



# Ohio Women Vote: 100 Years of Change

## Activity #4 (Grades 9-12)

### *Instructor Guide*

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#### Overview and outcomes

- Students will interpret primary and secondary sources to draw conclusions about women's history and the history of the suffrage movement in Ohio and the United States.
- Students will use their analysis of the sources to inform their process as they create their own political cartoon, flyer or banner.

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#### Target audience

Grades 9-12 (complexity can be scaled up or down as needed)

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#### Standards

American History

- Grades 9-12: C.S. 14, C.S. 19

American Government

- Grades 9-12: C.S. 7, C.S. 10, C.S. 11, C.S.16, C.S. 17

AP US History

- KC-6.3.II.B, KC-7-II.B

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#### Materials list

- Instructor Guide
- Student Guide
- Primary Source Analysis Worksheet

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#### Activity

Students will interpret and analyze provided images of suffrage-related flyers, posters and political cartoons. Students can use the *Primary Source Analysis Worksheet* to guide their interpretation and analysis. Then, students will create a political cartoon or other form of suffrage propaganda. Creations should include at least four words and some illustration. Students can draw or digitally illustrate their work.

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#### Resources

Flagg, James Montgomery. "The Woman Citizen." Oct. 27, 1917. *The Woman's Journal*. Web.

<https://time.com/5102021/womens-march-anniversary-protest-signs/> Excerpted from *Signs of Resistance* by Bonnie Siegler. 2018. Artisan Books.

Hauser, Elizabeth J. "'Let Ohio Women Vote' postcard." 1915. Postcard. Ohio History Connection, Columbus, Ohio. *Ohio Memory*. <https://ohiomemory.org/digital/collection/p267401coll32/id/16226>

Ohio Woman Suffrage Association. "'It is Bad for Working Men' poster." 1912. *Ohio Memory*. Web. <https://ohiomemory.org/digital/collection/p267401coll32/id/22190>

Poucher, Edward A. "The Woman's Hour Has Struck: Woman Suffrage is Coming. Reproduced in *The World Magazine*, Feb. 4, 1917. Breckinridge Family Papers, Manuscript Division. *Library of Congress*. Web. <https://www.loc.gov/exhibitions/women-fight-for-the-vote/about-this-exhibition/confrontations-sacrifice-and-the-struggle-for-democracy-1916-1917/changing-strategies-of-nawsa-and-nwp/womans-hour-a-bellweather-of-success-to-come/>

"Woman Suffrage Button." National Museum of American History, Washington D.C. *National Museum of American History*. Web. [https://americanhistory.si.edu/collections/search/object/nmah\\_508053](https://americanhistory.si.edu/collections/search/object/nmah_508053)

"Woman Suffrage Political Cartoon." Cartoon. *The Torch Bearer*. 1916. *Maine Memory Network*. Web. <https://www.mainememory.net/artifact/5492>

"Women's suffrage political cartoon." 1912. Cartoon. *Ohio Memory*. Web.  
<https://ohiomemory.org/digital/collection/p267401coll32/id/9634>

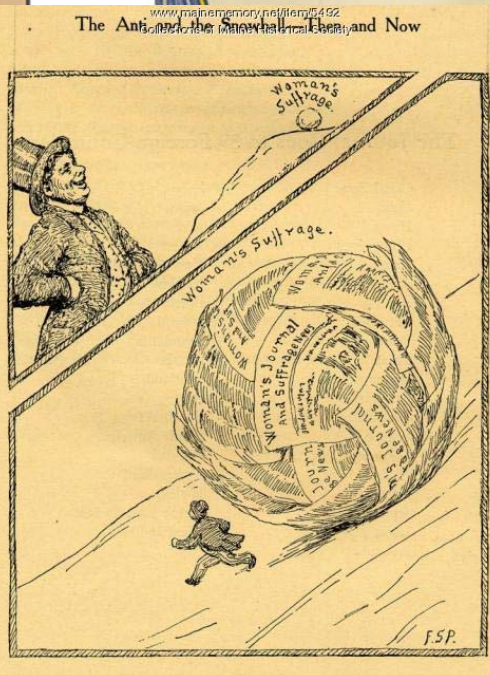
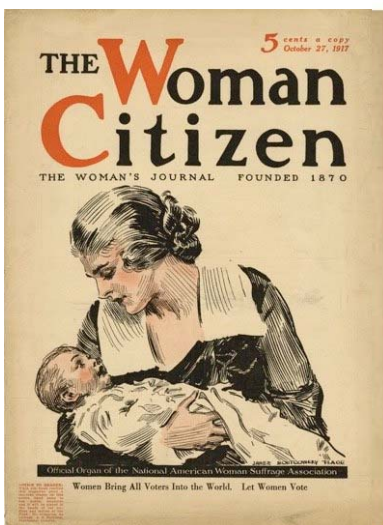
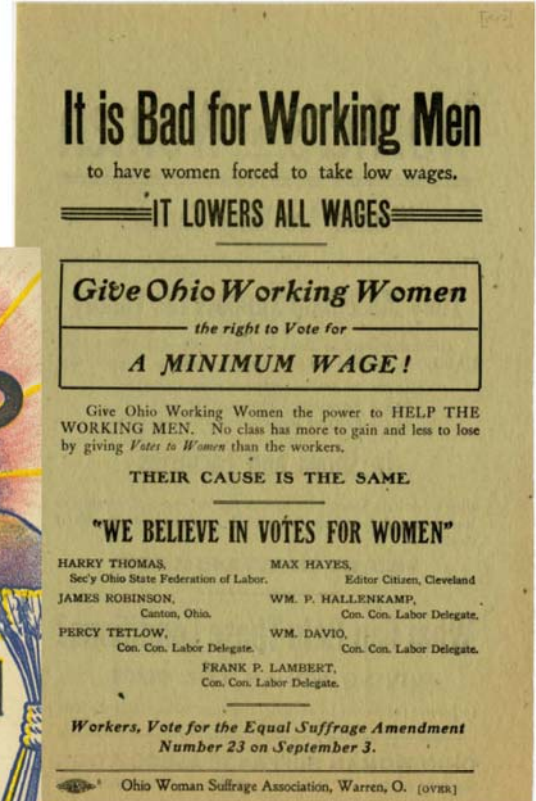
# Ohio Women Vote: 100 Years of Change

## Activity #4

### Student Guide

Name: \_\_\_\_\_

Instructions: Consider the following images, posters and cartoons about women's suffrage. Analyze the images, words and meanings. You can use the *Primary Source Analysis Worksheet* to help guide you. Then create your own political cartoon, poster or flyer about women's suffrage. Your creation should include at least 4 words and some illustration (one illustration of your own creation, or at least two images if you do not want to draw your own). Include a full paragraph description of your cartoon or poster.





# Primary Source Analysis Worksheet

adapted from National Archives and Records Administration

## *Ohio Women Vote: 100 Years of Change*

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### Meet the document.

What is it?

- |   |                                  |  |
|---|----------------------------------|--|
| <input type="checkbox"/> Photograph         | <input type="checkbox"/> Poster  | <input type="checkbox"/> Video           |
| <input type="checkbox"/> Written document   | <input type="checkbox"/> Map     | <input type="checkbox"/> Sound recording |
| <input type="checkbox"/> Artifact or object | <input type="checkbox"/> Cartoon | <input type="checkbox"/> Artwork         |

What do you see? Describe it as if you were explaining it someone who can't see it.

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### Observe its parts.

Who created it?

Who read, received or viewed it?

When is it from?

Where is it from?

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### Try to make sense of it.

What is the main idea?

Why was it created?

What evidence from the item helps you answer these questions?

What was happening at the time in history this document was created?

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### Use it as historical evidence.

What did you find out from this item that you might not learn anywhere else?

What other documents and historical evidence are you going to use to help you understand this event or topic?