

Title: Women's Work

Subject: U.S. History

Topic: Women's History

Grade: 8

School: St. John Catholic

Wiregrass History Consortium Unit Plan			
GPS Standard:	SS5.17.22.24 and U.S. History (9-12) 23, 27,33		
Concept:	comparison and contrast of women's work in key eras of American history		
Essential questions (2-5 questions) (What you want the students to know.)	<ol style="list-style-type: none"> 1. What was life like for female industrial workers? 2. How did women contribute to the settling of the American West? 3. How were women a part of the Progressive Movement? 4. What contributions did women make to the American war effort in World War II? 5. What changes did the Women's Movement demand? 		
Elements (What you want the students to understand.)	Women's work, whether paid or unpaid, has always contributed to the economic life of the United States. Women have had to struggle for recognition of their contributions. In some eras and among some groups this struggle has been more activist than among others.		
Launch Activity (Hook)	political cartoon about women's pay vs. men's pay		
Knowledge & Skills (People, Places, times and vocabulary-what the student should be able to do. What skills will they use?)	Knowledge Students should be able to describe the lives and economic activities of women in industrialization, westward movement, the Progressive Era, World War II, and the post-war to modern era of American history.	Students should be able to compare and contrast eras. Students should be able to trace the causes and effects of the Women's Movement.	Skills ordering events chronologically comparison & contrast cause & effect
Assessment Evidence: What evidence will show that students met the learning goal?			
Traditional Assessment (Quizzes, Test, Selected Responses)			
selected questions on unit tests on relevant eras, comparative essays			
Portfolio Assessment			
historical fiction writing exercises			
Authentic Assessment (Performance Tasks, Rubrics, Projects, Dialogues, etc.,)			
role-playing			
Student Self-Assessment			
Differentiation Associated with this unit			
pair-reading of primary source documents (stronger paired w/weaker readers)			

Resources and instructional tools:

primary-source documents: political cartoon on women's vs. men's pay; excerpts from writings of Mary Richardson Walker, Sister Mary Catherine Cabareaux, Sarah Winnemucca, and Keturah Penton Belknap, as published in *Women of the West* by Cathy Luchetti & Carol Olwell; interviews with Peggy Terry (from "*The Good War*": *An Oral History of World War II* by Studs Turkel) and Anne Dinsmore (from *Women Remember the War 1941-1945* by Michael E. Stevens, ed.) on their experiences in World War II; excerpt from *Loom and Spindle* by Harriet Hanson Robinson, of the 1836 Lowell Mills strike (available from In-Depth Resources Unit 3, p. 49 from McDougal Littell's *Creating America*) or any comparable source;

any United States History textbook;

PBS video "Flygirls" (about W.A.S.P.s in WWII)