

Teacher's Supplement

cobblestone®

Discover American History

MAGAZINE ARTICLES

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You're a hero in my book,
Sybil Ludington!

CTIONARY
OMEN
ding Mothers

Teacher's Guide for *Cobblestone: Revolutionary Women: Our Founding Mothers*

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OVERVIEW

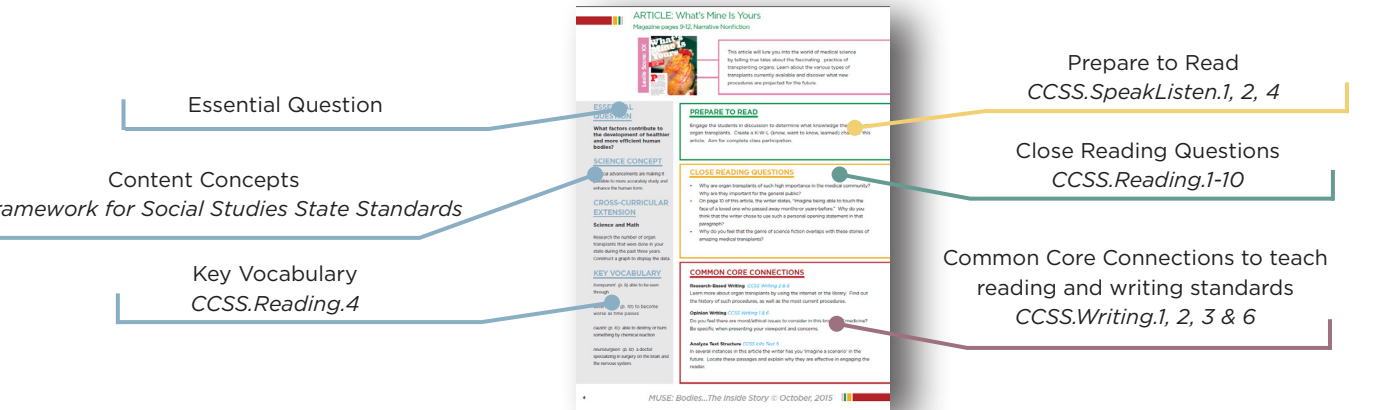
In this magazine, readers will learn the many ways that women supported the war effort.

Cobblestone: Revolutionary Women: Our

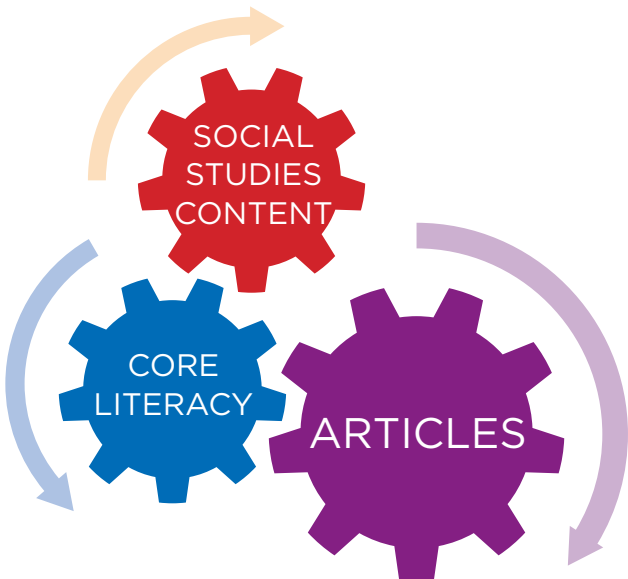
Founding Mothers includes information about women who were influential during the Revolutionary War, from Abigail Adams and Martha Washington to the slave, Mum Bett.

ESSENTIAL QUESTION:

Why did women overcome the restrictions of coverture to take active roles in supporting the American Revolution, and what were the results of their efforts?



Magazine articles can be easily grouped to make cross-text connections and comparisons. Our Common Core mini-unit guides students to read and discuss multiple articles and integrate ideas and information (CCSS.Reading.9). Discussing multiple articles (CCSS.SpeakListen.1, 2, 4) prepares students to write texts to share and publish in a variety of ways (CCSS.Writing.2).



READING

Core literacy concepts, such as the ones found in the Common Core State Standards, help students access social studies and science content. Integration of both literacy thinking and content study offers students a great way to become experts in reading informational text and literature for content knowledge. This guide provides questions to cover many core literacy concepts.

Draw Inferences (*CCSS.InfoText.1*)

Describe Relationships (*CCSS.InfoText.3*)

Analyze Text Structure (*CCSS.InfoText.5*)

Interpret Visual Information (*CCSS.InfoText.7*)

Summarize (*CCSS.InfoText.2*)

Determine Word Meaning (*CCSS.InfoText.4*)

Understand Author's Point of View (*CCSS.InfoText.6*)

Explain Reasons and Evidence (*CCSS.InfoText.8*)

FOCUS STANDARD: CCSS.InfoText.9: Integrate Ideas and Information

Have students read multiple articles on the same topic from this magazine to build knowledge and make cross-text comparisons.

SPEAKING AND LISTENING

Use the articles in this magazine to spark meaningful discussions in person and online. Encourage deeper discussions where students can become topic experts (*CCSS.SpeakListen.1, 2, 4*).

DISCUSSION OPTIONS—IN CLASS OR ONLINE

Article Clubs: Form small reading groups of students reading the *same* article. Have students discuss the content, share ideas, and critically evaluate the text.

Jigsaw Clubs: Form small reading groups of students reading *different* articles. Invite students to share information and resources with each other.

Whole Class: Launch with an essential question. Encourage students to find and share evidence from different articles to build a greater understanding of the question.

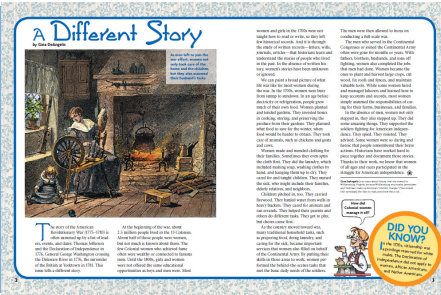
WRITING

Use the articles in this magazine to prompt **informative/explanatory writing** (*CCSS.Writing.2*). Have students use evidence from the texts to share information about social studies, language arts, or science content. See the **Mini-Unit** section of this guide (pgs. 18 – 20) as well as the **Article Pages** (pgs. 4 – 16) for ways to incorporate writing into your instruction.

ARTICLE: A Different Story

Magazine pages 2 - 3, Expository Nonfiction

Lexile Score: 910



During the eighteenth century, women were generally limited in the roles they could play in society. However, with the onset of war, some women rose to challenge their traditional roles.

ESSENTIAL QUESTION

Why did women overcome the restrictions of coverture to take active roles in supporting the American Revolution, and what were the results of their efforts?

SOCIAL STUDIES CONCEPT

Changing social roles are an example of historical change.

CROSS-CURRICULAR EXTENSION

Family and Consumer Science

Research means of spinning cloth.
Practice weaving a cloth object on a simple loom.

KEY VOCABULARY

assume (p. 3) to take on or adapt (a role, duty, etc.) as a job or responsibility

broad (p. 3) relating to the main parts of something

preserve (p. 3) to prevent (food) from decaying

PREPARE TO READ

Read the caption that accompanies the illustration on page 2. Discuss the tasks that women had been expected to do and what tasks may have been added.

CLOSE READING QUESTIONS

- Underline details in the text that explain the traditional roles of women in the 1700s.
- What chores did children do? Use the text to support your answer.
- What caused some women to be included in written records? Use the text to support your answer.

COMMON CORE CONNECTIONS

Explain Reasons and Evidence *CCSS Info Text 8*

What reasons does the author provide to explain why women are often absent from the historical records of the 1700s? Is the evidence sufficient to support their claim? How might you find further evidence to support the explanation?

Draw Inferences *CCSS Info Text 1*

Use the text and your own experience to infer what would likely have occurred if women hadn't assumed the tasks traditionally carried out by men.

Describe Relationships *CCSS Info Text 3*

What is the connection between the change in women's roles and the war? List the new roles women began to take on during the war.



Lexile Score: 930

“Coverture” was a legal code that prevented women from having any legal status. Despite their help with the Revolutionary War, coverture remained in place.

ESSENTIAL QUESTION

Why did women overcome the restrictions of coverture to take active roles in supporting the American Revolution, and what were the results of their efforts?

SOCIAL STUDIES CONCEPT

Equality has become a core civic virtue and principle of democratic societies over time.

CROSS-CURRICULAR EXTENSION

English Language Arts

Write a journal entry on your thoughts and feelings about coverture.

KEY VOCABULARY

assume (p. 5) to think that something is true or probably true without knowing that it is true

dictate (p. 5) to say or state (something) with authority or power

flexible (p. 5) capable of bending or being bent

PREPARE TO READ

Read excerpts from the Convention on the Elimination of All Forms of Discrimination Against Women. Explain the purpose of the document and discuss the portions you read.

CLOSE READING QUESTIONS

- How did coverture restrict women’s rights? Use details from the text to support your answer.
- Underline examples of how some families got around the coverture laws.
- What impact did Abigail Adams’s letter to her husband have? Highlight the text that answers this question.

COMMON CORE CONNECTIONS

Determine Meaning *CCSS Reading 4*

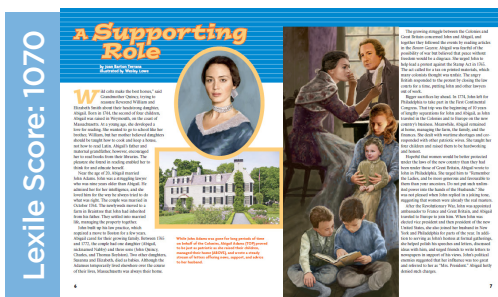
What is meant by the word “covered” in the sentence, “At birth, a girl was covered by her father’s identity, and she shared her father’s last name”? How does this relate to the term “coverture”?

Determine Author’s Purpose *CCSS Info Text 6*

What was the author’s purpose in presenting this text? How does the author carry out this purpose? Which details in the text helped you determine this purpose?

Research-Based Writing *CCSS Writing 2 & 6*

Research the laws that helped women gain rights and write an expository essay about how each came about and the impact it had.



Abigail Adams sought to influence her husband's opinion, particularly on the need to better protect women's rights in society.

ESSENTIAL QUESTION

Why did women overcome the restrictions of coverture to take active roles in supporting the American Revolution, and what were the results of their efforts?

SOCIAL STUDIES CONCEPT

Individuals can shape significant historical change.

CROSS-CURRICULAR EXTENSION

Art

The article contains a painted portrait and a bronze statue of Abigail. What other media could have been used at the time to recreate a person? Select one and create an image of a friend.

KEY VOCABULARY

disgrace (p. 7) something that you are or should be ashamed of

headstrong (p. 6) not willing to do what other people want

want (p. 8) to be without (something needed)

PREPARE TO READ

Discuss what it means for an actor to have a supporting role and how that concept might apply to Abigail Adams.

CLOSE READING QUESTIONS

- Underline text that indicates that Abigail's grandparents were involved in her upbringing.
- Make a list of all of the ways Abigail supported John.
- Highlight text that indicates Abigail's hopes for women.

COMMON CORE CONNECTIONS

Interpret Visual Information *CCSS Info Text 7*

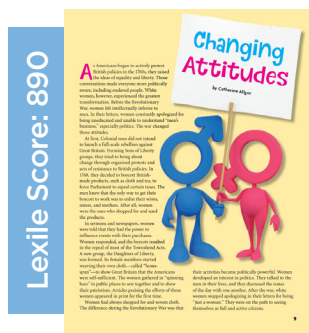
Study the images that accompany the text. What information do they add? Which section of the text does each illustrate?

Describe Relationships *CCSS Info Text 3*

How does the author characterize the relationship between John and Abigail? Look for specific words and phrases that hint at the type of relationship they had.

Opinion Writing *CCSS Writing 1 & 6*

What issues related to gender equality would Abigail Adams write about today? Write an essay explaining your opinion. Use details from the text to support your opinion.



Men realized that boycotts of British goods could not be carried out without the help of the women who did the actual shopping. This involvement encouraged women to believe they were capable of political thought and action.

ESSENTIAL QUESTION

Why did women overcome the restrictions of coverture to take active roles in supporting the American Revolution, and what were the results of their efforts?

SOCIAL STUDIES CONCEPT

Changing social roles are an example of historical change.

CROSS-CURRICULAR EXTENSION

English Language Arts & Civics

Research a woman who is currently involved in politics and write a brief biography explaining how and why she entered the political scene.

KEY VOCABULARY

patriotism (p. 9) love that people feel for their country

resistance (p. 9) effort made to stop or to fight against someone or something

self-sufficient (p. 9) able to live or function without help or support from others

PREPARE TO READ

Discuss what events or attributes can cause you to change your opinion of someone else.

CLOSE READING QUESTIONS

- Underline details in the text that explain the impact of the conversations about liberty on those who weren't seen as equal before the law.
- Make a chart comparing the purposes and actions of the Sons and Daughters of Liberty.
- How did their first foray into politics reshape how women thought of themselves? Highlight text that supports your answer.

COMMON CORE CONNECTIONS

Interpret Visual Information *CCSS Info Text 7*

What do the figures holding the sign on page 9 represent? What might be indicated by them holding the sign together? Note which figure's hand is on top. How does this add to your understanding of the text?

Interpret Visual Information *CCSS Info Text 7*

The article includes immigrants from many groups. Why might the publisher have chosen to complement the article with information about Chinese immigration only? How does this impact your overall understanding of the material?

Analyze Ideas *CCSS Info Text 3*

Locate evidence in the text that supports the idea that historical events influenced American attitudes toward immigration.

ARTICLE: A Spectacular Ride

Magazine pages 12 - 14, Narrative Nonfiction



Sybil Ludington rode 40 miles one night in order to muster her father's militia regiment for combat while Danbury, Connecticut burned nearby.

ESSENTIAL QUESTION

Why did women overcome the restrictions of coverture to take active roles in supporting the American Revolution, and what were the results of their efforts?

SOCIAL STUDIES CONCEPT

Individuals can shape significant historical change.

CROSS-CURRICULAR EXTENSION

Math and Geography

Locate each stop of the ride on a map and compute the distance between them.

KEY VOCABULARY

deed (p. 14) something that is done

mill (p. 14) to walk around in a general area without any particular aim or purpose

weary (p. 12) lacking strength, energy, or freshness because of a need for rest or sleep

PREPARE TO READ

Read or recite "Paul Revere's Ride" by Longfellow. Explain that students will read about a similar ride.

CLOSE READING QUESTIONS

- Underline details in the text that alerted Sybil's family that something wasn't right.
- Why was Sybil chosen to make the ride? Highlight all details in the text that support your answer.
- Make a flowchart of the major events during Sybil's ride. Note details of these events on your flowchart.
- What was the legacy of Sybil's ride?

COMMON CORE CONNECTIONS

Analyze Tone *CCSS Reading 4*

What is the tone of this text? List words, phrases, and structural elements that the author used to set the tone and explain how they help convey that tone.

Summarize Main Ideas *CCSS Info Text 2*

Reread the article and decide on the main ideas. Work with a partner to create a summary of the article.

Present Findings *CCSS Speaking 4*

Research Paul Revere's ride and create a brief PowerPoint presentation comparing both Revere's and Ludington's historic ride. Communicate your opinion about which you believe was more important and why.

ARTICLE: Spreading the Alarm

Magazine page 15, Expository Nonfiction

Lexile Score: 920



Catherine Moore Barry assisted General Daniel Morgan by riding back roads through the Carolina countryside to alert patriots and militiamen that Morgan needed their help to defeat General Cornwallis.

ESSENTIAL QUESTION

Why did women overcome the restrictions of coverture to take active roles in supporting the American Revolution, and what were the results of their efforts?

SOCIAL STUDIES CONCEPT

Individuals can shape significant historical change.

CROSS-CURRICULAR EXTENSION

Science

Learn about the terrain Barry rode through. What are key species in the ecosystem? How have the environmental characteristics of this area changed since colonial times?

KEY VOCABULARY

decisive (p. 15) causing something to end in a particular way

opt (p. 15) to choose one thing instead of another

PREPARE TO READ

Describe a time when you needed help getting the word out about something. What did you do and why were your methods effective? Have the students contribute their own experiences.

CLOSE READING QUESTIONS

- Underline the text that details General Greene's strategy for fighting the British.
- Why did General Morgan need help from local people? Use details from the text to support your answer.
- Highlight the outcome of Barry's efforts to spread the word.

COMMON CORE CONNECTIONS

Draw Inferences *CCSS Info Text 1*

Reread the text. What can you infer about Morgan's knowledge of the area and its people?

Explain Reasons and Evidence *CCSS Info Text 8*

Why did General Morgan choose Kate Barry to help him? Which details in the text explain his choice? How might you locate further evidence to support General Morgan's choice?

Writing Arguments *CCSS Writing 1*

General Morgan could have chosen a man to do his recruiting. Why do you think he chose a woman? Argue your case using information from the text and other sources.



Martha Washington and the wives of other generals joined their husbands for the winter at Valley Forge. They helped entertain visitors and boost morale while managing their husbands' households.

ESSENTIAL QUESTION

Why did women overcome the restrictions of coverture to take active roles in supporting the American Revolution, and what were the results of their efforts?

SOCIAL STUDIES CONCEPT

Individuals can shape significant historical change.

CROSS-CURRICULAR EXTENSION

Engineering

Research the huts the soldiers built at Valley Forge and create a schematic or model of one.

KEY VOCABULARY

misgivings (p. 17) feeling of doubt about something

morale (p. 18) the feelings of enthusiasm and loyalty that a person or group has about a task or job

stalemate (p. 16) a contest, dispute, competition, etc., in which neither side can gain an advantage or win

PREPARE TO READ

Show the class illustrations or copies of paintings of the Continental Army's winter stay at Valley Forge. Discuss what is happening in each image. Note whether any women are present.

CLOSE READING QUESTIONS

- Underline details in the text that refer to the conditions at the camp.
- What roles does the author attribute to Mrs. Washington during her stay? Find examples of each role in the text.
- What was the overall impact of having women at the camp? Use details from the text to support your answer.

COMMON CORE CONNECTIONS

Explain Reasons and Evidence *CCSS Info Text 8*

The author states that there is little evidence for Mrs. Washington's activities during her stay at Valley Forge; however, she guesses at those experiences. What is the likely basis for her assumptions? How could you verify them?

Analyze Key Concepts *CCSS Info Text 3*

How does the author demonstrate the impact of the women's presence at the camp on the men? Note the details used and the means for presenting them (e.g. through examples or anecdotes).

Narrative Writing *CCSS Writing 3 & 6*

Research the winter at Valley Forge. Pretend you are a woman at the camp. Write a letter to another family member describing your daily life and the conditions at the camp.



When British soldiers occupied her home, Lydia Darragh spied on them and then delivered the important information to General Washington.

ESSENTIAL QUESTION

Why did women overcome the restrictions of coverture to take active roles in supporting the American Revolution, and what were the results of their efforts?

SOCIAL STUDIES CONCEPT

Individuals can shape significant historical change.

CROSS-CURRICULAR EXTENSION

Science

Identify the parts of the wheat plant and the process used to mill wheat into flour.

KEY VOCABULARY

hatch (p. 21) to create or produce (something, such as an idea or a plan), usually in a secret way

parlor (p. 21) a room in a house or apartment that is used for conversation or for spending time with guests

skirmish (p. 21) to be involved in a brief and usually unplanned fight during a war

PREPARE TO READ

Ask the students to imagine they were one of the American colonists. Ask them to share how they would feel and what they would do if soldiers from the “mother country” moved into their homes.

CLOSE READING QUESTIONS

- What events led to Darragh overhearing the British? Use the text to support your answer.
- Underline the text that explains how she was able to reach Washington's soldiers with her information.
- Highlight the results of her actions.

COMMON CORE CONNECTIONS

Interpret Visual Information *CCSS Info Text 7*

Study the illustration that accompanies the text. What might be the purpose of all three parts? How does each relate to the text?

Author's Point of View *CCSS Info Text 6*

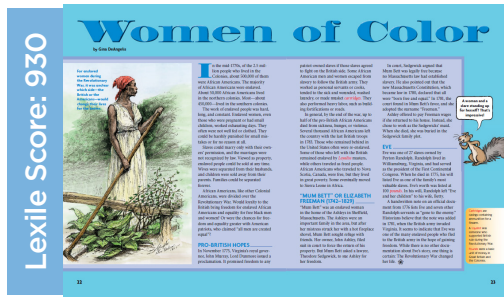
What is the author's opinion about being a spy? What specific words or phrases demonstrate this opinion?

Narrative Writing *CCSS Writing 3*

Write a short story about a time when you spied on someone. If you never have, write fiction from your own point of view.

ARTICLE: Women of Color

Magazine pages 22 - 23, Expository Nonfiction



African Americans had the option to choose sides in the war. When Lord Dunmore claimed any who helped his forces would be set free, many believed him.

ESSENTIAL QUESTION

Why did women overcome the restrictions of coverture to take active roles in supporting the American Revolution, and what were the results of their efforts?

SOCIAL STUDIES CONCEPT

Changing social roles are an example of historical change.

CROSS-CURRICULAR EXTENSION

Math

Calculate the percentage of colonists that were African American, and the percentage of African American colonists that were slaves.

KEY VOCABULARY

gain (p. 23) to win (something) in a competition, battle, etc.

proclamation (p. 23) an official statement or announcement made by a person in power or by a government

PREPARE TO READ

Introduce students to the history of slavery. Explain that slavery had been practiced by various cultures for thousands of years. Discuss the growing use of slaves in the American colonies during the 17th and 18th centuries.

CLOSE READING QUESTIONS

- Underline details in the text that show what life was like for slaves.
- What was the effect of Lord Dunmore's promise? Underline details from the text that support your answer.
- Why did the law take Mum Bett's side? Use details from the text to support your answer.
- How did Eve's story become part of the historical record?

COMMON CORE CONNECTIONS

Analyze Text Structure *CCSS Reading 5*

How does the information in each section relate to the opening of the article? Why might the author have chosen to separate the article into these sections?

Summarize Main Ideas *CCSS Info Text 2*

What are the main ideas of this text and of each section? Which details best support each main idea?

Research-Based Writing *CCSS Writing 2 & 6*

Use the Online Resources to discover and write about the legacy of Elizabeth Freeman and the end of slavery in Massachusetts.

ARTICLE: Camp Followers

Magazine pages 26- 28, Expository Nonfiction



Camp followers performed tasks that helped keep the army fed and clothed, but they were also extra mouths to feed. Some stepped into combat roles when their husbands were injured.

ESSENTIAL QUESTION

Why did women overcome the restrictions of coverture to take active roles in supporting the American Revolution, and what were the results of their efforts?

SOCIAL STUDIES CONCEPT

Individuals can shape significant historical change.

CROSS-CURRICULAR EXTENSION

Science

Research Revolutionary War cannons. How did they operate? What would happen if they weren't cooled properly? What scientific principles were used in firing and aiming them?

KEY VOCABULARY

drill (p. 28) an exercise done to practice military skills or procedures

earnest (p. 27) serious and sincere

PREPARE TO READ

Hypothesize about what the term “camp follower” might mean.

CLOSE READING QUESTIONS

- Underline details in the text that explain why some women may have chosen to be camp followers.
- Highlight the tasks the camp followers completed.
- Why were camp followers sometimes seen as a burden to the forces they travelled with? Use the text to support your answer.

COMMON CORE CONNECTIONS

Analyze Relationships *CCSS Reading 3*

What relationship do the stories of Mary Hays and Margaret Corbin have with one another? To the rest of the text?

Draw Inferences *CCSS Info Text 1*

Use details from the text to draw inferences about what the legend of Molly Pitcher might say.

Opinion Writing *CCSS Writing 1 & 6*

Do you believe camp followers did more harm to the army than good? Write an essay detailing your opinion. Use details from the text to support your opinion.

ARTICLE: Secret Soldier

Magazine pages 29 - 31, Expository Nonfiction



After a difficult childhood, Deborah Sampson disguised herself as a man and joined the Continental Army, where she served until a doctor discovered her secret.

ESSENTIAL QUESTION

Why did women overcome the restrictions of coverture to take active roles in supporting the American Revolution, and what were the results of their efforts?

SOCIAL STUDIES CONCEPT

Individuals can shape significant historical change.

CROSS-CURRICULAR EXTENSION

Science

Research what crops were grown in Sharon, MA, during the Gannetts' lifetimes. Why was the area suitable for those crops?

KEY VOCABULARY

pension (p. 31) an amount of money that a company or government pays to a person who no longer works

recuperate (p. 31) to return to normal health or strength after being sick, injured, etc.

restless (p. 30) unhappy about a situation and wanting change

PREPARE TO READ

Share other stories of people pretending to be something they aren't in order to enlist.

CLOSE READING QUESTIONS

- Use information in the text to create a timeline of Sampson's life. Annotate the timeline with details.
- Underline details in the text that explain how Sampson's secret was discovered.
- Highlight text that refers to Sampson's legacy.

COMMON CORE CONNECTIONS

Interpret Words & Phrases *CCSS Info Text 8*

The author uses a number of idiomatic expressions, such as "hard life" and "took her in." Locate them in the text. What is the literal meaning and figurative meaning of each?

Draw Inferences *CCSS Reading 1*

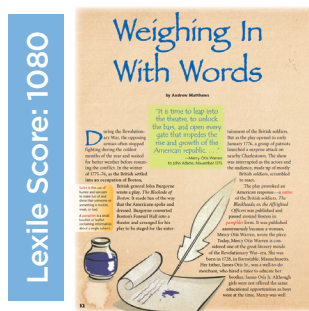
Why might there be three spellings for the name Deborah chose when she joined the army?

Narrative Writing *CCSS Writing 3*

Sampson claimed that she deserved payment for her efforts as a soldier. Write a letter to the army on her behalf. Use details from the text to support your argument.

ARTICLE: Weighing in with Words

Magazine pages 32 - 34, Expository Nonfiction



Mercy Warren was the author of plays, poetry, and many letters to prominent men and women who participated in the Revolution. Her propaganda helped support the cause.

ESSENTIAL QUESTION

Why did women overcome the restrictions of coverture to take active roles in supporting the American Revolution, and what were the results of their efforts?

SOCIAL STUDIES CONCEPT

Individuals can shape significant historical change.

CROSS-CURRICULAR EXTENSION

English Language Arts

Make a list of characteristics of effectively written satire.

KEY VOCABULARY

hotbed (p. 33) a place where something grows or develops easily

initial (p. 34) occurring at the beginning of something

split (p. 34) to separate or divide into groups that disagree

tyranny (p. 33) cruel and unfair treatment by people with power over others

PREPARE TO READ

Make the following statement to students: "The pen is mightier than the sword." Have students brainstorm reasons to both support and refute this statement.

CLOSE READING QUESTIONS

- Underline details from the text that explain why Mrs. Warren's work was published anonymously.
- Highlight text that indicates why John Adams became angry with Mercy Warren.
- What is Mercy Warren's legacy? Use details from the text to support your answer.

COMMON CORE CONNECTIONS

Analyze Text Structure *CCSS Reading 5*

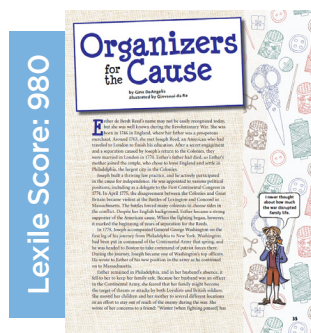
Read the quotations that accompany the text. How do they support the ideas presented in the text? Why might the author have chosen to include them?

Evaluate Reasons & Evidence *CCSS Info Text 8*

Reread the final sentence of the article. What evidence is given for this conclusion? Is the evidence given sufficient to support this claim? Why or why not?

Analyze Text Structure *CCSS Reading 5*

The author chose not to use a chronological structure for this article. How is the text structured instead? How would the impact of the text be different if a chronological structure had been used?



Esther de Berdt Reed, a British-born patriot, organized the Ladies of Philadelphia, who collected funds for soldiers and sewed shirts to send to them.

ESSENTIAL QUESTION

Why did women overcome the restrictions of coverture to take active roles in supporting the American Revolution, and what were the results of their efforts?

SOCIAL STUDIES CONCEPT

Individuals can shape significant historical change.

CROSS-CURRICULAR EXTENSION

Family and Consumer Science

Design and sew a shirt similar to those worn in the Revolutionary War era.

KEY VOCABULARY

enlist (p. 37) to get the support and help of (someone or something)

prosperous (p. 35) having success, usually by making a lot of money

versatile (p. 36) having many different uses

PREPARE TO READ

Study the illustrations. Hypothesize how the activities pictured could aid the war effort.

CLOSE READING QUESTIONS

- Underline details in the text that explain all the reasons why the Reeds were separated.
- How did Esther Reed support the war effort? Use details from the text to support your answer.
- Highlight details in the text that explain why Washington preferred that women send shirts.
- What is Esther Reed's legacy?

COMMON CORE CONNECTIONS

Write Explanatory Text *CCSS Writing 2*

Write a work that gives step by step instructions on how to copy the good deeds of the Ladies of Philadelphia, so they can be carried out in another city.

Describe Relationships *CCSS Info Text 3*

What was Reed's relationship with Washington? How did this relationship facilitate her ability to help the soldiers?

Author's Point of View *CCSS Info Text 6*

Locate words and phrases in the text that hint at how the author may feel about Reed. Use them to support your opinion of the author's point of view on Reed and her actions during the Revolutionary War.

CROSS-TEXT CONNECTIONS WITH MULTIPLE ARTICLES

COMPARE ARTICLES

SYNTHESIZE: Guide students to compare articles they read. Help students find the connections between pieces of information in multiple texts. Use prompts, such as the following examples, to have students work together to **Integrate Ideas and Information** (*CCSS.Reading.9*).

- Use information from several articles to create a timeline. Include birth, marriage, and death dates for the women as well as dates for their activities and other important events preceding and during the war.
- Gather information from each article to create a chart of the women featured in this issue. Categories of information gathered should include race, social class, literacy level, marital status, important activities, results, and legacy.
- Refer to “A Spectacular Ride” and “Spreading the Alarm” to compare Sybil Ludington’s and Kate Barry’s infamous rides.
- What did it take for women to get credit for their actions during the time of the Revolutionary War? Refer to several articles to compare how, when, and why various women’s roles were acknowledged during this historical period.
- Use “Morale Boosters,” “Camp Followers,” “Secret Soldier,” and “Organizers for the Cause” to compare women’s reactions to combat. Some fled while others fought. Consider which characteristics lead to one response over the other and what other factors may be involved in the decision.

EXPLORATORY LEARNING - FLEXIBLE MINI-UNIT DESIGN

Many women overcame restrictive social limitations to help foster the birth of our nation. This Mini-Unit invites students to examine how these women impacted people living in their own time as well as how their actions affect the lives of people living today.

ENGAGE

READ AND
COMPARE

APPLY

ENGAGE: Look at the words in the cloud below with your students. Discuss what these words bring to mind. Consider people who may exemplify some or all of the words and relate the words to the articles as you read the issue.



Share the essential question:

Why did women overcome the restrictions of coverture to take active roles in supporting the American Revolution, and what is the legacy of their efforts?



READ AND COMPARE ARTICLES: Begin with a focus article as a base for building content knowledge and model how to work through the text.

1) READ ALOUD: Use “Women Under Cover” (pgs. 4-5) as a focus article, or choose a different article that works well for your teaching goals. Share the article summary on page 5 of this guide. Students can read their own copies of the article and use sticky notes to mark places they find interesting or have questions about.

2) DISCUSS THE ARTICLE: After reading, guide students to talk about the article. See the Article Pages for Close Reading Questions.

3) READ NEW ARTICLES: Help students choose additional articles to read based on their inquiry questions or what they find interesting. Refer to the Article Pages for summaries of each article within *Cobblestone: Revolutionary Women: Our Founding Mothers*.

4) COMPARE ARTICLES: After students have read multiple articles, guide them to make cross-text connections. Refer to page 17 to Compare Articles using prompts that help students integrate ideas and information.

CHOOSE A PURPOSE FOR READING

DESCRIBE RELATIONSHIPS: *CCSS Reading 3* Describe how coverture impacted women’s relationships with their husbands and fathers. Consider how the male’s attitude toward coverture would impact the women around him.

CLOSE READ: *CCSS Reading 1* Mark the text, noting how the rise of democracy in America impacted coverture.

ANALYZE TEXT STRUCTURE: *CCSS Reading Info Text 8* What purpose do the quoted sections of Mrs. Adams’ letter serve in the text? How do they relate to the other material included? How would their effect be different if they appeared at the beginning or end of the article?



**APPLY: LEGACY MAPS**

People's lives are determined, in part, by the cultural and historical factors that shape the period in which they live. But, our actions today can help change the cultural and historical factors shaping other's lives in the future. Students will create an annotated "Legacy Map" which shows how the major events in the life of one heroine in this issue influenced the lives of people living in later periods and today.

Materials Required:

- Pencils, pens, markers, and colored pencils
- Resources for conducting research
- Life Maps Graphic Organizer

STEP 1: Explore

Tell the students they will create an annotated "Legacy Map" of a woman mentioned in *Cobblestone: Revolutionary Women: Our Founding Mothers*. Show the sample Legacy Map and allow them time to explore it and ask questions about it.

STEP 2: Plan and Research

Separate the students into pairs. Have student pairs go through the issue and select a person they want to learn more about. Assist the students as they research their topic. Instruct them to take notes about what they learn on the Life Map Graphic Organizer. Remind them to consider the present day impact of the woman they have studied. How does she set an example for them? In what other ways is her influence still felt today? Add this information to the map.

STEP 3: Create

Assist the students in obtaining a blank map of the geographic area that makes the most sense for their information and locate the cities they need on that map. Have students add the information from the Life Map Graphic Organizer to the map in pencil and check for errors.

STEP 4: Finalize and Present

Finalize the map by adding color and going over text in pen or thin marker.



NAME: _____

Mini-Unit Graphic Organizer

Life Map Graphic Organizer

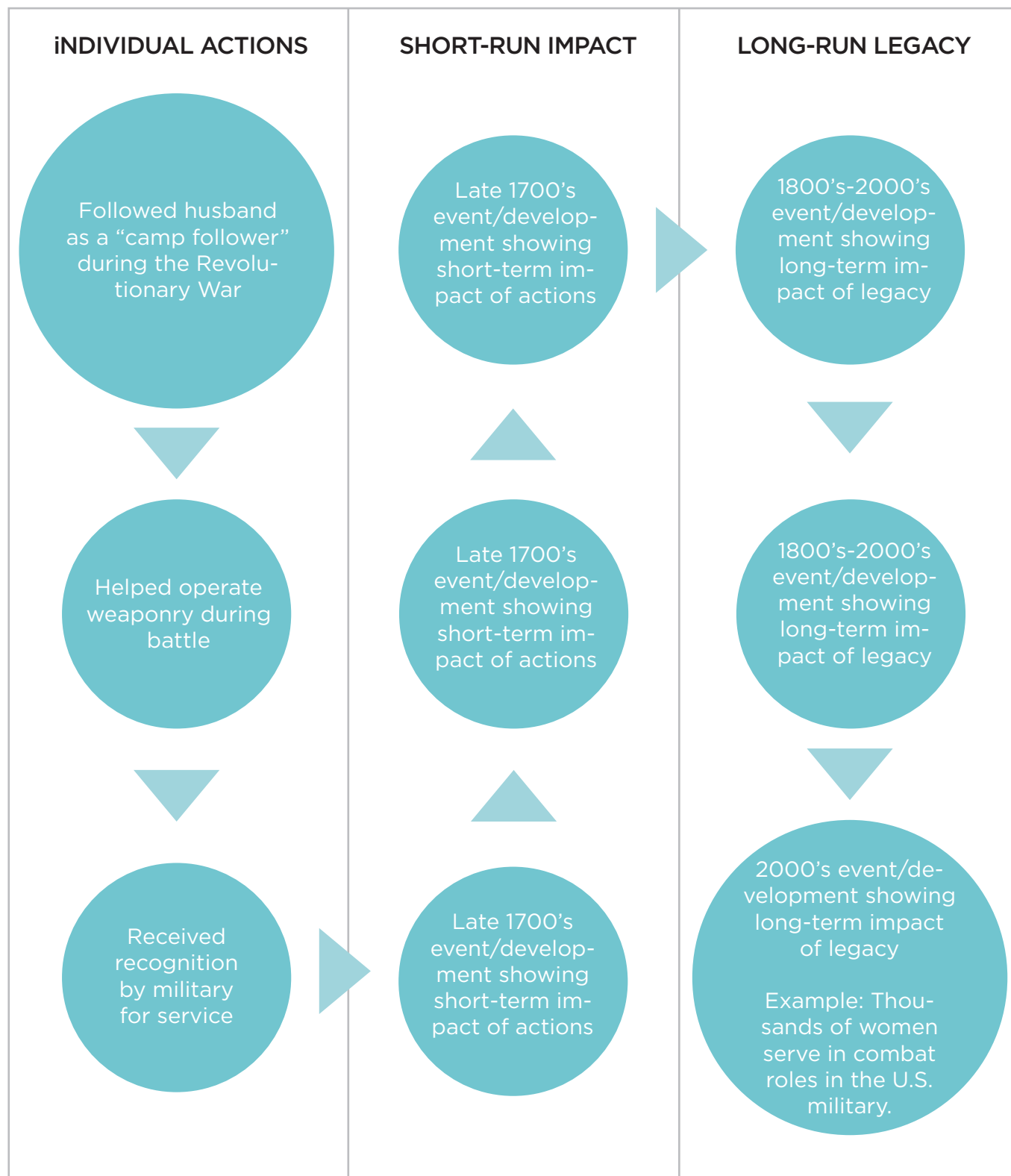
Life Map Subject:_____

Event	Purpose or Reason	Date	Location of Event	Impact

NAME: _____

Mini-Unit Graphic Organizer

SAMPLE LEGACY MAP



NAME: _____

ANALYZE GRAPHIC FEATURES

GRAPHIC FEATURE	PAGE LOCATION	HOW THIS FEATURE HELPED YOUR UNDERSTANDING

NAME: _____

CONCEPT CHART

Show how reading multiple articles developed your understanding of the essential question or your own inquiry question.

ESSENTIAL QUESTION OR INQUIRY QUESTION:

ARTICLE 1:

ARTICLE 2:

ARTICLE 3:



assume to think that something is true or probably true without knowing that it is true

*The law **assumed** that since women did not exist legally, they did not need a name of their own. (p. 5)*

assume to take on or adopt (a role, duty, etc.) as a job or responsibility

*While some women hired and managed laborers and learned how to keep accounts and records, most women simply **assumed** the responsibilities of caring for their farms, businesses, and families. (p. 3)*

broad relating to the main parts of something

*We can paint a **broad** picture of what life was like for most women during the war. (p. 3)*

decisive causing something to end in a particular way

*The Battle of Cowpens, which took place on January 17, 1781, resulted in a **decisive** victory for the Americans. (p. 15)*

deed something that is done

*Afterward, General George Washington gave his personal thanks to Sybil for her courageous **deed**. (p. 14)*

dictate to say or state (something) with authority or power

*For some people, living under coverture was more flexible than the law **dictated**. (p. 5)*

disgrace something that you are or should be ashamed of

*Abigail was fearful of the possibility of war but believed that peace without freedom would be a **disgrace**. (p. 7)*

drill an exercise done to practice military skills or procedures

*Although Margaret was not trained to load and fire the weapon, like most camp followers, she had watched enough **drills** to understand how the process worked. (p. 28)*

earnest serious and sincere

*In August 1777, General George Washington wrote: "Women are forbidden any longer . . . to ride in the Waggons, and the Officers are **earnestly** call'd upon to permit no more than are absolutely necessary & . . . actually useful to follow the Army." (p. 27)*

enlist to get the support and help of (someone or something)

*Then they **enlisted** volunteers and started making shirts. (p. 37)*

flexible able to be easily modified or altered

*For some people, living under coverture was more **flexible** than the law dictated. (p. 5)*

gain to win (something) in a competition, battle, etc.

*It seems to indicate that Eve was one of the many enslaved people who fled to the British army in the hope of **gaining** freedom. (p. 23)*

hatch to create or produce (something, such as an idea or a plan), usually in a secret way

*Lydia knew she must warn the Americans, so she **hatched** a plan of her own. (p. 21)*

headstrong not willing to do what other people want

*"Wild colts make the best horses," said Grandmother Quincy, trying to reassure Reverend William and Elizabeth Smith about their **headstrong** daughter, Abigail. (p. 6)*

hotbed a place where something grows or develops easily

*Boston was a **hotbed** of rebellion in the decade before the war began. (p. 33)*

initial occurring at the beginning of something

*Warren wrote several satirical plays before and during the war, but they were not **initially** credited to her. (p. 34)*

mill to walk around in a general area without any particular aim or purpose

*Several hundred men were **milling** about. (p. 14)*





misgivings a feelings of doubt about something

*Finally, with some **misgivings**, George sent word for Martha to come to Valley Forge. (p. 17)*

morale the feelings of enthusiasm and loyalty that a person or group has about a task or job

*The women's willingness to share in army camp life boosted the **morale** of their husbands and the soldiers with whom they served. (p. 18)*

opt to choose one thing instead of another

*Instead, he **opted** for guerrilla tactics, where a small force could attack a larger one and then disappear into the surrounding area. (p. 15)*

parlor a room in a house or apartment that is used for conversation or for spending time with guests

*One night, an officer told the family to go upstairs to bed while the British met in the home's **parlor**. (p. 21)*

patriotism love that people feel for their country

*The women gathered in "spinning bees" in public places to sew together and to show their **patriotism**. (p. 9)*

pension an amount of money that a company or government pays to a person who no longer works

*A couple of years later, American patriot Paul Revere wrote a letter on behalf of Deborah, requesting a **pension** for her service, and she became the first woman to receive a military pension. (p. 31)*

preserve to prevent (food) from decaying

*They invested hours in cooking, storing, and **preserving** the produce from their gardens. (p. 3)*

proclamation an official statement or announcement made by a person in power or by a government

*In November 1775, Virginia's royal governor, John Murray, Lord Dunmore issued a **proclamation**. (p. 23)*

prosperous having success, usually by making a lot of money

*She was born in 1746 in England, where her father was a **prosperous** merchant. (p. 35)*

recuperate to return to normal health or strength after being sick, injured, etc.

*Instead of turning her in, he sent her to his home to **recuperate**. (p. 31)*

resistance effort made to stop or to fight against someone or something

*Forming Sons of Liberty groups, they tried to bring about change through organized protests and acts of **resistance** to British policies. (p. 9)*

restless unhappy about a situation and wanting change

*She also taught school for a while, but she was **restless**. (p. 30)*

self-sufficient able to live or function without help or support from others

*Its female members started weaving their own cloth—called "homespun"—to show Great Britain that the Americans were **self-sufficient**. (p. 9)*

skirmish to be involved in a brief and usually unplanned fight during a war

*The British had hoped to destroy the Americans, but after several days of **skirmishing** against a determined opponent, the British retreated back to Philadelphia. (p. 21)*

split to separate or divide into groups that disagree

*It caused a **split** between Mercy and John Adams, who had shared a warm and friendly correspondence for most of the war. (p. 34)*

stalemate a contest, dispute, competition, etc., in which neither side can gain an advantage or win

*They had recently faced a defeat at Brandywine and a **stalemate** at Germantown. (p. 16)*

tyranny cruel and unfair treatment by people with power over others

*Both James Warren and James Otis Jr. were early leaders in the colonial resistance to British **tyranny**. (p. 33)*

versatile having many different uses

*They were a **versatile** and necessary piece of men's clothing. (p. 36)*



want to be without (something needed)

*She wrote to John in 1776, "If you complain of neglect of Education in sons, what shall I say with regard to daughters, who every day experience the **want** of it?" (p. 8)*

weary lacking strength, energy, or freshness
because of a need for rest or sleep

*Sybil glanced over her shoulder and saw that the **weary** messenger was no older than she. (p. 12)*

“A Supporting Role”

- <http://www.history.com/topics/first-ladies/abigail-adams>

Explore biographical information and watch videos about Abigail Adams.

- <https://www.masshist.org/digitaladams/archive/letter/>

Read archived correspondence between Abigail and John Adams.

“Morale Boosters”

- <http://www.nps.gov/vafo/learn/historyculture/valleyforgewomen.htm>

Learn more about and women present at the Valley Forge encampment.

“Women of Color”

- <http://www.biography.com/people/mum-bett-7324>

Read a biography of Mum Bett, and learn more about the context of the anti-slavery movement in Massachusetts.

- <http://www.mass.gov/courts/court-info/sjc/edu-res-center/abolition/abolition-4-gen.html>

Explore the history of the court case as well as links to primary sources.

“Weighing In With Words”

- <https://www.gilderlehrman.org/history-by-era/creating-new-government/essays/righteous-revolution-mercy-otis-warren>

Read a biography of Mercy Otis Warren, which includes some quotes of her material.