



## 2010 *Back to History* Lesson Plan “Dominion of War”

<b>Team Members:</b>	Elaine Garrison, Beth Chetty, Debbie Haycox, Wendy Shaffer
<b>Instructional Unit:</b>	Revolutionary War – Experience of Women
<b>Title of Lesson:</b>	<b>The Role of Women in the Revolutionary War</b>
<b>Grade Level:</b>	5-8
<b>Description:</b>	This unit will be used to expand upon the impact of women during the Revolutionary War.
<b>Standards: Include Standard, Benchmark Letters, and GLI numbers</b>	<input type="checkbox"/> Explain the causes and consequences of the American Revolution, with emphasis on both Colonial and British perspectives History Benchmark F  <input type="checkbox"/> Explain the results of important developments of the American Revolution including the impacts on women. Grade 8 History #4.
<b>Duration:</b>	2-3 Days

### **Materials and Resources:**

- Each student will need a copy of “A Society of Patriotic Ladies” and “Revolutionary Broadside”
- Women in the Revolution Research Papers (Attached)
- Markers and paper to make a cartoon drawing
- Homework sheet – Denotation/ Connotation Sheet (Attached)

## Primary Source Materials:

- Philip Dawes, “A Society of Patriotic Ladies, at Edenton in North Carolina.” Mezzotint. London, March 25, 1775 <https://www.ncpedia.org/media/edenton-tea-party>.
- “Women’s Leadership in American History.” The City University of New York. [http://www1.cuny.edu/portal\\_ur/content/womens\\_leadership/](http://www1.cuny.edu/portal_ur/content/womens_leadership/).
- Pearson, Jim. “Women of the American Revolution. A Unit of Study for Grades 5 – 8.” National Center for History in the Schools. University of California, Los Angeles. [http://www.learner.org/courses/amerhistory/pdf/WomenRev\\_LOne.pdf](http://www.learner.org/courses/amerhistory/pdf/WomenRev_LOne.pdf)
- “Women of the Revolutionary War.” Teaching American History Project. EASTCONN. <http://tah.eastconn.org/tah/WomenoftheAmericanRevolution.pdf>

## Warm Up:

On the board, draw two “brainstorm” charts; one that says “Man things” and one that says “Woman things.” Tell students to think of traditional gender roles and “things that men do vs. things that women do.” Tell them to think of as many as possible; the group that gets the most wins (teachers may attach a prize to this if they wish). Identify with the groups the traditional roles of men and women and write them on the brainstorm chart on the board. Tell the students that the focus of today will be the Colonial role of the women “taking care of the home” (many of the students responses will probably include the subcategories, i.e. minding children, making food, cleaning, etc.) Then ask, “what kind of protests do you think the women could have organized if their power was restricted to the home?” Take student responses.

## Instructional Strategies:

1. The students will be broken into groups of six, each group will be assigned one woman to research. (Deborah Sampson, Phillis Wheatley, Molly Pitcher, Abigail Adams) The students will complete the analysis worksheet for their appointed woman.
2. After each group is finished (ones that finish early can browse the rest of the PowerPoint), the class will split up into six different groups. Each new group should have a Deborah, Phillis, Molly, and Abigail. Each member of the group will share his or her finding and teach the rest of the group about their woman.
3. After all members of the group report their findings, the group will nominate one woman for America’s Revolutionary Heroine Medal of Honor. Each group will make a poster or a PowerPoint slide with three reasons why their woman deserves this honor.
4. Students will share nominees with the class. The class votes and determines a winner.

### **Homework and Practice:**

Students will receive a copy of “A Society of Patriotic Ladies”. They will be able to list the items they see from the picture and its significance to women. Students will complete a photograph graphic organizer to identify the denotation and connotation elements from the picture. (Attached)

### **With all of these observations, the following questions should be answered:**

- What is this picture showing?
- What is the author’s attitude toward the women?
- What would the author say about these women in general? Is he/she personally attacking them? How?
- What is the gender of the author of the cartoon? Do you think that’s important?
- Where do you think the author is from? (it should be revealed that the author is from England)

### **Assessment Question:**

Name two women who helped impact the Revolutionary War and explain what their contributions were to the war effort.

### **Rubric:**

**4** – Students will correctly identify 2 women who impacted the Revolutionary War and their contributions.

**3** – Students will correctly identify 2 women who impacted the Revolutionary War and one contribution.

**2** – Students will correctly identify 1 woman who impacted the civil war and her contribution.

**1** – Students will identify 1 woman, but will not be able to write her contribution.

**0** – Students will not be able to identify any women from the Revolutionary War or their impact.

### **Re-teach Activity:**

*Jeopardy* PowerPoint (See Attached)

### **Extension Activity:**

The author portrays the women of Edenton’s efforts in an extremely negative way. How do you think a woman author from America would portray the same meeting? Students should draw a cartoon portraying the meeting in Edenton that is more “accurate.”

**Students should be sure to show:**

- The goal of the meeting
- How the meeting “actually” looked
- A more reasonable representation of the participants in the meeting

# Deborah Sampson

Name \_\_\_\_\_ Date \_\_\_\_\_

Date of Birth \_\_\_\_\_

Year of Death \_\_\_\_\_

Three Facts about Deborah Sampson and the Revolutionary War

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

What year was the portrait done? \_\_\_\_\_

Looking at the photograph of Deborah Sampson's house, what do you think her life was like?

\_\_\_\_\_

Why was she important?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

# Phillis Wheatley

Name \_\_\_\_\_ Date \_\_\_\_\_

Date of Birth \_\_\_\_\_

Year of Death \_\_\_\_\_

Three important images/phrases from Wheatley's Poems

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

What year was the portrait done? \_\_\_\_\_

Why was she important?

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# Molly Pitcher

Name \_\_\_\_\_ Date \_\_\_\_\_

Date of Birth \_\_\_\_\_

Year of Death \_\_\_\_\_

Three Facts about Molly Pitcher and the Revolutionary War

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

What was the best part of the  
movie? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Why was she important?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# Abigail Adams

Name \_\_\_\_\_ Date \_\_\_\_\_

Date of Birth \_\_\_\_\_

Year of Death \_\_\_\_\_

Three Facts about Abigail Adams and the Revolutionary War

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

Why did Abigail Adams write this famous letter to her husband? (primary resource) \_\_\_\_\_

Favorite quote of the letter

" \_\_\_\_\_

\_\_\_\_\_ "

Why was she important?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



### "A Society of Patriotic Ladies"

Examine the image and fill in the chart with your responses. Bring the chart to class tomorrow, and be prepared to discuss your thoughts.

Answer the following questions.

Denotation	Connotation

1) What is the author's attitude toward the women?

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2) What would the author say about these women in general? Is he/she personally attacking them? How?

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Philip Dawes, "A Society of Patriotic Ladies, at Edenton in North Carolina." Mezzotint. London, March 25, 1775.