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

<table>
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<th>Overview</th>
<th>Students learn how money from the liquor industry influenced suffrage campaigns and connect this to the corporate funding of present-day Oregon politicians.</th>
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</table>
| **Learning Objectives**                                                  | ‣ Students understand the role that corporate funding plays in democratic elections in the United States and Oregon.  
   ‣ Students can examine and analyze primary documents.  
   ‣ Students can interpret data, conduct research, and create effective graphics in order to demonstrate comprehension and share information. |
| **Guiding Questions**                                                    | ‣ How are elections funded in the United States and in Oregon?  
   ‣ What role does campaign finance reform play in a democracy?  
   ‣ What have citizens done to combat corporate influence in politics? |
| **Background Information**                                               | Starting in the late 19th century, the temperance movement adopted woman suffrage as a political goal. Across the country, women rallied to outlaw alcohol as a solution to domestic violence and other social problems. Temperance leaders saw suffrage as a means to an end: if women had the vote, they would vote for prohibition.  
   Suffrage movement leaders, however, had mixed feelings about embracing the temperance agenda. Many, including Abigail Scott Duniway, thought that promoting temperance and prohibition would drive away the male vote. Additionally, Duniway was against prohibition for philosophical reasons and resented other leaders for bringing it into the public conversation about suffrage. She blamed the battle between the “wets” (anti-prohibition) and the “drys” (pro-prohibition) for the failure of the suffrage ballot measure in 1906 in particular. For more information about the relationship between the temperance and suffrage movements in Oregon, see “Suffrage and Temperance: Differing Perspectives” from the Century of Action website.  
   Suffragists accused the liquor industry of spending large amounts of money on anti-suffrage messaging during the campaigns of the early 20th century. The primary documents from the first part of this lesson are from campaigns in Michigan and Wisconsin, but they illustrate an
| **Background Information (continued)** | effort that was taking place on a national scale. It seems that the liquor companies were right to worry. Three years after women gained suffrage in Oregon, voters added the prohibition of liquor to the state constitution. Nationally, the temperance movement achieved victory before the suffrage movement: the 18th amendment, prohibiting alcohol in the United States, was ratified in 1919, a year before the 19th amendment. |
| **Delivery Time** | Three or four 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. › [Corporate Funding in Elections 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  
 › **Constitution**: a set of fundamental principles by which a state or other organization is governed  
 › **Corporate**: referring to a corporation, especially a large company or business  
 › **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.  
 › **Prohibition**: the prevention by law of the manufacture and sale of alcohol, especially in the United States between 1920 and 1933  
 › **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 and reference books, such as encyclopedias.  
 › **Suffrage**: the right to vote in political elections  
 › **Temperance**: moderate consumption or abstinence (avoidance) of alcohol |
### Materials Needed

- Corporate Funding in Elections Primary Documents
- Corporate Funding in Elections Text Analysis Sheets
- How Corporate Cash Corrupted One of the Greenest States in America video (4min 20sec)
- Graphic Planning and Research Packet
- Campaign Contributions Data folder
- Polluted by Money Oregonian project homepage
- Graph paper
- Chart paper or poster paper
- Markers
- Glue

### Step by Step Instructions

**NOTE:** Your students will need some background on the temperance movement before this lesson. You could read the Century of Action article linked into the “Background Information” section above or watch the OPB film on Abigail Scott Duniway, which touches on the conflict between the temperance and suffrage movements.

**SESSION ONE**

**Step One:**
Tell students that despite women coming together across different social, class, and racial backgrounds to fight for the vote, they still had to battle anti-suffragists, many who were women (see lesson on Arguments For and Against Woman Suffrage in Oregon). Who else do you think campaigned against suffrage?

**Step Two:**
Work in pairs to analyze the Corporate Funding in Elections Primary Documents using the Corporate Funding in Elections Text Analysis Sheets.

**Step Three:**
Discussion questions:

- What did you learn?
- What do you think is the connection between the two documents?
- What do you still wonder?
| **Step by Step Instructions (continued)** | **Step Four:**  
By the end of this activity, students should know that the liquor industry was spending money to campaign against woman suffrage and why. Provide the information needed to fill in content gaps after the primary source activity.  
**Step Five:**  
Ask: 100 years ago, there were no restrictions from the government on how much money corporations could spend on campaigns or how much money they could give to political candidates. Do you think this is still the case today? Why or why not?  
**SESSION TWO**  
**Step One:**  
We will follow up with our investigation into how corporate funding influences politics now, like how the liquor industry campaigned against suffrage. Show the video [How Corporate Cash Corrupted One of the Greenest States in America](https://example.com) (4min., 20sec.). Ask for initial reactions.  
**Step Two:**  
Tell students that they will be diving deeper into the information presented in the video. The Oregonian series “Polluted by Money” was based in part by data from the National Institute on Money in Politics. Distribute the tables from the folder: [campaign contributions data](https://example.com) to pairs or small groups of students. Give them time to investigate the tables.  
**Step Three:**  
Tell students to choose a set of data to turn into a graphic. If needed, you can review different examples of graphics with this page titled “Graphs and Charts” from skillssyouneed.com. Students can choose complete datasets included in one table, or a few focused data points in order to highlight an issue. Distribute the [Graphic Planning and Research Packet](https://example.com) and have them complete the first page to plan the graphic they will create. When they finish, they should begin to conduct further research (page two in the planning packet). Students can complete research for homework or in class the next day.  
**SESSION THREE & FOUR**  
**Step One:**  
Pairs/groups research and create their graphic and posters.
| Step by Step Instructions (continued) | **Step Two:**  
Pairs/groups present their posters to the class. |
|--------------------------------------|---------------------------------|
| **Step Three:**  
Discussion questions:  
› How does corporate funding impact our democracy?  
› What are the connections you can make between the suffrage era and today concerning corporate money in politics?  
› What are citizens doing to combat corporate funding in elections? What could you do?  
› Are graphics subjective or objective? What choices did you make when selecting your data? Can different stories be told based on the same data? |
| **Assessments** | A completed checklist from page three of the planning packet |
| **Teacher Notes** | Consider partnering with a math teacher for this lesson: you teach the content, and students create the graphics in math class.  
For more ideas about teaching math concepts in social studies, see the book *Rethinking Mathematics: Teaching Social Studies by the Numbers* edited by Eric Gutstein and Bob Peterson |
| **Support for All Students** | › Limit or assign small data sets to students.  
› For students who may want to go beyond a simple graph, you can share this page from infogram.com for creative ideas: [https://infogram.com/page/choose-the-right-chart-data-visualization](https://infogram.com/page/choose-the-right-chart-data-visualization)  
› Tip sheet for when to use which graph: [https://nces.ed.gov/nceskids/help/user_guide/graph/whentouse.asp](https://nces.ed.gov/nceskids/help/user_guide/graph/whentouse.asp)  
| **Extensions** | › Tell students about the [Oregon Campaign Finance Limits Amendment 2020](https://2020.legis.state.or.us/bills-web/2020/40b/). Delve deeper into the details and the history. If it is before November 2020, students could consider creating a campaign to inform voters about the ballot measure. If it is after, they can follow the implementation.  
› Look more closely at how images of women and the notion of womanhood were used in prohibition propaganda viewing this [Temperance Propaganda Slideshow](https://www.gutenberg.org/files/7839/7839-h/7839-h.htm) |
Extensions (continued)


Connect to the National Story

To learn more about the national Temperance Movement, consider this lesson from PBS for middle school but adaptable for high school: [https://www.pbs.org/opb/historydetectives/educators/lessonplan/using-primary-sources-a-wide-open-town/](https://www.pbs.org/opb/historydetectives/educators/lessonplan/using-primary-sources-a-wide-open-town/)

Additional Educator Resources

› Build your students’ skills in graph analysis with the *New York Times* monthly feature “What’s Going on in This Graph?”

› [Willamette Week](https://www.wweek.com/news/state/2019/06/30/oregon-is-one-of-only-five-states-with-no-campaign-caps-voters-could-change-that-in-november-2020/) article about 11/2020 ballot measure to cap campaign contributions:

› [AP News](https://apnews.com/79b3b9e97e3946b78589c7d856e2ab72) article about 11/2020 ballot measure:

› For raw data (an overwhelming amount of it), see the Oregon Secretary of State’s page on Campaign Finance Summary Reports: [https://sos.oregon.gov/elections/Pages/financereports.aspx](https://sos.oregon.gov/elections/Pages/financereports.aspx)

› Students can use the CRAP checklist when evaluating legitimate sources. Find it here as part of a lesson from the Utah Education Network: [https://www.uen.org/lessonplan/view/42812](https://www.uen.org/lessonplan/view/42812)

› For more about how liquor companies fought suffrage, see “Women, Booze and the Vote” from the *New York Times*.

Oregon Social Studies Standards

**Middle School**

› **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.
<table>
<thead>
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<th>Oregon Social Studies Standards</th>
<th>7.30 Construct arguments using claims and evidence from multiple sources and diverse media, while acknowledging the strengths and limitations of the arguments.</th>
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<tbody>
<tr>
<td>8.4 Examine the evolution of political parties and interest groups and their effect on events, issues, and ideas.</td>
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<td>8.9 Analyze the effect of historical and contemporary means of changing societies, and promoting the common good.</td>
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<td>8.14 Investigate how economic decisions affect the well-being of individuals within a group (such as enslaved people, Indigenous peoples, women, and children), businesses, and society.</td>
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<tr>
<td>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.</td>
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<tr>
<td>8.33 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.</td>
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<tr>
<td>8.29 Use and interpret relevant primary and secondary sources pertaining to U.S. history from multiple perspectives.</td>
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**High School**

<p>| 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.54 Evaluate continuity and change over the course of world and United States history. |
| HS.58 Examine and evaluate the origins of fundamental political debates and how conflict, compromise, and cooperation have shaped unity and diversity in 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.67 Evaluate historical sources for perspective, limitations, accuracy, and historical context. |
| HS.68 Select and analyze historical information, including contradictory evidence, from a variety of primary and secondary sources to support or reject a claim. |</p>
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<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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<tr>
<td>› <strong>HS.73</strong> Identify and analyze multiple and diverse perspectives as critical consumers of information.</td>
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<tr>
<td>› <strong>HS.74</strong> Analyze an event, issue, problem, or phenomenon, critiquing and evaluating characteristics, influences, causes, and both short- and long-term effects.</td>
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