

Women's History Month Project: Women in the American Revolution

"I desire you would remember the ladies"

-March 31, 1776, Abigail Adams to her husband, John Adams

The impact that ladies had on the revolutionary effort did not take center stage and has been underrated. The involvement of some of these women has not been as recognizable as others but they all had one thing in common, patriotic passion. These women were steadfast, dependable and assisted in every way imaginable, many even risking their own lives and fearing for their personal safety.

Women, 'the ladies' played critical roles in the American Revolution and subsequent War for Independence. Historian Cookie Roberts considers these women our ***Founding Mothers***. Some of these roles were traditional while others were unconventional and even scandalous for the time. From supportive jobs like nurses, cooks and maids to more direct roles such as secret soldiers and spies, these Daughters of Liberty did more than their share to help win America's independence.

Project Guidelines

It is against this background that you have the opportunity to conduct research and produce a 2-page report in the form of a *newsletter*, on one of "the ladies" who contributed to the cause of American Independence.

Requirements:

- Your name, title, date of project
- Biographic information
- Contribution(s) to the American Revolution
- What qualities of this person do you admire the most? Why?
- Newsletter must be type-written in Times New Roman with font size 12
- Titles may be done in other appropriate font type and size
- Any text feature may be added – pictures, maps, quotation, charts to enhance understanding, not to take away from information researched
- Bibliography – reference of source of information

*Be creative and use authentic sources. DO NOT PLAGIARIZE!!

Due date: Monday, February 26, 2018

Choose ONE

Abigail Adams	Mary Ludwig Hays	Mercy Otis Warren	Molly Pitcher
Margaret Cobin	Deborah Sampson	Martha Custis Washington	Betsy Ross
Nancy Hart	Sybil Ludington	Catherine Moore Barry	Sally Kellogg
Mary Ball Wshington	Prudence Cummings Wright	Lydia Darragh	Agent 355
Mary Waters	Ann(Nancy) Bailey	Hannah Blair	Nanye'hi (Nancy Ward)

How to write a Bibliography

1. For each source listed, begin first line at margin and indent each line that follows.
2. Underline or use italics for titles of books, periodicals and software. Titles of articles are enclosed in quotation marks.
3. Note punctuation and follow exactly.
4. If required information, such as author or place of publication, is not available, just leave it out.
5. Arrange all sources in one list, alphabetically by first word, which will generally be either the author's last name or the first important word of the title.

A PRINT SOURCES

Book with one author:

- 1 Author.
- 2 Title of book.(underlined)
- 3 City of publication:
- 4 Publisher, date of publication.

Walker, Niki. Colonial Women. New York: Crabtree Publishing Company, 2003.

Book with two authors:

- 1 Authors in order they are listed on the title page
- 2 Title of book (underlined)
- 3 City of publication
- 4 Publisher, date of publication

Ride, Sally and Tam O'Shaughnessy. Exploring Our Solar System. New York: Crown Publishers, 2003.

Encyclopedia and other familiar reference books:

- 1 Author of article (if available).
- 2 "Title of article."
- 3 Title of book.(underlined)

4 Date of edition. (Volume and page number not necessary if articles are arranged alphabetically).

Hutson, James H. "Franklin, Benjamin." The World Book Encyclopedia. 2006.

"France." Compton's Encyclopedia. 2004

Article in a periodical:

1 Author (if available).

2 "Title of article."

3 Periodical title (underlined) date: page.

Boelter, Mimi. "Voyage of Hope, Voyage of Tears." Cobblestone Feb. 2006: 23-27

"N.F.L. Training Camp Report" The New York Times. 21 August 1996: B12

B ONLINE SOURCES

Encyclopedia Online:

1 Author, if shown

2 "Title of the article."

3 Name of Encyclopedia (underlined).

4 Date of your visit (day, month, year-- see example)

5 <First part of http address>. (Enclosed in angle brackets).

Christensen, Norman L., Jr. "Tree." World Book Online. 12 Dec. 2005
<<http://www.worldbookonline.com>>.

Solnick, Bruce B. and William D. Phillips. "Franklin, Benjamin." Grolier Multimedia Encyclopedia. 17 September 2005 <<http://gme.grolier.com>>.

World Wide Web:

1 Author (if known).

2 "Title of article."

3 Title of complete work. (if relevant, underlined) date of visit

4 <full http address>.(enclosed in angle brackets)

"Biographical Data: Walter M. Schirra." Astronaut Biographies.
10 Jan. 2006 <<http://www.jsc.nasa.gov/Bios/htmlbios/schirra-wm.html>>.

"Statistical Summary: America's Major Wars." The U.S. Civil War Center. 17
August 2005 <<http://www.cwc.lsu.edu/other/stats/warcost.htm>>.

Arnett, Bill. "Comets." The Nine Planets. 21 March 2006
<<http://seds.lpl.arizona.edu/nineplanets/nineplanets/comets.html>>.

Bibliography (Example)

Jacobs, Heidi Hayes. The Ancient World. Upper Saddle River, New Jersey: Prentice Hall, 2003.

Kaplan, Leslie C. Land and Resources of Ancient Egypt. New York: Rosen Publishing Group, 2004.

"Pharaonic Egypt: Means of transportation." January 1, 2011
http://www.reshafim.org.il/ad/egypt/timelines/topics/means_of_transportation.htm.

Sands, Stella. "Kids Discover: Ancient Egypt." Kids Discover. 2003: 2-5.

Rubric for Women in the American Revolution Project

CATEGORY	4 Above Standards	3 Meets Standards	2 Approaches Standard	1 Below Standard
Content	Covers topic in-depth with details and examples. Subject knowledge is excellent.	Includes essential knowledge about the topic. Subject knowledge appears to be good.	Includes essential information about the topic but there are 1-2 factual errors.	Content is minimal OR there are several factual errors.
Organization	Content is well organized using headings or bulleted lists to group related material.	Uses headings or bulleted lists to organize, but the overall organization of topics appears flawed.	Content is logically organized for the most part.	There was no clear or logical organizational structure, just lots of facts.
Attractiveness	Makes excellent use of font, color, graphics, effects, etc. to enhance the presentation.	Makes good use of font, color, graphics, effects, etc. to enhance to presentation.	Makes use of font, color, graphics, effects, etc. but occasionally these detract from the presentation content.	Use of font, color, graphics, effects etc. but these often distract from the presentation content.
Sources & Bibliography	Source of information collected for all facts. All documented in desired format.	Source of information collected for all facts. Most documented in desired format.	Source of information collected for all facts, but not documented in desired format.	Very little or no source information was collected.
Mechanics	No misspellings or grammatical errors.	Three or fewer misspellings and/or mechanical errors.	Four misspellings and/or grammatical errors.	More than 4 errors in spelling or grammar.
Presentation	Well-rehearsed with smooth delivery that holds audience attention.	Rehearsed with fairly smooth delivery that holds audience attention most of the time.	Delivery not smooth, but able to maintain interest of the audience most of the time.	Delivery not smooth and audience attention often lost.