

# BUILDING A MORE PERFECT UNION

PART II



NATIONAL  
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FOR THE  
HUMANITIES

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NATIONAL  
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HISTORY DAY



# FIGHTING WITH WORDS AND DEEDS: FOUNDING MOTHERS BREAKING STEREOTYPES IN REVOLUTIONARY AMERICA

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## GUIDING QUESTION:

How did the Founding Mothers move beyond traditional gender roles to shape the revolutionary effort and the early republic?

## OVERVIEW

During the American Revolution, a small number of privileged women engaged in the conflict, directly or indirectly. In this lesson, students will explore the words and deeds of some Founding Mothers and evaluate which of these supported the mottos of the revolution and the ideas of freedom and equality. Using primary and secondary sources, students will learn about five influential women who bypassed the stereotypes of their traditional roles and contributed to the Revolutionary War and the shaping of the new nation.

## OBJECTIVES

At the conclusion of this activity, students will be able to:

- > Identify five Founding Mothers;
- > Evaluate the important roles they played in the Revolutionary War effort and their ideas about freedom and/or liberty;
- > Complete a mock social media page about a chosen Founding Mother; and
- > Create posts and a personal definition of freedom that references primary sources.

## STANDARDS CONNECTIONS

### CONNECTIONS TO COMMON CORE

- > CCSS.ELA-Literacy.RH.9-10.1 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

### CONNECTIONS TO C3 FRAMEWORK

- > D2.His.3.9-12. Use questions generated about individuals and groups to assess how the significance of their actions changes over time and is shaped by the historical context.

## DOCUMENTS USED

### PRIMARY SOURCES

Book, Mercy Otis Warren, *History of the Rise, Progress, and Termination of the American Revolution*, 1805 (excerpt)  
Library of Congress  
<https://www.loc.gov/exhibits/thomas-jeffersons-library/interactives/history-of-the-american-revolution/>

Diary Entry, Abner Weston, January 23, 1782 (transcribed excerpt)  
Museum of the American Revolution  
<https://www.amrevmuseum.org/virtualexhibits/when-women-lost-the-vote-a-revolutionary-story/pages/abner-weston-s-diary>

*Journals of the Continental Congress, 1774–1789, Volume XIV, April 23–September 1, 1779 (excerpt)*  
Daughters of the American Revolution  
[https://www.dar.org/sites/default/files/4\\_JournalsOfContinentalCongress1774-1789\\_VolXIV.pdf](https://www.dar.org/sites/default/files/4_JournalsOfContinentalCongress1774-1789_VolXIV.pdf)

*Journals of the Continental Congress, 1774–1789, Volume XVII, May 8–September 6, 1780 (excerpt)*  
Daughters of the American Revolution  
[https://www.dar.org/sites/default/files/6\\_JournalsOfContinentalCongress1774-1789\\_VolXVII.pdf](https://www.dar.org/sites/default/files/6_JournalsOfContinentalCongress1774-1789_VolXVII.pdf)

Law, 116th U.S. Congress, Public Law 116-331, January 13, 2021 (excerpt)  
<https://www.govinfo.gov/content/pkg/PLAW-116publ331/html/PLAW-116publ331.htm>

Letter, Abigail Adams to John Adams, March 31, 1776 (excerpt)  
National Archives and Records Administration  
<https://founders.archives.gov/documents/Adams/04-01-02-0241>

Letter, Abigail Adams to John Adams, May 7, 1776 (excerpt)  
National Archives and Records Administration  
<https://founders.archives.gov/documents/Adams/04-01-02-0259>

Letter, John Adams to Mercy Otis Warren, April 16, 1776 (excerpt)  
National Archives and Records Administration  
<https://founders.archives.gov/documents/Adams/06-04-02-0044>

Letter, Paul Revere to William Eustis, February 20, 1804 (excerpt)  
Massachusetts Historical Society  
<https://www.masshist.org/database/326>

Letter, Phillis Wheatley to George Washington, October 26, 1775  
National Archives and Records Administration  
<https://founders.archives.gov/documents/Washington/03-02-02-0222-0001>

Letter, Phillis Wheatley, “Letter from Phillis Wheatley to Mary Wooster,” July 15, 1778 (excerpt)  
Hugh Upham Clark Collection, Massachusetts Historical Society  
<https://www.masshist.org/database/772>

Poem, Phillis Wheatley, “His Excellency General Washington” (excerpt)

## SECONDARY SOURCES

Article, Debra Michals, “Margaret Cochran Corbin (1751–1800)”  
National Women’s History Museum  
<https://www.womenshistory.org/education-resources/biographies/margaret-cochran-corbin>

Article, Debra Michals, “Mercy Otis Warren (1728–1814)”  
National Women’s History Museum  
<https://www.womenshistory.org/education-resources/biographies/mercy-otis-warren>

## CONNECTIONS

Women have played key roles in American history. When developing a course of study, consider how women fit into the story in each unit. How did women help to build a more perfect union?

Article, Debra Michals, Ed., “Abigail Smith Adams (1744–1818)”  
National Women’s History Museum  
<https://www.womenshistory.org/education-resources/biographies/abigail-adams>

Article, Debra Michals, Ed., “Deborah Sampson (1760–1827)”  
National Women’s History Museum  
<https://www.womenshistory.org/education-resources/biographies/deborah-sampson>

Article, Debra Michals, Ed., “Phillis Wheatley (ca. 1753–1784)”  
National Women’s History Museum  
<https://www.womenshistory.org/education-resources/biographies/phillis-wheatley>

## TEACHER-CREATED MATERIALS

- > Founding Mothers Source Documents
- > Founding Mothers Organizer
- > Social Media Page Template

## ACTIVITY PREPARATION

- > Make one copy of the Founding Mothers Background Information for each group of two or three students.
- > Make one copy of the Founding Mothers Organizer for each student.
- > Provide copies or models of the Social Media Page Template for student use.
- > Set up an online interactive whiteboard site or a classroom wall and gather sticky notes for student use.
- > Organize students into groups of two or three students each.
- > Arrange the classroom for group work.

## PROCEDURE

### ACTIVITY ONE: INTRODUCTION (40 MINUTES)

- > Using an online interactive whiteboard or a classroom board, ask students to add a sticky note (real or virtual) to a column labeled Founding Fathers, listing information they know about our country's Founding Fathers. Students may list names, events, important facts, or ideas. Allow students time to read through each other's sticky notes.
- > Create a column labeled Founding Mothers and ask students to repeat the activity for the second column.
- > Compare the two columns. For most students (and adults), knowledge about the Founding Mothers is limited. Ask students why this may be, and lead a discussion about what they believe women were doing during the American Revolution. Questions may include:
  - » *Did women participate in the Revolutionary War?*
  - » *Were women politically active before and during the Revolution?*
  - » *How might women have supported the war effort?*
  - » *How might they have been affected by the war?*
- > Distribute one Founding Mothers Background Information handout to each student. Introduce the five featured Founding Mothers. In the next activity, students will use this information to evaluate how each woman contributed to and played a role in the Revolution.

### ACTIVITY TWO: FOUNDING MOTHERS (40 MINUTES)

- > Direct students to work with a partner or small group to read the Founding Mothers Background Information handout, highlight important information, and analyze the biographical information and primary source documents.
- > Allow groups time to collaborate as they complete the Founding Mothers Organizing Worksheet.
- > Review student responses with the class.

- > Ask students to add more sticky notes to the "Founding Mothers" column on the chart and group similar comments or ideas.
- > Revisit the ideas of how the Founding Mothers felt about the fight for freedom or liberty. Ask students how these women were affected by their commitment to the war effort.
  - » Ask what new questions students have or what new ideas students want to investigate further.
  - » Ask students what other voices they have not heard and how they might investigate those perspectives.

### ASSESSMENT OPTIONS

- > Students can complete a Social Media Founding Mothers Template for one of the Founding Mothers. Students may use one of the templates provided or create their own.
- > Students can submit their Founding Mothers Organizing Worksheet as a formative assessment.

## STUDENTS INTERESTED IN THIS TOPIC MIGHT BE INTERESTED IN RESEARCHING THE FOLLOWING FOR AN NHD PROJECT

- > Life in a Revolutionary War Camp
- > Native American Involvement in the Revolutionary War
- > Women and the Abolitionist Movement (1820s–1860s)

**To access a PDF containing all of the sources and materials to complete this lesson plan, go to:**

**[NHD.ORG/250](https://nhd.org/250)**

## EDSITEment!

### RELATED RESOURCES

Lesson Plan: Native Americans and the American Revolution: Choosing Sides

<https://edsitement.neh.gov/lesson-plans/native-americans-role-american-revolution-choosing-sides>

Lesson Plan: Voices of the American Revolution

<https://edsitement.neh.gov/lesson-plans/voices-american-revolution>

Lesson Plan: Who Were the Foremothers of the Women's Suffrage and Equality Movements?

<https://edsitement.neh.gov/lesson-plans/who-were-foremothers-womens-suffrage-and-equality-movements>

Teacher's Guide: A More Perfect Union

<https://edsitement.neh.gov/teachers-guides/more-perfect-union-0>

# FOUNDING MOTHER: MERCY OTIS WARREN

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## Secondary Source:

Article, Debra Michals, "Mercy Otis Warren (1728–1814)"

National Women's History Museum

<https://www.womenshistory.org/education-resources/biographies/mercy-otis-warren>

## Primary Sources:

Letter, John Adams to Mercy Otis Warren, April 16, 1776 (excerpt)

National Archives and Records Administration

<https://founders.archives.gov/documents/Adams/06-04-02-0044>

April 16. 1776

Madam

Not untill Yesterdays Post, did your agreeable Favour of March the Tenth, come to my Hands. It gave me great Pleasure and altho in the distracted Kind of Life, I am obliged to lead, I cannot promise to deserve a Continuance of So excellent a Correspondence yet I am determined by Scribbling Something or other, be it what it may, to provoke it.

The Ladies I think are the greatest Politicians, that I have the Honour to be acquainted with, not only because they act upon the Sublimest of all the Principles of Policy, vizt. the Honesty is the best Policy but because they consider Questions more coolly than those who are heated with Party Zeal, and inflamed with the bitter Contentions of active, public Life.

I know of no Researches in any of the sciences more ingenious than those which have been made after the best Forms of Government nor can there be a more agreeable Employment to a benevolent Heart. The Time is now approaching, when the Colonies, will find themselves under a Necessity, of engaging in Earnest in this great and indispensable Work. I have ever Thought it the most difficult and dangerous Part of the Business, Americans have to do, in this mighty Contest, to contrive some Method for the Colonies to glide insensibly, from under the old Government, into a peaceable and contented Submission to new ones. It is a long Time since this opinion was conceived, and it has never been out of my Mind. My constant Endeavour has been to convince, Gentlemen of the Necessity of turning their Thoughts to those subjects. At present, the sense of this Necessity seems to be general, and Measures are taking which must terminate in a compleat Revolution. There is a Danger of Convulsions. But I hope, not great ones.

The Form of Government, which you admire, when its Principles are pure, is admirable indeed. It is productive of every Thing, which is great and excellent among Men. But its Principles are as easily destroyed, as human Nature is corrupted. Such a Government is only to be supported by pure Religion, or Austere Morals. Public Virtue cannot exist in a Nation without private, and public Virtue is the only Foundation of Republics. There must be a possitive Passion for the public good, the public Interest, Honour, Power, and Glory, established in the Minds of the People, or there can be no Republican Government, nor any real Liberty. And this public Passion must be Superiour to all private Passions. Men must be ready, they must pride themselves, and be happy to sacrifice their private Pleasures, Passions, and Interests, nay their private Friendships and dearest Connections, when they Stand in Competition with the Rights of society . . .

# FOUNDING MOTHER: MERCY OTIS WARREN (CON'T)

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Book, Mercy Otis Warren, *History of the Rise, Progress, and Termination of the American Revolution*, 1805 (excerpt)  
Library of Congress  
<https://www.loc.gov/exhibits/thomas-jeffersons-library/interactives/history-of-the-american-revolution/>

“Yet they wisely judged, that this was a proper period to break the shackles, and renounce all political union with the parent state, by a free and bold declaration of the independence of the American States. This measure had been contemplated by some gentlemen in the several colonies, some months before it took place. They had communicated their sentiments to the individual members of congress, but that body had been apprehensive, that the people at large were not prepared to unite in a step so replete with important consequences. But the moment of decision had now arrived, when both the congress and the inhabitants of the colonies advanced too far to recede. . . .

. . . The timid trembled at the ideas of final separation; the disciples of passive obedience were shocked by a reflection of a breach of faith to their ancient sovereign; and the enemies to the general freedom of mankind, were incensed to madness, or involved in despair. But these classes bore a small proportion to those who resented the rejection of their petitions, and coolly surveyed the impending dangers, that threatened themselves and their children, which rendered it clear to their apprehension, that this step was necessary to their political salvation. They considered themselves no longer bound by any moral tie, to render fealty to a sovereign thus disposed to encroach on their civil freedom, which they could now secure only by a social compact among themselves, and which they determined to maintain, or perish in the attempt. By the declaration of independence, dreaded by the foes, and for a time doubtfully viewed by many of the friends of America, every thing stood on a new and more respectable footing, both with regard to the operations of war, or negotiations [sic] with foreign powers. Americans could now no more be considered as rebels, in their proposals for treaties of peace and conciliation with Britain; they were a distinct people, who claimed the rights, the usages, the faith, and the respect of nations, uncontrolled by any foreign power. . . .”

# FOUNDING MOTHER: ABIGAIL ADAMS

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## Secondary Source:

Article, Debra Michals, Ed., "Abigail Smith Adams (1744–1818)"  
National Women's History Museum  
<https://www.womenshistory.org/education-resources/biographies/abigail-adams>

## Primary Sources:

Letter, Abigail Adams to John Adams, March 31, 1776 (excerpt)  
National Archives and Records Administration  
<https://founders.archives.gov/documents/Adams/04-01-02-0241>

Braintree March 31 1776

"I wish you would ever write me a Letter half as long as I write you; and tell me if you may where your Fleet are gone? What sort of Defence Virginia can make against our common Enemy? Whether it is so situated as to make an able Defence? Are not the Gentry Lords and the common people vassals, are they not like the uncivilized Natives Brittain represents us to be? I hope their Riffel Men who have shewen themselves very savage and even Blood thirsty; are not a specimen of the Generality of the people.

I am willing to allow the Colony great merrit for having produced a Washington but they have been shamefully duped by a Dunmore.

I have sometimes been ready to think that the passion for Liberty cannot be Eaqually Strong in the Breasts of those who have been accustomed to deprive their fellow Creatures of theirs. Of this I am certain that it is not founded upon that generous and christian principal of doing to others as we would that others should do unto us. . .

Tho we felicitate ourselves, we sympathize with those who are trembling lest the Lot of Boston should be theirs. But they cannot be in similar circumstances unless pusilanimity and cowardise should take possession of them. They have time and warning given them to see the Evil and shun it.—I long to hear that you have declared an independancy—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 favourable 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 perticular care and attention is not paid to the Laidies we are determined to foment a Rebellion, and will not hold ourselves bound by any Laws in which we have no voice, or Representation. . ."

Letter, Abigail Adams to John Adams, May 7, 1776 (excerpt)  
National Archives and Records Administration  
<https://founders.archives.gov/documents/Adams/04-01-02-0259>

". . . A Government of more Stability is much wanted in this colony, and they are ready to receive it from the Hands of the Congress, and since I have begun with Maxims of State I will add an other viz. that a people may let a king fall, yet still remain a people, but if a king let his people slip from him, he is no longer a king. And as this is most certainly our case, why not proclaim to the World in decisive terms your own importance?

Shall we not be dispiced by foreign powers for hesitateing so long at a word?

I can not say that I think you very generous to the Ladies, for whilst you are proclaiming peace and good will to Men, Emancipating all Nations, you insist upon retaining an absolute power over Wives. But you must remember that Arbitrary power is like most other things which are very hard, very liable to be broken—and notwithstanding all your wise Laws and Maxims we have it in our power not only to free ourselves but to subdue our Masters, and without voilence throw both your natural and legal authority at our feet—. . ."

# FOUNDING MOTHER: PHILLIS WHEATLEY

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## Secondary Source:

Article, Debra Michals, Ed., "Phillis Wheatley (ca. 1753–1784)"

National Women's History Museum

<https://www.womenshistory.org/education-resources/biographies/phillis-wheatley>

## Primary Sources:

Letter, Phillis Wheatley to George Washington, October 26, 1775

National Archives and Records Administration

<https://founders.archives.gov/documents/Washington/03-02-02-0222-0001>

SIR,

I Have taken the freedom to address your Excellency in the enclosed poem, and entreat your acceptance, though I am not insensible of its inaccuracies. Your being appointed by the Grand Continental Congress to be Generalissimo of the armies of North America, together with the fame of your virtues, excite sensations not easy to suppress. Your generosity, therefore, I presume, will pardon the attempt. Wishing your Excellency all possible success in the great cause you are so generously engaged in. I am,

Your Excellency's most obedient humble servant,

Phillis Wheatley.

*Providence, Oct. 26, 1775.*



# FOUNDING MOTHER: PHILLIS WHEATLEY (CON'T)

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Poem, Phillis Wheatley, "Letter from Phillis Wheatley to Mary Wooster," July 15, 1778 (excerpt)  
Hugh Upham Clark Collection, Massachusetts Historical Society  
[https://www.masshist.org/database/viewer.php?item\\_id=772&img\\_step=1&mode=dual#page1](https://www.masshist.org/database/viewer.php?item_id=772&img_step=1&mode=dual#page1)

. . .Thee, first in peace and honors—we demand  
The grace and glory of thy martial band.  
Fam'd for thy valour, for thy virtues more,  
Hear every tongue thy guardian aid implore!

One century scarce perform'd its destined round,  
When Gallic powers Columbia's fury found;  
And so may you, whoever dares disgrace  
The land of freedom's heaven-defended race!  
Fix'd are the eyes of nations on the scales,  
For in their hopes Columbia's arm prevails.  
Anon Britannia droops the pensive head,  
While round increase the rising hills of dead.  
Ah! Cruel blindness to Columbia's state!  
Lament thy thirst of boundless power too late.

Proceed, great chief, with virtue on thy side,  
Thy ev'ry action let the Goddess guide.  
A crown, a mansion, and a throne that shine,  
With gold unfading, WASHINGTON! Be thine.

. . .With thine own hand conduct them and defend  
And bring the dreadful contest to an end —  
For ever grateful let them live to thee  
And keep them ever Virtuous, brave, and free —  
But how, presumptuous shall we hope to find  
Divine acceptance with th' Almighty mind —  
While yet (O deed ungenerous!) they disgrace  
And hold in bondage Afric's blameless race;  
Let virtue reign — And those accord our prayers  
Be victory our's, and generous freedom theirs. . .

# FOUNDING MOTHER: MARGARET COCHRAN CORBIN

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## Secondary Source:

Article, Debra Michals, "Margaret Cochran Corbin (1751-1800)"

National Women's History Museum

<https://www.womenshistory.org/education-resources/biographies/margaret-cochran-corbin>

## Primary Sources:

*Journals of the Continental Congress, 1774-1789, Volume XIV, April 23-September 1, 1779 (excerpt)*

Daughters of the American Revolution

[https://www.dar.org/sites/default/files/4\\_JournalsOfContinentalCongress1774-1789\\_VolXIV.pdf](https://www.dar.org/sites/default/files/4_JournalsOfContinentalCongress1774-1789_VolXIV.pdf)

*Resolved, That Margaret Corbin, who was wounded and disabled in the attack on Fort Washington, whilst she heroically filled the post of her husband who was killed by her side serving a piece of artillery, do receive, during her natural life, or the continuance of the said disability, the one-half of the monthly pay drawn by a soldier in the service of these states; and that she now receive out of the public stores, one complete suit of cloaths, or the value thereof in money.*

*Journals of the Continental Congress, 1774-1789, Volume XVII, May 8-September 6, 1780*

Daughters of the American Revolution

[https://www.dar.org/sites/default/files/6\\_JournalsOfContinentalCongress1774-1789\\_VolXVII.pdf](https://www.dar.org/sites/default/files/6_JournalsOfContinentalCongress1774-1789_VolXVII.pdf)

A report from the Board of War was read; Whereupon,

AT A BOARD OF WAR, July 24, 1780

Present Col. Pickering, M<sup>r</sup> Peters, Col. Grayson, Gen<sup>l</sup> Scott, Gen<sup>l</sup> Ward

The board having received information that Margaret Corbin (for whom Congress made provision in their act of July 6, 1779 for her gallant conduct in serving a piece of artillery when her husband was killed by her side) still remains in a deplorable situation in consequence of her wound, by which she is deprived of the use of one arm, and is in other respects much disabled and probably will continue a cripple during her life, Beg leave to report

*Resolved, That Margaret Corbin receive annually, during her natural life, one compleat suit of cloaths out of the public stores, or the value thereof in money, in addition to the provision made for her by the act of Congress of July 6, 1779.*<sup>2</sup>

# FOUNDING MOTHER: MARGARET COCHRAN CORBIN (CON'T)

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Law, 116th U.S. Congress, Public Law 116-331, January 13, 2021 (excerpt)  
<https://www.govinfo.gov/content/pkg/PLAW-116publ331/html/PLAW-116publ331.htm>

Public Law 116-331  
116th Congress

An Act

To designate the Manhattan Campus of the New York Harbor Health Care System of the Department of Veterans Affairs as the “Margaret Cochran Corbin Campus of the New York Harbor Health Care System . . .”

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled,

SECTION 1. DESIGNATION OF MANHATTAN CAMPUS OF THE NEW YORK HARBOR HEALTH CARE SYSTEM OF THE DEPARTMENT OF VETERANS AFFAIRS, NEW YORK.

(a) Findings.--Congress makes the following findings:

(1) Margaret Cochran was born in Franklin County, Pennsylvania, on November 12, 1751, and married John Corbin in 1772.

(2) Three years after the marriage, when John Corbin left to fight in the Revolutionary War as an artilleryman, Margaret Corbin accompanied him to war to support the Revolutionary Army.

(3) Margaret Corbin supported the Revolutionary Army by caring for injured and sick soldiers as well as by cooking and cleaning. During battle, she also helped her husband load the cannon he was responsible for manning.

(4) On November 16, 1776, John Corbin was manning a cannon during the Battle of Fort Washington on Manhattan Island, New York, when he was killed. Margaret Corbin heroically took her husband’s place, firing the cannon until she, too, was hit by enemy fire and seriously wounded.

(5) Having lost the use of her left arm, Margaret Corbin was assigned to the “Invalid Regiment” at West Point, New York.

(6) The Continental Congress awarded Margaret Corbin a lifelong pension for her injuries, making her the first woman to receive a pension from the United States by virtue of military service for the United States.

(7) Margaret Corbin died in 1789 in Highland Falls, New York. She is honored nearby at West Point as a hero of the Revolutionary War.

(b) Designation.—The Manhattan Campus of the New York Harbor Health Care System of the Department of Veterans Affairs in New York, New York, shall after the date of the enactment of this Act be known and designated as the “Margaret Cochran Corbin Campus of the New York Harbor Health Care System” or the “Margaret Cochran Corbin VA Campus . . .”

Approved January 13, 2021.

LEGISLATIVE HISTORY--H.R. 1925:

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CONGRESSIONAL RECORD, Vol. 166 (2020):

Sept. 23, considered and passed House.

Dec. 10, considered and passed Senate, amended.

Dec. 31, House concurred in Senate amendment.

# FOUNDING MOTHER: DEBORAH SAMPSON

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## Secondary Source:

Article, Debra Michals, Ed., "Deborah Sampson (1760–1827)"

National Women's History Museum

<https://www.womenshistory.org/education-resources/biographies/deborah-sampson>

## Primary Sources:

Diary Entry, Abner Weston, January 23, 1782 (transcribed excerpt)

Museum of the American Revolution

<https://www.amrevmuseum.org/virtualexhibits/when-women-lost-the-vote-a-revolutionary-story/pages/abner-weston-s-diary>

**Historical Context:** Abner Weston (1760–1830) was a corporal in the Revolutionary War. His diary includes an account of Deborah Sampson, a woman who disguised herself as a man to fight.



Jan 23 Their [sic] happened an uncommon affair at this time for Deborah Sampson of this town. Dress her self in mens Clothes and hired her self to Israel Wood to go into the three years Servis [service] But Being found out. Returned the hire and paid the Damages. . .



# FOUNDING MOTHER: DEBORAH SAMPSON (CON'T)

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Letter, Paul Revere to William Eustis, February 20, 1804 (excerpt)  
Massachusetts Historical Society  
<https://www.masshist.org/database/326>

**Historical Context:** Paul Revere visited Deborah Sampson Gannett at her farm in 1804. He wrote to William Eustis, her member of Congress, on her behalf. In 1805, Deborah Sampson Gannett was added to the pension list of the United States for her services in the American Revolution.

William Eustis, Esq  
Member of Congress  
Washington

Sir

Mrs. Deborah Gannett of Sharon informes me, that she has inclosed to your Care a petition to Congress in favour of Her. My works for manufaturing [sic] of Copper, being a Canton, but a short distance from the Neighbourhood where She lives; I have been induced to enquire her situation, and Character, since she quitted the Male habit, and Soldiers uniform; for the more decent apparrel of her own Sex; & Since she has been married and become a Mother. — Humanity, & Justice obliges me to say, that every per-son with whom I have conversed about Her, and it is not a few, speak of Her as a woman of handsom talents, good Morals, a dutifull Wife and an affectionate parent. — She is now much out of health; She has several Children; her Husband is a good sort of a man, 'tho of small force in business; they have a few acres of poor land which they cultivate, but they are really poor.

She told me, she had no doubt that her ill health is in consequence of her being exposed when She did a Soldiers duty; and that while in the Army, She was wounded.

We commonly form our Idea of the person whom we hear spoken off, whom we have never seen; according as their actions are described, when I heard her spoken off as a Soldier, I formed the Idea of a tall, Masculine female, who had a small share of understandg [sic], without education, & one of the meanest of her Sex. -When I saw and discoursed with I was agreeably surprised to find a small, effeminate, and converseable Woman, whose education entitled her to a better situation in life.

I have no doubt your humanity will prompt you to do all in Your power to git her some releif; I think her case much more deserving than hundreds to whom Congress have been generous.

I am sir with esteem & respect your humble servant  
Paul Revere

# VOICES OF THE FOUNDING MOTHERS GRAPHIC ORGANIZER

Founding Mother	Role in the Revolution	Ideas about Freedom	Key Facts	How Was She Influential?	Whom Did She Influence?
<b>Mercy Otis Warren</b> (1728–1814)					
<b>Abigail Adams</b> (1744–1818)					
<b>Margaret Cochran Corbin</b> (1751–1800)					
<b>Phillis Wheatley</b> (c. 1753–1784)					
<b>Deborah Sampson</b> (1760–1874)					

# SOCIAL MEDIA PAGE TEMPLATE: FACTBOOK

 **Factbook**        

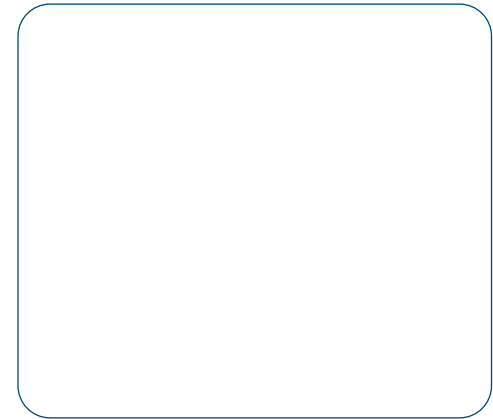


Born: \_\_\_\_\_ Lives in: \_\_\_\_\_

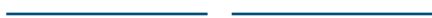
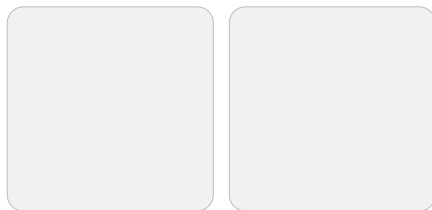
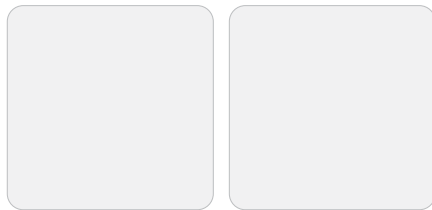
Job: \_\_\_\_\_ Education: \_\_\_\_\_

What Freedom Means to Me:

## Life Events



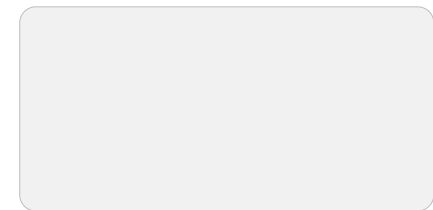
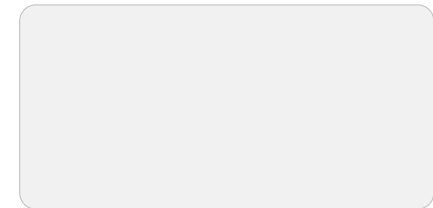
## Friends



## Latest Posts



## Featured Photos





posts

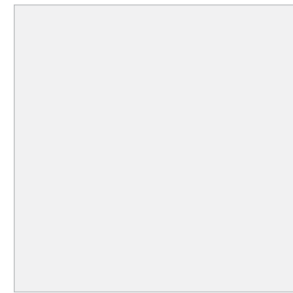
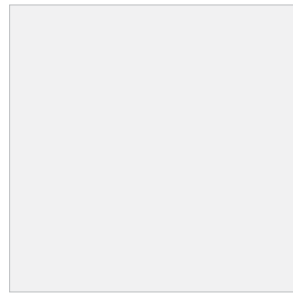
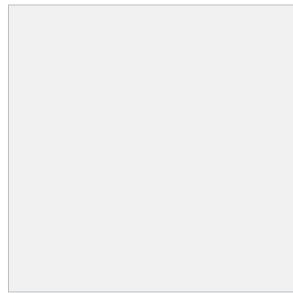
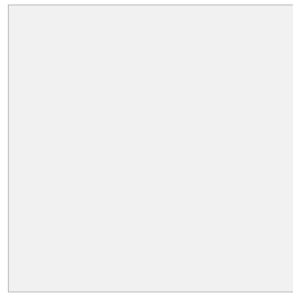
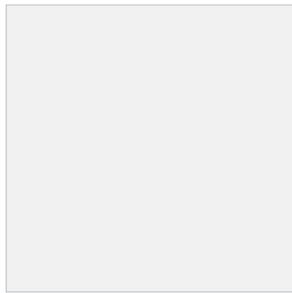
followers

following

Born: \_\_\_\_\_ Lives in: \_\_\_\_\_

Job: \_\_\_\_\_ Education: \_\_\_\_\_

## What freedom means to me:



#tbt #childhood

#whyimfamous

#friends

#accomplishments  
#motivation

#laterlife