

## **Nation Building**

Our nation was settled on the East Coast near sources of water and safety. Settlement spread westward up to the Appalachian Mountains. Our fore fathers sought independence from England to be able to govern our country with fair and equal representation so that all citizens had a voice. The democratic rights of the people, reasons for independence and initial system for governance were made explicit in the Declaration of Independence.

Seeking independence cut off our nation from its “mother country” economically and socially, divided people (Loyalists and Patriots), resulted in war and death.

### **Grades 5-6**

#### **Lesson Length**

- 6-7 weeks
- Three 45-60 minute periods per week

#### **Central Questions**

1. What did the settlement of our nation look like at in the 1770's?
2. Why did our nation seek independence?
3. What were the key ideas on which our fore fathers based the Declaration of Independence?

#### **Challenge Questions**

1. What were the risks in seeking independence?
2. What were the sacrifices made by the signers of the Declaration of Independence?
3. What impact did our independence have on other nations?

#### **Key Ideas**

- Our nation was settled on the East Coast near sources of water and safety. Settlement spread westward up to the Appalachian Mountains.
- Our fore fathers sought independence from England to be able to govern our country with fair and equal representation so that all citizens had a voice. The democratic rights of the people, reasons for independence and initial system for governance were made explicit in the Declaration of Independence.
- Seeking independence cut off our nation from its “mother country” economically and socially, divided people (Loyalists & Colonists), and resulted in war and death.

## **Intended Learning Outcomes**

Students will be able to:

- Ask relevant and focusing questions that will lead to independent research
- Identify tools, tasks, and procedures
- Conduct research using a plan for an inquiry, locating relevant materials, and citing sources
- Organize and display information using appropriate methods (e.g., tables, graphs, timelines, models, etc.)
- Explain how research has led to a clearer understanding of an issue or idea
- Communicate their findings through oral, written, or visual presentations
- Identify different types of primary and secondary sources, and understand the benefits and limitations both bring to the study of history
- Construct time lines of significant historical developments in the nation and record events according to the order in which they occurred
- Use relative location to identify settlement patterns and the movement of people

## **National History Standards**

### **Era 3**

#### **Revolution and the New Nation (1754-1820s)**

**Standard 1**: The causes of the American Revolution, the ideas and interests involved in forging the revolutionary movement, and the reasons for the American victory

**Standard 2**: The impact of the American Revolution on politics, economy, and society

### **Vermont Standards**

**6.4 Historical Connections**- Students identify major historical eras and analyze periods of transition in various times in their local community, in Vermont, in the United States, and in various locations worldwide to understand the past, the present, and the relationship between the two. This is evident when students:

- Sequence historical eras; identify the characteristics of transitions between eras, being sure to make connections to the present; and research, examine and analyze historical data from each era:  
Revolutionary/New State Era (1775-1791)
- Identify how various groups and individuals participated in the Revolution
- Investigate the political, social and economic causes of the American Revolution
- Analyze the ideas and institutions in the Declaration of Independence, the Constitution, and the Bill of Rights

**6.8 Movements and Settlements**- Students analyze the factors and implications associated with the historical and contemporary movements and settlements of

people and groups in various times in their local community, in Vermont, in the United States, and in various locations worldwide. This is evident when students:

- Analyze and evaluate the causes and effects, processes and patterns of human movements, both chosen and forced in the community, Vermont, and the world (e.g., impact of transportation, technology)

## **Resources**

### **Primary Sources for teachers and students:**

Fink, Sam (illustrator). (2002) The Declaration of Independence: The Words that Made America. New York: Scholastic, Inc.

In this delightfully illustrated book the actual words of the Declaration of Independence are presented in phrases in large print. This allows a teacher to systematically go through the wording and discuss the meaning. The illustrations and anecdotes by Fink add to the overall presentation. This is a great resource to use with students.

Miller, M. (1999) Words that Built a Nation: A Young Person's Collection of Historic American Documents. New York: Scholastic, Inc.

This book contains both primary and secondary sources for historic American documents. The text of various documents is presented along with some analysis and background information by the author. This is a good resource for the teacher.

Documents from the Continental Congress and the Constitutional Convention, 1774-1789

<http://memory.loc.gov/ammem/collections/continental/>

This web site contains both primary and secondary resources for teachers. The primary resources are documents written during the Continental Congress and the Constitutional Convention. The secondary resources are timelines and articles containing the events leading up to the Continental Congress and the Constitutional Convention. It might be interesting for students to see the actual documents.

Morison, Samuel Eliot. (Editor) (1929) Sources and Documents Illustrating the American Revolution and the formation of the Federal Constitution. New York. Oxford University Press.

This book contains documents reflecting the desire for independence amongst the colonists and the establishment of a federal government. It contains examples of debates, letters and pamphlets. Some of the documents could be used with students but they can be difficult to read.

Letters written by early settlers as found in:

Adler, J.W. (editor) In the Path of War: Children of the American Revolution Tell Their Stories; (1998) Cobblestone Publishing Company

This is a series of letters written by adults who were children during the Revolutionary War. These letters document the difficulties endured by families trying to farm during this chaotic time. The letters are authentic voices of people remembering what it was like to live during this war and how it can be considered a civil war. This is great for use with students.

### **Secondary Sources for both students and teachers:**

#### Museums

- Maritime Museum ([www.lcmm.org](http://www.lcmm.org))
- Fort Ticonderoga (Sept. re-enactment) ([www.fort-ticonderoga.org](http://www.fort-ticonderoga.org))

#### Videos

- “Colonial Life for Children: Settling the New World” by Schlessinger Media)
- “Dear America: A Journey to the New World, The Story of Remember Patience Whipple” from Scholastic
- “The Diversity of Colonial Communities 1700-1750” from Rainbow Educational Media
- “Time Traveler: Stories from Lake Champlain’s Past Brought to Life” from Vermont Public Television
- “Lake Champlain: A Vermont Resource” from WPTZ TV
- “Shh! We’re Writing the Constitution” by Jean Fritz (animation) from Scholastic

#### Other

National Geographic: Colonial America, Geokit

“On the Eve of Independence” folded map from Rand McNally

Field Trip: Early Settlements of Our Country from Modern Curriculum

Press

“Declaration of Independence” from Kids Discover

Cobblestone magazine:

- “Starting a Nation” September 1984 Volume 5, Number 9
- “Independence 1776” October 2005 Volume 26, Number 7

#### Books

##### Non-fiction

Hill, R. N. (1976). Lake Champlain Key to Liberty. Vermont: The Countryman Press.

This book is a history of Lake Champlain from the Native Americans to the heyday of shipping on the lake. There is good information on the onset of the Revolutionary War and the events which took place on or near its shores. There is also good information on the early settlements around the lake. This is a good resource for teachers with good illustrations and maps.

McCullough, David. (2005) 1776. New York: Simon and Schuster

This book is an intriguing account of the events leading up to and happening early on in the War for Independence. Of particular interest are the depictions of George Washington and King George. McCullough takes a fresh look at the conflicts both internal and external experienced by these two men. This book was very easy to read, flowed nicely and was a good source of information on the events of the time.

Randall, W.S. (2003) Alexander Hamilton. New York: HarperCollins

This is a fascinating biography of Alexander Hamilton from his youth in the Caribbean to his duel with Aaron Burr in 1804. Hamilton is depicted as a mostly self-taught, disciplined, highly intelligent young man. His role in developing a financial system, being a spy for George Washington, coauthoring the Federalist Papers and organizing the American troops was central to the American forces. This was a very engaging book.

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

This is a very interesting account of the role of women in the revolutionary war. The book not only depicts the women who accompanied the troops in myriad roles, but also the suffering and sacrifices of the women who remained behind. Many women struggled to maintain the family and their livelihood while doing everything possible to help the war effort. The idea that this period of time may have grown the roots of the women's liberation movement is intriguing.

Hakim, Joy. (1993) Making the Thirteen Colonies. New York: Oxford University Press

This book gives background information on the social, economic and religious reasons why colonists came to the United States. The author also gives information on the creation of each of the thirteen colonies. The book includes interesting illustrations, diagrams and anecdotes. It helps to build students' vocabulary by definitions in the margins. This is a good resource for teachers and good be used by students for research.

Freedman, Russell. (2000) Give Me Liberty!, The Story of the Declaration of Independence. New York: Scholastic

This is a student-friendly history of the events leading up to and the creation of the Declaration of Independence. One of the greatest strengths of this book are the wonderful illustrations and images; including portraits and reproductions of famous paintings. This is a great resource for a class

wanting to do a reenactment of the signing of the Declaration of Independence.

Cheney, Cora. (1986) Vermont, The State with the Storybook Past. Vermont. New England Press

This book details the history of Vermont for young readers. Reading level is grade 4. In short chapters the book covers the history of Vermont from the time of the Native Americans to the early 20<sup>th</sup> Century. The book is easy to read and provides basic information.

### Historical Fiction

Kelley, S. W. (1963) Little Settlers of Vermont. New Hampshire: Equity Publishing Corporation

This is a true story of the journey of a pioneer family through New England from Massachusetts to Vermont following the Connecticut river. The black and white illustrations are not very engaging but the story includes many exciting anecdotes. Professor Leon Dean of the UVM Department of English says in the foreword, “ This book presents a remarkably accurate picture of New England pioneer life – particularly Vermont pioneer life...”

Jackson, Edgar N. (1961) Green Mountain Hero. Vermont: The New England Press

This is an account based upon the true story of Ann Story and her family who moved from Salisbury, CT to Salisbury, VT. It details the trip by the oldest son and father up to the then New Hampshire Grants to build a cabin. The father dies in an accident and the son returns to CT. Ann Story, mother, decides to follow the plan and move the family to VT. Once settled, the Revolutionary War affects the family. Ann helps the Green Mountain Boys with information and by storing ammunition. This is a good basic story for students about colonial life at that time. Reading level grade 5.

Washington, Ida H. (2003) Brave Enough. Vermont: Cherry Tree Books

This is the story of Rob Sanford who walked barefoot along the shores of Otter Creek toward the nearest fort in Pittsford, twenty-five miles away because his family’s home had been burned by the British. The family survived by hiding in a potato cellar and Rob was successful in getting help. The story was passed down in the Weybridge, VT community orally until the author wrote it down. There is a monument in Weybridge documenting Carleton’s raid and the Sanford family. This is a great story at a grade three reading level.

## **Activities**

The activities will include:

- An introduction to each unit by assessing student prior knowledge (“The Three Knows”: What do you already know, what do you think you know, what would you like to know?) This will lead into establishing the key questions for the units
- Pre-test and post-test
- Reading from fiction and non-fiction books (language arts)
- Doing research
- Writing a report, persuasive essay, or narrative
- Making a time line
- Working with maps
- Doing colonial activities in music, art and physical education
- Having a colonial meal
- Visiting historical sites
- Using “Visual Thinking Strategies” (VTS) to talk about and write about art images from the time period
- The culminating activity will be a student presentation at our school “Presentation Night” in November

### **Integrated literature units:**

Included with this unit plan are three integrated literature units for Brave Enough and Green Mountain Hero. These literature units include comprehension questions (and answers), vocabulary, and activities including scripts for plays.

**Vocabulary:** taxation, monarchy, democracy, representation, revolution, export, import, colonist, siege, congress, rebels, Tories, Loyalists, Constitution, tyranny, treason, bateaux, galley, traitor, aristocracy, Patriots, Sons of Liberty, declaration, resources, embargo, orator

## **Assessment**

- Pre-test, post-test (multiple choice, short written response)
- VTS written open-ended assessment using a piece of art
- Research report assessed by checklist (attached)
- Presentation assessed by presentation rubric (attached)

## **Culmination**

This thematic unit of study will culminate with student presentations. Three possible ideas for presentations are a play depicting the writing of the Declaration of Independence, play or video such as the story of Ann Story, or a scale model of the monument to Carleton’s Raid found in Weybridge, VT. There are many other possible ideas.

## **Trade books for Nation Building**

(RL)

**The Courage of Sarah Noble: Dalglish (3)**

**The Arrow Over the Door: Bruchac (3-4)**

**Brave Enough: Washington (3-4)**

**Toliver's Secret: Brady (4)**

**Standing In the Light: Osborne (4)**

**Colonial Life: Burt (4)**

**Green Mountain Hero: Jackson (4)**

**The Sign of the Beaver: Speare (5)**

**Brothers in Arms: L. P. Huntington (5)**

**Language Arts Integrated with Social Studies**

**Unit for Traitor: The Case of Benedict Arnold RL 5-6**

**#1**

Read Chap. 1 & 2

Vocabulary: traitor, apothecary pg. 12, militia pg. 14, Tory pg. 24

Questions:

What was Benedict Arnold's background?

*Benedict Arnold came from a wealthy home and he was well-educated.*

How and why did Benedict change from being a coward to being brave and reckless?

*Benedict's father lost all the family's money by not living within his means and borrowing too much money. Soon, there was no more money, and the father became a drunk. Benedict became reckless and brave so he wouldn't be teased about being poor and having a drunk for a father.*

What training did Benedict receive as a teenager?

*Benedict was apprenticed to his uncle in the uncle's apothecary shop.*

In what way was Benedict just like his father when it came to business?

*Benedict also spent money lavishly, borrowed without any care and ran into debt.*

Describe Benedict's character.

*Benedict was a reckless, headstrong, foolishly brave and self-centered dandy.*

What was Benedict's first military plan? What was likely to get in his way?

*Benedict planned to take Fort Ticonderoga to gain much needed guns and ammunition for the Americans. Ethan Allen and the Green Mountain Boys had the same plan at the same time.*

**#2**

Read Chap. 3 & 4

Vocabulary: preposterous pg. 33, assault pg. 34, garrison pg. 37

Questions

How did the Green Mountain Boys feel about Benedict when he first addressed them at a tavern in Castleton?

*pg. 32 They thought he was just a dandy (“strutting rooster”) all fancied up with a personal servant. They laughed at him. Therefore, even though he had been authorized to take command, they would not accept him.*

What was amazing about the capture of Fort Ticonderoga?

*pg 30, 33-35 Supposedly, the Fort was captured without a shot being fired because the guard had been drinking and the rest of the soldiers and their commander were asleep. The British were completely “taken by surprise”.*

Why was Benedict always making enemies?

*pg. 36 Benedict was self-centered and cocky. He was always putting down others like John Brown and Colonel Easton who, in turn, became his enemies.*

What was Benedict’s next military commission, and who gave it to him?

*George Washington commissioned Arnold as a colonel in the Continental Army and he was to lead one of a two-pronged attack against Canada. One group would attack up Lake Champlain and the St. Lawrence, while the other group would be led by Arnold through the Maine wilderness. Arnold’s expedition was a disaster. The boats were too big, the route was too difficult, and they quickly ran out of food. Even so, they finally did make it to the city of Quebec. They were unable to take Quebec due to running low on ammunition and terrible winter weather.*

Activity:

Pretend you are a soldier under Arnold’s command marching through the Maine wilderness toward Quebec. Write three journal/diary entries for three days along the way. Include details from your reading.

Activity:

Map work using a map of Lake Champlain.

Locate and label the following:

Otter Creek

the Winooski River

Mount Independence

Fort Ticonderoga

Mt. Defiance

Lake George

Hubbardton Battlefield

Draw a blue line indicating the approximate route taken by the American soldiers followed by the British towards the Hubbardton battle site.

Label all the states shown.

Draw a red line where the floating bridge connected Fort Ticonderoga and Mt. Independence.

**#3**

Read Chap. 5 & 6

Vocabulary: impeached pg. 56, treasonous pg. 57, inoculation pg. 57, plundered pg. 58

Questions

What was the British plan to divide and conquer the northern areas and win the war quickly?

*The British planned to send Burgoyne from Canada down the St. Lawrence to the Richelieu River to Lake Champlain, then down Lake Champlain and down the Hudson River to Albany. In the meantime, Clinton would come up the Hudson River and join Burgoyne at Albany. Thus the New England states and territories would be cut off from any western settlements.*

Why did John Brown so hate Arnold?

*Arnold had insulted John Brown. Also, Arnold had allowed illegal vaccinations for smallpox. John Brown's son got a bad case of smallpox, possibly from one of the vaccinations, and died. John Brown blamed Arnold.*

What was Benedict Arnold's next commission?

*Arnold was commissioned to quickly raise a navy on Lake Champlain to defend the lake from the British and prevent Burgoyne from reaching Albany.*

What did Arnold do in Connecticut that finally impressed Congress enough to make him a major general?

*Arnold made a stand holding off the British with a small troop in Danbury, CT. Once again, he exhibited unquestionable by reckless bravery.*

What did the Americans do at West Point to try and stop the British? Where is West Point?

*The Americans stretched a large iron chain across the Hudson River. The links were about three feet across. They also set pointed logs in the water. The logs and the chain were to prevent the British from passing the sharp bend in the Hudson River. The American army military school, West Point, is located today on the bank near the sharp bend.*

Activity:

Show the students a picture (overhead) of the Battle of Valcour Island. Use the Visual Thinking Strategies format to have students write about the picture. Basically, have the students describe what is going on in the picture using details from their reading (and from field trips).

#4

Read Chap. 7 & 8

Vocabulary: redoubt pg. 88, ration pg. 89, railed pg. 95

What happened at Mt. Defiance?

*Mt. Defiance is located to the west and slightly south of Fort Ticonderoga. It is on the top of a hill above the fort. The Americans thought it was impossible to get any kind of gun on the top of Mt. Defiance which might be a threat to the fort. However, they were wrong. The British managed to drag cannon up the west side of Mt. Defiance. From the*

*top of the hill the British were able to fire upon the fort. This helped to convince the Americans that they needed to abandon the fort.*

## **Language Arts Integrated with Social Studies**

### **Unit for Captive of Pittsford Ridge RL 3-4**

This unit includes two plays for scenes from this book.

#1

Read pg. 1-21

Vocabulary: chaos pg. 3, evacuate pg. 3, amputate pg. 8, regiment pg. 9

Questions

What do you think Andrea saw on the field trip?

Who is the main character of this story?

What happened to Grandfather and how did Josiah help?

Where was Josiah's father?

Summarize Chapter 3.

If you were Josiah, what would you be thinking in Chapter 4?

#2

Read pgs. 22-35

Vocabulary: skirmish pg. 22, pondered pg. 27, unendurable pg. 24, sporadic pg. 28

Activity

Make a timeline of the events of this story.

Questions

What is causing the shooting that Josiah hears in Chapter 6 and why?

What was Josiah's mission? How did he feel when he met Billy?

Take notes of the important events in Chapter 7 and prepare to use the notes to summarize the chapter for your reading group.

What do you think is going to happen to Josiah in this story?

#3

Read pg. 36-55

Questions

Do you think Josiah did the right thing by helping the German Boy?

What did Josiah do to keep the flies away?

What is happening on pages 44 & 45 with the battle?

What is Josiah's dilemma and why?

Activity

Give the students a graphic organizer for comparing and contrasting. Brainstorm as a class characteristics of Josiah and Hans. Have the students fill in the graphic organizer and then write a compare and contrast essay on the two boys.

#4

Read pgs. 56-75

Vocabulary: propelled pg. 58, remnant pg. 60, bedraggled pg. 60, vouch pg. 63

Questions

Why were Josiah and Hans captured?

Do you think Josiah will be able to escape? How would you escape if you were Josiah?

How does Josiah find out information about his father?

Why does Josiah have to leave the British camp?

What is Josiah's argument for fighting the Revolutionary War?

#5

Read pages 76-end

Vocabulary: midges pg. 76, heartened pg. 84, adversity pg. 85

Questions

What was Han's plan and how did Josiah escape?

Draw a picture of what you think Han's medal looked like.

What was the second way Hans helped Josiah escape?

What was Josiah's real battle in life?

Activities

Finish the timeline of events for this book. Illustrate the events. Have your timeline ready to go on the bulletin board.

Pretend you are either Josiah or Hans. Write three days worth of journal entries about important events in the book.

Create a new book cover for this book. (new title, illustration for cover, back jacket with summary of the book and evaluative statements about the book which would make someone want to read the book)

Using a shoebox make a diorama of one of the important events from the book. Write a summary to go along with your diorama.

Put on the skit (script below)

A skit about Captive of Pittsford Ridge

NARRATOR

The setting of this book is during the Revolutionary War in Pittsford Vermont. This scene takes place at the main character's (Josiah) family farm. Grandfather Freeman is crippled from a farm accident and is in bed in the cabin. Raiders, consisting of British and Indians, were coming door to door ahead of the main army to get supplies. A group

of about 20 men approach the cabin. Josiah and his mother go out of the cabin to see what they want. Mother's fists are clenched with anger as she stands up proudly to the soldiers.

HEAD RAIDER

Good day, mistress (*tipping his hat*). How do you do?

*Mother stands arms crossed looking angry. Josiah steps closer to his mother.*  
Uh, we are buying food for the soldiers, ma'am.

MOTHER

(*sarcastically*) And what soldiers might that be?

HEAD RAIDER

Why, His Majesty's Loyal Troops, of course!

MOTHER

(*angrily*) We have nothing to sell.

HEAD RAIDER

Surely you have something you can share. We'll pay for it. (*holds out a money pouch*)  
You must have some cattle or sheep for meat, cows for milk, chickens to kill. (*looks around*)

MOTHER

(*obviously lying*) Why, no. We sold our cow last spring for seed. The crops died in a drought. We're rather starving ourselves!

HEAD RAIDER

(*angrily*) And I suppose a fox got the chickens?

MOTHER

Yes, just this morning.

(*head raider moves threateningly closer to Mother and Josiah*)

HEAD RAIDER

Well, that's too bad. You know what happens to those who interfere with His Majesty's troops? They get their property confiscated and then burned. This is your last chance. (*Mother stands stubbornly, arms crossed.*)

HEAD RAIDER

Burn it!!

MOTHER

(*screams*) No, my father-in-law is in there!

HEAD RAIDER

Then make him come out! What is he, some kind of coward that he lets a woman speak for him?

(*An Indian and a soldier barge into the cabin*)

MOTHER

*(cries)* No! He's crippled! Leave him alone! He's suffered enough!

*(Indian and soldier come out of cabin carrying Grandfather between them. Grandfather is twisting and kicking (with his good leg) and yelling.)*

GRANDFATHER

I'm no coward, you unspeakable varmint! I am a captain of His Majesty's 3<sup>rd</sup>. Rangers, and I have more bravery in my little toe than all of you put together! Let me go and I'll show you bravery! Do you hear me? Let me go! *(struggling)*

MOHAWK INDIAN

Old man, not right in his head. Do not hurt him. My people say, his spirit will follow us.

SOLDIER

Okay, let's take the woman then. *(Lets go of Grandfather who crumples on the ground continuing to say things like, "I'll show you. Come on, who wants to fight. Think I'm a coward do you.") (Soldier grabs Mother.)*

MOHAWK

No, do not hurt woman. General does not want us to harm women.

*(Soldier lets go of Mother pushing her toward Grandfather and grabs Josiah)*

SOLDIER

Okay. What about the boy, then?

MOHAWK

No. No good for slave. Young boys eat too much and work too little.

*(Head Raider darts into cabin, grabs Mother's coat and gives it to the Mohawk.)*

MOHAWK

Is good. *(Stares at Grandfather, shakes his head and leaves.)*

*(Head Raider scratches his head and looks at Grandfather. He thinks it might be an act.)*

HEAD RAIDER

His Majesty's 3<sup>rd</sup> Rangers, did you say? Does that mean you're a loyalist? Will you swear an oath of Loyalty to the King?

GRANDFATHER

*(Looks up and yells.)* Aye, 3<sup>rd</sup> Rangers. Where are those rotten Frenchmen? Let me at 'em! Corporal *(pointing at Josiah who looks confused)* send word to the Captain that we're surrounded. We'll fight 'em to the last man!

MOTHER

*(pityingly)* He's been like this since the accident. Please go and let us be.

HEAD RAIDER

All right, not much here for us anyway. And for the sake of an old soldier. But I know that you're not loyalists! *(Yells)* You're good for nothing rebels and next time you'll be burned to the ground if you don't help in the name of the King!

MOTHER

*(Sinks to the ground next to Grandfather and takes his hand.)*

Thanks be to God. You saved us. That was quite a performance. Now come, Josiah. Let's get your grandfather back inside.

JOSIAH

You mean you was just acting?

GRANDFATHER

Yes, boy. People keep their distance from crazy people. Couldn't have them coming in the cabin and finding our food and gun!

*(Mother and Josiah help Grandfather back inside. End of scene.)*

## SCENE #2

NARRATOR

This scene takes place just west of Josiah's farm over Pittsford Ridge. Josiah's father is an American soldier fighting for freedom from the British (and their hired German Hessian troops) just over the ridge in Hubbardton. Josiah walks from his farm to see if he can find out what's happening on the battlefield. He promises his mother and grandfather he will be careful not to get too close. Knowing the wooded ridge, he keeps hidden but hears the fighting uncomfortably close. As he retreats to return to the farm he hears a rustle in the woods.

JOSIAH

*(Enters sneaking along, then pauses and listens and whispers to himself.)*

Soldiers! There must be soldiers near me. Patriots or lobsterbacks?

*(Josiah freezes. A figure stumbles into sight. Small with a bloodstained and tattered uniform. Josiah is amazed to discover it's a boy with a drum.)*

HANS

No shoot...no gun, no shoot! *(falls to the ground on his knees)* Help me! *(falls)*

JOSIAH

*(moves hesitantly closer to the boy, pokes him)* Hey, get up!

HANS

Help!

JOSIAH

Are you English?

HANS

Englisch? No Englisch, Braunschweig. I Braunschweig. *(pushes himself to standing)*

JOSIAH

Well, who ever you are, you need help.

HANS

Ja, help.

JOSIAH  
Brunschvig is German?

HANS  
Ja, German. Where (*imitates shooting*)? No can find...

JOSIAH  
Well, I guess you are my prisoner. You'll never make it on your own. I'll have to take you to the farm.

HANS  
Help?

JOSIAH  
Yes. I'll take you to Mother. She'll know what to do.

HANS  
Mutter?

NARRATOR  
Josiah helps Hans to walk by supporting his weight. The going is slow. They rest often. Each time, Hans sinks to the ground. The mosquitoes become unbearable. At the banks of a small stream, Josiah digs into the mud and plasters it on their faces and hands. Finally, they come in view of the farm.

JOSIAH  
Mother! Mother, come help!

MOTHER  
(*comes running from the cabin*) Josiah, oh my goodness, thank God you're back. But who is this? It's a soldier but it's just a boy and he's hurt. Let's get him inside.

JOSIAH  
I found him wandering in the woods quite a ways from the battlefield. He must have gotten lost. He can hardly walk. I didn't know what to do with him.

MOTHER  
(*to Hans*) Come, you'll be fine. We'll just get you inside.  
(*together, Josiah and Mother carry Hans into the cabin and lay him down on blankets near the hearth*)

GRANDFATHER  
What's this? What's going on? Who is that? Why it's just a boy! But that uniform. Why he's the enemy! What are you doing bringing the enemy into our home?

JOSIAH  
He's just a boy, Grandfather. He's lost and hurt.

GRANDFATHER

Yes, but he's still an enemy soldier.

MOTHER

Hush, Mr. Freeman. Can't you see he's hurt? Josiah, fetch fresh water and my old petticoat. Get the box of dried herbs.

*(Josiah goes out to the well and comes back with a bucket and a torn up petticoat. He grabs the box of dried herb bottles from the shelf. Meanwhile, Grandfather looks on suspiciously.)*

MOTHER

You know, I wouldn't turn King George himself away if he was wounded and needed help. What has come over you, Mr. Freeman? Besides, he isn't wearing any British uniform I've ever seen.

*(Mother cleans and bandages the wound on Hans's thigh.)*

JOSIAH

He said he was German, Brunschvig or something. He only has a little English.

GRANDFATHER

Worse yet! The Germans are mercenaries; paid to kill!! Murderers is what they are!

MOTHER

This boy is no murderer. Josiah, did he have a drum?

JOSIAH

Yes, I think I saw a drum.

MOTHER

See, Mr. Freeman, he's just a drummer.

JOSIAH

Will he be all right?

MOTHER

*(quietly)* He needs rest. If the wound doesn't fester and he gets some sleep and then some food, he'll be all right.

GRANDFATHER

What do you intend to do with this, this, boy?

JOSIAH

I guess I really complicated things bringing him here. But what else could I do? I couldn't leave him out there to die!

GRANDFATHER

Humph.

*(Hans tries to sit up.)*

MOTHER

No, just lie down. Sleep. You're safe. Sicher.

HANS

Danke. *(followed by a lot of German)*

MOTHER

No, I don't understand. Name? What is your name?

HANS

Ah, Hans, Hans Klein.

*(points to Mother and says, "Name?")*

MOTHER

Frau Freeman

HANS

Freedom? Ah, freiheit, freedom.

JOSIAH

I didn't know you could speak German, Mother.

MOTHER

I only learned a few words from a neighbor.

*(Meanwhile, Hans has fallen asleep.)*

GRANDFATHER

We may not be freemen for long if the enemy is found in our cabin.

MOTHER

Oh, he's just a boy. I know you would want someone to look after Josiah in the same situation. What must his mother be thinking right now?

GRANDFATHER

Hmph.

NARRATOR

What happens? Does Hans survive? Is he discovered by patriots? Does he make it back to the rest of the German soldiers? You'll have to read the book to find out.

## Language Arts Integrated with Social Studies

### Unit for The Fighting Ground RL 4-5

#1

Read pages 3-40

Vocabulary: mercenary pg. 4, Tory pg. 4, Hessian pg. 4

Comprehension questions (*and answers*)

Did Jonathan's mother and father suspect he might go off to fight?

*It seemed like Jonathan's mother and father suspected he wanted to join the army and fight because his father warned him not to go beyond the farm. His mother warned him not to stay but to come right home.*

Where was the bell and why was it ringing?

*The bell was ringing at the tavern to call all able men "to arms" to fight the British.*

Describe Jonathan's gun. Where did he get it?

*Jonathan borrowed the innkeeper's gun. It was six feet long (taller than he was) and weighed 12 pounds.*

Was it easy to fire the gun and quickly fire again? Explain.

*With a front-loading musket (especially one so much taller than the shooter) it's very hard and time consuming to reload. Men could get pretty fast with practice, but when Jonathan was so nervous and the gun so big, it took him a long time. (Tidbit: a man (boy) had to have at least two front teeth (one on top and one on the bottom) to join the army. This was because they opened the black powder paper packages with their teeth.)*

How did they stand to meet the enemy?

*They stood in two lines with the shorter ones (like Jonathan) in front.*

How did Jonathan and the men seem to feel?

*They were all extremely scared, especially when they saw that the enemy was Hessians.*

#2

Read pages 41-79

Vocabulary: hysteria pg. 48, grenadier pg. 57, scrutinized pg. 59

Mapping activity:

On a map of Lake Champlain (such as the one found on the inside cover of Lake Champlain: Key to Liberty by Ralph Nading Hill) photocopy and white out names of historic places.

Have the students do the following:

Label: Otter Creek, the Winooski River, Mount Independence, Fort Ticonderoga, Mt. Defiance, and Lake George

In red show the floating bridge between Mt. Independence and Fort Ticonderoga

Label Vermont and New York

Questions

What was the purpose of the drums and the bagpipes?

*The beat of the drum keeps the soldiers in step and different drum rolls can signify different maneuvers. The bagpipes made such an eerie sound that they scared the enemy soldiers.*

Did the soldiers fire like the corporal wanted. Explain what happened. Why do you think this happened?

*The soldiers did not fire as they were supposed to. Someone fired early and then there was chaos. The first shot was probably out of fear.*

What do you think about Jonathan jumping up and shouting, "Don't shoot!"?

*Opinion with supporting detail.*

What happened to Jonathan?

*He was captured and didn't try to escape because he felt he was a coward and was too ashamed to go home. The Hessians and Jonathan got lost in the fog and ended up at a poor farm.*

#3

Read pgs. 80-121

Vocabulary: docilely pg. 85, tremulous pg. 86, callousness pg. 92

Questions:

Who was in the shed and why didn't he speak?

*In the shed was a young boy. He was probably too scared to speak (other answers possible).*

How was Jonathan treated?

*After a while the Hessians were quite nice to him.*

Why do you think Jonathan couldn't shoot any of the Hessians?

*They had been nice to him and he appreciated it.*

What did the other Americans say had happened in the battle?

*The others said that they had stopped the Hessians and the Hessians had retreated.*

Activity:

Have the students pretend they are Jonathan and write two Journal (Dear Diary) entries for events that have happened to him so far.

#4

Read pgs. 121-end

Vocabulary: garrison pg. 122, johnnycake pg. 129, unbearable pg. 139

Questions

What was the "monstrous idea that had formed in his mind" (pg. 121)? What did Jonathan suspect?

*Jonathan suspected that the corporal had something to do with the death of the boy's parents. And, in fact, the corporal had killed the boy's parents because they were Tories.*

Why hadn't the boy spoken to Jonathan?

*The boy didn't understand English or German because he was French.*

Activity

Do a character analysis of Jonathan.

As a class, brainstorm words that might fit Jonathan. (compassionate, loyal, brave, etc.)

Leave the list available to students and have them write a character analysis essay with supporting detail from the book.

Activity

Have the students design a new book cover for this book (new title, illustration, summary on back and evaluation statements to make a person want to read the book)

## **Language Arts Integrated with Social Studies**

### **Unit for Brave Enough RL 3-4**

#### **#1**

Read Prologue-Chap. 2

Vocabulary: refuge pg. V, quaint pg. V, lamentable pg. VI, rustle pg. 1, hummock pg. 1, hearty pg. 6, parceling pg. 9

Questions (*and answers*):

What did Rob like to do when he wasn't doing chores?

*Chap. 1: Rob liked to daydream and pretend to be a brave hunter.*

What happened when Rob was collecting wood for the woodstove?

*Pg. 4 A stranger suddenly appeared and asked Rob where Thomas Sanford lived.*

Describe Father's favorite place.

*Pg. 6-9 Father's favorite place was in a clearing where two streams (Otter Creek and the Lemon Fair) come together. It was between the falls (Middlebury) and the big mountain (Snake Mtn.) near the Indian camp.*

What do you think Mother and Father were talking about that night?

*Pg. 10-11 The stranger had asked if Father would like to buy the land in his favorite place. Mother and Father were talking about moving to the New Hampshire Grants (Vermont). Mother was worried about Rob's cough. Father said the fresh mountain air would be good for him.*

#### **#2**

Read Chap. 3-5

Vocabulary: coaxed pg. 15, cobblestone pg. 15, severity pg. 30

Questions:

What was the last item to go on the wagon?

*Pg. 13 Mother said that if the yellow rosebush didn't go, she wouldn't go. The yellow rosebush had stood by the door of each of their houses.*

Why does Rob wonder if he'll ever be able to do the right thing when there is danger?

(Pg. 16-17, 20-21) Why might this be important to the story?

*Rob seems to freeze in a dangerous situation. He froze when the stranger startled him and he froze on the road when a galloping horse and rider came straight at him. Father*

*had to pull him out of the way. This is important because the reader will wonder if Rob will be “brave enough” later in the story.*

What does Aunt Mary tell Rob about his worries of not being brave enough?

*(Pg. 23) Aunt Mary points out to Rob that he only freezes when he alone is in danger. When he is thinking about others he takes action. He didn't freeze when he was afraid that the horses would bolt and Mother, Mary and the baby might be hurt.*

How did they travel from Pittsford?

*(Pg. 28) They took the wagon bed off the wheels, sealed it with pine pitch and made it into a raft that they would pull behind a dugout canoe that they had made. They had to leave some of their furniture behind for the next trip.*

Activity: On a map, trace the route showing the Black River and the mountain pass from Connecticut to Pittsford, VT.

### #3

Read Chap. 6 & 7

Vocabulary: quivered pg. 39, lashed pg. 44, provisions pg. 48, furrows pg. 53

Questions:

Which kinds of animals were around the area in those days?

*Chap. 6 Otter Creek got its name from the river otter present around the river. Rob met Sam who told him about bear and bobcat. He said the bear mostly stayed away but bobcat might pounce on you out of a tree. (Chap. 7 talks about beaver.)*

Who was fighting over the New Hampshire Grants?

*Pg. 37 Governor Wentworth had granted lands to new settlers who were mostly from the South (CT, MA) traveling up the Connecticut River into the NH Grants. But the people from New York State to the west (Yorkers) thought the land was theirs. They had new settlers coming up the Hudson River to settle. They tried to run off the settlers from the East. The green Mountain Boys fought against the Yorkers.*

Where do you think the falls were where they left the river and put the wheels back on the wagon?

*Probably, Middlebury.*

Here are the steps for building the shelter and getting it ready for their absence on their trip back to get the rest of the family. Put them in order.

Put a shingle roof on

Dig a food storage pit in the floor to store the remaining food

Plow and plant corn, squash, beans and potatoes

Build a table for Mother

Put the wagon bed against the door to keep out critters

Build a log lean to

Cut the trees

Activity: Visit the monument to Carleton's Raid located near the Lemon Fair River in Weybridge, VT. Build a scale model of the monument out of cardboard.

## **Language Arts Integrated with Social Studies**

### **Unit for Green Mountain hero RL 4-5**

#### **This unit includes a play at the end**

#### **#1**

Read Chap. 1&2

Vocabulary: Tory pg. 17, 29, Whig, enlistment pg. 31, militia pg. 31

Questions (*and answers*)

Where did the Story family first live? What caused them to move?

*The Story family lived in Salisbury, Connecticut. They had been thinking of moving but when their barn burned, they made their minds up.*

How did the move begin? What did they take and what was their route?

*Solomon and Amos went first to build a shelter and then return to CT for the rest of the family. They took blankets, seeds, cornmeal, tools and a gun and traveled by horse. They followed a road along rivers through the valleys. It is present-day route seven. Eventually, they would travel by boat on Otter Creek.*

#### **Activity**

Using a photocopy of a road map, have students trace the present route seven from close to Salisbury CT to Salisbury VT. and then Otter Creek (unusual that it flows northward) to Lake Champlain. Also, have students look at a topographical map of the route so that they can see that the easiest route is along rivers through valleys.

#### **#2**

Read Chap. 3-5

Vocabulary: frontier pg. 43, chartered pg. 56, cultivation pg. 61, tributary pg. 58

Questions:

What kind of things was it important for the new land to have?

*It was important for the land to have a trail or creek near by, a spring or clear creek for water, level land for fields, good trees for building and firewood, and to be near a town and school if possible.*

What happened during the night between Bennington and Rutland and were they prepared? (Explain)

*Amos had been worried about wolves so he cut extra firewood to keep a fire going all night, and brought the horses in close to the fire. Amos told Solomon to be on the watch for three things: wolves, three different types of cats (bobcat, lynx, and mountain lion) and Indians. They were prepared for the wolves when they appeared.*

Was Amos a good trader? Explain

*Amos did a good job trading for the horse. He waited and acted uninterested until he got what he wanted. The only problem was that they didn't get any paddles!*

**#3**

Read Chap. 6-8

Vocabulary: incentive pg. 64, rafters pg. 73, hibernate pg. 87, hospitable pg. 88

Questions:

Why did they build the woodshed first?

*They built the woodshed first because it was easy and quick to build and then they could use it for shelter while they built the cabin.*

Describe in detail the building of the woodshed. Use all of the following details by putting them in the correct order for the construction:

squares of earth with moss

2 extra logs

hole in roof

hole by floor

clay

planks

corner stones

notched logs

What did they use for windows?

*They used uncured, stretched thin deerskin.*

Why did they need to kill a bear at that particular time of the year?

*pg. 87 They needed fat for soap, grease, and an emergency substitute for butter. In the fall before a bear goes into hibernation, bears have a lot of fat on their body because they will live off of the stored fat during hibernation.*

What enemy did Amos find out might be around? Why was he an enemy?

*Chap. 1 pg. 17 & pg. 96 Zeke Jenny was a neighbor in Salisbury, CT who was a Tory. He had threatened Amos at Town Meeting because Amos was in favor of fighting the British because of the unfair taxes.*

Activities:

Draw a scale floor plan of the Story cabin.

**#4**

Read Chap. 9-11

Vocabulary: leached pg. 100, arduous pg. 103, ordeal pg. 108

Questions:

Explain the title of Chap. 10

*In this chapter Amos is killed by a falling tree. Amos was cutting down a large maple. Just as the tree began to fall, as Amos was jumping away, a large branch fell and hit Amos pushing him into the path of the falling tree.*

Activities:

Pretend you are Amos. Write three journal/diary entries for important events between when Amos is killed and when he reaches Salisbury, CT.

Pretend you are an early settler. Write a procedure for making soap.

**#5**

Read Chap. 12-14

Vocabulary: blockhouse pg. 133 brackets pg. 135, symbolic pg. 135, sickle pg. 135, inventory pg. 136

Questions:

Why did the family find deserted cabins as they traveled north of Rutland?

*Indians and Tories were raiding homesteads throughout the area so settlers in the outlying areas had abandoned their homes to head to the more populated towns where there were forts for safety.*

What did Ann mean in the last sentence on page 138?

*Ann meant that the cabin had been built in a wonderful place but that wonderful place had come at a “price” which was the death of her husband.*

From where does the title of this book come?

*Ann Story was a “Green Mountain Hero” because she offered to stay at the cabin and provide information, food and shelter to passing Green Mountain Boys despite the danger from raiders.*

Why did the family have to use their escape plan? How did the event turn out?

*Solomon had seen Indians and Zeke Jenny raiding a nearby cabin. He was able to warn the family and they put their escape plan into action. That night the raiders burned their cabin but not the woodshed. The Smauleys helped them rebuild their cabin.*

Activity:

Pretend you need to write a detailed explanation of the Story family escape plan. Write the directions for a visitor to the cabin. Include a list of what should be stored in the cave and what should be carried to the cave. Make a map showing how to get to the cave. On your map include drawings of landmarks along the way.

**#6**

Read Chap. 15-Epilogue

Vocabulary: singeing pg. 172, skirmish pg. 173, disgruntled pg. 173, rendezvous pg. 175

Questions:

How was Ann Story able to fulfill her promise to help the Green Mountain Boys?

*Ann helped the rangers by hiding ammunition in their secret cave.*

How did the rangers help the Story family?

*The rangers warned the Story family that after the Declaration of Independence, there were bands of Tories heading toward Canada to regroup and come back to fight the Americans.*

How did Zeke Jenny find the family? How did it turn out?

*The Story family had rescued a woman and her baby. While they were hiding in the cave, the baby cried and Zeke Jenny heard it. But when Zeke Jenny confronted Ann Story and asked for information about the rangers' hiding place, Ann stood up to him and only gave him meaningless answers. She called him a coward and he went away. Later, Ann gave the rangers information about the whereabouts of Jenny and his gang. The rangers were able to capture them.*

What happened to Solomon?

*Solomon went back to Salisbury, CT and joined the Americans after they defeated the British at Bennington. While there are some records of Solomon in Salisbury, CT, no one knows what happened to him.*

**The Ann Story play** for 5 students:

We video taped this play in several locations including the Ann Story cabin in Salisbury which is no longer standing. Hopefully, it will be rebuilt.

Narrator

Ann

Amos

Indian warrior

Mr. Graves

Green Mtn. boy

Ethan Allen

Solomon

Susanna

Mr. Smauley

Narrator:

Our story begins at the home of Amos and Ann Story and their five children in Connecticut. Amos is determined to find some new land on which to build a cabin, plant crops and raise their family. Amos is interested in the new land called the New

Hampshire Grants. Rumor has it that New York has already settled people there and no one really knows to which state the land belongs. Amos and Ann talk over this issue.

## **Scene 1**

*Mother (Ann) and Father (Amos) sitting at the table (filmed next to a woodstove with a lantern and old fashioned table and chairs)*

Narrator:

Ann Story and her husband Amos are discussing the future of their family after the five children have gone to bed.

Amos:

I know that New York and New Hampshire are fighting over the land where I want us to settle, but we need to have our own homestead and I am determined to make our pitch in the wilderness land north of Massachusetts.

The King has just said that this area belongs to New Hampshire and they are calling it the New Hampshire Grants. But New York has already settled people in the area. It is really a mess.

Ann:

I agree that we should risk this move and find our own land. I think you and Solomon should travel there and get things ready for the rest of us to follow. At 13, Solomon will be a big help.

Amos:

All right. We'll start buying supplies and packing tomorrow. Let's see, a new ax, seed corn, wheat, (scene fades)

## **Scene 2:**

Narrator:

Amos and Solomon journey by horse across Connecticut into Massachusetts heading West. They follow the valley between the Taconic Mountains and the Green Mountains all the way through Massachusetts north to what is now Rutland. *(This could be filmed at a farm with horses.)*

There they exchanged their horse for a canoe. They traveled up Otter Creek until they found the spot they liked in what is now West Salisbury. Here they decided to build their cabin. *(footage of walls of a log cabin or house)*

They worked hard to cut down trees and build a small cabin even in the cold of winter. *(sound of cold wind)* It was hard work for just the two of them. Once the cabin was built,

they needed to continue to clear the land for their crops. Then one day a terrible thing happened--

(sound of falling tree)

*(footage of fallen tree with Amos pinned under it, could be filmed somewhere in a forest)*

Solomon: (running to the tree)

Father, Father what happened? Father, speak to me. I must cut the tree away from him. (He begins to chop away at the tree.) (Fade out)

(Fade into burial--headstone set up in woods)

Mr. Smauley: (holding Bible) (Solomon standing next to him, holding his hat, looking sad)

and so, as it says in the Good Book, "ashes to ashes and dust to dust. May the soul of Amos Story lie in peace."

Both:

"Amen."

Mr. Smauley:

What will you do now Solomon?

Solomon:

I will return to Connecticut and see what my mother wants to do.

Mr. Smauley:

It's a long way.

Solomon:

I'll use the canoe to Rutland and walk the rest of the way on foot. I'll manage.

Narrator:

And so, Solomon, now age 14 sets out alone for Connecticut retracing his and his father's journey.

Six months later, we find Ann Story, Solomon and the rest of the family traveling by foot back to Rutland. *(footage of Ann carrying a long rifle and the children with sacks walking slowly along a dirt road)*

Ann:

This is what Amos would have wanted us to do. You children are all strong and you will become stronger yet. We will venture together to this new wilderness and make our pitch there.

### Scene 3:

*(At the cabin. Ann and Solomon are turning over the soil and the children are dropping in seeds. Filmed next to a cabin.)*

Ann:

Why Solomon, you and your father did a wonderful job with this cabin and the surrounding land. If only the people of New York and New Hampshire and Canada could stop fighting over this land, I would feel quite safe here.

*(fade out)*

*(fade in to front of cabin, a neighbor is talking with Ann while the children listen)*

Ann:

Why neighbor Graves, how nice of you to visit. Won't you come inside?

Graves:

No, Mrs. Story, I have just come to warn you that Indians are on the warpath. They have been hired by the British to burn homesteads in this area. I'm taking my family south to Rutland and you should do the same. No time for chat, I must be on my way.

Narrator:

Ann decides to protect her family by making an escape plan. While exploring the river by canoe, they find a hole in the bank. Ann directs the children to help her dig the hole big enough to fit their canoe inside. They make a shelf above high water to hold their food and other shelves on which they can sleep.

The plan was made just in time. *(We actually filmed a miniature bark canoe in a small stream close up.)*

Susanna:

Mother, mother look at that smoke!

Ann:

Oh my! That isn't a fireplace! That must be the Graves' cabin. Hurry, children, into the canoe. We must hide in the hole in the river bank.

Narrator:

While the family is safely hidden in their cave, Indians had traveled down Lake Champlain and up Otter Creek with orders from the British to burn the homes of any colonists. (*film Indian running and throwing a torch on the cabin. Cut to burning model cabin. We made a small log cabin and then filmed it from the ground as it was burning.*) Their cabin and furniture inside were burned, but the family survived.

Ann: (*looking at the burned remains of their home*)

Well children, there is nothing to do but rebuild. I will not let the British or their Indian friends chase me away from our pitch. Solomon, today you and I with help from the others will begin to build a pole cabin. The logs will be smaller and easier to handle and the cabin will be just as warm once we have chinked the logs.

Solomon:

Now more than ever, I am glad that we have made friends with the Green Mtn. Boys, Mother. We can rebuild and continue to help them.

(*fade out*)

#### **Scene 4**

(*It is night time there is a knock at the door. Ann opens the door with rifle in hand. Solomon stands behind her.*)

Green Mtn. boy:

Good neighbor and friend Mrs. Story, can you help me out? I'm carrying an important message for Colonel Warner and I think that some Indian scouts may be on my trail. Can you hide me for the night?

Ann:

Certainly. Solomon, take this lantern and take the gentleman across the creek to the cave. Susanna and I will go and sweep away any traces of the gentleman's footsteps.

#### **Scene 5**

(*outside the cabin*)

Ethan Allen:

Mrs. Story, on behalf of the Continental Congress and the Green Mountain Boys, I would like to present you with this medal in honor of all the help you have given the colonial army during this long war. You have hidden supplies, munitions and men, you and your brave children have passed secret messages on to our troops, and you have remained loyal and steadfast in the face of grave danger and great hardship.

Ann:

I am honored to receive this award and will continue to help my children to settle this new wilderness as loyal Americans.

Narrator:

Ann Story went on to marry twice more (her husbands died). Her children did settle in the area and remained loyal Americans. Today, the history of this brave colonial woman and her family is remembered by the Ann Story cabin and monument near Otter Creek in West Salisbury and a monument on the opposite shore of Otter Creek in Cornwall marking the location of the famous cave.

### **The Declaration of Independence A Play**

source for actual quotations: Fink, Sam (illustrator). (2002) The Declaration of Independence: The Words that Made America . New York: Scholastic, Inc.

Narrator One

Narrator Three-

Abigail Adams (MA)-

Thomas Jefferson (VA)-

Roger Sherman (CT)-

Stephen Hopkins (RI)-

Richard Henry Lee (VA)-

Arthur Middleton (SC)-

John Dickinson (PA)-

Narrator Two-

Narrator Four-

John Hancock (MA)-

John Adams (MA)

Benjamin Franklin (PA)-

Robert R. Livingston (NY)-

Caesar Rodney (DE)-

Joseph Hewes (NC)-

Narrator One: There were many reasons that led 56 men to risk treason against King George III of England by the signing of the Declaration of Independence. The first reason was the French and Indian War between England and France. The war ended with a British victory in 1763. France was driven out of North America, but England was left with a gigantic war debt.

Narrator Two: King George III decided that the colonists should pay off some of the debt and also pay to support the thousands of British troops who had been sent to patrol America's wilderness frontier. The American colonists fought side by side with the British in the French and Indian War and they had their own war debts to pay. The colonists also had every man between the ages of 16 and 60 serving in the militia and they felt that they could defend themselves without King George's soldiers. More importantly, the American colonists insisted they should not be taxed at all by the British Parliament since they were not represented. It was their right as British subjects, they argued, to vote on their own taxes, in their own assemblies, as they had been doing all along.

Narrator One: The second reason that the American colonists were angry was that Parliament passed laws that the colonists felt were unfair. A law called the Quartering Act ordered the colonists to provide room, food and other supplies for the British troops stationed among them. The Stamp Act of 1765 forced colonists to buy British tax stamps to paste on all printed material issued in America: newspapers, playing cards, calendars- even marriage licenses!

Narrator Two: In 1767, King George had Parliament pass the Townshend Acts, which taxed British imports such as paper, glass, paints and tea. When the colonists in Boston protested this law by throwing 342 chests of British tea into Boston Harbor, King George closed Boston Harbor to all shipping, including fishing, until the ruined tea was paid for. The battles at Lexington, Concord and Bunker Hill in Massachusetts were more reasons that brought the war between King George and the colonists.

Narrator One: The leaders of the colonies, such as John Adams, Benjamin Franklin and Thomas Jefferson, gathered in Philadelphia in 1776 to debate and decide whether to declare independence from King George. This meeting was called the Continental Congress and lasted many months. Abigail Adams wrote this letter to her husband John Adams in March of 1776 to remind him that women should have rights in the new nation, including the right to vote.

Abigail Adams: "I long to hear that you have declared an independency- and by the way, in the new Code of Laws which I suppose it will be necessary for you to make, I desire you would 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. Remember all men would be tyrants if they could. If particular care and attention is not paid to the

Ladies we are determined to cause a rebellion, and will not hold ourselves bound by any laws in which we have no voice, or representation.”

Narrator Two: Did Abigail’s husband listen? NO! Several months after Abigail wrote her letter, John wrote to a lawyer named James Sullivan, and declared that it was impossible for everyone to have the right to vote. John Adams also said that women were unfit for political life, but fit for caring for home and children. It would take 134 more years before American women gained the right to vote in 1920! Shocking!

Narrator Three: By May 1776, Congress was referring to the colonies as “states” and was urging those states to form governments independent of England. One after another, the states were drafting resolutions in favor of independence. Finally, on June 7, Richard Henry Lee of Virginia rose in Congress to offer this momentous resolution:

Richard Henry Lee: “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 connection between them and the State of Great Britain is, and ought to be, totally dissolved.”

Narrator Four: After two days of debate, the delegates agreed to delay a vote on Lee’s resolution for three weeks, until July 1, so that they could write home for instructions from their state governments. Delegate Joseph Hewes of North Carolina told a friend:

Joseph Hewes: “Some among us urge strongly for Independence and eternal separation while others wish to wait a little longer and to have opinion of their constituents.”

Narrator Three: Congress then appointed a committee to draw up a statement explaining why the colonies would be justified in declaring themselves independent- just in case such a declaration would be needed. The committee members were: (**characters say these names!**) Roger Sherman of Connecticut, John Adams of Massachusetts, Benjamin Franklin of Pennsylvania, Robert R. Livingston of New York, and Thomas Jefferson of Virginia.

John Adams: Thomas, I think you should write the first draft of the document that will convince the states we should be independent.

Thomas Jefferson: You should do it.

John Adams: I will not.

Thomas Jefferson: Why? What are your reasons?

John Adams: Reason first, you are a Virginian and a Virginian ought to appear at the head of this business. Reason second, I am obnoxious, suspected and unpopular. You are very much otherwise. Reason third, you can write ten times better than I can.

Thomas Jefferson: You have convinced me, kind sir. I will write the draft.

Narrator Four: Before the delegates could consider Jefferson's draft, they had to vote on Richard Henry Lee's resolution that the United Colonies ought to be free and independent states. John Hancock of Massachusetts was president of the Continental Congress and he let the delegates speak before the vote.

John Hancock: What is Pennsylvania's position Mister Dickinson?

John Dickinson: "Independence is risky and premature. To abandon the protection of Great Britain would be like destroying our house in winter and exposing a growing family before we have got another shelter. We must find a way to get along with King George!"

Roger Sherman: "Nonsense! That tyrant has forced those lobsterbacks into our homes, he has taxed us without representation, and he has treated us like children! Independence is what Connecticut wants and we will ask God Almighty for it!"

John Hancock: Order! Order! We will take the vote!

Narrator One: When the vote was taken, only nine colonies voted for independence. Pennsylvania and South Carolina were opposed. New York's delegates did not vote because they were waiting for instruction from home. Delaware's two delegates were divided until Delaware delegate Caesar Rodney arrived after riding eighty miles through heavy rain.

John Hancock: What say you, Mister Rodney?

Caesar Rodney: I vote for independence. Delaware is tired of King George destroying the lives of our people.

Benjamin Franklin: Pennsylvania will join the cause if South Carolina will. How does South Carolina vote now Mister Middleton?

Arthur Middleton: We are convinced. South Carolina votes for independence.

John Hancock: Where does New York now stand?

Robert Livingston: New York has just received word to vote for independence! It is now unanimous. Mister Hancock, let us now approve of the fine draft written by Mister Jefferson.

Narrator Four: As the delegates listened to Jefferson's declaration, some got angry at the passage that attacked the slave trade and blamed King George III for imposing slavery in America.

Arthur Middleton: My plantation needs slaves, as does yours, Mister Jefferson. I WILL NOT ABOLISH SLAVERY! South Carolina and Georgia refuse to sign this document.

Thomas Jefferson: Slavery is a cruel war against human nature itself, violating its most sacred rights of life and liberty! It is an evil that should be abolished.

Arthur Middleton: Unless the language is changed, we will not support this document! And neither will Georgia!

Benjamin Franklin: Gentlemen! Gentlemen, for the sake of unity, perhaps we can agree to compromise, to gradually abolish slavery. I am against slavery, but I am against that tyrant King George even more. Can we not address this matter in the future, when we are a united country?

John Hancock: Are you willing to bend your will, Mister Jefferson, for the sake of a United Colonies that ought to be free and independent States?

Thomas Jefferson: I will put my trust in the honorable men from South Carolina and Georgia that we will address this matter post haste after our struggles against that tyrant. I agree to compromise.

John Adams: Well then, let us vote on your masterpiece even though our learned assembly has obliterated some of the best of it.

Narrator Three: The anti-slavery passage was eliminated. The explosive question of slavery was put aside and would not be resolved until America's Civil War nearly a century later.

Narrator Two: On July 4, 1776, the final version of the Declaration of Independence was voted on and approved unanimously.

John Hancock: "Gentlemen, as president of this Continental Congress, please permit me the honor of signing this document first. I will sign my name so bold and large so the King does not have to put on spectacles! (He signs.) I have just committed treason against the King. If captured by the British, I will pay with my life. Who in this room will join me as a traitor to the Crown of England even if it means sacrificing your life for Liberty? Will you Mister Hopkins?"

Stephen Hopkins: "My hand trembles, but my heart does not." (He signs.)

John Adams: "I sign because the tyrant has quartered large bodies of troops among us!" (He signs.)

Roger Sherman: "He has cut off our trade with the rest of the world." (He signs.)

Robert Livingston: "He has imposed taxes on us without our Consent." (He signs.)

Benjamin Franklin: "He has deprived us in many cases, of the benefits of Trial by Jury." (He signs.)

Caesar Rodney: "He has taken away our Charters, abolishing our most valuable laws, and altering fundamentally the forms of our governments." (He signs.)

Joseph Hewes: "He has plundered our seas, ravaged our Coasts, burnt our towns, and destroyed the lives of our people." (He signs.)

Richard Henry Lee: "I sign for free and independent States!" (He signs.)

Narrator One: Fifty-six men signed the document. The outcome of the Revolutionary War would decide whether the signers would be remembered as founders of a nation or be hanged by the British for treason.

John Hancock: Would you do us the honor, Mister Jefferson, of reading this Declaration of Independence so that all the world will hear our cause?

Thomas Jefferson: “We hold these truths to be self-evident, that all men...

Abigail Adams: Where are the women?

Thomas Jefferson: ... 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.”

John Adams: “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.”

Benjamin Franklin: “That they are Absolved from all Allegiance to the British Crown, and that all political connection between them and the State of Great Britain, is and ought to be totally dissolved; and that as Free and Independent States they have full power to levy War, conclude peace, contract Alliances, establish Commerce, and do all other Acts and Things which Independent States may of right do.”

John Hancock: “And for the support of this Declaration, with a firm reliance on the protection of Divine Providence, we mutually pledge to each other our Lives, our Fortunes and our sacred Honor.”

Narrator Four: Copies of the Declaration were printed and carried by express riders and coastal schooners to towns and villages, where the text was read aloud amid great demonstrations of joy. A new nation was born!