

Name		Date
US History		Period
Social Studies Lab Packet		
Women and the American Revolution		
Introduction:		
<p>“The Importance of Knowledge About Women's Roles</p> <p>Women participate as a group and as individuals in every war, but they are rarely acknowledged in history books or commemorated with monuments. Part of the reason is that, until recently, only a small number of women have participated in war as soldiers on the battlefield. However, limiting a consideration of women's roles in war to battlefield performance gives a false sense of their involvement in conflicts. It is important to acknowledge the variety of roles they have played to gain a better understanding of the relationship of women to war.” (Linda Grant De Pauw)</p> <p>http://www.socialstudies.org/system/files/publications/se/5802/580204.html</p>		
Review		
<p>Wives, Camp followers and Nurses</p> <p>During the Revolution many wives accompanied their soldier husbands. The common law wives of soldiers appear to have been treated with respect, and wives of high-ranking officers regularly accompanied their husbands both in camp and on the march often with their children.</p> <p>Camp followers are the civilians who follow an army selling goods and services and performing support functions. During the Revolution camp followers had extensive duties because many support functions that would later be performed by military personnel were assigned to civilians. These included such work as cooking, maintaining cleanliness in camp, doing laundry, and nursing.</p> <p>http://www.socialstudies.org/system/files/publications/se/5802/580204.html</p>		
Compelling Question:		
What roles did women have in the military during the American Revolution?		
Step One:		
Look at the question above. What is your hunch before looking at any documents?		
Hunch		
Step Two: Examining the Evidence		
Examine the pieces of evidence.		
Source I.	Is it a primary or secondary source?	What is the source telling us? What is the gist?
<p><i>When we marched on I had a large calash [light carriage] readied, with room for myself and the three children and my two maids; thus I followed the army right in the midst of the soldiers, who sang and were jolly, burning with the desire for victory.</i></p> <p>During the battle:</p> <p><i>It was a terrible bombardment, and I was more dead than alive ... Little Frederika, was very much frightened, often starting to cry, and I had to hold my handkerchief over her mouth to prevent our being discovered.</i></p> <p><i>The greatest misery and extreme disorder prevailed in the army. The commissary had forgotten to</i></p>		

distribute the food supplies among the troops ... more than thirty officers came to me because they could stand the hunger no longer.

My children lay on the floor with their heads in my lap. And thus we spent the whole night. The horrible smell in the cellar, the weeping of the children, and, even worse, my own fear prevented me from closing my eyes.

Eleven cannon balls flew through the house, and we could distinctly hear them rolling about over our heads. One of the poor soldiers who lay on the table, and was just about to have his leg amputated, had the other leg shot off by one of these balls ... I was more dead than alive ...

My husband often wanted to send me to the Americans, in order to put me out of danger, but I told him it would be worse than anything I had had to bear heretofore to be with people to whom I should have to be polite while my husband was fighting them.

I was the only one among all the women whose husband had not been either killed or at least wounded, and I often said to myself, 'Should I be the only lucky one?'

I tried to divert my mind by busying myself with our wounded. I made tea and coffee for them, for which I received a thousand blessings.

On October 17 the capitulation went into effect ... while driving through the American camp I was comforted to notice that nobody glanced at us insultingly, that they all bowed to me, and some of them even looked with pity to see a woman with small children there.

(Witness to War: Writings of Baroness Frederika Charlotte Riedesel)

Directions: Use the Acronym SOAPS to analysis the document. You may not be able to answer every question but should be able to answer most. For the last "S" categorize the document as either social, economic or political and explain why. This can help you write about it in the future.

S source	Is there a <u>title</u> ? What kind of source is this? Do we know who created the source? What is the person's background?
O occasion	What was happening when the source was made? In other words: What is the time and place of the source?
A audience	Who is the audience? Who is it made for? Who do you think was intended to see this, if anyone? What assumptions can you make about the audience?
P purpose	What is the purpose of the source? Why was it made? What does it tell us about the time period? What does it tell us about the people at that time?

<p>S</p> <p>social</p> <p>economic</p> <p>political</p>	<p>How would you categorize the source? Does it deal with Economics, Politics or Social issues?</p>
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<p>Source II.</p>	<p>Is it a primary or secondary source?</p>	<p>What is the source telling us? What is the gist?</p>
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A German soldier's wife and child captured after the Battle of Saratoga, 1777

Use the Acronym POSERS to analyze the painting.

People: Describe the people you see.

Objects: Describe the objects you see.

Setting: What is the time and place of this painting?

Engagement/ Action: What is going on in this picture? What is happening to them?

Relationships: What relationships do you think are present?

Summary: Summarize what the painter's intent was.

Source III.	Is it a primary or secondary source?	What is the source telling us? What is the gist?
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GENERAL SCHUYLER AND BARONESS RIEDESEL.

A German officer's wife and children captured after the Battle of Saratoga, 1777

Use the Acronym POSERS to analyze the painting.

People: Describe the people you see.

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Engagement/ Action: What is going on in this picture? What is happening to them?

