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The Art of Persuasion and the Suffragettes

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The Art of Persuasion and the Suffragettes

Background:

All senior students participate in a government simulation where they assume the role of a representative to introduce legislation. Students work in issue groups of four to develop and present a State or Federal Law. A major part of the simulation requires students to persuade their fellow classmates that the issue is important and credible through the use of speeches, pamphlets and posters.

Lesson Overview:

What methods of persuasion were used and most effective during the suffrage movement ?

Objectives:

Students will analyze original source documents and identify the rhetorical techniques of Logos, Pathos and Ethos

Students will apply rhetorical techniques to their legislation presentations and materials.

Grade levels: 9-12

Time Required: two 50-minute class periods

Era: Suffrage Movement

Standards:

English Standards

1.C.4d Summarize and make generalizations from content and relate them to the purpose of the material.

1.C.4e Analyze how authors and illustrators use text and art to express and emphasize their ideas (e.g., imagery, multiple points of view).

1.C.5d Summarize and make generalizations from content and relate them to the purpose of the material.

1.C.5e Evaluate how authors and illustrators use text and art across materials to express their ideas (e.g., complex dialogue, persuasive techniques).

1.C.5c Critically evaluate information from multiple sources

1.C.5d Summarize and make generalizations from content and relate them to the purpose of the material.

Social Studies Standards

16.A.4b Compare competing historical interpretations of an event.

14.C.5 Analyze the consequences of participation and non-participation in the electoral process (e.g., women's suffrage, voter registration, effects of media).

14.F.5 Interpret how changing geographical, economic, technological and social forces affect United States political ideas and traditions (e.g., freedom, equality and justice, individual rights).

Presentation:

Direct instruction, small group, group share, and individual implementation

Resources used:

Political cartoons, broadsides and brochures from the Suffrage movement

Primary Source Analysis Tool from the Library of Congress

Procedure:

Day One

1. Whole class presentation of the elements of Logos, Ethos and Pathos

2. The whole class will be presented a political cartoon of the suffrage movement and asked to analyze the document using the Primary Source Analysis Tool from the Library of Congress. <http://www.loc.gov/teachers/usingprimarysources/guides.html>

To promoted analysis and reflection possible questions to ask-

Who do you think was the audience for this graphic?

What do you think the cartoonist's opinion on the issue is?

What is the main method of persuasion used? What evidence do you have for your conclusion?

3. Students will break out into small groups and analyze how the elements of pathos, logos and ethos were used in primary source Suffrage documents (see bibliography for access to the documents) Each group member will be responsible for evaluating 2 primary sources utilizing the Primary Source Analysis tool and evaluate what the major method of persuasion (Logos, Ethos and Pathos) that was utilized. They will share with the rest of the group their findings.

4. The group will then discuss the following question. – Which is the most effective method and why?

Day Two

Students will work in their issue groups to discuss and apply Logos, Ethos, and Pathos to their speech, poster and pamphlet for the simulation

Evaluation:

Students will be evaluated on their work analyzing the Suffrage documents utilizing the following rubric.

	Exemplary	Adequate	Minimal	Attempted
Analysis of Document	Offers in-depth analysis and interpretation of the document; identifies the audience and	Offers accurate analysis of the document	Demonstrates a minimal understanding of the document	Reiterates one or two facts from the document but does not offer any analysis or

	Explores the potential bias of the author			interpretation of the document
Knowledge of Historical Context	Shows evidence of thorough knowledge of the period in which source was written	Uses previous general historical knowledge to examine issues	Limited use of previous historical knowledge or	Use of historical knowledge not evident
Identification of Logos, Ethos and Pathos	Identifies the key persuasive elements and thoroughly explains why	Identifies the key persuasive elements with a superficial explanation	Identifies the key persuasive elements but offers no explanation	Does not identify the key persuasive elements

Resources

“What Does Women's Suffrage Mean?” Digital image. THE BRITISH LIBRARY - The World's Knowledge. National Union of Women's Suffrage Society. Web. 14 Nov. 2010. <http://www.bl.uk/learning/histcitizen/21cc/struggle/suffrage/sources/source3/womenssuffrage.html> .

"UniversalSuffrageBeardCartoon.jpg Picture by RainbowsANDunicorns - Photobucket." Image Hosting, Free Photo Sharing & Video Sharing at Photobucket. Web. 14 Nov. 2010. <http://s36.photobucket.com/albums/e2/rainbowsANDunicorns/?action=view¤t=UniversalSuffrageBeardCartoon.jpg> .

“Why I Want the Vote.” THE BRITISH LIBRARY - The World's Knowledge. Web. 14 Nov. 2010. <http://www.bl.uk/learning/histcitizen/21cc/struggle/suffrage/sources/source4/whyiwantthevote.html> .

"We Oppose Woman Suffrage." Flyer published by the Woman Anti-Suffrage Association of New York, ca. 1916. Missouri History Museum Archives. Women's Suffrage Collection. N35528.

<http://www.flickr.com/photos/mohistory/sets/72157619526521327/detail/?page=2>

Equal Suffrage Association of North Carolina. Twelve Reasons Why Women Should Vote.

[Broadsides]. Raleigh: The Association, [between 1915 and 1920]. NC Collection Call Number: VCp324.3 E64
<http://www.lib.unc.edu/ncc/ref/nchistory/aug2008/thismonthimage1.html>

I wonder if it is really becoming?" The Elizabeth Smith Miller and Anne Fitzhugh Miller Suffrage Scrapbooks, part of the National American Woman Suffrage Association (NAWSA) Collection, Library of Congress.
<http://hdl.loc.gov/loc.rbc/rbcmil.scrp4003801>

"Some reasons why we oppose votes for women" National association opposed to woman suffrage. New York City [1894]. An American Time Capsule: Three Centuries of Broadsides and Other Printed Ephemera. Rare Book and Special Collections Division, Library of Congress,
[http://memory.loc.gov/cgi-bin/query/r?ammem/rbpebib:@field\(NUMBER+@band\(rbpe+1300130c\)\)](http://memory.loc.gov/cgi-bin/query/r?ammem/rbpebib:@field(NUMBER+@band(rbpe+1300130c)))

"Better Babies," 1915 Women's Suffrage Broadsides and Brochures, IUPUI University Library. IUPUI University Library, IUPUI University Library. Indiana University - Purdue University. Web. 14 Nov. 2010 <http://www-lib.iupui.edu/special/collections/philanthropy/mss060>

"Do you use a Sewing Machine?", "Women's Suffrage Broadsides and Brochures, IUPUI University Library." IUPUI University Library, IUPUI University Library. Indiana University - Purdue University. Web. 14 Nov. 2010 <http://www-lib.iupui.edu/special/collections/philanthropy/mss060>

"What President Wilson Says, 1917 "Women's Suffrage Broadsides and Brochures, IUPUI University Library." IUPUI University Library, IUPUI University Library. Indiana University - Purdue University. Web. 14 Nov. 2010 <http://www-lib.iupui.edu/special/collections/philanthropy/mss060>

Reflection:

The structure of the lesson was fairly sound. I initially presented this lesson to another teacher's class. I rapidly discovered that the students needed to have more background knowledge of the Suffrage Movement than they had. Their limited historical knowledge interfered with them recognizing the elements of persuasion. Each group required a great deal of teacher assistance to understand the background of the documents presented. They were engaged but definitely struggled to fulfill the requirements of the assignment. When I repeated the lesson in my own classes I presented background material and showed the film "Iron Jawed Angels" which helped them with the assigned task of analyzing the primary source suffrage documents for the elements of persuasion. I also changed the presentation of Logos, Pathos and Ethos so they were more familiar with the concepts. I presented the same PowerPoint and utilized the same handout of examples to introduce the elements of rhetorical persuasion but added the viewing of current political ads that are easily accessed on U-tube. We discussed each political ad to determine what rhetorical element of persuasion was being used.

With these changes the students were very successful in completing the assigned analysis of suffrage documents and students were able to transfer their knowledge of persuasion to their speeches, posters and pamphlets.

[Pathos, Logos and Ethos 2010 PPT](#)

[Videotape of Lesson Plan Implementation](#)

To Appeal to LOGOS
(logic, reasoning)

the argument itself; the reasoning the author uses; logical evidence

Types of LOGOS Appeals

- Theories / scientific facts
- Indicated meanings or reasons (because...)
- Literal or historical analogies
- Definitions
- Factual data & statistics
- Quotations
- Citations from experts & authorities
- Informed opinions
- Examples (real life examples)
- Personal anecdotes

Effect on Audience

Readers get a sense of, “Oh, that makes sense” or “Hmm, that really doesn’t prove anything.”

To Develop or Appeal to ETHOS
(character, ethics)

how an author builds credibility & trustworthiness

Ways to Develop ETHOS

- Author’s profession / background
- Author’s publication
- Appearing sincere, fair minded, knowledgeable
- Conceding to opposition where appropriate
- Morally / ethically likeable
- Appropriate language for audience and subject

- Appropriate vocabulary
- Correct grammar
- Professional format

Effect on Audience

Helps reader to see the author as reliable, trustworthy, competent, and credible. The reader might respect the author or his/her views.

To Appeal to PATHOS
(emotion)

words or passages an author uses to activate emotions

Types of PATHOS Appeals

- Emotionally loaded language
- Vivid descriptions
- Emotional examples
- Anecdotes, testimonies, or narratives about emotional experiences or events
- Figurative language
- Emotional tone (humor, sarcasm, disappointment, excitement, etc.)

Effect on Audience

Evokes an emotional response. Persuasion by emotion.
(usually evoking fear, sympathy, empathy, anger,)