

## “WOMEN IN THE MILITARY”

### Willing – Able - Essential

#### Women in the Military Lesson Plans

Recommended Level: **High School**

Time Required:        **5 Days**

#### Introduction

This unit covers 5 lessons to accompany the video, *Women in the Military*. This is an excellent video recounting women’s step by step journey to acquire their full rights in the military while contributing their full support and devotion to their country. Beginning with the Revolutionary War, women’s roles in our military engagement are covered up to present day in Iraq and Afghanistan. Photographs and re-enactments bring the Revolution and Civil War to life. From the Spanish American War through World Wars I and II, Korea, Vietnam, Desert Storm, to Iraqi Freedom, primary sources including photographs, movies, and interviews are used to recount these times.

The most valuable of all resources, the interviews of the women who experienced these times in recent history, gives the students information on how women kept their spirit and patriotism alive as they served their country and strove for equal rights.

*Women in the Military* may be used as a lesson on women’s rights and women’s contributions to our country at war. It is also a wonderful resource for Women’s History Month. It captures the culture of the times concerning women’s roles in society as well as in the military. The lesson plans and viewing of the film are prepared to take five class periods. However, lessons can be separated individual activities to fit the needs of your class.

#### Materials

- Video – *Women in the Military*
- Textbook
- Internet resources
- Power Point software

#### Unit Goals:

The student will:

1. Review the topic of women's rights from colonial times to the passing of the 19<sup>th</sup> Amendment.
2. View *Women in the Military* to have an understanding of women's contributions to the service of our country and their desire for equal rights.
3. Prepare Power Point presentations to study the roles of women in each branch of the service.
4. Prepare Power Point presentations on the benefits and opportunities of women in the military
5. If possible, have a member of one of the services come in to speak to the students about the benefits of joining the military.

### **Day 1**

#### **Aim:**

1. Participate in a simulation where the girls are excluded from a school activity so that they can experience their rights being violated and cast as inferior to boys.
2. Review women's rights from colonial times to 19<sup>th</sup> Amendment.
3. Examine important events and leaders in the early movement for women's rights: Anthony and Stanton.
4. Discuss Alice Paul's methods using website for primary sources such as pictures and stories.
5. Preview focus questions.

#### **Procedure:**

1. Make an announcement to the class that girls are to be excluded from field day, or intramural sports, or varsity sports this year (or another activity that would arouse opposition). Reasons – girls are too susceptible to injury, too slow, not as physically strong, can't compete on the same level or anything else to get them going. Lead them into a discussion of how they can resolve this situation – talk to principal; write a petition and get signatures, sit-in, etc.
2. Introduce lesson that women have had problems with equality throughout our history. Brainstorm with students on the history of women's rights, starting with colonial times up to passage of the 19<sup>th</sup> Amendment.
3. Using text, review the accomplishments of the Seneca Falls Convention, Elizabeth Cady Stanton and Susan B. Anthony.
4. Describe how the movement strengthened under Alice Paul during and after WWI that finally ends in the 19th Amendment to the Constitution allowing women to vote.

Describe the process that Paul and her associates went through to get the amendment passed. Discuss why the power to vote is so important in our society.

- a. Parades, protests, picketing the White House, hunger strike.
  - b. The website <http://www.alicepaul.org>, has excellent primary sources on Alice Paul, as well as pictures of the suffragette movement.
5. Explain to students that they will be studying women's role in the military and their devotion to service in spite of not having equal rights.
  6. Preview focus questions. Stress to students to pay careful attention to remarks and commentaries by our veterans. See Handouts #1 and #2.

Assessment: Time line for women's rights movement from Seneca Falls to the 1970's.

## **Day 2**

### Aim:

1. Introduce video by explaining to the students that they will be studying how women in the military served their country while striving for equal rights from colonial times during the Revolutionary War up to present day in Iraq and Afghanistan. Their deeds and struggles will be brought to life through photographs, re-enactments, movies, documentaries and interviews of the women who served and pushed for equal rights.
2. Watch *Women in the Military*, Parts 1 and 2 (59 minutes).

Note: The movie may be watched in two parts: Part 1: 31 minutes, and Part 2: 28 minutes. If you are in block scheduling, you will have the time to split it up so the focus questions are in two parts. If working in a regular time period, edit the questions to fit your time.

3. Through video, the students will see the value of primary sources.

### Procedure:

1. Students will work in pairs to complete focus questions.
2. Discuss answers as a class.
3. Assign and explain Power Point assignment. See Handouts #3 & #4

## **Days 3 & 4**

### Procedure:

1. Students work in their teams to divide up the topics. Teams may be of 3 or 4 depending on the size of the class.

2. Students do research for their topics and design their Power Point.

### **Day 5**

#### **Procedure:**

1. Students will give their presentations to the class.

Assessment: See rubric below.

Name \_\_\_\_\_ Date \_\_\_\_\_  
Research and Power Point Presentation

	5	4	3	2	1
Introduction To presentation	Well organized	Thoughtfully organized	Somewhat organized	Confused and difficult to follow	Missing
	5	4	3	2	1
Content	Excellent job of research; Complete Information	Very good job of research; Efficient information	Good job of research Some information missing	Acceptable job of research Limited information	Unacceptable job Little information
	5	4	3	2	1
Format of Research	Excellent: neat, good spelling, complete phrases punctuation	Very good: Neat , few errors in spelling , phrases & punctuation	Good: Neat Some errors in spelling, phrases, and punctuation	Acceptable Neat , more errors in spelling phrases, punctuation	Unacceptable Many errors in spelling, phrases, punctuation
	5	4	3	2	1
Presentation: Eye contact And loudness	Impressive Eye contact with audience; Easily heard	Very good Eye contact; Heard well	Good eye contact; Heard better as you went along.	Rarely makes eye contact; had trouble hearing you	No eye contact; can't be heard
	5	4	3	2	1
Format for Power point	Excellent transitions And graphics	Very Good Transitions And graphics	Good transitions And graphics	Incomplete Few transitions Few graphics	Poorly Done: no graphic and no transitions

Comments \_\_\_\_\_

\_\_\_\_\_  
Grade \_\_\_\_\_

## Student Handout #1

Name: \_\_\_\_\_

Date: \_\_\_\_\_

### Focus Questions Part 1

1. The fact that women moved with the army for survival purposes implies what about the status of women in colonial times?  
\_\_\_\_\_
2. Describe how the role of women increased during the Civil War.  
\_\_\_\_\_
3. Why did Dr. Mary E. Walker dress like a man?  
\_\_\_\_\_
4. The main role for women in the Spanish American war was \_\_\_\_\_
5. Women served officially for the first time in \_\_\_\_\_
6. During WWII, barriers were shattered for women in the military. Why?  
\_\_\_\_\_
7. Dr. Martha Putney experiences discrimination in the military. What was her reaction?  
\_\_\_\_\_
8. Describe the dangerous duties of the “fly girls”  
\_\_\_\_\_
9. Dorothy Beavers Pecoro witnessed evidence of Nazi medical experiments in the concentration camps. Describe her experience.  
\_\_\_\_\_
10. Nurses’ duties expanded during WW II. To what other places could nurses be assigned?  
\_\_\_\_\_

11. What were women's attitudes toward their service during these early years?
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## Student Handout #2

Name: \_\_\_\_\_

Date: \_\_\_\_\_

### Focus Questions Part 2

1. Why were women turned off by the military after Korea?  
\_\_\_\_\_
2. What improvements in medical care enabled more soldiers to be saved during the Vietnam War?  
\_\_\_\_\_
3. Research the term “Operation Dust Off” in Vietnam.  
\_\_\_\_\_
4. “We never had a funeral. We never had a wake. We had a body bag.” What point was Diane Carlson Evans making for nurses during war time?  
\_\_\_\_\_
5. How did the women’s rights movement in the 1970’s affect women’s roles in the military?  
\_\_\_\_\_
6. Describe Captain Dorothy Watkin’s views on why she is serving in the military today?  
\_\_\_\_\_
7. How do women in the military see their role today?  
\_\_\_\_\_



8. What are the values of these interviews and eyewitness accounts from our veterans?
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## ANSWERS:

### Handout #1

1. That they depended on men for survival and had no means of their own to support themselves and their children.
2. Women's roles more organized: nurses in hospitals, battlefields; women's groups supplied bandages, linens and supplies.
3. To be more accepted as a surgeon.
4. Nurses
5. World War I
6. Needed them. So many men needed to fight on two fronts, that women were needed to take their place.
7. She was asked to go to the back of the train. Her response was defiance. She stood in the middle where the trains were attached rather than go to the back of the train.
8. Fly planes place to place, did test flights, flew plans so anti-aircraft gunners could practice shooting.
9. She recounted how the doctor at the camp bragged about the experiments he did on camp inmates.
10. Flights, ships, field hospitals.
11. Answers may vary: devotion to duty, desire to serve, patriotism

## ANSWERS:

### Handout #2

1. Services had restrictive rules: can't serve if you have children; can't ask to not be deployed if you have children; emphasis was on how you looked instead of your ability.
2. Rapid evacuation by helicopter, plenty of blood, medical advances, antibiotics.
3. Term used to rescue wounded veterans by helicopter in Vietnam.
4. They never had the time to grieve; nor any closure for those who died.
5. All restrictions for women lifted except in active combat; needed women once the draft was gone; joined the academies and ROTC in colleges.
6. If people are serving, she wants to do her part, too.
7. Answers will vary: being a member of a team; fulfilling a mission; race, gender doesn't matter; serving our country; accepted equally; opportunities to serve and advance.
8. Answers will vary: accuracy, reliable, hear attitudes as well as facts.

### Student Handout #3

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Team: \_\_\_\_\_

Assignment: WAVES      SPARS      WACS      WASP (Air Force)

From Deborah Sampson, who fought in the Revolution, to Captain Vernice Armour, our first African American fighter pilot, women have contributed exemplary service to our country. Not always welcomed and appreciated, women have volunteered, enlisted, and finally been recruited to serve in all walks of military life.

The class will be divided into two groups. One group will present the history of the women in the different branches of the service. The other group will describe the opportunities and roles of women today in the different services.

Your assignment is to present to the class the history of women's contributions in the different branches of the military. Divide the topic up and be sure that all team members have a role in the presentation to the class. Feel free to use the video as a primary source for your research. You will work as a team to present a Power Point presentation that is due by \_\_\_\_\_.

The following should be covered in your presentation:

Title slide and introduction to presentation

Slide 1: History of women's role before World War I

Slides 2, 3, 4: World War I and World War II

Slides 5, 6, 7: Korea through Vietnam

Slides 8, 9, 10: 1970's to today

Slide 11: Conclusion

Presentation should include graphics and transitions between slides.

Note: Women in the Air Force began in WWII, so your presentation will need to be adjusted accordingly.

### Student Handout #4

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Team: \_\_\_\_\_

Assignment:    Navy                      Coast Guard                      Army                      Air Force                      Marines

From Deborah Sampson, who fought in the Revolution, to Captain Vernice Armour, our first African American fighter pilot, women have contributed exemplary service to our country. Not always welcomed and appreciated, women have volunteered, enlisted, and finally been recruited to serve in all walks of military life.

The class will be divided into two groups. One group will present the history of the women in the different branches of the service. The other group will describe the opportunities and roles of women today in the different services.

Your assignment is to present to the class the women's roles and opportunities today in the different branches of the military. Divide the topic up and be sure that all team members have a role in the presentation to the class. Feel free to use the video as a primary source for your research. You will work as a team to present a Power Point presentation that is due by \_\_\_\_\_.

The following should be covered in your presentation:

Title slide and introduction to presentation

Slide 1, 2, 3: Roles

Slides 4, 5, 6: Opportunities for advancement

Slides 7 & 8: Benefits and salary

Slides 9 & 10: Qualifications

Slide 11: Conclusion

Presentation should include graphics and transitions between slides.

The following is a good website to get started: <http://www.military.com>. Each branch has its own website

### National Standards

- 7-12 Describe military experiences and explain how they fostered American identity and interactions among people of diverse backgrounds. (Utilize literary sources including oral testimony).
- 7-12 Explore how the war fostered cultural exchange and interaction while promoting nationalism and American identity. (Analyze cause-and-effect relationships.)
- 7-12 Evaluate how minorities organized to gain access to wartime jobs and how they confronted discrimination. (Formulate a position or course of action on an issue.)

### English Language Arts

- 7. Students conduct research on issues and issues by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources (e.g., print and non-print texts, artifacts, people) to communicate their discoveries in ways that suit their purpose and audience.
- 8. Students use a variety of technological and informational resources (e.g., libraries, databases, computer networks, video) to gather and synthesize information and to create and communicate knowledge.

### NT.K-12-12.4 Technology Skills

Students use a variety of media and formats to communicate information and ideas effectively to multiple audiences.

### NI-ENG.K-12.5 Communication Strategies

Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.

### Pennsylvania Standards

Reading, Writing, and Listening - 1.1.11.A, G; 1.2.11.B; 1.6.11.A, C, D, E, F; 1.8.11.A, B, C

Social Studies Standards – 8.1.12.B, C, D; 8.2.12.B; 8.3.8.A, B, C, D