TEACHING WITH PRIMARY SOURCES ACROSS TENNESSEE
NEWSLETTER: NOVEMBER 2012

WELCOME!
Teaching with Primary Sources across Tennessee, administered by the Center for Historic Preservation at Middle Tennessee State University, 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

- How did New Deal photographers choose their subject matter? Our new lesson plan “FSA Photography: Creating a Local Archive” examines how photographers selected their shots and helps students create their own photo archives.
- The Library of Congress has a new online exhibition of Herbert Block political cartoons. “Down to Earth: Herblock and Photographers Observe the Environment” combines thought-provoking political cartoons with provocative images of the environmental issues addressed in each cartoon.
- You can now search Library of Congress lesson plans by Common Core standards. Read all about it at the latest Teaching with the Library of Congress blog entry.

“AWESOME” SOURCE OF THE MONTH:

The Evening Herald August 18, 1920
The headline for this day reads “Women of Nation Are Given Ballot.” How does the right to vote make women equal partners in our democracy?

THEME: WOMEN’S SUFFRAGE

Imagine what the upcoming elections would be like if American women were not allowed to vote. How would it change the issues the candidates discussed on the campaign trail? How would it change political ads? How would it change media coverage? And, most importantly, how would that change policies that will be pursued and implemented by politicians after they’re elected?

The Declaration of Independence states that “all men are created equal,” and though this left out black, Hispanic, and Native American men, among others, it most explicitly excludes women. Abigail Adams’ famous exhortation to her husband John to “Remember the ladies” in the Declaration failed to convince. It took 144 years before women were finally, legally, allowed to vote. The following lesson ideas, primary sources, and links to teaching materials will examine some of the momentous events that happened during those 144 years that would result in women’s suffrage.

UPCOMING EVENTS:

- November 8—(Murfreesboro) “Addressing Common Core with Primary Sources and Inquiry” Workshop for elementary school teachers from 3:30 p.m. to 5:30 p.m. To register, email Kira Duke.

- November 10—(Murfreesboro) “Folk Music as Primary Source” Workshop from 9 a.m. to 3 p.m. with special guest speaker Dr. Mark Jackson, MTSU English Department. To register, email Kira Duke.

- November 17—(Knoxville) “Digging Deeper with Inquiry” Workshop from 9 a.m. to 3 p.m. Designed for educators with previous TPS experience. Open to educators in grades 4-12. To register, email Kira Duke.

- November 28-30—(Nashville) “Using the Nation’s Library to Address Common Core” Tennessee Education Technology Conference. Session time TBA.

- December 2-4—(Murfreesboro) “Book Backdrops” Tennessee Reading Association Conference. Session date and time TBA.

Teaching with Primary Sources is a program of the Library of Congress, and is administered in Tennessee by the Center for Historic Preservation at Middle Tennessee State University.
**Lesson Idea—A Letter and A Vote**

While the Nineteenth Amendment was passed by Congress on June 4, 1919, it still had to be ratified by three-fourths of the states—36 in 1919—in order to become law. In Tennessee, Susan Shelton White led the efforts of the National Woman’s Party in support of ratification. Activists both for and against the amendment came to Nashville to lobby the state legislators to vote for their side. To display their loyalties, suffragists wore a yellow rose, while anti-suffragists wore a red one. It seemed as if the red roses would win, until a representative named Harry Burn, still wearing his red rose, voted yes for ratification, the final vote needed for Tennessee to pass the amendment. Burn is remembered both for his historic vote and because he credited his change of heart to a letter from his mother. Students can read Phoebe Ensminger Burn’s influential letter to her son here. State representatives like Harry Burn would have heard many arguments both for and against suffrage. Have students read these two anti-suffragist flyers at the TSLA’s website, and two answers from the suffragists. Then ask students to imagine they are writing a letter to their state representative in 1920 in support of ratification. Students should address at least three of the anti-suffragists’ arguments in their letter.

This lesson idea can be adapted to meet curriculum standards for 5th grade Social Studies (Standard 4.0: Governance and Civics, Standard 5.0: History (Era 7), and Standard 6.0: Individuals, Groups, and Interactions).

**Lesson Idea—Pickets, Arrests, and Hunger Strikes**

The National Woman’s Party (NWP) under the leadership of Alice Paul and Lucy Burns challenged the strategy and tactics of existing women’s suffrage organizations such as the National American Woman Suffrage Association (NAWSA). Burns and Paul, using tactics learned while part of the more militant British suffrage movement, elected to use more confrontational approaches such as picketing and demonstrations. As opposed to the NAWSA’s strategy of securing suffrage at the state and local levels, the National Women’s Party fought for passage of a constitutional amendment that would guarantee women the right to vote. The NWP became the first political activists to picket the White House, were arrested, and argued for political prisoner status.

Using the primary source analysis tool, have students analyze New York Pickets at the White House and Pennsylvania on the picket line. Ask the students to pay particular attention to the messages on the placards held by the protestors. Why might the NWP have chosen these statements to make their case? How do these statements relate to America’s involvement in World War I and President Wilson’s foreign policy statements at the time? How persuasive are these statements to the students?

Next have students watch a short video clip about Lucy Burns and her time in prison. To learn more about the experiences of suffragists in prison, have students read “Bloodhounds Used to Frighten Pickets,” “31 White House Pickets Sentenced to Workhouse,” and “Miss Lucy Burns, Picket, Charges Cruelty in Jail.” Why did the suffragists refuse to pay their fines and go to prison? Why did they appeal for political prisoner status and go on hunger strikes? How might these actions have helped or hurt their efforts to gain support for women’s suffrage?

This lesson can be adapted to meet curriculum standards for 5th grade social studies (Governance and Civics; History; and Individuals, Groups, and Interactions), high school U.S. Government (Individuals, Groups, and Interactions), and high school U.S. History (Era 7: Emergence of Modern America).
In 1848, the Woman’s Rights Convention held at Seneca Falls, New York, adopted a resolution calling for women to secure the right to vote. Over the next seventy-two years, women worked to gain this right. After the Civil War, women argued for the right to vote based on the Fourteenth and Fifteenth Amendments to the U.S. Constitution, ratified in 1868 and 1870, respectively.

Ask students to work in small groups to analyze two primary sources: suffragist Victoria Woodhull’s memorial (or petition) submitted to Congress in 1870 and the print showing her presenting her case for suffrage to the U.S. House Judiciary Committee in 1871. First, ask students to read the memorial. What status does Woodhull try to establish for herself in the first paragraph? What complaint does she bring up in the third and seventh paragraphs? What other amendment does Woodhull refer to? What does she ask Congress to do in the final paragraph? List the strengths and weaknesses of her argument.

Use the Analyzing Photographs and Prints Teacher’s Guide and the Primary Source Analysis Tool (or the interactive version) to have students analyze the print of the suffragists. Ask: Are you surprised at how the women are portrayed in the print? Is there anything stereotypical about the portrayals of the women or the men? This print was published in a popular periodical. How do you think readers responded to the print? What may have influenced them?

This lesson can be adapted to meet state curriculum standards for High School U.S. Government (Standard 4: Governance and Civics and Standard 5: History), U.S. History (Era 6: Industrial Development of the United States), Visual Art (Standard 4: Historical and Cultural Relationships), and Common Core Standards for Literacy in History/Social Studies (CCSS.ELA-Literacy.RH.9-10.8 and CCSS.ELA-Literacy.RH.11-12.8).

When was the last time you read the actual text of a bill that has passed into law? To most people, looking up the bills, statutes, amendments, resolutions, and other entities that are passed through Congress can seem very confusing. But no longer—CONGRESS.gov (the newly-launched replacement for Thomas.gov) organizes all activities of Congress into an easy-to-use Web site.

Want to find out what exactly the Lilly Ledbetter Fair Pay Act does? What about the current status of the Equal Rights Amendment? These and other women’s rights legislation can easily be found by typing keywords into the search box. Forget how a bill passes into law? Try one of the short video or audio features under The Legislative Process. Want to track what your senators and representatives have been up to? You can do that, too.

Encourage your middle and high school students to look up specific bills and resolutions and determine what has been done to process them into laws. What is left to do? What seem to be the obstacles? You might cross-reference the co-sponsoring legislators listed on Congress.gov with the legislators’ individual Web sites to find the reason behind their support. Are there any pieces of current legislation that you will want to monitor as a class?
36 STARS

Sewing stars on suffrage flag. [1920]

During the effort to have the Nineteenth Amendment ratified, Alice Paul sewed a star on this banner for each state which passed the amendment. When Tennessee became the 36th and final state to ratify, the banner was flown from the balcony of Suffrage headquarters. Why did the suffragists choose stars as a way of marking their progress? What did their flag symbolize?

A MEMPHIS-BORN SUFFRAGIST

[Mary Church Terrell, three-quarter length portrait, seated, facing front] [between 1880 and 1900]

Born in Memphis in 1863, Mary Church Terrell became a prominent suffragist. What strikes you about this portrait? How would you describe her clothing and the setting? Click here to discover who Terrell represented at the sixtieth anniversary of the 1848 women’s rights convention.

NEXT GOAL: EQUAL RIGHTS

Be It Resolved, That as a part of our campaign to remove all forms of the subjection of women, we shall work for the following immediate objects:

1. That women shall no longer be regarded and shall no longer regard themselves as inferior to men, but the equality of the sexes shall be recognized.

2. That women shall no longer be the governed half of society, but shall participate equally with men in the direction of life.

3. That women shall no longer be denied equal educational opportunities with men, but the same opportunities shall be given to both sexes in all schools, colleges and universities which are supported in any way by public funds.

Declaration of principles of the National woman’s party. Adopted at the conference of National and State officers of the Woman’s party, Washington, D. C., November 11, 1922.

How did the right to vote change women’s roles in American society? Have women achieved equal rights? Why or why not?

“THERE’S NO RETREAT”

Boiling over / Mabel Lucie Attwell. [1914 May 30]

Ask students what they think this cartoon means before reading the interpretation on the bibliographic page. Were their own interpretations close, or even better? Why did the artist portray a young girl instead of a woman? Are the sentiments behind this cartoon still shared by many Americans? Why or why not?