



The Enduring Legacy of the American Revolution:

Final Project

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Annotated Bibliography

Berkin, Carol, *Revolutionary Mothers*, New York: Alfred A. Knopf, 2005

Revolutionary Mothers is an interesting account of “women in the struggle for America’s independence” by Carol Berkin, professor of American history. The book serves to dispel common misconceptions about well-known figures in our history, Abigail Adams, Betsy Ross and Molly Pitcher while uncovering stories of notable American women instrumental in changing the outcomes of some battles.

Berkin notes that although little is known today of the women of the Revolution who risked their lives for the cause, this was not always the case. “Poets, pamphleteers, essayists, novelists and many public leaders praised women for the participation in the struggle for independence”. (p. xi) However, she describes the writings of women like Elizabeth Ellet who praised the role of women in the battle for independence while romanticizing them and placing them in the context of women of that time period. Through this rewriting of history many of the realities were glossed over and lost.

For me, the most eye-opening chapter of the book was *General’s Wives and the War*. Although it is common knowledge that wives followed their husbands to war, it was interesting to learn some of the specifics of their lives and influences. I was aware that Martha Washington accompanied her husband through many campaigns, however, I was not aware that she held dinners and attended officers’ parties and balls in time of war. Through her descriptions of Caty Greene, Martha Washington, Elizabeth Gates and other wives, we learn of the forming of social circles, parties, flirtations and feasts all while the war was raging around them. Dual lives of merriment and war were not restricted to the Americans. Berkin illustrates how “at crucial moments Burgoyne had lingered to enjoy eating and drinking and sex with his mistress when he should have been moving his army to a better strategic position” (p. 86) which cost him the battle at Saratoga.

This book was useful when discussing the roles of women in the Revolution in class. Several of my students chose to write from the perspective of a woman in the time of the Revolution for their historical fiction and used excerpts from the book to create their historical backdrop.

Butterfield, Herbert, *The Whig Interpretation of History* New York: W.W. Norton & Company, 1965

In his book, Butterfield outlines the many ways in which historians have had a tendency to write on the side of Protestants and Whigs, “praising revolutions provided they have been successful, to emphasize certain principles of progress in the past and to produce a story which is the ratification if not the glorification of the present.”

The author claims there are many pitfalls and misconceptions as a result of our inability to study history from another perspective. As an example, he states, “(A Whig historian) is apt to imagine the British constitution as coming down to us by virtue of the work of long generations of Whigs and in spite of the obstructions of a long line of tyrants and Tories. In reality it is the result of the continual interplay and perpetual collision of the two.”

I found the book a bit tedious although many good points were made. From a scholarly point of view, it is important to consider his viewpoints. I can say that as a result of having read his book, I did warn my students not to “judge” events and people by today’s standards. I skim-read the book in about two hours; although I will never pick it up again, I’ll remember his message.

Collier, Christopher & James Lincoln, *My Brother Sam Is Dead* New York: Scholastic, Inc., 1974

My Brother Sam is Dead is a Newbery Honor historical fiction taking place during the American Revolution. The story is told from the perspective of a young boy (middle school age) whose brother, Sam, defies his Tory parents and goes to fight with the Patriots. The story explores the ways in which families were affected by the Revolution, from maintaining their farms and family businesses without men at home to coping with opposing views within families. The story is about love and loyalty, life in times of war.

One component of my project was for students to write their own historical fiction. This book is an easy read and a great example of historical fiction. The story is told from the perspective of a middle school-aged boy which helped my students relate to it. It’s not easy to find a book that is universally liked but, this one fit the bill. It provided a plethora of opportunities for discussion about morality and war. An example I can give is at the end of the story when Tim’s brother Sam is slated to be executed by General Putnam for stealing cattle, a crime he did not commit. He was executed despite pleas from Tim and evidence that Sam had not committed the crime. Great example of how sometimes decisions are made in war for the common good; things are not always fair.

I would highly recommend this book for middle school-age students. It is an easy read, has universal appeal and illustrates many important points we want to cover in a unit on the Revolution.

Hofstadter, Richard, *Great Issues in American History* New York: Vintage Books, 1958

Hofstadter’s book is a compilation of primary source documents from the Revolution to the Civil War accompanied by notes that help put the documents into some historical context. The book is extremely useful in that it contains important primary sources that can be used in the classroom to help students formulate their own opinions about historical events. I used a lot of primary source documents for my Revolutionary War unit but, not specifically from this book. I so plan to use some documents he has included about slavery and expansion later on this year. This book is a wonderful resource whenever use of primary sources is desired.

McCullough, David; *1776* New York: Simon & Schuster, 2005

McCullough's *1776* was extremely useful to me as a resource when I taught the American Revolution. The author goes into great detail about the nature of each historical figure's physical characteristics and personality. This gave me a wealth of information from which to draw when we discussed Washington, Adams, Knox, Clinton and other familiar historical figures. The details are what make history learning fun.

The author also covers events such as the hauling of cannons by Knox from Fort Ti to Dorchester Heights in fascinating descriptive passages. He includes excerpts from diaries, letters and other primary sources to punctuate his accounts of happenings throughout the year. Some of the episodes were so memorable, I went out and found a book on tape of *1776* and played portions for my students with the hope of leaving them with vivid images of specific events.

The extreme frustrations suffered by Washington were almost palpable in the long, detailed descriptions of exchanges with his officers, reviewing of his troops, dealing with lack of support from Congress. This book illustrates like no other I have read, the background in minute detail of the greatness of the Commander of our Continental Army and the impossible task he undertook.

This book was useful in that I truly got lost in the Revolution when reading therefore inspiring me to share several episodes with my students. The author's attention to detail and use of primary sources although sometimes tedious, gave me the confidence to use passages from this book as factual accounts of events.

Roberts, Paul M., *Review Text in United States History* New York: Amsco School Publications, Inc., 1998

This review text gives a good, concise account of all major battles and events during the American Revolution (and, in my 1998 edition, history up through the Clinton administration). There are maps and charts that aid in understanding. This book was a great quick resource and supplement to my textbook. Oftentimes, important information such as the Genet Affair, for example, was not covered in the textbook and this book helped me remember and include these facts that facilitate understanding of causes and consequences of events. It was at my side at all times in the classroom and I found I used it daily.

Zinn, Howard, *A People's History of the United States* New York: HarperCollins Publishers, 2001

Wanting a fresh perspective on historical opinion, I used this book to find points of view I had not come across. Zinn has a very easy-to-read style that makes his book accessible and a pleasure to consume. He provides quotes (primary sources) throughout the text which give legitimacy to his work. The book begins in the time of Columbus and sails right through the American elections of the year 2000.

It is easy to select a time period within Zinn's text in order to select out just what is needed for a particular unit being covered in class. I selected his chapters entitled Tyranny is Tyranny, an account of the fight for independence through the eyes of subjects from whom we do not commonly hear, A Kind of Revolution, which outlined the struggles between classes within our borders during the Revolution and The Intimately Oppressed about the subordination of women in that time period.

Zinn's book is thought provoking and an important resource for classroom discussions about the people who were the backbone of our nation in revolutionary times.

The American Nation, Beginnings Through 1877 New Jersey: Prentice-Hall, Inc., 2002

The American Nation textbook is the text selected by our school for 8th grade U.S. History and Civics instruction. This is my first year teaching U.S. History after over a dozen years as a French, art, language arts and geography/Eastern Cultures teacher. Until now, I have never used a textbook for more than an occasional resource in class. This year, however, despite my aversion to textbooks, I found this series to be very well done. It includes useful primary sources, great pictures and maps, charts and thoughtful questions to enhance student learning. The objectives section and suggested activities in the teachers' edition are very well done. There is a section in each unit entitled "Why Study History" which encourages critical thinking and improved student comprehension through writing, debating and group activities.

For my unit on the Revolution, I used a lot of outside resources listed above but, this book served as an anchor, a good jumping-off point.

Goals

My goal with this project was to engage students in a creative project that would excite them and deepen their interest in the Revolution and history in general. I chose to close my unit on the Revolution by having students write their own historical fiction and present it to the class in the form of a photo story. An important component of the project was the use of primary sources.

Much work was done prior to the culminating project. We covered the major battles of the Revolution using our textbook and many outside sources, including the books *1776* and *Revolutionary Mothers*. I showed many short videos giving background information on historical figures and events and we read the historical fiction, *My Brother Sam is Dead*. Students filled out a chart I created (attached in appendix) that helped organize the information into an annotated timeline of sorts that would serve as a great resource.

The ultimate goal of this project was for students to learn about the importance of using primary sources and to gain a deeper understanding of the period under study through creative writing. I am always seeking projects that will excite students about the study of history; hopefully this was achieved through my project.

Essential Questions

- On what principles was our nation founded?
- How are lives changed by war? (comparisons to Iraq War)
- Who are the people that fought for the independence of our country?
- What is the value of using primary source documents for our understanding of historical events?
- How does writing historical fiction help us become passionate about learning history?

Objectives

- Students will learn the importance of primary source documents in the understanding of historical events
- Students will make a correlation between the Revolution and Iraq War.
- This unit will support the language arts curriculum through creative writing.
- The unit will integrate technology and teach new skills.
- Students will develop listening skills by viewing others' historical fiction photo stories
- By narrating their photo stories with their historical fiction, students will gain public speaking skills and learn the importance of tone of voice in creating a mood.

Prior Knowledge Required

In order to write an historical fiction with the American Revolution as a backdrop, it is necessary to have covered, at the very least, the major battles of the Revolution. It is also important to expose students to a good historical fiction book that takes place during the Revolution. I had students read *My Brother Sam is Dead*.

An introduction to primary sources is also necessary prior to being able to complete the required activities of this project. Students need research skills and should have direction about how to discriminate between legitimate resources found on the web versus biased, inaccurate information found on websites.

Activities and Related Teaching Moments

Introduction

My project is a culminating activity for a unit on the American Revolution. Students need background information before they can write an historical fiction taking place in the time of the Revolution. The project itself is to write an historical fiction and then, illustrate and narrate the fiction using photo story software.

Time Required

American Revolution unit 5 weeks

Writing historical Fiction + creating photostory + presentations 3 weeks

Outline of lessons in American Revolution Unit

- show film *April Morning*
- read book, *My Brother Sam is Dead*
 - do critical thinking worksheets on chapters
 - do Constructed Response writing on issue covered in book
- cover battles of the Revolution
 - read textbook chapters related to Revolution
 - listen to excerpts from book on tape of book, 1776
 - read excerpts from Revolutionary Mothers (roles of women in the Revolution)
 - watch film clips off *United Streaming* about historical figures and battles
 - study maps showing battles and routes taken by troops
 - read handouts about Valley Forge
 - Jeopardy Game to review important information
- make brochure of one historical figure
- watch movie, *The Crossing*
- write historical fiction
 - select topic
 - peer review of drafts
- create photo story using historical fiction as narrative
 - learn about primary sources
 - learn about photo story
 - find primary sources on the web, create pictorial backdrop for story
 - narrate story
 - present photo story to the class

Sequence of lessons specific to historical fiction and photo story

Historical Fiction

1. Give students handout to guide in selection of a subject for historical fiction (see appendix for handout)
2. Go over the definition of an historical fiction
 - § Refer to *My Brother Sam is Dead*; how is this an historical fiction?
 - § Explain that the piece will be written in the first person; students will take on the personality of a fictional character.
 - § Explain the importance of accuracy of historical information used as the backdrop.
 - § Discuss the importance of having a situation or conflict around
 - § which the story will be centered that will make it interesting
 - § Discuss importance of having the central figure reflect on the importance of events at the time
3. Give students a time frame within which the historical fiction will be completed.
4. Explain that this historical fiction will be used as a portfolio piece qualifying as a “narrative”. It will be given to the language arts teacher for any necessary adjustments so that it qualifies as a narrative.

Photo Story

1. Give students handout describing the Photo Story Project (see appendix for handout)
2. Go over the purpose (to learn about primary sources and to illustrate and narrate the historical fiction) and requirements and answer any questions.
3. Spend four days in the computer lab finding primary source documents to illustrate the story and to put together the presentation, including narrative.
4. Present the photo story to the class.

Assessment

Historical Fiction

Standard 1.9 Narrative writing: Writing to tell as story. In written narratives, students organize and relate a series of events, fictional or real, into an understandable story,

Criteria	Score Point 4 Meets Standard	Score Point 3 Nearly Achieved	Score Point 2 Below Standard	Score Point 1 Little Evidence of Meeting Stand.
Purpose	Has a clear situation/conflict that the story is centered around and maintains that focus. Narrator reflects on the importance of these events	The situation/conflict/ focus is sometimes unclear. Narrator may not reflect on the importance of these events	The focus/situation/ conflict/plot wanders. No real sense of why these events would be important	There is no focus. There is no sense of why these events are important
Organization	Has an opening lead that is interesting. Moves clearly through a series of events to an end that satisfies the reader's curiosity. No "huh"? factors	The lead may be clear but not that interesting. Has a clear, interesting beginning, middle, and end. Maybe one or two small "huh"? factors	The lead may be missing or uninteresting; events are laid out in a predictable, boring way; may have several "huh"? factors	May have so many "huh"? factors that it is hard for the reader to follow
Voice/Tone	Uses interesting language. Varies, correctly, the sentence structures. Uses vivid verbs.	Uses predictable language and sentence structures. May occasionally vary the sentence structures. Occasionally used some vivid verbs.	Inappropriate vocabulary words or sentence structures may be used. Predictable sentence structures. Ordinary verb choice. Some voice is heard.	Little attention paid to word choice. Short simple sentences used. No real voice of the author is heard.
Details	Characters are described in both physical and personality. The setting is rich in both time and place. Uses	Characters are described directly only, in terms of personality, physical traits, and motivation. Setting is	Characters are introduced and identified but not described. Setting is unclear. Little dialogue or confusing	The details provided about either the setting, characters and their motivations are missing. Sensory imagery

	effective dialogue to further the plot or focus. Uses examples of sensory, imagery to help reader “see” the story.	mentioned but not elaborated. Dialogue is there but not key to the story. Only occasional examples of sensory imagery.	dialogue. No sensory imagery.	is missing. The details provided are flat, instead of rich and vivid.
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Photo Story

The following checklist was used to assess the photo story project
Each criteria was worth 15 points

Photo story has at least five primary sources No	Yes	Some
Care was taken to narrate historical fiction in a clear and audible way No	Yes	Some
PS has an adequate number of slides to maintain interest of viewer No	Yes	Some
Care was taken in selection of appropriate slides to accompany story No	Yes	Some
Use of color and/or appropriate music to enhance story and photos No	Yes	Some
On-task in the computer lab No	Yes	Some

Final grade _____

Points taken off for lateness (5 points per day)

Accommodations

For Historical Fiction

1. I read an historical fiction with a Civil War backdrop written by a student that was an example of excellence. This student work was in the classroom for students to reread at any

time. Specific examples were drawn from this writing to demonstrate uses of imagery and vivid verbs.

2. In-class work on writing gave students an opportunity to ask questions while writing.
3. Peer review using a checklist prepared by me helped students find problems and suggest solutions. (see sample in appendix)
4. There was time set aside after school for individual help with students
5. Accommodations were made as IEP's required, mostly regarding length of the narrative and flexibility around due date

For Photo Story

1. I showed an example of excellence photo story that was based on a Civil War story.
2. Handouts were given about primary sources
3. Modeling was done using a large projector on the use of the photo story software
4. Extra time was set aside after school for students requiring more time
5. One-on-one help was given where necessary
6. Depending on the degree of disability, flexibility was given on requirements for number of slides for the photostory
7. Accommodations were made as IEP's required

Resources

The following resources were used throughout the American Revolution Unit

Films

April Morning
The Crossing
United Streaming video clips

Books

American Nation textbook
U.S. History Review Text
People's History of the United States
1776
Revolutionary Mothers
My Brother Sam is Dead

Computer Programs

Photo Story

Appendix

Document #1

Chapter notes My Brother Sam is Dead

Characters

Sam	16 @ start of book (born 1759); Yale student; older brother to Tim; joined the Minutemen under Captain Benedict Arnold
Tim	younger brother of Sam; born 1762 (tells age in epilogue only)
Mr. Beach	minister
Eliphalet Meeker	Sam and Tim's father; loyalist; fought at Louisbourg in French and Indian War; born in Redding
Susannah Meeker	Sam and Tim's mother; born in New York
Tom Warrups	an Indian; friend of Sam and Tim
Betsy Read	friend of Sam's; family of Patriots;
Zalmon Read	Betsy's father
Colonel Read	Betsy's grandfather
Sam Smith	
Ned	a black slave belonging to Sam Smith
Captain Betts	Meeker's neighbor. In Rebel militia.
William Heron	working for Americans as well as the British; surveyor; he'd been elected to
	the General Assembly in Hartford but pushed out by the Patriots for being a Tory. Rich; he owned a black man and had servants. (p. 65)
Daniel Starr	Rebel; killed when Brits came through
Amos Rogers	Rebel and townsman in Redding; friend of Captain Betts
Jerry Sanford	friend of Tim's who works on his uncle's farm; fishing buddy

Famous Names, Places, Battles

<i>Battle at Bunker Hill</i>	(battle actually fought on Breeds Hill; it was misnamed) First main battle of Revolutionary War; General William Prescott led men into battle on Patriot side) British used their old way of fighting, lining up and advancing; Brits lost about 1,000 men by time Patriots ran out of ammo; Patriots retreated but, both sides knew that Patriots could win the war based on the way this battle went
<i>Louisbourg</i>	famous battle of French and Indian War fought there
<i>Fort Ticonderoga</i>	Ethan Allen and Benedict Arnold took Fort Ti to get all the ammo; Henry Knox's job to get cannons and ammo to Boston

General Israel Putnam
General David Wooster

famous American patriot
head of the Connecticut militia; Continental army

Patriots under Israel Putnam

Vocabulary

Continental, Rebels, Patriots
Tories, Loyalists

fought against England
stayed loyal to His Majesty, George the Third of
England

Sedition (p. 102)
Trainband (p. 149)

Chapter I

April of 1775

Sam returns home in a uniform in order to get his dad's gun, a Brown Bess (p. 17). He meets with resistance from his dad, a loyalist and is thrown out of the house. Dad runs a small store and a tavern. They go to the Anglican Church which is English so, most people in town are Tories.

Chapter II

Sam is hiding out at Tom Warrups' teepee. He asks Tim to spy on the Tories for him in the tavern and report info to Betsy Read. Tim is torn between his brother's wishes and his father's. Sam has his father's gun and Tim is very upset.

Chapter III

Summer of 1775. Meet the neighbors. War seems far away. Tim and Betsy talk and she lets Tim know at the end of the chapter that Sam is home. Describes work he does at the tavern and work his friend, Jerry Sanford did on the farm every day.

Chapter IV

Patriots went through Redding rounding up guns from the Tories. Tim's father was threatened by soldiers with a sword to give up the gun they thought he had. Tim ran to where he knew Sam to be at Tom Warrups' house to get the gun back from him. Tim got the gun from under him as he slept but,

Sam came after him. Tim threatened to shoot his brother. Sam came to the tavern; his father was fine; he took off, turning to wave at his father and brother and disappeared.

Chapter V

January 1776. Food and liquor was going up and up in price and food was scarce. Mr. Heron came to ask Mr. Meeker if Tim could deliver mail for him in Fairfield, a day's trip. Meeker refused saying it wasn't "mail" but messages for the war.

Chapter VI

Summer, 1776. Tim defied his father and went to Heron to deliver a message. He wanted the money and the adventure. Tim met Betsy on the way who fought him, got the letter and opened it. It said "If you get this message, we know the messenger is reliable."

Chapter VII

End summer into fall, 1776. Cloth, food scarce but, nobody was really desperate. Sam wrote home and described his life as a soldier. (p. 87) Tim's father took him to Verplancks Point to sell the cattle and buy supplies for the store and tavern. They left in early November. They got attacked by cow-boys (p. 93) They objected to the fact that Meeker was selling his cattle to people who were in turn selling the beef to the Brits in New York. Horsemen, the Committee of Safety) showed up in time to save them and their cargo.

Chapter VIII

Tim and his father stopped at his uncle's house, the Platts. Describes life in poor farming household. Boys slept in the hay loft; girls all shared the same room and beds. They reported that people had been tarred and feathered there, houses burned and livestock slaughtered by both sides. Took off for Verplancks Point; saw Hudson River; exciting for Tim. Got good prices for cattle, bought provisions. Took off again for home with storm coming. Reached the Platt's house again during a storm.

Chapter IX

Fall of 1776. During a terrible snowstorm, they took off for home. Father went up ahead and came back to wagon, searching for any problems with cow-boys. His father did not come back; Tim left wagon in search for him. His dad had been taken by someone. Tim went back to get the wagon, was confronted by cow-boys and fooled them by saying six people were coming to escort them home. That scared the cow-boys and they left him. He made it home by midnight, freezing and starving.

Chapter X

Winter 1776 into Spring of 1777. Tim had to take on all the chores with his mother. A lot of people paid in commissary notes; a lot of people wouldn't take them unless they were strong Patriots and felt they ought to in order to show faith in George Washington and the Rebel government. The Assembly had declared that it was treason to pray for the King. (p. 131) Tim didn't feel like a boy anymore. In spring, British arrived, visited Mr. Heron. Brits went to Betts' house, took Betts, Rogers and Jerry Sanford with them with their hands tied behind them. Messenger for Rebels arrived by horse and Brits shot him. Brits lined up at Captain Starr's house. There were Rebels in

there and Ned. They fired on the house and killed Ned by a sword through the stomach then, cutting his head off. They stole everything out of the house and set the house on fire.

Chapter XI

The wounded man said the Brits are after the munitions stored in Danbury. He also said Continental troops were arriving; General Benedict Arnold and General Silliman. Dan Starr started organizing to go after the Brits. Generals Wooster and Arnold came to tavern. Continental army arrived. Tim found Sam, tried to convince him to leave army and come home to help family.

Chapter XII

June of 1777 found out that Tim's father was dead. He had been on a prison ship and got cholera. Jerry Sanford also died on a prison ship. They remembered his father's statement that "In war the dead pay the debts for the living." Sam went to Valley Forge in Pennsylvania. Spring of 1778 arrived, prices rose, Tim did the farming. Tim couldn't get the cattle through to Verplancks Point. Rebels holding all of county and wouldn't let cattle get through that might be sold to the British. Nobody was starving but most were hungry a lot of the time by fall. December 1778, Sam came back to Redding. Arrived with Colonel Parsons and General Putnam and troops. Men were hungry and cold. They built tiny log cabins with large stone fireplaces. It was a rude winter. Sam caught 2 men trying to steal the cattle and then made it look like Sam was doing the stealing.

Chapter XIII

Tim did everything he could to get Sam off but, Putnam was determined to make an example out of someone to teach them a lesson not to steal. They had a deserter; he would get 100 lashes; the butcher, Edward Jones was to be hung. Sam was to be shot. Tim obtained a special audience with Putnam to tell him the whole story and beg for Sam's release.

Chapter XIV

Putnam decided to execute Sam despite Tim's pleas. Sam was shot.

Epilogue

Tim, in 1826 was 64 years old. He had a good life. Time heals wounds. He had children and grand children. They moved to Wilkes Barre and worked as a surveyor, made lots of money and started numerous businesses.

Document 3
Significant Battles/Events of the American Revolution *War in New*
England & Middle Colonies **p. 1**

Battle/date	Victory	Amer. leaders	British leaders	Historical significance & Facts
Lexington & Concord Date _____				
Bunker Hill (Breeds Hill) and Dorchester Heights Date _____				
Canada Montreal & Quebec Date _____				

Significant Battles/Events of the American Revolution
England & Middle Colonies p. 2

War in New

Battle/date	Victory	Amer. leaders	British leaders	Historical significance & Facts
<p>New York</p> <p>Date _____</p>				
<p>Trenton</p> <p>Date _____</p>				
<p>Princeton</p> <p>Date _____</p>				
<p>British occupy Philadelphia</p> <p>Date _____</p>				

Significant Battles/Events of the American Revolution

*War in New
England & Middle
Colonies p. 3*

Battle/date	Victory	Amer. leaders	British leaders	Historical significance & Facts
<p>Oriskany</p> <p>Date _____</p>				
<p>Bennington</p> <p>Date _____</p>				
<p>Saratoga</p> <p>Date _____</p>				

Significant Battles/Events of the American Revolution
England & Middle Colonies p. 4

War in New

Battle/date	Victory	Amer. leaders	British leaders	Historical significance & Facts
Americans Encamp @ Valley Forge Date _____				
British Evacuate Philadelphia Date _____				
Monmouth Date _____				

Significant Battles/Events of the American Revolution

p.

5

Battle/date	Victory	Amer. leaders	British leaders	Historical significance & Facts
<p><i>War in the West</i></p> <p>Kaskaskia, Cahokia & Vincennes</p> <p>Dates _____</p>				
<p><i>War in the South</i></p> <p>Cowpens</p> <p>Date _____</p>				
<p>Yorktown</p> <p>Date _____</p>				

Document #4

Jeopardy Quiz Game/American Revolution

Who's Who

5 points

Who was the Commander-in-Chief of the Continental Army?
Washington

Who won the American Revolution?
Patriots

Who is the most famous traitor in American history?
Benedict Arnold

10 points

Who led the Green Mountain Boys at Fort Ti?
Ethan Allen

Who led the expedition to bring cannons from Fort Ti to Dorchester Heights?
Henry Knox

Who was responsible for getting France to join the Patriots in the Amer. Rev.
Benjamin Franklin

15 points

Who defeated the British at Oriskany?
Nicholas Herkimer

Who wrote Crisis and Common Sense?
Thomas Paine

Who is known as Swamp Fox?
Francis Marion

Name of the commander of British forces in America at the start of the war
General Howe

20 points

Who did Burgoyne surrender to at Saratoga?
Horatio Gates

Who cut down thousands of trees to slow Burgoyne's advance to Saratoga?
Philip Schuyler

Who was the British commander at Oriskany?
St. Leger

Who led the Americans at the Battle of Bennington?
John Stark

Who was known as the “hair buyer”?
Colonel Henry Hamilton

This person was known for his hatred of the Indians
George Rogers Clark

25 points

Who was the head of the Hessian army at Trenton?
Colonel Ral

Who was the head of the militia at Lexington?
Colonel John Parker

French admiral who cut off harbor at Yorktown
Admiral de Grasse

This person led an army from Fort Ti to Montreal
Montgomery

Name of the person in charge of the crossing to Trenton
Glover

Battle Stations

5 points

What was the first battle of the American Revolution?
Lexington and Concord

Who captured Philadelphia instead of completing his part of the Divide and Conquer Plan?
Saratoga

What was the last battle of the American Revolution?
Yorktown

10 points

Where did the Battle at Bunker Hill really take place?
Breeds Hill

Name two battles fought in Canada
Montreal and Quebec

What battle took place the morning after Christmas in 1776?
Trenton

15 points

What battle was fought immediately after Trenton?
Princeton

The three battles fought in the west were Kaskaskia, Cahokia & _____
Vincennes

At what battle did the Americans trick the British into a retreat by having cannons but no
gunpowder?
Dorchester Heights

Largest land engagement of the war was fought at
Monmouth
20 points
Washington suffered a defeat in August of 1776 where?
New York

What battle can Molly Pitcher be associated with?
Monmouth

What battle should really be considered the turning point of the war?
Bennington
25 points
Where did the bloodiest one day battle of the Revolution occur?
Oriskany

After this battle the French joined the Patriots in fighting the British in America
Saratoga

This battle is known as “Washington’s finest hour”
Monmouth

Quotable Quotes

5 points
This quote is associated with the first battle of the revolution

10 points

15 points

20 points
Why did Prescott say “Don’t shoot ‘til you see the whites of their eyes”
Didn’t have enough gunpowder and wanted to be sure of their shots

25 points
Who said “The British will be ours tonight or Molly sleeps a widow”

Forts, Fields and Streams

5 points

Fort Ticonderoga is at the southern tip of what lake?
Lake Champlain

10 points

Ethan Allen made a surprise attack on what fort?
Ticonderoga

15 points

Washington crossed this river on his way to the Battle at Trenton

20 points

Name the fort St. Leger tried to capture in the Mohawk Valley
Fort Stanwix

25 points

Revolutionary Trivia

5 points

Name two advantages the American army had over the British
know the landscape; familiar with hardship; fighting for freedom; other countries support

Name two advantages the British had over the American army
Huge navy; well supplied (\$); strongest army in world; well trained troops

Another name for a loyalist is what?
Tory

A person who supported American independence was known as what?
Patriot

What is the term for volunteers who trained regularly and were always ready to fight?
Minutemen

Term for someone who leaves the army without permission before his term is up
deserter

10 points

Ethan Allen's militia was known as what?
Green Mountain Boys

Three challenges faced by Benedict Arnold as he went to Quebec were:
Bitter cold; disease; no supplies; no food

The plan to separate one whole region from the rest of the colonies by the British was called...

Divide and Conquer Plan

15 points

What is the name of a new type of warfare originating during the southern campaign?
Guerrilla warfare

Who are the Hessians?

German mercenaries

The three British leaders involved in the Divide and Conquer Plan were

St. Leger; Howe; Burgoyne

20 points

Washington accomplished something incredible at New York. What was it?

Managed to evacuate 7,000 troops under the noses of the Brits at night in total silence

25 points

The purpose of the War in the West campaign was?

To solve the problem of the Indian menace to settlers

Describe the tactic used by Nathaniel Green in the South that eventually led to British forces withdrawing.

Lured Brits inland away from their source of supplies; forced their retreat

Document #5a

Historical Fiction **Selection of subject for your story**

The Project

You will be writing an historical fiction narrative. The story you write will be:

- based on a real historical event during the American Revolution
- written in the first person
- accompanied with a photostory illustrating your historical fiction

Getting Started

You will select the battle or event around which the story will be written and the character from whose point of view the story is told.

Specific Assignments and Due Dates

Due Wednesday, February 13th

Hand in your selection for the battle or event AND your character choice
(use the selection sheet provided)

Due Friday, February 15th

Outline of series of specific events that will take place

To complete this assignment, ask yourself:

What is the situation/conflict around which the story is centered that makes it interesting?

How will your central figure reflect on the importance of this event?

How will you move clearly through a series of events to an end?

What will motivate your central character?

What will be the physical traits & personality of characters in your writing?

Due Tuesday, February 19th

First draft of your historical fiction

Document 5b

Historical Fiction

Selection of battle or event

Part I

My selection for a battle or event in the American Revolution is:

- _____ Lexington & Concord
- _____ Bunker (Breeds) Hill
- _____ Canadian battles of Montreal or Quebec
- _____ New York battles
- _____ Battle at Trenton
- _____ Battle at Bennington
- _____ Battle at Saratoga
- _____ Americans encamped at Valley Forge (winter of 1777-1778)
- _____ Battle at Monmouth
- _____ War in the West
- _____ Battle at Yorktown
- _____ Other

State what your “other” will be:

Part II

State here the character who will be your central figure.

(Example: I plan to write my historical fiction from the viewpoint of a fisherman who rowed the soldiers across the Delaware River on their way to the Battle at Trenton.)

I plan to write my historical fiction from the viewpoint of:

Document #6

Photo Story Project



Overview

You will be creating a Photo Story to illustrate your historical fiction narrative.

Purpose

To learn about primary sources and, to give depth and understanding to your story through the use of illustrations and music.

Requirements

1. This project is a **photo story** project. It will count as a test grade.
2. There is no requirement for the length of your photo story because narratives are of differing lengths.
3. There must be a minimum of **five primary sources** to illustrate your story. Of course, many more may be used and you will use secondary sources as well.
4. Use color and music to further embellish our work.
5. Cut and **paste the website sources** for a bibliography at the directly end of your photostory.
6. Photo stories are **due on Monday, March 17th**. We will work on them in class every day this week.

Document #7

Instructions for Photostory Project

1. Create a new folder.
Go to “My documents”; create a new folder in My Documents named
“your last name, history story”
2. View a sample photostory.
Go to “My computer”; student resources on sharedsrvr1 (S:)
Select FHTMS Share; FHTMS Transfer; Picard; Samples; sierraandnatalie2
3. Find a primary source by doing the following activity:
 1. Go to the following Library of Congress website:
 2. Select “Revolutionary War” under the letter “R”
 3. Select, [American Revolution and Its Era, 1750-1789](#)
 4. Select, [Military Battles and Campaigns](#)
 5. Select, American Revolution and its Era, Maps and Charts Collection
 6. Select, Mapping the American Revolution and Its Era
 7. Browse the maps on this webpage.
4. Determine number of slides needed for your historical fiction and type of pictures desired.
 1. Using the hard copy of your historical fiction, determine the number of slides needed to accompany your narrative. Mark this on your hard copy. There should be a new slide every 5-8 seconds. (Read it to yourself and make the determination.
 2. Make a note of the type of pictures that would be appropriate at each interval
For example, pictures of cannons, paintings, documents, a field, a ship, a person in uniform, etc.

Document #8



What are Primary Sources?



Primary sources are original records created at the time historical events occurred or well after events in the form of memoirs and oral histories. Primary sources may include:

letters,	manuscripts,	newspapers
diaries,	journals,	speeches,
interviews,	memoirs,	photographs,
audio recordings,	moving pictures	video recordings,
research data,	objects or artifacts	works of art
buildings,	tools, and	weapons.

These sources serve as the raw material to interpret the past, and when they are used along with previous interpretations by historians, they provide the resources necessary for historical research.

Finding Primary Sources on the Web



§ **Browse a history subject directory**

Subject directories are useful when you are interested in seeing a broad variety of sources on your topic. Some subject directories include annotations and evaluations of sites. Useful subject directories for history include:

- § [History Matters](http://historymatters.gmu.edu/): The U.S. Survey on the Web
[<http://historymatters.gmu.edu/>]
- § [History Guide](http://www.historyguide.de/)
[<http://www.historyguide.de/>]
- § [World Wide Virtual Library: History](http://vlib.iue.it)
[<http://vlib.iue.it>]



§ **Use a search engine**

Search engines are useful when you are researching a narrow topic or trying to locate a specific document. When searching, use specific terms rather than broad terms. For example search for the "Battle of Monmouth" not "American Revolution." Some popular search engines:

- § [Google](http://www.google.com)
[http://www.google.com]
- § [AlltheWeb](http://www.alltheweb.com/)
[http://www.alltheweb.com/]
- § [altavista](http://www.altavista.com/)
http://www.altavista.com/



§ **Additional sources**

Many libraries compile lists of recommended history sites. Some examples include:

- § [UVa's History Subject Guide](http://www.lib.virginia.edu/subjects/history/)
[http://www.lib.virginia.edu/subjects/history/]
- § [UW's History on the Web](http://www.lib.washington.edu/subject/history/web.html)
[http://www.lib.washington.edu/subject/history/web.html]



§ **Finding photographs and other non-text sources**

Going to a major collection of photographs is the best way to find a historic image. Also, use a search engine to find photos, drawings or reproductions of paintings. Some major collections include:

- § [American Memory](http://memory.loc.gov/): Historical Collections for the National Digital Library
[http://memory.loc.gov/]
- § [New York Public Library Digital Library Collection](http://digital.nypl.org/)
[http://digital.nypl.org/]

Another resource for maps:

<http://memory.loc.gov/ammem/gmdhtml/armhtml/armhome.html>

Activity

1. Go to the following Library of Congress website:
<http://memory.loc.gov/ammem/ndlpedu/start/events.html>
2. Select "Revolutionary War" under the letter "R"
3. Select, [American Revolution and Its Era, 1750-1789](#)
4. Select, [Military Battles and Campaigns](#)
5. Select, American Revolution and its Era, Maps and Charts Collection
6. Select, Mapping the American Revolution and Its Era
7. Browse the maps on this webpage.

Document #9

Standard 1.9 Narrative writing: Writing to tell as story. In written narratives, students organize and relate a series of events, fictional or real, into an understandable story.

Criteria	Score Point 4 Meets Standard	Score Point 3 Nearly Achieved	Score Point 2 Below Standard	Score Point 1 Little Evidence of Meeting Stand.
Purpose	Has a clear situation/conflict that the story is centered around and maintains that focus. Narrator reflects on the importance of these events	The situation/conflict/ focus is sometimes unclear. Narrator may not reflect on the importance of these events	The focus/situation/ conflict/plot wanders. No real sense of why these events would be important	There is no focus. There is no sense of why these events are even important.
Organization	Has an opening lead that is interesting. Moves clearly through a series of events to an end that satisfies the reader’s curiosity. No “huh”? factors.	The lead may be clear but not that interesting. Has a clear, interesting beginning, middle, and end. Maybe one or two small “huh”? factors	The lead may be missing or interesting, but the events are just laid out in a predictable, boring way OR Several “huh”? factors	May have so many “huh”? factors that it is hard for the reader to follow
Voice/Tone	Uses interesting language. Varies, correctly, the sentence structures. Uses vivid verbs.	Uses predictable language and sentence structures. May occasionally vary the sentence structures. Occasionally used some vivid verbs.	Inappropriate vocabulary words or sentence structures may be used. Predictable sentence structures. Ordinary verb choice. Some voice is heard.	Little attention paid to word choice. Short simple sentences used. No real voice of the author is heard.
Details	Characters are described in both physical and personality (either directly or indirectly) terms. The setting is rich in both time and place. Uses effective dialogue to further the plot or focus. Used examples of sensory, imagery to help reader “see” the story. Showed and didn’t tell.	Characters are described directly only, in terms of personality, physical traits, and motivation. The author didn’t show, but told. The setting is mentioned but not elaborated. Dialogue is there but is not key to the story. Occasional examples of sensory imagery used but not consistently.	Characters are introduced and identified but not described. Setting is unclear. Little dialogue or confusing dialogue. No sensory imagery.	The details provided about either the setting, characters and their motivations are missing. Sensory imagers missing. The details provided are flat, instead of rich and vivid.

