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Remembering the Ladies! A Decision-Making Activity for Teaching the American Revolution

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Illinois Council of Social Studies

REMEMBERING THE LADIES! A DECISION-MAKING ACTIVITY FOR TEACHING THE AMERICAN REVOLUTION

INTRODUCTION

In 1776, Abigail Adams wrote in a special letter to her husband, "Remember the Ladies, and be more generous to them than your ancestors," hoping that her words would positively influence colonial leaders to recognize women's rights when meeting to discuss the new nation's independence. Nevertheless, as we fast forward to 2023, women's experiences during the American Revolution are still left out of mainstream curricula utilized in secondary classrooms nationwide. Social studies educators have often noticed that curriculum on the American Revolution tends to prioritize the perspectives of white men from elite backgrounds while overlooking the experiences of minority groups such as women (Seller & Trusz, 1976). Women are rarely mentioned in the content covered in state-mandated standards beyond the twentieth century, where the central focus on women is surrounding their fight for equality and dominance in the domestic sphere (Lockyer & Tazzymant, 2016). This misleads students into thinking that women's progress before the 1900s was limited to their struggle for equal rights and their experiences within the home, disregarding their other contributions.

It is up to social studies educators to integrate the inclusion of narratives surrounding minority groups' experiences into the curriculum utilized within the classroom. Inserting women's history into mainstream curriculum can challenge dominant narratives that marginalize women and help change students' perceptions of women's roles in the past and today (Lockyer & Tazzymant, 2016). Social studies educators can enhance their curriculum by including additional materials that reflect the distinct experiences of both men and women rather than overhauling their existing curriculum. The incorporation of women's experiences should not be added as merely supplemental but integrated fully to show that women's histories are not secondary to those that focus on the white, male, patriarchal perspective (Seller & Trusz, 1976).

The authors of this article have developed an activity for students to analyze the contributions of the Daughters of Liberty, a group of women who played a significant role in the events leading up to the American Revolution. This decision-making activity aims to address the lack of women's history in social studies curriculum. We will explore this activity and provide appendices in the context of American Revolutionary history. We aim to provide social studies educators with a resource that complements standards-based instruction while giving students the opportunity to analyze the contributions of women in the years leading up to the American Revolution. This activity promotes critical thought

and discussion on a topic often overlooked in conventional curriculum, as most social studies curriculum provides a less in-depth study of women's involvement in this time period (Seller & Trusz, 1976).

'Remembering the Ladies!' was designed to help students improve their decision-making skills and gain a better understanding of the content being taught. It involves pairing a situational dilemma with a situation or event from the topic being studied (Stahl, 1978). This approach, known as content-centered classroom activities, helps students understand issues and historical events related to the topic while also developing their decision-making skills. Sometimes, educators think that any topic that goes beyond what the state requires as part of its educational standards can be seen as controversial in the classroom (Evans et al., 2000). In this case, the focus is on the actions of the Daughters of Liberty during the years leading up to the American Revolution. Because this activity is set in the mid-1700s, before women formally began to fight for their rights, it's possible that some educators might view the topic as controversial because it could prompt a discussion about gender-based discrimination in the classroom. However, including topics that may be controversial in a curriculum can benefit students' critical thinking skills, social skills, and active participation in the classroom and prepare them for citizenship roles in a democracy as they are exposed to democratic values and behavior (Kus & Ozturk, 2019). This activity allows students to practice active citizenry as they make decisions surrounding a topic typically overlooked in mainstream curriculum (Pellegrino et al., 2012).

Using Robert Stahl's four decision-making phases, students examine, assess, and classify a content-centered rank-order activity that requires them to determine which actions by the Daughters of Liberty would have undermined the assertion of King George III's and the British's control over the colonies specifically in Boston (Stahl, 1976). This activity encourages students to address three essential questions: 1) What strategies did women use to undermine British control in the American colonies before the American Revolution? 2) In what ways have women's roles and expectations shifted over time with respect to political and social events? 3) How do citizens influence government policies and assertions?

HISTORICAL BACKGROUND ON WOMEN LEADING UP TO THE AMERICAN REVOLUTION

The American Revolution was a turning point in American history that resulted from a combination of economic, social, and political tensions that weakened the relationship between Great Britain and thirteen of its North American colonies in the 1760s. After the French and Indian War (1754-1763), Britain took steps to increase its control over its territories and finance its debt. However, this led to

opposition from the thirteen colonies who rebelled against British rule. In 1775, the long-standing hostility between the British and the thirteen colonies escalated into an armed conflict.

The friction leading up to the conflict between the North American colonies and Great Britain would impact the experiences of both colonial men and women. Following the French and Indian War, Great Britain imposed taxes with the aim of generating more revenue from the colonies, which had incurred significant expenses during the war. In 1765, the British government led by King George III introduced the Stamp Act, which imposed taxes on paper products like newspapers and legal documents in the North American colonies. This move did not sit well with the colonists and sparked a wave of protests across the colonies.

As dissatisfaction grew with British rule, patriot groups emerged to counteract what was seen as tyranny. One prominent group was the Sons of Liberty, a powerful and passionate group of male colonists who rebelled against British control through minor acts of rebellion. They were founded in 1765 and continued in some form throughout the American Revolutionary War. During the period when colonists were struggling with British debt and issues of taxation and political freedom, certain women joined together to establish groups like the Daughters of Liberty and the Society of Patriotic Ladies. Along with the Sons of Liberty, these groups worked towards gaining public support for freedom throughout the American colonies.

In 1765, an informal group of women formed the Daughters of Liberty to protest against the Stamp Act. This group of women fought for freedom and is commonly referred to as a collective term for women who identified with their cause. The Daughters of Liberty would lead in the economic and political disruption aimed at British control over the North American colonies. In 1767, the Townshend Act was passed, imposing additional taxes on lead, glass, paper, tea, and other goods. The Daughters of Liberty refused to serve or drink tea imported from Britain in an effort to reduce its importation. This boycott of tea shifted the domestic realm into the political arena. These women actively opposed the Townshend Act and searched for local substitutes for British tea, creating a colonial version made only from North American ingredients (Siegel, 2008). Their efforts did not stop with the boycott but continued in the years leading up to the American Revolution. The 'Spinning Bees' initiative was led by the Daughters of Liberty at a later time. This initiative encouraged women to produce homespun cloth, which helped to reduce the colonies' dependence on British goods (Martin, 1976). Women would spin the material within their homes to create various household items such as shirts, sheets, and other household goods. This further strengthened the boycott of British goods, extending beyond just tea. During the 1775-armed conflict, the Daughters of Liberty contributed significantly to the colonial army's support by collecting materials and raising funds. Additionally,

this group of women remained committed to advocating for freedom by participating in public speaking, writing, and debating.

Even though women in the North American colonies were legally restricted from participating in public and political affairs, they discovered many methods to confront the political turmoil that American colonists encountered before the American Revolution. They used various methods such as boycotting British goods, making their own materials to avoid taxes, fundraising, and writing political satire to showcase their economic and political influence. The Daughters of Liberty played a significant role in supporting the Patriot cause.

PHASES OF VALUES DECISION-MAKING

This activity focuses on implementing the phases of decision-making described by educational psychologist Robert J. Stahl. Teaching the value of responsibility through decision-making activities increases student success and can help manifest positive classroom attitudes, behaviors, and learning environments (Yalcin & Gulec, 2022). According to the Stahl model, the development or improvement of moral reasoning comprises four phases. These four phases are (1) the Conceptual Phase, (2) the Relational Phase, (3) the Moral Reasoning Phase, and (4) the Moral Reflective Phase.

The first phase of thinking in decision-making is called the conceptual phase. This stage of thinking in the decision-making process supports students in building their comprehension surrounding the situation given to them. During this phase, students are encouraged to focus on vocabulary development and ask who, where, when, what, and how questions as they construct their overall understanding of the situation and topic. Students must have a fundamental understanding of the data presented to them and the context of that data before moving on to the next phase in the decision-making process.

The second, or relational, thinking phase in the decision-making process focuses on students making connections between the situation and topic presented to them and the content they have been learning in the course. During this stage, students are impelled to synthesize the information in the decision-making activity to find relevancy in what is being studied. For this phase to be successful, it is vital to have pertinent information within the activity related to course content previously learned.

The third phase of thinking is referred to as the moral reasoning phase. This phase occurs when students consider the situation and their preferences surrounding it. During this stage, students are allowed to involve in their likes, dislikes, emotions, values, and feelings, thus establishing their moral criteria (Casteel & Stahl, 1995). Throughout this phase, students will use their moral criteria as they analyze the situation and come to a final decision.

The fourth and final stage of thinking is the moral reflective phase. This takes place after the other three phases have ended. During this phase, students analyze the outcome of their decision and how they made it to their final decision. Students are encouraged to examine the moral criteria they used during the process and how they thought and felt about the situation that was presented to them (Casteel & Stahl, 1995). This is essentially the time when students reflect on their decision, how they made the decision, and what consequences their decision may have. In summary, the first three phases can be easily identified and are utilized to assist students in progressing their understanding of the moral criteria they use in their decision-making (Stahl, 1976). The last phase focuses on actively considering how students understand and use moral criteria when making their decision after completing the first three phases.

DESIGNING THE RANK-ORDER ACTIVITY

Content-centered activities have been proven to be beneficial for aiding students in the development of values clarification and moral development goals (Stahl, 1979). The idea of focusing on content to gain knowledge helps with understanding values and developing morality. Specifically, "value clarification" measures students' ability to comprehend, conceptualize, and clarify values through their statements (Stahl, 1979). To encourage values clarification and moral development, content-centered learning focuses on five categories of dilemmas. Firstly, there is a neutral issue or context that can be viewed through the lens of a value or moral belief. Secondly, there is a value or moral issue that is present and can be examined in its highest forms. Thirdly, there is a problem-solving situation where a value or moral issue conflicts with another value or moral issue. Fourthly, there is a value or moral issue that causes a conflict and allows for two or more possible choices. Finally, there is a problem where two or more values or moral dilemmas are suitable and may conflict (Casteel & Stahl, 1997).

The application of the four decision-making phases is the basis for content-centered learning. In this activity, the authors used the rank-order decision strategy while considering the phases and content-centered approach, as well as the exclusion of Daughters of Liberty contributions from state-mandated standards. According to Casteel and Stahl (1997), "this decision strategy is useful when individuals must make a decision based upon the priority of the alternatives relative to one another as determined by the decision makers themselves" (p. 11). In this lesson format, students are presented with a scenario in which a major character or group is faced with a decision. The teacher provides the only available options for the students to choose from (Stahl et al., 1978). The rank-order strategy forces students to accept that the only options available are those

given to them by the teacher, and just because they rank an option as their first choice does not mean that choice will be available at the time being. Since students are expected to rank all options from highest to least important, it encourages them to consider the relative importance of all options provided rather than ignoring the options they see as the least important. This allows students to consider their personal, external, and internal values, feelings, and belief systems as they place the alternatives in a hierarchical format based on priority.

The rank-order decision strategy includes six main components—first, a list of objectives or goals for students to accomplish while involved in the activity. Second, a situation in the form of a narrative provides adequate background information for students to complete the activity accurately. Third, five to twelve options will be ranked from highest to least priority. Four is a set of explicit directions that tells students how to rank order their options. Five, a decision sheet where an individual student or group can document their thoughts and decisions. Lastly six, a list of questions to provide students the opportunity for review and reflection after completing the activity. It is practical for the teacher to have a set list of questions that encourages students to think about their values and moral issues while concurrently learning course content (Stahl, 1979). In the past, the authors of this activity have found the rank-order approach to be effective. To incorporate more women's experiences into our curriculum, we utilized this approach.

PROCEDURE AND PREPARATION

FOR THE TEACHER

Finding an appropriate way to integrate narratives beyond those directly disclosed in state-mandated social studies standards can often be tricky. This rank-order activity provides an opportunity to incorporate a lesson that concentrates on women's experiences in events leading up to the American Revolution while encouraging the development of decision-making and moral-reasoning skills among students. This lesson is designed to showcase the actions of the patriotic group, the Daughters of Liberty, while fostering critical thinking, inquiry, and cooperative skills in the classroom.

STEP ONE: INTRODUCTION

To lay the foundation for this activity, the teacher should introduce students to the causes and events leading up to the following events: the American Revolution, including the French and Indian War, the Proclamation of 1763, the Stamp Act of 1765, the Quartering Act of 1765, the Townshend Acts of 1767, and the

establishment of the Sons of Liberty as a secret patriotic coalition. In addition, a brief discussion surrounding the differences between the public and domestic spheres for colonial men and women will provide students with relevant background information to participate in this activity.

STEP TWO: RANK-ORDER ACTIVITY DISTRIBUTED

Provide each student with a personal decision sheet (Appendix A) or a group decision sheet (Appendix B). When working independently, students should be given a personal decision sheet, while a group decision sheet should be provided for collaborative work. Students will examine a list of options presented by women at a Daughters of Liberty meeting. Each option represents a solution that the group of women can administer to undermine the assertion of the British crown on the thirteen North American colonies. Students will study the solutions and determine their significance and relevance to the situation presented to them.

STEP THREE: COMPREHENSION DEVELOPMENT

Provide sufficient time for students to analyze the solutions presented to them individually or in groups. Students are to rank the seven solutions from highest priority to least priority while considering each option's relevance and significance. It is important to note that every alternative presented to students must be included in their ranking and that there is no correct answer, as students' perceptions and beliefs will lead them to make the decision.

STEP FOUR: REINFORCEMENT/EXTENSION

Ask each student or group to identify and describe their highest and lowest-ranked option while rationalizing their reasoning for each choice. It is valuable to have each student individually write down their responses to the review and reflection questions provided (Appendix C), as this allows for a meaningful discussion where all students contribute. Students will then participate in a group discussion where the following questions may be asked. What is the group's primary problem(s) to resolve or overcome in this situation? What is the significant difference between the best solution and the worst solution? Before the American Revolution, what strategies did women use to undermine British control in the American colonies? Assuming the situation was actual, how would the group feel if they lived in Boston and had to pay the additional tax enforced by the Townshend Act after fighting to repeal the Stamp Act? In what ways have women's roles and expectations shifted over time with respect to political and social events? Referencing today, how do citizens influence government policies

and assertions? The questions were chosen based on the assumption that they will help lead to open-ended discourse among students that promotes inquiry and critical thought between the content learned in the activity and real-world context.

FOR THE STUDENT

The Situation: The date is the Summer of 1767, and the location is Boston, Massachusetts. It is a warm and sunny Wednesday morning as you notice the swells forming in the Boston Harbor. As the daughter of a prominent writer for the Boston Gazette, you walk towards your father's place of work to pick up the morning paper. The Boston Gazette has been a well-known newspaper publisher for the past decade. It has recently acted as the rival for the Boston-News Letter, the British-controlled newspaper, and as the primary outlet for colonial resistance in Boston. As you walk towards the building where the Boston Gazette is stationed, you think about the ongoing turmoil that has burdened you, your family's business, and your city's independence.

Life has dramatically changed over the past two years as the crown has continuously enforced new policies through intimidation and tax reform. King George III and his Redcoats have been trying to develop a master plan to pay off the enormous debt gained during the French and Indian War. Unfortunately, the plan the British have recently enforced has negatively impacted the daily lives of colonists living in the Massachusetts Bay surrounding area, including yours and your family's. King George III argued that since the War benefitted colonists by securing the borders from the French and Native Americans, all colonists should be responsible and contribute to paying the national war debt.

Just not long ago, the King imposed a new additional tax on all newspapers, legal documents, pamphlets, and almanacs, requiring them to have a stamp. Although your brother and father fought alongside Great Britain in the War, it is still the responsibility of your family to help pay the debt back gained by the British.

As a result of the Stamp Act, you and a group of 30 women decided to form a coalition that would work to end the control of the colonists by the British crown. This group was bounded by the assumption that all members wanted to not only interfere with British control but increase pushback and unity among colonists in the Boston area. This group took the name the Daughters of Liberty in connection to the recent secret political organization, the Sons of Liberty. The works of both organizations led to the nullification of the Stamp Act in 1766.

You finally approach the building where the Boston Gazette quarters are located. The two-story building is located in the central part of Boston. In front of the building, you see a silver-damaged newspaper dispenser. You pull out today's newspaper and see a daunting headline.

'BEWARE! A DANGEROUS INNOVATION IS UPON US!'

You begin reading the printed writing below the headline and realize that the British have enforced a new additional tax on glass, lead, paper, paint, and tea. The British forces are calling it the Townshend Acts.

You grow frustrated as you and the Daughters of Liberty just recently worked tirelessly to put an end to the Stamp Act. The feeling of defeat erupts within you as you finish reading the newspaper on your walk home. After turning the corner, you run into a fellow member of the Daughters of Liberty. She invites you to a secret meeting tonight at her home, where the Daughters of Liberty will meet to discuss their concerns surrounding the recently passed Townshend Acts. This meeting will have one purpose: to propose a new plan for interrupting and protesting the crown's dominance.

The day has passed, and you disguise yourself in a trench coat on your way to the secret meeting. You walk to the house on the edge of the city. As you enter, you see about 30 women joining together in a living room. As a respected member, you lead the discussion as the group collaborates and joins forces to interfere and stop King George III's rule and assertion towards the British colonies. In the meeting, the following facts are presented.

- The French and Indian War nearly doubled Great Britain's debt to 133 million pounds in 7 years.
- The debt was primarily gained from borrowing from British and Dutch bankers, whose loans were paired with high-interest rates.
- The British enforced the Stamp Act requiring all newspapers, legal documents, pamphlets, and almanacs to have an additional tax. However, it was repealed after ongoing protests among the colonies.
- The British have continued to station more Redcoat soldiers in the Boston area, bringing the number to more than 2,000.
- King George III stated that it was the colonist's responsibility to pay back Britain's debt because of the benefit received in the War.
- A division continued to grow in Boston between the colonists as some wanted to remain loyal to the crown out of fear.
- The British passed the Townshend Act forcing colonists to pay an additional tax on glass, lead, paper, paint, and tea.

STUDENT OPTIONS

Option A: Put up anti-Townshend Act pamphlets and signage all over the streets of Boston, prioritizing the phrase, "No Taxation Without Representation." Post posters of public officials and others who support the Townshend Act drawing attention to their connection and association with the crown.

Option B: Work closely with the Sons of Liberty to organize and manage mob rule in the streets of Boston to protest the Townshend Act against British forces. The Patriot mobs used fear, force, intimidation, and violence to rally against the Townshend Act by targeting British officers stationed in Boston.

Option C: Recruit more Bostonian women to the cause by creating an anonymous column in the Boston Gazette that promotes the feeling of injustice among Bostonian women relying on the notion that the British Parliament does not have the authority to impose internal taxes in Boston.

Option D: Stop buying goods taxed under the Townshend Act, including glass, lead, paper, paint, and tea, and ultimately, refuse to pay the additional tax enforced by the British.

Option E: Target Loyalists and pro-Townshend Act supporters and officials through looting, fear, and intimidation. Including enforcing bounties for the lead tax commissioners in Boston. Join in collaboration with the Sons of Liberty.

Option F: Encourage fellow women to meet demands for homemade clothing by establishing a secret spinning bee organization. This organization will prioritize spinning garments using colonial resources instead of British imports.

Option G: Attempt to reduce the importation of foreign tea into the colonies by refusing to serve and drink imported tea. Search for local ingredients to facilitate the creation of a new homemade tea called Liberty Tea.

CONCLUSION

The exclusion of women's experiences from the US history curriculum is a longstanding issue. Social studies educators have a responsibility to incorporate historical accounts that highlight the lives of all people from the past, not just white males. In this activity, students must use a rank-order approach and consider the options provided by the teacher while determining their relevance and significance to the situational dilemma. This activity allows students to analyze the experiences of women in the thirteen colonies during the years before the American Revolution. It focuses on the formal female association, the Daughters of Liberty, which is often left out of mainstream curriculum materials and state-mandated standards. The lesson aims to include the women's perspective and encourages students to examine the social, political, and economic factors that led to the American Revolution.

If done correctly, this activity provides a meaningful way for students to approach a historical event that is typically not mentioned in state-mandated standards, helping to increase discourse and critical thinking in the secondary classroom. Through values clarification and moral reasoning, students are encouraged to practice higher-order thinking skills by analyzing their own moral

criteria, how they use it while making decisions, and the consequences of those decisions. Implementing content-centered activities in the secondary classroom through a decision-laden situation emphasizes advancing students' cooperative abilities and social skills and encourages active participation.

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APPENDIX A

Remembering the Ladies - Personal Decision Sheet

Directions: For this exercise, one must assume the following conditions are actual.

Date: Summer of 1767

Location: Boston, Massachusetts

Situation: It is a warm and sunny Wednesday morning as you notice the swells forming in the Boston Harbor. As the daughter of a prominent writer for the Boston Gazette, you walk towards your father's place of work to pick up the morning paper. The Boston Gazette has been a well-known newspaper publisher for the past decade. It has recently acted as the rival for the Boston-News Letter, the British-controlled newspaper, and as the primary outlet for colonial resistance in Boston. As you walk towards the building where the Boston Gazette is stationed, you think about the ongoing turmoil that has burdened you, your family's business, and your city's independence.

Life has dramatically changed over the past two years as the crown has continuously enforced new policies through intimidation and tax reform. King George III and his Redcoats have been trying to develop a master plan to pay off the enormous debt gained during the French and Indian War. Unfortunately, the plan the British have recently enforced has negatively impacted the daily lives of colonists living in the Massachusetts Bay surrounding area, including yours and your family's. King

George III argued that since the War benefitted colonists by securing the borders from the French and Native Americans, all colonists should be responsible and contribute to paying the national war debt.

Just not long ago, the King imposed a new additional tax on all newspapers, legal documents, pamphlets, and almanacs, requiring them to have a stamp. Although your brother and father fought alongside Great Britain in the War, it is still the responsibility of your family to help pay the debt back gained by the British.

As a result of the Stamp Act, you and a group of 30 women decided to form a coalition that would work to end the control of the colonists by the British crown. This group was bounded by the assumption that all members wanted to not only interfere with British control but increase pushback and unity among colonists in the Boston area. This group took the name the Daughters of Liberty in connection to the recent secret political organization, the Sons of Liberty. The works of both organizations led to the nullification of the Stamp Act in 1766.

You finally approach the building where the Boston Gazette quarters are located. The two-story building is located in the central part of Boston. In front of the building, you see a silver-damaged newspaper dispenser. You pull out today's newspaper and see a daunting headline.

**'BEWARE! A DANGEROUS
INNOVATION IS UPON US!'**

You begin reading the printed writing below the headline and realize that the British have enforced a new additional tax on glass, lead, paper, paint, and tea. The British forces are calling it the Townshend Acts.

You grow frustrated as you and the Daughters of Liberty just recently worked tirelessly to put an end to the Stamp Act. The feeling of defeat erupts within you as you finish reading the newspaper on your walk home. After turning the corner, you run into a fellow member of the Daughters of Liberty. She invites you to a secret meeting tonight at her home, where the Daughters of Liberty will meet to discuss their concerns surrounding the recently passed Townshend Acts. This meeting will have one purpose: to propose a new plan for interrupting and protesting the crown's dominance.

The day has passed, and you disguise yourself in a trench coat on your way to the secret meeting. You walk to the house on the edge of the city. As you enter, you see about 30 women joining together in a living

room. As a respected member, you lead the discussion as the group collaborates and joins forces to interfere and stop King George III's rule and assertion towards the British colonies. In the meeting, the following facts are presented.

- The French and Indian War nearly doubled Great Britain's debt to 133 million pounds in 7 years.
- The debt was primarily gained from borrowing from British and Dutch bankers, whose loans were paired with high-interest rates.
- The British enforced the Stamp Act requiring all newspapers, legal documents, pamphlets, and almanacs to have an additional tax. However, it was repealed after ongoing protests among the colonies.
- The British have continued to station more Redcoat soldiers in the Boston area, bringing the number to more than 2,000.
- King George III stated that it was the colonist's responsibility to pay back Britain's debt because of the benefit received in the War.
- A division continued to grow in Boston between the colonists as some wanted to remain loyal to the crown out of fear.
- The British passed the Townshend Act forcing colonists to pay an additional tax on glass, lead, paper, paint, and tea.

Analyze the facts the attendees in the meeting come up with seven possible solutions to counteract King George III's and the British's control over the colonies, specifically in Boston.

Option A: Put up anti-Townshend Act pamphlets and signage all over the streets of Boston, prioritizing the phrase, "No Taxation Without Representation." Post posters of public officials and others who support the Townshend Act drawing attention to their connection and association with the crown.

Option B: Work closely with the Sons of Liberty to organize and manage mob rule in the streets of Boston to protest the Townshend Act against British forces. The Patriot mobs used fear, force, intimidation, and violence to rally against the Townshend Act by targeting British officers stationed in Boston.

Option C: Recruit more Bostonian women to the cause by creating an anonymous column in the Boston Gazette that promotes the feeling of injustice among Bostonian women relying on the notion that the British Parliament does not have the authority to impose internal taxes in Boston.

Option D: Stop buying goods taxed under the Townshend Act, including glass, lead, paper, paint, and tea, and ultimately, refuse to pay the additional tax enforced by the British.

Option E: Target Loyalists and pro-Townshend Act supporters and officials through looting, fear, and intimidation. Including enforcing bounties for the lead tax commissioners in Boston. Join in collaboration with the Sons of Liberty.

Option F: Encourage fellow women to meet demands for homemade clothing by establishing a secret spinning bee organization. This organization will prioritize spinning garments using colonial resources instead of British imports.

Option G: Attempt to reduce the importation of foreign tea into the colonies by refusing to serve and drink imported tea. Search for local ingredients to facilitate the creation of a new homemade tea called Liberty Tea.

In keeping with my beliefs, I rank the possible solutions as follows:

_____ **Option A:** Anti-Townshend Act Propaganda

_____ **Option B:** Mob-Rule

_____ **Option C:** Promoting Unity

_____ **Option D:** Refuse to Buy

_____ **Option E:** Attack on Supporters

_____ **Option F:** Spinning Bees

_____ **Option G:** Liberty Tea

1. I selected option _____ as the best possible solution because:

2. I selected option _____ as the worst possible solution because:

3. If asked by others to justify the rankings based on the possibility of undermining King George III and the British, I would say:

4. The consequences or negative results I most wanted to avoid as a direct result of my decision are:

APPENDIX B

Remembering the Ladies! - Group Decision Sheet

Directions: For this exercise, one must assume the following conditions are actual.

Date: Summer of 1767

Location: Boston, Massachusetts

Situation: It is a warm and sunny Wednesday morning as you notice the swells forming in the Boston Harbor. As the daughter of a prominent writer for the Boston Gazette, you walk towards your father's place of work to pick up the morning paper. The Boston Gazette has been a well-known newspaper publisher for the past decade. It has recently acted as the rival for the Boston-News Letter, the British-controlled newspaper, and as the primary outlet for colonial resistance in Boston. As you walk towards the building where the Boston Gazette is stationed, you think about the ongoing turmoil that has burdened you, your family's business, and your city's independence.

Life has dramatically changed over the past two years as the crown has continuously enforced new policies through intimidation and tax reform. King George III and his Redcoats have been trying to develop a master plan to pay off the enormous debt gained during the French and Indian War. Unfortunately, the plan the British have recently enforced has negatively impacted the daily lives of colonists living in the Massachusetts Bay surrounding area, including yours and your family's. King George III argued that since the War benefitted colonists by securing the borders from the French and Native Americans, all colonists should be

responsible and contribute to paying the national war debt.

Just not long ago, the King imposed a new additional tax on all newspapers, legal documents, pamphlets, and almanacs, requiring them to have a stamp. Although your brother and father fought alongside Great Britain in the War, it is still the responsibility of your family to help pay the debt back gained by the British.

As a result of the Stamp Act, you and a group of 30 women decided to form a coalition that would work to end the control of the colonists by the British crown. This group was bounded by the assumption that all members wanted to not only interfere with British control but increase pushback and unity among colonists in the Boston area. This group took the name the Daughters of Liberty in connection to the recent secret political organization, the Sons of Liberty. The works of both organizations led to the nullification of the Stamp Act in 1766.

You finally approach the building where the Boston Gazette quarters are located. The two-story building is located in the central part of Boston. In front of the building, you see a silver-damaged newspaper dispenser. You pull out today's newspaper and see a daunting headline.

**'BEWARE! A DANGEROUS
INNOVATION IS UPON US!'**

You begin reading the printed writing below the headline and realize that the British have enforced a new additional tax on glass, lead, paper, paint, and tea. The British forces are calling it the Townshend Acts.

You grow frustrated as you and the Daughters of Liberty just recently worked tirelessly to put an end to the Stamp Act. The feeling of defeat erupts within you as you finish reading the newspaper on your walk home. After turning the corner, you run into a fellow member of the Daughters of Liberty. She invites you to a secret meeting tonight at her home, where the Daughters of Liberty will meet to discuss their concerns surrounding the recently passed Townshend Acts. This meeting will have one purpose: to propose a new plan for interrupting and protesting the crown's dominance.

The day has passed, and you disguise yourself in a trench coat on your way to the secret meeting. You walk to the house on the edge of the city. As you enter, you see about 30 women joining together in a living room. As a respected member, you lead the discussion as the group collaborates and joins forces to interfere and stop King George III's rule and assertion towards the British colonies. In the meeting, the following facts are presented.

- The French and Indian War nearly doubled Great Britain's debt to 133 million pounds in 7 years.

- The debt was primarily gained from borrowing from British and Dutch bankers, whose loans were paired with high-interest rates.
- The British enforced the Stamp Act requiring all newspapers, legal documents, pamphlets, and almanacs to have an additional tax. However, it was repealed after ongoing protests among the colonies.
- The British have continued to station more Redcoat soldiers in the Boston area, bringing the number to more than 2,000.
- King George III stated that it was the colonist's responsibility to pay back Britain's debt because of the benefit received in the War.
- A division continued to grow in Boston between the colonists as some wanted to remain loyal to the crown out of fear.
- The British passed the Townshend Act forcing colonists to pay an additional tax on glass, lead, paper, paint, and tea.

Analyze the facts, the attendees in the meeting come up with five possible solutions to counteract King George III's and the British's control over the colonies, specifically in Boston.

Option A: Put up anti-Townshend Act pamphlets and signage all over the streets of Boston, prioritizing the phrase, "No Taxation Without Representation." Post posters of public officials and others who support the Townshend Act drawing attention to their connection and association with the crown.

Option B: Work closely with the Sons of Liberty to organize and manage mob rule in the streets of Boston to protest the Townshend Act against British forces. The Patriot mobs used fear, force, intimidation, and violence to rally against the Townshend Act by targeting British officers stationed in Boston.

Option C: Recruit more Bostonian women to the cause by creating an anonymous column in the Boston Gazette that promotes the feeling of injustice among Bostonian women relying on the notion that the British Parliament does not have the authority to impose internal taxes in Boston.

Option D: Stop buying goods taxed under the Townshend Act, including glass, lead, paper, paint, and tea, and ultimately, refuse to pay the additional tax enforced by the British.

Option E: Target Loyalists and pro-Townshend Act supporters and officials through looting, fear, and intimidation. Including enforcing bounties for the lead tax commissioners in Boston. Join in collaboration with the Sons of Liberty.

Option F: Encourage fellow women to meet demands for homemade clothing by establishing a secret spinning bee organization. This organization will prioritize spinning garments using colonial resources instead of British imports.

Option G: Attempt to reduce the importation of foreign tea into the colonies by refusing to serve and drink imported tea. Search for local ingredients to facilitate the creation of a new homemade tea called Liberty Tea.

In keeping with my beliefs, I rank the possible solutions as follows:

_____ **Option A:** Anti-Townshend Act Propaganda

_____ **Option B:** Mob-Rule

_____ **Option C:** Promoting Unity

_____ **Option D:** Refuse to Buy

_____ **Option E:** Attack on Supporters

_____ **Option F:** Spinning Bees

_____ **Option G:** Liberty Tea

APPENDIX C

Questions for Review and Reflection

Suggested follow-up questions focus and guide inquiry, reflection, and learning.

1. What is the group's primary problem(s) to resolve or overcome in this situation?
2. What is the significant difference between your best solution and your worst solution?
3. Before the American Revolution, what strategies did women use to undermine British control in the American colonies?
4. Assuming the situation was actual, how would the group feel if they lived in Boston and had to pay the additional tax enforced by the Townshend Act after fighting to repeal the Stamp Act?
5. In what ways have women's roles and expectations shifted over time with respect to political and social events?
6. Referencing today, how do citizens influence government policies and assertions?