Introduction
Unit: Understanding the American Revolution

Grade: 7th grade

Sheltered Instruction in Social Studies

Anonymous 2
Unit: Understanding the American Revolution

Grade: 7th

Class: Sheltered Instruction in Social Studies.

You might be particularly interested in how this teacher:

- Created excellent Functional-Notional charts for each lesson.
- Frames main ideas on the overhead at the beginning of each lesson.
- Paces her speech during lectures in Lesson 2.
- Simplifies Declaration of Independence text in Lesson 2.
Content-Based Instruction Unit for ELLs

Title: Understanding the American Revolution

Grade Level: 7th Grade

Target Group: Sheltered Content Course


The teacher's edition is the source of lessons designed for a mainstream class. (See copies attached.)

The student textbook is the source of student written reading materials.

Goals: Students will:
1. Know how important the Revolutionary War was to the creation of the United States of America.
2. Know how the Revolutionary War started.
3. Know the importance of the Declaration of Independence.
4. Know advantages of both the British and Patriot sides during the war.
5. Know how the war ended and what the results of the war were.

Unit Description:
The target group of this unit on the American Revolution is a sheltered content class. This group of students has some basic knowledge in their second language. In particular, students' oral communicative skills are native-like, but these still have difficulty with the dense language in their textbooks. This sheltered version will attempt make the unit comprehensible through various instructional strategies that will engage the students in the material.
# Understanding the American Revolution

<table>
<thead>
<tr>
<th>Knowledge</th>
<th>Language</th>
<th>Content</th>
<th>Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will:</td>
<td>1. Increase academic language.</td>
<td>Students will:</td>
<td>Students will:</td>
</tr>
<tr>
<td></td>
<td>2. Increase vocabulary.</td>
<td>1. Know how important the Revolutionary War was to the creation</td>
<td>1. Learn to activate prior knowledge through continued teacher</td>
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<td></td>
<td>3. Describe important figures, significant battles and events of the</td>
<td>of the United States of America.</td>
<td>implementation of: KWL charts</td>
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<tr>
<td></td>
<td>Revolutionary War.</td>
<td>2. Know how the Revolutionary War started.</td>
<td>Use of 3P’s prior to reading selections to increase understanding:</td>
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<td></td>
<td>4. Increase reading comprehension.</td>
<td>3. Know the importance of the Declaration of Independence.</td>
<td>preview, predict, and set purpose.</td>
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<td>Skills</td>
<td>Students will:</td>
<td>4. Know advantages of both the British and Patriot sides during the</td>
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<td></td>
<td>1. Know how to define key terms in a reading selection by using the</td>
<td>war.</td>
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<tr>
<td></td>
<td>text or the glossary.</td>
<td>5. Know how the war ended and what the results of the war were.</td>
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<td></td>
<td>2. Create a graphic organizer showing how different items contributed</td>
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<td></td>
<td>to the outbreak of war.</td>
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<td></td>
<td>3. Do an oral presentation to explain the graphic organizer to the</td>
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<td></td>
<td>class.</td>
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<td></td>
<td>4. Draw a political cartoon and write captions to support cartoon.</td>
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<td></td>
<td>5. Design recruitment posters with taglines for the Continental Army</td>
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<td></td>
<td>to encourage enlistment.</td>
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<td></td>
<td>6. Create a cause-and-effect graphic organizer of the Battle of Saratoga</td>
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<td></td>
<td>on the Patriots.</td>
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<td></td>
<td>7. Write a one paragraph communiqué about the Treaty of Paris of 1783.</td>
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<tr>
<td>Attitudes &amp;</td>
<td>Students should:</td>
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<tr>
<td>Awareness</td>
<td>1. Be aware of their ability to use language for different audiences,</td>
<td>1. Appreciate the importance of the American Revolution.</td>
<td>Students should:</td>
</tr>
<tr>
<td></td>
<td>purposes, and settings.</td>
<td>2. Appreciate the significance of the Declaration of Independence.</td>
<td>1. Be aware that there are various learning strategies that they can use.</td>
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<tr>
<td></td>
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<td></td>
<td>2. Appreciate value of each other’s viewpoints and feelings.</td>
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</tbody>
</table>
Lesson 1
## Functional/Notional Chart: Lesson 1 - The Revolution Begins

<table>
<thead>
<tr>
<th>Function</th>
<th>Situation</th>
<th>Formulas/Expressions</th>
<th>Notions</th>
<th>Grammar Structures</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Name</td>
<td>Unfair acts by the British</td>
<td>The _______ was an unfair law passed by the British.</td>
<td>Molasses Act</td>
<td>Past tense of verb to be</td>
<td>Initiation: KWL chart</td>
</tr>
<tr>
<td></td>
<td></td>
<td>The _______ were unfair laws passed by the British.</td>
<td>Sugar Act</td>
<td></td>
<td>Graphic Organizer</td>
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<td></td>
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<td>Stamp Act</td>
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<td></td>
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<td>Quartering Act</td>
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<td>Townsend Acts</td>
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<td></td>
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<td>Tea Act</td>
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<td></td>
<td>Intolerable Acts</td>
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<tr>
<td>2) Name and describe</td>
<td>Events that contributed to the start of the American Revolution</td>
<td>__________ contributed to the start of the American Revolution.</td>
<td>The First Continental Congress</td>
<td>Proper Nouns</td>
<td>Graphic Organizer</td>
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<td></td>
<td></td>
<td></td>
<td>Lexington</td>
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<td></td>
<td></td>
<td></td>
<td>Concord</td>
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<td></td>
<td></td>
<td>The Second Continental Congress</td>
<td></td>
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<td></td>
<td></td>
<td>__________ contributed to the start of the American Revolution.</td>
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<tr>
<td>3) Compare and contrast</td>
<td>Differences between British and American soldiers</td>
<td>The First Continental Congress was _______.</td>
<td>A meeting of representatives</td>
<td>Complete Predicates</td>
<td>Graphic Organizer</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Lexington was _______.</td>
<td>A battle in Massachusetts.</td>
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<td></td>
<td></td>
<td>Concord was _______.</td>
<td>This was the beginning of the</td>
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<td></td>
<td></td>
<td>The Second Continental Congress was _______.</td>
<td>American Revolution.</td>
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<td></td>
<td></td>
<td>The Redcoats were _______.</td>
<td>Redcoats</td>
<td>Adjectives</td>
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<td></td>
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<td></td>
<td>English soldiers.</td>
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<td></td>
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<td></td>
<td>They wore bright, red uniforms.</td>
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<td></td>
<td>Minutemen colonial fighters</td>
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<td></td>
<td></td>
<td></td>
<td>They were ready to fight in one minute</td>
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</tbody>
</table>
Lesson Plan: Lesson 1 - The Revolution Begins (2 days if needed)

Objectives: S.W. Identify unfair acts by the British to the colonies.
Describe the First Continental Congress.
Describe the Battles of Lexington and Concord.
Describe the Second Continental Congress.

Frame topic on board: How did the Revolutionary War begin?

Initiation: Teacher will activate students' prior knowledge by having them name and describe laws passed by the British that the American colonists thought were unfair and eventually led to the American Revolution. (Students have studied these events in previous chapter.)

Use KWL chart. (See attached partially-filled KWL chart.)

Presentation:

Teacher will say:
The colonists were unhappy with Britain because of unfair laws. (pause)

No taxation without representation. (pause)

The colonists decided that they needed to work together. (pause)

They wanted Britain to understand and accept their ideas. (pause)
(Use Lesson 1 overhead transparency attached. Teacher presents lesson orally and continues use of repetition and adjusted speech.)

Pictures/illustrations of Redcoats, Minutemen, visuals of Revolutionary War battles on board during presentation.

(can do a closure activity here, ie. Ask "Explain one event that led to the beginning of the Revolutionary War." and continue lesson on second day)

For homework(can be prior to day 1 or day 2 of lesson), students will have read section 1 pages 149-153 and use Guided Reading strategies while reading. (See attached.)

Practice/Assessment:
Using p. 151-152 of their textbook, students in groups of 2 or 3, will create graphic organizers that show the role played by the following in the outbreak of the American Revolution:

- The First Continental Congress
- King George
- Lexington
- Concord
- The Second Continental Congress
- Redcoats
- Minutemen

Each student will be responsible for certain items but all in group must agree with the descriptions before presenting to class.

Closure/Assessment:
Ticket to leave. Answer the question: What did you learn today?
Lesson 1 - The Revolution Begins (Overhead Transparency)

- Colonists were unhappy with Britain.
  - No taxation without representation.

- Colonists decided to act together.
  - Colonists elected a representative - a person to speak for the colony.

- The First Continental Congress was a meeting of representatives from the colonies.
  - The colonists made a list of demands.
  - The representatives or delegates made a list of what they wanted King George to do.

- King George sent his troops to take away the colonists' weapons.
  - The British troops or soldiers went to Lexington first.
  - Fighting started between the British and the Colonists.
  - After Lexington, the British troops went to Concord.

- The Minutemen were the colonial fighters.
  - The Minutemen could be ready to fight in one minute.

- The British soldiers were called Redcoats by the colonists.
  - The British soldiers wore bright, red uniforms.
  - The Redcoats were easy to see. They made good targets.

- After the battles of Lexington and Concord, the colonists held a second meeting.
  - Representatives from all the colonies went to the Second Continental Congress.
  - The colonists decided to create an army called the Continental Army.
  - The colonists chose George Washington to be the commander of the Continental Army.
Guided Reading Strategies for Lesson 1

Directions: As you read the section, complete the following sentences.

1. At the First ________________ ________________ 56 delegates met in _________________. The colonists talked about how to respond to the abuses by ________________.

2. The delegates made a list of ________________ or demands to present to King George III. King George ________________ to consider the demands. Instead, he ordered British ________________ to get ready to take the colonists weapons.

3. The ________________ were members of local civilian armies or militias who were ready to fight at a minute’s notice.

4. Paul Revere warned the Minutemen by riding through the countryside and yelling, “the ________________ ___________!”

5. On April 19, 1775 the Minutemen met the British troops in _________________. A shot was fired that became known as the “shot heard round the world.”

6. After Lexington, the British went on to ________________ and the fighting continued. The Minutemen fired upon the British or _________________, as they were called by the Minutemen. The bright, red uniforms of the Redcoats made good ________________.

7. In May of 1775, the colonists met again for a ________________ Continental Congress. The delegates decided not to break away from Britain but did decide to create a ________________ ________________ to defend the colonies. George Washington was chosen to be the commander of the army.

8. Although the delegates tried to restore peace one more time by signing the ________________ ________________ petition, King George rejected it since there was so much fighting.
<table>
<thead>
<tr>
<th>What I <strong>Know</strong></th>
<th>What I <strong>Want</strong> to Know or Learn</th>
<th>What I <strong>Learned</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>The colonists were unhappy with Britain because of unfair laws.</td>
<td>What was the first battle of the War for Independence?</td>
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<tr>
<td>The Tea Act forced colonists to pay taxes on tea.</td>
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</tbody>
</table>
Fill in the following chart and explain the role or part that each event or person below played in the beginning or outbreak of the American Revolution. Give as much information about each as possible.

<table>
<thead>
<tr>
<th>Event/Person</th>
<th>Role or Part</th>
</tr>
</thead>
<tbody>
<tr>
<td>The First Continental Congress</td>
<td></td>
</tr>
<tr>
<td>King George</td>
<td></td>
</tr>
<tr>
<td>Lexington</td>
<td></td>
</tr>
<tr>
<td>Concord</td>
<td></td>
</tr>
<tr>
<td>The Second Continental Congress</td>
<td></td>
</tr>
<tr>
<td>Redcoats</td>
<td></td>
</tr>
<tr>
<td>Minutemen</td>
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</tbody>
</table>
OBECTIVES
Explain how the First Continental Congress and
the fighting at Lexington and Concord affected the
colonies' dispute with Britain.
- Analyze the accomplishments of the Second Con-
tinental Congress.
- Explain geography's influence on the war's early battles.

FOCUS
Motivate Before Reading
Ask students to identify some of the British laws that American
colonists thought were unfair. (Students might mention the Stamp
Act, the Tea Act, or the Intolerable Acts.) Remind them that the
colonists felt that Britain was ignoring their rights by passing unjust
laws and taxing them without representation. Explain to the class
that this eventually led to the Revolutionary War.

The Revolution Begins

Reading Focus
How did the First Continental Congress
and the fighting at Lexington and Concord
affect the colonies' conflict with Britain?
What tasks did the Second Continental
Congress accomplish?
How did geography influence the early
battles of the war?

Key Terms
First Continental Congress
Minutemen
Redcoats
Second Continental Congress
Continental Army

By the fall of 1774, the colonists had to decide
how to resolve their conflict with Great
Britain. Cousins John and Samuel Adams were among
those active in the debate. Samuel Adams was the rebel
who had organized the Boston Tea Party, while John
Adams was the thoughtful attorney who had defended
British soldiers accused of firing on colonists in the
Boston Massacre. Both cousins agreed that the time had
come for colonial leaders to respond to British actions, and the
colonies soon scheduled an assembly in Philadelphia. As the
Adamses set out on their journey there from Boston, neither one
knew what would result from the upcoming meeting.

Swords from the Revolution

1780 1781 1782 1783
FEB. George Rogers Clark's forces recapture Vincennes.
AUG. The British wipe out most of the Patriot forces stationed at Camden,
OCT. The British surrender at Yorktown secures the American
SEPT. The Treaty of Paris of 1783 formally ends the war.
Linguistic. Review this section's key terms with students. Work with students to develop a definition for each term. Then have students write sentences using the key terms. SHELTERED ENGLISH

EACH

Have students read Section 1 and complete Guided Reading Strategies 6.1. Choose one or more of the following activities to explore the section content with students. For further suggestions on block scheduling or team teaching, see the Block Scheduling Handbook.

The First Continental Congress

The First Continental Congress was the only colony to send a representative to the First Continental Congress. Of the 13 colonies, only 12 colonies attended. Among them, however, were people whose experience in the United States would later be tantamount to the United States. Roger Sherman, Samuel Adams, Patrick Henry, and Washington.

Thinking: Was the Continental Congress a success? Explain your answer.

No: Most students will explain that the early successes of the Congress were few and that the lack of resolution, or the need for a second Continental Congress, caused a need for a second Continental Congress.

The First Continental Congress

In September 1774 the Adams cousins were among 56 colonial delegates who met in Philadelphia for the First Continental Congress. Georgia was represented, as was only one colony not represented. Many people who had been involved in protest groups attended, including John Dickinson of Pennsylvania and Patrick Henry of Virginia.

The delegates debated the best way to respond to the crisis in Massachusetts and what they felt were abuses by British authorities. Many agreed with John Dickinson, who argued that the colonies should do something to make peace with Britain in order to avoid any more bloodshed. Other delegates, such as Patrick Henry, argued that the conflict would end only through violence.

"Arms [we]spons are a resource to which we shall be forced," declared Henry.

In the end, the delegates compromised. They recommended that colonies continue to boycott British goods and that they warn their militias to prepare in case violence did break out. Meanwhile, the delegates assembled a carefully worded list of 10 resolutions to present to King George III. This Declaration of Resolves spelled out what the Congress considered to be the colonists' rights, including the rights to "life, liberty, and property." The delegates agreed to meet again in May 1775 if the king did not acknowledge these rights.

When King George III received the resolutions from the delegates, he refused to consider their demands. Instead, British leaders ordered troops in the colonies to prepare to seize the colonial militia's weapons.

The "Shot Heard Round the World"

Tensions were particularly high in and around Boston, Massachusetts, the center of colonial protests. The British became concerned when local militia units seemed to be actively preparing for armed conflict. These militia members called themselves Minutemen because they were ready to fight on a minute's notice.

In mid-April 1775 British general Thomas Gage received his orders to take action. He decided to seize the local militia's weapons, which were stored in Concord, a town about 20 miles west of Boston. Gage tried to keep the British plans a secret, however, spies informed some members of the Sons of Liberty that the British were preparing to move. Unsure of when and how the British might attack, Sons of Liberty member Paul Revere arranged for his informants to signal him from the Old North Church in Boston. They were to display one lantern if the British were coming by land, two if they were coming by sea.

Lexington

On the evening of April 18, 1775, Revere and William Dawes received word that the British were crossing the Charles River to march toward Concord. The two men hopped on their horses and rode through the countryside, warning Minutemen that "the British are coming!" Isaac Davis was one of the Minutemen who heard the warning and led the Minutemen to prepare for an attack.

Paul Revere alerts the countryside of Massachusetts about the arrival of British troops. This warning led the Minutemen to prepare for an attack.
Learning from Maps After the battle at Breed's Hill, the American forces retreated to positions around Boston. Washington’s forces took up positions on Dorchester Heights, which led the British to retreat from Boston.

Location Why is the position of Dorchester Heights important?

The Siege of Boston, 1775–1776

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CLOS

Linguistic, Logical-Mathematical. To conclude the lesson, ask students to list in their notebooks the actions taken by the First and Second Continental Congresses. Then ask them to explain the significance of the battles at Breed's Hill, Bunker Hill, Concord, Dorchester Heights, Fort Ticonderoga, and Lexington.

CHALLENGE AND EXTEND

1. Linguistic, Intrapersonal. Have students imagine that they were one of the Minutemen at Lexington or Concord on the night of April 18, 1775. Ask them to write a diary entry describing the events that occurred that evening, along with their contribution. Encourage students to include their thoughts about the situation and whether the fighting at Lexington and Concord made war between Great Britain and the colonies inevitable.

2. Linguistic. Tell students to read Longfellow's poem "Paul Revere's Ride." Have them analyze its symbolism. Then ask students to write a poem of their own describing an event covered in the section. Encourage volunteers to read their poems to the class.

Historical Sidelight

Phillis Wheatley. In October 1775 George Washington received a poem written by Phillis Wheatley, a young slave who was brought to Boston from Africa when she was seven. The poem greatly impressed General Washington, who invited Wheatley to visit him at the Continental Army camp, where they met, and one recorded their conversation.

* * * "Have students use one or other resources and Wheatley's poem, "His Excellency George Washington," and give a dramatic reading of it or write a short paper summarizing Wheatley's attitude toward Shingston.

The Second Continental Congress

As word of the fighting at Lexington and Concord spread, many colonists responded with shock and anger. In one small Massachusetts town, Dr. James Thacher noted:

"This tragical event seems to have electrified all classes of people. Expresses [messengers] are hastening from town to town, in all directions through the country ... rousing the people To Arms! To Arms!"

In May 1775, representatives from twelve of the thirteen colonies met in Philadelphia for the Second Continental Congress. The leaders of the Congress gathered to decide how to act now that open hostilities had taken place. They decided not to break away from Britain, but made plans to organize and fund a Continental Army to defend the colonies. They chose Virginian George Washington, a well-respected veteran of the French and Indian War, as commander of the Army.

As Washington began organizing his troops, the Congress tried one final time to restore peace. On July 5 the delegates signed the Olive Branch Petition, a peace request named for the olive branch, a traditional symbol of peace. As representative Richard Penn set off to deliver the petition to King George III, the fighting spread. Before Penn reached the king in the fall, the fighting had become so fierce that the king rejected the petition.

Early Battles

Soon after the first session of the Second Continental Congress, word began to spread that a group of colonists had won a victory against the British in northern New York. The capture of Fort Ticonderoga in May 1775 was a great accomplishment for the colonists.

Fort Ticonderoga

Strategically located in northeastern New York, the British-held Fort Ticonderoga controlled access to Lake Champlain, a waterway leading into Canada. Colonel Benedict Arnold was supposed to lead the assault. However, the Green Mountain Boys, a group of men from present-day Vermont, insisted that they would take their guns and go home rather than follow anyone besides their leader. Ethan Allen. Arnold and Allen compromised, agreeing to lead the assault together.

On May 10 the colonists sneaked up on the British under cover of a fierce early morning rainstorm and quickly took the fort. The attack also secured a large supply of British weapons, including three cannons, for the colonial forces.

Bunker Hill and Breed's Hill

After the battle at Concord, the British withdrew to Boston, where Minutemen surrounded the city. Once reinforcements arrived, the colonial forces held Boston under siege—a military blockade of the city or fort.

In mid-June 1775 the British prepared to secure Charlestown, which overlooks Boston from across its northern harbor. Warned of the plan, colonial forces dug defensive trenches atop nearby Bunker Hill and Breed's Hill. When the British attacked on the morning of June 17, they were shocked to see that the colonial soldiers had secured the hills. Nevertheless, the Redcoats mounted a frontal
ult against the colonists. The colonial con-
dier ordered his troops, who were low on gun-
der, not to fire on the British soldiers “until
see the whites of their eyes.”
Most of the fighting took place on Breed’s Hill.
turning back several assaults, the outnum-
d colonists retreated when they ran out of
ition. Although the British gained control
hill, they had suffered more than 1,000 casu-
s compared to some 400 for the colonists.
their retreat, the Battle of Bunker Hill was
al victory for the colonists. It demonstrated
developed British firepower, they could
frontal assault from the British army.

Hand-to-hand combat in the Battle of Bunker Hill
Boston from the south. Using the heavy artillery,
Washington’s troops fired down on the British.
The British guns were no match for the
colonists’ well-positioned cannons. “The rebels
have done more in one night than my whole army
could do in months,” declared British general
William Howe. On March 7 Howe ordered a
retreat from Boston to Canada. The birthplace
of the rebellion was back in colonial hands.

Section 1 Review
ANSWERS

Identify
For significance, see the
following pages:
• First Continental Congress,
p. 150
• Minutemen, p. 150
• Redcoats, p. 151
• Second Continental
Congress, p. 152
• Continental Army, p. 152
• George Washington, p. 152
• Olive Branch Petition, p. 152
• siege, p. 152
• Battle of Bunker Hill, p. 153

Locate
For locations, see the map
on page 151.

Reading for Content
Understanding
1. Many were shocked and
angry, and prepared to defend
themselves.
2. decided not to break away
from Great Britain, made plans
to organize and fund the
Continental Army, chose
George Washington to lead
Continental Army, and signed
the Olive Branch Petition
3. positioned themselves at
high elevations so they could
fire down on the British
4. Speeches might mention
that finding a way to make
peace with Great Britain
would avoid more bloodshed
or that the conflict would end
in violence.
5. First—recommended that
colonists continue to boycott
British goods and put together
a list of resolutions to present
to King George III; Second—
took steps to prepare for war

SECTION 1 REVIEW

1. What was the significance of the
spring? (Continental Congress, Olive
Branch Petition, siege, Battle of Bunker Hill)

2. Main Idea Describe the actions taken by
the Second Continental Congress.

3. Geographic Diversity Human-
Environment Interaction How did geogra-
phy influence the colonists’ strategy in the
war’s early battles?

4. Writing Persuading Imagine that you are
a supporter of either John Dickinson or
Patrick Henry at the First Continental
Congress. Write a speech persuading
others to support your position.

5. Critical Thinking Making Comparisons
What were the differences between the
First and the Second Continental
The Battle of Bunker Hill
Battle of Lexington and Concord
Lesson 2
Lesson Plan: Lesson 2 – Declaring Independence (Lesson will span 2 days.)

Objectives: S.W. Describe ideas in Common Sense and its importance.
Explain the issues addressed by the Declaration of Independence.

Frame topic on board: The colonists declare independence!

Initiation: Teacher will initiate lesson by having students do a Think-Pair-Share activity. Students will answer the following: What do you think the Declaration of Independence said?
Discuss student answers.

Have students read Section 2, pages 154-157 and complete graphic organizer at top of Guided Reading Strategies 6.2 (see attached.) More proficient students should also complete Post Reading Quick Check.

(Can do closure activity here. "What can you tell me about the Declaration of Independence?"

Presentation:
Teacher will say:
Britain and the colonies were ruled by a monarchy. (pause) Common Sense was a pamphlet that supported independence from England. (pause) (Can bring in samples of pamphlets. Discuss their purpose.) Thomas Paine wrote Common Sense.

The ideas in Common Sense were very new or radical. (pause) Thomas Paine wrote that monarchies were wrong and unnatural. (pause) He wrote that countries should be ruled by laws made by the people. (pause)

Many people read Common Sense and began to support breaking away from England. (pause)

In June 1776, the Continental Congress decided to make independence a reality. (pause) They decided to write a document that declared their independence. (pause) This document was the Declaration of Independence. (pause) Thomas Jefferson wrote the Declaration of Independence. (pause)

The Declaration of Independence declares the colonists' rights. (pause) The Declaration of Independence declares the colonists' complaints against England. (pause) The Declaration of Independence declares that the colonies are free and independent. (pause)

When the colonists signed the Declaration of Independence, the Revolution against England became official. (pause) Now, all colonists had to choose sides. (pause) Those who chose to fight for Independence were called Patriots. (pause) Those who chose to take the side of Britain were called Loyalists.

Pictures/illustrations of the Declaration of Independence will be passed around.
Practice/Assessment:
Divide students into supporters or opponents of independence from England. Have students draw a political cartoon that supports their view.

(Show samples of political cartoons and explain that artists use cartoons to tell people something that they believe. They want to make people think about their views.)

Closure/Assessment:
Ask for volunteers to answer the question: Who can tell me what was the Importance of the Declaration of Independence?
<table>
<thead>
<tr>
<th>Function</th>
<th>Situation</th>
<th>Formulas/Expressions</th>
<th>Notions</th>
<th>Grammar Structures</th>
<th>Activities</th>
</tr>
</thead>
</table>
| 2) Analyze    | Benefits and shortcomings of the Declaration of Independence | The Declaration of Independence defined the __________ of the colonists.  
The Declaration of Independence spelled out the __________ of the colonists against Britain.  
The Declaration of Independence declared the colonies __________ and __________.  
The rights of women and African Americans were not addressed in the Declaration of Independence. | rights  
complaints  
declared free independent | Past tense of regular verbs                  | Initiation: Think-Pair-Share         |
| 3) Name and describe | Tell about Thomas Paine's *Common Sense*. | Thomas Paine wrote __________.  
*Common Sense* was a __________ that supported independence from England. The ideas in *Common Sense* were __________.  
Thomas Paine wrote that __________ were unnatural. He said __________ should be ruled by laws made by the people. | Common Sense pamphlet radical  
monarchies  
countries | Past tense of irregular verb write          | Oral presentation.                  |
|               |                                               |                                                                                      | Plural forms of nouns ending in -y | Oral presentation.                  |                             |
The American Revolution

GUIDED READING STRATEGIES 6.2

READING THE SECTION  As you read the section, complete the following chart by listing three benefits and two shortcomings of the Declaration of Independence.

The Declaration of Independence

<table>
<thead>
<tr>
<th>Benefits</th>
<th>Shortcomings</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Declaration of Independence</td>
<td>1. Women</td>
</tr>
<tr>
<td>1. defined</td>
<td>2. African Americans</td>
</tr>
<tr>
<td>2. Spelled</td>
<td></td>
</tr>
<tr>
<td>3. and</td>
<td></td>
</tr>
</tbody>
</table>

POST-READING QUICK CHECK  After you have finished reading the section, in the space provided, list the three people you consider to be the most important to the events described in Section 2 and explain their significance.

1. Person: ___________________________ Significance: ___________________________

2. Person: ___________________________ Significance: ___________________________

3. Person: ___________________________ Significance: ___________________________
OBJECTIVES

- Evaluate the influence of Common Sense on the colonies.
- Analyze the effect of Enlightenment ideas on the Declaration of Independence.
- Explain the issues addressed by the Declaration of Independence.

FOCUS

Motivate Before Reading
Have students imagine a situation in which people are unhappy with their system of government or with their political leaders. Ask them to decide what set of circumstances would make it appropriate for people to overthrow a government and create a new one. Ask them what difficult issues they would expect people to consider.

Declaring Independence

Reading Focus
How did Common Sense influence the colonies?
In what way did the Enlightenment affect the Declaration of Independence?
What issues were and were not addressed in the Declaration of Independence?

Key Terms
Common Sense
Declaration of Independence
Patriots
Loyalists

IN JANUARY 1776, a 47-page pamphlet appeared on the streets of Philadelphia. The author was 37-year-old Thomas Paine, a self-educated British Quaker. Several years before, Paine had met Benjamin Franklin—then one of the colonial agents living in London—and impressed the colonial inventor with his sharp mind. In 1774 Franklin had helped Paine immigrate to Philadelphia, where he became a writer. Less than two years later, Paine produced a work that changed the course of American history.

Paine’s Common Sense

News of Paine’s pamphlet Common Sense, which argued for breaking away from Great Britain, spread throughout the thirteen colonies. Within three months, colonists had bought around 120,000 copies. Eventually, sales throughout the colonies and Europe reached some 500,000 copies.

Common Sense achieved such popularity because of both its message and its style. Most pamphlets of the time were written by lawyers—such as John Dickinson—who typically wrote in a style that only well-educated people could understand. Paine wrote as a common man to common people. He therefore reached a wider audience than most other pamphlet writers of his day.

In Common Sense, Paine wrote that the system of monarchy in European countries such as Britain was unnatural and wrong. Instead, he said, countries should be ruled by laws made by the people. At the time, this claim was quite radical, and...
when deciding whether to join a revolutionary movement. Record students' conclusions for reference in the Close activity.

**Introduce Key Terms**

Interpersonal. Review this section's key terms with students. Have students work in pairs to develop a definition for each term. Then call on pairs to define the key terms. SHELTERED ENGLISH

**TEACH**

Have students read Section 2 and complete Guided Reading Strategies 6.2. Choose one or more of the following activities to explore the section content with students.

---

extreme, because monarchies ruled most of the world. Paine wrote:

"A government of our own is our natural right; and when a man seriously reflects on the precariousness [uncertainty] of human affairs, he will become convinced that it is . . . wiser and safer to form a constitution of our own."

This controversial proposal soon gained many supporters, and the publication of Common Sense became a turning point in changing many colonists' attitudes toward Britain. As the fighting continued, some members of the Continental Congress decided it was time to make the idea of independence a reality.

**The Declaration of Independence**

In June 1776 the Continental Congress, influenced by the suggestion of Richard Henry Lee of Virginia, appointed a five-person committee to write a document declaring the colonies' independence. The committee included John Adams, Thomas Jefferson, Benjamin Franklin, Roger Sherman, and Robert R. Livingston. Jefferson was the primary author of the document.

The Declaration of Independence defined what colonists believed to be their rights, spelled out their complaints against Britain, and declared the colonies free and independent. The Declaration captured the spirit of Thomas Paine's ideas by strongly criticizing King George III for depriving the colonists of trial by jury, imposing taxes without the colonists' consent, dissolving colonial charters and legislatures, and committing two dozen other alleged crimes.

The committee assembled to write the Declaration of Independence presents a draft to John Hancock, president of the Second Continental Congress.

The writers of the document also drew inspiration from Enlightenment philosophers who thought that government was a social contract between people and their ruler. The best governments, these philosophers said, were those that respected the "natural rights" of individuals—basic rights such as "life, liberty, and the pursuit of happiness." But Britain's John Locke had added that if the people determined that their ruler or form of government was corrupt, the people had a right to overthrow it. Thus, the authors of the Declaration claimed that King George III was "unfit to be the ruler of a free people" and said it was "their duty, to throw off such Government." On July 4, 1776, members of the Continental Congress approved the Declaration of Independence, dissolving all allegiance to the British Crown and creating the United States of America.

**Choosing Sides**

The signing of the Declaration made the rebellion a full-scale revolution against Britain. Those who supported the Revolution would be considered traitors to their mother country. Even many colonists who believed in Enlightenment ideals were hesitant to take such a step. John Dickinson, for example, refused to sign the Declaration because he believed the colonies were not yet prepared to break away from Great Britain.

Those who chose to fight for independence became known as Patriots. Tories, who were called Loyalists, never the less had the loyalists were.
Biography
Abigail Adams. First Lady Abigail Adams played a key role in her husband's success. She raised and educated her children while John Adams was busy with political and diplomatic affairs during the American Revolution. As first lady, she spent both time and money entertaining, a responsibility that she did not enjoy because it allowed her little privacy and strained the family budget. Although she lacked a formal education, Abigail Adams was an intelligent woman who influenced her husband's political decisions. After her death in 1818, John Adams fondly recalled her constant support for his political ambitions.

Activity: Have students search the Internet through the HRW Web site for information on more recent first ladies. Ask them to write a paragraph describing how the role has changed through time.

gohrw.com
SB0 First Ladies

Multimedia Resources
American History Interactive
Maps: CD-ROM: The Loyalists

CLOSE
Logical-Mathematical. Refer students to the conclusions they wrote in the Motivate Before Reading activity. Ask them to consider information from this and previous sections to decide whether the colonists were justified in declaring Independence. Lead a class discussion on the issue.

CHALLENGE AND EXTEND
Logical-Mathematical, Linguistic, Interpersonal. Have students locate examples of organizations that used the Declaration of Independence to promote reform or liberation.

Abigail Adams was born in Massachusetts in 1744. She was educated at home by her parents, and by a young age had read most of the classic writers of Europe. She even taught herself French. From this upbringing she gained a love of reading and writing that led her to become what some historians have called "one of the great letter writers of all time."

She married John Adams in 1764, and they had five children. After John attended the First Continental Congress in 1774, political events prevented him from returning home for many years, except for short visits. During this time, Abigail Adams took control of all her husband's business affairs, including the family farm. Long after the war, she continued to run most of the family's business and to advise her husband on numerous political issues. Since her death in 1818, the many letters she wrote to her husband, family, and friends have served as an important record of the early American republic.

Colonists who considered it their duty to remain loyal to, and to side with, Britain. Once the Declaration was signed, Loyalists found it particularly difficult to remain in the colonies because of persecution by Patriots. More than 50,000 Loyalists fled the colonies during the Revolution. Most went to Canada.

Many Loyalists shared the feelings of Samuel Curwen of Salem, Massachusetts. He was a successful merchant who generally stayed out of political affairs that did not affect his business. He believed that British rule was the best way to maintain peace and prosperity in the colonies and could not imagine a nation without a monarch.

Although Curwen considered the fighting at Lexington and Concord "an unhappy affair," he refused to join colonists who blamed the conflict entirely on the British. Targeted as a Loyalist, he fled his home to avoid "the looks, words, and actions of the mad rabbles [masses]" of Patriots. Even Thomas Fairfax, one of George Washington's closest friends, had to flee to Britain because he was a faithful Loyalist. Divided allegiances tore apart families as well as friendships—the great Patriot Ben Franklin became separated from his Loyalist son William. Such divisions were yet another price of the war.

Other Reactions
Some people pointed out that the Declaration excluded many colonists. While it declared that "all men are created equal," the document failed to mention women or the people held in the most unequal of situations—slaves.

Patriots pull down a statue of King George III in New York.
Then ask them to use the examples to write a report on the influence of the Declaration.

**REVIEW**

**Visual-Spatial, Linguistic.** Have students complete the Section Review questions. Then assign students the roles of different people who lived in the 1770s, including women, men, African Americans, American Indians, farmers, and shopkeepers. Then have each student write a newspaper editorial within that role discussing what the phrase "all men are created equal" meant for a person in that role.

**Women**

Although many women worked for the Patriot cause, the Declaration did not address their rights. One critic who voiced concern over this exclusion was John Adams's wife, Abigail. She appealed to her husband to protect the rights of women, advising him in a letter:

"Remember the Ladies, and be more generous and favorable to them than your ancestors. Do not put such unlimited power into the hands of the Husbands...If particular care and attention is not paid to the Ladies we are determined to foment [start] a Rebellion, and will not hold ourselves bound by any Laws in which we have no voice, or Representation."

Abigail Adams did not start a revolution, however, even though the Declaration did not address women specifically.

**African Americans**

Abigail Adams was also concerned about the rights of African Americans, another group left out of the Declaration. In his original draft of the Declaration, Thomas Jefferson—a slaveholder himself—had included a passage that condemned the slave trade. However, when southern delegates objected to the passage it was removed from the final version.

In July 1776 slavery was legal in all of the colonies, but the Revolution began to stir debates about the existence of slavery within a society that valued liberty. Some political writers who compared living under British rule to living under slavery could not ignore the conflict between the ideals of liberty and the practice of slavery. Some colonists believed that the principle "all men are created equal" should apply to everyone, regardless of gender or race.

Massachusetts slave Mum Bett made this argument when she successfully sued for her freedom in 1781. Massachusetts courts formally abolished slavery in that state two years later. By 1784 the rest of New England also had taken steps to end slavery. Even so, the unresolved conflict between liberty and slavery would continue to haunt the nation long after the Revolutionary War had ended.

**SECTION 2 REVIEW**

**Identify and explain the significance of the following:**
- Thomas Paine
- Common Sense
- Declaration of Independence
- Thomas Jefferson
- Patriots
- Loyalists
- Abigail Adams

**Reading for Content Understanding**

1. **Main Idea** Why did colonists find the arguments in Common Sense so persuasive?
2. **Main Idea** How did the authors of the Declaration of Independence justify
3. **Citizenship and Democracy** How did ideas from the Enlightenment influence the people who wrote the Declaration of Independence?
4. **Writing Expressing** Imagine that you are a woman or a slave living in the colonies in 1776. Write a paragraph expressing your reaction to the Declaration of Independence.
5. **Critical Thinking Drawing Conclusions** How might the British have viewed colonists who wanted to break away...
IN CONGRESS, JULY 4, 1776.

The unanimous Declaration of the thirteen United States of America.

When, in the Course of human Events, it becomes necessary for one People to dissolve the political Bands which have connected them with another, and to assume among the Family of Nations, the separate and equal Station to which the Laws of Nature and of Nature's God entitle them, a decent Respect to the Opinions of Mankind requires that they should declare the Causes which impel them to an separation.

We hold these Truths to be self-evident, that all Men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness. That to secure these Rights, Governments are instituted among Men, deriving their just Powers from the Consent of the governed. That whenever any Form of Government becomes destructive of these Ends, it is the Right of the People to alter or to abolish it, and to institute new Government, laying its found on the Burke of their Sufferings and danger, and to institute as they shall think or most proper, a System of Free and Independent States.

We, therefore, the Representatives of the United States of America, in General Congress, assembled, appealing to the Supreme Judge of the World for the rectitude of our Intentions, do, in the Name, and by Authority of the good People of these Colonies, solemnly publish and declare, That these United Colonies are, and of Right ought to be, Free and Independent States; that they are absolved from all allegiance to the British Crown, and that all Political Connections between them and the State of Great Britain are, and ought to be totally dissolved. And for the support of this Declaration, with reliance on the protection of Divine Providence, we mutually pledge to each other our Lives, our Fortunes and our sacred Honor.
IN CONGRESS, JULY 4, 1776.

A DECLARATION
BY THE REPRESENTATIVES OF THE
UNITED STATES OF AMERICA,
IN GENERAL CONGRESS ASSEMBLED.

WHEN in the Course of human Events, it becomes necessary for one People to dissolve the Political Bands which have connected them with another, and to assume among the Powers of the Earth, the separate and equal Station to which the Laws of Nature and of Nature's God entitle them; a decent Respect to the Opinions of Mankind requires that they should declare the causes which impel them to the Separation.

We hold these Truths to be self-evident, that all Men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty, and the Pursuit of Happiness—That to secure these Rights, Governments are instituted among Men, deriving their just Powers from the Consent of the Governed, that whenever any Form of Government becomes destructive of these Ends, it is the Right of the People to alter or to abolish it, and to institute new Government, laying its Foundation on such Principles, and organizing its Powers in such Form, as to them shall seem most likely to effect their Safety and Happiness. Prudence, indeed, will dictate that Governments long established should not be changed for light and transient Causes; and accordingly all Experience hath shewn, that Mankind are more disposed to suffer, while evils are sufferable, than to right themselves by abolishing the Forms to which they are accustomed. But when a long Train of Abuses and Usurpations, pursuing invariably the same Object, evinces a Design to reduce them under absolute Despotism, it is their Right, it is their Duty, to throw off such Government, and to provide new Guards for their future Security. Such has been the patient Sufferance of these Colonies; and such is now the Necessity which compels them to clasp their former Systems of Government. The History of the present King of Great-Britain is a History of repeated Injuries and Usurpations, all having in direct Object the establishment of an absolute Tyranny over these States. To prove this, let Facts be submitted to a candid World.

He has refused his Assent to Laws, the most wholesome and necessary for the public Good.

He has forbidden his Governors to pass Laws of immediate and pressing Importance, unless suspended in their Operation till his Assent should be obtained; and when so suspended, he has utterly neglect ed to attend to them.

He has refused to pass other Laws for the Accommodation of large Districts of People, unless those People would relinquish the Right of Representation in the Legislature, a Right inessential to them, and formidable to Tyrants only.

He has called together Legislative Bodies at Places unusual, uncomfortable, and distant from the Depository of their public Records, for the sole Purpose of impressing them with a Sense of their Dependence on his Will alone, for the Tenure of their Offices.

He has at his Pleasure appointed and removed Judges of the Supreme Court; changing in like Manner the Sentences of the lower Courts.

He has made Judges dependent on his Will alone, for the Tenure of their Offices, and the Amount and Payment of their Salaries.

He has erected a multitude of new Offices, and sent hither Swarms of Officers to harass our People, and eat out their Substance.

He has kept among us, in Times of Peace, Standing Armies, without the Consent of our Legislatures.

He has affected to render the Military independent of and superior to the Civil Power.

He has combined with others to subject us to a Jurisdiction foreign to our Constitution, and unacknowledged by our Laws; giving his Assent to their Acts of pretended Legislation:

Declaration of Independence
The Declaration of Independence

The Declaration of Independence states the beliefs of the first American leaders, the **founding fathers**. These beliefs are still important to the American people.

These are important words from the beginning of the Declaration.

"We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty, and the pursuit of Happiness."
The Declaration says that people have certain **rights**. Rights are based on beliefs about what is fair. The Declaration says:

- People have the right to live. The government cannot act unjustly to hurt them.
- People have the right to be free.
- People have the right to seek the things that will bring them happiness.

⚠️ You can see the Declaration of Independence at the National Archives in Washington, D.C.

💡 **Think About It**

Imagine you live in a perfect country. What is it like there? What laws do the people follow?
WHO IS YOUR FAVORITE SUPERHERO?

SUPERMAN □  BATMAN □  FIREMAN □
Lesson 3
## Functional/Notional Chart: Lesson 3 – Dark Hours

<table>
<thead>
<tr>
<th>Function</th>
<th>Situation</th>
<th>Formulas/Expressions</th>
<th>Notions</th>
<th>Grammar Structures</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Compare and contrast</td>
<td><strong>Advantages and Disadvantages of Continental Army and British Army</strong></td>
<td>At the beginning of the war, Britain had many __________. At the beginning of the war, the colonies had many __________. Britain had more __________ than the colonies. Britain had a __________ __________ with soldiers that were well-trained. Britain had the most __________ navy in the world. A disadvantage for the British was that some British soldiers were __________ __________ soldiers paid to fight.</td>
<td>advantages disadvantages financial resources large military powerful mercenaries</td>
<td>Past tense of verb <em>have</em> Comparisons with use of <em>than</em> Superlatives using <em>most</em> Plural forms of nouns ending in <em>-y</em></td>
<td>Listening Activity Listening Activity Listening Activity</td>
</tr>
</tbody>
</table>
Lesson Plan: Lesson 3 – Dark Hours

Objectives: S.W. Identify advantages and disadvantages of the Continental Army in the first year of the war. Analyze contributions of various groups to the war effort.

Frame topic on board: The Continental Army vs. The British Army

(Students will have read for homework Section 3, pages 162-165. They will complete the top portion of Guided Reading Strategies 6.3. See attached.)

Initiation: Ask students: “Which army do you think was stronger? The Continental Army or the British Army?”

Presentation:
(Students will have listening exercise to use during presentation. See attached.) Teacher will say:
At the beginning of the war, Britain had many advantages:
Britain had more financial resources than the colonies.
Britain had a large military with soldiers that were well-trained.
Britain had the most powerful navy in the world.

At the beginning of the war, the colonies had many disadvantages:
The colonies had no navy and no organized army.

The colonies did have some advantages:
Most of the population supported the Revolution.
The patriots were fighting for a cause in which they believed.

A disadvantage for the British was that some British soldiers were mercenaries or soldiers paid to fight.

The Continental Army needed to increase the number of soldiers. There were volunteers for both sides including African-Americans and Native Americans also fought. Many women also helped the Patriots in various ways.

Practice/Assessment:
Have students create recruitment posters for the Continental Army that encourage enlistment. Have students think about the advantages and disadvantages of the Continental Army and how the posters can use this to encourage enlistment. (Show samples of army recruitment posters.)

Closure/Assessment:
Ask students to name a disadvantage or advantage of the British Army.
The American Revolution

GUIDED READING STRATEGIES 6.3

READING THE SECTION  As you read the section, consider each of the statements listed below. In the space provided, write P if the statement reflects an advantage held by the Patriots, write B if the statement reflects an advantage held by the British, or write PB if the statement reflects an advantage held by both sides.

1. They had a large military force whose soldiers were mostly well-trained professionals.
2. They were fighting a defensive war on land they knew well.
3. They had the most powerful navy in the world at the time.
4. They had plenty of supplies.
5. They received help from American Indians.
6. Women also bravely fought with them in battle and helped supply them.
7. They received help from African American volunteers.
8. They were enthusiastic in their struggle to defend their homes.
9. They had great financial resources.
10. They had a civilian population who supported them and remained loyal.
11. They were helped in their cause by mercenaries.
12. In addition to their army, they had the help of local militias.

POST-READING QUICK CHECK  After you have finished reading the section, in the space provided, write a brief summary of what happened to the Patriots in their invasion of Canada and at New York.
OBJECTIVES
- Examine the Patriots' advantages and disadvantages at the onset of the Revolution.
- Explore the contributions of various groups to the war effort.
- Describe the problem the Patriots faced in Canada and New York.

FOCUS
Motivate Before Reading
Ask volunteers to discuss a time they defeated an opponent in a game or sporting event even though it seemed as if the opponent players had all of the advantages. Tell students that at the beginning of the Revolutionary War, Great Britain seemed to have an advantage over the colonies but, as the war progressed, a new nation was able to win some surprising victories.

SECTION 3
Dark Hours

Reading Focus
What were the Patriots' advantages and disadvantages at the beginning of the Revolutionary War?

How did different groups contribute to the war effort?

What problem did the Patriots face in Canada and New York?

Key Terms
mercenary
Lord Dunmore's Proclamation

GENERAL GEORGE WASHINGTON faced a challenging task when he took charge of the Continental Army. The Patriots were up against a mighty enemy in the British forces. Washington wrote to his wife, Martha, that he was uncertain whether he would succeed in building a strong army. "I shall hope that my undertaking is designed to answer some good purpose," he said. He also promised, "I shall feel no pain from the toil or the danger of the campaign." In the early part of the war, this promise proved difficult to keep.

Comparing Advantages and Disadvantages
At the beginning of the war, Britain seemed to have a huge advantage over the colonies. British financial resources were much greater than those of the thirteen colonies. Britain maintained a large, mighty military force, whose soldiers were mostly well-trained professionals. The country also had what one historian has called "the most powerful navy in the history of the world." In contrast, at the beginning of the war, the colonists had no navy and no organized army, except for poorly trained local militias.

Despite these challenges, the colonists had some advantages over the British. Most of the British population supported the Revolution throughout the war, even when enduring great hardship. This meant that the British army faced civilians who were mostly hostile to its presence. British also had to ship supplies across the Atlantic Ocean, which slowed down their war effort.

Finally, the Patriots were fighting for a cause which they believed. Some British soldiers...
Have students develop flash cards with the key term on one side and the definition on the other. **SHELTERED ENGLISH**

**TEACH**

Have students read Section 3 and complete **Guided Reading Strategies 6.3**. Choose one or more of the following activities to explore the section content with students. For further suggestions on block scheduling or team teaching, see the Block Scheduling Handbook.

A soldier in the Continental Army

other hand, were mercenaries, or hired foreign soldiers.

**Raising Troops**

One of General Washington’s first tasks as the Continental Army’s commander in chief was to raise troops. During the war, more than 250,000 soldiers served in the Continental Army and another 145,000 enlisted in local militias.

The volunteers came from a variety of backgrounds. Many were teenagers, such as 14-year-old James Forlin, who fetched gunpowder for soldiers in the Continental Navy. While some army leaders, including Washington, had fought in the French and Indian War, few of the volunteers had combat experience. However, General Charles Lee, for one, had high hopes for the volunteers:

“They are admirable—young, stout, healthy, zealous [eager], good-humored and sober [serious]. . . . I really believe a very little time and pains would render [make] ‘em the most invincible [unbeatable] army that have appeared.”

One issue Washington faced was whether to recruit African American soldiers. Many African Americans, including some slaves, were already serving in local militias. Some African Americans, such as Peter Salem and Salem Poor, had fought in important battles. However, many southerners opposed using black soldiers in the army, though they relied heavily on slave labor to fund the war. Shortly after taking command, Washington issued an order that prohibited African Americans from serving in the Continental Army.

When her husband was wounded in 1778, Molly Pitcher took his place in the cannon crew.

The British reacted quickly. On November 7, 1775, the royal governor of Virginia, Lord Dunmore, issued a statement promising freedom to any slave who fought for the British. **Lord Dunmore’s Proclamation** drew to the British side thousands of slaves willing to fight in exchange for their freedom. In response, the Continental Army changed its policy and allowed free African Americans to enlist.

**Other Sources of Help**

Although American Indian groups fought on both sides during the war, the British were more successful than the Patriots in convincing Indians to join their side. The British had many Indian allies, while the Patriots worked hard to persuade American Indians to remain neutral. In the war, this effort was particularly important in battles on the frontier.

One of the most important allies for the British was Mohawk leader **Thayendanega** (thah-yuhn-dah-ne-gah-uh), also known as Joseph Brant. He persuaded many of the Iroquois in New York to support the British.

Many women helped the Patriot side, running farms and businesses while male relatives served in the army. Other women helped the troops directly with tasks such as cooking, clean-
tended time: 45 min) Organize the class into two groups. Have the first group write about slaves' reaction to Lord Dunmore's attempt to recruit them, explaining the positive and negative aspects of the British offer. Have the second group develop a plan that leaders of the colonial assembly of Virginia could use to respond to Lord Dunmore's Proclamation.

CLOSE
Logical-Mathematical, Intrapersonal. To conclude the lesson, arrange a debate or panel discussion on each of the following topics:

the beginning of the Revolutionary War; (b) Resolved: That African Americans should be allowed to serve in the Patriot and British armies; and (c) Resolved: That the Patriot army should not have invaded British Canada.

CHALLENGE AND EXTEND
Linguistic, Logical-Mathematical. Have each student find the names of five people from different backgrounds who contributed to the Revolutionary War effort. Tell students to use the library to write a brief biography of each of these people.

Across the Curriculum

MATH

Pay and Rations. Each soldier in the Second Regiment was paid $6.67 monthly. Rations consisted of: a pound of beef or pork, a pound of bread or flour a day; a few vegetables when available; a small quantity of bayonets, soap, and candles a week.

Activity: Have students use the library to ascertain the for the salary and rations of a soldier in the U.S. Army today. Then ask students to figure the percentage increase in pay and rations from then to today.

Multimedia Resources

Everyday Life in America
Transparency 4: Revolutionary War Uniforms

Science and Technology

The Long Rifle

Most members of the American rifle corps were excellent marksmen from the frontier. They used a weapon unfamiliar to both the British and most eastern colonists. This weapon, known as the long rifle or Kentucky rifle, was an important technological advance. A rifle is a type of gun with a grooved barrel designed to spin the ball, or bullet, as it is shot. This spinning makes the ball travel farther and with greater accuracy than one shot from a regular musket. Europeans used rifles for big-game hunting but rarely for military fighting. Military leaders thought rifles took too long to reload. The guns also lacked bayonets used in hand-to-hand combat.

Pennsylvania gunsmiths developed the long rifle in the early 1700s. The gunsmiths were responding to requests by people on the frontier for a more accurate and powerful weapon than traditional muskets or rifles. To create the long rifle, the gunsmiths lengthened the barrel of a German rifle, narrowed and improved its rifling grooves, and added a grease patch, making the gun easier to reload.

By the time of the American Revolution, many colonists from the frontier had hunted regularly with the long rifle. In several early battles, British officers were impressed by the ability of the Patriot rifle corps to fire and reload fairly rapidly.

Muskets still could be loaded faster and thus get off more shots than the long rifle, however. Muskets were also more common, and the Patriots' use of the long rifle remained limited. General Washington assigned most riflemen to light infantry units that conducted special missions, such as sharpshooting and scouting. By the end of the war, the long rifle was well known. Over the next 100 years it would become one of the most common weapons in North America.

Understanding What You Read
1. How were rifles different from traditional muskets?
2. Why did European military leaders prefer muskets to rifles?
3. What role did rifle units play during the Revolutionary War?

Most women aided the American cause from behind the scenes. For example, women raised money for supplies and organized sewing groups to make clothing. A Massachusetts man noted:

"At every house Women & children [are] making Cartridges, running Bullets... baking Biscuit... & at the same time animating [encouraging] their Husbands & Sons to fight for their Liberties."
Interpersonal, Intrapersonal. Have students complete the Section Review questions. Then tell them to imagine that they are living during the Revolutionary War. Ask students to work in pairs to interview each other about their thoughts on America's chances of winning the war. Ask volunteers to share their opinions with the class.

**ASSESS**

Have students complete Daily Quiz 6.3.

Because the Patriots lacked many supplies the contributions of these women were greatly needed.

**Crushing Blows**

In September 1775, Patriot troops led by General Richard Montgomery attacked British forces at St. Johns, Canada, near Montreal. Patriot forces seized the town two months later. Shortly thereafter, Montgomery captured Montreal.

New York

Farther south, General Washington had moved his troops to New York. In late June 1776, Patriots spotted British ships approaching New York Bay. Led by General William Howe, the British forced the Continental Army to abandon Long Island. In late August, Washington's troops retreated to Manhattan Island to avoid complete destruction. The results were still disastrous. The Patriots suffered more than 1,000 casualties in the campaign. The British, meanwhile, suffered fewer than 400 casualties. After several months of fighting, the British drove the Patriots from Manhattan Island. Howe's revenge for his retreat from Boston was complete.

The next major target after Montreal was the city of Quebec. Benedict Arnold, having been promoted to general, led his troops north through what is now Maine. He reached Quebec around the same time that Montreal fell and then waited until General Montgomery's troops arrived before launching an attack. On New Year's Eve, during a fierce blizzard, the Patriots tried to advance but were quickly turned back by the British. The Americans suffered a crushing defeat, with almost half of their troops killed, wounded, or captured. The year 1776 had begun poorly for the Continental Army.

**SECTION 3 REVIEW**

**Identify**

and explain the significance of the following:

- mercenaries, p. 163
- Peter Salem, p. 163
- Salem Poor, p. 163
- Lord Dunmore's Proclamation, p. 163
- Thayendanegea, p. 163
- Deborah Sampson, p. 164
- Molly Pitcher, p. 164
- William Howe, p. 165

**Reading for Content Understanding**

1. **Main Idea** Why did the Patriots' Invasion of Canada fail?

2. **Main Idea** What was the outcome of the British attack on New York?

3. **Cultural Diversity** What roles did young men, African Americans, American Indians, and women play in supporting the Patriots during the American Revolution?

4. **Writing** Classifying Write a brief paragraph listing the military advantages and disadvantages of the British and the Patriots.

5. **Critical Thinking** Drawing Conclusions Why do you think American Indians might have supported the British rather than the Patriots?

**ANSWERS**

For significance, see the following pages:

- mercenaries, p. 163
- Peter Salem, p. 163
- Salem Poor, p. 163
- Lord Dunmore's Proclamation, p. 163
- Thayendanegea, p. 163
- Deborah Sampson, p. 164
- Molly Pitcher, p. 164
- William Howe, p. 165

1. They were turned back by the British and lost almost half of their troops to casualties.

2. The Patriot forces were forced to retreat, suffering some 2,000 casualties.

3. Young men served in such roles as powder boys; African Americans and American Indians fought in both the British and the American armies; women served as spies, nurses, soldiers, and messengers.

4. British advantages—financial resources 1,000 times greater than those of the thirteen colonies combined, had one of the world's strongest and largest military forces of mostly well-trained professional fighters; American advantages—fighting on familiar soil, able to attack British supply ships, had a personal stake in the war's outcome.

5. Students might mention that more American Indians might have supported the British because they were afraid the Patriots would take over their land.
United States Army

Values

Loyalty
Duty
Respect
Selfless-Service
Honor
Integrity
Personal Courage

http://www.adtdl.army.mil/values/allval.jpg
An Abstract from Resolves containing the Encouragement offered by the Continental CONGRESS, and by the State of Massachusetts-Bay, to such as shall enlist into the Continental Army.

THE CONGRESS, by their Resolves of Augst 16th, September 16th, 18th and 19th, October 8th, and November 12th, 1776, Enjoin,

That Twenty Dollars be given as a Bounty to each Non-commisioned Officer and private Soldier who shall enlist to serve in the Continental Army for the Term of Three Years or during the War; and that he shall be paid Forty Shillings per Month, during his continuance in said Service.

That each Non-commisioned Officer and private Soldier who shall enlist and engage to continue in the Service to the close of the War, or until discharged by Congress, shall receive One Hundred Acres of Land, and if any are Slain by the Enemy, the Representatives of such Soldiers shall be entitled to the aforesaid Hundred Acres of Land.

That each Non-commisioned Officer and private Soldier shall Annually receive a Suit of Outfit to consist for the present Year, of two London Hunting Shirts, two Pair of Overalls, a Leather of Woolen Waistcoat with Sleeves, one Pair Breeches, a Hat of Leather Cap, two Shirts, two Pair of Hose, and two Pair of Shoes, amounting in the whole to the Value of Twenty Dollars, or that Sum to be paid to each Soldier who shall procure these Articles for himself, and produces a Certificate thereof from the Captain of the Company to which it belongs, to the Paymaster of the Regiment.

That every Commissioned Officer, Non-commisioned Officer or private Soldier who shall be disabled in the Service of the United States of America as to render him incapable afterwards of getting a Livelihood, shall receive during his Life, or the continuance of such disability, a Monthly allowance, not exceeding the one half of his Monthly Pay, from and after the time his Pay as an Officer or Soldier ceases, to be paid by a Committee appointed in each State for that purpose.

And for the further Encouragement of all for their enlist into the Continental Army aforesaid, as Part of the Quota of Men alligned the State of Massachusetts-Bay:

It is Resolved, That each Non-commisioned Officer and private Soldier who shall enlist into the Continental Army, as Part of the Fifteen Battalions assigned the State, to continue during the War, or for the Term of Three Years, the Sum of Twenty Pounds on his quitting Muster, the said Twenty Pounds to be paid in Two Vouchers of the Notes of Ten Pounds each, with Interest to be paid Annually at the Rate of Six per Cent. provided be furnished himself with, and carry into the Service a good effective Fire-Arm, and all his Ammunition, or if lieu thereof, a Sword, Hatcher or Tomahawk, a Cartridge Box and Kegs, and as Colonel the Non-commisioned Officer and private Soldier shall be furnished with a Fire-Arm, and as lieu thereof, a Sword, Hatcher or Tomahawk, a Cartridge Box and Kegs, the Officer Officer shall pay Twenty Pounds Ten Shillings out of the Twenty Pounds Bounty offered by this State, by having the same Endorsed on one of the Ten Pounds Notes, in Order to purchase said Arms and Accoutrements.

And further Resolved, That each Non-commisioned Officer and private Soldier shall receive a good Blanket, and in Case any Soldier shall die whilst therein, and produce a Certificate thereof from his Commanding Officer, he shall be paid Eight Shillings for the same.

In the House of Representatives, Jan 28. 1777.

Read and Ordered to be Printed.

Sent up for Concurrence.

SAM. FREEMAN, Speaker, Pro. Temp.

In Concurrence, Jan 28, 1777.

JOHN AVERY, Dep't, Secy.

Enlistment Poster
Lesson 4
### Functional/Notional Chart: Lesson 4 – New Hopes

<table>
<thead>
<tr>
<th>Function</th>
<th>Situation</th>
<th>Formulas/Expressions</th>
<th>Notions</th>
<th>Grammar Structures</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Evaluating results of an event</td>
<td>Cause and effect of battles of American Revolution</td>
<td>The ______ occurred on ______.</td>
<td>Battle of Trenton</td>
<td>Proper Nouns</td>
<td>Group Work Graphic Organizers</td>
</tr>
<tr>
<td></td>
<td></td>
<td>The ______ of this battle was a ______ victory.</td>
<td>Battle of Princeton</td>
<td>(Names of battles)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>The ______ of this battle was a ______ victory.</td>
<td>Battle of Brandywine Creek</td>
<td>(Names of Months)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>This battle was ______ because ______.</td>
<td>Battle of Saratoga</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Cause and effect of foreign aid to Patriot cause</td>
<td>The ______ gave aid to the Patriot cause.</td>
<td>This battle was ______ because ______.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>The ______ gave aid to the Patriot cause.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>The ______ gave aid to the Patriot cause.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Grammar Structures:**
- **Proper Nouns**
  - (Names of battles)
  - (Names of Months)
- **Adjectives**
  - French
  - Spanish
  - Polish

**Activities:**
- Group Work Graphic Organizers
- Group Work Graphic Organizers
- Whole Class Graphic Organizer
Lesson Plan: Lesson 4 – New Hopes

Objectives: S.W. Know the effects of major battles.
Identify ways foreign aid changed the course of war.

Frame topic on board: Important battles!

Initiation: We will be learning about important battles of the American Revolution today.

Presentation:
Teacher will say:
Today, you will be presenting the lesson to the class. You all will be teachers today. First you will work in groups to gather information on some important battles of the American Revolution. Then each group will report back to the class about their battle. You will be an expert on that battle.

(Using Guided Reading Strategies 6.4 and pages 166-171, students will work in groups to complete graphic organizers for each battle. Class will be divided into 6 groups if possible. Each group will take a battle and fill in the missing information. Then each student in the group will report on one aspect of the battle.)

Practice/Assessment:
As a class, create a cause-and-effect graphic organizer to show the effect the Battle of Saratoga had on the Patriots, as well as the effects of foreign aid on the war. (See attached.) Use on overhead and give copies to students to fill in.

Closure/Assessment:
Ticket to leave. Answer the question: From whom did the U.S. receive foreign aid?
# The American Revolution

## GUIDED READING STRATEGIES 6.4

### READING THE SECTION

**Working in Groups,** complete the graphic organizers by supplying the missing information about each of the important battles of the American Revolution discussed in Section 4. The graphic organizers are each arranged in chronological order.

<table>
<thead>
<tr>
<th>Land Battles</th>
<th>Naval Battles</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Battle:</strong> Battle of Trenton</td>
<td><strong>Battle:</strong> (\text{Between Bonhomme Richard and})</td>
</tr>
<tr>
<td><strong>When occurred:</strong> December</td>
<td><strong>When occurred:</strong> September 1777</td>
</tr>
<tr>
<td><strong>Outcome:</strong> Victory</td>
<td></td>
</tr>
<tr>
<td><strong>Significance:</strong> Boosts Patriot spirits</td>
<td></td>
</tr>
<tr>
<td><strong>Battle:</strong></td>
<td><strong>Battle:</strong></td>
</tr>
<tr>
<td><strong>When occurred:</strong> October 1777</td>
<td><strong>When occurred:</strong></td>
</tr>
<tr>
<td><strong>Outcome:</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Significance:</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Battle:</strong></td>
<td><strong>Battle:</strong></td>
</tr>
<tr>
<td><strong>When occurred:</strong></td>
<td><strong>When occurred:</strong></td>
</tr>
<tr>
<td><strong>Outcome:</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Significance:</strong></td>
<td></td>
</tr>
</tbody>
</table>

### POST-READING QUICK CHECK

After you have finished reading the section, in the space provided, briefly explain how each of the following countries helped the Patriots.

1. France: 

2. Spain: 

3. Poland: 

*Call to Freedom ★ Guided Reading Strategies* 25
Lesson 4: New Hopes
Battle of Saratoga Graphic Organizer

<table>
<thead>
<tr>
<th>Cause</th>
<th>Effect</th>
</tr>
</thead>
<tbody>
<tr>
<td>Burgoyne made his way through New York. He did not know that Howe was in Pennsylvania. He did not know that the force from Western Canada had been delayed.</td>
<td>Burgoyne suffered a __________ __________ to __________ troops under Generals Gates and Arnold.</td>
</tr>
<tr>
<td>On October 17, 1777 __________ __________ __________ __________ __________</td>
<td>Saratoga marked the greatest victory up to that point for the American forces.</td>
</tr>
<tr>
<td>Victory at Saratoga</td>
<td>Boosted __________ __________ __________ __________ __________</td>
</tr>
<tr>
<td>After the victory at Saratoga</td>
<td>The French __________ __________ __________ __________ __________</td>
</tr>
<tr>
<td>The Marquis de Lafayette arrives from France.</td>
<td>He helped fight for the Patriots and even gave __________ __________ __________ __________ __________</td>
</tr>
<tr>
<td>Spain was an __________ of Britain.</td>
<td>Like the French, the Spanish had been secretly aiding the Patriots.</td>
</tr>
<tr>
<td>Thaddeus Kosciusko and Casimir Pulaski, of Poland, contributed their military experience.</td>
<td>They brought __________ __________ __________ and organization of cavalry units to the Patriot cause.</td>
</tr>
</tbody>
</table>
OBJECTIVES

- Analyze the Patriots’ strategy at Trenton and Princeton.
- Discuss how the Battle of Saratoga affected foreign aid to the Patriot cause.
- Describe how Americans carried out the naval war.

FOCUS

Motivate Before Reading

Ask students to discuss different strategies an army might use to defeat a more powerful opponent. (Students might mention trying to surprise the opponent or using the terrain to gain an advantage, such as at the Battles of Bunker Hill and Dorchester Heights.) Tell students that the British victories over the Continental Army in Canada and

SECTION 4

New Hopes

Reading Focus

- What was the Patriots’ strategy at Trenton and Princeton?
- How did the Battle of Saratoga affect foreign aid to the Patriots?
- How did the Americans carry out the naval war?

Key Terms

- Battle of Trenton
- Battle of Princeton
- Battle of Brandywine Creek
- Battle of Saratoga

In November 1776 General Howe took the last Patriot fort on Manhattan Island. Patriot Alexander Graydon was among those captured. He later recalled a British officer rounding up the prisoners and warning, “Young men, ye should never fight against your king!” Then another British officer rode up and yelled, “What? Taking prisoners? Kill them! Kill every man of them!” The prisoners were spared, but they feared the British were getting close to complete victory in the war.

Victory in New Jersey

Confident after British victories in Canada and New York, General Howe sent troops to secure New Jersey in November 1776. Certain that the war would soon be over, Howe decided to give his troops a rest for the Christmas and New Year’s period. He delayed a planned offensive toward Philadelphia and settled in New York City for the holidays. He left New Jersey in the hands of Hessians—mercenaries from the German state of Hesse hired to fight for the British.

Trenton

Had Howe continued on to Philadelphia, the war might have ended there. However, his decision to break for the holidays allowed Washington to move more troops from Canada and attack the Hessians at Trenton, New Jersey. He reasoned that the Hessians could be taken by surprise while they celebrated the holiday season. At this time Washington’s troops were “half-starved, half-clothed, half-armed, [and] discontented,” according to one Loyalist. The Patriots needed a victory to sustain their morale.
On Christmas night in 1776, Washington and 2,400 men silently crossed the Delaware River. The Hessians were at sea, and the American forces captured more than 900 Hessians at the cost of 5 American casualties. The victory boosted the spirits of the Continental Army.

**Princeton**

Princeton was unwilling to settle for just one victory. As British general John Burgoyne prepared a counterattack, Washington decided to go on Princeton, a town a few miles northeast of Trenton.

On the night before the battle, Washington's men carried out a plan to fool the British. The Americans left their campfires burning, while the British, under cover of darkness and aimed to take Princeton. The next morning, an 18-year-old described the battle that took place on January 3:

"The guns went off so quick and many together that they could not be numbered. We presently went down into the cellar to keep out of way of the shot. There was a neighbour woman down in the cellar with us that was so affrighted (frightened) that she imagined that the field was covered with blood."

The Battle of Princeton was hard fought, but the Patriot forces successfully drove back the British forces.

**A New British Strategy**

The British military leaders proposed an offensive campaign to cut New England off from the rest of the colonies. The plan called for General John "Gentleman Johnny" Burgoyne's troops in Canada to retake Fort Ticonderoga, then march south. Meanwhile, a second force would march east from Lake Ontario. General Howe's troops in New York City would move north, and all three forces would combine at Albany, New York.

Burgoyne recaptured Fort Ticonderoga by early July. However, he found it difficult to carry out the rest of the British plan. His route across New York cut through dense forest, and colonists chopped down large trees across his path to hamper his progress.

**Brandywine Creek**

Upon hearing of the British victory at Fort Ticonderoga, General Howe thought that Burgoyne no longer needed his help. Instead of marching toward Albany, Howe moved to attack Philadelphia. On September 11, 1777, the British met Washington's troops at the Battle of Brandywine Creek.
(Suggested time: 30 min.) As a class, create a cause-and-effect
graphic organizer showing the effect the Battle of Saratoga had on
the Patriots. Then extend the graphic organizer to identify ways
that foreign aid changed the course of the war.

LEVEL 1: Logical-Mathematical, Interpersonal. (Sug-
gested time: 15 min.) Draw two columns on the chalkboard. Title
one Army and the other Navy. Call on students to identify the con-
tributions each branch of the American military made to the
Revolutionary War effort. As students give their answers, write
them under the appropriate heading on the chalkboard.

Biography

Charles Cornwallis.
General Charles Cornwallis
was born into an old and di-
stinguished British family in
1738. He was educated at
Eton, where a sports injury
left him with impaired vision
in one eye. He became an
ensign in the Grenadier
Guards at age 17. Cornwallis
served in a number of military
posts before being promoted
to major general in 1775.

Critical Thinking:
Compare the careers and
backgrounds of General
Cornwallis and General
Washington.

ANSWER: Students might
mention that they both had
long military careers and were
from prominent families.

MAP ANSWER
The French troops were
needed to fortify the Patriot
forces.

LEVEL 2: Linguistic, Visual-Spatial, Interpersonal.
(Suggested time: 30 min. plus homework) Assign each student on
of the following battles: Battle of Brandywine Creek, Battle of
Princeton, Battle of Saratoga, or Battle of Trenton. Have student
use their textbooks to draw a map showing what plans for the bat-
tle might have looked like. Have students include a legend that
identifies troop movements and distinguishes between Patriot
and British forces. Then have them write a paragraph that explains
the outcome and the significance of the battle.

The Fight for Independence, 1776–1781

Learning from Maps: During the Revolutionary War, battles took place throughout the thirteen colonies.
However, toward the end of the war, most of the battles were fought in the South.

Movement Why was the arrival of de Grasse's French fleet important?
Miscommunication among the American troops led to a victory for Howe's forces. The Patriots suffered almost twice as many casualties as the British. Howe could have crushed the Continental Army completely, but he allowed it to retreat. Once again, Howe's hesitation offered the Patriots a chance to reorganize.

Saratoga
Burgoyne did not know that Howe was bogged down in Pennsylvania or that the force from western Canada had been delayed. As Burgoyne made his way through New York, his badly outnumbered troops clashed with the Patriots at the Battle of Saratoga. Burgoyne suffered a major defeat to Patriot troops under Generals Horatio Gates and Benedict Arnold.

On October 17, 1777, Burgoyne formally surrendered to Gates. Saratoga marked the greatest victory up to that point for the American forces. Patriot James Thacher recorded in his diary, "This event will make one of the most brilliant pages of American history."

Foreign Allies
The victory at Saratoga boosted foreign countries' support for the Patriots. Britain's longtime enemy France had been pleased to see the Revolution break out and had been secretly supplying the American forces with weapons. After the Patriot victory at Saratoga, the French formally declared their support for the Americans. In May 1778 the Continental Congress approved a treaty of alliance with France.

Individual French citizens already had been fighting for the Patriots. In the summer of 1777 the Marquis de Lafayette arrived from France to help the Americans. Lafayette, a 20-year-old who spoke little English, lacked combat experience. Nonetheless, his passion for the Patriot cause impressed General Washington. Lafayette believed that "the welfare of America is closely bound up with the welfare of mankind."

In his first battle, at Brandywine Creek, Lafayette received a wound in the leg. Throughout the course of the war, his military skills grew stronger, as did his loyalty to the Patriots. The wealthy aristocrat even gave some $200,000 of his own money to support the Revolution.

Spain officially allied with France in 1779. Spain had been a bitter enemy of Britain since the Seven Years' War and was eager to hurt the British cause, particularly in Europe. Like the French, the Spanish had been secretly aiding the Patriots. Much of this help was on the Mississippi River and in the western frontier. Bernardo de Gálvez, the governor of Spanish Louisiana, was particularly helpful to the Patriots.

Individual officers from other countries contributed their military experience to the Continental Army as well. Thaddeus Kosciusko (kahs-ee-uhs-koh) and Casimir Pulaski came from Poland. Kosciusko brought army engineering skills to the Patriot cause, while Pulaski specialized in organizing and training cavalry units.
tables of contents in a fashion similar to a contemporary magazine. Display their tables of contents around the room, and have students view each other’s work.

**CHALLENGE AND EXTEND**

1. **Visual-Spatial, Interpersonal.** Encourage students to obtain more information about Valley Forge by writing to the Valley

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### Winter at Valley Forge

The entry of foreign allies into the war could not have come at a better time for the Patriots. They were running terribly low on all supplies. After the victory at Saratoga, Washington settled his troops at Valley Forge, Pennsylvania. Over the harsh winter of 1777–78, one fourth of the hungry and poorly clothed soldiers stationed there died of disease and malnutrition.

The Marquis de Lafayette declared that “the situation of the Americans had never been more critical.” By the end of the winter, the troops were growing increasingly restless and frustrated. The chant “No pay, no clothes, no provisions [supplies]” could be heard among them.

In February 1778 an experienced Prussian army officer, Baron Friedrich von Steuben, came to Washington’s rescue. Von Steuben, who spoke little English, led with a combination of respect and fear. He started training the American troops, focusing on basic military drills. Von Steuben’s tactics paid off. Soon he turned the disorganized Continental Army into a finely tuned fighting force. One historian has called von Steuben’s feat “perhaps the most remarkable achievement in rapid military training in the history of the world.”

### The Naval War

The entry of the French navy into the war greatly aided the Americans on the high seas. Many people had thought that the mighty British navy would crush much smaller American fleet. However, the British failed to use their powerful navy effectively during the war.

### Building a Navy

In the fall of 1775, the Continental Congress made plans to build four American warships. Soon afterward the Congress formally established the marines and the Continental Navy. By adapting

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### Global Connections

**Helping the Patriots**

One important foreign ally for the Patriots was Bernardo de Gálvez, the governor of Spanish Louisiana. Gálvez arrived in the area in July 1776 and quickly established himself as an important friend of the Patriot cause.

Gálvez gave the Americans the advantage on the Mississippi River by opening the port of New Orleans to all Patriot vessels. At the same time he ordered the seizure of all British merchant ships in the area.

After Spain officially allied with France in 1779, Gálvez led Spanish forces in several successful engagements against British forts located along the Mississippi River and in Florida. Largely because of his efforts to help the Patriots during the Revolutionary War, after the war Spain retained control of all of Florida, the mouth of the Mississippi, and the Gulf of Mexico. In addition, Galveston, a port city in present-day Texas, was named in honor of Gálvez.

### Understanding What You Read

1. How did Bernardo de Gálvez help the Patriots before 1779?
2. How did Gálvez’s actions aiding the Patriots help Spain’s position in North America after the war?
Linguistic, Interpersonal. Have students complete the Section Review questions. Then make a list of the section's key people and events. Write each item on a note card and give one card to each student. Have each student write on the card two clues about the item. Then have students return their cards to you. Read the clues aloud, and have students write down the person or event to which they think each clue refers. Then read the answers to students.

ASSESS

Have students complete Daily Quiz 6.4.

merchant vessels, the navy had eight fighting ships ready for combat by February 1776.

That month the tiny American navy launched a major offensive to damage the British fleet located around the Carolina coast. Rather than attack the Carolina fleet directly, the Patriots went after the British supply base on Nassau, in the Bahamas.

The marines hit the beach and seized the main supply fort on the island. They then raised the newly created flag of the American Revolution over Nassau. After that campaign, the American navy focused on seizing British supply ships and weakening their naval forces in the West Indies.

John Paul Jones

The Patriots owed much of their success on the water to naval hero John Paul Jones. Jones had once been considered an outlaw. He was born John Paul in Scotland and began working on ships at a young age. After accidentally killing the leader of a mutiny, he fled to America and added “Jones” to his name.

When the war broke out Jones volunteered his services to the newly created navy. He quickly established himself as a brave and clever sailor. Considered a pirate by the British, Jones captured many British supply ships. The French greatly admired Jones. When France entered the war in 1778, French leaders presented him with a small fleet of seven vessels to command. He named his flagship Bonhomme Richard (“Gentleman Richard”) in honor of Benjamin Franklin’s Poor Richard’s Almanac.

One of Jones’s most famous victories was the capture of the British warship Serapis on September 23, 1779. Early in the battle, the British knocked out the heaviest artillery on the Bonhomme Richard. Captain Richard Pearson of the Serapis then called out to Jones, “Has your ship struck [surrendered]?” Jones replied, “I have not yet begun to fight!” The battle continued for more than two hours. Finally, the Americans wore down the British, who surrendered at 10:30 p.m. Captain Pearson described fighting against Jones:

“The long before the close of the action, it became clearly apparent that the American ship was dominated by a command . . . and there could be no doubt that the intention of her commander was, if he could not conquer, to sink alongside.”

The Patriots used fewer than 100 of their own ships over the course of the war. Nevertheless, the British lost more than 200 ships to the small but effective American sea forces.

Logical-Mathematical, Interpersonal. Have students complete Main Idea Activities for Reteaching and Sheltered English 6.4. Then direct their attention to the title of this section. Ask them how the events described in the section offered “new hopes” to the patriots. Assign each student one of the three Reading Focus questions and have them analyze how the events in question provided “new hopes.”

Section 4 Review

ANSWERS

Identify

For significance, see the following pages:

- Battle of Trenton, p. 1
- Battle of Princeton
- John Burgoyne, p. 1
- Battle of Brandywine, p. 157
- Battle of Saratoga, 1
- Marquis de Lafayette
- Bernardo de Gálvez
- Friedrich von Steuben
- John Paul Jones, p. 1

Reading for Content Understanding

1. Trenton—Taking a of Christmas, the Pat silently crossed the E River and surprised the soldiers. Princeton—fooled British troops thinking they were at Trenton by leaving the fires lit, but instead m Princeton, where the fully surprised British
2. It boosted foreign for the Patriots. Finally declared its sup the Americans.
3. Both countries were enemies of Great Britain and some individuals the Patriots were fight worthy cause.
4. Reports should me Americans attacked E supply bases and fort. seizing British supplies weakening naval force
5. The Patriots were surprise the British and defeat them. Also, the under Burgoyne lost Battle of Saratoga but they were unaware of British forces were unassist them.

Reading for Content Understanding

1. Main Idea What was Washington’s strategy for capturing Trenton and Princeton?
2. Main Idea Why can the Battle of Saratoga be considered a turning point in the American Revolution?
3. Global Relations Why did France and Spain decide to support the Patriot cause?
4. Writing Describing Write a brief report describing how the Patriots carried out the war on the high seas.
5. Critical Thinking Drawing Conclusions How did poor information affect British strategy during the war?
Lesson 5
<table>
<thead>
<tr>
<th>Function</th>
<th>Situation</th>
<th>Formulas/Expressions</th>
<th>Notions</th>
<th>Grammar Structures</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Name and Describe</td>
<td>Conditions that led to end of fighting</td>
<td>A French fleet was prepared to defend Chesapeake Bay. Had surrounded the British army.</td>
<td>was prepared defend Chesapeake Bay</td>
<td>Auxiliary Verbs (be, have)</td>
<td>Questioning Strategies</td>
</tr>
<tr>
<td></td>
<td></td>
<td>The Patriots and the French _________ the British army.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2) Analyze</td>
<td>Provisions of the Treaty of Paris of 1873</td>
<td>The Treaty of Paris _________ the nation’s new borders.</td>
<td>established recognition</td>
<td>Past tense of regular verbs</td>
<td>Guided Reading Strategies 6.5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>The Treaty of Paris _________ the nation’s new borders.</td>
<td>created borders</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>The Treaty of Paris forced Britain to accept American rights to settle and trade west of the original thirteen states.</td>
<td>accept settle trade original</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Lesson Plan: Lesson 5 – Independence

Objectives: S.W. Describe events that ended the fighting.
Analyze the conditions set forth in the Treaty of Paris of 1783.

Frame topic on board: The End of the war

Initiation: Teacher will activate students' prior knowledge by asking students to tell what they understand about the Treaty of Paris after previous night’s reading. (Students will have read Section 5, page 172-177 and completed Guided Reading Strategies 6.5.)

Presentation:
Teacher will read pages 175 – 177 aloud with students.
Teacher will ask questions of group as a whole: unison response. If response is clear, teacher will continue. If response is garbled, teacher will stop to clarify.

Questions:
How was the war going for the Patriots in early 1781?
Which American military leader went over to the British side?
Who was going to defend Chesapeake Bay?
What happened at Yorktown?
What did Cornwallis’ surrender mean for the Patriots?
What was the Treaty of Paris?

Go over Guided Reading Strategies 6.5 Post Reading Quick Check before having students do Practice Activity.

Practice/Assessment:
Each student will write a news article about the Treaty of Paris of 1783.
Half the class will write from a British perspective and the other half will write from the perspective of an American citizen. Students must include a headline and write at least one paragraph. (Bring in newspaper and discuss articles and headlines. Show visual of Treaty of Paris.)

Closure/Assessment:
Write a question about what we’ve been learning. Ask a person near you to answer. If can’t answer, pass card to teacher.
The American Revolution

GUIDED READING STRATEGIES 6.5

READING THE SECTION  As you read the section, number the following events in the order in which they occurred.

1. The British capture the port city of Savannah, Georgia, and attack the major port of Charleston, South Carolina.
3. The bloody Battle of Vincennes puts the town of Vincennes back in the hands of the Patriots.
4. A committee from the Continental Congress begins peace negotiations with the British.
5. Patriot Francis Marion organizes Marion’s Brigade, a secret group of soldiers who engage in guerrilla warfare.
6. British general Charles Cornwallis surrenders to the Americans at the Battle of Yorktown.
7. George Rogers Clark and his Patriot forces capture the British trading villages of Kaskaskia and Cahokia.
9. The Patriots suffer one of their most serious losses of the war at Camden, South Carolina.
10. British prime minister Lord North receives word of the Yorktown surrender and declares, “It is all over!”

POST-READING QUICK CHECK  After you have finished reading the section, in the space provided, identify three provisions of the Treaty of Paris of 1783.

1. Provision: The Treaty of Paris established recognition of
2. Provision: The Treaty of Paris laid out the nation’s new borders
3. Provision: The Treaty of Paris forced Britain to accept American rights to

Call to Freedom ★ Guided Reading Strategies
**OBJECTIVES**
- Explain the ways that geography affected the Patriot strategy in the West.
- Describe the progress of the war in the southern colonies.
- Examine the events that ended the fighting.

**FOCUS**

**Motivate Before Reading**
Ask students to discuss what happens at the end of a war between two nations. (Students might mention that the two nations usually sign a peace treaty.) Then ask students to discuss what a country must do after it gains independence. (Students might mention that it must devise a plan of government.) Tell students that in this section they will learn what led to the end of the Revolutionary War.

---

**SECTION 5**

**Independence**

**Reading Focus**
How did geography affect the Patriot strategy in the West?
How did the war progress in the southern colonies?
What events finally ended the war?

**Key Terms**
Battle of Vincennes
guerrilla warfare
Battle of Yorktown
Treaty of Paris of 1783

---

In the backcountry of the western Appalachian Mountains lived a group of colonists whose ancestors originally came from Scotland. In the early 1600s King James I of England forced them to move to present-day Northern Ireland, where they developed a unique culture. In the 1700s many of these Scots-Irish immigrated to North America. They never forgot the poor treatment they had received from the English government, however. As the Revolutionary War moved to the western frontier, the Scots-Irish seized the chance to strike back against their longtime enemy.

---

**The War in the West**
The Scots-Irish were not the only settlers on the western frontier. Despite the Proclamation of 1763, which prohibited white settlement beyond the Appalachians, several scattered settlements had been established in present-day Kentucky and Tennessee.

**George Rogers Clark**
The Patriot forces in the western frontier were very disorganized at first. Most of their early battles were small clashes with British-allied Indian tribes. A few Patriot leaders discussed trying to take Fort Detroit, but this was never carried out. Then a young frontiersman named George Rogers Clark stepped forward to organize the Patriots' western campaign.

Clark had begun his career as a surveyor, exploring and mapping the lands along the Ohio and Kentucky Rivers. By the time the war broke out, he was a skilled frontiersman who knew the land of the Midwest better than most of the other colonists of his day. He proposed a plan for capturing some small forts and Indian villages.
with students to develop a definition for each term. Then call on
volunteers to explain the significance of each of the key terms to
the Americans’ efforts in the Revolutionary War.

**SHELTERED ENGLISH**

**TEACH**

Have students read Section 5 and complete Guided
Reading Strategies 6.5. Choose one or more of the
following activities to explore the section content with

throughout the frontier. Clark hoped to weaken
the British support systems in the area before
beginning an assault on Fort Detroit.

To carry out his plan, Clark traveled far and
wide, building up a western force from the scat-
tered settlements. One of the best-known groups
he organized was the Over Mountain Men, a band
of mostly Scots-Irish fighters from the Tenness-
see region beyond the Appalachian Mountains.

**Victory in the West**

Clark decided to target the British trading villages
of Kaskaska and Cahokia, which were located
along the Mississippi River. Describing the impor-
tance of Kaskaska, he noted:

> "The remote situation of this town... enables [the British] to furnish the
different Indian nations, and... keep up a strict friendship with the
Indians... If it was in our possession it would distress the garrison [soldiers] at
Detroit for provisions [supplies], it would
fling the command of two great rivers
[Mississippi and Ohio] into our hands,
which would enable us to get supplies of
goods from the Spaniards, and to carry
on trade with the Indians."

On July 4, 1778, when Clark’s group was
almost upon the village, Kaskaska’s leaders
learned of the planned attack and surrendered
without firing a shot. At the same time, a second
Patriot group took Cahokia without a fight.

When news of Clark’s peaceful capture of
these villages spread, the residents of the mostly
French town of Vincennes, along the Wabash
River, surrendered as well. The western Patriots
were still surrounded by many British-allied
Indian groups, however. To weaken this support,
Clark organized a series of meetings with Indian
leaders to persuade them to be neutral in the war.

The British quickly recaptured the poorly
defended Vincennes without a fight. However,
they soon lost the support of their Indian allies in
the region. In late February 1779 Clark launched
an offensive to retake the village. The bloody fight-
ing at the **Battle of Vincennes** put the site back in
Patriot hands. Clark was never able to take Fort
Detroit, but his numerous campaigns severely
weakened the British support systems in the West.

**The War in the South**

After the American victory at Saratoga, the British
shifted their focus more toward the southern
colonies. General Charles Cornwallis led the
British campaign in the South.

George Rogers Clark accepts the surrender of Vincennes in 1779.
Global Relations

Aid from Abroad.
Thousands of Europeans—including French, Germans, and Irish—came to the Americans' aid during the Revolutionary War. Included in the allied American and French siege of Savannah, Georgia, in 1779, were about 700 free black Haitians—members of what was known as the Fontages Legion. Many of these black fighters carried the seeds of revolution back to their homeland and were important in establishing the Haitian Republic.

Critical Thinking: For what reason might Haitians have fought in the American Revolution?

Answer: Students could mention that Haitians might have believed they were fighting for the freedom of African Americans.

British Success

The British efforts to attract slaves to their side paid off when the fighting moved south. In Georgia a slave named Quamino Dolly showed the British a secret trail that allowed them to sneak up on the Patriots and capture the port city of Savannah. Next, the British attacked the major port of Charleston, South Carolina. After months of hard-fought battles, the Continental Army there surrendered on May 12, 1780. The British took more than 5,000 prisoners of war in the process.

As the British marched through the South, they destroyed property that might aid the Patriots. When the British took Charleston, for example, they seized the plantation of indigo developer Eliza Lucas Pinckney. They stole all of her valuable goods, destroyed her crops, and killed all of her farm animals.

One of the most serious Patriot losses was at Camden, South Carolina, in August 1780. Patriot forces led by Horatio Gates launched an offensive to secure the area. The decision to attack showed poor judgment, however. Gates mistakenly thought he had almost twice as many troops as he did. In addition, most of the troops he had were poorly nourished and exhausted from the march. To keep up the troops' spirits, Gates fed them large quantities of molasses and cornmeal, which made many of them ill.

As the weakened Patriots faced off against the British forces, a large group of Americans panicked and retreated soon after the shooting started. The Patriot offensive quickly fell apart. By the time the fighting was over, the British army had crushed Gates's forces. Only about 700 of the approximately 4,100 American troops made it to safety. The Patriots now faced the difficult task of rebuilding their southern army.

Guerrilla Warfare

Although the southern army had been destroyed, the Patriots did not stop fighting in the South. Instead, they switched to guerrilla warfare—swift, hit-and-run attacks. They engaged in many attacks on British supplies. No Patriot was better at this style of fighting than Francis Marion, who organized Marion's Brigade, a secret group of guerrilla warriors who led repeated attacks against the British.

For the rest of the war, Marion's Brigade upset the British forces by launching surprise attacks designed to disable their communications and supply systems. Despite great effort by the British, Marion and his men were always able to avoid capture. This led one frustrated British general to remark of the guerrilla leader, "As for this...old fox, the devil himself could not catch him." From that point on, both Patriots and Redcoats referred to Marion as "The Swamp Fox."

Francis Marion and his troops cross the Pee Dee River in South Carolina.
American Literature

Sentiments of an American Woman

The Continental Army received aid from female Patriots led by Esther DeBerdt Reed and Sarah Franklin Bache, the daughter of Benjamin Franklin. In 1780 these women organized a campaign that raised $300,000 for soldiers' clothing. The following pamphlet, written by the campaign's leaders, announced the campaign.

So many famous sieges where the Women have been seen... building new walls, digging trenches with their feeble hands, furnishing arms to their defenders, they themselves darting the missile weapons on the enemy, resigning the ornaments of their apparel, and their fortune, to fill the public treasury, and to hasten the deliverance of their country; burying themselves under its ruins; throwing themselves into the flames rather than submit to the disgrace of humiliation before a proud enemy.

Born for liberty, disdaining [refusing] to bear the yoke of a tyrannic [unjust] Government, we associate ourselves... with those queens who have extended the empire of liberty, and contended [determined] to reign by sweetness and justice, have broken the chains of slavery, forged by tyrants.

Understanding Literature
1. What do the writers "call to mind" in asking women to join the Patriot's cause?
2. With whom do the writers associate themselves?

Victory at Yorktown

In 1781 the war was going badly for the Army were low on money, and the entry of French allies had not ended the war quickly. He dropped further when one of their most distinguished military leaders, Benedict Arnold, defected to the British side because he was angry at Continental Congress's treatment of him. In 1781, the British controlled most of the South.

Wanting to further increase his hold on the southern colonies, General Cornwallis moved his forces into Yorktown, Virginia. Yorktown lies on a peninsula bounded by the Chesapeake Bay and the York and James Rivers. From the Virginia towns, Cornwallis was preparing to attack a small southern Patriot force led by the Marquis de Lafayette. Lafayette, along with Generals Friedrich von Steuben and Anthony Wayne, waited for the British to make a move.

Historical Sidelight

Yorktown. After the siege at Yorktown, British forces remained for two days before leaving under military escort for camps in Maryland and Virginia. Trenches were filled to prevent their use by returning enemy forces, and the Patriot army was dispersed.

Activity: Have students use the library or search the Internet through the HRW Web site to find information to help prepare a brief written report on a Revolutionary War battle.

go.hrw.com
SBO Revolution Sites

AMERICAN LITERATURE ANSWERS
1. all the acts of courage and patriotism that women had exhibited in the past had exhibited
2. with those queens who have extended the empire of liberty and broken the chains of slavery
CHALLENGE AND EXTEND
1. Visual-Spatial, Logical-Mathematical. Have students research a city that the British occupied during the Revolutionary War. (Some possible cities include Charleston or Camden, South Carolina, and New York City.) Ask students to use the library or other sources to research life in that city during British occupation and life in that city today. Suggest that students present their findings in a brief report.

MAP ANSWER
(page 177)
Spain

Section 5 Review ANSWERS
Identify
For significance, see the following pages:
- George Rogers Clark, p. 172
- Battle of Vincennes, p. 173
- Horatio Gates, p. 173
- guerilla warfare, p. 173
- forts on the frontier, p. 175
- Treaty of Paris of 1783, p. 175

Locate
For locations, see the map on page 177.

Reading for Content Understanding
1. It allowed U.S. forces to surprise the British.
2. British captured Savannah and Charleston, destroying property, defeated Patriots at Camden, and controlled the South. Patriots adopted guerilla warfare tactics and won at Yorktown.
3. The Patriots and the French were able to surround the peninsula, and it was difficult for the British to get supplies.
4. Pamphlets should describe the end of the war at Yorktown and outline the terms of the peace treaty.
5. Although some major victories in the West improved Patriots’ morale, the main effect of the war in these areas was to harass the British and weaken their support systems.

Meanwhile, General Washington was in New York planning strategy with a French general, the Comte de Rochambeau (roh-sham-boh). Rochambeau had recently arrived in New York with a large French force. In addition, his son supplied welcome news. At Washington’s request, a French fleet under the command of the Comte de Grasse was sailing from the West Indies and heading to Chesapeake Bay. This fleet was prepared to challenge the mighty British navy and to prevent any British ships from entering Chesapeake Bay. The Continental Army was therefore free to take bold action.

Washington and Rochambeau quickly moved their troops south to join Lafayette’s forces in Virginia. In September the Patriots and their French allies surrounded Cornwallis’s army with at least 16,000 soldiers, more than double the number of British forces opposing them. The Patriots held Yorktown in a state of siege for weeks. Cornwallis continued to expect help from the British navy, but the French fleet led by de Grasse kept the British ships from providing aid. The French navy also prevented any rescue of Cornwallis’s army from the siege at Yorktown.

In early October the Patriots prepared for an attack on General Cornwallis’s weakened troops. Fearing a bloodbath, Cornwallis surrendered on October 19, 1781, as British band reportedly played “The World Turned Upside Down.”

Sarah Osborn witnessed the Battle of Yorktown and described the surrender:

“The British officers rode right on before the army, who arched out beating and playing a melancholy [sad] tune, their drums covered with black handkerchiefs... The British general at the head of the army was a large, portly man, full face, and the tears rolled down his cheeks as he passed along.”

When Lord North, the British prime minister, received word of the Yorktown surrender, he declared, “It is all over!”

The Treaty of Paris
With Cornwallis’s surrender at Yorktown, the British had captured the largest British force on the continent. A few battles occurred after that, but all were minor. In June 1781 a committee from the Continental Congress began serious peace negotiations with the British. The American delegates were John Jay, John Adams, Henry Laurens, and Benjamin Franklin, who had played a crucial role in winning French support during the war. It took more than two years to work out a treaty, but the two nations finally signed a peace agreement.

The Treaty of Paris of 1783 established British recognition of the United States. The treaty also laid out the new nation’s borders: the Great Lakes to the north, the Mississippi River to the west, and...
Review

Visual-Spatial, Logical-Mathematical. Have students complete the Section Review questions. Then ask them to work in pairs to create an annotated time line for the years 1775–81. The time line should include the major battles and significant turning points of the Revolutionary War. Ask students to include a title and brief captions that summarize each year’s events.

Assess

Have students complete Daily Quiz 6.5.

31° north latitude to the south. (A separate treaty between Britain and Spain resulted in the return of Florida to Spanish control.) In addition, the British formally accepted American rights to settle and trade west of the original thirteen colonies. As a result, movement to the frontier rose dramatically after the end of the Revolutionary War.

With the war over, Patriot soldiers could return to their homes and families. The strength and loyalty of soldiers and civilians alike in the long, difficult war had made the Patriot victory possible. As General Washington disbanded the Continental Army, he reflected on the triumph his new country had achieved. "The citizens of America," he declared, "are . . . acknowledged to be possessed of absolute freedom and independence."

North America in 1783

Learning from Maps: The Treaty of Paris officially marked the end of the Revolutionary War and granted the United States its independence as well as large areas of land to the west.

Section 5 Review

Identify and explain the significance of the following:
- George Rogers Clark
- Battle of Vincennes
- Horatio Gates
- guerrilla warfare
- Francis Marion

Locate and explain the importance of the following (see map on page 168):
- Kaskaskia
- Cahokia

Main Idea: What role did geography play in the war in the West?

Main Idea: What were the major events of the war in the South?

Geographic Diversity: Location. How did the location of Yorktown help the Patriots win the war?

Writing: Creating. Make a pamphlet announcing the war’s end and outlining the conditions of the Treaty of Paris of 1783. You may want to decorate your pamphlet to attract readers’ attention.

Critical Thinking: Evaluating. How did the war on the western frontier and in the southern colonies affect the outcome of the Revolution?

Chapter 6 Review

Answers

Identifying People and Ideas
1. meeting in which the leaders decided not to break away from Great Britain and organized and funded the Continental Army with George Washington as the leader
2. commanded Continental Army, leading it to victory
3. pamphlet by Thomas Paine that caused many colonists to support the impending war
4. wife of John Adams; wrote letter urging her husband and the other signers of the Declaration of Independence to protect the rights of women
5. statement that promised the freedom of slaves who fought for the British; resulted in many slaves flocking to the British side and the Continental Army changing its policy to allow African Americans to fight for its cause
6. French citizen who sailed to America in order to help the Patriot cause
7. captain in newly formed United States Navy who captured numerous British supply ships
8. organized Marion’s Brigade; a secret group of guerrilla warriors that upset the British forces by launching surprise attacks
9. where British surrendered to Americans, ending the war
10. peace treaty between Great Britain and the United States

Using the Time Line
1. e 2. c 3. b 4. a 5. f 6. d
Duplicate.

In the Name of the most Holy & undivided Trinity.

I, having resolved the severe necessity to expose the facts of the recent scene and most recent events, have now the third by the grace of God, King of Great Britain, France & Ireland, Defender of the Faith, Duke of Brunswick and Luneburg, Arch-Treasurer and Elector of the Holy Roman Empire, in one of the United States of America, to forget all past misunderstandings and differences that have unhappily intercepted the hope of correspondence and amity, which they mutually wish to reestablish, and to establish such a firm, mutual, and friendly intercourse between the two parts, upon the ground of perpetual friendship and mutual commerce in every way possible, have...
without difficulty, and without requiring any compensation.

**Article 10.**

The solemn Ratifications of the present Treaty, exported on good faith, shall be exchanged between the contracting Parties in the Space of six Months; from the day of the signature of the present Treaty. In the event whereof, the undersigned show hereunto their respective Seals in their names or in virtue of our full Powers, with the express Clause of the present definitive Treaty, and with the Seal of our States to be affixed thereon.

**DONE at Paris, the third day of October, One Thousand Seven Hundred and Ninety-Three.**

[Seals and Signatures]

5/11/03
Checklists
FLA 518: Sheltered ELL Strategies Checklist

Write the page numbers and any other identifying features to identify those parts of your lessons that employ the following strategies:

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<th>I. Contextualize Lesson</th>
<th>Lesson 1</th>
<th>Lesson 2</th>
<th>Lesson 3</th>
<th>Lesson 4</th>
<th>Lesson 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>I.1.a Visuals (Realia, Manipulatives, Gestures)</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
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<tr>
<td>I.1.b Model (Instructions, Processes)</td>
<td>✓</td>
<td>✓</td>
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<td>I. 2. Activate Background Knowledge</td>
<td>✓</td>
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<tr>
<th>II. Make Text Comprehensible</th>
<th>Lesson 1</th>
<th>Lesson 2</th>
<th>Lesson 3</th>
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<tr>
<td>II.1. Graphic Organizers</td>
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<td>✓</td>
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<td>II. 3. Simplify Written Text</td>
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<td>✓</td>
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<tr>
<th>IV. Engage: Opportunities for Output</th>
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<td>IV.2. Teacher Response Strategies</td>
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<tr>
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<td>V.1. Use appropriate questions for level</td>
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<td>V.2. Assign appropriate tasks for varying levels</td>
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</tbody>
</table>

*Not specified in each lesson but students learn they are...
<table>
<thead>
<tr>
<th>Functions</th>
<th>Lessons</th>
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<tbody>
<tr>
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<td>Evaluating results of an event</td>
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<td>Compare and contrast</td>
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<tr>
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<td>Name and describe</td>
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<tr>
<td>Grammar Points</td>
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<td>Comparisons with use of <em>than</em></td>
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<td>Complete Predicates</td>
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<td>Past tense of irregular verb <em>write</em></td>
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<td>Past tense of regular verbs</td>
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<td>Past tense of verb <em>have</em></td>
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<td>Past tense of verb <em>to be</em></td>
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<td>Plural forms of nouns ending in -y</td>
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<td>Proper Nouns</td>
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</table>
One of my first sheltered content strategies is to keep the essential question for each lesson framed on the board. Students can continue to focus on or refer to the essential theme of the section as we address the various objectives throughout the lesson. In addition, I will use visuals as described in each lesson that will help to contextualize the material.

Other sheltered instruction strategies I will use will be to present the student reading material in a sheltered version using an overhead projector. In the sheltered version, I use paraphrasing and repetition to make the text comprehensible. As I present the lesson, I will adjust my speech by using shorter sentences with simpler syntax as written in the sheltered version. I will also make use of pauses to allow students to process the new material presented. Although during a lecture style introduction, a lesson can be teacher centered, student attention will be held through visuals and various activities to engage students.

The strategies described will enhance a student's ability to comprehend and engage with the content they are studying. This will allow students to understand the content, while at the same time building upon their second language skills.