Celebrates
2012 National Women’s History Month

Women’s Education - Women’s Empowerment

Instructional Resource Packet

Marty Wyall
In 1944, she was a member of the first class of the Navy’s Women’s Reserve (WAVE) program and was assigned to repair 450 military aircraft. The last flight she participated in was in 1945.

Sgt. Vanessa Sheffield
In 1942, she was assigned to the maintenance staff of the U.S. Air Force. After being stationed at the Air Force Maintenance Squadron in Hawaii, she was assigned to the 13th Air Force and transferred to the Pacific Theater.

Betty Gillies
In 1945, she was the first woman pilot to fly with the U.S. Air Force in the 13th Air Force, Pacific Theater. She was also the first woman to fly with the 4th Air Force in the Pacific Theater.

Maj. Nicole Malachowski
The first woman pilot in the Department of Defense who flew in combat missions, she flew missions for the United States Air Force during the Kosovo War in 1999 and the Iraq War in 2003.

March
Women’s History Month
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2012 Theme – Women’s Education-
Women’s Empowerment

Although women now outnumber men in American colleges nationwide, the reversal of the gender gap is a very recent phenomenon. The fight to learn was a valiant struggle waged by many tenacious women—across years and across cultures—in our country. After the American Revolution, the notion of education as a safeguard for democracy created opportunities for girls to gain a basic education—based largely on the premise that, as mothers, they would nurture not only the bodies but also the minds of (male) citizens and leaders. The concept that educating women meant educating mothers endured in America for many years, at all levels of education.

Pioneers of secondary education for young women faced arguments from physicians and other “experts” who claimed either that females were incapable of intellectual development equal to men, or that they would be harmed by striving for it. Women’s supposed intellectual and moral weakness was also used to argue against coeducation, which would surely be an assault on purity and femininity. Emma Willard, in her 1819 *Plan for Improving Female Education*, noted with derision the focus of women’s “education” on fostering the display of youth and beauty, and asserted that women are “the companions, not the satellites of men”—“primary existences” whose education must prepare them to be full partners in life’s journey.

While Harvard, the first college chartered in America, was founded in 1636, it would be almost two centuries before the founding of the first college to admit women—Oberlin, which was chartered in 1833. And even as “coeducation” grew, women’s courses of study were often different from men’s, and women’s role models were few, as most faculty members were male. Harvard itself opened its “Annex” (Radcliffe) for women in 1879 rather than admit women to the men’s college—and single-sex education remained the elite norm in the U.S. until the early 1970s. As coeducation took hold in the Ivy League, the number of women’s colleges decreased steadily; those that remain still answer the need of young women to find their voices, and today’s women’s colleges enroll a far more diverse cross-section of the country than did the original Seven Sisters.

The equal opportunity to learn, taken for granted by most young women today, owes much to Title IX of the Education Codes of the Higher Education Act Amendments. This legislation, passed in 1972 and enacted in 1977, prohibited gender discrimination by federally funded institutions. It has become the primary tool for women's fuller participation in all aspects of education from scholarships, to facilities, to classes formerly closed to women. Indeed, it transformed the educational landscape of the United States within the span of a generation.

Source: the NWHP.Org website
Background Information on Women's History Month
The Beginning
As recently as the 1970’s, women's history was virtually an unknown topic in the K-12 curriculum or in general public consciousness. To address this situation, the Education Task Force of the Sonoma County (California) Commission on the Status of Women initiated a "Women's History Week" celebration for 1978. We chose the week of March 8 to make International Women's Day the focal point of the observance. The activities that were held met with enthusiastic response, and within a few years dozens of schools planned special programs for Women's History Week, over one-hundred community women participated in the Community Resource Women Project, an annual "Real Woman" Essay Contest drew hundreds of entries, and we were staging a marvelous annual parade and program in downtown Santa Rosa, California.

Local Celebrations
In 1979, a member of our group was invited to participate in Women's History Institutes at Sarah Lawrence College, attended by the national leaders of organizations for women and girls. When they learned about our county-wide Women's History Week celebration, they decided to initiate similar celebrations within their own organizations and school districts. They also agreed to support our efforts to secure a Congressional Resolution declaring a "National Women's History Week." Together we succeeded! In 1981, Sen. Orrin Hatch (R-UT) and Rep. Barbara Mikulski (D-MD) co-sponsored the first Joint Congressional Resolution.
Overwhelming Response
As word spread rapidly across the nation, state departments of education encouraged celebrations of National Women's History Week as an effective means to achieving equity goals within classrooms. Maryland, Pennsylvania, New York, Oregon, Alaska, and other states developed and distributed curriculum materials all of their public schools. Organizations sponsored essay contests and other special programs in their local areas. Within a few years, thousands of schools and communities were celebrating National Women's History Week, supported and encouraged by resolutions from governors, city councils, school boards, and the U.S. Congress.

The Entire Month of March
In 1987, the National Women's History Project petitioned Congress to expand the national celebration to the entire month of March. Since then, the National Women's History Month Resolution has been approved with bipartisan support in both the House and Senate. Each year, programs and activities in schools, workplaces, and communities have become more extensive as information and program ideas have been developed and shared.

Growing Interest in Women's History
The popularity of women’s history celebrations has sparked a new interest in uncovering women's forgotten heritage. A President's Commission on the Celebration of Women in History in America recently sponsored hearings in many sections of the country. It took reports about effective activities and institutions that are promoting women's history awareness and heard recommendations for programs still needed. The Women's Progress Commission will soon begin hearings to ascertain appropriate methods for identifying and then preserving sites of importance to American women's history. In many areas, state historical societies, women's organizations, and groups such as the Girl Scout of the USA have worked together to develop joint programs. Under the guidance of the National Women's History Project, educators, workplace program planners, parents and community organizations in thousands of American communities have turned National Women's History Month into a major focal celebration, and a springboard for celebrating women's history all year 'round.

Expanding the Focus
The National Women's History Project is involved in many efforts to promote multicultural women's history. We produce organizing guides, curriculum units, posters and display sets, videos, and a range of delightful celebration supplies. We also coordinate the Women's History Network, conduct teacher training conferences, and supply materials to people wherever they live through a Women's History Catalog.
Women's History Month - Web
Additional Resources

Studying Women’s Contributions to History

Since 1910, March 8 has been observed as International Women's Day by people around the world. Thus, March was chosen for National Women's History Month in the United States.

In celebrating Women's History, the goal is not to rewrite history, but rather to add very different perspectives about what is historically significant. Before the 1980s, history focused primarily on political, military, and economic leaders and events. That approach has virtually excluded women, both leaders and ordinary citizens, from history books.

Here are some resources to help you integrate the celebration of Women's History Month into your curriculum. They include Web sites, lesson plans, and activity ideas.

Web Sites

**Thomson-Gale Free Resources**
A brief history of Women's History Month, biographies of significant women throughout time, a quiz based on women and their achievements, a time line of significant events in women's history, a downloadable calendar, and some activities to celebrate women's history.

"Votes for Women" Suffrage Pictures, 1850-1920 | Library of Congress
Varied resources related to the campaign for woman suffrage in the United States. The 38 pictures include photographs of suffrage parades, picketing suffragists, and an anti-suffrage display, as well as cartoons commenting on the movement.
http://lcweb2.loc.gov/ammem/vfwhtml/vfwhome.html

**Women's History Resources | Library of Congress**
Developed in conjunction with the chapter on the Prints and Photographs Division in American Women: A Library of Congress Guide for the Study of Women's History and Culture in the United States. It is a starting point for pursuing research in various topic areas that broadly reflect aspects of American women's lives.
http://www.loc.gov/rr/print/coll/237_path.html
U.S. Women's History Workshop
The Women's History Workshop is a collaborative effort of Massachusetts teachers -- middle school through college -- which seeks to make available primary sources in pedagogically imaginative formats for teachers who wish to use such materials in their own classrooms.
http://www.assumption.edu/whw/

Women Pioneers in American Memory | Library of Congress
This feature explores the stories of women who have forged ahead to make a better life for themselves, their families, and their societies. This presentation includes women's experiences of the California Gold Rush, issues such as suffrage, the struggle for equality, and women at work.
http://memory.loc.gov/ammem/ndlpedu/features/women/women.html

Profiles
Women's Intellectual Contributions to the Study of the Mind and Society
This Web site is designed to place women into the history of psychology, sociology, anthropology, and social work. There are dozens of resources available about the lives of these women, their intellectual contributions, and the unique impact and special problems that being female had on their careers.
http://www.webster.edu/~woolflm/women.html

Topical Resources
National Women's History Museum
This site's educational resources include a self-guided tour of the museum, biographies of famous women, lesson plans, quizzes and quotes, and women's history events by state.
http://www.nmwh.org/

Living the Legacy: The Women's Rights Movement 1848-1998
Sponsored by the National Women's History Project, this Web site was conceived in order to commemorate the 150th anniversary of the Women's Rights Movement, which began in 1848. Most useful on the site are the full history of the women's rights movement and a detailed time line of the 150 years of the movement.
http://www.legacy98.org/

The National Women's Hall of Fame
This Web site from the Seneca Falls, New York, National Women's Hall of Fame houses biographies of famous American women.
http://www.greatwomen.org/
Research Tools, Women's History | Scholastic
This site contains student-friendly essays on the history of Women's History Month, the women's suffrage movement, and women in the U.S. today, and profiles of civil rights activists, artists, athletes, political women, journalists, scientists, and others.
http://teacher.scholastic.com/researchtools/articlearchives/womhst/

Not for Ourselves Alone: The Story of Elizabeth Cady Stanton and Susan B. Anthony | PBS
An online companion to the PBS documentary, this site includes a collection of resources that may be used in the classroom. Experience the work of Elizabeth Cady Stanton and Susan B. Anthony. Track key events in the suffrage movement, delve into historic documents and essays, and take a look at where women are today.
http://www.pbs.org/stantonanthony/

Women in Alaska's History | ThinkQuest
This site, developed by students for the ThinkQuest competition, helps students learn about a diverse group of women who helped shape the Alaska we know today. On the site, you'll find information about these women and their roles in early Alaskan history, the gold rush, the Iditarod, and other aspects of Alaskan history and culture. A search engine and time line allows you to search for a specific woman or time period in Alaskan history. An activities section includes teaching ideas and fun projects to supplement this site.
http://library.thinkquest.org/11313/

What Did You Do In The War, Grandma?
A community oral history project, the site was produced by students at South Kingstown High School in Rhode Island and contains 26 oral histories of women's memories of World War II, an introduction explaining how English teachers might approach oral histories, a WWII time line, a bibliography, and two scholarly prefaces.
http://www.stq.brown.edu/projects/WWII_Women/tocCS.html

True-Hearted Vixens | PBS: P.O.V.
True-Hearted Vixens is the story of two players who make the cut for the Women's Professional Football League's (WPFL's) first exhibition tour. Jane Bolin is a political consultant turned linebacker, and Kertia 'Moochie' Lofton is a single mother and a professional women's basketball hopeful. The film also documents the challenges the WPFL faces in developing an audience for a sport that is traditionally regarded as male terrain. Explore the world of girls' and women's sports, and brush up on your history of U.S. women in team sports.
http://www.pbs.org/pov/pov2001/trueheartedvixens/

Eleanor Roosevelt | PBS: The American Experience
For more than thirty years, she was the most powerful woman in America. Niece of one president and wife of another, Eleanor Roosevelt was at the center of
much of this century’s history -- a charismatic woman of charm and of contradictions. Aristocratic in voice and manner, she was also "tough as nails," says historian Geoffrey Ward. "In fact, she was one of the best politicians of the twentieth century."
http://www.pbs.org/wgbh/amex/eleanor/filmmore/index.html

Fly Girls | PBS: The American Experience
During WWII, more than a thousand women signed up to fly with the U.S. military. Wives, mothers, actresses, and debutantes who joined the Women Airforce Service Pilots (WASPS) test-piloted aircraft, ferried planes and logged 60 million miles in the air. Thirty-eight women died in service. But the opportunity to play a critical role in the war effort was abruptly canceled by politics and resentment, and it would be 30 years before women would again break the sex barrier in the skies.
http://www.pbs.org/wgbh/amex/flygirls/index.html

Lesson Plans

Resources: The Story of Elizabeth Cady Stanton and Susan B. Anthony | PBS
Subjects: Social Studies, History, Civics, Government, Language Arts
Grades: 6-8, 9-12
Write editorials about women's rights around the world today; interview senior citizens about how women's roles have changed in the 20th century; investigate women's legal rights over 200 years of American history through primary documents; and explore the connections and conflicts between the suffrage and abolition movements in 19th century America.
http://www.pbs.org/stantonanthony/resources/index.html

Lessons include:

- Scripting the Past: students employ the screenwriter's craft to gain a fresh perspective on historical research.
  http://edsitement.neh.gov/view_lesson_plan.asp?id=254

- Voting Rights for Women: students discover what attitudes about women and their relationships with men, and the arguments for and against suffrage, that had to be overcome before women could take their rightful place in American society.
  http://edsitement.neh.gov/view_lesson_plan.asp?id=438

- Who Were the Foremothers of Women's Equality?: Students investigate the sources useful for uncovering the names of the women who contributed to the early Women's Rights Movement in the U.S.
  http://edsitement.neh.gov/view_lesson_plan.asp?id=435
• Women's Equality: students examine what attitudes and beliefs obstructed the progress of the Women's Rights Movement in its formative years. 
  http://edsitement.neh.gov/view_lesson_plan.asp?id=437

Miss America | PBS: The American Experience
Subjects: History, Economics, Geography, Civics
Grades: 6-8, 9-12
"Miss America" offers insights into American history topics including the Jazz Age, the Depression, World War II, the Baby Boom, feminist and civil rights activism of the 1960s, the women's liberation movement, and more. 
Women’s ORGANIZATIONS

Miami-Dade County Commission for Women
111 NW 1st Street, Suite 660
Miami, Florida 33128
305-375-4967
http://www.miamidade.gov/cfw/

Women’s History Coalition of Miami-Dade County
President: Betsy Kaplan
P.O. Box 565307
Miami, Florida 33256

Florida International University
Women’s Studies Center
Dr. Suzanna Rose, Director
University Park Campus, DM 212
Miami, Florida 33199
http://www.fiu.edu/~wstudies/

The Florida Commission on the Status of Women
Norma White, L.H.D., President
Claudia Kirk Barto, Vice-President
Office of the Attorney General
PL-01, The Capitol
Tallahassee, Florida 32399-1050
850 414-3300
http://www.fcsw.net

National Women’s Hall of Fame
P.O. Box 335
Seneca Falls, NY 13148-0355
315 568-2936
http://www.greatwomen.org/

National Women’s History Project
7733 Bell Road
Windsor, CA 95492-8518
707 838-6000
www.nwhp.org
National Women's History Project (NWHP)
Activities for the 2012 National Women's History Honorees
1. **Women's history news reports:** After reading the brief biographies of the 2012 National Women's History Month list (partial list provided, for the complete list go to http://nwhp.org/whm/honorees.php) have students research the 2012 Women's History honorees and write news releases for radio or television to report the facts of a specific, important event in which women were the major players. Pretending that the event has just happened, include all of the important details: who, what, when, where, and why. Don't forget to include a snappy headline or lead-in for the story, too!

**Extension Activity:**
- Reflect on the 2012 Women’s History month honorees, as a class, review the list and allow each student to select one woman as the focus of his or her research.
- Then, using all available resources, students identify the answers to the following questions (copied onto a handout for easier student access):

**PERSONAL LIFE**
- What was this woman's name at birth? Where and when was she born?
- What was her life like as a child and young adult? (Describe important aspects of family life, education, pastimes, etc.)
- What aspects of her early life may have led her to the field of study in which she became successful and well-known?
- What was her personal life like as an adult?
- Did she marry?
- Did she have children?
- What type of person was she?
- If this person is no longer alive, when and where did she die?

**ACHIEVEMENTS AND IMPACT**
- At what point did she decide to go into her chosen field? How did she prepare for this field?
- What contributions did she make to this field and to larger society?
- Why was this work important?
- Detail some of her most significant work and its impact.
- In what way or ways did her work and achievements impact American history? Provide specific examples.

**PERSONAL REFLECTIONS**
- What do you think everyone should know about this notable woman?
• What do you think was her most impressive achievement, and why?
• How has this woman inspired you? In what ways would you like to be her?

2. Research on women and work: After students conduct research on one of the following topics, have them report to the class about their findings on women and work in other time periods of U.S. history.

• The varied tasks which were women's responsibilities in the early colonies (be certain to include American Indians, European Americans, African-Americans, and Hispanics).
• Immigrant women in the 19th century: Where were they from? Why did they come here? What kinds of work did they do when they got here? What were their living conditions like?
• The lives of American Indian women of a tribe that lived near your community 200 years ago. The lives and work of American Indian women today.
• The work of migrant women, now and in earlier time periods.
• Mexican women of "the West," before Europeans arrived and afterward.
• Women workers in the textile and garment industries, from the 1850s to the present.
• Women's roles and contributions during a time when our country was at war.

3. Poster design contest: Organize a 2012 National Women’s History Month honoree poster design contest. Display the entries in a public area of the school. Topic ideas:

• "Missing Persons," individuals or groups of women whose contributions are often ignored
• "Women Then and Now," featuring the social, economic, political and family changes in women's lives.
• "Did You Know...," introducing interesting historic facts about women.

4. Textbook review: Have students carefully examine the history textbooks used in your school, listing each woman either mentioned in the text or illustrated by photo or drawing. How many women are mentioned? What events or activities were they associated with? How many sentences are associated with each woman? Are women of different ethnicities portrayed? Contrast the findings with the textbook's treatment of men. Write to the publisher about these findings. Include recommendations of specific women to add to future editions, and ask for the publisher's response.

5. Family Histories: Brainstorm with your class to list questions they would like to ask an aunt, their mother, or the woman who raised them, about her life. Help
them organize the questions into topics or clusters, developing an appropriate questionnaire. Guide the discussion toward including questions related to the impact of historic events on the woman's life, moves made by her family, family expectations for females and males, attitudes about women's public lives, etc. Discuss oral history interviewing strategies to avoid "yes/no" answers, and different forms of biographies for reporting the findings. Use the biographies to discuss similarities and differences between women's life experiences.

6. Political slogans: Numerous bumper-strip/button slogans have been associated with the women's movement. What have these messages meant? Who might agree or disagree with each? Are the issues represented new ones or have they had a long history? Examples: "Every Mother is a Working Mother," "Women Hold up Half the Sky," "Uppity Women Unite," "Sisterhood is Powerful," "A Woman's Place is... Everywhere," "Write Women Back into History," "Keep Your Laws Off My Body," "Take Back the Night."
In Their Honor- 2012 Honorees

Recognizing the Pioneering Leadership of Women and Their Impact on the Diverse Areas of Education.

- **Emma Hart Willard** (1787–1870) - Women Higher Education Pioneer
- **Charlotte Forten Grimke** (1837 – 1914) - Freedman Bureau Educator
- **Annie Sullivan** (1866 – 1936) - Disability Education Architect
- **Gracia Molina de Pick** (b.1929) - Feminist Educational Reformer
- **Okolo Rashid** (b.1949) - Community Development Activist and Historical Preservation Advocate
- **Brenda Flyswithhawks** (b. 1950) - American Indian Advocate and Educator

Emma Hart Willard (1787–1870)
Women Higher Education Pioneer

One of the pioneer reformers of Women’s Education, Emma Willard was born in 1787 into a world that did not value the schooling of girls. Her father, however, was liberal minded, and encouraged his daughter to read widely and to enter into discussions of philosophy and politics. Self-taught in areas of study reserved for men, she went from being a student to being a teacher, and at the age of 20 became the principal at the women’s academy in Middlebury, Vermont.

Two years later she married physician John Willard, and because it was considered improper for married women to work, she retired to the home, rearing her husband’s four children from his first marriage and bearing a child herself.

But neither her “retirement” nor the work of running a large household kept Willard from advancing her studies. She borrowed college textbooks from a male relative, and her eyes were opened not only to advanced learning, but also to the world of the mind denied to women.

When her husband was struck with financial troubles, Willard opened a school in their Middlebury home, but met with opposition to her belief that women deserved an education on a par with men. She criticized the finishing school curriculum directed to young women, noting that “the education of females has been exclusively directed to fit
them for displaying to advantage the charms of youth and beauty ... [and] though [it is] well to decorate the blossom, it is far better to prepare for the harvest.”

Seeking a more hospitable location for her school, she moved with her family to New York State, and approached state legislators with her “Plan for Improving Female Education”—a document she had to submit in writing, as women were not allowed to address the legislature in person. In it she wrote that “reason and religion teach that we [women] too are primary existences...the companions, not the satellites of men.”

While her ideas did not meet with universal acceptance, the Governor of New York, DeWitt Clinton, was impressed. The booming industrial city of Troy raised taxes to endow the Troy Female Seminary, and families across the country sent their daughters to be educated according to the philosophy of Madame Willard. The real education of American girls had begun.

On the twenty-fifth anniversary of the Troy Female Seminary it was named the Emma Willard School, and continues today to provide a first-rate education to young women from all over the world. In 1895—twenty-five years after Willard’s death—a statue in her honor was erected on the campus of her groundbreaking experiment. Its inscription reads in part:

**HER MOST ENDURING MONUMENT, [is]
THE GRATITUDE OF EDUCATED WOMEN.**

Charlotte Forten Grimke (1837 – 1914)
Freedman Bureau Educator

Charlotte Forten was born in Philadelphia to an affluent and educated black family—a family of abolitionist activists who championed any number of civil rights organizations. She received her education at the Higginson Grammar School in Salem, Massachusetts, where she was the only non-white student in a student body of two hundred students. She then went on to the Normal School in Salem, where she studied literature and teaching. Forten became a member of the Salem Female Anti-Slavery Society, where she proved her abilities as what we would now call a community activist—organizing, speaking, and raising money.
When her financial situation demanded that she find paid employment, Forten became the first Black woman to teach white children in Massachusetts, at the Epes Grammar School of Salem. During this time she also began publishing poetry, much of it activist in theme.

But with the coming of the Civil War, Forten’s determination to participate in the education of liberated slaves brought her to South Carolina, where slave-owners had fled the Union army. She left the north under the auspices of the Philadelphia Port Royal Relief Association and taught on the island of St. Helena—the first black woman to do so.

Her activist spirit and idealistic determination are evident as she contemplates the challenge she has taken on: "The long, dark night of the Past, with all its sorrows and its fears, was forgotten; and for the Future—the eyes of these freed children see no clouds in it."

The physical and emotional stress finally took its toll on Forten, and she left St. Helena after two years. But she had achieved one dream, and had years ahead to achieve still more. She had national impact on education in the United States when she worked for the U.S. Treasury Department in Washington, D.C. recruiting teachers. At the age of forty-one, Charlotte Forten married Presbyterian minister Francis Grimké, himself a freed slave, and nephew of the famous Grimké sisters, who were abolitionist activists. Charlotte supported his work at his Washington D.C. church, where she organized a women's missionary group, and continued to work with and for the black community.

Scholar, teacher, abolitionist, crusader, Charlotte Forten Grimké is remembered and read today as a writer whose careful documentation of her varied life is a testament to the racial experience of 19th century America.
**Annie Sullivan (1866 – 1936)**  
**Disability Education Architect**

**Johanna Mansfield Sullivan** — more recognizable as **Annie Sullivan** to millions of people who have seen *The Miracle Worker*, William Gibson’s play (and later a film). The film is about the education of **Helen Keller** that starred **Anne Bancroft** as **Annie**. But **Annie’s** humble beginnings certainly did not predict such accomplishment and fame. Born to poor, illiterate Irish immigrants in 1866, **Annie** was denied schooling and was nearly blind from an untreated eye infection. Her mother died of tuberculosis when **Annie** was eight, and her alcoholic father deserted **Annie** and her siblings two years later.

**Annie** was sent to the state almshouse and orphanage in **Tewksbury, Massachusetts**, where she spent four years, and underwent two unsuccessful eye surgeries. But her life was transformed when the state board of charities chairman, **Frank Sanborn**, visited Tewksbury; reportedly **Annie**, who was never known for either restraint or polite behavior, threw herself in front of him crying, "**Mr. Sanborn, I want to go to school.**"

So, at the age of fourteen, **Annie Sullivan** became a student at the **Perkins School for the Blind in Boston**, where she learned to read and write—and from which she graduated as valedictorian of her class. While at **Perkins**, she had several operations that restored a significant amount of her vision. She also learned to use a form of manual alphabet that allowed her to “talk” with a friend who was both blind and deaf.

After **Annie’s** graduation, the director of the **Perkins Institute** was asked to suggest a teacher for an Alabama family whose daughter was also blind and deaf. He suggested **Annie Sullivan**—and thus began a near fifty year relationship that would end only with **Sullivan’s** death. **Annie Sullivan**, who had struggled so to be educated herself, took on the education of **Helen Keller**, an uncontrollable child trapped in a world of dark silence.

Starting with the hand-spelling of “doll,” which **Sullivan** had brought as a present for **Helen**, it took more than a month before the girl understood the relationship between object or idea and the movements of her teacher against her hand—but at that point, education set **Helen Keller** free.

**Sullivan** took **Helen** to the **Perkins School** for several visits when her pupil was ready to benefit from the resources there, and, thirteen years after **Annie Sullivan** and **Helen**
Keller first met, they went to Radcliffe College—Helen as the student, Sullivan as her translator. Only Helen Keller received the diploma, but Annie Sullivan had also been educated beyond her wildest dreams.

Sullivan and Keller lived, worked, and travelled together until Annie Sullivan’s death. They lectured, appeared in vaudeville performances, and appeared in a silent film called Deliverance, which was the life story of Helen Keller. But their work turned to more serious business as they collaborated with the American Foundation for the Blind as advisors, fundraisers, and advocates for change. Both received honorary degrees from Temple University in Philadelphia.

Annie Sullivan was a pioneer in a kind of education that was in its infancy. And if a student’s gratitude is a teacher’s greatest award, then Sullivan was richly rewarded. When Keller died in 1968, thirty-two years after the passing of her teacher and friend, Keller’s ashes were placed in the Washington National Cathedral next to Annie's.

Gracia Molina de Pick (b.1929
Feminist Educational Reformer

Gracia Molina de Pick is a force of nature—an activist, feminist, educational reformer, and philanthropist who has said that one’s “individual life only has meaning if you unselfishly engage as sisters and brothers in the fight for equality, justice, and peace.” Born in Mexico City in 1930 and raised in a family that valued political activism, Molina de Pick’s community organizing skills developed in high school, where she was involved in post-World War II peace movements and political efforts to get women the right to vote in national Mexican elections. By 16, she founded and led the youth section of the Partido Popular, the only political party at the time that advocated women’s voting rights.

Molina de Pick moved to California in 1957, and there earned two degrees in Education. She remembers that in her early days of teaching in a school where seventy percent of the students were Hispanic, children whose only language was Spanish, were placed in classrooms for those with developmental disabilities. She was appalled by the number of Mexican students who were in those classes, and were—in her words—“Failing
miserably, miserably.” She said “No way, no way”—and thus began a crusade for change.

Realizing the critical relationship between parents—especially mothers—and their children’s education, Molina de Pick built library resources and created reading opportunities to engage the whole family. On the faculty at Mesa College, she founded and wrote the curriculum for the first Associate’s Degree in Chicana/Chicano Studies, which appeared in the Plan de Aztlan, the 1970 blueprint for Higher Education for Mexican Americans. She was the founding faculty of the Third College (now Thurgood Marshall College) at the University of California San Diego, where she developed the undergraduate sequence for Third World Studies.

Molina de Pick is the founder of several organizations that bring together her passionate work on behalf of women’s equality, native communities, labor and immigrants’ rights—among them IMPACT, a community organization fighting for the civil rights of Mexican Americans in San Diego; and the Comisión Femenil Mexicana Nacional, the first national feminist Chicana Association. She also served on the National Council of La Raza, the first Civil Rights Advocate group for Mexican American Civil Rights.

The tireless Gracia Molina de Pick, now eighty three years old, whose early philanthropy was in the giving of her time, intelligence, and spirit has turned in later years to giving financial resources as well. “I don’t have a lot of money,” she says, “but I’m rich in so many other ways. Everything I have, I give to the causes.” Such has been the impact and inspiration of her generosity and passion that her advocacy for improved education as a key to equality was honored on January 12, 2010 by the designation of Gracia Molina de Pick Day in San Diego, California.

Okolo Rashid (b.1949)
Community Development Activist and Historical Preservation Advocate

Born in Mississippi in 1949, the daughter of sharecroppers, Okolo Rashid grew up in the tumult of racial strife in the south, and has been a life-long advocate of social justice, multiculturalism, and anti-racism. After earning degrees in economics and public policy, she had a varied career, specializing in project administration with a focus on community development projects, including historic preservation, working primarily with inner city communities and grassroots organizations.
But her experience as an educator began almost by accident, and produced an amazing outcome. How many people would imagine that the one and only International Museum of Muslim Cultures in the United States would be found in Jackson, Mississippi? That fact is the result of Okolo Rashid’s vision—a vision that comprises activism and an inclusive world view where human dignity and individual worth are central values.

In 2000, Rashid had what she describes as an “activist moment” when she saw a TV promotional program for an exhibit on Spain to be hosted by the Mississippi Arts Pavilion. As she watched, she noted the utter absence of any reference to Islam and its contributions to Spanish culture. Rashid decided that she would organize an exhibition that would allow visitors to learn the full scope of Spanish history—not by producing a counter-exhibit, but rather by providing a supplementary experience for museum-goers.

With only five months to prepare, Rashid drew upon her background in community organizing and in just four months, the Islamic Moorish Spain exhibition opened; it was visited by nearly 25,000 people during its first six months.

The exhibit was scheduled to close on September 30, 2001—but then history happened. Jackson community leaders, including Christian ministers, were successful in keeping the exhibit open—permanently. They saw the profound need for Americans to understand Islam, and thus the exhibit became a museum, of which Okolo Rashid is now Executive Director.

The Museum’s Mission Statement reflects Rashid’s goals of using education to promote tolerance and understanding, even in the most difficult times; it asserts that through its work, the Museum “strives to facilitate multicultural and interfaith tolerance, reducing religious and racial bigotry and advancing religious and civic dialogue.”

Moving in the concentric circles of the local, the national, and the global, Okolo Rashid has used the lessons of her education and her experience to create a most unexpected, much-needed center of learning for Americans of all cultures.

Brenda Flyswithhawks (b. 1950)
American Indian Advocate and Educator

Brenda Flyswithhawks, a member of the Eastern Band of the Tsalagi (Cherokee) Nation. By birth a member of the Bird Clan, she is an American Indian activist and educator—as well as a traditional dancer, singer, drummer, and storyteller.

Dr. Flyswithhawks, one of the first women of the Cherokee Nation to receive a Ph.D., might best be described as an activist teacher/learner. As a psychologist, Dr. Flyswithhawks works as an advocate for the American Indian community to help ensure
that their cultural values are respected. She works within and across cultural circles in support of both mutual understanding and cultural home-coming.

**Dr. Flyswithhawks** has taught in the Department of Behavioral Sciences at **Santa Rosa Junior College** in **California** since 1989, and from that position her impact on education has radiated throughout the United States. In 1995, she initiated and implemented the **SEED (Seeking Educational Equity and Diversity) Project** on Inclusive Curriculum at **Santa Rosa Junior College**, and is now Co-Director of the national **SEED Project** based at the **Center for Research on Women at Wellesley College in Massachusetts**. Through that role she has affected the lives of thousands of children here and abroad by “training the trainers”—preparing other educators to create professional development seminars on issues of diversity and equity for their colleagues. **SEED** promotes discussion focused on ways to make school climates and curricula more gender-fair and more inclusive of all cultural perspectives. Participants are invited to examine not only contemporary educational scholarship, but also “the textbooks of our lives” in order to create a coherent sense of the human experience for all the human beings in a classroom.

In a 1996 article in the *Holistic Educational Review* entitled “The Process of Knowing and Learning: An Academic and Cultural Awakening,” Flyswithhawks contends that “genuine learning cannot avoid the discovery of the ‘truth’ and reality of one’s self and one’s culture,” and notes the joy of watching her students make that discovery: “As I encourage [them]” she notes, “I become encouraged. As I lift them up, they lift me up. As I believe in them, they believe in me. As they are transformed, I become transformed.”

Winner of the **2007 Elizabeth Carlson Award for Significant Contributions that Advance Awareness of Women’s History**, lauded by her colleagues for her grace, compassion, courage, and integrity, **Dr. Brenda Flyswithhawks** is both an exemplary educator and a model learner.

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Lesson Plans & Activities
Women’s History Month Quiz

Created by Margaret Zierdt, National Women’s History Project Board member

1. Who became the first female Secretary of State of the United States, appointed by President Clinton in 1997?

2. Who took over management of Columbia Sportswear Company in the late 1930’s, when it was near bankruptcy, and turned it into the largest American ski apparel company worth $4 billion in 1972?

3. Who was the first woman in modern history to lead a major Native-American tribe, the Cherokee Nation?

4. Who was the first American woman poet whose poetry was published in London in 1650?

5. Who is considered the first American woman to be ordained by full denominational authority in 1864, and who also campaigned vigorously for full woman suffrage?

6. Who was the first woman of color elected to the U.S. Congress and was a founding member of the National Women’s Political Caucus?

7. Who was the ecologist writer whose path breaking book, "Silent Spring" in 1962 initiated the environmental movement?

8. Who was the first black woman and the youngest poet laureate in American history when she was appointed in 1993?

9. Who was imprisoned and then hanged for her Quaker faith in Boston in 1660, and 400 years later her statue was placed in front of the state House?

10. Who was the female lawyer who worked for equal rights and suffrage, co-founded the ACLU in 1910, and helped write the Equal Rights Amendment?

11. Who led the fight to criminalize lynching, helped form the NAACP (National Association for the Advancement of Colored People), and aided many black people who migrated from the South to Chicago?

12. Who became the first female president of Harvard University when she was named its 28th president in 2007?

13. Who became the first woman vice-president candidate on a major political party ticket when selected in 1984?

14. Who volunteered as a nurse during the Civil War, earning the nickname “Mother,” and after peace became an attorney advocating for veterans?

15. Who was the United States delegate to the United Nations who championed and won approval of the Universal Declaration of Human Rights in 1948?

16. Who earned a graduate degree from Oberlin College in 1888, was the first black woman to serve on a Board of Education (in D.C.), sued to integrate restaurants in the 1950’s, integrated the American Association of University Women at age 85, and was a founding member of NAACP?
17. Who wrote "The Feminine Mystique" in 1968 and became a leading figure in the Women's Movement?
18. Who was the first woman promoted to brigadier general in the U.S. Air Force (1971) and the first female major general in any armed forces in 1973?
19. Who was a Rear Admiral in the U.S. Navy credited with developing the COBOL computer language, and with coining the phrase “debugging” to fix a computer?
20. Who was one of the first black physicians in New York City and the first black woman to graduate from Bellevue Hospital medical school in 1926?
21. Who was the free-thinking woman who was forced out of the Massachusetts Bay Colony and sought sanctuary in Roger Williams' Rhode Island in 1637?
22. Who is the architect of the Vietnam Veterans Memorial in Washington, D.C., which she designed when she was only 21 years old?
23. Who wrote the path-breaking book, "On Death and Dying" in 1969 which educated and supported helpers who provide compassionate care?
24. Who was the American founder and leader of the Shakers in the 1770's who advocated equality, individual responsibility and peace?
25. What woman ran for president on the National Equal Rights Party, receiving 4,149 votes in 6 states in 1884?
26. Who was the first woman to win an unshared Nobel Prize in physiology or medicine in 1983 for her discovery that genes can change positions on the chromosome?
27. Who led the fight to integrate military nursing services in WW II and then achieved the integration of the American Nurses Association in 1948?
28. Who was the U.S. president's wife who saved historic paintings when the British army burned the White House in 1814?
29. Who is the first American woman to win the Nobel Prize in physics in 1963 after she discovered the structure of atoms?
30. Who is the longest-serving female U.S. senator, elected in 1986?
31. Who was the astronomer who discovered a comet, named for her, on October 1, 1847, and who was the first woman elected to the American Association for the Advancement of Science (1850), and the first professor of astronomy at Vassar College?
32. Who was the first black woman lawyer in the United States and the first woman admitted to District of Columbia bar in 1872?
33. Who met Elizabeth Cady Stanton at the International Anti-Slavery Convention in London in 1840 and worked with her for women's equality for the next half century?
34. Who worked with W.E.B. DuBois' Niagara Movement and was one of the few white co-founders of NAACP in 1910?
35. Who attended the Seneca Falls Convention in 1848, signed the Declaration of Sentiments, and lived to see women win the vote in 1920?
36. Who ran a plantation in South Carolina and successfully introduced the cultivation of indigo as a commercial staple?
37. Who was the first black prima donna soprano at the Metropolitan Opera, starring from 1961 to 2007, the first black singer to earn the top fee of $2750 for each performance (second only to Birgit Nilsson who got $3000), and winner of 19 Grammy awards?
38. Who became the first female rabbi in the U.S. and the second in the world when she was ordained in Cincinnati in 1972?
39. Who sculpted the full scale marble statue of Lincoln which is in the Capitol Rotunda, becoming the first female and youngest artist to receive a commission from the government for a statue?
40. Who was the first black woman symphonic composer to have a symphony performed by a major orchestra - her Symphony in E Minor was performed in 1933 by the Chicago Symphony?
41. Who was the Zionist leader who founded Hadassah, an organization working on health issues for Jewish people in Palestine, and also rescued thousands of children from Germany in the 1930's?
42. Who was the female Brigadier General who was the driving force behind the establishment of the Women in Military Service for America Memorial Building in Arlington Cemetery which opened in 1997?
43. What woman wrote the first novel by an American to sell more than a million copies, "The Wide, Wide World"?
44. Who was the friend of Abigail Adams who fostered political agitation with her satirical plays and then a three-volume history of the American revolution in 1805?
45. Who was the first Native American to receive the Presidential Medal of Freedom in 1963 for her work in decreasing infant mortality and decreasing tuberculosis?
46. Who was the author of "Our Nig," published in 1859, the first novel by a black person in English, which described racism in the treatment of free blacks in the North by abolitionists?
47. Who was the first woman mountaineer to climb over 23,000 feet on Nun Kun in the Himalayas in 1906, a record unbroken until 1934?
48. Who is the first woman conductor of a large orchestra, the Baltimore Symphony, appointed in 2007?
49. Who introduced America to French cooking in her books and television series from 1963 through the 1990's?
50. What woman has won a total of 56 Grand Slam tennis competitions events and 9 Wimbledon women's singles titles?
ANSWERS

1. Madeleine Albright (b. 1937)
2. Gertrude Boyle (b. 1925)
4. Anne Bradstreet (1612 – 1672)
5. Olympia Brown (1835 – 1926)
7. Rachel Carson (1907 – 1964)
8. Rita Dove (b. 1952)
9. Mary Dyer (c. 1611 - 1660)
10. Crystal Eastman (1881 – 1928)
11. Ida Wells-Barnett (1862 – 1931)
12. Drew Gilpin Faust (b. 1947)
13. Geraldine Ferraro (b. 1935)
14. Mary Bickerdyke (1817 – 1901)
16. Mary Church Terrell (1863 – 1954)
17. Betty Friedan (1921 - 2006)
18. Major General Jeanne Holm (1921 – 2010)
19. Rear Admiral Dr. Grace Hopper (1906 – 1992)
21. Anne Hutchinson (1591 - c. 1643)
22. Maya Lin (b. 1959)
25. Belva Lockwood (1830 – 1917)
27. Mabel Staupers (1890 – 1989)
28. Dolley Madison (1768 – 1849)
29. Maria Goeppert Mayer (1906 – 1972)
30. Barbara Mikulski (D-MD) (b. 1936)
31. Maria Mitchell (1818 – 1889)
32. Charlotte Ray (1850 – 1911)
33. Lucretia Mott (1793 – 1880)
34. Mary White Ovington (1865 – 1951)
35. Charlotte Woodward Pierce (1831 – c. 1921)
36. Elizabeth Lucas Pinckney (1722 – 1793)
37. Leontyne Price (b. 1927)
38. Sally J. Priesand (b. 1946)
39. Vinnie Ream (1847 – 1914)
40. Florence Smith Price (1887 – 1953)
41. Henrietta Szold (1860 – 1945)
42. Brigadier General Wilma Vaught, USAF retired (b. 1930)
43. Susan Warner (1819 – 1885)
44. Mercy Otis Warren (1728 – 1814)
45. Anne Dodge Wauneha (1910 – 1997)
46. Harriet Wilson (c. 1825 – c. 1900)
47. Fanny Workman (1859 – 1925)
48. Marion Alsop (b. 1956)
50. Martina Navratilova (b. 1956)
1. Which mother led a 125–mile march of child workers all the way from the mills of Pennsylvania to President Theodore Roosevelt’s vacation home on Long Island?

2. One of the most important Union spies and scouts during the Civil War was a Black woman who had escaped from slavery. Can you name her?

3. Before the 1960s, farm workers in the U.S. were not paid even the minimum wage, and had no influential representatives to fight for their rights. What part did Dolores Huerta play in changing this situation?

4. The line of beauty products she created for African–American people made her the first Black woman millionaire in the United States. Who was she, and when did she do this?

5. She came to the U.S. when she was a teenager to study science and stayed to become “the world’s foremost female experimental physicist.” Her most famous experiment disproved what had been thought to be a fundamental scientific law. Who is this outstanding Asian–American scientist?

6. She took her job as “First Lady” seriously, traveling the country and the world to gather information about the problems and concerns of workers, children, minorities, and the poor. She wrote a daily newspaper column and made frequent radio broadcasts. Who was this active wife of a president?

7. When the Mexican Revolution of 1910 reached the Texas border, she and her friends organized La Cruz Blanca, The White Cross, to take care of the wounded. They nursed people from both sides of the fighting. She was also known as a journalist and community activist. Who was she and where did she live?

8. Who was the last reigning monarch of the Hawaiian Islands, deposed when American business and military interests wanted to annex Hawaii to the U.S.?

9. She opened “Hull House” in a run–down Chicago neighborhood, a community center to improve conditions for poor immigrants. The program of English–language classes, childcare, health education and recreational opportunities soon inspired hundreds of other settlement houses throughout the country. Her name?

10. Daughter and granddaughter of Paiute Indian chiefs from Nevada, she lobbied Congress, wrote extensively, and traveled across country during the late
1800s lecturing on the hardships brought upon Native Americans by the U.S. Government. Her name?

11. Her 1939 Easter Sunday concert on the steps of the Lincoln Memorial drew a crowd of 75,000. Who was she, and why was she singing there?

12. Who printed the first copy of the Declaration of Independence that included the signers’ names?

13. Clara Barton (1821–1912) is best known for founding the American Red Cross, but she also played a vital role during the Civil War. What did she do?

14. She is regarded as the greatest ballerina born in America. Her father was the Chief of the Osage Indians. Can you name her?

15. Why is Rachel Carson (1907–1964) considered the mother of the environmental movement?
Fifteen Women to identity by their achievement

**Answers**

1. The feisty labor organizer, Mary Harris Jones (1830–1930), did just that in 1903. Called “Mother” Jones by everyone, her goal for the march was to bring the evils of child labor to the attention of the president and the national press.

2. Harriet Tubman (1820–1913), who also led over 300 people in their escape from slavery via the system of safe–houses known as the Underground Railroad.

3. Dolores Huerta (b. 1930), a long–time Chicana labor activist, co–founded the United Farm Workers union in 1962. She served for over two decades as the union’s vice–president and chief lobbyist, savvy labor contract negotiator, and nationwide speaker.

4. In 1905, Madam C.J. Walker (1867–1919) began developing an effective hair lotion, and then a special comb to straighten curly hair. She eventually employed 3,000 people, mostly Black women, to work in her factories and sell her line of products.

5. Chien–Shiung Wu (1912 – 1997) received both the National Science Medal and the internationally respected Wolf prize for her scientific research. Her most famous experiment showed that conservation of parity could be violated in nature.

6. Eleanor Roosevelt (1884–1962) was America’s First Lady for 12 years. Later, she served as U.S. delegate to the United Nations where she was instrumental in securing passage of the Universal Declaration of Human Rights.

7. Jovita Idar (1885–1946) lived in Laredo, Texas. As a journalist, she wrote articles for Spanish–language newspapers, like El Progreso and El Heraldo Cristiano, which argued for Mexican Americans’ equal rights.

8. Queen Liliuokalani (1838–1917). A revolution, encouraged and actively assisted by American interests backed by a U.S. Navy gunboat, established a provisional government in 1893. Among her lasting legacies: she composed over 200 songs, including "Aloha Oe".

9. Jane Addams (1860–1935). One of the first generation of female college graduates at a time when the world was not yet ready to give educated women positions of responsibility, found her own way to lead a useful life. She won the 1931 Nobel Peace Prize for her lifetime dedication to the cause of international peace.

10. Sarah Winnemucca (1844–1891), later named a chief in her own right. Her autobiography, Life Among the Piutes: Their Wrongs and Claims, was one of the first books by a Native American.

11. Marian Anderson (b. 1902), who had earlier been barred from the singing in the Washington’s Constitution Hall because she was Black. Her open–air concert was a triumph over bigotry for this international star.

12. Mary Katherine Goddard (1738–1816), newspaper publisher, had such a strong reputation in the colonies that when Congress fled to Baltimore in 1776 they trusted her with the revolutionary task of printing their
treasonous document. Goddard risked arrest by the British when she included her own name as printer.

13. No provisions had been made for taking care of Union soldiers. Clara Barton (1821–1912) solicited donated supplies and took them directly onto battlegrounds, to get food, bandages, and medical supplies to the wounded. She also helped document the 22,000 men killed or missing in action so their families could be notified.

14. Maria Tallchief (b. 1925), gained international stardom as prima ballerina of the New York City Ballet in a career that spanned 23 years. In 1980, she and her sister, Marjorie, founded the Chicago City Ballet.

Elementary/Secondary
Classroom lessons/Activities
All-American Girls: A Play About Baseball

In 1992, Geena Davis, Madonna, and other actresses played baseball stars in the movie *A League of Their Own*. On August 4, 1993, the real women behind the movie met in South Bend, Indiana. About 200 former players came to celebrate the 50th anniversary of the All-American Girls Professional Baseball League.

Philip K. Wrigley started the All-American Girls league in 1943. Wrigley owned the Chicago Cubs, a men's major league baseball team. At the time, the United States was fighting in World War II. Most of the nation's top male ballplayers had gone to war. Wrigley wanted to make sure fans did not lose interest in baseball. So he paid women to play in their own league.

Wrigley's league lasted long after the war was over. But by 1954, team owners were losing too much money to keep the league going. The All-American Girls league ended. The players almost became a forgotten part of history — until Hollywood told their story. What follows is a play based on the All-American Girls League.

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**Annie And The Babe**

by Sue Macy

**Characters**

Narrator
Annie Abbott, age 10
Davey Abbott, age 14, Annie's brother
Mrs. Abbott, Annie's mom
Shirley "Babe" Walker, baseball player
Blue Sox Announcer
Joe Hinkle, drug store clerk
SCENE 1

**Narrator:** It is August 4, 1943, in South Bend, Indiana. Annie Abbott is at the table with her mother and brother. Her mother is dressed in overalls.

**MRS. ABBOTT:** Now remember, Annie. I want you to go straight to bed after you finish that letter to your father.

**ANNIE:** But Mom, I have to stay up. The Blue Sox are playing the Peaches tonight. It's a big game. I can't miss it.

**MRS. ABBOTT:** Honey, when I signed up to work the night shift at the factory, you promised you would help out.

**DAVEY:** Don't worry, Mom. I'll make sure she goes to sleep. The Blue Sox will probably lose again, anyway.

**ANNIE:** Don't say that!

**DAVEY:** The way Babe Walker has been hitting it's a wonder the team is still in second place I can't remember the last time she got a hit.

**ANNIE:** She's just having a bad week.

**DAVEY:** Or maybe she's proving that baseball is a man's game, not a woman's.

**MRS. ABBOTT:** Alright, Davey, that's enough. I have to get to work. You two, please behave yourselves tonight.

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SCENE 2

**NARRATOR:** Annie is lying in bed. Her left hand tucked into a baseball glove. The bedroom window is open. ANNIE strains to hear the announcer from the ballpark nearby.

**BLUE SOX ANNOUNCER:** It's the bottom of the 9th inning, two outs, and there's a runner on first. The Sox are down by a run, as Babe Walker steps up to the plate.

**ANNIE:** Come on, Babe. Hit a homer.

ANNIE: Come on, Babe. Smack the ball.

BLUE SOX ANNOUNCER: Little throws the pitch. Strike three, Walker strikes out! The Blue Sox lose the game, three to two. But don't worry, Sox fans. These two teams will meet again tomorrow night.

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SCENE 3

NARRATOR: Then next afternoon, Annie and her mother are downtown, shopping. Mrs. Abbott heads to the drug store. She gives Annie 10 cents for a soda.

JOE: What can I do for you, Annie?

ANNIE: I'll have a chocolate soda, please.

JOE: Don't look now, but Babe Walker just came in. Maybe one of my sodas will help her start hitting again.

NARRATOR: Babe sits at the counter, on the stool next to Annie.

JOE: What'll it be, ma'am?

BABE: Just a cola. Or, wait a minute. What's that you're making?

JOE: It's a chocolate soda for my friend, Annie.

BABE: My brother used to love chocolate sodas. I'll have one, too.

ANNIE: You can have mine, Babe. Joe can make me another one.

BABE: You know who I am?

ANNIE: Sure! The baseball field is just a few blocks from my house. I listen to your games from my bedroom every night.

BABE: Then you know I haven't been hitting very well lately.
ANNIE: It's just a slump. The only way to get out of it is to keep on swinging.

BABE: You sound like my brother, Bobby. He says sometimes it seems like I'm afraid to swing at the ball.

ANNIE: Maybe he's right. Was he at the game last night?

BABE: No, he's fighting over in Italy. I really miss him. I haven't heard from him in over two months.

ANNIE: My dad is fighting in the Pacific. My mother says it's amazing that we get any mail from there. But I send him a letter every day.

BABE: I write to my brother as often as I can. Every time I step up to the plate, I start worrying about him.

ANNIE: Maybe that's what's causing your slump. Bobby wouldn't like that.

BABE: No, I guess not. Annie, you should be a ball player. You've got a good head for baseball.

SCENE 4

NARRATOR: That night, Annie is back in bed, listening to the game. The score is tied, four to four in the bottom of the ninth inning. Babe has driven in all four Blue Sox runs. As Annie listens, Davey comes in.

DAVEY: Sounds like a good game tonight.

ANNIE: Shhh. Babe Walker's up at bat.

DAVEY: Mom says you met her today.

ANNIE: I did! We had a soda together. And I told her how to start hitting again.

BLUE SOX ANNOUNCER: Folks, we are seeing a different Babe Walker tonight. What a turn-around. Here's the pitch. And Walker slams the ball. It's a home run! The Blue Sox win the game, five to four!
DAVEY: Wow!

ANNIE: I knew she could do it. She just had to stop worrying about her brother.

DAVEY: What's he got to do with it?

ANNIE: Oh, you know. Sometimes brothers can really get on your nerves.

DAVEY: Lucky you don't have that problem. Hey Annie, maybe we could go to the Blue Sox game tomorrow.

ANNIE: Really? I thought you said baseball was a man's game.

DAVEY: I'm trying to keep an open mind. Uh, do you think you could introduce me to the Babe?

ANNIE: Sure, if you do me a favor.

DAVEY: What?

ANNIE: Practice baseball with me. One day, I'm going to be hitting homers for the Blue Sox. Just you wait and see.

Adapted from *Scholastic News* Ed. 4, March 5, 1993.
A Faith of Their Own- Lesson Plan

Objectives:
1. Reflect on the differences between religion and tradition.
2. Consider the role of girls and women in Syria’s Islamic revival by reading and discussing the article, “Islamic Revival Led by Women Tests Syria’s Secularism.”
3. Take part in a fishbowl discussion on religious and national identities, women’s rights, and the notion of tradition versus religion.
4. Write reflective essays on the role of tradition in their own lives.

Resources / Materials:
- student journals
- pens/pencils
- paper
- classroom board
- copies of “Islamic Revival Led by Women Tests Syria’s Secularism” (one per student) provided.

Vocabulary:
coaxes, recitation, Koran, distinctive, vociferously, myriad, vanguard, resurrection, outpaced, affiliated, subversive, clandestinely, deter, interlopers, wattle, stature, ostensibly, prestigious, overt, flourishes, unison, murmuring, reasoning, apparatus, moot

Activities / Procedures:
1. WARM-UP/DO-NOW:
   - Students respond to the following prompt, written on the board prior to class: “The following quotation appears in the article we will be reading in class today: ‘People mistake tradition for religion…Men are always saying, “Women can’t do that because of religion”, when in fact it is only tradition.’ Who do you think might have said this? How would you define the difference between ‘religion’ and ‘tradition’? What is the difference between ‘tradition’ and ‘law’ within one’s religion? What roles, if any, do religion and tradition play in your life?”
   - Have the class read and discuss “Islamic Revival Led by Women Tests Syria’s Secularism” handout.
   - focusing on the following questions:
     a. Who is Enas al-Kaldi? What role does she play at her school?
     b. What is “the Qubaisiate”?
     c. Where does the name “Qubaisiate” come from, according to the article?
d. What are the “two faces of an Islamic revival for women in Syria”?

e. Who are “sheikhas”?

f. What are “madrasas,” and how many are there in Syria, according to the article?

g. Why is the Qubaisiate organization officially illegal?

h. How do women become members of this group, according to the article?

i. How and why are women taught differently according to their socio-economic classes?

j. What is the Zahra school, and how is it described in the article?

k. How are young girls taught to recite from the Koran, according to the article?

l. What is “Koranic reasoning,” and why is it considered important among the younger generation of Muslim Syrian women?

m. According to the article, how has Syria changed in recent years regarding the relationship between Islam and government?

n. What joke did a girl in the madrasa make regarding Syria's elections? What does this joke imply about the Syrian government?

o. In what ways do girls consider their study of Islam at the madrasas to be empowering?

• Explain to students that they will participate in a “fishbowl” discussion on the themes addressed in today’s article. First ask students to number off one to five, then keep a list on the board of all “1’s,” “2’s,” “3’s,” “4’s,” and “5’s.”

• Ask all “1’s” to sit facing each other in the middle of a circle created by the rest of the students.

• The students in the center are the only ones allowed to speak. If a student from the outer circle wants to add to the discussion, he or she moves to the middle circle, taps a participant to indicate that he or she should resume a place in the outer circle, and takes that student’s place as the new person in the discussion.

• After discussing the first topic and accompanying questions, switch the students in the center to all “2’s,” and allow the same fishbowl procedure to occur.

• Be sure to switch topics enough times so that all students have the opportunity to be in the center of the discussion at least once. Topics and related questions to pose to students include the following:

-SECRET SOCIETIES: What does the need for secrecy imply about the Qubaisiate? In general, what are some of the benefits and costs of belonging to a secret organization?

-RELIGIOUS VERSUS NATIONAL IDENTITY:

- What is the difference between religious identity and national identity? How might “Islamic identity” impact national identity? What are some of the ways you identify yourself (culture, ethnicity, religion, nationality, gender, sexual orientation, age, etc.)?

-ISLAMIC REVIVAL-What are some potentially positive and negative
aspects of Syrian women’s increasing support for the Islamic revival? Why? What role, if any, does religion play in your country’s government?

• -SOCIO-ECONOMIC CLASS: How does a woman’s class impact the Islamic education she receives in Syria? Is there a connection between socio-economic class and education in your country? If so, what are some examples of this? If not, why not?

• -WOMEN’S RIGHTS: What information in the article points to the differences between women and men in Syrian society? Can you think of some examples from your own culture or community in which women and men are regarded differently, held to different standards, or have different rights? What are they? Why do you think these differences exist?

• 4. WRAP-UP/HOMEWORK: For homework, students return to the concept of tradition discussed in the Warm-Up in a one- to two-page reflective essay: “Address the notion of tradition in your own life. What traditions are important to you, and why? Are there any traditions with which you disagree? Why or why not? Where do your traditions come from? Religion? Family? Culture? Community? Explain the origin of each.”

• As a follow-up assignment, have students research traditions associated with different world religions. How many are based in religious doctrine or law, and how many are products of cultural or regional values? Create a “true or false” or matching quiz based on their findings.
Islamic Revival Led by Women Tests Syria’s Secularism

In a madrasa at the Zahra mosque in suburban Damascus, Enas al-Kaldi, 16, teaches 7- and 8-year-old girls to memorize the chapters of the Koran.

Jeroen Kramer for The New York Times

Students in the oldest group, 15 to 17, at the Zahra mosque school for girls taking an English language class in addition to religious training.

DAMASCUS, Syria — Enas al-Kaldi stops in the hallway of her Islamic school for girls and coaxes her 6-year-old schoolmate through a short recitation from the Koran.

“It’s true that they don’t understand what they are memorizing at this age, but we believe that the understanding comes when the Koran becomes part of you,” Ms. Kaldi, 16, said proudly.

In other corners of Damascus, women who identify one another by the distinctive way they tie their head scarves gather for meetings of an exclusive and secret Islamic women’s society known as the Qubaisiate.

At those meetings, participants say, they are tutored further in the faith and are even taught how to influence some of their well-connected fathers and husbands to accept a greater presence of Islam in public life.

These are the two faces of an Islamic revival for women in Syria, one that could add up to a potent challenge to this determinedly secular state. Though
government officials vociferously deny it, Syria is becoming increasingly religious and its national identity is weakening. If Islam replaces that identity, it may undermine the unity of a society that is ruled by a Muslim religious minority, the Alawites, and includes many religious groups.

Syrian officials, who had front-row seats as Hezbollah dragged Lebanon into war, are painfully aware of the myriad ways that state authority can be undermined by increasingly powerful, and appealing, religious groups. Though Syria’s government supports Hezbollah, it has been taking steps to ensure that the phenomenon it helped to build in Lebanon does not come to haunt it at home.

In the past, said Muhammad al-Habash, a Syrian lawmaker who is also a Muslim cleric, “we were told that we had to leave Islam behind to find our futures.”

“But these days,” he said, “if you ask most people in Syria about their history, they will tell you, ‘My history is Islamic history.’ The younger generation are all reading the Koran.”

Women are in the vanguard. Though men across the Islamic world usually interpret Scripture and lead prayers, Syria, virtually alone in the Arab world, is seeing the resurrection of a centuries-old tradition of sheikhas, or women who are religious scholars. The growth of girls’ madrasas has outpaced those for boys, religious teachers here say.

There are no official statistics about precisely how many of the country’s 700 madrasas are for girls. But according to a survey of Islamic education in Syria published by the pan-Arab daily Al Hayat, there are about 80 such madrasas in Damascus alone, serving more than 75,000 women and girls, and about half are affiliated with the Qubaisiate (pronounced koo-BAY-see-AHT).

For many years any kind of religious piety was viewed here with skepticism. But while men suspected of Islamist activity are frequently interrogated and jailed, subjecting women to such treatment would cause a public outcry that the government cannot risk. Women have taken advantage of their relatively greater
freedom to form Islamic groups, becoming a deeply rooted and potentially subversive force to spread stricter and more conservative Islamic practices in their families and communities.

Since intelligence agents still monitor private gatherings that involve discussion of Islam, groups like the Qubaisiate often meet clandestinely, sometimes with women guarding the door to deter interlopers.

The group is named for its founder, a charismatic Syrian sheikha, Munira al-Qubaisi.

A wealthy woman in her 50’s living in Damascus, who has attended Qubaisiate meetings and who asked that her name not be used because she feared punishment, provided a rough description of the activities.

A girl thought to be serious about her faith may be invited by a relative or a school friend to go to a meeting, the woman said. There, a sheikha sits on a raised platform, addresses the assembled women on religious subjects and takes questions.

Qubaisiate members, the woman said, tie their head scarves so there is a puff of fabric under the chin, like a wattle. As girls and women progress in their study of Islam and gain stature within the group, the color of their scarves changes. New members wear white ones, usually with long khaki colored coats, she said. Later they graduate to wearing navy blue scarves with a navy coat. At the final stage the sheikha may grant them permission to cover themselves completely in black.

Hadeel, a Syrian woman in her early 20’s who asked to be identified only by her first name, described how her best childhood friend had become one of the Qubaisi “sisterhood” and encouraged her to follow suit.
“Rasha would call and say, ‘Today we’re going shopping,’ and that would be a secret code meaning that there was a lesson at 7:30,” Hadeel said. “I went three times, and it was amazing. They had all this expensive food, just for teenage girls, before the lesson. And they had fancy Mercedes cars to take you back home afterward.”

Hadeel said she had at first been astonished by the way the Qubaisiate, ostensibly a women’s prayer group, seemed to single out the daughters of wealthy and influential families and girls who were seen as potential leaders.

“They care about getting girls with big names, the powerful families,” Hadeel said. “In my case, they wanted me because I was a good student.”

Women speaking about the group asked that their names not be used because the group is technically illegal, though it seems the authorities are increasingly turning a blind eye.

“To be asked to join the Qubaisiate is very prestigious,” said Maan Abdul Salam, a women’s rights campaigner.

Mr. Abdul Salam explained that such secret Islamic prayer groups recruited women differently, depending on their social position. “They teach poor women how to humble themselves in front of their husbands and how to pray, but they’re teaching upper-class women how to influence politics,” he said.

The Islamic school where Ms. Kaldi, the 16-year-old tutor, studies has no overt political agenda. But it is a place where devotion to Islam, and an exploration of women’s place in it, flourishes.

The school, at the Zahra mosque in a western suburb of Damascus, is a cheerful, cozy place, with soft Oriental carpets layered underfoot and scores of little girls running around in their socks. Ms. Kaldi spends summers, vacations
and some afternoons there, studying and helping younger children to memorize the Koran. Her work tutoring has made her an important figure in this world; many of the younger girls greet her shyly as they pass.

The school accepts girls as young as 5, who begin memorizing the Koran from the back, where the shortest verses are found. The youngest girls are being taught with the aid of hand gestures, games and treats.

The atmosphere is relaxed. The children share candy and snacks as they study, and the room hums with the sound of high-pitched voices reciting in unison. Several girls, preparing for the tests that will allow them to progress to higher-level classes, swing one-handed around the smooth columns that support the roof of the mosque, dreamily murmuring verses aloud to themselves.

After girls in the Zahra school have committed the Koran to memory, they are taught to recite the holy book with the prescribed rhythm and cadences, a process called tajweed, which usually takes at least several years of devoted study. Along the way they are taught the principles of Koranic reasoning.

It is this art of Koranic reasoning, Ms. Kaldi and her friends say, that most sets them apart from previous generations of Syrian Muslim women.

Fatima Ghayeh, 16, an aspiring graphic designer and Ms. Kaldi’s best friend, said she believed that “the older generation,” by which she meant women now in their late 20’s and their 30’s, too often allowed their fathers and husbands to dictate their faith to them.

They came of age before the Islamic revivalist movement that has swept Syria, she explained, and as a result many of them do not feel an intellectual ownership of Islamic teaching in the way that their younger sisters do.
“The older girls were told, ‘This is Islam, and so you should do this,’ ” Ms. Ghayeh said. “They feel that they can’t really ask questions.

“It’s because 10 years ago Syria was really closed, and there weren’t so many Islamic schools. But society has really changed. Today girls are saying, ‘We want to do something with Islam, and for Islam.’ We’re more active, and we ask questions.”

Ms. Ghayeh and Ms. Kaldi each remember with emotion the day, early in President Bashar al-Assad’s tenure, when he changed the law to allow the wearing of Islamic head scarves in public schools, a practice that was forbidden under his father, Hafez al-Assad. The current president, who took office in 2000, also reduced the hours that students must spend each week in classes where the ruling Baath Party’s ideology is taught, and began allowing soldiers to pray in mosques.

Those changes have been popular among Sunnis, who make up 70 percent of the country’s population, but they carry political risks for a government that has long been allergic to public displays of religious fervor.

The government has been eager to demonstrate in recent years, through changes like these and increasing references to Syria’s Islamic heritage in official speeches, that it does not fear Islam as such.

During the weeks of war between Israel and Hezbollah, the government frequently used references to the Islamic cause and to the “Lebanese resistance,” as Hezbollah is called in the Syrian state-controlled news media, to play to the feelings of Syrians and consolidate its support. But it is still deeply anxious about Islamic groups acting outside the apparatus of the state, and the threat that they may lose to state control.

The girls at the madrasa say that by plunging more deeply into their faith, they learn to understand their rights within Islam.
In upper-level courses at the Zahra school, the girls debate questions like whether a woman has the right to vote differently from her husband. The question is moot in Syria, one classmate joked, because President Assad inevitably wins elections by a miraculous 99 percent, just as his father did before him.

When the occasion arises, they say, they are able to reason from the Koran on an equal footing with men.

“People mistake tradition for religion,” Ms. Kaldi said. “Men are always saying, ‘Women can’t do that because of religion,’ when in fact it is only tradition. It’s important for us to study so that we will know the difference.”

Published in the International section on August 29, 2006.

Source: New York Times Lesson Plans
Two American Entrepreneurs:
Madam C.J. Walker and J.C. Penney-
Lesson Plan

Grades: Elementary and Secondary

Objectives: Students will identify the attributes that helped Walker and Penney to succeed as entrepreneurs. Compare and contrast Walker and Penney for similarities and differences in backgrounds and business methods and consider the role advertising played in the business success of Walker and Penney.

Materials:
1) two maps of cities associated with Walker and Penney (provided);
2) three readings about the lives of Madam Walker and J.C. Penney (provided);
3) two advertisements for Madam Walker beauty preparations and Penney's Golden Rule Store (provided); and
4) five photographs and a drawing of Madam Walker, Walker Manufacturing buildings, and J.C. Penney's early stores (provided).
5) Background Information

Lesson Plans:

Activity 1: Comparing Walker and Penney

Have students discuss the careers of Madam C. J. Walker and J. C. Penney, using the following questions as a guide:

- What personality and character traits do Walker and Penney share?
- Why do you think both Walker and Penney were successful as business owners? What similarities and differences can you list about how they conducted their enterprises?
- In what ways did the Walker and Penney businesses benefit society?
• Is it still possible for individuals to achieve such success? Why or why not? (Reflect on the successes of Apple computers, William Gates and the Microsoft Corporation, or Sam Walton who founded Wal-Mart stores.)

Activity 2: Changes in Advertising

• Students will have noted that advertisements for the Walker products and the Golden Rule Store are quite different from those that are run in newspapers and magazines today.
• Gather up a collection of fairly recent magazines and newspapers (the students can help) and have students work in groups with at least 10 different kinds of ads.
• Have them categorize advertisements for beauty products and services and for Penney’s or similar stores such as Montgomery Ward.
• Students can establish their own categories or you might suggest grouping together advertisements with an emphasis on price, quality, style, convenience, or importance to specific ethnic or age groups.
• Have students also make lists of particular design patterns in ads that they find attractive or compelling. Ask them to compare and contrast the recent advertisements with the Walker or Penney ads.
• Discuss the findings of each group, and then have each student develop an ad for a product or store to be shown to the class and perhaps displayed on a bulletin board.

Activity 3: Starting a Business

• Have students work in groups of four or five to brainstorm ideas for a new business that would be successful in today’s society.
• Have them consider the special needs of different groups of people, the types of products or services that would improve their lives, and the ways in which a new business might be developed in their own community.
• Have them consider whether they would develop a new product or a new way of merchandising an existing line of related products.
• After the groups have decided on the type of business they would like to start, have them draw up a list of steps they would have to take to make the business successful.
• Have each group explain their ideas to the full class.

Activity 4: Researching a Local Business

• Have students choose a local business that is very successful or a business that is part of a nationwide chain and conduct research into its founding and operation.
• Have them first develop a research plan and divide up tasks among class members
• Some students can conduct interviews with the owners and workers of the business and with customers. Others can do research on the business in the local history section of their public library. They can use city or county business directories to see how long the business has operated and at what addresses. Stories in old newspapers will probably describe when the business was opened and what changes have been made over the years.
• Students will probably also be able to find newspaper advertisements placed by the company.
• After the research has been conducted and discussed by the class, have them compare the information they have found with the origins of both the Madam C. J. Walker Manufacturing Company and the J. C. Penney Company.
• Ask them whether any buildings associated with these businesses remain.
• If so, do they think it would be important to preserve the buildings as part of their community's history, like the Walker building in Indianapolis and the Penney buildings in Kemmerer?

Have student’s complete the following activities:

Source:
http://www.nps.gov/history/nR/twhp/wwwlps/lessons/walker/WAvisual4.htm
ACTIVITIES for
Madam C.J. Walker
And J.C. Penney
Madam C.J. Walker and James Cash Penney. Madam C.J. Walker (1867-1919) developed, manufactured, and sold formulas for hair care and other beauty products for African-American women. She began selling her homemade products door-to-door in 1905 in Denver, Colorado. She eventually distributed them nationwide (and even internationally) through mail-order and with the help of trained door-to-door sales representatives known as "Walker Agents." The business ultimately helped thousands of African-American women achieve financial success. In 1910, she headquartered her operation in Indianapolis, Indiana, a city with a thriving African-American community.

James Cash Penney (1875-1971) believed that working people in isolated regions in the West deserved to have dry goods stores nearby that would offer quality products at reasonable prices. He opened his first store, called the Golden Rule, in Kemmerer, Wyoming, in 1902. Soon he began establishing stores in other towns in Wyoming and then throughout the United States. He based his business on the principle, "Do unto others as you would have them do unto you." This was unusual at a time when consumers often were faced with poor quality merchandise, fraudulent claims about quality, and deceptive pricing practices. Crucial to Penney's success were his associates (as he referred to his employees). He even helped many of his store managers become part owners of new stores. In 1913, the successful business was incorporated as the J.C. Penney Company. Today, J.C. Penney Company operates more than 1,100 stores in all 50 states.

Walker's and Penney's desire to provide people with high quality services and affordable merchandise may well have been based on personal experiences. Both grew up in small towns--Walker in truly poor surroundings in Louisiana and Mississippi, Penney in modest financial circumstances in Missouri. Both had to become self-reliant at very early ages and learned that hard work alone would not fulfill their aspirations. They both knew that their success depended on meeting the needs and desires of their customers, men and women much like themselves. They believed that part of their mission was to help others to succeed as they had done. Neither Walker nor Penney ever eased up on the prodigious amounts of work they performed. Both were still on the job when they died: Walker at the relatively early age of 51, and Penney at 95.
Questions for Map 1

1. Compare the locations of the cities marked on the map. What do they have in common? How do they differ? Do the various places each person established businesses show any pattern?

2. Both Madam Walker and J.C. Penney established a base of operation in New York City and ultimately made it their permanent home. Why might this have been the case?
Madam Walker was so impressed during a visit to Indianapolis in 1910 that she decided to make it her national headquarters. The city was served by eight major railway systems and was home to a substantial African-American community. She built a factory there that employed local African-American men and women. Before her death, Madam Walker planned an ambitious new building for her headquarters. Completed by her daughter in 1927, the Walker Building housed her company as well as other businesses.
Questions for Map 2

1. Why would the railway system in Indianapolis have been important to Madam Walker's business?

2. Locate Monument Circle, the historic center of the city of Indianapolis. Find North, South, East, and West streets, which were the original boundaries of the city.

3. Locate and circle the area around the intersection of Indiana Avenue and West Street, which was the heart of Indianapolis's African-American community. It was lined with cafes, offices, and other thriving businesses.

4. Find the location of Madam Walker's original manufacturing building (built in 1910) on the east side of West Street between North and Walnut streets. Now find the present Walker Building (built in 1927), across the street at the northwest corner of Indiana Avenue and West Street. Why would Walker have decided to establish her business and subsequently plan a commercial and social building in this area?
Reading 1: Meet Madam C.J. Walker

I had to make my own living and my own opportunity! But I made it! Don't sit down and wait for the opportunities to come. Get up and make them!

Born as Sarah Breedlove in December 1867, in Delta, Louisiana, Madame Walker was the third child and second daughter of Minerva and Owen Breedlove. Former slaves, the Breedloves worked as sharecroppers on a cotton plantation and lived in a one-room cabin. By the time she was five, Sarah had learned to carry water to field hands, drop cotton seed into plowed furrows, and, for a dollar a week, wash white people's clothes with strong lye soap, wooden sticks, and washboards.

In 1874, Sarah was left an orphan, and she moved in with her sister Louvenia. A few years later, after a failure of the cotton crop, the sisters moved across the river to Vicksburg, Mississippi, where they worked as washerwomen and domestic servants. At 14, Sarah married Moses McWilliams. At 17, she bore her only child, a daughter named Lelia. Her husband died in 1887, when Sarah was 19. Not willing to live with her sister again, Sarah set off for St. Louis where, she was told, laundress jobs were plentiful and fairly well paid.

For the next 17 years, Sarah supported herself and her daughter as a washerwoman. She went through a second, brief marriage and became active in the St. Paul African Methodist Episcopal (AME) Church. It was there that she encountered prosperous, well-educated African Americans, and as a result, she began to consider how to improve her appearance. Only in her thirties, she found her hair was falling out. She experimented with hair products already on the market, but nothing helped. Finally, as she told a reporter, God "answered my prayer, for one night I had a dream, and in that dream a big black man appeared to me and told me what to mix up for my hair. Some of the remedy was grown in Africa, but I sent for it, mixed it, put it on my scalp, and in a few weeks my hair was coming in faster than it had ever fallen out. I tried it on my friends; it helped them. I made up my mind I would begin to sell it."

Because St. Louis already had several cosmetic companies, Walker decided to move to another city to set up her own business. She chose Denver because her brother's widow and four children lived there. Her own daughter was by then at college in Tennessee. The one special friend she truly regretted leaving was Charles Joseph (C.J.) Walker, a sales agent for a local African-American newspaper.

Arriving in Denver in 1905 with $1.50 savings, she rented an attic room, joined the local AME church, and found a job as a cook. She saved her money and before long she was able to quit that job and, taking in laundry two days a week to pay her rent, spend the rest of her time mixing her products and selling them door to door. Wonderful Hair Grower, Glossine, and Vegetable Shampoo were
well accepted by the African-American women of Denver. By 1906, C. J. Walker moved to Denver and the two soon married. From then on, Sarah began calling herself Madam (sometimes spelled Madame) C. J. Walker, a name she thought gave her products more appeal.

At first, Madam Walker used all her profits for materials and advertising in papers such as Denver's *Colorado Statesmen*. C.J. Walker, familiar with newspaper promotion campaigns, helped develop a marketing plan, design advertisements, and organize a mail order business for his wife's products, but he was not as ambitious as she. As Madam Walker described: "When we began to make $10 a day, he thought that was enough, thought I ought to be satisfied. But I was convinced that my hair preparation would fill a long-felt want. And when we found it impossible to agree, due to his narrowness of vision, I embarked on business for myself." She later divorced Walker, putting the 21-year-old Lelia in charge of the mail-order branch of the business while she traveled around the country promoting the products. Business grew and in 1908, Walker and Lelia settled in Pittsburgh where they established Lelia College, a training facility for the Walker System of Hair Culture.

Walker continued to tour the country promoting her business and hiring hairdressers and door-to-door sales representatives. She recruited and trained a national sales force that included schoolteachers, housewives, cooks, and washerwomen. Walker's traveling agents taught these women to set up beauty shops in their homes, keep business records, and make their customers feel pampered and valued.

In February 1910, Walker visited Indianapolis, Indiana, and was very impressed with what she saw. The city had become the country's largest inland manufacturing center because of its access to eight major railway systems. This would be a major asset for a mail-order business. The city also was home to a substantial African-American community, whose main thoroughfares were lined with cafes, offices, and other thriving businesses. Madam Walker decided to move her entire operation there. She built a factory, hair and manicure salon, and another training school. After intensive training in hair and beauty culture, graduates of the school were ready to give scalp treatments, restyle hair, and give manicures and massages. She soon had 5,000 agents throughout the country and her company was making $7000 per week.

In 1913, her daughter, who would later change her name to A'Lelia, persuaded Madam Walker to buy a house in Harlem as the New York base of the business. The house contained living quarters, a beauty salon, and a school for training salon operators. Walker soon began to spend at least half her time in New York and moved there permanently in 1916. She left the day-to-day management of her manufacturing operation in Indianapolis to F.B. Ransom, her attorney and general manager, and Alice Kelly, the factory forewoman. Later that year she
built her dream house, a mansion in Irvington-on-Hudson, a wealthy community north of New York City.

By 1917, Walker agents were holding yearly conventions, learning new techniques and sharing experiences. One agent wrote in 1913: "You opened up a trade for hundreds of colored women to make an honest and profitable living where they make as much in one week as a month's salary would bring from any other position that a colored woman can secure. These employed women now were able to educate their children, buy homes, and support various charitable organizations.

By the time she died in 1919, the 51-year-old former laundress had become one of the wealthiest businesswomen of her day. She was mourned by many, including W. E. B. DuBois who wrote an obituary for *The Crisis*, the magazine of the National Association for the Advancement of Colored People (NAACP). "It is given," he said, "to few persons to transform a people in a generation. Yet this was done by the late Madam C. J. Walker....[She] made and deserved a fortune and gave much of it away generously.

Walker left one unfulfilled dream. The dream grew out of an experience that enraged her. After she had been in Indianapolis for some time and was already a wealthy woman, she went one afternoon to the Isis Movie Theater and gave the ticket seller a dime, standard admission at the time. The agent pushed the coin back across the counter, saying that the price had gone up to 25 cents, but only for "colored persons." Madam Walker, an enthusiastic moviegoer, immediately asked her attorney to sue the theater and hired an architect to draw up plans for a new building to house the Walker business. The building, covering a whole city block, was also intended to serve as a social and cultural center for the African-American community in Indianapolis. An elegant theater in the new building would welcome African Americans.

Madam Walker's business was carried on by her daughter and is still in operation, although no one in the Walker family is currently associated with the firm. In 1927, A'Lelia Walker Robinson completed the Walker Building in memory of her mother. It is a fitting tribute to a woman who once proclaimed, "Perseverance is my motto!"
Questions for Reading 1

1. What conditions of her childhood made Sarah Breedlove Walker understand the value of hard work?

2. Why did Walker develop her special hair formula?

3. Why did Walker move to Denver? Why did she later establish her company in Indianapolis? Why do you think she might have eventually moved to New York, although her products continued to be manufactured in Indianapolis?

4. What factors do you think helped Walker's business be so successful?

5. How did Walker benefit the lives of African-American women?
Reading 2: Meet James Cash Penney

When I went to Kemmerer in 1902, I had no idea that (in 1921) we would have 313 stores...but that didn't prevent me from doing my best and working with all my might. Do unto others as you would have them do unto you. --James Cash Penney

James Cash Penney was born September 16, 1875, to Mary Paxton and James Cash Penney, Sr., on a farm near Hamilton, Missouri. Shortly after his son's birth, the elder Penney, who combined occupations of stock farmer, Primitive Baptist preacher, and politician, moved his family to town so that his children could attend school. Although Penney's father was a figure of some consequence in the community, he was constantly short of cash. When Jim, as he was called, was eight, his father told him he would be responsible for purchasing his own clothing. Over the next few years, young Penney worked on surrounding farms, raising pigs, trading horses, and growing watermelons.

In 1895, two years after his high school graduation, Penney discovered what would prove to be his life's calling when he began working part-time as a sales clerk at a general store in Hamilton. He worked extremely hard and proved himself so adept at merchandising that he advanced rapidly. Although his first year's salary was only $25, by 1897, he was making $300 a year, and his future appeared bright. Then he was given shattering news; his family doctor diagnosed Penney's recurring health problems as the early stages of tuberculosis, and said that unless he moved to a dryer climate, he would likely die.

In June 1897, Penney went west in search of health and fortune. After working briefly in Denver as a dry goods clerk, he moved to Longmont, Colorado, where he bought a butcher shop. That business failed, however, reportedly because Penney refused to furnish free liquor to the chef of the local hotel, his largest client. Penney decided to return to the dry goods business, taking temporary employment as a clerk in Callahan and Johnson's store in Longmont. Early in 1899, the owners offered Penney a permanent clerkship in their Evanston, Wyoming, store at a monthly salary of $50. He readily accepted. He did so well that a few years later, when he was 26, the owners offered to make him a partner in a new store they planned to open in 1902. Although they had intended to locate the store in Ogden, Utah, Penney objected on the grounds that Ogden was too large. He proposed that a smaller town like Kemmerer, Wyoming, would be better. Kemmerer was a mining town with about 1,000 residents and a company store that operated on credit. Penney opened the Kemmerer store on April 14, 1902. He used his $500 savings and borrowed the rest of the $2000 necessary to become a one-third partner in the venture.

Penney called his store the "Golden Rule," because his idea was "to make money and build business through serving the community with fair and honest value." Many in Kemmerer thought Penney's business would fail. The local bank cashier strongly advised Penney against opening a "cash only" store because
three other merchants had failed to compete successfully with the stores of the mining companies, which offered credit. Convinced that hard work could bring success, however, Penney and his partners decided to go ahead with the Kemmerer store.

Business was brisk on opening day, and Penney brought in an impressive $466.59. By the end of the year, he had sold $28,898.11 worth of goods and showed a substantial profit. His store carried men's, women's and children's clothing, shoes, notions, and fabric for sewing. Penney increased his profits each year. In 1907 he bought out Callahan and Johnson and became sole owner of the Kemmerer store. In the same year he purchased two additional stores in Rock Springs and Cumberland, Wyoming.

Several things made Penney's success possible. His stores were all located in inexpensive locations in small communities. He did not pay for elaborate fixtures and displays. He conducted business on a cash-only basis and treated his employees well. Perhaps most importantly, he carried merchandise that his customers wanted, ensuring a rapid inventory turnover. When one of his store managers had saved enough money, Penney would help him open a new store as part owner. The manager was responsible for investing one-third the amount necessary and Penney provided the remaining two-thirds. The manager agreed to train someone to take his place at the existing store. In turn, the new manager would train others until they started up their own stores as one-third partners. This arrangement allowed for rapid expansion in the early years of the business.

By 1909, Penney moved away from Kemmerer, leaving the store there to an associate. He went to Salt Lake City, Utah, approximately 125 miles southwest of Kemmerer, where he established the headquarters for the growing chain and consolidated his buying and accounting operations. Over the next three years he established 28 new stores in Utah, Idaho, Nevada, Oregon, Washington, and Colorado. In 1913, Penney and his many partners incorporated the firm in Utah as J. C. Penney and Company, Inc. He had decided to abandon the name "Golden Rule," which had been adopted by some of his less scrupulous competitors. Not long after the business was incorporated, Penney moved the firm's headquarters to New York City where he would be closer to his major suppliers of merchandise.

Expansion became a regular program for Penney. Between 1920 and 1930, more than 1,250 new stores opened, most of them on Main Streets in small towns across America. Even the Great Depression did little to halt the Penney expansion program. By 1932, the number of stores had increased to 1,473. Although seven stores had to be closed in 1933, the company's total profits were almost double those of 1932. Penney himself was not so fortunate. Through bad investments in Florida real estate and banking, he lost almost his entire fortune of $40 million. He met that crisis by going back to work full time for the company, and eventually he recouped most of his losses. When the day of modern
shopping centers arrived in the late 1950s, Penney's chain was so strong financially that it succeeded in suburbia too. By the 1960s, the company abandoned its cash-only policy by adopting its own credit cards and updating its merchandise (much of it manufactured under the Penney label). The company also opened its own catalog business.

Penney served the company as chairman of the board until 1958 and as a director until his death in New York City on February 12, 1971. When the business celebrated its 90th anniversary in Kemmerer in 1992, 21 years after Penney's death, it had become a firm surpassing $15 billion in sales, and employing approximately 190,000 associates with more than 1,300 stores scattered throughout the U. S. and Puerto Rico. This large national retail business continues to reflect the hard work and vision of James Cash Penney.

Questions for Reading 2

- What experiences did Penney have in his early life that helped him to become a successful businessman?
- Why did Penney choose to open a store in Kemmerer, Wyoming?
- Why do you think Penney's first store was so successful?
- How was Penney able to rapidly expand his chain of stores?
- How did the company change to meet competitive challenges that arose in the 1950s and 1960s?
Reading 3: The Philosophies of Madam Walker and J.C. Penney

Both Walker and Penney had strongly embedded principles they thought important in the conduct of their businesses and their daily lives. Each had well-defined philosophies about their goals in life. The following selections show both their determination and their dedication to meet those goals.

Madam Walker Startles a Convention

At the Thirteenth Annual Convention of the National Negro Business League in 1912, no women were included on the schedule of speakers. Madam Walker shocked the participants when she walked up and claimed the podium from moderator Booker T. Washington:

Surely you are not going to shut the door in my face. I feel that I am in a business that is a credit to the womanhood of our race. I am a woman who started in business seven years ago with only $1.50. . . .this year (up to the 19th day of this month . . .) I had taken in $18,000. (Prolonged applause). This makes a grand total of $63,049 made in my hair business in Indianapolis. (Applause.) I have been trying to get before you business people to tell you what I am doing. I am a woman that came from the cotton fields of the South; I was promoted from there to the wash-tub (laughter); then I was promoted to the cook kitchen, and from there I promoted myself into the business of manufacturing hair goods and preparations. . . . I am not ashamed of my past; I am not ashamed of my humble beginning. Don't think that because you have to go down in the wash-tub that you are any less a lady! (prolonged applause.)

At the Fourteenth Annual Convention, Madam Walker was on the schedule, explaining to the audience how she had succeeded in the business world:

In the first place I found, by experience, that it pays to be honest and straightforward in all your dealings. (Applause.) In the second place, the girls and women of our race must not be afraid to take hold of business endeavor and, by patient industry, close economy, determined effort, and close application to business, wring success out of a number of business opportunities that lie at their doors. . . . I have made it possible for many colored women to abandon the wash-tub for more pleasant and profitable occupation. (Hearty applause.) Now I realize that in the so-called higher walks of life, many were prone to look down upon "hair dressers" as they called us; they didn't have a very high opinion of our calling, so I had to go down and dignify this work, so much so that many of the best women of our race are now engaged in this line of business, and many of them are now in my employ.
My talk to you this evening is to be very brief and very much to the point. The name of our store is "The Golden Rule Stores." The policy upon which we expect to build is just what the name implies. Do unto others as you would have them do unto you. I think I need say no more, because in those few words, I have said much. If a business can be built on the principles of the Golden Rule, and I firmly believe it can, we shall go forward and some day we shall add to this one unit another store and another store, and some day we might have as many as ten stores. Right here I want to emphasize this: treat our customers all alike and treat them as we would like to be treated as a customer. We will sell for cash only, thereby avoiding losses through credit; we will have no delivery system, so we can pass this saving on to our customers. We will have no expensive fixtures for which we would have to go in debt; we will pay cash for all our merchandise so we can take advantage of all discounts and not have to pay interest. We will buy only good merchandise to sell to our customers. Because of all the advantages that will be ours, we will sell for less and never will we sacrifice quality for an unreasonably low price.

This is my brief story in a simple and plain language. Now as you go forward tomorrow serving our customers, and the opportunity presents itself, tell them what I have said and tell them in such a way that they will understand we have opened a new kind of store, planned and designed to render service unprecedented in the history of merchandising. Solicit their continued patronage on the Golden Rule Motto.

**The Penney Idea**

Following is a copy of "The Penney Idea," a declaration of ethics and purpose adopted by the J.C. Penney Company in 1913. The seven principles continue to guide the company today.

- To serve the public, as nearly as we can, to its complete satisfaction.
- To expect for the service we render a fair remuneration and not all the profit the traffic will bear.
- To do all in our power to pack the customer's dollar full of value, quality, and satisfaction.
- To continue to train ourselves and our associates so that the service we give will be more and more intelligently performed.
- To improve constantly the human factor in our business.
- To reward men and women in our organization through participation in what the business produces.
- To test our every policy, method, and act in this wise: "Does it square with what is right and just?"
Questions for Reading 3

1. How did Walker show her energy and belief in herself in her speech in 1912? in 1913?

2. How did Walker show her commitment to helping other African-American women achieve the success that would bring independence and self-respect?

3. How did Penney indicate that following the Golden Rule would help business and benefit customers? Do you agree? Why or why not?

4. What business principles does Penney suggest will benefit his customers?

5. Why do you think "The Penney Idea" continues to be part of the company's mission statement today?
Questions for Document 1

1. What products are advertised?

2. What language does the ad use to entice women to purchase the products?

3. Is this ad effective? Why or why not?
YOU

Are invited to become a member of our large
..GOLDEN RULE..  FAMILY

We are at home here. We are here to stay; we like the country--its people; we believe in selling you good dependable goods on a Small Margin of Profit Only. We will supply you with durable and comfortable wearing apparel cheaper than ever before. You will get BIG VALUES for your money at this store. Let competition say what she will. A comparison of values is all we ask. We have grown--Are growing, like no other store in the country. For your own sake we should have your business.

Ladies and Children's Underwear

Our Fall Line Now Ready

Unquestionably, Unexcelled Values

Why should you pay more for same Goods?

OLD only "SINGING HILL" in the STRONG HOLD, we have on hand all the latest styles, together with a number of the most beautiful lines of Ladies' Goods. Our reputation for selling at low cash prices is known throughout the West, where are located all of our stores, both being a phenomenal success. Our prices, always your own, are the lowest you can obtain, unless you purchase in large quantities. The reason being we are the only store in the country who have the ability to give you the Right Price, or they cannot expect our business. Our customers know the advantages we enjoy, for every article in our store shows the result of careful and painstaking buying. The people appreciate our efforts, as is evidenced by ours being the Busiest Store in this locality.

A Word About Prices

CARPET AND RUGS

Women's and Children's

FALL and WINTER Stocking of

Ladies Ready-to-wear Garments

Ladies' and Children's Shoes

Furniture

The largest and most varied assortment in the country are to be found here.

No Jobbing House Shoes here.

Women's Wool Work Coats

Made Here and Guaranteed to Suit.

Trunks and Suit Cases

We absolutely deny any competitor to offer better values than those quoted by us.

The facts herein stated can not be disputed. There are reasons for everything. Our growth has not been chance. It is the result of an adopted policy of giving more for the money than can be had elsewhere. At no time is Quality lost sight of. "Cheap Goods" are dear at any price. Our aim is to sell you Reliable, Dependable Merchandise at a less price than any other house in the country.

Spot Cash makes trucking as an understood business at the start. Unit selling makes it possible to take advantage of such

THE GOLDEN RULE Kemmerer, Wyo.
Partial transcript of advertisement

We are at home here. We are here to stay; we like the country—its people; we believe in selling you good dependable goods on a Small Margin of Profit Only. We will supply you with durable and comfortable wearing apparel cheaper than ever before. You will get BIG VALUES for your money at this store. Let competition say what she will. A comparison of values is all we ask. We have grown—Are growing, like no other store in the country. For your own sake we should have your business.

A WORD ABOUT PRICES: Our reputation for good value giving is known throughout the West where are located 12 of our stores, each being a phenomenal business. Our system about which you are familiar consists of buying goods right. With the experience of men of 20 years of successful merchandising to give us, all guess work is eliminated. They Know How to Buy. When to Buy. Where to Buy. We offer you the benefit of their wide experience in selecting Fall Clothes.

Our reputation as a house for giving values has become a national one. Many factories knowing the immense outlet we have are anxious for our business. They know they must give us the Right Price or they cannot expect our business. Our customers know the advantages we enjoy, for every article in our store shows the result of careful and painstaking buying. The people appreciate our efforts as is evidenced in ours being the Busiest Store in this locality.

We absolutely defy any competitor to offer better values than those by quoted by us.

The facts herein stated can not be disputed. There are reasons for everything. Our growth has not been chance. It is the result of an adopted policy of giving more for the money than can be had elsewhere. "Cheap Goods" are dear at any price. Our aim is to sell you Reliable, Staple, Dependable Merchandise at a less price than any other house in the country.

ISN'T RIGHT NOW a time when you simply cannot afford to miss a chance to SAVE.
Questions for Document 2

Study the advertisement and then refer to the partial transcript to answer the following questions.

1. Who did Penney expect to read this ad? What did he mean when he wrote, "You are invited to become a member of our large Golden Rule family." What adjectives can you use to describe this section of the advertisement?

2. What did Penney mean by saying that "cheap goods" are expensive at any price? How did he assure the customer that there were no "cheap goods" at Penney stores?

3. How would you compare Penney's advertisement with contemporary ads?
By 1904 the Golden Rule Store (no longer standing) had outgrown its one-room frame building off the main business district of the town. On August 1, 1904, Penney moved the store into the left side of the stone building shown in Photo 1. He occupied a 25-by-140 foot section. It became a J.C. Penney store in 1913, and the Penney Company continued to operate a store here until moving to a new location in 1929.
Questions for Drawing 1 and Photo 1

1. Compare and contrast the two images in terms of the appearance of the buildings, the activities of the people, the surrounding landscape, the general look of the street, and the vehicles.

2. Does the artist's conception of the first store seem idealized? If so, how? What do you think he is trying to convey to the viewer?

3. What other uses did the building serve at the time Photo 1 was taken?

4. If there was no date attached to the photo, what clues might help you figure out when it was taken?
Photo 2:
Madam C.J. Walker Manufacturing Company building.

This is the first building constructed in Indianapolis to house the manufacturing operations of the Madam C.J. Walker Manufacturing Company. Part of the building contained the Indianapolis branch of Lelia College as well as the Madam Walker Beauty Parlor.

Questions for Photo 2

1. How would you describe this building?

2. Why would Madam Walker have needed a large building like this to manufacture her products by 1910?

3. Why would it have been beneficial to house the college and beauty parlor in this building?
This building was planned by Madam Walker but built by her daughter after her mother's death. In addition to the headquarters of the Madam C. J. Walker Manufacturing Company, the building also housed the Walker Theater, Walker Drug Store, Walker Casino, Walker Beauty Shop, a ballroom, and a coffee shop. African-American doctors, lawyers, and other professionals who had difficulty finding office space in buildings owned by whites rented space in the building as well. The building served as a center for the African-American community. It was restored in the late 1980s. Although the Walker Manufacturing Company is no longer located there, the building continues to house various commercial businesses, including a beauty salon.
Questions for Photo 3

1. How would you describe this building? How does it compare to the building depicted in Photo 2?

2. Why do you think Madam Walker would have wanted to include all these facilities in the building she planned?

3. Why would it have been important to the company to rent office space in the building to African Americans?
Additional Lesson Plans & Activities
Women’s History Month
"Women Today: An Editorial"

Suffrage parade in New York City, 1912

Objective
Students will use what they have learned from viewing parts of “Not For Ourselves Alone, available at http://www.pbs.org/stantonanthony/.” Student’s will complete an Internet research to write an editorial about a topic relating to the women’s rights movement and the issues presently surrounding women’s rights in America and around the world.

Materials
Students will need to view parts of “Not For Ourselves Alone.” They will also need access to the Internet and a word processing program. The PBS documentary is available at http://www.pbs.org/stantonanthony/.

Procedure
1. Begin class by telling students they no longer have the right to speak in class. Tell them that instead of discussions, debates, asking questions, and working in groups, the teacher will now be the sole speaker. Advise students that it will be best for them to sit quietly, listen carefully, and let the teacher do all of the talking and decision making. Tell them that if they have an opinion about something, they will have to keep it to themselves. Wait for a short time and give students time to process this. The room should be quiet. Anyone who attempts to object should be ignored or silenced.

2. Next, tell students to take out a piece of paper and make a list of the feelings they have about this new rule. They may not talk or work together, but they
must create the list. Give them about two minutes to do this.

3. Finally, explain to students that this is NOT a new rule, but it was used to get them in a mindset that would help them relate to the topic of the day. Ask students to share their list of feelings. Discuss why they had these feelings. When this is completed, tell them to imagine what it would be like to be treated this way. Then ask the class to make a list of groups who have been treated this way in the past or are currently treated this way. The key to making the list is that the students must agree that at the time the group was treated this way, it was considered socially acceptable by most people. Some groups who may appear on the list could include: slaves, Native Americans, children, Jews, and women.

4. Once the list is complete and discussed, tell students you will be focusing on women’s fight for equal rights, in the past and today.

5. Present students with a brief history of the women’s right movement. (Provided)

6. Next, students can compare the rights of American women with those of other women throughout the world. Students might research women’s rights on their own.

Related Sites:
Amnesty International: Women’s Human Rights
Bora Laskin Law Library : University of Toronto
United Nations
International Women’s Health Coalition

7. Review editorials, pointing out they are based on opinions. Include the fact that they are usually controversial. Finally, remind students that their arguments need to be supported by reasons, facts, details, and examples.

8. Once students have had an opportunity to see that women throughout the world do not enjoy many of the rights of American women, they can then move toward choosing a topic for their editorial. They may focus on what Americans can do to help women in foreign countries obtain basic rights, or they may focus on the rights that U.S. women are still fighting for today (i.e. women in combat, lack of education on the importance of women in history, equal opportunity in upper management positions like Fortune 500 companies, women in political office such as the U.S. Presidency, health care and money for research affecting women’s health, etc.). After a topic is chosen, students should begin researching more about that particular idea in order to write an editorial that uses examples, facts, etc.
9. Once students have gathered adequate information about their subject, they should write their editorials. This should be done using a word processing program. In addition to correct editorial format, spelling, mechanics, and grammar and usage should also be correct.

10. Upon completion, the editorials could be printed as part of a special section in the classroom or school newspaper, sent to a local newspaper for publication, or sent to a local, state, or national women’s organization. Many communities today have groups who sponsor writing contests with women’s issues as topics. These would be an excellent way to share student editorials in a more public way.

Assessment Suggestions:

1. Create a scoring guide that covers the following areas: statement of opinion, support of opinion with reasons, facts, examples, and details that are historically accurate, choice of appropriate topic, correct use of spelling, mechanics, grammar, and usage. Use this guide to evaluate written work.

2. Have students present their editorials for the class. Allow the class to use peer evaluation to point out strengths and weaknesses in the editorial and the arguments presented there. If large group is too time consuming, split students into 5-6 small groups and have them present and evaluate one another’s editorials.

Extension Activities

1. Break students into 5 or 6 small groups. Each group should decide on a topic for their editorial. Half of the group could write on the “pro” side of this issue. The other half could write on the “con” side of the issue. Once both sides have finished their editorials, they could share them with the group. The teacher could then facilitate a classroom debate/discussion about the two different points of view. All students from the class could participate in this part of the activity. This would allow 5-6 different topics/ideas to be debated.

2. Change the assignment a bit by having the students write a letter to the editor. It should be a letter that supports the work of Susan B. Anthony and Elizabeth Cady Stanton. It should be written from an historical perspective—that is, how men and women of the time would have felt. In this case, it will be important to support opinions with reasons, facts, details, and examples. Upon completion, students could share their work with the class or with small groups.

Source: http://www.pbs.org/stantonanthony/resources/index.html
Grades Elementary/Secondary

Description: In this lesson, students explore the role and impact of recent First Ladies through research and family interviews, then work in groups to present a documentary portrait to the class.

Learning Objectives
(1) To learn about the political and non-political careers of recent First Ladies. (2) To explore the possibilities and limitations of the position of First Lady. (3) To conduct historical research through oral history interviews.

Guiding Question:
How have recent First Ladies contributed to American society?

1. Begin by talking with students about the First Lady.
2. What do we mean by that term?
3. Who is the First Lady today?
4. Who are some other First Ladies the students may know about (e.g., Martha Washington, Eleanor Roosevelt)?
5. What does the First Lady do? Explain that in this lesson they will learn more about the role of the First Lady by exploring one recent First Lady’s career in the White House.

*Divide the class into small research teams of 3-4 students and assign each team one of these recent former-First Ladies:

- Michelle Obama
- Barbara Bush
- Laura Bush
- Nancy Reagan
- Rosalyn Carter
- Betty Ford
- Pat Nixon
- Lady Bird Johnson
- Jacqueline Kennedy Onassis

* Have students research their First Lady using the resources of the National First Ladies Library http://www.firstladies.org/
Click the "Bibliography" button on the website's homepage for a visual index of all the nation's First Ladies, shown in chronological order.

Click any picture to access bibliographic information about that First Lady, including lists of magazine articles, books, and manuscript collections, as well as a link to a brief biography of the First Lady at the White House website.

For additional background, students can view a photo gallery of "Past First Families" at the White House website, and take a "Historical Tour of the White House" using an interactive map.

Students can also learn more about their First Ladies at the Presidential Libraries, which are accessible through The Digital Classroom.

Click "Presidential Libraries" in the left-hand column on this website's homepage for a list of online resources that includes the

- John Fitzgerald Kennedy Library and Museum
- the Lyndon Baines Johnson Library and Museum, the Nixon Presidential Materials collection (which includes a link to the Richard Nixon Library and Birthplace), the Gerald R. Ford Library and Museum, the Jimmy Carter Library and Museum, the Ronald Reagan Presidential Library, and the George Bush Presidential Library and Museum.

As they gather facts about their First Lady, have each student research team brainstorm questions they will ask older family members about the First Lady's time in the White House.

Direct students to draw up a list of at least five questions that all members of the group will use as the basis of their at-home interviews. These should include:

- **Biographical questions** about the First Lady's personality and memorable moments of her White House career.
- **Viewpoint questions** about the issues she championed as a First Lady and her impact on public opinion.
- **Contribution questions** that ask family members to sum up what the First Lady accomplished while in the White House or what she will be remembered for.
- **Assessment questions** that ask how the First Lady compares to other First Ladies the family member has known.

Have each student team member interview one or two older family members who lived during the First Lady's time in the White House. Students can record their interviews using a tape recorder or video camera, conduct the interview by email, or simply take notes. Encourage students to ask family members for their personal impressions and memories of the First Lady in order to gain a sense of her relationship with the American public and the role she played in society.

After they have conducted their interviews, have each student research team prepare a five to ten minute documentary portrait of their First Lady for presentation to the class. These presentations should include:

- A brief outline of events during the First Lady's time in the White House: major political and social developments, along with other historical landmarks.
- A short account of the First Lady's accomplishments: issues she championed, programs she supported, policies she helped establish.
A description of the First Lady's influence on Americans of her time, based on the opinions and recollections gathered from the students' family members: What was she like? What did people think of her? Does she seem more or less significant looking back on those times today?

Close this lesson with a class discussion on how students think a man will fit into the First Lady's role when Americans elect their first woman President. To what degree is this a gender-specific role, a focus for public concern with stereotypically feminine issues (family, children, health, beauty, culture)? To what degree is it a role open to any "partner in power" willing to take advantage of the public forum afforded by the White House? Conclude this discussion by having students write a brief imaginative news story about a male "First Lady" of the future, describing what he would say and do on a visit to your community.

Extending the Lesson
Have students use the resources of the National First Ladies Library website to investigate how the role of the First Lady has changed throughout our nation's history. Research the role of Michelle Obama as the First African American First lady. To what extent have our First Ladies reflected prevailing American attitudes about "a woman's place" in society? To what extent have they helped change attitudes?

Source: http://edsitement.neh.gov/view_lesson_plan.asp?id=334
Grades: Elementary/Secondary

Objective: Students will learn about the brave women who dared to run for president in the United States. Students will participate in a mock election.

Lesson Plan:

- Introduce the subject by asking the class if they knew that there have been several women before Hillary Clinton who ran for president.

- Explain that today they will be voting to elect one of the women as President of the United States.

- Pass out the voting handouts (provided).

- This handout will act as the student ballot.

- After giving the students’ sufficient time to read about the candidates (provided), have them vote for their top three choices. The candidates include:
  - Victoria Woodhull,
  - Belva Lockwood,
  - Margaret Chase Smith
• Patsy Takemoto Mink
• Shirley Chisholm
• Ellen McCormack
• Sonia Johnson
• Patircia Schroeder
• Lenora Fulani
• Elizabeth Dole
• Carol Moseley Braun
• Hillary Clinton

• Bring the class back together and collect their ballots.

• Tally up the points for the result and write the winners on the board.

• Discuss why these women were chosen.

Source: http://www.nwhm.org/LessonPlans/president.html
“There is no escaping the fact that the principle by which the male citizens of these United States assume to rule the female citizens is not that of self-government, but that of despotism...King George III and his Parliament denied our forefathers the right to make their own laws; they rebelled, and being successful, inaugurated this government. But men do not seem to comprehend that they are now pursuing toward women the same despotic course that King George pursued toward the American colonies”

Victoria Claflin Woodhull, from her speech And the Truth Shall Make You Free: A Speech on the Principles of Social Freedom, 1871

The first woman to declare herself as a candidate for president, Woodhull announced her run on April 2, 1870, by sending a notice to the New York Herald. This was an absolutely astounding thing to do: women only recently received the right to vote in the two relatively obscure territories of Wyoming and Utah, and it would be another fifty years before the ratification of the 19th Amendment that assured the ballot to all American women. Moreover, she took this step without contacting any leading suffragists, who by then had been well organized for more than two decades. Susan B. Anthony and others were stunned by the action of this controversial woman, whose “open marriage” was the talk of New York City.

The next presidential election was two years away, and Woodhull used this time to bring attention to women’s issues, including the right to vote. Undaunted by the fact that women could not vote and that she was not yet old enough to legally become president, Woodhull traveled the country campaigning. Her speeches not only advocated the vote, but also birth control, “free love,” and other positions that were a century ahead of her time. Many listeners were surprised to find themselves more sympathetic than they had expected: her beauty, soft voice, and reasoned arguments
took the edge off of such shocking statements as her belief that marriage was “legalized prostitution.”

Woodhull and her sister, Tennie C., were in jail, however, when the 1872 presidential election occurred. Because they wanted to draw attention to the era’s hypocrisy on sexual matters, their newspaper published the facts about an adulterous affair between the nationally popular Rev. Henry Ward Beecher and a leader of the women’s movement, Elizabeth Tilton. It was true, but not politically correct, and the sisters were indicted for both libel and obscenity. The charges eventually were dropped, but the scandal was enough to end Woodhull's presidential aspirations, as she spent Election Day in jail.

In many ways Victoria Claflin Woodhull was ahead of her time and was an important trailblazer for women generations after her. Born in 1838 in Homer, Ohio, like many women of her era, Woodhull married very young. Her marriage took place when she was 14 years old and lasted 11 years after which time she divorced and then remarried two years later. She helped support her family by working as a spiritual medium and fortuneteller. In 1868, she and her family moved to New York City where Woodhull and one of her sisters became spiritual advisors for railroad tycoon Cornelius Vanderbilt. Vanderbilt in turn helped the sisters become the first women stockbrokers in history when they opened their own brokerage house in 1870 called Woodhull, Claflin & Company in 1870. That same year the sisters started their own paper called Woodhull and Claflin’s Weekly in which they promoted woman suffrage and labor reforms.

The following year, Woodhull became a trailblazer in another area as the first woman to run for president representing the Equal Rights Party. Woodhull's presidential platform showed her foresight as she supported issues like an eight-hour workday, graduated income tax, new divorce laws, and social welfare programs that we enjoy today. While many trade unionists, women’s suffragists, and socialists supported Woodhull, she was unable to gain the funds for an effective campaign and could not receive votes from her female supporters as women did not yet have the right to vote.
Woodhull advocated for equal education for women, woman’s right to vote, and women’s right to control their own health decisions. She criticized the Victorian ideal of women’s place being first and foremost in the home as full-time wives and mothers.

After divorcing and remarrying a wealthy banker, Woodhull lived out the rest of her days in England with her family, remaining active in the suffrage movement and various charities, giving lectures, and running a newspaper called Humanitarian. Woodhull died in 1927 in London.
Belva Ann Bennett McNall Lockwood (1830-1917)

It will be entirely on her own merits, however. No movement can place her there simply because she is a woman.”

Belva Lockwood’s response when a reporter asked if a woman might one day occupy the White House, 1914

Belva Ann Bennett McNall Lockwood was a self-made woman who adopted bold positions in support of equal opportunity for women. She lived her life fighting to ensure that women had the same opportunities as their male counterparts, both by example and in her law practice.

Lockwood was set to graduate from law school in 1873, but was notified that she would not receive her degree. She appealed to President Ulysses S. Grant and he intervened on her behalf. Later she refused to take no for an answer again when she lobbied Congress for the right to argue in front of the federal courts and helped get the bill passed in 1879. She also joined the National Women’s Suffrage Association (NWSA) lecture circuit, which made her money and gave her recognition. She would upset the NWSA, though, with her decision to run as a presidential candidate for the National Equal Rights Party in 1884. Susan B. Anthony and others felt that Lockwood’s decision was self-serving and distracting from their greater mission, but she saw it as a way to bring attention to women as genuine citizens.

Although always a fringe group, the party had its strongest support in California, where San Franciscan Marietta Stowe served as the vice-presidential nominee. The party’s platform was not just limited to feminism: it included positions on
foreign affairs, civil service reform, and other issues, including an innovative proposal for federalization of family law. The Lockwood/Stowe ticket won just over 4,000 votes in six states, but Lockwood was not discouraged and ran again in 1888. "Women should not merely talk about what needed to be done", she said, "but should do it".

Belva Ann Bennett McNall Lockwood, lawyer, pacifist, and feminist, made history as the woman who won the right for women lawyers to practice before the Supreme Court. She herself became the first woman lawyer to practice before the Supreme Court, founded the national Equal Rights Party and was its candidate for president in 1884 and 1888, and won a precedent-setting legal case for the Cherokee Indian tribe based on their treaty rights with the United States government (1906).

Born in New York, she married Uriah McNall and had a daughter, but was widowed soon after. She moved to Washington, began one of the earliest private coeducational schools, married again, and was widowed 11 years later. Earning a law degree from National University Law School, she lobbied Congress for a law admitting women to practice before the Supreme Court, and became the first to do so. A founder of Washington’s first suffrage group, the Universal Franchise Association, she also participated in National Woman Suffrage Association conventions. She was a peace activist, an early member of the Universal Peace Union, joined the peace work of the International Council of Women and advocated world arbitration.
Margaret Chase Smith
(1897 - 1995)

“The argument contends that I would be pioneering the way for woman in the future—to make her more acceptable—to make the way easier—for her to be elected President of the United States. Perhaps the point that has impressed me the most on this argument is that women before me pioneered and smoothed the way for me to be the first woman to be elected to both the House and the Senate—and that I should give back in the return that which had been given to me.”

Margaret Chase Smith, in her speech announcing her candidacy for the U.S. Presidency, 1964

Margaret Chase Smith served 32 years in Congress and was the first woman elected to both the House and Senate. Although a champion for women’s issues, she was always clear about being seen as a U.S. Senator and not a woman Senator. In 1964, she became the first credible female candidate for president. Unlike her predecessors, she had legislative experience.

A liberal Republican closely associated with her native state of Maine, Margaret Madeline Chase was born to a blue-collar Skowhegan family in 1897. Her entry into politics began when her employer suggested that she be added to the Skowhegan Town Committee. She still was carrying out traditional wifely duties, however, as this helped husband, Clyde Smith, be elected the U.S. House in 1936. She moved to Washington and served as his aide, doing research on pending bills and assisting with speeches. When Clyde died in 1940, Margaret won the special election to succeed him, and three months later, Maine voters elected her to the first of four full House terms.
Smith moved up to the Senate in 1948, defeating both Maine’s current governor and a former governor. Her 1960 re-election was a milestone for women, as it was the first time that two women were nominated for a U.S. Senate seat: Smith easily defeated Democratic nominee Lucia Cormier. Nationally respected by 1964, Smith ran for president. Most states did not yet conduct primaries, but she ran credibly in those that did, and won the votes of 27 delegates at the Republican National Convention that nominated the more conservative Barry Goldwater.

At 66, ageism joined sexism as a factor in her loss. She was not credited for her greater experience; instead pundits speculated about whether Senator Smith was menopausal. Her point that “I haven't seen the age played up in the case of the men candidates” was in vain.
“It is easy enough to vote right and be consistently with the majority. But it is more often more important to be ahead of the majority and this means being willing to cut the first furrow in the ground and stand alone for a while if necessary.”


Patsy Takemoto Mink was the first woman of color to serve in the United States Congress, but it was the work that she did there that should be remembered. Mink represented many groups that, prior to her election, had been absent from national politics, working tirelessly to serve women, minorities and the poor. She brought attention to issues that others ignored.

Takemoto learned first-hand that she could not take citizenship and the promise of the U.S. Constitution for granted: her family was put under surveillance after the attacks on Pearl Harbor, and her father was taken from their home for interrogation. Like most Hawaiians of Japanese descent, the Takemotos were not sent to an internment camp, but the awareness that most mainland Japanese Americans were incarcerated was an important factor in Patsy’s development.

She graduated from law school in 1951, however no Chicago law firms would hire her, which she initially thought was due to her ethnicity, but her gender and married status were also negative factors. Instead of allowing herself to be defeated, she and her husband moved to Hawaii. She opened her own law practice, becoming the first female Japanese-American lawyer in Hawaii. Active in the territory’s Democratic Party, she also was a founder of the Young
Democrats of America. This led to her election to the Territorial House of Representatives in 1956 and to the Hawaii Senate in 1958. Mink made her first run for the U.S. House when Hawaii became a state in 1959: she lost that election, but won in 1964, after Hawaii’s population became large enough to merit a second seat.

In 1972, a group of liberal Democrats in Oregon asked Mink to be their presidential candidate, and she was on the ballot in Oregon’s May primary. She received 2% of the vote, coming in eighth out of nine candidates. Nevertheless, Mink achieved her objective of getting Americans to find a female president thinkable.
We live in revolutionary times. The shackles that various groups have worn for centuries are being cast off. This is evidenced by the ‘developing’ nations of the world, which we consider, for the most part, underdeveloped. Countries such as India, Ceylon, and Israel have women for Prime Ministers and in other decision-making positions. American women must stand and fight—be militant even—for rights which are ours" 

Shirley Anita Chisholm, from her speech Economic Justice for Women, 1971-1972

Shirley Chisholm attended Brooklyn College where a blind political science professor, Louis Warsoff, encouraged her to consider politics based on her “quick mind and debating skills.” She reminded him that she had a “double handicap” when it came to politics—she was black and a woman.

In her neighborhood, she was an active member of the Democratic Club. The group managed to elect a black man, Thomas R. Jones, to state assembly in 1962 and, when he decided to run for a judgeship in 1964, the community replaced him with Chisholm. She served in the state legislature until 1968 when she decided to run for a seat in the U.S. Congress. Chisholm won the seat with the use of her “independent spirit” and her campaign slogan, “Unbought and
Unbossed.” Chisholm’s win made her the 1st African American woman in Congress.

It was during her 2nd term in the House that Chisholm ran for the US Presidency. She became the 1st well-known black woman to run for president, but this is not what she wanted people to focus on during her campaign. The fact that her campaign was seen primarily as “symbolic” by many really hurt her. She did not run on the mere base of being a “first,” but because she wanted to be seen as “a real, viable candidate.”

Her bid for the presidency was referred to as the “Chisholm Trail,” and she won a lot of support from students, women and minority groups. She entered 11 primaries and campaigned in several states, particularly Florida, but with little money it was difficult to run an aggressive campaign.

Overall, people in 14 states voted for Chisholm for president. After six months of campaigning, she had 28 delegates committed to vote for her at the Democratic Convention. The 1972 Democratic Convention was in July in Miami, and it was the first major convention in which an African American woman was considered for the presidential nomination. Although she did not win the nomination, she received 151 of the delegates’ votes.

When asked how she wanted to be remembered, Chisholm said, “When I die, I want to be remembered as a woman who lived in the 20th century and who dared to be a catalyst of change. I don’t want to be remembered as the first black woman who went to Congress. And I don’t even want to be remembered as the first woman who happened to be black to make the bid for the presidency. I want to be remembered as a woman who fought for change in the 20th century. That’s what I want.”
The mother of four, New York resident Ellen McCormack became involved in politics because of her passion against abortion. Her campaign centered on that issue in both her 1976 and 1980 presidential bids.

McCormack termed herself a housewife and grandmother during her campaigns. Unlike the earlier candidacies of Congresswomen Margaret Chase Smith, Patsy Mink, and Shirley Chisholm, McCormack did not pretend to be qualified for the presidency; she had no governmental experience and developed no platform beyond issues related to “life.” She was consistent in this position: she also opposed the death penalty and the ongoing Vietnam War.

She made the decision to run just three years after the U.S. Supreme Court’s 1973 Roe v. Wade decision on abortion, declaring herself a candidate in the 1976 Democratic primaries for “the defense of unborn babies.” Overturning the court’s ruling with a constitutional amendment to ban abortion was her main focus.

Because of changes in federal election law, McCormack became the first female presidential candidate to qualify for federal campaign funding. The matching funds boosted her candidacy, allowing her to run television advertising and to become fairly visible nationally. She also was the first female candidate to receive Secret Service protection.
McCormack appeared on the ballot in at least eighteen states, more than any other woman to that point. She did not win any primaries, but her vote total of 238,027 was higher than that for some well-known Democratic men. She had 22 delegates at the Democratic National Convention that nominated Jimmy Carter.

She then led the formation of the Right to Life Party, sometimes called “Respect for Life.” The party’s purpose was to work for a constitutional amendment that would reverse Roe v. Wade and support legislation restricting and regulating abortion around the country. McCormack was its chairwoman and was its nominee for lieutenant governor of New York in 1978.

Running as the nominee of a minor party instead of as a Democrat proved to be a disadvantage to her, as McCormack was successful in getting on 1980 primary ballots in just three states -- New York, New Jersey and Kentucky. She and her running mate, Carroll Driscoll, received 32,327 votes.
"I’m a feminist to the core and will be until I die...fiercely, passionately, reverently, and totally committed to justice for my sisters on this earth. I feel, frankly, as if I had been born in this time because I have always felt this way—even in the preexistence. This is the right time for me. I feel as if I have come home" Sonia Johnson, from her book From Housewife to Heretic, 112

Sonia Johnson was a fifth-generation Mormon who came into the political sphere when the Mormon Church spoke out against the Equal Rights Amendment (ERA). An English professor and mother of four, she knew little about it until she became "uneasy" that her church was "opposing something with a name as beautiful as the Equal Rights Amendment." This eventually led Johnson to run for the presidency. (Click here to read more about the ERA)

ERA opponents successfully stalled the bill, as Indiana's 1977 ratification became only the 35th of the necessary 38 states. Congress cooperated with feminists by extending the 1979 deadline to 1982, but Republican Ronald Reagan’s 1980 victory moved ERA supporter Jimmy Carter out of the White House. With little support, the second deadline passed with no more ratifications; and it was this that motivated Johnson’s 1984 presidential campaign.

Nominated by two minor parties, the U.S. Citizens Party and the Peace and Freedom Party, she was the first third-party candidate to qualify for primary matching funds. It is difficult for third-party candidates to get on primary ballots in most states, however, and Johnson probably would have made her point more
successfully had she stayed with the ERA-supporting Democratic Party. Most feminists in 1984 saw Sonia Johnson as akin to Belva Lockwood in 1884: they thought her race was unrealistic and excessively personal. Instead they supported former Vice President Walter Mondale, who lost to incumbent Reagan.

The Equal Rights Amendment never passed, and Johnson grew cynical about its relevance. In her 1989 book, From Housewife to Heretic, she stated: "Though there was a time when I would have given my life for ratification of the Equal Rights Amendment (ERA), at this point nothing could persuade me to work even two seconds for its passage. We are not going to change the world by getting women included in the constitution—that document which ensured freedom for rich white men. Since the constitution was not designed to work for anyone else, it never has nor can ever be expected to work for women."
“Imagine a picture of the House Floor of 406 women and 28 men or the Senate floor with 98 women and two men.”

Patricia Scott Schroeder, comment made on Bill Moyers WNET and WTTW television program *Women in Politics*, 1991

Although Colorado first elected women to its legislature in 1894, it was not until 1972 that Patricia Scott Schroeder became its first congresswoman. Her quarter-century career there made her the all-time leader on women’s issues, and her campaign for the 1988 presidential election was based on her belief that “America is man enough to back a woman.”

She graduated from Harvard Law School, where her 1964 class had 19 women among more than 500 men. Schroeder later described this as “the best preparation for the infiltrating the boys’ club of Congress.”

Her children were preschoolers when her husband, Jim Schroeder, also an attorney, encouraged Pat to challenge Denver’s Republican congressman in 1972 -- a turbulent year when students at the University of Colorado “produced a mini-revolution.” At just age 32, she upset the incumbent and narrowly won.
Her opposition to the Vietnam War was the key to her victory, and she worked to become the first woman on the House Armed Services Committee. Other congresswomen held similar positions during World War II, but the postwar era was more conservative and the Pentagon more powerful, and Schroeder had to win this appointment over the objections of the chairman. She used it to press issues related to women, including the first entrance of women into military academies, hearings on sexual harassment in the military, and the passage of other acts to protect the wives and children of military men.

As co-founder of the bi-partisan Congressional Caucus for Women’s Issues and as Democratic Whip, Schroeder became the lead sponsor of the Equal Rights Amendment, as well as other legislation to secure women’s rights in employment, education, and finance.

Schroeder thus found firm support among feminists for her 1988 presidential campaign – but not enough to win the Democratic nomination that went to Michael Dukakis. She came closer than any woman thus far, coming in third in a June 1987 Time poll. NOW pledged $400,000, enough for her to qualify for federal matching funds, and Schroeder visited 29 states during 1987. Ever practical, however, her motto from the beginning was “no dough, no go,” and when she could not raise sufficient money to compete against better-funded men, she ended her campaign that autumn. Her strong sense of humor was reflected in her response to inquiries about running as a woman: “What choice do I have?”
“Women share with men the need for personal success, even the taste of power, and no longer are we willing to satisfy those needs through the achievements of surrogates, whether husbands, children, or merely role models.”

Elizabeth Hanford Dole

Elizabeth Hanford was voted “most likely to succeed” by her high school class, an astute prediction. The first woman to serve in two different Cabinet positions under two presidents, she ran for the Republican nomination in the presidential election of 2000.

After graduating from law school, at the encouragement of Senator Margaret Chase Smith, Hanford joined Richard Nixon’s administration as an assistant on consumer affairs, and he appointed her to the Federal Trade Commission shortly before he left office in 1973. She wed Kansas Senator Robert Dole in 1975; he was divorced, and they never had children. When Democrats won the White House in 1976, Elizabeth Dole was out of office until 1983, when Ronald Reagan appointed her to head the Department of Transportation. The department was less than twenty years old at the time, and she was the first woman to hold the top position.
When Vice President George H.W. Bush became president in 1989, he swore in Dole as the nation’s 20th Secretary of Labor -- much to the chagrin of organized labor, who did not view her as a friend. She left the Bush Cabinet in 1991 to head the American Red Cross. Dole was the first woman in that role since founder Clara Barton retired in 1904. Dole managed to hold on to the Red Cross position while campaigning for her husband, the 1996 Republican nominee for president, and took another leave of absence in 1999, when she sought the Republican presidential nomination in her own right.

Although she had never held or ran for elective office, her previous positions and especially her effective campaigning for her husband gave Dole high name recognition. Early polls showed her second only to George W. Bush. Controversy arose, however, when the New York Times quoted Bob Dole as saying he wanted to contribute to John McCain because McCain had supported him during his campaign. Many felt that the comment indicated a lack of faith in his wife and damaged her campaign. Elizabeth Dole raised more money than any previous female presidential candidate, but discovered the same phenomena that hurt well-qualified women who preceded her: donors do not give as freely to women as to men.

She withdrew after a seven-month effort, when she had raised only $4.7 million compared to Bush’s $57 million. Some pointed out that her lack of support was the result of the fact that Dole rarely reached out to feminists during her career; her poll numbers showed a particular lack of appeal with younger women. Statistical analysis of media coverage confirmed that she, too, was a victim of the old habit of focusing on personal qualities with female candidates, not on their issues. Indeed, her campaign may have reinforced this habit with a vague platform and an attention-getting speaking style. Dole often left the stage to interact with audiences, a method that audiences loved – but which also encouraged reporters to emphasize her style over substance.
“It’s time to take the ‘Men Only’ sign off the White House door!”

Carol Moseley-Braun

Carol Moseley-Braun was elected to the Senate in 1992, which was considered the “Year of the Woman,” as many angry female voters came out to show their disagreement with the outcome of the Clarence Thomas-Anita Hill proceedings. Her win made her the first African American woman elected to the United States Senate, the first African American senator to be elected as a Democrat, and the first woman elected to the Senate from Illinois.

She lived with her grandmother after her parents divorced, and at age 16, conducted a one-person sit-in at a restaurant that would not serve her. In the next decade, she marched with Martin Luther King in an all-white neighborhood to protest segregation. These events, along with the Mississippi lynching of Chicago teenager Emmitt Till, shaped her activism.
She graduated from the University of Chicago with a law degree and joined the Justice Department. Three years later, after being recruited by neighbors, she was elected to the Illinois House. In 1991, she ran for the Senate in Illinois. Illinois often votes Republican, however, women all over America sent donations to help her defeat the Republican nominee, and she won 53% of the vote. The “Year of the Women” had mixed results elsewhere, but Carol Moseley-Braun was its best exemplar. She was the only African American in the U.S. Senate.

On September 11, 2003, she announced her run for the presidency at Howard University in Washington, D.C. While acknowledging that it might be a “long-shot,” she did not think that this meant she could not win. Moseley-Braun argued that her experience in local, state, national and international government made her a well-rounded candidate.

However, many feminists were disappointed in her Senate tenure, and some African Americans urged her to step down in favor of black activist Al Sharpton. Yet when television journalist Diane Sawyer asked why she didn’t support another candidate who had a “real shot at victory,” Moseley-Braun replied that her record was as strong as that of some male candidates: John Edwards had yet to stand for re-election; Howard Dean led a state with fewer residents that Cook County; and Al Sharpton never held elective office.

Like other female candidates, Moseley-Braun found it difficult to raise money, and her well-publicized effort to get on the Virginia ballot by petition did not collect enough signatures. On January 15, 2004, four days before the Iowa caucuses, she dropped out on Jon Stewart’s Daily Show.
In unity lies power… There are millions of Americans looking to come together, looking to create this new force…changing the political culture…[so that] not just money and top-down forces speak. I think our democracy is on the decline, because of the influence and corruption of the two-party system.”

Lenora Branch Fulani, Redding News Review, March 2002

Lenora Branch Fulani has spent almost three decades fighting to end the two-party system and create a “viable, national, pro-socialist” party for those who feel ignored by the Democratic and Republican parties. Fulani ran for the presidency in 1988 and 1992.

While serving as a guest researcher at Rockefeller University, Fulani joined the New Alliance Party (NAP) and became the party’s most prominent -- and controversial -- spokesperson. In 1982, she was its candidate for lieutenant governor of New York; in 1985, she ran as it nominee for mayor of New York City; and the following year, was the NAP’s candidate for governor. These failed races made no difference, as she ran for president in 1988, declaring “a militant
crusade for fair elections and democracy…with the goal of changing the electoral process.”

It was the same election in which two others ran for the Democratic nomination: Reverend Jesse Jackson mounted the first serious candidacy of an African American, while Congresswoman Patricia Schroeder emphasized feminist issues. With a base in neither camp, Fulani nonetheless became the first woman and first African American to appear on the ballot in all fifty states and the District of Columbia. With her poll standings never high enough for participation in televised debates, she won 225,000 votes, or 0.2% of the November total. Although infinitesimal, this was the highest number of votes for a female presidential candidate in a general election.

Jackson won 1200 delegates to the Democratic convention that nominated Michael Dukakis, and Fulani joined other blacks in being outraged that he did not ask Jackson to join his ticket – which lost in a landslide to Republican George H.W. Bush. Undeterred, Fulani again ran for New York governor in 1990, when an endorsement from Nation of Islam leader Louis Farrakhan could have hurt more than it helped. Fulani’s last race was in 1992, when she received only 0.07% of the vote in the general election won by Bill Clinton.

Third-party candidate Ross Perot also lost that year, and Fulani briefly joined him in an effort to create a “multiracial, pro-reform, national political party.” She co-founded and chaired the Committee for a Unified Independent Party, and in 2004, spearheaded ChIP, “Choosing an Independent President.”

Lenora Fulani combined a career as a psychologist with a life of activism. She explains, “I identify very strongly with the outsiders. I am a leader who has chosen to be outside corporate America and inside the real mainstream—with my people and other outsiders.”
Hillary Rodham Clinton, the first First Lady elected to the United States Senate and the first female senator from New York, is currently (2008) campaigning to be the first woman nominated by a major party for president. Running on the Democratic ticket, she is working hard to ensure that the press and American people do not see her as the wife of former President Bill Clinton, but as a senator who has contributed much in her own right.

After graduating from Yale Law School, Hillary Rodham, as she called herself, continued to practice law after Bill Clinton became governor, while also serving as a more activist first lady than any in Arkansas history. She led the Arkansas Educational Standards Committee, which greatly improved schools, and promoted programs that benefit women -- such as Little Rock-based Heifer International, which allows third-world women to become economically independent by providing them with livestock. Nationally, she served on the American Bar Association’s Commission on Women in the Profession.

With the possible exception of Eleanor Roosevelt, Clinton traveled more than previous first ladies. She often took her daughter along when she visited women
in Africa and Asia, and in 1995, she joined the American delegation that went to Beijing for the United Nation’s conference on women’s rights. This convocation has been held every five years since 1975, but no first lady before or since has attended it.

As her husband’s second term ended, she ran in 2000 for the New York Senate seat being vacated by Daniel Monahan, who supported her. Many accused her of being a “carpetbagger” because she had never lived in New York, but voters chose her by a solid 55% majority. She has served on four major Senate committees: Armed Services; Budget; Environment and Public Works; and Health, Education, Labor and Pensions. New Yorkers gained confidence in her, and Clinton easily won her 2006 reelection.

On January 20, 2007 – the anniversary of her husband’s 1992 inauguration -- Clinton announced that she was running for president, proclaiming, “I’m in. And I’m in to win!” The 2008 race already is a historic milestone, as her chief rival for the Democratic nomination is Barack Obama, an African American. The National Democratic Convention, which will be held in Denver, Colorado on August 25-28, will determine whether or not America will find its first woman on the presidential ballot in November 2008.

On June 7, 2008, Hillary Clinton ended her historic march to the White House after her primary opponent, Barack Obama, reached the necessary number of Democratic delegates to claim victory. She received more than 18 million votes, arguably the largest number of any primary candidate in history. She described it as "18 million cracks in the glass ceiling." Undeniably, she broke through the cash ceiling for women by raising more than $212 million. Fundraising has always been the biggest impediment to women candidates. Clinton's 18-month campaign with intense media coverage will inspire women and girls to seek elective office and has broken old perceptions that a woman cannot succeed in running for the nation's highest office. Clinton came very close to winning the Democratic nomination.
Grades: Elementary/Secondary

Objective: Students consider the public's interest in Michelle Obama, what she represents and how she may use her role as first lady to address and shape important issues.

Lesson Plan:

1. WARM-UP/DO-NOW:

   - Before students arrive, place photographs of famous people you have pulled from celebrity, news, fashion, or tabloid magazines, or from the Internet, on your classroom's walls or a table. Be sure to include a photo of Michelle Obama. You may want to include photos of media figures known for their service to others, such as Angelina Jolie, Oprah Winfrey and Lance Armstrong, in addition to those who may not yet be known for their work outside of the entertainment industry. Include names if you think your students will not easily recognize those pictured.

   - When students arrive, have them walk around the room with a notebook and a pen or pencil, jotting down words or phrases that come to mind when they look at each picture. Remind them to stay quiet and make their own observations—this is not a collaborative activity. As an alternative, you may want to hang blank sheets of paper beside each photo for students to write their words and phrases anonymously. Encourage students to be both honest and respectful.

   - When students are ready, have them share some of their reactions to the celebrity photos and list them on the board under each celebrity's name. Or, if you opted to have students write on the same sheet, read them aloud. Next, ask: How many of these reactions had to do with physical
appearance? What else do you notice about our words and phrases? What does each person seem to represent to us--just fame, "coolness" and physical attractiveness, or does the person bring to mind other things? You might use the photo of Angelina Jolie as an example to delve more into this idea. Ask students if, in addition to writing about how she looks, did anyone also write about her humanitarian work, her acting, or her role as mother to six children? Why or why not? Also, ask whether they see the celebrities who do service work in a different light from those who have not yet used their influence and resources to advance causes.

- Last, point to or hold up the picture of Michelle Obama. Ask students to share what they wrote about her, or read aloud their responses from the sheet. Ask:
  - Why do you think her photo was included in this activity?
  - How is she like the other people in the photos?
  - How is she different?
  - Do you think of her as a celebrity?
  - Do you know as much about her life as about these other celebrities?
  - What do you think people expect of Mrs. Obama now that she has become first lady?

- *ARTICLE QUESTIONS: As a class, read and discuss the article Hints of Agenda and Tone for New First Lady, focusing on the following questions:
  a. What causes will Michelle Obama promote as first lady?
  b. What was her favorability rating as an incoming first lady? How does it compare to other first ladies’ ratings?
  c. What details from the article support the idea that Mrs. Obama has defined herself as "mom in chief"?
  d. How might Mrs. Obama's background as a lawyer and former hospital executive, with a "disciplined, no-nonsense" approach, shape her plans and her role?
  e. How will the current economic recession factor into the redecorating of the White House?

Extension Activities:

Students write essays that compare Michelle Obama to a literary or historical figure they have read about. The essays should include speculation and explanation about how Mrs. Obama might have dealt with the struggles that faced the character or historical figure.

WASHINGTON — She celebrated her 45th birthday in a vintage train car, amid balloons and crepe-paper streamers, and cheering crowds serenaded her by name.

She danced in front of the Lincoln Memorial to Stevie Wonder’s “Higher Ground” with her husband and daughters clapping by her side. She assembled care packages for soldiers in Iraq and Afghanistan, and, in this long, whirlwind weekend, marveled that she would soon be the public face of America’s first family.

On Inauguration Day, Michelle Obama will become the first African-American to assume the role of first lady, a woman with the power to influence the nation’s sense of identity, its fashion trends, its charitable causes and its perceptions of black women and their families. Already, the outlines of her style and public agenda have begun to emerge.

She has hired a politically seasoned team of advisers and an interior decorator committed to creating a family-friendly feel in her elegant new home. She has sketched out a vision of a White House brimming with children and ordinary Americans while suggesting she may delegate some traditional first lady duties to her staff: food tastings, china selection and the like.

She has decided to shape her public program with the help of a policy director who has raised concerns about instances of systemic employment bias against minorities and called for tougher enforcement of antidiscrimination laws, contentious issues in the workplace.

And she has highlighted the warm, informal tone that she hopes will characterize her time in the executive mansion by signing e-mail messages to supporters simply as “Michelle.”
Mrs. Obama, a Harvard-educated lawyer and a former hospital executive, has made it clear that her two young daughters will be her biggest priority. The causes she has promised to promote — expanding volunteerism and supporting military families and working parents — fall squarely into the realm of platforms traditionally championed by first ladies. But the staff she has assembled is also clearly prepared to tackle a tougher issues-oriented program.

“Her experience will guide the kinds of things she does, and her personal experience is unique for a first lady,” said Paul Schmitz, a longtime friend. “She understands the needs of low-income communities. She understands the needs of women. She has balanced raising a family with a career.”

“She’ll think deeply about how to use her own bully pulpit,” said Mr. Schmitz, who heads Public Allies, a nonprofit leadership-training network for young adults. “And I think that’s the challenge. You are now the most prominent woman in America. What does that mean? What do you do?”

It is a difficult question, particularly since Mrs. Obama is still grappling with how life in the grand house at 1600 Pennsylvania Avenue will transform her family’s existence.

She has grown accustomed to being in the spotlight — with Secret Service agents accompanying her to private lunches with her girlfriends — and has consulted with Laura Bush and former first ladies Hillary Rodham Clinton, Nancy Reagan and Rosalynn Carter. But she has no experience with the day-to-day details of life in the White House.

President Bush and his wife were old hands at White House living because they had visited often when Mr. Bush’s father, George Bush, was running the country.

Mrs. Obama visited the private residence in the White House for the first time in November after the election. She grew up in a tiny apartment and marveled recently when she and her close friend Valerie Jarrett pored over photographs of the 15 bedrooms in the presidential mansion.

“You have to pinch yourself to think that that’s home,” said Ms. Jarrett, who is also one of President-elect Barack Obama’s closest advisers.

Craig Robinson, Mrs. Obama’s brother, described the Obamas’ new reality as “mind-boggling.”

“Every time I talk to her, I’m like, ‘What are you doing now?’ ” said Mr. Robinson, who has delighted in his sister’s accounts of her days in Washington before the move to the White House. “We are such novices at this. I’m just trying to find out, How many bathrooms are in there?”
(The answer is 34, according to William Seale, a historian who has written about the White House.)

Mrs. Obama has the highest favorability ratings of any incoming first lady since 1980, according to a New York Times/CBS News poll completed Thursday. Forty-six percent of those surveyed had a favorable opinion of her. Seven percent had an unfavorable view.

Gossip magazines, cable networks and major newspapers vie for tiny details about her and her daughters, Malia, 10, and Sasha, 7. The designer of Mrs. Obama’s inaugural gown? (Sorry, no word yet.) Her favorite musician of all time? (Yes, Stevie Wonder.) Where in the White House is Malia likely to gather her thoughts when she has a tough school assignment? (At Lincoln’s desk where he penned the Gettysburg Address.)

Mrs. Obama, who declined to be interviewed for this article, has reached out directly to supporters via e-mail and YouTube. And she has taken care in recent months to strike the right notes, emphasizing a preference for American fashion designers and announcing plans to use “affordable brands and products” as she redecorates the White House during this recession.

She knows that life under the microscope carries its perils.

After some rhetorical stumbles during the presidential campaign, Mrs. Obama was criticized by conservative columnists who accused her of being unpatriotic and bitter toward whites. Her approval ratings have soared since she refocused her image on her role as a wife and mother, but she still comes under periodic attack from conservative bloggers and others.

“There will be some people trying to pick holes,” Mr. Robinson said. “We’re used to that.”

Mrs. Obama’s diverse team, which includes former Congressional staff members and strategists from Democratic presidential campaigns, seems equally prepared to hone her message or deflect attack.

Jackie Norris, her chief of staff, served as a senior adviser in Iowa for the presidential campaigns of Mr. Obama and former Vice President Al Gore. Melissa Winter, her deputy chief of staff, spent 18 years on Capitol Hill.

Jocelyn Frye, her policy director, is general counsel for at the National Partnership for Women and Families in Washington, a nonprofit that advocates for workplace equity. Camille Johnston, her communications director, worked on Bill Clinton’s presidential campaigns and served as press secretary for two cabinet officials. And her press secretary, Katie McCormick Lelyveld, worked for
Mrs. Clinton when she was first lady and was deputy communications director for Senator John Kerry’s presidential campaign.

By contrast, Laura Bush’s first chief of staff came straight from the Governor’s Mansion in Texas and knew little about national or Washington politics, and her press aides have typically lacked national media experience, according to a former Bush administration official, who spoke on the condition of anonymity.

While many of Mrs. Obama’s advisers do not have White House experience and may have initial difficulties navigating its bureaucracy, the official said the staff was far more politically seasoned than Mrs. Bush’s team. “She’s trying to get the best people, pulling in the cream of the crop,” the official said of Mrs. Obama.

The new first lady will also have clear channels to the West Wing, counting close friends among the president-elect’s advisers, including Ms. Jarrett and Susan Sher, who is associate counsel. They could be key allies should she choose to weigh in on policy issues she cares about. (She has said that she plans to leave the business of governing to her husband.)

Mrs. Obama has focused publicly in recent months on her self-described role of “mom in chief,” settling her daughters at Sidwell Friends School and persuading her mother to move into the White House. She has made a point of hiring a chief of staff and a chef who regularly wrestle with the challenges faced by working mothers.

But the disciplined, no-nonsense executive also comes through.

While Mrs. Bush often hand-picked the silver, china and tablecloths for White House dinners, Mrs. Obama is more likely to focus on the broad themes of such events, delegating the details, Ms. Jarrett said. (Mr. Robinson said that while his sister typically cooked for her girls, she might be happy to delegate that for a while, too.)

She wants a home that is gracious, with 20th-century art amid the antiques, but comfortable for children. As a former community organizer, she also wants the White House to be more accessible to ordinary Americans, envisioning picnics that might include local children as well as state dinners.

“She wants it to be fun and to bring a sense of youth and style,” said Ms. Sher, Mrs. Obama’s friend.

Mrs. Obama also wants the White House to feel like home. She has spent her entire life in Chicago, aside from her years in college and law school. And when her closest friends prepared to hold a goodbye lunch in her honor, she asked only for keepsakes and personal mementos.
So her friends brought snapshots in small frames, photographs of Mrs. Obama with her family, colleagues and friends in Chicago.

Ms. Sher, who attended the lunch, said she did not know if Mrs. Obama had settled on a place for the photos in her new house. But she is not worried.

“She said there’s a lot of room,” Ms. Sher said.


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