

WOMEN'S history month

READING PASSAGES • ACTIVITIES • PROJECT



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- Answer Keys

INFORMATIONAL TEXTS

1

“Remember the Ladies”

From the dawn of time, women have and continue to play an indispensable role in advancing society. Today, women lead countries, fight for human rights, create cutting-edge technology, and conduct pioneering science experiments. Yet, society has not always made space for women to make such significant, innovative contributions. Historically, women’s responsibilities have primarily entailed attending to domestic affairs. They were expected to bear children while taking care of the household. Women fulfilled these expectations, but they also did much, much more, asserting themselves to force change that would allow them to secure rights and freedoms equal to those granted men.

Ancient Times, Antiquated Views?



Buried for Ages - the newly excavated and famous Temple of Der el Bahri, Thebes, Egypt. Copyright 1902 by Underwood & Underwood.

It is a common misconception about the ancient world that women lacked legal rights, were controlled by men, and stayed in the home. Truth be told, women of ancient civilizations experienced a wide range of rights and restrictions. For instance, in Ancient Egypt, women and men enjoyed the same legal rights. Ancient Egyptian women could own businesses, divorce their husband, obtain property rights, and take legal cases to court. Despite the equal legal rights afforded women, inequalities still existed, though, especially related to job opportunities. A woman’s primary role was that of a wife and mother. Although women fulfilled some occupations, almost all jobs in government, agriculture, the military, and other sectors were performed by men. In a few rare instances, women held positions of power, but these cases were limited to women of higher classes and royalty.

In contrast to Ancient Egypt, Ancient Greece afforded very few rights or freedoms to women. Ancient Greek women had no legal or political rights. Women were controlled by men, either the father in childhood or the husband in marriage. Women spent most of their time in the home, running the household and taking care of children. Ancient Greek girls did not attend school, instead staying home to learn domestic skills from the mother. In this ancient society, with the exception of the Spartan city-state, women could not vote, own land, inherit property, or take up an occupation.

Even though different ancient civilizations’ treated women in different, two views, in particular, about women and their role in society were consistent. First, women were inferior to men. Second, they were primarily responsible for childrearing and the household. Over time, these ideas became part of the fabric of modern society too. From mediaeval times to the Age of Enlightenment and into the contemporary period, the view that women were inferior and belonged in the home remain fixed. The perspective made it harder in women’s quest for fair treatment and equal standing in society.

“All Men are Created Equal”

In some circumstances, necessity altered women’s standing, and those moments help demonstrate how and why historical views of women are so misguided. For example, when English settlers traveled to the Americas and established their settlement at Jamestown, the **gender norms** and roles brought over from England were quickly disregarded for the sake of survival. The first colonizers struggled in this foreign land and many died. As a result, women and men worked side-by-side out of necessity, overlooking

➤ 4 Nonfiction Readings – History of Women’s Right to Vote

➤ Educational Text Features

➤ Format A & B – Text Features, Main Idea, Analysis

➤ 2 Pages Per Reading

EXTENSION ACTIVITIES

Extension Activity 1	Name: _____	Declaration of Sentiments
Primary Source Analysis		
After learning about the women's suffrage movement, let's take a closer look at the Seneca Falls Convention document that laid out the beliefs and grievances of women. Read the pages and answer the questions to the right.		
GUIDING QUESTION: What does the document reveal about women's lives during this time period?		
DECLARATION OF SENTIMENTS		
1. What does "sentiments" mean? Why might the convention members title the document "Declaration of Sentiments"? _____ _____ _____		
When, in the course of human events, it becomes necessary for one portion of the family of man to assume among the people of the earth a position different from that which they have hitherto occupied, but one to which the laws of nature and oaf nature's God entitle them, a decent respect to the opinions of mankind requires that they should declare the causes that impel them to such a course.	}	2. What happened to women? What will the rest of the document be about? _____ _____ _____ _____
We hold these truths to be self-evident; that all men and women are created equal; that they are endowed by their Creator with certain inalienable rights; that among these are life, liberty, and the pursuit of happiness; that to secure these rights governments are instituted, deriving their just powers from the consent of the governed. Whenever any form of Government becomes destructive of these ends, it is the right of those who suffer from it to refuse allegiance to it, and to insist upon the institution of a new government, laying its foundation on such principles, and organizing its powers in such form as to them shall seem most likely to effect their safety and happiness. Prudence, indeed, will dictate that governments long established should not be changed for light and transient causes; and accordingly, all experience hath shown that mankind are more disposed to suffer, while evils are sufferable, than to right themselves, by abolishing the forms to which they are accustomed. But when a long train of abuses and usurpations, pursuing invariably the same object, evinces a design to reduce them under absolute despotism, it is their duty to throw off such government, and to provide new guards for their future security. Such has been the patient sufferance of the women under this government, and such is now the necessity which constrains them to demand the equal station to which they are entitled.		3. Why might the writers use the wording of the Declaration of Independence? How is its use effective? _____ _____ _____ _____
	}	4. According to the authors, at what point do people have the right to change a government? _____ _____ _____
		5. According to the document, how are women ruled? As a result, how do the authors want to change that rule? _____ _____ _____ _____

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➤ Anticipation Activity & 2 Extension Activities

➤ Prompts Require Evidence-based Responses

➤ Primary Source Analysis –Critical Thinking Skills

➤ Build Foundational Knowledge

CREATIVE FINAL PROJECT

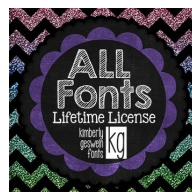
Mt. Rushmore of Women	Name: _____	Project Overview
Final Project		
Monument: a statue, building, or other structure erected to commemorate a famous or notable person or event		
<p>Directions: You have learned a lot about women's history and the fight for equal rights. You have also learned that women have made important contributions to society but have been overlooked for their work. For this assignment, you will research women who deserve to be honored for work and accomplishments. After you conduct research and write an essay, you will then create your own Mt. Rushmore to represent 4 women deserving of honor and recognition.</p>		
Research Requirements:		
<ul style="list-style-type: none">• Research women and their accomplishments.• After thorough reading and research, select 4 women to honor on Mt. Rushmore.• Use the graphic organizers to take accurate and comprehensive notes on their contributions and importance.• Write an argumentative essay that explains their role, their importance, and why they deserve to be honored.		
Mt. Rushmore of Women Requirements:		
<ul style="list-style-type: none">• Draw a sketch of the monument and write a brief proposal as to why the monument should be created.• Monument must have a plaque that explains who the display honors or commemorates.• Create your monument!• Use any resources available! Monuments can be created from papier-mâché, tin foil, wood, stone, paper, clay, tape, Styrofoam, paint, drawings, etc.		
Artist Statement Requirements:		
<ul style="list-style-type: none">• Write an artist statement that explains your monument.		
Mt. Rushmore of Women Gallery Walk:		
<ul style="list-style-type: none">• Take notes on the monuments created by your peers.		
Final Reflection:		
<ul style="list-style-type: none">• Compose a final reflection that answers the following question: How has your research about women, creating your own Mt. Rushmore of Women, and studying the monuments of others changed your perspective about how we commemorate history and women, in particular? How has the process changed your perspective about how we celebrate and remember (or not) those that make important contributions to society?		
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- Create a Mt. Rushmore of Women
- Individual or Group Work – Flexible Implementation
- Cross-Curricular Connections
- Present & Share Learning with Peers

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