

Women of the American Revolution Elementary Lesson Plan

<p>Enduring Understandings:</p> <ul style="list-style-type: none"> • Women were subject to different socio-economic and cultural expectations than men in the 18th century. • Women have served in important roles during major historical events. 	
<p>Essential Questions:</p> <ul style="list-style-type: none"> • How did women demonstrate a sense of power in society? • Why were women important to the American Revolution? • How does perspective shape traditional historical narratives? 	
<p>Vocabulary/Targeted Skills:</p> <p>Abigail Adams, Mercy Otis Warren, Phillis Wheatley, Penelope Barker, Edenton Tea Party, Martha Washington Mary Jemison, Elizabeth “Mumbet” Freeman, Nancy Hart, Sarah Shattuck, Prudence Wright, Rachel Silverthorn, Sybil Ludinton, Margaret Morris, Elizabeth Burgin, Margaret Corbin, Mary Hays McCauley, Deborah Sampson, Rebecca Motte, Mrs. Patrick Tonyn, Singing Bid (Molly Ockett), Annis Stockton, Lydia Darragh, Eleanor Hitchcock, Molly “Mom” Rinker, Patience Wright, Anna Smith Strong, Agent 355, Peggy Shippen Arnold, Ann Bates, Mary Lindley Murray, Camp followers, Sarah Franklin Bache, American Revolution, espionage, coverture, slavery, gentry, domestic, Loyalists, Patriots, Edenton Tea Party</p>	
<p>Unit Assessment/Culminating Unit Activity:</p> <p>Have students write an expository essay explaining the importance of women during the American Revolution.</p> <p><i>Prompt: During the 18th century, women had little rights and were thought incapable of positively affecting societies lead by men. During the American Revolution, women found ways to stand up for their beliefs and contribute to the war. Write an expository essay in which you explain two ways in which women contributed to the American Revolution using evidence from primary and secondary sources.</i></p>	
Lesson: Women and the American Revolution	Time: 90-120 minutes
<p>Standard(s):</p> <p>SS.4.A.1.1 Analyze primary and secondary resources to identify significant individuals and events throughout Florida history.</p> <p>SS.5.A.1.1 Use primary and secondary sources to understand history.</p> <p>SS.5.A.4.4 Demonstrate an understanding of political, economic, and social aspects of daily colonial life in the thirteen colonies.</p> <p>SS.5.A.5.4 Examine and explain the changing roles and impact of significant women during the American Revolution.</p> <p>LAFS.4.RI.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.</p> <p>LAFS.5.RI.1.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on</p>	

specific information in the text.

LAFS.5.RI.2.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

Content Purpose:

Students will use primary and secondary sources to (so they can) understand how women served an important role during the American Revolution. They will know they have it when they use text evidence to identify and understand how women helped during the American Revolution.

Assessment/Evaluation (for this lesson):

- Close reading of primary and secondary sources
- Class discussions
- Female Spy Letter

Reading Materials/Primary Source links:

- *Women of the American Revolution*
- <https://www.mountvernon.org/george-washington/the-revolutionary-war/spying-and-espionage/>
- <https://www.mountvernon.org/education/primary-sources-2/article/culper-spy-ring-code/>
- <https://ir.stonybrook.edu/xmlui/bitstream/handle/11401/66224/SBU%20Washington%20Letter%201780%20recto.jpg?sequence=1>
- <https://ir.stonybrook.edu/xmlui/handle/11401/66224>

1. Remind students that the American Revolution can be viewed through multiple perspectives, such as viewing the war from the inhabitants of East and West Florida and from minorities such as women and Native Americans. Ask students to brainstorm ways they know in which women contributed to society during the 18th century. Classify these roles such as those in a domestic setting, or in a community context.
2. Have students close read the section “The 18th-Century Woman.” Have students identify ways in which women were controlled by social or cultural expectations (i.e. giving up rights to property). Have them brainstorm ways in which women may be able to reverse this trend or exercise greater power.
3. Close read the section “Spies!” p. 34-43.
4. Complete Women Spies of the American Revolution Organizer using at least three details from the text for each female. Students should include information on how the women spied and any other pertinent information, such as where they were located, were they Loyalists or Patriots, where were their husbands, etc.
5. Then, have students pick one of the female spies from their organizer. Once their spy is selected, have students pair up with another student who picked the same spy. Using a pair/share method, have students discuss the details they wrote down. Encourage students to add details they may have missed.
6. Have students conduct some additional research about spying and espionage and the Culper Spy Ring by visiting <https://www.mountvernon.org/george-washington/the-revolutionary-war/spying-and-espionage/>. The Mount Vernon site has video clips and brief narratives to build historical context.

7. Then share the Culper Spy Ring Code <https://www.mountvernon.org/education/primary-sources-2/article/culper-spy-ring-code/>. Organize students in teams and challenge them to read as many of the words (written in cursive) in five minutes.
8. Then share the *George Washington letter to Major Benjamin Tallmadge Letter, 1780 September 16, Head Quarters, Bergen County*, available in original format and/or transcription: <https://ir.stonybrook.edu/xmlui/bitstream/handle/11401/66224/SBU%20Washington%20Letter%201780%20recto.jpg?sequence=1> <https://ir.stonybrook.edu/xmlui/handle/11401/66224>. Ask students
9. Using the code book in either original or transcribed format, have students replace as many words as possible in this letter. Compare each version. Have students discuss why codes (and those who carried such letters and secret information) were important to the cause.
10. Have students create a letter similar to the primary source to a member of the Continental Army, from the perspective of their selected female spy. Encourage students to pick a date of historical significance and encourage the inclusion of other historical figures. What would their female spy say to General Washington or an officer in the army? What information could she share? Allow students to use the Culper Spy Ring Code in their entry. Students should use text evidence from *Women of the American Revolution* and from the primary source.

Extensions:

Reenact the Edenton Tea Party, Mammy Kate, Molly “Mom” Rinker, Deborah Sampson (students would complete a skit, along with costumes collected from home and props to answer any of the essential questions).

Women Spies in the American Revolution Organizer

After close reading the section “Spies!” on pages 34-43, in *Women of the American Revolution*, select 5 women spies and complete the organizer below. Include information on how they spied and any other pertinent information, such as where they were located, were they Loyalists or Patriots, where were their husbands, etc.

Women Spies in the American Revolution				
(name of spy)	(name of spy)	(name of spy)	(name of spy)	(name of spy)
(detail 1)	(detail 1)	(detail 1)	(detail 1)	(detail 1)
(detail 2)	(detail 2)	(detail 2)	(detail 2)	(detail 2)
(detail 3)	(detail 3)	(detail 3)	(detail 3)	(detail 3)

