

Paula J. Sincero

Christine A. Woyshner



Writing Women In



An Inquiry-based Curriculum for Grades 3-5

Acknowledgments

Grateful acknowledgment is made to Bonnie Hurd Smith, Publications and Outreach, Boston Women's Heritage Trail, for the wonderful photographs included in this curriculum. We also extend our thanks to Mary Howland Smoyer, President of the Boston Women's Heritage Trail.

Special thanks to Sally Schwager, Director of the Women's History Institute, Harvard Graduate School of Education, for connecting program and curriculum developer Paula Sincero with Christine Woysner, on-air series presenter.

Special thanks to the Schlesinger Library, Harvard University, and Wendy Thomas, its Public Service Librarian.

A *very special* thanks to all of the students who, by participating in this project, uncovered and elucidated the accomplishments of "average" women and, in so doing, added women from their own communities to the historical record.

Credits

Curriculum and program concept:	Paula J. Sincero
Interactive program content development:	Paula J. Sincero, Christine A. Woysner
Curriculum development:	Paula J. Sincero, Christine A. Woysner
Graphics, design, PDF formatting:	Paula J. Sincero

Please refer to p. 30 for photo credits.

Writing Women In

Copyright ©2001, Paula J. Sincero and Christine A. Woysner (PDF version). All rights reserved.

Writing Women In

Copyright ©1999, MCET (print version)

The authors grant permission to download this curriculum, free-of-charge, *for classroom use only*. For more information on the interactive program, please contact Paula Sincero at info@inquirylearn.com.

Writing Women In

Series Introduction.....	pp. 2-3
Outcomes and Standards Alignments.....	p. 4
Session I Activities.....	pp. 5-10
Session II Activities.....	pp. 11-15
Notes and Reflections.....	p. 16
Session III Activities.....	pp. 17-19
Session IV Activities.....	p. 20
Appendix.....	pp. 21-32
Print Resources.....	p. 22
Selected Bibliographies.....	pp. 23-25
Selected Web Links.....	pp. 26-27
Questions to Bring Women Into View.....	p. 28
Timeline of Important Dates in Women’s History.....	pp. 29-32



*“Should you...
wonder from
whence my love of
Freedom sprung...I,
young in life, was
snatched from
Afric’s fancy’d
happy seat...such,
such my case. And
can I then but pray
Others may never
feel tyrannic
sway?”*

Phillis Wheatley
(c1753-1784)
The first
African American
poet to be
published in book
form

Print Resources in Packet:*

- Biographies of Twenty Notable Boston Women*
- Boston Women’s Heritage Trail Guidebook*
- Time Table of the Lowell Mills
- Leading 10 Occupations of Women Workers, 1870-1970
- Attitude Survey on Housework
- Short History of Housework in America
- Tools of Women’s Work (Roman Pompeii)
- Women’s Rights: Ancient Egypt and the United States
- Factory Song
- One Hundred Years Toward Suffrage: An Overview

See **Print Resources on p. 22
in the Appendix for
information on locating the above resources.*



Josephine St. Pierre Ruffin
(1842-1924)

Wise Words

*“The time is short,
but everything is ripe,
and remember, earnest
women can do any-
thing.”*

Josephine St. Pierre
Ruffin, 1842-1924

Women’s Era, 1894

Series Introduction:

“Writing Women In” addresses the diverse contributions of women in United States and world history. It introduces students in grades 3-5 to key issues in the history of women, such as women’s waged and unwaged labor and how women have overcome obstacles through organized efforts. Also, each session highlights several significant women or groups of women in United States and world history, as well as covers methods of historical inquiry, specifically as related to researching women’s lives.

We begin with the understanding that women have not been central to mainstream history and their stories have gone untold until very recently. “Traditional historical writing has dealt almost entirely with men’s lives because men have, until very recently, been the heads of state, the political officials, judges, ministers, and business leaders who have wielded the most visible and recorded power” (Sigerman, vol. 1, p. 7). “Writing Women In” is designed to teach students that they can be historians and learn about the women of their own communities. Our goal is to add these women to the historical record.

Each session covers a theme in the history of women and focuses on the women of Boston. Women and girls from United States and world history are also included in each session. On March 3rd we explore the questions: *What do we know about women’s and girls’ work of the past? What obstacles have women and girls faced in history?* March 10th is a session on undertaking historical research, in which we ask: *How can we learn about women and of the past?* This session focuses on the kinds of sources one might use to study women’s lives and the issues involved in doing historical research on girls and women. In our third session, March 17th, we ask: *What changes did women make when they joined together in groups, associations, clubs, and unions to overcome obstacles?* In this session we look at the groups themselves, as well as the charismatic women who led them, and examine how they made change in local communities and across the nation. On March 24th, we focus on “Writing Women In” and ask: *What achievements have women accomplished in the past and present?* This last session is a celebration both of the women

Series Focus Questions

Session I - March 3

What do we know about women’s and girls’ work of the past? What obstacles have women and girls faced in history?

Session II - March 10

How can we learn about women and of the past? Why might it be more difficult to learn about some women or groups of women than others?

Session III - March 17

What changes did women make when they joined together in groups, associations, clubs, and unions to overcome obstacles?

Session IV - March 24

What achievements have women accomplished in the past and present?

and of the students' work and we invite you to send your stories and posters to us so that we may feature them, and let others know about important women and girls in your community.

"Writing Women In" provides an introduction that should be a starting point for further study and exploration of women and girls in history. We encourage you to try out as many pre- and post-activities as possible, do the central projects of a timeline, book, poster, or class Web page and find ways to integrate the achievements and history of women and girls into other subjects *throughout the year!*

Field Trips, Libraries, and Oral Histories:

We encourage you to walk any or all of the legs of the Boston Women's Heritage Trail. The latest edition of the Trail walk is enclosed in this packet. You can also visit the trail online at <http://www.bwht.org> Also, we hope you visit any number of places in your communities that might offer materials and information about the history of women. These may include trips to your local historical society or town library; please see the "Boston-Area Research Resources" section of the Boston Women's Heritage Trail book for ideas.

Family members and other women in the community, are valuable resources for oral history. The film "Women In the Wings," listed in the Appendix, is one example of an oral history project undertaken by the collaboration between a teacher and high school student. Every community has the richness of the stories of women's lives and work and we encourage you to explore them and record them for the historical record.

Wise Words

"The history of all times, and of today especially, teaches that...women will be forgotten if they forget to think about themselves."

Luise Otto-Peters,
German Feminist,
1849

Culminating Activity:

Throughout the series, students will research one woman—historical or contemporary—or group of women in their communities and create a poster, book, class Web page, or other creative expression such as a theatrical mini-drama (as an individual, a group, or as a class) to commemorate her/their achievements. [As teachers, you can determine the degree to which your students search for documents. You may wish to have documents readily available for students.] *We will provide suggestions for developing your project during the March 10th session.*

Overall Outcomes:

1. Students will understand the contributions that diverse women have made in history—specifically within their own communities—despite great obstacles.
2. Students will understand that women worked together to make social and political change.
3. Students will understand that the efforts of women of the past served as building blocks for today.
4. Students will begin to use primary and secondary sources to research women, understanding that historical research on women’s lives is often difficult given the paucity of sources.
5. Students will add women from their own communities to the historical record as part of their culminating project.

National Standards Alignments:

Social Studies

Time, Continuity, & Change
Individuals, Groups, & Institutions
Power, Authority, & Governance
Civic Ideals and Practices

English Language Arts

See NCTE Standards for English Language Arts standards alignment:

<http://www.ncte.org/standards/standards.shtml>

Massachusetts State Frameworks:

Social Studies

<http://www.doe.mass.edu/frameworks/hss/1997/>

Strand: History
Chronology and Cause
Historical Understanding
Research, Evidence, and Point of View
Society, Diversity, Commonality, and the Individual

Strand: Economics
Economic Reasoning
American and Massachusetts Economic History

Strand: Civics and Government
Authority, Responsibility, and Power
Principles and Practices of American Government

English Language Arts

See Massachusetts English Language Arts Curriculum Framework (June 2001) for standards alignment:

<http://www.doe.mass.edu/frameworks/ela/o601.pdf>

For the recently revised draft, see <http://www.doe.mass.edu/frameworks/hss/1022prepub.pdf> (October 2002 draft)

Session I - March 3, Women's Work

Focus Questions: What do we know about women's work of the past? What obstacles have women and girls faced in history?

You and your students' related questions...

The first session of this four-part series introduces the world of women's and girls' work and issues of access and restriction that women and girls have faced in the past. We begin with Anne Hutchinson and Mary Dyer, two seventeenth-century women who were persecuted for their religious beliefs.

We explore women's labor among different groups of women, such as Native American, enslaved African and African American, and immigrant women. The work of the women and girls at the Lowell Mills is examined in particular. The notion of women's waged and unwaged labor is discussed as it relates to the barriers that women and girls faced, since often certain types of work were relegated to women. Also, many times women were restricted from other types of work because they were women and, especially since the late-nineteenth century, were expected to remain in their "sphere." Women's—or the private—sphere was considered to be the home, where they undertook caretaking and childrearing roles; in the work force, women were considered appropriate for such jobs as teacher, domestic servant, or secretary. The public sphere, in contrast, was the world of men, commerce, and business outside of the home.

Thinking Ahead: (Preparing for Session 2)

(1) Start to think about the objects that are important to you. These objects can be said to represent who you are. Someone in the future might know you were here if they found these objects. If your home remained as it is, what kinds of things would a future historian look at to learn about your life and write your biography? Which of your things tell about the kind of person you were, what you liked, and what your hobbies were?



A worker from a textile mill in Lawrence, MA, 19th century

(2) The culminating project is a poster, book, Web page or theatrical presentation on one woman —historical or contemporary—or group of women. We encourage you to research a woman or group in your community. **Choose the woman or group of women that you would like to write about before Session II.**

Pre-Session Activity: Looking for Women and Girls

Look at a map of your town, city, or neighborhood and think about the following: Where would you expect to find mostly women and where would you expect to find mostly men? (such as at the ball park, beauty parlor, church, grocery store, etc.) Does this distribution vary by time of day? Age? Being a parent? If so, why do you think this is so? Discuss your answers with your class.

What were women's and men's spaces in the community in the past? What prescriptions once existed (or still exist!) about where men and women were supposed to be? For example, "Girls should not hang out on street corners." How do these compare with the actual situation? How have changes both in ideal and reality come about? Ask older relatives about these expectations for men and women or boys and girls that have changed over time. This investigation can branch out into political and legislative issues in the community, as well as economic, ethnic, and class-structure changes.

[Adapted from Anne Chapman, ed., *Approaches to Women's History: A Resource Book and Teaching Guide*, 4.]

Pre-Session Activity: Listing Activity

See if you can list twenty women in United States history, not counting actors, musicians, or athletes. Share your list with the class, a partner, or your small group. Why was it so difficult to come up with names? Do any names come up more than others? Why might this be so?

This activity can be modified in any number of ways. See if you can list twenty men in United States history. Or, begin by asking for names in history and then count how many of them are men and how many are women. It is important to think about how few women are actually known and the reasons this is so. **Students will be invited to call-in to share their lists on the live program.**

Pre-Session Activity: Quotable Women

"...So much of the trouble is because I am a woman. To me it seems a very terrible thing to be a woman. There is one crown which perhaps is worth it all—a great love, a quiet home, and children. . . . It is all so cruelly wasteful. There are so few ways in which we can compete with men—surely not in teaching or in social work. If we are not to have the chance to fulfill our one potentiality—the power of loving—why were we not born men? At least we could have had an occupation then."

Ruth Benedict, Anthropologist - October 1912

Discuss this quote. Why might Benedict think it is so terrible to be a woman? How would being born a man have made Benedict happier? How would her life be different if she had been born a man? Do you know of other quotes by or about women? Research them or bring them in to share and discuss. What do they tell you about women's lives during different historical periods?

[Adapted from Anne Chapman, ed., *Approaches to Women's History: A Resource Book and Teaching Guide*, 124.]

This activity can also be modified to include an international component. In Africa, proverbs are often used to make a point clearer or to give advice. The following proverbs are from Nigeria from around the 16th century. Read them and tell what you think they mean. What kinds of behaviors do you think were expected of boys? of girls? What differences are there between the advice given to boys and that given to girls? Do you think that any of these proverbs apply to us today? In what way? Do you agree or disagree with the proverbs? Can you think of any proverb or saying you have heard that tells a girl how she should act? A boy how he should act? What is it and do you agree with it? Make up a proverb that would give advice to a boy or girl growing into adulthood.

"A boy who washes his hands clean deserves to eat with his elders."

"The girl who carries her head on a rigid neck as if she is carrying a pot of water will never live long with any husband."

"What an adult sees from the ground, a boy cannot see even if he climbs a silk-cotton tree."

"A woman does not carry her father's house to her husband."

"He who marries beauty marries trouble."

[Adapted from Reese, *Spindle Stories*, Book 1.]

Ask students to gather a few favorite quotes to read live on the program.

Quotable Women Extension Activity: Wise Words Chapbook

Your students can explore **Words of Wisdom: Women's Words** <http://www.womeninworldhistory.com/wisdom.html> for quotes of women in world history. **Creative Quotations** includes quotes from women for each day of the year from a woman who was born on that day <http://www.famouscreativewomen.com/>. Encourage students to use multiple sources, both written and oral, to gather inspirational or insightful quotes by women in their own community. Students can compile their quotes in their own *Wise Words* chapbook. They can add to their chapbooks as they research a woman or group of women for their final project. Loan student chapbooks to your school or community library.

"We the people of the United States' Which 'We the people'? The women were not included."
Lucy Stone

Stone worked tirelessly for women's rights. She also founded the *Woman's Journal*, a women's rights weekly

Post-Session Activity: Women in Native American Societies

Read the poems and discuss how, generally, Native women were perceived in their societies. Then, write your own creation poem or poem about women's or girls' influence in the world. **We invite students to send us their poems to be shared on the live program.**



Fallingstar

Offering

Zuni

That our earth mother may wrap herself
In a fourfold robe of white meal;
That she may be covered with frost flowers;
That yonder on all the mossy mountains
The forests may huddle together with the cold;
That their arms may be broken by the snow,
In order that the land may be thus,
I have made my prayer sticks into living beings.

This Newly Created World

Winnebago

Pleasant it looked,
this newly created world.
Along the entire length and breadth
of the earth, our grandmother,
extended the green reflection
of her covering
and the escaping odors
were pleasant to inhale.

[Adapted from Frederick W. Turner III, *The Portable North American Reader*]

Post-Show Activity: The Women Workers of the Lowell Mills

Look at "Time Table of the Lowell Mills"

<http://www.library.csi.cuny.edu/dept/americanstudies/lavender/graphics/ttable.jpg> and figure out how many hours and days the girls worked in the Lowell mills in 1853. Why might the "ring out" bells be different for the summer months? What might the girls have done in their free time?

Write the schedule of your own daily activities and compare it to this one. Make note especially of how long you take to eat lunch and dinner and how long you are in school. Consult the following Web links to learn more:

Uses of Liberty Rhetoric Among Lowell Mill Girls

<http://www.library.csi.cuny.edu/dept/americanstudies/lavender/lowell.html>

An in-depth study of the Lowell Mills

Mill Girls: Lowell Mills During the Industrial Revolution

http://www.berwickacademy.org/millgirls/mill_girls.htm

An informative Web site created by 5th graders at Berwick Academy

Post-Session Activity: Women's Occupations, 1870-1970

Of the women who worked outside of the home, what kinds of jobs do you think the majority of them held in the 1870s? 1910s? 1940s? What kind of education do you think they needed?



Maria Mitchell (1818-1889) was the only female member of the male-only American Academy of Arts and Sciences. In 1847 she discovered a comet; in 1848 she was elected to the Academy and for a century held that exclusive position in history.

Look at the table "Leading 10 Occupations of Women Workers, 1870-1970". What were the top occupations for women? How many of these jobs required education or special training? What trends or changes do you notice from 1870 to 1970? What jobs did you expect to see that you don't? Why don't you see such jobs as doctor or lawyer?

For a follow-up activity, research the next two decades: 1980, 1990. What changes do you note? Take a survey of the women in your family and/or neighborhood and compile a class table. Compare these findings to the table.

Wise Words

"The eye that directs a needle in the delicate meshes of embroidery will equally well bisect a star with the spider web of the micrometer."

Maria Mitchell,
scientist & astronomer
(1818-1889)

[Adapted from Anne Chapman, ed., *Approaches to Women's History: A Resource Book and Teaching Guide*, 100.]

Post-Session Activity: Whose Housework?

Complete the "Attitude Survey on Housework" in this packet and discuss with your class. Did you know that housework has almost always been women's work? The job description for housework has changed very little over time, although many of the chores formerly done by hand are now accomplished with the aid of machines; and goods and services once produced in the home are now provided from outside. See the pages that follow the Attitude Survey for "A Short History of Housework in America."



[Adapted from "Housework" from Anne Chapman, ed. *Approaches to Women's History: A Resource Book and Teaching Guide*, 83-83.]



Post-Session Activity: International Comparisons ~ The Women of Roman Pompeii

Complete the activity “Tools of Women’s Work”. Did you know that spinning, weaving, and other needle arts have been women’s work for centuries the world around? Can you name other instances of women working with needle and thread or spindles and distaffs? Has this tradition continued in your family, and if so, how?

Suggested On-Going Activity: Timeline of Women and Girls

As a class or individual, start a timeline. Keep track of every new woman or girl you learn about, either in these sessions or elsewhere. Make sure you note carefully their dates of birth and death, and country of origin. You can also note important dates in the history of women. The timeline in the Appendix has important dates in U. S. women’s history to help you.

To help construct their timelines, students might also enjoy visiting the following Web sites:

Notable Women Ancestors <http://www.rootsweb.com/~nwa/>

Students can read about the contributions of prominent women and they can even add their *own* notable ancestors as well as other women in their own communities!

Distinguished Women of Past and Present <http://www.DistinguishedWomen.com>

This Web site includes biographies of women who contributed to our culture in many different ways. There are writers, educators, scientists, heads of state, politicians, civil rights crusaders, artists, entertainers, and others. Some were alive hundreds of years ago and some are living today.

Women in World History Curriculum <http://www.womeninworldhistory.com>

For students interested in creating an international timeline, this interactive site is a rich resource on women's experiences in world history.

See *Biographies of Twenty Notable Boston Women* and *The Boston Women’s Heritage Trail*, both included in this packet, for more information on notable women of Boston.

Session II - March 10th, Uncovering Evidence

Focus: How can we learn about women of the past? Why might it be more difficult to learn about some women or groups of women than others?

You and your students' related questions...

This session is an introduction to historical research. We explore how you can research women's lives of the past and what sort of documents, sources, and artifacts can help you learn about women and girls of another era or another place. Students will learn that historians use a variety of sources in doing research. These sources can be both written and oral, and can even include photographs. Oftentimes, historians look at artifacts to learn about women. For instance, items of clothing or appliances can tell much about expectations for women and girls. Things that women made, such as pottery or needlework can also tell historians much about women's history and culture.

Many libraries around the United States are starting to collect historical documents on women and girls. The Schlesinger Library on the History of Women in the United States at Radcliffe College is one such pioneer archive. It has many diaries, letters, and other documents on women. It also has a large collection of magazines and cookbooks. In this session we will visit with a researcher who will tell us more about undertaking historical research on women and girls. An important point made in this session is that it is often difficult to find the sources to research women's lives. The reasons are many, and include an understanding that women were not as important as men to history or that certain women or groups of women were marginalized, and therefore, did not become part of the historical record. Also, researching women who were not literate is especially difficult, since written evidence is central to the historian's craft. Visit the Schlesinger Library online at: <http://www.radcliffe.edu/schles/>.

At the end of this session, we will assign the paper or poster project. Teachers should refer to this outline to help students in their research. **We welcome students to share their projects on the last session of March 24th.**

Culminating Activity: Gathering Evidence

Now that students have selected the woman or group of women/movement they wish to explore, they should begin collecting evidence. Remind them to remember to get as many different kinds of evidence as possible and to think about what evidence might be important, and what evidence might not be so important. We suggest you follow these three steps:

- 1.) **Try to find some primary sources to use in your paper;** find and examine old letters, diaries, photographs, public records, or other objects. Oftentimes primary sources can be found in the public domain at local historical societies, libraries' archives or manuscript collections, at town or city halls, and court houses. The Internet is also a good resource.
- 2.) **Locate secondary sources that tell you about your woman or group of women.** You might want to interview people who knew/know her or who know about her.
- 3.) **When you have collected all your historical materials, review carefully all the information gathered.** What are the important aspects of your subject's life? What made her into the kind of person she was? If it is a group of women, what is the importance of the group and who were its important leaders? Select a theme or major idea to develop in your biography. If it is a poster or Web page, decide how best to represent your subject visually and decide which quotes and other text are important to include.

[Adapted from Anne Chapman, ed., *Approaches to Women's History: A Resource Book and Teaching Guide*, 38.]

Suggestion: Students might find "A Geographic Guide to Uncovering Women's History in Archival Collections" helpful in gathering resources <http://www.lib.utsa.edu/Archives/WomenGender/links.html> The Archives for Research on Women and Gender Project at the University of Texas at San Antonio Libraries is a guide to WWW pages of archives, libraries, and other repositories that have primary source materials by or about women.

Pre-Session Activity: Introduction to Historical Research/Part A

Make a list of three physical items or artifacts that represent who you are or an important aspect of yourself that might be left in a time capsule or found in an archaeological dig hundreds of years from now. Share your artifacts with your group or class. What do these items say about you? What might a historian learn about you if she came across them in an archive? [This activity is closely related to the next one, which follows from it.]

Pre-Session Activity: The Historical Record/Part B

Ahead of time, think of one person that everyone in the class knows, such as the principal or another teacher, and ask that person to name three items that represent her (see activity above). Have the students make a list of the three items that might represent that person whom they all know.

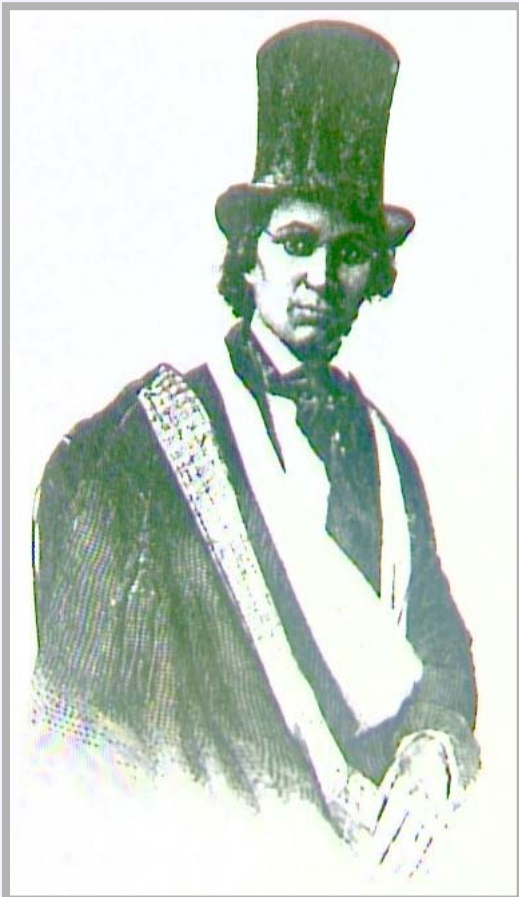
Ask students to share the items they listed as representative of this individual and compare their responses to this person's actual list. For discussion: How do the difficulties that the students had in expressing themselves through artifacts, or the discrepancies between outsiders perception of what is representative, teach us about the importance of perspective and interpretation in creating history, or telling the story of people who cannot speak for themselves?

Pre-Session Activity: Evidence

Make a list of EVERYTHING you have done in the last 24 hours. When you are finished, go back and circle anything that would have left evidence behind. Discuss with your partner, small group, or class. As a group list all the things that would provide evidence of daily activities:

- How much of your daily life will be available to those who create your history?
- What types of activities will not become a part of the historical record?
- Would more of your life be documented or preserved than you thought? (Think especially about more recent sources for documenting our lives, such as E-mail, ATM slips, etc.)
- How do different historical periods limit the size of the record available? (Consider again perspective.)
- How accurate or complete a picture of who you are and what your life is like would these things leave?
- What would be left out and why?
- Which types of evidence are better than others? Is any type of evidence best, if so, which ones?

[Adapted from Kaye Kolde, "American History: New Scholarship in Women," NEH Institute, July 1998. See also Library of Congress URL: <http://www.loc.gov/>]



Ellen Craft, in disguise

Spotlight: Ellen Craft

In 1848 Ellen Craft disguised herself as her master, bandaged as if ill, and tended to by her husband as if he were the slave. In this disguise, they escaped from Georgia by taking the train and steamer to Boston. After two years in Boston where they were active in the anti-slavery cause, they sailed to England, staying until after the Civil War because the new Fugitive Slave Law endangered their lives.

Wise Words

*"I had rather starve
in England, a free
woman, than be a
slave for the best man
that ever breathed on
American soil."*

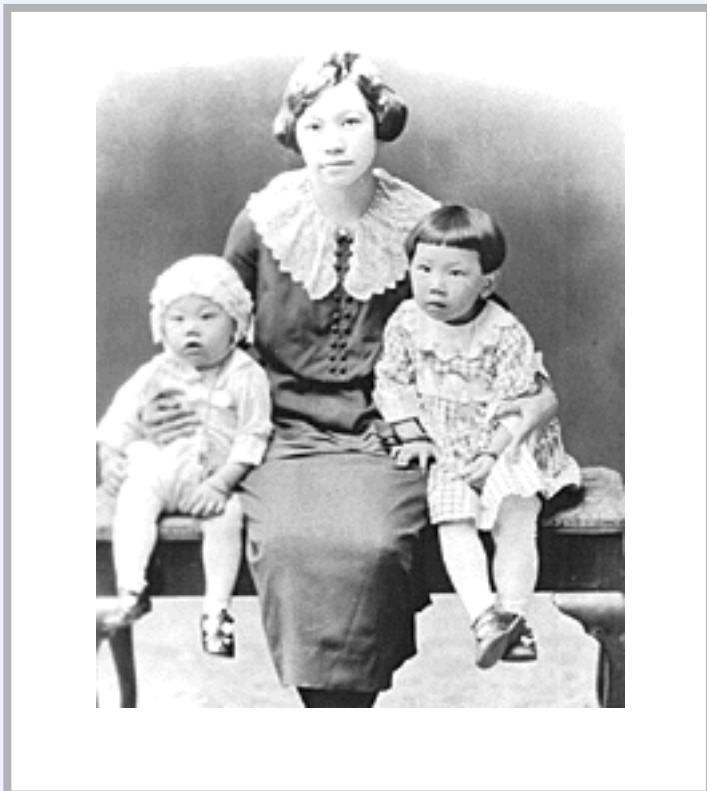
Ellen Craft (1826-1897)
courageous escaped
slave and anti-slavery
leader

During the Program: Murals and the Visual Arts

Remind students that primary sources need not only be in written or oral form, but may be in the form of a painting, mural, fresco, picture or an elaborate stained glass window. During the program, we will visit one or two murals in the Boston area, one, a mural in appreciation of women, and the other honoring the contributions of Chinese and Chinese American women within the larger context of the Chinese community in Boston. Students will have the opportunity to respond to and interpret the visual images. We also suggest, as mentioned at the beginning of this curriculum, that you walk a leg of the Boston Women's Heritage Trail. The mural in Chinatown, *Unity and Community*, is on the South Cove/Chinatown Trail and is quite phenomenal! It was designed by Wen-Ti Tsen and David Fichter in 1986 and depicts female Chinese garment workers sewing a long piece of fabric that weaves through the mural and represents women's contribution to the cohesiveness of the community. See *Boston Women's Heritage Trail* in this packet for more information (see page 15 for a picture of the mural).

Post-Session Activity: Women in Your Community

For next week: Look around your community for evidence of women who came before. Are there any parks, buildings, or other things named after women? Can you find statues or murals created by women? Name the women's clubs or centers that you can find, such as a women's clubhouse or YWCA. What kind of evidence of women's groups did you find in your community? What women's achievements are noted in your community? **See how many you can note and in Session 3 you can report on what you found.**



Chew Shee Chin

Spotlight: Chew Shee Chin (1899-1985)

Born in a small village in Southern China, Chin left her county to get married in America. She had heard that America was the "land of gold mountains." When she arrived in America, however, she was treated like a prisoner and kept in a building on Angel Island for several months.

After passing a difficult exam, she arrived in Boston in 1918 where she raised seven children and also found time to help other new women arriving in Boston. Chin, along with other women, founded the New England Chinese Women's Association. They worked together to solve problems, and collected money, food, and clothing. The organization was run entirely by women—unlike the small Chinese villages where men had run everything. The women were very proud because they raised their own funds, made their own decisions and managed their own projects.

Unity and Community Mural

Designed by
Wen-Ti Tsen
and David
Fichter, 1986

4 Oak Street,
Chinatown
Boston, MA

This 40' colorful mural honors Chinese-American women and their many roles in community life.

At center, a garment worker sews a long piece of fabric which weaves through the composition and represents women's contributions to community.



Notes and Reflections



Session III - March 17th, Unity and Community

Focus Questions: How have women overcome barriers? What changes did they make when they joined together?

You and your students' related questions...

In this session we explore how women and groups of women overcame obstacles to make change in their communities and across the United States. Women organized groups to abolish slavery, ban the sale of alcohol, create places of learning for themselves, and demand higher wages and better working conditions, among other things. These efforts "broadened women's perspective about who they were and what was possible" (107, Young Oxford, vol. 4). Diverse groups of women founded clubs, and the Black women's club network was particularly active.

We will meet activist women, such as Boston's Josephine St. Pierre Ruffin, Chew Shee Chin, and Melnea Cass. Students will have the opportunity to speak with Karen Moran, who portrays Abigail Rawson, a woman who attended First National Woman's Rights Convention in Worcester, Massachusetts, 1850. Rawson will talk about her experiences attending the women's rights convention, and other aspects of being a woman in the mid-nineteenth century, such as the kind of clothing she wears. We also learn about the union organizer Emma Tennyauca and Egyptian pharaoh Queen Hatshepsut and Ancient Egyptian women's rights.

For next week: Complete your biography, Web page, mini-drama or poster and send it to us.

Pre-Session Activity: Emma Tennyauca, Union Activist

Read the biography of Emma Tennyauca included in the Appendix. Discuss the following questions with your class or small group: What conditions did Tennyauca observe? How were these conditions related to racism? What are some things that Emma Tennyauca did as a union organizer? How were the striking workers treated? How did the strikers feel about the strike?

Pretend that you are one of the women pecan shellers. Write a journal entry that describes a typical work day. Write about how you joined Emma Tennyauca in the fight for better wages and working conditions. **Send students journal entries to be read on the live program. We may also invite callers to read their stories over the audiobridge from participating sites.**

During the Program: Working Together

We will invite students to share how in their own lives, when they worked with someone else, they could accomplish something they couldn't accomplish alone. We will also ask students to interpret some famous quotes by and about women and to contribute some of their own favorites.

Post-Session Activity: Women's Organization Button

Many women's organizations designed buttons to wear with slogans and pictures on them. For instance, one of the many woman suffrage buttons has a picture of Elizabeth Cady Stanton and the slogan, "Equal Rights for Women" on it. Choose a women's organization or movement and design your own button. You may want to include an important saying. For instance, Josephine St. Pierre Ruffin once said, *"The time is short, but everything is ripe, and remember, earnest women can do anything."* Melnea Cass is known for having said, *"If we cannot do great things, we can do small things in a great way."*



"The First Lady of Roxbury," Melnea Cass (1896-1978)

Spotlight: Melnea Agnes Jones Cass (1896-1978)

Melnea Cass, known as "The First Lady of Roxbury," worked to increase educational and occupational opportunities for African Americans in Boston. She was a committed civil rights activist, community leader, and a pioneer in the day care movement. She persuaded neighbors, clubs and institutions to work together to find solutions to problems and petitioned elected officials and politicians to make changes.

See *Biographies of Twenty Notable Boston Women* and *The Boston Women's Heritage Trail*

Wise Words

"...my life belongs to the whole community, and as long as I live, it is my privilege to do whatever I can, for the harder I work, the more I live."

Melnea Cass
(1896-1978)
community activist
and leader

RELATED WEB LINKS:

Women and Social Movements in the United States

<http://womhist.binghamton.edu/>

Reform Movements

<http://www.winningthevote.org/TLreform.html>

Sources in US Women's Labor History

<http://www.nyu.edu/library/bobst/research/tam/women/cover.html>

One Hundred Years Toward Suffrage: An Overview

<http://memory.loc.gov/ammem/vfwhtml/vfwtl.html>

Post-Session Activity: Strike Song

Read the song "Bread and Roses." Discuss the meaning of various lines, especially:

"Yes, it is bread we fight for, but we fight for roses too!"

"The rising of the women means the rising of the race."

What is the main point to the song? Compare this song to the Factory Song in the Appendix. What is different about the two? What is similar? What are the workers' sentiments in each? Write your own strike or factory song to reflect how workers felt about their employer.

["Bread and Roses" is found in *In Search of Our Past*, 5-49; "Factory Song" is reprinted from Sigerman, vol. 4, 109.] The song is online at <http://www.boondocksnet.com/labor/history/>

Post-Session Activity: International Comparisons ~ Ancient Egyptian Women's Rights

Discuss the meaning of a right. (A right is a privilege which a person is owed. It is guaranteed by law.) What are some rights we have in the United States? Do students have any rights? Do children have any rights? How do rights differ according to the society in which a person lives?

Compared to women in other ancient civilizations, Egyptian women had many rights. The form "Rights of Women in Ancient Egypt and the United States"

<http://www.womeninworldhistory.com/form6.html> lists some of the rights women had in ancient Egypt. Use this form to compare their rights to women's rights today by asking the opinion of your mother or of any adult woman. Read her the rights of women in ancient Egypt listed on the form and ask if she also has these rights. Write her answer, "yes," "no," or "don't know" in the space provided. Then ask her: What other rights do you think women in the United States have? What other rights do you think women would like to have that they do not have now? Which of the rights listed do you think women had in the United States in the 19th century?

More Research: Using the rights listed on the "Rights of Women in Ancient Egypt and United States" form, find out if women in 19th century America had these rights. Find out how women achieved the rights they did not have in the past.

RELATED WEB LINK:

Women in Ancient Egypt <http://www.crystalinks.com/egyptianwomen.html>

[Adapted from Reese, *Women In World History Curriculum*, "Women's Rights: Ancient Egypt and the United States," lesson 6.]

Session IV - March 24th, Writing Women In: Past and Present

Focus Question: What achievements have women accomplished in the past and present? How can we share what we have learned?

You and your students' related questions...

The final session is a celebration of women's and girls' accomplishments. We will look at women, individually and collectively, and the efforts they have undertaken in their communities and the ways they have succeeded personally. Women have filled the world with art and music, have created social service agencies to help others, and have pioneered scientific and mathematical discoveries. On this day, we learn about the African American nurse Mary Eliza Mahoney, social activist Myrna Vasquez, the poet Phillis Wheatley, Renaissance artist Artemisia Gentileschi, and Guatemalan indigenous rights activist Rigoberta Menchú. What did these women accomplish that is worth celebrating? What did they do for others and their communities? We invite students to join us to present their work and discuss what they have learned.

Pre-Session Activity: Listing Activity

Take out a sheet of paper and name twenty women in United States history, not counting actors, musicians, or athletes. Was it easier this time to come up with more names? Compare your list with a partner, your group, or the class? How many women did you name all together? How can you get others to learn about these important women and girls in history?

Post-Session Activity: Challenges Yesterday, Challenges Today

To extend students learning and exploration, ask them to think about what they imagine some of the challenges were for their mother, grandmother or great-grandmother, or another older woman they know. How is life different today and how is it still the same? What challenges do today's girls think they might face when they are in the work place? Students can interview an older female relative, or do research in the library or on the Web. Invite students to present their findings to the class.

Post-Session Activity: Your Own Women's Heritage Walk

Design your own women's heritage walk around your community; display your posters and leave your books as part of your classroom or school library. For information on how to do this, contact your local library, town hall, or historical society.

Appendix

Writing Women In

Print Resources (p. 22)

Teacher Bibliography (pp. 23-24)

Student Bibliography and Films (p. 25)

Selected Web Resources (pp. 26-27)

Background Information: Questions to Bring Women Into View (p. 28)

Timeline of Important Dates in Women's History (pp. 29-32)

Photo Credits (p. 32)

Print Resources

These resources were included in the original print curriculum packet and are intended to be used with *Writing Women In*. As we do not have permission to include them in electronic form, the information below will help you to easily locate them.

SESSION I

“Time Table of Lowell Mills”

<http://www.library.csi.cuny.edu/dept/americanstudies/lavender/graphics/ttable.jpg>

“The Leading 10 Occupations of Women, 1870-1970”

Anne Chapman, ed., *Approaches to Women’s History: A Resource Book and Teaching Guide* (Bloomington, IN: Organization of American Historians, 1979), 100.

“Attitude Survey on Housework”

Chapman, 82.

“A Short History of Housework in America”

Chapman, 83-85.

“Tools of Women’s Work: Roman Pompeii”

Lyn Reese. *Spindle Stories: Three Units on Women’s World History, Books 1*. (Berkeley, CA: Women in the World Curriculum Resource Project, 1990), Book 1, 1-2.

SESSION III

“Emma Tennayuca and the Pecan Shellers of San Antonio, Texas”

In Search of Our Past: Units in Women’s History. (Women’s Educational Equity Act Program, U.S. Department of Education), S-65-S70.

“Bread and Roses” <http://www.boondocksnet.com/labor/history/>

In Search of Our Past: Units in Women’s History. (Women’s Educational Equity Act Program, U.S. Department of Education), S-49.

“Factory Song”

Harriet Sigerman, *The Young Oxford History of Women in the United States* (New York: Oxford University Press, 1994), Volume 4, 109.

“One Hundred Years Toward Suffrage: An Overview”

<http://memory.loc.gov/ammem/vfwhtml/vfwtl.html>

Kaufman, Polly Welts, Bonnie Hurd Smith, Mary Howland Smoyer, and Susan Wilson. *Boston Women’s Heritage Trail: Four Centuries of Boston Women*. (Gloucester, MA: The Curious Traveller Press, 1999).

Available online at: <http://www.bwht.org>

Teacher Bibliography

Resources for Teachers:

- Axtell, James. *The Indian Peoples of Eastern America: A Documentary History of the Sexes*. New York: Oxford University Press, 1981.
- Bank, Mirra. *Anonymous Was a Woman: A Celebration in Words and Images of Traditional American Art—And the Women Who Made It*. New York: St. Martin's Press, 1979.
- Boston Women's Heritage Trail: *Four Centuries of Boston Women*. Gloucester, MA: The Curious Traveller Press, 1999.
- Chapman, Anne, ed. *Approaches to Women's History: A Resource Book and Teaching Guide*. Bloomington, IN: Organization of American Historians, 1990.
- Cott, Nancy. *The Bonds of Womanhood: "Woman's Sphere" in New England, 1780-1835*. New Haven: Yale University Press, 1977.
- Dublin, Thomas. *Women at Work: The Transformation of Work and Community in Lowell, Massachusetts, 1826-1860*. New York: Columbia University Press, 1979.
- Evans, Sarah M. *Born for Liberty: A History of Women in America*. New York: Free Press, 1989.
- Flexner, Eleanor, and Ellen Fitzpatrick. *Century of Struggle: The Woman's Rights Movement in the United States*. Cambridge, MA: The Belknap Press of Harvard University Press, 1996.
- Giddings, Paula. *When and Where I Enter: The Impact of Black Women on Race and Sex in America*. New York: William Morrow, 1984.
- Hine, Darlene Clark, ed. *Black women in America: An Historical Encyclopedia*. Brooklyn, NY: Carlson Pub., 1993.
- Hoffman, Ronald, and Peter J. Albert, eds. *Women in the Age of the American Revolution*. Charlottesville: University of Virginia Press, 1989.
- Hughes, Sarah. S. "Gender at the Base of World History." In Heidi Roupp, ed., *Teaching World History: A Resource Book*. Armonk, NY: M. E. Sharpe, 1997.
- In Search of Our Past: Units in Women's History*. Published by Women's Educational Equity Act Program, U. S. Education Department.
- James, Edward T. and Janet Wilson James, eds. *Notable American Women: A Biographical Dictionary*. Cambridge, MA: The Belknap Press, 1971.
- Jones, Jacqueline. *Labor of Love, Labor of Sorrow: Black Women, Work, and the Family, from Slavery to the Present*. New York: Vintage, 1986.
- Kerber, Linda K. *Women of the Republic: Intellect and Ideology in Revolutionary America*. Chapel Hill: University of North Carolina Press, 1980.
- Norton, Mary Beth. *Liberty's Daughters: The Revolutionary Experience of American Women*. Boston: Little, Brown, 1980.
- Telgen, Diane and Jim Kamp, ed. *Notable Hispanic American Women*. Detroit: Gale Research, 1993.
- Peterson, Karen and J. J. Wilson. *Women Artists: Recognition and Reappraisal from the Early Middle Ages to the Twentieth Century*. New York: Harper Colophon Books, 1976.

Reese, Lyn. *Spindle Stories: Three Units on Women's World History, Books 1-3*. Berkeley, CA: Women in the World Curriculum Resource Project, 1990.

Slavery to the Present. New York: Vintage, 1986.

Kerber, Linda K. *Women of the Republic: Intellect and Ideology in Revolutionary America*. Chapel Hill: University of North Carolina Press, 1980.

Norton, Mary Beth. *Liberty's Daughters: The Revolutionary Experience of American Women*. Boston: Little, Brown, 1980.

Telgen, Diane and Jim Kamp, ed. *Notable Hispanic American Women*. Detroit: Gale Research, 1993.

Peterson, Karen and J. J. Wilson. *Women Artists: Recognition and Reappraisal from the Early Middle Ages to the Twentieth Century*. New York: Harper Colophon Books, 1976.

Reese, Lyn. *Spindle Stories: Three Units on Women's World History, Books 1-3*. Berkeley, CA: Women in the World Curriculum Resource Project, 1990.

Riley, Glenda. *Inventing the American Woman: An Inclusive History, vols. 1 & 2*. Wheeling, IL: Harlan Davidson, Inc., 1995.

Scott, Anne Firor. *Natural Allies: Women's Associations in American History*. Urbana: University of Illinois Press, 1991.

Sicherman, Barbara and Carol Hurd Green, eds. *Notable American Women: The Modern Period*. Cambridge, MA: The Belknap Press, 1980.

Ulrich, Laurel T. *Good Wives: Image and Reality in the Lives of Women in Northern New England, 1650-1750*. New York: Knopf, 1982.

Weatherford, Doris. *Foreign & Female: Immigrant Women in America, 1840-1930*.

Wertheimer, Barbara Mayer. *We Were There: The Story of Working Women in America*. New York: Pantheon, 1977.

Wolloch, Nancy. *Women and the American Experience: A Concise History*. New York: Overture Books, 1996.

Consult *Boston Women's Heritage Trail* Resources section (pp. 71-74) for more books, articles, and Boston-area research resources.

Student Bibliography

Resources for Students:

Doherty, Jonathan L., ed. *Women at Work: 153 Photographs by Lewis W. Hine*. New York: Dover Publications, Inc., 1981.

Greenspan, Karen. *The Timetables of Women's History: A Chronology of the Most Important People and Events in Women's History*. New York: A Touchstone Book, 1994.

Krueger, Glee. *A Gallery of American Samplers: The Theodore H. Kapnek Collection*. New York: Bonanza Books, 1984.

Sigerman, Harriet. *The Young Oxford History of Women in the United States*. New York: Oxford University Press, 1994.

Wilder, Laura Ingalls. *Little House Series*. New York: HarperCollins Children's Books.

Wilson, Vincent. *The Book of Distinguished American Women*. Brookville, MD: American History Research Associates, 1983.

Films

"Hearts and Hands"

"Ida B. Wells: A Passion for Justice"

"Life and Times of Rosie the Riveter"

"One Fine Day," Ishtar Films

"One Woman, One Vote"

"Sewing Woman"

"Union Maids"

"Women in the Wings: Pittsburgh's World War II Workers," a film by Julia Love

"You May Call Her Madame Secretary."

Selected Web Resources

Boston Women's Heritage Trail

<http://www.bwht.org>

The National Women's History Project

<http://www.nwhp.org/>

U. S. National Archives and Records Administration (NARA)

<http://www.nara.gov/>

The Schlesinger Library on the History of Women

<http://www.radcliffe.edu/schles/>

Archives for Research on Women and Gender Project

A Geographic Guide to Uncovering Women's History in Archival Collections

<http://www.lib.utsa.edu/Archives/WomenGender/index.html>

<http://www.lib.utsa.edu/Archives/WomenGender/links.html>

Sources in US Women's Labor History

<http://www.nyu.edu/library/bobst/research/tam/women/cover.html>

Mill Girls: Lowell Mills During the Industrial Revolution

http://www.berwickacademy.org/millgirls/mill_girls.htm

Uses of Liberty Rhetoric Among Lowell Mill Girls

<http://www.library.csi.cuny.edu/dept/americanstudies/lavender/lowell.html>

Triangle Shirtwaist site

<http://www.ilr.cornell.edu/trianglefire/>

The horror of this sweatshop fire strengthened union organizing and important workplace reforms.

Distinguished Women of Past and Present

<http://www.DistinguishedWomen.com>

Biographies of women who contributed to our culture. There are writers, educators, scientists, heads of state, politicians, civil rights crusaders, artists, entertainers, and others.

Community Learning Network: Celebrating Women Theme Page

<http://www.cln.org/themes/women.html>

A terrific, comprehensive compilation of sites

Words of Wisdom: Women's Words

<http://www.womeninworldhistory.com/wisdom.html>

Quotes by women throughout world history

Notable Women Ancestors (Add your own notable ancestors!)

<http://www.rootsweb.com/~nwa/>

Women and Social Movements in the United States

<http://womhist.binghamton.edu/>

Reform Movements

<http://www.winningthevote.org/TLreform.html>

One Hundred Years Toward Suffrage: An Overview

<http://memory.loc.gov/ammem/vfwhtml/vfwtl.html>

Suffragists Oral History Project

<http://library.berkeley.edu/BANC/ROHO/online/suffragists.html>

Past Notable Women of Computing and Mathematics

<http://www.cs.yale.edu/homes/tap/past-women.html>

4000 Years of Women in Science

<http://crux.astr.ua.edu/4000ows/4000ows.html>

A Celebration of Women Writers

<http://www.cs.cmu.edu/afs/cs.cmu.edu/user/mmbt/www/women/writers.html>

WIC: History of Women Through Art

http://www.wic.org/artwork/idex_art.htm

African American Women Online Archival Collections

<http://scriptorium.lib.duke.edu/collections/african-american-women.html>

American Women's History: A Research Guide, Hispanic American Women

<http://www.mtsu.edu/~kmiddlet/history/women/wh-hispanic.html>

Native American Women on the WWW

<http://www.library.wisc.edu/libraries/WomensStudies/native.htm>

Jewish Women's Archive

<http://www.JWA.org/>

UN

<http://www.un.org/ecosocdev/geninfo/women/index.html>

Gives status of women across world; information on International Woman's Day

Women in World History Curriculum

<http://www.womeninworldhistory.com>

Women In Ancient Egypt

<http://www.crystalinks.com/egyptianwomen.html>

Diotima: Women and Gender in the Ancient World

<http://www.stoa.org/diotima>

Asiapac: 100 Celebrated Chinese Women

<http://www.span.com.au/100women/index.html>

Background Information

A. Questions to Bring Women into View:

1. Where and who are the missing women?
2. What did they contribute to American history?
3. What did women do while the men were doing what the textbook tells us was important?
4. How did women live? What did they do?
5. What have women contributed to abolitionism, to reform, to the progressive movement, to the labor movement?
6. How did women define the issue?
7. How was it different for women?
8. What w[ere] the female experience[s]?
9. How is gender defined in a given period?
10. Who defined women's sexual lives? Who controlled women's sexuality and how was it controlled?
11. How do the relations between the sexes affect the social and economic relations of the sexes in society?
12. What kind of paid work did women do in industrial society and what were their working conditions? What was the impact of industrialization on women?
13. What was the effect on women's labor force participation of their cultural indoctrination to homemaking and motherhood as their primary function?
14. What motivates women's decisions as workers?
15. What would history be like if it were seen through the eyes of women and ordered by the values which they define?
16. How did women respond to their subordinate status and what were the consequences of these responses?
17. How did individual feminist consciousness develop into collective consciousness, and how was it manifested?
18. How did women see their world? How did they relate to other women?
19. What has been the experience of women of different classes, races, and religious and ethnic groups in terms of the above questions? How can the differences and similarities be explained?

[From: Gerda Lerner, Teaching Women's History. Washington, D. C.: American Historical Association, 1981.]

Timeline of Important Dates in Women's History (As Introduced in Session # 1)

- 1638 Anne Hutchinson banished from Massachusetts
- 1650 A volume of Anne Bradstreet's poetry, *The Tenth Muse Lately Sprung Up in America*, is published in London
- 1692 Salem witchcraft trials
- 1767 Phillis Wheatley's first poem published
- 1780 Ladies' Association raises funds for American army
- 1787 Philadelphia Young Ladies' Academy founded
- 1790s First women's charitable and reform societies organized
- 1809 First Native American Catholic convent established by Mother Seton in Maryland
- 1814 Boston Manufacturing Company, first cotton mill to use the power loom, begins production at Waltham, Massachusetts
- 1818 Colored Female Religious and Moral Society of Salem founded
- 1821 Emma Willard opens Troy Female Seminary
- 1827 Cherokee constitution bars women from voting in tribal matters
- 1832 Female Antislavery Society of Salem founded
- 1834 First all-woman strike by mill workers, in Lowell, Massachusetts
- 1836 Angelina Grimké publishes *An Appeal to the Christian Women of the South*
- 1838 Sarah Grimké publishes *Letters on the Equality of the Sexes and the Condition of Women*
- 1840 American Antislavery Society accepts women as members; World Antislavery Society Convention refuses to seat Lucretia Mott as an American delegate

- 1841 Catharine Beecher writes *A Treatise on Domestic Economy*
- 1848 Seneca Falls women's rights convention, July 19-20
- Married Woman's Property Act passed in New York State; grants married women ownership over property inherited or acquired
- 1850 Female Medical College of Pennsylvania, first medical school for women, established
- First national women's rights convention in Worcester, Massachusetts; delegates decide to circulate petitions for woman suffrage
- 1852 Harriet Beecher Stowe publishes *Uncle Tom's Cabin*
- 1865 American Equal Rights Association organized
- 1868 Susan B. Anthony organizes the Working Woman's Association
- 1869 Susan B. Anthony and Elizabeth Cady Stanton form the National Woman Suffrage Association
- 1869 Daughters of St. Crispin organized; first national labor union for women
- Lucy Stone and her husband, Henry Blackwell, organize the American Woman Suffrage Association
- 1870 Woman suffrage passed in Wyoming and Utah territories
- 1873 Comstock Law passed; bans the sale or mailing of all literature considered obscene, including birth control information
- 1874 Woman's Christian Temperance Union formed
- 1886 Women join the American Federation of Labor
- 1889 Hull-House and College Settlement Association founded
- 1890 National American Woman Suffrage Association organized
General Federation of Women's Clubs organized

- 1890 Wyoming enters the Union, becoming the only state with full woman suffrage
- 1896 National Association of Colored Women organized
- 1903 National Women's Trade Union League founded; fought for eight-hour workday, no night work for women, separate bathrooms, and no work for two months before and after child birth with pensions for working mothers during the lying-in period
- 1911 Triangle Shirtwaist Factory fire in New York City, March 25th; 143 workers, mostly young girls, died trying to escape from an eighth-floor sweatshop whose doors were locked to keep union organizers out and employees in
- 1914 Founding of Congressional Union, later known as National Woman's Party
- 1920 19th amendment, granting woman suffrage, is ratified on August 26th
- 1923 Equal Rights Amendment first introduced in Congress
- 1933 New Deal starts; Frances Perkins appointed Secretary of Labor, first woman cabinet member
- 1935 Social Security Act provides aid to families with dependent children
- 1937 Mary McLeod Bethune heads Negro Division of National Youth Administration
- 1946 Equal Rights Amendment (ERA) narrowly defeated in Senate
- 1955 Rosa Parks refuses to give up her seat on a bus to a white passenger; Montgomery, Alabama, bus boycott begins
- 1961 Women Strike for Peace
- 1963 Federal Equal Pay Act passed; 22 states already had some equal pay legislation
- 1966 National Organization for Women (NOW) formed by Betty Friedan and others to protest the failure of the Equal Employment Opportunity Commission (EEOC) to enforce civil rights for women
- 1970 Strike and march by women activists to commemorate the 50th anniversary of the ratification of woman suffrage

- 1972 Shirley Chisolm campaigns for Democratic nomination for president
- 1972 Congress passes ERA and it is submitted to the states for ratification
- 1973 Supreme Court decides, in *Roe v. Wade*, in favor of a woman's right to have an abortion
- 1974 Nine to Five, an organization of women clerical workers, formed; Coalition of Labor Union Women formed
- 1982 Time expires for ratification of the ERA, and the amendment is defeated

Photo Credits:

Cover

Phillis Wheatley, courtesy of The Bostonian Society

Body

- p. 1: (left column) Josephine St. Pierre Ruffin, courtesy of Afro American Studies Center, Boston University; (right column) Phillis Wheatley, courtesy of The Bostonian Society
- p. 8 Littlestar
- p. 9 Maria Mitchell, courtesy of Vassar College Library
- p. 13 Ellen Craft in disguise, courtesy of *Black Foremothers* by Sterling
- p. 14 Chew Shee Chin, courtesy of the Boston Women's Heritage Trail
- p. 15 Unity and Community Mural (Chinatown), courtesy of Susan Wilson
- p. 17 Melnea Cass, courtesy of the Boston Women's Heritage Trail



MCET grants permission to Paula J. Sincero and Christine A. Woyshner to distribute, free-of-charge, *Writing Women In* in electronic format via the World Wide Web or in portable document format (PDF). MCET also acknowledges that Paula J. Sincero and Christine A. Woyshner hold the 2001 copyright for the PDF version of *Writing Women In*.

***Writing Women In* is intended for classroom use only.**

Please direct queries and correspondence to info@inquirylearn.com.