

**Teacher:** Patricia A. Thompson  
**Topic:** Women and Reform in the 19<sup>th</sup> Century

**Duration:** 90 Minutes  
**Room:** B231

**Massachusetts Curriculum Frameworks:** USI.33 - Analyze the goals and effect of the antebellum women's suffrage movement.

**Materials:**

–Keynote Presentation with links to the following visuals:

1. Currier and Ives prints: *The Age of Iron Man As He Expects to be, The Star Spangled Banner, The Bloomer Costume, The Grecian Bend*
2. Documents: *The Declaration of Sentiments, Ain't I A Woman?, Letters to the People on Health and Happiness*
3. Images: [www.fashion-era.com](http://www.fashion-era.com) - examples of 19<sup>th</sup> Century crinolines and bustles.
4. Handout: *Women in the 21<sup>st</sup> Century - Discussion Questions*

**Objectives:**

Didactic

1. Students will be able to identify limitations and restrictions faced by women of the 19<sup>th</sup> Century: Education, Legal Rights, Voting Rights, Restrictive Clothing and Health Issues.

Reflective

1. Students will be able to compare and contrast women's roles in the 19<sup>th</sup> Century with women's roles today.
2. Students will critically evaluate women's roles in society today.

Affective

1. Students will be able to appreciate the progress that came out of the 19<sup>th</sup> Century Women's Rights Movement.
2. Students will be able to assess restrictions still placed on women in today's society.

**Accommodations:**

For students with I.E.P.'s and English Language Learners, there will be an emphasis on visuals and co-operative learning during the pair activity.

**Procedure:**

Do Now Activator

Photo Analysis:

1. Students will view the *Currier and Ives* print titled: *The Age of Iron Man as he Expects to Be* and write down three to five observations.
2. I will then ask students the following questions: *What is going on in this picture? What do you see that makes you say that? What more can you find?*
3. We will discuss the image, tie it in with women's rights, and discuss the role of *Currier and Ives* during this time period.

Classroom Activities

### 1. Teacher Presentation using *Keynote*:

- Limited Options for 19<sup>th</sup> Century Women
  - Women become involved in various reform movements such as education, abolition, and the temperance movement
  - Women's rights issues grow out of these reform movements such as suffrage, education, and health
  - The effect of restrictive clothing on women's health
  - The controversial "Bloomer Costume"
- \* Students will be asked to participate and make observations about the various images presented

### 2. Application

Students will work in pairs to answer the following discussion questions:

- a. Do you think women should play an equal role to men in today's society or should they still play a more traditional role under certain circumstances? (ie: think about Selective Service (Draft), motherhood, maternity leave, etc.)
- b. List as many jobs that you can think of that tend to be dominated by women. (try to come up with at least five). Are there any similarities between many of these jobs?
- c. Do you think any type of women's clothing today is restrictive or harmful to their health? If so, can you give some examples?
- d. Can you make any comparisons between 19<sup>th</sup> Century women and women of today? To what extent have conditions improved for women?

### 3. Discussion

I will ask students to share some of their thoughts and opinions.

#### Assessment

1. I will assess students by circulating the room during the pair activity to check for understanding and answer any questions.
2. I will be collecting their class work to further assessment.
3. I will be collecting the homework assignment next class to assess their observations.

#### Homework/Extension Activity:

1. Students will go to [www.currierandives.org](http://www.currierandives.org) and do a search on women and/or home life. Or they can choose to visit the collection at the *Springfield Museum of Fine Arts*.
2. Students will be asked to choose three prints and write down five observations of each with regard to the image of women in these prints.
3. Are any of the prints similar to the images portrayed of women today? Are any of the prints different?

