

Historical Literacy Project Model Unit Gallery Template

Unit Title: How did the change in women's roles in the American Revolution predict their future roles in society?

Designed by: Michelle Freidel, Amy Jagielski, Clarissa Stevenson

District: Smyrna, Indian River

Content Area: American Revolution

Grade Level(s): 8th grade

Summary of Unit

As the American Colonies and the United States of American developed and flourished, women's familial lives and responsibilities were formed around their social status. In this unit on women's roles in society, students will read selected information about women's daily lives and discuss how they changed significantly from the earliest years of the American Colonies to the years following the Revolutionary War and beyond.

Stage 1 – Desired Results

What students will know, do, and understand

Delaware Content Standards

Students will employ chronological concepts in analyzing historical phenomena.

Students will examine historical materials relating to a particular region, society or theme; analyze change over time, and make logical inferences concerning cause and effect.

Big Idea(s)

Change over Time

Unit Enduring Understanding(s)

Students will understand that...

History is often messy, yet a historian must logically organize events, recognize patterns and trends, explain cause and effect, make inferences, and draw conclusions from those sources which are available at the time.

Unit Essential Questions(s)

To what extent does the past predict the future?

Knowledge and Skills

Students will know that women's traditional roles were challenged when men left home during times of conflict.

Students will be able to analyze, draw inferences and recognize cause and effect relationships from primary & secondary sources.

Stage 2 – Assessment Evidence (Design Assessments To Guide Instruction)

Suggested Performance/Transfer Task(s)

Essential Question Addressed

To what extent does the past predict the future?

Prior Knowledge

Students will analyze the change in various women's roles before, during and after the American Revolution.

Scenario

Students will be given various primary source documents from the World War II time period depicting the changing roles of women. Using the knowledge of how women's roles in the American Revolution, students will first predict whether or not the roles of women will change during World War II. After analyzing the primary source documents, students will revisit their predictions and revise to include any new information gained.

Requirements

Handout 14: Primary Source document: Darlene Semrad interview

Handout 15: Primary Source document: Helen Cadanis interview

Handout 16: Primary Source: Images

Final Product

Students will use in the information gathered to answer the Essential Question: To what extent doe the past predict the future?

Rubric(s)

2 – This response gives a valid addition, modification, or deletion with an accurate and relevant explanation.

1 – This response gives a valid addition, modification, or deletion with an inaccurate, irrelevant, or no explanation.

Other Evidence

Illustration Analysis

Learning Log / Journal

Graphic Organizer (Women's Work)

Document Analysis

Short Answer responses
Classroom discussion

Student Self Assessment & Reflection

Learning Logs
Persona Reflection

Stage 3 – Learning Plan

(Design learning activities to align with Stage 1 and Stage 2 expectations)

Lesson # 1

Title of the Lesson: Women's Roles in the 18th century American Colonies

Author: Michelle Freidel

Lesson Description: This lesson will introduce students to the lives women led in the years prior to the American Revolution. Students will analyze photographs to determine what roles women held during this time period, and discuss how they compare to the roles women hold in today's society. They will also create a hypothesis that explains why women's roles have changed over time. Next, students will compile information to compare how the social classes of the 18th century American Colonies changed women's roles. To end the lesson, students will take on the persona of an 18th century American colony woman and produce a journal entry to depict a day in their characters life.

Time Required: One 90 minute class period or two 45 minute class periods

Essential Questions Addressed:

What were women's roles in the colonies before the American Revolution and how were they different from the roles women hold in today's society?

How did social standings change what roles and responsibilities women held in Colonial America?

Enduring Understanding: Historians logically organize events and explain cause and effect from sources available at the time.

Materials:

Handout 1: Photograph Analysis

Handout 2a-h: Photographs of Colonial Women

Handout 3: Change in Women's Roles in Society

Handout 4a-c: A Woman's Work (Excerpts on Upper Class, Lower Class, and Slave Women)

Handout 5: A Woman's Work Graphic Organizer

Handout 6: Journal Entry

Highlighters

Procedures:

1. On the board, write out the Essential questions. Tell the students that by the end of the lesson, they will be able to answer both questions. Then go over vocab. (Handout 3)
2. To open up the lesson ask and discuss the following questions:
 - a. How are women described in your textbook?
 - b. Does your textbook discuss how women were important to the colonies?
 - c. Do you know why women are often overlooked in history?

- Explain to the students that history is based on events that have either been written about or passed down in stories between generations. (During the colonial period men believed that women should only attend to their household affairs. Men did not see women's opinions as important, therefore their journals and writings were often overlooked by those men who were writing about our history. In reality women were responsible for the success of most households, and many of the events that created our nation would not have happened without the support of women. It is just in recent years that women's stories have been discovered and started being published.)
3. Place students in groups of 3 or 4. Each group should receive a packet. The packet should contain one copy of Handout 1, one photograph (Handout 2), and four copies of Handout 3, one of the three copies of Handout 4, and four copies of Handout 5 for use later in the lesson. Inform the students that they will each be analyzing a picture to determine what roles women held in the beginning stages of our country's development.
 4. Ask students to remove Handout #1 and the photograph from their packet. Allow five minutes for students to study the photograph and answer the questions on Handout 1. At the end of the five minutes choose one person from each group to report back to the class on what they found. As each group lists roles that women held keep a list on either the board or overhead using a blank copy of Handout 3a.
 5. After all of the groups have spoken have each student take a copy of Handout 3 from their group packet. The students should complete the first column of side A using the notes on the board/overhead.
 6. After students complete column A ask for volunteers to tell how women's roles are different today. List their responses on the board or the overhead projector. After giving every student a chance to respond have the class choose at least ten roles to add to the fourth column of Handout #3. (If additional time allows, have the students highlight those roles that have remained constant over the centuries.)
 7. Handouts 1 and 2 should be returned to the group folder. Handout 3 should be added to the students notebook so it can be referred back too and completed during lessons 2,3 and 4.
 8. Hand each students a note card, or have each student take out a piece of paper. Ask each student to create a hypothesis that explains why women's roles have changed over time. This hypothesis can be reviewed throughout lessons two, three and four. The hypothesis can either be collected or turned in with the group packet at the end of the lesson.
 9. Next have each group take out their copy of Handout 4a, 4b, or 4c and the four copies of Handout 5. Each group needs to read Handout 4 to themselves and complete the sections of Handout 5 that matches to the social standing that they are reading about. After the groups have completed their section of Handout 5 have one person from each group report back to the class on what they have found. As each group lists roles/responsibilities that women held keep a list on the board or overhead using a blank copy of Handout 5.
 10. After all the groups have spoken have the students use the notes from the class discussion to complete the chart on Handout 5 and answer the short answer question at the bottom of the handout. The students should attach the worksheet to their journal entry that will be turned in at the end of the class period. They will need to use these notes to help them complete the final component of this lesson.

11. Once the students have completed Handout 5 they will be completing their formative assessment. The students will be taking on the persona of an 18th century American colony woman and producing a journal entry to depict a day in their characters life. The journal entry should be at least 3 paragraphs, and should answer the questions provided on Handout 6.

Debrief:

Have students answer and discuss the essential questions as a class.

Formative Assessment (“Check for Understanding”):

The students should be assessed on their completion of the graphic organizers, and the short answer responses completed throughout the lesson. As a final lesson assessment the students should demonstrate their understanding of the roles/responsibilities women held during the 18th century through a 3-paragraph journal entry. The journal entry should be scored on the 2-point rubric below.

2	Student answers the questions provided, and provides details of a woman’s role or responsibility in the 18 th century American Colonies.
1	Student answers the questions provided, but provides no details of a woman’s role or responsibility in the 18 th century American Colonies. OR Student provides details of a woman’s role or responsibility in the 18 th century American Colonies, but does not answer the questions provided.
0	Student does not answer the questions provided. Student does not demonstrate an understanding of a woman’s role or responsibility in the 18 th century American Colonies.

Lesson # 2
Women's Roles During the Revolution

Clarissa Stevenson

Lesson Description: Students will evaluate various sources pertaining to the roles women played in society during the American Revolution. Students will compare and contrast the findings to the roles women played prior to the American Revolution, analyzing the change over time and reaching a logical conclusion as to the cause and effect relationship.

Time Required: One 60-minute class

Essential Question Addressed: How did the role of women change during the American Revolution?

Enduring Understanding: Students will understand that the role of women changed during the American Revolution due to the political actions taken by men and that the results are the future changes in the roles of women.

Materials:

Learning Log or Journal

Handout 3: Change in Women's Roles (chart on front, vocabulary on back)

Handout 7: Word Splash

Handout 8: Historical Materials—Women's Roles During the Revolution

highlighters

poster paper

markers

Procedures:

1. Direct the focus of the lesson by having students record the lesson essential question (How did the role of women change during the American Revolution?) in the learning log/journal.
2. Review the vocabulary obtained from the previous lesson by having small groups of students act out the definitions while the rest of the class guesses the term. (Back of Handout 3: Change in Women's Roles).
3. Numbered Heads strategy (students are in pairs, Student 1 and Student 2) to discuss the roles women played prior to the Revolutionary War (Handout 3: Change in Women's

Roles, first column). All of the 1's tell the 2's which role that women played prior to the Revolution is the most different from women of today. The 2's tell the 1's which role will most likely change once the Revolutionary War begins.

4. Students independently complete the “Before” section of Handout 7: Word Splash. Using the words that are splashed around the topic, write a prediction concerning the role of women in the revolution. (The “After” section will be completed at the end of the lesson.)

5. Students remain in their pairs from procedure 3 to analyze the historical materials from Handout 8: Historical Materials—Women’s Roles During the Revolution. Instruct the students to highlight evidence from each of the 10 excerpts that address the following questions:

- What are some changes that can be seen in the roles of women during this time period?
- Are women of different political groups and/or social standings impacted?
- What are some causes of these changes?

6. Pairs choose 2 of the 10 excerpts to further analyze. On poster paper, students choose to (1) create a diagram, (2) record an explanation in paragraph form or (3) illustrate the changes in the roles played by women during the revolution compared to those prior to the war. Instruct students to hang up their posters around the room in order of the excerpts (A—J). Students share their diagrams, explanations or illustrations. Using the information shared, students complete the next column on Handout 3: Change in Women’s Roles, “During.”

7. In the learning log/journal, students independently record a conclusion regarding the cause of the changes in women’s roles during this time period. Students also make a prediction as to the effect, or what these changes lead to in American history.

8. Students independently complete the “After” section of Handout 7: Word Splash. Using the words that are splashed around the topic and the evidence from the excerpts, write a reflection concerning the role of women in the revolution.

Debrief: Think-Pair-Share strategy for the essential question: How did the role of women change during the American Revolution?

Formative Assessment (“Check for Understanding”): Students will record an extended response to the following question: How did the role of women change during the American Revolution and what was the cause and effect of these changes? Extended responses should be scored using the DE SS 2-point rubric.

Lesson # 3

Title of the Lesson: Women's Roles after the American Revolution

Author: Amy Jagielski

Lesson Description: Students will analyze various primary source documents for the roles women play in society during this time period. Students will compile the information with previously obtained information on the roles women play prior to and during the American Revolution.

Time Required: 1 90 minute class period or 2 45 minute class periods

Essential Questions Addressed:

What changes occurred in women's roles in society after the Revolution?

How did the change in women's roles in the American Revolution predict their future roles in society?

Enduring Understanding: Historians logically organize events and explain cause and effect from sources available at the time.

Materials:

Learning Log or Journal

Handout 8: On the Equality of the Sexes

Handout 9: Letter from Sarah Winslow

Handout 10: Image

Handout 11: Written Document analysis worksheet (2 copies per pair)

Handout 12: Image analysis worksheet (1 copy per pair)

Handout 13: Clues chart

Procedures:

1. Review with the class the vocabulary obtained from the previous lesson. (Back of Handout 1: Change in Women's Roles). Discuss the ways women played a role during the Revolutionary War (Handout 1: Change is Women's Roles).
2. On the board, write out the Essential question: What changes occurred in women's roles in society after the Revolution? Have students write this question in their Learning Log. Tell the students that by the end of the lesson, they will be able to answer this question.
3. Pair students. Pass out Handout 8: On the Equality of Sexes, Handout 9: Letter from Sarah Winslow. Handout 10: Image. Also give each pair the Written Document Analysis worksheet and the Image Analysis worksheet. Have the students work in pairs to analyze each primary source according to each worksheet and for clues to the role each woman played in American society. Have students record their findings on Handout 11: Clues chart. Display a copy of the Clue chart on the board using an overhead or LCD projector.
4. After students pairs have finished analyzing each primary source, have each pair come up to share at least one "clue" they found.
5. Ask students the following questions to facilitate understanding:

- a. What are some changes that can be seen in the roles of women during this time period?
 - b. What are some causes of these changes?
 - c. What, if any, are some effects of these changes?
6. Have students turn to the back of Handout 13: Clues chart. Have each student copy down the Essential question. Students will then be given time to answer the question using the information collected on the Clues chart.
 7. As a class, lead students to fill in the final column on Handout 1: Change in Women's Roles. Talk with the students about the roles each type of woman played after the American Revolution.
 8. Students will then meet back with their partner. Refer back to the Essential question: How did the change in women's roles in the American Revolution predict their future roles in society? As pairs students will answer the Essential question using Handout 1: Change in Women's Roles Chart. Answers should be placed in their Learning Logs.

Debrief:

Remind students of the essential question: What changes occurred in women's roles in society after the Revolution?

Formative Assessment ("Check for Understanding"):

Students are asked to answer both Essential questions: What changes occurred in women's roles in society after the Revolution? And How did the change in women's roles in the American Revolution predict their future roles in society?

Lesson #4
Lesson Title: Analysis of the Changes in Women's Roles

Author: Amy Jagielski

Lesson Description: Students will be given various primary source documents from the World War II time period depicting the changing roles of women. Using the knowledge of how women's roles in the American Revolution, students will first predict whether or not the roles of women will change during World War II. After analyzing the primary source documents, students will revisit their predictions and revise to include any new information gained.

Time Required: 1 45 minute class period

Essential Questions Addressed:

To what extent does the past predict the future?

Enduring Understanding: Historians logically organize events and explain cause and effect from sources available at the time.

Materials:

Handout 11: Written Document Analysis

Handout 12: Image Analysis

Handout 14: Primary Source document: Darlene Semrad interview

Handout 15: Primary Source document: Helen Cadanis interview

Handout 16: Primary Source: Images

Handout 17: Short Answer Response

Procedures:

1. Students will then meet back with their partner from the previous lesson. Have students refer back to the Essential question: How did the change in women's roles in the American Revolution predict their future roles in society? As pairs students will answer the Essential question using Handout 1: Change in Women's Roles Chart. Answers should be placed in their Learning Logs.
2. After answers have been placed into the Learning Logs, have students return to their original seats. Pass out Handouts 11, 12, 14, 15, 16 and 17 to each student. Students should work independently with each primary source document. Students should then use the information from the primary sources to answer the Short Answer response.

Debrief: :

Remind students of the Essential question: To what extent does the past predict the future?

Formative Assessment ("Check for Understanding"):

Short Answer responses will be collected.

Photograph Analysis Worksheet

Handout 1

Step 1: Observation																			
A.	Study the photograph for 2 minutes before you write anything down. Next, divide the photograph into 4 quadrants and study each section to see what new details become visible.																		
B.	Next, list the people, objects, and activities found in the photograph in the chart below. <table border="1" data-bbox="375 663 1406 1108"><thead><tr><th>People</th><th>Objects</th><th>Activities</th></tr></thead><tbody><tr><td> </td><td> </td><td> </td></tr><tr><td> </td><td> </td><td> </td></tr><tr><td> </td><td> </td><td> </td></tr><tr><td> </td><td> </td><td> </td></tr><tr><td> </td><td> </td><td> </td></tr></tbody></table>	People	Objects	Activities															
People	Objects	Activities																	
Step 2: Inference																			
	Based on what you have observed above, list two things that you might infer from this photograph.																		
Step 3: Questions																			
A.	Based on the photograph, what was at least one role/responsibility that a woman carried out? Please list more than one is possible. _____ _____ _____ _____ _____																		

Colonial Woman at Work

Handout 2a



Answer the Questions on Handout 1: Photo Analysis

Colonial Woman at Work

Handout 2b



Answer the Questions on Handout 1: Photo Analysis

Colonial Woman at Work

Handout 2c



Answer the Questions on Handout 1: Photo Analysis

Colonial Woman at Work

Handout 2d



Answer the Questions on Handout 1: Photo Analysis

Colonial Woman at Work

Handout 2e



Answer the Questions on Handout 1: Photo Analysis

Colonial Woman at Work

Handout 2f



Answer the Questions on Handout 1: Photo Analysis

Colonial Woman at Work

Handout 2g



Answer the Questions on Handout 1: Photo Analysis

Colonial Woman at Work

Handout 2h



Answer the Questions on Handout 1: Photo Analysis

Change in Women's Roles in Society

Handout 3

Before the Revolution	During the Revolution	After the Revolution	Today

Extended Response:

Unit Vocabulary

Word	Definition	Example/Picture
analyze		
hypothesis		
infer		
cause		
effect		
predict		
Loyalist		
Patriot		
minority		

A Woman's Work : Upper Class Family

Handout 4a

Daily Schedule for an Urban Gentry Housewife

by Pat Gibbs

Urban gentry housewives, responsible for managing daily household affairs, depended on and supervised a staff of servants that occasionally included white women who served as housekeepers or governesses but was mainly comprised of male and female slaves. These men and women “domestics”, owned by the family or hired locally, performed the “drudgery” about the house, kitchen, laundry, garden, and stable.

Because this schedule deals with the day-to-day activities of the housewife, her husband's role may appear subordinate but this was not the case. As head of the household he exercised ultimate authority and was the legal representative of the family, controlled family finances, oversaw the rearing of young children (and their sons until they were grown), and generally represented the family in the outside world.

The woman who used her time as outlined below was, of course, the ideal housewife and manager. The routine as set out here was always subject to disruptions due to illness in the household, mothering of infants, and the training of new household slaves.

At about 6:00 A.M. she rises, awakens the family, and sees that breakfast preparations have begun. (If a trusted slave assures her that the household is up and at work, she might remain in her chamber.) Freshening up, dressing with the assistance of her personal maid, and arranging her hair are part of the housewife's morning routine. Some women used the couple of hours before breakfast to listen to their children's catechism and prayers and for their own private devotions.

About 7:30 A.M. she surveys the house and kitchen (and perhaps the garden) to see what tasks need to be accomplished that day and to make certain that breakfast will be served on time.

At 8:00 A.M. breakfast is served. The housewife presides at the meal and spends about a half hour at table with her family. (Sunday breakfasts were later and longer in some homes.)

Beginning about 8:30 A.M. while the slaves eat breakfast in the kitchen, the housewife washes the fine glasses and china used the previous day and for breakfast either in the dining room, passage, or in a nearby room. She then arranges serving pieces and condiments for the dinner table. After the slaves finish eating in the kitchen, she gives orders to the cook and measures out ingredients for each dinner dish. She then instructs other workers on their chores for the day and dispenses necessary supplies.

From about 10:00 A.M. to about 2:00 P.M. she supervises work in and around the house, perhaps assisted by teenaged daughters while younger children receive lessons. Daily household chores include cooking, cleaning, dairying, and gardening. Two to four times a month washing and ironing is done. Depending on the season, she might cut out and supervise the sewing of slave clothing, hemming and marking household linens, spinning and knitting, preserving fruits and vegetables, butchering and salting meats, or making sausages.

Just before 2:00 P.M. she checks on the cook's progress with dinner and then goes to her room to freshen up and perhaps change outer garments before dinner.

About 2:00 P.M. she presides over the table with her family and possible guests. Dinner, the largest meal of the day, was also the most formal and the longest. At the end of the meal she and other females leave the men at the dinner table and retire to the hall or parlor for conversation over tea or coffee.

After dinner she sees that the kitchen is put in order and directs the afternoon's baking of hot breads for supper and of desserts and bread for the next day's dinner.

Beginning about 4:00 P.M. she has three hours or so of her own time, since the staff has already received instructions for the whole working day. She shops at local stores or pays visits to friends or to the sick or needy. If she stays home, she might give needlework lessons to young daughters, practice music, read, or entertain friends over tea or coffee.

About 7:30 P.M. she checks on the preparations for supper, which was generally little more than a snack and very simple to get ready.

8:00 P.M. is suppertime for the family and possible guests, and afterwards she sees that the kitchen is put in order and fires are banked for the night.

From about 8:30 P.M. until 10:00 or 11:00 p.m. the housewife, her family, and guests socialize at home or with neighbors. Their evening activities include conversation, singing, listening to music, reading aloud, and playing cards. Occasionally the housewife and her husband attend plays, lectures, or balls.

This schedule probably began about an hour later in wintertime. We know that a kind of "daylight savings" time was observed at The College of William and Mary and on some Virginia plantations. All times are approximate.

Information taken from :

http://research.history.org/Historical_Research/Research_Themes/ThemeFamily.cfm

A Woman's Work : Lower Class Family

Handout 4b

The European woman's role was greatly affected by the formation of slavery. Women who couldn't afford slave help, were often permanently put back into household duties. The day began with starting the fire, milking the cows, and creating cream and butter. She then spent the bulk of her morning preparing food for the day and bread for the dinner. The afternoons were sometimes taken up by working in the garden, mending, or taking grain to the miller. Her time also was seasonal, as she had to raise the cattle, make sausage, preserve bacon, and complete the sewing of clothes. The workload obviously didn't get easier for the women. They also had to take care of their own children. Only if the family was wealthy enough, did the wife have a slave that helped around the house.

Information taken from: http://www.webconnections.com/MES5th/ColonialWomen_B4.htm

A Woman's Work : Enslaved African American Women

Handout 4c

Female slaves were primarily brought to the colonies as an investment to the plantation owner. They were able to work like the men in the fields, and most importantly could reproduce more native-born slaves, which meant more property for the slave owner. They were only able to marry with other slaves secretly, because marriage between slaves was not recognized by the colonies.

Female slaves that didn't farm the land next to their male counterparts were in the homes with the gentry class women. They cared for the children of the household, cleaned, cooked and assisted in any way necessary. Working indoors was not necessarily better than working outside. In the fields, there were groups working together out of the watchful eye of the master, but being in the house meant constant supervision. Hard physical labor like doing the laundry, carrying water and routine chores such as emptying chamber pots (portable toilet) and making beds was expected day to day. They were also at the beck and call of their masters and master's wives 24 hours a day.

The slave women that worked in the fields during the day also had to provide dinner for their families after the day was completed. Often the slaves had to have their own gardens and capture animals for food. With no days off during the week, many of the slave women faked illness, or labor to get days off work. They used this time to harvest their own gardens and take care of their own household duties.

Information taken from: http://www.webconnections.com/MES5th/ColonialWomen_B4.htm

Social Classes and Women's Work

Handout 5

Directions: Read through Handout 4: A Woman's Work. After you have finished reading fill in the column that matches your topic with information about the type of work women did in that social class.

The Work of Upper Class Women	
The Work of Lower Class Women	
The Work of Enslaved African American Women	

Directions: Answer the following question after the chart is complete.

How did social standings change what roles and responsibilities women held in Colonial America?

Handout 7: Word Splash

Loyalist

disguise

farm

soldier

Women in the Revolution

responsibility

family

Patriot

goods

Before:

After:

Handout 8: Historical Materials—Women’s Roles During the Revolution

A. “An eminent, wealthy, stingy merchant (also a bachelor) had a hogshead of coffee in his store, which he refused to sell...under six shillings per Pound. A number of Females, some say a hundred, some say more, assembled with a cart and trunks, marched down to the Whare House and demanded the keys which he refused to deliver. Upon which one of them seizd him by his Neck and tossed him into the cart. Upon his finding no quarter, he delivered the keys when they tipped up the cart and discharged him; then opened the Warehouse, hoisted out the Coffee themselves, put it into the trunks and drove off...A large concourse of men stood amazed silent Spectators.”

B. “Mrs Jones here & about 2o'clock they came—one smith, a hatter & Col Will & one Shriner & a Dutch Man I know not his Name ... they took an inventory of everything even broken China & empty bottles... I had such spirits that I appeared not uneasy ... they told Me they must advertise the house. I told them they may do as they pleased but till it was decided by a Court I would not go out unless by force of a bayonet but when I knew who had a right to it I should know how to Act; ...”

C. “In October of 1778 Deborah Samson of Massachusetts disguised herself as a young man and presented herself to the American army as a willing volunteer to oppose the common enemy. She enlisted for the whole term of the war as Robert Shurtleff and served in the company of Captain Nathan Thayer of Medway, Massachusetts. For three years she served in various duties and was wounded twice - the first time by a sword cut on the side of the head and four months later she was shot through the shoulder. Her sexual identity went undetected until she came down with a brain fever, then prevalent among the soldiers. The attending physician, Dr. Binney, of Philadelphia, discovered her charade, but said nothing. Instead he had her taken to his own home where she would receive better care.”

D. 'Resign'd I bear,' said I, 'heaven's just reproof,
'Content to dwell beneath a stranger's roof;
'Content my babes should eat dependent bread,
'Or by the labour of my hands be fed:
'What tho' my houses, lands, and goods are gone,
'My babes remain---these I can call my own.'
But soon my lov'd Abella hung her head,
From her soft cheek the bright carnation fled;
Her smooth transparent skin too plainly shew'd

How fierce thro' every vein the fever glow'd.

E. "On September 1, 1774, Esther Quincy Sewall looked through her window in horror at the mob gathering outside her Cambridge home. She did not have to ask why these fifty men and boys were there: she knew they wanted her husband, Jonathan... Looking out at so many threatening faces, Esther surely recognized some of them as neighbors, friends or acquaintances... As rocks began to shatter the windows of her home, a desperate but resourceful Esther Sewall offered the mob free access to her husband's wine cellar. After drinking their fill, the men and boys dispersed... A year later, the Sewall family was in England, exiles from their native land."

F. "Polly Locke of New Ipswich, later known as New Hampshire's champion weaver, was determined that her 16 year-old brother John should have the new pantaloons he needed in order to set out for military service. Legend says she cut fleeces from a white sheep and a black sheep, cleansed and carded the wool, spun the yarn, washed and then dried it. Within forty hours from the time she began to shear the sheep, John was on his way, suitably dressed for soldiering... In any season, there was much to be done on a New Hampshire farm. Sowing and reaping crops, cutting and storing firewood, haying and butchering were normally tasks for men. "We finished husking our corn, our women folks all helped us husk . . . a little over forty bushels," wrote Judge Patten on October 17, 1776. When Anna Sibley's husband went away to work on Fort Constitution in Portsmouth in the same year, Anna, pregnant with her third child, managed to hoe three acres of corn on the Sibleys' burnt-over land in Hopkinton. After Capt. James Aiken of Bedford enlisted in June, 1775, his wife carried on the whole work of the farm, including the harvesting. She was assisted only by her children, the oldest of whom was eleven. Alice Glidden, who had settled with her husband in Northfield in 1769, used his old flintlock gun to hunt game for the family table. She cut her own firewood, felling the trees herself, and used a team of steers to haul the logs home, with only her young children to help."

G. "What callous-hearted wretches must these be, thus to treat those who rather demanded their protection and support... They then began to plunder the house of every thing they thought valuable or worth taking; our trunks were split to pieces, and each mean, pitiful wretch crammed his bosom with the contents, which were our apparel, I ventured to speak to the inhuman monster who had my clothes. I represented to him the times were such we could not replace what they had taken from us, and begged him to spare me only a suit or two: but I got nothing but a hearty curse for my pains; nay, so far was his callous hear-- from relenting, that casting his eyes towards my shoes, 'I want them buckles,' said he; and immediately knelt at my feet to take them out.... After they were gone, I began to be sensible of the danger I had been in, and the thoughts of the vile men seemed worse (if possible) than their presence; for they came so suddenly up to the house, that I had no time for thought; and while they stayed, I seemed in amaze-quite

stupid! I cannot describe it. But when they were gone, and I had time to consider, I trembled so with terror that I could not support myself. I went into the room, threw myself on the bed, and gave way to a violent burst of grief, which seemed to be some relief to my swollen heart."

H. "The ideology of virtue gave women's domestic role much more recognized importance than it previously had had. Women took on an important supportive role by boycotting goods and increasing home production. They also became "Deputy Husbands," taking over their husbands' responsibilities while he was away at war. Many women took on a more active role by becoming nurses in the army. A few women became well known for their efforts, but many others remained anonymous. They all served selflessly, even if it meant leaving their families for an extended period of time."

I. "Sybil Ludington was the eldest of 12 children and was putting the younger children to bed on the night of April 26, 1777, when word reached her house that the British were burning the town of Danbury, Connecticut, which was only 25 miles away. Her father was a colonel in the local militia. His men were scattered over a wide area around the Ludington house. Sybil convinced her father to let her ride and summon the men. She rode on horseback over 40 miles on dark, unmarked roads to spread the alert. Her course took her down through Carmel, on to Mahopac, and around to Kent Cliffs and Farmers Mills and back home. She rode alone with only a stick to prod her horse Star and to knock on the doors spreading the alert in time. The men whom she helped to gather arrived just in time to help drive the British, under the command of General William Tyron, back to their ships in Long Island Sound. One can only imagine what it was like being a 16 year old girl aiding the rebellion during war-time within such a short distance from the fighting and alone with no one for protection."

J. "Heaven has blessed us with fine crops. I hope to have 200 hundred Bushels of corn and a hundred & 50 weight of flax. English Hay we have more than we had last year, notwithstanding your ground wants manure. We are like to have a plenty of sause. I shall fat Beef and pork enough, make butter and cheesse enough. If I have neither Sugar, molasses, coffe nor Tea I have no right to complain. I can live without any of them and if what I enjoy I can share with my partner and with Liberty, I can sing o be joyfull and sit down content "Man wants but little here below Nor wants that little long." As to cloathing I have heithertoo procured materials sufficient to cloath my children and servants which I have done wholly in Home Spun. I have contracted no debts that I have not discharg'd, and one of our Labourers Prince I have paid seven months wages to since you left me. Besides that I have paid Bracket near all we owed him which was to the amount of 15 pounds lawfull money, set up a cider press &c."

A. Abigail Adams, Massachusetts 1778 (masshist.org)

B. Diary of Grace Growden Galloway, Philadelphia 1778

C. AmericanRevolution.org (Deborah Samson)

D. Ann Eliza Bleecker (retreat from Burgoyne)

E. Esther Quincy Sewall, 1774 (Revolutionary Mothers by Carol Berkin, 2005)

F. New Hampshire Women in the Revolution

G. letter of Eliza Wilkinson, South Carolina 1781

H. AmericanAntiquarian.org (Working Women in the Revolution)

I. NSDAR (Sybil Ludington)

J. Abigail Adams, 1777 (masshist.org)

Handout 9

[On the Equality of the Sexes](#) , 1790 , by Judith Sargent Stevens Murray

Is the needle and kitchen sufficient to employ the operations of a soul...? I should conceive not. Nay, it is a truth that those very departments leave the intelligent principle vacant, and at liberty for speculation. Are we deficient in reason? we can only reason from what we know, and if an opportunity of acquiring knowledge hath been denied us, the inferiority of our sex cannot fairly be deduced from thence.... "But our judgment is s\not so strong--we not distinguish so well."--Yet it may be questioned, from what doth this superiority...proceed. May we not trace its source in he difference of education, and continued advantages? Will it be said that the judgment of a male of two years old, is more sage than that of a female of the same age? I believe the reverse is generally observed to be true.... How is one [the male] exalted, and the other [the female] depressed, by the contrary modes of education which are adopted! the one is taught to aspire, and the other is early confined and limited.... At length arrived at womanhood, the uncultivated fair one feels a void, which the employments allotted her are by no means capable of filling.... Is she united to a person whose soul nature made equal to her own, education hath set him so far above her, that in those entertainments which are productive of such rational felicity, she is not qualified to accompany him. She experiences a mortifying consciousness of inferiority, which embitters every enjoyment....

Yes, ye lordly, ye haughty sex, our souls are by nature equal to yours; the same breath of God animates, enlivens, and invigorates us....

"On the Equality of the Sexes," Massachusetts Magazine, II (March and April 1790).

Handout 10

Letter from Sarah Winslow to Benjamin Marston, 18 October 1783, [n.p.], "Loyalist Women in New Brunswick, 1783-1827," *Atlantic Canada Virtual Archives*, modernized rendition, document no. 3_16. MG H2 The Winslow Family Papers, vol 3, no 16, is available at Archives and Special Collections, University of New Brunswick, Fredericton, New Brunswick.

Halifax
October 18, 1783

My Worthy Cousin,

I am very sure you will receive pleasure from hearing his Uncle Winslow and family are once more soblessed as to be together. My father , mother , sister , and myself safely arrived at Halifax the fourteenth of September. Our voyage was a tedious one. We set sail with every flattering appearance, but in a few hours after the wind came contrary, and continued so the whole of the way which rendered it a disagreeable. Fifteendays from the evening after we left New York, until the day we landed at this place. Not one hour good weather had we. Very sea sick and extremely frightened were we all, except my father who, good man, was neither sick nor afraid of anything, than that he should not get victuals enough to eat, which was rather an unnecessary concern for no other of the party had any inclination to partake of his delicacies {illegible phrase} favored with one of the best ships in the garrison of New York and the kindest, most obliging man in the world for a commander was our support. Greatly are we indebted to our friend, the Commissary General, for giving of usthousand advantages that no other family has had. His friendly attention continued to the last. He hurried us away, thinking it was the season to avoid storms, gave us an excellent vessel, without one passenger but

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those we chose ourselves, which were only Mr. Blowers and family. We embarked on a most beautiful morning. Friend Watson came off a little way with us for the pleasure of a sail, returned delighted with our prospect, but contrary to his wishes and opinion when he left us, instead of having no storm, we had a sort of one all the passage. The ladies had anticipated every horror, but I confess, my heart was so deeply wounded at parting with a number of tenderly beloved friends that I thought not of the distress of a voyage. Numerous were the friends that we left, but with thankfulness I mention that we find some wherever we go. I have now, my

cousin, the gratification of seeing my father's mind more composed than for some time past. Before we left our delightful retreat at the Bowery, his mind was greatly perplexed to know what to do. We were sweetly situated there about two miles out of the city. Our very valuable friend Doctor Bayley, with many others, were extremely anxious for our remaining there the winter. My brother was equally desirous for our going to England and repeatedly advised my father to. What was best to be done the good man could not tell, finally determined to come to this place. We were a little disconcerted at not finding Edward here, but his friends came immediately on board, and upon being informed he had hired a small house for an office, we immediately took possession of it. We were for some time deprived of the happiness of having him with us, but

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enjoyed the real pleasure of finding him universally esteemed and beloved. A large number of his friends gave every proof of their attachment to him by the vast attention paid my father and the family. Every hour did some friendly one call to offer their service and seemed vying with each other who should do the most for us. Colonel Small endeavored to prevail with us to accept a part of his house and kindly assured us we should be as entirely detached from his family as we chose to be. To do justice to his benevolence and attention, and that of many others, is beyond my pen. My brother's return has made us happy, in addition to the inexpressible happiness his company ever affords. We enjoy that of seeing him rejoicing that we are at Nova Scotia, and still further gratification we had; letters from New York yesterday informing us that all our friends, even our beloved Bayley, acknowledges that it was best we came away from there, and that they are glad we are at Halifax. Greatly, my good cousin, could I enlarge upon the subject that has brought us all to this uncultivated country, but as it can answer no good purpose I endeavour to be silent, but must to you so far say, that I do think, after everything else has been done that is horrid, that any part of the only elysium the suffering ones have should be called by the name of Shelburne, is rather too bad. Strange that

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Strange that after such a variety of disagreeables, a matter of so little importance should disturb. Perhaps you will say it is only minds weak as your cousin's that is affected by it. It may be so, but confess I have not only been offended, but hurt by it more particularly, as you honour the place by being an inhabitant.

The longer I write, the more I wish to say to you, but it being now very late at night, must leave the rest for another time and only mention that my brother, since his tour with the General, has had the misfortune to have the gout in his right arm. It is now better, but still so painful that he only writes what no one can do for him. He desires me to give his most affectionate love to you and to assure you that whenever anything important occurs he will, if he has but one hand, communicate it to you. That the present report is, General Fox is to be Governor of Nova Scotia, but whether it is to be depended upon is not yet known. Should so fortunate an event take place, it will be a very happy circumstance for many of his friends. If it does not, my brother is undetermined whether he shall go to England or remain here this winter. By Governor Wentworth and Fanninghe received number of letters. His friends not only urge, but entreat his going home, say it would be of vast advantage to him. Lord Percy is particularly desirous for him to be there. Should he conclude upon crossing the Atlantic, how, my cousin, shall we ever support being again separated from him. If we are called to it, great and severe will be the trial of his father, mother, and sisters. Goodnight my dear cousin. Should it be convenient for you to take a trip to Halifax this winter, seeing you will afford sincere pleasure to your friends.



Handout 11

Written Document Analysis Worksheet

1.	<p>TYPE OF DOCUMENT (Check one):</p> <table border="1" data-bbox="284 275 761 485"><tr><td data-bbox="284 275 492 348"><input type="checkbox"/> Newspaper</td><td data-bbox="492 275 534 348"></td><td data-bbox="534 275 761 348"><input type="checkbox"/> Telegram</td></tr><tr><td data-bbox="284 348 492 380"><input type="checkbox"/> Letter</td><td data-bbox="492 348 534 380"></td><td data-bbox="534 348 761 380"><input type="checkbox"/> Press release</td></tr><tr><td data-bbox="284 380 492 411"><input type="checkbox"/> Patent</td><td data-bbox="492 380 534 411"></td><td data-bbox="534 380 761 411"><input type="checkbox"/> Report</td></tr></table>	<input type="checkbox"/> Newspaper		<input type="checkbox"/> Telegram	<input type="checkbox"/> Letter		<input type="checkbox"/> Press release	<input type="checkbox"/> Patent		<input type="checkbox"/> Report
<input type="checkbox"/> Newspaper		<input type="checkbox"/> Telegram								
<input type="checkbox"/> Letter		<input type="checkbox"/> Press release								
<input type="checkbox"/> Patent		<input type="checkbox"/> Report								
2.	<p>DATE(S) OF DOCUMENT:</p> <hr/>									
3.	<p>AUTHOR (OR CREATOR) OF THE DOCUMENT:</p> <hr/> <hr/>									
4.	<p>FOR WHAT AUDIENCE WAS THE DOCUMENT WRITTEN?</p> <hr/>									
5.	<p>DOCUMENT INFORMATION</p> <p>A. List three things the author said that you think are important:</p> <hr/> <hr/> <hr/> <p>B. Why do you think this document was written?</p> <hr/> <hr/> <p>C. What evidence in the document helps you know why it was written? Quote from the document.</p> <hr/> <hr/> <p>D. List two things the document tells you about life in the United States at the time it was written:</p> <hr/> <hr/> <p>E. Write a question to the author that is left unanswered by the document:</p> <hr/> <hr/>									

Image Analysis Worksheet

Step 1. Observation													
A.	Study the image for 2 minutes. Form an overall impression of the image and then examine individual items. Next, divide the image into quadrants and study each section to see what new details become visible.												
B.	<p>Use the chart below to list people, objects, and activities in the photograph.</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th style="width: 33%; padding: 5px;"><u>People</u></th> <th style="width: 33%; padding: 5px;"><u>Objects</u></th> <th style="width: 33%; padding: 5px;"><u>Activities</u></th> </tr> </thead> <tbody> <tr> <td style="height: 40px;"></td> <td></td> <td></td> </tr> <tr> <td style="height: 40px;"></td> <td></td> <td></td> </tr> <tr> <td style="height: 40px;"></td> <td></td> <td></td> </tr> </tbody> </table>	<u>People</u>	<u>Objects</u>	<u>Activities</u>									
<u>People</u>	<u>Objects</u>	<u>Activities</u>											
Step 2. Inference													
	<p>Based on what you have observed above, list three things you might infer from this image.</p> <hr style="border: 0; border-top: 1px solid black; margin: 10px 0;"/> <hr style="border: 0; border-top: 1px solid black; margin: 10px 0;"/> <hr style="border: 0; border-top: 1px solid black; margin: 10px 0;"/>												
Step 3. Questions													
A.	<p>What questions does this image raise in your mind?</p> <hr style="border: 0; border-top: 1px solid black; margin: 10px 0;"/> <hr style="border: 0; border-top: 1px solid black; margin: 10px 0;"/>												

Handout 13: Clues Chart

	“Equality of Sexes”	Letter from Sarah Winslow	African American Image
<p>Jot down any “clues” from each document that could help you to determine the role of women in American society.</p> <p>Remember to think about the audience of the document!</p>			

Darlene Semrad (excerpt)

Born: 1921

Date Interviewed: April 2, 2003

Interviewer: Carly Sawyer

Topic: Rosie the Riveter

Q: When and where were you born?

A: Craig, Colorado, 12/13/21.

Q: Where did you attend school and for how long?

A: I attended Central State College. My first two years at Tonkawa Junior College and then I finished there and came on to Central State College. Then I went to OU for my master's degree.

Q: What was the atmosphere like and the mood of people in the town in which you lived?

A: A lot of kids did not go to college after they finished high school. They wanted to go to work and get married, but my goal was always to continue. I had a brother a little older than I was and he wanted to college, and I wanted to go to college. That's about all I knew was to go to college.

Q: Were you married at the time? Or seeing anyone on a regular basis?

A: Not at that particular time, no, just had a lot of friends.

Q: When did the government announce that the women were going to be brought into the defense industry?

A: I really don't know, because when I finished my bachelor's degree at Central State, I applied for a job and I just got right on, so I'm not sure what year they really started. That was in about 1944, I believe.

Q: What was your reaction at the time?

A: I worked my way through school and was just finished school. Of course, to have a job sounded great to me.

Q: When did you decide to become a so-called "Rosie the Riveter," or work in the war effort?

A: *Just after I finished college, I needed a job and I put my application in a few weeks before that, and just after I got out of school I was notified that I could go to work. I was thrilled!*

Q: How did the people close to you react to your decision?

A: *They were glad that I had a job. They didn't mind it at all!*

Q: Did you know a lot of other women in your area that were also going to become involved in defense industry work?

A: *No, not really. I had a friend or two that wanted to go to work, then a little bit later I had a younger sister that also went to work in the same area, but different position. That's about all I knew at that time.*

Q: How did the process unfold as you went from civilian to defense industry worker?

A: *The main thing was I had to have a ride back and forth. I took bus, transferred, and then after that I rode in a car pool, so it really wasn't a problem.*

Q: What kind of job or jobs did you work? What were you responsible for?

A: *I worked in almost the beginning part of the joining the two tail sections together – the top and the bottom. Some of that work had already been done, and then right on down the jig, and that's where I started. Then I started riveting, which was a new job to me. It was fun! I worked on the tail section, joined the top part of just that section together.*

Q: How many hours per day did you work and how many days per week did you work?

A: *We worked seven days a week and I think it was just eight hours a day. I worked in the evening shift, starting at 3:00 and worked until 11:00, or perhaps until 12:00 and had an hour off for lunch and breaks.*

Q: What kind of pay did you receive?

A: *I received \$.65 an hour and I was thrilled! I know that doesn't compare to today's work, but I thought \$.65 was great!*

Q: How long did your employment last?

A: *It didn't last but about a year because the end of the war was declared. Then after that, of course I had my college degree, and went right into the school system at Hunter, Oklahoma. I taught the upper grades.*

Q: Did you want to quit?

A: *Not really, but we were all dismissed. But I could work on my education, which I did.*

Q: What was the mood of your fellow female workers?

A: *Some of them were glad to get out of work and do something different. Part of them were probably getting married or whatever. Most of us enjoyed what we were doing. I did.*

Q: Did the women enjoy the work, or did the work prove too difficult for some of the women?

A: *What we were doing, it wasn't hard, it was just continuous, and we really had to think about what we were doing or we would have blown a hole through the metal of the plane, which I think was aluminum. I was on the outside of the tail section and a man was on the inside. He had what was called a buck bar. He held that up against the seam and I was on the outside with a riveter, or pressure gun, and I'd poke the rivets in the little holes, then hit it with the gun, and the guy on the inside would have his bar up against it to smash it down flat. That was the fun part – to see how fast you could go and if he could keep up with me! He did and we went real fast. We were real good partners for a long time there.*

Q: Were the women from every kind of economic, ethnic, racial, and social background?

A: *There were some in there that were older than I was. I did not see any black people in there at that time. I don't imagine there were over three or four women in my section. We were always real good friends to each other. I didn't recognize any particular problems.*

Q: What was the reaction of the fellow male workers?

A: *They were quite courteous. I had nice people to work with.*

Q: They didn't have any problems with women coming in to work?

A: *No, I don't think so. There were one or two guys that were just a little bit flirty, which the women did not care for, but they didn't stay too long. They kind of moved on when I think they recognized they weren't too welcome with their behavior.*

Q: How were you treated by them, as well as by the bosses who were in charge?

A: *The men all treated us quite well. The bosses were real good. They were fair. We had to check in and check out on the time sheet and it was always accurate as I can remember.*

Q: Did the women get the same pay as men?

A: *I really don't remember that, because I really probably didn't know what they made. They probably didn't share that information with us if they got more!*

Q: What was the overall atmosphere at Tinker Air Force Base and the surrounding area?

A: I think everybody was just thrilled to be working. Of course, they were always ready to check out, but the atmosphere was a position we knew we were helping the war effort. I was glad I could do that.

Q: Was there any fears of anything going wrong?

A: I don't know that there were any fears, I certainly didn't have any. I just took it as a job and just glad to do it.

Q: After the war, was there any kind of pressure from the government and the media for women to leave the workplace and return to the home so that male veterans could once again have access to jobs?

A: When the war was declared [over], the majority of the people was dismissed at that time. The follow through on the males working afterwards, I do not know, because I moved to a different area of the state.

Q: When the war was over, did you quit working?

A: After that it was my first year of teaching.

Q: How do you think the war years impacted the lives of women in this country?

A: I imagine for those people who were married it was much harder on them than it was me because I was single at that time. I do not remember any of the women that had anybody close to them in the war because I don't remember ever talking about it.

Q: After the war was over, did you notice any women acting different, or having a different attitude about life or different things?

A: Well, I can't say that they did. Right after the war, I was living in Edmond at that time in an apartment. Right after the war I was given this position, so I didn't stay around the people that I worked with very long. I just don't remember any of them making many comments about this.

Q: What impact did the working women of World War II and their experiences have on future generations of American women?

A: I think it was very excellent experience to know that we helped in the process of making the planes for the war. I've always remembered it as a great experience.

Q: What things stand out most in regard to your experience as a Rosie the Riveter or any of the other kinds of work you did during World War II?

A: Probably learning how to use a rivet gun, which was quite fascinating. And we learned how to drill with an electric drill, and how to change the different bits and different sizes. That was outstanding! I still use the drill, but I don't have a riveter! Things like that probably stand out.

Q: Do you think that from the World War II experiences of Rosie the Riveters doors were opened, or do you think they would have opened on their own without the war?

A: Well, I'm sure it opened doors for a lot of people who needed a job. I hope from there it opened their future for them. I had my education to fall back on. A lot of people did not, so that was probably a good experience for them.

Helen Cabanis (excerpt)

Born: Sapulpa, Oklahoma, July 4, 1912

Date Interviewed: March 16, 2003

Interviewer: Sheree-Ann Joseph

Topic: Work experience during World War II

Q: Where did you attend school and for how long?

A: We moved to Oklahoma City the year I was 5, and I started to Riverside School when I was 6 years old that year. Riverside School was on S. W. 10th in the 400 block. I went there from first grade through 7B, and I had skipped half of fifth grade, so that made me a mid-termer, and I took my second half of 7A in Capitol Hill High School. It was a junior-senior high school when I started over there. My sister was already over there. She was three years older than I was. It was a good thing – it was so big and I was so lost! I was scared to death. Before I finished my high school, they built a new high school over at Capitol Hill, but it was just terrible getting out there. But I finished my last semester of high school out there in the new building. I was married in May of 1929. We had our first baby in May 1930.

Q: How old were you when you got married?

A: I got married in May of 1929, so I was not quite 17. Then I was not quite 18 when my first baby was born.

Q: Did your husband have to fight in the war?

A: No, he was almost 7 years older than I am, and when the war broke out [in Europe] in 1937-38-39, it disturbed me terribly. I just really couldn't stand to think of my husband going off because I just knew he wouldn't be true to me and that just broke my heart. I just wanted to be sure that he would be true to me. The Depression came between the time we got married and the time of the war. We went through that Depression. My husband never went to war because he was older and we had two children.

Q: What did he do then? Was he employed or had his own business?

A: When we got married he was making good money. When Jimmy was born in 1930, we had money in the bank to pay for the baby – the hospital bill, the doctor bill, and everything was paid for. We bought a two-year-old Chevrolet sedan. We had had an old Four touring car with icing glass window to keep the cold out, but it didn't keep out much cold. So it was really great to have a car that had roll-up windows and keep the wind out. But there was no rugs on the floor and the wind came up through the floor. There were no heaters in the cars, either. But it was a far fetch from the other one! We thought we

were sailing good! Before George was born in 1931, the Depression hit. The banks closed. What little dab of money we had in the bank was gone. My husband's job was gone. He was a paper hanger. Nobody would have any work done because nobody had any money. He walked the streets and knocked on doors and asked for work for a dollar a day, and he lots of days he'd come home and not have any work. But PWA, Public Works Administration, started up and he got on that, and I think we had...

Q: So this is all during the war, right, World War II?

A: This is before the war.

Q: During the war, what did he do?

A: We had moved to Arkansas, between Springville and Fayetteville, and about to starve to death. I worked at a dollar a day at the store and they took 2 cents a day out for my unemployment insurance. He worked for a dollar and a half a day at the lumber yard. So we didn't make very much money. And there was my husband, my three sons, and my mother. We were all living on that two dollars and a half a day. I paid her three dollars a week to take care of my little boy, and I made six dollars a week working. When the opportunity came up for me to go to the canning factory for forty cents an hour, I mean I went. Somebody came by the store and said "Helen, they're opening the canning factory and they're paying forty cents an hour for workers." She said I could get on if I went over. And I turned around to my boss, and I said "I'm sorry, Mr. Frankie, but I can't keep on working for a dollar a day if I can make forty cents an hour." He said "you'll be sorry because it's only seasonal, then you'll be wanting your job back." And I said I would just have to take the risk. But when I got on, I hit it off well with the bosses and I got to stay clear until after Christmas, and this was at the beginning of spring when the beans first started being picked. I worked through the grape season and through the peach season and through the apple season, and then when everything was canned, I got to work as a labeler. We labeled the cans, and I was still working after Christmas.

Q: So when was that?

A: That was in 1941. I worked there until everything was done at the canning factory, and then I got my unemployment. Well, I drew three dollars a week unemployment insurance, so I was making as much not working as I was working. But I took jobs as they gave them to me, and one of the jobs they gave me was cracking eggs in an egg-drying plant.

Q: Did a lot of ladies besides yourself work in that kind of factory?

A: At the canning factory? Yes. When we moved down my mother's house was in bad repair, and he fixed it up, and he fixed up the chicken houses and we raised chickens for a while, which was a very rewarding job. But the man that owned the factory that sold the chickens to be raised, hired him. He had a big family and the kids were marrying off and he had a lot of property in Springdale and he hired my husband for sixty-five cents an hour – gee, that was big money! He hired him to work for him and re-do these houses. So during 1943 . . .

Q: Yes, this was during the war?

A: Oh, it wasn't going on when I first moved down to Arkansas. But the day that Pearl Harbor was bombed, the only thing that we could afford to do was ride around in the car and look at the scenery, so we were out riding. We were over in Fayetteville. The boys just started coming out of the woodwork carrying their duffle-bags. We drove into a service station and asked what had happened and where these boys were going. The man said "haven't you been listening to the radio?" We didn't have a radio in our car, so we hadn't been listening, and we didn't know Pearl Harbor had been bombed. He said "we are at war! All these boys have been called in and they are going to war." It was terrifying. Really terrifying. All the young people had to go. But because we lived on this little acreage and my husband was working in the lumber yard and I was working in town, he didn't have to go to war. He was born in 1904, and he was just old enough that he didn't have to go.

So in 1943, my children's school teacher that we had had in Oklahoma City before we moved to Arkansas to help my mother, when she and her husband got married and he was deployed to war, and when he got his R&R they came down. They thought it would be so thrilling to do their honeymoon over again, but they were board stiff. They found our address and came to see us. She said "Helen, why don't you go to the city with us and you can get on at Tinker for 65 cents and hour, and so can Harley, then you can come back. I really wanted to leave Arkansas – I never did like it – so she said we could come back to the city and get established while your working. So I went back with them. I got a job at Douglas, instead of Tinker. I was a riveter. I riveted until the war was over.

Q: What year was that?

A: We went to work at Douglas in '43. Either late '42 or early '43.

Q: Was it an industry or what?

A: I was a riveter on an airplane and he was a painter. I worked on center wing and that was at the beginning of the big, long airplane.

Q: Was it difficult?

A: Yes. As different parts of the plane were worked, the plane was moved right on the jig it was on, right on down, and he worked putting the insignias on the planes just before they were flown out. So I worked at the north end and he worked at the south end. And we worked there the whole time of the war. We were working there the night that President Roosevelt died.

Q: How many hours per day did you have to work?

A: We worked the graveyard. We went to work at 12:00, and got off at 7:00. The others had to work eight hours. We worked seven hours because of the shift. We worked two hours and had a 15 minute break, then we worked until lunch, and then we had a 30 minute

lunch period. Then we would work two hours and have another 15 minute break and then we'd be off at 7:00.

Q: How many days per week?

A: Seven days a week. We worked seven days – including Sundays! They started this thing of changing shifts. You'd work so many weeks on swing shift, so many weeks on graveyard, so many weeks on days. When it came our time to go to swing shift, I said I wouldn't go to swing shift because I wouldn't see my children if I did. Because I would go to work at 3:00 in the afternoon, when they got out of school. I would get home at midnight and they would be in bed. I would be asleep at 7:00 in the morning when they got up to go to school, and I wouldn't see them all week long. I said "I will not work and not see my children." They wouldn't let me work days. They wouldn't give us the privilege of working days. It had to be both of us – we only had one car and it had to be filled with people for us to get gas and tires. So I said I would quit. They said I couldn't quit, and I said "you just try me." And they knew that I meant it. So they let us work graveyard the whole time.

Q: Payment was still sixty-five cents an hour. Did they ever raise your pay?

A: I don't remember whether they increased our pay or not. But we felt so rich – we had money to buy gasoline, we had tires to ride on, and we had a car that we could go places and do things. We'd get off work at 7:00 in the morning and on Sunday morning we'd just stay up and go to Sunday school and church with the children, and have lunch. Then we'd go to bed and sleep until just before time to go to work.

Q: How long did that job last?

A: I think I came up here in July or August of '43, and went to work and it lasted until the end of the war. We finished the shift that we were on, and we were laid off, and then we drew unemployment insurance.

Q: Did you have a lot of other women working with you?

A: They were nearly all women because the only men there were either people who were handicapped in some way or too old to go to war.

Q: Did they enjoy their jobs?

A: Oh yes, I enjoyed being useful, and I felt like I was helping with the war effort.

Q: So while you were working, your husband was also working in the plant?

A: Yes, and he worked until the last plane went out. He put the insignias on the last plane, so he worked a month or two after I did.

Q: Did the women enjoy the work, or did the work prove difficult for some of the women?

A: Some did and some didn't. Some of them were just there because. . . but some of them came a far to go to work. They came from El Reno and Shawnee and Chandler, and all around. Just long distances. Some of them were so tired, I don't know how they had energy to work.

Q: Were the women from different backgrounds - economic, racial, and social background?

A: Most of them were. . . you know, I don't remember any racial difference. I'm sure that there were black people working with us. . . but we were never prejudiced people, so it didn't bother us. Clean people were clean people, and dirty people were dirty people, that was all there was too it. One time my buckner's husband came home from the war and she got pregnant. And she was thrilled to death over it, and I was just crushed because I had to get another buckner. And they gave me a guy that I don't think he ever took a bath. He stunk so bad! We were so good that they put us on pick up – that was repairing all the damage that had been done to the plane before it got to us, and I would have to stand over him, riveting, so I told my lead man, "you either get me a new buckner, or tell him to take a bath." He said, "I can't tell him to take a bath!" I said, "well, you'd better tell him something or move him because I'm not going to work with him. I cannot stand to work over somebody that stinks." And they moved him. But that's the only time that I had any trouble with anybody, and I didn't have any trouble with him. I just didn't have anything to do with him because he smelled.

Q: If so, could you please elaborate whether or not all women were treated equal or if some women, because of their background, had a more difficult time than others. Please feel free to expand on anything to do with this?

A: I think they were. Everybody was treated real well.

Q: What was the reaction of the fellow male workers in terms of your performance on your job?

A: They would flirt with you, but you just took it with a grain of salt. But they were not obnoxious. They didn't press you or anything like that – just flirt. Now, I was not at Tinker Air Force Base. I was at Douglas, but I imagine the atmosphere was about the same.

Q: How were you treated by the bosses who were in charge? Did they treat you well?

A: Oh yes, they treated me very well. They all were very nice to all of us. In fact, my husband got a little award for making a suggestion – a \$25 reward – goodness!

Q: What was the suggestion?

A: They moved parts on a big scaffolding thing on wheels and he suggested to them that they put [a different kind of wheel on the carts] and it made such a big difference, that they accepted his suggestion and gave him \$25 for the suggestion. Wow! It was really great!

Q: When the war was over, did you quit working?

A: No, I got part-time jobs clerking. The old man who taught me to clerk over in that store in Arkansas, taught me everything there was to do in a store. I could dress windows, I could invoice, I could order, I could do displays. So I could get a job any place I wanted any time I wanted it. I just picked where I wanted to work and I chose Sears. I worked at Sears part-time. I didn't go steady for a long time. I finally did go steady for a while, but most of the time I was just part-time because I wanted to be home with my kids as much as I could. And I loved working with kids. Our church didn't have anybody to take the little Girl Scout group, so I took it. That was more fun! We got to do things, and I did a lot of things with Red Cross. I would go out to the airport and pick up people who were coming in to veterans hospital to speak to the veterans out there. I'd pick them up and bring them back and forth. And I remember definitely one man. They told me that he didn't have any legs. And when I went out there I was looking for someone with no legs. And I kept looking around, looking around, and finally this man walked up to me, and said "are you looking for" so-and-so, and I said yes. He said "I'm he." That guy had two legs! And he was walking on them as good as I was walking on mine! I know my mouth must have [fallen open] and he laughed. He said "I'm here to talk to the veterans and tell them if they lose limbs, it's not the end of the world." I got to see him do some of his. . . he'd go in with one leg off and his pants leg fastened up, and then he'd go out and do something and come back with the other leg fastened up. He just really was an inspiration. I don't have any idea what his name was and wouldn't know him if I saw him on the street. But he was really an inspiration. I enjoyed working with the Red Cross and with the little girl scouts. I also always had a cut scout troop. My littlest boy was in cub scouts. My older boys were 7 or 8 years older than my youngest. They were 14 or 15 years old when one day they had been at MYF – we were Methodists at that time – and my oldest boy came home and he said "Mother, you and daddy are our new youth directors!" I said "we're what?" He said "they needed some new youth directors over at the church and I told them that you and daddy would do it." So from then on, we were youth directors. This was after the war.

Q: How do you think the war years impacted the lives of women in this country?

A: I know it did. Their place was always in the home, and they got a taste of being out doing what they pleased. So many of them almost forgot what motherhood meant. They'd just farm their kids out to anybody that would take care of them as long as they could go do the things they wanted to do. That would have been a no-no before the war. It made all the difference in the world in the way women took care of their children. When I got married, a girl expected to stay at home and raise her children. Period. Unless there was some reason why she couldn't stay at home – like when my father got ill and my mother had to work. She said when she started her own laundry, she said "I'm not going to do something where I'll be away from my little girls and have them go wild." She said "I'm going to be at home with them." That's the reason she did the home laundry. And do you

know that home laundry carried us through the Depression, because people still had to have clothes done.

Q: Whose idea was that? Your mother?

A: My mother's idea. And, bless her heart, she was such a hard worker. She had TB when I was 10 years old because of over-work. My father was 22 years old than my mother, and momma's first husband had died and she had five small children. But he left her a \$5,000 insurance policy and she bought a house, and put a sign out "Room and Board." My father was married and had children, but they were all practically grown. The two youngest ones, I think, were 13 and 15, and he was working on the railroad as a foreman of something, and he came to my mother's house and asked if he could have room and board for his crew. My mother had taken that thousand dollars and bought a two-story house in Chandler close to the railroad because she knew it would be better there because people started from the railroad out. So she told him yes. She gave them the upstairs and she took the downstairs for her and the children. And my mother's youngest child by her first husband was a little dwarf that had no hip sockets. When papa came and his crew and started living with my mother, he just fell in love with that baby. He just loved her to death! In loving her, then he loved my mother and they got married. Then they had my sister, who is three years older than I, and then they had me. I was their youngest child. Momma would just not leave us two kids, but that little girl died eight months before I was born. They thought she had diphtheria. She and my sister had something wrong with their throats, but they never could get diphtheria culture to show up. I have always thought it must have been strep throat and at that early date no body knew what it was, because it choked her to death. My mother had to lay her out because they were under quarantine. She had to take that baby and dress her and put her in her coffin. She was a brave lady. She was a wonderful women (voice cracking).

As far as the war affecting women's attitude toward home, it definitely did. They will never go back. I don't think all women in America will ever go back to just being housewives again. Very few.

Q: During the war when you were working and your husband also, who took care of the kids?

A: My mother. She lived with us. When we moved to Oklahoma City you couldn't find a place to live if you had kids. You could have an elephant or a giraffe or a donkey or anything else, but if you had a child you couldn't rent a house or any place to live. We had to go to the War Housing Administration to get a place to live. When we came to Oklahoma City, she sold her place down in Arkansas and she came to the city, too. She was just renting a room here or there or staying with some of the folks, other kids living here. So my youngest one got sick and I had to have somebody other than my 13 year old boy to take care of him. Up until that time we were in an upstairs apartment. There were 2 apartments downstairs and 2 apartments upstairs, and there was always some adult. So I could leave my children with the 13 year old taking care of the other two because he was a very dependable young man. But when it came to giving the baby medicine in the night, I didn't feel like I could leave him with that. So I asked momma if she would come

a stay with us. And she stayed with us the rest of the time during the war. It was so great. We bought a house over on N.E. 18th Street and she just lived there with us. It was only a two bedroom house, but the boys had bunk beds in their bedroom, but that didn't give grandma any place to sleep. We had a closed in back porch at that time, so my oldest son told grandma to take his bed and he would sleep on the back porch. That made him feel like he was real big! That worked alright for a while. My husband could do anything with his hands and he built 28' x 12' onto the back of the house and made another bedroom and shower and extended the kitchen out and that made a bedroom for grandma and a bedroom for kids and bedroom for mother and daddy. We had our own private bath and it was really nice. We showed that house one time and sold it. The man is still living in it – his wife died.

Q: What things stand out most in regard to your experience as a Rosie the Riveter or any of the other kinds of work you did during World War II?

A: I don't know. I think that the men that were left here put women at a lower esteem than they had been before.

Q: Because they were working?

A: Because of the behavior of so many of them. A lot of the women that worked were just, sort of hussies. You might as well face it. I'm not saying that was most of them, but there was a lot of them out there. There were a lot of them that were just flirts. There were some women that would flirt with anybody, no matter what their age or description. I think that men lowered their esteem of women during that time.

When people talk about woman's equality, she really drove herself down when she demanded that. Because men had held us in high regard.

Q: So you are not in agreement with women's equality?

A: I think that women lost a lot of privileges in getting the privilege of being an equal.

Q: In what way?

A: Just being considered ladies so much of the time. Men would take their hat off, they would let you on the elevator first, they treated you like a lady. And now you're just another person! Of course, you girls don't even miss it because you never had it, see? But when I was growing up, a man and a lady walk in a room I always stood up.

Q: Do you think that because of that women received better education in different institutions and college?

A: I think they gained a lot of privileges there.

Q: So do you think that stemmed from the equality that they insisted upon, or you don't think so?

A: I don't know. There are an awful lot of might good women in the world, and I think that they have upheld the quality of womanhood to what the Lord intended it to be – enough that it has helped them to get a lot of privileges that they would not have had otherwise. But I also think that they have gained a lot of privileges by doing a lot of things like they can do garbage work or anything else if they want to – they can work at anything they want to now. Bell Telephone that has girls that shimmy up the polls just like the men do.

I've seen so much. From being a little girl who had never seen an automobile to remembering my grocery man bringing our groceries in a truck – it had an engine out front and then the truck was back here. He would stop out in front of our house and leave our groceries for us. That was great because we didn't have a horse, so we had to walk and carry – my brothers and my father – had to walk and carry all of our groceries that we had.

Q: So when you bought your first car, who drove? Just your husband, or both of you?

A: My husband drove it and every time I would want to drive it he would say that something needed to be fixed on it. Finally, I wanted to go to a woman's society meeting one Tuesday and one of the ladies at the church said, "Harley, you come get me before you go to work, and I'll take you to work, then bring the car over to my house and keep it until time for the meeting, and then I'll go pick Helen and the children up and bring them to the meeting. Then I'll take them back home when the meeting is over. When it's time for you to get off work, I'll go pick you up, and then you can bring me back home, then you can go home." The more I thought about that, the madder I got! If she could drive that car, I could, too! So when he got home, I was mad. I let him have it. He said "Get in that car." I got in the car and he made me drive from Blackwelder in Packing Town [the stockyard area] – we lived in that area – he made me drive over that bridge down through Oklahoma City over to my mother's house behind Riverside School. By the time we got there I was a nervous wreck! I got out of the car shaking like a leaf, and my mother thought I was sick because I was white as a sheet. I told her Harley made me drive over here. She loved my husband like he was her own son and they never didn't get along, but she turned on him and she said "What are you trying to do, kill her?" And he said "No, I'm tired of listening to her wanting to drive. She's going to learn to drive this thing and she's going to drive it every place she goes. She's going to drive it from now on." And I did.

I drove from then on, but I took every lesson I could get to be a good driver. They gave it at the fire station, so went up there and took my driver's training. I was a good driver, but I've had lots of accidents. I had one that just tore a brand new car all to pieces. But it was my two sons were in the hospital and one was having his hand grafted to his stomach – he'd blown his hand off. And the other boy was there to have his knee operated on and I was really upset. This car was brand new and I was going out to Baptist Hospital. The emergency was just off of the highway and you drove right in. I parked there on that emergency parking area and it was on a slope. Just before I parked, I had stopped over at the service station across the street and filled up with gas. It was hot summertime. The heat got to the gas and it started expanding and leaking out, and the PBX operator looked out and saw the gas running out of my car and she said over the intercom

“There’s a new Chevrolet sitting out in the parking lot leaking gas on the driveway. Please move it.” As I came down, she said “does that car belong to you?” I said yes, and she said “don’t start the motor until you get it out of that driveway.” She was afraid it would set it on fire. So I didn’t. But when I got it down where I could start it, I started it and there was an access road that went up beside Baptist Hospital, and I forgot it was an access road and I looked, but didn’t see anyone coming, and I drove out in front of a car. She hit me broadside right in front of the steering wheel. It ruined a good car, but nobody was seriously hurt, just bruised up some.

My two sons are both dead now. The oldest one died in 1981 helping a neighbor fight a grassfire and was electrocuted. The youngest one died last June from pulmonary fibrosis. I have one left now, and he’s the best thing to me that ever way.

Q: How old were you when you went to college?

A: I was in my 40s, and I taught school 22 years after that. I taught in Oklahoma City for 19-1/2 years, and then I taught in a private school for four years.

Q: So it was in your mid-40s when you started college?

A: Either around 39 or 40. I stayed on the Dean’s Honor Roll and I got a job right after I got out. They got me a job teaching at Shiedler School down in the river bottom, and those kids couldn’t read and I couldn’t teach them. I couldn’t teach them to read. And I mean I got back up to that college and I enrolled in special ed and all my graduate work was done in special ed. I stayed on the Dean’s Honor Roll all through it. I made Who’s Who in universities and colleges in 1956, I think it was. I enjoyed college. I really enjoyed college.

Q: Was your husband very supportive of you being in college?

A: Oh yes. The whole family was. They were all so proud of me and my mother was so proud of me. I was the first one in our whole family that had a college education. They were really proud of me.

Handout 16

Image: Rosie the Riveter



Short Answer Response



Question: To what extent does the past predict the future?

Response:

2 – This response gives a valid addition, modification, or deletion with an accurate and relevant explanation.

1 – This response gives a valid addition, modification, or deletion with an inaccurate, irrelevant, or no explanation.