

**The American Revolution and American Peoples: A Comparative Inquiry**  
**Citizenship; April 6, 2002**  
**Evaluation Responses**

**1. Tell us two or three things you learned today.**

- The real lack of women's rights, the ambiguity of citizenship
- The level limits placed on married women and how they persist up to the present
- The hold that the legal concept of coverture had on the legal mentality
- That maybe the Founding Fathers left women out because they were afraid of their political power
- How different states handled women's rights at the time of the Revolution
- Use of court case to demonstrate restrictions on citizenship that lasted well into the 20<sup>th</sup> century
- Fascinating readings – I didn't realize that patriarchy was so **consciously** preserved
- That women's citizenship was so dependent on their relationship to males until so recently (... and still)
- In depth the reasons behind the Martin case
- The issue of citizenship wasn't static; it kept changing and evolving through our history
- That's hard ... interesting readings for today

**2. What did you like the most about today's session?**

- The discussions
- The debate based on the Martin v. Massachusetts
- The analysis of the articles
- The format, the Kerber reading – Martin case
- The reading assignments
- The debate was interesting though one needs more time to truly become familiar with the arguments
- Discussions in groups

**3. Any ideas for how to use information from today's session in the classroom?**

- I would have to incorporate the information as anecdotes
- Using legal cases – the issues they involve and the decisions made – as a focal point for a debate
- Using the Hoyt decision to show that women's suffrage does not end legal gender discrimination
- To play devil's advocate on issues of citizenship in the classroom
- I like the idea of using court cases for people to examine, discuss, argue
- The topic of "ideal citizen" really got me thinking – and I'd like to engage my students in it
- The theme of citizenship over time as it is identified/determined in US history is something I'd like to develop further in my class
- Debates, role-playing skits
- Posing questions relevant to current events
- Still processing – thinking in terms of 10 year olds

**4. Any constructive feedback for the presenters and/or planners?**

- I really enjoyed it! Well prepared. Thank you.
- You need more material suitable for elementary students
- Professor Berkman really prompted some deep analytical thoughts on the ideas
- Instructions for small group work is always a challenge – the first one was really clear with the note card, by the afternoon I felt somewhat unclear about what the goal was to be
- Very enjoyable!
- I "personally" felt we spent a little too much time preparing for and presenting to the group. I enjoy listening to the "experts" and increasing my knowledge

**5. Other comments**

- Joyce Berkman was a dynamic energetic, empathic presenter. I learned a lot today.
- Looking forward to July sessions!
- It is always enjoyable to interact with colleagues around these topics