

Unit Lesson Plans for
Teaching American History: Women in American History

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Teaching American History
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Class: U.S. History

Unit: Women in American History

Grade Level: 9 –12

Class Duration: 80 Minutes x 5 days

Ability Level: Low Level Inclusion Class or Self-Contained Special Education Classroom

Massachusetts Curriculum Frameworks:

- USI.15: Explain the varying roles and responsibilities of federal, state, and local governments in the United States.
- USI.16: Describe the evolution of the role of the federal government, including public services, taxation, economic policy, foreign policy, and common defense.
- USI.19: Explain the rights and responsibilities of citizenship and describe how a democracy provides opportunities for citizens to participate in the political process, through elections, political parties, and interest groups.
- USI.21: Describe how decisions are made in a democracy, including the role of legislatures, courts, executives, and the public.
- USI.26: Describe the causes, course, and consequences of America's westward expansion and its growing diplomatic assertiveness. Use a map of North America to trace America's expansion to the Civil War, including the location of the Santa Fe and Oregon Trails.
- USI.27: Explain the importance of the Transportation Revolution of the 19th century (the building of canals, roads, bridges, turnpikes, steamboats, and railroads), including the stimulus it provided to the growth of a market economy.
- USII.2: Explain the important consequences of the Industrial Revolution.
- USII.3: Describe the causes of the immigration of Southern and Eastern Europeans, Chinese, Koreans, and Japanese to America in the late 19th and early 20th centuries, and describe the major roles of those immigrants in the industrialization of America.
- USII.4: Analyze the causes of the continuing westward expansion of the American people after the Civil War and the impact of this migration on the Indians.
- USII.5: Explain the formation and goals of unions as well as the rise of radical political parties during the Industrial era.

USII.6: Analyze the causes and course of America's growing role in world affairs from the Civil War to World War I.

Topic: Varying Roles of Women from the Colonial Era to World War I

Statement of Purpose: To provide students with an in-depth look at some of the roles women played in the history of the United States.

Rationale: This activity allows students the opportunity to learn how to research using the Internet. Special Education students often learn best using multi-sensory projects. The web quest and group projects allow students the opportunity to improve their research and collaboration skills, and the poster and diorama allow students the opportunity to present information in creative formats.

Learning Objectives:

1. Students will increase their awareness of the herbs used by colonial women for both medicinal purposes and for food preparation and preserving.
2. Students will discover the contents of a dowry chest by researching probate documents and websites.
3. Students will learn about the roles women played in the factory system of the United States and the subsequent suffrage movement.
4. Students will follow a rubric to ensure accuracy of their projects.

Schedule of Lesson: Each day is an 80-minute period.

Outline/Timing for Varying Roles of Women from the Colonial Era to World War I:

- I. Day 1
 - A. Introduction: Great-Grandmother's Pickling Tub and Lace Pillowcases
 1. Discussion – 10 Minutes
 - B. Artifacts from the Deerfield Collection and Maine Memory Network
 1. PowerPoint Presentation – 20 Minutes
 2. Discussion – 10 minutes
 - C. Introduction to Memory Book
 1. Requirements – 20 Minutes
 2. Pairing of Students and Beginning Research – 20 minutes
 - a. Partners from Partner's List #5
- II. Day 2
 - A. Computer Lab – Introduction – 10 Minutes
 - B. Group Compilation of Images – 70 Minutes
 1. Websites Handout

- III. Day 3
 - A. Additional Group Projects
 - 1. Choose Two Additional Activities From the List – 80 minutes
 - a. Snapshot Report on a Woman Suffragist
 - i. Students Choose a Suffragist
 - ii. Students Create a Poster about the Life and Times of the Suffragist
 - iii. Poster to Include Images and Important Facts
 - b. Snapshot Report on an Ethnic Group
 - i. Students Choose an Ethnic Group
 - ii. Students Create a Timeline of Group's Emigration to America
 - iii. Students Include Types of Jobs Held by Immigrants
 - iv. Students Compile Data onto an Easel Board
 - c. Newspaper Article Regarding Female Mill Workers or Women Suffragists
 - i. Students Create an Article about the Female Mill Workers of Lowell, Massachusetts –or –
 - ii. Students Create an Article about a Women's Suffrage Event
 - d. A Day in the Life of a Female Factory Worker
 - e. Diary of a Nineteenth Century Woman
 - i. Students Create a Diary with Ten Entries
 - ii. Diaries Must Include:
 - i. Name of Person
 - ii. Occupation of Person
 - iii. Age of Person
 - iv. Where Person Lives
 - v. Dated Entries – At Least Ten
 - f. Diorama – Floor Plan of a Perfect Household
 - 2. Homework: Complete Projects
- IV. Day 4
 - A. Movie: Sins of Our Mothers – PBS Presentation – 60 Minutes
 - B. Discussion – 20 Minutes
- V. Day 5
 - A. Group Presentations of Projects – 60 minutes
 - B. Discussion – How Each Report Was Similar/Different – 15 minutes
 - C. Discussion – Different Websites Found By Groups – 5 minutes

Day 1

Introduction: Great-Grandmother's Pickling Tub and Lace Pillowcases – 10 minutes

Materials: Pickling Crock
Lace Pillowcases

Questions:

What do you think this crock was used for?
Could you make lace today like the lace on this pillowcase?
What are some items you have at your house that belonged to your grandparents or other relatives that you could share with others?

Artifacts from the Deerfield Collection and Maine Memory Network – 30 Minutes

Materials: Handout for Power Point Presentation
Computer
Projector
DVD/TV

Questions:

How are some of these items unique to when they were used?
What does this item tell you about this moment in time?
How was this item used?
How valuable do you think this item was to the family?

Introduction to Memory Book – 40 Minutes

Materials: Handout of Memory Book Requirements
Partner List
Roster of Projects

Questions:

What do you plan to do your memory book on?
How will you work together to get the job done?
What are some dos and don'ts regarding the computer lab?
How are you going to compile your data?

Websites Visited:

<http://www.mainememory.net>
<http://www.memorialhall.mass.edu>
<http://www.law.umkc.edu/faculty/projects/ftrials/salem/salem.htm>
<http://etext.virginia.edu/salem/witchcraft/>
<http://ocp.hul.harvard.edu/ww/>

Day 2: Computer Lab - 80 Minutes

Materials: Computer
 Websites Handout
 Pencils
 Paper
 3.5" Floppy Disc

Teacher will go over what is expected during the time the students are in the computer lab. The handout will be distributed and discussed.

Websites Visited:

<http://www.mainememory.net>
<http://www.memorialhall.mass.edu>
<http://www.law.umkc.edu/faculty/projects/ftrials/salem/salem.htm>
<http://etext.virginia.edu/salem/witchcraft/>
<http://ocp.hul.harvard.edu/ww/>
<http://www.pbs.org/wgbh/amex/mwt/>

Handout will include the list of websites where information can be gathered. Students will also be provided with a disc to store their information on hand to create their presentation.

Day 3: Additional Group Projects – 80 Minutes

Materials: Handouts
 Poster Paper
 Colored Pencils and Markers
 Lined Paper

Students will be asked to choose two additional activities from a list and then get the appropriate handout for those activities and complete them. The activities are:

- Snapshot Report on a Woman Suffragist
- Snapshot Report on an Ethnic Group
- Newspaper Article Regarding Female Mill Workers
- A Day in the Life of a Female Factory Worker
- Diary of a Nineteenth Century Woman
- Diorama – Floor Plan of a Perfect Household

Homework: Complete Projects

Day 4: Movie: Sins of Our Mothers – PBS Presentation – 60 Minutes
 Discussion – 20 Minutes

Materials: DVD/TV

http://www.pbs.org/wgbh/amex/archives_chrono_1624.html

Day 5: Group Presentations of Projects– 80 Minutes

Students will present their projects to the class. Classmates will be given the opportunity to ask the presenters questions about their projects.

Discussion – How Each Report Was Similar/Different

Questions:

How was each presentation the same?

What was unique about each presentation?

What part of _____'s presentation did you like?

Did you learn anything new from the presentations?

What was the hardest part about completing your projects?

Rubrics:

The following rubric is for the web quest completed on Day 2:

	1	3	5	Total
Pictures	2 or fewer pictures present.	3 to 7 pictures present.	8 or more pictures present.	
Information	Little or no information provided for each picture. Sentence fragments used.	Information provided somewhat vague. Not all sentences are complete.	Most information provided using complete sentences. Information is complete.	
Websites Visited	1 to 3 websites visited.	4 to 6 websites visited.	More than 6 websites visited.	
Websites	Only one extra website listed.	Two to three extra websites listed.	More than three extra websites listed.	
Teamwork	Little evidence of teamwork.	Most of project done by one partner.	Partners worked as a team on all aspects of project.	

_____ Out of 25 = _____ %

The following rubric is for the group projects begun on day 3 and presented on day 5:

	1	3	5	
Projects	One project partially completed.	Two projects partially completed or one project totally completed.	Two projects completed in their entirety.	
Detail	Little detail to projects	Some detail on part of the projects, but not all.	Projects are detailed.	
Information	Little information present.	Some information present.	Projects are informative with many details.	
Teamwork	Little evidence of teamwork.	Most of project done by one partner.	Partners worked as a team on all aspects of project.	
Presentation	One partner presented.	Both partners presented, but one did most of the talking.	Both partners presented and shared in the discussion.	

_____ Out of 25 = _____ %

The following are the activities students are to complete on day 3:

Women in American History Group Projects

Attached are six activities. You and your partner must choose two activities to complete. Your grade for this project will be based upon the rubric below:

	1	3	5	
Projects	One project partially completed.	Two projects partially completed or one project totally completed.	Two projects completed in their entirety.	
Detail	Little detail to projects	Some detail on part of the projects, but not all.	Projects are detailed.	
Information	Little information present.	Some information present.	Projects are informative with many details.	
Teamwork	Little evidence of teamwork.	Most of project done by one partner.	Partners worked as a team on all aspects of project.	
Presentation	One partner presented.	Both partners presented, but one did most of the talking.	Both partners presented and shared in the discussion.	

_____ Out of 25 = _____ %

Snapshot Report on a Woman Suffragist

Name of your person: _____

Occupation: _____

Vital Statistics:

Date of Birth: _____ Date of Death: _____

Places Person Lived: _____

Important events in your person's life (list at least five):

Importance in history: _____

Where you got your information:

Snapshot Report on an Ethnic Group

Name of your ethnic group: _____

Country of origin: _____

Port of entry: _____

Types of jobs done in the United States (list at least five):

Typical wages earned: _____

Problems faced by this group: _____

Importance in history: _____

Where you got your information:

Newspaper Article About the Women's Suffrage Movement or About a Female Mill Worker

Scenario: You are a newspaper reporter assigned to cover a women's suffrage rally. Choose one of the topics below, or come up with a topic of your own:

Seneca Falls Convention

Problems Faced by Women

Convention Highlights

Problems in the Workplace

When writing your newspaper article, use the following format:

Title of Article: Make sure the title will capture your readers' interest.

Location of Report: Where is your story happening?

Story: What happened?

Picture: Include a picture to help support your story.

Where you got your data:

A Day in the Life of a Female Factory Worker

This is a mini-timeline of what the daily routine of a factory worker was. Include times to go with your account.

Example:

5:00 a.m.: Got up and had porridge for breakfast. The weather is very cold.

7:00 a.m.: Had to help pull spindles off the loom. Sara slipped and got caught in the loom and had to see the doctor

Include details in your timeline that you learned this week. Visit some of the websites from the web quest for more information.

This account should be at least one page long and include at least ten different entries.

Where you got your data:

Diorama – Floor Plan of a Nineteenth Century Household

Choose an image from the Harvard University Women Working website to help design your floor plan, or locate a website on your own. Be sure to cite where you got your information.

You may also create a scene of your own. Make sure you title your scene.

You can use the following materials to build your diorama:

- Shoebox
- Glue
- Construction Paper
- Modeling Clay
- Paint
- Other Materials

Include a paragraph describing the scene you are depicting.