

CURRICULUM GUIDE: **AMERICAN WOMAN**



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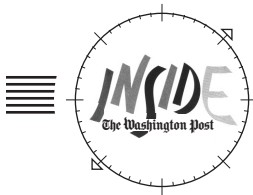
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American Woman

KidsPost Article: "When Women Couldn't..."

Lesson: Prepare a timeline and conduct an interview to understand the changing view of women in American society

Level: Advanced

Subjects: Social Science, U.S. History

Related Activity: English, Mathematics

Procedure

Read and Discuss

Read the KidsPost article. Give students the following questions and discuss the answers.

1. What did Elizabeth Cady Stanton and Lucretia Mott consider "outrageous" during their visit to London in 1840? How did this experience influence them?

2. Why is being able to vote important?

3. When the 19th Amendment was ratified in 1920, how was the Constitution of the United States modified?

4. Under what conditions were women allowed to study law after the Civil War at George Washington University, then called National University?

5. In 1849, Elizabeth Blackwell was the first woman in the U.S. to get a medical degree. Who was the first woman to present a case before the Supreme Court (1879)? How many women are now members of the Supreme Court? Do you think it is appropriate for women to be members of the Supreme Court?

6. Why were the first women-only colleges established?

7. What were some of the early objections to girls playing in organized sports?

8. What does Title IX require of schools that receive money from the government?

9. Does your school provide equal opportunities for girls and boys to participate in an organized sports program? What changes would you make?

Study Suffrage

Give students "Word Study: a look at suffrage." Use this as a springboard for discussing why women sought the right to vote then other inclusions in American society.

Collect Data to Make a Timeline

Students may read the KidsPost article and sidebars, books and online sources to collect information about the accomplishments of American women. Make a timeline that reflects women and their rights in American society. Include enactment of laws that influenced women, movements and events that changed women's lives, and accomplishments (firsts) of women. Students should use their mathematical ability to accurately indicate every decade.

Students may complete this assignment in groups. Each group could be assigned a particular emphasis, such as American Women in Sports, American Women in Politics, American Women Get Educated, American Women Enter the Work Force.

Interview

History books and textbooks, newspaper articles and Web sources all provide valuable information. So do the people around us. They provide an oral history. Ask students to

Women on the Web

<http://www.nwhp.org>

National Women's History Project

Celebrate Women's History Month in March or learn about the accomplishments of women every day. Biography Center, current events and links to many Web sites provide resources for a study of women. Try the online history quiz that asks you to identify 15 women by their achievements. You could create teams to learn more about each of these women.

<http://www.nara.gov/education/teaching/woman/home.html>

Woman Suffrage and the 19th Amendment

A National Archives and Records Administration lesson, using primary sources, activities and links. Activities include "Failure Is Impossible" script featuring 15 individuals.

<http://memory.loc.gov/ammem/vfwhtml/vfwhome.html>

"Votes for Women" Suffrage Pictures, 1850-1920

The extensive archives of the Library of Congress provide a wealth of primary resources for study. "Time Line: One Hundred Years Toward Suffrage" is especially useful for this lesson.

http://www.boondocksnet.com/gallery/suf_intro.html

Woman Suffrage in Political Cartoons

Jim Zwick has compiled an excellent site for historic political cartoons. He draws on many sources. A great way to engage your visual learners; good for enrichment activity.

<http://www.womenssportsfoundation.org/>

WomensSportsFoundation.org

Current events, career opportunities for women in sports and issues and actions. Ask an Expert includes Title IX information.

<http://www.afscme.org/otherlnk/whlinks.htm>

Women's Labor History

Personalities, labor movements, songs.

<http://www.nps.gov/wori/>

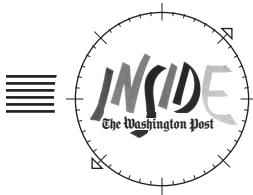
Women's Rights National Historical Park

"For Kids" and other sections help you to plan a trip on this National Park Service site.

<http://www.greatwomen.org/>

The National Women's Hall of Fame

The online Book of Lives and Legacies honors today's women. Includes essay contest (grades 4-12) and Web design and poster contests (grades 7-12).



interview their grandmothers, neighbors, friends of their parents and older female members of the community to learn about their experiences growing up female in America. Give students "Preparing for an Interview."

You will need to brainstorm with students the questions they should ask to meet the writing assignment. Possible questions: When you were young what did you expect to be doing as an adult? What toys did you have? Were you involved in women's sports? How did your family view your getting an education? Did you change your views of what a woman should and could do?

Write

Ask students to bring their interview notes to class. Have them put a checkmark by or highlight the best quotations, anecdotes and specific examples. They are to write a profile of the interviewee that helps others to understand what it was like to grow up female in America.

Share

Have students read their profiles or post them on a display board. If you wish to get more community involvement, you might invite the women who are profiled to your classroom. After students have read their profiles, they could introduce their interviewee to their classmates. End class with a "tea party."

Enrichment

1. Ask students to read "A New Kind of Crossover Dribble" and ask the questions in this curriculum guide's sidebar, "Local Women in Sports."

2. Research the women's suffrage movement. Subjects could include Sarah Grimke, Lucretia Mott, Elizabeth Cady Stanton, "Declaration of Sentiments and Resolutions" of Seneca Falls convention, Paulina Wright Davis, *The Una*, American Equal Rights Association, Susan B. Anthony, National Woman Suffrage Association, American Woman Suffrage Association, *Woman's Journal*, Victoria Woodhull, *New Northwest*, Sojourner Truth, Frances Willard, Woman's Christian Temperance Union, National Equal Rights Party.

You may wish to visit A History of the American Suffragist Movement (www.suffragist.com.) View the excerpts and timeline.

In addition to giving the story of their subject, ask students to evaluate the approaches taken to achieve suffrage. Do they think the approaches were necessary to achieve political rights for women?

"When Women Couldn't . . ." may be found at Vote . . .

<http://www.washingtonpost.com/wp-dyn/education/kidspost/lniel/A47475-2002Mar18.html>

... Go to College ...

<http://www.washingtonpost.com/wp-dyn/education/kidspost/lniel/A47476-2002Mar18.html>

... Play Sports ...

<http://www.washingtonpost.com/wp-dyn/education/kidspost/lniel/A47478-2002Mar18.html>

... and Little League.

<http://www.washingtonpost.com/wp-dyn/education/kidspost/lniel/A47477-2002Mar18.html>

Local Women in Sports

Read "Little League." This article can be found at <http://www.washingtonpost.com/wp-dyn/education/kidspost/lniel/A47475-2002Mar18.html>

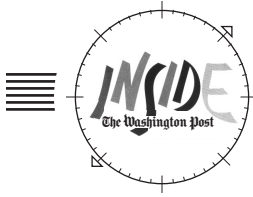
How many of your students participate now or have played in Little League baseball? Or another organized sports program? Have the experiences of the girls been similar to those of the boys?

Chris Drury and Krissy Wendell were members of the U.S. men's and women's hockey teams that won silver medals at the XIX Olympic Winter Games in Salt Lake City. According to Little League's Web site, both athletes got their first exposure to international sports at a Little League Baseball World Series. Do you have success stories in your school that began with community or Little League experience?

Little League Baseball was founded in 1939. In 1974 rules were revised to allow girls to participate. Kathryn Johnston, "Tubby," and Maria Pepe are old enough today to be mothers of Little League players. What has happened to the level of involvement by girls in team sports in one generation?

Read "A New Kind of Crossover Dribble: School Transfers Among Girls' Basketball Players Are Part of Game." This Washington Post sports article by Judith Evans can be found at <http://www.washingtonpost.com/wp-dyn/articles/A16868-2002Mar12.html>.

- What is more important, having a winning season or playing your best on a losing team?
- What do your students think of the practice of switching schools to play on a "better," more successful team?
- Should students play for their neighborhood school teams or switch to schools where they might get more attention from college scouts?
- Does transferring benefit student-athletes?
- Would you switch to a school based on the school's reputation for sending athletes to Division I schools?
- What is the priority in a student-athlete's life - academic success or athletic accomplishment?



Preparing for an Interview

In an interview, you meet a person to ask questions to get information or to confirm facts or ideas. You must prepare before you conduct your interview. Here are some steps to help you and your interviewee to have the best experience.

1: Select the Best Person to Interview

- What do you want to know or to confirm?
- What qualities or background should your source have?
- Who are you going to ask for an interview?

2: Ask for an Appointment

- Politely contact the person by phone, a note or e-mail to ask for an interview appointment
- Be prepared to tell the person why you have chosen her.
- Make the person feel important. Don't say, "I have to do this project for school, please talk to me." Think of why this person will be fun to meet or to find out more about her early life.

3: Read for Background

- What do you know about the topic?
- What should you read to know more about the time period or subject?
- Has this person ever been written

about in a newspaper article or book?

- What did you read?

4: Prepare Questions

- Be sure to get basic information, such as correct spelling of her name. Be very polite when asking a lady for her age. Ask if she is willing to share her age with you.
- Write 10 questions that require the interviewee to give more than a yes or no answer.
- Brainstorm some questions with a partner. Together, you will prepare questions to get different kinds of information.
- Ask if the interviewee has a photo album with pictures of her when she was your age or in school. Ask if she would be willing to show it to you.
- Don't forget your main focus or reason for conducting an interview.

5: Mind Your Manners

- Dress appropriately. You are on

official assignment. Dress to show respect to your interviewee and to represent your school well.

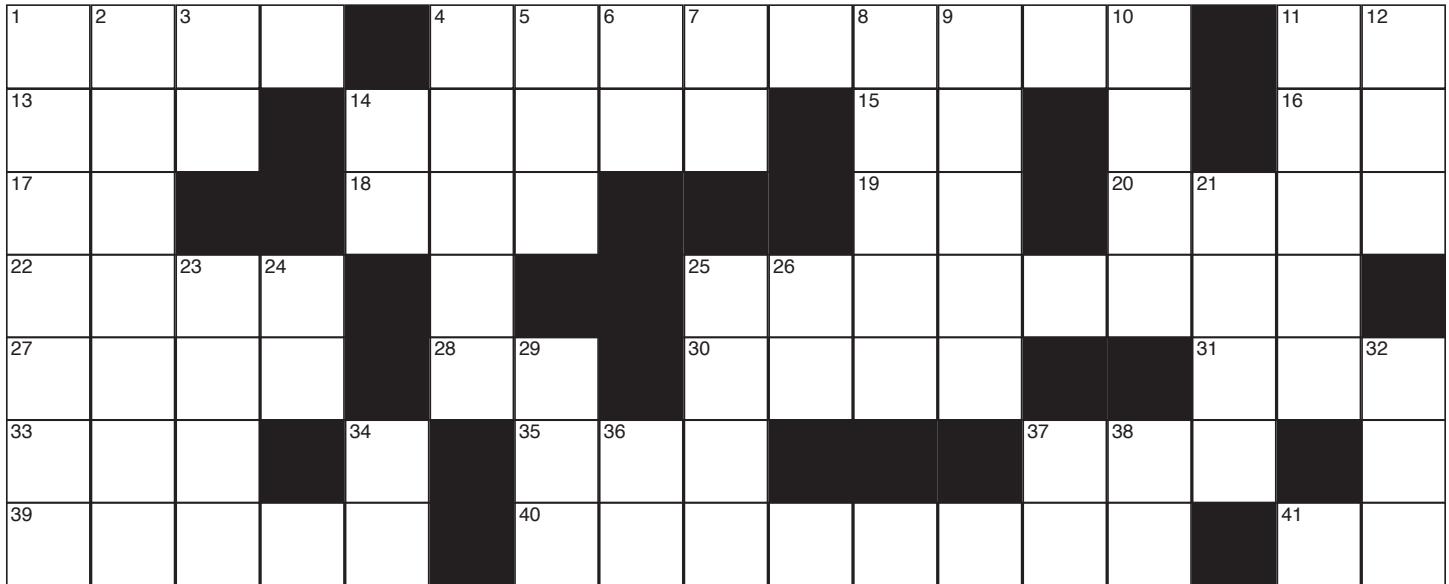
- A notebook and pencil or pen are important accessories.
- Introduce yourself. Greet the interviewee with a handshake.
- Try to record the best quotations. It is OK to ask the interviewee to repeat something said or to ask her if you have quoted her correctly. Don't attempt to write down every word said. Listen.
- Remember gestures and body language, details from the room and clothing worn.
- If you want to tape record the conversation, you should ask the interviewee for permission when you ask for the interview appointment. Be sure to check that the tape recorder is working before you leave home.
- Listen attentively. Be ready to ask follow-up questions.
- Smile and enjoy the experience.



PHOTODISC

American Women Make History

Complete the crossword puzzle using the clues.



Across

1. Lucretia _____, a leader in the women's suffrage movement
4. Elizabeth _____, the first American woman to get a medical degree
11. Street (abbrev.)
13. A statute, such as the Equal Pay _____ of 1963
14. Civil War general and 18th President of the U.S. (1869-1877)
15. Orbiter Vehicle (abbrev.), designations for U.S. space shuttles. Columbia (OV-102), the oldest orbiter of the shuttles, is named after the sloop Columbia that completed the first American circumnavigation of the globe — Boston to Canton, China, and back.
16. Preposition meaning "in the direction of" or "toward"
17. Right (abbrev.)
18. To make or repair with needle and thread
19. Michigan (postal abbrev.)
20. Slender, woodwind musical instrument
22. Flexible heavy cord; make a lasso or jump over it
25. Alice _____, first African-American woman to win an Olympic gold medal (1948)

27. Wild goat

28. Kentucky (postal abbrev.)

30. To search or pursue

31. A wager or amount risked

33. Erasable, Electronic, Programmable (abbrev.), a type of read-only memory (ROM)

35. American Medical Association (abbrev.)

37. Single, undivided

39. Hope or images during sleep

40. Cross-country footrace of 26 miles, 385 yards. Kathryn Switzer, the first woman to officially enter the one in Boston, finished it in four hours and 20 minutes.

41. Preposition meaning "in" or "near"

Down

1. Until 1965, women who were this couldn't get a credit card or buy a house without a husband's agreement.
2. Tenth month of the year
3. Trust Territory (abbrev.)
4. To smash into pieces or a rest period. Let's take a _____.
5. Rule in a legal system. Women were not allowed to study this in college until after the Civil War.
6. Indefinite article (grammar)

7. Connecticut (postal abbrev.)

8. Opposite of man

9. To expel or force to move

10. Used to make thread or yarn into cloth.

11. Lucy _____, suffragist who refused to pay her property taxes. She believed like colonial leaders in "No taxation without representation!"

12. A digit of a vertebrate, part of the foot

14. General Staff (abbrev.)

21. _____ Didrickson Zaharias, female athlete who excelled in golf and baseball and set world records in track and field in the 1930s.

23. Maria _____, first girl given official permission to play Little League baseball (1974)

24. Prefix which means "out of," "away from" or "not"

25. To burn the surface

26. I-_____, a promise to repay a debt

29. Starchy root eaten as food; especially good at Thanksgiving

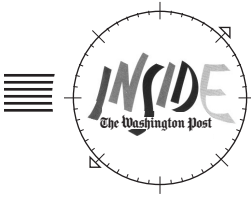
32. Child

34. Exist

36. Opposite of Pa

37. Object-Oriented (abbrev.)

38. Neural Networks (abbrev.)



Crossword Answers

1	M	2	O	3	T	T		4	B	5	L	6	A	7	C	K	8	W	9	E	L	10	L		11	S	12	T
13	A	C	T				14	G	R	A	N	T			15	O	V								16	T	O	
17	R	T					18	S	E	W					19	M	I				20	O	21	B	O	E		
22	R	O	23	P	24	E		A				25	C	26	O	A	C	H	M	A	N							
27	I	B	E	X			28	K	29	Y			30	H	U	N	T				31	B	E	32	T			
33	E	E	P		34	A			35	A	36	M	A					37	O	38	N	E			O			
39	D	R	E	A	M				40	M	A	R	A	T	H	O	N						41	A	T			

Vocabulary

Cerebrate: To think, to use the power of reason

Competitive: Liking competition or inclined to strive with others to attain a goal

Feminine: Possessing qualities generally attributed to a woman

Filly: Having ruffles, gathers and pleats on the fabric edge; not tailored in look

Jeer: Mock, to speak or shout derisively

Little League: An international program of organized baseball and softball for boys and girls aged 5-18 years

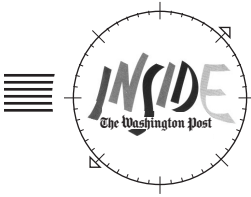
Picketer: A person present outside a building who is there to protest; the person or group may be on strike or be against an action

Ratify: To approve, confirm by formal vote

Strenuous: Requiring great energy, effort or exertion

Title IX: Section of the federal Education Amendments of 1972 that prohibits discrimination on the basis of sex in educational institutions that receive federal aid

Definitions are from The American Heritage Dictionary



Word Study: A Look at Suffrage

Can you remember the first time you got to vote?

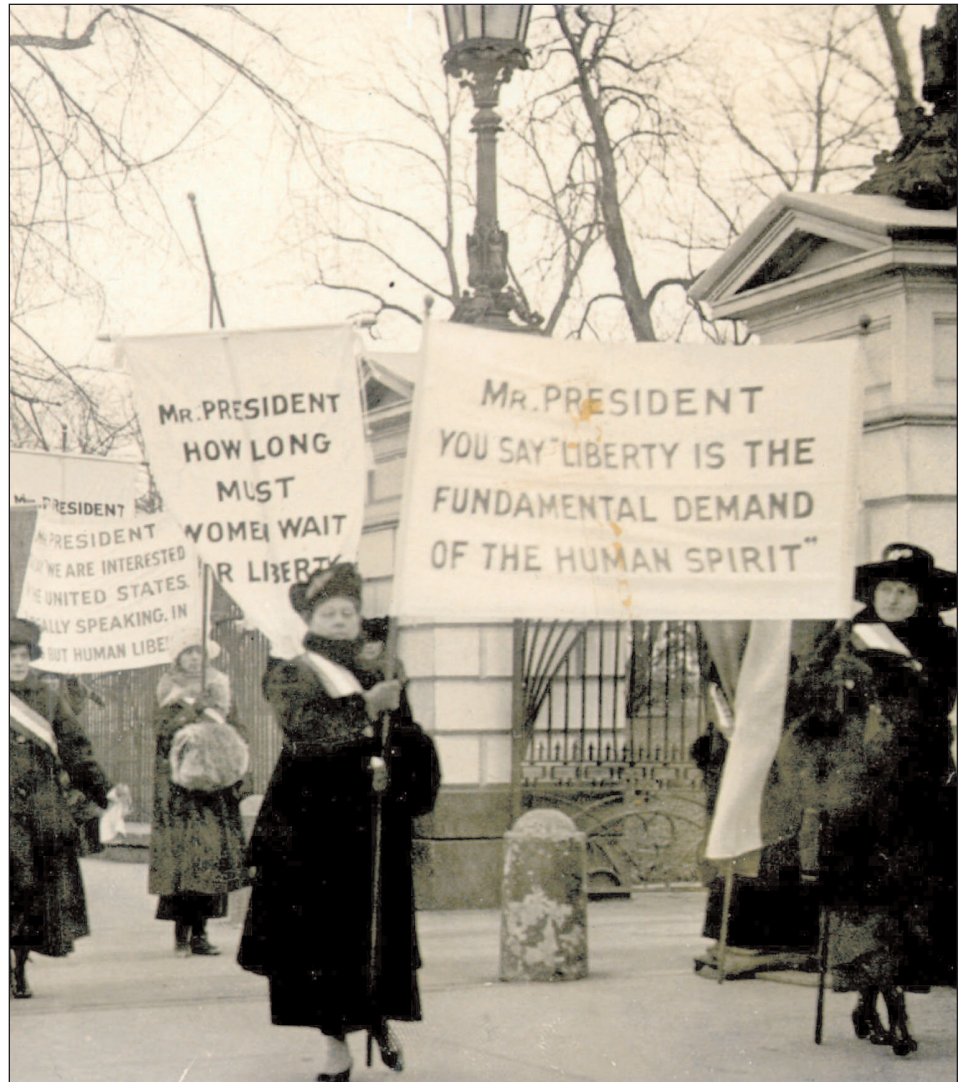
When you were in the first grade did you get to vote for line leader or did your teacher select the most well behaved student for the privilege? Perhaps, at home you were allowed to vote on family trips.

The right or privilege of voting is called suffrage.

The idea of voting is expressed in the Medieval Latin word *suffragium*. It is not surprising to learn that it comes from an older Latin word, *suffragari*, which means “to express support.” The man who wanted to be elected to public office in ancient Rome made himself known by wearing a white toga. The Latin word for white is *candidus*, so the person who wore the white robe became known as the *candidatus*. When a landowner told which candidate he would select, the verb *suffragari* was used.

Voting took place in ancient Rome and in some city-states of ancient Greece. But not everyone was allowed to vote. Women and slaves were never eligible. Strict conditions of land ownership and social standing applied before a man could vote.

In the 17th and 18th centuries, political philosophers began thinking about voting. Some argued that casting a vote was not a privilege given by men in authority. Voting was a right. Our Founding Fathers were influenced by this idea and established a government that got its power to govern from the people. We believe that citizens have inalienable rights that cannot be given to them by their government.



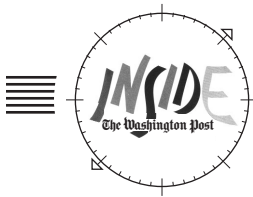
ASSOCIATED PRESS

A circa 1918 file photo of women demonstrating at the White House demanding voting rights. The suffragettes got their wish two years later when Secretary of State Bainbridge Colby signed into law the 19th Amendment, which granted women the right to vote.

Who is a citizen? The question of who should receive enfranchisement was debated for many decades. Enfranchisement is the giving of the rights of citizenship or freeing from bondage. Enfranchisement comes from a Middle English word,

enfranchisen. It is based on the Old French *enfranchir* (en-, intensive pref + *franchir*, from *franc*, that means “free”) which means “to set free.”

Suffrage, the right to vote, is an important expression of freedom.



Academic Content Standards

This lesson addresses academic content standards of Maryland, Virginia and the District of Columbia. Among those that apply are:

Maryland

Social Studies

United States History (2.0):

Students will examine significant ideas, beliefs, and themes; organize patterns and events; and analyze how individuals and societies have changed over time in Maryland and the United States. 2.8: Students describe the forces that led to cultural, religious, social, economic, and political changes during the antebellum period (1801-1861). 2.8.8.5: In the context of U.S. History through 1877, at the end of grade 8, students know and are able to describe the impact of the ideas of the various reform movements.

2.13 Students analyze the major political, social, economic, technological, and cultural developments of the 1920's and '30s. 2.13.12.3: In the context of U.S. History from 1877 through modern times, at the end of grade 12, students know and are able to explain the rise of the women's movement and its significance in the 1920's for American women; the passage of the 19th Amendment and the struggles of leaders such as Alice Paul, Elizabeth Cady Stanton, and Carrie Chapman Catt.

Social Studies Skills (1.0): Students will demonstrate an understanding of historical and current events using chronological and spatial thinking, develop historical interpretations, and frame questions that include collecting and evaluating information from primary and secondary sources. 1.1.8.1: In the context of U.S. History through 1877, at the end of grade 8, students know and are able to construct various timelines of key events, people, and periods of the historic eras studied and explain how major events are related to each other.

A complete list of Standards of Learning of Maryland can be found on the Web at <http://www.mdk12.org/mspp/standards/>.

Virginia

History and Social Science

United States History: 1877 to the Present, Grade 6: 6.6: The student will describe the economic, social and political transformation of the United States since World War II, with emphasis on

- segregation, desegregation, and the Civil Rights Movement;

- the changing role of women in America

Grade 6: 6.10: The student will develop skills for historical analysis, including the ability to

- identify, analyze, and interpret primary sources (artifacts, diaries, letters, photographs, art, documents, and newspapers) and contemporary media (computer information systems) and make generalizations about events and life in United States history since 1877;

- recognize and explain how different points of view have been influenced by nationalism, race, religion, and ethnicity;

- construct various time lines of United States history since 1877 including landmark dates, technological and economic changes, social movements, military conflicts, and presidential elections

English

Research: Grade 6: 6.9: The student will select the best sources for a given purpose, including atlases, dictionaries, globes, interviews, telephone directories, encyclopedias, electronic databases, and the Reader's Guide.

A complete list of Standards of Learning of Virginia can be found on the Web at <http://www.pen.k12.va.us/>.

Washington, D.C.

Social Studies

Chronology and Space in Human History, Content Standard 1: Students understand chronological order and spatial patterns of human experiences, by placing the stories of people and events in the context of their own time and place. By the end of Grade 8, the student will:

- explain how power, roles of individuals, justice and influences apply to persistent issues and social problems;

- write paragraphs that show cause and effect relationships in historical events.

Historical Inquiry, Analysis and Judgement, Content Standard 2: Students use varied methods and sources in research and writing. By the end of Grade 8, the student will:

- use a variety of primary and secondary sources in understanding history;

- analyze the data obtained from historical documents to interpret the historical context;

Social Diversity and Social Change, Content Standard 4: Students understand how the origins, evolution and diversity of societies, social classes and groups have been affected and changed by forces of geography, ideology and economics. By the end of Grade 5, the student will

- analyze how groups of people have been distinguished by gender, race, sexual orientation and class

A complete list of Standards of Teaching and Learning of the District of Columbia Public Schools can be found at <http://www.k12.dc.us/>.