“Don’t Forget the Ladies, Dear!”
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Introduction: In this lesson, students will analyze primary source documents related to the women in the Federalist Era – 1800 to 1815. Students will work in teams to complete a Venn Diagram. The conclusion of the lesson requires students to form their own opinions and statements about the role of women during the Federalist Era.

Georgia Performance Standard(s):

SSUSH6 The student will analyze the nature of territorial and population growth and the impact of this growth in the early decades of the new nation.
   a. Explain the Northwest Ordinance’s importance in the westward migration of Americans, and on slavery, public education, and the addition of new states.
   b. Describe Jefferson’s diplomacy in obtaining the Louisiana Purchase from France and the territory’s exploration by Lewis and Clark.
   c. Explain major reasons for the War of 1812 and the war’s significance on the development of a national identity.
   d. Describe the construction of the Erie Canal, the rise of New York City, and the development of the nation’s infrastructure.
   e. Describe the reasons for and importance of the Monroe Doctrine.

Essential Questions:

1. How did the role of women evolve from 1800 – 1815?
2. How can those who appear powerless in a democracy, Federalist Era women, exercise power?

Objectives: Students will:
   • Analyze primary source documents relating to the role of women in the Federalist Era.

Time Required for Lesson: 1 to 3 days

Recommended Grade Level: 9-12

Resources:
Student Handouts: Student handout one, Venn Diagram, Sarah Porter Hillhouse Handout

Materials: Student handout Venn Diagram, Sarah Porter Hillhouse Handout, Internet Access, Printing Access, Paper, Pencils

Instructional Procedure:

Overview: WHY TEACH WITH DOCUMENTS?

Before utilizing a new strategy or resource in my teaching, I try to think about the reasons for my choice, and how my students will benefit. I have always taught using primary source documents but have significantly increased my use of them in the classroom, in homework assignments, and on examinations. I have tried to summarize what I think are the most critical points below.
A. **By reading and analyzing primary source documents, students are able to arrive at their own conclusions based on their understanding of the documents.**
   This empowers students as they find themselves in the roles of historians. Indeed, they will often find contradictions between the views expressed in a document and the material they have read in a textbook. This can inspire students to conduct further research into the area they are studying.

B. **Use of primary source documents can enhance student understanding of a historical time period.**
   Primary sources provide windows into the daily lives of individuals living in the past. An analysis of documents can reinforce the themes and content learned from the textbook or in class discussion. For example, a student can read that women were considered inferior to men in ancient Mesopotamia, but the concept will have more meaning for them after they have read excerpts from Hammurabi's Code concerning the position of women. The idea comes alive through the legal code of the time. A document could offer some surprises to students as well. Again, in assessing the position of women in Babylonian society, students may find examples in Hammurabi's Code, in which the treatment of women is more equitable than they might expect.


Students need to understand what primary source documents are and how to use them to gain information about selected topics. They will also need to know how to use this information to then make decisions and to formulate their own opinions on the topic. Instruct students in what primary source documents are and why they are relevant to studying historical topics such as the role of women. Instructors should begin this lesson with a basic overview of the role of women during the Colonial Era.

- Students need to know that women in the Colonial Era did not have many rights or opportunities.
- Students should begin to formulate their own opinion on the role of women during the Colonial and Federalist Eras through studying the lives of several women from this time frame.

This lesson could peak student interest into the Constitutional amendment process. Other possible interests that students might gain from this lesson are lobbying, writing to their representatives, debating, and activism. Be prepared to extend other lessons into these areas and along these lines if they permit.

**Activating Strategy**

1. Divide the class into teams of 3 to 4 students.
2. Distribute the Venn diagram (handout) to each team.
3. Allow 5 to 8 minutes for discussion and completion of the Venn diagram.
4. On the whiteboard, overhead, Smartboard have the teams complete a Venn diagram for the whole class.
5. Ask the following questions:
   a. How are the Women in the early 19th century related to the Women in the 21st Century?
   b. What can you say about the rights of Women during each century?
   c. Based on what you know, how would you explain the way of life of Women in the 19th century?
   d. Why do you think Women in the early 19th century were not allowed to participate in politics?
   e. How would women of the 19th century define democracy?
   f. How could you further your knowledge of Women in the early 19th century?
Teaching Strategy

Overview: Students will need to understand what primary source documents are and how to use them to gain information about selected topics. They will also need to know how to use this information to then make decisions and to formulate their own opinions on the topic. Instruct students in what primary source documents are and why they are relevant to studying historical topics such as U.S. Women in the early 1800s.

Students will read information and use an Analysis Tool to record as they read.
  o Prior to beginning the strategy read the Teachers Guide. – Appendix D
  o Students will read the Sarah Porter Hillhouse Handout then complete the Analysis Tool – Appendix D
  o Final activity for the strategy – Think-Pair-Share – Appendix E

Evaluation

Students may be evaluated by a traditional unit quiz or test using important terms from this lesson. Student letters may be graded for completion, interest, or by rubric as well. Lesson rubrics might ask students to explain their viewpoint and to give examples in the letters. Finally, students might be assigned presentations or debates that highlight areas of different opinion on the role of women’s rights.

Extension

• Students will read, in their textbook and other resources information covering the following time periods:
  o Election of 1800
  o War of 1812 – Antebellum War events and Events during the war

• Students will use the Primary Source Documents to evaluate the role of women in the Federal Period of US History.

• The class will be divided into teams to research and present the role of women during the Federalist Era. Possible women to research: Abigail Adams, Sacagawea, Dolly Madison, Judith Sergeant Murray, and Martha Ballard.
Appendix - A

Venn Diagram

Modern Women

Different

Same

Different

Women Of the Early
Sarah Porter Hillhouse was the first woman editor and printer in Georgia and is reputed to be the first woman editor and businesswoman in the nation.

Sarah was born in 1763 to Elisha and Sarah Jewett Porter of Massachusetts. Her family ties to New England were deep, tracing as far back as 1636.

In 1781 Sarah married David Hillhouse, a Yale graduate who had fought in the Revolutionary War. Five years later, Sarah and her husband boldly decided to uproot their family to take advantage of the headright system—a government plan through which rich Georgia land was granted to heads of households who agreed to settle on their claim. Leaving their two daughters behind with family in New England, Sarah and her husband set out for the Georgia frontier.

Settling in the town of Washington, David established himself as a contractor providing supplies to troops skirmishing with Indians. He also opened a general store and served as a local and state official.

The adjustment to frontier life wasn’t easy for Sarah, but through business and social ties she and her husband soon became vital members the small Washington community. Their stake in the community increased in 1801, when David purchased the local newspaper. Changing the paper’s name from the Washington Gazette to the Monitor, David assumed the role of publisher.

Two years later, he died.

With her husband’s death, Sarah made a remarkable decision: 40 years old, four months pregnant and 1,100 miles from her nearest relative, she resolved to maintain the paper and took over as publisher. As her son David recalled many years later, she “immediately took the management of the paper, and learned and practiced every mechanical service pertaining to the office.”

Sarah proved to be an adept editor. Under her direction the somewhat plain, four-page Monitor reflected a conscious effort to serve its subscribers. Its content showed an impressive diversity as well as a sense of humor, incorporating articles borrowed from other newspapers, dispatches from the North and Europe, legal notices,
advertisements, land-lottery results and local news as well as political and social commentary. As most other papers of the time, the Monitor included official state and federal laws. Sarah also managed to secure contracts to print annual compilations and indexes of the state law—an impressive achievement for a rural printer.

A shrewd and even aggressive businesswoman, Sarah established a side business selling blank paper, legal forms and books while managing the newspaper and maintaining a household. With her successes, she earned the respect of associates while profoundly affecting the Washington community—not only through the Monitor but through economic development. She is credited with building the first three frame houses in town.

Some time around 1811 or 1812, Sarah turned over operation of the newspaper to her son, David.

In retirement, Sarah took occasional trips to New England. But the frontier life had changed her and she found social life of the city tiresome. She chose to spend her remaining years in Washington and died there March 26, 1831.
BY FRED DENTON MOON

WAS THE first American business woman a Georgian?

As far as can be established, she was. In the survey conducted by the National Federation of Business and Professional Women's Clubs to identify pioneer women who operated their businesses independent of male supervision or assistance, Jane Aitkin, who printed books in Philadelphia in 1808, has been honored as America's first.

However, according to Miss Ruth Blair, state historian, Georgia can claim a business woman, also a printer, who anteceded the skirted bookmaker of Philadelphia by four or five years. This is Mrs. Sarah Porter Hillhouse, of Wilkes County, who, at the death of her husband, David Hillhouse, in 1808, succeeded to the editorship of the Washington Monitor and for several years guided the destiny of that historic paper.

When it is remembered that the editor of a country weekly in the early part of the nineteenth century was also the person who gathered the news, set it up in type by hand, pulled the pages from a heavy manual press, and, more often than not, delivered the finished product to subscribers, it would seem that any woman of that period of lace cap bushes and pantaloons would have grown disheartened even before beginning the job.

But Mrs. Hillhouse was a capable and popular editor, and in its day her paper was a model weekly. She became so adept at setting up the old-fashioned type that she was soon contracting to print the records of the legislature, which then assembled at Lenoir, where no print shop was located. And in addition to all this labor, the fragile, serene-faced little widow also found time to manage her late husband's large plantation and general merchandise store, and to rear two children.

"While I am not prepared to say that Sarah Porter Hillhouse was America's first business woman, nor even that she was the first woman editor in America, we have documentary proof that she was publishing her weekly and bidding for the state printing at least four years before Jane Aitkin established her book printery at Philadelphia," stated Miss Blair. "It follows, therefore, unless some other state can furnish proof of an earlier business woman, that the honor which has gone to Jane Aitkin must be transferred to Mrs. Hillhouse."

As proof to substantiate Georgia's claim for Sarah Porter Hillhouse's pioneer business activities, Miss Blair has plenty of it on file at the State Department of Archives and History, at the Rhodes Memorial Hall.

Here, in addition to a portrait of Mrs. Hillhouse, there are complete records of the genealogy of the Hillhouse and Porter families, copies of a series of letters written by the woman editor to her children, a reproduction of her will, and a well-preserved copy of her newspaper, the Washington Monitor, dated Saturday, August 30, 1806. And in the original book of minutes of the 1805 extra session of the state senate, under the date of January 4, is found what augst body's resolution that she be awarded a contract to print 1,000 copies of the final of the last regular session, which had convened the previous November.

"Indisputable evidence that Mrs. Hillhouse was the first business woman and capable printer is found in the fact that the senate entrusted her with the printing of a large quantity of its most important documents," pointed out Miss Blair, as she turned through the ancient legislative minutes to a sheet dated Thursday, January 4, 1806. There, in faded ink, written in the flourishing style which characterized the day of the goose-quill pen, appears the following:

"Resolved . . . That the proposal of Mrs. Sarah Hillhouse be so far accepted that a contract be entered into with her for the printing of 1,000 copies of the Journal of the Senate for November 1804, on the terms mentioned in said proposal . . ."

Unfortunately, no copy of the Senate Journal for 1804 is known to exist, but if the copy of the Washington Monitor which is displayed at Rhodes Hall is a fair sample, Mrs. Hillhouse's handwork it is probable that the legislators must have

Miniature likeness of Mrs. Sarah Porter Hillhouse, the first American business woman.

http://www.georgiawomen.org/honorees_34.aspx
Using Primary Sources

Primary sources are the raw materials of history — original documents and objects which were created at the time under study. They are different from secondary sources, accounts or interpretations of events created by someone without firsthand experience.

Examining primary sources gives students a powerful sense of history and the complexity of the past. Helping students analyze primary sources can also guide them toward higher-order thinking and better critical thinking and analysis skills.

Before you begin:

- Choose at least two or three primary sources that support the learning objectives and are accessible to students.
- Consider how students can compare these items to other primary and secondary sources.
- Identify an analysis tool or guiding questions that students will use to analyze the primary sources

1. Engage students with primary sources.

Draw on students’ prior knowledge of the topic.

Ask students to closely observe each primary source.

- Who created this primary source?
- When was it created?
- Where does your eye go first?

Help students see key details.

- What do you see that you didn’t expect?
- What powerful words and ideas are expressed?

Encourage students to think about their personal response to the source.

- What feelings and thoughts does the primary source trigger in you?
- What questions does it raise?

2. Promote student inquiry.

Encourage students to speculate about each source, its creator, and its context.

- What was happening during this time period?
- What was the creator’s purpose in making this primary source?
- What does the creator do to get his or her point across?
- What was this primary source’s audience?
- What biases or stereotypes do you see?
Ask if this source agrees with other primary sources, or with what the students already know.

- Ask students to test their assumptions about the past.
- Ask students to find other primary or secondary sources that offer support or contradiction.

3. Assess how students apply critical thinking and analysis skills to primary sources.

Have students summarize what they’ve learned.

- Ask for reasons and specific evidence to support their conclusions.
- Help students identify questions for further investigation, and develop strategies for how they might answer them.

Analysis tools and thematic primary source sets from the Library offer entry points to many topics.

Source: [http://www.loc.gov/teachers/usingprimarysources/](http://www.loc.gov/teachers/usingprimarysources/)

Analysis Tool for Student
[http://www.loc.gov/teachers/usingprimarysources/resources/Primary_Source_Analysis_Tool.pdf](http://www.loc.gov/teachers/usingprimarysources/resources/Primary_Source_Analysis_Tool.pdf)

Teacher's Guides
[http://www.loc.gov/teachers/usingprimarysources/resources/Analyzing_Primary_Sources.pdf](http://www.loc.gov/teachers/usingprimarysources/resources/Analyzing_Primary_Sources.pdf)
Appendix E

Think-Pair-Share

Think-Pair-Share

Purpose: To engage students in about their prior knowledge of a topic.

Description: During this activity, students will have individual time to think about a question related to the topic of study. They will then pair up with a partner to share their thoughts. Finally, the pairs will select one major idea to share with the entire class.

Procedure:
1. Generate a higher-level question related to the topic you are about to study.
2. Group students into pairs.
3. Pass out a Think-Pair-Share worksheet to each student.
4. Give students 5 minutes to write down their individual thoughts in the "Think" section of the worksheet.
5. Then, in pairs, have groups share their individual thoughts. Pairs should summarize their common thoughts in the "Pair" section of their worksheet.
6. Finally, pairs choose one major idea to share with the entire class. This should be written in the "Share" section of their worksheet.

Sample Think-Pair-Share Questions:
- How did the role of women evolve from 1800 – 1815?
- How can those who appear powerless in a democracy, Federalist Era women, exercise power?
