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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<th><strong>Overview</strong></th>
<th>Students examine different Oregon women from the suffrage era who were leaders in political and social reform and consider the impacts they made on the state. Students also consider the women's overlapping or competing agendas.</th>
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| **Learning Objectives**                                                      | › Students can identify several leaders and social reformers from the suffragist era in Oregon and consider the impact they made within the political system.  
› Students can explain how and why Oregon suffragists held different political priorities.  
› Students can examine a secondary source and extract pertinent details. |
| **Guiding Questions**                                                        | › Did all suffragists have the same political priorities?  
› How do voting rights provide citizens a tool for changing their communities?  
› How do women’s racial, ethnic, regional, class, and gender identities play a role in how they prioritize issues, both during the suffrage era and today? |
| **Background Information**                                                   | Women achieved suffrage during the Progressive Era, a time renowned in the United States for social reform movements aimed at addressing the problems of industrialization (poor working conditions, unsafe products, low wages) and other “ailments” of society (alcohol abuse, poverty, crime, political corruption). Women often took leading roles in these efforts and wanted the vote because they saw it as an essential tool for improving their communities. However, women had differing opinions on what that meant. Some women wanted to prohibit alcohol, while some were against Prohibition. Some wanted labor reform, especially for labor practices involving women and children, while others focused on improving the healthcare system. Once women achieved both the power of the vote and the ability to hold public office, they worked throughout Oregon to establish programs and pass laws according to their own experiences and beliefs of what would bring about positive change. |
| **Delivery Time**                                                            | Two 45-minute class periods                                                                                                                                     |
| **Vocabulary**                                                               | › **Economic**: relating to trade, industry, and the creation of wealth, money, or work                                                                         |
Vocabulary (continued)

› **Political:** relating to the government or the public affairs of a country or state; may also relate to the ideas or strategies of a particular party or group in civic life

› **Progressive Era:** a period of widespread social activism and political reform across the United States that spanned the 1890s to the 1920s

› **Progressivism:** support for or advocacy of social reform

› **Prohibition:** the prevention by law of the manufacture and sale of alcohol, especially in the United States between 1920 and 1933

› **Reform:** to make changes in (something, typically a social, political, or economic institution or practice) order to improve it

› **Social:** relating to society or its organization

Materials Needed

› [Biographical Articles](#) on 12 women from *The Oregon Encyclopedia* (printed or accessed online)

› Different Agendas [Handout Sheets](#)

Step by Step Instructions

**Step One:**
Present the question to students: “Why did women want to vote?” Aside from the most obvious reasons, such as equality and democracy, what reasons are there? What kind of things do people decide in elections? Guide them to the idea that women wanted more of a voice in improving their communities. What could that have meant? What changes and improvements do you think women wanted during the early 20th century in Oregon?

**Step Two:**
Tell students that they each will be reading about one woman from the suffrage period to learn more about what issues were important to her and the ways she helped to make change. Distribute a biographical article to each student (depending on the size of your class, multiple students will have the same article) along with “Part One” of the Different Agendas [Handout Sheets](#). Students use the sheet to take notes on specific questions to learn more about the individual’s political impact.

**Step Three:**
After students have read the article and taken notes, they will use “Part Two” of the Different Agendas [Handout Sheets](#) to learn about the women other students read about. This can be done mixer-style, where students circulate around the room to teach others about their person, using their notes from Part One as a guide.
### Step by Step Instructions (continued)

When listening to others, they take notes on the political issue that were most important to the women they are learning about. The goal is to teach 11 people about their individual and learn about the 11 women they did not read about.

**Step Four:**

After all students have taken notes on all 11 women, distribute “Part Three” from the Different Agendas Handout Sheets. This can be done as a personal reflection, in pairs, or as a class discussion.

**Step Five:**

Ask students what issues they think are important to women today. Consider issues such as climate change, immigration, affordable housing, healthcare, the Black Lives Matter movement, crimes against Indigenous women, or LGBTQ+ rights. Recognize how they are all women’s issues. If you have time, take a look at the comprehensive report “Count Her In: A Report About Women and Girls in Oregon” from the Women’s Foundation of Oregon. Use this as a jumping-off point for identifying and evaluating ways to make positive change in the lives of women today.

### Assessments

Completed reflection sheet (Part 3)

### Teacher Notes

Some of the issues brought up in this lesson may warrant further conversation and a deeper dive. The eugenics movement, for example, raises questions about intersectionality. How do we commemorate an activist such as Bethenia Owens-Adair, who fought for suffrage and surmounted incredible gender and class obstacles to become a doctor, but who was also a leading proponent for sterilizing mentally ill patients and homosexuals? How do we allow our students to explore these complexities? Be prepared and willing to facilitate such conversations.

The article for Laura C. Little is primarily about the Oregon Anti-Sterilization League and only has a paragraph directly about her. Even though there is little information about her, her story as an opponent to eugenics is critical to the overall story. If it feels like too little information for this activity, you could have students focus on the league in general, do further research, or double up on articles (be responsible for reading about two people).

### Support for All Students

Instead of working alone, students can learn and teach in pairs.
### Extensions

› Have students spend more time researching some of the issues brought up in this lesson. Here is a [resource list](#) to get them started. How do they see evidence of these issues in their communities or in their school? What are their ideas for how to address these issues?

› What other issues are important to women today nationally? Check out the web pages for the [League of Women Voters of the U.S.](#), the [National Organization of Women](#), and others to find out more.

› Consider the role intersectionality has played and continues to play in grassroots movements. Recent examples include the 2017 [Women’s March in Portland](#) and nationally. This short clip from the PBS documentary *Makers: Women Who Make America* also addresses this issue within the feminism movement of the 1960s and 1970s.

› Go deeper into one Oregon issue or law that had its origins in the Progressive Era and was spearheaded by women activists. For example, Oregon passed the [first minimum wage law in the country](#). It was the center of a Supreme Court case that ultimately upheld the law.

### Connect to the National Story

› For more lessons about women and social reform during the Progressive Era, see these [lessons from the New-York Historical Society’s](#) Women and the American Story project.

› “Women on the March: A Lesson Plan for Imagining the Future of Feminism” from the *New York Times* explores issues of intersectionality and the different (sometimes overlapping, sometimes conflicting) goals of present-day feminists.

› [Understanding Intersectionality lesson](#) from PBS helps lay groundwork for this concept, looking at several different movements in American history.

### Additional Educator Resources

For more about the eugenics movement in America, see the PBS film *The Eugenics Crusade* (2018). This could also be an extension.

### 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)

› 7.28 Draw on multiple disciplinary lenses to analyze how a specific problem can manifest itself at local, regional, and global levels over time, identifying its characteristics and causes, and the challenges and opportunities faced by those trying to address the problem.

› 7.29 Assess individual and collective capacities to take informed action to address local, regional, and global problems, taking into account a range of possible levers of power, strategies, and potential outcomes.

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

› 8.9 Analyze the effect of historical and contemporary means of changing societies and promoting the common good.

› 8.25 Evaluate the influence of the intersections of identity, including but not limited to gender, age, race, ethnicity, religion, and class on the experiences of peoples, groups, and events.

› 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.

› 8.31 Analyze intersecting identities and relationships within the living histories of ethnic groups such as 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 the United States.

High School

› HS.10 Explain the roles and responsibilities of active members of a democracy and the role of individuals, social movements, and governments in various current events.

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

› HS.55 Analyze the complexity of the interaction of multiple perspectives to investigate causes and effects of significant events in the development of world, U.S., and Oregon history.
› **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.

› **HS.62** 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.

› **HS.63** 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.

› **HS.65** Identify and analyze the nature of systemic oppression on ethnic and religious groups, as well as other traditionally marginalized groups, in the pursuit of justice and equality in Oregon, the United States, and the world.

› **HS.66** 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.

› **HS.73** Identify and analyze multiple and diverse perspectives as critical consumers of information.

› **HS.74** Analyze an event, issue, problem, or phenomenon, critiquing and evaluating characteristics, influences, causes, and both short- and long-term effects.

› **HS.75** Evaluate options for individual and collective actions to address local, regional and global problems by engaging in self-reflection, strategy identification, and complex causal reasoning.