

# Continuity and Change Over Time... *women's Rights and Gender Equality*... a brief review

Directions: Review the notes and answer the questions briefly. Highlight the three additional significant events that you would plan on including in a CCOT essay on gender equality.

## POLITICAL

1. Women followed England's example
  - a. Running in front of horses
2. **1848 – Seneca Falls**
  - a. **Declaration of Sentiments**
  - b. Elizabeth Cady Stanton, Susan B. Anthony, Lucretia Mott
  - c. Female leaders in **Temperance and Abolition** movements too
3. Organizations:
  - a. **1869 – NWSA** fighting in Congress
  - b. **1869 – AWSA** fighting in states
  - c. **1966 – NOW**. equality in workplace
3. Federal Acts
  - a. 1893 – CO lets women vote
  - b. 1920 – **19<sup>th</sup> Amendment**, Alice Paul
  - c. 1960 – FDA approves birth control pills
  - d. 1963 – Equal Pay Act
  - e. 1973 – **Roe vs. Wade** ... safe and legal abortion
  - f. 1978 – **Pregnancy Discrimination Act**
  - g. 1994 – **Violence Against Women Act**

Identify the following women who have broken barriers for women.

Who was the first Congresswoman?

The first female Cabinet member?

The first female Vice Presidential Candidate on major party ticket?

The first female Supreme Court Justice?

First female Attorney General?

The first female Secretary of State?

The first female presidential candidate to receive a major party nomination?

## SOCIAL

1. Women's Role
  - a. no vote, husband has control, no property unless widowed
  - b. women are few in the west / have more power
2. 1920's
  - a. **flappers**, new ideas of women...seen as deteriorating society...clothing shorter showing knees, calves
  - b. **birth control – Margaret Sanger** ...women have power to control life
  - c. Car - changed dating, promiscuity, love
  - d. Alcohol...women drinking in bars, more equal
3. 1930's – Great Depression
  - a. huge destruction of family unit...more women becoming breadwinners
  - b. **FDR – 1<sup>st</sup> woman in cabinet**
  - c. **Eleanor Roosevelt** – fought for everyone
4. 1940's – **WWII**
  - a. **Rosie the Riveter, WASPS**
  - b. Sexual Evolution
    - i. Sinatra, bobbysoxers
    - ii. Relationships pushed with men going to war
5. 1950's – **Return to Normalcy again?**
  - a. backwards movement / women back to the home  
...gov't told women to return home and most did (however more stayed in workforce than post-WWI)...**conformity, housing boom, baby boom, suburbanization**
  - b. **advertising & TV**
    - i. products for women in home, stereotypical
    - ii. Ideal mother - Leave it to Beaver etc.
6. 1960's & 70's
  - a. **birth control** approved
    - a. women have the right to choose home/career
  - b. **Feminism** movement
    - a. learns from civil rights movement
      1. civil disobedience – bra burning, pageant protesting
  - c. 1963 - **Feminine Mystique** - **Betty Freidan**

How do Estee Lauder and Oprah Winfrey illustrate progress for women?

## Continuity and Change over Time, Analyzing Evidence... *Gender Equality*

**Directions: Read the two articles and analyze them using your HIPP strategy. Then, apply your analysis to the prompt on the next page.**

### “Decades After WWII, Female Pilots Finally Honored,” July 7, 2009, NPR

President Obama signed a bill Wednesday granting the Congressional Gold Medal to a group of women most Americans have never heard of: the Women Airforce Service Pilots, or WASP. These were the first women to fly military aircraft. During World War II, they volunteered for noncombat duty, as test pilots and trainers. They freed up their male counterparts to go to Europe and fight in the war. But even though they wore uniforms and worked on bases, they were never considered members of the military. Their contribution to the war effort was so controversial, in fact, that all records pertaining to their service were sealed and deemed classified in 1944. That pretty much consigned the WASP to the dustbin of history for decades.



### “Legislation introduced to allow the burial of WASPs at Arlington Cemetery,” Washington Post, Rachel Weiner January 11, 2016

“For 50 years, female World War II pilots have fought to be treated like their male counterparts. In her last year in office, Sen. Barbara A. Mikulski is joining their final battle: to be allowed into Arlington National Cemetery when they die...

...introduced legislation to again give that option to Women Airforce Service Pilots, or WASPs.

Elaine D. Harmon, a Marylander who died last year at the age of 95, was 25 when she signed up for the WASPs. She and her 1,101 fellow female pilots flew planes across the country and helped men train for combat, sometimes by taking live ammunition. They were paid less than male pilots and received no benefits. It wasn't until 1977 that they were recognized as military veterans, although 38 of them died during their service. The Army didn't pay for their bodies to be sent home.

Starting in 2002, Arlington Cemetery allowed members of the group to have their ashes placed at the cemetery, with full military honors. The cemetery's burial ground remained off-limits. Harmon, who attended the first funeral for a WASP held at Arlington, told her family that she wanted her ashes to be laid to rest there with her fellow pilots, relatives said. But last March, a month before Harmon died, then-Secretary of the Army John M. McHugh ruled that the superintendent of Arlington Cemetery had not had the authority to grant access to WASPs and other volunteers who were considered civilians during their World War II service. They were ineligible, he said. Mikulski said in a statement Monday that she was “deeply disappointed” by the Army's decision. “If they were good enough to fly for our country, risk their lives and earn the Congressional Gold Medal, they should be good enough to be laid to rest at Arlington Cemetery,” Mikulski said. “This legislation will right this wrong.”

*Photos: Elaine Harmon as WASP in WWI and later at the Congressional Gold Medal ceremony in 2010*

“Elaine Harmon and her comrades flew Army planes across the country. They helped train pilots on how to operate aircraft and instruments. They towed targets behind them while soldiers below fired live ammunition during training. Harmon was aware that her service could cost her life: For 38 other women, it did. But few people in 1944 wanted Harmon or women like her to be part of the military. Not Harmon's mother, who believed that Women Airforce Service Pilots (WASPs) “were all just awful, just probably loose women” and was ashamed that her daughter would be one of them. Not civilian male pilots, who felt threatened by the female recruits. And not Congress, which voted down a bill that would have granted the female pilots military status for fiscal and political reasons. As World War II drew to a close, the program was disbanded and largely forgotten. It wasn't until the Air Force began accepting women for pilot training in 1970 that anyone remembered women had flown for the military previously, and it was not until 1977 that the female pilots were finally granted veteran status. Harmon, who helped campaign for WASPs to get that status, was at the first full veteran's funeral for a WASP in 2002. ... The WASPs were formed midway into World War II, when the huge numbers of service members being sent overseas meant the military was in need of pilots who could ferry planes across the country, test-fly repaired aircraft and help with combat pilot training. According to the AP, General Henry H. “Hap” Arnold, who commanded the Army Air Forces in World War II, created the WASPs intending for the women pilots to gain full military status, but Congress never approved it.”



## **Continuity and Change over Time, Analyzing Evidence... *Gender Equality***

**Directions:** Address the following prompt by planning for and writing a complete introduction. Use the formula. Plan in the space below (*visible thinking!*), and then write your introduction on a separate sheet of paper. Include your document analysis from page 2 as part of your contextualization portion of your paragraph. (Use the documents as additional insight into modern times; do not approach as a DBQ.)

### LC/BC. Although X(A), Y because AB.

#### 1. Continuity and Change over Time:

What are the major patterns of continuity or change over the time period and was there more continuity or change over that time period?

LC/BC: Local and Broad Context... explain the historical context and set the scene for your essay with several sentences making up the first half of your introductory paragraph.

X/A = more continuity or change?... your counter-argument explained thoroughly with a piece of specific evidence, this will also be the topic/category for your first body paragraph.

Y = your assertion statement, more change or more continuity ... with your qualifier!

B,C = two categories defending your assertion statement... more continuity or change?

**Prompt: To what extent have ideas about women's rights and gender roles among 20<sup>th</sup> century women's rights advocates' maintained continuity and fostered change in United States society and politics?**

**Extension:** Write a complete essay incorporating the four pieces of specific evidence highlighted on page one.