

Documenting Texas Women's History through Photographs

Seventh Grade Lesson Plan

Objectives

Photographs are an important and unique way to relate history. In photographs of people, for instance, we can find clues to their lives by studying the images carefully and asking ourselves questions about everything we see and even about people or things that may not be in the photographs. This lesson plan introduces students to Texas women's history through the study of photographs as historical records. Students will examine seven photographs from The Woman's Collection at Texas Woman's University (TWU). At the end of the lesson, students will have gained an understanding of historical photographs as documents that convey Texas women's history, as it has been documented by TWU.

TEKS

(21) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of sources. The student is expected to: (A) differentiate between, locate, and use primary and secondary sources such as computer software and media and news services. (B) analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions. (C) organize and interpret information from outlines, reports, databases and visuals, including graphs, charts, photographs, timelines, and maps.

(22) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to: (B) use standard grammar, spelling, sentence structure, and punctuation. (C) transfer information from one medium to another, including written to visual and statistical to written or visual, using computer software as appropriate. (D) create written, oral, and visual presentations of social studies information.

Materials: Seven historical photographs from The Woman's Collection, Texas Woman's University. The photographs, enumerated below, are on pages three through seven of this lesson plan.

1. Members of the Original Faculty of the Girls Industrial College (early name of Texas Woman's University) ca. 1903
2. Basketball Team, ca. 1915
3. Journalism Students, 1953
4. Dance Students, 1971

5. Nursing Student, 1976
6. Woman with Pail, n.d.
7. Woman Steering Wagon, n.d.

Teacher Guidelines

This lesson can be completed in two days.

Day One:

Introduce students to the history of Texas Woman's University at: <http://www.twu.edu/>. Go to the "About TWU" link noted on the TWU Web site menu.

With your students, review each of the photographs and the questions and statements noted with each image. Allow time for discussion. You may have the students work in small groups, with each group selecting one photograph to study.

Day Two:

Have students select the two photographs about which they wish to write. Ask students to complete the table on page eight.

Allow students sufficient time to write their essays. If you wish, you can have them complete their essays as homework.



1. Members of the Original Faculty of the Girls Industrial College (early name of Texas Woman's University) ca. 1903. Courtesy of The Woman's Collection, Texas Woman's University.

Photographs are a visual way to tell a story about people. We can find clues to the lives of the people in a photograph by studying it carefully.

For example, what can you learn from the way the women above are posed and the way they are dressed?

What are two important things you can learn from studying the photograph? For instance, do the women in the photograph described as the “original faculty” of the college appear to be of different ages or generations?

Why would women from different ages or generations teach at the school?

The words “industrial college” are used in the description. Locate the dictionary meaning of “industrial college.” Look up historical information at the following Texas Woman's University link to learn what kinds of degrees TWU students have earned in recent history:
<http://www.twu.edu/administration/brief-history.asp>.



2. Basketball players at the Girl's Industrial College, ca. 1915. Courtesy of The Woman's Collection, Texas Woman's University.

What kind of evidence does this photograph provide about women in Texas colleges in the early twentieth century?

What can you learn from the photograph about the basketball players? For instance, describe the way they are dressed, from head-to-toe, to tell a story about how they may have played the game.

Do you think any of the players were recruited to play basketball at Texas Woman's University? Why or why not?

If you decide to write about this photograph, do research on women's college basketball in the United States during approximately the same period that this photograph was taken.



3. TWU journalism students working on the student newspaper, *The Lasso*, 1953. Courtesy of The Woman's Collection, Texas Woman's University.

Name one thing in the photograph that tells us how TWU students produced a daily newspaper in 1953. Study all four individuals shown before making your response.



4. TWU dance students Cynthia Stemsley, Leilani Tajiri, and Mary Ann McCain, 1971. Courtesy of The Woman's Collection, Texas Woman's University.

5. Nursing Student Emma Musico, 1976. Courtesy of The Woman's Collection, Texas Woman's University.

From these two photographs, what can you learn about the kinds of majors TWU students can study today?

Are these majors different from what a student at the Girl's Industrial College might have studied? In what ways?





6. Woman with Pail, Katie Daffan Papers, n.d.
Courtesy of The Woman's Collection, Texas Woman's University.

7. Woman steering wagon, using harness.
Katie Daffan Papers, n.d. Courtesy of The Woman's Collection, Texas Woman's University.

These two photographs are preserved at Texas Woman's University. TWU keeps photographic records of women from different life experiences in order to help us understand more about their lives and to teach TWU students about women who came before them.



Would the women in either of these photographs have attended college? Why or why not?

What kinds of questions do you have when you look at these two photographs?

The initials "n.d." mean that there is no known date for the photographs. Can you make a good guess about when these photographs might have been taken?

What can you learn about the kind of lives these women might have led in rural or small town Texas?

Why is it important to study the lives of the women in these photographs?

Photographs as History: After reviewing each of the seven photographs, select two photographs to write about. Fill in your answers about the photographs you select in the table below. Use pages ten and eleven to write your essay.

Number & Short Title of Photographs	Who is in the photograph?	Write one thing that each photograph tells you about the people in it.	What evidence in the photograph did you use for answering column three?
First Photo:			
Second Photo:			

Essay Assignment

Write a three-paragraph essay, using the ideas and evidence you placed in the table on page eight. To organize your response, use the following guidelines:

1. Paragraph one: Discuss the first photograph.
2. Paragraph two: Discuss the second photograph.
3. Paragraph three: Compare and contrast the photographs to each other.

Please Note: A general title for your essay has been provided on the following pages. Add a sub-title after the colon that specifically describes the subject of your essay. Also, if you can do so, copy and place a small image of your photos on the page(s) of your essay.

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Documenting Texas Women's History through Photographs:



Did you know this interesting fact about Texas Woman's University?

An act of the 27th Legislature in 1901 established the Girls Industrial College, the school that would become Texas Woman's University in 1957. The school has always had a dual mission: to provide a liberal education and to prepare young women "for the practical industries of the age" with a specialized education. You can learn more about the history of Texas Woman's University at: <http://www.twu.edu/administration/brief-history.asp>.

Teresa Palomo Acosta created this lesson plan for the Ruthe Winegarten Foundation. The lesson plan is free to users for educational purposes.