Suffrage Movement in Oregon

Stuffrage Propaganda

Women have full suffrage in
Australia New Zealand Norway Isle of Man Tasmania

Women have municipal suffrage in
England Scotland Wales Iceland Canada Natal, South Africa Denmark Sweden

In the United States Women vote in twenty-eight states on Municipal and School affairs

Women vote on equal terms with men in
Wyoming Utah Idaho Colorado Washington California

Why not in Oregon?

Vote 300 'Yes' Amendment no. 1, Nov. 5, 1912

This curriculum may be successfully used with or without a museum visit.
Developed by Sarah Anderson in consultation with OHS staff and advisory board.
## Suffrage Movement in Oregon

<table>
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<tr>
<th>Overview</th>
<th>Students learn about different persuasive techniques used in propaganda and then apply them to documents from the woman suffrage era.</th>
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| **Learning Objectives** | › Students comprehend the purpose of propaganda and can identify different persuasive techniques used by the creators of propaganda.  
› Students analyze primary sources to determine arguments and strategies used by suffragists and anti-suffragists in the early 20th century. |
| **Guiding Questions** | › What is propaganda and how is it used as a tool of persuasion?  
› What are different kinds of propaganda?  
› What ideas did suffragists and anti-suffragists promote in their propaganda? |
| **Background Information** | Between 1889 and 1920, a time commonly known as the Progressive Era, there was much growth and change in the United States. Industry grew, immigration expanded, cities swelled, and more women were working outside the home. There were also important advancements in technology during this time that made it easier and less expensive to reproduce photographs and text. This led to an expansion of mass media.  

Suffragists during the Progressive Era took full advantage of mass media as a tool of persuasion. They placed ads in newspapers, distributed flyers and pamphlets, and printed posters. Anti-suffragists also printed images, cartoons, and arguments to make their case, especially playing on the fears of both men and women that woman suffrage would disrupt the social order. Despite these attempts to sway voters away from suffrage, historians believe that the use of mass media was one of the tools that ultimately helped activists gain voting rights for women. |
| **Delivery Time** | One to two 45-minute class periods |
| **Vocabulary** | › **Extrapolation:** estimating or concluding something by assuming that existing trends will continue; making predictions about the future on the basis of a few facts. |
| Vocabulary (continued) | › **Manipulation**: control or influence (of a person or situation), often done cleverly, unfairly, or unscrupulously.  
› **Primary Source**: information about an event or time in the past made by someone who lived during that time and learned about or participated in the event or time. Some examples include a letter, speech, or artifact, such as a basket or shoe, as long as they were made or used by the person at that time.  
› **Propaganda**: the use of a variety of communication techniques that create an emotional appeal to accept a particular belief or opinion, to adopt a certain behavior, or to perform a particular action.  
› **Secondary Source**: information about an event or time in the past that was created after the fact by someone who did not experience it first-hand or participate in the events or time. Some examples include scholarly books and articles as well as reference books, such as encyclopedias.  
› **Testimonial**: a formal statement testifying to someone’s character and qualifications or to the value of an object. This happens when a public figure or a celebrity promotes or endorses a product, a policy, or a political candidate. |
|---|---|
| Materials Needed | › [Propaganda Examples Slideshow](#)  
› [Propaganda definition and techniques](#) student handout  
› [Suffrage era propaganda documents](#)  
› [Suffrage Propaganda Note-taking Sheet](#) |
| Step by Step Instructions | **Step One:**  
Ask students if they know the definition of “propaganda.” Can they give any examples of propaganda?  
**Step Two:**  
Distribute [Propaganda definition and techniques student handout](#) and review the definition. Point out the line: “There is some disagreement about whether all persuasive communication is propagandistic or whether the propaganda label can only be applied to dishonest messages.” (See educator notes) Even if there is a difference between persuasive messaging and propaganda, the line can often be very thin. As you view examples with your students, you can continue to discuss this point. Have students review the different techniques used in propaganda to influence and persuade people.
### Step by Step Instructions (continued)

<table>
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<tr>
<th>Step Three:</th>
<th>As a warm-up, show your students the <a href="#">Propaganda Examples Slideshow</a> (see teacher notes). For each example, ask them:</th>
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<td>› What do you notice?</td>
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<td>› How would you summarize the message behind this poster?</td>
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<td>› What emotional response do you think the creators were trying to elicit?</td>
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<td>› What propaganda technique(s) is/are utilized in this poster?</td>
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<td>› Do you think the truth has been manipulated? Is the message dishonest?</td>
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### Step Four:

Next, have students work in pairs to do a gallery walk of the six documents included here: [Suffrage era propaganda documents](#) while taking notes in the [Suffrage Propaganda Note-taking Sheet](#).

### Step Five:

As a class or in small groups, consider the following questions:

- What did you learn about the use of propaganda during the suffrage movement?
- Why do you think suffragists and anti-suffragists used propaganda?
- What techniques were common? Which ones were not common?
- Which posters were most effective? Why?
- Do you think any of them manipulated the truth or were dishonest? Support your claim?

### Assessments

- Note-taking sheet

#### 3-2-1 Exit Ticket Slip

- What were 3 techniques utilized in suffrage and anti-suffrage propaganda?
- What were 2 arguments conveyed by suffragists through their posters?
- What is 1 example of propaganda today?

### Teacher Notes

For a brief history of propaganda and an exploration of its meaning, watch [this video](#) from the British Museum (5:34). You can also consider sharing this with students as an extension for further discussion on how propaganda exists in our world today.
### Teacher Notes (continued)

The propaganda examples in the slideshow will need unpacking and discussion, depending on your students’ background knowledge. You may choose to use only some of the examples or replace/supplement with other examples from this [canva.com page](https://www.canva.com/learn/examples-of-propaganda/), examples of advertisements, or other examples that you feel are appropriate for your students.

### Support for All Students

Instead of having students circulate through all six documents, you could have small groups of students spend more time with one document and then share with others. Use the [poster analysis sheet](https://www.archives.gov/poster_analysis) from the National Archives to deconstruct the imagery and message.

### Extensions

For a deeper dive into the elements of propaganda, see the [Propaganda Critic website](https://propagandacritic.com). This could also be an opportunity to extend into persuasive writing. Once the students have considered dishonest v. honest propaganda, they might explore authentic persuasion methods via rhetoric: logos, pathos, ethos, and practice their persuasive writing skills.

### Connect to the National Story


You can cross-reference this with the foundational lesson from this curriculum [Arguments For and Against Woman Suffrage in Oregon](https://www.oregonhistorycommission.org/learn/arguments-for-and-against-woman-suffrage-in-oregon) to help students see how suffragists reworked the stereotype of the homemaker.

### Additional Educator Resources

- The [poster analysis sheet](https://www.archives.gov/poster_analysis) from the National Archives.

- More examples of propaganda posters: [https://www.canva.com/learn/examples-of-propaganda/](https://www.canva.com/learn/examples-of-propaganda/)

- This [webpage](https://www.history.com/news/american-women-suffrage) has examples of posters from the feminist movement later in the 20th century.

### Oregon Social Studies Standards

- **Middle School**
  - 7.25 Identify issues related to historical events to recognize power, authority, religion, and governance as it relates to systemic oppression and its impact on Indigenous peoples and ethnic and religious groups, and other traditionally marginalized groups in the modern era.
Oregon Social Studies Standards (continued)

› **7.27** Critique and analyze information for point of view, historical context, distortion, propaganda, and relevance including sources with conflicting information.

› **7.30** Construct arguments using claims and evidence from multiple sources and diverse media, while acknowledging the strengths and limitations of the arguments.

› **8.7** Analyze the expanding eligibility of citizenship in the continuing struggle for the expansion of rights for ethnic and traditionally marginalized groups.

› **8.27** Determine and explain the importance and contributions (products, events, actions, and ideas) of key people, cultures, ethnic groups (including individuals who are American Indian/Alaska Native/Native Hawaiian or Americans of African, Asian, Pacific Island, Chicano, Latino, or Middle Eastern descent), religious groups, and other traditionally marginalized groups (women, people with disabilities, immigrants, refugees, and individuals who are lesbian, gay, bisexual, or transgender) in Oregon, the United States, and the world.

› **8.29** Use and interpret relevant primary and secondary sources pertaining to U.S. history from multiple perspectives.

› **8.30** Synthesize information and data to construct an account of historical events that includes multiple sources and varied perspectives.

› **8.32** Critique and analyze information for point of view, historical context, distortion, bias propaganda, and relevance including sources with conflicting information in order to question the dominant narratives in history.

› **8.35** Construct explanations using reasoning, correct sequence, examples and details with relevant information and data, while acknowledging the strengths and weaknesses of the explanations.

**High School**

› **HS.7** Analyze political parties, interest and community groups, and mass media and how they influence the beliefs and behaviors of individuals, and local, state, and national constituencies.

› **HS.11** Examine the pluralistic realities of society recognizing issues of equity and evaluating the need for change.

› **HS.61** Analyze and explain persistent historical, social and political issues, conflicts, and compromises in regards to power, inequality, and justice, and their connections to current events and movements.
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<th>Oregon Social Studies Standards (continued)</th>
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<tr>
<td>› <strong>HS.62</strong> Identify historical and current events, issues, and problems when national and/or global interests are/have been in conflict, and provide analysis from multiple perspectives.</td>
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<tr>
<td>› <strong>HS.63</strong> Identify and analyze ethnic groups (including individuals who are American Indian/Alaska Native/Native Hawaiian or Americans of African, Asian, Pacific Island, Chicano, Latino, or Middle Eastern descent), religious groups, and other traditionally marginalized groups (women, people with disabilities, immigrants, refugees, and individuals who are lesbian, gay, bisexual, or transgender), their relevant historic and current contributions to Oregon the United States, and the world.</td>
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<td>› <strong>HS.67</strong> Evaluate historical sources for perspective, limitations, accuracy, and historical context.</td>
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<td>› <strong>HS.68</strong> Select and analyze historical information, including contradictory evidence, from a variety of primary and secondary sources to support or reject a claim.</td>
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<td>› <strong>HS.69</strong> Create and defend a historical argument utilizing primary and secondary sources as evidence.</td>
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<td>› <strong>HS.73</strong> Identify and analyze multiple and diverse perspectives as critical consumers of information.</td>
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