

Lesson Plan: Propaganda and Women's Suffrage

Description/Purpose: The student will examine propaganda posters from the American women's suffrage movement to gain an understanding of a) the role that visual imagery played in the movement and b) the ways American suffragists used other countries and other states with full suffrage as examples of why women should have voting rights nationwide.

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Theme: Voting Rights, Propaganda

Standards: UCLA Social Studies Standard 1C: Specify the issues raised by various women and how mainstream Progressives responded to them. [Consider multiple perspectives]

UCLA Social Studies Standards Available Here: <http://www.nchs.ucla.edu/history-standards>

Common Core Alignment:

CCSS.ELA-LITERACY.RH.9-10.1 - Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

CCSS.ELA-LITERACY.RH.11-12.1

Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

Common Core Standards for Social Studies Available Here:
<http://www.corestandards.org/ELA-Literacy/RH>

Grade Level: 9-12

Class Time: 15 minutes (The lesson can also be lengthened into a 45 minute class lesson by using all of the posters included in the document.)

Materials:

- Copies of the suffrage propaganda posters (included in lesson plan PDF); one poster per collaborative group is recommended
- Copies of the Poster Analysis Document from the National Archives, found here: https://www.archives.gov/education/lessons/worksheets/poster_analysis_worksheet.pdf; one per collaborative group is recommended

Process:

1. *Starter/Hook:* On the board, write “What is propaganda?” Ask the students to give their own definition or explanation of the word. Have them give an example of a type of propaganda that they have seen on the Internet or television. Explain to the students that during today’s class, they will learn about a form of propaganda that was used in the women’s suffrage movement in America.

2. *Direct Instruction:*
 - a. Provide background on women’s suffrage movement from 1900 to 1920 to the class. Explain to them that women gained suffrage in western states before the 19th Amendment and that these states were used as examples of why women should be granted voting rights in other states. You might also explain that American suffragists paid attention to other state campaigns and even other countries’ efforts to gain the vote.

Use the NWHM’s “Crusade for the Vote” to provide background information:

<http://www.crusadeforthevote.org/proopaganda>

<http://www.crusadeforthevote.org/western-suffrage>

<http://www.crusadeforthevote.org/nawsa-united>

<https://www.nwhm.org/online-exhibits/politicalculture/index.html>

For gifted/honors students or if class time is limited, have the students research the background information ahead of time (previous class period) and bring their research to class. You can also print out the websites and distribute to the collaborative groups (see below).

3. *Guided Practice:*
 - a. Divide the class into collaborative groups of 3 to 4 students. Provide each group with one of the three suffrage posters (included in the lesson plan) and a copy of the NARA poster analysis worksheet.
 - b. Have the collaborative groups complete the analysis sheet for their poster. Encourage them to think about the following questions as they work:
 - i. What role did imagery play in the suffrage movement?
 - ii. How did the movement’s leaders use propaganda to persuade people to their cause?
 - c. Each group will choose a student representative who will rotate to the other groups and explain their poster (Student will carry it with him/her). The rotations will continue until the student representative has returned to his/her original group.
 - d. The class will come together and discuss the questions posed to them as they were working in groups:
 - i. What role did imagery play in the suffrage movement?
 - ii. How did the movement’s leaders use propaganda to persuade people to their cause?

4. *Follow-Up/Independent Practice:*

- a. Students will write a free-response on the following topic: *Was the use of propaganda successful in gaining the right to vote for women?* Students will use their background knowledge and the primary documents to construct this response. *Optional: To extend this activity, have students write an essay on the topic and cite their evidence.*

Evaluation: Suffrage Propaganda Rubric

	4	3	2	1
Description	Makes a complete and detailed description of the subject matter and/or elements seen in a work.	Makes a detailed description of most of the subject matter and/or elements seen in a work.	Makes a detailed description of some of the subject matter and/or elements seen in a work.	Descriptions are not detailed or complete.
Analysis	Accurately describes several dominant elements or principles used by the artist and accurately relates how they are used by the artist to reinforce the theme, meaning, mood, or feeling of the artwork.	Accurately describes a couple of dominant elements and principles used by the artist and accurately relates how these are used by the artist to reinforce the theme, meaning, mood, or feeling of the artwork.	Describes some dominant elements and principles used by the artist, but has difficulty describing how these relate to the meaning or feeling of the artwork.	Has trouble picking out the dominant elements.
Interpretation	Forms a somewhat reasonable hypothesis about the symbolic or metaphorical meaning and is able to support this with evidence from the work.	Student identifies the literal meaning of the work.	Student can relate how the work makes him/her feel personally.	Student finds it difficult to interpret the meaning of the work.
Additional Comments				

Attachments/Resources:

For this activity, teachers may use the documents in this lesson plan or may allow students to bring in suffrage propoganda they discovered in the course of independent research.

Teachers may refer to the following websites for background information about the suffrage movement:

National Women's History Museum: Crusade for the Vote

<http://www.crusadeforthevote.org>

National Women's History Museum: Creating a Female Political Culture

<https://www.nwhm.org/online-exhibits/politicalculture/index.html>

Library of Congress: Votes for Women Collection

<https://memory.loc.gov/ammem/naw/nawshome.html>

Belmont-Paul Women's Equality National Monument

<http://www.sewallbelmont.org/learn/womens-history-in-the-u-s>

National Women's Rights Historic Park: History and Culture

<http://www.nps.gov/wori/learn/historyculture/index.htm>

WOMEN HAVE FULL SUFFRAGE IN
AUSTRALIA NORWAY ISLE OF MAN
NEW ZEALAND FINLAND TASMANIA

**WOMEN HAVE MUNICIPAL
SUFFRAGE IN**
ENGLAND ICELAND DENMARK
SCOTLAND CANADA SWEDEN
WALES NATAL, SOUTH AFRICA

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

**WOMEN VOTE
ON EQUAL TERMS WITH MEN**
IN
WYOMING COLORADO
UTAH WASHINGTON
IDAHO CALIFORNIA

WHY NOT IN OREGON?

VOTE	300 X 'YES'	AMENDMENT NO. 1, NOV. 5, 1912
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REGISTERED TRADE MARK



Women's Suffrage Handbill, College Equal Suffrage League Collection, Oregon Historical Society

Document 2

VOTES FOR WOMEN A SUCCESS

The Map Proves It

SUFFRAGE GRANTED:

- 1869 WYOMING
- 1893 COLORADO
- 1896 IDAHO
- 1896 UTAH
- 1910 WASHINGTON
- 1911 CALIFORNIA

SUFFRAGE GRANTED:

- 1912 ARIZONA
- 1912 KANSAS
- 1912 OREGON
- 1913 ILLINOIS
- 1914 MONTANA
- 1914 NEVADA

1913 Alaska

White States, Full Suffrage; Shaded States, Partial Suffrage; Dotted States, Presidential, Partial County and State Suffrage; Black States, No Suffrage.

Would any of these States have adopted EQUAL SUFFRAGE if it had been a failure just across the border?

IMITATION IS THE SINCEREST FLATTERY!

National Woman Suffrage Publishing Company, Inc., 505 Fifth Avenue, New York

Harvard University, Schlesinger Library on the History of Women in America, W602335_1

Document 3



The Awakening, Library of Congress