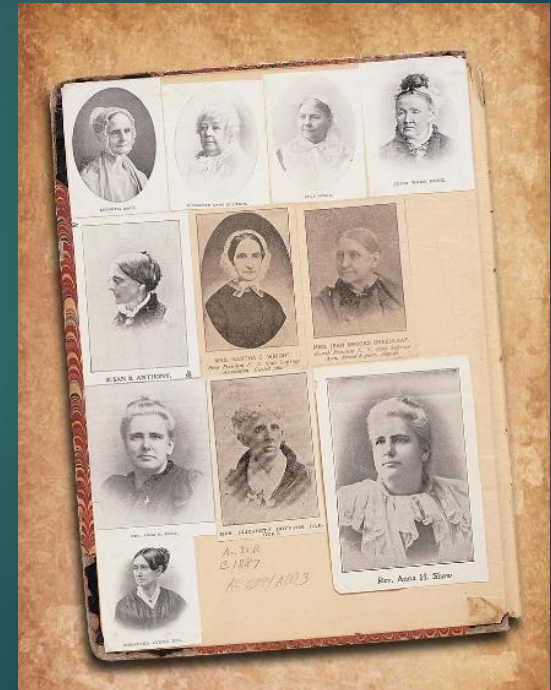


Yellow Roses, Sashes and Signs: Voices of the Women's Suffrage Movement

JENNIFER H. JASO, Ed.D.

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FLORIDA COUNCIL FOR HISTORY EDUCATION AND SARASOTA COUNTY SCHOOLS



Historical Thinking Skills

Source

Contextualize

Close Read

Corroborate

Historical Thinking Skills Chart

Historical Reading Skills	Questions	Students should be able to...	Prompts
Sourcing (Before reading document)	<ul style="list-style-type: none"> What is the author's point of view? Why was it written? When was it written? Is this source believable? Why? Why not? 	<ul style="list-style-type: none"> Identify author's position on historical event Identify and evaluate author's purpose in producing document Predict what author will say BEFORE reading document Evaluate source's believability/trustworthiness by considering genre, audience, and author's purpose. 	<ul style="list-style-type: none"> This author probably believes... I think the audience is... Based on the sourcing information, I predict this author will... I do/don't trust this document because...
Contextualization	<ul style="list-style-type: none"> What else was going on at the time this was written? What was it like to be alive at this time? What things were different back then? What things were the same? 	<ul style="list-style-type: none"> Use context/background information to draw more meaning from document Infer historical context from document(s) Recognize that document reflects one moment in changing past Understand that words must be understood in a larger context 	<ul style="list-style-type: none"> I already know that ____ is happening at this time... From this document I would guess that people at this time were feeling... This document might not give me the whole picture because...
Close Reading	<ul style="list-style-type: none"> What claims does the author make? What evidence does the author use to support those claims? How is this document making me feel? What words or phrases does the author use to convince me that he/she is right? What information does the author leave out? 	<ul style="list-style-type: none"> Identify author's claims about event Evaluate evidence/reasoning author uses to support claims Evaluate author's word choice; understand that language is used deliberately 	<ul style="list-style-type: none"> I think the author chose these words because they make me feel... The author is trying to convince me... (by using/saying...)
Corroboration	<ul style="list-style-type: none"> What do other pieces of evidence say? Am I finding different versions of the story? Why or why not? What pieces of evidence are most believable? 	<ul style="list-style-type: none"> Establish what is true by comparing documents to each other Recognize disparities between two accounts 	<ul style="list-style-type: none"> This author agrees/ disagrees with... This document was written earlier/later than the other, so...

Historical Framework

Build an understanding of what life was like during the time period

IDEAS & VALUES:

The ways people involved in a particular historical event thought about life.

How did people talk to each other?

Did they value manners?

What did people think about their environment, human rights, the role of government, etc.?

GEOGRAPHICAL INFLUENCE:

The difference *time and place* made in a particular historical event.

How did the environment help or hinder people's lives?

Were they isolated?

Were they subjected to storms and disasters?

SOCIAL ISSUES:

The ways people involved in a particular historical event related to each other.

How did age, economic status, sex, and position in a community affect individuals and groups?

How did relationships to others limit or benefit them?

CULTURAL ISSUES:

The ways customs and traditions of people influenced the developments of a particular historical event.

What role did women play?

What professions did men and women have?

How did religious beliefs and practices influence people?

The 19th Amendment

“[t]he 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.”

Second Great Awakening a revival of religious feeling and belief from the 1800s to the 1840s

transcendentalism a philosophy emphasizing that people should transcend, or go beyond, logical thinking to reach true understanding, with the help of emotions and intuition

reform to make change in order to bring about improvement, end abuses, or correct injustices

States granting women the right to vote prior to the 19th Amendment:

Wyoming 1890	California 1911	Nevada 1914
Colorado 1893	Arizona 1912	New York 1917
Utah 1896	Kansas 1912	Michigan 1918
Idaho 1896	Oregon 1912	Oklahoma 1918
Washington 1910	Montana 1914	South Dakota 1918

Full Voting Rights before 19th Amendment and before statehood:

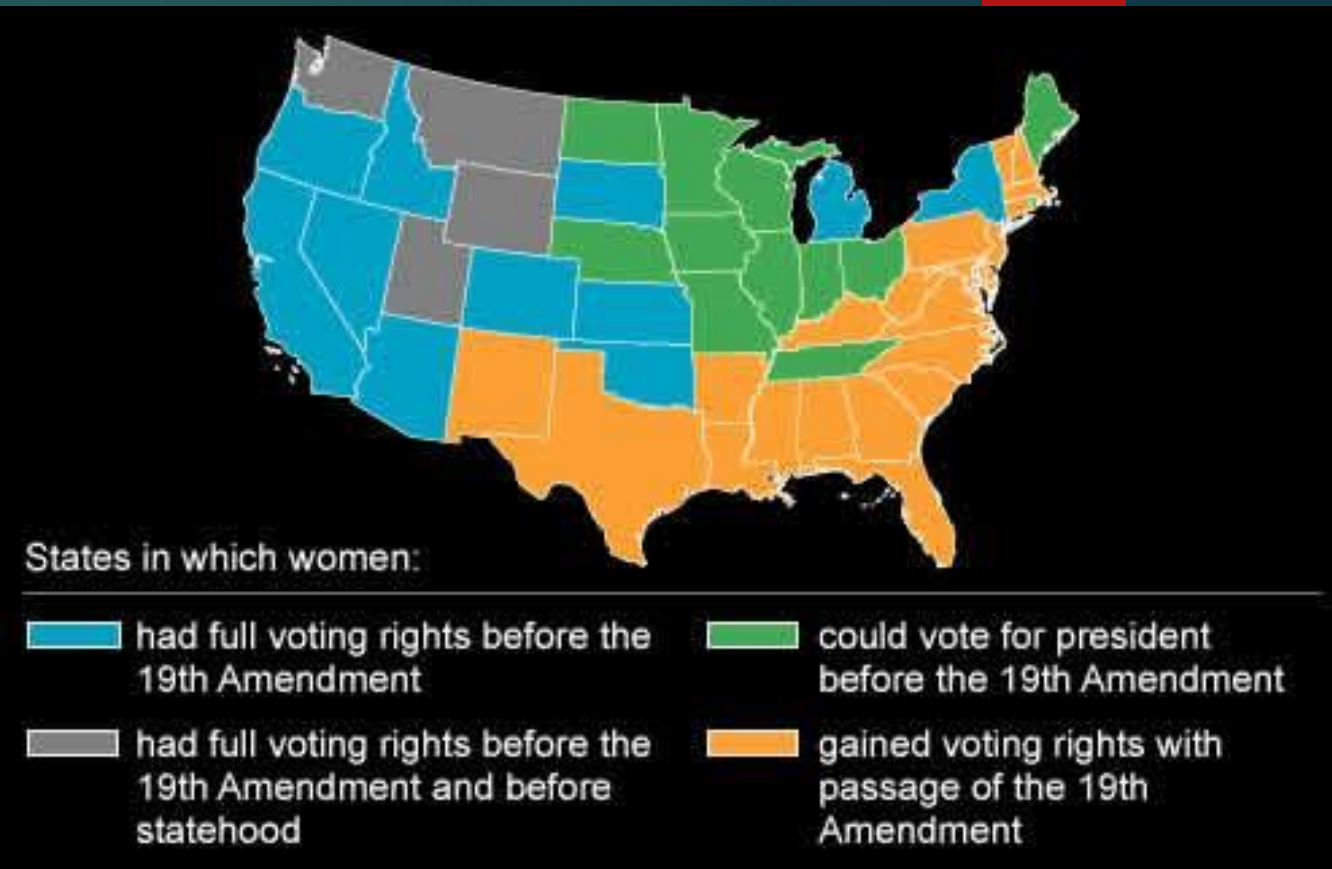
Territory of Wyoming 1869	Territory of Montana 1887
Territory of Utah 1870	Territory of Alaska 1913
Territory of Washington 1883	

Could vote for President prior to the 19th Amendment:

Illinois 1913	North Dakota 1917	Minnesota 1919
Nebraska 1917	Rhode Island 1917	Missouri 1919
Ohio 1917	Iowa 1919	Tennessee 1919
Indiana 1917	Maine 1919	Wisconsin 1919

Gained Voting Rights after the passage:

Vermont	New Jersey	North Carolina	Mississippi	Kentucky
New Hampshire	Delaware	South Carolina	Louisiana	
Massachusetts	Maryland	Georgia	Arkansas	
Connecticut	West Virginia	Alabama	Texas	
Pennsylvania	Virginia	Florida	New Mexico	



https://constitutioncenter.org/timeline/html/cw08_12159.html

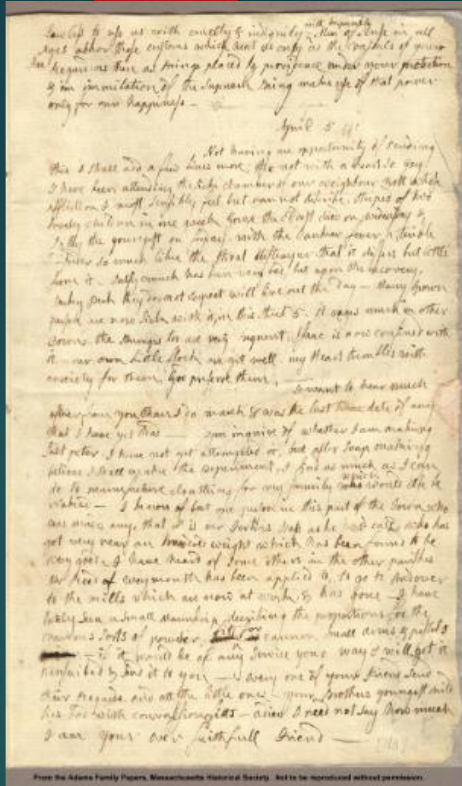
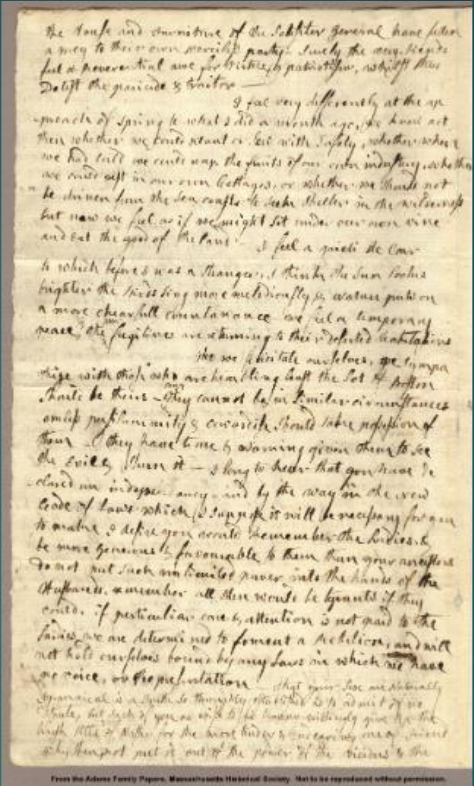
Letter from Abigail Adams to John Adams, 31 March - 5 April 1776

-- I long to hear that you have declared an independency -- and by the way in the new Code of Laws which I suppose it will be necessary for you to make I desire you would Remember the Ladies, and be more generous and favourable to them than your ancestors. Do not put such unlimited power into the hands of the Husbands. Remember all Men would be tyrants if they could. If perticular care and attention is not paid to the Laidies we are determined to foment a Rebellion, and will not hold ourselves bound by any Laws in which we have no voice, or Representation.

That your Sex are Naturally Tyrannical is a Truth so thoroughly established as to admit of no dispute, but such of you as wish to be happy willingly give up the harsh title of Master for the more tender and endearing one of Friend. Why then, not put it out of the power of the vicious and the

Lawless to use us with cruelty and indignity with impunity. Men of Sense in all Ages abhor those customs which treat us only as the vassals of your Sex.

Regard us then as Beings placed by providence under your protection and in immitation of the Supream Being make use of that power only for our happiness.



pp. 2-3, Massachusetts Historical Society
<https://www.masshist.org/digitaladams/archive/doc?id=L17760331aa>

Historical Context

One Hundred Years toward Suffrage: An Overview

Timeline: <https://www.nps.gov/wori/learn/historyculture/womens-suffrage-history-timeline.htm>

A Resolution Proposing an Amendment to The Constitution Of The United States, July 1848

<https://www.archives.gov/education/lessons/woman-suffrage/resolution>

Fortieth Congress of the United States of America;

At the *Third* Session,

Began and held at the city of Washington, on Monday, the *seventh* day of *December*, one thousand eight hundred and *forty-eight*.

A RESOLUTION

Proposing an amendment to the Constitution of the United States.

Resolved by the Senate and House of Representatives of the United States of America in Congress assembled, (Two-Thirds of both Houses concurring) That the following article be proposed to the legislatures of the several States as an amendment to the Constitution of the United States, which, when ratified by three-fourths of said legislatures shall be valid as part of the Constitution, namely:

Article XV.

Section 1. 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 race, color, or previous condition of servitude.

Section 2. The Congress shall have power to enforce this article by appropriate legislation.

John C. Schuyler
Speaker of the House of Representatives.

Wm. H. Seward
President of the Senate pro tempore.

John C. Schuyler
Clerk of House of Representatives.

Geo. C. Sherman
Clerk of Senate U.S.

Sojourner Truth (1797-1883)

a great cause, and not die martyrs to hooks and buttons.

When Lady Wortley Montague visited the Turkish ladies, they imagined her corsets to be a cruel punishment invented by her husband, and pitied her sincerely. We have no such excuse; we cannot shelter ourselves behind such a pretext; we are self-immolated, sacrificing life and health, and beauty, becoming dull and vapid, languid and listless, because fashion gives command—clinging to externals when inward beauty is gone, as men cling to the altar when religion is growing cold, and grasp at conventionalities when feeling has departed. We should have a different style of dress for different periods of life, and different characters. Let us take a hint from nature. The modest dove is decked the glorious plumage of the peacock, the lamb has not the lion's strength, and the gile bounding deer has not the same covering as the sleek serpent.

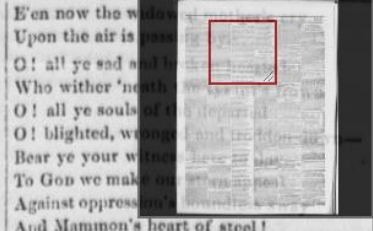
I have seen a dark browed woman sink into inanity, in a dress suited to a blonde, when she should have appeared in the daring, dashing, half-masculine style suited to her. Some should be severely simple, and others oriental in their style; but all should permit a freer, fuller expansion. The mind becomes cramped when the body is so; the world would never have been subdued by a Napoleon cased in whalebone, or a Milton have written "Paradise Lost" in a tight bonnet. Let the mind be developed, the faculties improved, the intellect cultivated, and

Women's Rights Convention.

Sojourner Truth.

One of the most unique and interesting speeches of the Convention was made by Sojourner Truth, an emancipated slave. It is impossible to transfer it to paper, or convey any adequate idea of the effect it produced upon the audience. Those only can appreciate it who saw her powerful form, her whole-souled, earnest gestures, and listened to her strong and truthful tones. She came forward to the platform and addressing the President said with great simplicity:

May I say a few words? Receiving an affirmative answer, she proceeded; I want to say a few words about this matter. I am a woman's rights. I have as much muscle as any man, and can do as much work as any man. I have plowed and reaped and husked and chopped and mowed, and can any man do more than that? I have heard much about the sexes being equal; I can carry as much as any man, and can eat as much too, if I can get it. I am as strong as any man that is now. As for intellect, all I can say is, if woman have a pint and man a quart—why cant she have her little pint full? You need not be afraid to give us our rights for fear we will take too much,—for we cant take more than our pint'll hold. The poor men seem to



Yet Courage! though mid shadows going
The world moves darkly on its way,
On the far hills a light is glowing,
Bright herald of a better day.
We trust in Truth, and yet shall see
Proud Wrong into Oblivion hurled,
The human race shall all be free,
War's bloody banner shall be furled,
The Earth like Heaven shall know no night
And God shall rule the world!

From The New York Independent. Case of the People vs. Saul.

BY REV. GEO. R. CHEEVER.

One of the most instructive instances of disobedience to inhuman and unrighted law, is to be found in the case of the People vs. Saul, in behalf of Jonathan. The popular admiration of this case already has been

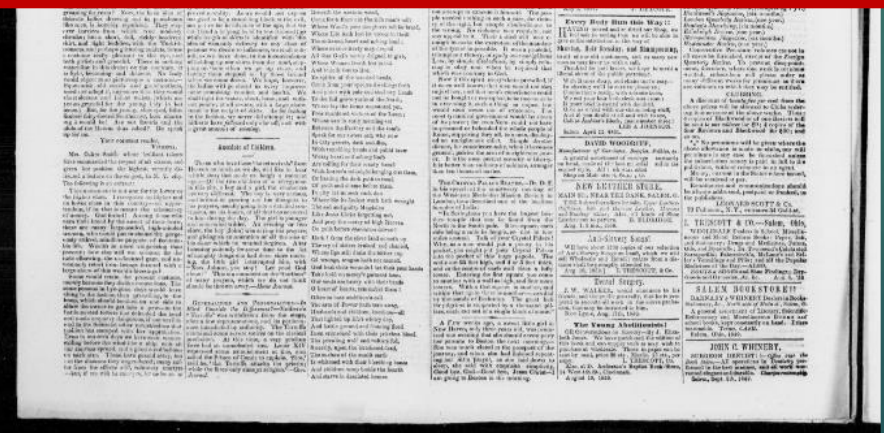
Ain't I A Woman? - 1851



If de fust woman God ever made was strong enough to turn de world upside down all alone, dese women all togedder ought to be able to turn it back and get it right side up agin.—Sojourner Truth.

<https://www.loc.gov/item/rbcmiller001306/>

<https://www.womenshistory.org/education-resources/biographies/sojourner-truth>



<https://www.nps.gov/wor/learn/historyculture/sojourner-truth.htm>

<https://www.thesojournertruthproject.com/compare-the-speeches/>

<https://chroniclingamerica.loc.gov/lccn/sn83035487/1851-06-21/ed-1/seq-4/>



Sojourner Truth (1797-1883): *Ain't I A Woman?*

Delivered 1851

Women's Rights Convention, Akron, Ohio

Well, children, where there is so much racket there must be something out of kilter. I think that 'twixt the negroes of the South and the women at the North, all talking about rights, the white men will be in a fix pretty soon. But what's all this here talking about?

That man over there says that women need to be helped into carriages, and lifted over ditches, and to have the best place everywhere. Nobody ever helps me into carriages, or over mud-puddles, or gives me any best place! And ain't I a woman? Look at me! Look at my arm! I have ploughed and planted, and gathered into barns, and no man could head me! And ain't I a woman? I could work as much and eat as much as a man - when I could get it - and bear the lash as well! And ain't I a woman? I have borne thirteen children, and seen most all sold off to slavery, and when I cried out with my mother's grief, none but Jesus heard me! And ain't I a woman?

Then they talk about this thing in the head; what's this they call it? [member of audience whispers, "intellect"] That's it, honey. What's that got to do with women's rights or negroes' rights? If my cup won't hold but a pint, and yours holds a quart, wouldn't you be mean not to let me have my little half measure full?

Then that little man in black there, he says women can't have as much rights as men, 'cause Christ wasn't a woman! Where did your Christ come from? Where did your Christ come from? From God and a woman! Man had nothing to do with Him. If the first woman God ever made was strong enough to turn the world upside down all alone, these women together ought to be able to turn it back, and get it right side up again! And now they is asking to do it, the men better let them.

Obliged to you for hearing me, and now old Sojourner ain't got nothing more to say.

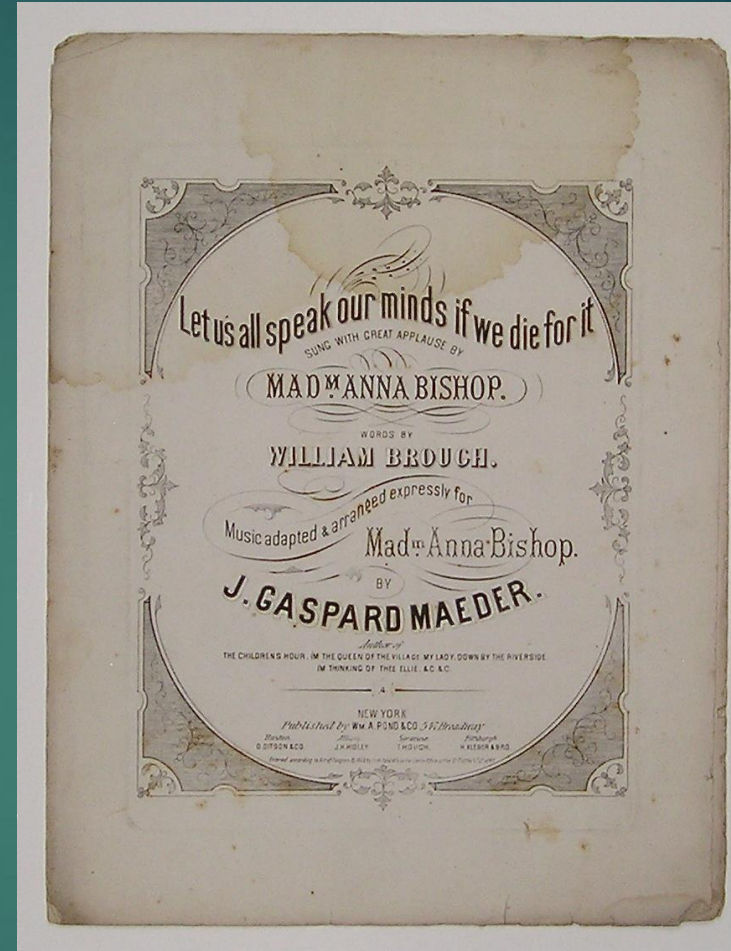
Let Us All Speak Our Minds

(Composed by J. G. Maeder and William Brough, 1863)

Men tell us 'tis fit that wives should submit
To their husbands, submissively, weakly,
Tho' whatever they say their wives should obey,
Unquestioning, stupidly, meekly.
Our husbands would make us their own dictum take
Without ever a wherefore or why for it.
But I don't and I can't, and I won't and I shan't!
No, I will speak my mind if I die for it.

For we know it's all fudge to say man's the best judge
Of what should be, and shouldn't, and so on,
That woman should bow, nor attempt to say how
She considers that matters should go on.
I never yet gave up myself thus a slave,
However my husband might try for it.
For I can't and I won't, and I shan't and I don't,
But I will speak my mind if I die for it.

And all ladies I hope who've with husbands to cope,
With the rights of the sex will not trifle,
We all, if we choose our tongues but to use,
Can all opposition soon stifle.
Let man if he will then bid us be still,
And silent, a price he'll pay high for it.
For we won't and we can't, and we don't and we shan't,
Let us all speak our minds if we die for it.



How would you describe the mood created by the lyrics?

Why do you think women would write and sing a song like this?

To what extent do you think the complaints mentioned in this song are still valid today?

2 5334 / 184

[1ST COPY.]

NOV 8 1871

To Mrs. Mary A. Livermore

DAUGHTERS OF FREEDOM! THE BALLOT BE YOURS

Solo-Quarter

POETRY BY
GEORGE COOPER

MUSIC BY
EDWIN CHRISTIE

BOSTON
OLIVER DUTTON & CO. 577 WASHINGTON ST.
N. YORK, C. H. DUTTON & CO.

Drops: Lynn & Holtz Clon: J. Church & Co. Buxton: J. C. Heyman & Co. Phila: Lee & Walker

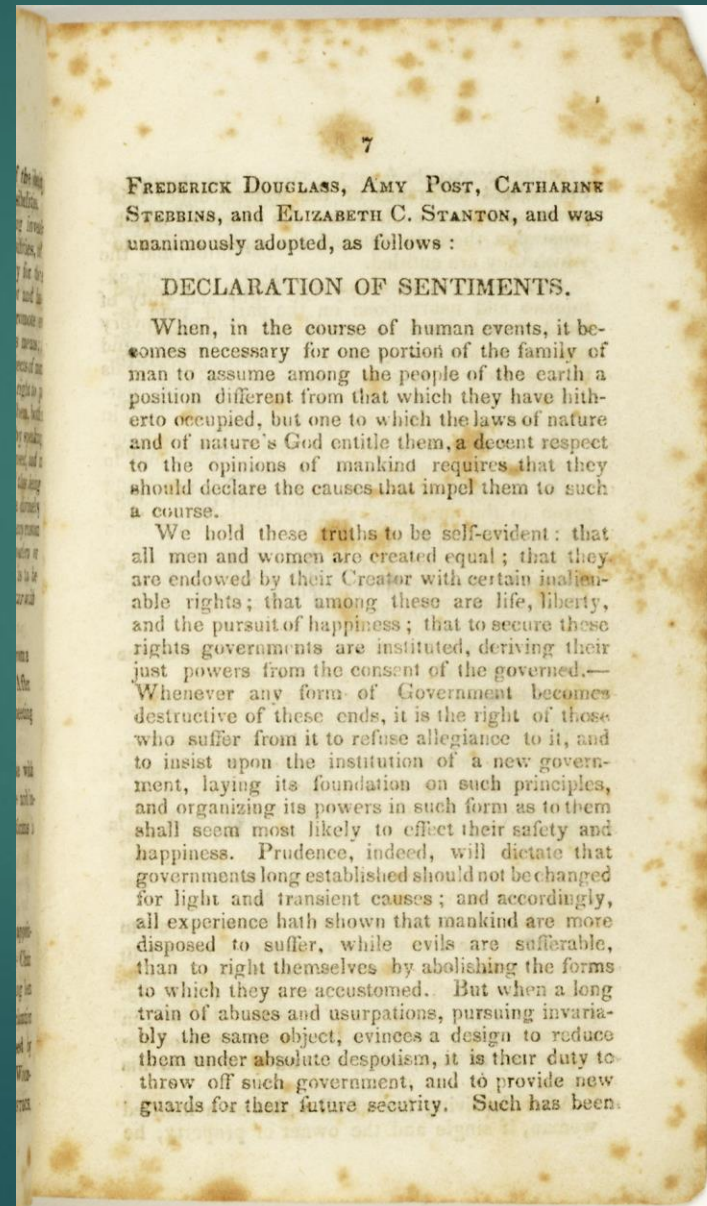
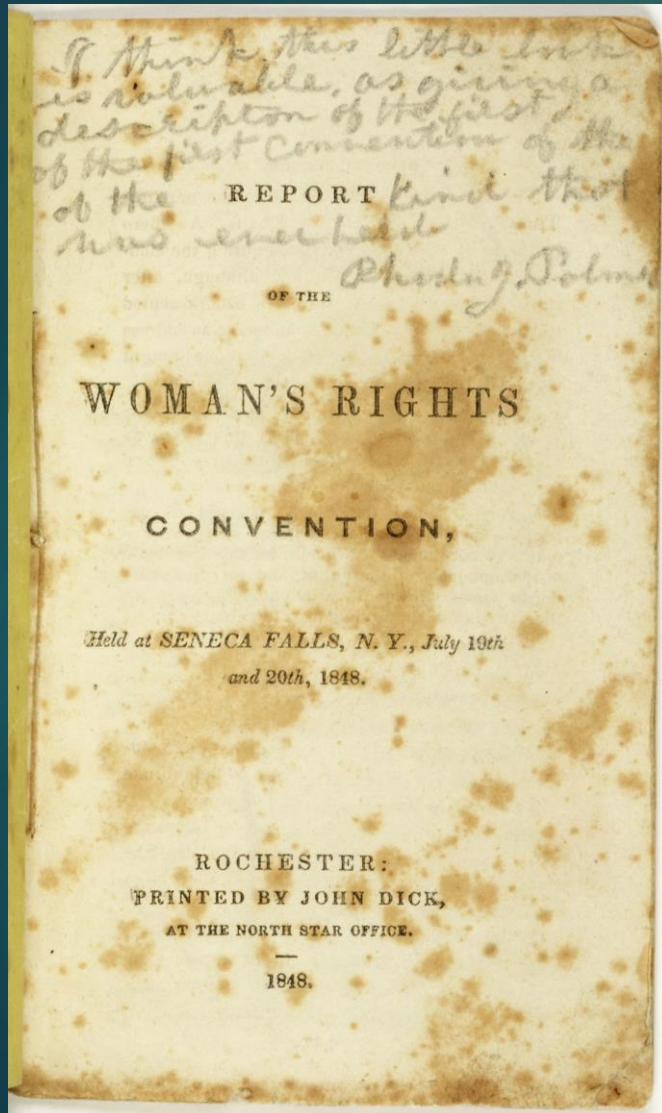
For Address and prices of Publications, apply to the Publishers, or to the Librarian of Congress.

<http://www.loc.gov/item/sm1871.02334>
Library of Congress

<http://www.loc.gov>

<https://memory.loc.gov/natlib/ihas/service/sm/smaudio/7102334.mp3>

Report of the Woman's Rights Convention, held at Seneca Falls, New York, July 19th and 20th, 1848. Proceedings and Declaration of Sentiments



Transcript:
<https://sourcebooks.fordham.edu/mod/senecafalls.asp>

<https://www.loc.gov/item/rbcmiller001106/>

Petition from Susan B. Anthony to the United States Congress, January 12, 1874

2-39
To the Congress of the
United States

The petition of Susan B. Anthony
of the City of Rochester in the County
of Monroe and State of New York
respectfully represents

That prior to the
late Presidential Election your petition
applied to the board of registrars in the
County of Monroe in the City of Rochester in
which city she had resided for more
than 25 years, to have her name placed
upon the register of voters and the
board of registrars, after consideration
of the subject, decided that your pe-
titioner was entitled to have her name
placed upon the register and placed
it there accordingly.

On the day of the Election, your
petitioner in common with hundreds
of other American citizens her neigh-
bors, whose names had also been re-
gistered as voters offered to the inspectors of
election, her ballots for election of Pres-
ident and Vice President and for
members of Congress which were re-
ceived and deposited in the ballot

14-39

box as the judge by whom she
was convicted, she respectfully
asks, inasmuch as the law has
provided no means of review-
ing the decisions of the judge
of correcting his error, that the
fine imposed upon your peti-
tioner be remitted, as an expro-
ssion of the sense of this high
tribunal that her conviction
was unjust.

Dated January 12-1874

Susan B. Anthony

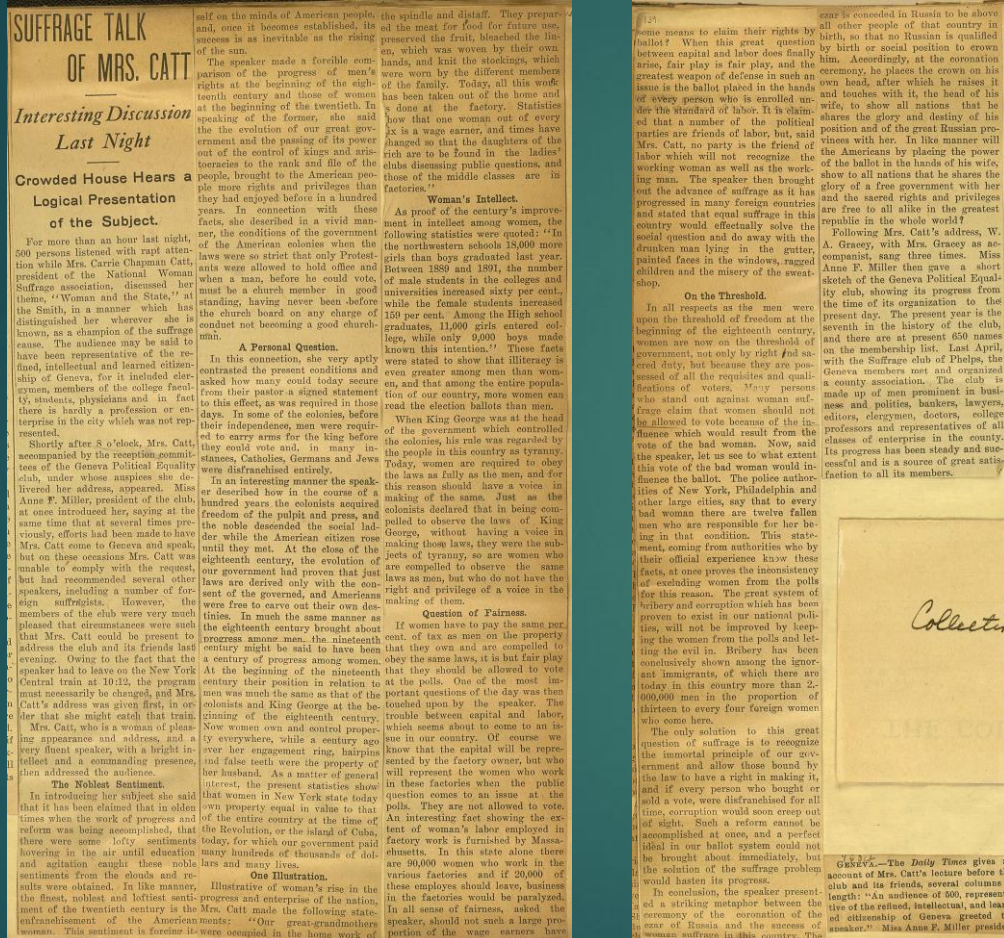
all

<https://www.archives.gov/education/lessons/woman-suffrage/anthony-petition.html>

Carrie Chapman Catt

1859-1947

<https://www.loc.gov/search/?in=&q=carrie+chapman+catt+&new=true>



**Suffrage Talk of Carrie Chapman Catt,
December 30, 1903**

<https://www.loc.gov/item/rbcmiller001709/>

<https://www.loc.gov/resource/rbcmil.scrp1014001/>

<https://www.loc.gov/pictures/item/97500090/>

c1914 Mar. 28.

Eminent Opinions on Woman Suffrage

ABRAHAM LINCOLN.—I go for all sharing the privileges of the government who assist in bearing its burdens, by no means excluding women.

THEODORE ROOSEVELT.—I believe in the rights of the woman just as much as I do in those of the man, and, indeed, a little more. * * * She can do the best work in her home if she has healthy outside interests and occupations in addition.

JANE ADDAMS.—Because women consider the government men's affair, they have become so confused in regard to their traditional business in life, the rearing of children, that they bear with complacency a statement made by the Nestor of sanitary reformers that one-half of the tiny lives which make up the city's death rate each year might be saved by a more thorough application of sanitary science. Because it implies the use of the suffrage, they do not consider it women's business to save these lives.

HON. WILLIAM J. TAFT.—Women are working for civic betterment, and their interest in affairs of the kind is constantly increasing. I believe that woman suffrage will come eventually. There is one fundamental principle that applies to the whole

LINCOLN SAID

Seventy-five years ago Abraham Lincoln said: "I go for all sharing the privileges of government who assist in bearing its burdens, by no means excluding women."

WOMEN SHOULD VOTE

POSTER SUPPLEMENT TO *VOTES FOR WOMEN*, 495-496 ARCADE, SEATTLE, U.S.A.

WHITE & DAVIS
PRINTING CO. SEATTLE

<https://www.gilderlehrman.org/content/suffragists-invoke-lincoln-1910>

Opposition to Woman Suffrage



Men looking at material posted in the window of the National Anti-Suffrage Association headquarters, around 1911. (Harris&Ewing/Library of Congress)

PETITION
From the Women Voters Anti-Suffrage Party of New York
TO THE
UNITED STATES SENATE

Whereas, This country is now engaged in the greatest war in history, and
Whereas, The advocates of the Federal Amendment, though waging it as a war measure, nevertheless, through
their position, Mrs. Calkins, that its passage "means a simultaneous campaign in all States. It demands
organization in every precinct, activity, agitation, education in every corner. Nothing less than this
united-wide, vigorous, unceasing campaign will win the constitution," therefore be it
Resolved, That our country in this hour of peril should be spared the burning of its public men and the
distracting of its people from work for the war, and further
Resolved, That the United States Senate be respectfully urged to pass no measure involving such a radical
change in our government while the situation of the portion of the American people is concentrated
on the all important task of winning the war, and during the absence of over a million men abroad.

NAME	ADDRESS	SERVICE
Jean B. Staples	525 Richmond Ave.	National League for Women's Service
Mrs. J. K. Staples	525 Richmond Ave.	
Betty A. Freely	200 Niagara St.	National League for Women's Service
Mable Spawton	410 Hoyt St.	"
Emma Baccio	1498 Main St.	National League for Women's Service
Ruth L. Staples	525 Richmond Ave.	Anti Service
Mrs. J. A. Wood	75 Hampshire St.	Secretary of Grand Union
Elizabeth Cohen	426 Wilson St.	Red Cross
Edlyn Carter	515 Hudson	Red Cross
Mrs. F. L. Baker	149 Delaware Ave.	
Bessie McIntosh	215 Northland	Anti Red Cross
Mrs. Frances Lamborn	39 Bennett St.	Red Cross
Mrs. J. M. Jackson	424 Jefferson St.	
Mrs. J. Stahl	424 Jefferson St.	
Mrs. J. Stahl	145 Elmwood St.	
Mrs. J. C. Stahl	"	"
Edith Stahl	"	"

Petition to U.S. Senate Women Voters Anti-Suffrage Party of New York World War I, ca. 1917

<https://www.archives.gov/education/lessons/woman-suffrage/ny-petition>



[Suffragists Protest Woodrow Wilson's Opposition to Woman Suffrage, October 1916]

<https://www.loc.gov/item/mnwp000288/>

Oppositions to Suffrage

Anti-suffrage Women—Massachusetts, 1907

these women didn't know it.

ANTI-SUFFRAGE WOMEN.

To the Editor of The Herald:

It may interest Herald readers, especially those opposed to woman suffrage, to know that besides the "Farmers and Suffragists" mentioned in your Feb. 6 issue as braving the storm of the day before (Tuesday, Feb. 5), some 25 or 30 anti-suffragist women also made their way to the State House to attend the woman suffrage hearing before the committee on constitutional amendments.

Besides Mrs. Charles R. Saunders, who conducted the case for the anti-suffrage side, Mrs. A. J. George of Brookline and Miss Mary J. McIntire of Cambridge made able and interesting addresses in opposition to woman suffrage, and a statement as to the purpose and methods of "the Massachusetts Association opposed to the further extension of suffrage to women," signed by the president, Mrs. G. Howland Shaw, was read by Mrs. J. B. Millet. Also two letters were presented, effective as written from the standpoint of the woman worker, the writers being themselves women workers and in sympathy and frequent contact with wage earning women.

The case of the suffragists has been as usual amply reported through the daily press. It was conducted by Mrs. Maud Wood Parks, a lady of decisive personality. The following figures quoted by her from the census of 1900 were instructive:

Number of single women in Massachusetts, 277,711; number of widows in Massachusetts, 128,176.

The large number of single women widows in this state Mrs. Parks considered to be one of the strongest arguments for woman suffrage. To the logical remonstrant mind, however, the fact that so many Massachusetts females unprotected and unrepresented by husband's vote, and yet refuse to try remedy the situation, either by joining the Massachusetts Equal Suffrage Association, or otherwise, expressing their desire for the ballot, would seem of sufficient that they feel neither need nor the desire for it. And as they are of mature years, and, being Massachusetts women of average intelligence and education, there seems no good reason that their wishes should be ignored in the matter, and the ballot in all the political responsibilities it involves be imposed upon them without their request, or, at least, assent on their part.

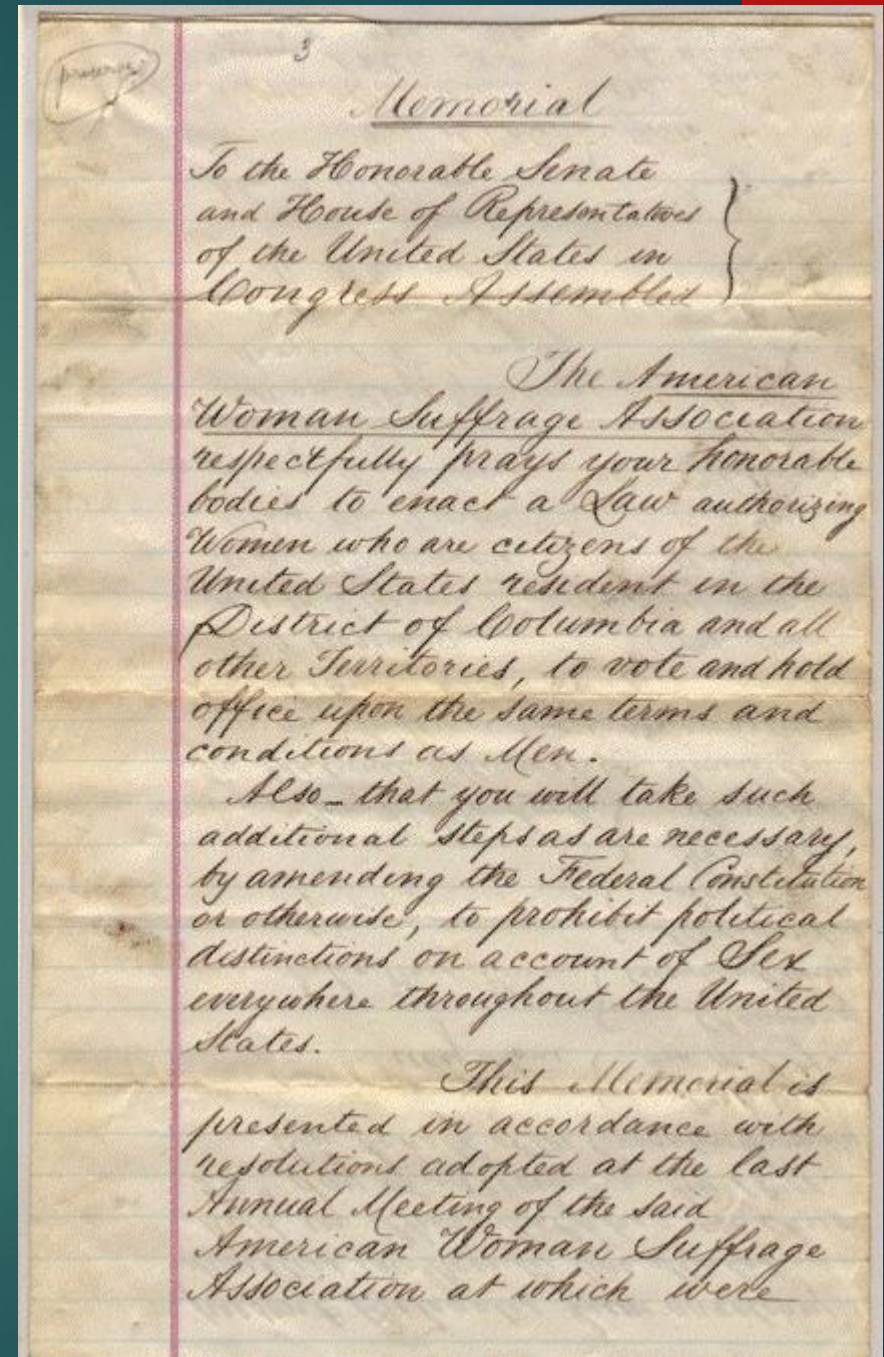
The paying members of the Massachusetts Equal Suffrage Association, to quote Mrs. Parks again, now number 100. The women in Massachusetts of voting age in 1900 numbered 931,650. When a majority of the whole number of men of voting age in this state shall for the ballot it will be time enough for the men of this state to consider working the word "male" from the constitution of Massachusetts in the qualification of voters.

At present, to judge by their widespread attitude, whether of indifference or opposition to the woman suffrage movement, "it would certainly appear," as was said by a speaker at the recent State House hearing, "that the women of Massachusetts know what they do not want."

ANTI-SUFFRAGIST.
Boston, February, 1907.

AWSA Memorial

Memorial to Congress from The American Woman Suffrage Association





Dear Son,
I wish you were home so we have had nothing but rain since you left. missing still in progress, Otho and I haven't been a single time. Uncle Bill and Mrs. Bushnell came over this AM, stayed about an hour. They were in the Ford. I haven't had the car out since you left, and if this rainy weather does not lift up, I fear we will

have to stay at home the rest of the summer. The Redwood crowd is going to White Cliff Labor Day. I will join his home with them. Hurray and vote for Suffrage and don't keep them in doubt. I noticed Chandler's speech it was very bitter. I've been waiting to see how you stood but have not seen anything yet. Mrs. Drouby (the mill man) brought the Charlie Water bagger house. Uncle Ben the farmer. I do not know the prices they paid. You know. I don't like to be interrupted.

Do not know whether it was a successful sale or not. I only know it was raining. Mr. Waterbury's little boy got his arm broken that day. Everything is getting in readiness for the wedding. Kintie was real sick yesterday but was better this morning. I am uneasy about her & she has been complaining all summer. Talked to Sadie yesterday. She expressed her regrets about you not going to be here. We are excited down to the home after the wedding. They are sending cards only to friends & away.

Letter from Phoebe Ensminger Burn to Harry Burn, 1920

"Dear Son, ...

Hurray and vote for Suffrage and don't keep them in doubt. I noticed Chandler's speech, it was very bitter. I've been waiting to see how you stood but have not seen anything yet...."

Febb E. Burn to Harry T. Burn, August 17, 1920, p. 2

You will tire of what I am writing, but I haven't anything else to write about. Jack went to Athens on Monday after you left. Said your trip was pretty good for a fellow that had made a dog and beat law. I But I do hope you are still in the notion of not making the race this fall. I hope you see enough of politicians to know it is not one of the greatest things to be one. What day are you?

Give my regards to Mrs. Griffith, and tell him I have no fears about you now. For I think you are in safe hands. Am glad you like the change. I should think it would be quicker and you could study better. Or are you doing any serious thinking? I don't every day that week I'd wait for you but Jack kept pulling. We are all as usual. Otho is beginning

to fix for school. She wants you here to go with her. I write mother every time you have a chance, for I am always looking for a letter when you are away. Don't forget to be at good boy, and help Mrs. Thomas 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.

"...Don't forget to be a good 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."

Febb E. Burn to Harry T. Burn, August 17, 1920, p. 6

Harry, if you have an opportunity, get me the music, name "Hummerque".

EXECUTIVE CHAMBER, CAPITOL, NASHVILLE
STATE OF TENNESSEE,

I, A. H. Roberts, by virtue of the authority vested in me as Governor of the State of Tennessee, and also the authority conferred upon me therein, do certify to the President of the United States, to the Secretary of State of the United States at Washington, District of Columbia, to the President of the Senate of the United States, and to the Speaker of the House of Representatives of the United States, that the attached paper is a true and perfect copy of Senate Joint Resolution Number 1, ratifying an amendment to the Constitution of the United States, declaring that the rights of the 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, and that the Congress shall have power to enforce said article by appropriate legislation, as set out in said resolution; and that same was passed and adopted by the first extra session of the Sixty-First General Assembly of the State of Tennessee, constitutionally called to meet and convened at the Capitol, in the city of Nashville on August 9, 1920, thereby ratifying said proposed Nineteenth Amendment to the said Constitution of the United States of America, in manner and form appearing on the Journals of the two houses of the General Assembly of the State of Tennessee, true, full and correct transcript of all entries pertaining to which said Resolution Number 1, are attached hereto and made part hereof.

In Witness Whereof, I have hereunto signed my name as Governor of the State of Tennessee, and have affixed hereto the Great Seal of the State of Tennessee, at the Capitol, in the city of Nashville, Tennessee, on this the twenty-fourth day of August, 1920, at 10-17 A. M.

A. H. Roberts
Governor of the State of Tennessee.

Ratification of 19th Amendment Tennessee, August 24, 1920

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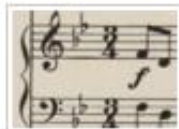
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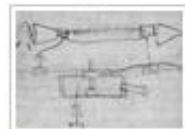
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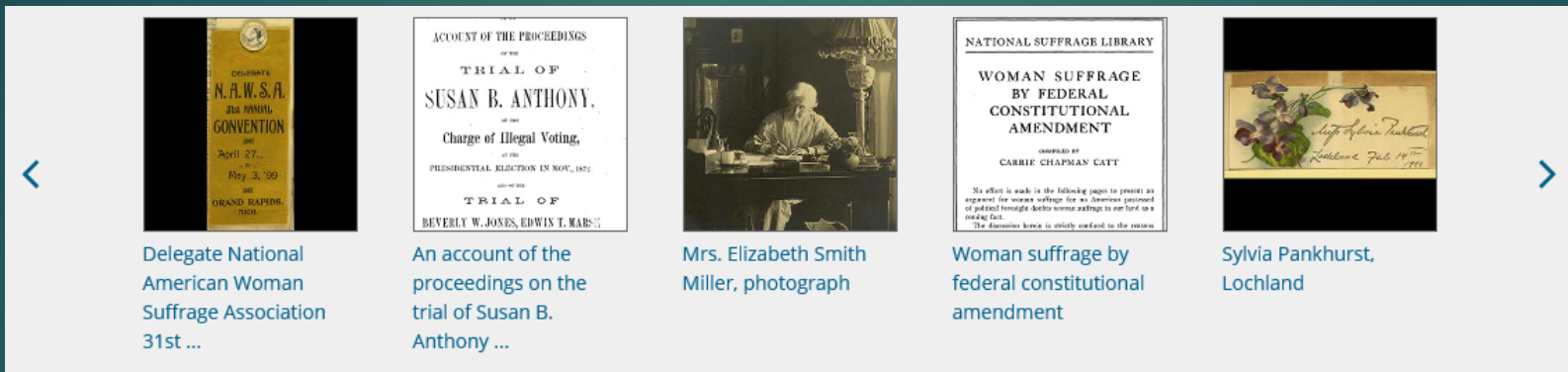


[Votes for Women Broadside](#)

<http://www.loc.gov/teachers/classroommaterials/primarysourcesets/womens-suffrage/>

National American Woman Suffrage Association Collection

<https://www.loc.gov/collections/national-american-woman-suffrage-association/about-this-collection/>



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About this Collection

The [National American Woman Suffrage Association](#) (NAWSA) Collection is a library of nearly 800 books and pamphlets documenting the suffrage campaign that were collected between 1890 and 1938 by members of NAWSA and donated to the Rare Books Division of the Library of Congress on November 1, 1938.

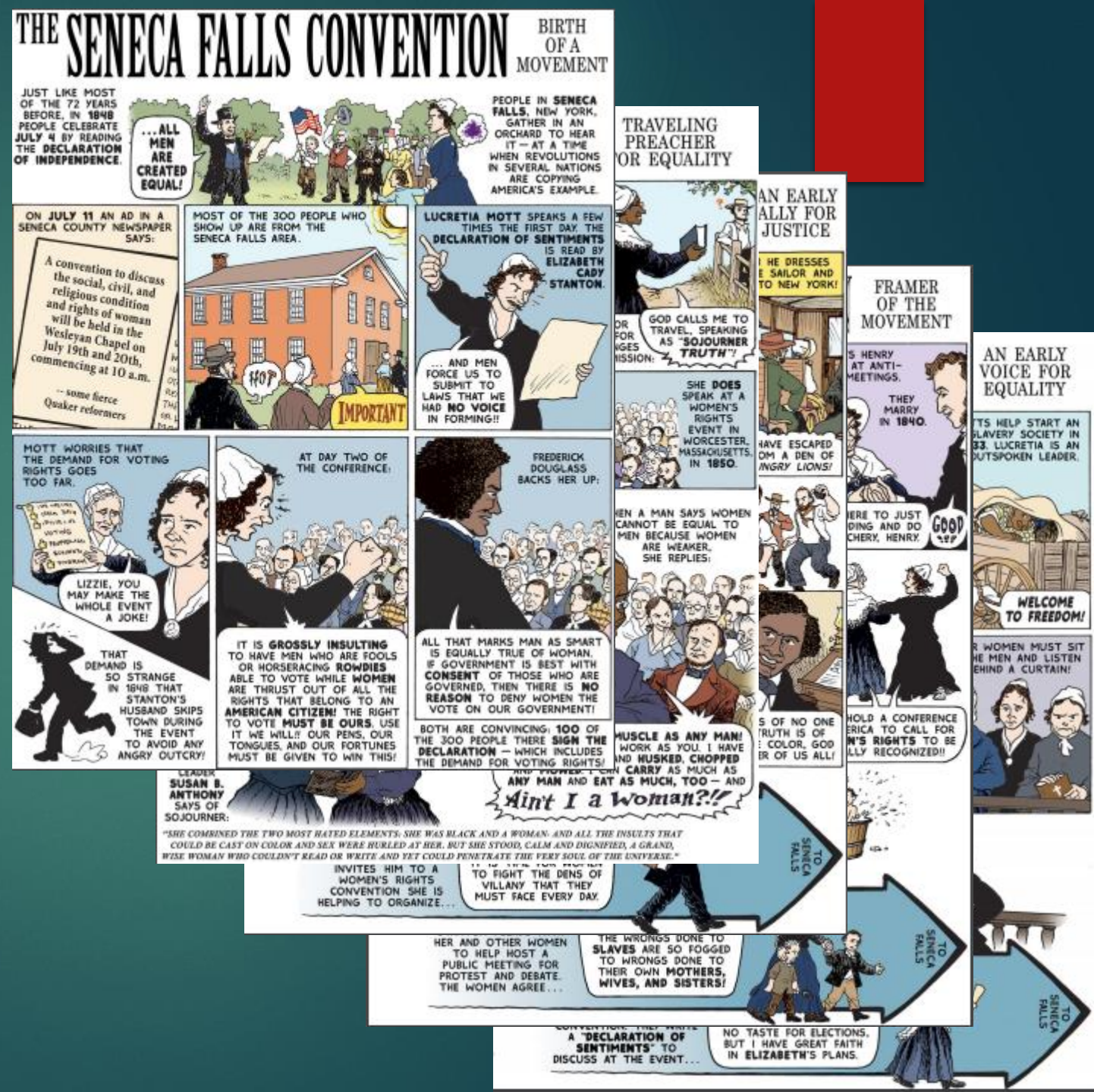
The bulk of the collection is derived from the library of [Carrie Chapman Catt](#), president of NAWSA from 1900-1904, and again from 1915-1920. Additional materials were donated to the NAWSA Collection from the libraries of other members and officers, including Elizabeth Cady Stanton, Susan B. Anthony, Lucy Stone, Alice Stone Blackwell, Julia Ward Howe, Elizabeth Smith Miller, and Mary A. Livermore.

The collection consists of a variety of materials including newspapers, books, pamphlets, memorials, scrapbooks, and proceedings from the meetings of various women's organizations that document the suffrage fight. The collection is divided into sixteen

Seneca Falls and Suffrage

Teaching Women's History with Comics

<https://www.womenshistory.org/resources/lesson-plan/seneca-falls-and-suffrage>



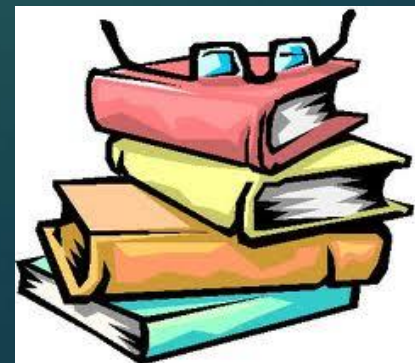
Historical Thinking Skills Scoring Rubric – Secondary

Criteria	Close Reading Strategies		Strategies/Procedural Concepts		Procedural Concepts	
	Sourcing	Critical Reading	Corroboration	Contextualizing	Claim	Evidence
4	Identification: Fully understands the meaning and content of sources. Attribution: Cites all authors and all original dates of primary and secondary sources. Perspective: Evaluates the reliability of sources based on the author's perspective and when and why they were produced.	<ul style="list-style-type: none"> Questions the author's thesis and determines viewpoint and evidence to evaluate claims, highlighting what the author leaves out. Cites accurate examples of how the author uses persuasive language and specific words and phrases to influence the reader. Seeks answers to questions left unanswered in the source to formulate an interpretation. 	Constructs an interpretation of events using information and perspectives in multiple sources. Identifies consistencies and inconsistencies among various accounts.	Applies prior and new knowledge to determine the historical setting of sources. Uses that setting to interpret the sources within the historical context as opposed to a present-day mindset.	Formulates a plausible interpretation, argument, or claim based on the evaluation of evidence found in a variety of primary and secondary sources.	Justifies claims using appropriate direct evidence from a variety of reliable sources.
3	Identification: Mostly understands the meaning and content of sources. Attribution: Cites most authors and most original dates of primary and secondary sources. Perspective: Examines the reliability of sources based on the author's perspective and when and why they were produced.	<ul style="list-style-type: none"> Analyzes the author's thesis, determines the viewpoint and evidence to evaluate the claims; may highlight what the author leaves out. Cites examples of how the author uses persuasive language and specific words and phrases to influence the reader. Notes that the author has left some questions unanswered. 	Explains similarities and differences by comparing information and perspectives in multiple sources.	Applies prior and new knowledge to determine the historical setting of the sources. May attempt an interpretation of some sources with a present-day mindset or with a limited application to the historical context.	Generates a reasonable interpretation, argument, or claim based on an evaluation of the evidence found in selected primary and secondary sources.	Justifies claims using some appropriate direct evidence from a variety of reliable sources.
2	Identification: Understands the meaning and content of sources with appropriate scaffolding and support. Attribution: Cites some authors and some original dates of primary and secondary sources. Perspective: Attempts to evaluate the reliability of sources.	<ul style="list-style-type: none"> States the author's claims and evidence presented to prove those claims. Determines the author's viewpoint. Notes how language is used to persuade. 	Identifies similarities and differences in information in multiple sources.	Attempts to determine the historical setting of sources without fully understanding the historical context.	States an interpretation, argument, or claim that may or may not be based on evidence found in selected primary and secondary sources.	Justifies claims using generalizations or limited appropriate direct evidence.
1	Identification: Attempts to understand the meaning and content of sources with the appropriate scaffolding and support. Attribution: Cites few authors and few original dates of primary and secondary sources. Perspective: Does not adequately examine reliability.	Attempts to identify the author's claims, viewpoint, or evidence.	Demonstrates little to no attempt to examine sources for corroborating or conflicting evidence.	Demonstrates no attempt to understand the historical setting of sources.	Does not state an original claim, argument, or interpretation.	Does not justify or support claims using appropriate direct evidence.

UMBC Center for History Education, 2013. Adapted from the work of the Stanford History Education Group * and Bruce VanSledright, *Assessing Historical Thinking and Understanding: Innovative Ideas for New Standards*, (New York: Routledge, 2014).



Consider using a Central Historical Question/Essential Question for a short response writing prompt.



Essential Questions

What evidence do sources use to support their views of women's suffrage?

How does context shape our views of historical events and people?

In what ways have women made the most progress since the Seneca Falls Convention?

In what areas have women made the least progress since the Seneca Falls Convention?

What actions are women and men taking today to continue to redress the grievances in the Declaration of Sentiments?

What further evidence is needed to better understand the context of this era, and how the context shapes the views society and decisions of our government?



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