THE POWER OF AGENTIC WOMEN AND SOURCES

Dr. Tammara Purdin, Florida Council for History Education

NCHE 2019
Essential Questions:

• Why was it important for females to express their opinions?
• To what extent did they make a difference in our history?

Library of Congress
Primary Sources

http://www.loc.gov
<table>
<thead>
<tr>
<th>Benchmark#</th>
<th>Description</th>
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<tbody>
<tr>
<td>LAFS.1112.RI.3.8</td>
<td>Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).</td>
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<tr>
<td>LAFS.1112.RI.3.9</td>
<td>Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln’s Second Inaugural Address) for their themes, purposes, and rhetorical features.</td>
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<tr>
<td>LAFS.1112.W.3.9</td>
<td>Draw evidence from literary or informational texts to support analysis, reflection, and research.</td>
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<tr>
<td>SS.2.C.3.1</td>
<td>Identify the Constitution as the document which establishes the structure, function, powers, and limits of American government.</td>
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<td>SS.3.C.1.3</td>
<td>Explain how government was established through a written Constitution.</td>
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<td>SS.5.A.5.10</td>
<td>Examine the significance of the Constitution including its key political concepts, origins of those concepts, and their role in American democracy.</td>
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<td>SS.5.C.1.2</td>
<td>Define a constitution, and discuss its purposes.</td>
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<td>SS.7.C.1.5</td>
<td>Identify how the weaknesses of the Articles of Confederation led to the writing of the Constitution.</td>
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<td>SS.7.C.2.5</td>
<td>Distinguish how the Constitution safeguards and limits individual rights.</td>
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<td>SS.8.A.3.11</td>
<td>Analyze support and opposition (Federalists, Federalist Papers, AntiFederalists, Bill of Rights) to ratification of the U.S. Constitution.</td>
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<td>SS.912.C.1.1</td>
<td>Evaluate, take, and defend positions on the founding ideals and principles in American Constitutional government.</td>
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<tr>
<td>SS.912.C.3.1</td>
<td>Examine the constitutional principles of representative government, limited government, consent of the governed, rule of law, and individual rights.</td>
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<td>SS.912.C.3.11</td>
<td>Contrast how the Constitution safeguards and limits individual rights.</td>
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<td>SS.912.C.3.7</td>
<td>Describe the role of judicial review in American constitutional government.</td>
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<tr>
<td>SS.912.W.2.18</td>
<td>Describe developments in medieval English legal and constitutional history and their importance to the rise of modern democratic institutions and procedures.</td>
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# SOURCES Framework

**Essential Question:**
Directions: While analyzing your document(s), answer the questions below with rich reflection.

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<tr>
<td>Scrutinize the Fundamental Sources(s)</td>
<td>Where does the source originate? Who wrote it? When was it written? What events could have influenced this source? What are your impressions of this source? Is it reliable? Why or why not?</td>
<td>What else do you need to know to fully understand the source? What other sources do you wish you had? What additional content do you need to know?</td>
<td>What is happening at the time when the source was constructed? Where is the location for the origin of the source? What is happening there at the time of construction? Put the source in its proper context.</td>
<td>Read Between the Lines</td>
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<td><strong>S</strong></td>
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<td>Corroborate and Refute</td>
<td>Look at other sources about the topic. How are they similar? How are they different? Do they show agreement with the FUNDAMENTAL SOURCE?</td>
<td>Establish a Plausible Narrative</td>
<td>Using all the evidence from the sources you examined, what are your thoughts about the ESSENTIAL QUESTION? What have you learned up to this point in time? Create a narrative or story about what you know, based on the evidence. Remember to cite your sources.</td>
<td>Summarize Final Thoughts</td>
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UCF, Dr. Scott Woring (2017)
Working with novice-level historical thinkers

Essential Question: In what ways was Grace Bedell a historical agent?

Letter written by Grace Bedell to Abraham Lincoln on October 15, 1860, about his need to grow a beard. www.loc.gov/exhibits/lincoln/candidate-lincoln.html
Filling in the Gaps - Connecting Literature to Primary Sources

In order to start filling in the answers and building a foundation of content knowledge, read “Mr. Lincoln’s Whiskers,” by Karen Winnick.
Grace Bedell, an 11 year old girl

10/18/1860

Yes, because it was from a little girl being honest; from LOC

Did he reply?

A letter from President Lincoln

Election; if Lincoln is elected, country will be split; females couldn’t vote

Grace was brave! Lincoln was caring.

Did he reply?

A letter from President Lincoln

Election; if Lincoln is elected, country will be split; females couldn’t vote

Grace and P. Lincoln were writing back and forth with each other.

They corroborate
LOC- Mr. Lincoln’s Whiskers

Staff at the Library of Congress developed a lesson plan and primary source set around Mr. Lincoln’s whiskers and various primary sources in their collections, so this is the perfect set of primary sources to utilize.

A book backdrop activity centers around a piece of children’s literature that either focuses explicitly on a historical event or focuses on content that can be tied to other social studies themes.

Other resources to be utilized can be found on the “Candidate Lincoln” portion of the Library of Congress’ website: “With Malice Toward None: The Abraham Lincoln Bicentennial Exhibition”, which includes a letter that Grace Bedell wrote to J.E. Boos, 58 years after the event, on May 8, 1918, in which she wrote:

“I think I must have been rather disappointed when my father brought from some meeting a crude and glaring picture of Lincoln and Hamlin. The two were surrounded by way of frame with a rail fence. Searching about in my mind for something which would improve Mr Lincolns face [...]."

www.loc.gov/exhibits/lincoln/candidate-lincoln.html
Engaging students at higher levels

The Bingville Bugle, found in the March 8, 1911 issue of the The Pensacola Journal. Newton Newkirk, a satire Journalist who expressed current issues of his time, wrote the Bingville Bugle. Students will scrutinize an article regarding women suffrage and look at political cartoons about society’s feeling of women at the time.

https://chroniclingamerica.loc.gov/lccn/sn87062268/1911-03-08/ed-1/seq-7/

Essential question: At different points in time, but especially during the early 20th Century, why was it important for women to express their opinions, and what difference did it make?
Primary sources from loc.gov:

*Norman Rockwell’s Rosie*
https://www.loc.gov/exhibits/treasures/tr11c.html#obj65

*Rosie the Riveter: Real Women Workers in World War II*

Other sources:
https://www.nrm.org/rosie-the-riveter/ (the whole page)

Operating a hand drill at Vultee-Nashville, woman is working on a "Vengeance" dive bomber, Tennessee. 1943. Feb
http://www.loc.gov/pictures/resource/fsac.1a35371/

Women have always been at the forefront of resistance. This #NoDAPL gathering honors the grandmothers who taught us.
https://twitter.com/womensmarch/status/832309746497642497/photo/1

Frances Pepper (left) and Elizabeth Smith (right) working in the offices of The Suffragist, the weekly journal published by the Congressional Union and National Woman's Party from 1913 to 1921.
https://www.loc.gov/resource/mnwp.160082/
Frances Pepper (left) and Elizabeth Smith (right) working in the offices of The Suffragist, the weekly journal published by the Congressional Union and National Woman's Party from 1913 to 1921. https://www.loc.gov/resource/mnwp.160082/

Operating a hand drill at Vultee-Nashville, woman is working on a "Vengeance" dive bomber, Tennessee. 1943. Feb http://www.loc.gov/pictures/resource/fsac.1a35371/

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Elizabeth Leads the Way
Elizabeth Cady Stanton and the Right to Vote
written by Tanya Lee Stone
illustrated by Rebecca Gibbon
Essential Question: In what ways did Wilma Rudolph serve as a role model and a historical agent and, thus, impact United States history?


from Tennessee State said she felt a "terrible throbbing pain" in her left side just before the tape was broken. It was the record time of 11.2 seconds.

Miss Rudolph's brilliant performance stole the show. It was her final event of the meet between the U.S. and West German Yanks. Miss Rudolph and eight other American girls won eight of the 15 events to crush the West Germans, 120-91.

The touring American team was Britain's best athletes, and Rudolph was one of the two-day meet's best athletes. Rudolph said she did not expect to win if she would be able to compete at White City Stadium. The stadium was packed with 50,000 spectators.

Olympic track star Wilma Rudolph tugs at the locked door of Shoney's Restaurant in Clarksville, Tenn., as a group of Negroes tries for the second time in a row to obtain service at the segregated eating place.
Students need to understand that civic participation is a necessity of our American democracy and that women from the past and today have been and are continuing to encourage the legacy of civic participation.

Library of Congress Exhibitions
Shall Not Be Denied: Women Fight for the Vote
June 4, 2019 – September 2020
Florida Council for History Education’s 3rd Annual Conference
St. Augustine, FL
August 2-3, 2019
Lincolnville Museum Cultural Center
THANK YOU!

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