**Expert Pack: Remember the Ladies: Women of the American Revolution**

Lexile Range: 880-1200

|  |
| --- |
| **Topic/Subject:** American Revolution/Social Studies |
| **Texts/Resources**  Books   1. *Women Heroes of the American Revolution: 20 Stories of Espionage, Sabotage, Defiance, and Rescue*, excerpted chapter “Sybil Ludington, On Star Under the Stars,” by Susan Casey     Articles   1. “American Revolution” 2. “Just Say No! – The Daughters of Liberty” 3. “Remembering the Ladies”   Other Media   1. “No More King! (Schoolhouse Rock!)” 2. “American Revolution (video)” |
| **Rationale and Suggested Sequence for Reading**  In the first resource, a video called “No More King! (Schoolhouse Rock!),” students are introduced to basic historical information regarding the American Revolution. This background information is important for students to be reminded of (or in some cases introduced to) so that they can understand the context of the Revolutionary War. In the next resource, an article entitled “American Revolution”, students will review the basic historical facts about the war. Then students will watch a brief film clip from History.com with historical reenactors to reinforce the ideas that were introduced in the article: that it took an incredible amount of bravery and tenacity for the colonists to prevail over the overwhelming British forces. The next two articles, “Just Say No – The Daughters of Liberty” and “Remembering the Ladies,” expose students to myriad roles women played during the war. A chapter from the book *Women Heroes of the American Revolution: 20 Stories of Espionage, Sabotage, Defiance, and Rescue* entitled “Sybil Ludington, On Star Under the Stars” provides the detailed story of one 16-year-old girl and how she assisted the Colonial forces during the Revolutionary War. |
| **The Common Core Shifts for ELA/Literacy**   1. Regular practice with *complex text* and its academic language. 2. Reading, writing, and speaking grounded in *evidence* from text, both literary and informational. 3. Building *knowledge* through content-rich nonfiction. |
| **College and Career Readiness Anchor Standards for Reading Literacy and/or Informational Texts**   1. *Read closely to determine what the text says explicitly and to make logical inferences from it***;** cite specific textual evidence when writing or speaking to support conclusions drawn from the text. 2. *Determine central ideas of themes of a text* and analyze their development; summarize the key supporting details and ideas. 3. *Read and comprehend complex literary and informational texts independently and proficiently.* |
| **Annotated Bibliography**  **N/A** **“No More King! (Schoolhouse Rock!)”**  Author: Disney Educational Productions, Schoolhouse Rock!  Genre: US History, video  Length: 2:58 minutes  Synopsis: This short video gives a brief summation of the basic reasons that the colonists decided to fight to become an independent nation. This is a very simplistic view, but will be a good review and will introduce the historical context for the study.  Citation: No More King! (2011, November 2). Retrieved November 19, 2016, from <https://www.youtube.com/watch?v=WvOZs3g3qIo&feature=youtu.be>  Recommended Student Activities: Pop Quiz  **990L “American Revolution”**  Author: World Book Online  Genre: Informational Article  Length: 522 Words  Synopsis: In this article, students review the basic historical facts about the war from start to finish.  Citation: American Revolution. *World Book Online.*  Recommended Student Activities: Wonderings  **N/A “History.com – American Revolution”**  Author: History.com; A&E Television Networks  Genre: US History, video  Length: 3:20 minutes  Synopsis: The American Revolution was fought to gain freedom from British rule. The ideas for revolution with those in business who demonstrated “intellectual bravery.” The Americans won because they believed what they were fighting for (freedom), as opposed to fighting for a king.  *Note: Brian Williams uses the term “whoopass” and there is some mild war violence rated TV PG. As an alternative, you may wish to forego watching this video.*  Citation: American Revolution Video. (n.d.). A&E Television Networks. Retrieved June 28, 2015, from  <http://www.history.com/topics/american-revolution/american-revolution-history/videos/american-revolution>  Recommended Student Activities: Pop Quiz  **880L “Just Say No! – The Daughters of Liberty”**  Author: Jennifer Barefoot  Genre: Informational article, with optional DIY activity listed after main text  Length: 752 words  Synopsis: Women fought with their wallet and boycotted certain products that had an unfair British tax, such as the Stamp and Tea Acts. Since England didn’t collect taxes when colonists refused to purchase British goods there was less money for the crown to pay its soldiers.  Citation: Barefoot, J. (2005, December). Just say no! – The Daughters of Liberty. *Appleseeds*. Retrieved from  <http://go.galegroup.com/ps/i.do?id=GALE%7CA142567732&v=2.1&u=s9280515&it=r&p=ITKE&sw=w&asid=328fd954688c240314b8bdc4b2becd1d>  Recommended Student Activities: Quiz Maker  **1090L “Remembering the Ladies”**  Author: Dona M. McDermott  Genre: Informational article; US History  Length: 557 Words  Synopsis: Women (and children) on both sides, colonists and loyalists, contributed to their respective armies performing nursing duties, doing laundry, cooking, cleaning, gathering firewood, collecting the clothing of the dead and mending the clothing of living officers and men. Wives of the wealthy and business owners took charge of the business when the men went to war. In addition, they also joined the army to entertain and comfort weary troops.  Citation: McDermott, D.M. (2013, October). Remembering the ladies. *Cobblestone*, 34(8), 26+. Retrieved from <http://go.galegroup.com/ps/i.do?id=GALE%7CA347406110&v=2.1&u=s9280515&it=r&p=ITKE&sw=w&asid=05bab5d9d4a2e51e2a2de7e8dd0a34e2>  Recommended Student Activities: Google Image Search Activity or alternative image search engine such as <http://www.photosforclass.com/>  **1200L “Sybil Ludington, On Star Under the Stars” from *Women Heroes of the American Revolution: 20 Stories of Espionage, Sabotage, Defiance, and Rescue***  Author: Susan Casey  Genre: Biography; US History  Length: Excerpted Chapter, 20 pages  Synopsis: This excerpted chapter from a full-length book highlights the Patriotic efforts of Sylbil Ludington, a 16-year-old girl. Although the Lexile is high for this grade-level band, the narrative format of this text and that students have been building prior knowledge about the vocabulary and information will make this a challenging but accessible read. This really highlights the topic of this text set.  Citation: Casey, Susan. Women heroes of the American Revolution: 20 stories of espionage, sabotage, defiance, and rescue. Chicago, IL: Chicago Review Press, 2015. Print.  Recommended Student Activities: A Picture of Knowledge  **Additional Resources**   * Remembering a Forgotten President. (n.d.). Retrieved March 22, 2018 from <https://www.readworks.org/article/Remembering-a-Forgotten-US-President/ee450bad-64b1-4371-b85f-0b18e8d0ba55#!articleTab:content/> * (1976). The Shot Heard Around the World [Television series episode]. In School House Rock. Season 4, episode 3. Retrieved June 28, 2015, from <https://youtu.be/D727LW8GENQ> * Citation: Adams, A., & Adams, J. (1776). Browsing: Adams Family Correspondence, Volume 1. Retrieved June 28, 2015, from <http://www.masshist.org/publications/apde2/view?id=AFC01d244> |

**Supports for Struggling Students**

By design, the **gradation of complexity** within each Expert Pack is a technique that provides struggling readers the opportunity to read more complex texts. Listed below are other measures of support that can be used when necessary.

* Provide a brief **student-friendly glossary** of some of the academic vocabulary (tier 2) and domain vocabulary (tier 3) essential to understanding the text
* Download the Wordsmyth widget to classroom computers/tablets for students to access student-friendly definitions for unknown words: <http://www.wordsmyth.net/?mode=widget>
* Provide brief **student-friendly explanations** of essential background knowledge not easily learned from the text
* Include **pictures or videos** related to the topic within and in addition to the set of resources in the pack
* Select a small number of texts to **read aloud** with some discussion about vocabulary work and background knowledge
* Provide **audio recordings** of the texts being read by a strong reader (teacher, parent, etc.)
* **Chunk the text** and provide brief questions for each chunk of text to be answered *before* students go on to the next chunk of text
* Pre-reading activities that focus on the **structure and graphic elements** of the text
* Provide **volunteer helpers** from the school community during independent reading time
* Use Expert Packs as the **resources for Guided Reading** with a small group of students

Why Text Sets Support English Language Learners

Those acquiring English as a second language have to learn many words in English to catch up with their English-only peers. Vocabulary builds at a much quicker pace when reading a set of connected texts. Text sets are an adaptable resource perfect for building knowledge and vocabulary. Student use of text sets can vary in terms of independence or teacher supports based on the individual needs of the students in the room. Activities found within the text set resources reflect several best practices for English Language Learner instruction including:

* Providing brief, engaging texts that provide a high volume of reading on a topic.
* Providing web-based resources and/or videos that are tied to the content of the texts students are reading.
* Providing opportunities for students to learn new vocabulary through the use of student-friendly definitions in resource-specific glossaries.
* Allowing for options to reinforce newly learned vocabulary and/or content through graphic organizers.
* Providing opportunities for students to reinforce new vocabulary through multi-modal activities including written work, group discussion, viewing visual content, and reading texts that feature the vocabulary.

Teachers of ELLs may use the protocols on the following pages to provide additional support to students who are struggling to access the content within text sets because they are new to English.

ELL Text Set Protocol Grades 3-12

The goal of text sets is to help students build knowledge through a volume of independent reading, and it is important that educators provide scaffolds to allow English Language Learners to be successful in engaging meaningfully with the texts, even as students are still developing English language skills. The protocol below can be used for teaching with text set resources as a full class. Students can also be trained on the protocol so that they can utilize text sets in small groups or partnerships as a resource for independent or reciprocal reading and study.

Please note that this protocol includes options for teachers. Individual decisions should be made considering the needs of the students and the demands of the content, keeping in mind that the goal of each scaffold is to allow students to meaningfully access the text and move toward independent, knowledge-building reading.

**Step one: Build knowledge and vocabulary.**

Introduce students to the overall topic/content of the text set, including knowledge demands needed to engage in the content, and domain-specific vocabulary necessary for comprehension. This should be done prior to engaging with the texts themselves; time allotted to this activity should reflect student needs (anywhere from 5 minutes prior to reading, to a full day’s lesson is appropriate).

*Options for this step include:*

* Engage students in reading and discussing auxiliary texts (of lesser complexity) and resources (illustrations, photographs, video clips) on the topic of the text set.
* Pre-teach a few key content-specific terms prior to students engaging with a text set. (Ideas for text-focused vocabulary instruction can be found [here](https://achievethecore.org/content/upload/Selecting%20and%20Using%20Academic%20Vocabulary%20in%20Instruction.pdf).)
* Provide the student-friendly glossary included in the text set prior to reading each text.
* When possible, allow students to read texts in their home language about the topic under study.

**Step two: Read text orally.**

Focusing on one resource at a time, allow students to listen to a fluent read of the resource, while following along with their own copy of the text.

*Options for this step include:*

* Have a fluent reader model the first read of a text or resource.
* Have students engage in a buddy/partner read.
* Use recordings of the text to provide additional opportunities to hear expert reading.

**Step three: Engage in group discussion about the content.**

Allow students time in partnerships or small groups to discuss the content of the resource.

*Options for this step include:*

* + Allow for discussion/conversation (in the students’ home language if possible) with a small group of students reading the same text set prior to writing or provide heterogeneous language groupings to talk about content and discuss what students are learning.
  + Have students refer to the student-friendly glossary included with each text set to identify meanings for new vocabulary necessary for comprehension.

**Step four: Write about what was read.**

*Options for this step include:*

* Use the “Rolling Knowledge Journal” and/or “Rolling Vocabulary Journal” as a shared writing routine/ graphic organizer to help to scaffold the writing process and capture student knowledge over time.
* Provide students with several supports to help students engage in writing/drawing about what they read:
  + Use mentor texts about which students can pattern their writing.
  + Allow them to write collaboratively.
  + Show students visual resources as prompts, etc.
  + Provide language supports such as strategically chosen sentence starters.

**Repeat steps one through four with each resource in the text set as appropriate.**

**Text Complexity Guide**

“Sybil Ludington, On Star Under the Stars” by Susan Casey

1. **Quantitative Measure**

Go to <http://www.lexile.com/> and enter the title of the text in the Quick Book Search in the upper right of home page. Most texts will have a Lexile measure in this database. You can also copy and paste a selection of text using the Lexile analyzer.

2-3 band 420-820L

4-5 band 740-1010L

6-8 band 925-1185L

9-10 band 1050-1335L

11-CCR 1185-1385L

1200L

1. **Qualitative Features**

Consider the four dimensions of text complexity below. For each dimension, note specific examples from the text that make it more or less complex.

This purpose of this chapter is to recognize the contributions of one young girl to the American Revolution and to highlights her bravery and courageousness.

The structure is supportive in that it tells one young girl’s story; however, there are several other characters and a series of events which may be a challenge to struggling readers. Additionally, the author’s technique of adding in primary source documents into the narrative structure requires the reader to have dexterity, which may be a challenge.

The language in the text is relatively informal. Although there are many domain-specific vocabulary terms, because students have been reading most of these words in other texts (i.e. Tories, resistance, musket, militia), these terms won’t be a particular challenge.

Most of the subject matter should be familiar to the reader reading the Expert Pack.

**Structure**

**Meaning/Purpose**

**Language**

**Knowledge Demands**

1. **Reader and Task Considerations**

*What will challenge students most in this text? What supports can be provided?*

* Rereading, chunking, and discussion could support students with sentence length and vocabulary demands.
* Finding and unpacking “juicy sentences” could provide grammar lessons for the class.
* Encouraging students to use sticky notes to annotate new information.
* Asking students to make connections to other texts in the set could support and deepen understanding.
* Students could create an interactive notebook for each Founding Mother and write information under each individual.

**Expert Pack: Remember the Ladies: Women of the American Revolution**

**Learning Worth Remembering**

**Cumulative Activities** – The following activities should be completed and updated after reading each resource in the set. The purpose of these activities is to capture knowledge building from one resource to the next, and to provide a holistic snapshot of central ideas of the content covered in the expert pack. *It is recommended that students are* ***required*** *to complete one of the Cumulative Activities (Rolling Knowledge Journal or Rolling Vocabulary) for this Expert Pack.*

1. **Rolling Knowledge Journal**

* Read each selection in the set, one at a time.
* After you read *each* resource, stop and think what the big learning was. What did you learn that was new *and* *important* about the topic from *this* resource? Write or list what you learned from the text about (topic).
* Then write or list how this new resource added to what you learned from the last resource(s).

**Sample Student Response**

|  |  |  |
| --- | --- | --- |
| **Title** | **Write or List** | |
|  | **New and important learning about the topic** | **How does this resource add to what I learned already?** |
| 1. “No More King!” | The Pilgrims came to the new land of Plymouth Rock to establish colonies. At first they were loyal to the kings in England, but over time, they were upset about paying taxes without a say in how much the taxes were or what the taxes were used for. |  |
| 1. “American Revolution” | The Americans’ fight for freedom came at a high cost and started with a small fight but soon became a fight between several nations. Even though the Americans were unprepared and had a much weaker army than the British, they prevailed and won. | The Americans won their fight for freedom against overwhelming odds. |
| 1. “History.com American Revolution” | The American Revolution was fought to gain freedom from England. The ideas for revolution began with those in business who were being taxed without representation in England. | The Americans won because they were fighting for freedom and a way of life they believed in, instead of fighting for a king. |
| 1. “Just Say No! – The Daughters of Liberty” | Even though Patriot women couldn’t vote or own property, they fought for independence in many ways. Some made “liberty tea,” and others boycotted British goods. | It shows how women fought with money instead of guns. When they said “no” to British products, it made it harder for the British government to pay their soldiers. |
| 1. “Remembering the Ladies” | Women often earned rations and money by doing laundry and mending the clothing of officers and men. | Women went to the battlefield along with the men to help the well-being of men and officers. |
| 1. “Sybil Ludington, On Star Under the Stars” | The contribution of one 16-year-old girl who helped the Patriots to win the war was highlighted. Her bravery and courage in the face of adversity is highlighted. | One young woman did many things during wartime to help the country to win, including risking her life. |

1. **Rolling Vocabulary: “Fabulous Five”**

* Read each resource then determine the 5 words from each text that most exemplify the central idea of the text.
* Next use your 5 words to write about the most important idea of the text. You should have as many sentences as you do words.
* Continue this activity with EACH selection in the Expert Pack.
* After reading all the selections in the Expert Pack, go back and review your words.
* Now select the “Fabulous Five” words from ALL the word lists.
* Use the “Fabulous Five” words to summarize the most important learning from this Expert Pack.

|  |  |
| --- | --- |
| **Title** | **Five Vocabulary Words & Sentences** |
| “No More King!” | Words: pilgrims, Mother England, loyalty, taxation without representation, revolution   1. Pilgrims came to the New World to be free. 2. Mother England was in charge of the colonists for many years after the colonies were begun. 3. At first, the Pilgrims had loyalty to Mother England. 4. When England had taxation without representation, the colonies rebelled and fought for their freedom. 5. The colonists’ fight to have their own government and to be in control of themselves was a revolution. |
| “American Revolution” | Words: Declaration of Independence, conflict, Patriots, Treaty of Paris, self-government   1. When the colonists wrote the Declaration of Independence, they were telling the King of England that they wanted to be free to make their own decisions. 2. When the king read the Declaration of Independence, it created a conflict which became a war. 3. Although the war was long, eventually the Patriots won. 4. The Treaty of Paris, signed in 1783, recognized the independence of the Unites States. 5. The taxes imposed by the British king went against the principle of self-government. |
| “History.com’s American Revolution” | Words: oppressor, prevail, commerce, persists, monarchy   1. King George was the oppressor of the American colonies. 2. Eventually, the Patriots prevailed over the Redcoats. 3. Commerce in the colonies was being negatively impacted by England’s taxation. 4. The Patriots persisted in the war even though they were outmatched in every way. 5. The American Revolution was a rebellion against the monarchy of King George. |
| “Just Say No! – The Daughters of Liberty” | Words: revolution, colony, government, license, politics   1. The colonists fought the British government during the American Revolution. 2. America was a colony of England before it became independent. 3. The colonists objected to the taxes imposed by the British government. 4. The Stamp Act imposed a tax on all paper goods, even marriage licenses. 5. Some women wrote letters, poems, and plays about politics. |
| “Remembering the Ladies” | Words: chamber pots, wards, duty, campaign, exposed   1. Women emptied chamber pots and made the beds in the morning. 2. Women sprinkled the wards with vinegar and washed the sheets. 3. Nursing was a typical duty for women during the war. 4. Washington led a successful military campaign against the British. 5. Women were exposed to disease and infection while caring for soldiers. |
| “Sybil Ludington, On Star Under the Stars” | Words: militia, muster, foe, enduring, pension   1. Sybil’s father was in charge of a group of unofficial soldiers, called a militia. 2. Sybil’s father asked her to muster his men so he could stay and fight. 3. The foe or British soldiers had killed people, burned many parts of the town, and were staying in Danbury, Connecticut. 4. Sybil went on a 40-mile journey and endured danger, extreme discomfort, and fear in order to notify her father’s men. 5. Although Sybil performed an invaluable service for her country, when she applied for a pension in later life, she was denied. |
| **Fabulous Five** | Words: Declaration of Independence, conflict, loyalty, Revolution, prevailed  During Colonial times, the colonists wrote the **Declaration of Independence**. This created a **conflict** with the King of England. Some people in the colonies had **loyalty** to England and some had **loyalty** to the Patriots. This conflict led to a **Revolution**, and both men and women fought hard. The colonies **prevailed** and won their freedom from England. |

**Student Copy**

**1. Rolling Knowledge Journal**

* Read each selection in the set, one at a time.
* After you read *each* resource, stop and think what the big learning was. What did you learn that was new *and important* about the topic from *this* resource? Write or list what you learned from the text.
* Then write or list how this new resource added to what you learned from the last resource(s).

**Sample Response**

|  |  |  |
| --- | --- | --- |
| **Title** | **Write or List** | |
| **New and important learning about the topic** | **How does this resource add to what I learned already?** |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

**2. Rolling Vocabulary: “Fabulous Five”**

* Read each resource then determine the 5 words from each text that most exemplify the central idea of the text.
* Next use your 5 words to write about the most important idea of the text. You should have as many sentences as you do words.
* Continue this activity with EACH selection in the Expert Pack.
* After reading all the selections in the Expert Pack, go back and review your words.
* Now select the “Fabulous Five” words from ALL the word lists.
* Use the “Fabulous Five” words to summarize the most important learning from this Expert Pack.

**Sample Response**

|  |  |
| --- | --- |
| **Title:** | **Five Vocabulary Words & Sentences** |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
| **Fabulous Five** | Words: |

**Learning Worth Remembering**

**Singular Activities** – the following activities can be assigned for each resource in the set. The purpose of these activities is to check for understanding, capture knowledge gained, and provide a variety of ways for students to interact with each individual resource. Students may complete some or none of the suggested singular activities for each text. Singular activities should be assigned at the discretion of the teacher.

1. **A Picture of Knowledge** (Recommended for “Sybil Ludington, On Star Under the Stars”)

* Take a piece of paper and fold it two times: once across and once top to bottom so that it is divided into 4 quadrants.
* Draw these shapes in the corner of each quadrant.

1. Square
2. Triangle
3. Circle
4. Question Mark

**?**

* Write -

Square: One thing that you read that was interesting to you.

Triangle: One thing that was you read that taught you something new.

Circle: One thing that you read that made you want to learn more.

Question Mark: Something that is still confusing to you or something that you still wonder about.

* Find at least one classmate who read the article. Talk to each other about what you put in each quadrant.

1. **Quiz Maker** (Recommended for “American Revolution” and “Just Say No! – The Daughters of Liberty”)

* Make a list of # questions that would check another student’s understanding of the information in the articles.
* Your classmates should be able to find the answer to the question from the resource.
* Include answers for each question.
* Include where you can find the answer in the resource.

|  |  |
| --- | --- |
| **Question** | **Answer (include where you can find it in the resource)** |
| 1. |  |
| 2. |  |
| 3. |  |
| 4. |  |

1. **Wonderings** (Recommended for “No More King!”)

|  |  |
| --- | --- |
| I’m a little confused about: | This made me wonder: |
| On the left, track things you don’t understand from the article.  **I am confused about or do not understand….** | On the right side, list some things you still wonder (or wonder now) about this topic.  **I wonder or would like to learn more about….** |

1. **Pop Quiz** (Recommended for: “American Revolution (video)”)

Answer the following questions:

|  |  |
| --- | --- |
| **Question** | **Possible Answer** |
| 1. (Example) According to the film, name two ways the American Revolutionaries could be considered brave? | (Example) In actual combat and on an intellectual level. |
|  |  |
|  |  |
|  |  |

1. **Google Image Search Activity\* Alternative image search activity**  (Recommended for “Remembering the Ladies”)

\*Locate 3 images using Google Search that illustrates the information from the article. Write a caption for each.

|  |  |
| --- | --- |
| **Image** | **Caption** |
| 1. |  |
| 2. |  |
| 3. |  |

**Expert Pack: Remember the Ladies: Women of the American Revolution**

Expert Pack Glossary

**“No More King!”**

|  |  |
| --- | --- |
| *Word* | *Student-Friendly Definition* |
| horizon | The line where the earth and the sky appear to meet |
| Pilgrims | A group of English people who founded the Plymouth Colony in Massachusetts in 1620 |
| Plymouth Rock | The place where English people landed in Massachusetts in 1620 |
| Mother England | Another nickname for Great Britain or England, originally in charge of the colonies |
| loyalty | Being faithful or loyal |
| colonies | A place where a group of people come to settle which is under the control of their home country |
| independent | Not ruled by another; ruling oneself |
| taxed | A sum of money paid to a government; the government uses the money to pay for its services to the people and to maintain itself |
| taxation without representation | Charging a group of people a tax without a say as to how much is to be paid or what the money is used for |
| revolution | The overthrow of a government by force and the setting up of a new government in its place |

**“American Revolution”**

|  |  |
| --- | --- |
| *Word* | *Student-Friendly Definition* |
| Declaration of Independence | The public document in which the thirteen American colonies declared their independence from England in 1776 |
| Treaty of Paris | Signed by the British recognizing the United States as independent |
| American Colonies | Original 13 territories that formed the United States in 1776 |
| conflict | A fight, battle, or war |
| surrendered | To turn over or yield to the power or control of another |
| military | Armed forces |
| delegate | A person that represents a group |
| appoint | To assign a role or job to |
| Patriots | People who fought for the right of the colonies to be free |

**“History.com – American Revolution”**

|  |  |
| --- | --- |
| *Word* | *Student-Friendly Definition* |
| “Intellectually brave” | An intellectual person is well-educated and interested in ideas. During the time of the Revolution, ideas required bravery because they were opposite the King of England’s ideas. |
| commerce | In business, the buying and selling of goods and services |
| revolution | The overthrow of a political system or government by force and the setting up of a new government in its place |
| guerilla | One of an unofficial or loosely organized group of soldiers who stage unconventional or surprise attacks against an enemy |
| tactically | A decision made with strategy for a bigger plan |
| contestant | Someone who competes in a contest |
| persevere | To continue trying to do something in a very determined way in spite of difficulties |
| monarch | A king or queen |
| prevail | To be successful in the end of a fight or argument |
| oppressors | A person or group that treats people unfairly or cruelly and prevents them from having the same rights that other people have in society |
| persists | To continue to something, although it is difficult or other people oppose it |
| weary | Tired, especially because you have done something for a long period of time |

**“Just Say No! – The Daughters of Liberty”**

|  |  |
| --- | --- |
| *Word* | *Student-Friendly Definition* |
| protest | To speak out or against someone or something |
| found | To find or discover something |
| support | To agree with or aid (a cause, idea, person or group) |
| colony | A place where a group of people come to settle which is under the control of their home country |
| politics | How the government works; also refers to the laws and beliefs of politicians and citizens of a country |
| license | A document showing official or legal permission |
| government | The group of people that makes decisions about taxes, laws, and rules in a country |

**“Remembering the Ladies”**

|  |  |
| --- | --- |
| *Word* | *Student-Friendly Definition* |
| admit | To agree or accept |
| chamber pot | A bowl kept in a bedroom and used as a toilet, especially at night |
| ward | A large room in a hospital with beds for several patients, or a section for one type of patient |
| typically | Usually; normally |
| duty | A particular task or function one is required to perform |
| demand | To need or require |
| expose | To put in danger by not protecting |
| campaign | A military operation organized to achieve specific goals |
| engaged | Busy; employed; involved |
| boost | To give support or help |
| morale | Emotions, attitude and overall outlook |
| critical | Very important |
| rations | Food served to the military |

**“Sybil Ludington, On Star Under the Stars”**

|  |  |
| --- | --- |
| *Word* | *Student-Friendly Definition* |
| interacting | To respond to one another in a social situation |
| transports | Something used to carry soldiers and their supplies |
| served | To complete a period of service, such as in the armed forces |
| aide-de-camp | A military officer serving as assistant to a general |
| militia | A group of trained citizens who are not soldiers but who can serve as members of the military in an emergency |
| reward | Something of value that is promised to someone for good work or a good deed |
| Tories | Those who were loyal to the British |
| sentinel | One that stands guard or watches |
| roused | To waken from sleep; to stir up the feelings of; excite |
| silhouettes | Any dark figure seen against a light background so that details are hard to see |
| epaulettes | An ornamental shoulder strap on some military uniforms |
| breeches | Pants that reach to or just below the knee |
| formation | A particular arrangement of people |
| couriers | Someone who delivers messages, packages, and the like, especially for the government, military organization, or business |
| terrain | Land or ground |
| destination | The place to which a person is going or goods or baggage are sent |
| resistance | The opposing power of one force against another; a secret organization formed to oppose an army that has taken over a country |
| loyal | Showing devotion and faithfulness to someone or something |
| secreted | To hide or conceal |
| defense | Something that protects or guards |
| flanked | The left or right side of something |
| bolt of cloth | A measurement of cloth, usually stored in a roll |
| unraveled | To come apart |
| artillery | Weapons used in land battles |
| complicated | To make more difficult to do or understand |
| muster | To come together or gather for a purpose |
| bade | Past tense of bid; to say to |
| ruffians | One who is tough and violent; bully; thug |
| stowed | To put away or store in a place or container |
| spirits | Alcoholic beverages |
| foe | An enemy |
| enduring | To bear up under or function in spite of |
| fatigue | Being tired in body or mind |
| accolades | An expression or mark of approval; honor; award |
| replica | A duplication or copy, especially one smaller than the original |
| depicted | To show, describe, or portray in a painting, sculpture, or written work |
| ensued | To occur just after another event |
| musket ball | The round bullet for a heavy gun with a long barrel used before rifles were invented |
| efficient | Operating or working in a way that gets results, with little wasted effort |
| tavern | A place that provides rooms for people to sleep for the night |
| pension | Money paid at regular times by a former employer to a person who has retired or by the government to a person who is not able to work |

All content linked to within this resource was free for use when this resource was published in March 2018. Over time, the organizations that manage that external content may move or remove it or change the permissions. If the content is no longer available, please email [info@studentsachieve.net](mailto:info@studentsachieve.net).