

Extended Common Core Social Studies Lesson Plan Template

Lesson Title: How Did the Rules of Victorian Society Shape the Social culture of Antebellum America?

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Appropriate for Grade Level(s): 7th or 8th

US History Standard(s)/Applicable CCSS(s): H3.5 Describe the social reform and religious movements of antebellum America
H3.7 Describe the women's suffrage movement. (events that started in antebellum America – i.e. Seneca Falls convention and declaration – 1848) CCSS- Key Ideas and Details 1 – Cite specific textual evidence to support analysis of primary and secondary sources. Research to Build and present Knowledge – Draw evidence from informational texts to support analysis, reflection, and research

Engagement Strategy: Jigsaw Seminar

Note: I had to modify this from the directions given by Angela and the sample one we did in TAHP to make it work for my students. Over 20% of my students are special education students with fairly severe processing disorders. I have also noticed that even my general education students struggle and benefit from extra time to process alone before they are expected to discuss and share the information they have learned. Therefore I had to give them the discussion questions before the discussion in order for the actual Jigsaw Seminar/discussion part to work. Here were the steps I recommend after my trial and error with this format.

1. Teach background information and common documents first to the whole group
2. Divide children into their expert groups and assign them their article, documents etc (whatever their sources are for your lesson. And give them plenty of time to work through it with their group.
3. Give them the Discussion questions in advance and allow them to answer them either in class or as homework. (this is the key, in my opinion, to make them successful in the actual discussion. My students, even my high ones, had trouble when I gave the discussion questions to them on the day of the discussion. They simply could not answer and teach their material effectively. I think High school and college students do this, but middle school students need time to process first.
4. Put them into their mixed Jigsaw discussion group and have them discuss. This group has 2 from each expert group. In this lesson it was 2 from men, women and children
- 5.

Student Readings (list):

1. Background of the Victorian Era
2. Seneca Falls Declaration (1848)
3. Men in Antebellum America packet (A – Social rules for Gentlemen from *Chesterfield's Complete Rules of Etiquette, 1860*, B- Female Qualifications for Marriage from *A Young Man's Guide, 1839*, What is a Gentleman? From *The Idea of University, 1852*)
4. Women in Antebellum America packet (A- Basic Social Rules for Women from *Chesterfield's Complete Rules for Etiquette, 1860*, B – Advice on choosing the right husband from *A Father to His Daughter, 1833*, C – Definition of a Lady from *The Idea of University, 1852*.)
5. Children in Antebellum America packet(A – Rules for Children from *The Cottage in the Making Website's* compilation, B-Victorian Childhood from *Victorian Scrapbook on victoriaspast.com*, C – *Student Rules, 1860*.

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6. HOOK VIDEOS – You tube Horrible Histories – Vile Victorians – there are over 30 videos to choose From. They are very short and very funny. They make fun of all the strange rules in sort of a British Version of Saturday Night Live comedy skits.
- I used:
- Victorian Empire Report – funny and awesome song at the end (4 min.)
 - Victorian Rudeness –
 - Victorian Fashion
 - Victorian Child
 - Victorian Work Song
 - Victorian Slang
 - Victorian School Punishment

Total Time Needed: 3-4 50 minute class periods to go over the documents, view the videos and write the whole group summary. 1 class period to prepare talking points for the small group discussion. 1 class period for the Jigsaw Seminar and reflection/evaluation. 1 – 2 class periods to write the essay unless it is assigned as homework.

Lesson Outline:

Time Frame (e.g. 15 minutes)	What is the teacher doing?	What are students doing?
20 min	Pass out Background of the Victorian Era – waiting and circulating the room	Reading once silently, 2 nd time with annotations
10 min	Reading the Background aloud and teaching extra material to clarify and help students make sense of the reading.	Listening, asking questions, making notes and/or adding to annotations.
20 minutes	Hook - Showing the Vile Victorian Video Segments from Horrible Histories on You Tube / explaining what real rules the videos are making fun of.	Watching, asking questions, making a list of possible rules the Victorians had to follow.
30 minutes	Pass out Seneca Falls Declaration – Read it aloud after students have read it silently. Ask them what it reminds them of? Go to Declaration of Independence and read parts that are similar.	Read silently with annotations. Go over with teacher reading, ask questions, work on document based questions.
5 minutes	Put students into expert research groups, men , women, children and pass out their document packets. Hand out Small Group Directions page.	Moving into their small group positions
2 class periods	Circulating through the class monitoring, helping, teaching, clarifying.	Working in small groups to read, annotate, analyze, and answer document based questions on their 3 documents
Last 15 minutes of the 2 nd class period from above.	Circulating and offering assistance when needed	Writing their summary paragraphs on chart paper and then putting them up around the room. You can have them share if there is time.
1 class period	Pass out discussion rules/expectations and discussion questions. Put students into their larger mixed Jigsaw Seminar groups (Discussion Groups)	Going over Discussion Rules/Expectations. Choosing a discussion leader. Answering the discussion questions as they pertain to their expert packet, men, women, or children and

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		writing down the document(s) used for each answer so they are ready to teach the information and refer the other students in the discussion group to the documentary evidence they are talking/teaching from
30-40 minutes	Monitoring all discussion groups and dropping in on each one for 5 – 8 minutes.	Holding the discussion. Participating and Listening.
20 minutes	Monitoring and circulating.	Writing down the answers to the discussion questions. Filling out self-reflection and rubric. Using comments section to grade the students in their discussion group.

Description of Lesson Assessment: Students will write a multiple paragraph essay. (See writing prompt directions. Teacher will also use teacher notes, student’s self-scored rubric, and grade given to peers in discussion group to assess and grade the parts of this lesson.

How will students reflect on the process and their learning? Students will fill out Self-reflection questions. Score themselves on the rubric and grade their peers for discussion participation.

How Did the Rules of Victorian Society Shape the Social Culture of Antebellum America?



A Jigsaw Seminar

Teaching American History Project

by

Diane Domiteaux

2013

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Background of The Victorian Era

The Victorian Era in America corresponds with the reign of Queen Victoria in England from 1837-1901. The era is characterized by its beauty, which is visible in the clothing, homes, art, literature and behavior of this time period.

During the Victorian Era in the United States the middle class expanded and its control of political, social and cultural issues increased. The Victorian Era in America was also a time of unrest as clashing viewpoints over slavery led to the Civil War. The war raged on from 1861-1865 and ended with the surrender of the Confederacy and the adoption of the Thirteenth Amendment abolishing slavery.

The Women's Rights Movement, which was born during the Antebellum reform, continued on after the Civil War. Women like the Grimke sisters, Lucretia Mott, Elizabeth Cady Stanton, Sojourner Truth, and Susan B. Anthony campaigned for change in the social, moral, legal, educational, political and economic status of women. Their main focus became the women's right to vote.

Throughout the Victorian Era in America there were numerous improvements in Science and Technology. The railroad, the discovery of Gold in California, the telegraph, telephone and eventually the car all contributed to the changing times.

Perhaps the most well known part of the Victorian Era is the strict expectations for behavior society imposed on men, women and even children. The Victorian Era is known for the plethora of rules, manners, etiquette and codes of conduct that must be adhered to in order for a person to be accepted in proper society. While these rules may seem strange to us today, they were a vital part of life in Antebellum America.

Seneca Falls Declaration, 1848

When, in the course of human events, it becomes necessary for one portion of the family of man to assume among the people of the earth a position different from that which they have hitherto occupied, but one to which the laws of nature and of nature's God entitle them, a decent respect to the opinions of mankind requires that they should declare the causes that impel them to such a course.

We hold these truths to be self-evident: that all men and women are created equal; that they are endowed by their Creator with certain inalienable rights; that among these are life, liberty, and the pursuit of happiness; that to secure these rights governments are instituted, deriving their just powers from the consent of the governed. Whenever any form of government becomes destructive of these ends, it is the right of those who suffer from it to refuse allegiance to it, and to insist upon the institution of a new government, laying its foundation on such principles, and organizing its powers in such form, as to them shall seem most likely to effect their safety and happiness. Prudence, indeed, will dictate that governments long established should not be changed for light and transient causes; and accordingly all experience hath shown that mankind are more disposed to suffer, while evils are sufferable, than to right themselves by abolishing the forms to which they were accustomed. But when a long train of abuses and usurpations, pursuing invariably the same object, evinces a design to reduce them under absolute despotism, it is their duty to throw off such government, and to provide new guards for their future security. Such has been the patient sufferance of the women under this government, and such is now the necessity which constrains them to demand the equal station to which they are entitled.

The history of mankind is a history of repeated injuries and usurpations on the part of man toward woman, having in direct object the establishment of an absolute tyranny over her. To prove this, let facts be submitted to a candid world.

He has never permitted her to exercise her inalienable right to the elective franchise.

He has compelled her to submit to laws, in the formation of which she had no voice.

He has withheld from her rights which are given to the most ignorant and degraded men--both natives and foreigners.

Having deprived her of this first right of a citizen, the elective franchise, thereby leaving her without representation in the halls of legislation, he has oppressed her on all sides.

He has made her, if married, in the eye of the law, civilly dead.

He has taken from her all right in property, even to the wages she earns.

He has made her, morally, an irresponsible being, as she can commit many crimes with impunity, provided they be done in the presence of her husband. In the covenant of marriage, she is compelled to promise obedience to her husband, he becoming to all intents and purposes, her master--the law giving him power to deprive her of her liberty, and to administer chastisement.

He has so framed the laws of divorce, as to what shall be the proper causes, and in case of separation, to whom the guardianship of the children shall be given, as to be wholly regardless of the happiness of women--the law, in all cases, going upon a false supposition of the supremacy of man, and giving all power into his hands.

After depriving her of all rights as a married woman, if single, and the owner of property, he has taxed her to support a government which recognizes her only when her property can be made profitable to it.

He has monopolized nearly all the profitable employments, and from those she is permitted to follow, she receives but a scanty remuneration. He closes against her all the avenues to wealth and distinction which he considers most honorable to himself. As a teacher of theology, medicine, or law, she is not known.

He has denied her the facilities for obtaining a thorough education, all colleges being closed against her.

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He allows her in Church, as well as State, but a subordinate position, claiming Apostolic authority for her exclusion from the ministry, and, with some exceptions, from any public participation in the affairs of the Church.

He has created a false public sentiment by giving to the world a different code of morals for men and women, by which moral delinquencies which exclude women from society, are not only tolerated, but deemed of little account in man.

He has usurped the prerogative of Jehovah himself, claiming it as his right to assign for her a sphere of action, when that belongs to her conscience and to her God.

He has endeavored, in every way that he could, to destroy her confidence in her own powers, to lessen her self-respect, and to make her willing to lead a dependent and abject life.

Now, in view of this entire disfranchisement of one-half the people of this country, their social and religious degradation--in view of the unjust laws above mentioned, and because women do feel themselves aggrieved, oppressed, and fraudulently deprived of their most sacred rights, we insist that they have immediate admission to all the rights and privileges which belong to them as citizens of the United States.

In entering upon the great work before us, we anticipate no small amount of misconception, misrepresentation, and ridicule; but we shall use every instrumentality within our power to effect our object. We shall employ agents, circulate tracts, petition the State and National legislatures, and endeavor to enlist the pulpit and the press in our behalf. We hope this Convention will be followed by a series of Conventions embracing every part of the country.

Source: E.C. Stanton, S.B. Anthony and M.J. Gage, eds., *History of Woman Suffrage*, vol. 1 (1887), 70.

1. Who does the 'HE' refer to in lines 20 and beyond?
2. What famous document that we have already studied does this remind you of?
3. Explain line 22 in your own words.
4. In the event of a divorce in 1848 who gets guardianship of the children? Which line numbers did you find this information in?
5. Did women in 1848 have the right to own property? What line does it give the answer to this question?
6. Which 3 complaints do you think are the most important. In other words, which ones need fixing first?

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Small Group Steps

Men, Women and Children in Antebellum America

1. Read document A silently
2. Read Document A silently a second time using annotations.
3. Read through Document A out loud with your small group. (You may either take turns reading or have one person read aloud)
4. Answer the document based questions. You may work together and share answers. Just be sure each person fills in their own packet.
5. Repeat steps 1-4 for documents B and C
6. Go through all documents and add line numbers where needed.
7. Work together as a group to write a summary of the information you learned from your packet of documents. (You may also include information from the background on the Victorian Era, The Seneca Falls Declaration, and the videos we watched in class.)
8. Write the summary on chart paper and be sure to include your title (men, Women or Children in Antebellum America) along with the names of all students in your group and your class period.



Men

By Diane Domiteaux

April 2013

Document A

Basic Social Rules for Gentleman

1. Always stand up when a lady enters a room
2. Always stand up when a lady stands
3. Offer a lady your seat if no other is available
4. Assist a lady with her chair when she sits down or stands, especially when at a table.
5. Retrieve dropped items for a lady
6. Open doors for a lady
7. Help a lady with her cloak, coat or shawl
8. Offer to bring a lady refreshments if they are available
9. Offer your arm to escort a lady (with whom you are acquainted) into or out of a building or a room at all social events, and whenever walking on uneven ground
10. Remove your hat when entering a building
11. Lift your hat to a lady when she greets you in public
12. Never refer to another person by their first name in public.
13. Never curse or discuss impolite subjects when ladies are present
14. Never leave a lady you know unattended, except with permission
15. Never use tobacco in any form when ladies are present
16. Never greet a lady in public unless she acknowledges you first
17. Remember it is an honor for a lady to dance with you, request it as such
18. Always lead the lady on and off the dance floor
19. Bow before starting the dance
20. Always thank the lady for the honor of dancing with her

Chesterfield's complete Rules of Etiquette, Dick and Fitzgerald, New York, 1860.

"On introduction in a room, a married lady will generally offer her hand, and a young lady not. In a ballroom, where the introduction is to dancing, not friendship, you never shake hands – only a bow. It may perhaps be laid down, that the more public the place of introduction, the less hand-shaking takes place."

Civil War Etiquette: Martine's Handbook and Vulgarisms in Conversation, R.L. Shep, Mendocino, CA, 1988 (Excerpted from the original Handbook published in 1866 and *Vulgarisms* in 1864)

1. Based on these rules, summarize what is expected of a gentleman in the Antebellum Era?
2. Which rules seem strange to you? Why?
3. Which rules make it clear that a gentleman's job was to look after and make life easier for ladies?

Document B

Female Qualifications for Marriage

1. Moral Excellence

The highest as well as noblest trait in female character, is love to God...Indeed there are few men to be found...who do not prefer pious companions of the other sex...

2. Common Sense

Next on the list...I place COMMON SENSE...the faculty by means of which we see things as they really are. It implies judgment and discrimination, and a proper sense in regard for the common concerns of life...To the housewife—but above all to the mother—it is indispensable.

3. Desire for Improvement

Whatever other recommendations a lady may possess, she should have a Thirst for improvement. No sensible person can be truly happy without it.

4. Fondness for Children

Few traits of female character are more important than this...no home can be Happy where there is no maternal love.

5. Love of Domestic Concerns

...A knowledge of how things ought to be done and how to do them...Lovers May be able to live on an aerial diet, but husbands stand in need of...a Constantly clean table, well cooked victuals, a house in order, and a cheerful Fire to preserve a husband's heart.

5. Industry

6. Early rising

7. Personal Neatness

8. A Good Temper

9. Accomplishments

The Young Man's Guide, William A. Alcott, Boston: Perkins and Marvin, 1839.

1. What was the author trying to help a young man do?
2. What does the author say a husband needs that a lover may not in love of domestic concerns? What does aerial diet mean?
3. Which character traits would be most important to you in a wife?

Document C

What is a gentleman?

It is almost a definition of a gentleman to say he is one who never inflicts pain. This description is both refined and, as far as it goes, accurate. He is manly occupied in merely removing the obstacles which hinder the free and unembarrassed action of those about him; and he concurs with their movements rather than take the initiative himself.

His benefits may be considered as parallel to what are called comforts of conveniences in arrangements of a personal nature like an easy chair or a good fire...The true gentleman in like manner carefully avoids whatever may cause ajar or a jolt in the minds of those with whom he is cast...his great concern is to make every one at their ease and at home. He has his eye on all his company; he is tender towards the bashful, gentle towards the distant, and merciful towards the absurd. He can recollect to whom he is speaking, he guards against topics which may irritate...He never speaks of himself except when compelled, never defends himself by a mere retort, he has no ears for slander or gossip...He is never mean...never takes unfair advantage..never mistakes...sharp sayings for arguments...He has too much good sense to be affronted at insults...he is patient...he submits to pain, because it is inevitable, to bereavement because it is irreparable and to death because it is his destiny...

The Idea of a University, 1852

1. What in this reading makes you think it is nearly impossible to be a true gentleman? Why?
2. Which codes of conduct in the above passage would you have a hard time doing?
3. Summarize what was expected of a gentleman in the Antebellum Era.



Women

By Diane Domiteaux

April 2013

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Document A

Basic Social Rules for Women

1. Always graciously accept gentlemanly offers of assistance
2. Always wear gloves on the street, at church and other formal occasions, except when eating or drinking.
3. Never refer to another adult by his or her first name in public
4. Never grab your hoops or lift your skirts higher than is absolutely necessary to go up stairs.
5. Never lift your skirts up onto the seat of your chair when sitting down.
6. Never sit with your legs crossed (except at the ankles)
7. Never speak in a loud, coarse voice.
8. Never refuse one gentleman and accept another for the same dance, unless it was previously promised.
9. Curtsy before starting to dance
10. Never dance with the same partner more than twice in one evening.
11. Remove your gloves when you are seated at the table.
12. Never Serve yourself from the buffet line, inform your dining partner of your wishes and he will bring your plate
13. Never use your knife to carry food to your mouth.
14. Always walk quietly through the street and do nothing to draw attention to yourself.
15. A lady should recognize the gentleman first on the street with the first smile or bow and say , "Hello, Mr." (Never use the gentleman's Christian name.)
16. Remember a true lady, whether on the street or in the parlor is to be modest, discreet, kind and obliging.

Chesterfield's Complete Rules of Etiquette, Dick and Fitzgerald, New York, 1860.

" The true aim of politeness, is to make those with whom you associate as well satisfied with themselves as possible...It does whatever it can to accommodate their feelings and wishes in social intercourse."

Civil War Etiquette: Martine's Handbook and Vulgarisms in Conversation, R.L Shep, Mendocino, CA, 1988 (Excerpted from the original Handbook published in 1866 and *Vulgarisms in 1864*)

1. Based on these rules, what is the overall goal of a proper woman's behavior out in public?
2. Which rules seem strange to you? Why?
3. Which rules make it clear that women are to be quiet and passive?

Document B

The event of marriage marks an important era in the life of a young female. It introduces her to some new and most interesting relations...It usually lays the foundation for increased happiness, or for bitter, and enduring, and unavailing regrets. I begin my advice to you on this subject, by suggesting a caution against forming this connection [marriage] prematurely..and advise you if you value your prospects of happiness for life...leave all matrimonial arrangements...[until after] the completion of your education...

- I regard fortune as it stands related to the marriage of a young lady, in nearly the same light as family. Great riches are desirable only as a means of doing good...
- Do not marry a fop*. There is in such a character nothing of true dignity; nothing that commands respect, or ensures even a decent standing in the community. There is a mark on him, an affected elegance of manner, a studied particularity of dress and usually a singular inanity of mind...to unite your destiny with such a man, I hardly need say, would be to impress the seal of disgrace upon your character, and the seal of wretchedness upon your doom.
- Do not marry a spendthrift. No, not if he has ever so extensive a fortune; for no degree of wealth can secure such a man from the degradation of poverty.
- Do not marry a miser. Such a man may be rich, very rich, but you could expect from his riches little else than misery...
- Do not marry a man whose age is greatly disproportioned to your own...
- Do not marry a man who is not industrious in some honorable vocation. It is bad for any individual to be without some set employment...
- Do not marry a man of irritable, violent, or overbearing temper...
- Do not marry a man who is deficient in understanding, or in mental acquisitions. I do not mean that you should look for intellect of the highest order, or that you should consider yourself entitled to it; but I mean that a woman of decent intelligence can never be happy with a fool.
- Do not marry a man of questionable morality.

If a gentlemen addresses you on the subject of marriage...it is proper that you make his proposal a subject of immediate and serious consideration...it is unnecessary to ask the advice of any besides your parents...as they are most deeply interested in your happiness...the two great questions which you have to decide in order to from your ultimate conclusion, are, whether, on the whole, you are satisfied with his character, and whether you are susceptible of that degree of affection for him which will justify this connection...

A Father to His Daughter, anonymous author, Boston: Lilly, Wait, Colman and Holden, 1833.

1. What was the father asking his daughter to do in the first paragraph? Does this sound like something that parents still say today?
2. Read the last paragraph . Why does the father say the daughter needs to only ask the advice of her parents?
3. Write the "Two great questions" in modern day language.
4. Which bad character traits would you want to avoid in a husband or wife?

Fop – a foolish or silly person, a man who is devoted to or is vain about his appearance or clothes

Document C

Definition of a Lady

A lady is sweet, even-tempered and kind, never shying away from her Christian duty to any in need. A lady is always properly and nicely dressed, be she tending the sick, having tea or attending the ballet. A lady never raises her voice, for a show of temper is unsightly in a woman. A lady is meek and humble, never seeking to raise herself with words, but always to extol others' virtues and accomplishments. A lady never knows more than a gentleman on any given subject, and if she does, she is obliged to hold her tongue. A lady never fails to be polite to anyone, be he or she queen or a beggar, a widow or a child. A lady offers everything of herself and her home to any who asks it of her. A lady never seeks the company of a gentleman, and is never alone with a gentleman who is not her relation, husband or fiancé. A lady seeks to give pleasure to those around her, through her words and deeds. A lady never runs, never exerts herself. A lady is generous yet economical. A lady knows when to speak, to add to the conversation with her gentle views, and she knows when to be silent, for men always know the world far better than a woman. A lady is a teacher and a student, imparting lessons of virtue to her children, yet learning obedience and honesty from God. She is always virtuous, always temperate, never rude nor angry. A lady is the morality of the world.

The Idea of University, 1852

1. Whose company is a lady never to seek? Why?
2. According to this passage who does a lady never know more than? If she does know more, what is she supposed to do about it?
3. What position in Antebellum society does a lady hold? How do you know?
4. Do you think all women of the Antebellum Era were held to this ideal? Why or why not?
5. What does a lady is the morality of the world mean?



HAMPERED WITH A CONSCIENCE

MAMMY (home from an afternoon party).—"Mamma, darling, I've got a great favor to ask of you. . . . Please don't ask me *how I behaved!*"

By George Du Maurier, New York: Harper and Brothers, 1897. Printed from the Victorian Web

Children

By Diane Domiteaux

April 2013

Document A

Rules for Children - Children are to behave as little men and women at all times. They must obey the etiquette rules for adults and remain calm, gentle and patient. They must treat all with consideration and kindness. (compiled by and printed from the Cottage in the making website)

1. Never talk back to older people, especially your mother and father
2. Never whine or frown when spoken to by your elders
3. Never argue with your elders for the know what is best
4. Never do anything that is forbidden by your elders
5. Do as you are told in a pleasant and willing way
6. Never contradict anyone under any circumstances as it is very impolite
7. Always greet members of your family upon entering a room
8. Always bid goodbye members of your family when leaving a room
9. Always rise to a standing position when a visitor enters
10. Never address a visitor unless he/she starts the conversation
11. Never interrupt
12. Talk in a low and even voice
13. Never run up and down the stairs or across the room
14. Always give way to younger children as it is your duty to look after them
15. Never retire without saying good night. (retire = going to bed)
16. Keep yourself clean and neat at all times
17. Keep your hair combed, nails clean and shoes nice
18. Keep your clothes pressed and brushed at all times

1. Based on the sketch on the front cover, do you think children from Victorian times were expected to be well behaved? Explain your answer.
2. Which rules would children of today find hard to do? Why?
3. Which 5 rules do you think were the most important for children who lived during the Antebellum period to obey? Why did you pick these 5?

Document B

Parents took their children seriously, sparing neither rod nor love. Rules were clear-cut, infractions punished swiftly, but Victorian children were also doted on by an entire world of nannies and nursemaids, a retinue of aunts, cousins and grannies. {Wealthy} Victorian children were dressed in...velvet breeches and Alice-in-Wonderland pinafores, given elaborate parties; smothered with too many toys; petted, fawned over, adored...

Victorians valued education...however...schools were often primitive. Slates, hornbooks and learning by rote were the teacher's tools, and pen and paper if the school district was rich enough to provide them.

For rewards, pupils received merits of excellence in punctuality, diligence and deportment – attributes that were highly valued by the new industrial economy. School houses were built every 6 square miles, the distance a child could comfortably walk round trip in one day.

Victorian Scrapbook by Cynthia Hart, John Grossman and Priscilla Dunhill on www.victoriaspast.com/children 4/1/2013.

1. What does sparing neither rod nor love mean in the first line?
2. What classes of children might not have had the kind of life written about in the first paragraph? Why would their lives have been different?
3. Look up the definitions for the words:
Punctuality –
Diligence –
Deportment –

Now that you know what they mean explain how these things would be important for children to know in the industrial age.

4. Compare travel distance and transportation to schools then and now. What might a 6 mile round trip walk say about society's expectation of children during the Antebellum period in America?

Document C

Student Rules, 1860

1. Boys and girls shall file into classroom in separate lines and be seated quietly on opposite sides of the room.
2. Boys shall remove their caps when entering.
3. Children must sit up straight at all times.
4. Children must not squirm, fidget or whine.
5. Children must be clean and tidy in clothing.
6. There will be a daily inspection of neck, ears and fingernails prior to class to ensure cleanliness of person.
7. Young ladies must never show a bare ankle; girls' and boys' clothing should cover arms and legs completely.

Punishments

1. Five minutes tardy in the morning = 1 hour after school.
2. Double assignments if homework is not done.
3. Nothing shall be dipped into ink wells except pens.
4. Children who are caught writing with their left hand = 1 ruler rap on the knuckles.
5. Do not speak unless spoken to by the teacher. Talking in class = 1 whack with a rod.
6. Nothing shall be thrown in class. Such behavior = 5 whacks with a rod.
7. Chewing of tobacco or spitting = 7 whacks with a rod.
8. Speaking immoral language = Suspension.
9. Carving on desks or defacing school property = Expulsion.
10. Fighting, lying, or cheating = Expulsion.

ONLY WELL MANNERED CHILDREN MAY ATTEND SCHOOL.

REMEMBER: EDUCATION IS A PRIVILEGE. (from www.jbit.com)

1. What was the punishment for talking in class?
2. Explain the difference between a suspension and an expulsion (you may need to look these words up in the dictionary)
3. What do these school rules say about expected behavior of children in the Antebellum Era?

How Did the Rules of Victorian Society Shape the Social Culture of Antebellum America?

Discussion Directions

- 1. Choose one person to be the discussion leader for your group.**
(This person will read each question and monitor to be sure each person in the group has the opportunity to contribute their answer for each question before moving on to the next discussion question)
- 2. Discussion Leaders will pass out the discussion questions**
- 3. Discussion Leaders will read the overarching discussion topic (the one at the top of this page😊)**
- 4. Discussion Leader will read the first question and ask the person on their right to share their answer.**

Expectations for ALL participants:

- Share your response for each question.
 - Remember to say Document A, B, or C and the line numbers when you speak so that others who were not in your expert group can go to that place and follow along and learn.
 - Use Accountable Talk as much as possible when you speak
 - Show how much you know about your topic (Men, Women, Children)
 - Remember you are the EXPERT on your topic and your job is to teach the students in your Jigsaw Seminar all that you can 😊
 - Use highlighters to highlight important information as the experts answer and teach you from their packet of documents. (You will need this information to write your essay in the days following the discussion)
- 5. Discussion Leaders will guide their group through each of the 5 discussion questions.**
 - 6. If your group finishes before the end of the class period the discussion leader will pass out the Self Evaluation Rubric and Reflection page to each student. Students will fill out the page (It's 2 sided) If you do not finish, do not worry, I will give you class time tomorrow to do this part😊**

BE GREAT TEACHERS!!!

YOU ARE THE EXPERTS!!!

HAVE FUN 😊

How did the rules of Victorian Society Shape the Social Culture of Antebellum America?

Jigsaw Seminar Questions

- 1. What rules of behavior show the status and social culture of men, women and children in Antebellum America? Give examples from the documents.**
- 2. How were these rules and expectations different for lower class Americans? Explain why and how their daily life and social culture would be different than the upper class.**
- 3. What beliefs and philosophies about women during the Antebellum Era may have contributed to the struggles the Women's Rights Movement had in getting their demands met?**
- 4. What are the traits Antebellum men and women were advised to look for in a spouse? How is it the same today? How is it different?**
- 5. How have the expectations for social behavior, rules and etiquette changed from then to now?**

Jigsaw Seminar Reflection

- 1. How effective was the Jigsaw Seminar in helping you gain information on the two topics you were not the expert on?**
- 2. How well did the students in your group participate in the discussion? Did anyone talk too much? Not at all?**
- 3. Which discussion question led to the most discussion? Why was this question easier to discuss?**
- 4. Which discussion question led to the least discussion? Why was this question harder to discuss?**
- 5. Describe your level of involvement in the discussion. What would you do differently next time?**

Jigsaw Seminar Self-Evaluation Rubric

Grade	Exceeds 4	Meets 3	Approaches 2	Below 1	IP 0
Discussion Participation	I actively participated in the discussion by speaking 4 or more times	I participated in the discussion by speaking 3 times	I participated in the discussion by speaking 2 times	I only spoke 1 time during the discussion	I never spoke at all during the discussion
Documentary Evidence	I referred to the documents and cited evidence 4 or more times	I referred to the documents and cited evidence 3 times	I referred to the documents and cited evidence 2 times	I referred to the documents and cited evidence 1 time	I did not refer to the documents or cite any documentary evidence
Use of Accountable Talk	I used accountable talk effectively each time I spoke in the discussion	I used accountable talk effectively 3 out of 4 times or I used most of the aspects of accountable talk when I spoke	I used accountable talk half of the time when I spoke or I used part of the aspects of accountable talk when I spoke	I used once or twice when I spoke or I used very few aspects of accountable talk when I spoke	I did not attempt to use accountable talk at all.
Demonstration of Topic Knowledge	I demonstrated excellent knowledge of the topic and was able to converse on documents that were not from my expert packet of documents	I demonstrated Good knowledge of the topic and used information from my expert packet of documents	I demonstrated average knowledge of the topic and used some information from my expert packet of documents	I demonstrated insufficient knowledge of the topic and used very little of the information from my expert packet of documents	I demonstrated A complete lack of knowledge of the topic

Comments:

How Did the Rules of Victorian Society Shape the Social Culture of Antebellum America?

Now that you have finished learning about men, women and children's behavior expectations in Antebellum America through participation in your jigsaw learning groups and the jigsaw seminar; you are going to write a 5 paragraph essay on the above writing prompt.

Essay Directions:

1. Paragraph 1 -Introduction – Write an introduction using information from the background essay on the Victorian Era that you read on day one.
2. Paragraph 2 – Use information you learned during the Jigsaw Seminar and evidence from the texts/documents to write a paragraph about the social culture of men in Antebellum America.
3. Paragraph 3 – Use information you learned during the Jigsaw Seminar and evidence from the texts/documents to write a paragraph about the social culture of women in Antebellum America.
4. Paragraph 4 – Use information you learned during the Jigsaw Seminar and evidence from the texts/documents to write a paragraph about the social culture of women in Antebellum America.
5. Paragraph 5 – Conclusion – Tie it all together and use reasoning **in your own words** to explain how the Victorian rules for men, women and children shaped the social culture of Antebellum America.

Remember:

Use at least 3 pieces of evidence from the documents for each paragraph and to cite the document it was from in your essay. Example – “Gentlemen must always: stand up when a lady enters the room, offer a lady their seat, open doors, and retrieve dropped items...”
(Document A – Men)

Essay Rubric

How Did the Rules of Victorian Society Shape the Social Culture of Antebellum America?

Grade	Exceeds 4	Meets 3	Approaches 2	Below 1	IP 0
Paragraph 1 Introduction	Demonstrates superior subject knowledge and expert use of content	Demonstrates good knowledge of subject	Demonstrates average knowledge of subject	Demonstrates superficial or insufficient knowledge of subject	Demonstrates No understanding of subject or paragraph is missing
Paragraph 2 Men	Provides 4 or more pieces of evidence from the documents and shows superior subject knowledge	Provides 3 pieces of evidence from the documents; demonstrates good subject knowledge	Provides 2 pieces of evidence from the documents; demonstrates average subject knowledge	Provides 1 piece of evidence from the documents; demonstrates superficial subject knowledge	Provides no evidence from the documents; Demonstrates no understanding of subject or paragraph is missing
Paragraph 3 Women	Provides 4 or more pieces of evidence from the documents and shows superior subject knowledge	Provides 3 pieces of evidence from the documents; demonstrates good subject knowledge	Provides 2 pieces of evidence from the documents; demonstrates average subject knowledge	Provides 1 piece of evidence from the documents; demonstrates superficial subject knowledge	Provides no evidence from the documents; demonstrates no understanding of subject or paragraph is missing
Paragraph 4 Children	Provides 4 or more pieces of evidence from the documents and shows superior subject knowledge	Provides 3 pieces of evidence from the documents; demonstrates good subject knowledge	Provides 2 pieces of evidence from the documents; demonstrates average subject knowledge	Provides 1 piece of evidence from the documents; Demonstrates superficial subject knowledge	Provides no evidence from the documents; Demonstrates no understanding of subject or paragraph is missing
Paragraph 5 Conclusion	Strong reasoning is used to tie content and evidence from paragraphs 2,3,and 4 to the writing prompt	Good reasoning is used to tie content and evidence from paragraphs 2,3, and 4 to the writing prompt	Average reasoning is used to tie content and evidence from paragraphs 2,3, and 4 to the writing prompt	Insufficient reasoning is used to tie content and evidence from paragraphs 2,3, and 4 to the writing prompt	No reasoning is used in the conclusion and/or the conclusion is missing

The pages that follow the Lesson Plan Template include student readings and reading strategy/questions, source(s), handouts, assignment sheet, and a rubric or grading checklist related to the student assessment of this lesson.

How did the Rules of Victorian Society Shape the Social Culture of Antebellum America?

The Antebellum Era in America was part of the Victorian Era which corresponded with the reign of Queen Victoria in England from 1837-1901. The Victorians are most well known for their strict codes of behavior. Men, women and children were expected to follow all the rules for manners and etiquette in order to be accepted in society.

Men were required to be a true gentleman at all times. They needed to know and follow a long list of behavior dos and don'ts, and to be gracious at all times. "It is almost a definition of a gentleman to say he is one who never inflicts pain." (*Document C*) In other words, a gentleman tried to make everyone around him feel at ease. Some of the rules were: Gentlemen must: always stand up when a lady enters a room, offer a lady their seat, assist a lady when she sits down, especially at a dinner table, retrieve her dropped items, open doors, help a lady on with her cloak, be a charming dancing partner, and know all the dining room and ballroom etiquette. (*Document A*) A gentleman even needed to mind his manners while walking down the street. It was improper for a man to greet a lady first, but he must be sure to tip his hat to her if she greeted him. On top of all this there were very strict rules in regards to courting a lady and many books a gentleman could read to help him choose the proper lady to be his wife. A gentleman was counseled to choose a woman of moral excellence, who had plenty of common sense and a desire for improvement. She should also have a fondness for children, a love of domestic concerns, rise early, be neat, have a good temper and be accomplished. In most of the books love was never even mentioned. (*Document B*)

Women were expected to act like a lady at all times and in all places. Being polite and gracious was the sign of a true lady. "The true aim of politeness is to make those with whom you associate as well satisfied with themselves as possible...to accommodate their feelings and wishes in social intercourse." (*Document A*) Rules for women were: A lady must: graciously accept gentlemanly offers of assistance, wear gloves on the street, at church and all formal occasions, never use an adult's Christian (first) name in public, never lift their skirts above their ankles, never sit with their legs crossed, never curse, never speak in a loud voice, never serve herself from a buffet line and more. (*Document A*) A lady had no legal rights and went from belonging to her father upon birth to her husband upon marriage. Women were expected to follow many rules of behavior that men didn't have to. A woman could be ruined and excluded from society if she committed any part of a long list of don'ts. The worst thing a woman could do was be caught alone with a man who was not her relative without a chaperone. Should this happen then the only way to save her reputation was for her to marry the man. Enforcing this is where the term 'shot-gun wedding' came from. There were many advice books to help a woman accept a proposal of marriage from the proper man. The most kindly advice comes from an Antebellum father:

"If a gentleman addresses you on the subject of marriage...it is proper that you make his proposal a subject of immediate and serious consideration...it is unnecessary to ask the advice of any besides your parents...as they are most deeply interested in your happiness...the two great questions which you have to decide in order to form your ultimate conclusion, are,

whether, on the whole, you are satisfied with his character, and whether you are susceptible of that degree of affection for him which will justify this connection..." (Document B)

The constant expectation of ladies was for them to be modest, discreet, kind, obliging, meek, obedient, virtuous, temperate, and a pillar of morality to the world. (Document C)

Children in Antebellum America had a long list of rules to follow. Even very young children were expected to behave as little men and women at all times. They must obey the rules of etiquette for adults and remain calm, gentle, patient, kind, and polite. (Document A) Children were expected to be seen and not heard and they were only supposed to speak to an adult when they were spoken to. Victorian parents believed in the saying, "Spare the rod, spoil the child." This meant children needed spankings and punishments to keep them in line so they wouldn't become spoiled. Children in upper class society during the Antebellum Era in America were sometimes overly spoiled and had nurseries overflowing with toys, beautiful clothes, ponies, private schools and lessons, and a full staff of servants to wait on them. "Victorian children were given elaborate parties, smothered with too many toys, petted, fawned over and adored." (Document B) Children who were fortunate enough to go to school had a long list of rules to follow there as well:

School Rules, 1860

1. Boys and girls shall file into classroom in separate lines and be seated quietly on opposite sides of the room.
2. Boys shall remove their caps when entering.
3. Children must sit up straight at all times.
4. Children must no squirm, fidget, or whine.
5. Children must be clean and tidy in clothing.
6. There will be a daily inspection of neck, ears, and fingernails prior to class to ensure the cleanliness of each person
7. Young ladies must never show a bare ankle; girls' and boys' clothing should your arms and legs completely.

ONLY WELL MANNERED CHILDREN MAY ATTEND SCHOOL

REMEMBER EDUCATION IS A PRIVILEGE (Document C)

Antebellum Era children were expected to follow all the rules and remember to treat all people with consideration and kindness.

Clearly all of these rules of behavior show that people in the Antebellum Era were driven by their need to be proper and to be accepted into polite high society. Perhaps it was to raise up the upper classes in order to disguise or ignore the darker side of the time period. The realities of poverty, slavery, terrible working conditions in factories, children's work houses, and the severe limits on the freedom of women might seem less evident if the members of high society kept themselves focused on their rules, behavior, and social functions. Whatever the reasons were, and even though these rules may seem quite strange to Americans today, they were a key part of life in Antebellum America and played an important role in shaping the social culture.