

Gender Equity in High School World History Curriculum
Support for a Balanced Perspective

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Abstract

We are providing our secondary students with an unbalanced, inaccurate view of world history, This can lead to greater social injustice. The purpose of this paper is two-fold. 1) examine the reasons for and issues with providing a gender balanced view of history in order to lead to a more well rounded illustration of history; 2) demonstrate how this can be done in a regular World History Survey Course and an Elective Women's History Course.

With the Passage of Title Nine in the 1970s there was a rise in supporting women's programs in education. However, the focus was on bridging the gap in math, science and sports. History was virtually untouched. While at the same time there was a movement to expand women's studies courses on the college campuses, regular world history courses till often focused on the achievements and stories of men an little was changed in the World History Curriculum on the Secondary level.

Introduction

In the spring of 2007 I took on the endeavor of promoting a new project: Women's History. I had taken over the role of instructing the course at my high school. I was delighted to embark on this new experience. I thought, how wonderful, students at the secondary level can finally learn about the history of women in an upper-division elective course. In pursuing this, I quickly realized that most students did not possess the same enthusiasm for the course as I did. While pondering the reasons why, I asked two students why he did not want to take the course. He simply responded, "I am a guy. Why would I ever want to take a class on women?" the other replied: "That's not real history." I was dumbfounded by these responses and the fact that many female students also lacked the motivation and inspiration to enroll in such a course. Of a school that contained 1900 students only 24 wanted to enroll in the class, a mere 1.26 %. I inferred that these two students were probably not the only students with such sentiments. As a teacher and amateur historian I could not fathom why students would not be enthralled to learn about the roles of women throughout world history. Students seemed to lack a connection to the relevance and importance of studying a history that includes the experiences of women.

I was then inspired to scrutinize the California State Standards for Social Studies (California State Board of Education 2007). There, I found that the history we teach revolves around the experiences of men. For example, the ratio of men to women mentioned in the 10th grade World History Standards is 31 to 1. In addition, teachers are instructed to educate their students on male dominated events of history, such as war and politics. Even though many great women have impacted our history and helped shape the

world, they are often left out of standards, books, tests and curriculum. Students learn about the liberties provided to people after the American Revolution, however they do not learn of the voices and concerns of women who were not granted the same liberties as white men. Students examine the institutions run by men, but are often not given a chance to gain knowledge of the many women political leaders that have ruled through out the world since prehistory. The fact of the matter is, that historians have taken serious measures to leave women out of history. Even so, by doing this they are actually still interacting with them. (Applewhite & Levy, 1990). Simply put, we cannot ever truly ignore different participants of historical events, and the way we have previously addressed certain participants is in a very negative manner. We have to either consciously or subconsciously think of the participants not included in history as we draft our stories and decide what facts to include. Why not then just make the conscious decision to include everyone? Additionally, why are women absent from so much of the secondary world history curriculum? There is gender inequity in the high school history curriculum and this may contribute to the perpetuation of gender inequities and male dominated bias in our society.

Problem Statement

We are providing our secondary students with an unbalanced, inaccurate view of world history, which can lead to greater social injustice. By unbalanced I believe that we study the history of male driven events and activities. For example, the California state standards suggest we teach the Enlightenment in which philosophers inspired by the events of the Renaissance began to promote the ideals of equality, liberty progress and democracy. The standards suggest that curriculum should teach about thinkers such as:

John Locke, Charles-Louis Montesquieu, Jean-Jacques Rousseau and how their ideas affected later government leaders which include: Simon Bolivar, Thomas Jefferson, and James Madison. Additionally, Standard 10.8.4 states that educators should address leaders of World War Two including: Winston Churchill, Franklin Delano Roosevelt, Emperor Hirohito, Adolf Hitler, Benito Mussolini, Joseph Stalin, Douglas MacArthur, and Dwight Eisenhower (California State Board of Education 2007). These are prime examples in which men and the male perspective are the focus of history.

Easily, we could connect the Enlightenment ideas to Mary Wollstonecraft who also professed the benefits of democracy. However she believed women should be considered an equal counterpart to men. She debated Rousseau's statement that women were subordinate to men. Even Queen Elizabeth, along with many other Queens of Europe, could be discussed to provide students with the perspective and knowledge of female world leaders.

California Social Science Standard 10.2.2 instructs educators to discuss the ideas in many important democratic documents, one being the *French Declaration of Rights of Man and Citizen*. Yet it fails to recognize that French women wrote *The Rights of Women and Citizen* in order to refute the original male driven document.

Great attention is given to politics and wars in our standards and history textbooks. Many textbooks lack a record of women's role in and contributions to historical events. Often if women are referenced they are the women who "were members of families or relatives of important men." (Lerner, 2005, 133) While there are a few key women studied through history, men are referred to far more often. Lerner states that we should not be studying men or women, but history. Undoubtedly this is not

what has been traditionally accomplished. It has become important to assert that “women have a history, and that this history has been obscured and misunderstood because of the patriarchal values that pervade our culture and our ideas” (Lerner, 2005, 134). This traditional method of viewing and teaching history has contributed to inequity in and out of the classroom.

Purpose Statement

The purpose of this paper is twofold: 1) examine the reasons why educators should be providing students with a gender balanced view of history, with a focus on World History and 2) develop a course overview outlining where one could easily incorporate Women’s history in the curriculum of a tradition High School History class without deviating from the California State Standards. Upon completion of my research I have developed an outline of a revisionist high school history course, including the voices of both women and men equally.

This teaching method can lead to a well rounded illustration of history. In essence, this can help both female and male students observe the contributions women have made, empowering students overall. This may also increase a sense of respect for women and their contributions to present day events, by acknowledging their past contributions.

Women have made great strides in reaching equity and I have examined the research behind gender issues in high school curriculum, paying special attention to the history classroom. I have also reviewed California state standards for 10th grade world history and textbooks in order to demonstrate the lack of the female voice. Lastly, I have made recommendations for methods of incorporating women’s history into the

curriculum, providing two course descriptions. One is a traditional world history survey course and the other is an elective women's history course. I include a sample unit plan to exemplify and illustrate a gender-balanced view of history.

Research Question

The research question that forms the focus of this paper is as follows: Why should educators be presenting high school students with a gender-balanced view of world history? Focusing on 10th grade history, I reviewed commonly used text books and California state standards in order to document the unequal distribution of references to men's contributions compared to women's. I provide an overview of the research done which supports the importance of gender equity in our society. I pay special attention to the purpose and reasoning for why it is important to highlight and illustrate not only the history of male contributions to and perspective of historical events, but also the contributions and perspectives of women.

Theoretical Rationale

In 1776 Abigail Adams wrote to her husband, who was attending the constitutional convention, reminding him not to forget the rights of the ladies (Gale Cengage Learning). From this moment on women in the United States worked on their struggle for equity. In 1868 the 14th amendment was ratified and added to the United States constitution (Mount, 2007). It stated that all persons born or naturalized in the United States were citizens and therefore were equal before the law. Women used this to help support the suffrage movement, which resulted in the passage of the 19th amendment (Mount, 2007). Both the 14th and 19th amendments fueled the fight for equal rights in American law (Mount, 2007).

The Civil Rights Movement in the middle of the 20th century reignited the fight for equity among different races and genders (Mount, 2007). Lawmakers took this opportunity to pass Title Nine in 1972. Section 1681 of the law states that, “no person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance.”(Edwards. 2004, 3) The purposes of such an act was to provide equity in education. As defined by Title Nine, public education institutions are:

For purposes of this chapter an educational institution means any public or private preschool, elementary, or secondary school, or any institution of vocational, professional, or higher education, except that in the case of an educational institution composed of more than one school, college, or

department which are administratively separate units, such term means each such school, college, or department. (Edwards 2004, 5)

While this law has been the basis for providing equity and funding for women's sports, this was not its intended original purpose. Actually, "Title IX arrived on the agenda as a means of combating sex discrimination in education. In particular, those who fought for Title IX's passage focused on issues such as equal pay, tenure track opportunities, and sex bias in school texts"(Edwards 2004, 6).

With the passage of Title IX there was a push for equity in the public sphere. Women were provided with the opportunity to acquire more rights in education, sports, and work. There was a surge of inspiration. In 1990 a group of women who had come to notice that women were absent from our text books formed The National Women's History project in Santa Rosa California. Their efforts led to the 1987 declaration by Congress declaring March to be National Women's History Month (Cart, 2006). In the early 90's much was written about the importance of women in history. However, a look at high school history curriculum exhibits that true gender equity has still not been fully reached.

Women's Rights movements seem to occur in phases, in other words they come, people get motivated and then the subject is slightly dropped. In order to reach equity we have to alter our lifestyle and our education techniques. A question to consider is: how we can get women to "redeem their history and use it to validate and support their struggle for equality and justice" (Agosin, 2001,

161)? If we do not attempt to achieve this then, “new women’s movements will have to be organized every few generations to account for the lack of women’s history and the shortcomings in traditional education and socialization of girls” (2001, 19). By not including an equitable view of women in history we are limiting students in their overall knowledge of history. One study suggests that students are not getting the story of at least half the population. We need to not just “promote women” but attempt to practice “gender mainstreaming”, that is provide students with an equitable education. We accomplish that by altering curriculum and adjusting the way we train teachers (Falstich-Wieland, 2004-5).

Assumptions

I assume that students are not adequately introduced to the contributions of women throughout history and that most textbooks and our state standards are gender biased. My assumption is that this then causes a lack of balance in the teaching of history, which contributes to the existence of continuing gender inequities in society. I believe we are limiting students in their overall knowledge of history. They are not receiving the story of the entire population. The theory is that if we provide both male and female students with “women’s history” we can empower them and provide a more equitable and “safe” learning environment all while giving them a more accurate look at our world. I do not wish to place blame on educators for this issue. I believe there are two phenomenon contributing to this situation. First of all, it has been the norm for centuries. History has been presented in a male dominated account, throughout recorded history people, for the most part, do not know any other way. It is stated in the text *The*

Color of Bureaucracy: The Politics of Equity in Multicultural School Communities, that up until 1945 many, if not all, historians were white males. This of course led to the history of white males being documented and passed down from generation to generation. It has become a societal construct and has implied that history has revolved around men (Larson & Ovanda). While in fact men are not the only components of history, this idea has become custom in our schools. "These glaring omissions of other people's perspectives have resulted in the uncritical portrayal and overrepresentation of White men in our curriculum" (Larson & Ovanda, 111). Secondly, many teachers may not know how or where to begin to incorporate the female voice into the curriculum. It is not enough to be aware of the gender biases in society and try to eradicate them from one's classroom; we have to go a step farther and actually include the history of women in our teaching practices. This may seem easier to think about than it is to produce. However, we do not have to abandon our current curriculum entirely, just alter in order to make it more equitable. I have illustrated how this can be achieved in instruction.

Background and Need

In 2005 Kohlmeier published her approach to incorporating Women's Voices into World History. By providing students with primary sources she allowed them to interpret historical events from the female perspective. After providing her students with the chance to do so one student stated, "I may not remember all the facts you taught us, but I'll never forget these women's stories" (Kohlmeier, 2005, 64). Kohlmeier's approach to history followed three steps. Step one was to make sure students were prepared to read the documents. She set the tone of the period of time that the students were about to read

about. This allowed students to visualize life during a particular time period. By doing this students were able to see why not all history had to come from important people and political events. The second step was something she named the reading web. She gave students a variety of documents to read and encouraged them to ask questions like: What is this document about? How did events play out? Why is it important? The third step was to set up a Socratic Seminar in which students were able to discuss their thoughts and interpretations of the articles because, “These discussion sessions allowed students to explore the texts at a deeper level, adding a layer of perspective” (2005, 67).

This study found that students were able to view history from multiple perspectives. This gave students not only the ability to critically read historical documents, but also the chance to gain a more balanced view of history. The teacher was able to incorporate documents other than the standard history text, documents about the women’s perspective of history. Her qualitative data found that both male and female students felt that after participation through this type of approach to history it was important to get more than one point of view of history and that it was important to read about women in order to truly understand the time period they were studying.

This approach was simple and would be easy to incorporate into virtually any high school history course. It is safe to say that history teachers want their students to have the ability to analyze and interpret primary documents, this approach also allows that to occur. Students became empowered because they had the ability to analyze from multiple perspectives while getting a more holistic, gender balanced view of history.

Review of the Literature

The following is a review of literature related to this topic. The literature review is divided into three sections: 1. Gender Equity in Education; 2. The issues of incorporating Women into history; and, 3. Gender Balance in world history. In section one I describe my findings related to gender equity in the educational system. The purpose is to start with a broad overarching view. This serves to give the reader the information necessary to understand issues dealing with gender in schools. The second section serves to examine some of the problems we face when studying and teaching the history of women. It is a history that has been left out of many records and therefore can be difficult to retrieve and incorporate into the curriculum. Lastly, I focus on literature about the balance of gender in history. In order to truly reach equity in the history classroom it is important to set a precedent for presenting a history of both men and women.

Gender Equity in Education

The Global Community placed the issue of gender equity on the top of their agendas in the later part of the 20th century (Norris, 2003). The U.N. assisted in the development of women run organizations and the 1994 Vienna World Conference stated that human rights included women rights (Norris, 2003). Additionally, gender issues have been an issue of interest in the United States for over thirty years. But still, Women make up only 18% of our U.S. Senate and 13 % of the House of Representatives. (Sanders, 2003). Society has preexisting views of gender roles. Arts and languages are considered female subject matter, while math and science are considered to be male

dominated (Sanders, 2003). For many years many people have been confined to the assumption that women are less talented than men in technical and mathematical fields. This may correlate with the fact that the courses of such fields have been instructed by male educators, who tend to teach with techniques which address the learning styles of male pupils. Studies show that when instructional techniques which address the needs of female pupils are administered to females then the performance of those women significantly improves, sometimes to levels above their male counterparts (Salome, 2002).

Much of the focus of gender equity has indeed been on providing human rights and equality for women in several spectrums, one of those being education. Throughout the United States programmatic changes have been set forth since the 1970s. The purpose of these alterations in the U.S. system of education has been to enhance gender equity. This has then led to an increase in achievement and participation among girls in the math and science fields (Porche, Spencer, & Tolman, 2003).

A study completed in 2003 sought to examine the issues of gender equity in seventh grade boy's and girl's education. The study found that although the staff and students perceived their school as being gender equitable, data from interviews and observations showed that boys and girls experience in the classroom was different.

Many sociologists and scholars have argued that gender is a socially constructed idea. In order to move from these societal ideas we should equally allocate resources among genders; making sure programs for both sexes are equally recognized. (Ridgewat & Correll 2000). Furthermore, we must move past stereotypes about boys and girls behavior. Teachers must reflect on their own practices in order to reconstruct past

beliefs. Additionally, it is important to keep in mind that gender equity does not just apply to girls (McGee & Bailey, 1996).

Even though most educators agree that gender equity is important to consider when educating students, many have not actively incorporated this into their teaching practices. In a Michigan study conducted among 247 faculty member of 30 different schools found that 38% reported minimal, less than two hours a semester, to coverage of the issues of gender equity. (Sander, 2003).

In order to address this with a plausible solution teacher education programs need to encompass issues of gender, just as has been done with multicultural courses. Sander claims it has to be a systematic change that makes use of journals and scholarly articles written on gender issues in education. Additionally, Sander states that professional development needs to encompass speakers and topics focused on gender in order to cause change. She argues that subtle influences and changes in the classroom have previously proved effective in helping more students achieve, just as these techniques can. (Sander, 2003)

Teaching Women's History: Issues in Incorporating women into the Curriculum

In the book *The Color of Bureaucracy; Politics of Equity in Multicultural School Communities* it is stated that traditionally history has been controlled and written by white European men (Larson & Ovando, 2001). Furthermore, women have been either entirely disregarded or only mentioned as secondary subjects in relation to the story of history. The authors argue that due such methods of exploring history much of the population has been excluded from the records and it was left up to revisionists to go

back and explore about “her-story” (Larson & Ovando 2001; Offen, Pierson & Rendall, 1991; Scott, 1998).

Scott discusses how this can be done in the text *Gender and the Politics of History*. Here it is stated that reframing history to include the voice of women can be done through various methods. One approach would be to chronologically review history. Historians would gather information about women in a chronological matter through the years. Another attempt would be to gather information in order to refute current information and view of women through history. Either way, historians have to harvest new information and incorporate her-story within social history. This will then yield us to examine perspectives and information on old questions and events of the past. (Scott, 1988).

Some problems we may encounter when attempting to brief others on women’s history is the lack of information. The field has focused on three areas: dissertation abstracts, book reviews and monograph prizes. However, it has been noted that much of this information focuses primarily on prominent women or prominent groups. There should be move beyond this and historians should look for women’s history in unexpected places and focus more on less prominent individuals (Lerner, 1979). Instead of just gathering information from sources such as biographies, Lerner suggests that educators should also attempt to gather information from primary sources such as diaries.

Gender Balance

Scholastically women’s world history and men’s world history have remained separate and on different tracks. Literature has been written regarding gender and

history, but not enough has been done to blend the history of both sexes in a manner that is approachable to high school students. The scholarly world has come a far way in terms of gender history; adolescents are lagging far behind (Dalton & Rotundo, 2000).

When the idea of teaching women's history was first presented over thirty years ago in the United States the purposes behind it were to empower women (Zook, 2002). Nonetheless, men are still involved in history. In turn, the hopes were to gain more equity. By providing both men's and women's history in a survey course educators can give students a more accurate and holistic portrayal of history. Society constructs views and reactions to behavior of both men and women. Both men and women have shaped history and therefore men should be interwoven into women's history courses and vice versa (Zook, 2002). Additionally both genders need to understand the causes from discrimination throughout history. A balanced curriculum that is inclusive of both the history of women and the work of female historians can provide an understanding of this issue and assist students in developing a broader overall perspective of the course of history (Olser, 1994.)

Discussion

Summary of Major Findings

There has been an obvious increase in the amount of attention placed on gender issues both worldwide and in the United States in the past few decades. Women hold positions of authority that has been rarely observed previously in American History. Women are in congress, CEOs, lawyers, doctors, and hold other high power positions. However, men still dominate such fields. While we see just as many, if not more, women enrolled in universities, those numbers do not translate into the workforce.

Great progress has been made in the math and science fields, yet little has been achieved in providing a more gender equitable approach to history. College campuses have begun to incorporate women into the history curriculum, but this has not been universally reflected on the secondary level. The problem exists in the fact that many educators are unsure how to approach the incorporation of women into curriculum. Scholars suggest this is partially due to the lack of women in history. Therefore, historians have had to review and provide a revisionist view of the past by attempting to incorporate minorities and women. This has often been completed by investigating diaries and personal letters, since women were often absent from political documents.

With this new work educators have access to resources to help expand on women, however politicians are not there yet. Our state standards are still male dominated leaving little room for diversion. This can pose a problem when attempting to make curriculum more balanced. If textbooks revolve around state standards and the state standards revolve around the history of European men, then this gives educators very

little room to diverge and very few resources to make this happen. However, incorporating the female voice into tenth grade world history can be done. There are a multitude of resources available and women can be found buried beneath the standards.

Limitations/Gaps in the Literature

While there has been quite a bit of information written regarding improving equity in school, much of the focus has been on improving results for female students in math and science. There is plenty of information, that is easily accessible, related to women's history and much some has been written about teaching students about women's history. Yet, very little has been written or researched about balancing history curriculum to incorporate the stories of both men and women. Textbooks and curriculum have not been entirely adjusted to incorporate this balance because there has not been a strong enough push to do so.

It has been suggested that in order to provide a more gender equitable learning environment teachers should be trained on how to complete such a task, but no clear plan of action has been laid out on how to begin this reform. While studies show that female students have improved in the math and science, studies have not attempted to determine the effects of incorporating women's history into the overall secondary history curriculum.

Implications for Future Research

Future research should focus on the effects of presenting students with standards, textbooks, and curriculum that attempt to provide a more holistic approach to history. By

this I mean, more of an emphasis on providing the story of multiple individuals, not just the experiences of white men.

These studies should examine the effects this approach will have on students, and if they affect changes in attitudes related to gender roles and potential for contribution to our society. Such studies will probably support a move to alter instructional practices and representations of history, in order to move closer to a society that has greater gender equity.

Additionally in the 1970's there was a rise in the number of women studies courses provided and college campuses in the United States. In these courses, much of what was written at the time focused on the differences of men and women. According to Zinn, Hondagneu-Sotelo, and Messner, "from this perspective, male control and coercion of women produced conflict between the sexes."(2007, 149) This approach has to change in future research. The task of providing equity can be difficult if there is not wide support. It may be difficult to get support from half the population if the two sexes are constantly being compared in a competitive manner. Where as, if there is a balance of gender provided in research and curriculum we may be able to see a greater move towards equity. Pinning women and against men may ultimately hurt this cause and halt our progress towards gender equity.

Overall Significance of the Literature

The significance of the literature suggests that scholars have a concern regarding equity in society. Additionally, some strives have been made in adjusting past practices. Still, research implies that more needs to be written and focused on gender equity in

readings of history. Being that much attention has been placed on gender equity in education, it is pertinent that steps be taken to provide a female perspective on history. There needs to be an effort made to incorporate women into curriculum, textbooks and the California State Standards. The teaching of women's history has progressed greatly in the past thirty years, but equity has not been truly reached. It is important to remember that there is a difference between sex and gender. Sex is determined genetically at conception. It is dependent on chromosomes. However, when we refer to gender we refer to the sex a person identifies best to. Gender is often driven by society. The point being, that some males identify with the female gender and vice versa. Therefore, it is important that educators provided a more equitable view of history so that both male and female students can find stories, people and general history they can possibly relate to and additionally learn from.

Results of My Actions

In the one semester that I have taught Women's History I have already begun to observe the effects of empowering students with a balanced perspective of history. Students enrolled in the course have admitted that their attitudes have been altered and their awareness has risen. Three students decided to complete their U.S. History Term paper on Women's History and or suffrage in America. Seven students attended Petaluma's "Take Back the Night" rally and protest, defending women's rights. Four students questioned their U.S. history teacher's methods and ask why women were not included as much as men in the curriculum, causing him to come to me to ask for additional resources. Several have come to class outraged by what they saw on television, read in a magazine and overheard from conversations at school. Many have

been prompted to defend women against their peers and even parents. Even more still have shared articles and discussions from class to their peers and teachers.

Changes I have made in my World History class have also impacted students. Although not a dramatic, more female students are standing up when their male peers try to make sexist jokes. Students are more aware of forgotten voices of history, which has caused several to question and analyze our textbook and historical primary documents. Many students completed a recent “hero to History project in class on women from around the world. Students seem to be more aware of societal inequities.

Part 2 Curriculum Overview

Course Outline for World History

Below is a 10th grade World history course overview. Included are examples of where women's history can easily be incorporated into the curriculum without deviating from the California State Standards. The suggestions can be used in part or full and can be rearranged based on the needs of a class.

Unit 1: Ancient Greece and the Rise of Democracy

- Helen of Troy
- Women In Roman Law and Society
- Women in Greece and Rome verse the Role of Women in Ancient Egypt

Unit 2: Rise of Modern Democracy

- Enlightenment
 - Mary Wollstonecraft
- Evolution of British Democracy
- French Revolution & Napoleon
 - Women Protest march to palace of Versailles
 - Declaration of Rights of Women
- Revolutions in South America
- Nationalism

Unit 3: Industrial Revolution

- Women Inventors Throughout History
- Women In Textile factories

Unit 4: Imperialism

- Women exploring New lands
- Women as Missionaries and feminist Allies
- “The White Women’s Burden”
- Women observations and experiences with Imperialism and being colonized
- Resistance of Women

Unit 5: World War One

- Women on the home Front, taking over men’s jobs
- Nurses
- Rise of Women’s Suffrage

Unit 6: Russian Revolution

- Women’s efforts during the revolution
- The work of Natalia Sedova (Leon Trotsky’s wife)

Unit 7: Rise of Totalitarianism
Women Against Fascism in the 1930s

Unit 8: World War Two
Rosie The Riveter

Unit 9: Cold War
World Wide Feminist Movements
United States
Soviet Union
Women Under Communism
Women Spies
Women Scientists (then and now)

Unit 10: Modern World
Look at Current and Past Women leaders throughout the World
Feminism Today
Media Portrayal of Women
Women Rights World Wide
Women in Islam and the Middle East

The following is a sample course overview for an upper-division high school elective Women's History course. Units can be adjusted to fit the course. Units can be added or omitted. Some units may consume much more time than others.

Unit 1: Prehistory and the goddess
The Importance of the female
Voluptuous female figurines that have been found
Matriarchal systems
Goddesses
Connections: Goddesses today

Unit 2: Women In Egypt
Daily lives of women
Women Rulers

Unit 3: Greece
Athenian Women
Spartan Women
Rights, marriage, famous writers, scientists, scholars
Compare and Contrast between Greece and Egypt

Unit 4: Women Who Have Rebelled.
A world wide look at different women of feminist groups who have spoken out.

Examples:

Women who fought Fascism
Trung Sisters in Vietnam 40-43 AD
Independence movement in India 1929-1930
The Radical Reformation in Holland and England
Female Rebellion against Roman Oppian Law

Unit 5: Native American Women

Analyzing various tribes
Matriarchal versus Patriarchal
Role of women in both

Unit 6: Women in the Middle Ages

Midwives
Daily lives of women
Peasants versus noble women
Women in the Crusades
Queens

Unit 7: Renaissance

Daily lives of women
Artists
Writers

Unit 8: Enlightenment

Philosophers' thoughts on Women
Mary Wollstonecraft
A Debate: Jean-Jacques Rousseau vs. Mary Wollstonecraft

Unit 9: Witch Trials

European Witch Trials
Salem Witch Trials
Current Witch hunts
Witches and Wicca today

Unit 9: Women Inventors

A worldwide look at women inventors past and present

Unit 10: French Revolution

Women Protestors and Rioters
Declaration of Rights of Man and Citizen versus Declaration of Rights of Women and Citizen

Unit 11: Women in America

Revolutionary War
Founding our Constitution

Civil War
Underground Railroad
Suffrage

Unit 12: Women Leaders around the world past and present.

Unit 13: Women around the World today

A look at the lives, cultures, customs of women around the world

Cumulative Course Project:

Students create their own World History book that either gives a balanced perspective of male and female voices or is dedicated entirely to women.

Part 3: Women in World History Curriculum

Two Lesson Plans

Example Lesson Plan One: French Revolution

French Revolution: Writing of the Declaration of Rights of Man and Citizen

Unit Goals: Students will understand the course and conduct of the French Revolution. They will be able to conceptualize both male and female roles within the revolutionary period of France.

Lesson goals and Outcomes: With this particular lesson, students will understand what the Declaration of Rights of Man and Citizen were and the Declaration of Rights of Woman and Citizen were. They will be able to analyze, compare and contrast the two documents linking them to the greater importance of the French Revolution

Step One: Together as a class the opening paragraph “The Declaration of rights of Man and Citizen” will be read.

The teacher should lead the students in a journal write in which they discuss and write about their thoughts on the document. Such questions could be used to foster a class discussion:

What is the document about?

What is its connection to the revolution and Democracy?

What is the significance of it?

Step Two: The class should be broken into either eight or four groups. Each group will be assigned either 2 (in eight groups) or 4 (in four groups) sections to analyze and teach the class about.

There are seventeen sections - therefore one section should be done as an entire class to provide an example for the groups to work from.

Each group must discuss the meaning and significance of their sections. They must then report back to class their answers to the following questions:

What were your sections stating (in your own words)

Why is it important?

Why were citizen making this demand/statement?

What is a modern day example of this request?

- Step Three: Each group will present their findings to the class the class
- Step Four: The Declaration of Rights of Woman and Citizen
As a class, read the first two paragraphs again.
- Step Five: In groups again the same process needs to be done:
What were your sections stating (in your own words)
Why is it important?
Why were citizen making this demand/statement?
What is a modern day example of this request?
How does this compare to the other document?
- Step Six: Present and Discuss and conclude reading the document.
- Step Seven: Individual expansion and reflection
Students will now fill out a Venn Diagram comparing and contrasting the goals of the two documents.
- Step Eight: Students will write an essay in which the respond to the following prompt:
Compare and contrast the two documents and discuss what the historical significance of these documents are and how they impacted the French Revolution What do they state about the role of women in history?

The Declaration of the Rights of Man and of the Citizen

1789 National Assembly of France

The representatives of the people of France, formed into a National Assembly, considering that ignorance, neglect, or contempt of human rights, are the sole causes of public misfortunes and corruptions of Government, have resolved to set forth in a solemn declaration, these natural, imprescriptible, and inalienable rights: that this declaration being constantly present to the minds of the members of the body social, they may be for ever kept attentive to their rights and their duties; that the acts of the legislative and executive powers of government, being capable of being every moment compared with the end of political institutions, may be more respected; and also, that the future claims of the citizens, being directed by simple and incontestable principles, may tend to the maintenance of the Constitution, and the general happiness.

For these reasons, the National Assembly doth recognize and declare, in the presence of the Supreme Being, and with the hope of his blessing and favour, the following *sacred* rights of men and of citizens:

I. Men are born, and always continue, free and equal in respect of their rights. Civil distinctions, therefore, can be founded only on public utility.

II. The end of all political associations, is the preservation of the natural and imprescriptible rights of man; and these rights are liberty, property, security, and resistance of oppression.

III. The nation is essentially the source of all sovereignty; nor can any individual, or any body of men, be entitled to any authority which is not expressly derived from it.

IV. Political liberty consists in the power of doing whatever does not injure another. The exercise of the natural rights of every man, has no other limits than those which are necessary to secure to every *other* man the free exercise of the same rights; and these limits are determinable only by the law.

V. The law ought to prohibit only actions hurtful to society. What is not prohibited by the law, should not be hindered; nor should any one be compelled to that which the law does not require.

VI. The law is an expression of the will of the community. All citizens have a right to concur, either personally, or by their representatives, in its formation. It should be the same to all, whether it protects or punishes; and all being equal in its sight, are equally eligible to all honours, places, and employments, according to their different abilities, without any other distinction than that created by their virtues and talents.

The Declaration of the Rights of Man and of the Citizen (1789) I-2

VII. No man should be accused, arrested, or held in confinement, except in cases determined by the law, and according to the forms which it has prescribed. All who promote, solicit, execute, or cause to be executed, arbitrary orders, ought to be punished, and every citizen called upon, or apprehended by virtue of the law, ought immediately to obey, and renders himself culpable by resistance.

VIII. The law ought to impose no other penalties but such as are absolutely and evidently necessary; and no one ought to be punished, but in virtue of a law promulgated before the offence, and legally applied.

IX. Every man being presumed innocent till he has been convicted, whenever his detention becomes indispensable, all rigour to him, more than is necessary to secure his person, ought to be provided against by the law.

X. No man ought to be molested on account of his opinions, not even on account of his *religious* opinions, provided his avowal of them does not disturb the public order established by law.

XI. The unrestrained communication of thoughts and opinions being one of the most precious rights of man, every citizen may speak, write, and publish freely, provided he is responsible for the abuse of this liberty, in cases determined by law.

XII. A public force being necessary to give security to the rights of men and of citizens, that force is instituted for the benefit of the community and not for the particular benefit of the persons to whom it is intrusted.

XIII. A common contribution being necessary for the support of the public force, and for defraying the other expenses of government, it ought to be divided equally among the members of the community, according to their abilities.

XIV. Every citizen has a right, either by himself or his representative, to a free voice in determining the necessity of public contributions, the appropriation of them, and their account, mode of assessment, and duration.

XV. Every community has had a right to demand of all its agents an account of their conduct.

XVI. Every community in which a separation of powers and a security of rights is not provided for, wants a constitution.

XVII. The right to property being inviolable and sacred, no one ought to be deprived of it, except in cases of evident public necessity, legally ascertained, and on condition of a previous just indemnity.

As taken from: <https://www.college.columbia.edu/core/students/cc/settexts/nafman89.pdf>

The Rights of Women

Olympe de Gouges 1791

Man, are you capable of being just? It is a woman who poses the question; you will not deprive her of that right at least. Tell me, what gives you sovereign empire to oppress my sex? Your strength? Your talents? Observe the Creator in his wisdom; survey in all her grandeur that nature with whom you seem to want to be in harmony, and give me, if you dare, an example of this tyrannical empire. Go back to animals, consult the elements, study plants, finally glance at all the modifications of organic matter, and surrender to the evidence when I offer you the means; search, probe, and distinguish, if you can, the sexes in the administration of nature. Everywhere you will find them mingled; everywhere they cooperate in harmonious togetherness in this immortal masterpiece.

Man alone has raised his exceptional circumstances to a principle. Bizarre, blind, bloated with science and degenerated - in a century of enlightenment and wisdom - into the crassest ignorance, he wants to command as a despot a sex which is in full possession of its intellectual faculties; he pretends to enjoy the Revolution and to claim his rights to equality in order to say nothing more about it

Declaration of the Rights of Woman and the Female Citizen

Mothers, daughters, sisters [and] representatives of the nation demand to be constituted into a national assembly. Believing that ignorance, omission, or scorn for the rights of woman are the only causes of public misfortunes and of the corruption of governments, [the women] have resolved to set forth in a solemn declaration the natural, inalienable, and sacred rights of woman in order that this declaration, constantly exposed before all the members of the society, will ceaselessly remind them of their rights and duties; in order that the authoritative acts of women and the authoritative acts of men may be at any moment compared with and respectful of the purpose of all political institutions; and in order that citizens' demands, henceforth based on simple and incontestable principles, will always support the constitution, good morals, and the happiness of all. Consequently, the sex that is as superior in beauty as it is in courage during the suffering of maternity recognized and declares in the presence and under the auspices of the Supreme Being, the following Rights of Woman and of Female Citizens.

Article 1

Woman is born free and lives equal to man in her rights. Social distinctions can be based only on the common utility.

Article 2

The purpose of any political association is the conservation of the natural and imprescriptible rights of woman and man; these rights are liberty, property, security, and especially resistance to oppression.

Article 3

The principle of all sovereignty rests essentially with the nation, which is nothing but

the union of woman and man; no body and no individual can exercise any authority which does not come expressly from it [the nation].

Article 4

Liberty and justice consist of restoring all that belongs to others; thus, the only limits on the exercise of the natural rights of woman are perpetual male tyranny; these limits are to be reformed by the laws of nature and reason.

Article 5

Laws of nature and reason proscribe all acts harmful to society; everything which is not prohibited by these wise and divine laws cannot be prevented, and no one can be constrained to do what they do not command.

Article 6

The laws must be the expression of the general will; all female and male citizens must contribute either personally or through their representatives to its formation; it must be the same for all: male and female citizens, being equal in the eyes of the law, must be equally admitted to all honors, positions, and public employment according to their capacity and without other distinctions besides those of their virtues and talents.

Article 7

No woman is an exception: she is accused, arrested, and detained in cases determined by law. Women, like men, obey this rigorous law.

Article 8

The law must establish only those penalties that are strictly and obviously necessary, and no one can be punished except by virtue of a law established and promulgated prior to the crime and legally applicable to women.

Article 9

Once any woman is declared guilty, complete rigor is [to be] exercised by the law.

Article 10

No one is to be disquieted for his very basic opinions; woman has the right to mount the scaffold; she must equally have the right to mount the rostrum, provided that her demonstrations do not disturb the legally established public order.

Article 11

The free communication of thoughts and opinions is one of the most precious rights of woman, since the liberty assures the recognition of children by their fathers. Any female citizen thus may say freely, I am the mother of a child which belongs to you, without being forced by a barbarous prejudice to hide the truth; [an exception may be made] to respond to the abuse of this liberty in cases determined by the law.

Article 12

The guarantee of the rights of woman and the female citizen implies a major benefit; this guarantee must be instituted for the advantage of all, and not for the particular benefit of those to whom it is entrusted.

Article 13

For the support of the public force and the expenses of administration, the contributions of woman and man are equal; she share all the duties [corvees] and all the painful tasks; therefore, she must have the same share in the distribution of positions, employments, offices, honors and jobs [industrie].

Article 14

Female and male citizens have the right to verify, either by themselves or through their representatives, the necessity of the public contribution. This can only apply to women if they are granted an equal share, not only of wealth, but also of public administration, and in the determination of the proportion, the base, the collection, and the duration of the tax.

Article 15

The collectivity of women, joined for tax purposed to the aggregate of men, has the right to demand an accounting of his administration from any public agent.

Article 16

No society has a constitution without the guarantee of the rights and the separation of powers; the constitution is null if the majority of individuals comprising the nation have not cooperated in drafting it.

Article 17

Property belongs to both sexes whether united or separate; for each it is an inviolable and sacred right; no on can be deprived of it, since it is the true patrimony of nature, unless the legally determined public need obviously dictates it, and then only with a just and prior indemnity.

Postscript

Woman, wake up; the tocsin of reason is being heard throughout the whole universe; discover your rights. The powerful empire of nature is no longer surrounded by prejudice, fanaticism, superstition, and lies. The flame of truth has dispersed all the clouds of folly and usurpation. Enslaved man has multiplied his strength and needs recourse to yours to break his chains. Having become free, he has become unjust to his companion. Oh, women, women! When will you cease to be blind? What advantage have you received from the Revolution? A more pronounced scorn, a more marked disdain. In the centuries of corruption you ruled only over the weakness of men. The reclamation of your patrimony, based on the wise decrees of nature - what have you to dread from such a fine undertaking? The bon mot of the legislator of the marriage of Cana? Do you fear that our French legislators, correctors of that morality, long ensnared by political practices now out of date, will only say again to you: women, what is there in common between you

and us? Everything, you will have to answer. If they persist in their weakness in putting this non sequitur in contradiction to their principles, courageously oppose the force of reason to the empty pretensions of superiority; unite yourselves beneath the standards of philosophy; deploy all the energy of your character, and you will soon see these haughty men, not groveling at your feet as servile adorers, but proud to share with you the treasures of the Supreme Being. Regardless of what barriers confront you, it is in your power to free yourselves; you have only to want to. Let us pass not to the shocking tableau of what you have been in society; and since national education is in question at this moment, let us see whether our wise legislators will think judiciously about the education of women.

Women have done more harm than good. Constraint and dissimulation have been their lot. What force has robbed them of, ruse returned to them; they had recourse to all the resources of their charms, and the most irreproachable persons did not resist them. Poison and the sword were both subject to them; they commanded in crime as in fortune. The French government, especially, depended throughout the centuries on the nocturnal administrations of women; the cabinet kept no secret from their indiscretion; ambassadorial post, command, ministry, presidency, pontificate, college of cardinals; finally, anything which characterizes the folly of men, profane and sacred, all have been subject to the cupidity and ambition of this sex, formerly contemptible and respected, and since the revolution, respectable and scorned.

In this sort of contradictory situation, what remarks could I not make! I have but a moment to make them, but this moment will fix the attention of the remotest posterity. Under the Old Regime, all was vicious, all was guilty; but could not the amelioration of conditions be perceived even in the substance of vices? A woman only had to be beautiful or amiable; when she possessed these two advantaged, she saw a hundred fortunes at her feet. If she did not profit from them, she had a bizarre character or a rare philosophy which made her scorn wealth; then she was deemed to be like a crazy woman; the most indecent made herself respected with gold; commerce in women was a kind of industry in the first class [of society], which, henceforth, will have no more credit. If it still had it, the revolution would be lost, and under the new relationships we would always be corrupted; however, reason can always be deceived [into believing] that any other road to fortune is closed to the woman whom a man buys, like the slave on the African coasts. The difference is great; that is known. The slave is commanded by the master; but if the master gives her liberty without recompense, and at an age when the slave has lost all her charms, what will become of this unfortunate woman? the victim of scorn, even the doors of charity are closed to her; she is poor and old, they say; why did she not know how to make her fortune Reason finds other examples that are even more touching. A young, inexperienced woman, seduced by a man whom she loves, will abandon her parents to follow him; the ingrate will leave her after a few years, and the older she has become with him, the more inhuman is his inconstancy; is she has children, he will likewise abandon them. If he is rich, he will consider himself excused from sharing his fortune with his noble victims. If some involvement binds him to his duties, he will deny them, trusting that the laws will support him. If he is married, any other

obligation loses its rights. Then what laws remain to extirpate vice all the way to its root? The law of dividing wealth and public administration between men and women. It can easily be seen that one who is born into a rich family gains very much from such equal sharing. But the one born into a poor family with merit and virtue - what is her lot? Poverty and opprobrium. If she does not precisely excel in music or painting, she cannot be admitted to any public function when she has all the capacity for it. I do not want to give only a sketch of things; I will go more deeply into this in the new edition of all my political writings, with notes, which I propose to give to the public in a few days.

I take up my text again on the subject of morals. Marriage is the tomb of trust and love. The married woman can with impunity give bastards to her husband, and also give them the wealth which does not belong to them. The woman who is unmarried has only one feeble right; ancient and inhuman laws refuse to her for her children the right to the name and the wealth of their father; no new laws have been made in this matter. If it is considered a paradox and an impossibility on my part to try to give my sex an honorable and just consistency, I leave it to men to attain glory for dealing with this matter; but while we wait, the way can be prepared through national education, the restoration of morals, and conjugal conventions.

Form for a Social Contract Between Man and Woman

We, _____ and _____, moved by our own will, unite ourselves for the duration of our lives, and for the duration of our mutual inclinations, under the following conditions: We intend and wish to make our wealth communal, meanwhile reserving to ourselves the right to divide it in favor of our children and of those toward whom we might have a particular inclination, mutually recognizing that our property belongs directly to our children, from whatever bed they come, and that all of them without distinction have the right to bear the name of the fathers and mothers who have acknowledged them, and we are charged to subscribe to the law which punished the renunciation of one's own blood. We likewise obligate ourselves, in case of separation, to divide our wealth and to set aside in advance the portion the law indicates for our children, and in the event of a perfect union, the one who dies will divest himself of half his property in his children's favor, and if one dies childless, the survivor will inherit by right, unless the dying person has disposed of half the common property in favor of one who he judged deserving.

That is approximately the formula for the marriage act I propose for execution. Upon reading this strange document, I see rising up against me the hypocrites, the prudes, the clergy, and the whole infernal sequence. But how is [my proposal] offers to the wise the moral means of achieving the perfection of a happy government! I am going to give in a few words the physical proof of it. The rich, childless Epicurean finds it very good to go to his poor neighbor to augment his family. When there is a law authorizing a poor man's wife to have a rich one adopt their children, the bonds of society will be strengthened and morals will be purer. This law will perhaps save the community's wealth and hold back the disorder which drives so many victims to the almshouses of shame, to a low station, and into degenerate human principles where nature has groaned for so long. May the

detractors of wise philosophy then cease to cry out against primitive morals, or may they lose their point in the source of their citations.

Moreover, I would like a law which would assist widows and young girls deceived by the false promises of a man to whom they were attached; I would like, I say, this law to force an inconstant man to hold to his obligation or at least [to pay] an indemnity equal to his wealth. Again, I would like this law to be rigorous against women, at least those who have the effrontery to have recourse to a law which they themselves had violated by their misconduct, if proof of that were given. At the same time, as I showed in *Le Bonheur primitif de l'homme*, in 1788, that prostitutes should be placed in designated quarters. It is not prostitutes who contribute most to the depravity of morals, it is the women of society. In regenerating the latter, the former are changed. This link of fraternal union will first bring disorder, but in consequence it will produce at the end a perfect harmony.

I offer a foolproof way to elevate the soul of women; it is to join them to all the activities of man; if man persists in finding this way impractical, let him share his fortune with woman, not at his caprice, but by the wisdom of laws. Prejudice falls, morals are purified, and nature regains all her rights. Add to this the marriage of priests and the strengthening of the king on his throne, and the French government cannot fail.

It would be very necessary to say a few words on the troubles which are said to be caused by the decree in favor of colored men in our islands. There is where nature shudders with horror; there is where reason and humanity have still not touched callous souls; there, especially, is where division and discord stir up their inhabitants. It is not difficult to divine the instigators of these incendiary fermentations; they are even in the midst of the National Assembly; they ignite the fire in Europe which must inflame America. Colonists make a claim to reign as despots over the men whose fathers and brothers they are; and, disowning the rights of nature, they trace the source of [their rule] to the scantiest tint of their blood. These inhuman colonists say: our blood flows in their veins, but we will shed it all if necessary to glut our greed or our blind ambition. It is in these places nearest to nature where the father scorns the son; deaf to the cries of blood, they stifle all its attraction; what can be hoped from the resistance opposed to them? To constrain [blood] violently is to render it terrible; to leave [blood] still enchained is to direct all calamities towards America. A divine hand seems to spread liberty abroad throughout the realms of man; only the law has the right to curb this liberty if it degenerates into license, but it must be equal for all; liberty must hold the National Assembly to its decree dictated by prudence and justice. May it act the same way for the state of France and render her as attentive to new abuses as she was to the ancient ones which each day become more dreadful. My opinion would be to reconcile the executive and legislative power, for it seems to me that the one is everything and the other is nothing - whence comes, unfortunately perhaps, the loss of the French Empire. I think that these two powers, like man and woman, should be united but equal in force and virtue to make a good household. . . .

taken from *Women in Revolutionary Paris 1789-1795: Selected Documents Translated with notes and Commentary* by Daline Gay Levy, Harriet Branson Applewhite, Mary Durham Johnson, University of Illinois, Urbana, 1979, pages 87-96

As found on: <http://www.pinn.net/~sunshine/book-sum/gouges.htm> Some words may appear to be misspelled, this is due to the translation process. The document was taken from the above website and spelling was not altered.

Example Lesson Plan 2: WWII

The Following lesson could be completed in conjunction with WWII. The resources provided focus on the role of women during WWII. It provides an opportunity to analyze the role of women in Great Britain as well as observe women within the United States.

- Step One: Read the document, “Women in WWII” in which the information was retrieved from the History Learning Site, which can be found at: http://www.historylearningsite.co.uk/women_WW2.htm. This document focuses on British Women during WWII. As a class, discuss what it was women did in Britain to support the War effort and why it was that vital to the country’s success.
- Step Two: Distribute the Handout, Women War, and Opportunity. This is a brief introductory reading to the upcoming assignment. It can be located through the Library of Congress at the website: <http://www.loc.gov/exhibits/wcf/>
- Step Three: Break students into three rows of pairs. With their partner they will have five minutes to read about each American Women document. Each packet provides a brief biography of the woman and pictures of her and her work. They will fill out the chart provided them as they complete this assignment.
- Step Four: Conclude with a discussion and then have them write a diary entry pretending to be a civilian during WWII. They have to take on the role of being a woman who served or a male who was related to a woman who served. They should talk about their experiences and why their participation was significant to WWII and Women’s History. They can use their note charts for information to include within their diary entry.
- Step Five: Oral History Extension. Have students go into the community and their families and find a woman who remembers her experience during WWII. Have them interview them and bring back that back to share with the entire class.

Source: History Learning Site

http://www.historylearningsite.co.uk/women_WW2.htm.

This document has been altered slightly, due to formatting issues. Most spelling was left as it was directly from the website.

Women in World War Two

As in World War One, women played a vital part in many countries success in World War Two. But, as with World War One, women at the end of World War Two, found that the advances they had made were greatly reduced when the soldiers returned from fighting abroad.

At the end of World War Two, those women who had found alternate employment from the normal for women, lost their jobs. The returning soldiers had to be found jobs and many wanted society to return to normal. Therefore by 1939, many young girls found employment in domestic service - 2 million of them, just as had happened in 1914. Wages were still only 25p a week.

When women found employment in the Civil Service, in teaching and in medicine they had to leave when they got married.

However, between the wars, they had got full voting equality with men when in 1928 a law was passed which stated that any person over the age of 21 could vote - male and female.

The war once again gave women the opportunity to show what they could do.

Evacuation:

Young mothers with young children were evacuated from the cities considered to be in danger. In all, 3.5 million children were evacuated though many went with a teacher. As young children were normally taught by females, many of those who went with the children were women. The fact that women were seen to be the people who taught the youngest was something that had been going on for years.

The Women's Land Army:

As in World War One, women were called on to help on the land and the Women's Land Army (WLA) was re-formed in July 1939. Their work was vital as so many men were being called up into the military.



WLA Service dress

In August 1940, only 7,000 women had joined but with the crisis caused by Hitler's U-boats, a huge drive went on from this date on to get more women working on the land. Even Churchill feared that the chaos caused by the U-boats to our supplies from America would starve out Britain.

The government tried to make out that the work of the WLA was glamorous and adverts showed it as this. In fact, the work was hard and young women usually worked in isolated communities. Many lived in years old farm workers cottages without running water, electricity or gas. Winter, in particular, could be hard especially as the women had to break up the soil by hand ready for sowing. However, many of the women ate well as there was a plentiful supply of wild animals in the countryside - rabbit, hares, pheasant and partridges. They were paid 32 shillings a week - about £1.60.



In 1943, the shortage of women in the factories and on land led to the government stopping women joining the armed forces. They were given a choice of either working on the land or in factories. Those who worked on land did a very valuable job for the British people.

Factory Work:

Many women decided that they would work in a factory. They worked in all manner of production ranging from making ammunition to uniforms to aeroplanes. The hours they worked were long and some women had to move to where the factories were. Those who moved away were paid more.

Skilled women could earn £2.15 a week. To them this must have seemed a lot. But men doing the same work were paid more. In fact, it was not unknown for unskilled men to get more money than skilled female workers. This clearly was not acceptable and in 1943, women at the Rolls Royce factory in Glasgow went on strike. This was seen as being highly unpatriotic in time of war and when the female strikers went on a street demonstration in Glasgow, they were pelted with eggs and tomatoes (presumably rotten and inedible as rationing was still in) but the protesters soon stopped when they found out how little the women were being paid. The women had a part-victory as they returned to work on the pay of a male semi-skilled worker - not the level of a male skilled worker but better than before the strike.

The Women's Voluntary Service (WVS):

During the Blitz on London women in voluntary organizations did a very important job. The Women's Voluntary Service provided fire fighters with tea and refreshments when the clear-up took place after a bombing raid. The WVS had one million members by 1943. Most were quite elderly as the younger women were in the factories or working on farms and were too exhausted to do extra work once they had finished their shift. The WVS also provided tea and refreshments for those who sheltered in the Underground in London. Basically, the WVS did whatever was needed. In Portsmouth, they collected enough scrap metal to fill four railway carriages.....in just one month. They also looked after people who had lost their homes from Germans bombing - the support they provided for these shocked people who had lost everything was incalculable. When the

WVS were not on call, they knitted socks, balaclavas etc. for service men. Some WVS groups adopted a sailor to provide him with warm knitted clothing.



The Auxiliary Territorial Service:

In the military, all three services were open for women to join - the army, air force and navy. Women were also appointed as air raid wardens.

In the army, women joined the Auxiliary Territorial Service (ATS). Like soldiers, they wore a khaki uniform. The recruiting posters were glamorous - some were considered too glamorous by Winston Churchill - and many young ladies joined the ATS because they believed they would lead a life of glamour. They were to be disappointed. Members of the ATS did not get the glamour jobs - they acted as drivers, worked in mess halls where many had to peel potatoes, acted as cleaners and they worked on anti-aircraft guns. But an order by Winston Churchill forbade ATS ladies from actually firing an AA gun as he felt that they would not be able to cope with the knowledge that they might have shot down and killed young German men. His attitude was odd as ATS ladies were allowed to track a plane, fuse the shells and be there when the firing cord was pulled.....By July 1942, the ATS had 217,000 women in it. As the war dragged on, women in the ATS were allowed to do more exciting jobs such as become welders (unheard of in 'civvie' street), carpenters, electricians etc.



The Women's Auxiliary Air Force:

Women who joined the Royal Air Force were in the Women's Auxiliary Air Force (WAAF). They did the same as the ATS (cooking, clerical work etc) but the opportunities were there for slightly more exciting work. Some got to work on Spitfires. Others were used in the new radar stations used to track incoming enemy bomber formations. These radar sites were usually the first target for Stuka dive-bombers so a post in one of these radar stations could be very dangerous. However, the women in these units were to be the early warning ears and eyes of the RAF during the Battle of Britain. For all of this, women were not allowed to train to be pilots of war planes. Some were members of the Air Transport Auxiliary (ATA) which flew RAF planes from a factory to a fighter squadron's base. There were 120 women in this unit out of 820 pilots in total. The women had fewer crashes than male pilots but they were not welcome as the editor of the magazine "Aeroplane" made clear: they (women ATA) "do not have the intelligence to scrub the floor of a hospital properly." He, C.G. Grey, claimed that they were a "menace" when flying.

Secret Agents:

Women were also used as secret agents. They were members of SOE (Special Operations Executive) and were usually parachuted into occupied France or landed in special Lysander planes. Their work was exceptionally dangerous as just one slip could lead to capture, torture and death. Their work was to find out all that they could to support the Allies for the planned landings in Normandy in June 1944. The most famous female SOE members were Violette Szabo and Odette Churchill. Both were awarded the George Cross for the work they did - the George Cross is the highest bravery award that a civilian can get. Both were captured and tortured. Violette Szabo was murdered by the Gestapo while Odette Churchill survived the war.

Entertainment:

Women were also extremely important in entertainment. The two most famous female entertainers of the war were Vera Lynn (now Dame Vera Lynn) and Gracie Fields. Vera Lynn's singing ("There'll be blue birds over the White Cliffs of Dover" and "We'll meet again, don't know where, don't know when") brought great happiness to many in Britain. She was known as the "Forces Sweetheart". Gracie Fields was another favourite with the forces.

1945:

The war in Europe ended in May 1945. At this time there were 460,000 women in the military and over 6.5 million in civilian war work. Without their contribution, our war effort would have been severely weakened and it is probable that we would not have been able to fight to our greatest might without the input from women. Ironically, in Nazi Germany, Hitler had forbidden German women to work in German weapons factories as he felt that a woman's place was at home. His most senior industry advisor, Albert Speer, pleaded with Hitler to let him use German female workers but right up to the end, Hitler refused. Hitler was happy for captured foreign women to work as slaves in his war factories but not German. Many of these slave workers, male and female, deliberately sabotaged the work that they did - so in their own way they helped the war effort of the Allies.

WAR, WOMEN, AND OPPORTUNITY

World War II opened a new chapter in the lives of Depression-weary Americans. As husbands and fathers, sons and brothers shipped out to fight in Europe and the Pacific, millions of women marched into factories, offices, and military bases to work in paying jobs and in roles reserved for men in peacetime.

For female journalists, World War II offered new professional opportunities. Talented and determined, dozens of women fought for--and won--the right to cover the biggest story of their lives. By war's end, at least 127 American women had secured official military accreditation as war correspondents, if not actual front-line assignments. Other women journalists remained on the home front to document the ways in which the country changed dramatically under wartime conditions.

Women Come to the Front: Journalists, Photographers and Broadcasters of World War II spotlights eight women who succeeded in "coming to the front" during the war--Therese Bonney, Toni Frissell, Marvin Breckinridge Patterson, Clare Boothe Luce, Janet Flanner, Esther Bublely, Dorothea Lange, and May Craig. Their stories--drawn from private papers and photographs primarily in Library of Congress collections--open a window on a generation of women who changed American society forever by securing a place for themselves in the workplace, in the newsroom, and on the battlefield.

Two Centuries of American Women Journalists

The women journalists, photographers, and broadcasters of World War II followed two centuries of trailblazers. During the 1700s, Mary Katherine Goddard, Anne Royall, and other women ran family printing and newspaper businesses along the East Coast. By the late 1800s, the growth of higher education for women had spawned a new market--and jobs--for writers of "women's news."

At the turn of the twentieth century, the woman's suffrage movement opened opportunities for female reporters to cut their teeth on national politics under the guise of women's news. However, female reporters often worked without permanent office space, salaries, or access to the social clubs and backrooms where men conducted business. In response, women began their own professional associations, such as the Women's National Press Club, founded on September 27, 1919, by a group of Washington newswomen. The organization eventually merged with the National Press Club after it admitted women in 1971.

When the Great Depression threatened the tenuous foothold of women on newspaper staffs, Eleanor Roosevelt instituted a weekly women-only press conference to force news organizations to employ at least one female reporter. During World War II, many of the newswomen in the First Lady's circle served as war correspondents.

Those who did get to the war front followed a path begun a century earlier by pioneers such as Margaret Fuller (the *New York Herald Tribune's* European correspondent in the 1840s), Jane Swisshelm (Civil War), Anna Benjamin (Spanish-American War), and Dorothy Thompson (overseas correspondent in the 1930s), among others. One of the most important predecessors was Peggy Hull, who on September 17, 1918, won accreditation from the War Department to become the first official American female war correspondent and who went on to serve as a correspondent during World War II.

Whatever route led them to the hospitals, battlefields, and concentration camps, female reporters found that the war offered an unanticipated opportunity. Political-reporter-turned-war correspondent May Craig best summed up their achievements in a 1944

speech at the Women's National Press Club: "The war has given women a chance to show what they can do in the news world, and they have done well."

Theresa Bonney

War's mindless uprooting of innocent civilians provided the principal subject for photographer Therese Bonney (1894-1978) during World War II. Bonney's images of homeless children and adults on the backroads of Europe touched millions of viewers in the United States and abroad.

Educated at Berkeley, Harvard, Columbia, and the Sorbonne, Bonney settled in Paris in 1919 to pursue photography and promote cultural exchange between France and the United States. The outbreak of World War II appalled Bonney, who believed the conflict threatened European civilization itself. Of her "truth raids" into the countryside to document the horror of war, Bonney said: "I go forth alone, try to get the truth and then bring it back and try to make others face it and do something about it."

Not content with publishing solely in mass-circulation newspapers and magazines, Bonney sought other opportunities to present her work. She published the photo-essay books *War Comes to the People* (1940) and *Europe's Children* (1943) and mounted one-woman shows at the Library of Congress, the Museum of Modern Art, and dozens of museums overseas. Bonney's concept for a film about children displaced by war became the Academy Award-winning movie, *The Search* (1948). A media star herself, Bonney was the heroine of a wartime comic book, "Photofighter."

WASHINGTON POST ROTOGRAVURE SECTION, DECEMBER 8, 1940

How Peace Came to Finland

THIS IS THE PICTURE STORY, as told by the camera of Theres Bonney, of peace coming to Finland. It is a chapter from her photographic exhibit entitled "To Whom the War Was Done," which is now on display at the Library of Congress here and at the Museum of Modern Art in New York.

Miss Bonney was the only woman war photographer on the Finnish and French fronts. Photograph at left shows her on the day Gen. Mannerheim decorated her with the "White Rose of Finland." She hopes to be back in Europe before Christmas, continuing her picture history of war's effects on human beings.

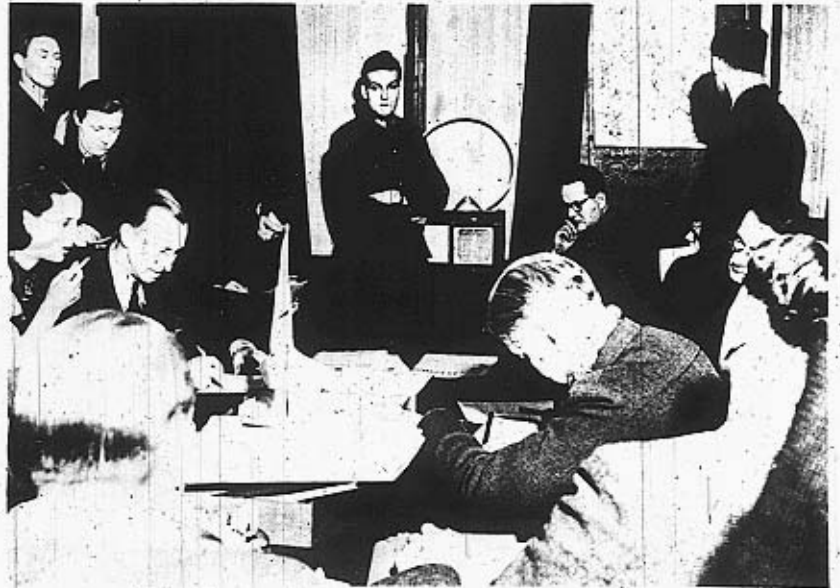


ON MARCH 13

GEN. MANNERHEIM, commander in chief of the Finnish army, emphasized the necessity for laying down arms. Some of his staff, receiving their first news of the peace, are pictured listening above. Newspapersmen gathered at Hotel Kamp in Helsinki from "four corners of the earth" hit their lips as they take notes below. At right, a Finnish lad reads the "peace extra."



THE NEXT DAY



ON MARCH 14

PRESIDENT KAARLO (left above) talked to his people—who listened with stunned expressions (left). The Army was exhausted and the country went into mourning (above and right).



Toni Frissell

Remembered today principally for her high-fashion photography for *Vogue* and *Harper's Bazaar*, Toni Frissell (1907-1988) volunteered her photographic services to the American Red Cross, Women's Army Corps, and Eighth Army Air Force during WWII. On their behalf, she produced thousands of images of nurses, front-line soldiers, WACs, African-American airmen, and orphaned children.

Frissell's leap from fashion photography into war reportage echoed the desires of earlier generations of newswomen to move from "soft news" of fashion and society pages into the "hard news" of the front page. On volunteering for the American Red Cross in 1941, Frissell said: "I became so frustrated with fashions that I wanted to prove to myself that I could do a real reporting job." Using her connections with high-profile society matrons, Frissell aggressively pursued wartime assignments at home and abroad, often over her family's objections.

Frissell's work usually involved creating images to support the publicity objectives of her subjects. Her photographs of WACs in training and under review by President Franklin Roosevelt fit into a media campaign devised to counter negative public perception of women in uniform. Likewise, Frissell's images of the African American fighter pilots of the elite 332nd Fighter Group were intended to encourage positive public attitudes about the fitness of blacks to handle demanding military jobs.





Clare Boothe Luce

Talented, wealthy, beautiful, and controversial, Clare Boothe Luce (1903-1987) is best remembered as a congresswoman (1942-1946), ambassador, playwright, socialite, and spouse of magazine magnate Henry R. Luce of *Time-Life-Fortune*. Less familiar is Luce's wartime journalism, which included a book, *Europe in the Spring* (1940) and many on-location articles for *Life*.

Though she covered a wide range of World War II battlefronts, Luce considered her war reportage merely "time off" from her true vocation as playwright. Nonetheless, Luce endured the discomforts, frustrations, and dangers encountered by even the most seasoned war correspondent. Besides experiencing bombing raids in Europe and the Far East, she faced house arrest in Trinidad by British Customs when a draft *Life* article about poor military preparedness in Libya proved too accurate for Allied comfort. Luce's unsettling observations led longtime friend Winston Churchill to revamp Middle Eastern military policy.

Luce's initial encounter with the war in 1940 produced *Europe in the Spring*, her first non-fiction book. Anxious to convince fellow Americans of the dangers of isolationism, Luce wrote a vivid, anecdotal account of her four-month visit to "a world where men have decided to die together because they are unable to find a way to live together."





Janet Flanner

Perennial columnist for *The New Yorker* magazine, Janet Flanner (1892-1978) produced trenchant commentary on European politics and culture. In her mid twenties, Flanner left the United States for Paris, quickly becoming part of the group of American writers and artists who lived in the city between the world wars. In October 1925 Flanner published her first "Letter from Paris" in the then brand-new magazine, *The New Yorker*, launching a professional association destined to last for five decades.

Flanner's work during World War II included not only her famous "Letter from Paris" (disrupted for a period) and seminal pieces on Hitler's rise (1936) and the Nuremburg trials (1945), but a series of little-known weekly radio broadcasts for the NBC Blue Network during the months following the liberation of Paris in late 1944.

Like fellow American expatriate Therese Bonney, Indiana-born Flanner was deeply disturbed by the war's implications for the future of European civilization. In both her private correspondence and *New Yorker* column, Flanner often expressed concern over the long-term damage to Europe, noting with despair that "with the material destruction collapsed invisible things that lived within it. . . ."

A master of the printed word, Flanner was less in her element when she crossed the line into broadcast journalism. The need to pursue stories aggressively to justify precious airtime was unsettling to a writer accustomed to mulling over the "big picture." The ten-minute weekly broadcasts from locations throughout Europe filled Flanner with such anxiety that she relinquished her radio assignment with relief at the end of the war.



THE GENERATION THAT KNOWS NOTHING ELSE



They are the best German girls of their age, and they are the best German girls of their age. They are the best German girls of their age. They are the best German girls of their age.



The government is in a hurry to get the girls to work for the party, and to work for the party.

any day as from Hitler's impassioned words and Germany will dominate the globe for the next thousand years, but what a 1934 school girl would think of that is another matter. In the German girl's mind, the world has been divided into two parts: the part that is Germany and the part that is the rest of the world.

They are the best German girls of their age, and they are the best German girls of their age. They are the best German girls of their age. They are the best German girls of their age.

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German girls live their lives on the impassioned theory that Germany will dominate the globe

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Janet Hansen



They are the best German girls of their age, and they are the best German girls of their age. They are the best German girls of their age.

Esther Bubley

Military and political events overseas were not the only subjects reporters and photographers covered during World War II. Photographer Esther Bubley (b. 1921) found ample subject matter to explore on the American homefront as the nation mobilized for war.

Twenty-year-old Bubley arrived in Washington, D.C., in 1941, fresh from art school and a short stint with *Vogue* and eager to earn a living with her camera. Although she soon found work as a lab technician at the National Archives, Bubley's ambition was to work for Roy Stryker. Stryker, head of the documentary photography project of the Historical Section, Farm Security Administration (FSA) Documentary Photo project from 1935 to 1943, was an outstanding mentor and teacher, who attracted young photographers to work for him.

During her off-hours, Bubley set out to prove her camera skills by snapping wartime subjects around the nation's capital. Her unvarnished images of life in the city's boarding houses for war workers impressed Stryker enough to recruit the aspiring photographer into the Office of War Information (OWI), where the Historical Section had been relocated.

OWI sent Bubley on at least one cross-country bus trip, during which she produced hundreds of images of a country in transition from the doldrums of the Great Depression to the fevered pace of war. Unlike many of her colleagues, however, Bubley was not drawn to the awesome industrial complex spawned by the war, preferring instead to focus on average Americans. "Put me down with people, and it's just overwhelming," Bubley said of her focus on the human dimension of mobilization.









Dorothea Lange

Like Esther Bubley, Dorothea Lange (1895-1965) documented the change on the homefront, especially among ethnic groups and workers uprooted by the war. Three months after Pearl Harbor, President Franklin Roosevelt ordered the relocation of Japanese-Americans into armed camps in the West. Soon after, the War Relocation Authority hired Lange to photograph Japanese neighborhoods, processing centers, and camp facilities.

Lange's earlier work documenting displaced farm families and migrant workers during the Great Depression did not prepare her for the disturbing racial and civil rights issues raised by the Japanese internment. Lange quickly found herself at odds with her employer and her subjects' persecutors, the United States government.

To capture the spirit of the camps, Lange created images that frequently juxtapose signs of human courage and dignity with physical evidence of the indignities of incarceration. Not surprisingly, many of Lange's photographs were censored by the federal government, itself conflicted by the existence of the camps.

The true impact of Lange's work was not felt until 1972, when the Whitney Museum incorporated twenty-seven of her photographs into *Executive Order 9066*, an exhibit about the Japanese internment. *New York Times* critic A.D. Coleman called Lange's photographs "documents of such a high order that they convey the feelings of the victims as well as the facts of the crime."



**Where a fellow can start on the home team
and wind up in the big league. Where there
is always room at the top for the fellow who
has it on the ball * *This is your America!***

... Keep it Free!







May Craig

A Southerner who made a career working for the Maine-based Gannett newspaper chain, Washington correspondent Elisabeth May Adams Craig (1889-1975) covered World War II with the same keen eye and sharp tongue that informed her daily "Inside in Washington" column for nearly fifty years. When not anchored in the nation's capital, Craig provided her Maine readership with eyewitness accounts of V-bomb raids in London, the Normandy campaign, the liberation of Paris, and other events. Craig's devotion to the news business extended to leadership roles in the Women's National Press Club and Eleanor Roosevelt's Press Conference Association, two organizations founded to promote female journalists. The former suffragist also spearheaded countless initiatives to raise the professional status of female news correspondents in the corridors of official power and the capital press corps. Although Craig herself singlehandedly overturned more than one military rule designed to keep women out of planes and off of ships, even she could not always convince male officials that women could "rough" it if required. Late in her career Craig noted wryly that "Bloody Mary of England once said that when she died they would find 'Calais' graven on her heart" (a reference to a key French outpost lost during Mary's reign). "When I die, there will be the word 'facilities,' so often it has been used to prevent me from doing what men reporters could do."





WOMEN WHO SERVED

THE WOMEN'S AUXILIARY FERRYING SQUADRON (WAFS/WASP)

Although women were not allowed to participate in battle, they did serve in so-called "noncombat" missions. These missions often proved to be extremely dangerous.

The Women's Auxiliary Ferrying Squadron (WAFS/WASP)

In September 1942, the Army Air Force (AAF) created the Women's Auxiliary Ferrying Squadron (WAFS) and appointed Nancy H. Love its commander. Love recruited highly skilled and experienced female pilots who were sent on noncombat missions ferrying planes between factories and AAF installations. While WAFS was being organized, the Army Air Force appointed Jacqueline Cochran as Director of Women's Flying Training. Cochran's school, which eventually moved to Avenger Field in Sweetwater, TX, trained 232 women before it ceased operations. Eventually, over 1000 women completed flight training. As the ranks of women pilots serving the AAF swelled, the value of their contribution began to be recognized, and the Air Force took steps to militarize them. As a first step the Air Force renamed their unit from WAFS to Women Airforce Service Pilots (WASP).



Pilots like Betty Bachman, Ann Criswell, and Betty Jo Streff were considered Civil Service employees of the AAF WAFS/WASP.



Barbara Erickson became the first WASP to receive the Air Medal for Meritorious Achievement as a Pilot. Erickson received her medal for completing four 2,000 mile deliveries of three different types of aircraft in slightly more than 5 days of actual flying.

Although not allowed to fly combat missions, WAFS/WASP pilots served grueling, often dangerous, tours of duty. Ferrying and towing were risky activities, and some WAFS/WASP pilots suffered injuries and were [killed in the course of duty](#). In 1977, after much lobbying of Congress, the WASP finally achieved military active duty status for their service.

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Appendix A: Further Resources

Below a variety of both print and internet material are provided. An outline of course material can become even more useful when resources to build curriculum are readily available.

Greece and Rome

Women In Roman Law and Society

Gardner J. Indiana University Press, Indianapolis and Bloomington 1983

Roman Women

Fraschiotti, A. Roman Women translated by Linda Lappin University of Chicago Press Chicago & London 2001.

Women's Life in Greece and Rome A source Bok

Lefkowitz M and Fant M. Johns Hopkins Un. Press Baltimore 1982

Enlightenment

The Eighteenth Century Women

Bernier Olivier Doubleday & company Inc garden City NY published in association w/ the metropolitan Museum of Art 1982

Mary Wollstonecraft: A Biography Flexener E. Coward, McCann, & Greghegan Inc. New York 1972

Totalitarianism

Women Under Communism

Jancar B John Hopkins University Press Baltimore 1978

How Fascism Ruled Women Italy 1922 – 1945 De Grazia, V University of California Press Berkley 1992

Modern Studies

A Century of Women: The Most Influential Events in Twentieth-Century

Women's History Felder, D Carol Publishing Group 1999

Women In World History : A Biographical Encyclopedia Editor Anne Commire

AssEd Deborah Klezmer Vol 1-17 Yorkin Publication Gale Group Detroit NY SF LON BOS Woodbridge 1999

Appendix B: California World History 10th Grade State Standards

10.1

Students relate the moral and ethical principles in ancient Greek and Roman philosophy, in Judaism, and in Christianity to the development of Western political thought.

10.1.1

Analyze the similarities and differences in Judeo-Christian and Greco-Roman views of law, reason and faith, and duties of the individual.

10.1.2

Trace the development of the Western political ideas of the rule of law and illegitimacy of tyranny, using selections from Plato's Republic and Aristotle's Politics.

10.1.3

Consider the influence of the U.S. Constitution on political systems in the contemporary world.

10.2

Students compare and contrast the Glorious Revolution of England, the American Revolution, and the French Revolution and their enduring effects worldwide on the political expectations for self-government and individual liberty.

10.2.1

Compare the major ideas of philosophers and their effects on the democratic revolutions in England, the United States, France, and Latin America (e.g., John Locke, Charles-Louis Montesquieu, Jean-Jacques Rousseau, Simon Bolivar, Thomas Jefferson, James Madison).

10.2.2

List the principles of the Magna Carta, the English Bill of Rights (1689), the American Declaration of Independence (1776), the French Declaration of the Rights of Man and the Citizen (1789), and the U.S. Bill of Rights (1791).

10.2.3

Understand the unique character of the American Revolution, its spread to other parts of the world, and its continuing significance to other nations.

10.2.4

Explain how the ideology of the French Revolution led France to develop from constitutional monarchy to democratic despotism to the Napoleonic Empire.

10.2.5

Discuss how nationalism spread across Europe with Napoleon but was repressed for a generation under the Congress of Vienna and Concert of Europe until the Revolutions of 1848.

10.3

Students analyze the effects of the Industrial Revolution in England, France, Germany, Japan, and the United States.

10.3.1

Analyze why England was the first country to industrialize.

10.3.2

Examine how scientific and technological changes and new forms of energy brought about massive social, economic, and cultural change (e.g., the inventions and discoveries of James Watt, Eli Whitney, Henry Bessemer, Louis Pasteur, Thomas Edison).

10.3.3

Describe the growth of population, rural to urban migration, and growth of cities associated with the Industrial Revolution.

10.3.4

Trace the evolution of work and labor, including the demise of the slave trade and the effects of immigration, mining and manufacturing, division of labor, and the union movement.

10.3.5

Understand the connections among natural resources, entrepreneurship, labor, and capital in an industrial economy.

10.3.6

Analyze the emergence of capitalism as a dominant economic pattern and the responses to it, including Utopianism, Social Democracy, Socialism, and Communism.

10.3.7

Describe the emergence of Romanticism in art and literature (e.g., the poetry of William Blake and William Wordsworth), social criticism (e.g., the novels of Charles Dickens), and the move away from Classicism in Europe.

10.4

Students analyze patterns of global change in the era of New Imperialism in at least two of the following regions or countries: Africa, Southeast Asia, China, India, Latin America, and the Philippines.

10.4.1

Describe the rise of industrial economies and their link to imperialism and colonialism (e.g., the role played by national security and strategic advantage; moral issues raised by the search for national hegemony, Social Darwinism, and the missionary impulse; material issues such as land, resources, and technology).

10.4.2

Discuss the locations of the colonial rule of such nations as England, France, Germany, Italy, Japan, the Netherlands, Russia, Spain, Portugal, and the United States.

10.4.3

Explain imperialism from the perspective of the colonizers and the colonized and the varied immediate and long-term responses by the people under colonial rule.

10.4.4

Describe the independence struggles of the colonized regions of the world, including the roles of leaders, such as Sun Yat-sen in China, and the roles of ideology and religion.

10.5

Students analyze the causes and course of the First World War.

10.5.1

Analyze the arguments for entering into war presented by leaders from all sides of the Great War and the role of political and economic rivalries, ethnic and ideological conflicts, domestic discontent and disorder, and propaganda and nationalism in mobilizing the civilian population in support of "total war."

10.5.2

Examine the principal theaters of battle, major turning points, and the importance of geographic factors in military decisions and outcomes (e.g., topography, waterways, distance, climate).

10.5.3

Explain how the Russian Revolution and the entry of the United States affected the course and outcome of the war.

10.5.4

Understand the nature of the war and its human costs (military and civilian) on all sides of the conflict, including how colonial peoples contributed to the war effort.

10.5.5

Discuss human rights violations and genocide, including the Ottoman government's actions against Armenian citizens.

10.6

Students analyze the effects of the First World War.

10.6.1

Analyze the aims and negotiating roles of world leaders, the terms and influence of the Treaty of Versailles and Woodrow Wilson's Fourteen Points, and the causes and effects of the United States' rejection of the League of Nations on world politics.

10.6.2

Describe the effects of the war and resulting peace treaties on population movement, the international economy, and shifts in the geographic and political borders of Europe and the Middle East.

10.6.3

Understand the widespread disillusionment with prewar institutions, authorities, and values that resulted in a void that was later filled by totalitarians.

10.6.4

Discuss the influence of World War I on literature, art, and intellectual life in the West (e.g., Pablo Picasso, the "lost generation" of Gertrude Stein, Ernest Hemingway).

10.7

Students analyze the rise of totalitarian governments after World War I.

10.7.1

Understand the causes and consequences of the Russian Revolution, including Lenin's use of totalitarian means to seize and maintain control (e.g., the Gulag).

10.7.2

Trace Stalin's rise to power in the Soviet Union and the connection between economic policies, political policies, the absence of a free press, and systematic violations of human rights (e.g., the Terror Famine in Ukraine).

10.7.3

Analyze the rise, aggression, and human costs of totalitarian regimes (Fascist and Communist) in Germany, Italy, and the Soviet Union, noting especially their common and dissimilar traits.

10.8

Students analyze the causes and consequences of World War II.

10.8.1

Compare the German, Italian, and Japanese drives for empire in the 1930s, including the

1937 Rape of Nanking, other atrocities in China, and the Stalin-Hitler Pact of 1939.

10.8.2

Understand the role of appeasement, nonintervention (isolationism), and the domestic distractions in Europe and the United States prior to the outbreak of World War II.

10.8.3

Identify and locate the Allied and Axis powers on a map and discuss the major turning points of the war, the principal theaters of conflict, key strategic decisions, and the resulting war conferences and political resolutions, with emphasis on the importance of geographic factors.

10.8.4

Describe the political, diplomatic, and military leaders during the war (e.g., Winston Churchill, Franklin Delano Roosevelt, Emperor Hirohito, Adolf Hitler, Benito Mussolini, Joseph Stalin, Douglas MacArthur, Dwight Eisenhower).

10.8.5

Analyze the Nazi policy of pursuing racial purity, especially against the European Jews; its transformation into the Final Solution; and the Holocaust that resulted in the murder of six million Jewish civilians.

10.8.6

Discuss the human costs of the war, with particular attention to the civilian and military losses in Russia, Germany, Britain, the United States, China, and Japan.

10.9

Students analyze the international developments in the post-World War II world.

10.9.1

Compare the economic and military power shifts caused by the war, including the Yalta Pact, the development of nuclear weapons, Soviet control over Eastern European nations, and the economic recoveries of Germany and Japan.

10.9.2

Analyze the causes of the Cold War, with the free world on one side and Soviet client states on the other, including competition for influence in such places as Egypt, the Congo, Vietnam, and Chile.

10.9.3

Understand the importance of the Truman Doctrine and the Marshall Plan, which established the pattern for America's postwar policy of supplying economic and military aid to prevent the spread of Communism and the resulting economic and political competition in arenas such as Southeast Asia (i.e., the Korean War, Vietnam War), Cuba, and Africa.

10.9.4

Analyze the Chinese Civil War, the rise of Mao Tse-tung, and the subsequent political and economic upheavals in China (e.g., the Great Leap Forward, the Cultural Revolution, and the Tiananmen Square uprising).

10.9.5

Describe the uprisings in Poland (1952), Hungary (1956), and Czechoslovakia (1968) and those countries' resurgence in the 1970s and 1980s as people in Soviet satellites sought freedom from Soviet control.

10.9.6

Understand how the forces of nationalism developed in the Middle East, how the

Holocaust affected world opinion regarding the need for a Jewish state, and the significance and effects of the location and establishment of Israel on world affairs.

10.9.7

Analyze the reasons for the collapse of the Soviet Union, including the weakness of the command economy, burdens of military commitments, and growing resistance to Soviet rule by dissidents in satellite states and the non-Russian Soviet republics.

10.9.8

Discuss the establishment and work of the United Nations and the purposes and functions of the Warsaw Pact, SEATO, NATO, and the Organization of American States.

10.10

Students analyze instances of nation-building in the contemporary world in at least two of the following regions or countries: the Middle East, Africa, Mexico and other parts of Latin America, and China.

10.10.1

Understand the challenges in the regions, including their geopolitical, cultural, military, and economic significance and the international relationships in which they are involved.

10.10.2

Describe the recent history of the regions, including political divisions and systems, key leaders, religious issues, natural features, resources, and population patterns.

10.10.3

Discuss the important trends in the regions today and whether they appear to serve the cause of individual freedom and democracy.

10.11

Students analyze the integration of countries into the world economy and the information, technological, and communications revolutions (e.g., television, satellites, computers).