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The American Revolution

Backwards Planning Curriculum Units

Michael Hutchison, Writer

Dr. Aaron Willis, Project Coordinator
Kerry Gordonson, Editor
Justin Coffey, Associate Editor
Amanda Harter, Graphic Designer

Social Studies School Service
10200 Jefferson Blvd., P.O. Box 802
Culver City, CA 90232

www.socialstudies.com
access@socialstudies.com
(800) 421-4246

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10200 Jefferson Blvd., P.O. Box 802
Culver City, CA 90232
United States of America

(310) 839-2436
(800) 421-4246

Fax: (800) 944-5432
Fax: (310) 839-2249

www.socialstudies.com
access@socialstudies.com

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Printed in the United States of America

ISBN 978-1-56004-678-3

Product Code: ZP412

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How to Use This Unit

Backwards planning offers an innovative yet simple approach to meeting curriculum goals; it also provides a way to keep students engaged and focused throughout the learning process. Many teachers approach history instruction in the following manner: they identify a topic required by state and/or national standards, they find materials on that topic, they use those materials with their students, and then they administer some sort of standard test at the end of the unit. Backwards planning, rather than just starting with a required instructional topic, goes a step further by identifying exactly what students need to know by the end of the unit—the so-called “enduring understandings.” The next step involves assessment: devising ways to determine whether students have learned what they need to know. The final step involves planning the teaching/learning process so that students can acquire the knowledge needed.

This product uses backwards planning to combine a PowerPoint presentation, activities that involve authentic assessment, and traditional tests (multiple-choice and essay) into a complete curriculum unit. Although the materials have enough built-in flexibility that you can use them in a number of ways, we suggest the following procedure:

1. Start with the “essential questions” listed on slide 2 of the PowerPoint presentation (these also appear in the teacher support materials). Briefly go over them with students before getting into the topic material. These questions will help students focus their learning and note taking during the course of the unit. You can also choose to use the essential questions as essay questions at the end of the unit; one way to do this is to let students know at the outset that one of the essential questions will be on the test—they just won’t know which one.
2. Next, discuss the activities students will complete during the unit. This will also help focus their learning and note taking, and it will lead them to view the PowerPoint presentation in a different light, considering it a source of ideas for authentic-assessment projects.
3. Present the PowerPoint to the class. Most slides have an image and bullet points summarizing the slide’s topic. The Notes page for each slide contains a paragraph or two of information that you can use as a presentation script, or just as background information for your own reference. You don’t need to present the entire PowerPoint at once: it’s broken up into several sections, each of which concludes with some discussion questions that echo parts of the essential questions and also help students to get closer to the “enduring understandings.” Spend some time with the class going over and debating these questions—this will not only help students think critically about the material, but it will also allow you to incorporate different modes of instruction during a single class period, offering a better chance to engage students.
4. Have students complete one or more of the authentic-assessment activities. These activities are flexible: most can be completed either individually or in groups, and either as homework or as in-class assignments. Each activity includes a rubric; many also have graphic organizers. You can choose to have students complete the activities after you have shown them the entire PowerPoint presentation, or you can show them one section of the PowerPoint, go over the discussion questions, and then have students complete an activity.

5. End the unit with traditional assessment. The support materials include a 20-question multiple-choice quiz; you can combine this with an essay question (you can use one of the essential questions or come up with one of your own) to create a full-period test.
6. If desired, debrief with students by going over the essential questions with them again and remind them what the enduring understandings are.

We are dedicated to continually improving our products and working with teachers to develop exciting and effective tools for the classroom. We can offer advice on how to maximize the use of the product and share others' experiences. We would also be happy to work with you on ideas for customizing the presentation.

We value your feedback, so please let us know more about the ways in which you use this product to supplement your lessons; we're also eager to hear any recommendations you might have for ways in which we can expand the functionality of this product in future editions. You can e-mail us at access@socialstudies.com. We look forward to hearing from you.

Dr. Aaron Willis
Chief Education Officer
Social Studies School Service

The American Revolution



In the mid-to-late 18th century, as several European nations struggled to keep a presence in the New World, the 13 British colonies prospered. Founded for reasons including economic, political, and religious freedom, the colonies grew in both population and wealth.

Conflicts between England and France led to the French and Indian War in North America. England won control of a huge empire it couldn't effectively govern, and had run up a massive war debt. England began to press the colonies for revenue through taxation and imposed restrictive laws. Colonists resisted, citing their right to "no taxation without representation" in Parliament.

As the British continued to assert their authority, protests—and eventually war—broke out. The colonists initially found themselves outgunned by superior British forces, but managed to do well enough to win the support England's enemies, France and Spain. The Treaty of Paris that ended the war granted the colonies independence, and also gave them the vast Northwest Territory.

The Revolution proved not only a military conflict, but a shift in political ideals as well. The Declaration of Independence's statement of human rights and the equality of man inspired independence movements worldwide.

Essential Questions

- Why did England increase colonial taxation in the years leading up to the Revolution?
- Why did England move away from a policy of “salutary neglect”?
- Which colonial leaders stood out as the most vocal and most radical?
- What British policies and laws caused the strongest colonial reaction?
- Why did the British government continue to tax the colonies without allowing them representation in Parliament?
- Why did the American Revolution become a battle of ideas, rather than simply a military conflict?
- How did the Revolution affect women, blacks, and Indians?
- How did the Revolution create a new “American character”?

England and the Colonies (1763)

- Victorious in French and Indian War
- British territory in North America doubled
- British military and economy stretched thin
- England expected colonies to help pay for war
- Colonists' view of these expectations



The green area indicates British holdings as a result of the Treaty of Paris.

England's victory in the French and Indian War made it a superpower both in Europe and in North America. The 1763 Treaty of Paris that ended the war gave England most of France's territories in the New World, nearly doubling the amount of land the British held there.

However, the cost of winning the war was huge. British Prime Minister William Pitt had spent millions to defeat the French, and had run up a massive debt. In addition, the British army now had thousands of miles to defend that it didn't before the war. The British military and treasury were stretched extremely thin. To compensate, the British looked to its colonial empire to help pay the costs of the war, largely through taxes and legislation regarding colonial economies. To the British, it made sense that, since the colonists had benefited from British protection, they should also help cover the costs of that protection.

However, the colonists didn't see it that way. In their view, not only were the taxes too high, but they felt that the taxation itself was unfair. Groups soon arose aiming to force Britain to repeal the tax laws.

Pontiac's Rebellion and the Proclamation of 1763



Map showing the Proclamation Line of 1763

- Ottawa chief Pontiac
- Led Indian confederacy against British forts and outposts
- Rebellion crushed
- British government created Proclamation Line
- Colonists angered

A confederation of Native Americans led by an Ottawa Indian chief, Pontiac, began a rebellion against the British in the territory England had just gained from France in the Treaty of Paris. The rebellion included attacks on several British forts and outposts, including Fort Detroit and Fort Pitt. However, Pontiac could not hold the various tribes together, and British forces eventually crushed the rebellion.

As a result of this near-disaster, the British government realized the difficulty of protecting settlers and British interests in these newly acquired areas. In an effort to protect British interests there, George III signed what became known as the Proclamation of 1763, which temporarily restricted settlement west of the Appalachian Mountains. Both settlers and land speculators looking to find cheap land were enraged and believed that the proclamation had unfairly restricted them. In addition, they were unhappy that the British had reserved some of the land on the frontier for veterans of the French and Indian War, not ordinary settlers.

“Salutary Neglect”

- Unofficial British trade policy
- Restrictive trade laws affecting colonies not strictly enforced
- Belief that non-enforcement would help colonies’ economic growth
- Britain began to enforce laws more strictly after French and Indian War

One factor which tended to cause friction between the colonies and England was its moving away from the policy of “salutary neglect.” Under this policy, the British simply didn’t bother to enforce many (if any) laws affecting colonial trade. The logic was that, if England didn’t restrict colonial trade, colonies’ economies would grow and benefit both them and mother country.

The British government generally left the colonies alone, allowing them a fair amount of self-government and control of their own matters. However, with the coming of the French and Indian War and the subsequent increase of British debt, England had to rethink the policy. Faced with a massive deficit, the British needed to more strictly enforce trade laws in order to collect revenue needed to pay down the debt. Colonists became angered by this, particularly since they had become accustomed to non-enforcement, but also because they had become used to self-rule. The increasing restrictions led the colonists to more openly resist British authority.

Discussion Questions

1. What differences in views did the British and the colonists have about each other in 1763? Why?
2. How did Pontiac's Rebellion affect the relationship between the colonies and England? Why?
3. Why did the British follow a policy of "salutary neglect" in regard to colonial trade? What led them to abandon this policy?

1. The British saw the colonies as obligated to help pay the costs for the French and Indian War. The British believed that, since they had fought the war for the colonies' protection, the colonists should help pay off the debt incurred from financing the war. However, the colonists felt that taxes were unfair and believed it necessary to resist them.
2. Though the British crushed Pontiac's Rebellion, they realized that they had spread their military forces extremely thin in order to do so. Parliament concluded that it needed to stop colonial expansion into the territories acquired from France because England could not effectively protect these territories. The resulting Proclamation of 1763 did not allow colonists to settle any land west of the Appalachian Mountains. While the British saw this as a necessary measure, the colonists saw the proclamation as an unfair restriction.
3. Salutary neglect was a policy of non-enforcement intended to allow colonial economies to grow, which would then benefit both the colonies and the mother country. However, the debt England ran up during the French and Indian War forced the British to enforce trade laws more strictly so as to bring in more revenue. The increased British control and regulation angered the colonists.

Navigation Acts and Molasses Act

- Navigation Act designed to protect British/colonial shipping industries
- Barred some goods from export to anywhere but Britain/colonies
- Molasses Act taxed French West Indian molasses
- Colonists had to buy higher-priced British West Indian molasses; smuggling ensued



A copy of the Molasses Act

The Navigation Acts were a series of laws instituted in 1651. They were designed to protect both the British and colonial shipping industries by requiring that goods headed for the colonies or the mother country could only be shipped on British or colonial ships manned by British or colonial crews. In the early 18th century, more laws were added that further restricted shipping and also prevented certain goods from shipment outside of the colonies.

The Molasses Act, passed by Parliament in 1733, especially angered the colonists. The law placed a high tax on molasses imported from the French West Indies. As a result, colonists had to buy higher-priced molasses from the British West Indies. Colonial merchants tended to lose money because the French molasses was no longer available at a cheaper price. As a result, colonial merchants frequently attempted to bypass the law by smuggling in French molasses without paying the tax.

The Sugar Act (1764)



Colonists meeting about the Sugar Act

- Passed under Grenville to replace Molasses Act
- Taxed sugar, coffee, indigo, wine
- Violators tried by military courts
- Colonists upset about “taxation without representation”

One early British attempt to get more revenue from the colonies was the Sugar Act. Passed by Parliament in 1764, the law taxed sugar, coffee, indigo (a dye produced from plants), and wine. In addition, those who tried to avoid paying these taxes were tried by British military courts rather than colonial courts because the latter were more likely to involve judges and juries sympathetic to those who violated the act. The Sugar Act was effective, and collection of taxes on these goods increased more than 150 percent in the years after the French and Indian War.

British Prime Minister George Grenville’s aim with the Sugar Act was to have the colonies pay off more of the war debt while also ending smuggling of goods to avoid taxation. While the Sugar Act gained a large amount of support in England, it met with significant opposition from colonists, who felt that they should not be taxed without having representation in the British Parliament.

The Stamp Act

- Passed by Parliament in 1765
- Required an official stamp on all printed materials
- Stamps proved tax had been paid
- Direct tax
- Greatly angered colonists



A tax stamp

Opposition to British taxation and control reached a fever pitch in 1765 with Parliament's passage of the Stamp Act. Designed to raise revenue for the defense and protection of the colonies, Parliament hoped that the Stamp Act would bring in nearly 60,000 British pounds. However, hardly any money ended up being collected.

The Stamp Act essentially taxed all printed materials in the colonies, including deeds, licenses, newspapers, printed documents, and even playing cards. An embossed stamp put on the paper showed that the tax had been paid.

A major downside of the Stamp Act was that it was a "direct tax"—that is, a tax added to the price of the item being purchased. Every time the colonists saw the stamp, it reminded them that they were being taxed without representation in Parliament. This angered the colonists further, and resistance (including protesting, tarring and feathering tax collectors, and organizing groups opposed to the Stamp Act) became common.

The Stamp Act: Opposition Grows

- “The Loyal Nine”
- Tax collectors burned in effigy, tarred and feathered
- Massachusetts Governor Hutchinson’s home was burned down



A colonial cartoon criticizing the Stamp Act

The colonists’ reaction to the Stamp Act was immediate. In the summer of 1765, a group of Boston merchants nicknamed “The Loyal Nine” attempted to force government tax collectors to resign their jobs before the taxes could be paid. Soon, tax collectors found themselves hanged in effigy in locations around Boston. Angry colonists also sometimes even burned down the homes of tax collectors or dragged them off to be tarred and feathered. Protestors also burned down the home of Massachusetts Governor Thomas Hutchinson.

The Stamp Act Congress



Members of the Stamp Act Congress debating the issues before it

- New York, October 1765
- Nine colonies sent delegates
- Admitted that England had the right to make laws regarding the colonies
- Protested taxation without representation
- Resolutions called for boycotts of British goods

The most important organized protest against the Stamp Act came with the convening of the Stamp Act Congress. Proposed by colonial resistance leader James Otis, delegates from nine of the 13 colonies met in New York in October 1765 to develop a plan to combat what they considered an unfair tax, since England did not allow the colonists representation in Parliament to vote on taxes.

The colonists first admitted the right of the British government to make laws regarding the colonies. However, they also stated that the British government did not have the right to tax the colonies without giving them proper representation. As a response to the British tax law, the Stamp Act Congress voted to approve a series of resolutions to resist the taxes, including a plan to boycott British goods. While the boycotts more than any other protest convinced the British to repeal the Stamp Act, the Stamp Act Congress serves as an early example of colonial cooperation and commitment to a cause.

The Sons of Liberty

- Colonial group formed to protest the Stamp Act
- Members included Revere, Warren, Henry, Hancock, J. Adams
- Later organized Boston Tea Party



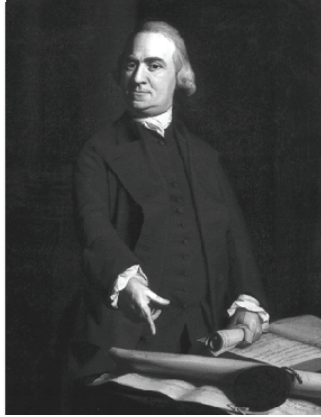
Members of the Sons of Liberty tarring and feathering a stampmaster; note also the noose in the background of the picture.

One colonial protest group at the forefront in the struggle against the Stamp Act was the “Sons of Liberty.” Most historians believe that the Sons of Liberty was not one specific organized group but actually a blanket term for individuals or groups opposed to British policies.

Members of the Sons of Liberty generally came from the middle class, including many members of the merchant class in cities such as Boston. Several men who later would become major players in the independence movement were members of the Sons of Liberty, including Paul Revere, Joseph Warren, Patrick Henry, John Hancock, John Adams, and Samuel Adams.

While the Sons of Liberty tended to agree that they were British subjects and therefore subject to British laws, they also held that they were unfairly taxed without representation in Parliament. After the repeal of the Stamp Act, the Sons of Liberty continued their protests and later organized the Boston Tea Party in 1773.

Committees of Correspondence



Samuel Adams

- Created as an information network for those opposed to British policies
- Idea first suggested by Samuel Adams
- First committee created, 1764
- Later used to coordinate First Continental Congress

As resistance to British policies became more widespread, it became more obvious that some sort of communication network was needed to link together those colonists opposed to British rule. While committees were established in each colony, many historians believe the idea for a communications network came from Samuel Adams.

The first committee was created in 1764 in response to the British Currency Act, which prohibited the colonies from using the paper money they had to print because they lacked hard currency (i.e., gold and silver). Other committees soon arose throughout the colonies, and were eventually used to inform colonists as to preparations for the First Continental Congress, and to coordinate a response to the British Intolerable Acts.

The Declaratory Act

- Accompanied Stamp Act repeal
- Parliament agreed to repeal Stamp Act if Declaratory Act was passed
- Declared that Britain had the right to make laws affecting the colonies even without colonial representation in Parliament
- Some colonial leaders saw Declaratory Act as proof that further taxation laws would be enacted

The repeal of the Stamp Act came in 1766, but not without political cost to the colonists. Parliament agreed to repeal the Stamp Act, but passed the Declaratory Act. This stated that Parliament had the power to make laws affecting the colonies even though the colonies had no representation in Parliament.

While many colonists saw the repeal of the Stamp Act as a victory, others were enraged by passage of the Declaratory Act. Colonial leaders (including James Otis, Samuel Adams, and Patrick Henry) spoke out strongly against the Declaratory Act, claiming that the law was proof that the British planned to tax the colonies even more.

The Townshend Acts

- Introduced by Chancellor Townshend
- Indirect taxation of many everyday transactions
- Colonists still resistant
- British sent troops to Boston



Chancellor of the Exchequer
Charles Townshend

It didn't take long for the British to assert their right to tax the colonies. In 1767, Chancellor of the Exchequer Charles Townshend introduced legislation to create a series of taxes on many commonly purchased goods in the colonies, including glass, lead, paper, paint, and tea. The hope was that the colonies would not resist these taxes as they did the Stamp Act, if only because the taxes were indirect in nature. In other words, they were included in the price of goods, not added to the purchase price at the time of sale, as Stamp Act stamps were.

However, colonists were on guard after their experience with the Stamp Act, and immediately organized boycotts against British goods. The British, even more concerned about colonial unrest, transferred two army regiments to Boston.

Discussion Questions

1. How did the Navigation Acts and Molasses Act turn many colonists into smugglers?
2. What items did the Stamp Act tax? Why did colonists strongly resist this tax? Why did the British repeal the tax?
3. What made the Townshend Acts different than the Stamp Act? What items did they tax? Why did the colonists oppose these acts?

1. The Navigation Acts and Molasses Act were designed to protect British industry and shipping (including colonial interests) from foreign competition. However, colonists felt the laws unfairly restricted the products they could buy and added costs. As a result, many colonial merchants became smugglers, since they could buy goods (such as molasses) cheaper that way. To them, money made from smuggling goods was worth the risk of possible detection and prosecution by British authorities.
2. The Stamp Act taxed many items considered important to everyday transactions, including deeds, licenses, newspapers, printed documents, and even playing cards. Since the stamps were a direct tax (i.e., added to the price at the time of purchase), it served as a quick reminder of taxation without representation. Soon, various opposition groups, including the Sons of Liberty, sprang up to protest the Stamp Act. The British were shocked by the amount of resistance to the Stamp Act (including acts of violence), and realized that the revenue wasn't worth the problems involved in collecting the tax. Parliament repealed the Stamp Act when it passed the Declaratory Act.
3. The Townshend Acts, which were laws to replace the Stamp Act, taxed goods indirectly. In other words, the tax was included in the price of the good purchased, and therefore wasn't such a glaring reminder to colonists that they were being taxed while being denied representation in Parliament. These items included products made of glass, lead, paper, paint, and tea. However, because of their experiences with the Stamp Act, colonists were wary of England's attempts to tax them, and immediately organized boycotts against the Townshend Acts.

The Boston Massacre



Paul Revere's famous engraving of the massacre

- March 1770
- British soldiers killed five protestors
- Crispus Attucks among the dead
- John Adams represented soldiers at trial
- Most found not guilty

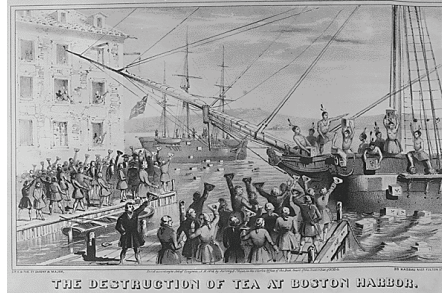
As expected, citizens of Boston became upset at having British troops stationed in their city. Conflicts between British soldiers and civilians took place often during the late 1760s and early 1770s, but none more so than the March 1770 event later known as the “Boston Massacre.”

The conflict began when a crowd of colonists started yelling angrily at British soldiers and then threw snowballs at them (some of which may have contained rocks). As the crowd grew, the soldiers panicked and opened fire, killing five protestors, including a runaway slave named Crispus Attucks. No evidence pointed to any British officer specifically ordering the soldiers to open fire on the crowd.

Colonial authorities soon arrested several of the soldiers on murder charges. The soldiers could not get lawyers in Boston to represent them at first, but then John Adams, a lawyer and colonial leader, agreed to represent them in the interest of giving them a fair trial. Most of the soldiers were found not guilty, and the rest received light sentences. A month after the massacre, Parliament repealed the Townshend Acts but kept the tax on tea in place as a symbol of British authority. The tea tax would lead to further protests in Boston.

The Boston Tea Party

- British East India Co. given tea monopoly
- Pushed prices down; tea still taxed
- Colonists kept tea ships from unloading
- Sons of Liberty threw tea overboard
- British responded with “Intolerable Acts”



An 1846 engraving of the Boston Tea Party

By 1773, the British East India Company was nearly bankrupt. The company, though extremely profitable in the past, was suffering from years of poor management and corruption. Due to various boycotts as well as colonial smuggling, the company had amassed an oversupply of tea. The British government wanted to save the company by selling the nearly 17 million pounds of tea the company had stockpiled.

Changing policy, the British government decided to allow the company sell the tea directly to American merchants rather than to British middlemen who then sold it to the merchants. The British hoped this would greatly lower the price of tea while still providing a profit. In essence, this gave the British East India Company a monopoly on tea sales in the colonies. Meanwhile, the British government kept the tax on tea in order to show its authority over the colonies.

This policy led to a firestorm of protest. Not only did the British East India Company's monopoly concern colonial merchants who feared the British could just as easily give any British company a monopoly over colonial concerns, but also seemed to be a way of forcing the colonies to submit again to British taxation without representation.

Colonists in other cities had been able to prevent the British tea ships from unloading. In December, matters came to a head in Boston when members of the Sons of Liberty, dressed as Mohawk Indians, boarded three ships and threw 342 chests of tea into the harbor. Other cities held similar “tea parties” to protest the monopoly. The British, angered at the destruction of the tea as well as the colonial rebellion, passed what became known as the “Intolerable Acts” in order to punish the colonists.

“The Intolerable Acts”



A cartoon protesting the Intolerable Acts

- Called the “Coercive Acts” in Britain
- Punishment for the Boston Tea Party
- Boston Port Act
- Administration of Justice Act
- Massachusetts Government Act

After the Boston Tea Party, the British passed a series of laws they called the “Coercive Acts,” designed to punish the colony of Massachusetts until the tea that had been destroyed was repaid. In the colonies, these laws became known as the “Intolerable Acts,” since colonists found them impossible to stand.

The Intolerable Acts called for several different punishments for Massachusetts. Probably the harshest, the Boston Port Act called for the closing of Boston Harbor until all the tea was paid for. The Administration of Justice Act allowed for court cases to be tried in British admiralty courts instead of colonial courts, if the governor felt it appropriate. The Massachusetts Government Act increased the power of the governor, made seats on the colonial council appointed rather than elected positions, and changed the selection of colonial judges.

These laws marked a significant change in how Britain dealt with colonial protest. Rather than use laws simply to enforce mercantile policy, England now decided to treat those who violated the laws as common criminals. In addition, the Intolerable Acts were generally considered unfair because the British seemed to be punishing the entire colony for the Boston Tea Party, rather than looking for the individual suspects and arresting them. Colonists who had not been involved in protests before began to do so. The Intolerable Acts caused a split between England and the colonies that could not be healed.

First Continental Congress

- Philadelphia, Sept. 1774
- Included Washington, Adams, Henry
- Galloway Plan of Union
- Suffolk Resolves
- Continental Association
- Declaration of Rights and Grievances
- Planned to reconvene in 1775



A mural in the U.S. Capitol showing Patrick Henry speaking to the Continental Congress

Delegates from 12 of the 13 colonies met in September 1774 to decide how to respond to the Intolerable Acts. Meeting in Philadelphia's Carpenter's Hall, delegates proposed various ways to deal with the changes in British policy. This first Continental Congress included many soon-to-be famous colonial leaders, including George Washington, John Adams, Samuel Adams, Patrick Henry, John Jay, and John Dickinson.

During the sessions, the delegates discussed various plans. The Galloway Plan of Union, while the most conservative, still called for an "American government" with a president-general appointed by the king and a council-general with veto power over acts of Parliament that affected the colonies. A more radical proposal was the "Suffolk Resolves," which called for a free American legislature. A "Continental Association" to boycott British goods and end colonial exports to the British Empire was also proposed.

Finally, the Congress created a statement of complaints addressed to King George III, the Declaration of Rights and Grievances. The Congress decided to allow England some time to think over these proposals and act on them. It then planned to meet again in the spring of 1775, to decide whether to take any further action against England. However, by the time designated for the Congress's next meeting, the colonies were already at war with the British.

Lexington and Concord



Paul Revere

- April 1775
- General Gage ordered weapons and supplies at Concord seized
- Revere and others warned minutemen about the coming attack
- Eight minutemen killed at Lexington; heavy British losses at Concord

As 1775 dawned, colonies began forming militias and stockpiling weapons and other supplies in response to what they saw as possible British military action to enforce the Intolerable Acts. In Concord, a few miles outside Boston, colonists conducted military drills on the village green. Parliament declared Massachusetts in rebellion, and in early 1775, ordered military governor Thomas Gage to seize military supplies in Concord.

As Gage assembled a force of 700 men to march on Concord, a group of Patriots (including Paul Revere, Dr. Samuel Prescott, and William Dawes) rode to Lexington and Concord to warn colonial leaders that the British were on the march, and that arrest warrants had been issued for colonial assembly leaders Samuel Adams and John Hancock.

When Gage's forces arrived in Lexington on April 19th, approximately 70 minutemen (colonial militia members) were on the village green and ready for battle. After a verbal confrontation with British soldiers, the minutemen began to withdraw. Someone fired a shot, which led to an exchange of gunfire between the British and the minutemen, leaving eight colonists dead. As word of the conflict at Lexington spread, minutemen arrived at Concord to help resist the British. After a fight on Concord's North Bridge, the British retreated to Boston. On the way, colonial militia fired on the British troops, and by the time they reached Boston, 273 British soldiers had been killed, compared to fewer than 100 colonists. The war had begun.

Discussion Questions

1. What events led to the Boston Massacre? What happened to the British soldiers involved in the shooting?
2. Why did the Sons of Liberty carry out the Boston Tea Party? How did the British respond?
3. What was the purpose of the First Continental Congress? Who were some of the delegates?
4. Why did the British march on Lexington and Concord? What happened at these two sites?

1. Concerns about unrest following the Townshend Acts led the British to station soldiers in Boston. The Boston Massacre occurred when a crowd of colonists began threatening and throwing snowballs at (some with rocks inside) soldiers. As the crowd grew, the soldiers panicked and fired on the colonists, killing five. Several of the soldiers were tried for murder, and were ably represented by John Adams. Most were found not guilty; the rest received light sentences.
2. The British planned to give the East India Company an effective monopoly on tea in the colonies. The Sons of Liberty saw this as unfairly affecting colonial merchants, and as another attempt at taxation without representation. In December 1773, members of the Sons of Liberty dumped 342 chests of tea from a British ship into Boston Harbor. The British responded with the “Intolerable Acts,” designed to punish Massachusetts for the destruction of the tea.
3. Colonists called the Continental Congress in order to convince Britain to repeal the Intolerable Acts. Delegates included George Washington, John Adams, Samuel Adams, Patrick Henry, John Jay, and John Dickinson.
4. General Gage had British troops march to Lexington and Concord because of reports that the colonists were stockpiling ammunition and weapons there. Having been warned by Paul Revere et al., colonial minutemen gathered on the village green at Lexington. A shot, fired by an unidentified person, led to an exchange of gunfire in which eight colonists were killed. As the British soldiers marched to Concord, more minutemen arrived. The British soldiers then retreated to Boston. On the way back, colonial militia attacked them, resulting in the deaths of 273 British soldiers.

The Fall of Fort Ticonderoga



This engraving shows the 1775 capture of Fort Ticonderoga by Ethan Allen (with sword)

- Patriots saw fort as key to possible British invasion from Canada
- Held large amount of artillery and cannon
- Lightly defended
- Allen and Arnold commanded the force that took the fort

Soon after the battles of Lexington and Concord, Patriot leaders began to look for ways to stop the British. They believed that British forces would attempt to isolate New England from the Middle and Southern Colonies by sending an army southward from Canada. In order to prevent the British from doing this, Patriots decided to attack Fort Ticonderoga on Lake Champlain. They judged the fort a good target for three reasons: it was at a strategic point between Lake Champlain and Lake George, it held a large supply of cannon and artillery, and it was only lightly defended.

Vermont's Ethan Allen and his troops, the "Green Mountain Boys," led the attack. Benedict Arnold commanded another colonial force. On May 10th, Allen and Arnold's forces overwhelmed the British troops at the fort. On May 12th, colonial troops captured nearby Crown Point as well. Patriots moved cannon from Fort Ticonderoga to Boston to protect the city from British attacks.

The American victory at Ticonderoga allowed the colonists to control the route from Canada into the colonies, thus preventing a British invasion. Ethan Allen was hailed as the "Hero of Ticonderoga" and became very popular among the colonists. Arnold, on the other hand, felt jealous of the fame Allen received, and would eventually turn against the colonial cause. In 1777, British forces would retake the fort.

Second Continental Congress

- Philadelphia, May 1775
- More radical than First Continental Congress
- New members included Jefferson and Washington
- Delegates faced with dilemma of negotiating with British while raising an army
- Washington appointed commander of the new Continental Army

In May 1775, the Second Continental Congress met in Philadelphia. Created the year before to plan a response to British policies, the new Congress instead found itself in charge of military actions after Lexington, Concord, and Fort Ticonderoga.

The members of the second Congress were, as a whole, more radical than those of the first. Samuel Adams and John Adams had been reappointed, along with Patrick Henry and Richard Henry Lee. John Hancock again served as president. Virginia sent Thomas Jefferson, already known as a champion of human rights and a critic of King George III. George Washington had also been chosen to attend, as had Benjamin Franklin.

The major dilemma the Congress faced was in trying to negotiate a peaceful settlement with George III after the Boston Tea Party and the battles at Lexington and Concord, while simultaneously considering raising an army to protect Massachusetts. Washington helped to ensure his own military involvement by wearing his uniform daily to congressional sessions. After appointing Washington commander-in-chief of the Continental army, the Congress then turned to the tasks of enlisting more men in the army and securing supplies for the troops.

Bunker Hill (Breed's Hill)

- Hill provided locations for colonists to attack British troops
- Colonists fortified Breed's Hill
- British managed to take hill on third charge
- Over 1000 British and about 400 Continental soldiers killed

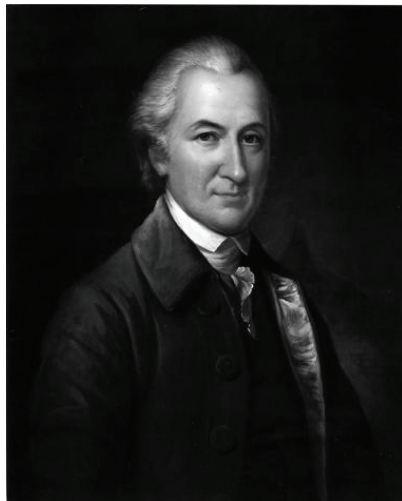


British troops attempt to take the colonial position at Bunker Hill (Breed's Hill) outside Boston

British soldiers held a very strong position on the Massachusetts peninsula, but colonial forces found an important location where they could provide artillery support against the “redcoats”—the British soldiers, who wore red uniforms. Stationing troops at Breed's Hill (instead of the original choice, Bunker Hill) outside Boston, Continental forces had cannon pointed at the British. General Gage, still in command of British forces in Boston, ordered his troops to take control of the hill. Continental troops twice stopped British advances, but lost the hill on the third assault when they ran out of ammunition.

Although the British took the hill, the battle turned out to be a certain victory for the Continental forces. More than 1000 British soldiers died in the assaults, while the colonists lost only 400 (most of whom bayoneted by British soldiers after the hill was taken). Once King George III heard of the bloodshed at Breed's Hill, he recalled General Gage and replaced him with General William Howe.

“The Olive Branch Petition”



John Dickinson

- July 1775
- Written by John Dickinson
- Last attempt at peace with England
- George III refused to receive the petition; declared the colonies in rebellion in late August

A few weeks after the Battle of Bunker Hill, the colonists made one final attempt at peace with the British. The so-called “Olive Branch Petition” was written by John Dickinson, a Pennsylvania delegate to the Continental Congress. While the petition requested a halt to the war and repeal of the Intolerable Acts, it did speak highly of the relationship between the colonies and the mother country, as well as reiterated the colonies’ loyalty to King George III. Forty-eight delegates signed the petition, more out of respect to Dickinson than in agreement with the petition itself.

However, George III refused to receive the petition, partly because of the seizure of Fort Ticonderoga and the possible colonial invasion of Canada. Instead, he declared the colonies in rebellion in late August 1775, and ordered that all efforts be made to end it and bring the traitors to justice. The window for peace between the colonists and the British had closed.

The Declaration of the Causes and Necessity of Taking Up Arms

- Written by Jefferson and Dickinson
- Approved by Congress the day after adopting the Olive Branch Petition
- Contained pledge of loyalty to George III
- Included a threat of colonial independence if the British did not recognize colonial rights

On the day following the adoption of the Olive Branch Petition, the Continental Congress approved and issued what it called the Declaration of the Causes and Necessity of Taking Up Arms, co-written by John Dickinson and Thomas Jefferson. This document also pledged loyalty to George III. However, it stated the Congress's belief that the British had a duty to right the wrongs that Parliament and the king had committed against the colonies. The document also contained a threat that failure to recognize colonial rights would lead to the 13 colonies' declaring independence from England.

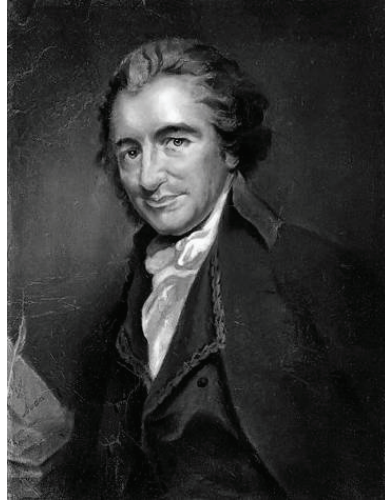
Discussion Questions

1. What made the Second Continental Congress different than the first? What dilemma did it face? What military issue did it address?
2. What happened at the Battle of Bunker Hill? What did George III do when he heard about the battle?
3. What was the Olive Branch Petition? How did George III respond to it?

1. The Second Continental Congress differed from the first primarily in that the second was more radical in its aims and actions. The Congress faced the dilemma of organizing and maintaining (a now-armed) resistance while simultaneously trying to restore peace with England. The Congress also had to find a commander for the new Continental army, ultimately selecting George Washington.
2. In the Battle of Bunker Hill (actually Breed's Hill), British soldiers tried to take control of the high ground on which the colonists had fortified positions to attack the oncoming British troops. It took three attacks before the British finally took the hills. However, more than 1000 British soldiers died in the attacks. Once George III heard about the battle, he recalled British General Gage.
3. The Olive Branch Petition, written by John Dickinson, was a final attempt at restoring peace with England. In it, Dickinson requested a halt to hostilities as well as the repeal of the Intolerable Acts. The Petition also pledged the colonists' loyalty to the king. However, George III would not even read the document; he instead declared the colonies in rebellion.

Common Sense

- Written by Thomas Paine, early 1776
- Gave easily understandable arguments for a split with Britain
- Convinced many more to support independence
- Sold over 150,000 copies



Thomas Paine

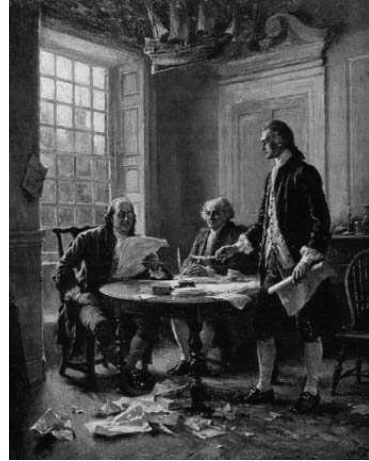
Many colonists believed that British rule had unfairly limited their rights. However, few believed that the best course of action was declaring independence from England. This began to change with the publication of *Common Sense*, in January 1776.

Written by pamphleteer Thomas Paine, *Common Sense* outlined arguments in favor of a split from Great Britain. While various colonial leaders had already put forth many of these arguments, Paine's ability to put them in simple terms that people could more easily understand helped support for the independence movement spread like wildfire. Within weeks of its publication, *Common Sense* had sold more than 150,000 copies.

The colonial independence movements also grew as the Congress opened American ports to foreign trade and encouraged the colonies to hold constitutional conventions and form state governments.

Moving Toward Independence

- *Common Sense* led many to think differently about the conflict with England
- Lee's independence resolution
- Committee of Five formed; Jefferson selected to write the document



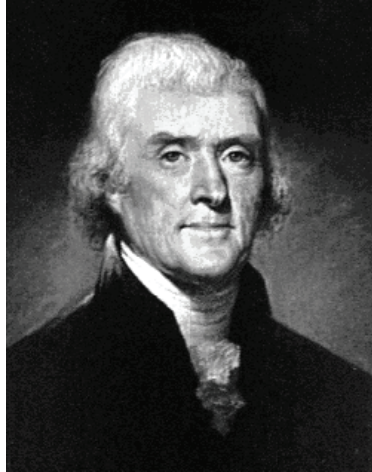
Franklin, Adams, and Jefferson (from left) editing the Declaration of Independence

The publication of *Common Sense* led tens of thousands to consider Paine's plainly written arguments in favor of breaking away from England. A change took place in the way that colonists viewed the conflict with the British. Rather than fighting simply to establish their rights as English subjects, the colonists started to move towards declaring independence and undertaking a revolutionary war that would establish the broader "rights of man."

In June, the Continental Congress formally began to consider independence as a real possibility. On June 7th, Virginia delegate Richard Henry Lee introduced a resolution to Congress stating that "these colonies are, and of right ought to be, independent states." In order to sufficiently debate and investigate the possibility of independence, the Congress postponed the vote on Lee's resolution until July and appointed a Committee of Five to write an official declaration. The committee comprised John Adams, Benjamin Franklin, Robert Livingston, Roger Sherman, and Thomas Jefferson. Jefferson, though not yet well-known, was selected for his intellect and writing ability, but also because Congress hoped that including him, a Virginian, on the committee would encourage the Southern Colonies to join the cause of independence.

The committee selected Jefferson to write the initial draft. The Congress adopted Lee's resolution on July 2nd and began debate. After adding amendments and making some other changes to what Jefferson had written, the Congress accepted the Declaration of Independence on July 4th, 1776.

Thomas Jefferson



- Born 1743, in Virginia
- Studied law
- Virginia House of Burgesses
- Wrote several works other than Declaration of Independence
- Governor of Virginia
- President of the U.S.

Thomas Jefferson was born on his parents' plantation in Albemarle County, Virginia, in 1743. A graduate of William and Mary College, he studied law and then began a career in government service, first as a member of the colonial Virginia House of Burgesses and then the Second Continental Congress.

Noted for his intellect and writing ability, Jefferson was involved in crafting several important works of the independence movement, including the Declaration of the Causes and Necessity of Taking Up Arms, and *A Summary View of the Rights of British America*, in which he claimed that loyalty to the British Empire and George III was voluntary. He later authored the Virginia Statute for Religious Freedom, in which he proposed religious freedom for all and the effective separation of church and state.

However, Jefferson's best-known work is certainly the Declaration of Independence, which formally announced the separation of the colonies from Britain. In 1789, Jefferson became governor of Virginia, and in 1800 he was elected president of the United States.

Declaring Independence: Advantages

- France might provide military and financial aid
- Colonies could act as an independent nation
- Captured soldiers would receive better treatment
- Would make a statement about rights
- Freedom from British “tyranny”

Those in favor of independence pointed to several advantages:

- First and foremost, declaring independence might convince France that the colonies were serious about fighting the British. The French might then be willing to provide financial and military support because England was also France’s enemy.
- Declaring independence would let the colonies act as a nation rather than as part of an empire. As such, the British would have to treat captured American soldiers better, since they would now be citizens of an independent nation, rather than simply rebels or traitors.
- Formally declaring independence would allow the new government to make a bold statement about political rights. Jefferson’s idea that “all men are created equal” and that they are “endowed by their Creator with certain inalienable rights” would gain much attention from other nations.
- Finally, winning independence would once and for all time give colonists freedom from the “tyranny” of British rule.

Declaring Independence: Disadvantages

- Colonists might lose support of British who favored colonial representation
- Leaders could be tried and executed as traitors
- Colonies poorly prepared to fight a war
- Colonies would cut themselves off from England; many had a sentimental attachment to mother country

While some colonists pointed to definite advantages to declaring independence, others saw significant dangers:

- Most members of Parliament opposed granting colonial representation, but some influential British politicians did support the colonies' having a vote in the legislature. A move toward independence would likely alienate those supporters.
- It was one thing for colonists to protest against what they saw as unreasonable laws, but declaring independence would be considered treason. If captured, the British would likely try and execute members of the Continental Congress as well as leading officers in the Continental Army.
- The colonies were poorly prepared for war. They did not have the supplies of weapons and materiel needed to fight the greatest military power in the world, nor did they have the manufacturing capability needed to produce those weapons. Therefore, many colonists believed that in an all-out war, their chances of winning would be relatively slim.
- The colonies would also be cutting themselves off from a country that allowed them a fair amount of freedom. Many colonists still had an emotional attachment to their mother country, and were not easily convinced to cut those ties.

Debate Over the Declaration

- July 2nd: Congress accepted Lee's resolution of independence
- July 3rd–4th: Debated Jefferson's document
- July 4th: Accepted and signed Jefferson's Declaration of Independence
- Deleted passage criticizing slave trade

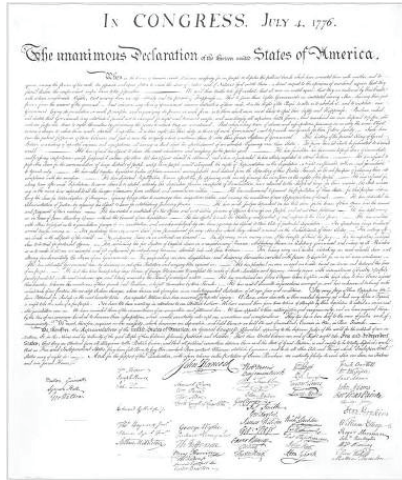


John Trumbull's famous painting, in which the Committee of Five presents the Declaration to Continental Congress President Hancock

On July 2, 1776, the Continental Congress voted unanimously to accept Richard Henry Lee's resolution calling for independence for the colonies. Congress then turned its attention to debating Jefferson's declaration.

The Congress finally agreed to and signed the document—the Declaration of Independence—on July 4th. However, members from some of the Southern Colonies disagreed with a passage that criticized the African slave trade. In order to reach unanimous consent, Jefferson agreed to delete this section from the Declaration.

The Declaration of Independence



- Preamble includes statement regarding natural rights and basis for republican government
- Grievances (complaints) against the king
- Formal declaration of war

Jefferson's final draft of the Declaration of Independence comprises three parts:

1. The **Preamble** describes fundamental rights and states that “all men are created equal” and given rights including “life, liberty, and the pursuit of happiness.” Jefferson also wrote that if the government goes against these goals, the people have the right of to alter or abolish it, and then create a new government based on the consent of the governed.
2. Next, a **statement of grievances** included a list of specific charges against George III, essentially presenting a specific case against the monarch to justify independence. Included in the charges are statements regarding British troops stationed in the colonies, cutting off trade, and obstruction of colonial justice.
3. Finally, Jefferson called for a formal **declaration of war** against Britain. Jefferson and the other members of the Continental Congress who signed the document pledged “our lives, our fortunes, and our sacred honor.”

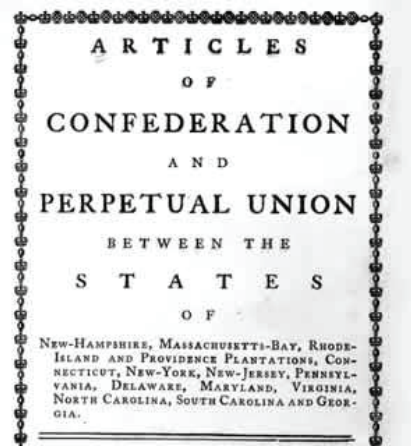
From the Declaration of Independence

“We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness. —That to secure these rights, Governments are instituted among Men, deriving their just powers from the consent of the governed,—That whenever any Form of Government becomes destructive of these ends, it is the Right of the People to alter or to abolish it, and to institute new Government...”

Teacher’s note: Give students sufficient time to read the above quote from Jefferson’s final draft. Then lead them in a class discussion regarding what impact or influence this part of the Declaration might have had on groups in the colonies (e.g., how the statement that “all men are created equal” might have been interpreted by women, blacks, or Native Americans) or other groups worldwide that would have read this paragraph. Let students know that many groups have used similar words to describe their own social or political movements, from the Seneca Falls Declaration of Sentiments (women’s suffrage) to the Declaration of the Rights of Man and of the Citizen (the French Revolution).

Creating a National Government

- Declaration was not a system of government
- Articles of Confederation sent to states for approval late 1777; ratified 1781
- Weak central government based on Congress's authority; states kept sovereign
- Articles replaced in 1787



The front page of a copy of the Articles

The Declaration of Independence was a statement of political and social rights, but did not contain a detailed plan for a new form of government. The month the Declaration was ratified, work also began on drafting a national constitution. The resulting document, the Articles of Confederation, was sent to the states for ratification in 1777, but because some states still needed to resolve western land claims, the Articles did not receive formal approval until 1781.

The colonists' experiences under "tyrannical" British rule made them uneasy with the idea of a powerful central government with authority over all the colonies. The Articles therefore did not provide for a strong national government, calling instead for a "firm league of friendship." According to the Articles, each state had a single vote in the national legislature but would also keep its sovereignty—its right to act independently. Other weaknesses became evident in later years, such as the lack of an executive branch or central court system. The national government also lacked the ability to collect taxes, and had no means for enforcing the laws it created.

By 1787, many came to believe that the national government created by the Articles was too weak to be effective. A convention held in Philadelphia to fix these deficiencies ultimately produced a new constitution.

Discussion Questions

1. What aspect of *Common Sense* made it so popular in early 1776? What was the purpose of the pamphlet?
2. What was the Committee of Five, and who was on it? Why was Jefferson selected to write what became the Declaration of Independence?
3. What were some of the advantages of the colonies' declaring independence? Disadvantages?
4. What are the three sections of the Declaration of Independence, and what was the purpose of each?

1. Thomas Paine wrote *Common Sense*, which restated many arguments that had already been made for colonial independence, in a manner simple enough for most people to easily understand. Paine wanted the pamphlet to convince more people to support independence.
2. The Committee of Five was the group of delegates the Continental Congress selected to write a formal declaration of independence from England. The committee included John Adams, Benjamin Franklin, Robert Livingston, Roger Sherman, and Thomas Jefferson. Jefferson was selected to write the Declaration because the other delegates (most notably Adams) recognized his intellect and writing ability, but also because they believed that having a delegate from one of the Southern Colonies (Virginia) write it would help keep those colonies in favor of independence.
3. Advantages to declaring independence included likely winning French support against the British, letting the colonies act as a nation rather than as part of a colonial empire, requiring the British to treat captured American soldiers better, and allowing the colonists to make a bold statement about political rights. Disadvantages included losing key supporters in the British government of colonial representation in Parliament, facing the possibility that rebel leaders would be executed as traitors, Americans' lack of proper preparation for war, and many colonists' sentimental attachment to the mother country.
4. The Declaration of Independence comprises three parts: The Preamble includes a statement of the natural rights of man, as well as the basis for a republican form of government. The second part makes the colonists' case of independence by listing a set of grievances against George III. The third part formally declares war against England.

Colonial Strengths and Weaknesses

Strengths

- “Home-field advantage”
- Support of most civilians
- Fighting for a cause
- Better military leaders
- Different tactics
- Support from France and other nations

Weaknesses

- Fighting the strongest military force in world
- Lack of a navy
- Less military training
- Had smaller forces
- Poorly supplied
- Desertions

As the war progressed from small battles between Continental troops and the British, to a formal war for independence, the strengths and weaknesses of each side started to become apparent.

The colonists had the advantage of fighting on their home territory, which meant they knew the terrain and could count on the loyalty and support of a great number of civilians. Colonists also had greater motivation to fight because they were fighting for a cause. In addition, colonial military leaders turned out to be better at strategy and leading armies than most of the British officers. Rather than staging major attacks against the British, small groups of Continental soldiers would hide in the wilderness, fire on large groups of unsuspecting British troops, then run away before the redcoats could respond. The British had never faced tactics like these and did not know how to counter them. Finally, after the Battle of Saratoga, France decided to provide military and financial support to the colonies, as well as recognize America as an independent nation. This made it more difficult for the British to win the war.

However, the Continental forces had to overcome major weaknesses. They were up against the strongest fighting force in the world at that time, including the British navy, while the colonists had no navy. Continental soldiers had less military training and were outnumbered by the British troops. Since the colonies had never had a professional army, they had not produced enough arms and materiel by the time the war began. Therefore, soldiers faced constant shortages of food, uniforms, and weapons. Harsh conditions and the lack of equipment led many soldiers to desert.

British Strengths and Weaknesses

Strengths

- More troops, including Hessians, Indians, slaves
- Better trained
- Better equipped
- Large amount of supplies

Weaknesses

- Long supply lines
- War lost support on home front
- Lack of effective generals

British forces also had their own strengths and weaknesses to consider. The British had many more troops than the Continental forces did, including foreign soldiers, Indians, and slaves. The British were also better-trained and better-equipped, and had a large stockpile of supplies. However, the British also had to deal with extremely long supply lines, which frequently made it difficult to get materiel to soldiers on the front lines. In addition, as the conflict dragged on, more and more people in England lost enthusiasm for the war and wanted an end to the fighting, even if it meant granting the colonies their independence. Finally, British generals were generally not as good as their colonial counterparts: they frequently misjudged the terrain, put their troops in poor strategic positions, and did not know how to deal with the colonists' "hit and run" attacks.

Hessians



A Hessian in uniform

- German soldiers paid to fight alongside the British
- Nearly 30,000 Hessians came to North America
- About 5000 decided to stay

One problem facing the British was getting troops from elsewhere in the British Empire to fight the colonial forces. George III decided to hire Hessian mercenaries, soldiers from the German region of Hesse-Cassel who would fight for a particular side if paid to. However, the Hessians themselves did not receive much money for their services, but an agreement between George III and Prince Frederick II of Hesse-Cassel made Frederick a fortune by sending his soldiers to fight the colonists.

Nearly 30,000 Hessians fought alongside the British in North America. However, they also found a thriving community of German immigrants there numbering nearly 200,000. As a result, nearly 5000 Hessian troops deserted and stayed in the United States to start families.

Loyalists (Tories)

- Colonists who remained loyal to England during the Revolution
- Frequently wealthy and influential
- Included royal officeholders, Anglican clergy, landholders
- Some harassed, had property seized
- Thousands emigrated after the Revolution

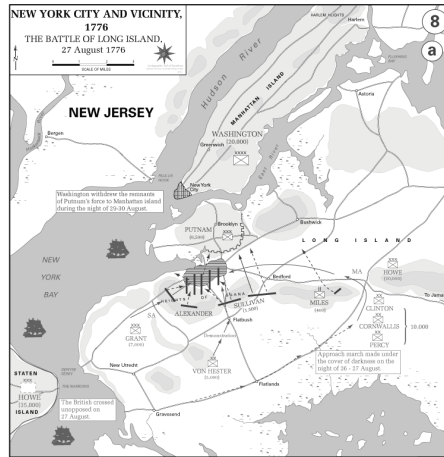


Colonists preparing to tar and feather some Loyalists

Not all colonists supported the revolutionary cause. Thousands known as “Loyalists” (or “Tories,” a British term for supporters of the monarchy) remained loyal to England after the start of the war. Loyalists tended to be wealthy and influential. They included many royal officeholders, members of the Anglican clergy, and wealthy landowners. As the war progressed, Loyalists were frequently victims of intimidation and violence. In addition, colonial forces often seized Loyalists’ property.

At the conclusion of the war, thousands of Loyalists left the former British colonies, with most going to Canada; some from the southern colonies went to the West Indies.

The New York Campaign



Troop movements at the Battle of Long Island

- Washington miscalculated Howe's strategy
- Battle of Long Island
- Howe did not pursue Washington aggressively
- Colonial forces escaped to New Jersey
- Washington developed different strategies

In George Washington's first major battle against British forces, he showed a complete lack of understanding of redcoat tactics. Since the British abandoned Boston after Bunker Hill, Washington believed that British troops led by General William Howe would attack New York City from Long Island. Washington's troops met Howe's on Long Island and were soundly defeated.

However, Howe failed to follow through with the attack, allowing Washington an opportunity to withdraw to Manhattan. Washington crossed into New Jersey once he saw Howe advancing on the rear of his forces. Once in New Jersey, Howe could not use his massive naval support against Washington's troops.

While Washington was fortunate that Howe's forces didn't completely crush his troops, he still considered the New York campaign a "moral victory" and adapted his strategies to make sure that he did not repeat the mistakes he had made in the New York campaign.

Trenton and Princeton

- December 1776
- Howe retreated to winter quarters
- Washington attacked posts at Trenton and Princeton
- Crossing the Delaware
- Hessians defeated at Trenton and Princeton
- Victories raised morale



Washington Crossing the Delaware, created in 1851 by Emanuel Gottlieb Leutze

After suffering serious defeats during the New York campaign, Washington decided on a daring plan to attack British positions at Trenton and Princeton in New Jersey. By that time, Howe had retreated to his winter quarters.

As part of his plan, Washington and his men had to make a dangerous crossing of the ice-clogged Delaware River on Christmas night, 1776. He and his men arrived in Trenton early the next morning. The Hessian troops stationed at Trenton either fled in disorder or were captured by Washington's forces. In all, the Americans took nearly 900 prisoners.

Later that week, Washington's troops won another victory at Princeton. However, both his troops and the British ones stationed there had to go into winter quarters after the battle. While the battle did not have much strategic importance, the victories did give Washington's men a boost and helped maintain morale into the next year.

Discussion Questions

1. What were some colonial strengths and weaknesses at the start of the war?
2. What were some British strengths and weaknesses at the start of the war?
3. What happened at the battles of Trenton and Princeton? What was the significance of these battles?

1. Colonial strengths in the Revolution included fighting on their own territory, the support of most civilians, better military leaders, foreign support from France and other nations, a the cause of independence to fight for, and the use of unconventional tactics. Weaknesses included fewer soldiers, lack of military training, shortages of materials, desertions, having to fight the world's strongest military, and having no effective navy.
2. British strengths included a larger number of troops (such as Hessians and others), better trained and equipped soldiers, and plenty of supplies. Their weaknesses included long supply lines, a lack of support on the home front, and largely ineffective generals.
3. The battles of Trenton and Princeton, while not strategic victories for the Americans, were important in other ways. General Howe had retreated to his winter headquarters, and Washington elected to attack the two cities in New Jersey. Crossing the Delaware River on Christmas night, 1776, Washington's forces surprised the Hessian troops at Trenton and took nearly 900 of them prisoner. A few days later, Washington and his troops won another victory at Princeton. Both victories gave Washington's men a psychological boost and helped maintain morale into the next year.

The Fall of Philadelphia

- Howe marched to Philadelphia area instead of Albany
- Defeated Washington at Brandywine
- Howe moved into Philadelphia without resistance
- British took American capital

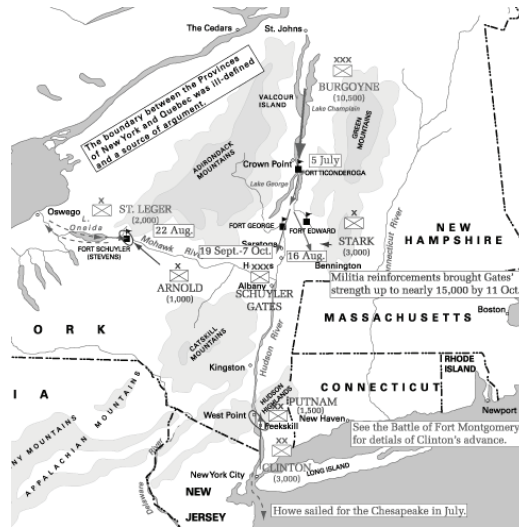


Washington and his men at the
Battle of Brandywine

Colonial forces suffered a major setback in September 1777, when British troops led by General Howe defeated Washington's forces in a battle at Brandywine, outside of Philadelphia. Howe had originally been ordered to march to Albany, New York, to link up with General John Burgoyne and Colonel Barry St. Leger in an attempt to separate New England from the Southern Colonies, but instead he marched to Pennsylvania.

Washington unwisely moved his forces out of position, making it simple for the British to take the city unopposed. Before the British took Philadelphia, the Continental Congress fled the city, moving first to Lancaster and later to York, both in Pennsylvania.

British Strategy



- Three-pronged attack
- Burgoyne's, St. Leger's, and Howe's forces to meet at Albany, New York
- None of the commanders reached Albany

The British strategy depended on a three-pronged attack in which separate military forces would converge on New York. Assembling a massive force at Albany, the British planned to separate New England from the southern colonies, crippling the Americans' ability to fight effectively.

According to the strategy, General Burgoyne would lead his army down from Canada along Lake Champlain to Albany. At the same time, Colonel St. Leger would march his troops from Fort Oswego to New York. Finally, General Howe would sail his forces up the Hudson River and arrive in Albany. The plan was for the three armies to link up in New York, making an unbeatable force. However, none of the commanders got to his destination.

Colonial troops led by Nicholas Herkimer harassed St. Leger's forces, which were also slowed due to fighting in another battle at Ft. Stanwix. Colonial soldiers then attacked and defeated Burgoyne and his army at Saratoga. Howe had already made the decision to capture Philadelphia rather than meet up with the other British forces at Albany.

Burgoyne's Mistakes

- Overconfident
- Oversupplied
- Did not know terrain
- Continental troops slowed him further by cutting trees in his path
- His army was soon surrounded



Gen. John Burgoyne

Burgoyne's expedition to Albany was full of errors, which eventually proved fatal. While he was a good soldier, Burgoyne tended to be overconfident, and probably did not plan for the New York campaign as effectively as he should have.

Burgoyne's army was extremely over-equipped for the march. His forces numbered over 7000, but also included 30 carts with his own personal wardrobe, over 100 pieces of unusable artillery, and cases of champagne. He soon became bogged down in the forests. In addition, Continental forces further slowed his progress by cutting down trees along the roads Burgoyne hoped to travel. His army slowed to a crawl, traveling less than one or two miles per day. Before long, American troops had surrounded his forces, and he was under siege.

Victory at Saratoga



Burgoyne surrenders to American forces

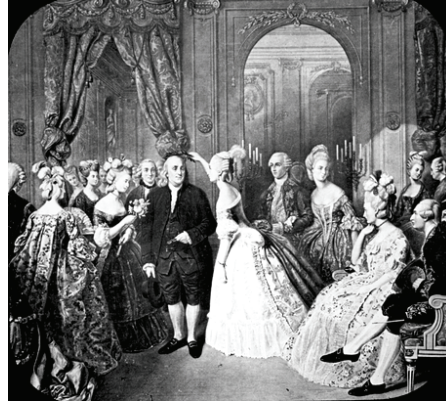
- Americans led by Schuyler, Arnold, and Gates
- Set up defenses around Saratoga
- Pushed Burgoyne's forces back twice
- Laid siege to British lines
- Burgoyne surrendered, October 1777

As Burgoyne's troops slogged through the wilderness, American forces under Generals Philip Schuyler, Horatio Gates, and Benedict Arnold began to build extremely strong defensive positions at Saratoga, New York. Burgoyne's men attempted twice to overrun the position, but could not break through.

More and more troops then fortified the American position. Burgoyne soon found himself under siege, with his men constantly under fire. When British General Clinton failed in his attempt to reinforce the British position at Saratoga, Burgoyne had no choice: he surrendered on October 17th, 1777.

Alliance With France

- British loss at Saratoga convinced France to aid Americans
- France wanted revenge after loss in French and Indian War
- Treaty of Alliance and Treaty of Amity and Commerce
- Spain also provided aid



Benjamin Franklin (center) at the royal French Court in 1778

The Continental Army's victory over British forces at Saratoga convinced France that the Americans could defeat England. The French wanted revenge for their own loss in the French and Indian War and decided to provide aid to the Americans.

France probably would have entered the war on the side of the Americans anyway, since its government had been building up its navy in an effort to take the British navy's place as the strongest on the seas. In addition, the colonists sent Benjamin Franklin to France to try to gain its support; his efforts played a big part in convincing the French to give the Patriots aid. King Louis XIV authorized France to spend millions in order to help the Continental Army rearm. Following France's lead, the Spanish also offered assistance, as they wanted to see the British defeated as well.

France signed the Treaty of Alliance with the Americans, offering to provide military assistance in return for America's pledge to come to France's aid if needed. The French and American envoys also signed the Treaty of Amity and Commerce, in which France recognized American independence and entered into trade agreements with the new nation.

Final British Attempt at Peace

- Coercive Acts and Tea Act would be repealed
- Parliament would pledge never to tax the colonies
- Parliament delayed approving deal until March 1778
- British envoys arrived in Philadelphia after colonies signed treaties with France
- Americans rejected peace proposal
- France declared war on England

Faced with the likelihood that France would enter the war on the side of the Americans, British Prime Minister Lord North made one final attempt at peace with the colonies, hoping to restore the relationship between them and the mother country. His peace proposal included a provision that would repeal the hated Tea Act and Coercive Acts (Intolerable Acts). Parliament would also promise to never again tax the colonies.

Unfortunately, the British government dragged its feet in approving the proposal until March 1778. By the time royal envoys got to Philadelphia to negotiate with the Continental Congress, the French and American governments had already negotiated and signed treaties. The Americans thus rejected the British proposals. Before the British negotiators could leave Philadelphia to return to England, word came that the French had followed the terms of the treaty with the Americans and had declared war on England.

Valley Forge

- Winter 1777
- Washington's winter headquarters near Philadelphia
- Harsh conditions
- Men underfed and poorly clothed
- Prussian military training



An 1866 engraving shows General Washington at Valley Forge on one knee praying, while soldiers wait nearby

As 1777 drew to a close, Washington looked for a suitable winter headquarters to prepare for the upcoming spring and summer military campaigns. He chose Valley Forge, Pennsylvania, because it was a safe location and was also close enough to Philadelphia to launch an attack to retake the city from the British.

Conditions at Valley Forge were exceptionally harsh. In addition to the cold winter, Washington had trouble getting supplies of meat, bread, and clothing to the men. Long marches had destroyed the shoes of many of the Continental troops, and blankets were in short supply. Living in crowded and damp quarters, many of Washington's soldiers became ill, suffering from diseases such as typhoid and pneumonia. Nearly 2000 of the soldiers may have died from these illnesses. At one point, due to supply shortages, nearly 4000 men were listed as "unfit for duty." Hundreds of horses also died or couldn't be used because of cold or lack of food.

However, the silver lining of the Valley Forge ordeal was the training that soldiers received. Foreign officers, including Prussian drillmaster Friedrich von Steuben, taught the troops how to march and fire their weapons more effectively, which made them more capable soldiers during the spring campaign.

In spite of the misery at Valley Forge, the Continental soldiers emerged more confident because they had succeeded in surviving the harsh conditions and had new techniques to try against the British.

Discussion Questions

1. What was the British three-pronged strategy for defeating the colonies?
2. What mistakes did British General Burgoyne make that led to his surrender at Saratoga?
3. Why did France decide to assist the colonies after the Battle of Saratoga? What steps did they take to aid the colonies?
4. Why did Washington choose to camp at Valley Forge in the winter of 1777? What kinds of conditions did the men there endure?

1. The British strategy in 1777 was to use three groups of forces to capture New York at Albany, effectively separating New England from the colonies to the south and damaging the Americans' ability to fight effectively. However, the strategy failed, since none of the three commanders made it to Albany. St. Leger's forces were slowed because of fighting at Ft. Stanwix, Howe chose to take Philadelphia instead of going to Albany, and Burgoyne's forces lost at Saratoga before they could reach Albany.
2. In addition to being overconfident, he was oversupplied for his march to Albany, including 30 carts of his own personal wardrobe, 100 pieces of unusable artillery, and cases of champagne. He didn't know the terrain and failed to prevent the Americans from blocking the roads his army planned to use. This slowed the British advance, made the redcoats more vulnerable to American attacks, and ultimately led to Burgoyne's defeat.
3. As a result of the British surrender at Saratoga, the French became convinced that the Americans could win the war, so they decided to provide assistance. France also wanted revenge for its defeat in the French and Indian War, and signed two treaties with the Americans. The Treaty of Alliance offered French military support; the Treaty of Amity and Commerce recognized American independence as well as set trade agreements between the two countries.
4. Washington chose Valley Forge because it was relatively safe but also near enough to Philadelphia to launch an attack to retake the city from the British. Conditions at Valley Forge were exceptionally harsh: Many of Washington's troops had no shoes, blankets, food, or new clothing. Some 2000 soldiers died from disease, while nearly 4000 were listed as "unfit for duty."

Foreign Soldiers in the Revolution

- Lafayette: French nobleman who served at Valley Forge
- Von Steuben: Prussian drillmaster
- Pulaski: Father of American cavalry



Lafayette



Von Steuben



Pulaski

Members of foreign militaries became involved in the Revolution, assisting the American cause. Three of the most important officers who helped fight the British were:

- **Marquis de Lafayette:** A French nobleman appointed a major general of the Continental Army by Congress, Lafayette served with Washington at Valley Forge and later became an aide-de-camp and close friend of Washington. Lafayette also helped convince the French government to give even more aid to the American cause.
- **Baron von Steuben:** A Prussian drillmaster, Von Steuben helped teach the American forces to march more effectively as well as better load and fire weapons. He also taught American troops to make better use of the bayonet, which helped them win several important battles against British forces.
- **Casimir Pulaski:** Known as the “father of the American cavalry,” Pulaski came from Poland to train American forces to be skilled soldiers on horseback. Named “Commander of the Horse” by the Continental Congress, he frequently used his own personal finances to equip his men. Wounded in a cavalry charge during the siege of Savannah, Pulaski died in 1779. Congress later granted him honorary U.S. citizenship.

Battles on the Frontier



George Rogers Clark accepts the British surrender of Ft. Sackville, in Vincennes, Indiana

- British encouraged Indian raids on settlers
- Clark sent to stop raids in Kentucky territory
- Clark attacked British at Cahokia, Kaskaskia, and Vincennes
- Victories ensured the U.S. would get the Northwest Territory after the war

Although most of the fighting in the Revolutionary War occurred in the 13 original states, the frontier—the area from the Appalachians to the Mississippi River—was of great strategic importance as well. Three major battles were fought in what eventually became Illinois and Indiana.

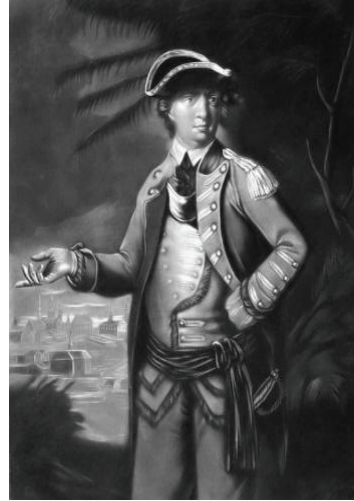
Settlers in the Kentucky territory had been harassed by Indians on a regular basis. British General Henry Hamilton had encouraged the Indians to do so, and paid them for settlers' scalps. Since Kentucky was part of Virginia at the time, Kentucky settlers asked Virginia Governor Patrick Henry to approve military action to end the raids. George Rogers Clark, a Virginia militia officer living in Kentucky, was given command of a force to attack British forts at Kaskaskia, Cahokia, and Vincennes.

Hoping to command a force of 500 men, Clark could only gather about 125 soldiers for the campaign. Marching in freezing temperatures and across flooded land, Clark took the forts in 1778 and 1779. Kentucky remained in American control for the rest of the war.

As a result of Clark's victories, the British gave what became known as the Northwest Territory to America in the 1783 Treaty of Paris. Under the terms of the Northwest Ordinance passed by Congress in 1787, these territories became the states of Indiana, Illinois, Wisconsin, Michigan, and Ohio.

Benedict Arnold

- Disagreements with other generals, angered at treatment by Congress
- Offered to deliver West Point to British
- British Major Andre acted as go-between
- Arnold defected to British; was rewarded but never trusted



Benedict Arnold

While most Americans equate the name Benedict Arnold with the word “traitor,” he did serve with a great deal of bravery and success as a brigadier general in major battles, including Saratoga. However, he felt underappreciated and betrayed by Congress and other officers.

Prior to Saratoga, Arnold had sided with Gen. Philip Schuyler in Schuyler’s ongoing feud with fellow general Horatio Gates. As a result, Gates purposely withheld credit for Arnold’s actions in his reports after Saratoga. Moreover, Arnold received a reprimand for financial improprieties alleged to have occurred while military commander of Philadelphia a few years earlier. Arnold, angry at being both passed over for promotion and officially reprimanded, decided to side with the British.

For his offer of the American fort at West Point, Arnold was promised a commission in the British army, as well as a payment of 10,000 pounds. Arnold negotiated terms of the treason with Major John Andre, the chief intelligence officer of British General Sir Henry Clinton.

However, the plan fell apart when Andre was captured, tried as a spy, and executed. Arnold defected to the British, who rewarded him with land in Canada, military pensions for him and his family, and a military commission as an officer.

While the British rewarded Arnold, they never trusted him, and never gave him an important military command. He settled in London, then Canada, then London again, where he was a failure in the shipping business. He died a virtual unknown in 1801.

Major Southern Battles



Francis Marion, the Patriot
"Swamp Fox"

- British changed strategy to focus on southern region
- Major British victory at Charleston
- British actions convinced many southern Loyalists to join Patriot cause
- Spanish captured Pensacola and Mobile
- Gates defeated at Camden; replaced by Greene

As the war began to enter its fourth year, the British changed their strategy. Rather than fighting large battles in the north, they instead focused more of their ground troops and naval power on the south. The British hoped that a large Loyalist population there would join forces with them and turn the tide of the war.

The British did enjoy a fair amount of success in South Carolina and Georgia, capturing the major cities of Savannah and Charleston. In the victory at Charleston, the British captured more than 3000 American soldiers. After that victory, the British divided their forces, leaving General Cornwallis and approximately 8000 men to fight the Americans.

However, the redcoats' harsh treatment of civilians and captured soldiers in South Carolina and Georgia led many Loyalists to convert to the Patriot cause. In addition, American forces led by Francis Marion, known as the "Swamp Fox," continued to make "hit-and-run" attacks on the British. Spanish forces also won battles against the British in Florida and captured the ports of Pensacola and Mobile.

General Horatio Gates, commanding an army of militia units at Camden, was defeated by British General Cornwallis, partly because he unwisely divided his forces. Gates was replaced by General Nathanael Green. The Patriots then won major battles at King's Mountain and Cowpens.

Yorktown

- Cornwallis ordered to establish base at Yorktown
- French and American forces surrounded Yorktown
- Cornwallis surrendered, October 19, 1781
- Last major battle of the Revolution



John Trumbull's painting of the surrender of British forces at Yorktown

After British defeats in South Carolina, Cornwallis moved his army to Virginia. Ordered by Clinton to establish a base at Yorktown, Cornwallis put his forces in a position that was hard to defend. The French and Patriot forces looked to take advantage of this by surrounding Cornwallis's forces and laying siege to his position.

Washington, French Admiral de Grasse, and commander of French land forces Comte de Rochambeau surrounded the British with more than 17,000 veteran troops and closed off Chesapeake Bay, shutting off Cornwallis's escape route. Cornwallis held out until October 1781, when he asked for terms of surrender. On October 19th, Cornwallis surrendered his army of nearly 7000 men.

While it ended up taking nearly two years to negotiate a peace treaty between the British and Americans, Yorktown marked the end of the shooting war portion of the American Revolution.

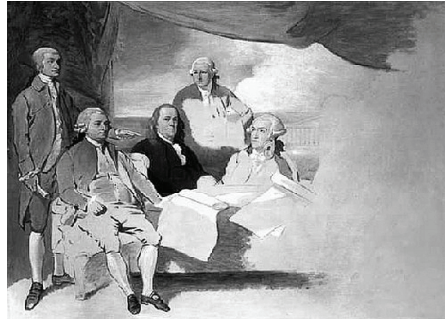
Discussion Questions

1. What influence did foreign soldiers have on American forces during the Revolutionary War? Who were some of the better-known foreign soldiers?
2. What was the importance of the frontier battles in the Revolutionary War? What major battles took place in the Kentucky territory?
3. How did the American and French forces win at Yorktown? What was the importance of this battle?

1. Several foreign-born soldiers assisted the Americans in the Revolution, helping train Continental Army troops as well as help negotiate agreements between the Continental Congress and the nations from which these officers came. Some better-known officers who served included the Marquis de Lafayette, Baron Friedrich von Steuben, and Casimir Pulaski.
2. American victories in the frontier battles at Kaskaskia, Cahokia, and Vincennes successfully put the Kentucky territory and surrounding areas under American control. At the end of the war, the British gave up what became the Northwest Territory to the United States.
3. General Cornwallis had been ordered to move his forces into Virginia and establish a base at Yorktown. However, this put his forces in a hard-to-defend position. American and French forces soon surrounded the British at Yorktown. More than 17,000 troops surrounded the city, and the French fleet closed off Chesapeake Bay, preventing the British from escaping by sea. By mid-October, Cornwallis realized his position was hopeless, and he surrendered on October 19th, 1781. The American/French victory was the last major battle of the Revolutionary War and more or less won it for the Americans.

The Treaty of Paris: Negotiations

- Formal independence from Britain
- Separate treaties for France and America
- American commissioners Adams, Franklin, Jay, Jefferson, Laurens
- Franklin and Jay did most of the negotiating
- Treaty signed in 1783



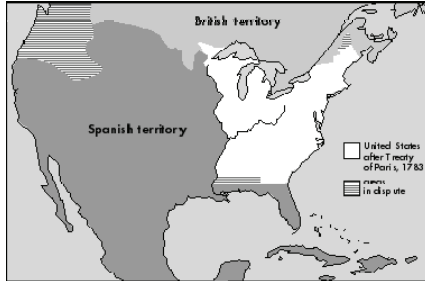
Benjamin West left his famous painting of the treaty negotiations unfinished because British commissioners would not sit for the picture

While Cornwallis's surrender at Yorktown marked the end of hostilities, the Americans didn't gain formal independence until they signed a peace treaty with England. France and the new United States had agreed not to negotiate separate treaties with the British, but the French commissioner, Comte de Vergennes, seemed not to adequately represent the best interests of the Americans. The American commissioners hinted to the British that they would be willing to accept a separate treaty.

The American representatives included John Adams, Benjamin Franklin, John Jay, Thomas Jefferson, and Henry Laurens, though Jay and Franklin handled most of the actual negotiations. Franklin was more interested in long-term relations with the Americans' former enemy, while Jay was more interested in the immediate issues at hand.

Finally, the commissioners finished their work. A preliminary treaty was approved in November 1782, with a final treaty signed the next year.

The Treaty of Paris: Terms



In this map of North America after the treaty, the U.S. is shown in white

- American independence
- Set U.S. boundaries
- British to evacuate frontier forts
- Return of Loyalist property
- Why the British agreed to the terms

By separating American concerns from French ones, the commissioners managed to negotiate a more favorable treaty. First and foremost, the British agreed to accept American independence, which was the main goal of the Revolutionary War. However, the treaty went further. The British acknowledged the boundaries of the new nation as set from the Atlantic Ocean to the Mississippi River, and from the Great Lakes to Spanish-controlled Florida.

However, two other items proved more difficult to negotiate. The British agreed to eventually remove their troops from the frontier, but did not fully withdraw until after the War of 1812. The Americans also agreed to return Loyalists' property taken during the Revolution. However, the U.S. did not fulfill this part of the agreement.

The British offered the Americans good terms for the treaty for two reasons. First, the American commissioners performed well in the negotiations. Second, faced with a choice whether to make concessions to a new, weaker nation that controlled the Mississippi River, or have France or Spain control that territory, England chose to let the Americans have it.

State Constitutions

- Similarities to/differences from colonial constitutions
- Three branches of government
- Powers given to states
- Authority resided in the legislature
- Included bills of rights
- Drawn from best parts of British system

As the Revolution ended, the new states wrote constitutions to reflect their status as sovereign territories. While many of these state constitutions reflected the values and makeup of the original colonial constitutions, there were some significant changes in the new documents. The new constitutions reflected Americans' distrust of a strong, centralized government, but also retained what they saw as the best of the British system of government.

The structuring of the government into executive, legislative, and judicial branches was a common feature of state constitutions. States had the power to declare war, control the courts, and handle other governmental functions. State constitutions also granted a large amount of authority to the legislative branch rather than to the executive, largely for fear that a strong executive could seize power and start acting like a king instead of a representative of the people. State constitutions also included provisions for bills of rights, which protected citizens from abuses by any branch of government; colonial counterparts had tended to protect citizens from the British crown but not from Parliament.

Revolutionary-Era Social Reforms

- Greater separation of church and state
- Moves against slavery
- Elimination of “aristocracy”
- Breakup of large estates
- Governments became more responsive to citizens’ needs

The Revolutionary War not only caused many political changes, but also led to many societal changes. In most states, there became a deeper separation of church and state. While some states still maintained an established church, most moved towards the ideas Jefferson had put forth in the Virginia Statute for Religious Freedom, which included separation of church and state along with the ability of individuals to worship as they pleased, free from government interference.

Citizens of many states, particularly in the North, spoke out against slavery. During the Revolution, many of these leaders had spoken of British control over the colonies as “slavery,” and after the war began to question African American slavery as well. By the beginning of the 19th century, most Northern states had eliminated slavery, though it was frequently a “graduated emancipation,” with a slave gaining freedom once they reached a certain age.

In some regards, the Revolution signified the end of the old social order as well. Though no formal aristocracy similar to the English one existed in America, the ideas of freedom and equality that had become widespread during the Revolution led many to no longer consider certain members of society superior to others. This was reflected not only in the way people interacted with one another but also in the breakup of many large estates that had previously belonged to Loyalists.

One major social change that occurred largely because of the Revolution was that new state governments became more responsive to the needs and concerns their citizens.

Land Redistribution

Township Range Mer.

1	2	3	4	5	6
7	8	9	10	11	12
13	14	15	16	17	18
19	20	21	22	23	24
25	26	27	28	29	30
31	32	33	34	35	36

For Standards see page



This surveyor's sketch shows how township sections were created by the Land Ordinance of 1785

- Size of new nation doubled after the war
- Land Ordinance provided for sale and survey of Northwest Territory
- Northwest Ordinance allowed for forming states out of the territory

With the end of the Revolutionary War, the new nation had acquired the Northwest Territory—land mainly taken from the French at the end of the French and Indian War. This land doubled the size of the new United States. While this caused some problems regarding whether the territories would become parts of the existing states, it also provided a golden opportunity for citizens to own land, who might not have been able to get it otherwise.

One of the first laws the new U.S. Congress created was the Land Ordinance of 1785. This law provided for the sale, survey, and distribution of land in the Northwest Territory. Land in the territory was divided into six-square-mile areas called “townships”; townships were further divided into one-square-mile “sections.” Each section was 640 acres, which the government sold to investors or settlers for \$1 per acre. Certain sections were reserved for schools and government buildings.

In 1787, Congress passed the Northwest Ordinance. This allowed for the formation of three to five states from the Northwest Territory. It also provided for the creation of territorial and state governments, required the new states to deal fairly with the Indians, and encouraged public education. The law also prohibited slavery in the new states. The states of Ohio, Indiana, Illinois, Michigan, and Wisconsin (and a small part of Minnesota) were eventually created by this legislation.

The Role of Women

- Women took over many traditionally male tasks during the war
- Some fought in disguise in Continental Army
- Role of Abigail Adams
- Women received more educational opportunities



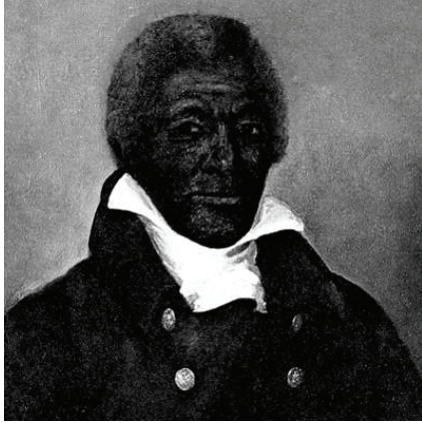
Abigail Adams

Women also enjoyed newfound freedom during and after the Revolutionary War. Many played active roles during the war by taking over traditionally male tasks such as farming, working in businesses, traveling alongside their soldier-husbands, or in cases such as Deborah Sampson's, putting on disguises and joining the Continental Army.

Some women also influenced the ideas surrounding the independence movement itself, such as Abigail Adams, an early advocate for equality for women. She suggested to her husband John that if the Revolutionary leaders failed to “remember the ladies”—that is, not allow them a voice in the new U.S. government—they would start a revolution of their own. John Adams did not take her that seriously, but her ideas later helped inspired those who led the women's suffrage movement in the 19th century.

Women also found more opportunities in the area of education. Until the Revolution, very few women could read or write. However, by the end of the war, many schools for girls had been founded, and the number of women who could read and write greatly increased.

African Americans in the War



Slave James Armistead spied for
George Washington

- Some Americans saw British “tyranny” as a form of slavery
- Slavery criticized on moral and economic grounds
- British promised freedom to slaves who fought for them
- Blacks also fought for Continental Army

African Americans also played important roles in the Revolutionary War. From the earliest days of the struggle for independence, some revolutionary leaders saw British “tyranny” as a form of slavery, and began to consider that this freedom might apply to slaves as well. More people became vocal critics of slavery, and some slaveowners (such as George Washington) made arrangements to eventually free their slaves.

Seeing an opportunity, British commanders offered freedom to any slave who fought for the British against the colonists. However, British authorities generally treated slaves that did come over to their side as “captured property” instead of free men. Most likely, slaves that did gain their freedom did so by escaping from the British during battles.

About 5000 black troops fought on the side of the Continental Army. As would be typical in later wars, blacks were generally assigned non-combat duties, but did take part in most of the war’s major battles.

The Role of Native Americans

- Declaration accused George III of inciting “Indian savages”
- Most Native Americans sought to stay out of the war
- Some tribes sided with the colonies
- Others allied with England to try to keep colonists from taking their land

In the Declaration of Independence, Jefferson had accused King George III of encouraging “Indian savages” to attack the colonists. However, while some Native Americans did join the fight during the Revolution, most simply sought to stay out of the conflict.

Members of some New England–area tribes not only supported their colonial neighbors, but even went as far as joining as minutemen and fighting alongside white soldiers. Other Indian tribes, angered by settlers’ moving in and taking their land, attacked settlements along the frontier; they, however, were defeated.

The Revolution split the Iroquois Confederacy in two, with some tribes supporting the colonists and others taking the side of the British. The latter group felt that aiding the British would give them a better chance of keeping white settlers from taking their land.

The territory England gave to America under the 1783 Treaty of Paris included many Native American lands, but the British didn’t consult with their Native American allies about doing this. Indians who had supported the British during the Revolution lost much of their land; eventually, those who had supported the colonists lost theirs as well as white settlers pushed further and further westward.

Creation of the “American Character”

- “New nationalism”
- People began to see themselves as Americans rather than British subjects
- Citizens of a nation rather than individual colonies
- War had led many to travel to and meet people from places they wouldn’t otherwise
- Impact of Revolutionary ideals both at home and worldwide

The Revolutionary War also led to the development of what many refer to as the “American character.” One of the elements of this was a “new nationalism.” As the war progressed, more and more colonists came to see themselves not as British subjects but as “Americans.” Furthermore, people also began to see themselves first as Americans, then as citizens of individual colonies.

The development of a national identity came partly because the war forced many people to move around and visit different parts of America—something they almost certainly would not have done otherwise. Soldiers participating in various battles traveled throughout the colonies and frequently relocated after the war. The same was true for Patriot leaders who had traveled to places such as New York and Philadelphia in order to meet at the Continental Congress. People thus began to see that other people were fighting for the same goals, and started to feel as if the colonies had become a unified nation.

The ideals set forth in the Declaration of Independence also helped create a national identity and formed an important part of the new American character. The impact of the American Revolution spread far beyond the 13 colonies. Nationalist movements around the globe later based many of their goals on the ideals of the American Revolution. The Declaration of Independence inspired similar documents, including the Declaration of the Rights of Man and of the Citizen during the French Revolution, as well as the Declaration of Sentiments from the Seneca Falls Convention of the mid-19th century, which focused on political equality for women.

Discussion Questions

1. What did the Americans gain from the Treaty of Paris? Why did the British see an advantage in giving the Americans such generous terms?
2. What roles did women, African Americans, and Native Americans play in the war?
3. How did the Revolution create a new “American character”?

1. The Treaty of Paris formally recognized American independence and gave the U.S. a great deal of land. The British gave such generous terms to the Americans for two reasons: first, the American commissioners performed well in the negotiations, and second, the British realized that allowing the U.S. to have the Northwest Territory and the Mississippi River would be better than letting France or Spain (England’s enemies) control the area.
2. Women in the Revolution took on many traditionally male tasks, including farming and running businesses. Some, like Deborah Sampson, hid their gender and fought alongside men as soldiers. Women also received better educational opportunities. African Americans sometimes fought alongside Continental forces, while others fought for the British because they had been promised freedom if they did so. Some Native Americans fought on the side of the British, others on the side of the colonists. Native American tribes’ greatest concern was keeping white settlers from taking their lands, and some saw supporting one of the two sides as the best way to ensure this; however, many tribes simply tried to stay neutral.
3. Several elements helped create the new “American character”: A “new nationalism” developed in which many started to view themselves as Americans rather than British subjects or citizens of a particular colony. Also, because the war forced many people to move around and visit different parts of America, they began to see how other people were fighting for the same things they were, and started to feel that they had become part of a unified nation. Finally, the stirring words of and ideas set forth in the Declaration of Independence also helped create a national identity and formed an important part of the new American character.

The American Revolution



Essential Questions

- Why did England increase colonial taxation in the years leading up to the Revolution?
- Why did England move away from a policy of “salutary neglect”?
- Which colonial leaders stood out as the most vocal and most radical?
- What British policies and laws caused the strongest colonial reaction?
- Why did the British government continue to tax the colonies without allowing them representation in Parliament?
- Why did the American Revolution become a battle of ideas, rather than simply a military conflict?
- How did the Revolution affect women, blacks, and Indians?
- How did the Revolution create a new “American character”?

England and the Colonies (1763)

- Victorious in French and Indian War
- British territory in North America doubled
- British military and economy stretched thin
- England expected colonies to help pay for war
- Colonists’ view of these expectations



The green area indicates British holdings as a result of the Treaty of Paris.

Pontiac's Rebellion and the Proclamation of 1763



Map showing the Proclamation Line of 1763

- Ottawa chief Pontiac
- Led Indian confederacy against British forts and outposts
- Rebellion crushed
- British government created Proclamation Line
- Colonists angered

“Salutary Neglect”

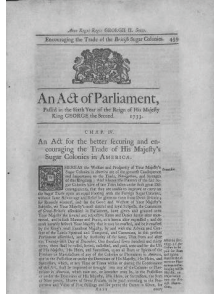
- Unofficial British trade policy
- Restrictive trade laws affecting colonies not strictly enforced
- Belief that non-enforcement would help colonies’ economic growth
- Britain began to enforce laws more strictly after French and Indian War

Discussion Questions

1. What differences in views did the British and the colonists have about each other in 1763? Why?
2. How did Pontiac’s Rebellion affect the relationship between the colonies and England? Why?
3. Why did the British follow a policy of “salutary neglect” in regard to colonial trade? What led them to abandon this policy?

Navigation Acts and Molasses Act

- Navigation Act designed to protect British/colonial shipping industries
- Barred some goods from export to anywhere but Britain/colonies
- Molasses Act taxed French West Indian molasses
- Colonists had to buy higher-priced British West Indian molasses; smuggling ensued



A copy of the Molasses Act

The Sugar Act (1764)



Colonists meeting about the Sugar Act

- Passed under Grenville to replace Molasses Act
- Taxed sugar, coffee, indigo, wine
- Violators tried by military courts
- Colonists upset about “taxation without representation”

The Stamp Act

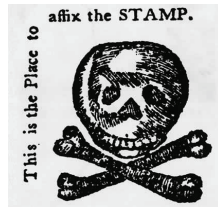
- Passed by Parliament in 1765
- Required an official stamp on all printed materials
- Stamps proved tax had been paid
- Direct tax
- Greatly angered colonists



A tax stamp

The Stamp Act: Opposition Grows

- “The Loyal Nine”
- Tax collectors burned in effigy, tarred and feathered
- Massachusetts Governor Hutchinson’s home was burned down



A colonial cartoon criticizing the Stamp Act

The Stamp Act Congress

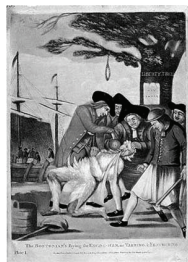


Members of the Stamp Act Congress debating the issues before it

- New York, October 1765
- Nine colonies sent delegates
- Admitted that England had the right to make laws regarding the colonies
- Protested taxation without representation
- Resolutions called for boycotts of British goods

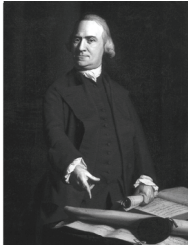
The Sons of Liberty

- Colonial group formed to protest the Stamp Act
- Members included Revere, Warren, Henry, Hancock, J. Adams
- Later organized Boston Tea Party



Members of the Sons of Liberty tarring and feathering a stampmaster; note also the noose in the background of the picture.

Committees of Correspondence



Samuel Adams

- Created as an information network for those opposed to British policies
- Idea first suggested by Samuel Adams
- First committee created, 1764
- Later used to coordinate First Continental Congress

The Declaratory Act

- Accompanied Stamp Act repeal
- Parliament agreed to repeal Stamp Act if Declaratory Act was passed
- Declared that Britain had the right to make laws affecting the colonies even without colonial representation in Parliament
- Some colonial leaders saw Declaratory Act as proof that further taxation laws would be enacted

The Townshend Acts

- Introduced by Chancellor Townshend
- Indirect taxation of many everyday transactions
- Colonists still resistant
- British sent troops to Boston



Chancellor of the Exchequer
Charles Townshend

Discussion Questions

1. How did the Navigation Acts and Molasses Act turn many colonists into smugglers?
2. What items did the Stamp Act tax? Why did colonists strongly resist this tax? Why did the British repeal the tax?
3. What made the Townshend Acts different than the Stamp Act? What items did they tax? Why did the colonists oppose these acts?

The Boston Massacre



Paul Revere's famous engraving of the massacre

- March 1770
- British soldiers killed five protestors
- Crispus Attucks among the dead
- John Adams represented soldiers at trial
- Most found not guilty

The Boston Tea Party

- British East India Co. given tea monopoly
- Pushed prices down; tea still taxed
- Colonists kept tea ships from unloading
- Sons of Liberty threw tea overboard
- British responded with "Intolerable Acts"



An 1846 engraving of the Boston Tea Party

"The Intolerable Acts"



A cartoon protesting the Intolerable Acts

- Called the "Coercive Acts" in Britain
- Punishment for the Boston Tea Party
- Boston Port Act
- Administration of Justice Act
- Massachusetts Government Act

First Continental Congress

- Philadelphia, Sept. 1774
- Included Washington, Adams, Henry
- Galloway Plan of Union
- Suffolk Resolves
- Continental Association
- Declaration of Rights and Grievances
- Planned to reconvene in 1775



A mural in the U.S. Capitol showing Patrick Henry speaking to the Continental Congress

Lexington and Concord



Paul Revere

- April 1775
- General Gage ordered weapons and supplies at Concord seized
- Revere and others warned minutemen about the coming attack
- Eight minutemen killed at Lexington; heavy British losses at Concord

Discussion Questions

1. What events led to the Boston Massacre? What happened to the British soldiers involved in the shooting?
2. Why did the Sons of Liberty carry out the Boston Tea Party? How did the British respond?
3. What was the purpose of the First Continental Congress? Who were some of the delegates?
4. Why did the British march on Lexington and Concord? What happened at these two sites?

The Fall of Fort Ticonderoga



This engraving shows the 1775 capture of Fort Ticonderoga by Ethan Allen (with sword)

- Patriots saw fort as key to possible British invasion from Canada
- Held large amount of artillery and cannon
- Lightly defended
- Allen and Arnold commanded the force that took the fort

Second Continental Congress

- Philadelphia, May 1775
- More radical than First Continental Congress
- New members included Jefferson and Washington
- Delegates faced with dilemma of negotiating with British while raising an army
- Washington appointed commander of the new Continental Army

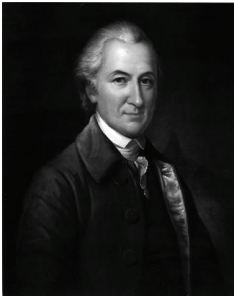
Bunker Hill (Breed's Hill)

- Hill provided locations for colonists to attack British troops
- Colonists fortified Breed's Hill
- British managed to take hill on third charge
- Over 1000 British and about 400 Continental soldiers killed



British troops attempt to take the colonial position at Bunker Hill (Breed's Hill) outside Boston

“The Olive Branch Petition”



John Dickinson

- July 1775
- Written by John Dickinson
- Last attempt at peace with England
- George III refused to receive the petition; declared the colonies in rebellion in late August

The Declaration of the Causes and Necessity of Taking Up Arms

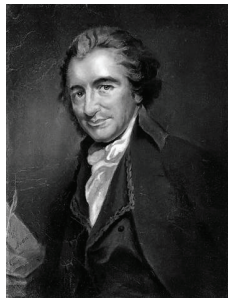
- Written by Jefferson and Dickinson
- Approved by Congress the day after adopting the Olive Branch Petition
- Contained pledge of loyalty to George III
- Included a threat of colonial independence if the British did not recognize colonial rights

Discussion Questions

1. What made the Second Continental Congress different than the first? What dilemma did it face? What military issue did it address?
2. What happened at the Battle of Bunker Hill? What did George III do when he heard about the battle?
3. What was the Olive Branch Petition? How did George III respond to it?

Common Sense

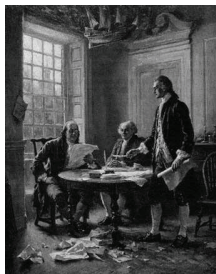
- Written by Thomas Paine, early 1776
- Gave easily understandable arguments for a split with Britain
- Convinced many more to support independence
- Sold over 150,000 copies



Thomas Paine

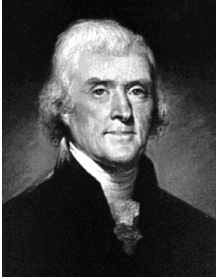
Moving Toward Independence

- *Common Sense* led many to think differently about the conflict with England
- Lee's independence resolution
- Committee of Five formed; Jefferson selected to write the document



Franklin, Adams, and Jefferson (from left) editing the Declaration of Independence

Thomas Jefferson



- Born 1743, in Virginia
- Studied law
- Virginia House of Burgesses
- Wrote several works other than Declaration of Independence
- Governor of Virginia
- President of the U.S.

Declaring Independence: Advantages

- France might provide military and financial aid
- Colonies could act as an independent nation
- Captured soldiers would receive better treatment
- Would make a statement about rights
- Freedom from British “tyranny”

Declaring Independence: Disadvantages

- Colonists might lose support of British who favored colonial representation
- Leaders could be tried and executed as traitors
- Colonies poorly prepared to fight a war
- Colonies would cut themselves off from England; many had a sentimental attachment to mother country

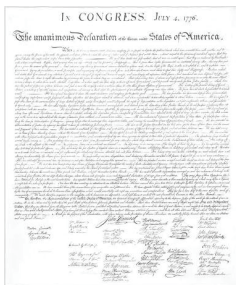
Debate Over the Declaration

- July 2nd: Congress accepted Lee's resolution of independence
- July 3rd–4th: Debated Jefferson's document
- July 4th: Accepted and signed Jefferson's Declaration of Independence
- Deleted passage criticizing slave trade



John Trumbull's famous painting, in which the Committee of Five presents the Declaration to Continental Congress President Hancock

The Declaration of Independence



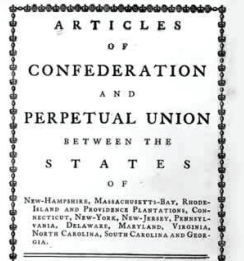
- Preamble includes statement regarding natural rights and basis for republican government
- Grievances (complaints) against the king
- Formal declaration of war

From the Declaration of Independence

“We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness. —That to secure these rights, Governments are instituted among Men, deriving their just powers from the consent of the governed,—That whenever any Form of Government becomes destructive of these ends, it is the Right of the People to alter or to abolish it, and to institute new Government...”

Creating a National Government

- Declaration was not a system of government
- Articles of Confederation sent to states for approval late 1777; ratified 1781
- Weak central government based on Congress's authority; states kept sovereign
- Articles replaced in 1787



The front page of a copy of the Articles

Discussion Questions

1. What aspect of *Common Sense* made it so popular in early 1776? What was the purpose of the pamphlet?
2. What was the Committee of Five, and who was on it? Why was Jefferson selected to write what became the Declaration of Independence?
3. What were some of the advantages of the colonies' declaring independence? Disadvantages?
4. What are the three sections of the Declaration of Independence, and what was the purpose of each?

Colonial Strengths and Weaknesses

Strengths

- "Home-field advantage"
- Support of most civilians
- Fighting for a cause
- Better military leaders
- Different tactics
- Support from France and other nations

Weaknesses

- Fighting the strongest military force in world
- Lack of a navy
- Less military training
- Had smaller forces
- Poorly supplied
- Desertions

British Strengths and Weaknesses

Strengths

- More troops, including Hessians, Indians, slaves
- Better trained
- Better equipped
- Large amount of supplies

Weaknesses

- Long supply lines
- War lost support on home front
- Lack of effective generals

Hessians



A Hessian in uniform

- German soldiers paid to fight alongside the British
- Nearly 30,000 Hessians came to North America
- About 5000 decided to stay

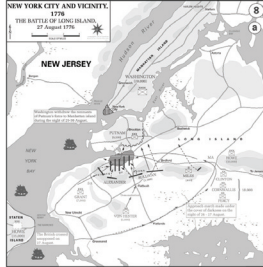
Loyalists (Tories)

- Colonists who remained loyal to England during the Revolution
- Frequently wealthy and influential
- Included royal officeholders, Anglican clergy, landholders
- Some harassed, had property seized
- Thousands emigrated after the Revolution



Colonists preparing to tar and feather some Loyalists

The New York Campaign



Troop movements at the Battle of Long Island

- Washington miscalculated Howe's strategy
- Battle of Long Island
- Howe did not pursue Washington aggressively
- Colonial forces escaped to New Jersey
- Washington developed different strategies

Trenton and Princeton

- December 1776
- Howe retreated to winter quarters
- Washington attacked posts at Trenton and Princeton
- Crossing the Delaware
- Hessians defeated at Trenton and Princeton
- Victories raised morale



Washington Crossing the Delaware, created in 1851 by Emanuel Gottlieb Leutze

Discussion Questions

1. What were some colonial strengths and weaknesses at the start of the war?
2. What were some British strengths and weaknesses at the start of the war?
3. What happened at the battles of Trenton and Princeton? What was the significance of these battles?

The Fall of Philadelphia

- Howe marched to Philadelphia area instead of Albany
- Defeated Washington at Brandywine
- Howe moved into Philadelphia without resistance
- British took American capital



Washington and his men at the Battle of Brandywine

British Strategy



- Three-pronged attack
- Burgoyne's, St. Leger's, and Howe's forces to meet at Albany, New York
- None of the commanders reached Albany

Burgoyne's Mistakes

- Overconfident
- Oversupplied
- Did not know terrain
- Continental troops slowed him further by cutting trees in his path
- His army was soon surrounded



Gen. John Burgoyne

Victory at Saratoga



Burgoyne surrenders to American forces

- Americans led by Schuyler, Arnold, and Gates
- Set up defenses around Saratoga
- Pushed Burgoyne's forces back twice
- Laid siege to British lines
- Burgoyne surrendered, October 1777

Alliance With France

- British loss at Saratoga convinced France to aid Americans
- France wanted revenge after loss in French and Indian War
- Treaty of Alliance and Treaty of Amity and Commerce
- Spain also provided aid



Benjamin Franklin (center) at the royal French Court in 1778

Final British Attempt at Peace

- Coercive Acts and Tea Act would be repealed
- Parliament would pledge never to tax the colonies
- Parliament delayed approving deal until March 1778
- British envoys arrived in Philadelphia after colonies signed treaties with France
- Americans rejected peace proposal
- France declared war on England

Valley Forge

- Winter 1777
- Washington's winter headquarters near Philadelphia
- Harsh conditions
- Men underfed and poorly clothed
- Prussian military training



An 1866 engraving shows General Washington at Valley Forge on one knee praying, while soldiers wait nearby

Discussion Questions

1. What was the British three-pronged strategy for defeating the colonies?
2. What mistakes did British General Burgoyne make that led to his surrender at Saratoga?
3. Why did France decide to assist the colonies after the Battle of Saratoga? What steps did they take to aid the colonies?
4. Why did Washington choose to camp at Valley Forge in the winter of 1777? What kinds of conditions did the men there endure?

Foreign Soldiers in the Revolution

- Lafayette: French nobleman who served at Valley Forge
- Von Steuben: Prussian drillmaster
- Pulaski: Father of American cavalry



Lafayette



Von Steuben



Pulaski

Battles on the Frontier

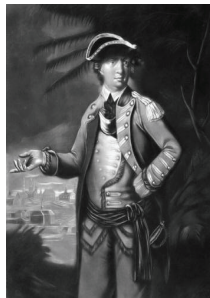


George Rogers Clark accepts the British surrender of Ft. Sackville, in Vincennes, Indiana

- British encouraged Indian raids on settlers
- Clark sent to stop raids in Kentucky territory
- Clark attacked British at Cahokia, Kaskaskia, and Vincennes
- Victories ensured the U.S. would get the Northwest Territory after the war

Benedict Arnold

- Disagreements with other generals, angered at treatment by Congress
- Offered to deliver West Point to British
- British Major Andre acted as go-between
- Arnold defected to British; was rewarded but never trusted



Benedict Arnold

Major Southern Battles



Francis Marion, the Patriot
"Swamp Fox"

- British changed strategy to focus on southern region
- Major British victory at Charleston
- British actions convinced many southern Loyalists to join Patriot cause
- Spanish captured Pensacola and Mobile
- Gates defeated at Camden; replaced by Greene

Yorktown

- Cornwallis ordered to establish base at Yorktown
- French and American forces surrounded Yorktown
- Cornwallis surrendered, October 19, 1781
- Last major battle of the Revolution



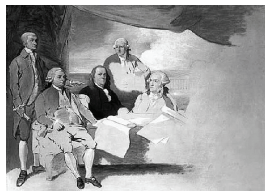
John Trumbull's painting of the surrender of British forces at Yorktown

Discussion Questions

1. What influence did foreign soldiers have on American forces during the Revolutionary War? Who were some of the better-known foreign soldiers?
2. What was the importance of the frontier battles in the Revolutionary War? What major battles took place in the Kentucky territory?
3. How did the American and French forces win at Yorktown? What was the importance of this battle?

The Treaty of Paris: Negotiations

- Formal independence from Britain
- Separate treaties for France and America
- American commissioners Adams, Franklin, Jay, Jefferson, Laurens
- Franklin and Jay did most of the negotiating
- Treaty signed in 1783



Benjamin West left his famous painting of the treaty negotiations unfinished because British commissioners would not sit for the picture

The Treaty of Paris: Terms



In this map of North America after the treaty, the U.S. is shown in white

- American independence
- Set U.S. boundaries
- British to evacuate frontier forts
- Return of Loyalist property
- Why the British agreed to the terms

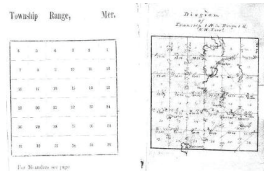
State Constitutions

- Similarities to/differences from colonial constitutions
- Three branches of government
- Powers given to states
- Authority resided in the legislature
- Included bills of rights
- Drawn from best parts of British system

Revolutionary-Era Social Reforms

- Greater separation of church and state
- Moves against slavery
- Elimination of “aristocracy”
- Breakup of large estates
- Governments became more responsive to citizens’ needs

Land Redistribution



This surveyor's sketch shows how township sections were created by the Land Ordinance of 1785

- Size of new nation doubled after the war
- Land Ordinance provided for sale and survey of Northwest Territory
- Northwest Ordinance allowed for forming states out of the territory

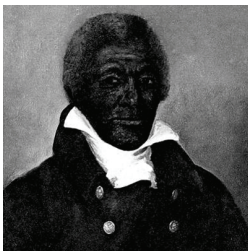
The Role of Women

- Women took over many traditionally male tasks during the war
- Some fought in disguise in Continental Army
- Role of Abigail Adams
- Women received more educational opportunities



Abigail Adams

African Americans in the War



Slave James Armistead spied for George Washington

- Some Americans saw British "tyranny" as a form of slavery
- Slavery criticized on moral and economic grounds
- British promised freedom to slaves who fought for them
- Blacks also fought for Continental Army

The Role of Native Americans

- Declaration accused George III of inciting “Indian savages”
- Most Native Americans sought to stay out of the war
- Some tribes sided with the colonies
- Others allied with England to try to keep colonists from taking their land

Creation of the “American Character”

- “New nationalism”
- People began to see themselves as Americans rather than British subjects
- Citizens of a nation rather than individual colonies
- War had led many to travel to and meet people from places they wouldn’t otherwise
- Impact of Revolutionary ideals both at home and worldwide

Discussion Questions

1. What did the Americans gain from the Treaty of Paris? Why did the British see an advantage in giving the Americans such generous terms?
2. What roles did women, African Americans, and Native Americans play in the war?
3. How did the Revolution create a new “American character”?

The American Revolution: Backwards Planning Activities

Enduring understandings:

- Relations between the colonists and England deteriorated as the British followed a more aggressive mercantilist policy in the 17th and 18th centuries.
- Colonists became more active and vocal in their opposition to British policies.
- England found it necessary to further tax and regulate the colonies due to massive debts accumulated during the French and Indian War.
- Relations between colonies and mother country reached a boiling point in the mid-18th century.
- Increased British military presence in the colonies led to a shooting war.
- As the American independence movement evolved, it became highly ideological.
- The Revolution benefited from foreign assistance, primarily from France.
- The Revolution gave limited rights to women, African Americans, and Native Americans.
- The Revolution served to create a new “American character” which other nations sought to imitate.

Essential questions:

- Why did England increase colonial taxation in the years leading up to the Revolution?
- Why did England move away from a policy of “salutary neglect”?
- Which colonial leaders stood out as the most vocal and most radical?
- What British policies and laws tended to cause the strongest colonial reaction?
- Why did the British government continue to tax the colonies without allowing them representation in Parliament?
- Why did the American Revolution become a battle of ideas, rather than simply a military conflict?
- How did the Revolution affect groups such as women, slaves, and Indians?
- How did the Revolution create a new “American character”?

Learning Experiences and Instruction

Students will need to know...	Students will need to be able to...
<ol style="list-style-type: none"> 1. the role of the colonies in a mercantile system 2. development of policies by the British government that affected the relationship between the colonies and mother country 3. names and philosophies of leaders in the resistance movement 4. military leaders and strategies on both sides 5. political philosophies of those involved in the independence movement 6. strategic advantages and disadvantages of both sides 7. major battles and campaigns 8. how and why foreign nations assisted the colonies 9. how the war affected various groups, including women, African Americans, and Native Americans 10. how the war created a new American society. 	<ol style="list-style-type: none"> 1. read and interpret primary source documents from the Revolutionary War period 2. identify key persons involved in the independence movement and war. 3. recognize social, economic, and political trends that led to strained relationships between the British and the colonies 4. identify and know the locations of major battles and campaigns 5. understand the ideologies and political thought that led to the Declaration of Independence 6. recognize and understand how the Revolutionary War affected women, African Americans, and Native Americans 7. understand how the war created a new American society and an “American character.”

These lessons incorporate the following learning activities to help students reach the enduring understandings:

- Overview of essential questions and basic understandings
- Questions for class discussion of subject matter in the PowerPoint presentation
- Teacher introduction of common terms and ideas in the essential questions and related projects
- Provide students with primary source materials from which they will complete the related projects in the unit
- Students conduct research in groups to be used later in individual and group projects
- Informal observation and coaching of students as they work in groups
- Evaluation and delivered feedback on projects and research reports
- Students will create and present their unit projects
- Posttest made up of multiple-choice questions covering the presentation, and one or more essential questions as essay questions

Project #1: Tweeting About a Revolution— A 21st-Century Answer to the Committees of Correspondence

Overview:

In this lesson, students role-play various political, social, and military leaders from the Revolutionary War era. Using online social media sites, students interact via blogging, Twitter, Facebook, or other methods to connect with each other in order to share ideas and demonstrate knowledge of Revolutionary War philosophies and tactics. They then write a descriptive essay on the contacts they made in the lesson and what they learned about the “identities” of other students.

Objectives:

As a result of completing this lesson, students will:

- understand the development of political thought that led to the American Revolution
- collect information and make conclusions about the motives, goals, and ideals of Revolutionary-era leaders
- assess collaborative efforts by various groups aligned in the independence movement.

Time required:

Four to five class periods, though you may choose to take longer in order to accommodate technology concerns or to extend the lesson procedures.

Materials:

Computer(s) with Internet access, access to blogging or social-networking sites, printer (if desired).

Procedures:

Prior to beginning the project, ask students to relate any experiences they have had with social-networking or social-media sites, such as blogging or using Facebook, MySpace, or Twitter. Suggest to students that social networking offers an effective way for families and friends to exchange news or information. You may also wish to mention that social-networking sites have been used frequently to exchange information by “modernization” or “democracy” movements in foreign countries in the early part of the 21st century.

Next, ask students to speculate how the Revolution might have been different had independence, political, and military leaders had access to social media. Some students, knowing the distances and long communication lines common in the 18th century, may note that exchanges of information could have been accomplished much more quickly if modern methods of communications had been available. Others might mention that “tweets” (Twitter posts), blogs, and Facebook posts are less private than written letters. (Note: the lesson has both British and colonial leaders as options for roles.)

Distribute copies of the “Revolutionary Leaders Information Sheet” to the class. Explain that each student will assume the identity of a Revolutionary-era figure and construct a Facebook page and/or Twitter account using that identity. They’ll make posts and tweets using historically accurate information that the person would have likely made had social networking been available to them.

Allow each student to select an identity to research. (You also may choose each student’s identity for them, or have the class draw names from a hat in order to make the selection process more equitable.) While the class may come up with other Revolutionary-era figures, the following list can be used as a springboard for the project:

- Abigail Adams
- John Adams
- Samuel Adams
- Ethan Allen
- Benedict Arnold
- General John Burgoyne
- George Rogers Clark
- General Charles Cornwallis
- John Dickinson
- Benjamin Franklin
- Horatio Gates
- George III
- John Hancock
- Patrick Henry
- General William Howe
- Massachusetts Colonial Governor Thomas Hutchinson
- Thomas Jefferson
- Marquis de Lafayette
- Joseph Plumb Martin
- James Otis
- Thomas Paine
- Paul Revere
- Deborah Sampson
- Baron von Steuben
- Charles Townshend
- George Washington

(Note: other names may be added if local historical figures participated in the Revolution or the independence movement.)

Let students know what information they should collect and include in their information sheet. While you should allow for creativity, encourage students to find and include the following information on their Facebook and Twitter pages:

- A picture or drawing of their assigned identity
- Biographical information of the identity

- Information about the person’s philosophy or historical significance
- Specific ideas about the opposition (e.g., possible quotes by Washington about Howe, by Benedict Arnold about Horatio Gates)
- Options about how to communicate with other members of the group (e.g., less-formal correspondence regarding family members, business concerns, other matters)
- Any other information the student feels is important

Allow sufficient time for student to research and complete the “Revolutionary Leaders Information Sheet.” Once they have completed this task, have them set up their online accounts and begin corresponding with other students.

Note: You may want students to set their own criteria for the number of posts or replies made. While you should base your decision on the needs and abilities of each class, it’s recommended that students post at least five to ten times to different identities throughout the lesson. Posts and tweets should also demonstrate knowledge of their identity, as well as the relationship that character had with other identities in the lesson. You should notify students of this requirement at the start of the lesson.

Also, some schools will have filtering rules in place affecting Twitter, blogging sites, and social-networking sites such as Facebook. You should make arrangements to unblock these sites prior to the lesson. If unblocking is impossible, alternative “fake” social-networking sites are available.

After allowing sufficient time to post to various pages or to Twitter, students should write a reflective essay recounting the posts and tweets made to various participants in the lesson. You should also observe and evaluate posts either by “friending” the identities in the lesson, or by having students copy and paste their work into the essay. As always, you should be observant and proactive in regard to monitoring student computer use and online interaction.

Evaluation:

Once finished, you should assess students’ work by using a suitable rubric. A sample rubric is included in this lesson which you can use as-is or adapt to fit your students’ needs and abilities.

Suggested Web resources:

Many Internet-based resources on the suggested identities are available. It is recommended that you also encourage students to do research on their own, both online and using more conventional sources such as books, magazines, and newspapers.

Abigail Adams:

- <http://www.firstladies.org/biographies/firstladies.aspx?biography=2>
- http://womenshistory.about.com/cs/firstladies/p/p_abigailadams.htm

John Adams:

- <http://www.whitehouse.gov/about/presidents/johnadams>
- <http://www.americanpresidents.org/presidents/president.asp?PresidentNumber=2>

Samuel Adams:

- <http://colonialhall.com/adamss/adamss.php>
- <http://www.sonofthesouth.net/revolutionary-war/patriots/samuel-adams.htm>

Ethan Allen:

- <http://www.let.rug.nl/usa/B/allen/allen02.htm>
- <http://www.theamericanrevolution.org/people/detail.aspx?people=23>

Benedict Arnold:

- <http://www.ushistory.org/valleyforge/served/arnold.html>
- <http://www.history.org/almanack/people/bios/bioarnold.cfm>

General John Burgoyne:

- <http://www.nndb.com/people/238/000050088/>
- <http://www.sonofthesouth.net/revolutionary-war/british/sir-john-burgoyne.htm>

George Rogers Clark:

- <http://www.nps.gov/gero/index.htm>
- <http://www.in.gov/history/2339.htm>

General Charles Cornwallis:

- <http://militaryhistory.about.com/od/army/p/cornwallis.htm>
- <http://www.u-s-history.com/pages/h1304.html>

John Dickinson:

- <http://www.history.army.mil/books/revwar/ss/dickinson.htm>
- http://chronicles.dickinson.edu/encyclo/d/ed_dickinsonJ.htm

Benjamin Franklin:

- <http://www.pbs.org/benfranklin/>
- <http://colonialhall.com/franklin/franklin.php>

Horatio Gates:

- http://www.biographybase.com/biography/Gates_Horatio.html

King George III:

- <http://www.britroyals.com/kings.asp?id=george3>
- <http://www.britannia.com/history/monarchs/mon55.html>

John Hancock:

- <http://colonialhall.com/hancock/hancock.php>
- <http://www.ushistory.org/declaration/signers/hancock.htm>

Patrick Henry:

- <http://www.redhill.org/>
- <http://www.ushistory.org/declaration/related/henry.htm>

General William Howe:

- <http://militaryhistory.about.com/od/americanrevolution1/p/whowe.htm>
- <http://www.revolutionarywararchives.org/howewilliam.html>

Thomas Hutchinson:

- <http://www.nndb.com/people/195/000049048/>
- <http://www.u-s-history.com/pages/h1222.html>

Thomas Jefferson:

- <http://www.whitehouse.gov/about/presidents/thomasjefferson>
- <http://www.monticello.org/site/jefferson/brief-biography-thomas-jefferson>

Marquis de Lafayette:

- <http://www.ushistory.org/valleyforge/served/lafayette.html>
- <http://www.marquisdelafayette.net/>

Joseph Plumb Martin:

- <http://www.ushistory.org/march/other/martindiary.htm>
- <http://www.history.com/topics/joseph-plumb-martin>

James Otis:

- <http://www.foundersofamerica.org/jotis.html>
- <http://www.nndb.com/people/353/000049206/>

Thomas Paine:

- <http://www.ushistory.org/paine/>
- <http://www.let.rug.nl/usa/B/tpaine/paine.htm>

Paul Revere:

- <http://www.paulreverehouse.org/>
- <http://www.paul-revere-heritage.com/>

Deborah Sampson:

- <http://www.distinguishedwomen.com/biographies/sampson.html>
- <http://www.revolutionarywararchives.org/womansoldier.html>

Baron von Steuben:

- <http://www.ushistory.org/valleyforge/served/steuben.html>
- http://www.nps.gov/museum/exhibits/revwar/image_gal/indeimg/steuben.html

Charles Townshend:

- <http://home.worldonline.co.za/~townshend/turnipbio1.htm>
- <http://www.historyhome.co.uk/people/townshen.htm>

George Washington:

- <http://www.whitehouse.gov/about/presidents/georgewashington>
- <http://www.pbs.org/georgewashington/>

Related technology resources:

Facebook: <http://www.facebook.com>

Fake Tweet Builder (internal Twitter feed): <http://www.faketweetbuilder.com/>

“How to Use Facebook: Five Tips for Better Social Networking”: http://www.readwriteweb.com/archives/how_to_use_facebook_5_tips_for_better_social_networking.php

My Fake Wall (simulated Facebook pages): <http://www.myfakewall.com/>

“Newbie’s Guide to Twitter”: <http://news.cnet.com/newbies-guide-to-twitter/>

Twitter: <http://twitter.com/>

“Twitter in the Classroom”: <http://web20primer.wetpaint.com/page/Twitter+in+the+Classroom>

“Using Myspace and Facebook Pages in the Classroom”: <http://www.brighthub.com/education/k-12/articles/18955.aspx>

Revolutionary Leaders Information Sheet

Name of my identity:
URL of photo/drawing of identity:
Identity's biographical information:
Information about identity's political/social beliefs and historic importance:
Personal information (family, friends, business interests, etc. that you will want to include in posts and tweets):
Any other information you feel is important:

Tweeting About a Revolution Rubric

Category	Excellent (15–10)	Good (9–5)	Fair (4–2)	Poor (1–0)	Student score
Research	Information chart fully completed; student shows mastery of material	Most of chart completed; student shows reasonable mastery of material	Approximate-ly half of chart completed; student shows some mastery of material	Less than half of chart completed; student shows little or no mastery of material	
Clear expression of ideas	Posts and tweets are clear and effective; fully communicate main idea and points of view	Posts and tweets mostly effective; communicate most of main idea and points of view	Posts and tweets somewhat effective; communicates some of main ideas and points of view	Posts and tweets are random, isolated pieces and do not contribute to assignment	
Grammar and spelling	Effective use of proper grammar and spelling	Frequently uses proper grammar and spelling; few errors	Generally uses proper grammar and spelling; some errors	Many grammatical and spelling errors	
Use of technology	Demonstrates mastery in developing posts and tweets, as well as posting them on sites	Demonstrates above-average competency in developing posts and tweets, as well as posting them on sites	Demonstrates an adequate ability to develop posts and tweets, as well as posting them on sites	Little or no ability to develop posts and tweets; shows difficulty in posting them to sites	
Additional criteria					
Final student score					

Project #2: Revolutionary War Recruiting Posters

Overview:

In this lesson, students research efforts by both British and Continental armies to recruit soldiers. Posters can either encourage enlistment in the Continental or British army, or as “propaganda” to increase civilian support for their cause. Rather than create traditional posters, however, students use the Glogster EDU site to create multimedia posters that can include photos, videos, and sound effects, as well as traditional poster elements.

Objectives:

As a result of completing this lesson, students will:

- understand the issues and philosophies that divided colonists and British subjects regarding how to handle the colonies and grant independence
- speculate as to why some colonists became Patriots while others became Loyalists
- develop conclusions about issues, conflicts, and concerns that affected development of policies regarding the colonies
- synthesize information regarding loyalties and make conclusions about which factors would have led people to join one side or the other.

Time required:

Three to four class periods, though you may elect to take longer in order to accommodate technology concerns or extend the lesson procedures.

Materials:

Computers with Internet access, and a printer (if needed). You may also choose to set up folders on computers or the school network if students save graphics or audio and video files for use in presentations. If you wish to have each student group present their poster to the entire class, you will also need a large-screen monitor or LCD projector.

Note: Glogster EDU was selected for this lesson, but there are other sites that can be used as alternatives, such as Prezi (<http://prezi.com/index/>). In addition, you can also substitute an online presentation-maker or use more traditional presentation software, such as PowerPoint or Keynote, or simply have students create posters using posterboard and markers, as well as cutting out or drawing pictures.

Procedures:

Prior to starting the project, discuss with students how posters are designed to influence people, such as military recruitment posters. (It might be helpful for you to have students view James Montgomery Flagg's iconic "I Want You for the US Army" poster, which can be found online at <http://www.loc.gov/exhibits/treasures/trm015.html>. You can also select another poster if you wish.) Brainstorm with the class about what aspects of posters would be most effective and would have likely convinced young men to enlist in the military.

After discussion of the poster, ask students to consider what factors might have encouraged certain individuals or groups to select either the Patriot side or Loyalist side during the Revolutionary War. You may wish to write students' ideas on the chalkboard as the class discusses this.

Once discussion is completed, divide the class into groups of three to four students (the number of groups and number per group will depend on class size), and introduce the assignment to the class. You can use the following sample script, or develop one of your own:

Colonists had divided loyalties during the Revolutionary War period. "Patriots" protested against "taxation without representation" and favored independence from England. "Loyalists" (also known as "Tories") felt that England should honor the rights of the colonists, but disagreed with the idea of independence.

Both sides wanted to increase their influence in the 13 colonies. However, these conflicting loyalties also sometimes divided communities and families.

Both the Patriots and British needed to recruit more soldiers for their armies. In addition, the British wanted to damage the colonial economy by encouraging slaves to leave their masters and fight in the British army, in return for being promised their freedom.

In this lesson, you will be acting as recruiters working to make posters that either encourage people to support your side, or cause them to have doubts about or dislike the opposition. However, instead of making traditional posters, you'll use the Glogster EDU site to create multimedia posters that can include graphics, video, and sound files.

You can select the type of poster you want to create from one of the following choices:

- Patriot leaders wanting to recruit soldiers
- Patriot leaders wanting to get colonial support for the independence movement
- Patriot leaders wanting to get foreign support for the independence movement
- British leaders wanting to gain Loyalists' support
- British leaders wanting to get Loyalists to form militia units to fight the Continental Army
- British leaders wanting to recruit slaves to join the British army in return for their freedom

Remember, you will want to make your poster as colorful and eye-catching as possible. Be sure to include pictures as well as text. You may add video or sound clips if available. (Be sure to provide information on the sources you use for your poster.)

After reading the script, allow students to decide which of the six group choices they want to research (you may wish to assign a choice to each group). Provide each group with a “Poster Data-Collection Sheet,” and have them begin their research

Once students have had sufficient time to research and collect data, they should start creating their presentations. Remind students that they should make their presentations as compelling as possible, just as they would if they were living in the Revolutionary era and trying to recruit soldiers or gain support for their side.

Evaluation:

Once presentations have been completed, students in each group should present their work to the class, then field questions from other groups. You may also wish to have groups critique each other’s posters, either verbally or in writing.

Once finished, you should assess students’ work by using a suitable rubric. A sample rubric is included in this lesson which you can use as-is or adapt to fit your students’ needs and abilities.

Suggested Web resources:

Note: Many sites exist that include information about the Revolutionary War period. A sampling is included below. You may also choose to have students do research beyond the suggested resources, as well as consulting traditional sources such as books, encyclopedias, and magazines.

Sites highlighting the British view (these sites may also have information on other groups’ views as well):

“The American Revolutionary War” from a British Perspective (<http://www.redcoat.me.uk/Rev-War.htm>)

BBC “Was the American Revolution Inevitable?” page (http://www.bbc.co.uk/history/british/empire_seapower/american_revolution_01.shtml)

BritishBattles.com “The War of the Revolution 1775–1783” page (<http://www.britishbattles.com/american-revolution.htm>)

British Library Online Gallery “American Revolution” (<http://www.bl.uk/onlinegallery/features/americanrevolution/index.html>)

British Soldiers, American Revolution (<http://redcoat76.blogspot.com/>)

Interview with Stanley Weintraub about “Iron Tears: A British View of the American Revolution” (<http://www.npr.org/templates/story/story.php?storyId=4727956>)

Library of Congress “John Bull & Uncle Sam” page on the American Revolution (<http://www.loc.gov/exhibits/british/brit-2.html>)

Three Rivers “The British Army in the American Revolution” site (<http://www.threerivershms.com/britishTOC.htm>)

Sites highlighting the Patriot view (these sites may also have information on other groups’ views as well):

About.com American History “American Revolution” page (http://americanhistory.about.com/od/revolutionarywar/Revolutionary_War.htm)

American Revolution links page (<http://snowcrest.net/jmike/amrevmil.html>)

Best of History Web Sites “American Revolution and Independence” page (http://www.besthistorysites.net/ushistory_independence.shtml)

History Channel American Revolution page (<http://www.history.com/topics/american-revolution>)

The History Place “American Revolution” page (<http://www.historyplace.com/unitedstates/revolution/>)

Internet Modern History Sourcebook “American Independence” page (<http://www.fordham.edu/halsall/mod/modsbook12.html>)

Kidinfo “American Revolution” page (http://www.kidinfo.com/american_history/american_revolution.html)

Kidport Reference Library “American Revolution” page (<http://www.kidport.com/reflib/usahistory/americanrevolution/amerrevolution.htm>)

PBS Liberty! The American Revolution (<http://www.pbs.org/ktca/liberty/>)

Son of the South “Patriots of the American Revolution” page (<http://www.sonofthesouth.net/revolutionary-war/patriots/patriots-american-revolution.htm>)

Sites highlighting the role of African Americans in the Revolution:

PBS Africans in America “Revolutionary War” page (<http://www.pbs.org/wgbh/aia/part2/2narr4.html>)

Rutgers University “Blacks During the American Revolution” (<http://fas-history.rutgers.edu/clemens/AfricanAmericansRevolution.html>)

Sites highlighting the role of Loyalists in the Revolution:

American Heritage Events “With Little Less Than Savage Fury” page (<http://www.americanheritage.com/articles/web/20101217-Tories-American-Revolution-Civil-War-Canada-George-III-Loyalists.shtml>)

Digital History “Learn About the Revolutionary War” page (<http://www.digitalhistory.uh.edu/modules/revwar/index.cfm>)

From Revolution to Reconstruction “Loyalists During the American Revolution” page (http://www.let.rug.nl/usa/H/1994/ch3_p14.htm)

USHistory.org “The Loyalists” page (<http://www.ushistory.org/us/13c.asp>)

Sites about Glogster EDU:

Classroom in the Cloud “How to Use Glogster in the Classroom” (<http://www.classroominthecloud.net/2009/04/how-to-use-glogster-in-classroom.html>)

Free Technology for Teachers “Glogster EDU Resource Library” page (<http://www.freetech4teachers.com/2010/04/glogster-edu-resource-library.html>)

Glogster EDU (<http://edu.glogster.com/>) (**Note:** Glogster offers several paid subscription levels. However, a basic “free” version with limited features is also available and should be suitable for this project.)

Scribd.com presentation on setting up and administering Glogster EDU accounts for students (<http://www.scribd.com/doc/14015153/Glogster-Instructions>)

“Using Glogster in the Classroom” (<http://cnx.org/content/m32202/latest/>)

Wylie’s “Using Glogster in the Classroom” article (<http://www.brighthub.com/education/k-12/articles/57951.aspx>)

Revolutionary War Poster Data-Collection Sheet

Student group names: _____				
Poster subject: _____				
Description of information	How this information helps your side	How this information hurts the other side	Other information that may help	Web site where you found this information

Revolutionary War Recruitment Poster Rubric

Category:	Excellent (20-15)	Good (15-10)	Fair (10-5)	Poor (5-0)	Student Score:
Research	Data-collection chart completed; group shows evidence of strong research skills	Most of data-collection chart completed; group shows good research skills	About half of data-collection chart completed; group shows fair research skills	Less than half of data-collection chart completed; group shows poor or no research skills	
Creativity	Poster shows high level of creativity and imagination	Poster shows good creativity and imagination	Poster shows some creativity and imagination	Poster shows little in the way of creativity or imagination	
Cooperation	Group worked well with each other in all instances	Group worked well together in most instances	Group worked fairly well together	Group rarely collaborated effectively	
Technology Skill	Group showed high level of technological skill	Group showed good level of technological skill	Group showed fair level of technological skill	Group showed little or no technological skill	
Additional Criteria					
Final Student Score					

Project #3: Declaration of Independence Podcasts

Overview:

In this lesson, students research events concerning the writing of and debate over the Declaration of Independence. They then make news podcasts, acting as reporters following the events of June and July 1776. Students work in groups and role-play principal figures in the independence movement as the Continental Congress debates the Declaration.

Objectives:

As a result of completing this lesson, students will:

- research information regarding the independence movement, as well as varying views regarding England
- understand differing opinions and concerns of delegates to the Continental Congress regarding independence
- make conclusions about the impact of the independence debate on both the Congress and on colonists in general.

Time required:

Five to six class periods, including time needed to collect information and create the podcast.

Materials:

Computers with Internet access; podcasting software (see the “related Web resources” section for further information); computer speakers (if needed); computer microphones (if not already included in system); video camera (if needed); students may also need flash drives or network space to save pictures, video, or podcasts.

Methodology:

Before beginning the lesson, students should have viewed the slides from the PowerPoint that cover the debate over independence and the writing of the Declaration. Ask students to review arguments for and against declaring independence. Reinforce in this discussion that a sizeable number of people in the colonies who felt that the British had violated colonial rights did not think it necessary to take the drastic step of declaring independence.

Next, ask students to speculate how a network newscast might have appeared had television technology been available in 1776. Who would have been interviewed? What graphics might the newscast have used? How big of a story might independence have been?

Introduce the lesson by telling students that they will be assuming the role of newscasters and principal figures in the independence movement and making “network-news podcasts” covering the independence debate. Suggest that colonists are relying on them to report the goings-on at the Continental Congress.

(**Note:** If desired, you may wish to substitute a digital newscast using a video camera or Flip video camera for podcasting. The newscast can also be done as a simple in-class role-playing exercise as well, bypassing the use of any video or podcast equipment.)

As a preliminary activity, show students a typical network newscast, either on television or through streaming video. Explain various elements of a typical newscast to students, especially its content. Students should take notes or brainstorm while they watch about what elements they want to include in their podcasts.

Most newscasts include:

- an anchorperson that welcomes viewers and introduces content. He/she may also ask questions.
- reporters who cover stories remotely (on the scene)
- a news analyst who further examines stories and may also interject an editorial opinion
- “man-on-the-street” interviews about news stories and how those events affect the average person
- some video content of events from stories that the newscast covers
- other news besides the major story covered in the newscast.

Once students have had an opportunity to analyze a typical newscast, divide the class into groups of four or five students. The groups should begin researching and planning for their podcasts. You may want to consider setting a minimum and maximum length for the podcast, probably somewhere from two to five minutes. This will give students an idea of how much content to include in their podcast.

Suggest to students that some members of the group should serve as “anchorpersons” and “reporters,” while others should act as interviewees. Those students will need to know background information about the people being interviewed. Those students acting as anchors will also need to have suitable information about the subject in order to ask effective questions. All students should contribute to the actual creation of the podcast.

Once students have finished collecting resources as well as storing information and data using the “Podcast Information Collection Sheet,” give the groups adequate time to create the podcast or video newscast (if selected).

Evaluation:

Allow all students in class to listen to or view the finished podcasts, which can be done by sharing the podcasts on iTunes or by making them viewable on a computer connected to an LCD projector. After students have seen the podcasts, assess student work using a suitable rubric. A sample rubric, which can be used as-is or adapted, is included with this lesson.

Suggested Web resources:

Note: There are many Web-based resources on the Declaration of Independence and podcasting. In addition to using the sites listed below, encourage students to also use print materials available in libraries or media centers.

Declaration of Independence resources:

Colonialhall.com (<http://colonialhall.com/>)

Constitution Facts page (<http://www.constitutionfacts.com/?section=declaration&page=readTheDeclaration.cfm>)

Founding.com (Claremont Institute) (<http://www.founding.com/>)

History Channel page (<http://www.history.com/topics/declaration-of-independence>)

Library of Congress “Creating the United States” page (<http://myloc.gov/Exhibitions/creatingtheus/DeclarationofIndependence/Pages/default.aspx>)

Library of Congress “Documents from the Constitutional Convention, 1774–1789” (<http://memory.loc.gov/ammem/collections/continental/intro01.html>)

Library of Congress “Thomas Jefferson” page (<http://www.loc.gov/exhibits/jefferson/jeffdec.html>)

Library of Congress “Web Guide” (<http://www.loc.gov/rr/program/bib/ourdocs/DeclarInd.html>)

National Archives “Charters of Freedom” exhibit (<http://www.archives.gov/exhibits/charters/declaration.html>)

PBS *Liberty!* site (http://www.pbs.org/ktca/liberty/chronicle_philadelphia1776.html)

Podcasting resources:

Note: GarageBand is an Apple product that comes bundled with the iWork suite. It can be used to develop podcasts, as can a free program called Audacity (Audacity is also available for Windows). You may also wish to do an independent Web search to determine if there are other packages or tutorials that can assist in developing podcasting projects.

Apple GarageBand support page (<http://www.apple.com/support/garageband/>)

Audacity download page (<http://audacity.sourceforge.net/>)

Audacity “How to Podcast” tutorial (<http://www.how-to-podcast-tutorial.com/17-audacity-tutorial.htm>)

How Stuff Works “How Podcasting Works” page (<http://computer.howstuffworks.com/internet/basics/podcasting.htm>)

Learning in Hand “Podcasting” page (<http://learninginhand.com/podcasting/>)

Mashable.com “Podcasting Toolbox” site (<http://mashable.com/2007/07/04/podcasting-toolbox/>)

Podcasting Tools site (<http://www.podcasting-tools.com/>)

“Podcasting Using Garageband” (http://teachers.henrico.k12.va.us/staffdev/maddux_j/podcasting/Home.html)

Tech-Ease “Podcasting Video Tutorials” (http://etc.usf.edu/te_mac/movies/podcasting.html)

Be aware that podcasts created with Audacity or GarageBand can be heard (and viewed, should the group use video content) using iTunes, which is a free download for both Windows and Mac.

Declaration of Independence Podcast Data Sheet

Student Group name: _____

Person/event we found information about	Information about the person/event	Questions or coverage we plan to give this person/event	How we plan to use this information in our podcast or newscast

Declaration of Independence Podcast Newscast Rubric

Category	Excellent (20-16)	Good (15-11)	Fair (10-6)	Poor (5-0)	Group score
Depth of research	Evidence of significant re-search; all topics backed by ample evidence	Evidence of a good amount of research; most topics backed by evidence	Some evidence of sufficient research on the subject	No evidence of research on the subject	
Evidence of knowledge	Group understands all materials and concepts involved	Group grasps material and concepts involved	Some evidence demonstrating understanding of the material	Little or no evidence demonstrating understanding of the material	
Organization of materials	Project shows significant organization; podcast runs smoothly	Project shows good organization; podcast generally runs smoothly	Project shows some organization; podcast somewhat difficult to follow	Project shows no organization; podcast difficult or impossible to follow	
Aesthetics	Podcast is engaging and/or eye-catching	Podcast is somewhat engaging	Podcast lacks aesthetic organization	Podcast not engaging nor eye-catching	
Originality	Significant evidence of original thought or invention; majority of content demonstrates originality	Project shows some originality; still includes a significant amount of others' ideas	Little evidence of unique thought; work is a general collection of others' ideas	No evidence of unique thought; work is a minimal collection of others' ideas	
Other criteria					
Overall group score					

The American Revolution

Multiple Choice Quiz

1. Which of the following does not describe England's position at the end of the French and Indian War?
 - A. Victorious in the French and Indian War
 - B. Size of British holdings in North America had doubled
 - C. England had paid off its debt by the end of the war
 - D. England wanted the colonists to help pay the costs of the war
2. The policy of "salutary neglect" meant that:
 - A. British trade laws would not be strictly enforced
 - B. The colonists would not be required to bow before the king when they met him in person
 - C. The French would not have to give up territory after the French and Indian War
 - D. England would start enforcing trade laws more strictly
3. The purpose of the Navigation Acts was to
 - A. Raise the price of French West Indies molasses
 - B. Replace the Stamp Act
 - C. Allow for smuggling by colonial merchants
 - D. Protect British (and colonial) shipping industries
4. The Stamp Act was a direct tax, which meant that
 - A. It taxed everyday transactions
 - B. The price of the tax was added to the price of the goods
 - C. A stamp had to be placed on goods to show the tax had been paid
 - D. It taxed British merchants as well as colonial merchants
5. The Stamp Act Congress:
 - A. Was proposed by James Otis
 - B. Confirmed the British government's right to make laws regarding the colonies
 - C. Protested taxation by the British without allowing colonial representation in Parliament
 - D. All of the above
6. The Declaratory Act
 - A. Gave the colonies would get three seats in Parliament
 - B. Ended the Stamp Act Congress
 - C. Declared that England had the right to rule the colonies
 - D. None of the above

7. The Intolerable Acts
 - A. Were known as the Coercive Acts in England
 - B. Punished Massachusetts for the Boston Tea Party
 - C. Closed Boston harbor
 - D. All of the above
8. The first shots of the American Revolution were fired at
 - A. Lexington and Concord
 - B. Bunker Hill
 - C. Fort Ticonderoga
 - D. Trenton
9. The bloodiest single day of the Revolution took place at
 - A. Lexington
 - B. Concord
 - C. Bunker Hill
 - D. Trenton
10. The following is not true about *Common Sense*:
 - A. It was written by Thomas Paine
 - B. It gave easy-to-understand arguments regarding independence
 - C. It inspired Jefferson when he wrote the Declaration of Independence
 - D. It convinced many people to favor of independence
11. Which of the following was not part of the Committee of 5 who was selected to write a Declaration of Independence?
 - A. Washington
 - B. Jefferson
 - C. Franklin
 - D. Adams.
12. Which of the following was an advantage to declaring independence?
 - A. Chances of winning the war were slim
 - B. Many colonists had a sentimental attachment to the “mother country”
 - C. The colonies might get aid from France
 - D. The colonies were poorly prepared for war

13. Who introduced the resolution of independence to the Second Continental Congress?
- A. John Adams
 - B. Thomas Jefferson
 - C. Benjamin Franklin
 - D. Richard Henry Lee
14. German soldiers that were paid by King George III to fight the colonists were called
- A. Minutemen
 - B. Hessians
 - C. Patriots
 - D. Loyalists
15. Colonists who continued to support England were called
- A. Loyalists
 - B. Hessians
 - C. Patriots
 - D. Minutemen
16. To arrive at this battle, Washington and his men had to cross the Delaware River on Christmas night, 1776:
- A. Saratoga
 - B. Princeton
 - C. Trenton
 - D. Cowpens
17. This British general captured Philadelphia in the fall of 1777:
- A. Burgoyne
 - B. Howe
 - C. Gage
 - D. Cornwallis
18. This British General was forced to surrender at Saratoga:
- A. Burgoyne
 - B. Howe
 - C. Gage
 - D. Cornwallis

19. Which of the following mistakes did the British commander at Saratoga not make:
- A. Being overconfident
 - B. Taking too many supplies
 - C. Had no knowledge of the terrain
 - D. Did not try to get Loyalist support in New York
20. In this treaty, the French agreed to recognize the U.S. as an independent nation:
- A. Treaty of Alliance
 - B. Treaty of Amity and Commerce
 - C. Treaty of Paris
 - D. Treaty of Ghent
21. This was General George Washington's winter headquarters in 1777:
- A. Saratoga
 - B. Philadelphia
 - C. Valley Forge
 - D. Trenton
22. This Prussian drillmaster taught Continental troops how to march:
- A. Von Steuben
 - B. Pulaski
 - C. Lafayette
 - D. Talleyrand
23. This American frontiersman won decisive battles at Cahokia, Kaskaskia, and Vincennes:
- A. Patrick Henry
 - B. George Rogers Clark
 - C. Horatio Gates
 - D. Benedict Arnold
24. Which of the following was a reason why Benedict Arnold decided to become a traitor?
- A. He had disagreements with General Gates
 - B. He was angry at the treatment he had received from Congress
 - C. A and B
 - D. Neither A nor B

25. Why did the British change their strategy to focus on the Southern colonies?
- A. They thought they would have a great deal of Loyalist support there
 - B. They felt Southern cities were easier to invade
 - C. They thought the warmer climate there would give them an advantage in battle
 - D. They wanted to isolate New England from the rest of the colonies
26. How did the French and Colonial Army defeat Cornwallis at Yorktown?
- A. The French fleet bottled up Chesapeake Bay
 - B. French troops blocked Cornwallis's escape by land
 - C. Continental troops blocked Cornwallis's escape by land
 - D. All of the above
27. Which of the following was not part of the terms of the Treaty of Paris?
- A. Formal recognition of American independence
 - B. Setting the boundaries of the U.S.
 - C. Giving Florida to the United States
 - D. Restoring Loyalist property
28. Which of the following was not a social reform that came about as a result of the Revolutionary War?
- A. Separation of Church and State
 - B. Beginning of the abolition of slavery
 - C. Breakup of large estates
 - D. More rights for Native Americans
29. Which of the following things involving women did not happen either during or after the Revolutionary War?
- A. Some women disguised themselves as men and fought in battles
 - B. Women gained the vote
 - C. Women received better educational opportunities
 - D. Women took on traditionally male tasks
30. How did the British try to encourage black slaves to escape from their masters?
- A. They promised to give them better treatment as British slaves
 - B. They promised to provide freedom for slaves who fought with them
 - C. They promised to give slaves jobs in England
 - D. They promised to take blacks back to Africa after the war

The American Revolution Multiple Choice Quiz Answer Key

1. C
2. A
3. D
4. B
5. D
6. C
7. D
8. A
9. C
10. C
11. A
12. C
13. D
14. B
15. A
16. C
17. B
18. A
19. D
20. B
21. C
22. A
23. B
24. C
25. A
26. D
27. C
28. D
29. B
30. B