

TABLE OF CONTENTS

USING THE TEACHING GUIDE AND RESOURCE BOOK

Curriculum Standards
Lesson Format
Student Team Learning
Lesson Techniques and Strategies
Modifying the Lessons
Materials List

THE LESSONS

	Section 1—The French and Indian War	
Lesson 1	Life and Ideas of Liberty in the Colonies	1
Lesson 2	Freedom of the Press	15
Lesson 3	The French and Indian War Begins	28
Lesson 4	Unite!	42
Lesson 5	Goodbye to France	57
Review Lesson		68
	Section 2—Prelude to Revolution	
Lesson 6	What is an American?	71
Lesson 7	Magna Carta and its American Legacy	84
Lesson 8	Firebrands	96
Lesson 9	Massacre?	109
Lesson 10	The Shot Heard Round the World	122
Lesson 11	A Green Mountain Boy	134
Lesson 12	The Continental Congress, Again	146
Review Lesson		157
	Section 3—Revolution	
Lesson 13	Two Battles	161
Lesson 14	Declaring Independence	171
Lesson 15	Revolutionary Women and Children	187
Lesson 16	Our Goal is Freedom	197
Lesson 17	Soldiers From Everywhere	209
Lesson 18	Common Soldiers, Uncommon Men	221
Review Lesson		231
	Section 4—Victory	
Lesson 19	Turning Point	235
Lesson 20	No Meat!	247
Lesson 21	What’s Wrong with the Articles of Confederation?	257
Lesson 22	Victory at Yorktown	268
Lesson 23	Northwest Territory	280
Review Lesson		289

Section 5—A Nation Begins

Lesson 24	Mr. Jefferson	293
Lesson 25	The Great Little Madison	304
Lesson 26	The Convention Compromises	316
Lesson 27	Miracle at Philadelphia	330
Lesson 28	The Bill of Rights	344
Review Lesson		357

RESOURCE Book includes:

Student Sheets, Team Sheets, Transparencies, and Documents
Game Cards, Assessments, and Library and Media Resources

SAMPLE

Lesson 15

Revolutionary Women and Children

Chapter 22

Theme

At the time of the American Revolution, equality and political freedom—and the fight to gain them—applied only to white men, but colonial woman and children served the cause in spite of societal limitations.

Overview

Eighteenth century America was a man's world. The majority of colonial women of European descent gained status only through their husbands and earned respect and authority through mothering large families. Excepting the populations of a few eastern seaboard cities, most families lived isolated on farms, while increasing numbers immigrated west to the frontier in search of better lives. With the growth of towns and villages as centers of trade and political activity, the opportunities for social interaction increased.

Along with childbearing and caring for the young, women's roles were largely confined to necessary but unpaid domestic labor. Woman performed the difficult, tiring, and time-consuming household chores (such as food preparation, cleaning, spinning, sewing, laundering, raising vegetables, caring for poultry and cows, and hauling water and firewood) required for the family's survival. Enslaved women, not restricted to women's work, often performed agricultural labor.

Society expected women to defer to men who under English common law were their

protectors and absolute masters. Colonial women had no independent legal existence and relied on their husbands or fathers for economic survival. Children led difficult lives as well, for they were expected to grow up quickly and help operate the family farm or business, or, in the case of enslaved children, to join the adult workforce.

Colonial women and children lacked most opportunities now taken for granted. Little formalized schooling existed, and, except for the privileged or moneyed, few women could read or write, and even males did not attend school for long. Education for the enslaved was nonexistent or illegal. Despite these restrictions, women and children managed to play significant roles in the American Revolution.

By the eve of the Revolutionary War, women and children had been impacted by the long litany of European struggles for supremacy in North America and by conflict with various Native American tribes. However, these territorial wars differed from the contest that now faced Americans. Even though political equality applied only to white males at this time, women faced new ideas about the nature of government and their roles in it. Many women and children strongly believed in the ideals of the American Revolution, and more than a few British soldiers and officers came to understand their determination.

Most women stayed home even when their men folk joined the cause. With the male population gone to war, women shouldered men's work as they continued their own domestic jobs. They planted and harvested,

ran the family business, and helped supply the army by sewing uniforms or making gunpowder and ammunition. When war came to their villages and fields, women handed out bread and cared for the sick and wounded on both sides. Some women, not content to stay behind, followed the army as nurses, cooks, and laundresses. Although these women faced the same hardships as the soldiers, most often they received little recognition or compensation for their work.

Colonial children shouldered adult responsibilities even in peacetime. So when war came, they did their part as well. In cottage industries or as apprentices, children made cartridges (the paper-wrapped ammunition used in flintlock guns) or produced ball by pouring molten lead into bullet molds. Others sewed uniforms or helped turn out military equipment. Children close to the action cooked and baked for passing armies or nursed the sick and wounded.

Although most women and children who contributed to the revolutionary cause remain unknown, history remembers a few remarkable individuals. One such amazing woman is Deborah Samson, who rejected traditional female roles, dressed as a man, and fought in the Revolutionary army as Robert Shirtliffe.

Although versions of the story differ, the most common one recounts that Samson served for three years and was wounded twice—the first time she removed the bullet herself to escape detection. When Samson contracted brain fever, the physician who treated her in his home remained silent about her identity. After her recovery, Samson received an order to deliver a letter to the commander in chief, General George Washington. Washington then supposedly handed Samson a discharge from the service, a note with some words of advice, and enough money to pay her expenses home. After the war, Samson married Benjamin

Gannett, and they had three children. During Washington's presidency, Congress passed a bill granting Samson a pension and lands for her military service as a revolutionary soldier.

Other women assumed active, dangerous roles. According to *Daughters of America*, written in 1882, Rachel and Grace Martin, disguised as men, held up a British courier and his guards and took his important dispatches, which they sent to General Nathaniel Green. Angelica Vrooman “. . . during the heat of battle, sat calmly in a tent with a bullet mould, some lead and an iron spoon, moulding bullets. . . .” Likewise, Mary Hagidorn refused to seek shelter from the advancing enemy, vowing, “I will take a spear which I can use as well as any man and help defend the fort.” The officer in charge, seeing her determination, allowed Hagidorn to join the pickets, spear in hand. Anna Warner earned the title “The Heroine of Groton” because of her fearless efforts to aid the wounded after the terrible massacre at Fort Griswold in Connecticut.

Perhaps the most famous female warrior, Molly Pitcher, so named because she carried water to the soldiers during battle, may have been more mythical than real. Legend has it that at the battle of Monmouth, Pitcher's husband, an artilleryman, was wounded or killed. She took his place and assisted in manning the gun for the rest of the battle. Historians have difficulty identifying the real Molly Pitcher for at least two women fit her description. During the attack on Fort Washington, Margaret Corbin unhesitatingly took her husband's place and performed his duties when he fell by her side. In July 1779, Congress awarded her a pension for her heroism—and a suit of clothes. The other woman, Molly Ludwig Hays McCauley, has a similar story, but historians find it hard to ascertain the details other than her pension record in 1822 “for services rendered” during the war. Whatever

The Lesson

Focus Activity – 10 minutes

1. **Reading for a Purpose:** Students read the three highlighted quotations from the letters of Abigail Adams to her husband John on the bottom of page 109 of Chapter 22, “Revolutionary Women and Children” in *From Colonies to Country*.
2. In their teams, the students identify the important issues expressed in Abigail’s quotations.
Circulate and Monitor: Visit the teams to help students read and understand the three quotations.
3. Use **Numbered Heads** for each team to share the issues it found important with the class. Students should mention factors such as the unequal treatment of women, the idea of a new code of laws remembering women, and the problem of slavery in a democracy.
4. Students **Speculate** on the status and roles of women during the time of the Revolutionary War based on Abigail Adams’ comments to her husband John.

Teaching Activity – 20 minutes

1. Briefly introduce the status and role of women in the eighteenth century using information from the text and Overview. Include the ideas the students expressed during the Focus Activity.
2. Introduce the Vocabulary Words paying special attention to the *People to Remember*.
3. **Reading for a Purpose:** Students **Partner Read** Chapter 22, “Revolutionary Women and Children” in *From Colonies to Country* to list the women mentioned in the chapter and write a Who Am I? question about each. For example: I never stopped reminding my husband about the inequality of women. Who Am I? (Abigail Adams)

Circulate and Monitor: Visit the teams to help students read the chapter and compose their Who Am I? questions.

Notes

- The students discuss the role of women during the Revolution with the class using their Who Am I? questions to share information from the chapter.

Help the students understand that although eighteenth century women's roles were very confining, the turmoil of the American Revolution allowed some women the chance to realize more of their potential.

Student Team Learning Activity – 25 minutes

Meeting some Revolutionary women and children

- Distribute the Team Sheets: *Revolutionary Women and Children*, making sure each team receives two copies of one of the revolutionary portraits and one copy of the Team Sheet: *Reporter's Notes*.
- Explain the Student Team Learning Activity. Each team investigates a specific woman or child during the Revolutionary War, determines his or her contribution, and how the war changed that person's life. Students work in their teams to gather the information as a reporter would to write an article about a particular person.
- Reading for a Purpose:** Students **Partner Read** the portraits on their Team Sheet: *Revolutionary Women and Children* to determine his or her contribution, and how the war changed that person's life.
- Each team discusses the biography and decides what information to record about each individual. Together the team members complete their Team Sheet: *Reporter's Notes*, equally sharing the responsibility for recording information.
Circulate and Monitor: Visit each team to help the students read their biography and complete the Team Sheet: *Reporter's Notes* in a fair, effective, timely manner.
- Use **Numbered Heads** for each team to share its biography using its *Reporter's Notes*.

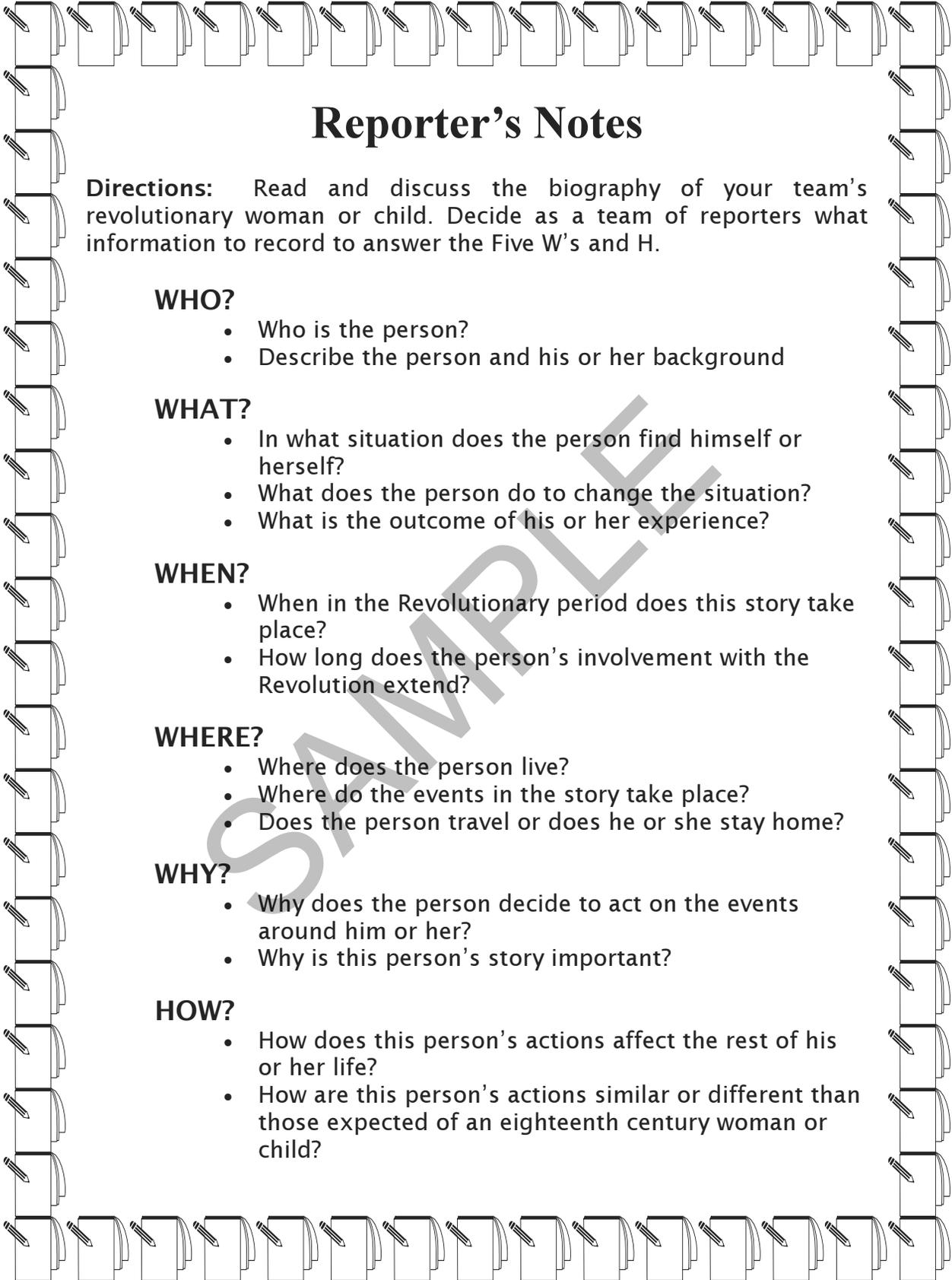
Reflection and Review Activity – 5 minutes

- The teams consider the activities of the women and children whom their team did not specifically study.

From Colonies to Country Resource Book

TABLE OF CONTENTS

Student Sheets	1
Team Sheets & Document Packets	21
Transparency Masters	231
Review Game Cards & Answer Sheets	251
Assessments & Answer Sheets	308
Library and Media Resources	347



Reporter's Notes

Directions: Read and discuss the biography of your team's revolutionary woman or child. Decide as a team of reporters what information to record to answer the Five W's and H.

WHO?

- Who is the person?
- Describe the person and his or her background

WHAT?

- In what situation does the person find himself or herself?
- What does the person do to change the situation?
- What is the outcome of his or her experience?

WHEN?

- When in the Revolutionary period does this story take place?
- How long does the person's involvement with the Revolution extend?

WHERE?

- Where does the person live?
- Where do the events in the story take place?
- Does the person travel or does he or she stay home?

WHY?

- Why does the person decide to act on the events around him or her?
- Why is this person's story important?

HOW?

- How does this person's actions affect the rest of his or her life?
- How are this person's actions similar or different than those expected of an eighteenth century woman or child?

From Colonies to Country
Review III



Revolutionary Women and Children

From Colonies to Country
Review III



Revolutionary Women and Children

From Colonies to Country
Review III



Revolutionary Women and Children

From Colonies to Country
Review III



Revolutionary Women and Children

From Colonies to Country
Review III



Revolutionary Women and Children

From Colonies to Country
Review III



Revolutionary Women and Children

13. How did Deborah Samson help the Patriot cause?

14. How did Mercy Otis Warren help the Patriot cause?

15. How did Abigail Adams help the Patriot cause?

16. Name three ways women helped the Patriot cause.

17. Name three ways that children helped the Patriot cause.

18. Who was Molly Pitcher?