

**UNIT 2: The Road to Independence PART 1, before major battles**

Dates \_\_\_\_\_

**Essential Question: Did the American Revolution accomplish its goals?**

**7.3 AMERICAN INDEPENDENCE: Growing tensions over political power and economic issues sparked a movement for independence from Great Britain. New York played a critical role in the course and outcome of the American Revolution.**

**(Standards 1, 4, 5)**

**Growth and conflict in the colonies 7.3a**

**The French and Indian War**

■■ International conflict over colonial territories ■■ Trading relationships with different Native American peoples

**Causes of the American Revolution 7.3b**

■■ Mercantilism ■■ Salutary neglect ■■ Albany Congress and the Albany Plan of Union ■■ The Zenger Trial (1735) and individual rights ■■ Proclamation of 1763 ■■ Stamp Act (1765) ■■ Intolerable Acts (1774) ■■ Taxation without representation ■■ No redress of grievances ■■ Colonial response to British mandates

**The Road to Independence 7.3a, 7.3b**

**Different perspectives about British rule**

■■ Loyalists ■■ Patriots ■■ Propaganda ■■ Forms of protest

**Grievances against the British 7.3c**

■■ Influence of Enlightenment ideas ■■ Common Sense ■■ Declaration of Independence (1776) ■■ A new political system

**WILL BE IN PART 2-> Military campaigns and battles of the American Revolution 7.3d**

■■ Military strategy, including the influence of Native American groups ■■ British and Colonial military advantages and disadvantages ■■ Lexington and Concord ■■ Battle of Bunker Hill ■■ Battle of Brooklyn ■■ NYC area campaigns ■■ British prison ships in NY Harbor ■■ Battle of Trenton ■■ Battle of Saratoga ■■ Battle of Yorktown ■■ Role of New York State ■■ Treaty of Paris (1783) ■■ Evacuation Day (November 11, 1783)

**Skills and standards for this part of this unit:**

**History of the United States and New York State**

**Key Idea 1.1:** The study of New York State and United States history requires an analysis of the development of American culture, its diversity and multicultural context, and the ways people are unified by many values, practices, and traditions.

**Key Idea 1.2:** Important ideas, social and cultural values, beliefs, and traditions from New York State and United States history illustrate the connections and interactions of people and events across time and from a variety of perspectives.

**Key Idea 1.3:** Study about the major social, political, economic, cultural, and religious developments in New York State and United States history involves learning about the important roles and contributions of individuals and groups.

**Key Idea 1.4:** The skills of historical analysis include the ability to: explain the significance of historical evidence; weigh the importance, reliability, and validity of evidence; understand the concept of multiple causation; understand the importance of changing and competing interpretations of different historical developments.

**Common Core Learning Standards**

**RH.6–8.1:** Cite specific textual evidence to support analysis of primary and secondary sources. **RH.6–8.2:** Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

**WHST.6–8.9:** Draw evidence from informational texts to support analysis, reflection, and research.

### **Gathering, Interpreting, and Using Evidence:**

- Analyze evidence in terms of historical context, content, authorship, point of view, purpose, and format; identify bias; explain the role of bias and audience in presenting arguments or evidence.
- Make inferences and draw general conclusions from evidence.
- Recognize an argument and identify supporting evidence related to a specific social studies topic. ---
- Examine arguments related to a specific social studies topic from multiple perspectives. Recognize that the perspective of the argument's author shapes the selection of evidence used to support it.

**MOVIES & Series-** Parents should review the view rating for all movies before allowing children to watch.

- Patriot- (R 2000, might be able to find a PG version on line)
- April Morning (NR 1988)
- John Adams- series
  - Mary Silliman's War (1994 made for TV)
- Drums along the Mohawk (1939)
  - Johnny Tremain (NR -1957)
- The Crossing ( 2000 made for TV)
  - Revolution ( PG-13 1985)
- 1776 (Musical G 1972)
- America the Story of US- History Channel.com episode 1.
- \*\* -Documentary, learning in part through geography (1<sup>st</sup> 10min); our early beginnings:  
<https://www.youtube.com/watch?v=6iQeuzP2guk>
- \*\* Recap - what led to the Revolution: <https://www.youtube.com/watch?v=tfnrdWYmZus>

L1 Date\_\_\_\_\_ 9/27LT I can examine how the colonies in interacted with the mother country, Britain.

Growth and conflict in the colonies 7.3a, how we get to The French and Indian War

Summarize in geographical terms the locations of each country's land holdings. TPS 2min, 2min writing

Identify and describe the Navigation Acts and their effects, Salutary Neglect.

### Navigation Acts (1660's)

lumber

iron

cotton

furniture

tools

textiles

I'm bloody filthy rich!

1) Most products could be sold only to England.  
Ex.) sugar, tobacco, indigo

However, England was \_\_\_\_\_ away!  
They \_\_\_\_\_  
Navigation Acts. This is known as \_\_\_\_\_.

**Vocabulary:**  
**Navigation Acts:**\_\_\_\_\_

Import: \_\_\_\_\_

Export: \_\_\_\_\_  
**Salutary Neglect:** \_\_\_\_\_

TPS How would British Salutary Neglect affect the people in the colonies?



Answer these questions in your notebook.

1)Why would the French want control over the land west of the Appalachian Mountains (striped area)?

2)Why is the Ohio River Valley an important area to control?

3)Explain what do you think begins to happen in the striped area on the map?

2 Date \_\_\_\_\_ 9/28 LT I can examine relationships between the French, the NAI, and British.

#### The French and Indian War

- International conflict over colonial territories
- Trading relationships with different Native American peoples

#### MAKE AN INFERENCE!

Based on your answer to question 3 on the previous page, what do you think today's lesson will be about?

Fix the capitalization mistakes in the 1<sup>st</sup> 2 sentences of each ¶.

the native american indians (nai) in the eastern parts of north america knew things were changing. The french and english were here to stay. Some NAIs started to choose sides. To many NAIs, the French seemed the friendliest. They seemed less intent on grabbing land, more interested in simply trading furs. The English, on the other hand, were growing **too/to/two** fast. Settlers were moving inland, sometimes swindling the Native Americans, or taking land by force. the ohio river valley had an abundance of fertile land, and the ohio river was a great natural resource.

as the british colonists moved further into america's heartland, toward the borders of new france, bad feelings were growing between the french and english. In 1752, a group of Ottawa and Ojibwa warriors, led by French officers, swooped down on a British trading post, killing thirteen NAI who had sided with the British. This was the first of many skirmishes that would lead to the infamous French and Indian War (a/k/a 7 Years War), a bloody battle for control over much of North East America. NAI ended up fighting on both sides. Ancient rivalries erupted and tribal groups ended up facing off against each other; drawn into someone else's fight.

The French Monarchy delivered this message to their NAI allies in the Ohio River Valley, " Drive from the Ohio River any European foreigners, and do it in a way that will make them lose all taste for trying to return."

How do you think the NAI allied nations interpreted the message?

#### Annotate your understanding:

¶1 \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

What is the main idea of ¶1?

\_\_\_\_\_

\_\_\_\_\_

¶2 \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

What is the main idea of ¶2?

\_\_\_\_\_

\_\_\_\_\_

¶ \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

What is the main idea of ¶2?

\_\_\_\_\_

\_\_\_\_\_

6min In your notebook make the diagram from the power-point.

S L A N T .... For video

<https://www.brainpop.com/socialstudies/ushistory/frenchandindianwar/>

spartans51, brainpop, search French and Indian War.



L3 10/1 Date \_\_\_\_\_ LT I can determine the positives and negatives of mercantilism. No acts in acts book  
Mercantilism & ■ Salutory neglect

**Vocabulary:**

**Mercantilism** -trade import/export with the mother country almost entirely, 95% of the time.

**Gold**- the main means of payment for goods and services throughout the world.

**Smuggling**- \_\_\_\_\_

**Mercantilism** encourages economic activity to center around the mother country. The mother country establishes colonies and requires colonies to sell their raw materials only to the mother country. The mother country converts the raw materials into usable merchandise. This increases the economy within the country creating and maintaining jobs. The mother country then increases its economy by exporting manufactured goods back to the colonies, as well as to other foreign countries. The purpose of this arrangement is to keep imports from foreign nations to a minimum and exports to colonies and foreign nations at a maximum. This industrious activity creates a thriving economy. The goal of mercantilism is to keep gold within the mother country (encouraging exports and discouraging imports) because the more gold a country has the larger the army it can maintain.

**Mercantilism** encouraged **smuggling** by colonists because foreign markets would, for some goods, pay much higher prices than the mother country.

The Mercantilist Argument for Colonial Expansion



Source: Philip Dorf, *Our Early Heritage: Ancient and Medieval History*, Oxford Book Company (adapted)

Write 3 things you observe in the drawing:

What do you infer is happening?

Can you guess the conflict/problem?

Can you hear what might be being said in the cartoon?

Turn & talk to your neighbor, share your ideas.

In your own words, explain how mercantilism works?

.....

.....

.....

**Salutory Neglect** supported **smuggling**.

In your own words, explain how Salutory Neglect supports smuggling?

.....

.....

.....

## Complete the T chart

Directions:

Fill in the chart with the Positives of mercantilism on the left and Negatives of mercantilism on the right.

Positives of mercantilism

Negatives of mercantilism

|  
|  
|

L4 Date\_\_\_\_\_ LT I can determine the validity of the Albany Plan of Union.

**Directions:** Read the ¶ then choose which statement best describes the Main Idea of that ¶.

### The Albany Plan of Union:

As you learned from the Brain-pop video the other day, George Washington and his troops lost skirmishes in their makeshift fort, **Fort Necessity**, against the French and Indians. While this battle was happening delegates from the seven colonies gathered in Albany, New York. The delegates met for two reasons. They wanted to persuade the Iroquois to help them against the French and they wanted to plan a united defense as British Colonial citizens.

- A. Washington lost some battles at Fort Necessity.
- B. Colonial delegates wanted help from & met with the Iroquois about fighting the French.
- C. Delegates gathered with Iroquois.
- D. Washington and his troops built a makeshift fort, Fort Necessity.

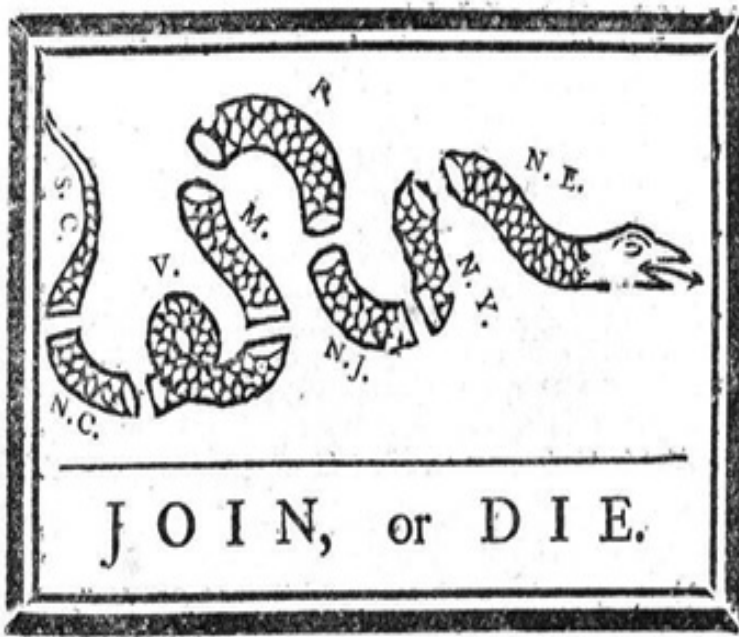
The Iroquois were courteous and listened to the colonial delegates because all of the fighting between the British and French was happening on lands that were important to the Iroquois. Too much fighting could destroy the very lands necessary for the Iroquois survival. The Iroquois decided to remain neutral in the war. This fact increased the need for cooperation between all of the colonies.

- A. The Iroquois declined to aid, so the colonies needed to cooperate to win.
- B. Fighting would damage the land for everyone.
- C. The Iroquois preferred neutrality.
- D. All North American lands were important.

Benjamin Franklin, of Pennsylvania, suggested the **Albany Plan of Union**. This idea required a delegate from each colony to meet and set up laws, raise taxes, and set up defenses in each of the colonies. The delegates voted to accept the **Albany Plan of Union**, however when the plan was relayed to the colonies it was put down by their citizens, it was not accepted. None of the colonies were willing to give up any of their powers to a central group, even though the group would have been made of members from each colony.

Continued:

- A. All members were to gather in Albany to discuss a plan of union.
- B. Colonial delegates turned down ideas in the Albany Plan of Union, they wanted their power.
- C. Colonial delegates were invited to set up defenses and raise taxes.
- D. The Albany Plan of Union was designed so each colony could help set up a financial plan for success.



What I learned about this flag today:

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What I learned about the colony's attitudes today:

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L5 10/3 Date\_\_\_\_\_ LT I can examine the importance of the Zenger Trial to U.S. history.

Life under a monarchy, prior to 1776, could be very difficult, especially if people within a community believed their governing officials were corrupt. To speak out against an official appointed by the monarchy was a crime. The crime was called **sedition libel**. It was **sedition** because it undermined the absolute rule of the king. It was **libel** because statements made about trusted servants of the crown were negative and attacked their reputation. Lets go back in time and understand some of the consequences for **sedition libel**:

-In 1687 Reverend John Wise is convicted and fined for condemning Britain's tax policies.

-In 1723, James Franklin is arrested and imprisoned for insulting the government's failure to deal with piracy.

- John Check Lee is fined in 1720 in 1724.

Other punishments for libel in 1689 are documented as follows:

whipping, branding, borne through the tongue, banishment, and even death; all for printing some kind of seditious libel material.

However, after 1735 libel cases just faded away in America. Why?

What do you think could have happened in 1735? TPS your ideas....

**SLANT for the video.** I am providing a transcript of the video due to the narrators quickly paced speaking in the video. We'll read through the transcript once after the video is complete.

Unexpected Verdict: The Trial of John Peter Zenger

<https://www.youtube.com/watch?v=Ab8lPjHlkoI>

Why did the British Crown virtually stop prosecuting people for seditious libel. You must include John P. Zenger in your response. Your response does not have to follow ELA rules, NTF is a o'kay.

EXCR in class  
Can you create a ¶ in NTF-- use abbrev., symbols, etc.

T.S. \_\_\_\_\_  
\_\_\_\_\_

- 1.....
- 2.....
- 3 .....

C.S. \_\_\_\_\_  
\_\_\_\_\_

Re-write your paragraph using complete sentences and proper punctuation below:

• \_\_\_\_\_  
\_\_\_\_\_

• \_\_\_\_\_  
\_\_\_\_\_

• \_\_\_\_\_  
\_\_\_\_\_

• \_\_\_\_\_  
\_\_\_\_\_

• \_\_\_\_\_  
\_\_\_\_\_

• \_\_\_\_\_  
\_\_\_\_\_

The Proclamation ended France's rule in North America. The NAI who allied with the French could no longer hope for French aid against their common enemy, the British. Slowly, NAI tribes stopped fighting and returned home. Pontiac, the leader of the Ottawa Nation said, "All my young men have buried their hatchets."

Pontiac's War convinced the British to close western lands to settlers. The British Proclamation of 1763 created a border along the western edge of the Appalachian Mountains. After 1763, colonists were disallowed from settling west of the Appalachian Mountains. The Proclamation demanded that all who had previously settled west of the mountains to return to the settlements of the colonies. In an effort to enforce this new border the British Crown sent 10,000 troops to the colonies. Many went to the new border, but most stayed in colonial cities. How fierce were the NAI warriors to have the British disallow settlement in the Ohio River Valley? -read excerpt.

<https://www.history.com/topics/native-american-history/1763-proclamation-of>

### The Proclamation of 1763

Victory in the French and Indian War gave Great Britain the western lands in America formerly controlled by the French. American Indians, led by Chief Pontiac of the Ottawa nation, rebelled as they feared that colonial farmers would begin to cross the Appalachian Mountains and drive them from their hunting grounds. British Parliament passed the Proclamation of 1763 to establish a western border for the 13 colonies at the Appalachian Mountains.

1.

**His Royal Majesty's Government Declares That:**

**In so much as it is in our interest and in the interest of our colonies that the several nations of Indians who live under our protection should not be disturbed in the territories that are reserved to them as hunting grounds; we do therefore...declare it to be our royal will that no governor in any of our colonies...grant warrants of survey or pass any patents for lands beyond the bounds of the stated proclamation line.**

What was the purpose of the Proclamation of 1763?

What was the final result of the French and Indian War? \_\_\_\_\_

After the French and Indian War, **King George III** passed a law saying that colonists could not settle in the Ohio River Valley. The king's law was called the **Proclamation of 1763**. A

### **Focused Annotations:**

*How did the NAI respond to the Proclamation of 1763?*

*Describe the effect of the Proclamation on NAI & colonists?*

S.L.A.N.T.- Describe the fierceness of NAI warriors:

**proclamation** is an official government announcement. The king also *stops* **salutary neglect**. Britain begins to seriously enforce all Navigation Acts.

How will the colonists who feel? Didn't they become injured, and lose husbands, sons, and uncles in this war?

Why do you think does Britain begin to enforce the Navigation Acts and tax the colonies?

Why do you think does King George III begin taxing the colonies heavily?

Documents	From a colonist's perspective, why would this act/law be viewed negatively?	According to Great Britain, how does the new act/law benefit the colonies? How does it benefit Great Britain?
<b>Set A:</b> The Proclamation of 1763 maps		

L7 10/5 Date\_\_\_\_\_ LT I can examine causes for colonists to become angry with the British Crown. The road to revolution begins!

WARNING TEST AROUND 10/22?

■ Stamp Act (1765) ■ Taxation without representation

**“Taxation without representation is tyranny!”**

3m History.com, must use chrome: stop at Townshend Acts

<https://www.history.com/topics/american-revolution/stamp-act-1>

teacher

HOMEWORK- Begin study for your exam, it's coming soon.

Video will help you study for your exam on the road to revolution.

: <https://www.youtube.com/watch?v=tfnrdWYmZus>

You will receive a worksheet with today's reading excerpts. We will be filling in more information as we move forward. Be sure to bring it to class daily.

L8 10/9 Date\_\_\_\_\_ LT I can analyze actions in England as the cause for colonists' to revolt?-

Identify the effects of laws passed on the colonists.

■ No redress of grievances ■ Colonial response to British mandates

### **Vocabulary:**

**Townshend Act-** \_\_\_\_\_

\_\_\_\_\_

**Appease-** \_\_\_\_\_

**Repealed-** \_\_\_\_\_

STOP @ 2:20 History.com MUST USE CHROME

<https://www.history.com/topics/american-revolution/townshend-acts-1>

What happened to the Sugar Act and the Stamp Act ? \_\_\_\_\_

How would you act toward your parents if they 'repealed' rules at home because of your protests?

\_\_\_\_\_

Why were they repealed? \_\_\_\_\_

Based on logic, will the colonists begin to feel they have power over laws enacted and imposed upon them in the colonies? \_\_\_\_\_

### **SLANT:**

Who was Charles Townshend? \_\_\_\_\_

What did he do? \_\_\_\_\_

When did he do it? \_\_\_\_\_

Where did he do it? To whom did he do it? \_\_\_\_\_

Why did he do it? \_\_\_\_\_

How well was this action received? \_\_\_\_\_

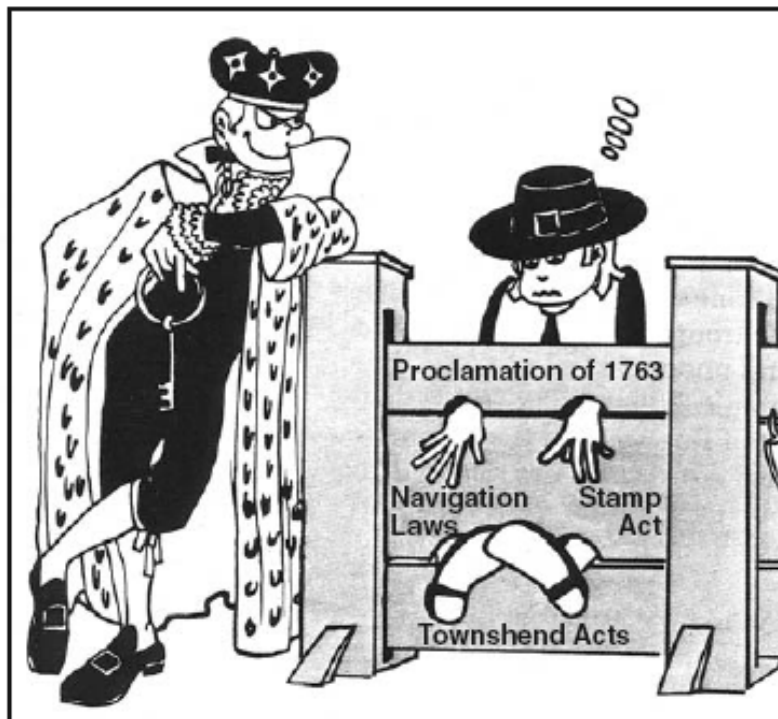
Who was the primary person to dissent and fight it with words?

\_\_\_\_\_

How did he fight it with words? \_\_\_\_\_

How did most of the colonists in Mass. respond? \_\_\_\_\_

What did the crown do in response? \_\_\_\_\_



Who is holding the keys?

Who is locked up?

Explain what the artist is trying to convey.

How have the colonists responded thus far to new tax laws put upon them?

List the different types of protest you've learned, and try to think of new ones.



L9 10/10 Date\_\_\_\_\_ LT I can examine how the conflicts between England and American colonists turned deadly.

Vocabulary:

Propaganda: \_\_\_\_\_

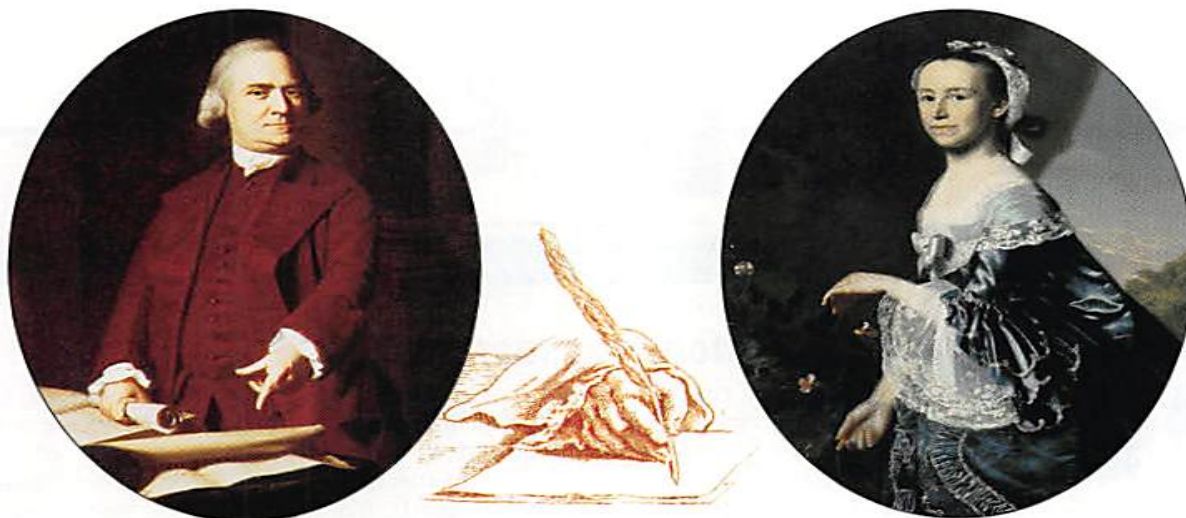
Massacre- \_\_\_\_\_

According to your group's focus painting decide which group is the aggressor?  
Try to summarize the event based on the painting you have been assigned.

Lets read the story, and see which painting is closest to historical truth.

- What can be inferred about the artist who created this source? -
- Does this portrayal seem to show a bias? Why or why not?
- How would the colonists have reacted to this image? Why?

How is propaganda used today? What do you think?



**The Mighty Pen** Colonial writers supported the cause of liberty. Samuel Adams (left) and Mercy Otis Warren (right) used their pens to stir feelings against the British—Adams with his letters, Warren with her plays. Both of these portraits were painted by John Singleton Copley, a leading artist of the period. **Linking Past and Present** How do writers influence public opinion today?

L10 10/11 Date\_\_\_\_\_ LT I can determine why the Tea Act enraged American colonists to the point of revolt?

Based on the pictures from the PPT what will we learn about today? INFERENCE!!/PREDICT!

The Boston Tea Party :

British officials were outraged by the Boston Tea Party. One official called it, "the most wanton and unprovoked insult offered to the civil power that is recorded in history." John Adams, however, believed that many colonists wished that "as many dead Carcasses were floating in the Harbour, as there are Chests of Tea."

Economically thinking:

Why were colonial tea merchants angered by the Tea Act imposed by the Mother Country?



Critical Thinking:

Exports are goods made in a country and sent elsewhere to be sold. Imports are goods made elsewhere and brought into a country to be bought. Why would the colonial merchants' refusal to buy the British goods listed in the Tea Act hurt the British economy?

Young colonial women considered it a great sacrifice to give up fine British cloth for rough "homespun." Would you be willing to give up wearing comfortable jeans to protest an injustice?

READ THE STORY , ANSWER THE QUESTIONS, COMPLETE THE ELA SUPPORTS ☺

L11 10/12 Date\_\_\_\_\_ LT I can determine why the colonies wanted to take the Road to Revolution.

Video - reading of Intolerable Acts to the people:

[https://www.youtube.com/watch?v=AA3gvcl58\\_Q](https://www.youtube.com/watch?v=AA3gvcl58_Q)

Read the story, answer the questions, summarize what you've learned!

**Teacher extra-**

If we have time:

We'll divide into 3 groups: Patriots, Loyalists, Neutrals

*Imagine you are in 1774 and the Intolerable Acts have just been passed. Ask: Can war be avoided?*

*Loyalists & Patriots make two lists*

*1=what does your group have to gain from continued association with your side.*

*2=The reasons for going to war.*

*Neutral kids list reasons why both sides should continue to seek a peace.*

*GOAL to find a proposal that avoids armed conflict:*

*Loyalists & Patriots - goal is to write a one page proposal explaining how you think the conflict could be settled.*

*Neutral kids carry proposals explaining how you think the proposals by other groups will either bring peace or more conflict.*

Students uninterested in the above activity can do another one:

Imagine you are a writer for the Massachusetts Committee of Correspondence. Write a letter informing colonists about the Intolerable Acts!

L12 10/15 Date\_\_\_\_\_ LT I can determine the political climate of the colonies during the Intolerable Acts!

The Road to Independence 7.3a, 7.3b

Different perspectives about British rule

Video you can watch at home:

Liberty Kids, 1<sup>st</sup> Continental Congress episode, you can watch at home:

<https://www.youtube.com/watch?v=oAbMPt1vXpU>

*Initiate the CC, close captions, so you won't miss hearing anything said; you'll see on the screen.*

You must use the one of following in each of your responses:

Boston Tea Party, Intolerable Acts

King George was unhappy with the colonies because

King George was unhappy with the colonies, but

King George was unhappy with the colonies, so

Before we complete a short reading, answer the following questions:

What do you think a 'Continental Congress' is?

What does Continental mean?

What does Congress mean?

Think about all that you've learned regarding the colonies. Think about the meaning of each word 'Continental' and 'Congress'. Now write down your idea on what the phrase means. Share it with your neighbor. Your neighbor should share their understanding too. Discuss your thoughts.

The Continental Congress was a special meeting at Carpenters Hall in Philadelphia, Pennsylvania with delegates from all of the colonies except Georgia. Georgia chose not to send a delegate. Knowing all of the events going on in the colonies, what do you think the goals of the delegates at the Continental Congress should be?

Not sure...

If you were from a colony, what would your priority be? What would you want changed?

Read for main idea.

# The First Continental Congress- Communicating our needs & hopes.

Before the colonists declared independence, effectively declared war on Britain (England), they tried a type of petition.

On September 5, 1774, delegates from each of the 13 colonies except for [Georgia](#) (which was fighting a Native-American uprising and was dependent on the British for military supplies) met in Philadelphia as the First Continental Congress to organize colonial resistance to Parliament's Intolerable Acts [a/k/a Coercive Acts].



Main Idea:

- A. In Carpenter's Hall, Philadelphia, Pennsylvania was where they met.
- B. Georgia was busy so they didn't show up.
- C. 13 Colonies met in Pennsylvania.
- D. Colonial delegate met to organize a resistance to Intolerable Acts.

The delegates included a number of future luminaries, or inspirational and influential, such as future presidents [John Adams](#) (1735-1826) of [Massachusetts](#) and [George Washington](#) (1732-99) of [Virginia](#), and future U.S. [Supreme Court](#) Chief Justice and diplomat [John Jay](#) (1745-1829) of [New York](#). The Congress was structured with emphasis on the equality of participants, and to promote free debate.

Main Idea:

- A. Congress members emphasized free debate on the problems.
- B. Many important men were present.
- C. Many Congress members were luminaries
- D. There was participation in debate.

After much discussion, the Congress issued a Declaration of Rights, affirming loyalty to the British Crown but disputing the British Parliament's right to tax it. The Congress also passed the Articles of Association, which called on the colonies to stop importing goods from the British Isles beginning on December 1, 1774, if the Coercive Acts [Intolerable Acts] were not repealed. Should Britain fail to redress [respond affirmatively to] the colonists' grievances in a timely manner, the Congress declared, then it would reconvene on May 10, 1775, and the colonies would cease to export goods to Britain on September 10, 1775. After proclaiming these measures, the First Continental Congress disbanded on October 26, 1774.

- A. Delegates disputed the taxes.
- B. Delegates told the King they wanted to continue being British & the Acts had to be repealed.
- C. Delegates disputed the Intolerable Acts.
- D. Delegates stopped exporting good to Britain.

*Source: modified, History.com/first Continental Congress*

How do you think the King will respond?

Using the main Idea from each text section create a general summary of the 1<sup>st</sup> Continental Congress.

Now write an informational summary of the 1<sup>st</sup> Continental Congress.

An informational summary includes key facts from the text that support your summary information. It adds one sentence to each main idea written. Which details will you choose to support the main ideas?

### **Taking Sides:**

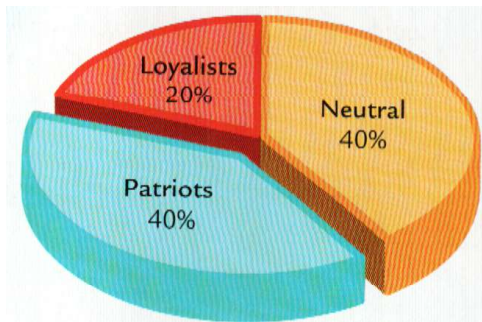
How were the colonies split over the issues with the British Crown?

**Patriots** were colonists who wanted independence.

**Loyalists** were colonists who wanted to remain British.

**Neutral** were people who would not take a side.

Loyalists supported the British government and did not want independence. Even more colonists were neutral and did not take either side.



L13 10/16 Date\_\_\_\_\_ LT- I can explain how enlightenment ideas led to Revolutionary actions.

**“No government can have a right to obedience from a people who have not freely consented to it.”**

- Read THE QUOTE ABOVE carefully a few times and think about what it means.
- Paraphrase using simpler language.

When was this statement made. Was it 50 years ago, 100, 10?

Consider the question: How much authority or control do you think governments should have over their people? Explain why.

Many important thinkers or philosophers have struggled with and pondered the same question over hundreds of years. People still debate this today. Three important philosophers that influenced the leaders of the American Revolution were:

- Thomas Hobbes
- John Locke
- Jean-Jacques Rousseau

These philosophers believed in different types of **‘social contracts.’**

A **social contract** is an agreement between the people and the government in which the needs of the individual are balanced with the needs of society and in which citizens give up certain liberties in exchange for certain protections.

TASK: 20min:

- Students analyze the ideas about government espoused [cause/belief supported] by the philosopher that they have been assigned.
- Students read to determine which philosopher’s ideas influenced the Declaration of Independence.



- Students apply close reading methods to help decipher the meaning of each philosopher's quotes. Students can annotate the quotes as they read.
  - You may want to take a handout from the help center for Close Reading.

WRITE YOUR ANSWERS IN YOUR NOTEBOOK UNDER TODAY'S LEARNING TARGET. You may create your own 4 column graphic organizer at your desk to record your answers.

Philosopher	Beliefs	Text Support	Affect on colonies

**Thomas Hobbes** believes in a type of government (social Contract). His beliefs were...

Selected words from the text that support his beliefs are....

How did these beliefs affect the actions of colonists?

**John Locke** believes in a type of government (social Contract). His beliefs were...

Selected words from the text that support his beliefs are....

How did these beliefs affect the actions of colonists?

**Jean-Jacques Rousseau** believes in a type of government (social Contract). His beliefs were...

Selected words from the text that support his beliefs are....

How did these beliefs affect the actions of colonists?

Match each thinker to something you know from today's U.S. society or government.

Lets read the short story of the Enlightenment Thinkers on the reverse of your handout to finalize our ideas and notions.

L14 10/17 Date\_\_\_\_\_ LT I can determine why it was 'Common Sense' to split from England.  
Tomas Paine, Common Sense

The pamphlet argued that independence was logical and necessary following the acts of the King and British Army. The publication of the pamphlet coincided with the colonists learning of a Proclamation by the

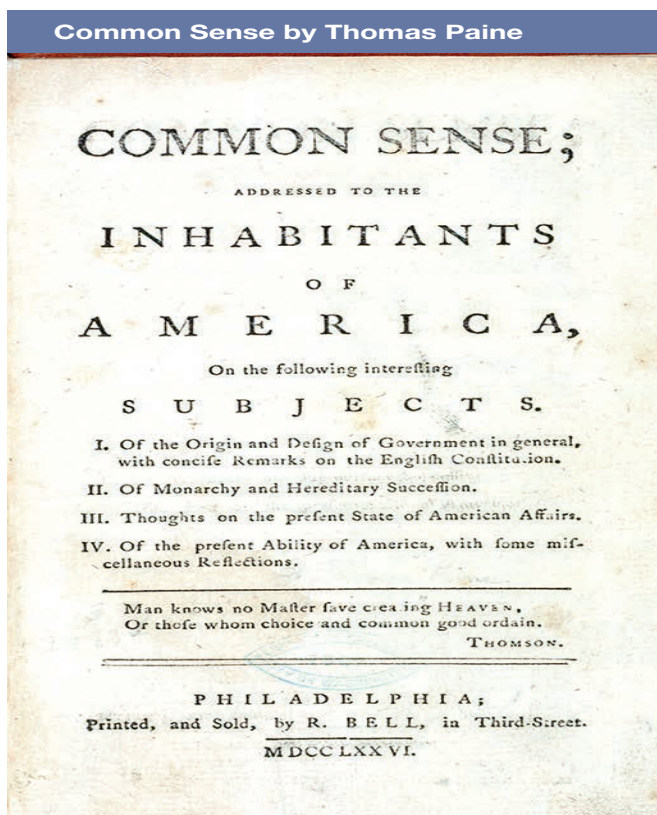
King for Suppressing Rebellion and Sedition.

Work in your groups and figure out the meaning of each portion taken from Thomas Paine's famous propaganda pamphlet.



#### •Summary

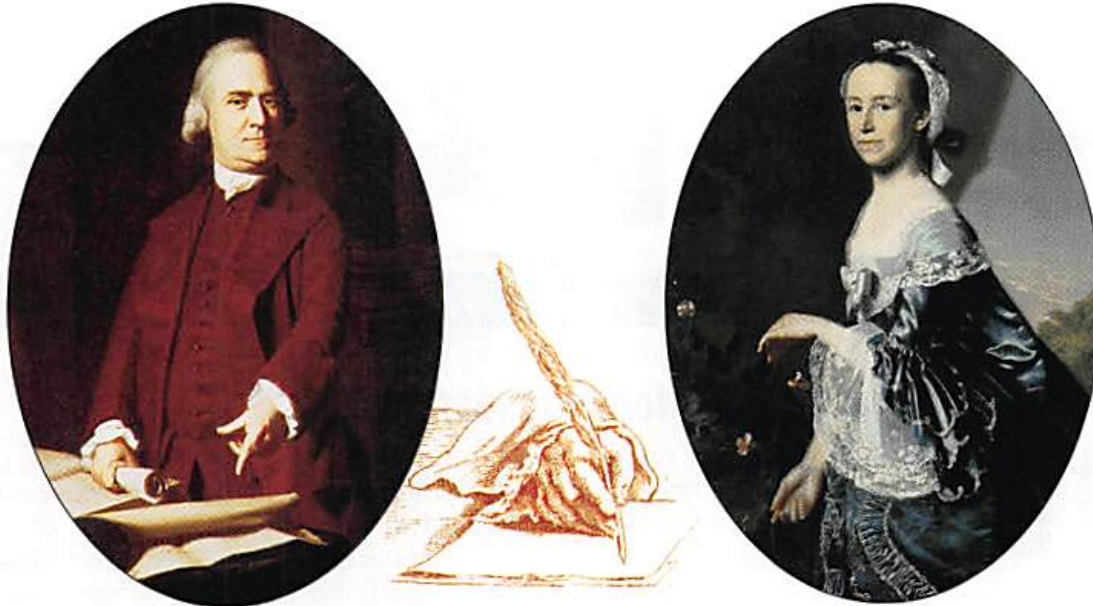
- It was absurd (ridiculous) for an island to rule a continent.
- America was not a "British nation"; it was made of influences and peoples from all of Europe.
- Even if Britain were the "[mother country](#)" of America, that made her actions all the more horrendous, for no mother would harm her children so brutally.



- Being a part of Britain would drag America into unnecessary [European wars](#), and keep it from the international commerce at which America excelled.
- The distance between the two nations made governing the colonies from England unwieldy. If some wrong were to be petitioned to [Parliament](#), it would take a year before the colonies received a response.
- Britain ruled the colonies for its [own benefit](#), and did not consider the best interests of the colonists in governing them.

For more specifics on the Road to Revolution and Continental Congresses, TEXT: <https://www.history.com/topics/american-revolution/the-continental-congress>

propaganda:



**The Mighty Pen** Colonial writers supported the cause of liberty. Samuel Adams (left) and Mercy Otis Warren (right) used their pens to stir feelings against the British—Adams with his letters, Warren with her plays. Both of these portraits were painted by John Singleton Copley, a leading artist of the period. **Linking Past and Present** How do writers influence public opinion today?

### Connections With Literature Background

American drama developed slowly, partly because the Puritans considered the theater immoral. Before the mid-1700s, the few plays performed in the colonies were British. Not until 1767 was a play by an American-born author produced (in Philadelphia). In 1772, Mercy Otis Warren wrote her first play dealing with American and British relationships. In

four more plays, she used humor to make the British look ridiculous. Warren's plays helped win support for the colonial cause. She also wrote a history of the struggle for independence. Titled *History of the Rise, Progress, and Termination of the American Revolution*, the three-volume work was published in 1805.



L15 10/17 Date\_\_\_\_\_ LT-I can examine the principles of our Declaration of Independence from England!

You decided during another lesson that you would either be with, against, or neutral to the new ideas in the colonies regarding breaking ties with Britain. If your group were delegates at the 2<sup>nd</sup> Continental Congress, what do you think your goals should be? Do you and your tablemates even feel the same about your stance? 2min

3minShort video recap getting to the declaration GIVE ME LIBERTY OR GIVE ME DEATH! Patrick Henry an American Hero, text & video recap on the road to revolt.

<https://www.history.com/topics/american-revolution/patrick-henry>

5min

Fix the capitalization mistakes in the 1<sup>st</sup> ¶, figure Main Idea for all ¶s.

the skirmishes at lexington and concord in april 1775, which you'll learn about later had already begun, and the gathering of an army outside of boston provided sufficient [enough] impetus [rushing/push] to assemble the delegates at the state house in philadelphia for a second meeting.

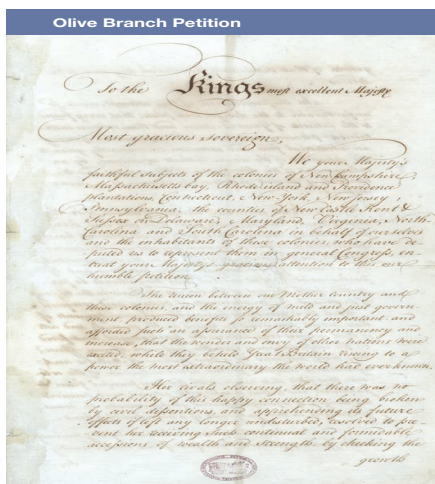
What is the Main Idea above?

The Second Continental Congress began in May 1775 and was presided over by John Hancock. It included some of the same delegates as the first, but with such notable additions as Benjamin Franklin and Thomas Jefferson. This time, all of the colonies sent delegates, although the Georgia delegation did not arrive until fall. As time passed, the radical element that included John Adams, Samuel Adams and Richard Henry Lee began to overtake the more conservative, or those who wanted to maintain the status quo -neutral, similar position, the faction represented by John Dickinson of Pennsylvania. Nonetheless, many of the delegates expected at the outset that the rupture between colony and mother country would be healed. Congress lacked the legal authority to govern, but boldly assumed that responsibility. These delegates met and debated their positions and problems throughout 1775 and into 1776.



What is the main idea of he above?

They had to decide; ask the Monarch to change His views on the American colonies, surrender to the desires and demands of the Monarch and Parliament in England, or change the course of history. An Olive Branch Petition was created and sent in August of 1775.



Olive Branch Petition: New York Public Library

Written by the members of the Second Continental Congress in July of 1775.

It was an attempt to avoid full-scale war with England following the events of Lexington and Concord.

John Adams described the petition as an effort, "to keep open the door of reconciliation, to hold the sword in one hand and the olive branch in the other."

King George III ignored it and wrote A Proclamation by the King for Suppressing Rebellion and Sedition, proclaiming that the colonies were in open rebellion against the King and therefore traitors.

"It was an attempt to avoid full-scale war with England following the events of Lexington & Concorde. John Adams described the petition as an effort, "to keep open the door of reconciliation, to hold the swords in one hand and the olive branch in the other." King George III ignored it and wrote a Proclamation by the King for Suppressing Rebellion and Sedition, proclaiming that the colonies were in open rebellion against the King and therefore traitors." Source: EngageNY

2min The colonies did not have much of a choice after the King made His proclamation.

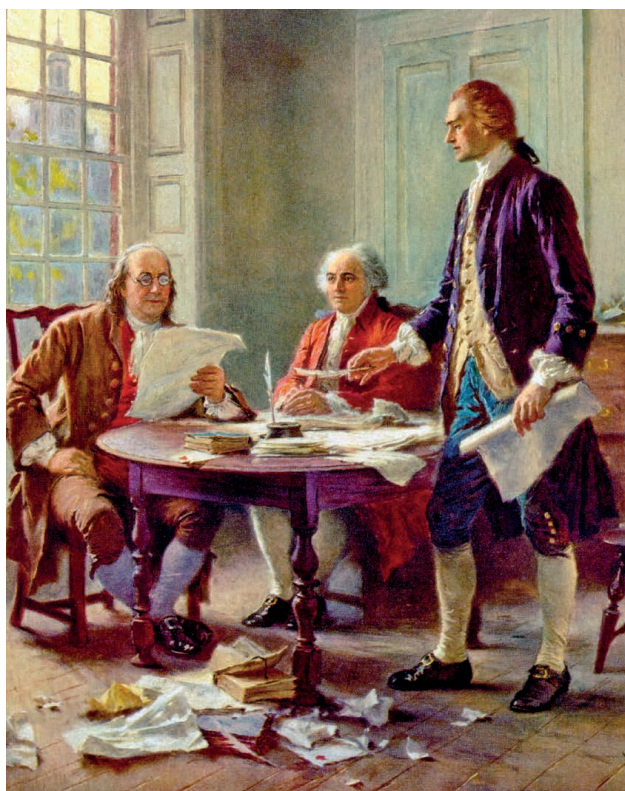
The first formal proposal for independence was not made in the Continental Congress until June 7, 1776. It came from the Virginian Richard Henry Lee, who suggested, "all political connection is, and ought to be, dissolved." But this was not a unanimous sentiment, or feeling.

On June 11, 1776, Congress nominated a drafting committee, **the Committee of Five**, to compose a **declaration of independence**. The committee consisted of **John Adams** of Massachusetts, **Benjamin Franklin** of Pennsylvania, **Thomas Jefferson** of Virginia, **Robert R. Livingston** of New York, and **Roger Sherman** of Connecticut.

**Thomas Jefferson**, known for his eloquent writing style and reserved manner, became the principal author. Few of his words were changed or edited out of the document by his peers, see the picture below.

4min Video on Dec. of Ind. <https://www.youtube.com/watch?v=yb7MI8NQLoo>

Philosophy of the document, Declaration of Independence, is that "all persons are guaranteed rights by virtue of their personhood," you are human, you have rights.



The Declaration of Independence, the first of its kind in all of known written history, was broken into four parts.

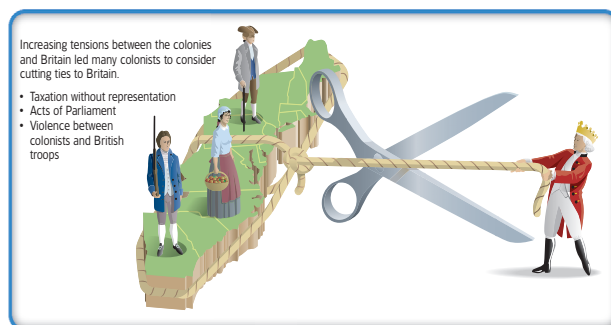
**PART 1:** The Preamble, an explanation why the Continental Congress had to take action.

**PART 2:** The Declaration of Natural Rights, which lists the rights of citizens.

**PART 3:** A list of grievances, which denotes all the actions of the King the colonists consider unjust.

**PART 4:** The resolution of independence, stating the colonies are now free and independent states able to make treaties with other governments, and able to govern themselves.

Quick explanation of the DOI:



<https://www.youtube.com/watch?v=JeuU9s1xkVQ>

Answer the questions as you view the video:

What is the Declaration of Independence?

Establishes 13 colonies and the US

Why was it written?

Colonies abused by British so they want to dissolve connection with the British.

What were the colonies choices?

Final declaration of separation- declaration of independence...s

Reading of the Dec. of Ind.-- the spirit of our nation:

<https://www.youtube.com/watch?v=4uE-tqe0xsQ>

HOMEWORK: COMPLETE annos worksheet DOI

L16 10/19 Date\_\_\_\_\_ LT

Review for exam on road to rev. Video to help, but you still must study your notes and other information learned in class!

<https://www.youtube.com/watch?v=tfnrdWYmZus>

<https://www.youtube.com/watch?v=McyEnkDLKA>

L17 10/22 Date\_\_\_\_\_ LT

exam road to revolution

A second part support booklet will be supplied.



L18 10/23 Date\_\_\_\_\_ LT I can review how the Americans met their first battles at Lexington and Concord.

Military campaigns and battles of the American Revolution 7.3d

■ Lexington and Concord

FUN FACTS: “Bet you didn’t know,” History.com ppl involved in rev war

<https://www.history.com/topics/american-revolution/american-revolution-history>

Schoolhouse Rock:

[http://www.teachertube.com/viewVideo.php?video\\_id=297184](http://www.teachertube.com/viewVideo.php?video_id=297184)

The quest for independence led to rebel colonists, called Patriots, into war with Great Britain’s professional army. The British had better-trained and better-equipped soldiers. Patriots fought on familiar land and had support from France and other European nations. After more than six years of fighting, British troops surrendered to the Patriots in 1781. The colonist officially won their independence with the signing of the Treaty of Paris in 1783. We need to learn about some of the important battles and attitudes that led us to victory!

- 1) Write the main idea and 2 important details for each ¶ in your notebook.
- 2) Summarize the event attack at Lexington and Concorde using the information from the main idea and those details you extracted.



**Redcoats at Concord** Minuteman Amos Doolittle made this engraving of two British commanders scouting the area around Concord. Brilliantly clad British troops are marching toward their battle with colonial minutemen. An engraving of a minuteman is shown at left. **Citizenship** Do you think that the fighting at Lexington and Concord could have been avoided? Explain.

You may complete this enrichment citizenship question activity when you have completed the reading , “The Ride of a Lifetime!!!”, completed all of the main idea notes, and have answered the questions on the back of the reading.

Did you know?.....

### Linking Past and Present Background

The sites of the battles of Lexington and Concord are now national historical parks visited by many tourists. To this day, Massachusetts celebrates Patriot’s Day on the third Monday in April to commemorate the battles. The Boston Marathon is held on Patriot’s Day.

L19 10/24 Date\_\_\_\_\_ LT **I can** determine the Patriot American strategy used against the British & their Hessian army?

#### British vs. American Military: A Comparison

At the start of the American Revolution, (1775-1783), the 13 colonies that would become the United States were ill-prepared for the conflict. Though the colonists were committed to independence, they lacked a strong central decision-making body to plan, organize, and execute a war. They also lacked money, food, clothes, medical supplies, weapons, and training. Great Britain, on the other hand, enjoyed a large war chest, a well trained army, and the strongest naval force on earth. The British found themselves at a disadvantage, however, in the face of Continental hit-and-run guerrilla war tactics and aid to the rebels from France and Spain.



America the story of us: from 15-17 brit strategy, 17:30 - 20 Patriot strategy, 20- Indian involvement.

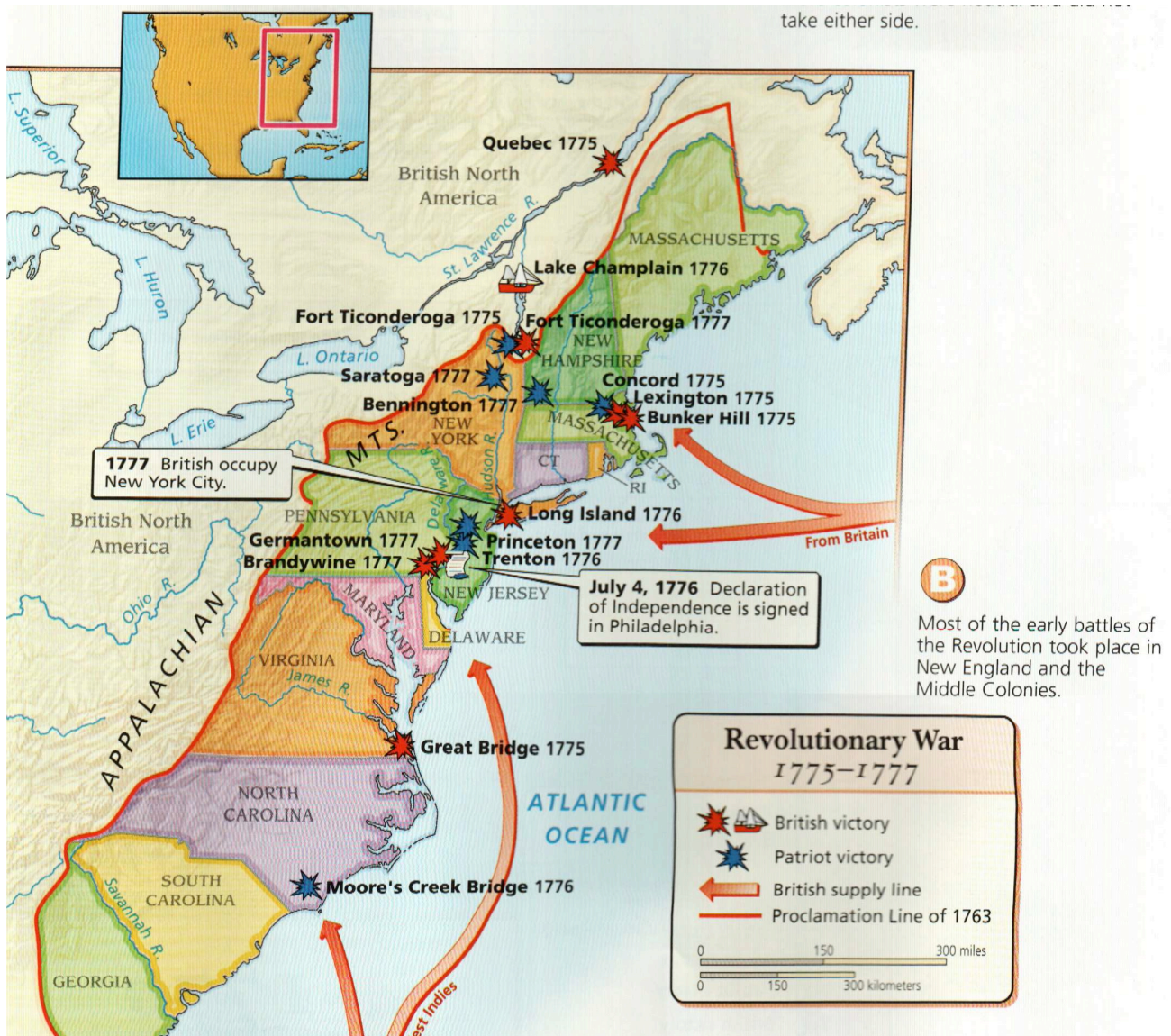
Revolutionary War, "America the Story of US" video

<https://wheat.cleburne.k12.tx.us/apps/video/watch.jsp?v=122828>

Questions and review for video: start @3min

[https://cropper.watch.aetnd.com/cdn.watch.aetnd.com/sites/2/2016/12/America\\_Episode1\\_guide\\_FIN.pdf](https://cropper.watch.aetnd.com/cdn.watch.aetnd.com/sites/2/2016/12/America_Episode1_guide_FIN.pdf)





L20 10/25 Date\_\_\_\_\_ LT-I can examine the significance of the Battle of Bunker Hill.

When has being a loser turned you into a winner?

History.com Bunker Hill-play w/out audio then read info, after reading, play vid w/ audio-USE CHROME

<https://www.history.com/topics/american-revolution/battle-of-bunker-hill>

On June 17, 1775, early in the Revolutionary War (1775-83), the British defeated the Americans at the Battle of Bunker Hill in Massachusetts. Despite their loss, the inexperienced colonial forces inflicted significant casualties against the enemy, and the battle provided them with an important confidence boost. Although commonly referred to as the Battle of Bunker Hill, most of the fighting occurred on nearby Breed's Hill.

Inference and Prediction:

1) Why do you think the battle 'provided them with an important confidence boost'?

On June 16, 1775, having learned that the British were planning to send troops from Boston to occupy the hills surrounding the city, some 1,000 colonial militiamen under Colonel William Prescott (1726-95) built earthen fortifications on top of Breed's Hill, overlooking Boston and located on the Charlestown Peninsula. (The men originally had been ordered to construct their fortifications atop Bunker Hill but instead chose the smaller Breed's Hill, closer to Boston.)

[illegible]

On June 17, some 2,200 British forces under the command of Major General William Howe (1729-1814) and Brigadier General Robert Pigot (1720-96) landed on the Charlestown Peninsula then marched to Breed's Hill. As the British advanced in columns against the Americans, Prescott, in an effort to conserve the Americans' limited supply of ammunition, reportedly told his men, "Don't fire until you see the whites of their eyes!" When the Redcoats were within several dozen yards, the Americans let loose with a lethal barrage of musket fire, throwing the British into retreat.

## Battle of Bunker Hill: Legacy

Source: HistoryChannel.com

25



L21 10/26 Date\_\_\_\_\_ LT I can examine how prisoners of war were treated during the Revolutionary War Era.  
Prisoners of war....

5min Quick COPY skill development

**Prisoner of war (POW)-** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

SLANT: 10

Video on Revolutionary POWs

<https://www.youtube.com/watch?v=m-5w3ULc2Co>

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**DIRECTIONS: Split the reading below in half.** Two students read ½ the other two read the other ½ . Share what you’ve learned and confirm what was also in the video. 12min

Excerpts from various articles and books on Revolutionary prisoners of war:

*By Alan Marsh, Cultural Resources Specialist  
1998*

Freedom has not come free. No one can attest to this better than the men and women who have served in the armed services of this great nation we call the United States of America. No one knows better what it is like to have that freedom suddenly snatched away than those individuals who, in the process of serving their country, have found themselves prisoners of war. It is an experience neither asked for nor desired. Most Americans who have been prisoners of war are ordinary people who have been placed in extraordinary circumstances by no planning of their own. Americans have been held captive as prisoners of war during many wars and in many places. Still, there is a common bond that is shared by all. Their story is an inspiring chapter of our history as a nation.

### **Revolutionary War**

During the Revolutionary War, an estimated 20,000 Americans were held as prisoners of war and 8,500 died in captivity. Some were subsequently released as part of an exchange system between America and Great Britain. Many, however, were not that fortunate. Some were kept in British jails, but for many, life as a prisoner of war was spent in the damp, musty holds of vessels. These prison ships were anchored in Wallabout Bay (New York), Charleston Harbor (South Carolina) and St. Lucia (West Indies). For those who died, their bodies were tossed overboard, or taken ashore and buried in shallow graves.

From the Washington Post, Harrison Smith around 2015

To the British, the makeshift prisons of New York were mainly the product of convenience. Less than two months after the United States declared its independence, British forces routed the “rebels” in the Battle of Brooklyn. In a Dunkirk-like maneuver, George Washington was able to evacuate his army to Manhattan and then farther north, saving the bulk of his fighting force. But he lost several thousand men as prisoners — more than the British knew what to do with... they treated captured American soldiers not as prisoners

of war but as rebels and traitors. In an era before international agreements codified the proper treatment of prisoners, Americans “were at the complete mercy of their enraged captors,” as quoted from a historical record.

Beatings, whippings and other forms of abuse were frequent. Excrement covered the floors. Rations included moldy, worm-infested biscuits, spoiled meat and foul water. One prisoner cited by Burrows recalled a day when he and his messmates were given “soup,” a generous description given by their captors for “brown water, and fifteen floating peas.” Another prisoner, sailor Christopher Hawkins, wrote in [an autobiography](#) that he saw one man driven by hunger to eat lice from his shirt.

“The Ghost Ship of Brooklyn”, R.P. Watson

“We bury 6, 7, 8, 9, 10 and 11 men a day,” one prisoner aboard the ship wrote. “We have 200 more sick and falling sick every day; the sickness is yellow fever, small-pox and in short everything else that can be mentioned. . . . Our morning’s salutation is: ‘Rebels! Turn out your dead!’ ”

Although British military officials consistently denied that prisoners were mistreated, reports from escapees, as well as from former captives released in prisoner swaps, brought the story of the Jersey and other New York prisons to an enraged American audience. Such stories seemed only to harden the resolve of Americans who supported independence.

“In American history, somehow we only like to emphasize the positive,” said [Kenneth T. Jackson](#), editor of “The Encyclopedia of New York City” and a history professor at Columbia University. “The American narrative is a heroic, victorious narrative. And if something doesn’t fit into the heroic, victorious, patriotic narrative, then we sort of move it out to the edge. We did that for centuries with slavery, and now it’s moved back to the center of American consciousness, where it should be.

“I’ve taught American history all my life,” he continued. “I think it’s a great country, with great stories. But there’s some sadder times. And this may be the saddest time in American military history.”

Enc. Of Britannica

International Humanitarian Law for Prisoners of War since the end of WWII:

Soon after the end of World War II the [Geneva Convention](#) of 1929 was revised and set forth in the Geneva Convention of 1949. It continued the concept expressed earlier that prisoners were to be removed from the combat zone and be humanely treated without loss of [citizenship](#).

POWs cannot be prosecuted for taking a direct part in hostilities. Their detention is not a form of punishment, but only aims to prevent further participation in the conflict. They must be released and repatriated without delay after the end of hostilities. The detaining power may prosecute them for possible war crimes, but not for acts of violence that are lawful under IHL.

POWs must be treated humanely in all circumstances. They are protected against any act of violence, as well as against intimidation, insults, and public curiosity. IHL also defines minimum conditions of detention covering such issues as accommodation, food, clothing, hygiene and medical care.

8 min-- Now each student completes one of the RAFT assignments.

L22 10/29 Date\_\_\_\_\_ LT

**Military campaigns and battles of the American Revolution 7.3d**

- Military strategy, including the influence of Native American groups
- NYC area campaigns - America story of US from 3min to about 10
- Battle of Trenton

<https://www.mountvernon.org/george-washington/the-revolutionary-war/the-trenton-princeton-campaign/10-facts-about-washingtons-crossing-of-the-delaware-river/>

Article activity- A Christmas Gamble...

Video- History.com

<https://www.history.com/topics/american-revolution/battles-of-trenton-and-princeton>



Which northern city did the British capture early in the war? \_\_\_\_\_  
What difficulties were the Continentals facing early on? \_\_\_\_\_  
\_\_\_\_\_

Why did Washington really need a win?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Describe the idea Washington had. \_\_\_\_\_  
\_\_\_\_\_

Why was this such an outstanding idea? \_\_\_\_\_  
\_\_\_\_\_

You are a newspaper journalist from the Colonial Gazette. Write a 2¶ informational essay on the events of the Battle of Trenton!

Complete the pre-write on the quick write ¶ form.

Re-write the ¶s with proper ELA for homework. Hand in pre-write & final draft.

L23 10/30 Date\_\_\_\_\_ LT- I can write an argument for or against revolution from a specific point of view.

LIFE ON THE BATTLEFIELD, The Story of US- 25-30

I can write an argument for or against revolution from a specific point of view after research.

Molly Pitcher

<https://www.biography.com/video/molly-pitcher-biography-video>

Debra Sampson

<https://www.wcvb.com/article/keeping-it-symbol-state-heroine-2/8081014>

<https://statesymbolsusa.org/symbol-or-officially-designated-item/massachusetts/historic-iconic-american/deborah-samson-gannett>

Sally Wister's journal entries:

<http://www.amrevmuseum.org/read-the-revolution/memoir/sally-wisters-journal>

Teenagers and the Revolution:

[http://www.santafenewmexican.com/life/teen/fighting-spirit-teenagers-in-the-american-revolution/article\\_88f1cd4b-c378-5364-8a22-f706e3208a77.html](http://www.santafenewmexican.com/life/teen/fighting-spirit-teenagers-in-the-american-revolution/article_88f1cd4b-c378-5364-8a22-f706e3208a77.html)

African Americans & the Revolutionary War

<https://www.historyisfun.org/learn/learning-center/colonial-america-american-revolution-learning-resources/american-revolution-essays-timelines-images/african-americans-and-the-american-revolution/>

<http://www.history.org/foundation/journal/autumn07/slaves.cfm>

After completing your research and your notes, fill in the chart below:

People	Activity	If I were one of them I would/wouldn't	Why? .....
Women			
Girls			
Af. Ams.			
Men			
Women			
Boys/girls			



**A Quaker Aids the Patriots** Even though they did not take part in the fighting, many Quakers helped the Patriot cause. Here, a young Quaker woman gives news of British troop movements to one of General Washington's aides. **Multicultural Heritage** Review page 102. Why did Quakers refuse to serve in the army?

L24 10/31 Date\_\_\_\_\_ LT-I can determine why the Battle of Saratoga was a turning point in the Revolution.



<https://www.history.com/topics/american-revolution/battle-of-saratoga>

In your Notebook:  
Answer the questions at the bottom of the article.  
Explain what a turning point is.  
Exit Slip:  
Summarize the article in your own words, but also use key terms and phrases to support your summary.

L25 11/1 Date\_\_\_\_\_ LT I can examine the importance of topic sentences and the event at Valley Forge.

**SLANT:** America the story of us-- valley forge visuals at 24-36.

.....

.....

.....

.....

.....

.....

Reading activity - understanding what topic sentences do for you the reader and for you the writer!

**Vocabulary:** Key Person:  
**Charles Cornwallis-** British military leader who secured many victories against the Patriots/Continental Army including the sack of New York!  
More on Cornwallis: text  
<https://www.history.com/topics/american-revolution/charles-cornwallis>  
Video:  
<https://www.youtube.com/watch?v=2ZePn3H2KEw>  
**Valley Forge-** a Continental Army encampment in Pennsylvania.



**HOMEWORK:** Review all that you learned today about Valley Forge and the Continental Army. Read the short article below. On a separate sheet answer the questions at the bottom using RACE.

**What Happened at Valley Forge**

While the British occupied Philadelphia, Washington and his army hunkered down for a harsh winter at Valley Forge. No battle was fought there, yet, it was the turning point of the Revolutionary War. It was here that the Continental army was desperately against the ropes — bloody, beaten, battle-weary — and ready to quit. Even General Washington conceded, "If the army does not get help soon, in all likelihood it will disband."

The question must be asked, "Why didn't they disband?"

We know what happened here. Early into the six-month encampment, there was hunger, disease, and despair. Raw weather stung and numbed the soldiers. Empty stomachs were common. Cries of "beef" echoed throughout the camp. The future promised only more desperation and starvation. Some couldn't take the cold, hunger, and uncertainty any longer. There were dozens of desertions. Disease debilitated. Death descended in droves.

**Baron Friedrich Wilhelm von Steuben  
Charles Willson Peale, 1781-82**

But by February of 1778, the weather eased somewhat — moving from brutal to merely miserable. In March, [General Nathanael Greene](#) was appointed head of the dismal Commissary Department and magically food and supplies started to trickle in. By April, [Baron von Steuben](#), a quirky mercenary who was not really a baron, began to magically transform threadbare troops into a fighting force. Also in April, the [Conway Cabal](#), a plot to remove George Washington from power, was quashed for good. May brought news of the French Alliance, and with it the military and financial support of France. On June 19, 1778, exactly six months after the Americans arrived, a new army, eager to fight the British streamed out of Valley Forge toward New Jersey. At Valley Forge, we read of words like "sacrifice" and conjure up images of bloody footprints, but the concept of suffering for freedom isn't easily to understood.

- 1) Why didn't the Continental Army disband at Valley Forge?
- 2) What kept these men going?
- 3) What do you think happened at Valley Forge?

Source: <http://www.ushistory.org/march/phila/valleyforge.htm>

More information on Valley Forge and some fun stuff:  
<http://www.ushistory.org/valleyforge/>

Brainpop video, Alexander Hamilton, 2:39min begin some info on Valley Forge to 3:16 min.

L26 11/2 Date\_\_\_\_\_ LT I can determine why the Continentals beat the British.  
Military campaigns and battles of the American Revolution 7.3d  
Review HW answers and ideas.

■ Battle of Yorktown video STORY OF US FROM MINUTE 35  
Video shows how Washington knew where to make his next move, be sure to record why/how Washington knew.

**SLANT:** America the story of us-- valley forge visuals at 24-36.

.....  
.....  
.....  
.....

Annotate the article , Victory at Yorktown, in your notebook.

**List the reasons why the Continentals beat the British:**

- 
- 
- 
- 
- 
- 

Pulling down the statue of George III by the "Sons of Freedom,"  
at the Bowling Green



**Above, removal of a tyrant king's statue in NYC  
near Wall Street after the Revolutionary War**



**Above, removal of a tyrant dictator's statue  
Sadam Hussien after U.S. forces removed him  
from power.**



**Left: Supreme Court Justice Roger Taney, statue  
removed 2017 because of a decision made in 1857.**

**The Treaty of Paris, Peace Revolutionary War.**

- 1-The victory at Yorktown had served as the final crushing blow against the British by the Americans.
- 2- With French help, Washington's 9,000 Continentals and militiamen, plus 7,800 French troops had defeated Cornwallis's force of 8,500 trapped on a Virginia peninsula.
- 3-However, the war was brought to a successful conclusion for the Americans because of a series of successes for the Patriots and their allies. Great Britain had been feeling the harsh impacts of war as early as 1778, three years before the battle of Yorktown was even fought.

**Consider these events:**

- The defeat of Britain's army under Burgoyne at Saratoga.
- At sea, the patriot successes at raiding British ships for supplies.
- The aide of Britain's fierce enemies the French & Spanish who attacked Britain's warships causing the British to fight well beyond the continent of North America.
- The negotiations made with other countries and Great Britain by **Ben Franklin, John Adams, John Jay.**
- And finally all of the general battles hard fought and won by the American Continental Army here in New York and in other colonies.



4- The final result was the Treaty of Paris, yes another treaty signed in Paris, of 1783. The treaty was very favorable for the Americans.

- Independence was granted. In addition,
- Great Britain surrendered all territorial claims to the portion of North America lying west of the West Atlantic and east of the Mississippi.
- The north-south boundaries of the new United States were established at the Great Lakes in the north down to *Florida, which was to be controlled by the Spanish.*
- A third goal was reached when John Adams pressed for unlimited fishing rights off the coast of Newfoundland for Americans.

5- There were some ambiguities, unclear resolutions, to the treaty however. While the British agreed to evacuate their forts in the Northwest Territory, they did not specify a date. Nor was the acceptance of the Native Americans living in the lands west of the Appalachians considered. Both problems would haunt the American government during the 1790s and beyond.

L27 11/7 Date \_\_\_\_\_ LT I can determine how the political, economic, and social outcomes of the Revolution affected different groups of people?

**Military campaigns and battles of the American Revolution 7.3d**

■ Treaty of Paris (1783)

■ Evacuation Day  
(November 11, 1783)

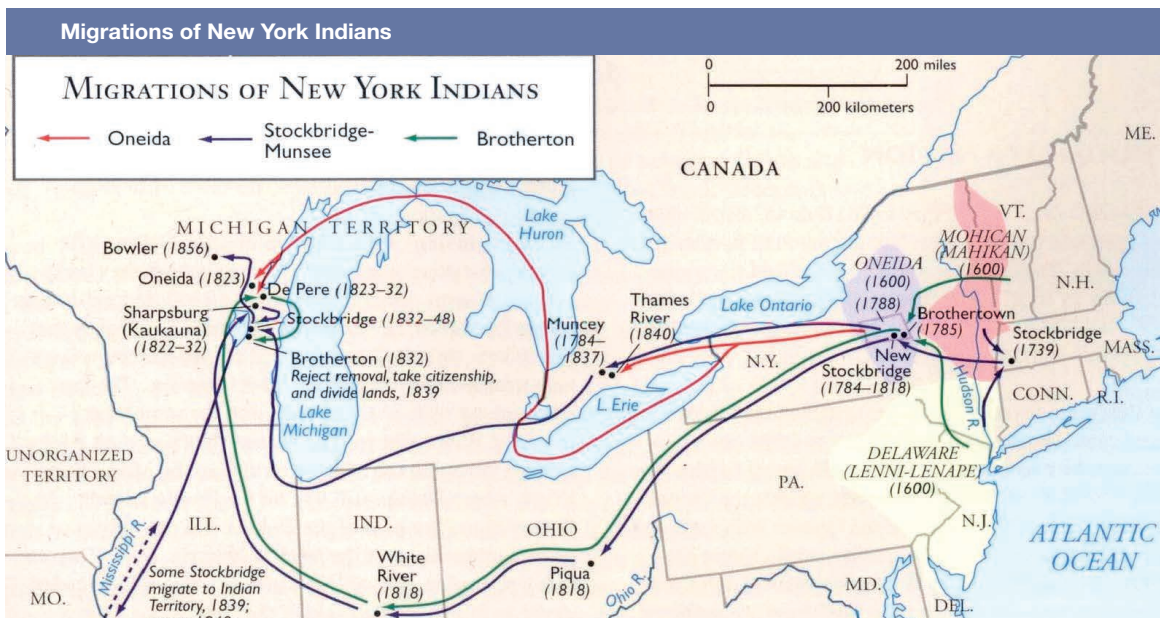
<https://www.youtube.com/watch?v=Dpyu1Ramtlg>

Treaty of Paris, background information.

- This treaty forced England to recognize the United States of America as an independent nation.

- The treaty

- clarified borders,
- dictated the return of many slaves confiscated by the British to slaveholders (but not former slaves who ran away to British lines),
- specified recompense for Loyalists who lost property,
- and created provisions for the removal of British troops from the United States.



How do you think the end of the Revolution affected different groups of people in the United States and call on a few students to share predictions.

Migrations of New York Indians: Courtesy of Dr. Zoltán Grossman, Wisconsin's Past, and Present: A Historical Atlas

- What does this map show?
- When did these nations leave New York State?
- Do you notice anything significant about these dates?

-What can you infer happened to the Oneida, Munsee, and Brotherton nations after the Revolutionary War?

**Directions:** Each group will read a specific quote from a specific person or group(who). You will write a portion of the quote that affects you-makes you wonder, feel something is very fair/unfair etc. You will make a comment or question about the quote you chose. You will make a determination as connected to the LT.

THINK ABOUT THIS AS YOU VIEW EACH DOCUMENT:

To what extent were the interests of certain groups promoted following the Treaty of Paris 1783?  
To what extent were the interests of certain groups denied following the Treaty of Paris 1783?"

Who	quote from text	your comment or question	your determination
-----	-----------------	--------------------------	--------------------

"What do you think victory meant for most Americans?"

## ENRICHMENT:

Students choose one of the following two assessments to demonstrate their learning. Display samples of both assessments to the class. The samples are based on the *Jefferson* text.

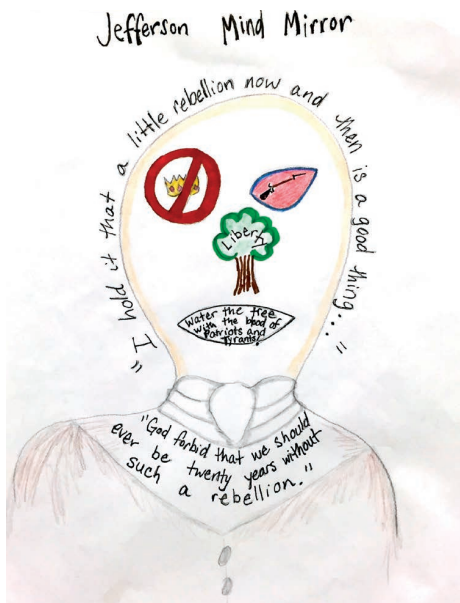
**Poetweet:** In 140 characters or less, write a poem that captures the essential ideas and tone of one of the speakers you studied. Students can use abbreviations/chatspeak/colloquial expressions commonly used in tweets.



### Poetweet

@ Soldier Jones

rebellion now. rebellion later. rebellion always. each generation should crack a few eggs to make a better liberty omelette. feels good!



**Mind Mirror:** In the outline of a historical figure's head, students suggest what the person was feeling and thinking at a specific time by using two relevant quotes from the document and two original phrases that summarize the most important aspects of the person's thoughts and emotions. Students may also include two symbols and two drawings that are important in explaining the character's perspective. It is important to show a model of the Mind Mirror so that students understand that one quote can trace the hairline, another can form the two eyebrows, and symbols can be facial features or jewelry.

L28

Test/ or review for test

RECAP:

**ROAD TO REVOLUTION:**

**4/5/1764 SUGAR ACT**

The first attempt to finance the defense of the colonies by the British Government. In order to deter smuggling and to encourage the production of British rum, taxes on molasses were dropped; a levy was placed on foreign Madeira wine and colonial exports of iron, lumber and other goods had to pass first through Britain and British customs. The Act established a Vice-Admiralty Court in Halifax, Nova Scotia to hear smuggling cases without jury and with the presumption of guilt. These measures led to widespread protest.

**3/22/1765 STAMP ACT**

Seeking to defray some of the costs of garrisoning the colonies, Parliament required all legal documents, newspapers and pamphlets required to use watermarked, or 'stamped' paper on which a levy was placed.

**5/15/1765 QUARTERING ACT**

Colonial assemblies required to pay for supplies to British garrisons. The New York assembly argued that it could not be forced to comply.

**6/29/1767 TOWNSHEND REVENUE ACT**

Duties (TAX) on tea, glass, lead, paper and paint to help pay for the administration of the colonies, named after Charles Townshend, the Chancellor of the Exchequer. John Dickinson publishes Letter from a Philadelphian Farmer in protest. Colonial assemblies condemn taxation without representation.

**10/1/1768 MORE BRITISH TROOPS ARRIVE IN BOSTON IN RESPONSE TO THE POLITICAL UNREST!**

**3/5/1770 BOSTON MASSACRE**

Angered by the presence of troops and Britain's colonial policy, a crowd began harassing a group of soldiers guarding the customs house; a soldier was knocked down by a snowball and discharged his musket, sparking a volley into the crowd which kills five civilians.

**4/12/1770 REPEAL OF TOWNSHEND ACT**

The acts are no longer in effect.

**5/10/1773 TEA ACT**

In an effort to support the ailing East India Company, Parliament exempted its tea from import duties and allowed the Company to sell its tea directly to the colonies. Americans resented what they saw as an indirect tax subsidizing a British company.

**12/16/1773 BOSTON TEA PARTY**

Angered by the Tea Acts, American patriots disguised as Mohawk Indians dump £9,000 of East India Company tea into the Boston harbor.

**MAY-JUNE 1774 INTOLERABLE ACTS**

Four measures which stripped Massachusetts of self-government and judicial independence following the Boston Tea Party. The colonies responded with a general boycott of British goods.

**September 1774**

**CONTINENTAL CONGRESS**

Colonial delegates meet to organize opposition to the Intolerable acts.

**4/19/1775 LEXINGTON AND CONCORD**

First engagements of the Revolutionary War between British troops and the Minutemen, who had been warned of the attack by Paul Revere.

**6/17/1775 BATTLE OF BUNKER HILL**

The first major battle of the War of Independence. Sir William Howe dislodged William Prescott's forces overlooking Boston at a cost of 1054 British casualties to the Americans' 367.

**7/5/1775 OLIVE BRANCH PETITION**

Congress endorses a proposal asking for recognition of American rights, the ending of the Intolerable Acts in exchange for a cease fire. George III rejected the proposal and on 23 August 1773 declared the colonies to be in open rebellion.

**1/9/1776 THOMAS PAINE COMMON SENSE** published anonymously in Philadelphia

- 1776 Thomas Paine's *Common***
  - 9 Sense published anonymously**  
January **in Philadelphia**
  - 1776 France provides covert aid to**  
2 May **the Americans**
  - 1776 Continental Congress issues**  
4 July **the Declaration of Independence**
  - 1775- Invasion of Canada by**  
1776 **Benedict Arnold**
  - Winter
  - 1776 Battles of Long Island and White Plains**  
August - British forces occupy New York  
Decemb after American defeats.  
er
  - 1776 Battle of Trenton, New Jersey,**  
26 providing a boost to American  
Decemb morale.  
er
  - 1777 Battle of Princeton, New Jersey.**  
2-3 General Washington broke camp  
January at Trenton to avoid a British  
advance, attacking the British  
rearguard and train near Princeton and then withdrawing to  
Morristown.
  - 1777 British surrender of 5,700 troops**  
13 **at Saratoga.**  
October Lacking supplies, 5,700 British,  
German and loyalist forces under  
Major General John Burgoyne  
surrender to Major General Horatio Gates in a turning point  
in the Revolutionary War.
  - 1778 France recognizes US**  
6 **Independence.**  
February
- 1781 Ratification of the Articles**  
1 March **of Confederation**
- 1781 Surrender of British forces**  
18 October **under Cornwallis at Yorktown.**
- 1782 British Government**  
5 March **authorizes peace negotiations.**
- 1783 Treaty of Paris, formally**  
3 **ending the Revolutionary War**  
September

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and extend across the width of the page. There are no margins, text, or other markings on the paper.

EXCR:

**THEMATIC ESSAY QUESTION**

*Directions:* Write a well-organized *argumentative* essay that includes an introduction, several paragraphs addressing the task below, and a conclusion.

Question: Was George Washington a traitor to England, or the father of the American republic?

THEME: Political Events

During the Revolutionary War there were two leaders who were considered to be great. One in England, King George the III, the other in the Americas, George Washington. Political events caused there to be various opinions about each man.

TASK:

- Compare and contrast George Washington and King George III
- Analyze George Washington's relationship to both England and America.
- Consider both sides; why one might be considered a traitor/hero to Britain and why he might be considered a traitor/hero to the New United States.
- Determine [decide] the issue of whether George Washington was a traitor or the father of his country.

**Guidelines:**

**In your essay, be sure to:**

- Develop all aspects of the task- compare/contrast, analyze, consider, and determine.
- Support the aspects with relevant facts, examples, and details.
- Use a logical and clear plan of organization, including an introduction and a conclusion that are beyond a simple restatement of the theme.

11/8 New Unit