



Primary Source Analysis Worksheet

adapted from National Archives and Records Administration
Ohio Women Vote: 100 Years of Change

Objective	2
Documents	3
Document 1:	3
Document 2	5
Document 3	7
Document 4	8
Document 5	9
Document 6	10
Document 7	11
Worksheet	12
Meet the document.	12
Observe its parts.	12
Try to make sense of it.	13
Use it as historical evidence.	13



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Objective

To what extent has the women's movement changed and stayed the same since the ratification of the 19th amendment?

In your response you should:

- Respond to the prompt with a historically defensible thesis or claim that establishes a line of reasoning.
- Describe a broader historical context relevant to the prompt.
- Support an argument in response to the prompt using at least six documents.
- Use at least one additional piece of specific historical evidence (beyond that found in the documents) relevant to an argument about the prompt.
- For at least three documents, explain how or why the document's point of view, purpose, historical situation, and/or audience is relevant to an argument.
- Use evidence to corroborate, qualify, or modify an argument that addresses the prompt.



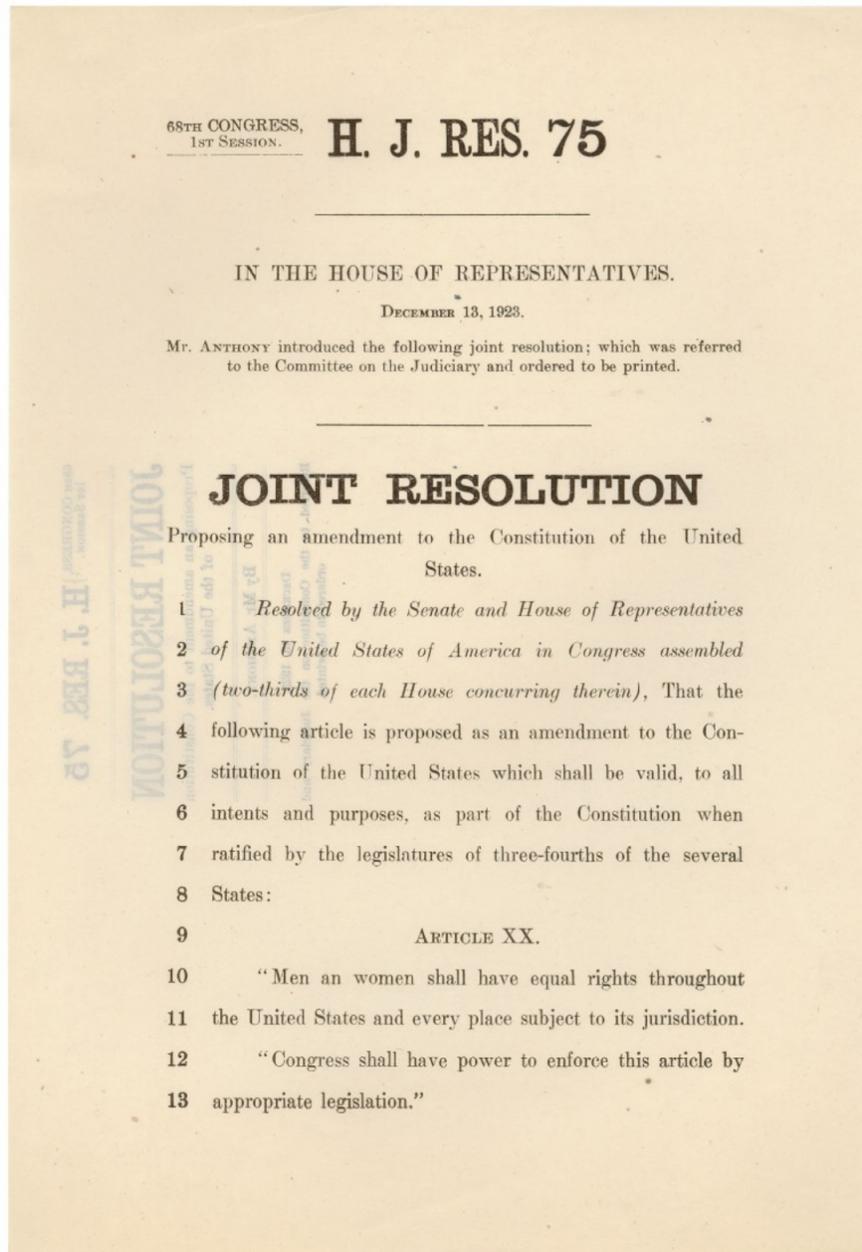
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Document 1

Source: H.J. Res. 75, Proposing an Equal Rights Amendments to the Constitution, December 13, 1923.

<https://ohiomemory.org/digital/collection/p267401coll36/id/16598>





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Transcription:

IN THE HOUSE OF REPRESENTATIVES

December 13, 1923

Mr. Anthony introduced the following joint resolution; which was referred to the committee on the Judiciary and ordered to be printed.

JOINT RESOLUTION

Proposing an amendment to the Constitution of the United States.

Resolved by the Senate and House of Representatives of the United States of America in Congress assembled (two-thirds of each House concurring therein), That the following article is proposed as an amendment to the Constitution of the United States which shall be valid, to all intents and purposes as part of the Constitution when ratified by the legislatures of three-fourths of the several States:

Article XX.

“Men and women should have equal rights throughout the United States and every place subject to its jurisdiction.”

“Congress shall have the power to enforce this article by appropriate legislation.”



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Document 2

Source:

Excerpt from Declaration of Sentiments, Seneca Falls Conference, 1848

<https://ohiomemory.org/digital/collection/p267401coll36/id/16598>

We hold these truths to be self-evident:
that all men and women are created equal;
that they are endowed by their Creator with
certain inalienable rights;
That among these are life, liberty, and the
pursuit of happiness; that to secure these rights
governments are instituted,
deriving their just powers from the consent
of the governed. ...
The history of mankind
is a history of repeated injuries and usurpations
on the part of man toward woman,
having in direct object the establishment of an
absolute tyranny over her.
To prove this, let facts be submitted to a candid
world.

He has never permitted her to exercise her
inalienable right to the elective franchise.

He has compelled her to submit to laws,
in the formation of which she had no voice.

He has withheld from her rights which are given
to the most ignorant and degraded men--
both natives and foreigners.

Having deprived her of this first right of a citizen,
the elective franchise,
thereby leaving her without representation in the
halls of legislation,
he has oppressed her on all sides.

He has made her, if married, in the eye of the
law, civilly dead.

He has taken from her all right in property,
even to the wages she earns.

He has made her, morally, an irresponsible
being, as she can commit many crimes with
impunity, provided they be done in the presence
of her husband.

In the covenant of marriage,
she is compelled to promise obedience to her
husband,
he becoming, to all intents and purposes, her
master--the law giving him power
to deprive her of her liberty, and to administer
chastisement.

He has so framed the laws of divorce,
as to what shall be the proper causes,
and in case of separation,
to whom the guardianship of the children shall
be given,
as to be wholly regardless of the happiness of
women--
the law, in all cases, going upon a false
supposition of the supremacy of man,
and giving all power into his hands.

After depriving her of all rights as a married
woman, if single, and the owner of property,
he has taxed her to support a government
which recognizes her only
when her property can be made profitable to it.



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He has monopolized nearly all the profitable employments, and from those she is permitted to follow, she receives but a scanty remuneration.

He closes against her all the avenues to wealth and distinction which he considers most honorable to himself. As a teacher of theology, medicine, or law, she is not known.

He has denied her the facilities for obtaining a thorough education, all colleges being closed against her.

He allows her in church, as well as state, but a subordinate position, claiming apostolic authority for her exclusion from the ministry, and, with some exceptions, from any public participation in the affairs of the church.

He has created a false public sentiment by giving to the world a different code of morals for men and women, by which moral delinquencies which exclude women from society,

are not only tolerated, but deemed of little account in man.

He has usurped the prerogative of Jehovah himself, claiming it as his right to assign for her a sphere of action, when that belongs to her conscience and to her God.

He has endeavored, in every way that he could, to destroy her confidence in her own powers, to lessen her self-respect, and to make her willing to lead a dependent and abject life.

Now, in view of this entire disfranchisement of one-half the people of this country, their social and religious degradation --in view of the unjust laws above mentioned, and because women do feel themselves aggrieved, oppressed, and fraudulently deprived of their most sacred rights, we insist that they have immediate admission to all the rights and privileges which belong to them as citizens of the United States.

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Document 3

Source: Toledo Woman Suffrage Association, 1912.

<https://ohiomemory.org/digital/collection/p16007coll33/id/352/rec/8>





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Document 4

Source:

Ida B. Wells, "How Enfranchisement Stops Lynching." Original Rights Magazine, Vol. 1, no. 4. June 1910.

Excerpted from the article:

The Negro has been given separate and inferior schools, because he has no ballot.

He therefore cannot protest against such legislation by choosing other law makers, or retiring to private life those who legislate against his interests.

The more he sends his children to school the more restrictions are placed on Negro education, and he has absolutely no voice in the disposition of the school funds his taxes help to supply.

His only weapon of defense has been taken from him by legal enactment in all of the old confederacy – and the United States Government, a consenting Saul stands by holding the clothes of those who stone and burn him to death literally and politically.

With no sacredness of the ballot there can be no sacredness of human life itself.

For if the strong can take the weak man's ballot, when it suits his purpose to do so, he will take his life also.

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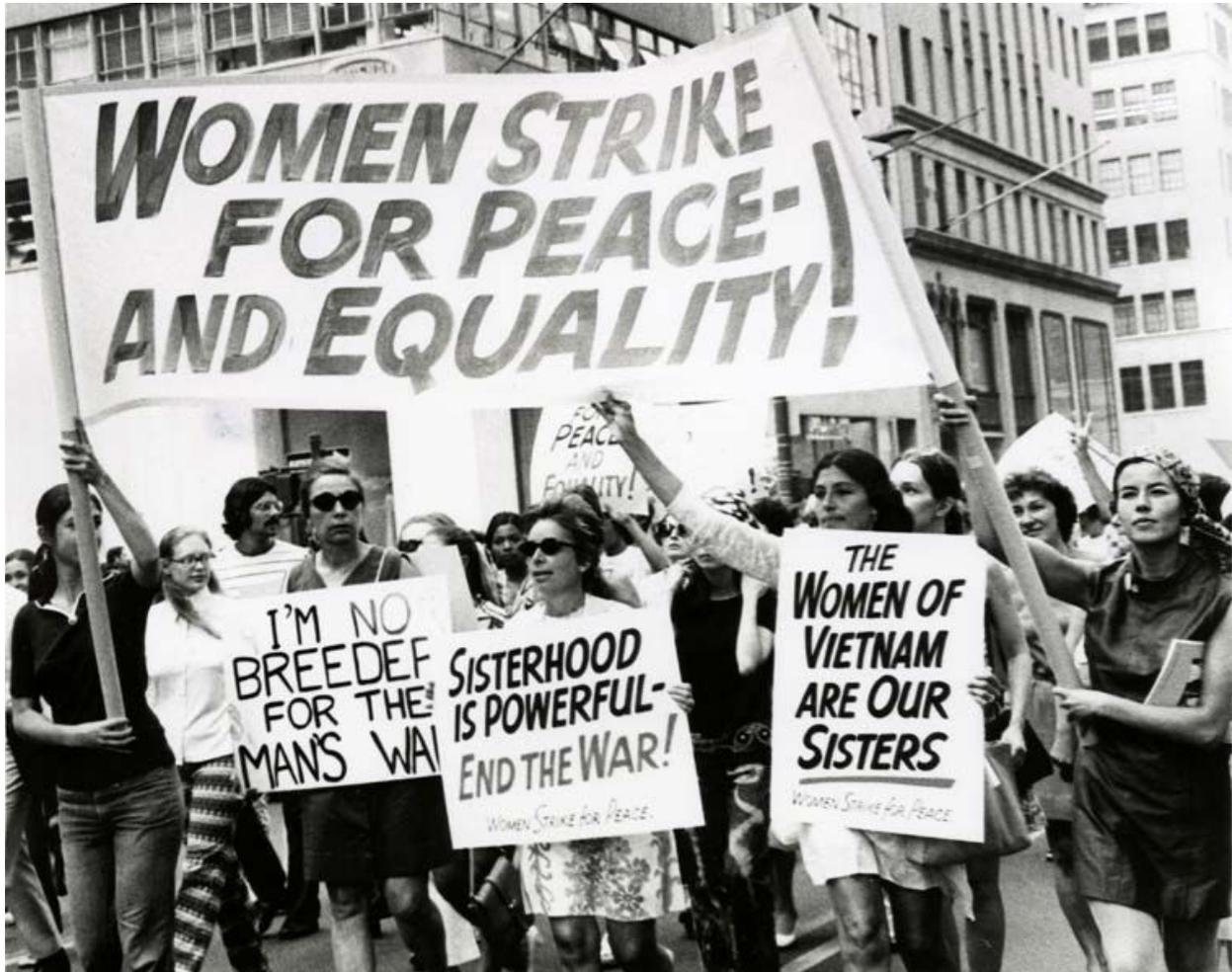
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Document 5

Source:

Women Strike for Peace-and Equality!

Photograph, 1970.





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Document 6

Source:

National Organization of Women (NOW) Statement of Purpose, 1966.

Excerpted from document:

WE DO NOT ACCEPT the token appointment of a few women to high-level positions in government and industry as a substitute for serious continuing effort to recruit and advance women according to their individual abilities.

WE BELIEVE that this nation has a capacity at least as great as other nations, to innovate new social institutions which will enable women to enjoy the true equality of opportunity and responsibility in society, without conflict with their responsibilities as mothers and homemakers.

WE BELIEVE that it is as essential for every girl to be educated to her full potential of human ability as it is for every boy
— with the knowledge that such education is the key to effective participation in today's economy and that, for a girl as for a boy, education can only be serious where there is expectation that it will be used in society.

We believe that a true partnership between the sexes demands a different concept of marriage, an equitable sharing of the responsibilities of home and children and of the economic burdens of their support. We believe that proper recognition should be given to the economic and social value of homemaking and child-care.

WE BELIEVE that women must now exercise their political rights and responsibilities as American citizens.

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Document 7

Source:

Women's March on Washington, 2017.





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Worksheet

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?



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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?

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?