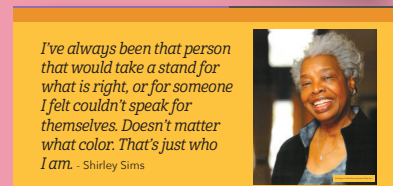
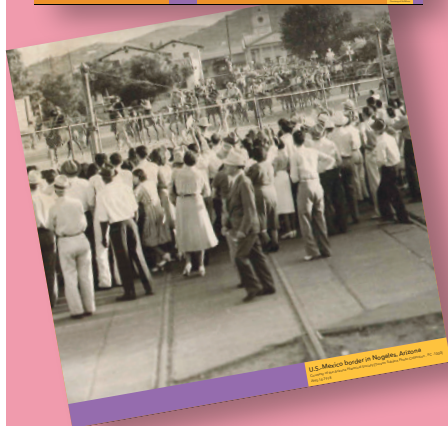


RESILIENCE: WOMEN IN FLAGSTAFF'S PAST AND PRESENT



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Martin-Springer Institute

Resilience is a collaborative project by the Arizona Historical Society and the Martin-Springer Institute at Northern Arizona University.

For more learning and educational activities, visit azhs.org.

Pioneer Museum and Riordan Mansion State Historic Park, Flagstaff | Arizona Heritage Center at Papago Park, Tempe
Arizona History Museum, Downtown History Museum and Fort Lowell Museum, Tucson
Sanguinetti House Museum & Gardens, Yuma

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Introduction

Thank you for your interest in our special exhibition! Included in this packet is a complete curriculum for use in the junior high and high school grades. Because it contains a strong writing component, this curriculum could be completed cooperatively between English and Social Studies, History and Writing, or other combinations of applicable classes. Teachers are encouraged to utilize this curriculum in the manner they think is most effective and which makes the best of use of time and resources. This curriculum is designed to be completed over two or three class sessions/days depending on scheduling and optionally includes a field trip to the Pioneer Museum.

To schedule a field trip, ask questions, or inquire about accommodations, please contact the Arizona Historical Society Pioneer Museum at **(928) 774-6272** or at azhs.org/pioneer.

PLEASE FEEL FREE TO MAKE COPIES OF THE INCLUDED WORKSHEETS.

PART 1: 15MIN

This would be the day of the field trip if utilizing that option. Please be sure to have all bookkeeping (reservations, payment, permission slips, transportation, review of procedures) completed prior to this date.

An introductory class discussion will help to frame the exhibit prior to the student's interaction with it. Some questions to include would be:

- ❖ What is the definition of resilience?
- ❖ What does resilience mean to you?
- ❖ What are some examples of resilience you can think of?
- ❖ Who are some people who represent resilience to you?

PART 2: 15MIN

At this point, students would be brought into the exhibit. If this activity is being completed in class or digitally, distribute the packet **Resilience: Women in Flagstaff's Past and Present Exhibit Presentation**.

Give students a few minutes to briefly look at the individual exhibits and exclusively choose one. If desired or with groups of more than 20, students can work in groups. Ask them to choose one that stands out to them without reading all the information. Making choices first come first choice could encourage them to choose quickly.

EXHIBIT SIGN UP SHEET

Getting Out the Vote: _____

Fighting for Civil Rights: _____

Creating Community: _____

Encouraging Mindfulness: _____

Battling for Equality: _____

Changing the Narrative: _____

Serving the Community: _____

Navigating a New World: _____

Pioneering Business: _____

Challenging Expectations: _____

Facing Adversity: _____

Advocating with Passion: _____

Breaking Barriers: _____

Seizing Opportunities: _____

Balancing Two Worlds: _____

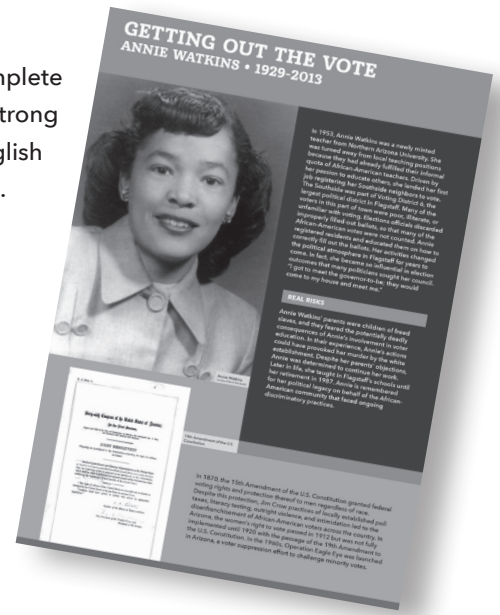
Speaking for the Oppressed: _____

Surviving and Witnessing: _____

Living Through Prejudice: _____

Helping Those in Need: _____

Healing Through Activism: _____



Presentation Worksheet

Name(s) _____

Whose exhibit did you choose? _____

What challenge did they face? _____

What factors (social/economic/environmental/prejudicial/etc.) contributed to this? _____

How did they face this challenge? _____

What was the result of their actions? _____

Presentation Worksheet Side 2

What are four words/terms from the exhibit that people should know and their definition?

_____:

_____:

_____:

_____:

Using these terms or other keywords from your exhibit, search for another person or group who struggled in similar circumstances. What is their/its name? _____

How was their struggle similar? _____

How was it different? _____

What is one part of that similar struggle which people are still facing today? _____

Why did you pick the exhibit that you did? _____

PART 3: 60MIN+

As students choose their exhibit, distribute to them the presentation worksheet. They will complete this worksheet alone or with their group and use the information they collect to prepare a class presentation.

Students can complete this as homework or be given time to work on it in class. Depending on their grade/level, this presentation can take the form of a direct report using the worksheet as a support, a written narrative read aloud, or a support free presentation with or without questions from the class. Whatever form the presentation takes, the assignment expectations should be made clear so that students are prepared.

PART 4: 30MIN+

When students are prepared, they will present their information to the rest of the class in turn in the chosen form. Teachers are encouraged to use a blank presentation worksheet as a check-sheet to ensure that student's have included all of the required information.

PART 5: 30MIN+

At this point, a second class discussion after the presentations are completed can help to engage some deeper critical thinking. Some questions to include would be:

- ❖ What is the purpose of a museum?
- ❖ Why would the Pioneer Museum contain an exhibit like this?
- ❖ Why would the exhibit exclude male subjects? Do only women demonstrate resilience?
- ❖ Is it important to create space for the stories of people who are sometimes ignored?
- ❖ How do we know about the people in the exhibit?
- ❖ Was their struggle individual, or part of a larger social movement?
- ❖ Do any of their struggles resonate with those of people today?
- ❖ How do you see people today approaching those struggles?
- ❖ Are people more effective at overcoming adversity working alone or working together?
- ❖ Is asking for help or seeking allies a form of resilience?
- ❖ What are ways that resilience can be part of your life in and out of school?



PART 6: 90MIN+

The final product of this exercise is a student generated story of resilience. This should be something they are personally aware of and connected to and could be from their own immediate experience or that of someone they know personally. This assignment can vary in length depending on grade/level and may utilize the optional writing guide. This should only be shared beyond the teacher at the student's discretion.

Story of Resilience Writing Guide

Who was involved in this story? _____

When and where did it take place? _____

What was the obstacle they faced? _____

What made the situation easier? _____

What made the situation harder? _____

How did they face that obstacle? _____

What was the result? _____

What did you learn from this? _____

Final Paper Rubric

SPELLING AND GRAMMAR	1 Many spelling and grammar errors throughout	2 Several spelling and grammar errors in several sections of the work	3 Occasional spelling and grammar errors	4 Almost no spelling or grammar errors
CONSTRUCTION	1 Unclear narrative structure. Difficult to understand and lacking major elements	2 Has a clear beginning, middle, and end. Some elements are missing or out of place.	3 Demonstrates a good mastery of narrative construction but is occasionally clunky or confusing	4 Demonstrates a strong mastery of narrative construction including flow, consistency, and style
CONTENT	1 Lacks several required elements	2 Contains almost of the required elements	3 Contains all required elements but lacks further development of concepts	4 Contains all required elements and demonstrates insight and connections to the lesson
COMPREHENSION	1 Demonstrates a lack of understanding of the core concept of "resilience"	2 Demonstrates an incomplete or confused understanding of the core concept of "resilience"	3 Demonstrates a clear understanding of the core concept of resilience	4 Demonstrates a clear understanding of the core concept of resilience and its connection to both the lesson and their own experience

TOTAL SCORE _____

ALIGNMENT WITH STATE STANDARDS

Social Studies

- 6.SP1.3 Classify a series of historical events and developments as examples of change and/or continuity.
- 6.SP1.4 Evaluate the significance of past events and their effect on students' lives and society.
- 6.SP2.1 Explain how and why perspectives of people have changed throughout different historical eras.
- 6.C4.1 Explain challenges and opportunities people and groups face when solving local, regional, and/or global problems.
- 6.H4.1 Describe how different group identities such as racial, ethnic, class, gender, regional, and immigrant/migration status emerged and contributed to societal and regional development, characteristics, and interactions over time.
- 7.SP1.1 Analyze connections among events and developments in broader historical contexts.
- 7.SP1.2 Classify a series of historical events and developments as examples of change and/or continuity.
- 7.SP2.1 Analyze multiple factors that influence the perspectives of people during different historical eras.
- 7.SP2.2 Explain how and why perspectives of people have changed over time.
- 7.SP4.1 Explain the multiple causes and effects of events and developments in the past and present.
- 7.SP4.2 Evaluate the influence of various causes of events and developments in the past and present.
- 7.C4.1 Compare historical and contemporary means of changing societies to promote the common good.
- 7.E2.1 Explain how economic decisions affect the well-being of individuals, businesses, and society.
- 7.E2.2 Evaluate current economic issues in terms of benefits and costs for distinct groups in society
- 7.H3.2 Analyze how economic and political motivations impact people and events.
- 7.H3.3 Trace how individual rights, freedoms, and responsibilities have evolved over time.
- 7.H3.4 Explain the influence of individuals, groups, and institutions on people and events in historical and contemporary settings.
- 7.H4.1 Evaluate how the diversity of a society impacts its social and political norms.
- 7.H4.2 Evaluate the changing patterns of class, ethnic, racial, and gender structures and relations; consider immigration, migration, and social mobility
- 8.SP1.1 Analyze connections among events and developments in broader historical contexts.
- 8.SP1.2 Classify a series of historical events and developments as examples of change and/or continuity.
- 8.SP1.3 Evaluate the significance of past events and their effect on students' lives and society.
- 8.SP2.1 Analyze multiple factors that influence the perspectives of people during different historical eras.
- 8.SP2.2 Explain how and why perspectives of people have changed over time
- 8.C1.3 Analyze the influence of personal interests and perspectives when people address issues and problems in government and civil society
- 8.C2.1 Analyze the powers of citizens in a variety of governmental and non-governmental contexts.
- 8.C2.2 Explain specific roles, rights and responsibilities of people in a society.
- 8.C2.3 Analyze concepts and ideals such as majority and minority rights, civil dissent, and the rule of law.
- 8.C4.1 Compare historical and contemporary means of changing societies to promote the common good.
- 8.E1.1 Analyze the relationship between education, income, and job opportunities.
- 8.E2.1 Explain how economic decisions affect the well-being of individuals, businesses, and society.
- 8.E2.2 Evaluate current economic issues in terms of benefits and costs for distinct groups.
- 8.G3.1 Evaluate the impact of economic, political, and social decisions that have caused conflict or promoted cooperation throughout time.
- 8.H2.1 Explain how different beliefs about the government's role in social and economic life have affected political debates and policies in the United States
- 8.H2.3 Explain how geographic and environmental factors shaped communities and how competition over resources have affected government policies.
- 8.H3.2 Explain how popular movements, reform efforts, and activist groups have sought to change American society and institutions.
- 8.H3.3 Compare how individual rights, freedoms, and responsibilities have evolved over time around the world.
- 8.H3.4 Investigate a significant historical topic from United States History that has significance to an issue or topic today.
- HS.SP1.1 Evaluate how events and developments were shaped by unique circumstances of time and place as well as broader contexts.
- HS.SP1.2 Analyze change and continuity in historical eras.
- HS.SP1.3 Evaluate the significance of past events as they relate to their own lives and the world.

- HS.C1.4 Analyze the evolution of civic virtues, democratic principles, constitutional rights, and human rights.
- HS.C2.1 Explain the importance of individual participation in civic and political institutions.
- HS.C2.3 Evaluate the evolution of ideals and rights established in historical documents, legislation, executive actions, and court cases.
- HS.C2.4 Analyze the responsibilities of citizens.
- HS.C2.6 Evaluate the contributions of individuals and groups, including Arizonans, who have played a role in promoting civic and democratic principles.
- HS.E1.1 Evaluate how and why people make choices to improve their economic well-being.
- HS.E1.2 Analyze the factors that influence how and why people make budgeting and saving choices.
- HS.H3.1 Analyze how societies, leaders, institutions, and organizations respond to societal needs and changes.
- HS.H3.4 Evaluate how societies have balanced individual freedoms, responsibilities, and human dignity versus the common good.
- HS.H4.1 Examine how historically marginalized groups have affected change on political and social institutions.
- HS.H4.2 Explain how artistic, philosophical, and scientific ideas have developed and shaped society and institutions.
- HS.H4.4 Examine how a diverse society can be a force for unity and/or disunity.

English Language Arts

- 6.W.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
- 6.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience
- 6.SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
- 7.W.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
- 7.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- 7.SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
- 8.W.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
- 8.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- 8.SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
- 9-10.W.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
- 9-10.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- 9-10.SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly.
- 11-12.W.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
- 11-12.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- 11-12.SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly.



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