Are you Yellow or Red? Women's Suffrage in Tennessee

Lesson plans for primary sources at the Tennessee State Library & Archives

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Visit www.tn.gov/tsla/educationoutreach for additional lesson plans.

Introduction: The ratification of the 19th amendment was the pinnacle of the Progressive Movement and Tennessee played a pivotal role in gaining women the right to vote in the United States. In August 1920, Tennessee became the 36th state to ratify the 19th amendment and changed American politics forever.

Guiding Questions:

- What were the key arguments for and against women's suffrage?
- Who were the key players in the fight for and against women's suffrage?
- What role did Tennessee plan in the suffrage effort?

Learning Objectives: In the course of the lesson, students will, explore the ideas for and against women gaining the right to vote, identify the leaders of the women's suffrage movement , and define Tennessee's role in the women's suffrage movement.

Curriculum Standards:

US.18- Describe the movement to achieve suffrage for women, including: the significance of leaders such as Carrie Chapman Catt, Anne Dallas Dudley, and Alice Paul, the activities of suffragists, the passage of the 19th Amendment, and the role of Tennessee as the "Perfect 36"). (C, E, G, H, P)

CCSS.ELA-Literacy.RH.11-12.1
Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
CCSS.ELA-Literacy.RH.11-12.2
Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
CCSS.ELA-Literacy.RH.11-12.7
Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.
CCSS.ELA-Literacy.RH.11-12.8
Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.
CCSS.ELA-Literacy.RH.11-12.9
Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

Materials Needed:

- TSLA Website, with particular emphasis on:
  - "Remember the Ladies!": Women Struggle for an Equal Voice
  - Women's Suffrage and the 19th Century primary sources at TSLA
- Debate Organizer (Located in Team Packet)
- Debate Cards- Optional- May assist in keeping order during the debate. Can be printed on varying colors and cut for each student.
- Internet Access/Computer Use for Students
- Primary Source Analysis Sheets

Background for Teachers:

"Woman Suffrage Movement" **Author:** Anastatia Sims

Source Location: Tennessee Encyclopedia of History & Culture

*All articles can be used for follow-up student notes (Cornell, worksheets, guided notes, etc.) at teacher's discretion.

Lesson Activities:

Introductory Activity

As students enter the room, hand each student either a yellow rose or a red rose. You will want to alternate between the two, and you may wish to know ahead of time how you want students grouped, as each color will become a debate team later in the lesson. Begin by reading the introduction found at the following link as a whole class. You may choose to complete this as a close read. "Remember the Ladies!": Women Struggle for an Equal Voice

Next, ask students if they know what both the yellow and red roses might symbolize or if they know their significance. Discuss the symbolism and significance of each color. You may even want to ask students to research this in teams and present their findings to the class.

Whole Group:
As a whole group, discuss and make a T-Chart of the Reasons "For" and "Against" Women's Suffrage. This will serve as a preliminary list to warm up the brain. Next, read and discuss the following as a whole group: "Remember the Ladies!": Women Struggle for an Equal Voice. Zero in on key vocabulary words and be sure to discuss these as they come about.

Modeling:

While reading "The Beginning" from the TSLA exhibit, model the analysis of the following primary source to prepare students for their own analysis in preparation for their coming debate.

Excerpt from a letter written by Abigail Adams to her husband, March 31, 1776
Have students participate in answering some of the questions found at the following link: http://tennessee.gov/tsla/educationoutreach/worksheet_letter.pdf

Lesson Activities Continued:

Independent or Small Group Activities/Assessments:

<u>Debate</u>

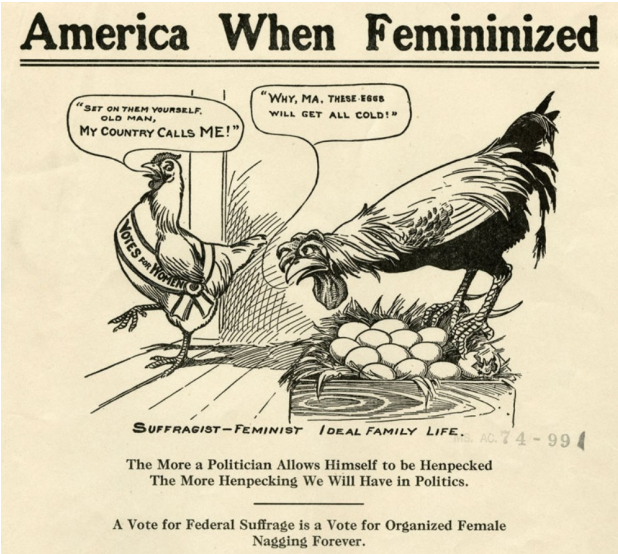
Explain to students that they are going to engage in a debate on Women's Suffrage and the passage of the 19th Amendment. The debate question is simple, "Should women be given the right to vote?"

Students will begin by separating into their pro-suffrage (yellow) and anti-suffrage (red) teams, as determined by the roses they are holding.

Each team will be given a packet that supplies them with step by step instructions, links to various primary sources to analyze and interpret, as well as their debate organizer. Students will use resources from the Tennessee State Library and Archives website to locate valuable evidence to support their side of the debate and prepare valid talking points. Prior to the debate, students from both teams will work to create a list of rules for the debate, and these rules will be reviewed prior to the start. The debate will begin with opening statements made by each side. Then, each side will take turns presenting their points, evidence, and support. Time for rebuttal will be given, provided it is productive. Each member of each team will be required to speak throughout the debate and will be graded based on the debate rubric located in each team's packet. Each team will also prepare and deliver closing statements at the end of the debate, having one last chance to make a stand.

Closure: Students will write a reflection paper following the debate that addresses the following questions:

- Explain which debate team most effectively presented their arguments and why you feel they were the most effective.
- What new knowledge have you gained through your research, reading, study, and debate of Women's Suffrage?
- What surprised you most in your findings?
- Reflect upon your personal performance and participation in the debate, giving both positives and areas for growth.



Team Packet: Suffrage Debate Prep

Congratulations! You have been assigned to either the pro-suffrage or anti-suffrage team for our upcoming debate on the following question, "Should women be given the right to vote?" You will use resources and primary sources from the Tennessee State Library and Archives website to locate valuable evidence to support your side of the debate and prepare valid talking points. Prior to the debate, students from both teams will work to create a list of rules for the debate, and these rules will be reviewed prior to the start. The debate will begin with opening statements made by each side. Then, each side will take turns presenting their points, evidence, and support. Time for rebuttal will be given, provided it is productive. Each member of each team will be required to speak throughout the debate and will be graded based on the debate rubric located in this packet. Each team will also prepare and deliver closing statements at the end of the debate, having one last chance to make a stand.

Step 1:

As a team, read and discuss the following section of the TSLA Exhibit:

http://www.tennessee.gov/tsla/exhibits/suffrage/struggle.htm

Step 2:

Each team is required to locate at least 5 primary source documents that support your side of the debate. Print each off as you find them. You will locate these using the following links:

- http://www.tennessee.gov/tsla/exhibits/suffrage/index.htm (You are likely to find several useful primary sources in the exhibit that you have already reviewed.)
- http://cdm15138.contentdm.oclc.org/cdm/search/searchterm/Women%E2%80%99s%20Suffrage%20and%20the%2019th%20Amendment/field/instru/mode/all/conn/and/order/nosort/ad/asc/cosuppress/0 (You can also look here)
- www.loc.gov (You can also search for support by locating primary sources available at the Library of Congress)
- www.archives.gov (You can also search for support by locating primary sources available at the National Archives)

Step 3:

Once you have located and printed at least 5 primary sources to support your argument, you will go the following site, and locate the proper analysis sheet for each primary source you have located. Your next task is to complete one analysis sheet per source. These will be turned in at the end of the debate, along with your debate organizer.

Link to analysis sheets: http://www.tennessee.gov/tsla/educationoutreach/resources.htm

Each primary source can be used to help you support your argument, so look for ways that each could be incorporated in your talking points.

Step 4:

Complete the **"Debate Organizer"** located on the next page. This will serve as your debate outline. Once you have completed your debate organizer, take the time to review it as a team and make any necessary adjustments or changes.

Step 5: Each team will complete the **"Debate Rules"** handout and turn it in prior to the debate for review.

Debate Organizer

1) What are you trying to prove?	
2) Opening Argument/Statement:	**Person(s) Presenting:**
Argument 1: Evidence/Support: Evidence/Support: Evidence/Support: Primary Sources Utilized in Argument 1: Think Ahead: Possible Rebuttals for Argument 1 from Opposing Side:	**Person(s) Presenting:**

Argument 2:	**Person(s) Presenting:**
Evidence/Support:	
Evidence/Support:	
Evidence/Support:	
Primary Sources Utilized in Argument 2:	
Think Ahead: Possible Rebuttals for Argument 2 from Opposing Side:	

Argument 3:	**Person(s) Presenting:**
Evidence/Support: Evidence/Support: Evidence/Support: Primary Sources Utilized in Argument 3: Think Ahead: Possible Rebuttals for Argument 3 from Opposing Side:	

Argument 4:	**Person(s) Presenting:**
Evidence/Support: Evidence/Support: Evidence/Support: Primary Sources Utilized in Argument 4: Think Ahead: Possible Rebuttals for Argument 4 from Opposing Side:	

Argument 5:	**Person(s) Presenting:**
Evidence/Support:	
Evidence/Support:	
Evidence/Support:	
Primary Sources Utilized in Argument 5:	
Think Ahead: Possible Rebuttals for Argument 5 from Opposing Side:	

Debate Rules

As a team, create a list of at least 5 rules for effective debating. Make sure each rule is stated in the positive. Once each team has submitted their list of rules, a common set of rules will be decided on and prior to the start of the debate.

1.

2.

3.

4.

5.

Women's Suffrage Debate Rubric **Team:_____**

Category	Criteria			
	4	**3**	**2**	**1**
Effective Arguments	All 5 arguments were effective and well prepared	At least 3-4 of the 5 arguments were effective and well prepared	At least 2 of the 5 arguments were effective and well prepared	1 or fewer arguments were effective, lacked preparation
Support with Evidence	Uses many facts that support topic (At least 5 primary sources used)	Uses some facts that support topic (Only 3 primary sources used)	Uses few facts that support topic (Only 2 primary sources are used)	Does not use facts that support topic (1 or less primary sources used)
Persuasiveness	Arguments clear and convincing	Arguments are sometimes clear and convincing	Arguments are rarely clear and convincing	Arguments are never clear and convincing
Teamwork	Every member shows effort in his or her particular role	One member does 50% of the work	One member does the talking 100% of the time	No one talks
Organization	Electrifies audience in opening statement Closure convinces audience	Grabs attention Brings closure to the debate	Introduces topic and brings some closure to the debate	Does not introduce topic; no closure

Total: _____

Areas of Strength-

Areas Needing Improvement-