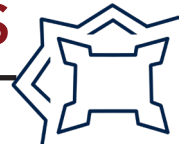


# WOMEN WITH THE CONTINENTAL ARMY AT TICONDEROGA: READING BETWEEN THE LINES



GRADES 6-12

## OVERVIEW

Daily communication within an army took the form of General Orders and Regimental Orders. General Orders were distributed throughout an entire army, while regimental orders were for the soldiers within a given regiment. Officers wrote these orders into books which they kept specifically for this purpose. Historians call these, "Orderly Books." Surviving orderly books contain valuable information on the daily activities of the army under a specific officer. They contain far fewer details about the lives of women with the army, however students who read between the lines can still learn much about the women at Ticonderoga in 1776. In this activity, students will read four excerpts from the orderly book of Colonel Anthony Wayne of the 4th Pennsylvania Battalion. Based on the information provided, students will answer questions about the roles of women in the army at Ticonderoga in 1776.

## LEARNING OBJECTIVES

Students will be able to:

- \* Read and analyze excerpts from a primary source document
- \* Make inferences using context clues
- \* Identify information that is missing from the document
- \* Answer questions based on the information that is included/excluded
- \* Think critically about the roles of women in the military during the 18th century

## STUDENT STANDARDS

### COMMON CORE:

#### *Middle School*

#### **CCSS.ELA-LITERACY.RH.6-8.1**

Cite specific textual evidence to support analysis of primary and secondary sources.

#### **CCSS.ELA-LITERACY.RH.6-8.4**

Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

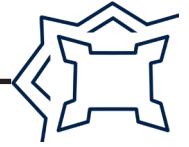
#### **CCSS.ELA-LITERACY.RH. 6-8.6**

Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

#### *High School*

#### **CCSS.ELA-LITERACY.RH.9-10.1**

Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.



## INTRODUCTION

One of the biggest frustrations for historians researching women at military sites like Ticonderoga is the lack of a written record of women. Most documents from the period were written by men, and documents pertaining to military sites are usually related to the functions of the army. Orderly books are a perfect example of this. Orderly books contained army wide orders and the daily orders given by a particular officer to his command. Orderly books are one of the most useful sources of information on the day to day lives of soldiers, and the activities of the army.

Colonel Anthony Wayne's Orderly Book provides us with a day to day account of the Continental Army at Ticonderoga in 1776 from July 10th - December 31st. During this time, Ticonderoga is a strategically important place for the Northern Department of the Continental Army, and was full of activity. Of over 100 entries, only four mention women. However, important information on women at Fort Ticonderoga in 1776 can be gleaned from these entries if we analyze them well.

## MATERIALS

\* Excerpts from Colonel Anthony Wayne's Orderly Book; July 10 - December 31, 1776 at Ticonderoga (attached)

## STUDENT STANDARDS

*High School continued...*

### **CCSS.ELA-LITERACY.RH.9-10.4**

Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

### **CCSS.ELA-LITERACY.RH.11-12.1**

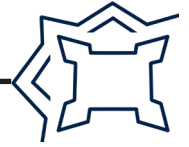
Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

### **CCSS.ELA-LITERACY.RH.11-12.3**

Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

### **CCSS.ELA-LITERACY.RH.11-12.4**

Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).



## STUDENT STANDARDS

### C3 FRAMEWORK:

#### *Middle School*

**D2.Eco.1.6-8.** Explain how economic decisions affect the well-being of individuals, businesses, and society.

**D2.Geo.4.6-8.** Explain how cultural patterns and economic decisions influence environments and the daily lives of people in both nearby and distant places.

**D2.His.3.6-8.** Use questions generated about individuals and groups to analyze why they, and the developments they shaped, are seen as historically significant.

**D2.His.6.6-8.** Analyze how people's perspectives influenced what information is available in the historical sources they created.

## STUDENT STANDARDS

#### *High School*

**D2.His.3.9-12.** Use questions generated about individuals and groups to assess how the significance of their actions changes over time and is shaped by the historical context.

**D2.His.6.9-12.** Analyze the ways in which the perspectives of those writing history shaped the history that they produced.

**D2.His.10.9-12.** Detect possible limitations in various kinds of historical evidence and differing secondary interpretations.

**D2.His.11.9-12.** Critique the usefulness of historical sources for a specific historical inquiry based on their maker, date, place of origin, intended audience, and purpose.

## ACTIVITY

After students read through entries from Colonel Anthony Wayne's Orderly Book, use the attached questions to guide your students, or have them brainstorm their own questions, to mine information from these accounts. It is also important to consider what information is lacking in these accounts. The written sources we have from the 18th Century contain only what people decided to write down and preserve.