**Expert Pack:** Women in the American Revolution

Submitted by: Milwaukee Public Schools – Parkview School

Grade: 5 Date: July 2015

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| **Topic/Subject**  Women in the American Revolution |
| **Texts/Resources**  Book(s)   1. *Independent Dames: What You Never Knew about the Women and Girls of the American Revolution*   Article(s)   1. “Colonization and Revolutionary War: The Declaration of Independence” 2. “Seeds of Revolution” 3. “Revolutionary War Women” 4. “Founding Mothers” 5. “Women in the American Revolution”   Images   1. A Look at Women’s Roles in the U.S. Military (First image only.) 2. Molly Pitcher   Other Media   1. “A Brief History of America's Independence: Part 1” 2. “Bet You Didn't Know: Revolutionary War”   Each expert pack contains a variety of selections grouped to create as coherent and gradual a learning process for students as possible, generally beginning with lower levels as measured by quantitative and qualitative measures, and moving to more complex levels in the latter selections. This gradated approach helps support students’ ability to read the next selection and to become ‘experts’ on the topic they are reading about.  *Refer to annotated bibliography on the following pages for the suggested sequence of readings.* |
| **Rationale and suggested sequence for reading:**  We begin our informational journey with “Colonization and Revolutionary War: The Declaration of Independence.” This short text gives the reader a brief introduction to the rationale of the war. With this background knowledge, students will then watch “A Brief History of America’s Independence: Part 1.” This short video continues to build students’ background knowledge by examining situations that led up to the war. Readers continue their learning journey by reading “Seeds of Revolution.” The text expounds upon the specific acts of rebellion against the British. The journey continues with the learners watching “Bet You Didn’t Know: Revolutionary War.” The video contains facts that are not common knowledge and leads the viewer to acknowledge women played a role in the American Revolution. The learning continues with the reading of *Independent Dames: What You Never Knew about the Women and Girls of the American Revolution*. The narrator of this text tells the reader the various ways women and girls supported and participated in the American Revolution. Further, the book provides explicit names of women and girls and how they contributed to the revolution. The journey continues with the reading of “Revolutionary War Women.” This site offers both familiar and unfamiliar women who supported the revolution; many of the names are hyperlinked so students can learn more information. Students will then continue with the reading of “Women in the American Revolution.” Information regarding individual women including their role in the revolution is included. “Founding Mothers” is the final reading. This site wraps up the students’ readings by providing the understanding that women and girls played just as large of a role in the American Revolution as men and boys. Students can then study the two images: A Look at Women’s Roles in the U.S. Military (First image only) and Molly Pitcher. With the information they have now gained, readers will be able to discern the action occurring in the images. |
| **The Common Core Shifts for ELA/Literacy:**   1. Regular practice with complex text and its academic language 2. Reading, writing and speaking grounded in evidence from text, both literary and informational 3. *Building knowledge through content-rich nonfiction*   Though use of these expert packs will enhance student proficiency with most or all of the Common Core Standards, they focus primarily on Shift 3, and the highlighted portions of the standards below. |
| **College and Career Readiness Anchor Standards for Reading Literary and/or Informational Texts** *(the darkened sections of the standards are the focus of the Expert Pack learning for students)***:**   1. ***Read closely to determine what the text says explicitly and to make logical inferences from it*;** cite specific textual evidence when writing or speaking to support conclusions drawn from the text. 2. ***Determine central ideas or themes of a text*** *and analyze their development*; summarize the key supporting details and ideas. 3. **Read** **and comprehend complex literary and informational texts independently and proficiently** |
| **Content Standard(s):**  B.8.7 Identify significant events and people in the major eras of United States and world history |

**Annotated Bibliography**

and suggested sequence for reading

**810 “Colonization and Revolutionary War: The Declaration of Independence”**

Author: ReadWorks.org

Genre: Informational

Length: Approximately one page

Synopsis: A brief introduction to the rationale of the American Revolution.

Citation: The Declaration of Independence. (n.d.). Retrieved May 2, 2015, from

<http://www.readworks.org/passages/colonization-revolutionary-war-declaration-independence>

Cost/Access: Free access after initial sign-up

Recommended Student Activities: A Picture of Knowledge

**“A Brief History of America’s Independence: Part 1”**

Author: 321 Learning

Genre: Video

Length: 2:47

Synopsis: A short video which continues to build students’ background knowledge by examine situations that led to the revolution.

Citation: A brief history of America's independence: Part 1. (2013, November 5). Retrieved May 2, 2015, from

YouTube: 321 Learning website: <https://www.youtube.com/watch?v=tfnrdWYmZus>

Cost/Access: $0.00

Recommended Student Activities: A Picture of Knowledge

**1140 “Seeds of Revolution”**

Author: Kathiann M. Kowalski

Genre: Informational

Length: Four pages

Synopsis: A thorough explanation of specific acts of rebellion against the British.

Citation: Kowalski, K. M. (2005, July). *Seeds of revolution*. Retrieved May 2, 2015, from Cricket Magazine

website: <http://www.cricketmag.com/ProductImages/articles/1776.pdf>

Cost/Access: $0.00

Recommended Student Activities: Wonderings

**“Bet You Didn’t Know: Revolutionary War”**

Author: History Channel

Genre: Video

Length: 2:38

Synopsis: A short video containing uncommon knowledge about the American Revolution.

Citation: Bet you didn't know: Revolutionary war. (n.d.). Retrieved March 22, 2018, from

https://curiosity.com/videos/bet-you-didnt-know-revolutionary-war-or-history-history/

Cost/Access: $0.00

Recommended Student Activities: Wonderings

**900 *Independent Dames: What You Never Knew about the Women and Girls of the American Revolution***

Author: Laurie Halse Anderson

Genre: Nonfiction

Length: 30 pages

Synopsis: Describes the role women and young girls played in the American Revolution, highlighting the contributions and exploits of women who had a significant impact on the colonists' fight for freedom.

Citation: Halse Anderson, L. (2008). *Independent dames: What you never knew about the women and girls of the*

*American Revolution*. New York, NY: Simon & Schuster Books for Young Readers.

Cost/Access: $15.38

Recommended Student Activities: Pop Quiz

**1100 “Revolutionary War Women”**

Authors: Paul Pavao, Janelle Pavao, and Esther Pavao

Genre: Informational

Length: 1.5 pages

Synopsis: This site offers both familiar and unfamiliar women who supported the revolution; many of the names

are hyperlinked so students can learn more information.

Citation: Pavao, P., Pavao, J., & Pavao, E. (n.d.). Revolutionary war women. Retrieved May 2, 2015, from

<http://www.revolutionary-war.net/revolutionary-war-women.html>

Cost/Access: $0.00

Recommended Student Activities: Quiz Maker

**1130 “Women in the American Revolution”**

Author:

Genre: Informational

Length: 4 pages

Synopsis: Information regarding individual women including their role in the revolution is included on this site.

Citation: Women in the American Revolution. (n.d.). Retrieved May 2, 2015, from

<http://www.mapsofworld.com/usa/american-revolution/role-of-women.html>

Cost/Access: $0.00

Recommended Student Activities: Quiz Maker

**1190 “Founding Mothers”**

Author: Jone Johnson Lewis

Genre: Informational

Length: 4 pages

Synopsis: Discover how women and girls played just as large of a role in the American Revolution as the men

and boys.

Citation: Johnson Lewis, J. (n.d.). Founding mothers. Retrieved May 2, 2015, from

<http://womenshistory.about.com/od/waramrevolution/tp/Founding-Mothers.htm>

Cost/Access: $0.00

Recommended Student Activities: Wonderings

**“A Look at Women’s Roles in the U.S. Military” (First Image Only)**



Author: Matt Dayhoff

Genre: Image

Length: 1 page

Synopsis: A mother protects her family from the British redcoats.

Citation: Dayhoff, M. (2013, January 25). A look at women's roles in the U.S. military. Retrieved May 2, 2015,

from <http://blogs.pjstar.com/eye/2013/01/25/a-look-at-womens-roles-in-the-u-s-military/>

Cost/Access: $0.00

Recommended Student Activities: Summary



**“Molly Pitcher”**

Author: Jone Johnson Lewis

Genre: Image

Length: 1 page

Synopsis: The myth of Molly Pitcher assisting with the cannon

after her husband was injured. This myth is perpetuated through art work such as this one and texts. It is important for students to know that Molly Pitcher was a fictional person even though some women did assist in battle.

Citation: Johnson Lewis, J. (n.d.). Molly Pitcher. Retrieved May 2, 2015, from

<http://womenshistory.about.com/od/waramrevolution/a/Molly-Pitcher.htm>

Cost/Access: $0.00

Recommended Student Activities: Summary

Supports for Struggling Students

By design, the **gradation of complexity** within each Expert Pack is a technique that provides struggling readers the opportunity to read more complex texts. Listed below are other measures of support that can be used when necessary.

* Provide a brief **student-friendly glossary** of some of the academic vocabulary (tier 2) and domain vocabulary (tier 3) essential to understanding the text
* Download the Wordsmyth widget to classroom computers/tablets for students to access student-friendly definitions for unknown words. <http://www.wordsmyth.net/?mode=widget>
* Provide brief **student friendly explanations** of necessary background knowledge
* Include **pictures or videos** related to the topic within and in addition to the set of resources in the pack
* Select a small number of texts to **read aloud** with some discussion about vocabulary work and background knowledge
* Provide **audio recordings** of the texts being read by a strong reader (teacher, parent, etc.)
* **Chunk the text** and provide brief questions for each chunk of text to be answered *before* students go on to the next chunk of text
* Pre-reading activities that focus on the **structure and graphic elements** of the text
* Provide **volunteer helpers** from the school community during independent reading time.

Why Text Sets Support English Language Learners

Those acquiring English as a second language have to learn many words in English to catch up with their English-only peers. Vocabulary builds at a much quicker pace when reading a set of connected texts. Text sets are an adaptable resource perfect for building knowledge and vocabulary. Student use of text sets can vary in terms of independence or teacher supports based on the individual needs of the students in the room. Activities found within the text set resources reflect several best practices for English Language Learner instruction including:

* Providing brief, engaging texts that provide a high volume of reading on a topic.
* Providing web-based resources and/or videos that are tied to the content of the texts students are reading.
* Providing opportunities for students to learn new vocabulary through the use of student-friendly definitions in resource-specific glossaries.
* Allowing for options to reinforce newly learned vocabulary and/or content through graphic organizers.
* Providing opportunities for students to reinforce new vocabulary through multi-modal activities including written work, group discussion, viewing visual content, and reading texts that feature the vocabulary.

Teachers of ELLs may use the protocols on the following pages to provide additional support to students who are struggling to access the content within text sets because they are new to English.

ELL Text Set Protocol Grades 3-12

The goal of text sets is to help students build knowledge through a volume of independent reading, and it is important that educators provide scaffolds to allow English Language Learners to be successful in engaging meaningfully with the texts, even as students are still developing English language skills. The protocol below can be used for teaching with text set resources as a full class. Students can also be trained on the protocol so that they can utilize text sets in small groups or partnerships as a resource for independent or reciprocal reading and study.

Please note that this protocol includes options for teachers. Individual decisions should be made considering the needs of the students and the demands of the content, keeping in mind that the goal of each scaffold is to allow students to meaningfully access the text and move toward independent, knowledge-building reading.

**Step one: Build knowledge and vocabulary.**

Introduce students to the overall topic/content of the text set, including knowledge demands needed to engage in the content, and domain-specific vocabulary necessary for comprehension. This should be done prior to engaging with the texts themselves; time allotted to this activity should reflect student needs (anywhere from 5 minutes prior to reading, to a full day’s lesson is appropriate).

*Options for this step include:*

* Engage students in reading and discussing auxiliary texts (of lesser complexity) and resources (illustrations, photographs, video clips) on the topic of the text set.
* Pre-teach a few key content-specific terms prior to students engaging with a text set. (Ideas for text-focused vocabulary instruction can be found [here](https://achievethecore.org/content/upload/Selecting%20and%20Using%20Academic%20Vocabulary%20in%20Instruction.pdf).)
* Provide the student-friendly glossary included in the text set prior to reading each text.
* When possible, allow students to read texts in their home language about the topic under study.

**Step two: Read text orally.**

Focusing on one resource at a time, allow students to listen to a fluent read of the resource, while following along with their own copy of the text.

*Options for this step include:*

* Have a fluent reader model the first read of a text or resource.
* Have students engage in a buddy/partner read.
* Use recordings of the text to provide additional opportunities to hear expert reading.

**Step three: Engage in group discussion about the content.**

Allow students time in partnerships or small groups to discuss the content of the resource.

*Options for this step include:*

* + Allow for discussion/conversation (in the students’ home language if possible) with a small group of students reading the same text set prior to writing or provide heterogeneous language groupings to talk about content and discuss what students are learning.
  + Have students refer to the student-friendly glossary included with each text set to identify meanings for new vocabulary necessary for comprehension.

**Step four: Write about what was read.**

*Options for this step include:*

* Use the “Rolling Knowledge Journal” and/or “Rolling Vocabulary Journal” as a shared writing routine/ graphic organizer to help to scaffold the writing process and capture student knowledge over time.
* Provide students with several supports to help students engage in writing/drawing about what they read:
  + Use mentor texts about which students can pattern their writing.
  + Allow them to write collaboratively.
  + Show students visual resources as prompts, etc.
  + Provide language supports such as strategically chosen sentence starters.

## **Repeat steps one through four with each resource in the text set as appropriate.**

**Text Complexity Guide**

“Founding Mothers” by Jone Johnson Lewis

1. **Quantitative Measure**

Go to <http://www.lexile.com/> and enter the title of the text in the Quick Book Search in the upper right of home page. Most texts will have a Lexile measure in this database. You can also copy and paste a selection of text using the Lexile analyzer.

2-3 band 420 -820L

4-5 band 740 -1010L

6-8 band 925 - 1185L

9 -10 band 1050 – 1335L

11 – CCR 1185 - 1385

\_1190\_

1. **Qualitative Features**

Consider the four dimensions of text complexity below. For each dimension\*, note specific examples from the text that make it more or less complex.

This purpose of this article is to recognize the contributions of our country’s founding mothers. The first two paragraphs attend to the importance of this recognition while the remainder of the article provides explicit examples of the contributions of some of the founding mothers.

The structure is supportive in that the first two paragraphs are organized around main idea/detail. The third paragraph gives examples of two women and their contributions. The remainder of the article is numbered with the women’s name underlined followed by information pertaining to that particular woman.

The language in the text is quite complex using sentences such as *And in that context, it’s appropriate to also talk about the Founding Mothers: women, often the wives, daughters and mothers of the men referred to as Founding Fathers, who also played important parts in supporting the separation from England and the American*

*Revolutionary War.*

Most of the subject matter should be familiar to the reader reading the Expert Pack. Unfamiliar information included pertains to the creation of the phrase *founding fathers.*

**Meaning/Purpose**

**Structure**

**Language**

**Knowledge Demands**

1. **Reader and Task Considerations**

*What will challenge students most in this text? What supports can be provided?*

* Rereading, chunking, and discussion could support students with sentence length and vocabulary demands.
* Finding and unpacking “juicy sentences” could provide grammar lessons for the class.
* Encouraging students to use sticky notes to annotate new information.
* Asking students to make connections to other texts in the set could support and deepen understanding.
* Students could create an interactive notebook for each Founding Mother and write information under each individual.

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Grade: 5 Date: July 2015

**Learning Worth Remembering**

**Cumulative Activities** – The following activities should be completed and updated after reading each resource in the set. The purpose of these activities is to capture knowledge building from one resource to the next, and to provide a holistic snapshot of central ideas of the content covered in the expert pack. *It is recommended that students are* ***required*** *to complete one of the Cumulative Activities (Rolling Knowledge Journal or Rolling Vocabulary) for this Expert Pack.*

1. **Rolling Knowledge Journal**
2. Read each selection in the set, one at a time.
3. After you read *each* resource, stop and think what the big learning was. What did you learn that was new *and important* about the topic from *this* resource? Write, draw, or list what you learned from the text about (topic).
4. Then write, draw, or list how this new resource added to what you learned from the last resource(s).

**Sample Student Response**

|  |  |  |
| --- | --- | --- |
| **Title** | **Write, Draw, or List** | |
|  | **New and important learning about the topic** | **How does this resource add to what I learned already?** |
| 1. “Colonization and Revolutionary War: The Declaration of Independence” | Many Colonists decided to break ties with Britain.  Thomas Jefferson drafted the Declaration of Independence.  Values of the Colonists: freedom, government’s relationship with its’ people, and government’s responsibility to protect the peoples’ rights. |  |
| 1. “A Brief History of America’s Independence” | French and Indian War.  This war left the British in debt and therefore taxed the Colonists.  Boston Tea Party.  Battle of Lexington. | This video explains what happened prior to the Declaration of Independence and the causes of the American Revolution. |
| 1. “Seeds of Revolution” | The various ways Great Britain influenced the Colonists: no paper money, housing sentries, banning meetings, tea act, and closed the port of Boston. | Information provided goes into more depth in understanding why the Colonists were so upset with Great Britain. |
| 1. “Bet You Didn’t Know: Revolutionary War” | There were multiple tea parties.  Paul Revere wasn’t alone on his famous ride.  Women traveled with the continental army working as laundresses, nurses, cooks, spies, and couriers. | This video provides little known information about the American Revolution. It begins to expose readers about the roles women played in the American Revolution. |
| 1. *Independent Dames: What You Never Knew about the Women and Girls of the American Revolution* | Multiple and various scenarios explaining how women participated in the American Revolution. | This text gives many examples of how women and girls contributed in the American Revolution. |
| 1. “Revolutionary War Women” | Women could easily be spies.  Some women who made a great impact may not be known to us.  The various ways women impacted the American Revolution. | This text also gives many examples of how women and girls impacted the American Revolution. Many names are hyperlinked to learn more information. |
| 1. “Women in the American Revolution” | This article focuses on Martha Washington, Phillis Wheatley, Abigail Adams, Mercy Otis Warren, and the legend of Molly Pitcher. There is a short synopsis for each person. | A look at how specific women assisted in the American Revolution. |
| 1. “Founding Mothers” | Women that could easily be designated as the founding mothers due to their participation in the American Revolution. | More information pertaining to famous women during the time of the American Revolution. |

1. **Rolling Vocabulary: “Sensational Six”**

* Read each resource then determine the 6 words from each text that most exemplify the central idea of the text.
* Next use your 6 words to write about the most important idea of the text. You should have as many sentences as you do words.
* Continue this activity with EACH selection in the Expert Pack.
* After reading all the selections in the Expert Pack, go back and review your words.
* Now select the “Sensational Six” words from ALL the word lists.
* Use the “Sensational Six” words to summarize the most important learning from this Expert Pack.

|  |  |
| --- | --- |
| **Title** | **Six Vocabulary Words & Sentences** |
| “Colonization and Revolutionary War: The Declaration of Independence” | **Words:** Independence, patriots, colonists, representatives, negotiating, declare  **Sentences:**  The American Revolution was fought for **independence** from Great Britain. The **colonists**, who lived in the colonies, became **patriots** as they fought for their freedoms. **Representatives** who spoke on behalf of the colonists met in Philadelphia. The representatives decided that **negotiating**, or coming to an agreement, with the British was no longer helpful. Therefore, the colonists **declared** they no longer wanted Great Britain to rule over them. |
| “Seeds of Revolution” | **Words:** Inferior, currency, Parliament, Assembly, charter, Congress  **Sentences:**  The colonists who fought alongside the British during the French and Indian War, were considered **inferior**, or less than, the British soldiers. Great Britain would not let the colonists use **currency**, or paper money. The **Parliament** was the law-making group in Great Britain which decided the laws for the Colonists. The **Assembly** was a group of Colonists gathered together in order to decide what was best for the Colonists. British Parliament limited Massachusetts’ **charter**, or written document giving Massachusetts’ rights and responsibilities. **Congress**, the branch that makes laws, went against Great Britain by making laws for the Colonists. |
| *Independent Dames: What You Never Knew about the Women and Girls of the American Revolution* | **Words:** Tory, Rebel, enlisted, pioneer, frontier, sacrifice  **Sentences:**  A **Tory** is someone who was against the colonies from separating from Great Britain. A **Rebel** wanted the colonies to be on its own and create a new country. The patriots **enlisted**, or joined, the army to help fight Great Britain. The **pioneer**, or first person to live in an area, had to protect their family because there weren’t a lot of people around. **Frontier** living was difficult because it is newly explored. Many patriots **sacrificed**, or gave up something they held with great value, so Great Britain could no longer control the colonies. |
| *“Revolutionary War Women”* | **Words:** Peddling, Quaker, scruples, pension, pacifist, influential  **Sentences:**  Many women were **peddling**, or selling, different items to the soldiers as they camped. Some patriots were **Quakers**, which is a Christian religion. Some Quakers had religious **scruples**, or the belief of right and wrong, about the American Revolution. After the war, few women were given a **pension**, or money paid at regular times. There were a few **pacifists** who opposed the war and refused to participate. Some women were very **influential**, or causing some kind of effect, in the American Revolution. |
| “Women in the American Revolution” | **Words:** Foremost, piety, perspective, decorous, domestic, prosperous  **Sentences:**  Martha Washington was the **foremost**, or first, First Lady. One of Phillis Wheatley’s themes in her poetry was **piety**, or worship and devotion to God or family. A person’s **perspective,** or point of view, didn’t change much during the American Revolution. Many ladies were **decorous**, or proper or formal. Many women were expected to be **domestic**, or working with the family or home. There were few men who were **prosperous**, or had wealth or success. |
| “Founding Mothers” | **Words:** Asserting, presiding, opposed, inauguration, diplomat, propaganda  **Sentences:**  Abigail Adams began **asserting**, or strongly state, her opinions about how women should be treated. Martha Washington had a job by **presiding**, or being in charge, of parties. She also **opposed**, or was against, her husband, George Washington, being president. When George Washington became president, he went through **inauguration**, or a formal ceremony to take office, while Martha Washington did not attend. Abigail Adams husband, John, was a **diplomat**, or a person whose job is to handle relations with the governments of other countries. Mercy Otis Warren wrote plays as part of the **propaganda**, or opinions or beliefs that are made public to attack a movement or cause, used against Great Britain. |
| **Sensational Six** | colonists, independence, enlisted, sacrifice, peddling, influential |
| **Summary:**  The **colonists** wanted to declare **independence** from Great Britain. Many men **enlisted** in the army. Many women had to **sacrifice** a lot in order to keep up their home and family. Many women began following the army and began **peddling** items to help support the family. Several women became **influential** in how the new country was formed. | |

**Learning Worth Remembering**

**Singular Activities** – the following activities can be assigned for each resource in the set. The purpose of these activities is to check for understanding, capture knowledge gained, and provide variety of ways for students to interact with each individual resource. Students may complete some or none of the suggested singular activities for each text. Singular activities should be assigned at the discretion of the teacher.

1. **A Picture of Knowledge** (Recommended for “Colonization and Revolutionary War: The Declaration of Independence”, “A Brief History of America’s Independence: Part 1”)

* Take a piece of paper and fold it two times: once across and once top to bottom so that it is divided into 4 quadrants.
* Draw these shapes in the corner of each quadrant.

1. Square
2. Triangle
3. Circle
4. Question Mark

**?**

1. Write!

Square: What one thing did you read that was interesting to you?

Triangle: What one thing did you read that taught you something new?

Circle: What did you read that made you want to learn more?

Question Mark: What is still confusing to you? What do you still wonder about?

* Find at least one classmate who has read [selection] and talk to each other about what you put in each quadrant.

1. **Quiz Maker** (Recommended for “Women in the American Revolution”, “Revolutionary War Women”)

* Make a list of # questions that would make sure another student understood the information.
* Your classmates should be able to find the answer to the question from the resource.
* Include answers for each question.
* Include the where you can find the answer in the resource.

|  |  |
| --- | --- |
| **Question** | **Answer** |
| 1. |  |
| 2. |  |
| 3. |  |

1. **Wonderings** (Recommended for “Seeds of Revolution”, “Bet You Didn’t Know: Revolutionary War”, “Founding Mothers”)

On the left, track things you don’t understand from the article as you read.

On the right side, list some things you still wonder (or wonder now) about this *topic.*

|  |  |
| --- | --- |
| I’m a little confused about: | This made me wonder: |
|  |  |

1. **Pop Quiz** (*Independent Dames: What You Never Knew about the Women and Girls of the American Revolution*)

Answer the following questions.

|  |  |
| --- | --- |
| **Question** | **Possible Answer** |
| 1. Who do you admire more: Paul Revere or Sybil Ludington? Why? | Sybil Ludington because she was only 16 years old, she rode more mile than Paul Revere, and it was dangerous. |
| 1. What things did the Colonists do to try to persuade Great Britain before the American Revolution? | Men began writing letters asking for fair treatment and held meetings. Women stopped buying tea and fabric. |
| 1. In what ways did women spy for the Rebels? | Women listened to the plans about battles, they hid messages in buttons, bags of flour, and balls of yarn. They counted weapons and soldiers and passed the information on. |
| 1. In what ways did Margaret Morris help the soldiers? Do you think this is appropriate? | Margaret Morris helped care for sick and injured soldiers from both Great Britain and the colonies. I think it’s appropriate because people are people and if they need help, you should help them. |
| 1. How did women help on the battlefield? | The women cooked, washed clothes, cared for the injured, carried bullets, food and water to the soldiers. After the battle, the women would take care of the dead. Some women pretended to be men and fought as soldiers. |
| 1. Reread Deborah Sampson, Anna Marie Lane, and Ann (Nancy) Bailey on pages 18-19. Which lady was treated differently by the military? How do you feel about this? | Ann (Nancy) Bailey was not given a military pension. (Answers may vary) I don’t think this is fair because the other two women got pensions; I think this is fair because Ann (Nancy) Bailey deserted the army and took bounty money. |
| 1. In what ways did the women help when the colonies’ government rat out of money? | The women asked for donations of money, blankets, food, clothes, and guns. |
| 1. What positive impact did the war have on women? | Women learned to run farms and businesses. Women began working as printers, weavers, carpenters, and shopkeepers. Women’s ideas about politics began to be accepted by men. |

**4. Summary** (Recommended for “A Look at Women’s Roles in the U.S. Military”, “Molly Pitcher”)

Students answer the following:

1. What do you see in the image?

2. After learning all you have learned while reading, what do you think this image represents?

3. Write a short summary of what is happening in the image.

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Submitted by: Milwaukee Public Schools – Parkview School

Grade: 5 Date: July 2015

Expert Pack Glossary

**“Colonization and Revolutionary War: The Declaration of Independence”**

|  |  |
| --- | --- |
| *Word* | *Student-Friendly Definition* |
| colonists | A colonist is a person who lives in or is a member of a colony. |
| independence | The freedom from outside control. |
| patriots | Someone who loves, supports, and defends his or her country. |
| arms | Weapons. |
| representatives | A person who speaks or acts for a group or community. |
| colony | A place where a group of people come to settle which is under the control of their home country. |
| Second Continental Congress | A group of people from the Thirteen Colonies that started meeting in the summer of 1775, in Philadelphia, Pennsylvania. |
| Battles of Lexington and Concord | The first military engagements of the American Revolutionary War. They were fought on April 19, 1775. |
| negotiating | To bargain or come to an agreement with another person. |
| Congress | The branch of the U.S. government that is elected to make laws. Congress is made up of the Senate and the House of Representatives. |
| declare | To announce in a formal way. |
| Continental Army | The American army during the American Revolution. |
| drafted | A rough piece of writing that needs more work; sketch. |
| Declaration of Independence | The public document by which the thirteen American colonies declared their independence from England in 1776. |
| denying | To refuse to give, provide, or grant. |
| clarified | To make easier to understand; make clear. |
| values | Principles considered most important. |
| taxes | A sum of money paid to a government, which the government uses to pay for its services to the people and to maintain itself. |

**“Seeds of Revolution”**

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| *Word* | *Student-Friendly Definition* |
| Redcoats | A British soldier in colonial America during the American Revolution and other wars. |
| inferior | Lower in rank, position, or degree. |
| debts | A condition of owing money that has to be paid back. |
| harbors | A sheltered area of water where boats can be anchored. |
| taxed | A sum of money paid to a government, which the government uses to pay for its services to the people and to maintain itself. |
| tyranny | The abuse of power, or the government or authority that uses power in this way. |
| riot(ed) | A violent disturbance caused by a large number of people. |
| currency | Money |
| restrictions | The act of restricting or condition of being restricted. |
| scarce | Difficult to find; not common. |
| imposed | To set as something that needs to be followed, done, or obeyed. |
| outraged | The anger or fury caused by a terrible and/or violent act. |
| delegates | A person who is chosen to speak or act for others. |
| halted | To stop or pause. |
| Parliament | A group of people who make laws for a country, like in the United Kingdom and some other countries. In the United Kingdom, Parliament is made up of the House of Commons and House of Lords. |
| patrolled | A person or group, on foot or in vehicles, that guards in this way. |
| Assembly | A legislative body. |
| barred | Anything that acts as a block or barrier. |
| massacre | The killing of a large number of people or animals in a cruel and violent manner. |
| enacted | To make into a law. |
| eliminated | To get rid of or destroy. |
| competition | A business relation in which two parties compete to gain customers. |
| resolved | To deal with in a successful way; settle. |
| deadlock | A standstill or stoppage of progress on either side between equally strong or determined adversaries. |
| Intolerable Acts | The American Patriots' name for a series of punitive laws passed by the British Parliament in 1774 after the Boston Tea Party. They were meant to punish the Massachusetts colonists for their defiance in throwing a large tea shipment into Boston Harbor. |
| charter | An official document given by a government or ruler to a business or other group. The charter explains the group's rights and responsibilities. |
| commander in chief | The person in charge of all the armed forces of a nation. |
| pamphlet | A thin book that has a paper cover, written to give information on some topic. |

***Independent Dames: What You Never Knew About the Women and Girls of the American Revolution***

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| *Word* | *Student-Friendly Definition* |
| Patriotic | Feeling or showing love for and loyalty to one's country. |
| pathetic | Causing feelings of pity or sorrow. |
| Tory | During the American Revolution, an American who favored British rule or rule by a king or queen. |
| Rebel | A person who fights against or is not loyal to the government of his or her country. |
| inoculated | To inject with a very small amount of a disease to help resist that disease in the future. |
| epidemic | An outbreak of disease that spreads rapidly to many people. |
| enlisted | To sign up to serve in the military or in some cause. |
| pension | Money paid at regular times by a former employer to a person who has retired, or by the government to a person who is not able to work. |
| desperate | Having a great need. |
| Pioneer | Someone who is one of the first in a culture to explore or live in a place. |
| muskets | A heavy gun with a long barrel. Muskets were carried on the shoulder. They were used over three hundred years ago, before rifles were invented. |
| frontier | The part of a settlement, exploration, or field of study which is being newly discovered. |
| ambushes | A surprise attack made from a hidden place. |
| sacrifice | The act of giving up something of great value to show loyalty or deep affection. |

**“Revolutionary War Women”**

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| *Word* | *Student-Friendly Definition* |
| complex | Difficult to understand. |
| military | The armed forces. |
| strategy | The planning and direction of large military movements and actions during war time. |
| peddling | To offer for sale on the street or from door to door. |
| wares | A thing or things offered for sale. |
| significant | Important. |
| documented | A written or printed paper that gives factual information or proof of something. Birth certificates, marriage licenses, and passports are kinds of documents. |
| pension | Money paid at regular times by a former employer to a person who has retired or by the government to a person who is not able to work. |
| legend | A story that has been handed down from an earlier time. Many people know these stories, but they cannot be proven true. |
| Quaker | A member of a Christian religious group founded in England about 1650, called the Society of Friends. |
| scruples | A belief about right and wrong that keeps a person from doing something that may be bad. |
| hospitality | The friendly, warm, and generous treatment of guests or strangers. |
| pacifist | Someone who opposes war and is against using violence as a way to solve problems. |

**“Women in the American Revolution”**

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| *Word* | *Student-Friendly Definition* |
| foremost | First in time, place, importance, or rank. |
| plantation | A large farm or estate used for growing rubber, cotton, or other crops to sell. |
| oppressed | To trouble or burden. |
| deceit | The act of lying or cheating. |
| distresses | Worry, pain, or suffering, or anything that causes suffering. |
| endeavor | To make an effort or try. |
| asset | Something useful or valuable. |
| stipulated | To specify or arrange as a condition of an agreement. |
| honors | High public value or respect. |
| Evangelist | A person who works to get people to believe the same way they do for the church, especially a minister who travels and preaches. |
| pauper | A very poor person who must live on public money. |
| influence | The power or invisible action of a thing or person that causes some kind of effect on another. |
| inhuman | Without human feelings such as warmth, mercy, or sympathy; cruel, brutal, or not caring. |
| piety | Being extremely devoted to God or family. |
| commentary | A series of explanatory comments. |
| perspective | The way things are seen from a particular point of view. |
| progressive | In favor of social progress or change. |
| advocated | To speak or act in favor of. |
| radical | In favor of extreme changes in government or society. |
| decorous | Proper behavior, manners, appearance, or the like. |
| tyrants | A person who exercises authority in a cruel or harsh way. |
| relegated | To send or assign to a condition, place, or position of lower importance. |
| domestic | Of or related to the home or family. |
| subservient | Secondary; subordinate. |
| abhor | Intense hate; detest. |
| prosperous | Having wealth, success, or good fortune. |

**“Founding Mothers”**

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| *Word* | *Student-Friendly Definition* |
| Founding Fathers | A man who had an important part in creating the government of the U.S. |
| referred | To speak of; mention. |
| quests | A search or pursuit. |
| human rights | Rights regarded as inherently belonging to all human beings, such as the rights to life, freedom, and dignity, and that are more important than the rights of nations and governments. |
| frugality | Likely to try to save money; careful with spending. |
| asserting | To put forward strongly. |
| presiding | To act as the one in charge. |
| receptions | A party or gathering at which guests are received. |
| opposed | To think, act, or be against; resist. |
| inauguration | A formal beginning or start. |
| diplomat | A person whose job is to handle relations with the governments of other countries. |
| finances | The management of money or other resources. |
| represented | To stand for or be a sign of. |
| militia | A group of trained citizens who are not soldiers but can serve as members of the military in an emergency. |
| resistance | The act or process of resisting or being against something. |
| initiate | To cause to begin; start; originate. |
| propaganda | Information or opinions that are made public to promote or attack a movement, cause, or person. |
| campaign | A series of planned actions carried out in order to reach a particular goal. |
| coalesce | To grow together or unite to form a single body or organization; unify; fuse. |
| opposition | The act or state of being against, or the state of having someone against another. |
| anecdotes | A short tale about a funny or interesting event. |
| imminent | About to happen or likely to happen soon. |
| waned | To become less powerful, rich, or strong. |
| disruption | The condition or an instance of disrupting or being disrupted. |
| hardships | A condition of great want, suffering, or difficulty. |