

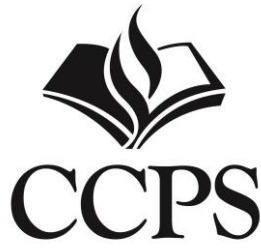
WORKING TO FORM A MORE PERFECT UNION

Honoring
Women in Public Service and
Government

Collier County Public Schools' Women's History Month Resource Packet

March 2018





Collier County Public Schools

www.collierschools.com

Dr. Kamela Patton
Superintendent of Schools

THE DISTRICT SCHOOL BOARD OF COLLIER COUNTY

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This report has been prepared by The District School Board of Collier County.
Additional copies, if available, may be obtained by writing:

The District School Board of Collier County
Dr. Martin Luther King, Jr. Administrative Center
5775 Osceola Trail
Naples, Florida 34109-0919

Report Number:

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Coordinated by:

Social Studies Department

VISION STATEMENT

All students will complete school prepared for ongoing learning as well as community and global responsibilities.

The District School Board of Collier County does not discriminate on the basis of race, color, national origin, sex, disability, or age in the provision of educational opportunities or employment opportunities and benefits. The District School Board does not discriminate on the basis of sex or disability in the education programs and activities that it operates, pursuant to the requirements of Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act of 1990, respectively. The right not to be discriminated against extends to both employees and students of the District and shall include equal access to designated youth organizations in conformity with the Boy Scouts of America Equal Access Act. The following personnel should be contacted for inquiries about their rights or to learn how to file a complaint regarding discrimination.

Employees: Educational Equity Act, Title IX, Section 504 (Rehabilitation Act) or the Americans with Disabilities Act, contact Ian Dean, Executive Director, Human Resources and Deputy Title IX Coordinator for Employees, (239) 377-0365, The District School Board of Collier County, 5775 Osceola Trail, Naples, Florida 34109.

Students: Educational Equity Act, Title IX, or the Age Discrimination Act of 1975, contact Stephen McFadden, Coordinator, School Counseling K-8, and Deputy Title IX Coordinator for Students, (239) 377-0517, The District School Board of Collier County, 5775 Osceola Trail, Naples, Florida 34109

Section 504 (Rehabilitation Act) and the Americans with Disabilities Act, contact Dr. L. Van Hylemon, Coordinator, Psychological Services, (239) 377-0521, The District School Board of Collier County, 5775 Osceola Trail, Naples, Florida, 34109.



*"I may be the first woman member of Congress
but I won't be the last."*

Jeannette Rankin, (1880-1973)

first woman in Congress

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Required Public School Instruction on the Study of Women's Contributions to the United States

Florida Statute 1003.42

(2) Members of the instructional staff of the public schools, subject to the rules and regulations of the commissioner, the state board, and the school board, shall teach efficiently and faithfully, using the books and materials required, following the prescribed courses of study, and employing approved methods of instruction, the following:

(q) The study of women's contributions to the United States.

About Women's History Month

- Women's History Month had its origins as a national celebration in 1981 when Congress passed Pub. L. 97-28 which authorized and requested the President to proclaim the week beginning March 7, 1982 as "Women's History Week." Throughout the next five years, Congress continued to pass joint resolutions designating a week in March as "Women's History Week."
- In 1987 after being petitioned by the National Women's History Project, Congress passed Pub. L. 100-9 which designated the month of March 1987 as "Women's History Month." Between 1988 and 1994, Congress passed additional resolutions requesting and authorizing the President to proclaim March of each year as Women's History Month.
- Since 1995, Presidents Clinton, Bush, and Obama have issued a series of annual proclamations designating the month of March as "Women's History Month."

From the Law Library of Congress' guide to the legislative history of Women's History Month.

National Women's History Project 2018 Theme

2018 Theme: *NEVERTHELESS SHE PERSISTED:*

Honoring Women Who Fight All Forms of Discrimination Against Women

The 2018 National Women's History theme presents the opportunity to honor women who have shaped America's history and its future through their tireless commitment to ending discrimination against women and girls. Through this theme we celebrate women fighting not only against sexism, but also against the many intersecting forms of discrimination faced by American women including discrimination based on race and ethnicity, class, disability, sexual orientation, veteran status, and many other categories.

From spearheading legislation against segregation to leading the reproductive justice movement, our 2018 honorees are dismantling the structural, cultural, and legal forms of discrimination that for too long have plagued American women.

Nevertheless She Persisted: This phrase was born in February 2017 when Senator Elizabeth Warren, D-MA, was silenced during Jeff Sessions' confirmation hearing for Attorney General. At the time, Warren was reading an opposition letter penned by Coretta Scott King (a past NWHF honoree) in 1986. Referring to the incident, Senate Majority Leader Mitch McConnell, R-KY, later said "Senator Warren was giving a lengthy speech. She had appeared to violate the rule. She was warned. She was given an explanation. Nevertheless she persisted." Feminists immediately adopted the phrase in hashtags and memes to refer to any strong women who refuse to be silenced.

Fighting all forms of discrimination against women takes persistence. The 2018 honorees have all gotten the message to stop, either directly or indirectly, yet they have all continued to fight and succeeded in bringing positive change to the lives of diverse American women.

[Click here to access the 2018 National Women's Month Honorees.](#)



"I proved I could do a lot of things...People also knew, I do what I say I'll do."

Betty Mae Tiger Jumper (1923-2001)

First Woman Chairman of the Seminole Tribe and
Presidential Advisor

Additional Resources for Women's History Month

"I care very much about women and their progress. I didn't go march in the streets, but when I was in the Arizona Legislature, one of the things that I did was to examine every single statute in the state of Arizona to pick out the ones that discriminated against women and get them changed."

Sandra Day O'Connor, (1930-)

First woman appointed to the U.S. Supreme Court



Websites

- ❖ National Women's History Project: <http://www.nwhp.org/>
- ❖ Library of Congress Women's History Site for teachers: <http://womenshistorymonth.gov/teachers.html>
- ❖ History Channel: <http://www.history.com/topics/holidays/womens-history-month>
- ❖ National Portrait Gallery "Women of Our Time" exhibit: <http://www.npg.si.edu/cexh/woot/>
- ❖ NEA's Women's History Month for the Classroom: <http://www.nea.org/tools/lessons/womens-history-month.html>
- ❖ Scholastic's Women's History Month: A Collection of Teaching Resources: <http://www.scholastic.com/teachers/collection/womens-history-month-collection-teaching-resources>
- ❖ Education World's Women's History Month Lesson Plans and Activities: http://www.educationworld.com/a_special/women_history_lesson_plan.shtml
- ❖ Time for Kids Women's History Month: <http://www.timeforkids.com/minisite/womens-history-month>

Discovery Education Streaming Video

- ❖ Standard Deviants Teaching Systems: U.S. History: Module 02: Women's Movements
Grades 6-12 26:19 minutes
- ❖ A History of Women's Achievement in America: Women Speak Out
Grades 6-12 25:36 minutes
- ❖ A History of Women's Achievement in America: The Era of Women's Firsts
Grades 6-12 23:07 minutes
- ❖ A History of Women's Achievement in America: Women Begin to Transform Themselves
Grades 6-12 24:48 minutes
- ❖ A History of Women's Achievement in America: A New Age of Equality
Grades 6-12 21:36 minutes
- ❖ A History of Women's Achievement in America: The Era of Women's Firsts
Grades 6-12 23:07 minutes
- ❖ A History of Women's Achievement in America: American Women Find Their Voice
Grades 6-12 22:51 minutes

“Never limit yourself because of others' limited imagination; never limit others because of your own limited imagination.”

Dr. Mae Jemison, (1956 -)

first African American female astronaut



Women’s History Month Lesson Plan Ideas

[Grades K-2: Ruby Bridges: A Simple Act of Courage](#)

[Grades 3-5: Women’s Suffrage](#)

[Grades 6-8: Women in the White House](#)

[Grades 9- 12: Women Aviators in WWII: “Fly Girls”](#)

[Additional Lesson Plan Ideas](#)

Title: Ruby Bridges: A Simple Act of Courage (K-2)

Benchmark(s): Next Generation Sunshine State Standards for Social Studies and Florida Standards

Kindergarten	SS.K.A.2.1	Compare children and families of today with those in the past.
	SS.K.A.2.4	Listen to and retell stories about people in the past who have shown character ideals and principles including honesty, courage, and responsibility.
Grade 1	SS.1.A.2.1	Compare life now with life in the past.
	SS.1.A.2.4	Identify people in the past who have shown character ideals and principles including honesty, courage, and responsibility.
Grade 2	SS.2.C.2.5	Evaluate the contribution of various African Americans, Hispanics, Native Americans, veterans, and women.

Objectives: At the conclusion of this lesson, students will be able to:

1. identify Ruby Bridges and explain her significance in history.
2. describe why Ruby Bridges' experience is different than their own.

Key Terms:

Bravery	Courage	Equal	Equality
Exclude	Fair	Include	Separate

Materials:

- Ruby Bridges Slide Show Teacher Guide (provided)
- "Equality is..." Graphic Organizer (provided)
- Classification of Events (provided)
- "We Should..." Poster (provided)
- Eight 2x5" strips of colored paper for each student

Activities:

1. Introduce the vocabulary words by asking the students to repeat each word aloud several times. Discuss the word's meaning.
2. Provide your students with the strips of colored paper. Have students write each word on a small strip of paper while you write it on a larger sheet of paper. Each student should tape their strip of paper to their desk while the you tape the larger sheet to the wall. This will serve as a resource for students throughout the lesson. Encourage your students to use these words in their writing.

3. Using the teacher guide, view and discuss the “Ruby Bridges and the Civil Rights Movement Slide Show” with your students at <http://www.scholastic.com/teachers/slideshow/ruby-bridges-and-civil-rights-movement-slide-show-kindergarten-grade-2>
4. Have students complete the “Equality is...” Poster by thinking about Ruby’s experience. Students should then write two sentences: the first sentence should be about treating people equally, and the second sentence should be about what happens when people are not treated equally. Have them draw an image that shows what treating people equally means to them. Students can use words from their personal word walls to support their writing. The goal of the activity is to have students practice writing skills. Provide starter sentences, as needed, to students who may need additional support writing.
5. Students should have a good understanding of the different events involved with Ruby’s move to a new school and the civil rights fight surrounding it. Ask students to identify events from the slide show that were “fair” and “unfair. *There are two templates: one where students will copy the event onto a list of “fair” and “unfair” events, and another where students can simply write “fair” or “unfair” next to the event. Choose the template that best fits the writing abilities or needs of your class.* You may want to complete a similar word web on the board or using a projector to provide additional support to your students.
6. Direct your students to use the “We Should ...” poster template to create a poster that shows how people should treat others. Ask them to illustrate a time when people should treat others kindly. They can use words and pictures to create their poster. Some students may need prompting and support in figuring out how to describe a situation. It may be prudent to offer words or images cut out from magazines or newspapers to help students create their posters.

Evidence of Understanding:

The students’ discussion, writing, graphic organizer, and poster will demonstrate their understanding of the unfair treatment Ruby Bridges faced during the civil rights movement, and her bravery and courage during that time.

-lesson adapted from Scholastic.com: <http://www.scholastic.com/teachers/lesson-plan/ruby-bridges-simple-act-courage-common-core-lesson-plan-kindergarten-grade-2#equality-is>

Teacher's Guide to Ruby Bridges and the Civil Rights Movement Slide Show

Slide show can be found at: <http://www.scholastic.com/teachers/slideshow/ruby-bridges-and-civil-rights-movement-slide-show-kindergarten-grade-2>

The teaching guide can provide a narrative that you can print out and use as you view the slideshow with your students. And you can review the vocabulary words embedded in the text to boost your students' knowledge of the time period.

Narrative and Historical Background for Each Slide

Slide 1: Ruby Bridges: A Simple Act of Courage

On November 14, 1960, six-year-old Ruby Bridges started first grade at William Frantz Public School in New Orleans. She made history on that day. Ruby and three other girls were the first African American students to go to all-white schools in New Orleans. Ruby was the only African American student who went to William Frantz Public School.

Ruby's world was quite different from the world we live in today. In the South, African American students and white students went to [separate](#) schools because the law said they shouldn't be together. This was called segregation.

At the time, there were many laws that treated African Americans differently than whites. Many people knew this was unfair. They were part of the civil rights movement in the 1950s and 1960s. The civil rights activists said that all people were [equal](#). They believed everyone should be treated the same.

Ruby became an important part of the civil rights movement when she integrated her school.

Slide 2: What Was Segregation?

Separating people based on the color of their skin is called segregation. In the United States, many Southern states had this type of law. These laws were unfair and racist.

Ask: What do you notice about the water fountain photo from 1960? Why was it like this?

Slides 3 and 4: Life During Segregation

Because of segregation, African Americans and white people had to use different water fountains and bathrooms. They sat in separate parts of buses and trains. Baseball teams were either all African American or all white. People didn't play together. Segregation made it seem like African Americans and whites were different. It made it seem like people of other races were inferior to whites.

Slide 5: Separate but Equal?

The Supreme Court, which is the most important court in the United States, said in 1896 that segregation was legal in the United States. The court said people could be “separate but equal.”

But some people knew this was wrong. People were not being treated equally.

In the South in the 1950s, African American and white children went to different schools. The schools were not equal. White schools had more money than African-American schools. White schools had newer books and bigger classrooms. Teachers in white schools were paid more. African American schools were often crowded and needed fixing up.

Ask: What do these pictures tell us about how African Americans were treated in the 1950s and 1960s?

Slide 6: *Brown v. Board of Education*

In 1954, the Supreme Court made a new decision. The court said that the separate schools were not fair. They were not equal.

Because of what the Supreme Court decided, schools would have to change. Children of all races would go to school together.

Thurgood Marshall was the attorney who showed the court why “separate but equal” was unfair. He later became the first African American to be a judge on the Supreme Court.

Slide 7: The Civil Rights Movement

At the same time that the Supreme Court made its decision, the civil rights movement was happening all over the country. Thousands of people were taking part in it. Civil rights activists wanted everyone, especially African Americans, to be treated equally. They were fighting against discrimination and racism.

Slide 8: Why Ruby?

In the late 1950s, most African American and white students were still in separate schools in New Orleans. The state of Louisiana wasn't listening to the Supreme Court's decision. Many white people there did not want integration. Finally, a federal court said that New Orleans schools would have to integrate by 1960.

In kindergarten, Ruby had attended an all African American school. She had many friends and an African American teacher. She loved school.

Then Ruby passed a test to be allowed to go to the all-white school. Ruby's father wasn't sure his daughter should go to the all-white school for first grade. He wanted to protect Ruby from angry people who didn't want African American children at white schools. Ruby's mother, Lucille, however, wanted her daughter to go the better school. She thought that if Ruby went to the white school, it would help all African American children. Eventually, Ruby's parents decided together that she would go to William Frantz Elementary.

In November 1960, Ruby and six other students integrated New Orleans elementary schools. Ruby was the only African American student at William Frantz Elementary School.

Slide 9: November, 1960: Ruby Goes to School

People in the city of New Orleans were angry that schools were being forced to integrate. Judge J. Skelly Wright, the judge who ordered the schools to integrate, was worried for the students' safety. He asked the United States government for marshals to protect the students. Marshals are policemen who work for the United States, not any one state. On her first day of school, the marshals escorted Ruby into William Frantz Elementary.

Slides 10 and 11: Jeers and Taunts

Protestors lined up at Ruby's school. The police kept them behind barricades. Ruby remembers, in her book *Through My Eyes*, that they were very loud, like the city was during Mardi Gras.

The protests continued into the spring. Marshals went with Ruby to school every day.

Ask: Why did the protestors stand outside the school Ruby attended?

Slide 12: Mrs. Henry and Ruby

Ruby's teacher, Barbara Henry, was young, white, and from Boston. Ruby had never spent much time with a white person before. Ruby was in a classroom by herself, because white parents didn't want their children in class with an African American student. Ruby spent all her time with Mrs. Henry. They became very close.

In the second grade, Ruby was in a classroom with other students, including white children. Ruby graduated from William Frantz Elementary School and, later, high school in New Orleans. Today, she gives speeches about her experience during the civil rights movement.

Ask: Who was Mrs. Henry? How did she treat Ruby?

Ask: How would you describe what Ruby Bridges experienced at the William Frantz Elementary school in New Orleans? Was it fair?

Slide 13: The Civil Rights Movement Continued

Schools were desegregating, but there was still work to do for civil rights leaders. Martin Luther King Jr., was the most famous civil rights leader. He worked for years for equality between all races and all people. He gave his most famous speech about racial equality, "I Have a Dream," in Washington, D.C. in 1963. Thousands of people heard his speech.

Slide 14: Civil Rights Became Law

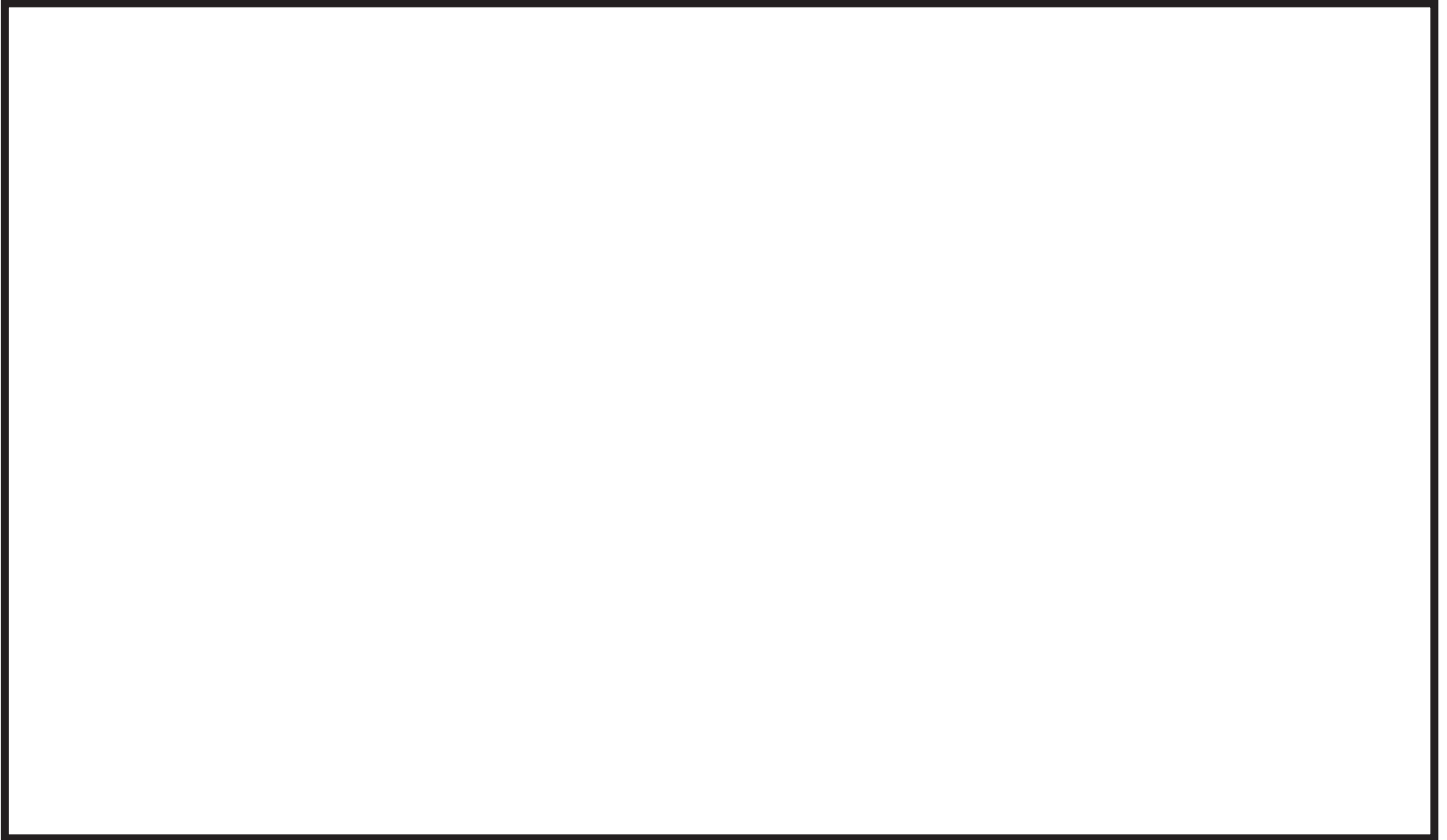
President Lyndon B. Johnson signed the Civil Rights Act in 1964. This was a law that tried to fix the problems of inequality in the United States. The law said everyone should have equal voting rights and that segregation and discrimination in public places would not be allowed. In 1965, President Johnson signed the Voting Rights Act. This law said that everyone with the vote should have equal opportunity to vote. It protected the rights of minorities. These important laws continue to protect equality today.

Ruby Bridges: A Simple Act of Courage

Name: _____ Date: _____

Equality Is...

Directions: Explain what the word “equality” means to you. Draw a picture to show its meaning.



Equality is

Ruby Bridges: A Simple Act of Courage

Name: _____

Date: _____

Classification of Events

Directions: The events listed below are part of the story of Ruby Bridges and her act of courage. Many things that happened during Ruby’s childhood were unfair. But some people tried to make things fair, too. Decide whether each event is “fair” or “unfair” and write “fair” or “unfair” in the box next to the statement.

Many places had separate facilities for people depending on the color of their skin.

Ruby attended an all-African American school for kindergarten.

In first grade, Ruby went to an all-white school.

In 1896, the Supreme Court said people could be “separate but equal.”

In 1954, the Supreme Court said “separate but equal” should not exist in education.

Ruby took a test before she was allowed to go to the all-white school.

The first students to integrate all-white schools needed soldiers and marshals to escort them to school.

Ruby was in a classroom by herself for first grade.

In second grade, Ruby was in a classroom with other students, many of whom were white.

In 1964, President Johnson signed the Civil Rights Act, which said segregation and discrimination were not allowed.

Ruby Bridges: A Simple Act of Courage

Name: _____

Date: _____

Classification of Events

Directions: The events listed below are part of the story of Ruby Bridges and her act of courage. Many things that happened during Ruby’s childhood were unfair. But some people tried to make things fair, too. Decide whether each event is “fair” or “unfair.”

- Many places had separate facilities for people depending on the color of their skin.
- Ruby attended an all-African American school for kindergarten.
- In first grade, Ruby went to an all-white school.
- In 1896, the court said people could be “separate but equal.”
- In 1954, the Supreme Court said “separate but equal” should not exist in education.
- Ruby took a test before she was allowed to go to the all-white school.
- The first students to integrate all-white schools needed soldiers and marshals to escort them to school.
- Ruby was in a classroom by herself for first grade.
- In second grade, Ruby was in a classroom with other students, many of whom were white.
- In 1964, President Johnson signed the Civil Rights Act, which said segregation and discrimination were not allowed.

Ruby Bridges: A Simple Act of Courage

FAIR

UNFAIR

Ruby Bridges: A Simple Act of Courage

Name: _____ Date: _____

We Should... Poster

Directions: Draw a poster showing how we should treat others. You may use pictures and words.

We should...

Title: Women's Suffrage (3-5)

Benchmark(s): Next Generation Sunshine State Standards for Social Studies and Florida Standards

Grade 3	SS.G.1.1	Use thematic maps, tables, charts, graphs, and photos to analyze geographic information.
Grade 4	SS.4.C.2.2	Identify ways citizens work together to influence government and help solve community and state problems.
	SS.4.C.2.3	Explain the importance of public service, voting, and volunteerism.
Grade 5	SS.5.C.2.3	Analyze how the Constitution has expanded voting rights from our nation's early history to today.

Objectives: At the conclusion of this lesson, students will be able to:

1. describe the history behind women's suffrage.
2. draw conclusions about patterns in women suffrage dates between countries and between states in the United States of America.

Key Terms:

Amendment	Election	Endorse	Equal
Ratification	Suffrage	Vote	

Materials:

- Scholastic's Women's Suffrage Activities @ <http://teacher.scholastic.com/activities/suffrage/>
- History of Women's Suffrage Articles (2) with Quiz (provided)
- Effie Hobby's Story(provided)
- Voting Dates Fact Sheet (provided)
- Internet access for students

Activities:

1. Introduce the vocabulary words and discuss the words' meanings.
2. As a class, discuss women's suffrage in the United States. Why is it important to vote? Who has the right to vote today? Who does not have that right? Why would women ever not have the right to vote? Write on the board any ideas and facts students bring to the discussion.
3. Before the class, print copies of the articles to hand to students. Students should read each article (depending on the students, teachers may want to read the articles together as a class), circling the vocabulary words they find within the articles.

4. Once students have read and understood the articles, students should take the quiz. If possible, the quiz is online at <http://teacher.scholastic.com/activities/suffrage/quiz/index.asp> . Students should print their final page and turn it in for assessment.
5. Continue the lesson by directing students to read Effie Hobby story on voting in 1920. Encourage students to write short responses to each Think About It question on the bottom of each section.
6. Regroup as a class to discuss what they have read. See Discussion Starters below. Add to the board any new ideas and facts.

Why did women ask for the right to vote?

What were the arguments for and against allowing women to vote?

When did women start the fight for suffrage?

What events happened in the United States and in the world to change public opinion on whether women should be able to vote? Why?

What kinds of tactics did suffragettes use to win their fight?

Are these tactics all legal? Is it okay to break the law in order to protest?

7. Focus students on why some people wanted women to vote while others were against the idea and what world events might have allowed people to change their opinions. Expand the discussion to women's rights around the world.

Do women have the right to vote in every country? Why do women still not have the right to vote in some countries? Do men have the right to vote in these same countries?

8. Hand printouts of the Voting Dates Fact Sheet and direct students to the *When Did Women Vote?* site at http://teacher.scholastic.com/activities/suffrage/world_when.htm . Depending on the availability of computers, you may have individual students on each computer or group students according to reading level. If time a concern, you can break half the class to explore the U.S. map while the other half explores the world map.
9. With their filled out Voting Dates Fact Sheet , have students discuss any patterns they see in the years that different countries and different states adopted women's suffrage. What can we learn about these patterns and the changing attitude toward women's rights over time?

Evidence of Understanding:

The students' discussion, quiz, and fact sheet will demonstrate their understanding of the history behind women's suffrage.

-lesson adapted from Scholastic.com: <http://www.scholastic.com/teachers/lesson-plan/womens-suffrage-grades-3-5>

Article 1: Women's Suffrage

Adapted from Grolier

The struggle to achieve equal rights for women is often thought to have begun, in the English-speaking world, with the publication of Mary Wollstonecraft's *A Vindication of the Rights of Woman* (1792). During the 1800s, as male suffrage was gradually extended in many countries, women became increasingly active in the quest for their own suffrage. Not until 1893, however, in New Zealand, did women achieve suffrage on the national level. Australia followed in 1902, but American, British, and Canadian women did not win the same rights until the end of World War I.

The United States

The demand for the right to vote of American women was first seriously documented at the Seneca Falls Convention (1848). In 1869, however, a disagreement developed among feminists over the proposed 15th Amendment, which gave the vote to black men. Susan B. Anthony, Elizabeth Cady Stanton, and others refused to endorse the amendment because it did not give women the ballot. Other suffragists, however, including Lucy Stone and Julia Ward Howe, argued that once the black man was enfranchised (given the right to vote), women would achieve their goal. As a result of the conflict, two organizations emerged. Stanton and Anthony formed the National Woman Suffrage Association to work for suffrage on the federal level and to press for more changes, such as the granting of property rights to married women. Stone created the American Woman Suffrage Association, which aimed to secure the ballot through state legislation. In 1890 the two groups united under the name National American Woman Suffrage Association (NAWSA). In the same year Wyoming entered the Union, becoming the first state with general women's suffrage (which it had adopted as a territory in 1869).

As the pioneer suffragists began to withdraw from the movement because of age, younger women assumed leadership roles. One of these was Carrie Chapman Catt, who was named president of NAWSA in 1915. Another leading suffragist was Alice Paul. Forced to resign from NAWSA because of her tactics, Paul organized the National Woman's Party, which used such strategies as mass marches and hunger strikes. Perseverance on the part of both organizations eventually led to victory. On August 26, 1920, the 19th Amendment granted the ballot to American women.

Great Britain

In Great Britain the cause began to attract attention when the philosopher John Stuart Mill presented a petition in Parliament calling for inclusion of women's suffrage in the Reform Act of 1867. In the same year Lydia Becker (1827–90) founded the first women's suffrage committee, in Manchester. Other committees were quickly formed, and in 1897 they united as the National Union of Women's Suffrage Societies. Like their American counterparts, the British suffragists struggled to overcome traditional values and prejudices. Frustrated by the prevailing social and political stalemate, some women became more militant. Emmeline Pankhurst, assisted by her daughters Christabel and Sylvia, founded the Women's Social and Political Union in 1903. Her followers, called "suffragettes," heckled politicians, practiced civil disobedience, and were frequently arrested for starting riots. When World War I started, the

proponents of women's suffrage stopped their activities and supported the war effort. In February 1918 women over the age of 30 received the right to vote. Suffrage rights for men and women were equalized in 1928.

Other Countries

European countries such as Finland (1906), Norway (1913), and Denmark and Iceland (1915) granted women the vote early in the 20th century. Other continental powers were quick to accord women the right to vote at the end of World War I. The Union of Soviet Socialist Republics and the Netherlands granted suffrage in 1917; Austria, Czechoslovakia, Poland, and Sweden in 1918; and Germany and Luxembourg in 1919. Spain extended the ballot to women in 1931, but France waited until 1944 and Belgium, Italy, Romania, and Yugoslavia until 1946. Switzerland finally gave women the vote in 1971, and women remained disenfranchised in Liechtenstein until 1984.

In Canada women won the vote in Alberta, Manitoba, and Saskatchewan in 1916; after federal suffrage was achieved in 1918, the other provinces followed suit, the last being Quebec in 1940. Among the Latin American countries, national women's suffrage was granted in 1929 in Ecuador, 1932 in Brazil, 1939 in El Salvador, 1942 in the Dominican Republic, 1945 in Guatemala, and 1946 in Argentina. In India during the period of British rule, women were enfranchised on the same terms as men under the Government of India Act of 1935; following independence, the Indian Constitution, adopted in 1949 and inaugurated in 1950, established adult suffrage. In the Philippines women received the vote in 1937, in Japan in 1945, in China in 1947, and in Indonesia in 1955. In African countries men and women have generally received the vote at the same time, as in Liberia (1947), Uganda (1958), and Nigeria (1960). In many Middle Eastern countries universal suffrage was acquired after World War II. In some countries, such as Saudi Arabia, there is no suffrage at all, and in others, such as Kuwait, it is very limited and excludes women completely.

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Article 2: 19th Amendment

From Grolier's *Encyclopedia Americana*

The 19th Amendment (1920) to the Constitution of the United States provides men and women with equal voting rights. The amendment states that the right of citizens to vote "shall not be denied or abridged by the United States or by any State on account of sex." Although this equality was implied in the 14th Amendment (1868), most of the states continued to restrict or prohibit women's suffrage. The women's rights movements, which started as early as the 1830s and became connected with the struggle to abolish slavery, resulted in the proposal for the 19th Amendment, introduced in Congress in 1878. This proposed amendment remained a controversial issue for over 40 years, during which the women's rights movement became strongly militant, conducting campaigns and demonstrations for congressional passage of the amendment and then for ratification by the states. This political action, reinforced by the service of women in industry during World War I, resulted in the adoption of the amendment.

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Women's Suffrage Quiz

1. What was the first country to give women the right to vote?
 - A. Australia
 - B. England
 - C. New Zealand
 - D. United States

2. Women in the United States won the right to vote in national elections in:
 - A. 1917
 - B. 1919
 - C. 1920
 - D. 1921

3. Which of the following women was NOT a suffragette?
 - A. Elizabeth Cady Stanton
 - B. Susan B. Anthony
 - C. Ellen Louise Axson Wilson
 - D. Carrie Chapman Catt

4. In Great Britain, militant suffragettes did the following:
 - A. broke windows
 - B. started fires
 - C. cut telegraph wires
 - D. all of the above

5. During World War I, suffragettes:
 - A. continued pushing for the right to vote
 - B. stopped their women's rights campaign to support the war effort
 - C. fought as soldiers
 - D. none of the above

6. In order to win the right to vote, some suffragettes engaged in:
 - A. picketing
 - B. citizenship
 - C. adoption
 - D. ratification

7. Alice Paul led a group of _____ suffragettes who tried to win the right to vote by marching and hunger strikes.
 - A. militant
 - B. federal
 - C. citizen
 - D. peaceful

8. Suffrage is:

- A. the right to vote
- B. the right for women to vote
- C. the women who fought for women's rights
- D. the fight for women's rights

9. The 19th Amendment was _____ in 1920.

- A. amended
- B. abolished
- C. adopted
- D. enfranchised

10. Ratification means:

- A. to catch a rat
- B. to make valid
- C. to vote
- D. to abolish

Answer Key for Women's Suffrage Quiz

1. c
2. b
3. c
4. d
5. b
6. a
7. a
8. a
9. c
10. b

Effie Hobby's Story

Childhood

Effie Hobby was born in Wurtsboro, New York on February 19, 1897. She was born Effie Louisa Hitt and had three younger sisters: Ida, Vera, and Florence. Her father, a blacksmith, moved the family when Effie was 8 to Nichols Village in Trumbull, Connecticut. One of Effie's daily chores as a girl was cleaning the oil lamps in their house and trimming their wicks. She also remembers that grocery shopping was an all day chore. On grocery day, her father would hitch up the horse and wagon to drive Effie and her mother from Nichols to Bridgeport (about six and a half miles) where they could buy all their groceries and dry goods.



Children play on a seesaw in 1902
Photo: Library of Congress

The early years of the 20th century were a time of great change in the United States. More children were starting to go to school, including women, minorities, and immigrants. African Americans were legally segregated from whites with the Supreme Court case of Plessy v. Ferguson in 1896. And the newest American fad — the bicycle — was on the streets and changing the way women dressed. In earlier days, women had to wear long dresses with tight corsets, which made something like riding a bicycle impossible. As the sport of riding bicycles became more popular, women started wearing more practical clothing like bloomers (baggy trousers), which gave them new freedom in dress and movement.

Bicycles were not the only new freedoms women were experiencing. In 1890, the National American Woman Suffrage Association (NAWSA) was founded. It was an organization created to gain rights for women. These rights ranged from having the right to control their own money to having the right to vote. It would take some time, but women won the right to vote, and Effie was there.

Think About It:

How was it harder in the 1890s to be a child? Are there some things that are harder about being a kid today?

High School

In 1911, Effie went to high school. If she had been born just a generation or two earlier, Effie probably would not have attended school beyond 6th grade. In 1870, only 72,000 children were going to high school, but forty years later, in 1910, that number jumped to over one million students!

However, there was no high school in Nichols Village, where her family was living, so Effie had to move 60 miles to New York City. She lived with her aunt and uncle in the Bronx while she went to school. Living in New York could be exciting, and Effie remembers waving to Teddy Roosevelt, the former president of the United States, during a parade.

During these years, Thomas Alva Edison's film company asked her if she would audition for a role in one of their silent movies. Edison was the famous inventor who created the phonograph, the first practical light bulb, and the Kinetoscope (a peep hole viewer that was an early form of a movie). Edison created the first motion picture studio in New York City, but Effie never auditioned. Her parents decided against it. "Who knows," Effie laughs. "I might have been another Mary Pickford." (Mary Pickford was the first movie star of the silent movies.)

While she was in high school, she joined the newly created Girl Scouts, and she is still a member today. She was very active as a Brownie troop leader in Bridgeport, Connecticut. Spending many summers at Camp Trefoil, she was the oldest and longest serving member of the local organization. Being a girl scout was the beginning of Effie's commitment to being a good citizen.



A New York City street scene around 1910.

Photo: Library of Congress

Being a member of the Girl Scouts, Effie, like many other girls, found herself helping homeland defense when World War I was declared in March 1917. During the war, Girl Scouts sold war bonds, collected peach pits for use in gas mask filters, and learned how to save food.

During World War I, the women's rights movement was put on hold. Famous suffragettes like Carrie Chapman Catt formed the Women's Peace Party, which focused on peace instead of women's rights.

However, women did not stand still during the war. Because men were fighting in Europe, there were many new job opportunities for women. Women went to work on farms, as telegraph messengers, and even office managers. By the end of the war, about 400,000 women had joined the work force for the first time.

Think About It:

Why did World War I change the kind of jobs and opportunities available to women?

Winning the Vote

Carrie Chapman Catt and suffragettes had convinced President Woodrow Wilson and other political leaders that women had the right to vote. In 1918, Congress formally proposed the amendment. After passing Congress, it took two years for the required two thirds of the states to ratify the constitutional amendment. The Nineteenth Amendment was signed on August 26, 1920.

When women got the right to vote, Effie was 23, and she made sure that she would vote. The presidential election was between Republican Warren G. Harding and Democrat James M. Cox. Effie voted for Harding, who won the election to become the twenty-ninth president of the United States.

Some other women who voted in 1920 remembered casting their first vote. Catherine Lewis was 21 in 1920. She told the *Houston Chronicle*, "I remember my dad telling me, 'I can't believe the first time women vote is also the first time you will vote.' He was so excited, and so was I. He took me to the polls and told everyone about it."

Ila Black Cuthbertson was also excited to vote. She was 27 in 1920, and she told the *Charlotte Observer* about that day, saying, "I voted the first time we got the vote. It just felt like I was getting a little more privilege. It was something new for us."

However, voting was not easy for all women. Blanche Benton remembers "many of the men said if their wives voted, they would leave them. Even my mother didn't want to vote the first time." She told the *Charlotte Observer* that the men did not need to worry because many women voted like their husbands or fathers in the beginning, but Blanche voted her conscience. "My husband, he said to vote the way I wanted, and he would vote the way he wanted."



Women vote around 1917 in New York. Some states had the right to vote before the 19th Amendment.

Photo: Library of Congress

Think About It:

What do you think it would feel like to vote for the first time?

A Lifetime of Voting

Effie married Milton W. Hobby Sr. in 1923 and moved to Bridgeport, Connecticut. She had a son in 1928, and before her death in 2006, Effie had three grandchildren, eight great-grandchildren, and one great-great-grandchild.

During World War II, she volunteered as a member of the Civil Defense and worked for years volunteering with the Red Cross Blood Bank and at the Bridgeport Hospital.

Effie has voted in every election since 1920. "I was always taught that [voting] was one of those things we should do. It's a privilege to vote," Effie told the Associated Press.

Effie passed away in 2006, she was 109 years old.

Think About It:

Why do you think Effie felt so strongly about voting?

Effie Hobby's Story Q & A

Effie answered a few questions submitted by Scholastic.com users in April 2004.

How did you feel about the women's suffrage? Amanda P., Grade 6

Effie: I was raised to believe it is important to vote and to have a voice in the election process.



Effie Hobby in 2002

Photo: © Bob Child/AP Wide World

Effie, how were you able to make the president let women vote? Lizett S., Grade 2

Effie: Lizett, I did not have any influence on the president at the time. It was Susan B Anthony and some other ladies that helped get women the vote.

How did you feel when doing this women voting thing? Jessica S., Grade 6

Effie: Jessica, I'm not sure I understand your question. It was thrilling the first time I voted. They had sputtered about voting for years, and one day it was time to vote.

What were you wearing when you went to vote? Sarah B., Grade 8

Effie: Sarah, I must have been wearing a dress, or a skirt and blouse, because at the time women did not wear pants. I was working at Homes and Edwards in Bridgeport, Connecticut, at the time and so was dressed for the office.

How would you describe yourself, and do you think you make a difference? Amina O., Grade 6

Effie: Amina, I enjoy life very much and being with people but I am mostly a shy person. A friend I met at Wesley Village where I have lived for some years helped me get involved in a council. That has helped me not be so shy.

What was it like growing up way back then? Was it hard? Chad V., Grade 5

Effie: Chad, I don't remember it being especially hard. There always seemed to be places to go and things to do.

How did it feel to have the right to vote? How did it feel the first time you voted? Brittany V., Grade 5

Effie: When I first started to vote, they almost did not let me vote because I looked too young.

How old were you when you voted? Ashley W., Grade 5

Effie: Ashley, I was 23 years old when I voted for the first time.

Do you like New York now or did you like it better back then? Why? Kevin R., Grade 8

Effie: Yes, I like New York. New York has always been exciting, then and now.

When did you start believing women should have more rights? Grade 6

Effie: I'm not sure I understand your question. It was thrilling the first time I voted. They had sputtered about voting for years, and one day it was time to vote.

What made you want to vote? Asha W., Grade 1

Effie: Asha, I just wanted to have a voice in who would be elected president.

What did you wear when you were a little girl? Mon E., Grade 7

Effie: I wore dresses in cotton or linen when I was your age.

Name: _____

Women's Suffrage

Fact Sheet

1). Pick 25 Countries (Pick countries from Europe, Asia, South America, North America, and Africa) **and write the dates of women's suffrage.**

2). Sort the countries in step 1 by date.

Country	Date of women's suffrage
1.	
2.	
3.	
4.	
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6.	
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9.	
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11.	
12.	
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14.	
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21.	
22.	
23.	
24.	
25.	

Date	Country
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	
11.	
12.	
13.	
14.	
15.	
16.	
17.	
18.	
19.	
20.	
21.	
22.	
23.	
24.	
25.	

Name: _____

Women's Suffrage

Fact Sheet/Questions

3). Write the dates of the 15 states that granted women voting rights before 1920.

4). Sort the states in step 3 by date.

State	Date of women's suffrage
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
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10.	
11.	
12.	
13.	
14.	
15.	

Date	State
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	
11.	
12.	
13.	
14.	
15.	

5). Questions, write the answers on a separate sheet of paper.

1. In which countries do women not have the right to vote?
2. Which was the first country to give women the right to vote?
3. Which was the first state to grant women full voting rights?
4. Which state was the final state to vote on the 19th Amendment?
5. Why do you think countries gave women the right to vote at the times they did?

Extra Credit: What other major world event happened in the same year that German women won the right to vote?

Title: Women in the White House (6-8)

Benchmark(s): Next Generation Sunshine State Standards for Social Studies and Florida Standards

Grade 6	SS.6.W.1.3	Interpret primary and secondary sources
Grade 7	SS.7.C.2.13	Examine multiple perspectives on public and current issues.
Grade 8	SS.8.1.5	Identify, within both primary and secondary sources, the author, audience, format, and purpose of significant historical documents.

Objectives: At the conclusion of this lesson, students will be able to:

1. Identify recent First Ladies and explain their unique position.
2. Conduct historical research.

Key Terms:

First Lady

Humanitarian

Influence

Policy

Materials:

- First Lady Research Starter (provided)
- First Lady Presentation Chart (provided)
- Internet access for students

Activities:

1. Introduce the vocabulary words and discuss the words' meanings.
2. Begin by talking with students about the First Lady. What do we mean by that term? Who is the First Lady today? Who are some other First Ladies the students may know about (e.g., Martha Washington, Eleanor Roosevelt)? What does the First Lady do? Explain that in this lesson they will learn more about the role of the First Lady by exploring one recent First Lady's career in the White House.
3. Divide the class into small research teams of 3-4 students and assign each team one of these recent former-First Ladies: Hillary Clinton, Barbara Bush, Nancy Reagan, Rosalyn Carter, Betty Ford, Pat Nixon, Lady Bird Johnson, Jacqueline Kennedy Onassis
4. Have students research their First Lady using the First Lady research starter and the resources of the National First Ladies Library (<http://www.firstladies.org/>). Click on "Research" for a visual index of all the nation's First Ladies, shown in chronological order.

- For additional background students can view a photo gallery of “Past First Families” at the White House website:
<http://web.archive.org/web/20070613012606/http://www.whitehouse.gov/history/photoessays/familylife/peindex-js.html>
 - Students can also take a “Historical Tour of the White House” using an interactive map : <http://www.whitehouse.gov/about/inside-white-house/interactive-tour>
 - Students can also learn more about their First Ladies at the Presidential Libraries , which can be found at the National Archives website:
<http://www.archives.gov/presidential-libraries/programs/education.html>
5. As they gather facts about their First Lady, have each student research team brainstorm questions they want to know about the First Lady's time in the White House. Direct students to draw up a list of at least five questions that all members of the group will use as the basis of their continued research. These should include:
- Biographical questions about the First Lady's personality and memorable moments of her White House career.
 - Viewpoint questions about the issues she championed as a First Lady and her impact on public opinion.
 - Contribution questions that sum up what the First Lady accomplished while in the White House or what she will be remembered for.
 - Assessment questions that ask how the First Lady compares to other First Ladies.
6. After they have conducted their research, have each student team prepare a five minute documentary portrait of their First Lady for presentation to the class. These presentations should include:
- A brief outline of events during the First Lady's time in the White House: major political and social developments, along with other historical landmarks.
 - A short account of the First Lady's accomplishments: issues she championed, programs she supported, policies she helped establish.
 - A description of the First Lady's influence on Americans of her time: What was she like? What did people think of her? Does she seem more or less significant looking back on those times today?
7. As each group presents, the other students should be documenting how the First Lady being presented influenced Americans and how she did things differently than their First Lady using the First Lady Presentation Chart.

Options/Extensions:

- Have each student team member interview one or two older family members who lived during the First Lady's time in the White House. Students can record their interviews using a tape recorder or video camera, conduct the interview by email, or simply take notes. Encourage students to ask family members for their personal impressions and memories of the First Lady in order to gain a sense of her relationship with the American public and the role she played in society.
- Have students use the resources of the National First Ladies Library website (<http://www.firstladies.org/>) to investigate how the role of the First Lady has changed throughout our nation's history. To what extent have our First Ladies reflected prevailing American attitudes about "a woman's place" in society? To what extent have they helped change attitudes?

Evidence of Understanding:

The students' research and presentation will demonstrate their understanding of the role of the First Lady and how this role has changed over time.

-lesson adapted from EDSITEment!: <http://edsitement.neh.gov/lesson-plan/women-white-house#sect-introduction>

First Lady Research Starter

*Today you will be researching a recent First Lady. This sheet is to help you start your research, but it is not complete. As you research your First Lady's life and career, you will have more questions than those that could be listed here. Please don't let this sheet limit you. **Also remember to cite your sources!!!***

First Lady's Full Name:

Date of Birth:

Age/or Date of Death:

Birthplace:

Current/Final Residence:

Occupation:

Children:

Highlights as First Lady:

Post-Presidential Life (What did she do after leaving the White House?):

Questions to Create and Answer:

- Biographical questions about the First Lady's personality and memorable moments of her White House career.
- Viewpoint questions about the issues she championed as a First Lady and her impact on public opinion.
- Contribution questions that sum up what the First Lady accomplished while in the White House or what she will be remembered for.
- Assessment questions that ask how the First Lady compares to other First Ladies.

First Lady Presentation Chart

Jacqueline Kennedy Onassis	Lady Bird Johnson
<p>Influence on America:</p> <p>Differences from Your First Lady:</p>	<p>Influence on America:</p> <p>Differences from Your First Lady:</p>
Pat Nixon	Betty Ford
<p>Influence on America:</p> <p>Differences from Your First Lady:</p>	<p>Influence on America:</p> <p>Differences from Your First Lady:</p>

First Lady Presentation Chart

Rosalyn Carter	Nancy Reagan
<p>Influence on America:</p> <p>Differences from Your First Lady:</p>	<p>Influence on America:</p> <p>Differences from Your First Lady:</p>
Barbara Bush	Hillary Clinton
<p>Influence on America:</p> <p>Differences from Your First Lady:</p>	<p>Influence on America:</p> <p>Differences from Your First Lady:</p>

First Lady Presentation Chart

Michelle Obama	Melania Trump
<p>Influence on America:</p> <p>Differences from Your First Lady:</p>	<p>Influence on America:</p> <p>Differences from Your First Lady:</p>
<p>Influence on America:</p> <p>Differences from Your First Lady:</p>	<p>Influence on America:</p> <p>Differences from Your First Lady:</p>

Title: Women Aviators in WWII: “Fly Girls” (9-12)

Benchmark(s): Next Generation Sunshine State Standards for Social Studies and Florida Standards

Grades 9-12	SS.912.A.1.2	Utilize a variety of primary and secondary sources to identify author, historical significance, audience, and authenticity to understand a historical period.
	SS.912.A.6.4	Examine efforts to expand or contract rights for various populations during World War II.
	SS.912.A.6.5	Explain the impact of World War II on domestic government policy.

Objectives: At the conclusion of this lesson, students will be able to:

1. Explain the contributions of the WASPS to the war effort.
2. Describe how women were portrayed in World War II posters (and newsreels).
3. Compare and contrast those portrayals with personal recollections of the WASPS.

Key Terms:

Aviator

Civilian

Conscription

Militarization

WASP

Materials:

- Historical Background(provided)
- WWII Poster Examples (provided)
- WWII Poster Analysis (provided)
- WASP website links sheet (provided)
- Recollections of WASPS (three separate accounts provided)
- What Was It Like To Be A WASP? Sheet (provided)
- Internet access for students

Activities:

1. Begin the lesson with a discussion of women's roles in the 1940s. Provide historical context about working women using the information contained in the Historical Background.
2. Explain that, before World War II, women workers were typically young, single, and self-supported. Married women assumed the responsibilities of maintaining a home and raising a family. During the war, as men were drafted and sent overseas, thousands of married women entered the workforce. Many of them shouldered the dual responsibilities of earning a living and running a household. Some had not worked outside the home before.

3. Encourage students to think about what life was like for women during the war. Ask them to imagine themselves as women entering the workforce for the first time, with husbands abroad and children at home. Would they be excited? Anxious? Afraid? How would they adjust to their new roles?
4. In small groups have students analyze one of the WWII posters and answer the questions on the WWII Poster Analysis sheet.
5. Have students share their posters with the class.
6. Ask students to consider the incentives women had in taking jobs outside the home. Answers might include supporting their country, earning wages for their families, and exploring career opportunities they may not have had before the war.
7. Conclude the class discussion by emphasizing that women's roles changed again after the war, as men returned home to their jobs, wives, and families. Ask students to consider how women may have felt about giving up their wartime jobs and resuming their homemaking role full-time.
8. Introduce students to the WASPs. The Program Description on the PBS Fly Girls documentary website (<http://www.pbs.org/wgbh/amex/flygirls/filmmore/description.html>) explains the history of the WASP program and its importance during World War II. Explain that "fly girls," as women aviators were called, flew fighter planes at a time when few women held driver's licenses or traveled on their own. During World War II, the media made it seem like flying planes was an exciting and glamorous job for women.
9. If time permits, show clips from the PBS *Fly Girls* documentary – these clips can be found on YouTube. Discuss how WASPs were portrayed in the media. Explain that, while exciting, the job of being a WASP was far from glamorous.
10. Using the WASP website links sheet and the recollections of WASPs documents, ask students to explore the hardships WASPs faced during training and wartime work.
11. Ask students to compare and contrast the WASPs' personal recollections with portrayals of women in World War II posters (and newsreels, if applicable). What was it really like to be a WASP? Have students use the *What Was It Like To Be A WASP?* Sheet to compare and contrast the media portrayal with reality.

Option/Extension:

Have students select a WASP and write a brief essay about her experiences during the war. Or, you may assign a WASP for each student to research.

Evidence of Understanding:

The students' work and discussion will highlight their understanding of the contributions of the WASPS to the war effort, and the differences between the media portrayals of women in WWII with the personal recollections of the WASPS.

-lesson adapted from EDSITEment!: <http://edsitement.neh.gov/lesson-plan/women-aviators-world-war-ii-fly-girls#sect-introduction>

Historical Background on the Fly Girls

“Women pilots have as much stamina and endurance ... as male pilots doing similar work. Women pilots can safely fly as many hours per month as male pilots.”

—Jacqueline Cochran, Director of Women Pilots
"Report on Women's Pilot Program" (1944)



Jackie Cochran, one of America's leading aviators, headed the Women Airforce Service Pilots (WASP) program during World War II.
Credit: Image courtesy of "Wings Across America" from the National Archives and Records Administration.

From 1941 to 1944, the number of working women in America increased from 14.6 million to 19.4 million. Before World War II, women held positions as secretaries; domestic servants; teachers; and clothing or textile workers. As men went to war, women moved into higher-paying positions in the automotive and steel industries. Others worked for aircraft and ship builders. About 350,000 women served in the U.S. military.¹

Many women signed on to become pilots for the U.S. Army Air Force (AAF). Jacqueline Cochran, one of America's leading aviators, directed the Women's Flying Training Detachment (WFTD), which merged with Nancy Love's Women's Auxiliary Ferrying Squadron (WAFS) to become the Women Airforce Service Pilots (WASPs).

The vigorous training program demanded 200 hours of flight instruction and 400 hours of ground school. More than 25,000 women applied for the program. Only 1,830 were accepted; 1,074 graduated and became pilots. The WASP program selected the best and brightest women, and trained them to become aviation leaders.

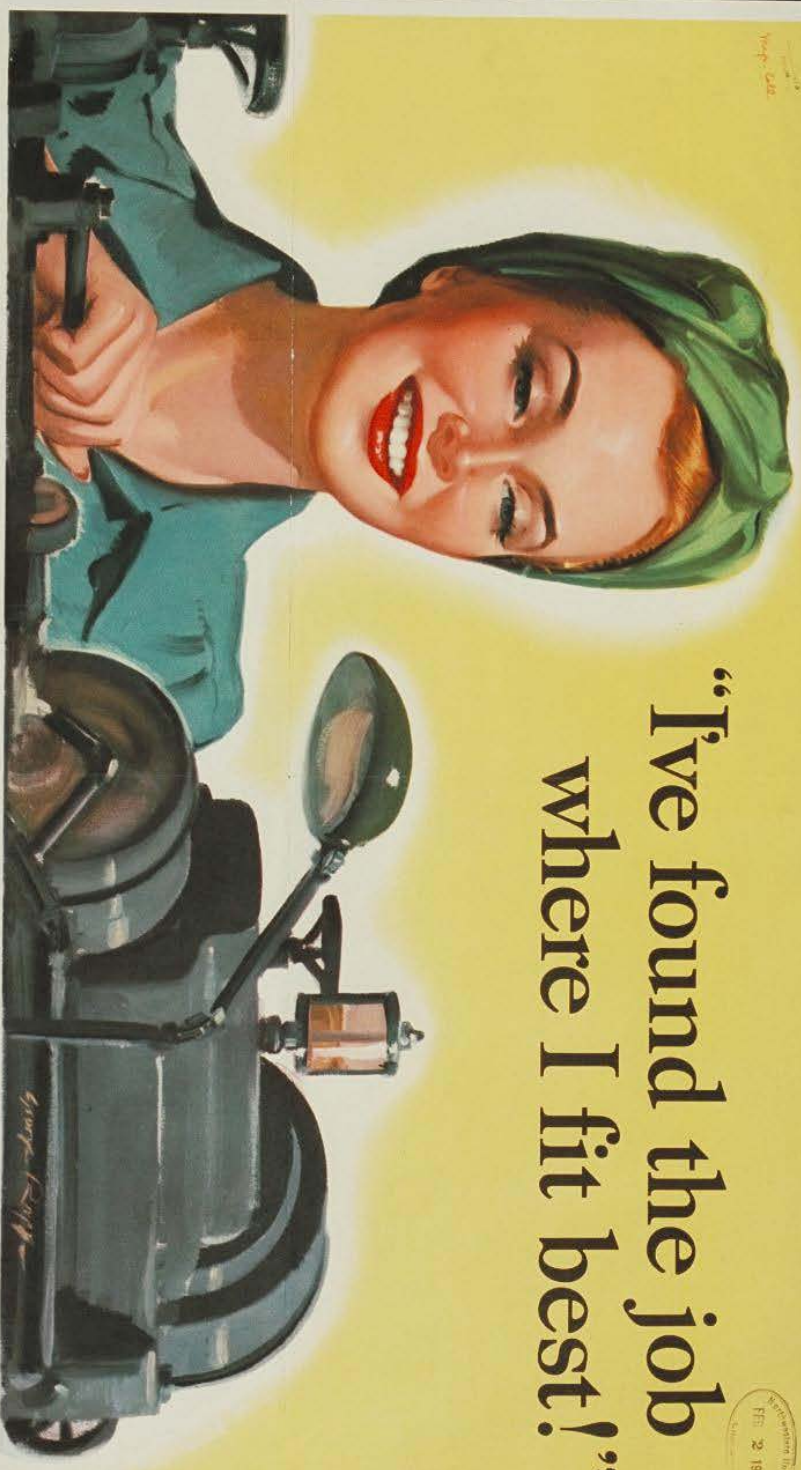
In 1941, aircraft production more than doubled, and the AAF needed pilots to ferry planes from factories to Air Force bases around the world. They needed pilots to tow targets and test new aircraft. The WASPs were just the pilots for the job.

While the program ceased operation on December 20, 1944, it opened up a whole new world of opportunities for women in aviation. The WASPs made important contributions to World War II and enhanced careers for women aviators.

¹ Cayton, Andrew, et al, *America: Pathways to the Present* (Upper Saddle River, NJ: Pearson Education, 2005), 827, 860-61.

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“I've found the job
where I fit best!”



FIND YOUR WAR JOB In Industry – Agriculture – Business

GWI Poster No. 55. Additional copies may be obtained upon request from the Division of Public Inquiries, Office of War Information, Washington, D. C.

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1944
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U.S. GOVERNMENT PRINTING OFFICE: 1943-O-517134

#270

III C 23

Save his life...
and find
your own



#269

IX 7

BE A NURSE

WRITE TO STUDENT NURSES, 1790 BROADWAY, N. Y. C.

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Longing won't bring him back sooner...

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WLB MANPOWER COMMISSION

We Can Do It!



POST PUBLISHED FEB. 1945

WAR PRODUCTION CO-ORDINATING COMMITTEE

http://www.archives.gov/exhibits/powers_of_persuasion/its_a_womans_war_too/images_html/we_can_do_it.html

Women in WWII Poster Analysis

1. What is the woman in the poster doing?
2. What type of job is she demonstrating?
3. What skills might she need to perform this job?
4. Would she have done this job before the war? After the war?
5. What does the woman look like in the poster? Does her dress or behavior remind you of anyone? (A celebrity from that time, for example)
6. What does the poster seem to be saying about acceptable roles for women in wartime? How did women's roles differ in peacetime?
7. What symbols does the poster use to get its point(s) across?
8. How might the government have used this poster to persuade women to join the war effort?

Women Airforce Service Pilots (WASPs)

Student Name _____ Date _____

During World War II, 350,00 women served in the U.S. military. Women Airforce Service Pilots (WASPs) flew fighter planes from factories to Air Force bases around the world. They towed targets and tested new aircraft for the U.S. Army Air Force.

Learn more about the WASPs on these Websites:

- National Museum of the United States Air Force
<http://www.nationalmuseum.af.mil/>
 - Women in the AAF
<http://www.nationalmuseum.af.mil/factsheets/factsheet.asp?id=1476>
- National Archives, Women Who Served: The Women's Auxiliary Ferrying Squadron
http://www.archives.gov/exhibits/a_people_at_war/women_who_served/wafs_wasp.html
- PBS, Fly Girls Documentary
<http://www.pbs.org/wgbh/amex/flygirls/index.html>
 - Program Description
<http://www.pbs.org/wgbh/amex/flygirls/filmmore/description.html>
 - Timeline
<http://www.pbs.org/wgbh/amex/flygirls/timeline/index.html>
 - WASP Qualifications
<http://www.pbs.org/wgbh/amex/flygirls/filmmore/reference/primary/officialcorr03.html>
 - WASP Statistics
<http://www.pbs.org/wgbh/amex/flygirls/filmmore/reference/primary/wasprecord01.html>
- Texas Woman's University, Women's Collection, WASP
<http://www.twu.edu/wasp/>
 - Facts (PDF)
<http://www.twu.edu/wasp/Wasptextfacts.pdf>
 - History
<http://www.twu.edu/wasp/whistory.htm>

Remember what you read? Take the WASP History Quiz
[<http://www.wingsacrossamerica.us/wasp/waspquiz.html>].

A WASP Among Eagles: A Woman Military Test Pilot in World War II

by Ann Baumgartner Carl

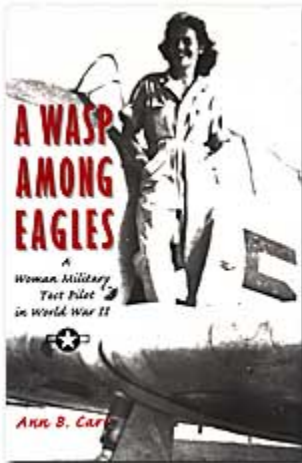
Chapter 5: WASPS

In 1941, like a virulent disease, the war spread throughout Europe. Hitler's armies moved into Denmark and Norway, Yugoslavia and North Africa. U-boat attacks and bombings of England continued, but perhaps because the United States Congress on March 11 finally passed the Lend-Lease Bill, and destroyers and planes began to give support to Britain, Hitler decided to invade Russia. It was said that he believed the war in Russia would only take three months, and then he could concentrate on absorbing England.



Several other theories exist on why Hitler postponed a final attack on England. One, according to William Stephenson (*A Man Called Intrepid*) is that an astrologer trained by British Intelligence was able to convince Hitler it was not the time to defeat England. Another, according to writer John Toland and others, is that Hitler believed the German and the English were of similar stock and should unite rather than fight, and that Rudolf Hess, flying solo to Scotland, was actually Hitler's emissary for peace. (Long before he wrote his biography of Hitler, I met Toland on the train I was taking to Houston to join the WASPs. He argued that a writer should keep himself free to write the story of the war, not fight in it.)

At any rate, Russia was important to Hitler as it would provide the Lebensraum he sought for Germany. And on June 22, the world saw Hitler's armies -ignoring the treaty with Stalin-start an advance that in only a month reached Smolensk, just 200 miles from Moscow.



We could feel the concern and dread growing in the United States. After the infamous bombing of Pearl Harbor by Japan on December 7, the country was at last united behind the war effort. The United States and Great Britain declared war on Japan immediately, and we declared war on Germany and Italy as well, while we patrolled the West Coast against attack by Japan.

Roosevelt and Churchill were in constant communication and had, we learned later, secretly met off Newfoundland, where they signed the Atlantic Charter declaring the principles for world peace after defeat of the Nazis. Later, twenty-six Allied nations signed as the "United Nations," avowing not to make separate treaties.

Conscription into the armed forces began in earnest, as did rationing of sugar and rubber and the freezing of the price of steel. Production of planes and tanks in converted auto factories revved up and union leader Walter Reuther pledged no strikes. As the men went off to war, we of the citizenry learned to manage with our ration books for gasoline and food, and bought U.S. Savings Bonds.

War books like William Shirer's "Berlin Diary", Joseph Davies's "Mission to Moscow", and Winston Churchill's "Blood, Sweat and Tears" appeared, and songs like "White Christmas," "White Cliffs of Dover," "Paper Doll," and "I'll Be Seeing You" were sung.

Though 1942 began with depressing news from all fronts-heavy losses at Guadalcanal and Bataan and setbacks on the Russian front, certain other daring battles lifted the spirits of the Allies and those at home. Maj. Gen. Jimmy Doolittle led his carrier-based B-25 bomber squadron all the way to Tokyo. The U.S. fleet defeated Japan at Midway. The Allies began night bombardment of German cities. And on November 8, the Allies landed an expeditionary force in North Africa to engage and defeat Rommel's German armies there. At last, as historian Doris Kearns Goodwin said, "We are striking back!"

Meanwhile, in Germany, Allied Intelligence made two disturbing discoveries—that millions of Jews had been exterminated in Nazi gas chambers and that Germany was developing the capability to launch the V-1 and V-2 pilotless rockets in a final effort to subdue England.

In the United States "Rosie the Riveter" had become the national heroine. Women were replacing men in every facet of industry and performing excellently. Eleanor Roosevelt saw that this work could be a success only if there were planned daycare facilities for children. Henry Kaiser was first to provide this at his Swan Island Center in Oregon. Women were also enlisting in the WAVES (Women Accepted for Voluntary Emergency Service in the Navy) and WAAC (Women's Army Auxiliary Corps).

My mother and other housewives contributed by working at the Red Cross as contacts between soldiers and their families or simply as clerks (they all wore blue uniforms), or they grew and froze vegetables and meat, or saved grease or aluminum or rubber. My father was appointed by Civil Defense as an airplane spotter. Every night he served on the midnight to four watch, "spotting" and reporting any aircraft in the vicinity, and I went with him.

Our spotting post was in a tower of a large country house. After parking the car behind the big stone building, we entered a designated door. After passing through silent halls with closed doors, we climbed four stories to the dark tower. We relieved the former watch, signed in, and settled down to watch and listen. Our only light was a flashlight, when necessary. We had a telephone, a pad and pencil, and a pair of binoculars. Every once in a while, we heard the drone of a plane and reported its direction, probable altitude and speed, and guessed its type. It could be an enemy plane.

Otherwise, we spent the long cold hours looking out at the stars. My amateur-astronomer father introduced me to various constellations, to special stars like Sirius, brightest in the heavens, and to the North star, which over the ages has been different stars. Being a friend of Dr. Edwin Hubble, he knew the latest theories of the early universe and what its end might be. All this made celestial navigation, learned much later for the ocean-sailing my husband and I were to do, much more meaningful, and it was an introduction to the mysteries of space.

My particular project, now that I had my private pilot's license, was to build up the 200 hours of flying time required for a commercial license the ticket to a job in aviation. I still had my eye on an assignment to an air ambulance. I bought half an airplane with another aspiring private pilot, Jasper Wright, and we alternated in the use of our tired old Piper Cub (underpowered, no brakes, tears in the fabric) and flew, flew, flew.

It was certainly not an unpleasant task to have to go out and fly with a purpose in view, and even in one's own plane, though the plane was somewhat of a wreck. That added to the challenge. The last figures in its official number on the wing ended in "48," and it was known around the airport as "good old 48." Its engine popped and banged on the glide to land just like a P-51 fighter.

Some days I would simply go up and sightsee, enjoy the farmland below, and reach up to the scattered clouds above. Other times, I practiced flying maneuvers like lazy eights, wingovers, spins. I visited airports in the area. I flew in good weather and bad.

I did more serious flying for the national Civil Air Patrol. We not only practiced rescue missions and patrols but, as the war progressed, actually performed them. I introduced Boy Scouts and Girl Scouts to the joy of flying. I took my brother and my mother for rides, but my father never flew with me. He thought I would be nervous.

As I closed in on the magic number 200 in the summer of 1942, all private flying on the Eastern seaboard was prohibited because submarines had been seen offshore. Airplanes had to be dismantled, wings off, so they could not be flown at all.

Then I saw a news story explaining how the Air Force planned to use experienced women pilots for domestic military

flying in order to release men for active duty overseas. Eleanor Roosevelt, in her "My Day" newspaper column on September 1, 1942, said that "women pilots are a weapon waiting to be used."

Back in July 1941, Jacqueline Cochran, already famous for her speed records and Harmon trophies, and, in fact, the leading woman pilot of the nation, had presented to Secretary of War for Air Robert Lovett (at the suggestion of President Roosevelt) a plan for using woman pilots to ferry new trainer-type aircraft to air bases, thus freeing men for more active roles. Lovett passed it on to Gen. H. H. "Hap" Arnold, Chief of the Air Force.

"How many experienced women pilots are there?" General Arnold asked.

Cochran and her staff laboriously checked through Civil Aeronautical Administration files and found that of 2,733 licensed women, 150 had over 200 hours flying time and between 72 and 100 had 300 hours and over. She sent questionnaires to these pilots asking whether they would be interested in serving with the Air Corps (the Air Corps became the Air Force after Pearl Harbor). "Yes," 130 answered enthusiastically. On July 30, Cochran presented a finished proposal to Col. Robert Olds, head of the Ferry Command of the Air Transport Command, for an "Organization of a Women Pilots' Division of the Army Air Corps Ferry Command." After all, she pointed out, women were successfully ferrying aircraft for the Royal Air Force in Britain, and in Russia women pilots were even flying combat missions (albeit with high losses) in tiny, old biplanes.

'An experimental group of experienced women pilots in the United States might begin immediately flying small trainers from factories to bases,' she wrote.

General Arnold told Jackie (as she was known) that the Air Corps was not ready for or needful of women pilots, but suggested that she fulfill the request of the British Air Transport Auxiliary that she recruit American women pilots for them. She was able to deliver twenty-five women pilots with 300 hours or more flying time, all of whom would sign a contract for 18 months' duty in England. By August 1942 they were processed in Canada and went to England by ship.

While Cochran was in England another well-known woman aviator (who had been flying since 1936), Nancy Harkness Love, took a different tack. She recruited forty-nine women commercial pilots with at least 500 hours in many different airplanes (they were called ships then) who would gladly serve in the Ferry Command, and right away, and presented it to Colonel Olds.

This plan, too, ran into difficulties, not the least of which was a change in Air Force personnel. Colonel (now General) Olds moved up as head of the Second Air Force. Brig. Gen. Harold George replaced him, and under him, as head of the Ferrying Division of the Air Transport Command, was Col. William Tunner. At the same time the needs of the Air Force changed. In 1942, they found themselves short of ferry pilots, and new planes were accumulating at the factories. Love was asked to submit a new proposal for hiring women ferry pilots, including their qualifications and how they would be used.

"But how would they be paid, and would they be hired on the same basis as civilian men pilots?" Tunner wanted to know.

Unfortunately they could not be an arm of the WAAC, as the WAAC had no provision for flying personnel. The men were hired from civilian flying jobs for a 90-day trial, after which they were commissioned into the Air Force. It was decided that the women would simply be hired as provisional Civil Service employees, but they were promised that the Air Force would "go to bat for them later" in Congress to make them part of the Air Force. While the men were to be paid \$380 per month, the women would be paid \$250. The men needed only 200 flying hours to be hired, the women 500. The men did not even need a high school diploma.

General George was satisfied with the proposal as worked out with Colonel Tunner. The Women's Auxiliary Ferry Troop (later Squadron, or WAFS) was born, so to speak, with Nancy Love at its head. Final approval would, of

course, have to come from General Arnold. But Love confidently sent telegrams on September 10, 1942, to her cadre of experienced women pilots to report to the New Castle (Delaware) Army Air Base. Twenty-eight of her highly qualified young women arrived.

Cochran arrived home from England, furious. She demanded of General Arnold to know what was going on.

General Arnold had changed his mind about women pilots. He had approved Love's plan for the WAFS and, after listening patiently to Cochran's arguments, also backed the training plan she outlined. He saw that the war was expanding and there would be a need for more ferry pilots to augment the WAFS. As she had planned, Cochran would be chief of her training group. It would be called the 319th Women's Flying Training Detachment and would be stationed at the Municipal Airport in Houston, Texas.

At that point there were two women pilot organizations operating in the United States, plus the English contingent. But by July 5, 1943, after Cochran's training program proved itself, and women graduates began to enter other flying duties besides ferrying, all women pilots in the Army Air Forces--those in training and those flying for Air Transport Command were under the sole jurisdiction of the director of women pilots, Jacqueline Cochran. Nancy Love would direct the women of ATC. The consolidation was called Women's Airforce Service Pilots, or WASPs, and all would wear the blue uniforms designed by Cochran.

Still, Cochran's hope for militarization of her pilots -- and the rights that went with it -- was not realized, nor would it be until the 1970s, long after the war. Eleanor Roosevelt, worrying that men serving their country in World War II had lost years in which they could prepare for careers and families, had urged the president to pass the G.I. Bill of Rights. The bill provided that the government would underwrite education and training for returning veterans. The WASPs, as Civil Service, would not be eligible.

Nancy Love and Jackie Cochran were very different, and had different conceptions of what an Air Force woman pilot should be and what she should do.

Nancy Love grew up in the affluent Harkness family in Boston and married Robert Love, of similar background and interests. They were cruising and racing sailors in New England waters, while they ran Intercity Airlines in Boston, for which Nancy was a pilot. She had flown with other women pilots for the Bureau of Air Commerce to airmark rooftops with names of towns and arrows pointing in their direction as aids to navigation to cross-country flyers. She had always had a plane of her own to fly, and most of the commercial pilots she had recruited were her personal friends.

As Sally Van Wagenen Keil in "Those Wonderful Women in Their Flying Machines" describes her, Love was content to get her group into the Ferry Command and to keep her WAFS as an elite group. She took good care of them, in the early days supplying them with grey-green uniforms and hats, and continuously seeing to it that they flew better and better aircraft. She even tried to get them--and herself--on transatlantic flights, but General Arnold rejected that request, then and for the duration of the war (despite the general but erroneous belief that WAFS or WASPs "flew bombers to England").

Jackie Cochran, on the other hand, started out life as an orphan (it is alleged that she never knew who her parents were) and lived in foster homes in the lumbermill towns of Florida. Early on she learned to fight for what she wanted. After working as a beautician, she formed and ran her own Jacqueline Cochran Cosmetic Company. When she learned to fly, her forte was breaking speed and altitude records and she entered and won transcontinental and speed races formerly entered only by men. She was encouraged all along the way by her husband, businessman Floyd Odlum.

"Elite" was not a word that interested Cochran. Her group would be businesslike, well organized, fair, and proficient. Their training would be, in fact, the same training Air Force cadets got--same airplanes, same hours, same ground school. And all women would have the same training, before graduation, regardless of former experience. They

would, in fact, be professionals, the first such women flyers. So not only did they benefit the war effort, but they received training for a new profession. Every WASP would, in fact, have gladly served as a WASP without pay.

In spite of their differences, Cochran and Love respected one another and worked together for the duration.

Although I had never met Nancy Love in the war years, much later, in 1947 or so, I rowed over from our sailboat to hers in a quiet harbor in Maine, and asked her how she felt about her years in the Ferry Command. Disappointingly, she said she "was simply glad to have a rest now," but that she had admired all her recruits, who, she said, did so much better than Cochran's trainees. I could have reminded her that official reports had shown just the opposite, but I rowed back instead.

And in the summer of 1948, Mary Margaret McBride asked me to join Jackie Cochran on her radio program. I can remember the year well as I was 8.99 months pregnant with our second child, and looked it. Mary Margaret was much more interested in this fact than any aspect of the flying, and in fact hoped for a birth on her show. (Jackie was not particularly interested in that, however.)

Overall, 25,000 young women jumped at the chance to fly planes as a WASP to help in the war effort. Very few of them fulfilled the basic requirements: to be an American citizen, be between 21 and 35 years old, have approximately 200 flying hours (later it would be less), be able to pass a stiff Air Force physical exam, and, most important, satisfy in an interview Cochran's pattern of what a future WASP should be. Only 1,800 were selected, and, of them, 1,070 would graduate.

The accepted applicants came from every conceivable background. Actresses, golf champions, journalists, a blackjack dealer, teachers, secretaries, relatives of men already in service, nurses, biologists, a bartender, all applied.

But what was the common denominator?

According to Deborah Douglas, author of the National Air and Space Museum-Smithsonian Institution report "U.S. Women in Aviation, 1940-1985," "Cochran's interview was used to assess the candidate's personality, her stability, and various aspects of her background that might be an indication of her future performance under stress."

It was a cold winter day, late in 1942, when I reported to Jackie Cochran's Manhattan apartment overlooking the East River. With me was Susan Ford, a sometime riding companion who had many hundreds more flying hours than I. As the elevator opened on Jackie's floor, we saw probably thirty young hopefuls milling around, many examining the Harmon trophies on display. A friendly woman (we later learned her name Ethel Sheehy) gave us questionnaires to fill out. Then we would be interviewed, first, by Sheehy or Laoti Deaton and then, presumably if approved, by Cochran. Of course our flight logs would be checked, too. Susan wasn't as worried about the outcome as I, as she already knew Jackie and needed no interview. Surprisingly, Jackie's interview was short, friendly, but very businesslike—just a few questions and the admonition that there would be risks we'd have to face. Examining this famous, handsome, blonde flyer and achiever, I asked myself, 'Could I ever resemble her?'

Sue was simply sent home to pack, as she would go to the Air Transport Auxiliary in England. It was shortly before Christmas that I received my orders to report to Houston in January 1943 to be in the Class of 43-W-3.

What a Christmas present!

Excerpted from "A WASP Among Eagles: A Woman Military Test Pilot in World War II by Ann B. Carl published by the Smithsonian Institution Press, Washington, D.C. Copyright 1999 by the Smithsonian Institution. ISBN 1-56098-842-8. \$21.95 hardcover. To order a copy, please call 1-800-782-4612.

The Long Flight Home

Women served--and died--in WWII. Now they are remembered

by Ann Darr

We were at war. The attack had come from a direction we weren't looking. Of course, old Army Gen. Billy Mitchell had predicted back in the 1920s that someday the Japanese would fly over Pearl Harbor and bomb it to smithereens. But nobody believed him. He was even cashiered out of the Army.

My young husband had already signed up to serve in the Navy when he finished his medical training at New York's Bellevue Hospital Center. His uncle had been an admiral in WWI. I had a job at NBC Radio writing copy for *The Woman of Tomorrow*, a half-hour daily program on fashion, food, books, and "how to keep your husband happy." More and more, I was using news bulletins about stories of courage and escape in Europe, even movements of the German war machine. We urged women to save sugar, tinfoil, gasoline--anything for the European war effort.

Our show featured a guest interview, often on current events. Once I was filling in on the air and interviewed Clarence Taylor of Taylor-craft Aviation. Growing excited as we talked, I strayed from the written page (all scripts had to be approved by the "continuity department"). I got a throat-cutting gesture from the production booth.

But flying was in my blood. I was raised in Iowa, a prairie child: All we had was the sky. After my mother was killed in an auto crash when I was 3, I was told I could see her again in heaven. The only way I knew to get there was to fly. The childhood myth followed me and, when the Civilian Pilot Training program



ANN DARR, WASP (WOMEN AIR SERVICE PILOTS) 1945
Serving the War Effort as a Pilot, Ann is a member of
The Long Flight Home and its members.

Graduation from Avenger meant assignments all over the country. Our jobs were aerial dishwashery, as we called them. WASPs ferried thousands of planes from factories to bases or to ports to be shipped overseas. We tested planes, flew simulated strafing and smoking missions, searchlight tracking and mountain mapping. Any flying job that needed doing, I tested planes at the advanced training base in Stockton, Calif., and once flew with a flock of UC-78s with wind-damaged wings back to the factory in Texas to have them repaired. We flew into the most violent windstorm I have ever tried to avoid.

My next assignment was towing targets at the gunnery school at Las Vegas, flying B-26s while B-17s flew beside us, firing live ammunition at the sleeve we towed. After a target run, we dropped the sleeve on the desert. The ammo had been dipped in colored wax, and the rim of the holes showed which gunner had hit the target. We used those holey red, blue, green, yellow targets for bedspreads, curtains, whatever.

We understood when we were recruited that Civil Service would provide our pay until the bill in Congress militarizing us was passed. Hap Arnold was on our side and had all the clout needed to get the bill through. Little did we know.

course began at the University of Iowa, I applied-one woman in a class of 10. I got my private pilot's license.

It was 1943 before I knew how I could use it to help the war effort. It may surprise some people today, but many of us went into the service for reasons both patriotic and humane. Human beings were being destroyed purposely and methodically. Maybe it was naive to think we could make a difference. But somebody had to stop Hitler's march across Europe. It was up to Americans to try. My college students today have no concept of the uncertainty we lived with in the 1940s. Bulletins from the South Pacific registered **loss** after loss. We could not take it for granted that we would win World War II.

In 1943, my husband outfitted a destroyer and went to the South Pacific as ship's doc. I was on my way to Sweetwater, Texas, on a train filled with troops, to begin my pilot training with the Women's Air Force Service Pilots, the WASPs.

Again and again I have met people who lived through WWII and didn't know we **existed**. **"Female pilots in WWII?** I thought all the women were Riveter Rosies." Or I hear, "So the Army taught you to fly?" No: Ail the women who went into the flying service had to know how to fly. The training was for precision flying in Air Force planes.

Army Air Forces Gen. H. H. "Hap" Arnold encouraged Jacqueline Cochran to go to England to see how the British were using female pilots. Cochran headed the Army Air Forces flying-training program for women pilots with a private license but who had fewer than 500 hours. Sweet-water's Avenger Field was our base. Over the gate was the figure of Fifinella, the flying gremlin, in her red dress, gold helmet, and blue wings, that Walt Disney drew for us-our mascot to ward off gremlins and sabotage. She was the shoulder patch on

We were even sent to Orlando, Fla., to officers' training school, where we learned military law, military history, how to protect ourselves in military maneuvers. It was there we first heard rumors that we were no longer needed. We knew they were false. How could they do without us?

I will never forget the camaraderie. Friends of mine forever. To share the anxieties, aching bones, the effort to do it right. Living close-in, with all the ups and downs.

And I will never forget when a plane crashed in Las Vegas, the male pilot's body was sent home to be buried with honors. The female co-pilot..., the Army said it was not responsible. The Civil Service said it was not responsible. We took up a collection to send her body home.

Thirty-eight women pilots died serving their country. When Congress took up the bill to militarize WASPs in 1944 we were advised (we heard "ordered") to act like "ladies" and keep silent. Mistake. Antagonism against women pilots was rampant, fanned by a popular male columnist whose name I have erased.

The bill did not pass. The ugly rumors were true. We were to be disbanded. The news arrived in double letters, first one from General Arnold, next from Jacqueline Cochran: Many more soldiers are returning from overseas than had been expected. You have done a fine job, goodbye. On Dec. 20, 1944, before the war was over, we were summarily dismissed. No matter there was still a need for us, doing the flying male pilots scorned or called too dangerous in those worn-out planes. No matter many of us had left jobs we could not go back to. December 20 came and we went. Paying our own way home, of course.

our flight suits. Avenger, the only all-female base in U.S. history, was fondly called Cochran's Convent.

Twenty-five thousand women applied for the training; 1,830 were accepted after rigorous testing; 1,074 of us won our wings. We flew more than 60 million miles in every type of plane, from P-51 fighters (called pursuits back then) to the B-29 Superfortress. The first women checked out in that huge ship had a specific mission: Male pilots at one base balked at flying because of B-29 "bugs." When a crew of women stepped down from that B-29, the commandant had no more trouble with male pilots. "Even women" could fly it.

"Didn't you hate being used as a guinea pig?" one of the women was asked. "To fly the B-29, I'd be any kind of pig."

At Avenger we were housed in barracks, rose to reveille, marched to the mess hall and flight line, were required to salute Army officers. We needed permission to leave the base and had a strict return time. Taps at 10. We were treated as Air Forces' trainees, with a packed schedule of ground school, phys ed, flight training with civilian instructors-and were checked out at the end of each phase by Army personnel. These were high-stress times. Coming back to our bay in the evening and finding an empty bed was jolting. Wash-out time-a baymate in her civvies, packing her suitcase for home. Or finding an empty cot and the ambulance crash siren still echoing in our ears. One girl whose plane went into an inverted spin survived her jump to learn of the cut rudder cable, leaving just enough for a pilot to get off the ground. Sabotage. By whom?

More than 30 years later, when another bill came up in Congress to give us the title of "veteran" retroactively, we ended our silence. WASPs came from all over the country to make our case. Even though the committee chairman said publicly to Bernice Falk Haydu, a former WASP pilot, "I promise you this, young lady, the bill will never leave my committee." When the final vote was taken, we had our place in history. We now had recognition and a burial plot. No GI Bill, no insurance, but we had the name we'd fought for: veteran.

When, in 1987, Brig. Gen. Wilma Vaught began raising funds and hopes for a Women in Military Service for America Memorial, very few dreamed she could do it in 10 years. General Vaught is a determined woman and she vowed to put the memorial in place in time for the remaining WWII veterans to be alive to see it.

She knew, better than we did, I think, what it would mean, how it would feel on this Veterans Day to be remembered-finally. The memorial was dedicated last month in Arlington, Va. Many of us went to the ceremony because we thought we should. What we experienced was a need we didn't know we had. To gather as a bonded group with every body (and soul) there. Flying buddies we hadn't seen for decades. Sons and daughters of mothers who had not lived long enough came to pay their respect, their admiration. More than 30,000 women-and their friends.

We were exhausted physically and emotionally, but we marched across the Potomac from the Lincoln Memorial to our memorial with all the energy and flair we could muster. This was our day! This was our night! Recognition for the 1,800,000 women who served or are serving in the military forces of the United States. And when WWI Navy Yeoman Frieda Mae Hardin, now 101,

spoke to the crowd, reminding us she couldn't vote when she signed up, saying to the young people, "Go for it!" we were almost ready to serve again. ·

Scanned from U.S. News & World Report, November 17, 1997



ANN DARR She had flying in her blood, and in 1943 she joined the Women's Air Force Service Pilots. Darr is the author of *Flying the Zuni Mountains* and seven other books.

At the twilight's last gleaming

CORNELIA FORT

Here is one of the most remarkable articles ever published—a personal story by the first woman pilot to die on war duty in American history. Shortly after she sent it to us, Miss Fort, twenty-four, of Nashville, Tennessee, was killed when the bomber she was piloting crashed in Texas. But her words here will live—as a moving account of why one woman joined the WAFS and as a testament to all American women who are helping keep America free



I KNEW I was going to join the Women's Auxiliary Ferry Squadron before the organization was a reality, before it had a name, before it was anything but a radical idea in the minds of a few men who believed that woman could fly airplanes. But I never knew it so surely as I did in Honolulu on December 7, 1941.

At dawn that morning I drove from Waikiki to the John Rogers Civilian airport right next to Pearl Harbor, where I was a civilian pilot instructor. Shortly after six-thirty I began landing and take-off practice with my regular student. Coming in just before the last landing, I looked casually around and saw a military plane coming directly toward me. I jerked the controls away from my student and jammed the throttle wide open to pull above the oncoming plane. He passed so close under us that our celluloid windows rattled violently and I looked down to see what kind of plane it was.

The painted red balls on the tops of the wings shone brightly in the sun. I looked again with complete and utter disbelief. Honolulu was familiar with the emblem of the Rising Sun on passenger ships but not on airplanes.

I looked quickly at Pearl Harbor and my spine tingled when I saw billowing black smoke. Still I thought hollowly it might be some kind of coincidence or maneuvers, it might be, it must be. For surely, dear God . . .

Then I looked way up and saw the formations of silver bombers riding in. Something detached itself from an airplane and came glistening down. My eyes followed it down, down and even with knowledge pounding in my mind, my heart turned convulsively when the bomb exploded in the middle of the harbor. I knew the air was not the place for my little baby airplane and I set about landing as quickly as ever I could. A few seconds later a shadow passed over me and simultaneously pullets spattered all around me.

Suddenly that little wedge of sky above Hickam Field and Pearl Harbor was the busiest fullest piece of sky I ever saw.

We counted anxiously as our little civilian planes came flying home to roost. Two never came back. They were washed ashore weeks later on the windward side of the island, bullet-riddled. Not a pretty way for the brave little yellow Cubs and their pilots to go down to death.

The rest of December seventh has been described by too many in too much detail for me to reiterate. I remained on the island until three months later when I returned by convoy to the United States. None of the pilots wanted to leave but there was no civilian flying in the islands after the attack. And each of us had some individual score to settle with the Japs who had brought murder and destruction to our islands.

When I returned, the only way I could fly at all was to instruct Civilian Pilot Training programs. Weeks passed. Then, out of the blue, came a telegram from the War Department announcing the organization of the WAFS (Women's Auxiliary Ferrying Squadron) and the order to report within twenty-four hours if interested. I left at once.

Mrs. Nancy Love was appointed Senior Squadron Leader of the WAFS by the Secretary of War. No better choice could have been made. First and most important she is a good pilot, has tremendous enthusiasm and belief in women pilots and did a wonderful job in helping us to be accepted on an equal status with men.

Because there were and are so many disbelievers in women pilots, especially in their place in the army. Officials wanted the best possible qualifications to go with the first experimental group. All of us realized what a spot we were on. We had to deliver the goods or else. Or else there wouldn't ever be another chance for women pilots in any part of the service.

We have no hopes of replacing men pilots. But we can release a man to combat, to faster ships, to overseas work. Delivering a trainer to Texas may be as important as delivering a bomber to Africa if you take the long view. We are beginning to prove that women can be trusted to deliver airplanes safely and in the doing serve the country which is our country too.

I have yet to have a feeling which approaches in satisfaction that of having signed, sealed and delivered an air[place] for the United States Army. The attitude that most nonflyers have about pilots is distressing and often acutely embarrassing. They chatter about the glamour of flying. Well, any pilot can tell you how glamorous it is. We get up in the cold dark in order to get to the airport by daylight.

We wear heavy cumbersome flying clothes and a thirty-pound parachutes. You are either cold or hot. If you are female your lipstick wars off and your hair gets straighter and straighter. You look forward all afternoon to the bath you will have and the steak. Well, we get the bath but seldom the steak. Sometimes we are too tired to eat and fall wearily into bed.

None of us can put into words why we fly. It is something different for each of us. I can't say exactly *why* I fly but I *know* why as I've never known anything in my life.

I knew it when I saw my plane silhouetted against the clouds framed by a circular rainbow. I knew it when I flew up into the extinct volcano Haleakala on the island of Maui and saw the gray-green pineapple fields slope down to the cloud-dappled blueness of the Pacific. But I know it otherwise than in beauty. I know it in dignity and self-sufficiency and in the pride of skill. I know it in the satisfaction of usefulness.

For all the girls in the WAFS, I think the most concrete moment of happiness came at our first review. Suddenly and for the first time we felt a part of something larger. Because of our uniforms which we had earned, we were marching with the men, marching with all the freedom-loving people in the world.

And then while we were standing at attention a bomber took off followed by four fighters. We knew the bomber was headed across the ocean and that the fighters were going to escort it part of the way. As they circled over us I could hardly see them for the tears in my eyes. It was striking symbolism and I think all of us felt it. As long as our planes fly overhead the skies of America are free and that's what all of us everywhere are fighting for. And that we, in a very small way, are being allowed to help keep that sky free is the most beautiful thing I have ever known.

I, for one, am profoundly grateful that my one talent, my only knowledge, flying, happens to be of use to my country when it is needed. That's all the luck I ever hope to have.

This wonderful article appeared in the July 1943 edition of "Woman's Home Companion," page 19.

What Was It Really Like To Be A WASP?

“Fly girls,” as women aviators were called, flew fighter planes at a time when few women held driver’s licenses or traveled on their own. During World War II, the media made it seem like flying planes was an exciting and glamorous job for women. What was it really like to be a WASP?

Media Portrayal of Women in WWII	Reality for the WASPS

Additional Lesson Plan Ideas



(Photo: Herman Leonard)

Current Events Lesson Idea: Have students read a day or week's worth of a newspaper with a pen in hand, or with fingers ready to click, and make a note of every article, essay, review, photograph or video that they think significantly comments on women's lives and roles in the world. Then — in pairs, in groups or as a whole class — have them write, discuss or create using the questions below:

What do the pieces you chose have in common? What patterns did you notice?

What do they say about the lives and roles of women in our culture? In the world at large? What's missing?

What connections can you make to one or more of the pieces you chose and your own life?

Why does any of this matter?

~ adapted from <http://learning.blogs.nytimes.com/2013/02/28/a-simple-idea-for-womens-history-month/>

Malala Yousafzai and Girls' Education: In this lesson, students will explore the importance of educating girls and examine the barriers that keep girls out of school—all the while learning to become advocates for education. Lesson can be found at <http://www.teachhumanrights.com/girls-education.html>

Famous Quotes Lesson Idea: Have students research a prominent American woman starting with a quote from their subject. Quotes by women can be found [here](#), [here](#), and [here](#).

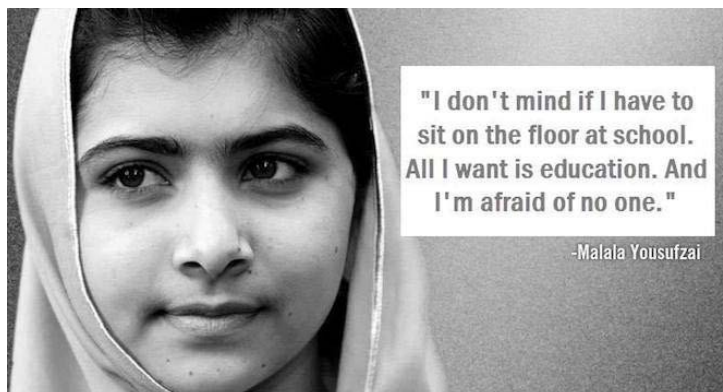


Photo credit: [Global Moms Challenge](#).