



6-12 GRADES  
PRE-LESSON

# TENNESSEE *Woman's Suffrage* CENTENNIAL REENACTMENT

AUGUST 18, 2020

This lesson will serve as an introduction for 6th-12th grade students to the 19th Amendment Reenactment to give students an understanding of the people involved in the suffrage movement and context for the vote. The lesson consists of the pre-reenactment activity through a presentation (Prezi) with discussion questions embedded, and post-reenactment discussion questions/writing prompts and a photo analysis activity using national and state-level sources. Resources and further reading are provided at the bottom.

## STANDARDS

**8.42** Analyze the development of the women's suffrage movement, including the Seneca Falls Convention, and the ideals of Susan B. Anthony, Elizabeth Cady Stanton, and Sojourner Truth.  
**TN.46** Describe Tennessee's impact on the suffrage movement, including the following: "Perfect 36," Harry Burn, Anne Dallas Dudley, and A.H. Roberts.

**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 suffragettes, the passage of the 19th Amendment, and the role of Tennessee as the "Perfect 36."

## LESSON TIME

45-60 minutes

## MATERIALS NEEDED

**PREZI** - The presentation can be downloaded to be viewed offline, as well as presented online. Click the button to the right. ▶

[Click for Prezi Presentation](#)

## LESSON ACTIVITY:

Using the attached Prezi link, students can either be instructor-led, or independently led, through the presentation leading up to watching the reenactment. Students will be asked to give feedback between the four central categories and can do so through discussion or written prompts.

## VOCABULARY

**Amendment:** A change or addition to a law. In this case, a change to the Constitution.

**Governor:** The head of the executive branch at the state level of government. The Governor has many responsibilities, one of which is to enforce the laws.

**Legislature:** The name for a group of elected people who vote on laws. In Tennessee, it consists of the House of Representatives and the Senate.

**Ratify:** To make something official. In this case, to ratify an Amendment of the Constitution.

**Suffrage:** Voting rights.



## POST LESSON ACTIVITIES

### Choose a discussion/writing prompt topic:

- ★ How did you feel during the reenactment? What arguments were made for and against Women's Suffrage?
- ★ Why did it take so long for women to secure the right to vote? Can you think of any other groups who have struggled to secure voting rights in American History?
- ★ How would you have fought for the right to vote? Which methods of protest/activism do you think are the most effective?
- ★ Why do you think Harry Burn changed his vote? How important do you think his Mother's letter was? What were other factors?
- ★ By the 1920s states throughout the South had implemented "Jim Crow" laws to prevent African American men from voting. How do you think Tennessee suffragists and anti-suffragists viewed the further extension of voting rights to African American women through the 19th Amendment?
- ★ What do these quotes from anti and pro Women's Suffrage Tennessee State Senators tell you about their position on the 19th Amendment and how they viewed voting rights for African Americans?



*Febb Burn*

- Anti-19th Amendment Senator: "Within a very few years after this amendment has passed, you will find that Congress has legislated so as to compel we people of the south to give to the negro men and women their full rights at the ballot box...then you will find many of your counties, now dominated by the Democrats and white people, sending up negro representatives to this house."- Senator H.M. Candler quoted in Elaine Weiss' *The Woman's Hour* page 261
- Pro-19th Amendment Senator: "We won't have negro rule. Republicans and Democrats alike would take their muskets and go to the polls to prevent it." Speaker of the Senate Andrew Todd. Quoted in *Ibid.*



*Harry Burn*



*Carrie Chapman Catt*



*Anne Dallas Dudley*



*Tennessee State Capitol*



*Juno Frankie Pierce*

## PHOTO ANALYSIS

Using the National Archives 'Analyze a Photograph' website linked below, choose one of the following photos to analyze as a class/individual:

[www.archives.gov/education/lessons/worksheets/photo](http://www.archives.gov/education/lessons/worksheets/photo) ▶



*Click on the photos below to go to the websites:*



**Tennessee State Capitol**



**National Woman's Party**



**Tennessee State Museum collection**



**Library of Congress**

## **ADDITIONAL RESOURCES:**

Click on the links below to go to the websites:

- **Library of Congress:** [www.loc.gov/teachers/classroommaterials/primarysourcesets/womens-suffrage](http://www.loc.gov/teachers/classroommaterials/primarysourcesets/womens-suffrage)
- **Tennessee4Me:** [www.tn4me.org/article.cfm/a\\_id/135/minor\\_id/56/major\\_id/20/era\\_id/6](http://www.tn4me.org/article.cfm/a_id/135/minor_id/56/major_id/20/era_id/6)
- **TN Woman 100:** [tnwoman100.com/educator-resources](http://tnwoman100.com/educator-resources)
- **Tennessee State Library and Archives:** [sos.tn.gov/products/tsla/womens-suffrage-tennessee-and-passage-19th-amendment](http://sos.tn.gov/products/tsla/womens-suffrage-tennessee-and-passage-19th-amendment)
- **Tennessee State Museum:** [tnmuseum.org/temporary-exhibits/temporary](http://tnmuseum.org/temporary-exhibits/temporary)  
[tnmuseum.org/Ratified-Statewide](http://tnmuseum.org/Ratified-Statewide)  
[tnmuseum.org/kids](http://tnmuseum.org/kids)