

Women in the Military Lesson Plan

South Dakota State Social Science Standards

8.26. Examine a controversial event, issue, or problem from more than one perspective.

HS.35. Examine the pluralistic realities of society (e.g., race, poverty, gender, and age), recognizing issues of equity, and evaluating need for change.

HS.60. Analyze an event, issue, problem, or phenomenon from varied or opposing perspectives or points of view.

Instructional Setting: Check all that apply:

Whole Group	<input checked="" type="checkbox"/>	Centers	<input type="checkbox"/>	Other (list)	<input type="checkbox"/>
Small Group	<input checked="" type="checkbox"/>	Workshop	<input type="checkbox"/>		<input type="checkbox"/>
Individual Student	<input checked="" type="checkbox"/>	Lab	<input type="checkbox"/>		<input type="checkbox"/>

Art: Honoring Women Soldiers

Tell students that there is discussion today of erecting a monument in Arlington National Cemetery dedicated to women who have served in the military. Invite students to design such a monument, using drawing paper or three-dimensional building materials. Provide time for students to explain the symbolism of their designs.

This article was adapted from *Middle Years*, January/February 1995, page 41.

1. Discussion or Debate Activity:

a. Present the following information to your students:

Close to 90 percent of military jobs are now open to the nearly 200,000 women who currently serve in the U.S. armed forces. Women fly helicopters and fighter jets, serve on combat ships, and command military police units. But they are not permitted to serve in units that engage in direct ground combat with the enemy. The debate concerning the role of women in the military is unique in that it concerns both the issue of equality for women and the issue of national defense.

b. Discussion Questions:

- (1) Are there physical limitations and if so, can women be trained to overcome those limitations?
- (2) Can women be effectively integrated in ground units?
- (3) Is the American psyche ready to send a mother or sister into combat?

2. Close: The instructor will complete a concise check for understanding by asking the students what roles women have already played in the war effort in American history.

3. Informal Discussion:

- The instructor will then have the students break their groups and return to their assigned seats.
- The instructor will ask the students to share information about the female in which they were assigned –
- Who was/is this person?
- What did they do to impact the war effort?
- What sacrifices or dangers did they incur?
- How was her role considered “unconventional”, if at all?
- How did society view women during the time period of this particular female’s service/actions?
- Go through photos centered on the life of Angela Formanack- what can we tell about her life and service from these photos?

4. Students will be given a few minutes to write down their ideas before discussion is resumed.

5. Close: Check for understanding

- Exit Slip – Students will be asked to write down one way that women have contributed to the war effort of the past and the present.
- The instructor will collect the exit slips at the door on the students’ way out of the classroom.