Sample Pages from

The following sample pages are included in this download:

∞ Teacher’s Guide, Table of Contents, and Founding Mothers: Women Who Shaped America Lesson Plan
∞ Founding Mothers: Women Who Shaped America book


For correlations to Common Core and State Standards, please visit http://www.teachercreatedmaterials.com/correlations.
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**Founding Mothers**

**Materials**

- *Founding Mothers* books
- Copies of student reproducibles (pages 33–37)
- *Molly Pitcher* primary source (pitcher.jpg)
- Newspaper article, school newsletter or other locally published material

**Before Reading**

1. **Introductory Activity**—As a class, complete the activities on page 26.
   - Divide students into ability-based reading groups. Students who read this book should be on or above a fifth grade reading level.
   - Ask students what it means to do something for the common good. Let them share their ideas with the class. Ask students why they think not everyone makes the choice to do things for the common good.
   - Tell students that many famous Americans, including many of the women in the book they are about to read, became famous for caring more about the common good than their own well being.

2. **Writing Activity**—On the board, write *Remember the ladies*.
   - Ask each student to think about this phrase. What does it mean? Have students write a few sentences on a sheet of paper explaining the phrase.

3. **Social Studies Activity**—Distribute copies of a newspaper article or school newsletter.
   - Ask students if they can identify anyone working for the common good. Are there community events, school fundraisers, etc.? List all the events on the board. Ask students if they have worked for the common good or can name people in the community who have.

4. **Reading Activity**—Distribute copies of the *Remember the Ladies* activity sheet (page 33) to students.
   - Explain to students that they will be reading about women who lived during the American Revolution. One of these women is Abigail Adams. Read the quote on the activity sheet aloud to students.
   - Have students circle any words in the quote that they do not understand. Discuss and define these words as a class. Then, have students work in pairs to complete the activity sheet.

**Glossary Words**

Remember to review all glossary words and definitions with students before beginning the lesson. These words are located on page 30 in the book.
During Reading

1. **Reading Activity**—Distribute the *Founding Mothers* books to students. Ask students to look through the book and look at the photographs and captions.

   - Have students take out a sheet of paper and write what they think the main idea of the book will be. Then, have students list three reasons they think that is the main idea.

   - For the first reading of the text, read aloud as students follow along.

   - After reading the introductory page of the book, stop and have a discussion about the book’s possible main ideas. Make sure that each student understands the main idea before progressing. Continue reading while pointing out supporting details within the text. Encourage students to take notes on their papers as you read.

   - For the second reading, have students read with partners. The partners should take turns reading aloud. Challenge students to collect more supporting details.

2. **Social Studies Activity**—Have students draw a large rectangle on a sheet of paper and divide it into twelve sections; one for each woman.

   - At the top of their charts, have students write **Common Good**. For each box, have students write the names of the women from the text and what each did for the common good.

   - Students may use the book along with other sources of information (e.g., library books) to complete their charts. Have students display their work on their desks and allow them to circulated around the room to view others’ work. Let students make any amendments to their work.

3. **Writing Activity**—Have students write a thank-you note to one of the women from the book.

   - Have each student select one woman from the book and think about what she did to benefit the common good, as well as two or more ways in which society benefited from her actions.

   - Then, have each student write a thank-you note to that woman. The student should thank the woman for her contributions and explain how her actions benefited other people.
After Reading

1. Social Studies Activity—Distribute copies of the A Woman Writer activity sheet (page 34) to small groups of students.
   - Ask each group to complete the activity sheet and then share their answers with another group.
   - Together as a class, discuss why it is important for people to have role models from history. What do role models show us? What can future generations learn from them? Ask students to explain how Elizabeth Blackwell and Phillis Wheatley are role models.
   - Distribute copies of the A Woman Doctor activity sheet (page 35) to students and have them complete it in their groups.

   - Ask students what they think of Clara Barton. Do they think she was brave for venturing onto the battlefield?
   - Discuss whether they think Barton's actions have changed people's viewpoint on women in battle.
   - Ask students to pretend that they are the mother or father of a soldier whom Barton helped on the battlefield. Have students write a letter to Barton expressing their gratitude for helping their son.

3. Writing Activity—Have students complete the Your Turn! writing activity on page 32 of the book.
   - In the What If …? activity, students will write journal entries from the perspective of Sacagawea on the Lewis and Clark expedition. Students may need additional information regarding Sacagawea's experiences on the expedition to complete the activity.

4. Assessment—There are a variety of assessment options for this unit.
   - A short post-test, Founding Mothers Quiz (page 37), is provided to assess student learning from the book.
   - Activities from the Taking Charge chart (page 36) could also be used to assess comprehension.
Primary Source Activity

Historical Background
Many women openly participated in armed conflict during the American Revolution. Some chose to hide their gender and disguise themselves as young men, others simply took over when the need arose. Women chose to participate in the war for a variety of reasons. Some wanted to go with male relatives; others had strong political views and wanted to help. Molly Pitcher is the name given to a woman who fought at the Battle of Monmouth. The woman is thought to have earned this nickname because she carried pitchers of water onto the battlefield. The water was used to cool soldiers as well as swab the cannons during battle. Some stories say that her husband was killed on the battlefield, so Molly took over for him at his cannon. Some believe that Molly Pitcher was really a woman named Mary Ludwig Hays McCauley.

About the Primary Source
Explain to students that this artwork is created by artist E. Percy Morgan. It shows Molly Pitcher firing a cannon at the Battle of Monmouth during the American Revolutionary War. The Battle of Monmouth was fought in New Jersey on June 28, 1778. General George Washington ordered his troops to attack British troops. The battle lasted all day in the extreme summer heat. Fighting was to resume the next day, but the British troops had secretly withdrawn during the night. Neither side won the battle, but Washington’s troops had proven their strength and courage to their opponents.

Teaching Suggestions
1. Display the electronic file Molly Pitcher. A copy of the primary source is provided on the Teacher Resource CD (pitcher.jpg).
2. Divide students into groups of three. Provide each group with a copy of the primary source. Have the groups carefully study the illustration. Ask them to imagine what is being said and what can be heard on the battlefield. Have groups write speech bubbles for the people in the illustration. Students may also want to indicate background noise that is occurring.
3. Have each student write an entry from Molly Pitcher’s diary about her participation in the Battle of Monmouth. How did she feel? Does she think that she did the right thing that day? Would she do the same thing again if needed?
4. Distribute copies of the Taking Charge primary source activity sheet (page 36) to students. Depending on your students, assign all the activities or just a few. Your above-grade-level students will benefit from the last three activities on this activity sheet. Students who struggle with comprehension will benefit from the first three activities on the sheet. Suggested answers are given on page 38.
Remember the Ladies

“I long to hear that you have declared an independency—and by the way in the new Code of Laws which I suppose it will be necessary for you to make, I desire you would remember the ladies, and be more generous and favorable to them than your ancestors. Do not put such unlimited power into the hands of the Husbands. Remember all Men would be tyrants if they could. If particular care and attention is not paid to the Ladies we are determined to foment a Rebellion, and will not hold ourselves bound by any Laws in which we have no voice, or Representation.”

Directions: Abigail Adams was married to John Adams. He helped create the United States and later became the country’s second president. Abigail wrote to her husband often. Above is a quote from one of her letters. It contains the famous line, “remember the ladies.” It was written while John was working on writing new laws for the new country. Read Abigail’s quote carefully. Then, answer the questions.

1. What is Abigail Adams referring to when she writes “I long to hear that you have declared an independency?”

__________________________________________________________________________
__________________________________________________________________________

2. Why was Abigail asking her husband to “remember the ladies?” What was she worried about?

__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

3. Do you think Abigail felt the Founding Fathers had remembered the ladies with the laws they made? Why or why not?

__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

__________________________________________________________________________
A Woman Writer

Directions: Look closely at the title page of Phillis Wheatley’s book. Read the text carefully. Then, answer the questions below.

1. After reading the title page and looking at the picture, what do you know about the author of this book?

__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

2. Many people did not believe that Phillis Wheatley wrote this book. Why would people think that?

__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
A Woman Doctor

Directions: Elizabeth Blackwell had to overcome many obstacles to become a doctor. When she finally did become a doctor, hospitals would not let her practice medicine. So, Blackwell bought a house and treated women and children there. She also started her own medical college. Look closely at the picture above. Then, answer the questions below.

1. What is different or unique about this medical college?

__________________________________________________________________________
__________________________________________________________________________

2. Why do you think Elizabeth Blackwell started her own medical college?

__________________________________________________________________________
__________________________________________________________________________

3. How do you think Elizabeth Blackwell helped women doctors of today?

__________________________________________________________________________
__________________________________________________________________________
Name ________________________________________________

Taking Charge

Directions: Complete the following activities about the Molly Pitcher primary source (pitcher.jpg). Write your answers on a separate sheet of paper. (Your teacher will tell you which activities you should complete.)

<table>
<thead>
<tr>
<th>Remembering</th>
</tr>
</thead>
<tbody>
<tr>
<td>What is happening in this scene? What is unusual about it?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Understanding</th>
</tr>
</thead>
<tbody>
<tr>
<td>How do you think people felt about this woman joining the war effort?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Applying</th>
</tr>
</thead>
<tbody>
<tr>
<td>Draw a comic strip of the events leading up to the woman taking control of the cannon. Make sure to include speech bubbles and at least four pictures in your strip.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Analyzing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Draw a Venn Diagram comparing and contrasting the woman in the illustration with the men.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Evaluating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do you think it was okay for the woman in the illustration to take control of the cannon? Why do you agree or disagree with her actions? Give at least three reasons to support your opinion.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Creating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Write a dialogue (what people say to each other) of what you think happened right before this scene. What would the woman have said to the men? What did they say back?</td>
</tr>
</tbody>
</table>
Founding Mothers Quiz

Directions: Circle one answer for each multiple-choice question. Write your response to the short-answer question on the back of this page or on another sheet of paper.

1. Who worked as a conductor on the Underground Railroad and helped 300 slaves escape to freedom in the North?
   a. Sacagawea
   b. Harriet Tubman
   c. Phillis Wheatley
   d. Abigail Adams

2. Sacagawea came from the Shoshone tribe. She was a young American Indian girl who helped _______.
   a. children
   b. President George Washington
   c. Lewis and Clark
   d. the Marine corps

3. What do all of the women in the book have in common?
   a. They were all rich.
   b. They all cared about the same things.
   c. They all helped other people.
   d. They all lived at the same time in history.

4. Which organization was started by Clara Barton and still helps people today?
   a. The American Red Cross
   b. The Salvation Army
   c. The National Guard
   d. The YMCA

5. Phillis Wheatley became well-known because _______.
   a. of her novels
   b. she helped free slaves
   c. of her poetry
   d. she fought in the Civil War

Short-Answer Question

6. What do you think was the most important social issue that the women of early America had to face? Why was it more important than the other issues?
Answer Key

Page 33—Remember the Ladies

1. Abigail Adams is referring to the Declaration of Independence.

2. Abigail requested that her husband, John, not leave out women in the new laws he was helping to create for the newly-formed country. Abigail is encouraging her husband to allow both men and women to have civil rights under America’s new laws. Abigail warns that if women are not given rights within the new nation, the women would start a rebellion.

3. Students’ answers will vary.

Page 34—A Woman Writer

1. From the title page of the book, readers can tell that Phillis Wheatley was an African American female slave who belonged to Mr. John Wheatley and lived in Boston, New England in 1773. Readers can also see that she wrote religiously and morally themed poems, and that even though she was American, her book was published in London.

2. During the time period, many people may not have believed that Phillis Wheatley—not only an African American slave, but also a female—was capable of writing poetry. It was a common belief among the white public that African Americans could not read or write, and that they should not be educated.

Page 35—A Woman Doctor

1. The medical college in the picture is just for women who, at the time, were not permitted to attend medical school.

2. Blackwell could not gain acceptance anywhere, so she opened her own clinic where she and other female doctors could practice medicine and treat women and children who otherwise would not have been able to receive medical care.

3. Elizabeth Blackwell opened the door for all women to enter the medical field. Today, both men and women are able to attend medical school, earn medical degrees, and openly practice in all fields of medicine.

Page 36—Taking Charge

Remembering—Smoke in the air, fear on faces, fighting a war, etc. It is unusual because a woman is operating the cannon.

Understanding—Answers will vary, but might include that men were upset because they did not think women belonged on the battlefield.

Applying—Comic strips will vary, but should show how the woman ended up staffing a cannon.

Analyzing—Venn diagrams will vary, but may include that the woman has a determined look on her face and an aggressive stance while the men look injured.

Evaluating—Answers will vary.

Creating—Answers will vary.

Page 37—Founding Mothers Quiz

1. b 2. c 3. c 4. a 5. c 6. Answers will vary. Students should provide specific details to support their argument.
In early America, women were expected to stay within their roles in the home. It was a long and arduous journey to reach equality. Many courageous women fought hard to help women gain equal rights. They opened doors to all kinds of new opportunities for women. This book tells the story of some of the most memorable female leaders in the United States who paved the way for women and an equal America.
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How Times Have Changed

When the first European colonists came to America, they brought with them many of the old traditions from Europe. Their daughters did not go to school. The women could not attend college, own houses, or vote. They could not work as doctors, lawyers, soldiers, or in any other job outside the home. Without a husband, a woman could not provide for herself. She had to depend on a male relative for money.

Today, both girls and boys are required to go to school. Women have careers in every profession, including homemaker. They vote and hold important elected offices.

How did these changes happen? Brave women began to fight for equality. They wanted equal rights. They led by example and worked hard to change laws.

Some of these women fought for America's freedom and helped create the laws of the new nation. Women worked to end slavery. Female pioneers helped expand the boundaries of the nation.

Women’s lives did not change overnight. One step at a time, American women moved closer to equality with men. This book is about the brave women who took those first steps toward change.
Time to Join the Fight

In the 1760s, King George III of Great Britain needed money to pay off his debts. He decided to raise taxes in the American colonies to get extra money. A tax is money added to the price of an item. Shop owners had to give the tax money to the king.

The British government, or Parliament, then passed the Sugar Act. It put a tax on molasses. Next came the Stamp Act. It taxed newspapers, letters, playing cards, and legal papers. Women, who ran the households, struggled to pay for things their families needed.

The tax increases made the colonists angry. They were also mad that they had no representation in Parliament. In 1775, the colonists fought back. They wanted their independence. This fight grew into the Revolutionary War.

Women played an important role in America’s fight for independence. The Daughters of Liberty were a group of female patriots. They wanted the colonies to be a new country, free from Great Britain’s rule. They boycotted, or refused to use, British goods. They tried to find replacements for items being taxed.

When the fighting began, many women followed their husbands to war. They helped the soldiers by cooking, washing, nursing, and loading cannons. Several women even dressed as men, took up arms, and fought against the British.

Revolutionary Women

Powerful Pen
Mercy Otis Warren found herself at the center of the rebellion against British rule. As a Massachusetts patriot, she hosted Sons of Liberty meetings. She wrote letters advising patriot leaders Samuel Adams, Patrick Henry, and George Washington. She wrote her views into plays and became America’s first female playwright.

Homespun Style
Thanks to the Daughters of Liberty, homespun clothes became popular in colonial America. Homespun is cloth made at home. Women began weaving their own cloth and stopped buying it from the British. Wearing homespun clothing was an act of patriotism.
The ground shook. Smoke and dust filled the air. The rumble of gunfire drowned out all other sounds. Margaret Corbin fired a cannon at the British troops. She was fighting in the Revolutionary War.

Margaret and her husband, John, supported the Patriot cause. They wanted the American colonies to win independence from Great Britain. John joined the Continental Army. Like many soldiers’ wives, Margaret went with him to war.

As they fought to defend Fort Washington, Margaret helped John clean and load the cannon. When John was shot and killed, Margaret took over his post and kept firing. Then, she was shot, too.

The British won the battle, and Margaret was left bleeding on the battlefield. Finally, a doctor found her. She survived, but with serious wounds to her shoulder, chest, and jaw. She was never able to use her left arm again.

Margaret Corbin is buried at the West Point Military Academy Cemetery. A monument marks the resting place of “the first American woman to take a soldier’s part in the War for Liberty.”

**Ready, Aim, Fire!**

**The British Are Coming!**

Paul Revere is best known for alerting the colonists that the British were coming to Boston to attack in 1775. Two years later, a young woman by the name of Sybil Ludington did the same thing in Connecticut. However, Ludington was only 17 years old, and she rode twice as far as Revere did.

**Molly Pitcher**

Mary Ludwig Hays McCauley dodged bullets to carry pitchers of water to soldiers during battle. This earned her the nickname Molly Pitcher. Other patriot women are also called Molly Pitcher, but McCauley is said to be the original.
“Remember the Ladies”
The most famous words Abigail wrote to her husband were “remember the ladies.” She was asking John to give women more rights in the new country he was helping to create. She went on to threaten a rebellion against the new laws if women were not given a say in them.

Another Important First Lady
Dolley Madison acted as First Lady for more than a decade after Abigail Adams left the White House. With her outgoing personality, she transformed the role. She forged friendships with foreign leaders’ wives and charmed politicians into considering her husband’s viewpoints.

Mrs. President
“My Dearest Friend” was how Abigail Adams started letters to her husband John. They wrote often during their 54-year marriage. Abigail managed the family farm and raised their five children while John was away on business. His business was helping to create the United States of America. Their letters offer a peek into the start of the young nation.

Abigail was born in 1744. Her mother taught her to read and write. She studied poetry, philosophy, Shakespeare, and government.

At 19, Abigail married a lawyer named John Adams. He began working for American independence. Abigail joined the Daughters of Liberty to support the same cause.

The couple’s letters show a marriage of equals. Abigail’s writing is full of ideas for the new government. She pushes for an end to slavery. She demands that women have a voice in government.

John later became the second president of the United States. As First Lady, Abigail was outspoken. Some people called her Mrs. President.

After John retired, Abigail continued to follow politics. She closely watched the career of her son, John Quincy Adams. He became the sixth president of the United States.
Moving West

In 1803, the Louisiana Purchase doubled the size of the United States. By 1848, the nation’s territory stretched to the Pacific Ocean. Eastern cities were becoming more crowded, and land was expensive. Many Americans dreamed of starting new lives out West.

In the West, farmland was rich, or fertile. To own a 160-acre farm, a homesteader only had to stake a claim and improve the land. The promise of land lured the earliest pioneers to Oregon.

Pioneer Women

In 1849, the discovery of gold in California started the Gold Rush. Thousands of people hurried West in the hopes of striking it rich. Business people followed the crowds.

Regardless of their destinations, pioneers sold their homes, gave away their possessions, and loaded the necessities into covered wagons. Many of them said goodbye to friends and family for the last time.

They joined the western trails in Independence, Missouri. The 2,000 mile (3,219 km) trip across prairies, mountains, and deserts took months. Along the way, pioneers faced dangerous river crossings, storms, stampedes, sickness, and snakebites. Yet, nearly a half-million people made the trip between 1840 and 1870. About 50,000 of these travelers were women.

In the 1850s, Charley Parkhurst earned a reputation as the fastest and safest stagecoach driver in the West. Driving teams of horses on the trails of Northern California, Charley fought off bandits and braved storms. When Charley died, people were surprised to find out that brave Charley was actually a woman. Her real name was Charlene Parkhurst.

Pioneer Girl

The true stories of Laura Ingalls Wilder’s childhood have delighted readers for decades. Her Little House on the Prairie books tell about her pioneer adventures. With her family, she traveled West by covered wagon to start a new life. Her books have been made into a television series and movies.

Surprise!

Laura Ingalls Wilder
Leading the Way: Sacagawea

United States President Thomas Jefferson bought the Louisiana Territory from France in 1803. The territory stretched from the Mississippi River to the Rocky Mountains and from the Gulf of Mexico to Canada.

Jefferson sent a group of men, called the Corps (CORE) of Discovery, to explore the land. Meriwether Lewis and William Clark led the expedition, or journey, from St. Louis Missouri, to the Pacific Ocean. Their job was to map the land and record details about the plants, animals, and people they saw.

Lewis and Clark hired an interpreter. The interpreter helped Lewis and Clark speak with the American Indians. The interpreter’s wife also joined the Corps. Her name was Sacagawea (suk-uh-juh-WEE-uh). She carried her infant son on her back.

Sacagawea came from the Shoshone (shoh-SHOH-nee), a tribe of American Indians. Lewis and Clark welcomed her to the Corps. They knew they would meet many American Indians, who were already settled across the Louisiana Territory. Having a Shoshone woman and baby with them showed they were peaceful.

During the long trip, Sacagawea helped the Corps communicate with tribes. She showed the men which plants were safe to eat and which made good medicines. She taught them many things about surviving in the wilderness.
Slavery in America

Life in Captivity

Slavery began in America in 1619 when the first slaves were brought to the Jamestown Colony. It lasted until the end of the Civil War in 1865. Generations of African Americans lived their lives in captivity with little hope of freedom.

The lives of slaves were terrible. They worked from dawn to dusk six days a week. They did not get paid for their work. Even worse, they were considered the property of their masters, or owners. At any time, a master could sell slaves and break apart families.

Yet slaves found ways to make their lives meaningful. They held church services, celebrated marriages, and honored traditions. They told stories about lost loved ones and sang songs filled with secret meanings. They replaced traditional family units with strong communities. They fought to survive.

Even though there were laws against educating slaves, Phillis Wheatley learned to read and write. She went on to publish her poetry. Harriet Tubman escaped slavery and helped hundreds of slaves reach freedom. These women and many others overcame the bonds of slavery to make their mark on the world.

Sisters Against Slavery
Sarah and Angelina Grimké (GRIM-key) grew up on a South Carolina plantation. Their father owned the slaves who worked there. The sisters never liked the idea of people owning other people. As adults, they became abolitionists (ab uh LISH uh nists). The Grimké sisters wrote antislavery letters and gave speeches against the evils of slavery.

Fascinating Fiction
Harriet Beecher Stowe was an abolitionist and an author. She wrote a book about the lives of slaves on a southern plantation. The novel, called Uncle Tom’s Cabin, was popular in the North and in England. Even though the story was fiction, it made readers think about slavery in new ways. Stowe’s book also helped bring about the Civil War. It motivated people in the North to free their slaves and it angered people in the South.
In 1761, a young girl was one of many Africans kidnapped by slave traders. She was forced onto the slave ship *Phillis*, which was bound for America.

In Boston, a man named John Wheatley bought the girl as a servant for his wife. The Wheatleys named her Phillis, after the ship that brought her to America. As was the custom of the day, she used her master’s last name.

Phillis Wheatley was bright and eager to learn. She learned English quickly and was soon reading the Bible. Her abilities impressed the Wheatleys. They treated her as a member of the family and encouraged her studies.

In her early teens, Phillis began writing poetry. In 1770, she wrote an *elegy* for a famous minister. The poem was published in Boston, and many people were impressed. Her reputation as a poet spread throughout America and Europe.

In 1773, Phillis traveled to London, England. One of her fans there helped her publish a book of poems entitled *Poems on Various Subjects, Religious and Moral*. This made her the first African American and the first slave to publish a book. That same year, Phillis was freed from slavery.
A Woman Called Moses
Harriet Tubman was born into slavery around 1820. As a young woman, she heard that her master planned to sell many slaves. She did not want to be separated from her family, so she decided to run away. She convinced her brothers to go with her.

Tubman’s brothers turned back, but she kept going. She followed the North Star in the sky from the plantation in Maryland all the way to Philadelphia, Pennsylvania. Tubman got a job as a maid in Philadelphia. She joined the abolitionist movement and began saving her money to help other slaves escape to the North.

Tubman returned to Maryland to lead her sister and her sister’s children to freedom. Later, she went back to help her brother escape. In 1851, Tubman began working as a conductor, or guide, on the Underground Railroad. The Underground Railroad was not a real railroad. It was a secret system set up by abolitionists to help slaves escape to freedom.

Tubman’s daring escapes made her famous. Slaves called her Moses. This was a reference to Moses in the Bible, who led his people out of slavery. White Southerners offered a $40,000 reward for her capture. But, Tubman was never caught. In 10 years, she made 19 trips and led 300 people to freedom.
The Civil War

In 1860, Abraham Lincoln was elected President of the United States. Lincoln wanted to end slavery. His election made the Southern slave states angry. They decided to form a new country where slavery would be allowed. The Confederate States of America even elected its own president and wrote its own constitution.

The Northern states became known as the Union. Lincoln was the president of the Union. He did not want the nation to be torn apart. He chose to force the Confederate States to rejoin the Union. This led to the Civil War.

The Civil War between the North and the South started in April of 1861 and lasted four years. It is the bloodiest war in United States history with more than 600,000 people wounded or killed.

The war made life in America hard for everyone. Men left their homes to join the armies. Women had to manage farms and businesses, raise families, and support the troops. Many served as nurses, spies, and even soldiers. Women like Clara Barton helped wounded soldiers on the battlefields. And, Elizabeth Blackwell helped train women on how to be battlefield nurses.

The war ended with a Union victory. The United States of America was reunited under the same flag. And, slaves were finally freed.

A Nation Torn Apart

Female Fighters
The Union and Confederate armies did not let women join. So, many women disguised themselves as male soldiers. It has been estimated that more than 200 women fought in the Civil War. Frances Clayton of Missouri and Mary Owens of Pennsylvania were two women who took up arms in the war.

Harriet Helps Again
During the war, fugitive slave and Underground Railroad conductor Harriet Tubman returned to the South. She worked as a nurse and a spy for the Union Army in South Carolina. She led a famous expedition to blow up a Confederate supply line and free hundreds of slaves.
Clara Barton often stood on the front lines of the Civil War. She was not a soldier, but she followed soldiers into battle. She brought them water, food, and medicine. In field hospitals and on battlefields, she used medical supplies to save lives.

Barton was born in Massachusetts in 1821. At the start of the Civil War, she lived in Washington, DC. The Union Army set up a makeshift hospital in the United States Capitol building. Barton rushed to help.

She began collecting food, clothing, and medical supplies. She delivered them to field hospitals and battlefields. She nursed wounded soldiers and wrote letters to their families. The soldiers called her the “Angel of the Battlefield.”

Barton continued to help throughout the war. By the end of the war, the army made her superintendent of nurses. This meant she was in charge of all the other nurses. President Lincoln also gave her a medal for her hard work and bravery.

After the war, Barton traveled to Switzerland. She learned about the International Red Cross. It provided medical care, shelter, and food to people during wartime and other disasters. She began working to start the Red Cross in America. In 1881, she succeeded. The Red Cross still helps people today!

**Battlefield Angel**

**Most Unladylike**

At first, men refused to allow Clara Barton onto battlefields. They did not think a lady could handle the horrors of war. But, Barton desperately wanted to help. She knew the army needed supplies and nurses. She braved gunfire and bloody wounds to save many lives.

**Missing Men**

After the war, Barton got 63,000 letters from the families of missing soldiers. President Lincoln put her in charge of finding the missing men. She helped identify the graves of soldiers buried at the Andersonville Confederate prison. She answered every letter and found information about 22,000 men.
Overcoming Obstacles
Getting into medical school was the first obstacle Blackwell faced, but not the last. Hospitals would not permit her to practice medicine. Landlords refused to rent her space for an office. Finally, she bought a house in New York, where she started treating women and children.

Serving the Poor
Blackwell’s sister, Emily, also became a doctor. In 1853, the sisters opened a clinic in a poor New York City neighborhood. They welcomed patients who could not afford medical care. They also trained and hired other female doctors.

Medical Marvel
Elizabeth Blackwell wanted to become a doctor. In the 1840s, this was a shocking idea. At that time, women were only allowed to be midwives or nurses, not doctors. But, Blackwell was determined to earn a medical degree.

In 1847, Blackwell applied to many medical schools. She was rejected by all of them. Finally, she applied to the small Geneva Medical College in New York. The school’s administrators thought Blackwell’s application was a prank, so they admitted her.

When Blackwell arrived at the school, the students and teachers were stunned. They refused to talk to her and even banned her from lessons they thought would be too graphic for a woman. But Blackwell studied hard and graduated first in her class. She became the first woman to earn a medical degree in America.

During the Civil War, Blackwell trained nurses for the Union Army. Her work led to the United States Sanitary Commission. Its goal was to improve medical care for Union soldiers. Blackwell and other commission members inspected army hospitals and camps for cleanliness, provided supplies, and helped soldiers adjust to life after war.
From Pocahontas to Dr. Elizabeth Blackwell, America’s early history was shaped by the actions of brave women. Some women, such as Abigail Adams and Phillis Wheatley, used their bright minds to share important ideas. Sacagawea and Harriet Tubman ventured into dangerous places for the greater good. Margaret Corbin marched into battle. Clara Barton and Dr. Elizabeth Blackwell broke down barriers to heal the sick.

All of these women looked beyond the expected roles of women. They refused to accept the common belief that women were weak and simple-minded. They ignored criticism, gossip, risks, and even laws to achieve their goals. They moved forward step by step, whether into the Louisiana Territory with the Corps of Discovery, or into a medical school with disapproving male classmates. Each step impacted future generations of women.

The lives of American women did not change overnight. Property rights, voting rights, and equal pay were still years away. But by the time the Civil War ended in 1865, Americans were beginning to see that women are capable of amazing things.

Busy Work
During America’s early years, most women worked at home. They cooked, cleaned, and cared for children. Almost all women in colonial America had children. Mothers had an average of nine children each. This left little time for education, professional work, or politics.

Women’s Rights
In 1848, a group of women met in Seneca Falls, New York, to promote equal rights for women. This marked the start of the Women’s Suffrage Movement in America. These women wanted the right to vote. They read the Declaration of Sentiments, a statement of rights inspired by the Declaration of Independence.
abolitionists—people who work to end slavery
boycotted—refused to deal with a person, organization, or country
captivity—the state of being a prisoner
colonists—people who live in a colony
colony—land belonging to, and controlled by, another country
Continental Army—the army of American colonists in the Revolutionary War
elegy—a sad or reflective poem
equality—the state of being equal
front lines—the front of a battlefield
homespun—a type of cloth made at home
homesteader—a person who moved West to stake a claim to property
independence—freedom
interpreter—someone who speaks at least two languages and translates for other people
midwives—women who help other women with childbirth
Parliament—the legislative body in Great Britain
patriots—people who supported American independence from Great Britain
pioneers—the first people to explore a territory
plantation—a large farm that used slaves as labor
prank—a playful act or trick
property—something that is owned such as land, goods, or money
rebellion—openly fighting against authority, often a government
stampedes—wild rushes of frightened animals
suffrage—voting rights
superintendent—an administrator or manager
traditions—beliefs or customs handed down

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In 1803, President Thomas Jefferson sent Lewis and Clark to explore the newly purchased Louisiana Territory. On the trip, a young American Indian girl named Sacagawea helped the men survive the dangerous voyage.

What If...?
Lewis and Clark kept detailed journals during their expedition. What if Sacagawea had kept a journal as well? What would it have said? Write three journal entries from the perspective of Sacagawea. Include detailed descriptions of the activities as the only female member of the Corps of Discovery.
In early America, women were expected to stay within their roles in the home. It was a long and arduous journey to reach equality. Many courageous women fought hard to help women gain equal rights. They opened doors to all kinds of new opportunities for women. This book tells the story of some of the most memorable female leaders in the United States who paved the way for women and an equal America.