

Objectives:

Students will be able to:

Read article to identify the important role women played in the Revolutionary War

- Create an A-Z list outlining key actions, responsibilities, and tasks taken by women at that time
- Participate in a class discussion about how those actions, responsibilities, and tasks led to their vital role in attacking and manipulating British strategy

Common Core Standards: Grade 11-12 Students:

Reading Standards for Informational Text 6-12

Standard 1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

- a. Develop factual, interpretive, and evaluative questions for further exploration of the topic(s).

Standard 2: Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.

Writing Standards 6-12

Standard 2: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

- a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
- e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

Speaking and Listening Standard 6-12

Standard 1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

- b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed

Standard 4: Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

Teacher Resources:

- *The Hudson River Valley Review* article “The Women! In this place have risen a mob’: Women Rioters and the American Revolution in the Hudson River Valley” by Thomas Wermuth (Vol. 20, No. 1, Summer 2003)
 - http://www.hudsonrivervalley.org/review/pdfs/hrvr_20pt1_wermuth.pdf

Materials:

- Article
- Paper
- Pencil/pen
- Chalkboard & Chalk, White Board& Marker, or Smart Board

Procedures:

1. Read the article together with the teacher.
2. Have students write the alphabet in caps on the left side of their paper.
3. Model how to fill in the A-Z chart. Example – Woman were responsible for feeding their family, so write the word feeding or food, next to the letter f in the column.
4. Give students 5 minutes to try and fill in their whole chart with the responsibilities, roles, and tasks that woman at that time were involved with.
5. Break students up into smaller groups and allow them to share and fill in their A-Z lists with partners ideas. (5-10 mins).
6. Allow groups to share and fill in a class created list on board.

Procedures (Continued):

7. Then discuss with students how the market place was a huge point of interest for women considering their roles. (Hub of news of soldiers, advice, policies, gossip), information on farming (the families grocery store), cleaning, necessary supplies, bartering and social commentary about the rights and fair treatment of their community members.) All of these fundamental needs of the family were reflected in the activity and involvement of the women who directly supported the troops and community. Also discuss how a business owner was dependent upon its customers to flourish and

provide for their family. Discuss that much of the enforcement of laws and regulations were taken care of by local citizens due to the huge number of men out fighting. Re-read the comment that, "...Natalie Davis has suggested for early modern France, women's participation could be excused by the fact that they were not viewed as responsible for their actions, and therefore could not be held accountable for their behavior. Since a riot was, at best, of questionable legality, those with limited legal and political roles could not be held fully responsible."

Assessment

After the discussion, encourage students to write a brief essay explaining:

- Why Women Rioted?
- How their actions impacted the average soldier?
- Explain how their role was critical in the American Revolution. (Thinking Cause and Effect)

Enrichment:

- Create Flow Charts demonstrating the cause and effect relationship of Women's Roles in the Revolutionary War.
- Research events in American history where women have played a very important part of their outcome. Examples include Sybil Ludington, women who served in the American Civil War, "Rosie the Riveter," role of women in WW II on the front line and behind, and the women's rights movement of the 1960's.