



As we wait for our  
Learning Lounge to begin,  
please use the chat to share the  
subject you teach, the grade  
level(s), and what brings you  
joy in your current teaching  
assignment.

Division of Teaching and Learning  
Services

Office of Standards





More Than Just a  
Month:

Integrating  
*Women's History*  
into the K-12 Social  
Studies Curriculum

Division of Teaching and Learning  
Services

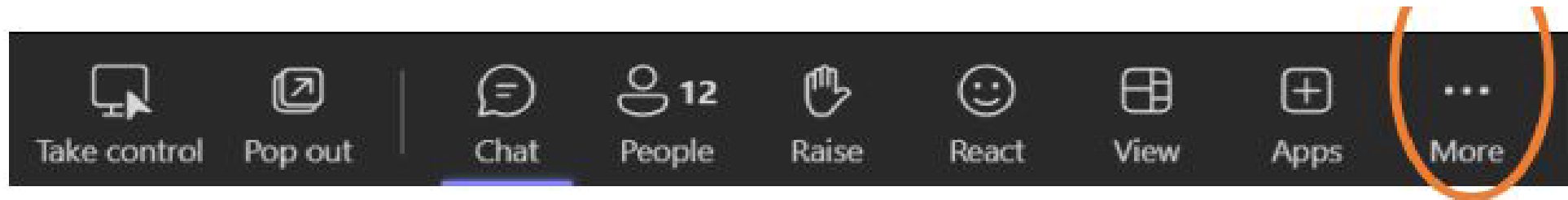
Office of Standards

March 4, 2025

# To turn on live captions:



- Once you enter a Teams meeting or webinar, at the top of your screen, find the three dots with “more” written underneath.



- Go to “Language and Speech” and click on “Turn on live captions”.



# On today's Learning Lounge...

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- Ashley Woolsey-Greene (she/her), Social Studies coordinator, Office of Standards.
- Janet Moore Lindman, Ph.D.(she/her), Professor & Chair of the History Department at Rowan University.

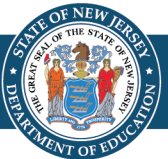




# Purpose of today's Learning Lounge



- Present legislation and standards that call for the integration of women's history in K-12 social studies instruction.
- Share a more comprehensive and continuous narrative of the role and presence of women throughout American history.
- Discuss strategies for inclusive and respectful instruction.
- Provide vetted instructional resources.





# Diversity & Inclusion Legislation



## 18A:35-4.36a Curriculum to include instruction on diversity and inclusion.

The instruction shall:

- (1) highlight and promote diversity, including economic diversity, equity, inclusion, tolerance, and belonging in connection with gender and sexual orientation, race and ethnicity, disabilities, and religious tolerance;
- (2) examine the impact that unconscious bias and economic disparities have at both an individual level and on society as a whole; and
- (3) encourage safe, welcoming, and inclusive environments for all students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs.





# Discussion

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What people, places or events come to mind  
when you think about women's history?

# 2020 New Jersey Student Learning Standards for Social Studies Connections







# 2020 NJSL-SS: Grades K-2



- 6.1.2.CivicsCM.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.
- 6.1.2.HistoryUP.3: Use examples from the past and present to describe how stereotyping and prejudice can lead to conflict.



# 2020 NJSL-SS: Grades 3-5



- 6.1.5.CivicsDP.2: Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights).
- 6.1.5.CivicsHR.2: Research and cite evidence for how the actions of Dr. Martin Luther King, Jr. and other historical civil rights leaders served as catalysts for social change, inspired social activism in subsequent generations.
- 6.1.5.CivicsCM.1: Use a variety of sources to describe the characteristics exhibited by real and fictional people that contribute(d) to the well-being of their community and country.
- 6.1.5.CivicsCM.5: Investigate the lives of New Jersey individuals with diverse experiences who have contributed to the improvement of society.





# 2020 NJSL-SS: Grades 6-8



- 6.1.8.CivicsDP.3.a: Use primary and secondary sources to assess whether or not the ideals found in the Declaration of Independence were fulfilled for women, African Americans, and Native Americans during this time period.
- 6.1.8.HistoryUP.3.b: Examine the roles and perspectives of various socioeconomic groups, African Americans, Native Americans, and women during the American Revolution, and determine how these groups were impacted by the war.
- 6.1.8.CivicsHR.4.a: Examine sources from a variety of perspectives to describe efforts to reform education, women's rights, slavery, and other issues during the Antebellum period.





# 2020 NJSL-SS: Grades 9-12



- 6.1.12.HistoryUP.2.a: Using primary sources, describe the perspectives of African Americans, Native Americans, and women during the American Revolution and assess the contributions of each group on the outcome of the war
- 6.1.12.HistoryUP.2.c: Explain why American ideals put forth in the Constitution have been denied to different groups of people throughout time (i.e., due process, rule of law and individual rights).
- 6.1.12.EconNE.3.a: Evaluate the impact of education in improving economic opportunities and in the development of responsible citizens.
- 6.1.12.HistoryUP.5.b: Examine the roles of women, African Americans, and Native Americans in the Civil War.
- 6.1.12.CivicsDP.6.a: Use a variety of sources from multiple perspectives to document the ways in which women organized to promote government policies designed to address injustice, inequality, and workplace safety.





# 2020 NJSL-SS: Grades 9-12, cont.



- 6.1.12.HistoryCC.6.c: Analyze the successes and failures of efforts to expand women's rights, including the work of important leaders and the eventual ratification of the 19th Amendment (i.e., Elizabeth Cady Stanton, Susan B. Anthony, Alice Paul, and Lucy Stone).
- 6.1.12.EconNM.7.a: Assess the immediate and long-term impact of women and African Americans entering the work force in large numbers during World War I.
- 6.1.12.HistoryCC.13.b: Explore the reasons for the changing role of women in the labor force in post-WWII America and determine its impact on society, politics, and the economy.
- 6.1.12.HistorySE.13.a: Use a variety of sources to explain the relationship between the changing role of women in the labor force and changes in family structure.



# 2020 NJSL-SS: Grades 9-12, cont.



- 6.1.12.HistoryUP.13.a: Determine the extent to which suburban living and television supported conformity and stereotyping during this time period, while new music, art, and literature acted as catalysts for the counterculture movement.
- 6.1.12.HistorySE.14.a: Explore the various ways women, racial and ethnic minorities, the LGBTQ community, and individuals with disabilities have contributed to the American economy, politics and society.
- 6.1.12.HistorySE.14.b: Use a variety of sources from diverse perspective to analyze the social, economic and political contributions of marginalized and underrepresented groups and/or individuals.
- 6.1.12.CivicsPI.14.c: Analyze how the Supreme Court has interpreted the Constitution to define and expand individual rights and use evidence to document the long-term impact of these decisions on the protection of civil and human rights.

# Women's History of New Jersey



# Women's History of New Jersey

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# Women of New Jersey

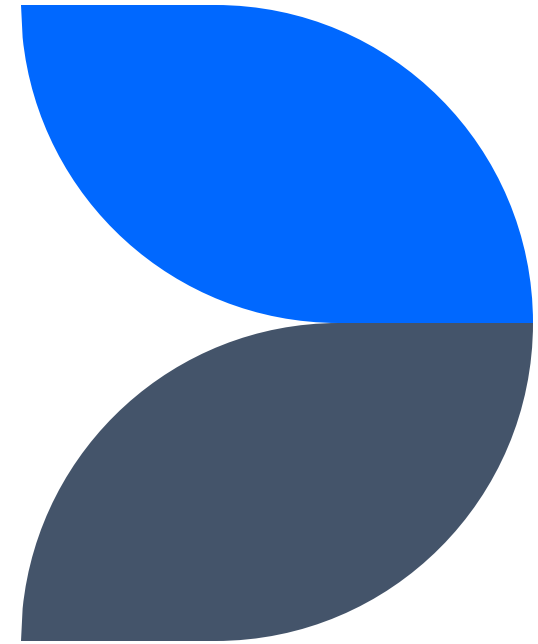
Politics and activism

Business and medicine

Education and sports

# Politics and Activism

Abigail Goodwin, Portia Gage and  
Mary Norton, Ellen Noguchi Nakamura



# Abigail Goodwin (1794-1867)

Abigail born in Salem, NJ

Daughter of Quaker farmer who freed all his slaves during the American Revolution

Abigail and her sister Elizabeth started the Salem Female Benevolent Society to support those who were poor, infirm and elderly

Became active in abolitionism; their house in Salem became a stop on Underground Railroad

She and her sisters spent most of their money on aid to fugitive slaves



# Portia (1813-1903) and John Gage

Portia Kellogg born in NY in 1813

Portia and John Gage married in 1830

He made fortune in mill industry

1864, the couple moved to Vineland to continue their activism in liberal causes, including women's suffrage

Portia became 1<sup>st</sup> president of the New Jersey Suffrage Association in 1868



# Suffragists of Vineland, NJ

Portia Gage first attempted to vote in a municipal election in 1868; she was turned away because she wasn't registered

In same year, she and 171 other women (both white and black) showed up to vote and told they couldn't; they did anyway by bringing their own ballots, table and ballot box

They repeated this act again in 1869 and 1870

They inspired women around the country to go to the polls to test the theory that women, as citizens, were enfranchised by the Fourteenth Amendment -- suffrage being one of citizenship's "privileges and immunities"

Vineland women pursued this action 4 years before Susan B. Anthony attempted this in New York (which is more well known)





# Mary Theresa Norton (1875-1959)

- Born in Jersey City, NJ; attended parochial schools
- Attended business college in NYC in 1896
- Married Robert Norton in 1909
- Started day nursery for working mothers in 1920s
- 1925, elected to Congress as first Democratic woman to serve and first woman from NJ
- Served in Congress from 1925 to 1951
- Advocated for labor and women's rights



# Mary Theresa Norton

Known as “Battling Mary” she introduced a bill in her first term when protocol expected new members to be seen and not heard

Helped pass the Fair Labor Standards Act in 1938 as part of “ladies brain trust”

This act solidified 40-hour week, ended child labor, and set a minimum wage

She served as chair of 4 congressional committees: Labor, House Administration, Memorials and Washington, D.C.

Fought for equal pay for women during WWII

Successfully worked on act to provide day care to women workers in war factories

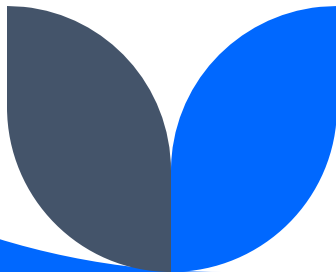
Advocate for women’s full participation in politics



# Ellen Noguchi Nakamura (1919-2000)



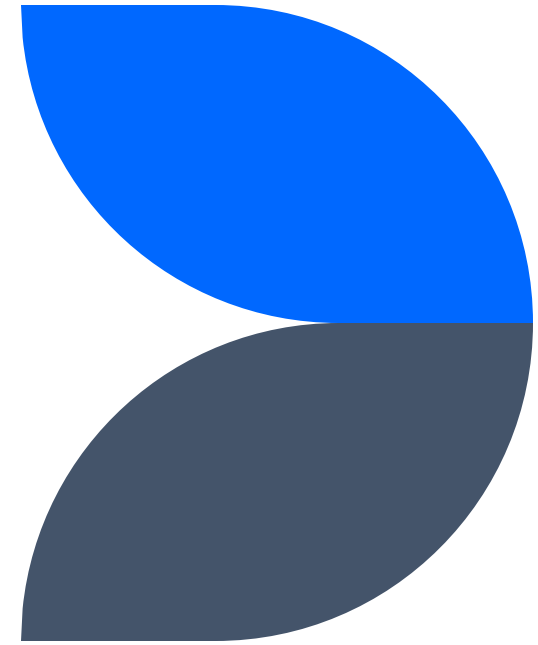
- Born in Tulare, CA on family farm
- Gained college degree in journalism
- 1942, Ellen and her family were interned by the government in an Arkansas camp
- Offered chance to go to Seabrook Farm
- Married Kiyomi Nakamura and couple moved to NJ
- Ellen became camp liaison for new refugees from 10 internment camps
- She in charge of services, such as translation, housing, medical care, education, and recreation
- She and husband founded Seabrook Jodo Shim Buddhist Temple





# Business and Medicine

Carla Maass, Effa Manley, Dr.  
Lena Edwards, Elizabeth Coleman  
White, and Ida Rosenthal



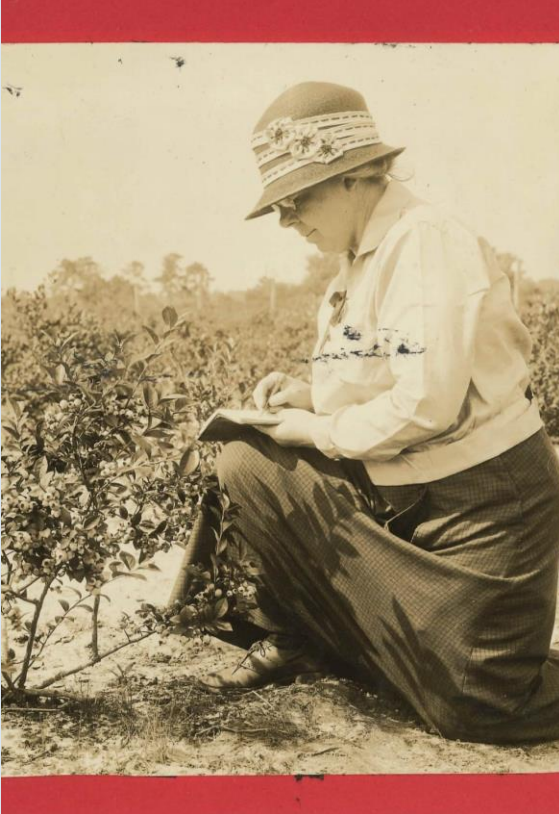


# Clara Maass (1876-1901)

- Born in East Orange, NJ to German immigrant family
- Worked in orphan asylum as teenager
- 1895, graduated from nursing school
- 1898, promoted to head nurse at Newark German Hospital
- Served as military nurse during Spanish American War
- Became test subject as part of Yellow Fever Commission
- Bitten several times by mosquitos as part of study; succumbed to disease in 1901
- Her sacrifice helped develop yellow fever vaccine
- Honored with commemorative stamp and first nurse to have hospital named after her



# Elizabeth Coleman White (1871-1954)



Born in New Lisbon, NJ, to Quaker family

Spent summers at family's cranberry farm

1916, worked with Frederick Colville to develop the 1<sup>st</sup> cultivated blueberry

Helped start NJ Blueberry Collective Association to market blueberries (cellophane wrapper)

1<sup>st</sup> woman to become member of American Cranberry Association

1<sup>st</sup> woman to receive citation from NJ Department of Agriculture

# Effa Manley (1897-1981)

Owner of the Newark Eagles, a Negro League baseball team she ran with her husband Abe

Effa had charge of day-to-day business operations of the team

She arranged schedules, planned travel, managed payroll, negotiated contracts, and handled all promotion and publicity

She was active in the Civil Rights Movement; supported the “Don’t Buy Where you Can’t Work” boycotts in 1930s

In 1939, she held a “Anti-Lynching Day” at the Eagles stadium

Hosted benefit games to raise money for local black hospital





## **Dr. Lena Edwards (1900-1986)**

- Born in Washington, D.C., attended Howard University (undergraduate and medical)
- 1924, married Keith Madison
- Moved to Jersey City, NJ to begin practice
- Faced discrimination as black and female in medicine
- Advocate of natural childbirth
- Became first African-American woman to be board certified as obstetrician/gynecologist
- Member, International College of Surgeons
- 1964, awarded the Presidential Medal of Freedom





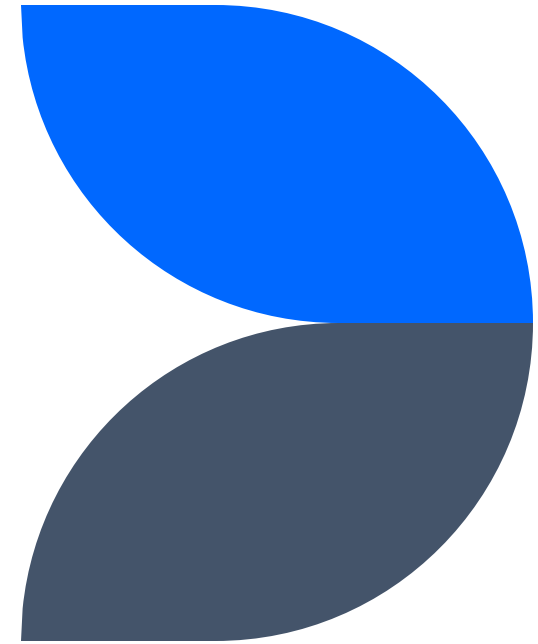
# Ida Rosenthal (1886-1963)

- Born near Rakov, Russia
- She was apprenticed as a dressmaker
- Moved to US in 1905; married William Rosenthal
- Set up dress shop with William in Hoboken
- 1921, partnered with Enid Bissett in NYC
- Created first “brasseries”; first factory in Bayonne, NJ
- By 1928, had sold 500,000 bras
- 1930, they created the Maiden Form Brasserie Company
- 1940s, “I Dreamed . . . In my Maidenform Bra” ad campaign



# Education and Sports

Betsey Stockton, Margaret Bancroft,  
Nellie Morrow Parker, and Eleanor Egg





# Betsey Stockton (1798?-1864)

Born a slave to Stockton family in New Jersey

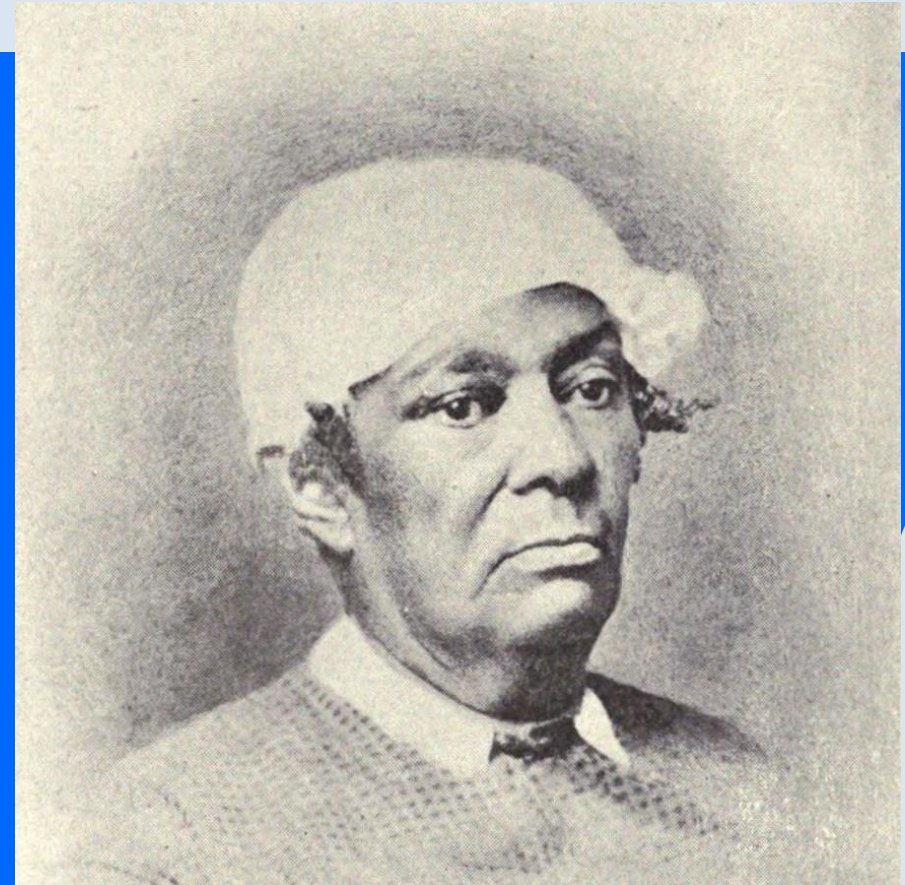
In 1804, Placed in Phila. home of Stockton daughter, who was married to Ashbel Green (later became president of Princeton University)

1816, she gained her freedom, experienced religious conversion and joined the Presbyterian church

1822, became missionary and teacher in Sandwich Islands

1826, returned to US and set up 1<sup>st</sup> “colored infant school” in Philadelphia for ages 2-5 (had 46 students)

1830s, moved to Princeton and opened school for black children







# Margaret Bancroft (1854-1912)

- Born in Philadelphia to Quaker family
- Educated as teacher
- At age 25, Started her own school for disabled children
- 1883, The Bancroft Training School founded in Haddonfield, NJ with 1 student
- 1<sup>st</sup> school for children with developmental disabilities
- Used nutrition, exercise, hygiene, prayer and artistic activities to address students' needs
- Well-being and development of student paramount



# Nellie Morrow Parker (1902-1998)

Born in Hackensack, NJ

1922, earned teaching degree at Montclair  
College

1922, first black teacher to work in Bergen  
County schools

1924, married William Parker from Virginia  
She and her family faced harassment from KKK,  
Daughters of American Revolution and Knights  
of Columbus

She taught in Hackensack for 42 years  
Founding member of Black Women's Business  
and Professional Organization  
Helped establish the Mary McLeod Bethune  
Scholarship Fund



# Eleanor Egg (1909–1999)



Born in Wilkes-Barre, PA during stop in her parents' vaudeville act

Began her career in 1923 as part of Paterson NJ recreation club

During 1920s participated in 100-yard dash, shot put and broad jump

1931, earned title of "World's Fastest Woman" in 100-yard dash

Injuries kept her out of the 1927 and 1932 Olympics

Became hometown hero of Patterson

Won 250 medals in local, regional and national competitions

# Approaches to Women's History

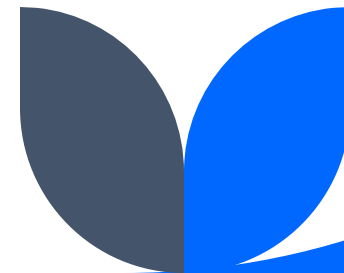
Interrogate historical narrative: who is being privileged?

Add perspective: how does narrative change based on diverse perspectives?

Examine periodization – how to present periods of history to show women as integral participants?

Example: Industrialization

Recognize that not all women have same historical experience – differ by class, race, ethnicity, sexual identity, religion, region, etc.



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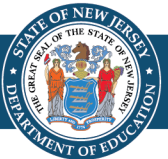
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# Instructional Strategies for Diversifying the Historical Narrative





Thinking of your instruction and curriculum,  
what historical narrative shapes your teaching?  
Is it the dominant narrative, or is it compilation  
of diverse perspectives?



# Gender Inclusive US History Instruction



- Integrate, Don't Add
- Expand Sources & Perspectives
- Challenge Traditional Narratives
- Connect Past to Present
- Use Inclusive Language
- Address Difficult Topics





# Instructional Strategies



- Compare primary sources showing both mainstream and counterculture perspectives.
- Examine how intersecting factors like race, class, and region affected women's experiences.
- Analyze statistical data showing changes in women's employment, education, and family patterns.
- Examine how different groups of women experienced and contributed to social changes differently.
- Study legal documents alongside personal accounts to understand rights struggles.
- Compare media representations of working women across different decades.
- Connect historical changes to contemporary debates about gender roles.



# Instructional Resources



- [NJ Women's History](#)
- [Gender Inclusive Education for Secondary Students](#)
- [National Women's History Museum](#)
- [Women and the American Story](#)
- [Smithsonian American Women's History Museum](#)





# Conclusion

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- Start with the standards.
- Learn together.
- Women's history is US history.
- Start small, but start now.
- Connect with colleague to share strategies.



# Q & A





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# Thank You!

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