FOR MORE INFORMATION:
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HVL LESSON TITLE:

WOMEN IN THE MILITARY

DEVELOPED BY: ERIN COGGINS

WOMEN IN THE MILITARY

GUIDING QUESTION:

What is the evolution of women serving in the military?

OVERVIEW:

The history of women in the U.S. military spans from the Revolutionary War, when they provided support roles like nursing and cooking, to modern times with full integration into all military roles. In this lesson, students will learn how women have served in the U.S. military by researching and utilizing primary sources.

SUBJECT(S):
Social Studies

VIETNAM VETERAN:
Lori Drown

DURATION:
60 minutes

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"As a ground operator, my first assignment was to MacDill Air Force Base in Tampa, Florida. This was back in the late '70s."

Veteran Lori Drown

OVERVIEW:

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HISTORICAL CONTEXT:

Women's roles in the U.S. military began in the Revolutionary War, and grew in different ways throughout history. These women set the path for other women to follow them, breaking records along the way.

As of 2023, 225,119 women serve in the active duty U.S. military. This represents 17.7% of the active duty personnel.

OBJECTIVES:

At the conclusion of this lesson, students will be able to

- Conduct historical research.
- Analyze primary sources.
- Utilize presentation and public speaking skills.

STANDARDS:

AL SS: 11: 14b
Evaluate the social and political significance of the women's rights movement from the 1960s to the 1980s on the lives of women in the United States.

Communicating Conclusions
Present explanations on topics of interest to others, using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet and digital documentary).

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MATERIALS & DOCUMENTS

Lori Drown HVL Video
Video Slip (Doc A)
Women in Military Video
Teacher Directions for Project (Doc B)
Student Project Directions (Doc C)
Project Rubric (Doc D)
Internet Connection

PROCEDURES

ACTIVITY 01

- Inform students that they will watch the HVL Lori Drown video.
- After the video, instruct students to complete the Video Slip (Doc A).

ACTIVITY 02

- Inform students that women have served in the U.S. military in various roles since the Revolutionary War.
- Show the Women in Military Video.
- After the video, ask questions to check for understanding: *Can you name one thing you learned from this video regarding women's work in the military? What was the general attitude of women serving in the military?What changes did society see in regards to allowing women to serve in the military?*
- Inform students that they will work in groups to learn more about how women have served in the military and the changes they have been made.

ACTIVITY 03

- Distribute the Student Project Directions (Doc C). Read the directions aloud as students follow along.
- Divide students into groups of 3 and assign topics.
- When the projects are completed, students will present their projects to the class. NOTE: Require students to ask questions at the end of their classmates' presentations to encourage discussion.

METHODS FOR EXTENSION

- If the project is assigned in March for Women's History Month or November for Veterans Day, consider setting them up as a display for the entire school to view.
- Invite women who serve or who have served in to the classroom to share their stories.

WOMEN IN THE MILITARY
VIDEO SLIP

DOC A

DIRECTIONS: After watching the video on veteran Lori Drown, write a brief paragraph on what you learned about her service.

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TEACHER DIRECTIONS FOR PROJECT DOC B

SUGGESTED PROJECT TOPICS:

Revolutionary War and Civil War

- Sarah Osborn, Deborah Sampson, Clara Barton, Florence Nightingale, Dr. Mary Edwards Walker

World War I

- Hello Girls, Yeoman Mates

World War II

- WAC, WAVES, WASP, 6888th Central Postal Directory Battalion

Korean War

- MASH units, MEDEVAC

Vietnam War

- nurses, air traffic controllers, legislative changes affecting women serving

Persian Gulf War and 1990s

- Women in Combat legislation, Capt. Martha McSally

Operation Iraqi Freedom and Operation Enduring Freedom

- Lt. Col. Tammy Duckworth, Sgt. Leigh Ann Hester, Dudette 07

Post 2009

- lifting of the Combat Exclusion Act, Army Rangers, Capt. Kristen Griest

NOTES FOR PROJECT IMPLEMENTATION:

- Teacher can divide students into groups or make Women in the Military an individualized project.
- Use the suggested topics listed above, either as broad headings or for more specific subjects for research.
- Utilize Google Slides or PowerPoint or make the project more tactile and visual with display boards/poster boards.
- This project is ideal to assign during National Women's History Month in March or for Veterans Day in November.
- Access this website for additional information on the above topics.

WOMEN IN THE MILITARY

STUDENT PROJECT DIRECTIONS DOC C

Directions: You or your group will research your assigned topic relating to Women in the Military. The project will be presented to the class.

TOPIC ASSIGNED:_____

PROJECT DETAILS:

- The presentation should consist of at least 10 slides, including the following as part of the 10.
  Title Slide
  Works Cited Slide
- The presentation should include photos or reference at least 5 primary sources.
- Utilize good design principles when designing the presentation (easy to read larger text, avoid dark backgrounds, avoid large blocks of text, proper grammar and punctuation).
- All members of the group should speak during the presentation.
- Be ready to answer questions from your classmates and the teacher during your presentation.
- The presentation should show the significance of women serving in the military during the time period assigned.

Use the space below to sketch out your path of research.

Topic:_____

Occurrences (legislation, social changes, war-related issues): _____
_____
_____
_____

The impacts of these occurrences: _____
_____
_____
_____

Influential People: _____
_____
_____
_____

Significance of this time period to women being in the military:_____
_____
_____

WOMEN IN THE MILITARY

PROJECT RUBRIC

DOC D

POINTS AWARDED	Criteria
_____/30	Project includes at least 10 slides, including a title page and work cited page, and follows the design rules.
_____/40	Project cites at least 5 primary sources and the significance of the era is clearly explained.
_____/10	All members of the group speak during the presentation and can answer questions on their subject from their classmates and teacher.
_____/20	Project is free of grammar and punctuation mistakes.

Final Grade:____/100

Additional Comments: