

Women's Rights through the Centuries

Aleza Beauvais- Grade 8 ELA

Included here are Lessons #2 & #3 of a 6- lesson unit entitled, *Women's Rights through the Centuries: A Deep Reading of Primary and Secondary Sources*.

Lesson 2 Captivity Narratives from the 17th and 18th Centuries

Students will be able to:

~cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

~determine central ideas of the text and analyze their development

~analyze how and why individuals, events and ideas develop and interact over the course of the text

Focus Questions

How did your captive feel about his/her new life? Was captivity a life-changing event and if so, how did the journey of captivity influence the captive's views of his/her captors or his or her former life and family?

Materials

Excerpt from Mary Rowlandson's captivity narrative
Excerpt from Stephen Williams' captivity narrative
Excerpt from Susannah Willard Johnson's captivity narrative
Strips of paper with focus questions
Extra pencil
Lined paper

Class Activity

Create context by explaining that Eunice Williams, born in 1696, was the daughter of Eunice Mather Williams and Reverend John Williams. In February 1704 there was a surprise pre-dawn attack in Deerfield MA, in which the Native attackers captured Eunice, her brother, father and mother. More than 100 prisoners were taken on a long trek to Canada.

Eunice Mather Williams, Eunice's mother, did not survive. Eunice, her brother Stephen and their father survived. They were sent to separate places. Eunice was adopted into a Kahnawake Mohawk family that had lost their own child. The rest of her family ultimately returned to Massachusetts.

Eunice learned her new language, was given a new name and was quickly absorbed into her new community. At around age 16 she married Arosen, a Native Indian. They had two children together. All this while her father was trying to get her back. Eunice, now known as Marguerite, was not interested.

Her father, a minister in New England, visited her several times trying to bring her “home”. After her father’s death, when she was about 40, she did come to visit her brother. She came with her family several times. All of her adult life she thought of herself as Kahnawake Mohawk, rather than a New England Puritan.

Class Activity

Students will select one excerpt from three captivity narratives which will be available in hard copy. Class time will be allotted for silent reading. Students will read, pencils in hand to notate in the margins, looking for connections and information to answer the focus questions.

Mary Rowlandson February 10, 1675

<http://www.gutenberg.org/files/851/851.txt>

Stephen Williams 1704, Captivity from a boy’s perspective

<http://1704.deerfield.history.museum/popups/artifacts.do?shortName=whatbefellSW>

Susannah Willard Johnson- A Narrative of the Captivity of Mrs. Johnson August 1754

<http://archive.org/stream/narrativeofcapti00john#page/6/mode/2up>

Forward to pg. 21- 30, and pg. 67, or if time permits, read the entire narrative

Discussion

Create groups of four to five students who have read the same captivity narrative. Ask the groups to share with each other what they found in their readings as it relates to the focus questions.

Ask each group to select one representative to report to the class about the captive and take time to come to a consensus about what the representative will share. Each group then shares with the rest of the class. Invite dialogue through questions and answers.

Assignment

Write a reflective piece on the focus questions: What happened to this captive and how did it change his/her life view? How did your captive feel about his/her new life? Was his/her captivity journey in any way determined by his/her gender? Give relevant and specific details to support your answer. Start this assignment in class as time allows.

Online discussion Question

Who was your captive and what interested you most about him/her? Post a question; ask a classmate something about his/her captive and his/her journey of captivity. What a great opportunity to post your question!

Lesson 3 Women and Men in English, French and Native Cultures in N. America

Students will be able to:

~ identify patriarchal elements of French and English societies in North America

~ identify matriarchal elements of Native culture in North America

Focus Question:

In the French, English and Native societies of 17/18th century North America, how do the various cultural views of women's rights, power, authority and personhood vary?

Working Definition:

Write the words patriarchal and matriarchal on the board. Underline as shown and give students the meaning of the words for this lesson.

Class Activity

Create context: hand out to each student the following:

- *Captors and Captives: The 1704 French and Indian Raid on Deerfield*, by Evan Haefeli and Kevin Sweeney- last paragraph on pg. 241 through the 3rd sentence.
- *Captors and Captives: The 1704 French and Indian Raid on Deerfield*, by Evan Haefeli and Kevin Sweeney- last paragraph on pg. 241, starting with the 4th sentence through "[marital] community" in the 6th paragraph on pg. 242
- In Northeast Woodland Native communities, women built the wigwams, owned them, and everything in them. These communities were matrilineal and matrilocal.

Focus Questions

In the French, English and Native societies of 17/18th century North America, how do the various cultural views of women's rights, power, authority and personhood vary? Which community would you prefer to be a part of? Use relevant and specific evidence to support your answer.

Class Activity

Assign turn and talk partners. Ask students to turn and talk i.e., share their thinking, listen and ask questions with their partners about the focus questions. Allow three to five minutes for turn and talks with partners. After the turn and talks students will share back to the entire group something interesting that their partners shared.

Assignment

Write a reflection piece on the focus questions: In the French, English and Native societies of 17/18th century North America, how do the various cultural views of women's rights, power, authority and personhood vary? Which community would you prefer to be a part of? Use relevant and specific evidence to support your answer. Start this in class as time allows.