Understanding Women’s Suffrage:

Tennessee’s Perfect 36

An Educational Outreach Program of the

TENNESSEE’S TRAVELING TREASURES
GOAL
To understand the significance of the fight for women’s suffrage and recognize the key role Tennessee played in the ratification of the 19th amendment.

CONTENT
The lessons in this trunk provide a detailed examination of the long fight to give women the right to vote. Students learn that there were two sides—the pro-suffrage and the anti-suffrage. Using primary source materials, students will uncover and explore arguments from each side, finally re-enacting the final vote that took place in Tennessee and gave women across the country the right to vote.

OBJECTIVES
• Students will define key terms in the movement for women’s right to vote.
• Students will analyze primary source materials pertaining to the suffrage movement in Tennessee.
• Students will identify the two opposing sides of this issue and consider the arguments for each side.
• Students will recognize key Tennesseans who played a significant role in the women’s suffrage movement.
• Students will role play a suffrage rally and re-enact the final vote of the Tennessee General Assembly granting women the right to vote.

INTRODUCTION
Your students will go on a journey back in time to the hot summer of 1920. The city is Nashville, and the places are the Hermitage Hotel and the Tennessee State Capitol. They will experience the emotion and excitement that happened in Nashville when Tennessee became the 36th and final state to ratify the 19th amendment allowing all women the right to vote in America.

Using the items in this trunk, students will interact and learn from primary sources. These materials are exact replicas of materials used during the fight for women’s suffrage. Students will use these primary source materials to learn about this critical movement in our nation’s history and re-enact the events leading up to the critical vote on August 18, 1920. They will learn how Harry Burn, a young representative from Niota, Tennessee, changed his vote from “no” to “yes” which won women across America the right to vote. On that date, Tennessee delivered women’s suffrage and forever became known as the “Perfect 36.” Your students will hold suffrage and anti-suffrage rallies and recreate that critical vote.

[Note: We use the term suffragist because suffragist was the term used by Americans when referring to members of the movement. Suffragette was a British term originally meant as derogatory although later claimed by suffragists as a title. In 1919 the popular term was woman’s suffrage. In the lesson plan, we use “women’s suffrage” so students will understand it was a universal term.]
The Long Fight for Women’s Suffrage

In this lesson students will learn that women have not always had the same rights as men in this country. They will learn what the term suffrage means and why the 19th Amendment was so important for women and our nation. They will come to understand that the fight for women’s voting rights was a very long fight and that there were two sides that opposed each other in this fight, the pro-suffrage and the anti-suffrage. They will also gain an appreciation for Tennessee’s unique role in passing the 19th Amendment.

Taking Sides: Pros and Antis Collide at the Hermitage Hotel

Through primary source analysis and teacher-led discussions, students will look deeper into what the two sides believed. Based upon the primary source images they receive in Lesson 1, they will take a side on the issue of women’s suffrage. They will analyze primary source images and form reasons for either supporting or opposing women’s suffrage. Next, they will imagine themselves as a pro-suffragist or an anti-suffragist depending on the materials received and then create materials (banners, sashes, pamphlets, cartoons, and signs) to be used in a class rally.

Becoming the “Perfect 36”: The Vote for the Vote, August 18, 1920, Tennessee House Chamber

This is the culminating activity for this trunk. In this lesson, students will hold their own suffrage and anti-suffrage rallies and take the final vote on women’s suffrage. In this rally students will present the materials they made and give speeches for their cause. Students will wear either red or yellow roses to demonstrate their support. Students will use songs, speeches, cartoons, flyers, signs, and sashes to try and convince each other to vote for their cause. The lesson will climax with a final class vote on women’s suffrage. (Optional: As a final twist draw similarities between the all male Tennessee General Assembly and your class by only allowing the boys to vote on the issue.)

Treasure Trunk

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INTRODUCTION
In this lesson, students will discover the long and difficult ordeal that women endured to gain the right to vote in this country. They will learn the significance of the 19th amendment to the U.S. Constitution and realize the critical role Tennessee played in granting women all over the United States the right to vote. They will understand that there were two opposing sides to this issue and learn their names: the anti-suffragists and the pro-suffragists.

GOALS
To demonstrate, through the fight for women’s suffrage, how people can affect change in their local, state, and national government. Also, students will learn about the opposing sides in the fight for suffrage and why they fought for or against women’s suffrage.

OBJECTIVES
• Students will define key terms in the movement for women’s suffrage
• Students will identify key players in the national and state movements for women’s suffrage
• Students will examine and analyze primary source materials to make conclusions about how and why people either supported or resisted the women’s suffrage movement.

ASSESSMENT
Student participation in group work and the completion of the primary source analysis sheets.

GETTING READY TO LEARN
Begin class by taking a vote: Raise your hand if you want to end suffrage for women! Most students will not know what suffrage means and will think it has something to do with suffering. Use this as an opportunity to define the word suffrage to your students.

Continued next page
Lesson 1 continued
The Long Fight For Women’s Suffrage

PROCEDURES
1. Hold a class vote. Think of something quick and easy like \textit{should boys get a treat or should boys line up first for lunch}. This time, allow only the boys to vote.


3. Define key terms for this lesson
   
   \textbf{Suffrage} – The right to vote
   
   \textbf{Amendment} – A change made to the U. S. Constitution
   
   \textbf{19th Amendment} – Gave women the right to vote in political elections in the U.S.
   
   \textbf{Ratify} – To approve and give formal sanction to
   
   \textbf{Ballot} – A slip of paper (now electronic) on which a voter marks his or her vote
   
   \textbf{Enfranchise} – To give the rights of citizenship to a person, particularly the right of voting
   
   \textbf{Disenfranchise} – To deprive a person of a right of citizenship
   
   \textbf{Perfect 36} – Three-fourths of the states must ratify a proposed amendment for it to be added to the U.S. Constitution. In 1920, (when there were 48 states three-fourths of the states was 36), Tennessee became the 36th state to ratify the 19th Amendment therefore Tennessee is known as the “Perfect 36.”

4. Set the stage. Using the historical summary provided in the Lesson 1 attachments, briefly discuss the long history of women fighting for equal rights. Next, write the 19th Amendment where the class can see it and have someone read it aloud.

   \textbf{19th Amendment States:}
   
   \textit{The right of citizens of the United States to vote shall not be denied or abridged by the United States or by any State on account of sex. Congress shall have power to enforce this article by appropriate legislation.}

   Provide overview of why Tennessee was the “Perfect 36.” Have students read from Carole Bucy’s article, \textit{Tennessee Women and the Vote: Tennessee’s Pivotal Role in the Passage of the Nineteenth Amendment}. (behind Lesson 1 tab)

5. Show students the ratification timetable provided. Briefly discuss the ratification process. Emphasize Tennessee’s importance as the possible 36th state to ratify.

6. Divide into four or five groups. Explain to students that they are going to take a trip back in time to the hot, humid summer of 1920. The place they are going is Nashville, Tennessee, to the State Capitol Building. They are either going to be for or against women’s suffrage. Explain that everyone in the city had to choose a side, especially the legislators who came to Nashville for the special session to decide whether or not to ratify the 19th amendment.

7. Distribute primary source images to each group. Depending on which images they receive, the groups will be told to take that stance on women’s suffrage. Let the students determine if it supports women’s suffrage or is anti- suffrage.
8. Have groups examine their primary source images. Allow students time to analyze each of their primary sources and answer the primary source analysis worksheets.

9. Each primary source analysis worksheet will correspond with a primary source.

10. Monitor student interaction with materials. Assist as needed.

11. Reconvene the class and hold a class discussion about each group and some of the materials the students have analyzed. What questions do they raise? Discuss with the class what the reasons were for both pro and anti-suffrage groups. Write them on the board.

12. Once the group determines whether the primary source image is pro or anti, the teacher will assign them that role for the remainder of the lessons. Over the next few days, they will reenact a pro and anti-suffrage rally. Make banners, cartoons, write songs, wear roses or buttons, and write speeches to try and convince the classroom to vote for or against the 19th amendment.

13. Hold a class discussion. Students should ask questions about their primary sources; then, talk about what they think their sources mean and how they were used. Write the following questions on the board: 
   
   What were some arguments against women voting? What were some arguments for women voting? Who wanted women to have the right to vote? Who did not want women to have the right to vote?

**CONCLUSION**

Discuss how difficult it was for women to get the right to vote. Explain the fight on both sides. If time permits, have the students brainstorm slogans and ideas for the rally.
During the week prior to the vote in the Tennessee House of Representatives, the two opposing sides set up headquarters in the Hermitage Hotel which was located one block from the Capitol. Both sides held rallies, parties, and luncheons to convince legislators to vote the way they wanted. All of Nashville was buzzing with excitement about the upcoming vote. One observer said that the Battle of Nashville during the Civil War was like a “five o’clock tea party” compared to the suffrage fight that summer.

In this lesson, students will assume the identities of key players in the suffrage fight. They will learn about the opposing sides and why they felt so strongly for or against women’s suffrage. The students will express these reasons by creating banners, ribbons, buttons, cartoons, and/or pamphlets that will be used in pro-suffrage and anti-suffrage rallies. The scenes at the Hermitage Hotel during the summer of 1920 will be recreated in your classroom. Lastly, students will create a persuasive essay in a writing activity that will force them to think of ways to convince the opposing side to vote their way.

**Objective**

Students will analyze primary source materials to determine different points of view on the suffrage fight.

- Students will discuss reasons both for and against women’s suffrage.
- Students will create their own suffrage materials and develop a persuasive essay.

**Assessment**

Assess based on student participation in group work, design and development of rally materials, and the persuasive writing activity.
PROCEDURES

1. Begin with a review of yesterday’s key terms and a general overview of the timeline in the fight for suffrage.

2. Read the historical summary for Lesson 2. Read and summarize it for your students.

3. Discuss the atmosphere in Nashville before the special session got underway.

4. Talk about the symbolism of colored roses (Use tape to attach roses to students’ shirts)
   - Yellow roses represented pro-suffragists stance
   - Red roses represented anti-suffrage stance

5. Redistribute primary source images from the trunk to each group. Display suffrage banner and sash. Read to the class the Tennessee Equal Suffrage Association, Inc. banner fact sheet.

6. Ask each group if they should get a red rose or yellow rose. Based on the primary sources they have been given, are they pro-suffrage or anti-suffrage?

7. On the board, create two columns. One column should list “Reasons for suffrage” and “Reasons against suffrage.” Discuss the reasons for both the pros and anti suffrage arguments. Who were some of the major leaders for and against the vote? Why did they take the side they took?

8. Based on their primary sources, students should decide for themselves reasons why they are for or against women’s right to vote. Assign each group a biography of an influential Tennessean involved in the movement. Students should create their own items to use during their rally. For a suffrage parade or anti-suffrage rally include signs, ribbons, political cartoons, flyers to hand out, etc. Allow students to decide which items they want to create. The group with the best rally materials might win a prize. Use the “Design Your Own Button” worksheet to aid them in creating their parade materials.

9. Next, have students use historical items from the trunk to write a persuasive speech. Students should try to convince their classmates to vote “no” or “yes” on the 19th Amendment.

10. Writing a persuasive speech: Allow students the opportunity to write a persuasive speech about why their group feels like women should be given or denied the right to vote. Students should take on the perspective of the participant biography they have been given. These speeches will be used in the rally on the following day.

CONCLUSION

Discuss the assignment for the following day. The class will hold a pro and anti suffrage rally, and then they will take a vote on whether or not women should be allowed to vote. Encourage students to actively and enthusiastically participate in the rally. They might even want to dress for the occasion. Pros should wear white, and antis should wear red. Speeches will be read in class, and banners will be displayed.
In the summer of 1920, Governor A.H. Roberts called a special session of the Tennessee General Assembly. The reason for the special session was the 19th Amendment to the Constitution, which the Senate passed easily. The final hurdle was the House of Representatives, which proved to be much more difficult.

On August 18, 1920, members of the House of Representatives filed into the House Chamber and took their seats. The galleries to the left and right were filled to capacity with women and men anxiously waiting on the vote. The fate of women everywhere was held in the hands of 96 men from all parts of Tennessee.

Today’s lesson is the culminating activity in the three part lesson. In this lesson the students will reinforce what they have learned in the past two lessons. Today they will reenact the critical vote on women’s suffrage that took place in the House Chamber in 1920. They will take on the personas of the suffragists and anti-suffragists involved in Tennessee’s suffrage fight.

**GOALS**
To reinforce learning that has taken place during the prior lessons by acting out the suffrage debate in a role play activity. At the end of this lesson students should understand the significance Tennessee played in the ratification of the 19th Amendment, and be familiar with some of the noteworthy participants. Lastly, students should make a connection between this historical event broad changes a group of motivated individuals can accomplish.

**OBJECTIVES**
- Students will use historical arguments to debate the suffrage issue.
- Students will re-enact a suffrage and anti-suffrage rally.
- Students will identify some of the key people in the suffrage fight.
- Students will recognize the role of Harry Burn in the suffrage vote.
- Students will define what is meant by the “Perfect 36.”

**ASSESSMENT**
Student participation in class rally, persuasive speech writing, and the creation of rally materials.
PROCEDURES

1. Start the class off by playing music from Songs of the Suffragettes. This will set the tone for the rally.

2. Allow students time to work on their banners and speeches. Optional: read to class Steps to Organizing a Demonstration.

3. Hold a debate on the 19th Amendment; select a student or students from each group to read their persuasive essay. Have group members display or present banners, cartoons, signs, etc. during the speeches. Have the supporters of each group cheer their speakers on during the rally.

4. Option 1: Invite another class to come in and be the Tennessee General Assembly. The pro-suffragist and anti-suffragist will try to persuade them with their rallies and speeches. Then have the class hold a vote to see if women’s suffrage passes in Tennessee.

5. Option 2: Hold a pro-suffrage and anti-suffrage rally. Allow students to use the materials they have made to display in their rally. Play music from Songs of the Suffragettes. Have a few of the significant historical figures read some of their persuasive speeches.

6. Take a vote on the 19th Amendment to the United States Constitution.

7. Wrap up. Read about the events on the day of the vote and Representative Harry Burn’s influence on its outcome in the final excerpt from Lesson 3 Historical Summary taken from Carole Bucy’s Tennessee Women and the Vote. (Attachment 3.B) Allow the students time to look over the copy of sections of the actual letter sent to Representative Burn from his mother, Febb Burn, which inspired him to change his vote. (Primary Source Image)

8. Read Representative Harry Burn address to the House of Representatives.

9. Hold a class discussion on why Tennessee is called the “Perfect 36.” Use the Ratification Timetable and Rejected Ratification Timetable to explain to the students that a three-fourths majority of states were needed for ratification, and Tennessee became the last state to ratify the amendment which made it the law of the land for all 48 states.

CONCLUSION

Talk about the way these women and men came together to fight for a change in their society. How have other groups of people made similar changes? (Civil Rights Movement, Native American Movement, Environmental Movement.)
Understanding Women’s Suffrage:
Tennessee’s Perfect 36
Grade 5, 9-12

Lesson 1: The Long Fight for Women’s Suffrage
Grade 5
Social Studies
SSP.01 Gather information from a variety of primary and secondary sources, including:
- Printed materials
SSP.02 Critically examine a primary or secondary source in order to
- Summarize significant ideas and relevant information.
- Draw inferences and conclusions
SSP.03 Organize data from a variety of sources in order to:
- Recognize differences among multiple accounts.
- Frame appropriate questions for further investigation.
SSP.04 Construct and communicate arguments citing supporting evidence to:
- Demonstrate and defend an understanding of ideas
- Compare and contrast viewpoints
SSP.05 Develop historical awareness by:
- Perceiving and presenting past events and issues as they might have been experienced by the people of the time, with historical empathy rather than present-mindedness.
- Evaluating how unique circumstances of time and place create context and contribute to action and reaction.
- Identifying patterns of continuity and change over time, making connections to the present.

5.09 Analyze the major goals, struggles, and achievements of the Progressive Era, including: women’s suffrage (19th Amendment).
5.47 Identify Tennessee’s role in the passage of the 19th Amendment.

Speaking and Listening
5.SL.CC.1 Prepare for collaborative discussions on 5th grade level topics and texts; engage effectively with varied partners, building on others’ ideas and expressing one’s own ideas clearly.
5.SL.CC.2 Summarize a text presented in diverse media such as visual, quantitative, and oral formats.
5.SL.CC.3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
5.SL.PKI.4 Report on a topic or text, or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas.
5.SL.PKI.6 Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

High School
Social Studies
SSP.01 Collect data and information from a variety of primary and secondary sources, including:
- Printed materials
SSP.02 Critically examine a primary or secondary source in order to
- Extract and paraphrase significant ideas and relevant information
- Draw inferences and conclusions
- Assess the strengths and limitations of arguments
SSP.03 Synthesize data from a variety of sources in order to:
- Recognize disparities among multiple accounts.
- Frame appropriate questions for further investigation.
SSP.04 Construct and communicate arguments citing supporting evidence to:
- Demonstrate and defend an understanding of ideas
- Compare and contrast viewpoints
SSP.05 Develop historical awareness by:
- Perceiving and presenting past events and issues as they might have been experienced by the people of the time, with historical empathy rather than present-mindedness.
- Evaluating how unique circumstances of time and place create context and contribute to action and reaction.
- Identifying patterns of continuity and change over time, making connections to the present.

TN.46 Describe Tennessee’s impact on the suffrage movement, including the following: “Perfect 36”.
US.18 Describe the movement to achieve suffrage for women, including: the significance of leaders, the activities of suffragettes, the passage of the 19th Amendment, and the role of Tennessee as the “Perfect 36”.

Speaking and Listening
9-10.SL.CC.1 Initiate and participate effectively with varied partners in a range of collaborative discussions on appropriate 9th-10th grade topics, texts, and issues, building on others’ ideas and expressing one’s own clearly and persuasively.
11-12.SL.CC.1 Initiate and participate effectively with varied partners in a range of collaborative discussions on appropriate 11th-12th grade topics, texts, and issues, building on others’ ideas and expressing one’s own clearly and persuasively.
9-10.SL.PKI.4 Present information, findings, and supporting evidence clearly, concisely, and logically, so that listeners can follow the line of reasoning; ensure the organization, development, substance, and style are appropriate to purpose, audience, and task.
11-12.SL.PKI.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective so that listeners can follow the line of reasoning; address alternative or opposing perspectives; and organize and develop substance and style appropriate to task, purpose, and audience.
Lesson 2: Taking Sides: Pros and Antis Collide at the Hermitage Hotel

Grade 5
Social Studies
SSP.02 Critically examine a primary or secondary source in order to:
• Summarize significant ideas and relevant information
• Distinguish between fact and opinion
• Draw inferences and conclusions
• Recognize author’s purpose, point of view, and reliability.
SSP.03 Organize data from multiple sources in order to:
• Recognize differences between multiple accounts
SSP.04 Construct and communicate arguments citing supporting evidence to
• Demonstrate and defend an understanding of ideas
• Compare and contrast viewpoints
• Predict likely outcomes.
SSP.05 Develop historical awareness by:
• Recognizing how past events and issues as they may have been experienced by the people of the time, with historical empathy rather than present-mindedness.
5.47 Identify Tennessee’s role in the passage of the 19th Amendment, including the impact of Anne Dallas Dudley and Harry Burn.
5.09 Analyze the major goals, struggles, and achievements of the Progressive Era, including: women’s suffrage (19th Amendment).

Language Arts
5.FL.WC.4 Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.
a. Spell grade-appropriate words correctly, consulting references as needed.

Reading
5.RI.KID.2 Determine the central idea of a text and explain how it is supported by key details; summarize the text.
5.RI.KID.3 Explain the relationships and interactions among two or more individuals, events, and/or ideas in a text.
5.RI.CS.4 Determine the meaning of words and phrases as they are used in a text relevant to a grade 5 topic or subject area, including figurative, connotative, and technical meanings.

Writing
5.W.TTP.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
a. Introduce a topic or text.
b. Develop an opinion through logically-ordered reasons that are supported by facts and details.
c. Create an organizational structure in which ideas are logically grouped to support the writer’s purpose.
d. Provide a concluding statement or section related to the opinion presented.
e. Link opinion and reasons using words, phrases, and clauses.
f. Apply language standards addressed in the Foundational Literacy standards.
5.W.PDW.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

High School
Social Studies
SSP.02 Critically examine a primary or secondary source in order to:
• Extract and paraphrase significant ideas and relevant information
• Distinguish the difference between evidence and assertion
• Draw inferences and conclusions
• Recognize author’s purpose, point of view, and potential bias
• Assess the strengths and limitations of arguments.
SSP.03 Synthesize data from multiple sources in order to:
• Recognize disparities among multiple accounts
SSP.04 Construct and communicate arguments citing supporting evidence to
• Demonstrate and defend an understanding of ideas
• Compare and contrast viewpoints
• Predict likely outcomes.
SSP.05 Develop historical awareness by:
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US.18 Describe the movement to achieve suffrage for women, including: the significance of leaders, the activities of suffragettes, the passage of the 19th Amendment, and the role of Tennessee as the “Perfect 36”.

Reading
9-10.RI.KID.2 Determine a central idea of a text and analyze its
development; provide an objective or critical summary
11-12.RI.KID.2 Determine multiple central ideas of a text or texts and analyze their development; provide a critical summary.
9-10.RI.CS.6 Determine an author’s point of view or purpose and analyze how an author uses rhetoric to advance that point of view or purpose.
11-12.RI.CS.6 Determine an author’s point of view and/or purpose in a text, analyzing how style and content contribute to its effectiveness.

Speaking and Listening
9-10.SL.CC.1 Initiate and participate effectively with varied partners in a range of collaborative discussions on appropriate 9th-10th grade topics, texts, and issues, building on others’ ideas and expressing one’s own clearly and persuasively.
11-12.SL.CC.1 Initiate and participate effectively with varied partners in a range of collaborative discussions on appropriate 11th-12th grade topics, texts, and issues, building on others’ ideas and expressing one’s own clearly and persuasively.

Writing
9-10.W.TTP.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning supported by relevant and sufficient evidence.
a. Introduce precise claim(s).
b. Develop claim(s) and counterclaim(s) fairly, supplying evidence for each claim and counterclaim while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns.
c. Create an organization that establishes cohesion and clear relationships among claim(s), counterclaim(s), reasons, and evidence.
d. Provide a concluding statement or section that follows from and supports the argument presented.
e. Use precise language and domain-specific vocabulary to manage the complexity of the topic.
f. Establish and maintain a formal style and objective tone.

5.09 Analyze the major goals, struggles, and achievements of the Progressive Era, including: women’s suffrage (19th Amendment).
5.47 Identify Tennessee’s role in the passage of the 19th Amendment, including the impact of Anne Dallas Dudley and Harry Burn.

Reading
5.RL.KID.2 Determine a theme or central idea of a story, drama, or poem and explain how it is conveyed through details in the text; summarize the text.
5.RL.CS.4 Determine the meaning of words and phrases as they are used in a text, including figurative language with emphasis on similes and metaphors; analyze the impact of sound devices on meaning and tone.
5.RL.CS.6 Describe how a narrator’s or speaker’s point of view influences how events are described.

Speaking and Listening
5.SL.CC.1 Prepare for collaborative discussions on 5th grade level topics and texts; engage effectively with varied partners, building on others’ ideas and expressing one’s own ideas clearly.
5.SL.CC.3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
5.SL.PKI.4 Report on a topic or text, or present an opinion, sequenc-
High School
Social Studies
SSP.02 Critically examine a primary or secondary source in order to:
• Extract and paraphrase significant ideas and relevant information
• Draw inferences and conclusions
• Recognize author’s purpose, point of view, and potential bias
• Assess the strengths and limitations of arguments.
SSP.03 Synthesize data from multiple sources in order to:
• Recognize disparities among multiple accounts
SSP.04 Construct and communicate arguments citing supporting evidence to
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• Compare and contrast viewpoints
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Reading
9-10.RL.KID.1 Analyze what a text says explicitly and draw inferences; cite the strongest, most compelling textual evidence to support conclusions
9-10.RL.KID.2 Determine a theme or central idea of a text and analyze its development; provide an objective or critical summary.
11-12.RL.KID.2 Determine multiple themes or central ideas of a text or texts and analyze their development; provide a critical summary.
9-10.RL.CS.6 Analyze how point of view and/or author purpose shapes the content and style of diverse texts.
11-12.RL.CS.6 Analyze how point of view and/or author purpose requires distinguishing what is directly stated in texts and what is implied.

Speaking and Listening
9-10.SL.CC.1 Initiate and participate effectively with varied partners in a range of collaborative discussions on appropriate 9th-10th grade topics, texts, and issues, building on others’ ideas and expressing one’s own clearly and persuasively.
11-12.SL.CC.1 Initiate and participate effectively with varied partners in a range of collaborative discussions on appropriate 11th-12th grade topics, texts, and issues, building on others’ ideas and expressing one’s own clearly and persuasively.
9-10.SL.PKI.4 Present information, findings, and supporting evidence clearly, concisely, and logically, so that listeners can follow the line of reasoning; ensure the organization, development, substance, and style are appropriate to purpose, audience, and task.
11-12.SL.PKI.4 Present information, findings, and supporting evidence clearly, concisely, and logically, conveying a clear and distinct perspective so that listeners can follow the line of reasoning; address alternative or opposing perspectives; and organize and develop substance and style appropriate to task, purpose, and audience.
9-10.SL.PKI.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
11-12.SL.PKI.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
Lesson 1

The Long Fight for Women’s Suffrage

LESSON PLAN RESOURCES
1. Historical Summary, Part 1 - Carol Bucy Article
2. Ratification Timetable and Rejected Ratification Timetable
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Lesson 1: Historical Summary, Part 1

Bucy, Carole. *Tennessee Women and the Vote: Tennessee’s Pivotal Role in the Passage of the Nineteenth Amendment.* (revised version)

Women would work together for 70 years to win the right to vote. The revolution that would eventually take place was largely fought with words and not arms. The origin of the woman’s rights movement is commonly dated from 1848, when Elizabeth Cady Stanton, Lucretia Mott and about 300 others - women and men - met in Seneca Falls, New York and drew up the first public protest in America against women’s political, economic and social inferiority.

Mott, a Quaker minister, spoke forcefully both for woman suffrage and the abolition of slavery. The people attending this convention adopted a *Declaration of Sentiments* that called for women to have equal rights with men. The declaration stated that “all men and women are created equal…”

The delegates at Seneca Falls based their program directly on the Declaration of Independence. Among their declared principles was “that all men and women are created equal; that they are endowed by their Creator with certain inalienable rights: that among these are life, liberty and the pursuit of happiness.” They added, however, a denunciation of the “absolute tyranny of men over women” and presented resolutions demanding equal rights for women in marriage, education, religion, employment and political life.

Throughout the 1850s, national women’s rights conventions were held annually, as were numerous local and regional meetings. At these conventions, women promoted a diverse reform program including: establishing the right of married women to control their own property and earnings; guaranteeing custody of children in the event of divorce; ensuring women’s rights to sue or testify in court; and above all else, winning the vote for women. The right of suffrage was acknowledged to be “the corner-stone of this enterprise” because they did not seek to protect woman, but rather to place her in a position to protect herself.

**The Setting in Tennessee History**

By 1900, women made up one-fifth of the work force of Tennessee. Many worked as domestics in private homes or worked in the textile mills that were built in small towns across the state after the Civil War. The jobs in the mills were “sex segregated” with women hired only for the most unskilled jobs. Women and children worked as spoolers, feeding yarn into a high-powered, quick-whirling machine, and retrieving it once it had been wound. Some mills hired entire families - mothers, fathers, and children - who together could earn just enough to keep them working.

Married women who worked in the mills had a second full-time job. In addition to working in the mill, they cooked, cared for children, and maintained their individual households. Often these women worked 10 to 12 hour days in the mills where working conditions were dirty and dangerous. Studies of working women at the turn of the century show that women received one-half to one-third the wages of working men. A seamstress in a mill might earn $6.00 per week compared to a male cutter’s $16.00. Even when men and women performed the same job, women were paid considerably less since employers justified unequal pay claiming that the salaries of women was a second or supplementary income…

*(The fight for the vote)*… From the start, the suffragists fought the widespread fear that women voting would destroy family life. Newspaper editors portrayed “suffs” as spinsters and “she-males” with hen-pecked husbands. Cartoons with unflattering caricatures of the suffragists appeared in newspapers across the country…

What was known about the suffragists was that they were committed to issues such as health, education, and the protection of mothers and children. They would not have the same party loyalty that males did. Women were interested in reform.

*Continued next page*
When the war *(World War I) ended, Mrs. Catt *(Carrie Chapman Catt) seized the moment to petition President Wilson to support women’s suffrage on the reasonable argument that women deserved a reward for their service in the recent war. President Woodrow Wilson urged Congress to pass a woman suffrage amendment with that same rationale, that women had been vital to winning the war. It was a winning argument. By June, 1919, the amendment had passed both houses of Congress and was ready to go to the state legislatures for ratification. In order for the amendment to be approved, 36 of the 48 state legislatures had to ratify the amendment.

Fortunately, many of these states had groups of highly organized women poised for the battle. They began sending out telegrams urging governors to call special sessions to ratify the 19th amendment. By this time, it was summer and most had adjourned. The suffragists thought it was imperative to secure passage as quickly as possible. By Susan B. Anthony’s birthday, February, 1920, 32 states had ratified. Then Oklahoma, West Virginia and the state of Washington ratified. Where was number 36?

The Tennessee suffragists had worked valiantly to raise public awareness across the state after the war throughout 1919 and 1920 even though few believed that the Tennessee General Assembly would vote on the amendment. Strong leadership came from the major cities: in Nashville, Anne Dallas Dudley, Catherine Kenny, Kate Burch Warner; in Memphis, Lulu Reese, Mrs. C. B. Allen, Mrs. Samuel J. Ellis, Charl Ormond Williams; in Chattanooga, Abby Crawford Milton, Margaret Erwin Ford; and in Knoxville, Lizzie Crozier French and Mrs. T. P. Miller.

Few, if any, women’s causes or associations of that period had as broad an appeal or included as many constituencies as suffrage. Jewish and Catholic women joined women from most Protestant denominations. Women of color, organized in their own church societies and social clubs, added their profound concern for the power of the vote.

These women, and many others spoke in public at meetings in town squares and labor halls, marched in parades, wrote newspaper columns, convinced more and more women, and above all lobbied the men in the legislature. They made women suffrage the question of the hour, one that had to be addressed…
### Ratification Timetable

#### States that Ratified the 19th Amendment

36 states needed to ratify this amendment in order to make it the law of the land.

<table>
<thead>
<tr>
<th>State</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wisconsin</td>
<td>June 10, 1919</td>
</tr>
<tr>
<td>Michigan</td>
<td>June 10, 1919</td>
</tr>
<tr>
<td>Kansas</td>
<td>June 13, 1919</td>
</tr>
<tr>
<td>Ohio</td>
<td>June 14, 1919</td>
</tr>
<tr>
<td>New York</td>
<td>June 16, 1919</td>
</tr>
<tr>
<td>Illinois</td>
<td>June 17, 1919</td>
</tr>
<tr>
<td>Pennsylvania</td>
<td>June 24, 1919</td>
</tr>
<tr>
<td>Massachusetts</td>
<td>June 25, 1919</td>
</tr>
<tr>
<td>Texas</td>
<td>June 28, 1919</td>
</tr>
<tr>
<td>Iowa</td>
<td>July 2, 1919</td>
</tr>
<tr>
<td>Missouri</td>
<td>July 3, 1919</td>
</tr>
<tr>
<td>Arkansas</td>
<td>July 20, 1919</td>
</tr>
<tr>
<td>Montana</td>
<td>July 30, 1919</td>
</tr>
<tr>
<td>Nebraska</td>
<td>August 2, 1919</td>
</tr>
<tr>
<td>Minnesota</td>
<td>September 8, 1919</td>
</tr>
<tr>
<td>New Hampshire</td>
<td>September 10, 1919</td>
</tr>
<tr>
<td>Utah</td>
<td>September 30, 1919</td>
</tr>
<tr>
<td>California</td>
<td>November 1, 1919</td>
</tr>
<tr>
<td>Maine</td>
<td>November 5, 1919</td>
</tr>
<tr>
<td>North Dakota</td>
<td>December 1, 1919</td>
</tr>
<tr>
<td>South Dakota</td>
<td>December 4, 1919</td>
</tr>
<tr>
<td>Colorado</td>
<td>December 12, 1919</td>
</tr>
<tr>
<td>Rhode Island</td>
<td>January 6, 1920</td>
</tr>
<tr>
<td>Kentucky</td>
<td>January 6, 1920</td>
</tr>
<tr>
<td>Oregon</td>
<td>January 12, 1920</td>
</tr>
<tr>
<td>Indiana</td>
<td>January 16, 1920</td>
</tr>
<tr>
<td>Wyoming</td>
<td>January 27, 1920</td>
</tr>
<tr>
<td>Nevada</td>
<td>February 7, 1920</td>
</tr>
<tr>
<td>New Jersey</td>
<td>February 10, 1920</td>
</tr>
<tr>
<td>Idaho</td>
<td>February 11, 1920</td>
</tr>
<tr>
<td>Arizona</td>
<td>February 12, 1920</td>
</tr>
<tr>
<td>New Mexico</td>
<td>February 19, 1920</td>
</tr>
<tr>
<td>Oklahoma</td>
<td>February 27, 1920</td>
</tr>
<tr>
<td>West Virginia</td>
<td>March 10, 1920</td>
</tr>
<tr>
<td>Washington</td>
<td>March 22, 1920</td>
</tr>
</tbody>
</table>

#### Rejected Ratification Timetable

States that had already voted to reject the 19th Amendment.

<table>
<thead>
<tr>
<th>State</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Georgia</td>
<td>July 24, 1919</td>
</tr>
<tr>
<td>Alabama</td>
<td>September 2, 1919</td>
</tr>
<tr>
<td>Mississippi</td>
<td>January 21, 1920</td>
</tr>
<tr>
<td>South Carolina</td>
<td>January 21, 1920</td>
</tr>
<tr>
<td>Virginia</td>
<td>February 12, 1920</td>
</tr>
<tr>
<td>Maryland</td>
<td>February 17, 1920</td>
</tr>
<tr>
<td>Delaware</td>
<td>June 2, 1920</td>
</tr>
<tr>
<td>Louisiana</td>
<td>June 15, 1920</td>
</tr>
<tr>
<td>North Carolina</td>
<td>August 17, 1920</td>
</tr>
</tbody>
</table>

By the summer of 1920, these states had not decided:

- Tennessee
- Connecticut
- Vermont
- Florida

**Who is going to be the 36th?**

Source: The Perfect 36: Tennessee Delivers Woman Suffrage
Advertisement Analysis Worksheet

1. List the objects or people you see in the advertisement.

2. Find the ad caption and/or title. Write it down below.

3. Locate three words or phrases used by the artist to identify objects or people within the ad.

4. Describe the action taking place in the ad.

5. What do you think the objects or people in the ad symbolize?

6. What is the message of the ad?

7. Is this a pro or anti-suffrage ad? Why?
Cartoon Analysis Worksheet

1. List the objects or people you see in the cartoon.

2. Find the cartoon caption and/or title. Write it below.

3. Locate three words or phrases used by the cartoonist to identify objects or people within the cartoon.

4. Describe the action taking place in the cartoon.

5. What do you think the objects or people in the cartoon symbolize?

6. What is the message of the cartoon?

7. Is this cartoon pro or anti suffrage? Why?
Document Analysis Worksheet

Name: ____________________________  Date: ____________________________

1. What kind of document do you have?  ■ Letter  ■ Pamphlet  ■ Report  ■ Leaflet

2. Was this document created to support woman suffrage or oppose?

3. Why do you think this document was written?

4. List two things the document tells you about life in Tennessee/ the United States at the time it was written.

5. Write a question that you have about this document.
Photo Analysis Worksheet

Name: ___________________________  Date: ___________________________

1. Study the photograph for two minutes. Form an overall impression of the photograph and then, examine individual items. Next, divide the photo into four equal parts and study each section to see what new details become visible. Write some of the things you see in the space below.

2. Use the chart below to list people, objects, and activities in the photograph.

<table>
<thead>
<tr>
<th>PEOPLE</th>
<th>OBJECTS</th>
<th>ACTIVITIES</th>
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<tbody>
<tr>
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</tbody>
</table>

3. Based on what you have observed above, list three conclusions you have drawn from this photo.

1. ________________________________________________

2. ________________________________________________

3. ________________________________________________

4. What questions do you have about this photo?
Advertisement Analysis Worksheet Key

Advertisement Analysis: No Suffragettes
1. List the objects or people you see in the advertisement.
   - Man, Clothesline, Clothes, Washtub, Washboard, Soap box

2. Find the ad caption and/or title. Write it down below.
   - No Suffragettes for mine.

3. Locate three words or phrases used by the artist to identify objects or people within the ad.
   - Soap

4. Describe the action taking place in the ad.
   - Man is washing his clothes.

5. What do you think the objects or people in the ad symbolize?
   - The clothesline, washboard, tub, and soap box symbolize household chores. The man symbolizes the “new” man after women get the vote.

6. What is the message of the ad?
   - Men will have to do housework because women will be too busy voting to do it themselves.

7. Is this a pro or anti-suffrage ad? Why?
   - It supports the antis because it is showing how voting will destroy the traditional role of women.

Advertisement Analysis: Island
1. List the objects or people you see in the advertisement.
   - Woman in black, Woman in stripes, Sign, Stick/cane, Man in suit

2. Find the ad caption and/or title. Write it down below.
   - Put me upon an island (where the girls are few)

3. Locate three words or phrases used by the artist to identify objects or people within the ad.
   - Votes for women

4. Describe the action taking place in the ad.
   - The woman in black is hitting the man on the head with her stick while a second woman in stripes holds a sign and watches.

5. What do you think the objects or people in the ad symbolize?
   - Question does not apply.

6. What is the message of the ad?
   - The ad is suggesting that women will become intolerable and dominating since become suffragists, and now the man would rather be on an island where women are few.

7. Is this a pro or anti-suffrage ad? Why?
   - It is an anti-suffrage supporter because it is focusing on the negativity of women voting.
Advertisement Analysis Worksheet Key

Advertisement Analysis: Margarette
1. List the objects or people you see in the advertisement.
   - Man, Woman
2. Find the ad caption and/or title. Write it down below.
   - Since my Margarette become a da suffragette
3. Locate three words or phrases used by the artist to identify objects or people within the ad.
   - Question does not apply.
4. Describe the action taking place in the ad.
   - The man is on his knees begging the woman, who is responding by looking down on him and pointing her finger.
5. What do you think the objects or people in the ad symbolize?
   - Question does not apply.
6. What is the message of the ad?
   - The ad is suggesting once a woman becomes a suffragist men’s lives will be worse.
7. Is this a pro or anti-suffrage ad? Why?
   - It is an anti-suffrage supporter because it focusing on the concept of a woman’s role being changed by voting rights.

Advertisement Analysis: Good Enough
1. List the objects or people you see in the advertisement.
   - Woman, Toddler, Pillow, Potted plant, Curtains, Shutters
2. Find the ad caption and/or title. Write it down below.
   - She’s good enough to be your baby’s mother and she’s good enough to vote with you.
3. Locate three words or phrases used by the artist to identify objects or people within the ad.
   - Question does not apply.
4. Describe the action taking place in the ad.
   - The woman is standing in the window while her small child rests on a pillow leaning out the window and waving.
5. What do you think the objects or people in the ad symbolize?
   - The mother and child symbolize traditional image of women and motherhood.
6. What is the message of the ad?
   - The ad is pointing out the women are good enough to be the mother’s of man’s children but are not able to vote alongside him and how ridiculous that concept sounds.
7. Is this a pro or anti-suffrage ad? Why?
   - It is a pro-suffrage supporter because it pointing it out in the title that she is good enough to vote.
Cartoon Analysis Worksheet Key

**Cartoon Analysis: Car**

1. List the objects or people you see in the cartoon.
   - *Man, Bucket of tacks, Car, Four women.*

2. Find the cartoon caption and/or title. Write it below.
   - *Question is will they get through in time for the Presidential election?*

3. Locate three words or phrases used by the cartoonist to identify objects or people within the cartoon.
   - *Suffrage Ratification, Tennessee Suffrage Opponents, Legal Technicality*

4. Describe the action taking place in the cartoon.
   - *A man is throwing tacks on the road in front of a car heading in his direction.*

5. What do you think the objects or people in the cartoon symbolize?
   - *The car symbolizes suffrage ratification; The man symbolizes Tennessee suffrage opponents; The bucket of tacks symbolizes legal technicalities.*

6. What is the message of the cartoon?
   - *It is saying that the opponents of suffrage in Tennessee will use legal technicalities to stop suffrage ratification from happening.*

7. Is this cartoon pro or anti suffrage? Why?
   - *The cartoon is not meant to show support for either side of the issue. It is being used as commentary, suggesting what is happening in Tennessee concerning the fate of suffrage ratification.*

**Cartoon Analysis: Basketball**

1. List the objects or people you see in the cartoon.
   - *Basketball ball, Basketball goal, Female players (2), Male referee, Dog.*

2. Find the cartoon caption and/or title. Write it below.
   - *Goal*

3. Locate three words or phrases used by the cartoonist to identify objects or people within the cartoon.
   - *19th Constitutional Amendment, Ratification, Suffragists, Antis*

4. Describe the action taking place in the cartoon.
   - *One player is shooting the ball while the second is trying to block the goal.*

5. What do you think the objects or people in the cartoon symbolize?
   - *The game symbolizes the process of ratification; The goal symbolizes the amendment being added to the Constitution; The basketball symbolizes the 19th Amendment; Player 1 symbolizes the suffragists (pro); Player 2 symbolizes the anti-suffragists.*

6. What is the message of the cartoon?
   - *The message of the cartoon is that the suffragists are about to reach their “goal” of the amendment being ratified and added to the Constitution, just like the ball is about to make it in the basketball goal.*

7. Is this cartoon pro or anti suffrage? Why?
   - *It supports pro because the cartoonist has the suffragist player shooting the ball into the goal.*
Cartoon Analysis Worksheet Key

Cartoon Analysis: Chair

1. List the objects or people you see in the cartoon.
   Man, Chair, Woman

2. Find the cartoon caption and/or title. Write it below.
   Southern chivalry isn’t what it used to be

3. Locate three words or phrases used by the cartoonist to identify objects or people within the cartoon.
   Woman Suffrage, Tennessee, Suffrage Ratification

4. Describe the action taking place in the cartoon.
   A man is offering the woman a chair then pulls it away as she tries to sit down.

5. What do you think the objects or people in the cartoon symbolize?
   The man symbolizes Tennessee; The chair symbolizes ratification; The woman symbolizes suffrage.

6. What is the message of the cartoon?
   Tennessee could be chivalrous and give women the vote or they could take it away.

7. Is this cartoon pro or anti suffrage? Why?
   The cartoon does not specify a particular side. It is commenting on the possible outcome in Tennessee.

Cartoon Analysis: Election Day

1. List the objects or people you see in the cartoon.
   Woman/wife, Man/husband, Children(2), Cat, Chair, Table, Window, Clock, Dishes, Rug, Clothesline with Clothes, Building, Wall picture

2. Find the cartoon caption and/or title. Write it below.
   Election Day.

3. Locate three words or phrases used by the cartoonist to identify objects or people within the cartoon.
   Votes for Women

4. Describe the action taking place in the cartoon.
   The woman/wife is going to vote. She is leaving her husband/man at home with the kids.

5. What do you think the objects or people in the cartoon symbolize?
   All the objects and people in the cartoon are meant to symbolize a typical home and family.

6. What is the message of the cartoon?
   The cartoon is suggesting how home life for the American family will be changed once women get the vote. They will be too concerned with voting to take care of their husband and children

7. Is this cartoon pro or anti suffrage? Why?
   It is anti-suffrage because it reflects negatively on women voting
Cartoon Analysis Worksheet Key

**Cartoon Analysis: Ladder**

1. List the objects or people you see in the cartoon.
   - Ladder, Woman, Yoke, Buckets (2)

2. Find the cartoon caption and/or title. Write it below.
   - Enfranchisement now means the sky’s the limit, in woman’s sphere.

3. Locate three words or phrases used by the cartoonist to identify objects or people within the cartoon.
   - The words listed on the ladder do not apply to this question since they are not identifying any particular object or person.

4. Describe the action taking place in the cartoon.
   - The woman is standing at the bottom of the ladder and looking up where she can see all the things women have done and overcome and still seeing all the things women have yet to do.

5. What do you think the objects or people in the cartoon symbolize?
   - The woman symbolizes all women who have ever or will ever live; The ladder symbolizes women’s journey to their ultimate goal; Each step on the ladder symbolizes the achievements and goals of women.

6. What is the message of the cartoon?
   - This cartoon depicts that suffrage is just one of many goals to obtain for women’s rights. The ultimate goal is at the top of the ladder which is the presidency. You may want to point out to your students that a woman running for president is not an unusual occurrence today.

7. Is this cartoon pro or anti suffrage? Why?
   - It is pro because the cartoon is depicting the accomplishments of women and how by achieving suffrage they can go on to achieves more.

**Cartoon Analysis: Hill**

1. List the objects or people you see in the cartoon.
   - Cliff, Woman, Tree seedlings, Rocks, Grass

2. Find the cartoon caption and/or title. Write it below.
   - Hope at last!

3. Locate three words or phrases used by the cartoonist to identify objects or people within the cartoon.
   - Ratification Cliff, National Suffrage, Oklahoma, West Virginia, Washington, Tennessee

4. Describe the action taking place in the cartoon.
   - The woman is climbing the up the cliff face.

5. What do you think the objects or people in the cartoon symbolize?
   - The woman symbolizes national suffrage; The cliff symbolizes the ratification process; The tree seedlings symbolize the individual states.

6. What is the message of the cartoon?
   - The message of the cartoon is that national suffrage will gain victory with Tennessee just like it has already done in the previous three states.

7. Is this cartoon pro or anti suffrage? Why?
   - It is pro because the cartoon depicts national suffrage reaching the top of the cliff of ratification.
**Document Analysis Worksheet Key**

**Document Analysis: Hen**

1. What kind of document do you have?  
   *Pamphlet*

2. Was this document created to support woman suffrage or oppose?  
   *Oppose*

3. Why do you think this document was written?  
   *It was written to influence other people to not support suffrage.*

4. List two things the document tells you about life in Tennessee / the United States at the time it was written.  
   1. *Men were viewed as superior to women.*  
   2. *People discouraged decadence.*

5. Write a question that you have about this document.  
   *Various answers by students.*

**Document Analysis: Anti Answers**

1. What kind of document do you have?  
   *Pamphlet*

2. Was this document created to support woman suffrage or oppose?  
   *Oppose*

3. Why do you think this document was written?  
   *It was written to tell people what the antis think of the reasons the pros give for supporting women suffrage.*

4. List two things the document tells you about life in Tennessee / the United States at the time it was written.  
   1. *A woman’s place was in the home.*  
   2. *Government work was man’s work because they are better prepared for it by nature.*

5. Write a question that you have about this document.  
   *Various answers by students.*
Photo Analysis Worksheet Key

Photo Analysis: Anti HQ

1. Study the photograph for two minutes. Form an overall impression of the photograph and then, examine individual items. Next, divide the photo into four equal parts and study each section to see what new details become visible. Write some of the things you see in the space below.

*Paintings, flowers, flags, people, sign, hats, door*

2. Use the chart below to list people, objects, and activities in the photograph.

<table>
<thead>
<tr>
<th>PEOPLE</th>
<th>OBJECTS</th>
<th>ACTIVITIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Woman in white</td>
<td>Painting of Andrew Jackson</td>
<td>Woman in white holding Confederate flag out proudly.</td>
</tr>
<tr>
<td>Woman in black</td>
<td>Painting of Rachel Jackson</td>
<td>Old man is sitting in a chair.</td>
</tr>
<tr>
<td>Old man</td>
<td>Confederate flag</td>
<td>Woman in black is holding a small American flag.</td>
</tr>
<tr>
<td></td>
<td>American flags</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Anti-Ratification Headquarters sign</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Flowers</td>
<td></td>
</tr>
</tbody>
</table>

3. Based on what you have observed above, list three conclusions you have drawn from this photo?

*Various answers by students*

4. What questions do you have about this photo?

*Various answers by students*

Photo Analysis: Rally

1. Study the photograph for two minutes. Form an overall impression of the photograph and then, examine individual items. Next, divide the photo into four equal parts and study each section to see what new details become visible. Write some of the things you see in the space below.

*Women, hats, sashes, signs, road, trees*

2. Use the chart below to list people, objects, and activities in the photograph.

<table>
<thead>
<tr>
<th>PEOPLE</th>
<th>OBJECTS</th>
<th>ACTIVITIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Women in white</td>
<td>Hats</td>
<td>Women marching as a group.</td>
</tr>
<tr>
<td></td>
<td>Sashes</td>
<td>Women holding protest signs.</td>
</tr>
<tr>
<td></td>
<td>Signs</td>
<td></td>
</tr>
</tbody>
</table>

3. Based on what you have observed above, list three conclusions you have drawn from this photo?

*Various answers by students*

4. What questions do you have about this photo?

*Various answers by students*
mounted primary source images:
teacher reference

1. Anti–Suffrage (Music Advertisement)

2. Pro-Suffrage (Music Advertisement)

3. Anti-Suffrage (Music Advertisement)

4. Pro-Suffrage (Photograph)

5. Anti-Suffrage (Document)

6. Anti-Suffrage (Photograph)

7. Pro-Suffrage (Newspaper Political Cartoon)

8. Pro-Suffrage (Newspaper Political Cartoon)

9. Anti-Suffrage (Political Cartoon)

10. Pro-Suffrage (Newspaper Political Cartoon)
## Mounted Primary Source Images:

### Teacher Reference

<p>| | |</p>
<table>
<thead>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>11. Pro-Suffrage</td>
<td>(Newspaper Political Cartoon)</td>
</tr>
<tr>
<td>12. Pro-Suffrage</td>
<td>(Music Advertisement)</td>
</tr>
<tr>
<td>13. Pro-Suffrage</td>
<td>(Newspaper Political Cartoon)</td>
</tr>
<tr>
<td>14. Anti-Suffrage</td>
<td>(Document)</td>
</tr>
</tbody>
</table>
Lesson 2

Taking Sides: Pros and Antis Collide at the Hermitage Hotel

Lesson Plan Resources
1. Historical Summary, Part 2 - Carol Bucy Article
2. Tennessee Equal Suffrage Association Banner, Inc. Fact Sheet
3. “Reasons for Suffrage and Reasons against Suffrage” chart
4. Participant Biographies
5. Businessmen Involved with Liquor Manufacturing, Railroad Companies and Textile Mills
6. “Design Your Own Button” worksheet
Lesson 2: Historical Summary, Part 2

Bucy, Carole.  
*Tennessee Women and the Vote: Tennessee’s Pivotal Role in the Passage of the Nineteenth Amendment.*  
(revised version)

When the Tennessee suffragists began to call for ratification in May 1920, the General Assembly had already completed its business for the year and was not in session. The Tennessee suffragists called for the governor to call a special session. Governor A.H. Roberts was a nervous politician who was facing a difficult and uncertain re-election in his own party’s August primary. After receiving a telegram from President Woodrow Wilson saying, “It would be a real service to the party and to the nation if it is possible for you... to call the special session of the Legislature of Tennessee to consider the Suffrage Amendment.” Governor Roberts announced that he would call the special session right after his primary.

August 1920 - Nashville, Tennessee

The suffragists went to work - making personal calls on every man (legislator) who would be coming to Nashville on August 9th for the special session. Carrie Chapman Catt, the national leader of the suffrage association, arrived in Nashville in mid-July to provide additional leadership and moral support. She came for a week and stayed six. She described it this way: “The Southern summer heat was merciless, and many legislators lived in remote villages or on farms, miles from any town. Yet the women trailed these legislators by train, by motor, by wagons and on foot, often in great discomfort. They went without meals, were drenched by unexpected rains, and met with tire troubles, yet no woman faltered. I’ve been here a month. It is hot, muggy, nasty, and this last battle is desperate. Even if we win, we who have been here will never remember it with anything but a shudder.”

There was significant opposition to suffrage in Tennessee. If women voted, the balance of power in Tennessee would be disrupted and, after all, many of the suffragists had been temperance workers *(opposed to legalized alcohol). The antis, as the opponents were called, were led by Miss Josephine Pearson, a former girls’ school head from Monteagle who was said to have promised her mother on her deathbed that “should the dreaded Susan B. Anthony amendment ever come to Tennessee” she would do whatever she could to stop it. Miss Pearson arrived in Nashville wearing a cluster of three red roses symbolizing her rank. Writer Louise Davis said that “no three-star general ever wore his stars more proudly.” Davis described Pearson as a “melodramatic woman swathed in Victorian sentimentality.” “Emerging from a plump little pincushion of a world - all tufted and velvet and soft - she rose to new heights or oratorical power when she spoke to the Tennessee Senate and ‘seemed to hear my voice touch the Capitol Dome!’”

Tennessee’s traditional factionalism seemed to forebode trouble for the suffrage vote. First, there was the east-west division going back to the Civil War - western Tennessee had favored secession while East Tennessee had not wanted to secede and indeed, Tennessee had been the first to vote to re-enter the Union. Then there was the rural-urban split between the large cities of Memphis, Nashville, Knoxville and Chattanooga, and what were then called the “red handkerchief boys” from the hills and hollows. There was also the wet-dry split *(the debate to make alcohol illegal) which seemed to cut across the grain of all the other divisions. The Drys favored suffrage because they believed women would vote for prohibition. Many of the suffragists had been temperance workers. The liquor interests funded the antis…

The suffragists adopted the yellow rose as their symbol - and passed them out to mark their supporters. With Miss Pearson and the antis wearing red roses, the debate quickly became known as the War of the Roses. When the members of the General Assembly arrived in Nashville, the stage was set for what would be one of the greatest dramas in Tennessee history.

* TSM addition

1 TSM note: The pro-suffragists also had members posted as “lookouts” at Union Station, Nashville’s local train depot, to stop any of the “yes” votes from leaving town before the ratification vote could be held.
This is a reproduction of an original banner used by the members of the Tennessee Equal Suffrage Association during the August, 1920, special session of the Tennessee General Assembly. It is currently on display at the Tennessee State Museum.

**Symbolism:**

- **Evergreen Tree:** The evergreen tree represents liberty. The “liberty tree” was a commonly used symbol of the American Revolution. It was adopted by the movement, because they too were fighting for the same freedoms sought during the revolution.

- **Sun:** The sun and its rays represent enlightenment, specifically educating the public regarding women’s issues.

- **Balanced Scales:** The balanced scales represent justice. The scales demonstrate women’s desire to obtain equal justice under the law.

- **Gold or yellow:** This color was selected to represent the movement due to its bright hue and association with light. It also identified the participants as a unified group.
<table>
<thead>
<tr>
<th>For</th>
<th>Against</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Women are citizens too.</td>
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<td>3. Women obey the law, so they too should have a voice in the creation of those laws.</td>
<td>3. Women are weaker than men so women voting will make government weak as well.</td>
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<tr>
<td>4. Women are good enough to be your mothers; why should they not vote?</td>
<td>4. A woman voting will mean social and political changes.</td>
</tr>
</tbody>
</table>
My name is Anne Dallas Dudley. I was the daughter of a wealthy Nashville family. As an adult, I became a leader in Tennessee and the nation in the cause for women’s right to vote. I had a husband and two children when I became involved in the fight for suffrage.

I joined a local suffrage association and was soon elected president of the Tennessee Equal Suffrage Association. Many of the women who worked for the right to vote were stereotyped as mannish and childless radicals who were trying to destroy the American family. Several of my friends and acquaintances frowned upon the idea of women voting, but I became devoted to the cause and campaigned throughout the state, organizing leagues and speaking across the United States.

As I said, I was a family woman. Many antis believed that the suffragists were against the family. My family helped to stop this myth. I often brought my children with me to suffrage parades across Nashville, and I frequently had my picture taken with my children (like the one you see above). Under my leadership, suffrage became more acceptable and many women joined the movement. Abby Milton of Chattanooga and Catherine Kenney of Nashville were my friends, and we worked together to organize the statewide effort to give women the right to vote.
My name is Elizabeth Avery Meriwether. I was born in Memphis, Tennessee. During the Civil War, my family and I were forced to flee the city. We spent the remainder of the war in Alabama as refugees. After the war, I spoke out for women’s rights. My goal was to see women achieve equality to the men. In 1872, I even voted in the presidential election even though it was against the law for women to vote. After that, I published a newspaper, The Tablet, which supported women’s rights.

I believed that women should have equal economic opportunities as well. I even went before the Memphis School Board and demanded that females receive pay that was equal to male teachers. At that time, male school teachers received a higher salary than female teachers in the same position.

I also organized a mass meeting in a Memphis theater on women’s rights in which 500 women attended. My husband and I represented Tennessee at a national suffragist convention. One of my good friends was Susan B. Anthony. She was another outspoken supporter of women’s rights. She and I traveled across the country giving speeches about suffrage and women’s rights. I worked for women’s suffrage and equality all my life.
My name is Frankie J. Pierce. I was born around the time of the Civil War. My mother was a house slave for a legislator from Smith County. I received an education from a private school for African Americans. After I married, my husband and I moved away from Nashville, but I returned after he died.

After I came home, I worked to establish a school for delinquent African American girls. These were girls who frequently got into trouble with the law. White girls would be taken to vocational schools that helped them learn a trade. African American girls were not permitted to go to the schools so they were sent to jail.

During the suffrage movement, I was invited to speak to an assembly of the state suffrage convention in the State Capitol building at Nashville. In my speech I said, “What will the Negro women do with the vote? We will stand by the white women. We are asking for only one thing – a square deal. We want recognition in all forms of this government. We want a state vocational school and more room in state schools.” After this speech, the vocational schools for African American girls became a part of the suffragists’s goals.

In 1921, the state legislature passed a bill creating the school, and I worked there until I retired.
My name is Sue Shelton White, and I was born in Jackson, Tennessee. I was the daughter of a local lawyer and minister. As a young woman, I was a member of many women's clubs. I joined the state suffrage association, but left it in 1917 to join a more radical organization called the National Woman's Party. We believed that President Woodrow Wilson should do more to help the cause of women's suffrage.

In 1919, one year before Tennessee's suffrage debate, I was arrested in Washington D.C. for protesting outside the White House. While we were in jail, my friends and I went on a hunger strike. This meant we would not eat anything out of protest. In an effort to get us to eat, the jailer had two stoves installed in the jail and hired six cooks to continuously fry ham in an effort to make us hungry.

My group of women's suffrage supporters did not get along with Anne Dallas Dudley and her group of suffragists. They believed we were too radical. We believed they were not active enough. While the suffrage debate was going on in Nashville, I set up our headquarters at a different hotel than Carrie Chapman Catt at the Hermitage Hotel. When the suffrage amendment was ratified in Nashville, we did not even celebrate with Anne Dallas Dudley and Carrie Chapman Catt.

After we gained the right to vote, I served in various government positions and even helped in the New Deal programs during the Depression. I continued to fight for women's rights.
HARRY BURN
Niota (1895-1977)

My name is Harry Burn, and I was born in Niota, Tennessee on November 12, 1895. I became the youngest member of the state legislature when I was elected to the House of Representatives for McMinn County at the age of twenty-two. I am best remembered for a decision I made during my first term in office.

During the special session of 1920, I voted with the anti-suffragists on tabling the bill addressing the ratification of the 19th Amendment. Not long after, I realized the resulting tie vote of 48 to 48 to table the bill would result in the end of further debate on the amendment. It was then that I changed my mind about the vote. With the support I received in a letter from my mother, Febb Burn, who encouraged me to “…be a good boy and help Mrs. Catt put the ‘rat’ in ratification,” I voted to approve the 19th Amendment. By doing this, Tennessee became the 36th state to ratify the 19th Amendment. This granted American women the right to vote.

The remainder of my life was spent in public service. I became a member of the Tennessee Senate in 1949 and the state planning commission. Later, I became president of the Rockwood National Bank and Trust in Rockwood, Tennessee.
My name is Josephine Anderson Pearson, and I was born in Gallatin, Tennessee. When I grew up, I attended Irving College in McMinnville where I graduated in 1890. I later received my master’s degree from Cumberland College. It was then that I became a teacher and school administrator in various institutions across the state. I also worked on the Woman’s Board of the Tennessee Centennial Exposition in 1895 and the Dixie Highway Council.

I am best known for my involvement with the anti-suffrage movement. I was the president and speaker for the Tennessee State Association Opposed to Woman Suffrage (TSAOWS) and the Southern Woman’s League for the Rejection of the Susan B. Anthony Amendment. I established the headquarters of the TSAOWS in the Hermitage Hotel in Nashville where I lobbied legislators to vote against the 19th Amendment.

After the amendment was passed, I took a job at the Southern Seminary of Virginia where I taught history and philosophy. I also continued my work for public welfare by giving lectures throughout the South, as well as writing books and articles.
As businessmen of Tennessee who are involved in manufacturing alcohol, textile mills, and railroad operations, we do not support women voting. We know many women do not agree with the way we run our businesses. For example, they do not like that we use children in textile mills to make clothing. Also, they do not like how drinking alcohol can affect the men in their lives. Furthermore, women believe that railroads are too dangerous. If women get the vote, they might pass laws that force railroads to become safer. For these reasons, we fear their vote. Women’s votes could lead to laws ending child labor, making alcohol illegal, and causing railroads to spend more money improving safety.
Design Your Own Button

Name: ____________________________ Date: ____________________________

Circle the side your button supports.

Pro

Anti
Lesson 3

Becoming the “Perfect 36”: The Vote for the Vote, August 18, 1920, Tennessee House Chamber

LESSON PLAN RESOURCES
1. Historical Summary, Part 3 - Carol Bucy Article
2. Ratification Timetable and Rejected Ratification Timetable
3. “Reasons for Suffrage and Reasons against Suffrage” chart
4. “Steps to Organizing a Demonstration” (Helpful Hints for Teacher)
5. Representative Harry Burn Addresses the House of Representatives
Lesson 3: Historical Summary, Part 3

Bucy, Carole. *Tennessee Women and the Vote: Tennessee’s Pivotal Role in the Passage of the Nineteenth Amendment.*
(revised version)

The Senate passed the amendment by a comfortable margin on August 13th. Mrs. Catt wrote back to Washington, “We are now one half of one state away from the final victory.” In the Tennessee House, numerous delays occurred to stall the amendment. Finally, on August 18th, when the House prepared to vote, it appeared to the suffragists that there was a very uncertain tie. As the suffragists counted their votes, they believed that the House was evenly split between those supporting suffrage and those opposing the amendment.

*After a vote to table the amendment failed, Speaker of the House Seth Walker of Lebanon began to call the roll for the amendment. The sixth name was that of Harry Burn, the youngest member of the House at 24, a Republican from Niota, Tennessee. Harry Burn wore the red rose of the anti-suffragists on his lapel as he stood and quickly cast his vote. When Harry Burn’s “Aye” was heard in the House Chamber, the suffragists realized that they could win.*

Harry Burn’s one vote made the difference. The vote was 49 to 47. It seems that his mother back home had been reading the newspapers about the debate. So she wrote her son a note:

“Dear Son: Hurrah and vote for suffrage! I notice some of the speeches against. I have been watching to see how you stood but have not noticed anything. Don’t forget to be a good boy and help Mrs. Catt put the ‘rat’ in ratification. Your Mother.”

Young Harry Burn, whose decision had won voting rights for some 17 million women, was called upon to explain himself when the assembly reconvened the next day. He rose in the House chamber and said, “I know that a mother’s advice is always safest for her boy to follow, and my mother wanted me to vote for ratification.”

Burn had made up his mind that if the measure required only one extra vote, he would give it. After several unsuccessful attempts were made to stall the vote, the vote was taken. That letter was in Harry Burn’s pocket and on his mind when he cast the decisive “aye” vote for ratification. Women had won by two votes, 49 to 47.

Seth Walker, the Speaker of the House, later changed his vote to “Aye” in a constitutional maneuver to attempt to have the amendment reconsidered, but the amendment had passed and the vote stood. Tennessee had become the 36th and deciding state.

The amendment was signed by Governor (A.H.) Roberts on August 24th and then sent to Washington for the final signature, that of the secretary of state. He signed the amendment as soon as it arrived, before breakfast on August 26th and after over 72 years of effort, women in every state could now vote.

The 19th Amendment became a reality. Tennessee took its place in history as the “Perfect 36,” the last state needed to make woman suffrage the law of the land. Women could now vote in Tennessee as well as across the United States.

After the passage of the amendment, the fragile coalition of women supporting suffrage again splintered. Women did not agree on what should be done after suffrage. Many wanted complete equality for women while others wanted to see special legislation passed that would protect women and children.

Many of the suffragists became frustrated and disillusioned after the elections of 1920. Carrie Chapman Catt had believed that if suffrage could be passed, within ten years, half of the U. S. Senate would be women. This did not happen. Women did not flock to the polls to vote and did not run for office. Anne Dallas Dudley became involved in Governor Roberts’s campaign for re-election as governor and he lost. He blamed the women and his support of the suffrage amendment for his defeat. The struggle for women’s rights in Tennessee and across the nation continued.

*TSM note: Before voting on the 19th Amendment, anti-suffragists in the House made an attempt to stop the vote from taking place on August 18th. They did this by calling for a vote on “tabling the bill,” which means simply to postpone the ratification vote to a later date yet to be determined. They voted on tabling twice, but each vote ended in a tie.*
## Ratification Timetable

### States that Ratified the 19th Amendment

36 states needed to ratify this amendment in order to make it the law of the land.

<table>
<thead>
<tr>
<th>State</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wisconsin</td>
<td>June 10, 1919</td>
</tr>
<tr>
<td>Michigan</td>
<td>June 10, 1919</td>
</tr>
<tr>
<td>Kansas</td>
<td>June 13, 1919</td>
</tr>
<tr>
<td>Ohio</td>
<td>June 14, 1919</td>
</tr>
<tr>
<td>New York</td>
<td>June 16, 1919</td>
</tr>
<tr>
<td>Illinois</td>
<td>June 17, 1919</td>
</tr>
<tr>
<td>Pennsylvania</td>
<td>June 24, 1919</td>
</tr>
<tr>
<td>Massachusetts</td>
<td>June 25, 1919</td>
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<tr>
<td>Texas</td>
<td>June 28, 1919</td>
</tr>
<tr>
<td>Iowa</td>
<td>July 2, 1919</td>
</tr>
<tr>
<td>Missouri</td>
<td>July 3, 1919</td>
</tr>
<tr>
<td>Arkansas</td>
<td>July 20, 1919</td>
</tr>
<tr>
<td>Montana</td>
<td>July 30, 1919</td>
</tr>
<tr>
<td>Nebraska</td>
<td>August 2, 1919</td>
</tr>
<tr>
<td>Minnesota</td>
<td>September 8, 1919</td>
</tr>
<tr>
<td>New Hampshire</td>
<td>September 10, 1919</td>
</tr>
<tr>
<td>Utah</td>
<td>September 30, 1919</td>
</tr>
<tr>
<td>California</td>
<td>November 1, 1919</td>
</tr>
<tr>
<td>Maine</td>
<td>November 5, 1919</td>
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<tr>
<td>North Dakota</td>
<td>December 1, 1919</td>
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<tr>
<td>South Dakota</td>
<td>December 4, 1919</td>
</tr>
<tr>
<td>Colorado</td>
<td>December 12, 1919</td>
</tr>
<tr>
<td>Rhode Island</td>
<td>January 6, 1920</td>
</tr>
<tr>
<td>Kentucky</td>
<td>January 6, 1920</td>
</tr>
<tr>
<td>Oregon</td>
<td>January 12, 1920</td>
</tr>
<tr>
<td>Indiana</td>
<td>January 16, 1920</td>
</tr>
<tr>
<td>Wyoming</td>
<td>January 27, 1920</td>
</tr>
<tr>
<td>Nevada</td>
<td>February 7, 1920</td>
</tr>
<tr>
<td>New Jersey</td>
<td>February 10, 1920</td>
</tr>
<tr>
<td>Idaho</td>
<td>February 11, 1920</td>
</tr>
<tr>
<td>Arizona</td>
<td>February 12, 1920</td>
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<tr>
<td>New Mexico</td>
<td>February 19, 1920</td>
</tr>
<tr>
<td>Oklahoma</td>
<td>February 27, 1920</td>
</tr>
<tr>
<td>West Virginia</td>
<td>March 10, 1920</td>
</tr>
<tr>
<td>Washington</td>
<td>March 22, 1920</td>
</tr>
</tbody>
</table>

###Rejected Ratification Timetable

States that had already voted to reject the 19th Amendment.

<table>
<thead>
<tr>
<th>State</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Georgia</td>
<td>July 24, 1919</td>
</tr>
<tr>
<td>Alabama</td>
<td>September 2, 1919</td>
</tr>
<tr>
<td>Mississippi</td>
<td>January 21, 1920</td>
</tr>
<tr>
<td>South Carolina</td>
<td>January 21, 1920</td>
</tr>
<tr>
<td>Virginia</td>
<td>February 12, 1920</td>
</tr>
<tr>
<td>Maryland</td>
<td>February 17, 1920</td>
</tr>
<tr>
<td>Delaware</td>
<td>June 2, 1920</td>
</tr>
<tr>
<td>Louisiana</td>
<td>June 15, 1920</td>
</tr>
<tr>
<td>North Carolina</td>
<td>August 17, 1920</td>
</tr>
</tbody>
</table>

By the summer of 1920, these states had not decided:

- Tennessee
- Connecticut
- Vermont
- Florida

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**Who is going to be the 36th?**

Source: The Perfect 36: Tennessee Delivers Woman Suffrage
## Reasons for and against Women’s Suffrage

<table>
<thead>
<tr>
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Helpful Hints for Teacher

Steps for Organizing a Demonstration

• **Identify and reach out to supporters/create a coalition:**
  As with organizing any event, whether a house party, teach-in, or protest, it is essential to bring together a key group of people who are committed to the project. It is also useful to reach out to other groups to see if they would want to contribute to the demonstration.

• **Assign tasks and determine roles:**
  It is useful to make sure everyone knows their assigned tasks. When organizing a demonstration, you probably want one person responsible for emceeing the protest itself, and one person in charge of the required permits. Also, you need an individual in contact with policy makers, someone responsible for working with the media, and one person responsible for signs, art, and chants. Everyone should be responsible for spreading the word to the general public.

• **Location-location-location:**
  You will want to hold your demonstration where there is traffic: auto, pedestrian, or both. You want to connect with as many people as possible; visibility is important. A poor location can undermine even the most well organized demonstration. Also, it is important that you know your rights regarding the use of space.

• **Get the word out:**
  Turnout is crucial. Develop a specific strategy for outreach and publicity and set a goal for the number of people you want at the demonstration. Then, create a plan for reaching out to ten to a hundred times the amount of people as you hope will be there. Assume that only a fraction of the people you contact will actually show up. Key to a successful outreach strategy is the production of materials, like event fliers, direct mail invitations, email invitations, and public service announcements. Distribute the fliers among friends and colleagues to be disseminated publicly.

• **Slogans and Chanting:**
  Brainstorm catchy slogans that can be learned quickly by a crowd. Make copies of the chants to pass out to fellow demonstrators. Have someone in charge of leading people in the chants.

• **Signs and other materials:**
  Colorful signs are essential in order to capture a group’s attention. Make signs that have bold letters and clear messages, the fewer words, the better. Make sure your signs are legible from far away and make for good photo-ops. As with chants, the use of sarcasm or play on words can be an effective way of communicating.

• **Literature and handouts:**
  A bright, colorful sign may catch attention, but then what? It is important to bring educational materials to hand out, possibly some sort of postcard, fact sheet, or flier that discusses your issue.

• **Puppets or other props:**
  Life-size puppets offer a fantastic way to dramatize your issue, and they make a great visual for the crowds. Other kinds of props, like giant banners, will also enliven your demonstration. Making art a central part of your protest will help you attract more attention. Art will also make your demonstration more fun for those involved.

• **Creative actions, skits and songs:**
  It’s always a good idea to think of new ways to express your point of view. Maybe you don’t want to have another protest with people chanting and shouting. Perhaps, do something more original. Skits and other types of performance provide an excellent way to heighten the public’s interest. Write and perform a short play that explores your issue. A song and/or dance performance is another fun way to attract attention and get your point across.

Source: Global Exchange, www.globalexchange.org
The Representative Harry Burn Addresses the Tennessee House of Representatives
(Explaining the reason for his vote the day before)

The House met at 10:30 a.m. and was called to order by Mr. Speaker Walker. The proceedings were opened with prayer by the Chaplain, Rev. R. V. Cawthorn.

On a call of the roll 96 members were found to be present. The absent members were: Messrs. Brooks, Harris (of Wilson), and Rowan, who were excused.

On motion the reading of the Journal was dispensed with, Mr. Burn, on a point of personal privilege sent a statement to the Clerk’s desk, which he asked to be read and which on motion, was spread upon the Journal and is as follows:

Nashville, Tenn., August 19, 1920

Mr. Speaker and Members of the General Assembly:
I desire to resent in the name of honesty and justice the veiled intimation and accusation regarding my vote on the suffrage amendment as indicated by certain statements, and it is my sincere belief that those responsible for their existence know there is not a scintilla of truth in them.

I know they are false, and I feel that my association amongst you has enabled you to know me well enough that you unanimously join me in resenting same.

I want to take this opportunity to state that I changed my vote in favor of ratification because:

(1) I believe in full suffrage as a right;
(2) I believe we had a moral and legal right to ratify;
(3) I know that a mother’s advice is always safest for her boy to follow, and my mother wanted me to vote for ratification.
(4) I appreciated the fact that an opportunity such as seldom comes to mortal man—to free 17,000,000 women from political slavery—was mine.
(5) I desired that my party in both State and Nation, might say that it was a Republican from the mountains of East Tennessee, the purest Anglo-Saxon section in the world, who made National Woman’s Suffrage possible at this date; not for any personal glory, but for the glory of his party.

H. T. Burn.

Taken from the House Journal p. 94