Ohio Women Vote: 100 Years of Change
Activity #3

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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Role	Audience
Format	Topic

Notes

Meet the document.

What is it?
- ☐ Photograph
- ☐ Written document
- ☐ Artifact or object
- ☐ Poster
- ☐ Map
- ☐ Cartoon
- ☐ Video
- ☐ Sound recording
- ☐ Artwork

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

Observe its parts.

Who created it?

Who read, received or viewed it?

When is it from?

Where is it from?

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?

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?

Exhibit Rubric

Name(s):_____

	Outstanding	Good	Needs Work	Incomplete
Primary Sources	● Primary sources displayed in the exhibit provide specific, relevant and accurate information on the topic ● Students have accurately interpreted the sources	● Primary sources are on the topic, but do not provide much relevant information on the topic ● Some errors in interpretation of the sources used	● Students use some secondary sources, demonstrating they do not have a clear understanding of the difference between primary and secondary sources	● Students use mostly secondary sources or irrelevant primary sources
Organization and Design	● 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	● The exhibit is too busy, cluttered, or is overwhelming to look at	● Exhibit lacks any visual interest or creativity	● Exhibit is messy, incomplete, or illegible

Student Voice	• 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	• Has more than 500 student-written words (not including citations), but is otherwise appropriate, engaging, useful to the exhibit and understandable	• 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	• 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	• Students provide historical context to display their understanding of chronological thinking and to showcase how the figure fits within the historical context	• Students provide some historical context, but only minimally relate the figure's role to the context	• Students provide minimal historical context and do not relate the figure's role in history to the world at the time	• No historical context is provided
MUGS/ Conventions	• Grammar and punctuation are flawless. All sources are credited with short-form citations in captions on the exhibit	• Minor errors in spelling, grammar and punctuation. Some minor citation errors or omissions on the exhibit	• Several spelling, grammar or punctuation errors. Several errors or omissions in citations on the exhibit	• No exhibit citations.
Bibliography	• Sources are listed in proper form of choice (MLA or Chicago)	• Minor errors in bibliography.	• Several errors and source omissions.	• No bibliography.