

Methinks Ye Doth Protest Too Much: Social Activism in America

Grade Level or Special Area: Grade 8, American History

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Length of Unit: Four lessons over five to seven 50-minute class periods

I. ABSTRACT

This unit covers many of the “movements” from the sixties and seventies that were responsible for paving the way for more equality between genders, races, ethnic groups, etc. Students will study activism, activist leaders and groups from this period within a framework of standards-based objectives. The unit’s culminating project includes a mock “sit-in” and protest in which students will select a current societal issue around which to develop and support an argument on one side of the issue.

II. OVERVIEW

A. Concept Objectives

1. Students will understand how citizens exercise the rules, rights and responsibilities of participation in civic life at all levels – local, state, and national. (Colorado Content Standards, Civics, 4)
2. Students will understand and recognize the structure and function of local, state and national government and how citizen involvement often shapes public policy. (Colorado Content Standards, Civics, 2)

B. Content from the *Core Knowledge Sequence*

1. Social and Environmental Activism (page 188, *Core Knowledge Sequence*)
 - a. Feminist movement: “women’s liberation”
 - i. Betty Friedan; National Organization for Women
 - ii. *Roe v. Wade*
 - iii. Failure of the Equal Rights Amendment
 - b. Cesar Chavez: United Farm Workers
 - c. American Indian Movement
 - i. Second Wounded Knee
 - ii. Federal recognition of Indian right to self-determination

C. Skill Objectives

1. Students will explain how groups and leaders influence public policy.
2. Students will identify American reformers and symbols of our political culture.
3. Students will distinguish between and/or combine fact and personal opinion in order to develop a defensible position on a social issue.

III. BACKGROUND KNOWLEDGE

A. For Teachers

1. *The Women’s Liberation Movement in America*, Kathleen C. Berkeley.
2. *The Movement and the Sixties: Protest in America from Greensboro to Wounded Knee*, Terry H. Anderson.
3. *The Century for Young People*, Peter Jennings and Todd Brewster

B. For Students

1. *American Government, Civil Rights*, Grade 2, *Core Knowledge Sequence*
2. *Reformers*, Grade 4, *Core Knowledge Sequence*
3. *Native Americans Cultures and Conflicts*, Grade 5, *Core Knowledge Sequence*
4. *Reform*, Grade 6, *Core Knowledge Sequence*

IV. RESOURCES

- A. *Celebrate the Century*, U. S. Postal Service, 1998 (All lessons)
- B. <http://acs.oakton.edu/~wittman/chronol.html> (Lessons Two and Three)
- C. <http://www.mecca.org/~crights/cyber.html> (Lessons One and Two)
- D. *The Story of the Women's Movement*, Maureen Ash, 1994 (Lesson One)
- E. *All the People*, Joy Hakim, 1995 (All lessons)

V. LESSONS

Lesson One: Sisters Are Doin' It For Themselves...or Trying Anyway! (three to four 50-minute class periods)

- A. *Daily Objectives*
 - 1. Concept Objective(s)
 - a. Students will understand how citizens exercise the rules, rights, and responsibilities of participation in civic life at all levels – local, state, and national. (CCS 4)
 - b. Students will understand and recognize the structure and function of local, state, and national government and how citizen involvement often shapes public policy. (CCS 2)
 - 2. Lesson Content
 - a. Social and Environmental Activism (Page 188, *Core Knowledge Sequence*)
 - i. Feminist movement
 - a) “Women’s liberation”
 - b) Betty Friedan
 - c) National Organization for Women, Roe v. Wade
 - d) Failure of the Equal Rights Amendment
 - 3. Skill Objective(s)
 - a. Students will explain how groups and leaders influence public policy.
 - b. Students will identify American reformers and symbols of our political structure.
 - c. Students will distinguish between and/or combine fact and personal opinion in order to develop a defensible position on a social issue.
- B. *Materials*
 - 1. Whiteboard/dry erase markers for notes
 - 2. Photos of key players in the women’s liberation movement, including Betty Friedan, Margaret Sanger, Bella Abzug, Gloria Steinem, Shirley Chisholm, Ruth Bader Ginsburg, Phyllis Schlafly, etc., found in magazines, newspapers, or downloaded from Internet sites or copied from print materials such as books, magazines, archived newspapers, etc.-many wonderful photos of these people are found throughout Joy Hakim’s book(s); PLEASE be mindful, however, of the copyright laws regarding photocopying images from books
 - 3. Appendices A-F-student copies (one each) will be needed of Appendices B-F; student copies of Appendix A are optional at teacher’s discretion
- C. *Key Vocabulary*
 - 1. Feminism - a social theory advocating equality between women and men in both public and private life
 - 2. Equal Rights Amendment - the intent, “Equality of rights under the law shall not be denied or abridged by the United States or by any State on account of sex,” was first proposed in 1923; in 1972, the Amendment was voted out of Congress and sent to states for ratification, but when, in 1975, Phyllis Schlafly’s movement

called STOP ERA, gained momentum, the Amendment stalled; in 1978, feminists were again able to garner support and gain an extension for ratification (three years), but ERA was finally defeated in 1982

3. First-Wave Feminism - the name given to the feminist movement prior to passage of the 23rd Amendment, granting females the right to vote in 1920
4. NOW - National Organization for Women, founded in 1966 as the first true civil rights organization devoted solely to the rights and causes of women
5. Title VII - part of the 1964 Civil Rights Amendment, this granted freedom from discrimination regarding employment based on several conditions, one of which was gender
6. Title IX - part of the 1972 Education Amendments Act, this legislation is generally associated with eradication of discrimination against females in participation and funding of athletics; however, it also covered admissions policies to institutions of higher learning.
7. Abortion - the intentional termination of a pregnancy
8. Pro-Choice - the term used to describe proponents of legalized abortion
9. Pro-Life - the term used to describe opponents of legalized abortion

D. *Procedures/Activities*

1. Begin this lesson by asking the females in the class if any of them have ever been told they cannot do something or participate in some activity solely on the basis of their gender. Some may have, but probably very few, and the number will likely be much fewer than if you had asked this question even ten years ago. Ask all students to brainstorm with you some things that to their knowledge were previously limited only to males. Some answers might include professional sports, certain professions, military service, voting rights, etc. Next, ask students to think about roles that might commonly have been (or still are) assigned as “traditional female roles.” Have students think about what it might have taken (based either on their current opinion or on previously learned material) to change some of these restrictions.
2. Select an issue that would be a “hot topic” with your particular students. For example, if you live in a community near a military base, you might select military service, etc. Give students a preprinted “secret” ballot to vote whether or not they believe females should be able to participate in this activity. In addition to their vote, however, ask them to write 2-3 sentences supporting their choice. Collect the ballots and read the anonymous answers. NOTE: Prior to reading the answers, inform the students that they should honor the anonymity of the writers – including themselves – by making no unsolicited comments nor by offering their own opinions at this point. After you have read the responses, ask for 8-10 volunteers (half from each opinion) to participate in a sort of open panel discussion on the topic in which each side would be allowed to state their opinions and reasons for those opinions, and then would be open to scrutiny (polite, of course) from the other side. If students are familiar with debate, make it a more formal activity. Ask the “audience” to be prepared to discuss what they see in the debate and to try to empathize with each of the two sides. This activity should take approximately 30-40 minutes, and may not allow time for much else in this class period. It would be best, however, if time could be arranged to include at least an overview of the women’s rights movement timeline (APPENDIX A) and/or an introduction to the key people (including showing some of the photos you have procured). Short biographies of these people are available in APPENDIX B.

3. Following the overview, share with students the excerpt from Friedan's groundbreaking book, *The Feminine Mystique* (APPENDIX C). Ask students to comment on the difference in female roles today as opposed to those perceived by Friedan in 1963.
4. Ask students to think about and discuss why they think feminists chose the term "liberation" for their movement. Look up the definition of liberation and ask students to talk about what, exactly, women were asking to be liberated from. Answers and opinions will differ. Act as a facilitator and prompt students to think for themselves about this issue. Urge them to put themselves in the place of women from this era who could not expect to be paid equally to men when doing the same job, or who could not play sports or have their sports in college receive federal funding assistance like the male sports, etc.
5. **The next portion of this lesson must be handled with care, and, I would suggest, with input and guidance from your school administrator(s) and/or board.** While eighth grade students certainly are mature enough to cover this topic (abortion and the abortion rights movement) and likely already know a great deal more about the topic than some may think, some schools and/or districts have strict guidelines regarding the teaching of this kind of subject matter. In any case, you should ask for (and if necessary, create) a parent consent form, or at least a parent notification form. It's ironic that in some districts, we must provide more notification and paperwork for teaching minors *about* abortion than we would for helping minors receive an abortion, and that in itself might be a topic for discussion with the students in order to illustrate the volatile nature of this subject. Give students background surrounding the Roe case (1973) (APPENDIX D), as well as the excerpt from Justice Blackmun's opinion in the Supreme Court decision. It might bode well to limit projects and discussion on this topic, even though most eighth grade students will know quite well what abortion is. "Just the facts, ma'am..."
6. Finally in this lesson, provide students with a copy of the key points from the failed Equal Rights Amendment (APPENDIX E). Ask students to discuss why they think this amendment gained momentum, then lost it, regained it again, and then still failed, even after getting through Congress.

E. Assessment/Evaluation

1. "Quick Quiz" written assessment (APPENDIX F).
2. Teacher facilitation and monitoring of student participation in discussion and debate in this lesson.
3. As an optional mini-project, have students collect recent magazine and newspaper articles addressing the often-heated debate surrounding mothers who work outside the home versus those who do not. Ask students to research both sides' opinion and rationale, and then to choose one or the other. They can certainly bring in their own opinions. Perhaps they can also interview both mothers who work outside the home and mothers who do not in order to bring in their opinions as well. If they can also locate (perhaps on the Internet) some medical and/or psychological research backing their opinion, it would add to the debate. Students could present their findings in a panel or round-table discussion.

Lesson Two: Chavez – Farm Workers Unite! (one class period of 50 minutes)

A. Daily Objectives

1. Concept Objective(s)

- a. Students will understand how citizens exercise the rules, rights, and responsibilities of participation in civic life at all levels – local, state, and national. (CCS 4)
 - b. Students will understand and recognize the structure and function of local, state, and national government and how citizen involvement often shapes public policy. (CCS 2)
 - 2. Lesson Content
 - a. Social and Environmental Activism (Page 186, *Core Knowledge Sequence*)
 - i. Cesar Chavez: United Farm Workers
 - 3. Skill Objective(s)
 - a. Students will explain how groups and leaders influence public policy.
 - b. Students will identify American reformers and symbols of our political structure.
 - c. Students will distinguish between and/or combine fact and personal opinion in order to develop a defensible position on a social issue.
- B. *Materials*
 - 1. Photograph(s) of Cesar Chavez (See Hakim book)
 - 2. Background Sheet for Mexican-Americans and the Birth of UFW (APPENDIX G)
 - 3. Copies of Joy Hakim’s book, *All the People*, at least one for each three-four students
- C. *Key Vocabulary*
 - 1. Collective bargaining - representative negotiation on behalf of a group of workers; a union
- D. *Procedures/Activities*
 - 1. Have students read pages 145-150 in the Hakim book. This chapter, titled “Picking and Picketing,” gives a very concise and easy-to-understand chronological account of the plight of the Mexican-American farm worker in California. (NOTE: If this book is not available at your school, try your local libraries or simply use the background Appendix G.) The Hakim book is great in that it not only provides good photographic images, but it also includes a sample map showing what a typical picking family’s itinerary for a season might look like. As usual with Hakim’s books in this series, the students are drawn in immediately by her use of an illustrative point with which students can readily identify.
 - 2. Discuss the racial slurs that Mexican-American pickers endured in addition to their pathetic wages and working/living conditions. Ask students to recall recent news items (local or national) that involved racial slurs, racial profiling, etc. Ask if any students in the classroom have ever felt that they have personally been a victim of a racial slur. (If so, some may not feel comfortable to speak about it openly, and that’s fine, too.) How did this experience make them feel? How did they react and why?
 - 3. Ask students to think about and discuss Chavez’s role in helping to unionize these workers. How did he help these people? Can you see any possible negative effects? Answers and opinions will vary, but above all else, make sure that no additional comments are made that could be construed as racist or hurtful toward Mexicans or Mexican-Americans. Treat the issue fairly and accurately, but with respect toward this group of people.
 - 4. Discuss with students the nonviolent nature of Chavez’s approach. Share with them this quote from a speech he was to have given at the funeral services for

Senator Robert F. Kennedy (assassinated in 1968), but was too distraught to speak himself. Chavez's words as shared by a friend: "I am convinced that the truest act of courage, the strongest act of manliness is to sacrifice ourselves for others in a totally non-violent struggle for justice. To be a man is to suffer for others. God help us to be men!" Ask students to talk about what "courage" means to them and to talk about whether they think Chavez's (or King's or Gandhi's) non-violent approach is/was effective. Ask them to defend their answers.

5. For a homework assignment, assign students a paragraph or two comparing and contrasting the plight of the Mexican-American farm worker in California in the 1950s-1960s to that of the Black slave just after the Civil War.

E. *Assessment/Evaluation*

1. Teacher facilitation and monitoring of participation in class discussions.
2. Student paragraphs contrasting and comparing these farm workers and the slaves just following the Civil War a hundred years earlier. (Use your school's or your own scoring rubric for this piece – such as 6-Trait Writing – in addition to reading for factual accuracy within the historical context. A rubric sample is available in Appendix I.

Lesson Three: American Indian Movement...Wounded People, Wounded Knee (one 50-minute class period)

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Students will understand how citizens exercise the rules, rights, and responsibilities of participation in civic life at all levels – local, state, and national. (CCS 4)
 - b. Students will understand and recognize the structure and function of local, state, and national government and how citizen involvement often shapes public policy. (CCS 2)
2. Lesson Content
 - a. Social and Environmental Activism (Page 186, *C Core Knowledge Sequence*)
 - i. American Indian Movement: Second Wounded Knee
 - ii. Federal recognition of Indian right to self-determination
3. Skill Objective(s)
 - a. Students will explain how groups and leaders influence public policy.
 - b. Students will identify American reformers and symbols of our political structure.
 - c. Students will distinguish between and/or combine fact and personal opinion in order to develop a defensible position on a social issue.

B. *Materials*

1. Any photographs available from the occupation of Alcatraz Island, or of buildings at Wounded Knee, South Dakota; one website that is produced in conjunction with MS/NBC and contains links, video clips, etc., is located at: <http://www-personal.umich.edu/~jamarcus/wknee.html>
2. Paper, writing instruments for note taking
3. Access to print or other media (including Internet) for students' quick research (OPTIONAL)

C. *Key Vocabulary*

No new vocabulary

D. *Procedures/Activities*

1. Students in eighth grade at the present time will be unlikely to have a great deal of background knowledge regarding the Native Americans' movements and protests of the last 30-40 years. The following information should be provided either through lecture or handouts that you can create in order to disseminate the information that you specifically desire them to have. As another alternative, you could provide students with an outline if your time schedule permits, asking them to do independent research in small groups in order to glean the information that follows on their own with guidance from you and your own personal, outlined requirements. The second method would no doubt take considerably more time, but would also provide wonderful opportunities for student interaction and independent research. Throughout the 1960s and 1970s, ethnic groups, religious groups, and races were trying to establish their own niche in American culture and society, and as we revisit the history of that era, one group is often overlooked – the Native Americans. The civil rights movement and leaders within it, particularly black leaders such as Martin Luther King, Jr., proved inspirational to Native American leaders, and they saw this as a time to make a move toward establishing their own rights, removing barriers of discrimination that had existed for decades. It was a time for Native Americans to stop feeling ashamed of their heritage and an opportunity to embrace it. So, the protests began. In Washington State, Native Americans held “fish-ins” in protest of encroachment on their rights, provided through a treaty, to fish for and take salmon from their native waters. In Minnesota, Native Americans formed the American Indian Movement (AIM) and the phrase “Red Power” was coined. In California, San Francisco to be precise, Native Americans created a group called Indians of All Tribes (IAT). They had a list of complaints, or *grievances*, which the Bureau of Indian Affairs turned a deaf ear toward, so the IAT group took over the abandoned prison in San Francisco Bay, Alcatraz. The group remained at the prison for over 18 months while they demanded that the island be returned to them as its rightful owners and that monetary restitution be paid. The group finally left Alcatraz and took their protest on the road to Washington, D. C., in 1972. Their efforts failed, but they gained much media attention. That same year, a group holed up at Wounded Knee, South Dakota, selected because it had been the site of a massive massacre of Native Americans in 1890. The AIM group took eleven hostages, and media from around the world converged on the tiny town for a short time. The AIM wanted to have their grievances heard and addressed, and this action brought their issues to the world's attention. The grievances included: investigation into allegations of broken treaty agreements between various tribes and the U. S. government; the demand for immediate updating and improvements to living conditions on reservations; and, “sovereignty” over their own affairs – self-determination for Native Americans. After seven weeks and several shots fired (which resulted in the wounding of a federal marshal and the deaths of two Indians), a cease-fire was declared on both sides. While not nearly as high-profile, or even as effective in the end as the Alcatraz occupation, these actions forced the U. S. court system to “sit up and pay attention,” and from this point forward, Native Americans began to see more and more decisions of courts returned in their favor. Land disputes were often settled with the Indians receiving back their land, originally granted years earlier in treaties with the government. Native American tribes were regaining the pride of their heritage along with newfound rights and privileges that had either never been enjoyed or that had been granted in treaties and neglected or in dispute for many years. Native American groups began to show an entrepreneurial spirit as

they began reaping the financial benefits for themselves personally and for their reservations as they started to build and maintain gambling casinos across the country. Native Americans such as Colorado Senator Ben Nighthorse Campbell began to win prestigious seats in our local, state and national governments, giving a long-awaited voice to Native Americans through our system of government.

2. After giving students this modern background, ask half of them to use the Internet or print encyclopedias or other media to create some very basic background on the original massacre at Wounded Knee. Ask students to think about why AIM chose this location for their action, and why they think it was not as effective as the Alcatraz occupation that preceded it. (NOTE: In the interest of time, you may want to provide some copies of general information about the massacre at Wounded Knee for students. You could simply have them read over and discuss the material in small groups before engaging in a whole-group discussion.)
3. The second half of the students will use the Internet or other media to research some Native Americans, both currently well known, such as Colorado Senator Ben Nighthorse Campbell, and those involved in the earlier protests, such as Russell Means or Dennis Banks.

E. *Assessment/Evaluation*

1. Teacher will observe and facilitate student participation in discussion, guiding students to think about and try to empathize with both sides of the issue as they form their own opinions.
2. Ask students to write 2-3 paragraphs reflecting, now that the unit is almost complete, on the arguments they have heard and studied in the unit. Which ones are most valid, and which, in their opinion, seem more “petty.” Which have enjoyed more success and/or longevity? Why do they think this is so? These paragraphs, naturally, will be “all over the page” in opinion and rationale. Perhaps these should be scored for a composition grade more than for a history grade. Appendix I contains a sample rubric for scoring.

VI. CULMINATING ACTIVITY

- A. **Student Sit-In and Mock Protest.** You will definitely need to secure permission for this event from at least two groups – parents and administrators, and it may even be necessary in some schools to have the express approval of the board or district. It will be worth the trouble in the end, however, as this can be a most enjoyable and educational event if students will assume their roles, do their research ahead of time, and participate fully. Ask students ahead of time to select a “cause” from today’s many issues. They will need to give a written abstract of the issue, a statement of two or more opposing positions on the issue, and then will need to select one position as their own. They will then create a “campaign,” garnering support for their cause, and you will need to ensure that while they need to give all the facts, since this is a school event, they still need to adhere strictly to school policies regarding word choice/language, dress codes, etc., as they stage their “sit-in” or protest. They can create posters, fliers, write speeches, etc., and can enlist the support of other students who have selected the same cause. This activity, in fact, works best when the issues are tackled by small groups rather than by individuals. Allow students to choose as much as possible whether they prefer to take part in the protest (complete with signs, etc.) or the sit-in. Invite parents, administrators, and other groups of students and/or teachers. If it is acceptable to your school/administrators and/or board, invite your local media as well as your own school newspaper/yearbook reporters and photographers to capture the event in print and on film. Ask your administrators to

designate an area of highly visible sidewalk space, preferably right in front of the main entrance, for your “protesters.” Later in the afternoon, you can even provide a time for adults who remember the activist times of the sixties and seventies to speak about what they remember from those days and how it affected them personally. **Keep in mind that you should not put employees of the school district on the spot by asking them to speak about issues that you may know they are currently or were previously involved in, as most districts have strict policies against school employees espousing personal political or social opinions while acting as a representative of the school or district.** Following the event, have students discuss and/or write about which causes were most convincing, most easily supported, and most popular with other students. Why? What does it take to make a group of people not only aware of an issue, but also willing to support or oppose it? ***What, exactly, constitutes the power of persuasion as a means of forming public policy?*** Do they agree that this is a valid expression of “free speech?” When, if ever, should “free speech” be regulated or curtailed? The questions and discussion possibilities are endless. In the end, the goal is that students THINK for themselves and are able to form responsible opinions based on having weighed facts, and then are able to articulately defend their opinions. Additionally, it is hoped that students may be made aware of differing opinions and views and are able to understand the origins of many of these positions and arguments more fully, thereby gaining an appreciation for different views. Ask students again to revisit some of the current topics about which individuals or groups are using activist techniques to attempt to affect change.

- B. **APPENDIX H:** Pencil/paper unit test

VII. HANDOUTS/WORKSHEETS

- A. APPENDIX A: Women’s Rights Movement Timeline
- B. APPENDIX B: Women’s Rights Movement Activist Biographies
- C. APPENDIX C: *The Feminine Mystique* Excerpt
- D. APPENDIX D: *Roe v. Wade, 1973* – Background
- E. APPENDIX E: Equal Rights Amendment Key Points
- F. APPENDIX F: Women’s Rights Movement – QUICK QUIZ
- G. APPENDIX G: Farm Workers Unite! Background Information
- H. APPENDIX H: Unit Test
- I. APPENDIX I: Sample scoring rubric for writing assignments

VIII. BIBLIOGRAPHY

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APPENDIX A

Women's Rights Movement Timeline of Events (Page One)

- 1848 Elizabeth Cady Stanton and Lucretia Mott organize and hold the first "Women's Rights Convention in Seneca Falls, New York.
- 1866 Elizabeth Cady Stanton, Susan B. Anthony and Lucy Stone create a group for promoting women's suffrage, The American Equal Rights Association.
- 1880 The Women's Christian Temperance Union, founded in 1874, endorses women's suffrage.
- 1896 The National Association of Colored Women is formed
- 1916 The National Women's Party (political) is founded by Alice Paul.
- 1919 The National Federation of Business and Professional Women is formed.
- 1920 The National League of Women Voters is formed.
- The Women's Bureau within the Department of Labor is formed.
- The 19th Amendment to the Constitution is ratified and women have the right to vote.
- 1923 The Equal Rights Amendment is introduced in Congress.
- 1942 During World War II, "Rosie the Riveter" makes her debut as a feminine factory worker, but thousands of them lose their jobs by war's end in 1945.
- 1946 Dr. Benjamin Spock writes his book promoting stay-at-home motherhood, *Baby and Child Care*.
- 1961 President John F. Kennedy establishes the President's Commission on the Status of Women.
- 1963 Betty Friedan publishes her groundbreaking book, *The Feminine Mystique*.
- Congress passes the Equal Pay Act.
- President Kennedy receives his first report from his Commission on the Status of Women.
- 1964 President Lyndon Johnson signs the Civil Rights Act, including Title VII.
- 1966 The National Organization for Women is created with Betty Friedan as its First president.

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- 1967** President Johnson issues an executive order prohibiting for gender discrimination in federal employment.
- 1968** Congress sees its first black woman elected to its ranks in Shirley Chisholm.
- 1970** The Senate opens hearings for the Equal Rights Amendment and rallies for “Women’s Strike for Equality” are held all over the country.
- 1971** The U. S. House begins ERA hearings, prompting the formation of the National Women’s Political Caucus by Bella Abzug, Betty Friedan, Shirley Chisholm and Gloria Steinem.
- 1972** Phyllis Schlafly begins actively speaking against ERA in her newsletter, *The Phyllis Schlafly Report*. This is also the year she founds “STOP ERA.”
- Title IX of the Higher Education Amendments Act passes. It prohibits discrimination based on gender in all educational programs receiving federal funding.
- 1973** Roe v. Wade Supreme Court decision overturns previous antiabortion legislation.
- 1978** ERA supporters win a new deadline for ratification of June 30, 1982.
- 1983** ERA reintroduced in the U. S. Congress.
- 1984** ERA fails to get through the House of Representatives.
- 1986** The Family Leave and Medical Act is introduced in Congress.
- 1987-1988** President Reagan vetoes the Civil Rights Restoration Act which would in effect protect women, minorities, the disabled and the elderly. Congress overrode his veto in 1988.
- 1993** President Bill Clinton signs the Family and Medical Leave Act into law.

APPENDIX B

Women's Rights Movement – Reformer Mini-Biographies

BELLA ABZUG – Elected to U. S. Congress in 1971, the same year she and others founded the Women's Political Caucus. She remained active in the NOW organization and became known for her role in speaking out for women's rights and against the Vietnam War. (She considered herself a pacifist.) In 1979, she was elected president of the Women's Foreign Policy Council, speaking at several international conferences on women's issues. Abzug was also an outspoken proponent of civil rights for blacks, defending blacks in some high-profile cases during her law career before entering Congress. She co-sponsored the ERA, testified for childcare and women's health care issues, and fought to eradicate gender discrimination. She was also an avid proponent of abortion rights.

SHIRLEY CHISHOLM – Ms. Chisholm was the first black woman ever to be elected to the U. S. House of Representatives, making history in 1968. In 1972, she attempted to secure the Democratic Party's nomination for the presidency, but was unsuccessful. One of her most famous quotes was the "being female put many more obstacles in [her] path than being black." Even though she supported the cause of the women's liberation/feminist movement, she had no problem calling the hand of those reformers whom she believed were neglecting the needs of poor women. One of Chisholm's greatest political victories came after she helped Congress override a presidential veto, thus granting minimum wage status for domestic workers, again supporting the cause of poor women. Chisholm left Congress in 1983 and returned to teaching, her original vocation.

BETTY FRIEDAN – Friedan is best known for penning the book, *The Feminine Mystique*, but she was also a founding member of the National Organization for Women (NOW), and served as its first president. Her two most outspoken political causes were her staunch support for the ERA and her lobbying to remove any legislation that would limit or eliminate a woman's access to contraception or abortion. She was also a founding member of the Women's Political Caucus in 1971. In recent years, Friedan also wrote in protest to the issue of ageism (age discrimination) and on the plight of working mothers in both traditional and non-traditional family settings.

RUTH BADER GINSBURG – In the 1960s, Ginsburg, an attorney, was often employed by the American Civil Liberties Union (ACLU) to litigate gender discrimination cases. In 1971, she successfully argued a sex-discrimination case in

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the U. S. Supreme Court, on which she would become a Justice herself when President Bill Clinton appointed her in 1993 to be the second woman to hold this esteemed office. In addition to her work with the ACLU, Ginsburg also served as a law professor and as a board member of the NOW's Women's Legal Defense and Education Fund. Her "equal rights" policies, however, were not focused only on women. Her most famous legal victory involved her opinion in 1973's *Frontiero v. Richardson*. In this case, she received support for her opinion that spouses of military servicewomen should be entitled to the same benefits as dependents of servicemen. The Supreme Court concurred in an 8-1 decision.

PHYLLIS SCHLAFLY – Though not known for her staunch support of women's liberation, Schlafly's activism have led many to say that she is responsible for the 1982 defeat of the ERA. She started publishing a monthly newsletter, *The Phyllis Schlafly Report*, in 1967 and then, in 1975 organized the Eagle Forum, which she touted as "an alternative to women's lib." She remained a spokeswoman for "traditional" feminine roles and against the "feminist agenda" she believed was being put forth by people like Bella Abzug, Betty Friedan and Gloria Steinem.

GLORIA STEINEM – She founded and served as editor-in-chief of the magazine, *Ms.*, from 1972-1987. She founded the pro-abortion organization, Voters for Choice and did a great deal of public speaking at feminist rallies during the 1970s-1980s. Well-traveled and well educated, Steinem wrote for numerous respected magazines, her most famous article being 1963's expose' entitled, "I Was a Playboy Bunny." Her article won her great acclaim as a journalist, and gave her a wide-open forum for promoting her pro-abortion cause.

APPENDIX C

Excerpt from *The Feminine Mystique*, Chapter 1, "The Problem that Has no Name"

Gradually, I came to realize that something is wrong with the way American women are trying to live their lives today. I sensed it first, as a question mark in my own life, as a wife and mother of three small children, half-guiltily and half-heartedly, using my abilities and education that took my away from home. It was this personal question mark that led me in 1957 to my college classmates, fifteen years after our graduation from Smith. The problems and satisfaction of their lives and mine did not fit the image of the modern American woman written about in magazines [and] studied in classrooms and clinics. There was a discrepancy between the reality of our lives and the image to which we were trying to conform, the image I call the feminine mystique. I wondered if other women faced this schizophrenic split. And so I began to hunt down the origins of the feminine mystique, and its effect on women who lived by it, or grew up under it.

The problem lay buried, unspoken, for many years in the minds of American women. It was a sense of dissatisfaction, a yearning. Each suburban housewife struggled with it alone as she made beds, shopped for groceries, matched slipcover material, ate peanut butter sandwiches with her children, chauffeured Cub Scouts and Brownies, lay beside her husband at night – she was afraid to ask the silent question – "Is this all?"

For fifteen years [following World War II] in books and articles by experts, women heard that they could desire no greater destiny than to glory in their own femininity. Experts told them how to catch a man and keep him, how to breastfeed children and handle their toilet training, how to buy a dishwasher, bake bread, cook gourmet snails; how to dress, look and act more feminine and make marriage more exciting. They were taught to pity the neurotic, unfeminine, unhappy women who wanted to be poets or physicists or presidents. They learned that feminine women did not want careers, higher education, political rights – the independence and opportunities that the old-fashioned feminists fought for.

The suburban housewife – she was the dream of young American women and the envy of women all over the world. She was healthy, beautiful, educated, concerned only about her husband, her children, her home. She had found true feminine fulfillment, free to choose automobiles, clothes, appliances, supermarkets; she had everything that women everywhere dreamed of.

If a woman had a problem in the 1950s or 1960s, she knew that something must be wrong with her marriage, or with herself. Other women were satisfied with their lives. What kind of woman was she if she did not feel this mysterious fulfillment waxing the kitchen floor? She was so ashamed to admit her dissatisfaction that she never knew how many other women shared it..

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But on an April morning in 1959, I heard a mother of four, having coffee with four other mothers in a suburban development, say in a tone of quiet desperation, "the problem." And others knew without words that she was not talking about a problem with her husband or her children, or her home. Suddenly they realized that they all shared the same problem, the problem that has no name. They began to talk about it.

Just what was this problem with no name? Sometimes a woman would say, "I feel empty." Or she would say, "I feel as if I don't exist."

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The problem that has no name is not a matter of loss of femininity, or too much education. It is far more important than anyone recognizes. It may be the key to our future as a nation and a culture. We can no longer ignore that voice within women that says: "I want something more than my husband and my children and my home."

Source: Betty Friedan, *The Feminine Mystique* (New York: W. W. Norton and Company, 1963, renewed 1991), pp. 7, 11, 13-19, 21-22, 27.

APPENDIX D

Roe v. Wade, Background and an Excerpt from Supreme Court Justice Blackmun's opinion

Source of Case Title: "Roe" was the pseudonym of Norma McCorvey, and "Wade" was the Dallas, Texas D.A., Henry Wade.

This case was brought by McCorvey who was able to have an old Texas statute from the mid-1800s struck down. The original statute prohibited abortion except in the interest of saving the life of the mother. McCorvey (Roe) wanted to be able to receive a legal abortion procedure regardless of the circumstances. The abortion procedure had never been completely forbidden in the U.S., but had for over 100 years been very carefully regulated between the government and the medical community.

On January 22, 1973, the U. S. Supreme Court handed down a 7-2 decision in favor of Ms. McCorvey, basically saying that a woman had a right to choose to have an abortion based on her constitutional right to privacy. While pro-abortion groups were pleased with this decision, they were still bothered by the fact that the decision allowed for a doctor's intervention at his/her discretion during the first trimester of a pregnancy, and gave individual states the right to determine abortion policy/legality during the second and third trimesters of pregnancy based on mother's health and the potential viability of the fetus. It was popular opinion that the Roe v. Wade decision gave women carte blanche in abortion choice at any time during her pregnancy. It did not.

It should be noted, too, that within the last few years, Norma McCorvey, once so outspoken a proponent of abortion rights for any reason, at any time during the pregnancy, has since recanted her opinion and has even participated in pro-life rallies, speaking on behalf of some pro-life groups.

Justice Blackmun wrote:

"The Constitution does not explicitly mention any right of privacy [but in] a line of decisions the Court has recognized a right of personal privacy, or guarantee of zones of privacy, does exist under the Constitution.

"This right of privacy is broad enough to encompass a woman's decision whether or not to terminate her pregnancy. The detriment that the State would impose upon the pregnant woman is apparent. Specific and direct medical harm may be involved. Maternity may force upon the woman a distressful life and future. Psychological harm may be imminent. Mental and physical health may be taxed by childcare. There is also the distress associated with an unwanted child. All these factors the woman and her responsible physician will consider in consultation.

"We conclude that the right of personal privacy includes the abortion decision, but that this right is not unqualified and must be considered against important state interests in regulation."

410 U.S. Reports, 113 (1973)

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In 1986, the U. S. Supreme Court again ruled on abortion and in a 5-4 decision, requiring that doctors must provide specific information to women seeking abortion services that included information about prenatal growth and development of the fetus, medical risks of abortion procedures, and alternatives to abortion. In 1989, the Court upheld the decision of a Missouri court when it declared that abortion procedures were banned from being performed by public employees in public facilities with public funds. Abortion counseling was also banned from public facilities or in programs funded with public moneys. Since this time, other cases have cropped up around parental notification and/or consent in the case of minors seeking abortions, abortion alternative counseling, abortion protesting, trimester guidelines, etc.

APPENDIX E

The Equal Rights Amendment – The Key Points

Section 1: Equality of rights under the law shall not be denied or abridged by the United States or by any State on account of sex.

Section 2: The Congress shall have the power to enforce, by appropriate legislation, the provisions of this article.

Section 3: This amendment shall take effect two years after the date of ratification.

APPENDIX F

Quick Quiz – The Women’s Rights Movement & Answer Key

NAME _____ DATE _____

1. In Betty Friedan’s book, *The Feminine Mystique*, what was “the problem that has no name,” and why, in your opinion, did Friedan see this as such a tremendous problem?
**THIS ANSWER SHOULD INCLUDE REFERENCES TO WOMEN’S “TRADITIONAL” ROLES IN AMERICAN SOCIETY (I.E., HOUSEWIFE, MOTHER) AND THE FEELINGS OF BEING UNFULFILLED AS A PERSON, AS EXPRESSED BY FRIEDAN IN HER BOOK.

2. What was/is the Women’s Liberation movement?

**THIS ANSWER SHOULD INCLUDE EITHER A DEFINITION OR AT LEAST AN EXPLANATION OF THE WORK OF WOMEN TO GAIN EQUALITY IN THE WORK-PLACE, IN EDUCATION, ETC.

3. What does the acronym “NOW” stand for, and what is this organization’s primary purpose?

**NATIONAL ORGANIZATION FOR WOMEN. WORKS TO GAIN AND MAINTAIN STANDARDS OF EQUALITY AND EQUITY FOR WOMEN IN SOCIETY AND IN THE WORKPLACE.

4. What progress, in your opinion, has been made toward gender equality since the start of the women’s movements in the late 19th and early 20th centuries? Support your answer with facts.

**ANSWERS FOR THIS QUESTION WILL AND SHOULD VARY, BASED ON STUDENT OPINION, BUT SHOULD INCLUDE DIRECT REFERENCES TO CONTENT YOU HAVE TAUGHT IN THE UNIT’S LESSONS.

5. What do you see as the greatest problem of gender inequality today? Why? Explain your answer.

**STUDENT OPINION QUESTION. MUST INCLUDE LESSON REFERENCES.

6. Who was Shirley Chisholm, and why is she a significant figure in the American women’s movement?

**SHIRLEY CHISHOLM WAS A LEADING AFRICAN-AMERICAN IN THE WOMEN’S MOVEMENT. SHE WAS ALSO THE FIRST BLACK WOMAN ELECTED TO THE U.S. HOUSE OF REPRESENTATIVES (1969). SHE REPRESENTED NEW YORK’S 12TH DISTRICT.

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7. Why do you think Chisholm’s statement “Being female put more obstacles in my path than being black” was so famous? What, exactly, did she mean?

****BEING A BLACK AMERICAN HAS NEVER BEEN AN EASY TASK, NOR ONE IN WHICH MUCH IN THE WAY OF EQUALITY COULD BE EXPECTED. CHISHOLM’S STATEMENT REFERRED BOTH TO THE PLIGHT OF BEING BLACK AND THAT OF BEING FEMALE AND THE INEQUITIES AND PERCEIVED “OPPRESSION” ASSOCIATED WITH EACH.**

BONUS: With whom do you identify as one of the greatest proponents and leaders for women’s rights today, and why? (Use the back of this test paper for your response.)

****STUDENTS SHOULD CHOOSE ONE PERSON STUDIED IN THIS UNIT AND SHOULD THEN CRAFT THE RESPONSE INCLUDING FACTS FROM THE LESSONS (AS WELL AS FROM ANY ASSIGNED INDEPENDENT STUDY), SHOWING CLEAR PERSONAL CONNECTION AND ILLUSTRATING WHY THE STUDENT CHOSE THE PARTICULAR PERSON FOR THIS RESPONSE.**

APPENDIX G

Farm Workers Unite, Background

In a poem by Mexican-American Rodolfo (Corky) Gonzalez, the frustration of the Mexican-American is vocalized:

I am Joaquin,
Lost in a world of confusion,
Caught up in a whirl of an
 Anglo society.
Confused by the rules,
Scorned by the attitudes,
Suppressed by the manipulations,
And destroyed by modern society.

Cesar Chavez, a kind and peaceful man, understood the plight of the Mexican-American migrant farm worker in California. He understood the horrid working and living conditions many faced, the lack of safety regulations and fair wages. Many of these workers were legally in America to work; others were here illegally. They were generally unskilled and uneducated and their children were in need of education, medical care, and other necessities that many American citizens considered to be a drain on our society.

Chavez helped organize the Farm Workers Association, later called the United Farm Workers and absorbed into the giant union, AFL-CIO. He helped to organize a strike of grape pickers in California, both Mexican-American and Filipino, in order to secure more equitable working conditions. Chavez, a family man himself with eight children and a wife, was a very devout Roman Catholic and an advocate of peaceful demonstration for change. He was a follower of the work of Martin Luther King, Jr., and Gandhi. Chavez created a group called “La Causa” (The Cause, in Spanish) that helped work to bring forth change for better conditions for Mexican-Americans. His 300-mile long march aroused the national media, and the attention the farm workers received helped bring about much needed change. It took, however, a 26-day hunger strike by Chavez to inspire some growers finally to sign a labor agreement with the workers. This method was inspired by Gandhi’s own hunger strike in India in earlier years. Chavez realized that while skilled labor (factory workers) was easier to organize because they were generally located in one common work area, the farm workers, scattered all over the place for varying growing and harvesting seasons, would be much more difficult to organize and unionize. He managed to do it, though.

Chavez also worked through The Community Service Organization in order to help provide food, shelter, legal counsel, etc., for the poor in his area.

The life of the migrant farm worker was and is very displaced because of the various harvesting seasons. For example, a family might begin picking berries in the South in May. Next, they might move a little northward to pick lettuce, cucumber, peas, and beans, along with tomatoes and squash. Toward late June and early July, this same family would head a few miles farther north to pick wheat and alfalfa, as well as later harvests of lettuce, cucumbers, peas, etc. By early August, the family would have reached the Great Lakes area, and would have begun a return southward and westward after having picked cherries and raspberries in the North. In August, the harvests for corn, wheat, garlic, onions, carrots, beets, cabbage, and kale would be ready, and by the end of September and the beginning of September, the family might find itself back in Arkansas or Mississippi picking the cotton crop. Finally, the family might return to south Texas, where they could work picking citrus fruits in

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October. One can imagine the difficulty this kind of life poses for families. Children are very transient through school and their education is constantly interrupted or stopped altogether. No real family “roots” are established in this country, as they move constantly. The long hours of work, the hard travel, etc., all contribute to fatigue and certain health problems both for the adults and the children.

While through the efforts of Chavez and others, the conditions for living and working for these migrant workers has improved a great deal since the 1930s, problems still exist, even in the Denver area where I live, as the result of transient farm worker families. There is still much prejudice and resentment toward these people in our country, and wages, while regulated, are still comparatively low. Schools frequently complain about the truancy rate for these students, the low literacy rate among both students and parents, and the difficulty in establishing and maintaining any consistent learning processes.

These families work this way to survive, and one of the most difficult things for some students to grasp is that despite what we perceive to be awful conditions for living, many of these families still tell us that anything in this country is far better than what they left in Mexico or in other third world countries. They see this as a way to make a new life for themselves and to provide more for their children.

NOTE: As an additional research topic, students might contact government agencies such as Immigration and Naturalization Service, and labor unions that represent farm workers in your area in order to collect information about current wages and benefits for migrant workers. Also, they might research the requirements for worker eligibility in this country by immigrants.

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6. What is meant by the term “self-determination” as it is used referent to the American Indian Movement?

7. What was the origin and meaning of the term “Red Power?”

8. Compare and contrast the plight of the Native American with that of American women, with particular emphasis on the time period of this unit, 1960-1980.

9. **PERSONAL OPINION PARAGRAPH:** Given the facts that you have learned about the pro-choice vs. pro-life argument through this unit, choose ONE side or the other. Defend your choice using both facts from the unit and your own personal opinions. Edit for conventions. **YOUR RESPONSE MUST BE AT LEAST ONE PARAGRAPH OF A MINIMUM OF 8-10 WELL-CONSTRUCTED SENTENCES IN ORDER TO RECEIVE CREDIT FOR THIS QUESTION.**

APPENDIX I

Sample Rubric for Written Tasks

[*Adapted from "40 Rubrics and Checklists," Scholastic, 1999]

AREAS ASSESSED	CRITERIA
Task	All requirements were fulfilled
Ideas	Ideas and events are developed clearly and fully, using details, examples, and/or anecdotes to further support/clarify.
Organization	Flow of organization is logical with appropriate transitions. Also included should be an effective introduction and ending.
Language Usage	Fluent and engaging use of words. Word choices are clear and deliberate in order to further enhance meaning. Sentences vary in length and structure.
Conventions	Makes few errors in basic language mechanics.

SCORING KEY

4 = CAPABLE	All elements fully developed in this area
3 = SATISFACTORY	Key elements adequately developed
2 = DEVELOPING	Piece conveys meaning, but some or all key elements are PARTIALLY developed. Errors don't interfere with reader's understanding.
1 = NOVICE	No, or few, key elements are developed, OR errors interfere with reader's ability to understand the piece.