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**History of Women and the Automobile**

History

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Topic: Reasons Why Women Did Not Drive Class

Date \_\_\_\_\_

## Lesson Plan 1

**Essential Questions:** Why were women kept from driving cars and what kept them from driving?

**Objectives:** Students will read and research reasons why women did not drive when cars were first invented and analyze what prevented women from driving.

### **Standards:**

8.3.9.A:

Compare the role groups and individuals played in the social, political, cultural, and economic development of the U.S.

8.3.9.C:

Analyze how continuity and change have impacted the United States.

Belief systems and religions, Commerce and industry, Technology, Politics and government, Physical and human geography, Social organizations.

**Activating Strategy:** *Journal Entry: Write Pair Share*

What rights did women have during this era? (1860-early 1900s)

### **Game Plan: Step-by-Step**

• Activating Strategy *Journal Entry: Write Pair Share*

What rights did women have during this era? (1860-early 1900s)

• Teaching & Sharing- *Partner Research: Students will use computers/articles to research:*

<http://www.prnewswire.com/news-releases/driving-seen-as-moral-threat-to-women-in-early-1900s-according-to-sae-congress-paper-76298872.html>

[http://www.autolife.umd.umich.edu/Gender/Walsh/G\\_Overview.htm](http://www.autolife.umd.umich.edu/Gender/Walsh/G_Overview.htm)

<http://www.womenology.com/sectors/automobile/women-and-cars-a-long-standing-history/>

<https://historyengine.richmond.edu/episodes/view/5790>

*These articles can be helpful to get the students thinking in the right direction however, encourage them to look up sources on their own to find different information.*

*Questions:*

1. Why were women prevented from driving?

2. What prevented women from driving?

*Once students have finished they could voluntarily come up to the board and write their findings.*

*Teacher will discuss with class the findings and if anything was missed. Teacher will ask questions for students to figure out what was missed, then the Teacher will state the rest of the reasons.*

• Summarizing Strategy: “Ball Toss”

*Students will address this question:*

1. What stuck out the most today from what you learned during your research?

*After the students were given time to think of a response the Teacher will pass a ball and the student with the ball will answer the question and then pass the ball to another student.*

### **Summarizing Strategy-“Ball Toss”**

*Students will be addressed this question:*

1. What stuck out the most today from what you learned during your research?

*After the students were given time to think of a response the Teacher will pass a ball and the student with the ball will answer the question and then pass the ball to another student.*

### **Differentiation:**

For Students who finish early, they can continue to research and analyze reasons why women were prevented from using automobiles during this era.

Students are able to use Computers or Articles to research from.

Students can work with a partner or individually.

Students will be able to verbally give answers and write down answers.

### **Assessment/Assignment & Materials needed**

#### **Formative Assessment:**

Students’ writing findings on the board.

“Ball Toss” Summarizing Strategy

#### **Materials:**

- Computers
- Articles describing reasons why and what prevented women from driving.
- Ball
- Journals
- Chalk/Markers: For Board

Topic: Direct Impact from Women on the Automobile Industry Class

Date \_\_\_\_\_

## Lesson Plan 2

### **Game Plan: Step-by-Step**

#### • Activating Strategy **“Bell Ringer”**

*Going back to the previous lesson*

*On the board: “Why would women have been prevented from driving/using the automobile?”*

*Students will write their answer in their journal or piece of paper and then voluntarily share their answers with the class.*

*Students*

#### • Teaching Strategies **Research & Graphic Organizer**

*Students will be given the graphic organizer that has all of the women that have contributed to the automobile through the automobile’s early history. Students will be assigned one or two individuals, depending on class size, and research them on the computer to answer the questions on the Graphic Organizer.*

*As a class students will share their findings and for the other students to obtain the information for the other women.*

Students’ graphic organizer will be divided in 3 columns.

- Woman
- Their impact
- How it affected automobile Industry

*Students will be able to infer how the women affected the automobile from the info given by their peers.*

*As a class, Students will share what they believed to be the effect each women had. Teacher will add to discussion if key affects were missed by students, not before the teacher asks questions that would allow students to figure what they missed.*

### **Summarizing Strategy**

*\$2 Summaries*

*Each word is worth 10 cents. The students will formulate a summary of what they have learned that amounts to \$2.*

### **Differentiation:**

Students will use their journals to express their thoughts and will be able to share if they want.

Students will utilize their auditory and oral learning by presenting the information they gathered when they present their findings to the group to fill out their graphic organizer.

Students will have the opportunity to collaborate as a group to contribute to their graphic organizers as a class along with working on it individually.

Students can be encouraged to look up other women who have directly impacted the automobile industry.

#### Assessment/Assignment & Materials needed

Formative Assessment:

Journal

\$2 Summary

Materials:

Graphic Organizer

Journal

**Name:**

<b>Women</b>	<b>What did they do?</b>	<b>How did it effect the Automobile Industry?</b>
<b>Florence Lawrence</b>		
<b>Mary Anderson</b>		
<b>Margaret Knight</b>		

<b>Helene Rother</b>		
<b>Alice Huyler Ramsey</b>		
<b>Bertha Benz</b>		

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Topic: Flapper Movement

Date \_\_\_\_\_

Lesson Plan 3

**Essential Questions:** How did the Flapper movement affect women and the automobile?

**Objectives:**

- Students will be able to define the Flapper Movement and its significance to women

**Standards:**

8.3.9.A:

Compare the role groups and individuals played in the social, political, cultural, and economic development of the U.S.

8.3.9.C:

Analyze how continuity and change have impacted the United States.

Belief systems and religions, Commerce and industry, Technology, Politics and government, Physical and human geography, Social organizations.

**Activating Strategy: Extra! Extra!**

Students will be given an article from *The Flapper: Not For Old Fogies that comically portrays the changing role of women in the 1920's*. Students will read the article and interpret what is changing and how it is affecting society and women themselves.

- [https://kcamara.files.wordpress.com/2012/04/tumblr\\_luma7ih5gt1qhr5dyo1\\_500.jpg](https://kcamara.files.wordpress.com/2012/04/tumblr_luma7ih5gt1qhr5dyo1_500.jpg)
- <http://www.ultimatehistoryproject.com/flapper.html>

**Game Plan: Step-by-Step**

- Activating Strategy Read and Interpret article
- Teaching Strategy

Students will then research the following articles that reference the Flapper movement.

The first source directly references the magazine *The Flapper: Not For Old Fogies*

<http://www.ultimatehistoryproject.com/flapper.html>

The second source comes from the Smithsonian that directs its focus on the historical perspective of the movement.

<http://www.smithsonianmag.com/arts-culture/the-history-of-the-flapper-part-1-a-call-for-freedom-11957978/?no-ist>

- Once the students have researched these articles they will compare and contrast them on a Graphic Organizer
  - Together using prior knowledge about why women could not drive, the students will discuss how the Flapper Movement affected women's role in society and with the Automobile.
- Summarizing Strategy If I was a Flapper

**Summarizing Strategy-**

**If I was a Flapper**

In their journals students will pretend that they are a Flapper in the 1920s. From the knowledge they have gained they will write a journal entry as if they were a Flapper writing about their beliefs and their role as a women.

**Differentiation:**

Students will read from newspaper articles and website sources

Students will use their inference skills when discussing the effects the Flapper Movement had on women and the automobile.

Compare and contrast the different source materials.

**Assessment/Assignment & Materials needed****Formative Assessment:**

Discussing the effects of the Flapper Movement

Compare and Contrast

**Materials:**

Newspaper Article

Websites

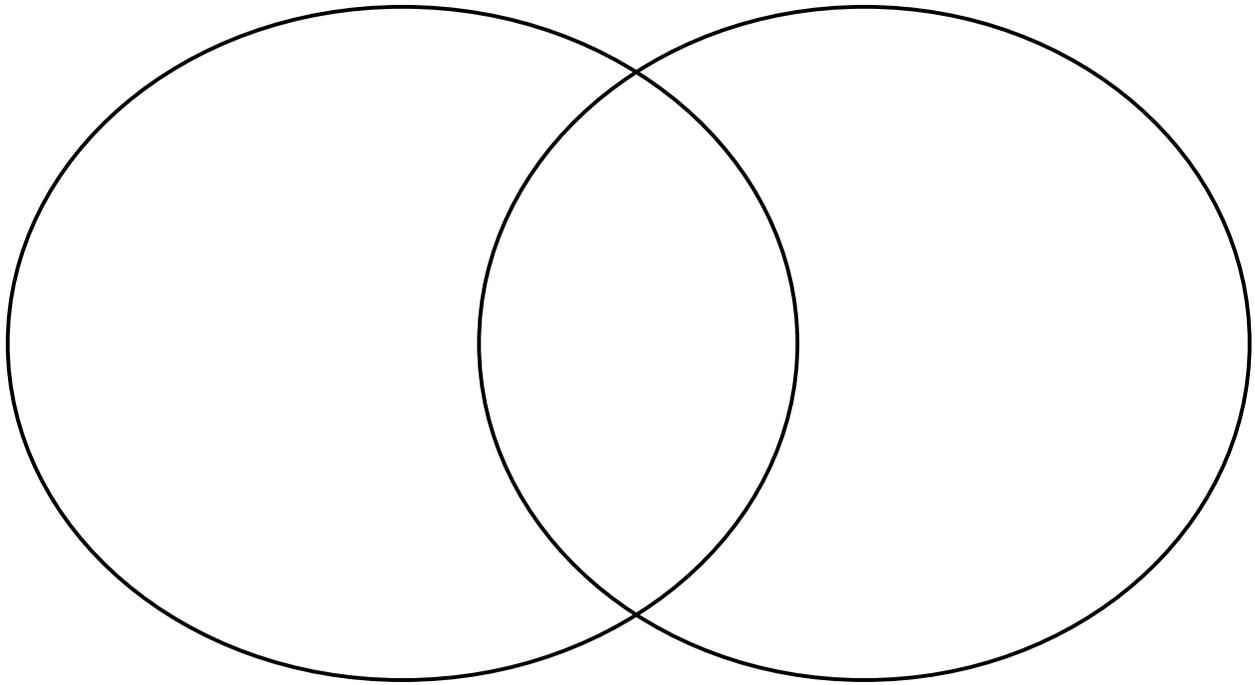
Journals

Graphic Organizer

**Name:**

1st Source

2nd Source



How could have the Flapper Movement affect the relationship between women and the Automobile?

Topic: Women's effect on safety of Automobiles Date \_\_\_\_\_  
Lesson Plan 4

**Essential Questions:** How did the influence of Women drivers affect the safety of the Automobile?

**Objectives:**

Students will research the different types of safety features on cars that have evolved.  
Students will discover what features were invented by and influenced by women.  
Students will infer knowing the role of women, how women have influenced safety of automobiles.

**Standards:**

8.3.9.A:

Compare the role groups and individuals played in the social, political, cultural, and economic development of the U.S.

8.3.9.C:

Analyze how continuity and change have impacted the United States.

Belief systems and religions, Commerce and industry, Technology, Politics and government, Physical and human geography, Social organizations.

**Activating Strategy: Flashback: the First Car**

Students will be given a diagram of one of the first automobiles. Students will acknowledge the safety features or lack thereof from their observations. Students will then work together to add safety features that are on modern cars today.

This activity will be used to discover what features were in fact invented or influenced by women.

**Game Plan: Step-by-Step**

- Activating Strategy **Flashback: the First Car**
- Teaching Strategies Evolution of Safety Features

<http://visual.ly/evolution-car-safety-features>

- Students will review this graphic to see when safety features were invented over time. Students will be assigned several inventions to research to discover if they were invented by women. If they were not, students will infer how these inventions could have been influenced by women.

*With this lesson it is important to stress that since women are now driving just as much as men their influence is taken into serious consideration, especially with regards to safety.*

- This article portrays how women put safety at the highest priority when looking for automobiles, which manufacturers and dealerships realized and have implemented these needs to satisfy the female driver.

<http://www.roadandtravel.com/safetyandsecurity/2012/women-ask-tougher-questions-when-car-shopping.html>

- With this article the students will use this information to infer just how much influence women have on the safety features on automobiles.
- As a group discuss with the students what could be features women look for in cars and why they might be by considering women's roles in society.

### **Summarizing Strategy- *Buying a New Car***

*In their journals have students depict a scenario of buying a new car. Students will use their knowledge of what women look for in a car and how a woman's influence has effected safety features for an automobile.*

- *Have students list what they want in a car from the perspective of a woman.*

### **Differentiation:**

- Students will discuss their thoughts on how women have influenced safety for the automobile.
- Using articles will give different perspectives of what women contributed to safety and their influence on the automobiles' safety features.
- For further learning, have students research specific safety features that women invented to analyze why women invented their feature and how it has impacted the automobile industry.
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### **Assessment/Assignment & Materials needed**

#### **Formative Assessment:**

Discussion

First Automobile Safety Diagram

#### **Materials:**

Diagram

Articles

Journals

Topic: Women's effect on the Automobile through the 40's, 50's and 60's.

Date \_\_\_\_\_

## Lesson Plan 5

**Essential Questions:** How did the evolving role of women through the 40's through 60's influence the automobile?

**Objectives:**

Students will research the roles of women in the 40's, 50's and 60's.

Students will use this research to infer how their evolving roles have impacted the automobile industry.

Students will track down the changes in the automobile through these years along with the changes in women's roles.

**Standards:**

8.3.9.A:

Compare the role groups and individuals played in the social, political, cultural, and economic development of the U.S.

8.3.9.C:

Analyze how continuity and change have impacted the United States.

Belief systems and religions, Commerce and industry, Technology, Politics and government, Physical and human geography, Social organizations.

**Activating Strategy: 3-2-1**

Students will be prompted with: **3** things that they know about women and cars in the 40s 50s and 60s, **2** things they want to know, and **1** question they have.

**Game Plan: Step-by-Step**

- Activating Strategy **3-2-1**

- Teaching Strategy: Roles of Women in the 40's, 50's and 60's compared to changes in the automobile in the 40's, 50's and 60's

**Correlation Graphic Organizer**

- Students will research the changing roles of women in the following decades from the articles provided.
- Students will compare these findings with the changes in the automobile in the same years.

Use this site when it begins to reference World War II it provides several other articles on the role of women during the 40s, 50s and 60s from that point in the source.

This source depicts the role of women in the 1940s

<http://articles.usa-people-search.com/content-history-of-american-women.aspx>

This source portrays women's roles in the 1950s

<http://americanhistory1940-50.blogspot.com/p/role-of-women-during-1940s.html>

This article shows the changes in women's roles in the 1960s

<http://1950s.weebly.com/womens-roles.html>

This source portrays the changes of the automobile in the 1940s

<http://www.usnews.com/news/articles/2010/03/12/the-1960s-a-decade-of-change-for-women>

<http://1940s.org/history/on-the-homefront/auto-production>

These sources provide good information of the changing in the automobile and the car culture of the 50s.

<http://gunthertoodys.com/1950s-car-culture/>

<http://www.retrowaste.com/1950s/cars-in-the-1950s/>

These sources depict the changes in the automobile in the 1960s

<http://www.retrowaste.com/1960s/cars-in-the-1960s/>

<http://www.anythingaboutcars.com/1960s-cars.html>

- As a group, discuss the correlation between the changes in women and the automobile. While obvious changes won't have any correlation several will. Discuss which changes of the automobile are related to the roles of women and also discuss how some changes are not related to women.

#### • **Summarizing Strategy Think-Write-Share**

Students will be assigned the prompt, “ What was the most significant or largest correlation from the change of women in effect with the automobile during the 40’s, 50’s and 60’s?”

- Students will think about this prompt for 1-2 minutes and then be given about 5 minutes to write, then they will be asked to share their thoughts.

#### **Differentiation:**

Sharing their thoughts in the Summarizing strategy

- Students may be given the option to share with a partner first and collaborate on their ideas.
- Students will be able to visibly see the changes in the abundant pictures provided.

With the correlation activity you can also discuss how some changes could have been made to automobiles that were not made from the changes recommended by women.

For larger articles have students use computers in order to save paper and have them research more in depth about the topics.

#### **Assessment/Assignment & Materials needed**

##### **Formative Assessment:**

Correlation Graphic Organizer

Discussion

##### **Materials:**

Graphic organizers

Articles

Computers

**Name:**

	40s	50s	60s
Women's Role Changes			
Changes in the Automobile Industry			
Correlation			

Topic: Evolution of the Women driver Date \_\_\_\_\_  
Lesson Plan 6

**Essential Questions:** Throughout the history of the automobile, how has the role of women affected the automotive industry and vice-versa?

**Objectives:**

Students will analyze statistics of women drivers at the beginning of the automobile to modern day.  
Students will use this information and correlate it to the knowledge they have gained from the changes in woman and automobiles throughout the 20th century.

**Standards:**

8.3.9.A:

Compare the role groups and individuals played in the social, political, cultural, and economic development of the U.S.

8.3.9.C:

Analyze how continuity and change have impacted the United States.

Belief systems and religions, Commerce and industry, Technology, Politics and government, Physical and human geography, Social organizations.

**Activating Strategy: Draw a Picture**

Throughout this unit the students have learned a lot of how the role of the automobile and women have changed and thus the roles of women with the automobile as well. Have the students create their own before and after picture of what women and the automobile industry was like when the automobile was invented to what it is like today.

**Game Plan: Step-by-Step**

- Activating Strategy **Draw a Picture**

- Teaching Strategy

Have students work in pairs

Use these articles to show how the roles of women have changed their interaction with automobiles along with the fact the increased use of automobiles by women has influenced automobile distribution and manufacturing.

This source depicts a timeline of woman at the wheel and their evolution throughout the century with their relationship with the automobile.

<https://www.hagerty.com/articles-videos/Articles/2012/10/24/Women-at-the-Wheel>

The following articles include statistical and informative material about how women have evolved in their relationship with the automobile.

<http://www.autoalliance.org/womenandautos>

<http://www.forbes.com/sites/sarwantsingh/2014/05/23/women-in-cars-overtaking-men-on-the-fast-lane/>

**Timeline**

- With the information they have gathered from these sources, the students will design their own timeline of the evolution of women with automobiles.
- The twist with this activity is with partners, each student will choose at least 10 events/people/inventions on the timeline. With their partner they will switch timelines and the partner will write a caption for each event/etc. about how women influenced the automobile or vice versa for the particular event/etc.

• Summarizing Strategy **Exit Ticket**

**Summarizing Strategy- Exit Ticket**

- From this lesson have the students write down one thing they had learned that was the most interesting about the evolution of women and one thing they had heard from someone else that they thought was interesting.
- This will have give them the opportunity to share how they interpreted each others ideas and how they can collaborate with each other and show how they all learn and think about things differently.

**Differentiation:**

- Students can collaborate on their Timeline activity
- When drawing their pictures students can share their before with partners and then collaborate on ideas of how things have changed for the after. For this activity try to give as little direction as possible in order to let their creativity flourish.
- After the timeline activity is finished have partners share with the class and discuss why they captioned each event they way they did.

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**Assessment/Assignment & Materials needed**

**Formative Assessment:**

Timeline

Before and After Picture

**Benchmark**

1. Students will compare and contrast two different women that impacted the automobile and their specific contributions to the automobile industry as women.
2. Students will research the reasons and barriers that kept women from driving automobiles. With this information students will create a propaganda poster depicting the reasons why women should not be able to drive automobiles and what physical barriers will keep the women from driving?