

EDUCATOR PACKET

The enclosed packet contains a sampling of the educational materials designed for teachers on the History, Art & Archives of the U.S. House of Representatives website: history.house.gov.

Among the features on the site are the complete *Women in Congress* and *Black Americans in Congress* books. Each is accompanied by seven lesson plans and a fact sheet to help teachers integrate material into their class work: history.house.gov/education/lesson-plans/education-lesson-plans/.

PACKET CONTENTS:

- Visit History.House.gov Website Overview
- Book Request Form for Educators
- *Women in Congress*, Lesson Plan 1, “I’m No Lady, I’m a Member of Congress”: Women Pioneers on Capitol Hill, 1917–1934
- *Black Americans in Congress*, Lesson Plan 7, Black Americans in Congress Speak Their Mind
- *Women in Congress*, Lesson Plan 6, A Picture is Worth a Thousand Words
- *Women in Congress* Fact Sheet

ADDITIONAL RESOURCES

Recurring “Edition for Educator” blog entries highlight historical, curatorial and archival information on the website. The series appears monthly: history.house.gov/blog?cat=Education.

Special exhibits on the House and the civil rights movement utilize primary source documents and oral histories to bring to life the story of landmark legislation: history.house.gov/exhibitions-and-publications/civil-rights/civil-rights/.



VISIT HISTORY.HOUSE.GOV

This comprehensive website—a collaborative project between the Office of the Historian and the Office of Art and Archives—integrates the history of the House, the art and artifacts in the House Collection, and records and research materials that date back to the beginning of Congress.

Browse and search the following sections to discover the rich heritage of the “People’s House” and its central role in U.S. history since 1789.

INSTITUTION features essays and data detailing the development of the House, including individual Congress-by-Congress summaries and a calendar of Historical Highlights.

PEOPLE features a searchable, filterable database which pulls roughly 11,000 individuals with House service from the *Biographical Directory of Congress*.

EXHIBITIONS & PUBLICATIONS houses popular publications, including *Women in Congress* and *Black Americans in Congress*, and presents compelling stories about the U.S. Capitol building, the Congressional Baseball Game, and other unique aspects of Capitol Hill life.

COLLECTIONS features a searchable database of nearly 1,000 works of art and artifacts from the Collection of the U.S. House of Representatives.

ORAL HISTORY includes interviews with a range of individuals from House history—from Pages who served in the 1930s to staff who experienced the September 11, 2001 attack on Capitol Hill.

EDUCATION features fact sheets and lesson plans for teachers and students.

RECORDS AND RESEARCH provides finding aids for open House Records dating to 1789, research tips, and bibliographic resources for conducting congressional research.

Additional content includes our **Blog**, which highlights unique and timely stories from the treasure troves of House history, and a dynamic **Map** which provides a sweeping visualization of Congressional representation by state, including filters for House leadership and other demographics.



ALSO FIND US ON



[youtube.com/ushousehistory](https://www.youtube.com/ushousehistory)

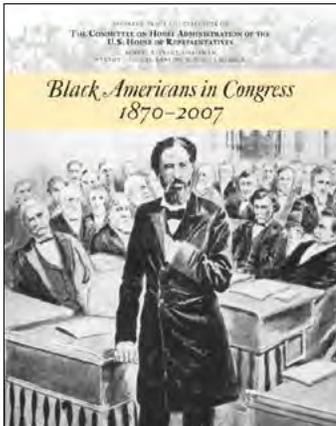
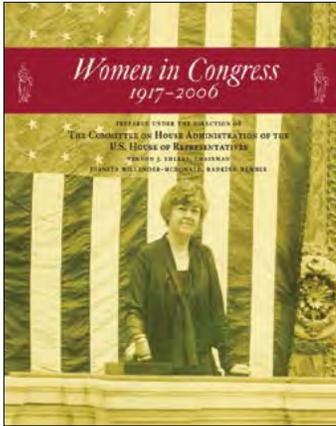


[@USHouseHistory](https://twitter.com/USHouseHistory)

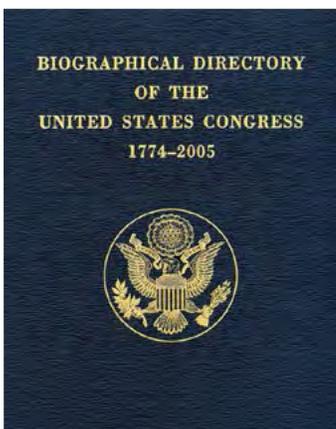
HISTORY, ART & ARCHIVES
UNITED STATES HOUSE OF REPRESENTATIVES

Office of the Historian, U.S. House of Representatives
(202) 226-5525 | history@mail.house.gov

Office of Art & Archives, Office of the Clerk
(202) 226-1300 | art@mail.house.gov | archives@mail.house.gov



The *Women in Congress* and *Black Americans in Congress* books contain biographical profiles, historical essays and data, and an array of photographs and artifacts.



The *Biographical Directory of the United States Congress* contains authoritative biographies of the approximately 12,000 Members, Delegates, Resident Commissioners, and Vice Presidents who have served in the Continental Congress, U.S. House of Representatives, and U.S. Senate from 1774–2005.

BOOK REQUEST FORM FOR EDUCATORS

In an effort to make our publications more accessible to students and educators, the Office of the Historian provides complimentary copies of the following books for classroom use, subject to availability. Please complete the information below to request one or more of our publications.

Name: _____

Email Address: _____

School Name: _____

School Mailing Address: _____

Class(es) Taught: _____

Please select which book(s) you are requesting (check all that apply):

- Women in Congress*
- Black Americans in Congress*
- Biographical Directory of the United States Congress*

Please explain why you would like a copy of the book(s) and how you would use these resources with your students:

PLEASE MAIL, FAX, OR EMAIL A SCANNED COPY OF THE COMPLETED REQUEST FORM TO:

Office of the Historian
 U.S. House of Representatives
 5150 O’Neill Building
 Washington, DC 20515

Fax: (202) 226-4635

Email: history@mail.house.gov



“I’M NO LADY, I’M A MEMBER OF CONGRESS”: WOMEN PIONEERS ON CAPITOL HILL, 1917–1934

LESSON PLAN ONE



RECOMMENDED GRADE LEVEL: Grades 7 to 12



OVERVIEW

This activity is designed to accompany the contextual essay “I’m No Lady, I’m a Member of Congress’: Women Pioneers on Capitol Hill, 1917–1934,” from the *Women in Congress* website, history.house.gov/exhibition-and-publications/wic/women-in-congress/. Students have the opportunity to learn more about the women who served in Congress from 1917 to 1934. Students are encouraged to analyze the role women Representatives and Senators played in Congress during this era, as well as the ways in which they may have changed the institution.



CURRICULUM CONNECTION

- U.S. History, American Government, Social Studies, Women’s History
- World War I, Women’s Rights Movement, Women’s Suffrage, Great Depression, Prohibition



OBJECTIVES

1. Students should be able to identify the women who served in Congress from 1917 to 1934.
2. Students should be able to recognize the ways in which women won national elective office from 1917 to 1934.
3. Students should be able to identify important issues and trends surrounding the women who served in Congress from 1917 to 1934.



LESSON PLAN

1. To help introduce students to the upcoming activity, lead a brief discussion using the questions below:
 - a. What were some of the important issues and events in America from 1917 to 1934?
 - b. If asked to describe an average Member of Congress (House or Senate) during this time period, how would you answer?
 - c. Have there been many women who have served in Congress? (Ask students to compile a quick list.)
2. Ask students to read the contextual essay “I’m No Lady, I’m a Member of Congress’: Women Pioneers on Capitol Hill, 1917–1934,” either independently or in groups. Encourage students to take notes and to write down any unanswered questions they encounter during the reading.
3. Once students have completed the reading, have them answer the **Comprehension Questions**. Review the answers as a class.
4. Next have students answer the **Critical Thinking Questions**. Review the answers as a class.
5. Choose one of the options listed under the category **Main Exercise** (Cooperative or Hypothetical). If necessary, students can use the online resources listed at the end of the activity to complete the **Main Exercise**.
6. Time permitting, conduct one of the **Suggested Extended Activities**.



COMPREHENSION QUESTIONS ON THE SURFACE

1. Who was the first woman elected to Congress? In what years did she serve?
2. Who was the first woman elected to the Senate? In what years did she serve? Was she the first woman to serve in the Senate?
3. Explain the concept of “widow’s mandate.” What were some of the other common ways in which women of the period began their congressional career?
4. What were some of the major legislative issues affecting women Members during this era?
5. What were the educational backgrounds of these Congresswomen? Was this typical for the time?
6. Describe one instance in which Congresswomen differed over a bill or major national issue debated in Congress.



CRITICAL THINKING QUESTIONS DIGGING DEEPER

1. How do you think the Progressive Era changed the role of women in politics?
2. What were some of the significant similarities between the women who served during this period? What were some of the major differences?
3. Did women Members of this era typically work within the prescribed traditions of Congress or did they challenge the system? Use evidence to support your answer.
4. Compare and contrast the congressional careers of any two women who served during this period. (Make sure to discuss tenure, legislation, committees, and basic background such as the district or the state in which each woman served.)
5. Why do you think that the Congresswomen of this period were often viewed as media curiosities by the press?
6. Many people assumed that women elected to Congress would hold similar beliefs and values—in other words, they would vote as a bloc. How did the women of the era disprove this theory?
7. Congresswoman Ruth Baker Pratt of New York once stated, “[S]ex had no place whatever in politics.” Did this sentiment ring true for the women who served in Congress during this period? Explain your answer.



MAIN EXERCISE OPTION 1: COOPERATIVE

Students will be working in groups of 2–4 (depending upon class size). Each group will choose or be assigned a Congresswoman for the activity.

- a. Read the profile for the Congresswoman.
- b. Write down any important notes.
- c. Scenario: Students have been assigned the task of designing a museum exhibit to describe the life of Congresswoman _____. The exhibit will include information on all aspects of her life, but will focus on her congressional service.

What should be included:

- Original title of exhibit that helps explain her legacy
- 50-word exhibit label that summarizes congressional career
- Three artifacts chosen by you that best represent her legacy
- A creative teaching tool for museum visitors that covers the highlights of her career in Congress (committees, key legislation, state or district she represented, etc.)

OPTION 2: HYPOTHETICAL

1. You are a campaign manager for a woman candidate for Congress in the 1920s, running against a Congressman who has served five terms in the House of Representatives and who has opposed voting rights for women. Your candidate has political experience on the city council of a large city. How will you get her elected? What is your campaign slogan? What are the local/national issues on which you will campaign?
2. You are a Congresswoman during the early years of the Great Depression. Your district is rural and has a lot of farming families and an agricultural economy. What are the issues that you will likely address in Congress? What programs might you support to help farmers who are contending with bad weather and a poor economy?
3. You are a Congresswoman in the 1920s who has been asked by the congressional leadership to make a five-minute floor speech in which you must appeal to women to take a greater role in political life. How might you encourage women to participate? Draft a speech and deliver it to your class.

**SUGGESTED EXTENDED ACTIVITIES**

1. Design a timeline of significant events for the women of Congress who served during this era.
2. Track voting records of women Members on key issues of the period.
3. Write a 100-word obituary for one of the women Members.
4. Design a campaign poster for a woman candidate for Congress during this period.
5. Draft language for a resolution sponsored by a Congresswoman in the 1920s on one of three fictional topics:
 - a. Changing the start and end times of the school day to allow high school students to sleep late
 - b. Creating a national program that requires all high school students to devote one year to civilian volunteer work prior to their graduation
 - c. Reducing the voting age to 15



ONLINE RESOURCES

History, Art & Archives | U.S. House of Representatives

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senate.gov/artandhistory/history/common/generic/Senate_Historical_Office.htm

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Searchable database of congressional legislation from 1973 to present (bill text and roll call votes are available from 1989 to present).

congress.gov

GPO Federal Digital System

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gpo.gov/fdsys

BLACK AMERICANS IN CONGRESS SPEAK THEIR MIND

LESSON PLAN SEVEN



RECOMMENDED GRADE LEVEL: Grades 7 to 12



OVERVIEW

This activity is designed to accompany the *Black Americans in Congress* website, history.house.gov/exhibitions-and-publications/baic/black-americans-in-congress/. Students have the opportunity to analyze a series of statements made by Black Americans who served in Congress. Students are encouraged to think about the role that quotations can play in the study of history. (Citations for the quotation exercise used in this activity appear in the “Historical Quotations” document.)



CURRICULUM CONNECTION

- U.S. History, American Government, African-American Studies, Social Studies
- Reconstruction, World War II, Civil Rights Movement, Women’s Rights



OBJECTIVES

1. Students should be able to analyze public statements made by historic figures.
2. Students should be able to analyze the relationship between public statements and the historical record.
3. Students should be able to discern between opinion and fact.
4. Students should be able to analyze the relationship between public statements and the African Americans who have served in Congress.



LESSON PLAN

1. To help introduce students to the upcoming activity, lead a brief discussion using the questions below:
 - a. What are a few famous statements made by historical figures? What makes these statements memorable?
 - b. What are some of the reasons why people make public statements?
 - c. What is the relationship between opinion and fact in public statements?
 - d. What purpose can quotes play in the study of history? Provide several examples.
2. Divide the class into small groups. Distribute the “Historical Quotations” document to the class. Ask each group to read all of the quotes and either assign or have each group choose one of the quotations made by black Members. Distribute the “Quote Analysis” worksheet (p. 1 of Student Activity). Review the directions and ask students to complete the worksheet together.
3. If time permits, have each group read the *Black Americans in Congress* profiles for the quoted Members. Go to history.house.gov/exhibitions-and-publications/baic/black-americans-in-congress/ and click on Member Profiles for a list of African Americans who have served in Congress. Then, ask students to draft an outline of the profile which includes: state represented; years of service; one opinion and one fact from the profile; two quotes (not including the one already analyzed); and three career highlights. As a class, display each of the outlines for the African-American Members on a bulletin board or in a central location. Lead a class discussion which encourages students to compare and contrast the quotes and the careers of the black Representatives and Senators. Also, ask students to talk about the difference between fact and opinion, and the role this plays in the analysis of quotes.
4. If time permits, conduct one of the Suggested Extended Activities.



SUGGESTED EXTENDED ACTIVITIES

1. Assign a series of topics (historic and current) and have students create their own quotes to express their opinions. Encourage students to research the topics so that they can make an informed and factually-based quote on the subject.
2. Write a 500-word newspaper article on your Representative or one of your Senators which includes at least three quotes by the featured politician.
3. Invite a historian to speak to the class to explain the importance and usefulness of quotes in the study of history.



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gpo.gov/fdsys

QUOTE ANALYSIS**STUDENT ACTIVITY**

Answer the questions below for the historical quotation.

- ① Who is the speaker?

- ② What is the main topic of the quote?

- ③ Are there any issues discussed?

- ④ When (approximately) do you think this statement was made? Provide evidence to support your answer.

- ⑤ Why do you think the speaker made this statement? In your opinion, are there multiple interpretations for the quote? Explain.

- ⑥ What does this statement reveal about the speaker?

HISTORICAL QUOTATIONS

STUDENT ACTIVITY



Joseph Hayne Rainey
U.S. Representative, 1870–1879
Republican from South Carolina

“We [Black Americans] are earnest in our support of the Government. We are earnest in the house of the nation’s perils and dangers; and now, in our country’s comparative peace and tranquility, we are earnest for our rights.”

— Representative Joseph Hayne Rainey



Ronald V. Dellums
U.S. Representative, 1971–1998
Democrat from California

“To get up every day and put on your uniform and put on your tie and march on the floor of Congress knowing that, in your hands, in that card, in your very being, you have life and death in your hands, it is an incredible thing.”

— Representative Ronald V. Dellums



Robert Smalls
U.S. Representative, 1875–1879;
1882–1883; 1884–1887
Republican from South Carolina

“My race needs no special defense, for the past history of them in this country proves them to be equal of any people anywhere. All they need is an equal chance in the battle of life.”

— Representative Robert Smalls



Adam Clayton Powell, Jr.
U.S. Representative, 1945–1967;
1967–1971
Democrat from New York

“I’ve always got my mouth open, sometimes my foot is in it, but it is always open. It serves a purpose; it digs at the white man’s conscience.”

— Representative Adam Clayton Powell, Jr.



John Adams Hyman
U.S. Representative, 1875–1877
Republican from North Carolina

“If [an African American] is a man, he is entitled to *all* the rights and privileges of any other man. There can be no grades of citizenship under the American flag.”

— Representative John Adams Hyman



Shirley A. Chisholm
U.S. Representative, 1969–1983
Democrat from New York

“The black man must step forward, but that doesn’t mean that black women have to step back.”

— Representative Shirley A. Chisholm



Parren James Mitchell
U.S. Representative, 1971–1987
Democrat from Maryland

“If you believe in fighting racism, you make a commitment for the rest of your life. There’s no getting off that train. You can’t say, ‘I’ve put five years in fighting racism and now I am finished.’ No, you are not finished. Our job is to fight it every day, to continue to shove it down and when it rises up to shove it down even harder.”

— Representative Parren James Mitchell



Augustus Freeman (Gus) Hawkins
U.S. Representative, 1963–1991
Democrat from California

“The leadership belongs not to the loudest, not to those who beat the drums or blow the trumpets, but to those who day in and day out, in all seasons, work for the practical realization of a better world—those who have the stamina to persist and remain dedicated.”

— Representative Augustus Freeman (Gus) Hawkins



George Henry White
U.S. Representative, 1897–1901
Republican from North Carolina

“This, Mr. Chairman, is perhaps the negroes’ temporary farewell to the American Congress. But let me say, Phoenix-like he will rise up someday and come again.”

— Representative George Henry White

A PICTURE IS WORTH A THOUSAND WORDS

LESSON PLAN SIX



RECOMMENDED GRADE LEVEL: Grades 7 to 12



OVERVIEW

This activity is designed to accompany the *Women in Congress* website, history.house.gov/exhibition-and-publications/wic/women-in-congress/. Students have the opportunity to analyze historical photographs associated with women Members of Congress and with women's history in the United States. Students are encouraged to think more about the role historical photographs can play in the study of past events and people.



CURRICULUM CONNECTION

- U.S. History, American Government, Women's History, Social Studies, Art
- World War II, Women's Rights Movement, Civil Rights Movement



OBJECTIVES

1. Students should be able to describe and analyze historical photographs.
2. Students should be able to analyze the relationship between photographs and the historical record.
3. Students should be able to analyze the relationship between historical photographs and the careers of women who have served in Congress.



LESSON PLAN

1. To help introduce students to the upcoming activity, lead a brief discussion using the questions below:
 - a. What are historic photographs?
 - b. Who takes them and why?
 - c. What are some commonly photographed historic events? People? Places?
 - d. How can historic photographs be utilized by historians to study past events and people?
2. Divide the class into small groups and assign each group one of the four eras from *Women in Congress*, history.house.gov/exhibition-and-publications/wic/women-in-congress/. Each group will choose, or be assigned, one of the historical photographs for its era of *Women in Congress*.
3. Each group should read the *Women in Congress* historical essay for its particular era, to develop a better understanding of the significant people and events of the time period.
4. Write the following statement on the board, "A Picture is Worth a Thousand Words." Ask students to explain the meaning of this adage. Distribute the "Photograph Analysis" worksheet (p. 1 of Student Activity). Review the directions and ask students to complete the worksheet.
5. Have students present its findings in a five-minute presentation to the class. Each group should provide an overview of its photograph analysis and should choose one historical image to highlight during its presentation. As a group, compare and contrast the historical photographs from the four eras.
6. As a class activity, or using the earlier assigned groups, have students create a historical scrapbook entitled "American Women." Students can combine the photographs used in this activity with images from their own families (mothers, grandmothers, and family friends, for example). Organize the historical photographs thematically or chronologically and add captions to provide relevant information for the photos such as dates, names, and explanations of events.
7. If time permits, conduct one of the **Suggested Extended Activities**.



SUGGESTED EXTENDED ACTIVITIES

1. Plan a trip to a museum or historical society to view an exhibit of historic photographs.
2. Conduct photograph research at a local library, museum, or historical society to document the history of your school or city/town. Take current photographs and design a visual timeline.
3. Design an exhibit of historical photographs of women to display at your school or city/town hall.



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PHOTOGRAPH ANALYSIS

STUDENT ACTIVITY

1. Carefully examine the photographs from the essay of the *Women in Congress* era you have been assigned, history.house.gov/exhibition-and-publications/wic/women-in-congress/. Make sure to enlarge the image and to look at each section of the photograph.
 - a. What details—such as people, objects, and activities—do you notice? Write your answers in the table below.
 - b. What other information—such as time period, location, season, and purpose—can you gather from the photograph? What are the clues? Do you recognize any of the people in the image? Write your answers in the table below.

People	
Objects	
Activities	
Other Information	

WOMEN IN CONGRESS



Jeannette Rankin of Montana
First Woman to Serve in Congress
Collection of U.S. House of Representatives

“We will no longer wait for political power to be shared with us, we will take it.”

— Representative Cardiss Collins

Four years after Jeannette Rankin was elected to the House of Representatives in 1916, women won the right to vote nationally, with the ratification of the 19th Amendment in 1920. At times, change for women in Congress has been almost imperceptible, as exemplified by the subtle shift in women’s committee assignments after World War II. At other times, change has been bold and dramatic, as evidenced by the 1992 “Year of the Woman” elections. Great triumphs and historic firsts highlight women’s initial foray into national political office.

FAST FACTS

- **First woman elected to the House of Representatives**
Jeannette Rankin of Montana was elected to the House of Representatives in 1916 and sworn into Congress in 1917.



- **First woman to serve in the Senate**
Rebecca Felton of Georgia was appointed to the Senate in 1922.
- **First woman elected to the Senate**
Hattie Caraway of Arkansas was elected to the Senate in 1931.
- **First Asian-American woman elected to Congress**
Patsy Mink of Hawaii was elected to the House of Representatives in 1964.
- **First African-American woman elected to Congress**
Shirley Chisholm of New York was elected to the House of Representatives in 1968.
- **First Hispanic woman elected to Congress**
Ileana Ros-Lehtinen of Florida was elected to the House of Representatives in 1989.
- **First woman to preside over the House of the Representatives**
Alice Robertson of Oklahoma was the first woman to preside over the House Chamber in 1922.
- **First woman to preside over the Senate**
Hattie Caraway of Arkansas was the first woman to preside over the Senate Chamber in 1943.
- **First woman to chair a committee in the House of Representatives**
Mae Ella Nolan of California was the first woman to chair a House committee in 1923.
- **First woman to chair a committee in the Senate**
Hattie Caraway of Arkansas was the first woman to chair a Senate committee in 1933.
- **First woman elected to party leadership in Congress**
Chase Going Woodhouse of Connecticut was the first woman to be elected to a party leadership position in 1949.
- **First woman Speaker of the House of Representatives**
Nancy Pelosi of California was the first woman elected Speaker of the House of Representatives in 2007.
- **Most committees chaired by a woman Member of Congress**
Mary Norton holds the distinction of the most committees chaired by a woman (four).
- **Longest congressional tenure for a woman Member of Congress**
On March 17, 2012, Barbara Mikulski of Maryland became the longest serving woman in the history of Congress. First elected to the House in 1976, she won election to the Senate a decade later in 1986.



- **Longest congressional tenure for a woman House Member**
Edith Nourse Rogers of Massachusetts has the longest congressional tenure of any woman House Member—35 years.
- **State with the most women Members of Congress**
Historically, California has had the most women Members of Congress.

TEACHING TIPS

1. Have students use *Women in Congress* to create a timeline of important dates in the history of women who have served in Congress.
2. Ask students to write a hypothetical diary or journal entry from Jeannette Rankin shortly after her first election to Congress in 1916. Have students use Representative Rankin’s profile in *Women in Congress* for background research. Compose a list of topics with students that could be included in the entry (potential benefits and drawbacks of being the first and only woman in Congress.) Then have students write another journal entry from Representative Rankin after she was elected to a second term in the House in which they compare and contrast the two experiences.
3. Begin a class discussion with Representative Mary Norton’s quote, “*I’m no lady; I’m a Member of Congress.*” Ask students to think about the meaning of the quote, the possible context, and how the statement may have been related to the experience of the early women who served in Congress. Have students use *Women in Congress* to research the lives of the women pioneers who served in Congress.

