Continuity/Change over Time, Remember the Ladies!

“I long to hear that you have declared an independency.
And, by the way, in the new code of laws which I suppose it will be necessary for you to make,
I desire you would remember the ladies
and be more generous and favorable to them than your ancestors.
Do not put such unlimited power into the hands of the husbands.
Remember, all men would be tyrants if they could.
If particular care and attention is not paid to the ladies, we are determined to foment a rebellion,
and will not hold ourselves bound by any laws in which we have no voice or representation.”

Skill Type 1: Chronological Reasoning
Historical thinking involves the ability to identify, analyze, and evaluate the relationships among multiple historical causes and effects, distinguishing between those that are long-term and proximate, and among coincidence, causation, and correlation.

Skill 2: Patterns of Continuity and Change over Time
Historical thinking involves the ability to recognize, analyze, and evaluate the dynamics of historical continuity and change over periods of time of varying lengths, as well as the ability to relate these patterns to larger historical processes or themes.

Proficient students should be able to
• Analyze and evaluate historical patterns of continuity and change over time.
• Connect patterns of continuity and change over time to larger historical processes or themes

Thematic Learning Objective:
Analyze how changes in class identity and gender roles have related to economic, social, and cultural transformations over time.
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Read and Highlight Cues and main ideas!

Brief Summary: Before European “discovery,” contact, and colonization, there were hundreds of Native American societies in North America. Most North American native cultures were patrilineal (as were all European societies) with strict gender roles. For example, men were usually the hunters and women the gatherers or farmers. There were, however, some native groups such as the Iroquois, Hopi, and Chickasaw which had matrilineal social structures (tracing heritage through female line). Many of these societies highly valued women as leaders such as selecting the chief or ruling class. As contact between European groups and native groups increased, there was considerable pressure for natives to assimilate. Therefore, few women in North America had genuine power, liberty, and rights as compared to men.

As the colonies developed, women had few – if any – rights. In New England colonies where the Puritan culture was quite strict, very few women had the right to work. Puritan women could not make decisions or vote, hold leadership positions in the Church, own property, or even have a legal right to the custody of their children. The Middle and Southern colonies were not much better, however, in the South where the death rate was quite high and life expectancy quite low, more women had the right to own property and make decisions regarding their family. Things slowly improved for many women in the Colonial era, and some female property owners in the South even voted from time to time (the vast majority of women never had this right).

With Enlightenment ideas sparking revolutionary thoughts and actions, such as the Daughters of Liberty and wartime volunteers, women hoped to be included in the new republic. Abigail Adams, who would later become the second First Lady, expressed this goal in a 1776 letter to her husband, John Adams. This letter with the words Remember the Ladies illustrated a desire among many… a battle long fought... in a long thread of history where women asserted their right to representation and protection under the law. At the time of the letter, the Second Continental Congress was in session… working on many things including the Declaration of Independence. Abigail urged John not to forget about the nation’s women who not only deserved liberty but contributed bravely in several war efforts (as disguised soldiers, nurses, supply organizers, and even spies) as the colonies fought for America’s independence from Great Britain. Unfortunately, women were not included in the language as most men thought women’s rights were unnecessary or foolish. Some progress was made, however, with Republican Motherhood which raised the role of women as the nurturers of future freedom-loving Americans.

Following independence, the state of New Jersey allowed women to vote (in their constitution it stated that “all” could vote... however that doesn’t mean that a significant number of women actually voted). In 1807 New Jersey rescinded the right to vote for women. Some women worked in textile mills [Lowell Girls] or as teachers in the early 19th century. Women as nurses increased following the Civil War [Dorothea Dix, Clara Barton] As women entered the workforce – slowly over time – they slowly gained more independence, although most would remain under the control of their fathers and husbands into the 20th century. Most single women were required to board with a family until they married, and when courting (dating) a chaperone was required. Married women couldn’t work as they were expected to take care of the home and children. This gender role and social system is sometimes called the "cult of domesticity." This "cult" did see an improved status for most women as they were seen as the decision makers in the home and when it came to raising the children in the 19th and 20th centuries – a marked improvement from Colonial Era roles. [Slave women had none of these rights.]

The first serious women’s movement began in 1848 at Seneca Falls during a fervent era of reform following the Second Great Awakening. It was led by women such as Elizabeth Cady Stanton, Lucretia Mott, Lucy Stone, and Susan B. Anthony. These women were outraged when freedmen were given the right to vote [1870 Fifteenth Amendment] but women were excluded. Women slowly gained suffrage state-by-state, mainly in the West, but it wasn’t until 1920 with the Nineteenth Amendment that women in all states could vote. Alice Paul was instrumental in this final victory. In 1923, Alice Paul wrote the Equal Rights Amendment which failed to pass (1923, 1972, & 1982). Also in the 1920s, Margaret Sanger began a movement to educate women about birth control that eventually led to the creation of Planned Parenthood a few decades later. This movement fought against birth control’s classification as “obscene.” There were many Comstock laws (Comstock Law was a federal law in 1873 banning distribution of contraceptives, pornography, and sex toys) on the books that women challenged and reversed in the 20th century.

The women’s movement in the 20th century included not only suffrage but right to work, to be educated, to live independently, to have access to birth control, and of course – equal protection under the Constitution. It wasn’t until the 1964 Civil Rights Act that significant progress toward this goal was secured. The modern day feminist movement following Betty Friedan’s 1963 book, Feminine Mystique, became increasingly active and was challenged by anti-feminist resistance among women who wanted to protect the traditional role of women as homemakers and caretakers [Phyllis Schlafly]. Significant gains were made in the 1960s and 1970s Civil Rights Movement which saw things such as the 1965 ruling in Griswold v Connecticut protecting access to birth control, Roe v Wade in 1973 giving women the right to terminate a pregnancy, and Title IX equalizing athletics funding. “Glass Ceilings” were broken and women slowly decreased the income gap.
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**Directions:**
Review the content outline excerpts. Highlight each phrase that references women, and consider the forces that led to change for women’s roles and rights through U.S. history… social activism? Economic developments? Political changes? …etc. Annotate these forces as you read. [Remember your thematic learning objective as you do this! Analyze how changes in class identity and gender roles have related to economic, social, and cultural transformations over time.]

**From the Period 2 Content Outline:**

Main Idea: Europeans and American Indians maneuvered and fought for dominance, control, and security in North America, and distinctive colonial and native societies emerged.

**Key Concept 2.1:** Differences in imperial goals, cultures, and the North American environments that different empires confronted led Europeans to develop diverse patterns of colonization.

I. Seventeenth-century Spanish, French, Dutch, and British colonizers embraced different social and economic goals, cultural assumptions, and folkways, resulting in varied models of colonization.
   C. Unlike their European competitors, the English eventually sought to establish colonies based on agriculture, sending relatively large numbers of men and women to acquire land and populate their settlements, while having relatively hostile relationships with American Indians.

**From the Period 3 Content Outline:**

Main Idea: British imperial attempts to reassert control over its colonies and the colonial reaction to these attempts produced a new American republic, along with struggles over the new nation's social, political, and economic identity.

**Key Concept 3.1:** Britain's victory over France in the imperial struggle for North America led to new conflicts among the British government, the North American colonists, and American Indians, culminating in the creation of a new nation, the United States.

II. During and after the imperial struggles of the mid-18th century, new pressures began to unite the British colonies against perceived and real constraints on their economic activities and political rights, sparking a colonial independence movement and war with Britain.
   A. The resulting independence movement was fueled by established colonial elites, as well as by grassroots movements that included newly mobilized laborers, artisans, and women, and rested on arguments over the rights of British subjects, the rights of the individual, and the ideas of the Enlightenment.

**Key Concept 3.3:** Migration within North America, cooperative interaction, and competition for resources raised questions about boundaries and policies, intensified conflicts among peoples and nations, and led to contests over the creation of a multiethnic, multiracial national identity

III. New voices for national identity challenged tendencies to cling to regional identities, contributing to the emergence of distinctly American cultural expressions.
   A. Enlightenment ideas and women's experiences in the movement for independence promoted an ideal of "republican motherhood," which called on white women to maintain and teach republican values within the family and granted women a new importance in American political culture.
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From the Period 4 Content Outline

Main Idea: The new republic struggled to define and extend democratic ideals in the face of rapid economic, territorial, and demographic changes.

Key Concept 4.1: The United States developed the world’s first modern mass democracy and celebrated a new national culture, while Americans sought to define the nation’s democratic ideals and to reform its institutions to match them.

II. Concurrent with an increasing international exchange of goods and ideas, larger numbers of Americans began struggling with how to match democratic political ideals to political institutions and social realities.

A. The Second Great Awakening, liberal social ideas from abroad, and Romantic beliefs in human perfectibility fostered the rise of voluntary organizations to promote religious and secular reforms, including abolition and women’s rights.

III. While Americans celebrated their nation’s progress toward a unified new national culture that blended Old World forms with New World ideas, various groups of the nation’s inhabitants developed distinctive cultures of their own.

B. Various groups of American Indians, women, and religious followers developed cultures reflecting their interests and experiences, as did regional groups and an emerging urban middle class.

Key Concept 4.2: Developments in technology, agriculture, and commerce precipitated profound changes in U.S. settlement patterns, regional identities, gender and family relations, political power, and distribution of consumer goods.

I. A global market and communications revolution, influencing and influenced by technological innovations, led to dramatic shifts in the nature of agriculture and manufacturing.

C. Increasing numbers of Americans, especially women, in factories and low-skilled male workers, no longer relied on semi-subsistence agriculture but made their livelihoods producing goods for distant markets, even as some urban entrepreneurs went into finance rather than manufacturing.

From the Period 5 Content Outline:

Main Idea: As the nation expanded and its population grew, regional tensions, especially over slavery, led to a civil war — the course and aftermath of which transformed American society.

Key Concept 5.3: The Union victory in the Civil War and the contested Reconstruction of the South settled the issues of slavery and secession, but left unresolved many questions about the power of the federal government and citizenship rights.

II. The constitutional changes of the Reconstruction period embodied a Northern idea of American identity and national purpose and led to conflicts over new definitions of citizenship, particularly regarding the rights of African Americans, women, and other minorities.

B. The women’s rights movement was both emboldened and divided over the 14th and 15th Amendments to the Constitution.
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**From the Period 6 Content Outline:**

**Main Idea:** The transformation of the United States from an agricultural to an increasingly industrialized and urbanized society brought about significant economic, political, diplomatic, social, environmental, and cultural changes.

**Key Concept 6.2:** The emergence of an industrial culture in the United States led to both greater opportunities for, and restrictions on, immigrants, minorities, and women.

I. International and internal migrations increased both urban and rural populations, but gender, racial, ethnic, religious, and socioeconomic inequalities abounded, inspiring some reformers to attempt to address these inequities.
   
   D. Immigrants sought both to “Americanize” and to maintain their unique identities; along with others, such as some African Americans and women, they were able to take advantage of new career opportunities even in the face of widespread social prejudices.
   
   E. In a urban atmosphere where the access to power was unequally distributed, political machines provided social services in exchange for political support, settlement houses [Jane Addams] helped immigrants adapt to the new language and customs, and women’s clubs and self-help groups targeted intellectual development and social and political reform.

II. New cultural and intellectual movements both buttressed and challenged the social order of the Gilded Age.

   B. Challenging their prescribed “place,” women and African American activists articulated alternative visions of political, social, and economic equality.

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**From the Period 7 Content Outline:**

**Main Idea:** An increasingly pluralistic United States faced profound domestic and global challenges, debated the proper degree of government activism, and sought to define its international role.

**Key Concept 7.1:** Governmental, political, and social organizations struggled to address the effects of large-scale industrialization, economic uncertainty, and related social changes such as urbanization and mass migration.

I. The continued growth and consolidation of large corporations transformed American society and the nation’s economy, promoting urbanization and economic growth, even as business cycle fluctuations became increasingly severe.

   B. The United States continued its transition from a rural, agricultural society to an urban, industrial one, offering new economic opportunities for women, internal migrants, and international migrants who continued to flock to the United States.

III. The involvement of the United States in World War II, while opposed by most Americans prior to the attack on Pearl Harbor, vaulted the United States into global political and military prominence, and transformed both American society and the relationship between the United States and the rest of the world.

   A. The mass mobilization of American society to supply troops for the war effort and a workforce on the home front ended the Great Depression and provided opportunities for women and minorities to improve their socioeconomic positions.
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From the Period 8 Content Outline:

**Main Idea:** After World War II, the United States grappled with prosperity and unfamiliar international responsibilities, while struggling to live up to its ideals.

**Key Concept 8.2:** Liberalism, based on anticommunism abroad and a firm belief in the efficacy of governmental and especially federal power to achieve social goals at home, reached its apex in the mid-1960s and generated a variety of political and cultural responses.

II. Stirred by a growing awareness of inequalities in American society and by the African American civil rights movement, activists also addressed issues of identity and social justice, such as gender/sexuality and ethnicity.
   A. Activists began to question society’s assumptions about gender and to call for social and economic equality for women and for gays and lesbians.

**Key Concept 8.3:** Postwar economic, demographic, and technological changes had a far-reaching impact on American society, politics, and the environment.

III. New demographic and social issues led to significant political and moral debates that sharply divided the nation.
   A. Although the image of the traditional nuclear family dominated popular perceptions in the postwar era, the family structure of Americans was undergoing profound changes as the number of working women increased and many social attitudes changed.

From the Period 9 Content Outline:

**Main Idea:** As the United States transitioned to a new century filled with challenges and possibilities, it experienced renewed ideological and cultural debates, sought to redefine its foreign policy, and adapted to economic globalization and revolutionary changes in science and technology.

**Key Concept 9.3:** Moving into the 21st century, the nation continued to experience challenges stemming from social, economic, and demographic changes.

II. The U.S. population continued to undergo significant demographic shifts that had profound cultural and political consequences.
   C. Demographic changes intensified debates about gender roles, family structures, and racial and national identity.
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Objective: Analyze changes and continuities over time regarding women’s rights from the beginning of the first major women’s movement through modern feminism.

Directions:
1. Analyze parameters by defining major turning points in this historical thread.
2. Address the prompt using your thesis formula and contextualization skill by writing a complete introductory paragraph.
3. Complete the thematic review of women’s rights using the timeline provided.

Prompt: To what extent did the women’s movements of the 19th and 20th century maintain continuity and foster change in the lives of women in United States from 1848-2000?

1. Define your parameters, and analyze important turning points referenced on the timeline.

Identify three major turning points and briefly explain how they maintained continuity or fostered change. Consider developments before 1848 as establishing the “before.” Be sure to address EXTENT!

a) 

b) 

c) 

Which one fostered more change? (specific event) 

What fostered more change (economic opportunity or social activism)?

Which one maintained continuity the most? (specific event) 

What maintained continuity the most (religion, culture, politics, economics)?
**Continuity/Change over Time... Remember the Ladies!**

**Directions:** Create a thematic review timeline by adding notes summarizing turning points.

**Highlight the most significant turning points.**

**POLITICAL**
1. *Remember the Ladies & Republican Motherhood*
2. Cult of Domesticity
3. 1848 – Seneca Falls
   --Declaration of Sentiments
4. Organizations:
   a. 1869 – NWSA fighting in Congress
   b. 1869 – AWSA fighting in states
   c. 1966 – NOW. equality in workplace
5. Federal Acts
   a. 1920 – 19th Amendment
   b. 1960 – FDA approves birth control pills
   c. 1963 – Equal Pay Act
   d. 1973 – *Roe vs. Wade* ... safe and legal abortion
   e. 1978 – Pregnancy Discrimination Act
   f. 1994 – Violence Against Women Act

**SOCIAL**
1. Women’s Role
   a. no vote, husband has control, no property unless widowed
   b. women are few in the west / have more power
2. 1920’s
   a. **flappers**, new ideas of women
      i. seen as deteriorating society
      ...clothing shorter showing knees, calves
   b. birth control – *Margaret Sanger*
      ...women have power to control life
   c. Car - changed dating, promiscuity, love
   d. Alcohol...women drinking in bars, more equal
3. 1930’s – Great Depression
   a. huge destruction of family unit
      ...more women becoming breadwinners
   b. **FDR – 1st woman in cabinet**
      a. *Eleanor Roosevelt* – fought for *everyone*
4. 1940’s – WWI
   a. **Rosie the Riveter**
   b. Sexual Evolution
      i. Sinatra, bobbysoxers
      ii. Relationships pushed with men going to war
5. 1950’s – Return to Normalcy again?
   a. backwards movement / women back to the home
      i. gov’t told women to return home
      1. housing boom – track homes
   b. advertising
      i. TV consumerism - products for women in home
      ii. Ideal mother - Leave it to Beaver etc.
6. 1960’s & 70’s
   a. birth control approved
      a. women have the right to choose home/career
   b. **Feminism** movement
      a. learns from civil rights movement
      1. civil disobedience – bra burning, pageant protesting
   c. 1963 - *Feminine Mystique* - Betty Freidan
### Some... Firsts...

Explain **HOW** the following women represented “firsts” (such as the “first female Congresswoman”). Also, identify the **year, decade, or era for each**. Those names in BOLD are the ones you are most likely to see on a test.

<table>
<thead>
<tr>
<th>Anne Hutchinson</th>
<th>Francis Willard</th>
<th>Oprah Winfrey</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anne Bradstreet</td>
<td>Jane Addams</td>
<td>Sally Ride</td>
</tr>
<tr>
<td>Margaret Corbin</td>
<td>Jeannette Rankin</td>
<td>Sandra Day O’Connor</td>
</tr>
<tr>
<td>Elizabeth Blackwell</td>
<td>Amelia Earhart</td>
<td>Geraldine Ferraro</td>
</tr>
<tr>
<td>Harriet Tubman</td>
<td>Eleanor Roosevelt</td>
<td>Madeleine Albright</td>
</tr>
<tr>
<td>Dorothea Dix</td>
<td>Francis Perkins</td>
<td>Hillary Clinton</td>
</tr>
<tr>
<td>Victoria Woodhull</td>
<td>Mary McLeod Bethune</td>
<td>Ruth Bader Ginsberg</td>
</tr>
<tr>
<td>Arabella Mansfield</td>
<td>Estee Lauder</td>
<td>Sonya Sotomayor</td>
</tr>
</tbody>
</table>

*Historical Analysis Activity written by Rebecca Richardson, Allen High School using the 2012 College Board APUSH Framework*