


The American Revolution

ESSENTIAL QUESTION

Why does conflict develop?

Think about how conflicts expand to include other groups of people.

TALK ABOUT IT

 Discuss with a partner what type of information you would need in order to understand the American Revolution from the viewpoint of groups that were outside the source of the conflict. For example, you might wonder: Who else lived in the regions where the American Revolution took place?

DIRECTIONS: Now write down three additional questions that will help you explain how the American Revolution expanded to include people who were neither Patriot nor Loyalist soldiers, and why these outside groups were involved.

MY RESEARCH QUESTIONS

Supporting Question 1:

Supporting Question 2:

Supporting Question 3:



The War for Independence

DIRECTIONS: Search for evidence in Chapter 4, Lesson 1 to help you answer the following questions.

1 IDENTIFYING MAIN IDEAS In the graphic organizer below, describe the advantages and disadvantages of each side.

ESSENTIAL QUESTION

Why does conflict develop?

As you gather evidence to answer the Essential Question, think about

- how the British and the Patriots responded to the outbreak of war.
- how the fighting impacted women and African Americans.
- why each side had certain advantages over the other.

My Notes

	British	Patriots
Advantages		
Disadvantages		

2 CIVIC AND POLITICAL INSTITUTIONS Explain why the Continental Congress faced obstacles organizing and paying for the war effort.

3 DESCRIBING Why was the Patriot cause near collapse at the beginning of the war?

4 ANALYZING Why were African Americans initially banned from serving in the Continental Army, but later allowed?

5 GEOGRAPHY How did geographic considerations play a role in the British strategy at the beginning of the war?

ESSENTIAL QUESTION

Why does conflict develop?

The Sentiments of an American Woman

DIRECTIONS: Read the following excerpt, and then answer the accompanying questions.

EXPLORE THE CONTEXT: In 1780, Esther De Berdt Reed, the wife of Pennsylvania’s governor, launched a fundraising campaign with other influential Philadelphia women. They raised \$300,000 to support the Continental Army. The broadside below, published anonymously but probably written by Reed, was issued during this campaign.



PRIMARY SOURCE: BROADSIDE

“On the commencement of actual war, the Women of America manifested a firm resolution to contribute as much as could depend on them to the deliverance of their country. Animated by the purest patriotism, they are sensible of sorrow at this day in not offering more than barren wishes for the success of so glorious a Revolution. They aspire to render themselves more really useful, and this sentiment is universal from the north to the south of the Thirteen United States. Our ambition is kindled by the fame of those heroines of antiquity, who have rendered their sex illustrious and have proved to the universe that if the weakness of our Constitution, if opinion and manners did not forbid us to march to glory by the same paths as the Men, we should at least equal and sometimes surpass them in our love for the public good.

The time is arrived to display the same sentiments which animated us at the beginning of the Revolution when we renounced the use of teas, however agreeable to our taste, rather than receive them from our persecutors, when we made it appear to them that we placed former necessities in the rank of superfluties, when our liberty was interested, when our republican and laborious hands spun the flax, prepared the linen intended for the use of our soldiers, when exiles and fugitives we

VOCABULARY

broadside: essay or pamphlet printed on a single page

commencement: beginning

manifested: acted on

sensible: aware

sex: gender

superfluties:

unnecessary items

valor: bravery

mercenary: paid to fight

supported with courage all the evils which are the concomitants of war. Let us not lose a moment; let us be engaged to offer the homage of our gratitude at the altar of military valor, and you, our brave deliverers, while mercenary slaves combat to cause you to share with them the irons with which they are loaded, receive with a free hand our offering, the purest which can be presented to your virtue. ”

—anonymous broadside, probably written by Esther De Berdt Reed, 1780

1 DETERMINING PURPOSE What purpose was served by publishing this broadside?

2 ANALYZING POINT OF VIEW Why would the author prefer to remain anonymous?

3 IDENTIFYING According to the author, what kinds of support had American women given to the war effort?

4 CITING TEXT EVIDENCE What opposition does the author expect? How does she answer this opposition? What evidence can you cite from the excerpt?

ESSENTIAL QUESTION

Why does conflict develop?

VOCABULARY

Esq.: Esquire, a land-owning gentleman

rod: distance of 16 1/2 feet

(8 rods is approximately 50 yards)

arms: weapons

cutlass: sword

emancipated: freed

Narrative of Boyrereau Brinch

DIRECTIONS: Read the following excerpt from the memoirs of Boyrereau Brinch, a formerly enslaved man who served in the Connecticut militia in the American Revolution. Then answer the accompanying questions.

EXPLORE THE CONTEXT: Boyrereau Brinch told an account of his life as an enslaved person to Benjamin Prentiss, who then published the tale as *The Blind African Slave* in 1810. Brinch was forced to fight for the British navy after being captured at age 16, then came to the colonies as an enslaved person in Connecticut. We know that he enlisted in the militia there in 1777 and fought for the Patriots. He was emancipated from slavery after the war in 1783, in honor of his service.

PRIMARY SOURCE: MEMOIR

“When this lady died I descended like real estate in fee simple to her son Benjamin Stiles, Esq. About four years after her death, her two sons, Benjamin and David, were drafted to fight in the revolution. I also entered the banners of freedom. Alas! Poor African Slave, to liberate freemen, my tyrants...

While I stood there anxiously waiting for their return, I suddenly discovered a man riding up to me not more than eight rods distant on full speed with a pistol in his hand and ordered me to lay down my arms. But not being so instructed by my officers you may well suppose that I did not. At first I thought he was a Jerseyman and was attempting to fool me, as they had played some such pranks before upon some of the soldiers belonging to our line—therefore in return I demanded to whom I was to surrender and by what authority he demanded it....

After we were disbanded, I returned to my old master at Woodbury, with whom I lived one year; my services in the American war, having emancipated me from further slavery, and from being bartered or sold. My master consented that I might go where I pleased and seek my fortune... I travelled to the town of Poltney in Vermont.... Here I enjoyed the pleasures of a freeman; my food was sweet, my labor pleasure: and one bright gleam of life seemed to shine upon me.”

—Boyrereau Brinch, formerly enslaved person, as told to Benjamin Prentiss, 1810

TEXT: Brinch, Boyrereau; Prentiss, Benjamin F. 1810. Boyrereau Brinch and Benjamin F. Prentiss, *The Blind African Slave, Or Memoirs of Boyrereau Brinch*. Printed by Harry Whitney, St. Albans, VT.

1 IDENTIFYING CAUSE AND EFFECT Describe the steps that took Brinch from slavery to freedom.

2 ANALYZING POINT OF VIEW Why does Brinch use the phrase “my tyrants”?

3 IDENTIFYING What are the two reasons Brinch does not immediately surrender his weapon when asked?

4 ANALYZING What can you infer about Brinch’s reason for joining the Connecticut militia?

5 CITING TEXT EVIDENCE How does Brinch feel about his emancipation? What evidence can you cite from the excerpt?



The War Continues

DIRECTIONS: Search for evidence in Chapter 4, Lesson 2 to help you answer the following questions.

ESSENTIAL QUESTION

Why does conflict develop?

As you gather evidence to answer the Essential Question, think about

- why other countries became allies of the Americans.
- how individuals from other countries helped the Americans.
- how developments on the home front led to increased conflict.

1 IDENTIFYING EFFECTS Complete the table by identifying the effects of the Battle of Saratoga on each European country.

Effects of the Battle of Saratoga	
On France	
On Spain	

2 GEOGRAPHY What geographic factors made the Continental Army's stay at Valley Forge difficult?

3 DETERMINING CENTRAL IDEAS During the American Revolution, many individuals came from other countries to help the Americans. Complete the table. Be sure to fill in each blank.

Foreign Individuals Who Helped During the American Revolution		
Person	Country	Contribution
Marquis de Lafayette	France	
Thaddeus Kosciuszko		helped build important defenses
	Poland	won promotion to rank of General
	Prussia	trained troops at Valley Forge
Juan de Miralles		

My Notes

3A **GEOGRAPHY** Consider the table you just completed. What do all of the entries in the second column have in common?

3B **EXPLAINING** What is the most likely reason for the answer in 3A?

4 **GEOGRAPHY** What conflict did each group of people have with most leaders and soldiers of the American Revolution? Or with the ideas of “liberty” and “freedom” that inspired them?

Group	Conflict with Liberty and Freedom
American Women	
Enslaved African Americans	
American Loyalists	

5 **HISTORY** List some ways that non-American individuals and other nations participated in the American Revolution.

ESSENTIAL QUESTION

Why does conflict develop?

VOCABULARY

arms: weapons*saber*: sword*ardor*: passion*hazard*: obstacles*artifice*: tricks, schemes*intrepid*: fearless

Hill of Baton Rouge

DIRECTIONS: Read this excerpt from a poem about Don Bernardo Gálvez's capture of Baton Rouge.

EXPLORE THE CONTEXT: Bernardo de Gálvez y Madrid (1746-1786), Viscount of Galveston and Count of Gálvez, was a Spanish military officer who served as governor of Louisiana and Cuba during the colonial period. He led Spanish troops against the British in the American Revolution. The city of Galveston, Texas, is named for him.

Julien de Lallande Poydras (1740-1824) was a French American businessman, teacher, poet, and politician who supported statehood for Louisiana. He wrote this poem in 1779, the same year that Spain declared war on Britain. The poem describes Bernardo de Gálvez as he leads his troops to victory over the British in Baton Rouge.

PRIMARY SOURCE: POEM

“I saw this Hero, who causes your alarms.
 He resembled a God, clothed in his arms,
 His superb plume, as the wind blew,
 And his tossed hair were like ornaments.
 A noble and proud bearing announced his courage,
 The heroic virtue, shining on his face.
 With one hand he held his dazzling saber,
 With the other he held back his leaping horse.
 He marched at the head of his brilliant procession,
 who felt full of noble ardor and proud of the privilege
 To run with him, the hazard of fighting.
 They desired dangers to call them to arms.
 The brave infantrymen followed them in rows,
 All bubbling with the fire of Mars and Athena,
 They walked in good order, with feet sure and bold,
 And contemptuous of perils, they flew to the enemy.
 Following them, one saw, walking without artifice,
 Our proud inhabitants, the Intrepid Militia;

... continued

and their skillful hands, which once plowed furrows,
now raised bastions with the same ardor;
and made ditches, parapets, and trenches,
machines and canon mounts, invented for battle.

For the art of conquering they seem to be born. ”

--Julien de Lallande Poydras, "The Capture of the Hill of Baton Rouge
by Monseigneur de Galvez," 1779

furrows: rows in soil in which seeds
are planted
perils: dangers
parapets: walls
trenches: ditches

- 1 ANALYZING POINTS OF VIEW** What does this excerpt demonstrate about the poet's attitude toward war with the British?

- 2 CITING TEXT EVIDENCE** What phrases does the poet use to describe Gálvez as a leader who should be followed?

- 3 INTERPRETING** What effect does Gálvez have on the soldiers who have joined his militia? What language supports this?

- 4 INFERRING** Why do you think the soldiers were eager to follow Gálvez into battle?

- 5 DRAWING CONCLUSIONS** How might this poem have influenced other Spaniards to join the war against the British?

ESSENTIAL QUESTION

Why does conflict develop?**1 ANALYZING POINTS OF VIEW**

How does Lafayette's love of liberty contrast with the way he felt in college?

2 INFERRING

How does Lafayette's description of college help explain why he supports the colonists in their fight for freedom?

Lafayette on the American Revolution

DIRECTIONS: Read the following letters written by the Marquis de Lafayette.

EXPLORE THE CONTEXT: The Marquis de Lafayette of France came to the United States as a 19-year-old volunteer in June 1777. Lafayette was excited about the ideas expressed in the Declaration of Independence, and eager to join the battle for freedom. He believed the American cause represented the future of humanity.

PRIMARY SOURCE: LETTER

“An irresistible passion that would induce me to believe in innate ideas and the truth of prophecy, has decided my career. I have always loved liberty with the enthusiasm which actuates the religious man... On leaving college, where nothing had displeased more than a state of dependence, I viewed the greatness and the littleness of the court with contempt, the frivolities of society with pity, the minute pedantry of the army with disgust, and oppression of every sort with indignation. The attraction of the American Revolution drew me suddenly to my proper place; I felt myself tranquil only when sailing between the continent whose powers I braved, and the place where, although our arrive and success were problematical, I could, at the age of nineteen, take refuge in the alternative of conquering or perishing in the cause to which I had devoted myself”.

—Marquis de Lafayette, from a letter explaining why he joined the American Revolution

“Be so good, Sir, as to present to Congress my plain and hearty thanks, with a frank assurance of a candid attachment, the only one worth being offered to the representatives of a free people. The moment I heard of America, I loved her; the moment I knew she was fighting for freedom, I burnt with a desire of bleeding for her; and the moment I shall be able to serve her, at any time, or in any part of the world, will be the happiest of my life”.

—Marquis de Lafayette, letter to Henry Laurens, president of the Continental Congress, September 23, 1778

VOCABULARY

induce: cause

innate: natural

actuates: motivates

contempt: disrespect

frivolities: foolishness

pedantry: boring training

indignation: anger at unfair treatment

tranquil: peaceful

refuge: shelter

3 INTERPRETING What does Lafayette mean when he says that the “American Revolution drew me suddenly to my proper place”?

4 ANALYZING Why does Lafayette say that he “take[s] refuge in the alternative of conquering or perishing in the cause to which I had devoted myself”?

5 CITING TEXT EVIDENCE Which phrases in the second letter describe the “irresistible passion” Lafayette feels for the American Revolution?



Battlegrounds Shift

1 EXPLAINING Why did more Native American groups side with the British than with the Patriots?

2 IDENTIFYING CAUSE AND EFFECT What was the attitude of mountain people in the Carolinas? Why did they decide to attack the British?

3 EXPLAINING How did the Spanish declaration of war on Britain aid the Patriots' cause?

ESSENTIAL QUESTION

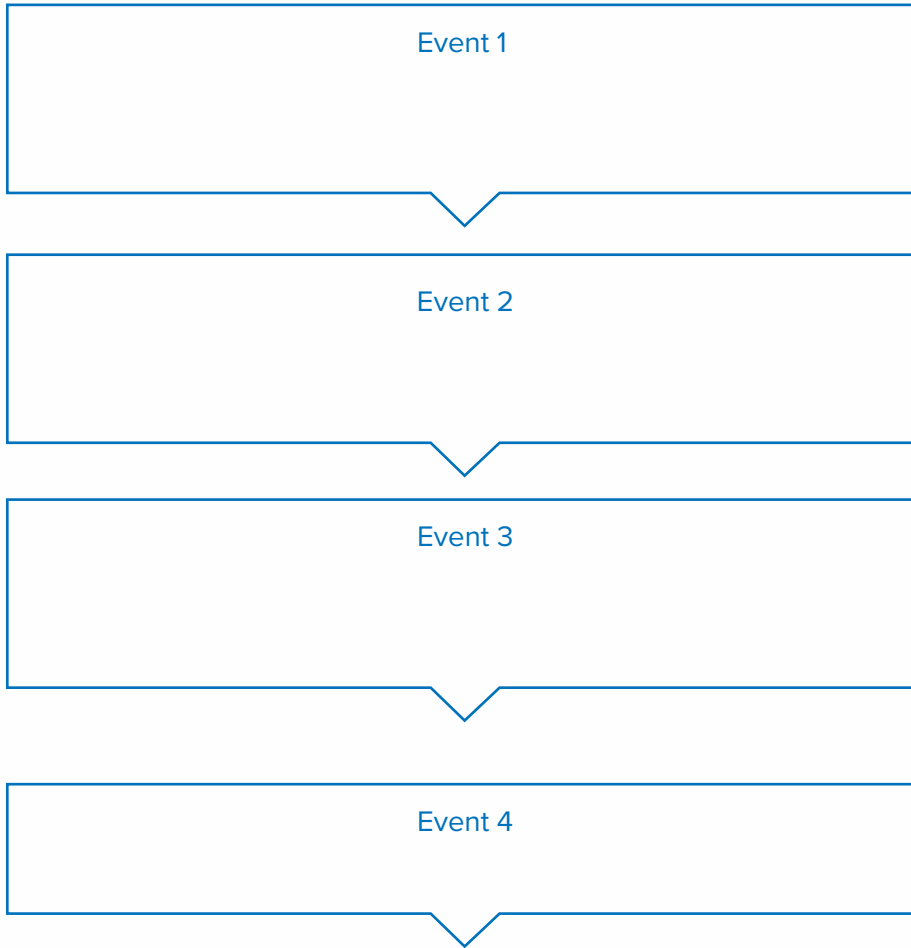
Why does conflict develop?

As you gather evidence to answer the Essential Question, think about

- how Native Americans became involved in the war in the West.
- how the war at sea was fought and which side was better equipped.
- how early losses gave way to successes for the Americans.

My Notes

4 SEQUENCING Why did General Cornwallis give up his campaign to conquer the Carolinas? Use the chart below to describe the sequence of events.



ESSENTIAL QUESTION

Why does conflict develop?

VOCABULARY

council: meeting*ascertain*: determine*neutrality*: impartiality;
not taking one side or
the other*din*: commotion;
disturbance*subduing*: conquering;

defeating

entreaties: appeals;
requests*avarice*: greed*persevere*: continue**1 EXPLAINING CAUSES**

Why do you think the Native Americans agreed to meet with the Americans, and later the British?

A Captive Recalls Meetings with the Americans and British

DIRECTIONS: Read the excerpt from the autobiography of Mary Jemison. Then answer the accompanying questions.

EXPLORE THE CONTEXT: Mary Jemison, a white teenager, was kidnapped by French soldiers and a group of Shawnee during the French and Indian War. She eventually was forced to marry a man from the Delaware people. Mary and her husband settled in the territory of the Seneca in western New York. She referred to the Native Americans among whom she lived as “our Indians.” In this passage, Jemison describes what happened when American Patriots visited “her Indians” on the eve of the American Revolution—and what happened a year later when the British came to call.

PRIMARY SOURCE: DIARY

“[O]ur Indians lived quietly and peaceably at home till a little before the breaking out of the Revolutionary War, when they were sent for ... by the people of the [United] States to go to the German Flats and there hold a general council in order that the people of the states might ascertain ... who they should esteem and treat as enemies and who as friends in the great war which was then upon the point of breaking out between them and the King of England.

Our Indians obeyed the call and the council was held, at which ... a treaty [was] made in which the Six Nations [of the Iroquois Confederacy] solemnly agreed that if a war should eventually break out, they would not take up arms on either side, but that they would observe a strict neutrality. ...The Indians returned to their homes well pleased that they could live on neutral ground, surrounded by the din of war without being engaged in it.

About a year passed ... when a messenger arrived from the British Commissioners requesting all the Indians of our tribe to attend a general council which was soon to be held at Oswego.... [T]he British Commissioners informed the Chiefs that the object of calling a

council of the Six Nations was to engage their assistance in subduing the rebels—the people of the [United] States—who had risen up against the good King, their master, and were about to rob him of a great part of his possessions and wealth, and added that they would amply reward them for all their services.

The Chiefs then arose and informed the Commissioners of the nature and extent of the treaty which they had entered into with the people of the states the year before, and that they should not violate it by taking up the hatchet against them.

The Commissioners continued their entreaties without success till they addressed their avarice by telling our people that the people of the states were few in number and easily subdued; ... and added that the King was rich and powerful, both in money and subjects: That ... his men were as numerous as the sands upon the lake shore —and that the Indians, if they would assist in the war and persevere in their friendship to the King till it was closed, should never want for money or goods.

Upon this the Chiefs concluded a treaty with the British Commissioners in which they agreed to take up arms against the rebels and continue in the service of his Majesty....

As soon as the treaty was finished, the Commissioners made a present to each Indian of a suit of clothes, a brass kettle, a gun and tomahawk, a scalping knife, a quantity of powder and lead, a piece of gold, and promised a bounty on every scalp that should be brought in. Thus richly clad and equipped, they returned home ... full of the fire of war and anxious to encounter their enemies. ”

—Mary Jemison, from her account of her life among Native Americans in the late 1700s

2 IDENTIFYING EFFECTS Who did the Native Americans meet at German Flats? What was the result of that council?

3 IDENTIFYING EFFECTS Who did the Native Americans meet at Oswego? What was the result of that council?

4 ECONOMIC DECISION MAKING What was the reason for the Native Americans' agreement with the British at the Oswego Council?

5 PREDICTING What can you predict might happen after the events described?

6 EXPLAINING ISSUES How does this reading help explain how conflict develops, or spreads?

ESSENTIAL QUESTION

Why does conflict develop?

A Revolutionary Patriot of South Carolina

DIRECTIONS: Read the excerpt below from Major Thomas Young’s *Memoirs on Joining the Carolina Patriot Cause and Kings Mountain and* and answer the questions that follow.

EXPLORE THE CONTEXT: When the British marched northward through South Carolina, they warned the people who lived in the mountains to join the Loyalist cause or else the British would “hang their leaders and lay their country waste.” The fiercely independent people of Kings Mountain did not take kindly to such threats. Instead of joining the British, they formed a militia to expel them from their land. Thomas Young was sixteen when he joined the Little River Regiment in South Carolina. His brother had been killed by a Loyalist known as Bloody Bill Cunningham, and Thomas decided to fight in order to avenge his brother’s death. He proved himself so capable that within a year he was promoted to the rank of major. He wrote a detailed memoir of his experiences at Kings Mountain, Cowpens, and other battles and skirmishes. Young died in 1848 and was buried in South Carolina.



PRIMARY SOURCE: MEMOIR

“When our division came up to the northern base of the mountain, we dismounted, and Col. Roebuck drew us a little to the left and commenced the attack. I well remember how I behaved. Ben Hollingsworth and myself took right up the side of the mountain, and fought from tree to tree, our way to the summit. I recollect I stood behind one tree and fired until the bark was nearly all knocked off, and my eyes pretty well filled with it. One fellow shaved me pretty close, for his bullet took a piece out of my gunstock.

Before I was aware of it, I found myself apparently between my own regiment and the enemy, as I judged, from seeing the paper which the whigs wore in their hats, and the pine knots the tories wore in theirs, these being the badges of distinction.

VOCABULARY

<i>galvanized:</i> motivated	<i>summit:</i> hilltop or mountaintop
<i>avenge:</i> get revenge	<i>whigs:</i> Patriots
<i>memoir:</i> autobiography	<i>tories:</i> Loyalists
<i>skirmishes:</i> fights	<i>ball:</i> musket bullet
<i>commenced:</i> began	

... continued

On the top of the mountain, in the thickest of the fight, I saw Col. Williams fall, and a braver or a better man never died upon the field of battle. I had seen him but once before that day; it was in the beginning of the action, as he charged by me at full speed around the mountain; toward the summit a ball struck his horse under the jaw, when he commenced stamping as if he were in a nest of yellow jackets. Col. W. threw the reins over the animal's neck -- sprang to the ground, and dashed onward.

The moment I heard the cry that Col. Williams was shot, I ran to his assistance, for I loved him as a father, he had ever been so kind to me, and almost always carried a cake in his pocket for me and his little son Joseph. They carried him into a tent, and sprinkled some water in his face. He revived, and his first words were, 'For God's sake, boys, don't give up the hill!'... Our loss at the battle of King's Mountain, was about twenty-five killed and wounded. The enemy lost above three hundred, who were left on the ground -- among them Major Ferguson. We took, moreover, seven or eight hundred prisoners. ”

—Major Thomas Young, from his memoir of his experiences fighting against the British

- 1 GEOGRAPHY** Describe how the Battle of Kings Mountain was fought: where were the Loyalists and the Patriots situated on the mountain and how did Major Young and the other mountain people move?

- 2 INFERRING** Young says, “I recollect I stood behind one tree and fired until the bark was nearly all knocked off, and my eyes pretty well filled with it.” How long is Young implying he was firing? Why does he use these details instead of telling the reader how many minutes he stood behind the tree and fired?

- 3 EXPLAINING** Why was Young sad to see Col. Williams struck down by a bullet?

4 **RELATING EVENTS** What three things did Young do when he saw Col Williams fall?

5 Which side won the battle? Which details tell you this?



THE FINAL YEARS

DIRECTIONS: Search for evidence in Chapter 4, Lesson 4 to help you answer the following questions.

ESSENTIAL QUESTION

Why does conflict develop?

As you gather evidence to answer the Essential Question, think about:

- how the Americans managed to defeat the British.
- what part Washington played in the war and in the peace.
- the effect the Revolution had on other countries.

My Notes

1 EXPLAINING Why did principles outlined in the Declaration of Independence inspire revolutions in other parts of the world?

2 IDENTIFYING CAUSE AND EFFECT What effect did the American Revolution have on France in the years shortly after the war?

3 COMPARING What ideals did the American colonists and French revolutionaries share?

4 IDENTIFYING CAUSE AND EFFECT What ideals from the American Revolution inspired enslaved people in Haiti to take up arms against the French?

5 DESCRIBING Describe the events that led revolutionaries in Haiti to declare “We have asserted our rights. We swear never to yield them to any power on earth.”

ESSENTIAL QUESTION

Why does conflict develop?

"The British Lion Engaging Four Powers"

DIRECTIONS: Study the cartoon. The text from it is reprinted in the chart on the following page. Then answer the accompanying questions.

INTRODUCTION: This cartoon was created in 1782. Great Britain had suffered humiliating defeats by the Americans and their allies. The country was forced into treaty negotiations. This cartoon captures a moment in time when Great Britain, long a dominant power, faced a new reality.

PRIMARY SOURCE: POLITICAL CARTOON**VOCABULARY**

engaging: dealing with

drubbing: beating

Monsieur: mister, in French

currs: dogs

Gibraltar: southern tip of Spain

perfidious:

untrustworthy

- 1 INTEGRATING VISUAL INFORMATION** What is the relationship between the cartoon and the verse at the lower right that accompanies it?

- 2 DETERMINING CENTRAL IDEAS** What is the main idea that the cartoonist is trying to express?

Animal	What the Animal Represents	What the Animal Is Saying	Verse at Bottom
Lion	Great Britain	“You shall all have an old English drubbing to make you quiet.”	Behold the Dutch and Spanish Currs, Perfidious Gallus [France] in his Spurs, And Rattlesnake with head upright The British Lion join to fight; He scorns the Bark, the Hiss, the Crow, That he’s a Lion soon they’ll know.
Fox (bottom right)	Charles Fox (British Foreign Secretary who supported independence of the American colonies)	“I counsel your Majesty to give Monsieur the first gripe.”	
Spaniel (top)	Spain	“I will have Gibraltar, that I may be King of all Spain.”	
Rooster	France	“I will have my Title from you and be call’d King of France.”	
Rattlesnake	United States	“I will have America and be Independent.”	
Pug Dog	Holland	“I will be Jack of all sides as I have always been.”	

3 RELATING EVENTS How does this cartoon show that the American Revolution was more than a conflict between the American colonists and Great Britain?

4 INFERRING Why do you think the Spanish wanted to take possession of Gibraltar?

5 EVALUATING MEDIA Do you think a political cartoon was the best medium to use to communicate ideas about international events? Would another medium have been more effective? Explain.

ESSENTIAL QUESTION
Why does conflict develop?

- 1 INFERRING** How do you think Rochambeau felt after reading Washington's intercepted letter in the newspaper?

VOCABULARY

intercepted: captured

detachment: troops

vessels: ships

expedition: journey

undertaking: task

squadron: group of ships

Arnold: Benedict Arnold, a former Patriot officer who had recently been discovered working with the British; at this writing he is commanding British troops

Portsmouth: fort in Virginia, defended by Patriot troops, as well as French troops commanded by Lafayette

Rochambeau Corresponds with Washington

DIRECTIONS: Read the letters from Comte de Rochambeau to George Washington about the Battle of Yorktown.

INTRODUCTION: In the first letter of April 26, 1781, Rochambeau writes to Washington about something he has just read that upset him. He refers to a private letter of Washington's that was printed in the *New-York Gazette*, a newspaper. Washington's private letter was written to one of his aides but was intercepted and printed. In the intercepted letter, Washington says he doubts the French navy will help the Patriots because Washington is sure that the French navy delayed departing after they received his request for help. He worries that they will not arrive on time to help the Patriot army on the ground. When Rochambeau, commander of the French navy and a friend of Washington's, read the intercepted letter, he wrote the letter below to Washington. In his letter, Rochambeau worries that Washington feels that the French navy took the easier of two assignments and that they are deliberately delaying. In his response, Rochambeau details his attempts to arrive as quickly as possible and begs Washington to believe that the French navy is doing everything it can to support the Patriots.

PRIMARY SOURCE: LETTER 1

“The New-york Gazette has published a Supposed intercepted Letter wrote, as it says by your Excellency... and in which is this Paragraph. “It is very unlikely, I say it to you in confidence that the French fleet and detachment did not undertake this present expedition at the time I proposed it. The destruction of Arnold's corps would have been unavoidable, and over before the British squadron could have put to sea: Instead of this, [the French navy] have sent the small squadron that took the [British ship] Romulus and some other vessels, But as I had foreseen it, [the French navy] could do nothing at Portsmouth, without the help of some Land Troops.

If really this Letter has been wrote by Your Excellency, I shall beg Leave to observe, that the result of this reflexion should seem to be, that We have had here the choice of two expeditions proposed, and that We



... continued

have preferred the Least to a more considerable undertaking which your Excellency desired. If this was the case, I should beg of your Excellency to call to mind that the [three ships] went out of Newport on the 9th February on a demand made by Congress and the State of Virginia to the Chevalier Destouches; that your Excellency's Letter with the plan for the going out of the Whole fleet with a detachment of [1000] Frenchmen abo[ard] which detachment was to act conjointly with that of The Marquis de La Fayette, bears date of the 15 Febr[uar]y, and that I only received it on the 19th; that having given an instant communication of it to the Chevalier Destouches, I had the honor on the 20th to send his answer to your Excellency: That [at the] end of January... I have offered of the Land forces all that could possibly be transported by the navy, and have not ceased to do it since. I shall not mention to your Excellency the reasons that have delayed the departure of the Chevalier Destouches's Squadron, because those he gave to your Excellency don't fall under my cognisance; I only have made mention of these facts to call to your Excellency's mind these epochas which I beg you'd verify in your Correspondence, that your Excellency may be entirely persuaded, that there will never be the least delay, in what concerns the Land and the small French corps which I command, for the possible execution of your Excellency's orders, as soon as I shall receive them. ”

—Rochambeau in a letter to George Washington, April 26, 1781

VOCABULARY

Romulus: British ship

beg leave: beg your pardon

Chevalier Destouches: admiral in the French Navy

detachment: group

cognisance: control

epochas: events

Your Excellency: Washington

- 2 SPECULATING** How might Rochambeau's reaction to the letter have reflected what the French felt when hearing about Washington's letter?

INTRODUCTION: Six months later, the Battle of Yorktown took place in October 1781, and the French navy was instrumental to the Patriots' success there. Rochambeau then wrote another letter to Washington to describe the battle after two nights of fighting.

PRIMARY SOURCE: LETTER 2

“We had resolved to attack as soon as dark, the two redoubts on the left of the Enemy, that were detached from the rest of their works. The Marquis de La Fayette undertook that on our right with the American troops; The Baron de Viomenil, that on our Left with the French troops. 400 Grenadiers opened the attack.... [Lafayette and Viomenil] made such a vigorous and strong disposition of their troops that they took the two redoubts, sword in hand, and killed wounded or took the greatest part of those who defended them. The number of prisoners amounts to 68.... The Batteries of the American troops are going to be erected there, which with those of the French will quite encompass Cornwallis and fire upon his town in a manner that will certainly be very hurtful to him. The troops, both American and French have shewn the most distinguished courage.... We have had 100 Men either killed or wounded.”

VOCABULARY

redoubts: forts

Grenadiers: soldiers who launch grenades

encompass: surround

shewn: shown

1 MAKING CONNECTIONS How would people respond today to this controversy?

2 INFERRING What do Rochambeau's two letters suggest about French support for the Patriots?

3 SPECULATING How do you think the French people reacted to the news of so many French casualties at the battle?

ESSENTIAL QUESTION

*Why does conflict develop?***1 Think About It**

Review the supporting questions you developed in the chapter opener. Review the evidence you gathered in Chapter 4. Were you able to answer each Supporting Question? If there was not enough evidence to answer your Supporting Questions, what additional evidence do you think you need to consider?

2 Organize Your Evidence

Fill in the chart below with the information you learned about different people and groups who were drawn into the Revolution.

Person or Group	Who is the person or group?	Which side did they choose? (British/Patriots)	How did they participate?	What were their reasons for getting involved?
Esther de Berdt Reed & her women's group				
Boyrereau Brinch				
Don Bernardo de Galvez				
Marquis de Lafayette				
the Seneca				
Major Thomas Young				
Spain				
France				
Comte de Rochambeau				

3 Talk About It

Talk with a partner about the evidence you included in your organization chart. Did you both include the same evidence, or were your partner's responses different? Discuss any differences in your charts, then make notes below about anything you'd like to add to yours or change.

4 Write About It

Using a computer, write a brief summary for each person or group listed in the left column, incorporating the evidence organized in your chart. Include a line or phrase from each primary source that you feel is significant in demonstrating the part the individual or group played for use in a visual display board. Each summary should be about a paragraph long.

5 Connect to the Essential Question

Create a stylish, clear and attractive informational project board. Imagine you are informing someone who hasn't read this chapter about the roles played by parties who were not directly involved in the American Revolution but who became involved or inspired by it. Be sure to include a map to show where each event took place and where each person or group lived, traveled, and fought. Be sure to include European nations on your map. Visually connect each of your written summaries to its place on the map. Use each primary source discussed in the four lessons of this chapter.

TAKING ACTION



MAKE CONNECTIONS

Conflict is often caused by an imbalance in access to opportunities between groups of people. In the past, almost all American leaders were wealthy, land-owning men whose ancestors came to America from northern European countries. This imbalance led to many conflicts. The past 60 years of American history have seen enormous change. During this time, new groups have gained access to leadership roles in American government and society. Before, many groups of people were excluded from political and economic power: women, the poor, people of African, Hispanic, and Asian descent, and even other Europeans, such as Italians and those from Eastern Europe. Civil rights leaders, such as Martin Luther King Jr., Gloria Steinem, and many others, worked hard to expand access to opportunity for all Americans.

DIRECTIONS: Do you think access to equal opportunity causes conflict in your school? Does every person at your school feel that he or she has an equal chance to lead and be in power? Break into small groups and brainstorm ideas for increasing access to leadership opportunities for everyone at your school. Ask: how can every student be included and valued? In your small group, brainstorm ways to start a club, an event, or a campaign to improve inclusion and access to equal opportunity in your school. Record your group's ideas in the space below. Then, as a group, choose one idea and ask your teacher for help to make it happen.
