

Research Lesson Plan: The Status of Women in Society: 1840-Today

Author(s): Erin Sullivan, Holly Golder, Christina Tarrant, John Thomas, Kim Wakefield

Targeted Grade Level: 11th grade US History

Essential Question: How has the status of women changed and stayed the same from 1840 to today?

Formative Assessment Prompts:

Instructional Chunk #1: What was life like for women in the 1840's

Instructional Chunk #2: How does life in the 1840's for women compare to life today for women?

Instructional Chunk #3: How has the status of women changed and stated the same from 1840 to today?

Standard Addressed: History 1: **9-12a:** Students will analyze historical materials to trace the development of an idea or trend across space or over a prolonged period of time in order to explain patterns of historical continuity and change.

Problematic Prior Knowledge (PPL) Addressed

- students may see history as a march of progress (always see things are getting better, for example)
- students may think that women in the 1840's had no rights
- students may think that today men and women are treated equally

Activating Strategies:

Strategy 1: Do Now: What do you know about life for women in the 1840's? Think in terms of:

- Legal/political status
- Jobs
- Marriage and family
- Education opportunities

Key Vocabulary to preview

- feminism
- reform
- suffrage

Teaching Strategies:

- Direct instruction
- Class discussion
- Independent reading
- Grouping for document analysis

Graphic Organizer(s) Used:

- Reading guide

Materials Needed:

- All documents (listed in resources)

Differentiation Strategies:

- List any differentiation strategies used here.

Instructional Plan:

Instructional Chunk #1: What was life like for women in the 1840's?

1. **Procedures:**

- Read "The Birth of Feminism" from *Moralist & Modernizers* by Steve Mintz (page 142-144)
- Complete reading guide

2. **Debrief: ask the students...**

- What was life like for women in the 1840's?
- What changes were occurring? Discuss changes and possibly why's.

3. **Check for Understanding/Summarizing Activity:**

- Class discussion
- students will need to use this knowledge for the assessment at the end of the lesson

Instructional Chunk #2: *How does life for women in 1848 compare to today?*

1. **Procedures:** Complete chart

2. **Debrief: ask the students...** Discuss student responses. Debate/discussion likely.

3. **Check for Understanding/Summarizing Activity:** Continue discussion but ask students to think in terms of continuity and change over time. Students may disagree on certain issues (especially social issues regarding the treatment of women today).

Instructional Chunk #3: How has the status of women changed and stayed the same from 1840 to today?

1. **Procedures:** Students will break up into small groups of about 2-3 students. Each group will analyze a group of documents from a different time period with respect to the legal or social status of women. Groups will complete some questions with respect to their documents and then take turns presenting their documents to the class.

2. **Debrief: ask the students...** looking at all the data, are there patterns of continuity vs. change?

3. **Check for Understanding/Summarizing Activity:** Complete Free Response Question:

Explain the patterns of continuity and change for the status of women in the United States.

Summarizing Strategy: Their Free Response Questions will allow them summarize their understanding of continuity and change.

Resources:

Books:

Moralists & Modernizers by Steven Mintz: Pages 142-144

Through Women's Eyes: An American History with Documents by Ellen Carol DuBois & Lynn Dumenil: Pages 366-372

Documents for Instructional Chunk 3

1. The Gender Wage Gap: 2011
2. Home Economics textbook excerpt
3. Ford Automobile Ads from the 1920's
4. The 19th Amendment
5. Map: Woman Suffrage Won by States Constitutional Amendments before 1920
6. Photographs of women in education 1870's and 1880's (from *Through Women's Eyes*)