

Women's Rights: Document Based Question

Civil War and Reconstruction

How did the onset of the Civil War effect the women's rights movement?

Sources:

- <http://womenshistory.about.com>
- <http://teacheroz.com/civilwar>
- <http://scriptorum.lib.duke.edu/women/cwdocs.html>
- <http://memory.loc.gov>
- <http://susanbanthonyhouse.org>

Use the power point presentation to answer the following questions:

1. What roles did women have in society during the Civil War?
2. What rights were women hoping to achieve?
3. Using examples, how did the leadership of the women's rights movement differ in their philosophy about the goals of the movement?
4. Using Susan B. Anthony's obituary, how did her history affect her dedication to the movement? Create a timeline of her involvement in the movement.
5. What impact did the lack of support from the Republican party have on the movement during the Reconstruction era?
6. Imagine that you are a woman living in this era, what challenges do you face standing up for your rights? Create a political cartoon to illustrate what opposition you would face.

DBQ for Progressive Era

1. What social issues did the settlement houses (including Hull House) attempt to correct? Why were settlement houses considered superior to government and others in addressing social problems?
2. How did women use their influence to affect social legislation and change in spite of the fact that they had no official standing in the political process? Were their efforts successful? Give specific examples.
3. How does the Alice Paul quote apply to her view on the women's movement? How would this quote be applicable to the modern Civil Rights movement?
4. Why does Carrie Nation have an axe? Would her presence in a bar have a positive or negative impact on your decision to drink alcohol?
5. Is the picture of The Flappers an honest representation of all women in the 1920s? If there were opposing views, how did they clash?
6. Analyze the effectiveness of Molly Dewson's efforts in the 1932 Presidential campaign.

DBQ for Modern Era: Women 1940-2000 Module Activities

1. Freidan, Schlafly, and Friends

Objective – To explain the changes in women's roles and rights

1. Ask female students what they expect will be their career course after high school. Compare those expectations with the expectations for women that male students have.
2. Use the following resources to gain information:
<http://www.pbs.org/fmc/interviews/friedan.htm>
http://www.americanwriters.org/classroom/resources/tr_friedan.asp
<http://www.now.org/history/history.html>
<http://www.ibiblio.org/prism/mar98/path.html>
<http://www.equalrightsamendment.org/era.htm>
<http://www.freerepublic.com/focus/f-news/1574651/posts>
3. Students are to answer the following questions:
 1. Who was Betty Freidan?
 2. What did she believe?
 3. Who were the radical feminists?
 4. What did they believe?
 5. Who were the traditionalists?
 6. What did they believe?
 7. What was the Roe v. Wade decision?
 8. How did the different groups feel about the decision?
3. Students are to write a letter to the editor in response to the Roe V. Wade decision. They should write from the perspective of either a radical feminist or a traditionalist.
4. Ask students to share letter with class.
5. Then ask students to consider how the Civil Rights' Movement and the Women's Liberation Movements are connected. Ideas for this plan were taken from *All the People* teaching guide 3rd edition

2. The Women's' Rights Movement

Objective – To learn about the Women's Rights Movement through the groups, people involved and the laws enacted.

1. Use the following resources to gain information:
<http://www.pbs.org/fmc/interviews/friedan.htm>
http://www.americanwriters.org/classroom/resources/tr_friedan.asp
<http://www.now.org/history/history.html>
<http://www.ibiblio.org/prism/mar98/path.html>
<http://www.equalrightsamendment.org/era.htm>
<http://www.freerepublic.com/focus/f-news/1574651/posts>
2. Research the following people, groups, and laws associated with the Women's Rights Movement. Organize the information you find in the chart on the next page.

Equal Rights for Women

Directions: Research the following people, groups, and laws associated with the Women's Rights' Movement. Organize the information that you find in the chart below.

People, groups, or laws in the movement	Give a brief description of the importance.	How did the person, group, or law work to help the movement?	Results achieved by this person, group, or law
Eleanor Roosevelt			
Equal Pay Act of 1963			
Equal Rights Amendment (ERA)			
Civil Rights Act of 1964			
Higher Education Act of 1972			

After chart is completed, we will discuss this as a whole class activity.

3. *The Feminine Mystique*

Objective – To learn about the 1957 best seller by Betty Freidan and how this book helped catapult the women's liberation movement.

- Use the following resources to help you with this assignment:
http://www.americanwriters.org/classroom/resources/tr_friedan.asp
<http://www.pbs.org/fmc/interviews/friedan.htm>
All the People by Joy Hakim
Creating America - text
The American Journey – text
 Library books on the Women's Rights Movement

2. Suppose you were a book review editor for a women's magazine in 1963. You have just read the *Feminine Mystique*. Write a three paragraph review of the book, including a description of its contents and your own personal reactions to the book.
3. Share your book reviews with the class.

4. Elizabeth Eckford's Long Walk to School

Objective – To describe the process of school desegregation in Little Rock, Arkansas

1. Use the following resources to help you gain knowledge:
Creating America – primary source sheet - Elizabeth Eckford's Long walk to School
Book – *Ordinary Americans* edited by Linda Monk – Not a Second Class Citizen (article)
Film – Eyes on the Prize
<http://www.spartacus.schoolnet.co.uk/USAeckford.htm>
2. Pass out Primary Source sheet on Elizabeth Eckford. Have students read silently, and then discuss as a class.
3. From the book *Ordinary Americans*, I will read to the class the article, Not a Second Class Citizen –Integrating Little Rock. We will, as a class, discuss this article.
4. View film Eyes on the Prize – section – Crisis at Central High. Ask students if they think that major social changes such as integration can be accomplished without conflicts like the ones that erupted in Little Rock.
5. Assignment – Imagine you are a black teenager attending a segregated high school in Little Rock in 1957. The city's superintendent of schools contacts you and your parents and asks if you would like to be one of the first black students to integrate Central High in September. Write out the response you would give and why.
6. Share responses with the class.

5. We Can Do It!

1. Objective – To identify Rosie the Riveter and the impact she had on the war effort
- To identify opportunities for women during WWII
2. Resources – Use the following resources to help you accomplish this task:
<http://history.sandiego.edu/gen/st/~cg3/intropage.html>
<http://www.u-s-history.com/pages/h1656.html>
<http://www.snapshotsofthepast.com/war-posters-wow.html>
poster – Rosie the Riveter – Jackdaw
book – *Rosie the Riveter* – library
book – *Cool Women*
book – *Ordinary Americans*
Creating America- textbook

The American Journey – textbook
Jackdaw poster – Rosie the Riveter
Poster analysis worksheet – from National Archives Website

3. Display copy of Rosie the Riveter poster. In groups of 4, students will fill out the poster analysis worksheet. Discuss student responses and ask the following questions:
 1. Who is the “We” in the poster?
 2. What is it that “We” can do?
 3. Would you say that the message is mostly visual, verbal, or both?
 4. How did the artist use Rosie to symbolize strength and determination?
 5. What other qualities do you think Rosie symbolizes?
 6. Many historians believed that the US would win the war “on the farms and factories of the nation”. How does this poster represent this idea?
 7. Explain why this is such an effective and well-known image.
4. There are many personal accounts of the working women of WWII. Using references listed above, students, in pairs, will locate and read at least 2 accounts of these personal experiences. Then each pair will present a brief oral report to the class.

5. Rosa Parks

1. Objective – To learn about Rosa Parks and her role in the Montgomery Bus Boycott
 - To learn the goal of the Montgomery Bus Boycott
 - To learn the results of the boycott
 - To learn the reaction of Southern whites to civil rights victories for blacks
2. Resources – Primary Sources – Civil Rights, Jackdaw photo of Rosa Parks, <http://www.archives.gov/education/lessons/rosa-parks/index.html>
Historical background information sheet of Rosa Parks – handout
Montgomery Bus Boycott – play
Book – Eyewitness to America edited by David Colbert
3. Students will be placed in groups of 4. Pass out to each group the photo of Rosa Parks being fingerprinted. Also have the large Jackdaw photo of this on the front blackboard. Each group of students will examine, analyze, and study the photo. Each group will answer the following questions:
 1. What is Rosa Parks thinking?
 2. What is happening in the picture?
 3. What were the events leading up to this?
 4. What do you imagine to be the outcome?
 5. How do you think she feels?
 6. From website, <http://www.archives.gov/education/lessons/rosa-parks/index.html> - show students the police report pages 1 and

2, fingerprint card of Rosa, and the illustration of the bus where Rosa sat. Discuss these with the students

4. I will now read Rosa Parks' personal account of what happened from the book *Eye Witness to America* edited by David Colbert. Discuss with class.
5. Students (in their groups) will now read together and discuss a historical background information sheet on Rosa Parks.
6. Pass out to each student a play called Montgomery Bus Boycott. Assign parts and read the play aloud as a whole class activity.
7. After reading the play, students will now get back in their groups and will talk about the Montgomery Bus Boycott incident from various points of view. Group 1 – Rosa, Group 2 – bus driver, Group 3 – person who wanted Parks' seat, Group 4 – arresting officer, Group 5 – other passengers on the bus, Group 6- Rosa's lawyer, Group 7- Rosa's family members
8. Come together as a whole class and discuss the conversations each group had.

7. Father Knows Best

1. Objective – To compare the roles of women in the 1950s to present day
2. Resources – 1 taped episode of father knows Best and 1 taped episode of Leave it to Beaver
3. Have students view both sitcoms of the 1950s and they will take notes on the roles of females during those time periods incorporating dress, attitudes, behaviors, morals, and relationships. Discuss their findings and compare these sitcoms to a present day sitcom.
4. Students are to create a full page Venn diagram comparing and contrasting the women of the 1950s with the women of today. This will be handed in.

8. Maya Lin and the Vietnam Veterans' Memorial

1. Objective – To explain how Maya Lin's tribute to the dead and missing achieved its impact
 - To recognize the reasons the United States entered the war in Vietnam and the war's outcome
 - To identify the way veterans of the war were received upon their return
2. Resources –
 - Historic America Electronic Field Trip – The Vietnam Veterans Memorial
 - Teacher Created material – Primary Sources – Vietnam Conflict
 - Textbook – *The American Journey*
 - Textbook – *Creating America*
 - Websites - http://myhero.com/myhero/hero.asp?hero=m_lin
 - <http://thewall-usa.com/wallpics/gallery.htm>
 - Book – Ordinary Americans- article -Perhaps Now I Can Bury You

Book – *All the People* by Joy Hakim

3. After students have studied the Vietnam War through textbooks , handouts, websites, etc. read to them the article from *Ordinary American* “Perhaps I Can Bury you Now”. Discuss
4. Play short film – “Vietnam Veterans’ Memorial” from the Historic America Electronic Fieldtrips – Discuss the music and emotion associated with this film clip.
5. Assignment – In 1982, the US unveiled the Vietnam Veterans’ Memorial (The Wall) in Washington, D.C. Imagine you were one of the individuals called upon to deliver a dedication speech. What would you say about the memorial’s purpose and significance? Write the speech and be prepared to deliver it in class.

9. The Quilt

1. Objective – To create a list of women and events that shaped our nation’s history from 1940-2000.
 - To make a patchwork quilt honoring the women and events that shaped their lives from 1940-2000
2. Resources
 - Textbook – *The American Journey*
 - Textbook - *Creating America*
 - Book – *All the People* by Joy Hakim
 - All the websites embedded in my write-up on women from 1940-present day
 - Paper, crayons, markers, paint, colored pencils, etc
3. In teams of 4, students are to choose a woman or event for which to make a quilt patch. Students may use cut paper, crayons, markers, etc. to create an 8” by 11” quilt patch featuring that person or event. On the back of their patches, students should write their names, identify the woman or event they depicted, and explain why they chose that particular person or event. When team members have finished their artwork, they should tape their patches together in a square. Then have teams join all of their work together in a class quilt.