

Kelly Keen
Cedar Bluff Intermediate School
Knoxville

Unit: Women's Voting Rights

Lesson Title: Tennessee and the 19th Amendment

Grade Level: 5th

Era: 7-The Emergence of Modern America (1890-1930)

Essential Question: What was Tennessee's role in the ratification of the 19th amendment?

Lesson Time: 45 minutes to an hour

Curriculum Standards:

5.5.02 1.8 Recognize rights established by the 19th amendment

Technology Used:

The teacher will introduce the lesson by presenting a slide show of primary source pictures (www.volunteervoices.org) & political cartoons related to the suffragist and anti-suffragist movement.

Materials:

Slide show of women's rights pictures

5 sets of laminated pictures of primary source pamphlets, letters, and political cartoon related to Tennessee's role in the ratification of the 19th amendment. These pictures can be found on the Volunteer Voices website.

Create transparencies of each picture

Projector (LCD, overhead)

Activity description and overview of instructional strategies:

Introduce the lesson with the PowerPoint (or overhead) and include these facts:

- In 1919, the House of Representatives passed the 19th amendment by a vote of 304 to 90.
- The Senate approved it 56 to 25.
- Illinois, Wisconsin, and Michigan were the first states to ratify it.
- On August 18, 1920, Tennessee ratified the amendment due to a last minute vote change by a young legislator, Harry Burn, after being swayed by his mother. However, anti-suffragists delayed the official ratification.
- There were many anti-suffrage rallies in an attempt to convince pro-suffrage legislators to oppose ratification.
- The debate was watched by the nation. However, Tennessee reaffirmed its vote.

- Tennessee became the 36th ratification needed for final adoption of the 19th amendment.

Divide students into small groups. Present each group with a mixture of the above-mentioned sources. Assign ½ of the class to present and explain sources that support the suffragist movement and the other half to present and discuss sources that support the adoption of the 19th amendment.

Students will present their pieces to the rest of the class using the transparencies and projector.

Supporting assignments/Homework:

Students will create their own Tennessee cartoon, including General Tennessee, in support of either adoption or dismissal of the 19th amendment.

Assessment:

Assessment will be informal during group investigation & delivery. Student created political cartoons will be assessed based on a teacher created rubric. Post assessment will occur on future unit tests covering the 13th, 14th, 15th, and 19th amendments.

Name: _____

Date: _____

General Tennessee

Your assignment is to create political cartoon similar to the ones we discussed in class. You must take a position of either supporting the suffragists or anti-suffragists cause. Your cartoon will be graded based on the rubric below.

1. Position is clearly understood _____
2. General Tennessee is the central character _____
3. Illustrations reflect “period” apparel/culture _____
4. Includes dialog that further explains the main idea _____