

FLCHE-TPS Lesson

Monumental Achievements: Colonial American Women Grade 1 Lesson 4

It's Elementary, My Dear: Primary Sources in the Elementary Classroom

<u>Enduring Understandings:</u> <ol style="list-style-type: none">1. Women have helped shape our country's history.2. The United States has changed from colonies to states and independent from Britain.3. History can be recorded in documents and monuments.	
<u>Essential Questions:</u> <ol style="list-style-type: none">1. How can a primary and secondary source show the achievements of people?2. How have women made contributions to our history?3. How can we honor the sacrifices of women?	
<u>Vocabulary/Targeted Skills:</u> <p>American Revolution, Mary Katherine Goddard, Anne Hutchinson, Sybil Ludington, thirteen colonies, history, Britain, war, Declaration of Independence, states, Continental Congress, religious beliefs, patriots, British, primary source, secondary source</p>	
<u>Unit Assessment/Culminating Unit Activity/Success Criteria:</u> <ol style="list-style-type: none">1. Students will identify similarities in the monuments of Anne Hutchinson and Sybil Ludington, and illustrate a monument honoring Mary Katherine Goddard.	
<u>Lesson:</u> Monumental Achievements: Colonial American Women	<u>Time:</u> Two 25-30 minute sessions (50-60 minutes)
<u>Standard(s):</u> <p><u>Social Studies Standards:</u></p> <ul style="list-style-type: none">● SS.1.A.1.1 Develop an understanding of a primary source.● SS.1.A.1.2 Understand how to use media center/other sources to find answers to questions about a historical topic● SS.1.A.2.1 Understand history tells the story of people and events of other time and places.● SS.1.A.2.4 Identify people from the past who have shown character ideals and principles including honesty, courage, and responsibility <p><u>Language Arts Standards:</u></p> <ul style="list-style-type: none">● LAFS.1.RI.1.1 Ask and answer questions about key details in a text	

- LAFS.1.RI.1.3: Describe the connection between two individuals, events, ideas, or pieces of information in a text.
- LAFS.1.RI.3.9: Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or
- LAFS.1.SL.1.2: Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

Content Purpose:

Students will identify accomplishments of Colonial America women and show how monuments are used to represent their heroic effort.

Assessment/Evaluation (for this lesson):

1. Students will close read primary and secondary sources and understanding the accomplishments of Colonial women.
2. Students will identify similarities between monuments and design an appropriate monument for Mary Katherine Goddard.

Reading Materials/Primary Source links:

- Secondary Source: *A is for Abigail* by Lynne Cheney
- Primary Source: Mary Katherine Goddard's print of the Declaration of Independence
<https://www.loc.gov/item/90898037/>
- Secondary Source: Article and Monument of Anne Hutchinson
<https://www.massmoments.org/moment-details/anne-hutchinson-banished.html#&gid=1&pid=1>
- Secondary Source: Article and monument of Sybil Ludington
<http://www.newenglandhistoricalsociety.com/half-age-sybil-ludington-rode-twice-far-paul-revere-same-reason/>
- Secondary Source: Article on Mary Katherine Goddard (primary sources embedded)
<http://www.newenglandhistoricalsociety.com/flashback-photo-mary-katherine-goddard-risks-life-prints-declaration-independence/>

Suggested Procedures:

Session 1 (25-30 minutes)

1. Tell students that they will learn about women who made an impact in American history. If you have already used the lesson, *Abigail Adams and the American Revolution*, this lesson follows that content. (You will have already introduced the book and read letters A-F).
2. Read aloud from the book, *A is for Abigail*, by Lynne Cheney, letters G: to I. (G is for Mary Katherine Goddard to I is for Laura Ingalls).
3. Ask students to identify some of the achievements of the women discussed in the book. Tell them that you want to focus more on three women (Mary Katherine Goddard, Anne Hutchinson, and Sybil Ludington) who made incredible achievements before and during a time known as the American Revolution. Return to the story and record what each

woman was known for during this time: *Goddard: printed first signed copies of Declaration of Independence, Anne Hutchinson: defended her religious beliefs in Massachusetts, and Sybil Ludington: rode horseback to alert people that their town, Danbury, CT was being burned by the British.*

4. Play the Brainpop, Jr. video: *Thirteen Colonies*. This 6-minute video provides some context for why the accomplishments of Goddard, Hutchinson, and Ludington are remarkable. If you do not have access to Brainpop, Jr. the following youtube video could also work: <https://www.youtube.com/watch?v=Do4Ryapg3eU>

Session 2 (25-30 minutes)

5. Remind students about the content they learned about Mary Katherine Goddard, Anne Hutchinson, and Sybil Ludington. Display the image of the monument of Anne Hutchinson which resides outside the Boston State House:
<https://www.massmoments.org/moment-details/anne-hutchinson-banished.html#&gid=1&pid=1>. Tell students that Anne was banished from her home in Massachusetts on March 22, 1638. Although this was a very long time ago, she tried very hard to defend her religious beliefs. Have students close read (analyze) the monument. *Who is in the monument? How are they dressed? Where are the people looking? What might this mean?* Have them circle any features of this visual text evidence.
6. Then display the photograph of the monument of Sybil Ludington in Carmel Hamlet, NY: <http://www.newenglandhistoricalsociety.com/half-age-sybil-ludington-rode-twice-far-paul-revere-same-reason/>. As before, have students close read (analyze) what they see. *Who and what is in the monument? What is she holding? What is her posture? How does this monument reflect Sybil's efforts?* Have them circle any of features of this visual text evidence.
7. Place each photograph of the monuments side by side. Have students circle any visual evidence that is the same in each monument. Lead a discussion which probes students' thinking about why these two women have monuments in their honor. *Why should these women be remembered?*
8. Display the image of Mary Katherine Goddard:
http://www.newenglandhistoricalsociety.com/wp-content/uploads/2014/06/Mary_Katherine_Goddard1.jpg. Remind students that Mary printed copies of the Declaration of Independence. This document is one of the United States' most important documents because it shows that we are now a free country because of unfair leadership from the British who oversaw our colonies at the time. The Declaration creates the United States, rather than the 13 colonies featured in the Brainpop video. (The Declaration of Independence is clearly more than this, but for first grade students, this context is enough.)
9. Explain to students that Mary risked her life for printing this document because it was considered treason (crime against your own country). There were very bad

consequences for committing this crime, but Mary believed in the importance of this document. Display the primary source of Mary's printing of the Declaration of Independence: <https://www.loc.gov/item/90898037/>. This document was printed in 1777.

10. Close the lesson by having students think about how Mary could be honored with a monument for her efforts. *What is she most known for and why?* Have students illustrate a monument for Mary Katherine Goddard and remind them her posture and artifacts in the monument should reflect her accomplishments.

Extensions:

1. Visit each of the secondary source websites and read aloud portions of this secondary evidence. Invite students to ask questions about these women. If they could interview any of these women, what would they want to know?
2. Play a recording of a reading of the opening paragraphs of the Declaration of Independence: <https://www.youtube.com/watch?v=ETroXvRFoKY&t=6s> Lead students in a discussion about words they recognize. Record some of these words and help students define what they mean.