



Lesson Title	Women's Role during American Revolution	Teacher	Ramona Jefferson
Grade Level	4th	Duration of Lesson	60 minutes

Lesson Topic	Roles of women during American Revolution-Specifically Mary Ludwig Hays McCauley (Molly Pitcher), Abigail Adams and Martha Washington.
SC Standards and Indicators	4-3- The student will demonstrate an understanding of the conflict between the American colonies and England 4-3.6-Compare the daily life and roles of diverse groups of Americans during the Revolutionary War, including roles taken by women and African Americans such as Martha Washington, Mary Ludwig Hays McCauley and Abigail Adams.
Academic Vocabulary	
Lesson Materials	1. Picture of Mary Ludwig Hays McCauley, letters from Abigail Adams and Martha Washington 2. Video- Women and the American Revolution- http://www.hulu.com/watch/60240/a-celebration-of-womens-history-women-and-the-american-revolution 3. Post it notes 4. Chart paper 5. Cold Reads- Mary Ludwig Hays McCauley, Abigail Adams and Martha Washington 6. Copy of Contribution and Fact sheet (3) for each group 7. Instruction sheet for independent practice (one for each student)- Intro speech 8. Rubric for Intro Speech (one for each student)

Lesson Set

Content Objective(s)	The students will be able to explain and analyze pictures and letters to explain some of the roles women played in the Revolutionary War.
Literacy Objective(s)	Generate writing that expresses a main idea and variety of uses supporting details to establish that idea for a variety of audiences.

Lesson Importance	The students will understand that women had significant roles during the American Revolution.
Connections to prior and future learning	In previous indicators the Revolutionary War was taught. This is first time that these specific people will be addressed in the standards.
Anticipatory Set/ Hook (Engage)	The teacher will ask: At the time of the Revolutionary War, who were some of the people living in the colonies? White men and women and Africans. What was the main job of the white men during the war? Soldiers. What were some of the jobs of women during the Revolutionary War? Farmed, worked in stores, took care of the house and children, etc. The teacher will make an anchor chart of suggestions from students. - The chart will be used later in lesson.

Skill Development

Initial “explain” portion of the lesson. Introduce vocabulary, explain/demonstrate/model the skill required for the literacy objective, introduce content components.

The content portion is only a brief introduction; the bulk of the student learning will take place during the guided practice activity.

Introduce content components	<ol style="list-style-type: none"> 1. The teacher will say- “In today’s lesson you will learn about the roles of women during the Revolution.” 2. The teacher will say- “ You will learn specifically the roles of 3 women- Mary Ludwig Hays McCauley, Abigail Adams and Martha Washington
“I do” Skill from literacy objective introduce/explain/model	<ol style="list-style-type: none"> 1. The teacher will say – “Now you will watch a short video on the roles of women during the Revolutionary War. 2. The teacher will give each student a post it note and say- “Write down the different jobs that the video explains women performed during the Revolutionary War on your post it note.” 3. The teacher will show video of Women and the American Revolution 4. After the video the teacher will review the anchor chart from beginning of lesson and have the students tell her any other jobs they wrote down on post it notes that need to be added to chart. 5. The teacher will discuss each role of women: <ul style="list-style-type: none"> • Worked on farm or family business • Cared for their children

	<ul style="list-style-type: none"> • Planted and harvested crops during husband's absence • Served in the army as nurses and cooks • Served alongside their husbands during battles
--	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Guided Practice

This is the inquiry portion of the lesson, student-centered & often cooperative learning strategies used, teacher acting as facilitator, also known as *Explore*.

"We do" Activity Description Include student "explore" components and opportunities for them to explain their learning.	<ol style="list-style-type: none"> 1. The teacher will divide the class into groups of 3 and assign one of the group members as the writer. 2. The teacher will give each group a copy of the pictures, and letters and the writer a copy of contribution and fact sheets. 3. The teacher will display contribution sheet and explain to the groups that they will complete number 1 of the sheet by using the primary resources that each group received. 4. The teacher will tell students they will analyze the pictures and letters to draw conclusions of how each of the women contributed during the revolution. The teacher will tell the students that they will be given 10 minutes to discuss and decide on the contribution of each of the women and the writer will write it on the contribution and fact sheet. 5. The students must then complete section that asks for evidence on how they came up with their answers. 6. After ten minutes the teacher will explain the directions for the rest of the sheet. The teacher will explain to the students that they will read the cold read on each of the women in the group and complete the fact part of each sheet. The students must find 3 facts. The student will be given 10 minutes to complete this portion of the activity.
Checking for Understanding- "Informal" Assessment	The teacher will walk around to each group to check the completion of the Contribution and Fact sheet and check to make sure they are writing down contributions and facts of each woman.

Closure

Teacher will re-visit content and answer students' questions developed during the Guided Practice component. Summarize the lesson, clarify content, and revisit content and literacy objectives.

Content Solidified	<ol style="list-style-type: none"> 1. The teacher will have the class come together and have volunteers explain some of the roles of women during the American Revolution. 2. The teacher will have groups share what they wrote for the
-------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

	<p>contributions of each of the women.</p> <ol style="list-style-type: none"> 3. The teacher will they have groups share the facts for each women. 4. The contributions of each of the women will be written on the bottom of the anchor chart created at the beginning of the lesson.
--	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Independent Practice

"You Do"	<ol style="list-style-type: none"> 1. The teacher will tell the students that they will use what they learned about each of the women to complete independent activity. 2. The teacher will pass out instruction sheets for independent practice. 3. The teacher will read instructions – explain to the students they will pretend that each of the women are receiving the Hero Award and before they receive the award the students must introduce the women to the audience. The students must include the contributions of each woman and 3 important facts about the women. 4. The students will write the intro. speeches in paragraph form. 5. The paragraph should be at least 7 sentences long. 6. The teacher will share an intro paragraph example using George Washington. 7. The students will then compose paragraphs.
-----------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Summative/ "Formal" Assessment

Assessment	<p>The students will complete a 7 sentence paragraph for each of the women. The paragraphs must included both the contributions of each of the women during the Revolution and also include 3 important facts about each woman. The paragraphs will be rubric scored.</p>
-------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Differentiation

During Lesson	<p>Students that need extra help will be paired with both a good writer and reader.</p>
Assessment	<p>Those students who have difficulty with writing will be able to first verbally give the teacher the information and then be able to use group contribution sheet to help them complete paragraphs.</p>



Molly Pitcher

"Molly Pitcher at the Battle of Monmouth, June 1778," engraved by J. C. Armytage after a painting by Alonzo Chappel, ca. 1859. Courtesy of the Library of Congress, Prints and Photographs Division.

Letter to John Adams

Abigail Adams

March 31, 1776

Braintree

I wish you would ever write me a letter half as long as I write you, and tell me, if you may, where your fleet are gone; what sort of defense Virginia can make against our common enemy; whether it is so situated as to make an able defense. Are not the gentry lords, and the common people vassals? Are they not like the uncivilized vassals Britain represents us to be? I hope their riflemen, who have shown themselves very savage and even blood-thirsty, are not a specimen of the generality of the people. I am willing to allow the colony great merit for having produced a Washington—but they have been shamefully duped by a Dunmore.

I have sometimes been ready to think that the passion for liberty cannot be equally strong in the breasts of those who have been accustomed to deprive their fellow-creatures of theirs. Of this I am certain, that it is not founded upon that generous and Christian principle of doing to others as we would that others should do unto us.

Do not you want to see Boston? I am fearful of the small-pox, or I should have been in before this time. I got Mr. Crane to go to our house and see what state it was in. I find it has been occupied by one of the [doctors](#) of a regiment; very dirty, but no other damage has been done to it. The few things which were left in it are all gone. I look upon it as a new [acquisition](#) of property—a property which one month ago I did not value at a [single](#) shilling, and would with pleasure have seen it in flames.

The town in general is left in a better state than we expected; more owing to a precipitate flight than any regard to the inhabitants; though some individuals discovered a sense of honor and justice, and have left the rent of the houses in which they were, for the owners, and the furniture unhurt, or, if damaged, sufficient to make it good. Others have committed abominable ravages. The mansion house of your President is safe, and the furniture unhurt while the house and furniture of the Solicitor General have fallen a prey to their own merciless party. Surely the very fiends feel a reverential awe for virtue and patriotism, whilst they detest the parricide and traitor.

I feel very differently at the approach of spring from what I did a month ago. We knew not then whether we could plant or sow with safety, whether where we had tilled we could reap the fruits of our own industry, whether we could rest in our own cottages or whether we should be driven from the seacoast to seek shelter in the wilderness but now we feel a temporary peace, and the poor fugitives are returning to their deserted habitations.

Though we felicitate ourselves, we sympathize with those who are trembling lest the lot of Boston should be theirs. But they cannot be in similar circumstances unless pusillanimity and cowardice should take possession of them. They have time and warning given them to see the evil and shun it.

I long to hear that you have declared an independency. And, by the way, in the new code of laws which I suppose it will be necessary for you to make, I desire you would remember the ladies and be more generous and favorable to them than your ancestors. Do not put such unlimited power into the hands of the husbands. Remember, all men would be tyrants if they could. If particular care and attention is not paid to the ladies, we are determined to foment a rebellion, and will not hold ourselves bound by any laws in which we have no voice or representation.

That your sex are naturally tyrannical is a truth so thoroughly established as to admit of no dispute; but such of you as wish to be happy willingly give up the harsh title of master for the more tender and endearing one of friend. Why, then, not put it out of the power of the vicious and the lawless to use us with cruelty and indignity with impunity? Men of sense in all ages abhor those customs which treat us only as the vassals of your sex; regard us then as beings placed by Providence under your protection, and in imitation of the Supreme Being make use of that power only for our happiness. April 5.

I want to hear much oftener from you than I do. March 8th was the last date of any that I have yet had. You inquire of me whether I am making saltpetre. I have not yet attempted it, but after soap-making believe I shall make the experiment. I find as much as I can do to manufacture clothing for my family, which would else be naked. I know of but one person in this part of the town who has made any. That is Mr. Tertius Bass, as he is called, who has got very near a hundred-weight which has been found to be very good. I have heard of some others in the other parishes. Mr. Reed, of Weymouth, has been applied to, to go to Andover to the mills which are now at work, and he has gone.

I have lately seen a small manuscript describing the proportions of the various sorts of powder fit for cannon, small arms, and pistols. If it would be of any service your way I will get it transcribed and send it to you. Every one your friends sends regards, and all the little ones. Adieu.

<http://teachingamericanhistory.org/library/index.asp?document=278>

The letter may be too much for students to handle. You can cut in paragraphs. The following paragraphs 5,6,7,8 have information that students can use to draw conclusion.

Valley Forge March 27th 1793

Dear Madam

I am now to thank you for the two very kind letters which you have been pleased to favor me with. — The one written some time last summer, and the other by Mr Bowdoin. It gave me especial pleasure to hear by that Gentleman that you and Genl Warren enjoy good health — and this pleasure was not a little increased by hearing from yourself that you are so very happy in your State — no traces of the enemy being left; but on the other hand, plenty of every kind useful and necessary to be procured — indeed I think providence was very bountifull in her good gifts



Dear Madam

Valley forge March the 7th 1778

I am now to thank you for the two very kind Letters which you have been pleased to favor me with. - the one written some time Last summer, and the other by Mr Bowdoin. It gave me a peculiar pleasure to hear by the gentleman that you and Genl Warren enjoyd good health - and this pleasure was not a little increased by hearing from yourself that you are so very happy in your state - noe traces of the enemy being left; but on the other hand, plenty of every thing usefull and necessary to be percured - indeed I think providence was very bountifull in her goodness to your state: even when the enemy was in it, we found then every article in plenty, and full sufficient for the use of the army - in virginia we have no British troops since the cruel Dunmore left us - but how soon we shall, is not at this time known; I hope, and trust, that all the states will make a vigorous push early this spring, if every thing can be preparad for it, and thereby putting a stop to British cruelties - and afford us that peace liberty and happyness which we have so long contended for -

It has given me unspeakable pleasure to hear that Genl Burgoyne and his army air in safe quarters in your state -would bountifull providence aim a like stroke at Genl Howe, the measure of my happyness would be compleat

I came to this place about the first of February whare I found [the General](#) very well - I left my Children at our House - Mrs Custis has lately had a fine girl, which makes the second since she left Cambridge; she is so much confined with her children, that she stays altogether with them

I left Mr Bowdoin in Alexandria he was a good deal distressed on account of Mr Blairne a french gentleman his partener - who was by accident drowned crossing the Potomack river; his Body was not found when I left home; his behaviour and agreeable manners, rendered him a favourite with all that know him, and caused his death to be much lamented

The General is in camped in what is called [the great Valley](#) on the Banks of the Schuykill officers and men are cheifly in Hutts, which they say is tolerable comfortable; the army are as healthy as can well be expected in general - the Generals apartment is very small he has had a log cabben built to dine in which has made our quarter much more tolerable than they were at first.

It would give me plasure to deliver your compliments to Mrs. Gates, but she lives at so great a distance from me that I have not seen her since we parted at Newport two years agoe; the General joins me in offering our respectfull compliments to Genl Warren and yourself. -

I am Dr Madam with esteem
your affectionate Friend and
very Hble servt

Martha Washington

Martha Washington in the American Revolution

Description**Creator**

Martha Washington

Date

1778-03-07

The letter may be too much for students to handle. You can cut in paragraphs. The following paragraphs 3 and 5 have information that students can use to draw conclusion.

Molly Pitcher

One of the most famous women to fight in battles during the Revolutionary War is Molly Pitcher. Her real name was Mary Ludwig Hays McCauley. She was with her husband at the Battle of Monmouth. It was very hot. She would carry pitchers of cold water to the soldiers. She was in danger of being shot with every trip.

One time when she came back with water, she saw that her husband had been killed. He had been helping to shoot a cannon. Without him, the cannon could not be shot. Mary took his place on the cannon. She stayed during the whole battle. Other soldiers were happy with how well she did.

George Washington made her a sergeant because she was so brave. She is buried in Pennsylvania. There is a cannon next to her grave. There is also a monument that tells about her brave actions.

Martha Washington

Martha Dandridge never dreamed she would become the First Lady of a brand new country. Her father came to the colonies from England long before she was born. Martha was the eldest of eight Dandridge children. When she turned nineteen, she married a much older plantation manager named Daniel Parke Custis. Martha was quite happy to be this man's wife and raise their four children. Life doesn't always turn out the way you think it will, however. The happy couple had been married seven years when Mr. Custis suddenly died. Two of her children died within a short period. How was a young widow with two small children going to survive?

Martha was very fortunate to meet a slightly younger plantation owner. Two years after her husband's death, Martha Dandridge Custis married George Washington. They moved to his plantation, Mount Vernon. There they set about making a home for themselves and her two remaining children. George and Martha enjoyed the life of country gentry. George had already become involved in local politics. He had served in the British army during the French and Indian War. Now he wanted to farm and keep active in the politics of the colonies. George was selected for the First Continental Congress and then elected to the Second Continental Congress. Martha was right there supporting him. He was selected to be Commander of the Continental at the beginning of the Revolutionary War. Martha was with him.

Many men in the army traveled with their families. Martha Washington traveled with General George Washington much of the time. She kept his headquarters clean. She arranged for the officer's laundry to be washed, dried, and ironed. She gathered needed supplies. She saw to it that decent meals were prepared. She tended to the sick and wounded. She cried and prayed with members of the men's families. It seemed that when anything needed to be done for the men, Martha Washington saw to it that it was taken care of.

When the Revolutionary War was over and the colonists had freed themselves from British rule, Martha returned to her beloved Mount Vernon. She now took on the responsibility of raising two of her grandchildren. In 1789, George Washington was again called to serve his country. This time he was asked to become the first President of the United States. George and Martha traveled to New York City, the capital of this new country. They spent the next nine years as America's first couple. Martha again earned the respect and love of her countrymen. The couple returned to Mount Vernon after George Washington had completed two terms as President. Martha died in 1802, three years after her greatly beloved husband.

Abigail Adams

When Abigail Smith was growing up, most girls didn't go to school. But she loved to learn and taught herself to read and write.

At nineteen, Abigail married John Adams, a young lawyer. In 1774, John was asked to represent Massachusetts at a meeting, or Congress, of all the colonies in Philadelphia. He remained there for most of the next two years. They wrote long letters to one another, discussing the fight for independence as well as family matters. Abigail Adams suggested that the Declaration of Independence should include the rights of women: "the ladies... will not hold ourselves bound by any Laws in which we have no voice." It was well over 100 years before the battle for votes for women was won.

From the Adams farm, Abigail watched and wrote about the battles of the Revolutionary War. Between 1778 and 1788, John represented the government in the newly formed United States in France, the Netherlands, and England and Abigail went with him when he visited these countries. In 1789, John was elected the first vice-president of the United States, under President Washington.

In 1796, Abigail became the second First Lady of the United States when John was elected president. She was the first First Lady to live in the presidential mansion now called the White House in Washington, D.C.

Abigail held several jobs during her lifetime- mother, farmer, writer, and hostess. Because of the time in which she lived, she earned no money or official recognition for all her work. However, her journal and her many letters give us a clear record of a strong, smart, and active woman.

Contribution and Fact Sheet

Molly Pitcher

1. What was her contribution to the American Revolutionary

War? _____

Evidence from passage that helped you with your
answer _____

2. Three facts about Molly Pitcher

1. _____

2. _____

3. _____

Contribution and Fact Sheet

Abigail Adams

1. What was her contribution to the American Revolutionary War? _____

Evidence from passage that helped you with your answer _____

2. Three facts about Abigail Adams

1. _____

2. _____

3. _____

Contribution and Fact Sheet

Martha Washington

1. What was her contribution to the American Revolutionary War?

Evidence from passage that helped you with your answer

2. Three facts about Martha Washington

1.

2.

3.

Directions for Intro Speech:

You will pretend that each of the women (Mary Ludwig Hays McCauley, Abigail Adams and Martha Washington) is receiving the Hero Award. You are the one who has to introduce them before they receive their award. You must write an introduction speech for each of the women. You will write your speech in paragraph form.

The Speech must include:

1. Explanation of their contribution to the American Revolution War.
2. 3 important facts about the women
3. The paragraph must be at least 7 sentences.
4. When you are done you should have 3 paragraphs, one for each of the women.

Example Intro paragraph (Speech)

George Washington

George Washington was one of the great heroes of the American Revolution. He represented Virginia at the First and Second Continental Congresses. He was the Commander-in-Chief of the Continental Army. In the early stages of the war, he made many strategic mistakes. However, Washington inspired his men and kept the army together despite defeat and hardships until the British finally surrendered. His determination and bravery helped the colonies gain their independence from England.

Rubric for intro speech

Name: _____

Teacher: _____

Date Submitted: _____

	Criteria				Points
	4	3	2	1	
Paragraph explains the contribution of the famous woman	The contribution is clearly stated in the paragraph. Student understands contribution.	The contribution is somewhat stated in the paragraph. The student understands some of contribution but has some confusion.	The contribution is unclearly stated. The student does not have a good understanding of contribution.	The contribution is not stated in the paragraph	_____
Paragraph contains three facts topic	Paragraph(s) have three facts	Paragraph(s) have two facts	Paragraph(s) have one fact	Paragraph(s) have no facts	_____
Paragraph contains seven sentences	Paragraph contains seven or more sentences.	Paragraph contains five to six sentences	Paragraph contains three to four sentences.	Paragraph contains two to 1 sentences.	_____
				Total---->	_____

Teacher Comments:

Citations

Video Website:

<http://www.hulu.com/watch/60240/a-celebration-of-womens-history-women-and-the-american-revolution>

Molly Pitcher at the Battle of Monmouth, June 1778," engraved by J. C. Armytage after a painting by Alonzo Chappel, ca. 1859. Courtesy of the Library of Congress, Prints and Photographs Division.

Martha Washington, "Letter, Martha Washington to Mercy Otis Warren, March 7, 1778," in Martha Washington, Item #31, <http://marthawashington.us/items/show/31> (accessed July 11, 2011).

Abigail Adams, "Letter ,Abigail Adams to John Adams , March 30, 1776"
<http://teachingamericanhistory.org/library/index.asp?document=278>