

This lesson is designed for one period of fifty minutes.

Lesson objectives:

1. Students will know and discuss the items the Lane daughters received.
2. Students will evaluate the connection women's history had with family history.

Previous night's homework was to read the Nylander article without the list of items (at the end of the article) the daughter's received.

Opening:

Students will identify who Samuel and Mary Lane were along with each of their daughters (5 minutes).

Class discussion:

Students will brainstorm and we will create a class list of items a woman might receive from her parents for her wedding (10 minutes).

Group activities (25 minutes):

In groups of three or four students will create a list of items each Lane daughter received for her wedding (15 minutes).

After listing what the Lane daughters received each group will compare their list (of what the Lane daughters received) with our class list (of items a woman might receive from her parents for her wedding) to conclude how similar the lists are (10 minutes).

Closing:

As a group describe where the Lane family stood socially. Use examples from the article to support your group's conclusion (10 minutes).

Homework:

At this point distribute copies of the list of what each daughter received from the end of the Nylander article. Students will be asked to respond in two to three paragraphs to the following question. Analyze what each daughter received. Assess and explain the importance of a woman's marriage in passing on family traditions during the 1700's in Colonial America.

Lesson by Mike McMahon