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**Unit:** Women's Voting Rights

**Lesson Title:** Tennessee and the 19<sup>th</sup> Amendment

**Grade Level:** 5<sup>th</sup>

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

**Essential Question:** What was Tennessee's role in the ratification of the 19<sup>th</sup> amendment?

**Lesson Time:** 45 minutes to an hour

**Curriculum Standards:**

5.5.02 1.8 Recognize rights established by the 19<sup>th</sup> amendment

**Technology Used:**

The teacher will introduce the lesson by presenting a slide show of primary source pictures ([www.volunteervoices.org](http://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 19<sup>th</sup> 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 19<sup>th</sup> 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 19<sup>th</sup> 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 13<sup>th</sup>, 14<sup>th</sup>, 15<sup>th</sup>, and 19<sup>th</sup> 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 \_\_\_\_\_