



Colonial Woman in New England

<http://www.womenhistoryblog.com/2007/12/colonial-womens-rights-movement.html#more>

Name(s) _____

Image Analysis Worksheet

Title of image: _____

Step 1: Observation.

Study the image carefully for one minute. Form an overall impression of the image. Next, divide the image into quadrants, and carefully examine individual details.

Step 2: Record your observations. List the setting(s), people, objects, and activities seen in the image. *Be as specific as possible!*

Setting(s). Where?

People. Who?

Objects. What **things**?

Activities. What **actions**?

Step 3: Conclusions. Why?

Based on your observations, list conclusions that you can draw from this image.

1.

2.

3.

4.

5.

Name _____

“In their Own Words”

Understanding the Role of Women in Colonial America through quotations

Part I- Directions: Read each of the following quotations describing aspects of women’s lives. Then, answer the questions which follow each quotation.

Quotation #1

One of the central aspects of a woman’s life was marriage. The following quotation was stated by Samuel Chase in “*Baron and Feme: A Treatise of Common Law Concerning Husbands and Wives.*” (Berkin. Carol. *Revolutionary Mothers: Women in the Struggle for America’s Independence.* Vintage Books, 2006. Pg. 4)

“The law of nature has put a wife under the obedience of her husband”

1. According to Chase, what is the natural role of a woman?

2. What do you think he means by “obedience.”

Quotation #2

(*Revolutionary Mothers:* Pg. 6)

Women had almost no choice but to marry during colonial times. If a woman chose to not get married, than she was considered an outcast in society, and she had the responsibility of taking care of herself. However, once married, a women’s legal status was altered greatly. A noted English jurist named Blackstone wrote of this saying:

“By marriage, the husband and wife are one person in law: That is, the very being of legal existence of the woman is suspended during the marriage.”

1. What happens to a women’s legal status as soon as she marries?

2. Is this fair?

3. Do you think a woman could ever regain her legal status and thus her property?

Quotation #3

Most women aspired to considered “notable” housewives. At this time, this meant that a woman could manage her household affairs skillfully and smoothly. Caleb Bingham wrote of this in *The American Perceptor*, a textbook widely used during colonial times, stating the following. (Norton, Mary Beth. *Liberties Daughters: The Revolutionary Experience of American Women, 1750-1800*. Pg. 4)

“Needle work, the care of domestic affairs, and a serious and retired life, is the proper function of women, and for this they were designed by Providence.”

1. What types of work should women do to be considered a “notable” woman?

2. What does it mean that they were designed to do this “Providence.”

Quotation #4

(*Revolutionary Mothers*: Pg. 8)

Most women found themselves overwhelmed by the variety of tasks required of them in the home on a daily basis during the eighteenth century. In her daybook, Mary Holyoke recorded the list of chores she completed during one workweek. The following is one week’s worth of recorded chores.

“Washed. Ironed. Scoured pewter. Scoured rooms. Scoured furniture Brasses and put up the chintz bed and hung pictures. Sowed Sweet marjoram. Sowed pease. Sowed cauliflower. Sowed 6 week beans. Pulled radishes. Set out turnips. Cut 36 asparagus. Killed the pig, weighed 164 pounds. Made bread. Put beef in pickle. Salted Pork, put bacon in pickle. Made the Dr. [her husband] 6 cravats marked H. Quilted two petticoats since yesterday. Made 5 shirts for the doctor..... Did other things.”

1. What do you think of this list of responsibilities for women?

2. Is there one activity listed that you are impressed was completed in just one week’s time?

3. From this excerpt, what types of work are women expected to complete during the week?

4. What effects do you think this amount of work might have on women of colonial times?

Quotation #5

(*Liberties Daughters*, Pg. 21)

There are also instances in poetry and literature when the toils of a woman's day are described. The following is a poem, written by an unknown Pennsylvanian woman, describing common practices for women.

“Like a notable house wife I rise with the sun
Then bustle about till the business is done,
Consult with the Cook, and attend to the spiting
Then quietly seat myself down with the knitting—
Should a neighbor step in we talk to the weather
Retail all the news and the scandal together,...
The tea things removed out party disperses,
And of course puts an end to my very fine verses”

1. What are some of the tasks that this woman listed doing during her day?

2. Are any of these activities different from what was listed in Quotation #4?

3. What can we assume about this woman from the form of her quotation, and the description about her day?

Quotation #6

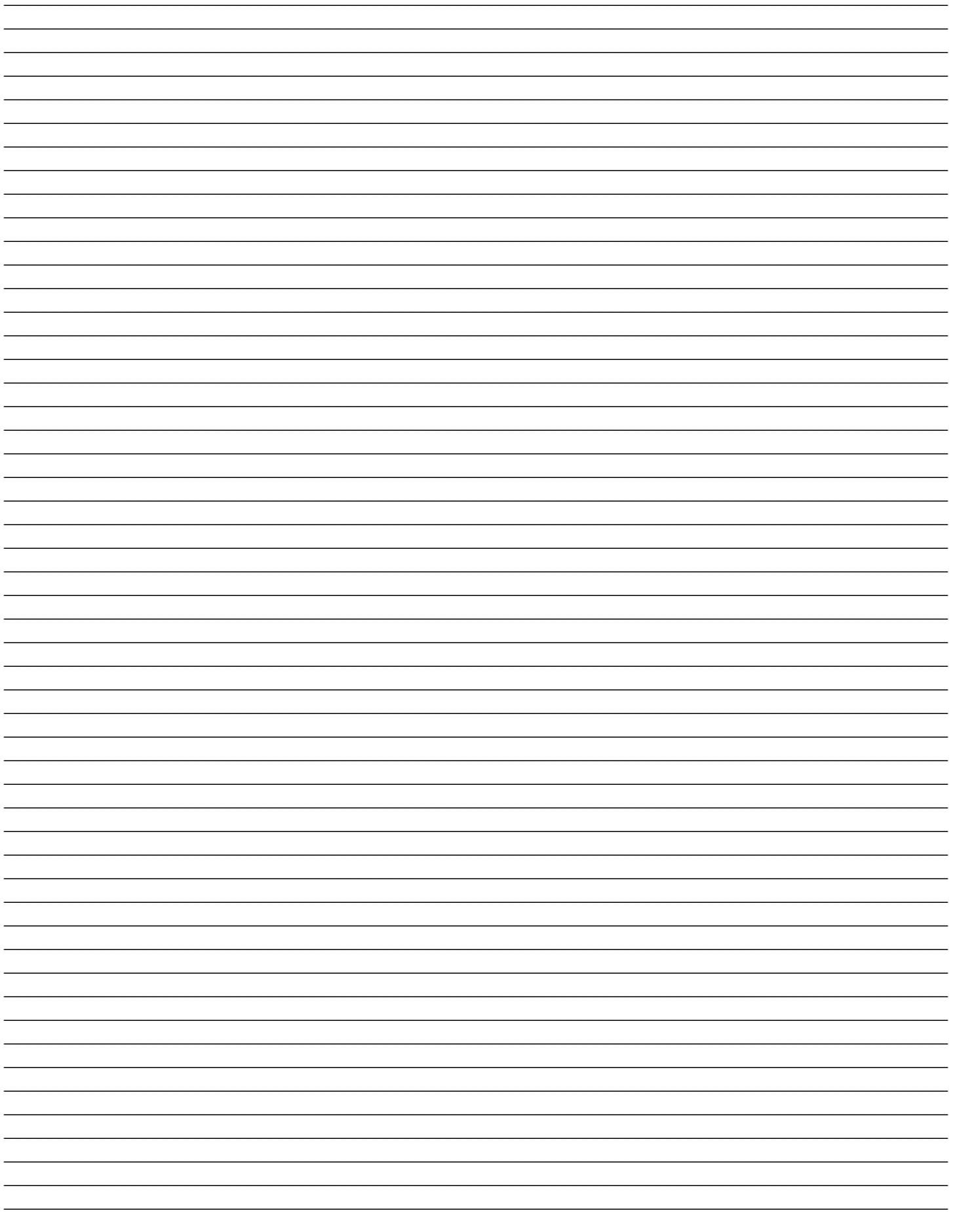
(*Liberties Daughters*, pg. 73)

Child birth was another crucial aspect of women's lives during Colonial times. Women could expect to be pregnant soon after marriage, and frequently thereon through their child bearing years. In fact, the mark of a “notable” woman was frequently connected with the fertility. The following quote by Thomas Jefferson highlights just how important child bearing was in the agrarian colonial culture.

“I consider a woman who brings a child every two years as more profitable than the best man of the farm.”

1. In your own words, what does this quote mean?

2. Why do you think Thomas Jefferson felt this way?



We Were There, Too! - Women during the Struggle for Independence

Background Information:

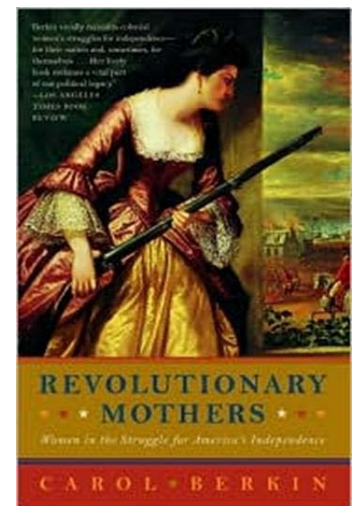
When students study the history of the American Revolution, they are taught about how the British oppression the 13 colonies with unfair taxes and a lack of representation. On the coat tails of great men, this country eventually decided to declare its independence, leading to a war of amazing proportions. Through strength and perseverance, our men were victorious and the nation was free and equal!

However, this story is incomplete! There was another group of people that were being oppressed within the colonies. Another group declared independence, and fought valiantly through a long and difficult war. Another group of people earned freedom from the British, though not necessarily their equality. That's right, I am talking about our "Revolutionary mothers," the women of the United States!

Assignment: You are going to be investigating into the role of women in the American Revolution. To do so, you and a peer(s) will be reading an excerpt from "Revolutionary Mothers," by Carol Berkin. Each pairing (group) will be given a different excerpt focused on a specific role women played during the Revolutionary war. After reading your excerpt, you will be creating an interactive poster presentation using Glogster.com about your assigned role that women played.

Possible Excerpts:

- A. Chapter 2- Women Join the Protest Against English Policy
- B. Chapter 3- The Challenges of a Home-Front War
- C. Chapter 4- Women Who Followed the Army
- D. Chapter 5- General's Wives and the War
- E. Chapter 6- Loyalist Women in Exile
- F. Chapter 7- The Revolution in the Lives of Indian Women
- G. Chapter 8- African American Women in the American Revolution
- H. Chapter 9- Spies, Saboteurs, Couriers, and Other Heroines



Procedure:

1. Read your excerpt and discuss it as a group!
2. As a group, decide what role women played in your excerpt.
3. Log in to Glogster.com, and begin working on your poster (Glogster directions are available.)
4. Your poster must include:
 - A Title.
 - Descriptions of the role women played during the Revolution as described in your excerpt.
 - A detailed description of the story of **one** women mentioned in your excerpt.
 - A minimum of **four** quotes from your excerpt with explanations in your own words.
 - Any images available of women mentioned in the excerpt, or things relating to their role.
 - Any other multimedia sources that you may find relating to your subject!
5. Once created, your must be email your poster to me.
6. Each group must create a works cited list including all sources they used!
7. As a group, you will be required to present your project to the class.

Grading:

Poster—60%

- Did you include all required parts? (Descriptions, Stories, Quotations, Etc.)
- Was your information accurate? - Did I receive a copy by email?
- Was the poster visually appealing (Pictures, Other Multimedia)?

Presentation- 25%

- Was your group prepared to present?
- Was your presentation clear and concise? Did you explain most aspects of your poster?

Creativity- 10%

Works Cited- 5%

TAH: A More Perfect Union:
The Origins/ Development of the U.S. Constitution

Investigating an Englishwoman's Place in Colonial Society

Introduction

Typically, when students learn about the Colonial times and the American Revolution, they learn about the lives of the many men who lead our country to its independence. Our state and national standards encourage teachers to focus on certain themes and men without a mention of the role women played in American history at this time. However, it would be impossible to truly cover the history of this time period without acknowledging the role that half of our population played. Whether at home, following daily routines to keep their families content and comfortable, or finding time in their busy schedules to contribute to the war effort, women played a vital role in our country's early success. The following is a glance at the role in which traditional Englishwomen played in colonial society.

National Standards

Era 2: Colonization and Settlement (1585-1763)

Standard 2A: The student understands the roots of representative government and how political rights were defined.

Standard 2C: The student understands social and cultural change in British America.

Objectives

1. To identify the acceptable parameters of women's lives during the pre-revolutionary war period.
2. To identify the major aspects of the average woman's life in colonial American by examining primary resources.

Grade Level

This lesson is designed for a 9th-12th grade classroom.

Time Frame

The lesson can be completed in one to two class periods.

Background Information

The ultimate goal of this lesson plan is to help students to discover the vital role that women played in colonial society. Through both image analysis, and



the examination of key quotations, students will be introduced to the many roles that women took on within the house during colonial times. This includes that fact that women were essentially required to marry, causing them to lose their legal status and property rights. Also they were expected to maintain a large range of household chores of a daily basis, while also managing expenses and entertaining guests. Beyond this, most women were pregnant within two years of their marriage, and continuously after that until menopause.

Once the students have been presented with this information, and have discussed it as a group, they will be completing an essay to demonstrate their understanding. This lesson plan functions as a portion of a unit about women's history during colonial times.

Procedures

Part 1: Establishing historical context for the lesson.

- A. With a partner, students will analyze the image titled "Colonial Woman in New England."

- B. Each student will be provided with the Image Analysis Worksheet to study this illustration depicting several of an average woman's duties in colonial America.
- C. Students will be given 10-15 minutes to analyze the image by following the directions on the worksheet.
- D. After the allotted time, the class will come together as a group to discuss the conclusions which students came to about the role of women in colonial America.

Part II: Using Quotations to Understand Colonial Life

- A. Once the students have completed the image analysis activity, they will be moving on to examine quotations describing the traditional role of women in colonial society.
- B. This portion can be completed in one of two ways.
 1. Students are asked to read through each quotation individually and answer the questions which follow them.
 2. Student can be placed in pairs (groups,) and each pair will be asked to read and answer questions for one quotation.
- C. After completing the reading and questions, the entire class will come together to discuss the answers to the questions.

Part III: Assessment

- A. For homework, the students are going to be asked to use the activities completed in this lesson to write out a short essay.
- B. This essay is answering the question "What was the typical role of an Englishwoman living in Colonial America?"
- C. Student will be required to cite at least three of the quotations, or the image discussed as a part of their essay.

Biography

Berkin, Carol. *Revolutionary Mothers: Women in the Struggle for America's Independence*. Vintage Books, 2006.

Norton, Mary Beth. *Liberties Daughters: The Revolutionary Experience of American Women, 1750-1800*.

Websites

"Photo Analysis Worksheet" <http://www.archives.gov/education/lessons/worksheets/photo_analysis_worksheet.pdf>

"History of American Women Blog" <<http://www.womenhistoryblog.com/2007/12/colonial-womens-rights-movement.html#more>>

TAH: A More Perfect Union: The Origins/ Development of the U.S. Constitution

We Were There Too!

Women during the Struggle for Independence

Introduction

As was discussed in the previous lesson “Investigating an Englishwoman’s place in Colonial Society,” when students learn about the American Revolution, they study the lives of the many men who lead our country to its independence. Our state and national standards virtually ignore the role that women played in keeping our country functioning while the fight for independence ensued. Whether at home, following daily routines to keep their families content and comfortable, or finding time in their busy schedules to contribute to the war effort, women played a vital role in our country’s early success. Beyond this, many women were actually involved in the war as camp followers, or even spies and saboteurs. The following lesson plan is designed to have students investigate into how women contributed directly to the war effort. It is also designed to help students to practice using a new type of web technology that creates interactive posters called Glogster.

National Standards

Era 2: Colonization and Settlement (1585-1763)

Standard 2A: The student understands the roots of representative government and how political rights were defined.

Standard 2C: The student understands social and cultural change in British America.

Objectives

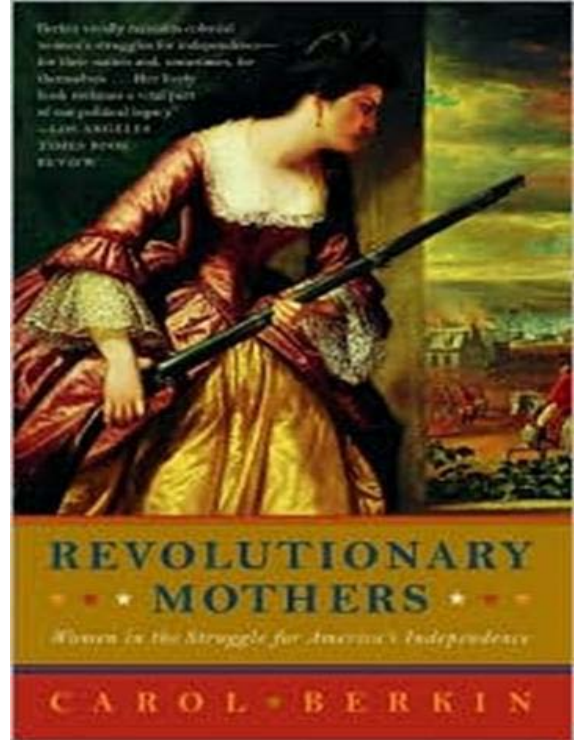
1. To investigate into the different little known roles that women played during the American Revolution.
2. To practice using a new web technology called Glogster to make interesting interactive posters online.

Grade Level

This lesson is designed for a 9th-12th grade classroom.

Time Frame

The lesson can be completed in one to two class periods with the allowance for time between the periods for the completion of the project outside of class.



Background Information

The goal of this lesson plan is to guide students into discovering all of the fascinating different roles that women took on during the American Revolution. The students will each be assigned a chapter from the book “Revolutionary Mothers,” by Carol Berkin. Inside of their excerpt they will find fascinating stories about how women protested against unfair British taxes, and managed their entire family business or farm when the war began. There are also excerpts about women that were army camp followers, or the wives of famous Generals. The book also does a great job of talking about different groups of women like loyalists, Native American women, and even slave women, and how they contributed to the war for both sides. It even shares stories about women who fought disguised as men! All of this will capture the student’s attention, and teach them something about the role of women during the war. Once the students have been presented with this information, and have discussed it as a group, they will be completing an poster online, and preparing a presentation for the class as a whole. All of this will add to the experience of studying women’s history.

Procedures

Part I: Establishing historical context for the lesson.

- A. As a class, we will brainstorm about the role of a traditional woman in colonial society.
- B. We will also discuss how the role of women may have changed during the Revolutionary War.

Part II: Project assignment

- A. Once we have finished brainstorming, the students will be assigned the “We Were There Too!- Women during the Struggle for Independence” Project.
- B. Students should be placed in groups of 2-3 students depending on class size.
- C. Each group is assigned an excerpt to read.
- D. The group is then required to do the following procedures:
 1. Read your excerpt and discuss it as a group!
 2. As a group, decide what role women played in your excerpt.
 3. Log in to Glogster.com, and begin working on your poster (Glogster directions are available.)
 4. Your poster must include:
 - A Title.
 - Descriptions of the role women played during the Revolution as described in your excerpt.
 - A detailed description of the story of **one** women mentioned in your excerpt.
 - A minimum of **four** quotes from your excerpt with explanations in your own words.
 - Any images available of women mentioned in the excerpt, or things relating to their role.
 - Any other multimedia sources that you may find relating to your subject!
 5. Once created, you must email your poster to me.
 6. Each group must create a works cited list including all sources they used!
 6. As a group, you will be required to present your project to the class.

Part III: Assessment

A. The students will be assessed using the following grading scale.

Poster—60%

- Did you include all required parts? (Descriptions, Stories, Quotations, Etc.)
- Was your information accurate? - Did I receive a copy by email?
- Was the poster visually appealing (Pictures, Other Multimedia?)

Presentation- 25%

- Was your group prepared to present?
- Was your presentation clear and concise? Did you explain most aspects of your poster?

Creativity- 10%

Works Cited- 5%

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