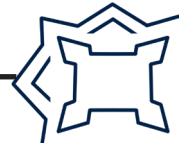


TELLING HER STORY: WOMEN IN THE AMERICAN REVOLUTION (IDM)



GRADES 4-5

OVERVIEW

Students will follow the Inquiry Design Model to explore the experiences of women during the American Revolution. Students will reflect on the compelling question: Is there more than one side to a story? and three supporting questions about women's roles during the American Revolution. Using 11 featured sources, students will complete three formative performance tasks and culminate with a summative performance task. For their final project, students will create a news segment of a special report that explains the important roles women played in the American Revolution. They may extend their research to include the experiences of Native Americans and African Americans.

LEARNING OBJECTIVES

Students will be able to:

- * Gather, interpret, and use evidence to make a claim
- * Analyze a variety of primary and secondary sources, including written documents and images
- * Identify and explain authorship, purpose, and format for evidence
- * Explore alternative perspectives to the dominant historical narrative

STUDENT STANDARDS

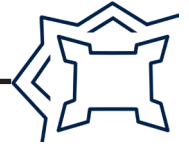
COMMON CORE:

CCSS.ELA-LITERACY.W.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

CCSS.ELA-LITERACY.RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

CCSS.ELA-LITERACY.RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.

CCSS.ELA-LITERACY.RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.



INTRODUCTION

When we learn about the American Revolution, we often read about the founding fathers, usually wealthy and powerful men who participated in the birth of our country. What role did women play?

Optional: Do this lesson after reading *The Revolutionary War: An Interactive History Adventure* by Elizabeth Raum, Capstone Press, 2016. Start by reading the introduction and chapter one. Then, read chapter two and solicit students to make choices provided in the book.

MATERIALS

- * Inquiry Design Model blueprint
- * Featured Sources 1a - 3d

ACTIVITY

Supporting Question/Formative Performance Task #1: Model the Speaker, Object, Audience, Purpose, Subject (SOAPS) method for analyzing primary sources with the first question about women's political actions. Then, have students complete a graphic organizer that details actions women took supported by evidence from the documents.

Supporting Question/Formative Performance Task #2: With the second question and set of documents, review the SOAPS method. Then, give each group a role from the SOAPS method to complete with their documents. Go over the documents together. Then, have students develop a claim about women's roles in the military. Students will write a short response that tells their claim and supports it with evidence from the documents.

STUDENT STANDARDS

C3 FRAMEWORK:

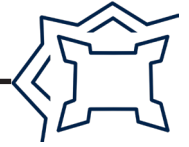
D2.His.3.3-5. Generate questions about individuals and groups who have shaped significant historical changes and continuities.

D2.His.4.3-5. Explain why individuals and groups during the same historical period differed in their perspectives.

D2.His.6.3-5. Describe how people's perspectives shaped the historical sources they created.

D2.His.10.3-5. Compare information provided by different historical sources about the past.

D2.His.16.3-5. Use evidence to develop a claim about the past.



Supporting Question/Formative Performance Task #3:

With the final set of documents, review the SOAPS method again. Then pose the supporting question about civilian women during the Revolutionary War. Give each group one of the documents and have the group complete each step in the SOAPS process. Go around and have groups share their documents and what they found from each document. Have students complete a chart of evidence and use that evidence to develop a claim.

Conclusion:

As a culminating activity, students will take a position on whether or not women played an important role in the American Revolution. Groups will work together to present a newscast to present their claim and then provide evidence to support it.

Differentiation Ideas:

- * Read the contents of the text documents aloud with the students while they follow along.
- * Give groups of students the documents for a particular formative performance task and ask them what the documents have in common prior to posing the supporting question.
- * Use only one or two documents from each category.

Extension:

What about other groups, such as Native Americans and African Americans, or even common soldiers? Research to discover the role they played in the American Revolution.