



The Huntington Library, Art Collections, and Botanical Gardens

CAUSES OF THE AMERICAN REVOLUTION

SOLDIERS AND CIVILIANS AT WAR



Grade 5
United States History and Geography

I. California Standards

HISTORY-SOCIAL SCIENCE STANDARDS

Content Standards

- 5.6 Students understand the course and consequences of the American Revolution.
- (2) Describe the contributions of France and other nations and of individuals to the outcome of the Revolution (e.g., Benjamin Franklin's negotiations with the French, the French navy, the Treaty of Paris, The Netherlands, Russia, the Marquis Marie Joseph de Lafayette, Tadeusz Kosciuszko, Baron Friedrich Wilhelm von Steuben).
 - (3) Identify the different roles women played during the Revolution (e.g., Abigail Adams, Martha Washington, Molly Pitcher, Phillis Wheatley, Mercy Otis Warren).
 - (4) Understand the personal impact and economic hardship of the war on families, problems of financing the war, wartime inflation, and laws against hoarding goods and materials and profiteering.

Analysis Skill Standards

Research , Evidence, and Point of View

- (2) Students pose relevant questions about events they encounter in historical documents, eyewitness accounts, oral histories, letters, diaries, artifacts, photographs, maps, artworks, and architecture.

Historical Interpretation

- (1) Students summarize the key events of the years they are studying and explain the historical contexts of those events.

- (3) Students identify and interpret the multiple causes and effects of historical events.

ENGLISH-LANGUAGE ARTS CONTENT STANDARDS

Reading

- 1.2 Use word origins to determine the meaning of unknown words.
- 1.5 Understand and explain the figurative and metaphorical use of words in context.
- 2.3 Discern main ideas and concepts presented in texts, identifying and assessing evidence that supports those ideas.
- 2.4 Draw inferences, conclusions, or generalizations about text and support them with textual evidence and prior knowledge.

Writing

- 1.2 Create multiple-paragraph expository compositions.
- 2.3 Write research reports about important ideas, issues, or events. . . .
- 2.4 Write persuasive letters or compositions.

Speaking

- 2.2 Deliver informative presentations about an important idea, issue, or event. . . .

ENGLISH-LANGUAGE DEVELOPMENT STANDARDS, GRADES 3–5, LEVEL 4

Listening and Speaking

- (1) Listen attentively to more complex stories/information on new topics across content areas, and identify the main points and supporting details.
- (3) Be understood when speaking, using consistent standard English grammatical forms, sounds, intonation, pitch and modulation.
- (7) Use simple figurative language and idiomatic expressions to communicate ideas to a variety of audiences.

Reading Fluency

- (6) Use decoding skills and knowledge of academic and social vocabulary to achieve independent reading.
- (8) Read increasingly complex narrative and expository texts aloud with appropriate pacing, intonation and expression.

Reading Comprehension

- (1) Describe main ideas and supporting details of a text.
- (2) Generate and respond to comprehension questions related to the text.
- (4) Locate and identify the function of text features such as format, diagrams, charts, glossaries and indexes.

- (5) Use resources in the text (such as ideas, illustrations, titles, etc.) to draw conclusions and make inferences.

Reading and Listening

- (1) Identify and describe figurative language (e.g. similes, metaphors and personification).
- (5) Recognize and describe themes stated directly in a text.
- (6) Read and orally identify the speaker or narrator in a selection.

Writing

- (2) Arrange compositions according to simple organizational patterns.
- (4) Use complex vocabulary and sentences appropriate for language arts and other content areas (e.g. math, science, social studies).
- (5) Independently write a persuasive letter with relevant evidence.

II. Teacher Background Information

In September 1774, 12 of the 13 colonies sent delegates to Philadelphia to protest British action in Massachusetts and to establish a united front in dealing with their grievances against the mother country. This Continental Congress demanded the repeal of the Coercive Acts and agreed to meet the following year if the laws were not repealed. Rather than repeal the acts, Parliament passed laws forbidding the colonies to trade with any nation except Britain. There were some attempts by the colonists to work out a compromise but the plan was defeated by a close vote in the Congress.

Colonists in New England began training bands of soldiers to fight at a moment's notice. Called "Minute Men," these soldiers trained on weekends and gathered ammunition to

be ready to fight if necessary. The British were aware that leaders of the Sons of Liberty were in Lexington and that ammunition was stored in nearby Concord. A group of Patriots in Boston learned of the secret British order to march to Concord and, using a lamp in the tower of the Old North Church, signaled that the soldiers were on their way. Paul Revere and William Dawes rode to warn that British soldiers were heading towards Concord. Others joined the ride.

Paul Revere reached Lexington at midnight and warned Sam Adams and John Hancock to leave immediately. On the way to Concord Paul Revere was captured by the British and returned to Lexington where he was later



released. William Dawes escaped and Dr. Samuel Prescott, who had joined Revere and Dawes, rode to Concord to warn the Minute Men of the approaching British.

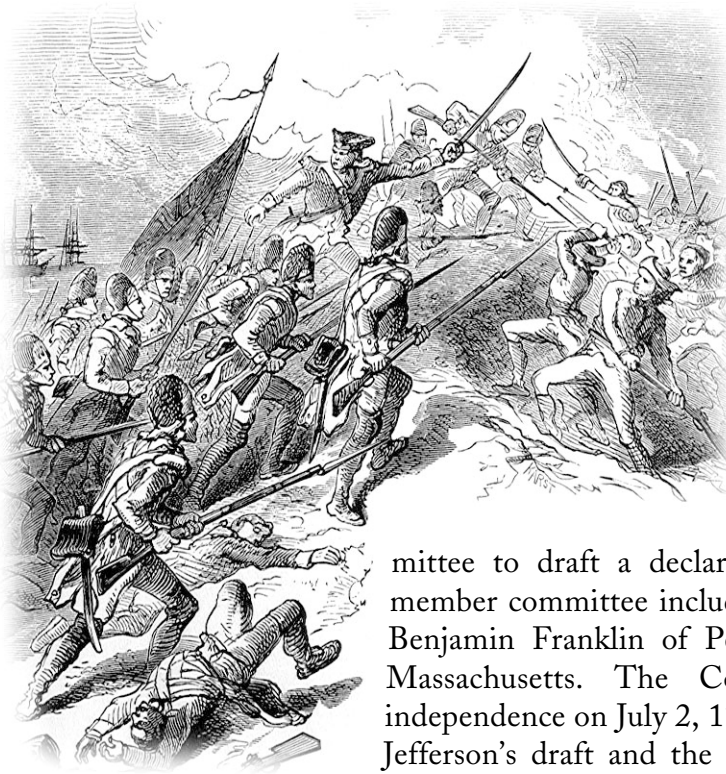
When the British arrived at Lexington they found about 70 Minute Men waiting for them. The British ordered that they put down their weapons and leave. The Minute Men refused to put down their weapons but began to disperse when a shot was fired beginning the Revolutionary War. Eight Minute Men were killed and others wounded; one British soldier was wounded.



The British then marched to nearby Concord where more Minute Men had gathered. After a brief battle at Concord Bridge, the British retreated towards Boston. During the retreat they were attacked by Minute Men all along the way. Seventy-three British soldiers were killed and over 200 were wounded or missing.

The Second Continental Congress met in Philadelphia in May 1775 and John Hancock was elected president. The Congress called upon colonies to unite to help Massachusetts. George Washington was appointed Commander-in-Chief of the Continental Army and sent to New England. Before Washington arrived the British attacked American forces surrounding Boston. The Americans planned to fortify Bunker Hill but decided to occupy Breed's Hill which was nearer to Boston.

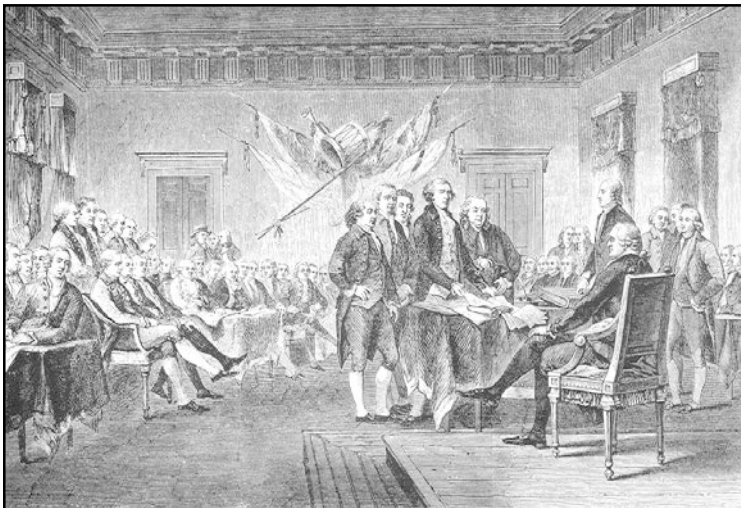
When the British discovered that Americans were building defenses on the hill, they attacked (most often called the Battle of Bunker Hill, June 1776). Although the American forces retreated the British lost many more men in the battle. Within a year the British were forced out of Boston.



Although some colonies were willing to declare independence others wanted to make every effort to remain under British rule. Richard Henry Lee of Virginia offered a resolution calling for a declaration of independence in June 1776. Lee said that the United Colonies “are, and of right ought to be, free and independent States.”

The Second Continental Congress appointed a committee to draft a declaration of independence. The five member committee included Thomas Jefferson of Virginia, Benjamin Franklin of Pennsylvania, and John Adams of Massachusetts. The Continental Congress voted for independence on July 2, 1776. Several changes were made to Jefferson’s draft and the Declaration of Independence was approved on July 4 and signed by John Hancock, President of

the Continental Congress. The Declaration was signed later by 55 other delegates representing all 13 newly independent states.



The war began at Lexington and Concord a full year before the Declaration of Independence. It was to continue until the signing of a treaty of peace in Paris in 1783. The American army was poorly trained and had difficulty securing needed supplies. The British, on the other hand, were well equipped even though supplies had to be sent across the Atlantic or from other British colonies in the Caribbean. The Continental Army won only a few victories in the first years of the war. The victory at Saratoga, New

York, is often credited with the French offering full support to the Americans. Other nations in Europe offered financial support. Prussian and Polish military officers also offered assistance.

At the beginning of the war the royal governor of Virginia offered freedom to any slave who would fight with the British. Several of the new states in the north called upon slaves to enlist in the Continental Army with a similar promise of freedom. Although some African Americans fought bravely on the American side, most remained loyal to England. When the war ended some of the former slaves who had served the British were taken to Canada while others were re-enslaved by the victors.

The surrender of Lord Cornwallis at Yorktown in 1781 virtually ended the war. The British, however, continued to occupy New York and it was not until 1783 that a peace was finally arranged formally ending the war.

The years between 1775 and 1783 were ones of extreme hardship for members of the ragged Continental Army as well as for non-combatants. Patriots in the major cities suffered under British occupation while those on the frontier faced constant raids from Native Americans who had formed alliances with the British. A Delaware chief explained the views of many Native American nations that sided with the British during the war.

The father [King George III] has called on his Indian children, to assist him in punishing his children, the Americans. . . . At first I looked upon it as a family quarrel, in which I was not interested. However at length it appeared to me, that the father was in the right; and his children deserved to be punished a little. That this must be the case I concluded from the many cruel acts his offspring had committed from time to time on his Indian children. . . .

The war was especially brutal in the South. Bands of Patriots drove Loyalists from their lands. Loyalists often joined with Native Americans in raids on frontier settlements. Neither side wanted to be troubled with prisoners and many captives, both Patriots and Loyalists, were killed.

A number of Quakers in Pennsylvania who refused to fight against the British because of their religious beliefs were rounded up and exiled to Virginia on the eve of the British occupation of the city. Bitterness towards Quakers continued after the war. Patriots who had occupied Loyalists' homes and farms refused to give them up. Many Loyalists fled to Canada after the war and tried to receive compensation for their confiscated property. Few claims were ever settled.

III. Materials Needed

- ✧ Student Handout 1: “Role Cards for Members of the Second Continental Congress”
- ✧ Document 1: “General Washington’s Letter to General Gage”
- ✧ Document 2: “Charles Herbert, Prisoner of War”
- ✧ Transparency Master 1: “Valley Forge, Winter 1777–1778”
- ✧ Student Handout 2: “Art Analysis Worksheet”
- ✧ Document 3: “George Washington’s Letter to the New Hampshire Convention”
- ✧ Document 4: “Martha Washington’s Letter to Elizabeth Ramsey”
- ✧ Transparency Master 2: “Molly Pitcher”
- ✧ Document 5: “Betsy Amber’s Diary”
- ✧ Document 6: “A Loyalist Ode”

IV. Lesson Activities

Before beginning this lesson make certain that students know the terms “Patriot” and “Loyalist.” Students should also be aware that most slaves in the colonies and Native Americans sided with the Loyalists. Slaves were promised their freedom if they fought with the British. Most Native Americans felt the British would be less likely to take their lands and therefore either fought against the Patriots or remained neutral during much of the war.

- A. Begin the lesson by staging a meeting of the Second Continental Congress. Assign four students to play the roles of John Hancock, President of the Continental Congress; John Adams, representative from Massachusetts; Benjamin Franklin, representative from Philadelphia; and, George Washington, representative from Virginia. The remainder of the class should act as delegates to the Congress representing the other colonies except Georgia whose delegates arrived late. Give the students role cards, see **Student Handout 1**. Cut the cards and give to the appropriate characters. Duplicate multiple role cards for the non-named members of the Continental Congress.

Tell the students who are assigned as members of the Congress to try to get others to support their beliefs and support them during the debates. They should give their views during the debate and cheer others who believe as they do. Stage a brief debate and a vote on the following questions.

- 1) May 15, 1775—Should the colonies defend themselves from the British?
- 2) June 10–18, 1775—Who should be named Commander-in-Chief of the Continental Army?

In the May 15 debate students should bring up the many issues or grievances of the colonists that led to the calling of the Second Continental Congress. Refer students to the time line distributed in the previous lessons and have them review events leading up to the calling of the Second Continental Congress.

On June 10 John Adams proposed that the Congress declare that the forces fighting the British around Boston be called the Continental Army and that the Congress appoint someone as its commanding general. On June 15 Congress voted on the appointment of a Commander-in-Chief. On June 18 the Continental Congress received word from Boston that a battle had taken place the day before at Bunker Hill (Breed's Hill).

Read to the class the Order of the Second Continental Congress given to George Washington on June 22, 1775.¹

This Congress having appointed you to be General & Commander in chief of the army of the United Colonies . . . for the defense of American liberty and for repelling [driving back] every hostile invasion thereof, you are to repair with all expedition [go immediately] to the colony of Massachusetts-bay and take charge of the army of the United Colonies

By Order of Congress
John Hancock, President

- B. Ask students to brainstorm problems Washington might face as Commander-in-Chief of the Continental Army. You may wish to have students read a textbook account of the troubles of the new army. Point out that Washington had trouble getting men to join the army. That Congress did not supply the army with the uniforms, guns, and equipment it needed. Briefly discuss the problems at the beginning of the war. Ask students what General Washington should do about soldiers that were held as prisoners of war by the British. After introducing the prisoner of war issue, have students read **Document 1**, General Washington's Letter to General Gage.²
- 1) What warning does George Washington give General Gage?
 - 2) What did Washington mean when he wrote, "if severity and hardship mark your conduct . . . your prisoners will feel its effects?"
 - 3) What does this letter tell you about George Washington as a military leader?
- C. Distribute **Document 2**, "Charles Herbert, Prisoner of War."³ Have students read about the experiences of an American sailor held as a prisoner of war on a British prison ship. Use the following questions as a guide for class discussion.

¹ Huntington Library, HM 22011.

² George Washington. "George Washington to Thomas Gage, August 11, 1775," The George Washington Papers at the Library of Congress, 1741–1799. [<http://memory.loc.gov/ammem/gwhtml/gwhome.html>] (April 15, 2004). Transcription: [http://memory.loc.gov/cgi-bin/query/r?ammem/mgw:@field\(DOCID+@lit\(gw030296\)\)](http://memory.loc.gov/cgi-bin/query/r?ammem/mgw:@field(DOCID+@lit(gw030296)))

- 1) What does the diary of January 16 tell about what some English people thought about Americans? Why do you think they felt this way about Americans?
- 2) From the diary what do you believe conditions were like for these prisoners of war?
- 3) What did Charles Herbert mean when he wrote, we “do not know how soon the gallows may be our doom?”

Assign students to assume the role of George Washington and have them write a letter to the British commander of the prison ship.

- 1) How do you think General Washington reacted to the treatment of Charles Herbert and his fellow prisoners of war on the prison ship?
- 2) Do you think Washington would be satisfied with the medical treatment the prisoners were receiving? Why or why not?

- D. Tell students that the British army took Philadelphia, the American capital, in September 1777 after defeating American forces in the battle of Brandywine Creek. In October the American army was again defeated at Germantown just outside Philadelphia. In December Washington sets up a winter camp at Valley Forge about 20 miles outside Philadelphia. The army suffered through the winter of 1777–1778 at Valley Forge.

Ask students what they may know about the winter at Valley Forge. If some students know of stories about the hardships at Valley Forge have them tell the class what they thought life was like in the camp during that winter. Of the 11,000 soldiers at Valley Forge more than one-fourth did not survive. Explain that an artist named Felix Darley sketched several pictures of the winter quarters at Valley Forge.

Make a transparency of Darley’s illustrations, “Marching to Valley Forge” and “In Camp at Valley Forge” (**Transparency Master 1**). Distribute the “Art Analysis Worksheet,” **Student Handout 2**, and have students analyze these two sketches. Distribute **Document 3**, “George Washington’s Letter to the New Hampshire Convention, December 29, 1777.”⁴

- 1) According to General Washington, how bad is the condition of the army at Valley Forge?
- 2) Does Washington’s description of the army similar to that of the sketches by Felix Darley? Explain.

³ R. Livesey (ed.), *Prisoners of England* (Boston: Rand, 1854), as cited in Paul Zall, *Becoming American: Young People in the American Revolution* (Linnet Books, 1993), 58.

⁴ George Washington. “George Washington to New Hampshire Convention, et al, December 29, 1777, Circular Letter on Recruits and Clothes,” *The Writings of George Washington from the Original Manuscript Sources, 1745–1799* (John C. Fitzpatrick, Ed.) [<http://memory.loc.gov/ammem/gwhtml/gwhome.html>] (April 15, 2004). Transcription: [http://memory.loc.gov/cgi-bin/query/r?ammem/mgw:@field\(DOCID+@lit\(gw100224\)\)](http://memory.loc.gov/cgi-bin/query/r?ammem/mgw:@field(DOCID+@lit(gw100224))).

Discuss what life must have been like for the soldiers at Valley Forge during the winter of 1777–78. Place yourself in the Darley sketches and write a journal with entries for several dates between December 1777 and June 1778 when Washington marched the army out of the winter camp at Valley Forge.

Encourage students to research the efforts to supply troops during the winter at Valley Forge and the efforts of Barron Frederick Wilhelm von Steuben to help train Washington's army at Valley Forge. Have students prepare an oral report for the class.

- E. After examining the hardships of members of the Continental Army, ask students what they thought life was like for civilians during the war. Conduct a brainstorming activity and record student responses on the board.

Distribute **Document 4**, "Martha Washington's Letter to Elizabeth Ramsey."⁵ After students have read the letter ask them to explain in their own words how the wife of the commanding general of the Continental Army felt about the war. How did she describe what she saw in Cambridge and Boston?

- F. Just as Martha Washington joined her husband during the war, many wives of soldiers followed their husbands in battle. Unlike Martha Washington, some of the women were actually on the battlefield helping soldiers. Tell students about the legend of Molly Pitcher.

During the Battle of Monmouth, New Jersey (June 1778), Mary Ludwig Hays McCauly provided water for soldiers and is usually remembered simply as "Molly Pitcher" probably because she carried pitchers of water to soldiers on the front lines. One story says that when her husband was shot, she took over his duties as a member of the artillery unit. Another says that her husband passed out from the extreme heat, and that she took her husband's place cleaning the barrel of the cannon. There is only one written account of the story and it is different from the two most common versions of the legend.

Make a transparency of "Molly Pitcher" at the Battle of Monmouth, **Transparency Master 2**. Distribute the "Art Analysis Worksheet," **Student Handout 2**, and have students analyze this painting as you read the eyewitness account recorded by Joseph Plumb Martin, a soldier who at the Battle of Monmouth. If you think students will not understand what Martin wrote, rather than read the account, tell them the story in your own words.

⁵ Pierpoint Morgan Library, MA 1008.

An Eyewitness Account of “Molly Pitcher”⁶

One little incident happened during the heat of the cannonade, which I was eyewitness to, and which I think would be unpardonable not to mention. A woman whose husband belonged to the artillery and who was then attached to a piece [cannon battery] in the engagement, attended with her husband at the piece the whole time. While in the act of reaching a cartridge and having one of her feet as far before the other as she could step, a cannon shot from the enemy passed directly between her legs without doing any other damage than carrying away all the lower part of her petticoat. Looking at it with apparent unconcern . . . [she] continued her operation.

- 1) How does the eyewitness account differ from the painting?
- 2) How does Martin’s account show Molly Pitcher’s bravery?
- 3) What does this story tell you about the role women played in the war?

Have several students research other women who took part in the war and present short oral reports to the class on how women supported the war effort. Consider women such as:

Deborah Sampson	a woman who disguised herself as a man and fought in a number of battles during the war.
Sybil Ludington	the female Paul Revere, a sixteen-year-old Patriot who warned people in Connecticut and upstate New York that the British were planning to attack.
Catherine Moore Barry	a Patriot scout.
Elizabeth Burgin	organized the escape of Patriot prisoners from a British prison ship.
Margaret Corbin	wounded in the defense of Fort Washington, New York.

- G.** The wives and families of Patriots always had to be concerned when the British army advanced towards their homes. Read **Document 5**, Betsy Amber’s Diary⁷, about the escape of a sixteen-year-old fleeing to the mountains to escape a British raiding party. Have students rewrite Betsy’s letter to Mildred in their own words.

⁶ James Kirby Martin (ed.), *Ordinary Courage: The Revolutionary War Adventures of Joseph Plumb Martin* (Brandywine Press, 1993), 80.

⁷ “An Old Virginia Correspondence,” *Atlantic Monthly*, Vol. 84 (1899), 535–45. In Paul Zall, *Becoming American: Young People in the American Revolution* (Linnet Books, 1993), 112–16.

- 1) What did Betsy have to say about the war?
 - 2) How frightening was it for Betsy?
 - 3) Why were the Patriots willing to fight against the British?
 - 4) According to Betsy was the war worth the cost of so many lives being lost?
- H. Those who refused to fight because of their religious beliefs also suffered during the war. The Society of Friends, known as the Quakers, were pacifists, people who did not believe in fighting. Many of the Quakers in Pennsylvania remained loyal to England and were considered enemies by the Patriots. A few Quakers, however, put aside their religious beliefs and fought in the war on the side of the Patriots.

As the British army marched toward Philadelphia, the capital of Pennsylvania, the Second Continental Congress ordered that Quaker leaders be arrested because they feared that they would help the British. Robert Morton, a sixteen-year-old Quaker, wrote in his diary on September 19, 1777, that a mob broke into the homes of Quaker leaders and accused them of helping the British. They were not given a trial. A few days before the British army entered Philadelphia the Quaker leaders were sent as prisoners 300 miles away to Virginia.

- 1) Why did Patriots in Philadelphia think Quakers would help the British?
 - 2) Do you think the Second Continental Congress was right in ordering their arrest? Why or why not?
 - 3) Should people we suspect may help an enemy be arrested and held without trial?
- I. Read the lyrics of the song “A Loyalist Ode”⁸, Document 6. Ask students what they can learn from the song about how Loyalists felt about the Patriots during the war. Have the class write a Patriot’s song using “A Loyalist Ode” as a model. You may wish to have students work in small groups to compose their songs. Have students sing their songs in class.
- J. Conclude the lesson by having students, work in groups, to develop a short project on the topic “Life during the Revolution War.” Recommend projects such as:
- 1) diaries of young Patriots or Loyalists during the war
 - 2) journals kept by soldiers at Valley Forge
 - 3) sketches of ways in which civilians helped during the war
 - 4) a skit about the conflict between Loyalists and Patriots during the war

⁸ Frank Moore (ed.), *Songs and Ballads of the American Revolution* (Appleton Books, 1856), 196.

John Hancock

You are an important merchant from Massachusetts who took part in the protest against the Stamp Act in 1765. You are well known for your support of the Sons of Liberty. The British governor of Massachusetts has ordered your arrest for treason.

You have been chosen President of the Second Continental Congress. Your duty as president is to call the meetings to order, announce the topic for debate, and call on members of the Congress who wish to speak to the topic of discussion.

After debate, you should call for a vote.

You would like to be named Commander of the Continental Army. You feel you would be a good choice since you are from Massachusetts where all of the fighting has been taking place.

John Adams

In 1765 you wrote a series of articles against the Stamp Act. After the Boston Massacre of 1770 you defended the British soldiers believing that they should have a fair trial even though you opposed British policy in the colony. You are a well known lawyer and served as a representative to the First Continental Congress and now have been selected to serve in the Second Congress.

You believe that all the colonies need to unite and support the people of Massachusetts who have been hurt by the British Coercive Acts. You believe that the colonies must defend themselves and unite against the British.

You would like to have a Continental Army established. You believe it is necessary to get someone to serve as Commander-in-Chief of the army from one of the southern colonies and you favor George Washington of Virginia. You see this as a way of making sure that the colonies unite and not think that the fight is just between the people of Massachusetts and the British.

Benjamin Franklin

You are a well-known newspaper editor and scientist. You were in England when the Stamp Act was passed and worked to get the act repealed in 1766. You have been trying for years to get the colonies to unite. You have been elected as a representative to the Second Continental Congress from Pennsylvania.

You agree with John Adams that the colonies need to unite to help the people of Massachusetts. You are in favor of establishing a Continental Army and want the Continental Congress to select a commander-in-chief that would help unite all the colonies in this fight.

George Washington

You have been selected to represent the Virginia colony at the Second Continental Congress. You had retired from the army after serving in the Ohio Valley during a war against the French. You were elected to the Virginia House of Burgesses after the war.

As a member of the House of Burgesses you called on the people of Virginia to help the colonists of Massachusetts fight for their liberties. You think it is important for all the colonies to unite against the British.

When the Continental Congress begins debate on the naming of a general to be in charge of the army, you get out your old military uniform and wear it to the meeting.

Members of the Second Continental Congress

You are not all in complete agreement as to what you should do to get the British to change what they are doing to the people of Massachusetts.

About one-third of you as delegates believe it would be best to try to work out a compromise with the British. Another one-third is in favor of defending the colonies even if it means spreading the fight to other colonies. The remainder wants to go further and declare complete independence from Britain.

You all agree that something must be done or you will lose what liberty you have.

General Washington's Letter to General Gage

George Washington, Commander-in-Chief of the American army wrote a letter to the British commander, General Thomas Gage. Washington had reports that the British were mistreating American prisoners. The following is the letter Washington wrote to the British general.

Head Quarters, Cambridge, August 11, 1775

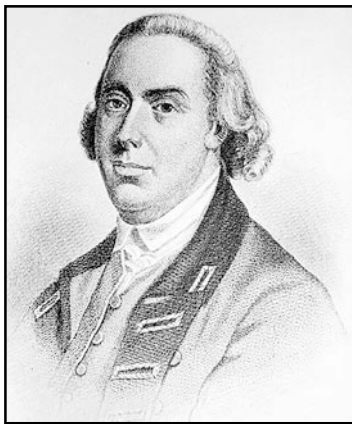
Sir:

I understand that the officers engaged in the cause of liberty for their country, who . . . have fallen into your hands [who are now prisoners of war], have been thrown . . . into a common jail. . . .

My duty now makes it necessary to apprise you, that for the future I shall regulate my conduct towards those gentlemen, who are or may be in our possession, exactly by the rule you shall observe towards those of ours, now in your custody.

If severity and hardship mark . . . your conduct (painful as it may be to me) your prisoners will feel its effects. . . .

I beg to be favored with an Answer, as soon as possible. . . .



General Thomas Gage



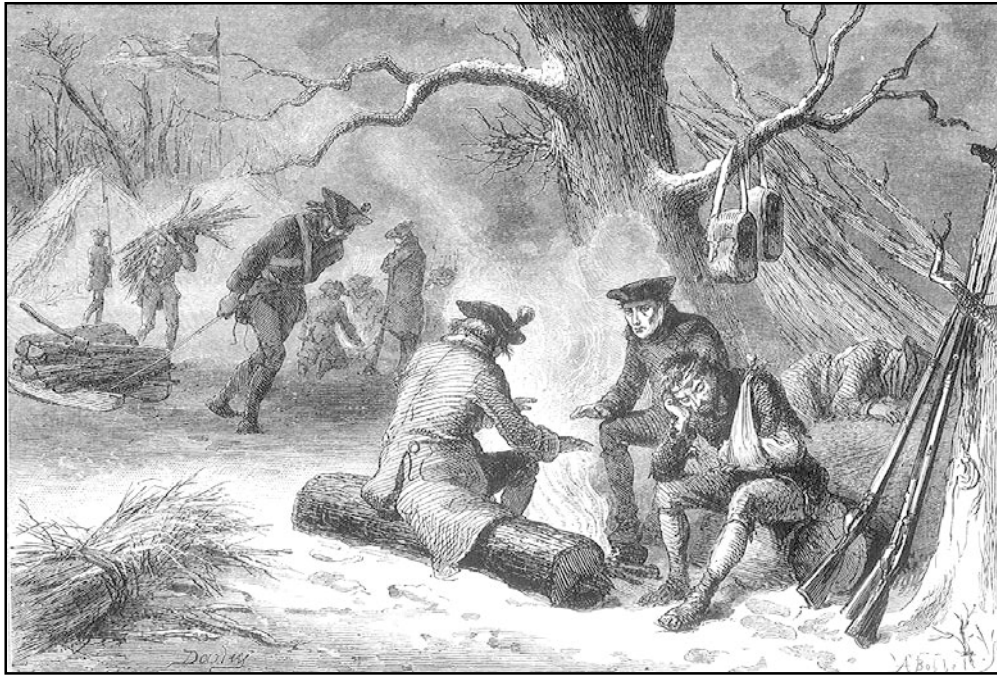
General George Washington

Charles Herbert, Prisoner of War

Charles Herbert was a nineteen-year-old American sailor captured by the British. He was held as a prisoner of war on prison ship before transferred to England where he was jailed. When the prison ship arrived in England in 1777 some of the wives of British sailors came on board the ship. Charles kept a diary while he was jailed. He had to hide the diary from his British guards. The following entries are taken from his diary.

- January 16. A number of seamen's wives came on board today, and upon being told that they had American prisoners on board, "Have you?" said one to the other. "What sort of people are they?" "Are they white?" "Can they talk?" Upon being pointed to where some of them stood, "Why!" exclaimed they, "they look like our people, and they talk English."
- March 27. We are told that we are to go on shore tomorrow to prison. Our company, one after another, are daily dropping sick... But our sick have as good care taken of them on board this ship as we could expect, and we are visited morning and evening by a doctor.
- March 29. Today two more were sent on shore to the hospital, sick.
- March 30. Sunday. But the time is badly spent for persons in our situation, who do not know how soon the gallows may be our doom. . . .

Valley Forge
Winter of 1777–1778



Art Analysis Worksheet

Step 1. Observation

- A. Study the sketch for a few minutes. Divide the sketch into four sections and study each section to see what information you can find that was not clear when you first looked at the sketch.
- B. Use the chart below to list people, objects, and activities in the photograph.

People	Activities	Objects

Step 2. What do you think?

Based on your study of the sketch, list three things you might believe about the event pictured in this sketch.

Step 3. Questions

- A. What questions does this sketch raise in your mind?

- B. Where could you find answers to them?

Adapted from a worksheet developed by the Education Staff of the National Archives and Records Administration.

George Washington's Letter to the New Hampshire Convention

December 29, 1777

It is not easy to give you a just and accurate idea of the sufferings of the Army . . . We had in camp, on the 23rd [December, 1777] not less than 2,898 men unfit for duty by reason of their being barefoot and otherwise naked. Besides this number . . . there are many others detained in hospitals and crowded in farmers' houses for the same causes. . . . We shall never have a fair and just prospect for success, 'till our troops (Officers and Men) are better provided than they are or have been.

We have taken post here [Valley Forge] for the winter, as a place best calculated to cover the country from the ravages of the enemy, and are now busily employed in erecting huts for the troops.

Martha Washington's Letter to Elizabeth Ramsey

Martha Washington joined her husband in Cambridge, Massachusetts after he was appointed Commander-in-Chief of the American Army by the Second Continental Congress. Cambridge is just across the Charles River from Boston. The British army was in Boston and did not leave the city until March 1776. Martha wrote the following letter to a friend in Virginia.

Cambridge December the 30th 1775

Dear Miss

I now sit down to tell you that I arrived here safe. . . . I have waited some days to collect something to tell. . . . Some days we have a number of cannon and shells from Boston and Bunkers Hill, but it does not seem to surprise any one but me; I confess I shudder every time I hear the sound of a gun. . . . I just look at poor Boston & Charlestown—from Prospect Hill Charlestown has only a few chimneys standing in it, there seems to be a number of very fine buildings in Boston but God knows how long they will stand; they are pulling up all the wharfs for firewood—to me that never [has seen] any thing of war, the preparations, are very terrible indeed, but I endeavor to keep my fears to myself as well as I can. . . .



Martha Washington at Mt. Vernon

Molly Pitcher



Betsy Amber's Diary

Betsy Amber, age 16, lived with her parents near Williamsburg, Virginia. The British sent a raiding party under feared and hated Colonel Tarleton to capture Virginia's new governor, Thomas Jefferson. Jefferson took to the hills to hide as the British arrived. Betsy's father was the treasurer of the new state government. He was also hunted by the British raiding party. Betsy kept a diary in which she described their escape as the British troops marched towards Williamsburg in 1781. She included in her diary a letter to her good friend Mildred Smith.

My dear Mildred at the moment I was writing to you we had . . . [news] that the British had landed and were actually on their way to town. Not a moment to be lost and we were off in a twinkling. My father seemed to think we hadn't a moment to lose—such terror and confusion you have no idea of—governor, council, everybody scampering. . . .

What an alarming crisis this is! War in itself however distant is indeed terrible, but when brought to our very doors, when those we most love are personally engaged in it, when our friends and our neighbors are exposed to its ravages, when we know . . . without sacrificing many dear to us as our own lives, our country must remain subject to Britain's tyranny, the reflection is overwhelming.

Betsy continued in her letter writing that her family believed that if they could get into the mountains near Charlottesville, Virginia, they would be safe. When they arrived at an empty house and were preparing to sleep for the night the owner came to the door. . . .

. . . the landlord, out of breath, reached the house saying that Tarleton and his men had just passed and would catch the Governor [Thomas Jefferson] just before he could reach Charlottesville.

What a panic for us all! . . . How dreadful the idea of an enemy passing through such a country as ours, committing enormities that fill the mind with horror. . . .

Governor Jefferson managed to hide from the British. Betsy and her family also escaped being caught. After the war Betsy's younger sister married John Marshall who later became Chief Justice of the United States Supreme Court.

“A Loyalist Ode”

Ye Brave, honest subjects, who dare to be loyal,
And have stood the brunt of every trial,
Of hunting-shirts, and rifle-guns:
Come listen awhile, and I'll sing you a song;
I'll show you, those Yankees are all in the wrong,
Who, with blustering look and most awkward gait,
'Gainst their lawful sovereign dare for to prate,
With their hunting-shirts, and rifle guns.

The arch-rebels, barefooted tatterdemalions,
In baseness exceed all other rebellions,
With their hunting-shirts, and rifle-guns
To rend the empire, the most infamous lies,
Their mock-patriot Congress, do always devise;
Independence, like the first of rebels, they claim,
But their plots will be damn'd in the annals of fame,
With their hunting-shirts, and rifle guns.

Vocabulary

annals	records
apprise	to explain or to tell
awkward gait	clumsy or foolish walk
banish	sent away; driven out
baseness	wickedness; evil
blustering look	foolish look
brunt	hardship; burden
calculated	planned; considered
devise	plan
enormities	acts of violence; terrible things
exceed	go beyond; greater than
infamous	well known; recognized
mock	fake; phony
pacifist	a person who opposes war
prate	jabber
ravages	terrible destruction
scamper	to hurry; rush around
suspicion	supposed; suspected of something without real proof
tatterdemalions	ragged appearance
twinkling	in a flash; quickly
tyranny	dictatorship; complete control over; brutality
wharf	wooden pier where ships dock