

## TEACHING AMERICAN HISTORY PROJECT

### *Lesson Title – Gender-based Temperance Reform*

Grade – 11<sup>th</sup> United State History I

Length of class period – 45 minutes

Inquiry – (What essential question are students answering, what problem are they solving, or what decision are they making?)

- Students will examine the issue of temperance during the reform movement in American society (1830-1860) and bring that same issue forward to the present.

Objectives (What content and skills do you expect students to learn from this lesson?)

- Students will analyze a primary source document concerning the issue of temperance (“Advice to Young Women and Young Men” 1836).
- Students will also analyze the document to identify whether gender plays a role on how members of society were to respond to the temperance issue.

Materials- (What primary sources or local resources are the basis for this lesson?) – (please attach)

- The primary source document titled “Advice to Young Women and Young Men (1836).”
- The “Primary Source Analysis Sheet”.

Activities- (What will you and your students do during the lesson to promote learning?)

- Working in pairs, students will analyze the primary source document titled “Advice to Young Women and Young Men (1836)” and answer the questions on the “Document Analysis Sheet.”
- Once this is complete, conduct a whole-class discussion on both issues; Temperance and gender role related to this issue.
- Then instruct the pairs to create a document entitled “Advice to Young Women and Young Men (2007 or present year)” instructing young men and women today on how they should conduct themselves on the issue of alcohol.
- Once completed, students will share the main points of their document with the class. Are there any comparisons/connections they made to the 1836 document? Should young men and young women approach this issue differently based on their gender?

**How will you assess what student learned during this lesson?**

- Student assessment will be based on the completion of the “Primary Source Analysis Sheet” and their creation of a contemporary “Advice to Young Women and Young Men (2007 or present year).
- Informal assessment will be conducted throughout the class by how well students respond to the activities.

**Connecticut Framework Performance Standards –**

- use primary source documents to analyze multiple perspectives.

## Primary Source Analysis Sheet

- 1). Name or Title of the document:
- 2). The date it was created (Be as specific as possible):
- 3). The author or creator (this may be one or more people or an institution):
- 4). The place in which it was created:
- 5). Summarize the main argument presented in the source:
  
- 6). List the three most important things that the author said:
  - a. \_\_\_\_\_
  - b. \_\_\_\_\_
  - c. \_\_\_\_\_
- 7). List evidence of bias or points of view on the part of the author:
  
  
- 8). How does this document inform and/or complicate your understanding of 19<sup>th</sup> century reform movements?
  
  
- 9). What information might be missing from the document?

## Advice to Young Women and Young Men (1836)

To young Women,- It has been thought by some, unnecessary to address the female sex, on the subject of temperance we think far otherwise. They are personally exposed to the danger of becoming intemperate. We know three ladies of highly respectable standing, who have during the last year died of intemperance. Their influence is great and we bespeak this for the temperance cause. It is the cause of purity, of holiness, of our country and of God. But above all we address young ladies, that we may warn them on the danger of associating or connecting themselves with such drinks, and many a lovely of women has dragged out a miserable existence, with a drunken husband. Oh, the misery of such a union! What unkindness what abuse what brutality! Young women! Would you above such a fate look well to your associates. Touch not the fatal cup yourself give not your affections to anyone, until you have every reasonable certainty that total abstinence from intoxicating drinks in his motto.

To Young Men,- Young men are the hope of their country and the world. But can they be of service to their country or to the world, if they are intemperate? An intemperate ruler, or judge, or minister, or physician, or lawyer, or citizen of any class what greater curse can be inflicted on a community? Young men are the hope of their parents, and the desire of a child ought to be, to gladden the hearts of the authors of its existence make their declining years peaceful to smooth their passage to the grave. But what sorrow will pierce heart, if you are intemperate. What bitterness will fill their souls if you walk in the paths of the drunkard! Young men look forward with beating hearts to the attainment of the favorite object of their ambition. But what will the possession be worth if you are intemperate? Wealth, honor, character, friends; all vanish before this fell destroyer. Young men, whomsoever you are, if you drink a drop of intoxicating liquor, you are in danger of contracting the fatal habit of intemperance. There is no safety, but in the practice of TOTAL ABSTINENCE.

From the *The Temperance Almanac* by the New York Temperance Society (Albany, 1836)

Edited by the Museum Education Department at Sturbridge Village

This primary source is part of the *Temperance Reform in the Early 19<sup>th</sup> Century* unit produced by the teachushistory.org