

“Participants in The American Revolution: not just rich, white men”

Amanda Coward
5th grade
Sam Rosen Elementary
EAGLE/TCU lesson plan
July 26, 2007

Time needed: One week (due to research and presentations)

Overview and Significance:

The American Revolution was a time of conflict, tragedy, protest and triumph. History books often paint only the pictures of rich, white men and their contributions to the cause. Many people who contributed to victory over the British have been lost to the pages of history. It is important to see the whole picture of history and its impact on everyone. Teachers and historians can share wonderful stories and true life accounts of courageous women and children along with those of men.

The American Revolution began officially in 1775, but the tension and desire for independence began decades before. From the early 1700's, since the landing of the Pilgrims in 1620, the new colonists believed in the idea of liberty under the law. Most families wanted to be left alone to forge their own way in the new world.

During the Revolutionary Era, the more harshly the king pressured the more colonists boycotted and resisted. The powerful British expected patriots to be easy to control and overcome. Colonists soon proved they were worthy adversaries, not just men, but also brave and courageous women and children.

Guiding Questions:

1. How was life different for the women and children left behind compared to those of men who went to fight in the war?
2. Why is it important to study the effect the American Revolutionary War had on women and children?
3. How would life be different for everyone (especially women and children) if the British had won the war and we were still British citizens?

Materials:

*Pencils

*Journal

*materials for presentations (books, paper, construction paper, markers, crayons, colored pencils)

*journal entries from 3 women and 3 children that participated in the American Revolution

*Quiz made by the teacher after the presentations have been given

Lesson Description:

After teaching other lessons about the American Revolution (to get background and a good idea about what happened and who were the “rich, white men involved), have the students paired up to conduct a research project based on the list below and have them create the project that follows:

List of women and children:

- Abigail Adams
- Dolly Madison
- Sarah Franklin Bache
- Grace Galloway
- Mary Ludwig Hayes
- Joseph Plumb Martin
- Deborah Sampson
- Phillis Wheatley
- Esther Reed
- Elizabeth Hutchinson Jackson
- Prudence Cummings Wright
- Emily Geiger
- Nancy Ward
- Dacey Langston
- Sybil Ludington
- Mary Hays
- Mammy Kate
- Lydia Darragh
- Joseph Brant
- Martha Bratton

(There are many more that can be researched- look for them in the index of some of the books in the bibliography section attached)

Once students have selected their person, discuss with them how important it is to find actual primary sources about each person. Then show them the 3 journal entries (attached) and read each to show validity of their story and how they contributed to life in Revolutionary war time. Once they understand to search for primary and credible sources, explain the project and pass out the rubric for them to use to complete the project.

The Project: (Rubric to follow)

- *Create a report about your person being sure to include how they contributed to the cause of the Revolution (at least 2 pages.)
- *Create a postage stamp that signifies something special about your person (must include what the price of the stamp will be)
- *Create a coin (front and back) about your person (must include what the price of the coin will be)
- *Create a bumper sticker (slogan) that would tell the story of the person

*Draw a portrait of your person based on the information you have found out (if you have not seen a picture, what picture do you have of them in your mind?)

*Give a presentation based on your person in history (be sure to include all the parts of your project in the presentation). Your classmates will be taking notes on your presentation for a quiz to be given when all presentations are completed.

Differentiation:

- 1.) Students may choose any part of the project they want to do first.
- 2.) Students may elect to draw a picture story (like a comic book) or make a collage.
- 3.) Students may elect to tell their story orally on a tape recorder.
- 4.) Students may elect to act out their story in a play or monologue.
- 5.) Ability group the students in high, middle and low

Assessment:

1. Students will create their own projects based on the rubric and description above.
2. Students will take a quiz based on what they learned from other presentations given by their classmates.
3. Using what they have learned about the American Revolution, students will write a response to this question "Do you think women and children still have a problem being valued in today's society as they did in Revolutionary War time? Explain why or why not. If they think it is a problem, describe what they think could be done to solve the problem.

Objectives/TEKS:

Language Arts 5. (8) Reading/variety of texts. The student reads widely for different purposes in varied sources. The student is expected to:

(A) Read classic and contemporary works (2-8); (B) select varied sources such as nonfiction, novels, textbooks, newspapers, and magazines when reading for information or pleasure

5.10(L) represent text information in different ways such as in outline, timeline, or graphic organizer (4-8).

5.15(C) writes to inform such as to explain, describe, report, and narrate (4-8);

Social Studies

5(2) History. The student understands how conflict between the American colonies and Great Britain led to American independence.

5.2(A) identify the contributions of significant individuals during the revolutionary period,

Rubric for Presentation

Number of points to be earned	Presentation/ Report (60 points- worth more than the others)	Coin (10 points)	Bumper Sticker (10 points)	Portrait (10 points)	Postage Stamp (10 points)
5-10 points *historically accurate *complete *neat *on time *peer reviewed *on topic					
4-8 points *mostly accurate *mostly neat *on time *on topic					
3-6 points *closely accurate *legible *a day late *mostly on topic					
2-4 points *not very accurate *not complete *more than a day late *not on topic					
0-1-2 point *not even close to being accurate or complete. Did not even TRY!!!					

Journal entries (2 women and 1 child):

Mercy Otis Warren 1765: The Stamp Act. A Congress convened at New York, 1765. The Stamp Act repealed. New grievances. Suspension of the legislature of New York.

The project of an American taxation might have been longer meditated, but the memorable era of the Stamp Act, in 1764, was the first innovation that gave a general alarm throughout the continent. By this extraordinary act, a certain duty was to be levied on all bonds, bills of lading, public papers, and writings of every kind, for the express purpose of raising a revenue to the crown. As soon as this intelligence was transmitted to America, a universal murmur succeeded; and while the judicious and penetrating through it time to make a resolute stand against the encroachments of power, the resentment of the lower classes broke out into such excesses of riot and tumult as prevented the operation of the favorite project. (<http://www.samizdat.com/warren/>)

Mary Catherine Goddard 1782: *Maryland and Virginia Almanack*, Mary Katherine wrote in her preface to the public, "From the extensive sale of this Almanack last year, the publisher would presume to think that her endeavors, in some measure, met with the approbation of the Public. Nothing can be more flattering than this idea, which cannot fail to excite in her the highest sense of gratitude, attended with future diligence and perseverance."

(<http://www.uri.edu/artsci/jor/mary.htm>)

Unknown Soldiers diary: **MILITARY JOURNAL - 1777**

January 5th.-At the close of the last year, the situation of our main army was gloomy and discouraging: a large proportion of the troops had retired from service, as their term of enlistment expired, and the small remains of our army was retreating before the enemy, and passed the Delaware for safety. It is now announced in our general orders, to our inexpressible joy and satisfaction, that the scene is in some degree changed, the fortune of war is reversed, and Providence has been pleased to crown the efforts of our commander-in-chief with a splendid victory. His excellency, having obtained information that the advanced party of the enemy, consisting of about fifteen hundred Hessians and British light-horse, under command of Colonel Rahl, Was stationed at the village of Trenton, concerted a plan for taking them by surprise. For this purpose he made choice of Christmas night, under the idea that in consequence of the festivity, they might be less vigilantly guarded. At this time the whole force under his immediate command did not exceed three thousand men. At the head of about two thousand four hundred men, one division being commanded by General Greene and the other by General Sullivan, he crossed the river Delaware in boats, in the night of the 25th of December, during a severe storm of snow and rain. The passage of the boats was rendered extremely difficult and hazardous by the ice, and part of the troops and cannon actually failed in the attempt. Having landed on the Jersey shore, he had nine miles to march, and he reached the village about seven o'clock in the morning with such promptitude and secrecy, as to attack the enemy almost as soon as his approach was discovered. A smart firing ensued, which continued but a few minutes, when the enemy, finding themselves surrounded, threw down their arms and surrendered as prisoners. Colonel Rahl, the commanding officer, was mortally wounded, and seven other officers were wounded and left at Trenton on their parole. About thirty-five soldiers were killed, sixty wounded, and nine hundred and forty-eight, including thirty officers, were taken prisoners, amounting in all to one thousand and forty-eight. Of the Continentals not more than ten, it is supposed, were killed and wounded. General Washington recrossed the Delaware the same day in triumph, bringing off six excellent brass cannon, about one thousand two hundred small arms, and three standards, with a quantity of baggage, &c. This very brilliant achievement is highly honorable to the commander-in-chief, and to all that were engaged in the enterprise. We are sanguine in the hope that this most auspicious event will be productive of the happiest effects, by inspiring our dejected army, and dispelling that panic of despair into which the people have been plunged. General Washington allowed the Hessian prisoners to retain their baggage, and sent them into the interior of Pennsylvania, ordering that they be treated with favor and humanity. This conduct, so contrary to their expectations, excited their gratitude and veneration for their amiable conqueror, whom they styled, "*a very good rebel*." (<http://www.americanrevolution.org/t1777.html>)

Bibliography:

- (P) Roop, S. (2001) *The diary of Joseph Plumb Martin, a Revolutionary War soldier*, New York, NY, Benchmark Books.
- (P) Beller, S. (2002) *Letters from the homefront: the Revolutionary War*, New York, NY, Benchmark Books.
- (P) Raphael, R. (2001) *A people's history of the American revolution: how common people shaped the fight for independence*, New York, NY, The New Press.
- (P) Werner, E. (2006) *In pursuit of liberty: coming of age in the American revolution*, West Port, CT, Praeger Publishing.
- (P) Meltzer, M. (1987) *The American revolutionaries: a history in their own words 1750-1800*, New York, NY, Thomas Y. Crowell Publishing.
- (S) Mann, H. (1972) *The female review: the life of Deborah Sampson*, Boston, MA, J.K. Wiggins Publishing.
- (S) Banner, B. (1998) *Which way to revolution: a book about maps*, New York, NY, Holiday House Books.
- (S) Kellog, S. (1996) *Yankee doodle*, New York, NY, Aladdin Paperbacks.
- (S) Blackwood, G. (2002) *The year of the hangman*, New York, NY, Putnam Books for Young Readers.
- (S) Kerber, S. (2000) *Women's America: refocusing the past- 5th edition*, Oxford, England, Oxford University Press.
- (S) Roberts, C. (2004) *Founding mothers: the women who raised our nation*, New York, NY, Harper Collins Publishers.
- (S) Fradin, D. (1990) *The Connecticut colony*, Chicago, IL, Children's Press, Inc.
- (S) Knight, J. (1982) *Journey to Monticello*, Mahwah, NJ, Troll Associates.
- (S) Berkin, C (2005) *Revolutionary mothers: women in the struggle for American independence*, New York, NY, Alfred A. Knopf Publishers.
- (S) Bohrer, M (2003) *Glory, passion, and principle: the story of eight remarkable women at the core of the American revolution*, New York, NY, Atria Books.

(S) Bertanzetti, E. (2002) *Molly Pitcher*, Philadelphia, PA, Chelsea House Publishers.

(S) Farr, N. (1976) *1750-1783 the fight for freedom*, West Haven, CT, Pendulum Press, Inc.

(S) Redmond, S. (2004) *Patriots in petticoats: heroines of the American Revolution*, New York, NY, Random House Publishers.

(S) Nash, G. (2005) *The unknown American Revolution: the unruly birth of democracy and the struggle to create America*, London, England, Penguin Group Publishers.

(S) Earle, A. (1993) *Child life in colonial days*, Stockbridge, MA, Berkshire House Publishers.

(S) Fleming, T. (1997) *Liberty: the American revolution*, New York, NY, Penguin Group Publishers.