TEACHER GUIDE COLONIAL WOMEN INVESTIGATION

Table of Contents

TEACHER GUIDE COLONIAL WOMEN INVESTIGATION..... 1
Student Learning Goals..... 2
Investigation Preview..... 2
Prepare to Teach..... 5
Overview of Sources..... 9
Overview of Possible Claims & Supporting Sources..... 10
Options for Teaching with Sources..... 11
ANNOTATED STUDENT PACKET FOR TEACHERS..... 13
Teaching with the Orient to Content Tool (OTC)..... 13
Orient to Content..... 14
Building Background..... 16
Teaching with the Bookmark Tool..... 19
Life Among the Seneca by Mary Jemison (Source 1)..... 20
Bookmark Reading Guide..... 22
Iroquois Women in Government by Pierre de Charlevoix (Source 2)..... 23
Laws on Slave Descent, Virginia 1662 (Source 3)..... 25
Newspaper Advertisements from The Maryland Gazette (Source 4)..... 27
An Indentured Servant's Complaint by Elizabeth Sprigs (Source 5)..... 29
Commentaries on the Laws of England by William Blackstone (Source 6)..... 31
Remember the Ladies by Abigail Adams (Source 7)..... 33
Phillis Wheatley Poem (Source 8)..... 35
Teaching with the Mentor Text..... 37
Mentor Text..... 38
Defining Claim-Evidence-Reasoning..... 40
Your Assignment..... 41
Teaching with the Planning Graphic Organizer (PGO)..... 42
Planning Graphic Organizer..... 43
Teaching with the Useful Language Tool (UL)..... 46
Useful Language..... 47
Teaching with the Reflection Tool (RT)..... 48
The Reflection Tool..... 49
Daily Exit Ticket: Student Feedback Form..... 51
Teacher Planning Tool..... 52
References..... 53

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Student Learning Goals

- Students will write an argument that includes claim, evidence, reasoning, counterclaim, counterevidence, and critique of the counterargument (or, rebuttal).
- Students will reason about the reliability of sources by sourcing, contextualizing, and corroborating them (e.g., attending to authors, when/where created).
- Students will consider how cultural norms and social systems influence an individual's experience and their access to power depending on an individual's various social identities.
- Students will learn about the experience of women in colonial North America.

Investigation Preview

Investigation At-A-Glance	Planning Suggestions
BEFORE YOU TEACH 1) Use the Prepare to Teach section of this guide to: a) Explore Key Concepts, Relevant Narratives, and Preview the Sources b) Reflect on Self & Content c) Consider your Students, Self, & Content	*Text-based discussions about complex social issues in the past may lead to discussions about complex social issues in the present. Such discussions benefit when both students and teachers feel safe to be vulnerable as they consider their relationship to such issues. Prior to teaching this investigation, consider the Prepare to Teach prompts on page 5 of this guide.* *Reflect on your experiences with this content, ways you could extend/expand your knowledge, and how your students might think about key topics, concepts, or themes. Read the sources for yourself prior to teaching the investigation.*

DAY ONE: INTRODUCTION & BACKGROUND 1) Use the Orient to Content tool to learn more about students' incoming experiences and knowledge that could support their learning. Encourage students to be creative in sharing their experiences. Share with a gallery walk, group work, and/or discussion. (20 minutes) 2) Use the Day 1 slides to introduce the topic of the investigation. Develop students' background knowledge about exploring identity and gender in colonial North America. Make connections between students' lives. (20 minutes) 3) Introduce the Central Question and writing assignment for this investigation—to write an argument with a counterargument about whether women in colonial North America had a common experience. (5 minutes)	*Towards the end of this guide, there is an Investigation Planning Tool you can use to customize your investigation pacing and activities.*
DAY TWO: READING & ANALYSIS 1) Students reflect on how different people might tell the same 'story' differently and why. (15 minutes) 2) Introduce the Bookmark Tool. (5 minutes) 3) Go through the three steps in using the Bookmark and model its use with the first source. (15 minutes) 4) Students discuss what each part of the Bookmark helped them think about while reading and note it in their packets. (10 minutes)	*Read and annotate sources for yourself prior to teaching the investigation. Identify vocabulary you want to review with students before they read with partners. Pay particular attention to which Part 2 Bookmark question has been selected for each source and what it can help students see in the text.*
DAY THREE: READING, ANALYSIS, & DISCUSSION 1) Review the Central Question. (5 minutes) 2) Students work with a partner to read additional sources and analyze them using the Bookmark. (10 minutes per source) 3) Students reflect on the Central Question. (10 minutes)	

DAY FOUR: PREPARING TO WRITE 1) Review the parts of an ARGUMENT with a COUNTERARGUMENT = Claim, Evidence, Reasoning, Counterclaim, Counterevidence, Critique of the Counterargument. (5 minutes) 2) Students discuss examples of an argument they might make in their lives and a counterclaim and critique of that argument. (10 minutes) 3) Review the assignment. (5 minutes) 4) Review the Mentor Text and allow students to sort it and discuss. (15 minutes) 5) Have students create definitions for the different parts of the argument using the Mentor Text. (10 minutes)	
DAY FIVE: WRITING, REFLECTION, & REVISION 1) Students review the assignment and think-pair-share possible claims, evidence for the claims, reasoning about the evidence for the claims, counterclaims, evidence for the counterclaims, and critiques of the counterarguments. (15 minutes) 2) Students plan their argument and counterargument using the Planning Graphic Organizer referring to the Useful Language tool as is helpful. (30 minutes) 3) As time allows, review & reflect, give & get feedback. (10 minutes suggested)	*Complete two different versions of the Planning Graphic Organizer for yourself using two different claims.*

Prepare to Teach

Reflection on Content, Self, & Students

BEFORE reviewing these materials:

- What is your initial hypothesis in response to the Central Question for this investigation?
- List or draw important concepts you would want to include in your explanation. Consider key actors, events, and issues relevant to gender and the experiences of women in colonial North America. How do different social systems and norms related to gender promote social equality or inequality?
- **Reflect**: How have you learned about this topic? What more would you want to learn?

🛑 Stop & reflect on content:

Before moving on, take time to read: 1) the **Prepare to Teach** section (p. 5-11) and 2) **Investigation Sources** (p. 19-35 of this Teacher Guide for annotated sources; p. 4-20 of the Student Packet for a clean copy).

Consider…

1) **Content**: What have you learned about women's experiences in colonial North America and the ways social systems and norms related to gender promote social equality or inequality? How has your thinking changed after reviewing these materials? Whose voices or perspectives were excluded/included before and after reviewing the materials?
2) **Self**: How does who you are, and your cultures, identities, and experiences in life and schools shape how you learned about this topic and how you think about it today?
3) **Students**: Given your students' cultures, identities, languages, and experiences, how might they react to and think about the themes and information within this investigation? What strengths and knowledge do they have? What more do you want to learn about them?

AFTER reviewing these materials, consider your learning goals for students:

Students will come up with their own evidence-based responses to the Central Question. As they develop their thinking, what key ideas or information are important for students to understand? Map out your key takeaways and goals for students' learning here:

Content Support: Key Concepts

Key Concept	Definition in the context of this investigation
Gender	Sex is a biological characteristic that refers to one's reproductive organs and sex chromosomes. Gender is an idea that is constructed by people. Gender refers to how someone identifies with the characteristics that society (at a certain place and time) associates with masculinity and femininity.
Matrilineal vs Patrilineal Kinship	Kinship and sometimes issues such as inheritance and the right to rule are traced through the mother's lineage (matrilineal) or father's lineage (patrilineal). The Seneca and Wendat people practiced matrilineal kinship which allowed them to construct egalitarian societies in which neither men nor women dominated positions of power. White Europeans practiced patrilineal kinship which helped construct a patriarchal society in which primarily men dominated positions of power (political, cultural, religious, and economic institutions) and held more rights and opportunities than women.
Colonization	The act of one group trying to expand their political, economic, and cultural power by forcibly gaining control over another group's territory and forcing the adoption of their own cultural, economic, and political systems.
Social identity (See for reference: https://www.learningforjustice.org/magazine/spring-2019/digging-deep-into-the-social-justice-standards-identity)	Identity refers to who we are. When we think about identity, we can think about our **personal identity** and our **social identity**. ● **Personal identity**: beliefs, values and characteristics that make you unique ● **Social identity**: group affiliations (race, language group, class, gender, immigration status, occupation, nationality…) and "traits others might assign to you without knowing you." Personal and social identities can overlap. In this investigation, students will consider the relationship between one's social identity and their experience. Examples of social groups include gender groups, ethnic groups, racial groups, religious groups, and class groups. Depending on the ways a society is structured, membership within various social groups will influence someone's experience in different ways. In a society characterized by patriarchy, racism, capitalism (like the European society in colonial North America), being a Black, poor, woman would position someone far from power while being a white, wealthy, man would position someone closer to power. However, in the egalitarian society of the Wendat, for example, being a woman meant having official power over political decision making.

Content Support: Relevant Narratives

On Indigenous people & colonization	*What reactions do you have to the relevant stories? What changes might you make to your story of women in colonial North America after reviewing these resources?*
A familiar story: Indigenous people and Indigenous cultures are often portrayed in negative ways, particularly as savage and primitive. Histories about colonial North America often privilege white settlers' ideas, traditions, and experiences over the ideas, traditions, and experiences of Indigenous people. Histories about colonial North America often erase the contributions and presence of Indigenous people in the past and the present. This tradition mirrors the attempts by white settlers and the U.S. Government to erase Indigenous people in a variety of ways. Indigenous people and their experiences are often essentialized, and history books and standards often fail to recognize the unique cultures, perspectives, and ways of living together that were developed by Indigenous groups.	
Another story: The Seneca and Wendat peoples had their own languages, cultures, and complex forms of government (which may have influenced the development of what became the United States). Communal ways of life and ideas about land stewardship contrast with white settlers' notions of individualism and private property. In fact, early European settlers often saw Indigenous societies in the Americas as more advanced than European society. Indigenous peoples' ways of life and ways of understanding influenced the development of colonial North America and the United States. The myth that Indigenous people and Indigenous cultures were primitive was an idea that was created later on by white settlers in order to justify white settlement on and exploitation of Indigenous homelands.	

On women & gender	*What reactions do you have to the relevant stories? What changes might you make to your story of women in colonial North America after reviewing these resources?*
A familiar story: Women in North America did not have political power until the suffrage movement of the early 20th century. Women did not help construct the ideals and systems which the United States was founded on. The role women have in society, the jobs they perform, and their interests represent what they are biologically best suited for, as women.	
Another story: Many Indigenous societies were matrilineal and had matriarchal and egalitarian characteristics. Women held official political power in the Seneca and Wendat societies. Generally, across societies, the jobs and roles that women tend to occupy are a consequence of how a society is structured, rather than a function of what women are "naturally" best suited for. Women (for example, Abigail Adams, Phillis Wheatley, and Sarah Allen) played active roles in constructing the political, social, and economic foundations of the United States.	

Citations Relevant to Narratives

Shear, S. B., Knowles, R. T., Soden, G. J., & Castro, A. J. (2015). Manifesting destiny: Re/presentations of indigenous peoples in K–12 US history standards. *Theory & Research in Social Education*, *43*(1), 68-101.

Calderon, D. (2014). Uncovering settler grammars in curriculum. *Educational Studies*, *50*(4), 313-338.

Overview of Sources

(*Note: Review the following pages prior to teaching, but do not share this information directly with students. Actively engaging in this thinking with their peers will help prepare students for writing. Students will develop a version of this information through discussion and analysis. Additional sources at the end of this Teacher Guide can provide background knowledge or opportunities to extend student learning.*)

Source	Facilitation Notes
Source 1: *Life Among the Seneca* by Mary Jemison	Support students to consider how social systems influence one's experience and position to power (i.e., the Seneca's matrilineal/matriarchal social system positioned women closer to power compared to the Western European patrilineal/patriarchal social system Jemison was born into and which still informs the laws and norms in the United States.) Why might Jemison have preferred life with the Seneca?
Source 2: *Iroquois Women in Government* by Pierre de Charlevoix	Support students to consider how social systems (matrilineal vs patrilineal) influence women's experience and position to power. Consider how de Charlevoix's role as a white, French, Jesuit, male priest might factor into his perspective and understanding of Wendat women.
Source 3: Laws on Slave Descent, Virginia 1662	Support students to consider how Source 3 & 4 demonstrate the ways slavery, plantation-style agriculture, and a patriarchal social system worked together to position Black women in the Colonial South. How might Black women have demonstrated their agency within such a context?
Source 4: Newspaper Advertisements from *The Maryland Gazette*	
Source 5: *An Indentured Servant's Complaint* by Elizabeth Sprigs	Support students to consider the forces which gave rise to indentured servitude in the colonies (colonization and desire for profit). Support students to consider the relationship between Sprigs' identity with her position as an indentured servant, rather than an enslaved person, and as a person with the power and freedom to read and write to family members in another country.
Source 6: *Commentaries on the Laws of England* by William Blackstone	Support students to consider how colonial courts helped create a patriarchal society in colonial North America. These laws/decisions restricted married women's political and economic rights.

Source	Facilitation Notes
Source 7: *Remember the Ladies* by Abigail Adams	Support students to consider how Abigail Adams' identity (white woman of European descent married to a powerful white man of European descent) may be related to her position as someone who had the time and freedom to think, read, and write about popular political issues and someone who was trying to influence their politician spouse (rather than serving as a politician herself).
Source 8: Phillis Wheatley Poem	Support students to consider the relationship between colonization and slavery with Wheatley's experience. What are the similarities and differences between the way Wheatley, Adams (Source 7), and Jemison (Source 1) used their ability to read and write?

Overview of Possible Claims & Supporting Sources

Possible Claim & Reasoning	Sources which may lead to and support this claim
Claim 1: Women had a common experience in colonial North America because laws and cultural norms gave men more power than women.	Sources, 3, 5, 6, 7
Claim 2: Women did not have a common experience in colonial North America because laws and cultural norms treated people differently according to their race, ethnicity, language, and class, and not all women shared the same social identities.	Sources 1, 3, 4, 5, 7, 8
Claim 3: Women did not have a common experience in colonial North America because there were different societies with different traditions and norms about the role of women.	Sources 1, 2, 3, 4, 5, 6
Claim 4: Women somewhat had a common experience in colonial North America because women performed some type of labor in all societies in colonial North America, but their experiences were very different depending on their other social identities and the culture they lived in.	All sources

Options for Teaching with Sources

Option 1: Choose three sources from the full set. Be sure each source supports a different response to the Central Question: Was there a common experience for women in colonial North America?

(see the **Overview of Possible Claims & Supporting Sources** table)

Option 2: Use these selected sources to support possible responses to the Central Question. Each source highlights examples of both similarities and differences in the lives of colonial women.

How each source emphasizes similarities and differences	Sources
Shows Indigenous women's work, but also how they selected their own female leaders	Source 1
Shows how enslavers sold enslaved African women as property and advertised in newspapers	Source 4
Shows the work of indentured servant women, as well as the ability of fathers to force daughters into indentured servitude	Source 5
Shows the perspective of an educated European woman and how men had more power	Source 7

Option 3: Jigsaw the sources.

Was there a common experience for women in colonial North America?

ANNOTATED STUDENT PACKET FOR TEACHERS

Teaching with the Orient to Content Tool (OTC)

What is it? Creative and engaging activities at the beginning of each investigation that help teachers and students learn about each other's ideas and experiences in relation to the content. These activities center students' knowledge, ideas, experiences, and support teachers and students in building on each other's thinking.

	1. Prior to teaching	2. Student Reflection	3. Collaborative Reflection
When?	• Prior to teaching.	• At the beginning of each investigation.	• Following student reflection.
How?	• Consider the values, assumptions, and experiences you bring to the topic and how that shapes your understanding of the topic. • Complete questions in the Teacher Guide to support you to think about your students, their experiences, and knowledge in relation to the content to be taught. • Make necessary adjustments to your planning. • Plan how to learn more about your students and their communities.	• Prompt students to consider the prompts in the Student Packet (also displayed in the Slides). • Give students time to respond through drawing and writing.	• Encourage students to discuss their responses in pairs, small groups, or during whole class discussion. • Model vulnerability by sharing what you learned through your own self reflection. • Do not pressure students to share.
Why?	• Recognizing our assumptions and cultural differences in the classroom can help us avoid misunderstanding and make teaching more relevant and meaningful.	• Students benefit when they are encouraged to draw on and connect their community-based identities, knowledge, and experiences with enduring social and historical issues.	• Making everyone's knowledge public makes it possible for students to draw and build on each other's knowledge and further develop their thinking. • Considering each other's experiences and perspectives helps students (a) work safely together and (b) use their own and their peers' prior knowledge as resources to make sense of social and historical issues.

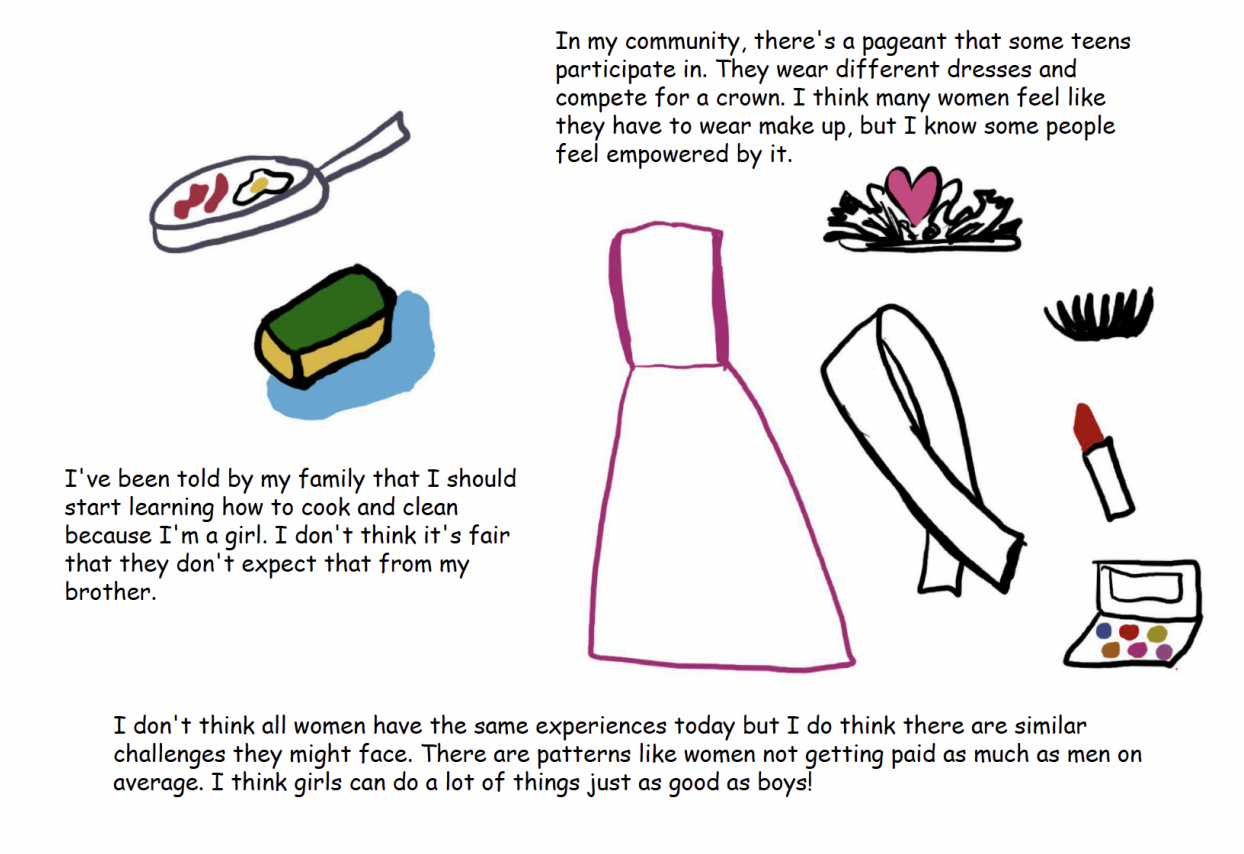
Orient to Content

Be creative! Draw or write about:

- In your experience or in your community, are women **expected to do certain things** or **behave in certain ways** just because they are women? If so, share a few examples.
- Do you think women share a common experience today? Why or why not? What makes you think this?

What examples from your own experiences would you like to share with students?

Example(s):



Potential Follow Up Prompts for Activity

- What kind of work do the women in your community/life do?
- What challenges do they face?
- What are their lives like?
- Prompt students to notice any differences across their answers. Ask them to consider what might explain those differences or similarities.
- What other aspects of women's identities shape how they experience life?

Was there a common experience for women in colonial North America?

Potential Follow Up Questions for Discussion

- What other aspects of women's identities shape how they experience life?
- What do we know about gender?
- How does gender impact someone's experience in society?
- What are some current issues or challenges that you've seen that are relevant to this topic?
- What other connections can you make?

After You Teach Orient to Content (*Day 1*)	*Reflect or discuss with a colleague:*
• What did you learn about your students? • How can you extend and build upon their ideas throughout the investigation? • Use the exit tickets as daily check-ins to collect feedback from students throughout the investigation (last page of the Student Packet, p. 29)	

Building Background

Considering social system, identity, and experience: In a society that is **patriarchal** (men occupy most positions of power and control most property) and **capitalist** (access to goods, services, and opportunities depends on how much money you have), how do you think women's social identities influence their experience?

If women have less power and control less property than men, they have fewer opportunities and resources to make money and be seen and heard in society. White European society imposes specific roles for women that limit their choices and opportunities or else they face discrimination and social pressure. Additional social identities, such as race, socio-economic status, and disability, on top of their gender can make things even harder for women.

Based on what you already know, *who* were the women living and working in North America during the 1700s?

- Europeans and their descendants (Dutch, English, German, Scots, Irish, Swedish, Welsh)
- Indigenous (for example, Mohawk, Oneida, Seneca, Onondaga, Wendat)
- West Africans and their descendants (enslaved or free)

Let's imagine: What might their lives have been like? What kind of work did they do? What challenges did they face?

- Indentured servants & homemakers (cooking, cleaning, caring for children)
- Farmers & hunters (tending to crops, cheesemaking, fishing, caring for animals)
- Tribal leaders
- Midwives (community health care providers, delivered babies)
- Textile work (spinning, weaving, knitting, sewing)
- Business owners (innkeepers, merchants, wall painters, dressmakers)

Often had fewer rights to men (including no property rights), could not read or write, were pressured to marry, and fled from violence.

What are some challenges we face when trying to learn about women from the 1700s?

Few women could record their experiences because they could not read or write. Letters and diaries written by women were usually white, European, educated, wealthy, and related to important men. Historians often look at laws, newspapers, writings authored by white men, and physical artifacts to learn about and understand women in the 1700s.

Was there a common experience for women in colonial North America?

After You Teach Building Background	*Reflect or discuss with a colleague:*
• What else did you learn about your students? • How can you extend and build upon their ideas throughout the investigation? • Use the exit tickets as daily check-ins to collect feedback from students throughout the investigation (last page of the Student Packet, p. 29)	

Key Terms	Definition
Colonial North America	The period of time when various European countries claimed land in North America (colonies) and various groups of people lived there – before the Revolutionary War – early to mid-1700s
Indigenous women	Women who belonged to Indigenous tribes in North America (sometimes referred to as Native American or American Indian) – tribes mentioned in this investigation include the Seneca and the Wendat
Enslaved women	Women who came from Africa and were **enslaved** – they were not free, worked for no pay, and were treated like property – they and their children could be bought and sold
Indentured servants	Europeans with little or no access to job opportunities and basic human needs, who agreed to work for a wealthier European in the colonies for a certain number of years in exchange for the boat ticket to America and food and shelter
European women	Women who came from Europe – some were indentured servants – some were wealthy, educated women – some were poor and uneducated
Patriarchal society	In a **patriarchal** society, traditions and rules give men more political, economic, and social power and rights than women. Most societies today, including the United States, are patriarchal societies. **Matriarchal** societies give women more power and rights than men. **Egalitarian** societies have rules and traditions that create equality between men and women. In colonial and precolonial North America, Wendat society was egalitarian. Although chiefs were usually men, the political and social roles of women (who could appoint and remove chiefs from their position) and a **matrilineal kinship system** (where social status, family name, property, or titles are inherited from the mother's lineage) helped create a balance of power. The rules and traditions of European colonial society, including a **patrilineal kinship system**, excluded women from political participation and limited their social and economic rights (patriarchal society). Since colonial society's rules and traditions also supported white supremacy, white women had more power than Black men.
Social identity	The various **social groups** someone belongs to (race, language spoken, class, gender, immigration status, occupation, sexuality, nationality…). Others may see identities in us that we do not recognize ourselves.
Gender	A social identity (constructed by people and not biological) which refers to the ways someone identifies with the characteristics that a society associates with masculinity, femininity, and other gender identities.

Teaching with the Bookmark Tool

Use the Bookmark Tool to think historically and critically and comprehend complex sources.

Part 1: the **Headnote** and **Attribution**

As you read:

✎ circle in pencil

A. What do we know about **who** said, drew, or wrote this?
B. **When** and **where** was it said, drawn, or written?
C. **What type** of source is this?
D. **Why** was it said, drawn, or written? Or, **for whom** was it created?

After you read:

💬 Discuss with your partner
✎ *Make a note*

Which of these details matter and why?

Part 2: the **Source**

As you read:

Use one question
Underline in pencil
Make a note when you have strong reactions

A. What people, institutions, ideas, and systems are **actors in the source**? What is the **relationship** between those people, institutions, ideas, and systems?
B. What parts of the source tell you what the author or people in the text **think**, **want**, or **experience**?
C. Find sentences that begin with transition words or introductory phrases. What key ideas come after **transition words** or **introductory phrases**?
D. What parts of the source seem **most important for understanding** it? Why?

After you read:

💬 Discuss with your partner
✎ *Make a note*

What do the underlined parts and your reactions help us understand about the source or Central Question?

Part 3: Reasoning about the Source

💬 Discuss with your partner(s):

What questions does this source lead you to ask?	How reliable is this source for our Central Question? (*See **Reasoning Questions***)	How does this source help us think about our Central Question?

✎ *Write down your thoughts*

✎ Box important evidence for responding to the Central Question

Reasoning Questions

1. **What do we know about the author that shapes our thinking about the CQ?**
   a. Was the author in a **position to know** about the issues? Who could have been in a better position to know?
   b. What was the author's **point of view**? What do they want or feel?
   c. What does the author want their **audience** to **think** or **feel**?
2. **Does the context of the source make it more/less useful for the CQ?**
   a. Was the source created in the **time/place** of the events?
   b. What was going on then/there that might have **influenced** the author?
   c. Whose voices or perspectives are **not represented** in the source?
3. **How do we weigh this source in comparison to others?**
   a. How does this source **agree or disagree** with others?
   b. What can this source **tell us**? What **can't we learn** from it?
   c. Do you share any identities, experiences, or perspectives with the author?
4. **What connections between the source and you/your community do you see?**
   a. How is the time/place in the source **similar** or **different** from yours?
   b. Based on your experience and what you know, is the source **believable**?
   c. What **social systems** or **issues of power** does this source help you think about?

NOTE: For each of the following annotated sources, "PART 2 QUESTION" refers to which question from the "**Part 2: The Source"** Bookmark section to use for that particular source. In the Student Packet and Slides, there is a bookmark image in the top right corner of each source that specifies which question to use. We have purposefully selected one question that is most helpful in unlocking the meaning of each source.

For more guidance, go to https://readinquirewrite.umich.edu/tools-structure/bookmark/

Life Among the Seneca by Mary Jemison (Source 1)



Headnote: *Mary Jemison (1743-1833) was a white woman of European descent who was captured by Seneca people in 1755 when she was 12 years old. At the time, she lived with her family on a farm on the Pennsylvania frontier. White European society was patrilineal. The Seneca had a matrilineal society. The Seneca adopted Jemison and gave her a Seneca name. She learned the language, married two different Seneca men, and had seven children. She chose to stay with her Seneca tribe instead of returning to her European family. She dictated her life story to James Seaver in 1823, who published the story in 1824.*

…*Our* labor was **not severe**…the Indian women have to get all the fuel and bread, and perform the cooking. Their task is probably **not harder** than that of white women, who have those things provided for them. In the summer season, we planted, tended and harvested our corn, and generally had all our children with us; but had no master to oversee or drive us, so that we could work **as leisurely as we pleased**. We had no plows; but performed the whole process of planting with a small tool that resembled a hoe with a very short handle.

…We [carried out] our farming business according to the general custom of Indian women, which is as follows: In order to work quickly, and at the same time enjoy each other's company, *they* all work together in one field, or at whatever job they may have on hand. In the spring, they choose *an old active [woman]* to be their driver and overseer, when at labor, for the ensuing year. She accepts the honor, and they consider themselves bound to obey her…

Attribution: Adapted excerpt from *Life Among the Seneca*, as told by Mary Jemison and published by James E. Seaver in *A Narrative of the Life of Mary Jemison* (1824). http://www.gutenberg.org/files/6960/6960-h/6960-h.htm

WHAT WE KNOW ABOUT WHO: Jemison, white female, European descent, lived with her birth family until she was captured by the Seneca at age 12, chose to stay with her Seneca family instead of returning to her birth family

Support students to annotate their noticings and reactions to reading this information about Mary Jemison's life.

"*Our*" refers to people; students need to understand that Mary Jemison is talking about herself as one of "the Indian women" that the source describes. Note the "we," "us," and "our" throughout this text that refer to Jemison and the other women.

Note that when Jemison presents the conditions of Indian women in general, she uses "*they*."

One of the important people in this source; showing Indian women leading the group; part of what Jemison experiences.

James Seaver is also an "author" of this source, since he interviewed Mary Jemison. Like most women at this time, Mary could not read or write, so he wrote her story down. Historians think that this is an accurate account of her life & beliefs.

WHEN: 1823 (dictated), Jemison was 70 years old when she was interviewed

Note that Jemison does not include herself in the "*white women*," who are referred to as "*them*."

PART 2 QUESTION: What parts of the source tell you what the author or people in the text think, want, or experience?
Bold words in this paragraph are important for understanding Jemison's point about the ease of the work (what she thinks). To identify what Jemison thinks, students can consider how she judges the difficulty of the work.
Italicized words are annotated with context.
To identify what Jemison experiences, students can identify the activities she describes.

TYPE OF SOURCE: a narrative, or story, of Jemison's life. She told it to another person.

Was there a common experience for women in colonial North America?

Since this is the first source students will read using the Bookmark Tool, you'll want to use an I-do, We-do, You-do modeling strategy:

- I-do (teacher models by thinking aloud and demonstrating)
- We-do (ask students for input and/or have them work with a partner)
- You-do (ask students to work independently)

The Slides are set up to assist with this process for Source 1.

Reasoning about the Source… ✎

(1) What are you feeling and thinking after reading this source? What questions do you have?

(2) How reliable is this source for understanding the experiences of women in colonial North America?

Reliable –

Jemison spent her life as an adopted member of the Seneca people, so she knew a lot about the day-to-day experiences of Seneca women. She can also compare her experience of living in a white colonial society with her experience living in a Seneca society.

Unreliable –

She was 70 years old when she shared her life story; maybe she did not remember everything accurately.

(3) What does this account by Jemison help you understand about the experiences of women in colonial North America?

The cultural norms of a community influenced a woman's experience in colonial North America. The Seneca people did not believe in private land ownership and their society was matrilineal. In Seneca society, women worked together to plant and harvest crops, they had the freedom to work at their own pace with their children, and they were their own bosses.

(4) Box the parts of the source that help you think about the Central Question.

The Slides give examples for Source 1 of questions to ask about reliability. It is important to point out to students that sometimes the same question can be used to find ways a source is reliable and unreliable and other times they will need to consider two different questions.

Bookmark Reading Guide

	**Headnote and attribution:** What did this part of the Bookmark help me think about? It helps me notice who created the source, the type of source, and why it was created.
SOURCE	**Source:** What did this part of the Bookmark help me think about? For these documents, it helps me pay attention to the people mentioned and the relationships of the author to those people.
	**Reasoning about the Source:** What did this part of the Bookmark help me think about? It helps me think about the perspectives represented by each source. I can look at the back of the Bookmark for ideas about reliability.

Iroquois Women in Government by Pierre de Charlevoix (Source 2)



Headnote: *Pierre de Charlevoix (1682-1761) was a Jesuit (Catholic) priest from France who traveled from Canada to the Gulf of Mexico. The Jesuits believed they should try to influence other people's religious beliefs in North America. Jesuit priests worked hard to learn the languages of Indigenous groups they hoped to convert to Catholicism. This source comes from a letter Charlevoix wrote to an unidentified white woman of European descent in 1721. In the letter, he describes the leadership roles of women in the Wendat Confederacy. Europeans referred to people in this region as "Huron" or "Iroquois." While Wendat societies were matrilineal and egalitarian, most European societies were patrilineal and patriarchal.*

It must be agreed, Madam, that the nearer we view our Indians, the more good qualities we discover in them…[we] discover nothing of the barbarian (savage).

…Amongst the Hurons, the role of chief is inherited through the women, so that at the death of a chief, it is not his own, but his sister's son who succeeds him; or, his nearest relation in the female line. When there are no more relations in the female line, the noblest matron of the tribe or in the nation chooses the person she approves of most, and declares him chief…

[In addition], each family has a right to choose a representative of its own…who is to watch for their needs…Amongst the Huron nations, the women name the counselors, and often choose persons of their own sex….

Attribution: Adapted excerpt from *Iroquois Women in Government* written by Pierre de Charlevoix in 1721. Published in *Journal of a Voyage to North America* (London: 1761).

WHAT WE KNOW ABOUT WHO: Charlevoix, Jesuit priest, tried to influence religious beliefs, worked to learn the language of Indigenous people to convert them

FOR WHOM: initially written to a white woman of European descent

"Amongst the Hurons" is an introductory phrase that explains who the paragraph is about - here, the key idea that follows the phrase is about women's roles. Additional information is presented through other transition words or introductory phrases such as "so that," "but," "or," "when there are no more relations..." Support students in finding the key information that comes after each phrase. All the key ideas further support the role of Wendat women. Students should also annotate their reactions to the information.

"In addition" presents more information supporting the previous paragraph and "Amongst the Huron nations" again establishes who the author is describing. Students can find, annotate, and discuss key ideas following the phrases.

WHEN: 1721 (written)

TYPE OF SOURCE: a letter (excerpt from the book Charlevoix wrote on "Iroquois Women in Government")

WHY IT WAS WRITTEN: Charlevoix wrote it to describe the Indigenous people he encountered and inform the reader

"It must be agreed" is a strong introductory phrase to present a position - here, the position is the key idea that comes after: that the Indigenous people he encountered were good and not barbarian.

PART 2 QUESTION: Find sentences that begin with transition words or introductory phrases. What key ideas come after transition words or introductory phrases? Underlined examples show introductory phrases and transition words. Support students in finding the key ideas that come after the phrases (and potentially why the author might have chosen those phrases).

WHEN: 1761 (published), 40 years after it was first written

WHERE: published in a journal on traveling to North America

Was there a common experience for women in colonial North America?

Reasoning about the Source… ✎

(1) What are you feeling and thinking after reading this source? What questions do you have?

(2) How reliable is this source for understanding the experiences of women in colonial North America?

Reliable –

Charlevoix kept detailed records of his travels in the form of letters and journals from the time. He could compare his perspective on European society with his perspective on Wendat society.

Unreliable –

He is not himself Wendat or a woman, and a Wendat woman may have a different perspective.

(3) What does this letter by Charlevoix help you understand about the experiences of women in colonial North America?

In the Wendat's matrilineal society, women had official political power and held leadership roles in their communities. Women helped select and remove chiefs and served as representatives on the council.

(4) Box the parts of the source that help you think about the Central Question.

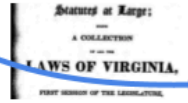
WHO: Virginia legislature (The House of Burgesses) - makes laws
The source does not directly state who made the laws, so this is a good place to model thinking aloud and annotating a source with prior knowledge. Ask students who makes laws today and discuss that the colonies had legislatures as well. You can then model writing the above "WHO."

PART 2 QUESTION: What people and institutions are actors in the source? What is the relationship between those people and institutions?
The focus is on who made the laws and why, who the laws protect, who they do not protect, and how.

"All children" includes the children mentioned above.

The mother's status has a relationship with the children's status.

Laws on Slave Descent, Virginia 1662 (Source 3)


Statutes at Large:
A COLLECTION
LAWS OF VIRGINIA,

Headnote: *The original system of African servitude in America was temporary. The first Africans who were kidnapped and forced to come to America in the 1620s could gain freedom, marry, raise a family, and own land. However, Virginia laws show that Europeans made slavery a permanent system, based on race, one law at a time. In addition, slavery corrupted childbirth, which was a respected rite of passage for women. Childbirth was an advantage for the slaveholder, because it allowed him to grow his work force or make more money from selling enslaved people. By legalizing the enslavement of enslaved women's children, white enslavers and politicians were able to maintain slavery even after the international slave trade was banned. Although there are no written records left behind by enslaved African women of this time, laws can provide hints about what their lives might have been like.*

VIRGINIA, 1662

Act XII – Negro women's children to serve according to the conditions of the mother.

[…There have been] some doubts [about] whether children [between an] Englishman [and] a Negro women should be slave or free, *Be it therefore enacted and declared by the present grand assembly*, that all children borne in the country shall be held bond or free only according to the condition of the mother...

Attribution: From *The Statutes at Large, Being a Collection of All the Laws of Virginia* edited by William Waller Hening and published in 1969.

WHY IT WAS WRITTEN: as part of a series of laws that codified slavery into a permanent system

WHEN: 1662 (enacted), about 75-100 years before the other sources, which were written during the mid-1700s

These are the people that the law is going to provide some protection for or not.
Discuss who is being protected here, who is not, why, and prompt students to annotate details, as well as their reactions if they wish.

The *italicized* text is a transition phrase that introduces what the law says.

WHERE: Virginia (colony)

TYPE OF SOURCE: law. Laws from the 1660s would have been written by wealthy, white men. So, the laws tell us something about their perspective on enslaved African women.

Was there a common experience for women in colonial North America?

Reasoning about the Source… ✎

(1) What are you feeling and thinking after reading this source? What questions do you have?

(2) How reliable is this source for understanding the experiences of women in colonial North America?

Reliable –

A law passed by the House of Burgesses is a reliable source because laws can influence people's behavior as well as how people think about themselves and others.

Unreliable –

Sometimes people don't follow laws. Based on this source, we don't know if laws like this were passed in other states or if there were similar laws that targeted women other than Black women.

(3) What does this Virginia Law from 1662 help you understand about the experiences of women in colonial North America?

A society based on plantation style agriculture and slavery led white wealthy politicians in the colonial south to pass laws that targeted Black women (and their children) specifically.

(4) Box the parts of the source that help you think about the Central Question.

FOR WHOM: people, typically wealthy white men, who wanted to purchase enslaved women to perform usually unpaid labor and potentially profit from their work

WHY IT WAS WRITTEN: to sell enslaved women

A "wench" is a young woman who is a servant.

For both of these ads, the students will have to recognize that the author of the ad is the owner of the woman who is mentioned.

PART 2 QUESTION: What people, institutions, ideas, and systems are actors in the source? What is the relationship between those people, institutions, ideas, and systems?
This source allows the discussion of the relationship between people (enslaved women and slaveowners), as well as the discussion of people and institutions (enslaved people and slavery). Support students in annotating details, and their reactions if they choose, about the people and relationships in the mid-1700s.

Newspaper Advertisements from *The Maryland Gazette* (Source 4)



Headnote: *West African women were expert farmers, and the people who enslaved them made money from their work in the fields in colonial North America. Some enslaved women were able to escape the hard field work by learning crafts. They became cooks and nurses, or learned to make cloth as spinners and weavers. Not many crafts were open to women, so very few enslaved women had the chance to escape field labor. These advertisements for skilled enslaved women were featured on the front pages of* The Maryland Gazette

[April 27, 1748]

TO BE SOLD BY THE SUBSCRIBER, IN ANNAPOLIS
A brisk likely Country-born Negro Wench about 18 or 19 years of Age, who is a good Spinner; with a Child, about 18 months Old.
-*William Reynolds*

[October 20, 1763]

TO BE SOLD
A lusty (active) likely healthy Mulatto Woman, aged about 23 Years, who has been brought up to Household Work, such as Washing, Ironing, Cooking, & C. For terms (of sale), enquire at the Printing Office.

Attribution: From *The Maryland Gazette*, published between 1748-1763. Found in *Early American Women: A Documentary History, 1600-1900* by Nancy Woloch. Published in 2014.

TYPE OF SOURCE: examples of advertisements during this time
Support students by discussing the purpose of advertisements.

WHERE: Maryland newspaper

Support students in discussing and annotating who the "subscriber" is. Who is William Reynolds? What is his relationship to the enslaved woman in the ad?

Discuss with students that the seller is an unnamed person in this advertisement, but very much an actor in the source.

WHEN: between 1748 & 1763
This time period included the French & Indian War and is around the same time that Jemison (Source 1) was talking about. So, Black women were bought and sold in Maryland and Virginia while Jemison was living with the Seneca further North.

Was there a common experience for women in colonial North America?

Reasoning about the Source… ✎

(1) What are you feeling and thinking after reading this source? What questions do you have?

(2) How reliable is this source for understanding the experiences of women in colonial North America?

Reliable –

Advertisements are from the time period, and newspapers keep detailed records of what was happening at the time.

Unreliable –

We do not know what the women in these advertisements felt or wanted, although we can infer about their experiences.

(3) What do these advertisements from *The Maryland Gazette* help you understand about the experiences of women in colonial North America?

The system of slavery influenced the decisions that enslaved Black women made in order to survive and also influenced how Black women were valued by others in colonial society.

(4) **Box** the parts of the source that help you think about the Central Question.

An Indentured Servant's Complaint by Elizabeth Sprigs (Source 5)



Headnote: *Hundreds of thousands of indentured servants arrived in the colonies before 1776. Most were poor, white Europeans. Servants faced harsh conditions and physical punishment. Elizabeth Sprigs was a young white European woman sent to Maryland as an indentured servant by her father.*

TO MR. JOHN SPRIGS WHITE SMITH

Honored Father — Maryland Sept. 22nd 1756.

[Having been] forever banished from your sight, I hope you will forgive the Boldness I now take of troubling you. My long silence has been because of my undutifullness to you … knowing I had offended in the highest Degree. … O Dear Father, believe that I am going to [share] the words of truth … Then I am sure you will pity your Distressed Daughter. What we unfortunate English People suffer here is beyond what you in England can believe. … I am one of the unhappy Number, toiling [working very hard] almost Day and Night … and then tied up and whipp'd to that Degree you'd not [treat] an Animal, not anything but Indian Corn and salt to eat… even many Negroes are better used. Almost naked no shoes nor stockings to wear … what rest we can get is to wrap ourselves up in a Blanket and lie upon the Ground. This is the awful Condition your poor Betty endures. And now I beg if you have any …[Kindness] left show it by sending me some Relief. Clothing is the main thing wanting…[I] conclude in Duty to you and Uncles and Aunts…

Your undutifull and Disobedient Child,
Elizabeth Sprigs

Attribution: Letter written by Elizabeth Sprigs to her father in 1756. Adapted from the book *Colonial Captivities, Marches, and Journeys*, edited by Isabel Calder and published in 1935. (pp. 151-152).

WHERE: Maryland
Same place as slave advertisements (Source 4). Some indentured servants were forced to come to America, not all servants came voluntarily.

Note that this is another way Sprigs refers to herself.

PART 2 QUESTION: What parts of the source tell you what the author or people in the text think, want, or experience?
Underlined examples in the source highlight that she begins with what she wants (to ask something of her father) and continues with what she experiences (her description of indentured servitude) and then returns to what she wants (him to send clothing and other relief).
Have students annotate details and reactions to how Sprigs describes what she experiences and why she is writing the letter.

TYPE OF SOURCE: letter

FOR WHOM: written by Elizabeth to her father

WHAT WE KNOW ABOUT WHO: Sprigs, white European woman, indentured servant

Have students annotate details and reactions to Sprigs' letter up until now. What do they think she thinks or wants? The next section goes on to tell about her experiences. Students can underline various phrases that present that experience (a few marked here).

Students can be informed that at this time, people did not follow the same rules for English spelling and capitalization that we use today. They will see inconsistent spelling in the texts from this historical period.

WHEN: 1756 (written)
This is the same time period as Jemison (Source 1), as well as the Maryland Gazette advertisements (Source 4).
20 years before independence from Great Britain. Maryland was a British colony at this time.

Was there a common experience for women in colonial North America?

Reasoning about the Source… ✎

(1) What are you feeling and thinking after reading this source? What questions do you have?

(2) How reliable is this source for understanding the experiences of women in colonial North America?

Reliable –

Sprigs is writing about her life while experiencing it in 1756. She is an insider on the experiences of women indentured servants.

Unreliable –

We do not know if her experience is representative of other indentured servants in colonial North America.

(3) What does this letter by Sprigs help you understand about the experiences of women in colonial North America?

The system of indentured servitude in colonial North America led to some European women being forced to be servants and being treated very harshly. A poor, white European woman indentured servant was able to read and write and found a way to send a letter to a loved one across the Atlantic ocean.

(4) Box the parts of the source that help you think about the Central Question.

Commentaries on the Laws of England by William Blackstone (Source 6)



Headnote: *Blackstone's Commentaries, (or, "writings") on the Laws of England were the main source of laws in colonial North America before the Revolutionary War. Colonial courts used the Commentaries to make legal decisions. Chapter 15 is about the legal rights and obligations of husbands and wives, known as* ***coverture****. Almost every free woman's life in the colonies was shaped by marriage, and the Commentaries help us understand what marriage meant for women at this time.*

By marriage, the husband and wife are one person in law. That is, the very being or legal existence of the woman is [taken away] during the marriage, or at least is combined … into that of the husband, under whose wing, protection, and cover, she performs every thing … and her condition during her marriage is called her coverture. … For this reason, a man cannot pass down any thing to his wife, or enter into contract with her, [because] the contract would suggest her separate existence. To have a contract with her, would be only to have a contract with himself. And therefore it is also generally true, that all agreements made between husband and wife, when single, are voided (cancelled) once married … If the wife be injured in her person or her property, she can bring no action without her husband's agreement. [It must be] in his name, as well as her own…

Attribution: Adapted excerpt from *Commentaries on the Laws of England*, by Sir William Blackstone, Book I, Ch. 15: "Of Husband and Wife." Published in 1765. Available online: http://avalon.law.yale.edu/18th_century/blackstone_bk1ch15.asp

WHY IT WAS WRITTEN: for courts to make legal decisions

These laws seem to refer only to free, married white women of European descent, and not necessarily Black women or Indigenous women.

"By marriage" is a phrase that introduces the main focus of the text, that a wife is under the "protection" of her husband and not an individual according to the law at the time.

The transition phrase "and therefore" introduces a general point that follows from the law.

PART 2 QUESTION: Find sentences that begin with transition words or introductory phrases. What key ideas come after transition words or introductory phrases?
By "transition words or introductory phrases," we refer to words that precede the subject of the sentence and so shape the way information is presented and developed across the text. Examples underlined are the introductory phrases and transition words. Help students connect those to the underlined key ideas that come after each.

TYPE OF SOURCE: commentaries (official writings) about existing law, written by one man

The transition phrase "that is" tells us that the author is going to re-state the point in the first sentence.

The transition word "and" introduces the legal term for referring to the status of married women.

The transition phrase "for this reason" introduces the consequences of the law.

The transition word "because" introduces a reason that a woman can't inherit from or have a contract with her husband.

This "if…" phrase sets the condition for what follows.

WHAT WE KNOW ABOUT WHO: "Sir" William Blackstone's title implies that he had a lot of power and authority in England

WHEN: 1765 (published), 11 years before the Declaration of Independence

Was there a common experience for women in colonial North America?

Reasoning about the Source… ✎

(1) What are you feeling and thinking after reading this source? What questions do you have?

(2) How reliable is this source for understanding the experiences of women in colonial North America?

Reliable –

The Commentaries were written during the time period and were used to make decisions about free, married women's lives. Colonial governments adopted many of the cultural norms of European society.

Unreliable –

These laws do not seem to apply to all women (indentured servants, enslaved Black women, Indigenous women). We do not know whether all colonial courts applied these laws consistently.

(3) What do Blackstone's Commentaries help you understand about the experiences of women in colonial North America?

Within patriarchal European society, married women did not have legal rights. A married woman could not inherit her husband's property, and she could not bring action against her husband without his approval. Colonies in North America adopted the patriarchal norms of European society.

(4) Box the parts of the source that help you think about the Central Question.

Remember the Ladies by Abigail Adams (Source 7)



Headnote: *Abigail Adams (1744-1818) wrote this letter to her husband John Adams in March 1776, just a few months before he signed the Declaration of Independence. Abigail Adams was a white, upper-class woman of European descent who did not receive formal schooling but was well educated. She wrote to her husband often, to offer support, political ideas, and advice. She believed that women should have more legal rights, including the right to divorce and own property.*

Abigail Adams to John Adams:

Braintree March 31 1776

…I long to hear that you have declared independence—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 (bullies) if they could. If particular care and attention is not paid to the Ladies we are determined to [start] a Rebellion, and will not hold ourselves bound by any Laws in which we have no voice, or Representation.

That your Sex are Naturally Tyrannical (Oppressive) is a Truth so thoroughly established [that no one can dispute it] … Men of Sense in all Ages hate those customs which treat us only as the lower rank of your Sex. Regard us then as Beings placed by fate under your protection and in imitation of the Supreme Being make use of that power only for our happiness.

Attribution: Adapted excerpt from a Letter from Abigail Adams to John Adams, written March 31, 1776. Available online: https://www.loc.gov/item/16003756/

WHAT WE KNOW ABOUT WHO: Abigail Adams, white, well-off woman of European descent, wife of John Adams (a leader during the Revolutionary War, then a Chief Justice and Delegate of Massachusetts, and would later become the 2nd President of the United States)

"I long to hear" and "I desire" tell us what the author wants. The 'commands' to "Remember" and "Do not" also tell us what she wants John Adams to do.

In the first two sentences here, Adams tells us what she experiences as a woman, and also tells us that "men of sense" hate the custom of oppressing women.

WHEN: 1776 (written), just a few months before the Declaration of Independence was signed

TYPE OF SOURCE: letter

FOR WHOM: John Adams, a Founder, her husband

WHY IT WAS WRITTEN: to express ideas she wanted her husband to consider

WHERE: Braintree, Massachusetts, just south of Boston

The "Laws" she refers to here are Blackstone's Commentaries about marriage (Source 6).

The last sentence here again tells us what Adams wants.

PART 2 QUESTION: What parts of the source tell you what the author or people in the text think, want, or experience?
Support students in discussing what this source tells us about what Adams wants and thinks. Students should add annotations about details and, if they wish, strong reactions they had when reading it.

Was there a common experience for women in colonial North America?

Reasoning about the Source… ✎

(1) What are you feeling and thinking after reading this source? What questions do you have?

(2) How reliable is this source for understanding the experiences of women in colonial North America?

Reliable –

These are Abigail Adams's words, written at the time. The letter is a reliable source on her experiences & beliefs and other women like her.

Unreliable –

Adams's experience may only represent the experience of a well-educated, upper-class white woman married to an important man in colonial North America.

(3) What does this letter by Adams help you understand about the experiences of women in colonial North America?

Even well-educated, European women like Abigail Adams relied on their friends and family for their education (rather than formal schooling) and they did not have much official power or freedom in the context of white European society's patriarchal culture. However, Adams had the time, education, and freedom to think, read, and write about popular political issues and could safely express her opinions to her husband.

(4) **Box** the parts of the source that help you think about the Central Question.

WHAT WE KNOW ABOUT WHO: Wheatley, author, Black woman, sold into slavery, taught to read and write, eventually gained her freedom

Phillis Wheatley Poem (Source 8)



Headnote: *Phillis Wheatley was a Black woman who was sold into slavery and transported from West Africa to Boston by European slave traders in 1760, when she was about 7 years old. Her experience was different than that of most enslaved people – she was taught to read and write by her enslavers, she published a book of poetry, and she was eventually emancipated. The excerpt below expresses her feelings about being captured and taken to America to be enslaved.*

WHY IT WAS WRITTEN: to express her feelings

(an interpretation to support reading)

I, young in life, by seeming cruel fate
Was snatch'd from *Afric's* fancy'd happy seat: → *I was taken from Africa, a happy place*
What pangs excruciating must molest,
What sorrows labour in my parent's breast? → *what terrible pain my parent must feel*
Steel'd was that soul and by no misery mov'd → *the man who seized me from my loving father did not care about the pain he caused*
That from a father seiz'd his babe belov'd:
Such, such my case. And can I then but pray → *I hope others never have to experience this tyranny*
Others may never feel tyrannic sway?

TYPE OF SOURCE: poem in a book

Attribution: Excerpt from the poem "To the Right Honorable William, Earl of Dartmouth" in Phillis Wheatley's book *Poems on Various Subjects, Religious and Moral*, published in 1773.

WHEN: 1773 (published)

PART 2 QUESTION: What parts of the source tell you what the author or people in the text think, want, or experience? Underlined segments are examples of what Phillis Wheatley and her family felt and experienced that students can annotate to consider this question. Students should annotate details and, if they wish, their reactions to the text.

Was there a common experience for women in colonial North America?

Reasoning about the Source… ✎

(1) What are you feeling and thinking after reading this source? What questions do you have?

(2) How reliable is this source for understanding the experiences of women in colonial North America?

Reliable –

The poem was written by a woman in colonial North America. Wheatley experienced this herself and is therefore in a position to write about it.

Unreliable –

Wheatley's experience was unusual compared to the experience of most enslaved people, so we might not be able to generalize about other people's experiences based on Wheatley's experience.

(3) What does this poem by Wheatley help you understand about the experiences of women in colonial North America?

It helps to understand the emotions and experiences of enslaved Africans as they were brought to the new world. Knowing that Wheatley's experience was remarkable helps to understand that most women, at least enslaved Black women, were not expected to do things like write poetry.

(4) Box the parts of the source that help you think about the Central Question.

Teaching with the Mentor Text

Follow the steps below for each element (claim, evidence, reasoning, and counterargument) of the Mentor Text.

1. Read aloud the lines with the argument element.



2. Pause and identify the argument element.



3. Prompt students to turn & talk before sharing.





Claim

- What makes this a claim? Or, what about this tells me it's a claim? (...it responds to the question/prompt, it takes a position)
- Based on the claim, what would you expect the evidence will show us?
- How is the claim introduced? What language features does it have?

Evidence

- Is this evidence related or relevant to the claim?.
- What about this evidence connects back to the claim?
- Is this good evidence? Why or why not?
- How is the evidence introduced? What language features does it have?

Reasoning

- How do we know there's reasoning?
- What do we see the writer sharing in the reasoning?
- Point out that the reasoning includes both an explanation of how the evidence supports the claim AND an evaluation of the reliability of the evidence.

Counterargument

Go through the same cycles for counterclaim, counterevidence, and critique of the counterargument using these prompts:

- How do we know there's _____?
- What do we see the writer doing in the _____?
- How is the counterargument introduced? What language features does it have?

READ. INQUIRE. WRITE.

Mentor Text

Background: One of the experts for the CNN Panel has shared her argument below. She is the expert on women in the 2000s.

Directions: The author included a claim, evidence, reasoning, counterclaim and critique of the counterargument in her report, but her work is mixed up. Cut out the sentences below and arrange her argument and counterargument by C-E-R.

- What is the best order for these parts of the argument?
- How do you know which part of the argument it is?
- What do you see the writer doing in that part of the argument?
- Does that part of the argument strengthen their overall argument? Why or why not?

One way to have this discussion is to print and cut up the slide with the Mentor Text into C-E-R pieces and have students sort them into the best order while discussing these questions.

✂_____

This tells me that American women share the experience of not receiving equal pay for equal work. We can trust this information from the AAUW report because their statistics come from large surveys conducted by the U.S. Census Bureau, the U.S. Department of Education, and U.S. Bureau of Labor Statistics. These are government agencies that collected a lot of data and completed a lot of research. (REASONING ABOUT THE EVIDENCE FOR THE CLAIM)

✂_____

But just because women voted differently, doesn't mean they don't face similar experiences and challenges. Women's voting just suggests that women have different ideas about how to address their challenges. Statistics from the AAUW clearly show that all American women have the common experience of gender discrimination, regardless of who they voted for. (CRITIQUE OF THE COUNTERARGUMENT)

✂_____

American women are not paid as much as men, even when they work the same jobs. For example, a report from the American Association of University of Women (AAUW) in 2017 explains that "women working full time in the United States typically were paid just 80 percent of what men were paid," and that this pay gap "affects women of all ages, races, and education levels." (EVIDENCE TO SUPPORT THE CLAIM)

✂_____

Women in America in 2017 do have common experiences, even if not all women realize it. All American women face discrimination because of their gender, in both the workplace and their personal lives. (CLAIM)

✂_____

Some people might disagree with my argument. They might argue that American women in 2017 do not have a common experience because different groups of women voted very differently in the recent 2016 presidential election. (COUNTERCLAIM)

✂_____

For example, the New York Times newspaper reported, "94% of black women and 68% of Hispanic or Latino female voters chose Hillary Clinton, but 53% of white female voters picked Mr. Trump." In addition, the Times stated that "51% of white women with college degrees voted for Mrs. Clinton, while 62% of white women without a college degree voted for Mr. Trump." (EVIDENCE TO SUPPORT THE COUNTERCLAIM)

Defining Claim-Evidence-Reasoning

Directions: In your own words and using the Mentor Text as an example, define the parts of an argument (*claim*, *evidence*, and *reasoning*) and counterargument (*counterclaim* and *counterevidence*), as well as *critique of the counterargument*.

Claim	A position in response to a compelling or central question or problem.
Evidence	Use of sources, examples, or details to support a claim and build the argument.
Reasoning	Explanation of how evidence supports the claim and whether and how the evidence is reliable, given the question or problem under consideration.
Counterclaim	Argument for a different interpretation in response to a compelling or central question or problem.
Counterevidence	Use of sources, examples, or details to support the counterclaim argument.
Critique of the counterargument	Argument using reasoning against someone else's interpretation (their claim, evidence, or reasoning).

Your Assignment



Background: Our country remains divided on gender issues. During the 2016 presidential election, some people refused to vote for Hillary Clinton because she was a woman. Some people refused to vote for Donald Trump because of his statements about women. Some people assumed all women would vote for Hillary Clinton; however, that did not happen. Women from different racial groups and social classes voted very differently in 2016.

Your Task: Anderson Cooper of CNN is holding a debate about whether or not American women have a common, or similar, experience after the 2016 election. They have asked experts on different time periods in American history to present speeches about women's common experiences. You are the expert on women's experiences during the colonial era (the time period leading up to the American Revolution) and were asked to give a speech on the show.

Prepare a written argument with a counterargument as a speech that you can give on Anderson Cooper's show about whether women had a common experience in colonial North America or not. In this type of argument, the writer takes a strong position in response to a question or problem, providing evidence and reasoning to back up the claim. Then, the writer introduces a different point of view, also known as a counterargument, and critiques it. In other words, the writer shows why the counterargument is weak.

Teaching with the Planning Graphic Organizer (PGO)

1. Tell students, "it's time to decide what your claim will be and how you will support it with a strong argument." Remind students of the assignment.
2. Review the claims the class developed on the WTE Anchor Chart. Remind students they can use one of those claims or develop their own.
3. Explain to students that for each element of the PGO they will go through steps A, B, and C at the right.
4. As students work, display students' PGOs as models of how to complete or revise each part. Use these models to prompt whole-class discussion.

for **Reasoning…**

Questions to ask:

- What does this evidence tell you about the Central Question?
- Why does this evidence matter?
- How does this evidence support the claim?
- What is reliable and unreliable about this evidence?
- Can anyone else help X connect their thought to this reasoning?

for **Evidence…**

Support students in going to the **sources to identify** evidence that may not be on the WTE Anchor Chart.

for **Claim…**

Have students share the claim they will argue for and why they think that's the strongest argument.

A Refer to the WTE Anchor Chart & Sources

B Turn & Talk

C Record their plan in the PGO

for **Reasoning…**

Have students share how the reasoning connects the evidence to the claim and accounts for reliability. Students may end up revising their claim and evidence as they focus on reasoning.

for **Evidence…**

Have students record the **name of the source** and write the **beginning and ending words** of the quotation they will use marking it with quotation marks. "Words… words."

for **Claim…**

For **Interpretation & Counter-argument**, have students record their response to the question.

For **Critique**, have students identify the argument they will critique (address the issue of claim and subclaim).

Planning Graphic Organizer

Guidelines: You are writing an argument with a counterargument. Your argument should have a *Claim, Evidence* to support the claim, and *Reasoning* about how the evidence supports the claim. It should also include a *Counterclaim* that might challenge your claim or your evidence, *Counterevidence* to support that claim, and a *Critique of the Counterargument*. Before you begin writing, think about the sources and decide which parts of the sources help explain if there was a common experience for women in colonial North America. Take brief notes to plan your writing below.

Claim Do you think there was a common experience for women in colonial North America? Why? Include one reason for your claim.

Was there a common experience for women in colonial North America?

Reason for your Claim What is one way that women in colonial America did (or did not) have a common experience?
Evidence What details, quotations, or information from the source(s) support your claim?
Reasoning Explain how the evidence supports your claim and why it is reliable.

(To strengthen your argument, repeat filling out the Claim, Evidence, and Reasoning with another reason women did/did not have a common experience in colonial North America)

Was there a common experience for women in colonial North America?

Counterclaim What's a ***different*** perspective or interpretation that challenges your claim? Imagine someone else is looking at this question, these sources, and your argument. What is a different response to the Central Question or an argument against your response to the Central Question?
Counterevidence What details, quotations, or information from the source(s) support the counterclaim?
Critique of the Counterargument What is a problem with the other person's claim, evidence, or reasoning? Or why is your claim or evidence stronger or show their argument is weaker?

Teaching with the Useful Language Tool (UL)

Moving from planning arguments (using the PGO) to drafting arguments can be challenging for students. They may know what they want to say but not be able to find the language to say it. The UL supports students by offering them choices, emphasizing that they should present their own perspectives in their arguments.

1. Tell students the UL offers choices to help them get started with each part of their argument. They can use these words or their own words.

2. Point out that the headings identify the disciplinary moves students need to make.

3. Ask students to discuss with a partner, "how do the prompts for each move differ from each other?"
- Students might notice ways the prompts differ or that prompts all mean the same thing
- Help students understand that the prompts are alternatives: they have similar meanings

4. As students begin writing, encourage them to use the UL to remind them about how to get started with each move.

Useful Language

Making a claim:
You should not use the text written by (X) because [name the problems].
The exhibit should not include the text from (X) because it [name the problems].
(X's) text should not be included in the exhibit because (say why not).

Introducing a problem:
One problem with (X's) text is …
Another problem is …

Providing evidence:
For example, in (X), the headnote says that "…"
(X) tells me that "…"
(X) reports that "…"

Reasoning:
This evidence shows that…/This means that …
This will help the viewers understand that …
This shows that …
This evidence might not be reliable because …

The choices offered in the UL reflect different degrees of sophistication in making the disciplinary moves. Below are two examples.

Starting with "You should not" is a direct approach that can be understood by even low proficiency English learners.

The more sophisticated "The exhibit should not include …" or "(X's) text should not be included …" offers options that more advanced writers can take up in their claims.

SAMPLE

Useful Language

Examples of Useful Language for CA-1. Colonial Women:

Making a claim:
Women in colonial North America did/did not have similar experiences because … [give one reason why you claim this].

Sharing a reason for your claim:
One way that women did/did not share a common experience was …
All women in colonial North America experienced …
____ women experienced ____, but other women did not.

Providing evidence:
For example, in (Source name), the headnote says that "…"
(Source name) reports that "…"
According to (Source name), "…"
Another example is that (Source name) says "…"

Reasoning:
This evidence helps us understand that …/This means that …
This makes me think that …
This shows that …
This source is reliable because …/We can trust this source because …

Introducing a counterclaim:
Others could say that …
Not everyone agrees. Some people might argue that …

Providing counterevidence:
For example, (Source name) shows that …
They would use (Source name) to point out that …

Critiquing the counterargument:
I think their evidence is not convincing because …
This is not a strong argument because …
I can see their point, but …
… evidence could be interpreted differently.
… the source is not reliable.
… the evidence doesn't show what they claim.

Teaching with the Reflection Tool (RT)

Getting ready to write

- Introduce the RT and go through the first column to help students set "goals" for their writing.
- Prompt students to start writing using their PGO as a guide and referring back to their notes, sources, and the Anchor Chart when helpful.

1. Students write (10 min)

- Students spend 10 minutes quietly writing.
- Circulate and note where students demonstrate understanding and where there is room for growth in writing claims and introducing evidence.
- Identify a student's text that represents a common pattern across students and ask if you can share their work.

2. Pause writing to guide or model reflection

- Project the student's work (hide the name). Read the essay.
- EITHER: Guide students to reflect with a partner on the Claim criteria. Ask Students to share their reflection. OR: Model completing the Claim criteria and Comments sections of the RT.
- Repeat with other elements if available.
- Ask students to use their RTs to do the same with their essays identifying 1-2 things to keep in mind as they continue.

3. Students write (15 min)

- Give students 15 minutes of quiet time to continue writing.

4. Pause writing for students to reflect

- Stop and ask students to share their writing with a partner.
- Partners discuss whether the elements meet the criteria and what could be improved.
- Students individually write Comments/Notes to set goals.

5. Students revise (5 min)

- Give students 5-10 minutes to revise based on goals they set. Keep in mind: Revising could mean simply re-writing 1-2 sentences rather than re-writing the entire essay.

The Reflection Tool

Reflection Tool:

Was there a common experience for women in colonial North America?

Goals		Criteria for a strong argument *Place a check for each statement below if it is done well (👍) or needs improvement (✍)*	Comments or notes to self *Circle or write notes to help with revision and star 1-2 of these as goals for revision*
Claim	The **claim** states whether women had a common experience in colonial North America or not. The **claim** identifies ideas that are the focus of the essay.	👍✍ ▢ ▢ The claim takes a position. ▢ ▢ The claim focuses on if there was a common experience for women in colonial North America. ▢ ▢ The sources in the investigation support the claim. ▢ ▢ The essay develops the claim.	
Evidence	The essay includes information from the headnotes, attributions, or sources as **evidence** to support the claim. The essay includes quotations as **evidence** to support the claim.	👍✍ ▢ ▢ The evidence relates to the claim. ▢ ▢ The evidence is specific. ▢ ▢ The evidence is accurate. ▢ ▢ The evidence comes from more than one source. ▢ ▢ The evidence includes information about the author, date, publisher, and/or audience of the sources used. ▢ ▢ Quotations have quotation marks around them.	
Reasoning	The **reasoning** explains how or why the evidence supports the claim. The **reasoning** explains the reliability of the source(s) as evidence to support the claim.	👍✍ ▢ ▢ The reasoning explains how each piece of evidence supports the claim. ▢ ▢ The reasoning explains why each piece of evidence is reliable for supporting the claim. ▢ ▢ The reasoning makes sense and shows the writer understands the issue and question.	

Was there a common experience for women in colonial North America?

Goals		Criteria for a strong argument *Place a check for each statement below if it is done well (👍) or needs improvement (✍)*	Comments or notes to self *Circle or write notes to help with revision and star 1-2 of these as goals for revision*
Counterargument	The essay includes a **counterargument** that states a different position or interpretation about whether women had a common experience in colonial North America. The essay includes a **critique of the counterargument** that identifies a problem(s) or explains why the main claim is stronger.	👍✍ ▢ ▢ The essay presents a possible counterclaim that challenges the main claim. ▢ ▢ The essay includes evidence that could support the counterclaim. ▢ ▢ The essay includes a critique of the counterclaim and/or counterevidence. ▢ ▢ The essay includes reasoning that explains why the main claim or evidence is more convincing.	

Daily Exit Ticket: Student Feedback Form

	Was class interesting and relevant today? Why or why not?	Were the class materials helpful to your learning? Why or why not?	Do you have any suggestions? Is there anything you'd like me to know?
Day 1			
Day 2			
Day 3			
Day 4			
Day 5			

Teacher Planning Tool

Investigation 1 Planning Tool: *Was there a common experience for women in colonial North America?*

Before starting Investigation 1, I want to have finished teaching:

Dates/Events I want to keep in mind as I plan Investigation 1:

-
-
-

I want Investigation 1 to take ____ days of instruction.

I want to start teaching Investigation 1 on: _____/_____/_____

Activities to support student learning:

1. Build background
2. Read and analyze sources (Bookmark)

- ☐ Source 1: Mary Jemison
- ☐ Source 2: Pierre de Charlevoix
- ☐ Source 3: Laws on Slave Descent, Virginia 1662
- ☐ Source 4: Newspaper Advertisements
- ☐ Source 5: Elizabeth Sprigs
- ☐ Source 6: William Blackstone
- ☐ Source 7: Abigail Adams
- ☐ Source 8: Phillis Wheatley Poem

3. Weigh the evidence - sorts/discussion
4. Analyze Mentor Text
5. Develop their arguments (Planning Graphic Organizer)
6. Draft their arguments (Useful Language)
7. Reflect on and revise arguments (Reflection Tool)

For each day of Investigation 1, fill in the bubble with the main activities for that day.

Day 1	Day 2	Day 3	Day 4	Day 5
Day 6	Day 7	Day 8	Day 9	Day 10

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