**Station 1**

**The 14th and 15th Amendments**

**1870s-1890s**

1. **On page 280, refresh your memory about the 14th amendment by reading the section on that amendment. On page 282, do the same thing for the 15th amendment.**
2. **Now, read the heading “Women’s Rights” on pages 282-283.**
3. **Write a letter from the perspective of Elizabeth Cady Canton. Address the letter to another women’s rights activist. In your letter, explain how you feel about the following issues:**
* **The passage of the 14th and 15th amendment.**
* **Explain your stance on marriage laws, inheritance laws, and voting.**

***Example:***

**Dear Henrietta Jones,**

**Hello Henrietta. I hope that you are doing well. As you know, I have been fighting for women’s rights for years. The news of the passage of the 14th and 15th amendment has been…**

**...................................................................**

**...................................................................**

**...................................................................**

**...................................................................**

**...................................................................**

**...................................................................**

**Love always,**

**Elizabeth Cady Canton**

**Station 2**

**The Progressive Era**

**1880s-1920**

1. **Read pages 337-339. Start from the heading “The Reformers” on page 337.**
2. **Answer the following questions on a separate sheet of paper. Title the paper “The Progressive Era: 1880s-1920.” *Write down the questions and the answers.***

**Questions:**

* **What kind of occupations did many women have during this time?**
* **How did progressive women help reform the cities? (Include descriptions of settlement houses and Hull House).**
* **What successes did Jane Addams have with the establishment of the Hull House?**

**Station 3**

**Women’s Progressivism and the 19th Amendment**

**1920**

1. **Read pages 341-242. Start from the heading “Women’s Progressivism” and end at the heading “Progressivism in National Politics.”**
2. **Examine the political cartoon at the bottom of page 341, and examine the political cartoon provided at the station.**
3. **On a blank sheet of paper, answer the following questions. Write the questions and the answers:**
* **Which political cartoon is anti-suffrage? What evidence from the cartoon supports your answer?**
* **Which political cartoon is pro-suffrage? What evidence from the cartoon supports your answer?**
1. **On the other side of the paper, draw your own political cartoon regarding suffrage. At the top, write whether it is a “pro-suffrage” cartoon or “anti-suffrage” cartoon.**



**Station 4**

**The Roaring ‘20s**

**1920’s**

1. **Read pages 379-380. Start from the heading “Changing Roles for Women” and end at the heading “Disillusioned Writers, Liberalizing Mores.”**
2. **Draw a picture of a flapper girl from the 1920’s. Make sure to label the different characteristics that make her a flapper girl.**

**Station 5**

**Women in WWII**

**1942-1945**

1. **Read the section titled “Women” on page 420.**
2. **Draw a poster that advertises jobs needed to be filled by women during WWII. Include the following:**
* **Rosie the Riveter (see page 406 for an example)**
* **Mention at least 3 different job opportunities**
* **At least 4 sentences that help promote the jobs.**
* **Poster should be persuasive for women seeking jobs.**

***Example of persuasive poster advertising for young men to join the war:***



**Station 6**

**Civil Rights Movement of the ‘60s**

1. **Read the section titled “The Women’s Movement” on page 465.**
2. **Write a biography on Betty Friedan. In the biography describe the following successes that she had:**
* ***The Feminine Mystique***
* **Civil Rights Act**
* **National Organization of Women (NOW)**

**Station 7**

**The Women’s Movement of the ‘70s**

1. **Read pages 480-481. Begin at the heading “The Women’s Movement” and end at the heading “The Gay Liberation Movement.”**
2. **On a separate sheet of paper, write down the following terms and explain what each one was:**
* **Equal Rights Amendment**
* **Title IX of the Higher Education Act**
* **Roe v. Wade**
* **“glass ceiling”**
* **Gender-neutral terms**
* **The new “ideal man”**

**Station 8**

**Opposition to the Women’s Movement**

1. **Read the section titled “Family Values” on page 483.**
2. **Write a letter from the perspective of Phyllis Schlafly explaining your reasons for supporting the STOP-ERA organization. Cite at least 3 reasons to support your/her opinion.**

**Dear \_\_\_\_\_\_\_\_\_\_\_\_\_\_,**

**Sincerely,**

**Phyllis Schlafly**