



The Councilor: A Journal of the Social Studies

Volume 76
Number 2 *Volume 76 No. 2 (2015)*


Article 3

June 2015

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Recommended Citation

Logan, Kayla Davenport (2015) "Social Studies and English UNITE: Teachers Collaborate to Promote Literacy," *The Councilor: A Journal of the Social Studies*: Vol. 76: No. 2, Article 3.
Available at: https://thekeep.eiu.edu/the_councilor/vol76/iss2/3

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Illinois Council of Social Studies



Social Studies and English UNITE: Teachers Collaborate to Promote Literacy

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The Problem

Like many secondary schools around the nation, the high school where I teach faces declining levels of literacy. When the test results came in, we could no longer deny that our students were in trouble. Reading and writing scores were low, but what was worse, teachers in all disciplines were becoming frustrated. How could students not be able to read their content area textbooks? Why couldn't they handle seemingly simple writing assignments in all their classes?

It was in this climate of desperation and alarm that the ninth and tenth grade social studies teachers were told that they would share responsibility with their English teacher counterparts on the state accountability exam. Now the teaching of reading and writing skills would occur in social studies classes as well as English classes.

Bumps on the Road to Commitment

Not long after this decision was made, one might regularly overhear in the teachers' lounge, scenarios similar to this exchange between English teachers (like me) and social studies teachers, like Coach Harris.

"Hey Logan, did you check your box in the main office?"

"No, Coach Harris. Do I need to?"

"Well, that's where I put all those written responses from my world history test. You can have them graded for me by tomorrow by your 'English class' standards."

Keeping things light, I quipped, "What do you mean by tomorrow, Coach? I'll have those written responses graded for you before you head to practice this afternoon."

Of course, I had absolutely no intention of grading Coach Harris's papers. Exchanges like this were Coach's way of letting me know that he had mixed feelings about the directive to use English language arts teaching strategies for reading and writing in his world history class—after all, he was a social studies teacher, not an English teacher.

Let me note here, Coach Harris had mixed feelings, but *he did it*. In fact, almost every teacher on the ninth grade world geography team and on the tenth grade world history team participated, as did the English teachers from both levels. These teachers could have been angry or resentful about being asked to unify teaching and assessment techniques. They could



have closed their doors and done exactly what they'd done before. But they recognized that we all faced a common concern; both our pride and the success of our students were on the line.

The burden of the commitment to teach literacy was made somewhat lighter when we could use the needs of our common students as points of reference. During our initial planning meetings, we discovered that our challenges as language arts teachers and social studies teachers are the same: Students struggle to read, think, and write effectively. To combat these challenges we committed to using oral reading strategies and assigning written responses.

The W.R.I.S.S. Initiative

Background and First Steps

I began my career teaching World History at this school 16 years ago when Coach Harris was a lead World History teacher. As a former history teacher, a lead tenth grade English teacher, and a graduate student pursuing a degree in Curriculum and Instruction, I led most of the meetings; however, the initiative would not have been successful without the buy-in of the experienced teachers and coaches in both departments. Social studies teachers were willing to use the strategies, and English teachers would also use the strategies—from this emerged a deeper understanding of our students' instructional needs.

Every school, no matter how great, can improve, and I believe that all secondary schools can benefit from improving literacy instruction across the content areas. However, the perspective from which I write about content and disciplinary literacy is as an English teacher in a suburban high school that was deemed "Academically Unacceptable" in 2010-2011. The student body is predominantly Hispanic and over 70% economically disadvantaged. Though the school has a strong and long-standing tradition within the community, the morale of teachers and students was severely diminished by the 'unacceptable' rating, as well as by subsequent low performance indicators during the first year of new testing measures. Low scores in every subject area revealed not only significant deficits in student literacy, but also devastating deficits in student motivation. These factors combined to infuse our meetings with an awareness of the urgency of our mutual goal to increase student literacy.

Collaboration in a Professional Learning Community

Also integral to the reading and writing initiative, was an academically focused administrative staff. The principal and academic dean created a professional learning community of ninth and tenth grade social studies teachers and ninth and tenth grade English teachers. We met about once each grading period. A variety of interactions occurred during these W.R.I.S.S. (Writing and Reading in Social Studies) meetings. We agreed on ways to incorporate targeted and unified literacy instruction; we practiced and modeled the selected strategies for one another; we shared feedback on how the strategies worked in the classroom; we practiced writing good questions for our targeted reading and writing outcomes; and, we calibrated our scoring of written responses with real student samples.

In planning for W.R.I.S.S. meetings, the social studies department chair and I made efforts to create a climate that fostered a spirit of collaboration. English teachers and social studies teachers who had common students sat together. Routine small group discussions



focused on students' literacy needs and engendered partnerships built around the needs of specific students and classes. It was important to provide a safe environment in which all teachers were encouraged to respond openly about both the benefits and the challenges to implementing oral reading and written responses in our daily classroom routines.

Collaboration in a Classroom

Simply meeting, modeling, and discussing techniques for literacy instruction was beneficial, but not enough to really change our classroom practices to the benefit of our students' literacy. Coach Harris and I planned a world history lesson for Coach Harris's fourth period sophomore class. (There were also two of my English students, Damon and Phillip, in this small group class of 18 remedial readers.) In addition to teaching the social studies state-mandated objective of having students understand and "describe the changing roles of women, children, and families during major eras of world history," (specifically the women's liberation movement of the 1960s), our goal was to present a literacy-rich history lesson that incorporated oral reading, annotation, and written responses. The following is a chronicle of a lesson that Coach Harris and I delivered as part of a team teaching effort with W.R.I.S.S.

Introducing the lesson. Students began with a short role playing game about gender; they recorded and discussed their reactions. Because the random role assignments included tasks traditionally associated with either males or females, the role-playing was lively among the students and teachers. I pointed out some gender stereotypes that were mentioned during the course of the short activity. Coach Harris guided students in reviewing their previous learning about the shift in women's roles during and after World War II. Students reflected out loud on the gender roles in their homes and communities before getting into their analysis groups.

Each group received a 'text' and was assigned the task of reading and presenting the text to the class. 'Texts' were for students to 'read' were: a magazine cover, a short magazine editorial, an infographic, a photograph, and a poster. I used inquiry with the students as a class, as groups, and individually to help them understand the graphics and to record accurate information (at least 5 observations or conclusions about their assigned text) in their notes. Students were encouraged to take notes during each short, oral presentation. I modeled what students should write on projected images of each text.

Pre-reading and dividing the text. Finally it was time to look at the textbook passage. Instead of reading directly out of the textbook, I selected the short passage with the subtitle "Women in the Postwar World" and a short biography of Simone de Beauvoir. I begin by asking Phillip what text elements he noticed before beginning to read (He was ready for this question because I've asked it practically everyday in our English II class.) Phillip noted that there were two emboldened phrases, "women's liberation movement" and "Simone de Beauvoir." I engaged the class in identifying or asking questions about the various text structures before we began to read. For example, I asked the class from what chapter of the book this passage came and from what page number. "What is the subtitle of the section we're going to read?" I directed them to label each textual feature on their own copies of the text. I also asked, "Is this expository or persuasive do you think?" "How do you know?" I asked what



they noticed and what they expected from the reading simultaneously eliciting them to take notes on their own pages.

Most of the students annotated and engaged in the pre-reading. A general consensus formed among students that the text was probably expository since it was in a textbook. Some students labeled the footer with chapter number, chapter title, and page number. Students pointed out the picture of De Beauvoir, and the graphic subtitle, *People In History*. I blocked off that part of the text and labeled it 'biographical' while thinking aloud. A voice from the back noticed that there were "a lot of numbers" in the text; another noted that the numbers were mostly dates, another that there were short paragraphs. Coach Harris's seating arrangement, with desks grouped into sets of three or four, facilitated student engagement with the text and with each other. During this pre-reading activity, I frequently encouraged students to mark their texts, to confer with their group mates, and to ask questions.

Establishing purposeful reading. I placed the question on the screen, "Was the women's liberation movement successful?" I suggested that every student write down the question on the top of their handout and asked, "What does liberation mean?" Many students recognized the variation of *libre* (Spanish for freedom or liberty). I encouraged them to write it down by doing so on the projected image of the text. A few students immediately noted that women's liberation movement was one of the emboldened words that Phillip spotted during our pre-reading.

At this time, I observed Jennifer's group reading the last sections of text in order to find the answer (as a means for finishing the assignment early and spending the remainder of class talking and touching up their make-up). I rejoiced in a silent celebration when the girls realized that they were going to have to think, not merely copy, in order to answer the question. The question was selected because it is answerable only if students infer an answer based on a synthesis of information from a variety of texts. In other words, the answer is not in the texts, yet the texts may be used to determine a reasonable answer. Questions that do not lend themselves to merely one correct answer force students to use both their literacy and critical thinking skills.

Now that they had their purpose for reading, students were able to further divide the text and anticipate its content with guidance. I asked students what they might expect from the section (five short paragraphs) before the emboldened term. Damon suggested that the first five paragraphs are probably explaining how the movement started. I replied, "I think that's a good guess. And why do we have a picture and biography of the author, Simone deBeauvoir, do you think?" Ronnick shouts, "She was the president!" The students scoff while Ronnick clarifies that maybe she was the leader of the movement. At this point, students have achieved a level of comfort with the text, they have an idea of what to expect, and they are ready to read.

Oral reading. I assign each group a portion of the text and explain that they have three minutes to read it out loud and decide who will be responsible for each sentence or section of the text. (Everyone needs a part—no matter how small, and students are allowed to read small sections together in unison if they wish). I walked from group to group, clarifying and pronouncing words and sentences. We read, pausing after each group's reading selection to



discuss either as a class or in groups before we briefly reported out the main idea or most important information of each paragraph, what words or numbers were underlined, or circled. I frequently asked questions and performed think-alouds while modeling annotation on the projected text. Responses and questions from individual students or groups helped me to both gauge the comprehension levels of the students and to clarify information that may have been misconstrued or overlooked by students. About seven minutes before the bell, I asked students to write a rough draft of their response to the question. Coach Harris reminded students that their written responses should answer the question, cite evidence, and explain how the evidence supports their answers.

Observations

The success of the W.R.I.S.S. initiative depended not only upon teachers' willingness to plan unified literacy instruction, but also on teachers' willingness to debrief the strategies in a productive and open-minded manner. In W.R.I.S.S. meetings, teachers directly addressed challenges to using literacy strategies in social studies classrooms. As part of the W.R.I.S.S. initiative, teachers engaged in professional learning in five main areas: 1) implementing oral reading in the classroom, 2) guiding students in pre-reading and dividing the text, 3) incorporating annotation, purposeful reading, and written responses into social studies lessons, 4) selecting appropriate texts, and 5) scoring written responses.

Oral Reading in the Classroom

One of the first challenges emerged as a question from both students and teachers alike, "Do we *have* to read this out loud?"

My answer was simply, "Yes." To improve critical thinking and writing, we must make time in social studies classes, as well as English classes, to read regularly. Out loud. With a purpose. Ogle (2010) noted that because social studies require students to comprehend information from a variety of texts, "[it] seems a natural place to continue reading comprehension instruction" (p. 163). In Coach Harris's classroom, oral reading fostered an environment of collaboration among the students rather than an environment of isolation and reading merely to find answers. Furthermore, oral reading helps teachers to identify specific reading roadblocks and holds all students accountable. Oral reading with struggling readers is difficult, so teachers needed additional help in making it less painful and more productive.

The key was to find a way for all students to experience a reading passage at the same time while guiding them to verbalize and write what they understand about the passage. This started with teacher modeling of the internal questioning and thought processes that good readers use through think-alouds (Fisher, Brozo, Frey and Ivey, 2011; National Institute for Literacy [N.I.L.], 2010). I demonstrated thinking aloud strategies to be used in Coach Harris's class and others. In W.R.I.S.S. meetings, we practiced the strategy with reading passages that would be used in social studies classrooms by targeting the learning objectives for the passages, then verbalizing the thinking that we wanted students to do before, during, and after reading. The think-aloud technique works well with any reading passage regardless of content. It is appropriate for use with reading selections accompanied with maps, graphs, or other visuals.



Both social studies teachers and English teachers benefited from practicing this technique in W.R.I.S.S. meetings; students, in turn, benefitted from well-prepared, targeted instruction that allowed them to hear good reading along with the thought processes that facilitate comprehension.

Quickly teachers began to see that effective oral reading was not *just* students reading out loud; it should involve many voices from the classroom engaged in reading and thinking. Also, oral reading and think-alouds do not happen only while reading the body of the text. Oral instruction can be used throughout the reading process—before, during, and after the reading.

Pre-reading and Dividing the Text

Good readers pre-read, predict, and recognize the structure inherent in texts, but struggling readers often do not. I worked with all the social studies teachers on the how-to of teaching these skills explicitly and routinely through think-alouds and text introductions (N.I.L., 2010). Asking questions about titles, subtitles, and other text features (charts, graphs, illustrations, etc.) *before* reading can really help students predict the content and thus more fully comprehend and retain the information in a text. This strategy encourages students to contextualize and evaluate the reading passage in a way that a historian would (Nokes, 2010).

Additionally, pre-reading and think-alouds helped students become aware of the organizational patterns inherent in expository texts. Helping students notice common patterns by dividing the text into its organizational parts before and during reading did facilitate comprehension. Buehl (2009) noted that increased retention of content is an added benefit of understanding these patterns (as cited in Ogle, 2010). Additionally, recognizing chronological, compare-contrast, problem-solution, cause-effect, and proposition-support structures (N.I.L., 2010) can help students employ organizing strategies in their own writing efforts. I wanted social studies teachers (and English teachers) to realize that teaching writing occurs in many forms—one of the most effective forms is through reading and recognizing the structures that writers choose to convey meaning. Students who can verbalize their ideas while reading, and who can notice the structure of texts, are one step closer to being effective writers.

In a W.R.I.S.S. meeting, I pointed out, “Another important function of pre-reading, especially before oral classroom reading, is to give students an opportunity to practice. One effective strategy is to have every student read their assigned passage out loud simultaneously as many times as they can for 3- 5 minutes. This activity is quick, active, and provides opportunities for students to identify and seek clarification of tricky sentences or unfamiliar vocabulary *before* they embarrass themselves in front of their peers.” Extended pre-reading time did help with advanced texts, since it supported comprehension and retention through multiple readings.

Annotation, Purposeful Reading, and Written Responses

A few days after our first W.R.I.S.S. meeting, Coach Harris stopped me in the hallway. “Hey, Logan, today Alexia asked me if she had to annotate her passage in my class like she does in English. What do you mean by annotate?”



“I mean that she should read with a pen or pencil in her hand, Coach Harris, and she should write a word, phrase, question, or symbol next to each section of the text. Good reading requires thinking, and one way that you can know that your students are thinking while they’re reading is by the annotations they write in the margins.”

Annotation facilitates critical thinking while making it visible to the teacher (Tovani, 2011). It also requires active engagement with the text and helps students remember their purpose for reading. For teachers in our collaborative group, the purpose for reading was usually expressed as a guiding question that required the student to make an inference and then to offer textual support in about 2- 4 sentences. (These are the responses Coach Harris hated to grade until our scoring calibration meeting).

Making inferences and then writing the response is challenging for many students. Teachers noted that even the stronger readers struggled to formulate logical, well-supported responses. Teachers in both disciplines discussed ways to use think-alouds and model annotations as scaffolds to get students to the level of comprehension necessary to write effective responses. In W.R.I.S.S. meetings, we shared student samples and engaged in lively discussion about what constituted inadequate, adequate, and effective responses.

Text Selection

Nokes (2010) acknowledged that historians are “unusually active, skillful, and critical readers . . . recognizing that texts are evidence rather than repositories of facts” (p. 57). Even so, several social studies teachers depended heavily (and almost entirely) on textbooks for classroom reading. Relying on textbooks is problematic because students often fail to glean meaningful knowledge of social studies concepts from textbooks. Furthermore, the prose style in textbooks often lacks the organization and elaboration that teachers (both ELA and social studies teachers) require in longer written assignments such as essays or research papers. In the collaborative lesson with Coach’s Harris’s class, a textbook excerpt (about one page with large margins for annotations) was supplemented with print texts of various types.

Teachers in the W.R.I.S.S. initiative shared resources from which to pull texts that meet the needs and tastes of secondary students. Specifically texts must be: accessible to remedial readers, interesting to secondary readers, and appropriately challenging for developing readers. In process of selecting texts, planning instruction, and calibrating scoring, social studies teachers and English language arts teachers shared experiences that contributed to new insights about our students’ literacy levels and how to move them forward.

Scoring Calibration

Engaging in collaborative scoring of written responses to develop a unified vision of expectations for student work was important for both English language arts teachers and social studies teachers. To calibrate, each teacher brought three student samples representative of his or her perception of high, medium, and low responses. The group discussed the elements of the responses, aligning them with specific expectations. In the process of calibrating, teachers also began to identify holes in student learning and thus opportunities to effectively adjust instruction.



A brief look at written responses revealed much about the effectiveness of the collaborative lesson by providing insight into student learning. For example, samples of rough drafts from Coach Harris' class revealed that many students didn't completely understand the women's liberation movement as separate from the much earlier enfranchisement of women. Students might benefit from a subsequent lesson to clarify the chronological progression of the feminist movement. Such a lesson could begin with a quick review of our annotated texts—on which we circled or underlined dates—to produce a timeline that would help students to both recognize cause and effect relationships and to select the best, most direct evidence to support an answer.

I think many of the social studies teachers felt liberated by not being expected to score responses based on writing conventions or grammar. For these responses, teachers from both disciplines agreed to score written responses based on content, much like the state assessment measures. Though social studies and English teachers alike expected responses to conform to recognized conventions of English, the W.R.I.S.S. initiative was about revealing students' cognitive processes of comprehension and communication. In other words, it's not about "English class" standards, it's about thinking.

Next Steps

The W.R.I.S.S. collaboration was born of necessity and alarm at falling test scores and declining student literacy; however, it has the potential to promote higher level literacy skills inherent in the social studies—skills like sourcing, contextualization, and recognizing bias (Nokes, 2010; Ravi, 2010; Langer, 2011). Although the specific lesson depicted in this paper does not directly address these higher level social studies skills, it provides a strong foundation for such behaviors by making students explicitly aware of their thinking processes and the types of texts that they read. These are skills that English language arts teachers also aspire to teach their students.

"Not surprisingly, research has shown that high school students do not instinctively negotiate texts the way historians do" (Nokes, p. 59). Instead, secondary students have a tendency to read both literally and linearly. Because of this, students often miss crucial elements of texts that can illuminate their understandings of both the past and the present. When professionals collaborate to help students better understand the world, important changes occur.

English language arts teachers found in their social studies counterparts strong allies in the struggle to make students effective readers and writers, and social studies teachers who seemed apprehensive about the W.R.I.S.S. initiative at first realized that incorporating literacy instruction was not entirely foreign to the social studies classroom. Teaching literacy using oral reading, think-alouds, and annotation can be opportunities for teachers to engage in disciplinary literacy by modeling the "habits of mind" that are indicative of the social studies. According to Langer (2011), "making connections overt" and "making thinking explicit" are important for helping students to envision what it really means to think like a historian (p. 58, 59). After modeling a think-aloud in a W.R.I.S.S. meeting, Mr. Brown, a world geography teacher realized, "I do this all the time in my head, but I have to help my students [think and read] like I do."



Taking time for oral reading and requiring written responses across the content areas seems to have yielded some good effects at my school. Teachers in both disciplines spend little time reviewing expectations due to the uniformity of the instruction, so our instructional time has increased. Students are beginning to recognize the need to transfer their literacy skills beyond the English and social studies classrooms. In addition to a ten-percentage-point increase on English language arts standardized test scores, students have demonstrated increased writing fluency, and teachers affirm that the quality of students' thinking has improved.

We're not where we need to be yet, but at our most recent collaborative meeting, both social studies teachers and English teachers agreed that our students have gained confidence in their own academic skills. They know that their teachers care about them, because we meet and plan together to help them be successful. Furthermore, we have gained new respect for one another as professionals through the collaborative process.

And Coach Harris no longer kids me about grading his papers; he has become quite proficient at grading them himself by "English class" standards.

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Name:

Class:

Date:

Women's Liberation Movement

DIRECTIONS: Respond to the following questions using complete sentences.

Reflect on the ACTIVITY:

What role did you enact? How do you feel about your responsibilities?

Connect to your PRIOR LEARNING and PERSONAL EXPERIENCES:

How were the roles that were discussed in the activity similar or different from the gender roles that you see today?

What do you know about women during WWI and WWII?

Respond to ADDITIONAL SOURCES:

What conclusions can you draw from the Good Wife's Guide (1955)?

What conclusions can you draw from "Equal Work Deserves Equal Pay Timeline"?

What conclusions can you draw from the images provided?

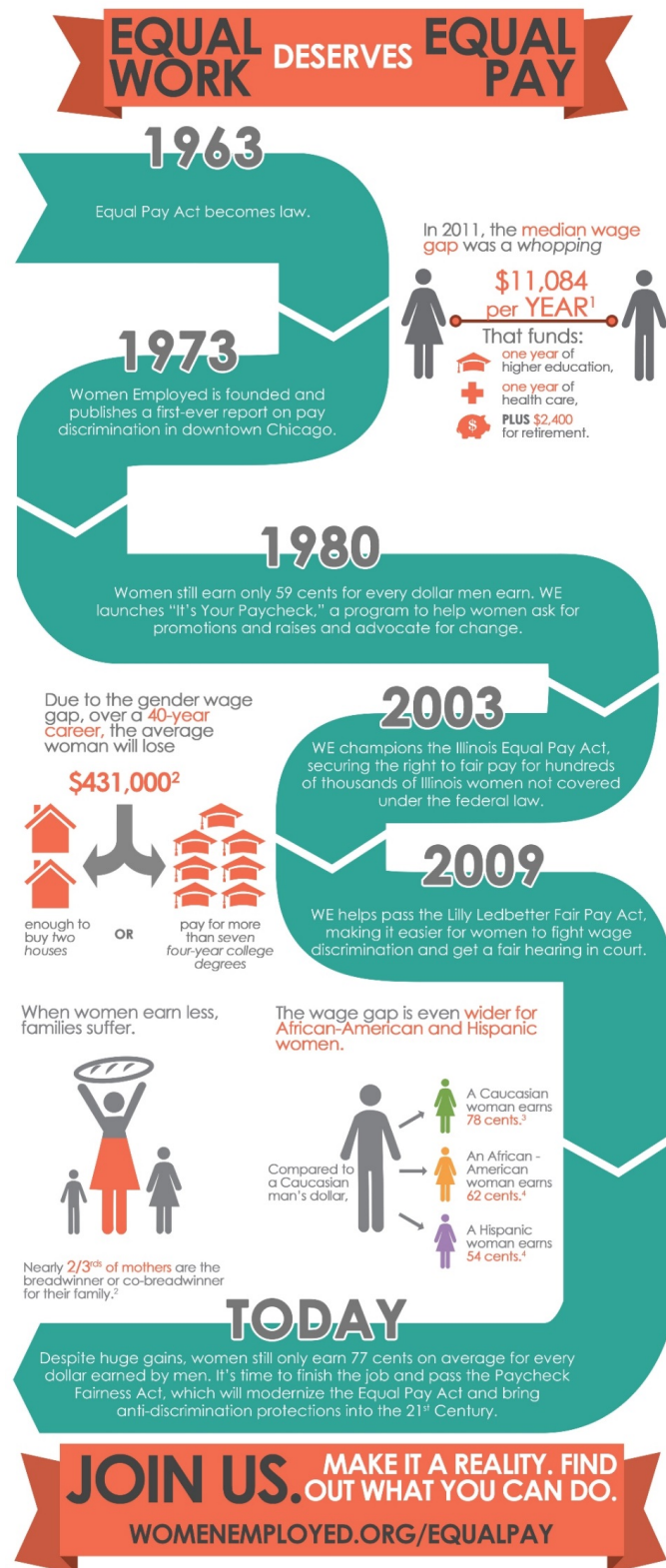
Read and annotate the PASSAGE, then answer the SHORT ANSWER RESPONSE:

Do you think that the Women's Liberation Movement has been successful? Support your answer with evidence.

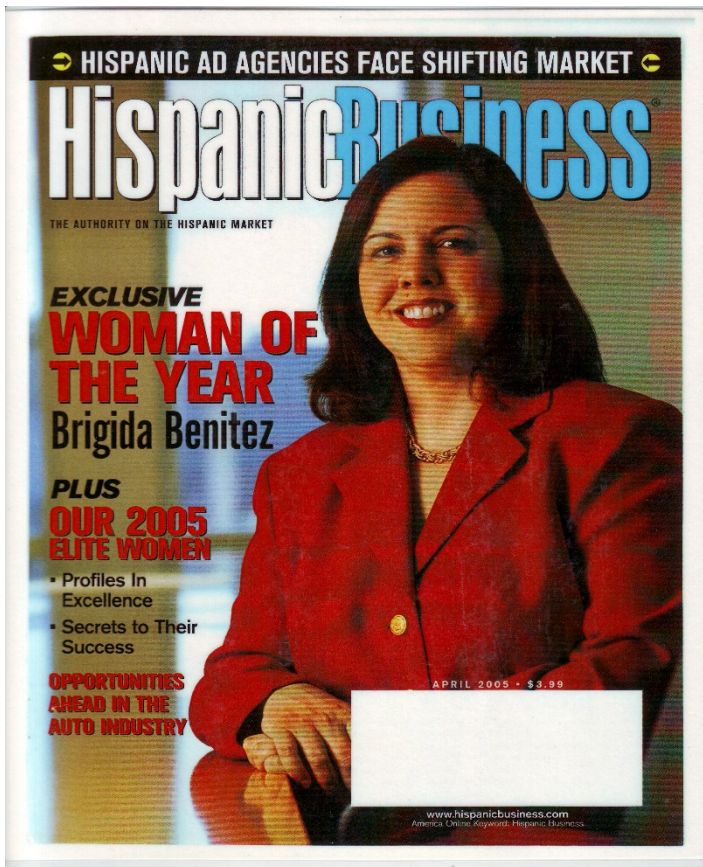


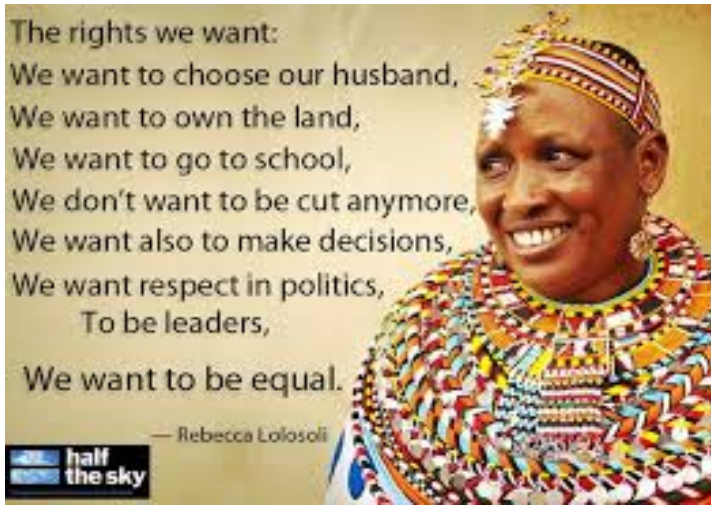
The good wife's guide

- *Have dinner ready. Plan ahead, even the night before, to have a delicious meal ready, on time for his return. This is a way of letting him know that you have been thinking about him and are concerned about his needs. Most men are hungry when they come home and the prospect of a good meal (especially his favourite dish) is part of the warm welcome needed.*
- *Prepare yourself. Take 15 minutes to rest so you'll be refreshed when he arrives. Touch up your make-up, put a ribbon in your hair and be fresh-looking. He has just been with a lot of work-weary people.*
- *Be a little gay and a little more interesting for him. His boring day may need a lift and one of your duties is to provide it.*
- *Clear away the clutter. Make one last trip through the main part of the house just before your husband arrives.*
- *Gather up schoolbooks, toys, paper, etc and then run a dustcloth over the tables.*
- *Gather up schoolbooks, toys, paper, etc and then run a dustcloth over the tables.*
- *Over the cooler months of the year you should prepare and light a fire for him to unwind by. Your husband will feel he has reached a haven of rest and order, and it will give you a lift too. After all, catering for his comfort will provide you with immense personal satisfaction.*
- *Prepare the children. Take a few minutes to wash the children's hands and faces (if they are small), comb their hair and, if necessary, change their clothes. They are little treasures and he would like to see them playing the part. Minimize all noise. At the time of his arrival, eliminate all noise of the washer, dryer, or vacuum. Try to encourage the children to be quiet.*
- *Be happy to see him.*
- *Greet him with a warm smile and show sincerity in your desire to please him.*
- *Listen to him. You may have a dozen important things to tell him, but the moment of his arrival is not the time. Let him talk first - remember, his topics of conversation are more important than yours.*
- *Make the evening his. Never complain if he comes home late or goes out to dinner, or other places of entertainment without you. Instead, try to understand his world of strain and pressure and his very real need to be at home and relax.*
- *Your goal: Try to make sure your home is a place of peace, order, and tranquility where your husband can renew himself in body and spirit.*
- *Don't greet him with complaints or problems.*
- *Don't complain if he's late home for dinner or even if he stays out all night. Count this as minor compared to what he might have gone through that day.*
- *Make him comfortable. Have him lean back in a comfortable chair or have him lie down in the bedroom. Have a cool or warm drink ready for him.*
- *Arrange his pillow and offer to take off his shoes. Speak in a low, soothing and pleasant voice.*
- *Don't ask him questions about his actions or question his judgment or integrity. Remember, he is the master of the house and as such will always exercise his will with fairness and truthfulness. You have no right to question him.*
- *A good wife always knows her place.*



¹ National Committee on Pay Equity, payequity.org
² "The Wage Gap for Women: The Consequences of Workplace Pay Inequity for Women in America," Sarah Jane Glynn, Center for American Progress, August 16, 2012.
³ The Top 10 Facts About the Wage Gap, Center for American Progress, April 2012.
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Women in the Postwar World Women's participation in the world wars had resulted in several gains. They had achieved one of the major aims of the nineteenth-century feminist movement—the right to vote. After World War I, many governments had expressed thanks to women by granting them voting rights. Sweden, Great Britain, Germany, Poland, Hungary, Austria, and Czechoslovakia did so in 1918, followed by the United States in 1920. French women only gained the vote in 1944, while Italian women did so in 1945.

During World War II, women had entered the workforce in huge numbers. At the war's end, however, they were removed to provide jobs for soldiers returning home. For a time, women fell back into traditional roles. Birthrates rose, creating a "baby boom" in the late 1940s and the 1950s.

By the end of the 1950s, however, the birthrate had begun to fall, and with it, the size of families. The structure of the workplace changed once again as the number of married women in the workforce increased in both Europe and the United States.

These women, especially working-class women, faced an old problem. They still earned less than men for equal work. For example, in the 1960s, women earned 60 percent of men's wages in Britain, 50 percent in France, and 63 percent in West Germany.

In addition, women still tended to enter traditionally female jobs. Many faced the double burden of earning income on the one hand and raising a family on the other. Such inequalities led increasing numbers of women to rebel.

By the late 1960s, women had begun to assert their rights again. In the late 1960s came renewed interest in feminism, or the **women's liberation movement**, as it was now called.

Of great importance to the emergence of the postwar women's liberation movement was the work of **Simone de Beauvoir** (duh•boh•VWAHR). In 1949, she published her highly influential work, *The Second Sex*. As a result of male-dominated societies, she argued, women had been defined by their differences from men and consequently received second-class status. De Beauvoir's book influenced both the American and European women's movements.

People In History

Simone de Beauvoir

1908–1986—French author



A prominent French intellectual, Simone de Beauvoir became a major voice in the European feminist movement. Born into a Catholic middle-class family and educated at the Sorbonne in Paris, she supported herself as a teacher and later as a novelist and writer.

De Beauvoir believed that she lived a "liberated" life for a twentieth-century European woman. Despite all her freedom, she still came to perceive that, as a woman, she faced limits that men did not. "What particularly signals the situation of woman is that she—a free autonomous being like all human creatures—nevertheless finds herself in a world where men compel her to assume the status of the Other."



Freedom Womens Liberation Movement

Women in the Postwar World Women's participation in the world wars had resulted in several gains. They had achieved one of the major aims of the nineteenth-century feminist movement—the right to vote. After World War I, many governments had expressed thanks to women by granting them voting rights. Sweden, Great Britain, Germany, Poland, Hungary, Austria, and Czechoslovakia did so in 1918, followed by the United States in 1920. French women only gained the vote in 1944, while Italian women did so in 1945.

VOTE!

During World War II, women had entered the workforce in huge numbers. At the war's end, however, they were removed to provide jobs for soldiers returning home. For a time, women fell back into traditional roles. Birthrates rose, creating a "baby boom" in the late 1940s and the 1950s.

WW2 work

Size of family

By the end of the 1950s, however, birthrates had begun to fall, and with it, the size of families. The structure of the workplace changed once again as the number of married women in the workforce increased in both Europe and the United States.

more work

These women, especially working-class women, faced an old problem. They still earned less than men for equal work. For example, in the 1960s, women earned 44 percent of men's wages in Britain, 50 percent in France, and 63 percent in West Germany.

In addition, women still tended to enter traditionally female jobs. Many faced the double burden of earning income on the one hand and raising a family on the other. Such inequalities led increasing numbers of women to rebel.

Rebellion

By the late 1960s, women had begun to assert their rights again. In the late 1960s came renewed interest in feminism, or the women's liberation movement, as it was now called.

\$ + family

traditional female jobs

- teachers
- nurses
- clean & cook

Spielvogel, J.J. (Ed.). (2003). *World History*. New York, NY: Glencoe/McGraw Hill. Print.

Of great importance to the emergence of the post-war women's liberation movement was the work of Simone de Beauvoir (duh•boh•VWAHR). In 1949, she published her highly influential work, *The Second Sex*. As a result of male-dominated society, she argued, women had been defined by their differences from men, and consequently received second-class status. De Beauvoir's ideas influenced both the American and European women's movements.

People

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 1908-1986, French author



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Yes and No, because now we have more rights than before. But still there are people that treats women differently by the fact that they are a woman. "They had achieved one of the major aims of the nineteenth-century women's movement - the right to vote." The right to vote is just one more of the rights that we as women have gain. Now I believe that to make that movement a better movement, people have to change their mind of thinking and treat us better because we are candidates.

NO, the Women's Liberation Movement has not been successful not giving women more rights than they should have. It states "Women still earn only 59 cents for every dollar a man earns." With that being stated women are not treated the right way they should.



Yes the Woman's Liberation Movement has been successful. The author states that "women's participation in the world wars have resulted in several gain." Many woman work and don't have to worry about anyone trying to stop them, which has made more available job openings in the area. And now have the rights to get out and work, freedom. Even though their not paid equal amounts.

The woman's liberation was sort of successful since they earned a few rights but not the full benefit. The quote states "By the late 1960s, women had begun to assert their rights again." This quote explains how women started to protest to gain rights again.