

The more **WOMEN at work
the sooner we **WIN!****

WOMEN ARE NEEDED ALSO AS:

FARM WORKERS	WAITRESSES	TIMEKEEPERS	LAUNDRESSES
TYPISTS	BUS DRIVERS	ELEVATOR OPERATORS	TEACHERS
SALESPeOPLE	TAXI DRIVERS	MESSENGERS	CONDUCTORS

— and in hundreds of other war jobs!

SEE YOUR LOCAL U.S. EMPLOYMENT SERVICE

Women's History Month

 **LIBRARY OF CONGRESS** **TEACHING** *with* **PRIMARY SOURCES**



WAYNESBURG UNIVERSITY



Teacher Resource Guide

Women's History Month

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Teacher Resource Guide

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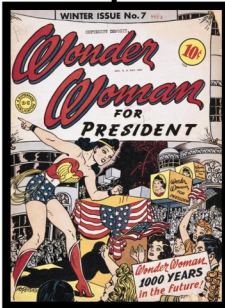
<http://tps.waynesburg.edu>

Women's History Month


LIBRARY OF CONGRESS **TEACHING** with PRIMARY SOURCES

Women's History


How long do you think it will be until a woman becomes president?




What is interesting about the phrasing in this advertisement?



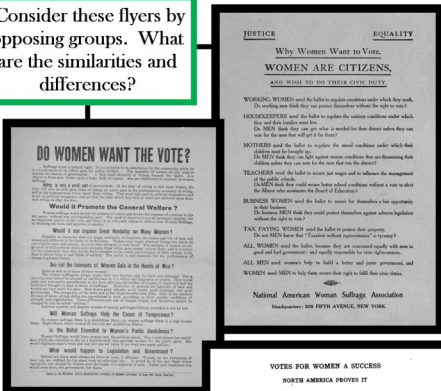
What is interesting about the photographer's choice of subjects?



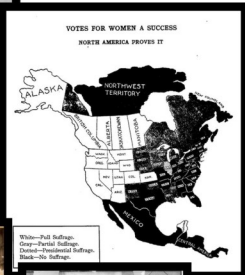
Why would the publisher depict a woman in this advertisement?




Consider these flyers by opposing groups. What are the similarities and differences?




Are you surprised to see which states granted women full suffrage by 1917?



What is suffrage?



This cartoon was printed in 1909. What parts of this cartoon may have seemed strange at that time?




In the Media


The Fight for Suffrage

In the Workplace

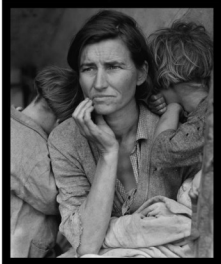
Who was Florence Nightingale? What did she accomplish?




How did the 1940s impact women in the workplace?



This woman has seven children and works as a pea picker to survive. What do you think her life was like?



The National Women's Trade Union worked for fair working conditions. This organization was important in making reforms after what tragic event at the Triangle Shirtwaist Company in 1912?



For more information visit <https://myconnect.waynesburg.edu/web/tps/thematic-resource-guides>

Title of the Lesson: Perceptions of Women

Subject(s): History

Grade Level/Range: 5-8

Overview of Lesson:

Students will be introduced to different aspects of women's history in the United States by examining primary source materials from the Library of Congress. With a specific focus on women in the media, women in the fight for suffrage, and women in the workplace students will select a research question from a Women's History Poster Activity then share their findings with the class by developing PowerPoint, storyboard, essay, or other approved type of presentations.

PA Standards:

Pennsylvania Academic Standards

History

8.1.6D- Describe and explain historical research.

- Historical questions
- Primary sources
- Secondary sources
- Conclusions (e.g., simulations, group projects, skits and plays)

8.3.6C- Explain how continuity and change has influenced United States history from the Beginnings to 1824.

- Women's Movement (e.g., roles and changing status of women, Margaret Brent's vote, soldier Deborah Sampson)

8.3.6D- Identify and explain conflict and cooperation among social groups and organizations in United States history from Beginnings to 1824.

- Labor Relations (e.g., early union efforts, 10-hour day, women's role)

Reading, Writing, Speaking, and Listening

1.2.7.D- Draw inferences and conclusions based on a variety of information sources citing evidence from multiple texts to support responses

1.2.7.B- Differentiate fact from opinion utilizing resources that go beyond traditional texts (e.g., newspapers, periodicals, public documents electronic media)

1.6.7A- Listen critically and respond to others in small and large group situations.

- Respond with grade level appropriate questions, ideas, information, or opinions.

Investigative Question/Overall Goal:

In this lesson students will gain an understanding of women's history by viewing primary source materials, completing a Women's History Poster Activity, and researching a specific aspect of women's history through the development of a project to share with their peers.

Objective(s):

The students will:

- Analyze and comprehend women's history primary source images and information
- Gain background knowledge and understanding of three aspects of women's history
 - Women in the media
 - Women in the fight for suffrage
 - Women in the workplace
- Express research findings by developing and presenting a PowerPoint, storyboard, or other teacher approved presentation to the class.

Materials:

- Printed posters for the gallery walk
- Copy of Interactive Poster Activity for each student
- Answer Key for Poster Activity
- Copy of individual sources and bibliographic information for each group
- Copies of printed Primary Source Analysis Tool for each student

Motivator/Anticipatory Set:

Students will work in groups to develop a list of things they know about each of the sub-topics of women's history: The Women's Suffrage Movement, Women in the Workplace, and Women in the Media. Compile a class list including responses from each group. When the discussion is completed, inform the students they will research one of these sub-topics of Women's History in the United States and develop a presentation to communicate what they have learned.

Student Learning Activities:

1. Hang large prints of the featured sources around the classroom. They represent key events, movements or people associated with women's history in the United States. Students will conduct a gallery walk observing the prints as they consider these questions:
 - What do these images have in common?
 - What time period do you think each of these images represents? How do you know?
 - What patterns of topic do you observe?
 - *Wonder Woman for President*
 - *I'm proud ... my husband wants me to do my part See your U.S. Employment Service/ John Newton Howitt.*
 - *Keep mum - the world has ears*
 - *[Detail from "Shell road map: Pennsylvania" showing woman driving a car with license plates in the background]*
 - *[Suffrage parade, New York City,*
 - *May 4, 1912*
 - *Do Women Want the Vote?*
 - *Why women want to vote. Women are citizens, and wish to do their civic duty ... National American woman suffrage association. Headquarters: 505 Fifth Ave, New York [1910].*
 - *Election Day!*
 - *Migrant mother.*
 - *The more women at work the sooner we win! Women are needed also as See your local U.S. Employment Service.*
 - *A modern Florence Nightingale, Lieutenant Frances Bullock of the Army Medical Center in Washington, D.C. is one of America's army of nurses whose devotion to country comes before regard for personal comfort and security.*
 - *6th Biennial Convention, Nat'l Women's Trade League, 6/4 to 9, 1917*
 - *[The sky is now her limit] /Bushnell.*
2. Once they have seen all the sources, distribute copies of the Primary Source Analysis Tool. Have each student select one poster to analyze by completing the Primary Source Analysis Tool.

NOTE: It may be helpful to review the primary source analysis procedure with the entire class before assigning students to complete the analysis individually.
3. Provide an opportunity for students to comment on the analysis of individual posters. Encourage them to hypothesize about time periods and purpose of individual items.

4. Display the Women's History Month Poster in the front of the class.
5. Distribute copies of the Women's History Month Interactive Poster Activity. Have students work through the questions as the class discusses them. Additional background information is provided in the Teacher Guide.
6. Divide students into small work groups. Assign groups (or have them select) one of the sub-topics from the poster (Women's Suffrage, Women in the Workplace, or Women in the Media) to research.
7. Have students develop a research question based on the assigned sub-topic from the Women's History Poster Activity. (For example: How did World War II impacted public perceptions of women in the workplace?)
8. Provide a list of Library of Congress web pages, other websites and additional resources to be used for each topic. Inform students when the presentations are to be complete, provide copies of the evaluation rubric, and set dates for checking progress.
9. Students should have the opportunity to present their work to their classmates and to other interested parties. It may be a good opportunity to invite parents, school administrators and community members to hear what students are learning. If a public presentation is not feasible, presentations may be recorded and made available from the school web site (or free public web site), shown over the school network, or distributed on CD to participating students to share with their families.

Closure:

Have students write a 2-3 page paper that addresses these items:

- The question their group developed to lead their research
- How the research sub-topic was viewed during the time period and compare it to now
- How an event, individual, or image depicted on the poster impacted or influenced modern times
- How their research experience impacted their own views on primary sources as evidence of historic happenings

Differentiation Techniques for Students with Special Needs:

Enrichment:

Students that finish with their projects early or would like an extra challenge will have the opportunity to research deeper on one specific individual, place or event that influenced one of the research sub-topics and connect that to the overall movement.

Modifications/Accommodations:

- Students with special needs will have the option to work through the document with the classroom teacher, special education teacher, or classroom aide (depending on teacher resources available).
- Visuals that are hung on the wall will be available in a folder for the students to view if they are unable to move around the room to view sources on the wall.
- Students may be assigned appropriate tasks within the small groups to accommodate individual needs and/or utilize individual strengths.

Formative Assessment:

Students will be evaluated on the following:

- Participation in classroom activities (background list activity, gallery walk, and Interactive Poster Activity)
- Contribution to the class discussion

Summative Assessment:

Students will be assessed on the following:

- Completion of Primary Source Analysis Worksheet
- Presentation of research question information from the Women's History Activity using the rubric
- The summative essay will be graded on personal connection to the topic and research process, communication of learning and grammatical correctness.

Presentation Rubric: Women's History

Student Name: _____

CATEGORY	10	6-9	3-6	0-3
Ideas/ Research Questions	Research group identified at least 4 reasonable, insightful, creative ideas/questions to pursue when doing the research.	Researcher group identified at least 4 ideas/questions to pursue when doing the research.	Researcher group required some adult help and developed at least 3 ideas/questions to pursue when doing the research.	Researcher group identify, with considerable adult help, 4 reasonable ideas/questions to pursue when doing the research.
Delegation of Responsibility	Each student in the group can clearly explain what information is needed by the group, what information s/he is responsible for locating, and when the information is needed.	Each student in the group can clearly explain what information s/he is responsible for locating.	Each student in the group can, with minimal prompting from peers, clearly explain what information s/he is responsible for locating.	One or more students in the group cannot clearly explain what information they are responsible for locating.
Collaboration with Peers	Almost always listens to, shares with, and supports the efforts of others in the group. Tries to keep people working well together.	Usually listens to, shares with, and supports the efforts of others in the group. Does not cause problems in the group.	Often listens to, shares with, and supports the efforts of others in the group but sometimes is not a good team member.	Rarely listens to, shares with, and supports the efforts of others in the group. Often is not a good team member.
Content	Shows a full understanding of the topic.	Shows a good understanding of the topic.	Shows a good understanding of parts of the topic.	Does not seem to understand the topic very well.
Internet Use	Successfully uses suggested internet links to find information and navigates within these sites easily without assistance.	Usually able to use suggested internet links to find information and navigates within these sites easily without assistance.	Occasionally able to use suggested internet links to find information and navigates within these sites easily without assistance.	Needs assistance or supervision to use suggested internet links and/or to navigate within these sites.
Time-management	Routinely uses time well throughout the project to ensure things get done on time. Group does not have to adjust deadlines or work responsibilities because of this procrastination.	Usually uses time well throughout the project, but tends to procrastinate. Group did not have to adjust deadlines or work responsibilities because of this procrastination.	Sometimes gets things done by the deadlines. Group had to slightly adjust deadlines because of this procrastination.	Often is late on assignments. Caused group to significantly adjust deadlines or work responsibilities because of this inadequate time management.
Preparedness	Student is completely prepared and has obviously rehearsed.	Student seems pretty prepared but might have needed a couple more rehearsals.	The student is somewhat prepared, but it is clear that rehearsal was lacking.	Student does not seem at all prepared to present.

Total- _____/70

Women's History Month Interactive Poster Activity



1. This Wonder Woman comic is entitled, *Wonder Woman for President* and was created in 1943. How long do you think it will be until a woman becomes president?



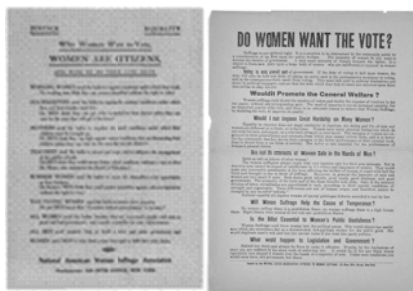
2. What is interesting about the phrasing that this advertisement uses?
3. Do you think similar wording would be used in an advertisement today? Why or why not?



4. This map published in 1933 depicts a woman driving in a car on the cover. What is interesting about the photographer's choice of subjects?



5. This advertisement talks about the need to keep quiet about the war because of wiretapping. Why would the publisher depict a woman in this advertisement?



6. These articles depict the two opposing views of women's suffrage. What are some similarities and differences between the two?



7. This map shows North America and the level of suffrage granted. Are you surprised to see which states granted women full suffrage by 1917?

8. In 1915 a Suffrage amendment was submitted to the people and defeated. What are some reasons that the amendment was not passed at that time?



9. What is suffrage?
10. What country was first in giving women full suffrage?
11. The United Nations adopted the Convention on the Elimination of All Forms of Discrimination Against Women which listed women's suffrage as a right, in 1979. Do you think that today women face discrimination? Why or why not?
12. The most recent country to give women the right to vote was the United Arab Emirates in 2006. In Lebanon women must have proof of elementary education in order to vote. In Brunei neither women nor men can vote or run for election and have not been able to since 1962. In Saudi Arabia men have recently begun to vote, but women are unable to although it has been discussed. Politicians say that women may be able to vote in the future, but will not be able to run for office. Why do you think Saudi Arabia with not let women do this?
13. In what year were women granted suffrage in the United States?



14. This political cartoon was printed in 1909 and views towards women have changed in many ways since then. What parts of this cartoon may have seemed strange at the time that it was printed?



15. “Pea picker” is a derogatory reference that often refers to poor, uneducated migrant workers. A pea picker was someone who did not have the skills to do other jobs. Pea pickers worked and lived in poor conditions and were paid poorly. This photo depicts a woman with seven children who had to work as a pea picker to help her family survive. What do you think her life was like?

16. Today we are in an economic recession and many Americans are out of work. Do you see any similarities between life today and what life would have been like during the great depression?



17. This advertisement depicts a woman working at a factory that produced airplanes. Another famous advertisement depicts a woman wearing a bandana with the words “We can do it!” What name do we use for the character in these advertisements?

18. How did the 1940s impact women in the workplace?



19. Who was Florence Nightingale? What did she accomplish?

20. The United States Nursing Corps was introduced in 1943 and provided women in good health between the ages of 17 and 35 an opportunity to train as nurses for free. Their education, books, uniforms, and a small living stipend were provided. In 2003, Rep. Nita Lowey fought for the women who served in the corps to receive full veteran status. A bill was passed United States Cadet Nurse Corps Equity Act of 2003. This bill gave women who participated from July 1, 1943 to December 15, 1945 veteran status. Do you agree with this ruling? Why or why not?



21. The National Women's Trade Union League was formed in the early 20th century and worked to create labor unions and fought for fair working conditions. Before the League was formed working conditions were not successful in demanding reforms. This organization fought for a minimum wage and an eight hour work day for women in many states. This organization was important in making reforms after what tragic event at the Triangle Shirtwaist Company in 1912?

22. What first lady and longtime member of the Women's Trade Union League used her connections from the organization to gain support for the New Deal Initiatives?



23. This political cartoon emphasizes the early work of women beginning as slaves and the top rung ending at Presidency. In what recent election did a woman run for the Presidency?

24. Who was this woman and what position does she hold today?

25. In the past jobs like nursing and teaching were considered to be jobs that should be completed by women. How have attitudes about these jobs changed?

Women's History Month Work Sheet- Answers



NOTE: These are suggested answers. There may be other correct answers.

1. This Wonder Woman comic is entitled, *Wonder Woman for President* and was created in 1943. How long do you think it will be until a woman becomes president?
 - a. Answers will vary. Hilary Clinton's 2008 participation in the presidential race broke down a lot of barriers for women.
 - i. Information regarding this answer was found in the Biography of Hilary Clinton on the U.S. Department of state website.
 - ii. <http://www.state.gov/r/pa/ci/biog/115321.htm>
2. What is interesting about the phrasing that this advertisement uses?
 - a. This advertisement says "I'm proud that my husband wants me to do my part." This phrasing makes it seem like his wife is his property and is not able to make a decision to go to work on her own. This choice of phrasing downplays the woman's choice and places emphasis on her husband.
3. Do you think similar wording would be used in an advertisement today? Why or Why not?
 - a. Many advertisements aimed at women today do not focus on the women as a wife. Instead they focus on women as strong and even independent women.
4. This map published in 1933 depicts a woman driving in a car on the cover. What is interesting about the photographer's choice of subjects?
 - a. Many women did not drive in the 1930s. Many women were afraid to put themselves or their children in danger. Although they did not drive, many women were in advertisements with cars.
 - i. This answer was found on a site devoted to American Life and Automobiles that was created by the University of Michigan.
 - ii. http://www.autolife.umd.umich.edu/Gender/Walsh/G_Overview2.htm
5. This advertisement talks about the need to keep quiet about the war because of wiretapping. Why would the publisher depict a woman in this advertisement?
 - a. Answers will vary.
6. These articles depict the two opposing views of women's suffrage. What are some similarities and differences between the two?
 - a. Similarities:
 - i. Both articles discuss women's suffrage
 - b. Differences
 - i. One article is pro-women's suffrage while the other is against the issue
 - ii. The con article looks at women as not wanting or needing the vote
 - iii. The pro article talks about how voting could benefit women in their many roles
 - iv. The con article talks about women needing to trust men to vote
 - v. The pro article talks about women and men fighting battles together
7. This map shows North America and the level of suffrage granted. Are you surprised to see which states granted women full suffrage by 1917?
 - a. Answers will vary.

8. In 1915 a Suffrage amendment was submitted to the people and defeated. What are some reasons that the amendment was not passed at that time?
 - a. Voting against this amendment showed a clash in values and religious and giving women the right to vote. This decision was also influenced by women's participation in community life and their fight for women's suffrage. In the western and northern parts of the state there was more support for women's suffrage. The voting group showed their disapproval of women's suffrage in the vote which was 385,348 in favor and 441,034 against.
 - i. This answer was found in a book entitled, Pennsylvania: a history of the Commonwealth. The book written by Randall M. Miller and William Pencak is available online.
 - ii. <http://books.google.com/books?id=IVG5hB-Tqm8C&pg=PA282&lpg=PA281&ots=xzbFTUKhoV&dq=1915+suffrage+amendment+Pennsylvania>
9. What is suffrage?
 - a. The right to vote and the act of voting
 - i. This answer was found on the Teacher's page in the Women's Suffrage Section of the Scholastic website.
 - ii. <http://teacher.scholastic.com/activities/suffrage/history.htm>
10. What country was first in giving women full suffrage?
 - a. New Zealand
 - i. This answer was found on the Teacher's page in the Women's Suffrage Section of the Scholastic website.
 - ii. <http://teacher.scholastic.com/activities/suffrage/history.htm>
11. The United Nations adopted the Convention on the Elimination of All Forms of Discrimination Against Women, which listed women's suffrage as a right, in 1979. Do you think that today women face discrimination? Why or why not?
 - a. Despite laws and regulations against discrimination, I still feel that women do face discrimination. This is visible in the salary discrepancy between men and women. It has been shown that men still make significantly more money for the same jobs that women have. Today laws fighting wage discrimination are being discussed.
 - i. The answer to this question was found in this Washington Post article.
 - ii. http://www.washingtonpost.com/wp-dyn/content/article/2009/01/22/AR2009012201787_pf.html
12. The most recent country to give women the right to vote was the United Arab Emirates in 2006. In Lebanon women must have proof of elementary education in order to vote. In Brunei neither women nor men can vote or run for election and have not been able to since 1962. In Saudi Arabia men have recently begun to vote, but women are unable to although it has been discussed. Politicians say that women may be able to vote in the future, but will not be able to run for office. Why do you think Saudi Arabia with not let women do this?
 - a. There really was little voting in Saudi Arabia in the last century except for a few polls that were open in the 60's. Men over the age of 21 just were granted the right to vote in 2004. Religious leaders have spoken out against women having the right to vote and political leaders feel as though it isn't possible. Even some women feel that they would not be able to vote. They feel as though their emotions or their husbands would get in the way of a proper vote.

- i. This answer was found in an article on the MSNBC website entitled Saudi Government Bans Women's Suffrage
 - ii. http://www.msnbc.msn.com/id/6228405/ns/world_news/
- 13. In what year were women granted suffrage in the United States?
 - a. August 26, 1920
 - i. This answer was found on the Teacher's page in the Women's Suffrage Section of the Scholastic website.
 - ii. <http://teacher.scholastic.com/activities/suffrage/history.htm>
- 14. This political cartoon was printed in 1909 and views towards women have changed in many ways since then. What parts of this cartoon may have seemed strange at the time that it was printed?
 - a. The man in this cartoon is holding the children in a chair looking up at the woman as though he is helpless. He is wearing an apron and is sitting in submission to the woman. The woman is in a stance that shows power and she is looking down at the man. The woman in the cartoon is also wearing a hat and a necktie that are more masculine pieces of clothing.
- 15. "Pea picker" is a derogatory reference that often refers to poor, uneducated migrant workers. A pea-picker was someone who did not have the skills to do other jobs. Pea pickers worked and lived in poor conditions and were paid poorly. This photo depicts a mother with seven children who had to work as a pea picker to help her family survive. What do you think her life would have been like?
 - a. It would have been difficult to be in her situation. Living without much money for food and supplies would have been hard especially with seven children.
- 16. Today we are in an economic recession and many Americans are out of work. Do you see any similarities between life today and what life would have been like during the great depression?
 - a. It does not seem like times today are quite as difficult as they were then. Although there have been government bailouts and many companies have closed their doors, many people still have jobs and are able to support their families. The unemployment rate is not like it was at that time.
- 17. This advertisement depicts a woman working at a factory that produced airplanes. Another famous advertisement depicts a woman wearing a bandana with the words "We can do it!" What name do we use for the character in these advertisements?
 - a. Rosie the Riveter
- 18. How did this time period impact women in the workplace?
 - a. Women having a chance to do work during the war gave them credibility in the workplace and showed that they were capable of labor. It opened the door to many other jobs.
- 19. Who was Florence Nightingale? What were some of her accomplishments?
 - a. Florence Nightingale was a remarkable woman who worked with nurses and saved the British Army from medical disaster. She revolutionized health and sanitation practices. She campaigned for reforms in medical care. Her work made nursing a respectable field for women and her work is still used today.
 - i. This answer was found in the Introduction section of the Florence Nightengale Museum website.
 - ii. <http://www.florence-nightingale.co.uk/cms/index.php/florence-introduction>
- 20. The United States Nursing Corps was introduced in 1943 and provided women in good health between the ages of 17 and 35 an opportunity to train as nurses for free. Their education, books, uniforms, and a small living stipend were provided. In 2003, Rep. Nita Lowey fought for the women who served in the corps to receive full veteran status. A bill was passed United States Cadet Nurse Corps Equity Act of 2003. This bill

gave women who participated from July 1, 1943 to December 15, 1945 veteran status. Do you agree with this ruling? Why or why not?

- a. Many believe that this ruling was long overdue. These women worked hard and during the war many of them lost their lives.
 - i. This answer was found in the history of the United States Cadet Nurse Corps section of the Rochester General Hospital Website. This hospital was one of 12 training centers for Cadet Nurses.
 - ii. <http://www.rochestergeneral.org/rochester-general-hospital/about-us/rochester-medical-museum-and-archives/online-exhibits/united-states-cadet-nurse-corps-1943-1948/>

21. The National Women's Trade Union League was formed in the early 20th century and worked to create labor unions and fought for fair working conditions. Before the League was formed working conditions were not successful in demanding reforms. This organization fought for a minimum wage and an eight hour work day for women in many states. The WTUL was very important in making reforms after what event at the Triangle Shirtwaist Company in 1912?

- a. The tragic fire at the Triangle Shirtwaist Company that took the lives of 146 employees.
 - i. The answer to this question was found in the history of the Triangle Shirtwaist Company Fire section of the American History website.
 - ii. <http://americanhistory.si.edu/sweatshops/history/trifire.htm>

22. What first lady and longtime member of the Women's Trade Union League used her connections from the organization to gain support for the New Deal Initiatives?

- a. Eleanor Roosevelt
 - i. This answer was found on the Eleanor Roosevelt National Park website in the Women's Trade Union League section.
 - ii. <http://www.nps.gov/archive/elro/glossary/womens-trade-union-league.htm>

23. This political cartoon emphasizes the early work of women beginning as slaves and the top rung ending at Presidency. In what recent election did a woman run for the Presidency?

- a. The 2008 Primary Election- Hilary Clinton
 - i. The answer to this question was found in the Biography of Hilary Clinton on the U.S. Department of state website.
 - ii. <http://www.state.gov/r/pa/ci/biog/115321.htm>

24. Who was this woman and what position does she hold today?

- a. Hilary Clinton
 - i. The answer to this question was found in the Biography of Hilary Clinton on the U.S. Department of state website.
 - ii. <http://www.state.gov/r/pa/ci/biog/115321.htm>

25. In the past jobs like nursing and teaching were considered to be jobs that should be completed by women. How have attitudes about these jobs changed?

- a. Today many men and women have the same kinds of jobs. Men are becoming teachers and nurses and women are becoming doctors, lawyers, and politicians. Gender roles are lessening.