KEY IDEA  This book contains eight biographies of women who played roles in the American Revolution, from spy to soldier to seamstress to playwright. Although at times restricted by the 18th-century view of women, they made significant contributions to American independence.

LITERACY STANDARDS ADDRESSED IN THIS PLAN

RI.5.3  MAIN FOCUS Key Ideas & Details
Sessions 1, 2, 3
Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

RI.5.4  Craft & Structure
Sessions 2, 3
Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.

RI.5.5  MAIN FOCUS Craft & Structure
Sessions 2, 3
Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.

RI.5.6  Vocabulary Acquisition & Use
Sessions 1, 2, 2, Additional Instruction
Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly; moreover, in addition).

RI.5.7  MAIN FOCUS Integration of Knowledge & Ideas
Sessions 2–3
Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

RI.5.10  Range of Reading & Level of Text Complexity
By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.

SL.5.4c  Comprehension & Collaboration
Sessions 1, 2, 3
Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

L.5.4b  Vocabulary Acquisition & Use
Additional Instruction
Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).

L.5.6  Vocabulary Acquisition & Use
Sessions 1, 2, 2, Additional Instruction
Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly; moreover, in addition).

RF.5.3  Phonics & Word Recognition
Session 2, Additional Instruction
Know and apply grade-level phonics and word analysis skills in decoding words.

RF.5.4a  Fluency
Session 2
Read grade-level text with purpose and understanding.

W.5.1  Text Types & Purposes
Writing Task
Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

W.5.8*  Research to Build & Present Knowledge
Sessions 1, 2, 3
Recall information from experiences or gather information from provided sources to answer a question.
*Standard adapted from another grade

W.5.10  Range of Writing
Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.
Session 1   Text Selection: pp. 4–16

Key Idea: Text Selection  Chapter One introduces Deborah Samson Gannett, a former indentured servant who fought in the Continental Army disguised as a male. Chapter Two deals with Sybil Ludington, a farm girl who rode by night at personal risk to rally American troops to defend against a British attack.

PREVIEWING THE TEXT  5 minutes
Read the title and author credit with students. Have them look at the front cover illustration and read the back-cover text.

We can preview this book in several ways. First, what does the front cover illustration show you that helps you preview the book?

It shows a woman from the Revolutionary period loading a cannon.

Next, what do you learn from the back cover?

Many women played roles in the American Revolution, and this book tells their stories.

In addition, you’ve studied the American Revolution before. How does that help you approach this book?

It helps me understand the historical background, the events surrounding the Revolution, and important people like George Washington.

READING THE TEXT CLOSELY  10 minutes
Explain the learning focus. Have students read pages 7–8. Check their application of the focus. Provide support if needed. Then have them read to page 16.

As we read this book and work to understand it, we’re going to focus on relationships and interactions. The relationships can be between people, events, or ideas and concepts. Let’s begin by examining the relationship between Deborah Samson Gannett and the events around her. Is there a relationship between her and the historical events of her time?

I think so. She heard the Continental Army needed more soldiers, so she made a plan to enlist.

And how did she become interested in becoming a soldier? Think about the roles of women at the time.

She rejected the traditional woman’s role and took on the male role of fighting in war even though she could have been punished. She disguised herself as an ordinary male soldier because she was tired of doing women’s work.

If students show they can apply the focus, set the reading assignment for the session. If not, ask them to reread pages 7–8 and find at least one more way in which Deborah Samson related to each of the following individuals, events, and ideas. Students may not read the entire selection during this session.

Our work as readers today is to find relationships and interactions between people, events, or ideas related to the women of the American Revolution.
DISCUSSING THE TEXT 10 minutes

Invite students to discuss what they have read about Deborah Samson Gannett and Sybil Ludington, explaining relationships and interactions found in the text.

As we talk together, let’s create an informative conversation by asking each other questions and answering them. Elaborate on what other people in your group say. Let’s talk about relationships between the two historic women we’ve read about. They didn’t know each other. In that case, how can we relate the two of them? Who can suggest a way?

- They both risked their lives by taking action that helped the Revolution; they both did heroic things that weren’t expected of women at the time; they were both honored by the leaders of the revolution; they both settled into a more traditional female role of wife after the war.

- A relationship can be a difference as well as a similarity. Who sees a difference between these two women?
  - Gannett was poor after the war and made money by public speaking; Ludington was financially comfortable after the war.

Focus on the word enlist on page 9.

- Let’s do a close read of military words in this portion. On page 9 I see the word enlist. Who figured out what it means, and how did you do that?
  - I think it means to join the army; I reread the sentence it’s in, and that’s what the sentence is about.

- That’s basically correct. Enlist can mean to join the navy or other groups or activities as well. What word inside enlist gives you a clue?
  - list

- What would joining the army have to do with a list?
  - When you join, you put your name on a list of people who’ve joined.

Exactly.

Confirm students’ good use of the focus and encourage them to keep it in mind whenever they read for information.

- You did a great job of finding important relationships and interactions. Now I’ve got an assignment for you. Find more information about these two women online. What would be the first thing you would do in your search?
  - Look up their names as keywords.

The keywords will be easy, but choosing what to use might be more difficult. To decide which sites are best, look for websites that were created by organizations or universities. Next time, we’ll discuss your results.

E-resource: Formative Assessment: Comprehension Using the Quick Start Planner, note this session’s learning focus. Observe each student’s articulation and use of text evidence to evaluate individuals’ effective use of the learning focus.

TEACHER’S CHOICE

COMPREHENSION: EXPLAIN RELATIONSHIPS

E-resource: Formative Assessment Have students use the blackline master on page 10 to explain ways that the women in this book are related. Review students’ answers as you evaluate their mastery of the learning focus.

TEACHER’S CHOICE

CONSTRUCTED RESPONSE: COLLECT TEXT EVIDENCE

E-resource: Formative/Summative Assessment Have students use the blackline master on page 11 as they read. Students will collect details from the text to answer the question: What relationships and interactions between people, events, or ideas have you noticed? Use details as text evidence. Review students’ collected evidence as you evaluate their mastery of the learning focus.

L.5.6 VOCABULARY Domain-Specific Words

L.5.4 Vocabulary Support vocabulary [words, phrases, and/or idioms] such as tk, tk, and tk in context using the ELL vocabulary strategies in Getting Started.

ELL SUPPORT

ri.5.3 WRITING Gather Information

SL.5.1c DISCUSSION Collaborative

DISCUSSION TIP

Encourage students to elaborate on the remarks of others as they pose and respond to specific questions. You can interject questions such as, “What can we add to what _____ said?”
LEARNING FOCUSES
RI.5.3, RI.5.5, RI.5.7
Students return to the text to read closely and explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical text, based on specific information in the text. They also compare and contrast the cause/effect structure of events, ideas, concepts, or information in the text. Students draw on information from multiple digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

COMPREHENSION SHARE
Use online and print sources to learn more about the women in this book. Sources might include biographical dictionaries, encyclopedias, and the websites of historical societies and historical museums.

RETURNING TO THE TEXT
Ask students to reflect on the text read previously. Guide them to recall how they applied the learning focus to their reading.

To begin today’s session, I’d like one person to remind us about Deborah Samson Gannett and one person to remind us about Sybil Ludington.

Gannett posed as a male soldier; Ludington rode to alert her father’s troops about a British attack.

Can anyone remember how we used a learning focus to study those two individuals?

We found relationships and interactions between individuals, events, and ideas.

READING THE TEXT CLOSELY
Explain the learning focuses. Invite students to read page 9. Check to see how well they have understood the focuses. If you are satisfied that students can apply them, set the reading assignment for the session. If not, provide corrective feedback as suggested on page 2 of this lesson plan.

Today we’re going to continue explaining the relationships or interactions between events, individuals, and ideas in the text. We’ll talk about the additional sources you found to expand on the information the text gives. We’ll also begin comparing and contrasting the cause-and-effect structure of the text. Reread page 9 silently.... There are a lot of relationships, interactions, and causes and effects on this page. Who sees a relationship or interaction between Deborah Samson Gannett and the other soldiers?

They teased her because she couldn’t grow a beard.

Yes. She had to hide the fact that she was female. Let’s add a cause/effect relationship to that. As a result of hiding the fact that she was female, what happened when she was wounded?

She left the hospital and treated her wound on her own so no one would find out her secret.

And what happened as a result of that?

She had trouble with her leg for the rest of her life.

Formative Assessment: Fluency Listen to each student read a portion of the text. Observe students’ fluency. If students need additional practice with fluency, provide the necessary support at the end of the session. Ask students to note words or phrases they find challenging for discussion after reading.

DISCUSSING THE TEXT
Facilitate a discussion in which students use the learning focuses to analyze Chapters One and Two. Encourage students to pose and answer questions to elaborate on one another’s ideas.

Let’s start our discussion by comparing and contrasting structures in the two chapters we read, because when we look at structure, we get a clear overall view. Take a minute to look at how the author uses cause and effect in each chapter. Who’ll share what you’ve found?

I think the author uses cause and effect all through both chapters.
Let's elaborate on that. Do others of you agree? If so, can you give us an example?

On page 14 it says that Sybil's father let her ride that night because he had no choice—he had to stay home. Sybil was able to alert the men in time to fight the British. That caused the British to retreat.

I see that too. Now I'll pose a question: What caused both Gannet and Ludington to want to do things that were thought of as “male” in that era?

They felt they needed to help the revolution and they felt they were capable of helping.

I agree. So there's a relationship between the two women. Who can state how their two adventures were similar?

They were both dangerous.

How were their two adventures different?

Ludington’s adventure was for one night, and Gannett’s was for a longer time; Ludington’s adventure was before a battle, and Gannett’s included several battles.

Both women’s contributions helped accomplish the overall goal of American independence from the British.

Have students share the results of their online research.

Let's discuss the information you found online. What can you share about your results?

I got good results quickly from historical Web sites such as the one from the National Women's History Museum.

How did those results compare with the text we're reading? Let's hear from all of you.

The online results were more like encyclopedia articles, less like stories. The online sources often gave interesting historical details that the text didn’t have.

Who can give us an example of a cause/effect relationship that you found in an online source?

Gannett was wounded several times, and one time a doctor discovered she was a woman. As a result, he treated her at home because he didn’t want others to know her secret.

Who found another relationship between the two women in the online sources?

I found that Samson was more well-known in her lifetime than Ludington.

What do you think might be the cause of that?

I think the cause was that Samson served longer and that she became a public speaker.

Focus on the word counterattack in the next-to-last paragraph on page 15.

Let's continue exploring military words. On page 15, I see the word counterattack. What part of this word do you already know?

attack

The other part, counter, has more than one meaning. Who knows one or more of them?

A counter can be a long, raised area in a kitchen where you do things like cut food; counter can mean “against.”

Which do you think it means here?

against
Who sees what a counterattack would be?

*an attack that’s against a previous attack*

Have students continue using online sources for the next reading portion. Support discussion by reminding students of the speaking and listening focus.

Before we have our next session, I’d like you to do some more online research. Look up the subjects of Chapters 3 and 4: Lydia Darragh and Mary Ludwig Hayes. We’ll explain the relationships or interactions between all four of the women we’ve studied.

**Formative Assessment: Comprehension** Using the Quick Start Planner, note this session’s learning focuses. Observe each student’s articulation and use of text evidence to evaluate individuals’ effective use of the learning focuses.

**FLUENCY FOLLOW-UP**

**Fluency Practice** Duet Reading helps students with more serious fluency issues. Follow this procedure: (1) Teacher reads aloud (fluently and with expression) close to student’s ear while tracking text. (2) Student and teacher read aloud, with teacher reading a second or two ahead if need be. (3) If student falters, teacher continues and encourages student to keep reading. (4) As learners are able, they take over tracking and read alone.

**CONSTRUCTED RESPONSE: COLLECT TEXT EVIDENCE**

**Formative/Summative Assessment** Have students continue to use the blackline master on page 11 for collecting evidence as they read. Students will continue to collect details from the text to answer the question: What relationships and interactions between people, events, or ideas have you noticed? Use details as text evidence. Students may need multiple copies of the organizer. Review students’ collected evidence as you evaluate their mastery of the learning focus.
Session 3  Text Selection: pp. 17–26

Key Idea: Text Selection Chapter Three portrays Lydia Darragh, a Pennsylvania Quaker who spied on the British for the American rebels. Chapter Four presents Mary Ludwig Hayes, known as Molly Pitcher, who not only gave water to soldiers, but also manned her husband’s cannon when he was wounded.

RETURNING TO THE TEXT  5 minutes

Explain that students will use the learning focuses to learn about two additional women.

In this session, we’ll practice the three learning focuses of finding relationships, examining structure, and using multiple sources. We’ll use them to learn about the next two Revolutionary War women in the book.

READING THE TEXT CLOSELY  10 minutes

State the learning focuses and invite students to read pages 18–19. Check to see how well they are doing with application of the focuses as you have done previously. Then have students read pages 20–26, paying specific attention to relationships and interactions, and to the structure of cause and effect. If student mastery of focuses is sufficient, consider having them read independently for 20 minutes while you meet with another group. Then reconvene for discussion.

Let’s talk a bit about how to use the learning focuses in these two chapters. What kinds of relationships and interactions could you compare and contrast between these chapters and the previous two?

We could compare what caused each woman to join the Revolution; we could see how each one was affected by events or ideas.

And how could you support your findings with online findings?

We could add information from other sources to help us understand causes and effects and interactions.

DISCUSSING THE TEXT  10 minutes

Facilitate a discussion that links the three learning focuses. Remind students to look for cause/effect relationships and volunteer information from their online sources.

Remember to pose and respond to questions to expand on points that you discuss in your groups. What results did you find about the women online?

Mary Ludwig Hayes is the most famous.

These women contributed a lot to the American Revolution at a time when women were seen as weak or fragile. But I wonder why Hayes was the most famous. Why do you think that is?

Hayes fought alongside the men.

But so did Gannett. Why would Hayes be more famous?

Hayes didn’t fight in disguise; the soldiers knew her and admired her and were thankful that she gave them water. They gave her the nickname Molly Pitcher, and her efforts became legendary.

LEARNING FOCUSES

RI.5.3, RI.5.4, RI.5.7

Students read closely to explain, and compare and contrast the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical text, based on specific information in the text and the cause/effect structure. They also draw on information from multiple digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

VOCAABULARY

RI.5.4  Continue guiding students to locate and explain military words in the text. There are many examples, including artillery (p. 23), sergeant (p. 26), and barracks (p. 26). Have students use context, backed up by dictionary reference, to find the meanings.

SL.5.1c

DISCUSSION Collaborative
Those are cause/effect relationships involving these four women. Did you find once again that the online sites tended to give more historical information and less story content?

Yes.

Why do you think that might be?

The historical sites are for people looking for information quickly, not for reading slowly or for enjoyment.

Encourage students to finish reading the biographies independently. Remind them to use the same strategies and techniques as they complete it.

You’ll finish reading the book on your own. At the end, you’ll be knowledgeable about eight different heroines of the American Revolution. You’ll also be experts on finding relationships, interactions, and causes and effects in an informational text. Remember those strategies as you read more historical texts in school.

CONSTRUCTED RESPONSE: WRITE TO SOURCE

Formative/Summative Assessment Have students continue to use the blackline master on page 11 as they finish reading. Then ask them to write a response on a separate sheet of paper that answers the question: What relationships and interactions between people, events, or ideas have you noticed? Use details as text evidence. Have students use the text evidence they collected to support their writing.

CLOSE READING OPTIONS

Summative Assessment Print the online blackline master for independent close reading. Ask students to read the selection indicated on the page independently and respond to the prompts (summarize author’s message, identify critical vocabulary, respond to constructed response questions) before returning for a small-group discussion. Alternatively, you can use the completed blackline master for summative assessment.

Writing Task: Opinion

W.5.1

Summative Assessment Review with students that an opinion cannot be proven true or false, though it is supported by factual evidence, because different people may interpret the evidence in different ways. Students will work independently to write their opinions. Guide them to use the planning organizer on page 12 as they organize information for their pieces. Consider having students publish their opinions by reading them aloud and then inviting listeners to ask questions.

Your writing task for today will be to write an opinion about women in the era of the American Revolution. I want you to give your opinion answering the following question: Were American women treated fairly during the Revolutionary War? Yes, no, or both? Base your opinion on our class text. You can also use information you find in other sources, online or in print. As evidence, give examples from the experiences of at least two of the eight women in the book. Relate the examples of the different women’s lives, such as by comparing and contrasting the causes and effects of their actions. Okay, let’s get started!
WORD STUDY
Prefixes Focus on the word *disgraceful* on page 9.

- On page 9 there are four words that contain the prefix *dis*-. Who knows what this prefix means?
  - “the opposite of”
- Let’s use that definition to find the meaning of *disgraceful*. Who sees the connection?
  - *If you do something disgraceful, it’s the opposite of a graceful thing to do.*
- Another *dis*- word on this page is *undiscovered*. How does the meaning of the prefix *dis*- affect the meaning of the base word *cover*?
  - *If you discover something, you uncover it to find it.*
- Find the two other *dis*- words on this page and see if you can figure out their meanings. Use the dictionary if you need to. The meanings aren’t always obvious.
  - *dismissed*—“sent away”; *discharged*—“released”

VOCABULARY
Domain-Specific Words Focus on the word *neutral* on page 18.

- *Neutral* can be a military word and also a historical word, because it can describe the relationship between certain countries. Let’s reread the first, third, and fourth paragraphs on page 18 carefully and see if we can figure out what it means to be neutral. Who’ll take a guess?
  - *I think it means that you don’t take sides*. At first Lydia didn’t take sides in the war because she was a Quaker. But then she took sides, so she wasn’t neutral anymore.
- In history, some countries have remained neutral when other countries have had wars. *Neutral* means neither positive nor negative. Who has heard or read *neutral* in a different context?
  - *Words can have shades of meaning that are positive, negative, or neutral.*

WORD RECOGNITION
Word Analysis Focus on the word *suspicion* on page 20.

- Lydia Darragh was a spy for the Revolution. The word *suspicion* is one that can often be found around the topic of spying. Let’s start with pronunciation. What key part of the word do you need to know how to pronounce, so that you won’t have trouble?
  - *You have to know that -cion is pronounced /shun/.*
- The beginning of the word—the root—is the same as in suspect. Who’ll tell us what *suspect* means?
  - *to think someone did something bad*
- Then what would *suspicion* be?
  - *thinking that someone did something bad*
- And if Lydia’s actions raised suspicion among the British soldiers, what would that mean?
  - *Her actions made them think she was doing something bad.*
Comprehension: Explain Relationships

Think about the ways the women in *Women of the American Revolution* are related. Choose two women highlighted in this book. How are they similar? How are they different?

Name 1 __________________________  Name 2 __________________________

Similarities

Differences

Score: __________
Collecting Text Evidence

What relationships and interactions between people, events, or ideas have you noticed?

Use this chart to collect evidence you can use to answer this question. Be sure to include page references. You may need more than one copy.

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Score: __________
Writing Task: Planning an Opinion

Write your opinion of whether women were treated fairly during the American Revolution. Use this planner to organize your argument. Provide evidence from a source for each example.

Opinion Statement: ________________________________

______________________________

Reason 1: ________________________________

Example 1: ________________________________

Example 2: ________________________________

Example 3: ________________________________

Reason 2: ________________________________

Example 1: ________________________________

Example 2: ________________________________

Example 3: ________________________________

Conclusion: ________________________________

______________________________

______________________________

______________________________

Note: Write your response on a separate piece of paper or a computer. Remember to read your writing when you are done and make any necessary revisions.

Score: __________