

Thematic Review –WOMEN... *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.”

NOTE: On the 2012 Framework, “women” were only mentioned three times. On the 2015 revised framework, “women” are mentioned 15 times; 28 if you include each reference to the objective. “Gender” is mentioned seven times. What does that indicate?

Thematic Learning Objective: *Explain how ideas about women’s rights and gender roles have affected society and politics.*

Women have been the central topic for two of the past DBQs. One in 1997 and one in 2009:

Discuss the changing ideals of American womanhood between the American Revolution (1770’s) and the outbreak of the Civil War. What factors fostered the emergence of “republican motherhood” and the “cult of domesticity”? Assess the extent to which these ideals influenced the lives of women during this period. In your answer be sure to consider issues of race and class.

To what extent did economic and political developments as well as assumptions about the nature of women affect the position of American women during the period 1890-1925 ?

Remember the Ladies... Brief Summary

Read, Review, and Highlight Cues and main ideas!

Consider your objective as you read, Explain how ideas about women's rights and gender roles have affected society and politics.

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, vote, hold leadership positions in the Church, own property, or even have a legal right to the custody of their children. There were a few rare examples of older women owning and operating a business, but overwhelmingly New England women had little liberty. 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. This was a matter of necessity due to the death rate; it was important to keep things moving. (and usually a son or a new husband would soon assume the power). 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 Revolutionary War efforts as disguised soldiers, nurses, contributors of money, supply organizers, and even spies. 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. The concept of Republican Motherhood is that as the child rearers, women had a special role to play in the success of the new country. They were needed to ensure that children were raised with awareness of and appreciation for republican values. This was essential to preserving liberty. Republican Motherhood was an essential part of the new political culture.

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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. During the early Market Revolution of the 19th century, some women worked in textile mills [such as the Lowell Girls] or as school teachers. Women as nurses increased following the Civil War [Dorothea Dix was in charge of the Union nurses, Clara Barton was a nurse who went on to found the Red Cross] . Nursing became a female dominated field, as did teaching. (although married women were not allowed to teach and single women teachers had to live with a boarding family or in a dormitory of women with constant supervision).

Stop and Write!

Briefly explain ONE way ideas about women's rights and gender roles impacted society from 1776 to 1865.

Briefly explain ONE way ideas about women's rights and gender roles impacted politics from 1776 to 1865.

Briefly explain how ONE of the following relates to your answer in (a) or (b): Republican Motherhood, Cult of Domesticity, Seneca Falls.

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.]

Following the Second Great Awakening in the early 19th century, many women assumed new leadership roles in Churches and in reform movements such as abolition, charity efforts for the poor, reforms for the mentally ill, and temperance. The first serious women's movement began in 1848 at Seneca Falls during a fervent era of reform – also 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. During the Antebellum Era, the women's movement and abolition movement were tightly connected. Following the war, civil rights and the women's movement became separate.

Remember the Ladies... Brief Summary

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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. Also in the late 19th century, with the beginning of the Progressive Era, women such as Jane Addams became community organizers and reformers. Addams created the Hull House in Chicago which provided services such as day care and language classes to poor immigrants. This began the Settlement House movement which spread through several cities. This era also saw more women attending college and becoming more involved. For example, Ida Tarbell exposed Standard Oil, helping to inspire the government to break up the trust. Ida B. Wells-Barnett organized suffrage and anti-lynching efforts.

With the invention of the telephone during the Gilded Age, women also found work as telephone operators. The invention of the typewriter opened opportunities as secretaries. And, beginning in World War I women could join the military (as nurses or secretarial, not for combat). With urbanization, job opportunities continued to increase. In the 1920's, urban women were more likely to challenge the traditional Victorian mores of U.S. culture; flappers cut their hair and hemlines, for example. During the Great Depression, women were urged to leave the workplace and allow the men to have the jobs. The First Lady, Eleanor Roosevelt, advocated for women and minorities which did help some of the New Deal programs to reach out to them... but this was very few. One example was the Writer's Project which employed photographers, writers, and artists to document the Dust Bowl and other events. Dorothea Lange became famous with her images of Dust Bowl families.

As the nation mobilized for World War II, job opportunities dramatically and quickly increased for women. "Rosie the Riveter" illustrated women working in traditional male jobs such as factory work with heavy equipment. Women served the military, such as the WASPS, nurses, and other jobs. On the Homefront, many women organized community efforts to collect metal and rubber to help the war effort as well as growing Victory Gardens and enjoying Meatless Mondays. After World War II, many women got married and returned to traditional roles. The Baby Boom ensued for about 15 years, and traditional housewives were glorified in advertisements and on television shows like *Leave it to Beaver* and *Father Knows Best*.

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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. In the 1990s, female Congresswomen were finally allowed to wear pants. In modern times we have had independent, millionaire women such as Oprah Winfrey. High ranking public leaders such as Sandra Day O'Connor, the first female Supreme Court Justice appointed by Ronald Reagan in the 1980s; and, the first female Secretary of State under Bill Clinton, Madeleine Albright. And we are now seeing a woman, Hillary Clinton, make a second run for the Presidency. We also saw, in the 1990s, the Family Medical Leave Act which gave men the right to take paternity leave to take care of a newborn or care for family... redefining gender roles by supporting fathers. Despite these changes, the United States still has its share of social and political debates regarding gender roles and family structures. Should women be required to register for the draft like men are? It's probably coming, however there are strong advocates for preserving gender roles such as Phyllis Schlafly who helped to defeat the ERA in the 1970s and is still outspoken advocate for traditional roles and protection for women who remain in those roles.

Final note...

Religious teachings have been used to justify gender inequality in similar fashion as used to justify slavery. For example, 1st Timothy 2:12 reads, "I do not permit a woman to teach or to exercise authority over a man; rather, she is to remain quiet." Colossians 3:18 reads, "Wives, submit to your husbands, as is fitting in the Lord." Because religious beliefs have such a strong impact on American culture and laws, challenging these norms is difficult. The birth control movement met heavy resistance from Churches, and many reasoned that God should decide when a child is conceived/born, not women (or men). Religious beliefs also impact current debates between pro-life and pro-choice groups.

Other rationales for defending traditional gender roles were based on physicality; the fact that men are naturally larger and stronger was "scientific" proof that men should have different roles including protector and provider for women. One sign of change over time is increasing numbers of leadership roles for women in religious institutions. In the U.S. today, women can lead congregations in the Episcopal Church, Reformed Jewish movements, Presbyterian Church, United Methodist Church, Disciples of Christ, Buddhist Temples, and several others. However, Jewish Orthodox Synagogues, Latter Day Saints (Mormons) Church, Islamic Mosques, Southern Baptist Churches, and Catholics do not.

Stop and Write!

Briefly explain how Progressive reformers during the late nineteenth and early twentieth centuries challenged ideas about gender roles and women's rights.

Briefly explain one way ideas about women's rights and gender roles affected society from 1890-1945.

Briefly explain one way ideas about women's rights and gender roles affected politics from 1890-1945.

Continuity/Change over Time, *Remember the Ladies!*

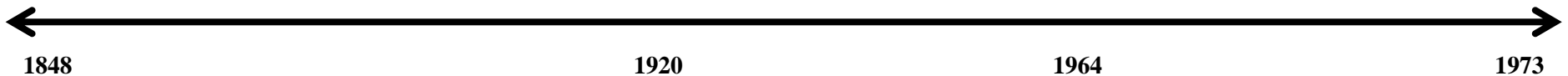
Objective: Analyze changes and continuities over time regarding women's rights from the beginning of the first major women's movement through modern feminism.

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 1848-1973?

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



Identify the four 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!

Which one fostered *more* change? (specific event)

Which one maintained continuity *the most*? (specific event)

Extension: On a separate sheet of paper, write a complete introduction responding to this prompt. Then analyze the documents on the next few pages, and write a complete essay.

Analyzing Documents and Defending an Argument...

Directions: Use your HIPP strategy and practice applying document analysis to the defense of a thesis.

DOCUMENT 1

Source: Benjamin Rush, *Thoughts Upon Female Education*, 1787.

The equal share that every citizen has in the liberty, and the possible share he may have in the government of our country, make it necessary that our ladies should be qualified to a certain degree by a peculiar and suitable education, to concur in instructing their sons in the principles of liberty and government.

DOCUMENT 2

Source: Margaret Fuller, *Woman in the Nineteenth Century*, 1845.

. . . We would have every arbitrary barrier thrown down. We would have every path laid open to Woman as freely as to Man.

What woman needs is not as a woman to act or rule, but as a nature to grow, as an intellect to discern, as a soul to live freely and unimpeded, to unfold such powers as were given her when we left our common home.

Too much is said of women being better educated, that they may become better companions and mothers for men. They should be fit for such companionship . . . Earth knows no fairer, holier relation than that of a mother . . . But a being of infinite scope must not be treated with an exclusive view to any one relation. Give the soul free course, let the organization, both of body and mind, be freely developed, and the being will be fit for any and every relation to which it may be called.

DOCUMENT 3

Source: "Family Devotion, Ask, and it shall be given you, seek and you shall find, Matthew VII.V., Currier and Ives, 1871

**DOCUMENT 4**

Source: Susan B. Anthony, "The Status of Women, Past, Present, and Future," *Arena*, May 1897.

"The close of this 19th century finds every trade, vocation, and profession open to women, and every opportunity at their command for preparing themselves to follow these occupations. A vast amount of the household drudgery that once monopolized the whole time and strength of the mother and daughters has been taken outside and turned over to machinery in vast establishments. She who can make for herself a place of distinction in any line of work receives commendation instead of condemnation. It is especially worthy of note that along with this general advancement of women has come a marked improvement in household methods. Woman's increased intelligence manifests itself in this department as conspicuously as in any other. Education, culture, mental discipline, business training develops far more capable mothers and housewives than were possible under the old regime."

DOCUMENT 5

Source: The Supreme Court decision in *Muller v. Oregon*, 1908.

That woman's physical structure and the performance of maternal functions place her at a disadvantage in the struggle for subsistence is obvious. This is especially true when the burdens of motherhood are upon her . . . and as healthy mothers are essential to vigorous offspring, the physical well-being of woman becomes an object of public interest and care in order to preserve the strength and vigor of the race. Still again history discloses the fact that woman has always been dependent upon man. Education was long denied her, and while now the doors of the school room are opened and her opportunities for acquiring knowledge are great, yet even with that and the consequent increase of capacity for business affairs it is still true that in the struggle for subsistence she is not an equal competitor with her brother. There is that in her disposition and habits of life which will operate against a full assertion of those rights. Differentiated by these matters from the other sex, she is properly placed in a class by herself, and legislation designed for her protection may be sustained, even when like legislation is not necessary for men and could not be sustained.

DOCUMENT 6

Source: Women workers in ship construction, Puget Sound, Washington, 1919.



National Archives

DOCUMENT 7

Source: *Birth-Control Review*, November 1923.



Sophia Smith Collection, Smith College

Some... Firsts...An Extension...

Directions: Explain *HOW* the following women represented “firsts” (such as the “first female Congresswoman”) and how they were impacted ideas about gender roles. 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. Many of these names are explicit for the state exam. Only **Jane Adams** is explicit for APUSH.

Anne Hutchinson

Francis Willard

Oprah Winfrey

Anne Bradstreet

Jane Addams

Sally Ride

Margaret Corbin

Jeannette Rankin**Sandra Day O’Connor**

Elizabeth Blackwell

Amelia Earhart

Geraldine Ferraro

Harriet Tubman**Eleanor Roosevelt**

Madeleine Albright

Dorothea Dix**Francis Perkins****Hillary Clinton**

Victoria Woodhull

Mary McLeod Bethune

Ruth Bader Ginsberg

Arabella Mansfield

Estee Lauder**Sonya Sotomayor**