



History at the
Movies:

Women's Rights

Teacher's Guide

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History at the Movies: Women's Rights

Lesson 1: Introduction to Women's Rights



Goals:

Recognize the varied factors at play in women's rights movements

Participate in a screening as focused, reflective, and critical viewers

Participate in small-group and class discussions

Investigate the voices involved in the women's rights movements

Reflect on stereotypes and how they affect women

Explore ways women accept or reject feminism



Materials:

Index cards; paper; markers/pens; DVD of video clips; computer/TV; handouts; trading cards; painter's tape



Countries Discussed:

Dominican Republic; Cambodia; U.S.A; People's Republic of China; Republic of the Congo; The Democratic Republic of the Congo; Jordan; Nigeria

Activity 1: Inspiring Women

As students enter the classroom, hand out an index card or a piece of paper to each student. Have each student write the name of a woman who inspires them on one side of the card.

Instruct students to share their inspiring woman with other students around them and then post their card on a wall on the room while everyone arrives and materials are distributed.

Once materials are given out and announcements are completed, select 3 – 5 students to share their choice with the whole group. Students should share their name and why they chose the person.

Activity 2: Women's Roles in Society

Summarize the choices and reasoning for the women selected on the cards. Explain the goals of the day and introduce video clips.

3:15 UNICEF Interviews with Women

2:45 Miss Representation

Ask students to brainstorm what women and girls should like to do and how they should act, based on stereotypes in the media, popular culture, and society at large. Do the same for things women should not do. Have students discuss in small groups.

Once students have brainstormed several items for each side, ask groups to share some items from their list with the whole group.

Ask the large group how they, their friends, and adults they know fit these stereotypes.

- How are they different?
- Are these actions stereotypical? Flattering?
- How do the women you chose on the wall fit these stereotypes?
- What values do these women embrace?

Pass out the "**She Said...**" handout. Tell students they will examine how men and women discuss women's issues around the world. They will record quotations that reveal attitudes toward women and reference their roles in society. Note that this handout will be used at the end of the workshop, and that the more options they write down, the easier the activity will be to complete.

Activity 3: Wrap Up *(To be completed at end of lessons)*

Ask students to reference their “**She Said...**” handout of quotations. Hand out **Trading Cards: Leading Ladies**.

Instruct each table/group to review the cards and compare them to their notes.

- Which speakers would agree with each other?
- What would they say in response to each other’s statements?
- Which speakers do you agree with? Which do you not agree with?

Instruct students to fill out **Voices of Women** handout and then share them with their group. Have 3-5 students share their response to the group as a whole.

Additional Resources:

TED Talks: Liza Donnelly. New Yorker cartoonist Liza Donnelly shares a portfolio of her wise and funny cartoons about modern life -- and talks about how humor can empower women to change the rules.
http://www.ted.com/talks/lang/eng/liza_donnelly_drawing_upon_humor_for_change.html

Scholastic: Profiles of Notable Women.

Includes brief bios of civil rights activists, artists, athletes, politicians, journalists, and scientists.
<http://www.scholastic.com/teachers/article/profiles-notable-women>

Scholastic: Honor Roll of Notable Women.

Explore this list of over 30 women of achievement. You can [nominate](#) one of these women or someone else to the Honor Roll of Notable Women.
<http://teacher.scholastic.com/activities/women/notable.htm>

Women in World History: Biographies. Brief biographies of women rulers and leaders from Asia, the time of the Crusades, and recent Nobel Peace prize winners.
<http://www.womeninworldhistory.com/heroine.html>

World Bank: Think Equal. Answer a poll about gender equality and compare data from around the world. <http://thinkequal.worldbank.org/>

UNICEF: Voices of Youth was founded in 1995 as UNICEF’s online place for young people to learn more about issues affecting their world. Read stories, contribute your own stories, and advocate for gender equality.
<http://www.voicesofyouth.org/sections/gender-equality-equal-rights-everywhere>

“She Said ...”
Quotations from Women around the World

Speaker	Quotation

“She Said ...”
Quotations from Women around the World

Speaker	Quotation

Voices of Women

Reflect on the quotations gathered from the video clips/your research, and complete the following sentences.

"A voice that stood out to me was

_____.

She said,

" _____

_____."

I compared her statement to

_____, who said,

" _____

_____."

I think that they would agree/not agree on...

_____.

, because...

_____.

Lesson 2: The Girl Effect



Goals:

Identify the importance of investing in girls

Analyze government policies and cultural norms and their impact on girls

Examine factors impeding girls' access to education

Discuss reasons why a country might try to limit its birth rate

Discuss what population statistics reveal about China and India



Materials:

Handouts; DVD of video clips; computer/projector



Countries Discussed:

People's Republic of China; India, Afghanistan

Activity 1: Why Girls?

Pass out handouts **The Revolution Will be Led by a 12-year-old Girl**; **Girls Discovered: Global Girl Facts**; **Primary School Attendance Map**; and **Land of the Rising Son**

Review the statistics and the checklist as a class. Highlight the impact an education can have on her and her family's life. Also, discuss the status of girls in society (how their needs differ from women, the impact their livelihood has on the community)

Review the map and infographic to introduce the video clips. Discuss the history of China's one child policy and its impact as well as the number of girls in primary education.

Activity 2: Videos

Introduce video clips by linking the statistics and their impact into real life stories.

2:55 The Clock is Ticking – The Girl Effect

3:05 China's Lost Girls

6:25 Disappearing Daughters

3:13 PBS: Time for School in Afghanistan

Activity 3: Impact of Girls

Refer to the handouts distributed before the clips.

Discuss the videos and the handouts as a class:

- How do they react to different statistics after viewing?
- How do the stories reflect the data? How do they differ?
- How are girls described in the videos? What different opinions were shown?
- What barriers for girls were a result of government policies and laws? What barriers were results of social and cultural norms?
- What steps are the governments taking to decrease son preference actions and support girls in school?
- What steps are individuals taking to remove barriers?

Additional Resources:

The Girl Effect. The Girl Effect is a movement driven by girl champions around the globe. The Nike Foundation created the Girl Effect with critical financial and intellectual contributions by the NoVo Foundation and Nike Inc. and in collaboration with key partners such as the United Nations Foundation and the Coalition for Adolescent Girls. A

fact sheet and statistics: www.girleffect.org/media

Additional videos, including interviews with girls:

<http://www.girleffect.org/learn/the-big-picture>

Girls Discovered. Girls Discovered: Global Maps of Adolescent Girls originated with the publication of Girls Count: A Global Investment and Action Agenda in 2008. Visually compelling maps and data on seven categories or by country. Compare and print for free:

http://www.girlsdiscovered.org/maps_and_data/

Because I am a Girl. Because I am a Girl is brought to you a leading children's organization working in over 60 countries to improve the lives of vulnerable and disadvantaged young people. Publications/reports, stories, and videos:

<http://plan-international.org/girls/resources/>

The Coalitions for Adolescent Girls: Girls Count. Girls Count provides some of the first critical research specifically focused on adolescent girls in the developing world. It demonstrates how providing support to girls age 10-18 dramatically improves their lives – and also results in significant benefits for society as a whole. Reports and data: http://www.coalitionforadolescentgirls.org/girls_count

UNICEF: Gender Equality. This collection of teacher resources, including units, lesson plans, videos, multimedia, and stories, are intended to raise student awareness of the importance of gender equality. Lessons focus on education and economic impact of girls.

<http://teachunicef.org/explore/topic/gender-equality>

PBS: Time for School. WIDE ANGLE profiles children in Japan, Kenya, Benin, Brazil, Romania, and India who have managed to enroll in the first

year of primary school – in most cases despite great odds.

National Geographic: Xpeditions. China and India are the two most populous countries in the world, but they have taken very different approaches to population control. Students will gather population statistics for these two countries, read about population issues in general.

<http://www.nationalgeographic.com/xpeditions/lessons/09/g912/population.html>

BBC: Profile on China. Background information on China, including: a map, photos, facts, a timeline, and related news stories.

http://news.bbc.co.uk/2/hi/asia-pacific/country_profiles/1287798.stm

BBC: Profile on Afghanistan. Background information on Afghanistan, including: a map, photos, facts, a timeline, and related news stories.

http://news.bbc.co.uk/2/hi/south_asia/country_profiles/1162668.stm

BBC: Profile on India. Background information on India, including: a map, photos, facts, a timeline, and related news stories.

http://news.bbc.co.uk/2/hi/south_asia/country_profiles/1154019.stm

Amnesty International: Safe Schools. Violence stops girls going to school. Girls must be able to pursue their education in an environment which is safe, respectful, and non-discriminatory. Amnesty International provides a free comic book and posters on the safe school issue as well as links to statistics and articles.

<http://www.amnesty.org/en/campaigns/stop-violence-against-women/issues/empowerment-women/safe-schools>

Amnesty International: Women's Rights in

Afghanistan. Girls' education has been particularly hard hit by the Taliban and other armed groups. They have attacked teachers and students, and targeted girls' schools. Amnesty International provides background information on women's rights in Afghanistan as well as the state of progress in the country.

<http://www.amnesty.org.uk/content.asp?CategoryId=12150>

THE REVOLUTION WILL BE LED BY A

12-YEAR-OLD GIRL

IF YOU WANT TO END POVERTY AND HELP THE DEVELOPING WORLD, THE BEST THING YOU CAN DO IS INVEST TIME, ENERGY, AND FUNDING INTO ADOLESCENT GIRLS. IT'S CALLED THE GIRL EFFECT, BECAUSE GIRLS ARE UNIQUELY CAPABLE OF INVESTING IN THEIR COMMUNITIES AND MAKING THE WORLD BETTER. BUT HERE ARE 10 THINGS THAT STAND IN THEIR WAY:

1 LET'S SEE SOME ID

Without a birth certificate or an ID, a girl in the developing world doesn't know and can't prove her age, protect herself from child marriage, open a bank account, vote, or eventually get a job. That makes it hard to save the world.

2 ILLITERACY DOES NOT LOOK GOOD ON A RESUME...

70% of the world's out-of-school children are girls. Girls deserve better. They deserve quality education and the safe environments and support that allow them to get to school on time and stay there through adolescence.

4 THE FACE OF HIV IS INCREASINGLY YOUNG AND FEMALE

When girls are educated about HIV, they stand a better chance of protecting themselves. But education is not enough. Girls need to be empowered and supported to make their own choices.

3 ...AND PREGNANCY DOESN'T LOOK GOOD ON A LITTLE GIRL

Child marriages are the norm in many cultures where girls' bodies aren't considered their own property. Pregnancy is the leading cause of death for girls 15-19 years old. Girls have a right to be able to protect their health and their bodies.

5 A NICE PLACE TO WORK WOULD BE NICE

If girls have the skills for safe and decent work, if they understand their rights, if they are financially literate and considered for nontraditional jobs at an appropriate age, if they get their fair share of training and internships, they will be armed and ready for economic independence.

7 ADOLESCENT GIRLS AREN'T JUST 'FUTURE WOMEN'

They're girls. They deserve their own category. They need to be a distinct group when we talk about aid, education, sports, civic participation, health, and economics. Yes, they are future mothers. But they actually live in the present.

6 THE CHECK IS IN THE MAIL, BUT IT'S GOING TO YOUR BROTHER

LESS THAN TWO CENTS of every international aid dollar is directed to girls. And yet when a girl has resources, she will reinvest them in her community at a much higher rate than a boy would. If the goal is health, wealth, and stability for all, a girl is the best investment.

8 LAWS WERE MADE TO BE ENFORCED

Girls need advocates to write, speak up, lobby, and work to enforce good laws and change discriminatory policies.

9 SHE SHOULD BE A STATISTIC

We won't know how to help girls until we know what's going on with them. Hey, all you governments and NGOs and social scientists: You're accountable! We need an annual girl report card for every country so we can keep track of which girls are thriving and which girls are not.

10 EVERYONE GETS ON BOARD OR WE'RE ALL OVERBOARD

Boys, girls, moms, dads. If we don't all rally to support girls, nothing is going to change. Not for them, and not for us. Change starts with you. So get going.



GIRLS DISCOVERED GLOBAL GIRLS FACTS

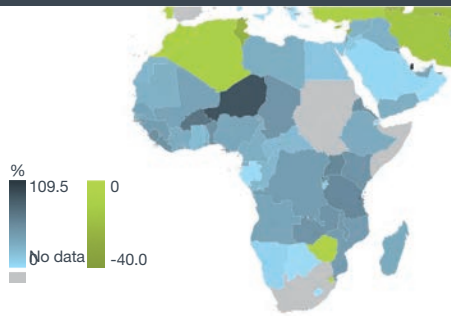
FACT 1

There are currently **849.6m girls in the world aged 10-24 years**. They comprise 13% of the global population (2005 figures).

FACT 2

Between 2005 and 2020, **the population of girls aged 10-24 years is forecast to grow by 5.1% on average**, though this disguises significant variations between countries.

Growth rate of population of girls aged 10-14 years, 2005 - 2020



FACT 3

Almost **50%** of girls under 5 years of age are **underweight** in India and Bangladesh, where the situation is marginally better for boys. These countries are the worst globally for under-5 underweight prevalence.

FACT 4

In Niger, nearly **80%** of young women currently aged 20-24 years have **no education**; by comparison 64% of young men have no education.

FACT 5

In Bangladesh, **two in every five girls** currently aged 20-24 years were **married before aged 15**, while in Niger, three in every four girls aged 20-24 were married before age 18.

FACT 6

There are currently **849.6m girls in the world aged 10-24 years**. They comprise 13% of the global population (2005 figures).

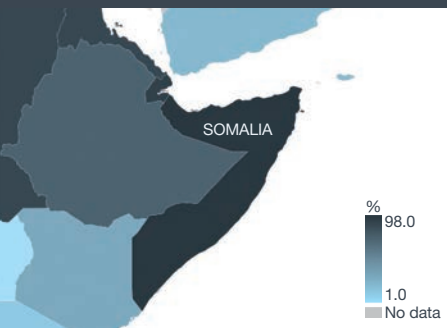
FACT 7

In Mali, only **22.5%** of girls aged 15-24 years are **literate**, while literacy among boys is 36.1%

FACT 8

Prevalence of **FGM** is widest in Somalia, where 98% of women and adolescent girls aged 15-49 years have been genitally mutilated or cut.

Prevalence of female genital mutilation or cutting among women aged 15 - 49 years



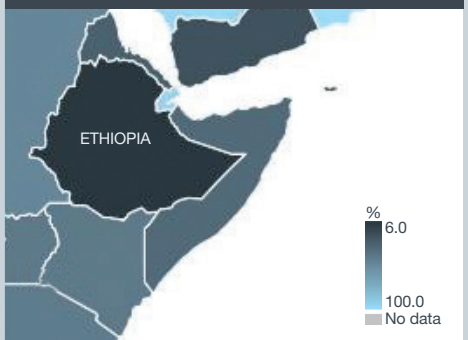
FACT 9

In Bangladesh, just over a **third** of young women currently aged 20-24 years had their **first child** before age 15; in Niger, 27.7% of young women aged 20-24 years had their first child before age 15.

FACT 10

In Ethiopia, a mother has only a **1.5%** chance of having **skilled personnel attend her labour**. In the UK, a woman has only a 1% chance of no skilled attendant overseeing her labour.

Proportion of births attended by skilled health personnel



FACT 11

There is a significant **gender imbalance in terms of HIV** prevalence among young people. In Swaziland, 22.6% of girls and women aged 15-24 are HIV+, the highest prevalence among young women globally. Lesotho has the highest global prevalence of HIV among young men aged 15-24 years, at 5.9%.

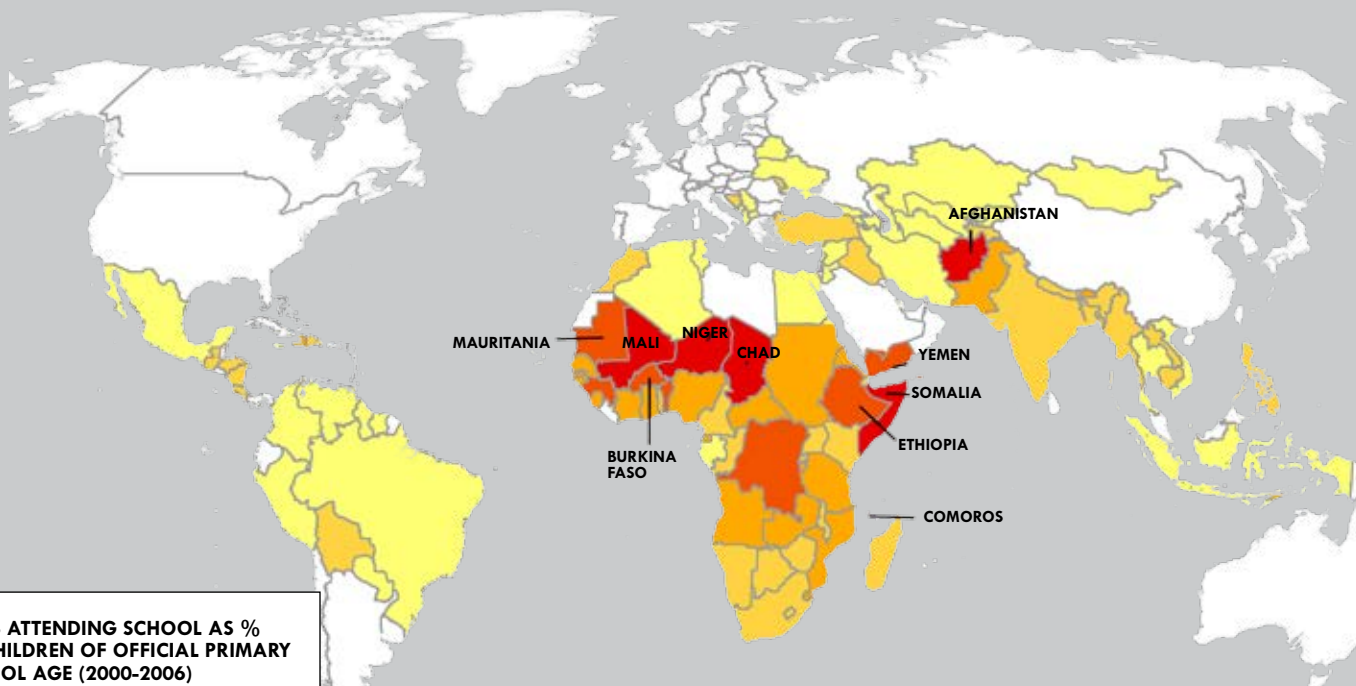
The information on this page is derived from Girls Discovered: Global Maps of Adolescent Girls www.girlsdiscovered.org, a comprehensive source of maps and data on the status of adolescent girls worldwide. This one-stop shop for information on adolescent girls is sourced from organizations operating in the public interest, and is meant for researchers, practitioners, advocates, policy-makers and the public – anyone who seeks change for the world's 600 million adolescent girls.

Girls Discovered (www.girlsdiscovered.org) is the result of a partnership between global risks specialist, [Maplecroft](http://www.maplecroft.com), with the [Nike Foundation](http://www.nikefoundation.org) and the [United Nations Foundation](http://www.un.org). For more information, please contact girlsdiscovered@maplecroft.com.

AT 12, A GIRL IS LESS LIKELY TO BE IN SCHOOL THAN A BOY – WORLDWIDE.

For every boy who is out of school globally, there are three girls. The disparity is most alarming in Africa.

PRIMARY SCHOOL ATTENDANCE (GIRLS OF OFFICIAL PRIMARY SCHOOL AGE)

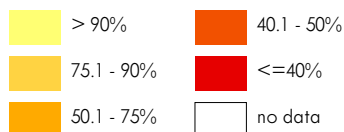


GIRLS ATTENDING SCHOOL AS % OF CHILDREN OF OFFICIAL PRIMARY SCHOOL AGE (2000-2006)

TEN BOTTOM-RANKED COUNTRIES

COUNTRY	GIRLS	BOYS
Somalia	20	24
Niger	25	36
Chad	31	41
Comoros	31	31
Mali	33	45
Afghanistan	40	66
Yemen	41	68
Mauritania	42	46
Burkina Faso	44	49
Ethiopia	45	45

GIRLS ATTENDING SCHOOL AS % OF CHILDREN OF OFFICIAL PRIMARY SCHOOL AGE (2000-2006)



Data Source:
UNICEF, State of the World's Children 2008
UNICEF, New York, December 2007

Designed and prepared by:



LAND OF THE RISING SON

In 1979, the National Population and Family Planning Commission in China enacted an ambitious program that called for strict population control. Families in various urban districts are urged to have only one child—preferably a son—in order to solve the problems related to overpopulation. What has happened since then and what are its implications for the future of China?

CHANGE OF RULE



From the start of his Communist command in 1949 to his death in 1976, Chairman Mao saw a booming population as a healthy sign of the productivity necessary to catapult the country to global success.



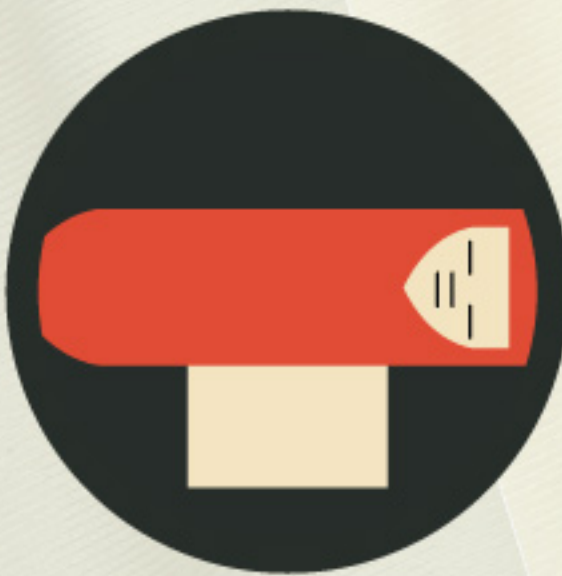
Deng Xiaoping, Mao's successor, reversed the trend three years later when China became home to a quarter of the whole world's population and overcrowding was at the center of the blame for a stagnant economy.

It was then that the one-child policy was born.

HOW IT WORKS



As it is most traditionally enforced, couples are encouraged to have only one child.



If that child is born a girl, parents would be allowed to have a second child in order to hopefully bear a son.



After the second child, they would be discouraged from having any more children.

PRESSURE FROM THE CHINESE GOVERNMENT

Theoretically, the one-child policy is voluntary, but the system comes with a set of government-imposed rewards and penalties that vary widely according to local officials.

REWARDS FOR HAVING ONE CHILD:



HIGHER WAGES



INTEREST-FREE LOANS



RETIREMENT FUNDS



PRIORITY HOUSING AND SCHOOL ENROLLMENT

PENALTIES FOR HAVING MORE THAN ONE CHILD:



FINES FROM \$370 TO \$12,800



PRESSURES TO ABORT PREGNANCY



CONFISCATED BELONGINGS



GETTING FIRED FROM WORK



25 PERCENT

of Chinese women of reproductive age have had at least one abortion.

Each day in 2009, more than **35,000** forced abortions¹ were performed in China.

¹Pushed by a promotions-based system, local family planning officials are often encouraged to reach population targets by forcing abortions and tough punishments.

EXCEPTIONS TO THE LAW



FAMILIES LIVING IN RURAL AREAS²



CHILDREN BORN OVERSEAS



ETHNIC MINORITIES



DISABLED CHILDREN



PARENTS WHO WORK IN HIGH-RISK OCCUPATIONS

²In rural areas, the birth of a second child is only encouraged if it is spaced 4 to 5 years from the first.

HOW DO THE CHINESE FEEL ABOUT THE ONE-CHILD POLICY?



HAS IT BEEN SUCCESSFUL?

FROM 1979 TO 2010:

An estimated **400 MILLION** births have been prevented due to the program.



When the policy was introduced, the government's target population by the year 2000:

1.2 BILLION

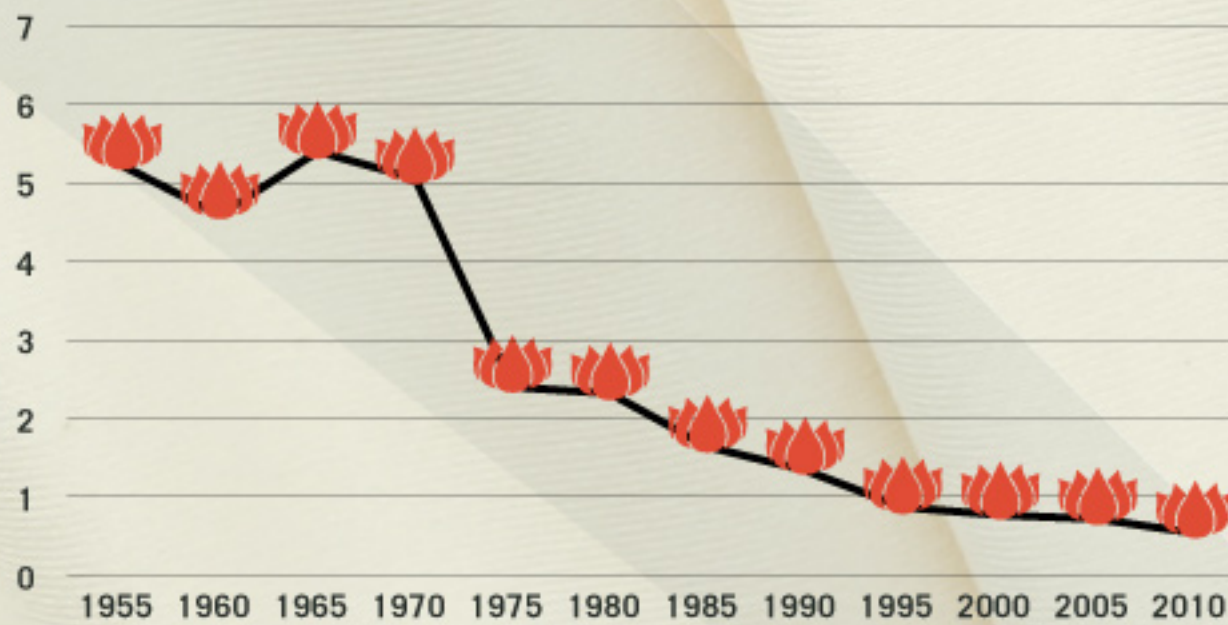


Population during the 2000 census:

1.27 BILLION

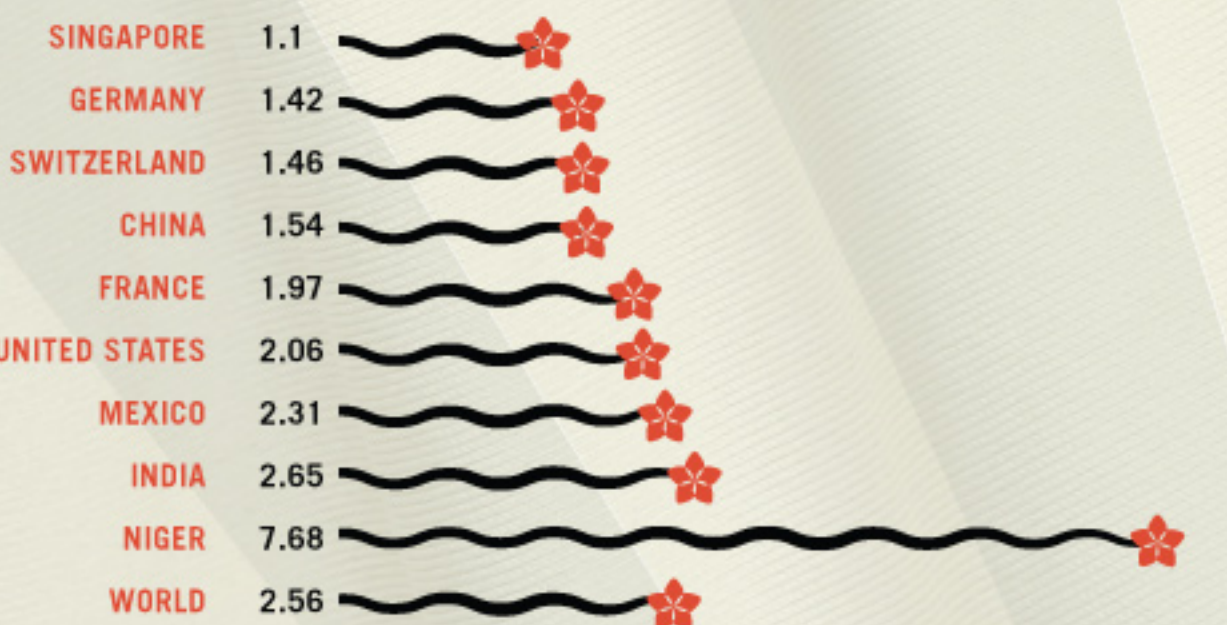
AVERAGE NUMBER OF BIRTHS PER CHINESE WOMAN

Since the policy's inception to 2010, the average number of children born to each woman in China fell by over 50 percent.



COMPARED TO OTHER NATIONS

In 2010, China's fertility rate was 1.54 children per woman. This puts it 0.52 below the United States' total fertility rate and 1.02 below the world's average rate of 2.56.



IMPLICATIONS ABOUT GENDER

The male-to-female birth rate in China surpasses the normal rate for all industrialized countries. With the amount of female infanticides and abortions, many see the one-child policy, which favors boys over girls, as worsening the problem.

According to the latest available census data:



Lesson 3: Violence Against Women



Goals:

Define gender-based violence.

Identify different types and sites of gender-based violence, its main victims and perpetrators.

Discuss what gender-based violence is and why it is a violation of women's human rights.

Examine the power of culture and tradition on the persistence of bride kidnapping in Kyrgyzstan

Analyze gender-based violence from the women's human rights perspective.



Materials:

Large world map; handouts; DVD of video clips; computer/projector; tape or pushpins



Countries Discussed:

Kyrgyzstan; Mexico; European Union countries; Moldova; United Arab Emirates; Russia

Activity 1: Global Violence against Women

Pass out handout with **Violence against Women**

Facts. If completed The Girl Effect lesson, tie to the barriers and challenges young women face.

Discrimination and violence against girls can translate into violence against women. Discuss the students' definitions of violence against women.

Divide students in small groups or pairs (depending on class size). Cut out and give each group 1 – 3 facts from the handout. Have each group read their fact aloud to the group. Once they have read their fact, have the group pin or tape it to the country on a large world map. Free printable at <http://education.nationalgeographic.com/education/multimedia/world-political-mapmaker-kit/>

Once all the facts have been read, review the world map as a class.

- Where do instances of violence against women occur?
- What patterns do you see?

Activity 2: Breaking the Code of Silence

Introduce videos, which will delve into the statistics and demonstrate the impact of violence on women.

7:19 Witness – Kidnapped Brides

4:21 Los Feminicidios - PBS

2:09 Border Town – Trailer

2:05 Taken Trailer

11:18 Witness – Fighting the Global Sex Trade

Activity 3: Reflection

Discuss the videos:

- What story was the most impactful to you?
- What factors contributed to acts of violence against women in the videos?
- Each video had a different situation for women to confront, but what do these women have in common?
- How did different women react to the violence in the films? Who stepped up to assist women in the videos?
- What actions did the women take themselves in the face of violence? Why do you think they reacted the way they did? What influenced their decisions?

Extension Activity: Writing

Pass out **Read Aloud #1 – Not For Sale**

Campaign. Select two students to read the two paragraphs aloud to the class.

Ask students how this narrative explains the issue of abuse against domestic workers differently from the video. How is it similar?

Have students write a short narrative similar to the **Read Aloud #1 – Not For Sale Campaign** from the viewpoint of woman who is a victim of violence. Have students discuss their narratives in pairs. Do they agree with their partner's interpretation?

Extension Activity: Art

Using statistics from **Violence Against Women – Facts** and the videos, have students translate their narrative into a Public Service Announcement, bumper sticker, or poster. Explain to students that their advertisement must draw attention to the issue their character faces.

Additional Resources:

Not For Sale creates tools that engage business, government, and grassroots in order to incubate and grow social enterprises to benefit enslaved and vulnerable communities. Teacher resources:
<http://www.notforsalecampaign.org/resources/>

BBC: Profile on Kyrgyzstan. Background information on Kyrgyzstan, including: a map, photos, facts, a timeline, and related news stories.
http://news.bbc.co.uk/2/hi/asia-pacific/country_profiles/1296485.stm

BBC: Profile on Mexico. Background information on Mexico, including: a map, photos, facts, a timeline, and related news stories.
http://news.bbc.co.uk/2/hi/americas/country_profiles/1205074.stm

BBC: Profile on Moldova. Background information on Moldova, including: a map, photos, facts, a timeline, and related news stories.
http://news.bbc.co.uk/2/hi/europe/country_profiles/3038982.stm

Amnesty International: Violence Against Women. Amnesty resources explore the issue of violence against women and also look at the struggle for women's rights, and celebrate female human rights defenders. The website includes lesson plans on claiming women's rights and trafficking.
<http://www.amnesty.org.uk/content.asp?CategoryId=11639#violence>
<http://www.amnesty.org/en/key-facts/violence-against-girls>

Human Rights Watch: Dignity Overdue - Decent Work for Domestic Workers. A video about the millions of women and girls around the world turn to domestic work in order to provide for themselves and their families (5 minutes, 40 seconds).
http://www.youtube.com/watch?feature=player_embedded&v=8SgDeLRHg40

CNN Veronica De La Cruz: Asian Mail Order Brides. A video about the growing number of Asian women who come to the U.S. as mail order brides (4 minutes, 8 seconds). CNN's Veronica De La Cruz reports.
http://www.youtube.com/watch?v=DNdyt53wzFY&feature=player_embedded

International Justice Mission: Ray of Hope.

A video about Suhana, who was found and rescued twice from a human trafficking network in India (12 minutes, 42 seconds).

http://www.youtube.com/watch?feature=player_embedded&v=dSEF6WlCdRg

The Whistleblower (2011): Official Trailer.

Rachel Weisz new drama, based on the experiences of Kathryn Bolkovac, a Nebraska cop who served as a peacekeeper in post-war Bosnia and outed the U.N. for covering up a sex scandal (2 minutes, 1 second).

http://www.youtube.com/watch?v=al3anBiHwmI&feature=player_embedded

In Switzerland, 22.3% of women experience sexual violence by non-partners during their lifetime.

1 UNiTE to End Violence Against Women, 2011

In Pakistan, over 1,000 women a year are murdered in the name of 'honor'.

3 UN Human Rights Report, 2002

In the conflict in Bosnia between 1992 and 1995, over 40,000 women are estimated to have been victims of war-rape.

5 New Internationalist Jan/Feb 1998

In Bangladesh, acid attacks on women because of dowry disputes are frequent, often leading to blindness, disfigurement, and death.

7 UNIFEM, 2005

In South Africa, a woman is killed every 6 hours by an intimate partner.

9 Say No: United to End Violence Against Women, 2011

In the USA, one woman is battered every 15 seconds, usually by her partner.

2 U.S. Department of Statistics, 2002

During the genocide of Tutsis and others in Rwanda from April 1994 to April 1995, over 250,000 women and girls were raped.

4 Human Rights Watch, 1995

In India, around 15,000 women a year are murdered in 'dowry deaths' at the hands of husbands or in-laws, dissatisfied with the marriage settlement. These crimes are often disguised as 'kitchen fires' – the victim is doused in kerosene and set alight.

6 UNIFEM, 2005

In Northern Ireland, one woman a day is seriously assaulted by her male partner.

8 Scottish Executive, 2007

In Guatemala, two women are murdered, on average, each day.

10 Say No: United to End Violence Against Women, 2011

In a study of female deaths in Alexandria, Egypt, 47 percent of the women were killed by a relative after the woman had been raped.

11 UNIFEM Violence Against Women: Facts and Figures, 2007

One study of 1,322 marriages across six villages in Kyrgyzstan found that 1/2 of ethnic Kyrgyz marriages were the result of kidnappings, and that as many as 2/3 of these marriages were non-consensual

13 UN Report of the Secretary General: In-depth study on all forms of violence against women, 2006

In a study in Germany, 42% of respondents reported having experienced acts such as intimidation and aggressive yelling, slander, threats, humiliation and “psycho-terror”.

15 UN Report of the Secretary General: In-depth study on all forms of violence against women, 2006

In the Democratic Republic of Congo, approximately 1,100 rapes are being reported each month, with an average of 36 women and girls being raped every day. It is believed that over 200,000 women have suffered sexual violence in that country since the beginning of the armed conflict.

17 UNiTE to End Violence Against Women, 2011

Indigenous women in Canada are five times more likely than other women of the same age to die as the result of violence.

19 UNiTE to End Violence Against Women, 2011

In Colombia, every six days a woman is reportedly killed by her partner or former partner.

12 UN Report of the Secretary General: In-depth study on all forms of violence against women, 2006

A 1996 study in Nicaragua found that 31% of battered women reported having been subjected to physical violence during pregnancy.

14 UN Report of the Secretary General: In-depth study on all forms of violence against women, 2006

In the United States, 83 % of girls, aged 12 to 16, experience some form of sexual harassment in public schools.

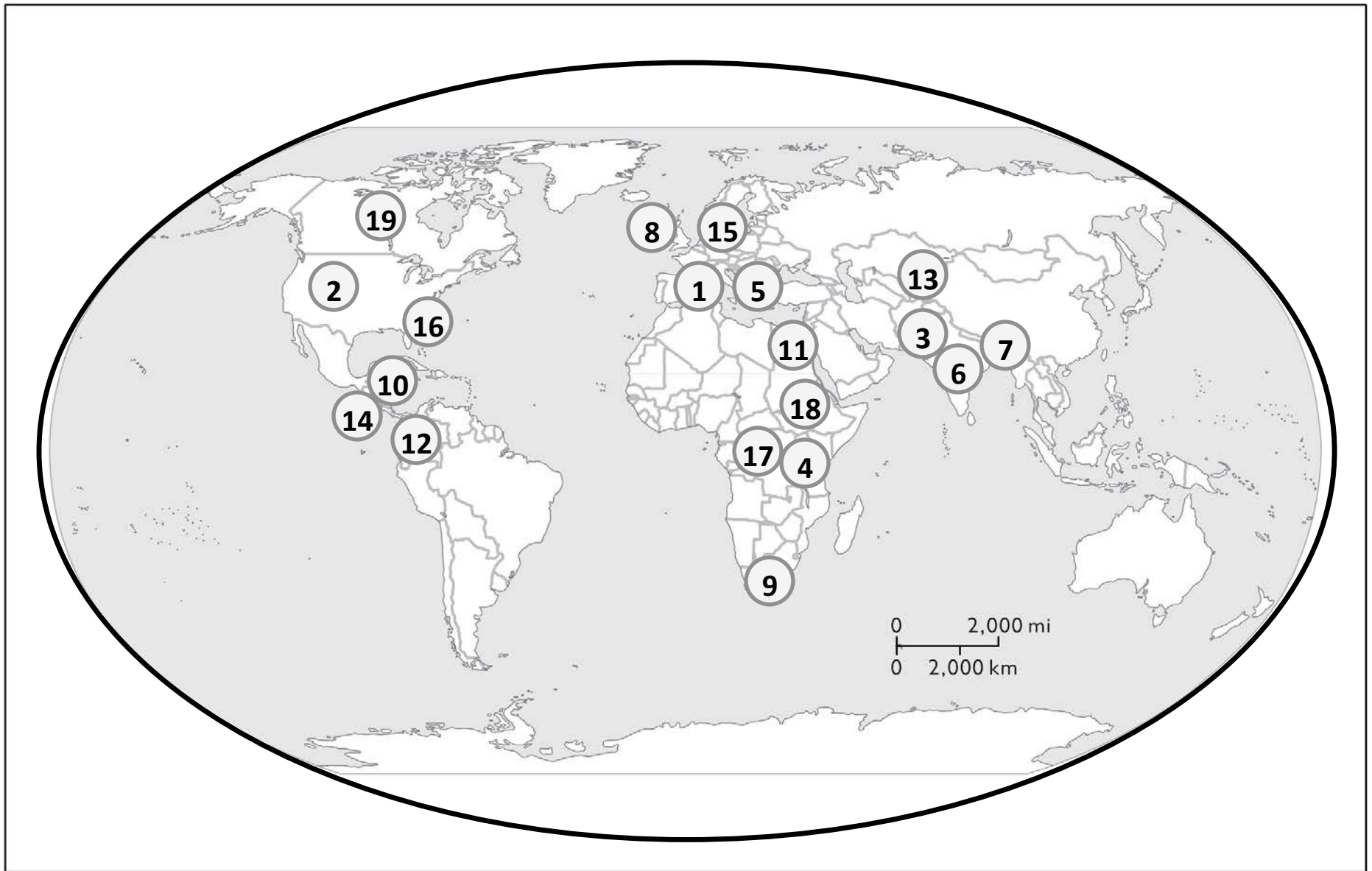
16 UNiTE to End Violence Against Women, 2011

In Uganda the cost of domestic violence was estimated at 2.5 million United States dollars in 2007.

18 UNiTE to End Violence Against Women, 2011

Women aged 15-44 are more at risk from rape and domestic violence than from cancer, car accidents, war and malaria according to World Bank Data

20 UNiTE to End Violence Against Women, 2011



Read Aloud #1

Not For Sale Campaign

The old woman bought her not long after she turned seven. Her parents were struggling to care for five children in a camp for internally placed Cambodians. The camp was situated near the border with Thailand where food was scarce and jobs nonexistent. The old woman and her son came to the camp seeking a young girl to be a house servant. Her parents sacrificed one sibling for the survival of her siblings.

She cooked the woman's meals, bathed her, washed clothes, scrubbed the floors, and performed any other chore demanded of her. Her master demonstrated neither affection nor malice; she expected only obedience. The girl was never addressed by name. 'Hey you, get me some water,' the woman would say, or 'Girl, go sweep the floor.' Did the old woman know her name? Some days, the girl whispered her own name softly to herself so she would not forget."

-Courtesy of Not For Sale Campaign; High School Curriculum; Prepared by Dana Dusbiber

History at the Movies: Women's Rights

Lesson 4: Women, War and Peace

**Goals:**

Understand how war affects civilians, including women, since 1945

Describe the future of women's roles in peacemaking and postwar reconstruction

Discuss the history of the use of rape as a weapon of war and how it is prosecuted

**Materials:**

Handouts; computer/projector; DVD of video clips

**Countries Discussed:**

Bosnia and Herzegovina; Afghanistan; Liberia; Colombia; Guinea; Ivory Coast; Argentina; Nepal; Fiji; Northern Ireland

Activity 1 (Warm up):

Violence not only can be against individual women, but it can also be systematic and extensively committed. This often occurs during tumultuous times, such as war.

Distribute the "Worldmapper" mapcharts to each group.

Compare and discuss as a group.

- What is the relationship between the War Deaths of 1945-2000 and War Deaths of 2002?
- What impact on women do you think the War Deaths 2002 map demonstrates?

Distribute the **Information Sheet: Rape a Weapon of War**. Have students read the brief history and the definitions of international law.

Distribute the **Bosnia and Herzegovina Fact Sheet**. Tell students that one of the videos will expand upon the case study of a civil war in Bosnia and Herzegovina. Review the information on the sheet.

Activity 2: Videos

Introduce the videos by explaining that the impact of war often has disastrous effects on women – and not only by resulting in their death. Women's roles in time of war (and times of peace) are often underreported and ignored. PBS recently broadcast the following documentary, called Women, War and Peace.

02:00 Women, War and Peace – Intro

07:02 Building the Case – PBS

07:56 Empowerment – PBS

Activity 3: Reflection

- What patterns did you see in how women reacted to wars/conflicts depicted in the films?
- What reasons did women give for the need to include women in peace negotiations? How do they differ?
- Some people believe women are more natural peacemakers than men. How might this view empower women? How might it limit them?
- Do you think the UN resolution 1325 is enough to increase the inclusion of women in peace negotiations? Why or why not?
- How do you think social media will influence how women communicate their message and interact with women around the world?

Activity 4: Still I Rise

Pass out **Still I Rise** handout. Have students read the poem to themselves.

In small groups, discuss thoughts on the poem and how the poem relates to issues covered in the films.

Extension Activity

Instruct students to write their own poem about women overcoming stereotypes, discrimination, and violence. Use **Still I Rise** as an example.

Hold a classroom poetry reading or have student create a poster using the text of their poem and images representing its message.

Additional Resources:

BBC: Profile on Bosnia-Herzegovina.

Background information on Bosnia-Herzegovina, including: a map, photos, facts, a timeline, and related news stories.

http://news.bbc.co.uk/2/hi/europe/country_profiles/1066886.stm

PBS: Truth and Consequences. In this lesson, students will examine the unfortunately widespread and longstanding phenomenon of wartime rape through a case study of the Yugoslav War Crimes Tribunal, convened in 1995 to specifically prosecute rapes and other sexual crimes committed during the 1993-1995 civil war in Bosnia. Lesson Overview:

<http://www.pbs.org/wnet/women-war-and-peace/for-educators/truth-and-consequences-lesson-overview/> Lesson Activities:
<http://www.pbs.org/wnet/women-war-and-peace/for-educators/truth-and-consequences-lesson-activities/>

[peace/for-educators/truth-and-consequences-lesson-activities/](http://www.pbs.org/wnet/women-war-and-peace/for-educators/truth-and-consequences-lesson-activities/)

PBS: The Changing Face of War. In this lesson, students will explore how warfare in the 21st century has dramatically changed since the days of “conventional” 20th century warfare.

Lesson Overview:

<http://www.pbs.org/wnet/women-war-and-peace/for-educators/the-changing-face-of-war-lesson-overview/>

War Deaths 1945-2000



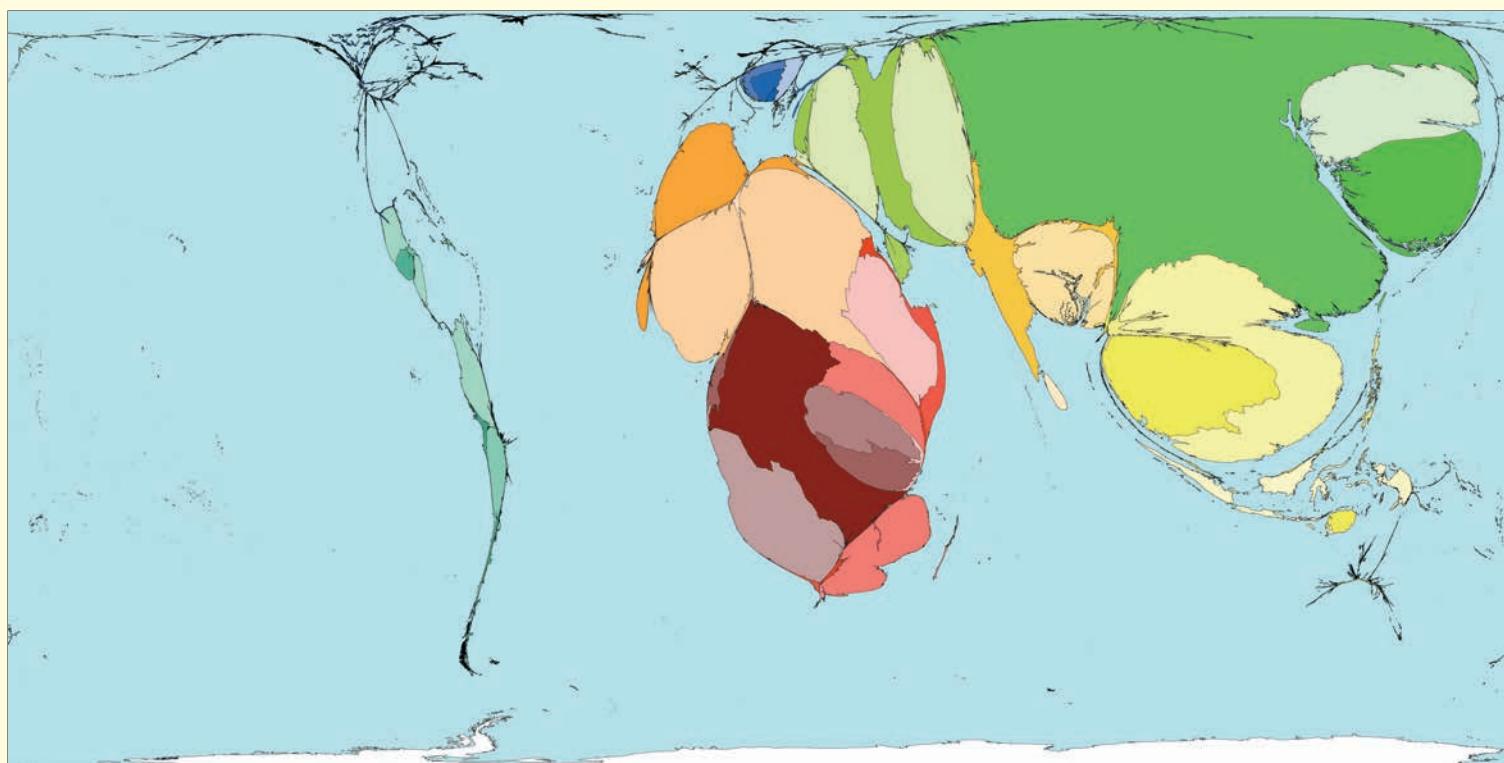
The University
Of
Sheffield.



The Leverhulme Trust



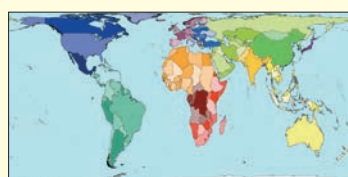
Produced by the SASI group (Sheffield) and Mark Newman (Michigan)



An estimated 51 million people have been killed in wars between 1945 and 2000. Almost a third of these deaths were amongst the population of China. China, Vietnam, the Democratic Republic of Congo and Sudan suffered the highest number of war deaths during this period.

Very few war deaths have occurred in Japan, Western Europe and North America between 1945 and 2000. Eastern Europe and South America also counted relatively few war deaths in total. Within these regions certain territories had high death counts, these territories include: Serbia and Montenegro, Croatia, Bosnia Herzegovina, Colombia, Bolivia and Guatemala.

Territory size shows the proportion of deaths worldwide directly attributed to war or conflict that occurred there between 1945 and 2002.



Land area

Technical notes

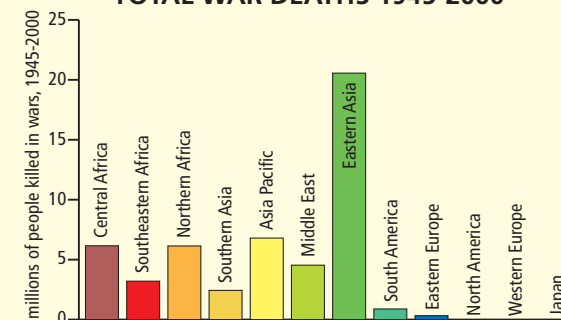
- Data are from Milton Leitenberg, of the Centre for International and Security Studies, 2001.
- *In 150 territories under 0.1% of the population died directly due to war or conflict.
- See website for further information.

MOST WAR DEATHS 1945-2000

Rank	Territory	Value	Rank	Territory	Value
1	Cambodia	16	11	Republic of Korea	4.7
2	Timor-Leste	14	12	Viet Nam	4.7
3	Angola	13	13	Iraq	4.6
4	Rwanda	10	14	Western Sahara	4.4
5	Dem People's Republic of Korea	10	15	Lebanon	3.7
6	Afghanistan	9	16	Algeria	3.5
7	Sudan	8	17	Liberia	3.1
8	Burundi	8	18	Uganda	2.8
9	Democratic Republic Congo	6	19	Congo	2.8
10	Mozambique	5	20	Somalia	2.7

deaths in wars from 1945 to 2000 as percentage of 2002 population*

TOTAL WAR DEATHS 1945-2000



“It is possible I’ll never see Nina again? Nina, an innocent eleven-year-old little girl - the victim of a stupid war. I feel sad. I cry and wonder why?”

Zlata Filipovic, 1992

War Deaths 2002



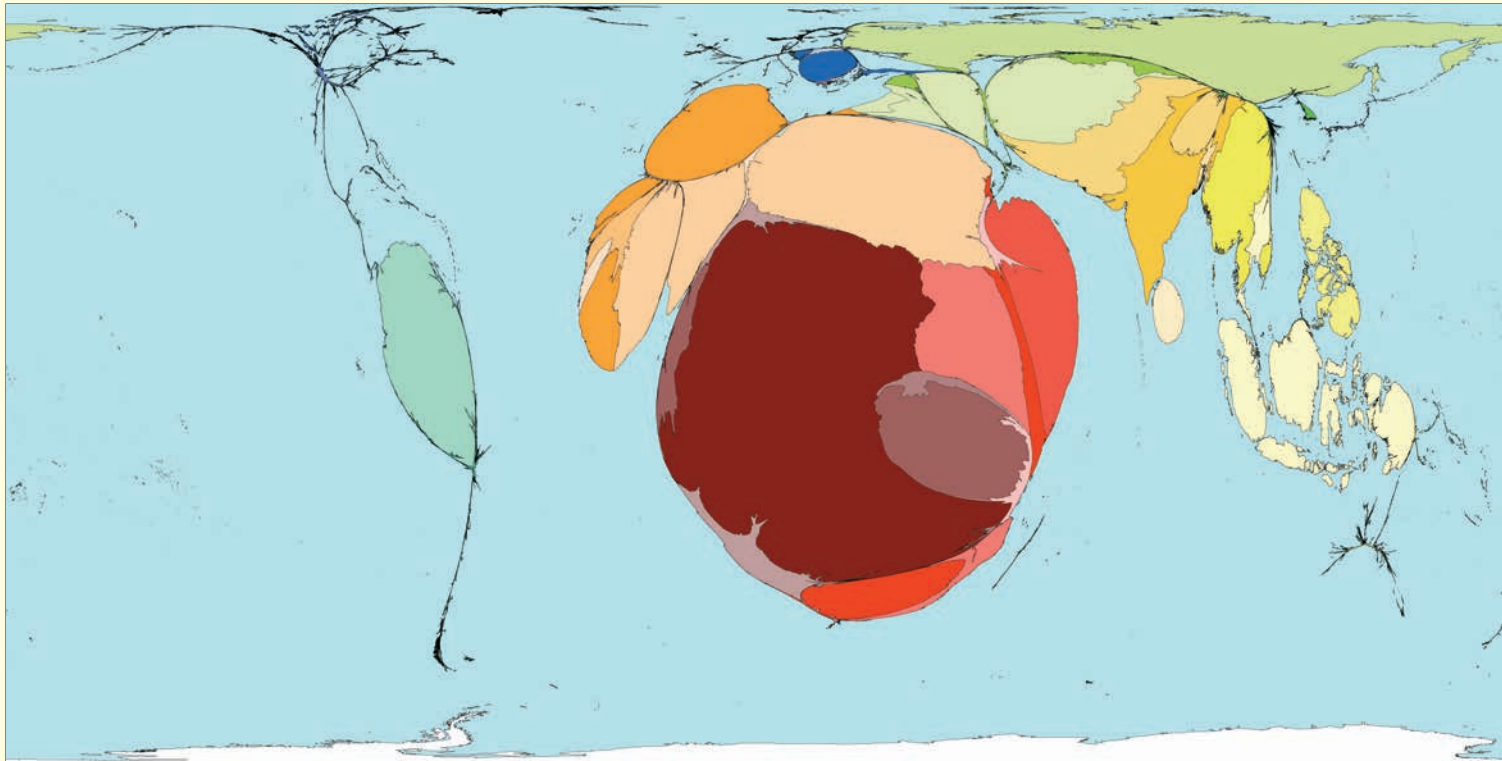
The University
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Sheffield.



The Leverhulme Trust



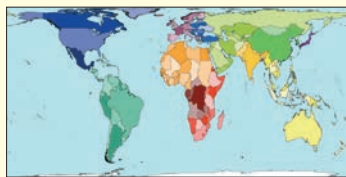
Produced by the SASI group (Sheffield) and Mark Newman (Michigan)



In 2002 there were an estimated 172 thousand war deaths worldwide. The majority of territories recorded no war deaths, all deaths shown here occurred in 80 territories. People in the Democratic Republic of the Congo suffered 26% of all war deaths in 2002. Nine territories accounted for 70% of all deaths. Burundi had the highest death rate due to war: 1.2 people per thousand people died due to war there that year.

The following territories counted the most war deaths in their region, in 2002: Somalia in Southeastern Africa; Indonesia in Asia Pacific; Colombia in South America; Sudan in Northern Africa; India in Southern Asia; the Russian Federation in the Middle East.

Territory size shows the proportion of deaths worldwide directly attributed to war or conflict that happened there.



Land area

Technical notes

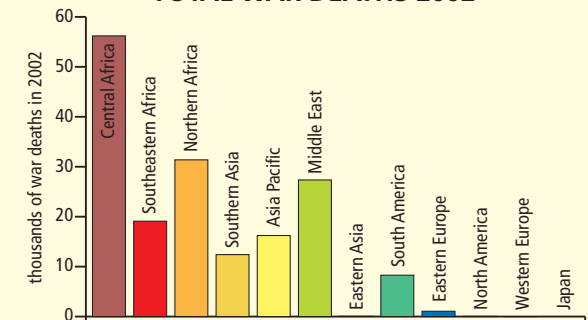
- Data are from the World Health Organisation's 2004 World Health Report.
- *There were less than 1 death per million in 142 territories.
- See website for further information.

MOST DEATHS IN WARS IN 2002

Rank	Territory	Value	Rank	Territory	Value
1	Burundi	1246	11	Cote d'Ivoire	235
2	Democratic Republic Congo	860	12	Zimbabwe	232
3	Somalia	722	13	Colombia	190
4	Liberia	596	14	Algeria	161
5	Sudan	464	15	Angola	125
6	TFYR Macedonia	401	16	Central African Republic	122
7	Congo	359	17	Russian Federation	119
8	Gaza Strip & West Bank	314	18	Guinea	117
9	Uganda	265	19	Tajikistan	94
10	Afghanistan	257	20	Myanmar	88

deaths due to war or conflict per million in wars, in 2002*

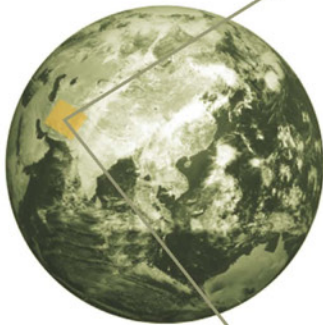
TOTAL WAR DEATHS 2002



“Because they tried to change this state of things ... men and women have died throughout the continent ...”

Gabriel García Márquez, 1982

Bosnia and Herzegovina



Located on the Balkan Peninsula, Bosnia and Herzegovina is almost landlocked, except for 26 kilometers of Adriatic Sea.



A message from Seida Saric Country Director, Bosnia and Herzegovina

Through our organization, Muslim, Catholic, and Orthodox Serb women have found a place where they can talk freely and become friends, without fear of being judged. They have more initiative, are stronger, more open, more active, and have ideas for projects in the community. To see women taking charge of their lives in this way also provides other women in the community with examples of what they are capable of accomplishing.

Bosnia and Herzegovina remains a very poor country where women, unless they are educated, continue to play traditional roles. It is only with the assistance of our Sponsors that we are able to expand into new regions of the country and reach more women. We continue to be deeply grateful for every Sponsor who provides a woman in Bosnia and Herzegovina with opportunities and hope for the future: thank you!



Women suffered horribly as rape and torture was used as weapons of war.

Thanks to the courage of these women who spoke out about the crimes they endured, for the first time ever, rape was prosecuted in international courts as a war crime.

In Bosnia and Herzegovina, women receive rights awareness training and job skills training. Women for Women International is helping the women throughout this war-torn country take active roles in their communities.

IN BRIEF

For decades Bosnia and Herzegovina was part of Yugoslavia. But in 1992 (the 1992-95 war) a war of ethnic-cleansing killed hundreds of thousands of people, severely injured 200,000, and terrorized millions.

Language: Serbian, Croatian or Bosnian

Life expectancy (female): 82.19 years

Life expectancy (male): 74.74 years

Population: 4,590,310

Per capita income: \$6,600

Unemployment: 45.5% official rate

Literacy (female): 94.4%

● 96% of our program participants can read more than their name

● 95% of our program participants can write more than their name

Literacy (male): 99%

Access to safe drinking water: N/A

Learn more about our program in Bosnia and Herzegovina at www.womenforwomen.org/bosnia

Seida Saric

Bosnia and Herzegovina

A Day In the Life

A typical woman in Bosnia and Herzegovina starts her day around daybreak. She sees her husband off to work, if he's employed, and their children off to school. She cleans her home daily, from dishes to laundry. If a woman lives in the country, she tends to her farm during the day; if she lives in the city, she does chores and errands.

When she has time to socialize, she visits neighbors and family members in the afternoons. In the evenings, she prepares dinner for her family. She and her family usually eat three times each day, meals that she cooks herself from scratch.

One Woman's Story: Sahzija

Sahzija's husband was killed during the war in Bosnia and Herzegovina in the early 1990's, leaving her with two children to support and no means to provide for them, in a country torn apart by brutal conflict.

After turning to Women for Women International, Sahzija took small business training courses. When she graduated, she received business loans through our microcredit program.

Sahzija stresses just how hard things were for her in the beginning. But now, after much hard work, she has opened three beauty salons with her daughters, one for each of them to run. She's created a steady source of income for herself and her family, and has helped rebuild not only her life but her community's hope for the future.



HOW DO I SAY?

Dear <Name>	Draga <Name>
How are you?	Kako si?
How is your family?	Kako je tvoja familija?
Please tell me about yourself	Molim te pisi mi o sebi
My name is . . .	Je se zovem
I am happy to write you	Sretna sam stu ti mogu pisati
I am thinking of you	Mislim na tebe
Congratulations	Cestitam
Thank You	Hvala
Goodbye	Pozdrav



ACTIVITY 5 Rape

INFORMATION SHEET RAPE: A WEAPON OF WAR

Age group: 15 upwards.

The rape of women by soldiers has a long history. The Crusaders in the 12th century raped women in the name of religion. In the 16th century the 'conquest of the Americas' saw the mass rape of indigenous women by the invading forces. English soldiers in the 18th century systematically raped Scottish women during the subjugation of Scotland.

Rape in war was outlawed under international humanitarian law. The Geneva Conventions of 1951 state: *'Women shall be especially protected... against rape, enforced prostitution, or any form of indecent assault.'*

Despite this, women are raped, terrorised, degraded and violated in every modern conflict on the planet. Women are raped because their bodies are seen as the legitimate spoils of war. Rape by combatants is an act of torture and a war crime, but few governments or armed opposition groups have taken action to prevent rape during conflict.

Rape by the armed forces in Bosnia-Herzegovina in the 1990s received unprecedented publicity. The extent of sexual abuse there caused shock and dismay. Soldiers from their own town or strangers passing through, raped women in their homes. Soldiers and guards in detention centres raped women prisoners. Women were raped in an organised and systematic way: they were imprisoned in hotels and other buildings specifically so

that soldiers could rape them.

Serbs took a 17-year-old Muslim girl from her village to huts in woods nearby in June 1992. She was held there for three months, along with 23 other women. She was among 12 women who were raped repeatedly in the hut in front of the other women. When they tried to defend her they were beaten off by the soldiers.

Soldiers from all sides in the conflict became rapists and women from all backgrounds were their victims. But most of the victims were Muslim women raped by Serb soldiers and irregulars. The sexual abuse of women was part of a wider pattern of warfare, characterised by intimidation and abuse of Muslims and Croats that led thousands to flee or be expelled from their home areas.

The UN Special Rapporteur on the Conflict in the Former Yugoslavia reported: *'... rape was being used as an instrument of ethnic cleansing... There are reliable reports of public rapes, for example, in front of a whole village, designed to terrorise the population and force ethnic groups to flee.'*

Source: *Human Rights Are Women's Rights*, Amnesty International, 8 March 1995: ACT 77/01/95

Activity 3 Women of courage

INFORMATION SHEET

Still I Rise

Still I Rise

by Maya Angelou

You may write me down in history
With your bitter, twisted lies,
You may trod me in the very dirt
But still, like dust, I'll rise.

Does my sassiness upset you?
Why are you beset with gloom?
'Cause I walk like I've got oil wells
Pumping in my living room.

Just like moons and like suns,
With the certainty of tides,
Just like hopes springing high,
Still I'll rise.

Did you want to see me broken?
Bowed head and lowered eyes?
Shoulders falling down like teardrops.
Weakened by my soulful cries.

Does my haughtiness offend you?
Don't you take it awful hard
'Cause I laugh like I've got gold mines
Diggin' in my own back yard.

You may shoot me with your words,
You may cut me with your eyes,
You may kill me with your hatefulness,
But still, like air, I'll rise.

Does my sexiness upset you?
Does it come as a surprise
That I dance like I've got diamonds
At the meeting of my thighs?

Out of the huts of history's shame
I rise
Up from a past that's rooted in pain
I rise
I'm a black ocean, leaping and wide,
Welling and swelling I bear in the tide.
Leaving behind nights of terror and fear
I rise
Into a daybreak that's wondrously clear
I rise
Bringing the gifts that my ancestors gave,
I am the dream and the hope of the slave.
I rise
I rise
I rise.

(The Complete Collected Poems, Virago Press Ltd,
London, 1994)

Lesson 5: Heroines of Peace



Goals:

Describe the role women have played in nonviolent protest movements

Compare and contrast women who were able to overcome barriers to success and make valuable contributions to society

Describe nonviolent actions the women of Liberia took to protest the war.

Discuss how nonviolent strategies have been used to achieve various goals in different regions of the world



Materials:

Handouts; computer/projector; DVD of video clips



Countries Discussed:

Liberia; Kenya; Yemen; Egypt

Activity 1: Key Words

Women have been at the forefront of movements, revolutions, and social reform campaigns around the world. Distribute **Heroines of Peace** handout. Review the women's movements, their leaders, and highlight the differences.

Activity 2: Videos

Introduce the videos by explaining the social movements in **Heroines of Peace**. Explain that the next segment highlights actions women took to protest war/corruption and advocate for peace.

02:06 Pray the Devil Back to Hell - PBS

02:22 Nobel Peace Prize 2011

3:00 Taking Root – Trailer

3:17 Women in Arab Spring Revolution

1:17 Egypt Blue Bra Protests

Activity 3: Reflection

- What successes did women have in organizing themselves? What failures or setbacks?
- What circumstances in the world influenced the outcome of their efforts?
- In what ways did men attempt to limit the women's ability to organize? In what ways did they support it?
- How do women use the current social system in favor of their organization movements?
- Is there a pattern to the types of women who lead?

Extension Activity

Have students research other reform movements in world or U.S. history that have been led by women, including: the Daughters of the Revolution, the anti-child labor movement, the Civil Rights Movement, and Mothers Against Drunk Driving.

Have students write essays or create multimedia presentations based on their research.

Additional Resources:

PBS: Nobel Women. A slideshow of the women who have won Nobel Peace Prizes. Since the Nobel Peace Prize was first awarded in 1901, only 15 women have been named laureates.

<http://www.pbs.org/wnet/women-war-and-peace/features/nobel-women/>

PBS: Women, War & Peace: Peaceful Protests.

Students learn about nonviolent resistance

movements that have taken place around the world and, using segments from the PBS program *Women, War & Peace: "Pray the Devil Back to Hell,"* explore how women's nonviolent protests helped bring about the end of a bloody civil war in Liberia in 2003.

<http://www.pbs.org/wnet/women-war-and-peace/for-educators/peaceful-protests-lesson-overview/>

BBC: Profile on Kenya. Background information on Egypt, including: a map, photo of its flag and political leaders, a timeline, and related news stories.

<http://www.bbc.co.uk/news/world-africa-13681341>

BBC: Profile on Egypt. Background information on Egypt, including: a map, photo of its flag and political leaders, a timeline, and related news stories.

<http://www.bbc.co.uk/news/world-africa-13313370>

BBC: Profile on Liberia. Background information about Liberia, including: a map, flag, photos of leaders, a timeline, and facts about the country.

<http://www.bbc.co.uk/news/world-africa-13729504>

BBC: Profile on Yemen. Background information on Yemen, including: a map, photo of its flag and political leaders, a timeline, and related news stories.

<http://www.bbc.co.uk/news/world-middle-east-14704852>

Community Classroom: Taking Root. The website provides additional information about the compelling documentary narrative of Wangari Maathai, the first environmentalist and first African woman to win the Nobel Peace Prize. It contains

two lesson plans which examine how environmental issues such as deforestation are intricately linked to many other social issues, and how organizations such as the Green Belt Movement use certain strategies to mobilize citizen action toward social and environmental justice.

<http://www.pbs.org/independentlens/takingroot/classroom.html>

PBS: TAKING ROOT - The Vision of Wangari

Maathai. In this clip, protected by armed guards, Wangari Maathai and Green Belt Movement members go on a tree-planting mission (4 minutes, 10 seconds).

http://www.youtube.com/watch?v=L1C3Q-j5XR4&feature=player_embedded

Egyptian Women March, Decry Abuse by

Military – December 21, 2011. Article by Matt Bradley, *Wall Street Journal*

<http://online.wsj.com/article/SB10001424052970204791104577110610803461718.html#articleTabs%3Darticle>

Egyptian Women Will Not Be Silenced –

December 28, 2011. Article by Fahad Faruqi, *The Huffington Post*

http://www.huffingtonpost.com/fahad-faruqi/egyptian-women-will-not-be-silenced_b_1167385.html

'Blue Bra Girl' Rallies Egypt's Women vs.

Oppression – December 22, 2011. Article by Isobel Coleman, CNN

http://www.cnn.com/2011/12/22/opinion/coleman-women-egypt-protest/index.html?hpt=hp_c2

Middle East Turmoil – *The Wall Street Journal*.

Track day-by-day events in the countries facing major popular unrest in North Africa and the Middle East.

<http://online.wsj.com/article/SB10001424052970204791104577110610803461718.html#articleTabs%3Dinteractive>

***The New York Times*: Juárez: Amid Violence, A**

Haven. An American nun dedicates her life to working with women and children plagued by the drug violence in Juárez. Third in a three-part series (5 minutes, 49 seconds).

http://www.youtube.com/watch?feature=player_embedded&v=mHvD4AeiT0Q

Al Jazeera English: Mexico's 'warrior' women

make a difference In Mexico, officials in Ciudad Juarez on the US-Mexico border are grappling with almost daily drug-related violence. Fed up with the bloodshed, a group of women have banded together to help people in need (2 minutes, 17 seconds).

http://www.youtube.com/watch?feature=player_embedded&v=3uAQhGCcqAg

PBS: People of Prohibition. Short biographies and photos of women involved in the Temperance movement and the repeal movement of the Prohibition amendment.

<http://www.pbs.org/kenburns/prohibition/people/>

PBS: Women of Prohibition. Have students watch the video clips related to each woman and answer the discussion questions then further research the role of women in Prohibition including the synergies between the suffrage, Progressive, and temperance movements and the crucial role of women in both temperance and Repeal.

<http://www.pbs.org/kenburns/prohibition/educators/activities/>

HEROINES OF PEACE



Ellen Johnson Sirleaf is Africa's first democratically elected female president and has contributed to securing peace, to promoting development, and to strengthening the position of women. **Leymah Gbowee** mobilized and organized women across ethnic and religious dividing lines to bring an end to the long war in Liberia, and to ensure women's participation in elections. In the most trying circumstances, **Tawakkul Karman** has played a leading part in the struggle for women's rights and for democracy and peace in Yemen.

The Green Belt Movement (GBM) was started in 1977 by **Dr. Wangari Maathai**, the first African woman and the first environmentalist to receive the Nobel Peace Prize. What began as a grassroots tree planting program to address environmental challenges is now a vehicle for empowering women. The act of planting a tree is helping women throughout Africa become stewards of the natural environment.



Dalia Ziada is an Egyptian rights activist, blogger, and laureate. She has been honored by Newsweek as one of 150 most influential women in the world and named by Time magazine as rights champion.

In late 2011, women demonstrators brandished photos of a woman, known only as the "**blue bra girl**", who was beaten and dragged along the ground by security forces, exposing her underwear. The incident outraged Egyptians and 10,000 women protested over the woman's treatment.

IMPORTANT DATES IN WOMEN'S HISTORY

- 1848 | The Seneca Falls Convention on women's rights was held.
- 1873 | Eliza Thompson led American women to sing hymns against alcohol in visitation bands to protest saloons and petition drug stores who filled prescriptions.
- 1879 | Frances Willard became head of the Women's Christian Temperance Union.
- 1900 | Starting in Kiowa, Kansas, Carry Nation began a 10 year crusade of smashing up saloons in support of prohibition
- 1918 | Women in **Russia** strike for "bread and peace." The strike helped initiate the revolution that results in the overthrow of the imperial government. March 8th, the day the strike began, is later chosen to mark International Women's Day.
- 1920 | The League of Women Voters is founded.
- 1922 | The National Council of Women is created in **Chile** to fight for women's rights.
- 1929 | Pauline Sabin, the first woman to ever serve on the Republican National Committee, founded the Women's Organization for National Prohibition Reform.
- 1945 | Eleanor Roosevelt became the American delegate for the recently formed United Nations. In 1946, she is elected as the head of the United Nations Human Rights Commission. She is instrumental in drafting the Declaration of Human Rights.
- 1949 | The Peronista Feminist Party is founded in **Argentina** by Eva Perón.
- 1963 | Betty Friedan publishes The Feminine Mystique, which galvanizes the women's rights movement.
- 1966 | The National Organization of Women is founded by feminist Betty Friedan and other delegates to the Third National Conference of the Commission of the Status of Women.
- 1968 | Nearly 200 women protested the Miss America pageant. It is considered one of the most legendary protests by second-wave feminists.
- 1972 | Ms Magazine is launched by a group of feminists, including Gloria Steinem, as an outlet for feminist voices in America.
- 1975 | The UN names 1975 International Women's Year. March 8th has been celebrated as International Women's Day ever since.
- 1975 | Philadelphia and **Brussels** held two independent marches where women with candles walked through the streets at night. Now called Take Back the Night, the marches focus more directly on sexual violence and are held worldwide.
- 1977 | After she starts promoting tree planting to rural women, Wangari Maathai formed the Green Belt Movement with help from the National Council of Women of **Kenya**.
- 1992 | **Kenya's** Wangari Maathai coordinated The Freedom Corner Match, a mother's vigil and protest against the jailing of their sons.
- 2000 | Held on Mother's Day, The Million Mom March gathered three quarters of a million women at the National Mall through word of mouth to advocate for stricter gun control.
- 2011 | Approximately 3,000 men and women marched the streets of **Toronto** is what they dubbed a Slut Walk to protest a statement by a Toronto police officer who said, "women should avoid dressing like sluts in order not to be victimized."
- 2011 | A few dozen women in **Saudi Arabia** demonstrated against the country's ban which forbids women from driving.
- 2011 | **Yemeni** women set veils ablaze in protest of President Ali Abdullah Saleh.

History at the Movies: Women's Rights

Lesson 6: Women Leaders



Goals:

Trace the women's suffrage movement around the world

Research and describe the context in which Margaret Thatcher and Benazir Bhutto rose to leadership as Prime Ministers

Discuss the complexities of being a female leader

Compare the challenges faced by Margaret Thatcher with those faced by Benazir Bhutto



Materials:

Handouts; DVD video clips; computer/projector



Countries Discussed:

U.K.; Pakistan

Activity 1: Suffrage Movements

Distribute the **Women's Suffrage Timeline**.

Have students fill in the following information:

- Countries granting women's suffrage before the United States
- Countries which have not granted women's suffrage

Discuss the countries that granted suffrage before the United States.

- Do any of the countries on the list surprise you? Why?
- Why do you think countries gave women the right to vote at the times they did?
- What events do you think affected the years countries granted suffrage?

Discuss the countries which granted suffrage since 1990 or have not yet granted universal suffrage for women.

- Why do you think the countries without universal women's suffrage still have not allowed women to vote? Are men allowed to vote in these countries?

Discuss other countries on the list. Were there surprises in the timeline? What stood out?

Activity 2: Videos

Introduce the videos by explaining that women's suffrage and equal political representation movements are diverse and led by women around the world. In some countries, women have gained even more political power than in the U.S. In others, women still struggle to gain representation. Even once suffrage has been granted, reaching top political offices can be a difficult path for women. The discussion about what makes a good woman leader is complex. The videos will touch on two case studies of women leaders.

08:00 Iron Lady – Trailer and Clips

02:04 Bhutto – Trailer

06:27 Bhutto – A Woman in Office

Activity 3: Political Representation

Discussion Questions

- The U.S. and other countries around the world might be slow in accepting women in top leadership positions because _____.
- In what ways were Margaret Thatcher and Benazir Bhutto traditional? In what ways do you think they were pioneers?
- In the video, a friend of Bhutto said that her example changed how society viewed

Islamic women. What do you think he meant that by that? Do you think he was right?

- What qualities do you think a female leader should represent?

Additional Resources:

Scholastic: Woman Suffrage Movement. The website contains a chronology of the women's suffrage movement in the United States.
<http://www.scholastic.com/teachers/article/chronology-woman-suffrage-movement-events>

Scholastic: Important Dates in U.S. Women's History. A compiled timeline of important dates related to women in the U.S.
<http://www.scholastic.com/teachers/article/important-dates-us-womenx2019s-history>

Scholastic: When Did Women Vote? Using an interactive map, students can click on each continent and then each country to find out when women won the right to vote and write that date on your fact sheet.
http://teacher.scholastic.com/activities/suffrage/world_when.htm

Women in World History: Suffrage, When, Where, and Obstacles to Overcome. A lesson plan on women's suffrage. Use international political cartoons to identify the obstacles to women's political participation.
<http://www.womeninworldhistory.com/TWR-10.html>

BBC: Profile on the United Kingdom. Background information about the U.K., including:

a map, flag, photos of leaders, a timeline, and facts about the country.

http://news.bbc.co.uk/2/hi/europe/country_profiles/1038758.stm

BBC Higher Bitesize: Women's Suffrage

Movement. History of the suffragettes in the U.K. and multimedia
http://www.bbc.co.uk/scotland/learning/bitesize/higher/history/britsuff/suffrage_rev1.shtml

PBS: International Women's Suffrage outlines the delays between when men and women are given the right to vote. They also have links to additional UN initiatives in regards to universal suffrage.
http://www.pbs.org/stantonanthony/wherearewe/suffrage_rights.html

Community Classroom: DVD Request Form

Educators can request video modules and lesson plans for free at this website. DVD about Bhutto includes:

Women and Girls Lead, Vol. 1
The History of Pakistan [3:38]
Benazir Bhutto: First Woman Leader of a Muslim Country [7:45]
Benazir Bhutto and the Struggle for Democracy in Pakistan [7:04]

http://www.itvs.org/educators/collections/educators_request_form

Independent Lens: Bhutto. Background information about Pakistan, timeline of Benazir Bhutto's life, and resources for teachers.
<http://www.pbs.org/independentlens/bhutto/film.html>

The League of Women Voters: The League and

Eleanor Roosevelt. A video about Eleanor Roosevelt, the formation of the League, and her influence upon social reform issues (3 minutes, 6 seconds).

http://www.youtube.com/watch?feature=player_embedded&v=BT1_38yuUR8

TED Talks: Madeleine Albright. Former US Secretary of State Madeleine Albright talks bluntly about politics and diplomacy, making the case that women's issues deserve a place at the center of foreign policy. Far from being a "soft" issue, she says, women's issues are often the very hardest ones, dealing directly with life and death. A frank and funny Q&A with Pat Mitchell from the Paley Center (13 minutes).

http://www.ted.com/talks/lang/eng/madeleine_albright_on_being_a_woman_and_a_diplomat.html

Whale Rider: Trailer. Pai (Keisha Castle-Hughes) is a young girl from a patriarchal Maori tribe in New Zealand who believes she is destined to be the new ruler of her people. She must prove herself to be a worthy leader, fighting against her traditional grandfather, Koro (Rawiri Paratene), and centuries of tradition. (2 minutes, 25 seconds)

http://www.youtube.com/watch?v=_4ABRbfy8Rg&feature=player_embedded

NOW on PBS: Women, Power, and Politics.

From a U.S. Senate race to the Presidential palace in Chile; from a team of high school debaters in New York City to the halls of Parliament in Rwanda, women are striving for power. But what drives them, and what unique contemporary challenges do they face? (4 minutes, 32 seconds)

http://www.youtube.com/watch?v=rnffBxkB8qc&feature=player_embedded

Women's Suffrage By Country

Country

Year

Afghanistan	1965
Albania	1920
Argentina	1946
Australia	1962
Austria	1918
Azerbaijan	1921
Belarus	1919
Belgium	1919
Bosnia and Herzegovina	1949
Brazil	1932
Brunei	N/A
Cameroon	1946
Canada	1950
Chile	1949
China	1947
Cuba	1934
Czech Republic	1920
Denmark	1915
Egypt	1956
Estonia	1918
Finland	1906
France	1944
Germany	1918
Guinea	1958
Haiti	1950
Hungary	1953
Iceland	1915
India	1950
Indonesia	1945
Iran	1963
Iraq	1980
Israel	1948
Italy	1945
Japan	1947
Jordan	1974
Kenya	1963
Kuwait	2005
Kyrgyzstan	1918
Latvia	1918
Liberia	1947
Libya	1964
Luxembourg	1919
Mexico	1947
Moldova	1993
Mongolia	1924

Women's Suffrage By Year

Country

Year

	1893
	1906
	1913
	1915
	1915
	1917
	1918
	1918
	1918
	1918
	1918
	1918
	1918
	1919
	1919
	1919
	1919
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	1920
United States	1920
	1921
	1924
	1928
	1930
	1931
	1932
	1934
	1944
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	1945
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	1949
	1950
	1950
	1950
	1953

Netherlands	1919
New Zealand	1893
Norway	1913
Oman	2003
Poland	1918
Portugal	1976
Qatar	1999
Russia	1917
Rwanda	1961
Saudi Arabia	N/A
Sierra Leone	1961
Slovakia	1920
South Africa	1994
Spain	1931
Sweden	1918
Switzerland	1971
Syria	1953
Turkey	1930
Ukraine	1919
United Arab Emirates	N/A
United Kingdom	1928
United States	1920
Vatican City	N/A
Yemen	1967

	1953
	1956
	1958
	1961
	1961
	1962
	1963
	1963
	1964
	1965
	1967
	1971
	1974
	1976
	1980
	1993
	1994
	1999
	2003
	2005
	N/A
	N/A
	N/A
	N/A

Sources:

Scholastic Teachers: When Did Women Vote?

Teacher.scholastic.com/activities/suffrage/world_when.htm

Inter-Parliamentary Union: Women's Suffrage

www.ipu.org/wmn-e/suffrage.htm#Note1

Women's Suffrage By Country

Country

Year

Afghanistan	1965
Albania	1920
Argentina	1946
Australia	1962
Austria	1918
Azerbaijan	1921
Belarus	1919
Belgium	1919
Bosnia and Herzegovina	1949
Brazil	1932
Brunei	N/A
Cameroon	1946
Canada	1950
Chile	1949
China	1947
Cuba	1934
Czech Republic	1920
Denmark	1915
Egypt	1956
Estonia	1918
Finland	1906
France	1944
Germany	1918
Guinea	1958
Haiti	1950
Hungary	1953
Iceland	1915
India	1950
Indonesia	1945
Iran	1963
Iraq	1980
Israel	1948
Italy	1945
Japan	1947
Jordan	1974
Kenya	1963
Kuwait	2005
Kyrgyzstan	1918
Latvia	1918
Liberia	1947
Libya	1964
Luxembourg	1919
Mexico	1947
Moldova	1993
Mongolia	1924

Women's Suffrage By Year

Country

Year

New Zealand	1893
Finland	1906
Norway	1913
Denmark	1915
Iceland	1915
Russia	1917
Austria	1918
Estonia	1918
Germany	1918
Kyrgyzstan	1918
Latvia	1918
Poland	1918
Sweden	1918
Belarus	1919
Belgium	1919
Luxembourg	1919
Netherlands	1919
Ukraine	1919
Albania	1920
Czech Republic	1920
Slovakia	1920
United States	1920
Azerbaijan	1921
Mongolia	1924
United Kingdom	1928
Turkey	1930
Spain	1931
Brazil	1932
Cuba	1934
France	1944
Indonesia	1945
Italy	1945
Argentina	1946
Cameroon	1946
China	1947
Japan	1947
Liberia	1947
Mexico	1947
Israel	1948
Bosnia and Herzegovina	1949
Chile	1949
Canada	1950
Haiti	1950
India	1950
Hungary	1953

Netherlands	1919
New Zealand	1893
Norway	1913
Oman	2003
Poland	1918
Portugal	1976
Qatar	1999
Russia	1917
Rwanda	1961
Saudi Arabia	N/A
Sierra Leone	1961
Slovakia	1920
South Africa	1994
Spain	1931
Sweden	1918
Switzerland	1971
Syria	1953
Turkey	1930
Ukraine	1919
United Arab Emirates	N/A
United Kingdom	1928
United States	1920
Vatican City	N/A
Yemen	1967

Syria	1953
Egypt	1956
Guinea	1958
Rwanda	1961
Sierra Leone	1961
Australia	1962
Iran	1963
Kenya	1963
Libya	1964
Afghanistan	1965
Yemen	1967
Switzerland	1971
Jordan	1974
Portugal	1976
Iraq	1980
Moldova	1993
South Africa	1994
Qatar	1999
Oman	2003
Kuwait	2005
Brunei	N/A
Saudi Arabia	N/A
United Arab Emirates	N/A
Vatican City	N/A

Sources:

Scholastic Teachers: When Did Women Vote?

Teacher.scholastic.com/activities/suffrage/world_when.htm

Inter-Parliamentary Union: Women's Suffrage

www.ipu.org/wmn-e/suffrage.htm#Note1

History at the Movies: Women's Rights

Lesson 7: Women in the Workplace

**Goals:**

Identify similarities and differences between themselves and women shown in the film modules

**Materials:**

Handouts; computer/projector; DVD of video clips

**Countries Discussed:**

U.S.A.; Spain; Israel; Iraq

Activity 1: Half the People

Before the Civil Rights Act of 1964 was passed, newspapers' Help Wanted ads were divided into male and female sections. Distribute the handouts

Classifieds and **Help Wanted**.

Review the two classifieds from 1958 newspaper. What types of jobs are listed for male and female?

Instruct students that they are to divide the jobs into "male" and "female" jobs. Have each group discuss whether to place the ad under female or male, based on society's gender assumptions.

After the students have finished the worksheet, ask students to answer the following questions:

- Had you known that Help Wanted ads used to be categorized under male and female jobs?
- How did it feel to divide jobs along gender lines?
- How would you react if today's newspapers still categorized their Help Wanted ads this way?

Activity 2: Videos

2:35 Women in Bullfighting

3:20 Discrimination

01:37 Lioness - Trailer

4:09 New York Times – Women at Arms

2:03 Israel's Women Soldiers

Activity 3: Barriers Following Suffrage

Distribute the Women of War handout. Compare the statistics to the arguments presented in the video clips.

Involve the class in a discussion about some possible reasons women still struggle for equality in the workplace (including the military). Tie the experiences of women around the world to women in the U.S.

- Do you think females are still clustered into traditional female jobs? Explain.
- What do you think could be done about the inequalities for women in the workplace?
- Do you think the roles of women in the workplace will continue to change?
- How do women view themselves in relation to women's rights movements or feminism?

Additional Resources:

BBC: Profile on Spain. Background information about the U.K., including: a map, flag, photos of leaders, a timeline, and facts about the country.
http://news.bbc.co.uk/2/hi/europe/country_profiles/991960.stm

BBC: Profile on Iraq. Background information about Iraq, including: a map, flag, photos of leaders, a timeline, and facts about the country.
<http://www.bbc.co.uk/news/world-middle-east-14542954>

BBC: Profile on Israel. Background information about Israel, including: a map, flag, photos of leaders, a timeline, and facts about the country.
<http://www.bbc.co.uk/news/world-middle-east-14628835>

PBS: Ella es el Matador (She is the Matador)

The film shows the struggles that two women face while trying to succeed in the male-dominated world of bullfighting in Spain. Classrooms can use this film and its companion website resources to spark student interest in those who have fought for equal opportunities for women in other "arenas."
<http://www.pbs.org/pov/matador/>

Lesson plan:

http://www.pbs.org/pov/matador/lesson_plan.php

Discussion guide: http://www.pbs.org/pov/film-files/ellaesematador_dg_action_discussion_file_0.pdf

PBS: Independent Lens – Lioness. Lioness profiles five women who saw action in Iraq's Sunni Triangle during 2003 and 2004. Stream videos on the website and access background information.

<http://www.pbs.org/independentlens/lioness/>

Women in wartime:

<http://www.pbs.org/independentlens/lioness/history.html>

Women in combat:

<http://www.pbs.org/independentlens/lioness/combat.html>

PBS: Newshour Extra – Military Women

Lesson Plan. Created by a social studies teacher in Virginia, the lesson plan covers the history of women in the U.S. military and the current status of military women in Iraq.
http://www.pbs.org/newshour/extra/teachers/lessonplans/iraq/women_4-2.html

Women's Memorial: Brief History of Women in U.S. Military. Read a brief history of women serving in America's defense broken down into eight time periods, including: the American Revolution, WWI, WWII, and recent decades.
<http://www.womensmemorial.org/H&C/History/historyeras.html>

Scholastic: In the Line of Fire. Article about how while American women do not serve in combat roles, in Iraq, they're on the front lines as never before.
<http://www.scholastic.com/browse/article.jsp?id=10865>

U.S. Department of Labor: Women in the Labor Force in 2010. Statistics about women in the workforce, most common occupations, and the wage gap.
<http://www.dol.gov/wb/factsheets/Qf-laborforce-10.htm>

Mad Men: Secrets of Success in the Workplace – For Women! A commercial for the television series Mad Men, which uses a PSA format to provide commentary on women's roles in the workplace (1 minute, 20 seconds).
http://www.youtube.com/watch?v=DxZ3A9giyIo&feature=player_embedded

A League of Their Own – Trailer. A movie trailer about women in major league baseball during WWII (2 minutes, 40 seconds).
http://www.youtube.com/watch?v=WcN392H2jx0&feature=player_embedded

Mona Lisa Smile – Trailer. A movie trailer about women in undergraduate education and expectations of women in 1950s U.S (2 minutes, 22 seconds).

http://www.youtube.com/watch?v=t8_PfQAfpI&feature=player_embedded

The Help: Featurette. A behind the scenes look at the movie The Help, which highlights African-American house workers in the South.

http://www.youtube.com/watch?feature=player_embedded&v=6sbvsLFDTXA

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For Columbia and S. C.
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COLUMBIA RECORD—AL-6-3461

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6 days, per day; 75¢ per line
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Minimum Space 3 Lines —
Special Long-Term Rates —
5% Discount For Cash
(Advance rates will be furnished
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Charge of 50¢ to make an ad.
It will originate in the State
will be inserted in the same
issue of The Columbia Record
without change of copy. The
Sunday will constitute one full
week.

Hours —
through Friday
8:30 a.m. to 5 p.m.
Saturday, 8:30 a.m. to 12 noon
Sunday, 10:00 a.m. to 12 noon
No cancellations can be
made before opening hour or
losing hours shown above.
Hours effective at place
only. Stadium Road 1
should be reported promptly
to the Columbia Record
responsible for one day only
for the space in error.

COMMERCIAL ADS —
Ad up to 4 p.m. for publica-
tion day. Sunday ads up to 1
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Extra apply to ads ordered
on consecutive days only.
than consecutive day charged
time rate.
Ads are confidential, and no
name can be given to any
out them. Reply by letter
is sure to use prefix "A" or
given in ad. Do not include
references or any material
not to be returned.

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father, Mr. W. E.
Sr., who passed away
May 31, 1954.
He is vacant in our home
and we are still
lost and blind in all his ways
and just to the end of
days
and true in heart and
a beautiful memory he left
us.
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W. E. Morell, Jr., Wife
Oreana Peires, Daughter
Elizabeth Beckham, Daugh-
ter
W. E. Morell, Jr., Son

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BAR FUNERAL HOME
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buy or rent, SU 7-4007.
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of your children, by day, week,
hour. Fenced shady yard with gym
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Columbia's oldest school with
complete dual controls and air-
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15 months to 5 years. Near University.
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control—day. Dual sleeping to in-
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JAMES T. MASSEY is a hair care
expert. If you have natural
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ways, etc., anytime, anywhere.
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AND ADDITIONS. SCREENING
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Hardy. Ph. AL 4-2027.

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teed. R. E. Stevens, Phone AL 3-
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fice Open
STENOGRAPHER—Beginner .. \$185
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ried preferred \$195.

College students with two-year
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some of the above office positions.

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MECHANICAL DRAFTSMAN — Ex-
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SALESMAN—Ethical drug. Will con-
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PRX operator, experienced, com-
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DRUG SALESMAN for lower S. C.
Experienced only.

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SEAMSTRESS, Typist, Janitor,
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MAIDS: Life can be beautiful. Work
in pleasant Long Island and New
York. Salaries \$30-\$50 per week.
Free room and board. Tickets sent.
Write now. All Agency, 100 Main
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MAIDS WANTED
\$30-\$50 WEEKLY PLUS
board and lodging. Come or write
2525 Broadway, New York, N. Y.
Times Agency, 145 E. 116 Street or
WANTED—Sleeping—Maids for AL

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NEED ASSISTANT-MANAGER FOR
WESTINGHOUSE APPLIANCES.
GOOD OPPORTUNITY FOR RIGHT
MAN. APPLY BOX "B-2327" CARE
OF THE STATE RECORD.

ONE first class painter. Monday
morning. 829 Cross Hill Road.
BRI 8702411.

WANTED: Man to work as night
watchman-janitor. Apply in person
Kline Iron & Steel Co., 1228 Huger
St.

WANTED: All around male colored
cook. Must furnish good refer-
ences. Apply Columbia Hotel.

REPORTER for one of state's lar-
ger weeklies. Good background
and experience. Hospitalization, va-
cations and sickness benefits. The
Georgetown Times, Georgetown, S.
C.

ARCHITECT, annual salary \$2150
plus expenses. Must have B.S.
degree in architecture and regis-
tered to practice in South Carolina.
With five years of progressive full-
time experience in the field of archi-
tecture, two years of which must
have been in a responsible advisory
capacity or a Masters Degree in
architecture and three years of
progressive full-time experience in
the field of architecture, one of
which must have been in a re-
sponsible advisory capacity. If in-
terested contact Merit System Su-
pervisor, South Carolina State Board
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Construction experience necessary.

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WANTED: 1 experienced truck
mechanic. Apply 320 Senate St., Col-
umbia. EST. Experienced service sta-
tion attendant. Apply Shell Sta-
tion, 1041 Gervais.

NORTHWEST dragline operator
wanted. Must be experienced in
small conservation work. \$2.50 per
hour. Sleeping quarters in our
trailer furnished free. Call P. R.
Stokes at Jefferson 4-3853, Orange-
burg, S. C.

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has openings for piano, accordion,
and organ teachers. Pleasant work-
ing conditions. For interview apply
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WANTED: Registered Nurse. An-
nual vacation and salary increase.
Starting salary \$250 to \$275.00. Ap-
ply William W. Bowen, M. D.,
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NEED 5 more curb girl-cashier,
day shift. Good tips, salary. No
beer sold. Apply Piggie Park Ho-
tel, 2, Sumter Hwy.

WANTED waitress. Tips, room and
board. Apply in person, Coronet
Motel, Rt. 601 and Hwy. 76.

SEAMSTRESS, must have experi-
ence sewing upholstery. Apply in
person Meeting St. Furniture Co.,
829 Meeting St., West Columbia.
CURB girls. Apply in person Bar-
bours Inn.

Female Help Wanted 10

WANTED at once experienced wait-
ress. Apply Friendly Drive Inn,
2700 Rosewood Dr.

EXPERIENCED-WAITRESSES.
MARTIN ROBERTS &
1307 GERVAS ST.

VERY pleasant sales work. High
School Graduate, College Stu-
dents or those who have 10 meet the
public. Earn from \$10 to \$30 per
day. Apply Mr. P. W. Prockerty,
Jefferson Hotel, Columbia.

TRAINERS FOR SEWING MACH-
INE OPERATORS. EXCEL-
LENT EARNINGS WITH GOOD
OPPORTUNITIES FOR ADVANCE-
MENT AND WONDERFUL COM-
PANY BENEFITS. SEE MR. HULL,
S. C. EMPLOYMENT SERVICE,
1425 SUMMER ST. MONDAY AT
8:30.

NEAT well experienced waitress,
5 1/2 day week. Apply in person.
Ask for Mrs. Waltrip, Palmetto
Drug Sundries, 1317 Lady St.

STENOGRAPHERS
BOOKKEEPERS
TYPISTS

For temporary assignments with
"KELLY GIRL SERVICE, INC."
Suite 204—Palmetto Building

LEGAL Secretary. Expert Typing
and shorthand essential. Call AL
2-3331 for appointment.

SECRETARIES and typists wanted
for temporary jobs. Will accept
only experienced applicants. Apply
Monday P. M., Columbia Secretarial
Service, 210 Carolina Life Bldg.

Male & Female Help 11

BE YOUR own boss. Local manu-
facturing distributor of cosmetics
and household products has terri-
fying open for wide-awake individ-
uals that want to be in business
for themselves. Part time or full
time. Call AL 2-8178 from 12 to 3
Monday.

GROUND FLOOR OPPORTUNITY
REGIONAL and BRANCH MGRS!
Established cosmetic company now
expanding its direct selling organi-
zation. Splendid manager openings
in two new regions introducing pre-
tested sales plan. Excellent salaries,
travel expenses, incentives. Car re-
quired. Home weekends. Will con-
sider both men and women, if ex-
perienced in direct selling, recruit-
ing, training, etc. Write full details
or wire collect.

LOUIS R. BRESSLER, Pres.

CORT COSMETICS, Inc.
37 West 45th St., New York, N. Y.

START A WHOLESALE SUPPLY STATION OF YOUR OWN

Build a house to house retail route,
start others selling, supply them from
your stock at wholesale prices. You
make wholesale and retail profits
on your route, and good profit on
wholesale sales to agents. When
wholesale business grows enough to
take all your time, then divide and
sell your route. A mighty nice busi-
ness for hustler with small capital
and good personality. You'll soon
be rich for life. Over 250 beautiful
cosmetics and home necessities that
sell easy to white or colored. Pro-
ducts please and repeat, customers
need something every week. Write
about yourself today. Old 97 Com-
pany, Dept. C, Tampa 5, Fla.

Male Help—Sales—12

UNUSUALLY attractive opportunity.
Must have car and furnish ref-
erences. Call AL 3-6443.

Male Help—Sales 1

YOUNG SALESMAN (25-35) with ex-
tensive background for position with
proven annual income of \$4,000
\$10,000. Write Box B-158 care of State
Record.

INDUSTRIAL SALESMAN

One of the largest salaried, sup-
plies companies in the southern part of
the country in an established terri-
tory due to promotion of present
salesman. You will sell a complete
line of chemicals and equipment
to purchasing agents and phar-
maceuticals in factories, and
hospitals, etc. in Columbia and
eastern S. C. Home most eve-
ning. Guaranteed drawing accep-
tance. Many important, that you
write age and complete background
to sales manager, Box 3111, Col-
umbia, N. C. All replies held ex-
clusive.

SALESMAN WANTED. Previous
experience in food business—
knowledge of chain and independ-
ent in Columbia and Charleston.
S.C. areas essential. Write lat-
est giving outline of your sales ex-
perience to Penick and Food Lin-
ed Inc. 1531 Marietta Blvd. N.
Atlanta, Ga.

SIDE LINE salesman for S. C. or
calling on hardware, paint &
building supply houses. No ex-
perience, good commissions.
Sales or just good leads. Write B-
4232 Columbia, S. C.

National Concern

Has sales career opening for you
man 24-34 to cover drug, grocery
both retail and wholesale stores.
South Carolina, home base bet
Columbia, Callers training and
sales experience preferred.

Attractive salary, expenses plus
thorough training program. Go
letter listing qualifications, sales ex-
perience, education background, a
list of phone number where you can
be contacted for interview in Col-
umbia. Send letter of qualification to
Box "A-90", Columbia State Record.

OPPORTUNITY for aggressive man
to sell new electronic device.
Protected territory available. S.
clois sales experience necessary.
Replies confidential. Write P.
Box 265 Charlotte, N. C.

STOCK SALESMEN

There is something new under the
sun. "New" issue being offered in
insurance. Cash sale—\$1,000—
month and up beginning immedi-
ately. Real opportunity. See Mr. Al-
ton, Jefferson Hotel, Columbia.

IF YOU want to sell, why not se-
lect quality? We're Ever Alumnu
Inc., has openings for full or part
time men. Must be 21 to 35, have
car and be bondable. Entirely no
program—no parties. For interview
write Box B-237 care State Record.

UNUSUAL opportunity for expe-
rienced salesman who can close
one call. Must have late mod-
ern and be free to travel. Due to
the nature of our business, our
men are enjoying commission ear-
nings from \$200 to \$500 weekly.
John C. Mitchell will interview at
Hotel Columbia Sunday, June 1
from 4 to 8 P.M. only. If you don't
want to travel, don't take our time.
Write for information—no return.

Help Wanted

Male	Occupation	Female
	Surgeon	
	Pharmacist	
	Lawyer	
	Computer software engineer	
	Physical therapist	
	Pilot	
	High school teacher	
	Nurse	
	Bullfighter	
	Soldier	
	Psychologist	
	Financial manager	
	Firefighter	
	Elementary school teacher	
	Advertising manager	
	Accountant	
	Baker	
	Housekeeper	
	Truck driver	
	Department Store Salesperson	
	Warehouse person	
	Data entry clerk	
	Translator	
	Social Services Caseworker	
	Interior Designer	
	Plumber	

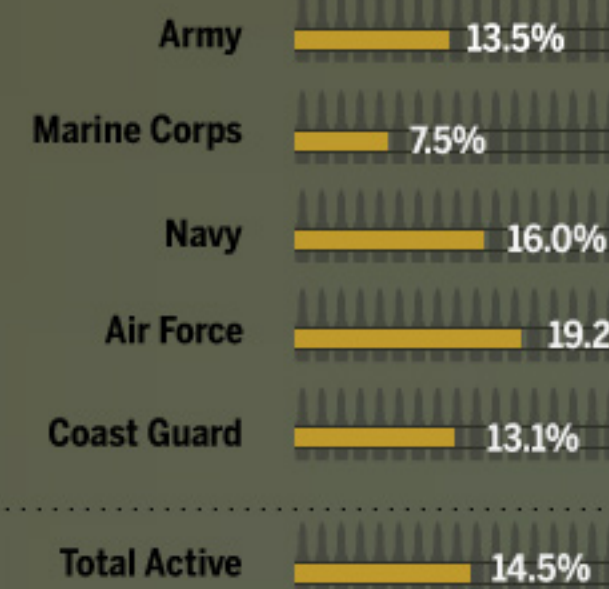
WOMEN of WAR

FEMALE SOLDIERS ON THE FRONT LINE

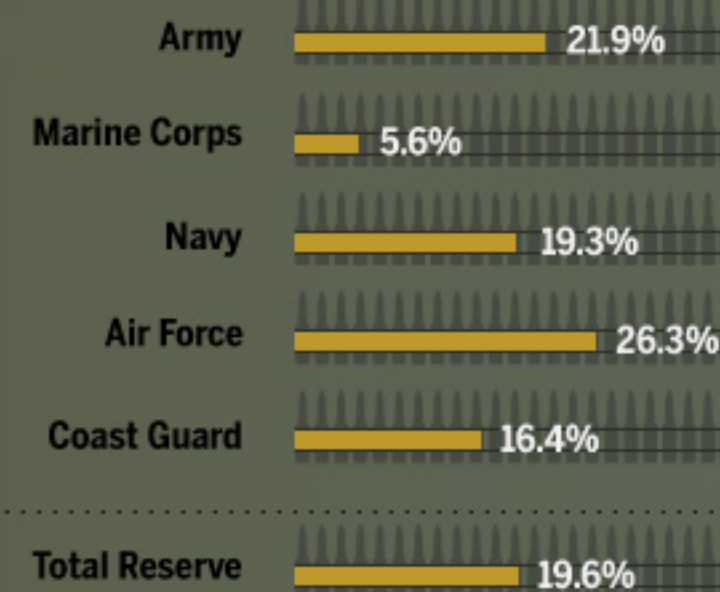
For millennia, the fields of war belonged exclusively to men. But in recent years, tens of thousands of American women have entered the modern warfare arena, where they fight and die alongside their male counterparts. We took a look at women in uniform today—not only where and how they serve, but how they have endured discrimination, parental hardship, and sexual harassment.

Women Serving in the Military (Percent Women)

Active Duty



Reserve



National Guard



Military Moms



5.3%

of single parents are in the U.S. military



12%

of women in the Army are single parents



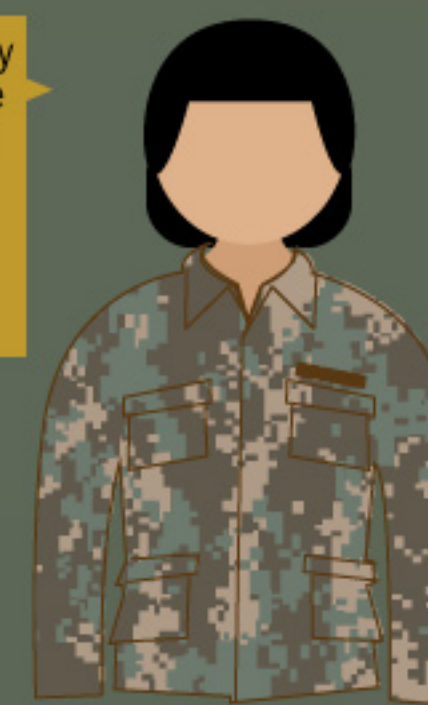
AT LEAST 25%

of the military women who died while serving in Iraq or Afghanistan were mothers

Divorce Rate is Higher Among Women in the Military

Percent of military women who have been divorced:

8%



Percent of military men who have been divorced:

3%



*The Pentagon does not release data on Reserve and National Guard members, or members who divorced after leaving the military.

The Issue of Sexual Assault

More than 19,000 service members were raped or sexually assaulted in 2010



Of those who experienced unwanted sexual contact...

79%

chose not to report it

Military women are more likely to be raped by a fellow soldier than killed by enemy fire in Iraq.

- Jane Harman, former U.S. Congresswoman

Historical Glimpse: Women in Military Conflicts (Number of Women Involved)

1898
Spanish-American War

1,500



1914 - 1918
World War I

35,000



1939 - 1945
World War II

400,000



1950 - 1953
Korean War

1,000



1955 - 1975
Vietnam War

7,500



1983
Invasion of Grenada

170



1989
Invasion of Panama

770



1991
Operation Desert Storm

41,000



OPERATION DESERT STORM

Approximately **41,000** women were deployed to Operation Desert Storm in Iraq, making it the largest single deployment of U.S. military women in history. With the exception of direct combat, they served in all areas of the operation. Two were prisoners of war and five were killed in action.



As of 2009, **more than 750** female soldiers have been killed or wounded in action in either the war in Iraq or Afghanistan.

Resources in North Texas

The Girl Effect

Empower African Children believes in the transforming power of education. They see the promise and potential of orphans and vulnerable children in Africa. Empower African Children's office is in Dallas, and schools in the area have participated in their Spirit of Uganda tour.
<http://www.empowerafricanchildren.org/index.asp>

Contact: 214-828-9323 or
info@empowerafricanchildren.org

Girls Incorporated is a national nonprofit youth organization dedicated to inspiring all girls to be "strong, smart, and bold!" Girls Incorporated of Tarrant County offers nationally researched programs that encourage girls to confront and master their physical, intellectual, and emotional challenges.
<http://www.girlsintarrant.org/index.html>

Contact: Melissa Oden, Vice President of Program Development – Arlington Office
moden@girlsintarrant.org or 817-468-0306

YWCA Dallas provides programs that address the most critical needs for women in Dallas in order to reach their goal of empowering women. Currently, they offer three key free programs: YW Women's Health, YW Nurse-Family Partnership, YW Financial empowerment.
<http://www.ywcadallas.org>

Violence against Women

Mosaic Family Services has a myriad of programs that include Refugee Case Management Services program, which assists recently-arrived refugees in accessing medical and mental health care; the Multicultural Family Violence Program; the Services for Victims of Trafficking Program, which provides comprehensive services for victims of human trafficking; and the Mosaic House, the region's first multicultural housing for victimized immigrant women and their children.
<http://www.mosaicservices.org/>

Contact: Ms. Tania Foster, Human Trafficking Outreach Specialist
taniaf@mosaicservices.org

Safe Haven of Tarrant County's mission is to end domestic violence. SHTC offers numerous opportunities for volunteers, including answering our 24-Hour Hotline, organizing donation drives, assisting adults and children with computer skills, staffing resource fairs, helping with seasonal programs such as Santa's Sack and more.
<http://www.safehaventc.org/>

Contact: Krista Moffett, Volunteer Coordinator
kmoffett@safehaventc.org or 817-535-6462, x101

International Rescue Committee helps survivors heal and works with communities and institutions to break the cycle of violence. They work with partners to reach out to men and boys to change attitudes that foster violence against women and advocate with government officials to advance laws preventing violence against women, and enforce policies ensuring survivors' access to care and legal justice.
<http://www.rescue.org/us-program/us-dallas-tx>

Contact: IRC Dallas, Volunteer Coordinator
VolunteerDallas@Rescue.org or 214-461-9781.

The Women's Center of Tarrant County has been a social service entrepreneur, creating community services that are now considered critical but did not exist before the Center pioneered their development. It has become one of the most comprehensive rape crisis and victim services programs in the Southwest, a leader in employment programs for adults, and a constant source of support for women and families in crisis and transition. The Women's Center helps over 80,000 people annually solve problems that - without help - can emotionally paralyze and destabilize families.
<http://www.womenscenter.info/main.htm>

Contact: 817-927-4006 or
volunteer@womenscentertc.org

Women, War and Peace

The Embrey Human Rights Program (EHRP) at Southern Methodist University is an interdisciplinary program dedicated to providing opportunities for learning about and promoting human rights in the DFW area and in the world. The EHRP is located in Dedman College of Humanities and Sciences, and is directed by Dr. Rick Halperin, a life-long human rights activist and educator.
<http://smu.edu/humanrights/>

Contact: Dr. Rick Halperin, Director
rhalperi@smu.edu or 214-768-3284

Human Rights Initiative provides legal services to people who have suffered human rights abuses. They represent immigrants who have been victims of violence. Many HRI clients flee their homelands after experiencing torture and imprisonment because of their religious or political beliefs and apply for asylum in the United States. HRI also handles matters under the Violence Against Women Act (VAWA) and the Victims of Trafficking and Violence Protection Act.
<http://www.hrionline.org/>

Contact: Zainab Abdulqader, Volunteer Coordinator
zabdulqader@hrionline.org

Catholic Charities Fort Worth provides services to welcome refugees into their new lives, including: case management, English as Second Language, employment training, and successful integration into the public school system. Catholic Charities welcomes students, club members, and corporations looking to complete service hours or service projects.
<http://www.catholiccharitiesfortworth.org/>

Contact: Volunteer Services
volunteer@ccdofw.org or 817-289-3871

Heroines of Peace

Movies That Matter is a quarterly film series program of the City of Fort Worth's Human Relations Commission. It was created in 2010 as a way to create awareness in the community about human rights issues affecting people in Fort Worth and worldwide. The Movies That Matter Film Series will present a human rights-related film screening and moderated discussion in March, June and September.
<http://fortworthtexas.gov/humanrelations/default.aspx?id=87474>

Texas Muslim Women's Foundation would like to help people understand that Muslim women play many roles just like women of other faiths, and to help overcome stereotypes that many have about Muslim Women. TMWF is a multi-faceted organization providing programs in Education, Interfaith Dialogue and Outreach, Philanthropy and Social Services.
<http://www.tmwf.org/>

Contact: tmwf@tmwf.org

The Dallas Women's Foundation is a 501(c)3 non-profit organization operating as a community foundation. Granting \$2.5 million annually, the Dallas Women's Foundation has invested over \$16.5 million in more than 1,000 programs, assisting more than half of a million of the regions' women and girls. The Dallas Women's Foundation is part of a global network of 160 women's funds, and it is the largest regional fund in terms of investment assets.
<http://www.dallaswomensfoundation.org/dwf>

Contact: 214-965-9977

The Women's Policy Forum of Fort Worth raises community awareness of issues impacting women and girls and to raise and distribute funds to organizations that impact women and girls. Monthly meetings of the Women's Policy Forum increase members' knowledge and understanding of current issues, plans and proposals impacting the community. These meetings also facilitate personal interaction among members and other community leaders.
<http://www.womenspolicyforum.org/>

Contact: info@womenspolicyforum.org

Women Leaders

The Women's Campaign Fund, founded in 1974, is a non-partisan national network dedicated to achieving parity for women in public office. As political venture capitalists, we work to advance women leaders at all levels of political participation and empower individuals to stand up for issues of critical importance to the health of the nation, including reproductive health. Though located in Washington, D.C., their website provides information and social networking opportunities.
<http://www.wcfonline.org/>

Contact: info@wcfonline.org or 202-393-8164

The League of Women Voters of Dallas is a nonpartisan political organization encouraging informed and active participation in government. It influences public policy through education and advocacy.
<http://lwvdallas.org/>

Contact: (214) 688-4125

The Dallas County Council of Republican Women (DCCRW) is the umbrella organization for the 15 Republican Women's clubs in Dallas County. The Council's primary mission is to provide its member clubs with resources and coordination to help achieve the primary goal of electing Republicans to office at the local, state and national levels.
<http://www.dccrw.org/>

Annie's List is a diverse coalition of political professionals, non-profit executives, policy experts, former candidates and elected officials, major donors, attorneys and more - all dedicated to changing the face of power in Texas politics (thereby combating the assault on issues of most importance to women and their families) by recruiting, training and supporting Democratic women candidates across the state. There are regional committees in Dallas and Tarrant County.
www.AnniesList.com

Contact: info@annieslist.com

Women in the Workplace

The National Association of Women Business Owners (NAWBO) has been a leading force in shaping the environment for women business owners to succeed, and collectively become one of the most dynamic sectors of our economy today. Started in 1985 by a group of energetic, visionary women who believed in the collective strength of women business owners today, the Dallas/Fort Worth Chapter is a dynamic, growing organization. The Dallas/Fort Worth Chapter creates connections for members to capitalize resources, business opportunities, other community organizations and political officials.
<http://www.nawbotx.org/>

Texas Women Ventures (TWV) started investing in 2005 with a simple goal: to help women-owned businesses reach their full potential. TWV was founded by successful women who have experience building careers and companies and now want to help other women. The fund advisors provide mentoring, networking opportunities and valuable connections to the next generation of women entrepreneurs.
<http://www.texaswomenventures.com/>

The Ladder Alliance empowers at-risk women who are often victims of domestic violence to become self-sufficient. They are empowered through learning marketable job skills while at the same time rebuilding their self-esteem and self-confidence. The job skills learned are basic

computer skills including keyboarding, Microsoft Word, Excel, email functionality and Internet usage.
<http://www.ladderalliance.org/>

Contact: (817) 834-2100 or
info@ladderalliance.org

The Fort Worth Human Relations Commission advises and consults with the City Council and the City Manager on matters involving racial, religious, or ethnic discrimination; recommends to the City Council and the City Manager measures designed to eliminate prejudice and discrimination; and promotes and encourages communications between and cooperation of all groups interested in bettering community relations.
<http://fortworthtexas.gov/citysecretary/info/default.aspx?id=4948>

History at the Movies: Women's Rights

TEKS Standards

§113.41 U.S. History Studies Since 1877

General

(c)(25)(A) describe how the characteristics and issues in U.S. history have been reflected in various genres of art, music, film, and literature

(c)(26)(A) explain actions taken by people to expand economic opportunities and political rights, including those for racial, ethnic, and religious minorities as well as women, in American society

(c)(26)(C) explain how the contributions of people of various racial, ethnic, gender, and religious groups shape American culture

(c)(29)(A) use a variety of both primary and secondary valid sources to acquire information and to analyze and answer historical questions

(c)(29)(B) analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing and contrasting, finding the main idea, summarizing, making generalizations, making predictions, drawing inferences, and drawing conclusions

(c)(29)(F) identify bias in written, oral, and visual material

(c)(29)(H) use appropriate skills to analyze and interpret social studies information such as maps, graphs, presentations, speeches, lectures, and political cartoons

(c)(31)(B) pose and answer questions about geographic distributions and patterns shown on maps, graphs, charts, and available databases

Introduction to Women's Rights

(c)(6)(A) analyze causes and effects of events and social issues such as immigration, Social Darwinism, eugenics, race relations, nativism, the Red Scare, Prohibition, and the changing role of women

(c)(9)(B) describe the roles of political organizations that promoted civil rights, including ones from African American, Chicano, American Indian, women's, and other civil rights movements

(c)(10)(E) describe the causes and key organizations and individuals of the conservative resurgence of the 1980s and 1990s, including Phyllis Schlafly, the Contract with America, the Heritage Foundation, the Moral Majority, and the National Rifle Association

(c)(18)(A) discuss the role of American entrepreneurs such as Bill Gates, Sam Walton, Estee Lauder, Robert Johnson, Lionel Sosa, and millions of small business entrepreneurs who achieved the American dream

(c)(24)(B) evaluate the contributions of significant political and social leaders in the United States such as Andrew Carnegie, Thurgood Marshall, Billy Graham, Barry Goldwater, Sandra Day O'Connor, and Hillary Clinton

(c)(26)(D) identify the political, social, and economic contributions of women such as Frances Willard, Jane Addams, Eleanor Roosevelt, Dolores Huerta, Sonia Sotomayor, and Oprah Winfrey to American society

Heroines of Peace

(c)(23)(A) identify and analyze the methods of expanding the right to participate in the democratic process, including lobbying, non-violent protesting, litigation, and amendments to the U.S. Constitution

Women Leaders

(c)(24)(A) describe qualities of effective leadership

§113.42 World History Studies

General

(c)(24)(A) describe the changing roles of women, children, and families during major eras of world history

(c)(29)(F) analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, drawing inferences and conclusions, and developing connections between historical events over time

(c)(29)(H) use appropriate reading and mathematical skills to interpret social studies information such as maps and graphs

Introduction to Women's Rights

(c)(24)(B) describe the major influences of women such as Elizabeth I, Queen Victoria, Mother Teresa, Indira Gandhi, Margaret Thatcher, and Golda Meir during major eras of world history

Heroines of Peace

(c)(21)(A) describe how people have participated in supporting or changing their governments

Women Leaders

(c)(1)(F) identify major causes and describe the major effects of the following important turning points in world history from 1914 to the present: the world wars and their impact on political, economic, and social systems; communist revolutions and their impact on the Cold War; independence movements; and globalization

(c)(24)(B) describe the major influences of women such as Elizabeth I, Queen Victoria, Mother Teresa, Indira Gandhi, Margaret Thatcher, and Golda Meir during major eras of world history

§113.43 World Geography Studies

General

(c)(17)(A) describe and compare patterns of culture such as language, religion, land use, education, and customs that make specific regions of the world distinctive

(c)(17)(C) compare economic, political, or social opportunities in different cultures for women, ethnic and religious minorities, and other underrepresented populations

(c)(21)(C) create and interpret different types of maps to answer geographic questions, infer relationships, and analyze change

Women, War and Peace

(c)(18)(A) analyze cultural changes in specific regions caused by migration, war, trade, innovations, and diffusion

§113.44 United States Government

General

(c)(19)(B) evaluate the impact of the Internet and other electronic information on the political process

(c)(20)(C) analyze and defend a point of view on a current political issue

(c)(22)(A) use a problem-solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution

Women in the Workplace

(c)(17)(A) evaluate a U.S. government policy or court decision that has affected a particular racial, ethnic, or religious group such as the Civil Rights Act of 1964 and the U.S. Supreme Court cases of Hernandez v. Texas and Grutter v. Bollinger

Texas College and Career Readiness – Social Studies Standards

I.A.1. Use the tools and concepts of geography appropriately and accurately

I.A.5. Analyze how various cultural regions have changed over time

1.A.5.b. Examine how human characteristics and cultural elements (e.g., race, ethnicity, language, religion) distinguish specific regions of the world from each other in the past and present

I.B.2. Identify and evaluate sources and patterns of change and continuity across time and place

1.B.2.a. Examine how technology has affected culture and community (e.g., the impact the automobile on the characteristics of cities such as Los Angeles and Houston)

I.C.2. Evaluate changes in the functions and structures of government across time

I.C.2.a. Explain how major historical events such as wars and social and political movements have affected the functions and structure of governments

I.C.2.c. Delineate and explain several changes to the U.S. Constitution in response to political and social movements

I.C.2.d. Examine the effects of U.S. court decisions on the Civil Rights Movement over the last 150 years

I.C.3. Explain and analyze the importance of civic engagement

I.C.3.a. Identify three extraordinary examples of civic responsibility in American history and evaluate their impact on American culture.

I.C.3.b. Explain why high levels of civic participation are essential in democratic societies

I.C.3.c. Examine the emergence and impact of civil disobedience in different societies and different historical moments

I.E.1. Identify different social groups (e.g., clubs, religious organizations) and examine how they form and how and why they sustain themselves.

I.E.1.a. Identify at least three social groups or civic organizations in your community and analyze the role they play in shaping social relations, public values, and personal identity.

I.E.3. Analyze how social institutions (e.g., marriage, family, churches, schools) function and meet the needs of society

I.F.1 Use a variety of research and analytical tools to explore questions or issues thoroughly and fairly

I.F.1.d. Collect and present visual images (e.g., photographs, paintings, illustrations) that trace shifting attitudes toward women in American culture and analyze changes.

I.F.2. Analyze ethical issues in historical, cultural, and social contexts

I.F.2.a. Examine changes over time in American ethical conventions regarding the expression of views on race, ethnicity, and gender

II.B.2. Explain and evaluate the concept of gender

II.B.2.a. Trace changes in notions of gender in U.S. history and explain how those changes have led to the expansion of women's roles

II.B.2.b. Compare and contrast economic opportunities for women in various regions of the world

II.B.6. Analyze how individual and group identities are established and change over time.

II.B.6.c. Analyze how various court decisions or governmental initiatives have shaped individual or group identities over time

III.A.2. Connect regional or local developments to global ones

III.A.2.b. Analyze how international events can influence regional or local politics and popular culture

III.B.1. Apply social science methodologies to compare societies and cultures

III.B.1.d. Examine world population trends and recommend ways to reduce infant mortality rates in poor countries

III.B.1.e. Use a variety of sources and methods to hypothesize the possible economic, political, and cultural impact of globalization on multiple regions of the world over the next 50 years

IV.A.2. Situate an informational source in its appropriate contexts (contemporary, historical, cultural)

IV.A.2.a. Analyze a film's presentation of a historical event and the factors influencing this interpretation

V.A.1. Use appropriate oral communication techniques depending on the context or nature of the interaction

V.A.1.b. Prepare for and actively participate in a class discussion on a historical conflict