Suffrage and Civic Engagement: Bringing the Movement into the Present

Becoming Historians: Investigating the Past

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 and Civic Engagement: Bringing the Movement into the Present

## Overview
Students consider how history is an evolving process and then investigate historical newspapers in Oregon to discover new information about women’s history.

## Learning Objectives
- Students conduct authentic historical research using digitized Oregon newspapers.
- Students demonstrate observation and analysis skills related to primary sources.
- Students apply critical thinking to assess bias and perspective in text.
- Students are able to create a secondary source to interpret a historical article.

## Guiding Questions
- How and why is the story of the past always changing?
- How do historians learn about the past?
- How do historians interpret primary sources for a larger audience?

## Background Information
Historians are continually uncovering new information about the past that changes the way we view history. In Oregon, for example, many, many documents from Abigail Scott Duniway were saved and preserved, but there is very little information about suffragists of color because the primary sources don’t exist, were not preserved, or haven’t yet been found by historians. In this lesson, students are able to be historians by combing through historical newspapers to augment stories they already know and potentially learn new information.

## Delivery Time
Three 45-minute class periods

## Vocabulary
- **Bias**: prejudice in favor of or against one thing, person, or group compared with another, usually in a way considered to be unfair
- **Column**: a regular (daily, weekly, monthly) article by the same journalist; often includes opinion as well as fact
- **Editorial**: an article written by newspaper leaders to present an argument about an issue and to sway readers’ opinions
| Vocabulary (continued) | › **Eye-Witness Account**: a first-hand description of something; a story told by someone who saw an event in person  
› **Feature Article**: a story that includes fact, but may also report personal opinion; feature stories employ storytelling devices that you might find in novels.  
› **Interpret**: explain the meaning of (information, words, or actions)  
› **Perspective**: a particular attitude toward or way of regarding something; a point of view  
› **Reader Contribution**: a letter or article submitted to a newspaper by a writer not employed by that paper  
› **Straight News Article**: a story that reports only the most essential information in a concise manner and without opinion |
| --- | --- |
| Materials Needed | › **KGW video clip** about the OHS exhibit on the 19th amendment and Metro’s effort to learn more about woman suffragists buried in their cemeteries (2 min. 47sec.).  
› Article links on two web pages from the Oregon Women’s History Consortium website:  
› “Historic Oregon Newspapers” page on the University of Oregon website.  
› **Historic Newspaper Investigation Guide student handout**  
› **Type of newspaper articles**  
› Computers with connection to the internet |
| Step by Step Instructions | **SESSION ONE**  
**Step One:**  
Start by playing the **KGW clip** about the OHS exhibit. Discuss the idea that there is still so much history yet to be uncovered or discovered by historians. Tell students that for the next few days, we are going to act as detectives to uncover history from old newspapers in Oregon. Remind them that newspapers were the internet of the past, and contain information that can tell us more about people, their lives, their interests, and their values. |
Step Two:
Tell your class that students at Western Oregon University have started to do this as well. Share the two web pages from the Oregon Women’s History Consortium website (in the materials section above) so that your class can see how other students have found and written about historical newspaper articles. You could have the students browse on their own or you can browse on a projected screen to see some of the article topics. Your students will be doing something more like the “1920 and Women Across Oregon” articles. The “Documents Projects” articles are based on multiple primary sources and explore a diversity of women in Oregon. Both pages may give your students some ideas on topics (people, times, places, events) to research. You can follow this exploration by creating a brainstormed list of possible topics to use in the search engine.

Step Three:
Distribute the Historic Newspaper Investigation Guide student handout to students. You can walk them through the instructions on the first page using your own example.

Example:
› Enter “Abigail Scott Duniway” into the Search Terms under “Any of these words”
› date range 01/01/12 to 12/31/19
› choose the Morning Oregonian as the newspaper.
› Choose the first paper that comes up in the search from Oct. 12, 1915, page 5: an announcement of Duniway’s death.
› Explore the page with them: What is the title? What is the article about? What else is on the page? What connections can you make to what we already know about women’s history in Oregon? Use any of the questions from the observation and analysis section of the student handout to explore this sample page with your students. It is especially interesting how advertisements are disguised as news articles.

If you feel that your students could use more examples, do this exercise a few more times, perhaps using suggestions from students.

SESSION TWO
Step One:
Students use their Investigation Guides to choose an article and observe and analyze its parts. Circulate to answer questions, make suggestions, and problem shoot with students. By the end of this session, all students should have articles and be analyzing them.
### SESSION THREE

**Step One:**
Students write interpretive texts to accompany the article they chose. They should use the rubric included in the investigation guide for reference.

**Step Two:**
Students share their written pieces as a gallery walk or in a shared document. You could also use the webpage “August 1920 and Women Across Oregon” as an example for making a webpage dedicated to the student work.

**Step Three:**
Ask students to look for overlapping information, information that may contradict other information, surprising facts, and other observations. How has this activity furthered their understanding of women’s history in Oregon and of the process of historical investigation? How has it developed their understanding of the work of historians and how history is written? What will historians of the future think when they look back at websites and social media sites of today? What does today’s media say about women in today’s society?

### Assessments
Written pieces scored with rubric

### Teacher Notes
It is possible that one of your students will uncover something as yet unknown to Oregon historians! If you think you’ve found something of particular interest, report it to OHS: Eliza.Canty-Jones@ohs.org.

### Support for All Students
- Pre-select several pages of historical newspapers for students to choose from.
- Have students work in pairs.

### Extensions
Consider extending your students’ historical investigations to include data from the U.S. census and/or oral histories.
- Census data is available through HeritageQuest, which can be accessed for free through the Multnomah County Library website with membership. [https://multcolib.org/resource/heritagequest-online](https://multcolib.org/resource/heritagequest-online)
- Check if your local library also has access on their research resource page.
- Two places to start with oral histories are:
### Extensions (continued)

- the interviews on the Oregon Women’s History Consortium website: [http://www.oregonwomenshistory.org/interviews/](http://www.oregonwomenshistory.org/interviews/)

- You could pair the census and newspaper research with a visit to a local cemetery with headstones from 100+ years ago. What women were buried there? What can you find out about them? Share your research with your local historical society.

### Connect to the National Story

To include newspapers from around the country, visit “Chronicling America: Historic American Newspapers” from the Library of Congress: [https://chroniclingamerica.loc.gov/](https://chroniclingamerica.loc.gov/)

### Additional Educator Resources

For more resources on analyzing newspaper articles, visit “Analyzing Primary Source: Learning from Newspapers” from Primary Source Nexus.

### Oregon Social Studies Standards

#### Middle School

- **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.
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<th>Oregon Social Studies Standards (continued)</th>
<th>High School</th>
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<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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<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.66</strong> Examine and analyze the multiple perspectives and contributions of ethnic and religious groups, as well as traditionally marginalized groups within a dominant society and how different values and views shape 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.72</strong> Construct explanations using sound reasoning, correct sequence (linear or nonlinear), examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanations given its purpose (such as validity, value and limitation, cause and effect, chronological, procedural, technical).</td>
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