

## **“The Rambling Female Sailor”: A Lesson about Women Who Broke Historic Gender Stereotypes Gr. 7 through High School**

### Introduction

Englishwoman Hannah Snell joined the military in 1745. When she was shot in the groin, she worried that if she went to the army’s surgeon, her sex would be revealed, so she asked a woman with no connection to the military to remove the bullet.

In 1759, Englishwoman Mary Lacy joined the Royal Navy. In a letter written to her parents, she asked them to address their letters to William Chandler, which was the name by which she was known onboard the ship.

In 1862, at the age of 19, Albert D. J. Cashier enlisted in the Union Army, where he served for three years during the Civil War. He served as a laborer after the war and in old age, lived in a soldiers’ home. At the age of 70, when given medical attention, it was discovered that he was a woman.

Why did these women feel the need to hide their sex? If a person from the 17<sup>th</sup> through 19<sup>th</sup> centuries felt that they had been “born into the wrong body”, or chose to cross-dress, they would be shunned or severely punished. Why would this be so? What about today? Are we more accepting of LGBTQ people than society was in the 18<sup>th</sup> and 19<sup>th</sup> centuries?

In this lesson, students will read about some 18<sup>th</sup> & 19<sup>th</sup> century female soldiers and sailors and will listen to folk songs about them. Students will also research secondary sources about 18<sup>th</sup> & 19<sup>th</sup> century views about women’s roles within the family and society and create a graphic organizer to compare and analyze LGBTQ discrimination from the 18<sup>th</sup> through 21<sup>st</sup> centuries. They will work in pairs to create a skit, song, dialogue, or pair of letters that include the woman of their choice and someone with an opposing view such as a father, mother, husband, or lover. As an alternative students might compose a song in the same style as those included in this lesson about one of the women in this lesson, or about a modern-day person of their choice who they feel defies a social/cultural norm.

### Teaching the lesson

1. Ask students to listen to “When I Was a Fair Maid” by Triona Ni Dhomhnaill (on YouTube) [When I was a Fair Maid](#). They might listen to the song on their own or as a class via an online session. Lyrics are provided in this lesson plan so that students can read along as the song is played.

Ask: If you lived in the 18<sup>th</sup> century, what would have been considered shocking about the actions of this “fair” maid? Students can brainstorm answers via an online platform such as Zoom, or a written assignment to be shared in an online discussion.

2. Instruct students to read the following about women’s roles in the 18<sup>th</sup> and 19<sup>th</sup> centuries, writing down their answers to the following questions. They will need this information as they develop their skits/dialogues. Readings are either online with links attached or are attached to this lesson plan.

### Readings

- Excerpts from *The Bonds of Womanhood*
- Excerpts from “The Role of Women in the Colonies”
- [Women's Roles During the Federal Era](#)
- [Women's Roles Begin to Change](#)
- ["Cult of True Womanhood"](#)
- Excerpt from *Female Husbands*

### Questions

- What were a woman’s main responsibilities? (keeping house, caring for & educating children, cooking, providing clothing, caring for the sick) Which one do you think was the most important and why?
- Do you think a man knew how to do a woman’s work and vice versa? (not usually) What might happen if a man’s wife died? How would he manage? (It would be best for him to remarry.)

- In the “Cult of True Womanhood,” Jeanne Boydston refers to a “woman’s proper place.” Define it, based upon what you have read for this lesson. (A woman belonged in the home, caring for her husband and children, and providing them with moral and religious guidance.)
- Do you think that women at the time were thought to be as smart and capable as men? (no) Explain. (It was thought that their bodies were weaker, and their brains weren’t as developed as men. From Jeanne Boydston: “By both temperament and ability, so custom had it, women were ill-suited to hard labor, to the rough-and-tumble of political life, or to the competitive individualism of the industrial economy.”)

3. Ask students to read pages 5-10 and 55-63 of the following online book for information about LGBTQ repression and civil rights actions in the 18<sup>th</sup>, 19<sup>th</sup>, and 21<sup>st</sup> centuries:

[LGBTQ Civil Rights in America](#)

Students will be filling out the graphic organizer attached to this lesson to compare LGBTQ discrimination across the centuries. Hold a discussion to sum up findings. Ask:

- What has changed?
- What hasn’t?
- Are LGBTQ people better off today? Why or why not?

4. Tell students they will work in pairs to create a skit, song, dialogue, or pair of letters that include the woman of their choice and someone with an opposing view such as a father, mother, husband, or lover. As an alternative they might compose a song in the same style as those included in this lesson about one of the women in this lesson, or about a modern-day person of their choice who they feel defies a social/cultural norm. Students’ pieces should include answers to the following questions and information from what was learned in Step #2. Links are provided for online sources; offline sources are included in this lesson plan. Students might record a 2-person Zoom meeting or use SoundTrap to make a recording.

#### The Women

- ["Amazing Women in War and Peace"- Deborah Sampson](#) & image attached to this lesson
- [Mary Anne Talbot](#) & image attached to this lesson
- [Hannah Snell](#) & image attached to this lesson
- The heroine in “When I was a Fair Maid”
- Rebecca Young (“The Rambling Female Sailor”), & listen: ["The Female Rambling Sailor"](#) (sung by Corinne Coles)
- [Anne Jane Thornton](#) & image attached to this lesson
- [Mary Lacy: The History of the Female Shipwright](#) & image attached to this lesson
- [The Female Marine and her Sisters](#) (about Elizabeth Emmons & Louisa Baker), & image of Elizabeth Emmons attached to this lesson
- “Mary Ambree”, & listen: [Mary Ambree](#) (sung by Dianne Dugaw)
- Albert D. J. Cashier: [Women Soldiers of the Civil War, Part 2](#)
- Sarah Emma Edmonds Seelye: [Women Soldiers of the Civil War, Part 2](#)

#### Questions

- Why did the female soldiers and sailors you learned about in this lesson hide their actions/identities? (They were afraid of being ostracized or harmed.)
- Why, at the time, would society be against the idea of female soldiers and sailors? (Society believed women weren’t capable of performing the tasks required. A woman’s place was in the home caring for a family, not being exposed to the many dangers in the outside world.) What was the dominant white society trying to protect? (their families and women’s lives in general) What might they have feared? (They were afraid of their families breaking apart if women weren’t at home managing them and educating their children to become ideal citizens.)

4. Students present their dialogues, skits, or letters via an online platform, followed by discussion. If a letter-writer doesn’t want to read their letters aloud, someone else might do it for them. Wrap-up questions might include:

- What is your big “take away” from this lesson?

- What connections might you make between these 18<sup>th</sup> & 19<sup>th</sup> century women who defied societal norms for their sex, and today's lesbian, bi-sexual, transsexuals, and queer people?

#### Further Information

*A Sketch of the Life of Elizabeth Emmons, Or The Female Sailor: Who was Brutally Murdered While at Sea, Off the Coast of Florida, February 3d, 1841*

[A Sketch of the Life of Elizabeth Emmons](#)

For background on Rebecca Young:

[Rebecca Young](#)

### LGBTQ Discrimination and Civil Rights Across Time-Graphic Organizer

Read pages 5-10 and 55-63 of [LGBTQ Civil Rights in America](#) to fill out this graphic organizer. Keep in mind too, information gained from reading about specific women.

	18 <sup>th</sup> Century	19 <sup>th</sup> Century	21 <sup>st</sup> Century
<b>Types of violence; forms of discrimination</b>			
<b>Laws &amp; penalties for breaking them</b>			
<b>Types of LGBTQ civil rights actions</b>			

**Laws or acts to protect  
LGBTQ people; changes  
to previous laws**

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**LGBTQ Discrimination and Civil Rights Across Time**  
**Graphic Organizer- Possible Answers**

	18 <sup>th</sup> Century	19 <sup>th</sup> Century	21 <sup>st</sup> Century
<b>Types of violence; forms of discrimination</b>	<p>Barred from military service</p> <p>Accounts of military service not believed</p> <p>Sexual &amp; physical assault</p>	<p>Barred from military service</p> <p>Accounts of military service not believed</p> <p>Sexual &amp; physical assault</p>	<p>Women barred from military <i>combat</i> service</p> <p>Gays barred from military service until recently</p> <p>Verbal abuse</p> <p>Sexual &amp; physical assault</p> <p>Murder</p> <p>Harassment in workplace</p> <p>Discrimination at home, in school, employment, doctors' offices, legal system, housing, shopping, dining, etc.</p> <p>Non-curricular student clubs barred from meeting at schools</p> <p>No federal laws protect LGBTQ people from discrimination</p>
<b>Laws &amp; penalties for breaking them</b>	<p>Sodomy punishable by death</p>	<p>Sodomy punishable by death</p> <p>Punishments for same-gender sex reduced to long prison terms, expensive fines, &amp; incarceration in mental institutions</p> <p>Cross-dressing, indecent behavior, obscene publications &amp; immoral plays against the law</p> <p>Comstock Act passed</p>	<p>Disbarment from military service</p>

<b>Types of LGBTQ civil rights actions</b>	none	<p>Women's rights conventions for suffrage but nothing specific to LGBTQ</p> <p>14<sup>th</sup> Amendment passed</p>	<p>Marriage equality</p> <p>Military service equality</p> <p>Gay-Straight Alliances</p> <p>International Conference on Transgender Law &amp; Employment Policy</p> <p>National Transgender Advocacy Coalition Sylvia Rivera Law Project</p> <p>Transgender Law Center</p> <p>National Center for Transgender Equality in Washington, D.C.</p> <p>U.S. Equal Employment Opportunity Commission</p>
<b>Laws or acts to protect LGBTQ people; changes to previous laws</b>	none	none	<p>Don't Ask, Don't Tell</p> <p>LGBTQ can now serve in military</p> <p>Sodomy laws eliminated</p> <p>Same-sex marriage legalized</p> <p>Recently, non-curricular student clubs can now meet at schools</p> <p>International Bill of Gender Rights</p> <p>Health Law Standards of Care for Transsexualism</p> <p>Policy for the Imprisoned, Transgendered</p> <p>Fair Housing Act</p>

			Homeless shelters can't discriminate School bathroom access
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## When I was a Fair Maid

<http://www.celticlyricscorner.net/domhnaill/when.htm>

When I was a fair maid about seventeen  
I listed in the navy, for to serve the Queen  
I listed in the navy, a sailor lad to stand  
For to hear the cannons rattle and the music so grand  
And the music so grand, and the music so grand  
For to hear the cannons rattle and the music so grand

Well, the officer that listed me was a tall and handsome man  
He said, "You'll make a sailor, so come along, my man"  
My waist being tall and slender, my fingers long and thin  
Oh the very soon they learned me, I soon exceeded them  
I soon exceeded them, I soon exceeded them  
Oh the very soon they learned me, I soon exceeded them

Well, they sent me to bed and they sent me to bunk  
To lie with a sailor, I never was afraid  
But taking off my blue coat, it oft times made me smile  
For to think I was a sailor and a maiden all the while  
And a maiden all the while, and a maiden all the while  
For to think I was a sailor and a maiden all the while

Well, they sent me off to London for to guard the Tower  
And I'm sure I might be there 'til my very dying hour  
But a lady fell in love with me, I told her I was a maid  
Oh she went unto the captain and my secret she betrayed  
My secret she betrayed, my secret she betrayed  
Oh she went unto the captain and my secret she betrayed

Well, the captain, he came up to me and he asked if this was so  
Oh I dare not, I dare not, I dare not say no  
"It's a pity we should lose you, such a sailor lad you made  
It's a pity we should lose you, such a handsome young maid  
A handsome young maid, a handsome young maid  
It's a pity we should lose you, such a handsome young maid"

So it's fare thee well, captain, you've been so kind to me  
And likewise, my shipmates, I'm sorry to part with thee  
But if ever the navy needs a lad, a sailor I'll remain  
I'll put out my hat and feathers and I'll run the rigging again  
And I'll run the rigging again, I'll run the rigging again  
I'll put out my hat and feathers and I'll run the rigging again

## Mary Ambree

When captains courageous, whom death could not daunt,  
Did march to the siege of the city of Gaunt,  
They muster'd their soldiers by two and by three,  
And the foremost in battle was Mary Ambree.

When brave Sir John Major was slain in her sight,  
Who was her true lover, her joy, and delight,  
Because he was slain most treacherously,  
She vow'd to revenge him, did Mary Ambree

She clothed herself from the top to the toe,  
In buff of the bravest, more seemly to show;  
A fair shirt of mail then slipped on she,  
Was not this a brave bonny lass, Mary Ambree?

A helmet of proof she straight did provide,  
A strong arming sword she girt by her side,  
And on each hand a goodly fair gauntlet put she;  
Was not this a brave bonny lass, Mary Ambree?

Then took she her sword and her target in hand,  
Bidding all such as would to be sworn of her hand;  
To wait on her person came thousand and three:  
Was not this a brave bonny lass, Mary Ambree?

"My soldiers," she saith, "So valiant and bold,  
Now follow your captain, whom you do behold;  
Still foremost in battle myself will I be";  
Was not this a brave bonny lass, Mary Ambree?

Then cry'd out her soldiers, and loud they did say,  
"So well thou becomest this gallant array,  
Thy heart and thy weapons so well do agree  
There was none that was ever like Mary Ambree."

She cheered her soldiers who foughten for life,  
With ensign and standard, with drum and with fyfe,  
With brave clanging trumpets, that sounded so free;  
Was not this a brave bonny lass, Mary Ambree?

"Before I will see the worst of you all  
To come into danger of death or a thrall,  
This hand and this life I will venture so free":  
Was not this a brave bonny las, Mary Ambree?

She led up her soldiers in battle array  
Gainst three times their number by break of the day;  
Seven hours in skirmish continued she:  
Was not this a brave bonny lass, Mary Ambree?

She filled the skies with the smoke of her shot,

And her enemies' bodies with bullets so hot;  
For one of her own men a score killed she:  
Was not this a brave bonny lass, Mary Ambree?

And when her false gunner, to spoil her intent,  
Away all her pellets and powder had sent,  
Straight with her keen weapon she slashed him in three;  
Was not this a brave bonny lass, Mary Ambree?

Being falsely betrayed for lucre of hire,  
At length she was forced to make a retire;  
Then her soldiers into a strong castle drew she:  
Was not this a brave bonny lass, Mary Ambree?

Her foes they beset her on every side,  
As thinking close siege she could never abide;  
To beat down the walls they all did decree:  
But stoutly defied them brave Mary Ambree.

Then took she her sword and her target in hand,  
And mounting the walls all undaunted did stand,  
There daring their captains to match any three:  
O what a brave captain was Mary Ambree!

"Now say English captain, what wouldst thou give  
To ransom thyself, which else must not live?  
Come yield thyself quickly, or slain thou must be."  
O then smiled sweetly brave Mary Ambree.

"Ye captains courageous, of valor so bold,  
Whom think you before you now you do behold?"-  
"A knight, sir, of England, and captain so free,  
Who shortly with us a prisoner must be."-

"No captain of England; behold in your sight  
Two breasts in my bosom, and therefore no knight:  
No knight, sirs, of England, nor captain you see,  
But a poor simple lass, called Mary Ambree."

"But art though a woman, as thou dost declare,  
Whose valor hath prov'd so undaunted in war?  
If England doth yield such brave lasses as thee,  
Full well may they conquer, fair Mary Ambree!"

Then to her own country she back did return,  
Still holding the foes of fair England in scorn:  
Therefore English captains of every degree,  
Sing forth the brave valors of Mary Ambree!

## **The Female Rambling Sailor**

Come all you maids, both near and far, and listen to my ditty;  
'Twas near Gravesend there lived a maid, she was both neat and pretty.  
Her true love he was pressed away and drowned in some foreign sea,  
Which caused this fair maid for to say, "I'll be a rambling sailor."

With jacket blue and trousers white, just like a sailor neat and tight,  
The sea it was the heart's delight of the female rambling sailor.  
From stem to stern she freely goes; she braves all dangers, fears no foes,  
But soon you shall hear of the overthrow of the female rambling sailor.

Though never did her courage fail, 'twas stormy seas and wintry gale  
O'er this fair maiden did prevail, this female rambling sailor.  
From stem-to stern she freely went, where oft-times she'd been many;  
Her hand did slip and down she fell; she calmly bade this world farewell.

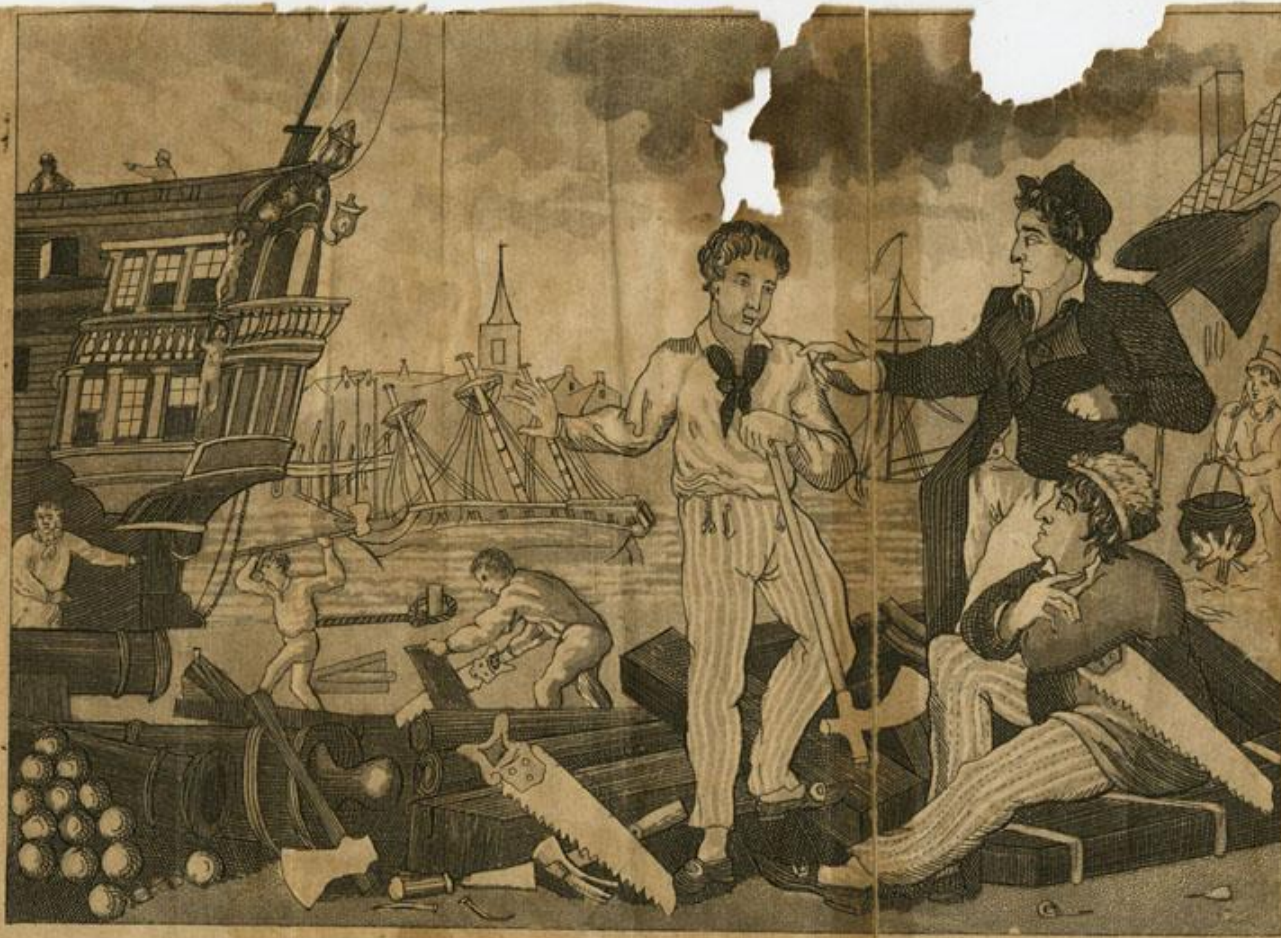
When her lily-white breast in sight it came, it appeared to be a female's frame;  
Rebecca Young it was the name of the female rambling sailor.  
May the willows wave around her grave and 'round the laurels planted,  
May the roses sweet grow at the feet of the one who was undaunted.

So, come all you maids, both near and far, And listen to my story;  
Her body is anchored in the ground, Let's hope her soul's in glory.  
On the river Thames she's known real well, No sailor there could her excel;  
One tear let fall as a last farewell to the female rambling sailor.



Elizabeth Emmons  
Boston, ca 1841  
[books.google.com](http://books.google.com)





MARY LACY'S SEX discovered by the WORKMEN in PORTSMOUTH Dock yard  
After She had worked in the Yard and served at Sea 11 Years disguised as a Man

"MARY LACY'S SEX discovered by the WORKMEN at PORTSMOUTH DOCK yard  
after She had worked in the Yard and served at Sea 11 Years disguised as a Man"  
ca. 1760, librarycompany.org



“Anne Jane Thornton  
the  
FEMALE SAILOR”  
1835

wikiwand.com





"Mary Anne Talbot  
otherwise  
John Taylor  
Foot Boy Drummer Sailor: &c. &c. &c."  
1804, en.wikipedia.org





*Maddocks sculp.*

HANNAH SNELL,

(Born at Worcester 1723.)

Hannah Snell  
[en.wikipedia.org](https://en.wikipedia.org)





DEBORAH SAMPSON.  
*Published by H. Mann, 1797.*

## Vicksburg National Military Park



Private D.J. Cashier  
(Jennie Hodges), ca. 1865  
[Flickr.com](#)



Sarah Emma Edmonds Seelye, ca. 1862  
[Wikimedia Commons](#)

**Excerpts from *The Bonds of Womanhood*  
By Nancy F. Cott, Yale University Press, 1977**

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Objectively, New England women in 1835 endured subordination to men in marriage and society, profound disadvantage in education and in the economy, denial of access to official power in the churches that they populated, and virtual impotence in politics. A married woman had no legal existence apart from her husband's: she could not sue, contract, or even execute a will on her own; her person, estate, and wages became her husband's when she took his name. Divorce was possible- and, in the New England states, available to wives on the same terms as husbands- but rare. Women's public life generally was so minimal that if one addressed a mixed audience she was greeted with shock and hostility. No women voted, although all were subject to the laws. Those (unmarried or widowed) who held property had to submit to taxation without representation.

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There was only a limited number of paid occupations generally open to women, in housework, handicrafts and industry, and school-teaching. Their wages were one-fourth to one-half what men earned in comparable work. The legal handicaps imposed by the marriage contract prevented wives from engaging in business ventures on their own, and the professionalization of law and medicine by means of educational requirements, licensing, and professional societies severely excluded women from those avenues of distinction and earning power. Because colleges did not admit women, they could not enter any of the learned professions.

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Both male and female authors (the former mostly ministers) created a new popular literature, consisting of advice books, sermons, novels, essays, stories and poems, advocating and reiterating women's certain, limited role. That was to be wives and mothers, to nurture and maintain their families, to provide religious example and inspiration, and to affect the world around by exercising private moral influence.

## Excerpts from [The Role of Women in the Colonies](#)

### The Status of Women Throughout the Colonies

The experiences of women during the colonial era varied greatly from colony to colony and among different ethnic groups. In New England, for example, the Puritan settlers brought their strong religious values with them to the New World, which dictated that a woman be subordinate to her husband and dedicate herself to rearing “God-fearing” children to the best of her ability. Among Puritan settlers in New England, wives almost never worked in the fields with their husbands. In German communities in Pennsylvania, however, many women worked in fields and stables. German and Dutch immigrants granted women more control over property, which was not permitted in the local English law. Unlike English colonial wives, German and Dutch wives owned their own clothes and other items and were also given the ability to write wills disposing of the property brought into the marriage.

Often, women were taught to read so that they could learn the Bible, but few were taught to write, as it was thought there was no reason for a woman to know how to write. A colonial woman was expected to be subservient to her father until she married, at which point she became subservient to her husband. Ministers often told their congregations that women were inferior to men and more inclined to sin and err.

### The Role of Housewife

The typical woman in colonial America was expected to run a household and attend to domestic duties such as spinning, sewing, preserving food, animal husbandry, cooking, cleaning, and raising children. Families tended to be large, and childbearing could be dangerous prior to advancements in medicine and health care. A responsible housewife was supposed to be resourceful with her family’s budget, which led to manufactured goods being a vital contribution to the success of a household. Home manufactured goods such as dairy products and textiles were usually created by women, while the woman’s husband was the owner of the goods and received whatever money they sold for.

When necessary, it was the responsibility of the colonial housewife to help her husband in agriculture or artisanal endeavors. Mothers were also responsible for the spiritual and civic well-being of their children. In the colonial era, the commonly held idea was that good housewives would raise good children who would become upstanding citizens in the community. As a wife, the woman was to be dutiful, obedient, faithful, and subservient to her husband. Legal statutes and societal norms allowed for husbands to exert power over their wives, which could result in violent circumstances. Some housewives were able to file for divorces, but these instances were not the norm.

**Excerpt from *Female Husbands***  
By Jen Manion, Ch. 3- Soldiers & Sailors

Stories of people assigned female at birth donning men's apparel and joining the military or going to sea were common in early modern Europe. This phenomenon has been widely written about, particularly in popular maritime lore. The most common storylines involve a woman who followed a male lover to sea or went to war for their nation. Many people knew transing gender was something done successfully for generations and this knowledge was a strong inducement for some to try it. Poor people assigned female at birth presented themselves as men to improve their opportunities to earn a living and/or to resist the social restrictions placed on women's lives. Life in eighteenth-century England for a working-class woman meant low wages, political powerlessness, and the constant threat of violence, including rape. But we must remember that social and cultural expectations of gendered behavior were rather strong, preventing masses of women from assuming a male identity. To transform oneself and one's life into something completely different than what one was taught, to move among strangers seeking friendship and community, never knowing if or when they might turn on you, torture you, or turn your life upside down – all of this was too much to expect of those who were merely bored or simply poor.

## **Massachusetts History and Social Science Frameworks**

### United States History II Content Standards

#### Topic 4: Defending democracy: The Cold War and civil rights at home [USII.T4]

8. Using primary and secondary sources, analyze the causes and course of one of the following social and political movements, including consideration of the role of protest, advocacy organizations, and active citizen participation.
  - b. the Lesbian, Gay, Bisexual, Transgender, and Queer (LGBTQ) Civil Rights Movement, the impact of world wars on the demand for gay rights, the Stonewall Rebellion of 1969, the Gay Pride Movement, and activism and medical research to slow the spread of AIDS in the 1980s; the role of the Massachusetts Supreme Judicial Court in *Goodridge v. Department of Public Health* (2004); and the role of other state courts in providing equal protection for same sex marriage in advance of the United States Supreme Court decision in *Obergefell v. Hodges* (2015)

#### Topic 5: The Cold War Era, 1945–1991 [WHII.T5]

12. Analyze how various social and intellectual movements of the second half of the 20th century changed traditional assumptions about race, ethnicity, class, gender, the environment, and religion (e.g., the modern feminist movement, the LGBTQ rights movement; the environmentalist movement and emergence of Green parties).

## **Massachusetts English Language Arts & Literacy Frameworks**

### Grade 7 Reading Standards for Informational Text [RI]

1. Cite several pieces of textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. (See grade 7 Writing Standard 8 for more on quoting and paraphrasing.)
2. Determine a text's central idea(s) and analyze its/their development over the course of the text; provide an objective summary of a text.
3. Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
7. Compare and contrast a written text to an audio, video, or multimedia version, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).
8. Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.
9. Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.

### Grade 7 Writing Standards [W]

3. Write narratives to develop experiences or events using effective literary techniques, relevant descriptive details, and well-structured sequences. Massachusetts Curriculum Framework for English Language Arts and Literacy
  - a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an appropriate narrative sequence.
  - b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.



c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one timeframe or setting to another.

d. Use precise words and phrases, relevant descriptive details, and figurative and sensory language to establish a mood that evokes an emotion, to capture action, and to convey experiences or events.

e. Provide a conclusion that follows from and reflects on the narrated experiences or events.

7. Conduct short as well as more sustained research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

8. When conducting research, gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

9. Draw evidence from literary or informational texts to support written analysis, interpretation, reflection, and research, applying one or more grade 7 Standards for Reading Literature or Reading Informational Text as needed.

#### Grade 8 Reading Standards for Informational Text [RI]

1. Cite the textual evidence that most strongly supports an analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. (See grade 8 Writing Standard 8 for more on quoting and paraphrasing.)

2. Determine a text's central idea(s) and analyze its/their development over the course of the text, including relationships to supporting ideas; provide an objective summary of a text. Massachusetts Curriculum Framework for English Language Arts and Literacy

3. Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.

#### Grade 8 Writing Standards [W]

3. Write narratives to develop experiences or events using effective literary techniques, relevant descriptive details, and well-structured sequences.

a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an appropriate narrative sequence.

b. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.

c. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one timeframe or setting to another, and show the relationships among experiences and events.

d. Use precise words and phrases and relevant descriptive details to convey a tone (the writer's attitude toward the subject: e.g., humorous, serious, or ironic) and to convey experiences or events.

e. Provide a conclusion that follows from and reflects on the narrated experiences or events.

7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

8. When conducting research, gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

9. Draw evidence from literary or informational texts to support written analysis, interpretation, reflection, and research, applying one or more grade 8 standards for Reading Literature or Reading Informational Text as needed.

#### Grades 9-10 Reading Standards for Informational Text [RI]

1. Cite strong and thorough textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text.

2. Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of a text.

5. Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

6. Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements or incomplete truths and fallacious reasoning.

#### Grades 9-10 Writing Standards [W]

3. Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences.

a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create an appropriate progression of experiences or events.

b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.

d. Use precise words and phrases, telling details, and figurative and sensory language to describe settings and characters and establish mood and tone. Massachusetts Curriculum Framework for English Language Arts and Literacy 111

e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

8. When conducting research, gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

9. Draw evidence from literary or informational texts to support written analysis, interpretation, reflection, and research, applying one or more grades 9–10 Standards for Reading Literature or Reading Informational Text as needed.

### Grades 11-12 Reading Standards for Informational Text [RI]

1. Cite strong and thorough textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
6. Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.
7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., charts, graphs, photographs, videos, maps) as well as in words in order to address a question or solve a problem.

### Grades 11-12 Writing Standards [W]

3. Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences. Massachusetts Curriculum Framework for English Language Arts and Literacy
  - a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create an appropriate progression of experiences or events.
  - b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
  - c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, resolution).
  - d. Use precise words and phrases, telling details, and figurative and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
  - e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
8. When conducting research, gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
9. Draw evidence from literary or informational texts to support written analysis, interpretation, reflection, and research, applying one or more grades 11–12 standards for Reading Literature or Reading Informational Text as needed.