeth Cady Stanton, and Lucretia Mott is detailed as Dr. Schurr explains the irony of women advocating for abolition though they were not completely free themselves.

Dr. Schurr describes how the radical women’s movement, which involved marches, arrests, and forced-feedings, began as a more subdued but powerful “intellectual argument” where suffragists claimed “that they belong[ed] in the public sphere...that they need[ed], not just deserve[d]...the right to vote...to protect their roles as wives and mothers.” Schurr calls the argument, which stresses the importance of women’s current gender role as moral leaders, “genius.” By insisting that women needed political rights “in order to clean up the world that men have made a mess of,” women slowly gained the support of hesitant politicians who in 1920 ratified the nineteenth amendment.

If you have difficulty playing the video, you may need to update your “Flash” plug-in. Troubleshooting help and answers to frequently asked questions can be found here. You can access her PowerPoint here.
“LET HER COME”

“Let Her Come” was published in the New York Times and included in the Miller National American Woman Suffrage Association (NAWSA) Suffrage Scrapbooks. Anne Fitzhugh Miller and her mother, Elizabeth Smith Miller, spent over a decade filling seven scrapbooks with documents about the suffrage movement, which they were both actively involved in. The clipping above describes the tremendous benefit “votin’ women” would have “on a poor defenseless world.” Ask students to examine the dialect of the excerpt. Why is the excerpt written in this manner? What might its author have been hoping to achieve? Who is the intended audience?

“FORWARD INTO LIGHT”

Hundreds of photographs depicting the Women’s Suffrage Movement are available as part of the Library of Congress’ Harris & Ewing Collection. The collection’s photographs were taken in Washington, D.C. and range in date from 1905-1945. Have students view the gallery and think about why the suffrage movement was so well documented by Harris & Ewing. What does the number of prints related to suffrage imply about the importance of the movement? How might D.C. have been affected by the parades, protests, and pickets? What do you notice about the suffragists?

SUFFRAGE KEWPIES

Rose O’Neill (1874-1944) was America’s first published female cartoonist. By signing her illustrations “C.R.O.” she was able to hide her gender and sell her work to many periodicals such as Harper’s Life and Cosmopolitan. While working at Puck Magazine, O’Neill created hundreds of cartoons. Her most famous, Kewpies, were first seen in the Ladies’ Home Journal in 1909, thus beginning a lucrative career in which the images were turned into dolls, and used for advertisements, stationary, and housewares. O’Neill also adapted Kewpies to promote women’s suffrage. Her lighthearted illustrations were often weighted with demands for equality and women’s rights.

NATIONAL ANTI-SUFFRAGE ASSOCIATION

Opposition to women’s suffrage was voiced by both men and women during the late 19th and early 20th century. Some feared that women were not as informed or intelligent as men and allowing them to participate in politics would erode the institutions of government. Others believed that suffrage would cause women to leave behind their familial duties, leading to a breakdown in the domestic sphere. While these concerns may seem dated to students, ask them to think about why anti-suffragists worried. How did women’s suffrage affect families, societal roles of men and women, opportunity, and America in general? What have been the lasting effects of the suffrage movement?