Introduction:
The ratification of the 19th Amendment, which guaranteed women the right to vote, was the ultimate reward for the tireless efforts of suffragists in Tennessee. In August 1920, Tennessee became the 36th state to adopt the 19th amendment ushering in a new era of American politics.

Guiding Questions:
• What role did Tennessee play in the Women’s Suffrage Movement?
• What are the key arguments and strategies for suffragists and anti-suffragists?
• Who were the key players in the fight for and against women’s suffrage?

Learning Objectives: Students will explore the strategies and beliefs of those for and against suffrage, define Tennessee’s role in the women’s suffrage movement, and identify leaders and explain the contributions of leaders of the women’s suffrage movement.

Curriculum Standards:

5.47 Identify Tennessee’s role in the passage of the 19th Amendment, including the impact of Anne Dallas Dudley and Harry Burn.

SSP.01 Gather information from a variety of primary and secondary sources, including:
• Printed materials (e.g., literary texts, newspapers, political cartoons, autobiographies, speeches)
• Graphic representations (e.g., maps, timelines, charts, artwork)
• Artifacts
• Media and technology sources

SSP.03 Organize data from a variety of sources in order to:
• Compare and contrast multiple sources
• Recognize differences between multiple accounts
• Frame appropriate questions for further investigation
Source Sets:

Introductory Sources

- Marching Suffragists - Photograph
- 19th Amendment - Written Document

Group #1- Anti-Suffrage

- America when Feminized - Political Cartoon
- “Why We Oppose Votes for Women” - Broadside

Group #2- Anti-Suffrage

- “Anti-Suffrage Answers” - Broadside
- “Home!” - Political Cartoon

Group #3- Role of Tennessee in Women’s Suffrage

- “Hope at Last!” political cartoon
- “Letter from Walter C. Childs to Governor Albert H. Roberts” - Written Document

Group #4- Pro-Suffrage

- “Party Watchfires Burn Outside the White House” - Photograph
- “And they Got Away With It For Centuries” - Political Cartoon
- Votes for Women! The woman's reason... National American woman suffrage association. Headquarters: 505 Fifth Avenue, New York - Written Document

Group #5- Dallas Dudley

- “Letter to Governor Tom C. Rye from Anne Dallas Dudley” - Written Document
- “Anne Dallas Dudley” - Historical Marker

Group #6- Harry Burn

- Modified Interview Manuscript of Abby Milton Crawford discussing role of Harry Burn in the ratification of the 19th Amendment. (link is to the audio file, manuscript is in student materials below)
- Transcript of Letter from Harry Burn’s mother August 1920 (attached in student materials below)
- Representative Harry T. Burn - Photograph
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.

- Primary Source Guiding Questions for student stations (located in Student Materials at end of lesson plan)
- Primary Source Guided Question Handouts for groups 1-6 (located at end of lesson plan)

Background for Teacher:

"Women’s Suffrage: Tennessee and the Passage of the 19th Amendment” Consortium Essay (located below)

Lesson Activities: (Length- 2-3 class periods)

Day 1:

Introductory Activity (10-15 minutes) Have students take their seats. Introduce the lesson by conducting a class vote on a topic of the teacher's choice. (Encourage students to choose something of consequence; e.g. recess vs. homework, pizza vs. ice cream party, etc.) Make this a boys' vote only.

- Tally votes, but do not reveal results.
- Conduct a girls' vote.
- Reveal the winner, based on the boys' vote.
- Add the girls' vote to the boys' vote.
- Discuss results. Did the vote change by adding the female vote?
- Chart or graph results (Teacher choice).

Brainstorming questions for discussion (10-15 minutes):

- How would you persuade someone to vote for you?
- How could you effect change individually or as a member of a group?
- Brainstorm and compile a list of strategies that people use to influence others’ opinions and effect change.
Lesson Activities Continued:

Whole Group (20-25 minutes) 2 options

1. As a class, read the article "Women's Suffrage: Tennessee and the Passage of the 19th Amendment" Consortium Essay (located at end of lesson plan) and have the students circle more complex topical vocabulary words that might need to be defined and discussed (i.e. suffrage, enfranchisement, amendment, ratification, legislatures, municipal, etc.)

*Note to teacher: This article can be read as a whole class, with partners, or as a close read in which the teacher creates questions to guide students.

OR

2. Students will watch a parody of Lady Gaga’s “Bad Romance” by Soomo Publishing “Bad Romance- Women’s Suffrage”. During the video they will answer the following questions on a sheet of loose-leaf paper (10 minutes total including discussion) based on the video:
   
   a. What does the term suffrage mean?
   b. What rights did women want?
   c. What did these women believe suffrage was equal to?
   d. Why did some women not share in this opinion?
   e. What are different ways the women protested or spoke out about women’s suffrage in the video?

Day 2:

Review/Preparation Activity—Display the Intro sources (links found on page 2) on overhead projector (or handouts depending on technology in your classroom).

The Library of Congress Primary Source Analysis Tool Sheet are listed below and are great to use as guiding questions in helping students breakdown primary sources.

Lead a group discussion on the following introductory sources:

Marching Suffragists - Photograph

Observe

- Describe what you see in the photo.
- What people and objects are shown?
- What is the physical setting?
- What, if any, words do you see?
- What other details can you see?
Lesson Activities Continued:

Reflect

- Why do you think this image was made?
- What’s happening in the image?
- When do you think it was made?
- Who do you think was the intended audience?

Question:

- What do you wonder about?

These questions came from the Library of Congress Primary Source Analysis Tool sheet and the 19th Amendment document.

Use the Analyzing Primary Sources guide and the 19th Amendment document to come up with similar questions as above.

*You can have the students write their observations down, or just have questions on board for everybody to see.

Divide students into six groups of 4 or 5 (depending on numbers) and explain that students will now be working in small groups with sets of primary sources. Hand out remaining sets of primary sources found on page 2. Each set relates to different parts of the Women’s Suffrage Movement. The students are to use these sources to answer the guiding questions on their group’s worksheet. Then they will use their sources to describe their aspect of the Women’s Suffrage Movement to their classmates. Allow students time to analyze their sources and fill out their worksheets. Circulate among groups to address questions of vocabulary, etc.

Note: For 5th graders, you need to break this time into two segments. Have groups begin with their text source, reading carefully and noting any unfamiliar words. Then come back together as a class to share and discuss the new vocabulary. Return to small groups to finish analyzing the text sources and images.

Have each group present their sources to the class. An excellent way to make sure all students understand the different aspects of women’s suffrage is to use chart paper and create a Freyer model graphic organizer to present in front of the class. The students can fill in their group’s information on the Freyer model and students will have their own copy to record the other groups’ research. (Freyer Model graphic organizer is available in “Student Materials” at the end of this lesson.)
Lesson Activities Continued:

Closure:
Ask the students based on what they have learned today:

- Why did the Women Suffragists want the right to vote?
- Why did Anti-Suffragists oppose the beliefs of the female suffragists?
- What strategies did both sides use to try to accomplish their goals?
- Why is Tennessee so important in the passing of the 19th Amendment?
Student Materials
Abby Milton Crawford, President of Tennessee Woman Suffrage Association
(Modified)

Group 6 Documents

This is an interview with Abby Milton Crawford, a 101 year-old former president of the Tennessee Equal Suffrage Association. She was interviewed in 1983 about Harry Burn changing his vote, paving the way for the ratification of the 19th Amendment.

[Interviewer] What do you remember about the famous Harry Burn vote in the Tennessee General Assembly that paved the way for ratification?

{Crawford} Harry Burn turned the tide on the vote that seemed to be fixed. Suffragists were lacking votes, the Speaker of the House, Seth Walker, had been for us (suffrage), then he got persuaded to go against us. When Harry Burn voted for suffragists, he broke the tie, and people stood up and became very angry at him in the General Assembly. The reason Burn voted for us was that his mother made him promise that if it came down to his vote, he would favor the women, Seth Walker could not shake him.

[Interviewer] How was Burn treated following the passing of the 19th Amendment?

{Crawford} Harry Burn was a nice young fellow, and after the legislature, he was up for re-election. I heard both democrats and republicans were all against him and they wanted to punish him for voting for the women. I went to McMinn County Courthouse to tell people to vote for Harry Burn because all political parties were against him. Harry Burn brought his mother. I organized a Democratic Women’s Club over there and got them to call a meeting… my message was that he was being punished and women needed to support him. In the end, it was US Democratic women who put him back in office.
“Dear Son, ... Hurray and vote for Suffrage and don’t keep them in doubt. I noticed Chandlers’ speech, it was very bitter. I’ve been waiting to see how you stood but have not seen anything yet.... Don’t forget to be a god boy and help Mrs. Catt with her “Rats.” Is she the one that put rat in ratification, Ha! No more from mama this time. With lots of love, Mama.”

Source: Knox County Public Library

Harry T. Burn was a member of the Tennessee General Assembly from McMinn County. He credits the influence of his mother for changing his vote to support female suffrage. His vote broke the tie in the Tennessee legislature, causing Tennessee to pass the amendment and become the 36th state to ratify the 19th Amendment, making universal women’s suffrage a reality.
Women’s Suffrage Worksheet- Group 1

Name ______________________________________________________

Document 1- “America when Feminized”

Sourcing

1. What is the title of this broadside?

2. Who is responsible for making this broadside? What do you think the purpose is for this broadside?

Contextualization

3. Based on the cartoon in the broadside, what is the expected job of a woman in the home?

Close-Reading

4. Give two reasons why the right to vote for women is not good for America?
Women’s Suffrage Worksheet- Group 1

Name ______________________________________________________

Document 2- “Why We Oppose Votes for Women”

Sourcing

5. What organization wrote “Why We Oppose Votes for Women?”

Close-Reading

6. Based on this document, what are three reasons why men should remain the only ones in the United States to have the right to vote?

7. Based on the document, what are two reasons why women should be refused the right to vote?

Corroboration

8. Based on the evidence from both documents, why did the Anti-Suffragists believe that women should not be allowed to vote?
Women’s Suffrage Worksheet- Group 2

Name ______________________________________________________

Document 1- “Anti-Suffrage Answers”

1. Who is responsible for writing this document? Do you think it will favor one side because of who wrote it?

2. According to “Anti-Suffrage Answers” why should it be okay for women to pay taxes but not be able to vote? Use evidence from the text to support your answer.

3. Why has the United States gotten rid of property, religious, and race qualifications for voters but not sex (male or female) qualifications? What is the role of women according to this document?

Document 2- “Home”

4. What group is responsible for making this cartoon? What do you think the cartoonist’s opinion on this issue is?

5. What’s happening in this cartoon?

6. The cartoon is titled “Home!” Who is missing from the home in this cartoon? Where do you think the missing person is?

7. What is the message of this cartoon?

8. According to both documents, why did Anti-Suffragists believe the role of women in America belonged at home and not voting or participating in government? Use evidence to support your answer.
Women’s Suffrage Worksheet- Group 3

Name ______________________________________________________

Document 1- “Hope at Last!”
1. Describe what you see in this cartoon (words, objects, and people). What do you see that might be a symbol?

2. The old woman represents national suffrage, the cliff represents the ratification debate, and the tree at the top of the cliff represents Tennessee. Why is she holding on so tightly to it? What is the role of Tennessee in the passing of the 19th Amendment?

Document 2- Letter from Walter C. Childs to Governor Albert H. Roberts, June 22, 1920
3. What organization is the author from? Do you think he is for or against women suffrage?

4. According to Childs, what is the Women’s Party planning to ask the governor?

5. Why does Childs believe that the governor should refuse this request?

6. The adoption of the 19th Amendment to the U.S. Constitution came in August 1920. In order for the women to receive the right to vote, each state’s general assembly had to vote on whether or not to do it. Based on both documents, why is Tennessee so important in the fight for the right for women’s suffrage?

Document 3- “Suffrage Scenes at the Capitol when Senate Ratified”- August 13th, 1920
7. Based on the pictures and captions of this newspaper cover, what was the result of the vote for the women’s right to vote in Tennessee? Did they win or lose?
Women’s Suffrage Worksheet- Group 4

Name ______________________________________________________

Document 1- Photograph

1. Where do you think the women in the photo are? Is there anything in the photo that might give you a clue? What are they doing there holding the banner?

2. According to the photograph, what is the message of their banner and what are they blaming President Wilson for?

Document 2- “And They Got Away with It for Centuries” political cartoon

3. What do the woman and the baby represent in this cartoon?

4. According to the cartoon, what is the man getting away with? Why is he yelling at the woman?

5. What is the message of this cartoon?

Document 3- “Votes for women! The woman’s reason” broadside

6. What group is responsible for the printing of this broadside?

7. Based on the document, what should women be able to do?

8. Based on the document, what are four examples of what type of women want the right to vote? Why do these women want to vote?
Women’s Suffrage Worksheet- Group 5

Name ______________________________________________________

Document 1- **Tennessee Historical Marker for Anne Dallas Dudley**
1. What roles did Anne Dallas Dudley serve in during her time in fighting for Women’s Suffrage?

2. What is an example of actions that Dudley took in fighting for women’s rights in Nashville?

Document 2- **Letter to Governor Tom C. Rye from Anne Dallas Dudley**
3. What was Anne Dallas Dudley’s title when she wrote this letter to Governor Rye?

4. Look at the date of the letter. For what war do you think Dudley is offering women volunteers for in order to help out in the war effort?

5. How many volunteers is the Tennessee Equal Suffrage Association offering? What jobs did Dudley volunteer for?

6. Why do you think Anne Dallas Dudley thought that volunteering women for work during wartime was important?
Women’s Suffrage Worksheet- Group 6

Name ________________________________

Document 1: Letter to Harry Burn from Mama

1. What two things does Harry’s mother tell him to do in her letter? Provide evidence from the source.

Document 2: Abby Crawford Milton

2. What type of primary source is this? Who is being interviewed (name and title)?

3. According to Milton, Harry Burn turned the tide on the vote. How did he do that and what was the response once he voted?

4. How did Harry Burn’s life change after he cast his vote for women’s suffrage? Was this change a good or bad thing?

5. According to Milton, how did the right for women to vote help Harry Burn later on his life?

6. Based on these two documents, why is Harry Burn so important in the ratification of the 19th Amendment?
**Women’s Suffrage: Tennessee and the Passage of the 19th Amendment**

On August 18, 1920, Tennessee brought the 72-year-long struggle for women to gain the right to vote to a victorious end. In what would come to be known as Tennessee’s War of the Roses, pro-suffrage activists painted the House chamber in yellow roses - the symbol worn in support - in stark contrast to the red roses of the opposition. The 19th Amendment had passed the U.S. House and Senate and gone to the states for ratification. With 35 states ratifying, suffragists needed just one more state to reach a majority, with Tennessee holding the last hope. Fierce lobbying commenced on both sides of the issue creating an even split among Tennessee state representatives. A mother’s letter to her son turned the tide at the pivotal moment. First elected at 22 years young, Harry Burn, the youngest representative now 24 years old, had received a letter from his mother, Phoebe “Febb” Burn, urging his support of women’s suffrage. Her letter gave him the courage to vote “aye” on the 19th Amendment despite donning a red rose boutonniere on his lapel, handing suffragists the key vote for ratification. In 2020, during the 100th anniversary of the historic vote, Tennessee will celebrate its pivotal role in securing voting rights for American women.

**The National Movement Takes Shape**

Women worked for decades to win the right to vote beginning with the 1848 convention at Seneca Falls, New York. By the early twentieth century, women’s suffrage expanded into a mass movement with suffragists seeking voting rights at the local, state, and national levels. Carrie Chapman Catt, president of the National American Woman Suffrage Association (NAWSA), and Alice Paul, leader of the National Woman’s Party, helped focus the movement on achieving national voting rights through a constitutional amendment. By June 1919, the amendment had passed both houses of Congress and was sent to the state legislatures for ratification setting off a prairie fire of activity by America’s women.

**The Suffrage Movement in Tennessee**

Tennessee women played a vital role in rallying support for the 19th Amendment. Beginning in the 1870s, Tennessee women began advocating for the vote with Lide Meriwether of Memphis as their leader. By 1897, at least ten communities had suffrage leagues and Tennessee women created a statewide suffrage organization. Abby Crawford Milton of Chattanooga, Catherine Kenny of Nashville, and other suffrage leaders traveled the state holding public meetings. The Volunteer State eventually formed more than 70 local suffrage leagues. Anne Dallas Dudley of Nashville and most Tennessee suffragists were affiliated with the National American Woman Suffrage Association (NAWSA). A few suffragists such as Sue Shelton White of Jackson joined the more radical National Woman’s Party. African American suffragists, including Mary Church Terrell originally of Memphis and Juno Frankie Pierce of Nashville, advocated for both the vote and civil rights. In 1919, the Tennessee General Assembly granted women the right to vote in presidential and municipal elections, making the state a suffrage leader in the South offering hope for all women in the 1920 effort.

Fearful that women’s participation in civic life would lead to the breakdown of the family unit, some Tennessee women participated in the anti-suffrage movement. The leader of the anti-suffrage movement in Tennessee was a Monteagle educator turned activist, Josephine A. Pearson. She served as president for both the Tennessee State Association Opposed to Woman Suffrage and the Southern Woman’s League for the Rejection of the Susan B. Anthony Amendment.
The Tennessee General Assembly and the 19th Amendment

By the summer of 1920, 35 of the 36 states needed for ratification had approved the amendment. Eight states had rejected the amendment; five had not voted. Suffragists saw Tennessee as their last, best hope for ratification before the 1920 presidential election. On August 9th, Governor Albert H. Roberts called a special session of the Tennessee General Assembly to consider the issue. Pro-suffrage and the “antis” from around the state and nation descended on Nashville. Intent on influencing the legislature, both groups set up headquarters at the Hermitage Hotel, a popular gathering place just across the street from the Capitol. After the resolution passed easily in the Tennessee State Senate, both sides lobbied furiously to secure votes in the House of Representatives where the vote was extremely close.

August 18, 1920: The Perfect 36

On August 18, 1920, suffragists and anti-suffragists packed the public galleries in the House chamber. Suffragists wore yellow roses, while the anti-suffragists wore red roses. The atmosphere was tense.

The Speaker of the House, Seth Walker of Lebanon, served as the anti-suffrage leader although he had previously advocated for suffrage. Joseph Hanover of Memphis served as the political leader for the suffrage cause in the House. After Seth Walker tried unsuccessfully to table the amendment, which would have effectively “killed” the bill, the House was required to vote on the 19th Amendment. As the roll call began and votes were tallied, the youngest member of the House, a 24-year old Niota man named Harry Burn faced an internal dilemma. In his coat pocket sat a 7-page letter from Febb Burn, Harry’s mother. Among general news of the family farm, Febb used the letter to persuade her son to change his anti-suffrage stance, writing “hurrah and vote for suffrage!” As Burn’s name approached for roll call, the young man sporting a red anti-suffrage rose shocked the chamber by claiming “aye” for the amendment, thus breaking a tie and changing the course of history.

After the General Assembly voted to approve the 19th Amendment, opponents worked feverishly to rescind the ratification vote on constitutional technicalities. They held mass “Indignation” meetings across the state. The efforts of the anti-suffragists failed and on August 24, 1920, Governor Albert H. Roberts certified Tennessee’s ratification of the 19th Amendment. Two days later, U.S. Secretary of State Bainbridge Colby issued a proclamation that officially declared the ratification of the 19th Amendment making it part of the United States Constitution. Tennessee provided the 36th and final state needed to ratify this landmark amendment to the U.S. Constitution, earning itself the nickname “The Perfect 36.” Tennessee had given 27 million women the right to vote.

A Proud Legacy

After gaining the vote, Tennessee women used this new privilege to advance their causes, and in the process, helped change and expand the state’s political system. The state forever holds an important place in the national history of American women and continues to lead for all.

Compiled from Carole Bucy’s “Tennessee Women and the Vote: Tennessee’s Pivotal Role in the Passage of the Nineteenth Amendment,” Anastasia Sims’ article “Woman Suffrage Movement” from The Tennessee Encyclopedia of History and Culture, Elizabeth Taylor’s book The Woman Suffrage Movement in Tennessee, and various resources from the Tennessee State Museum, the Tennessee State Library & Archives, and the Calvin M. McClung Historical Collection.