



## SIGN OF THE TIMES: ACTIVISM IN THE SUFFRAGE ERA

### Teacher Resource Packet

#### STANDARDS ADDRESSED:

- USII.1e
- USII.1f
- USII.4e

#### DEFINING KEY TERMS:

1. **Gender role:** the role or behavior learned by a person as appropriate to their gender, determined by the prevailing cultural norms
2. **Progressive Era:** a period of social reforms in the early 1900s
3. **Prohibition:** period in American history from 1920 to 1933 when selling alcohol was illegal
4. **Respectability:** the beliefs a minority group has or the actions they take to appear respectable to the majority group (ex: Suffragists showing how they supported WWI to better convince white politicians that they deserved suffrage)
5. **Suffrage:** the right to vote
6. **Suffragist:** an American, usually a woman, who supported voting rights during the Progressive Era
7. **Suffragette:** a Briton, usually a woman, who supported voting rights in the early 1900s. They tended to be more militant than Americans
8. **Temperance:** not drinking alcohol; a social movement led by women and churches to discourage drinking alcohol

#### PRE-VISIT ACTIVITY

- Shaping an Argument: An Introduction to Ethos, Logo, and Pathos (p. 2 – 6)

#### POST-VISIT ACTIVITY:

- Women's Rights Playlist (p. 7 – 11)

# SIGN OF THE TIMES: ACTIVISM IN THE SUFFRAGE ERA

## Shaping an Argument: An Introduction to Ethos, Logo, and Pathos

---

Women voiced their support for suffrage before the Civil War. What was it about the arguments made in the early 1900s, then, that led to the 19th amendment? This introduction to persuasive techniques will illustrate how Suffragists used rhetoric to win the right to vote.

PERSUASIVE TECHNIQUES	
<b>Ethos (ethical):</b> showing credibility and trustworthiness	The first activity demonstrates what your students already know about getting what they want. First, have your students imagine their families are thinking about going on a summer vacation. Your students' job is to convince their families why that's a good idea. Poll the room for their ideas and write them on the board. Afterwards, draw three columns and begin to organize the ideas according to their persuasive tactic (but don't name them yet). Ask your students what each column has in common. Later, write either "ethical," "logical," and "emotional," or their Greek equivalent over the corresponding column. Explain that being persuasive, or getting what you want, is all about shaping the argument.
<b>Logos (logical):</b> using reasoning or common sense	
<b>Pathos (emotional):</b> appealing to emotions	

### See below for an example:

**Idea:** Family Vacation

**Arguments:** The kids have behaved well on other vacations, so this one will be no different; Exposure to new environments encourages learning and curiosity; Vacations allow families to spend time together; Time away from school and work allow people to de-stress

Ethical	Logical	Emotional
The kids have behaved well on other vacations, so this one will be no different	Exposure to new environments encourages learning  Time away from school and work allow people to destress	Vacations allow families to spend time together

There are two logical arguments in this example. If students wanted to "pull on the heartstrings," they could find photos of their old family vacations to bring up some nostalgia. Conversely, students who wanted more credibility could compare prices of local vacation spots to show that they're thinking about logistics.

## SIGN OF THE TIMES: ACTIVISM IN THE SUFFRAGE ERA

### Shaping an Argument: An Introduction to Ethos, Logo, and Pathos

---

You can now apply these persuasive tactics to women's history. Organize students into groups and give each a photo of a suffrage sign. Instruct them to observe the photo and answer the following questions:

1. What's the sign's main idea?
2. What techniques did the Suffragists use to make their argument?
3. What context clues (words, symbols, or outfits) helped you figure that out?

## SIGN OF THE TIMES: ACTIVISM IN THE SUFFRAGE ERA

### Shaping an Argument: Source A

Harris & Ewing [photographers]. *Lincoln's birthday. On the banners during Congressional debate on whether we should enter the war.* February 12, 1917. Library of Congress.



**Caption:** Denmark on the verge of war gave women the vote. Why not give it to American women now

## SIGN OF THE TIMES: ACTIVISM IN THE SUFFRAGE ERA

### Shaping an Argument: Source B

Harris & Ewing [photographers]. *Lincoln's birthday. On the banners during Congressional debate on whether we should enter the war.* February 12, 1917. Library of Congress.



**Caption:** Lincoln stood for woman suffrage 60 years ago. Mr. President you block the national suffrage amendment today. Why are you behind Lincoln?

## SIGN OF THE TIMES: ACTIVISM IN THE SUFFRAGE ERA

### Shaping an Argument: Source C

Foster, Walter Washington. "Equal Suffrage League of Virginia, 1918" (VMHC 2002.226.2)



**Caption:** (seated, left) Liberty Loans (seated, right) \$10,000+ Sold by the Richmond League (standing) Equal Suffrage League of Virginia

# The Suffragist Starter Pack

## Women's Rights Playlist

---

Music is the collective sound of protest movements. Analyze each of the primary sources and answer the following questions. Then, pick a song that reminds you of that source. Perhaps a specific lyric comes to mind, or maybe just the rhythm. Either way, choose your song and record why you were inspired. Bonus points if you create a playlist by all female artists.

To jump-start your playlists, here are 10 songs and lyrics that could represent 100 years of women's rights activism:

1. "Sisters" -Natalie Prass (*"I wanna say it loud/ for all the ones held down/ We gotta change the plan/ Come on nasty women"*)
2. "Revolution" -Nina Simone (*"The only way that we can stand in fact/ is when you get your foot off our back"*)
3. "Hijabi" -Mona Haydar (*"Not your exotic vacation/ I'm bored with your fascination/ I need that PayPal, PayPal, Paypal/ if you want education"*)
4. "Run the World (Girls)" -Beyoncé (*"I'm repping for the girls/ who taking over the world/ Help me raise a glass/ for the college grads"*)
5. "The Professional" -Sleater Kinney (*"The scorched earth allows nothing to grow/ And she'll be blamed but feel no shame/ 'cause she'll have stopped the professional"*)
6. "I Will Survive" -Gloria Gaynor (*"But then I spent so many nights thinking how you did me wrong/ and I grew strong/ and I learned how to get along"*)
7. "Monstro" -Downtown Boys (*"Today we must scream at the top of our lungs/ that we are brown, we are smart"*)
8. "The Pill" -Loretta Lynn (*"But all I've seen of this old world/ is a bed and a doctor bill/ I'm tearin' down your brooder house/ 'cause now I've got the pill"*)
9. "Like a Girl" -Lizzo (*"Woke up feelin' like I just might run for President/ even if there ain't no precedent, switchin' up the messaging"*)
10. "I Can't Keep Quiet" -MILCK (*"If I don't say something, take that dry blue pill/ they may see that monster, they may run away/ But I have to do this, do it anyway"*)

## The Suffragist Starter Pack

### Women's Rights Playlist: Source A

---

Anti-Suffrage Postcard. Maker unknown. Early 20th century (VMHC 2005.444.5)



1. Why was this object created?
2. What does this object tell us about the early 20th century?
3. What song best represents this object?
4. Why?

## The Suffragist Starter Pack

### Women's Rights Playlist: Source B

---

Richmond Times-Dispatch Photograph



1. What's going on in this photo?
2. What does the protester want? How do you know that?
3. What song best represents this scene?
4. Why?

## The Suffragist Starter Pack

### Women's Rights Playlist: Source C

---

Political Pin. Maker Unknown. Second half of the 20th century, (VMHC 2004.53.8)



1. What does this pin tell us about women's activism and men?
2. How were political pins used in the late 20th century?
3. What song best represents this object?
4. Why?

## The Suffragist Starter Pack

### Women's Rights Playlist: Source D

---

LaPierre, Suzanne Summers. Sign, We Are America / Moms Against Hate, Women's March on Washington, January 21, 2017 (VMHC 2017.14)



1. This sign was made in 2017. Why is that important?
2. What do the subjects of the sign tell us about the 2010s?
3. What song best represents this object?
4. Why?