examine the interactions of ethnic, national, or cultural influences in specific situations or events.

compare and evaluate the impact of stereotyping, conformity, acts of altruism, and other behaviors on individuals and groups.

work independently and cooperatively within groups and institutions to accomplish goals.

- V. Individuals, Groups, and Institutions: Social studies programs should include experiences that provide for the study of interactions among individuals, groups, and institutions so that the learner can:

- analyze group and institutional influences on people, events, and elements of culture in both historical and contemporary settings.

- identify and analyze examples of tensions between expressions of individuality and efforts used to promote social conformity by groups and institutions.

- describe and examine belief systems basic to specific traditions and laws in contemporary and historical movements.

- VI. Power, Authority, and Governance: Social studies programs should include experiences that provide for the study of how people create and change structures of power, authority, and governance so that the learner can:

- compare and analyze the ways nations and organizations respond to conflicts between forces of unity and forces of diversity.

- compare different political systems (their ideologies, structure, institutions, processes, and political cultures) with that of the United States, and identify representative political leaders from selected historical and contemporary settings.

- analyze and evaluate conditions, actions, and motivations that contribute to conflict and cooperation within and among nations.

- evaluate the role of technology in communications, transportation, information-processing, weapons development, or other areas as it contributes to or helps resolve conflicts.

- evaluate the extent to which governments achieve their stated ideals and policies at home and abroad.

- VII. Production, Distribution, and Consumption: Social studies programs should include experiences that provide for the study of how people organize for the production, distribution, and consumption of goods and services, so that the learner can:

- compare how values and beliefs influence economic decisions in different societies.

- apply economic concepts and reasoning when evaluating historical and contemporary social developments and issues.

- VIII. Science, Technology, and Society: Social studies programs should include experiences that provide for the study of relationships among science, technology, and society, so that the learner can:
identify and describe both current and historical examples of the interaction and interdependence of science, technology, and society in a variety of cultural settings.

make judgments about how science and technology have transformed the physical world and human society and our understanding of time, space, place, and human-environment interactions.

analyze how science and technology influence the core values, beliefs, and attitudes of society, and how core values, beliefs, and attitudes of society shape scientific and technological change.

- IX. Global Connections: Social studies programs should include experiences that provide for the study of global connections and interdependence so that the learner can:

explain conditions and motivations that contribute to conflict, cooperation, and interdependence among groups, societies, and nations.

analyze and evaluate the effects of changing technologies on the global community.

analyze the relationships and tensions between national sovereignty and global interests, in such matters as territory, economic development, nuclear and other weapons, use of natural resources, and human rights concerns.

describe and evaluate the role of international and multinational organizations in the global arena.

- X. Civic Ideals and Practices: Social studies programs should include experiences that provide for the study of the ideals, principles, and practices of citizenship in a democratic republic so that the learner can:

analyze a variety of public policies and issues from the perspectives of formal and informal political actors.

This lesson and the learning experiences created by it should provide instruction for approximately seven class periods (60-75 minute periods) or six class periods (50 minutes).

- Students will be able to define the terms glasnost and perestroika.

- Students will be able to compare and contrast federal budgets and policies under the leadership of several American presidents who served during the Cold War.

- Students will be able to state how the fall of the Berlin Wall changed the lives of both East and West Berlin residents.

- Students will be able to describe how repercussions from Stalin's rule and strict communist leadership
contributed to feelings of resentment among Soviet citizens

- Students will be able to explain the collapse of communism, including the dissolving of the Soviet Union.

- Students will be able to interpret historical, social, and political messages in popular music written about the Cold War.

- Students will be able to utilize information acquired through participating in this unit to make connections between the past events of the Cold War and their lives today.

- Access to school or public library
- Audio recording of Sting’s song, “Russians”
- Blank rewriteable compact discs
- Cassette and/or compact disc player
- Compact disc burner
- Compact disc player
- Copies of lyrics to Sting’s song, "Russians"
- Copies of the Truman, Nixon, and Carter Doctrines
- Computer with internet access, software to create charts and/or graphs, software to create internet files, and CD-ROM (multiple stations preferred)
- Information on JFK’s assassination controversy (video clips of news programs, editorials, etc.)
- Printer
- Television
- VCR

Day One

- Review with students how the Cuban Missile Crisis ended. Then, explain to students what happened in the years immediately following the crisis. Tell them about foreign policies, additional sites of conflict and/or tension, and changing leadership. Refer to the notes in Appendix E, Section 1 as a guide for a lecture or
discussion that teaches students necessary facts and concepts about the topic.

- Discuss with students attempts to peacefully end the Cold War and to diplomatically negotiate the reduction in weapons throughout the world. Refer to the notes in Appendix E, Section 2 as a guide for a lecture or discussion that teaches students necessary facts and concepts about the topic.

**Day Two**

- Inform students that a new president, Richard Nixon, took office in the United States in 1968.
- Introduce students to new policies created during the late 1960's and 1970's directly related to the Cold War. Refer to the notes in Appendix E, Section 3 as a guide for a lecture or discussion that teaches students necessary facts and concepts about the topic.

**Day Three**

- Activity 1: "Presidential Doctrines"
- Inform students that Ronald Reagan became the new President of the United States in 1980. Provide them with information about the policies he initiated. Refer to the notes in Appendix E, Section 4 as a guide for a lecture or discussion to teach students necessary facts and concepts about the topic.

**Day Four**

- Activity 2: "Budget Comparisons"
- Activity 3: "History in Popular Music--Russians"
- Inform students that Leonid Brezhnev was ousted as ruler of the Soviet Union in 1982. For the next three years, several leaders assumed control of the nation. Finally, Mikhail Gorbachev took office in 1985. Talk to students about the policies of Gorbachev and how they changed the course of the Cold War and international relations. Refer to the notes in Appendix E, Section 5 as a guide for a lecture or discussion to teach students necessary facts and concepts about the topic.

**Day Five**

- Discuss with students how the communist regimes in Soviet satellites began to fall apart during the mid to late 1980's. Refer to the notes in Appendix E, Section 6 as a guide for a lecture or discussion to teach students necessary facts and concepts about the topic.
- Activity 4: "Berlin Wall Online Magazine--Continued" (students will work independently on this project throughout the remainder of the unit; some in-class time may be given at the end if necessary).
- Talk about the collapse of the Soviet Union with the students. Refer to the notes in Appendix E, Section 7 as a guide for a lecture or discussion that will teach students necessary facts and concepts about the topic.

**Day Six**

- Activity 5: "Role Playing"
- Activity 6: "Research Paper"

**Day Seven**

- Students will present role-playing activity to peers.
Linguistic

Activity 1: Provide students with copies of the entire text of both the Nixon and Carter Doctrines. Also, ask them to locate their copies of the Truman Doctrine studied earlier in the unit. Ask students to re-read all three documents. Have students write a one paragraph summary of the content of each doctrine. Then, have students make a list of the similarities between all three doctrines and the major differences between them. The list and summaries may also be useful in helping the students answer questions for the following activity regarding presidential budgets and their impact on foreign policy. For this reason, do not collect this assignment until the next activity is completed.

Logical/Mathematical,

and

Visual/Spatial

Activity 2: Arrange for students to visit the school and/or public library. Tell students that they will be comparing the federal budgets under several American presidents who served during the Cold War period. Have students obtain copies of the annual federal budget for at least one term for each of the following American presidents: Dwight Eisenhower, JFK, LBJ, Richard Nixon, Gerald Ford, and Ronald Reagan. Suggest that they obtain the budget information from credible internet sites (United States Congress, Office of Management and Budget (OMB), and other educational or government institutions), official government records, and so forth. Ask students to study how much and to whom money was allocated for each president. Have students create some type of graph (pie graphs are strongly recommended) that represents which sectors of government received money and what percentage they were given. One graph should be made for each presidential budget. Then, ask students to make another graphic representation that combines the budget allocation and spending of all presidents studied. Assign students to write a one-page paper comparing the budgets of the presidents, including what implications the budget should of had or did have on defense policy, domestic issues (taxes, social welfare, etc.), and foreign policy.

Interpersonal,

Linguistic,

and

Musical

Activity 3: Obtain an audio recording of Sting’s song “Russians.” Provide students with a written copy of the song’s lyrics. Play the recording for students. Ask them to consider how the song relates to the Cold War, specifically the period of the 1970’s and 1980’s that they are currently studying. Put students into pairs. Have them discuss the lyrics to the song. Give students a list of questions to discuss. Suggested questions are:

- What was Sting’s purpose in writing and singing the song?
- How do you think the artist feels about the relationship between the Soviet Union and the United States? Does he think it is improving? Does he feel that there is still cause for concern?
- What does the artist think about political leaders such as Khrushchev and Reagan? Does he agree with their opinions? Does he trust them?
What do the lyrics "I hope the Russians love their children too" mean?

Interpersonal,

Linguistic,

and

Visual/Spatial

Activity 4: This activity is a continuation of the Berlin Wall "Online Magazine" that students began earlier in the unit. Students should remain in their same groups to complete the following tasks. Arrange for students to visit a computer lab, or make at least two computers available in the classroom for every five students. Tell them they will be finishing the online magazine with information about the fall of the Berlin Wall. Assign each class a particular aspect to study regarding the wall’s collapse. Suggested areas of study include:

What led up to the fall of the Berlin Wall?

Who tore the wall down and how?

How did people on both sides of the Berlin Wall celebrate its fall?

What effects did the collapse of communism in Germany have on the world?

Ask students to assume a different role than the one they previously occupied in this activity.

One of the first holes in the Berlin Wall as it comes down
Activity 5: Divide students into groups of three to four. Put the names of at least three Soviet leaders and three American leaders who were in office during the Cold War in a hat. Suggested persons to list include: Nikita Khrushchev, JFK, Mikhail Gorbachev, President Ronald Reagan, Joseph Stalin, President Richard Nixon, President Harry Truman, and Leonid Brezhnev. Have each group select a name, but instruct them to keep it secret from the rest of the class. Tell students they will be participating in a role play activity. Each group must create a five-minute role-play skit. They will select one member of their group to assume the role of the chosen leader. The group must first design a costume for the person to wear (characteristic of the leader). Then, the group will write a either a monologue (such as a speech given by the leader) or a dialogue (such as a conversation between the leader and another person) that helps the rest of the class guess who the leader is. Recommend that the students talk about the time period, the leader’s policies, public opinion of the leader, and other such information in their skit. The groups should not mention the leader’s name directly in the skit. Before presenting the skit, the group will need to provide a written copy of their skit to all class members.

Activity 6: Assign students to write a research paper on the Cold War. The theme of this paper should be how the Cold War has affected the world (or the United States) today in terms of domestic and foreign policies, international relations, the environment, and culture. The paper should be at least three pages long, double-spaced. Students should consult a minimum of five resources (including a periodical, an internet site, and a textbook) when writing the paper. All works used must be cited on a separate bibliography page. In addition to using factual information in the paper, students will be asked to include their opinion on several topics. Have students write briefly about how they feel the Cold War has directly impacted their life and how they predict the future relationship between the United States and the former Soviet Union will be. Allow students at least one week to complete the paper.

Audio Recordings


Books


Internet Resources


Software

In Europe and America
There's a growing feeling of hysteria
Conditioned to respond to all the threats
In the rhetorical speeches of the Soviets
Mr. Krushchev said we will bury you
I don't subscribe to this point of view
It would be such an ignorant thing to do
If the Russians love their children too

How can I save my little boy?
From Oppenheimer's deadly toy
There is no monopoly of common sense
On either side of the political fence
We share the same biology
Regardless of ideology
Believe me when I say to you
I hope the Russians love their children too

There is no historical precedent
To put words in the mouth of the president
There's no such thing as a winnable war
It's a lie we don't believe anymore
Mr. Reagan says we will protect you
I don't subscribe to that point of view
Believe me when I say to you
I hope the Russians love their children too

We share the same biology
Regardless of ideology
What might save us, me, and you
Is that the Russians love their children too

Words and music by Sting
© 1985, PDJ/A&M
The American woman is a very important part of American and world history. The evolution of women's responsibilities, rights, and roles from the early colonial period to the present day has made a lasting impression on our nation and world. The legacy of the societal expectations placed upon women and the female leaders who challenged them is evident upon examining current legislation and the presence of the woman in nearly every aspect of American life.

Issues pertaining to the role, status, and contributions of women throughout history is an especially important topic for students in the secondary grades who are enrolled in an American History course. The themes covered by a study of this topic will provide students with a better framework for understanding the economic, political, and social culture of the world in which they live. By studying the recent history of women, including the women's rights movements, and its effects on the present and future, students will become familiarized with the concept of linking the past to the present. This unit will teach students valuable skills that are pertinent to their emotional, intellectual, and social development and help them to achieve the goals and objectives of any social studies program.

The following three lessons are based upon "Left and Right Brain Learning Styles." Each lesson plan provides educational experiences and opportunities for diverse learners.

The learning experiences suggested in the lesson plans for this unit are appropriate for use in any social studies course, and may easily be adapted to meet the needs of students in any grade level. However, they are most appropriate for use in American History or Women's History courses for students in the eleventh and twelfth grades.

The following social studies standards, established by the National Council for the Social Studies, are addressed in the lessons included in this unit:

- I. Culture: Social studies programs should include experiences that provide for the study of culture and cultural diversity.

- II. Time, Continuity, and Change: Social studies programs should include experiences that provide for the study of the ways human beings view themselves in and over time.
• III. People, Places, and Environments: Social studies programs should include experiences that provide for the study of people, places, and environments.

• IV. Individual Development and Identity: Social studies programs should include experiences that provide for the study of individual development and identity.

• V. Individuals, Groups, and Institutions: Social studies programs should include experiences that provide for the study of interactions among individuals, groups, and institutions.

• VI. Power, Authority, and Governance: Social studies programs should include experiences that provide for the study of how people create and change structures of power, authority, and governance.

• VII. Production, Distribution, and Consumption: Social studies programs should include experiences that provide for the study of how people organize for the production, distribution, and consumption of goods and services.

• VIII. Science, Technology, and Society: Social studies programs should include experiences that provide for the study of relationships among science, technology, and society.

• IX. Global Connections: Social studies programs should include experiences that provide for the study of global connections and interdependence.

• X. Civic Ideals and Practices: Social studies programs should include experiences that provide for the study of the ideals, principles, and practices of citizenship in a democratic republic.

The Role of the Woman In Recent History: Societal Expectations and Participation in American Life

Women's Rights Movements: Old and New Feminism, Proposed Amendments, and Challenging the Law

The Future of the Woman: The Legacy of the Women's Rights Movements and Current Issues

"I Am Woman" Helen Reddy

"I'm Gonna Bake My Biscuits" Memphis Minnie

"I'm Just a Girl" No Doubt
THE ROLE OF THE WOMAN IN RECENT HISTORY:

Societal Expectations and Participation in American Life

In order for students to better understand the pursuit of women's rights that occurred in the United States and the current status of the woman in American society, it is important for them to examine the history of the woman in this nation. This lesson will provide students with background information about the societal expectations placed upon American women since the beginning of colonial times. This lesson will focus on the traditional roles of wife, mother, and housekeeper prescribed to women, but will also expose students to women who have participated and contributed outside of the home. Learning about the how women have historically been treated by society will help students understand the underlying reasons for current gender roles and/or expectations, legislation, and discrimination.

The following social studies standards and performance expectations (for high school students), established by the National Council for the Social Studies, are addressed in the lessons included in this unit:
• I. Culture: Social studies programs should include experiences that provide for the study of culture and cultural diversity so that the learner can:

➤ analyze and explain the ways groups, societies, and cultures address human needs and concerns.
➤ predict how data and experiences may be interpreted by people from diverse cultural perspectives and frames of reference.
➤ apply an understanding of culture as an integrated whole that explains the functions and interactions of language, literature, the arts, traditions, beliefs and values, and behavior patterns.
➤ interpret patterns of behavior reflecting values and attitudes that contribute or pose obstacles to cross-cultural understanding.
➤ construct reasoned judgments about specific cultural responses to persistent human issues.

• II. Time, Continuity, and Change: Social studies programs should include experiences that provide for the study of the ways human beings view themselves in and over time so that the learner can:

➤ apply key concepts such as time, chronology, causality, change, conflict, and complexity to explain, analyze, and show connections among patterns of historical change and continuity.
➤ identify and describe significant historical periods and patterns of change within and across cultures, such as the development of ancient cultures and civilizations, the rise of nation-states, and social, economic, and political revolutions.
➤ systematically employ processes of critical historical inquiry to reconstruct and reinterpret the past, such as using a variety of sources and checking their credibility, validating and weighing evidence for claims, and searching for causality.
➤ investigate, interpret, and analyze multiple historical and contemporary viewpoints within and across cultures related to important events, recurring dilemmas, and persistent issues, while employing empathy, skepticism, and critical judgment.

• IV. Individual Development and Identity: Social studies programs should include experiences that provide for the study of individual development and identity so that the learner can:

➤ identify, describe, and express appreciation for the influences of various historical and contemporary cultures on an individual's daily life.
➤ describe the ways family, religion, gender, ethnicity, nationality, socioeconomic status, and other group and cultural influences contribute to the development of a sense of self.
➤ compare and evaluate the impact of stereotyping, conformity, acts of altruism, and other behaviors on individuals and groups.
➤ work independently and cooperatively within groups and institutions to accomplish goals.

• V. Individuals, Groups, and Institutions: Social studies programs should include experiences that provide for the study of interactions among individuals, groups, and institutions so that the learner can:
apply concepts such as role, status, and social class in describing the connections and interactions of individuals, groups, and institutions in society.

analyze group and institutional influences on people, events, and elements of culture in both historical and contemporary settings.

describe and examine belief systems basic to specific traditions and laws in contemporary and historical movements.

VI. Power, Authority, and Governance: Social studies programs should include experiences that provide for the study of how people create and change structures of power, authority, and governance so that the learner can:

examine persistent issues involving the rights, roles, and status of the individual in relation to the general welfare.

analyze and evaluate conditions, actions, and motivations that contribute to conflict and cooperation within and among nations.

VII. Production, Distribution, and Consumption: Social studies programs should include experiences that provide for the study of how people organize for the production, distribution, and consumption of goods and services, so that the learner can:

explain how the scarcity of productive resources (human, capital, technological, and natural) requires the development of economic systems to make decisions about how goods and services are to be produced and distributed.

apply economic concepts and reasoning when evaluating historical and contemporary social developments and issues.

IX. Global Connections: Social studies programs should include experiences that provide for the study of global connections and interdependence so that the learner can:

analyze and evaluate the effects of changing technologies on the global community.

This lesson and the learning experiences created by it should provide instruction for approximately five class periods (60-75 minute periods) or six class periods (50 minutes).

Students will be able to illustrate how society viewed women and their roles during at least four of the nine
given eras of American history. Students will be able to describe how women's roles changed during World War I, the Great Depression, and World War II, in terms of their participation in the labor force.

- Students will be able to compare and contrast the wages, working conditions, and other labor related issues between female and male workers.

- Students will be able to identify the attitudes regarding women's roles in society held by individuals of different genders and from different generations, and explain the rationale for such attitudes.

- Students will be able to interpret historical, social, and political messages in popular music written about the history of the woman and women's roles.

- Almanacs and other government records with labor statistics
- Audio recording of Memphis Minnie's song, "I'm Gonna Bake My Biscuits"
- Blank audio and/or video tapes
- Bulletin Board
- Cassette and/or compact disc player
- Colored pencils, crayons, and/or markers
- Computer with internet access, software to create charts and/or graphs, and PowerPoint (multiple stations preferred)
- Construction and/or poster paper
- Copies of the lyrics to Memphis Minnie's song, "I'm Gonna Bake My Biscuits"
- Posterboard
- Printer
- Replicas of propaganda posters such as "Rosie the Riveter" or "Uncle Sam"
- Television
- Thumbtacks
- VCR
Day One

- Locate an empty bulletin board or wall in the classroom. Find at least ten important dates in women’s history and at the names of at least ten important female leaders. Write brief questions and/or factual statements relating to the information gathered. Suggested statements and questions to use include:

  - "This happened on July 19 and 20 of 1948."
  - "What movement began at a tea party?"
  - "This 1973 Supreme Court case was one of the most controversial in history."
  - What famous suffragist and abolitionist has a coin named after her?"

- In the center of the bulletin board, write the following quotation by Margaret Mead: "Never doubt that a small group of thoughtful, committed citizens can change the world. Indeed, it's the only thing that ever has." Mount the questions on construction paper and attach to the bulletin board or wall. It is also recommended to place various pictures of famous women on the board. The bulletin board will help to get students focused on the material and hopefully spark their interest and curiosity. Ask students to guess what theme the contents of the bulletin board are defining. Tell students that by the end of the unit, all of the questions on the board should be answered and all of the pictures should be identified.

- Activity 1: "The Nine Eras of the American Woman Slide Show"

Day Two

- Present Activity 1

- The slide show featuring the nine eras of the American woman should reveal that traditional female roles in our society have been that of a wife, mother, and housekeeper. Review with students how society has generally expected women to care for children and the home throughout history, even after women won additional political, labor, and social rights.

Day Three

- Activity 2: "History in Popular Music-‘I’m Gonna Bake My Biscuits’" (Presentations will be made periodically throughout the remainder of the lesson and student created assignments may be done outside of class in most instances).

- Ask students to recall how women’s roles may have changed in times of crisis, especially during the world wars and the Great Depression. The focus of the role changes should be in regards to labor issues. Expand on the information presented relating to this subject in Activity 1. Refer to the notes in Appendix F, Section 1 as a guide for a lecture or discussion that will teach students necessary facts and concepts about the topic.

Day Four

- Activity 3: "Labor Statistics"

- Activity 4: "Propaganda"

Day Five

- Finish Activity 4
Activity 5: "Interviews"

Left Brain

Activity 1: This activity is designed to expose students to basic facts related to the nine eras of the American woman. The eras span the years between 1600 and the present, and for the most part, are defined by major events that have shaped the woman. The nine eras to be used in this activity are as follows:

- Colonial Era (1607-1776)
- American Revolution and the New Nation Era (1776-1816)
- Industrial and Westward Expansion Era (1816-1837)
- Reform Era (1837-1861)
- Civil War and Reconstruction Era (1861-1890)
- Progressive Era (1890-1917)
- World War I and Roaring Twenties Era (1917-1929)
- Great Depression
- World War II Era (1930-1945)
- The Modern Era (1946-present)

Divide students up into nine groups. Randomly assign each group an era. Tell them that they will be learning about the role and status of the woman in their designated era. They will be responsible for learning what responsibilities women had in and outside of the home, to what extent women were allowed to participate in society, and so forth. More specifically, students will need to find out what legal and/or political rights women did and did not have, what types of paid jobs they held, and what type of education they could and did receive. Suggest that students focus on the woman in general rather than studying individual women leaders. Recommend to students that they find out if the same type of rights and responsibilities extended across racial and religious lines, particularly to black females. Gather appropriate reference materials for students to use in advance to maintain the instructional flow. Each group must make a PowerPoint presentation on the computer that will help teach the rest of their classmates about the selected era. If the class has not used this program before, conduct a brief demonstration of how to make basic slides and create and distribute an information sheet that lists the most frequently asked questions and the most used functions. Each group must come up with at least five slides. Students may include graphics, but are not required to do so. The assessment for this activity should focus on how well the students can select important facts and present them in an organized manner. Allow students at least one class period to work on the presentation. Have each group show their slide show to the rest of the class upon completion.

Left Brain

and

Right Brain

Activity 2: Obtain an audio recording of Memphis Minnie's song "I'm Gonna Bake My Biscuits." Provide students
with a written copy of the song’s lyrics. Play the recording for the class. Ask them to consider what the significance
of the words to this song are to the traditional role and status of the woman. Have students discuss their
interpretation of the song and its relation to women’s history in pairs for at least five minutes. Tell students that
music has always been central to a woman’s experience; that music has historically been a woman’s social outlet
and an expression of her feelings. Have the class as a whole discuss why this fact is true. Write the following
musical eras and/or genres on the chalkboard:

- "1920’s: Blues and Jazz"
- "1950’s: Dream Girl Pop"
- "1960’s: Motown, Woodstock, and Protest Pop"
- "1970’s: Punk and Disco"
- "1980’s: MTV Generation"
- "1990’s: The Music of Today"

Combine two of the pairs of students used in the previous part of this lesson into groups of four. Each group of
students must select one musical age from the 1920’s, 1950’s, and 1960’s and another from the 1970’s, 1980’s, and
1990’s. If necessary, redistribute groups so that each era is appropriately covered. The students must locate lyrics to
two songs (one from each chosen genre) that represent women’s struggles, women’s history, women’s role, or other
pertinent themes which have been studied. The songs can be performed by men, women, or groups. However, it is
strongly suggested that female artists be studied. For one song, they must give a three minute talk to the class about
the lyrics. They must give a brief interpretation of the song, describe how it relates to the American woman and her
experience, and discuss their personal reaction to the song. For the other song, students must locate an audio
recording and play it for the class. It is recommended that they provide their classmates with a written copy of the
lyrics. Then, they must create some sort of assignment for their classmates. Suggested activities for students to
consider include journal entries, dramatic interpretation of lyrics, drawing or painting a picture that represents the
emotions of the song, and so on. Students should have their presentations completed by the next class period. Actual
presentations to the class will take place periodically throughout the rest of the lesson. Many of the student created
assignments should be able to be done independently.

Left Brain

and

Right Brain

Activity 3: Locate several copies of almanacs and government records pertaining to labor. Tell students they will be
studying the weekly earnings of female workers as compared to male workers during World War I, the Great
Depression, World War II, and during the peaceful conditions of the present day. Ask them to use the resources
provided to them to find how much both women and men earned per week in each of the following fields:

- farming
- machine guided factory operations (fabricators, assemblers, and inspectors)
- education
- medicine (physicians and nurses)
- executive positions (managers, administrators, and corporate officers)
- service occupations (sales representatives and clericals)
- technical jobs (production, repair, small crafts and skills, and so forth).
Some variance of these fields may be necessary according to references available. Have students compare the data they have obtained for each of the four time periods. Ask them to compile their information into charts and/or graphs. Recommend that these charts and/or graphs be made on the computer. Then, have them write a short paragraph that summarizes what they have learned and analyzes what the data they have collected demonstrates about female roles in the workforce.

**Right Brain**

**Activity 4:** Find a replica of propaganda posters used throughout history, such as the famous "Rosie the Riveter" or "Uncle Sam." Try and locate posters related to women's history if at all possible. Place these posters in a prominent location in the room. Tell students they will be creating propaganda of their own. However, they will not be restricted to making posters. They can create flyers, buttons, and/or posters, write a song, or make a short film for this assignment. The students will need to create some type of propaganda that encourages women to do something such as enter a certain profession, join an organization, or expand their traditional roles just as the "Rosie the Riveter" poster did. When the students have finished with their propaganda, they must get teacher approval before presenting them to the class. All posters will be hung in the classroom, all flyers and buttons will be distributed to the students, all songs will be played and/or sung, and all movies will be shown.

**Left Brain**

**Activity 5:** Tell students they will be interviewing family, friends, and neighbors to determine what type of attitudes exist today about women's roles. Ask students to try and interview at least one male and one female from each of the following age groups: 60-80 years old, 40-60 years old, 20-40 years old, and 5-20 years old. Recommend that they tape record their interviews. First of all, they must find out what jobs the person has held, holds, or aspires to hold and what type of job their spouse or parent has held or holds (if applicable). Then, the students must ask the individuals how they feel about their spouse or parent holding their particular job (encourage them to ask questions such as: Should a person of that gender be in that type of position?) and how the individuals feel about the opposite sex working in general and in certain positions. Next, have the students ask the individuals to define both male and female roles and male and female occupations. Students are encouraged to ask other questions that pertain to the topic. After the interviews are complete, students will write a one to two page paper summarizing what they learned. They will be asked to compare attitudes between both age groups and genders. It is also important that they speculate what national or international trends and events may have influenced that attitudes of those they interviewed. At the end of the paper, students must give their personal opinions regarding the questions they asked the individuals in their study.

**Audio Recordings**


**Books**


**Internet Resources**


**Software**

I'm Gonna Bake My Biscuits

Memphis Minnie

I got a brand new skillet and a brand new lid
I ain't got no stove but I bake my bread
I'm gonna bake my biscuits
I'm gonna bake my biscuits
I'm gonna bake my biscuits
I'm gonna bake my biscuits
Ain't gonna give nobody none

I'm gonna lock my door, nail my windows all down
You know by that, I don't want no bums around
I'm gonna bake my biscuits
I'm gonna bake my biscuits
I'm gonna bake my biscuits
I'm gonna bake my biscuits
Ain't gonna give nobody none

I ain't got no flour and ain't got no meal
If you got no man you got to rob and steal
I'm gonna bake my biscuits
I'm gonna bake my biscuits
I'm gonna bake my biscuits
Ain't gonna give nobody none

I'm-a tell you something I don't know if I'm wrong or right
But if you want my bread, you got to stay all night
I'm gonna bake my biscuits
I'm gonna bake my biscuits
I'm gonna bake my biscuits
Ain't gonna give nobody none

Ain't no need of you getting mad now, and poking out your mouth
You ain't gonna give me no bread when my bread runs out
I'm gonna bake my biscuits
I'm gonna bake my biscuits
I'm gonna bake my biscuits
Ain't gonna give nobody none

Come here, come here, I want you to come here now
I ain't got tight for my bread ain't brown
I'm gonna bake my biscuits
I'm gonna bake my biscuits
I'm gonna bake my biscuits
Ain't gonna give nobody none
WOMEN'S RIGHTS MOVEMENTS:

Old and New Feminism, Proposed Amendments, and Challenging the Law

This lesson will introduce students to the Women's Rights Movement (a.k.a. Women's Liberation) that began in the 19th century and resurfaced in 20th century America. Students will study the diverse ideologies, motivations, and actions of women dedicated to improving their status in society. They will be exposed to various court cases, pieces of legislation, and executive orders that have had an impact on women's rights in this country. Teaching students about such subjects will hopefully increase their appreciation of how hard people fought for the rights that many of them now take for granted. This lesson is also intended to increase student's knowledge of how political processes work and how they can participate in society by fulfilling their civic duties.

The following social studies standards and performance expectations (for high school students), established by the National Council for the Social Studies, are addressed in the lessons included in this unit:

1. Culture: Social studies programs should include experiences that provide for the study of culture and cultural diversity so that the learner can:

   • analyze and explain the ways groups, societies, and cultures address human needs and concerns.

   • apply an understanding of culture as an integrated whole that explains the functions and interactions of language, literature, the arts, traditions, beliefs and values, and behavior patterns.
interpret patterns of behavior reflecting values and attitudes that contribute or pose obstacles to cross-cultural understanding.

construct reasoned judgments about specific cultural responses to persistent human issues.

II. Time, Continuity, and Change: Social studies programs should include experiences that provide for the study of the ways human beings view themselves in and over time so that the learner can:

apply key concepts such as time, chronology, causality, change, conflict, and complexity to explain, analyze, and show connections among patterns of historical change and continuity.

identify and describe significant historical periods and patterns of change within and across cultures, such as the development of ancient cultures and civilizations, the rise of nation-states, and social, economic, and political revolutions.

investigate, interpret, and analyze multiple historical and contemporary viewpoints within and across cultures related to important events, recurring dilemmas, and persistent issues, while employing empathy, skepticism, and critical judgment.

IV. Individual Development and Identity: Social studies programs should include experiences that provide for the study of individual development and identity so that the learner can:

articulate personal connections to time, place, and social-cultural systems.

identify, describe, and express appreciation for the influences of various historical and contemporary cultures on an individual's daily life.

describe the ways family, religion, gender, ethnicity, nationality, socioeconomic status, and other group and cultural influences contribute to the development of a sense of self.

compare and evaluate the impact of stereotyping, conformity, acts of altruism, and other behaviors on individuals and groups.

work independently and cooperatively within groups and institutions to accomplish goals.

V. Individuals, Groups, and Institutions: Social studies programs should include experiences that provide for the study of interactions among individuals, groups, and institutions so that the learner can:

apply concepts such as role, status, and social class in describing the connections and interactions of individuals, groups, and institutions in society.

analyze group and institutional influences on people, events, and elements of culture in both historical and contemporary settings.

describe and examine belief systems basic to specific traditions and laws in contemporary and historical movements.

VI. Power, Authority, and Governance: Social studies programs should include experiences that provide for the study of how people create and change structures of power, authority, and governance so that the
learner can:

- **examine** persistent issues involving the rights, roles, and status of the individual in relation to the general welfare.

- **analyze and evaluate** conditions, actions, and motivations that contribute to conflict and cooperation within and among nations.

- **X. Civic Ideals and Practices**: Social studies programs should include experiences that provide for the study of the ideals, principles, and practices of citizenship in a democratic republic, so that the learner can:

  - **identify, analyze, interpret and evaluate** sources and examples of citizens' rights and responsibilities.

  - **practice** forms of civic discussion and participation consistent with the ideals of citizens in a democratic republic.

  - **participate** in activities to strengthen the "common good," based upon careful evaluation of possible options for citizen action.

This lesson and the learning experiences created by it should provide instruction for approximately five class periods (60-75 minute periods) or six class periods (50 minutes).

- Students will be able to **compare and contrast** the motivations, ideologies, and actions of women who played a role in the First Wave (Old Feminism) of the Women's Rights Movements with those who were considered to be a part of the Second Wave (New Feminism) of the movement.

- Students will be able to **describe** both the process of a bill becoming a law and an amendment being made to the United States Constitution, as well that of registering to vote.

- Students will be able to **cite** examples of how the "Declaration of Sentiments" is similar to the "Declaration of Independence."

- Students will be able to **identify and explain** key pieces of legislation and important court cases that have had an impact on women's rights, including the Nineteenth Amendment and the proposed Equal Rights Amendment.

- Students will be able to **interpret** historical, social, and political messages in popular music, television programs, and magazines.
• Audio recording of Helen Reddy's song, "I Am Woman"
• Cassette and/or compact disc player
• Copies of local voter registration applications (at least three per student)
• Copy of the "Declaration of Independence"
• Copy of the "Declaration of Sentiments" from the 1848 Seneca Falls Convention
• Colored pencils, crayons, and/or markers
• Computer with internet access, software to create charts and/or graphs, and PowerPoint (multiple stations preferred)
• Copies of the lyrics to Helen Reddy's song, "I Am Woman"
• Guest speaker to discuss voter registration requirements and women's suffrage in local community
• Magazines
• Printer
• Television
• VCR

Day One

• Review with students material learned in previous lesson. Tell them that the focus of this next lesson will be on what women did to protest against and attempt to change their roles and status in American society.

• Tell students that most historians consider that there were two phases of the Women's Rights Movement: The First Wave and the Second Wave. The ideas surrounding these movements are also commonly referred to as Old and New Feminism, respectively. Provide students with the basic motivations behind the first phase of the movement along with information about key players who fought for women's rights. Refer to the notes in Appendix G, Section 1 as a guide for a lecture or discussion that teaches students necessary facts and concepts about the topic.

Day Two

• Activity 1: "Declaration of Sentiments" vs. "Declaration of Independence"

• Tell students about the passage of the Nineteenth Amendment. Refer to the notes in Appendix G, Section 2 as a guide for a lecture or discussion that teaches students necessary facts and concepts about the topic.
• Activity 2: "Women’s Suffrage"

*Day Three*

• Provide students with information about the Second Wave (New Feminism) of the Women’s Rights Movement. Refer to the notes in Appendix G, Section 3 as a guide for a lecture or discussion that will teach students necessary facts and concepts about the topic.

• Activity 3: "The Feminist Mystique’ and Popular Culture of the Mid-Twentieth Century" (This project will be worked on independently by students outside of class and presented at a later time).

*Day Four*

• Talk with students about legislation that affected women’s roles, rights, and expectations. Also, discuss the effects of such laws. The E.R.A. and the Nineteenth Amendment should be mentioned, but not discussed in length at this time in the lesson. Refer to the notes in Appendix G, Section 4 as a guide for a lecture or discussion that teaches students necessary facts and concepts about this topic.

*Day Five*

• Activity 4: "History in Popular Music: 'I Am Woman'"

• Tell students about the proposed Equal Rights Amendment (E.R.A.). Refer to the notes in Appendix G, Section 5 as a guide for a lecture or discussion that teaches students necessary facts and concepts about the topic.

*Day Six*

• Activity 5: "How a Bill Becomes a Law"

• Have students discuss what they know about the famous Supreme Court case of *Roe v. Wade* of 1973. Ask them to keep their discussion to the facts only, as this topic is controversial and could lead to problems. If students do not seem to fully understand this case or its ramifications, interject as needed. Refer to the notes in Appendix G, Section 6 as a guide to teach students necessary facts and concepts about the topic.

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**Left Brain**

and

**Right Brain**

*Activity 1:* Obtain a copy of the "Declaration of Sentiments" that was written at the Seneca Falls Women’s Rights Convention in 1848 and a copy of the "Declaration of Independence." Have students read both documents. Then, ask them to reread the introductory paragraphs of both documents. Discuss the similarities and differences between the introduction to and the general structure of both documents as a class. Also, ask the students to speculate as to why the drafter of the "Declaration of Sentiments" intentionally copied much of the structure and some of the words from the "Declaration of Independence." Have them consider whether or not the "Declaration of Sentiments" would have had the same effect on women and the entire public if its framework was not the "Declaration of Independence." Finally, have students take out a sheet of notebook or blank copy paper. Ask them to divide their paper into three vertical columns. The students should head the columns as follows: Demands Made/Rights Sought,
Rights Obtained, and How? The entire chart will not be filled out immediately. Rather, it will be kept by the students and filled out as they acquire information throughout the remainder of the unit. The students will list all demands made and rights sought by the woman writing the "Declaration of Sentiments" in the first column. In the second column, they will place a check-mark or an "X" if the demand or right is fulfilled. Legislation giving women the right or a change in societal attitudes are both acceptable reasons for placing a mark in the second column. In the third column, students will tell how the right was awarded to women. They should include specific dates, important people who helped give women the particular freedom, and relevant laws passed to ensure women got the right.

Left Brain

Activity 1: This is a three-part activity. First of all, arrange for someone to come speak to the class for a few minutes about the passage of women's suffrage in the local community. Ask the guest speaker to tell students about any women's suffrage organizations and leaders from their community that might have helped pass the Nineteenth Amendment. Also, have them talk with students about the first local election in which women were allowed to vote. Encourage the speaker to bring statistics, such as how many women voted, what type of women voted, and what offices were voted for. Some of the offices and organizations to consult for a guest speaker include: the local Voter Registration Office, the County Clerk's Office, the local League of Women's Voters organization, and so forth. Local journalists, museum curators, and historians may also have such information readily available. The second part of this activity should also be done in the presence of the guest speaker in most cases. Have the speaker discuss with students how someone can become registered to vote. Ask the speaker to review vocabulary terms related to elections such as precinct, split-ticket, partisan, primary (open, closed), etc. Then, the students should be told the specific qualifications to become a registered voter. They should also be informed of where to register and how to find out when and where to vote. The third part of the activity is optional, but can be done during the same class period. Have the guest speaker(s) leave at least three voter registration applications for each student. Challenge the students to pass out the applications to three people they know who are not registered to vote. Encourage students of legal voting age in the class to register themselves. Make sure the students know the qualifications, deadlines for the applications, and other important information so that they may pass this along to the person whom they are trying to register. When the applications have been completed, the students should return them to the teacher. The teacher will then take them all together to the local Voter's Registration office. If every student in the class returns at least two completed applications or a total of forty completed applications are returned, hold some type of a party for the students. It might also be a good idea to contact the local newspaper to do a feature on what the students have done.

Eleanor Roosevelt  Margaret Sanger

Right Brain

Activity 3: Tell students that they will be observing various aspects of popular culture from the time period when the Second Wave of the Women's Rights Movement occurred. Ask them to spend at least one evening watching reruns of sitcoms that aired during the 1950's to 1980's. Recommend that they view programs on "Nick at Nite" such as I
Love Lucy, Father Knows Best, Leave It to Beaver, The Donna Reed Show, and All in the Family. If any students do not have access to a television or cable with this particular channel, tape episodes for them to watch at home or arrange for them to view videotapes before or after school. If students have access to movies from that time period, encourage them to watch those as well. Also, have a variety of magazines such as Life or Time available for students to browse through. When students are watching the programs and/or looking at print materials, have them consider what types of attitudes regarding women these forms of media are portraying. Have students try to answer some of the following questions in their mind:

- What is the main female character’s role in society? In her home?
- Does the woman appear to be happy with her role? What more does she desire?
- How do the male members of society and/or the family treat the woman? What do they expect her to do?
- What do the clothing, leisure activities, and priorities of the woman suggest about her attitudes, needs, and desires?
- What types of products are women advertising? Are they products used by women? If not, why are they advertising them?
- After looking at pictures, advertisements, and headlines in the magazine, what type of image is the publication trying to encourage women to adopt?

Also, students should pay careful attention to the dates of the periodicals and television programs they select to study. They should be able to compare and contrast how the attitudes differ as time progresses. They should be able to link any noticeable changes in attitudes and roles to historical events occurring at that time. After the assignment is completed, ask students to discuss their findings with a partner. Students must turn in a list of what programs they watched and/or magazines they browsed.

Left Brain

and

Right Brain

Activity 4: Obtain an audio recording of Helen Reddy’s song, "I Am Woman." Provide students with a written copy of the song’s lyrics. Play the recording for the class. Have students get into groups of three. Ask them to discuss the lyrics to this song. Have them answer some of the following questions during their discussion:

- What type of attitude does the artist portray? Is she angry?
- Why was this seen as such a powerful anthem for the Women’s Rights Movement?
- What does the artist mean by ‘...I’ve been down there on the floor” and "...I’ve paid the price?,” and "Does Reddy think that women have achieved their ultimate goal? What specific lyrics help you to answer this question?

Left Brain

Activity 5: Have students review how a bill becomes a law. Ask them to do the research for both a federal and a state law. After they have learned the general procedure, have them pick one bill to study. The students may select a bill that has become law, a bill that was rejected and did not become law, or a bill that is currently being proposed to become a law. They must track each step of the process and relate it to the specific bill they have chosen. The bill can be tracked on the internet or through a variety of federal publications. Students should either write a one-page paper discussing the project or can discuss it with a partner.
**Audio Recordings**


**Books**


**Internet Resources**


**Software**


I am woman, hear me roar
In numbers too big to ignore
And I know too much to go back and pretend
'Cause I've heard it all before
And I've been down there on the floor
No one's ever gonna keep me down again

Oh yes I am wise
But it's wisdom born of pain
Yes, I've paid the price
But look how much I've gained
If I have to, I can do anything

I am strong (strong)
I am invincible (invincible)
I am woman

You can bend but never break me
'Cause it only serves to make me
More determined to achieve my final goal
And I come back even stronger
Not a novice any longer
‘Cause you’ve deepened the conviction in my soul

I am woman, watch me grow
See me standing toe to toe
As I spread my lovin’ arms across the land
But I’m still an embryo
With a long way to go
Until I make my brother understand

Oh yes I am wise
But it’s wisdom born of pain
Yes, I’ve paid the price
But look how much I gained
If I have to I can face anything

I am strong (strong)
I am invincible (invincible)
I am woman
Oh, I am woman
I am invincible
I am strong
I am woman
I am invincible
I am strong
I am woman

Words and music by Helen Reddy and Ray Burton
THE FUTURE OF THE WOMAN:

The Legacy of the Women's Rights Movement and Current Issues

In this lesson, students will be exposed to a number of current issues that women are facing and attempting to deal with in the United States. Students will learn how to properly survey public opinion and then use those results to formulate public policy that is in the best interests of the entire public. It is important for students to become aware of these issues and the appropriate methods for addressing them, as they will be the generation responsible for curing many of our nation's ills. Students will be able to apply prior knowledge acquired in previous activities in this unit to gain an understanding of how and why many of these issues became so important to women in America. Other learning experiences created by the activities in this lesson will familiarize students with women throughout the nation and in their local communities who have made a great impact on society. The students will hopefully come to appreciate the achievements of these women, and eventually become motivated to pass on that appreciation to others in the community.

The following social studies standards and performance expectations (for high school students), established by the National Council for the Social Studies, are addressed in the lessons included in this unit:

- **1. Culture**: Social studies programs should include experiences that provide for the study of culture and cultural diversity so that the learner can:
  - *analyze* and *explain* the ways groups, societies, and cultures address human needs and concerns.
  - *apply* an understanding of culture as an integrated whole that explains the functions and interactions of language, literature, the arts, traditions, beliefs and values, and behavior patterns.
  - *interpret* patterns of behavior reflecting values and attitudes that contribute or pose obstacles to cross-cultural understanding.
construct reasoned judgments about specific cultural responses to persistent human issues.

- II. Time, Continuity, and Change: Social studies programs should include experiences that provide for the study of the ways human beings view themselves in and over time so that the learner can:

  identify and describe significant historical periods and patterns of change within and across cultures, such as the development of ancient cultures and civilizations, the rise of nation-states, and social, economic, and political revolutions.

  investigate, interpret, and analyze multiple historical and contemporary viewpoints within and across cultures related to important events, recurring dilemmas, and persistent issues, while employing empathy, skepticism, and critical judgment.

- IV. Individual Development and Identity: Social studies programs should include experiences that provide for the study of individual development and identity so that the learner can:

  articulate personal connections to time, place, and social-cultural systems.

  identify, describe, and express appreciation for the influences of various historical and contemporary cultures on an individual's daily life.

  work independently and cooperatively within groups and institutions to accomplish goals.

- V. Individuals, Groups, and Institutions: Social studies programs should include experiences that provide for the study of interactions among individuals, groups, and institutions so that the learner can:

  apply concepts such as role, status, and social class in describing the connections and interactions of individuals, groups, and institutions in society.

  analyze group and institutional influences on people, events, and elements of culture in both historical and contemporary settings.

  identify and analyze examples of tensions between expressions of individuality and efforts used to promote social conformity by groups and institutions.

  describe and examine belief systems basic to specific traditions and laws in contemporary and historical movements.

- VI. Power, Authority, and Governance: Social studies programs should include experiences that provide for the study of how people create and change structures of power, authority, and governance so that the learner can:

  examine persistent issues involving the rights, roles, and status of the individual in relation to the general welfare.

  analyze and evaluate conditions, actions, and motivations that contribute to conflict and cooperation within and among nations.

  explain and apply ideas, theories, and modes of inquiry drawn from political science to the examination of
persistent issues and social problems.

- prepare a public policy paper and present and defend it before an appropriate forum in school or community.

- IX. Global Connections: Social studies programs should include experiences that provide for the study of global connections and interdependence so that the learner can:
  - explain conditions and motivations that contribute to conflict, cooperation, and interdependence among groups, societies, and nations.
  - analyze or formulate policy statements demonstrating an understanding of concerns, standards, issues, and conflicts related to universal human rights.

- X. Civic Ideals and Practices: Social studies programs should include experiences that provide for the study of the ideals, principles, and practices of citizenship in a democratic republic so that the learner can:
  - identify, analyze, interpret, and evaluate sources and examples of citizens' rights and responsibilities.
  - locate, access, analyze, organize, synthesize, evaluate, and apply information about selected public issue—identifying, describing, and evaluating multiple points of view.
  - practice forms of civic discussion and participation consistent with the ideals of citizens in a democratic republic.
  - analyze and evaluate the influence of various forms of citizen action on public policy.
  - analyze a variety of public policies and issues from the perspective of formal and informal political actors.
  - evaluate the effectiveness of public opinion in influencing and shaping public policy, development, and decision-making.
  - construct a policy statement and an action plan to achieve one or more goals related to an issue of public concern.

This lesson and the learning experiences created by it should provide instruction for approximately five class periods (60-75 minute periods) or six class periods (50 minutes).
Students will be able to identify current women's issues.

Students will be able to survey public opinion on a current women's issue and create a public policy statement that is consistent with it.

Students will be able to present their policy statements and participate in a mock town meeting.

Students will be able to nominate and select women in the community who are deserving of recognition for their accomplishments at the local "Women's Hall of Fame Induction Ceremony."

Students will be able to plan, organize, and conduct the program for the local "Women's Hall of Fame Induction Ceremony."

Students will be able to interpret historical, social, and political messages in popular music written about the status of the woman.

• Access to a large auditorium or banquet hall for ceremony
• Audio recording of No Doubt's song, "I'm Just a Girl"
• Cassette and/or compact disc player
• Computer with internet access and software for creating graphs and charts (multiple stations preferred)
• Computer paper
• Copies of the lyrics to No Doubt's song, "I'm Just a Girl"
• Newspapers and magazines from past five years
• Printer

Day One

Tell students that in this part of the unit they will be learning about the legacy of the Women's Rights Movement. They will be studying how women's roles may have changed as a result of the movement and how the issues that concern them have also changed. Provide them with interesting facts that show how much progress women have made in a century. One example would be how twenty-one percent of state
legislative seats and eleven percent of Congressional seats are held by women. This is an extraordinary statistic, considering how women only three generations earlier could not vote. Another example would be that over three million women are now employed in occupations that were recently considered "nontraditional."

- Activity 1: "Current Women's Issues Newspaper"
  
  Day Two

- Activity 2: "Public Policy"

  Day Three

- Finish Activity 2

  Day Four

- Tell students that they will be examining how the attitudes towards women and the restrictions placed upon them may or may not have changed in society since 1848 (the beginning of the Women's Movement).

- Activity 3: "History in Popular Music: 'I'm Just a Girl.'"

  Day Five

- Activity 4: "Women's Hall of Fame"

Left Brain

Activity 1: Provide students with a list of current women's issues that are often the source of controversy. Included in this list should be some of the following topics: women's reproductive rights, women's enrollment in military academies, affirmative action, women as religious officials, pornography and sexual harassment, surrogate motherhood, women's health, welfare, and childcare. Have students get into groups of three and select one issue. If possible, arrange it so that there is only one group per topic. Ask students to look through newspapers, magazines, and websites from the past five years to find articles related to their issue. Have them select three articles they feel are the most representative of the topic they have chosen and have had the most impact on women and/or society. These articles may be a discussion of an event, a legislative action, a particular female individual, a trend, etc. The group must take the information they find and condense it into one three-hundred word article. The article should be created as if it were going to be placed in a newspaper. Students must include why the issue is so controversial and/or important, what action is being taken relating to it, what individuals and/or groups are involved with issue, and what the outlook for the future is in regards to it. The group must come with an appropriate headline for their article. In a special section on their "newspaper page," students will also be responsible for additional information related to their issue. Students should find the phone numbers and mailing addresses of at least three individuals (such as politicians) and/or organizations that would have information on the issue for interested readers to contact. For extra credit, students can also put the addresses of five websites that would contain information on the topic. The article and additional data should be composed on a computer. After all groups are finished, the teacher should put all issue articles into a class newspaper. Graphics may be added as needed for visual attractiveness. Copies should be distributed to each student.
Activity 2: After students have had a chance to browse the class newspaper created in the previous activity, ask them to pick one topic other than the one they worked on that they find interesting. Tell the students that they will be creating some form of public policy concerning the issue. They will study public opinion (based on data from the articles and other credible sources, as well as personal interviews) and then formulate a policy and/or law that they feel is consistent with what they think the public wants. The policy the students create may be an extension or revision of a current policy or a new policy altogether. However, remind students that what they create must be original (that is, if it is based on an existing policy, they must go beyond that to receive credit). The policy must clearly state the issue, the policy and/or law, and what specific steps will be taken in enforcing it (including a timetable for its implementation). The statement should be approximately five hundred words or less. Students must also create some sort of graphic that shows public opinion regarding the issue and any previously proposed policy concerning it. This will help make their policy more credible and appropriate. After the students have drafted their policy, they will present and/or defend it at a "town meeting." Every time a policy is presented, the teacher should choose five students at random to be "council members" or "representatives" who will vote on the action. Each student must read their policy statement in front of the class. The class will have five minutes to ask questions and/or state opinions about the proposed policy. Then, the "council" will vote on whether the policy should be put into law.

Activity 3: Obtain an audio recording of No Doubt's song "I'm Just a Girl." Provide students with a written copy of the song's lyrics. Play the recording for the class. Ask students to discuss in pairs whether or not they think the attitudes of the artist are consistent with what other women feel today. If so, do the students think that no progress has been made and, thus, the whole Women's Movement was a waste of time? Have students use the same tune to this song, and create new lyrics that describe how they feel about the role and status of the woman today.

Activity 4: Have students view the following website: <<www.greatwomen.org/index.html>> This website is for the National Women's Hall of Fame. On this site is a brief biography of all women inducted into the hall. Students should spend at least ten minutes browsing through the list of inductees and reading the biographies. Then, ask them to click on the link for the "Name Game." At this site is a game that tests student's knowledge of famous women in the areas of Humanities, Science, Government, Arts, and Athletics. Ask students to play the game for at least another ten minutes or until they have finished all the questions. More than likely, students will get only a few of the answers correct on the game. Knowing this, the teacher will then stress to the students that this is the reason that it is important for them to study about famous women and the women's movement. It should also be stressed that this is why students should also take on the role of making the achievements of women made known to other members of the public. As part of this "civic role" students have been expected to fulfill as members of society and of this class, they will creating a local "Women's Hall of Fame." Each student will select one woman (deceased or living) that has made some contribution to society. Tell students that the contribution does not have to be anything necessarily historical like inventing a new product or breaking some type of record, and that the woman they choose does not have to be someone that is even famous. The person students select should be someone who has made in impact on their life and the local community but who has not generally been recognized for her achievements and accomplishments. Suggest that students look at women within their family and/or neighborhood. Make sure that no two students have selected the same person. Each student must write a one-page paper telling who the woman they have chosen is and what she has done, along with their personal opinion as to why she is deserving to be in the local "Women's Hall of Fame." All "nomination forms" will be distributed to the class. The class will vote on the top ten women who they feel are worthy of the honor. The class will then be responsible for organizing an induction ceremony and creating some type of award for the women. It is best if the responsibilities are divided up, instead of
having the whole class work on all aspects of the project. One group of students should be in charge of setting a
date, time, and location for the event and arranging for any equipment needed at the ceremony. A second group
should be responsible for inviting all honorees and their families as well as other community members, including the
local newspaper. Another group should organize the actual ceremony, including the presentation of the awards and a
speaker if desired. A fourth group will find the money to finance the ceremony and the awards, as well as allocate
money to each committee. The remaining group will create the award. Recommend that students give some type of
award to each recipient (certificate, plaque, or medal) and come up with another award to remain in the school.

Audio Recordings


Books

Echols, Alice. "Nothing Distant About It: Women’s Liberation and Sixties Radicalism" in WomenTransforming


Internet Resources

"Living the Legacy: The Women’s Rights Movement." Available Online: <<www.legacy98.org/ >> Accessed:
6/13/99.

"The National Archives: Educator’s Resources." Available Online: <<www.nara.gov/education/teaching/ >>

"The National Women’s Hall of Fame." Available Online: <<www.greatwomen.org/index.html >>Accessed:
6/15/99.
Take this pink ribbon off my eyes
I'm exposed
And it's no big surprise
Don't you think I know
Exactly where I stand
This world is forcing me
To hold your hand

'Cause I'm just a girl, little ol' me
Don't let me out of your sight
I'm just a girl, all pretty and petite
So don't let me have any rights
Oh, I've had it up to here!

The moment that I step outside
So many reasons
For me to run and hide
I can't do the little things
I hold so dear
‘Cause it’s all those little things
That I fear

‘Cause I’m just a girl,
I’d rather not be
‘Cause they won’t let me drive
Late at night
I’m just a girl
Guess I’m some kind of freak
‘Cause they all sit and stare
‘Cause they all sit and stare
With their eyes
I’m just a girl,
Take a good look at me
Just your typical prototype
Oh, I’ve had it up to here!
Oh, am I making myself clear?

I’m just a girl
I’m just a girl in the world
That’s all that you’ll let me be!

I’m just a girl, living in captivity
Your rule of thumb
Makes me worry some
I’m just a girl, what’s my destiny?
What I’ve succumbed to
Is making me numb
I’m just a girl, my apologies
What I’ve become is so burdensome
I'm just a girl, lucky me

Twiddle-dum there's no comparison

Oh, I've had it up to
Oh, I've had it up to
Oh, I've had it up to here!

Words and music by Gwen Stefani and Tom Dumont

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APPENDIX A
Lesson Plan 1 Lecture/Discussion Notes

Origin of "Jim Crow": The slang term for the segregation laws that African-Americans were subjected to was "Jim Crow." They were named after a fictional character in an old minstrel show who was blackfaced and danced.

The Stipulations of the Jim Crow Laws: The Jim Crow Laws were introduced in the last few years of the nineteenth century, and were popularized in the early twentieth century. These laws stated that African-Americans should be segregated from white citizens in all public places. This meant that, by law, owners of public establishments had to provide separate facilities for both races and that, by law, African-Americans had to use those facilities designated to them. African-Americans had to sit in separate section of streetcars, taxi cabs, buses, steamboats, and trains. On trains, African-Americans were often forced to travel in the cargo section where it was dirty, poorly ventilated, and without seats. On buses and streetcars, they had to sit in the last few rows. If the white part of the bus became overcrowded, the African-Americans were forced to stand or get off of the bus. Tickets for such transportation were purchased at separate windows, and African-American passengers had to wait in separate waiting rooms. Theaters, concert halls, circuses, parks, baseball fields, bars, hotels, and restaurants were segregated. The same was true in libraries, beaches, playgrounds, and swimming pools. In many cases, these facilities were not even open to the African-Americans at all. In the parks, some trees had signs that said "No Negros Allowed." Drinking fountains all over were labeled "Colored" and "Whites Only." In office buildings and hospitals, African-Americans had to use a separate elevator that was for freight. In jails, mental hospitals, orphanages, and nursing homes, similar segregation occurred. If an African-American needed emergency care, he/she could only be transported in a "colored" ambulance staffed by a "colored" nurse. If the patient died, he/she was taken to the "colored" cemetery in a "colored" hearse. There were some Jim Crow laws that were taken even further than these. In Kentucky, no textbook could be issued to a white student if it had previously been used by an African-American. The textbooks had to be separated in the warehouses in Florida. At cotton mills in the South, African-American and white mill workers were not allowed to use the same staircase, work in the same room, or even look out of the same window.

The Niagara Movement and the N.A.A.C.P.: In 1905, William Edward Burghardt (W.E.B.) Du Bois, a poet and social scientist, called a group of young African-American males to a meeting at Niagara Falls. They had to meet on the Canadian side of the falls, as the American hotels would not allow them to rent rooms. At this meeting, they formed a group known as the "Niagara Movement." This group pledged to fight for full citizenship rights. Throughout the next few weeks, months, and years, the group met to discuss their strategies. In 1909, on the one hundredth anniversary of President Abraham Lincoln's birth, the group met to propose a national conference that would renew the struggle for civil and political liberty. Three months later, the event was held in New York. This same group later became the core of the National Association for the Advancement of the Colored People (N.A.A.C.P.) that was formed in 1910. Du Bois became the new organization's Director of Publicity and Research and the editor of its magazine. Eight of the original "Niagara Boys" served on the first board of directors, which was for the majority, made up of white officers.

Du Bois' Address: On August 18, 1906, almost one hundred people gathered at a field outside of a fort in Harpers Ferry, West Virginia. It was the same site where John Brown had made his stand against slavery. Du Bois rose to the podium. He began to read his "Address to the Country" that he had written earlier. His address served two purposes:
to declare independence from Booker T. Washington and to establish a program for the future. Washington had become famous earlier for making a compromise with officials. He said that the African-Americans would reluctantly accept the Jim Crow laws and pose no opposition if jobs and educational opportunities were created for them. Washington was one of the most powerful African-Americans for awhile. However, in the end, he was criticized for "leading the way backward." Du Bois was one of his critics. In his address, Du Bois stated that "We will not be satisfied to take...less than our manhood rights. We claim for ourselves every single right that belongs to a free born American, political, civil, and social." In his speech, he makes some of the following demands: the right to vote for all African-Americans, the cessation of discrimination in public accommodations, the right to interact with any person desired, the enforcement of laws against rich and poor and white and black citizens, and the education of African-American children.

Rebirth of the Klan: Immediately following the end of the first World War, the Ku Klux Klan (K.K.K.) resurfaced. Imperial Wizard William J. Simmons called on "native-born white Christians" to preserve the supremacy of the white race at a cross burning ceremony in Georgia. For an initiation fee of ten dollars and a five dollar charge for a white robe and hood, a Klansman received a license to hate Catholics, Jews, and immigrants in addition to African-Americans. The Klan paraded through major American cities shouting their slogans of hate.

Red Summer of 1919: In late spring of 1919, both the number of Klansmen and the number of parades and rallies they held increased at an alarming rate. On some marches, the Klansmen were met by opposition. Some Klansmen threw rocks, shot at, and attempted to set fire to some of their opposition. More than two dozen race riots took place that summer in places such as Chicago, Washington, D.C., Omaha, and Texas. Thousands of African-Americans were wounded or killed when they were attacked by white men with guns and clubs. African-American homes and churches were burned by the hundreds. Most of this violence was attributed to the Klan.

Lynchings: The hunting down, beating, and murder of African-Americans by white men is known as lynching. Hundreds of lynchings took place during the Red Summer of 1919, and hundreds more occurred in the years following. The manner in which many African-Americans died was very cruel. Several times, the individual was tied to a tree. The white men preceded to throw sharp objects at the body, beat it with a club, and touch the person with a hot iron or torch. Death was very slow and painful. Other times, the white men would simply hang the African-American from a very tall tree in an isolated area, where there was little hope of rescuing the person before death. Some African-Americans were tarred and feathered, quartered, or shot at point-blank range.
The Negro in 1932: This was by far the worst year of the Great Depression. Almost every individual in America was affected by the economic plight. Factories closed and left hundreds of thousands of people unemployed, hungry, homeless, and scared. African-Americans were the hardest hit by this financial crisis. One out of every two were unemployed. In the black ghettos where they had traditionally staffed establishments frequented by other African-Americans, unemployed whites took over those jobs. Many African-Americans protested such occurrences by refusing to buy products or use a service from a business who would not hire people of their race. Eventually, many businesses changed their hiring practices and allowed Negroes to work as sales clerks, meter readers, and repairmen.

Jobs in the Wartime Industry: When the United States became unofficially involved in World War II in 1941, there was an immediate need for a large labor pool that would produce war goods. The government solicited help in aviation plants, machine and tool shops, metal factories, and other such industries. However, African-Americans found it hard to land a job in these industries. According to the United States Employment Service, only thirteen African-Americans were hired to work in aviation plants in 1941 out of a total of eight thousand new workers. Only five of one thousand new employees in electrical equipment plants were Negroes. And, of over thirty-five thousand men finding jobs in machine and tool shops, only forty-five were African-Americans.

Executive Order 8802: African-American leaders were very upset at the fact that Negroes could not find jobs and that they were not allowed to participate in the war effort. Two of the most prominent leaders, A. Philip Randolph and Walter White, threatened to organize over one hundred thousand Negroes to march on Washington to protest the status of their people. President Franklin D. Roosevelt immediately called the two men into his office to meet with some of his Cabinet. He asked the men what they wanted them to do. Randolph replied that he wanted an executive order issued that would prohibit discrimination in government departments and defense oriented industries. The men spent the afternoon drafting such an agreement with the President. One week later on June 25, 1941, Executive Order 8802 was issued by FDR. Among its clauses were "there shall be no discrimination in the employment of workers in defense industries or government because of race, creed, color, or national origin...", "...it is the duty of employers and of labor organizations...," and "...to provide for the full and equitable participation of all workers in defense industries, without discrimination..." The march, scheduled for six days later, was canceled.

Brown Organizes a Following: As mentioned earlier, many aspects of society were segregated. This included schools. In Topeka, Kansas, eight-year old Linda Brown had to walk twenty-one blocks to go to a Negro school when there was a much better school only six blocks from her house. Linda's father, Oliver, wanted his daughter to go to the school closer to home. He did not like that Linda had to walk such a long distance alone (sometimes when it was dark outside) and he did not think that she should have to walk so far in extreme weather conditions or cross a very dangerous railroad crossing twice a day to get to her school. It bothered him even more that her school was extremely inferior to the school near her home; Linda's school did not have the best teachers, possessed little or no athletic equipment, had poor art supplies, and did not always have textbooks. Mr. Brown organized a group of other parents of African-American children who were in the same situation and felt that their children were not getting the
education they deserved. In 1951, Mr. Brown and twelve other parents filed a lawsuit against the Board Of Education of Topeka in the United States District Court. He lost his case, after the court decided that the present laws (based on Plessy vs. Ferguson) were being upheld. Brown did not give up there, however. He decided to challenge the constitutionality of Plessy vs. Ferguson and other segregation laws in the United States Supreme Court.

Oliver Brown et al. vs. Board of Education: Topeka, Kansas: The Supreme Court decided to hear Brown's appeal case in December of 1952. The focus of the case was shifted from Brown's original objective of allowing his child to attend a better school to a test of the American creed of freedom and equality. Brown wanted to test the hypocrisy of the Constitution, whose Fourteenth Amendment guaranteed all citizens equal protection of the law. Brown's backing had increased from the original twelve other parents. By now, much of the nation was involved. Almost forty percent of schools were segregated when the case began. And, almost all of those parents, other African-American leaders (including the N.A.A.C.P.), and even some white sympathizers wanted to see Brown win the case.

On May 17, 1954, the Supreme Court had reached a decision. Chief Justice Earl Warren announced the decision, stating that "... in the field of public education, segregation is a denial of the equal protection of the laws." This case was so important that for the first time, reporters were invited to the courtroom to hear the verdict. Usually, reporters received word of the decision when a light outside of the courtroom flashed to alert them that a printed document containing the transcript of the case would soon be available for them.

The Woolworth's Lunch Counter "Sit-In": On February 1, 1960, four freshmen students from an all-black college walked into a Woolworth's store in Greensboro, North Carolina. They bought some toothpaste, and then sat down at the lunch counter to order coffee. The students knew that they were not allowed to be served at the counter, and were reminded of that by the waitress who refused to bring them coffee. They sat at the counter until the store closed, but returned the following morning. When they had to leave to attend classes, other students took their places at the counter. By the week's end, over one hundred students had taken seats at the lunch counters in Greensboro. The event was called a "sit-in." Throughout the state and nation, other students followed suit over the forthcoming weeks and months. Not only were sit-ins held at restaurants, but movie theaters, art galleries, department stores, and libraries were also the sites for the protests. At some demonstrations, the students were verbally and physically harassed. Some were dragged out of the store by white customers, some were punched and kicked, and others had food and objects thrown at them. However, none of the students reacted to this abuse. They returned to their seats, faced forward, and never uttered a word in most instances. The ideas of civil disobedience and peaceful protest had caught on.

Store Owners Respond to Sit-Ins: After months of enduring the sit-ins and the attacks on the students participating in them, many store owners had to change their policies or temporarily shut down their business to deal with what they perceived as a major problem. Store owners posted signs on their doors stating that their businesses were closed indefinitely for repairs or in the interest of public safety and welfare. If the students attempted to enter the closed businesses, they were arrested. Some weeks later, merchants in Atlanta, San Antonio, and Tennessee began to reopen their businesses and agreed to serve white and black customers equally. Some opened because their sales had suffered tremendously due to the lack of customers while the sit-ins were taking place. Others reopened because they now sympathized with the Negro cause.

The Supreme Court Issues a Ruling: In December of 1960, the Supreme Court ruled that restaurants and waiting rooms in public transportation facilities could no longer be segregated.

"Freedom Rides": To both celebrate and test the Supreme Court decision limiting where segregation in public facilities could occur, seven African-Americans and six white men who were members of the Congress of Racial Equality (CORE) decided to take a "freedom ride" from Washington, D.C. to New Orleans. In May of 1961, they all boarded buses in the nation's capital. At every stop, they sat together at lunch counters and sat in waiting rooms. Everything was peaceful until they entered Anniston, Alabama. One bus was then set on fire. When the riders tried to escape, they were attacked and beaten by a mob. When they proceeded to Birmingham, they were again savagely beaten. The riders continued on their journey, regardless of the extreme physical pain they were in. But, there were no longer only thirteen riders. Young students and other civil rights activists came from all over the
southeastern part of the country to join in on the freedom ride. The riders braved the beatings and dealt with frequent arrests in the name of freedom. President John F. Kennedy and his brother, Attorney General Robert F. Kennedy, were forced to step in and take action after violence against the riders was mounting. In Birmingham and in parts of Mississippi, the President ordered federal troops (National Guardsmen) to meet the arriving buses and their riders. Local officials, including "Bull" Connor, the police chief in Birmingham, were highly opposed to Kennedy's decision. They did everything they could to arrest the riders, by citing them with minuscule violations such as disturbing the peace. Officials like Connor also used violent measures to try and dissuade the African-Americans from continuing such as spraying them with fire hoses at a high enough pressure to peel bark off of trees and releasing police dogs upon them. Often times, the protesters tried to incite their opposition to become violent as a propaganda technique. Later that year, the Interstate Commerce Commission applauded the efforts of the freedom riders and issued a ruling that forbade discrimination on interstate buses, trains, and in the stations.

Projected March: As was mentioned earlier, a March on Washington was proposed during the Great Depression by African-American leader A. Philip Randolph. The march never took place because Randolph and President Roosevelt struck a deal that it would not occur if Executive Order 8802 went into effect. After watching the increasing demonstrations by African-Americans and the violence against them in the early 1960's, Randolph proposed the idea of a march on the nation's capital once again. He wanted to hold the march on January 1, 1963, which would have been the hundred year anniversary of the Emancipation Proclamation. Other civil rights leaders were not interested in helping to organize the march, because Randolph wanted it to focus on securing additional and improved employment opportunities for African-Americans. Dr. King and the organizations he participated in were interested in a campaign against segregation, and felt that only a march against that would achieve anything.

JFK's Speech: While Randolph and King were still negotiating whether or not march would take place, President Kennedy and his brother stepped in to try and quell the racial violence as well as make the march an unnecessary event. On June 11, 1963, JFK spoke on national television. He restated that the Constitution says that all Americans should be treated equal, but that African-Americans were subject to segregation, were not allowed to vote, and, in general, could not enjoy a free life. Knowing that our nation's most famous document says that all people must be treated equal, JFK asked Americans who would then like to have their skin color changed and to stand in the place of the African-Americans. JFK went on to say that immediate action regarding civil rights needed to be taken.

King Takes Action: King felt that JFK's speech was proof that his work in Alabama had worked. He believed that this was now the appropriate time to stage a mass march in Washington, D.C. to force the president to sign an executive order that would prohibit segregation in all aspects of life. He called Randolph to organize the march. On June 19, 1963, JFK introduced a new civil rights bill that went beyond the one put into effect in 1957. The new provisions would give blacks the right to vote, would end discrimination in public places, and would have a plan for enforcing the new laws. JFK hoped that his introduction of the bill would cancel the march. However, JFK's hopes did not pan out. King and Randolph thought it was even more important now to have the march so that pressure was put on Congress to have it. They made their proposed plans for the march public.

The Big Six: In 1963, a group of six African-American leaders known as the "Big Six" met to plan the march. Among the six were Randolph and King. They wanted to get at least one hundred thousand people to participate. They needed to find transportation, housing, and food for those who would participate. And, they needed to get an estimated $25,000 to pull other logistics of the march. Much to the surprise of the Big Six, money poured in from a variety of sources: local civil rights groups, churches, unions, fashion shows, bake sales, and parties. The group planned out every detail of the march, including an agenda, a manual of demands to be made and objectives to be set, maps of how to get to and leave the capital, a booklet instructing participants on food, health, and sanitation facilities, and so on. The Big Six finalized most of the plans by August, but were very skeptical of how many people would attend. Their hopes were raised when a number of celebrities such as Sidney Poitier, Charlton Heston, Lena Horne, Bob Dylan, Joan Baez, Marlon Brando, and James Baldwin announced they would march.

August 28, 1963: When the Big Six showed up to begin the march, they found over 200,000 people in attendance.
The marchers were handed signs that read "We demand voting rights now!," "No U.S. Dough to Help Jim Crow," "Look Mom! Dogs Have TV Shows. Negroes Don’t," etc. The program included remarks from various civil rights leaders such as Randolph, John Lewis of the SNCC, and Roy Wilkins of the NAACP, songs by Marian Anderson and Mahalia Jackson, and a tribute to women freedom fighters by Medgar Ever’s widow. Near the end of the march, King took the podium.

"I Have a Dream": King had planned to say a few short remarks and then dismiss the crowd. However, when he took a look at all of the people, he decided that it was the perfect moment to prey on their emotion. He launched into an impromptu speech, known as "I Have a Dream" that will be forever remembered. Not only did the speech captivate the crowd at the march, but it also made a huge impression on the nearly eighty million who were watching the speech live on television.

Poll Taxes: In the 1960’s, the typical African-American was a low-wage earner. Some of them lived in poverty and many more made just enough to get by. There was rarely money to spare in a black person’s budgets, and the whites who do not want to see them vote took advantage of their unfortunate situation. They made local laws that required monetary fees to be paid on order for any person to register to vote and/or to cast a ballot. Because of their limited incomes, many African-Americans had to forfeit their voting right. These laws were not seen as a violation of the Thirteenth Amendment by most whites at the time. The amendment stated that voting privileges could not be denied based on race, but never mentioned anything about financial status.

Literacy Tests: Another measure employed by whites to prevent blacks from voting was to require all potential voters to pass written exams that tested their ability to read and write. These "literacy" tests were by no means fair for many reasons. Even though prospective voters of all races had to take the tests in order to cast a ballot (or receive an exemption from taking the test), African-Americans were given harder questions. Considering that whites and blacks did not have even close to the same educational opportunities, this aspect of the test was highly unfair. Not only did they evaluate the person’s reading and writing skills, but specific questions about American government were asked. On some literacy tests, voting candidates had to cite the exact article and section number of a certain amendment or provision in the United States Constitution. On many of the tests, voters had to get ninety percent or better of the questions correct to earn the right to vote. Inform students about the requirements for earning an exemption from taking the test that was mentioned above. Explain that many whites did not have to take the tests because of the grandfather clause. This clause stated that any person whose grandfather was able to vote did not have to take a literacy test. This clause obviously excluded most blacks, because many of their grandfathers were slaves with no legal rights.

Other Manners of Curbing African-American Voting: Besides requiring literacy tests and poll taxes, whites tried to dissuade blacks from voting in other manners. Many employers posted notices that they would fire or demote any African-American who registered to vote or assisted with registering another member of his race. Mobs of whites spent hours at a time waiting at registration booths for potential black voters to show up. When they did, the whites would harass them and become physically violent against them. Thousands of African-Americans were beaten and/or killed while trying to exercise their constitutional right. Another indirect way of keeping blacks out of the polls was to strategically place registrations sites in locations that were inconvenient for them. Registration booths were often placed ten to twenty miles away from center of black communities. As most of the blacks did not have cars, the booths were situated in a fashion that no mode of public transportation would pass near them. The times for registering to vote would usually be made during the hottest (or coldest in the winter months) and darkest part of the day to discourage people from voting.

Northerners Assist Blacks with Registering: In the Northern part of the country, prejudice against African-Americans was not as great as it was in the South. After all, it was the North who proposed the idea of abolition and ended up fighting to free the black slaves. Although discrimination and segregation did exist in some parts of the North, there were a great number of people who were sympathetic to the cause of the Civil Rights Movement. Many people in the North felt that the blacks should be allowed to vote. Some of them volunteered to go down to the South
and try to help those who wanted to vote register. Usually on weekends, a busload of volunteers would take off for states such as Mississippi, Alabama, and Georgia. There, they would meet with blacks to help them study for their literacy tests, pass out money which had been donated to pay poll taxes, and encourage them to stay strong in their fight to vote. Some of the volunteers would accompany the blacks to the registration sites. They thought that the mobs would be less likely to attack when whites were present and that the registrars would be more hesitant to reject black voters for trivial reasons with whites standing at their side. In some cases, this was true. Whites did help thousands of African-Americans register. In other cases, the whites just became targets as well. Many buses of volunteers were attacked with stones and by fire.

Twenty-Fourth Amendment: In 1964, an Amendment was made to the United States Constitution. This amendment outlawed the poll tax in national elections and gave Congress the power to enforce it by appropriate legislation. 1965 Voting Rights Act: In 1965, African-Americans trying to register to vote were facing more obstacles than ever. They had more help than before (from national organizations like the N.A.A.C.P., S.N.C.C., and the S.C.L.C. in addition to thousands of volunteers from churches, universities, and celebrities) but were being more violently attacked and more severely threatened. One of the worst places for blacks who wanted to vote was in Alabama, where the opposition to them was led by Governor George Wallace and Selma's sheriff, Jim Clark, who was unafraid to allow open violence against them. President Lyndon B. Johnson spoke out against the denial of voting rights that was occurring mainly in the South. In 1965, he signed the Voting Rights Act which "abolished all 'understanding' [literacy] tests and authorized federal examiners to register Negroes wherever local officials denied them the ballot." One year later, ten thousands blacks registered in Selma alone. They voted Sheriff Jim Clark out of office.
Appendix C
Lesson Plan 4 Lecture/Discussion Notes

Yalta Conference: A famous meeting of the "Big Three" (Franklin D. Roosevelt, Joseph Stalin, and Winston Churchill) took place in Yalta in February of 1945. These world leaders decided at the Yalta Conference to split recently conquered Germany into four occupation zones (supervised by an Allied Control Council) and to similarly divide the rule of Germany's capital, Berlin. The agreements reached at Yalta had both positive and negative effects on the United States. In order to solicit the help of the Soviet Union in the war against Japan, the democratic Allied Nations had to agree to allow Stalin's Red Army to participate in the occupation of Germany. At Yalta, Stalin promised that his army's occupation would not result in German citizens being forced to adopt the communist style of government characteristic to that of the Soviet Union. Stalin broke every promise he made to the leaders of the United States, Great Britain, and other Allied Nations. He did install a communist regime in Berlin and the eastern occupation zone in Germany.

Berlin Airlift: Stalin feared that the Allied powers would retaliate against his country for his broken promises and the communist institutions he created in Germany. He also feared that, in the future, Germans opposed to his presence and rule in their nation would revolt. Stalin decided that he had to convince the citizens of Berlin of his strong military backing and political power. He ordered a blockade of Berlin in 1948; he prohibited trains, ships, and armored vehicles carrying food, clothing, and medical supplies from entering his section of Berlin. He also reduced the amount of electricity in the city by one-half. As a result, many Berliners went without food, medicine, and other necessities for a long period of time. Starvation and disease threatened two and a half million people in the city. The United States, Great Britain, and France launched "Operation Vittles," otherwise known as the Berlin Airlift, in response to the blockade. These Allied powers dropped over 20,000 tons of food, blankets, and medical supplies from planes flying above Berlin. Although Berliners received the nourishment they needed to survive, they were forced to submit to Soviet control. Their industries (the backbone of the German economy) were gone; destroyed during the war and devastated by Stalin's blockade and electrical restrictions. The blockade was not lifted until May of 1949.

Satellites: Prior to Stalin's entrance into Berlin, he had ordered his armies to invade and take over Poland in 1945, forcing them to establish a communist government and answer to the Soviet Union. Then, he worked his way into other countries in Eastern Europe, such as Czechoslovakia, Bulgaria, Hungary, and Albania. He used extensive propaganda and, at times, military force to change the political beliefs and/or ideologies of the citizens of those areas into believing that communism was the most efficient form of government. These nations became known as "communist satellites" or "Soviet satellites." Although these countries had self-government, for the most part, they still followed orders from Stalin and relied financially on the Soviet Union to sustain themselves.

Opposition to Communist Expansion: American leaders did not approve of how the communist leaders came to power in the violent Bolshevik Revolution of 1917. Remind students of the American principles of popular sovereignty and individual liberty; that our nation has historically felt that citizens of a given political body should be guaranteed certain rights and privileges, and that they should be allowed to freely participate in political and
economical decision-making. Both the Bolshevik Revolution and the unveiling of the Iron Curtain contradicted these principles. In addition to directly taking over certain lands and installing communist regimes, the Soviet Union also helped spread communism in more indirect manners. For instance, the Soviet Union sent military and financial aid to rebels in several countries to use in a revolt against democracy and capitalism. The Soviet Union also sent such aid to enemies of the United States such as Cuba, North Korea, North Vietnam, and nations in Latin America.

The Marshall Plan: This plan, named after Secretary of State George C. Marshall, sent $13.5 billion in aid to countries in Europe that were trying to rebuild from the war and/or attempting to resist communist infiltration. Both the "Truman Doctrine" and the "Marshall Plan" shifted the American stance on foreign policy from an isolationist point-of-view to that of a vigilante/anti-expansionist.

NATO: In 1949, the United States helped form and then joined the North Atlantic Treaty Organization (NATO). This alliance system aimed to combine the armed forces of the major Western European powers with the American forces already stationed in Europe. The basis for membership in this organization was a strong commitment to deterring the spread of communism and monitoring the proposals and actions of the Soviet Union. Some countries who joined NATO include: Canada, Portugal, Greece, Great Britain, Iceland, Norway, Italy, France, and the Benelux countries (Belgium, the Netherlands, and Luxembourg).

American Defense Treaties: During the administration of President Dwight D. Eisenhower, the United States signed defense treaties with several Asian nations and Spain (1953). "Ike" helped add two separate Asian dominated alliance systems to NATO; one system included Turkey, Iran, Great Britain, and Pakistan, and the other included Pakistan, Thailand, the Philippines, Australia, and New Zealand. However, neither system lasted very long.

Warsaw Pact: The Soviet Union attempted to create an alliance system for itself in response to the American involvement in NATO and independent defense treaties. This alliance system was known as the Warsaw Pact or the Warsaw Treaty Organization. Those countries who signed the Warsaw Pact were communist, and typically Soviet satellites. The pact joined the Soviet Red Army with the militaries of the satellite countries.

American Public Opinion: Fears were mounting, and many people believed that a military conflict was inevitable. Some people feared that the United States would be invaded by the Soviet Union or assaulted from a distance by Soviet missiles. As a result, many of them began to look into constructing underground bomb shelters. Several large cities began training emergency personnel to respond to such an attack, and installed warning sirens throughout their urban areas. A notable number of these people believed that the attack that was bound to happen would signify the end of the world. They believed that the property damage and environmental hazards that would result from such an attack would make it impossible to sustain human life.
Change in Power: In 1953, Joseph Stalin died. After a brief struggle for control of the country, Nikita Khrushchev assumed power. In 1956, Khrushchev took a big risk by giving an anti-Stalin speech at the Twentieth Party Congress. It was very dangerous and, therefore, rare for someone to question a leader of the Communist Party and the Soviet Union in public. Khrushchev denounced Stalin in every way possible. He condemned his harsh treatment of Russian civilians and military personnel and how his dictatorial style wreaked havoc upon the Soviet economy. He even went so far as to call Stalin a murderer; accusing the former ruler of ordering thousands of civilians, soldiers, and government officials to be killed for disagreeing with his beliefs or mounting opposition to the Communist Party. Khrushchev also insinuated that his greediness and carelessness indirectly killed thousands of others who were deeply hurt by the troubled economy. In his speech, Khrushchev recited facts such as "Of the 139 members and candidates of the party’s Central Committee who were elected at the 17th Congress (1934), 98 persons or 70% were arrested and shot."

Communist Satellites Attempt Revolts: The revelations made public during Khrushchev’s speech created chaos around the world, particularly in the Communist satellite nations. People in these nations began to defect from the Communist Party, and several groups planned military coups of the reigning communist leaders. In June 1956, protests began in Poland. In October, the tensions between the rebels and communists came to a head. It was unknown whether Khrushchev would order the Red Army in to crush the revolt, or whether he would simply ease Soviet control of the country. This period was known as "Polish October." The Soviet Union agreed to let Poland have more control over their government if they pledged future loyalties to the Red Army. Later that month, uprisings began in Budapest, Hungary. Soviet troops were forced to leave the country. A moderate communist group called for Hungary to become a democratic nation and to withdraw from the Warsaw Pact. The Soviet Union sought help from communist leaders such as Mao Zedong of the People’s Republic of China and Emperor Tito of Yugoslavia. In November, the Red Army returned to Hungary and stopped the revolt.
Atomic Potential: The United States exploded its first atomic device during World War II, and detonated their first two atomic bombs in combat against Japan in 1945. The Soviet Union conducted their first atomic explosion in 1949, right as tensions between the two nations began to increase. News of the Soviet atomic capacity sent shockwaves through the United States. During this time period, both nations also declared that they had a significant supply of operable hydrogen bombs.

Intercontinental Ballistic Missiles (ICBM's): Both nations began to build up their nuclear arsenal in the years immediately following World War II. By the late 1950's, missile production was at its highest. The ICBM's had the ability to carry nuclear warheads. They could be launched from air or sea. These missiles had long range potential as well; most of them could reach destinations several hundreds of miles away with good precision.

Mutual Assured Destruction (MAD): By the 1960's, the United States and the Soviet Union had reached a state in their weapons potential known as mutual assured destruction, or, "MAD." This meant that both sides had the capabilities to completely destroy one another. The powerful, sophisticated nuclear weapons that both sides had stockpiled could potentially have wiped out all life and property in enemy territory.

Space Race: In 1957, the Soviet Union launched the first space satellite, Sputnik. Five years later in 1962, cosmonaut Yuri Gagarin orbited the earth in a space capsule. Americans were alarmed by these feats. The fact that the Soviet Union had access to space posed additional security threats to them. Also, the American spirit was dealt a huge blow by this series of Soviet triumphs. People in the United States were not accustomed to being inferior in terms of academics or technology.

"We Will Bury You": In 1959, Nikita Khrushchev, fueled by Soviet accomplishments in the space program, proclaimed to the American public the aforementioned words. He also went on to say that he predicted the Soviet Union would become the most intelligent and educated society and that it would pass the United States in per capita production by the 1970's. Khrushchev's outright boasting and his confidence once again shocked Americans.

House Un-American Activities Committee (HUAC) and McCarthyism: This committee was created in 1947 in response to the growing American fears of invasion and domination by the Soviet Union. Several members of the United States Congress, led by Senator Joseph McCarthy expressed concerns that they believed the Soviet Union had spies in the United States. These politicians, as well as many Americans, feared that communists had infiltrated the United States government (including the military), economic institutions, and other aspects of the American society. The purpose of HUAC was to seek out these alleged spies, whether American or Soviet, and bring them up on charges that would alleviate the threats they could pose to national security. A witchhunt was launched at the encouragement of McCarthy. No individual was safe from accusation and investigation from McCarthy and HUAC; military personnel, politicians, federal agents, government officials, entertainers, chemists, economists, and ordinary citizens all became targets. This witchhunt was the pinnacle of the Red Scare. This period is also commonly referred
to as "McCarthyism," after the suspicious senator.

Before 1961: Prior to 1961, the border between communist East Berlin and the democratic West Berlin was open to almost a half of a million people. People living in the west found it necessary to frequently travel to the eastern part of the city, as a majority of shopping malls, cinemas, and discos were located there. Also, tropical fruits and other food goods were only located in the east. Thousands of easterners worked in the west, and likewise, thousands of westerners commuted to jobs in the east.

Moscow Meeting: In August of 1961, members of communist nations who were a part of the Warsaw Pact met in Moscow to discuss the situation in Berlin. At that meeting, it was decided (after recommendation from Khrushchev) that the city should be divided to achieve optimal security for the communist Berlin and the nations who had interests in it.

Construction of the Wall: The wall was built overnight (August 12 and 13, 1961). It was 166 kilometers in length and almost four meters in height. There were tall columns and posts located on the eastern side at various intervals. Walter Ulbricht, leader of the German Democratic Republic (East Germany), ordered soldiers to station themselves at these posts and to fire upon anyone attempting to scale the wall or otherwise cross the border. Between August 13, 1961 and the fall of the wall on November 9, 1989, over one hundred people were shot and killed for violating the border.

U-2 Spy Incident: In April of 1960, a United States Air Force pilot, Francis Gary Powers, departed from his base near Adana, Turkey. He flew across the southern boundary of the Soviet Union to Peshawar, Pakistan. A few days later, he began a reconnaissance mission that was supposed to go up the Ural Mountains to Murmansk on the Kola Peninsula and then to a base in Norway. However, he supposedly made a navigation error and entered Soviet territory. Soviet radar tracked the plane as it neared their border, and upon Khrushchev’s command, shot down Powers with a rocket. Powers was captured. President Dwight D. Eisenhower, who was supposed to meet with the Soviet premier at a summit, took full responsibility for Power’s flight. However, he refused to publicly apologize and admit the United States was spying on the Soviet Union. The summit was then canceled.

Cuba Becomes Satellite: Cuba, under the rule of revolutionary Fidel Castro, became the latest country to become a Soviet satellite. The United States was especially concerned about this, considering the close proximity to their country. However, there was nothing they could do.

Bay of Pigs Invasion: In 1961, President John F. Kennedy took office. He learned that the CIA had been training Cuban counterrevolutionaries (anti-Castro) since the beginning of the Eisenhower administration. Evidently, Eisenhower had ordered the exiles to be armed and trained throughout Central America for an invasion of Cuba and an attempt to oust Castro. Kennedy did not agree with this plan at first, but was told by his advisors to let the CIA carry out their mission. Kennedy promised the exiles he would provide American forces to launch air strikes on Cuba when and if they invaded the island. He did not pledge ground troops. In April of 1961, almost 1,300 Cuban rebels stormed the island in an attempt to oust Castro and other communist leaders from their homeland. Their point of landing was the Bay of Pigs, about ninety miles southeast of Havana, the nation’s capital. The force launched both air and ground attacks, using B-26 bombers, armored tanks, and stationary artillery. However, no American air support arrived. The Cuban exiles felt betrayed by both the United States and President Kennedy. Although the
American-backed rebels were entirely committed to their cause, they were no match for the much larger and superior Cuban military. Within two days, the revolt was crushed. Many of the exiles were killed, while others were jailed. When evidence of American involvement in the invasion surfaced, relations between both Cuba and the United States and the Soviet Union and the United States worsened.

Cuban Missile Crisis: During a military reconnaissance flight over Cuba on October 15, 1962, an American pilot spotted what appeared to be missile launching sites. After close examination of photographs taken during the flight, it was confirmed that multiple missile launching sites were indeed being erected. JFK was extremely concerned about this discovery, and formed an executive committee (called EXCOMM) of his twelve closest advisors to discuss the matter. Much of the basis for Kennedy's concern was that missiles were stationed only ninety miles from the American shore. On October 22, the American government went public with the information they had acquired. They explained to the American public that it was believed that the missile sites were owned, produced, and would be operated by the Soviet Union rather than Cuba. This sent public fear and suspicion to an all-time high. Later that day, JFK announced a naval blockade of Cuba would commence, in hopes that the Cuban government would disallow the missiles to be placed in their nation after much-needed food, medical supplies, consumer goods, and other products were kept from them. The blockade was also intended to keep additional Soviet weapons and military personnel from entering Cuba. Both Khrushchev and Castro were outraged by the American response. Khrushchev told the American government that all missiles would be removed from Cuba if the United States promised not to invade Cuba or support anti-Castro and anti-Communist forces. Over the next few days, JFK and Khrushchev corresponded by letter in search of peacefully resolving the situation. The crisis came to a head on October 27, when an American U-2 plane was shot down over Cuba. This fueled Soviet and Cuban suspicion that American forces were planning an invasion of country, and it immediately put both countries on the defensive. Finally, Khrushchev agreed to remove the missiles from Cuba if JFK would agree to removed American missiles from Turkey that were pointed towards various sites in the Soviet Union. All missile launching sites and missiles were removed from Cuba and Turkey on October 28. The so-called "Cuban Missile Crisis" had come to an end. Khrushchev and Kennedy then established a "hot-line," a direct telephone line between the White House and the Kremlin. The purpose of this hotline was to encourage communication between the leaders and avoid future crises that endangered the welfare of both nations.
APPENDIX E

Lesson Plan 6 Lecture/Discussion Notes

Wars of National Liberation and Nation Building: As was true all throughout the 1950's and in the early 1960's, the years immediately following the Cuban Missile Crisis were characterized by Soviet attempts to spread communism to other countries. Beginning in the mid 1950's, many parts of the world were trying to win their independence from the colonial control of Western nations such as Great Britain and France. The Soviet Union extended a helping hand to any communist group within these countries that were seeking freedom from colonial rule in what the Soviets called "Wars of National Liberation." As a countermeasure to the Soviet plan, the United States initiated the policy of "nation building." This policy came to the forefront during JFK's administration, when the United States government sent military, political, and economic aid to those opposing the communist forces. The main goal of this policy was to promote democratic reform.

Testing New Policies in Vietnam: The most famous place where the Soviet "Wars of National Liberation" campaign and the American "nation building" policy came into conflict was in Vietnam. Certain groups in North Vietnam and their communist allies, the Vietcong, in South Vietnam were attempting to overthrow the democratic governments of South Vietnam. They wanted to instill a communist government for all of Vietnam. As was expected, the Soviets offered assistance to the Vietcong and the groups in North Vietnam. In response, the United States began to aid and sympathize with the democratic South Vietnam. This conflict began in the 1960's and lasted well into the 1970's, killing almost 50,000 Americans.

JFK to LBJ: On November 22, 1963, President John F. Kennedy traveled to Dallas, Texas to participate in a parade and a press conference. During the parade route, he was shot several times by a sniper supposedly hiding in the nearby Texas Book Depository. He was rushed to the hospital and treated for multiple gunshot wounds (the most severe of which blew off half of his head). He died moments later. Vice-President Lyndon B. Johnson (LBJ) was sworn in aboard Air Force One as he accompanied the slain president's body back to Washington. Hours later, Lee Harvey Oswald was arrested on suspicion that he was the assassin. Investigations revealed that he had Soviet connections. Before detectives were able to talk with Oswald in detail, he was murdered. Controversy surrounded the case and still does today. Some people feel that the CIA had JFK killed, while others think that the Soviets ordered the assassination. Allow students to watch news programs, read editorials, and listen to radio shows that discuss the controversy if time permits.

Moscow Coup: Following the Cuban Missile Crisis and a down cycle in the Russian economy, many Soviets became upset with the rule of Nikita Khrushchev. They felt as though his policies were endangering the economy and health of the public. As a result, Khrushchev was ousted from office in 1964. Leonid Brezhnev assumed control of the Soviet Union. While Khrushchev was a dictator, Brezhnev preferred style of government was known as an oligarchy. An oligarchy means that the government is run on the collective rule or will of a privileged minority and is less authoritarian.

Nuclear Non-Proliferation Treaty: In 1968, one hundred members of the United Nations signed the Nuclear Non-Proliferation Treaty. This treaty stated that all members agreed not to create or test any more nuclear weapons. During the next few years, other members of the U.N. signed the treaty.
Strategic Arms Limitations Talks (SALT): In 1969, the United States and the Soviet Union began the Strategic Arms Limitations Talks, known more commonly as SALT. By 1972, they had agreed on the provisions of the agreement which placed a temporary limit on offensive strategic weapons.

Nixon Doctrine: Tensions with the Soviet Union had not been eased well into the 1970's. The tragedy of the Vietnam War was one of the major reasons for the continued negative relationship between the two superpowers. As a result, President Nixon and his chief foreign policy adviser, Henry Kissinger, restructured American foreign policy. The Nixon Doctrine was established as a part of the policy overhaul. This doctrine, in an effort to scale back American forces serving overseas, made it policy to no longer "undertake all the defense of the free nations of the world." America would only intervene where "it makes a real difference and is considered in our interest."

Détente: Kissinger had a keen interest in 19th century diplomacy and history. He had thoroughly researched and analyzed why peace had prevailed throughout much of Europe during that time period. He concluded that the reason for the lasting peace was because the nations were able to maintain a balance of power that promoted prosperity and security for all involved. In an attempt to recreate this historical peace, Kissinger and Nixon pursued improved relationships with the Soviet Union, the People's Republic of China, and other communist institutions during the 1970's. The theory behind this campaign was known as détente. It stressed the value of order based on recognition of mutual interests and military strength. The rationale behind the theory of détente was that the Soviet Union and China would take more of an interest in international matters and have less desire to promote revolution if they were allowed to participate in the system.

Iranian Revolution and Soviets in Afghanistan: In the late 1970's, America depended upon the shah of Iran to promote their policies and support their actions throughout the Middle East. However, the shah was soon overthrown and a revolution commenced. In 1979, Soviets invaded Afghanistan, a small nation bordered by both Iran and the Soviet Union. The United States feared that the Soviets were trying to take advantage of the chaos in Iran and attempting to use that opportunity to bring communism to the Middle East.

Carter Doctrine: In 1976, Jimmy Carter was elected to the office of President in the United States, replacing Gerald Ford (who had taken over after Nixon resigned). He established a policy known as the Carter Doctrine in response to Soviet advances into Afghanistan. The Carter Doctrine stated that "An attempt by any outside force to gain control of the Persian Gulf Region will be regarded as an assault on the vital interests of the United States of America. And such an assault will be repelled by any means necessary including military force."

Budget Restructuring and the Department of Defense: Reagan was very concerned with the spread of communism and the threat of nuclear conflict with the Soviet Union. He felt that the key to stopping the expansion of communism was to strengthen the American military. He restructured the federal budget so that the Department of Defense received a substantial increase. The additional money would be used to advance weapons systems, maintain and expand military intelligence and scientific research programs, and accommodate the deployment of armed forces to monitor activities throughout the world if necessary.

Star Wars: By increasing the defense budget, Reagan committed himself and the government to national security. Much of the defense money went to support the MX Missile System and the Strategic Defense Initiative, also known as "Star Wars." Eventually the name "Star Wars" become more inclusive, and incorporated all weapons programs and security plans. Many historians feel that the Star Wars program helped bring the Cold War to a grinding halt.
America Stops Communism: Soviet backed rebels in many Latin American countries such as Nicaragua and El Salvador attempted to overthrow democratic regimes in favor of militant and/or communist leadership. The United States sent forces to many of those countries to try and stop the opposition. Financial and military aid was also sent. In 1983, the American government feared that a tiny country called Grenada was likely to succumb to Soviet and Cuban rule. Reagan ordered forces to invade the nation and to reinstate democratic leaders. In Haiti and the Philippines, Reagan ordered the American government to aid democratic rulers who were being forced out of office by communist sympathizers. For the most part, Reagan's plans succeeded.

Glasnost: Gorbachev sensed the public growing resentment towards communism and the secrecy that came along with it. Therefore, he initiated the policy of "glasnost," which means "openness" in English. He allowed certain government records to be made public. Gorbachev also welcomed communication between his government and that of the United States.

Perestroika: In cooperation with the policy of glasnost, Gorbachev created another policy known as perestroika. In English, perestroika translates to "reform." He wanted to make the Soviet government and society less totalitarian. He favored policies that promoted voluntary civic cooperation and encouraged individual creativity. Gorbachev's reforms were seen as a move towards democracy and away from communism.

Washington Summit and New Treaties: In 1987, Gorbachev met with President Reagan in Washington for a highly publicized summit. At this meeting, the Intermediate Nuclear Force (INF) Treaty was signed. This treaty stated that both superpowers would further reduce their arsenals of intermediate range nuclear weapons. Also, the program known as START (an acronym for Strategic Arms Reduction Talks) began. This program would organized the reduction of multiple warhead nuclear missiles by over fifty percent in the coming years.

Demand for Freedom and Self-Government in Eastern Europe: The themes of glasnost and perestroika made popular by Gorbachev became important ideas throughout much of Eastern Europe. After years of Soviet control and/or influence, many nations in the region were ready to become independent from the Soviet Union. The demand for freedom and self-government in these countries was strong. Throughout 1989, the following countries rejected communism and instituted more democratic forms of government: Poland, Hungary, Bulgaria, Czechoslovakia, and parts of Yugoslavia. Some of these nations became democratic through elections, while others had to resort to revolutions and coups to achieve their objectives.

The Wall Comes Crumbling Down: After communist governments had been removed in Hungary and Czechoslovakia, their borders with West Germany were opened. Many East Germans who were becoming more resentful of the communist government in their country left via these recently opened borders. Erich Honecker, the communist leader of East Germany, was deposed by his government. On November 6, 1989, over one million East Germans gathered in the streets of East Berlin to protest until the entire communist government resigned. Three days later, the Berlin Wall was torn down. There were celebrations everywhere in Berlin and throughout both East and West Germany. East Germany and West Germany were ready to be united into one country once again.

Repercussions from Stalin's Rule: By the 1990's, citizens of the Soviet Union had become fed up with the
communist lifestyle they were being forced to live. While in the beginning they had accepted communism, the repercussions of what leaders such as Stalin had ordered and planned were causing them pain and grief. Stalin was a strong promoter of industrial progress in the Soviet Union. His plans to boost industry left the Soviet environment severely damaged. Also, Stalin's economic and political policies were not highly tolerant of diversity. Because the Soviet Union was a nation full of religious and ethnic diversity, Stalin's attitudes and values brought trouble. Vicious ethnic violence escalated in the many republics of the Soviet Union, especially in the Baltic Republics of Lithuania, Latvia, and Estonia.

**Russian Republic Declares Independence:** In 1990, the Russian Republic (the largest republic in the Soviet Union), declared its independence. Its leader was Boris Yeltsin. Gorbachev announced he was willing to let the republics have more freedom in local management and be allowed to participate more in national issues. Yeltsin and Gorbachev worked together in the beginning, but it was plain to see that it would be difficult to balance the desires of self-government coming from Yeltsin's camp and the unionwide cooperation Gorbachev sought to maintain.

**Failed Coup:** On August 19, 1990, a coup was launched by hard-line communists who opposed Gorbachev's more democratic reforms. Gorbachev was imprisoned in his vacation home on the Crimean Peninsula. Those who staged the coup miscalculated public opinion, assuming that their attempt to oust Gorbachev and bring back strict communism would be supported in the end. In three days, the coup collapsed.

**Baltic Republics Declare Independence:** Two weeks after the attempted coup, the Baltic Republics of Latvia, Lithuania, and Estonia declared their independence from the Soviet Union.

**Official Collapse of the Soviet Union:** On December 24, 1990, the Soviet Union officially collapsed and Gorbachev was dismissed from office. Russia, the Ukraine, and Belarus (former republics of the Soviet Union) formed the Commonwealth of Independent States (CIS). The CIS was led by Yeltsin. With the exception of the CIS, all other former republics of the Soviet Union became independent entities.
World War I: Women were presented with many new opportunities during World War I and the years that immediately followed it. When the United States entered the war in 1917, the first mandatory draft took well over one million men out of the home and out of the workforce. Initially, women were not asked to contribute to the war effort. The Department of Labor and local labor leaders clearly stated that women were not wanted nor needed; posters displaying slogans such as "Plenty of Work for Men" were distributed to convince the public that enough men were available to man the war industries. Therefore, women participated mostly in relief work during the first stages of the war. In the home, they conserved resources and food that may have been needed, they helped maintain homes and farms in the absence of their husbands and fathers, and they knitted much of their own clothing to save money and material. In the community, women held war-bond drives, worked for organizations such as the Red Cross that helped coordinate medical aid for soldiers, and joined volunteer organizations. Some women even joined the Army as nurses. Women experienced many hardships upon obtaining jobs. Male workers and the general public as a whole were not very receptive to the women who entered the workforce. They believed that female laborers were violating the traditional idea that women belonged in the home. Many also believed that allowing women to work would lower the wages for all skilled workers. Men often protested the hiring of female workers, restricted them from joining labor unions, and lobbied for protective legislation that would limit what the women could do. In 1918, President Woodrow Wilson created the National War Labor Board to study female workers and issues pertaining to them, especially that of equal pay as women were only receiving one half to two thirds of the income a male earned in the exact same job. As more and more men were called to service, employers filled job vacancies with female workers who already had labor experience. After a while, this labor pool was exhausted. The government campaigned to recruit women workers for jobs in war industries. Most of this solicitation was done by the Women's Bureau of the Department of Labor which was created in 1920. Women primarily worked in iron and steel mills, oil refineries, dirigible and automobile factories, and chemical plants. As the war waged on, the government held a second draft. This draft left a huge void in the agricultural labor force, and women were recruited to become farm workers.

Great Depression: When the stock market collapsed in 1929, the American economy was in ruins. The Great Depression was a very serious and widespread disaster that had a major impact on the nation's history and the evolution of the American woman. Because family incomes were limited, women were forced to find ways to save money and conserve resources in the home. By 1933, over one fourth of the nation's workers were unemployed. Some women tried to find part-time jobs to earn additional money for their family. Most of these jobs were in domestic service, clerical and sales positions, factories operatives, and nurses. Women still were only able to earn around one half of what men did. As was true during war employment, women encountered hardships upon entering the workforce. The public was still very against women working, especially those who were married. Many people became upset when women could find jobs after thousands of men had been laid off. Another problem women faced was that men who were displaced became interested in entering professions such as teaching and nursing that were historically female dominated fields. Fewer women were able to become teachers and nurses, and thus, fewer young girls aspired to receive education and training in these fields. One breakthrough for women came in 1933 when the National Industrial Recovery Act was passed which guaranteed them the right to organize. Union membership did not solve all of the women workers' problems, however. It did earn them a few more rights. President Franklin Roosevelt also helped women through the passing of his New Deal legislation, which accomplished setting a maximum hour and minimum wage requirement and encouraging females to enter the labor force (to administer newly created social welfare programs) among other things.

World War II and Rosie the Riveter: The 1941 bombing of Pearl Harbor by Japan signaled the American entrance into World War II. Due to the sudden and unexpected nature of the United States involvement into international
conflict, it was difficult to mobilize the manpower necessary for the war. The War Manpower Commission knew that it would need the help of female laborers in order to ensure a successful war effort. However, many women were hesitant to find jobs after the treatment they received for working during the first world war. The government had to change the image of employment in the eyes of the entire public, especially in the eyes of women. To help pull women into war industries, the government created a character known as “Rosie the Riveter.” This character was dressed in overalls and had her hair covered by a bandana. It appeared as if she was calling out to women in America to join employed, much as the Uncle Sam character had called for men to join the army. Thousands of posters featuring Rosie were plastered across the land. Songs such as “We’re the Janes Who Make the Planes” became incredibly popular. This new wave of propaganda made it seem like it was the woman’s duty to get a job. Slogans such as “Longing Won’t Bring Him Back Sooner--Get a War Job” and “I’m Proud--My Husband Wants Me to Do My Part” illustrate this very well. In only five short years, the percentage of women in the workforce rose from 17.6 to 37 percent. Women worked in industrial jobs for the most parts, such as shipyards, aircraft factories, and steel mills. But, women also entered other fields such as law, medicine, higher education, science, and sports. Women were rewarded for their participation in the war effort with higher wages, regulated hours, satisfactory working conditions, daycares, and the option of joining unions.
First Wave (Old Feminism) Begins: The First Wave of the Women's Rights Movement finds its roots in the 1830's. At that time, many women joined local organizations that were committed to "freedom causes" such as women's suffrage and the abolition of slavery. Women wrote letters to newspapers and government officials, organized community events such as bake sales and fairs, and held town meetings and/or public protests in attempt to raise awareness about the need for reform. The official beginning of the Women's Rights Movement was on July 13, 1848. On this day, Elizabeth Cady Stanton, attended a tea with four female friends. In the course of conversation, Stanton expressed that she was unhappy with her role and status in the American democracy. She thought it was hypocritical for the colonists to leave England because their freedom was restricted by a tyrannical leader (and later fight in the American Revolution) when they were denying rights to citizens (women and blacks in this case) much in the same manner. She felt that women had taken just as many risks as men early in the nation's history, but had not been justly rewarded with additional liberties and privileges. She stated that the society would function better and remain more loyal if women were allowed an active role in the new republic. The women agreed with Stanton. They all decided to have a convention to discuss the "social, civil, and religious condition and rights of woman." This meeting was to be held the following week in Seneca Falls. The ultimate mission for these women was to help the republic keep its promise of "better, more egalitarian lives for its citizens."

Seneca Falls Convention and the "Declaration of Sentiments": The women's rights convention in Seneca Falls, New York was held on July 19 and 20 of 1848. Two hundred delegates (thirty-two men) attended. At the convention, Stanton unveiled the "Declaration of Sentiments" which she had written before the meeting. This document was based on the "Declaration of Independence" and was an expression of the rights women thought they were guaranteed and that they wanted as American citizens. Many historians have stated that the Women's Rights Movement would not have been as successful as it was if Stanton had not so eloquently connected women's rights to the ever powerful American symbol of liberty. In the "Declaration of Sentiments," Stanton outlined several grievances which American women had regarding their social, civil, and religious life. Most of the grievances were stated in the same way as those written by the American forefathers when they complained about the unjust treatment they received at the hands of the English government. Twelve of Stanton's grievances were endorsed by the women at the convention after a few changes were made to them. The only grievance that did not unanimously pass was her call for women's suffrage. Many women thought it was inconceivable for women to be given the right to vote. Lucretia Mott, Stanton's friend and staunch women's right activist, was shocked at the proposal for women's enfranchisement. A heated debate then swept across the floor of the convention room. The conflict ended when former slave and abolitionist, Frederick Douglass, went to the podium and argued that women and slaves had the right to liberty. The resolution was passed in the end, but only by a small majority. The public reaction to the "Declaration of Sentiments" and the Seneca Falls Convention was not positive at first. The women who attended the convention and signed the document found their names in the paper amidst articles that ridiculed them and their beliefs. Some women could not handle the embarrassment and quickly changed their positions. But for the most part, the women stood strong and continued the fight.

The Movement in the Late Nineteenth Century: After the Seneca Falls Convention, women such as Susan B. Anthony, Lucy Stone, Sojourner Truth, Mott, and Stanton traveled the country speaking on women's issues. They lectured on the need for reform and organized national and local groups to promote women's rights. The center of their campaign eventually became the need for the right to vote, as these women felt that suffrage would bring them the key to win other reforms.
The 1920's—Suffrage and National Organization: Women finally won the right to vote in 1920, ending a seventy-two year campaign for enfranchisement. (The passage of women's suffrage will be discussed later in the lesson). The movement did not stop there, however. Alice Paul emerged as a leader following the ratification of the Nineteenth Amendment, encouraging women to continue in their fight for rights. She told women that the pursuit of women's rights was advanced by the right to vote, not satisfied by it. Paul became the leader of the National Woman's Party, which drafted an Equal Rights Amendment to the United States Constitution. (The E.R.A. will also be discussed later in the lesson). Other national organizations recruited more women into their ranks in an attempt to further the woman's struggle. Some of the major organizations at this time were the League of Women Voters (formerly the National American Woman Suffrage Association) and the YWCA. The push for women's reform was slowed after the passage of the Nineteenth Amendment because the various women's organizations found it difficult to agree on what changes they wanted.

"Anthony Amendment": The Nineteenth Amendment to the United States Constitution was also known as the "Anthony Amendment," in honor of suffragist Susan B. Anthony. It was introduced to Congress by Representative Jeannette Rankin in 1918.

House Vote: The United States House of Representatives passed the Nineteenth Amendment by a tally of 274-136. That was exactly one vote over the necessary two-thirds majority. That one vote was not easy to come by either. One representative was so ill that he had to be carried in on a stretcher to cast his vote. Another representative left his wife on her deathbed to come and vote. He only did so because she was a staunch suffragist who wanted only to see women be allowed to vote before she died.

Senate Vote: The amendment went untouched on the Senate floor for almost two years. President Woodrow Wilson finally addressed the Senate on behalf of women across the nation, and the issue eventually came to a vote. The Senate approved enfranchisement for women in 1919 with a vote of 63-30.

State Ratification: The United States Constitution says that three-fourths of the states (in this case, thirty-six states) must approve the amendment in order for it to become law. After Congress passed suffrage, the states got their chance. In the first month, eleven states ratified. In the next five months, another eleven passed the amendment. By August of 1920, thirty-five states had ratified the suffrage bill, leaving only one state to ratify it until it was legal. Only one state, Tennessee, would even consider approving women's suffrage. The Tennessee state Senate ratified the Nineteenth Amendment on August 13, and passed the issue onto the House. The vote was so close in the House that it came down to one man's vote. Harry Burns, the youngest member of the Tennessee state House at twenty-four, cast his ballot for suffrage. It passed 49-47, and the Nineteenth Amendment became law. On August 6, 1920, the amendment was officially part of the United States Constitution.

Second Wave (New Feminism Begins): The second phase of the Women's Rights Movement began in the 1930's with a campaign that few women at Seneca Falls had expected to become a part of the woman's struggle. A popular misconception is that the second half of the women's movement began in the 1960's. In reality, however, the activism in the 1960's was just a resurgence of the ideas brought forth in the 1930's. The Second Wave began with the birth control movement led by Margaret Sanger, a public health nurse. This movement advocated educating women about existing birth control methods, endorsed spreading the belief that freedom to modern women meant being able to decide for themselves if and when they were to become mothers, and promoted women's control over her own sexuality. Sanger's mission was to overturn a 1936 Supreme Court decision that classified birth control information as obscene and prohibited it from being publicly displayed and distributed, especially through the mail.
"Pig Politics": Some women's rights advocates turned to a popular farm animal, the pig, to try and make their point. At the 1968 Miss America Pageant in New York City, a group of one hundred women protested the competition on the grounds that it promoted physical attractiveness as the primary measure of a woman's worth. They held signs outside the pageant reading "Up Against the Wall, Miss America" and "Miss America is a big falseie." They crowned a live sheep "Miss America" outside of the competition in mockery of what was going on inside the hall. They also set up a "freedom trash can" where they burned magazines such as Cosmopolitan and Playboy (which they felt degraded women) and other items such as bras, curlers, and false eyelashes. Later, at the Democratic National Convention where the next presidential candidate was to be chosen, a group of women nominated a pig named Pegasus for the nation's highest public office.

"The Feminist Mystique": In 1963, Betty Friedan wrote a book that would soon become a classic work on the American woman and feminism in general. Her book, The Feminist Mystique was the product of a survey that she distributed and collected at her college reunion. She used the survey results to document the emotional and intellectual oppression that she felt middle-class women of some education were experiencing because their life options were limited by society. The most famous part of Friedan's book was her reference to the "problem that has no name," which she described as "a strange stirring, a sense of dissatisfaction, a yearning that women suffered in the middle of the twentieth century in the United States."

Other Literature: In addition to Betty Friedan's landmark book, other female writers such as Marynia Farnham (Modern Woman: The Lost Sex) and Simone de Beauvoir (Second Sex) published books that spoke of the American woman's growing discontent with her life and the prejudice directed towards her. These and other books appealed to the female population, and resulted in great numbers of women "jumping on the feminism/women's rights bandwagon." Popular movies, television shows, and magazines also reflected similar themes.

Legislation: Title VII of the 1964 Civil Rights Act, Title IX of the Education Codes of 1972, and other laws passed around that time period were the highlights of the Second Wave of the Women's Rights Movement. The proposed Equal Rights Amendment also had a great impact on women's history. (These laws and other related topics will be discussed later in this lesson).

Executive Committee: Esther Peterson, the director of the Women's Bureau of the Department of Labor in 1961, thought that the federal government should take an active role in addressing the oppression of and the discrimination against women. She encouraged President John F. Kennedy to form the Commission on the Status of Women to study such issues. Kennedy named former first lady Eleanor Roosevelt the chair of his executive committee. The Commission on the Status of Women issued a report in 1963 that documented visible discrimination against women in almost every aspect of the American society. After this report was published, many state and local governments established their own committees to study how women were treated in their jurisdictions. The results of all of these studies indicated that there was a problem, and many of the committees recommended changes to be made to improve the woman's situation in America. These recommended changes are what paved the way for federal legislation that would change the life of the American woman.

1964 Civil Rights Act: In 1964, the Civil Rights Act was passed. This piece of legislation guaranteed a number of civil rights to a number of different groups in society. One of the most famous parts of this act was Title VII. This law stated that employment discrimination on the basis of sex (in addition to race, religion, and national origin) was prohibited. The Civil Rights Act of 1964 also created the Equal Employment Opportunity Commission (EEOC) to investigate complaints and/or violations of the law.

"Women's Liberation": The EEOC was not very interested in pursuing complaints in the first few years of its existence. Therefore, many mass-membership organizations were established to address the needs of specific female groups and fight against prejudice and discrimination. The most well-known of these organizations was the National Organization for Women (NOW), created in 1966. Hundreds of thousands of young women on college campuses across the nation also rose up to play active roles in fighting discrimination against their sex. Many of these women
formed "women's liberation" organizations on their campuses and in their small towns to make their opinions known to the public and to fight for their rights. Most women participated in this aspect of the Women's Rights Movement on grassroots projects such as publishing newspapers and newsletters and operating bookstores. These women were also known for establishing shelters and hotlines to care for victims of sexual abuse and domestic violence, opening child care centers to allow women to work outside of their homes and earn wages, and creating women's clinics that provided birth control, counseled on family planning, and offered abortion services for those who could not otherwise afford it.

Education Codes of 1972: In 1972, the Education Codes were passed. Title IX of this law gave women equal access to higher education and professional schools. Upon its passage, the number of women doctors, lawyers, and architects almost doubled. One of the most famous parts of Title IX is something that most students can relate to, even though they know very little about it. Title IX also stated that women must legally be given equal opportunities in terms of athletics, and should receive comparable funding. After Title IX became law, the number of girls in high school athletics rose from one in twenty-seven to one in three.

Alice Paul's Proposal: Alice Paul, the leader of the National Woman's Party, drafted the first text for the proposed Equal Rights Amendment. The main part of her version of the E.R.A. stated that "Men and women shall have equal rights throughout the United States..."

The "New ERA": The E.R.A. had sat untouched in Congress for over fifty years. The wording of the proposed amendment was changed to read "Equality of rights under the law shall not be denied or abridged by the United States or by any state on account of sex." It was changed because many felt it would be easier to enforce when worded as such. In 1972, the amendment was finally passed by both houses of Congress and sent to the states for ratification. Hundreds of thousands of people participated in marches and demonstrations on the streets, sent money to state representatives, campaigned door-to-door, and held public meetings to try and persuade state legislatures to vote one way or the other on the Equal Rights Amendment. One of the biggest opponents of the E.R.A was Phyllis Schlafly, who led the STOP E.R.A. organization. She believed that equal rights would lead to gay marriages, women being drafted, and unisex toilets. The deadline for ratifying the amendment was in 1982, and by that time, thirty-eight states would constitute the three-fourths majority needed to put it into law. By 1982, only thirty-five states had ratified the E.R.A., leaving it just three states short of becoming law. It never passed, and likely never will. Although many polls consistently show a majority of the general population to support the E.R.A., many politicians feel it is too controversial and too risky for them to endorse.

Roe v. Wade, 1973: This Supreme Court was probably one of the most controversial in the nation's history. Norma McCorvey, who was referred to as "Roe" in this case, had been denied the right to have an abortion in Texas. She sued the state and the case went all the way to the Supreme Court. The court ruled 7-2 that women had an unrestricted right to have an abortion during the first trimester of their pregnancy, but that the state was allowed to have an interest in protecting the fetus after it became "viable," or able to live outside the womb.
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