

MI OPEN BOOK PROJECT

United

Beginnings through Revolution

States

History



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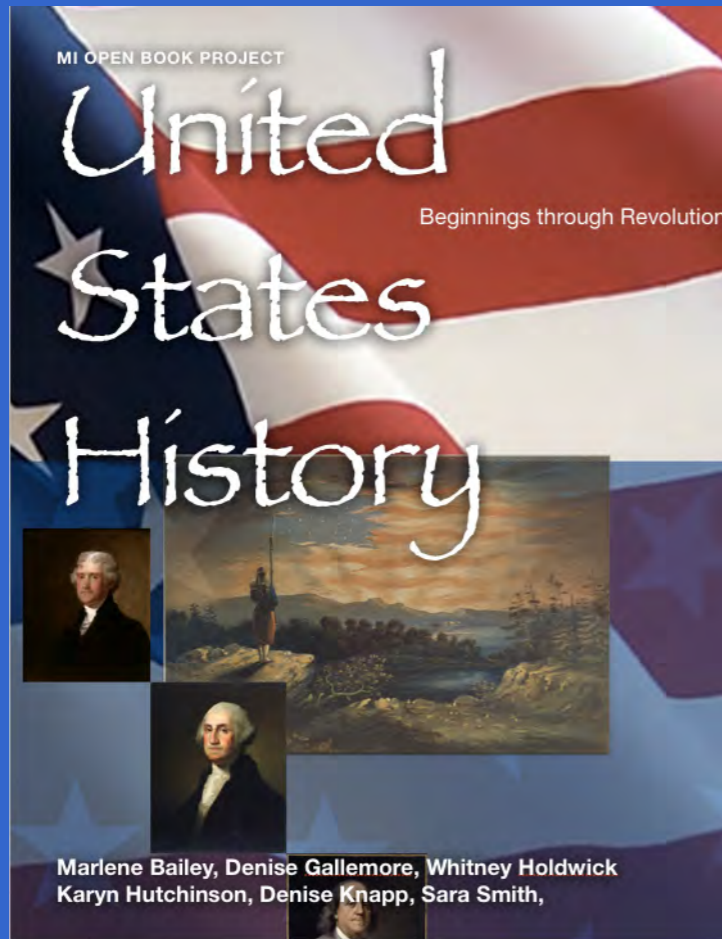


United States History - Beginnings through Revolution



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This is version 1.6.2 of this resource, released in August of 2018.

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About the Authors - US History - Beginnings through Revolution



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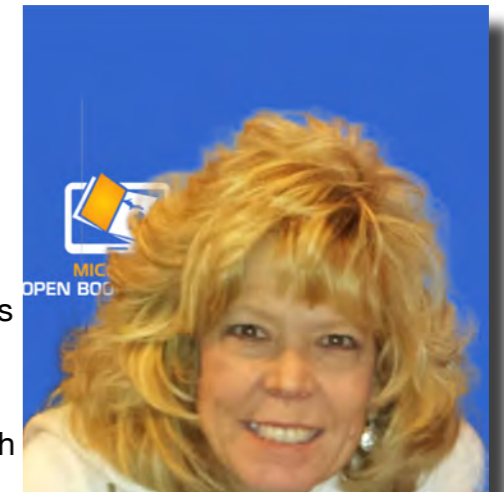
Marlene Bailey serves as an elementary social studies chair for the Elk Rapids school district Curriculum Committee. She holds a bachelor of science degree in Education from Michigan State University and a graduate degree in Curriculum and Instruction from Louis National University. Bailey has more than 30 years of classroom experience with at least 20 years of teaching fifth grade social studies. Currently part of an International Baccalaureate

Denise Gallemore

Marysville Public Schools

Gardens Elementary School

Denise Gallemore has been teaching elementary school for 24 years. She earned her Masters of Teaching Degree from Wayne State University & her undergraduate from Central Michigan University. Denise has taught at every grade level but most of her career (15 years) has been spent in 5th grade. She has taught 5th Grade Social Studies to all sections at Gardens School, a state-recognized Beating The Odds School as well as a Michigan Reward School. As well as teaching, Denise serves as a School Improvement Chair, Leadership Team, & works hard at Community Service projects with



Whitney Holdwick

Harbor Beach Community Schools

Harbor Beach Middle School

Whitney Holdwick earned her Bachelor of Science degree in 2010 from Central Michigan University with a focus in elementary education. She is currently working toward her Master's degree. Holdwick has worked in the classroom for five years, teaching fifth and sixth graders. She is involved in many school committees and also spends her time coaching basketball. Apart from teaching, Holdwick enjoys spending her time with her family, which currently consists of a wonderful husband and adorable little boy.





Karyn Hutchinson

Sault Area Public Schools

Lincoln Elementary School

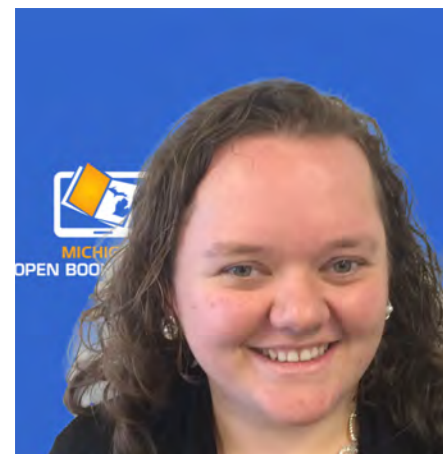
Karyn graduated summa cum laude from Lake Superior State University in 2003, where she received her bachelor degree in elementary education. She went on to earn her master's degree in curriculum and instruction from Lake Superior State University. This is Karyn's 12th year teaching in Sault Ste. Marie. She has 5 children and lives on Sugar Island with her husband Tim and her children.

Denise Knapp

Wyandotte Public Schools

Washington Elementary

Teaching is a second career for me. I have been involved in many projects. Through the Michigan Economics Council I was a program presenter and a Crystal Apple recipient for Economics Education. I have been involved in Class A assessment writing and have participated in the new teacher training committee for writing. Currently teaching 5th grade, but have taught 3rd, 6th, 7th, and 8th grade as well. Masters in Education as an inclusion specialist. Married for 31 years, two adult children, and one granddaughter.



Sara Smith

Laker School District

Laker Elementary School

Sara is a fifth grade teacher at Laker Elementary. She graduated from Laker High School in 2007 and from Saginaw Valley State University in 2011. Sara is currently working on her Masters degree through SVSU.

She was hired by Lakers in February of 2012 and has been there ever since. She runs several clubs for her school including recycling, dance, and underwater robotics. Outside of school, Sara is involved with several activities. She runs her own business and recently bought a house. Sara spends a lot of her time working on her house and serving on different community boards. In her spare time, you can find Sara reading, playing piano, or spending time on the beach!



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The American Revolution

Questions to Guide Inquiry:

How did a small group of revolutionaries persuade a large group of colonists to give up their British citizenship for an unknown future?

How did different groups come together to overcome the most powerful nation in the world at the time?



No Choice But To Fight

QUESTIONS TO GUIDE INQUIRY

1. How did a small group of revolutionaries persuade a large group of colonists to give up their British citizenship for an unknown future?
2. How did different groups come together to overcome the most powerful nation in the world at the time?
3. How did the colonists justify their right to rebel against England?

Vocabulary:

Committees of Correspondence,

delegate,

militia,

Minutemen,

casualty,

Throughout this chapter, you will learn why the colonists felt that they had no choice but to fight the British! The Intolerable Acts from Parliament & King George were the “last straw”! As you read about the “Shot Heard ‘Round the World” as

well as the Battle of Bunker Hill you will see how the Patriots gained confidence by standing up against the greatest army in the world. They lost the early battles, but they had the heart to keep going and fighting for their dream of why they and many of their ancestors came to this new country...Freedom!!!



Image source: <http://upload.wikimedia.org/wikipedia/commons/5/5a/Yorktown80.JPG>

HISTORY & YOU: Remember the Intolerable Acts from Chapter 5? What does the word “intolerable” mean? Talk about that word with someone else in your class, or a family member. Have you ever experienced something “intolerable” at home or at school? How did you react? Watch the two short Liberty Kids videos below to review the Intolerable Acts and read on to find out how the colonists reacted to these “punishments” from Parliament.

Student Activity: After viewing the short videos discuss and/or record your thoughts about these Acts. What would you have done? Also, in Video 2 what did Ben Franklin mean when he said, “The heart of a fool is in his mouth, but the mouth of the wise man is in his heart.”?

As you saw in the videos, Patriots throughout the Boston colonies were shocked by the Intolerable Acts. Now that the port was closed, how would they get supplies such as food? They would have to hold meetings using the King’s agenda and Parliament would even choose the town leaders. The Quartering part of this act would require unfamiliar British soldiers to live in colonists’ homes.

Interactive 6.1 The Intolerable Acts



View this video on the Intolerable Acts (requires internet connection)

Interactive 6.2 The Intolerable Acts



Watch this Liberty’s Kids video on the Intolerable Acts (requires internet connection)



Image source: <http://commons.wikimedia.org/wiki/File:CarpentersHall01.jpg>

These acts led to action by the Patriots to discuss what the British were doing. They met as the First Continental Congress in September, 1774. This meeting was the first time the

colonists met to discuss how to band together to resist the British acts. They wrote a letter to the King and to Parliament protesting the Intolerable Acts and asking for them to be repealed. They really wanted a peaceful solution but before the Continental Congress would meet again, it would be too late!

Tensions ran high in the colonies especially in Boston where more and more British soldiers arrived daily.

The colonists began forming militias (an army of ordinary citizens) made of minutemen (men ready to fight at a minute's notice) who collected weapons.

British spies discovered this and sent more than 800 soldiers to seize the weapons from small communities throughout the Massachusetts countryside. The Patriot spies learned of the British plans and sent two men, Paul Revere and William Dawes, out on horseback to warn the colonists that the British were



Image source: http://upload.wikimedia.org/wikipedia/commons/6/6e/J_S_Copley_-_Paul_Revere.jpg

coming! By midnight, every minuteman for miles knew that the British were on their way!

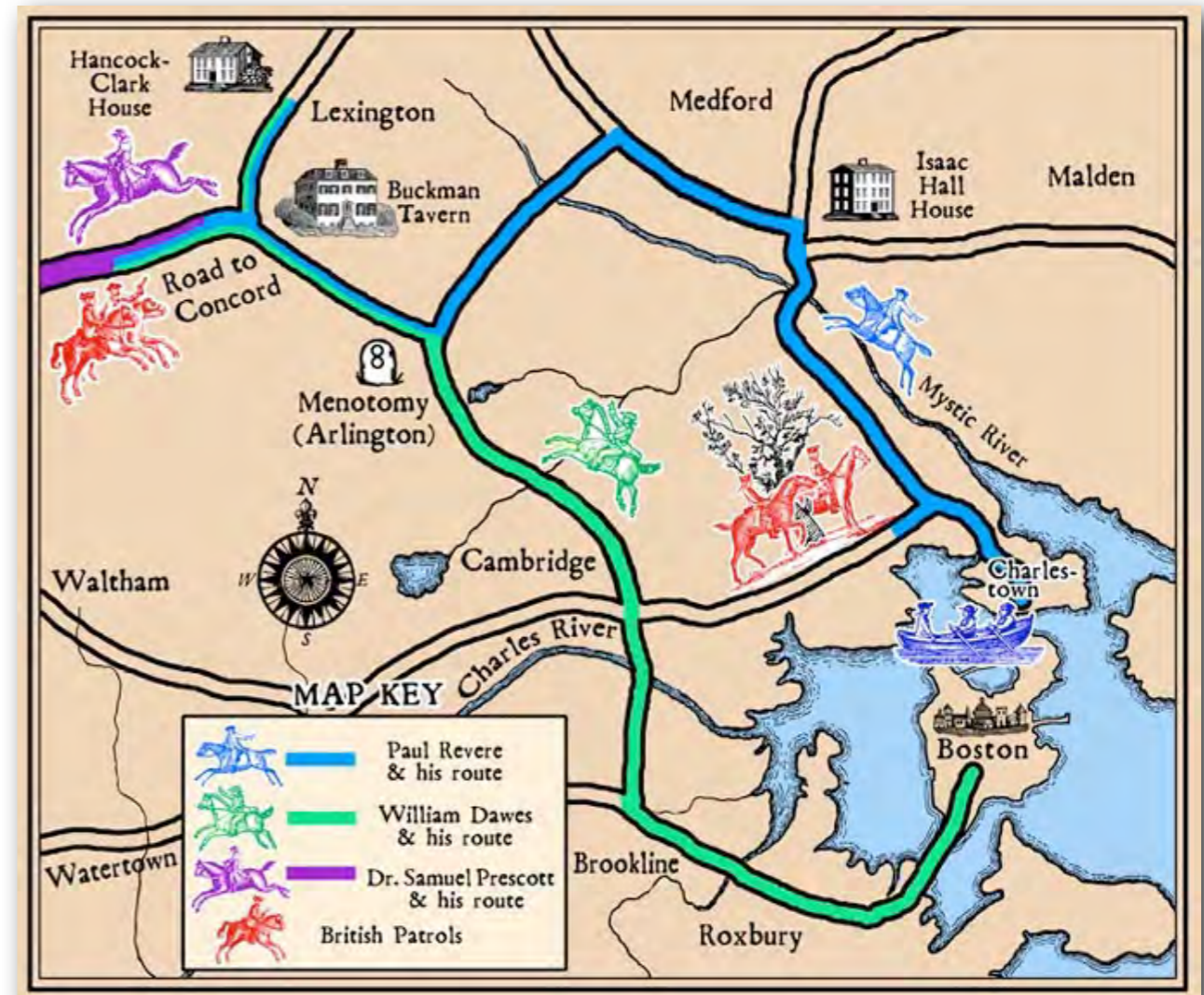


Image source: <https://www.paulreverehouse.org/ride/virtual.html>

Courtesy, Paul Revere House

Interactive 6.3 More About the Midnight Rides



Use this link to read more about the Midnight Rides of Revere and Dawes. (Requires internet connection)

Student Activity: Compare /contrast the rides of Paul Revere & William Dawes. Who actually warned more colonists and who received more credit? Record and/or share your thoughts and what you think about what the history books recorded about these famous rides. Use evidence to support your claim.

Interactive 6.4 The Midnight Ride of Paul Revere



Listen to the famous poem by Longfellow. (Requires internet connection)

The First Battles

QUESTIONS TO GUIDE INQUIRY

1. How did a small group of revolutionaries persuade a large group of colonists to give up their British citizenship for an unknown future?
2. How did different groups come together to overcome the most powerful nation in the world at the time?
3. How did the colonists justify their right to rebel against England?

History and You: How do you think the colonists felt as they made the decision to reject Parliament's demands? Read on to learn why the first battle of the War is known as the "Shot Heard Round the World". Were these shots necessary for the colonists to "stand up" to the British?



Image source: <https://www.flickr.com/photos/thenationalguard/4101089346>

The Battle of Lexington was hardly a battle at all. When the British arrived, there were only about 80 Patriot militiamen in town. Neither side expected to actually fight, but in the midst of the confusion a gunshot went off forcing the British to attack. There were some casualties (people wounded, killed, or missing) among the colonists and many fled. This battle was important because it is where the Revolutionary War started. The first gunshot is known as the "Shot Heard Round the World". No

one is actually sure if the first shot was fired by the British or the Patriots.

After the Americans fled from Lexington, the British marched to the city of Concord. They were sent to secure the bridges and to destroy the supply of weapons. They never found the weapons, but instead found about 500-1000 Minutemen ready to fight.

These Patriots defeated the British troops at the North Bridge and the British troops retreated, giving the Americans renewed confidence!

Watch the videos below and read some additional information from Mr. Donn's website about these battles. Be prepared to discuss and answer the question, "In your opinion, were these

battles necessary for the colonists to "stand up"?

Interactive 6.5 The Shot Heard Round the World



Watch this Schoolhouse Rock video on the Shot Heard Round the World (Requires internet connection) NOTE: The video claims the British fired first...is this true?

Interactive 6.6 The Battle of Lexington and Concord



Read this page for more information on early skirmishes in the Revolutionary War.

Interactive 6.7 The Battle of Lexington and Concord



View this short video (requires internet connection) to learn more about the battle of Lexington and Concord.

Student Activity: Share your reactions in writing, artwork, or discussion about the significance of the "Shot Heard Round the World"--Did you expect the war to continue after these first Battles...Why or why not? Use evidence to support your opinion.

History and You: What happened at this meeting that kept the war going?? What were these men thinking when they arrived in Philadelphia after the first Battle of Lexington and Concord?

The Second Continental Congress Meets in Philadelphia, PA

In May of 1775, important delegates from the thirteen colonies met in Philadelphia, Pennsylvania for the Second Continental Congress. Some of the more well-known delegates are as follows: from Massachusetts came John Adams and his cousin, Samuel Adams; Pennsylvania sent Benjamin Franklin and John Hancock. Virginia sent George Washington, Patrick Henry, and Richard Henry Lee.

Much had happened in the previous months since the end of the First Continental Congress, including the start of the Revolutionary War with the Battle of Lexington & Concord. This Congress had some serious business to take care of immediately, including forming an



Image source: http://upload.wikimedia.org/wikipedia/commons/4/41/General_George_Washington_at_Trenton_by_John_Trumbull.jpeg

army to fight the British. These men and this Congress agreed to support the Patriots and renamed the militia the “Army of the United Colonies.” (The Continental Army). They appointed George Washington as their leader. You will learn more about Washington and his leadership in the next section.

Interactive 6.8 Delegates to the Second Continental Congress



Use this website (requires internet connection) to learn more about the delegates to the Second Continental Congress.

Student Activity: In small groups form a “Continental Congress Meeting including some of the important people linked above and “perform” a classroom discussion. Record your reactions on a Padlet or similar media board. Discuss what you thought of the first battles and what you think should happen now? Would you have agreed with appointing George Washington as the new leader? Why or why not? Be sure to support your opinion with evidence. (What evidence do they have from this text?)

The Battle of Bunker Hill

QUESTIONS TO GUIDE INQUIRY

1. How did a small group of revolutionaries persuade a large group of colonists to give up their British citizenship for an unknown future?
2. How did different groups come together to overcome the most powerful nation in the world at the time?
3. How did the colonists justify their right to rebel against England?



Image source: http://upload.wikimedia.org/wikipedia/commons/e/ea/Bunker_Hill_by_Pyle.jpg

History and You:

How do you feel after losing a game? Read on to find out why the Patriots were happy after LOSING the next battle of the Revolutionary War known as the Battle of Bunker Hill.

The new leader, Washington headed to Boston to take command of his new army. On his way he learned that the Battle of Bunker Hill had been fought. It had taken place on June 17, 1775, just a few months after the start of the American Revolutionary War.

The American forces learned that the British were planning to take over the hills around Boston in order to gain a geographic advantage. As a result of this information, the Americans secretly moved their troops onto Bunker and Breeds Hill, two unoccupied hills just outside of Boston in Charlestown, Massachusetts. The Patriot

commander, William Prescott decided at the last minute to go to Breed's Hill and fortify (strengthen) it because it was closer to Boston. The next morning the British saw what they were up to and started bombarding the hill with cannon fire. The Patriots watched and waited, repeating to themselves the order Colonel Prescott had given them: "Don't one of you fire until you see the whites of their eyes."



Image source: http://upload.wikimedia.org/wikipedia/commons/8/80/William_Hickling_Prescott_by_Southworth_%26_Hawes,_c1850-9-crop.jpg

battle cost them many casualties!

Patriots in this early battle had stood up to the greatest army in the world! They had taken a stand.

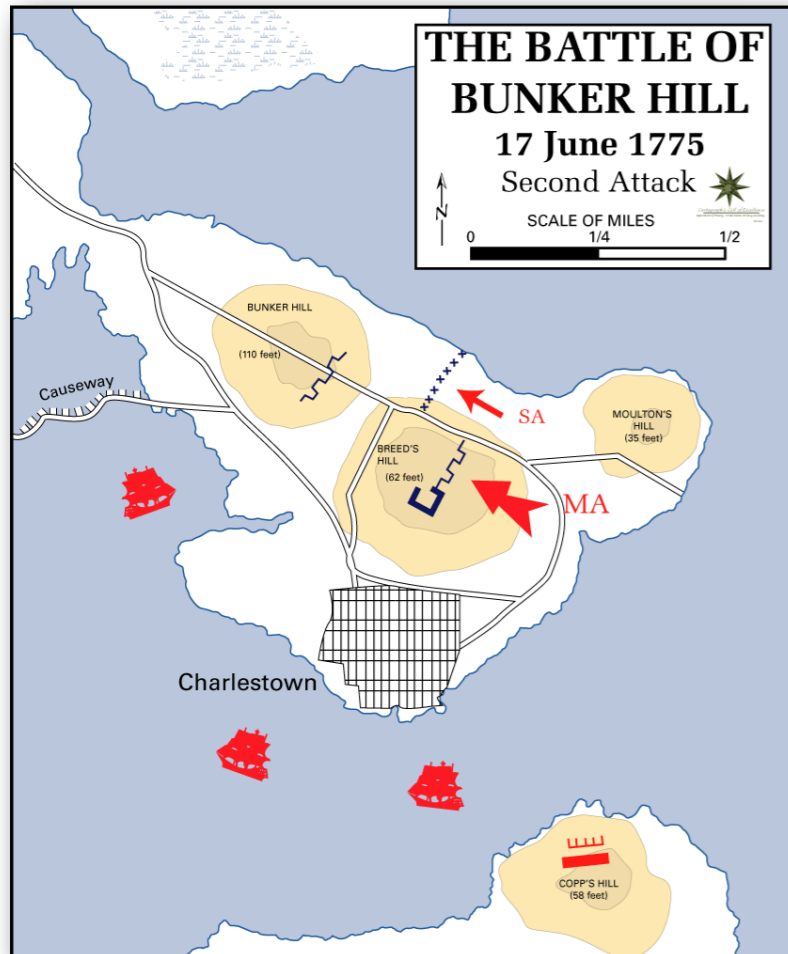


Image source: http://upload.wikimedia.org/wikipedia/commons/0/04/Bunker_hill_second_attack.png

The order came and Patriot shots sent the British soldiers reeling. The British were forced to retreat (turn around and go back). Most fighting took place on Breed's Hill but this battle became known as the Battle of Bunker Hill. Though it was a British victory, this

Interactive 6.9 The Battle of Bunker Hill



Watch the video (requires internet connection) to watch and review the facts of the Battle of Bunker Hill (mainly fought on Breed's Hill).

Student Activity: After viewing this video can you understand why the Patriots were happy about this battle, even though they actually lost? What did Colonel Prescott mean by "Don't one of you fire until you see the whites of their eyes."? Did the video give you any clues about this quote? How do you feel about historical videos that use humor as a "vehicle" to help you learn the facts?

Declaring Independence

QUESTIONS TO GUIDE INQUIRY

1. How did a small group of revolutionaries persuade a large group of colonists to give up their British citizenship for an unknown future?
2. How did different groups come together to overcome the most powerful nation in the world at the time?
3. How did the colonists justify their right to rebel against England?

Vocabulary:

petition
declaration
treason

History and You: Have you ever read something so powerful that it changed your mind?
Have you ever felt frustrated that others did not understand your viewpoint?

Throughout the next few sections, you will read about some very important documents that played an important role in history after the first battles of the

Revolutionary War. The colonists did not want this war to continue and sent a petition to King George as well as writing what we now know as the “Declaration of Independence.” You will learn about a document called “Common Sense,” by Thomas Paine. It convinced many that were still “loyal” to King George to join the Patriots’ cause and “wise up” to whom the Loyalists really were. Finally, you will read about how the words Thomas Jefferson wrote in the Declaration about “all men are created equal” did not apply to the role of African Americans, women, and



Image source: http://upload.wikimedia.org/wikipedia/commons/1/15/Declaration_independence.jpg

Indigenous Peoples, but was an ideal of human life.

The Olive Branch Petition:

On July 5, 1775 Congress sent a petition (a written request) to King George III. This was shortly after the Battle of Bunker Hill and a way to “patch” things up with him. It was called the Olive Branch Petition. (An olive branch is a symbol of peace.) It begged the King for a “happy and permanent reconciliation”. The King refused, calling the colonists “Rebels” and making him more determined than before to continue to punish the colonists.

Common Sense:

A few months after the Olive Branch Petition, an Englishman, Thomas Paine, who had recently arrived in the American Colonies, wrote a powerful pamphlet titled Common Sense. He wrote that gaining Independence from Great Britain was the only way to prevent and stop Britain from abusing the colonists’ rights. His pamphlet sold over 100,000 copies, an astonishing number in the 1700s. Many believe that



Image source: http://upload.wikimedia.org/wikipedia/commons/a/aa/Thomas_Paine_rev1.jpg

this pamphlet convinced many colonists that independence was best. Listen to and read some of the words that Thomas Paine wrote... What do YOU think? How do you think he changed the minds of so many who remained loyal to King George?

To see the original Common Sense pamphlet, go to the Library of Congress:

Interactive 6.10 The Library of Congress



Our national archives have an original copy of Common Sense. Click here to view it digitally. (Requires internet connection)

Interactive 6.11 Common Sense



Click on this brief clip to learn more about Common Sense.

History and You: Why do you think the colonists felt that it was time for them to declare (make a statement) their independence? What would you do if you knew signing the Declaration would get you in trouble? Read on to find out what the colonists signed and what their punishment could be?

The DECLARATION of INDEPENDENCE:

“ We hold these truths to be self-evident, that all men are created equal.....”

Thomas Jefferson spent about two weeks writing & rewriting this document. The first part of the Declaration explains why the colonies had the right to separate from Britain. The second part listed violations that Britain had committed against the colonies and the third and final part stated that the colonists’ only choice was to be free from Britain.

On July 2, 1776, the delegates voted the 13 colonies to be “free and independent states.” Two days later, they voted to approve the Declaration of Independence. The first part of the Declaration contains beliefs on which our country was founded:

1) People are born with certain rights, which include life, liberty, and the right to seek happiness.

2) People have the right to form their own government, which they should choose, and its purpose should be to protect the rights of the citizens.

3) If government fails to protect people’s rights, people have the right to change it.

On July 4, 1776 (does the date ring a bell?), Congress officially approved the Declaration of Independence. Two months later, in total silence, the signers gathered, knowing they were committing treason (a revolt against their government). The penalty for this crime was death by hanging. John Hancock famously signed the document first. What is unique about his signature below?

Interactive 6.12 The Declaration of Independence



The Declaration of Independence is one of our most important historical primary sources. Watch it read dramatically by celebrities. (Requires internet connection)

He also said, “There! His Majesty can now read my name without glasses. And he can double the reward on my head!”

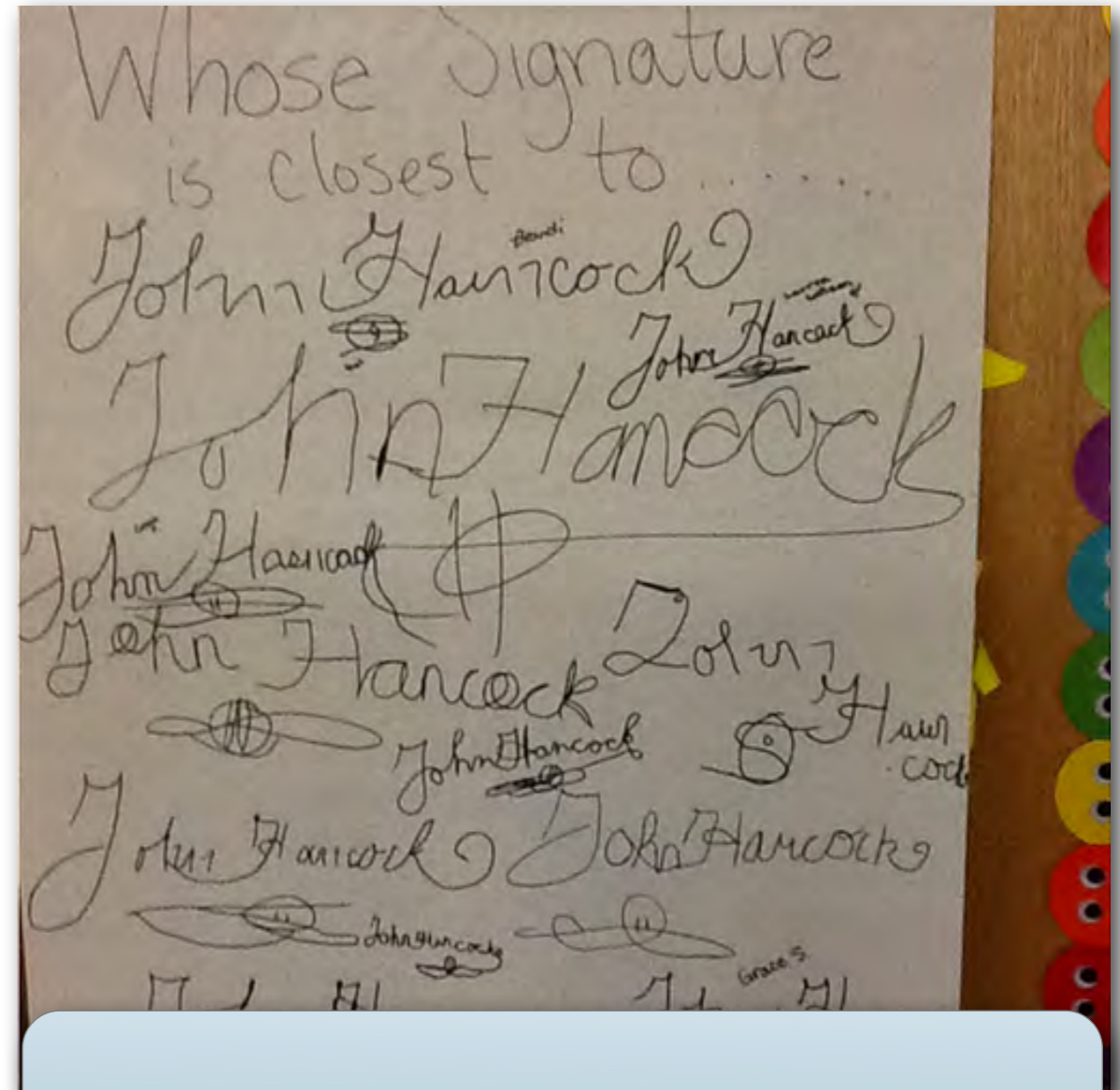
Benjamin Franklin was also one of the committee of five which wrote what is known as the ‘Declaration of Independence.’ When about to sign it, Hancock, one of his colleagues, is reported to have said, “We must be unanimous; there must be no pulling different ways; we must all hang together.”

“Yes, replied Franklin, “We must hang together, or we will be pretty sure to hang separately.”

Interactive 6.13 The Declaration of Independence



Watch this *Schoolhouse Rock* video to review the Declaration. (Requires internet connection)



Student Activity: Have a “John Hancock” signing party. Who can sign their name like his? How did his large, flourishing signature stand for bravery and courage?

Section 5

The Role of African Americans, Women, and Indigenous Peoples

QUESTIONS TO GUIDE INQUIRY

1. How did a small group of revolutionaries persuade a large group of colonists to give up their British citizenship for an unknown future?
2. How did different groups come together to overcome the most powerful nation in the world at the time?
3. How did the colonists justify their right to rebel against England?

Thomas Jefferson wrote the words in the Declaration of Independence that stated “all men are created equal”. This was in 1776 - a very different time than ours. Only white men who owned property could vote and after the Declaration was written many continued to debate the meaning and intent of those words.



Image source: http://en.wikipedia.org/wiki/Molly_Pitcher#/media/File:Molly_Pitcher_engraving.jpg

History and You: Imagine being an African American, woman, or Indigenous Person during this time period. As you place yourself in each of these roles, imagine what your life would have been like? How could you, as that person, change the outcome of the war? Or could you?

African Americans: For the African Americans, the first battles had a complicated meaning. Some fought on the side of the colonists against the British and became Patriots. They became members of the Sons of Liberty and joined the local militias.

Others fought for the British early in the war. The British offered freedom to any black slaves as an incentive to join them and their army. The Continental Army originally did not accept black soldiers but eventually started to in 1776. However, the African-Americans were treated quite differently and did not have any of the same freedoms or privileges of either the British or Patriot soldiers. It would be about 90 years later that any significant changes came about for these people.

Women: Women and girls took part in the war taking care of the soldiers. They cooked for them and sewed their uniforms. They also acted as nurses taking care of the wounded. A few women, called Molly Pitchers (named after the famous Molly Pitcher Ludwig), even took part in the fighting. There were many who spied for the side they believed in. Women were expected to do whatever was needed with no questions asked. Some women like Abigail Adams, wife of John Adams, actually spoke up and

Interactive 6.14 Women in the Revolution



Read more about the Women of the Revolution here (requires Internet Connection)

Student Activity: Break into one of three groups representing each of the above groups of people. Do more “research” into each of the three groups of people including fact-finding of more individuals within each group. Share the information you learn with the entire class.

wrote letters during this time to question their limited roles. She became a hero for women’s rights long after the Revolution.

Indigenous Peoples: Most supported the British troops because the British could trade goods with them from across the ocean. The Indigenous Peoples saw most colonists as the ones who “pushed” them from their lands. Some were on friendly terms but they were not about to become involved in this war. Even the ones who originally sided with the British did not remain on their side very long; They felt the British would mistreat them or expect more in return from them than what was fair.

Fighting for Independence

QUESTIONS TO GUIDE INQUIRY

1. How did a small group of revolutionaries persuade a large group of colonists to give up their British citizenship for an unknown future?
2. How did the Patriots overcome the most powerful nation in the world at the time?

Vocabulary:

surrender
strategy

In the next few sections you will first read and learn about how very different the two armies (British and Continental) were and how the new Patriot **strategies** kept the Continental Army going. Next, you will read about a very brutal winter at Valley Forge and how the Patriots received great news that kept them fighting for their cause. Finally, you will learn about the final battles and a famous **surrender** at Yorktown. This surrender resulted in the creation of a very important treaty that would officially end the war.



Image source: http://upload.wikimedia.org/wikipedia/commons/8/86/Couder_Yorktown_Versailles.JPG

Can you think of an event when a weaker opponent defeated a more powerful one? How did the Patriots overcome the most powerful nation in the world at the time?

History and You: Has your team ever been an “underdog” in a game, match, or competition? Read on to see how much of an “underdog” the Patriots were to the British army.

The British laughed at many of the Patriots' weapons because they looked as if they had been made out of farm tools, which many had! They even called the Patriots “Yankee Doodles”.

How could these “beginners” ever hope to beat the well-trained professional army and navy of the wealthy Great Britain? King George said, “Once these rebels have felt a smart blow, they will submit.”

The King learned that sending supplies and men over 3,000 miles of ocean became very expensive. He also discovered that British fighting methods did not work as well on the landscape in America. Because of this, the King had to hire paid soldiers, or mercenaries, to get enough men to fight. Finally, the King totally overlooked the greatest strength of the Patriots: they were fighting for their own freedom - with enthusiasm! They were fighting a revolution, which is an attempt to overthrow an unfair

Interactive 6.15 Yankee Doodle



tyrannical government and replace it with one of their own design. The Patriots were fighting for their homes, their businesses, and their American way of life. They wanted the right and freedom to govern themselves.

Turning Points

QUESTIONS TO GUIDE INQUIRY

1. How did a small group of revolutionaries persuade a large group of colonists to give up their British citizenship for an unknown future?
2. How did the Patriots overcome the most powerful nation in the world at the time?

Victories at Trenton and Saratoga

It was a very cold winter day with heavy snow and the wind was blowing hard. On one side of the ice-choked Delaware River, George Washington and the Continental Army camped. On the other side, an army of Hessian soldiers camped in the town of Trenton, New Jersey. It was Christmas Day and, with an icy and dangerous river between the two armies, it did not look to be a day for fighting. The Hessian soldiers probably thought the last thing the Continental Army would do was attack in these terrible conditions. That's what made the attack so impressive!

When George Washington and the army arrived in Trenton, the Hessians were not prepared for such an attack. Most were sleeping soundly after a festive Christmas Day and surrendered quickly as they were not ready or expecting this attack. The casualties were low on both sides and the Patriots captured about 900 mercenaries in this battle and another 200 in a second victory in Princeton.

History and YOU: 200 years ago Christmas was celebrated many places around the world, including by the American colonists, the British, and the mercenary soldiers. Why was General George Washington's strategic plan such a SURPRISE to the British on Christmas night? Read on to find why this event/battle was so important.

needed a victory. The Christmas victory gave a huge boost in morale to the American soldiers.



Image source: http://upload.wikimedia.org/wikipedia/commons/9/95/Washington_Crossing_the_Delaware_by_Emanuel_Leutze,_MMA-NYC,_1851.jpg

Crossing the Delaware

The American forces were feeling broken down before the Christmas crossing of the Delaware River. The British strategy (or plan of action) was to stop the rebellion before the colonists could get France or Spain to join them. The British had pushed the Patriots back all the way from New York to Pennsylvania. Look at a map to see the distance that would be to travel. Many of General Washington's men were injured or ready to leave the army. The number of troops were dwindling as men went home, mostly on foot as winter was approaching. The army desperately

Interactive 6.16 Victories of Trenton and Saratoga



Learn more at History.com
(requires internet connection)

The 10 Days that Changed the World

Student Activity: You can reenact this event in your classroom! Create “boats” and describe the journey over the ice-choked Delaware or build “posters/multi-media presentations to depict this event.

Interactive 6.17 10 Days that Changed the World



Learn more about the 10 Days that Changed the World here.
(Requires internet connection)

Battle of Saratoga: The TURNING POINT

The Battle of Saratoga, known as the “Turning Point of the War,” happened in October of 1777. The Battles of Saratoga were a series of battles that ended in Saratoga, New York with the surrender of British General John Burgoyne and approximately 6,000 men.

The Americans were led by Major General Horatio Gates as well as Generals Benedict Arnold and Benjamin Lincoln. Other key commanders included Colonel



Image source: <http://upload.wikimedia.org/wikipedia/commons/4/4b/BurgoyneByReynolds.jpg>

Student Activity: How and why is this Battle called the Turning Point of the Revolutionary? Predict what the FRENCH will do to help the Patriots win this war? What did they have to offer?

Interactive 6.18 Battles Leading to Saratoga



After viewing this video you should be able to explain how and why this battle is known as the turning point of the war.

Daniel Morgan and General Enoch Poor. This decisive victory by the Americans was a turning point of the Revolutionary War.

Winter at Valley Forge

QUESTIONS TO GUIDE INQUIRY

1. How did a small group of revolutionaries persuade a large group of colonists to give up their British citizenship for an unknown future?
2. How did the Patriots overcome the most powerful nation in the world at the time?

History and You: Imagine an outdoor camp where there is not enough food, extremely cold weather, no warm clothing or shoes, and sickness. How did the Continental soldiers ever endure this winter or did they? Read on to find out how terrible this winter camp was and how the news of the Battles of Saratoga gave the Patriots just what they needed to continue...HOPE!



Student Activity: Use the painting to begin learning about Valley Forge. As individuals, in pairs, or in small groups, list 10 things you see in the painting. Then list 10 questions you have about what you see in the painting. Share with the class and gather the questions to be answered as you study more about this time in history.

Valley Forge was where the American Continental Army made camp during the winter of 1777-1778. It was here that the American forces became a true fighting unit. In spite of the living conditions, soldiers learned and practiced fighting methods and shooting techniques, and became hardened soldiers. Valley Forge is often called the birthplace of the American Army. Valley Forge is located in the southeastern corner of Pennsylvania.

George Washington chose Valley Forge as the site for winter camp for several reasons. First, it was close to Philadelphia where the British were camping for the winter. He could keep an eye on the British by using his network of spies and protect the people of Pennsylvania. At the same time it was far enough from Philadelphia so that the Continental Army would have plenty of warning if the British decided to attack. Also, Valley Forge was a good place to defend if the army was attacked.

The conditions that the soldiers had to endure at Valley Forge were horrible. It was winter, so the weather was cold, wet, and snowy. Soldiers were often hungry because food was scarce. Many of the soldiers didn't have warm clothing; their shoes had worn out on the long march to the valley. Living in the cold, damp, and crowded log cabins with very few blankets caused sickness and disease to spread quickly throughout the camp. Of the

10,000 men who began the winter at Valley Forge, approximately 25% (2,500) of the men died before the spring.

Read the following description of the winter at Valley Forge and record your reaction to what the soldiers endured:

The Story of Valley Forge

"An army of skeletons appeared before our eyes naked, starved, sick and discouraged," wrote New York's Gouverneur Morris of the Continental Congress. The Marquis de Lafayette wrote: "The unfortunate soldiers were in want of everything; they had neither coats nor hats, nor shirts, nor shoes. Their feet and their legs froze until they were black, and it was often necessary to amputate them."

A bitter George Washington — whose first concern was always his soldiers — would accuse the Congress of "little feeling for the naked and distressed soldiers. I feel superabundantly for them, and from my soul pity those miseries, which it is neither in my power to relieve or prevent."

The suffering and sacrifices of the American soldiers at Valley Forge are familiar, iconic [well known] images, but there is another side of the picture. Valley Forge was where a new, confident, professional American army was born. Three months of shortage and hardship were followed by three months of relative abundance that led to wonderful changes in the morale and fighting capabilities of the Continental Army.

France would enter the war on the side of the new nation. Valuable foreign volunteers and fresh replacements would trickle into camp. Most important, it was at Valley Forge that a vigorous, systematic training regime transformed ragged amateur troops into a confident 18th century military organization capable of beating the Red Coats in the open field of battle.

It was at Valley Forge where the Continental Army turned into a trained fighting force. There were three leaders in particular who played a key role in building the army.

General George Washington - As commander-in-chief of the Continental Army his leadership played a big part in the colonies gaining their independence from Britain. He stayed with the forces much of the time and even his wife, Martha Custis, joined him some of the time to give her support to her husband and to the young soldiers.



Image source: http://upload.wikimedia.org/wikipedia/commons/8/88/Portrait_of_George_Washington.jpeg

General Friedrich von Steuben - Friedrich von Steuben was a Prussian-born military leader who served under Washington. He took on the task of training the Continental Army. It was through von Steuben's daily drills, even in the cold of winter at Valley Forge, that the soldiers of the Continental Army learned the tactics and discipline of a true fighting force.



Image source: http://upload.wikimedia.org/wikipedia/commons/d/da/Major_General_Friedrich_Wilhelm_Augustus_Baron_von_Steuben_by_Ralph_Earl.jpeg

General Marquis de Lafayette - Marquis de Lafayette was a French military leader who joined Washington's staff at Valley Forge. He worked for no pay and didn't ask for special quarters or treatment. Lafayette would later become an important commander at several key battles.



Image source: http://upload.wikimedia.org/wikipedia/commons/3/3f/Gilbert_du_Motier_Marquis_de_Lafayette.PNG

Section 9

Winning the Revolution

QUESTIONS TO GUIDE INQUIRY

1. How did a small group of revolutionaries persuade a large group of colonists to give up their British citizenship for an unknown future?
2. How did the Patriots overcome the most powerful nation in the world at the time?

History and YOU: Have you experienced a time in your life when the odds were against you? If so, what kept you going? Did you get help from someone else? What changes did you make to succeed? Read on to find how the Patriots finally won this war and why General Cornwallis surrendered.



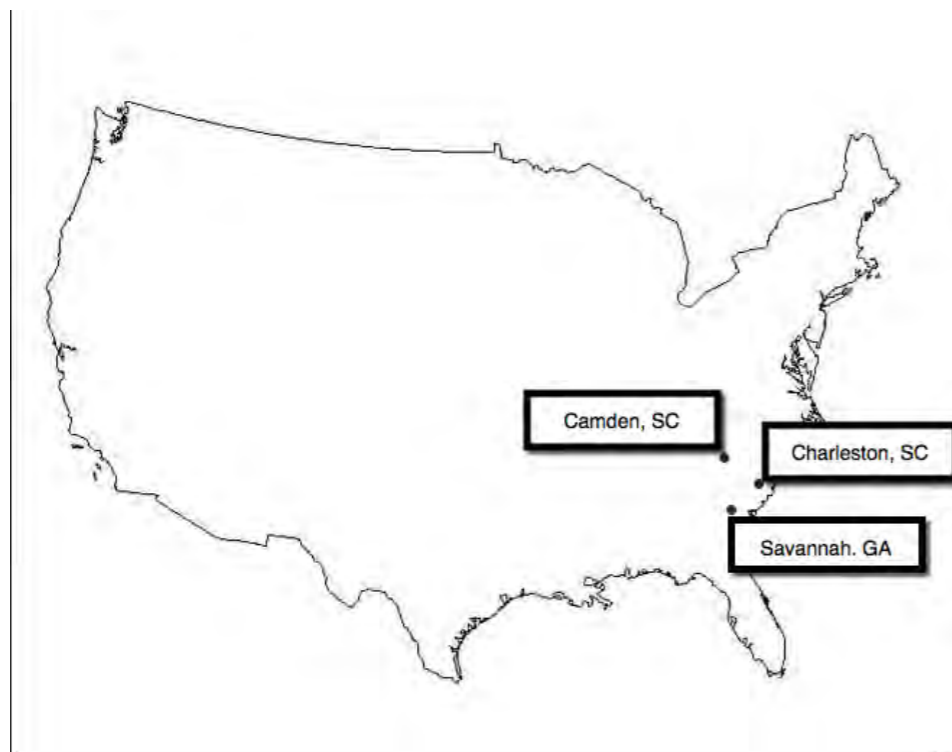
Image source: http://upload.wikimedia.org/wikipedia/commons/7/71/Surrender_of_General_Burgoyne.jpg

After the long, tough winter at Valley Forge, and the formal intervention of the French in February of 1778, the soldiers who survived had received new training and assistance from the new military leaders that joined the Patriots' cause. French intervention (when one nation enters the affairs of another) changed the war. Now Britain had two battles to fight - one against the colonists and one against the French. Britain sent thousands of troops to the Caribbean to attack the French colonies and this left fewer troops to fight in North

America. Also, Washington had gained the assistance of many skilled European soldiers who helped him train the inexperienced Continental troops.

Most of the first battles of the War had been fought in the Northeast. The battles that decided the outcome of the war took place in Georgia and the Carolinas. The British wanted the battles to move to the South because they believed the areas were full of Loyalists ready to fight for the British. They were wrong! Most Loyalists were too afraid of their Patriot neighbors to fight and many still remained neutral, or chose to stay out of the war.

Still, the British seemed to win important battles in such places shown below:



Even though the British won in the cities, they were losing in the countryside because of Patriot fighters like Francis Marion. His nickname was the Swamp Fox because he was as clever and quick as a fox. He and his small band of men knew the Carolina countryside well and attacked the British with hit and run raids.

General Nathaniel Greene had taken over command of the American Continental Army in the South. Prior to General Greene's command, the war in the South had not been going very well, but Greene put in some of these new hit and run tactics that Marion and his men were using. That resulted in American

victories and caused the British Army to retreat to the East Coast. Of all the battles in the Carolinas, Greene said, "We fight, get beat, rise, and fight again." These new fighting methods left the British at a loss.

They liked to fight the traditional battles in which two armies stood still, faced each other, and shot. These battles showed that the most powerful army in the



Image source: http://upload.wikimedia.org/wikipedia/commons/7/7f/Greene_portrait.jpg

world was no longer winning!

“ We fight, get beat, rise and fight again.”

Surrender at Yorktown

British General Cornwallis retreated to Yorktown, Virginia where he thought his troops would be safe. Washington marched south from New York with thousands of French and Patriot soldiers.

The French navy sailed north from the Caribbean to meet him. The British Army was now surrounded at Yorktown. They were greatly outnumbered by the French and American troops. For eleven days the American forces bombarded (bombed) the British. Finally Cornwallis sent out the white flag for surrender. He originally made a lot of demands to George Washington for his surrender, but Washington didn't agree. When the American troops started to prepare for another attack, Cornwallis agreed to Washington's terms and the battle was over. On October 19, 1781, he was forced to surrender. He gave up and admitted he was defeated.

History and You: Do you believe the Patriots could have won the war without intervention from France? Take a stand and support your opinion with information from what you have read and learned about the Revolutionary War.

Suggested Student Activities

STUDENT ACTIVITY:

Put the following events below on a timeline in chronological order:

- **Battle of Bunker Hill**
- **Washington Crosses the Delaware**
- **Olive Branch Petition**
- **Common Sense**
- **Shot Heard Round the World (Battle of Lexington & Concord)**
- **Winter at Valley Forge**
- **Declaration of Independence**
- **Surrender at Yorktown**
- **British take Long Island & NYC**
- **Battles of Trenton & Saratoga**
- **Battles in the South (Charleston)**

The Treaty of Paris

QUESTIONS TO GUIDE INQUIRY

1. How did a small group of revolutionaries persuade a large group of colonists to give up their British citizenship for an unknown future?
2. How did the Treaty of Paris change and impact the lives in a new America? How did it affect the Loyalists, African Americans & Indigenous Peoples

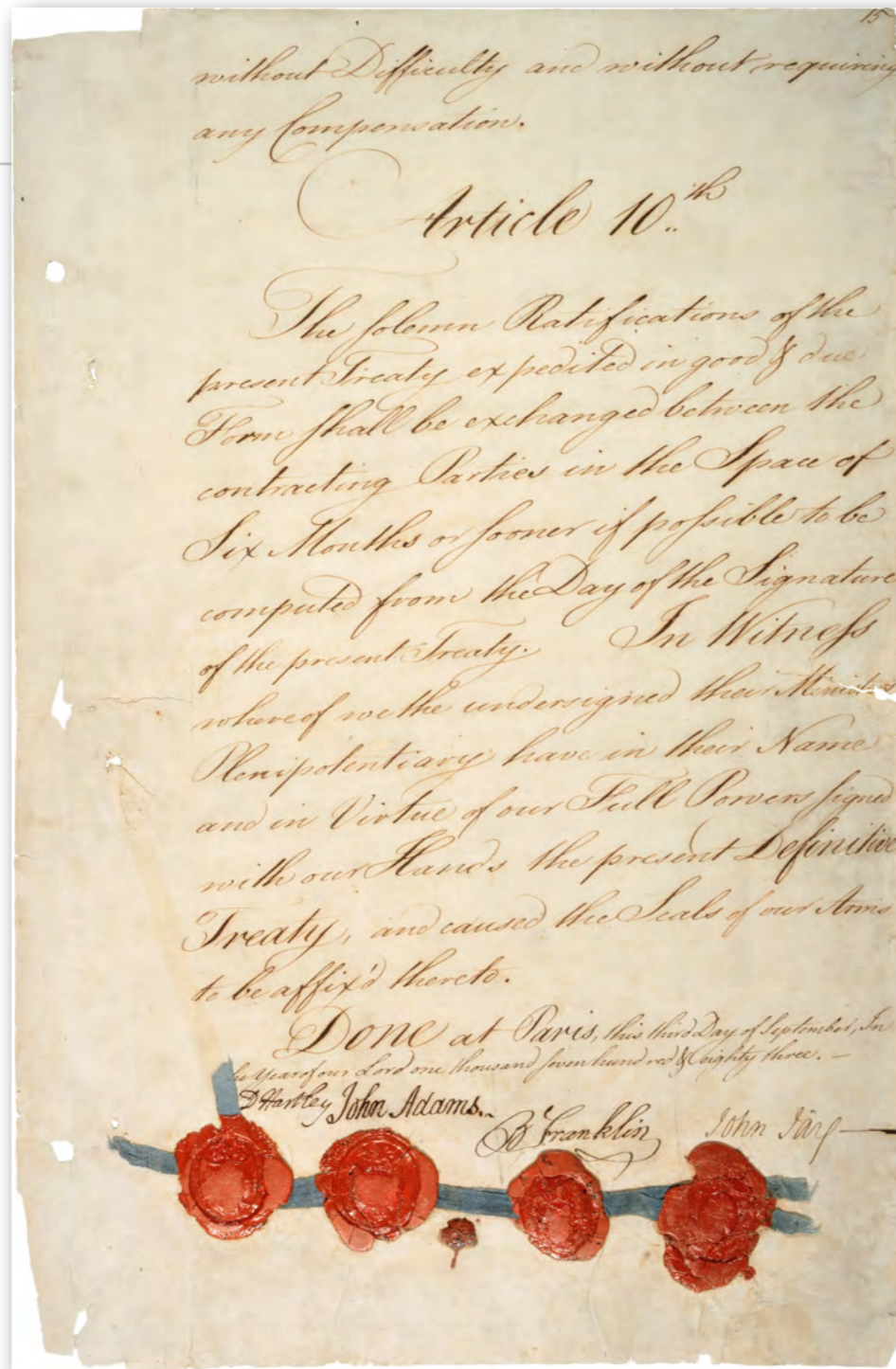


Image Source: [http://upload.wikimedia.org/wikipedia/commons/a/a6/Treaty_of_Paris_1783_-_last_page_\(hi-res\).jpg](http://upload.wikimedia.org/wikipedia/commons/a/a6/Treaty_of_Paris_1783_-_last_page_(hi-res).jpg)

The War ended in Yorktown but the British and Americans needed to end it officially. Both countries sent diplomats (officials to represent the government) to Paris, France to negotiate, talk over issues and reach an agreement this treaty.

That is why it is called the Treaty of Paris. It took them about 2 months to reach an agreement and the chart on the next page shows the impact of the treaty.

Interactive 6.19 The Treaty of Paris



Learn more about some of the specifics by visiting [this website](#) (requires internet connection)

Below is a summary on how the end of the Revolution and the Treaty of Paris impacted the groups of Loyalists, Native Americans, and African Americans.

<u>LOYALISTS</u>	<u>AMERICAN INDIANS</u>	<u>AFRICAN AMERICANS</u>
Most Loyalists fled to other countries at the end of the Revolution.	<ul style="list-style-type: none"> None were invited to the Paris of Treaty talks about the land that they claimed and had lived on for many years. 	<ul style="list-style-type: none"> Most remain enslaved and this will continue for about another 80 years.
<u>Loyalists who stayed in the new America</u>	<ul style="list-style-type: none"> Continued to lose millions of acres of tribal land to the new Government. 	<ul style="list-style-type: none"> Some in the North were freed but this took years to happen.
		<ul style="list-style-type: none"> Began standing up by bringing their "culture" to America.

STUDENT ACTIVITY:

Suggested Culminating Activity for the Revolutionary War: Develop and create a Revolutionary War Game board. Find a way to include all parts of the war including the causes, battles, events and outcomes. Add technology to the game boards with QR codes, videos, etc. should you so choose.

Furthermore, most of the African Americans found out after the war that the "freedom and equality" they had fought for did not apply to them. Slavery continued in the United States for over 80 years after the Revolutionary War ended.

