Day 1 Women in Colonial America

Materials:

**Student Worksheets**
- Student Handout #1: Women in Colonial America

**Video**
A Midwife’s Tale

**Websites** (bookmark for each station)
- Station 1 [http://dohistory.org/diary/themes/money/index.html](http://dohistory.org/diary/themes/money/index.html)
- Station 2 [http://history.org/Almanack/people/african/aaintro.cfm](http://history.org/Almanack/people/african/aaintro.cfm)
- Station 3 [http://historymatters.gmu.edu/d/5796](http://historymatters.gmu.edu/d/5796)
- Station 4 [http://historymatters.gmu.edu/d/5824/](http://historymatters.gmu.edu/d/5824/)

**Strategies**

1. **Hook**: Have students respond in their notebooks to the following prompt: “During the colonial period, women worked only in the home.” Explain why you think this statement is true or false, using as many examples as possible.

2. After students have written their answers, discuss the idea with the class, and get students to explain or defend their arguments.

3. **Introduction**: Explain to students that they will be exploring the roles of women in Colonial America. Show an excerpt from the Martha Ballard film that will help students visualize Martha’s story in particular, but also the clothing, housing, and lifestyle of the period. Also as an introduction, as a class we will look at the Martha Ballard diary website and use the “magic lens”.

4. **Activity**: Place students in mixed-ability pairs. Students will proceed through a series of stations, at which they will examine the lives of some very different women in colonial America. Together with their partner, each student will read, evaluate, and interpret the documents, and then answer the questions on their worksheet. Some stations will require the use of the internet. Computers should be bookmarked with the websites that students will use.

5. After pairs have finished looking at the documents and answering questions, the class will come back together. Students will have an opportunity to share their answers and to ask questions.

6. **Wrap Up**: Ask students which woman in Colonial America they would most like to meet: Martha Ballard, Elizabeth Sprigs, Lady Randolph, or one of the enslaved women. Why would they like to meet her? What questions would they ask her? What advice would they give her?
Day 2: Colonial Woman’s Pocket

Materials
- Construction paper
- Glue
- Yarn
- Tape
- Pattern for the colonial woman’s pocket
- Student Handout #2: Instructions for Colonial Woman’s Pocket
- Student Handout #3: Instructions/Rubric for Written Assignment

Strategies

*Some students may need to finish up the stations from Day 1.

1. On the second day, students will again use the documents and the information they’ve learned to create a product. Their goal will be to demonstrate some of the aspects of women’s lives by creating a “Colonial Woman’s Pocket.” Students will be given a pattern for the pocket, which they will cut out, and then they will create items (using construction paper) that women might have used to complete their work. Then they will glue them to the pocket and tie the pocket with yarn.

2. After each group has completed their colonial woman’s pocket, they will present it to the class and explain how the items in the pocket demonstrate what they learned about women’s lives in Colonial America.

3. Homework (can be started in class, if time). Students will create a dialogue between two of the colonial woman that they learned about in the lesson. In the dialogue, the women will discuss how they live, what kind of work they do, challenges they face, and how they feel about their lives. Students should include specific evidence from the primary sources.

Differentiation:
Much of the differentiation is built into the strategies that are used in this lesson plan. Students will work in mixed-ability pairs and be reading aloud, so this will help students who might struggle with reading the works. In addition, a variety of materials are used, including text, visual images, and video. The woman’s pocket activity will also be accessible for students who struggle with reading and writing.

Another important way to differentiate would be to pare down the readings from the Ballard diary and the Spriggs letter for certain students. For students who are quick readers or very interested in the topic, more diary excerpts and other resources could be provided. They could also extend the culminating project to a more in-depth conversation by involving more than 2 people or creating a diary of their own.