

Greetings and Welcome to the

# Women in Oklahoma History

Educational Trunk and Curriculum!



In this binder you will find:

- A Checklist of the Contents of the Educational Trunk
- A Women in Oklahoma History Lesson, which includes several activities and list of classroom resources.

The items in the trunk are intended to supplement the lesson provided in this binder. Educators may choose to omit sections based on course objectives and time limitations. Trunk rentals are seven days but can be extended if there is not another reservation at that time.

Please do not hesitate to reach out to the Pioneer Woman Museum with any questions, thoughts, or concerns you may have regarding this trunk, or how we can collaborate on future programming. We appreciate your actions in helping to spread women's history!

Jennifer Lynch

Museum Director

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# Women in Oklahoma History

(Terms/Answers for Jeopardy Questions are UNDERLINED)

## INTRODUCTION

The most enduring image of women as participants in Oklahoma history remains that of the woman in a sunbonnet after 1889, homesteading the wilderness alongside her husband, rearing her children, and creating the cultural institutions that prepared the way for statehood. The Pioneer Woman statue, located in Ponca City and dedicated in 1930, stands as a reminder of that pioneer heritage. Although important, this experience represents only one aspect of Oklahoma women's contributions to a more complex history. The story of the women of Oklahoma includes a diversity of experience matched only by that of the United States as a whole. From the beginning, women's lives reflected the multiple intersects of public and private activity, racial and cultural interactions, and gender role transformations that continue to shape the identity of the state.

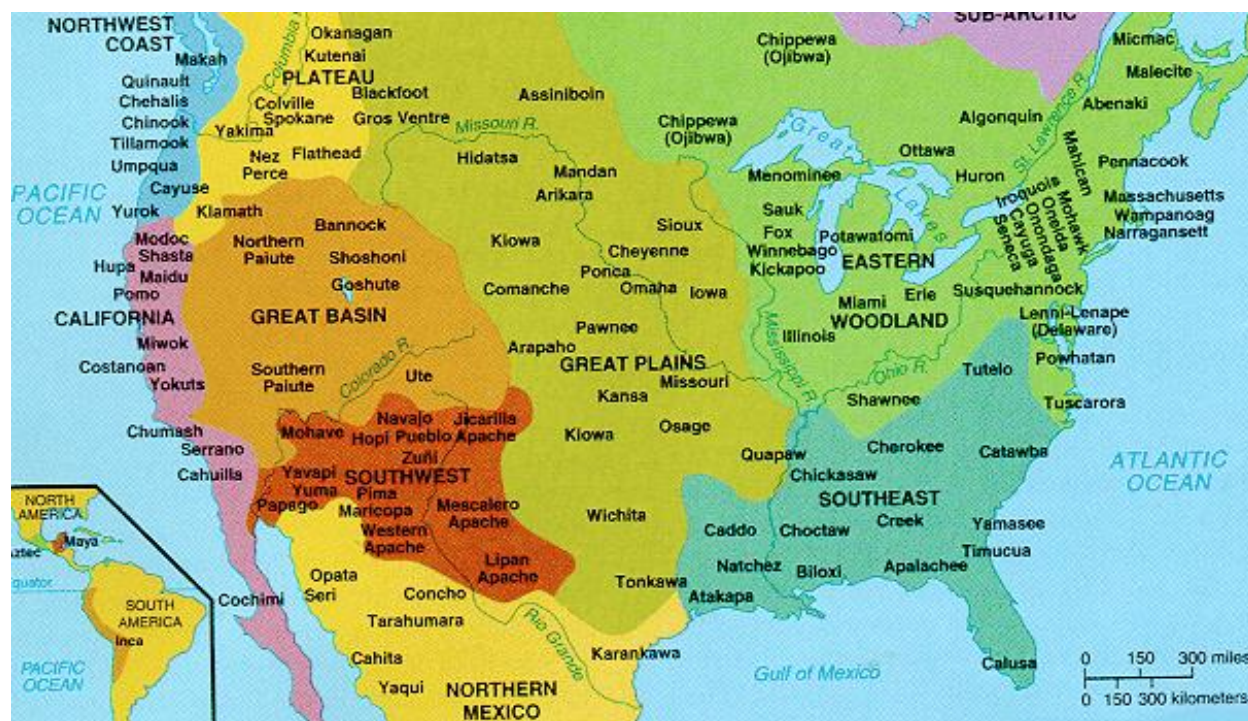


## PRE-EUROPEAN CONTACT

Evidence of pre-European contact in this geographic region existed in the CADDO made Spiro Mounds mortuary sites along the Arkansas River valley in eastern Oklahoma. Material remains indicated an advanced culture with specialized craftsmanship. Inventories included objects most closely associated with women's activities, such as decorated pottery vessels, woven utensils, geometrically decorated textiles, baskets, and animal-hide covers. Women were often agriculturalists who grew crops of corn (or maize), squash, and beans. This combination was known as the "THREE SISTERS."

## EUROPEAN CONTACT

First the SPANISH and then French explorers and traders documented contact and sometimes intermarriage with the agricultural Wichita people and the mobile Caddo, Osage, and southern Plains Indians, exchanging guns and metal goods for furs, buffalo hides, salt, and slaves. Increasing dependence on trade goods altered the lives of women as well as men. Women's agricultural pursuits held less status than the fur exchange, and village life became more vulnerable as men were absent for longer periods of time. Women, children, and the elderly were subject to raiding by rival native groups as well as violent competition for control by French and Spanish authorities.



Pre-Columbian North America

## LOUISIANA PURCHASE

Following THE LOUISIANA PURCHASE and placing land into the control of the United States in 1803, increased commercial traffic and settlement into the area occurred. Hunters, trappers, and merchant families established themselves on Oklahoma lands, sometimes intermarrying with Native women, and developing diverse homesteads and trade connections with Mississippi River markets.



Louisiana Purchase, 1803

## THE FIVE TRIBES

Members of the Five Tribes (Choctaw, Cherokee, Chickasaw, Creek, and Seminole) were among the first to encounter the Europeans who arrived to settle North America in 1607. These were complex and advanced societies organized around matrilineal clans living in permanent agricultural villages. Gender roles were clearly differentiated. Men were hunters and warriors, and they cleared land. Women cultivated fields and raised children. Women held very high status in these communities, however. Because kinship loyalty extended through the female line and women owned virtually all the family's possessions, including the home, the fields, and the crops, they held considerable power. The council of leading men often chose its chief and made significant decisions affecting tribal life with the advice of senior women. "Beloved Woman" was the title reserved for a Cherokee senior woman of exceptional ability and wisdom.

Women of the Five Tribes often served as internal agents of change as they adapted material products such as the spinning wheels and looms of the Euro-Americans into their own cultures. Sequoyah's introduction of a

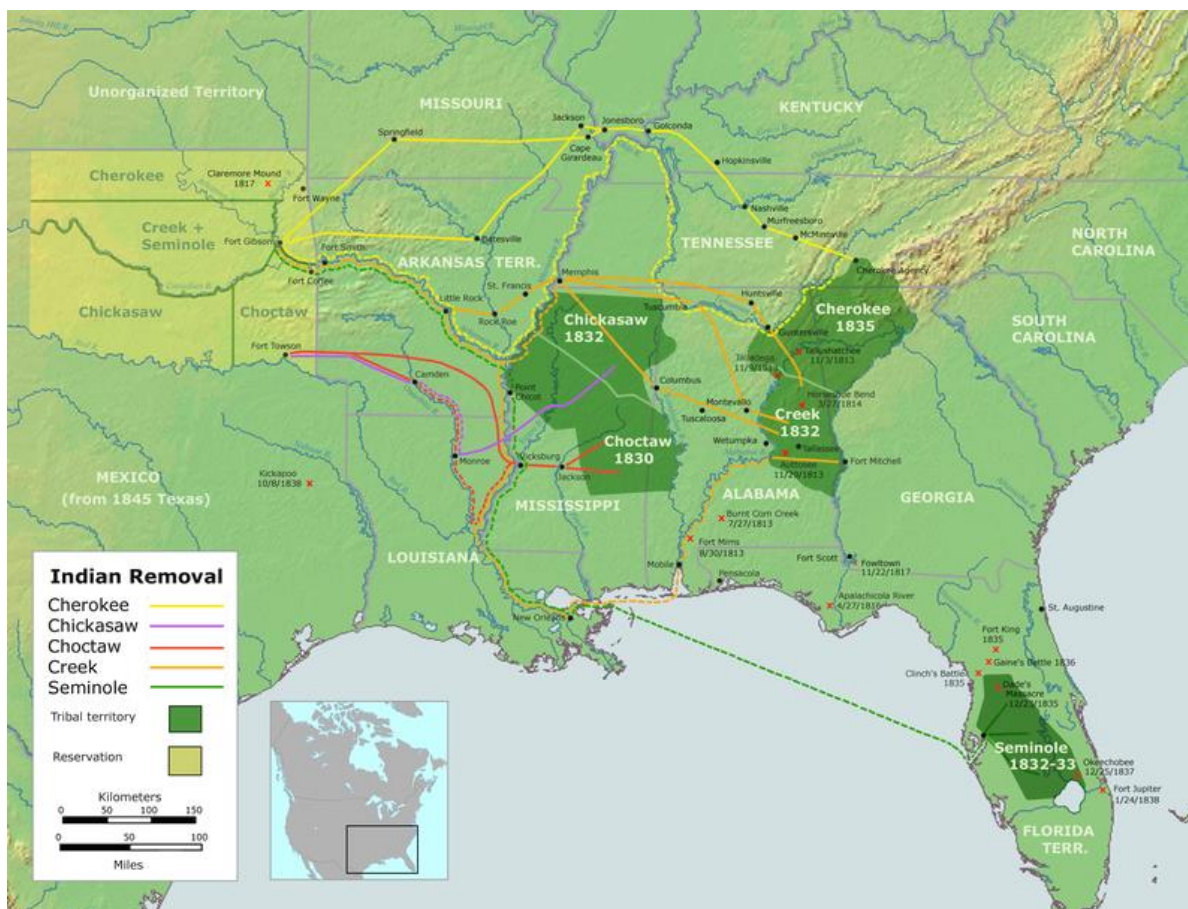
syllabary of the Cherokee language led to male and female literacy throughout the tribe and to creation of the first Indian newspaper in America, *the Cherokee Phoenix*, published in both English and Cherokee in 1828. His alphabet was developed with and first tested on his daughter.

Protestant missionaries opened schools and churches on Native lands and especially encouraged the marriage of acculturated young Native women with non-Native men. These unions rapidly produced a substantial mixed-blood elite who operated businesses, stock farms, and cotton plantations using African slave labor. Families preferring to follow more traditional cultural patterns retreated into the mountain areas of the South.

The early nineteenth century brought increased pressure on the Five Tribes from a growing non-Native population who demanded access to the productive farmlands of the American South. Congress created a defined Indian colonization zone in the Louisiana Purchase lands designated as "Indian Territory." Factions of the Cherokee, Choctaw, and Creek negotiated land cession treaties with the United States government, exchanging some of their lands in the eastern states for lands west of the Mississippi River.

## THE TRAIL OF TEARS

In 1830 Congress passed the Indian Removal Act and granted President Andrew Jackson the authority to use force to remove the Five Tribes from their homelands. Mixed-blood and full-blood women alike watched their husbands shackled, their homes invaded, and their possessions pilfered, but nothing prepared them for the suffering and death of the forced march that became known as the TRAIL OF TEARS to Indian Territory. Hunger, cold, exhaustion, and epidemic disease depleted their strength, killing the elders and children first. Many survived the journey only to die from exposure the first year. Most estimates reveal a population loss of approximately one-third for the Five Tribes until their numbers stabilized in the 1850s.



Removal of the Five Tribes

## EARLY INDIAN TERRITORY

Several female missionaries and teachers traveled with the Five Tribes over the Trail of Tears, and many more came to Indian Territory to minister to them during this difficult transition. Approximately 190 women worked in Indian Territory before the Civil War. Some were partners with their husbands in building mission stations and some were single women committed to bringing comfort, education, and Christianity. Many traveled from northeastern states long, comfortless distances by riverboat, stagecoach, horseback, and wagon to reach Indian Territory. Most were young, usually in their twenties, and had received some education and training.

All these women endured the harshest of circumstances in the mission field. Survival demanded hard labor in the fields, homes, and schools, work

performed amidst snakes, insects, and unpredictable weather. Primitive housing and isolation made life even more difficult. Many fell ill from dysentery, fevers, scurvy, malaria, and pneumonia. Daily duties included instruction in basic elementary school subjects, moral and religious training, education in household tasks for their female students, and coordination of Bible, Sunday school, and temperance societies.

By the 1850s Native women and their families in Indian Territory had resumed peaceful, productive lives based on small businesses, farms, and some large cotton plantations. The slaveholding elite of the Five Tribes had brought their slaves with them to Indian Territory, and slave numbers now reached approximately ten thousand. Native women sometimes held significant numbers of slaves in their own names. Slaveholding practices varied widely, making kinship more complex and emotionally volatile. The Creek and Seminole frequently intermarried with African Americans and allowed a wide latitude of freedoms. The Cherokee were more reluctant to intermarry and eventually passed laws prohibiting this practice and restricting slave activities, but slaves and owners still pursued relatively benign relationships on the small farms. The Choctaw and Chickasaw more closely followed the southern pattern of large-plantation slaveholding. Slave women shared the close, intimate spaces of homemaking and childrearing with their mistresses and sometimes shared the kinship of blood relations. Their lives reflected the patterns of the native cultures in dress, food, language, and beliefs.

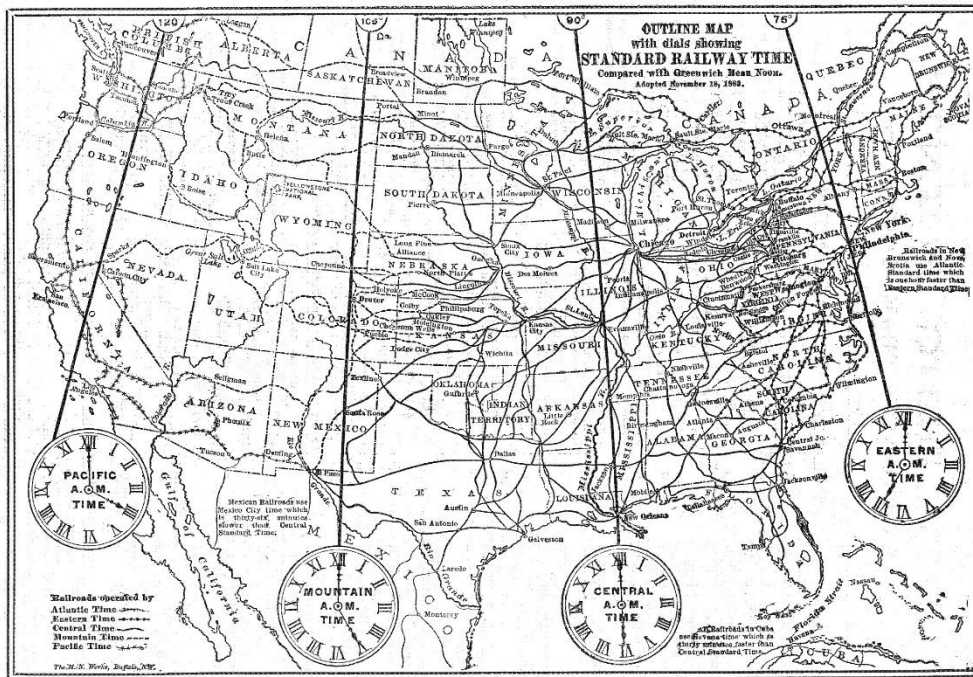
## THE CIVIL WAR

When the Civil War began, tribal factionalism emerged with some Native men declaring their allegiance to the Union, and other groups signing agreements with the Confederate government. As both sides took up arms to fight, Native and African American women and their households were left vulnerable to the violence from all contenders. Many slave families were separated by sale or removal to Confederate states. Military battles in Indian Territory, raiding and foraging for food, livestock, or any item of value, and destruction of property devastated the area. Refugee women and children fled north into Kansas or Texas, or clustered around Fort Gibson seeking food, shelter, and protection. The death toll was startling. A Creek census taken in 1867 revealed a population loss of approximately one-fourth, and Union Cherokees reported one-third of the women widowed and one-fourth of the children orphaned.

## RECONSTRUCTION

Impoverished at the end of the war, the citizens of Indian Territory confronted a punitive federal government policy known as RECONSTRUCTION that ultimately led to the loss of their tribal sovereignty.

Peace treaties for all the Five Tribes included loss of land, admission of a RAILROAD right of way, and incorporation of former slaves as full citizens of their respective tribes. These stipulations immediately altered the makeup of Indian Territory and, thereby, the circumstances of women's lives. Now large numbers of non-Natives entered these lands: railroad crews, merchants, cattlemen, dislocated farm families, former slaves fleeing the South, European immigrants recruited as miners, and white and all-black military commands such as the Ninth and Tenth Cavalry regiments, which were sent to patrol the territory. These newcomers created a multicultural tapestry of language, food, customs, material culture, religions, and marriage partners that enriched life and renewed prosperity. Native women rebuilt their lives in this context of shared space. Female academies such as New Hope, Bloomfield, and Cherokee National Female Seminary educated elite young women of the Five Tribes to assume leadership positions in this new order.



Railroad lines ca. 1900





Native Children at Seneca Indian Boarding School in  
Wyandotte, OK. 1905

## EDUCATION AND BOARDING SCHOOLS

The early reservation years were marked by scandal, as many federal agents failed in their responsibilities to the Plains tribes. Whiskey peddlers invaded the area, corrupt contractors issued inferior supplies, and school administrators proved incompetent. Educators followed especially punitive methods to separate Indian children from their families and transform them into white citizens. Reluctant to abandon their own tribal particularity and cultural patterns, Plains peoples suffered many hardships.

Women missionaries and teachers who operated outside an institutional setting often had more success in creating less threatening and more mutually respectful relationships and strategies of progress. Women could enter the tipis and respond to the basic routines of life that men could not. By 1891 recognizing the effectiveness of using Caucasian women to teach





Women in the Unassigned Lands (Later Oklahoma Territory)



Women came with their families and alone to the land runs and lotteries that eventually opened all of Oklahoma. A single woman over twenty-one years of age was eligible for a homestead and a town lot. Placing daughters and widows into the competitions was a way of expanding a family's land holdings. Thus, a single woman could obtain a home in which to raise her children, or a young girl could obtain a significant dowry. Women land seekers ranged in age from twenty-one to their late seventies, with most in their twenties. Fourteen single, African American women staked claims in the original 1889 opening, and many more came later to help build the numerous All-Black towns of Oklahoma.

Women who came to Oklahoma Territory often found themselves isolated and far away from loved ones. Some ways that they fought loneliness was by reading or playing music, WRITING LETTERS or in a diary, or inviting new neighbors over to entertain or work on a project like a quilt.

## STATEHOOD

The state of Oklahoma came into existence through the political unification of Oklahoma Territory and Indian Territory in 1907. On November 16, on the steps of the Carnegie Library in Guthrie, Oklahoma, a mock formal wedding between C. G. Jones of Oklahoma City and Anna Trainor (Mrs. Anna Trainor Bennett of Muskogee) took place to solemnize the event. Women of both territories participated in the political wrangling necessary to the writing of a progressive state constitution. Perhaps no Oklahoma woman became better known in reform circles than Catherine Ann (Kate) Barnard. Frances Threadgill, president of the Oklahoma Federation of Women's Clubs, petitioned the Constitutional Convention for compulsory education, child-labor reform, protection for the handicapped and the environment, and improved conditions for workers, but it was dynamic Kate Barnard who carried the message to Oklahoma voters and to the convention floor. In the first election, she won more votes for her office, commissioner of charities and corrections, than any other candidate.



Kate Barnard

## SUFFRAGE

Oklahoma denied women's suffrage until 1918. The Oklahoma Woman's Suffrage Association had petitioned the territorial legislature for voting rights, only to be refused. Other attempts failed until after World War I; then, the Federation of Women's Clubs and the Oklahoma Suffrage Association linked the publicity about women's war work in the Red Cross and Liberty bond sales to the demand to vote. An amendment to the Oklahoma Constitution granting woman suffrage carried by more than twenty-five thousand votes in 1918. Women across America received the right to vote in 1920.

## WORLD WAR ONE

During World War I, women in Oklahoma and across the country got involved in the war effort to help their nation. They rationed food and other goods, they planted "Liberty Gardens" to help feed themselves, their neighbors, and lessen any food shortages. Many continued on at jobs they had previously to the war, such as the cowgirls of the 101 RANCH, but many women began work for the first time, such as the thousands of women that entered the NURSING profession.



Nurses During WWI

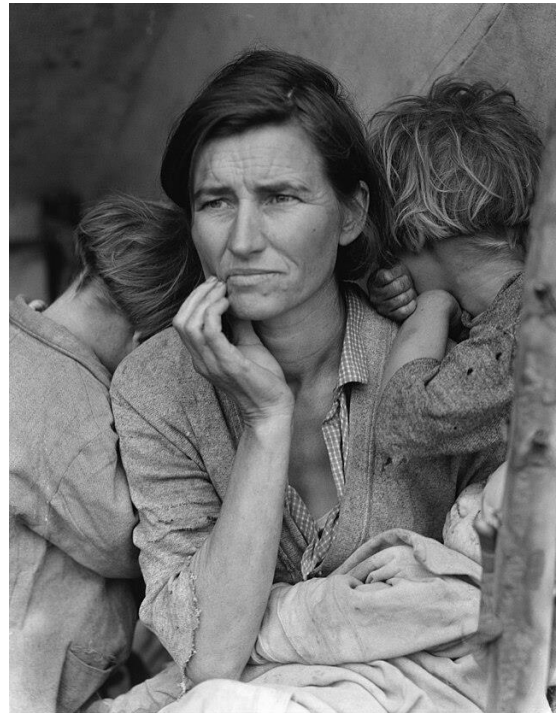


1920s

Following World War One and women's receiving the right to vote, fashion changed dramatically. Women began cutting their hair into short, bobbed styles, wearing shorter dresses, and celebrating night life. These new women were referred to as FLAPPERS and would become the dominate trend until the end of the 1920s.

## THE GREAT DEPRESSION AND DUST BOWL

The 1930s brought with it the Stock Market Crash in October of 1929 that began the Great Depression and more locally, the DUST BOWL occurred, which peaked in Boise City, Cimarron County, in the Panhandle of Oklahoma in 1937. Thousands of men, women, and children would leave states in the plains like Oklahoma to look for work in other areas, most popularly California. A federally hired photographer named DOROTHEA LANGE would take a photograph titled, "Migrant Mother." The 1936 photo of Oklahoma mother, Florence Thompson, remains the most well-known image of the Dust Bowl and even the Great Depression as a whole.



*Migrant Mother* by Dorothea Lange

During the Great Depression there was a movement to promote the arts, and with this THE FIVE MOONS rose to popularity. Five Native American women: Myra Chouteau, Rosella Hightower, Moscelyne Larkin, and sisters Maria Tallchief and Marjorie Tallchief, defied many barriers and opened doors for women of color in ballet.



The Five Moons



## WORLD WAR TWO

The Great Depression ended with the beginning of World War Two. As thousands of American men enlisted to join the war effort, women also did their part. Women across Oklahoma and the nation managed homes and farms without their husbands and fathers; usually alone or with other women. They took jobs in factories helping to building weapons, machinery, and airplanes for American forces. These women were often called ROSIE THE RIVETERS or ROSIES, named after the riveting machines some women used to join pieces of metal together to build aircrafts.

## COLD WAR AND CIVIL RIGHTS MOVEMENT

Following WWII, the United States entered a forty-year conflict with Russia, known as the Cold War. Across the U.S. and Oklahoma, People of Color were also fighting a war on racism.

Perhaps no issue created more controversy than racial segregation. African American women filled leadership positions and employed strategies in Oklahoma to prevent the violence that occurred in other areas of the country. Ada Lois Sipuel Fisher represented the legal challenge that integrated opportunities for professional education in Oklahoma. In 1958 CLARA LUPER led a committed group of African American children who, through sit-ins, opened public accommodations in the state.





Ada Lois Sipuel Fisher



Clara Luper

American Indian women such as LaDonna Harris, and Wilma Mankiller have lobbied for or directed the interests of their tribal groups. WILMA MANKILLER was elected the first woman to serve as Principal Chief of the Cherokee Nation.



Wilma Mankiller

## S.T.E.A.M.

When it comes to Oklahoma Women in Science, Technology, Engineering, Arts, and Math, their presence can be seen through several examples.

S.T.E.M.-There are several connections between Oklahoma women and the Space Race of the 1960s. Thirteen women were selected from across the United States to apply for the same testing that male astronauts completed. These women would become known as THE MERCURY THIRTEEN. Of the thirteen, three had Oklahoma connections. Jerrie Cobb was from Norman, while Wally Funk attend OSU and the Gene Nora Stumbough attended OU for their flight educations. This group of women would not see their dreams of making it to outer space because the program was cut after the second round of tests in Oklahoma was done.



Jerrie Cobb



Shannon Lucid

One Oklahoma woman would get to live her dream of visiting the stars. Astronaut SHANNON LUCID had a lengthy stay in 1996 on the Space Station Mir simply reflected the extended connections of Oklahoma women with the larger world. She logged a total 223.08 days in space and was the most time completed by any woman until her record was broken in 2007.

Pauls Valley native, Donna Shirley, served as a manager of Mars Exploration at the NASA Jet Propulsion Laboratory and was involved in the design of the Mars Rover.

Arts-Women from Oklahoma have been highly influential in the arts. Like S.E. HINTON, who wrote her first book *The Outsiders* when she was still a high schooler in Tulsa.



S.E. Hinton



Mary Blair and her concept art for *Alice in Wonderland*



Oklahoma also boasts actresses and singers like Broadway success Kristen Chenoweth and country singer REBA MCENTIRE.

We also can't forget Oklahoma women in sports. Like SHANNON MILLER who helped her team win gold at the 1996 Olympic Games.

Reba McEntire and  
Shannon Miller



More than two hundred years of history document the roles of women on the lands that became. They represented many races, cultures, classes, beliefs, and values. Their history was central to the story of the American past. Their experiences included both success and failure, a multitude of sacrifices and heroism, as well pride in public accomplishment and honor. Oklahoma women are both leaders and followers, carrying the diversity of their backgrounds with them as they sowed the seeds of the future.

## Activities

Create a Showcase for Friends and Family at the End of Your Women in Oklahoma History Curriculum (Songs, Speeches, Skits, Living Wax Museum with Inspired Costumes, Collaborative Poster or Poster Exhibition)

Oklahoma Women's Biography Activity-Have students research an Oklahoma Woman individually, in pairs, or small groups, and share their findings with the class.

Woman of the Day-Share a short biography of an Oklahoma Woman at the beginning of each day of your curriculum (week/month). This will help set students up to play Jeopardy at the end of the curriculum. See page 27.

Timeline-Create a collaborative timeline combining international/national historical dates and incorporating dates related to Oklahoma women.

Playlist-Create a collaborative playlist that is inspired by Oklahoma women. This can be the soundtrack for your class showcase or you can have a dance party at the end of your curriculum.

Write a Letter to an Oklahoma woman telling them how they are inspiring to you and our society, and why. See page 27.

Paper Airplane Design Contest and Throwing Competition-Have students make and decorate paper airplanes inspired by early women aviators or WWII, and then hold a contest in an appropriate location. Categories for ribbons can include distance thrown, design, uniqueness, etc.

Hold a Mock Election regarding a classroom issue to discuss the importance of voting and to introduce the concept of Suffrage.

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Classroom Bulletin Board Ideas-We Can Do It (Rosie the Riveter), Marching into Women's History (Suffrage), Wonder Women, Herstory, Library Display (Female Authors), Women of S.T.E.A.M. (Choose One)

### Word Search

N G N N V G A L L R E D A E L  
 N U Z C N P U C Y E J F X J Z  
 A A R I L P O G T I U U M V T  
 S N T S E K Z N I I A P H D L  
 V O Q R E B Q Z L C V L I N U  
 V D R A N R A B A V R I B S C  
 S I E G A R F F U S E U S N I  
 Y W S R P R Q L Q R L V F T D  
 S D F I T N R A E F L L I V P  
 J T Y W O M E N R W I M F R E  
 W M H T B N D U T R K V M Y X  
 Z L N G R A S T R O N A U T F  
 A I W N I J O U R N A L I S T  
 H I E Z Z R H O M E M A K E R  
 R O T A C U D E M O C R A C Y

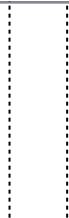
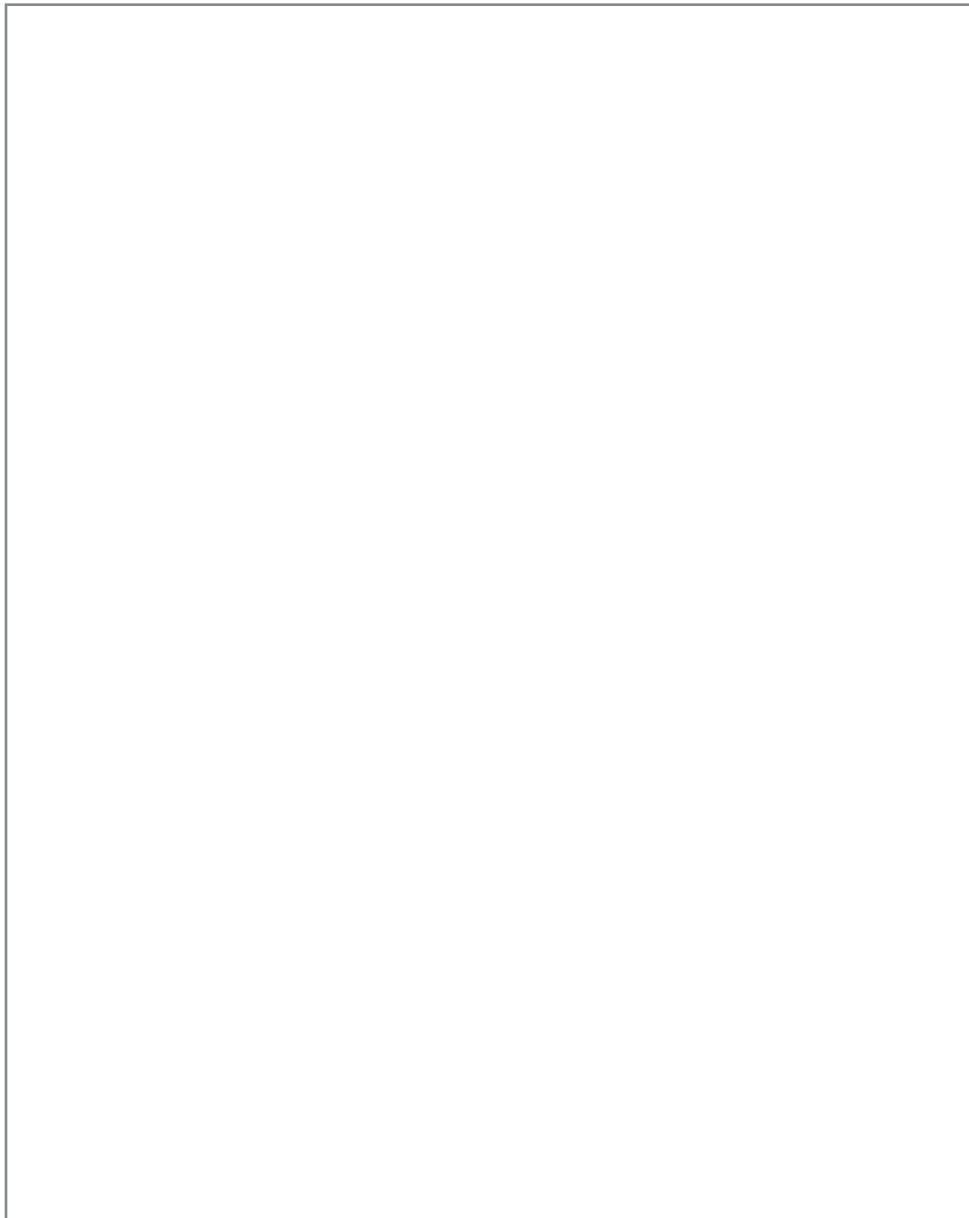
Activist  
 Democracy  
 Hinton  
 Leader  
 Mankiller  
 Sipuel  
 Voting

Astronaut  
 Educator  
 Homemaker  
 Lucid  
 Nurse  
 Suffrage  
 Women

Barnard  
 Equality  
 Journalist  
 Luper  
 Rights  
 Vision

## Suffrage Banner

Design a poster that would make a suffragette proud!



## Jeopardy

Divide class into teams and have them choose one teammate to track their own points. Smaller groups of 2-4 are best and ideally no groups larger than 6, but you also don't want too many teams.

Graph below represents game board to duplicate on your own classroom board; Each square has points and corresponding question listed (# of Points-Question Number).

You can have them answer in the form of a question if you want, and you can develop a way to have teams buzz in to answer. Choosing one person as the team's representative is a good way to avoid too much yelling over one another and having one person to be the buzzer actually say "BUZZ" is also a way to control the volume. Make sure they let you finish reading the question before buzzing in.

Early Native History to Civil War	Land Rush to Statehood	WWI to Great Depression	WWII to Civil Rights Movement	Arts and Sciences
100-1	100-6	100-11	100-16	100-21
200-2	200-7	200-12	200-17	200-22
300-3	300-8	300-13	300-18	300-23
400-4	400-9	400-14	400-19 (Daily Double)	400-24
500-5	500-10	500-15	500-20	500-25

1. This native community was responsible for the early Spiro Mounds in eastern Oklahoma: Caddo
2. The combination of maize, squash, and beans, is known by this name: The Three Sisters
3. The first Europeans to make contact with Native Americans in what is today Oklahoma were: The Spanish



4. The name of the path southeastern Native American tribes took when they were relocated to Indian Territory: The Trail of Tears
5. The period immediately after the Civil War that allowed for Exodusters and All-Black Towns to grow in Indian Territory: Reconstruction
6. The total amount of Land Runs that took place in Oklahoma Territory: Five
7. This profession was one of the first available to women: Education or Teaching
8. Women passed time and fought feelings of isolation by doing this: Writing Letters
9. This was the year Oklahoma became a state: 1907
10. Some cowgirls worked on ranches like one near Ponca City: The 101 Ranch
11. World War One introduced many women to this professional field: Nursing
12. This was the year women in the U.S. first became able to vote: 1920
13. New women of the 1920s who cut their long hair were called: Flappers
14. This event in the 1930s sent many Oklahomans west to areas like California to look for work: The Dust Bowl
15. This photographer took perhaps the most famous image of the Dust Bowl, known as "Migrant Mother": Dorothea Lange
16. During the arts revival movement during the 1930s, these native ballerinas became internationally known: The Five Moons
17. This was the nickname given to women who helped the war effort during World War Two: Rosies or Rosie the Riveters

18. She helped lead the early Sit-In Movement in Oklahoma City: Clara Luper
19. She was the first female principal Chief of the Cherokee Nation: Wilma Mankiller
20. This author wrote the popular book *The Outsiders* when she was in high school: S.E. Hinton
21. She is the artist behind Disney's *It's a Small World and Alice in Wonderland*: Mary Blair
22. These women received the same training as NASA astronauts, but their program was cancelled before they were able to go to space: The Mercury 13
23. This Oklahoma woman DID get her chance to go to space: Shannon Lucid
24. She was part of the U.S. gymnastics team at the 1996 Olympics: Shannon Miller
25. This country singer is also known for her acting and red hair: Reba McEntire

## FINAL JEOPARDY

Have Students Write Down Point Wagers Before Asking Final Jeopardy Question. Question Ideas:

1. This was the name of the event in 1803 that led to the United States taking control of what is modern-day Oklahoma: The Louisiana Purchase
2. Beginning in the 1870s, this industry brought thousands of new people into the "Territory" to create new towns and businesses: Railroads

3. This was the name given to people from the plains who left during the Dust Bowl to find work in other areas: Okies

Give students 30 seconds or 1 minute to write down answers. Put pencils away or collect their written responses before announcing correct answer.

Free versions of the Final Jeopardy song are available on YouTube.

Bring small prizes for winning team or award teams so that everyone who participated gets extra credit. For example, if there are 5 total teams: award 5 points to the winning team, 4 points to second place, 3 points to third, etc.

## Some Notable Oklahoma Women

(Students Can Research Further as a Solo or Group Project. They Can Make Physical or Digital Poster Collages to Present)

Kate Barnard-First woman elected as a state official in Oklahoma. She was the Commissioner of Charities and Corrections.

Mary Blair-McAlester artist, animator, and designer who was prominent in producing art and animation for The Walt Disney Company. She drew concept art for the Disney World ride, *It's a Small World*, as well as the movies, *Alice in Wonderland*, *Peter Pan*, and *Cinderella*.

Kristen Chenoweth-Actress and singer with credits in musical theatre, film, and television. She has won both Emmy and Tony Awards for her work.

Jerrie Cobb-Norman pilot and aviator. She was part of the Mercury 13, a group of women who underwent extreme screening tests at the same time as the original Mercury 7 Astronauts. She was the first to complete each of the tests and only one of two that made it to a second round of tests. The program was cancelled before reaching its goal of sending these women to space.

Bessie Coleman-Early American civil aviator and the first African American woman and first person of self-identified Native American descent to hold a pilot's license. She was of Cherokee or Choctaw descent.

Angie Debo-Historian who wrote 13 books and hundreds of articles on Native American and Oklahoma history. She is regarded as Oklahoma's "Greatest Historian."

Ada Lois Sipuel Fisher-A key figure in the Civil Rights Movement who applied for admission in the University of Oklahoma's law school to challenge the state's segregation laws and to become a lawyer.

Mary Frances Thompson Fisher, aka Te Ata-Chickasaw actress and storyteller. She performed as a representative for Native Americans at state dinners before President Franklin D. Roosevelt in the 1930s. She was named Oklahoma's first State Treasure in 1987.

The Five Moons-Five Native American ballerinas who rose to international recognition and helped open doors for women of color in the ballet industry. Myra Yvonne Chouteau, Rosella Hightower, Moscelyne Larkin, and sisters Maria and Marjorie Tallchief.

LaDonna Harris-Comanche social activist and politician. Founder and President of Americans for Indian Opportunity.

S.E. Hinton-Tulsa author best known for her novel *The Outsiders* which she wrote when she was in high school. She is credited with introducing the Young Adult literary genre.

Drusilla Dunjee Houston-Writer, journalist, historian, educator, and screenwriter who was influential in the early Civil Rights Movement in Oklahoma. She co-founded chapters of the YWCA, NAACP, and Red Cross in Oklahoma City.

Wanda Jackson-Among one of the first women to have a career in Rock and Roll. She is referred to as “The Queen of Rockabilly,” and has been playing music since the 1950s.

Dorothea Lange and Florence Thompson-American documentary photographer and photojournalist. Known for her Depression Era work for the Farm Security Administration documenting migrant families, where she photographed Oklahoman Florence Thompson. Lange’s photo became the most enduring image of the Great Depression.

May Lillie-Sharpshooter and equestrian in the Wild West Show circuit along with her husband Pawnee Bill. She was inducted into the National Cowgirl Hall of Fame in 2011 for her career and role in the preservation of the American bison.

Shannon Lucid-Biochemist and retired NASA astronaut. She has flown in space five times and held the record from 1996 to 2007 for the longest duration spent in space by an American and by a woman. She was the first woman, and tenth person ever, to be accorded the Congressional Space Medal of Honor in 1996.

Clara Luper-A pioneering leader in the American Civil Rights Movement who launched the Sit-In Movement to end segregation.

Wilma Mankiller-Native American activist, community developer, and the first woman to serve as the Principal Chief of the Cherokee Nation.

Reba McEntire-Grammy Award winning country singer and actress. Known as the "Queen of Country," she has sold over 75 million records worldwide.

Shannon Miller-Former artistic gymnast and part of the "Magnificent Seven" American team at the 1996 Olympics.

Lucille Mulhall-Cowgirl and Wild West Show performer. One of the first women to compete with men in roping and riding events, she was called the "Rodeo Queen," "Queen of the Western Prairie," or "Queen of the Saddle."

Sarah Rector-From the town of Taft, Sarah was of African American and Creek descent. Her land allotment struck oil and she became a millionaire by the age of twenty. She owned stocks, bonds, a boarding house, businesses, and land.

Pearl Carter Scott-Born in Marlow and of Chickasaw lineage, she became the youngest pilot in the U.S. in 1929 when she took her first solo flight at the age of 13. She was taught to fly by Wiley Post.

Donna Shirley-Former manager of Mars Exploration at the NASA Jet Propulsion Laboratory.

## Resources

American Women: A Guide to Women's History Resources at the Library of Congress: <https://guides.loc.gov/american-women>

National Council for History Education Resources: <https://ncheteach.org/resources/womens-history/>

National Endowment for the Humanities Women's History Resources: <https://edsitement.neh.gov/teachers-guides/womens-history-united-states>

National Women's Hall of Fame: <https://www.womenofthehall.org/>

National Women's History Alliance: <https://nationalwomenshistoryalliance.org/resources/womens-history-resource-links/>

National Women's History Month: <https://womenshistorymonth.gov/>

National Women's History Museum (NWHM) Resources: <https://www.womenshistory.org/womens-history/resources>

NWHM Digital Classroom Resources: <https://www.womenshistory.org/students-educators/digital-classroom-resources>

Oklahoma Historical Society's Women's History Resources: <https://www.okhistory.org/learn/womenshistory>

Smithsonian American Women's History Museum Learning Resources: <https://womenshistory.si.edu/learn>

Smithsonian Women's History Initiative: <https://www.womenofthehall.org/>