

# ***THE POWER OF AGENTIC WOMEN AND SOURCES***

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NCHE 2019

## Essential Questions:

- Why was it important for females to express their opinions?
- To what extent did they make a difference in our history?

Library of Congress  
Primary Sources

<http://www.loc.gov>

# Florida Standards

Benchmark#	Description
LAFS.1112.RI.3.8	Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).
LAFS.1112.RI.3.9	Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features.
LAFS.1112.W.3.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
SS.2.C.3.1	Identify the Constitution as the document which establishes the structure, function, powers, and limits of American government.
SS.3.C.1.3	Explain how government was established through a written Constitution.
SS.5.A.5.10	Examine the significance of the Constitution including its key political concepts, origins of those concepts, and their role in American democracy.
SS.5.C.1.2	Define a constitution, and discuss its purposes.
SS.7.C.1.5	Identify how the weaknesses of the Articles of Confederation led to the writing of the Constitution.
SS.7.C.2.5	Distinguish how the Constitution safeguards and limits individual rights.
SS.8.A.3.11	Analyze support and opposition (Federalists, Federalist Papers, AntiFederalists, Bill of Rights) to ratification of the U.S. Constitution.
SS.912.C.1.1	Evaluate, take, and defend positions on the founding ideals and principles in American Constitutional government.
SS.912.C.3.1	Examine the constitutional principles of representative government, limited government, consent of the governed, rule of law, and individual rights.
SS.912.C.3.11	Contrast how the Constitution safeguards and limits individual rights.
SS.912.C.3.7	Describe the role of judicial review in American constitutional government.
SS.912.W.2.18	Describe developments in medieval English legal and constitutional history and their importance to the rise of modern democratic institutions and procedures.

## SOURCES Framework

### Essential Question:

Directions: While analyzing your document(s), answer the questions below with rich reflection.

<b>S</b>	<b>Scrutinize the Fundamental Sources(s)</b>	Where does the source originate? Who wrote it? When was it written? What events could have influenced this source? What are your impressions of this source? Is it reliable? Why or why not?	
<b>O</b>	<b>Organize Thoughts</b>	What else do you need to know to fully understand the source? What other sources do you wish you had? What additional content do you need to know?	
<b>U</b>	<b>Understand the Context</b>	What is happening at the time when the source was constructed? Where is the location for the origin of the source? What is happening there at the time of construction? Put the source in its proper context.	
<b>R</b>	<b>Read Between the Lines</b>	What inferences about the source can you make that are not evident? Was there a specific reason for why the source was created that was not explicitly stated? Might the real audience have been someone other than the one stated?	
<b>C</b>	<b>Corroborate and Refute</b>	Look at other sources about the topic. How are they similar? How are they different? Do they show agreement with the FUNDAMENTAL SOURCE?	
<b>E</b>	<b>Establish a Plausible Narrative</b>	Using all the evidence from the sources you examined, what are your thoughts about the ESSENTIAL QUESTION? What have you learned up to this point in time? Create a narrative or story about what you know, based on the evidence. Remember to cite your sources.	
<b>S</b>	<b>Summarize Final Thoughts</b>	What questions do you still have? What else do you want to know? Do you still need additional sources to more fully answer the ESSENTIAL QUESTION?	

# Working with level historical

*Essential Question  
ways was Grace B  
historical agent?*

Letter written by C  
Bedell to Abraham  
on October 15, 18  
his need to grow a  
[www.loc.gov/exhibits/lincoln/candidate-lincoln/](http://www.loc.gov/exhibits/lincoln/candidate-lincoln/)

## Analyze a Written Document

### Meet the document.

Type (check all that apply):

- |   |                                    |  |  |  |
|---|------------------------------------|--|--|--|
| <input type="checkbox"/> Letter                 | <input type="checkbox"/> Speech    | <input type="checkbox"/> Patent                  | <input type="checkbox"/> Telegram      | <input type="checkbox"/> Court document        |
| <input type="checkbox"/> Chart                  | <input type="checkbox"/> Newspaper | <input type="checkbox"/> Advertisement           | <input type="checkbox"/> Press Release | <input type="checkbox"/> Memorandum            |
| <input type="checkbox"/> Report                 | <input type="checkbox"/> Email     | <input type="checkbox"/> Identification document |  | <input type="checkbox"/> Presidential document |
| <input type="checkbox"/> Congressional document | <input type="checkbox"/> Other     |  |  |  |

Describe it as if you were explaining to someone who can't see it.

Think about: Is it handwritten or typed? Is it all by the same person? Are there stamps or other marks? What else do you see on it?

### Observe its parts.

Who wrote it?

Who read/received it?

When is it from?

Where is it from?

### Try to make sense of it.

What is it talking about?

Write one sentence summarizing this document.

Why did the author write it?

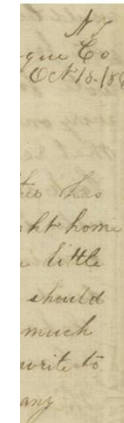
Quote evidence from the document that tells you this.

What was happening at the time in history this document was created?

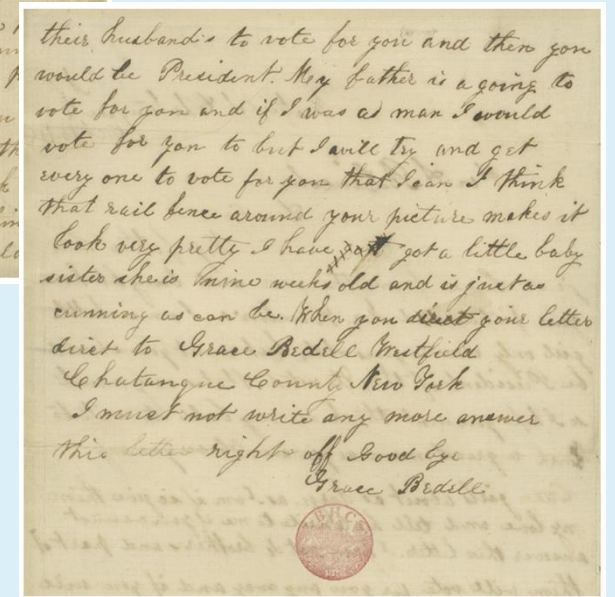
### Use it as historical evidence.

What did you find out from this document that you might not learn anywhere else?

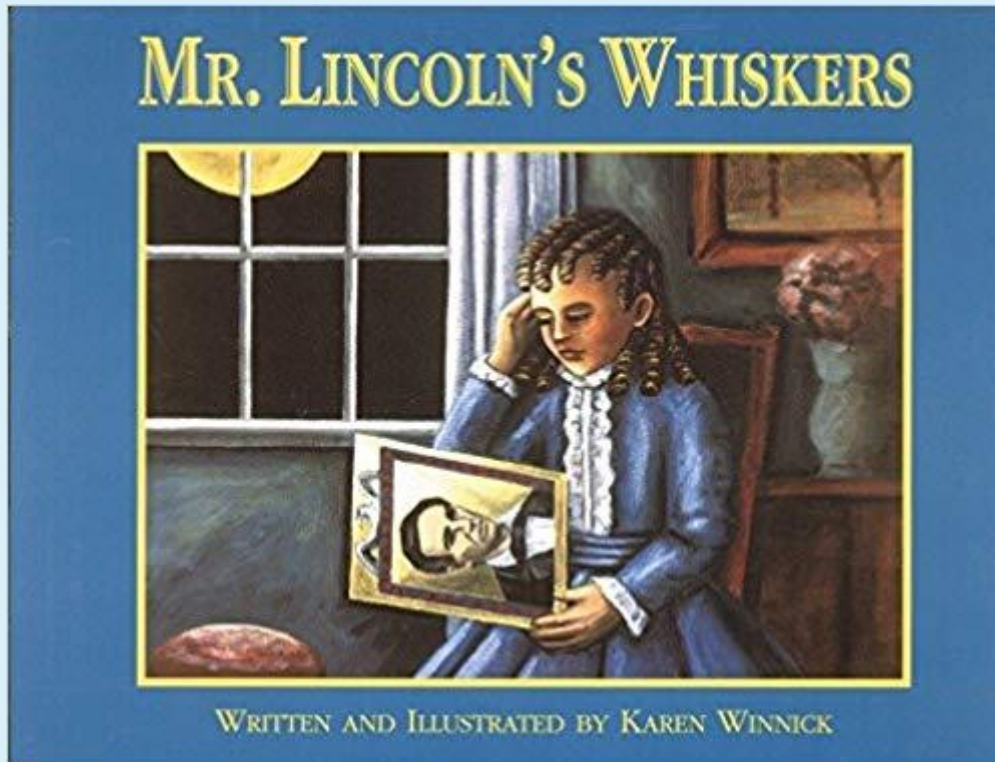
What other documents or historical evidence are you going to use to help you understand this event or topic?



Grace Bedell to Abraham Lincoln, October 15, 1860. Holograph letter. On loan from Detroit Public Library, Burton Historical Collection (069.00.01) Digital ID # al0069\_02 <http://www.loc.gov/exhibits/lincoln/candidate-lincoln.html#obj0>



# Filling in the Gaps- Connecting Literature to Primary Sources



In order to start filling in the answers and building a foundation of content knowledge, read “Mr. Lincoln’s Whiskers,” by Karen Winnick.

## SOURCES Framework

### Essential Question:

Directions: While analyzing your document(s), answer the questions below with rich reflection.

<b>S</b>	<b>Scrutinize the Fundamental Sources(s)</b>	Where does the source originate?	Letter to President Lincoln
		Who wrote it?	Grace Bedell, an 11 year old girl
		When was it written?	10/18/1860
		Is it reliable? Why or why not?	Yes, because it was from a little girl being honest; from LOC
<b>O</b>	<b>Organize Thoughts</b>	What else do you need to know to completely understand the source?	Did he reply?
		What other sources do you wish you had?	A letter from President Lincoln
		What additional content do you need to know?	Election; if Lincoln is elected,
<b>U</b>	<b>Understand the Context</b>	What is happening at the time when the source was constructed? Put the source in its proper context.	country will be split; females couldn't vote

<b>R</b>	<b>Read Between the Lines</b>	What inferences about the source can you make that are not evident?	Grace was brave! Lincoln was caring.
		Was there a specific reason for why the source was created that was not explicitly stated?	no
		Might the real audience have been someone other than the one stated?	no
<b>C</b>	<b>Corroborate and Refute</b>	Look at other sources about the topic. How are they similar?	Grace and P. Lincoln were writing back and forth with each other.
		How are they different?	They corroborate
		Do they show agreement with the FUNDAMENTAL SOURCE?	yes
<b>E</b>	<b>Establish a Plausible Narrative</b>	Using all the evidence from the sources you examined, what are your thoughts about the ESSENTIAL QUESTION? What have you learned up to this point in time? Create a narrative or story about what you know, based on the evidence. Remember to cite your sources.	<b>Use additional paper for this part of the assignment.</b>
<b>S</b>	<b>Summarize Final Thoughts</b>	What questions do you still have? What else do you want to know? Do you still need additional sources to more fully answer the ESSENTIAL QUESTION?	

Dr. Scott Waring SOURCES

Teaching with Primary Sources • Professional Development  
**BOOK BACKDROPS**



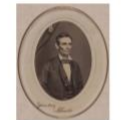
For president, Abra[ha]m Lincoln. For vice president, Hannibal Hamlin.  
For president, Abra[ha]m Lincoln. For vice president, Hannibal Hamlin. Print shows a large campaign banner for Republican presidential candidate Abraham Lincoln and running mate Hannibal Hamlin. Lincoln's first name is given here as "Abram."  
Created/Published: H.C.Howard, Philadelphia, 1860.  
<http://hdl.loc.gov/loc.pnp/pga.01637>



Lincoln Quick Step  
Lincoln quick step. Campaign sheet music for the Lincoln candidacy. The cover illustration features an oval bust portrait of Republican nominee Abraham Lincoln, surrounded by vignettes and motifs recalling his early backwoods career.  
Created/Published: Philadelphia: T. Sinclair's Lith., 1860.  
<http://hdl.loc.gov/loc.pnp/cph.3b35669>



Abraham Lincoln - Hannibal Hamlin  
Abraham Lincoln - Hannibal Hamlin. Political campaign button for 1860 presidential election showing bust portrait of Abraham Lincoln on one side and bust portrait of Hannibal Hamlin on the other side; metal casing with thread. Photographer: Mathew Brady, 1860.  
<http://hdl.loc.gov/loc.pnp/ppmsca.19428>



Roderick M. Cole. Abraham Lincoln. Albumenprint, ca. 1858.  
Roderick M. Cole. Abraham Lincoln. Albumenprint, ca. 1858. On loan from the Benjamin Shapell Family Manuscript Foundation (071, beardless Lincoln)  
<http://www.loc.gov/exhibits/lincoln/candidate-lincoln.html#obj2>



Hesler photograph of Lincoln. Photographer: Alexander Hesler.  
Hesler photograph of Lincoln. Photographer: Alexander Hesler. Created/Published: June 03, 1860, Springfield, Illinois  
<http://hdl.loc.gov/loc.rbc/lprbscsm.scs0985>

# LOC- Mr. Lincoln's Whiskers

Staff at the Library of Congress developed a lesson plan and primary source set around Mr. Lincoln's whiskers and various primary sources in their collections, so this is the perfect set of primary sources to utilize.

A book backdrop activity centers around a piece of children's literature that either focuses explicitly on a historical event or focuses on content that can be tied to other social studies themes.

<http://www.loc.gov/teachers/professionaldevelopment/tpsdirect/pdf/Book-Backdrops.pdf>



Other resources to be utilized can be found on the “Candidate Lincoln” portion of the Library of Congress’ website: “With Malice Toward None: The Abraham Lincoln Bicentennial Exhibition”, which includes a letter that Grace Bedell wrote to J.E. Boos, 58 years after the event, on May 8, 1918, in which she wrote:

“I think I must have been rather disappointed when my father brought from some meeting a crude and glaring picture of Lincoln and Hamlin. The two were surrounded by way of frame with a rail fence. Searching about in my mind for something which would improve Mr Lincolns face [...].”

[www.loc.gov/exhibits/lincoln/candidate-lincoln.html](http://www.loc.gov/exhibits/lincoln/candidate-lincoln.html)

# Engaging students at higher levels



The Bingville Bugle, found in the March 8, 1911 issue of the The Pensacola Journal. Newton Newkirk, a satire Journalist who expressed current issues of his time, wrote the Bingville Bugle. Students will scrutinize an article regarding women suffrage and look at political cartoons about society's feeling of women at the time.

<https://chroniclingamerica.loc.gov/lccn/sn87062268/1911-03-08/ed-1/seq-7/>

**Analyze a Cartoon**

**Meet the cartoon.**  
Quickly scan the cartoon. What do you notice first?  
What is the title or caption?

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**Observe its parts.**

WORDS	VISUALS
Are there labels, descriptions, thoughts, or dialogue?	List the people, objects, and places in the cartoon.  List the actions or activities.

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**Try to make sense of it.**

WORDS	VISUALS
Which words or phrases are the most	Which of the visuals are symbols?

*Essential question: At different points in time, but especially during the early 20th Century, why was it important for women to express their opinions, and what difference did it make?*

# Study and Scrutinize

## Primary sources from loc.gov:

*Norman Rockwell's Rosie*

<https://www.loc.gov/exhibits/treasures/tr11c.html#obj65>

*Rosie the Riveter: Real Women Workers in World War II*

[https://www.loc.gov/today/cyberlc/feature\\_wdesc.php?rec=3350](https://www.loc.gov/today/cyberlc/feature_wdesc.php?rec=3350)

## Other sources:

<https://www.nrm.org/rosie-the-riveter/> (the whole page)

Operating a hand drill at Vultee-Nashville, woman is working on a "Vengeance" dive bomber, Tennessee. 1943. Feb

<http://www.loc.gov/pictures/resource/fsac.1a35371/>



Women have always been at the forefront of resistance. This #NoDAPL gathering honors the grandmothers who taught us.

<https://twitter.com/womensmarch/status/832309746497642497/photo/1>

Frances Pepper (left) and Elizabeth Smith (right) working in the offices of *The Suffragist*, the weekly journal published by the Congressional Union and National Woman's Party from 1913 to 1921.

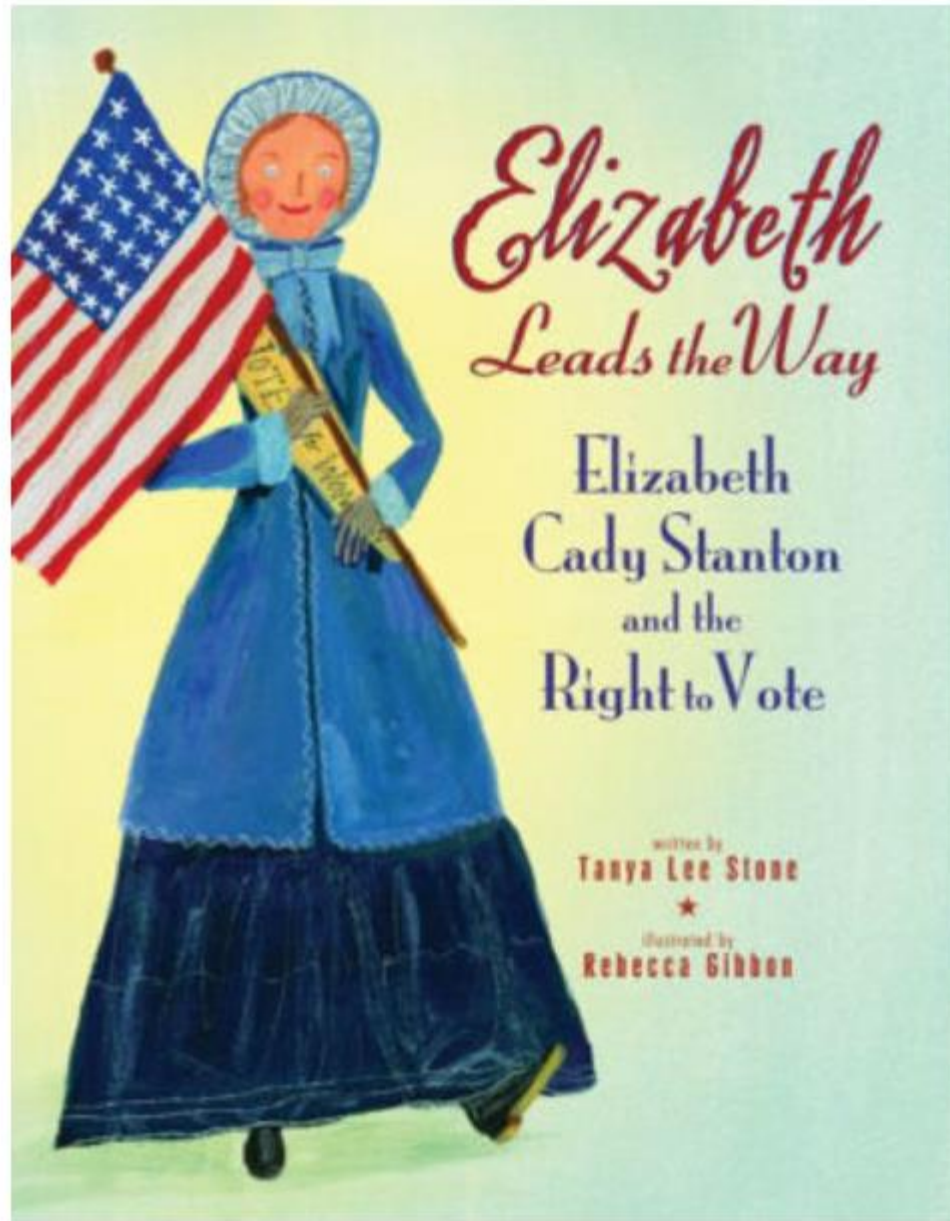
<https://www.loc.gov/resource/mnwp.160082/>





Operating a hand drill at Vultee-Nashville, woman is working on a "Vengeance" dive bomber, Tennessee. 1943. Feb

<http://www.loc.gov/pictures/resource/fsac.1a35371/>



e



Frances Pepper (left) and Elizabeth Smith (right) working in the offices of *The Suffragist*, the weekly journal published by the Congressional Union and National Woman's Party from 1913 to 1921.

<https://www.loc.gov/resource/mnwp.160082/>

10/21/2017

Wilma Rudolph



Madera Tribune, Number 47, 21

Wilma Rudolph Sets New M



ig

<https://www.congress.gov/bill/109th-congress/house-bill/1404/text>

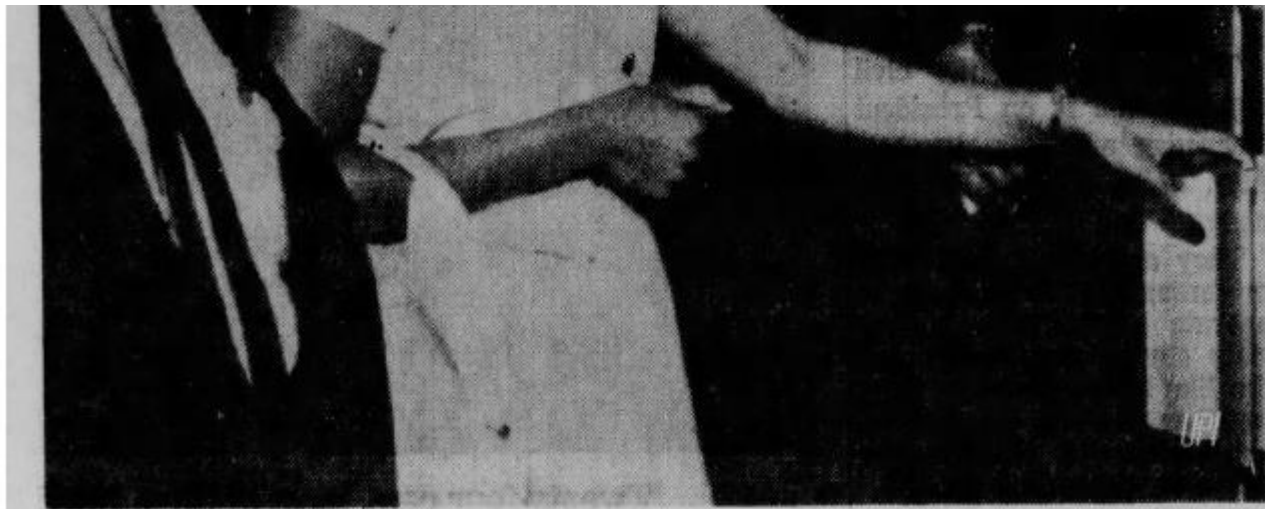
- E** Narrative: up to this point in time? Create a story about what you know, based on evidence. Remember to cite your sources.
- S** Summarize: What questions do you still have? Do you still need sources to more fully answer the question?

UCF, Dr. Scott Waring (2017)

from Tennessee State said she felt a "terrible" pain in her left side just before she broke the tape Wednesday at a special 100-meter race which she won in the record time of 11.2 seconds.

Miss Rudolph's brilliant performance stole the show from the final program of a meet between the U.S. team and West German Yanks won eight of the 10 events to crush the team, 120-91.

The touring American Britain's best athletes other two-day meet Tuesday in London, but Rudolph said she did not know if she would be able to compete at White City Stadium.



TELEPHOTO

Olympic track star Wilma Rudolph tugs at the locked door of Shoney's Restaurant in Clarksville, Tenn., as a group of Negroes tries for the second time in a row to obtain service at the segregated eating place.

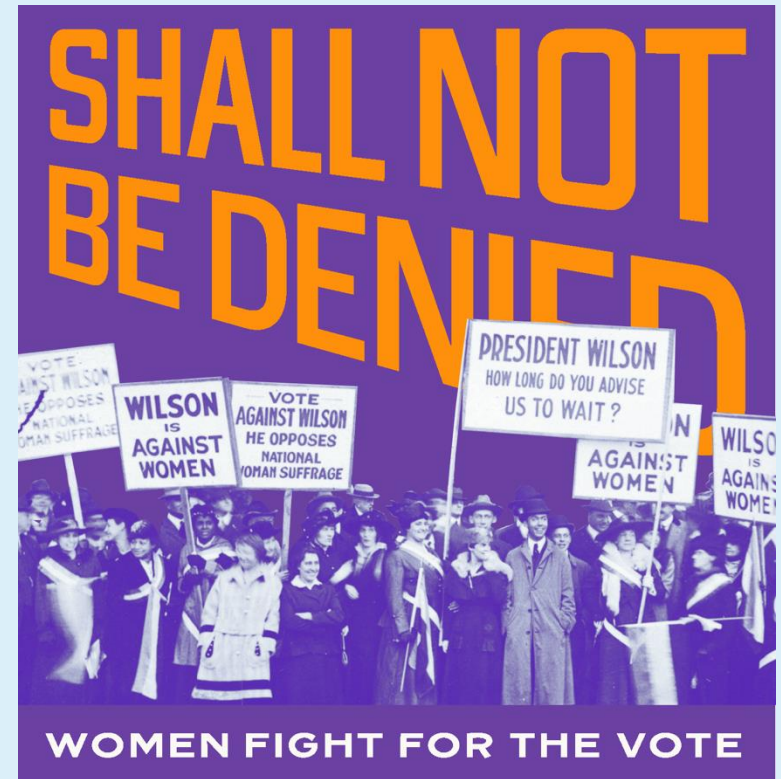
Subject to Prior Sale.

Meat Chops	139 <sup>00</sup>	Meat	189 <sup>00</sup>
Meat Chops	294 <sup>00</sup>	Meat	194 <sup>00</sup>
Meat Chops	144 <sup>00</sup>	Meat	214 <sup>00</sup>
Meat Chops	173 <sup>00</sup>	Meat	173 <sup>00</sup>
Meat Chops	173 <sup>00</sup>	Meat	173 <sup>00</sup>
Meat Chops	173 <sup>00</sup>	Meat	173 <sup>00</sup>

**ANDERSON HARDWARE**

Open Weekdays and Sunday Nights  
Hours of this store for a free trial from 800-800  
4000 Main Street, Clarksville, Tenn.

*Students need to understand that civic participation is a necessity of our American democracy and that women from the past and today have been and are continuing to encourage the legacy of civic participation.*



[Library of Congress Exhibitions](#)

Shall Not Be Denied: Women Fight for the Vote  
June 4, 2019 – September 2020

*Florida Council for History Education's  
3<sup>rd</sup> Annual Conference*

St. Augustine, FL

August 2-3, 2019

Lincolnville Museum Cultural Center



# THANK YOU!

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