

TAH Lesson Plan

Class: U.S. History

Unit: Colonial America 1689-1770

Grade Level: 11

Standards:

U.S. 3.4 Explain how the Puritans and Pilgrims differed and identify early leaders in Massachusetts, such as John Winthrop; describe the daily life, education, and work of the Puritans in Massachusetts Bay Colony. (H,E,C)

Topic: Gender expectations of males and females and how this led to the development of different spheres with the purpose of providing and understanding of the legal status of wives in Colonial America.

Overall Purpose:

The purpose of this activity is to provide students with a background concerning the social/gender expectations of woman during the Colonial Period in America. This will allow students to gain an understanding of the system of social expectations women. This activity will also provide students with a background concerning the legal status of wives during the Colonial Period in America. This is to allow students to gain an understanding of the system of social expectations women were up against by the time of the struggle for women's suffrage in later periods of history.

Learning Objectives:

- Students will be able discuss the social/familial expectations of women during the Colonial Period.
- Students will be able to discuss the gender expectations of women and how this was manifested in the legal and social systems of Colonial America.
- Students will be able to discuss the legal status of women under the colonial legal system that governed the American Colonies.
- Students will be able to describe the legal obligations men had to their wives.

Schedule: two class periods of 45 minutes each plus additional time as needed for homework

<u>Time</u>	<u>Activity</u>
15/20 minutes	As an introduction students will be asked to recall the role of women in Colonial America. Students will be reminded of the Mayflower Compact and the fact that while there were 102 passengers only 47 signed, those 47 were men and to think about what this said about the status of women. Students will also be asked to think about previous lessons and to discuss what they know about the status of women in Colonial America and the roles they played.
10/15 minutes	Students will be given copies of Genesis 1: 27-28, Ephesians 5:22-31, and Titus 2:3-6 and asked to think about what influence these Biblical passages and how they might have been reflected in the English legal system and influenced the social system of Colonial America. Students will be asked to write a paragraph in their own words discussing the question, "What are the obligations of women according to some Biblical verses and what role do women have?"
15 minutes-homework	John Winthrop's View of "Woman Place" (1645) Students will be given this excerpt and asked to answer several questions about the document.
15 minutes	Students will be asked to discuss what they have learned via the documents they were given yesterday concerning the role of women in society. As students have a discussion the teacher will be asking students to compose a list of major ideas that will be listed on the board. Students will also be asked to think about how this would impact advice/social prescriptions given to women during this period and to brainstorm what they think advice to women would incorporate.
30 minutes-homework	Students will be given <i>Advice to My Daughters</i> ca.1740 by Solomon Williams and asked discuss and list major ideas about the role of women, obligations of women, and advice concerning the rearing of children and to think about how this further aids to their understanding of the women in Colonial America.

Assessment:

Comprehension of material will be assessed via the various question sheets given and as a participation grade given for discussions. Students will also be asked to discuss the status and roles of women in Colonial America in an essay question on a unit exam.

Materials: Students will need copies of Bible verses, Genesis 1: 27-28, Ephesians 5:22-31, and Titus 2:3-6, John Winthrop's View of "Woman Place" (1645), and *Advice to My Daughters* ca. 1740 by Solomon Williams.