

# Museum of the WHITE MOUNTAINS

## PLYMOUTH STATE UNIVERSITY

### TAKING THE LEAD: WOMEN OF THE WHITE MOUNTAINS

#### Lesson Objectives:

1. Students will gain an understanding of how place affects the roles and activities of people in the White Mountains.
2. Students will draw conclusions about the evolution of women's roles in the White Mountains based on the exhibit *Taking the Lead: Women of the White Mountains*.

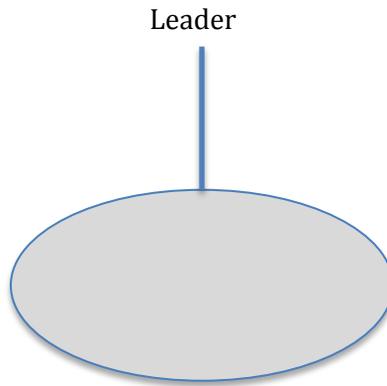
#### Part I: Context

*When hikers or climbers head into the mountains, one person takes the lead. The lead may change over the course of a climb as one person's expertise comes into the fore or another has a burst of energy that carries the group forward. The leader sets the pace, the tone, and the path for the climb. The mountains do not discriminate; they bring out the strength of will and body individuals bring to them.*

The historic battle for women's rights was not central to any one region, but to women everywhere. The 19<sup>th</sup> Amendment, women's suffrage, of 1919 often comes to mind when people think of women's rights. However, this struggle took various forms, often based on locale. In the White Mountains, women struggled to become leaders of their environment and activities that the White Mountains are known for today, such as hiking.

What does it mean to be a leader?	List the traits and characteristics of leaders.	Give three examples of leaders

Thinking about your description and list of characteristics of a leader, make an identity chart below for your leader. Put the leader's name in the circle and write **five** descriptive words and characteristics that make them a leader. *Leader* has been added to the chart as an example.



Are there restrictions on who can be a leader in society today? Explain

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Are there periods in history when specific groups were restricted on activities, jobs, or actions? Give an example.

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# Museum of the WHITE MOUNTAINS

PLYMOUTH STATE UNIVERSITY

*TAKING THE LEAD: WOMEN OF THE WHITE MOUNTAINS*

## Part II: Museum Visit

### A. Introduction to *Taking the Lead: Women of the White Mountains*

As you enter, you see the introduction to *Taking the Lead* on the left-hand wall. What does it mean to “take the lead? What women do you know that have taken the lead, either from your own life or in society? What have they done?

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This exhibition is about women in the White Mountains. How does place (location and geography) affect people’s actions?

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### B. Photographs

Choose one photo from the exhibit. Use the following questions to analyze the photo:

People: Who is in the picture? How are they dressed? What activities are they doing?

Objects: What do they have? What objects are in the picture?

Other Details: List other details in the photo

Photographs
People:
Objects:
Other details:
Give the photo a title:

List one thing that you learned from analyzing this photo:

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If you could ask the photographer or someone in the photo one question, what would it be?

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### C. Clothing

*It is impossible to talk about nineteenth-century women hiking and climbing in the White Mountains without discussing clothing. Women's every day garb was not suited to hiking, especially if the female hiker was bushwhacking. Louise May Alcott's 1861 visit to the White Mountains involved walks through fairly open and relatively level territory. Yet she too complained about clothing inconveniences after a short walk near her hotel.*

Why is it important to consider clothing when discussing women hiking during the nineteenth-century?

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Analyze the three outfits that women in the White Mountains wore at various points in time. In the chart, answer the following questions about each.

How does it look? (describe it)

How does it feel?

What do you believe it be like to hike in this? For outfits 2 & 3, compare to the other outfit(s).

Clothing		
Outfit 1	Outfit 2	Outfit 3
How might the change in fashion signal a change in attitudes for women in the White Mountains and society?		

**D. Artwork**

As you move through the exhibit, examine the various artwork. Select three pieces of art from three different areas of the exhibit for close-reading of the art. Collect 3-5 words that describe or relate to the artwork. After viewing and collecting words what themes run through the art? Come up with a descriptive hashtag to connect all of the artwork in the exhibit in a theme:

# \_\_\_\_\_

<b>Artwork 1</b>	<b>Artwork 2</b>	<b>Artwork 3</b>
<b>Descriptive Words</b>	<b>Descriptive Words</b>	<b>Descriptive Words</b>
Themes:		
How do your chosen words relate to the themes?		
Hashtag: #		
Explain how your themes relate to the main idea of the exhibit.		
How does place (location and geography) affect what people do?		

**E. Audio**

Choose at least one audio segment to listen to.

Who did you choose? \_\_\_\_\_

Choose 1 detail that resonated with you? Why did it stand out?

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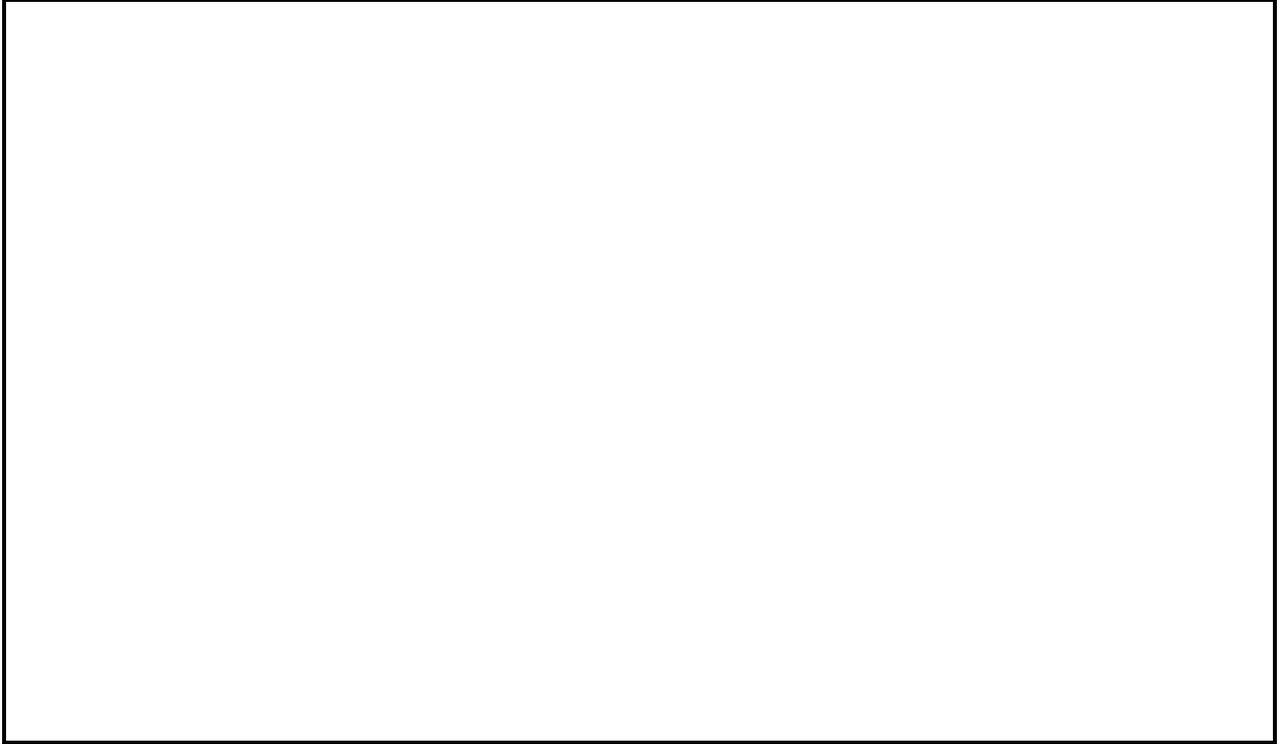
If you could ask one question, what would it be?

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**F. Conclusion**

Write a postcard to the women featured in the exhibit. Your message should explain the importance of their contributions to women's rights in the world today. Be sure to discuss various ways in which women continue to take the lead. Your postcard should demonstrate your takeaways from the exhibit, as well as an understanding of the historical impact of the period.

A large, empty rectangular box with a black border, intended for students to write their postcard message. The box is positioned below the instructions and occupies a significant portion of the page.