

CALIFORNIA MUSEUM



“WOMEN INSPIRE” DISTANCE LEARNING ACTIVITY

A free [Distance Learning](#) activity aligned with Common Core & State Content Standards for grades 4-12

OVERVIEW:

Explore the stories of California women from the 1700s to the present who have inspired change and reflect the ongoing struggle for equality through the "[Women Inspire: California Women Changing Our World](#)" online exhibit.

APPROPRIATE FOR:

Grades 4-12

OBJECTIVES:

In this activity, learners will:

- Read biographies of important women in California history
- Respond to questions about the role of women in California
- Reflect on how history plays a role in the present

DIRECTIONS:

Explore the "[Women Inspire: California Women Changing Our World](#)" exhibit and respond to the questions provided.

TIME:

1 hour

MATERIALS:

- "[Women Inspire: California Women Changing Our World](#)" virtual exhibit.

STANDARDS:***Common Core******Reading - Key Ideas and Details***

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| 4-5 | Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. |
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Reading - Integration of Knowledge and Ideas

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| 4-5 | Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. |
| 6-12 | Integrate and evaluate multiple sources of information presented in diverse formats, both primary and secondary. |

History-Social Science California State Content Standards***Chronological and Historical Thinking***

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| K-5 | Students explain how the present is connected to the past, identifying both similarities and differences between the two, and how some things change over time and some things stay the same. |
| 6-8 | Students explain how major events are related to one another in time. |
| 9-12 | Students compare the present with the past, evaluating the consequences of past events and decisions and determining the lessons that were learned. |

- 9-12 Students analyze how change happens at different rates at different times; understand that some aspects can change while others remain the same; and understand that change is complicated and affects not only technology and politics but also values and beliefs.

Historical Interpretation

- 6-8 Students explain the sources of historical continuity and how the combination of ideas and events explains the emergence of new patterns.
- 9-12 Students show the connections, causal and otherwise, between particular historical events and larger social, economic, and political trends and developments.

Grade Level Content Area Connections

- 4.3 Students explain the economic, social, and political life in California from the establishment of the Bear Flag Republic through the Mexican-American War, the Gold Rush, and the granting of statehood.
- 5.3 Students describe the cooperation and conflict that existed among the American Indians and between the Indian nations and the new settlers.
- 8.12 Students analyze the transformation of the American economy and the changing social and political conditions in the United States in response to the Industrial Revolution.
- 11.5 Students analyze the major political, social, economic, technological, and cultural developments of the 1920s.
- 11.5.4 Analyze the passage of the Nineteenth Amendment and the changing role of women in society.
- 12.10 Students formulate questions about and defend their analyses of tensions within our constitutional democracy and the importance of maintaining a balance between the following concepts: majority rule and individual rights; liberty and equality; state and national authority in a federal system; civil disobedience and the rule of law; freedom of the press and the right to a fair trial; the relationship of religion and government.

Thank you for downloading the Women Inspire Virtual Exhibit Activity. We hope you and your students enjoy using it. For additional downloadable resources in our free program, visit the [Distance Learning](#) page on our website. For help or questions, contact the education department at reservations@californiamuseum.org.

5. Read Maud Younger's story in ***They fought for more than the vote***. Despite being born into a wealthy family, Maud Younger fought to represent working class women. Do you think it is important to advocate for people who have a different experience than your own? Why or why not?

6. What connections did you find in the ***They fought for more than the vote*** section and our lives today? What similar issues are there? What differences are there?

7. Go to ***Activists of the 60s and 70s*** and read about Tillie Hardwick. Sometimes having an equitable society does not mean changing laws, it means holding the government accountable for the laws and the promises they have already made to the people. When the government did not uphold its promise to her community, Hardwick sued. Can you think of any other examples, either now or in the past, when people have worked to hold a government to its promise?

8. The 1960s and 1970s are known as some of the most politically active times in American history. What similarities do you see to today? What is different?

9. In ***They redefined feminism***, read about Kimberlé Crenshaw. Intersectionality considers all of the different parts of our identity, including race and gender, and how our experiences can be shaped by the different parts of our identities.
 - a. How do you think that talking about our different experiences makes way for a more equal society?

 - b. How have parts of your identities informed the way you experience the world?

10. There have been disagreements over time about what the word *feminism* means. What does *feminism* mean to you? In your opinion, who can participate in feminism and what actions can one take to be considered a feminist?

11. Read in ***The online generation*** about Alicia Garza and Patrisse Khan-Cullors. What role has technology played in contributing to activism and creating a more equal society today?

12. Pick two of the women’s stories from the online exhibit and describe how their experiences fighting for an equal society have been similar and how they have been different.

Woman #1	Similarities	Woman #2

