



Ohio Women Vote: 100 Years of Change

Activity #3 (Grades 6-8)

Instructor Guide

Outcomes

- Students will interpret primary sources to draw conclusions about women's history and the history of the suffrage movement in Ohio and the United States.
- Students will cite textual evidence from primary sources to support their analysis using both explicit language from the text as well as inferences that can be drawn from the text, supporting their suggestions to include the items in a mock-exhibit.

Target audience

Grades 6-8 (complexity can be scaled up or down as needed)

Standards

Social Studies

- Grade 7: C.S.16
- Grade 8: C.S.20

English Language Arts

- Grade 6: RI.6.1, RH.6-8.1, RH.6-8.7
- Grade 7: RI.7.1, RH.6-8.1, RH.6-8.7
- Grade 8: RI.8.1, RH.6-8.1, RH.6-8.7

Materials list

- Instructor Guide
- Student Guide
- Primary Source Analysis Worksheet
- Significant Ohio Women Biographies
- RAFT Guide
- Suggested Grading Rubric (for extension activity)

Activity

Your students are now museum curators! They have been tasked with creating an exhibit about an important figure in women's history. Students will create an annotated bibliography of sources that they would use in an exhibit.

Students can choose a figure from the *Significant Ohio Women Biographies* or choose a figure on their own. Bibliographies should be comprised of at least five sources and include manuscript or text items (such as letters, speeches or newspaper articles), photographs, and artifacts. Bibliographies should be properly formatted in the citation style of your choice with descriptive annotations that include at least a basic analysis of the item, as well as why they would include it in their exhibit. Students can use the included *Primary Source Analysis Worksheet* to guide their interpretations and annotations of their sources.

Consider instructing students to use the RAFT strategy to develop and write their annotated bibliographies. From ReadingRockets.org:

"RAFT is a writing strategy that helps students understand their roles as writers, the audience they will address, the varied formats for writing, and the topic they'll be writing about. By using this strategy, teachers encourage students to write creatively, to consider a topic from a different perspective, and to gain practice writing for different audiences."

The RAFT strategy allows students to adopt a different mindset when writing in different formats for different audiences. They will consider their **R**ole as the writer, the **A**udience for whom they are writing, the **F**ormat of their product, and the **T**opic of their project. Use the included RAFT guide to help students establish these important points before writing.

Suggested Resources

Properly citing primary sources like photographs and manuscripts can be difficult! Check out the Library of Congress's guide on how to cite common types of primary sources in MLA format at

<http://www.loc.gov/teachers/usingprimarysources/mla.html#cartoon>.

Below are links to a few online resources to help your students find appropriate resources for their bibliographies:

- Chronicling America – Newspapers <https://chroniclingamerica.loc.gov/>
- Ohio Memory – digitized manuscripts, photographs and newspapers <https://www.ohiomemory.org/>
 - Students can keyword search, or click "Browse Subjects" and scroll to find "Suffrage," "Suffrage – Ohio," and "Suffragists."
- Library of Congress Digital Collections <https://www.loc.gov/collections/>

Extend

Students can now go from curator to exhibit designer! Working individually or in groups, students can develop an online exhibit about their figure using Google Sites (sites.google.com), or a physical exhibit, such as on a poster board. A successful exhibit will rely on quotations and images to convey the message, rather than student-written text. However, quotations and images should be specifically chosen to highlight the topic at hand. See the attached suggested grading guidelines for more details.

Conversely, the class can work together to design and assemble a classroom suffrage-themed bulletin board using the primary sources they found for their bibliographies. Designing a bulletin board in a shared space such as a hallway is a great way to share our new knowledge about women's rights with the whole school!

Resources

Reddick, Chansé. "RAFT: Classroom Strategy." *Reading Rockets*, 20 Sept. 2019, www.readingrockets.org/strategies/raft.



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Student Guide

Name: _____

Instructions: You are a museum curator! Your task is to create a list of resources that you are suggesting the museum include in an upcoming exhibit. Using the *Significant Ohio Women Biographies* list, chose an important figure in Ohio women's history to study. Then, using the RAFT strategy, create an annotated bibliography of primary sources. You can use the *Primary Source Analysis Worksheet* to help you interpret your sources.

RAFT Writing Strategy

Role – Your role is an assistant museum curator working on an outline for an upcoming exhibit. You are expected to create an annotated bibliography of primary sources focused on one specific woman.

Audience – You are writing for your coworkers on the exhibit development team: head curator, museum director, and historians. Your sources and reasoning for including them will be discussed and vetted for relevance and importance.

Format – Annotated bibliography

- You are not writing an essay!
- You are curating a list of sources that highlight the importance of a particular woman who was instrumental in the suffrage and/or women's rights movement in Ohio.
- Create an annotated bibliography (with hyperlinks) of at least 5 sources using the proper citation format your teacher instructs you to use. All sources should focus on illustrating how/why the person you have chosen should be included in the exhibit, and how/why that particular item should be included in the exhibit.
- Annotations should be approximately 5-7 sentences and should include the following details:
 - Classification of the source: photograph, document (such as a flyer), speech, letter, diary, artifact (such as a political button or suffrage sash)
 - Explain how the chosen source is necessary to show the importance of the woman you have selected. (What would someone learn by viewing this article/artifact/photograph/item?)
 - Vet the source's credibility. Explain why you believe the item is what the source says it is.

Topic – Select a woman who was involved in the suffrage or women's rights movement who has important ties to Ohio. You should choose sources you feel reflect her contribution to the movement and/or historically relevant information about her life.

You can use the included *RAFT Guide* to help organize your thoughts before and during your research process.

Suggested Resources

Check out the resources below to get started on your research.

Chronicling America – Newspapers

<https://chroniclingamerica.loc.gov/>

Ohio Memory – digitized manuscripts, photographs, and newspapers

<https://www.ohiomemory.org/>

Students can keyword search, or click "Browse Subjects" and scroll to find "Suffrage," "Suffrage – Ohio," and "Suffragists."

Library of Congress Digital Collections

<https://www.loc.gov/collections/>



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Activity #3

RAFT Guide

Name: _____

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Exhibit Rubric

Name(s): _____

	Outstanding	Good	Needs Work	Incomplete
Primary Sources	<ul style="list-style-type: none"> Primary sources displayed in the exhibit provide specific, relevant and accurate information on the topic Students have accurately interpreted the sources 	<ul style="list-style-type: none"> Primary sources are on the topic, but do not provide much relevant information on the topic Some errors in interpretation of the sources used 	<ul style="list-style-type: none"> Students use some secondary sources, demonstrating they do not have a clear understanding of the difference between primary and secondary sources 	<ul style="list-style-type: none"> Students use mostly secondary sources or irrelevant primary sources
Organization and Design	<ul style="list-style-type: none"> The exhibit is visually appealing using color, organization and design to create an interesting and engaging-looking exhibit that a visitor would be drawn to 	<ul style="list-style-type: none"> The exhibit is too busy, cluttered, or is overwhelming to look at 	<ul style="list-style-type: none"> Exhibit lacks any visual interest or creativity 	<ul style="list-style-type: none"> Exhibit is messy, incomplete, or illegible
Student Voice	<ul style="list-style-type: none"> Student-written text is minimal (less than 500 total words, not including citations) Student-written text is useful and efficient/succinct Student-written text is engaging and understandable 	<ul style="list-style-type: none"> Has more than 500 student-written words (not including citations), but is otherwise appropriate, engaging, useful to the exhibit and understandable 	<ul style="list-style-type: none"> Student-written text does not add to the exhibit or does not give the visitor a better understanding of the topic Student-written text is not understandable 	<ul style="list-style-type: none"> There is not enough student-written text to aid in the visitor's understanding of the topic The exhibit is mostly student-written text
Content	<ul style="list-style-type: none"> Students provide historical context to display their understanding of chronological thinking and to showcase how the figure fits within the historical context 	<ul style="list-style-type: none"> Students provide some historical context, but only minimally relate the figure's role to the context 	<ul style="list-style-type: none"> Students provide minimal historical context and do not relate the figure's role in history to the world at the time 	<ul style="list-style-type: none"> No historical context is provided
MUGS/Conventions	<ul style="list-style-type: none"> Grammar and punctuation are flawless. All sources are credited with short-form citations in captions on the exhibit 	<ul style="list-style-type: none"> Minor errors in spelling, grammar and punctuation. Some minor citation errors or omissions on the exhibit 	<ul style="list-style-type: none"> Several spelling, grammar or punctuation errors. Several errors or omissions in citations on the exhibit 	<ul style="list-style-type: none"> No exhibit citations.
Bibliography	<ul style="list-style-type: none"> Sources are listed in proper form of choice (MLA or Chicago) 	<ul style="list-style-type: none"> Minor errors in bibliography. 	<ul style="list-style-type: none"> Several errors and source omissions. 	<ul style="list-style-type: none"> No bibliography.