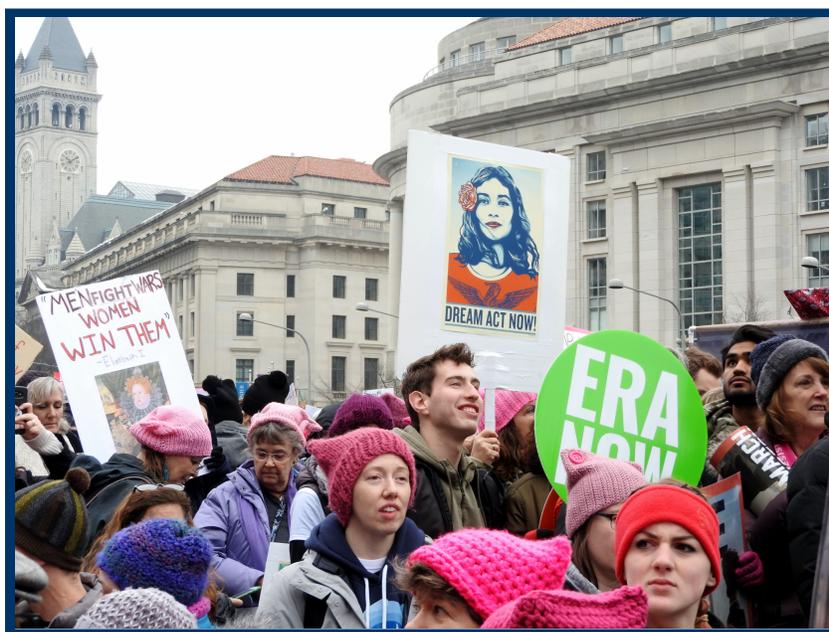


9-12 *The American Woman: 1950s-Today*

How relevant is the Equal Rights Amendment today?



Parr, Cyndy S. "Men Fight Wars Women Win Them Dream Act & ERA Now." Wikimedia Commons. 19 Jan. 2019. <https://commons.wikimedia.org>

Supporting Questions

1. Is the image of the happy 1950s housewife accurate?
2. What was the Equal Rights Amendment good for all women?
3. Has the Equal Pay Act (1963) been successful in providing equality for women in the workplace?

9-12 The American Woman: 1950s-Today

How relevant is the Equal Rights Amendment (ERA) today?	
Content Angle and Standards	<p>D1.5.9-12. Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources.</p> <p>D2.His.2.9-12. Analyze change and continuity in historical eras.</p> <p>D3.1.9-12. Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.</p> <p>D4.4.9-12. Critique the use of claims and evidence in arguments for credibility.</p>
Staging the Compelling Question	In staging the compelling question, the teacher should introduce students to one of the most influential issues related to women’s rights: the wage gap.

Supporting Question 1
Is the image of the happy 1950s housewife accurate?
Formative Performance Task
After reading and answering questions related to the four assigned documents, students will develop a paragraph that answers Supporting Question #1 using evidence.
Featured Sources
<p>Source A: <i>Good Housekeeping</i> article 1956.</p> <p>Source B: Excerpts from <i>The Feminine Mystique</i>, 1963</p> <p>Source C: <i>Women Workers in 1960</i>, U.S. Department of Labor Report</p> <p>Source D: “Rethinking the Feminine</p>

Supporting Question 2
Was the Equal Rights Amendment (ERA) good for all women during the 1960s-1970s?
Formative Performance Task
After reading four assigned documents students will develop an elevator pitch from an assigned perspective, present their pitch, and react to differing viewpoints in a mini debate.
Featured Sources
<p>Source A: <i>Phyllis Schlafly Report</i></p> <p>Source B: Chisholm, Shirley Congressional Speech</p>

Supporting Question 3
Has the Equal Pay Act (1963) been successful in providing equality for women in the workplace?
Formative Performance Task
After reading the Equal Pay Act of 1963 and analyzing data charts, students will answer the supporting question using evidence from the data provided.
Featured Sources
<p>Source A: Equal Pay Act 1963</p> <p>Source B: Labor Force Participation Rate</p> <p>Source C: Median Annual Earnings by Sex, Race and Hispanic Ethnicity</p> <p>Source D: Percentage of science, technology, engineering, and math</p>

Mystique”		(STEM) workers who are women Source E: Labor force participation rate of mothers by age of youngest child
Summative Performance Task	<p>ARGUMENT: <i>[Insert Compelling Question]</i> Construct an argument (e.g., detailed outline, poster, essay) that evaluates the need to study, remember, and/or celebrate this expedition using specific claims and relevant evidence from sources while acknowledging competing views.</p> <p>EXTENSION. After the above lessons, consider one of the following extensions to the learning.</p> <ol style="list-style-type: none"> Structured Academic Controversy: Take the overarching question and turn it into a "debate." Students can choose or be assigned a side in the debate and use the documents provided to argue their "answer" to the overarching question. They can argue over interpretations and credibility of some documents and can provide additional research from additional sources. 	
Taking Informed Action	<p>UNDERSTAND The way women were treated in the past often times persists into the present in how we teach about it or in societal norms that have not changed. Students can examine the way that this issue is addressed in textbooks and standards, as well as exploring the ways that the issues at play are still relevant.</p> <p>ASSESS Students should consider <i>what should be done</i> today to correct the issues at play?</p> <p>ACT Students could take informed action in one of the following ways:</p> <ol style="list-style-type: none"> Find an article or book about history that misrepresents women and gender in history and write to the author or editor. Write a letter to the Secretary of Education for your state about the teaching of women and gender history. Investigate women and gender rights issues that persist and engage with the movement by attending a protest, signing a petition, or donating to the cause. Make a PSA video, blog, or social media post with the intent to persuade the audience to better understand women from history or a persistent gender rights from this inquiry. 	

*Featured sources are suggested and links are provided. It may be that these links are broken and we apologize in advance for the inconvenience.

Overview

Inquiry Description

This inquiry leads students through an investigation of women’s rights in the United States from the post-World War II Era to the present, with a specific focus on the Equal Rights Amendment. The Equal Rights Amendment (ERA), which proposed that language be added to the Constitution explicitly granting women equal protection of the law, was introduced to Congress in 1923, passed in 1972, and sent to states for ratification in 1972; by 1977 thirty-five states had ratified the proposed amendment, three states shy of the thirty-eight required. To this day, the ERA is still being debated in state houses across the nation. In 2017, Nevada became the thirty-sixth state to sign the proposed amendment with Illinois (2018) and Virginia (2020) following soon after. In March of 2021 a U.S. District Judge ruled that the deadline for ratification had “passed long ago,” making Nevada’s, Illinois’s, and Virginia’s ratifications invalid.

Recent state ratification efforts paired with the resurgence of women’s rights activism such as the #MeToo movement and the Women’s March on Washington suggest that for many, the ERA is still relevant today. Some modern opponents of the ERA argue that the aims of the amendment have already been accomplished through a number of laws, policies, and Supreme Court decisions. Additional critics argue that the language of the ERA is outdated and that the legislation may exclude transgender and non-binary individuals, given the ambiguity of the term “sex” in the court system.

This inquiry, guided by the compelling question, provides students with an opportunity to explore the complexity of women’s roles in society both from a historical lens but also a modern one.

This inquiry highlights the following additional thematic standards from NCSS:

- **POWER, AUTHORITY, AND GOVERNANCE:** Social studies programs should include experiences that provide for the study of how people create, interact with, and change structures of power, authority, and governance.
- **TIME, CONTINUITY, AND CHANGE:** Social studies programs should include experiences that provide for the study of the past and its legacy.
- **CULTURE:** Social studies programs should include experiences that provide for the study of culture and cultural diversity.

This inquiry also highlights the following additional thematic standards from the Common Core:

- **Key Ideas and Details 1.** Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
- **Key Ideas and Details 3.** Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

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- Key Ideas and Details 7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.
- Key Ideas and Details 8. Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.
- Key Ideas and Details 9. Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.
- Text Types and Purposes 8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

It is important to note that this inquiry requires prerequisite knowledge of some key terms, which are defined and provided to students in the inquiries where relevant. It also requires prerequisite knowledge of women's traditional roles in the United States, specifically their role on the homefront during World War II and society's changing expectations for the immediately following the war. A clip produced by NBC News Learn, titled "[Cultural Shift: Women's Roles in the 1950s.](#)", provides a short overview of this topic and prepares students for an exploration of the first supporting question and formative task.

Note: This inquiry is expected to take 8 class periods (two periods per supporting question). The inquiry time frame could expand if teachers think their students need additional instructional experiences (e.g., supporting questions, formative performance tasks, featured sources, writing). Teachers are encouraged to adapt the inquiry to meet the needs and interests of their students. This inquiry lends itself to differentiation and modeling of historical thinking skills while assisting students in reading the variety of sources.

Structure of the Inquiry

In addressing the compelling question students will first be introduced and explore the stereotypical role of the suburban housewife in the 1950s. Students will write a paragraph in which they decide if the stereotypical image of the 1950s housewife is accurate using evidence from the sources provided.

Next, students will be introduced to the language of the Equal Rights Amendment (ERA) and an overview of the amendment's timeline, starting with its introduction to Congress in 1923 and ending with the most recent state's ratification of the amendment in 2020. After they have been briefly introduced to the ERA with the steps previously mentioned, students will read two differing opinions on the ERA from the height of its debate during the ratification period of the 1960s and 1970s.

Finally, students will learn about the "The Equal Pay Act of 1963" and look at historical data to determine if this law successfully achieved some of the goals laid out in the Equal Rights Amendment. After reviewing the data, students will



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answer, in paragraph format, the Supporting Question 3: Has the Equal Pay Act (1963) been successful in providing equality for women in the workplace? In their paragraph, students must use two pieces of evidence from the data charts provided to support their opinion.

As their summative performance task, students will participate in a structured academic controversy in which they answer the inquiry's compelling question: How relevant is the Equal Rights Amendment today? A list of modern laws, policies, and Supreme Court decisions will be provided to students to guide their research. Students will come prepared with a clear argument and evidence from their research to support their opinion in the discussion, which will be facilitated by the instructor.

Staging the Compelling Question

In staging the compelling question, the teacher should introduce students to one of the most influential issues related to women’s rights: the wage gap. Below is a video that helps set the stage for this inquiry by providing students a glimpse at the wage gap and its history. After watching the video, introduce students to the language of Section 1 of the 14th Amendment (see below) and ask the following question: Does the 14th Amendment, passed in 1866, protect against sex discrimination?

Video: Why Women are Paid Less

Netflix. “Explained: Why Women Are Paid Less.” YouTube, YouTube, 17 Apr. 2020, www.youtube.com/watch?v=hP8dLUxBfsU.

14th Amendment

Sec. 1. All persons born or naturalized in the United States and subject to the jurisdiction thereof, are citizens of the United States and of the State wherein they reside. No State shall make or enforce any law which shall abridge the privileges or immunities of citizens of the United States; nor shall any State deprive any person of life, liberty, or property, without due process of law; nor deny to any person within its jurisdiction the equal protection of the laws.

Supporting Question 1

The first supporting question: Is the image of the happy 1950s housewife accurate?

The formative task requires that students answer the supporting question in paragraph format. Students are expected to use direct quotes from at least two of the sources provided to support their answer.

Teachers may implement this task with the following procedures: First, teachers should ensure that they have staged the supporting question appropriately by giving students an opportunity to recognize the stereotypical image of the 1950's suburban housewife (see additional sources listed below). The teacher should then assign Document A to the class and ask students to consider the following questions as they read the document: 1) What is the source type (primary/secondary newspaper article, TV commercial, scholarly article, book, etc.) title, date published, and author? 2) How does this source interpret the role of suburban women? and 3) How does this source suggest women *should* feel or *do* feel about this role? Students may want to highlight the document in front of them as they read. It would be beneficial to provide a graphic organizer to students. After reviewing Document A as a whole class, ask that students continue reading Documents B-D. This formative task lends itself well to the jigsaw model.

The following sources were selected to prepare students for their formative task:

Video: Cultural Shift: Women's Roles in the 1950s

NBC News Learn. "Cultural Shift: Women's Roles in the 1950s." *YouTube*, YouTube, 1 May 2020, www.youtube.com/watch?v=zlnH6V83QRA.

Video: Betty Friedan, The Feminine Mystique

NBC News Learn. "Betty Friedan, the Feminine Mystique." *YouTube*, YouTube, 1 May 2020, www.youtube.com/watch?v=LbetS9Lk-I8.

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- **Featured Source A:** Milner, R.E. Dumas. "Every Executive Needs a Perfect Wife" (excerpts). *Good Housekeeping*, 1956.

Tomorrow your husband gets his big break. He's going to be interviewed for a key position that will be the turning point in his career — if he gets the job.

To be sure, the decision will be based primarily on your husband's personality and qualifications. But more and more these days the decision also hinges on what the boss-to-be thinks of you, the man's wife.

We employers realize how often the wrong wife can break the right man. This doesn't mean that the wife is necessarily wrong for the man but that she is wrong for the job. On the other hand, more often than is realized the wife is the chief factor in the husband's success in his career. In the first place, she has a very definite effect on a man's spirit.

If a man has a peevish, nagging wife, if she is jealous and possessive, if she is lazy or overambitious or extravagant, that man is going to be unhappy. And his unhappiness will interfere with his concentration on his job. In the case of an important executive, this lack of concentration can affect the outcome of a business conference. It may even kill a profitable deal.

What do we look for in a wife? Here are the qualities that impress us most. And how a wife rates on these goes a long way in determining whether her husband gets that job or that next promotion.

- 1. A good wife is friendly.** She smiles easily and she is pleasant to be with. She has many friends, whom she entertains within her means, but she is careful to prevent social activities from interfering with her husband's rest, health, and efficiency.
- 2. A good wife is part of her community.** She is interested in town planning, local government, school conditions, church activities. In her community, she is a good-will ambassador for her husband.
- 3. A good wife's primary interest is her husband, her home, and her children.** There may be many successful and happily married women doctors, lawyers, artists, musicians, writers, and the like, but I believe that being the wife of an executive is a full-time job in itself. A good wife is there when her husband needs her. She must be his sounding board. She must be able to listen patiently without giving advice, she must have the knack of commenting without interfering. Sometimes it may be necessary for her to make sacrifices for the sake of her husband and his business career; she cannot be free to do this if she is dedicated to a career of her own.

Of course it isn't possible to discover whether or not a woman has all these plus qualities in just one meeting. If we must make an immediate decision, we do the best we can. Our safeguard is that even more important than what a good wife is, is what she is not. And here it is surprisingly easy to form a judgment on short notice. Real troublemakers are fairly easy to spot. Here are the main types:

- 1. The Complaining Woman.** The weather's bad, the child was cranky tonight, the waiter is sloppy, the food is cold: I know immediately that she is a nag. Sometimes she doesn't actually complain much, but she doesn't smile much either, and her sour expression gives her away. A nagging wife is a millstone around the neck of any man.

C3 TEACHERS

She's a nuisance at home, and she consumes time on the telephone every day, nagging her husband while he is at work. The complaining woman can toss a cloud over the brightest of days — and the brightest of men.

2. The Dominating Woman. She knows it all — from what a man should eat to how he should run his business. Her unwanted advice is offered free of charge for everything and anything. She shows up at her husband's office regularly, ready to revise staff and procedure. She can ruin her husband's career in just one evening. When I hire a man, I want to know that he will do his job, not his wife. It's his judgment I rely on, not others. The dominating woman is easiest to spot and hardest to control. She's anathema to me.

3. The Wife-in-a-Rut. This pathetic little creature is just out of her element. She is self-conscious, nervous, and awkward. Her taste in clothes is usually pretty bad; her conversation centers on babies and how to wash the kitchen floor. Ten or 15 years ago she may have been the pretty little girl on Maple Street. Her husband has become a man of the world, but she is still on Maple Street.

It hurts to discover that a good man has married the wrong woman, but he still deserves a chance. I might be more cautious about the position I give him, watch him more closely, advance him more slowly, give him more help than he needs, but if he can keep his wife successfully under control, he can keep his job.

C3 TEACHERS

- **Featured Source B**, Betty Friedan, *The Feminine Mystique*, 1963. Chapter 1.

The problem lay buried, unspoken, for many years in the minds of American women. It was a strange stirring, a sense of dissatisfaction, a yearning that women suffered in the middle of the twentieth century in the United States. Each suburban wife struggled with it alone. As she made the beds, shopped for groceries, matched slipcover material, ate peanut butter sandwiches with her children, chauffeured Cub Scouts and Brownies, lay beside her husband at night--she was afraid to ask even of herself the silent question--"Is this all?" . . .

The suburban housewife--she was the dream image of the young American women and the envy, it was said, of women all over the world. The American housewife--freed by science and labor-saving appliances from the drudgery, the dangers of childbirth and the illnesses of her grandmother. She was healthy, beautiful, educated, concerned only about her husband, her children, her home. She had found true feminine fulfillment. As a housewife and mother, she was respected as a full and equal partner to man in his world. She was free to choose automobiles, clothes, appliances, supermarkets; she had everything that women ever dreamed of.

In the fifteen years after World War II, this mystique of feminine fulfillment became the cherished and self-perpetuating core of contemporary American culture. Millions of women lived their lives in the image of those pretty pictures of the American suburban housewife, kissing their husbands goodbye in front of the picture window, depositing their station wagons full of children at school, and smiling as they ran the new electric waxer over the spotless kitchen floor. They baked their own bread, sewed their own and their children's clothes, kept their new washing machines and dryers running all day. They changed the sheets on the beds twice a week instead of once, took the rug-hoolog class in adult education, and pitied their poor frustrated mothers, who had dreamed of having a career. Their only dream was to be perfect wives and mothers; their highest ambition to have five children and a beautiful house, their only fight to get and keep their husbands. They had no thought for the unfeminine problems of the world outside the home; they wanted the men to make the major decisions. They gloried in their role as women, and wrote proudly on the census blank: "Occupation: housewife."

If a woman had a problem in the 1950's and 1960's, she knew that something must be wrong with her marriage, or with herself. Other women were satisfied with their lives, she thought. What kind of a woman was she if she did not feel this mysterious fulfillment waxing the kitchen floor? She was so ashamed to admit her dissatisfaction that she never knew how many other women shared it. If she tried to tell her husband, he didn't understand what she was talking about. She did not really understand it herself...

Gradually I came to realize that the problem that has no name was shared by countless women in America.

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- **Featured Source C**, Wirtz, William W. and Esther Peterson. *Women Workers in 1960: Geographical Differences*. U.S. Department of Labor, Women's Bureau, 1962.

Highlights on Women Workers, 1950-60

Women in the Labor Force

The number of women workers, continuing a long-term upward trend, rose from 16.2 million in 1950 to almost 22 million in 1960—a gain of 35 percent. This greatly exceeded the 14 percent increase in the number of women of working age in the population—57 million in 1950 compared to 65 million in 1960.

Geographical Shifts in Women's Employment

The rate of growth of women's employment varied considerably by State, and there was a tendency for women workers to be distributed somewhat more evenly among individual States and regions in 1960 than in 1950.

Representation in Population and Labor Force

There was an increasing trend for women to work outside the home; the number of women workers advanced from 29 percent of all women in 1950 to 34 percent in 1960. Consistent with their growing importance in the labor force, women's representation rose from 27 percent of all workers in 1950 to 32 percent in 1960.

Working Wives

The increase in the number of working wives—from 7.7 million in 1950 to 12.4 million in 1960—accounted for four-fifths of the 5.8-million gain over the decade in the total number of women workers. The proportion of married women who work jumped from 22 percent in 1950 to 31 percent in 1960. Working wives constituted over half (55 percent) of all women workers in 1960, as compared with less than half (47 percent) in 1950.

Ages of Women Workers

The importance of older women in the work force has increased; the number of women 45 to 64 years of age advanced from 27 percent of all women workers in 1950 to 35 percent in 1960. The median age of women workers rose from 36 years in 1950 to 40 years in 1960.

Occupations of Women

Relatively more women had clerical, service, or professional jobs in 1960 than in 1950. Women operatives declined the most in terms of relative occupational importance, although the total number of them expanded slightly.

Earnings and Income of Women

Women workers (full-time and part-time combined) received median annual earnings of \$2,230 in 1959. Women's money income from all sources averaged \$1,357 in 1959, as compared with \$1,029 in 1949.

C3 TEACHERS

- **Featured Source D**, DuBois, Carol E. and Lynn Dumenil. *Through Women's Eyes: An American History with Documents, "Rethinking the Feminine Mystique."* 5th ed., Boston, Bedford/St. Martin's, 2019, pp. 557-558

Despite the impact of Friedan's book, recent critics have pointed out that she vastly overstated the pervasiveness of this restrictive domestic ideal. Rarely acknowledging that the women she described were affluent and white, she glossed over the significant difference that class, race, and ethnicity produced and neglected the increasing number of women entering the paid workforce. Among black women, working wives and mothers had long been valued and understood as virtually essential to families hoping to achieve middle-class status. Images and articles promoting the feminine mystique were largely absent from *Ebony*, the major African American popular magazine of the period. Instead, *Ebony* featured women who fought racial discrimination and achieved success in business, politics, and the arts, although it was careful to note the importance of these women's family roles and their attention "to the needs of their husbands and children"

Even among middle-class white women, Friedan overstated her case. Articles in popular magazines directed at white women often depicted successful career women, including those who combined work and marriage. Writers encouraged women to be active in community affairs and held up as models women who achieved "great pride and accomplishment and the satisfaction of 'doing a job'." Moreover, in contrast to Friedan's claim that magazines ignored women's discontent, they gave extensive attention to wives' dissatisfaction with their married lives and their housework obligations. In advice columns like the *Ladies' Home Journal* "Can This Marriage Be Saved?" letter writers testified to the drudgery of household chores and the stresses entailed in an unrelenting domesticity. Nevertheless, the advice dispensed uniformly encouraged women to find psychological tools to help them adjust to the gendered expectations of middle-class marriage, rather than challenge the expectations themselves

The most ironic corrective to Friedan's assessment is that the author was not the simple housewife and unwitting victim of domestic confinement that she claimed to be. Friedan had a background in radical politics; had been a journalist for the United Electrical, Radio and Machine Workers Union; and in the 1940s and 1950s had frequently written about racial and gender discrimination in the workforce. Thus she knew about women workers but chose not to discuss them in her book. She obscured her past probably because of the anti-Communist preoccupations of the era and because portraying herself as an angry casualty of the feminine mystique made for a more marketable book.

These limitations do not decrease *The Feminine Mystique's* value as a historical source. Not only was the book important in the revival of feminism in the 1960s, but it also captured a crucial aspect of mainstream Cold War cultural values about women. The ideology of the feminine mystique is best understood as a prescription for female behavior promulgated by those Americans most eager to reinforce rigid gender roles as a means of creating social order. This eagerness may well have stemmed from the challenges posed by working women to conventional expectations.

Supporting Question 2

The second supporting question: Was the Equal Rights Amendment (ERA) good for all women during the 1960s-1970s?

The formative task is a mini debate in which students address the supporting question from an assigned perspective. In their assigned groups, students will develop an elevator pitch to present to the opposing group. Each group will have a chance to respond to the other's elevator pitch.

Teachers may implement this task with the following procedures: First, teachers should review the text of the Equal Rights Amendment, which can be found in the sources provided to prepare students for the formative task (below this section). Next, teachers should review a basic timeline of the ERA which is also found in the sources provided to prepare students for the formative task. There are three additional sources that the teacher may choose to show prior to the formative task or within the formative task when appropriate.

After reviewing the text of the ERA and its timeline, students should independently, or in pairs, read Source A and Source B. While reading each document, students should highlight four of the author's strongest arguments for a total of eight highlighted quotes once they have finished reading both sources. Next, the teacher should divide the class into two groups: Group 1 will represent the Eagle Forum (whose ideas are reflected in Source B, an article written by Eagle Forum founder Phyllis Schlafly) and Group 2 will represent the National Organization for Women (whose ideas are reflected in Source C, a speech by Congresswoman Shirley Chisholm).

As a group, students will write a one-minute elevator pitch that answers the supporting question: Is the Equal Rights Amendment (ERA) good for all women (during the 1960s and 1970s)? Instruct students that the elevator pitch will be presented to all 50 states with the goal of convincing them to ratify the ERA or to not ratify the ERA. Their elevator pitch must be written in their own words but must also include four pieces of evidence from their assigned source to support their argument in their pitch.

While working in groups, all students should participate in developing the elevator pitch, but it is suggested that the following additional roles be assigned: facilitator, process checker, devil's advocate, timekeeper, and scribe. The teacher should define the expectations for each of these roles.

After the first group shares their elevator pitch, the opposing group should have a 1-2 minute chance to respond with counter-arguments that are relevant to the time period being and sources; it is suggested that the teacher facilitate this part of the debate. Next, the second group shares their elevator pitch and the first group should have a 1-2 minute chance to respond with counter-arguments.

The scaffolds and other materials that may be used to support students as they work with sources include: highlighters and teacher-produced graphic organizers to assist with the task. The teacher may also choose to read the documents out loud as students highlight in order to model inflection.

The following sources were selected to prepare students for their formative task:

Primary Source: The Equal Rights Amendment (1972)

United States, Congress, *Proposed Amendment to the Constitution of the United States*. U.S Government Publishing Office, 1972. 92nd Congress, 2nd Session, Joint Resolution.

<https://www.govinfo.gov/content/pkg/STATUTE-86/pdf/STATUTE-86-Pg1523.pdf>

Timeline of the ERA:

“Chronology of the Equal Rights Amendment, 1923-1996.” *National Organization for Women*, now.org/resource/chronology-of-the-equal-rights-amendment-1923-1996/.

Video: The History of the Equal Rights Amendment: 3 Things You Should Know

HarvardKennedySchool. “The History of the Equal Rights Amendment: 3 Things You Should Know.” *YouTube*, YouTube, 26 Nov. 2019, www.youtube.com/watch?v=82WoxehH980&t=48s.

Video: Remembering Phyllis Schlafly

Heritage Foundation. “Remembering Phyllis Schlafly.” *YouTube*, YouTube, 13 Mar. 2021, www.youtube.com/watch?v=-KBRp4Op4qI.

Video: Shirley Chisholm’s Story as the First Black Woman to Run for President

People. “Shirley Chisholm's Story as the First Black Woman to Run for President.” *YouTube*, YouTube, 13 Feb. 2020, www.youtube.com/watch?v=h_WK4n8noyY.

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- **Featured Source A**, Phyllis Schlafly Report 5, no. 7 (February 1972) . "Women's Liberation and Other Movements." *America in the Sixties—Right, Left, and Center : A Documentary History*. Westport, CT: Praeger, 1998. Last modified January 1, 1972.

Of all the classes of people who ever lived, the American woman is the most privileged. We have the most rights and rewards, and the fewest duties. Our unique status is the result of a fortunate combination of circumstances.

1) We have the immense good fortune to live in a civilization which respects the family as the basic unit of society. This respect is part and parcel of our laws and our customs. It is based on the fact of life—which no legislation or agitation can erase—that women have babies and men don't.

If you don't like this fundamental difference, you will have to take up your complaint with God because He created us this way. The fact that women, not men, have babies is not the fault of selfish and domineering men, or of the establishment, or of any clique of conspirators who want to oppress women. It's simply the way God made us...

The institution of the family is advantageous for women for many reasons. After all, what do we want out of life? To love and be loved? Mankind has not discovered a better nest for a lifetime of reciprocal love. A sense of achievement? A man may search 30 to 40 years for accomplishment in his profession. A woman can enjoy real achievement when she is young—by having a baby... Children are a woman's best social security—her best guarantee of social benefits such as old age pension, unemployment compensation, workman's compensation, and sick leave. The family gives a woman the physical, financial and emotional security of the home—for all her life.

2) The second reason why American women are a privileged group is that we are the beneficiaries of a tradition of special respect for women which dates from the Christian Age of Chivalry. The honor and respect paid to Mary, the Mother of Christ, resulted in all women, in effect, being put on a pedestal. This respect for women is not just the lip service that politicians pay to "God, Motherhood, and the Flag." It is not—as some youthful agitators seem to think—just a matter of opening doors for women, seeing that they are seated first, carrying their bundles, and helping them in and out of automobiles. Such good manners are merely the superficial evidence of a total attitude toward women which expresses itself in many more tangible ways, such as money. In other civilizations, such as the African and the American Indian, the men strut around wearing feathers and beads and hunting and fishing (great sport for men!), while the women do all the hard, tiresome drudgery including the tilling of the soil (if any is done), the hewing of wood, the making of fires, the carrying of water, as well as the cooking, sewing and caring for babies. This is not the American way because we were lucky enough to inherit the traditions of the Age of Chivalry. In America, a man's first significant purchase is a diamond for his bride, and the largest financial investment of his life is a home for her to live in. American husbands work hours of overtime to buy a fur piece or other finery to keep their wives in fashion, and to pay premiums on their life insurance policies to provide for her comfort when she is a widow (benefits in which he can never share). In the states which follow the English common law, a wife has a dower right in her husband's real estate which he cannot take away from her during life or by his will. A man cannot dispose of his real estate without his wife's signature... In Illinois, as a result of agitation by "equal rights" fanatics, the real-estate dower laws were repealed as of January 1, 1972.

C3 TEACHERS

This means that in Illinois a husband can now sell the family home, spend the money on his girlfriend or gamble it away, and his faithful wife of 30 years can no longer stop him.

THE REAL LIBERATION OF WOMEN

3) The third reason why American women are so well off is that the great American free enterprise system has produced remarkable inventors who have lifted the backbreaking “women’s work” from our shoulders. In other countries and in other eras, it was truly said that “Man may work from sun to sun, but woman’s work is never done.” Other women have labored every waking hour— preparing food on wood-burning stoves, making flour, baking bread in stone ovens, spinning yarn, making clothes, making soap, doing the laundry by hand, heating irons, making candles for light and fires for warmth, and trying to nurse their babies through illnesses without medical care.

The real liberation of women from the backbreaking drudgery of centuries is the American free enterprise system which stimulated inventive geniuses to pursue their talents—and we all reap the profits. The great heroes of women’s liberation are not the straggly-haired women on television talk shows and picket lines, but Thomas Edison who brought the miracle of electricity to our homes to give light and to run all those labor- saving devices—the equivalent, perhaps, of a half-dozen household servants for every middle-class American woman... Thus, household duties have been reduced to only a few hours a day, leaving the American woman with plenty of time to moonlight. She can take a full or part-time paying job, or she can indulge to her heart’s content in a tremendous selection of interesting educational or cultural or homemaking activities.

THE FRAUD OF THE EQUAL RIGHTS AMENDMENT

In the last couple of years, a noisy movement has sprung up agitating for “women’s rights.” Suddenly, everywhere we are afflicted with aggressive females on television talk shows yapping about how mistreated American women are, suggesting that marriage has put us in some kind of “slavery,” that housework is menial and degrading, and—perish the thought—that women are discriminated against. New “women’s liberation” organizations are popping up, agitating and demonstrating, serving demands on public officials, getting wide press coverage always, and purporting to speak for some 100,000,000 American women. It’s time to set the record straight. The claim that American women are downtrodden and unfairly treated is the fraud of the century. The truth is that American women never had it so good. Why should we lower ourselves to “equal rights” when we already have the status of special privilege?... This Amendment will absolutely and positively make women subject to the draft. Why any woman would support such a ridiculous and un-American proposal as this is beyond comprehension. Why any Congressman who had any regard for his wife, sister or daughter would support such a proposition is just as hard to understand. Foxholes are bad enough for men, but they certainly are not the place for women—and we should reject any proposal which would put them there in the name of “equal rights.”...

Another bad effect of the Equal Rights Amendment is that it will abolish a woman’s right to child support and alimony, and substitute what the women’s libbers think is a more “equal” policy, that “such decisions should be within the discretion of the Court and should be made on the economic situation and need of the parties in the case.” Under present American laws, the man is always required to support his wife and each child he caused to be brought into the world. Why should women abandon these good laws—by trading them for something so nebulous and uncertain as the

C3 TEACHERS

“discretion of the Court”? The law now requires a husband to support his wife as best as his financial situation permits, but a wife is not required to support her husband (unless he is about to become a public charge). A husband cannot demand that his wife go to work to help pay for family expenses. He has the duty of financial support under our laws and customs. Why should we abandon these mandatory wife-support and child-support laws so that a wife would have an “equal” obligation to take a job?... Do women really want to give up this special privilege and lower themselves to “equal rights”, so that the mother gets one child and the father gets the other? I think not....

WHAT “WOMEN’S LIB” REALLY MEANS

Many women are under the mistaken impression that “women’s lib” means more job employment opportunities for women, equal pay for equal work, appointments of women to high positions, admitting more women to medical schools, and other desirable objectives which all women favor. We all support these purposes, as well as any necessary legislation which would bring them about. But all this is only a sweet syrup which covers the deadly poison masquerading as “women’s lib.” The women’s libbers are radicals who are waging a total assault on the family, on marriage, and on children. Don’t take my word for it—read their own literature and prove to yourself what these characters are trying to do. ...

In intellectual circles, a New York University professor named Warren T. Farrell has provided the rationale for why men should support women’s lib. When his speech to the American Political Science Association Convention is stripped of its egghead verbiage, his argument is that men should eagerly look forward to the day when they can enjoy free sex and not have to pay for it. The husband will no longer be “saddled with the tremendous guilt feelings” when he leaves his wife with nothing after she has given him her best years. If a husband loses his job, he will no longer feel compelled to take any job to support his family. A husband can go “out with the boys” to have a drink without feeling guilty. Alimony will be eliminated

WOMEN’S LIBBERS DO NOT SPEAK FOR US

...If the women’s libbers want to reject marriage and motherhood, it’s a free country and that is their choice. But let’s not permit these women’s libbers to get away with pretending to speak for the rest of us. Let’s not permit this tiny minority to degrade the role that most women prefer. Let’s not let these women’s libbers deprive wives and mothers of the rights we now possess.

C3 TEACHERS

Featured Source B, Chisholm, Shirley. "For the Equal Rights Amendment." 10 Aug. 1970, U.S. House of Representatives, Washington, DC.. Congressional Floor Speech.

Mr. Speaker, House Joint Resolution 264, before us today, which provides for equality under the law for both men and women, represents one of the most clear-cut opportunities we are likely to have to declare our faith in the principles that shaped our Constitution. It provides a legal basis for attack on the most subtle, most pervasive, and most institutionalized form of prejudice that exists. Discrimination against women, solely on the basis of their sex, is so widespread that it seems too many persons normal, natural and right.

Legal expression of prejudice on the grounds of religious or political belief has become a minor problem in our society. Prejudice on the basis of race is, at least, under systematic attack. There is reason for optimism that it will start to die with the present, older generation. It is time we act to assure full equality of opportunity to those citizens who, although in a majority, suffer the restrictions that are commonly imposed on minorities, to women.

The argument that this amendment will not solve the problem of sex discrimination is not relevant. If the argument were used against a civil rights bill, as it has been used in the past, the prejudice that lies behind it would be embarrassing. Of course laws will not eliminate prejudice from the hearts of human beings. But that is no reason to allow prejudice to continue to be enshrined in our laws -- to perpetuate injustice through inaction.

The amendment is necessary to clarify countless ambiguities and inconsistencies in our legal system. For instance, the Constitution guarantees due process of law, in the 5th and 14th amendments. But the applicability of due process of sex distinctions is not clear. Women are excluded from some State colleges and universities. In some States, restrictions are placed on a married woman who engages in an independent business. Women may not be chosen for some juries. Women even receive heavier criminal penalties than men who commit the same crime. What would the legal effects of the equal rights amendment really be? The equal rights amendment would govern only the relationship between the State and its citizens -- not relationships between private citizens. The amendment would be largely self-executing, that is, and Federal or State laws in conflict would be ineffective one year after date of ratification without further action by the Congress or State legislatures.

Opponents of the amendment claim its ratification would throw the law into a state of confusion and would result in much litigation to establish its meaning. This objection overlooks the influence of legislative history in determining intent and the recent activities of many groups preparing for legislative changes in this direction.

State labor laws applying only to women, such as those limiting hours of work and weights to be lifted would become inoperative unless the legislature amended them to apply to men. As of early 1970 most States would have some laws that would be affected. However, changes are being made so rapidly as a result of title VII of the Civil Rights Act of 1964, it is likely that by the time the equal rights amendment would become effective; no conflicting State laws would remain.

In any event, there has for years been great controversy as to the usefulness to women of these State labor laws. There has never been any doubt that they worked a hardship on women who need or want to work overtime and on women who need or want better paying jobs, and there has been no persuasive evidence as to how many women benefit from the archaic policy of the laws. After the Delaware hours law was repealed in 1966, there were no complaints from

C3 TEACHERS

women to any of the State agencies that might have been approached.

Jury service laws not making women equally liable for jury service would have been revised. The selective service law would have to include women, but women would not be required to serve in the Armed Forces where they are not fitted any more than men are required to serve. Military service, while a great responsibility, is not without benefits, particularly for young men with limited education or training.

Since October 1966, 246,000 young men who did not meet the normal mental or physical requirements have been given opportunities for training and correcting physical problems. This opportunity is not open to their sisters. Only girls who have completed high school and meet high standards on the educational test can volunteer. Ratification of the amendment would not permit application of higher standards to women.

Survivorship benefits would be available to husbands of female workers on the same basis as to wives of male workers. The Social Security Act and the civil service and military service retirement acts are in conflict. Public schools and universities could not be limited to one sex and could not apply different admission standards to men and women. Laws requiring longer prison sentences for women than men would be invalid, and equal opportunities for rehabilitation and vocational training would have to be provided in public correctional institutions. Different ages of majority based on sex would have to be harmonized. Federal, State, and other governmental bodies would be obligated to follow nondiscriminatory practices in all aspects of employment, including public school teachers and State university and college faculties.

What would be the economic effects of the equal rights amendment? Direct economic effects would be minor. If any labor laws applying only to women still remained, their amendment or repeal would provide opportunity for women in better-paying jobs in manufacturing. More opportunities in public vocational and graduate schools for women would also tend to open up opportunities in better jobs for women.

Indirect effects could be much greater. The focusing of public attention on the gross legal, economic, and social discrimination against women by hearings and debates in the Federal and State legislatures would result in changes in attitude of parents, educators, and employers that would bring about substantial economic changes in the long run.

Sex prejudice cuts both ways. Men are oppressed by the requirements of the Selective Service Act, by enforced legal guardianship of minors, and by alimony laws. Each sex, I believe, should be liable when necessary to serve and defend this country. Each has a responsibility for the support of children.

There are objections raised to wiping out laws protecting women workers. No one would condone exploitation. But what does sex have to do with it. Working conditions and hours that are harmful to women are harmful to men; wages that are unfair for women are unfair for men. Laws setting employment limitations on the basis of sex are irrational, and the proof of this is their inconsistency from State to State. The physical characteristics of men and women are not fixed, but cover two wide spans that have a great deal of overlap. It is obvious, I think, that a robust woman could be more fit for physical labor than a weak man. The choice of occupation would be determined by individual capabilities, and the rewards for equal works should be equal.

This is what it comes down to: artificial distinctions between persons must be wiped out of the law. Legal discrimination



C3 TEACHERS

between the sexes is, in almost every instance, founded on outmoded views of society and the pre-scientific beliefs about psychology and physiology. It is time to sweep away these relics of the past and set further generations free of them. Federal agencies and institutions responsible for the enforcement of equal opportunity laws need the authority of a Constitutional amendment. The 1964 Civil Rights Act and the 1963 Equal Pay Act are not enough; they are limited in their coverage -- for instance, one excludes teachers, and the other leaves out administrative and professional women. The Equal Employment Opportunity Commission has not proven to be an adequate device, with its power limited to investigation, conciliation, and recommendation to the Justice Department. In its cases involving sexual discrimination, it has failed in more than one-half. The Justice Department has been even less effective. It has intervened in only one case involving discrimination on the basis of sex, and this was on a procedural point. In a second case, in which both sexual and racial discrimination were alleged, the racial bias charge was given far greater weight.

Evidence of discrimination on the basis of sex should hardly have to be cited here. It is in the Labor Department's employment and salary figures for anyone who is still in doubt. Its elimination will involve so many changes in our State and Federal laws that, without the authority and impetus of this proposed amendment, it will perhaps take another 194 years. We cannot be parties to continuing a delay. The time is clearly now to put this House on record for the fullest expression of that equality of opportunity which our founding fathers professed. They professed it, but they did not assure it to their daughters, as they tried to do for their sons.

The Constitution they wrote was designed to protect the rights of white, male citizens. As there were no black Founding Fathers, there were no founding mothers -- a great pity, on both counts. It is not too late to complete the work they left undone. Today, here, we should start to do so.

In closing I would like to make one point. Social and psychological effects will be initially more important than legal or economic results. As Leo Kanowitz has pointed out: Rules of law that treat of the sexes per se inevitably produce far-reaching effects upon social, psychological and economic aspects of male-female relations beyond the limited confines of legislative chambers and courtrooms. As long as organized legal systems, at once the most respected and most feared of social institutions, continue to differentiate sharply, in treatment or in words, between men and women on the basis of irrelevant and artificially created distinctions, the likelihood of men and women coming to regard one another primarily as fellow human beings and only secondarily as representatives of another sex will continue to be remote. When men and women are prevented from recognizing one another's essential humanity by sexual prejudices, nourished by legal as well as social institutions, society as a whole remains less than it could otherwise become.

Supporting Question 3

The third supporting question: Has the Equal Pay Act (1963) been successful in providing equality for women in the workplace?

The formative task is for students to write a paragraph that answers the supporting question using a minimum of two pieces of evidence from the data graphs provided.

Teachers may implement this task with the following procedures: As a class, read the Equal Pay Act of 1963. Next, model with students how to analyze data in a graph. Use the first graph provided to do so and make sure to connect the graph back to the supporting question. Next, have students work in pairs to analyze the remaining graphs.

The scaffolds and other materials may be used to support students as they work with sources. The teacher may choose to develop graphic organizers to help students organize their ideas and information as they analyse the graphs provided.

- **Featured Source A:** United States, Congress, *Equal Pay Act 1963*. 1963.

An Act

To prohibit discrimination on account of sex in the payment of wages by employers engaged in commerce or in the production of goods for commerce.

It be enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That this Act may be cited as the "Equal Pay Act of 1963,".

Declaration of Purpose

Sec. 2. (a) The Congress hereby finds that the existence in industries engaged in commerce or in the production of goods for commerce of wage differentials based on sex-

- (1) depresses wages and living standards for employees necessary for their health and efficiency;
- (2) prevents the maximum utilization of the available labor resources;
- (3) tends to cause labor disputes, thereby burdening, affecting, and obstructing commerce;
- (4) burdens commerce and the free flow of goods in commerce; and
- (5) constitutes an unfair method of competition.

(b) It is hereby declared to be the policy of this Act, through exercise by Congress of its power to regulate commerce among the several States and with foreign nations, to correct the conditions above referred to in such industries.

Sec. 3. Section 6 of the Fair Labor Standards Act of 1938, as amended (29 U.S.C. et seq.), is amended by adding thereto a new subsection as follows:

"(d)(1) No employer having employees subject to any provisions of this section shall discriminate, within any establishment in which such employees are employed, between employees on the basis of sex by paying wages to employees in such establishment at a rate less than the rate at which he pays wages to employees of the opposite sex in such establishment for equal work on jobs the performance of which requires equal skill, effort, and responsibility, and which are performed under similar working conditions, except where such payment is made pursuant to (i) a seniority system; (ii) a merit system; (iii) a system which measures earnings by quantity or quality of production; or (iv) a differential based on any other factor other than sex:

C3 TEACHERS

Provided, That an employer who is paying a wage rate differential in violation of this subsection shall not, in order to comply with the provisions of this subsection, reduce the wage rate of any employee.

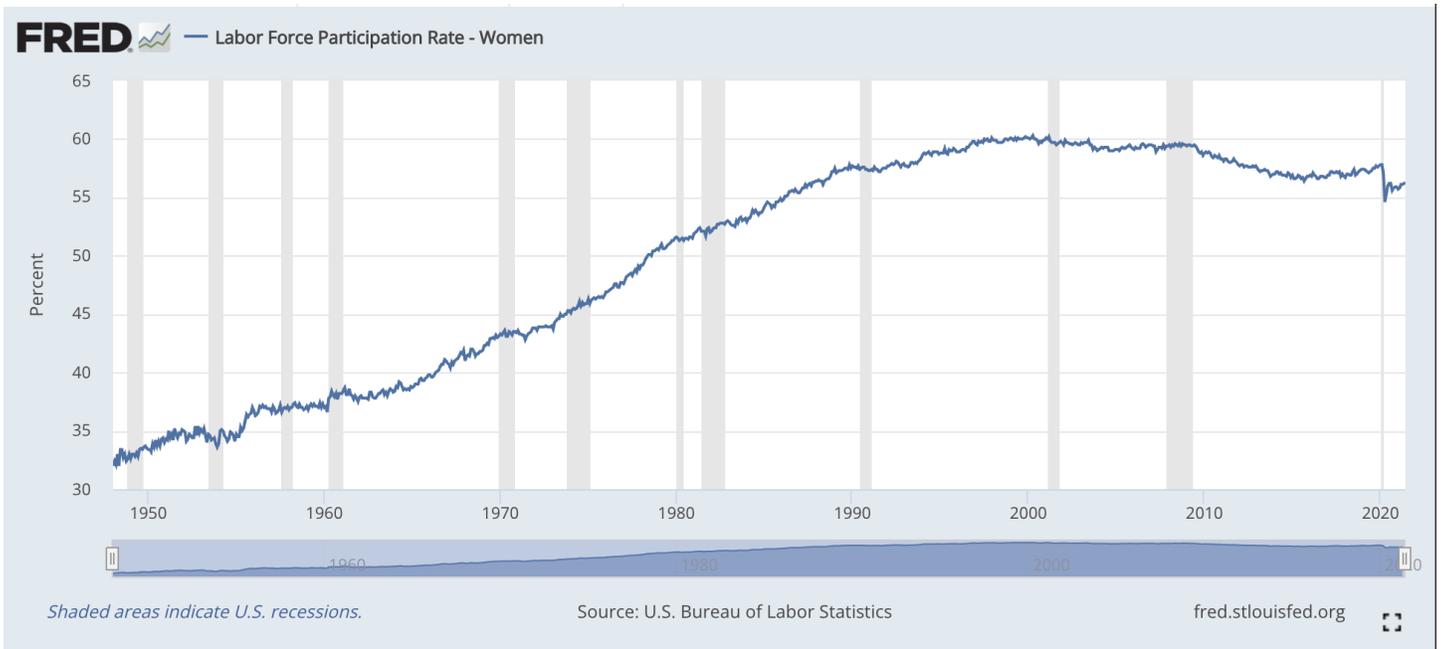
(2) No labor organization, or its agents, representing employees of an employer having employees subject to any provisions of this section shall cause or attempt to cause such an employer to discriminate against an employee in violation of paragraph (1) of this subsection.

(3) For purposes of administration and enforcement, any amounts owing to any employee which have been withheld in violation of this subsection shall be deemed to be unpaid minimum wages or unpaid overtime compensation under this chapter.

(4) As used in this subsection, the term "labor organization" means any organization of any kind, or any agency or employee representation committee or plan, in which employees participate and which exists for the purpose, in whole or in part, of dealing with employers concerning grievances, labor disputes, wages, rates of pay, hours of employment, or conditions of work.

C3 TEACHERS

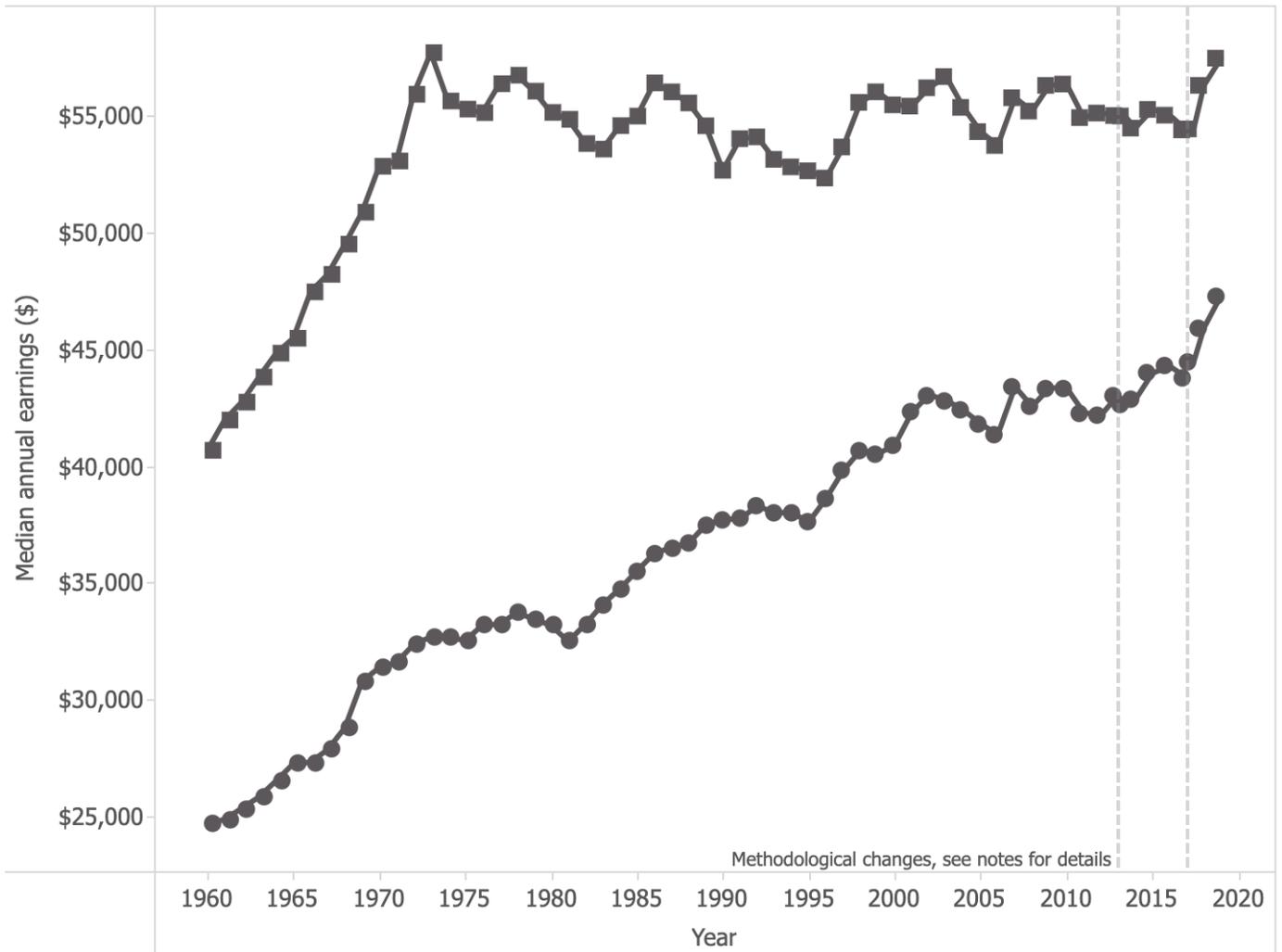
- **Featured Source B:** "Labor Force Participation Rate - Women." *FRED*, 2 July 2021, fred.stlouisfed.org/series/LNS11300002.



C3 TEACHERS

Featured Source C: "Median Annual Earnings by Sex, Race and Hispanic Ethnicity" . *United States Department of Labor*, www.dol.gov/agencies/wb/data/earnings/median-annual-sex-race-hispanic-ethnicity.

Median annual earnings by sex, race, and Hispanic ethnicity



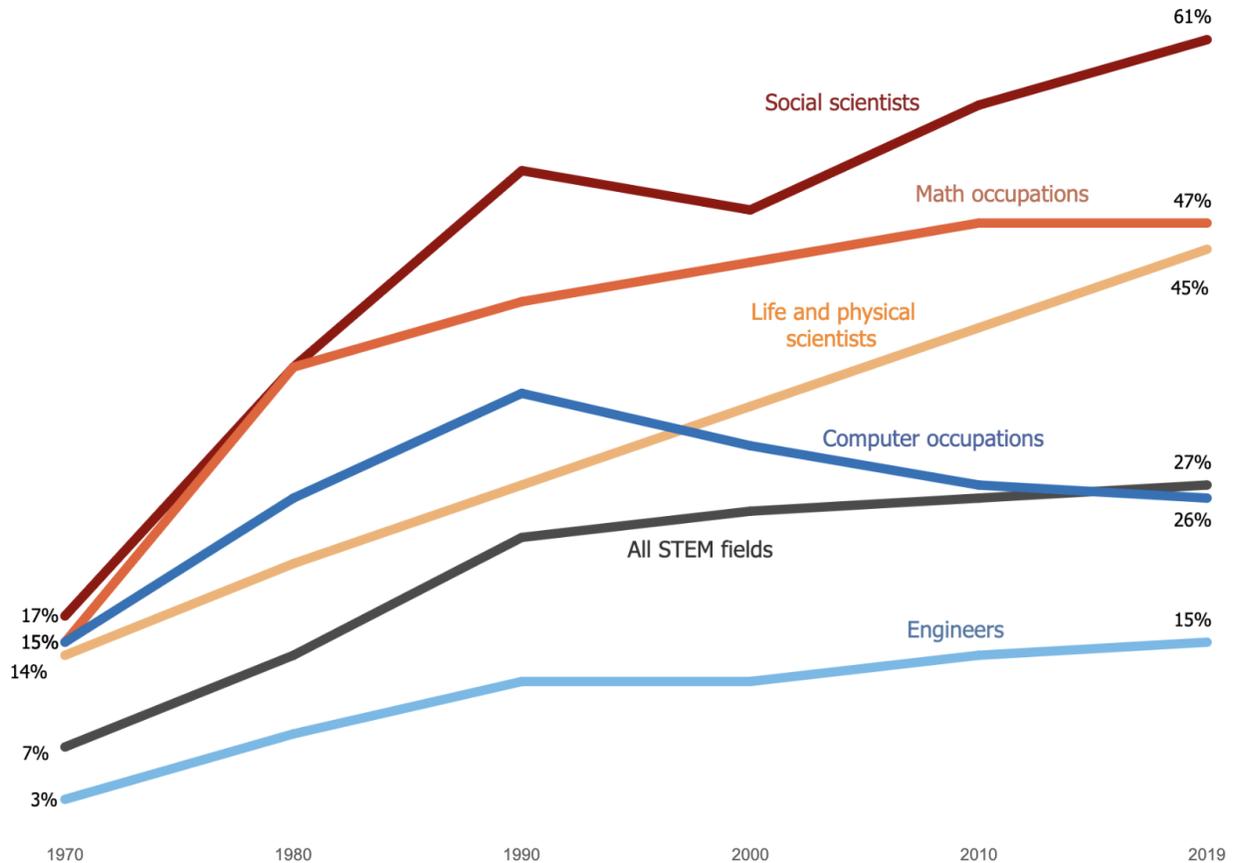
*Male data is represented by the top set; female data is represented by the bottom set.

C3 TEACHERS

- **Featured Source D:** "Women in the Labor Force." *United States Department of Labor*, www.dol.gov/agencies/wb/data/facts-over-time/women-in-the-labor-force#womenstem.

Percentage of science, technology, engineering, and math (STEM) workers who are women

Percentage of science, technology, engineering, and math (STEM) workers who are women

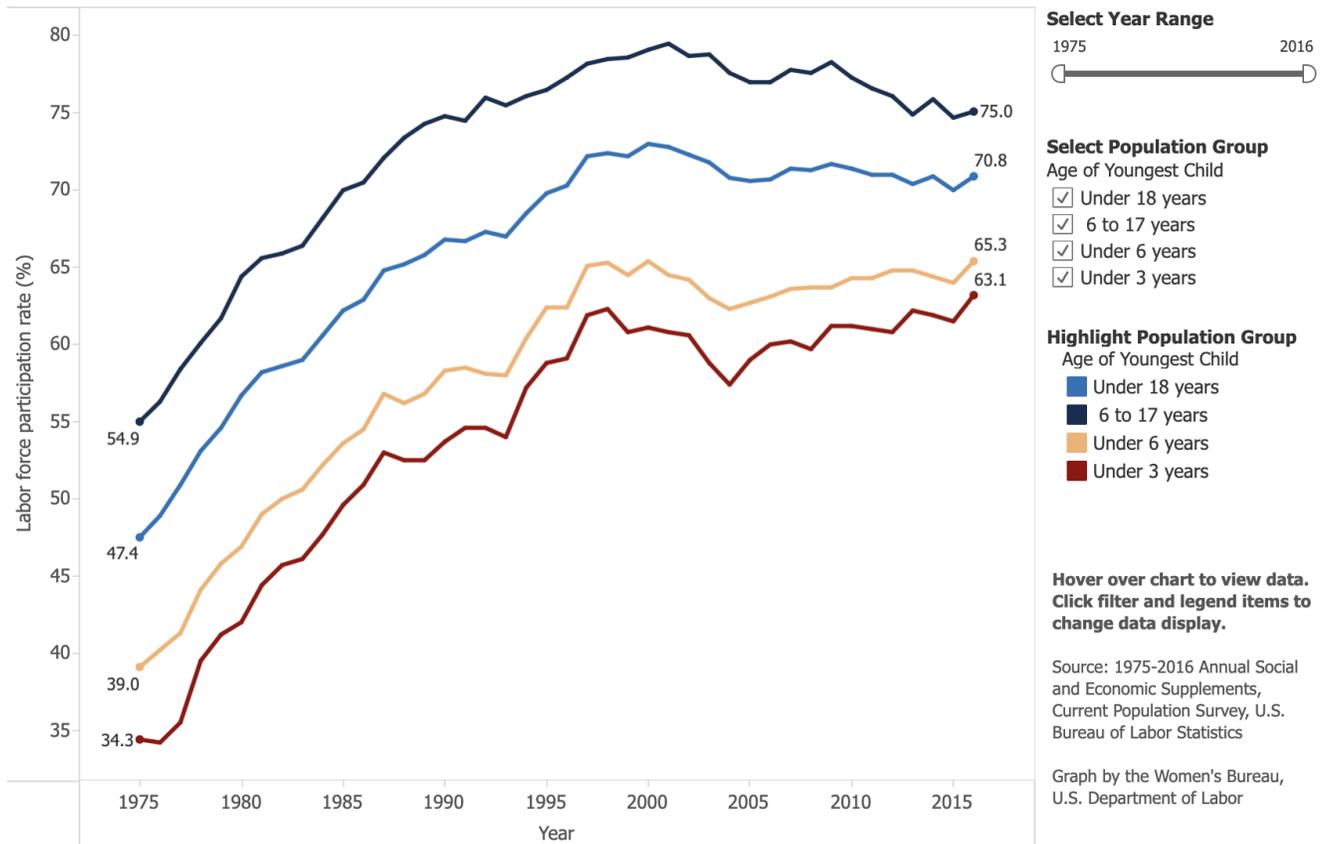


Note: STEM occupations are classified according to the Standard Occupational Classification STEM recommendations for presentation of government data available at: https://www.bls.gov/soc/Attachment_C_STEM_2018.pdf
Source: U.S. Census Bureau, decennial census 1970-2000 and American Community Survey public use microdata 2010 and 2019.
Graphic by the Women's Bureau, U.S. Department of Labor

- Featured Source D:** "Women in the Labor Force." *United States Department of Labor*, www.dol.gov/agencies/wb/data/facts-over-time/women-in-the-labor-force#labor-force-participation-rate-of-mothers-by-age-of-youngest-child.

Labor force participation rate of mothers by age of youngest child

Labor force participation rate of mothers by age of youngest child
March 1975-2016



Notes: Children are "own" children and include sons, daughters, step-children, or adopted children. Not included are nieces, nephews, grandchildren, and other related and unrelated children. Labor force participation rate represents the percentage of persons in the civilian noninstitutional population 16 years and older that are employed or actively looking for work. The comparability of historical data has been affected at various times by methodological and other changes in the Current Population Survey.

Summative Performance Task

At this point in the inquiry, students have examined the complex nature of the Equal Rights Amendment and its relevance to women in the past and women today.

Students should be expected to demonstrate the breadth of their understandings and their abilities to use evidence from multiple sources to support their claims. In this task, students will examine a law, policy, or Supreme Court Decision that either supports the goals of the ERA or works against the goals of the ERA. Students should not just research the language of the law, policy, or Supreme Court Decision but also the short-term and long-term impacts on women. Their research into their topic should help them to answer the compelling question: to what extent is the ERA still relevant today? Students should then develop a clear argument with at least three pieces of evidence (and citation) to support that evidence. Students should format this information into paragraph format and bring the paragraph with them to the structured academic controversy discussion.

Here is a list of possible research topics:

- Roe v. Wade
- Title IX
- Violence Against Women Act (1994)
- Pregnancy Discrimination Act (1978)

To support students in their writing they can use this provided organizer for a body paragraph. The organizer refers to the HAPPY acronym: Historical Context, Audience, Point of View, Purpose and whY is this significant?

First Argument	
Write a topic sentence that summarizes the paragraph and tells how this proves the thesis	<i>(Repeat the first part of your thesis)</i>
Provide background information here. Cite anyone you paraphrase or quote!	<i>When...</i>

C3 TEACHERS

What textual evidence proves this? Describe 1 or 2 HAPP elements about the source of your evidence.	
What textual evidence proves this? Insert a short quote here.	
What makes this quote credible, valid, or helpful in providing insights to this issue?	<i>The quote revealed...</i>
Who disagrees or disputes a piece of your argument? Describe 1 or 2 HAPP elements about the source of your evidence.	<i>Others claimed that...</i>
What textual evidence do you have? Insert a short quote here.	
What makes this quote seem untrue, inaccurate, or only partly true?	<i>While it may be true that _____, it was clear that...</i>

To extend their arguments, once students have written or formed an argument, consider doing one of the following extension activities:

1. **Discussion:** Consider facilitating a discussion of the analysis questions. Ask students to share their response with someone, or if they already worked in a group, ask them to nominate someone to represent their group to the class as a whole. Capitalize on differences between group responses. Why did one group answer differently than another? What impacted them or stood out more?
2. **Four Corner Debate:** Consider a "four-corner debate." In the corners of the room tack up a piece of paper with four differing and possible answers to the inquiry question. After students complete the lesson packet, pose the question to the room at large and ask students to move to the corner of the room (or in between locations) that represent their answer. Then, ask students to explain their choice. As students discuss they are allowed to move closer or further from ideas. This is a great strategy for kinesthetic learning.

C3 TEACHERS

3. **Socratic Seminar:** Consider doing a "Socratic seminar" to extend the learning and get students to question what they still don't know or understand. Start with the inquiry's question. Students should be encouraged to answer one another's question directly, but also to answer the question with another question. This continues the conversation and gets at more rich ideas. The teacher should try to say as little as possible and let the students lead the dialog. One strategy for this is to seat students in a circle. Give each of them a cup and 2-3 tokens. When a student makes a substantive contribution to the discussion the teacher will walk over and place a token in the cup signaling that they have contributed. Students will become aware of who has spoken and who has not, and leave space for one another.
4. **Structured Academic Controversy:** Consider turning the lesson into a "structured academic controversy." Take the overarching question and turn it into a "debate." Students can choose or be assigned a side in the debate and use the documents provided to argue their "answer" to the overarching question. They can argue over interpretations and credibility of some documents.
5. **Reacting to the Past:** Consider doing some role play with your class. Reacting to the Past is an active learning pedagogy of role-playing games designed by Barnard University. In Reacting to the Past games, students are assigned character roles with specific goals and must communicate, collaborate, and compete effectively to advance their objectives. Reacting promotes engagement with big ideas, and improves intellectual and academic skills. Provide students with a set of rules about staying in character and what types of things they must know about their character. Students should be provided with a packet of role sheets with instructions on their individual goals and strategies for game play. Students can use sources and information from these activities, and can search for more details online about their individual character. Reacting roles and games do not have a fixed script or outcome. While students are obliged to adhere to the philosophical and intellectual beliefs of the historical figures they have been assigned to play, they must devise their own means of expressing those ideas persuasively in papers, speeches, or other public presentations.

Students have the opportunity to Take Informed Action by doing one of the following suggested action activities:

1. Find an article or book about history that misrepresents women and gender in history and write to the author or editor.
2. Write a letter to the Secretary of Education for your state about the teaching of women and gender history.
3. Investigate women and gender rights issues that persist and engage with the movement by attending a protest, signing a petition, or donating to the cause.
4. Make a PSA video, blog, or social media post with the intent to persuade the audience to better understand women from history or a persistent gender rights from this inquiry.