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CALIFORNIA WOMEN'S HISTORY:
A TEACHER RESOURCE BOOK
FOR THE ELEMENTARY SOCIAL STUDIES CLASSROOM

A Project
Presented to the
Faculty of
California State University,
San Bernardino

In Partial Fulfillment
of the Requirements for the Degree
Master of Arts
in
Education: Elementary Option

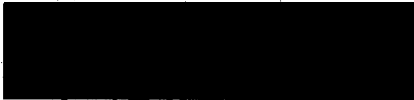
by
Susan Renee Posiviata
June 1999

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Approved by:


Ellen Kronowitz, First Reader

June 6, 1999
Date


Ruth Sandlin, Second Reader

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ABSTRACT

The study of California's history has traditionally focused on men. Although women are half the population their stories are often marginalized or omitted from the curriculum taught in classrooms (Crocco, 1997). Teachers need to convey to their students a sense of the importance of women's contributions to California's history. As most teachers were never taught the history of California women and it is largely missing from the textbooks, they lack the necessary resources to implement a complete curriculum. The purpose of this project was to develop a teacher resource that would integrate women's history into the existing fourth grade curriculum in California. A comprehensive literature review that addresses issues related to sex equity in education, textbooks, and integrating women's history is also provided.

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CHAPTER I: INTRODUCTION

The study of California history has traditionally focused on the famous people and important events that shaped the growth of the state. This study has centered on the lives of men and events that occurred in the world of men i.e., explorations, wars, and the Gold Rush. Where are the women in California's history? Although acknowledgment of women's contributions to history has improved over the years, for the most part the social studies curriculum has shown women's stories as "peripheral to the real story of political and economic history" (Crocco, 1997). Although women make up half the world's population their stories are often marginalized or entirely omitted from the history taught in the nation's classrooms (Crocco, 1997).

When women's lives are left out of the curriculum students receive the message that these lives have been unimportant to history. If there is an emphasis on political history, then students receive the message that social history and the world of women have little significance. When women's stories are excluded students are given an inaccurate and incomplete understanding of the world (Crocco, 1997). Girls lose positive role models and boys continue to harbor distorted views about women's lives. In addition, Alexandre and Powers (1989) cite Kneedler's research comparing the performance of girls and boys on the 1987 California Statewide Assessment in Social Studies.

Kneedler found that boys outperformed girls in two-thirds of the categories and that girls did better on questions about females while boys did worse. Another study cited by Henry (1994) showed that academic achievement for all students is linked to the use of multicultural and non-sexist materials.

The most recent California History-Social Science framework states that it is the job of the teacher to bring the past to life through the stories of men and women. According to the framework teachers should recognize that history includes the experiences of men and women as well as different racial, ethnic and religious groups (History-Social Science Framework for California Public Schools, 1997). The framework seems to promote the inclusion of women into the study of California history, however, in actual practice women comprise a minute portion of what is taught and learned in the 4th grade Social Studies curriculum.

One of the reasons for the gap between the ideal of including women into history and its actual practice is that women's history is more difficult to access. According to Lothrop (1989) the stories of women are found in such documentation as folk songs, recipe books, letters, and diaries. Another reason Lothrop gives is the deep and fundamental biases that exist in interpretive history. Women are often excluded based on what is viewed as important. Lothrop concludes that a full and accurate telling of California history can only be presented when more is

learned about California women.

In 1975, President Ford signed into law the Title IX Regulation which makes it illegal to treat students differently on the basis of their sex. Although the Title IX Regulation does not forbid the use of biased books, it acknowledges that sex stereotyping and sex bias in textbooks is a serious problem (Sadker and Sadker, 1982). In 1992, the Western Association of Women Historians (WAWH) found that although significant efforts had been made in the amount of attention women received in texts, they still did not adequately integrate information on women (as cited in Reese, 1994).

The issue of what is included in textbooks is an important one. Most teachers rely on a textbook and most people have been conditioned to read information in textbooks as unquestionably accurate (Sadker and Sadker, 1982). In addition, students report that what is read in textbooks can bring about changes in their attitudes and behaviors. These changes occur in areas such as self-image, philosophy of life, and opinions toward various cultural groups (Sadker and Sadker, 1982).

California's purchases of textbooks are governed by state law. In 1990, publishers submitted books that met the mandates of the new Social Studies Framework. Only two publishers came forward and only one K-8 series by Houghton Mifflin was finally adopted by the State Board of Education

(Olsen, 1991). An examination of the Houghton Mifflin 4th grade Social Studies text "Oh, California" revealed that women are given only brief mention. Pages and pages are devoted to such famous men as Juan Cabrillo, Junipero Serra, Captain Fremont, and John Sutter, while women are usually given only a line or two, or a picture with a caption. Furthermore, most of the events studied are the events of men, for example, the Bear Flag Revolt and the Gold Rush.

In California today, course content is largely dictated by state standards which serve as the basis for statewide assessments, curriculum frameworks, and instructional materials. The History/Social Science standards not only require that students acquire core knowledge but that they also develop the habits that historians use to study the past and how it relates to the present. The standards encourage the use of biographies, diaries, letters, and legends. They seek to ensure that students not only know the facts but also understand themes and make connections to their own lives (History/Social Science Content Standards Grades K-12, 1998). These larger goals are well suited to including women's lives into history.

The content standards specific to the 4th grade follow the usual items. The standards focus mostly on the lives and events of men. Women are mentioned mainly as possible biographies to read. Yet, teachers must still strive to include the lives of women in such standards as the one

that focuses on the daily lives of the people who occupied the presidios, missions, ranchos, and pueblos, as well as finding women's roles in such important events as the Gold Rush.

In March of 1999, the State Board of Education will decide which publishers' textbooks meet the requirements for adoption. Houghton Mifflin will not be submitting new texts but will add supplemental materials to their existing ones. Other publishers will have written new texts. It is possible that one of these texts will sufficiently tell women's stories, however, it seems highly unlikely. It will be left up to the classroom teacher to establish women as having had a significant role in California's history. As most teachers were never taught the history of California women, and it is largely missing from the textbooks, they lack the necessary resources to implement a complete curriculum. The question that remains is: How can history be successfully taught in the 4th grade classroom that acknowledges the contributions of women and is aligned with the California State History/Social Science Content Standards? This project will seek to answer that question.

CHAPTER II: LITERATURE REVIEW

The review that follows examines literature relating to integrating women's history into the Social Studies curriculum. Areas of exploration include historical background, sex bias in education, sex bias in textbooks, and methods for integrating women's history into the existing curriculum.

Historical Background

Although females make up half the population of the United States, the history of the nation has been almost exclusively male. Traditional history has treated women as a sub-topic, if it addresses them at all (Lerner, 1981). This neglect, according to Lerner, "was not caused by conscious decisions or the ill will of male historians, but reflects the androcentric bias of all academic studies and of the general culture" (p. 6). Historians who considered the control, exercise, and transmission of political power as significant activities ignored women as they were outside of this power structure. Even when historians started to concern themselves with social history women were rarely seen as persons in their own right but mainly as members of families. Because women have been left out of traditional history there has been a need to rewrite history to include women. Women's history, as defined by Lerner, is "the attempt to counteract the traditional neglect of women in

history" (p. 6).

For centuries women's status in U.S. society has been unequal to the status of men. In their book Women Today, Baker, Berheide, Greckle, Gugin, Lipetz, and Segal (1980) give a brief synopsis of the changing position of women in the United States. In the early days until the Industrial Revolution the United States was an agricultural country. Both men and women worked on small family farms. Women provided food, clothes, and household items as well as taking care of farm animals and gardens. When needed they worked in the fields. Women's work was essential to the family's survival. The economic importance of their labor gave them some power, although their legal rights were restricted in a society where men had authority over women.

The Industrial Revolution which began in the late 18th century changed the United States into a nation of employees. Men went to work in factories and women stayed home and did the work they had always done. As factories began to produce food items, household goods, and clothing, women's work became less critical. Men's earnings became increasingly important to purchase products. Women's status was decreased as they became more economically dependent on their husbands and their husbands became less economically dependent on them.

The inequalities women faced led to the first of two social movements that attempted to change the social and

legal roles of women. The 19th century movement was referred to as the woman's rights movement, social feminism, or suffrage. When it began in the 1830s the goals of the movements were broad including the right to own property and receive an education, but by 1890 the movement had become focused on one issue--suffrage, or the right to vote. After winning the vote for women in 1920, the woman's rights movement declined.

Increasing industrialization continued and women did not have as many children. Alternatives to breast feeding were developed which reduced the necessity of remaining near young children. Older children went to school during the day as compulsory public education came into effect and women's time was not so largely occupied by child rearing.

After the 1950s, women began to reenter the work force mainly to fill low-level white collar occupations which offered low pay and few opportunities for employment. A new feminist movement began in the 1960s with several occurrences in the early 1960s helping to facilitate the emergence of the women's liberation movement. President Kennedy created the Presidential Commission on the Status of Women which was charged with examining barriers that kept women from their full citizenship rights. In 1964, The Civil Rights Act was passed which prohibited discrimination on the basis of race, color, religion, and national origin. The section of the act dealing with employment prohibited

discrimination on the basis of sex. Another significant occurrence was the publication of Betty Friedan's book The Feminist Mystique in 1963. In her book, Friedan argued that women needed increased opportunities to use their talents outside the home. She criticized sexism and recommended increased educational opportunities for women and changes in the patterns of children's socialization.

The origin of the women's liberation movement can be traced to women in civil rights groups who began to question their roles in these organizations. They often had inferior status and were expected to cook, clean, and perform secretarial duties, all jobs rarely done by male activists. When they attempted to discuss women's issues these women were verbally abused. They found that a revolution in the treatment of women was needed. Although the women's movement developed different branches and ideologies within, it was, and still is, united by the goal of equality and freedom for women.

Banks (1989) says that the women's rights movement became one of the most significant social reform movements of the twentieth century. Under such leaders as Betty Friedan and Gloria Steinem, the movement demanded the elimination of discrimination in political, social, economic, and educational institutions. Their goals included equal pay for equal work, the hiring of more women for leadership positions, increased participation of men in

house work and child rearing, and the elimination of laws that discriminated against women.

Banks goes on to say that when feminists, which he defines as "people who work for the political, social, and economic equality of the sexes" (p. 5), looked at educational institutions they found that the textbooks and curricula were dominated by men. They found history textbooks that emphasized political and military history with men as the main participants. The feminists wanted textbooks to be revised to include women's history as well as the hiring of more females in administrative positions in schools. Sex equity had become an issue.

Sex Equity and Education

In 1972, Congress passed Title IX a federal law making sex discrimination in schools illegal. According to Myra Sadker and David Sadker (1982), professors of education at American University in Washington, D.C. and authors of numerous books and articles on sexism in education, there was significant public controversy over what Title IX should cover. It took three years for the Office of Civil Rights to develop the final Title IX Regulation which represented a compromise among varying public interests. The regulation signed into law on July 21, 1975 by President Ford outlawed sex bias in school athletics, career counseling, medical services, financial aid, admission practices, and the treatment of students (Sadker & Sadker, 1994). Schools, from

elementary through the university level, were threatened with the loss of federal funds for violations of Title IX.

Title IX has been in effect for over twenty years but has not eliminated gender inequities in schools. Apathy and ignorance about gender discrimination persist (Streitmatter, 1994). Sadker and Sadker(1994) state that many schools did not take the law seriously and while there were many violations not a single dollar of federal funds was lost by a school between 1972 and 1991 because of lack of compliance. In addition, although many federal dollars were appropriated for sex equity research and training in the 1970's a political backlash in the Reagan and Bush eras eliminated these funds. According to Sadker and Sadker the archconservatives who took over the education department after the Reagan-Bush election "conducted systematic search-and-destroy missions on all federal programs that encouraged gender equity"(p. 37) because increasing girls' career potential was seen as a threat to the family.

In 1983, A Nation at Risk, a publication which called for excellence in schools, was released. President Reagan claimed that one reason schools were failing was due to the attention that had been focused on female, minority, and handicapped students. According to Shakeshaft (1986), President Reagan and Secretary of Education William Bennett "by failing to articulate the relationship of equity to excellence or by perpetuating the myth that the two are

unrelated (p. 499)," made it easier to disregard equity as a national concern. The reality, says Shakeshaft, is that excellence cannot be achieved without equity.

Sex Bias in Education

Most educators would agree that encouraging each child to develop his or her fullest potential is one of the primary goals of education. Numerous studies have found, however, that sexist practices in classrooms "limit the potential of boys and severely inhibit the potential of girls" (Sadker & Sadker, 1975, p. 57). All classroom teachers are confronted with issues of sexism. Banks (1985) defines sexism as "prejudice and discrimination directed against women" (p. 190). The sexism in schools can be contained in the formal curriculum contained in books or materials or exist as part of the hidden curriculum that is communicated through behaviors and attitudes. Either way sexism has an important effect on students.

Sadker and Sadker (1989) documented the effects of sexist education in their "Report Card: The Cost of Sex Bias in Schools and Society." This report reflects the losses that both girls and boys suffer because of sex bias in society and education. Some of the highlights include the following items:

Girls' academic performance as indicated by national averages on achievement tests surpasses boys in early years and then declines relative to boys' as they progress through school. Girls begin ahead and end up behind.

In spite of a decline in performance on standardized achievement tests, girls frequently receive better grades in school. This may be one of the rewards they get for seeming to be more compliant in the classroom.

Girls are more likely to be invisible members of the classrooms with minority girls being the least invisible. They receive fewer academic contacts, less praise and constructive feedback, fewer complex and abstract questions and less instruction on how to do things for themselves. (p. 2)

In addition, when girls go out into the labor force, which 90% will do at some point in their lives, they will find that:

A woman with a college degree will typically earn less than a male high school dropout.

The typical working woman will earn 64.5 cents for every dollar earned by a male worker.

In contrast to the popular belief that things are getting better for female workers, since 1954 the gap between the wages earned by men and women has remained approximately the same. (p. 3)

Girls are not the only ones who suffer. Boys also experience negative consequences as a result of sex bias in schools and society. In their report card the Sadkers state that boys are more likely to: be scolded and reprimanded, to receive corporal punishment or suspension, to be identified with learning and reading disabilities, to repeat a grade, and to drop out of school. In addition, society socializes boys into aggressive, active, independent roles which conflict with school norms that stress quiet behavior and impulse control. Boys are discouraged from entering sex-stereotyped careers and are taught to suppress their

emotions.

Another report which documented the differences that sex and gender make in school was released in 1992 by the American Association of University Women(AAUW). How Schools Shortchange Girls was a project which reflected more than 1,300 research studies. It drew national attention to the fact that girls were not receiving the same education as boys.

One of the research findings highlighted in the AAUW report revealed "significant declines in girls' self-esteem and self-confidence as they move from childhood to early adolescence"(p. 19). In academic areas the AAUW reported that while gender differences in math achievement are decreasing, differences in science achievement are not. Boys continue to score higher on tests in both areas. They also found that very few high school girls are choosing math/science careers. Another study in the report found that between 3rd grade and middle school girls experience a drop in both math confidence and achievement. In reading, an area of relative strength for girls, the report found that boys read more nonfiction than girls and therefore do slightly better in areas that require skills in expository reading such as civics, history, and geography.

The AAUW report also examined the effects of gender bias in testing. Test scores are often the basis for scholarships and other educational opportunities. Although

the report found that in general tests "reflect rather than cause inequities in American education"(p. 90) there was evidence of bias. They recommended the use of other factors such as portfolios and grades to be considered when evaluating girls' and boys' skills and abilities.

An area of significant inequity in schools is in the formal curriculum of schools. This issue will be addressed in greater detail later in this review. In brief girls are not finding themselves reflected in the curriculum of schools. Some researchers connect the drop in girls' self-esteem to the negative messages delivered by the school curricula.

The report also found inequity in student-teacher interactions with males receiving more attention than females. In addition, schools have a tendency to appeal to boys' interests in classroom activities and use presentation formats that favor boys. The report also found evidence that boys do not treat girls well in school. Even though sexual harassment is prohibited, sex-biased peer interactions appear to be permitted when schools ignore sexist behaviors.

Finally, the report found that girls are less satisfied with their bodies, report eating disorders at higher rates, and that adolescent girls are four to five times more likely to attempt suicide than adolescent boys.

In conclusion the report states that although girls have experienced significant improvement in the educational

opportunities available to them in the past two decades "the achievement of sex- and gender-equitable education remains an elusive dream" (p. 147).

The effect of sex bias on girls in schools is costly, yet many do not take it seriously. Streitmatter (1994) states that gender discrimination, which she defines as denial of access and participation, is a continuing problem in education, but adds that as it is usually indicated by overt behavior it can be addressed through Title IX. Gender bias, on the other hand, is less obvious and harder to identify. Streitmatter defines gender bias "as the underlying network of assumptions and beliefs held by a person that males and females differ in systematic ways other than physically, that is, in talents, behaviors or interests...that lead the person to make assumptions about others strictly based on gender" (p. 2).

Sadker and Sadker (1982) state that sexism often begins with stereotyped assumptions in regards to sex differences. This leads to different treatment and expectations between girls and boys in school. O'Reilly (1988) defines a stereotype as "a standardized mental picture based on a common characteristic of a group of people" and adds that it "represents an oversimplified opinion or an uncritical judgement and is not reality based" (p. 2). A sex-role stereotype is one "based on roles assigned to persons because of their sex" (p. 2). Schau and Tittle (1985) add to

this definition saying that sex-role stereotypes "involve rigid beliefs in and applications of sex roles to almost all females and males in all cultures--that is the belief that sex roles are universally true and biologically 'natural'" (p. 78). Some commonly held stereotypes about boys and men are that they are active, assertive, independent, and engaged in important work. Women and girls, on the other hand, are passive, dependent, and take care of others (O'Reilly, 1988). While some people believe that gender differences are biological, researchers have found that sex roles differ depending on the culture and that their transmission is a social process, not a biological one (Schau & Tittle, 1985). Stereotypes are taught through socialization processes in the family, the church, the school, and the community (O'Reilly, 1985). While sex-roles and stereotypes can have positive features such as lending stability in individual lives, their negative effects can "constitute barriers to the development of individuals to their full potential in all areas of adult life" (Schau & Tittle, 1985, p. 88).

Schools reinforce and perpetuate sex-role stereotypes (O'Reilly, 1985). The vehicles that are used to transmit necessary skills, information, and experiences to students, including instructional materials, curriculum, teacher behavior, also according to Sadker and Sadker (1982) "communicate subtle but powerful messages about appropriate

female and male roles, jobs, and behavior"(p. 15). While teachers may think they are not gender-biased because they don't set out to differentiate their students based on gender, by not acknowledging gender equity as an issue they tend to perpetuate the problem (Streitmatter,1994). Before educational sexism can be eradicated teachers must first be aware that there is a problem. Teachers can begin by examining their own curriculum and materials for sex bias.

Sex Bias in Textbooks

Students spend approximately 90% of learning time in schools involved in the use of instructional materials that include textbooks, literature, computer software, and other items (Scott & Schau, 1985). These materials have a tremendous influence on children. Textbooks give the appearance of authority and are often revered by teachers (Sadker & Sadker, 1982). Yet, textbooks do more than convey impartial facts and skills. Textbooks convey subtle messages through language, content, and illustrations (Sadker & Sadker, 1982). Textbooks authors in deciding what should be included and omitted, and how specific episodes will be summarized assign positive and negative interpretations to events. They assert a set of values (Romanowski, 1996).

There have been many studies which surveyed instructional materials for sex bias since the early 1970s. According to the AAUW(1992) studies from the late 1980s reveal that although sexism has decreased in texts overall

it still persists. Scott and Schau (1985) define sex-biased materials as those in which:

(1) females appear as main characters and in illustrations far less frequently than males; (2) females and males are overwhelmingly portrayed in sex-stereotypical roles; (3) females appear more than males in derogatory roles; and/or (4) male generic language is used. (p. 219)

According to Sadker and Sadker (1982) studies dating as far back as 1946 have documented the extensive sex bias in textbooks. Other authors say sex equity assessments of curriculum content in textbooks began in the 1970s (Light, Staton, & Bourne, 1989). All agree that it is extensively documented especially in social studies textbooks (Hahn, Bernard-Powers, Hunter, Groves, MacGregor & Scott, 1985). Although the situation has improved, progress toward nonsexist books has been slow (Sadker & Sadker).

The Title IX Regulation signed into law in 1975 by President Ford made it illegal to treat students differently on the basis of sex. It did not, however, specifically prohibit the use of biased books and materials (Sadker & Sadker, 1982). Patton (1980) attributes the slow progress being made towards removal of stereotypes in social studies textbooks to the lack of a specific law forbidding discrimination in texts.

Sadker and Sadker (1982) point out the role of the teacher in the use of instructional materials. Teachers can choose to some degree how much they rely on textbooks. They also may have some choice in choosing supplemental

materials. By learning to read critically for the purpose of identifying sex or race bias teachers can begin to implement a nonsexist curriculum. They discuss six different forms of sex bias that teachers can look for in textbook materials as well as children's literature, movies, and television: invisibility, stereotyping, selectivity and imbalance, unreality, fragmentation and isolation, and linguistic bias.

The first area is *invisibility*. Women are routinely omitted not only in history books but in other textbooks as well. To examine textbooks for invisibility Sadker and Sadker recommend counting the number of:

(1) male-centered and female-centered examples-that is stories or problems where the male character is male or female; (2) males and females in illustrations; (3) males and females in various occupations; and (4) male and female biographies. (p. 64)

Studies show that students must typically read over 500 pages before they find one page of information on women. The minority female was the most invisible member of school texts. The Sadkers say that when females are omitted from textbooks a hidden curriculum that teaches that females are less important and less significant in our society is created.

The second form of bias in instructional materials is *sex stereotyping* which occurs when children and adults are assigned rigid roles and traits based on their sex. In textbooks boys generally are assigned the more positive and desirable traits. Girls are often illustrated as spectators

while boys are active and in charge. The portrayal of women's occupations is limited and men are stereotyped as well. This portrayal according to Sadker and Sadker "denies the reality of individual differences and prevents readers from understanding the complexity and diversity that exists between groups" (p. 66).

The third form of bias is *selectivity* and *imbalance*. This occurs as authors make decisions about what information to include and emphasize. If the history text places emphasis on wars then the characters will be mostly male. However, if an emphasis is placed on the role of the family or labor, then the characters will include more women and minorities. In addition, authors often only present one aspect or perspective when discussing an event or topic. Selectivity and imbalance in textbooks "prevents female and minority group members from realizing that they have contributed significantly to the development of our society" (p. 68) and all students are prevented from realizing the complexity of historical situations.

Unreality in instructional materials is the fourth form of sex bias. By failing to accurately reflect the contemporary and changing nature of men's and women's roles textbooks exhibit unreality. Unreality is also portrayed when textbooks gloss over or ignore controversial issues. When this happens students are denied information needed to deal with contemporary problems.

The fifth form of bias is *fragmentation* and *isolation*. This occurs when information relating to women and minorities is isolated from the main narrative. Information is added on rather than integrated throughout the text. This isolating of information implies that the history of women is insignificant, an interesting diversion, but not an integral part of the development of society.

The final form of bias is *linguistic* bias. This includes the use of masculine nouns and pronouns i.e., caveman, forefathers, he and his--which leads children to form male images rather than those that include all people. Another aspect of this bias occurs in occupational terms such as policeman. Students may not realize that these terms are supposed to include everyone. Linguistic bias also occurs when women are referred to as someone's wife or possession. Sadker and Sadker view this as one of the easiest forms of bias to change while adding that that alone does not remove the sex bias.

Patton (1980) offers a procedure that relies on quantitative analysis using ratios to document sex stereotypes in social studies textbooks. He feels that a weakness of some analysis techniques is that they rely on simple checklists and qualitative judgements. He uses four specific criteria for analysis: language, occupations, illustrations, and roles.

Patton states that the *language criterion* is the first

focus because of the emphasis it has received from critics. The teacher or student selects three sample sections from the textbook and then records every masculine and feminine noun and pronoun on a worksheet that Patton provides. The totals are added up then ratios are computed. Differential treatment is indicated by deviations from the ideal ratio of 1:1.

The second criterion, *occupations*, is concerned with the stereotypic nature of career-role models presented in textbooks. Patton cites a study which analyzed textbooks used in grades 1 through 10 that found 118 career goals listed for females and 492 for males. This ratio of 4.2 to 1, says Patton, is not uncommon in textbooks. For this analysis the teacher or student looks at the photographs, drawings, and other visuals. Occupations are divided into two categories. Expressive occupations include nurturing and service roles such as teacher, nurse, or clerk. Instrumental occupations are those which include production or equipment manipulation such as construction worker or laboratory technician. Totals and ratios are again computed. Patton states that by correcting career role stereotypes the United States can develop into a country of equal employment opportunities.

The next criterion is *illustrations*. Patton relates that while females make up slightly over 50% of the population, in social studies textbooks males are depicted

in illustrations more often than females. This, he adds, continues to reinforce the image of women as the subordinate sex. To gather this information the teacher or student decides whether the illustration displays an individual or a group. If a group is pictured are females or males the majority? Photographs are tallied separately from paintings, cartoons, and drawings. Ratios are figured for single and group illustrations and the two types of visuals-photographs and drawings.

The final analysis criterion is that of *role* and is based on the sex of the main characters. This criterion, says Patton, allows teachers and students to identify sexist patterns in the authors' choices about which hypothetical and/or real people they include in the text. The individual's names are entered on the analysis sheet, totaled, and a ratio is computed.

According to Patton using the above method to document sex-role stereotypes is the first step to using the materials in nonsexist ways.

The Council on Interracial Books for Children (n.d.) offers guidelines for analyzing textbooks for bias. They define a sexist textbook as "one that suggests to children that their lifetime options, capabilities, and behaviors are defined or limited by their sex" (p. 34). They list four areas of textbooks to analyze for sexism: characterization, language and terminology, historical background, and

illustrations. Like Patton (1980) the Council sees both teachers and students as possible evaluators.

The first area, *characterization*, asks whether the textbook stereotypes human traits and activities along sex lines. This occurs when traits such as passiveness for females and bravery for males are portrayed. This area also includes sex stereotyped occupations such as housewife, nurse, and teacher for females. Another aspect of characterization involves stereotypic story lines which could include: males as problem solvers, lack of sex integrated activities and friendships, portraying only nuclear family units, girls having to prove themselves to be accepted by boys, and exclusion of explanations of historic and current sexism in society. Finally, characterization asks does the author's perspective or beliefs result in characterizations that are stereotypic.

Language and terminology once again examines nouns and pronouns but also ads terminology and phrasing. For example a nonbiased text would use equivalent constructions such as John and Mary Smith rather than John Smith and his wife. Another thing to consider is if the text describes females in terms of their appearance. Another question to ask is whether the language use implies that men have control over women, for example "Congress finally granted women the vote in 1919" instead of "Women finally won the vote in 1919" (p. 37).

The third area, *historical background* , asks five questions to determine if the textbook leaves women out of history:

1. Are the achievements of women presented?
2. Are the reasons presented to explain why fewer women than men were achievers in many fields, or were unrecognized despite their achievements?
3. Are the experiences of women during different historical periods presented or are they ignored as unimportant?
4. When the lives and concerns of women are presented...are women of all races and classes represented?
5. Does the textbook include the differences as well as similarities, in the concerns of women and men, rich women and poor women, white women and women of color? (pp. 37-38)

The final area, *illustrations*, looks at textbook illustrations to see if they demean women. Possible ways this occurs are when there is numerical inequality, males are taller, women and girls are not suitably dressed for the activity, both sexes do not portray a range of emotions, toys are stereotyped, and historical photos and drawings reflecting the sexism of the period do not include editorial captions to point up the sexism.

Effects of Textbook Bias

Although the purpose of textbooks is to teach content or process skills to students they do much more than that. Textbooks present numerous role models as well as direct instruction about sex roles (Scott & Schau, 1985). In

addition, according to The Council on Interracial Books for Children (n.d.) books can influence a child's attitude towards another person's race, ethnicity, gender, age or social class. The content of textbooks can also assist or inhibit the development of a child's self esteem, values, inspirations, and fears. Biased curricular materials also effect children's academic achievement and career choices. Sadker and Sadker (1982) report that students have reported changes in their attitudes and behaviors as a result of reading textbooks. They say if books "misrepresent a certain group through distortion or stereotypes" students attitudes and perceptions of this group can be affected (p. 83).

However, researchers have also found that *nonsexist* materials exert a positive influence on children. Sadker and Sadker (1982) report that "multicultural and nonsexist reading materials have a positive effect on children's attitudes toward minority group members and girls and boys who demonstrate nonstereotyped behavior" (p. 83). The AAUW (1992) reports that academic achievement for all students was linked to the use of nonsexist, and multicultural materials and that when curriculum materials portrayed males and females in nonstereotypical roles students had a reduction in sex-role stereotyping.

Scott and Schau (1985) define sex-equitable materials as those which "reflect the reality of the presence of females in the world, their contributions, and the changing

roles of both females and males" (p. 218). They found that the use of sex-equitable materials in schools helped students to develop more flexible sex role attitudes. Scott and Schau strongly support the use of these materials to improve the learning experiences of all students.

The task for the teacher is to find nonsexist materials to use for instruction. As previously stated, teachers rely heavily on textbooks. Will the state and district adopted textbooks meet the guidelines for nonsexist materials? Despite the fact that textbook publishers have guidelines for producing nonsexist materials, not all authors follow them. The AAUW (1992) reports that researchers in 1990 found that texts designed to fit California's guidelines on gender and race equity for textbook adoption "showed subtle language bias, neglect of scholarship on women, omissions of women as developers and initiators of events, and absence of women from accounts of technological developments" (p. 108).

Weitzman and Rizzo in their 1974 study on biased textbooks found that textbooks were lacking and sorely needing a new image of women. They stated that students needed to learn about the history of women and "understand the roles that their foremothers" had in the development of society. The next section will continue to address textbooks and whether the process by which they are adopted will be sufficient to supply teachers with the nonsexist materials they need.

Textbooks and the Adoption Process

Textbooks are important tools in Social Studies teaching. Courses are organized around textbooks and much class time is spent on textbook assignments (Schug, Western, & Enochs, 1997). Most people have been conditioned to read textbooks as unquestionably accurate sources of information (Sadker & Sadker, 1982). Although they are often criticized, textbooks, according to Olsen (1991), "wear the official stamp of legitimate knowledge" (p. 3).

According to Eisner (1987) there are several reasons teachers rely on textbooks. He says that textbooks are time savers and provide content expertise and sequential organization of material. Eisner also says they provide security to teachers by laying out the topics to cover from beginning to end. Schug, Western, and Enochs (1997) relate teachers' use of textbooks to economic theory. Using public choice theory as their model they regard social studies teachers "as individuals who make decisions while facing scarcity, striving to find the best combination of costs and benefits, responding to incentives, facing competition, and participating in exchanges that offer the prospect of mutual gain" (p. 98). Teachers choose to use textbooks because they provide them with the best combination of costs and benefits. Teachers believe that textbooks assist students in learning. Textbooks help teachers in planning units and lessons. Publishers provide teachers with extra materials

such as posters, transparencies, and workbooks. Schug, Western, and Enoch stress that until curriculum developers come up with instructional materials that are more attractive to teachers or the reward structures in schools change teachers will continue to use the textbook as their preferred approach.

How did textbooks come to be such a significant factor in America's classrooms? English (1980) says that the textbook was never meant to be the sole instructional tool. It was originally intended "to provide a compendium of basic knowledge" (p. 275). Because the textbook now is often the "exclusive reading matter for a course for a whole year" and is often the basis for a teacher's lesson plans, the choice of a textbook becomes as serious as a political or medical decision (English, 1980, p. 275). The textbook "problem" as English calls it, is complicated by groups attempting to influence selection and content of textbooks and the fact that they provide considerable profit to publishers.

Textbook purchasing is a complex political process. A little less than half the states adopt textbooks statewide while the remainder have local adoption. Adoption states adopt a list of permissible texts in a given subject (English, 1980). A final selection process is done at the local level, choosing from the books adopted by the state (Wong & Loveless, 1991). A state adopted text generally means that state funds may be used to purchase the text. If

a district were to choose a nonadopted text they would have to provide their own funds for its purchase (English, 1980).

Statewide adoption originated as a way to provide children with books and save money with large volume purchases (Tyson-Bernstein & Woodward, 1986). Prior to 1850 children brought whatever books they had at home to school. At the time schools were ungraded and instruction individualized. With the advent of graded grouped instruction came a need for uniform textbooks. Parents who supplied these textbooks often found that when they moved to a new district, a new textbook was needed. Trying to provide consistency over a wider and wider geographic area eventually led to statewide adoption (Farr & Tulley, 1985).

Statewide adoptions rely heavily on committees that help to ensure that textbooks meet curricular guidelines. According to Tyson-Bernstein and Woodward (1986) these committees function like juries rather than councils. For their part publishers try to produce materials that meet the guidelines given to them. Certain larger states, such as California and Texas, are said to represent such important markets to publishers "that the texts they produce are geared to what they believe will make the adoption lists in those states" (Farr & Tulley, 1985, p. 469). Publishers also follow readability formulas which often result in a "dumbed down" text. In response to the demands of the Civil Rights and Women's movement publishers mechanically enter women and

minorities into the text. Frameworks serve as specifications and publishers insert as much as they can into a text to make it marketable to as many places as possible (Tyson-Bernstein & Woodward, 1986).

Muther (1985) lists other factors that contribute to the textbook "problem" including unpublished research by publishers that cite the primary determiners as "pretty pictures, heaps of independent seatwork, and easy to use manuals" (p. 4). Sales techniques such as personable sales persons, entertainment of adoption committee members, and free consumable materials also exert their influence on selection decisions.

All of these factors contribute to poor textbooks often criticized by educators and the public. Yet attempts by individual authors and foundations to produce more stimulating textbooks have not been successful.

Textbook Adoption in California

According to Bill Honig (1991), former State Superintendent of Instruction, California "has taken a strong stand on providing textbooks that reflect curriculum integrity" (p. 105). He says that the lengthy, complex textbook adoption process is the primary avenue for providing quality instructional materials to students. Texts submitted by publishers proceed through three levels of review: social content, educational content, and public comment.

The Social Content Review panel addresses California's guidelines for textbook adoption reflecting legal and policy requirements including social concerns such as appropriate depiction of male/female roles and ethnic and cultural groups.

The next level of review examines the educational content of the texts. The Instructional Materials Evaluation Panel (IMEP) comprised of teachers and other curriculum personnel evaluate the materials for "factual and technical accuracy, educational value and quality" in accordance with the state's curriculum frameworks.

Throughout the review process the public is given opportunities to comment on materials. Public hearings are conducted by the curriculum commission which when all the data is collected makes its recommendations to the State Board of Education. The board conducts its own public hearing and then decides which materials should be adopted.

School districts then go on to conduct their own adoption processes. Districts receive Instructional Materials Funds (IMF) 80% of which must be spent on state adopted materials. Fifteen percent of the remaining IMF may be spent on library/trade books and materials that pass state social content review. The remaining 5% may be spent on any instructional materials, as well as in-service training.

Honig (1991) goes on to describe how California

provides the standards for publishers through curriculum frameworks which also guide the development of instructional programs, curriculum planning, and staff development.

California's last social studies textbook adoption was in 1990. Publishers submitted textbooks based on the new and somewhat controversial History/Social Science Framework. Only two publishers came forward. The texts were met with support and criticism from hundreds including educators, parents, and academicians. Ethnic group representatives repeatedly spoke against the books (Olsen, 1991). The State Board of Education had the job of approving the books. By split vote they approved one K-8 series by Houghton Mifflin. The debate over the series was largely between two groups with two different philosophies (Olsen, 1991). The textbook authors and proponents called themselves "pluralists" who welcomed multiculturalism "but not at the expense of a common culture" (p. 3). Those that opposed the books Olsen (1991) calls the inclusionists. The inclusionists' goal was to see their experiences and perspectives included in the core curriculum. They wanted the whole and full truth to be taught and felt that the textbooks did not do this. While there were some districts that decided not to purchase the texts, most ended up buying them knowing that other alternatives and resources to buy them would be scarce.

In March of 1999, California school districts will be presented with the state recommended social studies texts

for adoption. Houghton-Mifflin will not be submitting a new text. They are adding supplemental materials to their existing text thinking that districts who have just undergone a costly reading adoption would rather purchase that than a whole new series. Other publishers who did not come forward in the last adoption will have written new texts. There is a possibility that one of these texts will adequately cover women's history in a nonsexist way, but not very likely. In addition, it is becoming clear that the textbook should not be the primary instructional tool that a teacher uses. Tyson-Bernstein and Woodward (1986) call for reform of the "great textbook machine." They see the social studies as an ideal place to move away from dependence on textbooks and turn to other resources including documents and trade books. Elliott, Nagel, and Woodward (1985) also encourage social studies teachers to develop their own curriculum and to supplement textbooks with other resource material.

In order to establish women as having had an important role in California's history the teacher will need to rely on other resources than textbooks. The final part of this review will address methods for integrating women's history into the existing curriculum.

Integrating Women's History-Content

Research has shown that social studies textbooks do not adequately cover women's history. There is a need for

teachers and curriculum specialists to develop their own resources and supplement textbooks with other material (Elliott, Nagel, Woodward, 1985). As most teachers have never been taught women's history the task of infusing, or integrating women's history into the existing curriculum may present a challenge. Slater and Cibrowski (1987) give the following definition of curriculum infusion and integration:

To infuse is to introduce, to inspire, to extract, to act, or to take action. To integrate is to incorporate into the whole, to combine, to connect or to make available to all. Curriculum infusion and integrating involve including and incorporating something into the curriculum so that it becomes a part of the whole and is applicable to everyone. (p. 3)

In order to effectively infuse women's history into the curriculum it must be made an integrated part of the whole. There are numerous methods for integrating women's history. A few of these are summarized below.

Lerner (1979), in her work The Majority Finds Its Past, relates how historians have sought to develop a conceptual framework and methodology appropriate to the task of women's history. One way they approach women's history is with "compensatory" history which seeks to include notable women or what Lerner calls "women worthies." This type of history does not include the experience of ordinary women or tell of the importance of women's activities to society as a whole. Another approach to conceptualizing women's history is "contribution history" which describes "women's contributions to, their status in, and their oppression by

male-defined society" (p. 146). Although this type of history has benefits in that it asks questions about why and how women were victimized, Lerner says that this approach is limited by its portrayal of women as passive victims and that it "fails to elicit the positive essential way in which women have functioned in history." (p. 147) The history of women has also been considered as an aspect of social history but Lerner finds that viewing women mainly as members of families is not sufficient.

Lerner relates that as the field of women's history matured, historians developed new methods of approach. They began to ask questions about the actual experience of women in the past. Lerner says that "this is obviously different from a description of the condition of women written from the perspective of male sources, and leads one to the use of women's letters, diaries, autobiographies, and oral history sources" (p. 153). Lerner states that women's history is not just finding information about women and inserting it into traditional patriarchal history. She says that women's history is "a new vantage point, a stance, a way of looking at traditional material with new questions" (p. 174).

In Teaching Women's History Lerner (1981) expands on the method of using questions as a means of integrating women's history. She lists nineteen analytical questions designed to bring women into view that teachers can use to turn any topic into a women's history topic. The following

list includes the highlights and the questions most applicable to the elementary school curriculum:

- Where and who are the missing women?
- What did they contribute to U.S. History?
- What did women do while the men were doing what the textbook tells us was important?
- How did women live? What did they do?
- How was it different for women?
- What was the female experience?
- What kind of paid work did women do in industrial society?
- What was the experience of women of different class, races, and religious and ethnic groups in terms of the above questions.

(pp. 67-68)

Lerner concludes by saying that teachers can bring women into any text and any U.S. History subject by using these questions.

Crocco (1997) also addresses the question of how to include women's history in the existing curriculum. She uses McIntosh's 1983 "Five Phases of Curricular Revision with Regards to Gender." The five phases are: womanless history; woman in history; woman as history; woman as problem, anomaly, or absence; woman as history; and history defined to include us all.

Phase one, *womanless history*, focuses on great men such as kings and presidents. Phase two, *woman in history*, includes the rare women who hold public power or are exceptional by males standards such as Queen Elizabeth and Joan of Arc. Phase three, *woman as problem, anomaly, or absence*, focuses on women's deprivation and the anger they feel as a result, and how they constitute a problem for

society. Examples for this phase would include Susan B. Anthony and Emma Goldman. Phase four, *woman as history*, includes a shift in the value system as women are now seen as important to human history. Phase four includes the lives of ordinary women including the stories of frontier women and immigrants. Phase five, *history defined to include us all*, has not yet been fully imagined and would include the stories of all men and women told in relationship.

Tetreault (1987) discusses changes in thinking that have occurred in writing and teaching women's history. She describes feminist phase theory as an effective classification schema of the evolution in thought about the incorporation of women's history. Her model identifies five common phases of thinking about women: male-defined history, contribution history, bifocal history, histories of women, and histories of gender.

In *male-defined histories* the male experience is seen as universal. The history that is taught is about men and women's absence is not noted. *Contribution histories* include outstanding women who fit male norms or conform to assumptions about appropriate roles for women. Women are added in but content about what is historically significant is not challenged. Phase three, *bifocal history*, emphasizes differences between men and women. It stresses the separateness of public and private spheres. There is a focus on women's oppression and how men have asserted their

authority. One problem with bifocal histories, according to Tetreault, is that they often lead to determinations of inferiority and superiority. Stereotypic ideas of men's and women's experiences are perpetuated rather than questioned.

Histories of women, the fourth phase, looks at the complex patterns of women's lives in a multidisciplinary approach. Factors such as race, ethnicity, and social class are seen as shaping women's lives. Women's daily lives are examined and there is a call for different periodization and concepts of historical time. The fifth phase, *histories of gender*, may continue inquiries begun in the previous phases in addition to articulating "questions about how women and men relate to and complement one another." (p. 175) This phase seeks a "multifocal, relational, gender-balanced perspective" (p. 173) and is characterized by multidisciplinary thinking.

The approaches above describe ways of thinking about incorporating women's history. The teacher who wishes to integrate women's history into existing course structures is faced with a daunting task. Little help will be found in content of textbooks and in order to provide students with a balanced view of how men and women contributed to history the teacher will have to look to other resources or develop his or her own using strategies such as the ones described above by Lerner, Crocco, and Tetreault. Although placing women into the curriculum is an important factor in

providing students with a nonsexist, nonstereotypical social studies program, it is not the only factor. Instructional methodology also has an important impact on students' attitudes toward men and women and on their knowledge about the roles and achievements of both sexes (Shelly & Wilen, 1988).

Integrating Women's History-Methodology

Sadker and Sadker (1982) stress that in order to change the facts and figures on the report card described earlier in this review teachers need to create nonsexist classrooms. They list eight guidelines for nonsexist teaching.

First, nonsexist teaching should be continuous and integral to daily instruction. Lessons should occur daily and be integrated and not isolated from the curriculum.

Second, nonsexist teaching must direct attention to the stereotypes and problems that affect boys as well as girls. Teachers do not want to practice reverse sexism or make boys feel that they are being left out.

Third, nonsexist teaching must also be concerned with discrimination on the basis of race, ethnicity, religion, class, age, and handicap. Nonsexist lesson plans should include the experiences of people from a variety of racial and ethnic groups.

The fourth guideline states that nonsexist teaching should be a partnership between the teacher and parents and community members. Teachers may need to explain to parents

what nonsexist teaching is about and why it is important. Parents and community members involved in nonstereotypical careers may be invited into the classroom to talk about their experiences.

Guideline number five is that nonsexist teaching is a total process that involves all aspects of the classroom environment including: the physical layout and organization of the room, verbal and nonverbal classroom language, selection and use of materials, and development of lessons, units, and learning centers.

Nonsexist teaching is good teaching, is guideline number six. The Sadkers state that some qualities that characterize good teaching and are essential for effective nonsexist teaching include: enthusiasm, humor, creativity, patience, careful planning, flexibility, and respect for diverse student opinions.

The seventh guideline states that nonsexist teaching must include both the affective and cognitive domains. Students need to examine not only ideas but attitudes and feelings as well.

Finally, nonsexist teaching is active and affirmative. Nonsexist teaching is "an active and intentional process of incorporating into daily instruction those books, audiovisual materials, discussions, research projects, field trips, enrichment activities, learning centers, and lesson plans and units that teach girls and boys about changing

roles and widening options" (p. 137).

Although the Sadkers acknowledge that some teachers may feel that there isn't enough time for such an all-encompassing approach they feel that such an approach is necessary and essential.

Tetreault (1987) describes how feminist scholarship led her to change her thinking not only about the content of social studies, but also how it is taught. She found that the theory and practice of feminist pedagogy allowed her to "see that knowledge generally needs to be constructed in a classroom to reveal, just as women's history does, both the particular and common denominators of human experience" (p. 176). Tetreault stresses the importance of involving students in the learning process. In so doing the control in the classroom shifts away from the teacher as the one who decides what is to be learned and how, to the interactions of students and teacher to the subject matter. When feminist content interacts with teaching methodologies then, Tetreault says, a new form of teaching that might be labeled feminist pedagogy is born. This pedagogy differs from the more dominant pedagogical style where the teacher lectures to students who are seen as empty vessels, as well as competitive interaction geared to reaching a single right answer (Tetreault, 1986). A feminist pedagogy is one in which students and teachers work as collaborators in searching for understandings.

In "Pedagogies for the Gender-Balanced Classroom" Maher (1985) describes the components of an interactive pedagogy "which integrates student experiences and contributions into the subject matter, just as the subject matter itself integrates the new material on women" (p. 49). Maher states that such a pedagogy draws upon the theoretical tradition of Paulo Friere (1970) who pointed out how school curricula enforces a dominant ideology as representing universal truth and discussed "pedagogical means of empowering the oppressed through making legitimate their perspectives of the world and mounting a critique of the dominant ideology from that stance" (p. 49). Maher addresses the potential contributions of Women's Studies to these alternative pedagogical approaches.

Maier says that the goal of interactive pedagogy is for students to relate the subject matter to their own lives. Maier says that interactive pedagogy has four distinct features. First, it uses students experiences as the source of questions and examples. Second, the experiences are used inductively in the classroom for solving common problems and constructing common meanings. Third, the experiences are recognized as having a subjective as well as personal element. Finally, classrooms are organized "democratically and cooperatively" with the teacher as a facilitator. Maier states that "the ultimate goal is the creation of shared meanings through collective problem-solving rather than the

imposition of a single right answer"(p. 51).

Maher goes on to say that in order to practice interactive pedagogy teachers will have to move away from emphasizing the logical and rational, seeking a universal right answer, and competition. Instead, more relational traits need to be emphasized. Teachers need to elicit the personal thoughts and feelings of students and build a cooperative atmosphere in the classroom.

Maher takes into account Piaget's cognitive theory in her discussion of gathering students thoughts and opinions. Elementary school children who are at the concrete operations stage will not have the personal insights of an adolescent in Piaget's formal operations. Maher says that elementary children are however, certainly capable of discussing and writing about their interests and orientations. Maher encourages the use of inductive discussions at all levels to expose students to a variety of perspectives on a given topic. Maher concludes by saying that a pedagogy for women nourishes "personal expressiveness, cooperation, integration of knowledge with value feelings, and interpersonally connected rather than separated mode of learning"(p. 63).

Streitmatter (1994) focuses on three areas that facilitate gender equitable teaching-language, cooperative activities, and organization. Teachers can be careful not to use the gender biased language described earlier in this

review realizing the effect that this language has in perpetuating stereotyped beliefs and ideas.

In addition due to the research that shows females achieve better in classrooms that are structured cooperatively rather than competitively, Streitmatter says that teachers should emphasize cooperative and collaborative methods to increase gender equity. Teachers should also, however, keep in mind the tendency of the male students to dominate, and try to structure groups so that the female voices have a chance to be heard.

Finally, Streitmatter says that paying attention to "where and with whom students do their learning" (p. 180) can create or hamper gender equity. Teachers need to be mindful of segregation in academic groups and classroom chores. Students in gender segregated groups tend to develop values that perpetuate gender bias. It is far better to provide male and female students opportunities to learn about one another, play together, and learn the skills that the other sex has.

Shelly and Wilen (1988) believe that in addition to appropriate curricular content, teachers need to use instructional strategies that match the objectives of the curriculum in order to achieve sex equity. They say that instructional variety enhances students' understandings and that Joyce and Weil's Models of Teaching Program provides this variety. They recommend five strategies from the

program: social inquiry, concept attainment, role-playing, advance organizer, and social simulation.

The social inquiry strategy focuses on societal issues and problems and encourages students to draw conclusions or come up with solutions. In concept attainment students use inductive thinking processes to acquire concepts. In role-playing students act out problem situations and then discuss the enactments. The advance organizer is a strategy to help students understand new information more clearly. Finally, the social simulation strategy helps students to actively participate and analyze a social process. Shelly and Wilen state these strategies can be used to create lessons that will enhance the "student's ability to think critically and creatively about the roles of men and women" (p. 169).

In addition to the strategies listed above other strategies that emphasize activity and critical thinking are preferable to the lecture, discussion, read, and review format. The teacher will want to make the study of women's history as interesting and intriguing as possible. The use of literature is encouraged for as O'Brien (1988) says

Literature has a way of bringing social studies alive through the portrayal of that which is human in all of us, regardless of sex, or ethnic background. A close examination of literature in the context of social studies will deepen and extend a student's understanding of people and the societal contexts which shape them. (p. 53)

The goal of providing students with a nonsexist,

nonstereotypical social studies curriculum that integrates women's history is a formidable one. It will take considerable effort on the part of the teacher to gather and evaluate materials and plan nonsexist lessons that effectively teach students about California women's history. However, the efforts will not go unrewarded. As Lothrop (1989) says "By rescuing women's lost history, students aspirations can be enriched by newly found role models" (p. 13). By studying the lives of women students will be able to examine and appreciate their own opportunities. Students will learn about women's economic and cultural contributions and be able to draw inferences about the conditions and status in which they lived. Students will begin to see that although their social studies book does not say so, the lives of women do matter.

Conclusion

Teachers need to convey to their students both male and female a sense of the importance of women's contributions to California's history. Women did more than give birth to famous men. Teachers need to celebrate not only famous women, but those not so famous women who tended the fires and stitched the quilts. They need to include activities and discussion, role playing, and dramatization to make women's history come alive. Teachers need to provide students with resources that explore women's roles and contributions. No child should leave school with the notion that only

presidents and wars are important. For, as Lothrop

(1989) says:

Perhaps above all else, by restoring women to their rightful place in the California story, teachers can lead students to explore a more balanced and honest representation of their heritage and encourage them to shape, within themselves, a gender-equal vision of California's tomorrow. (p. 13)

CHAPTER III: GOALS AND LIMITATIONS

This project will address several goals. The first goal is to provide 4th grade teachers with a resource for integrating women's history into the history-social science curriculum. The second goal is to increase teacher awareness of the field of and need for women's history to be taught and to provide a model of integration. The third goal is to provide teachers with a list of resources on women's history to supplement the 4th grade social studies textbook. The final goal is to provide boys and girls access to the history of California's women that is missing from their textbook.

There are several limitations to this project. The first concerns the grade level the resource book was designed for. The resource corresponds with the 4th grade history-social science curriculum for California, although teachers at other grade levels may find lessons that are applicable to their grade level. Some lessons may need to be adapted or slightly modified to fit the needs of individual students.

The second limitation is that this resource is not meant to be used in isolation. As stated in the review of literature, nonsexist teaching should be integrated, daily, and ongoing.

A third limitation of the project is that due to their ingrained attitudes about women and about what is considered

"real" history, many teachers will not see the need to integrate women's history.

Finally, teachers may not have the proper resources to fully implement this project. They may also feel they lack the proper knowledge, or the additional support necessary to implement this change in their classrooms.

CHAPTER IV: PROJECT DESIGN

This resource project will be divided into sections that correspond with the chronology given in the California History-Social Science Framework, the California State History-Social Science Standards, and the content of the Houghton Mifflin fourth grade social studies text Oh, California.

The first section will be an introductory section dealing with women's history and related issues. The second section will be on Native Americans, while the third will focus on missions, and ranchos. Section four will include the Westward Expansion, Gold Rush, and becoming a state. Section five will focus on the first half of the twentieth century. Section six will cover the Modern Era from 1945 to the present.

Each section will be introduced by an overview which contains notes compiled from a variety of resources. This overview will provide teachers with necessary background information relevant to the section.

Each activity will also contain background information that gives insight into and sets the scene for the activity that follows. A variety of different types of activities will be included and many will address more than one curricular area. A detailed description of the activity including a list of necessary materials, directions, and any variations will be included.

Each section will contain a list of additional resources for teachers and student use and at least one literature selection. The project will be evaluated by other elementary school professionals including teachers and resource persons. Their reactions, suggestions, and recommendations will be sought as the activities are developed. In addition, a questionnaire will be included which asks the user of the project to comment on its usefulness, effectiveness, and ease of implementation.

CALIFORNIA WOMEN'S HISTORY:
A TEACHER RESOURCE BOOK
FOR THE ELEMENTARY SOCIAL STUDIES CLASSROOM

APPENDIX A

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HOW TO USE THIS BOOK

California Women's History is a teacher resource book which focuses on the roles women have played in California's history. Specifically, this book provides activities that examine the roles women have played in the growth of the state. This book is not intended to be used alone, but in conjunction with other resource materials. This book is meant to supplement the state adopted texts which often fail to fully represent the importance of women in history.

The activities in this book are divided into chapters based on the chronological order of California's history presented in the state framework, standards, and textbooks. The sections included address the Native Americans, missions and ranchos, the Westward Expansion, the first half of the twentieth century, and the modern era from 1945 to the present. An additional introductory section is included to introduce and prepare students for the study of women's history.

Each chapter contains three activities for integrating women into the historical study of that period. These activities focus on the everyday lives of ordinary women. Each chapter also contains a biography activity on the life of a famous woman. The activities and biographies can be used in any order. In addition, each section also includes a list of additional resources and literature links. Although this book is written to coincide with California's fourth

grade Social Studies curriculum, all activities can be adapted to meet needs at other grade levels.

The following components are provided for teacher and student use:

Overview: The overview forms the introduction to each chapter and highlight important information relative to the chapter-mostly historical information. This information is provided for both students and teachers.

Purpose and Curriculum Area: Purposes are given for each activity as well as all of the related curriculum areas.

Background: Each activity contains background information that sets the scene for the activity that follows. Teachers and students are provided with specific insights that help them to focus on the particular time period or activity.

Materials and Directions: For each activity all of the necessary materials are listed as well as a set of complete directions for completing the activity. Minor adjustments may be necessary in order to meet individual needs and availability of resources.

Additional Resources and Literature Links: Each chapter will conclude with a list of additional resources including related children's literature.

CHAPTER ONE: INTRODUCTION

Overview

Traditionally, the study of California history has focused on those famous people and important events that shaped the growth of the state. For the most part this study has centered on the lives of men and events such as wars and the Gold Rush that occurred in the world of men. Women's lives have been marginalized or entirely omitted from the history that is taught in California's classrooms. One of the reasons for the exclusion is that women's history is more difficult to access. Much of women's history was never recorded and the rest lies in such varied documentation as folk songs, recipe books, letters, and diaries. Another reason that women are missing lies in the biases that exist in interpreting history. Women are often excluded based on what is viewed as important. When women are left out all students are denied access to role models and to a full and accurate account of California's history.

Activity: Language Does Matter

Purpose: -to help students discover the biases in language

Curriculum Area: Social Studies, Language Arts, Art

Background: This activity was adapted from a nonsexist teaching lesson in Myra and David Sadker's Sex Equity Handbook for Schools. Our language reflects the biases that exist in our society. The use of masculine nouns and pronouns limit the images we form when we read or hear these words. When we speak of forefathers women are left out. When the term policeman or fireman is used people may not fully realize that these terms include everyone. Using these terms reinforces sex biases. The following activity is meant to help students see the sex biases in language and their impact.

Materials:

2 sheets 9" x 12" drawing paper.
pencils

Directions:

1. Distribute paper. Instruct students to draw a picture of early caveman. Tell them to convey in their drawings the kind of activities he did, what tools and implements he used, and what his life was like.
2. Collect drawings. Do not discuss.
3. Now distribute second sheet of paper. Instruct students to draw a picture of early cave people. Tell them to convey in their drawings the kind of activities they did, what tools and implements they used, and what life was like for early cave people.
4. Collect drawings.
5. Display the two sets of drawings and ask students to note the differences in the drawings. Discuss how the instructions made a difference in what they drew. Ask students whether they think it's important to use language that includes both males and females. Discuss whether language effects people's thoughts and beliefs.
6. Have students work in cooperative groups to come up with a list of words and phrases that reflect sex bias for example--mankind and mailman. Students may consult textbooks, newspapers, and magazines. Then have students develop nonsexist alternatives to the terms for

example-people or humanity and mail carrier.

7. Have students share their lists with the class.

8. Post lists and add to them throughout the year.

Activity: Personal History Timeline

Purpose: -to introduce students to the process of history
-to make a timeline of students' lives

Curriculum Area: Social Studies, Language Arts, Math

Background: Traditional history has focused on major events such as wars and the lives of famous and extraordinary people. Yet the everyday lives of ordinary people are also part of history. The following activity helps students to come to realize the history of their own lives by making a timeline of their past.

Materials:

index cards or slips of paper
white construction paper cut 6" x 18"
pencils, pens, colored pencils or fine tip markers
rulers

Directions:

1. Have students number index cards from 0 through their present age.
2. Have students think of significant events or milestones that occurred during each year of their life beginning with their birth. Students may have difficulty with the first several years. Encourage them to think of stories their parents may have told them. They may even want to ask their parents. Possible early events may include taking their first steps, moving to a new place, etc. Have students list at least one event per year.
3. Have students fold 6" side of paper in half and then open. Have them trace line and use a ruler to divide into equal parts depending on their age. Students should number the parts starting with zero and then write the events above and below the line on the corresponding years.
4. Students may illustrate the events with small pictures.
5. Have students share timelines and continue to add events that they may remember.
6. Display timelines on a bulletin board titled "Getting a Line on our Past."

Activity: Examination of Textbooks

Purpose: -to examine textbooks for sex bias

Curriculum Area: Social Studies, Language Arts

Background: This lesson was adapted from a model of social inquiry in Teaching Strategies for the Social Studies by James Banks. It's aim is twofold. One is to work in the inquiry model and second to help students to begin to examine their textbooks with a critical eye. This is an extensive project and will evolve over several weeks or throughout the year.

Materials:

chart paper
social studies textbooks
resources i.e. biographies, pictures

Directions:

Day 1

1. Divide the class into small groups. Ask each group to skim or read quickly through one unit in their social studies textbook. Have each group list all the people who are named in their unit.

2. Have each group share their list as you write them on the board. Ask students to describe different ways of grouping the persons listed. One possible grouping will be according to sex. List people by name and sex. Students will observe that the list of men is much longer than that of women.

3. Pose the following questions:

"Why do you think more men are included in our history textbooks than women?"

"What kinds of things do people do who are written about?"

"What women might have been included but were not?"

"Who do you think writes the books, men or women?"

4. Introduce the concept of written history-what is recorded and passed down-but not necessarily what happened.

5. Have students formulate questions they may have for example-how are textbooks written etc. Record their questions on chart paper.

6. Tell students that they will find answers to some of these questions and that the main question is "Why are more men than women included in our history books?"

Day 2

1. Show pictures of men and women in various roles in California's history.
2. Read several short selections about women's roles in the development of California.
3. Ask students why they think so many more men than women are mentioned in their history book. Gather many ideas and ask students to be prepared to support their reasons.
4. Record the student hypotheses on chart paper. Ex:
-They're not mentioned because only a few did something important.
-They did important things but the people who wrote the books didn't tell about it.
5. Ask students where and how they could find information about the problem of there being so few women in their history book. Record on chart paper.

Day 3 and Beyond

1. Have students form cooperative groups based on the hypothesis they would like to test.
2. Inform students that they will gather and present information that tests the hypothesis. For example, students could gather and presents pictures and biographies to test whether women did anything important. Students could research and dramatize the role of women in one or more historical periods. Students should use, and teachers should make available, numerous resources.
3. Allow students adequate time to research and prepare their presentations. After the presentations discuss whether the hypotheses were accurate and whether the original question "Why are there so few women in our history book?" was answered. Record the conclusions and generalizations students made as a result of their research.
4. Invite students to continue the investigative process throughout the year by sharing news items and other resources they find.

Additional Resources

Cain, M.A. (1980). Boys and girls together: Nonsexist activities for elementary schools. Holmes Beach, Florida: Learning Publications. This book contains a variety of lessons suitable for classroom use.

A variety of resources including a catalog are available from:

National Women's History Project
773 Bell Road
Windsor, CA 95492
(707) 838-6000
www.nwhp.org

CHAPTER TWO: THE NATIVE AMERICANS

Overview

California's first inhabitants were Native Americans divided into over a hundred diverse tribes. California's Indian groups traded with each other and seldom fought. Women participated with men in finding food for their tribes. Men were usually responsible for hunting and fishing while the women gathered acorns, nuts, seeds, roots, and berries. Women were also responsible for storing, processing, and preparing the food. Many tribes were organized by a system where inheritance and descent were traced by the female line. In addition, some women had important positions in the tribe such as spiritual and political leadership, shaman, and even tribal chief. Women were also recognized for their skills in dancing, singing, and crafts such as basketry. The way of life of the native Californians changed dramatically with the Spanish and then American occupation of California. The native people were pushed out of their lands and many died from disease and from being murdered by the invaders. In 1900 only a small remnant of what had been a thriving population remained.

Activity: Nut-dice Game

Purpose: -to introduce students to a game played by Native American women in California.

Curriculum Area: Social Studies, P.E.

Background: Native American women loved to play games. The games they played were relatively simple and usually fell into two categories-games of chance and contests of dexterity. Many games involved the use of a ball, usually made from a hide stuffed with animal hair or grass. Almost every group of Native American women played a game similar to shinny or hockey. Other, less active, games were also played including the cat's cradle string game and dice games. Dice were made from shells, bones, sticks or whatever was available. The following game was popular among California Native American women.

Materials:

walnuts, about 3
200 small sticks or bones
basket

Directions

1. Ask students if they like to play games. Discuss some of the games they play including the rules and the materials used.
2. Share background information with students.
3. Have students work with a partner to ready the materials for the game.
4. First, students should open and empty the walnuts.
5. Gather small sticks or cut larger ones to approximately 3" in length. Toothpicks could also be used.
6. Place materials in basket.
7. Play the Game- Use five half walnut shells. Shake the shells in your hands and toss onto playing surface. Three shells up or three shells down gives the thrower 2 points. If all shells land on one side 3 points are earned. Player takes a stick or bone for every point made. The game is over when all the sticks are used up.
8. Discuss with students other types of games Native American women played.

9. Have students work with a partner to create a game a California woman could have played.

Activity: Story boards--What are the women doing?

Purpose: -to learn about the daily lives of California's Native American women
-to create a story board

Curriculum Area: Social Studies, Language Arts

Background: In this lesson students will make a story board depicting the daily activities in the life of a California Native American woman. This activity will work best if you focus on the lives of women in a specific tribe you are studying, but you may also address California's Native American women in general. Students should research the daily lives of women before beginning this activity if they have not already gathered enough information from the readings, videos, etc. they have encountered.

Materials:

12" x 18" white construction paper
pencils or pens
crayons, markers, or colored pencils

Directions

1. Discuss with students some of their day to day activities.
2. Tell students that today they are going to talk about the daily lives of Native American women in California long ago.
3. Ask students to describe the daily activities of the women of the tribe you are studying. List on board. These may include such activities as gathering berries, grinding acorns, and weaving baskets.
4. Distribute paper. Have students fold into 8 equal parts.
5. Working either alone or with a partner, have students illustrate and describe the activities of the women. For example, students would make an illustration showing women weaving baskets. Underneath they would say "The Miwok women weave baskets using tall grasses gathered from the banks of the river."
6. Have students share their story boards.
7. Display story boards on a bulletin board underneath the heading "What are the women doing?"

Activity: Making a basket

Purpose: -to weave a basket similar to those woven by California's Native American women

Curriculum Area: Social Studies, Art

Background: Native American women did not have many opportunities for self expression. Most of her daily work was about survival. She cooked what was available at the time. Her home and it's furnishings, as well as her clothing, were nearly identical to those of the other women in her village. Producing crafts allowed the Native American woman to express her artistic talents and creativity. Crafts were usually limited to decorating items for practical use such as making baskets. Almost all tribes considered basket making to be women's work. California was home to some of the best basket makers. Girls learned to make baskets from watching their mothers and grandmothers. Baskets came in all shapes and sizes and were used for numerous household needs, even for holding water. Although making a basket was a slow, tedious process that required many hours of work the women found pleasure and pride in making baskets. The following style of basket was made by the women of the Chumash tribe who coiled willow twigs and dried grasses and bound them together with thin plant threads. They then lined them with pitch to make them watertight.

Materials

raffia
scissors
a large eyed blunt needle

Directions

1. Share background information with students and if possible actual Native American baskets or pictures of baskets.
2. Discuss the work that the women did before they even started the basket-gathering materials etc.
3. Have students place 8 strands of raffia together into a bunch that is even at one end. Tie them together at that end with a different strand of raffia. Thread this strand onto the needle.
4. Coil the raffia tightly. Sew two coils together by bringing the threaded strand over the top of the outside coil then down through the inside coil. Continue to coil and stitch the raffia about every $\frac{1}{2}$ inch. Remember to pull the

thread tight.

5. To add another bunch of raffia cover about two inches of the old bunch with the new and coil them together. To lengthen the sewing strand tie the strands together with a knot or work a few inches with the old and new strand together.

6. When the base is about 3 to 4 inches across, stack the next coil on top of the previous coil. Continue to build up the sides of the basket until they are about 3 inches high.

7. To finish cut the bunched raffia at an angle and sew down the ends.

8. Designs can be added with marker or paint, or by using colored raffia stitched to the outside of the basket.

Biography: Sarah Winnemucca

Purpose: -to show that women played important roles in history.
-to develop students' communication skills
-to provide a role model for students

Curriculum Area: Social Studies, Language Arts, Drama

Background: Sarah Winnemucca (1844-1891) was a child in the Paiute Indian tribe when the Gold Rush began. As a woman she traveled extensively throughout the country on behalf of her tribe and fought unjust laws in the courts.

Materials:

Sarah Winnemucca by F.T. Morrow

Women as Members of Communities available from the National Women's History Project (see Introduction resources)

(optional) California Gold: Stories of Two Women a film which about the lives of two women - a white settler and Sarah Winnemucca. This film is available from:

Barr Films
3490 E. Foothill Blvd.
P.O. Box 5667
Pasadena, CA 91107 (213) 681-6987

Directions:

1. Read to, or have students read, Sarah Winnemucca by Morrow. An alternative would be to read or distribute the biography of Sarah Winnemucca in the Women as Members of Communities book. This biography is only a few pages long.

2. Discuss Sarah Winnemucca's life and achievements. Tell students they will work in groups to role play a scene from Sarah Winnemucca's life.

3. Go over role playing. Have students form groups and help them to set the scene and play the episode they wish to portray several times in order to develop dialogue.

4. Allow groups time to practice.

5. Have student groups describe their scene and perform it for the class.

6. Have students discuss how they felt in the roles they portrayed.

Additional Resources

Niethammer, C. (1977). Daughters of the earth. New York: Touchstone. Although it is for mature readers, this book provides a wealth of information on Native American women.

Penner, L.R. (1994). A Native American feast. New York: Macmillan Publishing Company. This book examines the cooking practices of Native Americans and includes many recipes.

Literature Link

O'Dell, S. (1960). Island of the Blue Dolphins. New York: Dell Publishing. This Newbery Medal winning children's novel tells the story of Karana, a native Californian, who survives alone on her island home for over 18 years.

CHAPTER THREE: THE SPANISH-MEXICAN ERA

Overview

In 1769, the Spanish began to colonize California. They developed missions in order to bring Christianity to the Indians, presidios, or forts, in order to guard the missions and protect against invasion, and also pueblos, or towns. Indian women were faced with intruders who wanted to change their culture and use their labor. While the Indian women were able to learn new skills such as spinning, weaving, and making butter and cheese, they were faced with disease and loss of their lands and freedom. The Spanish women who entered California came as the wives of soldiers or settlers. Some widowed women were able to find work at the missions managing the kitchens and helping to instruct the Indians.

The missions were secularized by the Mexican government in 1833 and the lands were apportioned out to private owners who were the first to be called Californians, or Californios. The large ranchos were the center of economic life until the gold rush days. Although at least four percent of ranchos were owned by women rancheras, most were owned by men rancheros. The wives and daughters of these owners had some freedoms including riding horseback and wearing comfortable clothes. Much of the work on the rancho was done by Indian laborers and sometimes young girls were taken from orphanages in Mexico to work as servants.

The Californios began to lose hold of their lands as American settlers began to arrive. In 1846, with the signing of the Treaty of Guadalupe Hidalgo, California became a territory of the United States. With the increase in population brought on by the Gold Rush Californians wrote a constitution. California was granted statehood in 1850.

Activity: Weaving on a Cardboard Loom

Purpose: -to learn a skill performed by mission women

Curriculum Area: Social Studies, Art

Background: Many Native Americans came to live on the missions started by Father Serra. Their work allowed the missions to grow. The Native Americans did all of the physical work at the mission including various crafts. The padres supervised the work. Native Americans learned how to care for cattle, sheep, and chickens. From the sheep came wool which the women spun and wove into blankets or cloth using large looms.

Materials:

9" x 12" cardboard
ruler and pencil
thin strong string
scissors
yarn

Note: You may want to prepare the looms ahead of time. Looms may be used more than one time.

Directions:

1. Discuss the work done by women in the missions and the process of turning sheep wool into thread.
2. Prepare looms. Measure and mark a $\frac{1}{2}$ " border on each 9" edge of the piece of cardboard. Place a mark every $\frac{1}{2}$ ". Make slits on the $\frac{1}{2}$ inch marks, $\frac{1}{2}$ " deep.
3. Tie a knot in one end of the string and slide under the first $\frac{1}{2}$ " slit. Bring string across the loom and slide through $\frac{1}{2}$ " slit directly across. Loop under and slip up through the $\frac{1}{2}$ " slit next to it. Continue to last slit and knot end of string.
4. Tie yarn on to top string. Weave in and out across the width of the loom with yarn. Tie on each new piece to change colors and make a striped pattern.
5. To finish cut the loops of string and tie two side-by-side strings together in a knot. Do this to all strings.

Activity: Making Flour Tortillas

Purpose: -to partake in an activity of mission women

Curriculum Area: Social Studies, Math

Background: Cooking in both the missions and later on at the ranchos was largely based on Mexican cooking, a mixture of the cuisines of Spain and Native Mexico. While the upper hierarchy of the missions had more extravagant fare, the Native American worker-neophytes ate mostly tortillas, atole (a thin corn gruel), posole (hominy), and beef. On the ranchos where cattle raising was the primary activity, beef was the basis of the cuisine served. The basic ingredients and cooking techniques were the same as those used during the mission period. While corn tortillas were common throughout Mexico, flour tortillas were developed in the Northern territories that included California. Still popular today, these tortillas may be eaten plain or wrapped around fillings.

Materials:

wax paper or wooden boards
bowls
measuring spoons
measuring cups
electric griddle or skillet
rolling pins

Ingredients:

4½ cups flour
2 tbs. baking powder
1 tsp. salt or to taste
3 tbs. solid vegetable shortening

Directions:

1. Put flour in a big bowl. Add salt, baking powder, and vegetable shortening.
2. Mix ingredients to distribute evenly.
3. Add water slowly and knead dough into a smooth ball.
4. Pinch out little balls of dough. Place on cutting board or wax paper that has been dusted with flour.
5. Roll out dough to form a flat circle.
6. Bake tortillas on a moderately hot griddle. When air bubbles form turn and cook other side. When second side is

cooked and separates from the griddle, turn and finish cooking first side.

7. Roll up and eat.

Activity: Make a Diorama of Life on a Mission or Rancho

Purpose: -to make a three dimensional model of mission or rancho life
-to dramatize the lives of mission and rancho women

Curriculum Area: Social Studies, Art, Dram

Background: After learning about Mission and/or Rancho life students can make a scene from the life of a woman during those days. Try to provide students with resources that show the clothing and roles of women.

Materials:

shoe boxes
construction paper, wrapping paper, collage scraps, twigs,
sand, clay, sponges, paint
scissors
glue

Directions:

1. Have students brainstorm a list of scenes in the daily life of a mission or rancho woman.
2. Working with a partner have students choose a scene they would like to show.
3. Using a shoe box and various materials have students construct their scene in 3-D. Students can fold tabs on paper figures to make them stand. Bushes and trees can be made from sponges painted with tempera.
4. Have students share their dioramas. Have them describe the scene their diorama shows and tell what materials they used to create their scene.
5. Have students role play or dramatize their scene and bring it to life.
6. Display dioramas in classroom or school library.

Biography: Bernarda Ruiz

Purpose: -to show that women played important roles in history.
-to provide a role model for students
-to develop students' communication skills

Curriculum Area: Social Studies, Language Arts

Background: Bernarda Ruiz (1802-1886) was the daughter of a Spanish soldier as well as one of the first settlers to come to California. She played an important role in negotiating the treaty that brought an end of the Mexican-American War. Although Bernarda Ruiz is mentioned as someone to be studied in the California State History/Social Science standards, information on her is not easy to find. It may be helpful to discuss this with students and question why it is difficult to find information on her. Have students investigate sources, including the Internet, to see what they can find.

Materials:

California Women: Activities Guide, Kindergarten through Grade Twelve by M. McLean, available from the National Women's History Project or the California State Department of Education

Old Spanish Santa Barbara by Walker Tompkins

Directions:

1. Share biographical information with students found in California Women and Old Spanish Santa Barbara. Discuss with students other sources for information. Have students work in groups to gather more information.
2. Discuss the life and achievements of Bernarda Ruiz.
3. Have students work in pairs to prepare an interview for a "Lives of Famous Women" television show. One student is the interviewer and the other is Bernarda Ruiz.
4. Allow students to share their interviews with their classmates.

Additional Resources

Kuska, G. & Linse, B. (1983). Live again our mission past. Larkspur, CA: Arts' Books. An excellent teacher and student resource that contains many hands-on activities.

Westridge Young Writers Workshop (1996). Kids explore America's Hispanic heritage. Sante Fe, NM: John Muir Publications. Part of a series written by kids, this book contains biographies, crafts, recipes, and historical information.

Literature Links

O'Dell, S. (1976). Zia. Boston: Houghton Mifflin. This sequel to Island of the Blue Dolphins tells the story of Zia who is caught between two worlds: that of her people and her Aunt Karana, and her life at the Santa Barbara Mission.

Rowland, F.W. (1961). Pasquala of Santa Ynez Mission. New York: Henry Z. Walck. Pasquala is the story of a native California girl living at the mission. Although it does a good job of showing mission life, teachers should be aware that it portrays the mission padres as kind care-takers and does not reveal the complete reality of mission life for native Californians.

O'Brien, E.F. (1991). Anita of Rancho del Mar. Fithian Press. This novel tells the story of twelve year old Anita and is rich in both cultural and historic detail of rancho life in the 1830s.

CHAPTER FOUR: THE GROWTH OF A STATE

Overview

The discovery of gold in California in 1848 ignited a mass migration of settlers and gold seekers traveling to California. By 1857 women made up fifty percent of some wagon trains traveling west. Women on the trail were faced with disease and accidents as well as the task of cooking and caring for children in what were often harsh conditions. In addition women were faced with loneliness and isolation from leaving their homes and families. Often when they arrived in California they were faced with more hardships. Yet, there were also opportunities. Many women were able to do what were traditionally considered "men's" jobs in California's period of rapid growth. Other women worked to create hospitals and form clubs that worked for social improvements. California women divorced more frequently and dressed more comfortably than women in other states. They made gains in areas that included agriculture, science, education, and the arts. However, not all women improved their status. Minority women and men faced increasing discrimination, especially the Chinese who were California's largest minority in 1852.

Activity: Pioneer Woman Journal Entry

Purpose: -to describe the daily life of a pioneer woman
-to write a journal entry

Curriculum Area: Social Studies, Language Arts

Background: The majority of pioneers especially those traveling to the California goldfields, were single men. Yet families and even some single women took the westward journey as well. Approximately 7,000 of the 50,000 people heading west in 1852 were women. Although there were guidebooks, many were unreliable and advice for women pioneers was minimal. Women were left to discover for themselves how to cook, clean, dress, camp, and take care of children while on the trail. Often the decision to move the family west was made by her husband and the woman pioneer had to deal with the loss of a home, her friends, relatives, and community. Families usually traveled west in a covered wagon measuring about 4 feet wide and 10 or 12 feet long that was drawn by oxen. The wagon was loaded down with necessary supplies including tools, cooking utensils, clothes, bedding, guns, and food. The trip often lasted six to eight months. Women cooked, gathered wood, gave birth, and tended the children in addition to helping drive the wagons, pitch tents, and assist with the animals. They relied on other women for help and emotional support. Many kept journals or diaries of their journeys.

Materials:

paper

pencil

The Way West: Journal of a Pioneer Woman by Amelia Stewart Knight

Directions:

Day 1

1. Read The Way West to students. This is a true pioneer woman's journal.
2. Discuss some of the hardships faced by Amelia and her family.
3. Have students write their own journal entries for a trip West from the point of view of a young woman. Have them include drawings and a map of their journey. Tell students include the following information:
 - why was she moving West?
 - where had she been living?

- who was she traveling with?
- what were her feelings?
- what problems did she face?
- what did she see? hear? smell?
- what were her daily chores?

4. Have students share their journal entries.

Day 2

1. Discuss how the westward movement included and affected Black women, Mexican-American women, and Native American women.
2. Have students examine their textbooks to see if these women are included in their text's chapter on the westward movement and if so how are they portrayed.
3. Provide students with additional resources on the lives of these women.
4. Have students write another journal entry, this time from the point of view of either:
 - A Black woman heading to California in search of freedom.
 - A California woman living on a rancho.
 - A Native American woman whose lands are being taken over by the settlers.
5. Have students share their journal entries.

Activity: On the Trail Simulation

Purpose: -to solve problems similar to the ones the pioneers faced.
-to develop cooperative skills
-to develop writing skills

Curriculum Area: Social Studies, Language Arts

Background: See previous activity for historical information.

Materials:

maps of U.S. (as country was in 1850)
pencils
paper
picture of covered wagons, etc.
books on trip west

Directions:

1. Divide the class into heterogenous groups of four to five students. Explain that each group is a family on a wagon train and several roles need to be filled each day:

mother
father
son
daughter
grandparent, other child or relative (optional)

Explain that students will rotate roles each day so that everyone gets a chance to have a major role. Emphasize that it is not necessary for a boy to be the father or a girl to be the mother. All students will rotate through all roles. Each family (group) will keep a log which can include narrative, letters, pictures, and diary entries. Tell students that the family needs to discuss problems and decide on the solutions together.

2. Day 1 - Have each group plan for their trip west. Have them list the supplies they will take and choose their final destination. Remind them they can take only a few personal items and should include these in their lists as well.

3. Day 2 - Read students a description of a rainy day on the trail. Tell them that their wagon is stuck in the mud. What do they do? How is camp set up? What's for dinner?

4. Day 3 - Share resources describing a typical day. Have students record about a typical day. Describe the events, the sights seen, the food eaten, etc.

5. Day 4 - Tell students they have come to the treacherous Snake River which they must cross. Families may need to work with other families to decide how to cross.

6. Day 5 - One of the children is very sick with a fever. You are miles away from the nearest town and doctor what will you do?

7. You may choose to end or continue with such problems as mountain and desert crossings, low food supplies, etc. The final problem should be their arrival at their destination. Students should describe where they are and what they will do now.

8. Groups should turn in their completed logs which can be evaluated in terms of how well they cooperated, reasonableness of solutions, writing skills, and creativity.

Activity: Quilting

Curriculum Area: Social Studies, Language Arts, Art

Purpose: -to make a class quilt

Background: Women were traditionally the quilters in U.S. history. Many women began quilting as soon as they arrived from Europe and Africa. American women had the responsibility of supplying the clothing and bed coverings for their families. Girls were taught to sew at as young as three years of age. By the time they were seven they were able to complete simple nine patch quilts. Quilting began as a chore and functional activity but evolved into an art form as well as a means of historical documentation. African American women sewed for their slave owners and themselves. The quilts they made not only provided warmth but were used in baptisms, burials, and other commemorative events. Quilts gave women's domestic work a tangible product. Quilting bees, when women gathered to finish a host's quilt, provided women with companionship in what was often a lonely new life. Slave women shared their culture and built community for themselves in quilting parties. Afterwards the women were joined by the men for food, games, dancing, and music.

The patterns adorning quilts came from many sources including the natural world, buildings, as well as personal and patriotic themes. Quilts sometimes contained maps whether it be the road to freedom for a slave or a pattern of the route of a pioneer woman of the Westward movement.

Materials:

construction paper in a variety of colors
yarn
hole punch
scissors
glue

The Josefina Story Quilt by Eleanor Coerr

Sweet Clara and the Freedom Quilt by Deborah Hopkinson

The Quilt-Block History of Pioneer Days by Mary Cobb

Directions:

1. If available display quilts and pictures or slides of quilts. Ask students about the meaning and overall effects of the quilts' compositions.
2. Share background information with students.
3. Discuss the symbolic meaning of the quilt designs as well as the quilter's use of artistic elements such as balance and symmetry.

4. Read to or have students read the books listed under materials. Discuss.

5. Tell students they are going to make a class quilt. Each students will design their own square which will be joined to form the class quilt.

6. Tell students their quilt theme will be California history. List some possible ideas such as the Chumash tribe, mission or rancho life, and the the Westward movement. Give students a 10" x 10" square of dark construction paper and various colors of scraps. Have them create their own quilt block.

7. When finished have them hole punch along the edges of their squares. Using yarn, stitch together the class quilt.

8. Display. Have students share the meaning of their quilt block with the rest of the class.

Extension: Make a Nine Patch Pillow

Materials:

pencil, ruler, paper
sewing pins
needles
thread
fabric
stuffing

Directions:

1. Draw a 4½ inch square on a piece of paper and cut out for sewing pattern.

2. Use your pattern to trace and cut 9 squares from material. Choose colors that go well together. A light and a dark solid color work well together as do a solid and a print.

3. Draw a 4 inch square on paper. Cut out. Place in middle of the back of the fabric square and trace around the edges in pencil. This will mark the sewing line on the fabric.

4. Repeat this process on other 8 squares.

5. Sew the first three squares together. Repeat for the second and third row.

6. Sew the rows together.

7. Iron the seams flat if necessary.

8. Cut a piece of material the size of the block. Place the 2 pieces together facing each other. Use a running stitch and sew along the sewing line on three sides. On the fourth side leave a 4 inch opening.

9. Turn the pillow right side out through the 4 inch opening. Fill with stuffing.

10. Fold the fabric on the pillow opening on the sewing lines and sew pillow closed.

Biography: Biddy Mason

Purpose: -to show that women played important roles in history.
-to provide a role model for students
-to write a song

Curriculum Area: Social Studies, Language Arts, Music

Background: Biddy Mason (1818-1891) came to California as a slave. She later sued for her freedom and became a successful businesswoman and philanthropist.

Materials:

California Women Then and Now: Illustrated Biographies by Women's History Task Force, available from National Women's History Project (see Introduction resources for address).
paper
pencils

Directions:

1. Provide students with copies of the 1 page biography on Biddy Mason from California Women Then and Now. Read and discuss the life and achievements of Biddy Mason.

2. Tell students they are going to write a song about Biddy Mason and her life. Tell them that they will write the words but that they may use the tune of any song they are familiar with. If they want to, they may also compose an original tune.

3. Share examples with students such as this song written to the tune of "I've Been Working on the Railroad."

"Oh my name is Biddy Mason
and I was born a slave.
I walked 3,000 mile to Utah
and it took more than a day..."

4. Tell students that they may work alone, with a partner, or in groups of three or four. Have them write their songs and practice singing them.

5. Have students perform songs.

Additional Resources

Cobb, M. (1995). The quilt-block history of pioneer days with projects kids can make. Brookfield, Connecticut: The Millbrook Press. Contains historical information on quilts and includes projects.

Ferris, J.C. (1998). With open hands: A story about Biddy Mason. Minneapolis, MN: Lerner Publishing. Contains additional biographical information on the life of Biddy Mason.

Freedman, R. (1983). Children of the Wild West. New York: Clarion Books. A wealth of historical information and photographs.

Igus, T., Ellis, V.F., Patrick, D. & Wesley, V.W. (1991). Book of Black heroes volume two: Great women in the struggle. New York: Scholastic. This book of biographies includes a one page biography of Biddy Mason.

Westridge Young Writer Workshop (1996). Kids explore America's African American Heritage. Written by kids. Includes history, biographies, crafts, folklore, and recipes.

Williams, J. (1993). Wagon wheels kitchens: Food on the Oregon Trail. Lawrence, Kansas: University Press of Kansas. Everything you ever wanted to know about cooking on the Oregon Trail including information about available supplies and equipment of the time.

Literature Links

Cushman, K. (1996). The ballad of Lucy Whipple. New York: Harper Trophy. Lucy moves out West to a gold mining camp with her mother, brother, and sisters. Unhappy at first, Lucy learns to survive and eventually love her new home.

Hoobler, D. & Hoobler, T. (1991). Treasures in the stream: The story of a Gold Rush girl. Englewood Cliffs, NJ: Silver Burdett Press. This book tells the story of ten-year old Amy and her family whose lives are changed forever by the discovery of gold at Sutter's Mill.

Laurgaar, R.K. (1989). Patty Reed's doll: The story of the Donner Party. Fairfield, CA: Tomato Enterprises. This book tells the tragic story of the Donner Party as seen through the eyes of young Patty Reed's wooden doll.

Scott, V. & Jones, E. (1991). Sylvia Stark: A pioneer. Open Hand. Tells the true story of a black family that crosses America in a wagon train to California.

CHAPTER FIVE: NEW PEOPLE AND NEW WAYS OF LIVING

Overview

At the turn of the century California's economy continued to grow. Agricultural production increased with the building of the Colorado River Aqueduct and other irrigation systems. Politically, California women worked for over forty years to win suffrage, or the right to vote, which they achieved in 1911. Many middle class women achieved prominence in such areas as sports. While many middle class women had worked for suffrage and supported unions for women they discriminated against both Black and Hispanic women and were opposed to Asian women immigrating to California. Working class women, meanwhile, were becoming more visible in the work place. These working women participated in many well publicized strikes for better wages and working conditions.

People continued to come to California lured by its mild climate and the availability of land. The movie industry began to occupy a significant spot in California's economy. The 1930s brought with it the Great Depression and an influx of farmers escaping the Dust Bowl region of the Midwest. When World War II began California met many agricultural needs and became a center of defense production. Millions of women across America joined the work force. Women were able to find jobs that were once considered "men's work." The need for workers was so great

that black women were also able to find jobs although they continued to face discrimination.

Activity: Should Women Have the Vote?

Purpose: -to participate in a voting simulation
-to plan a campaign for women's suffrage

Curriculum Area: Social Studies

Background: The suffrage movement in California had its beginnings in 1870 when 5,000 men and women petitioned the legislature to grant women the vote. Two years later Nettie Tator spoke to a legislative committee telling them that no one group could justly represent and make laws for another, despite their best intentions. Women again attempted to win suffrage in the new constitution of 1879. In 1896 they took the suffrage issue to referendum and brought Susan B. Anthony in to campaign. The referendum was defeated. In 1914 the Los Angeles Women Suffrage League decided that instead of attempting to sway male voters, they would instead organize by working through the numerous women's clubs located throughout California. In 1910 California women lobbied for the passage of a constitutional amendment. They argued that the right to vote would eliminate legal inequities that treated a wife as if she were a perpetual minor child. This time in the election of October 1911, women won the right to vote.

Materials:

paper
pencils
ballots

The Story of the Women's Movement by Maureen Ash

The Day the Women got the Vote: A Photo History of the Women's Rights Movement by George Sullivan

Directions:

1. Create an issue for students to vote on. For example tell students that they will select the book that you will read to them at story time tomorrow. Explain that they will vote using ballots. Show students several books and give background on each.
2. Choose 2 boys to pass out ballots and state, "Only boys will be allowed to vote, not girls." When protests occur try to brush aside the comments and tell students, "Those are the rules."
3. Collect and count the ballots and then discuss. Ask if the girls liked accepting the boys' choice. Ask how they felt about not voting. Discuss whether they think boys are smarter than girls.

4. At this point begin to introduce the suffrage movement and such women as Susan B. Anthony. If possible read The Story of the Women's Movement up to page 17.

5. Point out to students that women not only had to convince men to vote for women's suffrage but they had to convince some women as well.

6. Have students form cooperative groups and plan a campaign for women's suffrage. Tell them to include slogans, posters, and a speech.

7. Have each group present their campaign and give their speech. Have the rest of the students ask questions using arguments of why women should not have the vote.

8. Discuss other groups who were denied the right to vote, i.e. black men, Chinese men, etc.

9. Have students write a short reflective paragraph on who they feel should have the right to vote and why.

Activity: Japanese Picture Brides

Purpose: -to illustrate clothing from different cultures
-to use concept attainment

Curriculum Area: Social Studies, Art

Background: At the beginning of the century California women were divided by class and race. This was true for Jewish women, Black women, Hispanic women and the newly arrived Asian women. Beginning in the late 1800s many Japanese men immigrated to California. In the early 1900s American laws did not allow nonwhites and whites to marry. Japanese men needed wives and returning to Japan to bring back a wife was becoming increasingly difficult. Therefore, this *shashin kekkon* or photo-marriage developed. Pictures were exchanged and the families in Japan arranged the marriage. The women were called "picture brides" and they often faced a difficult road ahead. Many times the man would send a picture of himself at a much younger age. The trip to America was long and upon arriving the bride was often faced with a much older, and poorer, man than she had envisioned. They were often taken directly to a store to exchange their comfortable kimonos and slippers for uncomfortable corsets and high-heeled lace boots. Many of these women ended up working outside the home as domestics or laborers in addition to the housework and cooking they did at home.

Materials:

world map
paper
pencils
markers, colored pencils, crayons
pictures of traditional Japanese attire including kimonos
pictures of turn of the century American women's clothing
pocket chart

Directions:

1. Display a pocket chart showing 2 columns labeled yes and no. Under the heading yes place a photo showing traditional Japanese clothing. Under the heading no place a picture of American women's clothing.
2. Tell students to look at the photos to determine how they are alike and how they are different. Tell students not to say their thoughts aloud.
3. Place two more photos up on the appropriate sides. Ask students to determine what the yes column pictures have in common that the no's do not.

4. Present two more photos and have students compare and contrast in order to determine what the yeses have in common that is not shared with the no's.
5. Have students write down a hypothesis as to what makes a yes a yes (i.e., what do they have in common).
6. Continue to present several more picture pairs. Ask if any students have changed their hypothesis. Remind them not to say their hypothesis out loud.
7. Hold up a picture. Ask students whether they think it is a yes or a no. After they have responded place picture in appropriate column. Do this several times.
8. Have students share their hypotheses aloud. Discuss what made a yes a yes (traditional Japanese women's clothing).
9. Have students compare and contrast Japanese women's clothing to the American women's clothing of the late nineteenth and early twentieth centuries.
10. Have students locate Japan on a map.
11. Discuss immigration and share background information with students. Discuss how a picture bride would have felt.
12. Distribute pictures of Japanese women's clothing.
13. Have students draw a picture of a Japanese woman in kimono and slippers. Have them study and create their own intricate patterns of material.
14. Have students write a short journal entry from the point of view of a picture bride in California in the early 1900s.

Activity: Women at Work - World War II

Purpose: -to discover the role women played in World War II
-to understand the use propaganda

Curriculum Area: Social Studies, Language Arts

Background: World War II brought with it many changes for the people of the United States. One of the most dramatic of these changes was the job opportunities that came available to women. As many of the men were in the armed forces the U.S. government and industry recruited women to work on the home front. More than six million women joined the workforce doing everything from welding and driving tractors to conducting symphony orchestras. Rosie the Riveter became the image of the woman war worker. Although women of color faced both racism and sexism and were often offered only the lowest paying jobs, many African-American, Mexican-American, and Native American women made wartime gains. California, with many defense industry plants, offered a great many jobs. Unfortunately these jobs were not available to Japanese American women as per Executive Order 9066 Japanese Americans on the west coast were forced to give up their homes and businesses and remain in often crowded internment camps.

In order to convince women who had never worked outside the home to work and to sell this idea to their male husbands, bosses, and coworkers, the Office of War Information used propaganda (an effort to influence public opinion) to sell the idea of women working. They used press releases, pamphlets, posters, and photographs. Industry hired women in large numbers and despite the burden of full time employment coupled with the chores of running a household, most women enjoyed their work and the money and gratification it provided. When the war ended, so did most of the jobs. Now government and industry used propaganda to convince women to return to their homes and allow the men to go to work. Women's jobs reverted to the traditional areas of teaching, nursing and clerical and service work, all at much lower salaries than they had made during the war.

Materials:

Rosie the Riveter: Women Working on the Home Front in World War II by Penny Colman.

Article, "A Picture Tells a Thousand Words: Photographs of women, work, and the 1940s" by L. Bonfield and K. Lewis in Social Studies Review, 29 (1) pages 55-64.

Any other sources of photographs of women working, or advertisements and propaganda from World War II.

Directions:

1. Share background information with students.
2. Share book Rosie the Riveter with students.
3. Divide students and give each group a set of photographs (you may use photocopies) to examine.
4. Ask students to examine the photographs and try to "read" them carefully. Have them look for items in the photographs that give clues to the time in which it was taken and/or the lives of the people in them.
5. Ask students if a picture is worth a thousand words what does the picture say? Have students write down any generalizations or questions provoked by the pictures.
6. Share in class discussion.
7. Discuss propaganda.
8. Have each students group make a pamphlet or poster convincing women to join the work force and then one to convince them to leave their jobs.
9. Have students present their work.

Biography: Dorothea Lange

Purpose: -to show that women played important roles in history.
-to provide a role model for students

Curriculum Area: Social Studies, Language Arts

Background: Dorothea Lange (1895-1965) was a photographer and social reformer who is best known for her photographs depicting the conditions of the Great Depression.

Materials:

Dorothea Lange Life through the Camera by Milton Meltzer
construction paper
scissors
glue
yarn
hole punch

Directions:

1. Read to, or have students read Dorothea Lange Life through the Camera.
2. Lead a class discussion on the life and accomplishments of Dorothea Lange. Construct a timeline of her life.
3. Have each students design a quilt square depicting an important event or accomplishment in her life.
4. Have each students share their quilt square and describe what it shows.
5. Piece together the quilt squares (use a hole punch and yarn) to make a class quilt that tells the story of Dorothea Lange's life.
6. Display the quilt in the classroom, school library, or other prominent place.

Additional Resources

Smith, B.C. (1989). Women win the vote. Englewood Cliffs, NJ: Silver Burdett Press. An informative history of the struggle for women's suffrage.

Westridge Young Writers Workshop (1996). Kids explore America's Japanese American Heritage. Sante Fe, NM: John Muir Publications. Written by kids this book includes history, biographies, crafts, stories, and recipes.

Literature Links

Fritz, J. (1995). You want women to vote, Lizzie Stanton? New York: G.P. Putnam's Sons. This book, by biographer Jean Fritz, tells the story of Elizabeth Cady Stanton who fought for women's suffrage.

Gates, D. (1940). Blue Willow. New York: Puffin Books. Ten year old Janey longs for a permanent home after migrating with her family from Texas to California's San Joaquin Valley during the Dust Bowl years. Winner of the Newbery Medal.

Uchida, Y. (1971). Journey to Topaz. Berkely, Ca: Creative Arts Book Company. In this semiautobiographical story Uchida tells the story of eleven year old Yuke and her family who were detained in an internment camp during World War II.

CHAPTER SIX: THE MODERN ERA (1945-PRESENT)

Overview

After the war California's population and economy continued to grow. Thousands of acres of agricultural land were turned into residential suburbs and malls and freeways were built. Most women who worked during the war were encouraged to return to their homes. Many women who did not want to leave their jobs were forced out and had to find jobs elsewhere, usually for much less pay. Despite public opinion polls that showed Americans did not approve of mothers of young children working, women continued to enter the workforce. They also continued to strive for equal pay. Minorities began to look for better treatment in the Civil Rights and student movements of the 1960s. Women working in these movements found that they were discriminated against by the men. They began to form a new women's movement. Women fought for equal opportunity and against traditional stereotypes. Eventually the movement suffered from the different political views of its members which divided it from within. Today women continue to work for equality in the workplace, political recognition, and increased opportunities.

Activity: A Woman's Place

Purpose: -to examine how roles for women are changing
-to learn facts about women in the labor force
-to discover stereotypes in printed materials
-to develop graphing skills

Curriculum Area: Social Studies, Language Arts, Math

Background: When the war vets returned after World War II women were urged to leave their jobs. Many women did not want to leave. Many were forced out and had to take lower paying service and manufacturing jobs instead. Public opinion polls showed that Americans disapproved of mothers of young children working when their husbands could support them. Yet women continued to enter the workforce. Many were the sole providers for their families. By 1978, 56 percent of women over sixteen worked. Women continue to fight for equal pay and job opportunities. The following lesson is adapted from a lesson in Myra and David Sadker's Sex Equity Handbook for Schools.

Materials:

pencils
paper
reading texts

Directions:

1. Give the students the following writing prompt: "Some people believe that a woman's place is in the home. Others do not. Write an essay in which you either support or are against this statement. Give reasons to defend your position."
2. Collect the essays.
3. Elicit from students the reasons for and against that they used in their essays and list on chart paper.
4. Ask students why do they think most women work and what percentage of high school girls can expect to be part of the labor force. (Answers-they need money and 90%)
5. Have students list jobs. Ask them if both men and women can do those jobs. Ask them which jobs have been traditionally done by women and which by men. Have students hypothesize why they think this is so.
6. Divide students into cooperative groups. Give each group a reading text.

7. Give each group a piece of paper. Have them fold it in half and label one side men and one side women.

8. Have students skim book and write down the occupation of each adult they find on the appropriate half of the paper.

9. Use record sheets to construct a graph of men's and women's occupations.

10. Discuss whether or not the books represent real life. How many occupations are given to women? how many to men? Can women do things on the men's side or vice versa?

11. Hand back student essays. Allow students to make changes *if* they want to.

12. Have students share their essays.

Activity: You Can Challenge the Media

Purpose: -to examine biases in books, television, and other media.
-to write a letter, using appropriate form, expressing facts and feelings about the biases found.

Curriculum Area: Social Studies, Language Arts

Background: After uncovering and learning about the discrimination that women have historically faced students may be angry or dismayed to see that discrimination still exists. They may also feel powerless to do anything about it. This activity gives students an opportunity to express themselves to those in charge. It was adapted from the lesson "You Can Fight City Hall" in the Sadker's Sex Equity Handbook for Schools.

Materials:

paper
pencil
list of publisher's addresses
list of T.V. station addresses (in T.V. guide or often listed in the newspaper)
addresses of companies

Directions:

1. Have students examine different media-television, magazines, video games, textbooks, etc. for sex bias. Discuss what this would look like. Have students record their findings. You may want to divide students up and have them focus on one particular thing--i.e., a magazine, video game, and so on.
2. Model and display a sample of how to write a business letter.
3. Help students to find the address to send their letter to.
4. Have students write their letters telling them to state their findings and opinions clearly and properly.
5. Edit and mail finished letters.
6. Have students brainstorm other ways they could express their point of view.
7. Share and post any responses received.

Activity: Oral History Project

Purpose: -to learn about the lives of women
-to help students to become aware of the process of history
-to practice reporting, recording, and listening skills

Curriculum Area: Social Studies, Language Arts

Background: Women are often excluded from history books but they certainly have been a part of history. By learning about the lives of women students can better understand society in general. The process of taking an oral history is important in recovering women's experiences as they are often missing from mainstream historical research.

Materials:

Seven Brave Women by Betsy Hearne
pencils
paper

Directions:

1. Read the book Seven Brave Women to students in which a young girl tells the history of the women in her family.
2. Explain the process of oral history.
3. Brainstorm a list of questions that students would like to ask an aunt, mother, grandmother, great grandmother or other important woman in their lives.
4. Organize the questions into different topics. Avoid questions that can be simply answered with a yes or a no. Have students copy questions or provide them with a copy.
5. Model for students how to conduct an interview and record answers. Have students rehearse the process with a partner.
6. Have each student conduct their interview and write a short biography of the woman they interviewed.
7. Allow students to read their biographies to the class.
8. Compare and contrast the experiences of the women in a class discussion.

Biography: Dolores Huerta

Purpose: -to show that women played important roles in history.
-to provide a role model for students

Curriculum Area: Social Studies, Language Arts

Background: Dolores Huerta (1930-) is a Chicana labor activist. She co-founded the United Farm Workers Union in 1962. She has dedicated her life fighting for the rights of the men and women of the fields.

Materials:

Women's History Curriculum edited by M. Ruthsdotter and B. Eisenberg (available from the National Women's History Project--see Introduction resources).

Dolores Huerta by F. Perez

shoe boxes

construction paper

glue

scissors

Directions:

1. Read to or copy and distribute for students to read the two page biography on Dolores Huerta from the Women's History Curriculum Guide or read the book Dolores Huerta to students.
2. Lead a class discussion on the life and accomplishments of Dolores Huerta.
3. Have students work alone, with a partner, or in a small group to create a three-dimensional diorama depicting an event in Dolores Huerta's life. Students may use a variety of materials including shoe boxes, construction paper, etc.
4. Students should also include a brief written or oral explanation of their scene.
5. Have students share their dioramas.
6. Display students' dioramas as a museum exhibit devoted to Dolores Huerta. Include other items such as a picture and old relevant newspaper articles.
7. Invite other classes in to visit the exhibit.

Additional Resources

Covey, A. (1994). A Century of women. Atlanta, GA: Turner Publishing. Based on the television presentation this book contains a history of twentieth century women.

Literature Link

Uchida, Y. (1978). Journey home. New York: Atheneum. Continues the story of Yuki and her family from Journey to Topaz. As World War II comes to an end Yuki and her family are released from the internment camp. However, with little money and no home the family draws on faith and courage to rebuild their lives.

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APPENDIX B

PROJECT EVALUATION FORM

Project Evaluation Form

Teacher's name: (optional) _____

School: _____

Grade level: _____

Years teaching: _____

After reading the project, please comment on the following areas:

1. Simplicity of the project: _____

2. Usefulness of the project in your Social Studies program:

3. Has this project changed the content or methods of your Social Studies curriculum?

4. Do you have any questions about the methods and strategies that were presented in the project?

5. Do you foresee any problems implementing the activities?

6. Were the resources listed helpful?

7. Do you have any suggestions or comments for improving the project?

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