



NSDAR Educational Resources Committee

“Women of the American Revolution: No Average Woman:
Understanding How Culture and Status Shape Experience”

Contributor: Florida Council for History Education **Grade Level:** 6-12

1. Identify the standards to be addressed:

SS.6.W.1.3: Interpret primary and secondary sources.

SS.6.W.1.4: Describe the methods of historical inquiry and how history relates to the other social sciences.

SS.6.W.1.6: Describe how history transmits culture and heritage and provides models of human character.

SS.8.A.1.7: View historic events through the eyes of those who were there as shown in their art, writings, music, and artifacts.

SS.8.A.2.7: Describe the contributions of key groups (Africans, Native Americans, women, and children) to the society and culture of colonial America.

SS.8.A.3.5: Describe the influence of individuals on social and political developments during the Revolutionary era.

SS.912.A.1.2: Utilize a variety of primary and secondary sources to identify author, historical significance, audience, and authenticity to understand a historical period.

Language Arts Florida Standards

LAFS.6.RL.1.1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

LAFS.8.RL.1.1: Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

LAFS.68.RH.1.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

LAFS.910.RH.2.6: Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

LAFS.910.RH.3.9: Compare and contrast treatments of the same topic in several primary and secondary sources.

2. Statement of the objective and lesson outcomes:

I will evaluate primary sources regarding women of varying class and cultural background during the American Revolution.

So I can understand the ways that women faced unique challenges, yet made impactful contributions to the American Revolution.

3. Materials, resources, and technology to be used by teacher/students:

Women of the American Revolution: Lost Voices of America’s First Generation, by Roger Smith

(<http://www.colonialra.com/>)

- [Link to the Library of Congress Site](#)
- [Link to the National Archives Site](#)
- [Link to the Florida Memory Site](#)
- [Link to TeachingAmericanHistory.org Site](#)
- [Link to the PK Yonge Library Site](#)
- [Link to the National Women's History Museum Site](#)

- [Link to the Smithsonian's Exhibit: Women's History](#)

4. **Introduction of the topic:**

Enduring Understandings

In this lesson, students will learn...

- How women made unique contributions to the American Revolution
- Ways to analyze primary sources in order to create a historical narrative
- The importance of personal viewpoints when attempting to generalize a population
- The role culture, social status, race, and geographic location plays in shaping experience

Essential Questions

- How did culture and race play a role in the lives of women during the American Revolution?
- How did wealth impact the ways that women were able to contribute to the American Revolution, and how was their experience documented?
- Are the discrepancies among the accounts of the women mentioned in the book compared to an existing general narrative of how women behaved and influenced the American Revolution?

5. **Procedure for instruction:**

Suggested Procedures

Have students read chapter one of *Women in the American Revolution*, “18th Century Women”. Ask students to highlight examples of ideas and values, geographical influences, social issues, and cultural issues. Review examples as a class and connect this activity to the purpose of this lesson.

Have students work in groups of four and provide two copies of the chart and list of the women featured in the book. Tell students that they will need to research and find two distinct populations of women who influenced the American Revolution and research at least 3 women in each category. Have students fill out one chart for each group they decided to research. Examples include: Native American women, African American women, wealthy women, poor rural women, etc. Have students use the book and online resources to begin to put together a narrative of what life was like for each specific cultural group. Students must use the book and at least one primary source for each woman. Remind students that even in these narrower groups of women, no experience will be the same, and that “intersectionality” exists and creates unique challenges for the women of the American Revolution.

Once both charts are complete, in a group, students will create a “Lifestyle Blog.” Use a free blog site such as “Blogger.com”; be prepared that students may need access to an email account. The blog should be from the perspective of one of the women they have chosen to research, with an emphasis on how cultural and social issues have made their experience unique. Students must show analysis and draw conclusions within their blog post.

Students must then find two other group’s blogs describing the life of two additional cultural groups. Have students compare and contrast their historical figure’s experience with that of each other person represented in

the blogs. Each response must include at least two similarities and two differences and use primary source evidence.

As a culminating activity, have students individually answer the prompt, and evaluate based on:

- Historical accuracy
- Interpretation of sources
- Analysis

6. Lesson closure:

Discuss the format for students to answer the question. Provide rubrics or other structures to support student success.

7. Assessment of Understanding:

Prompt:

Men and women had varying experiences during the American Revolution. However, it is important to remember that the experience of one woman can be vastly different than that of another. Write a comparative essay using primary source evidence, and women mentioned in “Women of the American Revolution” to articulate how two specific groups of women had varying experiences and pressures during the Revolution, and how they adapted to their situation to make an impact in the war.