

How do the methods of 19th century middle class women reformers reflect 19th century society and their roles in that society?

DOCUMENTS:

- Plate 133 from Cirker, Blanche ed. *1800 Woodcuts by Thomas Bewick and His School* New York: Dover Publications, Inc., 1962
- *Godey's Lady's Book* at <http://www.history.rochester.edu/godeys/>
- Optional: for students who need more direction, there are three specific images that they could use to complete this activity at:
 - (1) <http://www.history.rochester.edu/godeys/02-50/nest-1.htm>,
 - (2) [.../godeys/02-50/opm-1.htm](http://www.history.rochester.edu/godeys/02-50/opm-1.htm), and
 - (3) [.../godeys/02-50/fpc-1.htm](http://www.history.rochester.edu/godeys/02-50/fpc-1.htm)
- *Godey's Lady's Book* at <http://www.uvm.edu/~hag/godey/index.html>
- “The Anti-Slavery Alphabet” in *Source Material for Activity One of 2002 Teacher Institute: Forms of Persuasion: Addressing Audience, Emphasizing Subject and Adapting modes of Discourse*, Hartford, CT: The Harriet Beecher Stowe Center, 2002.
- “Uncle Tom’s Cabin by Harriet Beecher Stowe, Chapter IX: ‘In Which It Appears That a Senator is But a Man’”
- “The Seneca Falls Declaration (1848) by Elizabeth Cady Stanton” and: The Declaration of Independence (July 4, 1776) in *Source Material...*
- “The Slave Mother’ by Frances Ellen Watkins (1825-1911) in *Source Material...*
- “Letter from Isabella Beecher Hooker to President Abraham Lincoln, November 1861” in *Source Material...*
- “1861 Petition: The Appeal for Woman Suffrage” in *Teaching with Documents: Using Primary Sources from the National Archives*. Washington, DC: National Archives and Records Administration and National Council for the Social Studies, 1998. Page 50.

FOCUS OF SUBJECT AREA

- Changes in the economy, technology and the home changed the roles of white middle class women in the 19th century America.
- Some 19th century women, such as Harriet Beecher Stowe, Isabella Beecher Hooker, and Elizabeth Cady Stanton, used their new roles to affect changes in society.
- Abolitionism and Women’s rights were two areas of 19th century reform that woman in.

INSTRUCTIONAL OBJECTIVES

- Compare characteristics of white middle class women’s lives in 1800 and 1850 using primary sources.

- Identify the changes on upper and middle and lower class women's work in the home. Analyze how upper and middle class women used their new position and activity to affect change in society.

OVERVIEW OF LESSON ACTIVITIES

This 2-day set of 80 minute lesson fits within a much larger 4-week unit on Reform in an 11th grade U.S. History curriculum. The larger unit includes, but is not limited to, 19th century reform movements, the progressive era, and the civil rights movement. The essential question I use for the entire 4-week unit is "How do we make change in our community?" After a first day of discussion on this topic, and then a discussion/survey of what the students already know about the answers to this question, I begin the unit chronologically.

Homework would be general background text reading on the topic of 19th century reform movements: middle class reform, abolitionism, and women's roles.

These two lessons focus on one part of the 19th century society: middle class women. I would follow this lesson with the Pennsylvania Hall activity demonstrated during the teacher institute, so that we could examine points of view of a more diverse collection of 19th century Americans.

Throughout this 4-week unit I would return to the idea introduced in these lessons: historic events are shaped by historical context.

ASSESSMENT

- 1800 Woodcuts worksheet and diary entry
- Godey's Worksheet and class discussion
- SOAPSMODE questions
- Jigsaw group answers
- Discussion and final quiz
- Overall, the 4-week unit will conclude with a lengthy essay (no required length) in which students answer the question "How do we make change in our community?" using facts/examples from the topics we've studied.

DAY ONE: Women's roles in society in 1800 and 1850

QUESTIONS ADDRESSED

- What was life like for women in 1800 and in 1850?

MATERIALS

- Plate 133 from Cirker, Blanche ed. *1800 Woodcuts by Thomas Bewick and His School* New York: Dover Publications, Inc., 1962.

- Godey's Lady's Book at <http://www.history.rochester.edu/godeys/>
- Optional: for students who need more direction about looking at the Godey's images, there are three specific images that they could use to complete this activity at (1) <http://www.history.rochester.edu/godeys/02-50/nest-1.htm>, (2) <http://www.history.rochester.edu/godeys/02-50/opml.htm>, and (3) <http://www.history.rochester.edu/godeys/02-50/fpc-1.htm>
- Godey's Lady's Book at <http://www.uvm.edu/~hag/godey/index.html>
- "Images from 1800" Worksheet
- "Magazines from 1850" Worksheet
- Access to computer

OPENING THE LESSON

As for a volunteer in the classroom. As, what do John's/Jane's clothes tell us about him/her? Explore: logos, materials, relaxed fit/attitude, job, etc. What else can you tell about John/Jane by what they have near them? Is this a coal-miner? How can you tell? Is this a university professor? How can you tell? What kinds of things does this person do every day, and how can you tell?

PROCEDURE

- (1) Pass out "Images from 1800" worksheet and work with individual students as they analyze the pictures and answer the questions. You may allow students to work with partners or in small groups to encourage discussion.
- (2) Explain that they will examine a popular magazine from the 1850s. Instruct them to go to two sites on the worksheet, and look around at the magazines. Students should think about what these documents tell us about 1850s America. Specifically, what does this magazine tell us about women's lives?
- (3) Pass out worksheet and work with individual students as they analyze the magazines.
- (4) Explain to students:
 - a. As the role of middle class women changes, so did their sphere of influence. In 1800 the produced food, clothing etc. By 1850 they were responsible for raising children, teaching, and offering moral guidance.
 - b. The Industrial revolution changed middle class women's roles from production in the home (partner to heir husband/farmer); to decorating the home and teaching it's inhabitants (children and men).
 - c. As middle class men worked in businesses, away from the home, they earned money. With that money they paid for homes, decorations/furniture, servants, and provided so that their wives would have time to teach, decorate the home (music, embroidery) and perform social duties. They would purchase goods formerly made by women, or servants would make goods.

- (5) Create a comparison chart on the backboard or overhead that compares advantage and disadvantages of being a woman in both periods. Include discussion of the value of free time, type of work (which do students find more desirable?), and sphere of responsibility.
- (6) How would women, reading *Godey's Lady's Book* respond to the issue of slavery? Why? What do you think they did? Explain that women thought slavery was immoral, in part due to their position as teachers and mothers. They acted to abolish slavery.

Curriculum created by Kate Sawyer O'Mara

Your Name: _____

Images from 1800

- (1) Looking at Plate 133 from 1800 Woodcuts, answer the following questions.
- (2) What are people wearing?
- (3) Where do you think they got these clothes? How can you tell?
- (4) What are the people working in the pictures?
- (5) Where do they work?
- (6) What do they “earn” or how are they “paid” for their work? In other words; what is the product of the time they spend working?

Write an imaginary diary entry of the life of a woman in colonial times.

Your Name: _____

Magazines from 1850

Examine the following web sites, and explore the copies of *Godey's Lady's Book* that you find here. Think about what these magazines tell you about the 1850s in America. Specifically, what does this magazine tell us about women's lives?

<http://www.history.rochester.edu/godeys/>
<http://www.uvm.edu/~hag/godey/index.html>

- (1) Make a list of the topics the magazine covers. Why are these topics included?
- (2) Where do women get their clothes in this time period? How can you tell?
- (3) Using your knowledge from world history, what changes in technology would account for the change between 1800 and 1850? Explain.
- (4) Why is Christianity a topic of a woman's magazine?
- (5) Comparing 1800 and 1850, in which time do you think women had more free time?
- (6) In which period did women make more of a contribution to their home?

DAY TWO: How women, in their new roles, affected change

QUESTIONS ADDRESSED

- How did women affect change in the 1800s?
- How did their role in society in the 1850s? Affect their work?

MATERIALS

- “The Anti-Slavery Alphabet” in *Source Material for Activity One of 2002 Teacher Institute: Forms of Persuasion: Addressing Audience, Emphasizing Subject and Adapting modes of Discourse*, Hartford, CT: The Harriet Beecher Stowe Center, 2002.
- “Uncle Tom’s Cabin by Harriet Beecher Stowe, Chapter IX: ‘In Which IT Appears That a Senator is But a Man’” in *Source Material...*
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OPENING THE LESSON

So far we have determined that middle class women’s roles changed in the 1800s. With their new roles, women worked to affect change. Based on our research so far, how do you think women in the 1800s would make change? Could they use the internet? What could they use given their role and the times?

PROCEDURE

1. Divide the class into six groups
2. Each student, working in a group answers SOAPS Mode questions (following-you may write this on the board or overhead) for one of the primary documents.
 - What is the **S**ubject?
 - What is the **O**ccasion?
 - Who is the **A**udience?
 - What is the **P**urpose?
 - Who is the **S**peaker?
 - What is the **M**ode of the discourse?
3. Jig Saw into three groups where there is a representative from each “document group” above. Newly configured groups answer the following questions (on board or overhead):

- List the ways that women worked for change in the 1800s. Why did they choose these methods?
- Why did they choose these methods?
- How was each of these methods effective?

4. Draw conclusions by discussing as a whole class the following question: Why do you think women chose to become involved in the abolitionist movement? Help students draw the connection between more free time (created by the Industrial Revolution) and women's new role and moral teachers.

5. Discuss how working for freedom and ultimately the ability to vote of African Americans lead to a women's suffrage movement.

Individual Quiz. Students may discuss the question for 10 minutes before they begin to write.

- How does the women's right movement develop after 1800? Include:
- Why women became activist
- How they worked and
- How their activism developed out of one movement into another.

Discuss the quiz question. Each group presents their analysis and solution. Finally, students may write a reaction letter about how they now think about the answer to the quiz question.

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