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## **Blank Pages: The Representation of Women in High School American History Classes**

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“Blank Pages: The Representation of Women in High School American History Classes”

BY

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**UNDERGRADUATE THESIS**

Submitted in partial fulfillment of the requirements of obtaining

**UNDERGRADUATE DEPARTMENTAL HONORS**

Department of History along with the Jack and Sandra Pine Honors College at Eastern Illinois  
University  
Charleston, IL

2018

I hereby recommend this thesis to be accepted as fulfilling the thesis requirement by obtaining  
Undergraduate Departmental Honors.

3-26-18

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## **Abstract**

In this project I analyze the representation of women in high school American history curriculum, with a special focus on Illinois in particular where this research was completed. While the study of history has evolved greatly, especially in an educational climate that has recently been questioning the best practices to have students successfully engage with the practice and study of history, a gaping whole remains: the representation of women. Women have become a more fundamental part of history at collegiate levels with gender and social history increasing in importance but our high school students are missing out on a history of half of the country's people.

This thesis utilizes both quantitative methods to examine the representation of women in high school textbooks over time as well as a qualitative case study-based approach in interviewing current practicing American history teachers. While the results did show positive aspirations with teachers who are aware that women need to be better included, each one admitted there is always more voices that they can help expose their students to. In short: it is still clear that there is work to be done to craft the fullest picture of women in American history.

Teachers today face a lot of requirements; in order to ease the burden of an evolving curriculum, this thesis also includes an appendix of lesson plans and curricular materials for inclusion of women and women's history with already familiar topics in high school American history classes. These lessons and materials target topics that are already a part of American history- not to create a specific women's history unit, giving students the opportunity to inquire more deeply about how social institutions like gender are created and allows for the whole of

history to be seen in a new light. That way women become a part of the broader reaching narrative and find their place in American history as the important and vital citizens they are.

## Introduction

If students were asked to reflect on their time in a high school American history classroom and share what they learned their answers would probably be very similar. Events such as the bloody battles of the American Revolution and political games of gains and loss would come to mind. The key players described would almost certainly be men. . A lack of inclusion leads to students that are not able to identify women in history. The average student can only name about four or five important women in American history when asked to list twenty.<sup>1</sup> In Sam Wineburg's research it was found that when students are asked to illustrate the past the amount that they draw is overwhelmingly male. For example, sixty-four out of sixty-seven boys when asked to draw pilgrims, settlers and hippies only drew males.<sup>2</sup> The math is simple. This activity shows the gap in the representation of women. There is a hole in which there should be more women but it is a wide and empty gap.

In the marginalization of women, our historical narrative is speaking volumes about the importance of women. The lack of representation simply comes down to power: something that women have been kept out of time and time again. Women are sprinkled in as an afterthought in history. But this quota filling of women creates, according to historian Gerda Learner, the "belief that the history of women is important only as representing the history of an oppressed

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<sup>1</sup> Roger Clark. "Women of the World, Re-Write! Women in American World History High School Textbooks from the 1960s, 1980s, and 1990s." *Social Education* 69.1 (2005):41.

<sup>2</sup> Sam Wineburg. *Historical Thinking and Other Unnatural Acts*. (Philadelphia: Temple University Press, 2001): 119.

group and its struggle against its oppressors.”<sup>3</sup> The history of women is so much deeper and so deeply intertwined with the traditional narrative of history that sprinkling in women on the timeline for representation is not the fix. It is a wrong representation of history to only tell the story of women working for rights for their sex rather than to make women a part of the history that they too lived through and had influence on.

This project traces the lack of attention to women in high school level American History classes. This is done by both looking at the number of women found in textbooks as well as research that has been done on this topic before that addresses the damaging effects on students education by an incomplete historical narrative. Additionally, interviews with current practicing teachers in Illinois were conducted to analyze what is actually happening in classrooms beyond specific book-based instruction. Lastly, solutions to the curriculum are offered in a set of lesson plans.

## Literature Review

### Textbooks used in classrooms

Textbooks have been analyzed multiple times throughout recent history for their inclusion of women and equal representation. Spanning all the way back to 1977 research from then, 1980, 2006, and 2016<sup>4</sup> all basically say the exact same thing: women need more representation in high school history textbooks. The research from earlier on shows more

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<sup>3</sup> Gerda Lerner, “New Approaches to the Study of Women in American History,” *Journal of Social History* 3, No 1. (Autumn 1969): 54.

<sup>4</sup> Kirk Jeffrey and Diane Cirksena, “Women’s History in the High School Survey: An Integrationist Approach,” *The History Teacher* 11, no. 1 (1977): 39-46; Peter G Filene, “Integrating Women’s History and Regular History,” *The History Teacher* 13, no. 4 (1980): 483-92; Kay A. Chick, “Gender Balance in K-12 American History Textbooks,” *Social Studies Research and Practice* 1, no. 3 (Winter 2006): 284-90; Kay A. Chick. and Stacey Corle, “Confronting Gender Imbalance in High School History Textbooks Through the C3 Framework,” *Social Studies Research and Practice* 11, no. 2 (Summer 2016): 1-16

inequality and virtually no representation of women in the texts. But why is it necessary for this research to be done over and over again? Some may say that it is because America has gotten more progressive in a linear fashion, and that should transfer to school curriculum. For example, “one might expect the same social forces (the second wave of feminism, for instance) [to bring] about change in American history textbooks...but did they?”<sup>5</sup> With the constant findings of inequality, the clear answer is no. This inequality has a direct negative consequence on students both in the history classroom and their perceptions of a person’s value because “women’s invisibility in the American history texts read by high school students not only affects student’s ideas about the relative importance of men and women in society; but also contributes to their degree of interest (or lack of it) in that history.”<sup>6</sup> Students are less engaged with fewer voices as well as established social values of men and women.

State standards are built around creating the fullest picture of history possible. Illinois, where this research was completed, has developed standards that are broad and inquiry-based as opposed to specific content-based. One high school standard specifically calls for “Analyze key historical events and contributions of individuals through a variety of perspectives, including those of historically underrepresented groups.”<sup>7</sup> And Illinois is not the only state that writes it directly into law that underrepresented voices should get their story into history as well. Texas state standards say that students should be able to “analyze social issues affecting women, minorities, children, immigrants, urbanization, the Social Gospel, and philanthropy of industrialists.”<sup>8</sup> New York aims for their students by graduation to “Identify, compare, and

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<sup>5</sup> Roger. “Women of the World Rewrite!” 41.

<sup>6</sup> Roger Clark, Jeffrey Allard, and Timothy Mahoney, “How Much of the Sky? Women in American High School History Textbooks from the 1960s, 1980s and 1990s,” *Social Education* 68, no. 1 (2004): 57.

<sup>7</sup> <https://www.isbe.net/Documents/SS-Standards-9-12.pdf>

<sup>8</sup> <http://ritter.tea.state.tx.us/rules/tac/chapter113/ch113c.html>

evaluate multiple perspectives of a given historical experience.”<sup>9</sup> States that tend to fall on all ends of the political spectrum have one thing in agreement: women’s and minority history is important for the broad narrative. For students to master history, they have to know what other voices say about historical events. This, however, is not what is happening in our Social Studies classroom.

Historical thinking is not something that comes easy or naturally to students and thus needs to be taught by teachers. Students are already working against the challenge of how to approach historical thinking but this, in reality, is actually made worse the less inclusive the historical narrative is. As Sam Wineburg says in his analysis of teaching history “we need to feel kinship with the people we study, for this is exactly what engages our interest and makes us feel connected. We come to see ourselves as inheritors of tradition.”<sup>10</sup> While tradition as it has stood for so many years may argue that males dominate history, in the modern day historians present history not as Great White Men making political choices but the interworking’s of people of all races, classes and. gender. At Eastern Illinois University alone, where this research was completed, there are course offerings in Islamic History, African History, Latin American History, East Asian History, and women’s history both focusing on American and Modern Europe.<sup>11</sup> This means that the literature and research needs to exist for there to even be a class about it. The scholarship and history exists. We just are not teaching marginalized voices to our students who can identify with the curriculum on a personal level. This includes women. There is a disservice to both male and female students alike when there are minimal females in the curriculum: female students are not connected to their own history.

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<sup>9</sup> <https://www.engageny.org/resource/new-york-state-k-12-social-studies-framework>

<sup>10</sup>Wineburg, P 6.

<sup>11</sup> <https://www.eiu.edu/history/courses.php?menu=0>



The problems with textbook inclusion of women in American history is one that has been getting better over time. The ratio of how many women versus how many men were mentioned in the textbooks has almost doubled in the time from the 1960s to the 1980s. The problem with this doubling is that it moved only from 10 women for every 100 men to 20 women for every 100 men. This growth has mostly stagnated as well; the 1990s also saw no real progression in inclusion of women.<sup>12</sup> As textbooks are now written, women only count for twenty percent of history. It begs a question that follows a fairly logical answer: did women only contribute to twenty percent of the founding of America? Are the contributions of women only worth twenty percent of our attention? Implicitly, this minimal contribution and importance is what is being taught to students in current textbook situations. The same research by Roger Clark et al. that discussed the different decades and their respective representation in texts also “found only 1335 female names in the indexes of the 18 books of our main analyses, as compared to 12382 male names.”<sup>13</sup> It does not take a mathematically-minded individual to acknowledge that this is a huge gap that implicitly tells students that women in the narrative of history are not as important as men.

And while the textbooks that students have access to are, in theory, getting better, there is by no means inclusion that is substantial enough to be successful in the goals of better including women. Results from textbooks from 2015 told a very similar story to the same issues presented in 1960. “Women have and still do make up 50% of Americans, but are represented in only a small fraction of the historical record...there were significantly more males than females in text and content illustrations.”<sup>14</sup> Part of this lack of representation today comes from the fact that

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<sup>12</sup> Clark, “Women of the World, Re-Write,” p. 43.

<sup>13</sup> Clark, “How Much of the Sky,” 58.

<sup>14</sup> Chick and Corle. “Confronting Gender Imbalance,” 13.

most of the textbooks looked at in this study (Chick 2016) highlight political and military based history. History is not just the battles that are fought but also the people left on the home front. But, as high school texts are currently written, students miss the half of the people at home and thus miss the women that are found throughout American history. When events like these are the main focus of the textbooks used in classrooms, it is easy to see how there is a higher representation of men over women. But, if a higher amount of social history was included in the high school text, by default more women would be represented in history.

Kay Chick has done research on the representation of women in textbooks from elementary grades through the high school texts. She noticed through her content analysis that texts across time for students move from more equality of the sexes to less. She says “while female representation in the textbook content and illustrations increases across grade levels, male representation increases at an even greater rate. Thus, as students proceeded through the grade levels, they are exposed to an increasingly smaller ratio of females-to-males.”<sup>15</sup> Textbooks indirectly start to tell female students they are less important than their male counterparts and this message comes to female students in some of their most socially formative years. High school age is the time in which concepts such as value and worth and their social identity are being formed. Students will one day be citizens. They will be the people who are able to make choices that affect social climate. Teaching Tolerance, a project of the Southern Poverty Law Center, for example, in their anti-bias framework, have a specific standard that reads “Students will express empathy when people are excluded or mistreated because of their identities and concern themselves with experience bias.”<sup>16</sup> By developing a respect for marginalized voices in

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<sup>15</sup> Chick, “Gender Balance.” 284-90.

<sup>16</sup> Southern Poverty Law Center “Teaching Tolerance Anti-Bias Framework” (2014), 3.

high school, teachers are helping students come to terms with the vast amounts of diversity they will most certainly encounter in a life outside of the classroom

Named women in the index is the most common form on content analysis but it is not the only way a discrepancy of the representation of women can be seen in textbooks. Pictures are another way to measure this disparity. As of now, there are few pictorial representations of women in textbooks and when women are mentioned, it is because of their actions being worthy of discussion because they are women, not because of the specific accomplishment that they did.<sup>17</sup> It creates the illusion that more women are represented than actually are. But this is not the case. Roger Clark et al. found in the 18 textbooks that they analyzed, “there were 616 pictures of women who were named in the caption of an image, while there were 3505 pictures of named men.”<sup>18</sup> This is easily just as important as the representation of women by naming them. We live in a visual society, as pointed out by Christine Woysner. She says “young people are bombarded with media images at every turn: therefore, it is important to teach them to consider how women and girls are visually represented.”<sup>19</sup> With the current state of textbooks, the message is clear in visual representation: women lack the importance to be seen as equal.

### Women’s Representation in American history

The teaching of women’s history, especially in a survey course like American history is not easy work. Social implications that all have grown up with in Western societies have taught citizens that there are specific roles for men and women and the roles of men are the ones that

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<sup>17</sup> Frances Janeene Williams, and Linda B. Bennett, “The Progressive Era: How American History Textbooks’ Visuals Represent Women.” *Social Studies Research and Practice* 11, no. 1 (Spring 2016): 124-35.

<sup>18</sup> Clark, “How Much of the Sky,” 58.

<sup>19</sup> Christine Woysner. “Picturing Women: Gender, Images, and Representation in Social Studies,” *Social Education* 70, no. 6 (October 2006): 358-362.

get written into history. To include women in the representation of history, a whole mental reframing needs to occur. As historians, it is required to “fundamentally redefining the term history to include women, rather than simply creating a new parallel field of study confined to women alone.”<sup>20</sup> Women are not to be an afterthought peppered into the curriculum or the narrative where it is best seen fit. Instead, women are an important part of the American historical narrative and thus need to be better represented in history in general. By including women, we are essentially proving their worth and importance. Seeing is believing and this allows for people to believe that women are an integral part of the historical narrative.

Social history, instead of exclusively political and military history, is the way in which historians are better able to capture the story of women in America. As Chick acknowledged in her 2016 research, women are represented less in texts. She credits this to what is being represented in American history for high school students: war and politics. This causes an inequality in representation that cannot change without a shift in those values. “As long as textbook publishers focus on military and political history over social history, men will be highlighted in American history textbooks and the number of women portrayed will not see significant change.”<sup>21</sup> Social history, dealing with topics like movements of social change (for example the abolitionist movement) adds a whole group of women to the historical narrative and does so in a way that is not just talking specifically about women’s issues like suffrage. Social history also approaches the lives of common people not just strong political players who are often members of the social and economic elite. Women are half of the common people and thus by looking at social history, average women are also worked into the narrative. This is not just

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<sup>20</sup>Mary Beth Norton, “Seeing Early American History through Women’s Eyes,” *History Matters* 10, no. 7 (1998).

<sup>21</sup> Chick, “Confronting Gender Imbalance,” 8.

about creating a ratio that checks off the representation of women as a part of a to-do list. This is about understanding our society as a whole and the social relationship of women to men.

The problem with the lack of women's history at the high school level is *not* because the research is still being done to craft Women's History. Since the 1970s, colleges and universities have created programs for the study of women's history and American history professional organizations include voices of women, both as historians and as the subjects of research. Unfortunately, however, "despite the evolution and prominence of women's history within certain quarters of the academy, women's history has made few inroads into the curriculum at the k-12 level."<sup>22</sup> This is problematic because not all high school students are college bound; they will not all see the strides made towards more inclusive history. They are, however, required to take American history during their high school experience.

At the high school level, a class like women's history would be one that is taken by proportionately very few students because of its likely status as an elective. It sends the implicit message that the history of specific minority groups is a novelty that can only be taught when the *real or important* content has been covered. As historian and teacher Gerda Lerner said "In my courses, the teachers told me about a world in which ostensibly one-half of the human race is doing everything significant and the other half doesn't exist."<sup>23</sup> By keeping women separate, it says to students that women do not matter as much in a general history; they have to be seen as special. Women, simply, have been a part of American history for longer than America as a country has existed. Including women is important and "an examination of women's roles should not be viewed as something to tack on if there is time in the schedule, but rather as a

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<sup>22</sup> Barbra Winslow, "Cilo in the Curriculum: The State of Women and Women's History in the Middle and High School Curriculum...and Perhaps a Way Forward." *Journal of Women's History* 25, no 4 (winter 2013): 319-332.

<sup>23</sup> As quoted by William Grimes in "Gerda Lerner, a Feminist and Historian, Dies at 92." *New York Times*, January 3, 2013.

central element within the social political and economic context of all human history,” compellingly argues Sarah Blair, Lisa Williams and Meghan Fralinger.<sup>24</sup>

All students have to take American History and they do so at multiple ages, allowing for teachers of American history the unique opportunity to come into contact with every student in school. By more successfully including the narrative of women in a class that covers a history that students are a part of and all students have to take, it implicitly says that women were part of the story of history and their narratives matter to the complete picture of American history. By introducing students to minority history (in this case “gender our lower division courses”<sup>25</sup>) in survey based courses like American history, there is hopefully an interest sparked. This is not even creating more historians but creating socially minded citizens that acknowledge the social stratification in which they live and hold knowledge about how America got to the point it is currently in. In knowing this past, students are able to become change agents. One of the goals for students under the Teaching Tolerance program, for example, is “students will respectfully express curiosity about the history and lived experiences of others,” and to build “empathy, respect [and] understanding.”<sup>26</sup>

By studying the history of the marginalized, teachers are acknowledging the lack of equality in American history to help empathize with their students of these identities. Inclusion of women in the curriculum, especially women who are also racial and ethnic minorities allows for the “fleshing out emotional alienation.”<sup>27</sup> Discussing topics that have emotional charges to

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<sup>24</sup> Sarah Bair, Lisa Williams, and Meghan Fralinger, “Integrating Women’s History into an Early American History Course: Three Lesson Ideas,” *Social Studies* 99, no. 4 (July 2008): 174-180.

<sup>25</sup> Susan Kathleen Freeman, Donna J. Guy, Nancy A. Hewitt, Martha S. Jones, Rosa Maria Pegueros, Tammy M. Proctor, Erika Diane Rappaport, Merry E. Wiesner, and Shirley J. Yee. “Perspectives on Teaching Women’s History: Views from the Classroom, the Library, and the Internet.” *Journal of Women’s History* 16, no. 2 (2004): 143-76.

<sup>26</sup> “Teaching Tolerance Anti-Bias Framework,” p 3.

<sup>27</sup> Ana Elizabeth Rosas, “Seeing Ourselves and for Ourselves: The Infinite Potential of Women’s and Gender History,” *The Journal of American History* (December 2012): 830-834.

specific minority groups give a productive and safe space for coming to terms with inequalities. Thus, keeping and increasing representation of women in the curriculum gives a safe space for female students to grapple with the inequalities that they were born into. It creates a climate that gives both female and male students a chance to be change agents who understand the emotional implications of inequality. Building empathy for our students makes them both better students and more empathetic members of society; time and time again the research argues that who you are as a person is more important to teach to students rather than just content.<sup>28</sup> As the organization Facing History and Ourselves reports, in a more inclusive historical narrative not only makes students 43% more likely to see themselves as able to make a change in their community, but also were 44% less likely to get into fights and 14% less likely to have conduct problems.<sup>29</sup> Exposure to others stories allows for adolescents to build empathetic thinking that carries them into their future.

Additionally, women cannot be viewed as one single category. To make the most complete story of the American people, it needs to be acknowledged that America is a land that is “intersectional” and “multicultural.”<sup>30</sup> For the inclusion of women in high school classes to be fullest and best for students, it needs to be representation that also include minority women. Women’s history means that the social implications of sex (gender) are also approached. This creates the fullest picture of the experience of women in America. Women are not just one lump that experience the same things at different points in history. Including a more intersectional women’s history means more students can fully identify with the curriculum that is taught. By

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<sup>28</sup> Thomas R. Hoerr, *The Formative Five: Fostering Grit, Empathy and Other Successful Skills* (Alexandria VA: ASCD, 2017).

<sup>29</sup> Facing History and Ourselves, “Evaluation Studies and Research” [www.facinghistory.org/our-impact/evaluation-studies-and-research](http://www.facinghistory.org/our-impact/evaluation-studies-and-research)

<sup>30</sup> Cornelia H. Dayton, and Lisa Levenstein, “The Big Tent of U.S Women’s and Gender History: A State in the Field,” *The Journal of American History*. (December 2012): 793-817.

looking at intersectionality and gender, the story of both women and America is rendered in a much more complete fashion.

Most recently, the definition of women's history is one that, if implemented with high school students, would build empathy and cultural understanding for students of all genders. Historian Kate Hulman has articulated women's history that "focuses the intersection of ideas, institutions and practices, discourses and experiences...throwing off march-of-progress narratives for stories more complex, historically accurate and of greatest contemporary use."<sup>31</sup> In looking at successful women and gender history, students should be able to see the application of these stories to the larger social context in which they live. Gender is a social construction. It did not just show up overnight but was systematically and complexly created and our students will have to navigate its intricacies daily. Inclusion of women's history in this newer manifestation gives students something to relate to because they are members of the society that they are learning more about.

## Methods

This research has three parts. First, textbooks were approached with specific content analysis. Secondly, a survey was completed by teachers to self-report basic information on their curriculum. Lastly, teachers who completed the survey were asked to interview. Through combined elements, a depiction of teaching social studies in central Illinois is crafted.

Content analysis was performed on a collection of high school textbooks which were picked based on convenience sampling. A substantive amount of the research done about the

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<sup>31</sup>, Kate Haulman, "Defining 'American Women's History.'" in *Major Problems in American Women's History*, ed. Mary Beth Norton (Boston: Houghton Mifflin Company), 6.



current state of education examines the textbooks used. There is nothing wrong with that; textbooks are an important part of teaching and explains the overarching values of what is taught in a standardized curriculum. Three different high school textbooks (*The Americas*, *American Vision*, and *America: Pathways to Present*<sup>32</sup>) were used and for each text there were three different versions used. These textbooks were chosen because they were common responses in the survey to the textbooks that teachers in this area use. The years that were chosen were based on a convenience sample.

The goal was to see if a change in historical representation over time. Content analysis was done by opening the book to the index and counting the number of named males and the number of named females who appeared in the index of the book. This content analysis also did not include overarching groups in the counting (for example, it did not include the term *suffragists* in the counting of women). This is because there is the possibility that both females and males could be included in the overarching group. Also, social groups like this are not necessarily reflective of all of the people in this subgroup. By no stretch of the imagination were all women suffragists<sup>33</sup> so subgroups were left out of the counting.

For a point of comparison, analysis of the textbook *Give Me Liberty* also occurred. The same process as describe before in content analysis was also performed on this text. This is a college level text that is used mostly in survey American history courses. What makes this textbook different from the data sample is that it follows a freedom theme. The book describes this as something that integrates political and social history more successfully. This book aims

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<sup>32</sup> Gerald Danzer et al., *The Americans*, (McDougal Littell, 2003, 2007 and 2012); Andrew R. L. Clayton et al., *America: Pathways to Present*, (Upper Saddle River, NJ: Prentice Hall, 1995, 2003 and 2005); Joyce Appleby et al., *The American Vision*, (Glencoe, 2003, 2007, and 2010)

<sup>33</sup> Joe C. Miller, "Never A Fight of Woman Against Man: What Textbooks Don't Say about Women's Suffrage," *The History Teacher* 48, no. 3 (May 2015): 437-82.

to be successful in “highlighting the struggles of social groups- especially those of women, working people, African Americans and other minorities.”<sup>34</sup> The use of this textbook in the content analysis is to see if the high school text exists in a vacuum and if there are texts out there that have a fuller inclusion of women that could work as a more successful model for how high school books should be focused. Through comparison there is the ability to recognize the similarities and differences of possible differences in levels of education.

This inquiry explored what is happening currently in American History classrooms, which started as a self-reporting survey of the occurrences in teachers classrooms. This massive data pool based on the sheer number of teachers alone compelled the use of a convenience sample. Teachers who were graduates of Eastern Illinois University or who work as teachers for clinical experience placements were contacted first. Additionally, teachers who are a part of the Golden Apple Scholars program in Illinois were sent an email to take the survey. There were 79 teachers contacted through the list from Eastern Illinois University and 106 teachers contacted through the Golden Apple Foundation. While there were some questions in the survey that followed the open coding method, they were all self-reported and based mostly upon the teacher’s self-reflection of their personal classroom. Teacher were, for example, asked to what percentage do they use the textbook in their classroom time. These questions were mostly to explain what happens in the class that they teach. This survey gave a voice to educators perspectives and tensions within the field and the teaching of their specific content.

Any teacher who took the survey were given the opportunity to put their email down to be asked further questions in an in person interview. Seven different teachers agreed to an

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<sup>34</sup>Eric Forner, *Give Me Liberty! An American History*. 3<sup>rd</sup> ed. New York: W. W. Norton & Company LTD. 2011

interview but in scheduling and creation of the interview schedule, only four teachers ended up participating, creating a data pool of four teachers. These interviews were to fall more into the axial coding of the occurrences in the classroom. Teachers were asked to go more in depth about why they do what they do in their class. This was to create a more qualitative representation of classroom occurrences rather than a quantitative approach in something like the textbook content analysis.

## Findings

The findings for this research is broken up into the quantitate textbook analysis and the qualitative answers that came from the teacher survey and interviews. The textbook analysis explains the results of the content analysis. Additionally, this information can be evaluated as a means of exploring the connotations of the usage of specific textbooks.

### Textbook analysis

The following chart explains the findings from the content analysis of the textbooks. Each book is referenced with the year in which it was published. The chart is the raw data- the exact number that came from the content analysis performed on the specific book. Additionally, the chart breaks down the data into what percentage of the named people in the index are women and men. Results as portrayed here were rounded to the first decimal place.

Figure one: Named Peoples Results

<b><u>Book Title and Edition</u></b>	<b><u>Number of Named Women in the Index (Number, Percentage)</u></b>	<b><u>Number of Named Men in the Index (Number, Percentage)</u></b>
<i>The Americans (2003)</i>	149, 16%	780, 83%
<i>The Americans (2007)</i>	151, 16.5%	764, 83.5%
<i>The Americans (2012)</i>	143, 15.8%	758, 84.2%

<i>America: Pathways to Present (1995)</i>	89, 18.9%	471, 81.1%
<i>America: Pathways to Present (2003)</i>	109, 13.0%	726, 87%
<i>America: Pathways to Present (2005)</i>	112, 13.3%	732, 86.7%
<i>American Vision (2003)</i>	127, 14.7%	737, 85.3%
<i>American Vision (2007)</i>	129, 14.9%	739, 85.1%
<i>American Vision (2010)</i>	130, 15.2%	856, 84.8%
<i>Give Me Liberty (2011)</i>	164, 12.2%	1176, 87.8%

There has been no statistically significant increase in the representation of women in textbooks. Based on the previous research done since the 1960s, it is no glaring surprise that the results that were found mean that there's less representation of women by name in the textbooks all across the board. When there is, in some cases, six times as many men *or more* as there are women in the texts there is a clear level of discrimination for females in how these texts teach American history. There was simply no point in American history where men out numbered the women to that magnitude.

The textbook *The Americans* actually had a decrease of the inclusion of women. And even if that comes from a streamline of the content, it still sends a message about the importance (or lack thereof) of women. The cover of this text, additionally, in all three editions, has a glaringly large photo of Abraham Lincoln on the cover with small representations of other people from history. Is Lincoln the most important person in all of American history, male or female? Is there no other person who can stand up in size to Lincoln? Right off the bat this book tells the reader that this will be the Great White Man version of history that focuses on presidents and politicians, and this is a text that delivers on that promise.

In *America: Pathways to Present* the newer versions of the textbook include First Ladies via a reference as their husband's wife. For example, Eleanor Roosevelt is listed in the index as

Roosevelt, Eleanor (Mrs. Franklin D.). Eleanor Roosevelt, the humanitarian, activist, and social reformer is confined to the terms of her husband's presidency. The woman who redefined what it means to be a First Lady is the woman who in this specific textbook will always be remembered in the terms of only her time as first lady, not her work in the UN or the Women's Council under other presidents. Melissa Matusevich goes as far as to say that this is deliberate censorship and sanitization of the contributions of women that detracts from all of the content, leaving no voice or storyline in the textbook.<sup>35</sup>

For the textbook *American Vision*, the story that is written is one that moves more towards the narrative fashion. This prose and syntax is designed to engage adolescent readers. This means that the people named in the index are not always the traditional political figures that are found in the index of books but also quotes of people whose biggest claim to fame is that they are found in a history textbook. This, however, does not close the huge gap in the named women to the named men in the index. Even in representing the average American, this book chooses to include more men than women and through that subtext say that even when looking at average Americans, the story of the male is more important than the story of the female.

Additionally to the problems with the inclusion of specific named women, the way that textbooks represent the American culture's masculine dominance. In all of the textbooks, if the book is depicting a generic person in a given time period, the representation is overwhelmingly male. The representations of men in many instances are larger than that of women and it is more common to see men and women represented in the same photo than it is to see women on their own. Every single one of the nine texts looked at included the fictitious Uncle Sam in the index but only one text out of all of them mentioned Rosie the Riveter. But this also creates a

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<sup>35</sup> Melissa N. Matusevich "Strange Bedfellows: Censorship and History Textbooks," *Social Studies Research and Practice* 1, no. 3 (2006): 359-373.

discrepancy in what is being taught and what is actually being done as historical research in the field- most historians in fact are using gender to better understand history as a whole. For example, Drew Faust argues that notions of chivalry and manhood led to females in the Confederacy to remove their support from their husbands, costing them the war.<sup>36</sup> The research of Thavolia Glymph's look at gender in regards to the relationships of black and white slaves and mistresses sets up a narrative of violence and oppression for blacks that is too often overlooked.<sup>37</sup> These are just a few examples of many in which looking at gender of generic persons, entirely new historical representations are created, giving us the ability to learn completely new things about slavery and the Civil War. With women, topics and events are brought into a completely new light.

The final text that was approached was the text *Give Me Liberty*. This text would not be found in the high school class, as it is written for college classes, but it is unique. It is written to be a narrative of American history and a story that is more inclusive of the average person. It is a book that boasts the story of freedom and including the voices of Americans that may be overlooked. This is a book that is written under the overarching theme of freedom. But the yoke of the patriarchy is clearly still coming down on women in this text's case. What is America's definition of freedom if it has half of its population under oppressive segregation and a lack of their voice being heard in history? Yes, this book does have more women in it than its high school counterparts but at the same time there is a much lower percentage of women totally found in the book. It does not matter if there is an inclusion of more marginalized voices if the large gap between male and female continues to exist, in this case an even wider gap than before.

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<sup>36</sup> Drew Gilpin Faust, "Altars of Sacrifice: Confederate Women and the Narratives of War," *The Journal of American History* 76, no. 4 (1990).

<sup>37</sup> Thavolia Glymph, "Women in Slavery: The Gender of Violence," in *Women's America Refocusing the Past* 8<sup>th</sup> ed. (New York: Oxford University Press).

Even with more women sprinkled in, there was clearly a compensation with sprinkling in more men, negating the work that was done when adding the women in the first place.

The overarching problem here is that women are added as an afterthought and does nothing to change the entire historical narrative. For many social problems in American history textbooks, there is an extensive section of the chapter in which the political and economic ramifications of the event are discussed. There are pages upon pages of the military moves around a given time with maps of battles and graphs of causalities. Then somewhere, crudely tacked in like Frankenstein's monster, exists the lone section, or paragraph or even sentence that addresses the life for the average woman at this time. The *entire* suffrage movement in the *American Vision* textbook is streamlined to a single page. Women contributed more than that. Women's value is more than that.

### Practicing Teacher Survey

Out of the 185 teachers reached out to via emailing the survey, 17 of them responded with filling out the survey. Part of this comes from the fact that teachers who do not teach American history were asked to disregard the survey. This was so the results of the survey could be honed into a specific type of history that all students have to encounter in their time in high school in Illinois. Minus a few outliers who are currently working in the Chicagoland area, most of the respondents were teachers in central and downstate Illinois. The range for years teaching fell all the way from finishing their first year of teaching to being in the middle of their 16<sup>th</sup> year. Responses came from almost exactly half men and half women, with slightly more men responding than women. Their results and opinions can be broken up into looking at their responses on a) textbooks and b) curriculum for their own personal classrooms.

## *Textbooks*

In the course of this thesis, I surveyed a number of Illinois teachers of US History and Practicing teachers of American History and asked them how well they think their textbook includes marginalized voices. Their answers mirrored the previous textbook analysis: these voices are not present enough in the textbook. Three different teachers responded with insight like “it only mentions women sporadically. Women are peppered into the different units usually by focusing on a specific woman's story,” “every story is presented in a basic and bare-boned framework,” and “it seems tacked on to meet a requirement.” Obviously, teachers are seeing the discrepancy of the voices that are displayed in their textbooks. Another teacher commented that “It does a decent job of including marginalized voices: these groups generally have their own subsection of the chapter.” But this is another aspect of textbooks that are problematic. By keeping marginalized voices as their subsection, they are not integrated into and thus do not shape the narrative of history. Like the tacking on to meet a requirement, this approach segregates huge groups from the traditional story of American history and implies that the most valuable history belongs to the straight white male. The subtext of this to students is that the marginalized voices have to stay separate as a special part of history, not be included in the whole of the story. The textbook, the most common curricular resource, diverges from historians understanding and inclusion of historiography

It is noteworthy that these teachers claimed that about forty percent of their instruction comes out of the textbook directly. This suggests that there has to be supplemental materials being used in the classroom in some capacity. While there is clearly an issue seen with the content of textbooks, there is no reason to believe that the other 60% of classroom time that is not using the text book does not also work in these marginalized voices. When only focusing on



the textbook, a very bleak picture of our educational system exists but that also may not necessarily be the case in every single classroom.

Teachers who took this survey also described their textbook as a scaffolding for teaching and not the only place in which the class content is found. For example, one teacher wrote that the flow and order of the text makes it difficult to include its usage all the time. Another wrote that, "I think it provides an adequate framework for the broad-level content we cover in class. However, it has limits in that it covers few topics with the level of depth and detail to allow for nuanced discussion and critical thought." A textbook, as this teacher argues, is a guide not the gospel truth, and thus is not the end of analysis for what happens in the classroom. This suggests further that only looking at the textbooks is an incomplete picture of how marginalized voices are being included.

### *Curriculum*

Through the survey, teachers self-reported on their curriculum and teaching practice. While this could result in self-selective answers, the resounding answers were twofold; teachers use primary sources to cover the gap of a lack of representation in the textbook and they tend to do it over the course of the whole semester. Only one teacher referenced one specific unit in which women are the sole focus of the unit. Every other teacher explained that women and alternate voices get included often and where they best fit. No teacher reported having a specific or deliberate system for inclusion of women however.

Teachers were also asked which time periods in history women are found the most as the curriculum for them currently stand in regards to specific time period-based topics. The majority of teachers referenced including women in Antebellum Reform, Progressivism and women

during the classes' World War II unit. Other topics came up more sporadically. Women's contributions in the Revolutionary War, 1950s America and Second Wave Feminism were all mentioned by different teachers. The positive news from this is that collectively, this is a very rich and surprisingly comprehensive history of American Women that goes beyond the content in just the textbooks. But, this is seventeen different teacher's classrooms. Thus, while students are getting more exposure to women than the textbooks insinuate, no one student is getting a comprehensive look at women's contributions over the span of history. Additionally, no teacher indicated that they touch on intersectionality. It is very common for the aforementioned topics to only be looked at through the lens of white middle class women. Without official knowledge to counter that, it means that there is still work to be done on including all women, not just white middle class women. The periods that do include women do so on only a specific and select group of women.

### Teacher Interviews

Teachers who completed the option were given a final question that asked them if they would be interested in sitting down for an extended interview about their teaching styles and what happens in their personal classrooms. Teachers gave up prep periods during their day to talk, and one teacher even gave up some time from his weekend to meet and discuss his teaching practices. This clearly is indicative of a specific type of teacher who is willing to go above and beyond their job description to assist in this project through giving up their free time. It suggests that teachers were somewhat self-selective; they are teachers of some of the highest calibers because of their willingness to make the profession better.

It was also curious to note that all of the teachers that I talked to but one were male. While the sample is too small to be reflective of the overarching population of high school American history teachers, it is still interesting that the majority of these self-selective teachers were male. Additionally all of the teachers talked to were Caucasian. Again, while this is not representative of the entire teaching population, it does say something about the demographics, especially in east central Illinois, of the teachers in the classrooms. This could suggest that the majority of our social studies teachers are white males, people who can already identify with the content as written. Because of their identification with the content, a passiveness could exist in their desire to change what is already in place.

One aspect of these interviews that is very exciting is the gamut of students and abilities that these teachers encounter. One of the teachers who was interviewed teaches U.S History at only the Advanced Placement Level. This teacher acknowledged that "I should probably say to that when I'm teaching AP I'm teaching College Board standards...And I think they do a good job of hitting that marginalized voice whenever we're talking about any subgroup that's not a dominate part of history." Thus, working within the confines of the College Board does have its advantages; students who take these classes are better equipped with a fuller historical narrative. But, obviously, not all students take AP. This specific teacher does take the things learned from College Board standards and uses it in regular and honors classes. He said "I do tend to think it generates better discussion if you can find a piece of literature that they are not familiar with and one that comes from a voice that they would not typically see." While it is extra legwork to work in primary sources from marginalized voices, the payoff, according to this teacher is so much more productive for the learning of students.

One of the teachers interviewed teaches students at an alternative high school for GED completion. This is a polar opposite from the advanced placement teacher but the sentiments that were discussed struck in surprisingly similar fashions. Regardless of these two opposite ends of the achievement gap, both teachers expressed similar sentiments that the way women are currently represented is not complete. The teacher from this remedial school expressed the struggle that she has with teaching the experience of women when there is so much content that she has to cover due to the need to get all of her students up to speed. In the interview, she attempted to find where in the book the text discussed women in relation to the New Deal. She looked for about three minutes; she was not able to find it. Out of two chapters that text gave to the Great Depression, women got a singular paragraph that was difficult to find. The physical hunting to find where the women are represented is the manifestation of what this research represents. Women are missing from our history. This physical act of literally searching for the women in the textbook proves that students are not given a complete narrative of the human experience.

Overarching all of these interviews were a few points that are important takeaways for creating the best possible and most inclusive history classrooms. The first sentiment that was addressed by teachers was the preparation level that they felt like their teacher education programs had. A similar dilemma to the following was brought up by everyone interviewed: "I remember getting my first job and thinking I need to study up on my content. And that I had already learned what I needed to know about classroom management and all those principles." These teachers felt like they were going into teaching with the content needing to feel fuller. This is a good sign- that teachers are aware that there needs to be updates on the curriculum and the inclusion of more marginalized voices. Furthermore, all of the teachers talked to felt like

their teacher education program prepared them to diversify history. These are steps to a more well-rounded history that only need to keep happening in teacher education. By teaching teachers to think critically about the curriculum, the narrative will only get more inclusive to marginalized voices.

Additionally, every teacher interviewed talked about how they use outside sources to help them better understand a problem. Be it spouses, fellow teachers down the hall, or people they completed teacher education with, all of these teachers talked about touching base with women in their lives when they are approaching the experience of women. It has often been said that teaching is a team sport but there is reassurance in teachers looking to best represent marginalized voices in their classroom. This models for students that there is no shame in asking and questioning about how to represent marginalized voices. The level of respect that is created with this only propels the notion that marginalized voices are important to history and deserve representation and empathy, and all of it starts from modeling by teachers.

Simply put, these interviews were proof that even though the textbooks may not always reflect women, there are amazing teachers out there who are giving our students a more complete narrative of history than the texts they are presented with. Teachers casually mentioned encouraging skills in their students like having them build connections, prove their point with evidence, and to look at primary sources that may not be by Great White Men of History. Historical education is not at a complete loss as textbooks may point to. Instead good teachers are doing good things in the classroom.

What was probably the most encouraging for the future of American history education came from the youngest teacher talked to. One educator was finishing up his first year of teaching at the point of being interviewed. He commented that he felt like this was a thing that

he did not do incredibly well in his first year of teaching, but because of this research, was already looking into how to better include women for the rest of the remaining school year and the next years to come saying that “I know that this is covered in my teacher training but once in the field it’s important to be cognizant of voices that are different from your own.” What was probably the most exciting about this was this teacher was not waiting for the end of the year or even the end of the unit but was looking to start right away. This is exactly how the inclusion of women *can* be done. It does not call for a complete overhaul of content but encourages conscious and deliberate action on the part of the teacher that creates a history that reflects the experiences of all who lived through it.

## **Conclusion**

Women’s representation in American History has made progress but still has a lot of work to do. It is not enough to look at the number of women in the textbook itself and pat ourselves on the back as a society because exceptional women are being name-dropped in the index. Rather, it is important for our teachers to think about the highly detailed world of gendered history and the importance the inclusion of other voices has on our student’s success, self-esteem and understanding of the history in which they play a part. There’s hope; as the last teacher interviewed pointed out there is always work we can do as educators and historians to diversify knowledge to craft a history with less blank pages.

## Appendix

### Teacher interview Questions

1. How long have you taught American History? Where? What else do you teach?
2. Would you say anything has changed while you've been teaching?
3. Do you have a system for including marginalized voices? How do you work marginalized voices into your class?
4. What is your opinion on History Months (for example Women's History Month) and how do you integrate that into your curriculum?
5. Is there a spot that you think women could be included more or more successfully?
6. What is the biggest constraint in teaching your content?
7. What topics do you see students engage with the most? The least?
8. What is the most helpful way to receive teaching materials and aids?

## Lesson plans and materials

All of these lessons are designed to work into preexisting units about American history. Thus, these units do come with some basic historical context but they do not follow the traditional means of teaching history as a lecture about political history. To be best integrated into already existing units they should be given their own day but, for the most part, should not be the student's only exposure to that specific point of history. They instead are made to be supplemental to traditional teaching of textbooks and lecture based approaches to American history.

These lessons each align with a different unit of history, not one specific women's history unit. They should happen over the course of the school year; not all at once tacked onto the end of the school year. The one thing that these lessons do not have is scripted lectures. While there are guiding points that are important for students to know, there is no reason that that information cannot be presented in a way that the educator feels most comfortable.

For each of these lessons, content has been taken from both *Through Women's Eyes: Third Edition*<sup>38</sup> and *Give Me Liberty: Third Edition*<sup>39</sup>.

Standards used come from Illinois Learning Standards for Social Science-9-12.

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<sup>38</sup> DuBois, Ellen Carol, and Lynn Dumenil. *Through Women's Eyes: An American History with Documents*. 3rd ed. Boston: Bedford/St. Martin's, 2012.

<sup>39</sup> Forner, Eric. *Give me Liberty: An American History*. 3<sup>rd</sup> ed. New York: W. W. Norton & Company.



## **Lesson Plan- Brittany Borowski**

Lesson: Women in the Colonies

Unit: Pre-Revolutionary America

Course: American History

### Essential Question:

What was the role of people who were not white males in the foundation and creation of America?

### Content Summary/Central Focus:

The arrival of European settlers and explorers to the North American Continent tends to be approached from an economic based approach. Students learn about the farming and crops that set up the triangle trade between Europe, Africa and North America. But not all colonists were solely farmers. In fact, women from Europe had agency in their role in the colonies. Additionally, the indigenous peoples of America had a different understanding of the concepts of gender, giving their women a different level of agency then those of European descent.

### Standards:

- SS.IS.3.9-12: Develop new supporting and essential questions through investigations, collaboration, and using diverse sources.
- SS.H.12.9-12: Analyze the geographic and cultural forces that have resulted in conflict and cooperation.

### Learning Objectives:

1. Students will be able to analyze the role of colonists in America through the usage of primary sources.
2. Students will be able to evaluate the impact of the colonists and their quality of life.

### Prior to class:

Students should be familiar with the Spanish colonies and the motivators of the Europeans to first start movement out west. Thus, the bell ringer connects to prior knowledge of the impact of colonies.

### Opening/Anticipatory Set, including SO WHAT (3 minutes):

Bell ringer on the exploitation of

### Teaching & Learning Activities/Procedures:

1. Lecture on the role of colonists in North America
  - a. Life in the north versus south
  - b. The trials and hardships
2. Martha Ballard

- a. Introduce Ballard's life
- b. As a class do a trail run of her diary entry
- c. In groups students will reflect on both the literal and figurative meanings and implications of the diary on their included worksheet
- d. Go over diary as a class

Closure (5 minutes):

Introduce the reflection assignment. These questions can even first be discussed as a class.

Assessment Plans:

- Reflection assignment should be collected for completion check- there are no hard and fast right or wrong answers
- The Diary Guide should also be collected and awarded points, either on completion or effort

Accommodations/Modifications:

- If students have access to the internet you could have them explore the online diary for themselves. Give them select dates to find and let them hunt for the entries and what "themes" they belong to.

Sources:

- Dohistory.org
- *Devastation of the Indies, a Brief Account*. By Bartolome de Las Casas in *Through Women's Eyes*.

## Lesson One Lecture Notes

- Bell Ringer

The quote and information from this activity comes from the explorer Bartolome de La Casas. He was a Spanish historian and Dominican missionary. He is credited with being the first to expose to the new world the horrors and oppression and enslavement of the indigenous people in South America. He called for the abolishment of slavery, especially in the new world. While this man did not specifically ever set foot in the North American colony and was dead (in 1566) long before the English settlers reached North America, he understood the issues with the colonizers attitudes on staking a claim on the land.

- North American Colonies

When we say the colonies, we tend to be specifically referencing the eastern British colonies. But that is only a small portion of the colonies that were actually created. The actual definition of a colony is that it is an enclave of another nation in a new geographical area that is run as part of the mother nation. This does not specify the Brits in America. As seen with the bell ringer, there were Spanish colonies in the modern day Central and South America for example. The colonies tend to be remembered in purpose for three things: Gold, Glory and God. Countries wanted to create empires that were large, rich, and Christian. The Spanish were known most for their conversion efforts in the New World.

The French and the Dutch also had claims in different areas as well. The French has a claim on the area that is in modern day Canada called Quebec. This colony was mainly created as a fur trading outpost where the indigenous people traded with the French.

The British and Dutch colonies, however, had a much more extensive means of trade set up. Both had East and West India companies, which developed the basis of mercantilism. These companies traded with the locals for goods that could only be found in that specific area of the world. They got traded back to the country. These businesses were allowed much more protection than a company by modern day standards, as they were afforded military protection for their trading.

The North American land was very prosperous and thus was the point of a lot of conflict as different countries wanted the land. For example, the Dutch settled in an area that they called New Netherland. They went to war with England three times (each called a respective Anglo-Dutch War). They lost their territory to the British in 1674 where New Netherland was named with its more popular name, New York.

- Southern North American Colonies

The southern colonies were crafted along the eastern seaboard that started with Maryland in the north and moves south across parts of modern day Georgia. This area was (and for the most part still is) known for its fertile soil that makes for great farming. There is also a warm climate and a good deal of natural resources like timber that made this land desirable to the colonists.

Because of these weather conditions it allowed for more farms and plantations to be crafted here. This made the southern colonies a vital section in the triangle trade. Triangle trade is the act of trade between England, Africa and the Americas. America would grow things with slave labor that England wanted like tobacco and cotton. England would provide things from Europe to the colonies that couldn't be produced in America like home and farm tools.

The very first colonies, like the lost colony of Roanoke and the first successful colony of Jamestown were southern colonies. These were created to be farming communities that produced goods to send back home. Most people who came to live here were not expecting to stay very long, but to seek their fortune and then return home.

- Northern North American Colonies

These are also referred to as the New England colonies. They were the New Hampshire Colony, Rhode Island Colony, Connecticut Colony and the Massachusetts Bay Colony. Most of these colonies were not created because of their agricultural abilities, as they did not have the weather for it. Instead, these were places that were a new world of religious freedom for people from England. Every colony but one in New England was structured to be Puritan from its creation. The one exception is Rhode Island, which boasted religious freedom. This is the colony that Anne Hutchinson moves to. She was a woman who believed in individual's ability to interpret the Bible and was expelled from Massachusetts.

What made the north different in addition to its religious founding's was that most of the governments in the north were created via charter. This meant that people governed themselves. For example, the Mayflower Compact was the governing law of the Plymouth colony which structured basic criminal and social laws and rules for the people in the colony.

Life in the North starts to become more about living in towns and working with less agriculture based employment than the south. Thus, the north continued to develop rapidly while the south stayed relatively stagnant, an important fact for the rest of American history.

- Women in the colonies

Life for colonial women was not well protected under the law mainly because married women were not actually seen as their own people. Under the policy of femme covert, women were an entity of their husband and the husband owned their property.

But because life looked different for all people all over the colonies, there is no one experience for women in the American colonies. While it is easy to believe that all women did was stay home and cook and clean all day (and this is true of some colonial women for sure) this is not the case for all women. There was agency for women of colonial America. In the south women were working on farms and had a hand in the economic management of the plantations. All over, women were allowed agency in roles that are considered part of caretaking like midwifery-like Martha Ballard

Martha Ballard was a colonist from the rural town of Oxford MA. She was born in the 1730s. What was most remarkable about her was that she kept a meticulous diary that had extensive notes and commitment to what happened to her daily. She was a midwife and this diary talks not only about her work as a midwife but also her life with her family and friends.

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Martha Ballard Diary:

From <http://dohistory.org/diary/themes>

**February 25, 1788, Monday**

25	2	Clear. mr Ballard & Theoph <sup>s</sup> went to Varsalboro. Revd mr Foster Came for me to See his infant; it has a Coald. I Came home at Eleven o Clok; walk <sup>d</sup> ; was much fatagud. Jon <sup>o</sup> & the Girls were gone to Ride in a Sleigh. [ ] Came home half af <sup>t</sup> 12.	
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**July 25, 1794, Friday**

25	6	Clear & very warm. mr Ballard Surveying at the hook. I have been to See mrs Pitts, find her very weak & low. may Shee have the Divine presence to Support her. Jon <sup>a</sup> , his wife & Child <sup>n</sup> Sleep here.	a <sup>t</sup> Shubal Pitts <sup>s</sup> , his wife very low.
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**December 2, 1792, Sunday**

2	G	Clear but Cold. we were informd that Old Lady Coney was not like to Survive but little while as her Symptoms are more Dangerous. mr Livermore, his wife & Son & my Self went over to See her. Crost y <sup>c</sup> river in a Canoe by breaking thro y <sup>c</sup> ice in Several places. we found the old Lady in A very helples & allmost Sencles Situation. her Dag <sup>t</sup> Cummings is her Nurs, her tryals are great. God grant her Strength & patients to perform her arduous task. Moses Pollard was very ill this night. I was Calld up to help Hannah Nurs him.	I wen <sup>t</sup> to See Old Lady Coney who has had a late Shock of y <sup>e</sup> Palsey, her left Side is useless.
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**December 19, 1792, Wednesday**

19	4	A very Severe Snow Storm. I have been at home. this day is 38 years Since I was Joind in Wed lock with mr Ballard.	a <sup>t</sup> home.
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**April 20, 1795, Monday**

20	2	rainy. mr Ballard wen <sup>t</sup> to mr Jonses. I have been mending Shirts, apron & Trousers. mr Lambart & my Dag <sup>t</sup> Dollys intencions of marriage were made public by posting at y <sup>c</sup> meeting house.	a <sup>t</sup> home. mr Lambart and Dolly Publisht.
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Name \_\_\_\_\_

Martha Ballard Diary Chart

<b>Diary Date</b>	<b>Where did she go?</b>	<b>What did she do?</b>	<b>Who did she see? Do we know their relationship?</b>	<b>Other facts *note each entry should reveal another fact.</b>


1. What do we learn about Martha's life in general? What was she able to do?

2. Would you say Martha had a productive life?



3. The term "agency" in sociology refers to the things that people can do that are choices they make on their own free will to be productive and fulfilled. Does Martha have agency? If so how? If not, why?

## **Lesson Plan- Brittany Borowski**

Lesson: Role of Women and Minorities in the Revolution

Unit: American Revolution

Course: American History

### Essential Question:

How did marginalized voices play a role in the fight to make America its own country?

### Content Summary/Central Focus:

The narrative of the American Revolution is one that most students know very intimately. They are able to recount many of the occurrences as isolated events and pieces of vocabulary. They are able to reference many different people related to the revolution as well, but it is almost certain that these references are to white males. But that is a small portion of the people involved in the fighting of the revolution. Women played a role both in maintaining the home and advancing the cause. Slaves were used in the fighting of the war as well. The war would absolutely have not played out the same way had these marginalized voices not played a role in the revolution.

### Standards:

- SS.H.11.9-12: Analyze multiple and complex causes and effects of events in the past.
- SS.H.7.9-12: Identify the role of individuals, groups, and institutions in people's struggle for safety, freedom, equality and justice.
- SS.IS.4.9-12: Gather and evaluate information from multiple sources while considering the origin, credibility, point of view, authority, structure, context, and corroborative value of the sources

### Learning Objectives:

1. Students will be able to compare and contrast the contributions of different and lesser known individuals from the American Revolution.
2. Students will be able to summarize the contributions of individuals and groups

### Prior to class:

Students should have some exposure to the lead up to the American Revolution but most will have this. This assignment also relies on student's access to the internet. It is easiest if each student has their own device but can still be easily completed with one device per group.

### Opening/Anticipatory Set, including SO WHAT (3 minutes):

Bell Ringer on men in the revolution. This is designed to be a think, pair, share activity. Thus, students should not be tipped off to the topic of the day before the bell ringer is done.

### Teaching & Learning Activities/Procedures:

1. Lecture on roles of marginalized voices in the revolution

- a. Define marginalized voices
- b. Slaves in the war
- c. Women's role
  - i. Economic aid
  - ii. Camp life and camp mothers
  - iii. Secret fighters.
2. Give students time to complete research on their individual and put together their presentation.
3. Students will briefly present their person to the class.

Closure (5 minutes):

Students will fill out the exit ticket question (found on the handout sheet) about why these people mattered to the America revolution.

Assessment Plans:

- Hold students accountable for both contributing to their groups presentation and to listening to their peers by collecting worksheets from them for completion points.
- One good unit assessment question that can come out of this lesson is a short response or essay based question of the following:
  - How did different marginalized groups contribute to the American Revolution? What were some general roles they took on?

Accommodations/Modifications:

- Without any access to technology this activity is near impossible. One thing that could be done is give the students their person to research prior to the activity (like as homework the night before) and have them each have a list of facts on their person.
- In the creation of groups, as always it is important to create them with learning styles in mind.

Sources:

- [http://www.digitalhistory.uh.edu/active\\_learning/explorations/revolution/revolution\\_slavery.cfm](http://www.digitalhistory.uh.edu/active_learning/explorations/revolution/revolution_slavery.cfm)
- <http://www.brighthubeducation.com/history-homework-help/127777-famous-african-americans-of-the-revolutionary-war/>
- <http://historyofmassachusetts.org/the-roles-of-women-in-the-revolutionary-war/>
- <https://www.goodreads.com/work/quotes/17049308-the-letters-of-john-and-abigail-adams>
- Hall, Brianna et al. *Great Women of the American Revolution*. North Mankato MN: Capstone Press. 2013.

## Lesson Two Lecture Notes

- Slaves in the American Revolution

There was some opportunity for slaves to take part in the revolution. Slave masters hated being away from their slaves for fear that there was a chance of uprising. Some northern officers, like Alexander Hamilton and John Laurens for example, believed there was an untapped source of manpower in the implementation of slave battalions.

For the most part, the British were the ones who offered freedom for the fighting in the revolution, and did so to a larger scale than the American forces did. Blacks fought as foot soldiers in battles but were also used as spies and messengers by both sides.

- Women during the Revolution

The traditional roles for women did not just stop at the outbreak of war, but women were given the chance to rise up to a more public role with the agency they found in the outbreak of war.

In the economics of a total war, women were important in the success of the American forces. Women were running households while men were off fighting battles and creating a new government. Women were also used in the purchasing of war bonds for the country. Many women did choose to do this and after the revolution were speaking out on how they helped in the war for the country so why were they not also part of the country's rules and government. Also, many of the boycotts that were done in the era leading up to the revolution as well as the start of fighting were orchestrated by women.

As far as fighting goes, women also played a role in the battle field as well. Some women took on direct fighting roles and have joined the American psyche as heroes and legends. Molly Pritchard, for example, while probably not a real person, was based off of a real woman who did actually man a cannon after her husband was injured in the battle. Few women also dressed up as men (like Deborah Sampson) to fight as regular soldiers in the army. Other women elected to be "camp mothers". These were women who traveled with the army and were used in the traditional roles of women. Their responsibility was to cook for the men and clean up after them. While they were given an opportunity to work outside of the home it was on the same tasks they would be completing if they had stayed there.

- Abigail Adams

Abigail Adams was the wife of John Adams, who is best known for his role as the second president of the United States. Before the U.S was a country, John was one of the framers of the government and freedom from England. Abigail believed that her husband had a duty to remember the ladies and to ensure their political rights and freedoms in the creation of government. She is known in this era of history for writing John and pleading with him to not forget the liberties of half of the adult population.

- Figures from the assignment:

- Mercy Otis Warren- was a playwright and focused mostly on political facts in her work. She satirized American life and politics and even predicted the coming of the revolution. She also advised presidents and generals.
- Margret Corbin- was a woman who was a camp follower and rose to the occasion to fight in a battle when her husband could not. She was the first American woman to receive a soldier's pension.
- Deborah Sampson- dressed up as a man and actually fought against the British.
- Sybil Ludington- known as the female Paul Revere. She rode in the dark to warn her father's militia that the British were coming.
- Phillis Wheatley- was a black poet and slave. Her works centered on a theme of freedom and was a rallying cry for the Americans.
- Elizabeth Freeman- also known as Mumbet, she was the first slave to sue and win her own freedom.
- Crispus Attucks- Remembered for being the first person killed in the Boston Massacre and thus the first person killed in the American Revolution.
- Titus Corneilus- fought as a well-respected black loyalist to the British Crown. He is also known as Colonel Tye.

#### Bibliography

Bracken, Jeanne Munn. *Women in the American Revolution*. Boston: History Compass, 2009.

Claghorn, Charles E. *Women Patriots of the American Revolution: a Biographical Dictionary*. Metuchen, NJ: Scarecrow Press, 1991.

Micklos, John. *Courageous Children and Women of the American Revolution: Through Primary Sources*. Berkeley Heights, NJ: Enslow Publishers, 2013.

Norton, Mary Beth. *Liberty's Daughters: The Revolutionary Experience of American Women 1750-1800*. Boston: Little Brown 1980.

Woelfle, Gretchen. *Answering the Cry for Freedom: Stories of African Americans and the American Revolution*. Honesdale, PA: Calkins Creek, 2016.

Zeinert, Karen. *Those Remarkable Women of the American Revolution*. Brookfield, Conn: Millbrook Press, 1996.



Group

Names: \_\_\_\_\_

Our assigned individual \_\_\_\_\_

Research your assigned individual. You may split up questions among your group members and spend the end of the work period comparing answers and answering all of the questions on this sheet.

Don't use Wikipedia as your final source (as always it can be a spring board to better sources and has well cultivated bibliographies). You should always evaluate internet resources with our class' criteria on good internet sources:

1. Is it from a reputable and reliable source?
2. When was this information published? Does that affect its message?
3. What is the author's purpose for writing this source? Could this make biased writing?
4. What are the author's credentials?
5. Can I cross-check this information somewhere else?
6. Is all of the information relevant to the topic at hand?

If any of these are questionable, double check the information first. As always, see me if you need help.

Who is this person (biographical information)?

What did they do?

When did this all take place?

Where was this person most active?

Why should we remember this person? What is their legacy?

How did this person change history?






Exit ticket: What was the most surprising thing you learned about the American Revolution today? Who was your favorite person and why?

## **Lesson Plan- Brittany Borowski**

Lesson: Westward Expansion

Unit: The Growing Nation and Movement towards War

Course: American History

### Essential Question:

How does manifest destiny and westward expansion apply to marginalized groups? Is it positive? Negative?

### Content Summary/Central Focus:

Overland trails from the Midwest out to the coast became a norm for the American people starting in the 1840s. With this migration west, the concept of Manifest Destiny came into the American psyche. The belief that God put the land into the hands of migrants to start a new life west was one that rocked the world of indigenous people and tore them from their homes. But the roles of women out on the frontier started to shift as women gained agency out in their lives.

### Standards:

- *SSIS.5.9-12: Identify evidence that draws information from multiple sources to revise or strengthen claims.*
- *SSIS.6.9-12: Construct and evaluate explanations and arguments using multiple sources and relevant, verified information.*
- *SS.H.8.9-12: Analyze key historical events and contributions of individuals through a variety of perspectives, including those of historically underrepresented groups.*

### Learning Objectives:

1. Students will be able to use textual based evidence to construct an argument based on both primary and secondary sources
2. Students will be able to compare and contrast the pros and cons of American expansion and imperialism

### Prior to class:

N/A

### Opening/Anticipatory Set, including SO WHAT (3 minutes):

Students will reflect on the image in the PowerPoint. This is designed to be a think pair share activity.

### Teaching & Learning Activities/Procedures:

1. Lecture
  - a. Why Americans travel west (land acquisition)

- b. Manifest Destiny picture analysis
2. Class Document activity
  - a. Directions described on PowerPoint Slide
  - b. If time allows, have groups share their basic premise in summary to the class

Closure (5 minutes):

Exit ticket on if students believe manifest destiny was imperialism in America.

Assessment Plans:

- The responses that students craft should be graded for clarity and how well written they are.
- This activity also asks students to identify if the documents are primary or secondary sources and what their bias might be. This can be graded for completion as well to hold students accountable for it.

Accommodations/Modifications:

- This document pack could lend itself to a solo activity but would take more time. It could lend itself to a larger writing assignment however.

Sources:

- Documents from
  - <https://www.mtholyoke.edu/acad/intrel/osullivan.htm>
  - Through Women's Eyes
  - <https://www.gilderlehrman.org/history-by-era/jackson-lincoln/resources/manifest-destiny>
  - Greenberg, Amy S. *Manifest Manhood and the Antebellum American Empire*. New York: Cambridge University Press. 2005.
- Images from history.com

## Lesson Three Lecture Notes

- Imperialism

Imperialism is a term that is usually applied to countries of Europe expanding globally and creating colonies, but this lesson also asks students to think about America as an imperialistic country during this specific time period. Imperialism is, by definition, the expansion of one country's power into a new area. This can be done through negotiation and diplomacy but can also be done via the military or force. What makes it imperialism specifically, however, is that there is another existing people group or society that already is inhabiting the area that the established country is moving into. It is practically always seen as an industrialized or technologically advanced country extending their power into a less advanced country or area because of their natural resources that they provide.

- Westward Expansion Territory

The territory for Westward Expansion comes from a few different land acquisitions. Officially, American people have always wanted to travel west; part of the battle of the American Revolution was that colonists felt that it was unfair that they were not allowed to travel west into the Ohio Territory. Officially, however, the typical start of westward expansion is seen with the Louisiana Purchase in 1803. With buying this territory from the French, Thomas Jefferson secured both a large stretch of land that includes present day stretches from Montana to Louisiana and Missouri to Colorado (effectively doubling the size of the United States), and also secured for America a treaty with the French for safety from the French's imperialistic run under Napoleon.

Additionally, other land acquisitions happened in this time as well. The War of 1812 secured areas of the Upper Mississippi. Defeat of native tribes in areas of the Northwest grafted on areas like Ohio. The Indian Removal Act of 1830 took all of the tribes from the south west and secured them in the present day Oklahoma and Arkansas.

The expeditions of Lewis and Clark officially brought the information of what was out west to the people back in the original states of the country. The message was clear: moving west was important to progress and necessary for the American people.

- Manifest Destiny

This was a term coined by John O'Sullivan. It describes the importance of the American people in regards to their movement west. His argument was that the American culture and way of life was far superior to anyone else, and most certainly better than anything that could exist out in the native west. Thus, it was the duty for the American people to be steadfast in their push for land acquisition and industry creation out west. It was the responsibility of the American people to change everything about the culture that existed and to turn it into an American culture.

- Women in the West

First, it is important to acknowledge the fact that there have almost always been women living in the American west with those who lived in indigenous populations. Women didn't just arrive when their male counterparts started expanding American culture across the plains. Additionally, these cultures were not all like the European, and subsequent American, culture that ran as a patriarchal society. In fact, in many native cultures, the importance of women through their contributions of food production and child care and nurturing gave them a much more revered position in society.

For women who traveled west, however, the road was one that was much more difficult and taxing. The general culture of westward expansion is one that is dripping in the concept of masculinity. The frontier's life was one that was based on independence, self-reliance and difficult toiling to make a life that was worth living. But for women unlike men, they had less of a choice in their opportunity to go west. As husbands were the heads of families, women followed their desires, even if they lived in a farm in the Great Plains, far from home or any support group.

Women in the west got there via overland trail. This was a grueling trip that required large amounts of walking across states in any form of weather. It was not uncommon for women to do this while pregnant or while taking care of their own children. Women were also expected to keep up the normal roles that they had back home like cooking and cleaning.

Some women, however, did use the west to reinvent themselves and create a new life just like their male counterparts. Teachers traveled by the dozen to give educational opportunities for the children of settlers. The Homestead Act did allow for single women to stake their claim to gain farm land out in the unsettled territories. Other women went west to create new lives via their employment in activities like waitressing, laundry or being a dance hall girl. One of the most famous stories of the American west is Calamity Jane and Annie Oakley, both of which are western legends of women who really did exist in the American west and created lives for themselves as performers.

For the most part, the role of women west was to civilize and domesticize the feral territories of the frontier. The belief of women as naturally nurturing and their strengths lying in the roles of the home meant that the civilization was not complete with the cultural advantages that came from a society in which women lived in the private sphere and filled the role of care taker and nurturer.

### Bibliography

Caughfield, Adrienne. *True Women & Westward Expansion*. College Station, TX: Texas A&M University Press, 2005.

Gerogi-Findlay, Brigitte. *The Frontiers of Women's Writing: Women's Narratives and the Rhetoric of Westward Expansion*. Tucson: University of Arizona Press, 1996.

Peavy, Linda, and Ursula Smith. *Women in Waiting in the Westward Movement: Life on the Home Frontier*. Norman, OK: University of Oklahoma Press, 1994.

Woodworth-Ney, Laura. *Women in the American West*. Santa Barbra, CA: ABC-CLIO, 2008.

Name \_\_\_\_\_

## Westward Expansion Document Activity

Doc 1:

**John L. O'Sullivan on *Manifest Destiny*, 1839**

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Excerpted from "The Great Nation of Futurity," *The United States Democratic Review*, Volume 6, Issue 23, pp. 426-430. The complete [article](#) can be found in *The Making of America Series* at Cornell University

<https://www.mtholyoke.edu/acad/intrel/osulliva.htm>

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The American people having derived their origin from many other nations, and the Declaration of National Independence being entirely based on the great principle of human equality, these facts demonstrate at once our disconnected position as regards any other nation; that we have, in reality, but little connection with the past history of any of them, and still less with all antiquity, its glories, or its crimes. On the contrary, our national birth was the beginning of a new history, the formation and progress of an untried political system, which separates us from the past and connects us with the future only; and so far as regards the entire development of the natural rights of man, in moral, political, and national life, we may confidently assume that our country is destined to be the great nation of futurity.

It is so destined, because the principle upon which a nation is organized fixes its destiny, and that of equality is perfect, is universal. It presides in all the operations of the physical world, and it is also the conscious law of the soul -- the self-evident dictates of morality, which accurately defines the duty of man to man, and consequently man's rights as man. Besides, the truthful annals of any nation furnish abundant evidence, that its happiness, its greatness, its duration, were always proportionate to the democratic equality in its system of government. . . .

What friend of human liberty, civilization, and refinement, can cast his view over the past history of the monarchies and aristocracies of antiquity, and not deplore that they ever existed? What philanthropist can contemplate the oppressions, the cruelties, and injustice inflicted by them on the masses of mankind, and not turn with moral horror from the retrospect?

America is destined for better deeds. It is our unparalleled glory that we have no reminiscences of battle fields, but in defence of humanity, of the oppressed of all nations, of the rights of conscience, the rights of personal enfranchisement. Our annals describe no scenes of horrid carnage, where men were led on by hundreds of thousands to slay one another, dupes and victims to emperors, kings, nobles, demons in the human form called heroes. We have had patriots to defend our homes, our liberties, but no aspirants to crowns or thrones; nor have the American people ever suffered themselves to be led on by wicked ambition to depopulate the land, to spread desolation far and wide, that a human being might be placed on a seat of supremacy.



Doc 2:  
From *Through Women's Eyes* (pg 256-257)

Overlanders took care to bring with them some of the few household improvements American women had gained in settled areas by the mid-nineteenth century, such as industrially spun cloth, prepared flour, and soap. Other modern inventions- iron stoves, for example- could not be carried easily, returning women to the domestic conditions of their mothers and grandmothers generation...

Women had exclusive responsibility for children on the trip. Since the average period between births for white women in 1850 was twenty-nine months, it is reasonable to assume that many, perhaps most, women of childbearing age were either pregnant or nursing and caring for infants in the wagons...

As the number of overlanders rose, more and more graves marked the trail. Lydia Rudd, who had begun her trip west so optimistically, within weeks was counting the graves she passed. Many Migrants died of cholera, a swift-moving infectious disease that killed by severe dehydration.

Doc 3

Our manifest destiny [is] to overspread the continent allotted by Providence for the free development of our yearly multiplying millions.

John L. O'Sullivan, 1845

Doc 4:

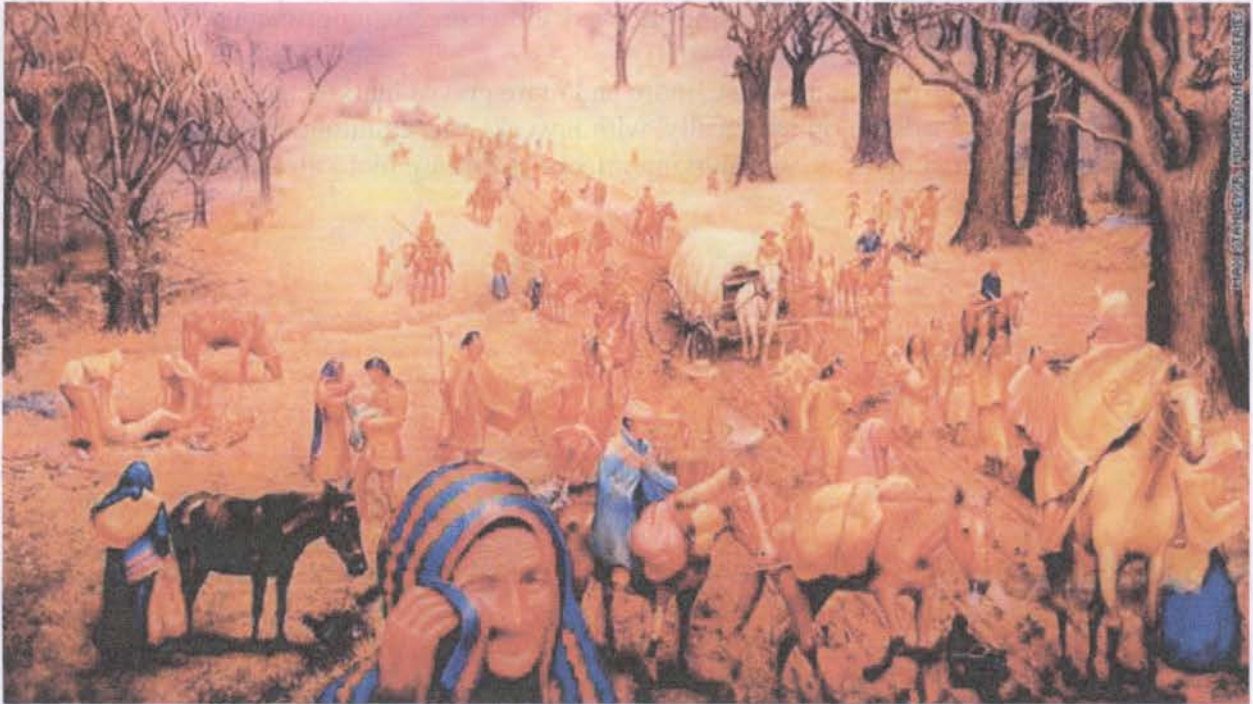
Have not results in Mexico taught the invincibility of American arms?...The North Americans will spread out far beyond their present bounds. They will encroach again and again upon their neighbors. New territories will be planted, declare their independence, and be annexed. We have New Mexico and California! We will have Old Mexico and Cuba! The isthmus cannot arrest-- nor even the Saint Lawrence!! Time has all of this in her womb. A hundred states will grow up where now exists but thirty.

DeBow's Commercial Review, 1848

Doc 5:

Max Standely

<http://www.cnn.com/2010/OPINION/11/15/langguth.trail.of.tears/index.html>



Doc 6:

From *Manifest Manhood and the Antebellum American Empire* by Amy Greenberg

That the United States was not imperialistic in the nineteenth century became a point of pride an honor among policy makers during the very same years in which America embraced colonialism...

Most aggressive expansionists during the 1850s rejected European-Style colonialization as incompatible with American liberty, but they dreamed of an America as big or as powerful as the British Empire and actively pursued new territorial acquisitions...

## Lesson Plan- Brittany Borowski

Lesson: Global and Modern People- Domestic Policy

Unit: The Modern America

Course: American History

### Essential Question:

What are the modern historical roots of today's common issues?

### Content Summary/Central Focus:

In a world of global and constant technological connectivity, our students are bombarded with information that they may not know how to actually sort through. Political parties are wildly polarized. This lesson breaks down a few concepts that get our world to the place that it is in today that students probably do not understand the origins of. For example, students know the economy is not superb but were too young to really understand the collapse of the housing bubble. This look at the recent events that shape modern America, especially with discussions on gender in politics, helps students see why we are where we are today.

### Standards:

- *SS.IS.8.9-12: Use interdisciplinary lenses to analyze the causes and effects of and identify solutions to local, regional, or global concerns.*
- *SS.H.4.9-12: Analyze how people and institutions have reacted to environmental, scientific, and technological changes*
- *SS.H.6.9-12: Analyze the concept and pursuit of the American Dream.*

### Learning Objectives:

1. Students will be able to draw comparisons between issues raised in the 1990s and early 2000s to their modern American.
2. Students will be able to interpret political cartoons for their explicit and implicit messages.

### Prior to class:

This lesson requires students to have read "There is No Unmarked Woman" by Deborah Tannen. This could be done in class but it would mean that the lecture will be cut short.

### Opening/Anticipatory Set, including SO WHAT (3 minutes):

The Bell Ringer for this lesson is for the teacher to get a quick assessment as to if students did the Tannen reading

Presentation Rubric (from tomyads.info)

Student Name \_\_\_\_\_

Group/topic \_\_\_\_\_

## ORAL PRESENTATION RUBRIC

	1	2	3	4	Total
<b>Organization</b>	Audience cannot understand presentation because there is no sequence of information.	Audience has difficulty following presentation because student jumps around.	Student presents information in logical sequence which audience can follow.	Student presents information in logical, interesting sequence which audience can follow.	
<b>Subject Knowledge</b>	Student does not have grasp of information; student cannot answer questions about subject.	Student is uncomfortable with information and is able to answer only rudimentary questions.	Student is at ease with expected answers to all questions, but fails to elaborate.	Student demonstrates full knowledge (more than required) by answering all class questions with explanations and elaboration.	
<b>Graphics</b>	Student uses superfluous graphics or no graphics	Student occasionally uses graphics that rarely support text and presentation.	Student's graphics relate to text and presentation.	Student's graphics explain and reinforce screen text and presentation.	
<b>Mechanics</b>	Student's presentation has four or more spelling errors and/or grammatical errors.	Presentation has three misspellings and/or grammatical errors.	Presentation has no more than two misspellings and/or grammatical errors.	Presentation has no misspellings or grammatical errors.	
<b>Eye Contact</b>	Student reads all of report with no eye contact.	Student occasionally uses eye contact, but still reads most of report.	Student maintains eye contact most of the time but frequently returns to notes.	Student maintains eye contact with audience, seldom returning to notes.	
<b>Elocution</b>	Student mumbles, incorrectly pronounces terms, and speaks too quietly for students in the back of class to hear.	Student's voice is low. Student incorrectly pronounces terms. Audience members have difficulty hearing presentation.	Student's voice is clear. Student pronounces most words correctly. Most audience members can hear presentation.	Student uses a clear voice and correct, precise pronunciation of terms so that all audience members can hear presentation.	
				<b>Total Points:</b>	

## Research Guidelines

- You are going to want to do more than just Google your person/topic. But that is a good start.
  - Wikipedia, as always, should NEVER be your final source but look in the references as a place to start.
  - Other websites as good starting points:
    - Britannica.com
    - Histoy.com
    - biography.com
    - khanacamedy.com
- The Civil Rights movement has had exhibits in many reputable places that has also put this information on the web
  - Smithsonian
  - New York Public Library
  - National Humanities Center
- Look and see if your person or group is remembered by a specific foundation, group or museum (For example, there is a Martin Luther King Center for Nonviolent Social Change)

And as always remember our internet search questions:

1. Is it from a reputable and reliable source?
2. When was this information published? Does that affect its message?
3. What is the author's purpose for writing this source? Could this make biased writing?
4. What are the author's credentials?
5. Can I cross-check this information somewhere else?
6. Is all of the information relevant to the topic at hand?

If any of these are questionable, double check the information first. As always, see me if you need help.

Danielle McGuire Reading on Rosa Parks

From *At the Dark End of the Street*

A telephone would ring at the NAACP branch office in Montgomery Alabama. E.D Nixon, the local president, promised to send his best investigator to Abbeville. That investigator would launch a movement that would ultimately change the world.

Her name was Rosa Parks.

In later years historians would paint Parks as a sweet and reticent old woman, who's tired feet caused her to defy Jim Crow on Montgomery's city buses. Her solidarity and spontaneous act, the story goes, sparked the 1955 bus boycott and gave birth to the civil rights movement. But Rosa Parks was a militant race woman, a sharp detective, and an anti-rape activist long before she became the patron saint of the bus boycott.

Questions:

1. How does this picture of Rosa Parks mesh with your understanding of her? How is it different?

2. How does this new image of Rosa Parks change what we understand about the Civil Rights Movement?

Robnett, Belinda. *How Long? How Long? : African American Women in the Struggle for Civil Rights*. New York: Oxford University Press, 1997.

Rupp, Leila J., and Verta A. Taylor. *Survival of the Doldrums: The American Women's Rights Movement, 1945 to the 1960s*. New York: Oxford University Press, 1987.



being a frail and tired woman, Parks was a woman who chose to not give up her seat because she was tired of the segregation that was rampant in her community.

Ella Baker was also a nonviolent protestor against the Jim Crow laws that existed in the south. She started her work with the NAACP as well where she moved up the ranks to director of branches. After the Greensboro sit-ins and lunch counter protest, Baker was inspired to start the Student Nonviolent Coordinating Committee. Through her work with this organization, the Freedom Summer was organized. This effort was to encourage black voters to register and to provide safety for blacks who were choosing to do so. It organized and mobilized people, mostly college-aged students, to travel south and help by being an ally to those who needed it.

- Chicano Movement

The Chicano movement is traditionally where many scholars mark the first time the Latino and Latina population in America was given a political influence and voice. Their main fight was the reforms that they pushed for in the grape industry that exploited migrant and Hispanic workers. Under the direction of Cesar Chavez, a boycott of grapes nationally began. The movement had three main pillars: rights for farmers (which gained the movement most of its publicity), restoral of land to Hispanic people, and education reform. Much like both the nonviolent and more violent and active black civil rights movements, students played a large role in the success of the movement.

- Women in the 1960s

For women in this era, life for the most part was fairly unfulfilling. The average American lived in the suburbs and the mother stayed home to care for the house and children. This is the era in which American women first started addressing the lack of fulfillment that came from this social configuration. Betty Freidan popularized the novelty of this with the idea of the "Problem that Has No Name". Women were being educated, many up through college, but it was going to waste, according to Freidan, because after this women were staying home and doing nothing that took much mental stimulation at all.

For women who did find themselves in the workforce, they often were bypassed for any real jobs of merit. The social view was that women existed to only supplement income of their husband so their salary and challenge was low. These gained the name "pink collar" jobs. Jobs like waitressing nursing or childcare, all of which were not considered important or mentally stimulating.

### Bibliography

Cordova, Teresa. *Chicana Voices: Intersections of Class, Race, and Gender*. Albuquerque: University of New Mexico Press, 1993.

Crawford, Vicki L, and Jacqueline Rouse, and Barbra Woods. *Women in the Civil Rights Movement: Trailblazers and Torchbearers, 1941-1965*. Bloomington, IN: Indiana University Press, 1990.



## Lesson 4 Lecture Notes

- Jim Crow America

Jim Crow laws, or the idea that separate is equal as long as there are accommodations in said separation for both groups, originally started with the Supreme Court Case of *Plessy v. Ferguson*. These laws were popularized in the American south in the 1920s that delegated that marginalized people would be marginalized even further with separate things like washrooms, water fountains, lunch counters and pools. The name Jim Crow comes from a character popularized in minstrel shows. This is where white actors would tour the country and performed by putting on blackface and parodying the music and dance typically associated with black Americans.

While the concept of separate but equal was overturned in the famous 1954 *Brown v. The Board of Education of Topeka, Kansas*, a world in which there was social equality for blacks and whites was still one that needed to be fought for.

- African American Civil Rights

After the overturn of *Brown v. Board* the African American population in the south attempted to protest and craft their own equal future. Essentially what was created is two separate camps of ideology for how to best handle the oppression under the law created by white men.

The first is the nonviolent route of protest. This is the work that is most closely associated with Martin Luther King Jr., but he is by no stretch the only example of this peaceful protest. He was backed by the NAACP (National Association for the Advancement of Colored People) who also worked with people like Rosa Parks and Ella Baker. The main platform that these people all had in common was to gain rights for African Americans via the law and nonviolent means. Things like marches, hunger strikes, and turning the other cheek when terrorized by others around them.

Counter to the nonviolent measures is the revolutionary party known as the Black Panthers. Created in 1966, its original intention was to be a vigilante force for black Americans who really weren't being protected under the law. It then evolved into a Marxist and revolutionary group that believed that African Americans should be armed and allowed to physically fight back against white people who agitated them. They also called for compensation for blacks after years of mistreatment in the hands of white people.

- Rosa Parks and Ella Baker

Rosa Parks is known for being the woman who started the Montgomery Bus Boycott, but the facts about this event are not what the traditional popular narrative states. Rosa Parks worked for the NAACP and was specifically training and working to find a moment to start this protest with her sitting in the white's only section of the bus. Parks was an investigator that worked with women who were victims of sexual crimes of white men as a means of silencing the black community. There had also been other women the NAACP considered using as their figurehead to rally behind but issues like unmarried pregnancy crafted Parks as the rally point. Instead of

- b. African American Movement
  - c. Rosa Parks (handout) and Ella Baker (PowerPoint) Readings
  - d. Chicano movement
  - e. Women.
2. Students get time to work on research
  3. If time, start presentations
    - a. These may need to go onto the next day.

Closure (5 minutes):

Exit ticket reflection

Assessment Plans:

- Presentations should be graded. A rubric is included with this lesson. It is designed for each student to be graded individually.

Accommodations/Modifications:

- This project could be expanded beyond a day of class research to a whole group presentation, requiring research and time outside of class. That would make the presentations longer (taking up more class time) but would also give students a fuller representation of how interconnected and messy it is to protest social injustices (something they see in the news plenty).

Sources:

- <http://www.tomyads.info/oral-presentation-scoring-rubric-template/oral-presentation-scoring-rubric-template-poe-field-trip-free/>
- McGuire, Danielle L. *At the Dark End of the Street: Black Women, Rape, and Resistance- a New History of the Civil Rights Movement from Rosa Parks to the Rise of Black Power*. New York: Alfred A. Knopf, 2010.

## **Lesson Plan- Brittany Borowski**

Lesson: Civil Rights and Counter Culture

Unit: Post World War America

Course: American History

### Essential Question:

What does it mean to be “intersectional” and how did this play out in 1960s America?

### Content Summary/Central Focus:

This is the point in history in which we start to get what we would be, in the modern day, called intersectionalism. This is the concept of each of a person's identities cannot exist in a vacuum. People cannot just be a woman or a black person or a gay but instead are all of those things working together and thus no issues are just cut and dry. While this idea essentially always exists in history, it joins the lexicon in this time. In looking at this time period, none of these social movements started magically in this era but they do start to work together in the public sphere in this era and thus are looked at in this time accordingly.

### Standards:

- SS.H.8.9-12: Analyze key historical events and contributions of individuals through a variety of perspectives, including those of historically underrepresented groups.
- SS.H.7.9-12: Identify the role of individuals, groups, and institutions in people's struggle for safety, freedom, equality and justice.

### Learning Objectives:

1. Students will be able to explain the main goals of different social movements that gain social attention in America.
2. Students will be able to draw connections through comparing and contrasting between their assigned civil rights group and other groups and what were common reforms desired and what was specific to their own advocacy.

### Prior to class:

This is a technology/research driven assignment as well so students will need access to the internet, and even books on the subject, to complete

### Opening/Anticipatory Set, including SO WHAT (3 minutes):

Reflection question. This is designed to be a think, pair, share activity.

### Teaching & Learning Activities/Procedures:

1. Lecture
  - a. Why Civil Rights come out of the 1950s

Aggressive expansionism was shaped by what Reginald Horsman has called America's 'romantic radical nationalism'. It affirmed the whiteness that unified European-Americans at the expense of non-whites...

**Prompt:**

What are the underlying problems that come from westward expansion? How were some groups hurt by what was being sold to the public as a good thing? Was there good in the movement west? Why or why not?

### Teaching & Learning Activities/Procedures:

1. Lecture
  - a. World Changes in the 21<sup>st</sup> century
  - b. Housing Bubble and Great Recession
  - c. Women in Politics
2. Political Cartoon activity
  - a. Students will verbally as a group discuss 3 political cartoons as well as discussing them as a class
3. Jigsaw on Tannen Piece

### Closure (5 minutes):

Exit ticket is for students to do a brief reflection on where they see markings in their own life and if they think they are fair.

### Assessment Plans:

- This day of lesson has nothing to hand in written in to the lesson but points could be given for participation in the discussion.
- This lesson could also expand into an essay question or research project where students have to connect an issue from the modern day (past 2 years) to an issue from 1990 to 2010.

### Accommodations/Modifications:

- Teachers should expect the class (especially the females) to get somewhat excited about this lesson. It may be important to leave time at the end to talk about what we do about inequality.

### Sources:

- "There is No Unmarked Woman" by Deborah Tannen (found: <https://app.shoreline.edu/doldham/101/HTML/Tannen.pdf>)

## Lesson 5 Lecture Notes

- Life in the 21<sup>st</sup> century

The first big change for the world in the 21<sup>st</sup> century is the ease of globalization and the interconnectivity of culture that did not exist before. This is mainly due to the advent of the internet age. Now, ideas and products can be easily exposed to other areas and main ideas can be disseminated across large spaces in almost no time.

This new change has good and bad implications for all people. As messages are able to travel faster we can clearly be kept in the know about life happening in other parts of the world, but this also lets anyone get their message out. For example, terrorists can communicate both with each other to plan attacks as well as with the countries they are terrorizing to strike fear in to whole communities and countries.

- 2008 Housing Bubble

The housing bubble in 2008 was one that few people saw coming in the moment but in retrospect had many warning signs. Essentially, what caused this global disaster was that banks were allowing people to take out subprime mortgages. People were essentially granted loans that they had no possible way of paying back. Banks did this as a means of making money- when people can't pay anymore the mortgages were just taken back. What cause the burst of the bubble, however, was the fact that so many people were unable to pay that banks started losing money and pretty soon the stock market, and large banks, crashed. Additionally, no bankers who took part in this knowingly were sent to jail for their crimes and banks were deemed too big to fail and thus they went right back to working and using similar practices today.

There has also been research about the gender implications of the burst of the housing bubble. The evidence suggests that marginalized people groups like women and racial minorities actually felt the crash a lot harder than their white male counterparts. Additionally, these people tend to not be at the table and have little agency in the decision making processes of financial institutions. Thus, they have little to no say in what happens on the global financial scale but yet are required to live in the world that is created from other people's decision making.

- U.S Policy Changes

The U.S at the turn of the century took a stronger focus on what was happening at home and encouraged new civil services. Under the leadership of President Bush, the country took new steps to work to better the lives of people through educational reform, social security and other civil services for marginalized groups.

This however changed with the threat of global terrorism, most commonly remembered with the 9/11 attack at three different American locations. This shifted the focus to a more safety driven mantra for the American politics. For example, the Department of Homeland Security was created to keep American safe at home. Additionally, the attacks on America were also considered as attacks on other nations in the North Atlantic Treaty, giving America other

assistance. The United Nations and the UN Security Council got involved. These actions made the attack go from one country versus another to a much more global conflict.

- Women in Politics

The 21<sup>st</sup> century also has seen more women leadership roles in the government than in the past. This was the time that we first see a possibility of a successful run via a women for the American presidency as well as women in political roles becoming household names. Through the access to constant media, women like Sarah Palin were able to be monitored and commented on constantly, and done so in a way that was not really true of their male counterparts. Women from all political affiliations were scrutinized on their dress and appearance and mood and personality whereas their male counterparts were judged on their rhetoric and policy platforms.

Additionally, while progress has been made in the representation of women in the political arena, there is still plenty of progress yet to be made. Our government does not have what political scientists would call “sociological representation”. This means that our representatives do not look like a cross section of the general populations demographics. This means that more marginalized people need to be represented by the government by having said groups represented within the government.

### Bibliography

Mayhead, Molly A., and Brenda DeVore Marshall. *Women's Political Discourse: A 21<sup>st</sup>-Century Perspective*. Lanham: Rowman & Littlefield, 2005.

The United Nations. “Women's Political Participation and Good Governance: 21<sup>st</sup> Century Challenges,” UNDP. (May 31 2000).

Walby, Sylvia. “Gender and the Financial Crisis,” UNESCO and Lancaster University. (April 9 2009).

Name \_\_\_\_\_

### Reading organizer

The diagram is a reading organizer. It features a central rounded rectangular box labeled "Reading Main Point/Argument:". Surrounding this central box are four rectangular boxes, each labeled "Evidence 1:", "Evidence 2:", "Evidence 3:", and "Evidence 4:", positioned at the top-left, top-right, bottom-left, and bottom-right respectively. Below the central box is another rectangular box labeled "Why or why not". At the bottom left, there is a rectangular box labeled "I agree with this argument (yes or no)". A large, hollow arrow points from the "I agree with this argument (yes or no)" box towards the "Why or why not" box. Additionally, a line connects the "Why or why not" box to the bottom-right "Evidence 4:" box.



# Women's History Lessons

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BY BRITTANY BOROWSKI

# Colonial Women

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## Bell Ringer

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Read the following quote. What is this from? What are your reactions? Do you think this is fair?

"And of all the infinite universe of humanity, these people are the most guiltless, the most devoid of wickedness...intelligent minds, docile and open to doctrine... Here they [Christians-not the prior referenced "they"] began their subjection of women and children...to use them and to ill use them.

And since men and women were separated, there could be no marital relations...And thus was depopulated that island which had been densely populated "

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▸ The Bell Ringer comes from *The Devastation of the Indies: A Brief Account* by Bartolome de Las Casas.

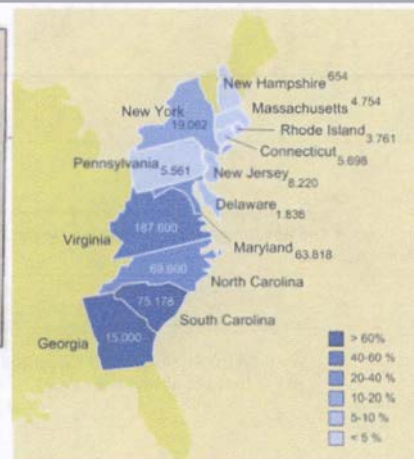
1. What was life like for the colonies? For the colonists?
2. We tend to see New World Expansion as a good thing (after all it gives us our country) but why is that not always the case?

# North American Colonies

- French, English and Dutch all staked claims to the North
- Mostly here to trade fish and furs
- British Colonies
  - Less about conversion, more about profit
  - Southern Farms and Northern Religion (very different lives)



<https://www.computerhistory.com/interactive/1750/1750.html>  
<https://www.computerhistory.com/interactive/1750/1750.html>



## Life in the South

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- Farm Based
- Heavy reliance on slaves and indentured servants
  - Many of these were women

Excerpt from *The Trapped Maiden*  
(a traditional ballad)

*The let Maids beare, all bt my ill-fare  
in the Land of Virginy, a;  
Be sure you stay at home, for if you do here come,  
You all will be weary, weary, weary, weary*

What does this say about Virginia?

## Life in the North

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- Many came for religious freedoms
- By default had to have some farming basis
- Puritans
  - Sent family groups (brought European family ideals and traditional family roles)

## Midwifery and Martha Ballard

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- Not all women just stayed home all day;
- Martha Ballard was a midwife who kept a very detailed diary for years.

October 24, 1791, Monday		
24 2 X. Birth Sally Pchrs Son. XX.	Clear. I was Calld from y <sup>r</sup> Doct <sup>s</sup> to Sally, Shee was Safe Deld at 1 h pm of a lile Son. her illnes very Severe but I left her Cleverly & returned to y <sup>r</sup> Doct <sup>s</sup> about Sun Sett. Sally Declard that my Son Ions was the father of her Child.	at Doc <sup>r</sup> Colman <sup>r</sup> & mr Peirces. Birth 27 <sup>th</sup> .

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### Your assignment:

**In groups of 3 read through the Ballard Pieces**  
**As you read, fill out the worksheet to track Martha's work**  
**After reading answer the response prompt on the back.**



REFLECTION FOR HOMEWORK:

- How does this make a historians job hard?
- Does Ballard's daily life matter to history? Why or why not?

## American Revolution and Marginalized Voices

## Bell Ringer

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- On a fresh sheet of paper you will turn in, list as many people that you can think of that relate to the American Revolution. Be sure to write their names in a vertical list. (new line for each person)
- Now next to each name, create two new columns
- In the first column you created list the persons race. In the second column list their gender.
- Discuss with a partner: what are your findings from this activity? Why do you think this is?

## Slaves in the War

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- British promised freedom for slaves who fought on the loyalist side
- Not to be outdone American also allowed for this as well
- The war also allowed slave escaping to be easier (Georgia lost 5000 slaves alone - 1/3<sup>rd</sup> of the slave population)



www.research.com  
www.research.com



## Women and Economics

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- Being an agricultural economy, someone always has to be in charge of the home
- Women also were given the opportunity to buy war bonds to help the cause
- Boycotting orchestrated by women

## Pro-Revolution Aid

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"If particular care and attention is not paid to the ladies, we are determined to foment a rebellion, and will not hold ourselves bound by any laws in which we have no voice or representation."

— Abigail Adams, The Letters of John and Abigail Adams



"If we mean to have Heroes, Statesmen and Philosophers, we should have learned women. The world perhaps would laugh at me, and accuse me of vanity, but you I know have a mind too enlarged and liberal to disregard the Sentiment. If much depends as is allowed upon the early Education of youth and the first principals which are instill'd take the deepest root, great benefit must arise from literary accomplishments in women."

— Abigail Adams, The Letters of John and Abigail Adams

## Camp Mothers and Women Soldiers

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- Took on “women’s” role just in the world of the camp
- Many became nurses
- Few became soldiers.



## Your assignment

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**Your group will be assigned one marginalized voice of the revolution. You will be given time to research them and answer the questions on the handout. Then you will present your person to the entire class.**

## Groups

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- |                    |                       |
|--------------------|-----------------------|
| 1. Mercy Warren    | 5. Phillis Wheatley   |
| 2. Margaret Corbin | 6. Elizabeth Freedman |
| 3. Deborah Sampson | 7. Cnspus Attucks     |
| 4. Sybil Ludington | 8. Titus Cornelius    |

# Westward Expansion

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## Bell Ringer

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**Who are these people? What are they doing?**

Image ©Gic Library.com

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## Westward Expansion

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- Territory acquisition
  - Louisiana Purchase
  - Oregon Trail
  - Area From Spain



## Manifest Destiny

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**Who is this woman?  
Why is this a woman  
and not a man?  
What is the tone of this  
image?**

## Class Activity

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- 1 In groups, you will individually receive a packet of documents about Westward Expansion
- 2 As a group, read each document and discuss the meaning/main point.
- 3 On each document be sure to write if the document is from a primary or secondary source and any bias this document may have.
- 4 As a group you will craft an argument for the prompt on the final page of the packet. You *each* must write your own answer to the question but feel free to discuss and debate in your group to make the best answer possible. Refer to each document in the answering of this question.

## Exit Ticket

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Here is the Merriam-Webster dictionary definition for Imperialism:

the policy, practice, or advocacy of extending the power and dominion of a nation especially by direct territorial acquisitions or by gaining indirect control over the political or economic life of other areas; *broadly* : the extension or imposition of power, authority, or influence

**Is America in this time period imperialistic? Why or why not?**

## Civil Rights

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## Bell Ringer

Who do you think started the Civil Rights Movement [if you're not sure give it your best guess]? Who do you think was the most important person in the movement?

Blank space for student responses.

## Backlash to the 1950s



What do we see here?  
What do we not see here?

<https://www.theguardian.com/us-news/2012/05/24/a-blueprint-for-the-middle-class/>

CIVIL RIGHTS



## Civil Rights and Power

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- Racism stems from a want to keep power in hands of specific groups
- Second-Class Citizenship and Separate But Equal

11

## African American Movement

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- Importance of the NAACP
- Birmingham 1963 and the March on Washington.
- Protest and Nonviolence
  - Lunch Counters
  - Bus Boycott

12

## Rosa Parks



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## Ella Baker *Bigger than a Hamburger*

"Whatever may be the difference in approach to their goal, the Negro and white students, North and South, are seeking to rid America of the scourge of racial segregation and discrimination- not only at lunch counters, but in every aspect of life...Repeatedly it was emphasized that the movement was concerned with the moral implications of racial discrimination for the "whole world" and the "Human Race."



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## Chicano Movement

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- Fair Labor practices for migrant workers
- Cesar Chavez



## Women

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- Suburban life and "pink collar" jobs
- Political Activism
- Led to a lack of "fulfillment"

## Your Assignment

As a group you will be assigned a person, group or event related to civil rights in the 1960s. Your job is to research that and create a presentation on it. Be sure to include in your presentation why this is a person or event that we study in history. It's not just about who they are but what and why they did what they did.

You will be graded on your presentation.

## Research Groups

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1. Pauli Murray
2. Student Non Violent Coordinating Committee
3. Malcom X
4. "The Problem That Has No Name"
5. El Movimiento Grape Boycott
6. Stonewall Riots

## Exit Ticket

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**What are 3 facts you learned today that you did not know before. Put a star next to the one that you think is the most important for history in general. Put a box around the one that you would like to know more information about.**

# Global Citizens- U.S in the 21<sup>st</sup> Century

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## Bell Ringer

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From the Tannen piece you read for homework:

- \*In one sentence what is her main argument?
- \* What was your initial reaction of the piece?

## Life Changes at the 21<sup>st</sup> Century

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- Global Society
- War on Terror

## Housing Bubble

- 2008- What this means as economics
- Social changes
  - Further division of Upper and Lower class
  - Family dynamics



## Changes in Domestic Politics

- Demographics of Politicians
- Polarizing Politics
  - Election of 2008
  - Women in the Election







Questions

1. What does the woman do for a living?

2. How does she herd the cats?

3. What are the rabbits doing?

4. How do the rabbits feel about the woman?

## There is No Unmarked Woman- Discussion

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**Each group will be assigned one question about the piece to answer in your own group.**

**After some time to develop your answer you will create a new group with a person from each different group. As a new group you will discuss all of the questions.**

**We will then open up the discussion to the class to share insight with our peers.**

## Questions

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- 1. What does it mean linguistically that there is no unmarked woman? How do we gender words? Are there pros and cons to this?**
- 2. What are advantages to being marked? Unmarked? Use evidence from the text.**
- 3. How does this piece relate to the politics we discussed today in America? To today's world?**
- 4. This piece is from 1993. What is still true from it? What has changed?**

## Exit Reflection

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**How do you see "markings" on your personal life based on your demographics? Are these positive or negative? Why?**