



NSDAR Educational Resources Committee

“The Woman Who Printed Freedom: Mary Katharine
Goddard”

Contributor: Dr. Kay Fuller **Grade Level:** 5th

1. Identify the standards to be addressed

SS.5.1. Generate compelling questions to explore the creation of the United States.

SS.5.5. Cite evidence from multiple sources in response to supporting and compelling questions

SS.5.8. Participate in a structured academic discussion using evidence and reasoning to share and critique ideas.

SS.5.12. Investigate what it meant to be an American for different groups of people in early American history

SS.5.17. Analyze how and why racial, ethnic, and other groups were oppressed in early American history.

2. Statement of the objective and lesson outcomes: After review of the printing of the 1777 copy of the Declaration of Independence, students working in pairs will research information from at least three sources using a KWL chart for their five questions about Mary Katharine Goddard and the lives of women in the Revolutionary era especially the difficulty women experienced when attempting to break into professions usually held by men.

3. Materials, resources, and technology to be used by teacher/students:

1) A copy of the 1777 Declaration of Independence which has Mary Katharine Goddard's name at the bottom

2) Photo of William Goddard (available online)

3) KWL chart for each student (many formats of this available online; Use legal paper, if possible)

4) Resource sheet (included; Teachers should preview/edit/add to meet student capability and utilize available resources; A guest speaker (such as a local high school history teacher could be one of the sources students use if books aren't available);

5) Computer/Internet access; Video display equipment

6) Blackboard/Whiteboard; Chalk/Markers

7) Mary Katherine Goddard - 2017 Bing video, CWCSSa (search if link not visible; Use this spelling) Time: 1 min 17 sec

4. Introduction of the topic: Having your name on the Declaration of Independence was very dangerous as it showed support for the American colonies no longer being ruled by Great Britain. Look at this part of the document. What do you note about the people whose names appear? (Responses will focus on signatures - all men, they organized themselves by states they represented, states closer to Philadelphia had more representatives, some easier to read than others, cursive, etc.). Have we discussed all the names that appear? Who is the one woman's name on this copy of the Declaration of Independence? Who is Mary Katharine Goddard?

5. Procedure for instruction:

A) Show students the following video where a student gives a brief overview of life of Mary Katharine Goddard (in character): Mary Katherine Goddard - Bing video

B) Show a picture of Mary's brother William Goddard. He was also a printer and is mentioned in the video. Share that although students will see a picture of Mary Katharine online, no authenticated picture of her really exists. There is also no agreement of the spelling of her middle name although she signed it Katharine (a not e in middle) on her copy of the Declaration of Independence. Get student reaction.

C) Students are placed in pairs, and each is given a KWL chart. If students aren't familiar with this type of data collection format, discuss the parts of the chart (K: What We Know; W: What We Want to Know; L: What We

Have Learned). As a class, review what has been learned about Mary Katharine so far. Teacher writes facts on blackboard/whiteboard and students copy into K part of chart.

D) Students work with partner to devise five questions: Three (3) will address what they want to know about life of Mary Katharine and two (2) about women's lives during the American Revolution. These will be written in W section of chart.

E) Assign pairs to either books or computer. Students work together to try to find the answers to their questions. Their information is listed in the L section of the cart. Resources used should be noted on the back of the KWL chart.

DAY 2

F) Students switch type of resource being researched. Best to have guest speaker here, if utilized. If students finish early, have them design a business card for Mary Katharine Goddard.

DAY 3

G) Using a random selection technique, have pairs of students share. One will read the question and the other the answer, alternating through their five. Discuss information as a class. Did others also question the same topic? Students should participate in the class discussion with at least one reaction. If any students made a business card for Mary Katharine, these should also be shared and if possible, displayed in classroom.

6. **Lesson closure:** We have learned a lot about one woman, Mary Katharine Goddard, who made a difference in various ways during the time of the Revolutionary War. Different obstacles blocked her goals, but she kept trying. Other women faced the same problems. As we study the past of our country, we must keep looking at what is happening from many points of view as not all people had the same experiences. This is the only way to get a true picture of the story of America.
7. **Assessment of Understanding:**
 - 1) Students should have used KWL sections correctly and listed sources used on the back of the sheet;
 - 2) Students should have formulated five questions, three about Mary Katharine Goddard and two about the lives of women in the Revolutionary era;
 - 3) Each pair of students should have shared their questions and the data collected;
 - 4) Each student should participate in the class discussion with at least one expressed reaction.

Note: This lesson could be used in March for Women's History Month. The video of the student reenacting Mary Katharine Goddard could also be used as a model for an activity where students become their favorite person from American History in their dress and display artifact. Student talks in first person perspective about the person's life. Can be set up around a room and parents/other students circulate to see/hear all.

Possible Research Resources for Mary Katherine Goddard/Women During the American Revolution

Books

Text (Higher Reading Level)

- Casey, Susan. (2017). *Women Heroes of the American Revolution: 20 Stories of Espionage, Sabotage, Defiance, and Rescue* (Women of Action). Chicago: Chicago Review Press.
- Kneib, Martha. (2004). *Women Soldiers, Spies, and Patriots of the American Revolution* (American Women at War). NY: Rosen Pub Group.
- Krull, Kathleen. (2018). *A Kids' Guide to the American Revolution* (Kids' Guide to American History). (Ill. Anna DiVito). NY: HarperCollins.
- Murray, Stuart. (2015). *DK Eyewitness Books: American Revolution*. London: DK Children.
- Osborne, Mary Pope & Natalie Pope Boyce. (2004). *American Revolution: A Nonfiction Companion to Revolutionary War on Wednesday* (Magic Treehouse Research Guide Series). (Ill. Sal Murdocca). NY: Random House Books for Young Readers.
- Redmond, Shirley Raye. (2004). *Patriots in Petticoats: Heroines of the American Revolution* (Landmark Book). NY: Random House Books for Young Readers.
- Thompson, Ben. (2019). *Guts & Glory: The American Revolution* (Guts & Glory, 4). NY: Little, Brown Books for Young Readers.
- Woelfie, Gretchen. (2016). *Answering the Cry for Freedom: Stories of African Americans and the American Revolution*. (Ill. R. Gregory Christie). NY: Calkins Creek.
- Zeinert, Karen. (1996). *Those Remarkable Women of the American Revolution*. Brookfield, CT: Millbrook Press.

Picture Books

- Anderson, Laurie Halse. (2008). *Independent Dames: What You Never Knew About the Women and Girls of the American Revolution*. (Ill. Matt Faulker). NY: Simon & Schuster Books for Young Readers.
- Moore, Kay. (1998). *If You Lived at the Time of the American Revolution*. (Ill. Daniel O'Leary). NY: Scholastic.
- Murray, Laura. (2021). *Our Patriots: The Men and Women Who Achieved American Independence—A Coloring Book*. Washington, DC: National Society Daughters of the American Revolution.
- Schwartz, Ella. (2022). *Her Name Was MARY KATHARINE: The Only Woman Whose Name is on the Declaration of Independence*. (Ill. Dow Phumiruk). NY: Christy Ottaviano Books/Little, Brown and Company.
- Winters, Kay. (2015). *Colonial Voices: Hear Them Speak: The Outbreak of the Boston Tea Party Told from Multiple Points-of-View!* (Ill. Larry Day). NY: Puffin Books.

Online Resources

[Lovely Handwritten Notes \(tumblr.com\)](https://www.tumblr.com/lovelyhandwrittennotes)

[Mary Katharine Goddard Takes a Stance \(U.S. National Park Service\) \(nps.gov\)](#)

[USPS: 5 facts about postal pioneer Mary Goddard – 21st Century Postal Worker \(21cpw.com\)](#)

[Mary Katherine Goddard, Maryland Women's Hall of Fame](#)

[Legendary Businesswomen - Mindful Hero® - Mindful Living Network -](#)

Videos

[Mary Katherine Goddard's BroadSides - YouTube](#)

[The little-known story of the only woman who "signed" the Declaration of Independence - Bing video](#) (CBS news story)

[Overlooked History: Mary Katherine Goddard - YouTube](#)