Beyond Suffrage

100 Years of Suffrage:
Significant Achievements 1912–2012

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

<table>
<thead>
<tr>
<th><strong>Overview</strong></th>
<th>Students create a timeline of events in the history of Oregon women and citizenship in the 100 years after 1912.</th>
</tr>
</thead>
</table>
| **Learning Objectives** | › Students understand that voting rights did not end the fight for women’s rights in Oregon or the United States.  
› Students can construct a historical explanation using correct sequencing and pertinent supporting details.  
› Students can demonstrate comprehension using both text and graphics. |
| **Guiding Questions** | › How did women continue to develop their roles and rights as citizens after the 1912 campaign? How do they still?  
› In what ways did women of color win more political power in Oregon after 1912? How is this struggle continuing today?  
› How do timelines help us understand history? What are their strengths and weaknesses compared with other tools? |
| **Background Information** | This lesson is based on a timeline compiled by Professor Kimberly Jensen from Western Oregon University, originally published in a special issue of the *Oregon Historical Quarterly* for which she served as guest editor, “Women and Citizenship,” 113:3 (Fall 2012). |
| **Delivery Time** | One or two 45-minute class periods |
| **Remote Teaching Guide** | These documents are not meant to be a replacement for the lesson plan, but are intended to be used alongside it to guide delivery modifications.  
› [100 years of suffrage Remote Learning Modification](#)  
› [General tips for promoting discussion and engagement online](#) |
| **Vocabulary** | › **Amendment**: a change or addition designed to improve a text, piece of legislation, or constitution  
› **Citizenship**: being a legally recognized subject of a state or nation, whether by birth or by naturalization  
› **Civil Rights**: the rights of citizens to political and social freedom and equality |
### Vocabulary (continued)

- **Constitution**: a set of fundamental principles by which a state or other organization is governed
- **Domestic Partnership**: a legally recognized relationship that is not marriage, but offers some of its benefits, such as the right of survivorship and hospital visits if one partner is ill
- **Federal**: relating to the national government as distinguished from the states
- **Legislature**: the part of government that makes laws
- **Lobbyist**: a person who attempts to influence legislators in the making of laws or policy
- **Ratify**: sign or give formal consent to (a treaty, contract, or agreement), making it officially valid
- **Public Accommodations**: facilities, both public and private, that are used by the public. Examples include stores, rental facilities, restaurants, schools, and parks.
- **Statute**: a written law passed by a legislative body
- **Suffrage**: the right to vote in political elections

### Materials Needed

- Significant Events in the History of Oregon Women and Citizenship, cut into strips by date. Total of 35 strips.
- Markers and/or colored pencils
- Index cards

### Step by Step Instructions

**Step One:**
Tell students that it has been over 100 years since most Oregon women won suffrage in Oregon. But the struggle to attain citizenship rights continued long after. Ask them if they can think of achievements that Oregon women made between 1912 and 2012. Students can pair/share and then add their ideas to a class brainstorm list.

**Step Two:**
Tell students that, as a class, they will work collaboratively to construct a timeline of significant events in women’s history in Oregon between 1912 and 2012. Students will work in pairs to determine how to categorize their event by color-coding it. The categories and colors are as follows:
<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>COLOR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Events related to voting rights</td>
<td>blue</td>
</tr>
<tr>
<td>Events related to political representation (serving in government)</td>
<td>red</td>
</tr>
<tr>
<td>Events related to courts (juries, judges, lawyer, etc.)</td>
<td>green</td>
</tr>
<tr>
<td>Events related to civil rights / employment (anti-discrimination, equal pay)</td>
<td>orange</td>
</tr>
<tr>
<td>Events related to personal freedoms (marriage, birth control)</td>
<td>purple</td>
</tr>
</tbody>
</table>

**Step Three:**

Hand each student pair two or more strips (depending on the size of your class), each strip containing a different date/event from the timeline of Significant Events in the History of Oregon Women and Citizenship. Students work to:

› Conduct additional research on the event (this can be optional depending on your time and the age of your students).
› Choose which color to use to color code this event.
› Paraphrase the event on an index card using the color they chose for the color code.
› If the event extends rights or opportunities to women of color, put a star on the text-side of the card.
› Draw a cartoon, illustration, or symbol on the back that represents the event. Make sure the image is drawn in the same color as the text.
› Make sure the date is included.

**Step Four:**

Give students time to research the events and decide as a pair which color to use and whether or not they should include a star.

**Step Five:**

Once students have created their index cards (complete with text on one side and graphic on the other), all students post their cards, image-side up, to create a timeline (on a wall, on the floor, or in the hall). When they are all posted, students can explore the timeline, followed by mini presentations by the students to explain their images.
### Step Six:

When students are finished presenting, you could have a “pop-quiz” to see if students remember what the images represent. Choose cards randomly and ask students (who didn’t draw that card) to describe what the image represents. Turn the card over to reveal the correct answer.

### Step Seven:

Discuss and reflect:
- What was this process like for you? Was it difficult to decide how to categorize your event?
- What have you noticed or learned about this 100 years of events in Oregon women’s history? What questions do you still have?
- Which events would you argue are most significant? What does that mean?
- What is missing from this list?
- Which format taught you more, the text or the graphic? Why?

### Assessments

**Exit Ticket Slip**

Use one of the discussion questions above as an exit ticket.

### Teacher Notes

Students should have some background on the history of woman suffrage in Oregon before completing this lesson.

### Support for All Students

Using pictures to convey understanding instead of relying on writing will give you a better idea of what students did and did not understand. It can allow students to show what they understand regardless of language level.

### Extensions

What events should be added to this list in the years since 2012? Research and consider sending a class recommendation to the Oregon Historical Society.

What will be the next thing added to the list in the future? Should 16-year-olds be able to vote? This would extend the power of young women, but are there reasons why it is not such a good idea? Visit this page from Classroom Law Project: [https://classroomlaw.org/resources/16-year-old-vote/](https://classroomlaw.org/resources/16-year-old-vote/). Consider turning it into a Structured Academic Controversy.

### Connect to the National Story

- Two articles from the National Parks Service:
  - “What Happened After? Women’s History”
  - “Beyond 1920: The Legacies of Woman Suffrage”
| Connect to the National Story (continued) | From the Smithsonian “Decade by Decade: Major Events in Women’s History”  
From the *U.S. News and World Report*: “Stepping Through History: A Timeline of Women’s Rights from 1769 to the 2017 March on Washington” |
<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Additional Educator Resources</td>
<td>A lecture given by Professor Kimberly Jensen at the Oregon Historical Society in 2019 regarding women’s resistance in early 20th century Oregon.</td>
</tr>
</tbody>
</table>
| Oregon Social Studies Standards | **Middle School**  
› **6.3** Examine the origins, purposes, and impact of constitutions, laws, treaties, and international agreements.  
› **6.4** Recognize historical and contemporary means of changing societies and promoting the common good.  
› **6.17** Identify and examine the roles and impact of diverse groups of people (e.g. gender roles, social roles, political and economic structures) within the countries of the Western Hemisphere.  
› **6.21** Identify issues related to historical events to recognize power, authority, and governance as it relates to systems of oppression and its impact on ethnic and religious groups and other traditionally marginalized groups in the modern era (bias and injustice, discrimination, stereotypes).  
› **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.  
› **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.  
› **8.5** Examine and analyze important United States and Oregon documents, including (but not limited to) the Constitution, Bill of Rights, 13th–15th amendments, and Oregon Constitution.  
› **8.7** Analyze the expanding eligibility of citizenship in the continuing struggle for the expansion of rights for ethnic and traditionally marginalized groups.  
› **8.8** Analyze important political and ethical values such as freedom, democracy, equality, equity, and justice embodied in documents such as the Declaration of Independence, the United States Constitution, and the Bill of Rights. |
› **8.9** Analyze the effect of historical and contemporary means of changing societies, and promoting the common good.

› **8.22** Evaluate continuity and change over the course of United States history by analyzing examples of conflict, compromise, cooperation, interdependence, and social justice from multiple perspectives.

› **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.

› **8.28** Identify issues related to historical events to recognize power, authority, and governance as it relates to systemic oppression and its impact on ethnic and religious groups, as well as other historically persecuted individuals in the United States in the modern era (bias, injustice, discrimination, and stereotypes).

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

› **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.

› **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.
### Oregon Social Studies Standards (continued)

<table>
<thead>
<tr>
<th>High School</th>
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<tbody>
<tr>
<td><strong>HS.1</strong> Analyze the impact of constitutional amendments on groups, individuals, institutions, and national order.</td>
</tr>
<tr>
<td><strong>HS.5</strong> Evaluate the relationships among governments at the local, state, tribal, national, and global levels.</td>
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<tr>
<td><strong>HS.11</strong> Examine the pluralistic realities of society recognizing issues of equity and evaluating the need for change.</td>
</tr>
<tr>
<td><strong>HS.13</strong> Examine and analyze provisions of the Oregon Constitution and the U.S. Constitution.</td>
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<tr>
<td><strong>HS.54</strong> Evaluate continuity and change over the course of world and United States history.</td>
</tr>
<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>
</tr>
<tr>
<td><strong>HS.65</strong> 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.</td>
</tr>
<tr>
<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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