

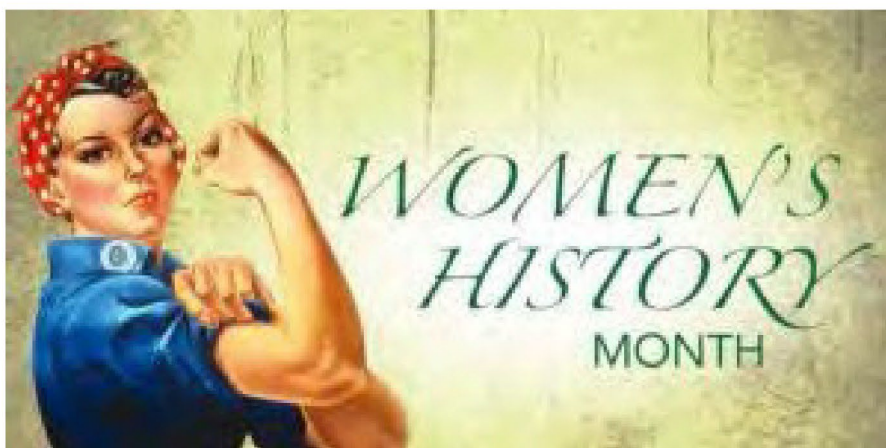
FPES

FLORIDA PRESS
EDUCATIONAL SERVICES INC.

FPESNIE.ORG



Celebrating Women's History



Civics education and your newspaper

By Jodi Pushkin, *president Florida Press Educational Services*

According to the Louis Frey Institute, research shows when students engage in simulated civic actions, they are prone to develop a positive political efficacy that contributes to lifelong engagement.

The 2017 Florida Legislature amended Section 1007.25, Florida Statutes, to require students initially entering a Florida College System institution or state university in 2018-19 and thereafter to demonstrate competency in civic literacy. The amendment also requires the Chairs of the State Board of Education and Board of Governors to appoint a faculty committee to develop a new civics literacy course or revise an existing U.S. History or U.S. Government course to include the civic literacy content. The committee would also establish course competencies and identify outcomes that include, at minimum, the following:

- An understanding of the basic principles of American democracy and how they are applied in our republican form of government.
- An understanding of the U.S. Constitution.
- Knowledge of the founding documents and how they have shaped the nature and functions of our institutions of self-governance.
- An understanding of landmark Supreme Court cases and their impact on law and society.

The local newspaper is a great teaching tool to engage your students in civics education. Did you know that more than 60 percent of people with high exposure to newspapers in childhood are regular readers of newspapers as adults, according to a study conducted for the News Media Alliance, former Newspaper Association of America Foundation? That percentage is significant because statistically people who read the newspaper daily are more engaged citizens. Engaged citizens participate in their communities by voting and practicing good citizenship.

The goal of NIE programs is to create a generation of critical readers, engaged citizens and consumers. John F. Kennedy said, “Our progress as a nation can be no swifter than our progress in education. The human mind is our fundamental resource.” The goal of NIE is to engage and develop that resource.

The newspaper is both a primary and secondary source for informational text. According to Scholastic magazine, “Informational text is a type of nonfiction — a very important type. Nonfiction includes any text that is factual. (Or, by some definitions, any type of literature that is factual, which would exclude texts such as menus and street signs.) Informational text differs from other types of nonfiction in purpose, features, and format.”

The newspaper meets these specific characteristics of informational text. It is a logical resource for information about the natural, social and political world. The newspaper conveys information about the natural or social world. The articles are written from someone who knows information to someone who doesn't. The newspaper has specialized features such as headings and technical vocabulary.

To learn more about Florida's NIE programs, visit the Florida Press Educational Services (FPES) Web site at fpesnie.org.

Jodi Pushkin, the President of Florida Press Educational Services, is the manager for the Tampa Bay Times Newspaper in Education program. Pushkin holds an M.A. in English Education and a B.A. in writing and literature. She has worked in NIE since 2000. Pushkin is a former high school teacher. In addition to her work with NIE, Pushkin is an adjunct instructor at Saint Leo University and Hillsborough Community College. Contact Pushkin via e-mail at jpushkin@tampabay.com.

Florida Standards

The Florida Department of Education defines that the Florida Standards provide a robust set of goals for every grade. Emphasizing analytical thinking rather than rote memorization, the Florida Standards will prepare our students for success in college, career and life. The Florida Standards will reflect the knowledge and skills that our young people need for success in college and careers.

Building on the foundation of success that has made Florida a national model, The Florida Standards provide a clear set of goals for every student, parent, and teacher.

For more information on Florida Standards, go to the CPALMS website. CPALMS is the State of Florida's official source for standards information and course descriptions: cpalms.org.

The activities in this packet applies to the following Florida Standards for grades six through twelve.

Social Studies: SS.912.A.3.5; SS.912.A.4.8; SS.912.A.5.7; SS.912.A.3.13; SS.912.A.4.11
SS.912.A.5.12; SS.912.A.6.15; SS.8.A.4.14; SS.912.A.5.10; SS.912.A.7.3; SS.912.A.7.5; SS.912.A.7.9;
SS.912.AA.3.5; SS.912.AA.3.11; SS.912.P.10.8; SS.912.A.1.6 SS.912.A.1.6; SS.8.A.1.1; SS.8.A.1.3; SS.912.A.1.1
B.E.S.T: ELA.612.C.1.2; ELA.612.C.1.3; ELA.612.C.1.4; ELA.612.C.1.5; ELA.612.C.2.1; ELA.612.C.3.1;
ELA.612.C.4.1; ELA.4.F.1.3; ELA.4.F.1.4; ELA.612.R.2.1; ELA.612.R.2.3; ELA.612.R.2.4; ELA.612.R.3.2;
ELA.612.R.3.4; ELA.612.V.1.1; ELA.612.V.1.3

Newspaper in Education

The Newspaper in Education (NIE) program is a cooperative effort between schools and local newspapers to promote the use of newspapers in print and electronic form as educational resources. Our educational resources fall into the category of informational text.

Informational text is a type of nonfiction text. The primary purpose of informational text is to convey information about the natural or social world. Florida NIE programs provide schools with class sets of informational text in the form of the daily newspaper and original curriculum. NIE teaching materials cover a variety of subjects and are consistent with Florida's education standards.

Florida Press Educational Services, Inc. (FPES) is a non-profit 501(c)(3) organization of newspaper professionals that promotes literacy, particularly for young people. FPES members consist of daily and weekly newspapers throughout the state of Florida. Through its member newspapers, FPES serves educators, students and families in all 67 Florida counties. For more information about FPES, visit fpesnie.org, or email ktower@flpress.com or jpushkin@tampabay.com. Follow us on Twitter at [Twitter.com/nie_fpes](https://twitter.com/nie_fpes).

Activities written by Jodi Pushkin, president FPES; manager Tampa Bay Times

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The Florida Women's Hall of Fame

“The Florida Women’s Hall of Fame was created in 1982 to honor women who, through their lives and efforts, made significant contributions to the improvement of life for women and all Florida citizens,” said Commissioner Maruchi Azorin, Florida Women’s Hall of Fame Chair. “They are pioneers who have broken down barriers, created new opportunities, and championed issues to better Florida and its people.”

From 1982 through 2023, the Florida Commission on the Status of Women has accepted nominations for both historic and contemporary Florida women to the Hall.

In 2022, there were three inductees to the Florida Women’s Hall of Fame, chosen by the Florida Commission on the Status of Women, the Governor selected three women for induction into the Hall of Fame, which recognizes and honors women who, through their works and lives, have made significant contributions to the improvement of life for women and for all citizens of the state of Florida.

The three women chosen to be inducted into the Florida Hall of Fame are as follows:

- Kathleen Passidomo, Naples, Florida
- Lilly Pulitzer, Palm Beach, Florida
- Audrey Schiebler, Amelia Island, Florida

You can read about these women on the [Florida Women’s Hall of Fame website](#). Using the Florida Women’s Hall of Fame website as a starting point, research these three women and write a newspaper-style article about one of the women. Use the articles in your newspaper as models to write a news or feature article about the Florida Women’s Hall of Fame and the 2022 recipients.

Extension activity

- Look through the newspaper for examples of current issues women are battling in society. How can you use your newspaper to be an advocate for this issue?

Do the research

Doing research is a great way to learn about a topic or person. The process of doing the research – finding credible websites, reading the information, looking at photos, and understanding the information – will increase your knowledge in a fun way. For this research assignment, you will take on the role of being a detective to learn more about a notable Floridian. The first step is to choose one of the notable Floridian women from the Hall of Fame website. Go to <https://flwomenshalloffame.org/inductees/> and choose one of the women to learn more about. You can work by yourself or with a partner.

1. When you are doing research, it is important to use credible websites. Websites such as Wikipedia and personal blogs are not always credible since some of the information presented as fact may be opinion or plagiarized from another source. Be sure to keep a list of your sources.
2. Research the person you chose. Write down the important facts, including:
 - Who is this person?
 - What is his or her background?
 - Where was this person born and where did he or she live?
 - When did this person live?
 - Why is this person notable and/or important?
 - How is this person a role model?
3. Create your own set of lesson plans about the person you chose. Using one of the worksheets from this packet as a model, create your own vocabulary list, reading comprehension questions and newspaper tie-in activities.
4. Create a graphic organizer (KWL chart) or infographic to show what you have learned.
5. Create an oral presentation about what you have learned and discovered. Have the other students in the class complete your worksheets.

Extension activity

In 2020, Alma Lee Loy was inducted into the Florida Women's Hall of Fame. Appointed in 1964 by Governor C. Farris Bryant, Loy was a charter member of the Florida Commission on the Status of Women. Research businesses in 1964 when Loy was breaking into male-dominated roles. List some of the male-dominated roles in which Loy participated. Using your newspaper, look through the business opportunities of today. Are there still male-dominated roles? If so, what are they? In a blog-style response, compare Loy's time period to today. Include your thoughts about some jobs being male dominated. Share what you have learned with your class.

Famous Floridian Women

Using the publication [*Florida Women's Heritage Trail*](#) complete the following activities.

1. Select any two women and compare their lives and accomplishments.
2. Create a crossword puzzle using key vocabulary words from each profile. Consider using the crossword puzzle creator free online at <https://puzzlemaker.discoveryeducation.com/criss-cross>.
3. Write an obituary notice for each woman featured.
4. Write a classified ad for each profile. The classified could be a help wanted ad, an item for sale ad, or perhaps a lost and found notice. Use your imagination and have fun!
5. Write a classified ad for each property. The classified could be a help wanted ad, an item for sale ad, or perhaps a lost and found notice. Use your imagination and have fun!
6. Write a journal entry from a personality's perspective regarding the challenge(s) each faced during her lifetime.
7. Using various sources, including the Internet, try to find primary documents relating to one of these women and locations.
8. These famous people's homes are now museums or have been designated historical landmarks. Research these online. What more can you find out about any of these women that you didn't already know from her profile?
9. Check your library for an autobiography or biography about one of these people and read an extensive account of his/her life. Write a book report using appropriate organizational strategies and make an oral presentation to the class.

Exploring history

The Struggle for Rights in America

Many documents at the [National Archives](#) illustrate how individuals and groups asserted their rights as Americans. Use this site to explore the topics of slavery, racism, citizenship, women's independence, immigration, and more. Explore an entire exhibit devoted to "Records of Rights" at recordsofrights.org where documents from the holdings of the National Archives illustrate how Americans have endeavored to define, secure, and protect their rights. Using one of the graphic organizers on the next pages, explore the information presented in the exhibit.

Graphic Organizer: KWL Chart

Directions: Before you read fill out the KNOW column with what you already know about the topic. As you read, fill in what you’ve LEARNED in the center column. After you have finished reading, fill in the WANT column with what you *want* to know more about.

KNOW	LEARN	WANT TO KNOW

Follow-Up: Conduct research to answer your questions.

Graphic Organizer: Cause and Effect

Directions: Select one or more news stories that focus on issues of equality and justice. Identify causes and effects.

Story Headline:

Cause	Effect
5	
Cause	Effect
5	
Cause	Effect

Follow-Up: Which effects represent positive and which, negative results, for the people involved?

Florida Memory Project: Women's History Month

The Florida Memory Project has informational text and lesson plans available for [Women's History Month](#).

In 1971, the United States Congress designated August 26 as Women's Equality Day in commemoration of the 51st anniversary of the passage of the 19th Amendment. The designation commended women and women's organizations, the historic triumph of women's suffrage, and reminded the nation of the continued fight for equal rights.

President Jimmy Carter declared the first National Women's History Week in March 1980. The President's declaration came in response to efforts by communities, local school districts, and universities around the nation to recognize and celebrate the contributions of women in American history. These local efforts culminated in 1987 with the first Presidential Proclamation recognizing March as Women's History Month.

Have the students explore the contributions of women in Florida's history:

- ❖ Educational Units
- ❖ Photographic Collection and Photo Exhibits
- ❖ Audio
- ❖ Video
- ❖ Exhibits and Documents
- ❖ Collections

[A Guide to Women's History Collections](#)

Do the research

Doing research is a great way to learn about a topic or person. The process of doing the research – finding credible websites, reading the information, looking at photos, and understanding the information – will increase your knowledge in a fun way. For this research assignment, you will take on the role of being a detective to learn more about a notable Floridian. The first step is to choose one of the notable Floridians listed and learn more about her. You can work by yourself or with a partner.

Angela Bassett
Mary McLeod Bethune
Judy Blume
Jacqueline Brice
Judy Canova
Betty Castor
Jane Castor
Marjory Stoneman Douglas
Sylvia Earle
Gloria Estefan
Ariana Grande
Paula Hawkins
Zora Neale Hurston
May Mann Jennings
Beth Johnson
Bette Mae Tiger Jumper
Frances Langford
Thelma “Butterfly” McQueen
Carrie Meek
Peggy Quince Kenya Robinson
Ileana Ros-Lehtinen
Maya Rudolph
Augusta Savage
Alex Sink
Ruby Williams

When you are doing research, it is important to use credible websites. Websites such as Wikipedia and personal blogs are not always credible since some of the information presented as fact may be opinion or plagiarized from another source. Be sure to keep a list of your sources.

Research the person you chose. Write down the important facts, including:

- Who is this person?
- What is his or her background?
- Where was this person born and where did he or she live?
- When did this person live?
- Why is this person notable and/or important?
- How is this person a role model?

Create your own set of lesson plans about the person you chose. Using one of the worksheets from this packet as a model, create your own vocabulary list, reading comprehension questions and newspaper tie-in activities.

Next, compare the person you chose to one of the other individuals you have read about during your exploration of Women’s History. Create a PowerPoint or Canva presentation to present to your class about what you have learned and discovered.

Additional Research Activity: Education = Freedom

Although born in South Carolina, Mary McLeod Bethune moved to Florida where her influence has been legendary. Bethune “used the power of education, political activism, and civil service to achieve racial and gender equality throughout the United States and the world. The first person in her family born free and the first person in her family afforded a formal education, Bethune emerged from abject poverty and oppression of the Reconstruction Era South to achieve greatness,” according to the National Park Service website.

Bethune stated, “We have a powerful potential in our youth, and we must have the courage to change old ideas and practices so that we may direct their power toward good ends.”

Bethune believed that education was the key to freedom. “A woman is free if she lives by her own standards and creates her own destiny, if she prizes her individuality and puts no boundaries on her hopes for tomorrow,” Bethune stated.

How might a lack of education contribute to poverty? How might intensified education lead to economic success not only for individuals, but also for an entire community? Did you know that according to the U.S. Bureau of Labor Statistics, workers with more education have lower unemployment rates and higher incomes than workers with less education? Some studies suggest that people with higher levels of education are also healthier. Other studies suggest that higher education rates correlate to lower crime. Discuss these ideas with your class. In what ways do you think increased education might economically benefit a community?

The Rev. Dr. Martin Luther King championed education, but he also stressed action. In 1947, he wrote an essay titled “The Purpose of Education.” In this essay, he wrote: “Intelligence plus character, that is the goal of true education. The complete education gives one not only power of concentration, but worthy objectives upon which to concentrate.” What does Dr. King mean? To what worthy objectives might he refer? What is the power of your education? How might you be able to use it to help others?

Use your newspaper, the Internet and the school media center to research economic and education statistics for your state and community. Possible topics include median household income, high school graduation rates, college attendance rates and literacy rates. In addition to the newspaper, some other sources could include the State of Florida website, the Florida Department of Education website, the U.S. Census Bureau, the National Center for Education Statistics, the Department of Education and the National Education Association. How does our state compare to others? Create a graphic organizer to show what you have learned. Share your results with your classmates.

Scavenger Hunt Bingo!

Women's History Month edition

Using your newspaper, find something that fits each category in the boxes below. Put the title of the article in the box.
Copy the URL link into the box once you find it – submit once you have BINGO
(5 across/diagonal, up/down, or side/side)

An article about a woman	An article about a young girl	A story about a local women's sports team	An obituary for a woman born in Florida	A cartoon featuring a female character
An article about the Vice President.	An article about a woman in sports	Information about health concerns, focused on women	An advertisement featuring a woman	A story about a female singer
A story about a female hero	A job opportunity for a woman	A story about women leaders in schools	A story featuring a female artist	A photograph of a woman
A story focused on a historic woman	A story focused on a woman in business	A story about a female-owned business	A letter to the editor written by a woman	A news article written by a woman
A column written by a woman	A television show featuring a woman	A story about a woman in government	A story about a female scientist	An article about a law that concerns women

Adapted from an activity created by Ms. Elizabeth Crawley, 2021 Tampa Bay Times Teacher of the Year

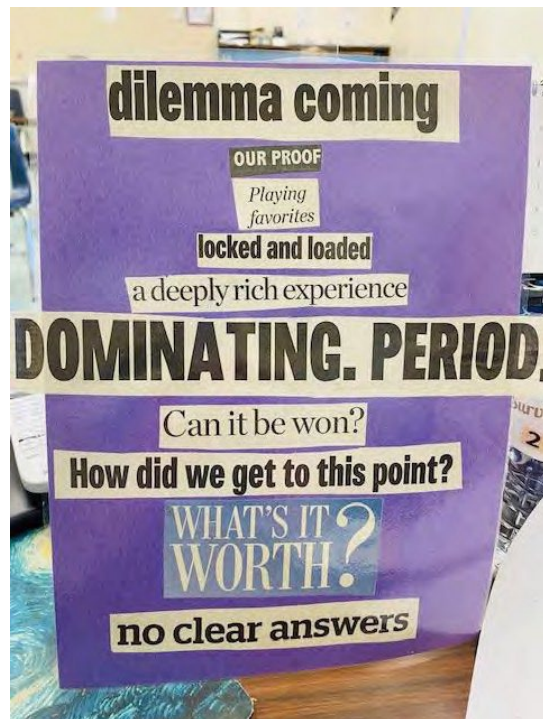
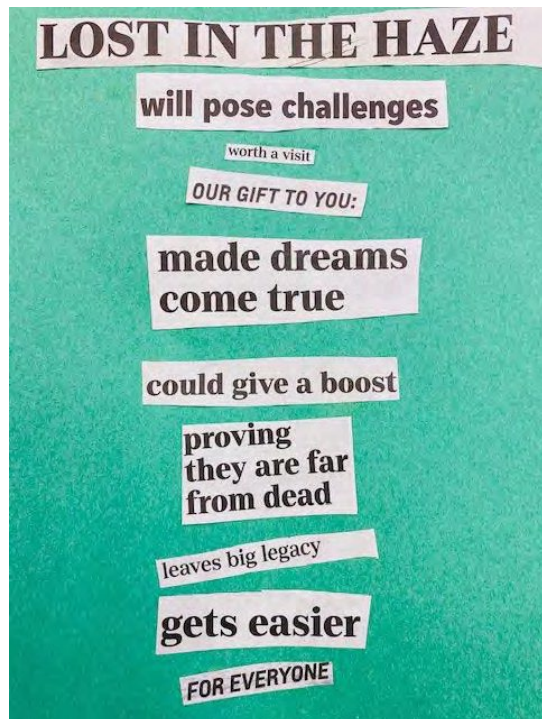
“Found” Poetry

Poetry is a gift for those who pay attention. The lyrics and the song are all around us if we are keen enough to notice. The purpose of this assignment is to unlock the simple beauty of poetry using a familiar object like the newspaper.

INSTRUCTIONS: In your group, look through the different sections of your newspaper. Determine a common theme, and then cut out phrases/sentences you find throughout the paper. Then, as a team, assemble your phrases into a cohesive poem and glue them onto your construction paper. Your poem needs to be at least 10 lines long.

PRO-TIPS!!!

- Using headlines and advertisements is a lot easier than using the text of the articles!
- Try to avoid cutting out single words individually, but stick to longer phrases instead
- After you see what phrases you can use, you can narrow down your focus and try to find phrases that will work with your chosen topic.



“Found Poetry” Samples

Tell the Story

In your groups, select ONE of the images provided on the following pages. Examine the picture.

What do you notice about it?

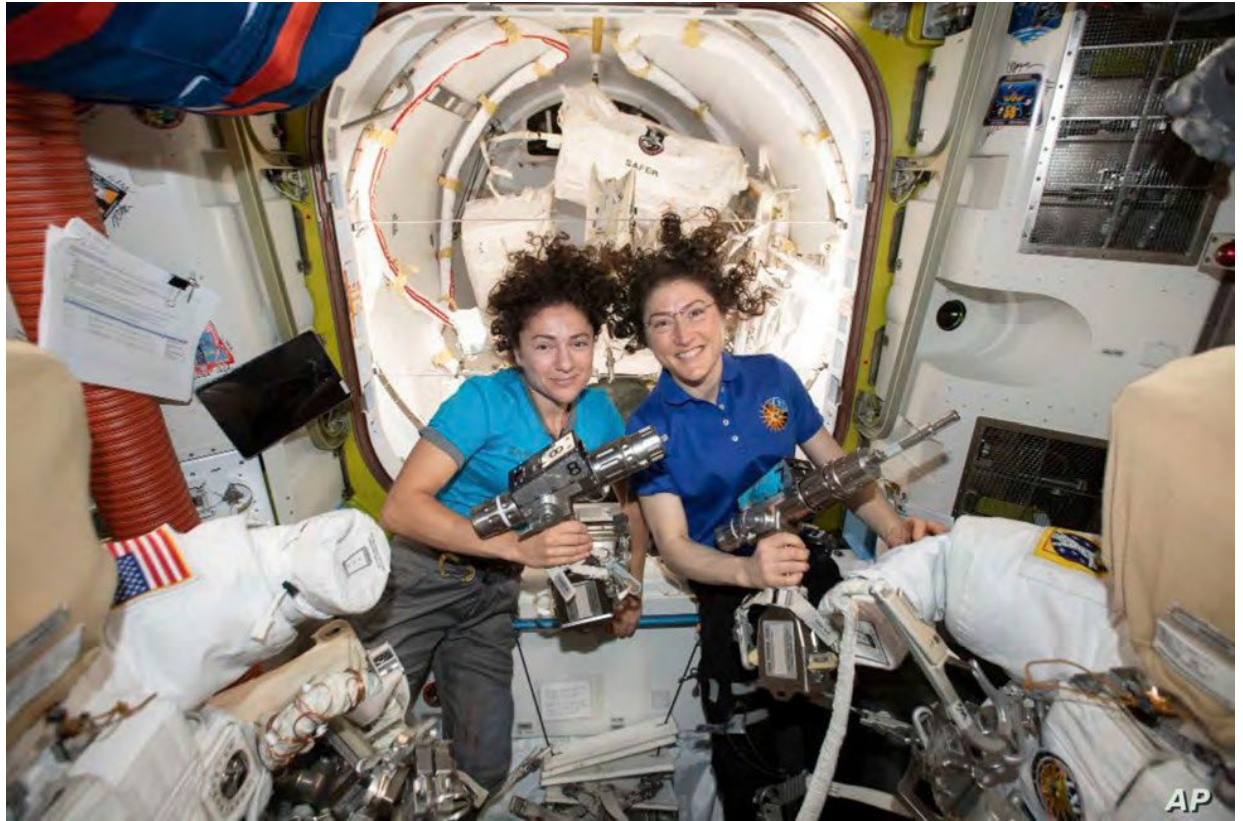
Fill out the chart below with your preliminary observations:

WHAT do I SEE? (List at least three in the boxes below)	WHAT does it MEAN or HOW does it make me FEEL?	WHY do I think that? (Justify your answers!)

Now, in your groups, come up with your OWN story behind this image. Write in no fewer than 2 well developed paragraphs what is going on here. The style is up to you: write it as a newspaper article, a short story, a poem, a report, etc. Be sure to include as many details as possible! Remember – it's not what you say, it's how well you can back it up!!!

You will be sharing your story with the class when completed.

Activity developed by Ms. Elizabeth Crawley, 2021 Tampa Bay Times Teacher of the Year













Going Beyond the Text

Human rights

The second bullet point of the preamble to the Charter of the United Nations is “to reaffirm faith in fundamental human rights, in the dignity and worth of the human person, in the equal rights of men and women and of nations large and small.” Think about what these words mean in connection to the second sentence of the Declaration of Independence: “We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness.” Analyze political, economic and social concerns that emerged at the end of the 20th century and into the 21st century. What significance do these words have in connection with those concerns? How do human rights play a factor in these concerns?

Analyze the newspaper for a week and look at the current event stories on a local, national and international level. Review the role of the United States as a participant in the global economy (trade agreements, international competition, impact on American labor, environmental concerns). What do these issues have to do with human rights? Write a blog or journal post about this. Share your thoughts with your class.

People are people

Throughout history, many different groups have been treated poorly. Typically, those persecuted have done nothing wrong to prompt the actions taken by their aggressors. Most often, these groups are singled out for characteristics that are not harmful. Look in the newspaper for examples of people or groups of people being treated unfairly. You can look at articles, photos or cartoons. Write down the points you see that identify unfair conditions or treatment. Once you have done that, write down some ways that this unfair treatment can be changed. Write a fully developed paragraph outlining the issues presented in the article, photo or cartoon and how changes can be made to improve the situation presented. Be sure to use specific examples from your sources to support your idea. Share your information with your classmates.

Leadership in the news

The goal of an activist is to bring about political or social change. Throughout this Newspaper in Education publication, you have read about many activists who are great examples of ordinary citizens, who stood up for their beliefs. Who are some current activists in our society? You don’t have to look further than the daily newspaper to find them. Look through the newspaper for an example of a citizen who is standing up for his or her rights. Summarize the information in the article and find a sentence in the article that best describes this person or his or her challenge. Share your thoughts with your class.

Florida women in the military

There are two rules in war, Tampa, Florida resident and Vietnam veteran nurse Linda Pugsley states. Rule number one is that young men and women die in war. “Rule number two, the medics can’t change rule number one.”

Pugsley was 21 years old when she joined the military. One year later, she found herself in the middle of the Vietnam War. She served two tours in Vietnam: from June 1968 to June 1969 and from January to July 1972. It took her about 15 years to talk about her experiences.

Even though women actively served in Vietnam, relatively little official data exists about female Vietnam War veterans. While women’s roles in the military and during war have changed considerably in the past decade, women have always had some presence in battle. Whether it is taking care of their homes and families, making gun powder or rivets, or helping in hospitals or on the battlefield, women have been involved in war since the inception of the United States. There is little historical documentation about women in war, though.

How much information can you find about women’s roles in assisting or serving in the military in your region? Using your newspaper archives, research this topic and create a Canva or PowerPoint Presentation based on your findings. Be sure to document your sources. Share what you have learned with your class.

Women as leaders

Felicia Pecora grew up in Tallahassee. She describes herself as a meek young woman who had no idea what to do with her life. She joined the Army Reserves at the age of 22. It was one of the best decisions she ever made.

“The military changed my life,” Pecora says. Without the experiences and training in the military, “I never would have known about the leadership qualities I had. I never would have gotten in touch with that at all. I would have just been this meek girl who didn’t talk and read all the time, who looked down on education and would have been stuck in my minimum wage job.”

Pecora says she is not sure she would have had the opportunity to become a leader if she was not in an all-female training unit. “The Army got me to feel like it was okay to be a leader. It was okay to be the person who has the idea and to tell people your ideas,” she says. In 1995, Pecora deployed to Haiti as part of a humanitarian effort. In 1998, she was deployed to Bosnia. In 2000, she joined the Tampa Police Department.

What is the definition of a leader? Think about what that word means to you and then look up the definition in a dictionary. Does your definition match the researched one? Write down your thoughts about what a leader is.

Discuss the terms “leader” and “leadership” with your class. Look for articles in the newspaper that exemplify the idea of a leader. Focus specifically on women as leaders or in leadership roles. What is it about the women in the articles that show leadership characteristics? What is it about the person’s service that makes it stand out beyond being a regular job? What sacrifices may the people in the article have to make as part of their service?

Analyzing editorial cartoons

Newspaper editorial cartoons are graphic expressions of their creator's ideas and opinions. Editorial cartoons differ from comic strips. Editorial cartoons appear on the newspaper's editorial or front page, not on the comics page. Editorial cartoons are sometimes referred to as political cartoons, because they often deal with political issues.

Like written editorials, editorial cartoons have an educational purpose. They are intended to make readers think about current political issues and can provide a window into history by showing us what people were thinking and talking about at a given time and place.

Use the guiding questions below to analyze the editorial cartoons at the end of this guide.

OBSERVE: Identify and note details

Write down your answers to the following questions:

- Describe what you see.
- What do you notice first?
- What people and objects are shown?
- What, if any, words do you see?
- What do you see that looks different than it would in a photograph?
- What do you see that might refer to another work of art or literature?
- What do you see that might be a symbol?
- What other details can you see?

Share what you have learned with your class.

REFLECT: Generate and test hypotheses

Write down your answers to the following questions:

- What's happening in this cartoon?
- What was happening when this cartoon was made?
- Who do you think was the audience for this cartoon?
- What issue do you think this cartoon is about?
- What do you think the cartoonist's opinion on this issue is?
- What methods does the cartoonist use to persuade the audience?

Share what you have learned with your class.

QUESTION: What didn't you learn that you would like to know about?

Write down your answers to the following questions:

- What do you wonder about...
 - Who?
 - What?
 - When?
 - Where?
 - Why?
 - How?
- What more do you want to know, and how can you find out?

Share what you have learned with your class.

Extension activity: Identifying persuasive techniques

Cartoonists use a variety of techniques, such as symbolism, exaggeration, labeling, analogy and irony, to communicate ideas and opinions with readers.

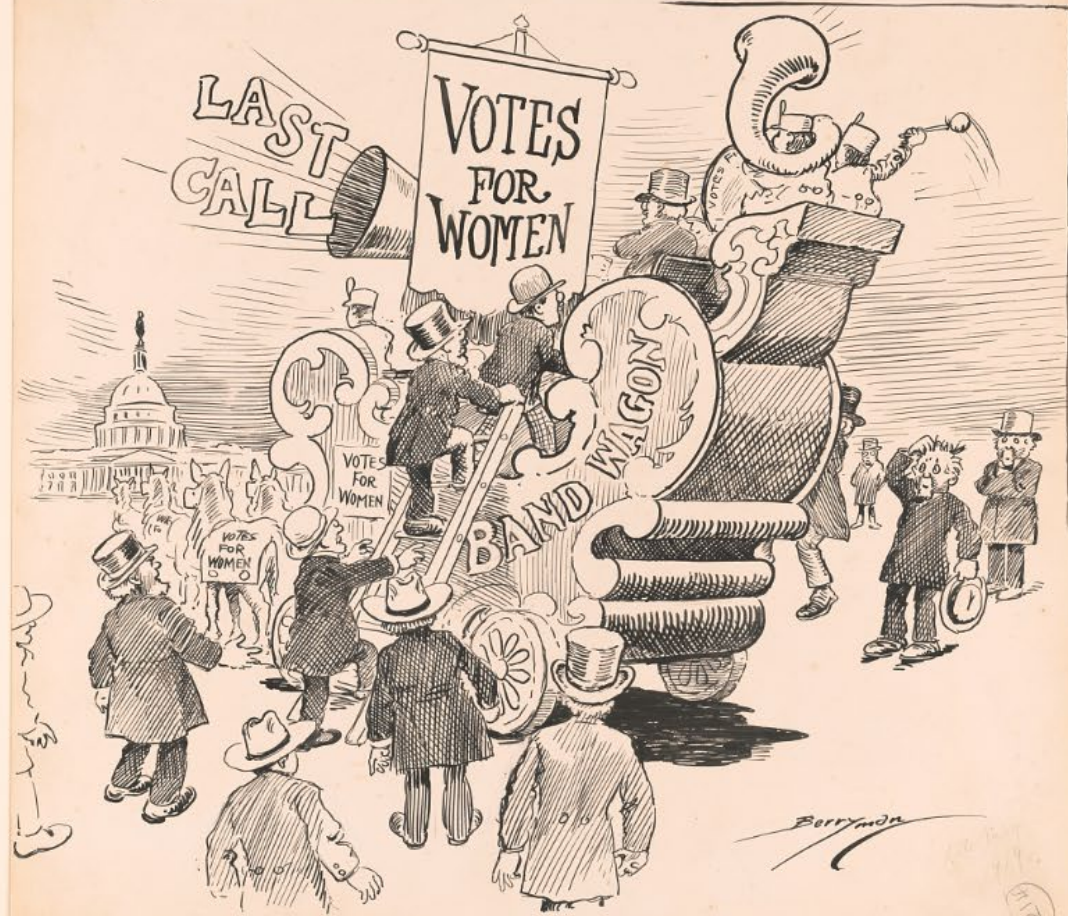
Use the chart below, adapted from the Library of Congress, to identify the persuasive techniques used in the historical and modern editorial cartoons you analyzed.

Once you've identified the persuasive techniques that the cartoonist used, answer these questions:

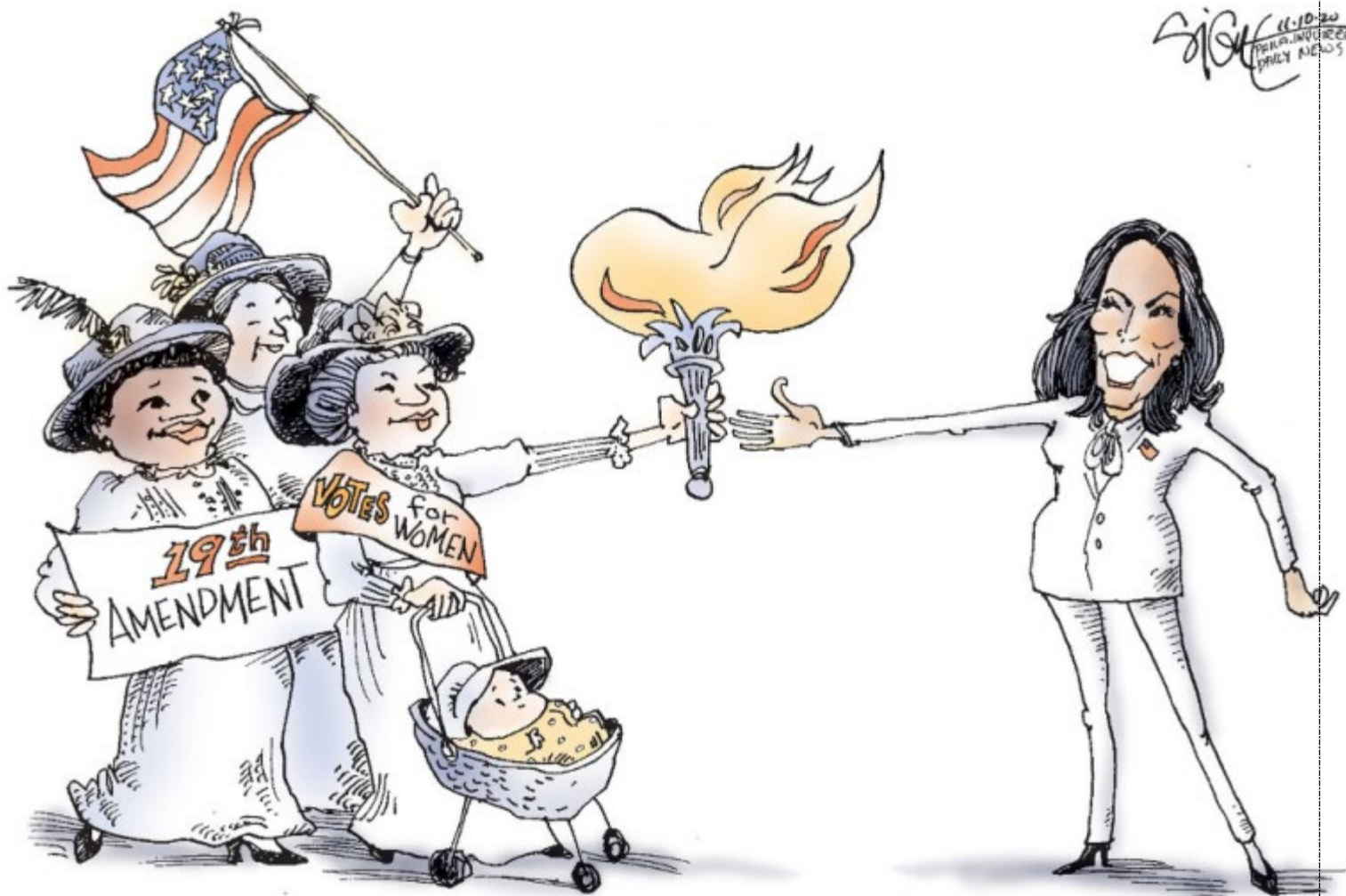
- What issue is this political cartoon about?
- What do you think is the cartoonist's opinion on this issue?
- What other opinion can you imagine another person having on this issue?
- Did you find this cartoon persuasive? Why or why not?
- What other techniques could the cartoonist have used to make this cartoon more persuasive?

Source: Library of Congress Cartoon Analysis Guide

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159 NASSAU ST. NEW YORK.

THE AGE OF BRASS. or the triumphs of Womans-rights.

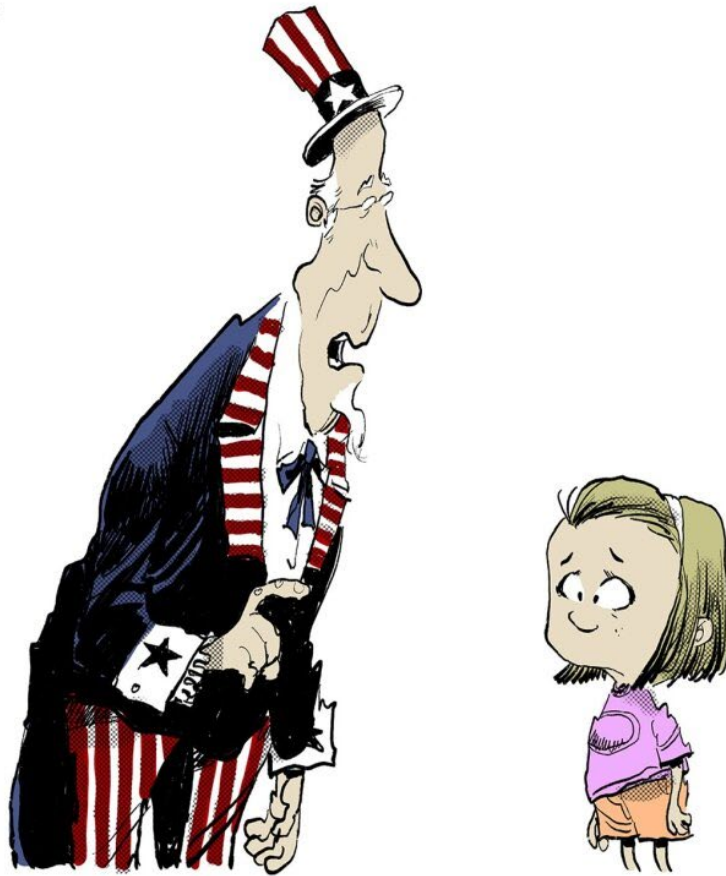


"ALL TOGETHER NOW! STOP HER!"





Women Writers' Suffrage League.



"SORRY ABOUT YOUR RIGHTS, BUT GROCERIES ARE REALLY EXPENSIVE RIGHT NOW."



Additional resources

Women's History Month is a celebration of women's contributions to history, culture and society. Women's History Month began as a national celebration in 1981 when Congress authorized and requested the President to proclaim the week beginning March 7, 1982, as "Women's History Week." Throughout the next five years, Congress continued to pass joint resolutions designating a week in March as "Women's History Week." In 1987 after being petitioned by the National Women's History Project, Congress which designated the month of March 1987 as "Women's History Month." Between 1988 and 1994, Congress passed additional resolutions requesting and authorizing the President to proclaim March of each year as Women's History Month. Since 1995, Presidents Clinton, Bush and Obama have issued a series of annual proclamations designating the month of March as "Women's History Month."

- ❖ [Women's History Month, The Library of Congress](#)
- ❖ [Images of Women's History in Florida, Florida Memory](#)
- ❖ [Florida Women's Heritage Trail, Florida Division of Historical Resources](#)
- ❖ [March is Women's History Month, National Council of Teachers of English](#)
- ❖ [Women's History Lesson Plans, Library of Congress](#)
- ❖ [National Women's History Alliance](#)
- ❖ [The Florida Center for Instructional Technology: Nineteenth Amendment Project](#)
- ❖ [National Women's History Museum](#)
- ❖ [The History Channel: Women's History](#)
- ❖ [Women's History Month: A Collection of Teaching Resources from Scholastic](#)
- ❖ [National Endowment for the Humanities: Women's History Month](#)
- ❖ [National Education Association: Women's History Month for the Classroom](#)
- ❖ [PBS Learning Media: Women's History Month](#)
- ❖ [PBS News Hour Classroom: Women's History Month](#)
- ❖ [Facing History and Ourselves: Four Resources for Women's History Month](#)
- ❖ [Recognizing Women's History Month in your classroom - iCivics](#)



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