

MAKERS

WOMEN IN NEVADA HISTORY

Educational
Curriculum



Trusted • Valued • Essential | VegasPBS.org

MAKERS Curriculum Guide

Vegas PBS has partnered with [UNLV's Women's Research Institute of Nevada](#) to educate our community about some of the extraordinary women who have shaped Las Vegas into the world-famous and unique destination it is today.

The goal of this continuing project is to create and distribute programs that focus on local Las Vegas women who have made significant contributions to the quality of life in Southern Nevada.

The original episodes have been segmented into short video clips for teachers, parents and other educators to use as introductory or advanced lessons on women in Nevada history. This Curriculum Guide has the lesson plan standards, writing prompts, suggested directions and chapter questions necessary to create rich learning experiences for each corresponding video clip.

For more information:

This link takes you to the WRIN collection of text, photo, and audio material for historical research on women in the state with an emphasis on southern Nevada.

<http://wrinunlv.org/research/our-history-profiles-of-nevada-women-sorted-by-field/>

This link takes you to the UNLV Library, Special Collections Nevada Women's Archives which has a lot of archival material to assist teachers and students in their classes.

https://www.library.unlv.edu/speccol/collecting_strengths/nwa

Table of Contents

Helen Stewart	3
Gue Gim	6
Suffrage Movement	9
Maude Frazier	11
Magnesium Maggie	13
Claudine Williams	17
Kitty Rodman	19
Myram Borders	22
Sara Ann Knight-Preddy	25
Jean Ford	28
Sue Wagner	31
Miriam Shearing	34
Jill Derby	36
Nancy Wong	39
Jan Jones-Blackhurst	41

Makers I: Women in Nevada History, The Groundbreakers

Title: Helen Stewart

Grades: 6-12

Subjects: U.S. History, U.S. Government, English

Lesson Time: 30-50 Minutes

Grade 6-8 History Standards:

H1.[6-8].7: Explore the lure of the West and the reality of life on the frontier as it relates to communication, farming and water issues, mining, and ranching

H1.[6-8].8: Describe the contributions of immigrant groups to the emerging American culture.

H1.[6-8].10: Describe the role of farming, railroads, and mining in the settlement of the West.

G6.[6-8].4: Evaluate the role regions have played in historical events.

C13.[6-8].8: Identify and explain the rights, privileges, and responsibilities associated with Nevada and U.S. citizenship, including voting, holding office, jury duty, and military service, community service, and public service.

Grades 6-8 Nevada Academic Standards:

RH.6-8.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

WHST.6-8.1: Write arguments focused on discipline-specific content.

WHST.6-8.2: Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

Grade 9-12 History Standards:

H3.[9-12].5: Analyze major social movements in the United States and explain their impact on the changing social and political culture, i.e., the Populist and Progressive Movements.

H3.[9-12].7: Describe the development of the women's suffrage movement and the subsequent passage of the 19th Amendment.

Grades 11-12 Nevada Academic Standards:

RH.11-12.3: Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

RH.11-12.6: Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

RH.11-12.7: Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

WHST.11-12.1: Write arguments focused on discipline-specific content.

WHST.11-12.2: Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

Directions: Answer the questions using complete sentences using your previous knowledge and providing examples and references to the video *Makers: Women in Nevada History, The Groundbreakers*.

1. What rights did women have previous to the 1920s?
2. Describe the opportunities Nevada had to offer settlers in the late 19th Century.
3. Why is Helen Stewart considered an important figure to Nevada history? What contributions can we associate with her work in Nevada today?
4. *Essay:* Why was Helen Stewart considered a groundbreaking figure during her lifetime in Nevada? Consider the time period and events occurring across the United States.
5. *Writing:* Imagine what Las Vegas might have looked like when the Stewart family arrived in the early 20th century. Write a letter to a friend from Helen Stewart describing the territory and living conditions upon their arrival.
6. *Expansion:* Consider the work of Helen Stewart in the early 20th Century. Compare the roles of women during her lifetime and the roles of women in the 21st Century. How much has changed in the last 100 years?
7. *Expansion:* Select one Maker from this episode to research further. Use the Nevada Women's History Project website for further information. <http://www.unr.edu/nwhp/index.htm>

8. *Expansion*: Watch the PBS American Experience documentary Las Vegas: An Unconventional History, Part I. The documentary paints a picture of life during Helen Stewart's life in Las Vegas. Compare the description of Las Vegas as portrayed by the documentary to that of the Maker's clip on Helen Stewart.

Select one of the following options:

1. Write a narrative explaining the kind of life Helen Stewart would likely have lived while in Las Vegas.
2. Examine the conditions of living in Las Vegas during the early 1900's. Research what a person would have needed to survive this particular lifestyle. Based on evidence from the documentary and what you have learned about Helen Stewart, write a 1-2 page paper discussing your findings.
3. Research the population of other major cities (New York City, Boston, Philadelphia, Atlanta, Kansas City, Seattle, Los Angeles) in the United States in the 1890s, 1900s, 1910s and 1920s. Make a chart showing the populations of these major cities and include the population for Las Vegas. How does Las Vegas compare to these major cities?

Makers I: Women in Nevada History, The Groundbreakers

Title: Gue Gim

Grades: 6-12

Subjects: U.S. History, U.S. Government, English

Lesson Time: 30 Minutes

Grade 6-8 History Standards:

H1.[6-8].7: Explore the lure of the West and the reality of life on the frontier as it relates to communication, farming and water issues, mining, and ranching

H1.[6-8].8: Describe the contributions of immigrant groups to the emerging American culture.

H1.[6-8].10: Describe the role of farming, railroads, and mining in the settlement of the West.

H1.[6-8].11: Explain the effects of WWI and WWII on social and cultural life in Nevada and the United States.

H2.[6-8].4: Identify and explain the importance of immigrant and native groups to mining, ranching, railroads, and commerce in Nevada and the United States.

Grades 6-8 Nevada Academic Standards:

RH.6-8.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

WHST.6-8.1: Write arguments focused on discipline-specific content.

WHST.6-8.2: Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

Grade 9-12 History Standards:

H1.[9-12].4: Define nativism and explain the political and social responses to immigration into the United States.

H2.[9-12].5: Assess the contributions of immigrant groups to the development of the United States.

H2.[9-12].8: Discuss the economic and political effects of World War I on the United States.

H2.[9-12].9: Describe the causes and consequences of the Great Depression.

Grades 11-12 Nevada Academic Standards:

RH.11-12.3: Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

RH.11-12.6: Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

RH.11-12.7: Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

WHST.11-12.1: Write arguments focused on discipline-specific content.

WHST.11-12.2: Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

Directions: Answer the questions using complete sentences using your previous knowledge and providing examples and references to the video *Makers: Women in Nevada History, The Groundbreakers*.

1. Why did the Chinese come to Nevada? What role did Chinese Americans play?
2. What impact did the Chinese Exclusion Act have on women?
3. What was the connection between Herbert Hoover and Gue Gim?
4. *Expansion:* How have Chinese immigrants helped shape Nevada? How could the state be different today without Chinese immigrants?
5. *Expansion:* Select one Maker from this episode to research further. Use the Nevada Women's History Project website for further information. <http://www.unr.edu/nwhp/index.htm>

Makers I: Women in Nevada History, The Groundbreakers

Title: Suffrage Movement

Grades: 6-12

Subjects: U.S. History, U.S. Government, English

Lesson Time: 30 Minutes

Grade 6-8 History Standards:

H2.[6-8].23: Explain the causes of the Great Depression and the impact the Great Depression had on society and its effect on U.S. political policy.

C13.[6-8].8: Identify and explain the rights, privileges, and responsibilities associated with Nevada and U.S. citizenship, including voting, holding office, jury duty, and military service, community service, and public service.

C15.[6-8].3: Identify the impact of interest groups and public opinion on the political process.

Grades 6-8 Nevada Academic Standards:

RH.6-8.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

WHST.6-8.1: Write arguments focused on discipline-specific content.

WHST.6-8.2: Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

Grade 9-12 History Standards:

H3.[9-12].5: Analyze major social movements in the United States and explain their impact on the changing social and political culture, i.e., the Populist and Progressive Movements.

H3.[9-12].7: Describe the development of the women's suffrage movement and the subsequent passage of the 19th Amendment.

C13.[9-12].6: Examine the rights of citizens and how these rights are protected and restricted.

C13.[9-12].7: Analyze and evaluate the role of citizen participation in civic life.

C15.[9-12].3: Evaluate the significance of interest groups and public opinion in the political process of a democratic society.

Grades 11-12 Nevada Academic Standards:

RH.11-12.3: Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

RH.11-12.6: Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

RH.11-12.7: Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

WHST.11-12.1: Write arguments focused on discipline-specific content.

WHST.11-12.2: Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

-
1. What is the suffrage movement?
 2. Explain the timeframe in which women fought for the right to vote in Nevada.
 3. What contributions did Ann Martin provide the suffrage movement in Nevada? What legacy does she leave behind?
 4. *Expansion:* Make a campaign poster for one of the Makers from this episode. Create a campaign slogan that represents a message similar to the goals of the Maker.
 5. *Expansion:* Select one Maker from this episode to research further. Use the Nevada Women's History Project website for further information. <http://www.unr.edu/nwhp/index.htm>

Makers I: Women in Nevada History, The Groundbreakers

Title: Maude Frazier

Grades: 6-12

Subjects: U.S. History, U.S. Government, English

Lesson Time: 30 Minutes

Grade 6-8 History Standards:

C13.[6-8].8: Identify and explain the rights, privileges, and responsibilities associated with Nevada and U.S. citizenship, including voting, holding office, jury duty, and military service, community service, and public service.

C15.[6-8].3: Identify the impact of interest groups and public opinion on the political process.

Grades 6-8 Nevada Academic Standards:

RH.6-8.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

WHST.6-8.1: Write arguments focused on discipline-specific content.

WHST.6-8.2: Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

Grade 9-12 History Standards:

C13.[9-12].6: Examine the rights of citizens and how these rights are protected and restricted.

C13.[9-12].7: Analyze and evaluate the role of citizen participation in civic life.

C15.[9-12].3: Evaluate the significance of interest groups and public opinion in the political process of a democratic society.

Grades 11-12 Nevada Academic Standards:

RH.11-12.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

RH.11-12.3: Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

RH.11-12.6: Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

RH.11-12.7: Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

WHST.11-12.1: Write arguments focused on discipline-specific content.

WHST.11-12.2: Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

Modern Makers

Discuss: Consider the question: What traits help women to be such effective leaders?

1. Watch Judge Bennett-Haron and Myram Borders, then write what you think makes an effective leader. Then turn to a partner and share your answers.

Taking Opportunities. Building Opportunities

2. What is the significance of Maude Frazier becoming the first Assistant Superintendent of Nevada schools?

3. What is her connection to the University of Nevada, Las Vegas (UNLV)?

4. *Expansion:* Make a campaign poster for one of the Makers from this episode. Create a campaign slogan that represents a message similar to the goals of the Maker.

5. *Expansion:* Select one Maker from this episode to research further. Use the Nevada Women's History Project website for further information. <http://www.unr.edu/nwhp/index.htm>

Makers I: Women in Nevada History, The Groundbreakers

Title: Magnesium Maggie

Grades: 6-12

Subjects: U.S. History, U.S. Government, English

Lesson Time: 30 Minutes

Grade 6-8 History Standards:

G6.[6-8].4: Evaluate the role regions have played in historical events.

H1.[6-8].11: Explain the effects of WWI and WWII on social and cultural life in Nevada and the United States.

C13.[6-8].8: Identify and explain the rights, privileges, and responsibilities associated with Nevada and U.S. citizenship, including voting, holding office, jury duty, and military service, community service, and public service.

C15.[6-8].3: Identify the impact of interest groups and public opinion on the political process.

Grades 6-8 Nevada Academic Standards:

RH.6-8.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

WHST.6-8.1: Write arguments focused on discipline-specific content.

WHST.6-8.2: Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

Grade 9-12 History Standards:

H2.[9-12].10: Analyze the policies and programs of the New Deal, and their effects on political, economic, and diplomatic institutions.

H2.[9-12].11: Describe the cultural, economic, political, and technological impact of World War II on the United States.

H3.[9-12].1: Describe key people and explain their struggle for the expansion of African American rights during the late 19th and early 20th centuries.

C13.[9-12].6: Examine the rights of citizens and how these rights are protected and restricted.

C13.[9-12].7: Analyze and evaluate the role of citizen participation in civic life.

C15.[9-12].3: Evaluate the significance of interest groups and public opinion in the political process of a democratic society.

Grades 11-12 Nevada Academic Standards:

RH.11-12.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

RH.11-12.3: Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

RH.11-12.6: Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

RH.11-12.7: Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

WHST.11-12.1: Write arguments focused on discipline-specific content.

WHST.11-12.2: Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

-
1. How did the construction of the Boulder Dam alter the lifestyle of southern Nevada?
 2. View the image of Rosie the Riveter (Artifact 1). How is Magnesium Maggie similar to the influences of Rosie? How can Magnesium Maggie have been used as a *propaganda* tool?
 3. What was the importance of magnesium that helped establish the city of Henderson, Nevada?
 4. How did women working at BMI (Basic Magnesium Incorporated) during the war help pave the way for working women of the future?
 5. What was the West side? Why were they separated from the rest of the population?

6. Define Operation Independence. What was its main goal?

Modern Makers

Discuss: Consider the question: Why Recognize the Accomplishments of Women in the Past?

7. Myram Duncan poses a question at the end of the video. Do you believe recognizing women in history is just as significant as learning about George Washington? Explain your answer.

8. *Expansion:* Make a campaign poster for one of the Makers from this episode. Create a campaign slogan that represents a message similar to the goals of the Maker.

9. *Expansion:* Select one Maker from this episode to research further. Use the Nevada Women's History Project website for further information. <http://www.unr.edu/nwhp/index.htm>

Artifact 1



by J. Howard Miller

*Produced by Westinghouse
for the War Production
Co-Ordinating Committee
NARA Still Picture Branch (NWDNS-179-WP-1563)*

Taken from http://www.archives.gov/exhibits/powers_of_persuasion/its_a_womans_war_too/images_html/we_can_do_it.html

Makers II: Women in Nevada History, Moving Forward

Title: Claudine Williams

Grades: 6-12

Subjects: U.S. History, U.S. Government, English

Lesson Time: 30 Minutes

Grade 6-8 History Standards:

H2.[6-8].3: Describe how compromise and conflict among peoples contributed to political, economic, and cultural divisions.

H2.[6-8].5: Describe the impact of the United States military and atomic testing on Nevada.

Grades 6-8 Nevada Academic Standards:

RH.6-8.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

WHST.6-8.1: Write arguments focused on discipline-specific content.

WHST.6-8.2: Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

Grade 9-12 History Standards:

H1.[9-12].7: Evaluate how cultural developments in the arts, literature, architecture, education, media, and leisure activities have reflected and changed society.

H2.[9-12].11: Describe the cultural, economic, political, and technological impact of World War II on the United States.

H2.[9-12].12: Describe the causes and effects of changing demographics and developing suburbanization in the United States.

H3.[9-12].9: Identify and describe the major issues, events, and people of minority rights movements.

H3.[9-12].12: Analyze how post-World War II science and technology augmented United States economic strength, transformed daily life, and influenced the world economy and politics.

Grades 11-12 Nevada Academic Standards:

RH.11-12.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

RH.11-12.3: Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

RH.11-12.6: Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

RH.11-12.7: Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

WHST.11-12.1: Write arguments focused on discipline-specific content.

WHST.11-12.2: Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

-
1. Describe the jobs women held in Las Vegas in the 1950s. Compared to men, how were they different?
 2. What kind of experience did Claudine Williams have before moving to Las Vegas?
 3. Why was Williams's presence on the Las Vegas Strip revolutionary? What set her apart from the others?
 4. What kinds of contributions has Williams given to the Las Vegas community?
 5. Describe the general life of a woman in Nevada and the United States in the 1950s based on accounts from this episode.
 6. *Expansion:* Make a campaign poster for one of the Makers from this episode. Create a campaign slogan that represents a message similar to the goals of the Maker.
 7. *Expansion:* Select one Maker from this episode to research further. Use the Nevada Women's History Project website for further information.
<http://www.unr.edu/nwhp/index.htm>

Makers II: Women in Nevada History, Moving Forward

Title: Kitty Rodman

Grades: 6-12

Subjects: U.S. History, U.S. Government, English

Lesson Time: 30 Minutes

Grade 6-8 History Standards:

H2.[6-8].6: Describe the effects of tourism and gaming on Nevada.

H2.[6-8].7: Describe the goals and accomplishments of labor unions in Nevada.

C13.[6-8].8: Identify and explain the rights, privileges, and responsibilities associated with Nevada and U.S. citizenship, including voting, holding office, jury duty, and military service, community service, and public service.

C15.[6-8].3: Identify the impact of interest groups and public opinion on the political process.

Grades 6-8 Nevada Academic Standards:

RH.6-8.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

WHST.6-8.1: Write arguments focused on discipline-specific content.

WHST.6-8.2: Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

Grade 9-12 History Standards:

H1.[9-12].7: Evaluate how cultural developments in the arts, literature, architecture, education, media, and leisure activities have reflected and changed society.

H2.[9-12].5: Assess the contributions of immigrant groups to the development of the United States.

H2.[9-12].12: Describe the causes and effects of changing demographics and developing suburbanization in the United States.

H2.[9-12].14: Examine the changes in the political culture of the United States during the 1960s and 1970s.

H3.[9-12].9: Identify and describe the major issues, events, and people of minority rights movements.

H3.[9-12].12: Analyze how post-World War II science and technology augmented United States economic strength, transformed daily life, and influenced the world economy and politics.

C13.[9-12].7: Analyze and evaluate the role of citizen participation in civic life.

Grades 11-12 Nevada Academic Standards:

RH.11-12.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

RH.11-12.3: Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

RH.11-12.6: Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

RH.11-12.7: Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

WHST.11-12.1: Write arguments focused on discipline-specific content.

WHST.11-12.2: Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

Directions: Answer the questions using complete sentences using your previous knowledge and providing examples and references to the video *Makers: Women in Nevada History, Moving Forward*.

1. What makes Kitty Rodman a Nevada Maker? Describe her range of work that helped develop the Las Vegas Strip.
2. What life experiences influenced Rodman to give back to her community and help others?
3. What role did Bartlett play in the development of the City of Henderson and community of Green Valley?
4. Describe the general life of a woman in Nevada and the United States in the 1960s based on accounts from this episode.
5. *Expansion:* Make a campaign poster for one of the Makers from this episode. Create a campaign slogan that represents a message similar to the goals of the Maker.

6. *Expansion:* Select one Maker from this episode to research further. Use the Nevada Women's History Project website for further information.
<http://www.unr.edu/nwhp/index.htm>

Makers II: Women in Nevada History, Moving Forward

Title: Myram Borders

Grades: 6-12

Subjects: U.S. History, U.S. Government, English

Lesson Time: 30 Minutes

Grade 6-8 History Standards:

H2.[6-8].3: Describe how compromise and conflict among peoples contributed to political, economic, and cultural divisions.

H2.[6-8].4: Identify and explain the importance of immigrant and native groups to mining, ranching, railroads, and commerce in Nevada and the United States.

H4.[6-8].12: Explain the significance of major news events Nevada and at the national and world levels.

Grades 6-8 Nevada Academic Standards:

RH.6-8.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

WHST.6-8.1: Write arguments focused on discipline-specific content.

WHST.6-8.2: Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

Grade 9-12 History Standards:

H1.[9-12].4: Define nativism and explain the political and social responses to immigration into the United States.

H1.[9-12].7: Evaluate how cultural developments in the arts, literature, architecture, education, media, and leisure activities have reflected and changed society.

H2.[9-12].5: Assess the contributions of immigrant groups to the development of the United States.

H2.[9-12].14: Examine the changes in the political culture of the United States during the 1960s and 1970s.

H3.[9-12].9: Identify and describe the major issues, events, and people of minority rights movements.

H3.[9-12].12: Analyze how post-World War II science and technology augmented United States economic strength, transformed daily life, and influenced the world economy and politics.

C13.[9-12].7: Analyze and evaluate the role of citizen participation in civic life.

Grades 11-12 Nevada Academic Standards:

RH.11-12.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

RH.11-12.3: Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

RH.11-12.6: Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

RH.11-12.7: Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

WHST.11-12.1: Write arguments focused on discipline-specific content.

WHST.11-12.2: Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

Directions: Answer the questions using complete sentences using your previous knowledge and providing examples and references to the video *Makers: Women in Nevada History, Moving Forward*.

1. *Discuss:* Consider the question: What traits help women to be such effective leaders? Watch Judge Karen Bennett-Haron, Amy Ayoub and Sue Wagner discuss the above question, then write what you think makes an effective leader. Then turn to a partner and share your answers.
2. Through the eyes of a young Myram Borders, how would you describe the town of Las Vegas as she remembers it?
3. What challenges did the field of journalism provide women in the 1960s?
4. What is uniform syndrome?
5. How did Ling Fong provide for education in Clark County?
6. Describe the general life of a woman in Nevada and the United States in the 1960s based on accounts from this episode.

7. *Expansion:* Make a campaign poster for one of the Makers from this episode. Create a campaign slogan that represents a message similar to the goals of the Maker.
8. *Expansion:* Select one Maker from this episode to research further. Use the Nevada Women's History Project website for further information.
<http://www.unr.edu/nwhp/index.htm>

Makers II: Women in Nevada History, Moving Forward

Title: Sarah Ann Knight-Preddey

Grades: 6-12

Subjects: U.S. History, U.S. Government, English

Lesson Time: 30 Minutes

Grade 6-8 History Standards:

H2.[6-8].3: Describe how compromise and conflict among peoples contributed to political, economic, and cultural divisions.

H2.[6-8].6: Describe the effects of tourism and gaming on Nevada.

H4.[6-8].12: Explain the significance of major news events Nevada and at the national and world levels.

C13.[6-8].8: Identify and explain the rights, privileges, and responsibilities associated with Nevada and U.S. citizenship, including voting, holding office, jury duty, and military service, community service, and public service.

Grades 6-8 Nevada Academic Standards:

RH.6-8.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

WHST.6-8.1: Write arguments focused on discipline-specific content.

WHST.6-8.2: Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

Grade 9-12 History Standards:

H1.[9-12].7: Evaluate how cultural developments in the arts, literature, architecture, education, media, and leisure activities have reflected and changed society.

H2.[9-12].12: Describe the causes and effects of changing demographics and developing suburbanization in the United States.

H2.[9-12].14: Examine the changes in the political culture of the United States during the 1960s and 1970s.

H3.[9-12].1: Describe key people and explain their struggle for the expansion of African American rights during the late 19th and early 20th centuries.

H3.[9-12].5: Analyze major social movements in the United States and explain their impact on the changing social and political culture, i.e., the Populist and Progressive Movements.

H3.[9-12].9: Identify and describe the major issues, events, and people of minority rights movements.

H3. [9-12].14: Compare and Contrast racial segregation in the United States with other racial and social policies.

C13.[9-12].6: Examine the rights of citizens and how these rights are protected and restricted.

C13.[9-12].7: Analyze and evaluate the role of citizen participation in civic life.

C15.[9-12].3: Evaluate the significance of interest groups and public opinion in the political process of a democratic society.

Grades 11-12 Nevada Academic Standards:

RH.11-12.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

RH.11-12.3: Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

RH.11-12.6: Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

RH.11-12.7: Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

WHST.11-12.1: Write arguments focused on discipline-specific content.

WHST.11-12.2: Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

Directions: Answer the questions using complete sentences using your previous knowledge and providing examples and references to the video *Makers: Women in Nevada History, Moving Forward*.

1. Describe some of the events taking place throughout America and around the world that mounted frustrations and led to demonstrations.
2. What barriers did blacks face in Las Vegas in the 1960s?

3. What defines Sarah Ann Knight-Preddey as a Nevada Maker during the 1960s?
4. Why is the Moulin Rouge considered an important landmark in Las Vegas?
5. Define the consent decree.
6. Why was the consent decree important for minorities?
7. What event motivated Ruby Duncan to organize demonstrations and marches?
8. Why are Duncan and Knight-Preddey positive examples in the Las Vegas community and to women everywhere?
9. Explain why Thelia Dondero becoming Clark County's first female commissioner is a step forward for women's rights.
10. Describe the general life of a woman in Nevada and the United States in the 1960s based on accounts from this episode.
11. *Expansion:* Discuss the significance of the Westside in Las Vegas. Research other cities in the 1960s and compare their similarities to Las Vegas's Westside.
12. *Expansion:* Make a campaign poster for one of the Makers from this episode. Create a campaign slogan that represents a message similar to the goals of the Maker.
13. *Expansion:* Select one Maker from this episode to research further. Use the Nevada Women's History Project website for further information.
<http://www.unr.edu/nwhp/index.htm>

Makers II: Women in Nevada History, Moving Forward

Title: Jean Ford

Grades: 6-12

Subjects: U.S. History, U.S. Government, English

Lesson Time: 30 Minutes

Grade 6-8 History Standards:

H2.[6-8].3: Describe how compromise and conflict among peoples contributed to political, economic, and cultural divisions.

H2.[6-8].6: Describe the effects of tourism and gaming on Nevada.

H4.[6-8].12: Explain the significance of major news events Nevada and at the national and world levels.

C13.[6-8].8: Identify and explain the rights, privileges, and responsibilities associated with Nevada and U.S. citizenship, including voting, holding office, jury duty, and military service, community service, and public service.

Grades 6-8 Nevada Academic Standards:

RH.6-8.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

WHST.6-8.1: Write arguments focused on discipline-specific content.

WHST.6-8.2: Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

Grade 9-12 History Standards:

H1.[9-12].7: Evaluate how cultural developments in the arts, literature, architecture, education, media, and leisure activities have reflected and changed society.

H2.[9-12].14: Examine the changes in the political culture of the United States during the 1960s and 1970s.

H3.[9-12].5: Analyze major social movements in the United States and explain their impact on the changing social and political culture, i.e., the Populist and Progressive Movements.

H3.[9-12].7: Describe the development of the women's suffrage movement and the subsequent passage of the 19th Amendment.

H3.[9-12].9: Identify and describe the major issues, events, and people of minority rights movements.

C13.[9-12].6: Examine the rights of citizens and how these rights are protected and restricted.

C13.[9-12].7: Analyze and evaluate the role of citizen participation in civic life.

C15.[9-12].3: Evaluate the significance of interest groups and public opinion in the political process of a democratic society.

Grades 11-12 Nevada Academic Standards:

RH.11-12.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

RH.11-12.3: Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

RH.11-12.6: Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

RH.11-12.7: Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

WHST.11-12.1: Write arguments focused on discipline-specific content.

WHST.11-12.2: Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

Directions: Answer the questions using complete sentences using your previous knowledge and providing examples and references to the video *Makers: Women in Nevada History, Moving Forward*.

1. What contributions did Jean Ford provide for Nevada during an era where women were not playing prominent roles in politics?
2. What does ERA stand for? Why were there protests and marches in support of the ERA?
3. Where was the resistance to the ERA coming from?
4. Describe some of the inequality women experienced in the 1970s.
5. How did Nevada vote for the ERA?

6. What radical program did Florence McClure found in Nevada during a time it was not socially accepted?
7. *Discuss:* Consider this question: Why recognize the accomplishments of women in the past? Watch Jan Jones Blackhurst, Carolyn Goodman, and Amy Ayoub, then write down the accomplishments you feel women have achieved. Then turn to a partner and share your answers.
8. *Expansion:* Create a timeline and identify the key events for the Equal Rights Amendment.
9. *Expansion:* Draft a letter to a female activist living in Nevada in the 1970s discussing your views on women's rights.
10. *Expansion:* Make a campaign poster for one of the Makers from this episode. Create a campaign slogan that represents a message similar to the goals of the Maker.
11. *Expansion:* Select one Maker from this episode to research further. Use the Nevada Women's History Project website for further information.
<http://www.unr.edu/nwhp/index.htm>

Makers III: Women in Nevada History, Into the Future

Title: Sue Wagner

Grades: 6-12

Subjects: U.S. History, U.S. Government, English

Lesson Time: 30 Minutes

Grade 6-8 History Standards:

C13.[6-8].8: Identify and explain the rights, privileges, and responsibilities associated with Nevada and U.S. citizenship, including voting, holding office, jury duty, and military service, community service, and public service.

C15.[6-8].3: Identify the impact of interest groups and public opinion on the political process.

Grades 6-8 Nevada Academic Standards:

RH.6-8.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

WHST.6-8.1: Write arguments focused on discipline-specific content.

WHST.6-8.2: Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

Grade 9-12 History Standards:

H1.[9-12].7: Evaluate how cultural developments in the arts, literature, architecture, education, media, and leisure activities have reflected and changed society.

H3.[9-12].8: Explain how the social and economic opportunities of the post-World War II era contributed to social responsibility and change.

H3.[9-12].9: Identify and describe the major issues, events, and people of minority rights movements.

C13.[9-12].7: Analyze and evaluate the role of citizen participation in civic life.

C15.[9-12].3: Evaluate the significance of interest groups and public opinion in the political process of a democratic society.

Grades 11-12 Nevada Academic Standards:

RH.11-12.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

RH.11-12.3: Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

RH.11-12.6: Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

RH.11-12.7: Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

WHST.11-12.1: Write arguments focused on discipline-specific content.

WHST.11-12.2: Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

Directions: Answer the questions using complete sentences using your previous knowledge and providing examples and references to the video *Makers: Women in Nevada History, Into the Future*.

1. What major events are taking place in the 1980s in the United States?
2. What issues did Sue Wagner support while serving in the Nevada Legislature?
3. What experience altered her career? What did she do afterwards?
4. List the many jobs Frankie Sue Del Papa has held in the Nevada throughout her career. How have some of these roles influenced change in Nevada?
5. Barbara Vucanovich made history by becoming the first woman to do this in Nevada. What was it?
6. Describe one of the popular pieces of legislation that went through during her tenure.
7. Who is her daughter and what roles did she play in Nevada history?
8. What part of Nevada history did Barbara Buckley take part in?

9. How did Buckley know what she wanted to do after college?
10. What responsibilities do women have in the tribal communities?
11. How does Alfreda Mitre having a job with the Environmental Protection Agency (EPA) tie into her role as a Paiute Indian?
12. *Expansion:* Consider the introduction to the Makers episode: There are barriers/Makers break them. There are opportunities/Makers take them.
13. *Expansion:* Discuss the messages Makers of today have for Makers of tomorrow.
14. *Expansion:* Do the Makers of today have more or less barriers to face today compared to earlier generations of Makers?
15. *Expansion:* Write an inspirational letter to yourself 20 years from now.

Makers III: Women in Nevada History, Into the Future

Title: Miriam Shearing

Grades: 6-12

Subjects: U.S. History, U.S. Government, English

Lesson Time: 30 Minutes

Grade 6-8 History Standards:

C13.[6-8].8: Identify and explain the rights, privileges, and responsibilities associated with Nevada and U.S. citizenship, including voting, holding office, jury duty, and military service, community service, and public service.

C15.[6-8].3: Identify the impact of interest groups and public opinion on the political process.

Grades 6-8 Nevada Academic Standards:

RH.6-8.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

WHST.6-8.1: Write arguments focused on discipline-specific content.

WHST.6-8.2: Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

Grade 9-12 History Standards:

H1.[9-12].7: Evaluate how cultural developments in the arts, literature, architecture, education, media, and leisure activities have reflected and changed society.

H3.[9-12].8: Explain how the social and economic opportunities of the post-World War II era contributed to social responsibility and change.

H3.[9-12].9: Identify and describe the major issues, events, and people of minority rights movements.

C13.[9-12].7: Analyze and evaluate the role of citizen participation in civic life.

C15.[9-12].3: Evaluate the significance of interest groups and public opinion in the political process of a democratic society.

Grades 11-12 Nevada Academic Standards:

RH.11-12.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

RH.11-12.3: Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

RH.11-12.6: Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

RH.11-12.7: Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

WHST.11-12.1: Write arguments focused on discipline-specific content.

WHST.11-12.2: Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

Directions: Answer the questions using complete sentences using your previous knowledge and providing examples and references to the video *Makers: Women in Nevada History, Into the Future*.

1. What was unique about Myriam Shearing's position in the Nevada judicial system?
2. Describe the honor Karen Bennett Haron has as a judge on the district court bench.
3. What obstacles has Bennett Haron faced during her career as judge?
4. *Expansion:* Discuss the messages Makers of today have for Makers of tomorrow.
5. *Expansion:* Do the Makers of today have more or less barriers to face today compared to earlier generations of Makers?
6. *Expansion:* Write an inspirational letter to yourself 20 years from now.

Makers III: Women in Nevada History, Into the Future

Title: Jill Derby

Grades: 6-12

Subjects: U.S. History, U.S. Government, English

Lesson Time: 30 Minutes

Grade 6-8 History Standards:

C13.[6-8].8: Identify and explain the rights, privileges, and responsibilities associated with Nevada and U.S. citizenship, including voting, holding office, jury duty, and military service, community service, and public service.

C15.[6-8].3: Identify the impact of interest groups and public opinion on the political process.

Grades 6-8 Nevada Academic Standards:

RH.6-8.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

WHST.6-8.1: Write arguments focused on discipline-specific content.

WHST.6-8.2: Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

Grade 9-12 History Standards:

H1.[9-12].7: Evaluate how cultural developments in the arts, literature, architecture, education, media, and leisure activities have reflected and changed society.

H3.[9-12].8: Explain how the social and economic opportunities of the post-World War II era contributed to social responsibility and change.

H3.[9-12].9: Identify and describe the major issues, events, and people of minority rights movements.

C13.[9-12].6: Examine the rights of citizens and how these rights are protected and restricted.

C13.[9-12].7: Analyze and evaluate the role of citizen participation in civic life.

C15.[9-12].3: Evaluate the significance of interest groups and public opinion in the political process of a democratic society.

Grades 11-12 Nevada Academic Standards:

RH.11-12.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

RH.11-12.3: Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

RH.11-12.6: Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

RH.11-12.7: Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

WHST.11-12.1: Write arguments focused on discipline-specific content.

WHST.11-12.2: Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

Directions: Answer the questions using complete sentences using your previous knowledge and providing examples and references to the video *Makers: Women in Nevada History, Into the Future*.

1. What is a regent?
2. What accomplishments has Jill Derby achieved as regent?
3. What did Carol Harter do to help education grow as the president of the University of Nevada, Las Vegas?
4. How did Carolyn Goodman provide for the children of Las Vegas?
5. What accomplishment can the Meadows School claim?
6. What is the purpose for the Family Leadership Initiative?
7. How have Rosemary Flores and Linda Rivera contributed to that purpose?
8. *Expansion:* Discuss the messages Makers of today have for Makers of tomorrow.

9. *Expansion:* Do the Makers of today have more or less barriers to face today compared to earlier generations of Makers?
10. *Expansion:* Write an inspirational letter to yourself 20 years from now.

Makers III: Women in Nevada History, Into the Future

Title: Nancy Wong

Grades: 6-12

Subjects: U.S. History, U.S. Government, English

Lesson Time: 30 Minutes

Grade 6-8 History Standards:

C13.[6-8].8: Identify and explain the rights, privileges, and responsibilities associated with Nevada and U.S. citizenship, including voting, holding office, jury duty, and military service, community service, and public service.

C15.[6-8].3: Identify the impact of interest groups and public opinion on the political process.

Grades 6-8 Nevada Academic Standards:

RH.6-8.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

WHST.6-8.1: Write arguments focused on discipline-specific content.

WHST.6-8.2: Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

Grade 9-12 History Standards:

H1.[9-12].7: Evaluate how cultural developments in the arts, literature, architecture, education, media, and leisure activities have reflected and changed society.

H3.[9-12].8: Explain how the social and economic opportunities of the post-World War II era contributed to social responsibility and change.

H3.[9-12].9: Identify and describe the major issues, events, and people of minority rights movements.

C13.[9-12].6: Examine the rights of citizens and how these rights are protected and restricted.

C13.[9-12].7: Analyze and evaluate the role of citizen participation in civic life.

C15.[9-12].3: Evaluate the significance of interest groups and public opinion in the political process of a democratic society.

Grades 11-12 Nevada Academic Standards:

RH.11-12.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

RH.11-12.3: Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

RH.11-12.6: Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

RH.11-12.7: Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

WHST.11-12.1: Write arguments focused on discipline-specific content.

WHST.11-12.2: Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

Directions: Answer the questions using complete sentences using your previous knowledge and providing examples and references to the video *Makers: Women in Nevada History, Into the Future*.

1. What is Nancy Wong seeking to improve?
2. What kind of work does Kate Zhong complete at the Lou Ruvo Clinic?
3. For Pat Mulroy, what influence does serving as the chairman of the Southern Nevada Water Authority bring?
4. *Expansion:* Discuss the messages Makers of today have for Makers of tomorrow.
5. *Expansion:* Do the Makers of today have more or less barriers to face today compared to earlier generations of Makers?
6. *Expansion:* Write an inspirational letter to yourself 20 years from now.

Makers III: Women in Nevada History, Into the Future

Title: Jan Jones Blackhurst

Grades: 6-12

Subjects: U.S. History, U.S. Government, English

Lesson Time: 30 Minutes

Grade 6-8 History Standards:

C13.[6-8].8: Identify and explain the rights, privileges, and responsibilities associated with Nevada and U.S. citizenship, including voting, holding office, jury duty, and military service, community service, and public service.

C15.[6-8].3: Identify the impact of interest groups and public opinion on the political process.

Grades 6-8 Nevada Academic Standards:

RH.6-8.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

WHST.6-8.1: Write arguments focused on discipline-specific content.

WHST.6-8.2: Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

Grade 9-12 History Standards:

H1.[9-12].7: Evaluate how cultural developments in the arts, literature, architecture, education, media, and leisure activities have reflected and changed society.

H3.[9-12].8: Explain how the social and economic opportunities of the post-World War II era contributed to social responsibility and change.

H3.[9-12].9: Identify and describe the major issues, events, and people of minority rights movements.

C13.[9-12].6: Examine the rights of citizens and how these rights are protected and restricted.

C13.[9-12].7: Analyze and evaluate the role of citizen participation in civic life.

C15.[9-12].3: Evaluate the significance of interest groups and public opinion in the political process of a democratic society.

Grades 11-12 Nevada Academic Standards:

RH.11-12.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

RH.11-12.3: Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

RH.11-12.6: Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

RH.11-12.7: Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

WHST.11-12.1: Write arguments focused on discipline-specific content.

WHST.11-12.2: Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

Directions: Answer the questions using complete sentences using your previous knowledge and providing examples and references to the video *Makers: Women in Nevada History, Into the Future*.

1. What changes did Las Vegas need addressing while Jan Jones Blackhurst served as mayor?
2. What is Renee West's working philosophy?
3. What two contributions has Nancy Houssel brought to Las Vegas?
4. What messages do Makers of today have for Makers of the future?
5. *Expansion:* Discuss the messages Makers of today have for Makers of tomorrow.
6. *Expansion:* Do the Makers of today have more or less barriers to face today compared to earlier generations of Makers?
7. *Expansion:* Write an inspirational letter to yourself 20 years from now.