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EDU 6710 CI5-The Enduring Legacy of the American Revolution-Equality

TITLE: The Struggle for Gender Equality

DATE: April 12, 2010

GRADE LEVEL: 11th Grade-U.S. History-General Level

SEMINAR IMPACT: I have always been interested in the gender and racial equality movements in the United States. However, being a part of the Teaching American History seminar reminded me about and introduced me to some of the movement heroes who are not always studied in schools. It is the grassroots efforts of ordinary citizens that made the struggles for equal rights as powerful and successful as they were. Being a part of the seminar also reminded me of how important it is to continue the fights for equality that were so much a part of the 1950's, 60's and 70's. The struggles have not ended and the goals have not been completely achieved. "Every generation must fight the battles anew." What I do in my classroom can awaken my students' minds to the injustices that still exist all over the United States. My goal is to provide them with the foundation of knowledge they need to be able to explore these topics in a more in-depth way, and hopefully become motivated to be a part of the forces for change in the United States.

PROPOSAL: The RHS Social Studies unit in which this project is contained is entitled, "Decade of Protest-The Turbulent 1960's." It follows the unit on the post-WWII period and the Civil Rights movement.

The unit as defined by the RHS Social Studies Department is loosely divided into three parts: the growing counter-culture and the role of drug experimentation, free love, and rock n' roll in the movement; the mounting opposition to the Vietnam War and its effects on The Great Society; and the movements for racial and gender equality. **The proposal based on the TAH seminar is a part of the last third of the unit.**

CENTRAL QUESTIONS:

- What rights were women trying to gain through the gender-equality movement?
- Who were the most significant leaders of the Women's Rights movement?
- What laws were passed, or were attempted to be passed, on behalf of women's rights?

CHALLENGE QUESTIONS:

- How has the Title IX affected your life in school?
- What kinds of fears did these women have to overcome to become such influential leaders?
- Why do you think the Equal Rights Amendment has not yet been passed?

LESSON LENGTH: 14 Days of 75-minute blocks

Day 1:

- Read introduction to Declaration of Independence-discussion with class
- Classroom brainstorm on “Women’s Rights.” What does it mean?
- If time, begin looking at pictures.

Day 2:

- Start (or continue) with power point of pictures, asking students “Who are these people? What are they thinking?”
- Go through all pictures once and then begin again with the first picture, asking students their answers, and providing answers as notes.

Day 3:

- Finish going through pictures and providing notes.
- Introduction of assessment: In groups of 4, students will create a children’s book to teach about the Women’s Movement to elementary school children.

Day 4:

- Create groups and assign projects. Provide assignment handout.
- Hand out research materials **to include list of people, events and legislation AND the resources** in which to find information about what is on the assignment handout.
- Model reading/note-taking to find important information (based on the 5 W’s/1 H-“Who, What, When, Where, Why, How?” used for our current events assignments)

Day 5:

Begin watching *Equality: A History of the Women’s Movement in America* DVD

Day 6: finish watching film; work on projects

Day 7: Project workday

Day 8: project workday

Day 9: project workday

Day 10: project workday

Day 11: project workday

Day 12: begin presentations to class

Day 13: continue presentations to class

Day 14: finish presentations to class

KEY IDEAS:

- The lives of women living in the United States were very different from the lives of white Christian men before the 1960's.
- Young people and ordinary citizens played important roles in the movements for equality.
- People from all races, backgrounds and genders played a role in this movement.
- The struggle for the equality sought by the people in the women's rights movement is still going on.

INTENDED LEARNING OUTCOMES:

- Students will be able to identify at least one significant action of: Betty Friedan, Gloria Steinem, Bella Abzug and Shirley Chisholm
- Students will be able to recognize pictures of the individuals listed above
- Students will be able to provide a one-sentence description of the National Organization of Women (NOW), Equal Rights Amendment (ERA), Title IX
- Students will be able to identify the 1960's and 1970's as the timeframe for the Women's Rights movement

NATIONAL HISTORY STANDARDS

STANDARD 4: The struggle for racial and gender equality and for the extension of civil liberties.

Standard 4B

The student understands the women's movement for civil rights and equal opportunities. Therefore the student is able to:

- Analyze the factors contributing to modern feminism and compare the ideas, agendas, and strategies of feminist and counter-feminist organizations.

VERMONT STANDARDS

H&SS9-12:10

Students show understanding of past, present, and future time by...

- Creating an historical narrative.

H&SS9-12:7

Students communicate their findings by...

- Developing and giving oral, written, or visual presentations for various audiences.

PREPARATION FOR TEACHING:

- Create handout on assignment for distribution to class
- Find pictures for PowerPoint/note taking and create PowerPoint
- Make copies of pictures for students' notebooks in packet form
- Find and make copies of resources for student groups
- Locate relevant information in their textbooks for research purposes

-Gather enough paper, glue sticks, markers and scissors for the students to create their books

ACTIVITIES:

Day 1: Read the second paragraph of the Declaration of Independence and write it in own words. Brainstorm (or “chalk talk”) on board with entire class- the Women’s Movement. Show power point of pictures-asking students “who are these people? What are they thinking?” Use review of pictures with students as basis for notes on Women’s Rights Movement.

Day 2 Continue picture-based note taking. When done, review all notes from the beginning.

Day 3: Divide class into two groups. Each one will produce a book on the Women’s Movement. Provide each group with a **list of people, events and legislation AND the resources** in which to find information about what is on the list. Students in each group will focus on getting the “who, what, when, where why and how” out of the resources in anticipation for their assessment:

Day 4: Introduction of assessment. Each group will produce a Children’s book used to teach about the Women’s Movement to elementary school children.

Day 5: Project workday

Day 6: Project workday

Day 7: Complete projects and begin presentations to class

Day 8: Finish presentations to class

ASSESSMENT:

Grading checklist for each component of the project (students will be shown a copy before they begin work on their projects). Final projects will be graded using a “Constructing a Book” rubric.

ANNOTATED BIBLIOGRAPHY:

“African American Odyssey-Library of Congress” 27 July 2009.

<http://memory.loc.gov/ammem/aahtml/exhibit/aointro.html>

I found this resource through Google.com. The search terms I used were African American life before Civil Rights.” I did not end up using this source as I narrowed down the project to only include women’s rights.

All the People: Since 1945, a History of U.S. Book 10, 1945 to 2001 by Joy Hakim. Oxford University Press, (2007).

I received this book from the TAH program. It is an excellent resource for high school students who do not have grade-level reading skills. Chapter 29 is one of the sources to

use for this unit as a handout for the student groups.

Bella Abzug: How one Tough Broad from the Bronx Fought Jim Crow and Joe McCarthy, Pissed off Jimmy Carter, Battled for the Rights of Women and Workers...Planet and Shook Up Politics

Along the Way by Suzanne Braun Levine. Farrar, Straus and Giroux (2008).

I received this book from the TAH program. It was my inspiration for my unit plan. While it is not possible to have my students read the entire book, I am using quotes from Bella as part of my slide show presentation for the unit plan. It was also a very informative book, and I found myself using it as a base from which to locate other useful materials for my own knowledge.

Interview with Betty Friedan. <http://www.pbs.org/fmc/interviews/friedan.htm>

I found this interview with Betty Friedan by searching Google with the search terms “Betty Friedan.” This is a good interview for students to read to get information about Ms. Friedan’s background and motivations.

Obituary of Betty Friedan.

<http://www.nytimes.com/2006/02/05/national/05friedan.html>

I found this by search Google with the search terms “Betty Freidan.” It gives a good overview of the accomplishments of Ms. Friedan’s life.

Equality: A History of the Women’s Movement in America DVD. Social Studies School Service. (1996).

I received this DVD from the TAH program. It provides a full examining of the scope of the Women’s Movement in terms of time period. It begins with Susan B. Anthony and the first suffragettes, and continues close to the present.

Equal Rights Amendment. <http://www.equalrightsamendment.org>

I found this website using google.com and the search terms “Equal Rights Amendment. The sections entitled, “Overview” and “FAQ”, as well as the “Links” page, are all good sources for the students’ book and should be printed for them.

http://www.feminist.com/resources/artspeech/interviews/gloriasteinem.html

I found this interview with Gloria Steinem by using google.com and the search terms “Gloria Steinem interview.” This is a website with which Ms. Steinem is affiliated. The interview is long, but is separated into question and answer portions, so students may scan the question topics and decide which of the pieces of the interview they want to use.

Great Issues in American History, Vol. III: From Reconstruction to the Present Day, 1864 -1981 by

Richard Hofstadter. Vintage; Rev Sub edition (1982).

I received this book from the TAH program. I read it in college for a U.S. History course and found that looking through it again was very helpful in gaining background knowledge for my lectures for this unit plan.

Lighting the Way: Nine Women who Changed Modern America by Karenna Gore Schiff. Miramax, (2007).

I received this book from the TAH program. I thought I would use it for the project. However, my students need to be introduced to some of popular culture's more well-known women's rights leaders because they have no basis for knowledge about the Women's Rights Movement.

National Organization of Women <http://www.now.org/history/index.html>

I found this website through Google by searching NOW. Parts of the website under this section "History of NOW" would be worth printing out for students, including: "The Founding of NOW" and "Highlights from NOW's 40 Fearless Years."

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

I found this site through Google using the search terms "Shirley Chisholm." The section of this site entitled, "Educational Resources" has a number of links that would be useful for students, specifically the links to "Biography" and "Obituaries and Tributes."

<http://www.titleix.info/History/History-Overview.aspx>

I found this website by searching google.com with the search terms "Title IX." The webpage is designed to provide historical and current information about Title IX and its practical applications. The first few paragraphs of this specific page of the website provide a useful historical overview of Title IX. The website also includes a menu of the different areas of society that are addressed by Title IX. Students can use any of these subheadings to explore a specific effect Title IX has on employment or access to higher education in the United States. This part is useful because each subheading is divided into sections entitled "Before Title IX" and "Since Title IX."

ACCOMODATIONS: This lesson is targeted to a general level U.S. History class. Many of the students in these classes have IEPs, 157s and 504s. One of the most common challenges for these students is reading comprehension. I will be pulling resources from elementary and middle school-level books and websites. I will also take some upper-level resources and rewrite them for a lower reading level, as well as provide reading guides (vocabulary lists, etc.) for some of the resources.