



HONORING THE PAST AND
CHALLENGING THE FUTURE

Women's Contributions
to the United States

Broward County Public Schools





The School Board of Broward County, Florida

Benjamin J. Williams, *Chair*

Beverly A. Gallagher, *Vice Chair*

Carole L. Andrews
Robin Bartleman
Darla L. Carter
Maureen S. Dinnen
Stephanie Arma Kraft, Esq.
Robert D. Parks, Ed.D.
Marty Rubinstein

Dr. Frank Till
Superintendent of Schools

The School Board of Broward County, Florida, prohibits any policy or procedure which results in discrimination on the basis of age, color, disability, gender, national origin, marital status, race, religion or sexual orientation. Individuals who wish to file a discrimination and/or harassment complaint may call the Director of Equal Educational Opportunities at (754) 321-2150 or Teletype Machine TTY (754) 321-2158.

www.browardschools.com

**Women's Contributions to the United States:
Honoring the Past and Challenging the Future
Manual
Grades K-12**

Dr. Earlean C. Smiley
Deputy Superintendent
Curriculum and Instruction/Student Support

Sayra Vélez Hughes
Executive Director
Multicultural & ESOL Program Services
Education Department

Dr. Elizabeth L. Watts
Multicultural Curriculum Development/Training Specialist
Multicultural Department

Barbara Billington
Linda Medvin
Marion M. Williams
Resource Teachers

**WOMEN’S CONTRIBUTIONS TO THE UNITED STATES:
HONORING THE PAST AND CHALLENGING THE FUTURE**

TABLE OF CONTENTS

Acknowledgments	i
Writing Team	ii
First Congressional Resolution	iv
Presidential Proclamation	v
Mandate	vi
Overview	1
Introduction – Why Study Women’s Contributions?	4
Women in American History	
❖ Women in History Timeline	6
❖ Chronology of Women’s Suffrage in the United States	13
❖ Summary of the Women’s Movement in the United States	18
❖ The Nineteenth Amendment: Susan B. Anthony and the Right to Vote	21
❖ Florida Women and the Suffrage Movement	23
❖ Women in the Armed Forces	27
Lessons and Activities	30
❖ Grades K/1: Betsy Ross	31
❖ Grades 1/2: Toni Morrison.....	34
❖ Grade 3: Sacajawea, The Brave Shoshoni Friend	39
❖ Grade 4: Why Study Women’s History?	42
❖ Grade 5: Maya Lin, Architect	45
❖ Grade 6: Women Astronaut Firsts	49
❖ Grade 7: Amelia Earhart	53
❖ Grades 6/7: The Return of Sacagawea	56
❖ Grade 8: Women’s Contributions to the U.S.	59
❖ Grades 9/10: Woman’s History: An Interview	62
❖ Grades 10-12: Judy Baca	66
❖ Grade 11: Women’s Contributions to American Literature	72
❖ Grade 12: Women’s Contributions to American Government	75

**WOMEN’S CONTRIBUTIONS TO THE UNITED STATES:
HONORING THE PAST AND CHALLENGING THE FUTURE**

❖ Activities, Grades K-5	78
❖ Activities, Grades 6-12	81
Resources	83
❖ Biographies	84
❖ Eight Pioneer Florida Women	110
❖ Broward County Women’s History Coalition	118
❖ Biographical Highlights of Women in Broward County	120
❖ KidsVoting Selected Activities	141
❖ Bibliography	155
❖ Websites	164

Instructional Packets: These instructional packets are included in the *Women’s Contributions to the United States: Honoring the Past and Challenging the Future Kit*. The Central Processing Lab has catalogued Kits. One Kit has been sent to each school’s media center.

Beginning Books Biography – Modern Curriculum Press - Grades K-5

Florida Women’s Heritage Trail – Grades K-12

Political Partners: Florida’s First Ladies – Grades K-12 Study Guide/Video

Visual Arts – Middle/High School Study Guide

Women on Stamps – Grades K-12, Selected Activities

WOMEN'S CONTRIBUTIONS TO THE UNITED STATES:
HONORING THE PAST AND CHALLENGING THE FUTURE

ACKNOWLEDGMENTS

The Manual, *Women's Contributions to the United States: Honoring the Past and Challenging the Future*, was developed through the concerted effort of various, dedicated individuals. First, we extend our sincere appreciation to Helen Landers, Broward County Historian, and to members of the Broward County Commission on the Status of Women, who assisted with writing and content suggestions. Our appreciation goes to members of the Broward County Historical Commission; the Broward County Commission on the Status of Women; and to the Broward County Women's History Coalition for their contributions, support, and commitment toward the development of this Manual.

Our appreciation goes to members of the writing team, comprised of Broward County Public Schools' teachers, staff from the Multicultural and ESOL Education Departments, and consultants.

We are grateful to organizations and community members who contributed to this project.

Finally, we extend our thanks to all of those who assisted us in this project with their encouraging words of support and commitment.

WOMEN'S CONTRIBUTIONS TO THE UNITED STATES:
HONORING THE PAST AND CHALLENGING THE FUTURE

WRITING TEAM

Broward County Public Schools

Janice Alford
ESOL Resource Teacher
ESOL Education Department

Lillian Cruz-Collins
ESOL Resource Teacher
ESOL Education Department

Karen Parks Hosto
Teacher, Sandpiper Elementary

Linda Medvin
Holocaust Studies Resource Teacher
Multicultural Department

Ellen Sabety
Teacher, Embassy Creek Elementary

Annejeanette Washington-Wooten
Technology Teacher
Manatee Bay Elementary

Elizabeth L. Watts Ph.D.
Multicultural Curriculum Development/Training Specialist
Multicultural Department

Consultants

Joan Hinden

Martha Gutiérrez-Steinkamp
Smithsonian Fellow

WOMEN'S CONTRIBUTIONS TO THE UNITED STATES:
HONORING THE PAST AND CHALLENGING THE FUTURE

Contributors

Broward County Commission on the Status of Women

Broward County Women's History Coalition

Josette Burns
Social Studies Department Chair
Plantation High School
Broward County Public Schools

Barbara Ericksen
Executive Director
KidsVoting

Florida Commission on the Status of Women

Terri Fox
Museum of Florida History

Helen Landers
Broward County Historian
Broward County Historical Commission

Shari Wasser
English Teacher
Plantation High School
Broward County Public Schools

Marcia Zerivits
Executive Director
Ziff Jewish Museum

WOMEN'S CONTRIBUTIONS TO THE UNITED STATES:
HONORING THE PAST AND CHALLENGING THE FUTURE

**CONGRESSIONAL RESOLUTION DESIGNATING
THE MONTH OF MARCH AS
"WOMEN'S HISTORY MONTH"**

Passed March 1987

Whereas American women of every race, class and ethnic background have made historic contributions to the growth and strength of our Nation in countless recorded and unrecorded ways;

Whereas American women have played and continue to play a critical economical, cultural, and social role in every sphere of the life of the Nation by constituting a significant portion of the labor force working inside and outside of the home;

Whereas American women have played a unique role throughout the history of the nation by providing the majority of the volunteer labor force in the Nation;

Whereas American women were particularly important in the establishment of early charitable, philanthropic, and cultural institutions in our Nation;

Whereas American women of every race, class, and ethnic background served as early leaders in the forefront of every major progressive social change movement;

Whereas American women have been leaders, not only in securing their own rights of suffrage and equal opportunity, but also in the abolitionist movement, the emancipation movement, the industrial labor movement, the civil rights movement, and other movements, especially the peace movement, which create a more fair and just society for all; and

Whereas despite these contributions, the role of American women in history has been consistently overlooked and overvalued, in the literature, teaching and study of American History;

Now, therefore, be it resolved by the Senate and the House of Representatives of the United States of America in Congress assembled, that March be designated as "Women's History Month." The President is authorized and requested to issue a proclamation for each of these months, calling upon the people of the United States to observe those months with appropriate programs, ceremonies and activities.

**WOMEN'S CONTRIBUTIONS TO THE UNITED STATES:
HONORING THE PAST AND CHALLENGING THE FUTURE**

**WOMEN'S HISTORY MONTH PROCLAMATION
By the President of the United States of America
A Proclamation**

For generations, women across our great land have helped make our country stronger and better. They have improved our communities and played a vital role in achieving justice and equal rights for all our citizens. During Women's History Month, we celebrate the many contributions women make to our society.

At the end of the 19th century, pioneers Jane Addams and Ellen Starr opened the doors of Hull House to serve impoverished and immigrant families in the Chicago community. Presidential Medal of Freedom winner Annie Dodge Wauneka worked to educate her native Navajo community about preventing and treating disease. In 1955, Rosa Parks refused to give up her seat on a city bus in Montgomery, Alabama, helping to inspire a nationwide movement for equal justice under the law. Recently, our Nation said goodbye to another remarkable American woman and courageous civil rights leader, Coretta Scott King, who helped call America to its founding ideals.

Today, the United States of America remains a country that offers the greatest freedom on Earth and believes in the promise of all individuals. Women continue to strengthen our Nation and the world by excelling as leaders in all walks of life, including business, law, politics, family life, education, community service, science, medicine, and the arts. The brave women who wear the uniform of the United States Armed Forces are helping to lay the foundations of peace and freedom for generations to come. This month, I encourage all Americans to join me in celebrating the extraordinary achievements and contributions of American women.

NOW, THEREFORE, I, GEORGE W. BUSH, President of the United States of America, by virtue of the authority vested in me by the Constitution and laws of the United States, do hereby proclaim March 2006 as Women's History Month. I call upon all Americans to observe this month with appropriate ceremonies and activities to honor the history, accomplishments, and contributions of all American women.

IN WITNESS WHEREOF, I have hereunto set my hand this twenty-seventh day of February, in the year of our Lord two thousand six, and of the Independence of the United States of America the two hundred and thirtieth.

GEORGE W. BUSH

**WOMEN’S CONTRIBUTIONS TO THE UNITED STATES:
HONORING THE PAST AND CHALLENGING THE FUTURE**

MANDATE

In 1998, the Florida Legislature amended the Florida Statutes to read:

FLORIDA STATUTE 1003.42 (Replaces Florida Statute 233.061)

Required Instruction:

Members of the instructional staff of the public schools, subject to the rules of the State Board of Education and the district school board, shall teach efficiently and faithfully, using the books and materials required, following the prescribed courses of study, and employing approved methods of instruction, the following: (p) The study of women's contributions to the United States.

On August 18, 1998, The School Board of Broward County amended Board Policy 6000.1 Standards of Service – Pupil Progression:

Students shall receive instruction in the Holocaust, African and African American History, Hispanic Contributions, and Women’s Contributions.

WOMEN'S CONTRIBUTIONS TO THE UNITED STATES: HONORING THE PAST AND CHALLENGING THE FUTURE

OVERVIEW

This Manual has been designed to supplement the existing textbooks and ancillary materials available in the Broward County Public Schools. It provides user-friendly, Standards-based information and strategies.

This Manual is divided into five sections as follows:

1) **Introduction: Why Study Women's Contributions?**

This emphasizes the importance of Women's Contributions to the United States and the need for this Manual.

2) **Women in American History**

This section provides highlights of women whose contributions have impacted the United States. It contains the following:

- ❖ **Women in History Timeline**, a chronological view of the **women whose contributions have impacted the United States;**
- ❖ **Chronology of Women's Suffrage in the United States**, dating back to Abigail Adams in 1776, includes a **Summary of the Women's Movement in the United States;**
- ❖ A short essay, **The Nineteenth Amendment: Susan B. Anthony and the Right to Vote;**
- ❖ A summary of **Florida Women and the Suffrage Movement;**
- ❖ A summary of **Women in the Armed Forces: From the Revolutionary War to the Present Time.**

3) **Lessons and Activities:** Each FCAT-correlated lesson integrates Women's Contributions to the United States into one or more of the content areas. Each lesson includes appropriate Goal 3 Core Competencies, and Sunshine State Standards. Each lesson for grades Kindergarten through 8 also contains corresponding Grade Level Expectations for Benchmarks.

A list of activities is included at the end of this section to provide students with extended learning opportunities.

WOMEN'S CONTRIBUTIONS TO THE UNITED STATES:
HONORING THE PAST AND CHALLENGING THE FUTURE

- 4) **Resources:** The Manual concludes with a **Resources** section, for use at all grade levels, that includes the resources below.
- ❖ **Biographies** – This section contains short biographies of women whose contributions have impacted the nation.
 - ❖ **Eight Pioneer Florida Women** - These biographies are adapted from the exhibit of the same name, provided courtesy of the Ziff Jewish Museum.
 - ❖ **Broward County Women's History Coalition** – This provides information about the Broward County Women's History Coalition and the Broward Women's Hall of Fame.
 - ❖ **Biographical Highlights of Women in Broward County** – These are provided by the Broward County Historical Commission and Broward County Women's History Coalition.
 - ❖ **KidsVoting Selected Activities** - Grades K-12 - These activities are provided by KidsVoting Broward County.
 - ❖ **Bibliography** – This is a comprehensive listing of books divided by grade level for students, teachers, and general audience.
 - ❖ **Websites** – The websites listed in this section are **recommended for use ONLY upon the review and approval of the classroom teacher.**

Instructional Packets: The components listed below may be used as stand-alone material or in conjunction with specific lesson plans for different grade levels as indicated. These items are included in the *Women's Contributions to the United States: Honoring the Past and Challenging the Future Kit*. The Central Processing Lab has catalogued these Kits. One Kit has been sent to each school's media center.

- ❖ **Beginning Books Biography.** This Modern Curriculum Series for elementary level features Judy Baca, Maya Lin, Toni Morrison, Antonia Novello, and Sacajawea.

WOMEN'S CONTRIBUTIONS TO THE UNITED STATES:
HONORING THE PAST AND CHALLENGING THE FUTURE

- ❖ ***Florida Women's Heritage Trail.*** This booklet provides biographical information on over 100 women significant in Florida's history. It provides a historic marker or site for each woman's biography to show her role in shaping the state's past, present, and future. This booklet is published by the Division of Historical Resources, Florida Department of State.
- ❖ **Political Partners: Florida's First Ladies** - Grades K-12. This includes an 18-minute video of interviews with the last seven First Ladies, accompanied by a short guide. The guide provides an introduction, chronology, and selected short biographies.
- ❖ **Visual Arts: A Study Guide for Middle/High School.** This contains lesson plans on four women artists from different disciplines/art forms.
- ❖ **Women on Stamps** - Grades K-12. This contains images of all stamps from the United States Postal Service series of the same title. It includes selected activities.

WOMEN'S CONTRIBUTIONS TO THE UNITED STATES: HONORING THE PAST AND CHALLENGING THE FUTURE

WHY STUDY WOMEN'S CONTRIBUTIONS?

The twentieth century brought many changes to society as a result of immigration, the Industrial Revolution, discoveries, inventions, and wars. The change that affected the largest number of people was the role of women in society.

For centuries, women have played a variety of roles, usually in a supportive capacity. While these roles were essential to the survival of the family and society at large, they were often perceived as less important than men's roles.

Women's responsibilities have included cultivating the land, gathering food, and providing nourishment; bearing, raising, and educating the children; and fashioning garments and household items from limited available materials. Until recently, women were not regularly given access to education and high paying job opportunities. The belief was that women did not have the right or capability to own property. Their duties were to bear children and to make a family home.

During the Middle Ages and in later years, wealthy women were given limited access to education, learning to read and write as well as participating in activities related to the arts. As royal alliances through marriages became more frequent in Europe, women who were members of religious orders had educational opportunities.

In Colonial America, girls learned to read and write at girls-only schools, known as "dame schools." When there was room available, girls were allowed to attend the master's school for boys, usually during the summer months when boys were away working in the fields. Women could usually earn wages as seamstresses or as domestic help.

Gradually, more women became involved in reform movements. During the pre-Civil War period and for the duration of the War, women were instrumental in the fight against slavery. Women saw parallels between the position of women in society and those of slaves. Many, like Harriet Tubman, saved lives. Many women were both abolitionists and feminists. Elizabeth Cady Stanton, Sojourner Truth, Lucy Stone, and Lucretia Mott fought together for common goals.

By the end of the nineteenth century, changes became more frequent. Improvements in education and reforms to the prison system were among the causes also embraced by women, which resulted in changes. There was a rise in the establishment of women's colleges as well as an increase in the admission of women to established colleges and universities. At the beginning of the twentieth century, women obtained 19 percent of all undergraduate college degrees; by 1985, 53 percent of students in college were women.

WOMEN'S CONTRIBUTIONS TO THE UNITED STATES: HONORING THE PAST AND CHALLENGING THE FUTURE

As these changes occurred, world events took a dramatic turn. Wars were fought in Europe and Asia, and United States' soldiers were involved. Women took the place of the fighting men in factories, on farms, and in other important arenas of the U.S. economy. Improvement of mental health services and health care services, and agrarian, labor, and immigration reforms significantly affected the status of women in the United States and throughout the world.

Women's activism had two significant effects in the recent history of the United States. The first was the effort to ban the production and sale of alcohol products. It was believed to be the cause of poverty in many families during the early twentieth century. The result was the Eighteenth Amendment to the Constitution of the United States and the beginning of the Era of Prohibition. The second was the passing of the Nineteenth Amendment to the Constitution of the United States, giving women the right to vote in 1920.

As women entered the twentieth century, they were disenfranchised citizens. Most were not allowed to own property, sign contracts, keep their earnings, or be equitably educated. In the twentieth century, they achieved the right to vote, entered new fields of work, and redefined their role within the family and community. As of March 1, 2000, the total population of the United States, as recorded by the Census Bureau, was 247,337 million. Of this figure, 140,226 million were women.

In this twenty-first century, it is important to recognize both the past contributions of women and to study their history and development. Knowledge of the actions and accomplishments of women may provide a better understanding of their role in society. It may allow opportunities for all to benefit from women's desire to improve conditions for themselves and for others.

WOMEN'S CONTRIBUTIONS TO THE UNITED STATES:
HONORING THE PAST AND CHALLENGING THE FUTURE

Women In History Timeline

- 1492** **Queen Isabella** of Spain sponsors the voyage of Christopher Columbus which changes the course of history.
- 1600** In the area later to be named Seneca Falls, New York, a group of Iroquois women demand and gain the power to decide whether or not their tribe should wage war.
- 1638** Britain's **Margaret Brent** sails to the New World, where she is the first woman to score a land grant in Maryland and likely the first woman settler to practice law.
- 1755** War widow Nanye-hi (later **Nancy Ward**) leads the Cherokee fight against the Creek Indians. She wins, is given the title "Beloved Woman," and sits on the Council of Chiefs.
- 1773** **Phillis Wheatley** becomes the first African American to publish a book, *Poems on Various Subjects, Religious and Moral*.
- 1792** **Sarah Pierce** establishes the first institution in the United States for higher education for women in Litchfield, Connecticut.
- 1848** **Elizabeth Cady Stanton** and **Lucretia Mott** organize the first Woman's Rights Convention at Seneca Falls, New York, where Stanton and Mott draft the "Declaration of Sentiments," which calls for the right to vote.
- 1849** **Elizabeth Blackwell, M.D.**, is the first American woman to obtain a medical degree. She goes on to become co-founder of the New York Infirmary for Women and Children.
- 1850** Quaker physicians establish the Female (later Women's) Medical College of Pennsylvania.
- Sojourner Truth**, publishes her life story, *The Narrative of Sojourner Truth*. It becomes powerful ammunition for the fight to end slavery and helps set the stage for **Harriet Beecher Stowe's** publication of the anti-slavery novel *Uncle Tom's Cabin* two years later.
- 1851** The "Bloomer Costume" is adopted to urge dress reform for women.
- 1855** The University of Iowa becomes the first state school to admit women.

WOMEN'S CONTRIBUTIONS TO THE UNITED STATES:
HONORING THE PAST AND CHALLENGING THE FUTURE

- 1862** **Mary Patterson** is the first African American woman to receive a full baccalaureate degree from Oberlin College.
- 1863** After fleeing slavery in 1849, **Harriet Tubman** risks her own liberty to help an estimated 300 others escape via the Underground Railroad. A Union spy in the Civil War, she leads hundreds of African American soldiers on a raid that frees another 800 people.
- 1866** The Young Women's Christian Association (YWCA) is founded in Boston, Massachusetts.
- 1868** The National Labor Union supports equal pay for equal work.
- 1869** Wyoming Territory is the first to grant women the vote in all elections.
- 1870** Iowa is the first state to admit a woman, **Arabella Mansfield**, to the Bar.
- 1872** Women's rights activist **Susan B. Anthony** is immediately arrested when she dares to cast her vote for **Victoria Woodhull** in her run for president.
- 1873** The Association for the Advancement of Women is formed to promote higher education and professional opportunities for women.
- 1875** **Sophia Smith** founds and endows a women's college, Smith College.
- 1881** **Helen Hunt Jackson's** book, *A Century of Dishonor*, calls attention to the mistreatment of Native Americans.
- 1885** Sharpshooter **Annie Oakley** joins Buffalo Bill's Wild West show.
- 1889** Socialite turned social worker **Jane Addams** opens Hull House, the United States' first settlement house, to provide for Chicago's impoverished citizens and immigrants.
- 1892** Despite threats from angry mobs, Memphis schoolteacher, **Ida B. Wells-Barnett** becomes the United States' first crusader against the then-prevalent practice of lynching.
- 1895** National Organization of Negro Women's Clubs is organized in Boston, Massachusetts.
- 1903** Women's Trade Union League founded to support working women.

WOMEN'S CONTRIBUTIONS TO THE UNITED STATES:
HONORING THE PAST AND CHALLENGING THE FUTURE

- 1909** Women garment workers in New York – 20,000 – strike for better wages and working conditions. More than 300 shops sign union contracts.
- 1910** **Madame C.J. Walker** launches the hair-care business that makes her the first African American woman (possibly the first American woman of any ethnic group) to be a self-made millionaire.
- 1912** **Juliette Gordon-Low** founds the first American group of Girl Guides in Atlanta, Georgia. It is later renamed the Girl Scouts.
- Julia Lathrop** is appointed as director of the Children's Bureau of the U.S. Department of Labor. She is the first woman to head a major U.S. Government Bureau.
- 1917** **Jeanette Rankin** is the first woman elected to Congress.
- 1918** **Anne Martin** is the first woman to run for the U.S. Senate.
- 1919** **Lena Madesin Phillips** founds the National Federation of Business and Professional Women's Clubs.
- 1920** Nineteenth Amendment (Woman Suffrage) ratified on August 26.
- Carrie Chapman** founds League of Women Voters.
- The Women's Bureau of the Department of Labor is formed to advocate for women in the workforce and to keep related statistics.
- 1921** The American Association of University Women is formed.
- Edith Wharton** receives the Pulitzer Prize for her fiction novel, *The Age of Innocence*.
- 1925** **Nellie Ross** is inaugurated first woman governor in the United States for the state of Wyoming.
- Medical researcher, **Florence Sabin**, is the first woman to receive membership in the National Academy of Sciences.
- 1926** Choreographer and dancer **Martha Graham** stuns audiences with power moves that transform contemporary dance.
- 1928** **Genevieve Cline** is the first woman appointed as a U.S. Federal Judge.

WOMEN'S CONTRIBUTIONS TO THE UNITED STATES:
HONORING THE PAST AND CHALLENGING THE FUTURE

- 1931** **Jane Addams** is the first woman to win the Nobel Peace Prize.
- 1932** Aviatrix **Amelia Earhart** flies solo across the Atlantic Ocean in just under 15 hours in 1935. She makes the first solo flight from Hawaii to mainland United States.
- Hattie Wyatt Caraway** is the first woman elected to the United States Senate, representing the state of Arkansas.
- 1933** **Frances Perkins**, an advocate for working women and the first woman in a Presidential Cabinet, serves as President Roosevelt's Secretary of Labor.
- Eleanor Roosevelt** is the first First Lady to use her position to promote decent working conditions and minimum wages for women, as well as civil rights, day care, and national health care.
- 1935** **Mary McLeod Bethune** organizes the National Council of Negro Women.
- 1942** Women's Services are established by the Army, Navy, Coast Guard, and Marine Corps.
- Wounded during the attack at Pearl Harbor, head nurse **Anna Leah Fox**, is the first woman to receive the Purple Heart.
- 1944** First Lieutenant **Cordelia E. Cook** of the Army Nurse Corps receives the Bronze Star for meritorious service.
- 1946** **Edith Houghton** is the first woman hired as a team scout by a major league baseball team.
- 1948** Golfer (swimming, basketball, and track-and-field star) **Babe Didrikson Zaharias** founds the Ladies' Professional Golf Association.
- 1949** Ex-Navy captain and premier programmer, **Grace Murray Hopper** develops the first computer language compiler (eventually leading to COBOL).
- Georgia Neese Clark** is the first woman appointed to U.S. Treasurer.
- 1952** **Doriet Anthony Dwyer** (great grandniece of Susan B. Anthony) is the first woman appointed as First Chair in a major orchestra.

WOMEN'S CONTRIBUTIONS TO THE UNITED STATES:
HONORING THE PAST AND CHALLENGING THE FUTURE

- 1955** African American seamstress **Rosa Lee Parks** refuses to give up her seat to a white rider and move to the back of the bus. Her act sets off the bus boycott that leads to the Supreme Court's declaring Alabama's segregation unconstitutional.
- 1960** Military pilot **Jerrrie Cobb** is the first woman to pass all required tests to qualify as an astronaut.
- 1963** Russian Cosmonaut **Valentian Vladimirovna Tereshkova** is the first woman to orbit the earth.
- 1964** Civil Rights Act outlaws sex discrimination.
- Patsy Mink** is the first Asian American woman elected to the United States Congress.
- Jerry Mock** is the first woman to complete a solo 22,858.8 mile flight around the world.
- 1966** **Miriam Colón** founded Puerto Rican Traveling Theater and Nuevo Círculo Dramatics, the first Spanish-language theater in New York.
- 1967** **Bettie Mae Jumper** is the first woman elected to serve as Chairman of the Seminole Tribal Council.
- Rose Mary Casals**, Mexican American tennis player, is the first Hispanic woman to win a singles title at the Wills International in New Zealand.
- 1968** **Shirley Chisholm** is the first African American woman elected to Congress, representing the state of New York.
- 1969** Former Milwaukee schoolteacher **Golda Meir** is elected the first woman Prime Minister of Israel.
- Sharon Sites Adams** is the first woman to complete a sail solo across the Pacific Ocean.
- 1970** North American Indian Women's Association is founded.
- Diane Crump** is the first woman jockey to ride in the Kentucky Derby.
- The Treasury Department responds to a directive by President Nixon and recruits women as secret service agents for the first time.

WOMEN'S CONTRIBUTIONS TO THE UNITED STATES:
HONORING THE PAST AND CHALLENGING THE FUTURE

- 1972** Title IX of the Education Amendments prohibits sex discrimination in schools.
Equal Rights Amendment is passed by Congress and sent to states for ratification.
Barbara Jordan is the first African American from a Southern state (Texas) elected to Congress.
Captain **Alene B. Duerk** is the first woman to be promoted to U.S. Navy Admiral.
- 1973** U.S. military is integrated when “women-only” branches are eliminated.
- 1974** Coalition for Labor Union Women is founded.
The All-American Girls’ Basketball Conference, Inc., is formed as the first national basketball league for girls.
- 1976** **Judith (Judy) Francisca Baca**, Mexican American artist and pioneer of the mural movement in the United States, produces the world’s largest outdoor mural, *The Great Wall of Los Angeles*.
The United Nations’ “Decade for Women” begins.
United States military academies open admission to women.
- 1977** The First National Women’s Conference is held in Houston, Texas.
The National Women’s Studies Association (NWSA) is formed to promote the field’s development.
Physicist and aerospace engineer **Janet Guthrie** is the first woman to enter the Indianapolis 500.
- 1979** **Owanah Anderson** founds and directs the Ohayo Resource Center to advance the status of American Indian/Alaskan Native women.
- 1981** President Carter proclaims the first “National Women’s History Week.”
Sandra Day O’Connor is appointed as the first woman Supreme Court Justice in the United States.
- 1982** **Isabel Allende** publishes her first novel and becomes a best selling author listed in the *New York Times Book Review*.

WOMEN'S CONTRIBUTIONS TO THE UNITED STATES:
HONORING THE PAST AND CHALLENGING THE FUTURE

- 1983** **Dr. Sally Ride** is the first United States woman astronaut to fly in space.
- Katherine D. Ortega** is the first Hispanic appointed as Treasurer of the United States by President Ronald Reagan.
- 1984** Democrat **Geraldine Ferraro** is the first woman nominated for Vice President by one of the two major political parties.
- 1985** **Wilma Mankiller** becomes the first Cherokee woman installed as principal chief of a major Native American tribe.
- 1987** The United States Congress declares March to be National Women's History Month.
- 1989** **Dr. Antonia Novello** is the first woman and first Hispanic appointed to the position of Surgeon General of the United States by President Reagan.
- 1989** Republican **Ileana Ros-Lehtinen** is the first Hispanic woman elected to the United States Congress.
- 1990** **Dr. Ellen Ochoa** becomes the first Hispanic woman astronaut.
- 1992** **Dr. Mae Jemison** becomes the first African American woman in space when she travels on the space shuttle *Endeavor*.
- 1993** **Janet Reno** is the first woman to hold the office of Attorney General of the United States. President William Jefferson Clinton appoints her.
- 1994** Congress adopts the Gender Equity in Education Act to train teachers to encourage girls to learn math and science.
- 1997** Czech immigrant, **Madeline Korbel Albright**, is the first woman to become the United States Secretary of State. President Clinton appoints her.
- 1999** **Tina Ramirez**, founder of *Ballet Hispanico*, receives the Presidential Achievement in the Arts Award.
- 2000** Former Cabinet Secretary and Red Cross Director **Elizabeth Dole**, pursues the Republican presidential nomination. She is considered the first woman to have a serious opportunity at the nomination and the Oval Office.

WOMEN'S CONTRIBUTIONS TO THE UNITED STATES:
HONORING THE PAST AND CHALLENGING THE FUTURE

Women's Museum, an Institute for the Future, opens in Dallas, Texas on October 20. It is the only Museum in the United States dedicated to presenting exhibitions and programs on women's accomplishments.

Hillary Rodham Clinton is the first First Lady elected to public office as a United States Senator. She represents the state of New York.

Cuban American singer **Gloria Estefan** is honored with a star on the Hollywood Walk of Fame.

2001 **Dr. Condoleezza Rice** is the first woman and African American appointed as National Security Advisor by President George W. Bush.

2002 **The National Women's History Project (NWHP)** declares the theme for **National Women's History Month 2002 – "Women Sustaining the American Spirit."** Their goal is "to showcase the diverse and interlocking stories of women who have created and affirmed the American spirit" (National Women's History Project website www.nwhp.org).

Chronology Of Women's Suffrage In The United States

(Adapted from the National Women's History Project website www.nwhp.org)

1776 **Abigail Adams** writes to her husband, John Adams, asking him to "remember the ladies" in the new code of laws. Adams replies that the men will fight the "despotism of the petticoat."

1777 Women lose the right to vote in New York.

1780 Women lose the right to vote in Massachusetts.

1784 Women lose the right to vote in New Hampshire.

1787 United States Constitutional Convention places voting qualifications in the hands of the states. Women in all states, except New Jersey, lose the right to vote.

1792 Women lose the right to vote in New Jersey, the last state to revoke this right.

Women join the Abolitionist Movement.

1793 **Lucretia Coffin Mott** is born.

WOMEN'S CONTRIBUTIONS TO THE UNITED STATES:
HONORING THE PAST AND CHALLENGING THE FUTURE

- 1815** **Elizabeth Cady Stanton** is born.
- 1818** **Lucy Stone** is born.
- 1820** **Susan B. Anthony** is born.
- 1830** Formation of the Female Anti-Slavery Association.
- 1836** **Angelina Grimke** appeals to Southern women to speak out against slavery.
- 1837** The “Pastoral Letter of the General Association of Massachusetts to the Congressional Churches under Their Care” is promulgated against women speaking in public against slavery. It is mainly directed against the Grimke sisters.
- 1840** World Anti-Slavery Convention meets in London. **Lucretia Mott, Elizabeth Cady Stanton**, and other women are barred from participating on account of their gender. Women begin to organize for their own rights.
- 1848** First Women’s Rights Convention is held in Seneca Falls, New York. Equal suffrage proposed by Elizabeth Cady Stanton. After debate of so radical a notion, it is adopted.
- 1850** Women’s Rights Convention is held in April in Salem, Ohio. First National Women’s Rights Convention is held in October in Worcester, Massachusetts.
- 1861** Last Women’s Rights Convention in Albany, New York, lobbies for a liberalized divorce bill. Horace Greeley opposes the bill. Despite the objections of Susan B. Anthony, women put aside suffrage activities to help the war effort.
- 1865** Fourteenth Amendment passes Congress, defining citizens as “male.” This is the first use of the word “male” in the Constitution.
- 1867** Kansas campaign for African Americans’ and women’s suffrage loses. Susan B. Anthony forms the Equal Rights Association, working for universal suffrage.
- 1868** Fourteenth Amendment ratified. Fifteenth Amendment passes Congress, giving the vote to African American men. Women petition to be included but are turned down. Formation of New England Woman Suffrage Association. In New Jersey, 172 women attempt to vote; their ballots are ignored.
- Frederick Douglass and others back down from woman suffrage issues and concentrate on the fight for African American men’s suffrage.

WOMEN'S CONTRIBUTIONS TO THE UNITED STATES:
HONORING THE PAST AND CHALLENGING THE FUTURE

1869 National Woman Suffrage Association (NWSA) formed in May by Elizabeth Cady Stanton and Susan B. Anthony.

American Woman Suffrage Association (AWSA) formed in November with Henry Ward Beecher as president. In England, John Stuart Mill, economist and husband of suffragist, **Harriet Taylor**, publishes *On the Subjugation of Women*.

Wyoming territory grants first woman suffrage since **1807**.

1870 Fifteenth Amendment ratified. The Grimke sisters, now quite aged, and 42 other women attempt to vote in Massachusetts. Their ballots are cast but ignored. Utah territory grants woman suffrage.

1871 The Anti-Suffrage Society is formed.

1872 **Susan B. Anthony** and supporters are arrested for voting. Her sisters and one other woman are held for \$500 bail. Anthony is held for \$1,000 bail.

1873 Denied a trial by jury, Anthony loses her case in June and is fined \$100 plus costs.

Suffrage demonstration is held at the Centennial of the Boston Tea Party.

A protest is held at a commemoration of the Battle of Lexington.

1874 In *Myner Happerstett vs. the United States*, the U.S. Supreme Court decides that being a citizen does not guarantee suffrage.

1876 Women's Christian Temperance Union is formed on July 4 in Philadelphia. Susan B. Anthony reads the Declaration for the Rights of Women from a podium in front of the Liberty Bell. The crowd cheers. Later, the suffragists meet in the historic First Unitarian Church.

1878 **Lucretia Coffin Mott** dies.

1882 The House and Senate appoint committees on woman suffrage. Both committees report favorably.

1884 **Belva Lockwood** runs for President of the United States.

Women protest being excluded from the dedication ceremonies for the Statue of Liberty.

Suffrage Amendment reaches the United States Senate floor; it is defeated two to one.

WOMEN'S CONTRIBUTIONS TO THE UNITED STATES:
HONORING THE PAST AND CHALLENGING THE FUTURE

- 1887** Utah women lose right to vote.
- 1890** The National Woman Suffrage Association (NWSA) and the American Woman Suffrage Association (AWSA) merge to form National American Women's Suffrage Association (NAWSA). The focus turns to working at the state level. Campaign loses in South Dakota.
- 1893** **Matilda Joslyn Gage** publishes *Woman, Church, and State*. After a vigorous campaign led by Carrie Chapman Catt, Colorado men vote for woman suffrage.
- 1894** **Lucy Stone** dies.
- New York petition for woman suffrage is ignored despite 600,000 signatures.
- 1895** **Elizabeth Cady Stanton** publishes *The Woman's Bible*. Utah women regain suffrage.
- 1896** Idaho grants woman suffrage.

**Suffrage Activism Enters the
Twentieth Century**

- 1900** **Carrie Chapman Catt** takes over the reins of the NASWA.
- 1902** **Elizabeth Cady Stanton** dies.
- 1906** **Susan B. Anthony** dies.
- 1907** **Harriet Stanton Blatch**, Elizabeth Stanton's daughter, forms the Equality League of Self-Supporting Women, which becomes the Women's Political Union in 1910. She introduces the English Suffragists' tactics of parades, street speakers, and pickets.
- 1910** Washington state grants woman suffrage.
- 1911** California grants woman suffrage. In New York, 3,000 march for suffrage.
- 1912** Teddy Roosevelt's Progressive Party includes woman suffrage in its platform. Oregon, Arizona, and Kansas grant woman suffrage.
- 1913** Alaskan Territory grants suffrage.
- 1916** **Alice Paul** and others form the National Women's Party (NWP).

WOMEN'S CONTRIBUTIONS TO THE UNITED STATES:
HONORING THE PAST AND CHALLENGING THE FUTURE

- 1917** Beginning in January, NWP posts silent “Sentinels of Liberty” at the White House. In June, the arrests begin. Nearly 500 women are arrested, 168 women serve jail time, and some are brutalized by their jailers. North Dakota, Indiana, Nebraska, and Michigan grant presidential suffrage; Arkansas grants primary suffrage. New York, South Dakota, and Oklahoma states’ constitutions grant suffrage. The jailed suffragists are released from prison. Appellate court rules all the arrests illegal.
- 1918** President Wilson declares support for suffrage. Suffrage Amendment passes United States House of Representatives with exactly a two-thirds vote but loses by two votes in the Senate.
- In January, the NWP lights and guards a “Watchfire for Freedom.” It is maintained until the Suffrage Amendment passes the United States Senate on June 4.
- 1919** The battle begins for ratification by at least 36 states.
- 1920** **The Nineteenth Amendment, called the Susan B. Anthony Amendment, is ratified by Tennessee on August 18. It becomes law on August 26.**

WOMEN'S CONTRIBUTIONS TO THE UNITED STATES:
HONORING THE PAST AND CHALLENGING THE FUTURE

Summary Of The Women's Movement In The United States The Right To Vote

The Feminist Movement, embraced by women from all walks of life, has been defined as a cause that tried to change the position of women in society.

The roots of feminism and all that has resulted from this movement are founded in different philosophies, some defined by men and others by women. For instance, the Shakers believed in celibacy, equality of the sexes, and consecrated labor. They ran large orphanages for children.

The strongest influence in early feminism was "Evangelical Christianity." This offered women a public missionary role. After 1800, there was a large increase in the number of women's missionary societies. Women engaged in a variety of activities, assisting the poor and underprivileged. A natural outcome of the evangelical movement was an expansion of the temperance movement.

Susan B. Anthony's father, a Quaker, organized a temperance society for workers in the cotton mill he owned. Susan joined and began speaking on behalf of the Daughters of Temperance. Soon she became committed to the cause of campaigning to gain voting rights for women.

Women quickly realized that there were common concerns and goals in the anti-slavery movement and the feminist movement. This brought women of diverse backgrounds together to fight for common goals.

The anti-slavery convention held in London in 1840 excluded women delegates. Lucretia Coffin Mott, a highly regarded Quaker whose husband was attending the convention, befriended Elizabeth Cady Stanton. The two began to plan the first organized event of the Feminist Movement in the United States: The Seneca Falls Convention of 1848. From the anti-slavery movement, they learned about fund-raising and collecting signatures for petitions.

Stanton had witnessed first hand the injustices that followed women while she worked at her father's law office. She had seen husbands expropriate property that belonged to the wives, often leaving the women living in poverty.

Wages earned by a woman legally belonged to her husband. If divorce was allowed, the husband kept control of the children and the property.

WOMEN'S CONTRIBUTIONS TO THE UNITED STATES: HONORING THE PAST AND CHALLENGING THE FUTURE

At the Seneca Falls Convention, the women were determined to fight and limit men's exclusive power, and to free women from the constraints of the domestic sphere. The women's movement received support from important men, including Frederick Douglass, the leading African American abolitionist, who attended the Convention.

Education was a big concern for women, as historically, opportunities in this area had been very limited.

Emma Willard established the Troy Seminary for Girls in 1821; and in the years that followed, other colleges for women were established. However, these colleges focused on a "women oriented curriculum." Bryn Mawr College was established and a change took place: its women students would share the same curriculum as the men. This was an exception.

In 1866, at the Women's Rights Convention in New York, Anthony and Stanton demanded that the Fifteenth Amendment be defeated unless women were included. This Amendment granted African American men the right to vote. Their demands were not met, and they left the Convention. The women who stayed formed the American Women Suffrage Association (AWSA). However, in 1869, the movement split due to the opposing views on divorce held by Stanton.

Stanton and Anthony continued their fight. **Victoria Woodhull** joined forces with them after her testimony before the Congressional Judiciary Committee, which resulted in the introduction of the first woman's suffrage bill by Congressman George W. Julian.

Florida women had several state laws protecting their belongings. Consequently, they feared a national suffrage amendment that might weaken the effectiveness of the Florida laws, which already protected their rights.

In 1877, **Susan B. Anthony** and **Matilda Joslyn Gage** presented a petition to the United States Senate signed by 10,000 women requesting enfranchisement. The senators dismissed the group. During the following session, Senator Aaron Sargeant introduced in Congress, for the last time, what had become the Susan B. Anthony Amendment: "The right of citizens of the United States shall not be denied or abridged by the United States or any state on account of gender." The amendment did not come to a floor vote until 1886, and it was defeated by a vote of 34-6 with many senators not even bothering to vote.

**WOMEN'S CONTRIBUTIONS TO THE UNITED STATES:
HONORING THE PAST AND CHALLENGING THE FUTURE**

In 1908, when **M. Carey Thomas**, President of Bryn Mawr College, addressed the National Women's College Equal Suffrage League, she made reference to the fact that she believed women were living in a world dominated by men's laws. She challenged women to continue to move forward in their efforts towards equality.

On January 10, 1918, Jeanette Rankin (Montana), the first woman elected to Congress, introduced the Suffrage Amendment to the House of Representatives. The final vote in the House was 274 in favor of suffrage and 16 against. It passed with one vote more than the required two-thirds majority.

The Senate did not pass the Nineteenth Amendment until June 5, 1919. During the congressional ratification process, many groups worked to block the final passage of the amendment. The final vote for ratification passed on August 18, 1920 by a 49-47 vote. Twenty-six million women were legally able to cast their votes in the elections of November, 1920.

WOMEN'S CONTRIBUTIONS TO THE UNITED STATES:
HONORING THE PAST AND CHALLENGING THE FUTURE

The Nineteenth Amendment: Susan B. Anthony and the Right to Vote

From childhood, Susan B. Anthony had been taught that women were important. Born February 15, 1820 to Quaker parents in Adams, Massachusetts, she was strongly influenced by their faith. Quaker women were allowed to speak at religious meetings, to vote on church matters, and to become ministers. At home, daughters were treated as no less important than sons.

This was highly unusual in a time when a woman had no property other than her clothes. If she earned money, it belonged to her husband. He had complete control over their children. She could not sign a contract, make a will, or sue in a court of law. She could not vote in elections. By custom, women were barred from higher education and almost all professions except teaching.

Anthony first became active in the Daughters of Temperance, an organization that crusaded against the sale and use of liquor. Drunkenness was becoming a serious problem, especially for the wives of alcoholic husbands. Wife beating was not a crime, and alcoholism was not grounds for divorce.

Like her parents, Susan B. Anthony also became an abolitionist, supporting immediate freedom for enslaved persons.

Susan B. Anthony is most famous as an early leader of the women's rights movement. She became convinced that women could not achieve equality unless they won the right to vote. In 1869, she and Elizabeth Cady Stanton started a new organization, the National Woman Suffrage Association (NWSA). Its goal was nothing less than the passage of an amendment to the Constitution that would give women the right to vote.

Stanton was married and the mother of six children. She divided her time between her family and the women's rights movement, but Anthony, who had remained single, devoted all of her time to the movement.

It was not an easy life. Anthony gave lectures all over the country in support of women's suffrage. In one year alone, she traveled 13,000 miles and gave 171 lectures. Many nights she had to sleep in railroad stations.

She was harassed frequently. Gangs of ruffians sometimes broke into her lectures and threw rotten eggs at her. She was also accused of undermining the home, the family, and the purity of American womanhood.

WOMEN'S CONTRIBUTIONS TO THE UNITED STATES:
HONORING THE PAST AND CHALLENGING THE FUTURE

After being arrested for voting in 1872 and being denied a trial by jury in 1873, she gained more support. Younger women rallied around her. They too went into the community to make speeches and hand out petitions. Affectionately, they called her "Aunt Susan." Even some men began to admire her.

In February 1906, Susan B. Anthony made her last speech at a convention in Baltimore. She was given a 10-minute ovation.

In March, she became ill and had to stay in bed in her Rochester, New York, home. At that time, only four states, all in the West, allowed women to vote. Other women carried on the struggle. She died in 1906.

In 1919, Congress passed the Nineteenth Amendment to the Constitution. It said: "*The right of a citizen of the United States to vote shall not be denied or abridged by the United States or any state on account of sex.*"

The Nineteenth Amendment was ratified by the states in 1920.

Adapted from *Junior Scholastic*, March 10, 1989.

WOMEN'S CONTRIBUTIONS TO THE UNITED STATES:
HONORING THE PAST AND CHALLENGING THE FUTURE

Florida Women and the Suffrage Movement

- ❖ The National American Woman Suffrage Association's (NAWSA) goal of creating a pool of southern women voting in primaries was achieved in the 1915 Florida Legislature. The town of Felsmere was created, and the women of that town were given the right to vote in the primary. Mrs. Zena M. Dreier was the first woman to vote in June 1915.
- ❖ Ivy Cromartie Stranahan launched one of the most successful efforts in the city of Fort Lauderdale. A special election made a house-to-house canvas of the city working "well into the night." The women won the right to vote by a narrow majority. On April 21, 1917, the *Fort Lauderdale Sentinel* celebrated along with the women by announcing: "There was general rejoicing, the women being especially glad that they had been granted this justice by the home people instead of waiting until it was given by the federal amendment."
- ❖ When the United States went to war, the executive council of NAWSA decided to pledge itself to services on behalf of the federal government. Ivy Stranahan urged all suffragists to take an active part in the sale of war bonds. May Jennings, President of the Florida Federation of Women's Clubs (FFWC), organized hospitality houses for servicemen; collected sweaters, mufflers, and caps for the troops; and shipped these along with hundreds of pounds of string and foil to Washington, D.C.
- ❖ Efforts on behalf of suffrage continued in force. A combined convention of the state suffrage association and FFWC met in Miami in March 1917. The former President of NAWSA, Dr. Anna Howard Shaw, was the keynote speaker. Mary Bryan, wife of William Jennings Bryan, spoke after Shaw. Mrs. Bryan called for a state amendment granting the franchise to the women of Florida and was greeted with a standing ovation. Ivy Cromartie Stranahan was elected President of the Florida Equal Suffrage Association (FESA). She appealed to the delegates to continue supporting the extension of suffrage in municipal primary elections and for financial and moral support for both a state and national amendment.
- ❖ Armed with the echoes of the convention ringing in their ears, the suffragists marched into the Florida Legislature that assembled on April 3, 1917. Although Governor Catts did not include suffrage in his State of the State address, the suffragists had ready sponsors for their bills. House Bill #274 was introduced, and Senator W.L. Hughlett introduced a companion bill. Mary Bryan was invited to address a joint session of the Legislature and received a standing ovation. Cheering her on in the gallery were Ivy Stranahan, Annie Broward, Florence Cay, Mary Jewett, Lena Shakelford, and Marjory Stoneman Douglas.

WOMEN'S CONTRIBUTIONS TO THE UNITED STATES: HONORING THE PAST AND CHALLENGING THE FUTURE

- ❖ In the Florida Legislature, the vote for suffrage passed in the Senate by 23 to 7. Although the bill received a 40 to 27 majority vote in the House, this was five short of the three-fifths needed to pass.
- ❖ During the struggle, Alice Paul visited May Jennings, hoping to recruit her as a member of the National Women's Party (NWP). The leaders of the NWP had decreed that they would take no part in the war effort until the federal suffrage amendment was passed. Pickets from NWP took turns marching down Pennsylvania Avenue with signs calling the President "Kaiser Wilson" and asking, "Mr. President! What will you do?" This harassment of a Democratic President offended many of the Florida Suffragists, and they dismissed Mrs. Paul and the NWP as Republican stooges.
- ❖ In Washington, D.C., thousands of women volunteered for picket duty during the years of 1917 and 1918. During the summer of 1917, many of the women were arrested and imprisoned in Virginia's Occoquan Prison. Two "burly guards" dragged off Mary Nolan, a 73-year-old Florida woman with a lame leg, although she had agreed to go peacefully. The adverse publicity resulted in the United States House and Senate appointing Women Suffrage committees. To refute the activities of the NWP, President Wilson chose the New York Suffrage victory to honor the activities of NAWSA and Carrie Chapman Catt for their support of the war effort. The President announced his support of the federal amendment at the November NAWSA convention and pledged every effort to seek its passage in Congress.
- ❖ On January 9, 1918, the President met with a group of 12 recalcitrant southern Democratic members of the House. On January 10, the House of Representatives passed the Federal Amendment by a vote of 274 to 136. All 12 southern gentlemen voted for passage of the women's suffrage amendment. The Florida delegation split its Congressional vote: Drane and Sears from central and northern and western Florida voted against. Representative Frank Clark, speaking against the amendment stated: "The conferring of the franchise on women will tend to disrupt the family, which is the unit of society, and when you disrupt the family, you destroy the home which in America is the foundation of the Republic" (*Front Door Lobby*, 145). A representative from Tennessee recorded another argument against the amendment. He stated that the enfranchisement of Black women would be absolutely intolerable.

WOMEN'S CONTRIBUTIONS TO THE UNITED STATES: HONORING THE PAST AND CHALLENGING THE FUTURE

- ❖ On September 30, President Wilson addressed the Senate and stated: “I regard the extension of suffrage to women as vitally essential to the successful prosecution of the Great War of humanity in which we are engaged.” The vote taken the next day was two votes shy of the necessary two-thirds majority needed to give women the right to vote.
- ❖ The 66th Congress returned with a Republican majority. Many of the anti-suffrage legislators were defeated, and Congress began its deliberations on the federal amendment. President Wilson called a special session of Congress to discuss a peace treaty. During this session, he urged swift passage of the suffrage amendment. Opposition to the amendment was led by Representative Frank Clark of Gainesville, Florida, who claimed that the movement for passage was dominated by “socialist and Negro radicals.” Further, he stated: “Let us leave woman where she is and not soil her noble character with the filth of masculine politics.” Within two days the House voted to pass the amendment by an overwhelming vote of 304 to 89. On June 4, 1919, the Senate followed suit by a vote of 66 to 30. Ivy Stranahan, President of FESA, sent petitions from Tallahassee, Pensacola, Key West, and other places to Senators Fletcher and Trammel. Despite the efforts, both Senators voted against the amendment. Senator Fletcher felt strongly that the question of woman’s suffrage was a State issue; therefore, the federal amendment was an infringement upon the Constitution and on states’ rights.
- ❖ On June 5, 1919, Governor Sidney Catts urged ratification of the Suffrage Amendment in an official message to the Florida Legislature. The Florida Legislature had the opportunity to make Florida the first state to ratify this amendment as they were still in session. May Jennings, Ivy Stranahan, and Mary Safford led a delegation of women to Tallahassee; the delegation worked tirelessly to make Florida the first state to ratify the Suffrage Amendment. However, the Florida Legislature adjourned without taking action. Governor Catts, sure that a ratification vote would be defeated, refused to call a special session.
- ❖ The Florida Legislature did not ratify the Susan B. Anthony Suffrage Amendment to the Constitution until May 1969. Tennessee became the 36th state to ratify the amendment, and Florida women became enfranchised to vote on August 20, 1920. Secretary of State Bainbridge Colby was alone in his office when he signed the proclamation declaring woman’s suffrage into law.

WOMEN'S CONTRIBUTIONS TO THE UNITED STATES:
HONORING THE PAST AND CHALLENGING THE FUTURE

- ❖ Ivy Stranahan returned to Fort Lauderdale. In an open letter to the leaders of the suffragette movement, she thanked Senator Hughlett of “Our District” and Representative Waybright of Jacksonville for their “splendid efforts” to ratify the federal amendment. She stated that a small autocratic minority who refused to discuss or admit any right of the people defeated the amendment and that women would never give up a fight for the right.
- ❖ The 1920 election for United States Senator in Broward County demonstrated the newfound political power of women as voters. Senator Duncan Fletcher, major opponent of the federal suffrage amendment, received 270 votes and his opponent, Mr. Cheney, received 462 votes.
- ❖ The Florida Federation of Women’s Clubs became the League of Women Voters in April 1921; May Jennings became its first legislative chair. Ivy Stranahan led the Fort Lauderdale branch. Helen Hunt of Jacksonville, a member of the NWP, was the first woman to register in a national election. In 1929, Ruth Bryan Owen, daughter of William Jennings Bryan became the first woman elected to the Florida Legislature.

WOMEN'S CONTRIBUTIONS TO THE UNITED STATES:
HONORING THE PAST AND CHALLENGING THE FUTURE

**Women in the Armed Forces:
From the Revolutionary War to the Present Time**

Women have suffered as mothers, daughters, wives, and sisters of fighting men killed or injured by war.

In United States history, we read about the exploits of a Paiute Indian, **Sarah Winnemucca** who served as guide and interpreter for General O.O. Howard and **Queen Esther Montour** of the Munsee tribe of Pennsylvania who challenged the settlers of the Wyoming Valley. One of the best known women who fought in the American Revolution was **Mary Hays McCauley**. She earned the nickname of "Molly Pitcher" when she set off her husband's cannon in the Battle of Monmouth and delivered water to the parched soldiers in an old, chipped pitcher. With distinction, Cuban-born **Loretta Velázquez** became a lieutenant in the Confederate Army, when she disguised herself as a man under an assumed name and fought in the Battle of Bull Run. These are a few of the many women who served as warriors.

The first official military women's force in the United States was established in 1901. As part of the Army Reorganization Act of that year, Congress authorized the Army Nurses Corps. Seven years later, the Navy Nurses Corps was established; 22,000 Army nurses and 1,400 Navy nurses served in the military.

In 1916, Secretary of the Navy Josephus Daniel realized that the United States would become involved in World War I. Since most active duty sailors would be assigned to sea duty, there would be many vacancies in clerical and administrative posts ashore. He recruited 12,000 women as members of the Naval Reserve. They received the position of Yeomettes (Yeoman, male). When the war was over, the women were discharged of their duties. These military women received less pay and no benefits, such as retirement.

During the 1920s, in an effort to maintain support for the Armed Forces, **Anita Phipps** was appointed Director of Women's Programs, United States Army. Every effort she made to form a women's corps was met with opposition. In 1930, she resigned. When George C. Marshall became the Army Chief of Staff, he recommended the formation of a women's corps that would serve "with" and not "in" the Army. Women in the corps would be hostesses, librarians, canteen clerks, cooks, waitresses, chauffeurs, messengers, and strolling minstrels.

On May 28, 1941, Congresswoman **Edith Nourse Rogers** introduced HR 406, establishing the Women's Army Auxiliary Corps (WAAC). General Marshall supported this measure, stating that training men to type and to operate telephones was a waste of time and very uneconomical. Representative Somers of New York spoke in opposition to the bill and stated, "This is the silliest piece of legislation that has ever come before my notice in the years I have served here." HR 406 passed, and the WAAC was established.

WOMEN'S CONTRIBUTIONS TO THE UNITED STATES: HONORING THE PAST AND CHALLENGING THE FUTURE

The first Director of the WAAC was 37-year-old **Oveta Culp Hobby**, a newspaper and radio executive, publisher, lawyer, writer, civic leader, and wife of the former Governor of Texas. She worked for months to design the training program and carefully selected the first 360 women to be trained as officers. One of the three platoons in training consisted only of African American women. Later, African American women were integrated into the regular units.

The African American women who managed to enter the WAAC often found themselves in "cooks and bakes" schools and in the Army Service Forces. The Service Forces provided the rest of the Army with food and clean clothing.

The Surgeon General's Office refused to accept African American women, even as ward orderlies. The attitude of the army leaders resulted in the recruitment of only 4,000 African American women during the war, which represented approximately four percent of the WAAC strength.

Congress voted on a bill to recognize the Women Accepted for Volunteer Emergency Service (WAVES) as part of the Navy. The final vote was 249 in favor to 83 opposed in the House and 38 to 27 in the Senate. One-third of the Senate did not vote. On May 14, 1942, President Roosevelt signed the bill into law. On July 30, WAVES was officially recognized as part of the Navy. Unlike the Army, which required a high school diploma, WAVES required a college degree or two years of college plus professional or business experience.

In September 1942, a veteran pilot named **Nancy Harkness Love** announced the formation of the Women's Auxiliary Ferrying Squadron (WAFS). Forty women pilots were based in Wilmington, Delaware. They were required to be licensed pilots with 500 hours in logged flying time, a 200 horsepower rating, and cross country flying experience. Their job was to ferry bombers across the Atlantic Ocean to England.

The Marines began recruiting women on January 28, 1943, and they immediately went into the corps.

In 1943, Congressional legislation converted the WAAC to the Women's Auxiliary Corps (WAC). Those who remained after the conversion served in these areas: motor vehicle, supply, radio and electrical, foods, communication, mechanics, and trade. They served in all overseas theaters of war: Europe, North Africa, Asia and the Middle East, and the Southwest Pacific. Seventeen thousand were assigned to posts overseas.

Many inspiring stories can be found in the history of women serving in the Armed Forces. **Grace Hopper**, a Vassar graduate, joined the Navy in 1934. She created and standardized a computer programming language called Common Business-Oriented Language (COBOL).

WOMEN'S CONTRIBUTIONS TO THE UNITED STATES:
HONORING THE PAST AND CHALLENGING THE FUTURE

She was recalled to temporary duty, which lasted 20 years. In 1985, she retired after achieving the rank of Rear Admiral.

Presently, the Chief of Naval Operations Retention Team, one of the Navy's most prestigious personnel units is **Barbara Hare-Sainave**.

The history of women in the military is far from over. Every day more women are attending military academies. They are also joining the military enlisted soldiers. They are serving with dedication and honor to preserve the freedoms guaranteed by the Constitution of the United States.

WOMEN'S CONTRIBUTIONS TO THE UNITED STATES:
HONORING THE PAST AND CHALLENGING THE FUTURE

**LESSONS
AND
ACTIVITIES**

This section contains lessons and activities for grades Kindergarten through 12.

Selected women are featured in the lessons to present examples that apply to the lesson topics. Time frames are suggested and may vary according to class schedules or teacher preferences.

Each FCAT-correlated lesson integrates Women's Contributions to the United States into one or more of the content areas. Each lesson includes appropriate Goal 3 Core Competencies, and Sunshine State Standards and accompanying Benchmarks. Each lesson for grades Kindergarten through 8 also contains corresponding Grade Level Expectations for Benchmarks.

This section includes a list of activities to provide students with extended learning opportunities.

A comprehensive list of women and their accomplishments may be found in the **Biographies** section of this Manual.

**WOMEN’S CONTRIBUTIONS TO THE UNITED STATES:
HONORING THE PAST AND CHALLENGING THE FUTURE**

BETSY ROSS

Grades: K/1

Objectives: To understand Betsy Ross’ contributions to U.S. history through class discussion

To identify elements of the United States Flag through writing and class discussion

To compare and contrast the United States Flag with flags from around the world

Time Frame: 1 day

Areas of Infusion: Language Arts, Social Studies, Visual Arts

Goal 3/Core Competencies	Sunshine State Standards
3.2 Effective Communicators 3.5 Responsible Workers 3.8 Cooperative Workers	LA.B.2.1 LA.C.1.1 MA.C.1.1 SS.A.1.1

Benchmark: LA.B.2.1.1

Corresponding Grade Level Expectation:

The student contributes ideas during a shared writing activity.

Benchmark: LA.C.1.1.1

Corresponding Grade Level Expectation:

The student listens to oral language in different forms (for example, stories read aloud, audiotapes, nursery rhymes, songs).

Benchmark: MA.C.1.1.

Corresponding Grade Level Expectation:

Kindergarten

The student knows two-dimensional shapes (for example, circles, squares, rectangles, triangles) describing similarities and differences.

**WOMEN'S CONTRIBUTIONS TO THE UNITED STATES:
HONORING THE PAST AND CHALLENGING THE FUTURE**

First Grade

The student knows attributes of two-dimensional shapes (for example, vertices, edges).

Benchmark: SS.A.1.1.2

Corresponding Grade Level Expectation:

The student understands that history tells the story of people and events of other times and places.

Student Resources:

- ❖ Flag of the United States of America
- ❖ Pen/Pencil
- ❖ Markers
- ❖ Red/White/Blue Construction Paper
- ❖ Scissors
- ❖ Glue

Teacher Resources:

- ❖ Biography of Betsy Ross – found in Biographies section of this Manual
- ❖ *Multicultural Activity Guide* - Multicultural/Foreign Language/ESOL Education Department
- ❖ Flag of the United States of America
- ❖ Books on flags of other countries from the media center
- ❖ Poster or book of world flags
- ❖ Books about the United States Flag and Betsy Ross from the media center
- ❖ Map of the United States
- ❖ Independence Hall Association of Philadelphia www.ushistory.org

Procedures/Activities:

- ❖ Show the flag of the United States of America. Ask students what the colors of the flag are.
- ❖ Ask students if they know who made the first United States Flag.
- ❖ Using books on the United States Flag and Betsy Ross from the media center, tell students the story of Betsy Ross, who made the first United States Flag. You may also want to use information on Betsy Ross and the United States Flag from the Independence Hall Association of Philadelphia website – www.ushistory.org. This site includes information on Colonial Philadelphia, Betsy Ross, and the United States Flag. You may also take a virtual tour of Betsy Ross' home.
- ❖ Ask for volunteers to describe the flag to the rest of the class.
- ❖ Ask students to identify the shapes within the parts of the flag (i.e., rectangles, squares).
- ❖ Discuss (1) the sections of the flag and (2) what the stars and stripes on the flag mean.

WOMEN'S CONTRIBUTIONS TO THE UNITED STATES: HONORING THE PAST AND CHALLENGING THE FUTURE

- ❖ Ask if students know of flags from other countries that are red, white, and blue like the United States Flag. Some examples are Puerto Rico, Costa Rica, Cuba, Czechoslovakia, Panama, and France.
- ❖ Show students a poster of world flags. Ask volunteers to point to the flags that are red, white, and blue.
- ❖ Assist students in naming the countries represented by these flags.
- ❖ List the names of the countries on chart paper.
- ❖ Repeat the names of the countries, and point out the fact that the names of all the countries start with a capital letter.
- ❖ Divide the class into small groups.
- ❖ Each group creates the flag of a country whose flag is red, white, and blue. One group creates the flag of the United States of America.
- ❖ Set up a flag center for students to use in completing this project. You will need a poster of world flags; pencils; markers; red, white and blue construction paper; scissors; and glue.
- ❖ Display the flags in the classroom.
- ❖ As a class, compare and contrast the flags. Using chart paper, create a paragraph on the similarities and differences among the flags displayed.

Assessment:

- ❖ Group work
- ❖ Class discussion
- ❖ Paragraph on similarities and differences among student-created flags

FCAT Preparation:

- ❖ Group work
- ❖ Class discussion
- ❖ Paragraph on similarities and differences among student-created flags

**WOMEN’S CONTRIBUTIONS TO THE UNITED STATES:
HONORING THE PAST AND CHALLENGING THE FUTURE**

TONI MORRISON, NOBEL LAUREATE

Grades: 1/2

Objectives: To identify Toni Morrison’s contributions to the U.S. through reading and class discussion

To create a book on a story from one’s family or culture

To write a class reflection comparing and contrasting student created books

Time Frame: 5 days

Area of Infusion: Language Arts

Goal 3/Core Competencies	Sunshine State Standards
3.2 Effective Communicators	LA.B.1.1
3.4 Creative and Critical Thinkers	LA.B.2.1
3.5 Responsible Workers	LA.C.3.1

Benchmark: LA.B.1.1.1

Corresponding Grade Level Expectations:

The student generates ideas before writing on self-selected topics and assigned tasks.

The student makes a plan before writing the first draft.

The student focuses on a central idea.

Benchmark: LA.B.1.1.2

Corresponding Grade Level Expectations:

First Grade

The student knows the differences among individual letters, words, sentences, and paragraphs.

The student uses an organizational structure in writing (including beginning, middle, and ending; using supporting details).

**WOMEN’S CONTRIBUTIONS TO THE UNITED STATES:
HONORING THE PAST AND CHALLENGING THE FUTURE**

The student uses strategies for narrative writing (for example, including story elements, using some dialogue).

Second Grade

The student writes a story that includes most story elements (character, setting, problem, sequence of events, resolution).

The student revises writing to improve supporting details and word choice by adding or substituting text.

Benchmark: LA.B.1.1.3

Corresponding Grade Level Expectations:

First Grade

The student uses end punctuation and capitalizes initial words of sentences, names of people, “I,” days of the week, and months of the year.

The student uses complete sentences in writing.

Second Grade

The student revises and edits for sentence structure and age-appropriate usage (including but not limited to nouns, action verbs, adjectives, and adverbs).

The student uses strategies to “finish” a piece of writing (for example, incorporating illustrations, photos, charts, and graphs; preparing a final copy).

Benchmark: LA.B.2.1.3

Corresponding Grade Level Expectations:

First Grade

The student uses basic word processing skills and basic educational software for writing (including but not limited to typing words and sentences, using software to draw and label, printing pictures and stories, locating and opening a file, saving and naming a file).

Second Grade

The student uses basic word processing skills and basic educational software for writing (including but not limited to proofreading, using appropriate fonts and graphics, using technology to “publish” writing).

Benchmark: LA.C.3.1.1

Corresponding Grade Level Expectations:

First Grade

The student speaks clearly and uses appropriate volume in a variety of settings (for example, large or small groups, learning centers).

WOMEN'S CONTRIBUTIONS TO THE UNITED STATES: HONORING THE PAST AND CHALLENGING THE FUTURE

Second Grade

The student uses volume, phrasing, and intonation appropriate for different situations (for example, large or small group settings, sharing oral stories, dramatic activities).

Student Resources:

- ❖ Computer with word processing program
- ❖ Crayons
- ❖ Markers
- ❖ Pencils
- ❖ Glue
- ❖ Scissors
- ❖ Writing paper
- ❖ Drawing paper
- ❖ Printer
- ❖ Printer paper
- ❖ Construction paper

Teacher Resources:

- ❖ Jackson, Garnet. *Toni Morrison, Author*. Morristown, NJ: Modern Curriculum Press, 1995 – found in *Women's Contributions to the United States: Honoring the Past and Challenging the Future Kit* in the media center
- ❖ "Africa's Spoken Literature," pp. 18-19 in Time-Life Books, Editors. *African Americans: Voices of Triumph, Creative Fire*. Alexandria, VA: Time Life, Inc., 1994 – at your school site, part of supplementary instructional materials, *African Americans: Voices of Triumph*, for *African Americans: A Journey through Time Manual*, developed and distributed by the Multicultural/Foreign Language/ESOL Education Department
- ❖ "Using Folktales to Learn about Other Times – and Today," pp. VII. 25 in *African Americans: A Journey through Time Manual*
- ❖ Books of African folktales from the media center
- ❖ Toni Morrison, Nobel e-Museum www.nobel.se/literature/laureates/1993/
- ❖ The Pulitzer Prizes www.pulitzer.org

Procedures/Activities:

- ❖ Using "Africa's Spoken Literature," pp. 18-19 in *African Americans: Voices of Triumph, Creative Fire*, explain how stories are viewed in African and African American culture, and tell students the African story about how Lion got his roar. Tell students they will learn about an African American woman whose childhood stories led her to become a writer.

WOMEN'S CONTRIBUTIONS TO THE UNITED STATES: HONORING THE PAST AND CHALLENGING THE FUTURE

- ❖ Read and discuss *Toni Morrison: Author*. Before reading, review the vocabulary in the glossary at the back of the text with students. During and after reading, ask students questions to check their text comprehension.
- ❖ Explain what the Pulitzer Prize (www.pulitzer.org) and the Nobel Prize (www.nobel.se/literature/laureates/1993/) are and why Toni Morrison's receipt of these awards is important.
- ❖ Discuss this question with students: "Toni Morrison learned stories about the world around her from her family. Do you think the stories she heard as a child helped her to become an author? Why or why not?"
- ❖ Tell students that like Toni Morrison, they will have a chance to learn a story from a family or community member and to share that story with others.
- ❖ Students complete the following project:

Talk to your parent, grandparent, or other adult relative or community member, and ask the adult person to tell you a story handed down through his/her family or culture. With the adult person's help, write down the story. Bring your story to class. Then, in class, create a book that tells the story in pictures and words. Your book should have (1) a front cover, with the title of the book, a picture that tells what the book is about, and your name and the name of the person who told you the story; (2) inside pages with text and pictures to help tell the story; and (3) a back cover. The class will share books that are created.

- ❖ Before students begin working, share your own book of a story handed down through your family or culture. Your book should be a model of what you expect from students. Discuss how you made your book.
- ❖ Set up three centers for students to use in completing this project. The first is a writing center where students may work on writing and revising the text and drawing the first draft of the illustrations for the front cover and inside pages of their books. For the writing center, you need writing paper, pencils, and drawing paper. The second center is a computer center, where students may type and print the text for the front cover and inside pages of their books. For the computer center, you need computers equipped with a word processing program, a printer, and printer paper. The third center is a book center, where students work on designing the front cover and inside pages for their books, including drawing the final illustrations for the front cover and inside pages and placing the text and final illustrations in the book. For the book center, you need construction paper for book covers, crayons, pencils, markers, glue, scissors, and drawing paper.
- ❖ Allow students to create their books during class time. Work with students throughout the project to revise their text and illustrations as necessary.
- ❖ Students share their completed books with the class.

**WOMEN'S CONTRIBUTIONS TO THE UNITED STATES:
HONORING THE PAST AND CHALLENGING THE FUTURE**

- ❖ As a class, write a one-paragraph reflection on the similarities and differences among student-created books. Write the paragraph on the board or on chart paper.
- ❖ Display student books in the classroom or other school display location with administrative approval.

Assessment:

- ❖ Class participation
- ❖ Completed story book with required elements
- ❖ One-paragraph class reflection on similarities and differences among student-created books

FCAT Preparation:

- ❖ Class discussion on *Toni Morrison: Author* that requires students to use evidence from the text to support their answers
- ❖ One-paragraph class reflection on similarities and differences among student-created books

**WOMEN’S CONTRIBUTIONS TO THE UNITED STATES:
HONORING THE PAST AND CHALLENGING THE FUTURE**

SACAJAWEA, THE BRAVE SHOSHONI FRIEND

Grade: 3

Objectives: To identify Sacajawea’s contributions to U.S. history through reading and class discussion

To show understanding of Sacajawea’s contributions to U.S. history through writing and class discussion

Time Frame: 3 days

Areas of Infusion: Social Studies, Language Arts

Goal 3/Core Competencies	Sunshine State Standards
3.1 Information Managers	LA.A.1.2
3.2 Effective Communicators	LA.A.2.2
3.10 Multiculturally Sensitive Citizens	LA.B.1.2 LA.C.1.2 SS.A.1.2

Benchmark: LA.A.1.2.4

Corresponding Grade Level Expectation:

The student uses a variety of strategies to monitor reading in third-grade or higher texts (for example, rereading, self-correcting, summarizing, checking other sources, class and group discussions, reading on, trying alternative pronunciations, asking questions).

Benchmark: LA.A.2.2.1

Corresponding Grade Level Expectation:

The student understands explicit and implicit ideas and information in third-grade or higher texts (for example, main idea, implied message, relevant supporting details and facts, chronological order of events).

Benchmark: LA.B.1.2.1

Corresponding Grade Level Expectation:

The student uses a variety of strategies to prepare for writing (for example, making lists, mapping ideas, rehearsing ideas, grouping related ideas, story webs).

WOMEN'S CONTRIBUTIONS TO THE UNITED STATES:
HONORING THE PAST AND CHALLENGING THE FUTURE

Benchmark: L.A.C.1.2.1

Corresponding Grade Level Expectation:

The student listens and responds informally to a variety of oral presentations such as stories, poems, skits, songs, personal accounts, or informational speeches.

Benchmark: SS.A.1.2.1

Corresponding Grade Level Expectation:

The student understands ways selected individuals, ideas, and decisions influenced historical events.

Student Resources:

- ❖ Books about Native American tribes from the media center
- ❖ Hamilton, Irene Nakai. *Sacajawea: Translator and Guide*. Morristown, NJ: Modern Curriculum Press, 1995
- ❖ Dictionary

Teacher Resources:

- ❖ Hamilton, Irene Nakai. *Sacajawea: Translator and Guide*. Morristown, NJ: Modern Curriculum Press, 1995 – found in *Women's Contributions to the United States: Honoring the Past and Challenging the Future Kit* in the media center
- ❖ *Multicultural Activity Guide* – Multicultural/Foreign Language/ESOL Education Department
- ❖ *Native American Culture Curriculum Guide, Grades K-5* – Multicultural/Foreign Language/ESOL Education Department

Procedures/Activities:

- ❖ Ask students if they speak more than one language. Write the languages students speak on the board. Tell students that today they will learn about a Native American woman, Sacajawea, who used English and her native language to help American explorers over a century ago.
- ❖ Look up the meaning of *bilingual* and *interpreter* in the dictionary. In addition, ask students to look up the meaning of *translator* and *guide* in the dictionary. Discuss their definitions with students.
- ❖ Read and discuss *Sacajawea: Translator and Guide*. Before reading, review the vocabulary in the glossary at the back of the text with students. During and after reading, ask students questions to check their text comprehension.
- ❖ Use a map of the United States to find the locations in Sacajawea's story. Use pins to mark the start and end of her journey and to track her journey.
- ❖ Discuss the importance of Sacajawea's ability as an interpreter. Write student responses on the board. Define prewriting, and discuss its purpose. Show students how listing is a type of prewriting.

WOMEN'S CONTRIBUTIONS TO THE UNITED STATES: HONORING THE PAST AND CHALLENGING THE FUTURE

- ❖ Students complete the following extended response question:

Write a four to five sentence paragraph explaining the importance of Sacajawea's ability as an interpreter and telling what you think would have happened if she were not willing to be a friend to the explorers.

- ❖ Tell students that they must engage in prewriting by making a list of their ideas for answering the question before writing. Inform students that you will ask volunteers to share their writing. Write along with your students.
- ❖ Ask volunteers to share their responses; as a class, compare and contrast student responses. Conclude by sharing your response.
- ❖ Collect students' prewriting and extended responses.

Assessment:

- ❖ Class participation
- ❖ Four to five sentence paragraph on Sacajawea as an interpreter, answer to extended response question

FCAT Preparation:

- ❖ Class discussion on *Sacajawea* that requires students to use evidence from the text to support their answers
- ❖ Four to five sentence paragraph on Sacajawea as an interpreter, answer to extended response question

Extensions:

- ❖ Sacajawea's name means Bird Woman. Students create names that tell about themselves (e.g. Hockey Boy, Dog Lover)
- ❖ Students brainstorm about some of the things they learn from their parents, grandparents, or other members of the community. For example, wood carving, sewing, knitting, playing an instrument.
- ❖ Engage in a class discussion about what it feels like not being able to understand or speak a language. Is it frustrating? If so, why? Ask students how they would be able to communicate with someone that does not speak their language. Create a list of methods or ways students would use to try to communicate.
- ❖ Think about the limited English proficient (LEP) students you have in your class or school. Assign a "buddy interpreter" to make the LEP students feel comfortable and part of the class. Organize an Interpreters' Club.

**WOMEN’S CONTRIBUTIONS TO THE UNITED STATES:
HONORING THE PAST AND CHALLENGING THE FUTURE**

WHY STUDY WOMEN’S HISTORY?

Grade: 4

Objectives: To understand how individuals, decisions, and events affected the role of women in our society

To identify the contributions of women to the United States through writing and class discussion

Time Frame: 5 days

Areas of Infusion: Social Studies, Language Arts

Goal 3/Core Competencies	Sunshine State Standards
3.1 Information Managers	LA.A.2.2
3.2 Effective Communicators	LA.C.3.2
3.5 Responsible Workers	SS.A.6.2
3.6 Resource Managers	
3.10 Multiculturally Sensitive Citizens	

Benchmark: LA.A.2.2.1

Corresponding Grade Level Expectation:

The student understands explicit and implicit ideas and information in fourth-grade or higher texts (for example, knowing main idea or essential message, connecting important ideas with corresponding details, making inferences about information, distinguishing between significant and minor details, knowing chronological order of events).

Benchmark: LA.A.2.2.5

Corresponding Grade Level Expectation:

The student reads and organizes information (for example, in outlines, timelines, graphic organizers) throughout a single source for a variety of purposes (for example, discovering models for own writing, making a report, conducting interviews, taking a test, performing a task).

**WOMEN'S CONTRIBUTIONS TO THE UNITED STATES:
HONORING THE PAST AND CHALLENGING THE FUTURE**

Benchmark: L.A.C.3.2.2

Corresponding Grade Level Expectation:

The student asks questions and makes comments and observations (for example, clarifies understanding of content, processes, and experiences; seeks the ideas and opinions of others; supports own opinions).

Benchmark: SS.A.6.2.5

Corresponding Grade Level Expectation:

The student knows ways various cultures contributed to the unique social, cultural, economic, and political features of Florida.

Student Resources:

- ❖ Books on famous women from media center
- ❖ Resources in the *Women's Contributions to the United States: Honoring the Past and Challenging the Future Kit* in the media center

Teacher Resources:

- ❖ Resources in the *Women's Contributions to the United States: Honoring the Past and Challenging the Future Kit* in the media center

Procedures/Activities:

- ❖ As a class, make a list of ten famous men on chart paper. Discuss some of the men listed and why students think they are famous.
- ❖ On another sheet, make a list of ten famous women. Discuss some of the women and why students think they are famous.
- ❖ Allot the same amount of time for the class to work on each list.
- ❖ Count the student responses. Discuss the names listed. Ask students the following questions:
 - Which famous persons were easier to name, men or women? Why?
 - How are these men and women similar? Different?
- ❖ Use resources from the *Women's Contributions to the United States: Honoring the Past and Challenging the Future Kit*, which may be found in your media center. As a class, explore the contributions of women to the United States. Discuss these contributions and why students may think they are significant to our county, state, and nation.
- ❖ As a class, discuss why we should study women's history.

WOMEN'S CONTRIBUTIONS TO THE UNITED STATES: HONORING THE PAST AND CHALLENGING THE FUTURE

- ❖ Students may engage in research on a famous woman of their choice and then complete one or more of the activities below.
 - Make an oral presentation of what you learned from your research on a famous woman.
 - Write a news article about the famous woman you learned about, using facts from your research.
 - Write a human-interest article about the famous woman you learned about.
- ❖ As a follow up activity, students answer the following extended response question in two paragraphs:

Explain why it is important to study women's history. Use evidence from class reading, discussion, and your research to support your answer.

Assessment:

- ❖ Participation in class discussion
- ❖ Completion of one or more projects on a famous woman
- ❖ Two paragraph answer to extended response question

FCAT Preparation:

- ❖ Participation in class discussion that engages students' use of higher level thinking skills
- ❖ Two paragraph answer to extended response question

**WOMEN’S CONTRIBUTIONS TO THE UNITED STATES:
HONORING THE PAST AND CHALLENGING THE FUTURE**

MAYA LIN, ARCHITECT

Grade: 5

Objectives: To appreciate Maya Lin’s contributions to the U.S. as an architect

To create a mural commemorating an event or observance

To write a reflection comparing and contrasting student murals

Time Frame: 7 days

Areas of Infusion: Language Arts, Visual Arts

Goal 3/Core Competencies	Sunshine State Standards
3.1 Information Managers	LA.A.2.2
3.2 Effective Communicators	LA.B.2.2
3.4 Creative and Critical Thinkers	LA.C.3.2 VA.B.1.2
3.6 Resource Managers	
3.8 Cooperative Workers	
3.10 Multiculturally Sensitive Citizens	

Benchmark: LA.A.2.2.1

Corresponding Grade Level Expectation:

The student extends previously learned knowledge and skills of the fourth grade level with increasingly complex reading texts and assignments and tasks (for example, explicit and implicit ideas).

Benchmark: LA.B.2.2.6

Corresponding Grade Level Expectations:

The student establishes a clear, central focus with little or no irrelevant or repetitious information.

The student uses a variety of sentence structures to reinforce ideas.

WOMEN'S CONTRIBUTIONS TO THE UNITED STATES:
HONORING THE PAST AND CHALLENGING THE FUTURE

Benchmark: LA.C.3.2.3

Corresponding Grade Level Expectation:

The student prepares for and gives presentations for specific occasions, audiences, and purposes (including but not limited to informational or imaginative presentations, research reports, extemporaneous talks).

Benchmark: VA.B.1.2.1

The student understands that subject matter used to create unique works of art can come from personal experience, observation, imagination and themes.

Student Resources:

- ❖ Yokoe, Lynn. *Maya Lin, Architect*. Morristown, NJ: Modern Curriculum Press, 1995 – found in *Women's Contributions to the United States: Honoring the Past and Challenging the Future Kit* in the media center
- ❖ Dictionary

Teacher Resources:

- ❖ Yokoe, Lynn. *Maya Lin, Architect*. Morristown, NJ: Modern Curriculum Press, 1995 – found in *Women's Contributions to the United States: Honoring the Past and Challenging the Future Kit* in the media center
- ❖ Maya Lin Studio www.architecturemag.com/July00/design/mayalin.asp
- ❖ Vietnam Veterans Memorial www.nps.gov/vive/home.htm
- ❖ Civil Rights Memorial, Southern Poverty Law Center www.splcenter.org
- ❖ Books and magazines on architecture from the media center
- ❖ Pictures of local, state, or national buildings, monuments, or sculptures by architects

Procedures/Activities:

- ❖ Ask students if they know what an architect does. Ask a volunteer to look up *architect* in the dictionary and to read the definition to the class. Write the definition on the board. Discuss what architects do and the materials they use. Show students pictures of some local, state, or national buildings, monuments, or sculptures designed by architects. If possible, invite an architect from a local architectural firm or college of architecture to give a brief presentation on what an architect does.
- ❖ Tell students that they will learn about Maya Lin, an architect who has designed national monuments, such as the Vietnam Veterans Memorial and the Civil Rights Memorial.
- ❖ Read and discuss *Maya Lin, Architect*. Before reading, review the vocabulary in the glossary at the back of the text with students. During and after reading, ask students questions to check their text comprehension.
- ❖ Discuss Maya Lin's career as an architect and sculptor. Ask students to name one memorial, sculpture, or building that she designed.

WOMEN'S CONTRIBUTIONS TO THE UNITED STATES: HONORING THE PAST AND CHALLENGING THE FUTURE

- ❖ Discuss the importance of Maya Lin's designs, such as the Vietnam Veterans Memorial (www.nps.gov/vive/home.htm) and the Civil Rights Memorial (www.splcenter.org). Using books from the media center and websites on these memorials, discuss the significance of the historical events they commemorate with students, and how Maya's designs of these memorials are an integral part of American history. Ask students what events or observances are important to them.
- ❖ As a class, create a list of events and observances that are important to students. Class lists might include holidays observed, immigration to the United States, learning a new language, or important events in their native language or culture.
- ❖ Divide students into small groups. Each group chooses an event or observance from the class list. Using books and magazines from the media center and teacher-screened and teacher-approved websites, each group researches their chosen event/observance. The group creates a mural on a teacher-selected size of banner paper commemorating the event/observance. The size of the banner should be the same for all groups. Using books and magazines from the media center, discuss what a mural is and show students pictures of some murals.
- ❖ Each group must submit a mural blueprint to the teacher which includes the following items:
 - (1) Title of the mural;
 - (2) Event it will commemorate;
 - (3) Actual design of the mural;
 - (4) Materials to be used for the mural;
 - (5) Rationale for the design;
 - (6) One page summary of what students have learned about their event or observance;
 - (7) List of resources used in the group's research.
- ❖ Before students begin working on their mural blueprint, show them an example of a mural commemorating your event or observance and your mural blueprint. Create the mural blueprint and the mural yourself, or work with a colleague whose class will also engage in the mural activity. Students will need guidance on how to research a topic and how to create a list of resources. You may also want to show them pictures of murals from books or magazines you acquire from the media center.
- ❖ Once the teacher has approved their mural blueprint, groups begin working on their murals. The art teacher may be able to help you acquire materials for student murals.

**WOMEN'S CONTRIBUTIONS TO THE UNITED STATES:
HONORING THE PAST AND CHALLENGING THE FUTURE**

- ❖ Each group presents their mural to the class in a three-minute presentation. The presentation must include: (1) the title of the mural; (2) the event it commemorates; (3) the rationale for the design; and (4) what students have learned about their selected event/observance. Students must turn in their revised mural blueprint to the teacher. Murals could be posted in the classroom with each group's revised mural blueprint. Murals and blueprints could also be posted in another school location with administrative approval.
- ❖ Students write a two-paragraph reflection on the similarities and differences among the murals and what they learned from designing and creating a mural in a small group setting. Inform students that you will ask volunteers to share their reflections. Write along with your students.
- ❖ Ask volunteers to share their reflections. Discuss student reflections. Conclude by sharing your own reflection on the project.

Assessment:

- ❖ Group work on mural project
- ❖ Two-paragraph reflection on similarities and differences among murals and on mural project
- ❖ Class discussion on reflections

FCAT Preparation:

- ❖ Group work on mural project
- ❖ Two-paragraph reflection on similarities and differences among murals and on mural project
- ❖ Class discussion on reflections

**WOMEN’S CONTRIBUTIONS TO THE UNITED STATES:
HONORING THE PAST AND CHALLENGING THE FUTURE**

WOMEN ASTRONAUT FIRSTS

Grade: 6

Objectives: To compare and contrast Dr. Mae Jemison and Dr. Sally Ride using a Venn Diagram

To understand the contributions of Dr. Mae Jemison and Dr. Sally Ride to U.S. history through research, writing, and class discussion

Time Frame: 2-3 Class Periods (58 minutes)

Areas of Infusion: Language Arts, Science

Goal 3/Core Competencies	Sunshine State Standards
3.1 Information Managers	LA.A.1.3
3.2 Effective Communicators	LA.A.2.3
3.5 Responsible Workers	LA.C.3.3
3.6 Resource Managers	SC.H.1.3
3.8 Cooperative Workers	
3.10 Multiculturally Sensitive Citizens	

Benchmark: LA.A.1.3.4
Corresponding Grade Level Expectations:
 The student monitors own comprehension and makes modifications when understanding breaks down by rereading a portion aloud or silently.

The student examines other sources to clarify meaning (for example, encyclopedia, website, or expert).

The student uses a graphic organizer to clarify meaning of text.

Benchmark: LA.A.2.3.5
Corresponding Grade Level Expectations:
 The student uses print and electronic sources to locate books, documents, and articles.

The student organizes and interprets information for a real-world task.

**WOMEN'S CONTRIBUTIONS TO THE UNITED STATES:
HONORING THE PAST AND CHALLENGING THE FUTURE**

Benchmark: LA.A.2.3.6

Corresponding Grade Level Expectations:

The student chooses reference materials appropriate to research purpose.

The student uses multiple sources to locate information relevant to research questions (including electronic texts, experts, print resources).

Benchmark: LA.C.3.3.2

Corresponding Grade Level Expectations:

The student participates in class discussions using effective speaking strategies (for example, asking questions, making observations).

The student participates as a contributor and occasionally acts as a leader in a group discussion.

Benchmark: SC.H.1.3.6

Corresponding Grade Level Expectations:

The student knows selected scientists and their accomplishments.

The student knows that scientists who make contributions to knowledge come from all kinds of backgrounds and possess varied talents, interests, and goals.

Student Resources:

- ❖ Biographies of Dr. Mae Jemison and Dr. Sally Ride at The National Women's Hall of Fame www.greatwomen.org – biographies also found in Biographies section of this Manual
- ❖ Women of NASA at the NASA Quest http://questdb.arc.nasa.gov/content_search_women.htm
- ❖ Books and magazines on the Space Shuttle Missions from the media center

Teacher Resources:

- ❖ NASA www.nasa.gov
- ❖ Books and magazines on NASA and Space Shuttle Missions from the media center
- ❖ Biographies of Dr. Mae Jemison and Dr. Sally Ride at The National Women's Hall of Fame www.greatwomen.org – biographies also found in Biographies section of this Manual
- ❖ Women of NASA at the NASA Quest http://questdb.arc.nasa.gov/content_search_women.htm

WOMEN'S CONTRIBUTIONS TO THE UNITED STATES: HONORING THE PAST AND CHALLENGING THE FUTURE

Procedures/Activities:

- ❖ Ask students if they know what an astronaut does. Discuss the duties of astronauts. Indicate that astronauts work for the National Aeronautics and Space Administration (NASA), which is accountable to the President of the United States and to Congress.
- ❖ Using books and magazines on NASA and Space Shuttle Missions from the media center and information from the NASA website (www.nasa.gov), give a short lecture to students on NASA's history. Emphasize that in the early days of NASA, selection of astronauts was limited to men. Point out the date when women were first given the opportunity to be astronauts.
- ❖ Ask students if they can name American women astronauts.
- ❖ Provide students with biographies of Dr. Mae Jemison and Dr. Sally Ride.
- ❖ Read the biographies along with students, asking questions to check their text comprehension.
- ❖ Students complete the following assignment in small groups:

Use the World Wide Web and books and magazines (e.g. *Scientific American*, *National Geographic*, *U.S. News and World Report*) from the media center to find more information and pictures about Dr. Mae Jemison and Dr. Sally Ride. As a group, complete a poster, which contains a large Venn Diagram comparing these two women astronauts (e.g. their background, education, age) and pictures of both women. Write a one-page group reflection on what you learned from your research, and create a list of sources used in your research.

- ❖ Each group presents their Venn Diagram poster to the class along with their reflection.
- ❖ Post group Venn Diagram posters in the classroom. Discuss the similarities and differences among group Venn Diagrams and reflections.
- ❖ Students write an answer to the short answer question: "Explain how the contributions of Dr. Mae Jemison and Dr. Sally Ride have had an impact on United States history. Use evidence from your research and class discussion on group projects to support your answer." Inform students that you will ask for volunteers to share their responses with the class. Write along with your students.
- ❖ Ask student volunteers to share their responses with the class. Conclude by sharing your response.

Assessment:

- ❖ Class discussion
- ❖ Small group project

**WOMEN'S CONTRIBUTIONS TO THE UNITED STATES:
HONORING THE PAST AND CHALLENGING THE FUTURE**

FCAT Preparation:

- ❖ Class discussion
- ❖ Small group project
- ❖ Answers to short answer question

**WOMEN’S CONTRIBUTIONS TO THE UNITED STATES:
HONORING THE PAST AND CHALLENGING THE FUTURE**

AMELIA EARHART

Grade: 7

Objectives: To understand the contributions of Amelia Earhart to U.S. history through research, writing, and class discussion

To create a news story on the disappearance of Amelia Earhart

Time Frame: 4-5 Class Periods (58 minutes)

Areas of Infusion: Reading, Language Arts

Goal 3/Core Competencies	Sunshine State Standards
3.1 Information Managers	LA.A.1.3
3.2 Effective Communicators	LA.A.2.3
3.4 Creative and Critical Thinkers	
3.6 Resource Managers	
3.10 Multiculturally Sensitive Citizens	

Benchmark: LA.A.1.3.2

Corresponding Grade Level Expectation:

The student develops vocabulary through reading independently and by listening to and discussing both familiar and conceptually challenging selections.

Benchmark: LA.A.2.3.7

Corresponding Grade Level Expectation:

The student produces graphic organizers, (e.g., Venn Diagrams, Timelines, Cause and Effects, etc.) research projects, and reports for various audiences.

Student Resources:

- ❖ Biography of Amelia Earhart – found in Biographies section of this Manual
- ❖ Women in Aviation and Space History at the National Air and Space Museum Aeronautics Division www.nasm.edu/nasm/aero/women_aviators/
- ❖ Amelia Earhart, National Women’s Hall of Fame www.greatwomen.org
- ❖ Books and articles on Amelia Earhart from the media center

**WOMEN'S CONTRIBUTIONS TO THE UNITED STATES:
HONORING THE PAST AND CHALLENGING THE FUTURE**

Teacher Resources:

- ❖ Biography of Amelia Earhart – found in Biographies section of this Manual
- ❖ Women in Aviation and Space History at National Air and Space Museum Aeronautics Division www.nasm.edu/nasm/aero/women_aviators/
- ❖ Amelia Earhart, National Women's Hall of Fame www.greatwomen.org
- ❖ Books and articles on Amelia Earhart from the media center
- ❖ Books and articles on U.S. aviation history from the media center
- ❖ Articles on current events from local newspaper

Procedures/Activities:

- ❖ Using books and articles on U.S. aviation history from the media center and information from the Women in Aviation and Space History website (www.nasm.edu/nasm/aero/women_aviators/), give students background on the early role of women in U.S. aviation history.
- ❖ Tell students that they will learn about an early woman aviator, Amelia Earhart, who attempted to fly around the world.
- ❖ Students will use resources from the media center and classroom and teacher- previewed and teacher-approved websites to research the story of Amelia Earhart.
- ❖ After students have completed their research, compile a class timeline on Amelia Earhart. Plot her life from her birth to her disappearance, using 10 plots on the timeline. This can be done on the board or on chart paper.
- ❖ Use a world map to chart Amelia Earhart's course of flight. Ask students to identify the continents Earhart reached during her career.
- ❖ Tell students that they will be writing a news story on Amelia Earhart's disappearance and that a news story contains certain basic elements to communicate information to readers.
- ❖ Before students engage in writing the news story on Earhart, tell them that you will (1) discuss the elements for writing a news story; (2) identify these elements in some news articles; and (3) that the class will create a news story on a current event.
- ❖ Introduce the basic elements for writing a news story. Explain to students that a news story answers the 5W-How Questions: who, what, when, where, why, and how. In your local newspaper, find a well-written news article where the content answers the 5W-How Questions. Use the news article to teach students about how a good author answers the 5W-How Questions to create an informative news story.
- ❖ Read through a few news articles from your local newspaper with students. As a class, identify how the author of each article answers the 5W-How Questions.
- ❖ As a class, create a two-paragraph news story on an event at your school or on a current event. The news story should answer the 5W-How Questions.

**WOMEN'S CONTRIBUTIONS TO THE UNITED STATES:
HONORING THE PAST AND CHALLENGING THE FUTURE**

- ❖ Based on their research and class discussion, students use chart paper and engage in brainstorming on the following topic:

You are the star reporter for a major newspaper. You have just been assigned to cover the flight of Amelia Earhart around the equator. Create a news story about the disappearance of Earhart. The news story should be a minimum of two paragraphs in length.

- ❖ Each student completes a draft of a news story on Amelia Earhart which answers the 5W-How Questions. Then, students engage in peer revision. Allow students time to revise the news story for publication in a classroom newspaper.
- ❖ Compile student news stories, and publish them in a classroom newspaper.

Assessment:

- ❖ Timeline Chart
- ❖ Completion of news story
- ❖ Class discussion

FCAT Preparation:

- ❖ Timeline Chart
- ❖ Completion of news story

❖ **Multiple Choice**

In what war did Amelia Earhart serve as a Red Cross Hospital volunteer?

- a. World War II
- b. World War I
- c. Vietnam War
- d. Civil War

❖ **Extended Response**

What factors and experiences encouraged Amelia Earhart to become the first woman to fly 27,000 miles across the equator? Use details from her life story to support your answer.

**WOMEN’S CONTRIBUTIONS TO THE UNITED STATES:
HONORING THE PAST AND CHALLENGING THE FUTURE**

THE RETURN OF SACAGAWEA

Grades: 6/7

Objectives: To describe the golden dollar coin
 To compare the golden dollar coin to the silver dollar
 To list the advantages of coins over paper money
 To calculate the profit made by the U.S. Treasury by producing golden dollars

Time Frame: 2-3 Class Periods (58 minutes)

Areas of Infusion: Social Studies

Goal 3/Core Competencies	Sunshine State Standards
3.1 Information Managers 3.2 Effective Communicators 3.6 Resource Managers 3.10 Multiculturally Sensitive Citizens	LA.B.2.3.1 SS.D.2.3.1

Benchmark: LA.B.2.3.1

Corresponding Grade Level Expectations:

Sixth Grade

The student writes notes, outlines, comments and observations that reflect comprehension of sixth grade level or higher content from a variety of media.

Seventh Grade

The student writes notes, outlines, comments and observations that reflect comprehension of seventh grade level or higher content from a variety of media.

Benchmark: SS.D.2.3.1

Corresponding Grade Level Expectations:

Sixth Grade

The student understands elements of basic economic systems commonly found in selected regions.

WOMEN'S CONTRIBUTIONS TO THE UNITED STATES: HONORING THE PAST AND CHALLENGING THE FUTURE

Seventh Grade

The student extends and refines understanding of basic economic systems commonly found in selected regions.

Student Resources:

- ❖ Sacagawea golden dollars
- ❖ Other coins
- ❖ Internet access to U.S. Mint (website links provided in Procedures/Activities section of this lesson)

Teacher Resources:

- ❖ Sacagawea golden dollars
- ❖ Other coins
- ❖ Internet access to U.S. Mint (website links provided in Procedures/Activities section of this lesson)

Procedures/Activities:

- ❖ Students will need to work at computers for most of this lesson. If you have one computer and a projection system, the investigation can involve the whole class.
- ❖ Students begin by linking to “The Golden Dollar Coin” site as instructed in the online lesson.

www.usmint.gov/mint_programs/golden_dollar_coin/index.cfm?action=golden_dollar_specs

- ❖ Pass golden dollar coins around to students. Discuss the answers to the questions with students.
- ❖ Distribute copies of the student reproducible activity. Students compare the new golden dollar to the old silver dollar by clicking on the “Compare it to the Susan B. Anthony Dollar” link.

www.usmint.gov/mint_programs/golden_dollar_coin/index.cfm?action=coinspecs

- ❖ Point out the fact that most higher denomination coins have grooved edges. Have the students click on the link “Why do some coins have grooves on the edge?”

www.usmint.gov/mint_programs/golden_dollar_coin/index.cfm?action=dollar_coin_act

- ❖ Challenge students to distinguish between different coins mixed together in a bowl while blindfolded. They should be able to distinguish the golden dollar by feel alone.

WOMEN'S CONTRIBUTIONS TO THE UNITED STATES: HONORING THE PAST AND CHALLENGING THE FUTURE

- ❖ Students investigate the many advantages of coins over paper money by exploring the links provided in the online lesson. Discuss their findings as a class.

Assessment:

- ❖ Student work
- ❖ Class discussion

FCAT Preparation:

- ❖ Compare/contrast activities
- ❖ Class discussion

Extensions:

- ❖ Ask students, if they were designers, what type of coin they would design. Suggest that designing a coin is a historical statement as well as an artistic event. What or whose image would they choose? Have students write a paragraph about their proposed coin, describing its appearance and other characteristics. Have them write another paragraph describing the reason for their choice. Students can then draw each side of their coin, using an actual or imagined image of their coin.

(Note: All links and activities, as well as the lesson plan, are provided by WorldCom Marcopolo, a free service providing internet content for the classroom. MacDonald, Rich. (2000, September 15). "The Return of Sacagawea." Retrieved on May 19, 2002, from <http://marcopolo.worldcom.com>)

**WOMEN’S CONTRIBUTIONS TO THE UNITED STATES:
HONORING THE PAST AND CHALLENGING THE FUTURE**

WOMEN’S CONTRIBUTIONS TO THE U.S.

Grade: 8

Objectives: To identify Women’s Contributions to the United States through small-group activities, writing, and class discussion

To understand how individuals, decisions, and events affect the role of women in the United States

Time Frame: 5 Class Periods (58 minutes)

Area of Infusion: Language Arts

Goal 3/Core Competencies	Sunshine State Standards
3.1 Information Managers	LA.A.2.3
3.2 Effective Communicators	LA.B.2.3
3.5 Responsible Workers	LA.C.3.3
3.6 Resource Managers	
3.10 Multiculturally Sensitive Citizens	

Benchmark: LA.A.2.3.5

Corresponding Grade Level Expectation:

The student refines previously learned knowledge and skills of the seventh grade with increasingly complex texts and assignments and tasks (for example, forming questions for readings, using print and electronic sources to locate information, organizing information from a variety of sources for real-world tasks).

Benchmark: LA.B.2.3.1

Corresponding Grade Level Expectation:

The student writes notes, outlines, comments, and observations that reflect comprehension of eighth grade level or higher content from a variety of media.

Benchmark: LA.C.3.3.2

Corresponding Grade Level Expectations:

The student participates in classroom discussions using effective speaking strategies (for example, asking questions, making observations).

WOMEN'S CONTRIBUTIONS TO THE UNITED STATES: HONORING THE PAST AND CHALLENGING THE FUTURE

The student alternates between roles of contributor and leader in a group discussion.

Benchmark: LA.C.3.3.3

Corresponding Grade Level Expectations:

The student identifies the occasion, audience, and purpose for speaking.

The student uses appropriate grammar, word choice, and pacing.

The student uses language that is clear, audible, and suitable.

The student delivers an effective informational, persuasive, or technical speech.

Student Resources:

- ❖ National Women's Hall of Fame www.greatwomen.org
- ❖ Florida Women's Hall of Fame, Florida Commission on the Status of Women <http://legal.firn.edu/units/fcsw/>
- ❖ Biographical Highlights of Women in Broward County – found in *Women's Contributions to the United States: Honoring the Past and Challenging the Future Kit*
- ❖ *Florida Women's Heritage Trail* – found in *Women's Contributions to the United States: Honoring the Past and Challenging the Future Kit*
- ❖ Resources from *Women's Contributions to the United States: Honoring the Past and Challenging the Future Kit*

Teacher Resources:

- ❖ Resources from *Women's Contributions to the United States: Honoring the Past and Challenging the Future Kit* in the media center

Procedures/Activities:

- ❖ As a class, make a list of ten famous persons, five women and five men, on chart paper. Discuss some of the persons listed and why students think they are famous.
- ❖ Discuss the names listed. Ask students the following questions:
 - Which famous persons were easier to name, men or women? Why?
 - How are these men and women different? Similar?
- ❖ Use resources from the *Women's Contributions to the United States: Honoring the Past and Challenging the Future Kit*, which may be found in your media center. As a class, explore Women's Contributions to the United States.

WOMEN'S CONTRIBUTIONS TO THE UNITED STATES: HONORING THE PAST AND CHALLENGING THE FUTURE

- ❖ Discuss these contributions and why students may think they are significant to our county, state, and nation.
- ❖ As a class, discuss why we should study Women's Contributions to the United States.
- ❖ Place students into small groups. Each group researches women from one of these categories: (1) U.S. Women in Government; (2) U.S. Women in Athletics; (3) U.S. Women as Activists; (4) U.S. Women in Science (5) Women's Contributions to Broward County. Students may use resources from *Women's Contributions to the United States: Honoring the Past and Challenging the Future Kit*; teacher-screened and teacher-approved websites; and other resources from the media center to complete their research.
- ❖ Each group submits a two-page report on their chosen category. The report includes a bibliography.
- ❖ Each group gives an oral presentation to the class on what they learned from their research.
- ❖ After groups submit their reports and give their oral presentations, they may complete one of the activities below.
 - Write a news article about two of the famous women you learned about, using facts from your research.
 - Write a human-interest article about two of the famous women you learned about through your research.
- ❖ As a follow up activity, students write a three-paragraph answer to the extended response question: "Explain why you think it is important to study Women's Contributions to the United States. Use evidence from your research to support your answer."

Assessment:

- ❖ Participation in class discussion
- ❖ Completion of small-group activities
- ❖ Three-paragraph answer to extended response question

FCAT Preparation:

- ❖ Participation in class discussion that engages students' use of higher level thinking skills
- ❖ Completion of small-group activities
- ❖ Three-paragraph answer to extended response question

**WOMEN'S CONTRIBUTIONS TO THE UNITED STATES:
HONORING THE PAST AND CHALLENGING THE FUTURE**

WOMAN'S HISTORY: AN INTERVIEW

Grades: 9/10

Objectives: To identify the contributions of women to American society through literacy activities and class discussion

To understand that women in families and communities make valuable contributions to American society

Time Frame: 4 Class Periods (58 minutes)

Area of Infusion: Language Arts

Goal 3/Core Competencies	Sunshine State Standards
3.1 Information Managers	LA.B.2.4
3.2 Effective Communicators	LA.C.1.4
3.5 Responsible Workers	LA.C.3.4

Benchmark: LA.B.2.4.2

The student organizes information using appropriate systems.

Benchmark: LA.C.1.4.3

The student uses effective strategies for informal and formal discussions, including listening actively and reflectively, connecting to and building on the ideas of a previous speaker, and respecting the viewpoints of others.

Benchmark: LA.C.3.4.2

The student selects and uses a variety of speaking strategies to clarify meaning and to reflect understanding, interpretation, application, and evaluation of content, processes, or experiences, including asking relevant questions when necessary, making appropriate and meaningful comments, and making insightful observations.

Benchmark: LA.C.3.4.3

The student uses details, illustrations, analogies, and visual aids to make oral presentations that inform, persuade, or entertain.

WOMEN'S CONTRIBUTIONS TO THE UNITED STATES: HONORING THE PAST AND CHALLENGING THE FUTURE

Student Resources:

- ❖ *Women in History, Sun-Sentinel Newspaper in Education Supplement*
- ❖ *Women's Contributions to the United States: Honoring the Past and Challenging the Future Kit* in the media center
- ❖ "Women in History Timeline" in *Women's Contributions to the United States: Honoring the Past and Challenging the Future Kit* in the media center

Teacher Resources:

- ❖ *Women in History, Sun-Sentinel Newspaper in Education Supplement*
- ❖ *Women's Contributions to the United States: Honoring the Past and Challenging the Future Kit* in the media center

Procedures/Activities:

- ❖ Explain to students that women's history includes the stories of women in our families and communities. Discuss the family and career contributions of women in your family and in the community in which you live.
- ❖ Tell students that they will learn and write about the history of a woman they know.
- ❖ Instructions for Students (Adapted from "Write the History of a Woman You Know" in *Women in History, Sun-Sentinel Newspaper in Education Supplement*)
 - ❖ Who to Interview: Pick a woman to interview who lives in the United States. She could be an older relative, other than your mother, a neighbor, or a family friend, or perhaps a woman who works at your school. Try to think of someone whom you would like to know more about.
 - ❖ Requesting an Interview: Like any reporter preparing for an assignment, you will need to request an interview from your subject, the woman you have chosen. Explain why you want to interview her, what kinds of things you would like to ask, and how much time it will take. Twenty minutes would be a good amount of interview time.
 - ❖ Preparing for an Interview: Good reporters prepare for an interview by thinking about their questions ahead of time. Think about what you already know about your subject and what else you would like to know. Write down some questions for your interview. You will need to ask about your subject's life story. Below are some questions that might be useful.
 - What are three important dates in your life?
 - How do you think the women's movement changed your life?

WOMEN'S CONTRIBUTIONS TO THE UNITED STATES: HONORING THE PAST AND CHALLENGING THE FUTURE

- How is life different today for women than it was when you were a child?
- What women do you admire the most?
- Do you think women have equal rights today? Why or why not?
- Did you have any role models in your life? If so, who?
- How do you think your life may have been different if you were a man?

Once your teacher has approved your interview questions, you may interview your selected subject.

- ❖ The Interview: Take your list of questions, a notebook, and a pencil. You may also take a tape recorder, but be sure to get your subject's permission to record the interview. Take your time writing down the answers to the questions. You do not need to write down every word your subject says. Do not hesitate to ask your subject to repeat an answer that was said too quickly for you to catch. When you are finished, thank your subject for her time. *Note: Before you put your notes away it is a good idea to look at them while the interview is still fresh in your mind. Jot down extra phrases or words that you remember.*
 - ❖ Afterward: Review your interview notes. If you audiotaped the interview, listen to the interview, and add any information you missed to your notes. Then, using your interview notes as a reference, write a one-page biography of your interviewee. Try to include as many dates as you can.
 - ❖ The Timeline: Construct and decorate a timeline that shows the important dates and events in your subject's life. Mix in important historical events from women's history in the United States. You may find these in *Women in History*, *Sun-Sentinel Newspaper in Education Supplement* or in the "Women in History Timeline" found in the *Women's Contributions to the United States: Honoring the Past and Challenging the Future Kit*, available to your teacher through the school media center.
- ❖ Give students time in class to write up their biographies and create their timelines.
 - ❖ Students share their biographies and timelines in small groups.

**WOMEN'S CONTRIBUTIONS TO THE UNITED STATES:
HONORING THE PAST AND CHALLENGING THE FUTURE**

- ❖ Display student biographies and timelines in the classroom. Discuss what students learned from this project.

Assessment:

- ❖ One-page biography of interviewee
- ❖ Timeline
- ❖ Class discussion

FCAT Preparation:

- ❖ Class discussion that engages students' use of higher level thinking skills
- ❖ One-page biography of interviewee
- ❖ Timeline

**WOMEN’S CONTRIBUTIONS TO THE UNITED STATES:
HONORING THE PAST AND CHALLENGING THE FUTURE**

JUDY BACA

Grades: 10 -12

Objectives: To identify the contributions of Judy Baca through class discussion

To paint a class mural

Time Frame: 5 Class Periods (58 minutes)

Area of Infusion: Visual Arts

Goal 3/Core Competencies	Sunshine State Standards
3.2 Effective Communicators	LA.C.1.4
3.5 Responsible Workers	LA.C.3.4
3.10 Multiculturally Sensitive Citizens	VA.A.1.4 VA.B.1.4

Benchmark: LA.C.1.4.3
The student uses effective strategies for informal and formal discussions, including listening actively and reflectively, connecting to and building on the ideas of a previous speaker, and respecting the viewpoints of others.

Benchmark: LA.C.3.4.3
The student uses details, illustrations, analogies, and visual aids to make oral presentations that inform, persuade, or entertain.

Benchmark: VA.A.1.4.1
The student uses two-dimensional and three-dimensional media, techniques, tools, and processes to communicate an idea or concept based on research, environment, personal experience, observations, or imagination.

Benchmark: VA.A.1.4.3
The student knows how the elements of art and the principles of design can be used to solve specific art problems.

**WOMEN'S CONTRIBUTIONS TO THE UNITED STATES:
HONORING THE PAST AND CHALLENGING THE FUTURE**

Benchmark: VA.A.1.4.4

The student uses effective control of media, techniques, and tools when communicating an idea in both two-dimensional and three-dimensional works of art.

Benchmark: VA.B.1.4.3

The student understands some of the implications of intentions and purposes in particular works of art.

Student Resources:

- ❖ Lesson Handout on Judy Baca, pp. 85-87 of this Manual
- ❖ Social and Public Art Resource Center (SPARC) www.sparcmurals.org
- ❖ Books about murals from the media center
- ❖ Pencils
- ❖ Ruler
- ❖ Measuring tape
- ❖ Paints/brushes
- ❖ Roll of newsprint paper

Teacher Resources:

- ❖ Lesson Handout on Judy Baca, pp. 85-87 of this Manual
- ❖ Social and Public Art Resource Center (SPARC) www.sparcmurals.org
- ❖ Books about murals from the media center

Procedures/Activities:

- ❖ Review resource materials on Judy Baca with students. After previewing the SPARC website, a project of Judy Baca, you may navigate the site along with students, showing them her most famous mural, *The Great Wall of Los Angeles*. You may also show students SPARC art projects on the site.
- ❖ Discuss Judy Baca's contributions to the arts and what *The Great Wall of Los Angeles* means.
- ❖ Using books about murals from the media center, discuss murals, the message they convey, and what they represent.
- ❖ Choose a theme for a class mural, and measure the area where the mural will be displayed.
- ❖ The class may complete the mural on newsprint paper.
- ❖ Brainstorm and list on chart paper what the mural will represent.
- ❖ Assign each student a work area within the size/area of paper used for the mural.
- ❖ Paint the mural.
- ❖ When the mural is completed, allow students to sign their names in their respective work area(s).
- ❖ Select a title for the mural.

**WOMEN'S CONTRIBUTIONS TO THE UNITED STATES:
HONORING THE PAST AND CHALLENGING THE FUTURE**

- ❖ Display the finished mural in the classroom.
- ❖ Students write a five to six sentence response to the short answer question, “What does this mural mean to you?” Before students begin writing, inform them that you will ask volunteers to share their responses. Write along with your students.
- ❖ Allow volunteers to share their responses. Conclude by sharing your response. Explain the significance of each student’s contribution to the mural. Discuss how, by working together, like Judy Baca’s group at SPARC, the class created a mural that could not have been done individually.
- ❖ Display the finished mural and students’ written responses in the classroom or in another location with administrative approval.

Assessment:

- ❖ Display of finished mural and students’ responses
- ❖ Five to six sentence response to short answer question

FCAT Preparation:

- ❖ Participation in class discussion that engages students’ use of higher level thinking skills
- ❖ Five to six sentence response to short answer question

**WOMEN'S CONTRIBUTIONS TO THE UNITED STATES:
HONORING THE PAST AND CHALLENGING THE FUTURE**

Lesson Handout - Judy Baca

Judy Baca, a second-generation Mexican American, was born in south central Los Angeles on September 20, 1946. She lived in a Spanish-speaking household with her mother, grandmother, and two aunts. While her mother, Ortensia, worked at a tire factory, Judy was primarily raised by her grandmother. Although she did not know her father, a musician named Valentino Marcel, she was very happy.

When Judy was six, her mother married, and they moved to Pacoima, where she spent her formative years. She did not speak English well in school and felt like an outsider in her new community. Out of this came her first opportunity to practice art; her teacher allowed her to sit in a corner and paint while the rest of the class continued their studies.

In 1964, Baca graduated from high school and married a year later, at the age of 19. She and her husband divorced six years later. She returned to her alma mater to teach after earning a Bachelor's degree in art from California State University in 1969. That same year, she explored her first cooperative art venture; she rounded up a number of ethnically diverse students to paint a mural at the school.

She became involved with the peace movement against the war in Vietnam and participated in marches. As a result, she was fired from her teaching job for her anti-war efforts. She found employment in a special program of the City of Los Angeles Cultural Affairs Division, traveling from schools to parks, teaching art, and eventually forming her

WOMEN'S CONTRIBUTIONS TO THE UNITED STATES:
HONORING THE PAST AND CHALLENGING THE FUTURE

own group, “Las Vistas Nuevas.” The group was made up of 20 kids from four different gangs and neighborhood groups. They painted Baca’s first mural in Hollenbeck Park.

Just after the completion of the Hollenbeck Park mural, Judy acquired a book on “Lost Tres Grandes” — Mexican muralists Diego Rivera, David Alfaro Siqueiros, and José Clemente Orozco — and she began to study the traditions of Mexican mural painting. In the mid-1970s she went to Siqueiros’ studio in Mexico to take classes in mural materials and techniques, and she also traveled around Mexico looking at the murals.

Once back in Los Angeles, with the support of the city, Judy expanded her program into the Citywide Mural Project. At least 250 murals were painted under her supervision. She was the first person to work with multicultural youth to produce murals.

During the 1970s, her most ambitious endeavor was *The Great Wall of Los Angeles*, a half-mile-long narrative mural painted on the Tujunga Wash drainage canal in San Fernando Valley. Its subject is Los Angeles’ multi-ethnic history from Neolithic times up to the 1950s, including such events as the great Dust Bowl migration, Japanese American internment during World War II, and the Freedom Bus Rides. Judy Baca developed the concept for the mural, hired people, and helped to raise money for the project.

Using the *Great Wall* as a model, in 1976 she founded the Social and Public Art Resource Center (SPARC), in Venice, California. This non-profit, multicultural art center continues a program that involves, community groups, artists, and youth in presenting and preserving murals and other public art. An internationally recognized alternative art center, SPARC also houses an archive of more than 16,000 slides of public art from around the world.

WOMEN'S CONTRIBUTIONS TO THE UNITED STATES:
HONORING THE PAST AND CHALLENGING THE FUTURE

In 1987, Judy Baca embarked on the project, *World Wall: A Vision of the Future Without Fear*. Its themes are peace, global interdependence, and the end of racism and sex discrimination. The portable mural is made of seven 10-by-30-foot panels painted by Judy Baca; the panels are arranged in a 100-foot semicircle. The traveling mural has new portions added by international collaborating artists in each country to which it travels. Works have been completed by the Finnish team, Russian team, an Israeli and Palestinian team, and most recently two Mexican women. It continues to travel and expand.

In addition to her artistic pursuits, Judy Baca holds a Master's degree from California State University at Northridge. She has been a Professor of Fine Arts at the University of California since 1980. She has also served concurrently as Vice Chair of the University of California at Los Angeles' (UCLA) Cesar Chavez Center and Professor of Art for World Arts and Cultures at UCLA since 1996. Her art continues to reflect her commitment to addressing social issues.

**WOMEN’S CONTRIBUTIONS TO THE UNITED STATES:
HONORING THE PAST AND CHALLENGING THE FUTURE**

WOMEN’S CONTRIBUTIONS TO AMERICAN LITERATURE

Grade: 11

Objective: To identify the contributions of women to American Literature through small-group literacy activities and class discussion

Time Frame: 5-7 Class Periods (58 minutes)

Area of Infusion: Language Arts

Goal 3/Core Competencies	Sunshine State Standards
3.1 Information Managers	LA.A.1.4
3.2 Effective Communicators	LA.A.2.4
3.5 Responsible Workers	LA.B.1.4
3.6 Resource Managers	LA.E.2.4
3.10 Multiculturally Sensitive Citizens	

Benchmark: LA.A.1.4.4

The student applies a variety of response strategies, including rereading, notetaking, summarizing, outlining, writing a formal report, and relating what is read to his or her own experiences and feelings.

Benchmark: LA.A.2.4.4

The student locates, gathers, analyzes, and evaluates written information for a variety of purposes, including research projects, real-world tasks, and self-improvement.

Benchmark: LA.B.1.4.2

The student drafts and revises writing that

- is focused, purposeful, and reflects insight into the writing situation;
- has an organizational pattern that provides for a logical progression of ideas;
- has effective use of transitional devices that contribute to a sense of completeness;
- has support that is substantial, specific, relevant, and concrete;
- demonstrates a commitment to and involvement with the subject;
- uses creative writing strategies as appropriate to the purposes of the paper;
- demonstrates a mature command of language with freshness of expression;
- has varied sentence structure
- has few, if any, convention errors in mechanics, usage, punctuation, and spelling.

WOMEN'S CONTRIBUTIONS TO THE UNITED STATES: HONORING THE PAST AND CHALLENGING THE FUTURE

Benchmark: L.A.E.2.4.6

The student recognizes and explains those elements in texts that prompt a personal response, such as connections between one's own life and the characters, events, motives, and causes of conflict in texts.

Student Resources:

- ❖ Norton Webservice to American Literature www.wwnorton.com/naal
- ❖ American Literature textbook
- ❖ Teacher-recommended list of novels by American women writers

Teacher Resources:

- ❖ Norton Webservice to American Literature www.wwnorton.com/naal
- ❖ American Literature textbook

Procedures/Activities:

- ❖ **Note:** Students may complete the activities in the lesson during any time of the year. You may wish to explore the activities with students based upon the time period or theme that you are studying in American Literature.
- ❖ Provide students with an overview of women's contributions to American Literature.
- ❖ Using the list of women authors from the Norton Webservice to American Literature www.wwnorton.com/naal and other resources on American women authors, allow students to choose a woman author and complete a research project in small groups.
- ❖ In small groups, students (1) read a novel length work by the woman author; (2) write a summary and critique of the novel; (3) write summaries of at least two critical essays on the novel; and (4) write a short biography of the author. Give students a recommended reading list of novels by each woman author; be sure you have screened each novel on the list.
- ❖ As students explore their chosen novel length work in small groups, each student writes a chapter by chapter reader response journal. Students write a summary of each chapter and then respond to characters and situations within it.
- ❖ In their groups, students engage in book club discussion on an assigned chapter discussion schedule for their chosen novel. Small groups create the schedule, which must be approved by the teacher. (**Note:** You may want students to read their chosen novels outside of class to allow more time for in-class discussion.) Students use their reader response journals as a basis for book club discussion. Students create and give a multimedia or other technological presentation (e.g., PowerPoint, video, overhead projector with transparencies) to the class on their American woman author. This presentation includes (1) a short biography of the author; (2) a summary and critique of the novel they read and discussed; and (3) a review of at least two critical essays on the novel. The presentation concludes with a promotional commercial on the woman author, one intended to persuade other groups to read one of her novels.

**WOMEN'S CONTRIBUTIONS TO THE UNITED STATES:
HONORING THE PAST AND CHALLENGING THE FUTURE**

- ❖ Students submit their reader response journals; their presentation (e.g., overhead transparencies, PowerPoint presentation, or video); and a five-page typed report that includes the elements from their presentation and a bibliography. If possible, allow students class time to create their presentations and reports.
- ❖ As a class, discuss what students learned from the presentations and the significance of women's contributions to American Literature.

Assessment:

- ❖ Participation in class discussion
- ❖ Completion of small-group activities

FCAT Preparation:

- ❖ Participation in class discussion that engages students' use of higher level thinking skills
- ❖ Completion of small-group activities

**WOMEN’S CONTRIBUTIONS TO THE UNITED STATES:
HONORING THE PAST AND CHALLENGING THE FUTURE**

WOMEN’S CONTRIBUTIONS TO AMERICAN GOVERNMENT

Grade: 12

Objectives: To identify women’s contributions to American Government through small-group activities, writing, and class discussion

To appreciate women’s contributions to American Government through writing and class discussion

Time Frame: 5 Class Periods (58 minutes)

Area of Infusion: Social Studies

Goal 3/Core Competencies	Sunshine State Standards
3.1 Information Managers	LA.A.2.4
3.2 Effective Communicators	LA.B.2.4
3.5 Responsible Workers	LA.C.3.4
3.6 Resource Managers	SS.A.5.4
3.10 Multiculturally Sensitive Citizens	

Benchmark: LA.A.2.4.4

The student locates, gathers, analyzes, and evaluates written information for a variety of purposes, including research projects, real-world tasks, and self-improvement.

Benchmark: LA.B.2.4.1

The students writes text, notes, outlines, comments, and observations that demonstrate comprehension and synthesis of content, processes, and experiences from a variety of media.

Benchmark: LA.B.2.4.4

The student selects and uses information from a variety of electronic media, such as the Internet, information services, and desktop publishing software programs, to create, revise, retrieve, and verify information.

Benchmark: LA.C.3.4.2

The student selects and uses a variety of speaking strategies to clarify meaning and to reflect understanding, interpretation, application, and evaluation of content, processes, or experiences, including asking relevant questions when necessary, making appropriate and meaningful comments, and making insightful observations.

**WOMEN'S CONTRIBUTIONS TO THE UNITED STATES:
HONORING THE PAST AND CHALLENGING THE FUTURE**

Benchmark: L.A.C.3.4.3

The student uses details, illustrations, analogies, and visual aids to make oral presentations that inform, persuade or entertain.

Benchmark: SS.A.5.4.2

The student understands the social and cultural impact of immigrant groups and individuals on American society after 1880.

Student Resources:

- ❖ Resources from *Women's Contributions to the United States: Honoring the Past and Challenging the Future Kit* in the media center
- ❖ U.S. House of Representatives www.house.gov
- ❖ U.S. Senate www.senate.gov
- ❖ Florida State Legislature www.leg.state.fl.us
- ❖ Broward County, Florida www.broward.org

Teacher Resources:

- ❖ Resources from *Women's Contributions to the United States: Honoring the Past and Challenging the Future Kit* in the media center
- ❖ U.S. House of Representatives www.house.gov
- ❖ U.S. Senate www.senate.gov
- ❖ Florida State Legislature www.leg.state.fl.us
- ❖ Broward County, Florida www.broward.org
- ❖ Books from the media center on women's contributions to American Government

Procedures/Activities:

- ❖ Using resources from *Women's Contributions to the United States: Honoring the Past and Challenging the Future Kit* in the media center and books on women's contributions to American Government, explore women's contributions to American Government with your students.
- ❖ Discuss these contributions and why students may think they are significant to our county, state, and nation.
- ❖ Place students in small groups. Each group researches women from one of these categories: (1) Women in Florida State government; (2) Women in Broward County government; (3) Women in local, municipal government; (4) Women in the U.S. House of Representatives; (5) Women in the U.S. Senate; (6) U.S. First Ladies as Activists. Students may use resources from *Women's Contributions to the United States: Honoring the Past and Challenging the Future Kit*; teacher-previewed and teacher-approved web sites; and other resources from the media center to complete their research.

WOMEN'S CONTRIBUTIONS TO THE UNITED STATES: HONORING THE PAST AND CHALLENGING THE FUTURE

- ❖ Each group creates a newspaper, based upon their research, for their chosen category. The newspaper includes (1) a table of contents; (2) a human interest article for each woman chosen; (3) a news article for each woman chosen; and (4) one article on the importance of women's contributions to the American Government. Students must also submit a bibliography for their project. Allow students to use a desktop publishing program to complete their newspapers.
- ❖ Each group makes an oral presentation to the class. The presentation highlights articles and editorial choices in their newspaper and explains what they learned from their research.
- ❖ Display group newspapers in the classroom. As a class, discuss the similarities and differences among the group newspapers.
- ❖ As a follow up activity, students write a three-paragraph answer to the extended response question: "What do you think are the similarities and differences among the women who have made contributions to American Government? Use evidence from your research and class discussion to support your answer."
- ❖ Before students begin writing, inform them that you will ask volunteers to share their answers. Write along with your students.
- ❖ Allow volunteers to share their answers to the extended response question. Conclude by sharing your answer.

Assessment:

- ❖ Completion of small-group activities
- ❖ Participation in class discussion
- ❖ Three paragraph response to extended response question

FCAT Preparation:

- ❖ Completion of small-group activities
- ❖ Participation in class discussion that engages students' use of higher level thinking skills
- ❖ Three paragraph response to extended response question

Activities

WOMEN'S CONTRIBUTIONS TO THE UNITED STATES:
HONORING THE PAST AND CHALLENGING THE FUTURE

Activities Grades K-5

The following activities are adaptable to a variety of elementary grade levels. They are intended for use at any time during the year as a curriculum complement in any discipline.

- ❖ Invite women community leaders to speak to the class about their lives. Be sure to obtain administrative approval before a speaker visits your classroom.
- ❖ Develop a list of “fast facts” about Women’s Contributions to the United States. Read every other month or at certain intervals throughout the year during the morning announcements.
- ❖ Find out the names of women U.S. Senators and Representatives and Florida Senators and Representatives. Students research their contributions and give an oral report to the class.
- ❖ Create a birthday chart of famous women to display in the classroom.
- ❖ Create a “Women’s Contributions to the United States Classroom Collage.” Every week, bring in a picture of an accomplished woman, and glue it to poster board or on banner paper. Number each picture. At the end of the school year, after obtaining administrative approval, present the collage to the Media Specialist for display in the school media center. With the collage, provide the name of each woman pictured along with a three-line explanation about her contributions to the United States.
- ❖ Small-Group Activity: After students read short biographies of women in U.S. history, in small groups, they create a diorama or a poster representing the selected woman’s accomplishments. Students also write a newspaper article or a three-paragraph essay about the woman.
- ❖ Small-Group Activity: Divide class into four groups. Each group creates a list of women who have been featured on a United States Postal Service stamp. Each group selects three of the women they have listed and gives an oral presentation to the class, describing why each of the three women was featured on a stamp.
- ❖ Create a class mural representing Women’s Contributions to the United States.
- ❖ Winning the Right to Vote Activity

**WOMEN'S CONTRIBUTIONS TO THE UNITED STATES:
HONORING THE PAST AND CHALLENGING THE FUTURE**

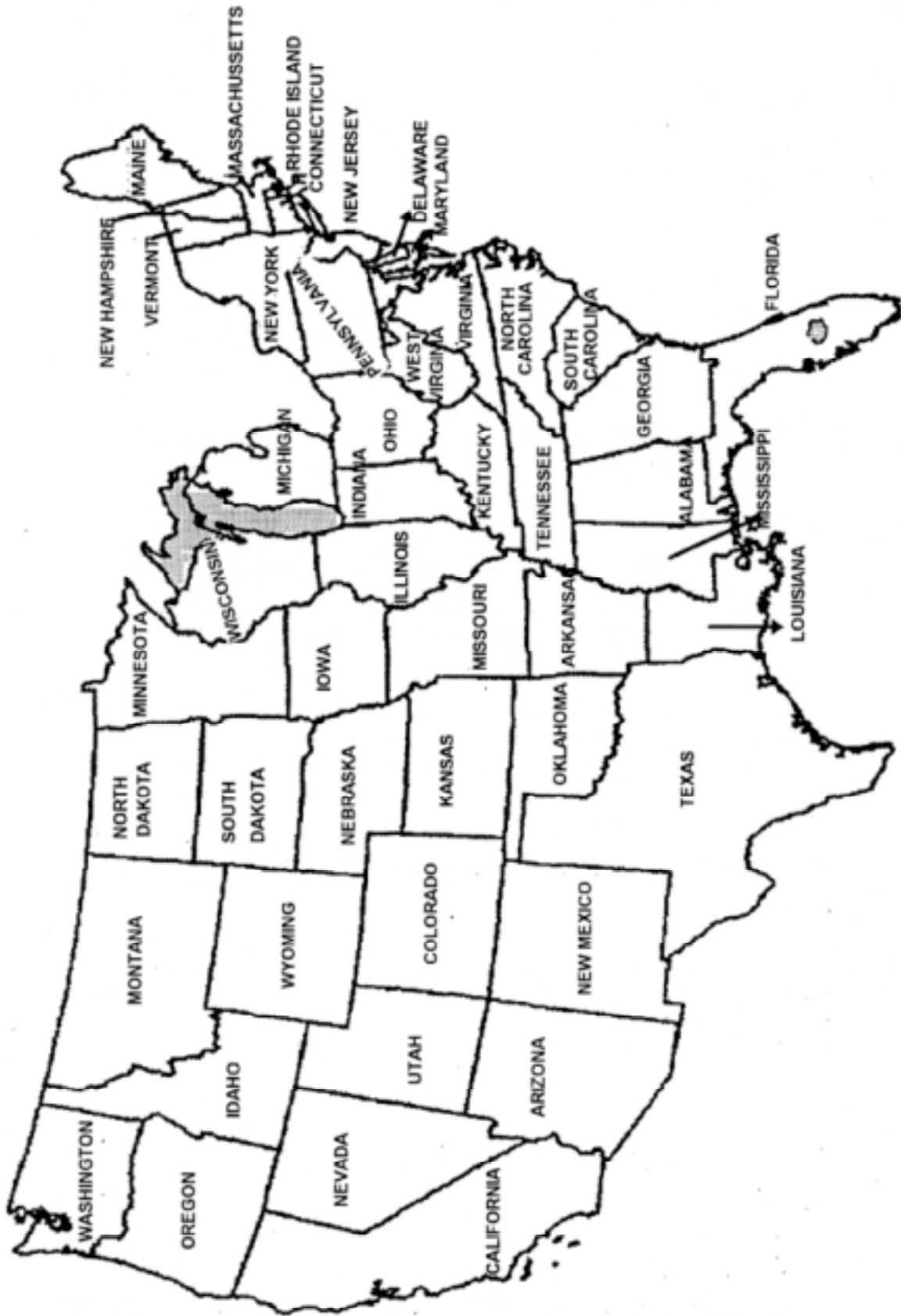
**Order of 36 States Ratifying the
Nineteenth Amendment**

I. Illinois – June 10, 1919	II. Maine – November 5, 1919
III. Wisconsin – June 10, 1919	IV. North Dakota – December 1, 1919
V. Michigan – June 10, 1919	VI. South Dakota – December 4, 1919
VII. Kansas – June 16, 1919	VIII. Colorado – December 15, 1919
IX. New York – June 16, 1919	X. Kentucky – January 6, 1920
XI. Ohio – June 16, 1919	XII. Rhode Island – January 6, 1920
XIII. Pennsylvania – June 24, 1919	XIV. Oregon – January 13, 1920
XV. Massachusetts – June 25, 1919	XVI. Indiana – January 16, 1920
XVII. Texas – June 28, 1919	XVIII. Wyoming – January 27, 1920
XIX. Iowa – July 2, 1919	XX. Nevada – February 7, 1920
XXI. Missouri – July 3, 1919	XXII. New Jersey – February 9, 1920
XXIII. Arkansas – July 28, 1919	XXIV. Idaho – February 11, 1920
XXV. Montana – August 2, 1919	XXVI. Arizona – February 12, 1920
XXVII. Nebraska – August 2, 1919	XXVIII. New Mexico – February 21, 1920
XXIX. Minnesota – September 8, 1919	XXX. Oklahoma – February 28, 1920
XXXI. New Hampshire – September 10, 1919	XXXII. West Virginia – March 10, 1920
XXXIII. Utah – October 2, 1919	XXXIV. Washington – March 22, 1920
XXXV. California – November 1, 1919	XXXVI. Tennessee – August 18, 1920

Directions

- ❖ Identify the first ten states to ratify the Nineteenth Amendment. Color these states red on the map of the United States provided.
- ❖ Color the next ten states to ratify the Nineteenth Amendment in blue.
- ❖ Color the next ten states to ratify the Nineteenth Amendment in yellow.
- ❖ Color the last six states needed to ratify the Nineteenth Amendment in purple.
- ❖ Name the states that did not ratify the Nineteenth Amendment before August 26, 1920.
- ❖ Make a color key for your map.
- ❖ Identify your state, and discuss why it fell into one of the above groups.

For Classroom Use Only-
Provided Courtesy of Women's Hall of Fame



WOMEN'S CONTRIBUTIONS TO THE UNITED STATES:
HONORING THE PAST AND CHALLENGING THE FUTURE

Activities Grades 6-12

The following activities are adaptable to a variety of secondary grade levels. They are intended for use during the year as a curriculum complement in any discipline.

- ❖ Plan a history festival honoring Women's Contributions to the United States during the month of March.
- ❖ Find out the names of women U.S. Senators and Representatives and Florida Senators and Representatives. Students research their contributions and give an oral report to the class.
- ❖ Invite women from your community who are elected officials to visit your classroom and speak to the class. Be sure to obtain administrative approval before a speaker visits your classroom.
- ❖ Students research and report on women writers from different ethnic groups who live in Florida.
- ❖ As a class, make a list of women throughout United States history who are considered role models today. Students provide evidence to substantiate their choices.
- ❖ Students select a woman from "Biographical Highlights of Women in Broward County," found in *Women's Contributions to the United States: Honoring the Past and Challenging the Future Manual*, or from the Florida Women's Hall of Fame (<http://legal.firn.edu/units/fcsw/index.html>). Students design a full color postage stamp honoring their chosen woman.
- ❖ Students write a newspaper article about a woman in Florida whose activities have made an impact on the United States.
- ❖ Students write an article nominating a woman for (1) inclusion on a United States Postal Service Stamp or (2) induction into the National or Florida Women's Hall of Fame.
- ❖ Students write about a woman in United States history whom they most admire and illustrate the essay. After completing the essay, students create a three-dimensional diorama of her life.

WOMEN'S CONTRIBUTIONS TO THE UNITED STATES: HONORING THE PAST AND CHALLENGING THE FUTURE

- ❖ Students design a monument honoring women who have had an impact on United States history. Students write a short essay describing the monument and why they selected the particular materials for its creation.
- ❖ Organize a debate on Women in the U.S. Military and Combat Duties. Select three panelists for each of the two opposing views and a moderator. Select three students to be reporters for the media covering the event. As a class, brainstorm and then create a final list of questions the moderator will ask. Hold the debate; have other students participate in the debate by asking questions from the floor. After the debate, the “reporters” write their articles and present them to the class. All students write a paragraph reflection on what they learned from the debate. Use student reflections as a basis for class discussion about the debate.
- ❖ Students write a speech for a woman running for office in Florida.
- ❖ Students design a poster for a woman running for President of the United States.
- ❖ Research and report on immigrant women of the Nineteenth century. The report must answer the following questions:
 - Where were they from?
 - Why did they come to the United States?
 - What type of work did they do?
 - Where did they live?
- ❖ Research and report on women in the garment industry from 1900 to 1940.
- ❖ Research and report on the life of women, such as Annie Oakley, who traveled West as pioneers with men seeking to make fortunes in the new territories.

WOMEN’S CONTRIBUTIONS TO THE UNITED STATES:
HONORING THE PAST AND CHALLENGING THE FUTURE

RESOURCES

Biographies84

Eight Pioneer Florida Women 110

Broward County Women’s History Coalition 118

Biographical Highlights of Women in Broward County 120

KidsVoting Selected Activities 141

Bibliography 155

Websites 164

Instructional Packets: These instructional packets are included in the *Women’s Contributions to the United States: Honoring the Past and Challenging the Future Kit*. The Central Processing Lab has catalogued Kits. One Kit has been sent to each school’s media center.

Beginning Books Biography – Modern Curriculum Press - Grades K-5

Florida Women’s Heritage Trail – Grades K-12

Political Partners: Florida’s First Ladies – Grades K-12 Study Guide/Video

Visual Arts – Middle/High School Study Guide

Women on Stamps – Grades K-12, Selected Activities

WOMEN'S CONTRIBUTIONS TO THE UNITED STATES:
HONORING THE PAST AND CHALLENGING THE FUTURE

Biographies

Albright, Madeleine Korbel	Earhart, Amelia	Nye, Naomi Shihab
Alcott, Louisa May	Edelman, Marian Wright	O'Connor, Sandra Day
Alexander, Jane	Ferraro, Geraldine	Ochoa, Ellen
Angelou, Maya	Ginsburg, Ruth Bader	Olivarez, Graciela
Apgar, Virginia	Height, Dorothy	Pantoja, Antonia
Bancroft, Ann	Hernández, Antonia	Parks, Rosa
Blackwell, Elizabeth	Hopper, Grace	Quimby, Harriet
Blume, Judy	Hurston, Zora Neale	Ralph, Sheryl Lee
Boyd, Louise Arner	Hyppolite, Joanne	Reno, Janet
Brent, Margaret	Jemison, Mae	Rice, Condoleezza
Brooks, Gwendolyn	Jones, Mary Harris	Richards, Ellen
Buck, Pearl S.	Jumper, Betty Mae	Ride, Sally
Carson, Rachel	Kingston, Maxine Hong	Roosevelt, Anna Eleanor
Chisholm, Shirley	Lin, Maya	Ross, Betsy
Clinton, Hillary Rodham	Lockwood, Belva	Shalala, Donna
Cole, Johnnetta B.	McAuliffe, Christa	Shriver, Eunice Kennedy
Coleman, Bessie	Mankiller, Wilma	Sinclair, Madge
Cooney, Joan Ganz	Manzano, Sonia	Truth, Sojourner
Danticat, Edwidge	Mitchell, Maria	Tubman, Harriet
Deer, Ada	Mora, Pat	Walker, Madame C.J.
Dix, Dorothea	Morrison, Toni	Wauneka, Annie Dodge
Douglas, Marjory Stoneman	Mott, Lucretia Coffin	Winfrey, Oprah
Dove, Rita	Novello, Antonia	Yamaguchi, Kristi

WOMEN'S CONTRIBUTIONS TO THE UNITED STATES:
HONORING THE PAST AND CHALLENGING THE FUTURE

Biographies

Madeleine Korbel Albright (1937-). Dr. Madeleine Korbel Albright was the first woman Secretary of State and thus the highest-ranking woman in the United States government in 1997. Albright studied International Relations at John Hopkins University before earning a Master's degree and a Ph.D. at Columbia University. Before President Clinton appointed her to Secretary of State, she was a Woodrow Wilson Fellow; a Research Professor of International Affairs; and the Director of the Women in Foreign Service Program at Georgetown University's School of Foreign Service. As Secretary of State, she concentrated on a bipartisan approach to U.S. foreign policy to create a consensus on the need for U.S. leadership. Among her achievements were the ratification of the Chemical Weapons Convention and progress toward stability in Eastern and Central Europe. Albright also served as a member of the National Security Council and as the United States' permanent representative to the United Nations.

Louisa May Alcott (1832-1888). Louisa May Alcott is best known for *Little Women*, a novel that has been in print continuously since 1870. It is the most famous of her more than 270 published works. The novel was based on her personal experiences; she wrote it to support her family. Alcott's first published work was *Sunlight* in 1861. She became the editor of a children's magazine in 1867. She was the first woman to register when Massachusetts gave women school, tax, and bond suffrage. In her final novel, *Jo's Boys* (1886), she made arguments for women's rights and other reforms.

Jane Alexander (1939-). Jane Alexander was appointed by President Clinton to serve as Director of the National Endowment for the Arts. She is an internationally known actress as well as a successful film producer, writer, and translator. Alexander is dedicated to world peace, wellness, and wildlife conservation; she serves on the Boards of Wildlife Conservation International, Project Greenhope, the National Stroke Association, and Women's Action for Nuclear Disarmament. She has received the Israel Cultural Award and the Helen Caldicott Leadership Award.

Maya Angelou (1928-). Dr. Maya Angelou was born Marguerite Johnson in St. Louis, Missouri. She grew up in St. Louis and Stamps, Arkansas. She is an author, poet, historian, songwriter, playwright, dancer, director, and civil rights activist. In the 1960s, she became the northern coordinator for the Southern Christian Leadership Conference, at the request of Dr. Martin Luther King, Jr. In 1974, she was appointed by President Gerald Ford to the Bicentennial Commission and later by President Jimmy Carter to the Commission for International Woman of the Year.

She accepted a lifetime appointment as Reynolds Professor of American Studies at Wake Forest University in Winston-Salem, NC. In 1993, Angelou wrote and delivered the poem, "On the Pulse of the Morning," at the Inauguration for President Bill Clinton at his request.

WOMEN'S CONTRIBUTIONS TO THE UNITED STATES:
HONORING THE PAST AND CHALLENGING THE FUTURE

Angelou was the first African American woman director in Hollywood. She has written, directed, and starred in productions for film, stage, and television. In 1971, she wrote the original screenplay and musical score for the film, *Georgia, Georgia* and was both author and executive producer of a television mini-series, *Three Way Choice*. Angelou is best known for her autobiographical books, such as *I Know Why the Caged Bird Sings*, which was nominated for a National Book Award; *All God's Children Need Traveling Shoes*; and *Gather Together in My Name*. Her volumes of poetry include *I Shall Not Be Moved*, *A Brave and Startling Truth*, and *Just Give Me a Cool Drink of Water 'fore I Diie*, which was nominated for the Pulitzer Prize.

Virginia Apgar (1909-1974). Dr. Virginia Apgar developed the Apgar Score in 1952. This is a system to determine if a newborn infant needs special medical attention to stay alive. Performed in the first minutes of life, the test measures an infant's pulse, skin color, activity, and respiration. The simple test allows for medical intervention, if necessary. This test has led to interventions that have saved countless newborn lives.

Trained as a surgeon, Apgar shifted to the new field of anesthesiology. In 1959, she became the Senior Executive of the National Foundation-March of Dimes. She worked to generate public support and funds for research on birth defects. In 1973, she became the first woman to receive the Gold Medal for Distinguished Achievement in Medicine from the College of Physicians and Surgeons at Columbia University. In 1994, she was pictured on a U.S. postage stamp as part of the Great American Series.

Ann Bancroft (1955-). Ann Bancroft was the first woman to travel across the ice to the North Pole as the only woman member of the Steger International Polar Expedition in 1986. One of the world's most respected polar explorers, Bancroft was the first woman to travel east to west across Greenland on skis, leading the first American women's team in 1992. In 1993, she was team leader of the AWE (American Women's Expedition), a group of four women to ski over 600 miles pulling heavy sleds to the South Pole (1993). She is an instructor for Wilderness Inquiry, an organization that helps disabled and able-bodied individuals experience wilderness adventure. She has also worked as an active volunteer for women's health research, literacy efforts, and the Special Olympics.

Elizabeth Blackwell (1821-1910). Elizabeth Blackwell was the first woman awarded the M.D. degree. All the major medical schools in the United States rejected her application for admission because of her gender. She earned her medical degree in 1849 and completed her medical education in Europe, but she faced additional difficulties in setting up her practice when she returned to New York. Barred from city hospitals, she founded her own infirmary. Eventually, she founded a Women's Medical College to train other women. She later returned to Britain and worked to expand medical opportunities for women as she had in the United States.

WOMEN'S CONTRIBUTIONS TO THE UNITED STATES:
HONORING THE PAST AND CHALLENGING THE FUTURE

Judy Blume (1938-). Judy Blume is one of the most popular authors of children's and young adult novels. In 1969, she launched her career with the sale of *The One in the Middle is the Green Kangaroo*. Blume's ability to openly discuss many sensitive subjects facing adolescents has made her one of the most popular authors of children's and young adult novels. She has received many awards and honors, including Best Book for Children in 1970 for *Are You There God? It's Me Margaret*.

Louise Arner Boyd (1887-1972). Louise Arner Boyd was an American explorer of the Arctic Ocean and the first woman to fly over the North Pole. Her interest in polar exploration began in 1924 when she first visited Arctic regions. In 1928 Boyd led an expedition to find Norwegian Arctic explorer Roald Amundsen, who had disappeared while flying a rescue. She earned recognition for her explorations of the little known DeGeer Glacier when an adjoining region was named Louise Boyd Land. In 1949 the U.S. Army awarded her a Certificate of Appreciation for this work. Boyd returned to the Arctic in 1955 when, at the age of 68, she hired an airplane and became the first woman to fly over the North Pole.

Margaret Brent (1601-1671). Margaret Brent emigrated from England to Maryland in 1639 with her sister Mary. They became wealthy and influential landowners. As the administrator of a cousin's estate, she performed essential government services for the Maryland colony. Margaret Brent petitioned the assembly for a seat with two votes (as the estate's and as a landowner) but was denied admission to the legislature. In the twentieth century, she was referred to as the first suffragette and as an early woman lawyer and feminist.

Gwendolyn Brooks (1917-2000). Gwendolyn Brooks grew up on the south side of Chicago, where her parents moved when she was nearly a year old. An introverted child, she grew up reading the Harvard classics and the African American poet Paul Lawrence Dunbar. She also grew up writing; her first poem was published when she was 14 years old. She graduated from Wilson Junior College during the Depression, but she could only find work as a domestic worker and as secretary to a spiritual advisor.

Brooks continued writing; by the late 1940s her poetry was appearing in *Harpers, Poetry, and The Yale Review*. In 1945, her first volume of poetry, *A Street in Bronzeville*, was published. In 1949, she published *Annie Allen*, a series of poems that chronicles the progress of an African American girl to womanhood; she won the Pulitzer Prize for *Annie Allen* in 1950. *The Mecca*, her book-length poem about a mother searching for her lost child in a Chicago housing project, was nominated for the National Book Award for Poetry. Her other work includes an autobiography, children's books, and a collection of poetry about South Africa.

WOMEN'S CONTRIBUTIONS TO THE UNITED STATES:
HONORING THE PAST AND CHALLENGING THE FUTURE

Pearl S. Buck (1892-1973). Pearl Sydenstricker Buck, born to missionary parents in China, became the first American woman to win the Nobel Prize for Literature. She began writing about the character and daily life of the Chinese people she knew and loved. In 1931, her novel *The Good Earth* was published. The novel won the Nobel Prize for literature in 1938. She championed the cause of Asian peoples, becoming a respected authority on Asian affairs. She spoke out against racism and the internment of Japanese Americans during World War II. Of particular importance to Buck was the fate of the abandoned children of American servicemen in Asia. She coined the word Amerasian, urged people to take responsibility for the children, and co-founded Welcome House, an agency specializing in international adoptions.

Rachel Carson (1907-1973). Rachel Carson trained as a zoologist. She joined the Fish and Wildlife Service in Washington to work on their publications. In 1951, she came to national prominence when her book, *The Sea Around Us*, topped the bestseller list for 86 weeks. Her prose opened up scientific knowledge about the oceans to the layperson. Her earlier work, *Under the Sea Wind*, was reissued. She studied marine life in Maine for her next book, *The Edge of the Sea*. After aerial spraying of DDT killed the birds in a friend's sanctuary, she began to investigate the effects of pesticides on the chain of life. *Environment* and *ecology* have since become household words for Americans but were first used in her book, *Silent Spring*, in 1962.

Shirley Chisholm (1924-). Shirley Chisholm, the first African American elected to Congress in 1968, is an advocate for the needs of minorities, women, and children. She has helped change the nation's perception about the capabilities of women and African Americans. A New York City child care manager and educator, she saw the problems of the poor daily, and in the 1950s this led her to run for and win a seat in the New York State Legislature. In 1968 Chisholm was elected to Congress from the new 12th District. There she supported improved employment and education programs, expansion of day care, income support, and other programs to improve inner city life and opportunity. She advocated the end of the military draft and reduced defense spending.

In 1970, she published her first book, *Unbossed and Unbought*. In 1972 she entered several Democratic presidential primaries, receiving 151 delegate votes for the presidential nomination. Her second book, *The Good Fight*, was published in 1973. She served in Congress until 1982. She continues to teach and write.

Hillary Rodham Clinton (1947-). Hillary Rodham Clinton was elected United States Senator from New York on November 7, 2000. She is the first First Lady elected to the United States Senate and the first woman elected statewide in New York. Senator Clinton serves on the Budget, Environment and Public Works, and Health, Education, Labor, and Pensions (HELP) Committees.

WOMEN'S CONTRIBUTIONS TO THE UNITED STATES: HONORING THE PAST AND CHALLENGING THE FUTURE

Born in Chicago, Illinois, on October 25, 1947, Senator Clinton grew up in Park Ridge, Illinois. She attended Wellesley College. A 1973 graduate of Yale Law School, Hillary Rodham Clinton was named one of the National Law Journal's 100 Most Influential Lawyers in America in both 1988 and 1991. She was appointed chair of the Legal Services Corporation by President Jimmy Carter in 1977, and served as chair of the American Bar Association Committee on Women in the profession in 1987. From 1986 to 1989, she chaired the board of the Children's Defense Fund.

Appointed by President Bill Clinton in 1993 to chair the Task Force on National Health Care, she and her task force members worked for months, meeting with families and health care professionals. Their efforts culminated in the Health Security Act of 1994. As First Lady, she led the fight to pass the Children's Health Insurance Program that provides health insurance for millions of working families. She worked to increase funding for breast cancer research and treatment for breast cancer, prostate and colon cancer, osteoporosis, and juvenile diabetes. She worked to pass strong anti-crime measures, including the Brady Bill and the Assault Weapons ban.

In 1997, she wrote the best selling book, *It Takes a Village and Other Lessons Children Teach Us*. She contributed nearly \$1 million of the author proceeds to charities dedicated to children and families. Her latest book, *An Invitation to the White House*, an immediate best seller, won critical praise as a tribute to the historic home of the nation's presidents and the families who have lived there. The White House Historical Association will receive the author proceeds of this book.

Senator Clinton is recognized around the world as an advocate for democracy, human rights, and as a champion for women and girls, emphasizing issues such as access to education and economic opportunity. With her husband, former President Clinton, she has worked for peace in Northern Ireland, the Balkans, and the Middle East. Her Vital Voices program has brought women together in Asia, Africa, Latin America, and Europe to encourage their increased participation in economic and political decisions.

Johnnetta B. Cole (1936-). Dr. Johnnetta B. Cole was born in Jacksonville, Florida, where her family had long been established as leaders of the African American community. At age 15, she entered Fisk University through the school's early admissions program. She completed her undergraduate degree at Oberlin College and earned a Master's and Ph.D. in anthropology from Northwestern University.

Her first teaching position was at Washington State University, where she was named Outstanding Faculty Member of the Year. She worked at the University of Massachusetts at Amherst as Professor of Anthropology and Afro-American Studies. She also served as Associate Provost of Undergraduate Education for two years. In 1984, she joined Hunter College as Professor of Anthropology and Director of the Latin American and Caribbean Studies Program. She held these positions while serving simultaneously on the graduate faculty of the City University of New York.

WOMEN'S CONTRIBUTIONS TO THE UNITED STATES:
HONORING THE PAST AND CHALLENGING THE FUTURE

In 1987, Dr. Cole made history by becoming the first African American woman to serve as President of Spelman College, a historically Black women's college in Atlanta, Georgia. At her inauguration as the seventh President of Spelman College, Bill and Camille Cosby made a gift of \$20 million to the College, the largest single gift from individuals to any historically Black college or university.

In 1992, *U.S. News and World Report* gave Spelman a number one rating in its annual survey of "Best College Buys." The same issue ranked Spelman the number one regional liberal arts college in the South. In the same year, Dr. Cole was named to President-Elect Bill Clinton's transition team as Cluster Coordinator for Education, Labor, and the Arts and Humanities. In 1996, *Money* magazine listed Spelman as the number one historically Black college, the number one women's college, and the number seven college of any kind in the United States. Owing to Dr. Cole's leadership, the college completed a capital campaign that raised \$113.8 million, the largest sum ever raised by a historically Black college or university.

Dr. Cole has served on the board of Directors of Home Depot and Merck & Co., and was the first woman ever elected to the Board of Coca-Cola Enterprises. After ten years as President of Spelman, in 1998, she was appointed Presidential Distinguished Professor of Anthropology, Women's Studies, and African American Studies at Emory University.

Bessie Coleman (1892-1926). Bessie Coleman was the first African American to earn an international pilot's license and the first African American woman to fly an airplane. Unable to find a pilot in the United States who was willing to teach her to fly, she went to France where she was awarded her license in 1921. She performed in air shows and encouraged African Americans to fly. While preparing for a show in 1926, her plane went out of control and crashed, resulting in her death.

Joan Ganz Cooney (1928-). Joan Ganz Cooney founded the Children's Television Network and created *Sesame Street* after studying the use of television for preschool education. She successfully solicited funding from foundations and federal agencies to launch the network. *Sesame Street* has won numerous awards. It continues to enhance children's learning, and to help them with an appreciation of their world and the different cultures within it.

Edwidge Danticat (1969-). Edwidge Danticat was born in Port-au-Prince, Haiti. Since her parents emigrated to New York when she was very young, her aunt in Haiti raised her. During these early years, Danticat was influenced by the Haitian tradition of storytelling. She says that her memories of Haiti are still extremely vivid in her mind, and that her love of Haiti and things Haitian deeply influences her writing. When she was 12, she joined her parents in Brooklyn, New York. She was very shy in high school and rarely spoke at all. Although at first she was teased at school because of her accent, she was proud of her heritage.

WOMEN'S CONTRIBUTIONS TO THE UNITED STATES:
HONORING THE PAST AND CHALLENGING THE FUTURE

Danticat earned a Bachelor of Arts degree in French literature from Barnard College; she completed a Master of Fine Arts degree at Brown University, where she wrote *Breath, Eyes, Memory* as her thesis. The novel was published in 1994. It is about four generations of Haitian women who must overcome their poverty and powerlessness. In 1995, Danticat published *Krik? Krak!*, a collection of short stories about Haiti and Haitian Americans before democracy. These stories received their title from the Haitian tradition of the storyteller calling out “Krik?” and willing listeners gathering around and answering “Krak!”. She became a finalist for the National Book Award for *Krik? Krak!* in 1995. She has also received the Pushcart Short Story Prize and fiction awards from *The Caribbean Writer*, *Seventeen*, and *Essence* magazines.

Ada Deer (1935-). Ada Deer was raised on the Menominee Indian Reservation in northern Wisconsin, and she became the first Menominee to graduate from the University of Wisconsin. She was the first Native American to earn a Master’s degree in social work from Columbia University. While Deer was in college, the federal government passed the Menominee Termination Act, which dissolved the Menominee tribe and reservation and took away health and schooling services. Ada Deer joined with others to revive the tribal government and fight the Termination Act. With Deer as Vice President and Chief Lobbyist, her people achieved victory in 1973 when the tribe’s recognition was restored. Deer worked in support of Native Americans, women, and young people. She was appointed the first Assistant Secretary for Indian Affairs of the Department of the Interior.

Dorothea Dix (1802-1887). Like many young women of her day, Dorothea Dix became a schoolteacher. In March 1841, she volunteered to teach a Sunday school class at the jail in East Cambridge. Among the convicts, she found some women who were mentally ill. When she asked why there was no stove to warm them, she was told that lunatics could not feel the cold and that they would only burn themselves or set the building on fire. Dorothea Dix had found a cause. She spent over a year touring every jail and house of correction in Massachusetts. She then presented a report to the legislature asking for funds for an institution specially designed to treat the mentally ill. When the Civil War broke out, she was appointed Superintendent of Nurses for the Union Army.

Marjory Stoneman Douglas (1890-1998). Marjory Stoneman Douglas has been called the grande dame of the environmental movement in Florida for her work in saving the Everglades. Douglas graduated from Wellesley College in 1912, and in 1915 moved to Miami to join her father in the newspaper business.

In the 1940s she turned her attention to the Everglades. Her book *The Everglades—River of Grass* called for the preservation of the Everglades. While serving as editor of the University of Miami Press, she continued to be active in Everglades related issues, such as the fight against development. She collected many honors, awards, and recognition throughout her life. She died in 1998 at 108 years old. A Broward County public high school was named in her honor.

WOMEN'S CONTRIBUTIONS TO THE UNITED STATES:
HONORING THE PAST AND CHALLENGING THE FUTURE

Rita Dove (1952-). Rita Dove was born in Akron, Ohio. From an early age, she loved poetry and music. As one of the most outstanding high school graduates of her year, she was invited to the White House as a Presidential Scholar. At Miami University in Ohio, she began to pursue writing seriously. She earned her undergraduate degree in English in 1973, and she won a Fulbright Scholarship to study in Germany for two years at the University of Tübingen. She then joined the famous Writers' Workshop at the University of Iowa, receiving her Master's degree in 1977.

From 1981 to 1989, Dove taught creative writing at Arizona State University. Among her poetry collections are *The Yellow House on the Corner*, *Museum*, and *Thomas and Beulah*. *Thomas and Beulah* won the Pulitzer Prize for Poetry. In 1993, Rita Dove was appointed to a two-year term as Poet Laureate of the United States and Consultant in Poetry to the Library of Congress. She was the youngest person and the first African American to receive this highest official honor in American letters. In the fall of 1994, she read her poem, "Lady Freedom Among Us," at the ceremony commemorating the 200th Anniversary of the U.S. Capitol.

Rita Dove is Commonwealth Professor of English at the University of Virginia in Charlottesville.

Amelia Earhart (1897-1937). Amelia Earhart was the first woman to fly across the Atlantic in 1928. She worked as Aviation Editor for *Cosmopolitan*, was active in Zonta International, and helped establish an organization of women pilots. In 1937, she took off from Miami, heading East on an around the world course with her navigator, Fred Noonan. On July 2, they left for the most difficult leg of the trip, from New Guinea to Howland Island in the mid-Pacific. They never arrived. Extensive searches by air and sea failed to turn up any trace of Earhart, the pilot, or Noonan, the navigator.

Marian Wright Edelman (1939-). Marian Wright Edelman is a civil rights activist and founder of the Children's Defense Fund (CDF). She earned a law degree at Yale and was the first African American woman to be admitted to the Mississippi State Bar. As a leader of the National Association for the Advancement of Colored People (NAACP) Legal Defense and Education Fund, she helped to coordinate the Poor People's Campaign after Dr. Martin Luther King, Jr.'s assassination.

Edelman founded the Children's Defense Fund in the 1970s to put pressure on the federal government to help impoverished children and to coordinate nationwide activities to help children. CDF is considered the nation's most powerful lobby. It secured the 1990 Act for Better Child Care, bringing more than \$3 billion into day care facilities and other programs. Edelman continues her advocacy through CDF, focusing on expanding health care, Head Start, and support for homeless children. In 1993, she published her book entitled, *The Measure of Our Success: A Letter to My Children and Yours*.

WOMEN'S CONTRIBUTIONS TO THE UNITED STATES:
HONORING THE PAST AND CHALLENGING THE FUTURE

Geraldine Ferraro (1935-). Geraldine Ferraro earned degrees at Marymount Manhattan College and Fordham University Law School. After practicing law, she was an Assistant District Attorney in Queens, New York. She was elected to the House of Representatives in 1978 and reelected in 1980 and 1982. In 1984, Walter Mondale named her as his choice for Vice President. Ferraro became the first woman vice presidential nominee of a major U.S. political party. The Democrats were defeated in November's election, and Ferraro returned to private life. Her bid for U.S. Senator from New York was defeated in 1992.

Ruth Bader Ginsburg (1933-). Ruth Bader Ginsburg is the second woman to sit on the United States Supreme Court. She graduated from Columbia Law School. She served as a clerk for a Federal District judge; on the faculty of Rutgers Law School; and on a Columbia Law School Project. She also tried many cases for the American Civil Liberties Union before the U.S. Supreme Court. In 1980, Ginsburg was nominated by President Carter to the U.S. Court of Appeals for the District of Columbia and served for 13 years.

In August 1993, Ruth Bader Ginsburg was sworn in as a United States Supreme Court Justice. She became the first Jewish Justice since 1969. Her nomination to the Supreme Court came from President Bill Clinton.

Dorothy Height (1912-). Dorothy Height began her career as a staff member of the Young Women's Christian Association (YWCA) in New York City, becoming director of the Center for Racial Justice. She was a volunteer for the National Council of Negro Women (NCNW) and worked with NCNW founder Mary McLeod Bethune. When Bethune died, Height became president of NCNW, a position she continues to hold. NCNW is an organization of national organizations and communities with outreach to four million women; it develops model national and international community-based programs. NCNW sent a large number of women to help in the Freedom Schools of the Civil Rights Movement and spearheaded voter registration drives. Since 1986, Height's belief in the importance of strong families has been the force behind the Black Family Reunion Celebration in which almost 10 million persons have participated.

Antonia Hernández (1948-). Antonia Hernández serves as president and general counsel for the Mexican American Legal Defense Fund (MALDEF). She is a highly visible advocate for the growing Hispanic community throughout the United States. The Mexican-born Hernández, an expert in civil rights and immigration, has led MALDEF to several impressive legal victories. Under her leadership, the organization has increased Hispanic representation in local and national government, expanded Latino access to schools and universities, and successfully defended the rights of undocumented aliens.

WOMEN'S CONTRIBUTIONS TO THE UNITED STATES:
HONORING THE PAST AND CHALLENGING THE FUTURE

Grace Hopper (1906-1992). Mathematician, computer pioneer, inventor, teacher - Grace Hopper's accomplishments encompass a range of achievement. The woman who became known as "Amazing Grace" and "The Grandmother of the Computer Age" was educated at Vassar and Yale, and she joined the Navy during World War II. Her skills in mathematics helped propel her into the brand new world of "computer machines." She worked on the early UNIVACs and soon began to create computer languages. Recognizing the need for a computer language in English, she pioneered COBOL, a computer language that promoted easier access. A leader and pioneer in technology, Hopper was the first woman to attain the rank of Rear Admiral in the United States Navy. In 1991, she won the National Medal of Technology.

Zora Neale Hurston (1891-1960). Zora Neale Hurston's work as a novelist, anthropologist, and folklorist has contributed to the preservation of African American folk traditions and to American literature. She was the first African American woman to graduate from Barnard College and did graduate work at Columbia University.

Born in Eatonville, Florida, Hurston drew on her childhood in Eatonville and her studies of American folk traditions in the writing of her literary works. She published several novels, including *Their Eyes Were Watching God*, *Mules and Men*, and her autobiography, *Dust Tracks on a Road*. An annual folklore festival is held in Eatonville, Florida, in her honor.

Joanne Hyppolite (1969-). Joanne Hyppolite was born in Port-au-Prince, Haiti. Her family settled in the United States when she was four years old, and she grew up in Boston, Massachusetts. She graduated from the University of Pennsylvania with a degree in creative writing and earned her Master's degree from the Department of Afro-American Studies at the University of California Los Angeles. Hyppolite has published two young adult novels, *Seth and Samona* and *Ola Shakes It Up*. She resides in Miami, Florida, and is pursuing a doctorate in Caribbean Literature.

Mae Jemison (1956-). Dr. Mae Jemison became the first African American woman in space when she traveled on the space shuttle *Endeavor* in 1992. Before becoming a space pioneer, she was a Peace Corps physician in West Africa and a private physician in Los Angeles. After her space flight, she took leave from NASA to teach and lecture at Dartmouth College, focusing on space age technology and developing nations. Jemison travels throughout the world encouraging women and minorities to enter scientific fields.

"Mother" Mary Harris Jones (1830-1930). Mary Harris Jones was over 50 years old when she began her career as a labor organizer. She was born in Ireland, but her family immigrated to the northeast United States where she completed school, became a teacher, and married an ironworker. From her husband, she learned how workers were struggling against abuses by employers. Two tragic events changed her from a bystander to a fighter for the rights of labor. In 1867 Mary Jones lost her husband and four children in a yellow fever epidemic. As she was rebuilding her life in Chicago four years later, her dressmaking

WOMEN'S CONTRIBUTIONS TO THE UNITED STATES: HONORING THE PAST AND CHALLENGING THE FUTURE

business was destroyed in the Chicago fire. Mary Jones identified with working people who had no protection against low wages, long hours, and dangerous working conditions.

“Mother” Jones began to organize both men and women to fight for their rights. She specialized in creating a public outcry over the inhumane treatment of workers. In order to dramatize the evils of child labor, she put together a caravan of children on a march. Her most famous efforts were attempts to organize the miners of West Virginia and Colorado. In her eighties, she continued to assist in the struggle to unionize streetcar, garment, and steelworkers. “Mother” Mary Harris Jones became a symbol of laborers’ rights to decent treatment and wages.

Betty Mae Jumper (1923-). Betty Jumper was born at Indiantown Seminole camp near Lake Okeechobee and grew up on the Seminole Reservation in Hollywood, Florida. She began formal schooling at 14 and was the first Seminole Indian to graduate from high school. She has served her tribe in various government positions, including Tribal Chairman and Editor-in-Chief of the *Seminole Tribune*, which she helped found in the late 1960s.

As a Federal Liaison Official, she pioneered community health commissions and helped form the first United South and Eastern Tribes Coalition. Her interest in collecting and interpreting the Indian legends she heard as a child has helped to preserve them for future generations.

Maxine Hong Kingston (1940-). Maxine Hong Kingston was born in Stockton, California, to Chinese immigrants. She grew up surrounded by other immigrants from her father’s village, and the storytelling she heard as a child, especially from her mother, influenced her later writing. Her first language was Say Yup, a dialect of Cantonese; no English was spoken in her home. When she began elementary school, she was very shy and refused to speak at all. After regular school, she went to Chinese school in the evening; there she learned Chinese history and culture. By age nine, Kingston had learned much English; she began writing poems and stories. It soon became evident that she had her mother’s gift for storytelling. At 15, Kingston published her first work, an essay about growing up as a Chinese American; she was paid \$5 by *Girl Scout Magazine*.

She won 11 scholarships that allowed her to attend the University of California at Berkeley. She began as an engineering major, but she soon switched to English literature. She received her Bachelor’s degree in 1962 and her teaching certificate in 1965. In 1976, while teaching creative writing at the Mid-Pacific Institute in Hawaii, she published her first book, *Woman Warrior: Memoirs of a Girlhood Among Ghosts*. It tells of her childhood as a Chinese American girl. Her second book, *China Men*, was published in 1980; it is a companion to *Woman Warrior* and tells the story of the men in her family. Her other works include *Hawaii One Summer* and *Tripmaster Monkey: His Fake Book*. In 1980, she

WOMEN'S CONTRIBUTIONS TO THE UNITED STATES:
HONORING THE PAST AND CHALLENGING THE FUTURE

was named a "Living Treasure of Hawaii," the first Chinese American to win this award, usually given to someone over 80 years old.

Maya Lin (1959-). Maya Lin is the designer of the Vietnam Veterans Memorial in Washington, D.C. Her parents fled China just before the Communist takeover in 1949, eventually settling in Athens, Ohio.

As a 21-year-old architecture student at Yale University, she designed the Vietnam Veterans Memorial as a class project; she entered it into the largest design competition in American history. Her proposal for the memorial was a V-shaped wall of black stone, etched with the names of 58,000 soldiers who died in the Vietnam War. It won out over the 1,420 submissions of other entrants. Lin's Vietnam Veterans Memorial has become the most visited memorial in the nation's capital.

Since leaving Yale, Lin has created other major works across the United States, including the "Women's Table" at Yale University and the Civil Rights Memorial in Montgomery, Alabama. Her Civil Rights Memorial displays inscriptions on a disc of black stone beneath a thin layer of moving water. Lin has also executed architectural projects for the Rockefeller Foundation and the new Federal Courthouse in Manhattan. Her life and work were detailed in the Academy Award-winning documentary film of 1995, *Maya Lin: A Strong Clear Vision*.

Belva Lockwood (1830-1917). Belva Lockwood was born on a farm in Niagara County, New York. She began teaching at 15 and was married at 19. Left a widow with an infant daughter to support, she returned to school and graduated with honors from Genessee College in 1857. After a move to Washington, D.C., she was nearly 40 when she decided to study law. Lockwood was admitted to the bar of the District of Columbia but was refused admission to practice before the Supreme Court. She spent five years lobbying a bill through Congress; in 1879, she became the first woman to practice law before the United States Supreme Court.

Christa McAuliffe (1948-1986). Christa McAuliffe was the first teacher and private citizen to fly in space. She was selected from among more than 11,000 applicants from the education profession for entrance into the astronaut ranks. McAuliffe graduated from Framingham State College and married Steven McAuliffe. They moved to Washington, D.C., so Steven could attend Georgetown Law School. She took a job teaching in the secondary schools, specializing in American History and Social Studies. In 1984 she learned about NASA's efforts to locate an educator to fly in the Shuttle. The intent was to find a teacher who could communicate with students from space. NASA selected McAuliffe in 1984. She took a leave of absence from teaching while she trained for an early 1986 Shuttle Mission. She, along with the entire *Challenger* crew, died on January 28, 1986 when the spacecraft exploded after launch.

WOMEN'S CONTRIBUTIONS TO THE UNITED STATES:
HONORING THE PAST AND CHALLENGING THE FUTURE

Wilma Mankiller (1945-). In 1985, Wilma Mankiller became the first woman Chief of the Cherokee Nation of Oklahoma, a position she holds today. She grew up in Mankiller Flats near Tahlequah, Oklahoma. In her book, *Mankiller: A Chief and Her People*, Mankiller tells her family's story of leaving Oklahoma for California in 1956 as part of the Bureau of Indian Affairs Relocation Program to urbanize poor, rural Native Americans.

In California, she learned about the women's movement and organizing, and used her skills to help the Cherokee Nation. She has brought about important gains, including improved health care, education, utility management, and tribal government. She continues to work for improved adult literacy, supporting the return of women to school, and attracting higher paying industry to her area.

Sonia Manzano (1950-). Sonia Manzano is María from *Sesame Street*. As an actress and writer for the critically acclaimed children's television series, she provides a positive Latina role model to young children. Manzano attended the High School for the Performing Arts in Manhattan and studied drama at Carnegie Mellon University. Her role in the original cast *Godspell* helped her get an audition for *Sesame Street*. Her acting and writing about Latino culture and life experiences for *Sesame Street* has earned her recognition and awards, including seven Emmys.

Maria Mitchell (1818-1889). Maria Mitchell's father taught her the basics of astronomy. Mitchell's observations determined the orbit of a new comet. She obtained membership in the American Academy of Arts and Sciences and was the first woman to achieve this honor. She received a gold medal from the King of Denmark. Mitchell was elected to the American Association for the Advancement of Science. American women raised the funds to give her a state-of-the-art telescope, and in 1865 she accepted an appointment to Vassar College to become director of their observatory and Professor of Astronomy. Mitchell's private research was focused on the study of the Sun, Jupiter, and Saturn. She was chosen for membership in the American Philosophical Society in 1869 and helped found the Association for the Advancement of Women in 1873.

Pat Mora (1942-). Pat Mora has won numerous awards as a poet and an educator, including two Southwest Book Awards and a 1994 National Endowment for the Arts Literature poetry fellowship. Mora, a Mexican American, also writes essays and books for adults and children. A native *Tejana*, she worked as an instructor and administrator at the University of Texas until 1989. Her writings still borrow from her El Paso childhood. She has also worked to improve cultural appreciation and conservation, and to understand and uphold Mexican American culture.

Toni Morrison (1931-). Toni Morrison was born in Lorain, Ohio. She earned a Bachelor of Arts degree in English and in the classics from Howard University. She earned a Master's degree from Cornell University. In 1955, she began her teaching career at Texas Southern University. She returned to Howard University in 1957 as an English instructor;

WOMEN'S CONTRIBUTIONS TO THE UNITED STATES:
HONORING THE PAST AND CHALLENGING THE FUTURE

there she began working on her own writing. In 1964, Morrison moved to Syracuse, New York, to become an editor for Random House.

Morrison published her first novel, *The Bluest Eye*, in 1970. Her other novels include *Sula*, *Song of Solomon*, and most recently, *Paradise*. She has received many honors, including the National Book Critics Circle Award, the Pulitzer Prize, and the Robert F. Kennedy Award. Since 1988, Morrison has held the Robert F. Goheen Professorship of the Humanities at Princeton University. In 1993, Morrison was the first Black woman to be awarded the Nobel Prize for literature.

Lucretia Coffin Mott (1793-1880). The American abolitionist and feminist was born on Nantucket Island, Massachusetts. She was educated at a Quaker boarding school near Poughkeepsie, New York and later married James Mott. In 1817 she became prominent in the Society of Friends. In 1827, when the society split into two factions, she and her husband joined the Hicksites, the liberal faction led by Elias Hicks. In 1833, the Motts helped organize the American Anti-Slavery Society and in 1840 were delegates to an international anti-slavery convention in London. As a woman, Mott was excluded from the proceedings and subsequently devoted most of her time and energy to securing equal rights for women.

In 1848, she and Elizabeth Cady Stanton organized the Women's Rights Convention in Seneca Falls, New York. Following the passage of the second Fugitive Slave Law in 1850, the Motts made their home a stop on the Underground Railroad, an organization that helped slaves escape to freedom. Lucretia Mott traveled widely, attending meetings and conventions on women's rights, temperance, and the establishment of universal peace.

Antonia Novello (1944-). Antonia Novello, a native of Puerto Rico, was the first woman and the first Hispanic to become Surgeon General of the United States (1990-1993). Trained as a pediatric nephrologist and in public health, she became a Clinical Professor of Pediatrics in 1986. She had previously worked in private practice and for the U.S. Public Health Service. In 1987, she was named Coordinator and later Deputy Director for AIDS research at the National Institute of Child Health and Human Development. Novello was among the first to focus on women with AIDS and transmission of HIV to unborn children. She found new opportunities for Hispanics/Latino Americans to participate in health issues and raised national awareness about domestic violence, underage drinking, and alcohol abuse.

Naomi Shihab Nye (1952-). Naomi Shihab Nye was born in St. Louis, Missouri, to an American mother and a Palestinian father. At the age of seven, she published her first poem; at age 14, her family moved to Jerusalem, where she attended a year of high school. Her family returned to the United States, moving to San Antonio, Texas. After graduating from Trinity University in 1974, she began her careers as an editor, freelance writer, and speaker.

WOMEN'S CONTRIBUTIONS TO THE UNITED STATES: HONORING THE PAST AND CHALLENGING THE FUTURE

She has earned numerous awards for her writing, including four Pushcart Prizes, the Jane Addams Children's Book Award, the Paterson Poetry Prize, and many notable book and best book citations from the American Library Association. Nye's collections of poetry include *Different Ways to Pray* and *Hugging the Jukebox*. She has edited several poetry anthologies, including *This Same Sky: A Collection of Poems from Around the World*, which contains some of the translated work of 129 poets from 68 different countries.

In 1997, Nye published her first young adult novel *Habibi*, which is the autobiographical story of an Arab American teenager who moves to Jerusalem during the 1970s.

Sandra Day O'Connor (1930-). Sandra Day O'Connor is the first woman to sit on the United States Supreme Court, appointed by President Reagan in 1981. She earned her law degree at Stanford University in 1952. She served as a deputy county attorney in California, and worked as a civilian lawyer for the Quartermaster Corps while her husband was on military duty in Europe.

She was unable to find work with a law firm in Arizona because of her gender. She established her own successful law practice, and in 1965 was named Assistant Attorney General for the State of Arizona. She was named to fill a vacancy in the Arizona State Senate in 1969, and was reelected to two, two-year terms, serving as Senate Majority Leader in her last term. In 1975, she was elected to the Maricopa County Superior Court, and then to the Arizona Court of Appeals in 1979.

Ellen Ochoa (1958-). Dr. Ellen Ochoa, a Mexican American, became the first woman Hispanic astronaut in 1990. She earned a Bachelor of Science in physics from San Diego State University in 1980. She also earned a Master of Science and a Ph.D. in electrical engineering from Stanford University in 1981 and 1985.

As a doctoral student at Stanford, and later as a researcher at Sandia National Laboratories and NASA Ames Research Center, Ochoa investigated optical systems for performing information processing. She is a co-inventor on three patents for an optical inspection system, an optical object recognition method, and a method for noise removal in images.

A veteran of three space flights, she has logged over 719 hours in space. She was a mission specialist on STS-56 in 1993, was the payload Commander on STS-66 in 1994, and was a mission specialist and flight engineer on STS-96 in 1999. Her NASA awards include the Exceptional Service Medal (1997), Outstanding Leadership Medal (1995), Space Flight Medals (1999, 1994, 1993), and two Space Act Tech Bried Awards (1992). She has been the recipient of numerous other awards, including the Women in Aerospace Outstanding Achievement Award, The Hispanic Engineer Albert Baez Award for Outstanding Technical Contribution to Humanity, the Hispanic Heritage Leadership Award, and San Diego State University Alumna of the Year. She is a member of the Presidential Commission on the Celebration of Women in American History. She has made a commitment to being a role model for young girls and Hispanics.

WOMEN'S CONTRIBUTIONS TO THE UNITED STATES:
HONORING THE PAST AND CHALLENGING THE FUTURE

Graciela Olivarez (1928-1987). Graciela Olivarez, a Mexican American, did not finish high school but put herself through business school. She went into radio broadcasting and became the first woman disc jockey in Phoenix, Arizona. In the 1960s, Olivarez became very concerned about the poverty in her state. Her determination won her a position as Arizona's State Director of the Office of Economic Opportunity. She was responsible for programs such as Head Start, Job Corps, legal services, and migrant workers' services. Encouraged to attend law school by the president of Notre Dame University, Olivarez enrolled and became the first woman to graduate from Notre Dame's School of Law, at age 42. She went to New Mexico to teach law and focused on social issues. She was New Mexico's State Planning Officer when President Carter named her Director of the Community Services Administration in 1977.

Antonia Pantoja (1922-2002). Dr. Antonia Pantoja was an educator and community activist in the Puerto Rican community and a founder of some of the nation's longest-lasting Latino organizations and institutions. She died on May 24, 2002.

Dr. Pantoja, who moved to New York City from San Juan, Puerto Rico, in 1944, helped found the National Puerto Rican forum, a business development and job-training program, and Aspira, a national Puerto Rican and Latino youth leadership and educational institution.

Aspira, which has chapters in New York and five other states, counts among its alumni New York City Board of Education president Ninfa Segarra; former Bronx Borough President Fernando Ferrer; Aida Alvarez, former director of the Small Business Administration during the Clinton administration; Nelson A. Diaz, the first Puerto Rican solicitor general in Philadelphia; and actor Jimmy Smits.

WOMEN'S CONTRIBUTIONS TO THE UNITED STATES:
HONORING THE PAST AND CHALLENGING THE FUTURE

Dr. Pantoja, who recently finished her autobiography, *Memoir of a Visionary: Antonia Pantoja*, received the Presidential Medal of Freedom in 1996 from President Bill Clinton. In a 1994 interview with the magazine *Hispanic Outlook in Higher Education*, Dr. Pantoja said, she learned early that she had a great destiny to fill. "According to Puerto Rican culture, if you survive a difficult birth, it's for a reason. My grandmother used to tell me I had a great destiny," she said. "And it had a great impact on me."

Dr. Pantoja began organizing the Puerto Rican community in the 1950s after facing discrimination on her arrival in the U.S. after World War II. She helped to found the Puerto Rican Association for Community Affairs (PRACA), a social service organization in the city.

After returning to Puerto Rico for health reasons in the 1980s, she helped found Producir, a community economic development organization and Pro-vivienda, a nonprofit housing development and management corporation, there. She returned to New York City around the year 2000 and, at her death, was working to organize a credit union to serve the city's Puerto Rican community.

Rosa Parks (1913-2005). Rosa Parks was born in Tuskegee, Alabama. After attending Alabama State Teachers College, she and her husband, Raymond, settled in Montgomery. They joined the local chapter of the National Association for the Advancement of Colored People (NAACP) and worked quietly for many years to improve the lives of African Americans in the segregated South.

Known as "the mother of the civil rights movement," Rosa Parks walked into history on December 1, 1955 when she refused to give up her seat for a white man on a Montgomery, Alabama, bus. She was arrested for her defiance. The bus incident led to the formation of the Montgomery Improvement Association, led by the young pastor of the Dexter Avenue Baptist Church, Dr. Martin Luther King, Jr. The association called for a boycott of the city-owned bus company. The boycott lasted 382 days and brought Parks, Dr. King, and their cause to the attention of the world. A Supreme Court Decision struck down the Montgomery ordinance under which Parks had been fined, and it outlawed racial segregation on public transportation. In 1957, Parks and her family moved to Detroit, Michigan where she worked for Congressman John Conyers for many years.

In 1987, she founded the Rosa and Raymond Parks Institute for Self-Development, aimed at motivating youths not targeted by other programs. On November 21, 1994, The Florida State University in Tallahassee awarded an honorary doctorate of humane letters to Rosa Parks.

WOMEN'S CONTRIBUTIONS TO THE UNITED STATES:
HONORING THE PAST AND CHALLENGING THE FUTURE

Harriet Quimby (1895-1912). Harriet Quimby was a pioneer woman aviator and was the first American woman to earn a pilot's license as well as the first woman to fly solo across the English Channel. She flew 26 years before Amelia Earhart was lost at sea and 16 years before Charles Lindbergh crossed the Atlantic. On July 1, 1912, Harriet was to fly a Bleriot airplane in an air meet in Boston, Massachusetts. The manager of the air meet, William A.P. Willard, wanted to fly with her. The flight resulted in the deaths of Quimby and Willard. A replica of Harriet Quimby's flight suit is on display at the International Women's Air and Space Museum in Centerville, Ohio. The model 1911 Bleriot plane can be found at the National Air and Space Museum in Washington, D.C. A stamp was issued by the United States Postal Service in her honor.

Sheryl Lee Ralph (1956-). Sheryl Lee Ralph was born in Waterbury, Connecticut, to Jamaican parents. She was raised between Long Island, New York, and Mandeville, Jamaica. She graduated from Rutgers University with a degree in English Literature with a minor in theater arts. She was only 19 years old, the youngest woman graduate, and was named in the Top 10 College Women in America by *Glamour* magazine.

She made her professional debut in the Sidney Poitier/Bill Cosby comedy *A Piece of the Action*. Shortly after, she appeared on Broadway in the musical *Reggae*, but her breakthrough role came later after earning a Tony nomination for her portrayal of Deena Jones in the musical *Dreamgirls*. She soon returned to film to co-star with Eddie Murphy in *The Distinguished Gentleman* and with Robert Townsend in *The Mighty Quinn*. Among her other films are *Sister Act 2* and *The Flintstones*. In the 1990s, she became popular on television for her role as the mother in *Moesha*, the television series that stars singer Brandy. Ralph is an AIDS fundraiser in Hollywood, California, and she is also the founder of the annual Jamerican Film Festival, a four-day festival to showcase International and Jamaican talent. The Festival has been called "One of the Top Ten Film Festivals in the World" by E! Entertainment Television.

Janet Reno (1938-). Janet Reno was the nation's first woman Attorney General, sworn in by President Clinton in 1993. Her priorities included prevention and early intervention efforts to keep children away from gangs, drugs and violence. She was born in Miami, Florida, and educated at Cornell University and Harvard Law School. After graduating from Harvard in 1963, she practiced law in Miami. She became Staff Director of the Florida House Judiciary Committee in 1971, and the Assistant to the State's Attorney in Miami in 1973. She returned to private practice for two years in 1976. In 1978 Reno was appointed Miami's State Attorney, a post to which she was reelected five times. She developed a reputation as a staunch protector of defendant's rights and a tough enforcer of child-support laws.

WOMEN'S CONTRIBUTIONS TO THE UNITED STATES:
HONORING THE PAST AND CHALLENGING THE FUTURE

Condoleezza Rice (1954-). Dr. Condoleezza Rice was born in Birmingham, Alabama. Growing up in the segregated South, she was nine years old when a bomb at a Birmingham church killed four African American girls, including one of her schoolmates. Rice has said that experiencing such racism has shaped her views. Rice believes her own success is testimony to the opportunities afforded to all Americans. She grew up attending all-Black public schools in Alabama before her parents moved to Colorado when she was in high school. Until she entered college at 15, she was a concert pianist and was training for a musical career. She decided that she had neither the focus nor the talent for the profession, and she switched to international studies. She earned a Bachelor's degree from the University of Denver; a Master's degree from the University of Notre Dame; and a Ph.D. in political science from the University of Denver. She was a professor and college administrator, and was a Hoover Institute Fellow. She developed administrative skills by serving as Stanford University's Provost for six years.

Dr. Rice is an academic expert on Russia and the former Soviet Union. She served on the staff of the National Security Council under President Bush, Sr. Dr. Rice was the National Security Advisor to President George W. Bush and was the first woman to serve in this position. On January 26, 2005, she became Secretary of State.

Ellen Richards (1842-1911). Ellen Richards was the first woman admitted to the Massachusetts Institute of Technology (MIT) in Cambridge. In 1868, she was accepted to Vassar College in Poughkeepsie, New York, and graduated with a Bachelor of Science degree in 1870. She was then accepted at MIT. That same year, she earned a Master of Science degree in chemistry from Vassar. She continued her studies at MIT for two more years, but she was not awarded the Ph.D. Her professors did not want the first Ph.D. in chemistry from MIT to be awarded to a woman. Richards collaborated with her husband on the chemistry of ore analysis, and this work led to her being elected, in 1879, the first woman member of the American Institute of Mining and Metallurgical Engineers.

Richards lobbied for providing school lunches and for the introduction of courses in domestic science into Boston public schools. In 1899, she organized a conference whose goal was to define standards for teacher training and certification in the new field of Home Economics. The attendants of this conference later formed the American Home Economics Association in 1908, and elected Richards as president. In 1910, she started the *Journal of Home Economics*, and she was also named to the Council of the National Education Association.

WOMEN'S CONTRIBUTIONS TO THE UNITED STATES:
HONORING THE PAST AND CHALLENGING THE FUTURE

Sally Ride (1951-). Dr. Sally Ride became the first woman in space in 1983. She applied to be an astronaut in 1977 when NASA advertised for young scientists to serve as mission specialists on shuttle flights. She was one of six women selected in a group of 35 astronauts in 1978. Ride returned to space in 1984.

In 1986 she was part of the presidential commission investigating the *Challenger* explosion. She left NASA in 1987 to accept a fellowship at the Stanford University Center for International Security and Arms Control.

Anna Eleanor Roosevelt (1884-1962). Anna Eleanor Roosevelt, the daughter of Anna Hall and Elliott Roosevelt, was born in New York City. Her father was the younger brother of Theodore Roosevelt. When her mother died in 1892, she went to live with Grandmother Hall; her father died two years later. In 1905, she married a distant cousin, Franklin Delano Roosevelt, and her uncle, President Theodore Roosevelt, gave her away at her wedding. She had six children.

When her husband, Franklin, served in the New York State Senate she began her long career as his political helpmate. She gained knowledge of Washington politics while her husband served as Assistant Secretary of the Navy. When he was stricken with polio in 1921, she became active in the women's division of the State Democratic Committee to keep his interest in politics alive.

When her husband was elected President of the United States in 1933, Eleanor Roosevelt became the First Lady. She never shirked official entertaining, the duty of all First Ladies, but she transformed the role of First Lady. She broke precedent to hold press conferences, travel to all parts of the country, give lectures and radio broadcasts, and express her opinions in a daily, syndicated newspaper column, "My Day."

After the President's death in 1945, she returned to a cottage at his Hyde Park estate. Within a year, she began her service as American spokesman in the United Nations. She died in New York City in November, 1962, and was buried in Hyde Park next to her husband.

Betsy Ross (1752-1836). Betsy Ross was a young widow with a struggling upholstery business when a secret committee of the Continental Congress came to her in May 1776 with a request. George Washington, Robert Morris, and George Ross asked her to sew the first flag. George Washington showed her a design for the flag. She completed the flag in early June. On July 4, 1776, the Declaration of Independence was read at Independence Hall in Philadelphia. On June 14, 1777, the Continental Congress adopted the national flag in hopes of promoting national pride and unity: "Resolved: that the flag of the United States be thirteen stripes, alternate red and white: that the union be thirteen stars, white in a blue field, representing a new constellation."

WOMEN'S CONTRIBUTIONS TO THE UNITED STATES:
HONORING THE PAST AND CHALLENGING THE FUTURE

Donna Shalala (1941-). Dr. Donna Shalala was born in Cleveland, Ohio. She received a Bachelor's degree in history from Western College for Women in 1962 and then went into the Peace Corps, serving Iran from 1962 to 1964. She earned a Master's degree and a Ph.D. in social science from at Syracuse University. From 1972 to 1979, she taught political science at Columbia University Teachers' College. In 1975, while still teaching, became the Director and Treasurer of New York City's Municipal Assistance Corporation, and helped to lift the city out of near financial collapse.

From 1977 to 1980, Dr. Shalala served under President Carter as Assistant Secretary for Policy Development and Research at the U.S. Department of Housing and Urban Development. During her tenure, she worked to establish women's shelters, create mortgage credits for women, and to promote anti-discrimination legislation. In 1980 she became President of Hunter College of the City University of New York. She markedly increased the number of women and minority students and faculty members. She left New York in 1988 to become Chancellor of the University of Wisconsin at Madison. She led what was then the nation's largest public research university, raising more than \$400 million for the university's endowment and spearheading a \$225 million state-private partnership program to renovate and add to the university's research facilities. In 1992, *Business Week* named her one of the top five managers in higher education.

She was Chancellor at the university until 1993, when President Clinton appointed her Secretary of Health and Human Services (HHS). She held this position for eight years, becoming the longest serving HHS Secretary in U.S. History. At the beginning of her tenure, HHS had a budget of nearly \$600 billion, which included a wide variety of programs, such as Social Security, Medicare, Medicaid, and the National Institutes of Health.

As HHS Secretary, Shalala brought about many reforms, such as making health insurance available to an estimated 3.3 billion children through the approval of all State Children's Health Insurance Programs (SCHIP); raising child immunization rates to the highest levels in history; and revitalizing the National Institutes of Health. At the end of her tenure, *The Washington Post* described her as one of the most successful government managers of modern times.

Donna Shalala has more than three dozen honorary degrees and a host of other honors, including the 1992 National Public Service Award and an election to the American Academy of Arts and Sciences. On June 1, 2001, Dr. Shalala became the fifth President of the University of Miami.

WOMEN'S CONTRIBUTIONS TO THE UNITED STATES:
HONORING THE PAST AND CHALLENGING THE FUTURE

Eunice Mary Kennedy Shriver (1921-). Eunice Mary Kennedy Shriver has worked to provide persons with mental retardation the chance to become useful and productive citizens. In 1961, she helped establish the Presidential Committee on Mental Retardation. The following year, she developed the National Institute for Child Health and Human Development and created the Joseph P. Kennedy, Jr. Awards.

In 1981, she created the Community of Caring concepts, to empower people to be responsible and caring members of a community. As part of the Joseph P. Kennedy Foundation she has worked to prevent teen pregnancy and lower the incidence of mental retardation. Community of Caring model centers and programs in public schools have been developed around the country. In 1968, she established the Special Olympics as the first systematic effort to provide sports training and athletic competition for individuals with mental retardation. Nearly one million athletes in 130 countries now compete worldwide in 22 sports. More than 15,000 games, meets, and tournaments are held annually. For her work on behalf of the mentally retarded, President Reagan awarded Shriver the Presidential Medal of Freedom.

Madge Sinclair (1938-1995). Madge Sinclair was born and raised in Kingston, Jamaica. She was a bright and ambitious student, who excelled in speech and drama, winning several awards. She put her theatrical aspirations on hold to marry a Jamaican policeman; she worked as a schoolteacher for a few years. She married young and had two sons. She taught in Jamaica until she was 30; then she left for New York to be an actress, leaving her sons in Jamaica with their father. They saw their mother only on visits.

In New York, Sinclair modeled, and acted with the New York Shakespearean Festival and at Joseph Papp's Public Theatre. In 1968, she moved her sons to New York. Even though opportunities were still limited for Black performers in the late 1960s, she found good, stable stage work with producer Joseph Papp, the Public Theatre, and the Brooklyn Academy of Music.

She made her film debut as Mrs. Scott in *Conrack* in 1974; then she earned an Emmy nomination for her role in the 1977 TV mini-series *Roots*. Sinclair enjoyed a six-season run from 1980 to 1986 as Nurse Ernestine Shoop on *Trapper John, M.D.* She played Eddie Murphy's royal mother in the film *Coming to America* opposite James Earl Jones. Madge Sinclair died of leukemia at age 57, not long after competing work on the TV special "A Century of Women." Her final film role was the voice of the Lion Queen in Disney's *The Lion King* in 1994.

WOMEN'S CONTRIBUTIONS TO THE UNITED STATES:
HONORING THE PAST AND CHALLENGING THE FUTURE

Sojourner Truth (1797-1883). Sojourner Truth was born into slavery as Isabella in Ulster County, New York. After slavery was abolished, she found refuge with a Quaker family named Van Wagener and took their name. Isabella Van Wagener did missionary work among the poor of New York City. In 1843, she became a traveling preacher; she said that God had given her a new name: Sojourner Truth.

She became a speaker for Anti-Slavery and Women's Rights Movements. Illiterate all her life, she spoke more often to whites than to African Americans. When the Civil War ended, she worked as a counselor to newly freed slaves in Washington, D.C. Hoping to help their transition to freedom, she circulated a petition for public lands to be set aside in the West for a "Negro state" to no avail. She continued to give speeches, proclaiming God's love and the rights of disadvantaged persons.

Harriet Tubman (1820-1913). Harriet Tubman was born a slave in Maryland, but she fled north to freedom. In the North, she joined a secret network of free Blacks and white sympathizers who helped runaway slaves. This network was the Underground Railroad. She became a "conductor" and risked her life to lead other enslaved persons to freedom. She returned to Maryland and helped her relatives and 300 other enslaved persons to escape.

Tubman was referred to as Moses. The figure of this Moses struck fear in slaveowners; a huge reward was put on Moses' head. At first, slaveowners did not believe a woman to be capable of such daring pursuits. Tubman was resourceful and skilled in the use of diversions and disguise. She is said to have carried a pistol, telling faint-hearted, runaway slaves that they must continue the journey or die. Only illness prevented her from joining John Brown in the raid on Harper's Ferry.

When the Civil War began, Tubman worked among the enslaved persons who fled their masters and went to Union lines. She organized many of them into scout and spy networks, and these networks operated behind Confederate lines from bases on coastal islands off the Carolinas. After the war, she devoted her life to caring for orphaned and invalid Blacks; she also worked to promote the establishment of freedmen's schools in the South.

Madam C.J. Walker (1867-1919). Madam C.J. Walker was a successful entrepreneur and the first African American woman millionaire. She is known for her business expertise as well as her political and social advocacy and philanthropy. Walker developed hair care and grooming systems to meet the needs of African American women in the early years of the twentieth century. She supervised the manufacture of the products and developed a marketing network that employed African American women. Hers was the largest African American owned business in the United States.

WOMEN'S CONTRIBUTIONS TO THE UNITED STATES:
HONORING THE PAST AND CHALLENGING THE FUTURE

Walker encouraged economic independence by training others and by serving as a role model for women. She used her prominent position to oppose racial discrimination and financially supported civic, educational, and social institutions to assist African Americans.

Annie Dodge Wauneka (1910-1997). Annie Dodge Wauneka, tribal leader and public health activist, worked to improve the health and welfare of the Navajo tribe and to reduce the incidence of tuberculosis nationwide. Raised on the Navajo reservation, she learned the tribe's history and culture and received a general education. Elected to the Tribal Council in 1951, she realized the best way to change the standards of health and sanitation among the tribal members was from within.

Wauneka wrote a dictionary to translate English words for medical techniques into Navajo. She made weekly radio broadcasts to explain how modern medicine could improve health. Although her main focus was the fight against tuberculosis, she also worked on other health issues, including better care for pregnant women and new babies, eye and ear exams, and alcoholism. She served on the advisory boards of the U.S. Surgeon General and the U.S. Public Health Service. In 1963, Wauneka became the first Native American to receive the Presidential Medal of Freedom. In 1984, the Navajo Council designated her "The Legendary Mother of the Navajo Nation."

Oprah Winfrey (1954-). A television personality, entertainer, producer, and actress, Oprah Winfrey sends a message that individuals should take personal responsibility for their lives. She is also a philanthropist, providing significant assistance to Morehouse College, Tennessee State University, and the Chicago Academy of Arts.

Winfrey is the first African American woman to own a production company. She has starred in successful films, such as *The Color Purple* and *The Women of Brewster Place*. She is television's highest-paid entertainer, reaching 15 million people a day.

She was a major force in the drafting, lobbying and passage of the National Child Protection Act, signed into law by President Clinton in 1994. The Act establishes a national registry of child abusers to help employers and those working with children to screen people. In 2000, Oprah launched her own magazine.

WOMEN'S CONTRIBUTIONS TO THE UNITED STATES:
HONORING THE PAST AND CHALLENGING THE FUTURE

Kristi Yamaguchi (1971-). Kristi Yamaguchi was born in Hayward, California, to Japanese American parents. She was born with clubfeet and had to wear corrective shoes to straighten her feet. As a child, she admired Olympic figure skater Dorothy Hamill. She took figure skating lessons, and at age eight, she entered her first competition. By age nine, she was getting up at 4:00 a.m. every day to practice for four hours before going to school. At age 12 she began working on pairs skating with Rudi Galindo; in 1985, they finished fifth in the National Junior Championships; and in 1986, they finished in first place. In 1988, Yamaguchi won gold medals in both the singles and pairs categories at the World Junior Championships. She was named the Up and Coming Artistic Athlete of the Year by the Women's Sports Foundation. In 1989, she won her first senior title. She and Galindo won the gold medal in the pairs competition at the National Championships. She also placed second in the singles division. She became the first woman in 35 years to win two medals at the nationals.

Kristi Yamaguchi won the Olympic gold medal in the singles competition in 1992. In September of that year, she decided to turn professional, which meant she could no longer compete in the World Championships or the Olympic Games. However, she would be free to earn money from her skating. She signed contracts with a number of companies, including the Kellogg Company, and appeared in television ads and magazines.

Incorporated in 1996, Kristi Yamaguchi's Always Dream Foundation supports organizations that have a positive influence on children. The Foundation has purchased computers for an after-school mentoring program, provided funds for underprivileged children to purchase back-to-school clothing, invited youth groups as special guests at various figure skating shows, and organized holiday parties for several children's shelters. The Always Dream Foundation, Inc., also has a "Fulfilling Dreams" grant initiative to help children in need.

In 1998, Yamaguchi was inducted into the U.S. Figure Skating Hall of Fame; in 1999, she was inducted into the World Figure Skating Hall of Fame. She was the Goodwill Ambassador for the 2002 Winter Olympic Games in Salt Lake City, Utah. . She skates in Target Stars on Ice.

WOMEN'S CONTRIBUTIONS TO THE UNITED STATES:
HONORING THE PAST AND CHALLENGING THE FUTURE

Eight Pioneer Florida Women

ADAPTED FROM MATERIALS PROVIDED COURTESY OF
ZIFF JEWISH MUSEUM OF FLORIDA
FROM THE EXHIBITION OF THE SAME TITLE

May Mann Jennings was one of the most prominent and powerful feminist activists from the state of Florida in the twentieth century. Jennings used her privileged position in the community--first as the daughter of a successful businessman, and, later, as wife of a former governor and renowned lawyer--to effect social reform in the fields of natural conservation and civil rights for women, children, and Native Americans.

May Mann Jennings' involvement with politics began with her return to Jacksonville, Florida, after her husband, William Sherman Jennings, decided not to seek reelection. In 1911 Jennings joined with several other women to organize the Jacksonville chapter of the Young Women's Christian Association (YWCA) and directed the program until 1915. From 1914 to 1917, she served as President of the Florida Federation of Women's Clubs (FFWC), the leading organization representing the political interests of women in Florida. A total of 59 new clubs joined the federation while she was president.

Throughout her lifetime, Jennings was extremely vocal in the women's branch of the Democratic Party. In 1921 she co-founded the Florida League of Women Voters and founded the Democratic Women's Club of Jacksonville. In 1920, she was elected Associate Chair of the National Democratic Committee for Florida and managed Ruth Bryan Owen's congressional campaigns in 1928 and 1930. Jennings founded the Duval County Democratic Women, Inc., in 1935, serving as president until 1962. She consistently advocated legislation for school and road bonds and for conservation bills.

Natural conservation was a constant motivating force during her life in politics. She chaired the FFWC Conservation Committee from 1917 to 1936 and supervised programs, including the management of Royal Palm Park (later to become Everglades National Park); fundraising and lobbying for conservation issues; development of good roads; Seminole Indian policy; and protection of waterways and wildlife. From 1927 to 1961, Jennings was the State Chairman of the Beautification Committee of the Florida Chamber of Commerce.

May Mann Jennings fought aggressively to provide a place for women and the issues they deemed important in government and social leadership.

WOMEN'S CONTRIBUTIONS TO THE UNITED STATES: HONORING THE PAST AND CHALLENGING THE FUTURE

Mary McLeod Bethune spent her life working to provide equal education, health care, and political representation for the African American community. Over the course of her life, she fulfilled her dream of establishing and running a school for African American children; served as a policy advisor to three United States presidents; and was recognized as a prominent leader both locally and nationally.

Bethune was born on the farm her parents owned near Mayesville, South Carolina, on July 10, 1875. She was the first of 17 McLeod children born into freedom. As a young woman, she won scholarships to attend Scotia Seminary in North Carolina and later, the Moody Bible Institute in Chicago. After teaching for eight years, Mary McLeod Bethune and her husband, Albert Bethune, moved to Daytona Beach, where she founded the Daytona Educational Industrial Training School for Negro Girls in 1904. Bethune founded the school with \$1.50 of her own savings, and it faced tremendous financial hardship during the initial years of its existence. By 1907 the enrollment had grown to 250 students. In 1923, the Daytona Educational and Industrial Training School for Negro Girls merged with the Cookman Institute, becoming Bethune-Cookman College.

Bethune fought locally and nationally for health care for children and the poor, for racial equality, and for women's rights. From 1900 to 1920, she worked to establish health care facilities; she also worked to promote education in health, hygiene, and sanitation for laborers tapping for turpentine in the pine forests around Daytona. In the 1920s and 1930s, she formed an alliance with local politicians in Volusia County to mobilize a voter registration program in the African American community.

Mary McLeod Bethune served on the National Child Welfare Commission under Presidents Coolidge and Hoover and as a Special Advisor on Minority Affairs under President Franklin D. Roosevelt. In 1924, she was elected President of the National Association of Colored Women. In 1935, she founded the National Council of Negro Women, serving as its president until 1949.

With the onset of World War II, Bethune expanded her interests to the international arena. She urged the African American community to support President Roosevelt's foreign policy in opposition to Adolf Hitler. Following the war, President Harry S. Truman appointed her as a consultant to the Conference for the United Nations.

Mary McLeod Bethune remained an active, prominent figure in education and politics until her death on May 18, 1955.

WOMEN'S CONTRIBUTIONS TO THE UNITED STATES:
HONORING THE PAST AND CHALLENGING THE FUTURE

Pauline Berman was a successful businesswoman, community leader, and civic activist. Her family moved to Jacksonville in 1899 when she was ten years old. She and her husband, Nat Berman, comprised one of five Jewish families living in Orlando before 1910. Pauline Berman played an integral role in the development and management of their clothing stores.

Pauline Berman was an outspoken member of the Orlando community for over 55 years. She was instrumental in the founding of the first women's group in Orlando, the Orlando Civic League, in 1913. In 1918, she helped found Orlando's first orthodox congregation, Ohev Shalom. The need for an official Jewish institution was first felt after a local newspaper noted that a parade to raise money for war bonds drew no Jewish representation. Berman also organized the Orlando chapter of Women's B'nai Brith, and later served as chairman of the Orlando area Anti-Defamation League (ADL). Before a Reform synagogue was established, the Berman family hosted Friday night services in their living room.

Governor David Sholtz appointed her to the Florida State Welfare Board, a position she held for 12 years. During World War II, Pauline Berman worked for the American Red Cross, relaying emergency messages from family members to their sons, husbands, and brothers fighting overseas.

Early in her career as a social activist, Berman became involved in arenas that had traditionally included only men. According to the *Orlando Sentinel*, Pauline Berman was the first woman to become a radio commentator. Her news show aired every Tuesday night on Orlando's WDBO from 1930 to 1933. She then served as radio and television correspondent for the Business and Professional Women's Club, an organization in which she had been active since her early days in Orlando. She also traveled to Europe to report on the status of women in other countries.

In 1948, Berman started the annual "Know Your Neighbor" program. Originally sponsored by the Business and Professional Women's Club, the program brought together leaders from Orlando's civic, social, and religious organizations. The program was used to encourage understanding and cooperation among different ethnic, religious, and cultural groups.

Pauline Berman was a leader in the civil rights movement in the 1950s and 1960s. Following the school desegregation decision of 1954, she became the Orlando representative for Public Education and Religious Liberty (PEARL), a statewide organization that fought against religious education in public schools. She was also national and state leader in B'nai B'rith until her death in 1978.

WOMEN'S CONTRIBUTIONS TO THE UNITED STATES: HONORING THE PAST AND CHALLENGING THE FUTURE

Rose Weiss spent her life improving the services and institutions offered by the city of Miami Beach. Weiss settled in Miami Beach in 1919 after her chronic asthma condition caused the need to move to a milder climate than that of her native Brooklyn, New York. At that time, Miami Beach was a sparsely populated island, accessible only by boat.

Weiss earned the nickname “Mother of Miami Beach” with her persistent efforts to organize welfare services for the needy of the area. She gathered baskets of food, clothing, and supplies each Thanksgiving and Christmas, and she distributed them to those who were unable to provide for themselves. Following the hurricane that struck Miami Beach in 1926, Rose Weiss became an official representative of the Red Cross. She helped provide relief for the community and delivered milk. The planes flew over and dropped the milk; she delivered it to families with young children.

In 1928 Weiss raised \$2,000 in relief funds for the victims of a hurricane that devastated the Palm Beach area. During World War II, she sold \$1 million in war bonds, more than any other woman in the state of Florida.

The Miami Beach flag, adopted by the Chamber of Commerce on April 5, 1950, was Weiss’ most visible contribution to the city. Throughout her life, she played a prominent role in local politics. Though she never held public office, she attended every City Council meeting between 1921 and 1959, and she endorsed those candidates she thought to be suitable for office. When the Miami Beach Chamber of Commerce was founded in 1921, Weiss joined and recruited a number of initial members.

Rose Weiss worked to improve the quality of Jewish life on Miami Beach as well. Nearly every Jewish family that settled in the community during the early part of the twentieth century lived in her apartment building, The Royal Apartments, for at least a short time. Her home also served as the meeting place when a committee formed to found Congregation Beth Jacob. In her effort to establish public services for the community of Miami Beach, Weiss crossed ethnic and religious lines. Throughout her life, she worked to portray a positive image of Jewish ethics. Each of Weiss’ three children followed her example and became prominent in civic affairs in this community as well.

Mary Barr Munroe worked to involve women and children in the growing effort to learn about and preserve the natural resources in Florida. Born in Scotland in 1852 and raised in the United States, Munroe and her husband settled in Coconut Grove in 1885. She soon established herself as a woman dedicated to helping her community. Mary Barr Munroe’s greatest commitment was in the area of conservation. She pioneered the movement to establish Royal Palm Hammock as a state park run by the Florida Federation of Women’s Clubs (this park later became Everglades National Park). On an inspection trip to the park one afternoon, Munroe tore down signs illegally placed on park grounds.

WOMEN'S CONTRIBUTIONS TO THE UNITED STATES: HONORING THE PAST AND CHALLENGING THE FUTURE

In 1915, Munroe founded the Coconut Grove Audubon Society, which soon became the most active chapter in the state. The Society worked to establish bird sanctuaries in Coconut Grove and to develop educational programs for children that stressed the importance of natural preservation. In 1918, she founded the Miami Audubon Society.

Munroe worked tirelessly to improve services in the community. She was a founding member of the Housekeeper's Club, the precursor to the Coconut Grove Women's Club. In 1891, Munroe organized the Pine Needles Club, a social and literary club for girls. As an outgrowth of her involvement with these organizations, Munroe and her husband, Kirk Munroe, founded the Coconut Grove Library in 1895. Mrs. Andrew Carnegie donated one of the library's first collections after she stumbled upon a meeting of the Pine Needles Club. Disregarding social customs of the time, Munroe entertained African American children with stories and cookies at her home every Sunday. In addition, she cared for the African American children of Coconut Grove while their mothers worked.

By the time of her death in 1922, Mary Barr Munroe had established herself as an outspoken preservationist, speaker, activist, and community leader.

Annie Coleman came to Miami from Georgia with her husband, Rev. James Coleman, in 1922. In Miami, she found herself in a community offering few services to African American citizens. She spent a good portion of her life working to remedy the situation. Soon after her arrival, Coleman began working with the Christian Hospital, the only facility in the Miami area that employed African American doctors. She maintained a close relationship with the hospital for many years. From 1924 to 1930, she served as the chairman of the Board of Lady Managers; from 1946 to 1957, she served as the secretary of the Board of Trustees. In 1925, Coleman helped organize the Women's Club, which later became the Murrell Branch of the Young Women's Christian Association (YWCA) and provided services for African American women.

Annie Coleman was one of the 30 founding members of the Friendship Garden and Civic Club (FGCC) in 1936, and she served as its president from the Club's inception until 1961. The FGCC was founded with the goal of improving the quality of life in the African American community. As its leader, she founded the Dorsey Memorial Library and served as its trustee from 1935 to 1958. Coleman donated a vacant building on her property to house the library when the search for an affordable and suitable site yielded no results.

Under Coleman's leadership, the FGCC headed the movement to integrate the police force. The effort to integrate the police force faced bitter opposition; as a result, the first African American police officer was not sworn in until 1941, six years after the proposal first came under consideration. The FGCC also brought streetlights and garbage collection to the Northwest region of Miami, where a large proportion of the African American population resided.

WOMEN'S CONTRIBUTIONS TO THE UNITED STATES: HONORING THE PAST AND CHALLENGING THE FUTURE

In the 1940s, Annie Coleman was also instrumental in the effort to organize the National Council of Negro Women and the Urban League.

Annie Coleman was honored several times for her leadership and community activism. In 1942 the *Miami Leader*, a local community newspaper, cited her as the Most Outstanding Woman in Washington Heights; the same newspaper honored her in 1943 for 28 years of Social Service Leadership. Her local activism was recognized by the federal agency for Housing and Urban Development in 1966 when a new housing project was named in her honor.

Paulina Pedroso is considered one of the great *patriotas* (patriots) in the fight for Cuban independence from Spain. She was born in Cuba in the early nineteenth century. After fleeing Spanish military forces in the 1870s, Pedroso settled with her husband, Ruperto, in Key West. When Vicente Martínez Ybor and other cigar manufacturers moved their factories to Tampa in the late 1880s, many Cuban laborers, including the Pedrosos, moved there to find work.

Pedroso owned and ran a boarding house on 13th Street and 8th Avenue in Ybor City (the neighborhood that housed the cigar factories as well as the Cuban factory workers). Paulina Pedroso played a pivotal role in shaping her community's response to the revolution in Cuba. José Martí, leader of the fight for Cuban independence, made a point of walking through Tampa's streets arm-in-arm with Pedroso, displaying the importance he placed on racial unity in the fight for *Cuba Libre*, as well as his personal admiration of her.

By the turn of the century, Afro-Cubans comprised 13 percent of Tampa's Cuban population. In response to the medical and social needs of this community, Paulina held the organizational meeting of *La Unión Martí-Maceo*, the African Cuban mutual aid society, at her home. The society, named after Antonio Maceo and José Martí (both heroes of the Cuban Revolution), soon became a community support group, providing medical care, sick benefits, education, and social and cultural activities to the 791 African Cubans in the Tampa area. The Pedrosos sold their small home in the mid-1890s when the need for additional funds for the Revolution became urgent. Despite their working class earnings, the couple donated the proceeds to ensure the success of the fight for *Cuba Libre*.

In 1910, after a series of bitter cigar factory strikes that temporarily closed the factories in Tampa, Paulina and Ruperto Pedroso returned to Cuba; Pedroso remained there until her death. In the 1950s leaders in the Tampa community erected a plaque in José Martí Park (behind the lot where her home once stood) to commemorate Pedroso's service to her community as well as her role as a dedicated *patriota*.

WOMEN'S CONTRIBUTIONS TO THE UNITED STATES:
HONORING THE PAST AND CHALLENGING THE FUTURE

Annie Jumper Tommie was at the forefront of the attempt to integrate the Seminole Indians into American society. Tommie was born on Horsehead Hammock (now North Miami) in 1856 during the Third Seminole War. In the early 1900s, Tommie and her extended family moved to the North Fork of the New River, the last permanent Seminole camp in Fort Lauderdale, at Northwest 15 Avenue and Broward Boulevard. She was a medicine woman; therefore, she achieved a position of authority and influence within the tribe. Tommie also encouraged her family to establish a limited, cooperative relationship with the small population of white settlers in Fort Lauderdale at the time. She and her family were among farmers, and her son, Tony Tommie, was the first Seminole to earn a high school diploma.

Ivy Stranahan, whose community leadership earned her the title “Mother of Fort Lauderdale,” was a frequent visitor to the North Fork camp. Stranahan recognized that urban development in South Florida and the drainage of the Everglades threatened the traditional Seminole lifestyle. Her efforts on behalf of the tribe led to the creation of the Dania Reservation by the U.S. government in 1926. Stranahan persuaded Annie Tommie and her family to become the first residents of the newly established reservation.

On the reservation, Tommie broke out of the traditional mold of Seminole matriarch by caring for and befriending all new settlers on the reservation, regardless of their clan affiliation. She continued her responsibilities as medicine woman, once again redefining this position in Seminole society by extending her services to all the women and children on the reservation. Her leadership helped ease the transition to a new lifestyle for many members of her tribe.

Like most East Coast Seminoles, Tommie made frequent visits to Miami’s tourist attractions, such as Musa Island and Coppinger’s Pirates Cove. Many members of the tribe set up temporary residence at the Seminole camps in order to produce and sell their crafts. Annie Jumper Tommie and fellow tribe members, Ada Tiger and Rosalie Jumper Huff, were the first to make the popular palmetto dolls to sell to tourists.

The part Annie Jumper Tommie played in resettling the Seminole people on reservations is now viewed with ambivalence in the Seminole community. Some Floridians outside of the Seminole community view her as a heroine because she and her family ushered in a new, less violent era of Seminole relations with white Americans. The long-term effect of reservation life on Seminole culture and society remains a topic of intense debate within the Seminole community.

**WOMEN’S CONTRIBUTIONS TO THE UNITED STATES:
HONORING THE PAST AND CHALLENGING THE FUTURE**

**Broward County Women’s History Coalition
“Celebrating Women...Their Accomplishments and Dreams”**

March is National Women’s History Month, designated by Congressional Resolution in 1987. State and county governments and school districts issue proclamations, and the media cover the achievements of women worldwide. March 8 is International Women’s Day.

The Broward County Women’s History Coalition was incorporated in 1986 under the leadership of Annette Van Howe, a member of the Broward County Commission on the Status of Women. The Coalition’s Women’s Hall of Fame program is patterned after the National and the Florida Women’s Halls of Fame. Broward County is the only Florida county with a Women’s Hall of Fame.

The Broward County Women’s Hall of Fame honors women for their dedication to the advancement of women’s empowerment and rights. Since 1992, over 100 women have been inducted into the Broward County Women’s Hall of Fame. Their noteworthy achievements have improved the quality of life in Broward County.

WOMEN'S CONTRIBUTIONS TO THE UNITED STATES:
HONORING THE PAST AND CHALLENGING THE FUTURE

Broward County Women's History Coalition
“Celebrating Women...Their Accomplishments and Dreams”

Broward County Women's Hall of Fame
(Courtesy of the Broward County Women's History Coalition)

1992

Elizabeth Athanaskos
Blanche General Ely
Edee Greene
Claire Mitchel
Estella May Moriarty
Anita Perlman
Sylvia Poitier
Ivy Cromartie Stranahan
Annette Van Howe
Virginia Shuman Young

1993

Thelma S. Daniel
Marjorie Head
Anne Kolb
Helen Landers
Mary Rosen Lawson
Marie Maxson
Margaret Blake Roach
Kathleen Cooper Wright

1994

Camille Perry Bryan
Lois L. Deicke
Bonnie M. Flynn
Karen Parks Hosto
Barbara Miller
Martha Munzer
Betty B. Roberts
Hannah Rosenberg
Mary Laramore Smith

1995

Karen Coolman Amlong
Elizabeth Landrum Clark
Mary Crum
Helen Ferris
Bobbie H. Grace
Suzanne Nathan Gunzburger

Betty Mae Jumper
Anne Mackenzie
Mae Horn McMillan

1996

Ruth Brown
Libby C. Deinhardt
Georgia Foster
Mara Giuliani
Helen Hirschfeld
Claire Hartford Hornstein
Edith Schaffer Lederberg
Joanne Greal Richter
Diana Cendoya Wasserman
Dianne Weaver

1997

Patricia DuMont
Mary Susan Hansen
Minnie Lowe Joyner
Audrey Millsaps
Lori Nance Parrish
Ann Freeman Platt
Marsha F. Trivigno

1998

Jamie Bloodworth
Sharon Bourassa
Easter Lily Gates
Marilyn Bonilla Krantz
Dr. Dorothy Jackson Orr
Wilhemena Brown Mack

1999

Cathleen Anderson
Vicki Coceano
Mandy Dawson-White
Virginia Essex
Joan Hinden
Jean Leighton

Debby Sanderson
Johnette Wood
Carole Y. Taylor
Esther Rolle

2000

Vinnette Carroll
Barbara Herring
Ginger Lerner-Wren
Debbie Wasserman-Schultz

2001

Hazel Armbrister
Berthy De La Rosa-Aponte
Randee Lefkow
Ilene Lieberman
Carmen McGarry
Sue Reisinger
Hazelle Rogers
Bertha Smith
Anna Toms McDaniel
Judy Wolfman

2002

Mary G. McBride
Miriam M. Oliphant
Maria T. Sanjuan
Eleanor Sobel
Beverly M. Williams
Theodora Standley Williams
Barbara Beasley Williamson

WOMEN'S CONTRIBUTIONS TO THE UNITED STATES:
HONORING THE PAST AND CHALLENGING THE FUTURE

Biographical Highlights of Women in Broward County
Courtesy of the Broward County Historical Commission and the
Broward County Women's History Coalition

Cathleen Anderson	Dorothy J. Orr, Ed.D.
Berthy De La Rosa-Aponte	Lori Nance Parrish
Hazel Armbrister	Anita Perlman
Elizabeth Athanasakos	Sylvia Poitier
Vinnette Carroll	Sue Reisinger
Leola C. Collins	Margaret Blake Roach
Mandy Dawson	Hazelle Rogers
Blanche General Ely	Esther Elizabeth Rolle
Easter Lily Gates	Maria T. Sanjuan
Edee Greene	Bertha Smith
Sue Gunzburger	Eleanor Sobel
Joan Hinden	Ivy Cromartie Stranahan
Karen Parks Hosto	Jenny Y. Tang
Annette Van Howe	Diana Cendoya Wasserman-Rubin
Kristin Jacobs	Debbie Wasserman-Schultz
Betty Mae Jumper	Beverly M. Williams
Helen Landers	Elizabeth Snelling Williams
Randee Lefkow	Theodora Standley Williams
Ilene Lieberman	Barbara Beasley Williamson
Mary G. McBride	Judy Wolfman
Anna Toms McDaniel	Dr. Kathleen Cooper Wright
Carmen McGarry	Virginia Shuman Young
Claire Mitchel	
Estella May Moriarty	

WOMEN'S CONTRIBUTIONS TO THE UNITED STATES:
HONORING THE PAST AND CHALLENGING THE FUTURE

**Biographical Highlights of Women in
Broward County**

Courtesy of the Broward County Historical Commission and
the Broward County Women's History Coalition

Cathleen Anderson. Cathleen (Cathy) Anderson is a fourth-generation county native. A member of the Florida Banking industry for 38 years, she retired as Business Development Officer for Barnett Bank. In 1975 she was appointed the first woman Commissioner of the City of Hollywood and has continued to be reelected for the past 24 years. During this period, she served as a trustee of the Broward County Historical Commission. She was also a founder of the Broward County Chapter of the National Conference of Christians and Jews (presently known as the National Conference for Community and Justice), which honored her with its Silver Medallion Brotherhood Award in 1987. She initiated legislation that brought the first Victims Advocacy Program to Hollywood, which provides counseling and investigative action for victims of violence and other serious crimes.

Berthy De La Rosa-Aponte. Berthy De La Rosa-Aponte has worked since she was a young girl to empower women. In her native country, Colombia, she taught women domestics to read and write. In the United States, she recruited young Hispanic women in Chicago to attend Notre Dame College of Ohio. Once they were in college, she helped them to complete their education. As a Guidance Counselor at Perry Middle School, she counseled hundreds of young girls in career development and personal growth.

She continues to help young women who are caretakers for people with disabilities. She encourages them to earn a General Education Diploma (GED), when necessary, and to attend college. Today, she provides counseling services to persons with developmental disabilities. Due in part to her advocacy, the Governor of Florida, Jeb Bush, increased programs and funding for many people on waiting lists and new children requiring services.

Hazel Armbrister. Hazel Armbrister overcame obstacles to achieve a career as an educator, community activist, and political leader. Unable to complete high school for economic reasons, she worked as a farmhand, migrant worker, and maid in Fort Lauderdale hotels. She went to night school and earned her GED. Taking advantage of a new program, she was trained as a teacher aide and went to work for Broward County Public Schools. She organized the Teacher Aides into a group that works for its own benefit.

She completed undergraduate and graduate degrees in education at the University of South Florida in Tampa. Then she returned to Broward and became a teacher in the public school system. During her teaching career, she became a resource person for the National Sex Equity Demonstration Project, for whom she provided programs on equitable teaching.

WOMEN'S CONTRIBUTIONS TO THE UNITED STATES:
HONORING THE PAST AND CHALLENGING THE FUTURE

Hazel Armbrister works in the community as a member of the Liberty Park Community Association; she is also an advisor and member of the Parent Teacher Association (PTA) at Blanche Ely High School. She is a founding member of the Democratic Black Caucus of Florida. She serves as Vice Chair of the Democratic Executive Committee of Broward County; she is also a member of the National Organization for Women (NOW) and the Democratic Women's Club of Northeast Broward. She is a founding member of the Women's Political Caucus, Gwen Cherry Chapter, and Women's Caucus of the Classroom Teachers Association (CTA). She has served on the Broward County Charter Review Commission and the Broward County Historical Commission.

Elizabeth Athanasakos. For over 35 years, as a resident of Broward County, Elizabeth Athanasakos has worked diligently as an attorney, judge, political candidate, and a women's movement activist to improve the status of women. She was the first woman appointed as Municipal Judge in both Oakland Park and Wilton Manors. She chaired the Secretary's Advisory Committee on the Rights and Responsibilities of Women for the Department of Health, Education, and Welfare from 1972 to 1976. From 1975 to 1978, she was a member of the National Commission on the Observance of International Women's Year. In 1976, she was a member of the U.S. Delegation to the United Nations Commission on the Status of Women in Geneva, Switzerland. Recently she has served as National President of the National Federation of Business and Professional Women and President of the Women's Republican Club of Broward County.

Vinnette Carroll. Vinnette Carroll is an internationally known theatre artist, director, author, actor, teacher, and playwright whose pieces combine music, dance, and spoken word into a seamless tapestry. She has been instrumental in the careers of many of today's leading performers.

She was the founder and Artistic Director of the Urban Arts Corps Theatre in New York City. She was also the teacher of acting and drama at the High School of Performing Arts, New York City.

She received a Bachelor of Arts degree from Long Island University, followed by doctoral work in psychology at Columbia University and postgraduate work at the New York School for Social Research.

In 1970, Vinnette Carroll and her collaborator, Micki Grant, created the musical *Don't Bother Me, I Can't Cope*, which was their first New York success and earned them Tony Award nominations. They created ten shows together, including *Your Arms Too Short to Box with God*, which also ran on Broadway. Carroll has also appeared on London stages, on television, and in films.

WOMEN'S CONTRIBUTIONS TO THE UNITED STATES:
HONORING THE PAST AND CHALLENGING THE FUTURE

In 1980, Vinnette Carroll moved to Florida, hoping to recreate her theatrical success in Broward County. She signed a 25-year lease on the former First Methodist Church at 503 SE Sixth Street, Fort Lauderdale; with a grant from the State, she turned the church into the theatre. In 1998, the theatre began operating with a grant from the Broward County Arts Council and entered into a partnership with the Broward County Film Society.

On November 8, 1999, Carroll was honored by the Society of Directors and Choreographers as one of the most influential directors or choreographers whose work had an impact on theatre in the twentieth century, as part of "21 for the 21st."

Leola C. Collins. Known as the "Mother of the Black West Side," Leola Collins opened a grocery store in Dania in 1910, but she spent most of her time feeding the hungry and tending to the sick. She criss-crossed the City seeking donations for Provident Hospital, the first hospital to serve African Americans in Fort Lauderdale.

Mandy Dawson. In September 1998, Mandy Dawson made history as the first woman from Broward County to be elected to the Florida Senate. In 1992, she was the first African American woman from Broward County to be elected to the Florida House of Representatives. Senator Dawson is a single mother with three daughters who overcame the stigma of being a former welfare recipient and won the full support of her community. She is the founder of the nationally recognized program, Positive Images/Positive Women, which gives support to women on welfare who are entering the job market.

In her first term as State Representative, Dawson created and chaired the Commission on Minority Health. She also introduced the bill that established Florida's Osteoporosis Education and Prevention Program.

Senator Dawson's honors and awards include: the 1999 Alpha Phi Alpha Educational Scholarship Fund Alpha Award; the 1999 JM Family African American Achievers Government Award; the 1999 Family Central, Inc., Government Award; and the Sickle Cell Disease Foundation of Broward Outstanding Service Award.

Blanche General Ely. Blanche General Ely arrived in Pompano Beach from her hometown of Reddick, Florida, in 1923. She studied at Benedict College and earned her Bachelor's degree from Florida Agricultural and Mechanical University (FAMU) in Tallahassee. She received her Master of Education degree from Columbia University in New York. In Pompano, she met and married Professor Joseph A. Ely.

Blanche General Ely was appointed principal of the school she saw grow from a two-room house on Hammondville Road to what was later called Coleman Elementary School. In the early 1950s, after Pompano Colored School was built in the Northwest area of Pompano, alumni and other citizens were instrumental in having the School Board rename the school Blanche Ely High School. Blanche Ely served as principal of the school until 1970.

WOMEN'S CONTRIBUTIONS TO THE UNITED STATES:
HONORING THE PAST AND CHALLENGING THE FUTURE

She helped many students obtain scholarships for college and personally paid for others. She was responsible for the Migrant Housing Project, which housed many migrants who came to Florida for the "season." She was instrumental in providing a school for migrant children known as "The Project School." She received numerous awards for her outstanding work in our community.

Blanche General Ely died in 1993. The city of Pompano Beach named Northwest 6 Avenue Blanche Ely Avenue. Blanche and Joseph Ely's home, on the corner of Blanche Ely Avenue and Northwest 15 Street in Pompano Beach, is the Ely Educational Museum; the Museum is under the directorship of The Ely Educational Foundation, Inc., a non-profit organization formed in 1998. Group and individual tours are available, by appointment, by calling the Museum at (954) 781-2256.

Easter Lily Gates. Easter Lily Gates, a pioneer woman politician, died in 1985 at the age of 95. Widowed at an early age, she struggled to support two sons while surviving hurricanes, the land boom collapse, the Great Depression, and bank failures. Her firsts include: Broward County woman school bus driver; woman elected Supervisor of Registration in Broward County, an office which she held for 40 years; and woman member of the Fort Lauderdale Chamber of Commerce.

She broadened the voting base in Broward County by personally taking the registration books into African American precincts and also by encouraging the Seminoles to vote. She served as President of the Florida State Association of Supervisors of Registration. Throughout her forty years of service as Supervisor of Registration, she provided employment, training, and opportunities for the advancement of women.

Edee Greene. Edee Greene arrived in Fort Lauderdale in 1957 and worked as the Executive Women's Editor of the *Fort Lauderdale News* and *Sun-Sentinel*, where she won numerous awards for her work. While at the newspaper she replaced social gossip columns with hard-core stories about women's issues, such as job discrimination, child care, and health. As an editor, she also used her power to further community projects which local groups were seeking to accomplish.

She helped break down the racial barriers in Broward County by running wedding and engagement stories on an equal basis for both African Americans and whites when other newspapers refused to do so. She was the founding President of Women in Distress of Broward County. She was also the founder of Women's Advocacy, the Majority/Minority (WAMM). She was the first woman President of the United Way Board of Directors. She also served as President of the Community Service Council and Chair of the Juvenile Services Board. She has been recognized numerous times for her achievement and has become a mentor for many successful women in Broward County.

WOMEN'S CONTRIBUTIONS TO THE UNITED STATES:
HONORING THE PAST AND CHALLENGING THE FUTURE

Sue Gunzburger. Sue Gunzburger was elected to the Broward County Commission in 1992, running on a promise to empower the neighborhoods, protect the environment, and clean up county government. She was reelected in 1994 and 1998. In 2001, the *Sun-Sentinel* described her as “a real reformer who demands that the county be more accountable.”

Commissioner Gunzburger served as Chair of the County Commission for 1994-1995 and 1999-2000. As Chair, she automatically served as one of three members of the Broward County Canvas Board. In that capacity, she was actively involved in the 2000 Presidential Election recount that brought national attention to our county. A community activist, her civic involvement includes the Children's Services Board of Broward County, the National Council of Jewish Women, the Florida League of Cities Board of Directors, and the Broward Water Advisory Board.

Joan Hinden. Joan Hinden has consistently been a voice for women. She taught for 38 years in a number of elementary, middle, and high schools, 20 of which were spent in Broward County Public Schools. Upon moving to Florida in 1973, she became a member of the Florida Teaching Profession/Classroom Teachers Association (CTA) and served on their lobbying team for several years. She was a team member of the National Sex Equity Demonstration Project. She served as President of the Older Women's League for two years, during which time the group developed an osteoporosis education program and supported the HMO (Health Maintenance Organization) Advocacy bill.

Karen Parks Hosto. Karen Parks Hosto has been a teacher in Broward County Public Schools for several years and has also done community service. She is the former Chair of the Broward County Commission on the Status of Women, of which she has been a member for more than ten years. In 1984, she was a delegate to the Democratic National Convention. As Vice-President of the State Board of Directors for the Classroom Teachers Association (CTA), she organized the first Women's Caucus within Broward CTA and the First Women's Conference on sex role stereotyping in education and implementation of Title IX. Subsequently, she became Project Coordinator of Broward County's National Sex Equity Demonstration Project, one of five in the nation. She also served on the Legal Judicial Awareness Committee, which resulted in the creation of Family Court in the Broward Court System.

Annette Van Howe. Annette Van Howe came to Fort Lauderdale from Binghamton, New York, for the first time in 1968 and has long since established herself as a resident and a voice for women's equality and many other progressive causes in our community. At 20, she helped unionize the women who worked in Chicago's packing houses. She got her Bachelor's degree from Hofstra University, where for two years she had the highest grade-point average of all women at the college. She was named Feminist of the Year in 1987. She is listed in *Community Leaders and Noteworthy Americans*. She died in 1998.

WOMEN'S CONTRIBUTIONS TO THE UNITED STATES:
HONORING THE PAST AND CHALLENGING THE FUTURE

Kristin Jacobs. Kristin Jacobs was elected to the Broward County Commission in her first attempt at an elected office in 1998. Her election to the County Commission follows years of working on issues as a civic activist and neighborhood leader in her unincorporated community.

Commissioner Jacobs believes Broward's 1.5 million residents expect and deserve public servants who are dedicated to serving our county with integrity and accountability. Her community efforts include service on the Women in Distress Board of Directors, Water Advisory Board, and service as the Director of the Broward League of Cities. Her awards and achievements include 2000 Government Official of the Year, Broward Coalition for the Homeless; 1999 First Lady of Broward, Broward County Fair Association; and 1999 Woman of the Year, American Jewish Congress – Southeast Region.

Betty Mae Jumper. The first woman Chief of the Seminole Tribe of Florida, Betty Mae Tiger, was born in South Florida. She attended the Cherokee Indian School in North Carolina, and in 1945, she became the first Seminole to earn a high school diploma. In 1946, she married Moses Jumper. Elected to head the Seminoles in 1967, she was founder of the United South and Eastern Tribes (USET), one of the most powerful lobbies in Indian Country. In 1970, she was one of two women appointed by President Nixon to the National Congress on Indian Opportunity. Betty Mae Jumper was the Seminoles' first Health Director.

She is known as the tribal storyteller. She edited the *Seminole Tribune*; wrote two books: *And with the Wagon – Came God's Word* and *Legends of the Seminoles*; and narrated a video, *The Corn Lady*. In 1994, The Florida State University awarded her an honorary doctorate for her years of dedication to improving the health, education, cultural, and economic conditions of the Seminole people.

Helen Landers. Helen Landers was born in Springfield, Illinois. As a toddler, she moved to Broward with her family. She earned her undergraduate degree from the Florida State College for Women (known today as The Florida State University) and her graduate degree from Baylor University in Texas. She served on the Fort Lauderdale Community Services Board from 1982 to 1988; was Chair of the Broward County Commission on the Status of Women in 1989; and was a two-time Chair of the Broward County Single Parent Displaced Homemakers Advisory Board.

She worked for passage of the Equal Rights Amendment (ERA) through lobbying and fundraising. As Chair of the Florida Education and Employment Council for Women and Girls from 1989 to 1992, she advocated a curriculum geared to meeting the job demands of the year 2000 and beyond. Currently, Helen Landers serves as the Broward County Historian at the Broward County Historical Commission.

WOMEN'S CONTRIBUTIONS TO THE UNITED STATES:
HONORING THE PAST AND CHALLENGING THE FUTURE

Randee Lefkow. Randee Lefkow is a community leader who has been involved in the issues of women, their equality, health, and their families since the early 1970s. In 1973, she initiated B'nai B'rith Women's Operation Stork, which helped low-income women seek prenatal care. She chaired an outreach campaign in Hollywood to improve immunization rates among low-income families. Shortly after, she began a 30-year association with the March of Dimes, supporting education to prevent birth defects during pregnancy.

In the 1980s she joined in the fight for family planning and became involved in legislative advocacy, including passage of the Florida Seat Belt Law. Her work on behalf of Healthy Mothers-Healthy Babies initiated legislation for the state-adopted Florida Healthy Start Program. She sponsored free prenatal clinic and childbirth education classes for low-income, low literacy women. Her statewide efforts on behalf of women and children led to increasing Medicaid coverage on their behalf.

In the 1990s, she turned her efforts to victims of domestic violence. As Chair of Jewish Women International, she formed KOLOT, a coalition for ending domestic violence. Using her skills as a social worker and community leader, Randee Lefkow has brought together a number of non-profit organizations to assist in helping the victims of violence.

Ilene Lieberman. Commissioner Lieberman was the first woman strong mayor in Broward County history. As such, she was responsible for the day-to-day operations of the city of Lauderhill. During her administration, she worked to increase the number of women in high-level positions. She provided numerous educational opportunities for employees to advance from entry-level jobs to skilled and professional positions. She was instrumental in instituting family day care and after school programs in the city; this eventually led to the establishment of after school programs sponsored by Broward County Public Schools. A founding member of Gwen Cherry Women's Political Caucus, she helped build a network to provide information, education, and resources for women's advancement in politics. As an elected official, she has appointed a number of minorities to significant boards and positions.

Commissioner Lieberman was instrumental in the creation of Swim Central and the Swims Foundation, providing drowning prevention information to parents and water safety programs for children. She is Chair of the Florida Association of Counties - Urban Caucus, Florida's Complete Count Committee. She is an advocate and spokesperson for organ donation, and she volunteers with the Transplant Foundation to raise funds for a residential after-care facility at the University of Miami/Jackson Memorial Hospital.

**WOMEN'S CONTRIBUTIONS TO THE UNITED STATES:
HONORING THE PAST AND CHALLENGING THE FUTURE**

Mary G. McBride. Dr. Mary G. McBride has led a 30-year career as a professor of English and administrator in higher education. As a professor, dean, and vice president, she has been sensitive to the needs of women. Recognizing the challenges facing women in higher education, she has mentored hundreds of women to sharpen their skills.

In 1975, she was named Dean of the College of Liberal Arts at Louisiana State University in Shreveport, becoming the first woman to head an academic college in a Louisiana public university. In 1990, she was selected to inaugurate the newly created Florida Atlantic University (FAU) College of Liberal Arts on the Davie Campus of Broward Community College (BCC). Under her leadership, degree programs grew from under 20 to over 50; a cooperative BCC-FAU child care facility was funded, and classes were offered at times and places convenient to women who comprise 68 percent of FAU Broward's student body.

As Provost and Vice President of FAU Broward Campuses, she assembled a talented faculty and staff, and encouraged and developed their strengths and abilities. She established an innovative curriculum including women's literature, American studies, and regional studies. She was instrumental in creating partnerships such as The South Florida Education Center, the 2+2 program with BCC, and The United States Navy with FAU's Department of Ocean Engineering creating the SeaTech facility in Dania Beach.

Anna Toms McDaniel. Anna Toms McDaniel's involvement in the cultural life of Broward County has resulted in the expansion of programs in the performing and visual arts. She has served as a mentor and role model to a number of arts volunteers who serve this community. She has also increased financial and political support for the arts in Broward County.

She has been a member of the Board of Trustees of the Fort Lauderdale Museum of Art for nearly 30 years, serving in many positions. She served the schools and community as a Docent, educating the public on traveling exhibitions as well as the permanent collection owned by the Museum. She held leadership positions in the Community Concert Association and was Governmental Affairs Vice-President of the Florida Philharmonic Orchestra.

The Broward County Commission appointed Anna McDaniel to the Cultural Affairs Council. She has chaired the Public Art and Design Committee and the Arts in Education Committee.

Carmen McGarry. Commissioner McGarry has been a social, political, and historical leader in Hillsboro Beach and Broward County. She currently serves on the Hillsboro Beach City Commission and the Board of Directors of the Broward County League of Cities.

WOMEN'S CONTRIBUTIONS TO THE UNITED STATES:
HONORING THE PAST AND CHALLENGING THE FUTURE

Her pride in Hillsboro Beach led her to write the book, *The Magnificent Mile: A History of Hillsboro Beach*. Her research and preservation of the Barefoot Mailman sculpture led to her receipt of the Cooper Kirk Historical Award in 1999.

McGarry has served as a member of the Area Agency on Aging's Advisory Council and has been President of the Council. She was appointed to the Broward County Commission on the Status of Women. She has also served on the Broward County Transportation Disadvantaged Commission.

Commissioner McGarry served as President of the Rotary of Deerfield Beach. She is also a founding member of the Florida Lighthouse Association.

Claire Mitchel. In the early 1950s, Claire Mitchel began her career as a feature writer for a local newspaper in New Jersey. She later started her own public relations firm and developed promotional campaigns for many agencies and individuals, including Eleanor Roosevelt and Ann Landers. She moved to South Florida in the 1970s. She served as the Coordinator for Women's Concerns for the Broward County Human Relations Division for over 20 years.

For seven years she hosted her own radio talk show, "Broward Speaks with Claire Mitchel."

She has also served on the Board of Directors for numerous organizations, including Women in Distress and the Junior League of Fort Lauderdale. Her career and philanthropic work have brought her recognition as a community leader, columnist, television commentator, radio talk show host, and popular lecturer.

Estella May Moriarty. Judge Moriarty received her law degree at Georgetown Law Center in 1959. In 1976 she was elected to the Broward County School Board and served as Chair from 1977 to 1979. She has served as Circuit Judge in both the juvenile and civil division for more than 10 years. Since 1976 she has been an advocate for better services for those in need in our community. She was instrumental in the founding and operation of programs, such as the S.O.S. Children's Village, Covenant House Florida, and the CHARLEE program.

Presently, Judge Moriarty serves on the Board of Directors of the S.O.S. Children's Village of Florida, Covenant House Florida, and the Daily Bread Food Bank. She has received numerous awards for her achievements, including the Public Service Award, Catholic Lawyers and *The Herald Award*, Children's Consortium.

Dorothy Jackson Orr, Ed.D. Dr. Dorothy J. Orr is a native of Fort Lauderdale. She credits her family, church, school, and community with instilling within her the basic values, which shaped her direction in life.

WOMEN'S CONTRIBUTIONS TO THE UNITED STATES:
HONORING THE PAST AND CHALLENGING THE FUTURE

After graduating with honors from Dillard High School in Fort Lauderdale, she earned a Bachelor of Science, Florida Agricultural and Mechanical University; a Master of Arts, the University of Michigan; and a Doctor of Education, Nova University. She completed further studies at the University of Miami, Barry University, and Florida Atlantic University.

As an army wife and in her professional life, Dr. Orr traveled extensively in the continental United States and abroad. She worked with children and adults at the University of Vermont while her husband participated in a National Defense Education Act Science program.

Dr. Orr has held the positions of teacher; curriculum specialist; assistant principal; Executive Assistant to the Superintendent of Schools and Liaison to the School Board; Associate Superintendent and Board Liaison; and retired as the Deputy Superintendent, School Operations and Board Liaison in June 2001. Dr. Orr served as Interim Superintendent of Schools from February through July 1999. Further, she has served as a keynote speaker, presenter, lecturer, adjunct professor/instructor, consultant, panelist, interviewer, and committee/board member.

Currently, Dr. Orr chairs the Board of Directors, Broward Schools Credit Union and serves on the Code Enforcement Board, Oakland Park, Florida. She has received numerous honors and awards. She is affiliated with religious, community, social, and professional organizations.

Dr. Orr was married to Reverend Dr. Allen E. Orr, Sr. (deceased). They had four children: Allen, Jr. (deceased); Kevyn Duane (corporate attorney); Kendra Sue (teacher of English); and Eliot Jerard (deceased 1996).

Dr. Orr finds great satisfaction in writing and public speaking. She hopes to continue to help young people in their development of these skills. She firmly believes that the entire community has one responsibility: the education of our children and youth.

Lori Nance Parrish. County Commissioner Lori Parrish moved from Kentucky to Broward County with her family when she was eight years old. After growing up in Broward County, she worked in this area as a bookkeeper, plant storeowner, and a painting and landscape contractor, while raising and supporting her two young children. She volunteered in several civic and community groups, including the Davie/Cooper City Chamber of Commerce, Parent Teacher Association (PTA), and the Library Advisory Board. In 1984, she was elected to a four-year term on the Broward County School Board.

WOMEN'S CONTRIBUTIONS TO THE UNITED STATES:
HONORING THE PAST AND CHALLENGING THE FUTURE

She served as Vice Chair and Chair. She was elected to the Broward County Commission in 1988 and was reelected to four-year terms in 1992, 1996, and 2000, without opposition. Commissioner Parrish has advocated such causes as fiscal restraint, the rights of domestic violence victims, and improved health services. She was elected Vice Chair of the County Commission in 1989 and 1996, and Chair in 1990, 1997, and 2001. She was elected Broward County Property Appaiser in 2004; her current term ends in 2009.

Anita Perlman. Anita Perlman has been a resident of Broward County since 1944. From a very early age she provided leadership on many fronts. In the 1930s, she inspired 500 fathers to join the women dominated Parent Teacher Association in Chicago. Upon joining B'nai B'rith Women (BBW) in 1932, she was appalled that the women served only as an auxiliary to the male run B'nai B'rith; she was instrumental in setting BBW on its way to becoming one of the most powerful women's organizations in the world. Perlman founded B'nai B'rith Girls, an international organization for teenage Jewish girls; the organization fosters leadership and independence among its members.

Perlman was also the architect of Operation Stork, a volunteer program that helped indigent women receive early prenatal care. She and her husband, Lou, were an inseparable team for 53 years. Only months after her husband's death, she dedicated the Perlman Campus of the Jewish Community Center (JCC) in Fort Lauderdale. The JCC encompasses many of the things that are important to Anita Perlman: Jewish education, family programming, and positive projects for the youth of our community.

Sylvia Poitier. Former Commissioner Poitier is a native Floridian, born in Deerfield Beach. She raised two daughters, operated a family business, and managed real properties in Broward County. She was a successful businesswoman when her political career began in 1974 as she was elected to the Deerfield Beach City Commission. Over an 11-year period she served as Commissioner and Vice Mayor. In 1976, she became Deerfield's first elected African American mayor.

In 1985, she was appointed by Governor Graham to a 13-month unexpired term for District 2 Broward County Commission seat and became the first African American ever to serve. After a contested primary and general election, she was elected to her own four-year term in November 1986, becoming the first African American ever elected to the County Commission. Her colleagues chose her as Vice Chair. In 1987-1988 she served as Chair of the Broward Employment and Training Administration (BETA) and the Chair of the Broward County Metropolitan Planning Organization.

Sue Reisinger. Sue Reisinger is an example of how one woman can promote women's rights to advancement in the newspaper industry. In 1969, her supervisor at the *Dayton Daily News* told her that a copy desk was no place for a woman. When he later recommended her for promotion, he called her the "best man on the desk." She became a reporter, Metro Editor, and Assistant Managing Editor for that newspaper. In 1981, she

WOMEN'S CONTRIBUTIONS TO THE UNITED STATES:
HONORING THE PAST AND CHALLENGING THE FUTURE

went to work for the *Miami News*. When the *Miami Herald* purchased that paper, she remained as a columnist, Viewpoint Editor, Broward Managing Editor, and Assistant Managing Editor for News in Charge of Page One. In 1991, the *Herald* publisher appointed her Co-Chair of the Diversity and Fairness Task Force. Subsequently, this task force adopted a 19-point Bill of Rights that ensured equality for minorities. She was part of the *Herald* team that won the 1993 Pulitzer Gold Medal in public service for Hurricane Andrew coverage.

In 1992, Sue Reisinger was chosen as the first woman President of the Associated Press Managing Editors (APME), a national organization representing 1,700 Associated Press newspapers and their editors. She commissioned a major study of sexual harassment and made diversity a major focus of the APME Convention. An advocate of the First Amendment, she chaired APME's Freedom of Information Committee for three years.

Margaret Blake Roach. Educator. Pioneer. Powerbroker. That is how friends and family described Margaret Blake Roach, a behind-the-scenes activist in Broward County for nearly 40 years, who died in 1999. She was founding President of Broward's Urban League; the first woman and African American on Broward Community College's Board of Trustees; a charter member of the Florida Council on Human Relations; and a founding member of the local National Conference of Christians and Jews (now known as the National Conference for Community and Justice).

She served as an administrator in Broward County Public Schools for more than 20 years. "She will be a tremendous loss to this community," said Dr. Abe Fischler, past president of Nova Southeastern University. "She had compassion. She had concern for children. She provided many opportunities in a quiet way for many young people to get an education."

Margaret Roach often telephoned Dr. Fischler to lobby on behalf of a particular student she wanted to get into the college. She and Fischler became friends in the late 1960s as Broward was coming out of the segregation era. At the time, she was among a number of people seeking to turn the idea of equality into reality in a region divided by race. In 1975, along with Fischler and others, she helped start the local chapter of the Urban League.

Margaret Blake Roach was born in Summerville, Georgia, and raised near Chattanooga, Tennessee. She graduated from what was then called Clark University Laboratory School, an African American college near Atlanta. She worked as a teacher at Middleton High School in Tampa. There she met her future husband, the school's principal, Howard Blake. During this period, she took an interest in health issues. During World War II, she created a community health program that became nationally recognized. Her first husband, Howard Blake, died in 1954. A performing arts high school in Tampa is named after him. Her second husband, Cato Roach, was also an educator who had lost a spouse. The two married in 1962 and raised his two sons, Eric and Harold, in Fort Lauderdale.

WOMEN'S CONTRIBUTIONS TO THE UNITED STATES:
HONORING THE PAST AND CHALLENGING THE FUTURE

Margaret Roach retired from education in the 1980s but never from her social causes. In one of her last activist pushes, she hoped to remake Dillard High School into a performing arts magnet school much like the one in Tampa named for her first husband. Due in part to her efforts, the Broward School Board set aside \$43.5 million and hired a builder to complete the work.

Margaret Blake Roach was known as a worker who, long after her retirement, remained an active voice on the various advisory boards in the community and educational arena.

Hazelle Rogers. Commissioner Rogers was 17 when she arrived in the United States from Jamaica and settled in Brooklyn. She became a resident of Lauderdale Lakes in 1969. Thirty years later, she was the first African American woman elected to the Lauderdale Lakes City Commission.

As a civic activist, she has founded and sponsored several organizations, including The Saints Netball of Broward County and the Florida Netball Association. These two organizations promote women's participation in sports programs.

Rogers is a founding board member of Positive Images/Positive Women, an organization that helps women who are moving from welfare to work. Owing to the success of this program, she founded a "brother" organization, Community Alliance for Family and Career Development. Commissioner Rogers is the founder of the Caribbean American Democratic Club, which focuses on educating new immigrants on U.S. politics. She is also founder of AFRI-PAC, a non-partisan group whose goal is to nurture emerging leaders. Recognizing an increasingly diverse community, she co-founded the South Florida Caribbean Cultural Coalition, which organizes a multicultural festival for Broward County.

Esther Elizabeth Rolle. Esther Elizabeth Rolle, the tenth of 18 children, was born in Pompano Beach, Florida, to Bahamian immigrants. She began her early education at Pompano Colored School. After graduating high school from Booker T. Washington in Miami Beach, she continued her education at Spelman College in Atlanta and Hunter College in New York City. She studied dance with Katherine Dunham, becoming a lead dancer with the Shogola Oloba Dance Troupe and then a lead dancer with a Caribbean group touring the country for three years. She was a founding member of the Negro Ensemble Company in New York City, which toured England and Italy with the *Song of the Lusitania Bogey*. She left this company when she went to Hollywood with the *Maude* television show. Her strong reception on this show led to a spin-off into her own show, *Good Times*, which ran for six years on CBS and is now in re-runs locally.

In 1983 the City of Pompano Beach renamed Northwest 3 Avenue to Esther Rolle Boulevard. She was keynote speaker for the kick-off of the Broward County Women's History Coalition in 1986.

WOMEN'S CONTRIBUTIONS TO THE UNITED STATES:
HONORING THE PAST AND CHALLENGING THE FUTURE

In 1986, Esther Rolle played the lead role in *A Raisin in the Sun*, which broke all-time box office records at the Kennedy Center in Washington, D.C. Her other television credits include roles in *Murder She Wrote* and *Touched by an Angel*. She received an Emmy Award for *Summer of My German Soldier* and an Emmy nomination for *I Know Why the Caged Bird Sings*. She was the recipient of three National Association for the Advancement of Colored People (NAACP) Image Awards and was inducted into the Black Filmmakers Hall of Fame in 1990. Esther Elizabeth Rolle died in 1998.

Maria T. Sanjuan. A Certified Financial Planner (CFP) and a Chartered Life Underwriter (CLU), Maria Sanjuan's expertise in financial services and insurance has earned her a reputation of professionalism and success. As Regional Vice President of AXA Advisors, she was awarded the National Builders Trophy, and earned life membership to the Million-Dollar Round Table and a place in the Equitable Hall of Fame, the first Hispanic person to be so honored.

As a resident of Broward for 42 years, she has served many organizations. These include The Broward Women's Alliance, United Way, Broward Workforce One, the National Conference for Community and Justice, the Florida Commission on Community Service, and The Fort Lauderdale Museum of Art Board of Governors.

Maria Sanjuan is a founding member of the Coalition of Hispanic American Women-Broward Chapter, the South Florida Chapter of Women in Insurance and Financial Services, the Boys and Girls Club of Hollywood, the Latin Chamber of Commerce, and Hispanic Unity of Florida. She is involved in many organizations on local, state, and national levels, ensuring the participation of women in the insurance industry.

Bertha Smith. Bertha Smith joined with tens of thousands of women who gathered in Washington, D.C., in October 2000, marching to bring an end to poverty, gender inequality, and violence against women. She provides leadership and support for a number of organizations whose goals are equality, reproductive freedom, and inclusion of minorities in the political process. These organizations include the National Organization for Women (NOW); the Women's Political Caucus, Gwen Cherry Chapter; and the Affirmative Action Committee of the Democratic Executive Committee. She participates and organizes activities in these groups to promote the causes of women. She was appointed Fund Raising Chair of the NAACP (National Association for the Advancement of Colored People). She also serves on the Broward County Human Rights Board and the Judicial Nominating Commission.

Eleanor Sobel. As Florida Representative for District 100, Eleanor Sobel is the first woman elected to the state legislature by Hollywood voters. She is a former Hollywood City Commissioner and is an educator, civic activist, wife, mother, and president of a small business.

WOMEN'S CONTRIBUTIONS TO THE UNITED STATES:
HONORING THE PAST AND CHALLENGING THE FUTURE

As a Florida State Representative, she sponsored the Pay Equity Bill, seeking equal pay for women in equal positions with male counterparts. She sponsored the Osteoporosis Screening Bill. She has been appointed to the special task force addressing Florida's economic emergency.

In the community, Representative Sobel has served as President of the National Council of Jewish Women, Hollywood Section. She is the recipient of the Hanna G. Solomon Award.

Ivy Cromartie Stranahan. In 1899, a one-room schoolhouse was built in Fort Lauderdale, and the first teacher was a 16-year-old woman named Ivy Julia Cromartie. Frank Stranahan met her, and they married on August 16, 1900. A new trading post was built, and the Stranahans made it their first home. It was there that Ivy Stranahan met and made friends with the Seminole Indians. She learned to understand the Seminoles and began to teach them to read and write.

By the 1920s she had an active part in many civic, cultural, and welfare organizations including: the Florida Equal Suffrage Association; the Audubon Society; the Red Cross; the Friends of the Florida Seminoles; the Fort Lauderdale Historical Society; and the Fort Lauderdale Women's Club. In 1911, Ivy Stranahan and her husband gave clear title to the land still owned by the Fort Lauderdale Women's Club on Andrews Avenue. Frank Stranahan died in 1929, but Ivy Cromartie Stranahan continued her active lifestyle until her death in 1971.

Jenny Y. Tang. Jenny Tang is a Principal Planner for Urban Design in the Community Planning Division for the City of Hollywood. She is responsible for design review, historic preservation, and landscape issues.

In 1984, she earned a Bachelor of Science in Urban Design and Landscape Architecture from Beijing Forestry University in China. At age 23, she immigrated to the United States by herself to pursue graduate studies at the University of Massachusetts at Amherst; she earned a Master of Landscape Architecture in 1989. She has worked as a Project Landscape Architect/Planner and an Associate Planner.

She is a member of the American Society of Landscape Architects; the National Trust for Historic Preservation; and the American Planning Association. She is also an Executive Committee Member for the Florida Urban Forestry Council.

As a Principal Planner for the City of Hollywood, Jenny Tang is responsible for administration of and technical support to the Design Review Board and Historic Preservation Board. She is responsible for daily operations of the Historic Preservation Board; she engages in community outreach to local civic associations and the historical society to address citizen concerns; and produces design guidelines and brochures to promote education on historic preservation in the community.

WOMEN'S CONTRIBUTIONS TO THE UNITED STATES:
HONORING THE PAST AND CHALLENGING THE FUTURE

Owing to Jenny Tang's efforts, in May 2000, the City of Hollywood successfully added seven landmarks from the days of Joseph Q. Young's original vision for Hollywood to the list of Local Historic Designated Sites.

Diana Cendoya Wasserman-Rubin. For many years, Commissioner Wasserman-Rubin has been a social and political leader in Broward County. In November of 2000, she became the first Hispanic elected to the Broward County Board of County Commissioners. She has been appointed to serve as a member of: The City/County Liaison Group, The Water Advisory Board, The Juvenile Justice Board, the Resource Recovery Board, and the Metropolitan Planning Organization. Her priorities include mental health, growth management, and children and family services.

She was born in Havana, Cuba, and came to the United States in 1960. In 1970, she became a United States citizen. She and her husband share four children: Michael Wasserman, Jennifer Wasserman, Dr. Jason Rubin, and Stefan Rubin. Her community involvement began in 1974 when she became part of the decision-making process in Pembroke Pines; she participated in civil groups and in the Voice of the Pines, which promoted voter registration. She served as a member of the Pembroke Pines Board of Adjustments. When her children entered school in 1981, she became active in the Parent Teacher Association (PTA) and the Advisory Council. In 1984, she received a gubernatorial appointment to serve on the South Broward Hospital District Board of Commissioners. Her term was from 1984 to 1988, and she served as Chair from 1987 to 1988. She was the first woman to be Chair.

In 1988, Diana Wasserman-Rubin became the first Hispanic American elected to the School Board of Broward County, Florida, and the first Hispanic woman elected countywide.

As a Board Member, she assisted in the development of policies, implementation of curriculum, and with providing an educational environment capable of meeting the diverse needs of the fifth largest school district in the nation. Through her initiative, the Department of Foreign and Student Affairs was established in 1989 to better assess and serve the needs of the increasing number of students from foreign countries entering Broward schools. Many of them were limited English proficient (LEP). The influx of Haitian, Cuban, Nicaraguan, and Eastern European students was having a great impact in the classrooms. Due to Diana Wasserman-Rubin's efforts, the Department of Foreign and Student Affairs became the Department of Multicultural Education in 1990. It focused on identifying the potential in each non-English speaking student and placing each student appropriately to meet their specific needs. In addition, it emphasized the infusion of the various cultures into the core curriculum. Today it is the Multicultural/Foreign Language/ESOL Education Department.

WOMEN'S CONTRIBUTIONS TO THE UNITED STATES:
HONORING THE PAST AND CHALLENGING THE FUTURE

Diana Wasserman-Rubin was reelected to the School Board in 1992 and 1996. She represented the School Board in Tallahassee as the Legislative Liaison from 1988 to 1991 and from 1993 to 1994. She led the fight to find additional sources of revenue for Broward schools. Owing to her efforts on the Governor's Commission on Education, Broward County received additional funding to build more schools in a faster, less expensive, and more effective manner to meet the needs of Broward's rapidly growing student population.

She was a member of President Clinton's Advisory Commission on the Educational Excellence of Hispanic Americans. She established a multi-leadership council with heavy emphasis on ethnic diversity. The council focused on developing ways of working together across ethnic lines to achieve parity in education, politics, and economic development.

Commissioner Wasserman-Rubin has received numerous honors for her community service, such as the 1999 Leadership and Dedication Award, Swim Central of Broward; the 1999 Women and Children Advocacy Award, B'nai B'rith International; and the 1997 Woman of Vision Award from the Weizmann Institute of Science.

Debbie Wasserman-Schultz. State Senator Wasserman-Schultz has championed the rights and empowerment of women during her political career and community service. She earned both Bachelor of Arts and Master of Arts degrees in political science from the University of Florida. In 1992, at the age of 26, she was elected to the Florida House of Representatives and was reelected every two years until 2000. She was the youngest woman ever elected to the Florida Legislature. While she was a State Representative, children's issues, firearm safety, protection against drowning, and health insurance were her top priorities. She was Democratic Floor Leader in 1998-1999 and Democratic Leader Pro Tempore in 2000. She was a member of the Florida Supreme Court Gender Bias Study Implementation Commission from 1992 to 1996; she was successful in passing legislation on gender/minority balance. She was Chair of the House Committee on Higher Education from 1994 to 1996 and served on the Governor's Commission on Education from 1996 to 1998.

In November 2000, Debbie Wasserman-Schultz was elected to the Florida Senate. She serves on several Senate Committees, including the Health, Aging, and Long-Term Care Committee and the Banking and Insurance Committee. She was the Vice Chair of the Comprehensive Planning, Local, and Military Affairs Committee.

On January 4, 2005, she was sworn in as a member of the United States House of Representatives to continue this fight as the Congresswoman from Florida's 20th Congressional District. She is the first Jewish Congresswoman ever elected from Florida.

WOMEN'S CONTRIBUTIONS TO THE UNITED STATES:
HONORING THE PAST AND CHALLENGING THE FUTURE

Beverly M. Williams. Beverly M. Williams is a leader within our community on behalf of economically disadvantaged children and women. Serving as Board President of the Irma Hunter Wesley Fort Lauderdale Child Development Center, Inc., she is instrumental in the organization of training and monitoring of mothers to return to the workforce. She also serves as an advisor to a newly formed group known as Females on the Move. This teaches on prevention of teenage pregnancy and promotes self-esteem among young women.

As an avid believer in the political process, Beverly Williams carries voter registration cards in her purse, approaching everyone she meets about their voter status. Tavis Smiley, a nationally known news commentator, recognized her voter registration efforts; he invited her to an Advocacy Symposium in Los Angeles held during the week of the 2000 Democratic Convention.

Beverly Williams has worked with the Coalition of 100 Black Women which counsels young women on self-esteem and exposes them to cultural activities. She also serves on the Board of Florida Medical Hospital and the Community Council of Lauderdale Lakes.

Elizabeth Snelling Williams. Elizabeth Snelling Williams was a district, regional, and national Parent Teacher Association (PTA) office-holder; a 20-year member of the Foster Grandparents Program; and a lifetime member of the Mount Hermon African Methodist Episcopal (AME) Church in Fort Lauderdale. She was married to Paul Williams, a longshoreman. They raised nine children, all of whom earned college degrees during segregation. Two of their children have served as principals in Broward County Public Schools.

Elizabeth Williams was a humanitarian throughout her life. She was a founder and served as President of the Northwest Federated Women's Club, where she worked with state politicians to secure federal grant funds to expand the Northwest Federated Women's Club's elder day care facility, the Poitier/Williams Senior Center. The facility is for seniors who are frail and require an Alzheimer's or a day care program. She later served as President of the Florida Association of Women's Clubs.

She was a member of the Area Agency on Aging Advisory Council for many years. She received a gubernatorial appointment to the State Nursing Home Ombudsman Committee, which monitored the treatment of senior citizens in nursing homes.

WOMEN'S CONTRIBUTIONS TO THE UNITED STATES:
HONORING THE PAST AND CHALLENGING THE FUTURE

Elizabeth Williams received numerous awards and honors. She was inducted into the Area Agency on Aging's Senior Hall of Fame for her service to the elder community. In 1984 the Paul and Elizabeth Williams Family, nominated by the Urban League, was chosen by President Ronald Reagan as one of seven Great American Families. President and Mrs. Reagan honored the Williams Family at the White House. The City of Fort Lauderdale named Northwest 19 Street, from Powerline Road (Northwest 9 Avenue) to Northwest 31 Avenue, Elizabeth S. Williams Boulevard. Elizabeth Snelling Williams died in 1999.

Theodora Standley Williams. Theodora Standley Williams was raised in Jacksonville, Florida. She earned a Bachelor of Science in Elementary Education from Florida Agricultural and Mechanical University in Tallahassee. In 1986, she retired from the teaching profession after 31 years of service.

She is a founder of the Northwest Federated Women's Club. She served as Club President. She has been personally involved at the Club's elder day care facility, the Poitier/Williams Senior Center, named for her and former County Commissioner Sylvia Poitier. The facility is for seniors who are frail and require an Alzheimer's or a day care program. Theodora Williams volunteers at the center and is a hands-on caregiver.

After her oldest son was killed by a drunk driver, she channeled her grief into leadership with Mothers Against Drunk Driving (MADD). Her efforts led to increased awareness, and through her direct lobbying, action has been effected locally, statewide, and nationally.

Theodora Williams is a member of the Area Agency on Aging Advisory Council, serving on committees, and speaking fervently about the needs of senior citizens. In 1994, she was elected to the Dr. Nan S. Hutchison Broward Senior Hall of Fame. She was recognized for her community involvement and commitment to advancing the causes of minorities and women.

Judy Wolfman. Judy Wolfman and her small daughter left Australia and her family to visit relatives in Lauderdale Lakes. While there, the young widow remarried. As the working mother of a developmentally disabled child, she recognized the need for competent child care.

She was appointed to the Broward County Commission on the Status of Women, and as Chair of the Child Care Committee, she wrote a brochure, "What to Look for in a Child Care Center." This booklet was printed and distributed by the Broward Human Relations Division.

WOMEN'S CONTRIBUTIONS TO THE UNITED STATES:
HONORING THE PAST AND CHALLENGING THE FUTURE

During her term, the Broward County Commission passed an ordinance protecting children in child care. She also collaborated with Broward Community College to develop curriculum for an Associate of Arts degree in child care. At the same time, as a result of her efforts, the Broward County Commission passed a Human Rights Ordinance. This ordinance opened doors for a broader range of residents to find employment, better housing, and expanded business opportunities.

Judy Wolfman's interest in helping people led her to volunteer as a member of school advisory committees and to serve as President of both Friends of the Broward County Library and Friends of the West Regional Library. She worked to pass the library bond drives and to change library hours to best meet the needs of her community.

Barbara Beasley Williamson. As a young child, Barbara Williamson worked the fields in Boca Raton one-half of the day and attended school the other half. When she was in college, she participated in the first lunch counter sit-in at Woolworth's in Greensboro, North Carolina. She was the first African American woman teacher at Oakland Park Elementary School.

Throughout her life, she has been at the forefront of the struggle for civil rights and women's rights. She has held nearly every office in the local and state teachers' associations since the merger of the African American and white organizations in the 1970s; she served on the founding board of the Florida Teaching Profession-National Education Association (NEA) Women's Caucus and as Chairperson. She was selected to the State Women's Leadership Cadre to train women in leadership skills, and she became a member of the National Cadre, serving for 14 years. Currently, she serves as a resource person for the Cadre

Barbara Williamson also believed that she could effect change through active participation in the political arena. As a Chair and lobbyist for local, state, and national NEA Political Action Committees, she advocated endorsements and worked for the election of candidates who supported women's issues, such as the Equal Rights Amendment (ERA), pay equity, and educational equity.

She has dedicated her life to realizing the dream of equal opportunity for all through her work with the Girl Scouts, the Democratic Party, the Roosevelt Gardens Neighborhood Association, the Women's Political Caucus, and teachers' associations. She has been a community leader while working full-time as an elementary school teacher for 40 years.

WOMEN'S CONTRIBUTIONS TO THE UNITED STATES:
HONORING THE PAST AND CHALLENGING THE FUTURE

Dr. Kathleen Cooper Wright. Dr. Kathleen Cooper Wright was the first African American woman elected to the Broward County School Board in 1974. She was a graduate of Florida Agricultural and Mechanical University (FAMU) in Tallahassee. She was a distinguished educator and mentor who was very active in professional, church, and community organizations, including Delta Sigma Theta Sorority, Inc. In 1985, she died from injuries sustained in a plane crash. The School Board of Broward County, Florida, headquarters in Fort Lauderdale was named in her honor.

Virginia Shuman Young. Virginia Shuman Young was active in the League of Women Voters of Broward, which she first joined in the 1950s. She lobbied in Tallahassee for women to participate on juries and for a new state constitution to eliminate discriminatory terms when referring to and about women. She also helped write part of Fort Lauderdale's City Charter. She was elected Vice-Mayor of Fort Lauderdale in 1971 and Mayor in 1973. She was reelected in 1975, 1977, and 1979. She died in 1994. A Broward County public elementary school was named in her honor.

Grades K-2 Activity
Would You Rather?
(15 minutes)

Objective

To experience and articulate one's right to vote

Procedures

Get Ready

- ❖ Locate the book, *Would You Rather?* by John Burningham, if possible. Read it with your students.
- ❖ Prepare a list of choices such as those suggested below.

Play the Game

- ❖ Give the children two choices, such as: "Would you rather eat apples or oranges?" Point to one wall as you say "apples" and to the opposite wall as you say "oranges." Instruct the children to go to the wall of their choice.
- ❖ Propose more choices. Use those below, think up your own, or use those from the book, *Would You Rather?*.

Would you rather:

- ❖ swim or play in the snow?
 - ❖ watch TV or play games with a friend?
 - ❖ play with a dog or a shark?
 - ❖ eat dirt or bugs?
 - ❖ take a bath or a shower?
 - ❖ ride an airplane or a helicopter?
 - ❖ be an eagle or a rabbit?
- ❖ Finish with a choice that can actually be implemented, such as: "Would you rather do writing or math next?"

Questions

- ❖ Did you like to show what you preferred?
- ❖ Did everyone agree about the choices?

I have a right & a responsibility to vote.

✓ KIDS
voting

- ❖ Is it okay to disagree? (Discuss the right we have to disagree.)
- ❖ Did your right to vote give you power to make a change in your classroom?
- ❖ Do people in this country have the right to vote?
- ❖ What changes can voters make in our country?
- ❖ Do people in all countries have the right to vote?

More!

- ❖ Select a few students to propose choices for the game.

Development

- ❖ Decision-Making Skills
- ❖ Respect for Diversity
- ❖ Knowledge of Institutions
- ❖ Communication Skills

Grades 3-5 Activity
Nonvoter Simulation
(10-30 minutes)

Objective

To experience voter discrimination and voter rights

Procedures

Get Ready

- ❖ Talk with students about causes of voter apathy and barriers to voting.

Conduct the Exercise

- ❖ Without comment, divide the class into two random groups in a non-discriminatory way, such as by birthday.
- ❖ Give one group voting rights but not the other group.
- ❖ Conduct an election for a special event, such as a free time activity, allowing only one group to make the decision for the entire class.
- ❖ Carry out the decision.
- ❖ If possible later, reverse group roles, and conduct another vote.

Questions

- ❖ How did you feel when you didn't have the right to vote?
- ❖ How did you feel when you had the right to vote?
- ❖ Did you know that there have been groups of people in our country who have not had the right to vote?
- ❖ Who do you think those people might have been?
- ❖ How do you think they felt?
- ❖ Do you think that was fair?
- ❖ Can everyone vote in our country today?
- ❖ Can everyone in the world vote?

I have a right & a responsibility to vote.

✓ KIDS
voting

More!

- ❖ Discuss and study what minority groups did to gain their right to vote.

Development

- ❖ Decision-Making Skills
- ❖ Civic-Mindedness
- ❖ Knowledge of Institutions
- ❖ Knowledge of Social Issues

Grades 6-8 Activity
U.S. Suffrage Timeline Cards
(20 minutes)

Objectives

To examine the history of voting rights

To arrange the history of voting rights in chronological order

Procedures

Get Ready

- ❖ Copy and cut apart a set of U.S. Suffrage Timeline Cards for each group of three to five students.
- ❖ Copy a U.S. Suffrage Timeline Answers Sheet for each group.

Arrange the Cards

- ❖ Help the students divide into groups of three to five.
- ❖ Give each group a set of U.S. Suffrage Timeline Cards and a U.S. Suffrage Timeline Answer Key.
- ❖ Explain the instructions below to the students.
 - ❖ One player agrees to be Sequence Master. The Sequence Master shuffles the cards and places them face down. The Sequence Master checks the U.S. Suffrage Timeline Answer Key as needed.
 - ❖ Each player draws one card and places it face up.
 - ❖ Each player draws a second card, reads it, and tries to place it in consecutive order with the first card.
 - ❖ If the player is correct, the player keeps the cards. If not, the card is put on the bottom of the main stack.
 - ❖ Play continues until all the cards are gone. If it is necessary to determine a winner, cards can be counted.
 - ❖ To close the game, the players place all the cards in consecutive order.

I have a right & a responsibility to vote.

✓ KIDS
voting

Questions

- ❖ Do you think we will ever add some new cards to this game? Or does everyone have suffrage now?
- ❖ Who still cannot vote? Should they be able to vote? Why or why not?
- ❖ Why do people want the right to vote?
- ❖ Why has it taken so long for some groups to gain the right to vote?
- ❖ Do you know what each group did to gain the right to vote? How could you find out?

More!

- ❖ Assign students to discover and report on what groups did to gain the right to vote. They could make a living Suffrage Timeline by dressing as their suffrage group did.

Vote Quote

- ❖ “Vote as an individual; lemmings end up falling off cliffs.” – Pierre du Pont

Development

- ❖ Responsibility
- ❖ Citizenship
- ❖ Cooperation
- ❖ Tolerance

U.S. SUFFRAGE TIMELINE CARDS

<p>The Declaration of Independence is signed. The right to vote is based on property ownership. Suffrage is primarily for white male Protestants over the age of 21.</p>	<p>The 24th Amendment passes, outlawing the poll tax.</p>	<p>With the Civil War over, lawmakers enact the 14th Amendment, granting citizenship to African Americans and permitting them to vote. State officials <u>still</u> attempt to deny them the right to vote.</p>
<p>The Constitution is drafted. States are given the power to regulate their own suffrage laws and favor white male landowners.</p>	<p>Further amendments to the Voting Rights Act require that many voting materials be printed in the languages of various minority groups.</p>	<p>The 15th Amendment is ratified, providing African Americans the legal right to vote and prohibiting state and local governments from denying that right.</p>
<p>George Washington is elected President by the Electoral College. Only six percent of the entire population is involved in the election.</p>	<p>The Voting Rights Act passes after Dr. Martin Luther King, Jr. leads 25,000 people on a march from Selma to Montgomery, Alabama, to dramatize the need for more voting rights.</p>	<p>Wyoming becomes a state and is the first state to provide suffrage for women in its Constitution.</p>
<p>Vermont declares that all adult white males, regardless of property ownership or religion, can vote.</p>	<p>The 26th Amendment lowers the voting age from 21 to 18.</p>	<p>The Civil Rights Act passes, allowing punishment for interference with or disruption of protection for African American voters.</p>
<p>Rhode Island does not follow the lead of Vermont and other states with reformed voting rights. A rebellion begins and forces Rhode Island to adopt a new Constitution. This allows broader voting rights.</p>	<p>Before the signing of the Constitution, many communities vote in ways similar to their European home countries.</p>	<p>The 19th Amendment is ratified, giving women the right to vote.</p>
<p>Because African Americans and women will suffer discrimination at the polls, Elizabeth Cady Stanton sets forth resolutions for women's suffrage at the first convention of women's rights advocates. They pass.</p>	<p>A Civil Rights Act defines citizenship and prohibits discrimination based on race. The Republican Congress overrides the veto of President Andrew Jackson, hoping to lure the vote of former slaves.</p>	<p>Poll taxes, grandfather clauses, and literacy tests are introduced in many Southern states. They are used to restrict the ability of African Americans to register and vote.</p>
<p>Georgia lowers its voting age from 21 to 18 in state and local elections.</p>	<p>The National American Woman Suffrage Association is founded by Elizabeth Cady Stanton and Susan B. Anthony.</p>	<p>Miguel Trujillo, a Native American and former Marine, wins a suit against New Mexico for not allowing him to vote. New Mexico and Arizona are required to give the vote to all Native Americans.</p>
<p>The Voting Rights Act is amended to lower the voting age from 21 to 18 and ban the use of literacy tests.</p>		

U.S. SUFFRAGE TIMELINE ANSWER KEY

1776-The Declaration of Independence is signed. The right to vote is based on property ownership. Suffrage is primarily for white male Protestants over the age of 21.	1964-The 24 th Amendment passes, outlawing the poll tax.	1868-With the Civil War over, lawmakers enact the 14 th Amendment, granting citizenship to African Americans and permitting them to vote. State officials <u>still</u> attempt to deny them the right to vote.
1787-The Constitution is drafted. States are given the power to regulate their own suffrage laws and favor white male landowners.	1975-Further amendments to the Voting Rights Act require that many voting materials be printed in the languages of various minority groups.	1870-The 15 th Amendment is ratified, providing African Americans the legal right to vote and prohibiting state and local governments from denying that right.
1789-George Washington is elected President by the Electoral College. Only six percent of the entire population is involved in the election.	1965-The Voting Rights Act passes after Dr. Martin Luther King, Jr. leads 25,000 people on a march from Selma to Montgomery, Alabama, to dramatize the need for more voting rights.	1890-Wyoming becomes a state and is the first state to provide suffrage for women in its Constitution.
1791-Vermont declares that all adult white males, regardless of property ownership or religion, can vote.	1971-The 26 th Amendment lowers the voting age from 21 to 18.	1957-The Civil Rights Act passes, allowing punishment for interference with or disruption of protection for African American voters.
1842-Rhode Island does not follow the lead of Vermont and other states with reformed voting rights. A rebellion begins and forces Rhode Island to adopt a new Constitution. This allows broader voting rights.	Before 1776-Before the signing of the Constitution, many communities vote in ways similar to their European home countries.	1920-The 19 th Amendment is ratified, giving women the right to vote.
1848-Because African Americans and women will suffer discrimination at the polls, Elizabeth Cady Stanton sets forth resolutions for women's suffrage at the first convention of women's rights advocates. They pass.	1865-A Civil Rights Act defines citizenship and prohibits discrimination based on race. The Republican Congress overrides the veto of President Andrew Jackson, hoping to lure the vote of former slaves.	1876-Poll taxes, grandfather clauses, and literacy tests are introduced in many Southern states. They are used to restrict the ability of African Americans to register and vote.
1943-Georgia lowers its voting age from 21 to 18 in state and local elections.	1869-The National American Woman Suffrage Association is founded by Elizabeth Cady Stanton and Susan B. Anthony.	1947-Miguel Trujillo, a Native American and former Marine, wins a suit against New Mexico for not allowing him to vote. New Mexico and Arizona are required to give the vote to all Native Americans.
1970-The Voting Rights Act is amended to lower the voting age from 21 to 18 and to ban the use of literacy tests.		

Grades 9-12 Activity
We, the Women
(1-2 Class Periods)

Objective

To understand suffragists' needs for legal protection

Procedures

Get Ready

- ❖ Duplicate one anti-suffrage statement (Brownson, Kellog, Walsh and Clark) and one copy of the Addams/Blackwell statements for each group. (Note: These texts are on the pages that follow. There are two long and two short anti-suffrage statements for groups of varying literacy ability). Duplicate U.S. Suffrage Timeline for each student.
- ❖ If you wish, gather simple costumes and props typical of the late 1800s; a parasol, top hat, long skirt, etc.
- ❖ Divide the class into groups of four.

Play the Roles

- ❖ Instruct each group to read its anti-suffrage statement and rehearse a two-minute scene in which the anti-suffragist presents just one or two of his arguments and “Alice Stone Blackwell” or “Jane Addams” responds.
- ❖ After the groups present their scenes, ask the questions below.
 - ❖ One viewpoint common to both suffragists and anti-suffragists was the conviction that women would vote differently from men. Did they? Do they today? What has been the effect of women’s suffrage on elections and policy decisions?
 - ❖ Could you use the women in your family as an example of why the anti-suffragist men were wrong? If so, how? If not, why?
 - ❖ Which trends and events in American history in the late nineteenth and twentieth centuries changed the role of women in society? (Use an American history textbook, if necessary.)

I have a right & a responsibility to vote.

✓KIDS
voting

- ❖ Review the process of amending the Constitution (3/4 states' ratification). Hand out the U.S. Suffrage Timeline Answer Key; students highlight the five events they feel were most crucial in winning the vote for women.
- ❖ For homework, students discuss this role playing exercise with adults in their lives and record their reactions.

More!

- ❖ Research a particular woman suffragist's career and writings. Create and wear a costume for the chosen woman, and give a reading as that woman.
- ❖ Look up the "woman vote" in a recent election. News magazines often report this data. Was gender a factor in the election results?

Vote Quote

"I am only one, but still I am one. I cannot do everything, but still I can do something. I will not refuse to do the something I can do." – Helen Keller

Remarks of Orestes A. Brownson (1869 and 1873)

The conclusive objection to the political enfranchisement of women is that it would weaken and finally break up and destroy the Christian family. The social unit is the family, not the individual; and the greatest danger to American society is that we are rapidly becoming a nation of isolated individuals, without family ties or affections. The family has already been much weakened, and is fast disappearing. We have broken away from the old homestead, have lost the restraining and purifying associations that gathered around it, and live away from home in hotels and boarding-houses. We are daily losing the faith, the virtues, the habits, and the manners without which the family cannot be sustained; and when the family goes, the nation goes too, or ceases to be worth preserving.

Extend now to women suffrage and eligibility, give them the political right to vote and to be voted for. Render it feasible for them to enter the arena of political strife, to become canvassers in elections and candidates for office, and what remains of family union will soon be dissolved. The wife may espouse one political party, and the husband another, and it may well happen that the husband and wife may be rival candidates for the same office, and one or the other doomed to the mortification of defeat. Will the husband like to see his wife enter the lists against him and triumph over him? Will the wife, fired with political ambition for place or power, be pleased to see her own husband enter the lists against her, and succeed at her expense? Will political rivalry and passions it never fails to engender increase the mutual affection of husband and wife for each other, and promote domestic union and peace? Or, will it not carry into the bosom of the family all the strife, discord, anger, and division of the political canvass?

Woman was created to be a wife and a mother; that is her destiny. To that destiny all her instincts point, and for it nature has specially qualified her. Her proper sphere is home, and her proper function is the care of the household, to manage a family, to take care of children, and attend to their early training. For this she is endowed with patience, endurance, passive courage, quick sensibilities, a sympathetic nature, and great

executive and administrative ability. She was born to be a queen in her own household, and to make home cheerful, bright, and happy.

We do not believe women, unless we acknowledge individual exceptions, are fit to have their own head. Revelation asserts and universal experience proves that the man is the head of the woman, and that the woman is for the man, not the man for the woman. His greatest error, as well as the primal curse of society, is that he abdicates his headship, and allows himself to be governed, we might almost say, deprived of his reason, by woman. It was through the seductions of the woman, herself seduced by the serpent, that man fell, and brought sin and all qualities that fit her to be a nurse, his early instructress, his guardian, his lifelong friend; to be his companion, his comforter, his consoler in sorrow, his friend in trouble, his ministering angel in sickness; but as an independent existence, free to follow her own fancies and vague longings, her own ambition and natural love of power, without masculine direction or control, she is out of her element, and a social anomaly, sometimes a hideous monster, which men seldom are, excepting through a woman's influence. This is no excuse for men, but it proves that women need a head, and the restraint of father, husband, or the priest of God!¹

¹ Aileen S. Krador, Editor, *Up from the Pedestal*, (Chicago, IL: Quadrangle Books, 1970), pp. 192-194.

Remarks of Abraham L. Kellog in New York State Constitutional Convention (1894)

No, Mr. President, the true glory of womanhood is not in sitting upon the jury, not in being clothed in judicial ermine, not in being sent to the halls of legislation, not in following the example of those who prayed aloud in public places to be seen and heard of men, but rather by such fond devotion in that sacred place where she stands as a queen in the eyes of all mankind, unrivaled and unsurpassed, as will enshrine her forever in the hearts of the father, the husband, and the son. Their pathway to enduring fame is in teaching their daughters lessons of virtue and their sons to be manly, self-reliant, and independent. Would the sons of Sparta have been more heroic or patriotic, had their noble women possessed the ballot when they uttered the historic words: "Come back rather upon your armor than without it"? Would the influence of the noble women of the late war, God preserve the memory of their deeds, have been more refining, had they been educated in the mire of politics? Would it have added delicacy to the touch of the hand upon the fevered brow of the dying soldier? No, Mr. President, a thousand times no. It would have robbed the flower of its beauty and fragrance.

With my last breath will I defend from the realm of politics and partisan strife, the institution which has cost untold suffering, heroic sacrifice, and the priceless blood of patriots to preserve...

Women of the great State of New York, the diffusion of Christianity, no matter of what creed, will emancipate you more than the ballot can possibly do. Let the hand which rocks the cradle teach the coming young men and women of America the Lord's Prayer and the Ten Commandments, and you will do more for your emancipation and for every right which you may possess in the whole realm of human rights, than you can do with both hands full of white ballots. Do this and it will not be necessary for you to teach them political ethics or shine in the political firmament, to make them love you, fight for you and die for you. Do this and they will revere their country and love their flag.

A few of the excellent and worthy women who are in this Convention demanding the right to vote, I concede would do so. There are thousands of bad

women who would also vote, at least, upon some questions, thus enforcing upon millions of modest and retiring mothers responsibilities from which they shrink, and rightly so...

For a number of years the best minds of our State have been engaged in solving the question: "How shall we purify our politics, how best can honest government be attained, and how shall we defend the suffrage against bribery and corruption?" That some progress has been made in the right direction, I think all good men will admit. But, sir, before doubling twice over the voting population of the State, with its untold possibility of corruption, before we burden our taxpayers with a great expense to pay for such extension of the suffrage, let, rather, this Convention...use its time and bend its efforts towards purifying the Augean stables which we now have to contend with, rather than to incur the possibility of new evils which we know not of, and which it is not possible for the wisdom of man at this time to comprehend.

Gentlemen of the Convention, let us not at this time, by woman suffrage, or by its submission to the people, but rather by such wise efforts for entire religious liberty, for the diffusion of knowledge and the maintenance of our institutions of learning, for dispensing the greatest charity possible, consistent with the cause of good government, by demanding the strictest honesty in the discharge of all public affairs and by defending the sanctity and purity of the fireside, preserve this lovely land, this glorious liberty, this priceless legacy of freedom transmitted to us by our fathers. (Applause)¹

¹ Aileen S. Kraditor, Editor, *Up from the Pedestal*, (Chicago, IL: Quadrangle Books, 1970), pp. 196-198.

Remarks of Reverend Father Walsh and Representative Clark

Reverend Father Walsh

A woman's brain evolves emotion rather than intellect and whilst this feature fits her admirably as a creature burdened with the preservation and happiness of the human species, it painfully disqualifies her for the sterner duties to be performed by the intellectual faculties. The best wife and mother and sister would make the worst legislator, judge, and police.

The excessive development of the emotional in her nervous system, ingrafts on the female organization, a neurotic or hysterical condition, which is the source of much of the female charm when it is kept within due restraints. In...moments of excitement... it is liable to explode in violent paroxysms.... Every woman, therefore, carries this power of irregular, illogical, and incongruous action; and no one can foretell when the explosion will come.¹

Representative Clark of Florida in 1915 (during the 3rd session of the 63rd Congress):

I do not wish to see the day come when the women of my race in my state shall trail their skirts in the muck and mire of partisan politics. I prefer to look to the American woman as she always has been, occupying her proud estate as the queen of the American home, instead of regarding her as a ward politician in the cities. As the mother, as the wife, as the sister, she exercises a broader and deeper and mightier influence than she can ever exercise or hope to on the stump and in the byways of politics in this land. The American mother, the American woman, has my admiration, my respect, and my love.²

¹Aileen S. Kraditor, Editor, *The Ideas of the Woman Suffrage Movement* (New York: W.W. Norton and Co., 1981), p. 20

² Ibid, p. 26

Jane Addams & Alice Stone Blackwell Respond to the Anti-Suffragists

Jane Addams Responds

Women who live in the country sweep their own dooryards and may either feed the refuse of the table to a flock of chickens or allow it innocently to decay in the open air and sunshine. In a crowded city quarter, however, if the street is not cleaned by the city authorities, no amount of private sweeping will keep the tenement free from grime; if the garbage is not properly collected and destroyed, a tenement house mother may see her children sicken and die of diseases from which she alone is powerless to shield them, although her tenderness and devotion are unbounded. She cannot even secure untainted meat for her household, she cannot provide fresh fruit, unless the meat has been inspected by city officials and the decayed fruit which is so often placed upon sale in the tenement districts, has been destroyed in the interests of public health. In short, if a woman would keep on with her old business of caring for her house and rearing her children she would have to have some conscience in regard to public affairs lying quite outside of her immediate household. The individual conscience and devotion are no longer effective...If women would effectively continue their old avocations, they must take part in the slow upbuilding of that code of legislation which is alone sufficient to protect the home from the dangers incident to modern life.¹

¹ Aileen S. Kraditor, *The Ideas of the Woman Suffragette Movement* (New York: W.W. Norton and Co., 1981), p. 69

Alice Stone Blackwell Responds

Professor Goldwin Smith says:

That the sex has its privileges in America, no woman, it is presumed, will deny. Does the woman's rights party expect to combine the prerogatives of both sexes, and have equality and privileges too?...Chivalry depends on the acknowledged need of protection, and what is accorded to a gentle helpmate would not be accorded to a rival. Man would neither be inclined nor bound to treat with tenderness and forbearance the being who was fighting and jostling him in all his walks of life, wrangling with him in the law courts, wrestling with him

on the stump, maneuvering against him in elections, haggling against him in Wall Street, and perhaps encountering him on the race course and in the betting ring. But when woman has lost her privilege, what will she be but a weaker man?

If we were at present arguing the propriety of letting women practice law, make public speeches, take part in political canvassing, speculate in stocks, or bet at races, these remarks would be more to the point. But women already are as free before the law to do all these things as men are, and society does not seem to have been seriously overturned in consequence. Some of them, like public speaking, are perfectly fit for women to do; others, like betting, are not fit for anybody to do. But none of them have any immediate connection with voting.

What Professor Smith means is that men would no longer show chivalry or tenderness to women if women were admitted to the suffrage. So Bishop Vincent is reported to have said that if women were allowed to vote, he should never again offer a lady his seat in a horse-car. But the Bishop has forgotten his logic. Why does he now offer a lady his seat? Is it because she cannot vote, or because she presumably is not so well able to stand as he is? So far as the chivalry now shown to women has any rational basis, the same ground for it will continue to exist, and it will doubtless, continue to be manifested by men of a chivalrous nature... It is a matter of education and custom more than anything else. The Mohammedan thinks women would cease to be respected if they walked the streets with faces unveiled. So they would in the East, where custom has caused it to be regarded as shocking... Justice is better than chivalry, if we cannot have both; but the two are not at all incompatible. On the contrary, they help each other. "As all the vices play into one another's hands, so all the virtues stand shoulder to shoulder."²

² Aileen S. Kraditor, Editor, *Up From the Pedestal* (Chicago, IL: Quadrangle Books, 1970), pp. 204-205

WOMEN'S CONTRIBUTIONS TO THE UNITED STATES:
HONORING THE PAST AND CHALLENGING THE FUTURE

BIBLIOGRAPHY FOR STUDENTS
BOOKS BY GRADE LEVEL

Adler, David A. *A Picture Book of Harriet Tubman*. (Holiday House, 1992). 30 pp. **Grades K-3.**

Adler, David A. *A Picture Book of Sojourner Truth*. (Holiday House, 1992). 30 pp. **Grades K-3.**

Adler, David A. *A Picture Book of Rosa Parks*. (Holiday House, 1993). 30 pp. **Grades K-3.**

Alcott, Susan. *First-Star Biographies: Young Amelia Earhart: A Dream to Fly*. (Troll, 1992). 32 pp. **Grades K-2.**

American Women in Science Biographies. (The Equity Institute, 1985 (Set 1) and 1988 (Set 2)). 31 pp. **Grades 1-4.**

Benjamin, Anne. *First-Star Biographies: Young Helen Keller: Woman of Courage* (Troll, 1992). 32 pp. **Grades K-2.**

Benjamin, Anne. *First-Star Biographies: Young Harriet Tubman: Freedom Fighter*. (Troll, 1992). 32 pp. **Grades K-2.**

Chang, Ina. *A Separate Battle: Women and the Civil War*. (Dutton, 1991). 102 pp. **Grades 5-12.**

Codye, Corinn. *Vilma Martinez*. (Steck-Vaughn, 1993). 32 pp. **Grades 3-8.**

Colman, Penny. *Madam C.J. Walker: Building a Business Empire*. (Millbrook Press, 1994). 48 pp. **Grades 2-4.**

Colman, Penny. *Fannie Lou Hamer and the Fight for the Vote*. (Millbrook Press, 1993). 32 pp. **Grades 3-6.**

Colman, Penny. *Mother Jones and the March of the Mill Children*. (Millbrook Press, 1994). 48 p. **Grades 3-6.**

Colman, Penny. *A Woman Unafraid: The Achievements of Frances Perkins*. (Macmillan Publishing, 1993). 129 pp. **Grades 4-8.**

WOMEN'S CONTRIBUTIONS TO THE UNITED STATES:
HONORING THE PAST AND CHALLENGING THE FUTURE

Connell, Kate. *They Shall Be Heard: Susan B. Anthony and Elizabeth Cady Stanton*. (Steck-Vaughn, 1993). 85 pp. **Grades 3-8.**

Donohue, Shiobhan. *Kristi Yamaguchi: Artist on Ice*. (Lerner Publications, 1994). 64 pp. **Grades 3-6.**

Fannon, Cecilia. *Leaders*. (Rourke Corporation, 1991). 64 pp. **Grades 3-7.**

Ferris, Jeri. *Native American Doctor: The Story of Susan LaFlesche Picotte*. (Carolrhoda Press, 1991). 88 pp. **Grades 4-6.**

Fox, Mary Virginia. *The Story of Women Who Shaped the West*. (Children's Press, 1991). 32 pp. **Grades 3-5.**

Freedman, Russell. *Eleanor Roosevelt: A Life of Discovery*. (Clarion Books, 1993). 198 pp. **Grades 6-Adult.**

Fromer, Julie and Antonio Castro. *Jane Goodall: Living With the Chimps*. (Henry Holt and Co., 1992). 72 pp. **Grades 3-6.**

Glassman, Bruce. *Wilma Mankiller: Chief of the Cherokee Nation*. (Blackbirch Press, 1991). 64 pp. **Grades 3-7.**

Gonzales, Fernando. *Gloria Estefan: Cuban-American Singing Star*. (Millbrook Press, 1993). 32 pp. **Grades 3-5.**

Hoobler, Dorothy and Thomas. *The Trail on Which They Wept: The Story of a Cherokee Girl*. (Silver Burdett, 1992). 57 pp. **Grades 3-4.**

King, Sarah E. *Maya Angelou: Greeting the Morning*. (Millbrook Press, 1994). 48 pp. **Grades 4-8.**

Levert, Suzanne. *Hillary Rodham Clinton*. (Millbrook Press, 1994). 48 pp. **Grades 2-4.**

McClard, Megan. *Harriet Tubman: Slavery and the Underground Railroad*. (Silver Burdett, 1991). 133 pp. **Grades 5-12.**

McKissack, Patricia and Fred. *Mary McLeod Bethune*. (Children's Press, 1992). 32 pp. **Grades 3-5.**

McPherson, Stephanie Sammartino. *Peace and Bread: The Story of Jane Addams*. (Carolrhoda Books, 1993). 96 pp. **Grades 3-8.**

WOMEN'S CONTRIBUTIONS TO THE UNITED STATES:
HONORING THE PAST AND CHALLENGING THE FUTURE

Malone, Mary. *Connie Chung: Broadcast Journalist*. (Enslow Publishers, 1992). 128 pp. **Grades 6-12.**

Mohr, Nicholasa. *All For the Better: A Story of El Barrio*. (Steck-Vaughn, 1993). 56 pp. **Grades 3-8.**

Parks, Rosa. *Rosa Parks: My Story*. (Penguin, 1992). 192 pp. **Grades 4-8.**

Perl, Teri. *Women and Numbers*. (Wide World Publishing, 1993). 213 pp. **Grades 5-12.**

Rennert, Richard, Ed. *Female Leaders: Profiles of Great Black Americans*. (Chelsea House, 1994). 64 pp. **Grades 5-8.**

Rennert, Richard, Ed. *Female Writers: Profiles of Great Black Americans*. (Chelsea House, 1994). 64 pp. **Grades 5-8.**

Reynoldson, Fiona. *Women and War: World War II*. (Thompson Learning, 1993). 48 pp. **Grades 5-9.**

Scheader, Catherine. *Shirley Chisholm: Teacher and Congressman*. Enslow, 1990). 128 pp. **Grades 5-12.**

Shuker, Nancy. *Maya Angelou*. (Silver Burdett, 1990). 128 pp. **Grades 9-12.**

Sullivan, George. *The Day the Women Got the Vote: A Photo History of the Women's Rights Movement*. (Scholastic, 1994). 6 pp. **Grades 5-Adult.**

Thompson, Kathleen. *Sor Juana Ines De la Cruz*. (Steck-Vaughn, 1991). 32 pp. **Grades 3-5.**

Troll Series Biographies. Set of ten biographies, including Louisa May Alcott, Clara Barton, Elizabeth Blackwell, Marie Curie, Amelia Earhart, Helen Keller, Sacajawea, Harriet Tubman, Eleanor Roosevelt, and Rosa Parks. (Troll 1979-1993). 48 pp. **Grades 3-6.**

Turner, Robyn Montana. *Faith Ringgold*. (Little, Brown, 1993). 32 pp. **Grades 2-6.**

Wadsworth, Ginger. *Susan Butcher: Sled Dog Racer*. (Lerner Publications, 1994). 64 pp. **Grades 3-6.**

Wadsworth, Ginger. *Rachel Carson: Voice for the Earth*. (Lerner Publications, 1992). 128 pp. **Grades 5-12.**

WOMEN'S CONTRIBUTIONS TO THE UNITED STATES:
HONORING THE PAST AND CHALLENGING THE FUTURE

Warren, Rebecca Lowe and Thompson, Mary H. *The Scientist Within You: Experiments and Biographies of Distinguished Women in Science*. (ACI Publishing, 1994). 182 pp. **Grades 3-9.**

“Women in Astronomy.” *Cobblestone*, March 1994: p. 48. **Grades 4-8.**

“Women Inventors.” *Cobblestone*, June 1994: p. 48. **Grades 4-8.**

Women of Our Time Biographies. Series including women such as Dorothea Lange, Grandma Moses, Mary McLeod Bethune, and Rachel Carson. (Penguin, 1984-1988). 52-64 pp. **Grades 3-6.**

Yates, Janelle. *Zora Neale Hurston: A Storyteller's Life*. (Ward Hill Press, 1991). 98 pp. **Grades 6-10.**

WOMEN'S CONTRIBUTIONS TO THE UNITED STATES:
HONORING THE PAST AND CHALLENGING THE FUTURE

Recommended Readings for Children

Adapted from a compilation by Judith Volc, Children's Librarian at the Boulder Public Library in Boulder, Colorado, and by Elizabeth Skramstad, Sarah Leavitt, and Emily Hankel, Women of the West Museum.

The books are grouped by grade levels – Kindergarten-3, 3-5, and 5-8 – and include brief annotations.

Grades K-3

Brisson, Pat. *Kate Heads West*. New York: Bradbury Press, 1990. Illus. by Rick Brown. Through letters to relatives and friends, Kate describes her trip through Oklahoma, Texas, New Mexico, and Arizona.

Bunting, Eve. *Dandelions*. San Diego, CA: Harcourt Brace & Company, 1995. Illus. by Greg Shed. Set in the Midwestern frontier, a little girl named Zoe works with her family to overcome adversity and build her strength during their move to Nebraska.

Lee, Milly. *Nim and the War Effort*. New York: Frances Foster Books, 1997. Illus. by Yangsook Choi. The story of a Chinese American girl who collects newspapers for the war effort at her school. Takes place in San Francisco's Chinatown.

Levitin, Sonia. *Nine for California*. New York: Orchard Books, 1996. Illus. by Cat Bowman Smith. A little girl named Amanda travels by stagecoach with her mother and siblings from Missouri to California to meet her father.

Mora, Pat. *The Desert is My Mother*. Houston, TX: Piñata Books, 1994. This is a poem that describes the desert as the provider of comfort, food, spirit, and life. It is written in both English and Spanish.

Shannon, George. *This is the Bird*. Boston, MA: Houghton Mifflin Company, 1997. Illus. by David Soman. Picture book about a wooden bird carved by a little girl's maternal ancestor on the prairie and passed down through seven generations.

Tunnel, Michael O. *Mailing May*. New York: Greenwillow Books, 1997. Illus. by Ted Rand. Based on the true story of a girl who is "mailed" to her grandmother in Idaho. In 1914, the postage to mail May costs 53 cents.

WOMEN'S CONTRIBUTIONS TO THE UNITED STATES:
HONORING THE PAST AND CHALLENGING THE FUTURE

Grades 3-5

Bunting, Eve. *Train to Somewhere*. New York: Clarion Books, 1996. Illus. by Ronald Himler. A story about the orphan trains in the 1870s. Told from one of the orphan's perspectives, the viewer sees the journey, hopes, fears, and dreams of a group of orphans traveling from New York to Iowa in search of new families and homes.

Love, D. Anne. *Dakota Spring*. New York: Holiday House, 1995. Illus. by Ronald Himler. Caroline's father is injured in an accident. He sends for his children's grandmother to help out the family.

MacLachlan, Patricia. *Sarah, Plain and Tall*. New York: Harper & Row, 1985. Sarah, a mail order bride, goes to a prairie home for a month to see if she likes the land and the family. She misses her home in Maine, but she falls in love with the family and decides to join them in the West.

MacLachlan, Patricia. *Skylark*. New York: HarperCollins. This is the sequel to *Sarah, Plain and Tall*. It is the continuing story of Sarah, the mail order bride who leaves the East and goes to live with a family on the prairie. When the drought comes, she begins to miss the lushness of her home back in the East.

Pelz, Ruth. *Black Heroes of the Wild West*. Seattle, WA: Open Hand Publishing, 1990. Illus. by Leandro Della Piana. Short biographical sketches of African Americans in the West. The book discusses three women: Clara Brown, Biddy Mason, and Mary Fields.

Rowland, Della. *The Story of Sacajawea*. New York: Dell Publishing, 1989. Illus. by Richard Leonard. The story of Lewis and Clark's expedition, which was guided by Sacajawea. The book focuses on Sacajawea's contributions to the exploration but also discusses her early life as a captive of a rival Indian tribe.

Grades 5-8

Ferris, Jeri. *Native American Doctor: The Story of Susan LaFlesche Picotte*. Minneapolis, MN: Carol Rhode Books, 1991. Biography of Susan LaFlesche Picotte with information about changing life on the Omaha reservation from the 1870s to the 1900s. Discusses the problems and changes in Omaha life, including new kinds of houses, farming, alcoholism, and learning English. Dr. Picotte is strong and determined to help everyone. After attending school in New Jersey and a women's college in Philadelphia, she returns to the reservation where she helps others.

Karr, Kathleen. *Go West, Young Women (Petticoat Party, Book 1)*. New York: HarperCollins, 1997. This is the first book of a series about a wagon train going to Oregon.

WOMEN'S CONTRIBUTIONS TO THE UNITED STATES:
HONORING THE PAST AND CHALLENGING THE FUTURE

Once into the trip, all of the men go after buffalo, and most of them die. The women must learn to run the operation themselves – finding game and doing the laundry, etc. Several girls band together for various adventures. They meet up with several Native Americans and learn about themselves and others.

Katz, William Loren. *Black Women of the Old West*. New York: Simon and Schuster Children's Publishing Division, 1995. Non-fiction accounts of African American women from different states, times, and situations in the West from the 1840s to the 1900s.

Miller, Brandon Marie. *Buffalo Gals – Women of the Old West*. Minneapolis, MN: Lerner Publishing, 1995. A non-fiction book that explores the roles women from different cultures played in the settling of the West. Discusses women at work, moving, making a home, creative arts, and everyday life.

Murphy, Jim. *West to a Land of Plenty: The Diary of Teresa Angelina Viscardi*. New York: Scholastic, 1998. Fiction, based on true events, historical information at the end. In 1883, an Italian family travels with a large group on a wagon train to start a town in Idaho. They make friends and enemies along the way, encounter Native Americans, silver-seekers, and cowboys. The girls make friends and discover that they, too, can make a new start in the West. The family encounters sickness and death, and their own courage.

Ryan, Pam Muñoz. *Riding Freedom*. New York: Scholastic, 1998. An orphan named Charlotte learns to work with horses as well as how to drive a stagecoach. Charlotte then moves to California. Although she loses an eye, she continues to drive the stage dressed up as a boy and becomes known as "One-Eyed Charley." She realizes her dream of buying a ranch. The West becomes a place where she can be free to live her life the way she wants.

Wallace, Bill. *Buffalo Girl*. New York: Holiday House, 1992. 15-year-old Amanda Guthridge is dreading the trip west with her mother. However, when the two join a search party looking for buffalo, they both grow and change, coming to understand themselves and each other a little better. Amanda develops a deep friendship with a Native American boy who she first thought was her enemy.

WOMEN'S CONTRIBUTIONS TO THE UNITED STATES:
HONORING THE PAST AND CHALLENGING THE FUTURE

OTHER RESOURCES

Amott, Teresa and Julie Matthaei. *Race, Gender and Work: A Multicultural Economic History of Women in the United States*. Boston, MA: South End Press, 1991.

Blair, Karen J. *The History of American Women's Voluntary Organizations*. Boston, MA: G.K. Hall, 1989.

Blumberg, Rhoda. *Bloomers!*. New York: Simon and Schuster, 1993.

Champion, Stellar Heptathlon. *Jackie Joyner Kersee: Superwoman*. Minneapolis, MN: Lerner Publications, 1994.

Duby, Georges and Michelle Perrot, Eds. *History of Women in the West*. Cambridge, MA: Harvard University Press, 1992.

Felder, Deborah G. *A Century of Women: The Most Influential Events in Twentieth Century Women's History*. Secaucus, NJ: Carol Publishing Group, 1999.

Fromer, Julie and Antonio Castro. *Jane Goodall: Living With the Chimps*. New York: Henry Holt and Co., 1992.

Gallop, Nancy. *Science is Women's Work: Photos and Biographies of American Women in the Sciences*. Windsor, CA: National Women's History Project, 1993.

Holdstein, Deborah H. *The Prentice Hall Anthology of Women's Literature*. Upper Saddle River, NJ: Prentice-Hall, 2000.

Hoobler, Dorothy. *The Trail on Which They Wept: The Story of a Cherokee Girl*. Englewood Cliffs, NJ: Silver Burdett, 1992.

Johnston, Norma. *Remember the Ladies: The First Women's Rights Convention*. New York: Scholastic, 1995.

Keenan, Sheila. *Scholastic Encyclopedia of Women in the United States*. Fort Worth, TX: Scholastic Trade, 1996.

King, Sarah E. *Maya Angelou: Greeting the Morning*. Brookfield, CT: Millbrook Press, 1994.

Lerner, Gerda. *The Creation of Feminist Consciousness*. New York: Oxford Press, 1993.

WOMEN'S CONTRIBUTIONS TO THE UNITED STATES:
HONORING THE PAST AND CHALLENGING THE FUTURE

- Malone, Mary. *Connie Chung: Broadcast Journalist*. Hillside, NJ: Enslow Publishers, 1992.
- Morden, Bettie. *The Women's Army Corps*. Washington, DC: Government Printing Office, 1990.
- Morin, Isobel V. *Women of the U.S. Congress*. New York: Oliver Press, 1994.
- National Women's History Project. *Las Mujeres: Mexican American/Chicana Women*. Windsor, CA: National Women's History Project, 1991.
- Scott, Anne Firor. *Natural Allies: Women's Associations in American History*. Urbana, IL: University of Illinois Press, 1992.
- Shuker, Nancy. *Maya Angelou*. Englewood Cliffs, NJ: Silver Burdett, 1990.
- Telgen, Diane and Jim Kamp, Eds. *¡Latinas! Women of Achievement*. Detroit, MI: Visible Ink Press, 1996.
- Wadsworth, Ginger. *Julia Morgan: Architect of Dreams*. Minneapolis, MN: Lerner Publications, 1990.
- Wadsworth, Ginger. *Rachel Carson: Voice for the Earth*. Minneapolis, MN: Lerner Publications, 1992.
- Yates, Janelle. *Zora Neale Hurston: A Storyteller's Life*. New York: Ward Hill Press, 1991.

WOMEN'S CONTRIBUTIONS TO THE UNITED STATES:
HONORING THE PAST AND CHALLENGING THE FUTURE

WEBSITES

*TEACHERS MUST PREVIEW ALL SITES. USE OF ANY AND ALL SITES IS
CONTINGENT ON TEACHER'S APPROVAL.*

A Brief History of Women at the Law School
www.law.duke.edu/alumni/fal97mag/dirhistf.htm

American Academy of Achievement
www.achievement.org

Astronaut Bio: Ellen Ochoa
www.jsc.nasa.gov/Bios/htmlbios/ochoa.html

Astronaut Bio: Janice Voss
www.jsc.nasa.gov/Bios/htmlbios/voss-jan.html

Broward County, Florida
www.broward.org

Civil Rights Memorial – Southern Poverty Law Center
www.splcenter.org

Florida Commission on the Status of Women-Florida Women's Hall of Fame
<http://legal.firn.edu/units/fcsw/index.html>

Florida State Legislature
www.leg.state.fl.us

Independence Hall Association of Philadelphia
www.ushistory.org

Judy Baca – Social and Public Art Resource Center
www.sparcmurals.org

League of Women Voters
www.lwv.org

Maya Lin Studio
www.architecturemag.com/July00/design/mayalin.asp

WOMEN'S CONTRIBUTIONS TO THE UNITED STATES:
HONORING THE PAST AND CHALLENGING THE FUTURE

The National Women's Hall of Fame
www.greatwomen.org

National Women's History Project
www.nwhp.org

Norton Webservice to American Literature
www.wwnorton.com/naal

The Pulitzer Prizes
www.pulitzer.org

Toni Morrison, Nobel e-Museum
www.nobel.se/literature/laureates/1993/

U.S. House of Representatives
www.house.gov

U.S. Senate
www.senate.gov

Vietnam Veterans Memorial
www.nps.gov/vive/home.htm

Votes for Women: Selections from the National American Woman Suffrage Association (NAWSA) Collection, 1848-1921
<http://memory.loc.gov/ammem/naw/nawshome.html>

Women in Aviation and Space History at National Air and Space Museum Aeronautics Division
www.nasm.edu/nasm/aero/women_aviators/

Women of NASA at the NASA Quest
http://questdb.arc.nasa.gov/content_search_women.htm