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ABSTRACT

Demonstrating the need for reintegrating women from U.S. history into the curriculum and the ease with which National Women's History Week observances can fill this need, this inservice workshop package provides a facilitator's guide and accompanying audiovisual materials for two different audiences--one for school administrators (1 hour); another for curriculum designers, library and media personnel, and classroom teachers at the elementary and secondary level, and another for curriculum designers, library and media personnel, and classroom teachers at the elementary and secondary level (2 1/2 hours). Focusing on three critical time periods in U.S. history--1776, 1849, and 1920--this multicultural infusion model (1) demonstrates approaches for focusing on women's history in various subject areas, (2) provides guidance for introducing the multicultural history of women in the United States, (3) illustrates possibilities for curriculum expansion, (4) increases awareness of the many and varied role models available from the past, and (5) introduces resources available for exploring women's history in the United States. Each participant package contains: an informal teacher's survey; an informal administrator's survey; color-coded lesson plans, chronologies, and annotated bibliographies for elementary and secondary students; an oral history questionnaire; a textbook checklist for gender bias; activity ideas for National Women's History Week; and Community Resource Women recruitment materials. Appended is a transcription of the accompanying tape cassette. (LE)

NATIONAL WOMEN'S HISTORY WEEK: A MULTI-CULTURAL INFUSION MODEL

NATIONAL WOMEN'S HISTORY WEEK PROJECT
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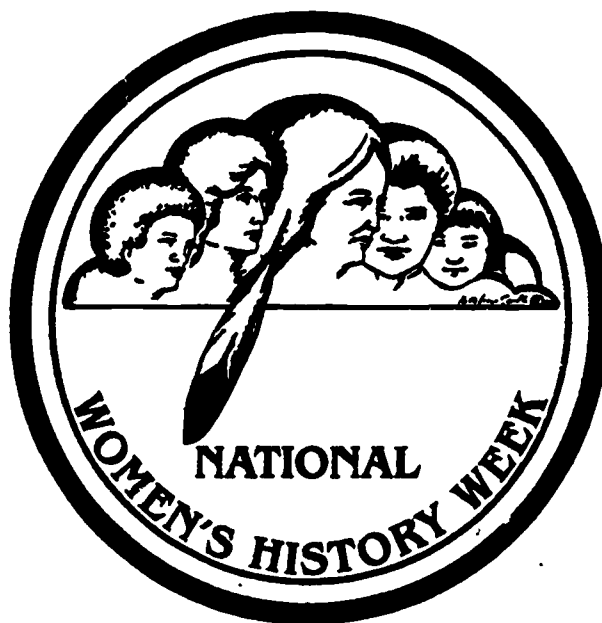
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PREFACE

National Women's History Week is one of America's newest and most important focal celebrations. In just a few years it has spread from the school district that pioneered it all the way to the halls of Congress, where it has been honored by a special Congressional Resolution (Public Law 97-28).

The National Women's History Week Project was funded under the Women's Educational Equity Act to produce this unit promoting a more equitable portrayal of the many stories of women in United States history for elementary and secondary students. During the nine years that we have been exploring women's history with students, we have seen how learning about the work of women in our society's past helps young girls and women feel more self-assured, more willing to take responsibility for planning their futures, and be more optimistic about the control the individual can have over her own life. Since the public schools of this nation are critical settings for the transmittal of this culture's values and beliefs, it is imperative that the representations of women in all aspects of the curricula be historically accurate and presently realistic. Only then will students' expectations, female and male, match the actualities of the world which they will face as adults.

Educators and administrators who have experimented with the program in their classrooms, schools or districts have told us of the positive impact of the Week's programs on their students. We are confident that this slide presentation and facilitator's guide will expedite the expansion of National Women's History Week into schools not yet familiar with the observance, encouraging that first step toward the ultimate recognition of women's contributions in all areas of the curriculum. Schools already aware of National Women's History Week will be introduced to further concepts and ideas. The programs generated for National Women's History Week (always that week including March 8, International Women's Day) can be expected to serve as catalysts for other approaches to studying women's true histories throughout the entire academic year.

The National Women's History Week Project promotes the study of women in United States history on the premise that equity cannot be achieved until equality is expected and until the contributions of all women are understood and accepted as a simple matter of obvious fact. Sharing this vision, the California State Department of Education's Project S.E.E. (Sex Equity in Education) and the Women's Support Network of Sonoma County, California, have provided substantial in-kind support to the project. Special thanks go to Barb Landers, Director of Project S.E.E., who served us well as both friendly and professional mentor throughout the term of the project, pointing the way through at times murky waters. Dr. Leslie Wolfe and Doris Shakin, of the Women's Educational Equity Act Program, shared their special skills and insights with us upon request. Paula Hammett, Director of the Feminist History Project, offered not only her ongoing friendship, but also her academic expertise, while keeping a critical eye on our work in progress.

At various times through the course of the project we received advice from our distinguished review panel of historians and educators, assuring the historic accuracy, academic value, and practicality of our media production and guide. The statements made and the views expressed in the slide show and guide are solely the responsibility of the project directors, however. The review panel members:

- Robert Avillar, Affirmative Action Office, Santa Clara County, San Jose, CA.
- Phyllis Cheng, Director, Commission for Sex Equity, Los Angeles Unified School District, Los Angeles, CA.
- Bettye Collier Thomas, Director, Mary McLeod Bethune Museum, Washington, D.C.
- Martha Cotera, Director, Multi-cultural Resource Center, Austin, TX.
- Jay Goins, Project Director/Supervisor, Title IX/Sex Equity Program, Colorado Department of Education, Denver, CO.
- Rayna Green, Professor, Native American Science Research Center, Dartmouth College, Hanover, NH.
- Dolores "D" Grayson, Consultant/Project Manager, Sex Equity Office, Los Angeles County Superintendent of Schools, Los Angeles, CA.
- Lucie Hirata, Professor, Asian American Studies Center, UCLA, Los Angeles, CA.
- Robert Kirkpatrick, Superintendent of Schools, Willits, CA.
- Barb Landers, Director, Title IX Assistance Office, California State Department of Education, Sacramento, CA.
- Lee Mahon, Trident Enterprises, San Mateo, CA.
- Adolphus McGee, Superintendent, Area 5, Sacramento Unified School District, Sacramento, CA.
- Alice Wexler, Professor, Department of History, Sonoma State University, Rohnert Park, CA.

PREFACE

Once the bulk of the work was accomplished, workshops were conducted in a variety of locations to test for regional bias and general "workability". We have certainly appreciated the various site coordinators for their sympathetic scheduling and preliminary arrangements.

From the first draft of the script, through the completion of the media portion of the project, the realistic perspective of the project's technical advisors — Jonna Ramey, Barrie Brown, Warren Mullen, Ben Bayol — directed our boundless enthusiasm toward a more practical media production. Final editing and graphic design were done by Susan Joice, working directly with our typesetter, Indigo Crone.

It is our hope that the workshops conducted using the materials we have developed will result in an expanded view of women's contributions to the great mosaic of American life for students and educators alike.

INTRODUCTION

A multi-cultural strategy for sex equity using history to generate community support for quality education? It's true! This approach has been tried and whole-heartedly adopted by countless school districts throughout the country. As you review the National Women's History Week media production and the various workshop components of this guide, you will come to understand how this has happened.

You do not have to be an expert in women's history to effectively promote National Women's History Week programs for your schools. The materials provided here will supply all of the support necessary for you to facilitate in-service workshops for two different audiences: one for site principals, district superintendents, and school board members (1 hour); another for curriculum designers and classroom teachers at the elementary and secondary levels (2½ hours). These training sessions have been designed to fill real needs. Both formats will:

- introduce the concept of National Women's History Week (NWHW) as a valuable, multi-cultural approach to enriching the elementary and secondary curricula;
- provide a proven vehicle for stimulating students' interest in U.S. history;
- increase workshop participants' awareness of the importance of introducing female and male students to the many and varied women role models available from our shared past.

Administrative personnel will focus on:

- the use of women's history to expand and invigorate present curricula;
- strengthening community ties through the use of Community Resource Women.

For teachers and curriculum designers, the workshop will:

- demonstrate approaches for focusing on women's history in varied subject areas;
- provide unique chronologies for use by social studies teachers;
- stress the range of appropriate resources now available for exploring women's history, providing printed lists appropriate for each grade level.

Additionally, library and media specialists will find both the print materials and the opportunity to increase community involvement through programs for National Women's History Week of particular value.

The slide-tape portion will engagingly demonstrate the need for re-integrating women from history into the curriculum, and the ease with which NWHW celebrations can begin filling this need. This printed guide provides an effective introductory workshop activity, an outline and supporting information for a brief, highly informative presentation by the facilitator, copy-masters for all necessary workshop materials, an extensive reference section of chronologies and related classroom materials about women in United States history for all grade levels, a checklist for bias in contemporary textbooks, and materials for recruiting Community Resource Women. Appended to these sections is a transcription of the tape narrative.

SCHEDULE

I. The recommended workshop schedule of activities is this:

- A. Introductions (10 minutes).
- B. Informal quiz and discussion (20 minutes).
- C. Mini-lecture (10 minutes).
- D. "History Revisited" — media screening and comments (25 minutes).
- E. Informal survey (5 minutes).
- F. Break (15 minutes).
- G. Lesson plan development (Curriculum Workshop only) (30 minutes).
- H. Strategizing for local NWHW implementation (15 minutes).

PREPARATION

I. Materials List:

- A. Large chalk board, chalk, eraser.
- B. Note paper for each participant.
- C. Supply of pens, pencils.
- D. For each *curriculum* workshop participant:
 - 1. Teachers' Informal Survey (H.O. 1)
 - 2. Lesson Plan Suggestions (H.O. 3-12)
 - 3. Chronologies (H.O. 13-26)
 - 4. Bibliographies (H.O. 27-34, Elementary; 35-44, Secondary)
 - 5. Supplementary Resources (H.O. 45-51)
 - 6. Oral History Questionnaire (H.O. 52)
 - 7. Textbook Checklist (H.O. 53/54)
 - 8. Specific Strategies for the Implementation of NWHW (H.O. 55/56)
 - 9. Suggested Activities for NWHW (H.O. 57)
 - 10. Community Resource Women Materials (H.O. 58-63)
- E. For each *administrative* workshop participant:
 - 1. Administrators' Informal Survey (H.O. 2)
 - 2. Sample Lesson Plans for 1835-1860 (H.O. 5/6)
 - 3. Chronology for 1835-1860 (H.O. 17/18)
 - 4. Bibliography for 1835-1860 (H.O. 28/29, 36/37)
 - 5. Textbook Checklist (H.O. 53/54)
 - 6. Specific Strategies for Implementation of NWHW (H.O. 55/56)
 - 7. Suggested Activities for NWHW (H.O. 57)
 - 8. Community Resource Women Materials (H.O. 58-63)

II. Audio-Visual List

- A. For slide-tape:
 - 1. 35mm slide projector fitted for Kodak carousel trays, designed for remote operation.
 - 2. Cassette player designed to trigger the slide advance.
 - 3. Appropriate patch cords to connect the recorder and projector.
 - 4. Stand large enough to accommodate both machines.
- B. For filmstrip:
 - 1. Filmstrip projector with sound capability.
 - 2. Stand large enough to accommodate the machine.
- C. Screen or white surface for projection.
- D. Extension cord with plug appropriate for electric wall outlet.
- E. Test the equipment carefully well before the workshops are convened.

III. Physical Setting

- A. Large room with closing window shades/curtains.
- B. Accessible electric outlet.
- C. Large chalkboard visible from all seats.
- D. Lined paper distributed in advance to each seat.

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PROCESS

I. Introduction by the Facilitator (10 minutes)

- A. Welcome the participants and introduce yourself.
- B. Make announcements as necessary regarding facilities, schedule, attendance forms.
- C. State why and by whom this workshop has been convened and outline the objectives for the session. Include statements such as:
 1. Your own perception of women in history before becoming involved with or aware of NWHW. Be honest! This can be a very equalizing ice-breaker for most audiences!
 2. Your knowledge of NWHW observances in your own district or in other nearby locales.
 3. Acknowledgement that history is often considered boring — dead and gone — but that today's workshop will give another perspective, an interesting model to use.
- D. If group size permits, have the participants introduce themselves: name, school or district, position, previous experience with the history of women in the U.S. or with NWHW. (Watch the time carefully if you do this.)
- E. When introductions are completed, summarize the group's composition and previous experience with studying/teaching about women's history.

II. Informal Quiz and Discussion (20 minutes)

This activity will assess the groups' level of information about women in history in an enjoyable, non-threatening fashion. In the process, most participants will begin to war . up to the topic at hand and to the group setting. Establish a lively, informal atmosphere.

A. Part One:

1. Instruct the group to list quickly, on the paper provided, ten men of importance in United States history. Discourage discussion at this point, assuring participants that their papers will not be collected or graded!
2. When they are finishing, repeat the instructions, substituting "women" for "men".
3. Next, a single descriptor is to be listed by the name of each individual woman and man. If pressed for examples, suggest "innovative", "daring", "decisive" — whatever best describes the reason for the person's fame.
4. Finally, have each participant record briefly (3 words or less) *the* most critical idea which they as educators hope to teach their students. If asked for a definition, suggest "what you would ideally like to have your students learn by the time their year in your class/school is over."

B. Part Two:

1. At the top of the board, facilitator rapidly compiles first a list of the men who headed the participants' lists, then a similar list mid-way down the board of the women who headed the lists. Leave space in order to:
2. Go back and add the descriptors for each person.
3. Discussion questions to pose:
 - a. Which list was more easily constructed? Why?
 - b. Would all participants have used the same descriptors? (This shows the subjectivity of history fairly clearly.)
 - c. What racial or ethnic groups were represented? Is there a balance?
 - d. Are the descriptors of the two lists similar? Different? Stereotypes?

C. Part Three:

Establish a list of the "critical ideas" on the board. Could the women and men listed on the board be used to serve as positive role models for these ideas? Verbalize possibilities as you are able, encouraging contributions from the group. Samples: "independence" — Margaret Mead; "self-confidence" — Harriet Tubman.

PROCESS

D. Part Four:

It is unlikely that the lists of "important people" will be racially or ethnically balanced. In any event:

1. Close with a brief statement of the importance of multi-cultural role models, female and male, for students of both sexes.
2. Whether or not the school and its community are multi-cultural, studying the work of women from all cultures promotes an understanding and appreciation of diversity in our U.S. society.

III. Mini-Lecture (10 minutes)

NOTE: The following presentation was developed to tie the introductory workshop activity to the slide presentation without overlapping information or concepts. As facilitator, you may use the format 'en toto' or adapt it to suit the situation you perceive.

We've listed our individual goals as educators — undoubtedly we hold most of these in common amongst ourselves. And we undoubtedly hope to achieve these goals with both our female *and* male students. We'd most likely find concurrence with these goals from our students' parents as well, and support for them in many of our state and federal laws concerning public school education. And yet somehow these messages about ideas listed by group), for example, are getting through to our boys and young men much more clearly than to our girls and young women. Many of the stereotypes about women's roles in the United States that students, especially our young women, are leaving school with don't appropriately prepare them for their adult lives.

We know that role models and the behavior pattern suggested by those models have a tremendous impact on the images students carry of themselves, of each other, and of choices they will have as adults in the world. When these role models don't change with the realities of a changing society, all of society is bound to suffer. As part of our effort to provide quality education for our students, we need to be helping them develop a perspective on the development of the society they are a part of — its past, present and future. Today fully 90% of American females must anticipate working for pay outside their homes for some period in their adult lives; two-thirds of these women will work full-time for up to 35 years. But the aspirations of our female students simply are not keeping up with these economic realities. Women working for pay outside their homes are considered to be in a new situation by many, and in a situation that *most* young women don't believe will be their own future. The Cinderella story is still very much alive and is still very appealing. But by examining how the roles of women and men have changed and changed again through history, our classes can start to comprehend the changes — personal and social — that are now occurring in our technological society. By looking at why and how work was assigned, or how decisions were made by people in the past, they can only become better equipped to make effective decisions in their own futures. Since our classrooms are primary transmitters of our society's values and beliefs, it's imperative that the representations of women in all aspects of the curricula be not only presently realistic but also historically accurate. When that happens, we can anticipate a closer match between our students' expectations and the actualities of the world that they will face.

But most of us share at least one big obstacle to altering these well-learned stereotypes. This impediment has such an accepted role in our classrooms that its messages to students *may* be slipping past us almost unnoticed. In your own classroom or district, how are women — individually and collectively — portrayed in your textbooks? Do you know? Do you *really* know? Especially in the social sciences, most classroom work and practically all homework relates directly to these textbooks. While women have long constituted over 50% of America's populations, the standard social studies texts don't reflect this situation at all, but continue to view women from an incomplete perspective, as passive non-participants in the nation's events. In a sample of recent popular high school history books, for example, women accounted for only 11% of the visual images and of the citations in the indices. What a distortion! And this distortion isn't limited to the social studies, by any means. Anthologies of poetry, biology and chemistry texts, art history books, elementary readers — the problem is similar in nearly all cases. Many publishers are attempting to offer better coverage of women's work in these areas, but the changes so far haven't been very impressive. It's being left largely to the intuition and imagination of teachers to re-establish women as also having had a significant role in the American story. At the end of our workshop you'll each receive a copy of a very well-constructed checklist for analyzing social studies textbooks' inclusion of women. Regardless of your subject area, I'd encourage you to look over the questions presented. And for social studies teachers: why not use it with your students as an activity to introduce them to the new questions you'll be wanting to explore after this workshop?

PROCESS

But how can teachers teach about women's historic contributions when we ourselves haven't been taught this subject? We certainly can't afford to continue ignoring the histories of half of our students. When we don't actively explore how the lives of all people have been spent — women as well as men — our girls and young women lose the richness of their particular heritage and often the inspiration to effectively prepare themselves for responsibility in their own adult lives as well. Correspondingly, boys and young men continue to harbor distorted expectations about the real lives and work of women. The direct study of women of all cultures in American history and in contemporary life can offer a means of going beyond the confrontation of simple sex-role stereotyping. By providing a more realistic picture of women's possibilities, the examination of women in history opens opportunities for all students to expand their visions of what can be available to them. Barbara Jordan, the black Congressional Representative from Texas, said once that she never knew a black woman could be a lawyer . . . until she saw one!

So how can we begin showing our students the paths that have already been blazed for them by the women of our shared past, as well as by the men? Putting National Women's History Week on our school calendars each March and scheduling special activities and programs for that week is one sure way to begin. Setting aside one week for this first step can give classroom teachers a focus that's not an overwhelming challenge but really a chance to start exploring women's work with their students. Literally thousands of school districts across the country are now involved with this annual celebration, and the results have been very exciting.

The media production we're going to view runs only twelve minutes, but it does a fine job of setting out some of the questions — and the answers — about how and why we should join in this national observance.

Lights, please!

IV. "History Revisited" Screening and Discussion (20 minutes)

- A. Take a position adjacent to the projection equipment. Have a copy of the narrative in hand so that the images can be manually advanced in the event of equipment malfunction. As insurance against this occurrence, test both the carousel and tape deck carefully well before the workshop is convened.
- B. After the *Curriculum Workshop* viewing:
Ask the participants for their impressions of the strongest message presented in the slide show, either visually or verbally. Limit discussion to this question specifically.
- C. Points to raise in concluding this section, *both workshops*:
 1. Women's History Week isn't only trying to emphasize famous women, but to broaden our concepts of history to include all of society, famous or not.
 2. While strong role models are very important, our heroes should also include the mass of rather "ordinary" women who, simply by living out their lives, pushed along the course of history.
 3. An expanded view of history can give each of us a sense of our own place in the continuum of history, promoted through the use of Community Resource Women, our family histories, supplementary materials . . .
 4. Women's history is appropriate for inclusion in all aspects of the curriculum, and the materials are increasingly available to do just that in art, athletics, civics, literature, science, and journalism, as well as in social studies per se.

V. Informal Participant Surveys (5 minutes)

Using either the Teachers' Informal Survey or the Administrators' Informal Survey, each participant will now be asked to assess their own level of information/involvement with the study of women in their class or school.

- A. Distribute the appropriate surveys (Handouts 1 or 2).
- B. Stress that responses will *not* be collected or graded! The process is strictly for jostling thoughts into line for the activity which will follow the break.

PROCESS

VI. Break (15 minutes)

When most in the group have finished writing, announce a fifteen minute break, noting aloud the time that the group will be reconvened.

VII. Development of Classroom Study Units (*Curriculum Workshop Only*) (30 minutes)

Present the six curriculum workshop handouts. Each can be discussed in terms of its use for the development of classroom programs.

A. Distribute these materials now:

1. Lesson Plan Suggestions (H.O. 3-12)
2. Chronologies (H.O. 13-26)
3. Bibliographies (H.O. 27-44)
4. Supplementary Resources (H.O. 45-51)
5. Oral History Questionnaire (H.O. 52)
6. Textbook Checklist (H.O. 53/54)

B. Discuss the Lesson Plan Suggestions:

1. The slideshow/filmstrip "History Revisited" used 1849 as an example of a new approach to the study of history in the classroom. In order to better acquaint teachers with this concept, seven lesson outlines are offered which incorporate information from the 1835-1860 Chronology and Bibliography lists. Use the 1835-1860 Lesson Plan Outlines as examples for curriculum development.
2. Encourage interaction between the teachers and discussions about how they can put to use the information of the resources provided. This will require the bulk of the time allotted for this section.
3. Emphasize that these sample plans incorporate women of the various U.S. cultures, a goal they should keep in mind as they develop their own study units.

C. Discuss the Chronologies:

Information on the left represents that found in most standard textbooks used at the secondary level. Information on the right represents women's multi-cultural history. This format provides a familiar context for unfamiliar materials.

D. Discuss the Bibliographies:

Book lists are compiled by grade level (1-6, 7-12) for each of the three time periods (1763-1786, 1835-1860, 1907-1930). All entries are recommended by the NWHW Project staff.

E. Discuss the Supplemental Resources:

Supplemental resources include a variety of recommended materials — filmstrips, posters, records, guides, references and miscellany.

F. Discuss the Oral History Questionnaire:

This questionnaire can be used for independent study projects by students of all ages. It is an excellent teaching tool to help develop an awareness of how women they know participated in our constantly developing society.

G. Discuss the Textbook Checklist:

The questions posed here can be applied to any historical writing. How do you (or your students) feel your textbooks and other reading materials score? Use this instrument to come up with comparative ratings.

PROCESS

VIII. For the Administrators' Workshop:

Samples of the handouts for curriculum development are now distributed and described to the administrators to broaden awareness of the potential use of these teaching aids.

- A. Sample Lesson Plan for 1835-1860 (H.O. 5/6)
- B. Chronology for 1835-1860 (H.O. 17/18)
- C. Bibliography for 1835-1860 (H.O. 28/29)
- D. Textbook Checklist (H.O. 53/54)

IX. Strategizing for NWHW Implementation (Both Workshops) (15 minutes)

Action can be initiated by anyone involved in the educational process: classroom teachers, site administrators, board members, curriculum developers, district administrators. Strategies for bringing NWHW observances to reality will be suggested and discussed in this section.

A. Distribute these materials now:

- 1. Specific Strategies for Implementation of NWHW (H.O. 55/56)
- 2. Suggested Activities for NWHW (H.O. 57)
- 3. Community Resource Women Materials (H.O. 58-63)

B. Discuss the Specific Strategies for Implementation of NWHW

Encourage discussion among the participants of the ideas presented on the handout. Suggest that each make note of the various ideas presented by the group as a whole to facilitate their planning for their own site(s).

C. Discuss the Suggested Activities for NWHW

This list can be used for classroom or school-wide programming. The list can be copied for participants' colleagues who were not able to attend the workshop.

D. Discuss the Community Resource Women Materials

- 1. These letters and forms have proven effective for recruiting Community Resource Women in the county that originated annual celebrations of Women's History Week.
- 2. Feel free to adapt these, or use them just as they are, for your own local recruitment efforts.
- 3. Remember: NWHW is always during the week which includes March 8, International Women's Day. Be sure that the dates are correct for the year during which you are using these materials! (1983: March 6-12; 1984: March 4-10; 1985: March 3-9)

X. Closing Comments

A. Curriculum workshop

- 1. Review materials distributed during the workshop.
- 2. Encourage the active promotion of NWHW in their classes and schools.

B. Administrators' workshop

- 1. Review the major points raised during the session.
- 2. Advise that 2½ hour in-service trainings for teachers are available, either through your office or through the National Women's History Week Project, Box 3716, Santa Rosa, CA 95402; 707-526-5974.
- 3. Encourage the active promotion of NWHW in their classes and schools.

TEACHERS' INFORMAL SURVEY

How would you assess your own present level of information about women's accomplishments in your teaching field(s)?
(low) 1 2 3 4 5 (high)

What accounts for this rating?

How do you presently incorporate information about women's accomplishments into your class readings, lectures, discussions? Which specific women do you include?

What specific strategies can you now envision for expanding the focus of your class(es) to include more attention to the accomplishments of women?

What specific obstacles stand in your way to thoroughly integrating women's history into your class lessons?

ADMINISTRATORS' INFORMAL SURVEY

How would you assess the present inclusion of women
in the curricula of your school(s)?

(low) 1 2 3 4 5 (high)

Can you cite specific instances where women's roles are featured equally with men's roles?

What resources are available at your school(s) for teachers' use in increasing classroom discussions about women's contributions? Examples: A-V materials? Library materials? In-service trainings?

What experience has your school(s) had in working with women in the community during "career days" and the like? What types of presentations were made to your students last year by women from off campus?

The media production viewed today presented a method for using a variety of women as Community Resource Women. Can you list several local organizations whose members would be appropriately invited to participate in such a program?

What specific obstacles stand in the way of thoroughly integrating women's contributions and accomplishments into your school's curricula?

LESSON PLAN SUGGESTIONS 1763 - 1786

GOAL: Lesson plans developed from the resources and chronology for 1763-1786.

LESSON 1

Objective: To examine the contradiction of the establishment of a new country based on liberty and freedom that allowed slavery and granted no rights to women.

i. Activity:

Using a dictionary, have students find the definitions for the words *liberty*, *freedom*, *slavery* and *confinement*. Have each student consider ways in which each of these words affects them today. Talk about the young girl in one of the stories below, relating her life to the four new words.

Elementary Resources:

#3 (Bib.) *Mumbet, The Story of Elizabeth Freeman* (4-8)

#4 (Bib.) *Nancy Ward, Cherokee* (2-5)

#7 (Bib.) *Cowslip* (4-8)

2. Activity (Secondary):

Read the Declaration of Independence together in class paying particular attention to those sections discussing the rights of people. Substitute the words "men and women of all races" wherever only "men" are referred to. Discuss how the substitution of this phrase affects the meaning of the Declaration.

Secondary Resources:

#3 (Bib.) *Mumbet, The Story of Elizabeth Freeman* (4-8)

#5 (Bib.) *Cowslip* (4-8)

LESSON 2

Objective: To discover the varied ways in which colonial women took part in the Revolutionary period.

1. Activity (Elementary):

Ask the students to draw a picture or write a short story about colonial women in the Revolutionary War period. What did the women do? Live in towns? Run family farms? Raise children? Fight in the battles? Serve as spies? Students then share their pictures or stories. Do they think that they would have enjoyed being in the situations described?

Elementary Resources:

#1 (Bib.) *Heroines of '76* (2-6)

#2 (Bib.) *I'm Deborah Sampson* (5-8)

#6 (Bib.) *Phoebe the Spy* (3-5)

#8 (Bib.) *The Secret Soldier* (2-5)

#9 (Bib.) *Abigail Adams "Dear Friend"* (3-7)

2. Activity (Secondary):

Working in groups, have the students research information about colonial women: 1) at work outside of the home; 2) at work in the home; and 3) as active participants in the Revolutionary War. Have each group develop a mural illustrating their area of research and present an oral report to the class explaining their findings.

LESSON PLAN SUGGESTIONS 1763 - 1786

Secondary Resources:

- (Supp. A) *The American Woman: A Social Chronicle*, filmstrips (8-12)
#2 (Bib.) *Patriots in Petticoats* (7-12)
#6 (Bib.) *Abigail Adams* (7-12)

Elementary & Secondary Resources:

- (Supp. A) *Deborah Sampson*, film (4-12)
(Supp. B) *Women of the American Revolution*, posters

LESSON 3

Objective: To learn about the history of women as artists, with their skills both essential and aesthetic.

1. Activity (Elementary):

To learn about the art of Native American women, the first artists and architects in this country. Students gather books from the school library with pictures of Native American women making pottery, baskets, and tipis or hogans. Observing a picture of a tipi, each student makes her/his own model tipi using popsicle sticks or straight twigs for poles, designing the cover from cloth or paper.

2. Activity (Secondary):

Students research the art of Native American women using the resources below or others available in the school library. After research, the class creates a collage of articles that were created by Native American women. Discuss whether any of this work is being produced today in your geographic area. If possible, invite a Native American woman to talk with your class about her traditional art work.

Secondary Resources:

- #2 (Other) *Pomo Basketmaking* (9-12)
#37 (Other) *Daughters of Earth* (9-12)
(Supp. A) *American Women Artists* (9-12)
(Supp. A) *Basketry of the Pomo Indian*, film

1. Activity (Elementary)::

Study the art of quilt making by having the students create a construction paper quilt block based on traditional patterns found in quilt books or magazines. Place the quilt blocks together on a solid background for a display. (A kit for this unit is available from the National Women's History Week Project.)

2. Activity (Secondary):

Study the art of quilt making by inviting a Community Resource Woman to talk about and share the quilts she has made. If any students have quilts at home, ask if they can share them with the class, discussing who made them. Have any of the students in the class made or helped make a quilt?

Secondary Resources:

- #12 (Other) *The Quilters: Women and Domestic Art* (9-12)
(Supp. A) *Quilts in Women's Lives*, film (8-12)
(Supp. A) *American Women Artists*, film (9-12)
(Supp. A) *Anonymous Was a Woman*, film (9-12)

LESSON PLAN SUGGESTIONS 1835 - 1860

GOAL: Lesson plans developed from the resources and chronology for 1835-1860.

COMMENT: For Native and Mexican women, United States expansion into the western frontier meant adjustment to a new society that was taking them over, radically changing their legal status, and destroying their cultural heritage. Simultaneously, it was in these western territories that white women were first allowed to vote and hold public office, and were freed from many of the restrictions of their east coast societies. The complexities of the western movement were often captured in women's journals and in the cultures' oral histories.

General Resources:

The following resources are recommended for their particular value as basic references:

Secondary:

- #44 (Other) *Notable American Women* (9-12)
(Supp. A) *Notable Women of the United States*, films (9-12)

Elementary & Secondary:

- #26 (Other) *Album of Women in American History* (6-12)
(Supp. B) *American Women: 1607 to Present*, study unit and poster
(Supp. B) *TABS*, posters and biographies
(Supp. A) *American Parade*, movie (7-12)
Oral History Questionnaire, workshop materials. An effective means of demonstrating how all women have participated in history.

LESSON 1

Objective: To develop awareness of the roles of white women — young and old — in the United States' westward expansion.

Activity: Write journal entries of an imaginary trip west as a young woman, illustrated with drawings and a map. Include answers to these questions in your entries:

Where had you been living?

Why did you decide to move west?

With whom did you travel?

How did you travel?

What did you see?

Were you excited?

Were you afraid?

What problems did you have to overcome in your journey?

Elementary Resources:

- #16 (Bib.) *Women of the West* (6-10)
#25 (Bib.) *Sing Down the Moon* (5-8)
#40 (Bib.) *Legendary Women of the West* (6-9)
(Supp. C) *Pioneer Women*, record (5-12)

Secondary Resources:

- # 9 (Bib.) *Women of the West* (9-12)
#34 (Bib.) *Legendary Women of the West* (6-9)
#43 (Other) *Women of the West* (5-12)
#22 (Bib.) *Sing Down the Moon* (5-8)
(Supp. A) *Great Grand Mother*, film (8-12)
(Supp. C) *Pioneer Women*, record (5-12)

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LESSON PLAN SUGGESTIONS 1835 - 1860

LESSON 2

Objective: To gain a sense of the impact the westward expansion by Europeans had on Native and Mexican women's lives.

Activity: Oral histories told from the perspective of a Native American or Hispanic mother relating to her child the changes that have been made since the white settlers arrived. Story is written down by the student.

Paragraphs or sentences begin with:

My mother was . . .

This land was owned by . . .

The hardest thing of all is . . .

I was born in . . .

My father was . . .

I was taught by . . .

Elementary Resources:

- #13 (Bib.) *Sarah Winnemucca* (5-12)
- #26 (Bib.) *Zia* (4-9)
- #24 (Bib.) *Island of the Blue Dolphin* (4-8)
- #39 (Bib.) *Sacagawea* (1-3)

Secondary Resources:

- #13 (Other) *Chronicle of American Indian Protest* (9-12)
- #17 (Other) *Chicana Studies Curr. Guide* (9-12)
- #21 (Bib.) *Island of the Blue Dolphin* (4-8)
- #29 (Bib.) *Sacagawea* (5-12)
- #32 (Bib.) *Indian Women of the Western Morning* (9-12)
- (Supp. A) *La Chicana*, film
- (Supp. D) *In Search of Our Past*, guide

LESSON 3

Objective: To learn how to make political change without power. To discover women as organizers, strategists and political change makers through the study of Susan B. Anthony (1820-1906). As a teacher, Anthony found that she earned $\frac{1}{4}$ of what a man was paid for the same work. She was refused recognition at a temperance convention because she was a woman. For 52 years she and Elizabeth Cady Stanton worked together for women's rights.

1. Activity (Elementary):

Talk about the vote: what is it, who does it, and when?

- Vote on something special in the class, but only let the girls participate. Have the boys tell how it felt to be left out, the girls how it felt to be the ones making the decisions for everyone.
- Write a speech by Susan B. Anthony arguing for full rights for women. Present the speech to the class.

Elementary Resources:

- #12 (Bib.) *Mother, Aunt Susan and Me* (3-5)
- #22 (Bib.) *Susan B. Anthony* (5-7)
- #29 (Bib.) *Susan B. Anthony* (3-6)
- (Supp. B) *TABS*, poster, biog.
- (Supp. B) *American Women*, poster, etc.
- (Supp. C) *But the Women Rose*, record
- (Supp. C) *Songs of the Suffragettes*, record
- (Supp. E) *Great Women Paper Dolls*

LESSON PLAN SUGGESTIONS 1835 - 1860

2. Activity (Secondary):

Vote on an issue of particular importance to the class or school. The decisions will apply to everyone in the class, but only the girls will speak to the issue or be allowed to vote. Have the boys strategize on how they can get their views taken into account by the girls. Once the voting is done and decision made, group discusses the process from both viewpoints, relating their experiences to those of Susan B. Anthony and other early feminists who worked for women's suffrage.

Secondary Resources:

- #19 (Bib.) *Susan B. Anthony* (5-7)
- #36 (Other) *Women of Courage* (6-9)
- (Supp. A) *American Parade*, film (7-12)
- (Supp. B) *TABS*, posters, biog.
- (Supp. B) *American Women*, posters, etc.
- (Supp. C) *Songs of the Suffragettes*, record
- (Supp. C) *But the Women Rose*, record

LESSON 4

Objective: To learn about a strong and fearless woman who was also physically disabled, Harriet Tubman. She was best known for her work with the Underground Railroad which carried slaves to their freedom, risking her life by returning South 19 times, rescuing over 300 slaves and not losing one life in the process. She later served as a nurse, spy and scout for the Union Army during the Civil War. Because of a head injury inflicted by her slave master, she would often lose consciousness, but never courage.

1. Activity (Elementary):

Stage a re-enactment of Harriet Tubman leading the slaves out of the South. Arrange desks to make a difficult path and litter the floor with crumpled papers (to make noise). Have one student act as Harriet Tubman and lead a group of 11 students from a designated area called "South" to one called "Freedom". They *must* be quiet and follow her directions. Remember that she often "blacked out" on these missions. Designate a "safe house" space in the middle where they can rest. Darken the room. The other children close their eyes and listen very carefully. If anyone is caught (heard), they all have to go back to slavery.

- Math problem: If Harriet Tubman returned South 19 times and rescued 300 slaves, how many slaves did she lead, on an average, in each trip?

Elementary Resources:

- # 7 (Bib.) *Harriet Tubman* (3-6)
- #15 (Bib.) *Harriet and the Promised Land* (2-5)
- #30 (Bib.) *Harriet Tubman, Conductor* (6-9)
- #36 (Bib.) *Runaway to Freedom* (4-6)
- (Supp. B) *TABS*, poster
- (Supp. B) *American Women*, posters.
- (Supp. C) *The Negro Woman*, record, speeches
- (Supp. C) *Black Heritage Series*, tapes
- (Supp. E) *Color Me Brown*, coloring book

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LESSON PLAN SUGGESTIONS 1835 - 1860

2. Activity (Secondary):

After reading about Harriet Tubman, the physical risks she took and her dedication to help other slaves, have students discuss the concept of strength: what is it, whether it is a trait of females or males only, the particular qualities that are present in a strong person. Name 5 men and 5 women in history and discuss what qualities indicated their strength. Who are some people today who exhibit strength; what physically disabled people today are examples of strength.

Secondary Resources:

- # 7 (Bib.) *Two Tickets to Freedom* (Not about Tubman, but a similar story of courageous escape.) (4-8)
- #26 (Bib.) *Harriet Tubman, Conductor* (6-9)
- (Supp. A) *Harriet Tubman*, film
- (Supp. B) *TABS*, poster
- (Supp. B) *American Women*, poster
- (Supp. C) *Black Heritage Series*, tape

LESSON 5

Objective: To learn about women as public speakers and, in particular, Black women as organizers for women's rights and Black's rights. Also to note the different attitudes about women and work through the study of Sojourner Truth. She was born a slave and freed by the New York State Emancipation Act of 1827. She went to court to regain one of her sons who had illegally been taken South as a slave. Winning her case, she travelled widely speaking for equal rights for all people, regardless of race or sex.

1. Activity (Elementary):

Have the children write their own speeches about fairness for all people. What does "equal rights" mean? Do they ever get treated unfairly? They can write a speech about what they would do to change situations in which people are not treated fairly.

Elementary Resources:

- #27 (Bib.) *Her Name Was Sojourner Truth* (6-9)
- #28 (Bib.) *Sojourner Truth* (3-6)
- (Supp. C) *The Negro Woman*, record
- (Supp. C) *But the Women Rose*, record
- (Supp. C) *Black Heritage Series*, tape
- (Supp. C) *Black Women's Speeches*, record
- (Supp. E) *Color Me Brown*, coloring book

2. Activity (Secondary):

Study Sojourner Truth's most famous speech, given at Akron, Ohio in 1851, thinking about her saying ". . . and ain't I a woman?" What do you think she means by that question? According to the man she was answering, women are weak and need to be cared for, but as Sojourner Truth points out, no one ever helped her out of carriages. Discuss how such attitudes limit women and their work choices. Consider the fact that slave women labored day and night. Are there comparable discussions going on about women and work today? Invite a community resource woman into the classroom who works in a job requiring much physical strength.

LESSON PLAN SUGGESTIONS 1835 - 1860

Secondary Resources:

- #24 (Bib.) *Sojourner Truth* (7-12)
- #25 (Bib.) *Her Name Was Sojourner* (6-9)
- (Supp. C) *The Negro Woman*, record
- (Supp. C) *But the Women Rose*, record
- (Supp. C) *Black Women's Speeches*, record
- (Supp. C) *Black Heritage Series*, tape

LESSON 6

Objective: To explore the courage it takes to be "different", how those who have that strength can serve as role models for others, and to consider women's historic work in health care through the study of Elizabeth Blackwell (1821-1910), the first woman to be allowed to earn a degree from a medical school. She first opened a clinic in New York and in 1857 founded the New York Infirmary (staffed by women) because no hospitals would hire her. She eventually added a medical college for women to the infirmary.

1. Activity (Elementary):

At the board, chart how many children have been to a female or male doctor. Then read about and discuss Elizabeth Blackwell and how hard it was for her to become a doctor. Think about how she was treated in the school all because she was a woman. Invite a community resource woman who is a doctor (or dentist) to visit the classroom wearing her working clothes. Is it easier for a woman to become a doctor today? Why?

Elementary Resources:

- # 2 (Bib.) *Dr. Elizabeth* (6-9)
- #14 (Bib.) *Elizabeth Blackwell* (2-5)
- (Supp. B) *American Women*, posters

2. Activity (Secondary):

Make a list (on the blackboard) of interesting/exciting jobs that students suggest. Have each student choose a particular job from that list, then research the availability of the job for female/male workers. What are the results? Read about Blackwell's efforts to become a doctor, and how she opened up the way for other women to enter medical school. How many women are becoming doctors today? Consider the fact that historically women were the medical care providers, but that once medicine was institutionalized only men became doctors. Why did this happen?

Secondary Resources:

- # 3 (Bib.) *Dr. Elizabeth* (6-9)
- #41 (Other) *Contributions of Women: Medicine* (7-12)
- (Supp. B) *American Women*, posters

LESSON PLAN SUGGESTIONS 1835 - 1860

LESSON 7

Objective: To sense what it is like to lose your rights and have the courage to speak out against the loss incurred. To study about women as the primary transmitters of cultural heritage through the study of Sarah Winnemucca (1844-1891). She was a Paiute political rights advocate who lectured and worked for Indian rights. She wrote her own story, *Life Among the Paiutes: Their Wrongs and Claims*, which was first published in 1883.

1. Activity (Elementary):

After reading about Sarah Winnemucca, the children can talk about their own ethnic heritages. Consider what it means to be Irish, Navajo, Puerto Rican, Italian, etc. What languages are spoken in the home? What special foods are eaten, special holidays observed? Children could show-and-tell about their ethnicities and the women in their lives who are important role models for their tradition.

Elementary Resources:

- #13 (Bib.) *Sarah Winnemucca* (5-12)
- #25 (Bib.) *Sing Down the Moon* (5-8)
- (Supp. B) *TABS*, posters

2. Activity (Secondary):

After readings, students discuss their own heritages, what contributions their particular ethnic groups have made, what stereotypes are usually associated with each group. Where did these ideas come from; why do they continue?

Secondary Resources:

- # 9 (Bib.) *Women of the West* (9-12)
- #12 (Bib.) *Sarah Winnemucca* (5-12)
- #22 (Bib.) *Sing Down the Moon* (5-8)
- #23 (Bib.) *Zia* (4-9)
- #32 (Bib.) *Indian Women of the Western Morning* (9-12)
- (Supp. A) *La Chicana*, film
- (Supp. A) *Lucy Covington*, film
- (Supp. B) *TABS*, posters

LESSON PLAN SUGGESTIONS 1907 - 1930

GOAL: Lesson plans developed from the resources and chronology for 1907-1930.

LESSON 1

Objective: To explore the careers of women who were active in the development of labor unions and to consider what women are doing this work today.

1. **Activity (Elementary):**

After reading about Mother Jones, have the students discuss what a union is and why Mother Jones thought it was so important. Do they know any women who belong to a union? Do they know any women who have been on strike? If their parents belong to a union, do they know which one? Mother Jones started her union organizing career at the age of 50. Do they know women who have started new careers at or after the age of 50?

Elementary Resources:

2 (Bib.) *Mother Jones* (1-6)

2. **Activity (Secondary):**

After studying about women in labor organizing during this time period, students discuss the dynamics of a union, group support and the concept of strikes. Can students remember being asked to do something unfairly? How did they solve the situation? Compare these experiences with the strategies developed by women union leaders in the 1910's and 1920's.

Secondary Resources:

5 (Other) *Contributions of Women: Labor* (7-12)

3 (Bib.) *Mother Jones* (6-9)

LESSON 2

Objective: To investigate the experiences of Native American women during this period.

1. **Activity (Elementary):**

Students go to the library to learn about Native Americans who lived in their own region. Their investigation should result in answers to: How did the people live — farming, hunting, gathering? What were the roles of women in their society? Where are these people today? What were the effects of the granting of citizenship on their lives?

Elementary Resources:

#24 (Bib.) *Ikwa of the Temple Mounds* (3-6)

#25 (Bib.) *Belle Highwalking: The Narrative of a Northern Cheyenne Woman* (5-12)

Have students debate the advantages and disadvantages of gaining citizenship. What were the benefits to native peoples? What did citizenship mean to the sovereignty of the tribe? What are Native American attitudes today about U.S. citizenship?

Secondary Resources:

#15 (Bib.) *Pretty Shield: Medicine Woman of the Crows* (9-12)

#22 (Bib.) *No Turning Back* (9-12)

#24 (Bib.) *Autobiography of Delfina Cuero: A Diequeno Indian Woman* (9-12)

#13 (Other) *Chronicles of American Indian Protest* (9-12)

LESSON PLAN SUGGESTIONS 1907 - 1930

LESSON 3

Objective: To study the activities of women and their work for social change during the Progressive Era, including the Suffrage Movement which won women the right to vote with the passage of the 19th Amendment.

1. Activity (Elementary):

Students work in teams of two preparing reports on Ida Tarbell, Frances Perkins, Jeanette Rankin and other women who worked for women's suffrage and other social reforms. One member of the team interviews the other in the manner of a "Real People" of "60 Minutes" TV show in front of the class.

Elementary Resources:

- # 7 (Bib.) *Ida Tarbell* (1-6)
- #15 (Bib.) *Margaret Sanger* (5-8)
- #20 (Bib.) *Ladies Were Not Expected* (5-7)
- #21 (Bib.) *Madam Secretary, Frances Perkins* (5-7)

2. Activity (Secondary):

Have students consider and name the various reforms women worked for during the Progressive Era: suffrage, labor laws, birth control, free speech, etc. Each student then selects a reform effort and researches the women who worked for it, reporting to the class. The report should include a contemporary woman working for a similar reform today.

Secondary Resources:

- #25 (Bib.) *To the Barricades . . .* (7-12)
- #28 (Bib.) *First Woman in Congress, Jeanette Rankin* (6-12)
- #45 (Other) *Herstory* (10-12)
- #46 (Other) *Black Foremothers: Three Lives* (9-12)
- Supp. C *Side by Side*, record
- Supp. C *Songs of the Suffragettes*, record

LESSON 4

Objective: To study the history of women in the field of education using Mary McLeod Bethune as an example.

Activity (Elementary and Secondary):

After reading about Mary McLeod Bethune, discuss how a mother, big sister or aunt plays the role of educator in a family. Explore the concept of learning to read. Bring in books in foreign languages or shorthand, asking different groups of students to guess what the story or article is about. Discuss the frustrations felt by not having access to the meanings of the words or symbols. Mary McLeod Bethune and thousands of other women have dedicated their lives to education. Why was their work important, then and now?

Elementary Resources:

- # 9 (Other) *Women of Courage* (1-6)
- #12 (Bib.) *Mary McLeod Bethune* (2-4)
- #22 (Bib.) *Mary McLeod Bethune* (3-6)

Secondary Resources:

- #10 (Other) *Contributions of Women: Education* (7-12)

CHRONOLOGY 1763 - 1786

By studying those people customarily excluded as well as those included in standard history texts, the early years of United States history are placed in perspective for better understanding.

Consider the history of women as:

- Members of Native civilizations with totally different concepts of women's roles and status.
- Slaves.
- Supporters and participants in the Revolutionary War.
- Seekers of recognition from the new colonial government.

| DATE | GENERAL HISTORY | WOMEN'S MULTI-CULTURAL HISTORY |
|------|--|---|
| 1763 | <p>End of French and Indian wars. France gives Canada and the lands between Appalachian Mountains and Mississippi River to England.</p> <p>Proclamation of 1763: British crown will deal with each Indian tribe as an independent nation. Forbids white settlement beyond the crest of the Appalachian Mountains. Colonists ignore edict and establish frontier communities.</p> | <p>King George orders relocation of all Indian tribes to west of the Appalachians.</p> <p>Mary Musgrove Coosaponakeesa (-1763) dies. She spoke Creek and English and worked as a diplomat for Gov. Ogelthorpe in Georgia. She tried to hold Creek lands against the onslaught of white settlers.</p> |
| 1764 | <p>Sugar Act: Tax on all sugar, cloth, coffee and iron shipped to North America from England.</p> | |
| 1765 | <p>Chief Pontiac and his followers are defeated in Detroit, Michigan.</p> <p>Stamp Act: American businesses must buy a stamp for certain products such as newspapers, law papers, playing cards.</p> | <p>Daughters of Liberty, an organization mainly of working women, is organized. They demonstrate, parade and organize boycotts against the British, particularly focusing on replacing British cloth with home spun.</p> <p>The British Blackstone Code of 1765-69 is presented as a codification of already existing law by the British. Actually it was a reinforcement of English law that stated that women lost their legal existence upon marriage, because the couple became as one, and that one was the husband.</p> |
| 1766 | | <p>Jane Colden, botanist, dies. Ten years earlier she catalogued over 300 local plant specimens using English rather than Latin descriptions.</p> |
| 1767 | <p>Mason-Dixon line establishes a boundary between Maryland and Pennsylvania.</p> <p>Townshend Acts: British taxes on tea, paper, lead and glass in America.</p> <p>Quartering Act: Colonists must pay to feed and house English soldiers serving in America.</p> | <p>The secularization of the mission in New Mexico ends Spanish mission programs there. Mission programs forced Native societies to move from their land and perform slave labor for the missions.</p> |

WOMEN'S MULTI-CULTURAL HISTORY

DATE GENERAL HISTORY

| DATE | GENERAL HISTORY | WOMEN'S MULTI-CULTURAL HISTORY |
|------|--|---|
| 1768 | | Sophia Hume (1702-1744), one of the best known women preachers (Quaker) of her time, retires. |
| 1769 | | Spanish colonists occupy California and establish their first mission. Native women are forced into Christianity and used as slave laborers. |
| 1770 | <p>2,148,000 white people live in the 13 English colonies with 459,000 black people.</p> <p>Boston Massacre: British soldiers fire on Bostonians.</p> <p>Townshend Acts: Taxes repealed on all products except tea.</p> | <p>Majority of slaves in colonies are men, but women are important as workers, wet nurses for white infants and as mothers of the slave population.</p> <p>White women constitute at least 1/2 of the white population.</p> |
| 1773 | <p>Tea Act: allows an English tea company to sell tea for less than American tea companies, which would effectively drive Americans out of the business.</p> <p>Boston Tea Party.</p> | Poetry of Phillis Wheatley (1753-1784) is published. She was the first black woman to be published in this country. Her writing is also acclaimed in England. She died in poverty at 33 years of age. |
| 1774 | <p>The Intolerable Acts close port of Boston and increase power of royal governor in Massachusetts.</p> <p>First Continental Congress meets at Carpenters Hall in Philadelphia. Delegates of 12 colonies attend (absent: Georgia).</p> | Ann Lee (1736-1784) comes to the colonies from England where she had been imprisoned for her religious beliefs, founds the United Society of Believers (Shakers), and lectures for women's equality. |
| 1775 | <p>Battles of Lexington and Concord: First clashes with British troops. The beginnings of the Revolutionary War.</p> <p>2nd Continental Congress meets (12 colonies, again without Georgia). John Hancock presides. In June, George Washington is named Commander of the Continental Army.</p> <p>Commander George Washington tells officers not to recruit black soldiers. The Royal Governor of Virginia issues an invitation to slaves and indentured servants to join British army with freedom as their reward.</p> | <p>Quakers form first anti-slavery society in Philadelphia.</p> <p>Second Continental Congress votes to allow no more slaves brought into the colonies. The slave population of 500,000 is greatest in Virginia and South Carolina.</p> <p>Treaty of 1775 recognizes Indians' title to lands they presently occupy.</p> <p>Maria Feliciano Arballo y Gutierrez, a young widow from Mexico, rides with her two daughters in De Anza's expedition to Alta, California and settles in San Gabriel, California.</p> <p>San Diego mission is destroyed in the first serious revolt against the missions in California.</p> <p>Nanye-he (Nancy Ward) takes her husband's place in battle between Cherokees and Creeks when he is killed. For her valor and wisdom she is chosen as "Beloved Woman", heads the Women's Council made up of representatives from each Cherokee clan, and sits as a member of the Council of Chiefs. She espouses economic independence of the Cherokee and encourages commercial cattle raising and farming.</p> |

DATE GENERAL HISTORY

WOMEN'S MULTI-CULTURAL HISTORY

1776 Thomas Paine's "Common Sense" is published exhorting citizens to break with Great Britain.

Declaration of Independence.

Abigail Adams (1744-1818), staunch advocate of women's rights, writes her husband, John, at the Continental Congress meeting that the new lawmakers should remember to ensure the rights of women in the new government's code of laws.

Mary Katharine Goddard (1738-1816), printer, newspaper publisher and postmaster of Baltimore, publishes the first copy of the Declaration of Independence.

Attack on Yerba Buena (San Francisco) by California Indians revolting against cruel treatment.

Vermont becomes the first state to abolish slavery.

1777 Articles of Confederation are sent to states for approval.

Battle of Saratoga: Turning point of the war.

Lydia Darragh (1729-1789) learns of a surprise British attack planned by General Howe and sends word to warn General Washington.

Sybil Ludington, 16 years of age, rides through Fredericksburg, New York, to summon militia reinforcement for Connecticut troops.

Deborah Champion rides for two days to deliver an urgent dispatch to George Washington in Boston.

A young Virginia slave girl (name unknown) is employed in running bullets for the American revolutionaries. Despite her patriotism she is not awarded her freedom after the war and later at the age of 80 finally escapes to Canada and freedom.

1777-1778 New Englanders allow slaves to join Continental Army with freedom as their reward. Approximately 5,000 blacks eventually serve.

Washington and troops winter at Valley Forge.

1778 Due to Benjamin Franklin's diplomacy, France joins America against the British.

First treaty negotiated between U.S. and Indian tribes signed with the Delawares. Delawares are offered the prospect of statehood as an enticement for the support of U.S. troops against British forces.

1779

General Sullivan marches against the Iroquois on behalf of U.S. Iroquois towns are burned and the power of the Iroquois Confederacy is damaged.

DATE GENERAL HISTORY

WOMEN'S MULTI-CULTURAL HISTORY

1780 Pennsylvania passes gradual abolition act.

Women property owners (whites) had permission to vote in Massachusetts and some of the other colonies, but once the state constitutions were adopted, women were disenfranchised.

Sarah Franklin Bache (1743-1808), daughter of Benjamin Franklin, and Esther De Berdt Reed formed the Philadelphia Society and raised over \$300,000 to purchase material for the Continental Army's shirts.

Of the 575,420 slaves in the U.S., 56,796 are in the north and 518,624 in the south.

1781 Articles of Confederation ratified by all 13 states.

Quechans drive Spanish out of the Colorado River area to restore their own nation.

British surrender at Yorktown due to actions of French and American troops and the French navy.

Elizabeth Freeman, slave, wins her freedom by fighting her case through the Massachusetts court.

1782 Northwest Ordinance provides for the return of fugitive slaves.

Deborah Sampson Gannet (1760-1827) enlists in the 4th Massachusetts Regiment as an infantry private disguised under the name of Robert Shurtleff. She served for 18 months in several battles.

Virginia legislature passes law that slave owners can free their slaves.

1783 Treaty of Paris, peace treaty between U.S. and England. U.S. gains independence and land from Atlantic to Appalachia. Loyalists are tarred and feathered, lose their property and are banished. Approximately 100,000 fled to Canada. States sell Loyalists' land at public auction.

Revolutionary War ends. Women had walked with the troops carrying their children, supplies and iron pots for cooking. Women had often been forced to join their husbands at war due to loss of their homes and economic base.

Quechans repel further attacks and preserve their nation in the Colorado River area.

Massachusetts abolishes slavery.

1784 Water powered looms replace hand looms in production of fabrics.

Hannah Adams, the first American woman to earn her living by writing, publishes *An Alphabetical Compendium of the Various Sects* (religious groups), a highly acclaimed work also published in England.

Rhode Island and Connecticut pass gradual emancipation acts.

1785 Land Ordinance: Systematic rectangular survey of land in North-West Territory (Ohio, Indiana, Michigan, Illinois and Wisconsin).

Toypurina, Native American woman and religious leader, helps lead the unsuccessful revolt against the San Gabriel California missions.

New York bans slavery: the New York Manumission Society is founded.

1786

Mercy Otis Warren (1728-1814), poet, patriot and historian, begins her 3 volume *History of the Rise, Progress and Termination of the American Revolution*, published in 1805.

CHRONOLOGY 1835 - 1860

This is a pivotal period for the United States because of social upheavals wrought by westward expansion, industrialization, the women's rights movement, and the contradictions of slavery in a democratic society.

Consider the history of women as:

- Abolitionists, black and white, seeking to end slavery in the United States.
- Organizers and participants in the first Women's Rights Movement in this country.
- Members of Native American and Mexican societies impacted by Westward expansion.
- Organizers and workers in the textile mills on the East Coast.

| DATE | GENERAL HISTORY | WOMEN'S MULTI-CULTURAL HISTORY |
|-----------|---|--|
| 1835 | | The Female Anti-Slavery Society of Philadelphia is founded by Lucretia Mott, Sarah Douglass, Harriet Purvis, Sarah Forten and Margaretta Forten. |
| 1835-1842 | Seminole Wars on the Georgia-Florida border. | |
| 1836 | Battle of the Alamo. | |
| 1837 | Texas becomes an independent republic. Martin Van Buren elected 8th president. | Mary Lyon (1797-1879) founds Mount Holyoke, a school for women, open to poor as well as rich students. |
| 1838 | Trail of Tears. | Trail of Tears. Cherokees are forcibly removed from their home lands and relocated west of the Mississippi by Jackson's Indian Removal Act of 1830. Cherokee women held 2 councils opposing the proposed removal in 1817-18. But in 1827, the Cherokee Constitution reflected white and Southern models by disenfranchising women and mixed blood males of black and Cherokee heritage. Angelina Grimke (1805-1879) is the first white woman to testify before a committee of the Massachusetts legislature; her topic is anti-slavery petitions. Sarah Grimke (1792-1873) publishes <i>Letter on the Equality of the Sexes and the Condition of Women</i> . |
| 1839 | Vulcanized rubber developed by Goodyear. | Abigail Kelley Foster (1810-1887) begins her lecture career for abolitionism and women's rights in New England, New York, Pennsylvania, Ohio and Michigan. Black and white women organize the 3rd national meeting of the Anti-Slavery Society of American Women in Philadelphia. |

DATE GENERAL HISTORY

WOMEN'S MULTI-CULTURAL HISTORY

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| 1840 | General sentiment of the growing nation favors expansion of U.S. boundaries toward south and west. Heavy travel west along Oregon Trail. Railroad construction begins and the concept of a transcontinental system is born. Education becomes compulsory in some states. | Lucretia Mott (1793-1880), Quaker minister and abolitionist, attends the World Anti-Slavery Convention in London as a delegate, but is refused a seat because she is a woman. Ernestine Rose (1810-1892), advocate for women's rights, abolition and free public education, begins work with Paulina Wright Davis and Elizabeth Cady Stanton. They circulate petitions and give speeches for the Married Women's Property Bill being considered in the New York legislature. |
| <hr/> | | |
| 1841 | William Harrison inaugurated as 9th president. John Tyler inaugurated as 10th president. | Lydia Maria Child (1802-1880) edits the National Anti-Slavery Standard. As an author and reformer, she writes and speaks for abolitionism. Catherine Beecher (1800-1878), and Harriet Beecher Stowe (1811-1896) publish a <i>Treatise on Domestic Economy</i> , later called <i>The American Women's Home</i> , an important compilation of advice on home management and architecture. |
| <hr/> | | |
| 1843 | | Freed slave Isabella Van Wagener changes her name to Sojourner Truth and begins her career as an abolitionist and women's rights lecturer. |
| <hr/> | | |
| 1844 | Morse demonstrates the magnetic telegraph. | Maria Weston Chapman (1806-1885) co-edits the National Anti-Slavery Standard and publicizes speeches given by Sarah and Angelina Grimke. Sara Bagley (-1874) organizes the Lowell Female Labor Reform Association and serves as its first president. The Association circulates petitions describing intolerable conditions in the Lowell mills and calls for laws limiting the work day to 10 hours. |
| <hr/> | | |
| 1844 | | Sarah Winnemucca (1844-1891), Paiute political rights advocate, is born in Humboldt Sink, Nevada. She wrote her autobiography in 1883, <i>Life Among the Paiutes: Their Wrongs and Claims</i> . |
| <hr/> | | |
| 1845 | Texas becomes 28th state. James Polk becomes 11th president. | New England Negroes form the Freedom Association to aid fugitive slaves. Founding board consists of 3 men and 2 women, Judith Smith and Mary L. Armstead. Dorothea Dix (1802-1887) moves to New Jersey and establishes that state's first mental hospital; her work transforms the treatment of mentally ill patients. Margaret Fuller (1810-1850) writes <i>Women in the 19th Century</i> , an important feminist work. Fuller is best known as a transcendentalist. |

DATE GENERAL HISTORY

WOMEN'S MULTI-CULTURAL HISTORY

1846 Congress declares war on Mexico.

The American Missionary Association is founded by black women teachers and abolitionists.

1847

Emily Dickinson (1830-1886) graduates from Amherst Academy and enters Mount Holyoke. Now considered one of America's greatest poets, only 7 of her poems had been published by the time of her death.

Maria Mitchell (1818-1889) wins fame when she discovers a new comet. In 1838 she became the first, and until 1943, the only woman elected to the American Academy of Arts and Sciences.

1848 Zachary Taylor becomes 12th president.

Seneca Falls Women's Rights Convention, the first in the U.S., is organized by Jane Hunt, Mary Ann McClintock, Lucretia Mott, Martha Wright and Elizabeth Cady Stanton. Approximately 300 women attend this meeting in New York State.

Gold discovery in California is announced.

Wisconsin joins Union as 30th state.

Mexico and United States sign the Treaty of Guadalupe Hidalgo; Mexico loses 1/2 of its territory, home of 75,000 Spanish speaking people and 250,000 Indians.

Elizabeth Cady Stanton (1815-1902) drafts the Declaration of Sentiments, modeled after the Declaration of Independence but including equal rights for women for adoption at the Seneca Falls Women's Rights Convention.

California's first Constitution Convention; wants to enter Union as a free state, but prohibits blacks from migrating or settling in the territory. The state constitution bars Chinese, Blacks and Indians from voting and denies them many other civil rights as well.

The first reported Chinese immigrants are 2 men and 1 woman who arrive in San Francisco aboard a ship. The woman (name unknown) takes a servant's job with a missionary family.

The first Indian woman (name unknown) finishes the Philadelphia Medical School for Women.

1849 The Bureau of Indian Affairs moves from War Department to Department of Interior.

Ah Choi, a 20 year old Chinese woman, arrives in San Francisco.

Elizabeth Blackwell (1821-1910) graduates from medical school; first woman allowed to earn a medical degree, she later opens a medical college for women.

Harriet Tubman (1820-1913) escapes from slavery and reaches Philadelphia. She eventually returns to the South 19 times, rescuing approximately 300 slaves.

1850-1854

Amelia Bloomer, who had attended the Seneca Falls Women's Rights Convention in 1848, launches a dress reform effort to release women from the cumbersome burden of long skirts and petticoats.

DATE GENERAL HISTORY

WOMEN'S MULTI-CULTURAL HISTORY

1850 Millard Fillmore becomes 13th president.

Compromise of 1850 attempts to settle the debate between free and slave states by balancing the number of new admittances to the Union between the two.

Fugitive Slave Act: Slaves must be returned to their owners even if they escape to free states.

Free public elementary schools established in U.S. for both sexes.

Women's Rights conventions, national and local, are held annually for the next ten years with the exception of 1857.

Mary Ann Shadd Cary (1823-1893), teacher, journalist and lawyer, flees to Canada after the passage of the Fugitive Slave Act. She later returns to Washington, D.C. in 1869 and receives her LLB in 1893.

New York State passes the Married Women's Property Act; women can now keep ownership of property they bring to marriage or acquire after marriage.

Susan B. Anthony (1820-1906) joins the women's rights movement and begins her life long collaboration with Elizabeth Cady Stanton.

1851-1853

California Indian Indenture Acts. Indians cannot testify in court, and native women found guilty of crimes can be sold into indenture.

1851

Sojourner Truth gives her now famous "Ain't I a Woman?" speech at the Women's Rights Convention in Akron, Ohio.

Biddy Mason (1818-1891) is brought to California as a slave. Freed by a California court, she becomes a real estate investor and philanthropist.

1852 *Uncle Tom's Cabin* is published.

First state labor law passes in Ohio granting 10 hour work day.

Franklin Pierce elected 14th president.

Overland travel from the Union to the West. Over 50,000 emigrants, including many more women and children than previously. Stories are told of the opportunities available for women including one of a woman who makes \$18,000 selling pies.

Harriet Beecher Stowe's (1811-1896) *Uncle Tom's Cabin* is published and considered a catalyst in beginning the Civil War. Stowe often supports her family by her writings.

Antioch College admits women.

Women of the West is published, a history of women's hardships on the frontier written by Elizabeth Ellet (1812-1877).

Abigail Scott Duniway (1834-1915) moves with her parents and family to Oregon. She later becomes the leader of the suffrage movement in the Pacific Northwest.

WOMEN'S MULTI-CULTURAL HISTORY

DATE GENERAL HISTORY

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| 1853-1857 | United States government acquires 157,000,000 acres of Indian land through 52 separate treaties. | |
| 1853 | Franklin Pierce becomes 14th president. A believer in expansionism, he wants to obtain the northern part of Mexico, all of Lower California, Cuba, Hawaii and Alaska. Through the Gadsden Purchase he manages to acquire a small tract of land south of the Gila River that Mexico is willing to sell. | <p>Women in China are sold as slaves to men in the United States and sent to this country.</p> <p>Polly Bemis (Lalu Nathay) is born in China and later sold by her starving family. She is brought to California to work and her story becomes the story of many Chinese women brought to the U.S. against their will.</p> <p>With ticket in hand, Sarah Parker Remond (1826-1887) is forcibly ejected from the Howard Athenaeum in Boston because she is black. She takes her case to the police court and wins.</p> <p>Cottage industries give way to factories, businesses require licenses and women are excluded.</p> |
| 1854 | <p>Kansas Nebraska Act: Local sovereignty can decide on the slave and free issue in the Kansas and Nebraska territories.</p> <p>Commissioner of Indian Affairs, George Manypenny, calls for end of Indian removal act.</p> | |
| 1855 | | Lucy Stone (1818-1893), women's rights activist and abolitionist, marries and retains name and all property by using "new marriage contract". |
| 1856 | James Buchanan elected 15th president, looks to the U.S. Supreme Court to settle the issue of slavery. | Charlotte Forten Grimke (1837-1914) graduates from normal school. She becomes the first black woman to formally instruct white children in Salem, Massachusetts. |
| 1857 | Dred Scott decision by the U.S. Supreme Court: Slaves are the property of their owners and the Constitution does not give Congress the right to deprive citizens of their property. | Frances Ellen Watkins Harper (1825-1911) is hired as a lecturer and agent for the Pennsylvania Anti-Slavery Society. Writer and poet, Harper goes South after the Civil War to organize the women and educate the freed men. |
| 1858 | <p>Lincoln-Douglas debates.</p> <p>Minnesota enters the Union as the 32nd state.</p> | |
| 1859 | <p>John Brown's raid on the federal arsenal at Harper's Ferry, Virginia.</p> <p>Oregon enters the Union as 33rd state.</p> | Edmonia Lewis (1845-1909) enters Oberlin College and eventually becomes a noted sculptor, best known for "Forever Free" depicting the emancipation act. |
| 1860 | <p>Lincoln elected 16th U.S. president.</p> <p>South Carolina first state to secede from the Union.</p> | |
| 1861-1865 | Civil War. | |

CHRONOLOGY 1907 - 1930

This period includes the culmination of decades of work by women organized for their right to vote, the first World War and its aftermath, the close of the Progressive Era, and the beginning of the federal government's mediation between large corporations and the general citizenry.

Consider the history of women as:

- Eastern European immigrants.
- Organizers and strategists in the Suffrage movement.
- Leaders and workers in reform movements for and by labor.
- Members and leaders of the Progressive Reform movement.
- Immigrants impacted by the Asian Exclusion Acts.
- Native Americans faced with the conflict of sovereignty and citizenship.

| DATE | GENERAL HISTORY | WOMEN'S MULTI-CULTURAL HISTORY |
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| 1907 | Electric washing machine is introduced for residential use. | |
| 1908 | Ford's Model T car enters production. | Mary Ovington White calls for a conference which becomes the forerunner of the National Association of Colored People. |
| 1909 | William Howard Taft becomes 27th president. | Uprising of the 20,000: A strike of New York City's mostly women shirtwaist workers for union recognition. |
| 1909-1910 | National Association for the Advancement of Colored People is founded. | Mary Church Terrell (1863-1954) attends the founding conferences of the NAACP, serves on the executive committee, and organizes the Washington D.C. branch. |
| 1910-1920 | 1,000,000 join clerical work force. | |
| 1910 | | <p>"Picture Book" brides begin to arrive from Japan to join husbands in U.S. Most work alongside their husbands in the fields or shops.</p> <p>First women suffrage parade in New York City.</p> <p>Women win full suffrage in state of Washington.</p> <p>Frances Perkins (1880-1965) is secretary of New York Consumer's League. She investigates health hazards in factories for New York safety committee. She is later appointed Secretary of Labor by president Franklin D. Roosevelt.</p> <p>25% of all working people are women.</p> <p>80% of elementary and secondary teachers are women.</p> <p>Civil service offers jobs to women.</p> |

| DATE | GENERAL HISTORY | WOMEN'S MULTI-CULTURAL HISTORY |
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| 1911 | Kettering invents self-starter for motor cars. | Triangle Shirtwaist Factory (New York) fire occurs. 143 working women are killed. |
| | | Women in California win suffrage. |
| | | Jovita Idar and Soledad Pena organize the Liga Feminil Mexicanista in Texas to educate Chicana women and to protest the lynchings and beatings occurring on the border. |
| 1912 | Arizona and New Mexico join the Union. | Mary Horton Vorse (1874-1966), reporter and writer for <i>Harper's Magazine</i> , covers most of the major labor strikes of the period. |
| | Alaska becomes a federal territory. | |
| | Lawrence Mill strike in Massachusetts. | Women win suffrage in Oregon, Kansas and Arizona. |
| | Woodrow Wilson becomes the 28th president. | |
| 1913 | Ford starts mass producing cars and by 1920 7½ million are sold. | Alice Paul, ardent suffragist, forms the Congressional Union with other women who favor the use of more militant tactics in order to win the passage of the suffrage amendment. |
| | Japanese in California cannot own land. | |
| | 16th (Income Tax) and 17th (Direction Election of Senators) Constitutional Amendments are ratified. | Women win suffrage in Illinois, the first victory east of the Mississippi. |
| | Typewriters and adding machines are widely used office equipment. | Susan Le Flesche Picotte (1865-1915) establishes a hospital at Walthill on her Omaha Reservation after graduation from the Wo. 's Medical College in Pennsylvania, and begins a series of national lecture tours for the reformist Women's National Indian Association. |
| 1914-1918 | World War I. | |
| 1914 | Panama Canal opens. | Congressional Union members break with the National American Women's Suffrage Association over a difference in strategies. |
| | | Women win suffrage in Montana and Nevada. |
| | | Native Women form the Alaska Native Sisterhood Union. |
| 1914-1926 | | Women's Trade Union League runs schools for labor organizers. |
| 1915-1920 | | Carrie Chapman Catt, President of the National American Women's Suffrage Association lays plans for the final suffrage drive. |

| DATE | GENERAL HISTORY | WOMEN'S MULTI-CULTURAL HISTORY |
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| 1915 | <p>New Ku Klux Klan organizes.</p> <p>Ten million telephones are now in use.</p> | <p>Emily Balch (1867-1961), economist and peace advocate, participates in the International Congress of Women at The Hague. In 1945 she receives the Nobel Peace Prize, the first American woman after Jane Addams to receive the award.</p> |
| 1916 | <p>Child Labor Laws enacted.</p> | <p>Jeanette Rankin (1880-1973) becomes first woman elected to the U.S. House of Representatives. For the first time since the founding of the country, a woman's vote is part of the federal legislative process.</p> |
| 1917 | <p>Puerto Rico becomes a territory of the United States.</p> <p>Espionage Act.</p> <p>Congress passes law requiring literacy test for immigrants.</p> <p>United States declares war on Germany.</p> | <p>Women win suffrage in North Dakota, Arkansas, New York, Connecticut and Nebraska.</p> <p>Queen Liliuokalani (1838-1917) dies. Beloved by her people, she wrote her own history, <i>Hawaii's Story by Hawaii's Queen</i>, and the song, <i>Aloha Oe</i>. She was last sovereign of Hawaii before annexation to the U.S.</p> <p>Women enter jobs replacing men who have joined the military and the National Women's Suffrage Association runs a hospital in France.</p> |
| 1918 | <p>Sedition Act.</p> <p>World War I ended.</p> <p>Woodrow Wilson's Fourteen Points.</p> | <p>Chinese women begin replacing Chinese men in sewing factories.</p> <p>Ida Wells-Barnett (1862-1931) goes to East St. Louis, Illinois to give legal advice to black victims of white mob assault. She is widely known for organizing of anti-lynching societies and Negro women's clubs.</p> <p>Women win suffrage in Oklahoma, Texas, South Dakota and Michigan.</p> |
| 1919 | <p>The 18th Amendment (Prohibition) is ratified.</p> <p>President Woodrow Wilson proposes a League of Nations at the Treaty of Versailles in France.</p> | <p>Jane Addams (1860-1935) founds the Women's International League for Peace and Freedom. Addams devoted much of her life to settlement house work at Hull House, Chicago.</p> <p>Julia Morgan (1872-1957) begins work as architect for William Hearst's San Simeon castle and guest houses.</p> <p>Women win suffrage in Minnesota, Iowa, Missouri, Wisconsin, Tennessee, Indiana, Ohio and Maine.</p> <p>National Federation of Business and Professional Women is founded.</p> <p>Emma Goldman is deported despite her American citizenship. Goldman lectured for the full emancipation of women.</p> <p>Ella Grasso (1919-1982) is born. She becomes the only woman voted in as governor of a state on her own recognition in 1974.</p> |

| DATE | GENERAL HISTORY | WOMEN'S MULTI-CULTURAL HISTORY |
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1920's More people live in cities; farms are economically depressed.

1920-1924 Immigration is stopped.

1920-1930 Political conservatism opposes the feminist movement. Women's groups are labeled subversive and many women's organizations turn to non-controversial concerns. Traditionalism and domesticity become the vogue.

1920 Wave of "Nativism" manifested by the Palmer Raids conducted by Attorney General Mitchell Palmer.

Japanese government stops issuing passports to "Picture Brides". 22,193 Japanese women are in the United States.

19th Amendment (Women's Suffrage) is passed.

Women win the right to vote by passage of the 19th Constitutional Amendment after 72 years of petitioning and organizing.

Americans listen to the first regular commercial radio broadcast in Detroit, Michigan.

Women's Joint Congressional Committee formed as women lobby in Congress.

League of Women Voters organized.

American Association of University Women begins with Ellen Swallow Richards (1842-1911), pioneer ecologist, as one of the founders.

1921 Warren G. Harding becomes 29th president.
Calvin Coolidge becomes 30th president.

Margaret Sanger establishes the first clinic for birth control and for education for the responsibility of parenthood.

1922 Quota law excludes immigration of all Asians.

Cable Act: American born women who marry aliens ineligible for citizenship cease to be American citizens.

Mary McLeod Bethune (1875-1955) is president of Bethune-Cookman College. She later serves as advisor to President Franklin D. Roosevelt.

1923 Alice Paul introduces the Equal Rights Amendment into Congress.

1924 Permanent quota legislation on immigration passes.

Congress passes a law preventing Chinese women from entering the U.S. as wives of Chinese Americans.

Indians are made citizens.

Helen Keller (1880-1968) is received at the White House by President Coolidge in recognition for her work with the American Foundation for the Blind. She is an active supporter of the suffrage movement.

Exclusion Acts: All Asian immigration is barred by Congress.

1925 John Scopes is tried and convicted for teaching evolution in a Tennessee school.

DATE GENERAL HISTORY**WOMEN'S MULTI-CULTURAL HISTORY**

1926

Gertrude Simmons Bonnin (1876-1938), a Dakota Sioux, organizes the National Council of American Indians to protect and preserve the rights of Indian people under their new U.S. citizenship.

1927 Charles Lindbergh makes the first solo airplane flight across the Atlantic Ocean.

1928 Herbert Hoover elected 31st president.

1929 The Great Depression. Many citizens lose large amounts of money in the Stock Market crash.

The Kellogg-Briand Pact, an agreement that denounces war, signed by 62 nations.

Amelia Earhart (1897-1937) is a founding member and president of "Ninety-Nines", an international organization of women pilots.

Florence Tuseomb (dates unknown), activist for women's suffrage, NAACP, labor safety and peace, becomes Executive Secretary of Women's International League for Peace and Freedom.

Maria Hernandez (dates unknown) helps found Orden Caballeros de America to provide social services for and protection against legal abuse to its members.

1930

Mary Harris Jones (Mother Jones) (1830-1930), labor organizer and strike participant, dies at the age of 100.

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ELEMENTARY BIBLIOGRAPHY
1835 - 1860

| | | PUBLISHER | DATE |
|----|--|--------------------|------|
| 13 | <u>Sarah Winnemucca</u> AUTHOR Kloss, Doris The life of the influential Paiute woman who rescued several hundred of her people held captive during the Bannock War. Lobbied hard for legislative justice in the early 1800s. (Grades 05-12) | Dillon Press | 1981 |
| 14 | <u>Elizabeth Blackwell: Pioneer Woman Doctor</u> AUTHOR Latham, Jean Biography of one of the first two women allowed to earn medical degrees in the U.S., and her subsequent work as a physician. (Grades 02-05) | Garrard | 1975 |
| 15 | <u>Harriet and the Promised Land</u> AUTHOR Lawrence, Jacob The story of Harriet Tubman, a leader on the Underground Railroad which led slaves to freedom in the North. Told in free verse with stylized illustrations. (Grades 02-05) | Simon and Schuster | 1968 |
| 16 | <u>Women of the West</u> AUTHOR Levenson, Dorothy Interesting examination of the role played by women on the frontier in a variety of careers, from cowpoke to teacher, saloonkeeper to governor. Multi-cultural. (Grades 06-10) | Franklin Watts | 1973 |
| 17 | <u>Carry Nation</u> AUTHOR Madison, Arnold Biography of the most famous temperance advocate of all. (Grades 05-08) | Wilson | 1977 |
| 18 | <u>Clara Barton: Battlefield Nurse</u> AUTHOR Mann, Peggy Biography of the daring woman who would arrive in the middle of Civil War battles with an oxcart of medical supplies. Her work led to the establishment of the American Red Cross. (Grades 03-06) | Coward | 1969 |
| 19 | <u>Invincible Louisa</u> AUTHOR Meigs, Cornelia The Newbery Award biography of Louisa May Alcott, author of Little Women and other classic books. (Grades 06-08) | Little | 1968 |
| 20 | <u>Tongue of Flame: The Life of Lydia Maria Child</u> AUTHOR Meltzer, Milton The life story of a devoted abolitionist who gave up a successful writing career to work for social justice. | Crowell | 1965 |
| 21 | <u>Maria Mitchell: First Lady of American Astronomy</u> AUTHOR Morgan, Helen The story of the astronomer and her work at Vassar College. (Grades 05-08) | Westminster | 1977 |
| 22 | <u>Susan B. Anthony</u> AUTHOR Noble, Iris The life of one of America's pioneer fighters and organizers for women's rights. (Grades 05-07) | Messner | 1975 |
| 23 | <u>Yankee Spy: Elizabeth Van Lew</u> AUTHOR Nolan, Jeannette Covert Biography of the Southern belle who spent four years spying for the Union in the capital of the Confederacy. (Grades 05-07) | Messner | 1970 |
| 24 | <u>Island of the Blue Dolphin</u> AUTHOR O'Dell, Scott Story based on the life of Karana, an Indian girl left behind on an island as her people leave for the California mainland. She survived alone from 1835-53. Unusual and moving. (Grades 04-08) | Dell | 1978 |

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**ELEMENTARY BIBLIOGRAPHY
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|--|------------------|------|
| 25 <u>Sing Down the Moon</u> AUTHOR O'Dell, Scott (Grades 05-08) The tragic forced march of the Indians to Fort Sumpter in 1864, told by a young Navajo girl. Historic fiction. | Boughton | 1970 |
| 26 <u>Zia</u> AUTHOR O'Dell, Scott (Grades 04-09) Sequel to the Island of the Blue Dolphins, following the life of Karana at the Santa Barbara mission through the eyes of her niece, Zia, who is caught between her mother's tribal past and the world of the mission. | Boughton Mifflin | 1976 |
| 27 <u>Her Name Was Sojourner Truth</u> AUTHOR Pauli, Hertha (Grades 06-09) The life of the black abolitionist crusader and fighter for women's rights. | Avon | 1976 |
| 28 <u>Sojourner Truth, Fearless Crusader</u> AUTHOR Peterson, Helen (Grades 03-06) Reading of her life of some seventy years will give young readers a tremendous insight into the lives of slaves generally, and of this determined freed slave/abolitionist. | Garrard | 1972 |
| 29 <u>Susan B. Anthony: Pioneer in Women's Rights</u> AUTHOR Peterson, Helen Stone (Grades 03-06) Informative, interesting biography of one of the foremost crusaders for women's rights in the 1800s. | Garrard | 1971 |
| 30 <u>Harriet Tubman: Conductor on the Underground Railroad</u> AUTHOR Petry, Ann (Grades 06-09) Dramatic biography of her daring life conducting slaves north to their freedom. | Archway | 1971 |
| 31 <u>Martha Berry</u> AUTHOR Phelan, Mary Kay (Grades 02-05) The Georgia plantation owner's daughter established Sunday schools which evolved into the Berry Academy and Berry College of today. | Crowell | 1972 |
| 32 <u>Clara Barton: Soldier of Mercy</u> AUTHOR Rose, Mary Catherine (Grades 03-06) Biography of the Civil War nurse who founded the American Red Cross. | Garrard | 1960 |
| 33 <u>A Woman Against Slavery: The Story of Harriet Beecher Stowe</u> AUTHOR Scott, John A. (Grades 06-09) Well documented account of the life of the abolitionist, writer and feminist, whose work contributed directly to the beginning of the Civil War. | Crowell | 1978 |
| 34 <u>Fanny Kemble's America</u> AUTHOR Scott, John A. (Grades 06-09) An actress and writer who battled against slavery and injustices in human relations. Although her convictions cost her dearly, she left a record of her time which has enduring value for our own times. | Crowell | 1973 |
| 35 <u>Sacagawea: The Story of an American Indian</u> AUTHOR Skol, Betty Westrom (Grades 05-12) Story of the Shoshoni woman who acted as guide and interpreter to the Lewis and Clark Expedition. Good glimpses of several tribes' ways of life. | Dillon | 1977 |
| 36 <u>Runaway to Freedom</u> AUTHOR Saucker, Barbara (Grades 04-06) Two Mississippi slave girls try to reach Canada and freedom via the Underground Railroad. | Harper | 1978 |

**ELEMENTARY BIBLIOGRAPHY
1835 - 1860**

| | | PUBLISHER | DATE |
|----|---|------------|------|
| 37 | <u>By George, Bloomers!</u> AUTHOR St. George, Judith Fictional account demonstrating the travail of long skirts and the benefits of the Bloomer costume. (Grades 01-03) | Coward | 1976 |
| 38 | <u>Emma Edmonds: Nurse and Spy</u> AUTHOR Talmadge, Marian, and Iris Gilmore Disguised as a man, Emma served for five years during the Civil War as a soldier, male nurse and spy for the Union Army. (Grades 04-06) | Putnam | 1970 |
| 39 | <u>Sacajawas</u> AUTHOR Voight, Virginia Tale of the Shoshone woman who guided Lewis and Clark to the Pacific. (Grades 01-03) | Putnam | 1967 |
| 40 | <u>Legendary Women of the West</u> AUTHOR Williams, Brad Nine women who were known for their various exploits and adventures in "the West". Interesting reading! (Grades 06-09) | D. McKay | 1978 |
| 41 | <u>Turning the World Upside Down</u> AUTHOR Willimon, William and Patricia The stories of Sarah and Angelina Grimke, southern plantation women who became leading abolitionists. (Grades 06-10) | Sandlapper | 1972 |

ELEMENTARY BIBLIOGRAPHY 1907 - 1930

| | PUBLISHER | DATE |
|---|--------------------|------|
| 1 <u>Annie Oakley and the World of Her Time</u> AUTHOR Alderman, Clifford (Grades 06-09) A straightforward account of her career and of her life with Frank Butler. | Macmillan | 1979 |
| 2 <u>Mother Jones, the Most Dangerous Woman in America</u> AUTHOR Atkinson, Linda (Grades 06-09) Graphic biography of the dynamic woman who devoted her life after fifty to securing justice for coal miners and other laborers. | Crown | 1978 |
| 3 <u>She Wanted to Read: The Story of Mary McLeod Bethune</u> AUTHOR Carruty, Ella Kaiser (Grades 04-07) Biography of the black woman who grew up on a cotton plantation and became a world-famous educator and civic leader. | Abingdon | 1966 |
| 4 <u>Bitter Herbs and Honey</u> AUTHOR Cohen, Barbara (Grades 05-09) Young Jewish girl in the early 1900s is caught between her family's traditional concerns and her own goals. Good picture of Jewish cultural heritage. | Lothrop | 1976 |
| 5 <u>Amelia Earhart</u> AUTHOR Davis, Burke (Grades 03-05) Biography of the courageous pioneer aviator and feminist. | Putnam | 1972 |
| 6 <u>She Never Looked Back: Margaret Mead in Samoa</u> AUTHOR Epstein, Sam and Beryl (Grades 04-06) The focus here is on Mead's study of Samoan youth in the 1920's. | Coward | 1980 |
| 7 <u>Ida Tarbell: First of the Muckrakers</u> AUTHOR Fleming, Alice Story of a crusading journalist during the early 1900s. | Crowell | 1971 |
| 8 <u>Eleanor Roosevelt</u> AUTHOR Goodsell, Jane (Grades 02-04) Concentrates on her transformation from "ugly duckling" to renowned world figure. | Crowell | 1970 |
| 9 <u>Helen Keller: Toward the Light</u> AUTHOR Graff, Stewart and Polly (Grades 02-04) Keller's life with Anne Sullivan, who helped her overcome the handicap of being both blind and deaf. | Garrard | 1965 |
| 10 <u>Alice Hamilton: Pioneer Doctor in Industrial Medicine</u> AUTHOR Grant, Madeline P. (Grades 05-07) An early doctor and pioneering social worker, Hamilton spent her life investigating the "dangerous trades", crusading successfully for protective health measures for workers. | Abelard-Schuman | 1968 |
| 11 <u>Annie Oakley, the Shooting Star</u> AUTHOR Graves, Charles P. (Grades 03-05) Biography of the famous entertainer and sharp shooter. | Garrard | 1961 |
| 12 <u>Mary McLeod Bethune</u> AUTHOR Greenfield, Eloise (Grades 02-04) The only one of seventeen children in her family to go to school, she became a world-famous educator and advisor to President F.D. Roosevelt. | Crowell | 1977 |
| 13 <u>The Story of Helen Keller</u> AUTHOR Hickock, Lorena (Grades 04-08) Biography of the woman whose triumphs over her own disabilities led her to world fame as a speaker and advocate for rights for all disabled people. | Grosset and Dunlap | 1958 |
| 14 <u>Jane Addams</u> AUTHOR Keller, Gail (Grades 01-04) The pioneer social worker whose dedication to world peace earned her the Nobel Peace Prize in 1931. | Crowell | 1971 |

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**ELEMENTARY BIBLIOGRAPHY
1907 - 1930**

| | PUBLISHER | DATE |
|---|------------------------|------|
| 15 <u>Margaret Sanger: Pioneer of Birth Control</u> AUTHOR Lader, Lawrence, and Milton Meltzer (Grades 05-08) The nurse who began the movement for acceptance of birth control, despite tremendously hostile opposition. | Crowell | 1970 |
| 16 <u>Nellie Bly: First Woman of the News</u> AUTHOR Lisker, Tom (Grades 04-07) One of the first women reporters, whose investigations and trip around the world in less than 80 days made her an international celebrity. Lively style, illustrations. | Contemp. Perspectives | 1978 |
| 17 <u>Annie Sullivan</u> AUTHOR Malone, Mary (Grades 02-04) Courageous, intelligent woman who became Helen Keller's teacher. Over half the book deals with her association with Keller. | Putnam | 1971 |
| 18 <u>Liliuokalani, Queen of Hawaii</u> AUTHOR Malone, Mary (Grades 04-06) A most unusual woman, Liliuokalani was the last reigning monarch of Hawaii. | Garrard | 1975 |
| 19 <u>Jane Addams</u> AUTHOR Mooney, Elizabeth (Grades 04-07) Biography of the pioneer in social work and winner of the Nobel Peace Prize. | Follett | 1968 |
| 20 <u>Ladies Were Not Expected: Abigail Duniway and Women's Rights</u> AUTHOR Morrison, Dorothy N. (Grades 05-07) A lively tale of a courageous Oregon crusader for women's rights at the turn of the century. | Atheneum | 1977 |
| 21 <u>Madam Secretary: Frances Perkins</u> AUTHOR Myers, Elisabeth (Grades 05-07) The life of a crusader for social and economic justice and the first woman ever appointed to the Cabinet of the U.S. | Messner | 1972 |
| 22 <u>Mary McLeod Bethune</u> AUTHOR Redford, Ruby (Grades 03-06) Youngest child of former slaves, she spent her life working for education and justice for black people, becoming a Presidential advisor on minority affairs. | Putnam | 1973 |
| 23 <u>They Found A Way: Mary Cassatt</u> AUTHOR Scheader, Catherine (Grades 05-09) Biography of an American artist who painted many scenes of women and children in the French Expressionist style. Well illustrated. | Childrens Press | 1977 |
| 24 <u>Ikwa of the Temple Mounds</u> AUTHOR Searcy, Margaret Zehmer (Grades 03-06) Sensitive portrayal of the fear, courage and strength of an Indian girl as she struggles to become a young woman. Based on the culture of the Temple Mound Indians (Mississippi). | Univ. of Alabama Press | 1974 |
| 25 <u>Belle Highwalking: The Narrative of a Northern Cheyenne Woman</u> AUTHOR Weist K. (Ed.) (Grades 05-12) A Northern Cheyenne woman describes all aspects of her seventy-nine years on her reservation. | Montana Council Ind Ed | 1979 |
| 26 <u>First Woman in Congress: Jeannette Rankin</u> AUTHOR White, Florence Meiman (Grades 06-12) Biography of the first woman elected to Congress, who spent 92 years as a leader for woman suffrage and social reform. Photos. | Messner | 1980 |

OTHER APPROPRIATE PUBLICATIONS

— ELEMENTARY LEVEL —

| | PUBLISHER | DATE |
|---|--------------------|------|
| 1 <u>A Curriculum Guide to Women's Studies for the Middle School</u> AUTHOR Abrams, Eileen (Grades 05-09) Twenty-one activities in four major units: stereotyping, women in the past, women in today's world, taking charge of our lives. Much of the material is student generated through interviewing, writing, observing and recording. Flexible for varied skill levels. | Feminist Press | 1981 |
| 2 <u>Four Women of Courage</u> AUTHOR Bennett, Wayne (ed) (Grades 03-07) Stories of four women who reached their goals despite overwhelming obstacles: Dorothea Dix, Helen Keller, Linda Richards, Jacqueline Cochran. | Garrard | 1975 |
| 3 <u>Women Who Dared to be Different</u> AUTHOR Bennett, Wayne (Grades 02-05) Simply written sketches of women including Nellie Bly, Annie Oakley, Maria Mitchell, Amelia Earhart. | Garrard | 1973 |
| 4 <u>She Was There: Stories of Pioneering Women Journalists</u> AUTHOR Collins, Jean E. (Grades 06-10) Fifteen women journalists from the 1920's to today tell in their own words the demands and rewards they have experienced. Photos. | Messner | 1980 |
| 5 <u>Women in Sports: Track and Field</u> AUTHOR Gleasner, Diana (Grades 05-09) Six track stars are introduced through their accomplishments and personal reminiscences. | Harvey House | 1977 |
| 6 <u>An Album of Women in American History</u> AUTHOR Ingraham, Claire and Leonard (Grades 06-12) Survey of notable women from colonial to present time, introducing hundreds of women through brief biographies and numerous pictures. | Franklin Watts | 1972 |
| 7 <u>An Illustrated History of the Chinese American</u> AUTHOR McCunn, Ruthanne Lum (Grades 05-12) Excellent source of Chinese American history with emphasis on the West Coast experience and men. Has a ten page teacher's guide. | Design Enterprises | 1979 |
| 8 <u>We, The American Women</u> AUTHOR Millstein, Beth and Jeanne Bodin (Grades 06-12) From colonization through the present, each section explains the general legal and social status of women in that period, discusses the contributions of various outstanding women, and analyzes the roles played by the "average woman" as a force in maintaining society and pressuring for change. Illustrations. | SRA | 1977 |
| 9 <u>Women of Courage</u> AUTHOR Nathan, Dorothy (Grades 06-09) Five well-written biographies, each describing the social conditions during the woman's life: Susan B. Anthony, Jane Addams, Mary McLeod Bethune, Amelia Earhart, Margaret Mead. | Random House | 1964 |
| 10 <u>Women of the West</u> AUTHOR Sheaffer, Silvia Ann (Grades 05-12) Ten sketches of western women (mostly white) of the 1800s: Lotta Crabtree, Charlie Parkhurst, Eleanor Dumont, Lola Montez, Rosita Felix de Murietta, Dorina Frennan, Emma Wixon, Cassie Hill, Eleanor Webber, Donaldina Cameron. | Addison-Wesley | 1980 |
| 11 <u>Women with a Cause</u> AUTHOR Wayne, Bennett (ed.) (Grades 05-08) Short biographies of Anne Hutchinson, Lucretia Mott, Susan B. Anthony, and Eleanor Roosevelt. | Garrard | 1975 |
| 12 <u>The Backyard History Book</u> AUTHOR Weitzman, David (Grades 01-08) Excellent introduction to family and community history. Action packed projects, immediately useable in elementary and secondary classroom situations. | Little, Brown | 1975 |

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1763 - 1786

| | PUBLISHER | DATE |
|---|------------------|-------------|
| 1 <u>I'm Deborah Sampson: A Soldier in the War of the Revolution</u> AUTHOR Clapp, Patricia (Grades 05-08) First-person retelling of the amazing woman who served in the Continental Army disguised as a man. | Lothrop | 1977 |
| 2 <u>Patriots in Petticoats</u> AUTHOR Cline, Patricia (Grades 08-12) Stirring biographies of women and girls during the Revolutionary War and War of 1812, which show the vital roles they played in the fight for America's independence. | Dodd, Mead | 1976 |
| 3 <u>Mumbet: The Story of Elizabeth Freeman</u> AUTHOR Felton, Harold (Grades 04-08) A black slave who gained freedom in 1781 by fighting her case through the Massachusetts courts. | Dodd, Mead | 1970 |
| 4 <u>Phillis Wheatley</u> AUTHOR Fuller, Miriam Morris (Grades 04-08) Despite slavery and poverty, Wheatley became America's first published black poet, in the 1700s. Large print, pictures. | Garrard | 1971 |
| 5 <u>Cowlip</u> AUTHOR Haynes, Betsy (Grades 04-08) Extremely moving story about a 13-year-old slave sold on the auction block. She moves from fatalism to a determination to live wild and free. | Thomas Nelson. | 1973 |
| 6 <u>Abigail Adams: "Dear Friend"</u> AUTHOR Peterson, Helen Stone (Grades 03-07) Biography of the woman whose letters to her husband during the Revolutionary War paint an accurate picture of life in the new nation. | Garrard | 1967 |

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SECONDARY BIBLIOGRAPHY 1835 - 1860

| | PUBLISHER | DATE |
|--|--------------------|------|
| 1 <u>I'm Nobody! Who are You? The Story of Emily Dickinson</u> AUTHOR Barth, Edna (Grades 07-09) Well-researched story of the reclusive poet's life from nine years of age. Numerous quotations from her writing. | Seabury | 1971 |
| 2 <u>Clara Barton: Founder of the American Red Cross</u> AUTHOR Boylston, Helen Dore (Grades 04-09) Simple account of her childhood, heroic battlefield work in the Civil War, and founding of the American Red Cross. She did what people of the time thought impossible for a woman. | Random House | 1955 |
| 3 <u>Dr. Elizabeth: The Story of the First Woman Doctor</u> AUTHOR Clapp, Patricia (Grades 06-09) First-person biography of the first woman allowed to earn a medical degree in the U.S., and her subsequent work as a physician. | Lothrop | 1974 |
| 4 <u>Suzette La Flesche: Voice of the Omaha Indians</u> AUTHOR Crary, Margaret (Grades 06-09) Biography of "Bright Eyes," who campaigned determinedly for citizenship and justice for her people, the Omaha Indians, in the late 1800's. | Hawthorne Books | 1973 |
| 5 <u>Charlotte Forten: Free Black Teacher</u> AUTHOR Douty, Esther (Grades 06-09) The young, free black woman who devoted her life to teaching and helping her people, before and after the Civil War. | Garrard | 1971 |
| 6 <u>Before the Supreme Court: The Story of Belva Lockwood</u> AUTHOR Dunnahoo, Terry (Grades 04-08) First woman to practice law before the Supreme Court, and to run for the U.S. presidency. Life-long supporter of women's rights, her biography depicts the attitudes and discrimination women lived with in the 19th century. | Houghton Mifflin | 1974 |
| 7 <u>Two Tickets to Freedom: The True Story of Ellen and William Craft</u> AUTHOR Freedman, Florence (Grades 04-08) Dramatic story of their escape from slavery, prosperous life in England, and return to the South after the Civil War to open a farm school for their people. | Simon and Schuster | 1971 |
| 8 <u>The Autobiography of Miss Jane Pittman</u> AUTHOR Gaines, E.L. (Grades 09-12) Fictional account of the life of a black woman who lived to the age of 110 years. Story begins in 1864. | Dial | 1971 |
| 9 <u>Women of the West</u> AUTHOR Gray, Dorothy (Grades 09-12) Includes a feeling of what the Western experience of the European settlers was like for those women already there. Individual and group biographies, photos. | Les Femmes | 1976 |
| 10 <u>The Ladies of Seneca Falls</u> AUTHOR Gurko, Miriam (Grades 09-12) The women who organized the first women's rights convention, at Seneca Falls, NY, their predecessors and contemporaries, and the extraordinary movement they began in the 1840s. | Macmillan | 1974 |
| 11 <u>Maria Sanford, Pioneer Professor</u> AUTHOR Hartley, Lucie (Grades 07-12) Sanford's drive and brilliance enabled her to become the first female professor in the US, renowned for both her platform speaking and revolutionary teaching methods. | Dillon | 1977 |
| 12 <u>Sarah Winnemucca</u> AUTHOR Kloss, Doris (Grades 05-12) The life of the influential Paiute woman who rescued several hundred of her people held captive during the Bannock War. Lobbied hard for legislative justice in the early 1800s. | Dillon | 1981 |

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| 13 <u>The Grimke Sisters from South Carolina</u> AUTHOR Lerner, Gerda (Grades 09-12) The sisters, Sarah and Angelina, left comfort in the South to become leaders of the abolitionist movement in the North. | Schoken | 1978 |
| 14 <u>Women of the West</u> AUTHOR Levenson, Dorothy (Grades 06-10) Interesting examination of the role played by women on the frontier in a variety of careers, from cowpoke to teacher, saloonkeeper to governor. Multi-cultural. | Franklin Watts | 1973 |
| 15 <u>I, Charlotte Forten, Black and Free</u> AUTHOR Longworth, Polly (Grades 08-12) Biography of an outstanding black woman who became a teacher and part of the anti-slavery movement. Provides insight into the free and enslaved blacks of that period. | Crowell | 1970 |
| 16 <u>Carry Nation</u> AUTHOR Madison, Arnold (Grades 05-08) Biography of the most famous temperance advocate of all. | Nelron | 1977 |
| 17 <u>Invincible Louisa</u> AUTHOR Meigs, Cornelia (Grades 06-08) The Newberry Award biography of Louisa May Alcott, author of <u>Little Women</u> and other classic books. | Little | 1968 |
| 18 <u>Maria Mitchell: First Lady of American Astronomy</u> AUTHOR Morgan, Helen (Grades 05-08) The story of the astronomer and her work at Vassar College. | Westminster | 1977 |
| 19 <u>Susan B. Anthony</u> AUTHOR Noble, Iris (Grades 05-07) The life of one of America's pioneer fighters and organizers for women's rights. | Messner | 1975 |
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| 22 <u>Sing Down the Moon</u> AUTHOR O'Dell, Scott (Grades 05-08) The tragic forced march of the Indians to Fort Sumpter in 1864, told by a young Navajo girl. Historic fiction. | Houghton | 1970 |
| 23 <u>Zia</u> AUTHOR O'Dell, Scott (Grades 04-09) Sequel to the Island of the Blue Dolphins, following the life of Karana at the Santa Barbara mission through the eyes of her niece, Zia, who is caught between her mother's tribal past and the world of the mission. | Houghton Mifflin | 1976 |
| 24 <u>Sojourner Truth</u> AUTHOR Ortiz, Victoria (Grades 07-12) A freed slave, Sojourner Truth campaigned vigorously for abolition and for women's rights. | Harper and Row | 1974 |
| 25 <u>Her Name Was Sojourner Truth</u> AUTHOR Pauli, Bertha (Grades 06-09) The life of the black abolitionist crusader and fighter for women's rights. | Avon | 1976 |

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| 26 <u>Harriet Tubman: Conductor of the Underground Railroad</u> AUTHOR Petry, Ann (Grades 06-09) Dramatic biography of her daring life conducting slaves north to their freedom. | Archway | 1971 |
| 27 <u>A Woman Against Slavery: The Story of Harriet Beecher Stowe</u> AUTHOR Scott, John A. (Grades 06-09) Well documented account of the life of the abolitionist, writer and feminist, whose work contributed directly to the beginning of the Civil War. | Crowell | 1978 |
| 28 <u>Fanny Kemble's America</u> AUTHOR Scott, John A. (Grades 06-09) An actress and writer who battled against slavery and injustices in human relations. Although her convictions cost her dearly, she left a record of her time which has enduring value for our own times. | Crowell | 1973 |
| 29 <u>Sagoyewea: The Story of an American Indian</u> AUTHOR Skold, Betty Westrom (Grades 05-12) Story of the Shoshoni woman who acted as guide and interpreter to the Lewis and Clark Expedition. Good glimpses of several tribes' ways of life. | Dillon | 1977 |
| 30 <u>Women's Rights</u> AUTHOR Stevenson, Janet (Grades 07-09) Introductory history of the battle for women's right to vote in the US. Short biographies, fictionalized chapters and brief excerpts from primary source materials. | Watts | 1972 |
| 31 <u>Eloquent Crusader: Ernestine Rose</u> AUTHOR Suhl, Yuri (Grades 09-12) Born in a Polish ghetto, Rose rebelled against the traditional place of women and emigrated to America, becoming active in the abolition and women's rights movements. | Messner | 1970 |
| 32 <u>Indian Women of the Western Morning: Their Life in Early America</u> AUTHOR Terrell, Donna and John (Grades 09-12) Excellent background information divided into sections on the important areas of Native American women's lives. | Anchor | 1976 |
| 33 <u>Jubilee</u> AUTHOR Walker, Margaret (Grades 07-10) Novel based on the life of the author's great-grandmother in the Old South during the Civil War. Her independent spirit triumphed over the degrading bondage of her life. | Bantam Books | 1967 |
| 34 <u>Legendary Women of the West</u> AUTHOR Williams, Brad (Grades 06-09) Nine women who were known for their various exploits and adventures in "the West". Interesting reading! | D. McKay | 1978 |
| 35 <u>Turning the World Upside Down</u> AUTHOR Willimon, William and Patricia (Grades 06-10) The stories of Sarah and Angelina Grimke, southern plantation women who became leading abolitionists. | Sandpaper | 1972 |

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SECONDARY BIBLIOGRAPHY 1907 - 1930

| | PUBLISHER | DATE |
|--|--------------------------------------|------|
| 1 <u>Twenty Years at Hull House</u> AUTHOR Addams, Jane Addams launched one of America's great movements at Hull House in Chicago: the beginning of organized social work. She stressed preservation of native cultures, plus new skills. | Signet (Grades 10-12) | 1960 |
| 2 <u>Annie Oakley and the World of Her Time</u> AUTHOR Alderman, Clifford A straightforward account of her career and of her life with Frank Butler. | Macmillan (Grades 06-09) | 1979 |
| 3 <u>Mother Jones, the Most Dangerous Woman in America</u> AUTHOR Atkinson, Linda Graphic biography of the dynamic woman who devoted her life after fifty to securing justice for coal miners and other laborers. | Crown (Grades 06-09) | 1978 |
| 4 <u>Never Jam Today</u> AUTHOR Bolton, Carole 17-year old Maddy Franklin becomes involved in the suffragist movement in the US during the early 1900's. She pickets the White House, is imprisoned and force fed by jailers. | Atheneum (Grades 07-12) | 1971 |
| 5 <u>She Wanted to Read: The Story of Mary McLeod Bethune</u> AUTHOR Carruty, Ella Kaiser Biography of the black woman who grew up on a cotton plantation and became a world-famous educator and civic leader. | Abingdon (Grades 04-07) | 1966 |
| 6 <u>Bitter Herbs and Honey</u> AUTHOR Cohen, Barbara Young Jewish girl in the early 1900s is caught between her family's traditional concerns and her own goals. Good picture of Jewish cultural heritage. | Lothrop (Grades 05-09) | 1976 |
| 7 <u>My Life</u> AUTHOR Duncan, Isadora Unique life of the adventuresome, innovative dancer from her earliest years to six years before her death. | Liveright (Grades 09-12) | 1955 |
| 8 <u>Fath Breaking</u> AUTHOR Duniway, Abigail Scott Autobiographical account of her extraordinary leadership of the suffrage movement throughout the Pacific Northwest, especially between 1886 and 1910. | Schocken (Grades 10-12) | 1971 |
| 9 <u>For the Fun of It</u> AUTHOR Earhart, Amelia Her life from her own perspective, from childhood through her solo flight across the Atlantic. | Academy Press (Grades 09-12) | 1977 |
| 10 <u>Alice Hamilton: Pioneer Doctor in Industrial Medicine</u> AUTHOR Grant, Madeline P. An early doctor and pioneering social worker, Hamilton spent her life investigating the "dangerous trades", crusading successfully for protective health measures for workers. | Abelard-Schuman (Grades 05-07) | 1968 |
| 11 <u>Josephine Baker</u> AUTHOR Guild, Leo Spans 65 years of her life, from the 1911 race riot through her career as a performer in the U.S. and Paris. | Holloway Hse (Grades 08-12) | 1976 |
| 12 <u>The Story of Helen Keller</u> AUTHOR Hickock, Lorena Biography of the woman whose triumphs over her own disabilities led her to world fame as a speaker and advocate for rights for all disabled people. | Grosset and Dunlap (Grades 04-08) | 1958 |
| 13 <u>Jewish Grandmothers</u> AUTHOR Kramer, Sydelle, and Jenny Masvi Oral histories of ten Jewish women who immigrated to the US in the early 1900s. Especially good for teacher background for elementary grades. | Beacon (Grades 08-12) | 1976 |
| 14 <u>Margaret Sanger: Pioneer of Birth Control</u> AUTHOR Lader, Lawrence, and Milton Meltzer The nurse who began the movement for acceptance of birth control, despite tremendously hostile opposition. | Crowell (Grades 05-08) | 1970 |
| 15 <u>Pretty Shield: Medicine Woman of the Crow</u> AUTHOR Linderman, Frank Oral history of an old Crow woman, telling of life on the plains before white settlers reached Montana. The role of women is explained during her narrative. | Univ. of Nebraska (Grades 09-12) | 1972 |

SECONDARY BIBLIOGRAPHY 1907 - 1930

| | PUBLISHER | DATE |
|---|------------------------|------|
| 16 <u>Nellie Bly: First Woman of the News</u> AUTHOR Lisker, Tom (Grades 04-07) One of the first women reporters, whose investigations and trip around the world in less than 80 days made her an international celebrity. Lively style, illustrations. | Contemp. Perspectives | 1978 |
| 17 <u>Thousand Pieces of Gold</u> AUTHOR McCunn, Ruthanne Lum (Grades 09-12) Later known as Polly Bemis, Lulu Nathoy was born in China and sold into prostitution in the US. She eventually earned her freedom. Excellent. | Design Enterprises | 1981 |
| 18 <u>Jane Addams</u> AUTHOR Mooney, Elizabeth (Grades 04-07) Biography of the pioneer in social work and winner of the Nobel Peace Prize. | Follett | 1968 |
| 19 <u>Somebody's Angel Child: The Story of Bessie Smith</u> AUTHOR Moore, Carman (Grades 07-12) Portrait of the woman and her expression through music of the misery of being poor and black in the early 1900s. | Dell | 1969 |
| 20 <u>Ladies Were Not Expected: Abigail Duniway and Women's Rights</u> AUTHOR Morrison, Dorothy N. (Grades 05-07) A lively tale of a courageous Oregon crusader for women's rights at the turn of the century. | Atheneum | 1977 |
| 21 <u>Madam Secretary: Frances Perkins</u> AUTHOR Myers, Elisabeth (Grades 05-07) The life of a crusader for social and economic justice and the first woman ever appointed to the Cabinet of the U.S. | Messner | 1972 |
| 22 <u>No Turning Back</u> AUTHOR Qoyawaqma, Polingaysi (Grades 09-12) A true account of a Hopi girl's efforts to bridge the gap between the world of her people and the world of the Europeans in the U.S. | Univ. of New Mexico Pr | 1964 |
| 23 <u>They Found A Way: Mary Cassatt</u> AUTHOR Scheader, Catherine (Grades 05-09) Biography of an American artist who painted many scenes of women and children in the French Expressionist style. Well illustrated. | Childrens Press | 1977 |
| 24 <u>The Autobiography of Delfina Cuero: A Diegueno Indian Woman</u> AUTHOR Shepek, Florence C. (Grades 09-12) Moving story describing the impact of European civilization upon the life of a Southern California Indian tribe, to the point of their extinction. | Malki Museum Press | 1970 |
| 25 <u>To the Barricades: The Anarchist Life of Emma Goldman</u> AUTHOR Shulman, Alix (Grades 07-12) Fierceley feminist biography of Emma Goldman, called "the most dangerous woman in America" because of her anarchist beliefs and support for causes still with us today: women's rights, birth control, peace, and the fight against censorship. | Crowell | 1971 |
| 26 <u>Nisei Daughter</u> AUTHOR Sone, Monica (Grades 09-12) A Japanese American woman tells how it was to grow up in the 1920s and '30s on Seattle's waterfront, and to be subjected to relocation during World War II. | Univ. of Washington Pr | 1979 |
| 27 <u>Belle Highwalking: The Narrative of a Northern Cheyenne Woman</u> AUTHOR Weist K. (Ed.) (Grades 05-12) A Northern Cheyenne woman describes all aspects of her seventy-nine years on her reservation. | Montana Council Ind Ed | 1979 |
| 28 <u>First Woman in Congress: Jeannette Rankin</u> AUTHOR White, Florence Heiman (Grades 06-12) Biography of the first woman elected to Congress, who spent 92 years as a leader for woman suffrage and social reform. Photos. | Messner | 1980 |
| 29 <u>Jane Addams of Hull House</u> AUTHOR Wise, Winifred (Grades 09-12) As one of the founders of social work, Addams established and ran Hull House in Chicago for new immigrants. Her work for world peace later won her a Nobel Prize. | Harcourt, Brace | 1935 |

OTHER APPROPRIATE PUBLICATIONS

— SECONDARY LEVEL —

| | PUBLISHER | DATE |
|---|------------------------|------|
| 1 <u>A Curriculum Guide to Women's Studies for the Middle School</u> AUTHOR Abrams, Eileen (Grades 05-09) Twenty-one activities in four major units: stereotyping, women in the past, women in today's world, taking charge of our lives. Much of the material is student generated through interviewing, writing, observing and recording. Flexible for varied skill levels. | Feminist Press | 1981 |
| 2 <u>Pomo Basketmaking</u> AUTHOR Allen, Elsie (Grades 08-12) Master basketweaver Allen's unusual life story is told to us as extensive photos show in detail how she and her people have created some of the world's finest baskets. | Naturegraph Publishers | 1972 |
| 3 <u>The Black Female Experience in America</u> AUTHOR Allman, Joanna et al. (Grades 09-12) Teaching/learning guide about the experiences of Black females in America, and particularly about the psychosocial issues throughout U.S. history. | WEEAP | 1979 |
| 4 <u>Four Women of Courage</u> AUTHOR Bennett, Wayne (ed) (Grades 03-07) Stories of four women who reached their goals despite overwhelming obstacles: Dorothea Dix Helen Keller, Linda Richards, Jacqueline Cochran. | Garrard | 1975 |
| 5 <u>Contributions of Women: Labor</u> AUTHOR Biddle, Marcia McKenna (Grades 07-12) Mother (Mary Harris) Jones, Mary Henton Vorse, Frances Perkins, Addie Wyatt, Dolores Huerta - biographies of these women leaders in the labor movement. | Dillon | 1979 |
| 6 <u>Enterprising Women</u> AUTHOR Bird, Caroline (Grades 09-12) From Mary Goddard's printing of the Declaration of Independence through the 1970s, the work of women in business and professions. Many brief biog., good references, interesting. | W.W. Norton | 1976 |
| 7 <u>Contributions of Women: Religion</u> AUTHOR Bloom, Naomi (Grades 07-12) Biographies of Anne Hutchinson, Ann Lee, Mary Baker Eddy, Henrietta Szold, and Dorothy Day (all white women). | Dillon | 1978 |
| 8 <u>Contributions of Women: Social Reform</u> AUTHOR Brin, Ruth (Grades 07-12) Biographies of American women whose social reform efforts had positive benefits: Harriet Tubman, Margaret Sanger, Eleanor Roosevelt, Frances Willard, Jane Addams, Florence Kelley. | Dillon | 1977 |
| 9 <u>Women Who Shaped History</u> AUTHOR Buckmaster, Henrietta (Grades 09-12) Six 19th century women who refused to accept traditions, affecting the course of U.S. history: Dorothea Dix, Prudence Crandall, Elizabeth Stanton, Elizabeth Blackwell, Harriet Tubman, Mary Baker Eddy. | Collier | 1966 |
| 10 <u>Contributions of Women: Education</u> AUTHOR Burgess, Mary (Grades 07-12) These six women made a positive impact on U.S. society: Emma Hart Willard, Mary Lyon, Martha Berry, Patty Smith Hill, Florence Sabin, Mary McLeod Bethune. | Dillon | 1975 |
| 11 <u>She Was There: Stories of Pioneering Women Journalists</u> AUTHOR Collins, Jean E. (Grades 06-10) Fifteen women journalists from the 1920's to today tell in their own words the demands and rewards they have experienced. Photos. | Messner | 1980 |
| 12 <u>The Quilters: Women and Domestic Art</u> AUTHOR Cooper, Patricia and Buford, Norma (Grades 09-12) Masterful record of the art and lives of women quilters in the Southwest. Relationship of quilting to the quilters' lives is explored. Outstanding. | Anchor | 1978 |
| 13 <u>Chronicles of American Indian Protest</u> AUTHOR Council on Interracial Books for Children (Grades 09-12) Documents the American Indians' perspective on the development of the U.S., in the hope of countering some of the great distortions perpetrated in the name of "American" history. | Fawcett Publications | 1971 |

OTHER APPROPRIATE PUBLICATIONS

— SECONDARY LEVEL —

| | PUBLISHER | DATE |
|--|--------------------|------|
| 14 <u>Stereotypes, Distortions and Omissions in U.S. History Textbooks</u> AUTHOR Council on Interracial Books for Childre (Grades 10-12) Excellent resource! Supplemental information on Asian American, Black, Chicano, Native American, Puerto Rican and women's history. Content analysis instrument for racism, sexism. | C.I.B.C. | 1977 |
| 15 <u>Las Mujeres: Conversations from a Hispanic Community</u> AUTHOR Elsasser, Nan (Grades 09-12) Oral history of four generations of New Mexico Hispanic women. Themes: cultural preservation, changing family relations, ambitions for education and jobs, discrimination. Teacher's guide available. | Feminist Press | 1980 |
| 16 <u>Contributions of Women: Dance</u> AUTHOR Fowler, Carol (Grades 07-12) Brief biographies of five important dancers: Isadora Duncan, Martha Graham, Agnes de Mille, Twyla Tharp, Gelsey Kirkland. | Dillon | 1979 |
| 17 <u>Chicana Studies Curriculum Guide, Grades 9-12</u> AUTHOR Garcia, Odalmira L. (Grades 09-12) Classroom units about Chicanas in history, literature, music, the Chicana and education, society, and folklore. | NEDLabPubs | 1978 |
| 18 <u>Contributions of Women: Aviation</u> AUTHOR Genet, Ann (Grades 07-12) Brief biographies of six aviators: Amelia Earhart, Aine Morrow Lindbergh, Jacqueline Cochran, Jerrie Mock, Geraldyn Cobb, Emily Howell. Photos. | Dillon | 1975 |
| 19 <u>Women in Sports: Track and Field</u> AUTHOR Gleasner, Diana (Grades 05-09) Six track stars are introduced through their accomplishments and personal reminiscences. | Harvey House | 1977 |
| 20 <u>Contributions of Women: Politics and Government</u> AUTHOR Greenebaum, Louise G. (Grades 07-12) Brief biographies of Jeannette Rankin, Margaret Chase Smith, Barbara Jordan, Clare Boothe Luce, Martha W. Griffiths, Ella Grasso, plus sketches of nine others as well. | Dillon | 1977 |
| 21 <u>Black Women in American Bands and Orchestras</u> AUTHOR Handy, D. Antoinette (Grades 09-12) Dry, academic but complete review of the development of bands and orchestras, with many biographies and photos of women musicians who performed with them. | Scarecrow | 1981 |
| 22 <u>In Her Own Image: Women Working in the Arts</u> AUTHOR Hedges, Elaine and Ingrid Wendt (Grades 09-12) The experiences and achievements of women artists from their own varied perspectives. Many fields, diverse cultural and economic backgrounds. Teacher's guide available. | Feminist Press | 1980 |
| 23 <u>Woman's True Profession: Voices from the History of Teaching</u> AUTHOR Hoffman, Nancy (Grades 09-12) The work of "schoolmams" from 1830-1920 on the frontier, in the South, and in cities is illuminated through fiction, autobiography, and documents. Emphasizes teacher's work for social change. Teacher's Guide available. | Feminist Press | 1981 |
| 24 <u>American Women in Sports</u> AUTHOR Hollander, Phyllis (Grades 08-12) Brief sketches of fifty-two women athletes from the early pioneers to today. | Grosset and Dunlap | 1972 |
| 25 <u>As I Saw It: Women Who Lived the American Adventure</u> AUTHOR Hoople, Cheryl G. (Grades 08-12) Exerpts from the diaries, letters, and journals of women provide glimpses of events and social conditions from 1600-1900, coast to coast. | Dial | 1978 |
| 26 <u>An Album of Women in American History</u> AUTHOR Ingraham, Claire and Leonard (Grades 06-12) Survey of notable women from colonial to present time, introducing hundreds of women through brief biographies and numerous pictures. | Franklin Watts | 1972 |
| 27 <u>With These Hands: Women Working on the Land</u> AUTHOR Jensen, Joan M. (Grades 09-12) The history of farm women, pre-contact to the present, is traced through letters, songs, fiction, journals, documents, oral histories. Teacher's guide available. | Feminist Press | 1981 |

OTHER APPROPRIATE PUBLICATIONS
— SECONDARY LEVEL —

| | PUBLISHER | DATE |
|---|---------------------|------|
| 28 <u>Women Have Always Worked: A Historical Overview</u> AUTHOR Kessler-Harris, Alice (Grades 09-12) Chapters on household labor, paid employment, social reform work, and the changing shape of the contemporary work force. Teacher's guide available. | Feminist Press | 1981 |
| 29 <u>The Inland Whale</u> AUTHOR Kraditor, Aileen (Grades 09-12) Nine stories retold from California Indian Tales, each a portrait of a woman. | Univ. of California | 1974 |
| 30 <u>Hidden Heroines: Women in American History</u> AUTHOR Landau, Elaine (Grades 07-12) Excellent photos, fine discussion of the role of women in the US as they helped build the colonies, establish communities and defend the nation, then struggled to possess the | Messner | 1975 |
| 31 <u>Black Women in White America: A Documentary History</u> AUTHOR Lerner, Gerda (ed) (Grades 09-12) Through letters, journals, and other first-person documents, the strength, pride and sense of community of black women throughout US history emerges clearly. Inimently useable, in part as well as en toto. | Vintage | 1973 |
| 32 <u>The Woman in American History</u> AUTHOR Lerner, Gerda (Grades 09-12) Written chronologically from the colonial period through the late 1960s, the book unfortunately includes neither Hispanic nor Native American women. | Addison-Wesley | 1971 |
| 33 <u>An Illustrated History of the Chinese American</u> AUTHOR McCunn, Ruthanne Lum (Grades 05-12) Excellent source of Chinese American history with emphasis on the West Coast experience and men. Has a ten page teacher's guide. | Design Enterprises | 1979 |
| 34 <u>Growing Up Female: Ten Lives</u> AUTHOR Merriam, Eve (ed.) (Grades 09-12) A collection of stories of the lives of ten women dating from 1783 to 1960. From different backgrounds, each speaks in her own voice. | Doubleday | 1971 |
| 35 <u>We, The American Women</u> AUTHOR Millstein, Beth and Jeanne Bodin (Grades 06-12) From colonization through the present, each section explains the general legal and social status of women in that period, discusses the contributions of various outstanding women, pressing for change. Illustrations. | SRA | 1977 |
| 36 <u>Women of Courage</u> AUTHOR Nathan, Dorothy (Grades 06-09) Five well-written biographies, each describing the social conditions during the woman's life: Susan B. Anthony, Jane Addams, Mary McLeod Bethune, Amelia Earhart, Margaret Mead. | Random House | 1964 |
| 37 <u>Daughters of the Earth</u> AUTHOR Neithamer, Carolyn (Grades 09-12) Chronology of multi-ethnic Native American women's lives, discussing the fundamental aspects of daily life in great detail. Brief sections. Resource for teachers of younger students, also. | Collier | 1977 |
| 38 <u>Rights and Wrongs: Women's Struggle for Legal Equality</u> AUTHOR Nicholas, Susan Cary, Alice Price, et al. (Grades 09-12) The law as it affects women in employment, domestic relations, constitutional rights and reproductive control, limiting opportunities as well as improving their status. Teacher's guide available. | Feminist Press | |
| 39 <u>The Quotable Woman</u> AUTHOR Partnow, Elaine (ed) (Grades 07-12) "An encyclopedia of useful quotations, indexed by subject and author, 1800-on." Interesting resource for students and teachers alike. | Anchor Press | 1978 |
| 40 <u>Math Equals: Biographies of Women Mathematicians and Related Activities</u> AUTHOR Perl, Teri (Grades 09-12) The lives of women who've made significant contributions in mathematics are presented with class projects in the context of each woman's specialized area. Photos. Not of American women, but valuable for our purposes just the same! | Addison-Wesley | 1978 |

OTHER APPROPRIATE PUBLICATIONS

— SECONDARY LEVEL —

| | PUBLISHER | DATE |
|---|-----------------|------|
| 41 <u>Contributions of Women: Medicine</u> AUTHOR Ranahan, Demerris (Grades 07-12) Despite many difficulties the five women of this book made singular contributions to their field: Helen Taussig, Virginia Apgar, Savitri Rancharan, Adele Hofm Olga Jonasson. | Dillon | 1981 |
| 42 <u>Young and Female</u> AUTHOR Ross, Pat (ed.) (Grades 08-12) First-person accounts of turning points in the lives of eight women: Shirley MacLaine, Shirley Chisholm, Dorothy Day, Emily Bahn, Margaret Sanger, Althea Gibson, Edna Ferber, and Margaret Bourke-White. | Vintage Sundial | 1972 |
| 43 <u>Women of the West</u> AUTHOR Sheaffer, Silvia Ann (Grades 05-12) Ten sketches of western women (mostly white) of the 1800s: Lotta Crabtree, Charlie Parkhurst, Elanor Dumont, Lola Montez, Rosita Felix de Murietta, Dorina Frennan, Emma Wixon, Cassie Hill, Eleanor Webber, Donaldina Cameron. | Addison-Wesley | 1980 |
| 44 <u>Notable American Women</u> AUTHOR Sichezman, Barbara, Darl Green (eds) (Grades 09-12) Biographical dictionary describing the lives and work of 1359 women in the context of the social period of each. Outstanding reference, lively style. | Belknap Press | 1980 |
| 45 <u>Herstory: A Record of the American Woman's Past</u> AUTHOR Sochen, June (Grades 10-12) Focusing on the ideology held concerning women, children, blacks, Native Americans and foreigners contrasted with the realities of their lives, the book deals with large groups as well as individual women from all periods. | Alfred | 1981 |
| 46 <u>Black Foremothers: Three Lives</u> AUTHOR Sterling, Dorothy (Grades 09-12) Three biographies told in the context of the woman's historic time. Ellen Craft, runaway slave and abolitionist. Ida B. Wells, suffragist and civil rights activist. Mary Church Terrell, suffragist and civil rights activist (1826-1954). Teacher's Guide available. | Feminist Press | 1979 |
| 47 <u>Women in America: Half of History</u> AUTHOR Tetreault, Mary Kay (Grades 09-12) Excellent overview of women's experiences and accomplishments through US history, arranged by stages in the life cycle. Each chapter closes with provocative questions and activity suggestions. | Rand McNally | 1978 |
| 48 <u>Out of the Bleachers: Writings on Women and Sports</u> AUTHOR Twin, Stephanie L. (Grades 09-12) Twenty historical and contemporary selections explore the myths and realities of women in sports. Articles also on physiology, Title IX, the Olympics, social attitudes. | Feminist Press | 1979 |
| 49 <u>Women with a Cause</u> AUTHOR Wayne Bennett (ed.) (Grades 05-08) Short biographies of Anne Hutchinson, Lucretia Mott, Susan B. Anthony, and Eleanor Roosevelt. | Garrard | 1975 |
| 50 <u>The Backyard History Book</u> AUTHOR Weitzman, David (Grades 01-08) Excellent introduction to family and community history. Action packed projects, immediately useable in elementary and secondary classroom situations. | Little, Brown | 1975 |

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SUPPLEMENTARY RESOURCES A VISUALS

American Parade: We the Women. From BFA Educational Media.

P.O. Box 1795, Santa Monica, CA 90406. \$45 rental, \$430 purchase.

Documentary of the role of women and the women's movement throughout US history, narrated by Mary Tyler Moore. Women such as Lucretia Mott, Susan Anthony, Elizabeth Cady Stanton and Carrie Chapman Catt are shown as they work for women's rights in the 19th century. Characteristics of the women's movement in the 1970s are also discussed. 1974. 30 minutes, color. Grades 7-12.

American Women Artists. From Harper and Row.

2350 Virginia Avenue, Hagerstown, MD 21740. \$90 each set.

Two sets of SLIDES for teaching art and humanities courses. "Colonial Period to 1900" begins with Native American artists, and in 80 slides traces the work of slave artists, colonial portraitists, folk artists. "The Twentieth Century" reflects involvement in major trends of the time: social realism, mural painting, abstract expressionism, and non-subjective painting. Excellent resource. Grades 9-12.

Anonymous Was a Woman. From Films, Inc.

1144 Wilmette Avenue, Wilmette, IL 60091.

Using many art works for illustrations, this film spans the chronology of women's lives in the 18th and 19th centuries. Summarized with a section on quilting. Very good, although rather slow and dry. 30 minutes, color. Useful for Grades 9-12.

Aunt Arie. From Encyclopedia Britannica Educational Corp.

425 North Michigan Avenue, Chicago, IL 60611.

Through the story of an 84-year-old woman living in the backwoods of South Carolina, the life of a passing generation is documented. 1975. 18 minutes, color. Suitable for Grade 3 and up.

Basketry of the Pomo Indians. From University of California.

Extension Media Center, Berkeley, CA. 94720

The superb baskets of the Northern California Pomo women are detailed in terms of: special purposes and construction; materials collection and preparation; specific weaving techniques; decorations. Detailed technical descriptions of entire process. Thorough, a bit dry. 1962. 30 minutes, color.

Deborah Sampson: A Woman in the Revolution. From BFA

2211 Michigan Avenue, Santa Monica, CA 90406.

Disguised as a man, she was known as a courageous soldier of the Revolutionary Army. Seriously ill, her ruse was finally uncovered, but her stirring patriotic feelings won her continued rank and later a pension and property. Lively, well paced. 1976. 15 minutes, color. Grades 4-12.

Emily Dickinson: A Certain Slant of Light. From Pyramid Films

P.O. Box 1048, Santa Monica, CA 90406. \$35 rental.

Julie Harris hosts this film on the poet who lived and died in relative obscurity. At various points in the film, Harris recites Dickinson's poetry with visualizations that reflect both the mood of the poems and the surroundings in which they were written. 1978. 29 minutes, color. Grades 7-12.

Famous Women of America. From Society for Visual Education, Inc.

1345 Diversey Parkway, Chicago, IL 60614.

Six FILMSTRIPS and guides, covering the lives of Dorothy Gish, Mary McLeod Bethune, Harriet Beecher Stowe, Elizabeth Cady Stanton, Amelia Earhart and Augusta Savage. Enjoyable, well paced. Grades 3-6.

Foxfire. From McGraw-Hill Films.

1221 Avenue of the Americas, NYC 10020. \$35 rental.

Takes the viewer into the Georgia hills to explore the ways of the people living there. Examines the purposes, techniques, and procedures of running the famous high school oral history magazine. 21 minutes, color.

Girl of the Navajos. From Coronet Films.

65 East South Water Street, Chicago, IL 60601

Based on the story "Nannbah's Friend" by Mary Perrine, a young girl recalls her feelings of fear and loneliness the first time she had to herd her family's sheep into the canyon. 1977. 15 minutes, color. Grades K-4.

Great Grand Mother. From New Day Films.

P.O. Box 315, Franklin Lakes, NJ 07417. \$50 rental.

The courageous women who moved to the western plains come alive through archival photos, re-enactments of old diaries, and interviews. 29 minutes, color. Grades 8-12.

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SUPPLEMENTARY RESOURCES A VISUALS

Harriet Tubman and the Underground Railroad. From McGraw-Hill.

1221 Avenue of the Americas, NYC 10020.

With a cast of Ethel Waters, Ruby Dee and Ossi Davis, this film portrays the first of the 19 trips made into slave territory by Harriet Tubman between 1850 and 1860, leading slaves to their freedom along the Underground Railroad. Excellent. 1964. Two parts, 27 minutes each, black and white. Grades 7-12.

Hidden from History Media Packet. Educational TV and Film Center. c/o Judith Kidd

1747 Connecticut Avenue, NW, Washington D.C. 20009 (202)667-2140

A stimulating Academy Award-nominated film, "With Babies and Banners" with supplemental materials. With the 45-minute documentary you also receive twenty 32-page study/activity booklets, a teacher's guide, and a brief questionnaire. Guides incorporate US labor history, oral history interviewing, simulation/role playing, career exploration and community surveys. Well illustrated and well done. Additional copies of guides: 10/\$5.

La Chicana. From Ruiz Productions.

P.O. Box 27788, Los Angeles, CA 90027. \$35 rental, + shipping.

Vividly punctuated with traditional art works, the history of the Chicana is traced from pre-contact society through the present day. 1979. 22 minutes, color. High school/adult.

Lucy Covington: Native American Indian. Encyclopedia Britannica Educational Corp.

425 North Michigan Avenue, Chicago, IL 60611.

The granddaughter of the Colville Indian's last chief, now a leader herself, tells the story of her tribe and family, reaching back across the generations with historical photographs, her native language, and ritual music. She articulates clearly the heritage and attitudes of her people, from the Pacific Northwest. 16 minutes, color.

Notable Women of the United States. From National Geographic Society.

Department 81, Washington, DC 20036. \$47.50 set.

Two FILMSTRIPS highlighting specific women of achievement throughout U.S. history: Abigail Adams, Sacagawea, Harriet Tubman, Mary McLeod Bethune, Amelia Earhart, Margaret Mead, Shirley Chisholm, Eleanor Roosevelt, and others. 16 minutes each. Grades 9-12.

Quilts in Women's Lives. From New Day Films

P.O. Box 315, Franklin Lakes, NJ 07417 \$50 rental.

A series of portraits of traditional quiltmakers, among them a California Mennonite, a Black Mississippian, and a Bulgarian immigrant talking about their art and the influences on it. Varied, informative, wide ranging 28 minutes, color. Grades 8-12.

The American Woman: A Social Chronicle. From Educational Enrichment Materials.

357 Adams Street, Bedford Hills, NY 10507.

Six FILMSTRIPS, five of which are fine. Puritans and Patriots; Mill Girls, Intellectuals, and the Southern Myth; Pioneer Women and Belles of the Wild West (do not screen this one in class); The Suffragist, the Working Women, and the Flapper; Breadlines, Assemblylines and Togetherness; Liberation NOW! 1976. Grades 8-12.

Women Pioneers. From Educational Activities, Inc.

Freeport, NY 11520

Four FILMSTRIPS about US women pioneers in politics, medicine, sports and transportation. Interesting treatment, with women of various cultures in all but the sports section (all caucasian). 1976. Grades 6-9.

Women Writers: Voices of Dissent. Educational Enrichment Materials.

357 Adams Street, Bedford Hills, NY 10507. \$24 ea; \$65 set of three

Three FILMSTRIPS of the very real obstacles faced by Edith Wharton, Ellen Glasgow, and Willa Cather as they worked for their own identity against the norms of a hostile society. Well paced, interesting. Grades 9-12.

Women in American History. From Educational Activities, Inc.

Freeport, New York, 11520

Five FILMSTRIPS with great teacher's guides for pre- and post-viewing discussions. While slighting Native Americans entirely, the bulk of the series is quite excellent.

Women in Sports, Part II. From Altana Films.

340 East 34th Street, NYC 10016. \$40 rental.

Survey of women in sports throughout history includes information on general historic roots as well as on women in aviation, basketball, golf, track, gymnastics... Some discussion of sex differences, psychological and sociological aspects of sports. Outstanding historic footage! 28 minutes, color. Grades 7-12.

SUPPLEMENTARY RESOURCES B POSTERS

American Women: 1607 to the Present. From The Proof Press.

P.O. Box 1256, Berkeley, CA 94701. \$13/set +\$1.30 postage.

An integrated, multicultural study unit tracing the changing roles of women. Four parts: 12 duotone posters, 10x13 (\$13); six student booklets of different time periods (6x9, 100 pp. total, \$15); Chronological chart from 1607 to present, 19 spheres of activity, 800 facts (12x35, \$4); and instructional guide for each period, (\$4). Set delivered in resealable vinyl envelope. Excellent resource.

Distinguished Women Poster Series. From Les Femmes

231 Adrian Road, Millbrae, CA 94030. \$2, plus \$1 postage.

Handsome series including twelve photographic portraits in sepia, a brief biography of each, and a memorable quote. 17x22, 9 pt. stock. Availability varies, so write for current listing.

Historic Photo Postcards. From Helaine Victoria Press.

4080 Dynasty Lane, Martinsville, Indiana 46151. Prices vary.

Over 100 postcards featuring women of merit, uncommon glimpses of the ways women worked, played and politicked not so very long ago. Fascinating stories on the backs. Sizes range up from 3 1/2 x 5 1/2. Some fit together to form a poster, or each stands alone as its own design. Illustrated brochure, \$0.30.

National Women's History Week Poster for 1982. From the National Women's History Week Project.

P.O. Box 3716, Santa Rosa, CA 95402. \$3.00, includes postage. (bulk rates available)

222 names and birth/death dates of women, with statement of their accomplishments. Listed chronologically on a 20" x 26" poster, quality stock. Multicultural, excellent teaching tool.

Personalities in American History. From Giant Photos, Inc.

P.O. Box 406, Rockford, IL 61105. \$3 set, plus \$1 postage.

64 black and white prints, 8x10, includes 24 women of merit. No Hispanic or Asian Pacific women; only Sacajawea represents Native Americans.

Pioneers in a Man's World. From Documentary Photo Aids.

P.O. Box 956, Mount Dora, FL 32757. Series I: \$13.50; Series II: \$18.

Two series about "the first woman to..." 11x14, black and white photos, on heavy stock. Series I has 26 images, Series II has 21. One poster from each set is of questionable merit, and the rest are great.

TABS posters.

744 Carroll Street, Brooklyn, NY 11215. \$2 apiece, plus \$1.25 postage. Discounts on bulk and set orders.

11x17 duotone posters featuring well known and rediscovered women of achievement. Includes Frances Perkins, Amelia Earhart, Fannie Lou Hamer, Louisa May Alcott, Harriet Tubman, Fannie Lou Hamer, Belva Lockwood, Alice Paul, Leonore O'Reilly, Lucretia Mott, Ch'iu Chin, Annie Smith Peck, Sarah Winnemucca, Marie Curie, Susan Anthony. Shipped unfolded. New posters each quarter! Free illustrated catalog of all holdings.

The Feminist Revolution. From Documentary Photo Aids.

P.O. Box 956, Mount Dora, FL 32757. \$22 set.

16 of the posters in this series are swell, while 10 are inappropriate for serious use; all are of Caucasian women. For posters illustrating the work of white women in the feminist movement, however, we've seen no better series.

Women of the American Revolution. From E.M. Hale and Co.

Media Division, Chippewa Falls, WI 54729. \$14.95 for series of ten.

Ten women who influenced the events of the American Revolution. 12x16, full color on durable stock. Backs carry illustrations plus full texts on each woman and event. All Caucasian except for Phillis Wheatley.

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SUPPLEMENTARY RESOURCES C RECORDS

Amelia Earhart- The First Woman to Fly the Atlantic Solo. From Ladyslipper, Inc.

P.O. Box 3124, Durham, NC 27705. \$6.95.

Includes her voice telling of the importance of women in aviation, as her sister tells of Earhart's life and adventures.

Black Heritage Series. From Imperial International Learning Corp.

P.O.Box 548, Kankakee, IL 60901

Cassette tapes with brief student study guides. #1: Mary McLeod Bethune's words woven together with biographical narrative, dry but prideful. #2: Harriet Tubman: riveting story of a daring life, lively and animated. #3. Sojourner Truth: instructive, but very dry style.

Black Women's Speeches. From Ladyslipper, Inc.

P.O. Box 3124, Durham, NC 27705 \$6.95 each

Two records, each accompanied by a full transcription of the speeches. VOLUME I: Sojourner Truth, Sarah Parker Redmond, Maria Stewart, and Mary Church Terrell. VOLUME II: Shirley Chisholm, Coretta Scott King, Angela Davis, Fannie Lee Chaney.

But the Women Rose. From Folkways Records.

43 West 61st Street, NYC 10023 \$6.95 each

Each record comes with a full transcription. VOLUME I: the words of Susan B. Anthony, Harriet Beecher Stowe, Sojourner Truth, Elizabeth Cady Stanton, Lucy Stone, Margaret Fuller and others, narrated by five readers. VOLUME II: The words of Mother Jones, Emma Goldman, Margaret Sanger, Betty Friedan, Redstockings, Shirley Chisholm, and other women, also by five readers.

Pioneer Women: Selections From Their Journals. From Caedmon Records.

1995 Broadway, NYC 10023

Two record album reveals what it was really like to be an American pioneer woman. The four women featured went West for different reasons, had different experiences, and wrote in different ways. Like an afternoon on a grandmother's lap. Grades 5-12. (JB,BS)

Side by side: Reenactments of Scenes from Women's History, 1848-1920. From Galaxia.

P.O. Box 212, Woburn, MA 01801 \$9.50 set.

Two records of the words of women in the early struggle for women's rights in the US, plus narration establishing a historical context for the readings. Excellent liner notes, also.

Songs of the Suffragettes. From Folkways Records.

43 West 61st Street, NYC 10023 \$6.95

Sixteen authentic songs of the suffrage movement. Simply produced with guitar and piano accompaniment. Concise liner notes, full transcription of lyrics.

The Negro Woman. From Folkways Records.

43 West 61st Street, NYC 10023. \$6.95.

Complete transcriptions of each speech accompanied by biographical sketches and illustrations of each woman featured: Phillis Wheatley, Sojourner Truth, Harriet Tubman, Frances Ellen Watkins Harper, Ida B. Wells, Mary Church Terrell, Mary McLeod Bethune.

SUPPLEMENTARY RESOURCES D BOOKGUIDES

- A Curriculum Guide to Women's Studies for the Middle School, Grades 5-9. Feminist Press, Box 334, Old Westbury, NY 11568. \$4.95
Twenty lesson plans and activity supplements to copy from this "how-to" guide for teaching about women in history and in society. For a course or for special projects. 1981.
- American Women of Color: Integrating Cultural-Diversity into Non-Sex-Biased Curriculum. From Urban Affairs Office St. Paul Public Schools, 360 Claborne St., St. Paul, MN 55102
A teacher training set of 4 filmstrips, 3 manuals, concerning the history, cultural traditions, and current issues of Native American, Asian American, Black and Hispanic women. For elementary and secondary. Some curricular materials.
- Approaches to Women's History. From American Historical Assoc.
400 A Street, SE, Washington, DC 20003 \$5.00
Seven curriculum units are presented as springboards for use singly or as a whole, from one unit to a year-long course. Emphasis is on student involvement and varied approaches. Grades 9-12.
- Hidden from History: Working Women Past and Present. From New Day Films, Inc.
P.O. Box 315, Franklin Lakes, NJ 07417 \$25 complete.
A stimulating student companion piece for the film, "With Babies and Banners" (see film listings above). With the 45-minute documentary you also receive twenty 32-page study/activity booklets, a teacher's guide, and a brief questionnaire. Guides incorporate US labor history, oral history interviewing, simulation/role playing, career exploration and community surveys. Well illustrated and well done. Additional copies of guides: 10/\$5.
- In Search of Our Past: Units in Women's History (U.S.) From Women's Educational Equity Act Projects.
Education Development Center, 55 Chapel Street, Newton, MA 02160. \$9/teacher's guide, \$5.25/student book
Outstanding compilation of materials on the varied roles of Native American Women of mid-19th century, Black & white women in the South, and of women's (especially immigrant women's) experiences in the labor force. For use as complete units or supplemental to classroom texts.
- Liberty's Women. From G & C Merriam.
47 Federal Street, Springfield, MA 01101. \$15.00
Biographical sketches of 1035 U.S. women from 1587 to the present whose striking accomplishments in 74 fields are interestingly detailed. Excellent reference work for high schools. 2 subject indexes. 1980.
- Moments: The Foxfire Experience. From Idnas.
1632 Berkley Circle, Chatanooga, TN 37405
Describing the process and pitfalls of the "Foxfire" project -the best known high school project in America?- and resulting oral history magazines and books, the author covers topics from intangibles of teaching to the daily details that affect them. For teacher use. 1975.
- Notable American Women: A Biography Dictionary 1607-1950. From Belknap Press.
Harvard Univ. Press, Cambridge, MA
The lively, informative biographies of 1359 women. Each entry presents the basics of the woman's life, evaluates her career within the context of her field and time, the relationship between her public life and the demands of her personal life. 3 volumes in paper, or 2 in cloth. 1980.
- Notable American Women: A Biography Dictionary - The Modern Period. From Belknap Press.
Harvard University Press, Cambridge, MA
Companion to the reference above, this volume contains 442 modern biographies. 1980.
- Oral History in the Classroom: A Guidebook. From Illinois Labor History Society.
600 S. Michigan Avenue, Chicago, IL 60605
Particularly helpful in the development of oral history interviews and projects. Grades 9-12.
- Sources of Strength: Women and Culture. From Women's Educational Equity Act Projects.
Educational Development Center, 55 Chapel Street, Newton, MA 02160. \$20 +\$3 postage.
Excellent multi-cultural, annotated bibliography of four components: teacher background materials; student learning materials; bibliographies; and relevant resources for "keeping current" (indices, magazines, catalogs and such). 1979
- Stereotypes, Distortions and Omissions in US History Textbooks. From CIBC
1841 Broadway, NYC 10023 \$7.95
Clear perspectives on textbook bias and supplemental information on Asian American, Black, Chicano, Native American, Puerto Rican and women's history. A fine series of content analysis instruments for detecting sexism and racism in texts. Highly recommended for all educators.

SUPPLEMENTARY RESOURCES D BOOKGUIDES

The Backyard History Book. From Little, Brown and Co.

34 Beacon Street, Boston, MA 02106

Excellent introduction to family and community history for young students. Action packed projects immediately usable in elementary as well as intermediary situations. Grades K-8.

The Quotable Woman: An Encyclopedia of Useful Quotations Indexed by Subject and Author, 1800 - Present.

Doubleday, 501 Franklin Avenue, Garden City, NY 11530. \$8.95

The title says it all! 542 pages of text. 1978.

The Women's Book of World Records and Achievements.

Doubleday, 501 Franklin Avenue, Garden City, NY 11530. \$9.95

Women's contributions in all areas of life, the "firsts, the heroes, and the rest of us." Good for classroom browsing, assignments, announcements. 789 pages. 1979.

Women Together. From Alfred A. Knopf

201 E. 50th Street, NYC 10022

Basic collection of documents illustrating the history of the American women's movement. Easily converts to classroom use, source book for student projects. Useful for all classroom teachers. 1976. Grades 7-12.

SUPPLEMENTARY RESOURCES E

MARVELOUS MISCELLANY

Color Me Brown. From Johnson Publishing Company.

820 S. Michigan Avenue, Chicago, IL 60605. \$2.00

Brief, simple biographies accompany the equally simple line drawings of the book's 29 black people of historic interest, including 7 women: Mary McLeod Bethune, Lorraine Hansberry, Mary Church Terrell, Sojourner Truth, Harriet Tubman, Ida B. Wells, Phillis Wheatley. Facial characteristics tend to be more European than African.

Community Resource Women. See the NWHW Project's Organizing Guide for recruitment ideas.

P.O. Box 3715, Santa Rosa, CA 95402 \$4.50

An excellent way to make women's history come alive is to have local community women visit classrooms to do presentations, do demonstrations, tell stories, share their ethnic customs, music, or food, describe their childhood ambitions and present lives, their work, their plans... Link a woman doctor/nurse to a unit on Clara Barton and the Red Cross, an aviator to Amelia Earhart, a quilter to early pioneering. Exciting!

Great Women Biographical Card Games. From National Women's History Week Project.

P.O. Box 3716, Santa Rosa, CA 95402 \$6 each, \$1 postage

Three separate rummy-style card games introducing America's great women: "Writers and Poets," "Founders and Firsts," and "Foremothers." Each deck contains 52 face and fact cards, two wild cards (Gertrude Stein!). Grades 3 and up.

Great Women Paper Dolls. From Bellerophon Books

36 Anacapa Street, Santa Barbara, CA 93101. \$2.50

Detailed paperdolls of women worldwide, but including Amelia Earhart (with her airplane), Bessie Smith, Susan B. Anthony, and Pocahontas. Idea: attached to tongue depressors they become puppets, or on bulletin boards they can be making speeches.

Herstory. From Social Studies School Service.

P.O. Box 802, Dept. 11, Culver City, CA 90230. \$15.00

2 separate board games of chance and strategy. Fun and informative for 2-6 players whose travels along the game paths will parallel the experiences of women throughout 400 years of US history. Designed for both simple and more complex play. Boxed, with excellent 54-page teacher's guide. 1976. Grade 3-12.

The National Women's Hall of Fame Coloring Book. From National Women's Hall of Fame, Inc..

P.O. Box 335, Seneca Falls, NY 13148 (315) 568-8060 \$2.00

Line drawings of fifteen women from the Hall of Fame are accompanied by two-line biographical statements. Last page is for your own portrait and "descriptions of your future accomplishments and great deeds."

U.S. Postage Stamps. From Philatelic Sales Division.

U.S. Postal Service, Washington, DC 20265-9997. \$4 each (\$5 minimum)

Three special 8x11 presentation sheets with a mint block of each stamp mounted next to a thematic description and surrounded by three engraved illustrations are available. Featured women: Edna St. Vincent Millay, Edith Wharton, Babe Zaharias. Many other stamps in the past have featured women, and are of interest to students --when you are lucky enough to come across them. These three mountings are quite fancy in appearance.

Women Working calendar. From National Women's History Week Project.

P.O. Box 3716, Santa Rosa, CA 95402 \$6.95

Beautifully illustrated to commemorate monthly the achievement of one particular woman each month, as well as the birthdays of approximately 80 women each month. Useful for planning classroom celebrations, assignments, themes.

Working Women's Music. Author: Evelyn Alloy. From National Women's History Week Project.

P.O. Box 3716, Santa Rosa, CA 95402. \$2.50: Paperback.

A running narrative about women's historic positions in the paid workforce accompanies the words and melodies of the 38 songs included. Arranged chronologically from 1815 to the present. Unique, valuable, and inexpensive resource --useful at all grade levels. Grades 1-12.

ORAL HISTORY QUESTIONNAIRE

The history of your mother, aunt, grandmother or the woman who took care of you is important. By asking questions about her life, you can learn your own history. Maybe you will be allowed to borrow a photograph of her and bring it to school to share with other students and your teacher. It is important for us to realize that we are part of history, and that history is not just something that happened "out there" far away from us.

Interview a woman important in your life. Ask her these questions and write down her answer in the spaces under the questions. You can write on the back of the page, too.

1. Where was she born? When? Did she have sisters and brothers? Did she like them? What did they do when they were little?
2. Where did she go to school? How long did she go? What did she study? What did she think of school? What did the other students think of her?
3. Has she ever worked for pay? What sort of work has she done? For how long? Was she paid fairly? What was her money needed for? Was it enough?
4. Does she belong to a certain religious group? What does her religion mean to her as a woman? Does she observe special traditions because she is a woman of her religion?
5. What is her opinion of today's women's movement? Why does she feel this way?

WOMEN TEXTBOOK CHECKLIST

Title _____
 Publisher _____
 Year _____ Grade Level _____

There are 35 criteria to be scored. The highest possible rating is +70. The lowest is -70. This text scores _____.

| | Incorrect Information | No Information | Omits This Period | Limited Information | Full Information |
|--|-----------------------|----------------|-------------------|---------------------|------------------|
| | -2 | -1 | 0 | +1 | +2 |
| 1. The original American women wielded considerable power within their own societies. | | | | | |
| 2. Native women were not the overworked "drudges" described by many white observers. | | | | | |
| 3. Pocahontas and Sacajawea were not typical of Native American women. | | | | | |
| 4. The early European settlers included many women. | | | | | |
| 5. Textbook use of the English language obscures women's lack of human rights in colonial days and in the present. | | | | | |
| 6. Ann Hutchinson and other women challenged the male monopoly of religious leadership. | | | | | |
| 7. Women were imported to the colonies by London investors because their work and presence were profitable to business. | | | | | |
| 8. As indentured servants imported as cheap labor by wealthier colonists, women were doubly oppressed. | | | | | |
| 9. Most non-enslaved women enjoyed a greater degree of economic and social freedom than did European women of that time. | | | | | |
| 10. Women played a key role in the Revolution. | | | | | |
| 11. After the Revolution, women's options and freedoms were curtailed. | | | | | |
| 12. Differences also sharpened between the lives of ordinary, and of rich, women. | | | | | |
| 13. From the earliest industrial era, women's labor was especially exploited. | | | | | |
| 14. Women's right to education, like all extensions of human rights, was achieved through a determined struggle. | | | | | |
| 15. Women reformers accomplished major changes in U.S. society. | | | | | |
| 16. Many advocates of abolition — a cause in which women activists predominated — were also advocates of women's rights. | | | | | |
| 17. The 1848 Seneca Falls Convention signified the historic start of the suffrage movement. | | | | | |
| 18. Because women lacked legal rights, alcoholism posed a greater threat to them than it did to men. | | | | | |

WOMEN TEXTBOOK CHECKLIST

| | Incorrect Information | No Information | Omits This Period | Limited Information | Full Information |
|--|-----------------------|----------------|-------------------|---------------------|------------------|
| | -2 | -1 | 0 | +1 | +2 |
| 19. Enslaved Black women struggled against sexual, as well as racial, oppression. | | | | | |
| 20. Black women also resisted oppressive laws. | | | | | |
| 21. Women played a significant role in the Civil War. | | | | | |
| 22. Women were essential to the "settlement" of the West. | | | | | |
| 23. Wyoming and other western states granted women rights when it benefited the states to do so. | | | | | |
| 24. Many Black women were active social reformers in the late 1800's and early 1900's. | | | | | |
| 25. Women social reformers had significant impact upon aspects of urban life. | | | | | |
| 26. In the early 1900's women workers were especially exploited. Some organized, despite lack of union interest in their conditions. | | | | | |
| 27. The 1920 victory for women's suffrage represented years of costly sacrifice. | | | | | |
| 28. Suffrage did not succeed in making women equal to men. | | | | | |
| 29. The availability of birth control information was, perhaps, more important to women than suffrage. | | | | | |
| 30. The 1920's "flapper" era did not significantly liberate women. | | | | | |
| 31. White ethnic immigrants had greater chances for upward mobility than did Black women and men. | | | | | |
| 32. The great labor struggles of the 1930's actively involved women of all colors. | | | | | |
| 33. Women's labor has often been recruited, abused and discarded by business interests. | | | | | |
| 34. Poor third world women face triple oppression today. | | | | | |
| 35. Institutional change, not mere passage of the Equal Rights Amendment, is necessary to improve the status of U.S. women. | | | | | |

Total _____

Textbook Final Score _____

The Council on Interracial Books for Children

SPECIFIC STRATEGIES FOR THE IMPLEMENTATION OF NATIONAL WOMEN'S HISTORY WEEK

1. **Designate National Women's History Week on the school calendar(s). The Week always includes March 8, International Women's Day. (1983: 3/6-12; 1984: 3/4-10; 1985: 3/3-9; 1986: 3/2-8.)**
 - a. What is the process for doing this in your district/school?

 - b. What designated observances are generally scheduled on the calendar(s) now?

2. **Promote the active support of district and site administrators, of faculty members and resource centers.**
 - a. What would be the best strategies to use in your district/school?

3. **Review the availability of books and audio-visual materials about U.S. women in your school(s).**
 - a. Compile a list of the appropriate holdings in your collections for distribution to the faculty.

 - b. Are there gaps in these collections? How can they be filled in time for NWHW? (Refer to the resource lists for recommended materials.)

SPECIFIC STRATEGIES FOR THE IMPLEMENTATION OF NATIONAL WOMEN'S HISTORY WEEK

4. Convene a planning group to plan district or school-wide activities and to recruit Community Resource Women. The group might include a representative:
- student • parent • teacher • administrator • librarian • sex equity officer
 - from a local women's organization
- a. Would this be feasible for your district/site?
- b. What other methods for recruiting Community Resource Women could you use?
- c. What specific administrative support could this group secure? How?
5. Inform the media about your various district/site activities, encouraging coverage. These programs provide interesting subjects for feature articles in newspapers, for radio and television spots.
- a. Do activities of your school(s) presently receive coverage by the media?
- b. How would a district/school go about arranging such coverage?

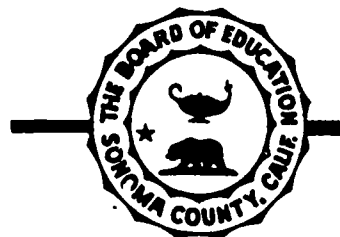
SUGGESTED ACTIVITIES FOR NATIONAL WOMEN'S HISTORY WEEK

1. Have students choose a biography of a woman in U.S. history to read. Each then develops an appropriate puppet, mask, or costume for the woman, and presents her life story to the rest of the class.
2. Develop awareness about women as agents of social change — examine current news sources (T.V., papers, magazines) for articles concerning women's issues or women who are working to change conditions for themselves and others.
3. Students learn listening and writing skills by becoming oral historians. Following an established format, have them interview their mother, grandmother, aunt or other adult female, write a report, and present it to their class. Compare similarities and differences among the life stories and choices.
4. School libraries prepare special exhibits on their holdings pertaining to women in U.S. history, fostering interest and aiding students with research. A bibliography of the holdings circulated to each class is also useful.
5. Poster contests sponsored by the PTA or local civic/social organizations can result in a display of the entries in a public area or building.
6. Dioramas depicting an aspect of the work of a woman in history or in the community at present are always fun for K-6. Together with brief biographies they make colorful displays.
7. Students learn research skills and about their local history by finding information about community women of the past, giving their reports orally or in writing.
8. Set up a front hall display using a map of your state. Students' short biographies and/or illustrations about the famous women in state history are connected to the appropriate towns by string or yarn.
9. Create a "Dinner Party" for notable women from the past. On a paper plate each student draws a picture of a woman "invited" as an honored guest; an accompanying paper placemat carries themes of her work and life; utensils, napkin and a glass finish the place setting. Parents and other classes can be invited in for a special viewing.
10. Create a quilt of construction paper collage squares, each depicting a scene from the life of a particular woman. Display these together for maximum effect.
11. Sponsor a school-wide competition with posters and illustrations in the cafeteria proclaiming the work done by individual women of merit with daily morning announcements of the same, and a quiz at the end of the week. Consider awarding Susan B. Anthony dollars as prizes for each grade level.
12. Sponsor an essay contest on contemporary local women of importance to the students, with winners presenting their essays at a specially scheduled event. Prizes for the winners might be obtained from local businesses, organizations, banks, churches, etc.

COMMUNITY RESOURCE WOMEN MATERIALS

These letters and forms have proven effective for recruiting Community Resource Women in the county that originated annual celebrations of Women's History Week.

Feel free to adapt these, or to use them just as they are, for your own local recruitment efforts.



Board of Education
County Committee on School
District Organization
School Personnel Commission

Sonoma County Office Of Education

County Administration Center, Room 111E
2555 Mendocino Avenue
Santa Rosa, CA. 95401

Walter A. Eason
Superintendent

Deputy Superintendents

Dick Bacon
Administration/Business Services

Lawrence L. Wells
Education

For Immediate Release

COMMUNITY WOMEN SOUGHT FOR WORK IN SCHOOLS

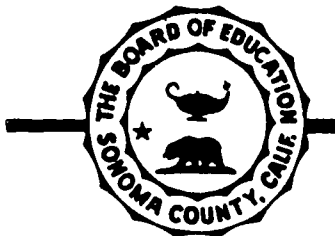
A wonderful opportunity for involvement in the public schools will soon be available for women in Sonoma County. National Women's History Week supporters are being sought who would participate in this educational event by sharing their history or expertise with students and teachers during the week of March 6 - 12. This is an annual project of the Sonoma County Office of Education, coordinated with similar celebrations nationwide.

You do *not* need to be a history student or an expert; every woman has something of value from her life to share with students in their classrooms. During the last four National Women's History Week celebrations, community women did presentations about their girlhoods, their present work, folk music and folkcrafts (quilting, painting), and ethnic traditions. Other topics might include sports participation, travel, community contributions, or special topics you'd like to develop. As a Resource Woman you could talk about an area of history, culture or politics as it pertains particularly to women, or work with teachers in a resource capacity.

If you feel a little uneasy about volunteering or about talking in front of a class, a brief workshop will be held on Saturday, February 7, to answer your questions or otherwise help in your preparation for this project. It will be from 9:00 to 12:00 noon at the Office of Commissions, 2230 Professional Drive #102, Santa Rosa.

If this project interests you, simply contact the Sonoma County Board of Education at 527-2527. They will gladly give you full details about this exciting project.

COMMUNITY RESOURCE WOMEN MATERIALS



Board of Education
County Committee on School
District Organization
School Personnel Commission

Sonoma County Office Of Education

County Administration Center, Room 111E
410 Fiscal Drive
Santa Rosa, CA 95401

Walter A. Eagan
Superintendent

Deputy Superintendents

Dick Bacon
Administration/Business Services

Lawrence L. Wells
Education

Dear Friend,

For the fifth consecutive year, the Sonoma County Office of Education will sponsor and coordinate National Women's History Week, March 6 - 12, for all of the public schools of this county. I would like to invite you to participate in this educational event by sharing your history and expertise with our schools' students and teachers. It is my hope that many women of the County will again take part in this celebration by being Community Resource Women for National Women's History Week 1983.

You certainly do not need to be a history student or an expert! Every woman has something of value from her life to share with students in their classrooms. As a Community Resource Woman you could talk about an aspect of history, culture, work or politics which particularly concerns women, or work with teachers in a resource capacity. During the last four National Women's History Week celebrations, community women like yourself did presentations about their girlhoods, their present work, women's music, folkcrafts, and local ethnic traditions. Other topics included unusual occupations, travel, sports participation, community action efforts. Almost any topic which you as a woman would like to present could be a possibility.

My office will be compiling a list of Community Resource Women including their names, phone numbers and geographic areas of the County in which they would be willing to participate. This list will go to teachers as an aid in preparation for the Week's programs. The teachers will be responsible for contacting individual Community Resource Women that they would like for their particular class.

I would appreciate it if you would return the attached form before Thanksgiving. Please indicate the subject area or topic that you would like to present, the grade levels in which you would like to work and, if you have a preference, the areas of the County in which you would like to make your presentations.

I am eager to hear from you and hopeful that this will be the beginning of a new educational tradition for you in Sonoma County. If you would like to discuss your topic or have any questions about this project, please contact Bonnie Eisenberg in my office.

Sincerely,

Walter A. Eagan, Ed.D.
Superintendent of Schools

COMMUNITY RESOURCE WOMEN MATERIALS

NATIONAL WOMEN'S HISTORY WEEK

March 6 - 12, 1983

Name: _____

Address: _____

Phone number: _____ Best time to reach you? _____

What subject would you like to discuss? Be as specific as possible, please. (Consider specifics about your life or work experiences, family or cultural traditions, women's arts or history . . .) _____

Grade level you prefer to talk with: _____

School preferred (or area of County): _____

Are you willing to be available at other times during the year besides during National Women's History Week? Yes _____ No _____

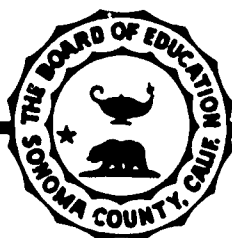
Other comments about yourself or your topic: _____

Names and addresses of other women you know who might be interested in being Community Resource Women:

A return addressed envelope is enclosed for your convenience. Please return this form before January 23, 1983, our printing deadline.

BEST COPY AVAILABLE

COMMUNITY RESOURCE WOMEN MATERIALS



Board of Education
County Committee on School
District Organization
School Personnel Commission

Sonoma County Office Of Education

County Administration Center, Room 111E
2555 Mendocino Avenue
Santa Rosa, CA. 95401

Walter A. Eagan
Superintendent

Deputy Superintendents

Dick Bacon
Administration/Business Services

Lawrence L. Wells
Education

Dear Friend,

Thanks for volunteering to help with Women's History Week this year by becoming a Community Resource Woman for our schools! We've had a wonderful response to our request from women throughout the county, which is vital for the success of the many programs we are planning.

The process used over the past three years for connecting teachers with our willing Resource Women worked very well, and will be repeated this year. Your name, address, phone number, and the relevant details of your availability and interests will be forwarded to our contact teacher in each of the public schools of the county. This teacher, designated by the school's principal, will encourage her/his faculty colleagues to contact you directly to arrange dates and times.

When you are contacted by a teacher, *be sure* that you are certain of: the name of the teacher making the request for your assistance, the school and grade level where you will be involved, the date and time arranged for, and the teacher's phone number (daytime and evening). These precautionary steps can save you a lot of grief.

In your contact with teachers in the schools, you will in many ways be representing the Sonoma County Office of Education. A set of general guidelines is enclosed with this letter, which were developed at the request of Resource Women in 1982. These will give you a few things to consider in organizing your efforts.

A brief workshop has been planned to answer questions and otherwise aid your preparation for appearing in the schools. It will be from 9:00 a.m. to 12:00 noon, at the Office of Commissions, 2230 Professional Drive #101, on Saturday, February 7th. I would urge you to schedule time to attend this meeting if it is at all possible for you.

This week of celebrating women's experiences is going to be exciting for all of us, I'm certain. I'm glad you've chosen to join in the effort for 1983.

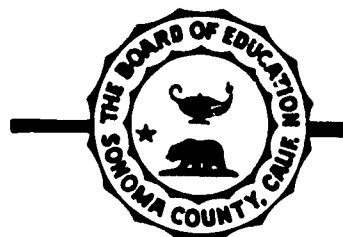
Sincerely,

Walter A. Eagan, Ed.D.
Superintendent of Schools

GUIDELINES FOR COMMUNITY RESOURCE WOMEN

1. **Make a concerted effort to be on time to the class.**
2. **Have clearly in mind what you want to say, what you want the students to learn from your presentation.**
3. **Try to be warm and enthusiastic. The younger your audience, the more a touch of drama can help.**
4. **Use visual aids whenever possible. Take along a copy of your business card for each student, carry the tools of your trade or craft, wear the clothing for the activity you are talking about. bring a sample of the art you produce.**
5. **Ask questions in the beginning to get students started thinking about your topic and involved in the activity. Examples:**
 - **How many of your mothers are artists? Do they quilt? Crochet? Knit? Embroider? Paint? Sew? Are you learning how from them?**
 - **How would the United States be different if all of our Congressional Representatives and the President were women?**
 - **How would you feel if you weren't allowed to speak in public, had to give all of the money you earned to someone else, and didn't have any legal rights at all?**
6. **Increase student involvement by asking them to express their sentiments through a show of hands, or by voting on aspects of the issues you raise.**
7. **In carrying out an activity with the class, establish beforehand how the students are usually organized for such an event. Arrange in advance if you or the teacher will be setting the stage for the activity, what specific roles each of you will play.**

WOMEN'S HISTORY WEEK 1983 COMMUNITY RESOURCE WOMEN



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Lawrence L. Wells
Education

Please Post

The following women from Sonoma County have volunteered their time to work with teachers during National Women's History Week in either planning programs for classes or doing presentations about their areas of interest. Please call directly to make scheduling arrangements.

Roberta Berg, M.D.
Santa Rosa, CA
(work)
(home)

Interest area: Women physicians.
Women can be doctors as well as nurses!
Grade levels: K-12.
Preferred schools: Central county area.

Sandra Sweitzer
Linda Lindsay
Santa Rosa, CA
(work)

Interest areas: Directors of Working Women, Inc.
The involvement of women in non-traditional blue-collar work (carpenters, electricians, truckers).
Grade level: K-12.
Preferred schools: Any.

Deborah Bradford
Santa Rosa, CA
(home)

Interest area: Quilting as a traditional women's art form.
Grade level: K-12.
Preferred schools: Within 20 miles of Todd Road and Highway 12.

Cynthia C. Smith
Petaluma, CA
(work)

Interest area: Works for Native Sun: solar energy, self-sufficiency, horticulture.
Grade level: K-12.
Preferred schools: South county.

Suzanne Marychild
Sebastopol, CA
(work)

Interest area: Attorney; life experiences; historical development of women's legal rights; the legal system; mock trials.
Grade level: K-12.
Preferred schools: Western, northern county areas.

Susan Cooper
Santa Rosa, CA
(work)

Interest area: Dentist; can discuss the profession or the history of women in dentistry.
Grade level: K-12.
Preferred schools: Any.

Joanne Blossom
Santa Rosa, CA
(home)

Interest areas: Worked on the railroad as a brakewoman and on a drawbridge.
Grade level: K-12.
Preferred schools: Any.

(continued)

NATIONAL WOMEN'S HISTORY WEEK: HISTORY REVISITED

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Music (0:00)

at 8 seconds

Narrator:

America is one land, with a thousand different landscapes . . . It's one country, with fifty different states and more . . . It's towns and cities, from country roads to the crossroads of the world. The story of America's past is as rich and diverse as the people who created it. Unfortunately, the way our history is told isn't all that diverse.

Title & Music

Narrator:

Most of the American History we teach in school is headline history. It's about battles and treaties, and our famous forefathers. And a long and distinguished line of presidents and generals. Most of whom were white, and almost all of whom were men.

Teacher #1:

I never had any problems with the way my American history classes were put together. It made sense to focus on the biggest events, the biggest names. But one day I was talking to a student in my junior section who'd been daydreaming a lot, and I asked her why . . .

Student:

Why should I study history? I mean, I don't want to be a politician or a soldier. You know, we never study about anyone like me or my mother or my grandmother.

Teacher #1:

She made me stop and think and then I did a little research. I discovered that only about 11% of the people studied in American history and social studies classes are women. 11% — imagine it! And while some of the women discussed were truly heroic in their actions, a lot of times women are only written in as sidelights, as margin notes. And women of minority cultures didn't even get that much attention.

Narrator:

But the stories that women of all cultures have already created are there, a major teaching and learning tool that's just waiting to be tapped. National Women's History Week is one way to do just that. National Women's History Week is one of America's newest and most important focal celebrations. In just a few years, it has spread from the school district that pioneered it all the way to the halls of Congress, where it has been honored by a special Congressional Resolution that placed Women's History Week on the calendar of national events. But its most impressive success is the interest in women's history that has been shown in the classroom throughout the year.

NATIONAL WOMEN'S HISTORY WEEK: HISTORY REVISITED

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Child's Voice:

. . . before our nation was even a nation. I should know, I was there. Hello, I'm Abigail Addams. The year is 1775. My husband . . .

Teacher #2:

My students have learned a lot from staging classroom "big events" — skits, murals, concerts — that sort of thing. This year I had them write and stage a women's history pageant. The first thing I noticed was how positively the students in my class responded to it. In fact, we're going to do it again next year with four other classes involved!

Teacher #3:

When I began to look for new resources to bring into my classes, I discovered the National Women's History Week Project. They told me that an amazing number of resources have become available all around the country, materials designed to fill in just the kind of gaps I'd begun to discover. Using these new resources really helped.

The year 1849, for example . . . In the past, I had devoted coverage of 1849 to the California Gold Rush. I had described it pretty much as a dramatic story about . . . adventuresome men who came West to seek their fortune in gold. Which it was, in part. But when I expanded my focus, we talked about what was happening in 1849 to Mexican and Indian women in the Southwest who were trying to adjust to a new society that was taking them over . . . a society in which they possessed little or no status. We took a look at the many women who had made the difficult trip west, seeking opportunities for themselves and for their families. We talked about the lingering effects of the Indian Removal Act of 1830 in the Southeast and Midwest and how Native American women were still struggling over the loss of their homes and sovereignty.

1849? That was a year in which significant numbers of white women in New England were already working outside their homes for wages in one of our most important industries, the cotton mills.

1849 was also the year following the first convention called by women in New York angered because they were denied full rights as citizens. 300 women showed up at Seneca Falls. It was a landmark — and I, for one, had never covered it before. You should have seen 1849 in my classroom this year!

Student #1:

Why, I found out that my great-grandmother came to California with her parents by boat from New York City. I just never thought about my family having anything to do with history.

Student #2:

I always thought that history was boring . . . all those dates and names and battles and stuff like that. But I wonder how my ancestors got out of slavery . . . If they were freed by state laws and worked for abolitionism, like Sojourner Truth or how their lives were affected by the Fugitive Slave Law of 1850?

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Student #3:

Did you know that there was probably just one Chinese woman here in 1849, and she lived in San Francisco, employed as a servant? This is interesting to me because Asian women, Japanese and Chinese, weren't allowed to come here and I wonder how she did it?

Student #4:

When I found out that women had a part in the history of 1849, I really began to realize that women had a part in all of the history of this country. It made a difference in how I thought about things . . . Now I really pay attention to the stories my grandmother tells me, because I know she's talking history.

Narrator:

The women waiting outside our history classes haven't stood alone. Until recently, a lot of other major population groups have been missing in action from the pages of most elementary and high school textbooks.

Native Americans

Hispanic Americans

African Americans

Asian and Pacific Islander Americans

Even whole groups of European Americans

People who have helped to weave together the fabric of our society. But people who, like America's women, didn't quite make it into America's history books. And history's loss is our loss.

Teacher #4:

There's a challenge in expanding the focus of what you teach. When you talk about Native American ways of life, for example, you have to find new ways to describe the European migration west, because you've already made it clear this wasn't an undiscovered land. It was very much discovered by the people who already lived here. So what about our legendary heroes of the West?

Teacher #4:

I discovered in the Women's History curriculum that you still have heroes, you just have more of them. You don't undermine the basic good feelings for your country when you tell more of its story. You give your students an understanding and appreciation of it that lasts longer.

Administrator #1:

This community is very close-knit. We also tend to be tight-fisted with our tax revenues, so I'm always looking for the maximum return on every classroom dollar. When a colleague suggested that we observe National Women's History Week, well, we were skeptical. What really made the program work for me was the Community Resource component.

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Narrator:

In every school district, there are people who can enrich a history or social studies class with first hand experiences, impressions, memories, and reflections. Many districts have tapped this resource by enlisting volunteers called Community Resource Women. Women from every walk of life willing to share their skills and experiences with students in the context of a classroom discussion.

Administrator #2:

We've invited women who are dentists or factory workers, women who've worked raising large families, women who are operating their own businesses. They serve as a variety of role models for our students.

I've monitored some of those classes, and I've seen the reactions. Overall, I think these discussions have really contributed to the quality of education in our schools, and have really given our students a new perspective on women in American History.

The Resource Women themselves have come away with a new appreciation of what's going on in our classrooms. It's not just good for the students. That kind of community interaction is a priceless asset to any school district.

Resource Woman:

After I'd talked a while that first day, one of the boys asked me "What was it like when they gave women the vote in the nineteen-twenties?" I told him, "Well, they didn't give it to me, because women had been working a long time to win the right to vote! My mother and grandmother and thousands of women just like them had been working for the vote for almost 60 years." Why, those kids have asked me about things that I never imagined a classroom full of youngsters would be interested in.

Narrator:

National Women's History Week, by just about any standard you can name, has been a success. It's met with positive responses from administrators, teachers, participants, and most important, students. But the potential of the idea has yet to be fully realized. It's a need we've already started to address, thanks to the inclusion in most modern history texts of an expanding list of women leaders and a changing concept of important events. But it's a need we can continue to address more easily than we might think. National Women's History Week can be used as a springboard for introducing students to a more accurate picture of our shared history. The tools to help us do this are available to us now.

Teacher:

. . . called Harriet Tubman's Underground Railroad Game. And you'll notice there's a place called "South". We will start there. You go ahead and roll first.

Student:

1, 2, 3, 4. Sheriff is close. Move ahead two . . .

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Narrator:

These students are playing a game. It's based on the life of an American hero, Harriet Tubman. It's one of the new resources available to classroom teachers from the National Women's History Week Project.

Student:

. . . the accomplishments of Jane Addams and Dolores Huerta so significant?

Student:

The men who have achieved in history haven't had to overcome these obstacles.

Student:

I think that it was such a great accomplishment merely because they didn't have any backup power . . .

Narrator:

These seniors are comparing their ideas about what human strength can accomplish. But they're not talking about football players. They're talking about women who were strong enough to take unpopular positions and eventually to draw the public toward those positions.

Children's voices:

. . . the wife takes the child
hi-ho the dar-i-o, the wife takes the child
the child takes the nurse
the child takes the nurse
hi-ho the dar-i-o the child takes the nurse . . .

Narrator:

And this class of second-graders is completely engrossed in an art project. In a kind of art that women pioneered and kept alive — quilting.

(music comes up)

There's no telling what tomorrow will bring to America. But there's no doubt what has brought America into today. Its people, its leaders, they've all played important roles. All the citizens of this nation have shaped America with their lives. Their courage. Their ambitions. Their failures and their successes.

It's time we opened our classroom doors to all the women in American History. National Women's History Week is one important way to do just that.

2 sec. 9 sec. 18 sec.

For further information, write or call the NWHW Project office.

NATIONAL WOMEN'S HISTORY WEEK: "HISTORY REVISITED"

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| VISUAL | AUDIO |
|---------------------------------|---|
| 1. BLANK SLIDE | NO MUSIC |
| 2. DRIFTWOOD AT BEACH | MUSIC (8 SECONDS) |
| 3. FARM | AMERICA IS ONE LAND. WITH A THOUSAND DIFFERENT LANDSCAPES. |
| 4. GRAND CANYON | IT'S ONE COUNTRY. WITH FIFTY DIFFERENT STATES AND MORE. |
| 5. TALL BUILDINGS | IT'S TOWNS AND CITIES. FROM COUNTRY ROADS TO THE CROSSROADS OF THE WORLD. |
| 6. CROWD OF PEOPLE ON STREET | THE STORY OF AMERICA'S PAST IS AS RICH AND DIVERSE AS THE PEOPLE WHO CREATED IT. UNFORTUNATELY. THE WAY OUR HISTORY IS TOLD ISN'T ALL THAT DIVERSE. |
| 7. TITLE SLIDE | MUSIC (6 SECONDS) |
| 8. SOLDIERS IN BATTLE | MOST OF THE AMERICAN HISTORY WE TEACH IN SCHOOL IS HEADLINE HISTORY. IT'S ABOUT BATTLES AND TREATIES. AND OUR FAMOUS FOREFATHERS. |
| 9. MEN IN HISTORY | AND A LONG AND DISTINGUISHED LINE OF PRESIDENTS AND GENERALS. MOST OF WHOM WERE WHITE. AND ALMOST ALL OF WHOM WERE MEN. |
| 10. TEACHER WITH BOOK | I NEVER HAD ANY PROBLEM WITH THE WAY MY AMERICAN HISTORY CLASSES WERE PUT TOGETHER. IT MADE SENSE TO FOCUS ON THE BIGGEST EVENTS. |
| 11. TEACHER TALKING TO STUDENT | THE BIGGEST NAMES. BUT ONE DAY I WAS TALKING TO A STUDENT IN MY JUNIOR SECTION WHO'D BEEN DAY-DREAMING A LOT. AND I ASKED HER WHY. |
| 12. GIRL LISTENING TO STUDENT | WHY SHOULD I STUDY HISTORY? I DON'T WANT TO BE A POLITICIAN OR A SOLDIER. |
| 13. TEACHER AND STUDENT TALKING | YOU KNOW. WE NEVER STUDY ABOUT ANYONE LIKE ME OR MY MOTHER OR MY GRANDMOTHER. SHE MADE ME STOP AND THINK. |
| 14. MAN HOLDING BOOK | AND THEN I DID A LITTLE RESEARCH. I DISCOVERED THAT ONLY ABOUT 11% OF THE PEOPLE STUDIED IN AMERICAN HISTORY AND SOCIAL STUDIES CLASSES ARE WOMEN. |
| 15. 9 MEN & 1 WOMAN SITTING | 11%--IMAGINE IT! AND WHILE SOME OF THE WOMEN DISCUSSED WERE TRULY HEROIC IN THEIR ACTIONS. A LOT OF TIMES WOMEN ARE ONLY WRITTEN IN AS SIDELIGHTS. |

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| AUDIO | VISUAL |
|------------------------------------|--|
| 16. GIRL READING BOOK | AS MARGIN NOTES. AND WOMEN OF MINORITY CULTURES DIDN'T EVEN GET THAT MUCH ATTENTION. - MUSIC (1 SECOND) |
| 17. COLLAGE OF 5 IMAGES | MUSIC (1½ SECONDS) BUT THE STORIES THAT WOMEN OF ALL CULTURES HAVE ALREADY CREATED ARE THERE. A MAJOR TEACHING AND LEARNING TOOL THAT'S JUST WAITING TO BE TAPPED. NATIONAL WOMEN'S HISTORY WEEK |
| 18. TWO GIRLS | IS ONE WAY TO DO JUST THAT. NATIONAL WOMEN'S HISTORY WEEK IS ONE OF AMERICA'S NEWEST AND MOST IMPORTANT FOCAL CELEBRATIONS. |
| 19. PEOPLE CELEBRATING WITH BANNER | IN JUST A FEW YEARS. IT HAS SPREAD FROM THE SCHOOL DISTRICT THAT PIONEERED IT ALL THE WAY |
| 20. 4 GIRLS STANDING | TO THE HALLS OF CONGRESS. WHERE IT HAS BEEN HONORED BY A SPECIAL CONGRESSIONAL RESOLUTION THAT PLACED WOMEN'S HISTORY WEEK ON THE CALENDAR OF NATIONAL EVENTS. |
| 21. STUDENTS TALKING IN MICROPHONE | BUT IT'S MOST IMPRESSIVE SUCCESS IS THE INTEREST IN WOMEN'S HISTORY THAT HAS BEEN SHOWN IN THE CLASSROOM THROUGHOUT THE YEAR. |
| 22. 5 STUDENTS ACTING ON STAGE | HELLO. I'M ABIGAIL ADAMS. THE YEAR IS 1775. YOU MAY THINK THAT THE FIGHT FOR WOMEN'S RIGHTS BEGAN RECENTLY. |
| 23. MAN STANDING | MY STUDENTS HAVE LEARNED A LOT FROM STAGING THESE CLASSROOM "BIG EVENTS" -THE SKITS, MURALS AND CONCERTS. |
| 24. 5 STUDENTS ON STAGE | AND THIS YEAR I HAD THEM WRITE AND STAGE A WOMEN'S HISTORY PAGEANT. |
| 25. AUDIENCE OF KIDS | AND THE FIRST THING THAT I NOTICED WAS JUST HOW POSITIVELY THE STUDENTS IN THE CLASS RESPONDED TO IT. |
| 26. STAGE WITH STUDENTS | IN FACT. WE'RE GOING TO DO IT AGAIN NEXT YEAR WITH FOUR OTHER CLASSES INVOLVED! MUSIC (2 SECONDS) |
| 27. TEACHER READING PAPER | WHEN I BEGAN TO LOOK FOR NEW RESOURCES TO BRING INTO MY CLASSES. I DISCOVERED THE NATIONAL WOMEN'S HISTORY WEEK PROJECT. |

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| AUDIO | VISUAL |
|--------------------------------|--|
| 28. TEACHER READING BOOK | THEY TOLD ME THAT AN AMAZING NUMBER OF RESOURCES HAVE BECOME AVAILABLE ALL AROUND THE COUNTRY. |
| 29. VARIETY OF BOOKS | MATERIALS DESIGNED TO FILL IN JUST THE KIND OF GAPS I'D BEGUN TO DISCOVER. USING THESE NEW RESOURCES REALLY HELPED. |
| 30. MEN STANDING BY MOUNTAIN | THE YEAR 1849. FOR EXAMPLE . . . IN THE PAST, I HAD DEVOTED COVERAGE OF 1849 TO THE CALIFORNIA GOLD RUSH |
| 31. 2 MEN CLIMBING MOUNTAIN | I HAD DESCRIBED IT PRETTY MUCH AS A DRAMATIC STORY ABOUT ADVENTUROUS MEN WHO CAME WEST TO SEEK THEIR FORTUNE IN GOLD. WHICH IT WAS, IN PART. |
| 32. 2 INDIAN WOMEN | BUT WHEN I EXPANDED MY FOCUS, WE TALKED ABOUT WHAT WAS HAPPENING IN 1849 TO MEXICAN AND INDIAN WOMEN |
| 33. MANY INDIAN WOMEN | IN THE SOUTHWEST WHO WERE TRYING TO ADJUST TO A NEW SOCIETY THAT WAS TAKING THEM OVER . . . A SOCIETY IN WHICH THEY POSSESSED LITTLE OR NO STATUS. |
| 34. LOG CABIN | WE TOOK A LOOK AT THE MANY WOMEN WHO HAD MADE THE DIFFICULT TRIP WEST, SEEKING OPPORTUNITIES FOR THEMSELVES AND FOR THEIR FAMILIES. |
| 35. WAGON MOVING | WE TALKED ABOUT THE LINGERING EFFECTS OF THE INDIAN REMOVAL ACT OF 1830 IN THE SOUTHEAST AND MIDWEST |
| 36. INDIAN WOMEN AND CHILDREN | AND HOW NATIVE AMERICAN WOMEN WERE STILL STRUGGLING OVER THE LOSS OF THEIR HOMES AND SOVEREIGNTY. 1849. |
| 37. WOMEN AT COTTON GIN | THAT WAS A YEAR IN WHICH SIGNIFICANT NUMBERS OF WHITE WOMEN IN NEW ENGLAND WERE ALREADY WORKING OUTSIDE THEIR HOMES FOR WAGES |
| 38. COTTON MILL | IN ONE OF OUR MOST IMPORTANT INDUSTRIES, THE COTTON MILLS. |
| 39. WOMEN READING | 1849 WAS ALSO THE YEAR FOLLOWING THE FIRST CONVENTION CALLED BY WOMEN IN NEW YORK ANGERED BECAUSE THEY WERE DENIED FULL RIGHTS AS CITIZENS. |
| 40. WOMAN STANDING AND READING | 300 WOMEN SHOWED UP AT SENECA FALLS. IT WAS A LANDMARK—AND I, FOR ONE |

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AUDIO

41. CHILDREN IN CLASS

42. GIRL LOOKING

43. MAN, WOMAN & CHILD

44. GIRL SITTING

45. BLACK FAMILY SITTING

46. SOJOURNER TRUTH

47. BOY SITTING

48. CHINESE WOMAN

49. BOY STANDING

50. BLACK FAMILY

51. WOMAN IN LAB

52. INDIAN WOMAN
AND CHILDREN

VISUAL

HAD NEVER COVERED IT BEFORE. YOU SHOULD HAVE SEEN 1849 IN MY CLASSROOM THIS YEAR. MUSIC (1 SECOND)

I FOUND OUT THAT MY GREATGRANDMOTHER CAME ALL THE WAY TO CALIFORNIA WITH HER PARENTS ON A BOAT ALL THE WAY FROM NEW YORK CITY.

I GUESS I JUST NEVER REALLY THOUGHT ABOUT MY FAMILY HAVING ANYTHING TO DO WITH HISTORY BEFORE.

I ALWAYS THOUGHT THAT HISTORY WAS BORING . . . ALL THOSE DATES AND NAMES AND BATTLES AND STUFF LIKE THAT

BUT I THINK ABOUT HOW MY ANCESTORS MIGHT HAVE GOTTEN OUT OF SLAVERY . . . I WONDER IF THEY WERE FREED BY STATE LAWS

AND WORKED FOR ABOLITIONISM LIKE SOJOURNER TRUTH AND HOW THEIR LIVES WERE AFFECTED BY THE FUGITIVE SLAVE LAW OF 1850?

DID YOU KNOW THAT THERE WAS PROBABLY JUST ONE CHINESE WOMAN HERE IN 1949. AND SHE LIVED IN SAN FRANCISCO.

THIS IS INTERESTING FOR ME BECAUSE ASIAN WOMEN WEREN'T ALLOWED TO COME HERE AND I WONDER HOW SHE DID IT?

WHEN I FOUND OUT THAT WOMEN HAD A PART IN THE HISTORY OF 1849. I REALLY BEGAN TO REALIZE THAT WOMEN HAD A PART IN ALL OF THE HISTORY OF THIS COUNTRY.

IT MADE A DIFFERENCE IN HOW I THOUGHT ABOUT THINGS . . . NOW I REALLY PAY ATTENTION TO THE STORIES MY GRANDMOTHER TELLS ME. BECAUSE I KNOW SHE'S TALKING HISTORY.

THE WOMEN WAITING OUTSIDE OUR HISTORY CLASSES HAVEN'T STOOD ALONE. UNTIL RECENTLY.

A LOT OF OTHER MAJOR POPULATION GROUPS HAVE BEEN MISSING IN ACTION FROM THE PAGES OF MOST ELEMENTARY AND HIGH SCHOOL TEXTBOOKS.

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| AUDIO | VISUAL |
|--------------------------------|---|
| 53. NATIVE AMERICANS BY WATER | NATIVE AMERICANS-- MUSIC (3 SECONDS) |
| 54. HISPANIC FAMILY | HISPANIC AMERICANS MUSIC (3 SECONDS) |
| 55. MANY BLACK CHILDREN | AFRICAN AMERICANS- MUSIC (3 SECONDS) |
| 56. CHINESE WOMEN AND CHILDREN | ASIAN AND PACIFIC ISLANDER AMERICANS. EVEN WHOLE GROUPS |
| 57. PEOPLE STANDING LOOKING | OF EUROPEAN AMERICANS. PEOPLE WHO HAVE HELPED TO WEAVE TOGETHER THE FABRIC OF OUR SOCIETY. BUT PEOPLE WHO, LIKE AMERICA'S WOMEN, DIDN'T QUITE MAKE IT INTO AMERICA'S HISTORY BOOKS. AND HISTORY'S LOSS IS OUR LOSS. |
| 58. TEACHER IN CLASSROOM | THERE'S A CHALLENGE IN EXPANDING THE FOCUS OF WHAT YOU TEACH |
| 59. MANY TEE PEES | WHEN YOU TALK ABOUT NATIVE AMERICAN WAYS OF LIFE. FOR EXAMPLE, YOU HAVE TO FIND NEW WAYS TO DESCRIBE THE EUROPEAN MIGRATION WEST |
| 60. MAP OF U.S. | BECAUSE YOU'VE ALREADY MADE IT CLEAR THIS WASN'T AN UNDISCOVERED LAND. IT WAS VERY MUCH DISCOVERED BY THE PEOPLE WHO ALREADY LIVED HERE. |
| 61. MAN ON HORSE | SO WHAT ABOUT OUR LEGENDARY HEROES OF THE WEST? DISCOVERED IN THE WOMEN'S HISTORY CURRICULUM |
| 62. SARAH WINNEMUCCA | THAT YOU STILL HAVE HEROES. YOU JUST HAVE MORE OF THEM. YOU DON'T UNDERMINE THE BASIC GOOD FEELINGS FOR YOUR COUNTRY WHEN YOU TELL MORE OF ITS STORY. |
| 63. CHILD WITH HAND UP | YOU GIVE YOUR STUDENTS AN UNDERSTANDING AND APPRECIATION OF IT THAT LASTS LONGER. MUSIC (2 SECONDS) |
| 64. PEOPLE SITTING AT TABLE | THIS COMMUNITY IS VERY CLOSE-KNIT. WE ALSO TEND TO BE TIGHT-FISTED WITH OUR TAX REVENUES. SO I'M ALWAYS LOOKING FOR THE MAXIMUM RETURN ON EVERY CLASSROOM DOLLAR. |
| 65. WOMAN READING PAPER | WHEN A COLLEAGUE SUGGESTED THAT WE OBSERVE NATIONAL WOMEN'S HISTORY WEEK. WELL. WE WERE SKEPTICAL. |

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AUDIO

66. COMMUNITY RESOURCE
WOMAN

67. WOMAN WITH BLANKET

68. SPINNING WHEEL

69. WOMEN IN CLASSROOM

70. MAN TALKING

71. WOMAN LISTENING

72. STUDENT SMILING

73. WOMAN IN CLASS

74. WOMAN IN CLASSROOM

75. WOMAN TALKING

76. WOMEN'S SUFFRAGE
MARCH

77. WOMEN'S SUFFRAGE
MARCH

VISUAL

WHAT REALLY MADE THE PROGRAM WORK FOR ME WAS THE COMMUNITY RESOURCE COMPONENT. MUSIC (3 SECONDS) NARRATOR. IN EVERY SCHOOL DISTRICT.

THERE ARE PEOPLE WHO CAN ENRICH A HISTORY OR SOCIAL STUDIES CLASS WITH FIRST HAND EXPERIENCES. IMPRESSIONS, MEMORIES, AND REFLECTIONS.

MANY DISTRICTS HAVE TAPPED THIS RESOURCE BY ENLISTING VOLUNTEERS CALLED COMMUNITY RESOURCE WOMEN.

WOMEN FROM EVERY WALK OF LIFE WILLING TO SHARE THEIR SKILLS AND EXPERIENCES WITH STUDENTS IN THE CONTEXT OF A CLASSROOM DISCUSSION.

WE'VE INVITED WOMEN WHO ARE DENTISTS OR FACTORY WORKERS. WOMEN WHO'VE WORKED RAISING LARGE FAMILIES. WOMEN WHO ARE OPERATING THEIR OWN BUSINESSES.

THEY SERVE AS A VARIETY OF ROLE MODELS FOR OUR STUDENTS. I'VE MONITORED SOME OF THOSE CLASSES AND I'VE SEEN THE REACTIONS. OVERALL, I THINK THESE DISCUSSIONS HAVE REALLY CONTRIBUTED TO THE QUALITY OF EDUCATION IN OUR SCHOOLS.

AND HAVE REALLY GIVEN OUR STUDENTS A NEW PERSPECTIVE ON WOMEN IN AMERICAN HISTORY. THE RESOURCE WOMEN THEMSELVES

HAVE COME AWAY WITH A NEW APPRECIATION OF WHAT'S GOING ON IN OUR CLASSROOMS. IT'S NOT JUST GOOD FOR THE STUDENTS.

THAT KIND OF COMMUNITY INTERACTION IS A PRICELESS ASSET TO ANY SCHOOL DISTRICT. MUSIC (1 SECOND)

AFTER I'D TALKED A WHILE THAT FIRST DAY, ONE OF THE BOYS ASKED ME, "WHAT WAS IT LIKE WHEN THEY GAVE WOMEN THE VOTE IN THE NINETEEN-TWENTIES?"

I TOLD HIM, "WELL, THEY DIDN'T GIVE IT TO ME, BECAUSE WOMEN HAD BEEN WORKING A LONG TIME TO WIN THE RIGHT TO VOTE.

MY MOTHER AND GRANDMOTHER AND THOUSANDS OF WOMEN JUST LIKE THEM HAD BEEN WORKING FOR THE VOTE FOR ALMOST 60 YEARS.

NATIONAL WOMEN'S HISTORY WEEK: "HISTORY REVISITED"

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| AUDIO | VISUAL |
|-------------------------------------|--|
| 78. STUDENT IN CLASS | WHY. THOSE KIDS HAVE ASKED ME ABOUT THINGS THAT I NEVER IMAGINED A CLASSROOM FULL OF YOUNGSTERS WOULD BE INTERESTED IN. MUSIC (1 SECOND) |
| 79. THREE WOMEN STANDING | NATIONAL WOMEN'S HISTORY WEEK. BY JUST ABOUT ANY STANDARD YOU CAN NAME. HAS BEEN A SUCCESS. IT'S MET WITH POSITIVE RESPONSES FROM ADMINISTRATORS. TEACHERS. PARTICIPANTS |
| 80. CHILD WRITING | AND MOST IMPORTANT. STUDENTS. BUT THE POTENTIAL OF THE IDEA HAS YET TO BE FULLY REALIZED |
| 81. VARIETY OF BOOKS | IT'S A NEED WE'VE ALREADY STARTED TO ADDRESS. THANKS TO THE INCLUSION IN MOST MODERN HISTORY TEXTS OF AN EXPANDING LIST OF WOMEN LEADERS AND A CHANGING CONCEPT OF IMPORTANT EVENTS. |
| 82. WOMAN LOOKING AT BOOKS | BUT IT'S A NEED WE CAN CONTINUE TO ADDRESS MORE EASILY THAN WE MIGHT THINK. |
| 83. 2 STUDENTS STANDING | NATIONAL WOMEN'S HISTORY WEEK CAN BE USED AS A SPRINGBOARD FOR INTRODUCING STUDENTS TO A MORE ACCURATE PICTURE OF OUR SHARED HISTORY |
| 84. TEACHER SHOWING CHILDREN A GAME | THE TOOLS TO HELP US DO THIS ARE AVAILABLE TO US NOW . . . HARRIET TUBMAN'S UNDERGROUND RAILROAD GAME. AND YOU'LL NOTICE THERE'S A PLACE CALLED "SOUTH" |
| 85. BOY PLAYING A GAME | WE WILL START THERE. YOU GO AHEAD AND ROLL FIRST. 1. 2. 3. 4 |
| 86. CHILDREN PLAYING GAME | SHERIFF IS CLOSE. MOVE AHEAD TWO . . . THESE STUDENTS ARE PLAYING A GAME. |
| 87. GIRL PLAYING GAME | IT'S BASED ON THE LIFE OF AN AMERICAN HERO. HARRIET TUBMAN. MUSIC (2 SECONDS) |
| 88. STUDENT TALKING | WHAT MADE THE ACCOMPLISHMENTS OF JANE ADAMS AND DOLORES HUERTA SO SIGNIFICANT |
| 89. STUDENTS TALKING | THE MEN WHO HAVE ACHIEVED IN HISTORY HAVEN'T HAD TO OVERCOME THESE OBSTACLES. WELL I THINK |
| 90. STUDENTS TALKING | THAT IT WAS SUCH A GREAT ACCOMPLISHMENT MERELY BECAUSE THEY DIDN'T HAVE ANY BACKUP POWER . . . THESE SENIORS ARE COMPARING THEIR IDEAS ABOUT WHAT HUMAN STRENGTH CAN ACCOMPLISH. |

NATIONAL WOMEN'S HISTORY WEEK: "HISTORY REVISITED"

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| AUDIO | VISUAL |
|-------------------------------------|---|
| 91. STUDENT TALKING | BUT THEY'RE NOT TALKING ABOUT FOOTBALL PLAYERS. THEY'RE TALKING ABOUT WOMEN WHO WERE STRONG ENOUGH TO TAKE UNPOPULAR POSITIONS |
| 92. STUDENT TALKING | AND EVENTUALLY TO DRAW THE PUBLIC TOWARD THOSE POSITIONS. MUSIC (2 SECONDS) |
| 93. CLASSROOM OF CHILDREN | MUSIC (6 SECONDS) |
| 94. BOY WRITING | MUSIC (6 SECONDS) |
| 95. GIRL USING SCISSORS | AND THIS CLASS OF SECOND-GRADERS IS COMPLETELY ENGROSSED IN AN ART PROJECT. |
| 96. BOY SHOWING A DESIGN | IN A KIND OF ART THAT WOMEN PIONEERED AND KEPT ALIVE—QUILTING MUSIC (2 SECONDS) |
| 97. KIDS SHOWING QUILT DESIGNS | THERE'S NO TELLING WHAT TOMORROW WILL BRING TO AMERICA. BUT THERE'S NO DOUBT WHAT HAS BROUGHT AMERICA INTO TODAY. |
| 98. TWO WOMEN IN LAB | ITS PEOPLE. ITS LEADERS. THEY'VE ALL PLAYED IMPORTANT ROLES. |
| 99. COLLAGE OF PEOPLE | ALL THE CITIZENS OF THIS NATION HAVE SHAPED AMERICA WITH THEIR LIVES. THEIR COURAGE. THEIR AMBITIONS. THEIR FAILURES AND THEIR SUCCESSES. |
| 100. PEOPLE CELEBRATING WITH BANNER | IT'S TIME WE OPENED OUR CLASSROOM DOORS TO ALL THE WOMEN IN AMERICAN HISTORY. NATIONAL WOMEN'S HISTORY WEEK IS ONE IMPORTANT WAY TO DO JUST THAT. MUSIC (2 SECONDS) |
| 101. CREDIT SLIDE (PURPLE) | MUSIC (9 SECONDS) |
| 102. 2 GIRLS | MUSIC (6 SECONDS) |
| 103. CREDIT SLIDE (GREEN) | MUSIC (14 SECONDS) |
| 104. GIRL WITH BALLOON | MUSIC (6 SECONDS) |
| 105. CREDIT SLIDE (BLUE) | MUSIC (10 SECONDS) |

For further information, write or call the National Women's History Week Project Office: P.O. Box 3716, Santa Rosa, CA 95402 (707) 526-5974.

FACILITATOR'S EVALUATION

LOCATION:

OF PARTICIPANTS:

PRELIMINARY WORK:

| | low | high |
|--------------------------------------|-----|---------|
| Materials list was comprehensive: | 1 | 2 3 4 5 |
| Audio-visual list was comprehensive: | 1 | 2 3 4 5 |
| Your comments/suggestions: | | |

INFORMAL QUIZ AND DISCUSSION: (20 minutes)

| | | |
|--|---|---------|
| Directions in the Guide were clearly written: | 1 | 2 3 4 5 |
| Directions in the Guide were sufficiently comprehensive: | 1 | 2 3 4 5 |
| Conducting the activity was feasible for you as facilitator: | 1 | 2 3 4 5 |
| Most participants took part listing persons, descriptors, ideas: | 1 | 2 3 4 5 |
| Time allotted was realistic: | 1 | 2 3 4 5 |
| Your comments/suggestions: | | |

MINI-LECTURE: (10 minutes)

| | | |
|--|---|---------|
| Was useful for you as facilitator: | 1 | 2 3 4 5 |
| Structure of concepts, facts, ideas was fluid: | 1 | 2 3 4 5 |
| Time allotted was realistic: | 1 | 2 3 4 5 |
| Your comments/suggestions: | | |

MEDIA PRODUCTION SCREENING: (20 minutes)

| | | |
|---|---|---------|
| Slide presentation held participants' interest: | 1 | 2 3 4 5 |
| Participants' comments were positive: | 1 | 2 3 4 5 |
| Concluding comment suggestions for facilitator were incorporated: | 1 | 2 3 4 5 |
| Time allocated was realistic: | 1 | 2 3 4 5 |
| Your comments/suggestions: | | |

FACILITATOR'S EVALUATION

LESSON PLAN DEVELOPMENT: (30 minutes)

| | | | | | |
|--|---|---|---|---|---|
| Directions in the Guide were clearly written: | 1 | 2 | 3 | 4 | 5 |
| Directions in the Guide were sufficiently comprehensive: | 1 | 2 | 3 | 4 | 5 |
| Activity was feasible for you as facilitator: | 1 | 2 | 3 | 4 | 5 |
| Participants' materials were well formatted: | 1 | 2 | 3 | 4 | 5 |
| Discussions included a variety of participants: | 1 | 2 | 3 | 4 | 5 |
| Time allotted was realistic: | 1 | 2 | 3 | 4 | 5 |
| Your comments/suggestions: | | | | | |

STRATEGIZING FOR NWHW IMPLEMENTATION: (15 minutes)

| | | | | | |
|--|---|---|---|---|---|
| Directions in the Guide were clearly written: | 1 | 2 | 3 | 4 | 5 |
| Strategies suggested in the Guide were feasible: | 1 | 2 | 3 | 4 | 5 |
| Discussions included a variety of participants: | 1 | 2 | 3 | 4 | 5 |
| Participants' comments were positive: | 1 | 2 | 3 | 4 | 5 |
| Time allotted was realistic: | 1 | 2 | 3 | 4 | 5 |
| Your comments/suggestions: | | | | | |

If an overall evaluation of the workshop was administered for your own purposes, would you please attach a copy of the instrument used and a summary of the participants' responses?

Please return the evaluations to:

The National Women's History Week Media Project
P.O. Box 3716
Santa Rosa, CA 95402

PRINTER'S INSTRUCTIONS FOR DUPLICATING HANDOUTS FROM COPYMASTERS

Note to printer: Numbers shown in parenthesis are pages printed on both sides. Use 8½x11 paper and try to match the colors of paper indicated as closely as possible.

Curriculum Workshop - Elementary

(One complete set per person.)

White:

Pages 1, 52, (53/54), (55/56). Do not collate.

Pages 57, (58/59), (60/61), (62/63). Collate and corner staple.

Yellow:

Pages (3/4), (13/14), (15/16), 27. Collate and corner staple.

Buff:

Pages (5/6), (7/8), (9/10), (17/18), (19/20), 21, (28/29), (30/31). Collate and corner staple.

Light Blue:

Pages (11/12), (22/23), (24/25), 26, (32/33), 34. Collate and corner staple.

Light Green:

Pages (45/46), 47, 48, (49/50), 51. Collate and corner staple.

Curriculum Workshop - Secondary

(One complete set per person.)

White:

Pages 1, 52, (53/54), (55/56). Do not collate.

Pages 57, (58/59), (60/61), (62/63). Collate and corner staple.

Yellow

Pages (3/4), (13/14), (15/16), 35. Collate and corner staple.

Buff:

Pages (5/6), (7/8), (9/10), (17/18), (19/20), 21, (36/37), 38. Collate and corner staple.

Light Blue:

Pages (11/12), (22/23), (24/25), 26, (39/40), (41/42), (43/44). Collage and corner staple.

Light Green:

Pages (45/46), 47, 48, (49/50), 51. Collate and corner staple.

Administrators' Workshop

(One complete set per person.)

White:

Pages 2, (53/54), (55/56). Do not collate.

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