

Was the Progressive Era really progressive in the field of women's rights?



This inquiry is designed to question students' preconceived notions about women's history and get them thinking and questioning. It explores different pros and cons for allowing women the vote. There are a variety of sources included in the packet so teachers can pick and choose what they want to use in their classroom. It can be adapted for middle or high school. There are questions with each document set.

How progressive was the Progressive Era in the field of women's rights? ?

<p>North Carolina Essential Standard</p>	<p>AH2.H.4.3 Analyze the social and religious conflicts, movements and reforms that impacted the United States since Reconstruction in terms of participants, strategies, opposition, and results (e.g., Prohibition, Social Darwinism, Eugenics, civil rights, anti-war protest, etc.).</p> <p>AH2.H.4.1 Analyze the political issues and conflicts that impacted the United States since Reconstruction and the compromises that resulted</p> <p>CE.C&G.2.3 Evaluate the U.S. Constitution as a “living Constitution” in terms of how the words in the Constitution and Bill of Rights have been interpreted and applied throughout their existence</p> <p>CE.C&G.3.4 Explain how individual rights are protected by varieties of law</p> <p>8.C&G.1.4 Analyze access to democratic rights and freedoms among various groups in North Carolina and the United States (e.g. enslaved people, women, wage earners, landless farmers, American Indians, African Americans and other ethnic groups).</p> <p>8.C&G.2.3 Explain the impact of human and civil rights issues throughout North Carolina and United States history.</p> <p>8.H.1.4 Use historical inquiry to evaluate the validity of sources used to construct historical narratives (e.g. formulate historical questions, gather data from a variety of sources, evaluate and interpret data and support interpretations with historical evidence).</p>
<p>Historical Thinking Skills</p>	<p>Analyze, Argue, Explain, Develop, Interpret, Support</p>

Inquiry Design Overview



Compelling Question?

Inquiry Rationale

Historical inquiries are research and investigative experiences that revolve around a compelling question and contain a variety of primary documents that are used as evidence to support claims. The documents are complex texts ranging from the written word and historical images to political cartoons. The investigation is driven by the use of disciplinary literacy skills that teach students how to analyze the sources and develop evidence based conclusions. The strategies utilized include sourcing a document, considering context, corroborating documents, and close reading a document by chunking and annotating.

The historical inquiry moves students from memorization of facts to investigating bias, evaluating the trustworthiness of a source, making historical claims backed by evidence, and building reading stamina by working through complex text.

To challenge all levels of students, the inquiries will include links to the original source so that documents can be modified from the current format. Each document will include background information and a definition of challenging vocabulary within the document. Also, each text can be arranged to fit the needs for individual classrooms.

Inquiry Background

- The 19th Amendment is passed in 1920, giving women the right to vote
- By 1900, many states enacted laws to protect the property and earnings of married women.
- Wyoming is the first state to allow suffrage for women in state elections on Dec 10, 1869.
- By 1900, 20% of American women are in the labor force
- If your kids need a little bit of help understanding the true sacrifice of women suffragettes, this fun video on Alice Paul and company won an Emmy for outstanding educational resource. Note the homage paid to Tennessee within the video. <https://www.youtube.com/watch?v=IYQhRCs9IHM> The back story is
- <http://www.history.com/news/the-mother-who-saved-suffrage-passing-the-19th-amendment>
- If you want to approach this from a world perspective, you can also show the trailer from *Suffragette* <https://www.youtube.com/watch?v=gYXfARbezca>
- As a hook, you should also come up with a class list of what a progressive is. What defines a progressive and what does being progressive look like?

Compelling Question?

Historical Thinking Skills Overview

Historical inquiries allow teachers to elevate the rigor of their course work and prepare students to use the skills specific to the discipline. The skills outlined below showcase the work of teaching literacy skills in a Social Studies classroom by providing students with complex texts that are framed as evidence for investigation.

NC Essential Standards WH/AH1/AH2*

Four Dimensions of Historical Thinking

Use Chronological thinking to:

- Identify the structure of a historical narrative or story: (its beginning, middle and end).
- Interpret data presented in time lines and create time lines.

Use Historical Comprehension to:

- Reconstruct the literal meaning of a historical passage.
- Differentiate between historical facts and historical interpretations.
- Analyze data in historical maps.
- Analyze visual, literary and musical sources

Use Historical Analysis and Interpretation:

- Identify issues and problems in the past.
- Consider multiple perspectives of various peoples in the past.
- Analyze cause-and-effect relationships and multiple causation.
- Evaluate competing historical narratives and debates among historians.
- Evaluate the influence of the past on contemporary issues.

Use Historical Research to:

- Formulate historical questions.
- Obtain historical data from a variety of sources.
- Support interpretations with historical evidence.
- Construct analytical essays using historical evidence to support arguments

**While these objectives are pulled from WH/AH1/AH2 standards, the skills are common to all social studies classrooms from 6th to 12th grade.*

Disciplinary Literacy Skills:

Five Components Analyzing Sources

● **Sourcing the document:**

- Who wrote the document, when, and why?
-
- How might the author's purpose and perspective help us understand the information provided or viewpoint expressed in the document?

● **Corroborating between sources:**

- How does the document fit with the other sources?
-
- Identify sources that either support or challenge the claims made by the document.
- What other information do we need to know?
-

● **Close-reading the document:**

- Identify the arguments being presented and how the author makes his or her claims.
-
- How do you chunk and annotate the text?
-

● **Contextualizing:**

- What else was going on when the document was created?
-
- How may the context have affected the information or argument presented in the source?
-

● **Identifying the subtext of the document:**

- What event or viewpoint is the author responding to or debating with?
-
- How might these factors have shaped the author's purpose, and how is this intention reflected in the document itself?



How progressive was the Progressive Era in the field of women's rights?

Supporting Question Set 1:

- 1) What symbols or emotions does the artist use to convince the target audience of his/her position?
- 2) How do the words or phrases in the cartoon demonstrate the author's opinions?
- 3) Write a question to the author that was left unanswered by the document:

Supporting Question Set 2:

- 1) Based on what you know about this time period, list three things you might infer from this photograph.
- 2) What questions does this photograph raise in your mind? Give me 2
- 3) What was the purpose of the photograph?
- 4) In your opinion are women justified in comparing their plight to Germans during World War I? (Explain)

Supporting Question Set 3:

- 1) What does this graph indicate?
- 2) How does this document relate to the documents located in this packet?
- 3) What could this document say with regards to women's suffrage?
- 4) According to the chart, what are the implications of the passage of the 19th Amendment?
- 5) What further information could be considered necessary to understand the importance of the information in this document?

Supporting Question Set 4:

- 1) Which of the author's arguments are most powerful and why?
- 2) What evidence in the document helps you understand why it was written? (Quote from the document)
- 3) What does the document tell you about other events affecting women's suffrage in the United States at the time?

Supporting Question Set 5:

- 1) What is the purpose of this document?
- 2) Why does Owen say women deserve the right to vote? What does he use as his justification?
- 3) What other documents could you use to better understand this document?
- 4) Tie this source to two others in this source packet. How do all of these documents build on each other?

Which do you Prefer? The Home or Street Corner for Woman: Vote No on Woman Suffrage"

Tom Fleming
1915

Analyze the advertisement. Circle parts that you find important and draw lines to the side box and explain why you think they are important. Put boxes around parts you don't understand. Answer Question Set 1 to the best of your ability.

Spacing Annotating



Tom Fleming, "The Home or Street Corner for Woman? Vote No on Woman Suffrage," 1915. Lithograph, 18"× 30". Rare Books and Manuscripts Division, The New York Public Library, Astor, Lenox and Tilden Foundations.

Virginia Arnold Militant advocate for women's suffrage

Photographer Unknown

August 1917

Background- During Wilson's second term suffragettes gathered outside the White House to show the President what they thought about his opposition to the 19th Amendment. Their protest was not necessarily welcomed as the nation was at war and patriotic feelings swelled for sons and sweethearts across the Atlantic.

Analyze the photograph. Circle parts that you find important and draw lines to the side box and explain why you think they are important. Put boxes around parts you don't understand. Answer Question Set 2 to the best of your ability

Spacing Annotating

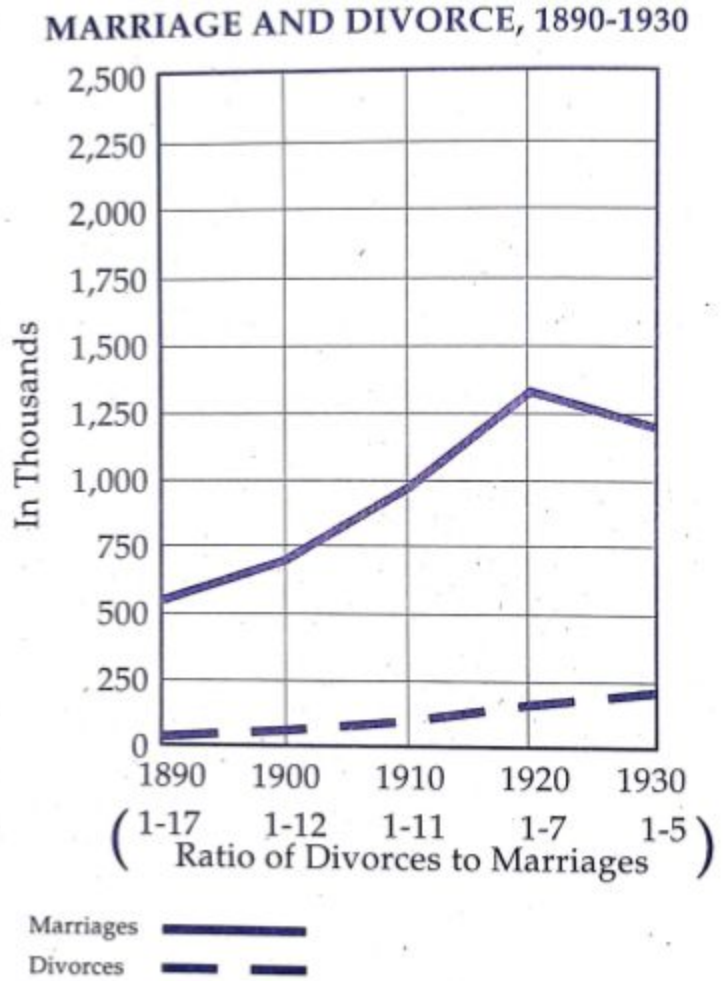


Vocabulary: "Take the beam out of your own eye"-Matthew 7:5 Thou hypocrite, first cast **out** the **beam out** of thine **own eye**; and then shalt thou see clearly to cast **out** the mote **out** of thy brother's eye

Background: 19th Amendment is passed in 1920

Analyze the graph. Circle parts that you find important and draw lines to the side box and explain why you think they are important. Put boxes around parts you don't understand. Answer Question Set 3 to the best of your ability.

Spacing Annotating



Molly Elliot Seawell

1911

Background: Although many conservative men opposed women's suffrage during the Progressive Era, significant opposition also came from women. Anti-Suffragette Molly Elliot Seawell published the following in 1911 to illustrate her views.

Analyze the essay. Circle parts that you find important and draw lines to the side box and explain why you think they are important. Put boxes around parts you don't understand. Underline parts that help support your hypothesis. Answer Question Set 4 to the best of your ability.

Spacing Annotating

"...women voters would **inevitably** become a privileged class, their mere **exemption** from military and naval duty making them such. The first fundamental of our present form of government is, that there shall be no privileged classes among voters.... Already, the State of Washington, in adopting suffrage, has violated a principle of republican government, by exempting women from jury duty.....

....there seems to be a close relation between suffrage and divorce. The five suffrage states show that their abnormal rate of divorces **prevails** under conditions which are usually adverse to divorce....

But that woman suffrage tends to divorce, is plain to all who know anything of men and women. Political differences in families, between brothers for example, who vote on differing sides, do not promote harmony. How much more inharmonious must be the political differences between a husband purpose and wife, each of whom has a vote which may be used as a weapon against the other?"

Vocabulary: **inevitability:** certain to happen, unavoidable

exemption: free from obligation or responsibility

prevails: more powerful than the other force

Seawell, Molly Elliot. (2013). pp. 70-1. *The Ladies Battle*. London: Forgotten Books

Senator Robert Owen Supports Women

May 1910

Background: Robert Owen was a long standing senator from the state of Oklahoma. He is known mostly for creating the Federal Reserve and his work to advance rights for Native American groups.

Analyze the speech.. Circle parts that you find important and draw lines to the side box and explain why you think they are important. Put boxes around parts you don't understand. Underline parts that help support your hypothesis. Answer Question Set 5 to the best of your ability.

Spacing Annotating

“Women **compose** one-half of the human race. In the last forty years, women in gradually increasing numbers have been compelled to leave the home and enter the factory and workshop. Over seven million women are so employed, and the remainder of the sex are employed largely in domestic services. A full half of the work of the world is done by women. A careful study of the matter has demonstrated the **vital** fact that these working women receive a smaller wage for equal work than men do, and that the smaller wage and harder conditions imposed on the woman worker are due to the lack of the ballot.

Many women have a very hard time, and if the ballot would help them, even a little, should like to see them have it...Equal pay for equal work is the first great reason justifying this change of governmental policy.”

Vocabulary: **compose:** make up

Vital: absolutely necessary, important

Annals of the American Academy of Political and Social Science 35, Supplement (May 1910): 6-9, passim

-
1. Create a T-Chart in which you show the opposing information from the text related to the Progressive Era. Cite the text within your chart.
 2. Construct a paragraph in which you either support or oppose the statement that the Progressive Era allowed for women to grow socially and politically.
 3. Create a graphic organizer that showcases the perspectives of each of the demographics represented in the documents with proper textual citation.
 4. Using evidence from each document, determine the impact that suffrage can have on the American population in paragraph form.
 5. Break the students into groups with copies of the documents. Give the students a perspective to take on as they read (construct a bias for the student) and allow them to discuss the text and write down details to support their chosen perspective. They must then produce produce a counter-argument.
 6. Students will write in paragraph form the answer to the primary driving question. They do so in groups. The groups will need to write in paragraph form the specific document and cite the evidence that drove the individual students to their position.
 7. Students will have the documents and will come together in either in support or against the driving question. Students will collaborate with their groups to strengthen their views and present them to the class. The groups will reach a general consensus to determine the answer to the question as a class.
 8. With the teacher as the moderator, students will take part in a Socratic Seminar that discusses the documents after taking the time to read/annotate/analyze each of them. Assessment is determined by students taking turns and being involved in the discussion.

Appendix of Resources

Historical Thinking Skills Chart

HISTORICAL THINKING CHART

Historical Reading Skills	Questions	Students should be able to . . .	Prompts
Sourcing	<ul style="list-style-type: none"> Who wrote this? What is the author's perspective? When was it written? Where was it written? Why was it written? Is it reliable? Why? Why not? 	<ul style="list-style-type: none"> Identify the author's position on the historical event Identify and evaluate the author's purpose in producing the document Hypothesize what the author will say before reading the document Evaluate the source's trustworthiness by considering genre, audience, and purpose 	<ul style="list-style-type: none"> The author probably believes . . . I think the audience is . . . Based on the source information, I think the author might . . . I do/don't trust this document because . . .
Contextualization	<ul style="list-style-type: none"> When and where was the document created? What was different then? What was the same? How might the circumstances in which the document was created affect its content? 	<ul style="list-style-type: none"> Understand how context/background information influences the content of the document Recognize that documents are products of particular points in time 	<ul style="list-style-type: none"> Based on the background information, I understand this document differently because . . . The author might have been influenced by _____ (historical context) . . . This document might not give me the whole picture because . . .
Corroboration	<ul style="list-style-type: none"> What do other documents say? Do the documents agree? If not, why? What are other possible documents? What documents are most reliable? 	<ul style="list-style-type: none"> Establish what is probable by comparing documents to each other Recognize disparities between accounts 	<ul style="list-style-type: none"> The author agrees/disagrees with . . . These documents all agree/disagree about . . . Another document to consider might be . . .
Close Reading	<ul style="list-style-type: none"> What claims does the author make? What evidence does the author use? What language (words, phrases, images, symbols) does the author use to persuade the document's audience? How does the document's language indicate the author's perspective? 	<ul style="list-style-type: none"> Identify the author's claims about an event Evaluate the evidence and reasoning the 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 in order to . . . The author is trying to convince me . . . The author claims . . . The evidence used to support the author's claims is . . .

STANFORD HISTORY EDUCATION GROUP

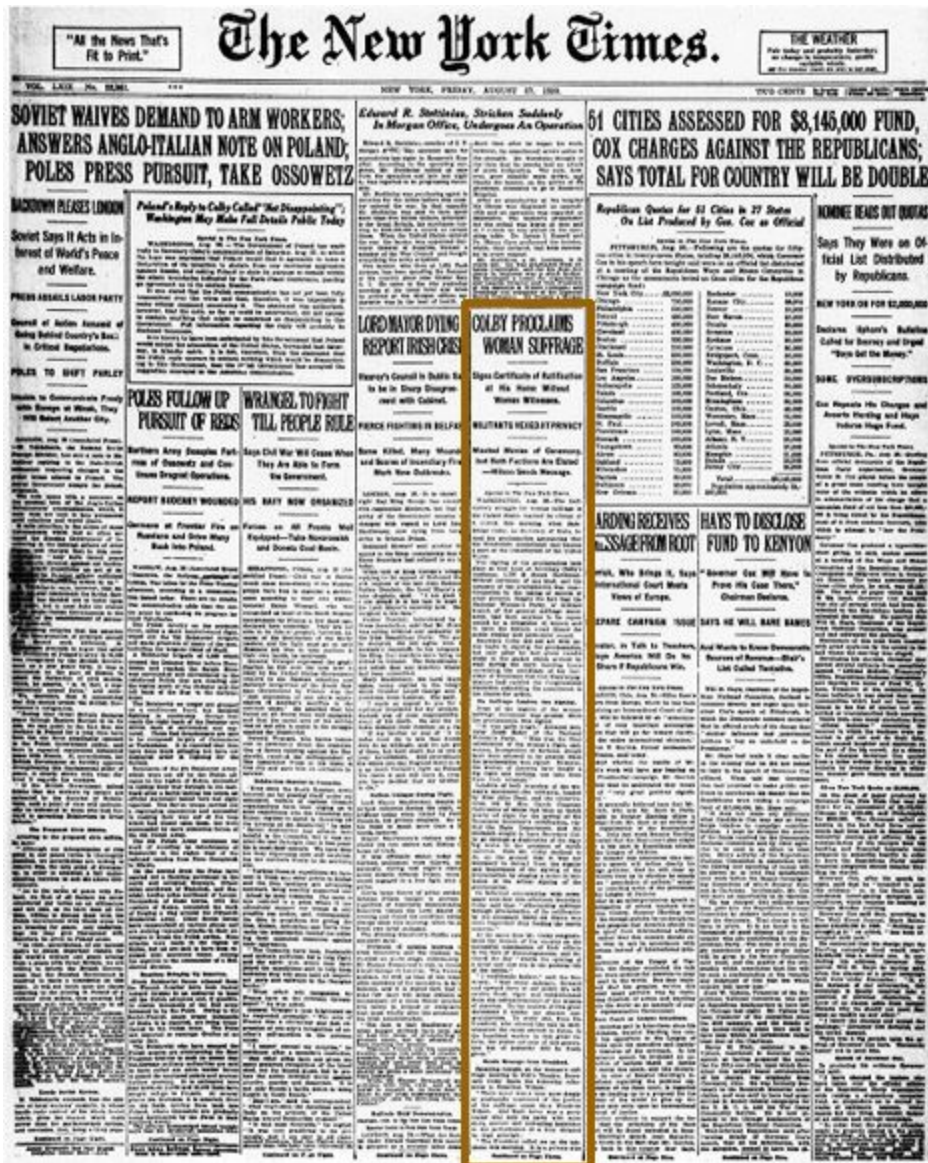
SH.ED.STANFORD.EDU

*Source: [Stanford History Education Group](https://sheg.stanford.edu/)

Historical Thinking Skills	Sourcing	Contextualization	Corroboration
<p>Insert Document Letter or name in the blanks below</p>	<p>What is the author(s) point of view?</p> <p>When and where was it written?</p> <p>I do/do not trust this document because?</p>	<p>What is going on historically when this source was created?</p> <p>What do we know about life at the time this was made?</p>	<p>How does this source compare to others?</p> <p>Do you value this source over another?</p> <p>Another document to consider would be?</p>

Extension Activities and Documents

Also worth including in lesson, maybe as an opening or closing activity



Colby Proclaims Woman Suffrage

Signs Certificate of Ratification at His Home Without Women Witnesses

Militants Vexed at Privacy

Wanted Movies of Ceremony but Both Factions Are Elated -- Wilson Sends Message

Special to THE NEW YORK TIMES

Washington, Aug. 26 -- The half-century struggle for woman suffrage in the United States reached its climax at 8 o'clock this morning, when Bainbridge Colby, as Secretary of State, issued his proclamation announcing that the Nineteenth Amendment had become a part of the Constitution of the United States.

The signing of the proclamation took place at that hour at Secretary Colby's residence, 1507 K Street Northwest, without ceremony of any kind, and the issuance of the proclamation was unaccompanied by the taking of movies or other pictures, despite the fact that the National Woman's Party, or militant branch of the general suffrage movement, had been anxious to be represented by a delegation of women and to have the historic event filmed for public display and permanent record.

Secretary Colby did not act with undue haste in signing the proclamation, but only after he had given careful study to the packet which arrived by mail during the early morning hours containing the certificate of the Governor of Tennessee that that State's Legislature had ratified the Congressional resolution submitting the amendment to the States for action.

No Suffrage Leaders See Signing

None of the leaders of the woman suffrage movement was present when the proclamation was signed.

"It was quite tragic," declared Mrs. Abby Scott Baker of the National Woman's Party. "This was the final culmination of the women's fight, and, women, irrespective of factions, should have been allowed to be present when the proclamation was signed. However the women of America have fought a big fight and nothing can take from them their triumph."

Leaders of both branches of the woman's movement- the militants, headed by Miss Alice Paul, and the conservatives, led by Mrs. Carrie Chapman Catt -- some of whom had been on watch nearly all night for the arrival of the Tennessee Governor's certification, visited the State Department, and the militants sought to have Secretary Colby go through a duplication of the signing scene in the presence of movie cameras. This Mr. Colby declined to do, on the ground that it was not necessary to detract from the dignity and importance of the signing of the proclamation by staging a scene in imitation of the actual signing of the proclamation.

In informal conversation with newspaper men late into this afternoon Secretary Colby said that "effectuating suffrage through proclamation of its ratification by the necessary thirty-six States was more important than feeding the movie cameras."

At the same time Mr. Colby congratulated the women of the country on the successful culmination of their efforts in the face of discouragements, and declared the day "marks the opening of a great and new era in the political life of the nation."

"I confidently believe," said the Secretary, "that every salutary, forward and upward force in our public life will receive fresh vigor and reinforcement from the enfranchisement of the women of America. To the leaders of this great movement I tender my sincere congratulations. To every one, from the president, who uttered the call to duty, whenever the cause seemed to falter, to the humblest worker in this great reform, the praise not only of this generation but of posterity will be freely given."

Reads Message from President

Speaking tonight at the woman's suffrage meeting in Poll's Theatre, Secretary Colby made the following references to President Wilson:

"There never was a man more deeply or profoundly convinced of the justice of the suffrage cause than Woodrow Wilson. And there never was a party leader who held his party with more stern, austere and unbending insistence to the performance of a duty dictated by high principle:

"The President called me on the telephone this morning. It is a private wire that connects the office of the Secretary of State with the library of the President. And he asked me if I had been invited to address this meeting tonight. He expressed his pleasure when I told him that I had, and said: 'I hope you will let nothing interfere with your attendance.' He said:

""Will you take the opportunity to say to my fellow citizens that I deem it one of the greatest honors of my life that this great event, the ratification of this amendment, should have occurred during the period of my administration.'"

""And he said, further:

""Please say also that nothing has given me more pleasure than the privilege that has been mine to do what I could to advance the cause of ratification, and to hasten the day when the womanhood of America would be recognized by the nation on the equal footing of citizenship that it deserves.""

Present Memorial to Wilson

Late this afternoon Mrs. Carrie Chapman Catt, head of the National American Suffrage Association, and Mrs. Helen H. Gardiner, another active worker in that organization, were received at the White House by President and Mrs. Wilson. The National Woman's Party, known as the militants and a rival organization to that headed by Mrs. Catt, was not represented.

Mrs. Catt and Mrs. Gardiner presented to the President a memorial of appreciation in the form of a bound volume, a page coming from each State, for the work he did for suffrage. They had expected to receive from the Presidency a written message to be read tonight at the big mass meeting and jubilee at Poll's Theatre over the ratification of the amendment, but the President informed them he had handed it to Secretary Colby and that the latter would include it in his remarks to the women at the mass meeting. One page of the volume presented to the President is taken up with the tribute from the New York organization, the first paragraph of which reads: "Dear Mr. President: The women of this organization of a million and a quarter enrolled members have a special reason for loyalty and gratitude. Your stalwart advocacy of our campaign last year contributed materially to our victory in New York State."

This is signed:

"New York State Woman Suffrage Party, Harriet Burton Laidlaw, Mary Garret Hay, Laura J. Starko Belknap, Narcissa Cox Vanderlip, Muriel Rosalie Edge, Katrina Ely Tiffany."

The mass meeting was attended by women from every section of the country and a number of officials of the administration, including members of the Cabinet, were present.

Factions Dispute Over Ceremony

Differences between the rival organizations of suffragists as to who should be present at the signing of the proclamation developed yesterday, and as no agreement could be brought about between them, it is believed that Secretary Colby decided to sign the proclamation in his own home to avoid a clash at his office.

"It was decided," said the Secretary in a statement this afternoon, "not to accompany this simple ministerial action on my part with any ceremony or setting. This secondary aspect of the subject has regretfully been the source of considerable contention as to who shall participate in it and who shall not. Inasmuch as I am not interested in the aftermath of any of the friction or collisions which may have been developed in the long struggle for the ratification of the amendment, I have contented myself with the performance in the simplest manner of the duty devolving upon me under the law."

Representatives of both factions visited the State Department this morning. Mrs. Catt and members of her party were photographed by movie operators as they left the State Department. Miss Alice Paul and her associates of the militant wing of the suffragists waited in the corridor of the State Department to be seen by the Secretary of State, who sent word he would receive them, but at this moment the Spanish Ambassador arrived and took precedence over the delegation of militants.

As time wore on the militant delegation thinned and finally left the department without having an audience with the Secretary of State.

Secretary Colby late this afternoon was asked by newspaper men to picture the scene that took place at his home when the final chapter of the story of ratification was reached.

Colby Describes the Signing

"The package containing the certified record of the action of the Legislature of the State of Tennessee," said Mr. Colby, "came in on a train which reached Washington some time during the early morning hours. I was awakened by Charles L. Cooke of the State Department at about a quarter to 4 o'clock this morning, who said that the packet from the Governor of Tennessee had arrived. I told him to bring it to me."

Secretary Colby was then asked whether Mr. Cooke brought the packet to him forthwith.

"He brought it to me in about ten minutes," replied the Secretary. "There were some legal matters connected with the ratification that I wished to have examined by the chief law officer of the State Department with instructions to bring the papers to me at my home at 8 o'clock this morning.

"I had received a large number of messages asking me to act on the amendment with insistent promptitude. Fear was strong in some minds that the 'antis' would effect some sort of injunction from the courts to interfere with my proclamation of the completion of the act of ratification. While it was not my own opinion that it would be becoming for me to resort to undue eagerness to avoid an opportunity for judicial interferences, I saw no reason whatever why I should conspicuously loiter.

"I confess to a disinclination to signing it in the wee morning hours of the night, believing that would not be conducive to a dignified function of so important a character, and thought that 8 o'clock in the morning would be a fair hour for action in the matter."

Secretary Colby was asked whether he had eaten breakfast before he signed the proclamation.

"Breakfast is an unimportant function with me," replied the Secretary with a smile. "I may say that I had time to partake of about one and one-half cups of coffee before I signed the proclamation."

"Then," the Secretary continued, "that about concludes the odyssey of the morning's proceedings."

Paraphrases Dewey at Manila

"You remember," he continued, "the simple way in which the late Admiral Dewey went about the opening of his battle at Manila Bay, how he waited until morning to enter Manila Bay, went up on deck, wiped the egg stains of breakfast from his moustache, observed the disposition of the enemy's ships and of his own, which had crossed the mines during the night, and then taking out a cigar, turned to one of his Captains and said, 'When you are ready, you may fire, Gridley.' So I turn to the women of America and say: 'You may now fire when you are ready. You have been enfranchised.'"

Secretary Colby in response to other questions said that he had used no golden pen prepared for the occasion, but an ordinary steel pen, in signing the proclamation. It was one of his regular pens, he explains, and when asked to whom it would be given, replied: "I have promised it to dozens of persons."

Asked whether he would give the pen to the National American Women's Suffrage Association, the National Woman's Party, or send it to the Smithsonian Institution, Secretary Colby said with a smile, "I should not be surprised if it found its way there."

Immediately after the announcement that Secretary Colby had signed the proclamation. Alice Paul said:

"August 26th will be remembered as one of the great days in the history of the women of the world and in the history of this republic.

"All women must feel a great sense of triumph and of unmeasurable relief at the successful conclusion of a long and exhausting struggle.

"The suffrage amendment is now safe beyond all reasonable expectation of legal attack. This opinion was secured from high legal authorities by officers of the National Woman's Party, who devoted their efforts after the signing of the ratification proclamation to discover what further steps, if any, would be necessary to protest the Amendment. "Pending injunction cases were automatically thrown out of court by the signing of the proclamation according to the consensus of legal opinion. The only possible legal attack is now through a taxpayers' suit to prevent the women in an individual State from voting."

National headquarters of the Woman's Party will be maintained. A national convention of its members will be called to decide upon the party's future policy. Alice Paul will go to New York probably on Saturday to hold a meeting of the Executive Committee to discuss plans and a date for the convention, it was said.

McAdoo Sends Congratulations

William G. McAdoo was one of the first to congratulate the Woman's Party on the signing of the proclamation in a message to Mrs. Abby Scott Baker, political Chairman of the party. He said:

"I know how justly elated you and all the splendid women who have been working so devotedly with you are today over the consummation of the great thing for which you and they have fought. You have had a conspicuously influential part in the triumphs of woman's suffrage. I know with what intelligence and courage you have gone at the task. I am rejoiced not alone for you, but for all the women of America, at this colossal achievement for humanity and civilization."

Francis J. Heney of Los Angeles wired Mrs. Abby Scott Baker:

"Hearty congratulations on success which is yours. The victory is due to the unconquerable fighting spirit of your little band of irreconcilables. More power to all of you."

"There is absolutely nothing that can be done now to upset or nullify the gratification of suffrage by the Tennessee Legislature," said Mrs. Harriet Taylor Upton. Vice Chairman of the Republican National Executive Committee, and President of the Ohio Suffrage Association. "I regard the suffrage victory in Tennessee as perfectly safe right now and nothing can undo it. Otherwise Mrs. Catt and I would never have left Nashville and come to Washington.

"And right here I want to publicly give credit to those stalwart mountaineer Republicans of the Tennessee Legislature who stood pat on suffrage from start to finish and who made suffrage possible. Had it not been for their faithfulness and their devotion to what they believed was right, suffrage would never have won out in Tennessee. You can quote me on that and make it as I really believe." Mrs. Upton, accompanied by Mrs. Carrie Chapman Catt, President of the International Suffrage Association, confer with Secretary Colby and with officials of the Department of Justice and also to attend the suffrage jubilee held here tonight.

SAYS STATE DID NOT RATIFY

Speaker of Tennessee Wires Colby House Vote Was Nullified

Special to The New York Times

Nashville, Tenn. Aug. 26 -- With the exception of a telegram to Secretary of State Colby from Speaker Seth M. Walker of the Tennessee House of Representatives, there have been no new developments in the fight for the ratification of the Susan B. Anthony Suffrage Amendment in the Tennessee Legislature today.

Suffrage workers regard the proclamation of Secretary of State Colby as final and are content to leave the matter of ratification to the decision of the courts.

Speaker Walker's telegram to Secretary Colby follows:

"Under decision of Judge Lurton in 87 Tennessee reports, 167, effect of motion to reconsider was to nullify prior vote until said motion was acted on by Constitutional quorum of 66 members. This has not been done. Legislature acting as Parliamentary body under provision of Tennessee Constitution, see *Haire vs. Rico*, 204, United States 291.

"This Legislature has no power to act, and, furthermore, has not acted. The Governor's certificate in effect leaves these two questions up to you to decide, which you can lawfully do.

(Signed) SETH M. WALKER.

"Speaker of the Tennessee House

OTHER HEADLINES

51 Cities Assessed for \$8,145,000 Fund, Cox Charges Against the Republicans; Says Total For Country Will Be Double: Nominee Reads Out Quotas: Says They Were on Official List Distributed by Republicans: New York on for \$2,000,000: Declares Upham's Bulletins Called for Secrecy and Urged "Boys Get the Money.": Some Oversubscriptions: Cox Repeats is Charges and Asserts Harding and Hays Indorse Huge Fund

Soviet Waives Demand to Arm Workers; Answers Anglo-Italian Note on Poland; Poles Press Pursuit, Take Ossowetz: Crackdown Pleases London: Soviet Says It Acts in Interest of World's Peace and Welfare: Press Assails Labor Party: Council of Action Accused of Going Behind Country's Back in Critical Negotiations: Poles to Shift Parley: Unable to Communicate Freely with Envoys at Minsk, They Will Select Another City

Poles Follow Up Pursuit of Reds: Northern Army Occupies Fortress of Ossowetz and Continues Dragnet Operations: Report Budenny Wounded: Germans at Frontier on Russians and Drive Many Back into Poland

Wrangel to Fight Till People Rule: Says Civil War Will Cease When They Are Able to Form the Government: His Navy Now Organized: Forces on All Fronts Well Equipped -- Take Novorossisk and Donetsk Coal Basin

Edward R. Stettinius, Stricken Suddenly in Morgan Office, Undergoes An Operation

Lord Mayor Dying, Report Irish Crisis: Viceroy's Council in Dublin Said to be in Sharp Disagreement with Cabinet: Fierce Fighting in Belfast: Some Killed, Many Wounded and Scores of Incendiary Fires Mark New Outbreaks

Hays to Disclose Fund to Kenyon: "Governor Cox Will Have to Prove His Case There," Chairman Declares: Says He Will Bare Names: And Wants to Know Democratic Sources of Revenue -- Blair's List Called Tentative

Harding Receives Message From Root: Herrick, Who Brings It, Says International Court Meets Views of Europe: Prepare Campaign Issue: Senator, in Talk to Teachers, Says America Will Do Its Share if Republicans Win

[Links for Resources, Templates, and Further Information on Historical Inquiry](#)

Reading Like a Historian:

The Reading Like a Historian curriculum engages students in historical inquiry. Each lesson revolves around a central historical question and features sets of primary documents designed for groups of students with diverse reading skills and abilities. This curriculum teaches students how to investigate historical questions by employing reading strategies such as sourcing, contextualizing, corroborating, and close reading. Instead of memorizing historical facts, students evaluate the trustworthiness of multiple perspectives on historical issues. They learn to make historical claims backed by documentary evidence

[Stanford History Education Group](#)

History Labs:

History Labs are research and investigative learning experiences that provide teachers with the necessary information, resources, and procedures to teach a full range of historical thinking skills by taking students through a process that is methodologically similar to that employed by historians.

[UMBC History Lab](#)

C3 Teachers IDM:

The Inquiry Design Model (IDM) is a distinctive approach to creating curriculum and instructional materials that honors teachers' knowledge and expertise, avoids overprescription, and focuses on the main elements of the instructional design process as envisioned in the Inquiry Arc of the College, Career, and Civic Life (C3) Framework for State Social Studies Standards (2013). Unique to the IDM is the blueprint, a one-page representation of the questions, tasks, and sources that define a curricular inquiry.

[C3 Inquiry Design Model](#)
