OVERVIEW

American Women in the Revolutionary and Civil Wars will engage participants in groundbreaking new scholarship, dialogue with leaders in the field, primary source research, and meaningful curriculum projects to examine the centrality of women’s roles in American wars—and American history. We will investigate the American Revolution and the Civil War as case studies to determine how women’s roles evolved over the course of these pivotal conflicts and reshaped American democracy. We will look at women’s roles before the war, their mobilization and participation in the war, and the consequences of the war on both gender ideology and the daily lives of women while examining the full range of women’s activities, from the homefront to the battlefield, from the private to the public spheres. Participants will explore women’s diverse experiences and perspectives throughout the course, which will be structured around a chronological historical framework, using the major military conflict from each century as a focal point for integrating women into key historical narratives and presenting a more holistic history.

CURRICULUM PROJECTS

Participants will work individually to create a lesson plan for each of the wars under study that they will present in a Lesson Plan Fair on the last day of the Institute. The lesson plans should focus on scholarship covered in the Institute, integrate new primary sources and pedagogical techniques, and address the needs of the target grade level/subject. The lessons will be distributed to all participants on the last day of the Institute via Google Docs and will be posted on the Institute page of the N-YHS website in the following weeks. Mia Nagawiecki will be available to participants throughout the Institute to provide research guidance and feedback on lesson ideas and plans.

The Lesson Plan Fair will be conducted in three rounds, with ten presenters per round. Presenters will have a poster presentation and a table to display their lesson plans. The remaining twenty participants will visit each display and learn more about the lesson plans their colleagues developed. It is a relatively informal setting to allow for participants to see the work everyone has done but to spend more time learning about those lessons that are more interesting to them or relevant to their classrooms.

Specific Requirements

Written Lessons
• Cover page that identifies:
  o participant name
  o grade level and subject area addressed
  o name of each lesson
  o learning objective(s) for each lesson
• One lesson plan per war. Each lesson must have:
  o a specific learning objective or aim
  o curriculum standards addressed
  o materials used
  o procedures
  o assessment
  o extension(s)
• Each lesson must incorporate at least one primary source from the N-YHS collections, drawn from the museum, library, and/or curriculum library;
• If a lesson uses any materials not provided over the course of the institute, please provide copies of those materials as a part of the unit.
• Each lesson should:
  o Demonstrate an understanding of the key content and themes covered by the institute;
  o Demonstrate an ability to integrate museum resources into classroom practices;
  o Model effective techniques for using primary sources with students.

Lesson Plan Fair
• Select one of the two lessons on which to deliver a five-minute presentation.
• For the selected lesson, create a poster including the following:
  o lesson title
  o learning objective
  o grade and subject addressed
  o primary sources used
  o procedure
• Be prepared to briefly describe the lesson to colleagues as they circulate through the fair.
• Have print outs of and be prepared to speak informally about your other lesson.

What is the purpose of this project?
This project is an opportunity for participants to develop best practices for applying in the classroom the content and pedagogical techniques covered over the course of the three weeks. While it is an individual project, participants are encouraged to work together in order to draw on one another’s teaching experience and areas of expertise to craft innovative, rigorous lessons that will engage students in the meaningful study of women at war. We will have two lesson plan work-shopping sessions, one in the second week and one in the third, to enable you to give one another feedback and suggestions on your lessons while they are in development.

PROGRAM OF STUDY
Institute days are organized into four parts. Unless otherwise noted, the day will begin at 9am with a thirty-minute warm up discussion followed by a morning content/pedagogy session from 10:00-11:30am. After an hour and a half lunch break, the day will continue with an afternoon content or pedagogy session from 1:00-2:30pm followed by classroom application discussion and lesson planning time from 2:45-4:45pm. Classroom application sessions will begin with a thirty-minute small group discussion reflecting on the new content and strategies presented that day and considering how they can be adapted for the classroom. Groups will be arranged according to levels/subjects taught. Following the discussion, teachers will have the option to conduct research in the N-YHS library, visit the museum galleries for artifacts to include in the lesson plans, or work on lesson development in the classroom.

**Week 1:**

**The American Revolution**

**Sun, 7/14**  
Institute Kick-Off Roundtable  
6:30-8:30 PM  
Welcome and introductions, institute overview, discussion of curricular projects

**Mon, 7/15**  
**Day 1**  
Session 1, 9:30-10:30  
“A Brief History of Women’s History”  
Introductory Content Session: Carol Berkin, Project Director


10:30-11:30  
Research and Lesson Plans Overview, Library Orientation; Mia Nagawiecki, Project Director, N-YHS Librarians

Lunch, 11:30-1:00

Session 2, 1:00-2:30  
“Using Primary Sources to Uncover Women’s Voices”  
Panel Session: Valerie Paley, Vice President and Director of the Center for Women’s History, Leslie Hayes, Associate Director of Professional Learning, Center for Women’s History Fellow; moderated by Carol Berkin

Session 3, 2:45-3:45  
“Women’s History in the Classroom”  
Pedagogy Workshop: Mia Nagawiecki

Session 4, 3:45-4:45
Museum Tour and Orientation; Mia Nagawiecki

Tues, 7/16 Day 2
Warm-Up Group Discussion

Session 1
**Prologue:** “The Context of Women’s Lives: Couverture, Race, and Slavery in Colonial America”
Historian Seminar: Carol Berkin

Read: Kathleen M. Brown, “Tea Table Discourses and Slanderous Tongues: The Domestic Choreography of Female Identities” from _Good Wives, Nasty wenches, and Anxious Patriarchs_

Lunch

Session 2
“Women and the American Story: Early Colonial Era”
Pedagogy Workshop: Mia Nagawiecki

Session 3
2:45-3:15 Classroom Application Small Group Discussion
3:15-4:45 Work Time, Optional Library Time

Weds, 7/17 Day 3
Warm-Up Group Discussion

Session 1
“Revolutionary Mothers: The Many Layers of Revolution for Women”
Historian Seminar: Carol Berkin

Read: Carol Berkin, _Revolutionary Mothers: Women in the Struggle for America’s Independence_, Introduction and Chapter 1.

Lunch

Session 2
“Objects Tell Stories: The American Revolution”
Pedagogy Session: Mia Nagawiecki

Session 3
2:45-3:15 – Classroom Application Small Group Discussion
3:15-4:45 – Work Time, Optional Library Time

Optional Evening Field Trip
Prison Ship Martyrs’ Memorial, Fort Greene Park
Thurs, 7/18  Day 4
Warm-Up Group Discussion

Session 1
“Free and Enslaved Women in the Revolution”
Historian Seminar: Barbara Krauthamer; University of Massachusetts, Amherst and Deirdre Cooper Owens; Queens College, City University of New York


Lunch

Session 2, 1:00-1:30
Classroom Application Small Group Discussion

Session 3, 1:30-4:45
Field Trip: African Burial Ground

Fri, 7/19  Day 5
Warm-Up Group Discussion

Session 1
“War Experiences: Women Combatants, Camp Followers, and Defenders of the Home Front”
Historian Seminar: Holly Mayer, Duquesne University


Lunch

Session 2
“Native American Women in the Revolutionary Era”
Historian Seminar: Alyssa Mt. Pleasant, University at Buffalo, State University of New York


Session 3
2:45-3:15 – Classroom Application Small Group Discussion
3:15-4:45 – Work Time, Optional Library Time

**Sat, 7/20**
Optional Field Trip: Morris Jumel Mansion, five-week headquarters for George Washington and his officers
Meet at Hotel Belleclaire at 10:30am

**WEEK 2:**

**Mon, 7/22**
**Day 6**
Warm-Up Group Discussion

Session 1
“George Washington and Strong Women”
Historian Seminar: Denver Brunsman, George Washington University


Abbreviated Lunch, 11:30-12:30

Session 2, 12:30-1:30
“The Battle of Brooklyn: Life Stories of Women in Revolutionary New York”
Pedagogy Workshop: Mia Nagawiecki

Session 3, 1:30-4:45
Field Trip: Walking Tour of American Revolution New York
Mia Nagawiecki

**Tues, 7/23**
**Day 7**
Warm-Up Group Discussion

Session 1
“The Impact of Revolution on Gender Ideology”
Historian Seminar: **Mary Beth Norton**, Cornell University


Lunch

Session 2

“Women’s New Civic Role: Securing the Revolution in the Next Generation”

Panel Discussion: **Mary Beth Norton**, Cornell University; **Denver Brunschman**, George Washington University; and **Lucia McMahon**, William Patterson University; moderated by **Carol Berkin**

Session 3, 2:45-4:45

Lesson Plan Work-Shopping

**THE CIVIL WAR**

**Weds, 7/24  Day 8**

Session 1, 9:30-10:45

**Prologue:** “Antebellum American Reformers”

Historian Seminar: **Carol Berkin**


Session 2, 10:45-11:45

“Saving Washington: The New Republic and Early Reformers, 1790-1860”

Pedagogy Workshop: **Mia Nagawiecki**

Lunch, 11:45-1:00

Session 3

“Women’s Education in the New Nation”

Historian Seminar: **Lucia McMahon**, William Patterson University

Session 4
2:45-3:15 – Classroom Application Small Group Discussion
3:15-4:45 – Work Time, Optional Library Time

Thurs, 7/25  Day 9
Warm-Up Group Discussion

Session 1
“Women in the World of Frederick Douglass”
Historian Seminar: Leigh Fought, Le Moyne College


Lunch

Session 2
“Civil War Wives”
Historian Seminar: Carol Berkin

Read: Carol Berkin, Civil War Wives, Chapter 3: “‘Make Me Instrumental in the Great Work of Emancipation’: Angelina Grimke’s Letter to The Liberator;” Chapter 4: “This is All Like a Dream Now; But I Can’t Undream It’: Angelina Becomes an Abolitionist;” Chapter 20: “‘Civil War Has Only Horror for Me’: Varina Becomes the First Lady of the Confederacy;” and “Chapter 35: ‘The Horrid Old Constitution’: Julia’s Personal War”

Session 3
2:45-3:15 – Classroom Application Small Group Discussion
3:15-4:45 – Work Time, Optional Library Time

Fri, 7/26  Day 10
Warm-Up Group Discussion

Session 1, 10:00-11:30
“Enslaved and Freed Women in the Civil War”
Historian Seminar: Tera Hunter, Princeton University

Read: Carol Berkin, Chapter 8: “‘The day of jubilee is come’: African American Women and the American Revolution” in Revolutionary Mothers and Hunter,

Lunch

Session 2
“Objects Tell Stories: The Civil War”
Pedagogy Workshop: Mia Nagawiecki

Session 3
2:45-3:15 – Classroom Application Small Group Discussion
3:15-4:45 – Work Time, Optional Library Time

Optional Evening Field Trip, 6:00-9:00
Green-Wood Cemetery Tour

**WEEK 3:**

**Mon, 7/29  Day 11**
Warm-Up Group Discussion

Session 1
Historian Seminar: Jessica Millward, University of California, Irvine


Lunch

Session 2, 1:00-2:30
Lesson Plan Work-Shopping

Session 3, 2:30-4:45
Field Trip: Weeksville Heritage Center

**Tues, 7/30  Day 12**
Warm-Up Group Discussion

Session 1
“Confederate Women: The 1863 Bread Riots”
Historian Seminar: Stephanie McCurry, Columbia University

Lunch

Session 2
“The Sanitary Commission”
Historian Seminar: Judith Giesberg, Villanova University


Session 3, 2:45-3:15
“Abolition and Sanitary Fairs”
Pedagogy Workshop: Mia Nagawiecki

Session 4, 3:15-4:45
Work Time, Optional Library Time

Weds, 7/31  Day 13
Session 1, 9:30-11:30
“Walking Tour of Civil War New York”
Field Trip: Laura Ping, Queens College, City University of New York

Lunch

Session 2
“Battle Scars: Gender and Sexuality in the American Civil War”
Historian Seminar: Catherine Clinton, University of Texas, San Antonio

Read: Catherine Clinton, Chapter 5: “The Cult of Sacrifice” in *Tara Revisited: Women, War, & the Plantation Legend*

Session 3
2:45-3:15 – Classroom Application Small Group Discussion
3:15-4:45 – Work Time, Optional Library Time

Optional Evening Program, 6:00-7:00
In the Civil War Kitchen, with Sarah Lohman

Thurs, 8/1  Day 14
Warm-Up Group Discussion

Session 1
“American Women and the Memory of the Civil War”
Historian Seminar: Nina Silber, Boston University

Read: W. Fitzhugh Brundage, “‘Woman’s hand and heart and deathless love’: White Women and the Commemorative Impulse in the New South” in Cynthia Mills and Pamela Simpson, eds., Monuments to the Lost Cause: Women, Art, and the Landscapes of Southern Memory

Lunch

Session 2
“Reconstruction: Black Citizenship in the Age of Jim Crow and Women and the American Story: Modernizing America”
Pedagogy Workshop: Mia Nagawiecki

Session 3
2:45-3:15 – Classroom Application Small Group Discussion
3:15-4:45 – Work Time, Optional Library Time

Fri, 8/2 Day 15
Warm-Up Group Discussion

Session 1
“Reconstruction and the Lost Cause: American Women and the Aftermath of the Civil War”
Panel Discussion: Martha Hodes, New York University; Nina Silber, Boston University; Stephanie McCurry; Columbia University; moderated by Carol Berkin

Lunch

Session 2, 1:00-2:30
Participant Lesson Plan Fair

Session 3, 2:30-3:30
Reflections, Evaluations, and Wrap-Up
Closing Celebration