



**The Women's Suffrage Movement and the Quiet Power Women
Yielded Through Their Kitchens**

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This curriculum unit is recommended for:
4th Grade Language Arts
4th Grade Social Studies

Keywords: Family, Grandparents, Gender Roles, Interview, Woman's Suffrage, Equal Rights, Equality, Food, Home Economics, 19th Amendment

Teaching Standards: See [Appendix 1](#) for teaching standards addressed in this unit.

Synopsis: Looking to enhance the EL Curriculum's Module Four on Women's Suffrage? Well, this is the unit for you! This unit creates opportunities for students to talk with the women in their family through an interview to see how being a woman or a girl growing up may have affected how they were treated in their families, as well as the chores or responsibilities they may have been given. This unit also delves into how some women used their limited power and abilities in the 1920s by wielding their influence and voices through their kitchens and cooking. There are various activities that one can complete with their students that focus on the Module's spotlighted novel, *The Hope Chest* by Karen Schwabach. This includes an anticipatory set of questions, vocabulary charts, internet research on key figures of the Women's Suffrage Movement, foods of the time, and comprehension questions to get teachers started on the first several chapters of this amazing book.

I plan to teach this unit during the coming year to 28 students in (Language Arts for 4th Graders)

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The Women's Suffrage Movement and the Influence of Food and Culture

By Jashonai Payne

Introduction (1-2 pages)

Rationale

I would like to explore the various cultures in my classroom and the stories around food from their own families. At the end of the last year, my school had a Cultural Fair which highlighted the various countries and cultures represented in our school population. I was inspired by another CTI participant about the possibility of creating a cookbook. However, after seeing firsthand the diversity and beauty of our school population, I am thinking about creating a multicultural club and making a school-wide book of recipes that reflect these students.

There are four Modules that we teach each school year for our English Language Arts Curriculum, named the EL Curriculum. Module 1 is Poetry, Module 2 is Animal Defense Mechanisms, Module 3 is the American Revolution, and Module 4 is Responding to Inequality-Ratifying the 19th Amendment, where each module is taught each quarter of the school year. Last year was the first year that I taught Module 4 and the Women's Suffrage Movement, as COVID forced the district to condense the number of units we taught two years ago from four to three. However, besides the Poetry unit, this might be my most favorite.

This topic approaches the inequalities that exist not just between the races, but also women and men. I want to highlight the amazing ways that women took strides to be leaders and showed their bravery through the ways that they were able. This Module brought about wonderful discussions and curiosities amongst my students who made me think in a deeper way as well. Some of the questions which came up were: Where were the Latinx women in our history and the Women's Suffrage Movement? Specifically, what was going on in North Carolina during the Women's Suffrage movement? How did our state participate in these events? How did North Carolina vote when dealing with the ratification of this Amendment? As a result, I am on a hunt to answer some of these questions. Each person wants to see themselves represented in the world and it is our responsibility to find this information or to discuss the lack of this information in our history. Being an Afro-Latinx woman myself, I am also curious to find out more about this presence in the Women's Suffrage Movement.

Demographics

I work at Clear Creek Elementary that serves Pre-K to 5th grade students. It is in suburban Charlotte, North Carolina. I am a self-contained teacher responsible for teaching Social-Emotional learning, Language Arts, Math, Science, and Social Studies. I teach 28 students in my classroom. My school is diverse, with approximately 30% White, 30% Black, 30% Latinx, and 10% is Asian, Multiracial, American Indian, etc.

In my classroom, I have six students who are certified EC (Special Education), with one being on the Autism spectrum who receives EC services for behavioral goals and speech only. I also have four students who are EL/ML (Multi-lingual) learners, and three students who are certified academically gifted. I have three students who are transitional who came to fourth grade with a retention label due to not passing third grade benchmark assessments last year.

This year, the Charlotte-Mecklenburg school district has a focus on our African American and Latinx students. Traditionally, these students have been underserved and often underperform amongst their peers. As a result, the district is working towards having these groups score Level 4s and Level 5s on the North Carolina End of Year tests, which qualifies as being on the path towards College and Career Readiness.

Unit Goals

According to the EL Curriculum, this module will “use literature and informational texts to introduce students to gender and racial inequality issues in the United States in the first half of the 20th century, recognize how the process of ratifying the 19th Amendment can teach us about how people were responding to gender and racial equality at this time, as well as connect their learning about this process to their own lives as they focus on how they can make a difference and contribute to a better world.” (EL Curriculum, Imagine Learning, 2022.)

In addition to reading the novel, *The Hope Chest* by Karen Schwabach, the EL Curriculum wants their final product to be “a Public Service Announcement (PSA) “encouraging other students to make a difference, and a press release sharing with the local media what the class did to take action and the impact of their work.” (EL Curriculum, Imagine Learning, 2022.) I would also like to add several of my own assignments and activities, including having my students interviewing their older female relatives. Using interviews can be a way to connect to the history of the females in their families. I want them to see how they may have been limited in life, profession, or their education by their gender based on what society or culture expected or expects from them as women. I would also want my students to walk away with the idea that the women in their families used the power that they had to take care of their families despite possible limitations of power. I hope that they may see examples of women in their family that chose a different path than what was traditionally expected to show that women and their roles can change and evolve over time.

Another goal I have for my unit is to do research on times or events in history where women had power-which was most likely their homes and through the food in which they prepared. In the Women’s Suffrage movement, there were powerful and influential women on the suffragists side as well as the anti-suffragists side. I want my students to be able to identify the arguments and points of view of each side. What were their reasons for wanting women to vote, but more interestingly, what were the reasons that the Anti-suffragists were against supporting women’s right to vote? I want them to also look at race and status as way that people were included or excluded from the fight for Women’s Suffrage, in addition to the fact that there were men who supported this movement as well to see the full picture of this trailblazing time in our history.

It might also be interesting to delve into the homes and kitchens during the time of Women’s Suffrage and see what an American kitchen and American cooking looked like. My students

could look at the places they shopped for groceries, as well as popular snacks, beverages, and meals at this time in history. Today, families who don't have time to cook can get fast food from a drive-thru. We could also look at any alternatives they may have had for fast food for moms who didn't have time to cook. We could even examine if white and African American meals look the same or the access that they each had to fresh foods and groceries. I think students would be really fascinated to compare these ideas to what they eat and how they eat today.

Content Research (4-5 pages)

The Women's Suffrage Movement was a difficult fight which spanned over 70 years. Despite earlier gatherings in other states, the first major gathering of people who believed women should have the right to vote was the Seneca Falls Convention, in Seneca Falls, New York, which occurred in 1848. Interestingly enough, the women created a list of resolutions on various topics. Women's suffrage was not first and foremost on the list. As a matter of fact, one of the main supporters of the convention, Lucretia Mott, did not want this issue brought to the forefront. It was Frederick Douglass and Elizabeth Cady Stanton who were in favor of it.¹

The implications of the Women Suffrage Movement were about much more than ratifying the 19th Amendment, giving women the right to vote. It also helped to propel a new face of the 20th Century home. To provide background for the basics, let's talk about what the 19th Amendment originally said. The 19th Amendment voted on by Congress on June 4th, 1919, states, "The right of citizens of the United States to vote shall not be denied or abridged by the United States or by any State on account of sex. Congress shall have power to enforce this article by appropriate legislation." When an amendment is proposed by Congress, do states have to start immediately obeying or following this amendment? The simple answer is no. According to the National Conference of State Legislatures, Article V of the United States Constitution's step three states that "Amendments proposed by Congress or convention become valid only when ratified by the legislatures of, or conventions in, three-fourths of the states."²

At the time of the proposal of the 19th Amendment, 36 out of the 48 states' approval were required to ratify it. On August 18th, 1920, this amendment was finally ratified, and women were allowed the right to vote.

Despite the appearances of being powerless throughout history, women claimed their power in the home's sacred space: the kitchen. During the Women's Suffrage Movement, women used cookbooks and tea parties as opportunities to push their agenda. They were hidden under the disguise of "ladies' events" and many times went under the radar of people who did not support them. In the article by Jessica Derlith, she states:

"Just as antisuffragists appealed to popular sentiments about gender and food, so did suffragists. This article argues that suffragists challenged claims that they abandoned the kitchen by embracing the culinary arts to demonstrate that they accepted many dominant gender expectations. In responding to anti suffrage claims, suffragists used the practice

¹ Laura Kumin, *All Stirred Up: Suffrage Cookbooks, Food, and the Battle for Women's Right to Vote*, (New York: Pegasus Books, 2020) 42-45.

²

(<https://www.ncsl.org/research/about-state-legislatures/amending-the-u-s-constitution.aspx#:~:text=Authority%20to%20Amend%20the%20U.S.%20Constitution&text=Amendments%20proposed%20by%20Congress%20or.%2C%2038%20of%2050%20states>).

and language of cookery to build a feminine persona for their movement and to demonstrate that enfranchising women would not threaten the vital institutions of home and family. By compiling cookbooks, publishing recipes, and hosting bazaars, suffragists from around the nation engaged in a public dialogue about the compatibility of politics and womanhood. By writing about food and displaying cooking skills, suffragists demonstrated their ongoing commitment to dominant gender expectations even as they demanded the right to vote.”³

This shows how antisuffragists tried to claim that these women were abandoning their families, their duties, by going out to protest for their right to vote. However, women were using their power in clever ways through cooking and the kitchen—a place that gave them the soapbox that they needed to whisper and cajole, not shout, their message to the masses of men who held the power at that time. In another article by Mary Bilyeu, she substantiates this idea of women using food and kitchens as battle stations and weapons in the Suffrage movement:

“Whether some of the women who spent decades working in support of the 19th Amendment that would grant them the right to vote -- it was introduced in Congress in 1878 and finally ratified on Aug. 18, 1920 -- were engaging in hunger strikes while imprisoned for their efforts or being force fed by prison officials in retaliation, food became a powerful combative tool...It was also utilized in a more subversive way: through the publication of fund- and awareness-raising cookbooks which capitalized upon traditional female roles to upend traditional ways. Recipe collections that included household hints and addressed other stereotypical feminine issues, such as caring for the sick, also countered the misperception that the suffragists were derelict in their duties -- militants and radicals neglecting their domestic responsibilities. And they necessarily had to appeal not just to women, but also to men who did have the power, influence, and ability to effect change. ‘Home, a smiling woman, and a good dinner -- does not the heart of man yearn toward this trio at evening time,’ the suffragists therefore asked demurely in a 1908 cookbook from Washington state. But in truth, their cookbooks contained recipes for a revolution. This book is not dedicated devotedly to a husband or to a family, but instead very boldly ‘To the first woman who realized that half of the human race were not getting a square deal, and who had the courage to voice a protest,’ as well as to the ‘valiant and undaunted soldiers of progress’ who withstood ridicule, arrests, beatings, and other abuses while fighting for women's voting rights.”⁴

We could also look at how women looked at the kitchen and cooking during the Suffrage Movement as a way to make their homes the way they wanted or hoped it to be. Stacy writes in her article that women fought for social change through “prefigurative” measures. She states:

³ Jennifer Derlith, “Kneading Politics: Cookery and the American Women Suffrage Movement”, *The Journal of the Gilded Age and the Progressive Era*, Volume 17, Issue 3, Cambridge University Press, July 2018.

⁴ Mary Bilyeu, “Recipes for Revolution: Women’s Suffrage Cookbooks Weaponized Food in the Fight for the Vote”, *TCA Regional News*, Chicago, 12 Aug 2020.

“Personal prefigurative politics also helps us understand how women’s movements push for social change. Much of women’s lives occur within the family and home. Even in twenty-first-century heterosexual couples, women are tasked with most of the domestic labor, even when both spouses have paid jobs (Blair-Loy et al. [2015](#); Hochschild [1989](#); Sayer [2016](#)). Moreover, widespread cultural understandings about women and femininity largely center on their caretaking roles in the family (e.g., Blair-Loy [2003](#); Friedan [1963](#); Kerber [1980](#); Welter [1966](#)). For women to gain power more broadly, they must challenge practices and cultural understandings within the family. In fact, the home may be the arena in which women can exert the most power; this is especially the case for women who are otherwise disenfranchised, as were American women in the nineteenth century. In other words, the family may be a major site of women’s struggle for gender equality. However, most sociologists have overlooked the home as a potential setting of social movement action. By demonstrating how activists engage in personal prefigurative politics, I show that the home serves as an arena for women’s campaigns for social change... Suffragists’ main goal involved extending democratic rights to women, but they also advocated using their personal lives to model their ideal society. Suffragists could not use the kitchen to prefigure a world in which women voted. However, they discussed using the kitchen to build a world in which women were more equal with men. Through cooking-related personal prefigurative politics, suffragists aimed to both make the domestic sphere more equal and enable women to pursue additional activities in the public sphere. In 63 percent of the articles about cooking, suffragists advocated culinary methods that would prefigure a more equal world—without needing to build a prefigurative organization (see Table 2). Suffragists hoped to turn individual homes into microcosms of an egalitarian society by encouraging men to cook, which would balance the gendered division of labor. Suffragists also highlighted the benefits of labor-saving methods and technology, arguing that lessening women’s domestic work was one way to model a more gender-equal world (see Table 3).”⁵

This phenomenon happened at other times in history, outside of the Women’s Suffrage Movement. In 1955, a local woman named Georgia Theresa Gilmore was a staunch supporter of the Montgomery, Alabama Bus Boycott. She worked with Dr. Martin Luther King Jr. and many others, taking a stand against the city and its established racist laws that made African Americans who paid the same fare, be treated inferior. She used her kitchen as a place of planning, action, and good eating.

“Night after night, as preachers fed the audience inspiration for their fight, Gilmore fed the men and women who traded pocket change for sandwiches. And she plowed the profits into the MIA (Montgomery Improvement Association.) In the process, her home kitchen became a locus for change.”⁶

Through these kitchens, several women across Montgomery, competed against each other to see who could raise the most money by selling cakes, pies, and meals to African American and white supporters throughout the city. This money was used to keep gas in the cars of the people who

⁵ Stacy J. Williams, “Personal Prefigurative Politics: Cooking Up an Ideal Society in the Woman’s Temperance and Woman’s Suffrage Movements, 1870–1920”, *Sociological Quarterly*, 2017, Vol. 58 (1), p. 72-90.

⁶ John T. Gilmore, *The Potlikker Papers: A Food History of the Modern South*. (New York: Penguin Books, 2018,) pg. 41.

volunteered to rideshare with the men and women worked far across town as domestics. These people had previously depended on the buses to take them to work. However, they felt it was more important to show the city of Montgomery their power by choosing to walk or catch rides from others. This movement would not have been possible without the hands who kneaded, stirred, and baked in their command centers of change: their kitchens.

Teaching Strategies (1-2 pages)

Think-Pair-Share-Students get a prompt or a question to answer or ponder. Then, they think about the question. Next, the student pairs with a partner to compare their thoughts to the question and come up with the best answer to question. Finally, they share out their answer to the class or group.

Close Reading-Students delve closely into a text by reading the text multiple times for various purposes. The first read is to get acquainted with the text and to find unknown vocabulary words, identify interesting or through-provoking parts in the text. The second text can be used to find the main idea or summary. The third reading can be used to answer surface and deep questions about the text.

Socratic Seminar-The strategy is used to have deep and rich student-led discussions of literature and poetry. Students are given a list of questions to discuss in a round robin format to share their thoughts and expand their learning through peer interaction.

Turn and Talk-This strategy is used to help students get a better understanding of the text by discussing the text or assignment with a partner. It is often helpful for students to discuss the questions, texts, and assignments together to help break down the texts in a more meaningful way and to see various points of view, adding to their learning.

Graphic Organizers-This strategy and resource helps students to organize and make sense of the information they gather from a text.

Stop and Jot-This strategy is a great way to quick-write students' ideas down after reading and analyzing a text.

Interviewing- Students will use this strategy to interview older female family members to try to identify gender inequality in their own families.

Classroom Activities

Name _____

Date _____

Interview Questions for Female Relative

1. Name of interviewee _____
2. Relationship to interviewer _____
3. In what year were you born? _____
4. Where were you born? (City, State, Country) _____

5. With whom did you live with? (List family members)

6. Where were you born in birth order? (ex. youngest child, 3rd child, eldest child)

7. What types of chores or jobs did you have around the house?

8. If you had sisters or female cousins, did they have similar chores to you around the house?

9. If you had brothers or male cousins, what types of chores or jobs did they have around the house?

10. As a child, with what type of toys did you play? What games did you play?

11. Did the male children in your family play the same games and/or play with the same toys?

12. What was a typical breakfast served at home?

13. What was a typical lunch served at home?

14. What was a typical dinner served at home?

15. Who cooked most of the meals in your household? _____

16. What types of snacks or treats did you eat? _____

17. Where did your parents shop for food?

18. What did your parent (who cooked the majority of the meals) do on a busy night? Was there a fast-food option? If so, what was the name of the restaurant?

19. If your parent who primarily made the majority of the meals could not cook, which family member would fill in for him/her?

20. What type of meals did this family member cook? _____

Name _____

Date _____

EL Module 4-*The Hope Chest* Anticipatory Guide

Directions: Read each statement and write **Agree** in the blank **if you believe the statement** and could support it. Write **Disagree** in the blank **if you do not believe the statement** and could not support it. After you read the text, revisit the statements.

Before Reading

After Reading

- | | |
|--|-------|
| _____ 1. Your parents ALWAYS know what is best for you in every case. | _____ |
| _____ 2. Only people living in 2020 can understand our experiences
living with COVID. | _____ |
| _____ 3. The government should get to choose who has certain rights. | _____ |
| _____ 4. You will never be the same after losing someone special
in your life. | _____ |
| _____ 5. Boys and girls should have different jobs and hobbies. | _____ |

What inferences can you make about what we will be learning Module 4?

Name _____ Date _____

The Hope Chest Close Reading Guide-Ch. 1

1. What is the genre of this book? _____
2. What is the main setting of the book? _____
3. Who is the main character? _____
4. What is this character's dilemma at the beginning of the chapter? _____

5. What does she learn about her sister? _____

6. Do you think her parents made the right decision with the letters? Why or why not? _____

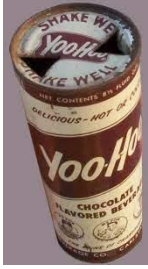

Name _____

Date _____

Foods Now and Then

Directions: You and a partner will do an internet scavenger hunt on two (2) examples comparing food items from the 1920s and the 2020s. Possible categories: snacks, drinks, candy, meals, sandwiches, side dishes, fast food restaurants.

Example:

Popular Drinks-1920s	Popular Drinks-2020s
	

Category:	Category:
Category:	Category:

Word	Sentence from the text	Guess Using Context Clues	Definition
wrench (v.)	“Mother used her other hand to try to pull Violet away from her desk by her pigtails, and Violet used her other hand to <i>wrench</i> her pigtails free.”		
lurched (v.)	“She <i>lurched</i> against Mother’s desk, knocking over a vase of asters and a dreadful old hair wreath in a wooden frame.”		
massive (adj.)	“Father towered. He was broad and <i>massive</i> , just like the bank where he worked.”		
placebo (n.)	“So far I haven’t gotten the flu because I’m careful to wear my mask at all times. They gave us nurses an inoculation, but we think that it’s a <i>placebo</i> -a fake shot, to make us think we’re protected.”		
suffragist (n.)	“Some people think that we <i>suffragists</i> hate men, but that’s not true at all. Lots of men are really nice. There’s a difference between that and wanting to have them run your whole life.”		
effrontery (n.)	“And then Chloe had taken all her hope chest money and bought a used Model T Ford. She even had the <i>effrontery</i> to name it the Hope Chest.”		
meddlesome (adj.)	“At the next stop a woman got on and took the seat across from Violet. Violet could tell that she was a <i>meddlesome</i> woman.”		

Name _____

Date _____

Hope Chest Vocabulary Activity #1-Week 1

Directions: Circle the word that is an **antonym** of the bolded vocabulary word.

- | | | |
|----------------------|-------------|---------------|
| 1. massive | gigantic | miniscule |
| 2. effrontery | shyness | boldness |
| 3. lurched | wobbled | tiptoed |
| 4. meddlesome | snooping | avoiding |
| 5. placebo | active drug | inactive drug |
| 6. wrench | yank | loosen |

Name _____

Date _____

Hope Chest Vocabulary Activity #2-Week 1

Answer the following questions with true or false. Be ready to defend your answer!

- | | | |
|---|---|---|
| 1. It is a good idea to <i>wrench</i> an object from a baby's hands. | T | F |
| 2. An ant is a <i>massive</i> insect. | T | F |
| 3. It is good to have a <i>meddlesome</i> neighbor. | T | F |
| 4. A man can be a <i>suffragist</i> . | T | F |
| 5. When you take a <i>placebo</i> , you get the real medicine. | T | F |
| 6. Eating someone else's food right in front of them is <i>effrontery</i> . | T | F |

Word	Sentence from the text	Guess Using Context Clues	Definition
weariness (n.)	“He wore knee britches and the same sort of ankle-high black boots that Myrtle and Violet had, but his face wore an expression of world- <i>weariness</i> that made him look at least forty.”		
loomed (v.)	“Rows of empty boxcars <i>loomed</i> on every side, and Violet could see smoke rising from a clump of trees where there must be a hobo jungle.”		
hobo (n.)	“They would never have gotten to Washington if Hobie the <i>Hobo</i> hadn’t shown them. He was about Violet’s age, she was sure.”		
reek (adj.)	“Heaps of garbage overflowed from garbage cans and filled the corners, with the <i>reek</i> of rotten vegetables.”		
emanated (v.)	“There was a toilet of sorts, a shed that housed a long wooden box with holes cut in it. A horrible smell <i>emanated</i> from the deep pit beneath.”		
regal (adj.)	“The lady who opened the door was dressed in a blue brocade dress with a high collar. There was something <i>regal</i> about her. She couldn’t tell if it was the woman’s bearing or her nose, which was long and had a royal tilt at the end.”		
grand (adj.)	“It was getting dark when they got to a park surrounded by rather <i>grand</i> buildings and houses, with one being the White House.”		

Name _____

Date _____

Hope Chest Vocabulary Activity #1-Week 2

Directions: Circle the word that is a **synonym** of the bolded vocabulary word.

- | | | |
|---------------------|----------------------|----------------|
| 1. weariness | tiredness | energy |
| 2. loomed | getting farther away | getting closer |
| 3. reek | stink | fragrance |
| 4. grand | unimpressive | impressive |
| 5. emanated | go away | come out |
| 6. regal | majestic | plain |

Name _____

Date _____

Hope Chest Vocabulary Activity #2-Week 2

Directions: Improve each sentence by replacing the bold phrase with the vocabulary word.

regal	loomed	reek
weariness	emanated	grand

1. I get so much ***fatigue and extreme tiredness*** from telling my students to stop talking in the hallway each day. _____
2. The fist in the 3D movie ***appeared*** towards me like it was actually in front of my face! _____
3. My older brother's room has a ***stink*** of corn chips and skunks because he never cleans up after himself. _____
4. When I grow up, I want to buy a ***magnificent and fancy*** mansion with a maid and a cook. _____
5. There are more and more ***homeless people*** living in tent cities across the country. _____
6. Maya Angelou, the famous poet, always had a ***royal and majestic*** way about herself. _____

Name _____

Date _____

The Hope Chest-Ch. 5 and 6-Close Reading Guide

1. A new character is introduced. His name is Hobie the Hobo, who uses lots of “slang”.

What is slang? _____

What is an example of slang that you can think of? _____

2. What is Violet’s first impression of Hobie? How does she feel after she hears him speak?

How are you feeling after hearing Hobie the Hobo speak? _____

3. You’ve heard the term “*angelinas*” quite a few times since the beginning of the chapter. Can you infer what *angelinas* are?

4. On pg. 59, Hobie says they “die like flies.” What do you think that means?

What type of figurative language do you think this is? _____

5. Write the gist of the chapter. _____

Remember-*a theme is a message or lesson that is relevant to the real world outside of the book that the author wants the reader to take away.*

6. What themes have you seen so far? Which messages or main ideas keep coming up in the first five chapters that are relevant to the real world outside of the book? Keep in mind-Is there anything the book is teaching you or helping you understand about life?

7. Now, you will work with a partner to find **two (2) themes** in the text.

Theme 1:

Evidence in the text: _____

Theme 2:

Evidence in the text: _____

Name _____ Date _____

Who's Who in the Women's Suffrage Movement?

Directions: You will conduct research and write about who these people are and how they contributed to the Women's Suffrage Movement. Work with a partner and be sure to take note of their gender, race, and which side they are on the issues-pro-suffrage or anti-suffrage.

1. Professor Mary Church Terrell- _____

2. Lucy Burns- _____

3. Alice Paul- _____

4. Frederick Douglass- _____

5. Charlotte Rowe- _____

6. Joseph Hanover- _____

7. Seth Walker- _____

8. Josephine Pearson- _____

Name _____

Date _____

The Race to Ratify

Directions: In order for the 19th Amendment to be ratified and put into effect, three-fourths, or 36 out of the then 48 states of the United States had to pass this bill. In the novel, *The Hope Chest*, there was a race to ratify the last few states. Find out how **YOUR** state of North Carolina and the other neighboring southern states voted for the amendment. Work with a partner to fill out the chart below.

State	Voted Yes or No	Date
North Carolina		
South Carolina		
Virginia		
Georgia		
Tennessee		

- (RL4.1)- Students will make inferences about characters, events, and settings in the story.
- (RL4.2)- Students will recognize and identify the theme of stories.
- (RL4.2/RI4.2)-Students will summarize fictional and informational text.
- (RI4.2)-Students will find the main idea and key supporting details in informational text.
- (RL4.3)-Students will analyze and describe in depth characters in the text and how they change over time.
- (RL4.3)- Students will analyze and describe in depth events that happen in the story.
- (RL4.3)-Students will compare characters and settings in a text.
- (RL4.3)-Students will understand how setting consists of time, place, and culture and how this can influence a story.
- (RL4.4/RI4.4)- Students will determine the meaning of unknown words or phrases in a text by using their context clues strategies.
- (L4.4)-Students will identify phrases with figurative language and be able to interpret its literal meaning.
- (L4.5a)-Students will demonstrate understanding of figurative language and nuances in word meanings by explaining the meaning of simple similes and metaphors in context.
- (L4.5b)- Students will demonstrate understanding of figurative language and nuances in word meanings by recognize and explaining the meaning of common idioms, adages, and proverbs.
- (RI4.6)-Students will compare and contrast firsthand and secondhand accounts of the same event or topic in various texts.

Annotated List of Teacher Resources

Burr, Hattlie A., *The Woman Suffrage Cookbook: The 1886 Classic*. Mineola: Dover Publications Inc, 2020.

This book is a reprinted copy of the original cookbook from 1886. It is filled with recipes, poems, and inspiring messages written by women for the woman of the Women's Suffrage era.

Cohen Ferris, Marcie (Editor), *Edible North Carolina: A Journey Across a State of Flavor*. Chapel Hill: University of North Carolina Press, 2022.

This book is a wonderful journey across the state of North Carolina's diverse food cultures with personal stories attached. From professional chefs, to farmers, this book delivers heartfelt stories about the foods across our state and how as much as traditions fight to remain, new voices are fighting to be heard.

Dreilinger, Danielle, *The Secret History of Home Economics: How Trailblazing Women Harnessed the Power of Home and Changed the Way We Live*. New York: W.W. Norton & Company, 2021.

This book discusses how women revolutionized food science and changed homes and the world with these practices by making people safer and healthier. It delves into how complicated these sciences truly are and how the women in this field led the world in bettering our society.

Edge, John T. *The Potlikker Papers: A Food History of the Modern South*. New York: Penguin Books, 2018.

This book looks at Southern food and the historical events around it that helped to shape the culinary direction of the South. With each story, he narrates the way people and food live together in this region of our country.

Kumin, Laura, *All Stirred Up: Suffrage Cookbooks, Food, and the Battle for Women's Right to Vote*. New York: Pegasus Books LTD, 2020.

This is a fascinating book that weaves history and original recipes from the Suffrage era that are reimagined and adapted to today's standards. The original recipes were very general and had little description, but often included wise sayings and quips which sometimes connected to the fight for the right for women to vote.

Quesinberry Stokes, Ashli and Wendy Atkins-Sayre, *Consuming Identity: The Role of Food in Redefining the South*. Jackson: University of Mississippi Press, 2016.

This book gives a rhetorical analysis of Southern food and how important the role of food plays in Southern lives and establishments. It connects Southern people's stories, traditions, and culture of the region through an academic lens.

Robbins, Ken, *Food for Thought: The Stories Behind the Things We Eat*. New York: Scholastic Inc., 2009.

This book discusses the origins and histories of various foods in a kid-friendly way. From corn to apples, students can get a fun retelling of where foods come from and how they were used throughout history.

Schwabach, Karen, *Hope Chest*. New York: Yearling Publishing, 2008.

This is a children's book about a 12-year-old girl named Violet whose beloved older sister, Chloe, leaves home without an explanation or a goodbye. One day, she finds stacks of letters her sister has written to her from New York over a span of two years. Her sister was kicked out of the house by her father because she wanted to be a suffragist and fight for the right to vote and not choose to get married. Enraged by the fact that her parents hid letters from her, she decides to run away to find her sister in New York alone in the early 1920s.

Terry, Bryant, *Black Food: Stories, Art & Recipes from Across the African Diaspora*. USA: Ten Speed Press, 2021.

This book is quite self-explanatory as it is exactly what it professes to be: a compilation of mouthwatering traditional recipes with vibrant photographs, along with beautiful artwork and stories from the people who share their family's dishes with us from around the world.

Interview with Georgia Gilmore <http://repository.wustl.edu/concern/videos/8k71nj74p>