

*9-12 and Women and the American Revolution*

# *Was the American Revolution Revolutionary for Women?*



Robert Sayer And John Bennett , Publisher, and Philip Dawe. A society of patriotic ladies, at Edenton in North Carolina. United States Edenton North Carolina, 1775. London: Printed for R. Sayer & J. Bennett. Photograph. <https://www.loc.gov/item/96511606/>.

## Supporting Questions

1. What were the lives of women like during the American Revolution?
2. Does the Constitution support women?
3. What issues still remain problems today that were present in the English colonies?

**9-12 and Women and the American Revolution**

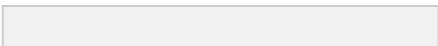
**Was the American Revolution revolutionary for women?**

<p><b>Content Angle and Standards</b></p>	<p><b>D2.His.9.9-12.</b> Analyze the relationship between historical sources and the secondary interpretations made from them.</p> <p><b>D2.His.10.9-12.</b> Detect possible limitations in various kinds of historical evidence and differing secondary interpretations.</p> <p><b>D2.His.16.9-12.</b> Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past.</p> <p><b>D3.3.9-12.</b> Identify evidence that draws information directly and substantively from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims.</p> <p><b>D4.2.9-12.</b> Construct explanations using sound reasoning, correct sequence (linear or non-linear), examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanation given its purpose (e.g., cause and effect, chronological, procedural, technical).</p> <p><b>D4.4.9-12.</b> Critique the use of claims and evidence in arguments for credibility.</p>
<p><b>Staging the Compelling Question</b></p>	<p>Students will do a think-pair-share and then read and respond to an essay titled, “How Revolutionary was the American Revolution?”</p>

<p><b>Supporting Question 1</b></p>
<p>What were the lives of women like during the American Revolution?</p>
<p><b>Formative Performance Task</b></p>
<p>Look at the image of women organizing the Edenton Tea Rebellion and have students point out parts of the images that stand out as interesting or odd. This can be done in small groups or as a large group discussion.</p>
<p><b>Featured Sources</b></p>
<p><b>Source A:</b> The Edenton Tea Rebellion 1774 Cartoon <b>Source B:</b> Molly Pitcher <b>Source C:</b> American Women’s History</p>

<p><b>Supporting Question 2</b></p>
<p>Does the Constitution support women?</p>
<p><b>Formative Performance Task</b></p>
<p>Students must read and analyze the US Constitution and answer questions pertaining to women's involvement and inclusion in the Constitution.</p>
<p><b>Featured Sources</b></p>
<p><b>Source A:</b> The US Constitution</p>

<p><b>Supporting Question 3</b></p>
<p>What issues still remain problems today that were present in the English colonies?</p>
<p><b>Formative Performance Task</b></p>
<p>Students must analyze sources that discuss issues during the time of the American Revolution, and then think critically to decide if any of those issues still remain today.</p>
<p><b>Featured Sources</b></p>
<p><b>Source A:</b> Olympe de Gouges <b>Source B:</b> Vindication of the Rights of Women, Mary Wolstencraft <b>Source C:</b> Declaration of Sentiments</p>



<p><b>Summative Performance Task</b></p>	<p><b>ARGUMENT:</b> [<i>Was the American Revolution Revolutionary for Women?</i>] Construct an argument (e.g., detailed outline, poster, essay) that evaluates the need to study, remember, and/or celebrate this expedition using specific claims and relevant evidence from sources while acknowledging competing views.</p> <p><b>EXTENSION.</b> After the above lessons, consider one of the following extensions to the learning.</p> <ol style="list-style-type: none"> <li><b>Discussion:</b> Consider facilitating a discussion of the analysis questions. Ask students to share their response with someone, or if they already worked in a group, ask them to nominate someone to represent their group to the class as a whole. Capitalize on differences between group responses. Why did one group answer differently than another? What impacted them or stood out more?</li> <li><b>Four Corner Debate:</b> Consider a "four-corner debate." In the corners of the room tack up a piece of paper with four differing and possible answers to the inquiry question. After students complete the lesson packet, pose the question to the room at large and ask students to move to the corner of the room (or in between locations) that represent their answer. Then, ask students to explain their choice. As students discuss they are allowed to move closer or further from ideas. This is a great strategy for kinesthetic learning.</li> <li><b>Socratic Seminar:</b> Consider doing a "Socratic seminar" to extend the learning and get students to question what they still don't know or understand. Start with the inquiry's question. Students should be encouraged to answer one another's question directly, but also to answer the question with another question. This continues the conversation and gets at more rich ideas. The teacher should try to say as little as possible and let the students lead the dialog. One strategy for this is to seat students in a circle. Give each of them a cup and 2-3 tokens. When a student makes a substantive contribution to the discussion the teacher will walk over and place a token in the cup signaling that they have contributed. Students will become aware of who has spoken and who has not, and leave space for one another.</li> <li><b>Structured Academic Controversy:</b> Consider turning the lesson into a "structured academic controversy." Take the overarching question and turn it into a "debate." Students can choose or be assigned a side in the debate and use the documents provided to argue their "answer" to the overarching question. They can argue over interpretations and credibility of some documents.</li> <li><b>Reacting to the Past:</b> Consider doing some role play with your class. Reacting to the Past is an active learning pedagogy of role-playing games designed by Barnard University. In Reacting to the Past games, students are assigned character roles with specific goals and must communicate, collaborate, and compete effectively to advance their objectives. Reacting promotes engagement with big ideas, and improves intellectual and academic skills. Provide students with a set of rules about staying in character and what types of things they must know about their character. Students should be provided with a packet of role sheets with instructions on their individual goals and strategies for game play. Students can use sources and information from these activities, and can search for more details online about their individual character. Reacting roles and games do not have a fixed script or outcome. While students are obliged to adhere to the philosophical and intellectual beliefs of the historical figures they have been assigned to play, they must devise their own means of expressing those ideas persuasively in papers, speeches, or other public presentations.</li> </ol>
<p><b>Taking Informed Action</b></p>	<p><b>UNDERSTAND</b> The way women were treated in the past often times persists into the present in how we teach about it or in societal norms that have not changed. Students can examine the way that this issue is addressed in textbooks and standards, as well as exploring the ways that the issues at play are still relevant.</p> <p><b>ASSESS</b> Students should consider <i>what should be done</i> today to correct either the portrayal of women from this period in history or the issues at play?</p> <p><b>ACT</b> Students could take informed action in one of the following ways:</p> <ol style="list-style-type: none"> <li>Find an article or book about history that misrepresents women and gender in history and write to the author or editor.</li> <li>Write a letter to the Secretary of Education for your state about the teaching of women and gender</li> </ol>

	<p>history.</p> <ol style="list-style-type: none"><li>Investigate women and gender rights issues that persist and engage with the movement by attending a protest, signing a petition, or donating to the cause.</li><li>Make a PSA video, blog, or social media post with the intent to persuade the audience to better understand women from history or a persistent gender rights from this inquiry.</li></ol>
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*\*Featured sources are suggested and links are provided. It may be that these links are broken and we apologize in advance for the inconvenience.*

## Overview

### Inquiry Description

This inquiry leads students through an investigation of how women’s lives were like during the American Revolution and how revolutionary or not the American Revolution really was for women.

This this inquiry highlights the following additional thematic standards from NCSS:

- **POWER, AUTHORITY, AND GOVERNANCE:** Social studies programs should include experiences that provide for the study of how people create, interact with, and change structures of power, authority, and governance.
- **TIME, CONTINUITY, AND CHANGE:** Social studies programs should include experiences that provide for the study of the past and its legacy.
- **CULTURE:** Social studies programs should include experiences that provide for the study of culture and cultural diversity.

This this inquiry also highlights the following additional thematic standards from the Common Core:

- Key Ideas and Details 1. Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
- Key Ideas and Details 3. Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
- Key Ideas and Details 7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.
- Key Ideas and Details 8. Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.
- Key Ideas and Details 9. Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.
- Text Types and Purposes 8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

It is important to note that this inquiry requires prerequisite knowledge of some key terms, which are defined and



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provided to students in the inquiries where relevant.

Note: This inquiry is expected to take 4 class periods. The inquiry time frame could expand if teachers think their students need additional instructional experiences (e.g., supporting questions, formative performance tasks, featured sources, writing). Teachers are encouraged to adapt the inquiry to meet the needs and interests of their students. This inquiry lends itself to differentiation and modeling of historical thinking skills while assisting students in reading the variety of sources.

### Structure of the Inquiry

In addressing the compelling question students will do three performance tasks building to a Summative Performance Task that draws on student learning throughout the full inquiry. Throughout the inquiry, students are asked to do increasingly more challenging assignments and consider contrasting sources. This will help students develop their cognitive capacity to grapple with contradictory information and rise to the challenge of the Summative Performance Task. First students are asked to analyze primary source cartoons (using and interpreting evidence). In the second task, students will compare and contrast two sources about women’s factory work during the war, while in the third they will do a similar task for women’s service work during the war period. Finally, in the Summative Performance Task and the Extension, students need to pull together all of their varying perspectives and develop an argument using evidence and arguments gathered about the sources to defend a position.

## Staging the Compelling Question

In staging the compelling question, students need to consider the definition of a revolution. Consider having students do a think-pair-share. On a piece of paper, white board, or device, have students record a working definition of “revolution” and record some synonyms. Then ask students to share their definition and synonyms with a neighbor. What is different about their definitions? What is the same?

After a think-pair-share, ask students how the American Revolution was “revolutionary.” What made it so? As a group, record responses. Then ask students who benefitted from these revolutionary changes? Who got to participate in this new democracy? Guide students to a discussion of how class, race, and gender impacted one’s access to revolutionary principles.

Have students read this introductory article directly answering this question beyond women and claiming unequivocally that it was revolutionary. Ask students what else they want to know and what information is missing? Have them consider what sources they would want to solicit in order to verify these claims.

- **Featured Document: How revolutionary was the American Revolution?**

Richard Price, a British Unitarian minister, called the American Revolution the most important event in the history of the world since the birth of Christ. At first glance, this seems like a gross overstatement.

The American Revolution was not a great social revolution like the ones that occurred in France in 1789 or in Russia in 1917 or in China in 1949. A true social revolution destroys the institutional foundations of the old order and transfers power from a ruling elite to new social groups.

Nevertheless, the Revolution had momentous consequences. It created the United States. It transformed a monarchical society, in which the colonists were subjects of the Crown, into a republic, in which they were citizens and participants in the political process. The Revolution also gave a new political significance to the middling elements of society-- artisans, merchants, farmers, and traders--and made it impossible for elites to openly disparage ordinary people.

During the colonial era, the percentage of white men who voted or participated in politics was low. There were no organized political parties, and adult white men tended to defer to gentlemen. Established merchants, wealthy lawyers, and large planters held the major political offices. But in the years leading up to the Revolution, popular participation in politics increased. Voter turnout climbed as did the number of contested elections. Political pamphleteering also became more common. By the time the Revolution was over, ordinary people had become much more heavily involved in the political process.

The revolution also profoundly altered social expectations. It led to demands that the vote be extended to a larger proportion of the population and that public offices be elected by the people. During and after the Revolution, smaller farmers, artisans, and laborers began increasingly to participate in state legislative elections, and men claiming to represent their interests began to win office and wield power. Leaders in the new state governments were less wealthy,

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more mobile, and less likely to be connected by marriage and kinship than those before the Revolution. For the first time, state assemblies erected galleries to allow the public to watch legislative debates.

Above all, the Revolution popularized certain radical ideals--especially a commitment to liberty, equality, government of the people, and rule of law. However compromised in practice, these egalitarian ideals inspired a spirit of reform. Slavery, the subordination of women, and religious intolerance--all became problems in a way that they had never been before.

The Revolution also set into motion larger changes in American life. It inspired Americans to try to reconstruct their society in line with republican principles. The Revolution inspired many Americans to question slavery and other forms of dependence, such as indentured servitude and apprenticeship. By the early 19th century, the northern states had either abolished slavery or adopted gradual emancipation plans. Meanwhile, white indentured servitude had virtually disappeared.

The Revolution was accompanied by dramatic changes in the lives of women. Before the Revolution, many women were involved in campaigns to boycott British imports. During the conflict, many women made items for the war effort and ran farms and businesses in the absence of their husbands. After the Revolution, American women, for the first time, protested against male power and demanded greater respect inside and outside the home. Lucy Knox, the wife of General Knox, wrote her husband in 1777: "I hope you will not consider yourself as commander in chief of your own house--but be convinced...that there is such a thing as equal command." After the Revolution, the first feminist writers, such as Judith Sargent Murray, demanded equal rights for women.

Of all the achievements of the Revolutionary era, among the most influential and long-lasting was the invention of the modern idea of a written constitution. This is a document that enumerates and limits the powers of government and safeguards the rights of the people.

Americans were the first modern people to regard a constitution as something separate from and superior to statute law. As such, a constitution could not be drafted by a legislature. It had to be produced by the people themselves. A constitution had to be drafted at a special convention, and then ratified by popular vote. The Massachusetts constitution, written by John Adams in 1780, is the oldest written constitution in continuous existence.

As early as the 1780s, judges on the state level began to rule that certain legislative acts were unconstitutional, because they violated provisions of the state constitution. Massachusetts courts ruled that slavery was illegal in the state because it violated its constitution.

The new state constitutions were intended to embody republican principle. The new state constitutions increased the size of state legislatures (to make them more representative). In many states, representatives were elected annually. Based on their experience with royal governors, the new constitutions strengthened the powers of the legislatures and weakened the powers of governors. Pennsylvania eliminated a governor altogether and instead set up an executive committee.

The new constitutions also sought to eliminate other vestiges of a monarchical society. Taxation was made more progressive and official monopolies were prohibited. The new constitutions also reformed inheritance laws. They outlawed primogeniture--where a father left his property to their eldest son--and entail--in which property was left to a

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specific line of descendants.

A guarantee of religious freedom was viewed as an essential element of republican liberty. Every state constitution written between 1776 and 1800 included protections for religious freedom.

Digital History Editors. "How revolutionary was the American Revolution." Last modified 2021.

[https://www.digitalhistory.uh.edu/disp\\_textbook.cfm?smtid=2&psid=3222](https://www.digitalhistory.uh.edu/disp_textbook.cfm?smtid=2&psid=3222).



## Supporting Question 1: What were the lives of women like during the American Revolution?

The first supporting question—What were the lives of women like during the American Revolution?-- gives students some insights into the mythology and perhaps reality of women's role during the war. Students will examine an iconic painting of women in North Carolina organizing a tea boycott and of the semi fictitious Molly Pitcher.

The formative task requires students to examine the painting and analyze it for their deeper meanings and intentions. Students will use the following organizer to support their learning and fill it in.

### Image Analysis

People in Image	Race and Class	Objects in Image	Activities in Image	What does this image suggest about women in the war period?	Remaining Questions

Teachers may implement this task with the following procedures:

- Have students read and examine the images alone or with a partner.
- As they explore the sources, students should record their observations in the organizer.
- After examining the images, students read an excerpt from Susan Ware's *American Women's History*.
- After examining the images and the reading with depth, students respond to the questions for analysis:

### Questions for Analysis:

1. *How would you describe the women in these images? Consider their race, class, wealth, style, and demeanor.*
2. *Did you notice the dog in the bottom corner of Source A? What is it doing? And how is the woman responding? What does this interaction suggest about women's commitment during this period?*
3. *Did you notice the man in agony at the woman's feet in Source B? What do you suppose happened to him? What relation if any do you suppose he has to the woman?*
4. *How did these images compare to the secondary text?*
5. *What were the lives of women like during the American Revolutionary period?*

The scaffolds and other materials may be used to support students as they work with sources include the organizer

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above, a partner who may observe different details from them, and any devices that may help them understand or research words in the images they do not know. As this activity is exploratory, students need only to record their honest thoughts as they examine these images.

The following sources were selected to reflect some of the inaccurate stereotypes of the Rosies. Images are worth more than a thousand words, but sometimes the visuals that we have do not accurately surmise the period. In these images students will see white, mostly upper class, women, who are done up with lipstick and nail polish. Yet the women who did this work were diverse in race and ethnicity, mostly working class, and it likely wasn't glamorous work.

- **Featured Source A: A society of patriotic ladies, at Edenton in North Carolina**



Robert Sayer And John Bennett , Publisher, and Philip Dawe. A society of patriotic ladies, at Edenton in North Carolina.

United States Edenton North Carolina, 1775. London: Printed for R. Sayer & J. Bennett. Photograph.

<https://www.loc.gov/item/96511606/>.

- **Featured Source B is Molly Pitcher**





Currier & Ives. The Heroine on Monmouth. Molly Pitcher. New Jersey United States Freehold, ca. 1876. New York: Currier & Ives. Photograph. <https://www.loc.gov/item/cph29011/>.

- **Featured Source C:**

The Revolutionary War temporarily disrupted gender expectations in a number of ways. Once the war officially began in 1776, patriotic women took on new roles. The Ladies Association of Philadelphia was so successful in raising funds for the army that it earned a commendation from General George Washington himself for its “female patriotism.” Women whose husbands went off to war or served in the new government had to cope on their own; Abigail Adam’s famous entreaty to her husband John to “Remember the Ladies” was written during one of his lengthy absences. Women married to Loyalist men who sided with the British saw their lives totally upended, especially if they did not agree with their husbands decision; their efforts to use legal recourse after the war to regain confiscated property highlighted the limits of women’s independent legal standing. Finally, some women (Deborah Sampson, for example, who donned men’s clothing and later received a pension for her service) actually fought in the war. More typical were the camp followers, wives and other women who trailed along with the ragtag colonial army and helped with the cooking, laundry, and other traditional female chores.

Probably the largest changes for women during the Revolutionary era were changes in consciousness epitomized by the concept of “republican motherhood.” In a New Democratic country, the mothers of the republic were tasked with instilling in their sons the qualities of virtue, piety, and patriotism necessary to the young country’s future. And in order to do this properly, they themselves needed more access to newspapers and knowledge of current events and books. While such a role was a long way from full participation in political life, it was an opening wedge. As a corollary, the emphasis on republican motherhood encouraged a pragmatic new interest in education for women.

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Granted, expanding access to education was mainly to make women better wives and mothers, but linking erudition to republican ideals made it less threatening. (Previously too much learning had been thought to unsex women, making them unfit for marriage and domestic duties.) In the early years of the republic, the topic of women's education received wide discussion, starting with the publication of Dr. Benjamin Rush's pamphlet "Thoughts on Female Education" in 1787. Soon a range of finishing schools and female academies sprang up...

While the American Revolution did not dramatically reshape women's lives, it did set in motion a range of other changes that affected the early history of the country and its female inhabitants.

Ware, Susan. "American Women's History: A Very Short Introduction." Oxford: Oxford University Press, 2015.

## Supporting Question 2: Does the Constitution support women?

The second supporting question—Does the Constitution support women?—provides students with a well-known, relevant document in history and allows them to come to a claim of whether or not this document supports women.

The formative task requires students to read a copy of the US Constitution in parts and answer questions based on the section of the Constitution.

The scaffolds and other materials may be used to support students as they work with sources include a copy of the US Constitution, the packet containing questions about each section of the Constitution, and any other tools needed to gain more understanding of the revolution and what women’s roles were during this period.

The following source was selected to point out the inconsistencies in how men are supported in the United States Constitution versus how women are supported.

- **Featured Source A: US Constitution**

The United States Constitution was the document created to instate a government, fundamental laws, and state the basic rights for all citizens. Students are given the opportunity to read this document in its entirety and are asked questions having to do with women’s involvement and inclusion in the Constitution in comparison to the men’s.

*Locate the National Archives digital copy of the US Constitution by searching for “the Constitution of the US.” With that in front of you, examine the document and respond to the questions below.*

### Preamble

We the people of the United States, in order to...

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

### Article I      Legislative Branch

**Section 1**      Creates a bicameral legislature

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### **Section 2** Defines the House of Representatives

Length of term \_\_\_\_\_

Qualifications: \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_.

Appointed to provide representation for the purpose of taxation, determined by counting.

Each state gets at least \_\_\_\_\_ representatives, or one for every \_\_\_\_\_.

Today the House is restricted to 435 representatives, reapportioned every ten-year census. There are over 328 million people in the US now. On average, how many people does each of the 435 represent? \_\_\_\_\_

**Do you think this was the intent of the founders?**

### **Section 3** Defines the Senate

Length of term \_\_\_\_\_

Qualifications: \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_.

**Which house has more power? The House or the Senate?**

**Which house is more representative of the people? The House or the Senate?**

Senators were appointed by the State Legislatures until 1912. The 17<sup>th</sup> Amendment changed this giving the people more direct control of who represents them. **Which original political party would have supported this amendment?**

Vice President \_\_\_\_\_.

Senate has the power to try \_\_\_\_\_.

### **Section 4** The states decide when, where, and how to elect their representatives.

### **Section 5** Allows each house to determine its rules for procedure and discipline.

### **Section 6** They shall... be privileged... \_\_\_\_\_.

### **Section 7** Revenue bills must originate in the \_\_\_\_\_.

**How does a bill become law?**

**Section 8** Powers of Congress

**What kinds of taxes may Congress collect?**

**What are some of the most important of these powers?**

- 1.
- 2.
- 3.
- 4.
- 5.

**What does the Elastic Clause state?**

**Section 9** Powers specifically denied to Congress

May not outlaw importation of slavery until 1808.

**What is the writ of habeas corpus?** This will be important during the Civil War.

**What does “no bills of attainder” mean?**

**What does “no ex post facto laws” mean?**

No taxes on \_\_\_\_\_

No money shall be drawn from the Treasury unless a legal appropriation is made.

Congress may not grant \_\_\_\_\_, and no one holding government office may \_\_\_\_\_.

**Section 10** Powers forbidden to states

- 1.

- 2.
- 3.
- 4.
- 5.
- 6.

**Article II**      Executive Branch

**Section 1**      Length of term \_\_\_\_\_

Qualifications: \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_.

**How does the president get elected?**

**Why do you suppose the presidential election was complicated to explain?**

Vice president takes over if the president dies or is removed.

**Section 2**      Powers of the President

Commander \_\_\_\_\_

May grant \_\_\_\_\_

Has power to make \_\_\_\_\_, and to appoint \_\_\_\_\_

with the advice and consent of two-thirds of the \_\_\_\_\_.

**Section 3**      State of the Union Address

...he shall take care that the laws be \_\_\_\_\_ ...

**Section 4**      May be removed from office on impeachment for and conviction of

- 1.
- 2.
- 3.
- 4.

**Article III**      The Judicial Branch

**Section 1**      One Supreme Court and as many lower courts as Congress wants

**Section 2**      The Supreme Court has jurisdiction over

- 1.
- 2.
- 3.
- 4.

**Section 3**      **What constitutes treason?**

**Article IV**

**Section 1**      Full faith and credit is given to the States

**Section 2**      Citizens are entitled to \_\_\_\_\_.

**What does the Fugitive Slave amendment state?**

**Are women, slaves, racial minorities, indigenous people, or children citizens?**

**Section 3**      \_\_\_\_\_ shall admit new states.

Congress shall make rules regarding \_\_\_\_\_.

**Section 4**      Congress shall guarantee to every state \_\_\_\_\_.

And protection from \_\_\_\_\_ and \_\_\_\_\_.

**Article V**      **How may the Constitution be amended?**

**Is it easy to amend the Constitution?**

**Article VI** Assumption of debts

This Constitution and the laws of the United States... shall be the \_\_\_\_\_.

**Article VII** Constitution is effective when \_\_\_\_\_ states ratify it (two-thirds).

Teachers may implement this task with the following procedures:

- Have students read and examine the source alone or with a partner.
- As they explore the source, students should answer the questions that are targeted to the specific sections of the Constitution.
- After examining the images with depth, students respond to the questions for analysis:

### ***Questions for Analysis***

1. Does the Constitution mention any population of people specifically?
2. How many times does the word “his” appear in the Constitution?
3. **For what reasons do you suppose the founders chose to name certain people and imply other people?**
4. Which branch is given the most power in the Constitution?
5. Which branch is given the least power in the Constitution?
6. **For what reasons do you suppose the founders chose to allocate power in this way?**
7. **What does the Constitution value?**
8. What questions do you have after reading the Constitution? Does it seem clearer or more confusing now?

## Supporting Question 3: What issues still remain problems today that were present in the English colonies?

The third supporting question—What issues still remain problems today that were present in the English colonies? gives students the opportunity to connect the past to the present and understand how issues for women that occurred in the colonies are still pertinent today.

The formative task is for students to investigate the three sources in order to find issues that were happening in that time period and think about how those issues are still present in the US today.

Teachers may implement this task with the following procedures:

- Have students read and examine the sources alone or with a partner.
- As they explore the sources, students should answer the questions that are specific to each source.

The scaffolds and other materials may be used to support students as they work with sources include the questions asked below, a partner who may have differing answers or ideas from them, and any devices that may help them understand the issues that took place in the colonies during the American Revolution.

- **Featured Source A: Olympe de Gouges *Declaration of the Rights of Woman and Citizen (excerpt)*, September 1791**

Mothers, daughters, sisters, female representatives of the nation ask to be constituted [established] as a national assembly. Considering that ignorance, neglect, or contempt for the rights of woman are the sole causes of public misfortunes and governmental corruption, they have resolved to set forth in a solemn declaration [a serious statement that] the natural, inalienable [absolute], and sacred rights of woman: so that by being constantly present to all the members of the social body this declaration [announcement] may always remind them of their rights and duties; so that by being liable [responsible] at every moment to comparison with the aim of any and all political institutions the acts of women's and men's powers may be the more fully respected; and so that by being founded henceforward [going forward] on simple and incontestable [undeniable] principles the demands of the citizenesses may always tend toward maintaining the constitution, good morals, and the general welfare. In consequence, the sex that is superior in beauty as in courage, needed in maternal sufferings, recognizes and declares, in the presence and under the auspices [with the support] of the Supreme Being, the following rights of woman and the citizeness.

1. Woman is born free and remains equal to man in rights. Social distinctions may be based only on common utility.
2. The purpose of all political association is the preservation of the natural and imprescriptible [unable to be taken away] rights of woman and man. These rights are liberty, property, security, and especially resistance to oppression.
3. The principle of all sovereignty [power] rests essentially in the nation, which is but the reuniting of woman and man. No body and no individual may exercise authority which does not emanate [come] expressly from the nation.

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4. Liberty and justice consist in restoring all that belongs to another; hence the exercise of the natural rights of woman has no other limits than those that the perpetual tyranny [complete authority] of man opposes to them; these limits must be reformed according to the laws of nature and reason.
5. The laws of nature and reason prohibit [forbid] all actions which are injurious [harmful] to society. No hindrance [barrier] should be put in the way of anything not prohibited by these wise and divine laws, nor may anyone be forced to do what they do not require.
6. The law should be the expression of the general will. All citizenesses and citizens should take part, in person or by their representatives, in its formation. It must be the same for everyone. All citizenesses and citizens, being equal in its eyes, should be equally admissible to all public dignities, offices and employments, according to their ability, and with no other distinction than that of their virtues and talents.
7. No woman is exempted; she is indicted, arrested, and detained in the cases determined by the law. Women like men obey this rigorous law.
8. Only strictly and obviously necessary punishments should be established by the law, and no one may be punished except by virtue of a law established and promulgated [made public] before the time of the offense, and legally applied to women.
9. Any woman being declared guilty, all rigor [strictness] is exercised by the law.
10. No one should be disturbed for his fundamental opinions; woman has the right to mount the scaffold, so she should have the right equally to mount the rostrum [platform], provided that these manifestations [actions] do not trouble public order as established by law.
11. The free communication of thoughts and opinions is one of the most precious of the rights of woman, since this liberty [freedom] assures the recognition of children by their fathers. Every citizeness may therefore say freely, I am the mother of your child; a barbarous prejudice [against unmarried women having children] should not force her to hide the truth, so long as responsibility is accepted for any abuse of this liberty in cases determined by the law [women are not allowed to lie about the paternity of their children].
12. The safeguard of the rights of woman and the citizeness requires public powers. These powers are instituted for the advantage of all and not for the private benefit of those to whom they are entrusted.
13. For maintenance of public authority and for expenses of administration, taxation of women and men is equal; she takes part in all forced labor service, in all painful tasks; she must therefore have the same proportion in the distribution of places, employments, offices, dignities, and in industry.
14. The citizenesses and citizens have the right, by themselves or through their representatives, to have demonstrated to them the necessity of public taxes. The citizenesses can only agree to them upon admission of an equal division, not only in wealth, but also in the public administration, and to determine the means of apportionment, assessment, and collection, and the duration of the taxes.
15. The mass of women, joining with men in paying taxes, have the right to hold accountable every public agent of the administration.
16. Any society in which the guarantee of rights is not assured or the separation of powers not settled has no constitution. The constitution is null and void if the majority of individuals composing the nation has not cooperated in its drafting.

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17. Property belongs to both sexes whether united or separated; it is for each of them an inviolable and sacred right, and no one may be deprived of it as a true patrimony of nature, except when public necessity, certified by law, obviously requires it, and then on condition of a just compensation in advance.

Women, wake up; the tocsin [signal] of reason sounds throughout the universe; recognize your rights. The powerful empire of nature is no longer surrounded by prejudice [prejudgement], fanaticism [extremeness/madness], superstition, and lies. The torch of truth has dispersed [scattered] all the clouds of folly and usurpation [wrongful possession of authority]. Enslaved man has multiplied his force and needs yours to break his chains. Having become free, he has become unjust toward his companion. Oh women! Women, when will you cease to be blind? What advantages have you gathered in the Revolution? A scorn more marked, a disdain more conspicuous [clear]. During the centuries of corruption you only reigned over the weakness of men. Your empire is destroyed; what is left to you then? Firm belief in the injustices of men. The reclaiming of your patrimony [father's inheritance] founded on the wise decrees of nature; why should you fear such a beautiful enterprise? ... Whatever the barriers set up against you, it is in your power to overcome them; you only have to want it. Let us pass now to the appalling [horrifying] account of what you have been in society; and since national education is an issue at this moment, let us see if our wise legislators will think sanely about the education of women....

*Hunt, Lynn. The French Revolution and human rights: a brief documentary history. Boston: Bedford Books of St. Martin's Press, 1996.*

1. What are three rights she demands that stand out to you?
2. Is there any language in the text that would rally women?
3. Is there any language in the text that appears anti-men?
4. Why might someone deem this as unpatriotic?

- **Featured Source B: Vindication of the Rights of Women**

If the abstract rights of man will bear discussion and explanation, those of woman ... will not shrink from the same test...

My own sex, I hope, will excuse me, if I treat them like rational creatures...

It is of great importance to observe that the character of every man is, in some degree, formed by his profession...

Women are not allowed to have sufficient strength of mind to acquire what really deserves the name of virtue...

The divine right of husbands, like the divine right of kings, may, it is to be hoped, in this enlightened age, be contested without danger...

I very much doubt whether any knowledge can be attained without labor and sorrow.

Society is not properly organized which does not compel men and women to discharge their respective duties...

Women ought to have representatives, instead of being arbitrarily [randomly] governed without having any direct share allowed them in the deliberations [discussions] of government.

How much more respectable is the woman who earns her own bread by fulfilling any duty, than the most accomplished beauty...

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The irregular exercise of parental authority ... injures the mind, and to these irregularities girls are more subject than boys...

If marriage be the cement of society, mankind should all be educated after the same model...

Make women rational creatures, and free citizens, and they will quickly become good wives, and mothers...

From the tyranny of man, I firmly believe, the greater number of female follies [foolishness] proceed.

When the mind is not sufficiently opened to take pleasure in reflection, the body will be adorned [enhanced] with sedulous [thorough] care...

Allow her the privileges of ignorance, to whom ye deny the rights of reason...

*Course Hero. "A Vindication of the Rights of Woman Study Guide." November 29, 2017. Accessed June 10, 2021. <https://www.coursehero.com/lit/A-Vindication-of-the-Rights-of-Woman/>.*

1. What are three rights she demands that stand out to you?
2. Is there any language in the text that would rally women?
3. Is there any language in the text that appears anti-men?
4. Why might many see her logic as in line with Enlightenment thinking?

- **Featured Source C: Declaration of Sentiments**

When, in the course of human events, it becomes necessary for one portion of the family of man to assume among the people of the earth a position different from that which they have hitherto [previously] occupied, but one to which the laws of nature and of nature's God entitle them, a decent respect to the opinions of mankind requires that they should declare the causes that impel [force] them to such a course.

We hold these truths to be self-evident; that all men and women are created equal; that they are endowed [supplied] by their Creator with certain inalienable [absolute] rights; that among these are life, liberty, and the pursuit of happiness; that to secure these rights governments are instituted [beginning], deriving [taking] their just [fair] powers from the consent of the governed. Whenever any form of Government becomes destructive of these ends, it is the right of those who suffer from it to refuse allegiance to it, and to insist upon the institution of a new government, laying its foundation on such principles, and organizing its powers in such form as to them shall seem most likely to effect their safety and happiness. Prudence [wisdom], indeed, will dictate that governments long established should not be changed for light and transient [momentary] causes; and accordingly, all experience hath shown that mankind are more disposed to suffer, while evils are sufferable, than to right themselves, by abolishing [putting an end to] the forms to which they are accustomed [used to]. But when a long train of abuses and usurpations [to seize authority wrongfully], pursuing invariably the same object, evinces [reveal] a design to reduce them under absolute despotism [dictatorship], it is their duty to throw off such government, and to provide new guards for their future security. Such has been the patient sufferance of the women under this government, and such is now the necessity which constrains them to demand the equal station to which they are entitled.

The history of mankind is a history of repeated injuries and usurpations [to seize authority wrongfully] on the part of man toward woman, having in direct object the establishment of an absolute tyranny over her. To prove this, let facts be submitted to a candid world.

He has never permitted her to exercise her inalienable [absolute] right to the elective franchise.

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He has compelled her to submit to laws, in the formation of which she had no voice.

He has withheld from her rights which are given to the most ignorant and degraded men - both natives and foreigners.

Having deprived her of this first right of a citizen, the elective franchise, thereby leaving her without representation in the halls of legislation, he has oppressed her on all sides.

He has made her, if married, in the eye of the law, civilly dead.

He has taken from her all right in property, even to the wages she earns.

He has made her, morally, an irresponsible being, as she can commit many crimes, with impunity [excluded from punishment], provided they be done in the presence of her husband. In the covenant of marriage, she is compelled to promise obedience to her husband, he becoming, to all intents and purposes, her master - the law giving him power to deprive her of her liberty, and to administer chastisement [punishment].

He has so framed the laws of divorce, as to what shall be the proper causes of divorce; in case of separation, to whom the guardianship of the children shall be given, as to be wholly regardless of the happiness of women - the law, in all cases, going upon the false supposition of the supremacy of man, and giving all power into his hands.

After depriving her of all rights as a married woman, if single and the owner of property, he has taxed her to support a government which recognizes her only when her property can be made profitable to it.

He has monopolized nearly all the profitable employments, and from those she is permitted to follow, she receives but a scanty remuneration [small payment].

He closes against her all the avenues to wealth and distinction, which he considers most honorable to himself. As a teacher of theology, medicine, or law, she is not known.

He has denied her the facilities for obtaining a thorough education - all colleges being closed against her.

He allows her in Church as well as State, but a subordinate [lower ranking] position, claiming Apostolic authority for her exclusion from the ministry, and with some exceptions, from any public participation in the affairs of the Church.

He has created a false public sentiment [sadness], by giving to the world a different code of morals for men and women, by which moral delinquencies [wrongdoing] which exclude women from society, are not only tolerated but deemed of little account in man.

He has usurped the prerogative [right] of Jehovah himself, claiming it as his right to assign for her a sphere of action, when that belongs to her conscience and her God.

He has endeavored, in every way that he could to destroy her confidence in her own powers, to lessen her self-respect, and to make her willing to lead a dependent and abject life.

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Now, in view of this entire disfranchisement of one-half the people of this country, their social and religious degradation, - in view of the unjust laws above mentioned, and because women do feel themselves aggrieved, oppressed, and fraudulently [dishonestly] deprived of their most sacred rights, we insist that they have immediate admission to all the rights and privileges which belong to them as citizens of these United States.

In entering upon the great work before us, we anticipate no small amount of misconception [incorrect opinion], misrepresentation [misleading], and ridicule [scorn/taunts]; but we shall use every instrumentality within our power to effect our object. We shall employ agents, circulate tracts, petition the State and national Legislatures, and endeavor to enlist the pulpit and the press in our behalf. We hope this Convention will be followed by a series of Conventions, embracing every part of the country.

Firmly relying upon the final triumph of the Right and the True, we do this day affix our signatures to this declaration.

Lucretia Mott  
Harriet Cady Eaton  
Margaret Pryor  
Elizabeth Cady Stanton  
Eunice Newton Foote  
Mary Ann M'Clintock  
Margaret Schooley  
Martha C. Wright  
Jane C. Hunt  
Amy Post  
Catharine F. Stebbins  
Mary Ann Frink  
Lydia Mount  
Delia Mathews  
Catharine C. Paine  
Elizabeth W. M'Clintock  
Malvina Seymour  
Phebe Mosher  
Catharine Shaw  
Deborah Scott  
Sarah Hallowell  
Mary M'Clintock  
Mary Gilbert  
Sophrone Taylor  
Cynthia Davis  
Hannah Plant  
Lucy Jones  
Sarah Whitney  
Mary H. Hallowell  
Elizabeth Conklin  
Sally Pitcher  
Mary Conklin  
Susan Quinn

Mary S. Mirror  
Phebe King  
Julia Ann Drake  
Charlotte Woodward  
Martha Underhill  
Dorothy Mathews  
Eunice Barker  
Sarah R. Woods  
Lydia Gild  
Sarah Hoffman  
Elizabeth Leslie  
Martha Ridley  
Rachel D. Bonnel  
Betsey Tewksbury  
Rhoda Palmer  
Margaret Jenkins  
Cynthia Fuller  
Mary Martin  
P. A. Culvert  
Susan R. Doty  
Rebecca Race  
Sarah A. Mosher  
Mary E. Vail  
Lucy Spalding  
Lavinia Latham  
Sarah Smith  
Eliza Martin  
Maria E. Wilbur  
Elizabeth D. Smith  
Caroline Barker  
Ann Porter  
Experience Gibbs  
Antoinette E. Segur

Hannah J. Latham  
Sarah Sisson  
The following are the names of the gentlemen present in favor of the movement:  
Richard P. Hunt  
Samuel D. Tillman  
Justin Williams  
Elisha Foote  
Frederick Douglass  
Henry Seymour  
Henry W. Seymour  
David Spalding  
William G. Barker  
Elias J. Doty  
John Jones  
William S. Dell  
James Mott  
William Burroughs  
Robert Smallbridge  
Jacob Mathews  
Charles L. Hoskins  
Thomas M'Clintock  
Saron Phillips  
Jacob P. Chamberlain  
Jonathan Metcalf  
Nathan J. Milliken  
S.E. Woodworth  
Edward F. Underhill  
George W. Pryor  
Joel D. Bunker  
Isaac Van Tassel  
Thomas Dell



## C3 TEACHERS

E. W. Capron  
Joel D. Bunker

Isaac Van Tassel  
Thomas Dell

E. W. Capron

Stanton, Elizabeth Cady. "Declaration of Sentiments." *Seneca Falls Conference*. Last modified 1848. Retrieved from <https://www.nps.gov/wori/learn/historyculture/declaration-of-sentiments.htm>.

1. Why did the women at Seneca Falls choose to copy the Declaration of Independence?
2. What were three grievances that stood out to you?
3. Are you surprised by any of the grievances?

## Summative Performance Task

At this point in the inquiry, students have examined paintings of women who lived during the period, the text of the Constitution, and secondary sources about women’s lives during the period.

Students should be expected to demonstrate the breadth of their understanding and their abilities to use evidence from multiple sources to support their claims. In this task, students will write an argument about women’s true role during the colonial period.

Students’ arguments will likely vary, but could include any of the following:

- Women’s participation varied by race, class, and status as native or invading settlers.
- Women did diverse work and had diverse lives.

To support students in their writing they can use this provided organizer for a body paragraph. The organizer refers to the HAPPY acronym: Historical Context, Audience, Point of View, Purpose and whY is this significant?

First Argument	
Write a topic sentence that summarizes the paragraph and tells how this proves the thesis	<i>(Repeat the first part of your thesis)</i>
Provide background information here. <b>Cite anyone you paraphrase or quote!</b>	<i>When...</i>
What textual evidence proves this? Describe 1 or 2 HAPP elements about the source of your evidence.	
What textual evidence proves this? Insert a short quote here.	

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What makes this quote credible, valid, or helpful in providing insights to this issue?	<i>The quote revealed...</i>
Who disagrees or disputes a piece of your argument?  Describe 1 or 2 HAPP elements about the source of your evidence.	<i>Others claimed that...</i>
What textual evidence do you have? Insert a short quote here.	
What makes this quote seem untrue, inaccurate, or only partly true?	<i>While it may be true that _____, it was clear that...</i>

To extend their arguments, once students have written or formed an argument, consider doing one of the following extension activities:

1. **Discussion:** Consider facilitating a discussion of the analysis questions. Ask students to share their response with someone, or if they already worked in a group, ask them to nominate someone to represent their group to the class as a whole. Capitalize on differences between group responses. Why did one group answer differently than another? What impacted them or stood out more?
2. **Four Corner Debate:** Consider a "four-corner debate." In the corners of the room tack up a piece of paper with four differing and possible answers to the inquiry question. After students complete the lesson packet, pose the question to the room at large and ask students to move to the corner of the room (or in between locations) that represent their answer. Then, ask students to explain their choice. As students discuss they are allowed to move closer or further from ideas. This is a great strategy for kinesthetic learning.
3. **Socratic Seminar:** Consider doing a "Socratic seminar" to extend the learning and get students to question what they still don't know or understand. Start with the inquiry's question. Students should be encouraged to answer one another's question directly, but also to answer the question with another question. This continues the conversation and gets at more rich ideas. The teacher should try to say as little as possible and let the students lead the dialog. One strategy for this is to seat students in a circle. Give each of them a cup and 2-3 tokens. When a student makes a substantive contribution to the discussion the teacher will walk over and place a token in the cup signaling that they have contributed. Students will become aware of who has spoken and who has not, and leave space for one another.
4. **Structured Academic Controversy:** Consider turning the lesson into a "structured academic controversy." Take the overarching question and turn it into a "debate." Students can choose or be assigned a side in the debate and use the documents provided to argue their "answer" to the overarching question. They can argue over interpretations and credibility of some documents.

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5. **Reacting to the Past:** Consider doing some role play with your class. Reacting to the Past is an active learning pedagogy of role-playing games designed by Barnard University. In Reacting to the Past games, students are assigned character roles with specific goals and must communicate, collaborate, and compete effectively to advance their objectives. Reacting promotes engagement with big ideas, and improves intellectual and academic skills. Provide students with a set of rules about staying in character and what types of things they must know about their character. Students should be provided with a packet of role sheets with instructions on their individual goals and strategies for game play. Students can use sources and information from these activities, and can search for more details online about their individual character. Reacting roles and games do not have a fixed script or outcome. While students are obliged to adhere to the philosophical and intellectual beliefs of the historical figures they have been assigned to play, they must devise their own means of expressing those ideas persuasively in papers, speeches, or other public presentations.

Students have the opportunity to Take Informed Action by doing one of the following suggested action activities:

1. Find an article or book about history that misrepresents women and gender in history and write to the author or editor.
2. Write a letter to the Secretary of Education for your state about the teaching of women and gender history.
3. Investigate women and gender rights issues that persist and engage with the movement by attending a protest, signing a petition, or donating to the cause.
4. Make a PSA video, blog, or social media post with the intent to persuade the audience to better understand women from history or a persistent gender rights from this inquiry.