

Abigail's Letters By Wendy Zorea

Unit: What Tensions Did America Face During the Revolutionary War?

Title of lesson: Abigail's Letters

Timeframe: 45 minutes

Standards addressed: National Standards 2B, 5A and State History Standards A8, C2,

Social Studies Knowledge

Women's Rights, Abigail Adam's letters and John Adam's letters

Skills:

Examine critically relationships between two letters.

Extract significant ideas from documents.

Form and opinion based on critical examination of relevant information

Dispositions:

Recognize that issues on rights may require an understanding of different positions depending on place and time

Learning objectives: At the completion of this lesson, students will know & be able to:

Understand Abigail Adam's perspective on women's rights

Understand John Adam's perspective on women's rights

Compare and Contrast the two perspectives.

Cooperative skills addressed:

Students will work cooperatively in groups of 4 or 5. They must follow directions and listen attentively to one another.

Materials needed:

- Letters from Abigail Adams and John Adams (Anthology, pgs 53-53)
- Interactive Notebook

Lesson Plan/Lesson Design:

Prior assignment/preparation:

Students have studied the Declaration of Independence and the views of African American's toward rights and freedoms.

Opening activity: Students respond in their interactive notebooks the **Preview Question:** Are there any rights that junior high kids have that you feel that you should receive in elementary school? Explain.

Specific lesson design:

Put students in Groups of 4-5.

Pass out "Two Views on Women's Rights" by Abigail Adams and John Adams, 1776.

Review words that are written in bold off to the right of the document; Explain definitions to a whole class. Ask students if they know words that would be a good example of the following:

- Independence
- Tyrants
- Foment
- Admit
- Dispute
- Abhor
- Vassals
- Providence
- Apprentices
- Turbulent
- Insolent
- Despotism

Each group reads the 3 short letters from Abigail to John and from John to Abigail. They discuss the letters with these questions in mind. Post questions on the overhead or the white board for all groups to see.

What tensions do you feel are present based on these letters?

How do you feel these tensions might be resolved?
Do these tensions exist today? Explain.

One student from each group should record responses. One student from each group should report the responses to the entire class

Each Group should create an illustrated Venn Diagram that represents the Views of Abigail Adam's and John Adams. Use large sized butcher paper or chart paper for the Venn Diagrams. Each group will share the finished Venn Diagram with the whole class.

Notes: Abigail and John Adam's letters should be posted in the interactive notebook. In the notebook students should record a smaller version of the Venn Diagram using words to record the two perspectives.

Record in Interactive Notebook the answer to this **processing** question: Do you think men and women are treated equally today? Explain

Assessment

The Interactive Notebook Rubric will be used to assess student knowledge and understanding of today's lesson.