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Women in history: A vanishing act

Eileen Marie O'Brien

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California State University
San Bernardino

Women in History
A Vanishing Act

A Project Submitted to
The Faculty of the School of Education
In Partial Fulfillment of the Requirements of the
Degree of

Masters of Art
in
Education: Elementary

By

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San Bernardino, California
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Abstract

This project addresses the need to include women in a fifth grade United States history curriculum. One reason this is necessary is to counter some of the effects of gender socialization our children receive. A second reason is because history textbooks do not always tell the whole story. A third reason is that the 1988 California State Framework for History-Social Science clearly calls for the inclusion of women in history. The literature review attempts to answer three questions: How do history textbooks portray women? Why should women be integrated into history? How do we integrate women into the history curriculum?

The project's goal is to integrate women into the fifth grade history curriculum. The objectives are twofold. One objective is to provide a list of books that would be helpful for teachers of all grade levels to read to increase their knowledge of women in United States history. A short description of each book is given. The second objective is to provide a list of books for student use in the classroom. The students' books are divided into six categories: Overview of Women, Native American Women, Women During the Colonial Times, Women During the Revolutionary War, Women During the Westward Expansion, and Women After the 1830s. A synopsis of each book is given along with suggestions as to how to integrate the book into the fifth grade curriculum.
Introduction

This project addresses the need to teach about women in United States history in the fifth grade elementary classroom. One reason this is important is to counter the socialization all humans receive as we grow. Books, toys, television programs and commercials, rock videos, newspapers, schools and textbooks all teach members of society what is expected in terms of their gender. Dolls are given to girls, tool sets to boys. Commercials have men telling, women listening. Newspaper photos have men doing, women being spouses. This carries over into our schools where boys play a more dominant role than girls.

A second reason why this project is important is that United States history textbooks generally ignore women as a group or when mentioning individual women activists portray them as objects of ridicule. Textbooks that have been adopted by California state still have not adequately addressed this issue. However, history textbooks are the primary tools with which future teachers, of whom 65% are women (U.S. Statistical Abstract, 1986), learn the history they will teach their students. This perpetuates the cycle of inaccurate history. History preserves cultural images and gives an identity to citizens. Yet current history texts ignore the past contributions of over 50% of the U. S. population, women.

A third reason for this project is the transformation in how history is to be taught at elementary and secondary grade levels.
emphasizes teaching a history of men and women of all races, religions, and ethnicities. History, according to the framework, is to move away from being only a litany of famous individuals towards becoming a story of people, their struggles, and their day to day living. This means exploration into the richness of women's lives at various periods in our nation's history studied in fifth grade such as the Colonial Period, the Early Republic, and the Westward Expansion. This project addresses the difficulty of implementing the state framework with textbooks that do not adequately present information about women. To begin to teach about women in history three questions are important: How do history textbooks portray women? Why should women be integrated into the history curriculum? How do we integrate women into the history curriculum?

**How Do History Textbooks Portray Women**

In history textbooks published prior to 1979 and reviewed by Schmidt (1976) and the Feminist Press (1979) women are underrepresented, misrepresented, and invisible. Some history textbooks mention women only in passing and do not explore their contributions. In other cases women have not been given due credit for what they have achieved. Other times women simply do not exist in history textbooks.

Women are underrepresented in history textbooks. In their sections on colonial life, textbooks do not even credit colonial women for their domestic chores (e.g., candlemaking, cooking,
cleaning, spinning), which along with mothering children and healing the sick aided the colonial family.

When covering the Early Republic Era, women's groups receive no recognition in the textbooks for organizing themselves into groups to uplift the moral character of the nation. Their concerns included orphans, families of alcoholics, widows, and larger community concerns such as health and work conditions. The women's skills in organizing and administrating grew as our nation did. These skills became the foundation upon which the Temperance Movement and Anti-Slavery Movement were built.

The Westward Expansion sections of textbooks emphasize rugged individualism on the part of men without regard to the pioneer women who headed West with their husbands and helped establish the new frontier. Women labor leaders frequently have no place in history textbooks when the Industrial Revolution and its effects are discussed.

Women in history textbooks are misrepresented. History textbooks commonly name Eli Whitney as the father of the cotton gin, failing to mention Catherine Green, co-inventor. Sacajawea is often a footnote in accounts of Lewis and Clark's expedition to the Northwest, yet without her guidance, translation, and quick wits, the expedition may not have been completed. Another misrepresentation of women in history is how one textbook, according to Trecker (1974), includes "more information along the lengths of women's skirts, than on all the agitation for civil and political rights for women" (p. 256). Frequently women
suffragettes are seen as pursuing the single goal of gaining the vote for women, whereas many of them had a much broader agenda that included better working and living conditions and world peace. In many history textbooks, the passage of the Nineteenth Amendment to the United States constitution, giving women the right to vote, is seen as the apex of the struggle for women's rights. This might lead some to the erroneous conclusion that this amendment solved all women's problems in terms of the inequality between males and females in our society.

Women are invisible in many history textbooks. For instance, Phyllis Wheatley is absent although she is one of America's first poets and her life story might inspire children. Sarah and Angelina Grimke, who vigorously questioned the system of slavery, seldom appear either. They might have led a life of luxury and ease on their father's southern plantation but for their abhorrence of slavery. Upon being physically threatened numerous times because of their views, the sisters migrated to the North, where they continued to speak and write for abolition (Schmidt, 1976). In a section of scientists from the past, one textbook named 18 males and one female, ignoring not only women who might be mentioned but also a discussion of why more men than women have become scientists. Such a discussion might allow girls to more readily choose science as their field if they have an understanding of the historical restraints that traditionally kept women from this area.
Language in textbooks also makes women invisible. *He* is supposed to be a generic term to include all humans, but the majority of the population reads *he* as exclusively male. Children often get the impression that all colonists and pioneers were men because of the use of *he* and *man* to refer to persons who settled the New World (Patton, 1980). Language matters to the reader. When *he* is changed to *she*, women readers feel empowered (Adamsky, 1981).

**Why Should Women Be Integrated into the History Curriculum?**

The consequences of underrepresenting, misrepresenting, and making women invisible in history textbooks is that we mislead children and the adults they become into thinking history, as presented in textbooks, is a complete history of the United States. This incomplete history also reinforces stereotypes of women as the subordinate sex and sexist attitudes that limit people's options. Placing women in history textbooks with an accurate portrayal provides for positive female role models and an enrichment of our understanding of history. By allowing a more complete picture of the past, we allow for more children to realize their potential in the present and the future.

**How Do We Integrate Women Into the History Curriculum?**

There is controversy about how to put a more accurate picture of women into history textbooks. Lewis (1981), along with other historians, contends notable women should be inserted into textbooks in an effort to improve feelings of self-worth in female students. Rosenberg (1990) and other historians say if
only notable women are mentioned, the contributions of the vast majority of women will be ignored. Though sharing a common belief that women should be integrated into history textbooks, historians have reached no consensus as to how to integrate women into history textbooks.

Statement of Objectives

Since historians can not agree on how to include women and textbook publishers have not significantly changed their product, the only feasible option to California teachers to implement the goals of the Framework is to provide supplemental materials and plans. The goal of this project is to provide resources to enhance and give better representation of women in fifth grade United States history. The curriculum project has two objectives. First, to provide a list of reference books to allow teachers to increase their personal knowledge. Second, a list of books for children is provided, along with activities that integrate the teaching of history-social science into language arts, music and art so that students increase their awareness that women, both individually and as a group, contributed significantly to our nation's history.

Design of Project

This project demonstrates how to integrate information about the contributions of women into the teaching of history through the use of supplementary materials. Biographies of notable women in United States history are included as well as materials that tell the story of women's contributions. The materials are divided into two categories: materials that all
grade level teachers can use for reference and materials that can be used to provide direct instruction to fifth grade students. Books for students are divided into six categories: Overview of Women's History, Native American Women, Women During Colonial Times, Women During the Revolutionary War, Women During the Westward Expansion, and Women After the 1830s. A synopsis of each book is given as well as suggestions on how to integrate it into a fifth grade curriculum.
Literature Review

The 1988 California State Framework for History-Social Science emphasizes history be taught as a well-told story including men and women of all racial, religious and ethnic groups. Teachers are asked to recognize that all people have history with struggles and triumphs. Furthermore, students are to be aware of the efforts to establish equality as well as the practice of prejudice and discrimination against minorities and women. Ignoring women's contributions in the past makes it easier to ignore women in the present and helps to continue women's poor self-image (Lewis, 1981). A major reason to write women into history is to counter the images and propaganda of today's socialization. Since the Nineteenth Amendment, women have been deluged with a huge wave of propaganda utilizing the weapons of psychology, literature, and culture in an attempt to convince people that women are not the equals of men (Eisenstein, 1983).

In this literature review there are eight sections. The first section reviews the statistics of women in the work force. The second section discusses how boys and girls are treated differently in our society. The third section focuses on the role of the media in socialization. The fourth section describes how role limiting stereotypes continue in schools. The fifth section considers how history textbooks reinforce the idea that women are less important than men. The sixth section clarifies how
history textbooks ignore women's contributions, and the seventh section explains how incomplete textbooks are no longer acceptable. The final section discusses how to integrate women into history textbooks.

Women's Work is Valued Less than Men's

The Statistic Abstract of United States (1990) shows women twenty-five years and older earn $335 a week versus $487 a week for men. Financial compensation studies make clear "women's work" is less valued than men's and that this is the result of occupational and hierarchical segregation of women into lower organizational positions (Jaffee,1989). Bartlett (1988) found that an executive's gender is the most important determinant of his/her salary. The average female executive earns about half of what the average male executive does. But socialization does not begin in the work force. It begins the minute a child is born. Gender, according to Eisenstein (1983), is "the culturally and socially shaped cluster of expectations, attributes, and behaviors assigned to that category of human being by the society in which the child is born" (p.7). How does this happen?

Boys and Girls are Treated Differently

Sex roles begin early with children as young as 18 months having marked sex-stereotyped toy preferences (Caldera,1989). Adjectives like active, aggressive, exploratory describe boys' play; girls play quietly with domestic toys. When presented with pictures of unfamiliar children, four to ten year old children
predicted that girls would want girl toys and boys would want boy toys (Martin, 1989). In a series of studies, DeLoache (1987) found that adults interacted differently with infants according to whether they thought the baby was male or female. In an analysis of 120, first-born, healthy children's physical environments, girls' environments were pink with dolls or fictional characters and furniture while boys' environments were blue with vehicles, tools and sports equipment. Parents and other adults encourage sex-typed play by selecting different toys for males and females, even before the children can express a preference (Pomerleau, 1990). The parents' behavior is similarly reinforced by catalogues and stores with special sections reserved for sex-stereotyped toys. The girls' sections show dolls and accessories, play make-up, arts and crafts kits, and cooking and housekeeping toys and the boys's sections offers building sets, sports-related toys, workbenches and tools, and transportation toys (Schwartz 1985).

The Media Gives the Message: "Women are Tender, Men are Active"

Books as well as toys enforce sex roles. DeLoache (1987) asked mothers to read picture books to their two and a half year old children and to identify the gender of characters who were not specifically labeled male or female. The mothers labeled 62% of the characters, male, 22% neutral, and 16% female. A variable that affected labeling was the degree of closeness an adult animal character had to the young. Mothers labeled adult figures near the child and helping, female; if distant and
inattentive, a male. (DeLoache, 1987). Women on Words and Images (1975) studied elementary readers and found the ratio of boy-centered stories to girl-centered was five to two, and the ratio for adult male main characters to female, three to one. In animal stories, the male to female ratio was two to one and in folktales, the ratio was four to one. A follow-up study done in 1989 by Purcell and Stewart found that the boy-centered stories to girl-centered stories ratio was now four to three, with more biographies on women than men (56 to 48). However, animal stories and folktales remained substantially more male-centered than female. Being many centuries old, folktales do not readily lend themselves to change. However, plenty of folktales with women exist so the problem seems to be in the selection of the folktales (Phelps, 1981).

Though Purcell and Stewart (1989) determined that girls are now represented in books more often than in 1975, they are still not pictured as often as boys nor are women shown in as wide a range of careers as men (80 for women, 136 for men). Books now show girls being more active but boys are not yet shown in nurturing activity. Girls still need male assistance in many more instances than boys. Even while bravely awaiting rescue (sometimes by animals), they appear unable to help themselves out of trouble. Apparently, the ratio of boys to girls has improved as has the image of women from 1975 to 1989 but there are areas that still need improvement. Too, the 1989 study used less than half as many books (62 books representing four publishers
in 1989 versus 134 representing 13 publishers in 1975). Perhaps if the 1989 study had used a broader book base, the change might not have been as positive.

With 96% of all households having a television set and viewing an average of five hours a day, television certainly plays its role in the socialization of our children. There's a strong tendency for children to identify with same-sex television characters: boys identify with physical strength and high activity level and girls identify with perceptions of physical attractiveness (Reeves and Miller, 1978). In a panel discussion by 250 eighth, ninth, and tenth graders, television viewing habits were related to the giving of sexist responses to questions (Gross & Jeffries-Fox, 1978). A third study showed children (grades kindergarten through sixth) who watched television twenty-five hours or more per week maintained more stereotypical sex-role values than a comparable group of children who watched ten hours or less a week (Frueh and McGhee, 1975).

During prime-time programs children are watching a world heavily dominated by male characters (2-3 males for every female), a world where women are less likely to be portrayed working outside the home and where home, family and marital status are more likely to be developed for female characters than male. Over half the women are involved in romance whereas only a little more than one third of the men are. Whereas almost 20% of the women are shown doing housework, only 3% of the men perform these duties. No matter what their marital status, three
quarters of the male characters have an occupational status. By comparison, less than a third of the married women and half of the single and formerly married women are portrayed as working outside the home, and are often seen in traditionally female occupations such as nurses, secretaries, waitresses, teachers. In the U.S. work force, there are numerous occupations where women outnumber men, but on the television men outnumber women. On television, 29% of the professionals are women, 71% men, yet in the U.S. today it is about equal. Victims are mostly women, particularly women who venture outside the home (Signorielli, 1989).

Television commercials also contribute to images of gender. That image is that males are dominant and more important than females. While men and women appear almost equally as the main characters on commercials, women are more likely to be in a commercial for home products. Female characters are portrayed 20% more often as users of the product than males, but 91% of narrators are male. This leaves the impression that men are the authorities in our society (Bretl & Cantor, 1988; Lovdal, 1989). Furthermore, in virtually every instance, women speak to an animal or baby or to other women about headaches, diets, or feminine hygiene. In commercials featuring occupations, men were pictured in 25% yet represent 75% of all the different occupations shown (Lovdal, 1989).

Many rock videos also perpetuate the idea that men are superior to women. In these, the identity of the women is
incidental, and mannequins replacing them would not affect the story, visual plot line or lyrics. These videos have been shown to affect behavior. Hansen and Hansen (1988) had participants watch either three stereotypical videos or three neutral videos. Afterwards, all the participants watched the same boy meets girl situation which unknown to them had been scripted. Those who had watched the stereotypical videos saw the meeting as one of social harmony. The man gained the woman's nurturance and sexual warmth; the woman obtained the man's protection and reflected glory. When the woman in the script failed to reciprocate the man's sexual advances, the participants sanctioned his derogation of her for she had failed as a woman and should suffer consequences. Those who watched the neutral videos saw the interaction between the man and the woman in terms of sexual harassment. These participants judged the woman favorably when she deflected what was perceived as the man's sexual intentions. The participants also found favor with the man when he accepted her lack of interest.

Another media form that helps create and maintain attitudes are the pictures in newspapers. Photographs send messages with no interpretation needed. A study of four Connecticut newspapers analyzed 8960 photographs and found that 68.37% were men and 31.63% were women. Women were portrayed as spouses eight times more often than men. Page one photographs most often portrayed men as professionals and women as human interest. While labor statistics say women hold 50% of professional jobs,
newspaper photos show women in only 17% of professional photos (Luebke, 1989). Again the message conveyed to people is that men are the important people.

Another section of the newspaper where sex role stereotyping can be found is in the Sunday comics. Replicating a 1974 study, Branbant & Mooney (1986) found males in comic strip families are more visible and shown outdoors more than females. Males paint and do yard work and females cook and clean. Males provided more childcare than previously but only when a female was unavailable. For both sexes leisure activities increased but any other change was minimal.

Role Limiting Stereotypes Persist at School

In schools, socialization continues. In intellectual achievement situations, girls have lower expectations of success than boys, although through high school, girls generally outperform boys in grade point averages. When they fail, girls are more likely than boys to blame themselves for insufficient ability. Girls are also less likely to take credit for their successes (Licht, Stader, & Swenson, 1989). Researchers report that the self confidence of girls is lessened by too infrequent comments on past performance. Despite this, females receive significantly less total communication, less praise, less neutral procedure response, and less nonacademic comments than males (Parsons, Meece, Adler, & Kaczala, 1982). Neither grades nor achievement test scores significantly relate to the aspirations of girls. Girls with higher grade point averages than boys
anticipated going to work in the lowest-status occupations, the boys into medium-status occupations (Lott, 1987).

Males have a more conspicuous and prominent status in the classroom (Irvine, 1985). Clarricoates (1978) found that teachers think girls are more flexible and easier to control, and choose topics designed to attract and hold boys' attention. In a study to investigate teachers' perceptions of their prominent male and female students, teachers recalled and recorded the names of more boys than girls (BentSvi-Mayer, Hertz-Lazarowitz & Safir, 1989).

Males' importance extends to the elementary playground where it has been found that the worlds of boys and girls are separate but not equal. On the playground, boys control as much as ten times more space, and invade all-female games much more often than girls invade boys' space. Girls play closer to the playground buildings and adult aides watch over and protect girls more often than boys (Thorne, 1989).

Where does this daily indoctrination of stereotypes lead? It leads to negative attitudes towards women, sexism and limited options for lives. Sexism is "a set of beliefs about women that reinforces, complements or justifies the prejudice, involves a basic sense of inferiority, and constitutes the stereotypes well learned, widely shared, and almost irresistible generalizations about women" (Lott, 1987, p. 8). Pregnant teenagers have been found to be more traditional and sex-typed in their activities and educational experiences than non-pregnant but sexually active
teenagers. Many working class girls desire an early marriage as an alternative to the low-status poorly paid job they see in their future (Lott, 1987).

By comparison a study of women doctors and lawyers indicates their parents did not strictly adhere to traditional sex- stereotypes. These women came from supportive and educated families and the majority were not required to do housework (Williams & McCullers, 1983). A provocative and telling study shows girls identified as gifted, disappearing from gifted programs as they moved through the school system. Kerr (1985) found one half of all identified gifted children in elementary school are girls, but by junior high less than one-fourth remain identified as gifted. In adulthood, the majority of gifted males settle into positions of leadership in education, science, industry, and the arts while most gifted females disappear. Many of these women according to Nobel (1987) "were gradually conditioned by the educational system and by parents to view themselves as less capable than males, and are socialized to be passive, to avoid taking risks, to hold lower expectations for success and to eventually discount their own skills and accomplishments" (p. 371). Often a gifted girl feels a choice must be made between developing her abilities and being considered unfeminine.

Learning about women in history, complete with role models of women who made a difference, might help to counter some of our society's sexism and prevent loss of talents. Research currently focuses on the personal and professional gains for
women and men at the university level after encountering a women's studies class. Goals of such courses are two-fold. One is to provide students with information about women that is missing in traditional academic courses. The second goal is to promote the professional and personal growth of women students and thus, over time, an improvement in women's status in our society. Stake and Gerner (1987) found positive personal gains for women's studies students, both male and female, such as a more positive attitude towards women. However, this study raised more questions that need to be answered, such as, are the people who take women studies classes more open to change?

*History Texts Reinforce Message: Women are Less Important*

History functions as a memory and as a source of human identity. The experiences, actions and ideas of people of the past are kept alive, connecting the past and future. It also serves as a collective immortality, as a cultural tradition and as explanation (Lerner, 1982). Teaching women in history would allow a girl to find her place in history (National Women's History Project, 1986), and expand the universe of all humans.

History is not just a means of transmitting the important facts about our past, but in how the story is told, it is a powerful manner of preserving cultural images and stereotypes (Trecker, 1974). As a socializing force in schools, textbooks are second only to teachers and peers (Patton, 1980) and social studies textbooks' illustrations continue to reinforce women as the subordinate sex. Females are seldom the majority in a picture
that has both males and females in it. Beyond pictures is the fact that if women are included at all, the profiles and capsule biographies are in separate sections, not in the main text (Trecker, 1974). This helps maintain the idea that women are outside real history.

Wirtenberg (1980) measured the effect of sex role biases in teaching materials on children's occupational interests. Boys and girls showed greater interest in occupations portrayed by same sex models yet our traditional texts allow children to internalize sex-role stereotypes that limit their future. History textbooks continue to portray women in traditional fields and roles, not giving word nor picture to the myriad of occupations women have filled. For example, in a discussion of the Civil War, textbooks often mention women in the context of nurses but give little or no mention of any other role they may have played during this time era, such as organizing and administrating the hospitals. In addition, women formed soldiers' aid societies, raised money, bought and delivered supplies to the army as well as caring for the families of drafted men and helping the wounded veterans back to civilian life (Scott, 1984).

In a study of twenty-seven college history textbooks accounting for 99% of the market, the total number of pages devoted to women ranged from .05% to 2% (Schmidt, 1976). As an example, Anne Hutchinson, a religious leader of the seventeenth century who was banished from Massachusetts Bay Company for holding religious meetings at her home, was not
mentioned in nine of the books, rated a sentence or two in five, a paragraph or two in eight, half a page in four, and one page in one. Harriet Beecher Stowe, the eighteenth century author who wrote *Uncle Tom's Cabin*, credited by many historians with propelling the nation into the Civil War, is not mentioned in four college history textbooks, receives one or two sentences in twelve, a paragraph or two in seven, half a page in one, and one page in three. Eleanor Roosevelt, who tirelessly crusaded for human rights for all both before and long after her husband's death, receives no mention in fifteen, is mentioned in one or two sentences in nine, a paragraph or two in two, and a half page picture in one. When Eleanor Roosevelt is mentioned, it is as an asset to her husband, a way for him to garner votes. In these college history textbooks, there is no mention of Dorothea Dix\(^1\) when reform of insane asylums in the first half of the nineteenth century is discussed, no mention of muckraker Ida Tarbell\(^2\), no name of Ida B. Wells\(^3\) in discussion of the Reconstruction Period. Other notable names missing are Margaret Sanger, a leading advocate of free access to birth control devises; Jeanette Rankin, the first woman representative in federal government who called for peace from World War I through the Vietnam War; Alice Paul, a women's rights advocate calling for an Equal Rights Amendment in the 1920s; the Grimke sisters, who had to leave their home state of South Carolina because of their outspoken views of slavery; Charlotte Perkins Gilman, a feminist philosopher who at the turn of the century challenged the status quo; Elizabeth
Gurley Flynn, who at the age of fifteen began speaking out for workers’ rights, demanding better working conditions and wages. These are potent, tenacious women who shaped American life and could serve as role models for college undergraduates. But history does not portray them.

**History Texts Ignore Contributions of Women**

Beyond ignoring individual women, issues discussed in college textbooks tend to forget women in the overall picture. The missionary movement of the late 1800s was supported and sustained by women (Rosenberg, 1990). Sixty per cent of all missionaries who went to China were women. Yet the textbooks treat the missionary movement as if it were male dominated rather than discussing the connections between domestic and international efforts by American women to raise the moral conditions of the world. If children of workers began going to high school in the 1920s in great numbers, why is there no discussion of the fact that these schools were staffed largely by women? If quality-improved, mass-produced garments helped lessen the distinction between classes, where is there discussion of the women workers who made this possible? In over 95% of the college history textbooks examined, there is no discussion of woman’s overall role in American history yet as Schmidt (1976) states "the relevance of citing women in history who acted rather than were acted upon, who did things deliberately rather than cause mischief unintentionally, has undeniable relevance for female students" (p. 53).
Like their college counterparts, high school textbooks are also inadequate. A 1979 study by the Feminist Press examined 12 textbooks published since 1974. Out of an average of 700 pages, the average number of pages devoted to women improved from one page to fourteen. Given that women make up 51% of the school population, this is an incredible figure. Other than Sacajawea, Harriet Beecher Stowe, Jane Addams, and Dorothea Dix, women of importance are omitted, and the legal, social and cultural disabilities which women faced are minimized (Trecker, 1976). Women are shown in almost exclusively passive roles, with economic and political trends determining their lives. Even in areas such as reform movements, abolition, and labor where articulate women spoke and wrote, quotes in history books come from male leaders. According to the textbooks, America was a man's world, where a farmer produced his own food, flax and wool, cleared his land and built his home. Though plenty of information exists about the colonial woman, textbooks reveal little. Rather than using the rich supply of journals and diaries of frontier women, authors have men recounting women's lives. One textbook devotes five pages to the six-shooter and barely five lines to frontier women (Trecker, 1974).

Hundreds of women homesteaded and claimed property in the midwest without a man but they do not exist in the history books. In teaching about the western expansion, history textbooks rely on historian Frederick Jackson Turner's turn-of-the-century ideas that the frontier brought new opportunities and allowed for
rugged individualism in an egalitarian society. Yet for many women, the frontier limited their options to caring for household and children (Degler, 1983).

Women's voluntary associations appeared at the end of the eighteenth century and continued to the second decade of the twentieth century. These associations, according to Scott (1984) "each had a constitution, by-laws, officers, a carefully stated benevolent purpose, a plan for earning money, dedication to high thinking, and a program of work" (p. 10) and profoundly effected the development of the United States. The women in these organizations showed initiative and determination in tackling areas of concern such as health, slavery, temperance, the needs of the working woman and education but history textbooks ignore them (Lerner, 1976).

Education was crucial to employment in many areas, and lack of education cut off many women from jobs. Yet the struggle for the right of women to attend colleges and universities is not mentioned. Flappers receive more space than suffragettes in textbook sections on the 1920s. Textbooks mention Carry Nation, a woman who was known for storming into salons with an axe and chopping up the tables, chairs and bars, to the neglect of other reformers such as Lucy Stone and Susan B. Anthony. The temperance movement of the 1800s is treated with ridicule and the consequences for families of alcoholics in a time of few rights for women is ignored.
Two other areas neglected in the texts are the role of women in the early labor movement and the development of birth control. Many men did not want women to organize and resisted allowing them into the unions. History books still interpret the protective labor legislation enacted for women as a great example of the way Progressivism and the women's movement worked together for common goals, even though today it is seen as a limitation on a woman as an individual to choose a job (Degler, 1983). Historians portray women as supporting male labor leaders, while ignoring the 1920s' division in the labor movement between women and men over free access to birth control information (Lewis, 1981).

A final way history books make women invisible is in the use of language. Over a lifetime, an educated American will encounter the prescriptive word *he* more than a million times (MacKay, 1983). Research consistently demonstrates that when the generic *man* is used, people think of men, not men and women. So prevalent is this that linguists doubt that there is a semantic generic in English and even beginning sociology students read men as not including women. Besides showing that use of *he* and *man* leads to the exclusion of women in visualization and thought of males and females, Adamsky (1981) has found that when the prescriptive *he* was replaced by *she*, women felt empowered. Despite this, authors write history books using the prescriptive *he*. Currently, masculine nouns and pronouns heavily outweigh female nouns and pronouns in history textbooks (Patton, 1980),
reflecting more of the bias of authors and publishers than the reality of history. This effectively leads to women being invisible in the text. Using language in a nondiscriminatory manner would allow students to visualize and imagine women in history (Patton, 1980). Along with forefathers were foremothers.

As to research and information, a void exists in the area of women's history in the elementary and secondary schools. No studies of how women are represented in history textbooks exist at the elementary school level. Therefore, I reviewed Scott & Foresman's *America Past and Present* (1983), a fifth grade social studies book currently used in California. The findings from that review mirrored the studies of college history textbooks.

Women in *America Past and Present* are underrepresented. Women arrive in the New World but nothing is mentioned as to what they contributed to the colonies. It is noted that women refused to buy cloth from England before the Revolutionary War but no other contributions are acknowledged. Women are misrepresented. Sacajawea's French fur trapper receives the credit for translating for the Lewis and Clark expedition. We see Catherine Green, who worked side by side with Eli Whitney to invent the cotton gin that revolutionized the cotton industry, as a frivolous woman who sat around drinking tea and was more concerned with the condition of her floor than anything else. Women are invisible. Native American women are not mentioned. No trace exists of the Indian maiden who translated for and guided Cortez to the Aztec capital of Tenochtitlan. Sybil
Ludington, a 16 year old who in 1777 rode horseback 40 miles one rain drenched midnight to warn of the British march on rebel supplies at Danbury, Connecticut, is not mentioned. Sojourner Truth, a former slave who became a powerful speaker for the rights of women and blacks, is not in the book. In all, without a knowledgeable teacher and excellent supplementary materials, children who learn history from this textbook might think women did not contribute to United States history.

Incomplete Textbooks No Longer Acceptable

In 1990, 20 companies presented history textbooks to the state of California. Only one, Houghton Mifflin, was accepted for adoption for the elementary level. When asked about this, Rodney Atkinson, a consultant for California's Department of Education, Curriculum, Instruction and Assessment Division, History-Social Science, simply stated that the other books did not reach legal compliance (personal communication, March 5, 1991). Part of the legal compliance are standards for inclusion of women in history. Yet in reading the biographical dictionary of the fifth grade book of the Houghton-Mifflin series, 163 men are noted with only 18 women. Obviously inclusion of women is still minimal.

Are women inadequately included because historians have not asked research questions appropriate to women? Within but separate from the culture, women may be difficult to see. Although exploited, women have been part of the ruling class that exploits. Although deprived of rights enjoyed by men, women have been members in powerful families and as such, closer to
power than many a man. Though some struggled against their limited options, others accepted society's role (Lerner, 1976). The right questions need to be asked to help illuminate women's role in history. The American Revolution and the age of Jackson brought new opportunities for men as to occupations and role choices, but what were the consequences for women? In the mid-nineteenth century, cheap black or immigrant labor was available to work in middle class homes. In the twentieth century, low paid female workers in agriculture and the food-processing industry gave middle class housewives freedom from much drudgery (Lerner, 1976). What effect did this have on the different groups of women and what was the relationship between upper and lower class women? Textbooks often view women's suffrage as the highlight in the struggle for women's rights. "But if gaining the suffrage by women marked the attainment of women's freedom, as so many history textbooks assured us, how did it come about that toward the end of the 1960s, a new women's movement erupted?" (Degler, 1983, p. 70).

A problem with writing about women in history is that most historians measure change "by tangible and discrete events; wars are declared, presidential administrations begin and end" (Gordon, Buhle, Dye, 1976, p. 75). By comparison, women's lives appear timeless, slow and without an immediate impact, with a focus on bearing and rearing children. With this in mind, it is no wonder that the history of women is neatly and compactly discussed in a few pages about women's suffrage. The assumption that women's
lives are slow and without any real impact needs to be challenged
or historians are doomed to ignore very real developments and
changes. Women organized, staffed and administered welfare and
relief systems in the early national period. From these systems
came the reform movements and its leaders for the nineteenth
century. Women were the teachers for the vast flow of
immigrants in the nineteenth century. Women significantly
contributed to the growth and development of frontier
communities. Though women were deprived of political and
economic power longer than any other group, their power was felt
through organizations, petitions, and pressure tactics that were
later adopted by other groups (Lerner,1976).

**Integrating Women in History Textbooks**

History is not fixed and unchanging. Rather it is more like a
"seascape in which the scene is constantly changing and shifting" (Degler,1983, p.67). When people begin to ask new questions and
find new sources, the past alters its shape. Since the invention
of writing in Mesopotamia, most historians have been men,
recording what men have done and experienced and found
significant (Lerner,1986). But history is not only the tales of
kings and cardinals, wars and pestilence. History should recount
how all members of a society lived, not just the important ones
(Smith,1976). An interest in women in history challenges past
explanations for events and development and allows a more
accurate reflection of the human experience.
Historians of women agree that the history of women should not be taught as one of oppression for this does not allow positive contributions to come forth (Lerner, 1976). Also it is difficult to see women as a separate group because women are throughout the social structure. This creates barriers between women as well as giving them different life styles (Degler, 1983; Lerner, 1976). There is some disagreement about the treatment of notable women. Some feel that to only include notable women is to keep women on the outside of history and to ignore the vast majority of women through history (Kleinberg, 1988; Lerner, 1979; Rosenberg, 1990). Others see the emphasis on exceptional women as a desire for a better self-image and a greater sense of self-worth for women (Lewis, 1981). Looking at women in history requires new questions and a challenge to the traditional political periodization of history. Most feminist historians would agree that the goal for women in history is to be integrated into the whole of history. This goal has not been reached.

In summary, this literature review has shown that women's work is less valued in our society, and that children as young as 18 months show gender socialization. This socialization continues in many forms, such as television, books, newspaper photos and schools. History textbooks reinforce the idea that women are less important than men by leaving women out or misrepresenting their contributions. History textbooks need to be rewritten to include women but how to do so is unclear and has yet to be accomplished.
In an effort to take a step towards the goal of integrating women in history, this project has been developed. The first section is Books to Increase Teachers' Knowledge. Each book has a brief description in order that the individual teacher might find it easier to find one to suit his or her needs. The second section is Books to Increase Students' Knowledge. This section is divided into six sections to follow the fifth grade history curriculum: Overview of Women in United States History, Native American Women, Women During Colonial Times, Women During the Revolutionary War, Women During Westward Expansion, and Women After the 1830s. Each book has a synopsis as well as activities for integrating the book into the curriculum. Books starred could easily become core books while a class is studying that period.

Conclusion

The integrated activities have been shared with seven teachers, three of whom are mentors, one who has received special training from California state in Social Science. The teachers were asked to critically evaluate the activities to determine whether they would be useful at the fifth grade level and whether the directions to the teacher are clear.

Some teachers have actually used the activities for *Sarah, Plain and Tall, Rebels in Petticoats, Pilgrims of Plimoth*, and *Me, California Perkins* and found the students enjoyed and learned from them. Other teachers believe this project to be a valuable
resource that will help them integrate women into their curriculums.
Project
Books to Increase Teachers' Knowledge
Born for Liberty
Sara M. Evans
The Free Press, 1989

In this book Sara Evans integrates women into United States history, beginning with Native American women all the way through the career woman and mother of the 1980s. In her book, the diversity of women’s lives through the centuries is apparent as she writes about women as pioneers, slaves, immigrants, factory workers, and suburban mothers and housewives. The boundary between the private world of home and family and public world of citizenship and work is noted as well as how women have reshaped these worlds.

Famous American Women
Edited by Robert McHenry
Dover Publications, 1980

This book is a biographical dictionary from colonial times to the present with 1035 biographies. The biographical sketches range from Virginia Dare to Susan Sontag, and include artists, astronomers, church leaders, explorers, feminists, patriots, and social workers among others. Each sketch covers the woman's education, early circumstances and accomplishments. The average length is around 400 words. The women's names are arranged in alphabetical order and an index allows the reader to find them in two other ways. One way is by occupation, the second by institutions or organizations they may have been affiliated with.
A History of Women in America
Carol Hymowitz and Michaele Weissman
Bantam Books, 1978

The authors wrote this book to make people aware of the role women have played in the United States. The sections in their books begin with Early America and the Revolutionary War, move on to the Nineteenth Century: Slaves, "Ladies", Reformers and Working Women, then to the Civil War and the Westward Movement. The last section deals with Industrialization and Urbanization, which covers the immigrants of the late 1800s through the present. The book contains some pictures and photograph.

When and Where I Enter: The Impact of Black Women on Race and Sex in America
Paula Giddings
Bantam Books, 1984

Paula Giddings writes about the history of black women in the United States, from colonial times to the present. Speeches, diaries and letters are used to give a first person account of history. Beyond writing on black women in general, Ms. Giddings also profiles notable black women such as Ida B. Wells, Mary McLeod Bethune, and Fannie Lou Hamer.

Women's Diaries of the Westward Journey
Lillian Schlissel
Schocken Books, 1982

Diaries of women crossing the continental United States are used to tell the story of the westward trek. These personal
histories give a sense of being there. Ms. Schlissel has divided these journeys into the periods of 1841-1850, 1851-1855, and 1856-1867. Four diaries of different women are printed in their entirety. The book also has photographs of some of the women in various settings.

Pioneer Women: Voices from the Kansas Frontier
Joanna L. Stratton
Simon and Schuster, 1982

In the 1920s, Ms. Stratton's great-grandmother collected rememberances from Kansas women, intending to write an article. Over eight hundred poured in. Ms. Stratton's grandmother indexed and annotated the stories. Ms. Stratton took these and wrote the book. This book is not based on diaries or letters but rather the memories of the women. It is divided into five sections. The first section concerns the journey and the settlement, the second, the fighting of the wild, the elements and the Indians. The third part is of the people and their institutions, the fourth deals with the community. The last section is about Kansas during the period of time right before the Civil War.

The Ways of My Grandmothers
Beverly Hungry Wolf
Quill, 1982

This book is written by a Blackfoot woman who collected stories from her mother, grandmother, and other older women. The title of the book comes from a tribal custom to call all old women of the past grandmothers. The author's intention in
writing this book is to tell about these women and to show that they have knowledge to contribute to history. The various sections of the book explain how they prepared food, made their clothes and tipis, danced, and what their myths and legends are. Photographs are included in the book.
Books to Increase Students' Knowledge
Overview of Women's History

An Album of Women in American History

Native American Women

Autobiography of Delfina Cuero*
Sing Down the Moon

Women During Colonial Times

Pilgrims of Plimoth
My Name is Not Angelina
The Witch of Blackbird Pond*
The Courage of Sarah Noble

Women During the Revolutionary War

Tree of Freedom*
Sarah Bishop
Deborah Sampson Goes to War
Rebels in Petticoats

Woman During the Westward Expansion

Susanna of the Alamo
Me. California Perkins
Sara, Plain and Tall
Prairie Song
Cowgirls

Women After the 1830s

Prudence Crandell
Harriet Tubman: They Called Me Moses
Harriet Tubman, Freedom's Child
Women of Courage
Women After the 1830s (continued)

Sojourner Truth, Antislavery Activist
A Gathering of Days
The Story of the 19th Amendment
New Women in Medicine
Laura Ingalls Wilder
Harriet Beecher Stowe
She Wanted to Read
Story of Susan B. Anthony
Susan B. Anthony
Overview of Women's History
This book offers a general overall history of women in the United States with individual women spotlighted in appropriate time periods. For example, in their section on colonial women, the authors write about the chores of the women and then also mention Eliza Lucas Pickney, the woman planter who developed indigo as the second most important export for the Carolinas. During the Revolutionary War, women supported the rebellion by collecting money to buy goods for the soldiers, advocating the making and wearing of homespun clothes as opposed to buying cloth from England and boycotting tea. Women notables from this time period include Mercy Warren Otis, a propagandist, satirist and historian of the war; Abigail Addams, one of the first to call for equal rights for women; and Phyllis Wheatley, a black woman poet. Other chapters are "Women Go West", "Women in the Fight Against Slavery", "Women in the Civil War", "Women Fight For Their Rights", "Women in the Labor Movement", "Women in the Two World Wars", "Creative Women", and "Career Breakthroughs For Women". The book does have many photos of the women written about.
Activities:

1. Use this book to balance the current history textbook. Read sections of it to the students as it relates to what they are learning in class.

2. Use to make a "Women in History" timeline. On the top of the timeline, write or draw pictures of what women in general were doing in a particular era, on the bottom, write about individual women and their accomplishments.

3. Play "Twenty Questions". One student pretends to be one of the women mentioned in the book and the other students have 20 yes/no questions to determine who the student is.

4. Make a gameboard showing women in United States history.

5. Make up a crossword puzzle with the names of women mentioned in the book.
Native American Women
This is an excellent primary source about the Diegueno Indians of the San Diego area through the memories of Delfina Cuero. Her childhood in early 1900s shows that the Indians had already begun to alter their lifestyle because of changes brought about by white people moving into San Diego County. Ms. Cuero describes in detail the search for food, childhood activities, rules for young people and the beliefs of the Diegueno Indians. As her family found itself displaced, they moved south to Baja California, not recognizing that they had crossed a border. When they wanted to return, they were not allowed back.

Activities:
1. Have the children reread sections on food gathering, hunting and fishing. Children draw pictures depicting what Ms. Cuero describes and place on an enlarged map of San Diego County.
2. See how many food items mentioned in this account your students can find, either the actual item itself or a picture. Discuss which items are still used as food today and/or what has replaced them.
3. Discuss the childhood activities and rules for young people that Ms. Cuero describes and compare them with current childhood activities and rules. Make a Venn diagram with this information.
4. Make a talking mural of Ms. Cuero's life.
5. Act out the story of the coyote and the crows (on page 41 of the book).
6. Write a paragraph on what you think the Anglo culture might have learned from the Diegueno culture.
Sing Down the Moon
Scott O'Dell
Houghton Mifflin Company, 1970
Historical Fiction

Sing Down the Moon is an account of the years between 1863-1865 when the Navajos were forced to march 300 miles to Fort Sumner. It begins in spring with Bright Morning, a fifteen year old girl, taking the sheep to the mesa. Spaniards capture her and she is sold into slavery. She escapes but soon after the Anglos come to destroy their village and force them to walk to Fort Sumner. Bright Morning marries Tall Boy who shortly after is put in jail for fighting with an Apache. He escapes through a garbage chute and the two of them leave to go back to their home.

In Sing Down the Moon, the author weaves into the story many aspects of Navajo life. The importance of sheep is made clear, as well as the fact that it was through the mother's side that daughters inherited their sheep. The Womanhood Ceremony is detailed as well as the use of sings to cure people of ailments. The Long Walk and its pain and horror is personalized by following Bright Morning's family during the trek and in the death of a baby that Bright Morning carried for another Indian woman.

Activities:
1. Discuss if there are any other times in American history that people have been forced to leave their homes.
2. Discuss whether or not our society has rites of passage for young people to become adults.
3. Have the students build a diorama showing Bright Morning's village in Canyon de Chelly.
4. Incorporate this book into a desert unit.
Women During Colonial Times
The Pilgrims of Plimoth
Marcia Sewall
Atheneum, 1986.
Nonfiction

Ms. Sewall has done an excellent job in writing about the lives of the Pilgrims. Her book is divided into four sections: Pilgrims, Menfolk, Womenfolk, Children and Youngfolk. Using the language of the times, daily life is described. In the section on womenfolk, she tells how the women helped with the crops, provided nursing, and took care of domestic duties. Ms. Sewall describes how fruit was pickled and preserved, fish gutted and salted, and herbs dried for medicine and seasoning. Fat was rendered into soap and irises or goldenrod used as dyes. In the Youngfolk section, children read about how the girls learn to bake bread, care for the garden and how to use the many plants grown, and how to sew. The pictures are vivid and colorful and the book contains a glossary.

Activities:
1. Excellent book for reading aloud to the class.
2. Discuss the religious theme that runs throughout the lives of the Pilgrims.
3. Have the students keep a journal for a week about being Pilgrim children.
4. Bake a pompion (pumpkin) or make pompion soup or pottage (stew). A wonderful source for recipes is The Colonial
Cookbook, Lucille Recht Penner, Hastings House, 1976. The following recipe is from this book:

"Wash the pumpkin and cut it into halves. Remove the seeds and the soft pulp that clings to them. Place the halves in a greased pan, skin side up. Bake at 300 degrees until the pulp is tender. A medium size pumpkin will take about an hour. To make soup, scrape the pulp from the skin and press it through a strainer with the back of a spoon to remove the fibers.

2 cups pumpkin meat or a 1 pound can of pumpkin
3 cups milk
1/2 teaspoon each of salt, cinnamon, and nutmeg

Put the pumpkin in a saucepan over a low flame. Stir in the milk. Do not let boil. Add the salt, cinnamon, and nutmeg. Serve hot. Four servings.

5. Buy wax and wicks and dip candles.

6. Bring in some examples or pictures of embroidery samplers, teach the students a backstitch, and let them embroider a simple picture. Each child could make a square to be put together to make a quilt.

7. Have the students act out a church scene where they must sit on wood benches, listen to someone read the Bible (provided it's appropriate in your school), and you give a sermon. See how long they can sit quiet and listen.

8. Read to your class Sarah Morton's Day, A Day in the Life of a Pilgrim Girl, Kate Waters, Scholastic, 1989. This book has
pictures of Plimoth Plantation, an outdoor living museum of seventeenth century Plymouth, Massachusetts. Here interpreters take on the roles of real people from that time period.
My Name is Not Angelica
Scott O'Dell
Historical Fiction

Though the setting of this book is St. John Island in the Caribbean Sea, its treatment of slavery makes it relevant to United States history. The book gives a realistic account of how slaves were sold, worked and kept in line while also showing how slaves resisted, rebelled and often preferred death to the state of slavery.

The book begins in Africa, where one king makes a profit from selling Africans to the white traders. Because of political intrigue, Raisha, a sixteen year old, is captured along with the king of her village (her intended husband), and is carried across the ocean in a ship full of sickness and death. The captain of the ship has known Raisha for five years and tells her how she should behave once they reach St. John. Raisha becomes a slave in the van Proks' household and her name is changed to Angelica. Eventually, Raisha escapes and joins with a colony of escaped slaves who are planning a revolt. The revolt is put down and all but a few jump off a cliff to their deaths on the rocks in the sea rather than submit to slavery again.

Activities:
1. A book to use to teach about African culture is Ashanti to Zulu. African Traditions by Margaret Musgrove (Dial Books for Young Readers, 1976). This book explains some traditions and
customs from 26 African tribe. The illustrations are done in pastels, watercolors and acrylics.

2. Use "Slave Auction" from Zenger Publications, Gateway Station 802, Culver City, Ca 90230. This is a simulation of a slave auction with roles for an auctioneer, slaves, slave owners, and abolitionists. Each role has a description to go with it.

3. Have the students act out the final scene of the book, where the soldiers surround the escaped slaves, and each slave must decide whether to jump off the cliff or surrender.
Witch of Blackbird Pond
Elizabeth George Speare
Dell Publishing, 1984
Historical Fiction

When her grandfather dies in 1687, Kit Tyler must leave Barbados to leave with an aunt's family in Connecticut Colony where many changes await her. One change is that she must do hard physical work, work that never seems to end and needs skill and patience. Another change is church. In Barbados, she occasionally went but in Connecticut it was required and so long that people who lived far away had Sabbath houses in the village in which to eat their midday meal. A third change is how everyone in Connecticut is not willing to go along with what the King of England says. The king wanted to revoke the Connecticut charter that guaranteed the rights and privileges of the colonists.

With all the changes, Kit finds herself crying in a meadow one day where she meets Hannah. Hannah is a very old Quaker woman who bears a brand on her forehead from being banished from Massachusetts. Hannah and Kit become friends, and Kit often escapes to Hannah's hut by the pond for peace. However, people in the village begin to die and one night, a group of villagers decide that Hannah is a witch causing all the illness and must be dealt with. Kit helps Hannah escape but the next day she herself is put in jail because some of her things were found in the hut. Kit is put on trial, matters look grim until a young girl Kit had befriended proves that Kit is not a witch.
This book is full of details as to how the colonists lived. Not only is the never ending work described but also the ways people enjoyed themselves. The poetry of Anne Bradstreet is read in the book, Dame Schools are explained, and the rituals of courtship developed.

Activities:

1. Have the students list and discuss the "evidence" used to prove Kit was a witch.


3. Discuss the goal of education in Connecticut in 1687, and compare it to today's goals for education.

4. Make cornbread with your students, serve it with water, and have them imagine that this is what they will eat for breakfast for the rest of their lives.

5. Build a mock-up of the village of Wethersfield. Collect cereal boxes, cut them open and the students draw the buildings flat. Next they cut them out and fold them to be three dimensional. Don't forget to make the pillory, stocks, and whipping post.

6. Using construction paper and clay, have students turn a cardboard box into a room of a colonial home.
7. A record with early American hymns is "Sing to the Lord" by the Robert Shaw Chorale. It can be found in the Riverside County libraries.
In 1707, the Noble family is ready to move from Westfield, Massachusetts to New Milford, Connecticut but the new baby is not strong enough to travel so eight year old Sarah goes to cook for her father, leaving the rest of the family. Three days of travel brings them to their new land, and first the father fixes up a cave for them to live in. Sarah meets and plays with the Indian children, and when her father returns to bring the rest of the family, Sarah lives with an Indian family. Upon being reunited with her mother, Sarah teaches her that the Indians are not savages.

This book would be good for a reluctant reader.

Activities:
1. Have students act out Sarah going to sleep the first night of the journey.
2. Discuss why many colonists felt the Indians were savages. How might the Indians have felt about the colonists? What are some current stereotypes various groups within our society have about other cultures?
3. Have students measure how far they can walk in an hour. Then have them estimate how far they could walk in a day. Have them list variables that might effect the distance they would go. What would happen over a three day journey.
Women During the Revolutionary War
Thirteen year old Stephanie leaves North Carolina with her family for the fertile soil of Kentucky as the War of Independence continues into its sixth year. Stephanie brings with her an apple seed which she plants and carefully tends. The growth of the tree is used throughout the book as a symbol for the United States becoming a new nation. Stephanie and her mother must keep the farm going by themselves when the father and oldest son join in the war effort.

Though no battles take place in this book, the causes and effects of the war are intertwined into the story. It shows that a great deal of people were not concerned with the war other than wondering how it would effect them and how they might make money from it.

The book is rich in the details of day to day life in building a new life in the frontier. For example, before anyone gets new clothes, first the sheep must be sheered, the wool washed, carded and spun, the dyes from the woods gathered. The making of cornbread is described from the cutting the trees to grubbing out the roots and weeding the land to the planting of the corn to the scaring away of animals from the plants. With careful reading, students will learn much about living in the late 1700s.
Activities:
1. Have the students find out what a dulcimer is and whether or not people still use them in music. Bring one into class.
2. Aaron Copeland's "Appalachian Spring" was written in honor of the pioneers. Play it often for the students and discuss what the music makes them feel. Have them draw pictures of what they think of while listening to it.
3. A ballad is a story told in songs. Sing some ballads and have students write their own ballads. Rewrite some to pertain to women. A record with ballads from the Revolutionary War is "Revolutionary Songs" by Yankee Tunesmith's, Old North Bridge Records, P.O. Box 1976, Concord, MA 01742. This record can be found in the Riverside County libraries.
4. Natural dyes can be found in many of the vegetables we eat. In a quart of water, boil four beets for a beautiful red-purple; dry four cups of brown onion skins, then boil in a quart of water for a golden brown; boiling a bunch of spinach produces a pale green.
5. A conflict between book learning and practical training runs throughout the book. Using a Venn diagram, list what you learn from books, what you learn that's not in books, and what you can learn both ways.
6. Discuss that during the Revolutionary War, Indians fought for the British. Why?
7. Write an essay to compare and contrast your life to Stephanie's. Make sure you use examples from the book.
8. Use meat trays or pieces of cardboard as looms, cut on opposites ends small slits one fourth of an inch apart. Use string as the warp (might dye it first), and weave with yarn.

9. Using as much detail and accuracy as possible, illustrate one of the books scenes.

10. Have your students act out Stephanie's family's walk to Kentucky. First read the section yourself, highlighting the parts for action. Read only those parts as the students act them out. Other parts of this book that lend themselves to creative drama would be the building of the cabin, the waiting for the Indian attack in the cabin, and the settlers listening to William Clark about why they should be fighting the British.

11. Have available for students to browse through *ABC Book of Early Americana*, Eric Sloane, Doubleday & Company, 1963. Arranged in alphabetical order, students will see sketches and read explanations of many items used in the late 1700s. For example, cornhusk dolls, dutch ovens, foot stoves, lightening rods, and waterwheels are some of the myriad of objects explained.
The setting of this book is during the Revolutionary War. The author shows the effect of the war on the family of a young girl, Sarah. Her brother joins the patriots and dies on a British prison ship. Sarah's father, a Tory, dies after being tarred and feathered by the Skinners, a gang of young men who supported the patriots. The British accuse Sarah of starting a fire but she escapes capture by fleeing into the wilderness. Other issues that come up in the book are the Quakers' attitude towards war, Indians being pushed off their land, and the belief in witches.

Activities:

1. In the book, Sarah befriends a bat. Read at least two articles on bats and then write a paragraph on whether you think this is possible or not.

2. Atrocities happen in war. Using a T-diagram, on one side list some Tory atrocities and on the other, Patriot atrocities.

3. Discuss other alternatives to war.

4. Predict what might have happened if the War of Independence never happened.

5. Have the students act out Sarah and the Indian making the canoe, Sarah turning the cave into a liveable home, or Sarah's escape from the British (See Appendix A for further information on creative drama).
6. Continue Sarah Bishop's story. What will she be doing in five years? in ten years?
Deborah Sampson Goes to War
Bryna Stevens
Biography

This true story is about Deborah Sampson who disguised herself as a man so that she could fight in the Revolutionary War. Deborah's father died and her mother could not afford to keep all six of her children. Deborah was farmed out to the Thomas family where she worked hard plowing fields and milking cows but she also got to go to school, which was unusual for most girls in 1770. As she learned to read, she read about the problems between England and the colonies, and she agreed with the Patriots. The war began when Deborah was fourteen and when she was twenty-one, she dressed as a man and enlisted. She worked as a spy and also fought in battles, where she was wounded. A doctor bandaged her head but worried that it would be discovered that she was a woman, late at night, she herself used a probe to remove a musket ball from her leg. The following winter, Deborah became sick and was sent to the hospital. This time a doctor did discover that she was a woman but rather than say anything, he took her to his family to recuperate. After the war, the doctor sent a letter to Deborah's commanding officer, telling him that Private Shurtleff was really a woman. Deborah Sampson was honorably discharged on October 23, 1783, received $95 in back pay and a pension of $8 a month because she had been wounded.
Activities:

1. Have one student read and then report to the class about Deborah Sampson.

2. Read aloud to the students and then discuss how throughout history, some people have not allowed society's rules to keep them from achieving a goal.
This book tells the stories of 17 women who each furthered the cause of freedom during the American Revolution. "Mad Anne" Bailey acted as a scout and messenger as well as being an excellent marksman and skilled nurse. Through food and charm, Mary Lindley Murray detained General Howe while the American forces, lead by General Putnam, escaped with the army's stores and ammunition. Two teenage girls, Rebecca and Abigail Bates, frightened away a British frigate by hiding in sand dunes and playing a drum and fife to the tune of "Yankee Doodle".

Activities:
1. Read the stories to the students.
2. In groups of three, have students choose a story to read, then draw a poster to tell the other students about their person.
3. Do a synectics lesson on courage (See Appendix A for further information on Synectics).
Women During the Westward Expansion
Susanna Dickinson lived through the siege of the Alamo in Texas. After the battle, the leader of the Mexican forces, Santa Ana, gave her a letter asking all Texans to go home. However, Mrs. Dickinson carried not only the letter but also her story of how the Texans fought valiantly against tremendous odds, the ending slaughter, and how Santa Ana ordered all bodies to be burned rather than buried. Mrs. Dickinson recounted all of this for Sam Houston, the leader of the Texans, who used "Remember the Alamo" as a rallying cry.

Activities:
1. Read to your class.
2. Discuss why Mexico and Texas went to war.
3. Discuss what a hero is. Use Social Inquiry to determine who are our heroes now (see Appendix A for further information on Social Inquiry).
Me. California Perkins
Patricia Beatty
Historical Fiction

Fifteen year old California's father has an itchy foot, always moving to where he thinks life will be better. During the silver rush of 1882, he moves his family from Sacramento to Mojaveville, a desert community northeast of San Bernadino. Callie's mother is so upset with the desolate conditions in Mojaveville, that she separates from her husband. She and her three children set up home in a house made of whiskey bottles. Mrs. Perkins gets a job as clerk in the town's store, and the three children work for a woman who runs a boarding house. Throughout the book are details concerning life in the desert, such as alkali poisoning, water costing three cents a gallon, and a homemade cough medicine consisting of onions, vinegar, butter and salt. The geography and geology of Southern California also plays a part in the story. Women are seen as active participants in the building of the town, as they were the ones who had water piped in, and started a school and a library.

Activities:
1. Reread the section describing San Bernadino and Mojaveville and draw them.
2. Discuss how the townspeople felt and reacted when the Cornish people came to settle. Draw comparisons to today's society.
3. Make a list of life details from the story and write a paragraph concerning how people survived in Mojaveville.

4. Callie and her family lived in a house made of whiskey bottles. Have students research different homes built with various resources, and draw pictures of them. Display on a bulletin board.

5. Bring in art prints of Georgia O'Keeffe's desert scenes.
Sarah, Plain and Tall
Patricia MacLachlan
Historical Fiction

Papa places an ad in a newspaper for a wife and mother, and Sarah Wheaton of Maine replies. Papa and his two children, Anna and Caleb, exchange letters all winter long with Sarah and in the spring, she comes for a month. Sarah joins in the family rhythm and adds to it with her singing, humor, and drawing. Sarah tells them of the sea and she learns about the prairie. In the end, Sarah and Papa are to be married.

Activities:
1. Discuss why women would answer an ad to marry, and travel hundreds of miles to an unknown man and possibly even a ready-made family. Are there any parallels with today?
2. The language in Sarah, Plain and Tall paints pictures. Have students find a favorite sentence or two to illustrate and print the actual words from the book on their picture. Turn their work into a book.
3. Introduce the children to charcoal drawing.
4. Have students make a mural on a bulletin board. Divide the board in half. One half would be Sarah's life near the sea, the other, her life on the prairie.
5. Discuss with the students the worries and concerns the children have about Sarah's coming and staying.
6. Pick flowers and hang them upside down to dry. After they are dry, make bouquets.
Prairie Song
Pam Conrad
Historical Fiction

Louisa lives on the prairie with her brother, Lester, and her parents. A doctor and his wife, Emmeline, move from the East to Nebraska, and Louisa has never seen any one as beautiful as Emmeline. But Emmeline has great difficulties adjusting to the prairie. She had grown up with servants, and was used to living in a city. The prairie and its vastness overwhelms her. She longs for the sights and sounds of a city, and her loneliness only increases when her husband leaves to introduce himself to the neighbors. A shock causes the baby to come early and he dies. Emmeline never recovers mentally, and wanders out of her soddy in a snowstorm and dies.

This book has lots of details about life on the prairie. It talks about the children collecting the buffalo chips for fuel, and how a sod house is made along with curtins made of flour sacks at the window and flowers growing on the roof. Sod houses were cool in the summer and warm in the winter. The closest neighbor for Emmeline was three miles away and a person's first sign of someone coming would be the dust kicked up by the horses.

Activities:
1. Have the students compare the climate, vegetation and geography of New York with Nebraska. What major changes
did a settler face in moving to the prairie of Nebraska from a city in the East?

2. Discuss how the doctor treats Emmeline. Do you think the decision to move was Emmeline's or the doctor's or a joint decision? Does his attitude help or hinder her adjustment to prairie life?

3. Louisa's family had a windmill. Research why her family had one and build a model of one. Discuss use of windmills today for electricity. Show pictures from Palm Springs.

4. "Pioneers" is an Interact simulation game where the students make decisions while traveling on a wagon train. The address for Interact is Box 997, Lakeside, CA 92040.
Cowgirls
Ubet Tomb
Nancy Conkle, illustrator
Nonfiction

This is a fun book that shows women succeeding in what is usually thought of as a male profession. Sixteen cowgirls are featured, from Lizzie Johnson who taught school, did bookkeeping, wrote stories and magazines articles plus ran a prosperous cattle ranch to Belle Starr who is known as the female Jesse James. Western fiction dime novels and western movies are discussed. In these novels, the women were violent, lawless but righteous which contrasts sharply with the image of women in western movies where they were often portrayed as passive. In the late 19th century, wild west shows and rodeos were popular and women stars attracted much attention.

Activities:
1. Use this book as a spin off into a social inquiry lesson on people's perceptions of who can do what job. Discuss if these attitudes are valid in view of job qualifications.
2. Have the students act out the various events in a rodeo such as cattle roping, bucking broncos and bull riding (See Appendix A for further information on creative drama).
3. Read to the students White Dynamite and the Curly Kidd, by Bill Martin Jr. and John Archambault (Henry Holt and
Women After the 1830s
Prudence Crandall
Elizabeth Yates

Biography

This book centers on two years in the life of a thirty year old teacher in a small village of Canterbury, Connecticut. In 1833, the teacher, Prudence Crandall, allows a black girl to attend her well respected and prosperous school for young women. This causes an uproar in the village and the people attack both physically and legally. Manure is thrown in the well as well as dumped on the front porch, rocks shattered windows, and someone attempted to set fire to the house. Legally, the town first attempted to enforce a vagrancy law but supporters of Miss Crandall post a bond for $10,000. Next the townspeople have a law passed that prohibits students from out of state coming to school in Connecticut. When Miss Crandall refused to send her students home, she was jailed and tried. The first trial resulted in no verdict but the second brought a guilty verdict. Miss Crandall's supporters appealed the verdict but because of the tensions of the times, Supreme Court of Errors decided it was unnecessary for them to come to any decision because of defects in the information prepared by the State Attorney. With no legal ending to this, the people of Canterbury took matters into their own hands and one night, armed with clubs, they stormed Miss Crandall's home, smashing all the windows and destroying the rooms downstairs. At this, Miss Crandall decided that it was best to leave Canterbury. The book has an epilogue which takes
quotes from Miss Crandall's diary. In 1886, the General Assembly of the State of Connecticut voted her an annual pension for the rest of her life.

Activities:
1. Use this book for independent reading for a strong reader. After the student has read the book, have the other students interview her to find out about Miss Crandall's life.
2. Write a letter to Miss Crandall telling her what you think of her life.
3. Do a synectics lesson on courage (see Appendix A for further information on synectics).
4. If you have access to the television version of Prudence Crandell's life, watch it with your students and compare and contrast the two versions.
Using black dialect, this story tells about the life of Harriet Tubman. It begins with her childhood as a slave, describing the conditions of being a slave. The author explains how Harriet is hit in the head with a heavy iron weight, causing her throughout her life to drop off to sleep with no warning.

The book not only tells about Harriet being a conductor for the Underground Railroad (with a price tag of $40,000 on her head) but also about her involvement during the Civil War and her work with the Freedman's Aid Society. Later in life, Harriet Tubman helped poor people of all colors with two homes: The Harriet Tubman Home and the Home for the Aged and Indigent.

*Harriet Tubman: They Called Me Moses* stresses Harriet Tubman's lifelong commitment to people as well as her courage and intelligence.

**Activities:**

1. This makes an excellent book to read aloud to a class. Students list what they can learn from the pictures about how Harriet Tubman lived.

2. Sing black spirituals and have children ascertain hidden meanings. One good source is the record "All For Freedom" by Sweet Honey in the Rock (Music for Little People). Another
record is "We Are America's Children" by Ella Jenkins (Folkways Records).

This book gives a more detailed account of Harriet Tubman's life. Tubman's master overworked his slaves, hired them out, and sold them. The slaves' clothes were made from worn garments from the master's house and their cabins were not as securely built as the animals' stables. Harriet's life is seen in the larger context of what was going on in the United States during her lifetime. Quakers, abolitionists, Nat Turner, the Fugitive Slave Law, manumission, the Underground Railroad, the colonization movements, and John Brown are all discussed in this book as they related to Harriet's life. Harriet's war service in the Civil War as a nurse, spy and participant in raids is explored as well as her life of helping others after the war.

Activities:
1. Make a cornhusk doll.
2. Bake sweet potatoes, cornbread and cook greens with pork for flavor.
3. Draw a map of where Harriet Tubman grew up and to where she escaped.
Sojourner Truth, Antislavery Activist
Peter Krass

Biography

Born a slave in 1797 in New York, Sojourner Truth became a powerful speaker for freedom and equality for all. Throughout her life, she felt guided by God, and at age 46, Sojourner changed her name (it had been Isabell) and became a traveling preacher. She spoke for the rights of blacks and women. At a women's rights convention in 1852, three ministers spoke against women's rights. One stated men had superior intellect, the second that women had lower status because of the Garden of Eden, and the third declared that women are weaker than men. Sojourner rebutted each. To the first she questioned what did intellect have to do with rights? She declared that though she read, she knew every word in the Bible and none of them said women were inferior to men. To the second, she stated that if one woman could turn everything upside down, then all the women in the audience should be able to turn it right side up. To the third, she said that no one had helped her into a carriage or across a mud puddle. She had plowed and planted and harvested "And aren't I a woman?" Sojourner became well known in her lifetime as an eloquent and witty speaker.

After the Civil War, Sojourner tried to get the government to give land in the west to newly freed slaves but she did not succeed. She continued to speak out against injustices to her death.
Activities:

1. Have your students act out Sojourner's speech to the minister (See Appendix A for further information on creative drama).

2. Discuss with students slavery conditions as written in this book.
Harriet Beecher Stowe grew up in a time when there were enormous differences of how boys and girls were treated. However, her father did see to it that Harriet was educated, and early on, she wanted to be a writer. In 1832, Harriet moved with her family to Cincinnati, Ohio and she came face to face with slavery. Her family had always thought slavery unchristian but also reasoned that the slave owners had invested much money in their slaves. However, as the pro-slavery forces became more violent and set fire to abolitionist printing presses and buildings, Harriet's feelings towards slavery changed. Harriet helped her young houseservant and child escape from slave traders. In 1851, she visited her brother in Boston, where she met Josiah Henson, a black minister who had been a slave. Mr. Henson vividly described his life as a slave to Harriet. Shortly after this, in church she had a vision and went home and began writing. This became *Uncle Tom's Cabin*, which came from the stories she had heard about slavery. Being married with small children, she wrote in between chores. She followed *Uncle Tom's Cabin* with *The Key to Uncle Tom's Cabin* in which she proved every incident in *Uncle Tom's Cabin* had happened and that the characters really existed.
Activities:
1. Use this book as independent reading.
2. Discuss how people's attitudes and feelings about something can change over time. Trace Harriet Beecher Stowe's change of heart about slavery.
Women of Courage
Dorothy Nathan
Biography

This book has excellent biographies on three women: Susan B. Anthony, Jane Addams, and Mary McLeod Bethune.

Susan B. Anthony

Susan B. Anthony fought for 60 years for political rights for women. This biography begins by explaining the era's ideas about women and their limited rights. Higher education was closed to women, unmarried women were to be pitied and women could not buy a business, sign a contract, inherit money nor were they legal guardians of their children. Susan's father was a Quaker and he wanted his daughters to be self-supporting, so he hired a teacher for his children and later sent Susan off to school. Her father went bankrupt and in 1839, Miss Anthony began teaching to help support the family. At this time, Miss Anthony became involved with the Abolitionists and Daughters of Temperance which lead to her struggle for equal rights for women. She supported the 14th and 15th amendments but wanted to include women in the 15th amendment. In her extensive traveling throughout the United States to speak for women's rights, Miss Anthony endured much ridicule but slowly she and others changed the way Americans felt about women's rights.

Jane Addams

Jane Addams came from a prosperous Quaker family and her father discussed serious matters with her. At an early age, she
saw the contrast between rich and poor. She wanted to be a doctor but a spinal ailment kept her from this and it was while she was on a trip to Europe that she knew what she wanted to do. In London, she visited Toynbee Hall, a settlement house where students came and lived and formed a neighborhood center. Miss Addams went back to Chicago and began Hull House right in the middle of the foreign quarter. In Hull House, reading clubs, discussion groups, kindergarten, English classes, a library, art gallery and post office all were started. Hull House also had a public kitchen and bathtubs in the basement. Hull House became a model for other settlement houses. Miss Addams also was an advocate for world peace and became the first president of a new world organization, Women's International League for Peace and Freedom. In 1931, Miss Addams won the Nobel Peace Prize.

Mary McLeod Bethune

Born in 1875, Mary McLeod Bethune worked in the cotton fields with her family until in 1886, a school for black children was started which she attended. At 14, Mary won a scholarship to a seminary and it was here that for the first time, she saw whites and blacks working, eating and playing together. She finished Moody Bible Institute at 21 years of age but then was told she was too young to be a missionary. She went home and began teaching. After a few years she went to Daytona, Florida to start her own school. Mrs. Bethune rented an old cottage and scrounged in dump heaps to fix things up. To raise money, she baked sweet potatoe pies, sold by the slice and in less
than two years she had 250 students with four teachers. She also
opened five mission schools in the turpentine camps that
surrounded Daytona and a hospital. Mrs. Bethune urged blacks to
vote and stood up to the Ku Klux Klan when they came to burn her
school. Later, President Franklin Roosevelt appointed her
Director of Minority Affairs.

Activities:
1. Use this book as a source when your students are doing
   biographies on Americans.
2. Have an individual read one of the selections, then draw a
   poster to introduce the woman to the class. Along with the
   picture, there should be a paragraph telling the woman's
   characteristics and why she is important in American
   history.
3. Have a child read a selection, then come dressed as that
   woman and give an interview to the class.
4. Draw a timeline of either Susan B. Anthony, Jane Addams or
   Mary McLeod Bethune. Put not only major events of their
   lives on but also events from United States history.
This book concentrates on Susan's childhood and the reader sees a determined, impatient thinker emerging. Susan learns to make cheese and apple butter, to knit and sew. When the schoolmaster wouldn't teach her long division because she was a girl, she figured out a way to learn. Her father owned a weaving mill and once, Susan worked there for two weeks for someone who was ill. She saw the father of a fellow worker come around every payday to collect her entire paycheck, which was not only accepted but legal.

Activities:
1. Have a student research about the mill towns and report to the class.
2. Use the AIMS Popping with Power (AIMS Education Foundation, P.O. 7766, 5629 E. Westover Street, Fresno, CA 93747) which will help children understand about simple machines.
3. Teach the children how to knit. Bring in one pair of needles and one ball of yarn and give everyone a chance to try. It's more for the experience than to actually produce anything. If you can't knit, find a parent who is willing to come in and demonstrate.
4. Have the students write comparing and contrasting their
career
depth

childhoods with Susan B. Anthony's.
This book is about Susan B. Anthony's lifetime work to gain rights for women. Miss Anthony was ridiculed for her view that men and women were equal for many people then thought that women were more delicate than men. But as this book points out, running a household then was not for the delicate. Doing laundry alone required pumping water into tubs and stirring clothes into boiling water. Miss Anthony first worked for temperance but found that the women were powerless. She then formed a Women's State Temperance Society but men started controlling it. Miss Anthony resigned and began her work in women's rights. Along with Elizabeth Cady Stanton, her first goal was to secure property rights for married women. It took six years for the legislature of New York to pass a law. In 1856, she worked for the Abolitionists for $10 a week and during the Civil War, she formed the Women's National Loyal League to help end slavery. After the war, Anthony spent months on the road, lecturing for suffrage for women. Newspapers called Anthony "the Napoleon of the Women's Rights Movement" but she did not succeed in her lifetime to change the voting laws.
Activities:

1. Read aloud to students. Use a Venn diagram to discuss the differences and similarities in a woman's life in 1830 and now.

2. Discuss what are some beliefs that people have now that school children in 2140 may find hard to believe.

3. Miss Anthony was raised a Quaker. Research about the Quaker religion and tell how being a Quaker may have effected her life's work.
The Story of Mary McLeod Bethune: She Wanted to Read
Ella Kaiser Carruth

Biography

At eleven years of age, Mary McLeod had a chance to go to school. After walking ten miles a day for four years for an education, she graduated and received a scholarship to a seminary in Connecticut. After completing her schooling at the seminary she wanted to be a missionary so she went to Moody Institute in Chicago. However, she was considered too young to be a missionary and she went back home and began teaching.

Eventually, Mrs. Bethune wanted to start her own school and she did in Daytona, Florida. She raised the money by selling slices of sweet potato pie and also trained her first students to sing spirituals at big hotels. At these hotels, she met John D. Rockefeller, James A. Gamble, and Thomas White, all wealthy men who contributed money and goods to her school. By 1907, Mrs. Bethune had bought land and built a permanent school and hospital. When the Ku Klux Klan threatened to burn her school because she was telling black people to vote, she faced them down. Mrs. Bethune organized the National Council of Negro Women. She also became friends with Eleanor Roosevelt.

President Franklin Roosevelt first appointed her to the advisory board of the National Youth Administration, then as Director of Minority Affairs. Throughout her life, Mrs. Bethune worked for equal rights.
Activities:

1. Make a timeline of Mrs. Bethune's life as related to the struggle for rights for blacks.

2. Discuss the concept of making do and how Mrs. Bethune did not allow lack of supplies to stop her from her goal of having a school.

3. Have a student read this book independently and make a poster telling the other students about Mrs. Bethune.
This is a novel written as if it were the diary of Catherine, a fourteen year old farm girl in New Hampshire. The passage of time is marked by the changes in season and the accompanying activities. Girls get together to talk and they bring their knitting with them or share a chore such as the laundry. School is divided into winter session, taught by a male schoolmaster, and summer session, taught by a female. It is full of precepts such as "let thy words be plain and true to the thoughts of thy heart". For fun children play Blind Man's Bluff, ice skate, and pull each other around on pine boughs. Catherine gives a runaway slave a quilt, and when the quilt is found missing, must make a new one. Her father remarries, and his wife hooks a rug with a wreath of flowers, each of what she has seen or plucked. One girl of the town goes to Lowell, Massachusetts to work in the mills, another dies of fever. Catherine finds that life is like a pudding, both salt and sugar are necessary to make a really good one.

This book is full of details on life in the 1830s. A salt-water paster is used for a bee sting, turpentine on flannel is the remedy for a cough. People work together for the "breaking out" when 22 oxen are hitched together and the roads are cleared. The making of the quilt is described as is sugaring and whittling.
Activities:

1. This is a very pleasant book to read aloud to your students.

2. Make a quilt with your class. Cut 6" by 9" squares of material and let the students embroider a design of their choice. On a machine, sew the squares together, layer the battan, and then a bottom piece of material. Sew the four sides together and place in a quilting frame. Quilt.

3. Whittle with soap (you won't need a real sharp knife).

4. Discuss the meaning of the precepts in the book.

5. Play Blind Man's Bluff and Snap the Whip.

6. Discuss home remedies with students.

7. Some of the books children learned to read with in the 1800s have been reissued. One to look for is McGuffey's published by American Book Company. Have them available for children to read.
Laura Ingalls Wilder: Pioneer and Author
William Anderson
Biography

Mrs. Wilder was over sixty years old before she began writing of her life spent as a pioneer in the Westward Expansion. In eleven years, she wrote eight books covering her family's moves from Wisconsin to Kansas to Minnesota to Iowa to the Dakota Territory. Mrs. Wilder believes she became a writer because of her parents' love of reading. When Laura's older sister, Mary, lost her sight, Laura's father made Laura Mary's "eyes" which sharpened her powers of observation. When Laura married, she did not use the word "obey" in her vows and she and her husband had a partnership concerning their farm. Laura and her husband eventually settled in the Ozarks, and it was here Laura began writing articles, poetry, interviews and essays for the farm family weekly "The Missouri Ruralist". Laura's writer daughter, Rose, nudged her mom into writing about her life. The eight books that resulted have been translated into over 50 languages, and in 1954, the American Library Association established the Laura Ingall Wilder Award to be given every three years to an outstanding author of children's literature. This biography contains many direct quotes from Mrs. Wilder and also photographs of her family. This book would be best used with children who have shown an interest and read several of Mrs. Wilder's books.
Activities:

1. Have Mrs. Wilder's eight books available for book report credit.

2. Have the class design a questionnaire to interview a parent or grandparent. Share these with the other students by putting up on a bulletin board. An excellent resource for more history curriculum ideas utilizing your students' environment, try *My Backyard History Book* by David Weitzman (Little, Brown and Company, 1976).

3. Have a child dress up like Laura Ingalls Wilder and tell the class the highlights of her life.
New Women in Medicine
Kathleen Bowman
Creative Education Society, 1976.
Nonfiction

This book has short biographies on five women who have made a difference in medicine. In the early seventies, Estelle Ramez debated a presidential advisor about whether or not hormones should keep women out of leadership roles. She used examples of males in leadership roles that had diseases that unbalanced their hormonal level. Ms. Ramez also feels strongly that everyone loses with stereotypes. Elisabeth Kubler-Ross's work is in the area of death and the stages of dying. Ms. Kubler-Ross lectures on the importance of death with dignity. Also featured are Mary Calderone, Executive Director of Sex Information and Education Council of the United States; Margaret Hawitt, a nurse-midwife; and Dr. Anna Ellington, a neurologist.

Activities:
1. Read aloud to students so that they might become aware of medicine as a possible career choice.
2. Ask a local female doctor to come in your classroom and answer the students' questions. Be sure to develop the questions before the interview.
3. Develop an ongoing wall graph that throughout the year careers can be added. Graph the number of years of education it takes, plus the median salary. Discuss with students reasons to pursue a particular career.
The Story of The Nineteenth Amendment
R. Conrad Stein
Nonfiction

This book follows the struggle to achieve suffrage for women in the United States. In the 1800s, four women are responsible for continuing the fight: Elizabeth Stanton, a gifted writer, Lucretia Mott, the spiritual leader of the movement, Susan B. Anthony, a superb organizer and Lucy Stone, an excellent speaker. These four women formed a nucleus that would not give up, no matter how slowly the public's attitudes changed. The four do split into two organizations. Anthony and Stanton organized the National Woman Suffrage Association which admitted only women and worked for an amendment to the United States' constitution. The American Woman Suffrage Association, formed by Stone, allowed men and women to join and worked at the states to allow suffrage for women. Pushed by Esther Morris, who had heard Anthony speak, Wyoming, in 1869, became the first government in the United States to grant women the right to vote. Colorado was next in 1893, followed by Utah and Idaho in 1896. The four founders die but others carry forth the struggle. The state of Washington gave women the right to vote in 1910, California in 1911, Kansas and Oregon in 1912. An amendment to the constitution had been introduced in 1878, again in 1887, and again in 1914. In 1913, Illinois granted women the right to vote in presidential elections and New York in 1917 enfranchised women. Carrie Chapman Catt and Alice Paul organized a parade of
8000 past the White House and Alice Paul decided to picket the White House until President Wilson changed his mind. Arrested in 1917, Alice Paul refused to eat. Wilson changed his mind and the next day, the amendment passed the House. In June, 1919 the Senate passed the amendment, and on August 18, 1920, Tennessee became the 36th state to pass it. In the fall of 1920, women were allowed to vote throughout the United States.

Activities:
1. Write a newspaper article about women's struggle to get the vote.
2. Discuss reasons why western states were the first to grant women the right to vote.
3. For a week write a diary as Lucy Stone, Lucretia Mott, Elizabeth Stanton, or Susan B. Anthony.
4. Use a long strip of paper and make a movie from this book.
References


California 1988 History-Social Science Framework

California 1990 History-Social Science Framework


Chicago: University of Chicago Press.


Appendix A
A source for how to do a synectics or social inquiry lesson is by Bruce Joyce and Marsha Weil, *Models of Teaching*. (Prentice-Hall, 1986)

A source for creative drama lessons is by Ruth Beall Heinig, *Creative Drama for the Classroom Teacher*. (Prentice-Hall, 1988)
Endnotes

1 Dorothea Dix devoted ten years to changing the treatment of the mentally insane who then were locked in prisons along with criminals in horrible conditions. She drafted legislation for protection of the insane and thirteen states eventually appropriated money to effect the changes she sought.

2 Ida Tarbell was part of the movement that investigated dishonesty in corporations in the early 1900s. She wrote a book on Standard Oil that helped outlaw monopolies in the United States.

3 Ida B. Wells was a powerful writer who investigated lynchings of blacks. She wrote about blacks losing their rights they had enjoyed during the Reconstruction Period.

4 Elizabeth Gurley Flynn later became a leading organizer for the Industrial Workers of the World.

5 The Shoshone Indian woman Sacajawae guided and interpreted for Lewis and Clark on their expedition through the Louisiana Purchase to the Pacific Ocean.

6 Jane Addams founded Hull House in Chicago, a settlement house for immigrants that provided a broad range of services including learning English, prenatal and child care.