

Women of the Revolutionary War

Grade: 4-8

Time Allotment: 40-45 minutes

Common Core Standards

CCSS.ELA-Literacy.RH.6-8.4	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
CCSS.ELA-Literacy.RH.6-8.8	Distinguish among fact, opinion, and reasoned judgment in a text.
CCSS.ELA-Literacy.RI.4-8.1	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
CCSS.ELA-Literacy.RI.4-8.2	Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
CCSS.ELA-Literacy.RI.4-8.3	Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).
CCSS.ELA-Literacy.RI.4-8.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
CCSS.ELA-Literacy.RI.4-6.7	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
CCSS.ELA-Literacy.SL.4-8.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on topics, texts, and issues, building on others' ideas and expressing their own clearly.

Objectives

Students will:

- Understand and explain the importance of women during the American Revolution to view the war through a more inclusive lens.

Materials

- Laptops/internet access
- Coloring and writing materials
- Poster paper
- WebQuest information

Anticipatory Set

- The teacher will explain to students that today they will be learning about the general role of women during the war as well as details of some prominent women in the Revolutionary War.
- The teacher will emphasize the fact that women could not fight in the war like men were able to, but they still heavily contributed to the war because they believed in the cause.

Teacher Presentation and Modeling

- The teacher will explain that today students will research prominent women in the Revolution.
- The teacher will introduce the general role of women in the Revolutionary War with the following information:
 - One important faction of women that should not be forgotten are the “camp followers.”
 - These are women that had husbands or family members fighting in the war and thus followed them to war, setting up camp where they did and assisting with tasks like being a nurse, sewing clothes, and cooking.
 - They tended to get wages or rations for working, similar to the soldiers.
 - Daughters of Liberty were another popular faction of important women in the Revolutionary War. They organized boycotts and created copies of British goods for people to use instead.
- However, the teacher should explain that there were some specific women and groups who played a prominent role in the Revolutionary War.

Guided and Independent Practice

- The teacher will explain that it is now time for students to do a WebQuest to learn more about women during the Revolutionary War. The WebQuest will guide students in researching one prominent woman that groups will create a poster about.
- Students will split into eight different groups and the teacher will assign them a name of one historical figure for them to research about with the links provided and any further research they want to do.
- The teacher will provide the following WebQuest information below for students to complete the assignment.
- The assignment will conclude with a poster project.

Closure

- The students will come back together as a class with their finished product.
- The teacher will hang the posters up on display so the class can take the time to walk around and read other posters to learn about all of the women.
- The teacher will ask students to write a few sentences about the role of women and facts they learned about another group's historical figure to show they understand more than just their group's historical figure.

Assessment

- The teacher will assess the student's poster group project to see if they successfully followed the WebQuest, read the resources correctly, and understand the importance of their assigned historical figure.
- The teacher will assess the student's written response to see if they understand more than just the figure they were required to research and if they can explain the importance of women in the war.

Extension of the Lesson

- Students can do a coloring book activity while reading more about historical figures with the book *Heroes and Heroines of the American Revolution* by Peter F. Copeland
- Students can create their own memorial for one of the women discussed during the lesson.
- Students can research more into women's roles in other prominent wars and compare and contrast what has changed about their role.

Resources

- <http://mentalfloss.com/article/67905/9-women-who-helped-win-american-revolution>
- <https://historyofmassachusetts.org/who-were-the-daughters-of-liberty/>

- <http://bit.ly/2MN1HAY>
- <http://bit.ly/2TifXCN>
- <http://bit.ly/2MRH0Ur>
- <http://bit.ly/2yNahY8>
- <http://bit.ly/2yKy3UD>
- <http://bit.ly/2KA5jU9>
- <http://bit.ly/2yNclzm>
- <http://bit.ly/2YzEjOh>
- <http://bit.ly/2YwETwg>
- <http://bit.ly/31od32k>
- <http://bit.ly/2MP1Kwf>
- <http://bit.ly/2TkhoAL>

Women of the Revolution WebQuest

Introduction and Task

If you were asked about some of the most famous and important people during the Revolutionary War time period, who would come to mind? Probably people like George Washington, John Adams, Alexander Hamilton, and more. However, it is easy to see that most of the names to come to mind are men. While most of the attention is on the Founding Fathers, it is also important to learn about some of the founding mothers and daughters, women who helped carry an important role during the war and fought for independence. Today, you will begin to research these important women to learn who they are and how we remember them today. Once you have researched your historical figure with the websites provided, you and your group will create a poster to educate the class with.

Process

1. Use the following links to research and take notes on the historical figure you and your group were assigned:
 - a. Deborah Sampson: <http://bit.ly/2MN1HAY> / <http://bit.ly/2TifXCN>
 - b. Margaret Corbin: <http://bit.ly/2MRH0Ur> / <http://bit.ly/2yNahY8>
 - c. Prudence Cummings Wright: <http://bit.ly/2yNclzm> / <http://bit.ly/2YzEjOh>
 - d. Anna Maria Lane: <http://bit.ly/2pbXb5q>
 - e. "Molly Pitcher": <http://bit.ly/2IFMyvB> / <http://bit.ly/2p6wgb0>
2. Once finished researching, the students should take what they know and create a poster that includes the following elements:
 - a. The subject's name, year of birth/death, and where she was from.
 - b. Major accomplishments and possible impact on the war efforts
 - c. What she did after the war
 - d. If/how she is remembered today (day in their honor, statues, etc.)
 - e. A symbol in the center of the poster that represents her accomplishments

Conclusion

Congratulations! You've become more informed about those who participated in the war. When it comes to learning about history, it is important to remember to learn about everyone in history rather than focusing on one specific group of people.

Now that you're done, think about these questions:

- What was the importance of women in the war overall?
- Why do you think these women are not included in history books as much as other soldiers?
- Did you learn about any women whose stories may be folklore rather than reality?
- Why would that be?

	Best	Good	Okay	Bad
Symbol	The symbol will be clearly well throughout and the meaning of it should be understood just after reading the heroine's major accomplishments.	The symbol is well thought out but may be more challenging to understand right away. Some explanation from the group members are needed.	The symbol is present on the poster but the meaning of it cannot be understood without the assistance of a group member who created it.	There is no symbol present on the poster, or it is an incredibly simplistic one that could represent something wider than the heroine's story.
Background Information	Background information is present. The name, location, birth year and death year are present as well as a few important details about the heroine's life before war.	Background information is present. The name, location, birth year and death year are present but key details about their life before the war may be missing.	There is some background information present but not all of the required items mentioned in the "Best" category.	A majority of the background information required items are missing. For instance, only the heroine's name is present on the poster but nothing else.
Major Accomplishments	Major accomplishments are listed in detail and correct for the heroine and poster goes into detail about legacy.	Major accomplishments are listed and correct but there is less detail. Legacy is mentioned but briefly.	Major accomplishments are listed but only briefly with little detail. Legacy is not mentioned at all.	There is only a single sentence or nothing about major accomplishments.
Grammar	No spelling or punctuation errors are present.	There are only one or two grammatical errors	There are only one or two errors in each poster section.	The poster is filled with grammatical errors and spelling mistakes.