



NSDAR Educational Resources Committee
“How Tennessee Gave Women the Right to Vote”
Lesson Plan

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Grade Level: Fifth grade

1. Identify the standards to be addressed:

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

2. Statement of the objective and lesson outcomes:

Students will understand Tennessee’s role in the passage of the 19th Amendment.

3. Materials, resources, and technology to be used by teacher/students:

Markers/crayons; 14 x 22 poster board for each student; Suffrage Opinion Cards (see attached -print and cut apart), 1 red and 1 yellow container; picture of Anne Dallas Dudley (print out or project); picture of Harry Burn (print out or project); rubric for each student; access to Internet for students and teachers and projection equipment

4. Introduction of the topic:

Students will be introduced to the topic by participating in a mock vote, but only those wearing tennis shoes will have their votes counted.

5. Procedure for instruction:

Attached

6. Lesson closure:

Students will create a poster depicting Tennessee's role in the ratification of the 19th Amendment.

7. Assessment of student understanding:

A rubric will be used to assess each student's poster.

Tennessee's Perfect 36: How Tennessee Gave Women the Right to Vote

This lesson plan meets Tennessee Fifth Grade State Social Studies

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

Objective: Students will understand Tennessee's role in the passage of the 19th Amendment.

Materials/resources/technology: markers/crayons; 14 x 22 poster board for each student; Suffrage Opinion Cards (print and cut apart), 1 red and 1 yellow container; picture of Anne Dallas Dudley (print out or project); picture of Harry Burn (print out or project); rubric for each student; access to Internet for students and teachers and projection equipment

Instruction

Do: Tell students they will be voting on whether boys should line up first for lunch or girls, but only students wearing tennis shoes can vote.

Allow students to vote with a shows of hands. Ask the students who didn't get to vote how that experience made them feel.

Say: Before 1920, women did not have the right to vote. They were disenfranchised, which means they could not vote. We're going to watch a brief video about how women got the right to vote. As we watch the video, listen for the answer to this question:

Which Amendment gave women the right to vote?

Introduction to 19th Amendment Video. Show one of these videos to your class.

<https://www.brainpop.com/socialstudies/ushistory/womenssuffrage/>

OR

https://app.schooltube.com/video/705657ca6c3f4546bec3/The_19th_Amendment

Say: Turn to your neighbor and tell them which Amendment gave women the right to vote.

Say: Tennessee played a very important role in the passage of the 19th Amendment. By 1919, only 35 states had voted to ratify or pass the 19th amendment. Only one more state was needed to ratify the 19th Amendment, but some states had already rejected the 19th amendment. The country was divided, and so was Tennessee.

Tennesseans who wanted women to vote wore yellow roses and supported the suffragettes.

Do: Show students the image of Anne Dallas Dudley.



Tennessee Virtual Archives

Anne Dallas Dudley

Say: One of the leading suffragettes in Tennessee was wealthy Nashville resident Anne Dallas Dudley. She was a mother with two young children. She gave speeches and led marches to encourage support for the ratification of the 19th Amendment. She carried signs and banners with pro-suffrage opinions written on them. Those who didn't want women to vote were called Anti-suffragettes. They wore red roses.

Do: Show students the image of Harry Burn.



Tennessee Virtual Archives

Say: Harry Burn was a state legislator from Niota, Tennessee. When the time came for Tennessee to vote on whether or not to ratify the 19th Amendment, Harry had to choose whether to vote to ratify the 19th amendment or reject it. Let's look at some arguments from that time to see what people were thinking.

Do: Divide the class into 8 groups. Give each group a Suffrage Opinion Card. Instruct each group to read the card and decide whether they think it is an opinion of the Suffragettes (yellow) or the Anti-Suffragettes (red). Have a red container and a yellow container. Invite each group to read their card aloud, tell which group they think it goes with and why, and then put it in the appropriate container.

SUFFRAGE OPINION CARDS

FOR	AGAINST
Women can do anything men can do.	Women are weaker than men.
Women pay taxes, so they should get to vote.	Women don't understand how taxes work.
It's not fair that women have to obey laws that only men make.	Making laws is men's work.
Women are just as smart as men.	Women are not as smart as men.

Say: Harry Burn was listening to all of these arguments, but he was having a hard time making up his mind. He read the suffragettes' signs and banners. Eventually, Harry's mother wrote him a letter that helped him decide how he would vote.

Say; Use the Tennessee History for Kids website links to find out what Harry decided to do. Then, make a poster, explaining what role Tennessee played in the

passage of the 19th Amendment. What did Anne Dallas Dudley do? Be sure to refer to the rubric to get all possible points.

(Teachers may provide students with links or print out the articles for students to read.)

HELPFUL LINKS

Harry Burn

http://www.tnhistoryforkids.org/sm_files/45p8DontKeepThem.pdf

Anne Dallas Dudley

<http://www.tnhistoryforkids.org/history/people/people/anne-dudley.2443140>

Letter to Harry Burn from his mother

[http://teachtnhistory.org/File/Harry T. Burn.pdf](http://teachtnhistory.org/File/Harry_T._Burn.pdf)

POSTER RUBRIC

Criteria	0	5	10	Points
Poster Title	No title	Title contains some of the words of the	Title contains all of the words of the theme	

		theme but not all		
19 th Amendment	Poster does not mention 19 th amendment	Poster mentions amendment but doesn't define	Poster mentions and defines the 19 th amendment	
Explanation of Tennessee's role in ratification of 19 th Amendment	Poster does not mention Tennessee's role in ratification or date	Poster either explains Tennessee's role or includes the date of ratification but not both	Poster explains Tennessee's role and includes the date of ratification	
Harry T. Burn and Anne Dallas Dudley	Poster does not mention either person	Poster mentions one but not both people	Poster mentions both people	
Punctuation/Grammar	Poster has many punctuation or grammar errors	Poster has some punctuation or grammar errors	Poster has few punctuation or grammar errors	
TOTAL POINTS				