

From the Absence of Many to the Presence of All...
The Unfinished Business of Women's Equality

Educators' Guide



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Overview

“The true Republic: men, their rights and nothing more; women, their rights and nothing less.”
—Susan B. Anthony

This is a guide for K-12 educators that builds on the temporary exhibition “From the Absence of Many to the Presence of All...The Unfinished Business of Women’s Equality” (on view at the National Constitution Center, Philadelphia, fall–winter 2010–2011). The exhibition is a program of Vision 2020 (www.drexel.edu/vision2020), a national project focused on advancing gender equality by energizing the dialogue about women and leadership.

Through most of American history, the idea of gender equality simply did not exist. Laws and social traditions held that women were not equal to men. This began to change in 1920, when American women won the constitutional right to vote. While the 19th Amendment granted women the rights of citizenship, it did not result in full equality for women, and since then, from the halls of government to the schoolroom to the boardroom and even in their homes, women have continued to advocate for changes in attitudes, customs and laws that inhibit equality.

The Enduring Idea (or Big Idea) throughout these activities is equality.

How To Use This Guide

In the following pages, you will find four types of activity suggestions and related resources for your middle or high school, or upper elementary students: **1.) Class Starters; 2.) In-Depth Classroom Activities; 3.) Projects/Performances for Assessment; and 4.) Culmination Activities.** This Guide is designed to be flexible, with the intention that you pick and choose, mix and match based on your classroom needs. Each activity is labeled with recommended grade level and estimated time allotment, includes objectives and corresponding content knowledge standards, and provides ideas for adaptations—variations and extensions. The activities are designed to engage students and allow them to interact with the material and with each other, and the range of choices provides options for students of different learning styles.

Key Concepts/Essential Questions

- ❖ Has the passage of time always equated to progress for women’s rights and gender equality?
- ❖ What is the status of gender equality in the United States today? (And what have some women’s personal experiences related to gender equality been over the past several decades?)
- ❖ How do gender stereotypes affect our thinking about men’s and women’s roles and abilities?
- ❖ What were some of the key milestones for women’s rights in the United States? (And what can primary sources tell us about these events/periods?)
- ❖ Who are some of the Americans who have worked/continue working for gender equality?
- ❖ In what ways and in what areas are Americans continuing to work for gender equality?
- ❖ If we had perfect vision and could see into the future, what would equality look like in 2020?

Interdisciplinary Connections

The activities in this Guide overlap the following subject areas:

- History (Historical Understanding and U.S. History)
- Civics
- Language Arts (Writing, Reading, Listening & Speaking, Viewing, and Media)
- Life Skills (Life Work, Thinking & Reasoning, and Working with Others)
- [And others depending on student choices for projects, etc.]

Content Knowledge Standards

Every activity includes a list of the main content knowledge standards it encompasses, from **Mid-continent Research for Education & Learning (McREL)**. McREL's standards are presented in 14 content areas—a synthesis of standards documents from professional subject area organizations and selected state standards—and are used by institutions such as the Library of Congress.

The online compendium of standards can be found at : www.mcrel.org/standards-benchmarks/

Helpful Hints

Is this the first time you will be discussing gender equality with a particular group of students?

❖ **Intro to Gender Equality:** If so, there is a useful introductory reading, adapted from UNICEF, provided with Other Resources near the end of this Guide.

Do you plan to use multiple activities from this Guide?

❖ **Student Journals:** Since many of the activities include individual writing assignments/writing prompts to encourage student reflection, and as a way to bring closure, have students make a “Gender Equality” journal in which to record their responses; this will make students’ writings easy to keep track of and review, and you will also be able to assess students’ progress over the course of several lessons.

Activity Summaries

Following are brief summaries of the activities you will find in this Guide.

Class Starters

“Hooks” to engage and motivate students, and get them thinking about gender equality and its relevance to the world around them. These take about 15 minutes, at the start of class.

The Road to Equality: *Does time = progress?* (Upper elementary, middle or high school)

Students will discover that progress toward gender equality has not always been continuous; the teacher reads a series of historical facts, and students align themselves along a wall/line (representing the “road to equality”) according to where they feel each development falls.

Equality & the Media Today: *How far along are we, really?* (Middle or high school)

This current events assignment will increase students’ awareness of gender as it is represented in the media today; students bring in a clipping, and discuss how it speaks to issues of equality.

Time-Traveling the Road to Equality, the Board Game (Upper elementary, middle or high school)

Educational game based on The Road to Equality activity above.

In the Home vs. Outside the Home: *How do we value work?* (Middle or high school)

This multi-step exercise will get students thinking about how our perceptions of work are connected to gender; students brainstorm a list of domestic and outside jobs, assign values to each, consider traditional/stereotypical gender roles, and analyze the results in discussion with the class.

Anti-Stereotypes Bingo: *Are gender stereotypes valid?* (Upper elementary, middle or high school)

This interactive game will challenge students to consider gender stereotypes that are embedded in American society.

Regrettable Quotes: *How has gender been viewed throughout history?* (Middle or high school)

Students will gain an awareness of historical views on gender, and consider whether/how similar attitudes persist today; each student is given a quote (some dating back to years B.C.; some more recent), interpret it and discuss with the class.

Guess Who Did This: *How does gender bias affect our judgment?* (Upper elementary, middle or high school)

Students will realize that their own preconceptions based on gender may lead them to make mistaken judgments about people’s roles and abilities; students match a group of men and women with a list of feats.

Women’s Quotes on Gender: *How have they changed over time?* (Middle or high school)

Students will discover that women’s focus and feelings, with regard to women’s rights and gender equality, has shifted over the course of several generations; students review a series of quotes dating back to the 18th century and discuss their observations.

In-Depth Classroom Activities

Instruction and development to raise student achievement.

Two Declarations: The Declaration of Independence and the Declaration of Sentiments (Middle or high school)

Students will gain an understanding of the Declaration of Sentiments (and the perspective of its authors at the first women's rights convention) by deconstructing it alongside the document after which it was modeled, the Declaration of Independence. Students work in groups to share the responsibility of interpreting the documents, then compare/contrast them in writing, individually.

Examining the Evidence: Suffrage & Anti-Suffrage Ephemera (Middle or high school)

Students investigate what primary source images can tell us about attitudes and events of the period in which they were made. Working in groups, using an Analysis Guide, students examine political cartoons and other ephemera dating to the women's suffrage campaign era in the U.S.

Examining the Evidence: Gender in Advertising (Middle or high school)

Students investigate what primary source [advertising] images can tell us about views on gender equality in different time periods. Students bring in a 21st-century ad that relates to issues of gender equality, and using an Analysis Guide, compare/contrast it with an historical ad.

The Politics of the Equal Rights Amendment (Middle or high school)

Students will gain an overview of the history of the ERA and insight into arguments for and against it. Students share the responsibility of interpreting history from 1923 to present; working in groups, they explore the related events, advocates, and opponents from a specific time period, and develop a creative way to present a summary to the class.

Title IX (Middle or high school)

Students explore the implications of Title IX of the 1972 Education Amendments and how it either affects them now or may affect them in the future. They explore related stories (and controversy) about real people and share with the class.

Classroom Speaker (Elementary, middle or high school)

By inviting into the classroom a woman (or women) who works in a traditionally male-dominated profession, students will have an opportunity to construct and ask questions of someone who has first-person experience related to gender equality in the workforce, and who can speak to how gender has affected her in her career and how attitudes have/have not changed over time.

Projects/Performances for Assessment

Student projects and performances you can count as evidence that they have met the objectives, and use to measure achievement.

Oral Histories (Adaptable for elementary, middle or high school)

Students construct questions and interview a woman (preferably older) who works in any profession, ideally one that is traditionally/stereotypically male-dominated, then share what they learned with the class.

If I Were an Eyewitness (Upper elementary, middle or high school)

Students choose a historical event related to women and/or equality; pretend they were a firsthand observer (journalist) or participant; and report on or document their “experiences” through either a newspaper article or annotated scrapbook.

Americans Who Worked for Gender Equality (Adaptable for elementary, middle or high school)

Students choose a woman from the resource list (or other person, to be approved by the teacher); conduct primary- and secondary-source research; and choose to present that person to the class through either a poster/display, skit or other performance/presentation.

Culmination Activities

Short writing assignments to provide closure—review and reinforcement of activities and projects.

Send a Letter into the Future (Upper elementary, middle or high school)

Students write a letter to their potential future daughter, telling her what they hope life will be like for her growing up as a girl, and what they will do in their life to help make gender equality a reality.

Imagine 2020 (Upper elementary, middle or high school)

Students write a short essay about what they think the status of gender equality will be like in 2020, and what they hope it will be.

Equality Journal (Adaptable for elementary, middle or high school)

Follow up any of the activities/projects in this Guide with an individual writing assignment; students can reflect and respond to specified prompts in a designated, personal journal.

Class Starters

“Hooks” to engage and motivate students, and get them thinking about gender equality and its relevance to the world around them

These take about 15 minutes, at the start of class

Class Starter

The Road to Equality: Does time = progress?

Grade Level: Upper elementary, middle or high school

Time Allotment: 10–15 minutes

Objectives: By making judgments about gender equality as embodied in a series of historical facts, students will discover that progress toward gender equality has not always been continuous.

Standards

- History (Historical Understanding) – Standard 1: Understands and knows how to analyze chronological relationships and patterns
- U.S. History – Standard 4: Understands how democratic values came to be, and how they have been exemplified by people, events, and symbols
- U.S. History – Standard 31: Understands economic, social, and cultural developments in the contemporary United States
- Life Skills (Thinking & Reasoning) – Standard 2: Understands and applies basic principles of logic and reasoning
- Life Skills (Working with Others) – Standard 3: Works well with diverse individuals and in diverse situations

Teacher Preparation

- Print **Historical Facts** (provided here).
- Clear some circulation space along a wall in your classroom (or other long wall). At one end, hang a sign that says EQUAL; at the other end, NOT EQUAL.

Instructional Sequence

1. Tell students that the wall represents *the road to gender equality* in the U.S.—a sliding scale with one end being men and women 100% equal; the other end 0% equal—and that you are going to read a series of historical facts. After each one, they should physically position themselves along the wall to indicate, in their mind, where the fact falls on the road to equality.
2. Read the first fact aloud, then ask students to position themselves on the road accordingly; and so on for all of the settings you would like to cover. (You can read the dates aloud, or not.)
3. Closure: Discuss with the class, **What surprised you about the order of events** (such as the fact that you moved back and forth along the road)?

Adaptations

- Variation: Hang a clothesline to represent the road, and write statements on cards. Distribute cards to students and ask them to hang the statements along the line where they feel they fall, respectively; then review with the class.

Historical Facts:

EQUALITY & CITIZENSHIP

A. The Setting: The U.S. in the late 1700s and early 1800s

1. During and after the American Revolution, New Jersey women had the right to vote.
2. They could vote if they held at least £50 in property (about \$7,800 today).
3. And they could only vote if they were single or widowed. (Married women were not allowed to vote for fear they would simply double—or cancel out—their husband's votes.)
4. In 1807, New Jersey took away women's right to vote.

B. The Setting: The U.S. in the late 1800s

1. After the Civil War, new western states—Wyoming, Utah, Colorado and Utah—allowed women to vote.
2. [But] In 1887, the U.S. Congress passed a law taking away women's right to vote in Utah.

C. The Setting: The U.S. in the 20th and 21st centuries

1. The 19th Amendment (1920) allowed all women to vote.
2. [But] Legal discrimination based on gender did not end.
3. Alice Paul drafted an Equal Rights Amendment in 1923 stating that: "Men and women shall have equal rights throughout the United States and every place subject to its jurisdiction."
4. [But] The Equal Rights Amendment, was introduced in every Congress from 1923 to 1970. Congress finally approved it in 1972 with a seven-year deadline for the states to ratify. 35 of the 38 states needed to ratify did so, but the deadline was missed and the ERA was never added to the Constitution.
5. Today, women are running for and getting elected to office and being appointed as judges in greater numbers than ever.
6. [But] About 17% of the members of the U. S. Congress are women, and women account for about one-third of the judiciary.

EQUALITY & MARRIAGE

A. The Setting: The U.S. in the 1800s

1. Before the late 1800s, married women had no legal or financial identity. Generally wives could not own property, enter into contracts, keep earnings for themselves, or obtain an education against their husband's wishes. Divorce was not a legal option, except when women could prove their husbands' adultery.
2. In 1860, Indiana gave women the right to seek divorce from their husbands based on drunkenness, desertion, or cruelty, as well as adultery.
3. [But] In 1862, a North Carolina woman sued her husband for divorce because he had horsewhipped and beaten her. She lost. The state's Supreme Court wrote: "The law gives the husband power to use such degree of force necessary to make the wife behave and know her place."
4. In the 1860s, New York, Indiana, Maine, Missouri, and Ohio expanded women's rights by allowing married women to keep their own wages.
5. [But] In all other states, men kept legal control over their wives' property and earnings. Some options existed to protect a woman's property going into a marriage, but these were rare.

Historical Facts: Equality & Marriage – Continued

B. The Setting: The U.S. in the 20th and 21st century

1. The Equal Credit Opportunity Act (1974) passed to ensure that lenders could not discriminate against borrowers based on sex or marital status. This was an important step toward women achieving independent financial status.
2. [But] Although discrimination is illegal, women have a harder time than men accessing credit, particularly those with children and in rural and poorer areas.

EQUALITY & THE WORKPLACE AND SCHOOL

A. The Setting: The U.S. in the 20th and 21st centuries

1. The Equal Pay Act of 1964 passed to ensure that employers pay men and women the same for “jobs [requiring] equal skill, effort, and responsibility, and which are performed under similar working conditions[.]”
 - i. [But] Almost 40 years later, the 2000 Census revealed that women were making 75.5 cents for every dollar earned by men for the same work.
 - ii. In 2007, that number rose to 77 percent.
2. Title IX of the Education Amendments of 1972 was passed, making it illegal to exclude anyone on the basis of sex from participation in any federally funded educational program.
 - i. [But] Grove City College refused to comply with Title IX and subsequently won in a U.S. Supreme Court ruling that said that institutions did not have to comply if the federal funding did not relate directly to the activity in question.
 - ii. The Civil Rights Restoration Act of 1988 reversed this.
 - iii. [But] Opponents of Title IX continue to offer challenges.
3. Women make up over 46% of the work force in America.
 - i. 40% of women working outside the home are in management and professional positions.
 - ii. 31% of American lawyers are women.
 - iii. 27% of physicians are women and.
 - iv. [But] 2% of Fortune 1000 companies have women as their CEOs.
 - v. Despite record numbers of women in law and medical programs, only 19% of law partners are women and in most medical specialties, women account for much smaller percentages than they do among general practitioners.

Class Starter

Equality & the Media Today: How far along are we, really?

Grade Level: Middle or high school

Time Allotment: 15–20 minutes

Objectives: By investigating and analyzing how gender is represented in the media today, students will gain an awareness of equality issues as reflected in American pop culture and current events.

Standards

- U.S. History – Standard 31: Understands economic, social, and cultural developments in the contemporary United States
- Language Arts (Writing) – Standard 1: Uses the general skills and strategies of the writing process
- Language Arts (Viewing) – Standard 9: Uses viewing skills and strategies to understand and interpret visual media
- Language Arts (Media) – Standard 10: Understands the characteristics and components of the media
- Life Skills (Thinking & Reasoning) – Standard 1: Understands and applies the basic principles of presenting an argument

Teacher Preparation

➤ N/A

➤ **Student Preparation:** Ask students to bring in any magazine or newspaper clipping (or Internet printout; or write down a description of a media piece they hear/see on radio/TV) related to women or gender in popular culture or current events. This could be an advertisement, news or other article, etc.

Instructional Sequence

1. Ask several students to share the piece they brought with the class. Ask them to **describe it, and ask, Do you think it does/does not reflect gender equality? How do you feel about this?**
2. Closure: Following class discussion, ask students to write a paragraph or two summarizing their response to the above questions for the media piece they brought. In addition, ask, **What does this, along with overall class discussion, lead them to conclude about the status of gender equality, as reflected in the media?** Have them attach the piece and hand in for you to review/check for completion.

Adaptations

- Variation: Carry out this activity in The Road to Equality format (see previous pages) by having students physically position their media piece along the “road” where they feel it falls, then discuss with class.

Class Starter

Time-Traveling the Road to Equality, the Board Game

Grade Level: Upper elementary, middle or high school

Time Allotment: 15–20 minutes

Objectives: By playing this game, based on historical facts, students will discover that progress toward gender equality has not always been continuous.

Standards

- History (Historical Understanding) – Standard 1: Understands and knows how to analyze chronological relationships and patterns
- U.S. History – Standard 4: Understands how democratic values came to be, and how they have been exemplified by people, events, and symbols
- U.S. History – Standard 31: Understands economic, social, and cultural developments in the contemporary United States
- Language Arts (Listening & Speaking) – Standard 8: Uses listening and speaking strategies for different purposes
- Life Skills (Working with Others) – Standard 3: Works well with diverse individuals and in diverse situations

Teacher Preparation

- Print **Game Board and Cards** (provided here) and make copies depending on how many groups you will have; see below.
- Assemble game board/s by taping left & right sides together (and you may wish to affix them to heavier paper to make them sturdier).

Instructional Sequence

1. Divide students into groups of 3–5 and have them sit in small circles around desk/s.
2. Explain that within their group, they will be playing a board game based on **the status of gender equality in the U.S. throughout the past 300 years**.
3. Hand out game board/card sets and ask students to find a small object (such as a coin, eraser, etc.) to serve as their game piece/pawn; and shuffle the cards and stack in a pile, printed side down.
4. Explain the rules:
 - ❖ Going around the circle, players take a turn by drawing a card and reading it aloud. The card will give a historical scenario and tell the player what to do (how many spaces to move ahead; back; or stay where they are).
 - ❖ If they land on a space with writing, they should also follow those instructions.
 - ❖ The object of the game is to reach the end of *The Road to Equality*.
5. Closure: As the cards provide historical facts, discuss with the class, **What surprised you about the different scenarios? How did you feel about your rocky course along the “road?”**

Adaptations

- Variation: Play as a whole class—redraw and label the “road” on a large board or paper, and have students take turns drawing cards and reading them aloud. In this case there need only be one game piece (use tape or a magnet to hold it up), and students can take turns moving it along the “road” accordingly.

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| <p><u>It's 1776:</u> You're a single woman living in New Jersey, and you own more than £50 in property (about \$7,800)...</p> <p>You can vote!—</p> <p>MOVE AHEAD 5 SPACES</p> | <p><u>It's 1776:</u> You're a single woman living in New Jersey, but you don't own £50 in property (about \$7,800)...</p> <p>Sorry, you can't vote—</p> <p>STAY WHERE YOU ARE</p> |
| <p><u>It's 1776:</u> You're a woman living in New Jersey, and you just got married. Congratulations...</p> <p>But sorry, you can't vote or you might double or cancel out your husband's vote—</p> <p>STAY WHERE YOU ARE</p> | <p><u>It's 1807:</u> You're a single woman living in New Jersey, and you own more than £50 in property (about \$7,800)...</p> <p>But sorry, the state just decided women can no longer vote—</p> <p>MOVE BACK 1 SPACE</p> |
| <p><u>It's 1850:</u> You're a woman who just got married. Congratulations...</p> <p>But now that you're married, you can't own property or enter into any legal contracts—</p> <p>MOVE BACK 1 SPACE</p> | <p><u>It's 1850:</u> You're a woman who just got a job. Congratulations...</p> <p>But you're married so you can't keep the money you make—</p> <p>STAY WHERE YOU ARE</p> |
| <p><u>It's 1850:</u> You're a woman who would really like to go to school...</p> <p>But your husband doesn't like the idea, so you can't—</p> <p>STAY WHERE YOU ARE</p> | <p><u>It's 1850:</u> You're a woman who thinks your husband's been unfaithful...</p> <p>But sorry, you can't prove it, so you have to stay married—</p> <p>STAY WHERE YOU ARE</p> |

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| <p><u>It's 1860:</u> You're a woman living in Indiana, and your husband drinks all the time, is cruel, and you suspect he's been unfaithful...</p> <p>You're allowed to get a divorce—</p> <p>MOVE AHEAD 5 SPACES</p> | <p><u>It's 1862:</u> You're a woman living in North Carolina, and you've been beaten by your husband...</p> <p>But the state's Supreme Court says "The law gives the husband power to use such degree of force necessary to make the wife behave and know her place."—</p> <p>STAY WHERE YOU ARE</p> |
| <p><u>It's the 1860s:</u> You're a married woman living in New York, and you just got a job. Congratulations!</p> <p>And you can keep the money you make—</p> <p>MOVE AHEAD 5 SPACES</p> | <p><u>It's the 1860s:</u> You're a married woman...</p> <p>So legally, your husband controls all your money—</p> <p>STAY WHERE YOU ARE</p> |
| <p><u>It's 1875:</u> You're a woman living in a new western state of the U.S....</p> <p>Congratulations, you can vote!—</p> <p>MOVE AHEAD 5 SPACES</p> | <p><u>It's 1887:</u> You're a woman living in Utah...</p> <p>Sorry, Congress just passed a law taking away your right to vote—</p> <p>MOVE BACK 1 SPACE</p> |
| <p><u>It's 1920:</u> Because of the hard work of Alice Paul, Lucy Burns and the National Woman's Party, the 19th Amendment just passed...</p> <p>All women can vote!—</p> <p>MOVE AHEAD 10 SPACES</p> | <p><u>It's 1921:</u> The 19th Amendment just passed last year, giving all women the right to vote...</p> <p>But legal discrimination based on gender continues—</p> <p>STAY WHERE YOU ARE</p> |

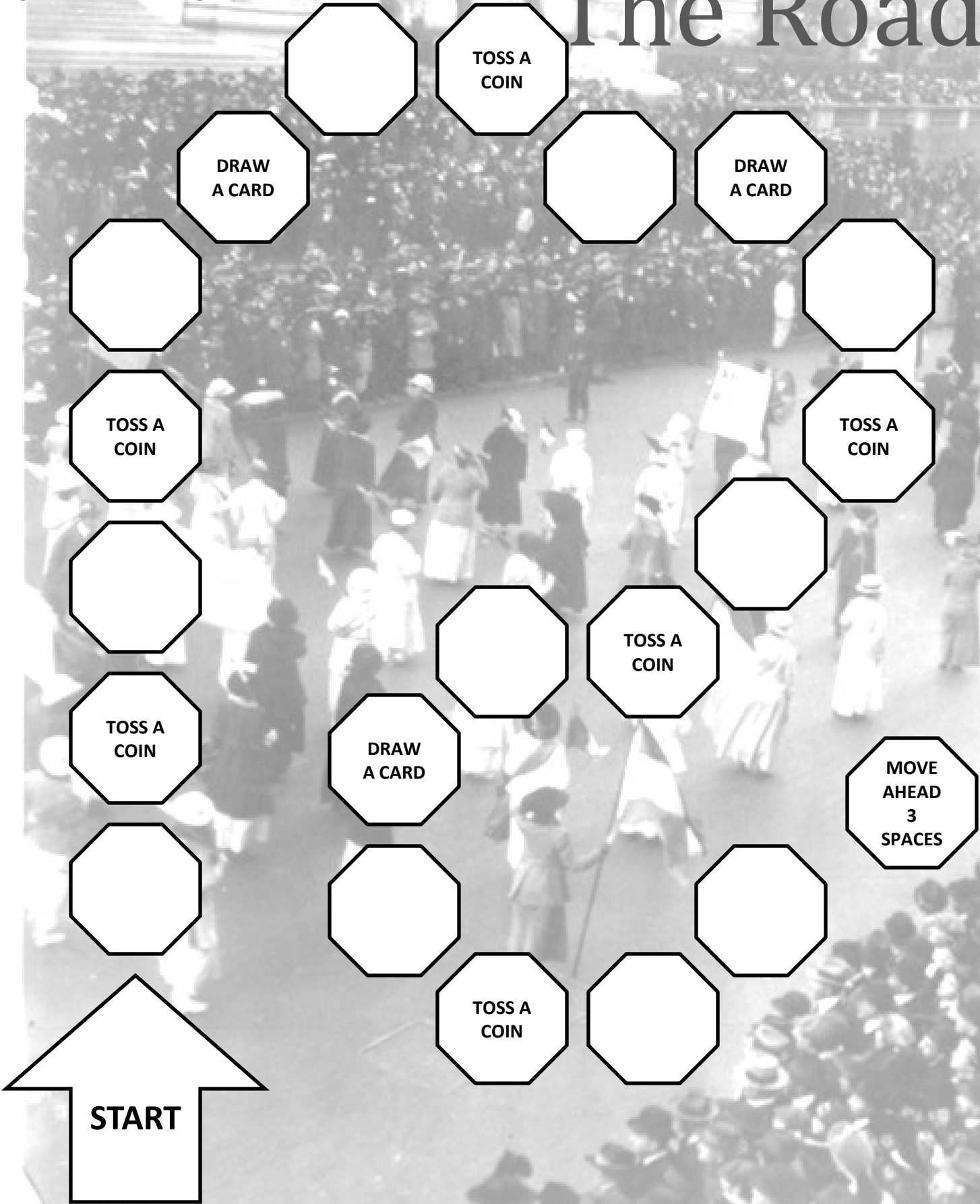
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| <p><u>It's 1923:</u> Alice Paul just drafted an Equal Rights Amendment stating that:</p> <p>“Men and women shall have equal rights throughout the United States and every place subject to its jurisdiction.”</p> <p>MOVE AHEAD 5 SPACES</p> | <p><u>It's 1970:</u> The Equal Rights Amendment was first introduced in Congress in 1923...</p> <p>But it's been introduced in every Congress since then, and has still not been approved—</p> <p>STAY WHERE YOU ARE</p> |
| <p><u>It's 1972:</u> Congress finally approved the Equal Rights Amendment, with a seven-year deadline for states to ratify...</p> <p>Wait to find out what happens—</p> <p>STAY WHERE YOU ARE</p> | <p><u>It's the late 1970s:</u> 35 of the 38 states needed to ratify the Equal Rights Amendment did so...</p> <p>But the deadline was missed, so the ERA was never added to the Constitution—</p> <p>STAY WHERE YOU ARE</p> |
| <p><u>It's 2010:</u> Women are running for and getting elected to office, and being appointed as judges...</p> <p>in greater numbers than ever—</p> <p>MOVE AHEAD 5 SPACES</p> | <p><u>It's 2010:</u> Women make up half the population of the United States...</p> <p>But only 17% of the members of Congress are women, and women account for about one-third of the judiciary—</p> <p>STAY WHERE YOU ARE</p> |
| <p><u>It's 1974:</u> Congress just passed the Equal Credit Opportunity Act. This ensures that lenders cannot discriminate against borrowers based on race, age, status as veterans,</p> <p><u>Or—thanks to Rep. Lindy Boggs— sex or marital status.</u></p> <p>MOVE AHEAD 5 SPACES</p> | <p><u>It's 2010:</u> You're a woman living in a rural area with three kids. Discrimination based on gender is illegal...</p> <p>But women have a harder time than men accessing credit, particularly those with children and in rural and poorer areas—</p> <p>STAY WHERE YOU ARE</p> |

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| <p><u>It's 1964:</u> Congress just passed the Equal Pay Act, which ensures that employers pay men and women the same for:</p> <p>“jobs [requiring] equal skill, effort, and responsibility, and which are performed under similar working conditions[.]”—</p> <p>MOVE AHEAD 5 SPACES</p> | <p><u>It's 2000:</u> The Equal Pay Act passed in 1964...</p> <p>But the 2000 Census revealed that women make only 75.5 cents for every dollar earned by men for the same work—</p> <p>STAY WHERE YOU ARE</p> |
| <p><u>It's 2007:</u> The Equal Pay Act passed in 1964...</p> <p>But women still make only 77 cents for every dollar earned by men for the same work (up from 75.5 cents in 2000)—</p> <p>STAY WHERE YOU ARE</p> | <p><u>It's 1972:</u> Congress just passed Title IX of the Education Amendments, authored by Rep. Patsy Mink...</p> <p>It's now illegal to exclude anyone, based on gender, from participating in any federally funded educational program—</p> <p>MOVE AHEAD 5 SPACES</p> |
| <p><u>It's 1984:</u> You're a student at Grove City College in Pennsylvania, which refuses to comply with Title IX of the Education Amendments...</p> <p>The College wins its Supreme Court case, and students now risk being excluded, based on gender, from educational programs—</p> <p>STAY WHERE YOU ARE</p> | <p><u>It's 1988</u> Congress passes the Civil Rights Restoration Act...</p> <p>It's now illegal to exclude anyone, based on gender, from participating in any educational program that receives any type of federal financial assistance, direct or indirect—</p> <p>MOVE AHEAD 5 SPACES</p> |
| <p><u>It's 2010:</u> Title IX passed in 1972, making it illegal to exclude anyone, based on gender, from participating in any federally funded educational program...</p> <p>But opponents of Title IX continue to offer challenges—</p> <p>STAY WHERE YOU ARE</p> | <p><u>It's 2010:</u> Women make up half the population...</p> <p>And women now make up over 46% of the workforce—</p> <p>MOVE AHEAD 5 SPACES</p> |

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|---|--|
| <p><u>It's 2010:</u> Women make up half the population...</p> <p>And 40% of women working outside the home are in management and professional positions, with numbers continuing to increase—</p> <p>MOVE AHEAD 4 SPACES</p> | <p><u>It's 2010:</u> Women make up half the population...</p> <p>And 31% of American lawyers are women, and numbers continue to increase—</p> <p>MOVE AHEAD 3 SPACES</p> |
| <p><u>It's 2010:</u> Women make up half the population...</p> <p>And 27% of physicians are women, and numbers continue to increase—</p> <p>MOVE AHEAD 2 SPACES</p> | <p><u>It's 2010:</u> Women make up half the population...</p> <p>But only 2% of Fortune 1000 companies have women as their CEOs—</p> <p>STAY WHERE YOU ARE</p> |
| <p><u>It's 2010:</u> Record numbers of women are enrolling in law and medical programs...</p> <p>But only 19% of law partners are women, and in most medical specialties, women account for much smaller percentages than they do among general practitioners.</p> <p>STAY WHERE YOU ARE</p> | <p><u>It's 2007:</u> Lilly Ledbetter sued Goodyear Tire for gender discrimination, and won...</p> <p>But Goodyear appealed because she had not filed the claim within 180 days—Justice Ginsburg and others disagreed, but the U.S. Supreme Court majority ruled for Goodyear.</p> <p>STAY WHERE YOU ARE</p> |
| <p><u>It's 2009:</u> President Obama signed the Lilly Ledbetter Fair Pay Act...</p> <p>This restores workers' rights to challenge illegal wage discrimination in federal courts.</p> <p>MOVE AHEAD 5 SPACES</p> | |

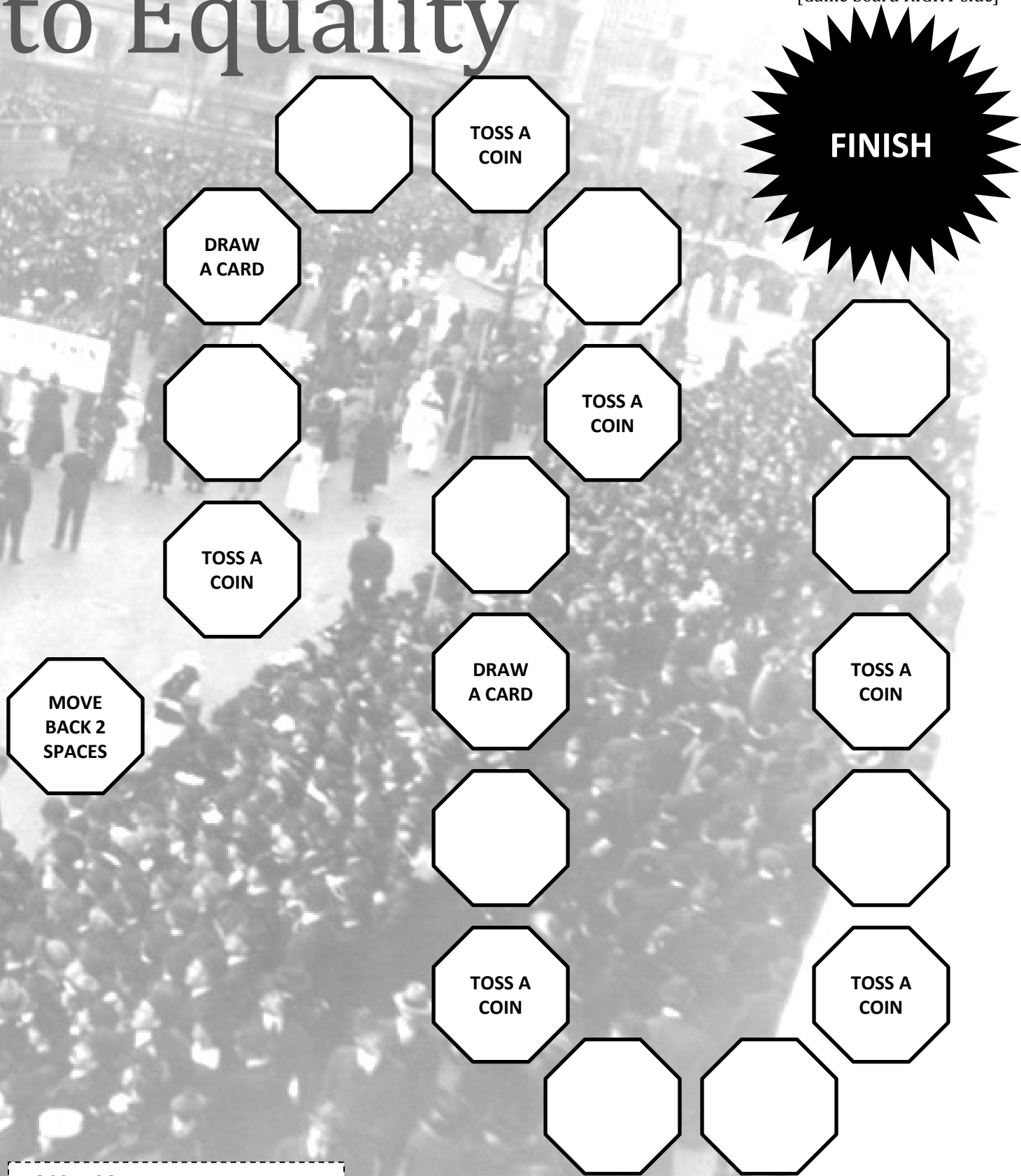
[Game board LEFT side]

The Road



to Equality

[Game board RIGHT side]



TOSS A COIN:
Heads = move ahead 3 spaces;
Tails = move ahead 2 spaces

Class Starter

In the Home vs. Outside the Home: How do we value work?

Grade Level: Middle or high school

Time Allotment: 15–20 minutes

Objectives: By thinking critically about gender stereotypes in relation to work in the home vs. outside the home, students will gain an awareness of how perceived value of work is connected to embedded views of gender roles.

Standards

- U.S. History – Standard 31: Understands economic, social, and cultural developments in the contemporary United States
- Life Skills (Thinking & Reasoning) – Standard 1: Understands and applies the basic principles of presenting an argument
- Life Skills (Thinking & Reasoning) – Standard 2: Understands and applies basic principles of logic and reasoning
- Life Skills (Working with Others) – Standard 1: Contributes to the overall effort of a group

Teacher Preparation: N/A

Instructional Sequence

1. On a board or large paper, brainstorm with the class a list of household chores/work done in the home, then a list of different types of jobs outside the home.
2. Assign points to each job based on a consensus about how much each is worth relative to the others (considering time involved, difficulty, etc.).
3. As a class, assign traditional/stereotypical gender roles to each job.
4. Tally up the points and analyze the results.
5. Closure: Discuss with the class, **Why do you think we tend to value work in the home differently from work outside the home?**

Adaptations

- Variation: This could also be done in small groups or individually.

Class Starter

Anti-Stereotypes Bingo: Are gender stereotypes valid?

Grade Level: Upper elementary, middle or high school

Time Allotment: 15–20 minutes

Objectives: Through this interactive game, students will consider (and reconsider) gender stereotypes that are embedded in American society.

Standards

- U.S. History – Standard 31. Understands economic, social, and cultural developments in the contemporary United States
- Life Skills (Working with Others) – Standard 3: Works well with diverse individuals and in diverse situations
- Life Skills (Working with Others) – Standard 4: Displays effective interpersonal communication skills

Teacher Preparation

- Print **Bingo sheet** (provided here) and make copies, one per student.

Instructional Sequence

1. Brainstorm with the class a list of stereotypes about men and women.
2. Hand out Bingo sheets. Explain to students that instead of numbers, the boxes are labeled with anti-stereotypes—men and women who do not fit gender stereotypes. Ask them to interact with each other to find someone in the class who knows an example of each (and have classmates initial in the respective box), until someone gets 5 in a row (Bingo!).
3. Closure: Discuss with the class, **Were you surprised by some of the examples you got from your classmates? How do you feel about the gender stereotypes that were brought up?**

Anti-Stereotypes Bingo

Find someone in the class who knows a...

And have them initial on the line on your sheet.
When you have 5 boxes filled in a row—horizontal, vertical or diagonal—say BINGO

| | | | | |
|--|--|--|--|--|
| Man who's shorter than his significant other _____ | Female business-owner _____ | Stay-at-home Dad _____ | Man who hates watching sports _____ | Man who's not good at sports _____ |
| Woman who hates to shop _____ | Male Teacher _____ | Woman who's a good driver _____ | Woman with no kids _____ | Woman who can change a tire _____ |
| Man who does the laundry _____ | Woman who's not a good cook _____ | *FILL IN YOUR OWN* _____ _____ _____ _____ _____ | Man who's a good cook _____ | Female doctor _____ |
| Man who's a good dancer _____ | Man who's younger than his significant other _____ | Woman who's a good athlete _____ | Man who does the grocery shopping _____ | Woman who mows the lawn _____ |
| Man who cleans the house _____ | Woman who doesn't wear makeup _____ | Man who likes to shop _____ | Woman who's good at math _____ | Woman who likes to watch sports _____ |

Class Starter

Regrettable Quotes: How has gender been viewed throughout history?

Grade Level: Middle or high school

Time Allotment: 10–15 minutes

Objectives: By interpreting historical, sexist views on gender and analyzing them in relation to modern society, students will gain an awareness of how these precedents have influenced attitudes that still persist today.

Standards

- History (Historical Understanding) – Standard 2: Understands the historical perspective
- Life Skills (Thinking & Reasoning) – Standard 2: Understands and applies basic principles of logic and reasoning
- Life Skills (Thinking & Reasoning) – Standard 3: Effectively uses mental processes that are based on identifying similarities and differences

Teacher Preparation

➤ Print **Quotes sheet** (provided here) and cut apart on dotted lines, into strips (before cutting, make copies as needed, so you have at least one quote/strip per student).

Instructional Sequence

1. Hand out quote strips, at least one per student (it's ok if more than one student has the same quote).
2. Have students take turns reading the respective quote aloud to the class. Ask, **In your own words, what do you think this person is saying? Do you agree with it? Do you think people still feel this way today** (and can you think of any examples of modern equivalents/sayings)?
3. Closure: Ask the class, **Were you surprised by some of the quotes? How have things changed since these were written/said (do you feel society has changed)?**

Adaptations

- Variation/Extension: Have students respond to some or all of the above questions in writing.

“A woman should be good for everything at home, but abroad good for nothing.”
—Euripides (480/85–406 B.C.)

“All the pursuits of men are the pursuits of women also, but in all of them a woman is inferior to a man.”
—Plato (428/27–348/47 B.C.)

“Women should remain at home, sit still, keep house and bear children” —Martin Luther (1483–1546)

“Her voice was ever soft, / Gentle, and low,—an excellent thing in woman.”
—William Shakespeare (1564–1616)

“Let not women’s weapons, water-drops, / Stain my man’s cheeks!”
—William Shakespeare (1564–1616)

“Most women have no characters at all.” —Alexander Pope (1688–1744)

“Men, some to business, some to pleasure take; / But every woman is at heart a rake.” [A rake is someone who conducts himself/herself immorally] —Alexander Pope (1688–1744)

“Sir, a woman preaching is like a dog’s walking on his hind legs. It is not done well; but you are surprised to find it done at all.” —Samuel Johnson (1709–1784)

“Nature intended women to be our slaves[. T]hey are our property...Women are nothing but machines for producing children.” —Napoleon Bonaparte (1769–1821)

“To say why gals acts so or so, / Or don’t, ’ould be persumin’; / Mebby to mean yes an’ say no / Comes nateral to women.” —James Russell Lowell (1819–1891)

“Regard the society of women as a necessary unpleasantness of social life, and avoid it as much as possible.” —Leo Tolstoy (1828–1910)

“No woman is a genius; women are a decorative sex.” —Oscar Wilde (1854–1900)

“[The average American man] thinks it a pity that the mass of women should be directly concerned with politics.” —From *Life*, November 15, 1906

Class Starter

Guess Who Did This: How does gender bias affect our judgment?

Grade Level: Upper elementary, middle or high school

Time Allotment: 10–15 minutes

Objectives: By being asked to match a group of men and women (about whom they may know nothing) to a list of feats, students will realize that their own preconceptions based on gender may lead them to make mistaken judgments about people's roles and abilities.

Standards

- U.S. History – Standard 31. Understands economic, social, and cultural developments in the contemporary United States
- Life Skills (Working with Others) – Standard 1: Contributes to the overall effort of a group
- Life Skills (Working with Others) – Standard 4: Displays effective interpersonal communication skills

Teacher Preparation

- Decide whether you would like students to make their guesses individually, in small groups, or as a whole class, then print **photo page and student worksheet** (both provided here) and make copies accordingly.
- (To save on copies, if you have the equipment, project the photo page and/or list of feats, and have students number a piece of scrap paper 1–18 to record their guesses.)

Instructional Sequence

1. Hand out materials (as above). Ask students, with no further information, to make their best guess at matching the 18 photos with the list of feats. Give them 5 minutes to record their guesses.
2. Review the correct answers with the class (Answer Key below).
3. Ask, How many got all 18 right? More than 15? More than 10? Etc.
4. Closure: Discuss with the class, **What did you learn about men and women, and about yourself by doing this?**

Answer Key

1. Co-inventor of Post-It Notes: **Art Fry** (b. 1931)
2. Racecar driver: **Danica Patrick** (b. 1982)
3. Inventor of the sewing machine: **Elias Howe** (1819–1867)
4. Former astronaut: **Ellen Lauri Ochoa** (b. 1958)
5. Inventor of ice rink resurfacing machine: **Frank Zamboni** (1901–1988)
6. Inventor of the gas mask and traffic signal: **Garrett Morgan** (1877–1963)
7. Developed 325 uses for peanuts: **George Washington Carver** (ca. 1864–1943)
8. Co-inventor of communication system to make torpedoes harder for enemies to detect: **Hedy Lamarr** (1913–2000)
9. Inventor of the Super Soaker: **Lonnie Johnson** (b. 1949)
10. Millionaire inventor of a hair-growing lotion: **Madam C.J. Walker** (1867–1919)
11. Inventor of the game board ("The Checkered Game of Life"): **Milton Bradley** (1836–1911)
12. Molecular biologist: **Nancy Hopkins** (b. 1944)
13. Inventor of wrinkle-free cotton: **Ruth Benerito** (b. 1916)
14. Former Presidential candidate: **Shirley Chisholm** (1924–2005)
15. Inventor of Kevlar (used for bulletproof vests, etc.): **Stephanie Kwolek** (b. 1923)
16. Inventor of the revolving door: **Theophilus Van Kannel** (1841–1919)
17. Inventor of the safety pin: **Walter Hunt** (1796–1859)
18. Rocket scientist: **Yvonne Brill** (b. 1924)

| | | | | | | | | | | | |
|------------|---|-------------------|---|---------------|---|----------------------|--|------------------|---|-------------------|---|
| 1. Art Fry |  | 2. Danica Patrick |  | 3. Elias Howe |  | 4. Ellen Lauri Ochoa |  | 5. Frank Zamboni |  | 6. Garrett Morgan |  |
|------------|---|-------------------|---|---------------|---|----------------------|--|------------------|---|-------------------|---|

| | | | | | | | | | | | |
|-----------------------------|--|----------------|---|-------------------|---|--------------------------|---|--------------------|--|-------------------|--|
| 7. George Washington Carver |  | 8. Hedy Lamarr |  | 9. Lonnie Johnson |  | 10. Madam C.J. Alexander |  | 11. Milton Bradley |  | 12. Nancy Hopkins |  |
|-----------------------------|--|----------------|---|-------------------|---|--------------------------|---|--------------------|--|-------------------|--|

| | | | | | | | | | | | |
|-------------------|---|----------------------|---|----------------------|---|---------------------------|--|-----------------|---|------------------|---|
| 13. Ruth Benerito |  | 14. Shirley Chisholm |  | 15. Stephanie Kwolek |  | 16. Theophilus Van Kannel |  | 17. Walter Hunt |  | 18. Yvonne Brill |  |
|-------------------|---|----------------------|---|----------------------|---|---------------------------|--|-----------------|---|------------------|---|

Guess Who Did This

Fill in the number of the person you think matches the following feats:

- _____ Co-inventor of communication system to make torpedoes harder for enemies to detect
- _____ Co-inventor of Post-It Notes
- _____ Developed 325 uses for peanuts
- _____ Former astronaut
- _____ Former Presidential candidate
- _____ Inventor of ice rink resurfacing machine
- _____ Inventor of Kevlar (used for bulletproof vests, etc.)
- _____ Inventor of the game board ("The Checkered Game of Life")
- _____ Inventor of the gas mask and traffic signal
- _____ Inventor of the revolving door
- _____ Inventor of the safety pin
- _____ Inventor of the sewing machine
- _____ Inventor of the Super Soaker
- _____ Inventor of wrinkle-free cotton
- _____ Millionaire inventor of a hair-growing lotion
- _____ Molecular biologist
- _____ Racecar driver
- _____ Rocket scientist

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- _____ Racecar driver
- _____ Rocket scientist

Class Starter

Women's Quotes on Gender: How have they changed over time?

Grade Level: Middle or high school

Time Allotment: 10–15 minutes

Objectives: By studying a series of quotes dating back to the 18th century (to present) and discussing their observations, students will discover that women's focus and feelings, with regard to women's rights and gender equality, has shifted over the course of several generations.

Standards

- History (Historical Understanding) – Standard 2: Understands the historical perspective
- U.S. History – Standard 31: Understands economic, social, and cultural developments in the contemporary United States
- Language Arts (Writing) – Standard 1: Uses the general skills and strategies of the writing process
- Life Skills (Thinking & Reasoning) – Standard 3: Effectively uses mental processes that are based on identifying similarities and differences

Teacher Preparation

- Print **Women's Quotes** handout (2 pages, provided here) and make copies, one set per student.

Instructional Sequence

1. Hand out copies, and ask students to read the quotes to themselves, then choose one earlier quote that stands out in their mind, and one more recent.
2. Ask students to respond to the following in writing for the two quotes they chose:
 1. **In your own words, what is the authors are saying?**
 2. **Do you agree with them?**
 3. **In 2 paragraphs, compare/contrast the earlier and the more recent quote: How are they different in what they're expressing? Why do you think they're different, if you feel that way?**
3. Closure: Ask for volunteers to share some of their responses.

Adaptations

- Variation: Ask students to pick one of the quotes they like, agree with, and/or are inspired by, and respond in writing, 2–3 paragraphs, about why they chose it.

- 1.) "If particular care and attention is not paid to the ladies, we are determined to foment a rebellion, and will not hold ourselves bound by any laws in which we have no voice, or representation."
—**Abigail Adams (1744–1818)**, John Adams' wife was her husband's frequent correspondent, writing about intellectual and political matters. She advised him as he worked on the Revolutionary cause and again, as he helped to form a new nation.
- 2.) "The true Republic: men, their rights and nothing more; women, their rights and nothing less."
—**Susan B. Anthony (1820–1906)** was a prominent rights leader and suffragist.
- 3.) "If society will not admit of woman's free development, then society must be remodeled."
—**Elizabeth Blackwell (1821–1910)** was the first woman to graduate from medical school with an M.D. and a pioneer in educating women in medicine.
- 4.) "The true worth of a race must be measured by the character of its womanhood."
—**Mary Jane McLeod Bethune (1875–1955)** was born to parents who had been slaves. She started a school for black students, advocated for black girls and women, and eventually served as a member of Franklin Roosevelt's "Black Cabinet," advising on concerns of African Americans.
- 5.) "The door might not be opened to a woman again for a long, long time, and I had a kind of duty to other women to walk in and sit down on the chair that was offered, and so establish the right of others long hence and far distant in geography to sit in the high seats."
—**Frances Perkins (1880–1965)** was the first woman appointed to a President's cabinet, as Secretary of Labor for Franklin Roosevelt's entire presidency. She was central to the development of Social Security, unemployment insurance and a federal minimum wage.
- 6.) "A woman is like a tea bag—you can't tell how strong she is until you put her in hot water."
—**Eleanor Roosevelt (1884–1962)** was the First Lady of the United States from 1933 to 1945. She was an advocate for civil rights and for women's rights. She chaired the Kennedy administration's Presidential Commission on the Status of Women, an initiative that helped launch the feminist movement of the 1960s.
- 7.) "I have had to go to men as sources in my painting because the past has left us so small an inheritance of woman's painting."
—**Georgia O'Keeffe (1887–1986)** was a major figure in 20th-century American art. She was one of the few female artists to gain recognition in Europe as well as America.
- 8.) "Many societies have educated their male children on the simple device of teaching them not to be women."
—**Margaret Mead (1901–1978)** was a distinguished anthropologist, intellectual and social commentator on issues related to education, women's rights and the environment.
- 9.) "At present, our country needs women's idealism and determination, perhaps more in politics than anywhere else."
—**Shirley Chisholm (1924–2005)** was a politician, educator, and author. She was the first black woman elected to Congress and the first major-party black candidate for the presidency.

- 10.) "The problem with our education system is not that parents do not have a choice. The problem is that inequity continues to exist."
—**Patsy Mink (1927–2002)** served as Assistant Secretary of State and a congresswoman from Hawaii. In Congress she wrote the landmark Title IX Amendment of the Education Amendments of 1972, which prohibited gender discrimination by federally funded institutions. She also wrote the Women's Educational Equity Act.
- 11.) "When I first ran for the state legislature, it was simply a matter of political reality that, in order to get elected, a woman had to appear and act 'feminine.' People gave up their traditional notions only grudgingly."
—**Sandra Day O'Connor (1930–)** was a lawyer, state legislator and the first woman member of the Supreme Court of the United States.
- 12.) "The first problem for all of us, men and women, is not to learn, but to unlearn."
—**Gloria Steinem (1934–)** became recognized as the spokeswoman of the Women's Liberation Movement in the 1960s and 70s.
- 13.) "The day it dawns on you that for all those years it is possible nobody ever saw you as an equal in the profession to which you gave so much of your life—that day is a very devastating day."
—**Nancy Hopkins (1944–)**, a molecular biologist at MIT, became an advocate for gender equity in scientific fields.
- 14.) "Prior to my election, young Cherokee girls would never have thought that they might grow up and become chief."
—**Wilma Mankiller (1945–2010)** was the first female Chief of the Cherokee Nation. She encouraged development of tribally-owned businesses and supported projects to improve infrastructure and social services.
- 15.) "In too many instances, the march to globalization has also meant the marginalization of women and girls. And that must change."
—**Hillary Clinton (1947–)** was First Lady of the United States, United States Senator from New York, Democratic candidate for the presidency and is Secretary of State. She has spent the bulk of her career working on initiatives and laws to protect the legal rights and health of children and women.
- 16.) "Whether born from experience or inherent physiological or cultural differences, our gender and national origins may and will make a difference in our judging."
—**Sonia Sotomayor (1954–)** is the first Latina to serve on the Supreme Court of the United States.
- 17.) "What everyone in the astronaut corps shares in common is not gender or ethnic background, but motivation, perseverance, and desire—the desire to participate in a voyage of discovery."
—**Ellen Lauri Ochoa (1958–)** is a spacecraft technology engineer, a former astronaut and current Deputy Director of the Johnson Space Center. Ochoa became the first Hispanic woman in the world to go into space.

In-Depth Classroom Activities

Instruction and development to raise student achievement

Two Declarations: The Declaration of Independence and the Declaration of Sentiments

Grade Level: Middle or high school

Time Allotment: 1 class period+

Objectives: By deconstructing the Declaration of Sentiments alongside the Declaration of Independence, after which it was modeled, students will gain an understanding of the document and the perspective of its authors at the first women's rights convention.

Standards

- History (Historical Understanding) – Standard 1: Understands and knows how to analyze chronological relationships and patterns
- U.S. History – Standard 6: Understands the causes of the American Revolution, the ideas and interests involved in shaping the revolutionary movement, and reasons for the American victory
- U.S. History – Standard 12: Understands the sources and character of cultural, religious, and social reform movements in the antebellum period
- Civics – Standard 8: Understands the central ideas of American constitutional government and how this form of government has shaped the character of American society
- Civics – Standard 25: Understands issues regarding personal, political, and economic rights
- Language Arts (Reading) – Standard 5: Uses the general skills and strategies of the reading process
- Life Skills (Thinking & Reasoning) – Standard 3: Effectively uses mental processes that are based on identifying similarities and differences
- Life Skills (Working with Others) – Standard 1: Contributes to the overall effort of a group

Teacher Preparation

- Gather **background information** as needed:
 - Declaration of Sentiments: www.nps.gov/wori/historyculture/
 - Declaration of Independence: www.archives.gov/historical-docs/
- Print **Declarations** (provided here) and divide up text according to how many student groups you would like to have (see below).

Instructional Sequence

1. Give students some background information about the Declarations (who, what, when, where, why, etc.)
2. Divide class in half; assign one half the first document, and the other half the second. Then divide students into smaller groups, assigning a portion of the respective document to each small group.
3. Ask students to work with their small group to read, discuss, and rewrite/paraphrase their document portion in their group's own words. Give them about 15 minutes to do this.
4. Then, have groups present their paraphrased version to the class, alternating back and forth through the two documents, as they align. (Discuss with the class along the way to help ensure comprehension.)
5. Have a class discussion about the similarities and differences between the Declarations; **What was the Declaration of Sentiments declaring that was not included in the Declaration of Independence?**

Continued on next page

6. Closure: Follow up this exercise with an individual writing/homework assignment; ask students in 2 or 3 paragraphs to reflect:
 - **Why do you think the Declaration of Sentiments was modeled after the Declaration of Independence?**
 - **Why or why not do you think this was an effective strategy?**

Adaptations

- Simplified: Use the Declaration of Sentiments only.
- Advanced: Add another document—the **Declaration of Rights of the Women of the United States** (National Woman Suffrage Association, 1876): <http://ecssba.rutgers.edu/docs/decl.html>

The Declaration of Independence

From: www.archives.gov/historical-docs/document.html?doc=1&title.raw=Declaration%20of%20Independence

IN CONGRESS, July 4, 1776.

The unanimous Declaration of the thirteen united States of America,

When in the Course of human events, it becomes necessary for one people to dissolve the political bands which have connected them with another, and to assume among the powers of the earth, the separate and equal station to which the Laws of Nature and of Nature's God entitle them, a decent respect to the opinions of mankind requires that they should declare the causes which impel them to the separation.

We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness.--That to secure these rights, Governments are instituted among Men, deriving their just powers from the consent of the governed, --That whenever any Form of Government becomes destructive of these ends, it is the Right of the People to alter or to abolish it, and to institute new Government, laying its foundation on such principles and organizing its powers in such form, as to them shall seem most likely to effect their Safety and Happiness. Prudence, indeed, will dictate that Governments long established should not be changed for light and transient causes; and accordingly all experience hath shewn, that mankind are more disposed to suffer, while evils are sufferable, than to right themselves by abolishing the forms to which they are accustomed. But when a long train of abuses and usurpations, pursuing invariably the same Object evinces a design to reduce them under absolute Despotism, it is their right, it is their duty, to throw off such Government, and to provide new Guards for their future security.--Such has been the patient sufferance of these Colonies; and such is now the necessity which constrains them to alter their former Systems of Government. The history of the present King of Great Britain is a history of repeated injuries and usurpations, all having in direct object the establishment of an absolute Tyranny over these States. To prove this, let Facts be submitted to a candid world.

He has refused his Assent to Laws, the most wholesome and necessary for the public good.

He has forbidden his Governors to pass Laws of immediate and pressing importance, unless suspended in their operation till his Assent should be obtained; and when so suspended, he has utterly neglected to attend to them.

He has refused to pass other Laws for the accommodation of large districts of people, unless those people would relinquish the right of Representation in the Legislature, a right inestimable to them and formidable to tyrants only.

He has called together legislative bodies at places unusual, uncomfortable, and distant from the depository of their public Records, for the sole purpose of fatiguing them into compliance with his measures.

Declaration of Independence – Continued

He has dissolved Representative Houses repeatedly, for opposing with manly firmness his invasions on the rights of the people.

He has refused for a long time, after such dissolutions, to cause others to be elected; whereby the Legislative powers, incapable of Annihilation, have returned to the People at large for their exercise; the State remaining in the mean time exposed to all the dangers of invasion from without, and convulsions within.

He has endeavoured to prevent the population of these States; for that purpose obstructing the Laws for Naturalization of Foreigners; refusing to pass others to encourage their migrations hither, and raising the conditions of new Appropriations of Lands.

He has obstructed the Administration of Justice, by refusing his Assent to Laws for establishing Judiciary powers.

He has made Judges dependent on his Will alone, for the tenure of their offices, and the amount and payment of their salaries.

He has erected a multitude of New Offices, and sent hither swarms of Officers to harrass our people, and eat out their substance.

He has kept among us, in times of peace, Standing Armies without the Consent of our legislatures.

He has affected to render the Military independent of and superior to the Civil power.

He has combined with others to subject us to a jurisdiction foreign to our constitution, and unacknowledged by our laws; giving his Assent to their Acts of pretended Legislation:

For Quartering large bodies of armed troops among us:

For protecting them, by a mock Trial, from punishment for any Murders which they should commit on the Inhabitants of these States:

For cutting off our Trade with all parts of the world:

For imposing Taxes on us without our Consent:

For depriving us in many cases, of the benefits of Trial by Jury:

For transporting us beyond Seas to be tried for pretended offences

For abolishing the free System of English Laws in a neighbouring Province, establishing therein an Arbitrary government, and enlarging its Boundaries so as to render it at once an example and fit instrument for introducing the same absolute rule into these Colonies:

For taking away our Charters, abolishing our most valuable Laws, and altering fundamentally the Forms of our Governments:

For suspending our own Legislatures, and declaring themselves invested with power to legislate for us in all cases whatsoever.

He has abdicated Government here, by declaring us out of his Protection and waging War against us.

He has plundered our seas, ravaged our Coasts, burnt our towns, and destroyed the lives of our people.

Declaration of Independence – Continued

He is at this time transporting large Armies of foreign Mercenaries to compleat the works of death, desolation and tyranny, already begun with circumstances of Cruelty & perfidy scarcely paralleled in the most barbarous ages, and totally unworthy the Head of a civilized nation.

He has constrained our fellow Citizens taken Captive on the high Seas to bear Arms against their Country, to become the executioners of their friends and Brethren, or to fall themselves by their Hands.

He has excited domestic insurrections amongst us, and has endeavoured to bring on the inhabitants of our frontiers, the merciless Indian Savages, whose known rule of warfare, is an undistinguished destruction of all ages, sexes and conditions.

In every stage of these Oppressions We have Petitioned for Redress in the most humble terms: Our repeated Petitions have been answered only by repeated injury. A Prince whose character is thus marked by every act which may define a Tyrant, is unfit to be the ruler of a free people.

Nor have We been wanting in attentions to our Brittish brethren. We have warned them from time to time of attempts by their legislature to extend an unwarrantable jurisdiction over us. We have reminded them of the circumstances of our emigration and settlement here. We have appealed to their native justice and magnanimity, and we have conjured them by the ties of our common kindred to disavow these usurpations, which, would inevitably interrupt our connections and correspondence. They too have been deaf to the voice of justice and of consanguinity. We must, therefore, acquiesce in the necessity, which denounces our Separation, and hold them, as we hold the rest of mankind, Enemies in War, in Peace Friends.

We, therefore, the Representatives of the united States of America, in General Congress, Assembled, appealing to the Supreme Judge of the world for the rectitude of our intentions, do, in the Name, and by Authority of the good People of these Colonies, solemnly publish and declare, That these United Colonies are, and of Right ought to be Free and Independent States; that they are Absolved from all Allegiance to the British Crown, and that all political connection between them and the State of Great Britain, is and ought to be totally dissolved; and that as Free and Independent States, they have full Power to levy War, conclude Peace, contract Alliances, establish Commerce, and to do all other Acts and Things which Independent States may of right do. And for the support of this Declaration, with a firm reliance on the protection of divine Providence, we mutually pledge to each other our Lives, our Fortunes and our sacred Honor.

[Followed by signatures]

Declaration of Sentiments

From: www.nps.gov/wori/historyculture/declaration-of-sentiments.htm

When, in the course of human events, it becomes necessary for one portion of the family of man to assume among the people of the earth a position different from that which they have hitherto occupied, but one to which the laws of nature and of nature's God entitle them, a decent respect to the opinions of mankind requires that they should declare the causes that impel them to such a course.

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. Whenever any form of Government becomes destructive of these ends, it is the right of those who suffer from it to refuse allegiance to it, and to insist upon the institution of a new government, laying its foundation on such principles, and organizing its powers in such form as to them shall seem most likely to effect their safety and happiness. Prudence, indeed, will dictate that governments long established should not be changed for light and transient causes; and accordingly, all experience hath shown that mankind are more disposed to suffer, while evils are sufferable, than to right themselves, by abolishing the forms to which they are accustomed. But when a long train of abuses and usurpations, pursuing invariably the same object, evinces a design to reduce them under absolute despotism, it is their duty to throw off such government, and to provide new guards for their future security. Such has been the patient sufferance of the women under this government, and such is now the necessity which constrains them to demand the equal station to which they are entitled.

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.

Declaration of Sentiments – Continued

He has so framed the laws of divorce, as to what shall be the proper causes of divorce; 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 the 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.

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 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 these United States.

In entering upon the great work before us, we anticipate no small amount of misconception, misrepresentation, and ridicule; but we shall use every instrumentality within our power to effect our object. We shall employ agents, circulate tracts, petition the State and national Legislatures, and endeavor to enlist the pulpit and the press in our behalf. We hope this Convention will be followed by a series of Conventions, embracing every part of the country.

Firmly relying upon the final triumph of the Right and the True, we do this day affix our signatures to this declaration.

[Followed by signatures]

Examining the Evidence: Suffrage & Anti-Suffrage Ephemera

Grade Level: Middle or high school

Time Allotment: 1 class period+

Objectives: By examining and analyzing political cartoons and other ephemera dating to the women's suffrage campaign era in the U.S., students will investigate and discover what primary source images can tell us about attitudes and events of the period in which they were made.

Standards

- History (Historical Understanding) – Standard 2: Understands the historical perspective
- U.S. History – Standard 20: Understands how Progressives and others addressed problems of industrial capitalism, urbanization, and political corruption
- U.S. History – Standard 22: Understands how the United States changed between the post-World War I years and the eve of the Great Depression
- Language Arts (Viewing) – Standard 9: Uses viewing skills and strategies to understand and interpret visual media
- Life Skills (Thinking & Reasoning) – Standard 1: Understands and applies the basic principles of presenting an argument
- Life Skills (Thinking & Reasoning) – Standard 2: Understands and applies basic principles of logic and reasoning
- Life Skills (Working with Others) – Standard 4: Displays effective interpersonal communication skills

Teacher Preparation

- Print **images** (provided here) and make copies (or use a projector) according to how you would like to conduct this activity (see below).
- Print **Primary Source Analysis Guide/worksheet** (provided here) and make copies, either one per student or one per group.

Instructional Sequence

1. Share [or review with] your class the definition of a primary vs. secondary source.
2. Optional Exercise (before or after “Examining the Evidence”): Ask the class, **100 years from now, what primary sources do you think future Americans might look at to learn about us/society in the early 2000s?** Brainstorm a list on a board or large paper.
3. Divide students into groups of 2 to 4, and hand out materials. (Start with one image and one worksheet per group, unless you would like to have students fill out sheets individually.)
4. Ask students to follow the Primary Source Analysis Guide in examining their image(s), and in conversation with their group, take notes on the sheet. Give them 10–15 minutes to do this.
5. Optional: Rotate images and repeat if you would like students to examine more than one image.
6. Have groups share their images and some of their observations, reflections, and questions with the class. Follow up with questions such as: **If a similar image was made today, what do you think would be different? Why or why not do you feel this image is important? What is the most important thing you learned from examining it?**
7. Closure: Have students write a paragraph or two about why or why not they feel images are useful primary sources for learning about the past.

Continued on next page

Adaptations

- Variation: Have students examine images individually.
- Variation: If you have the equipment, project the image/s and examine as a whole class.
- Advanced/Extension: Have students compare/contrast two or more images at once.
- Advanced/Extension: Using their notes, have students identify a question/s for further investigation and develop a research strategy for finding answers (What more do you want to know, and how can you find out?).

Examining the Evidence

| | | | | |
|-----------------|--|--|--|--|
| OBSERVE | First thing you notice: | Something small but interesting: | Something surprising and/or that you can't explain: | Something you didn't notice at first: |
| | Where do you think this came from? | What's the target audience? (Who was it made for?) | Why did someone make this? (What were they trying to say?) | What was going on at the time?—take a guess: |
| REFLECT | | | | |
| QUESTION | What else do you wonder about this? | | | |
| | <ul style="list-style-type: none"> ➤ Who: ➤ What: ➤ When: ➤ Where: ➤ Why: ➤ How: | | | |

Image Key for Teachers

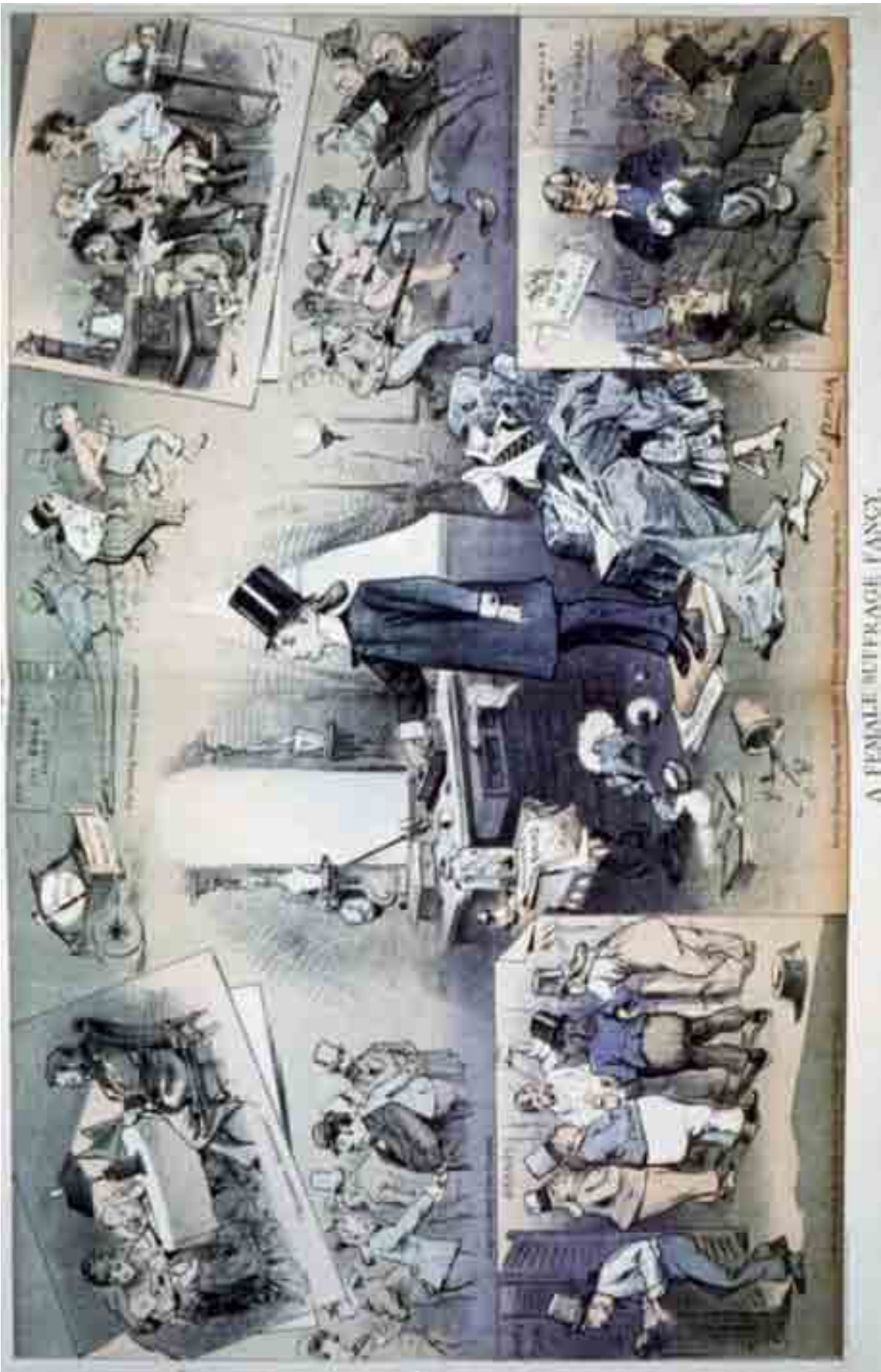
Images from Library of Congress

- A. **“Flocking for Freedom. (They Saved the Ancient Capitol: they Besiege the Modern.)”** illustration in *Puck* (humor magazine), January 23, 1878.
Caricature of leading women suffragettes, including Anthony, Stanton, Stone, Walker, Cozzens & Hooker, leading a gaggle of geese toward the U.S. Capitol
- B. **“A Female Suffrage Fancy,”** illustration in *Puck* (humor magazine), July 14, 1880.
Composite of eight caricatures showing women dressing and interacting in society as men: drinking; voting for handsome candidates; driving ugly men from the polls; and a domestic scene showing a man taking care of children
- C. **“Woman’s Rights – Wash Day,”** stereograph, ca. 1892.
Man doing laundry, as woman reads
- D. **“Mind the Children, finish the washing, and have dinner at 12,”** stereograph, ca. 1900.
Woman speaking to man as he ties her boot and two children play on floor
- E. **“Mr. and Mrs. Henpeck was the dishes,”** stereograph, ca. 1903.
Man washing dishes, as woman reads
- F. **“Signing the Declaration of their Independence,”** illustration in *Puck* (humor magazine), June 28, 1911.
Caricature of suffragettes dressed as men with declaration of their independence to vote.
- G. **“Declaration of Independence, July 4th, 1776,”** engraving by Waterman L. Ormsby, 1876 after John Trumbull’s 1786–1820 painting.
Presenting draft of the Declaration to Congress.
- H. **“The Unknown. Expressing the Attitude of the Average Politician Toward the woman Suffrage Movement,”** illustration in *Puck* (humor magazine), July 10, 1912.
Caricature showing a woman kneeling with her hand raised over a fire “equal rights”; men as apes afraid of it.
- I. **“The Only Way. ‘The only way we can gain woman’s suffrage is by making our appeal through our charm, our grace, and our beauty,’”** illustration in *Judge*, November 9, 1912.
Cartoon showing clownish-looking women wearing garish clothing at a meeting.
- J. **“Official program – Woman suffrage procession, Washington, D.C. March 3, 1913.”**
Cover of program for the National American Women’s Suffrage Association procession, showing woman, in elaborate attire, with cape, blowing long horn, from which is draped a “votes for women” banner, on decorated horse, with U.S. Capitol in background.
- K. **“Woman. ‘Queen of the Home,’ say the Anti-Suffragists—Yes: Queen of a Cook-Stove Throne,”** illustration in *Puck* (humor magazine), December 5, 1914.
Caricature showing woman seated on stove.
- L. **“‘I Did Not Raise My Girl to Be a Voter.’ Soprano Solo With Vociferous Supporting Chorus of Male Voices,”** illustration in *Puck* (humor magazine), October 9, 1915.
Caricature showing “political boss” conducting chorus, with woman “anti” in front of men “procurer,” “dive-keeper,” “child labor employer,” “grafter,” “cadet” and “sweat shop owner.”
- M. **“Just Like Joan of Arc. The Anti-Suffragist Has a ‘Vision’ of Her Duty,”** illustration in *Puck* (humor magazine), October 16, 1915.
Caricature showing man “corrupt politics” showing sword “woman’s place is in the home” to woman “anti-suffragist.”

A



B





*Sold only by Underwood & Underwood,
Liverpool, New York, Chicago, Toronto, Ottawa, Ross, El Paso, Tex.*



*Woman's Rights - Wash Day.
Les droits de la femme - Jour de lavage.*

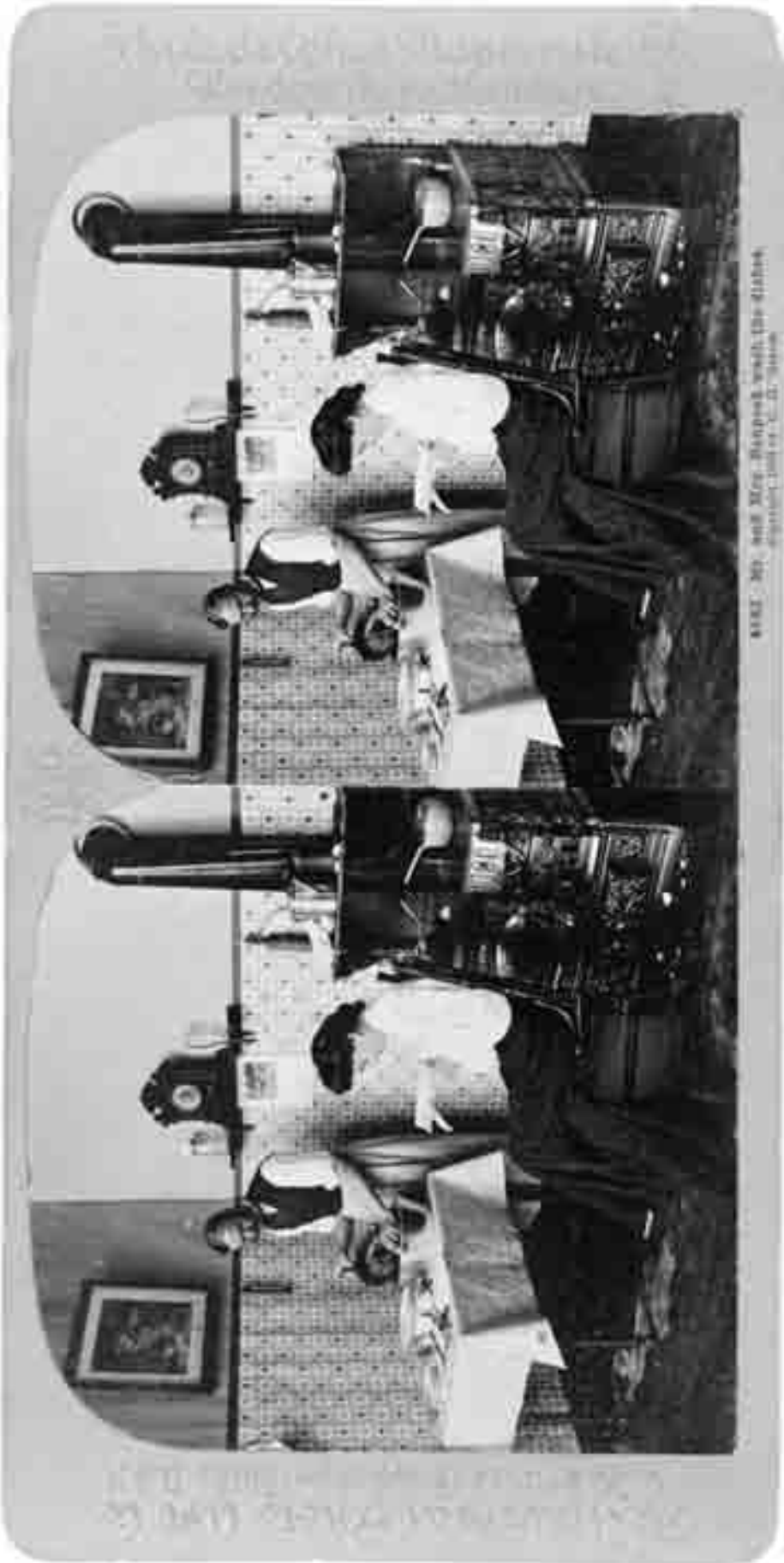


Oppression, Love, My Mother - Love & My Mother.

*Blackman & Hyman, Publishers,
New York, N.Y.*

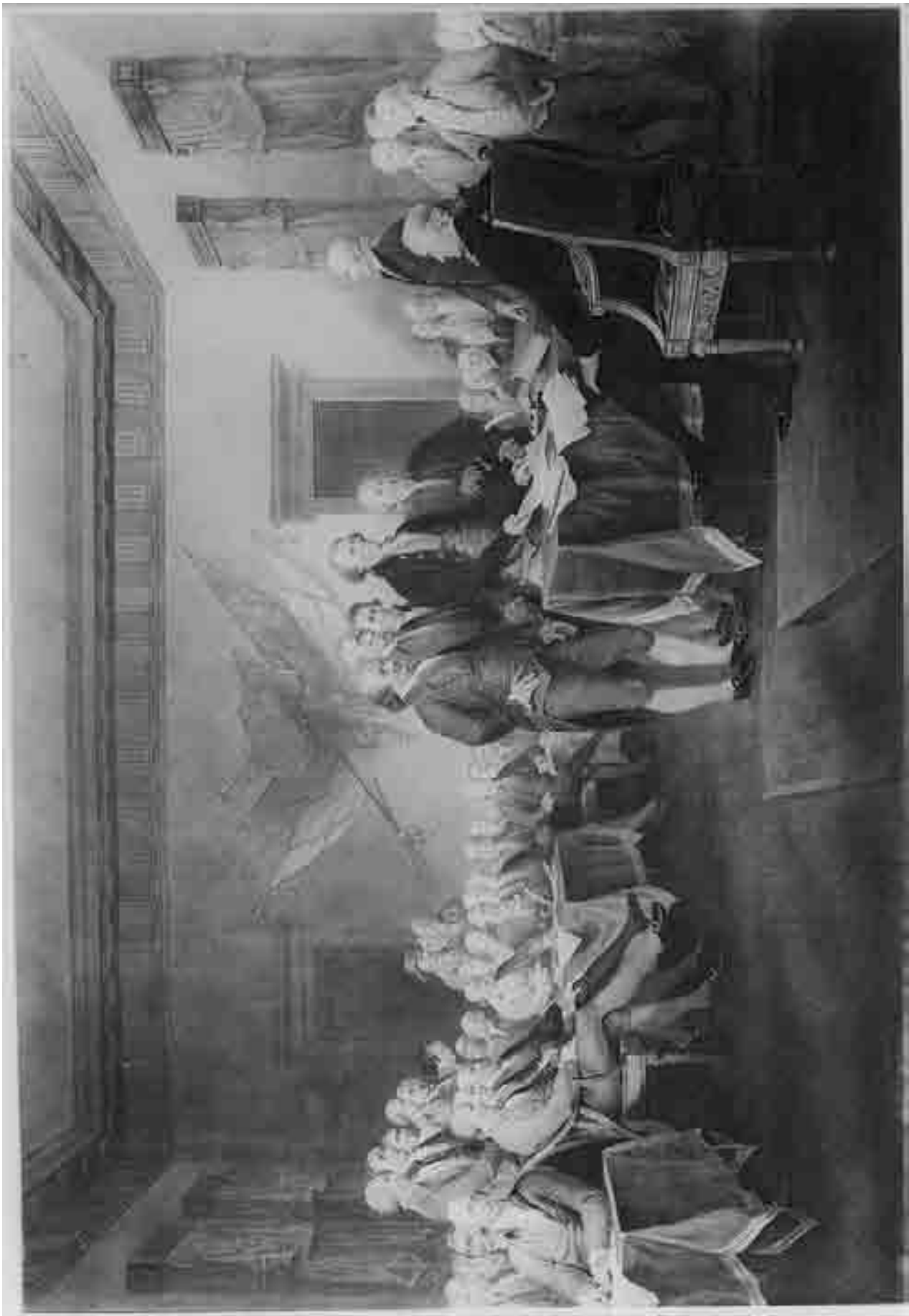
D





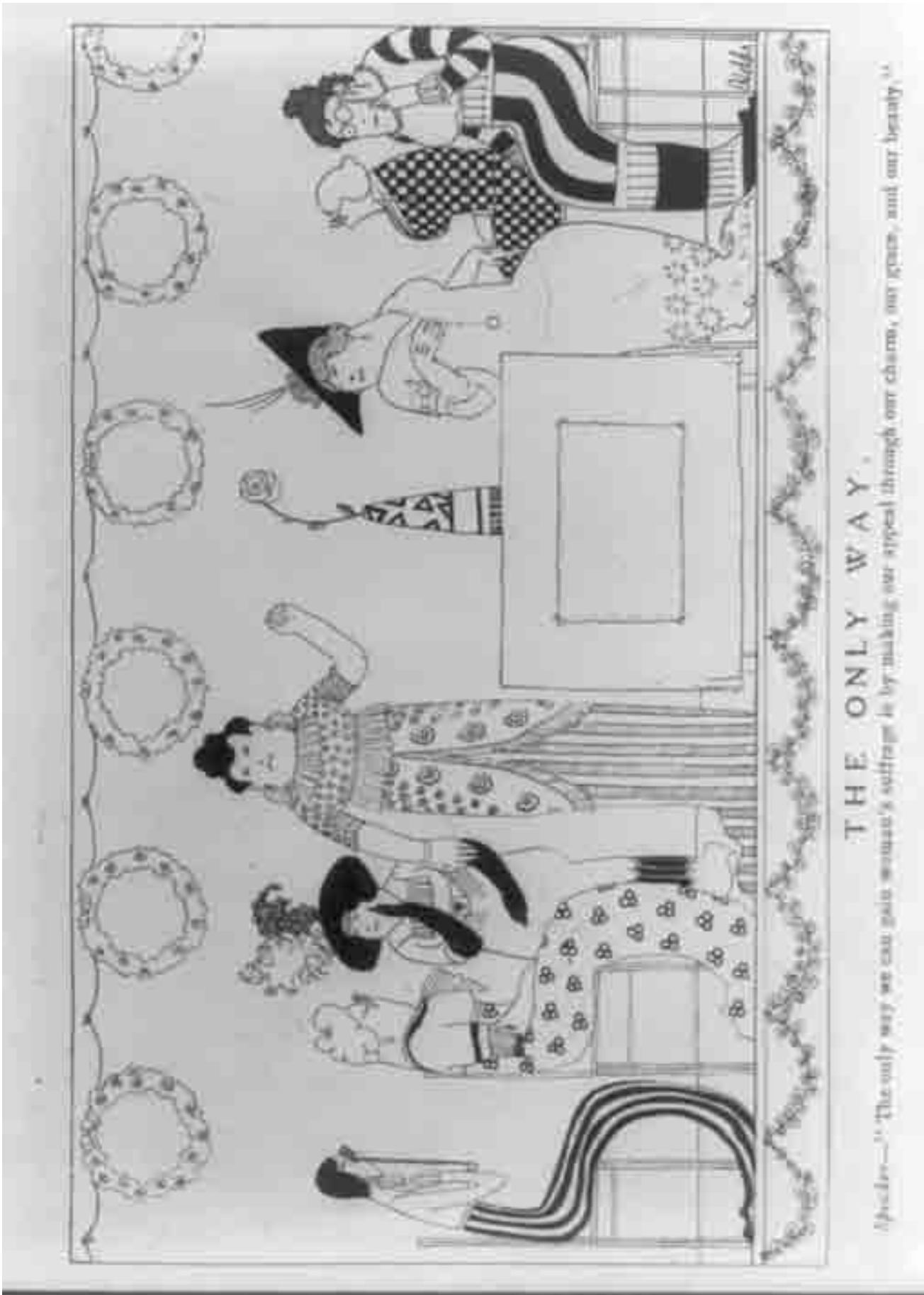
F





G











M



JUST LIKE JOAN OF ARC
The Anti-Suffragist Has a "Vision" of Her Duty

Examining the Evidence: Gender & Advertising

Grade Level: Middle or high school

Time Allotment: 1 class period+

Objectives: By examining, analyzing, and comparing/contrasting a 21st-century ad that relates to issues of gender equality, and a historical ad that does the same, students will investigate and discover what primary source [advertising] images can tell us about views on gender equality in different time periods.

Standards

- History (Historical Understanding) – Standard 2: Understands the historical perspective
- U.S. History – Standard 29: Understands the struggle for racial and gender equality and for the extension of civil liberties
- U.S. History – Standard 31: Understands economic, social, and cultural developments in the contemporary United States
- Language Arts – Standard 1: Uses the general skills and strategies of the writing process
- Language Arts (Viewing) – Standard 9: Uses viewing skills and strategies to understand and interpret visual media
- Language Arts (Media) – Standard 10: Understands the characteristics and components of the media
- Life Skills (Thinking & Reasoning) – Standard 3: Effectively uses mental processes that are based on identifying similarities and differences

Teacher Preparation

- Print historical **advertising images** (provided here) and make copies, one historical ad per student.
- Print **Primary Source Analysis Guide** (provided with previous Examining the Evidence activity) and make two copies for each student.
- **Student Preparation:** Ask students to bring in at least one contemporary ad from a magazine (or other source) that they feel relates to gender in any way.

Instructional Sequence

1. Share [or review with] your class the definition of a primary vs. secondary source.
2. Hand out materials.
3. Ask students to follow the Primary Source Analysis Guide in examining first the historical ad, and then the modern-day ad they brought, and take notes on the sheet. Give them 15–20 minutes to do this.
4. Have students share their images and some of their observations, reflections, and questions with the class. Follow up with questions such as, **Why or why not do you feel this image is important? What is the most important thing you learned from examining it?**
5. Closure: Ask students to write 2 or 3 paragraphs comparing/contrasting the historical ad with the modern. Have students write a paragraph or two about why or why not they feel images are useful primary sources for learning about the past.

Adaptations

- Variation: Have students examine the ads in small groups.
- Variation: If you have the equipment, project the historical ad image/s and examine as a whole class, then have students examine the modern-day ad they brought, individually.

Image Key for Teachers

- A. Palmolive, *Ladies Home Journal*, 1922
- B. Aunt Jemima, *Good Housekeeping*, 1932
- C. Crisco, *Good Housekeeping*, 1932
- D. Tide, ca. 1950s
- E. Aldens Baby Dolls (shoes), 1955
- F. Avon, 1960s
- G. Underwood Deviled Ham, 1960s
- H. Neiman Marcus, 1990

Keep That Wedding Day Complexion



The blushing bride of today should be the blossoming matron of tomorrow, retaining the charm of girlhood's freshness to enhance radiant maturity. For bridal beauty should not fade, nor the passing of each anniversary be recorded on your face.

Keep the schoolgirl complexion which graced your wedding day, and you will keep your youth. With a fresh, smooth skin, no woman ever seems old.

The problem of keeping such a complexion was solved centuries ago. The method is simple—the means within the reach of all.

Cosmetic cleansing the secret

To keep your complexion fresh and smooth you must keep it scrupulously clean. You can't allow dirt, oil and perspiration to collect and clog the pores if you value clearness and fine texture.

You can't depend on cold cream to do this cleansing—repeated applications help fill up the pores. The best way is to wash your face with the mild, soothing lather blended from palm and olive oils, the cleanser used by Cleopatra.

Science has combined these two Oriental oils in the bland, lathering facial soap which bears their name. You need never be afraid of the effects of soap and water if the soap you use is Palmolive.

How it acts

The rich, profuse lather, massaged into the skin, penetrates the pores and removes every trace of the clogging accumulations which, when neglected, make the skin texture coarse and cause blackheads and blotches.

It softens the skin and keeps it flexible and smooth. It freshens and stimulates, encouraging firmness and attractive natural color.

Oily skins won't need cold creams or lotions after using Palmolive. If the skin is inclined to dryness, the time to apply cold cream is after this cosmetic cleansing.

And remember, powder and rouge are perfectly harmless when applied to a clean skin and removed carefully once a day.

Don't keep it only for your face

Complexion beauty should extend to the throat, neck and shoulders. These are quite as conspicuous as your face for beauty or the lack of it.

Give them the same beautifying cleansing that you do your face and they will become soft, white and smooth. Use it regularly for bathing and let it do for your body what it does for your face.

Not too expensive

Although Palmolive is the finest, mildest facial soap that can be produced, the price is not too high to permit general use on the washstand for bathing.

This moderate price is due to popularity, to the enormous demand which keeps the Palmolive factories working day and night, and necessitates the importation of the costly oils in vast quantity.

Thus, soap which would cost at least 25 cents a cake if made in small quantities, is offered for only 10 cents, a price all can afford. The sublime luxury of the fair may now be enjoyed the world over.

THE PALMOLIVE COMPANY, Milwaukee, U. S. A.
THE PALMOLIVE COMPANY OF CANADA, Limited,
Toronto, Ontario



Volume and efficiency
produce 25-cent quality
for
10c



B



MEN JUST CAN'T RESIST 'EM! . . .

Light golden Buckwheats

.. MAKE THEM IN A JIFFY
WITH **AUNT JEMIMA**

The old-fashioned buckwheats of your childhood! Remember them? Fragrant, tangy cakes . . . the batter mixed up at the last cold snap, and kept "ruining" till Spring for lusty buckwheat appetites!

Now you can have these real buckwheat cakes anytime . . . made in just a jiffy! There's no waiting for the batter to rise when you use Aunt Jemima. Take a cup of this famous ready-mixed flour. Add a cup of milk (or water). Whisk up and bake. You can do it while the coffee boils.

They are a great breakfast treat—these old-time Aunt Jemima buckwheats. Tenderly light . . . lusciously golden-brown!

Give them to your panicky-hungry family tomorrow. Get Aunt Jemima Buckwheat Flour at your grocer's today. It comes in the yellow package. Aunt Jemima Pancake Flour in the red package. The Quaker Oats Company.

RADIO! . . . Phil Cook, the Quaker Man, in his famous one-man show, Evenings, over the Blue Network.

A STEAMING STACK—
4 of these delicious cakes—costs only 1¢!

Aunt Jemima Buckwheat Flour comes in the yellow package. Aunt Jemima Pancake Flour in the red package.



The pick of the crop!

Aunt Jemima Buckwheat is produced from their best, old-fashioned goodwheat. Our tests will tell you that's because the buckwheat whose product is the "pick of the crop."

We use only the choicest of the harvest, in the famous Buckwheat growing in Pennsylvania this ready-mixed Aunt Jemima Buckwheat Flour.

It makes the difference. Try it just once and you'll see!



“What’s my Darling eating now...?”



WHEN husbands go away on business trips or “eat out” with other men, what do they order?

Well, if your husband's like most men, he orders a juicy steak and French Fried Potatoes in a bright-eyed way. That's at the restaurant unless his French Fried Potatoes are given by you.

Yes, men just love fried foods. And why not? When I think of French Fried Potatoes, brown and crisp from a jolly smile in deep Crisco, I want to get out my Crisco can—and go right to it!

But I've discovered that some of us have what I call the “deep-frying bugaboo.” Perhaps if I talk about them frankly, more hungry husbands can enjoy French Fried Potatoes at home.

Are fried foods digestible? They are, if they're fried in Crisco, because Crisco is a pure sweet vegetable fat.

Is deep-frying wasteful? Not with Crisco! The same Crisco can be used for frying again and again. Crisco does not guss on my flaccid . . . not even those of mine or his!

Is deep-frying a smoky, smelly job? It is, if you use a cheap or fatty fat.

But when you deep-fry with Crisco, you've seen the last of smoke or smell!

Here's a hint . . . do stock up on Crisco when there's a thirty-cent sale on the fifth can. Your Crisco will keep sweet and

fresh, right on your kitchen shelf.

Do write for my “14 Down Time-Saving Recipes” to Winifred S. Carter, Dept. XG-12, Box 1801, Cincinnati, Ohio.

WINIFRED S. CARTER

As quick and easy as broiling a steak . . .



1. Fill ordinary cooking (non-heat-treated) pans, or any Crisco. Heat Crisco slowly. When just out of heat, pour in potatoes. Crisco is ready to fry with. (Don't wait for Crisco to smoke . . . this is the last-fashioned test for a heavy cooking fat.)



2. Cut potatoes in strips by hand. (Do not grate, wash them half an hour in cold or hot water before frying, then dry them thoroughly with a towel.) Fill heated pan half full of potatoes. Lower heat to low. Brown them for ten minutes.



3. When potatoes are brown, shake basket. Drain on absorbent paper. (Turn your potatoes over in the pan. They will be golden brown.)



4. When Crisco is hot, the 24th can you keep for Crisco frying. You can use this Crisco for frying again and again. Crisco does not carry the taste of one time food to any other.



Fried Ham: Put ham in a pan, add butter and onion. Sprinkle with salt and pepper. Fry in Crisco for 10 minutes. Heat in low water and fry in deep fryer for 10 minutes.

Fried Chicken: Put chicken in a pan, add butter and onion. Fry in Crisco for 10 minutes. Heat in low water and fry in deep fryer for 10 minutes.

Fried Potatoes: Put potatoes in a pan, add butter and onion. Fry in Crisco for 10 minutes. Heat in low water and fry in deep fryer for 10 minutes.

Fried Sweet Potatoes: Put sweet potatoes in a pan, add butter and onion. Fry in Crisco for 10 minutes. Heat in low water and fry in deep fryer for 10 minutes.

Why does Crisco digest easily? Its pure, sweet taste will tell you.

Vision 2020 Educators' Guide: Page 62

No wonder you women buy more **TIDE** than any other washday product!

E

TIDE'S GOT WHAT WOMEN WANT!



NO SOAP-NO OTHER "SUDS"-NO OTHER WASHING PRODUCT KNOWN-WILL GET YOUR WASH AS **CLEAN** AS **TIDE!**



ONLY **TIDE** DOES ALL THREE:

1. World's CLEANEST wash!

Yes, Tide will get your wash cleaner than any other washing product! (Tide, unlike soap, removes both dirt and soap film.) No wonder more Tide goes into American homes than any other washday product!

2. World's WHITEST wash!

It's a miracle! In hardest water, Tide will get your shirts, sheets, towels whiter—yes, whiter—than any soap or any other washing product known!

3. Actually BRIGHTENS colors!

Trust all your washable colors to Tide. With all its terrific cleaning power, Tide is truly safe . . . and actually brightens soap-dulled colors.



TIDE GETS CLOTHES CLEANER THAN ANY OTHER WASHDAY PRODUCT YOU CAN BUY!





*Because loveliness matters so much...
because personal service matters so much...*

you choose Avon Cosmetics at home

Loveliness never was a thing to be hurried. And so it is only natural that any woman prefers to choose her cosmetics at leisure. Avon creates everything with unhesitant care to make you look and feel ever more lovely. And Avon's style is unsurpassed anywhere in the world. Every Avon product you select is completely guaranteed. So because loveliness matters so much to you, choose from Avon's exquisite range of cosmetics and toilet-

ries, and enjoy the real pleasure of personal service that begins the moment you welcome your Avon Representative.

AVON
cosmetics

NEW YORK • CHICAGO • MIAMI
MILWAUKEE • LOS ANGELES • PHOENIX • SAN FRANCISCO



You need only two things to make a picnic a success. An eligible young man and a hamper full of Underwood Deviled Ham 'n egg sandwiches. That devilicious whole ham flavor is the surest way to your man's heart. Isn't that reason enough to buy Underwood Deviled Ham? (The sandwiches work just as well in a lunch-box).

SANDWICH SET! Comparable to \$3.75 value, yours for just \$1.50 with Underwood Deviled Ham Wrapper. Send to: Sandwich Set, Underwood Deviled Ham, Box 5437H, St. Paul 4, Minn. Expires Oct. 31, 1963.



UNDERWOOD DEVILED HAM MAKES A SANDWICH

Found in Macy's Bowler

"If a woman wants more excitement in her life, she can wear it."

Quote by Margaretha Ley.
Three-piece suit by
Margaretha Ley for Escada.

Neiman Marcus

The Politics of the Equal Rights Amendment

Grade Level: Middle or high school

Time Allotment: 2 class periods+

Objectives: By sharing responsibility for interpreting the history of the ERA, and developing a creative way to present a period of the timeline to the class, students will gain an overall understanding of and insights into arguments for and against the proposed Amendment.

Standards

- History (Historical Understanding) – Standard 1: Understands and knows how to analyze chronological relationships and patterns
- U.S. History – Standard 22: Understands how the United States changed between the post-World War I years and the eve of the Great Depression
- U.S. History – Standard 29: Understands the struggle for racial and gender equality and for the extension of civil liberties
- U.S. History – Standard 31: Understands economic, social, and cultural developments in the contemporary United States
- Language Arts (Writing) – Standard 2: Uses the stylistic and rhetorical aspects of writing
- Life Skills (Life Work) – Standard 2: Uses various information sources, including those of a technical nature, to accomplish specific tasks
- Life Skills (Working with Others) – Standard 1: Contributes to the overall effort of a group

Teacher Preparation

- Gather **background information** (intro provided here) and make copies as needed. **Print timeline** (provided here).
- **Student Preparation:** Read background information.

Instructional Sequence

1. Review background information with the class, as needed.
2. Divide students into groups of 2 to 4, and assign each group a period of time since 1923, when Alice Paul drafted the ERA (e.g., a decade, depending on class size).
3. Have students research what was happening relevant to the ERA during their assigned time period. They should find at least two arguments for the ERA and at least two against from their assigned period. A source to start with: www.equalrightsamendment.org
4. With their group, script a brief skit/performance (be creative!) about the ERA during their assigned period, presenting the pro & con arguments.
5. In chronological order, have students present to the class.
6. Closure: Have students complete an individual writing assignment in which they reflect on their own opinions on the different arguments.

Note: Presentations and written reflections could also be used for student assessment.

Adaptations

- Advanced/Extension: Have students write a letter to a state or national legislator expressing their opinions and support for/opposition to the passage of the ERA.

The Equal Rights Amendment

These simple words comprise the entire text of the Equal Rights Amendment (ERA), affirming the equal application of the U.S. Constitution to both females and males:

- **Section 1. Equality of rights under the law shall not be denied or abridged by the United States or by any state on account of sex.**
- Section 2. The Congress shall have the power to enforce, by appropriate legislation, the provisions of this article.
- Section 3. This amendment shall take effect two years after the date of ratification.

History and informative FAQs, can be found at: www.equalrightsamendment.org

Timeline of the Equal Rights Amendment: 1923–1996

Adapted from: National Organization for Women (NOW)

1923

Three years after women won the right to vote, the Equal Rights Amendment (ERA) is introduced in Congress by Senator Curtis and Representative Anthony, both Republicans. It is authored by Alice Paul, head of the National Women's Party, who led the suffrage campaign. (Anthony is the nephew of suffragist Susan B. Anthony).

1923–1970

Through the efforts of Alice Paul, the Amendment is introduced into each session of Congress. Buried in committee in both Houses of Congress, the ERA awaits a hearing on the floor. In 1946, it is narrowly defeated by the full Senate, 38-35. In 1950, the ERA is passed by the Senate with a rider that nullifies its equal protection aspects.

1967

The National Organization for Women (NOW), a recently founded feminist group, pledges to fight tirelessly for the ratification of the ERA.

1970

February: Twenty NOW leaders disrupt hearings of the U.S. Senate Subcommittee on Constitutional Amendments, demanding the ERA be heard by the full Congress.

May: The Senate Subcommittee begins hearings on the ERA under Senator Birch Bayh.

June: The ERA finally leaves the House Judiciary Committee due to a discharge petition filed by Representative Martha Griffiths.

1971

The ERA is approved without amendments by the U.S. House of Representatives in a vote of 354-24. The National Education Association and the United Auto Workers vote at their annual conventions to endorse the ERA.

1972

March 22: The Equal Rights Amendment is approved by the full Senate without changes—84-8.

Senator Sam Ervin and Representative Emanuel Celler succeed in setting an arbitrary time limit of seven years for ratification.

The newly founded National Conference for Puerto Rican Women endorses the ERA, and the League of Women Voters agrees to support it after years of opposition.

Phyllis Schlafly establishes the National Committee to Stop ERA.

1973–1975

The ERA wins a powerful ally when the AFL-CIO votes to endorse it in 1973.

1975–1977

Pressure from anti-ERA, right-wing groups begins to surface in state legislatures. Indiana becomes the 35th state to ratify in 1977. NOW chapters in unratified states are succeeding in electing pro-ERA candidates. But instances of “turncoat voting” on the ERA are also surfacing.

ERA Timeline – Continued

1977

At the first congressionally funded National Women's Conference in Houston, Texas, 2,000 delegates from every state call for ratification of the ERA.

February: NOW publicizes the ERA boycott of unratified states and gathers even more support for the Amendment. The number of pro-ERA groups grows to more than 450, representing more than 50 million Americans.

March: NOW seeks an extension of the deadline for ERA ratification with the argument that the Constitution imposes no time limit for ratification of amendments. Further, the seven year provision of ERA is not a part of the text of the amendment, but rather is only in the resolving clause. Congress has the power to establish and change the time limit.

July 9: Alice Paul, ERA author, dies at age 92

October: Representative Elizabeth Holtzman introduces a bill calling for an extension of the ERA deadline which had been March 22, 1979.

1978

February: The NOW National Board declares a State of Emergency on the ERA. It pledges full resources to winning the deadline extension and to ongoing ratification campaigns.

February–March: Missouri files suit on antitrust grounds against NOW, claiming it violated the Sherman Antitrust Act by urging groups to boycott unratified states and hold conventions only in ratified states.

July 9: NOW organizes ERA Extension March of 100,000+ supporters in Washington, DC. This March for Equality is the largest in feminist history.

August 15: After intense lobbying by a united women's rights coalition, the U.S. House of Representatives approves the ERA deadline extension, 233-189.

October 6: The U.S. Senate joins the House and approves extension by a vote of 60-36. A new deadline of June 30, 1982 is set.

1979

January–June: ERA opponents launch all-out attack by attempting to pass rescission bills in at least a dozen states. Rescission bills are defeated in 12 states.

February: Federal Judge Elmo Hunter rules in the ERA boycott case that NOW's activities are protected by the First Amendment and do not violate antitrust laws. This decision is later upheld by the U.S. Court of Appeals. The Supreme Court in late 1980 declines to hear the case. The ERA Boycott is legal.

May: Legislators from Idaho, Arizona and Washington state file suit in federal court challenging the constitutionality of the ERA extension and seeking to validate a state's power to rescind a prior ratification. The case is assigned to Judge Marion Callister, who at the time the litigation began (and 6 months after) held a high office (Regional Representative) in the hierarchy of the Church of Jesus Christ of Latter-day Saints, commonly known as the Mormon Church. The Church officially and actively opposes the ERA and the ERA extension and supports rescission.

ERA Timeline – Continued

1980

May: NOW organizes 85,000 people to march in Chicago in support of Illinois ratifying the ERA.

July: During platform hearings, the Republican Party reverses its 40 year tradition of support for ERA. NOW organizes 12,000 to march in Detroit at the Republican Convention. The final Republican Platform officially takes no position on ERA, but candidate Ronald Reagan and newly elected right-wing party officials actively oppose the amendment.

August: The Democratic Party reaffirms support for ERA and the ERA boycott. The Platform pledges to withhold campaign funds and assistance from presidential candidates who do not support ERA.

November: Exit polls on election day show that for the first time ever recorded, men and women vote quite differently in the race. AP/NBC News reports that men backed Reagan by a 56-36 percent edge, but women split their votes 47-45 percent. Pollsters later indicate that for women, the issue of women's rights and ERA had a significant impact on their votes. By March 1981, leading pollsters are claiming "Ronald Reagan has a woman problem" on ERA.

1981

January: Ronald Reagan becomes the first U.S. President opposed to a constitutional amendment which provides equal rights for women. NOW organizes "ERA YES Inaugural Watch" where some 40,000 ERA supporters remind the new President of the overwhelming pro-ERA sentiments in the nation.

April: NOW sends Feminist Missionaries to Utah, the heart of the opposition to ERA, and the headquarters of the Mormon Church, to take the message of the ERA directly to the Mormon people, door-to-door.

May: NOW files a \$10 million lawsuit against the Attorney General of Missouri charging that he intentionally injured NOW, the Equal Rights Amendment campaign and the women's rights movement by suing NOW for its convention boycott of states which have not ratified ERA.

June: NOW announces Betty Ford as honorary chair and Alan Alda as co-chair of NOW's ERA Countdown Campaign activities.

June 30: NOW sponsors ERA Countdown Rallies in over 180 cities to draw attention to the ERA deadline of June 30, 1982, and to dramatize the wide support for the ERA.

October: NOW begins the first nationwide advertising campaign for ratification of the ERA. The television spots focus on sex discrimination and are designed to activate the vast majority of people who support the ERA.

December: On the eve of the opening of crucial legislative sessions in key unratified states, Judge Callister rules the ERA extension illegal and rescission legal. This opinion marks the first time in this country's history that an Act of Congress relating to the amending process was declared unconstitutional by a federal court. NOW immediately appeals the ruling to the Supreme Court and asks for an expedited hearing.

ERA Timeline – Continued

1982

January: The Supreme Court, just 17 days after NOW appealed the Callister ruling, vindicates NOW's position by entering a rarely granted unanimous stay prohibiting the enforcement of Callister's decision and agreeing to hear NOW's appeal on the merits of the case at a later date. This action negates any legal effect of Callister's decision and removes the cloud of confusion that the ruling had placed over the ratification debate in the states.

June 30: ERA is stopped three states short of ratification. ERA supporters pledge "We'll Remember in November." An analysis of the ERA vote in the four key targeted states, Florida, Illinois, North Carolina and Oklahoma, shows the Republicans deserted ERA and Democratic support was not strong enough to pass the amendment; the analysis makes clear that the single most obvious problem was the gender and racial imbalance in the legislatures, with more than 2/3 of the women, all of the African Americans but less than 50 percent of the white men in the targeted legislatures casting pro-ERA votes in 1982.

July: ERA is officially reintroduced in the United States Congress.

1983

The U.S. House of Representatives fails to pass the ERA by a vote of 278 for the ERA and 147 against the ERA, only 6 votes short of the required 2/3 majority for passage. Fourteen cosponsors voted NO and three cosponsors did not vote. Only 30 percent of the Republicans voted YES and 85 percent of the Democrats voted YES.

1985–

The ERA is reintroduced into each session of Congress and held in Committee.

1993

At its national convention NOW passes a resolution calling for the formation of two committees, one an ERA grassroots committee to survey the chapters and states as to their members' current thinking about the direction the organization should take concerning the ERA. The second committee (the legislative history committee) is formed to study the history of the previous amendment and the impact of state ERAs.

1994

As activists begin to discuss what they want constitutional equality for women and non-discrimination on the basis of sex to mean, interest grows and at the annual conference in July 1994, an ERA Strategy Summit is called for the purpose of developing recommended language for a new ERA. The membership includes in the resolution that any proposed amendment must include the concepts of reproductive rights including abortion and non-discrimination on the basis of sexual orientation.

ERA Timeline – Continued

1995

January: The ERA Summit is attended by the national officers and board, the state presidents, members of the ERA Strategy committee and interested activists to discuss the issue and draft language for a new ERA. At the ERA Summit, NOW President Patricia Ireland explains that to achieve true equality a paradigm shift is needed. Under the equal protection clause of the 14th Amendment, using a male rather than human standard, the courts have been able to justify discrimination. Our goal of the summit is defined as the need to construct an amendment and develop a strategy that would end women's historic subordination to men and guarantee women full constitutional rights.

July: NOW members, voting in conference, resolve to proceed with an expanded constitutional amendment strategy that would eliminate discrimination based on sex, race, sexual orientation, marital status, ethnicity, national origin, color or indigence. Members also call for further study of age and disability as classes to be included in the struggle for constitutional equality.

1996

The national Constitutional Equality Amendment (CEA) Committee continues to evaluate the working draft of the CEA adopted at the 1995 National NOW Conference. The committee produces and distributes educational and action organizing materials on the proposed amendment. In addition, the committee plans day-long education and action organizing workshops to be held throughout the country.

[END]

In-Depth Classroom Activity

Title IX

Grade Level: Middle or high school

Time Allotment: 2 class periods+

Objectives: By exploring and presenting stories of real people (and controversy) related to Title IX of the 1972 Education Amendments, and presenting to the class, students will gain an understanding and insight into Title IX and the controversy surrounding it, and awareness of how it affects them now or may affect them in the future.

Standards

- U.S. History – Standard 31: Understands economic, social, and cultural developments in the contemporary United States
- Language Arts (Reading) – Standard 5: Uses the general skills and strategies of the reading process
- Language Arts (Listening & Speaking) – Standard 8: Uses listening and speaking strategies for different purposes
- Life Skills (Life Work) – Standard 2: Uses various information sources, including those of a technical nature, to accomplish specific tasks
- Life Skills (Thinking and Reasoning) – Standard 1: Understands and applies the basic principles of presenting an argument

Teacher Preparation

- Print the readings “**U.S. Gender-Equity Law...**” and “**Are Boys Losing Out...**” (both provided here) and make copies, one set per student/group.
- **Student Preparation:** Read “U.S. Gender-Equity Law Led to Boom in Female Sports Participation” (this will provide students with background information about Title IX).

Instructional Sequence

1. Review the reading and Title IX with students, as needed.
2. Have students explore and read stories of people affected by Title IX (and some about Supreme Court cases) from www.titleix.info (if computer lab is not available, print out stories and make copies for students).
3. All students should read the story that speaks to the controversy—**Are boys losing out on opportunities because of Title IX?**
4. Ask students to select one story from the site that most interests them to present to the class.
5. Closure: Have students complete an individual writing assignment in which they reflect and respond about their own opinions on the readings/stories.

Adaptations

- Extension (for public school): Invite your school/district’s Title IX representative (every public school is required to have one) into the classroom to explain how Title IX affects your students, and answer students’ questions (have students prepare by writing questions they would like to ask). [Information about finding your representative can be found at www.titleix.info]
- Extension (for public school): If the above is not an option, have students write a letter or article (to the principal/for the school newspaper) expressing how they feel about Title IX and its relevance to them, their peers, and/or their future.

U.S. Gender-Equity Law Led to Boom in Female Sports Participation

From: Jeffrey Thomas, America.gov, April 1, 2008

Research shows significant, lasting benefits from sports

Washington -- "No person in the United States shall, on the basis of sex be excluded from participation in, or denied the benefits of, or be subjected to discrimination under any educational program or activity receiving federal aid." -- Patsy T. Mink Equal Opportunity in Education Act

In 1972, with the exception of historically black colleges and universities, virtually no college offered women athletic scholarships. Athletics programming for women generally consisted of little other than cheerleading squads.

In U.S. secondary schools the situation was not much better: approximately 300,000 girls participated in sports, or roughly one in 27. They did not have the same access to coaches as boys, their athletic facilities were not of comparable quality and their competitive events and games were not given the same attention and resources.

Then, in 1972, landmark civil rights legislation was enacted that banned sex discrimination in U.S. schools, both in academic subjects and in athletics. Popularly known as "Title IX," it was renamed the Patsy T. Mink Equal Opportunity in Education Act in 2002 after the death of the congresswoman from Hawaii who was its principal author.

Mink faced discrimination at the three universities she attended in the 1940s and 1950s and believed she was denied entrance to medical school because she was a woman. "I didn't start off wanting to be in politics," she once told a reporter. "I wanted to be a learned professional, serving the community. But they weren't hiring women just then. Not being able to get a job from anybody changed things."

When she became the first woman of color and first Asian-American woman elected to the U.S. House of Representatives in 1964, she championed the rights of immigrants, minorities, women and children. Title IX was her crowning legislative achievement, and its effect on women's sports has been profound.

Today, almost 3 million girls participate in high school sports in the United States (roughly one in three).

According to most recent statistics (2005), National Collegiate Athletics Association (NCAA) Division I student bodies were, on average, 54 percent female, while athletic programs were 45 percent female, up from 31 percent in 1990, according to the NCAA and U.S. Education Department. Between 1971 and 2005, female participation in collegiate sports increased 456 percent.

Division I, the highest level of NCAA membership, requires schools to sponsor at least seven sports for men and seven for women (or six for men and eight for women) with two team sports for each gender. Patsy T. Mink

Congresswoman Patsy T. Mink helped write the gender-equity law after facing sex discrimination in college. (Library of Congress)

“U.S. Gender Equity Law...” – Continued

U.S. schools are required to provide both sexes with equal opportunities for sports participation and equal numbers of athletics scholarships. They also have to treat male and female teams equally in terms of allocating resources, scheduling events, publicity and access to coaches.

While broadly popular with the U.S. public, Title IX has not been without controversy.

“Title IX has removed barriers to women’s participation in sports. But it has also caused great damage, in part because it has led to the adoption of a destructive quota system,” writes Christina Hoff Sommers, a resident scholar at the American Enterprise Institute, a conservative-leaning policy research organization in Washington.

She says that schools that are unable to attract equal numbers of men and women to participate in sports often drop men’s teams to avoid government censure, funding cuts and lawsuits.

A recent report by the National Coalition for Women and Girls in Education found “stunning progress,” but also states that “much remains to be done, for the evidence shows that girls and women continue to suffer discrimination in many educational activities, although it is usually in a more subtle form than it was before Title IX was enacted.”

The report also maintains that, “contrary to the critics’ claims, boys’ and men’s opportunities to play sports have continuously increased since 1972, albeit at a slower rate than that of girls and women -- who had so few opportunities before Title IX.”

Participation in sports is far from a trivial issue. Research has shown the benefits of such participation are significant and long-lasting.

A study published in 2007, for example, showed that playing on a high school sports team increased a young woman’s chances of graduating from college by 41 percent.

“If the goal is for girls to get a higher education, our findings favor the idea of girls playing high school sports,” said Mikaela Dufur, a sociology professor at Brigham Young University in Utah and co-author of the research.

A study in 2002 showed that athletics help student academic performance in high school more than any other extracurricular activity. Decreased drug use, improved health, better grades, increased confidence and other benefits also have been found by various researchers.

The full text (PDF, 12 pages) of the report from the National Coalition for Women and Girls in Education is available on the group’s Web site.

Are boys losing out on opportunities because of Title IX?: Tom Martin, Collegiate Athlete

From: TitleIX.info

In the fall of 2006, James Madison University (JMU) announced it would cut seven men's teams and three women's teams to streamline its athletic program and to comply with Title IX. The men would lose archery, cross-country, gymnastics, indoor and outdoor track, swimming and wrestling. The women would lose archery, fencing and gymnastics. The cuts would affect 114 athletes, coaches and their families. JMU students and parents questioned why administrators made the cuts, what caused them to eliminate the teams they did, and whether—in the name of gender equity—this had to happen at all.

Linda Martin, whose son Tom is a sophomore on the swim team, was stunned when she heard the news. Tom, who had been recruited by several colleges, chose JMU because of their strong, successful program. He was devastated. He felt like the rug had been cut from under him.

Linda decided she'd do all she could to help Tom and the other students get back their sports. **She agreed to join a contingent of parents and students and speak at a rally in Washington, DC, that was organized by Title IX opponents whose purpose was to garner attention and support to change Title IX.** She was inspired by the unity of the male and female athletes at JMU who exhibited enormous passion and desire to keep their sports. She was concerned that there was too much emphasis on the battle between the sexes and not enough advancement of the partnership their sports enjoy and should be cultivating! What is bad for one gender is bad for the other. **At the same time, Linda was also hearing information from experts who explained that Title IX was not the cause of JMU dropping the sports.** The NCAA and other experts suggested alternatives the school could have taken to come into compliance with Title IX regulations without dropping any sports. Despite hearing these options and reasoned pleas from students and parents, the JMU Board of governors wouldn't budge. Linda saw that if the Board wouldn't accept any of the alternatives, Title IX couldn't be at the root cause of their decision to cut the sports. The bottom line was that JMU wanted to keep their athletic budget from growing larger so they made the decision to support fewer sports and make those sports more competitive in their conference. Linda, Tom and many others questioned why the school was cutting "Olympic" sports versus streamlining the "professional" sports' budgets. This decision made the athletes feel like the administration really didn't care about them, they were an entry into a deficit column in the budget and were therefore expendable.

The rest of the year was filled with turmoil trying to figure out how to get the sports back, who was up to the fight, and how to sift through and absorb all the information they were receiving. At times Linda felt that the interest groups were using JMU situation to further their cause rather than work together on the main point—to make sports available to as many participants as possible. She was angry that financial considerations were considered more important than the student/athletes. She stated, "some college athletes have been turned into pros with scholarships and perks that are wholly inappropriate, while others are losing the valuable lessons of amateur competition because their sport cannot be turned into a moneymaker. The colleges themselves have turned over too much power to the NCAA and are complicit in the abuse of college athletics for profit."

The most agonizing question of all was what would Tom do next year. Would he stay at JMU knowing that he probably wouldn't get to swim but would be with his friends or transfer to the College of William & Mary where he would swim, but lose ground academically? It was a very tough decision. Tom decided to stay. The bond forged by the training and competition with his team is very strong. We saw that most college athletes are not in it for themselves, but they do experience great personal growth as part of a hard-working team. As more young people lose the opportunity for this great experience, the quality of our society is diminished. It's not about some of us; it is about all of us! Tom and his classmates experienced a part of college life that wasn't on any curriculum or syllabus. He learned first-hand that life's not always fair.

In-Depth Classroom Activity

Classroom Speaker

Grade level: Elementary, middle or high school

Time Allotment: 1 class period+

Objectives: By constructing and asking questions, and listening to the responses of a woman (or women) who works in a traditionally male-dominated profession, students will have the advantage of interacting with someone who has firsthand experience related to gender equality in the workforce, and who can speak to how gender has affected her in her career and how attitudes have/have not changed over time.

Standards

- U.S. History – Standard 29: Understands the struggle for racial and gender equality and for the extension of civil liberties
- U.S. History – Standard 31: Understands economic, social, and cultural developments in the contemporary United States
- Language Arts (Writing) – Standard 1: Uses the general skills and strategies of the writing process
- Language Arts (Listening and Speaking) – Standard 8: Uses listening and speaking strategies for different purposes
- Life Skills (Working with Others) – Standard 4: Displays effective interpersonal communication skills

Teacher Preparation

➤ Invite a woman (or women) who works in any profession (ideally an older woman in a stereotypically/historically male-dominated profession) into your classroom.

Instructional Sequence

1. Before the classroom visit, have students write at least 3 questions they would like to ask the guest about her experiences.
2. Closure: Follow up with an individual writing assignment asking students to reflect and respond about what they learned from the person.

Projects/Performances for Assessment

Student projects and performances you can count as evidence that they have met the objectives, and use to measure achievement

Oral Histories

Grade Level: Adaptable for elementary, middle or high school

Objectives: By constructing questions and interviewing a woman (preferably older) who works [ideally] in a traditionally/stereotypically male-dominated profession, and sharing what they learned with the class, students will gain more direct insight into the experiences of women in the workforce, and how it has changed over time.

Standards

- U.S. History – Standard 29: Understands the struggle for racial and gender equality and for the extension of civil liberties
- U.S. History – Standard 31: Understands economic, social, and cultural developments in the contemporary United States
- Language Arts (Writing) – Standard 1: Uses the general skills and strategies of the writing process
- Language Arts (Writing) – Standard 4: Gathers and uses information for research purposes
- Language Arts (Listening and Speaking) – Standard 8: Uses listening and speaking strategies for different purposes
- Life Skills (Working with Others) – Standard 3: Works well with diverse individuals and in diverse situations
- Life Skills (Working with Others) – Standard 4: Displays effective interpersonal communication skills

Preparation/Instructional Sequence:

- Print student **assignment sheet** (provided here) and make copies.
- Assist students in thinking of a person to approach; and constructing and refining questions (the questions should get at the women's experiences, change over time, steps ahead/back, etc.)
- After they conduct their respective interviews (recording it in writing, or audio in some way), have students summarize the 3 to 5 most interesting things they learned, and present a few to the class.

Your Assignment:

An Oral History

1. Think of an older woman you might be able to interview, who works in any profession (such as arts & culture; business, law & finance; communications & media; education; politics & government; health; philanthropy; faith & volunteerism; science, technology & engineering; etc.): Write the name of person here _____. Ask this person if she would be willing to have you interview her (in person, over the phone, or over email).
2. Thinking about class work on gender equality, draft 5–10 questions you would like to ask this person (you will be graded on the thought you put into the questions).
3. After reviewing your questions with the teacher, conduct your interview.
4. In writing, discuss the 3–5 most interesting things you learned from the interview (include the original quotes).

If I Were an Eyewitness

Grade Level: Upper elementary, middle or high school

Objectives: By pretending they were a firsthand observer at or participant in a historical event related to women and/or equality, conducting primary source research, and reporting on or documenting their “experiences,” students will gain a deeper understanding of the event and its implications for gender equality.

Standards

- History (Historical Understanding) – Standard 2: Understands the historical perspective
- Language Arts (Writing) – Standard 2: Uses the stylistic and rhetorical aspects of writing
- Language Arts (Writing) – Standard 4: Gathers and uses information for research purposes
- Language Arts (Reading) – Standard 7: Uses reading skills and strategies to understand and interpret a variety of informational texts
- Life Skills (Life Work) – Standard 2: Uses various information sources, including those of a technical nature, to accomplish specific tasks
- [Other Standards depending on student project choices]

Preparation/Instructional Sequence

- Print student **assignment sheet** (below) and make copies.
- Guide and assist students in completing their chosen project.

STUDENT HANDOUT

Your Assignment:

If I were an eyewitness...

1.Choose an event in U.S. history that was significant for women/women’s rights:

- ☐ The first women’s rights convention (Seneca Falls, NY, 1848)
- ☐ A Suffrage Hike (New York, 1912, or New York to Washington, DC, 1913)
- ☐ Take Back the Night (rally about violence against women; the first: Philadelphia, 1975)
- ☐ Other: _____ (to be approved)

2.Putting yourself in the shoes of someone who was there, choose a project to complete:

- ☐ Write a 2–3-page newspaper article reporting on the event and its significance, from the perspective of a journalist who observed the event firsthand.
- ☐ Create a 5–10-page scrapbook with images and captions documenting the event and its significance, from the perspective of a participant at the event.
- ☐ Other: _____ (to be approved)

3.Your project should include explanation of what the event did to change life for women.

Americans Who Worked for Gender Equality

Grade Level: Adaptable for elementary, middle or high school

Objectives: By conducting in-depth primary- and secondary-source research, and presenting creatively to the class, students will learn about an American who worked for gender equality.

Standards

- History (Historical Understanding) – Standard 2: Understands the historical perspective
- Language Arts (Writing) – Standard 4: Gathers and uses information for research purposes
- Language Arts (Reading) – Standard 7: Uses reading skills and strategies to understand and interpret a variety of informational texts
- Life Skills (Life Work) – Standard 2: Uses various information sources, including those of a technical nature, to accomplish specific tasks
- [Other Standards depending on student choices]

Preparation/Instructional Sequence:

- Print student **assignment sheet** (provided here) and make copies.
- Print **list of women** on the next two pages, and use as a signup sheet (encouraging students to sign up to cover different individuals).
- Guide and assist students in completing their chosen project.

Adaptations

- Advanced/Extension: Include a requirement for students to identify at least two other women or men they could have selected in a similar field.
- Extension: If projects are tangible, such as posters, they could be displayed as an informative exhibition in the classroom, school, library or other public space; arrange them in chronological order to form a timeline of biographies.

Your Assignment:

An American who worked for gender equality

- 1. Sign up for a person who worked/works for gender equality in the U.S.: _____**
- 2. Research (using at least 2 primary sources and 2 secondary sources) to find out what this person did to promote gender equality.**
- 3. Choose how you would like to present your research to the class:**
 - ☐ Create a poster highlighting the person and his/her work (it should be large, eye-catching, and informative)
 - ☐ Work with 1, 2 or 3 other students to write and perform a series of three or four, 2–3-minute *skits* portraying the person and his/her work
 - ☐ Write and perform a one-person show/presentation portraying the person and his/her work
 - ☐ Other: _____ (to be approved)
- 4. Write a one-page report summarizing what you learned about the person. Attach a bibliography of your primary and secondary sources.**

Americans Who Worked for Gender Equality

_____ **Abigail Adams** (1744–1818), John Adams’ wife; was her husband’s frequent correspondent, writing about intellectual and political matters. She advised him as he worked on the Revolutionary cause and again, as he helped to form a new nation.

_____ **Elizabeth Blackwell** (1821–1910) was the first woman to graduate from medical school with an M.D. and a pioneer in educating women in medicine.

_____ **Mary Ann Shadd Cary** (1823–1893) was an African American educator, newspaper editor, and early campaigner for equality, racial integration, and suffrage.

_____ **Ida B. Wells Barnett** (1862–1931) was a journalist and civil rights leader who fought for black female suffrage.

_____ **Mary Jane McLeod Bethune** (1875–1955) was born to parents who had been slaves. She started a school for black students, advocated for black girls and women, and eventually served as a member of Franklin Roosevelt’s “Black Cabinet,” advising on concerns of African Americans.

_____ **Frances Perkins** (1880–1965) was the first woman appointed to a President’s cabinet, as Secretary of Labor for Franklin Roosevelt’s entire presidency. She was central to the development of Social Security, unemployment insurance and a federal minimum wage.

_____ **Eleanor Roosevelt** (1884–1962) was the First Lady of the United States from 1933 to 1945. She was an advocate for civil rights and for women’s rights. She chaired the Kennedy administration’s Presidential Commission on the Status of Women, an initiative that helped launch the feminist movement of the 1960s.

_____ **Georgia O’Keeffe** (1887–1986) was a major figure in 20th-century American art. She was one of the few female artists to gain recognition in Europe as well as America.

_____ **Margaret Mead** (1901–1978) was a distinguished anthropologist, intellectual, and social commentator on issues related to education, women’s rights, and the environment.

_____ **Shirley Chisholm** (1924–2005) was a politician, educator, and author. She was the first black woman elected to Congress and the first major-party black candidate for the presidency.

_____ **Patsy Mink** (1927–2002) served as Assistant Secretary of State and a congresswoman from Hawaii. In Congress she wrote the landmark Title IX Amendment of the Education Amendments of 1972, which prohibited gender discrimination by federally funded institutions. She also wrote the Women’s Educational Equity Act.

_____ **Sandra Day O’Connor** (1930–) was a lawyer, state legislator, and the first woman member of the Supreme Court of the United States.

_____ **Gloria Steinem** (1934–) became recognized as the spokeswoman of the Women’s Liberation Movement in the 1960s and 70s.

_____ **Nancy Hopkins** (1944–), a molecular biologist at MIT, became an advocate for gender equity in scientific fields.

_____ **Wilma Mankiller** (1945–2010) was the first female Chief of the Cherokee Nation. She encouraged development of tribally-owned businesses and supported projects to improve infrastructure and social services.

_____ **Hillary Clinton** (1947–) was First Lady of the United States, United States Senator from New York, Democratic candidate for the presidency, and is Secretary of State. She has spent the bulk of her career working on initiatives and laws to protect the legal rights and health of children and women.

_____ **Sonia Sotomayor** (1954–) is the first Latina to serve on the Supreme Court of the United States.

_____ **Ellen Lauri Ochoa** (1958–) is a spacecraft technology engineer, a former astronaut and current Deputy Director of the Johnson Space Center. Ochoa became the first Hispanic woman in the world to go into space.

Americans Who Worked for Gender Equality – Continued

_____ **Lucretia Mott** (1793–1880) was a Quaker abolitionist, social reformer, and women’s rights activist.

_____ **Sojourner Truth** (1797–1893): Born into slavery, she eventually ran away and became an abolitionist and advocate of women’s rights.

_____ **Elizabeth Cady Stanton** (1815–1902) was a social activist, abolitionist and early leader of the women’s rights movement.

_____ **Lucy Stone** (1818–1893) was a prominent abolitionist, suffragist ,and defender of clothing reform for women.

_____ **Susan B. Anthony** (1820–1906) was a prominent women’s rights leader and suffragist.

_____ **Alva Belmont Vanderbilt** (1853–1933) was a multimillionaire supporter of the women’s rights movement.

_____ **Carrie Chapman Catt** (1859–1947) was a suffrage leader who campaigned for the 19th Amendment.

_____ **Charlotte Perkins Gilman** (1860–1935) was a prominent sociologist, novelist, social reformer, and utopian feminist.

_____ **Alice Paul** (1885–1977) was a suffragist leader and original author of the Equal Rights Amendment.

Other: Consider women (**or men**) in: arts & culture; business, law & finance; communications & media; education; politics & government; health; philanthropy; faith & volunteerism; and science, technology & engineering.

Additional Source: National Women’s Hall of Fame: www.greatwomen.org

Culmination Activities

Short writing assignments to provide closure—review and reinforcement of activities and projects

Send a Letter into the Future

Grade Level: Upper elementary, middle or high school

Objectives: By writing a letter to their potential future daughter, telling her what they hope life will be like for her growing up as a girl, and what they will do in their life to help make gender equality a reality, students will be led to reflect on class work related to gender equality and synthesize their own opinions about what they have learned.

Standards

- History (Historical Understanding) – Standard 2: Understands the historical perspective
- Language Arts (Writing) – Standard 1: Uses the general skills and strategies of the writing process
- Language Arts (Writing) – Standard 3: Uses grammatical and mechanical conventions in written compositions
- Life Skills (Thinking and Reasoning) – Standard 2: Understands and applies basic principles of logic and reasoning

Preparation/Instructional Sequence: Follow up class work related to gender equality with this culminating writing prompt. Student assignment sheet below.

STUDENT HANDOUT

Your Assignment:

Send a letter into the future

You may have a daughter at some point in the future. Write a 1–2-page letter to your potential future daughter telling her:

- **What you hope life will be like for her growing up as a girl**
- **What you will do in *your life* to help make gender equality a reality**

Imagine 2020

Grade Level: Upper elementary, middle or high school

Objectives: By imagining what the status of gender equality will be in the year 2020, and considering what they hope it will be like, students will be led to reflect on class work related to gender equality, and synthesize their own opinions about what they have learned.

Standards

- History (Historical Understanding) – Standard 2: Understands the historical perspective
- Language Arts (Writing) – Standard 1: Uses the general skills and strategies of the writing process
- Language Arts (Writing) – Standard 3: Uses grammatical and mechanical conventions in written compositions
- Life Skills (Thinking and Reasoning) – Standard 2: Understands and applies basic principles of logic and reasoning

Preparation/Instructional Sequence: Follow up class work related to gender equality with this culminating writing prompt. Student assignment sheet below.

STUDENT HANDOUT

Your Assignment:

Imagine 2020

In 1–2 pages, give your thoughts on the following:

- **How old will you be in the year 2020?**
- **What do you *think* the status of gender equality will be by then?**
- **What do you *hope* it will be like for women and men?**

Culmination Activity

Equality Journal

Grade Level: Adaptable for elementary, middle or high school

Objectives: By keeping a journal to record their reflection and responses related to class work on gender equality, students will be able to review how their views, opinions, or attitudes may have changed over the course of the work.

Standards

- Language Arts (Writing) – Standard 1: Uses the general skills and strategies of the writing process
- Life Skills (Thinking and Reasoning) – Standard 1: Understands and applies the basic principles of presenting an argument

Preparation/Instructional Sequence: Follow up any class work related to gender equality with a culminating writing prompt. Students can reflect and respond in a designated, personal journal that will grow over time spent on gender equality. Have students use a small, blank notebook, or fold and staple several blank sheets of paper together to form a booklet—the journal.

Writing prompts could encourage general follow-up reflection on class activities, such as, **What did you learn while doing this [activity] that most surprised you?** Or, specific questions could be asked, such as, **What do you think is the most challenging issue our society has yet to resolve before gender equality is achieved?**

Other Resources

Gender Equality: The Big Picture

Excerpted from: www.unicef.org/gender/index_bigpicture.html

While 'sex' refers to the biological differences between males and females, gender describes the socially-constructed roles, rights and responsibilities that communities and societies consider appropriate for men and women. We are born as males and females, but becoming girls, boys, women and men is something that we learn from our families and societies.

This set of assumptions, which we construct out of the biological differences between men and women, is what creates gender identities and in turn gender-based discrimination.

Being a social construction, gender is a very fluid concept. It changes not only over time, but also from one culture to another and among different groups within one culture. Therefore, gender roles, inequities and power imbalances are not a 'natural' result of biological differences, but are determined by the systems and cultures in which we live. This means that we can address and contribute to changing these roles by challenging the status quo and seeking social change.

Despite efforts at local, national, and international levels, women and girls continue to face discrimination. Gender-based discrimination and inequalities violate the human rights of both women and men and affect the well being of all children. By understanding gender discrimination, we are not only better equipped to help women and children realize their human rights, but also to better understand other kinds of inequalities, such as those based on age, race or class.

Gender-based discrimination takes on many different forms, some aspects include:

Human rights

Despite international laws guaranteeing women equal rights with men, women around the world are denied their rights to land and property, financial resources, employment and education, amongst others. In many cultures, women and girls are subject to female genital mutilation / cutting, and are harmed and even killed in the name of tradition. And for women in all countries, gender-based violence constitutes perhaps the most common and serious violation of human rights.

Work

Both women and men play important roles in productive work throughout the world, providing for themselves and their families. But women's roles are often invisible, as they tend to be more informal in nature, such as self-employment and subsistence production. Even when women and men do perform the same tasks for pay, women are often paid less and receive lower benefits from their work than men in developed as well as developing countries.

Men hold the majority of positions of power and decision-making in the public sphere, with the result that decisions and policies tend to reflect the needs and preferences of men, not women. In addition, women's larger share of reproductive work, often known as the unpaid care economy, is undervalued as well as statistically invisible. In other words, women throughout the world work longer hours for less rewards than men.

*Gender Equality – Continued***Assets**

The world's resources are very unevenly distributed, not only between countries, but also between men and women within countries. While it is estimated that women perform two-thirds of the world's work, they only earn one tenth of the income, and own less than one per cent of the world's property. In many cases, women's rights and access to land, credit and education, for instance, are limited not only due to legal discrimination, but because more subtle barriers (such as their work load, mobility and low bargaining position at household and community level) prevent them from taking advantage of their legal rights.

In 1997, the United Nations adopted gender mainstreaming as the strategy by which gender equality could be achieved. Mainstreaming a gender perspective means assessing the implications for women and men of everything that you do, including legislation, policies and programmes at all levels. It is a strategy for integrating both women's and men's needs and experiences into the design, implementation, monitoring and evaluation of policies and programmes so that gender inequality is not perpetuated.

Primary Sources

Declaration of Independence, 1776 (National Archives): www.archives.gov/historical-docs/document.html?doc=1&title.raw=Declaration%20of%20Independence

Declaration of Sentiments, 1848 (Seneca Falls): www.nps.gov/wori/historyculture/declaration-of-sentiments.htm

Report of the Woman's Rights Convention, 1848 (Seneca Falls):
www.nps.gov/wori/historyculture/report-of-the-womans-rights-convention.htm

Declaration of Rights of the Women of the United States (by the National Woman Suffrage Association, July 4th, 1876): <http://ecssba.rutgers.edu/docs/decl.html>

19th Amendment to the U.S. Constitution: Women's Right to Vote, ratified 1920 (National Archives):
<http://www.archives.gov/historical-docs/document.html?doc=13&title.raw=19th%20Amendment%20to%20the%20U.S.%20Constitution%3A%20Women%27s%20Right%20to%20Vote>

The Constitution: The 19th Amendment (National Archives – Featured Documents):
http://archives.gov/exhibits/featured_documents/amendment_19/index.html

HerStory (Online scrapbook focusing on the final four years, 1917–1920, of the women's suffrage campaign, as reported by *The New York Times*; focuses on Carrie Chapman Catt and Alice Paul):
<http://herstoryscrapbook.com/index.htm>

Suffrage Hikes (1912/13): *The New York Times* Article Archive:
www.nytimes.com/ref/membercenter/nytarchive.html

Other Resources

Women's Rights National Historical Park, Seneca Falls: www.nps.gov/wori

The First Women's Rights Convention (Seneca Falls, 1848): www.nps.gov/wori/historyculture/the-first-womens-rights-convention.htm

Votes for Women: National American Woman Suffrage Association Collection, 1848–1921 (Library of Congress – American Memory): <http://memory.loc.gov/ammem/naw/nawshome.html>

Timeline: One Hundred Years Toward Suffrage (Library of Congress – American Memory): <http://memory.loc.gov/ammem/naw/nawstime.html>

Marching for the Vote: Remembering the Woman Suffrage Parade of 1913, Library of Congress: www.loc.gov/loc/lcib/9803/suffrage.html

Woman Suffrage and the 19th Amendment – Teaching with Documents (National Archives): www.archives.gov/education/lessons/woman-suffrage/

Not For Ourselves Alone: The Story of Elizabeth Cady Stanton and Susan B. Anthony (PBS): www.pbs.org/stantonanthony/

Alice Paul Institute: <http://www.alicepaul.org/index.htm>

American Women (Library of Congress – American Memory): <http://memory.loc.gov/ammem/awhhtml/index.html>

National Women's Hall of Fame: www.greatwomen.org

Women's History (Library of Congress): www.loc.gov/teachers/classroommaterials/themes/womens-history/

Women's Words of Wisdom: Thoughts Over Time (Library of Congress): www.loc.gov/teachers/classroommaterials/presentationsandactivities/presentations/womens-words

Women's History Month (national collaborative): <http://womenshistorymonth.gov>

National Women's History Project: www.nwhp.org

Women's History – Teaching with Historic Places (National Park Service): www.nps.gov/history/nr/twHP/mar99.htm

Take Back the Night: <http://takebackthenight.org/history.html>