

Stark County Teaching American History Grant

Stark County Educational Service Center
2100 38th Street NW
Canton, Ohio 44709

Topic: How did Enlightenment ideas motivate colonists to enlist in the Continental Army and fight in the American Revolution?



The Enlightenment & War

Grade 8 US History

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Edison Middle School

Duration 3 days

Overview

- Students will be able to answer the topic question: How did Enlightenment ideas motivate colonists to enlist in the Continental Army and fight in the American Revolution?
- Students will examine Enlightenment ideas found in the Declaration of Independence and soldiers' letters.
- Students will analyze various soldiers' letters using a primary source analysis matrix.
- Students will write their own soldier letter using the ideas of the Enlightenment to explain their motivation for joining the colonial fight.

Ohio's New Learning Standards

History #1.Primary and secondary sources are used to examine events from multiple perspectives and to present and defend a position.

History #5.The ideas of the Enlightenment and dissatisfaction with colonial rule led English colonists to write the Declaration of Independence.

Historical Background

The Enlightenment, or the Age of Reason, was an intellectual and cultural movement first in Europe and then in the American colonies that began in the late 17th century. During this period, Enlightenment philosophers such as John Locke, Jean-Jacques Rousseau, and Voltaire sought to use reason, rather than tradition or religious belief, to reshape the world. As applied to all institutions and relationships in society, the ideas of the Enlightenment encouraged humans to observe, analyze and test their world in order to improve it. Although diverse, Enlightenment thinkers offered several key principles that inspired intellectuals, political leaders, writers, and the general public in the British colonies so much that these ideas laid the foundation for the American Revolution.

One of these ideas was the concept of the social contract, which drew heavily from John Locke's *Two Treatises on Government* (1690). Here, Locke argued that governments were not given by God to monarchs, but rather were derived from the people, who formed social compacts to maintain their societies. Moreover, Locke contended, these social compacts are necessary to preserve the "natural rights" of life, liberty, and property – adding another concept that would form one of the cornerstones of the Revolution. For Locke, governments derived their powers from the people, not monarchs. With both of these ideas, the philosophers stated that it was the government's responsibility to protect these rights. If government failed to protect these natural rights, then the contract could be deemed broken. The citizens would then have the right to change or create a new government.

Finally, "all men are created equal" is a phrase that is familiar to most Americans. It is also another idea presented by the Enlightenment philosophers. Again, Locke among others offered a foundation for this concept, arguing that all humans possess natural rights. As Great Britain imposed unfair taxes to the colonists, the issue of equality came to the forefront of colonial demands. "No taxation without representation!" the colonist would cry and later use to defend their reasons for breaking away from Great Britain.

As the relationship between the colonies and Great Britain began to deteriorate, the Enlightenment ideas began to influence the movement that it was necessary to break away from the throne and create a new government. How was this going to be done? Not peacefully, as King George would send British troops to protect the throne's colonial interests. As British troops were sent, colonists began to organize themselves into militias and later the Continental Army. What motivated so many to volunteer and fight for the colonial cause? The ideas of natural rights, the ability to change the government and equality gave so many the courage, confidence and belief that they could help attain these through volunteering to fight in the war.

Enduring Understandings

- New ideas about government and society can inspire change.
- Individuals may have social, political, and economic motivations to enlist in an army.

Essential Questions

- How do new ideas about government and society inspire change?
- What motivates people to enlist in an army?

Instructional Strategies

Day One -

- Students will elicit prior knowledge of the Enlightenment ideas and connect these ideas to excerpts of the Declaration of Independence.
 - **Step 1:** Prior to this lesson students will have had a brief introduction to the Enlightenment. Pass out Appendix A “Enlightenment: What Do You Know?” handout to each student. Students will individually complete the front of the handout for a brainstorming activity of Enlightenment ideas. (5 minutes)
 - **Step 2:** Students will pair up with a partner and share their ideas. (5 minutes)
 - **Step 3:** Students will orally share their ideas with the class and record the class ideas using chart paper or a Smart board blank page. Students may record additional ideas on the back of their “Enlightenment: What Do You Know?” handout. Use Appendix B “Enlightenment: What do you Know? Acceptable Student Response “ as a guide. (10 minutes)
 - **Step 4:** Pass out the Appendix C “Enlightenment Philosophers” handout to each student to review as a class additional Enlightenment ideas. (5 minutes)
 - **Step 5:** Pass out Appendix D “Principles of Government” handout to each student. In partner groups, the students will examine each excerpt from the Declaration of Independence and identify the Enlightenment idea that is being expressed. Complete as homework if necessary. (15 minutes)

Day Two –

- Students will use primary source documents to understand what motivated soldiers to enlist in the Continental Army.
 - **Step 1:** Review correct answers to the “Principles of Government” handout as a class. Use Appendix E “Principles of Government – Acceptable Student Response” as a guide. (10 minutes)
 - **Step 2:** Establish mixed ability groups of 4-5 students each. Each group will be given a copy of each primary source along with a copy of Appendix F “Written Document Analysis Worksheet” to complete for each primary source. (15 minutes)
 - **Step 3:** Debrief as a class the ideas they found in their primary source documents. Use Appendix G “Written Document Analysis Sheet – Acceptable Student Responses as a guide. (15 minutes)

Day Three –

- Students will create their own soldier letter incorporating the ideas of the Enlightenment.
 - **Step 1:** Pass out Appendix I “Revolutionary War Letter” handout to each student. Review with the students the directions and the rubric. (10 minutes)
 - **Step 2:** Allow students to complete the assignment with using the provided rubric. Complete as homework if necessary. (30 minutes.)

Classroom Materials

- “Enlightenment: What Do You Know?” handout – One per student
- “Enlightenment Philosophers” handout – One per student
- “Principles of Government” handout – One per student
- Primary source documents – One set for each class group
- “Written Document Analysis Worksheet” – One set for each class group
- “Revolutionary War Letter” handout – One per student
- Smartboard blank page or chart paper

Resources

- **Primary Source #1: *Scholar’s Showcase*. AmericanRevolution.org**, n.d. Web. 13 March 2013
 - <http://www.americanrevolution.org/vlyfrgeltrs.html>
- **Primary Source #2: *Letters of a Soldier of the American Revolution***. The Connecticut Society of the American Revolution, 1996-2010. Web. 13 March 2013.
 - http://www.connecticutsar.org/articles/letters_soldier.htm
- **Primary Source #3: Letter from a Revolutionary War Soldier (1776)**
From Alden T. Vaughn, ed., *Chronicles of the American Revolution* (New York: Grosset & Dunlap, 1965). Originally compiled by Hezekiah Niles and printed in 1822.

Summative Assessment & Assessment Rubric

Students will write a letter from the viewpoint of a Revolutionary War soldier. Students will include in their letter at least two motivations from Enlightenment ideas for joining the Revolution and a description of the hardships soldiers faced during the Revolution. A student direction handout as well as a scoring rubric is attached as Appendix I.

Appendices

Appendix A: Enlightenment: What Do You Know? handout

Appendix B: Enlightenment: What Do You Know? handout - Acceptable Student Response

Appendix C: Enlightenment Philosophers handout

Appendix D: Principles of Government handout

Appendix E: Principles of Government handout – Acceptable Student Response

Appendix F: Primary source documents

Appendix G: Written Document Analysis Worksheet

Appendix H: Written Document Analysis Worksheet - Acceptable Student Responses

Appendix I: Revolutionary War Letter handout

Appendix A: Enlightenment: What Do You Know? Handout



What do we know about.....

The Enlightenment?

- Let's take 5 minutes to write down as much as you know about the Enlightenment period.

Use this space to write any additional important information shared in our classroom discussion.

Appendix B: What Do You Know? handout - Acceptable Student Response



What do we know about.....
The Enlightenment?

- Let's take 5 minutes to write down as much as you know about the Enlightenment period.

*Acceptable Student Responses may include:

- Philosophers: John Locke, Rousseau, Voltaire
- Age of Reason
- Natural rights
- "Life, liberty, & property"
- "Consent of the governed"
- Separation of powers
- Freedom of religion
- "All men are created equal"
- Social contract

Use this space to write any additional important information shared in our classroom discussion.

Appendix C: Enlightenment Philosophers Handout

The Enlightenment

The Enlightenment Philosophers believed that people could apply the Scientific Method to their own behavior and improve it.

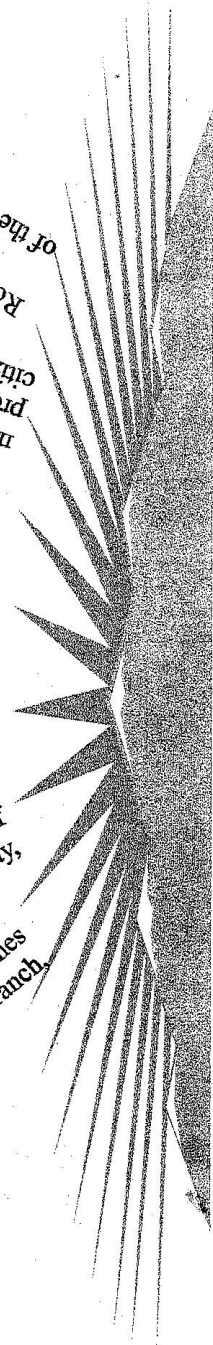
In the same way they believed that citizens would act in imitation of their governments. If the government was irrational and violent, then the people would be too. However, if the government was peaceful and reasonable, then the citizens were also.

Voltaire
Believes in religious toleration as well as freedom of speech and press. "I do not agree with a word you say, but I will defend to the death your right to say it."

Montesquieu
Believes in separation of powers, different branches having different jobs - executive branch, judicial branch, and legislative branch.

John Locke
Believes that government has a duty to protect the natural rights of man (life, liberty, & property) and provide its citizens with a peaceful society. In return citizens have to obey the laws of the government.

Rousseau
Believes in equality and government by the consent of the governed.



Principles of Government

Principle 1: All men are created equal.

Principle 2: All people have basic rights that cannot be taken away.

Principle 3: The government gets its power to make decisions and protect rights from the people.

Principle 4: When the government does not protect the rights of the people, the people have the right to change or overthrow the government

Directions: Review the four principles of government based on the Enlightenment listed above. Read each excerpt below from the Declaration of Independence and determine which Enlightenment principle matches the closest.

| Excerpt from the Declaration | Principle of Government |
|--|--------------------------------|
| Excerpt 1: When in the Course of human events, it becomes necessary for one people to dissolve the political bands which have connected them with another,a decent respect to the opinions of mankind requires that they should declare the causes which impel them to the separation. | |
| Excerpt 2: We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness. | |
| Excerpt 3: That to secure these rights, Governments are instituted among Men, deriving their just powers from the consent of the governed. | |
| Excerpt 4: 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. | |
| Excerpt 5: The history of the present King of Great Britain is a history of repeated injuries and usurpations, all having in direct object the establishment of an absolute Tyranny over these States. | |
| Excerpt 6: In every stage of these Oppressions We have Petitioned for Redress in the most humble terms: Our repeated Petitions have been answered only by repeated injury. A Prince whose character is thus marked by every act which may define a Tyrant, is unfit to be the ruler of a free people. | |
| Excerpt 7: 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; and that as Free and Independent States, they have full Power to levy War, conclude Peace, contract Alliances, establish Commerce, and to do all other Acts and Things which Independent States may of right do | |

Appendix E: Principles of Government Handout

Principles of Government – Acceptable Student Response

Principle 1: All men are created equal.

Principle 2: All people have basic rights that cannot be taken away.

Principle 3: The government gets its power to make decisions and protect rights from the people.

Principle 4: When the government does not protect the rights of the people, the people have the right to change or overthrow the government.

Directions: Review the four principles of government based on the Enlightenment listed above. Read each excerpt below from the Declaration of Independence and determine which Enlightenment principle matches the closest. In some cases, more than one principle can be used.

| Excerpt from the Declaration | Principle of Government |
|--|---|
| Excerpt 1: When in the Course of human events, it becomes necessary for one people to dissolve the political bands which have connected them with another,a decent respect to the opinions of mankind requires that they should declare the causes which impel them to the separation. | Principle 4: When the government does not protect the rights of the people, the people have the right to change or overthrow the government |
| Excerpt 2: We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness. | Principle 1: All men are created equal. Principle 2: All people have basic rights that cannot be taken away. |
| Excerpt 3: That to secure these rights, Governments are instituted among Men, deriving their just powers from the consent of the governed. | Principle 3: The government gets its power to make decisions and protect rights from the people. |
| Excerpt 4: 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. | Principle 4: When the government does not protect the rights of the people, the people have the right to change or overthrow the government |
| Excerpt 5: The history of the present King of Great Britain is a history of repeated injuries and usurpations, all having in direct object the establishment of an absolute Tyranny over these States. | Principle 3: The government gets its power to make decisions and protect rights from the people. |
| Excerpt 6: In every stage of these Oppressions We have Petitioned for Redress in the most humble terms: Our repeated Petitions have been answered only by repeated injury. A Prince whose character is thus marked by every act which may define a Tyrant, is unfit to be the ruler of a free people. | Principle 3: The government gets its power to make decisions and protect rights from the people. Principle 4: When the government does not protect the rights of the people, the people have the right to change or overthrow the government |
| Excerpt 7: 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; and that as Free and Independent States, they have full Power to levy War, conclude Peace, contract Alliances, establish Commerce, and to do all other Acts and Things which Independent States may of right do | Principle 4: When the government does not protect the rights of the people, the people have the right to change or overthrow the government. |

Appendix F: Primary Source Documents

Primary Source #1

*Lieutenant WILLIAM BARTON of the Fourth and later the First New Jersey Regiment; To his father, Gilbert Barton of Allentown, N.J.,
(Whitemarsh, 22 November 1777)*

"...I expected to have been at home before this, but cannot Obtain leave Untill we go into Quarters, I have sent some clothes by Mr. Griggs which is one pair of Breaches two Jackets three pr Stockings...I am removed from the company I was in which was Capt. Lyon's and am know in Capt. Holmes Compy. as first Lieut, there are many officers resigning which is Like to make a Great deal of Promotion...my love to my Mother Sisters & all inquiring frinds..."Camp Valley Forge, Feb. 18th 1778...I should wrote oftener but have been in expectation of Coming home but this day find my expectations blasted, and have no maner of hope to get home Untill April...I have Received my Coat & boots by Capt. Weycoff and am Inform'd you have procured me some shirts which I am Extremely Glad of as I shall be in Great need of them in a short time. I'me at this Present time in health, and hope these may find you all in Perfect health, if to the reverse at any time Please to give me inteligenThireof and I shall come home at all Events. I have not Receiv'd a Letter from you since at home, should be very Glad to be favour'd with a few lines if Convenient and Likewise a few pounds of Sugar and A little Chocolate...there is a Scarcety of those articles in this Place...Camp does not very well agree with me..."

Just six days later Barton's friend Lt. John Blair of the 3rd New Jersey wrote for him, Barton being in dire straits according to Blair.

"Valley Forge 24th Febry. 1778...By request of your Son Wm. Barton I embrace the oportunity of Informing that he is very unwell these ten Days and no appearance of getting any better, and is very Desirous that you would send a Wagon or Cheare for him as he is too weak to Ride a horseback, he likewise beggs that you would appeal to Colo. Brearely to Write to Major Cumming to give him leave to go home as Genl. Orders is very strict against any Officer ever leaving Camp. Mr. Willm. Desires his Love to you & his Mother & Sisters..."

(Elizabethtown N.J., 1 July 1778) "After congratulating you Upon the Grand news of the arrival of the french Ambassador...and war being certainly Declared as the french have Taken several of the Enemies Vessels...I inform you that there is an Exchange of Prisoners Taking Place at this Time; four or five hundred have already been Exchanged...among them are several from our Regt. Taken at the Action of Short hills & some others that was taken at Monmouth...our Prisoners look very Healthy and say they have been well Treated since the Declaration of a French war...I am Incl'in'd to believe that this present campaign will End the war in america, when every one that has been Ingaged in the Glorious cause may Return totheir abode and see his Country flourishing in peace and plenty..."

Letter source: <http://www.americanrevolution.org/vlyfrgeltrs.html>

Appendix F: Primary Source Documents

Primary Source #2

Roxbury July 18 1775

To my Dear wife & Children

I Received yours which I Prize next to your Person the welfare of our family I understand is good you tell me John is fat & Rugged which I Rejoice to hear & Prize above gold the Rest of our Children I Dont mention be Cause I Left them well I shall give you but a Short Detail of affairs for I Expect this will not arrive the State of the army is such that I Cant tell when I Shall Come home but I have In Couragem't of Comeing in about a month but not Certain I want you to Send me two Pair of Linen Stockings for I have had two Pair Stole The Rest are all wore out I Did not Receive in Your Last Letter to me what I Expected but hope to in the next Dear maddam I Rejoice that I am able to acquaint you that I Enjoy a good State of Health & god be Praised our Company is harty—the Dangers we are to Encounter I no not but it Shall never be Said to my Children your father was a Coward Let the event be what it will be not troubled make you Self Easy in Due time I hope to Return home in Peace & Enjoy the pleasures of worthy wife & Loving Children & Subscribe my Self your Loving Husband & father

Samll Cooper

Roxbury July 23 1775

Dear maddam

my Respects to you & Children hoping they are all well and will Continue So till I Return I wrote to you that I Should Come home this Summer but the General has given orders that no officer Shall Leave the Camps & I would have you be Content for I mean to Comply with orders Let the Event be as it will Send to Shipman & get Some Cloth & Send me a Shirt or two and the Jacoat I wrote for I have sent by Dill to Stop my house Comeing for fear he will forget it I mention it hear I shall but a word Dear wife I am able to acquaint you that I Enjoy my health Exceeding well and hope in Due time to See you again tell our Little Children that Dadde has not forget them & that they must Learn their books well I have Sent them Some Paper to make them Bonets from your Ever Loving Husband

Samll Cooper

I Part with a Kiss

Letter Source: http://www.connecticutsar.org/articles/letters_soldier.htm

Appendix F: Primary Source Documents

Primary Source #3

Letter from Thomas Rodney to his brother Caesar, from Allen's Town, New Jersey, December 30, 1776.

Sir—I wrote you a long letter on the 24th, which I had no opportunity of sending, and left it in my trunk at Mr. Coxe's, two miles from Bristol; it contains the news to that time, which I cannot repeat here. On the 25th inst. in the evening, we received orders to be at Shamony ferry as soon as possible. We were there according to orders in two hours, and met the riflemen, who were the first from Bristol; we were ordered from thence to Dunk's ferry, on the Delaware, and the whole army of about 2000 men followed, as soon as the artillery got up. The three companies of Philadelphia infantry and mine were formed into a body, under the command of captain Henry, (myself second in command) which were embarked immediately to cover the landing of the troops. We landed with great difficulty through the ice, and formed on the ferry shore, about 200 yards from the river. It was as severe a night as ever I saw, and after two battalions were landed, the storm increased so much, and the river was so full of ice, that it was impossible to get the artillery over; for we had to walk 100 yards on the ice to get on shore. Gen. Cadwallader therefore ordered the whole to retreat again, and we had to stand at least six hours under arms—first to cover the landing and till all the rest had retreated again—and, by this time, the storm of wind, hail, rain and snow, with the ice, was so bad, that some of the infantry could not get back till next day. This design was to have surprised the enemy at Black Horse and Mount Holley, at the same time that Washington surprised them at Trenton; and had we succeeded in getting over, we should have finished all our troubles. Washington took 910 prisoners, with 6 pieces of fine artillery, and all their baggage in Trenton. The next night I received orders to be in Bristol before day; we were there accordingly, and about 9 o'clock began to embark one mile above Bristol, and about 3 o'clock in the afternoon got all our troops and artillery over, consisting of about 3000 men, and began our march to Burlington—the infantry, flanked by the riflemen, making the advanced guard. We got there about 9 o'clock and took possession of the town, but found the enemy had made precipitate retreat the day before, bad as the weather was, in a great panic. The whole infantry and riflemen were then ordered to set out that night and make a forced march to Bordentown, (which was about 11 miles), which they did, and took possession of the town about 9 o'clock, with a large quantity of the enemy's stores, which they had not time to carry off. We stayed there till the army came up; and the general finding the enemy were but a few miles ahead, ordered the infantry to proceed to a town called Croswick's four miles from Bordentown, and they were followed by one of the Philadelphia and one of the New England battalions. We got there about 8 o'clock, and at about 10, (after we were all in quarters), were informed that the enemy's baggage was about 16 miles from us, under a guard of 300 men. Some of the militia colonels applied to the infantry to make a forced march that night and overhaul them. We had then been on duty four nights and days, making forced marches, without six hours sleep in the whole time; whereupon the infantry officers of all the companies unanimously declared it

was madness to attempt, for that it would knock up all our brave men, not one of whom had yet gave out, but every one will suppose were much fatigued. They then sent off a party who were fresh, but they knocked up before they got up with them, and came back and met us at this town next morning. They surrounded a house where there was six Tories—took three of them—one got off—and one who ran and would not stop, was shot dead. They gave him warning first by calling, and at last shot two bullets over his head, but he still persisted, and the next two shot; one bullet went through his arm and one through his heart. The enemy have fled before us in the greatest panic that ever was known; we heard this moment that they have fled from Princeton, and that they were hard pressed by Washington. Never were men in higher spirits than our whole army is; none are sick, and all are determined to extirpate them from the Jersey, but I believe the enemy's fears will do it before we get up with them. The Hessians, from the general to the common soldier, curse and imprecate the war, and swear they were sent here to be slaughtered; that they never will leave New York again, till they sail for Europe. Jersey will be the most whiggish colony on the continent; the very Quakers declare for taking up arms. You cannot imagine the distress of this country. They have stripped every body almost without distinction—even of all their clothes, and have beat and abused men, women and children, in the most cruel manner ever heard of. We have taken a number of prisoners, in our route, Hessians and British, to the amount of about twenty. It seems likely through the blessing of Providence, that we shall retake Jersey again without the loss of a man, except one gen. Washington lost at Trenton. The enemy seem to be bending their way to Amboy with all speed, but I hope we shall come up with the Princeton baggage yet, and also get a share of their large stores at Brunswick. I hope if I live, to see the conquest of Jersey, and set off home again in two weeks. Some of my men have complained a little, but not to say sick; they are all now well here.

Thomas Rodney.

Letter Source: Letter from a Revolutionary War Soldier (1776)
From Alden T. Vaughn, ed., *Chronicles of the American Revolution* (New York: Grosset & Dunlap, 1965). Originally compiled by Hezekiah Niles and printed in 1822.

Appendix G: Written Document Analysis Worksheet

1.

TYPE OF DOCUMENT (Check one):

- | | | |
|-------------------------------------|--|---|
| <input type="checkbox"/> Newspaper | <input type="checkbox"/> Map | <input type="checkbox"/> Advertisement |
| <input type="checkbox"/> Letter | <input type="checkbox"/> Telegram | <input type="checkbox"/> Congressional record |
| <input type="checkbox"/> Patent | <input type="checkbox"/> Press release | <input type="checkbox"/> Census report |
| <input type="checkbox"/> Memorandum | <input type="checkbox"/> Report | <input type="checkbox"/> Other |

2.

UNIQUE PHYSICAL QUALITIES OF THE DOCUMENT (Check one or more):

- | | |
|---|---|
| <input type="checkbox"/> Interesting letterhead | <input type="checkbox"/> Notations |
| <input type="checkbox"/> Handwritten | <input type="checkbox"/> "RECEIVED" stamp |
| <input type="checkbox"/> Typed | <input type="checkbox"/> Other |
| <input type="checkbox"/> Seals | |

3.

DATE(S) OF DOCUMENT:

4.

AUTHOR (OR CREATOR) OF THE DOCUMENT:

POSITION (TITLE):

5.

FOR WHAT AUDIENCE WAS THE DOCUMENT WRITTEN?

6.

DOCUMENT INFORMATION (There are many possible ways to answer A-E.)

A. List three things the author said that you think are important:

B. Why do you think this document was written?

C. What evidence in the document helps you know why it was written? Quote from the document.

D. List two things the document tells you about life in the United States at the time it was written:

E. Write a question to the author that is left unanswered by the document:

Courtesy of the Education Staff, National Archives and Records Administration, Washington, DC 20408.

Appendix H: Written Document Analysis Worksheet

Acceptable Student Response Source #1

1.

TYPE OF DOCUMENT (Check one):

- | | | |
|--|--|---|
| <input type="checkbox"/> Newspaper | <input type="checkbox"/> Map | <input type="checkbox"/> Advertisement |
| <input checked="" type="checkbox"/> Letter | <input type="checkbox"/> Telegram | <input type="checkbox"/> Congressional record |
| <input type="checkbox"/> Patent | <input type="checkbox"/> Press release | <input type="checkbox"/> Census report |
| <input type="checkbox"/> Memorandum | <input type="checkbox"/> Report | <input type="checkbox"/> Other |

2.

UNIQUE PHYSICAL QUALITIES OF THE DOCUMENT (Check one or more):

- | | |
|---|---|
| <input type="checkbox"/> Interesting letterhead | <input type="checkbox"/> Notations |
| <input type="checkbox"/> Handwritten | <input type="checkbox"/> "RECEIVED" stamp |
| <input type="checkbox"/> Typed | <input checked="" type="checkbox"/> Other |
| <input type="checkbox"/> Seals | |

3.

DATE(S) OF DOCUMENT:

November 22, 1787 – July 1, 1778

4.

AUTHOR (OR CREATOR) OF THE DOCUMENT:

William Barton

POSITION (TITLE):

Lieutenant William Barton, First New Jersey Regiment – American Revolution

5.

FOR WHAT AUDIENCE WAS THE DOCUMENT WRITTEN?

Gilbert Barton of Allentown, NJ– William's Father

6.

DOCUMENT INFORMATION (There are many possible ways to answer A-E.)

A. List three things the author said that you think are important:

1. He wanted to see his country "flourish in peace and plenty."

2. He was lacking supplies as a soldier.

3. The French had arrived to help the U.S. fight the British.

B. Why do you think this document was written?

I think it was written to describe to William's father what his life was like as a soldier – including the conditions of his camp and his illness. It also includes details of battles and his hope of the war ending soon.

C. What evidence in the document helps you know why it was written? Quote from the document.

I am Inclined to believe that this present campaign will End the war in america, when every one that has been Ingaged in the Glorious cause may Return totheir abode and see his Country flourishing in peace and plenty..."

D. List two things the document tells you about life in the United States at the time it was written:

1. Life as a soldier could prove to be very difficult

2. There was plenty of hope that America would win and peace would be attained.

E. Write a question to the author that is left unanswered by the document:

Did William recover fully from his illness?

Appendix H: Written Document Analysis Worksheet

Written Document Analysis Worksheet – Acceptable Student Response Source #2

1.

TYPE OF DOCUMENT (Check one):

- | | | |
|--|--|---|
| <input type="checkbox"/> Newspaper | <input type="checkbox"/> Map | <input type="checkbox"/> Advertisement |
| <input checked="" type="checkbox"/> Letter | <input type="checkbox"/> Telegram | <input type="checkbox"/> Congressional record |
| <input type="checkbox"/> Patent | <input type="checkbox"/> Press release | <input type="checkbox"/> Census report |
| <input type="checkbox"/> Memorandum | <input type="checkbox"/> Report | <input type="checkbox"/> Other |

2.

UNIQUE PHYSICAL QUALITIES OF THE DOCUMENT (Check one or more):

- | | |
|---|---|
| <input type="checkbox"/> Interesting letterhead | <input type="checkbox"/> Notations |
| <input type="checkbox"/> Handwritten | <input type="checkbox"/> "RECEIVED" stamp |
| <input type="checkbox"/> Typed | <input checked="" type="checkbox"/> Other |
| <input type="checkbox"/> Seals | |

3.

DATE(S) OF DOCUMENT:

July 18-23, 1775

4.

AUTHOR (OR CREATOR) OF THE DOCUMENT:

Samuel Cooper

POSITION (TITLE):

Revolutionary War Soldier

5.

FOR WHAT AUDIENCE WAS THE DOCUMENT WRITTEN?

Samuel's wife and children

6.

DOCUMENT INFORMATION (There are many possible ways to answer A-E.)

A. List three things the author said that you think are important:

- 1. The soldiers needed supplies – often asked to be sent clothing**
- 2. He missed his family.**
- 3. He wanted to be viewed as brave – not a coward.**

B. Why do you think this document was written?

I think it was written to show what Samuel's life was like as a soldier. I think also to show how brave he was for volunteering in the Continental Army.

C. What evidence in the document helps you know why it was written? Quote from the document.

"the Dangers we are to Encounter I no not but it Shall never be Said to my Children your father was a Coward Let the event be what it will be not troubled make you Self Easy in Due time I hope to Return home in Peace"

D. List two things the document tells you about life in the United States at the time it was written:

- 1. Many soldiers left their families to volunteer for the Continental Army.**
- 2. Many soldiers lacked supplies - including clothing.**

E. Write a question to the author that is left unanswered by the document:

Was Samuel able to join his family again after the war was over?

Appendix H: Written Document Analysis Worksheet

Written Document Analysis Worksheet – Acceptable Student Response Source #3

1.

TYPE OF DOCUMENT (Check one):

- | | | |
|--|--|---|
| <input type="checkbox"/> Newspaper | <input type="checkbox"/> Map | <input type="checkbox"/> Advertisement |
| <input checked="" type="checkbox"/> Letter | <input type="checkbox"/> Telegram | <input type="checkbox"/> Congressional record |
| <input type="checkbox"/> Patent | <input type="checkbox"/> Press release | <input type="checkbox"/> Census report |
| <input type="checkbox"/> Memorandum | <input type="checkbox"/> Report | <input type="checkbox"/> Other |

2.

UNIQUE PHYSICAL QUALITIES OF THE DOCUMENT (Check one or more):

- | | |
|---|---|
| <input type="checkbox"/> Interesting letterhead | <input type="checkbox"/> Notations |
| <input type="checkbox"/> Handwritten | <input type="checkbox"/> "RECEIVED" stamp |
| <input type="checkbox"/> Typed | <input type="checkbox"/> Other |
| <input type="checkbox"/> Seals | |

3.

DATE(S) OF DOCUMENT:

December 30, 1776

4.

AUTHOR (OR CREATOR) OF THE DOCUMENT:

Thomas Rodney

POSITION (TITLE):

Revolutionary War soldier

5.

FOR WHAT AUDIENCE WAS THE DOCUMENT WRITTEN?

Thomas' brother - Caesar

6.

DOCUMENT INFORMATION (There are many possible ways to answer A-E.)

A. List three things the author said that you think are important:

1. He gives many details about the movement of his group of men which coincided with Washington's surprise attack at Trenton.

2. The morale of his group of a men rose after a victory.

3. The British have been brutal on their attacks on the military and civilians.

B. Why do you think this document was written?

I think it was written to give details of the war and to show how they were willing to fight for their freedom.

C. What evidence in the document helps you know why it was written? Quote from the document.

You cannot imagine the distress of this country. They have stripped every body almost without distinction—even of all their clothes, and have beat and abused men, women and children, in the most cruel manner ever heard of

D. List two things the document tells you about life in the United States at the time it was written:

1. The soldiers were used excellent strategies to win battles.

2. Many soldiers fell ill during the war.

E. Write a question to the author that is left unanswered by the document:

Did Thomas' group of men find more success and victories?

Appendix I: Revolutionary War Letter Handout



Revolutionary War Soldier Letter

Your Role: A Revolutionary War Soldier

Assignment: Write a letter home describing/explaining why you have chosen to volunteer to fight in the American Revolution. Incorporate at least two Enlightenment principles/ideas as reasons into the content of your written letter.

Format & Length- letter; Four paragraphs: Opening, two supporting paragraphs (One Enlightenment reason each), closing

Audience: Family members

Purpose: Explain why you have decided to fight in the Revolutionary War using at least two Enlightenment ideas/principles in the content of your letter.

Due Date -



Appendix I: Revolutionary War Letter Handout

Name _____

Revolutionary War Soldier Letter Rubric

| Criteria | | | | | Score |
|-------------------------------------|--|--|---|---|-------|
| Content Knowledge (50%) | Student does not have grasp of information; student cannot answer questions about the Enlightenment principles of government. 0 points | Student is uncomfortable with content and is able to demonstrate the basic concepts of the Enlightenment principles and hardships of the war. 5 points | Student is at ease with content, but fails to elaborate on the Enlightenment principles and hardships of the war. 10 points | Student demonstrates full knowledge of the Enlightenment principles and hardships of the war. 15 points | |
| Organization (20%) | Sequence of information is difficult to follow. 0 points | Reader has difficulty following work because student jumps around. 2 points | Student presents information in logical sequence which reader can follow. 4 points | Information in logical, interesting sequence which reader can follow. 6 points | |
| Format (20%) | Letter does not follow the appropriate paragraph format. 0 points | Letter does not completely have appropriate number of paragraphs - only 2-3. 2 points | Letter does not completely have appropriate number of paragraphs - only 4. 4 points | Letter does have the appropriate number of paragraphs - 5. 6 points | |
| Grammar, Spelling, & Neatness (10%) | Letter has four or more spelling errors and/or grammatical errors. Work is illegible. | Letter has three misspellings and/or grammatical errors. Work has three or four areas | Letter has no more than two misspellings and/or grammatical errors. Work has one or two areas | Letter has not misspellings or grammatical errors. Work has one or two areas that are sloppy. | |

| | | | | | |
|--|----------|-----------------------------|------------------------------|---------|--|
| | 0 points | that are sloppy. 1 point | that are sloppy. 2 points | 3points | |
|--|----------|-----------------------------|------------------------------|---------|--|

Teacher Comments:

Appendix I: Revolutionary War Letter Handout

December 1, 1777

Dearest Wife & children,

I hope this letter finds you well and all in good health. I myself have been able to stay healthy though I cannot say that is true for many of my fellow soldiers. I am writing this letter as I travel south with my regiment of the Continental Army. As I begin my service in the Continental Army, I must write to explain why I believe that this rebellion is a worthy cause for which I have left my loving family to go fight for our freedom.

As I begin to prepare for battle with my men, many of our conversations center on the unfair acts of King George and the British Parliament. Have they done their job of protecting our rights at British citizens? We say "No!" The taxation without representation along with the sending of unnecessary British troops to the colonies has angered us to the point of this rebellion! If the British government cannot protect our rights and refuses to change, we have every right to overthrow the government and create our own fair government.

As I march with men from all over the colonies, it only reinforces the idea of all men are created equal. It should not matter if we live in the colonies or in England, we are all British citizens! Citizens should be treated in the same manner by our government. Treating us with equality would mean also giving us representation in Parliament - allowing us to have a say in what is being taxed and how the colonies should be treated. Because Great Britain has been unable to treat us with such respect, I now march along with men who will be soon known as U.S. citizens!

It is with much hope that together as colonists we will win this war and prove to Great Britain that we should be free and independent. I am surrounded by many brave men who have volunteered to make sure this happens. Even with a short amount of food and supplies, our morale and ambition has not wavered.

It with much love I send to you and our children. Until I safely return to our home.....

Your loving husband & father,

Jacob Moore