

Jeff Jeskie-Otter Valley Union High School-RNESU
EDU 6710 C07-The Enduring Legacy of the American Revolution-Freedom
Women Heroines – A Fight for Women’s Rights
Summer, Fall, and Spring 2008-09
Grade 10-American Heritage I and CP U.S. History
Milestones-July 24, 2008

I have completed reading the first two books and read the first chapter of the Wineburg book. I am currently looking for primary sources for my students to use as research materials to complete their oral presentations/research paper/works cited page. I have ordered a number of books from half.com for the other three Otter Valley teachers to use as resources to use in their classrooms. Since I need to get these books in order to know what primary sources are available, my project might change. I know essential to this unit will be the Declaration of Sentiments document of 1848.

First Proposal-

Using primary and secondary sources students will have to research one of the lesser known women heroines of Antebellum America, complete an oral presentation using the Otter Valley school-wide rubric, and complete a works cited page. The students (some may be paired) will be given a wide variety of choices in their oral presentation of their heroine including conducting an interview of their woman, writing a poem, singing a song, creating a caricature, or presenting a fictional lecture to a congregation. I want to create a number of options for students to present what they learned using the Multiple Intelligences. The overall question that they should be attempting to answer is why their person should be considered a heroine/patriot.

Seminar Impact-

After completing the week’s seminars, field trips, and starting to read the Wineburg book, I realize there are many complications to teaching this time period of history in the right way. I do want all my students to understand a number of key ideas as I teach this unit. Among them is that these women were a minority of the population that they faced numerous obstacles, and that women and their struggle for equality was a long one. I also want them to be able to understand the plight of Hillary Clinton and the struggle for other women to obtain political power today. By comparing and contrasting their character with women’s right today I am hoping that they will see how the “separate sphere” ideology of the 19th Century has still impacted women today. The idea that men as well as most women during the 19th Century did not see a role for women in politics will be closely looked at during this unit.

A major component of the unit is the student analysis of primary sources to help better understand the woman they are researching. I believe this is key to a better understanding of the time period although I am going to caution students as to their understanding and mis-perceptions that this woman’s writings were similar to other’s beliefs.

Second Proposal-

Changes have been made to my original proposal based upon mentors suggestions and comments. I realize the next step will be creating a “library” of resources for students to use on this project. Furthermore, I need to add the oral presentation rubric from the school’s web-site

that I will use to assess the students' oral presentations. A list of possible "researchable" women to research will also have to be developed.

Final Proposal-

For homework, students will be reading a section in their textbook titled "The Movement for Women's Rights". For class discussion, students will be reading and analyzing the document "A Declaration of Sentiments". For research, students will conduct individual research projects on their individual female reformer, creating sources and note cards, typing a paper with a works cited page, and creating a presentation for their classmates.

Central Questions-

1. What was the role of women during the 19th Century and how has this role changed over time?
2. What motivation did women have during the 19th Century to get involved with moral reforms?
3. What kinds of reforms were women most interested in during the antebellum time period?
4. How did these women help promote their cause? What methods did they use?
5. What obstacles did they face when they promoted their cause?
6. How did the roles and rights of women change during this time period and in what ways did they not change?

Challenge Questions-

1. What characteristics/traits make a heroine/patriot?
2. Should the woman you researched be considered a heroine? Why or why not?

Lesson Length-

-3-5 (80 min.) class periods include homework from textbook, lecture, research, and oral presentations.

Key Ideas-

- Women used their religious faith, sympathy for slaves, patriotism and the British anti-slavery movement to help motivate them to pursue reforms in America.
- Women faced many obstacles during their battle for freedom.
- Women used many methods to promote their cause.
- Women's equality was not a goal of most of these women.

Intended Learning Outcomes-

1. To research and find numerous primary sources on their woman heroine. To analyze these primary sources and to incorporate them into an original source.
2. To properly orally present their topic to students using the Otter Valley Rubric.
3. To understand women's quest for freedom and equality during antebellum America and understand the changing role of women in American History.
4. To properly cite their research using MLA and a works cited page.

National History Standards-

Standard 4-The sources and character of cultural, religious, and social reform movements in the antebellum period.

-4C-The student understands changing gender roles and the ideas and activities of women reformers.

-Examine the importance of the individual.

-Reconstruct the literal meaning of a historical passage.

-Hypothesize the influence of the past.

Vermont Standards-

5.7 Students respond constructively as members of an audience (e.g., at plays, speeches, concerts, town meeting).

1.8 In written reports, students organize and convey information and ideas accurately and effectively.

1.15 Students use verbal and nonverbal skills to express themselves effectively.

1.18 Students use computers, telecommunications, and other tools of technology to research, to gather information and ideas, and to represent information and ideas accurately and appropriately.

1.18 Students use organizational systems to obtain information from various sources (including libraries and the Internet).

1.21 Students select appropriate technologies and applications to solve problems and to communicate with an audience.

2.13 Students design a product, project, or service to meet an identified need.

4.5 Students understand continuity and change.

6.12 Students identify and evaluate the concept of human rights in various times in their local community, in Vermont, in the United States, and in various locations world wide.

6.11 Students analyze the access that various groups and individuals have had to justice, reward, and power, as those are evident in the institutions in various times in their local community, in Vermont, in the United States, and in various locations world wide.

Preparation for Teaching-

- Make copies of textbook homework pages from text manufacturer.
- Students need to read textbook to be prepared for lecture.
- Copy "A Declaration of Sentiments"
- Schedule library time.
- Set up computer and overhead projector.

Activities-

1. Based on homework assignment students should be able to answer the following questions in a class discussion format-
 - What restrictions were placed on women in the early 1800's?
 - How did they begin to challenge those limits?
 - What private roles were women expected to fulfill during this time period?
 - What public roles did some gradually adopt?
 - What is the significance of the Seneca Falls Convention and what were its results?
 - How did the roles and rights of women change during the 1800's and in what ways did they not change?
 - How did the various reform movements lead to a greater public role for women?
2. In class, students will be asked to read aloud "A Declaration of Sentiments" and answer some document-based questions in a group setting.
 - In 1848, who made laws?
 - Why would some think that men were "tyrannical"?
 - What does the term "inalienable rights" mean? Where does this term originate?
 - According to this document, what do all women have the right to do because they have been denied these inalienable rights?
 - Make a list of the grievances found in the petition that have been specifically denied to women.
 - What American document is this similar to?
3. Present students with Research Project Handout and models of works cited, source cards, and note cards.
4. Go to library and start research.
5. Have students listen attentively to everyone's presentations, perhaps having them assess someone else's oral presentation.
6. Collect and grade all projects and give proper feedback.

Assessment-

After students complete research on their person of interest they will give an oral presentation of their findings to the rest of the class. This may include a power-point presentation or a skit. A wide variety of presentation ideas will be given to students in class and add creativity to the presentation (See attached). Students will be given the oral presentation rubric when they receive their assignment. Students will have already done a research paper in class but will be reminded with an example of a source card and a works cited page. They will be graded on their project using the below percentages:

Oral presentation-50%
Written documents-40%
Works Cited page-10%

Oral Communications Rubric

CRITERIA	Proficient with Distinction	Proficient	Nearly Proficient	Below the Standard
Content: Organization	Explicit introduction; effective transitions; logical conclusion	Adequate introduction; evident transitions; logical conclusion	Limited introduction; inconsistent transitions or conclusion	Lacks introduction, transitions, or a logical conclusion
Knowledge of subject	Specific, accurate details; comprehensive explanation	Adequate details and explanation	Uneven use of details or superficial explanation	Lacks details or explanation
Delivery: Enunciation	Clear consistent pronunciation	Few pronunciation errors	Repeated pronunciation errors	Mispronunciations detracts from speech
Fluency/Pace	Consistent and appropriate pacing and emphasis	Some inconsistency in pacing and emphasis	Inconsistent pacing and emphasis	Frequent pauses; little or no emphasis; distracts from presentation
Volume	Consistently audible; effective projection	Usually audible; attempts at projection	Inconsistently audible; lapses in projection	Inaudible; feeble attempt at projection
Tonality	Vocal variety; appropriate pitch and inflection	Vocal variety; sometimes effective	Uneven vocal variety	Monotone; No emotion or tone used
Timing	On time	Within 30 seconds	Within 45 seconds	Did not take note of time limits at all
Non-Verbal: Posture/Appearance	Effective presence that's suitable for the occasion.	Pleasant appearance; confident posture	Distracting posture or appearance	Posture and appearance interfere with effective presentation
Eye Contact	Frequent eye contact; familiarity with script apparent	Occasional eye contact; more reliant upon script	Infrequent eye contact; script often read extensively	Glued to script with little or no eye contact
Props/Visuals	Integrally incorporated into presentation	Usually incorporated into presentation	Inconsistently incorporated into presentation	Rarely incorporated into presentation
Gestures/ Animation	Consistent body language and facial expression enhance speech	Some body language and facial expression enhance speech	Infrequent body language and facial expression to enhance speech	Little or no evidence

Women's' Rights Research and Oral Presentation Project

CP U.S. History I

Mr. Jeskie

Now that we have read and analyzed the 1848 Declaration of Sentiments document, all students will be asked to research individual women during the antebellum period in America. The following women list was created to help you begin your search, but you may choose someone not on the list as long as it meets the teachers' approval.

Elizabeth Cady Stanton	Lucretia Mott	Susan B. Anthony
Rev. Juliann Jane Tillman	Catherine Beecher	Lucretia Mott
Lucy Griswold	Sojourner Truth	Lucy Stone
Sarah Moore Grimke	Angelina Grimke	Maria Stewart
Frances Harper	Martha Wright	Abby Kelly Foster
Ernestine Rose	Antoinette Brown	Amelia Bloomer
Emma Willard	Mary Lyon	Dorothea Dix
Fanny Wright	Margaret Fuller	Amelia Bloomer
Prudence Crandall	Lydia Maria Child	Sarah Josepha Hale
Frances Dana Gage		

**This list is only a compilation of names and is in no way intended to be a complete list.

After finding at least two primary sources and two credible secondary resources, students will be asked to analyze the life of their person and find the answers to the following questions:

1. What motivated her to get involved with reforming her society?
2. What kinds of reform(s) was she most interested in?
3. How did she help promote this cause? What methods did she use?
4. What obstacles did she face while promoting the cause(s)?

When you come up with the answers to these questions be sure to keep track of what source you used to get your information!! After documenting your information to the above questions, I will be looking for you to tell me in your write-up where were you able to find the information to these questions. In other words, were you able to find the answers from primary or secondary sources. (At least one of your questions should be answered by using a primary source.)

Now for the creative part! After typing up your answers to the above four questions and stating where you will be able to find the answers to them, create a fun presentation for your classmates. Some examples include but are not limited to the following: an interview (dress-up optional), a skit, a power-point presentation, a fictional diary, or a video. Your presentation will be assessed using the Otter Valley Oral Presentation Rubric. Although I am looking for a creative project, I still will be using the rubric to grade you on your overall presentation. (Of course some categories may not apply to all presentations.)

Annotated Bibliography

All Men and Women are Created Equal-The Story of Women's Rights National Historical Park
Seneca Falls: Eastern National, 1997, 76 pages

This was a book that I bought while visiting the Seneca Falls Women's Rights National Park. It was a nice book to use as a stepping stone for my unit. It gave me ideas of cartoons and pictures to use in my classroom and helped me create a list of women's rights leaders to give to my students. Any teacher interested in starting a unit on women's rights during the antebellum period should start here, although the book's main purpose is to highlight some of the main exhibits found in the museum. It also can serve as a useful tool for teachers that need background information. The timeline on the left side of some of the pages was very useful.

Bring History Alive-A Sourcebook for Teaching United States History. NCHS. Los Angeles: University of California, 1996, 244 pages

This book is a list of activities created by teachers that are examples of how students can attain the national history standards. The compilation of activities is useful for beginning teachers to show samples of creative lessons that will help stimulate students' curiosity. Pages 105-108 were helpful in the unit I created. Teachers will find most of their activities creative or give them other ideas when their original ones fall short of expectations.

Clinton, Catherine. *The Other Civil War-American Women in the Nineteenth Century*
New York: Hill and Wang, 1984, 242 pages

This book is on loan from the Castleton State College Library. This book is a wonderful resource on the women's reform movement of the 19th Century. It is very different than the others in that it draws distinctions between Northern, Southern, and western women's groups. Chapters 3-5 were valuable to me as I wanted to learn more about the topic for my own knowledge. However, one of my criticisms of the book is that the author tends to make many generalizations about one region of women without backing it up with primary sources or stories.

Dorsey, Bruce. *Reforming Men and Women-Gender in the Antebellum City*
Ithaca: Cornell University Press, 2002, 299 pages

This book is on loan from the Castleton State College Library. Although this book has both men and women reformers in it, this book can be used for my project because it concentrates on the idea of gender as a main difference in the activities of reform-minded men and women. The book emphasizes the differences between the two genders' reform movements and how important reformers were profoundly influenced by their gender. The social issues of poverty, drink, slavery and immigration are explored in separate chapters of the book. The book's flaw is that it is only concerned with Northerners.

Ginzberg, Lori D. *Untidy Origins; A Story of Women's Rights in Antebellum New York.* Chapel Hill: University of North Carolina Press, 2005, 222 pages

This book helps readers to understand the early reform movements of women's rights through the actions of six women in rural upstate New York. The emphasis of the book is that the women's actions took place before the historic Seneca Falls convention of 1848. The book is historically accurate and has an in-depth look at each of these women and what motivated them

to reform their society. The students in my class can use this book as a resource for their project because it is loaded with many primary source materials especially from these women.

Leighow, Susan and Sterner-Hine, Rita. *The Antebellum Women's Movement-1820-1860-A Unit of Study for Grades 8-11*. Los Angeles: University of California, 1998, 67 pages

This teacher created unit for Grades 8-11 was extremely helpful for my topic and helping me create a unit. It gave me a number of resources to use and a number of creative suggestions to use during my unit. It was extremely useful for primary sources to use during my lectures and class discussions. Without going into great detail here, any high school teacher that does not have a lot of time to develop lessons for a unit on the women's antebellum movement will find this unit very helpful.

Lessons From History: Essential Understandings and Historical Perspectives Students Should Acquire. NCHS. Los Angeles: University of California, 1992, 314 pages

This book discusses major topics for all history teachers to explore such as Why study history and themes in American history. The book places an emphasis on what all students should learn. On pages 90-96, book discusses the themes that students should understand while studying the reform movements from 1820-1860. I found the book helpful because it gave my unit a concrete foundation of the themes to explore with my students such as the complexities of the reform movement and the links to the Second Great Awakening. There is nothing in this book that will help students. This text can serve as a guide for all teachers of American history.

National Standards For History. NCHS. Los Angeles: University of California, 1996, 225 pages

This book gave me a set of national standards by which to create my unit. Vermont teachers tend to look towards the Vermont Standards when creating lesson plans or units of study. Having the National Standards was valuable and gave me three standards that are a part of my unit: Examining the importance of the individual, reconstructing the literal meaning of a historical passage, and hypothesizing the influence of the past. These three national standards were found on page 98 of the book. This is a very useful tool that I will use every time I create a new unit of study for my American History classes.

Pearson, Jim and Robertson, John. *Slavery in the Nineteenth Century-A Unit of Study for Grades 5-8*. Los Angeles: University of California, 1991, 62 pages

This is a teacher created unit of study of slavery for students in grades 5-8. Since it concentrates on slavery the only useful primary sources in this unit are a Sojourner Truth excerpt and the Elizabeth Cady Stanton Speech of 1860 to the American Anti-slavery Society. The two excerpts could be used to have students analyze and compare the limitations of women's and slaves' freedoms in the 19th Century. The book also makes connections between the abolition movement and the women's rights movements. I may use these two resources in my unit if I have enough time to have classroom discussions before we start our research.

Salerno, Beth. *Sister Societies: Women's Antislavery Organizations in Antebellum America* Dekalb: Northern Illinois University Press, 2008, 233 pages

Meeting the author of this book during a lecture was one of the highlights of this course. Mrs. Salerno does an exceptional job at documenting the women's reform organizations of the

antebellum time period. Any student of American History with an inquisitive mind for the women's movement should read this book. In her book she lists many primary sources and is able to make accurate generalizations of these organizations through her use of these sources. She does a terrific job on chronicling the efforts of many individuals during this reform movement. We were lucky to have her as a speaker.

Stauffer, John. *The Black Hearts of Men; Radical Abolitionists and the Transformation of Race*. Cambridge: Harvard University Press, 2001, 367 pages

This book is a study of four men, McCune Smith, Gerrit Smith, John Brown, and Frederick Douglass, and a radical approach to the abolition movement. It attempts to study their lives and link their attempts to reform their society. Since it only studies these four men and the abolition movement it serves no purpose in my unit and is difficult reading for the average high school student. The book also must be read as a whole and it would be difficult for a teacher to pull out any primary sources out of this book to use in a study of the abolition movement in their classroom.

Vest, Kathleen. *Using Primary Sources in the Classroom-Examining Our Past, Understanding Our Present, Considering Our Future*. Huntington Beach: Shell Education, 2005, 176 pages

This resource is a book on how to best utilize primary sources in your classroom. The author diligently takes a picture, cartoon, letter, and or map and describes how to make analytical questions that match the source. This resource is a good tool for beginning teachers because it illustrates many levels of higher order thinking tasks for students of different abilities and skill sets. While I did not use this source, it is a useful one to look at if you are creating a differentiated unit for many abilities of students.

Ware, Susan. *Modern American Women-A Documentary History*. Belmont: Wadsworth Publishing Company, 1989, 468 pages

This book documents the lives of ordinary and extraordinary women in America from 1890 until the 1980's. While I originally thought it would be useful for my unit, I quickly realized the scope of the limited years of the analysis. This book would be quite useful for historians and students studying 20th Century women's history and roles.

Wineburg, Sam. *Historical Thinking and Other Unnatural Acts*. Philadelphia: Temple University Press, 2001, 255 pages

I did not use this resource for my unit, but it does contain a provocative look at the teaching of history.

Witness For Freedom. Chapel Hill: University of North Carolina Press, 1993, 306 pages

This source is good source for those teachers interested in gathering primary sources for a study in the abolition movement. The authors documented a number of African American documents that tell their story in their quest at achieving their freedom and the abolition of slavery in the United States. While it does not deal with the women's reform movement, it does a good job at compiling first-hand accounts of the abolition movement.

Accommodations-

All students will be asked to perform an oral presentation although some may be shorter and less creative than others. Also, while researching a para-educator may have to be present to help certain students locate sources and analyze sources. Special Education students may have to use more secondary sources such as encyclopedias and Encarta to help them answer the questions. The scope of their answers to the questions may also have to be limited.