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K–5 Reading Language Arts

ENGLISH

AMERICAN REVOLUTION: THE ROAD TO INDEPENDENCE



GRADE 4 UNIT 5 | READER

EDITION 1

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Grade 4 | Unit 5

American Revolution: The Road to Independence

Reader

Acknowledgement:

Thank you to all the Texas educators and stakeholders who supported the review process and provided feedback. These materials are the result of the work of numerous individuals, and we are deeply grateful for their contributions.

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Chapter 1

Bills to Pay

THE BIG QUESTION
Why did the British government tax the colonists, and why did that make the colonists angry?

To better understand the events that led to the American Revolution, we will have to travel back in time to the years between 1754 and 1763, when the British fought against the French in a different war on North American soil.

This war, known as the French and Indian War, was part of a larger struggle in other countries for power and wealth. In this **conflict**, the British fought the French for control of land in North America.

During the French and Indian War, many Native Americans chose sides. Some fought with the British, while others fought with the French. Battles were won and lost on both sides. However, as is often the case in war, there is a **turning point**. In this war, it was a battle fought in a part of Canada controlled by the French.

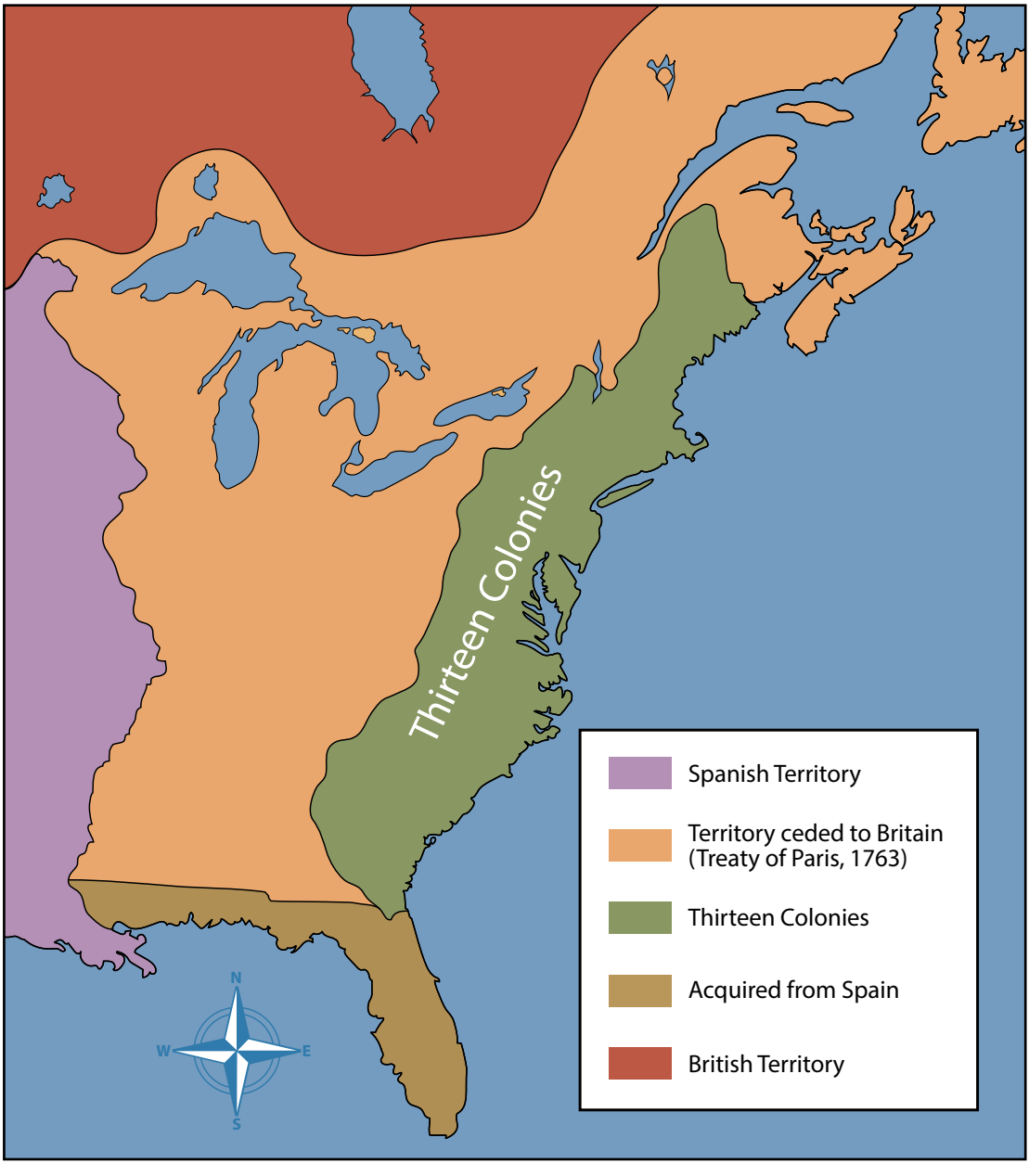
In 1759, British soldiers sailed up the St. Lawrence River and attacked the French city of Québec. The British were victorious in the Battle of Québec and then went on to take Montréal the next year. Montréal's fall signaled the end of large battles between the French and British in North America. Sporadic fighting continued until 1763, when the Treaty of Paris finally ended the French and Indian War.



French and Indian War

In the treaty, France agreed to give up almost all of the land it had claimed in North America. The French handed over control of this land to Great Britain. However, with new land came new responsibilities and financial **burdens**.

Territory gained by Britain (Treaty of Paris, 1763)



Taxes

The British government had borrowed a lot of money to fight this war. A lot of that money had been spent on protecting the colonists from the French and their Native American allies. All of the money had to be paid back, and the British government felt that the colonists should pay their share. In addition, more money was continually needed to protect the colonies as well as the newly acquired land.

To raise the needed funds, the British government **imposed** new **taxes**, including several that would have to be paid by the colonists. In 1765, King George III and his government proposed the Stamp Act.



Stamps were imprinted or embossed on paper.

The Stamp Act was a tax on printed materials. Colonists were required to buy stamps when they bought printed items such as newspapers, pamphlets, even playing cards. These were not gummed stamps, but rather impressions imprinted or embossed on paper. Many people were upset about the Stamp Act. They thought it was unfair that the king and his government in London were making decisions about taxes the colonists had to pay, while the colonists had no say in the matter.

The British government had generally allowed the colonies to raise taxes themselves. For example, if the government of Virginia needed money, an **assembly** of representatives from different parts of Virginia would meet. This assembly was called the House of Burgesses. Members of the House of Burgesses would determine the best way to raise money. They would propose taxes, and they would vote. If many representatives thought the taxes were unfair, they would not vote for them and, therefore, the taxes would not be approved. Because the House of Burgesses included representatives from different parts of Virginia, most everyone felt the process was fair.

Every colony had an assembly similar to the Virginia House of Burgesses. The assemblies weren't all called the House of Burgesses, but they did the same thing: a group of representatives met to discuss new laws and taxes.

Although the colonists continued to raise their own taxes even after 1765, they felt that, rather than imposing a new tax on the colonies, the king and his government should have asked these assemblies to find a way to raise the money that was needed. Instead, without even as much as a dialogue, the king and his government created the Stamp Act. They did not send it to the colonial assemblies, but directly to Parliament, part of the British government responsible for passing laws and raising taxes.



The Stamp Act was very unpopular.

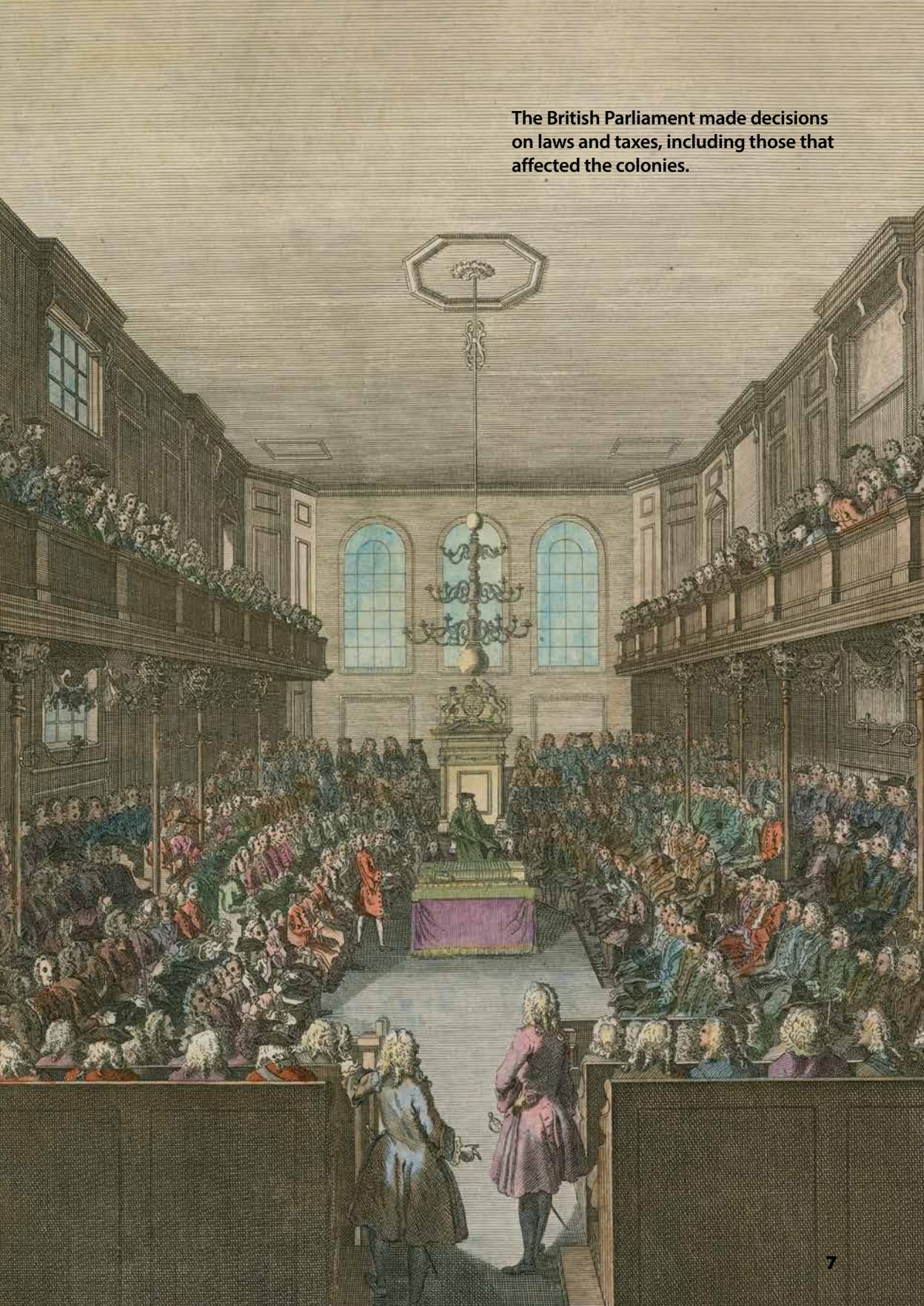
The colonists agreed that there were bills that had to be paid, and they wanted to contribute. But they also wanted some say in how the money was raised. They were concerned that important decisions about taxes were being made thousands of miles away, by a parliament that had no colonial representatives. This process didn't seem fair to them.

Other regions outside of England, such as Scotland, had representatives in Parliament. Their job was to represent—and stand up for—the people of Scotland. But there were no representatives from the 13 colonies in Parliament. Not even one!

When the colonists became upset about the Stamp Act, they expressed their unhappiness in various ways. They held protest meetings. They wrote pamphlets. They sent **petitions** to London. They tried to explain why they thought the Stamp Act was unfair.



The Stamp Act was seen as an unfair tax.



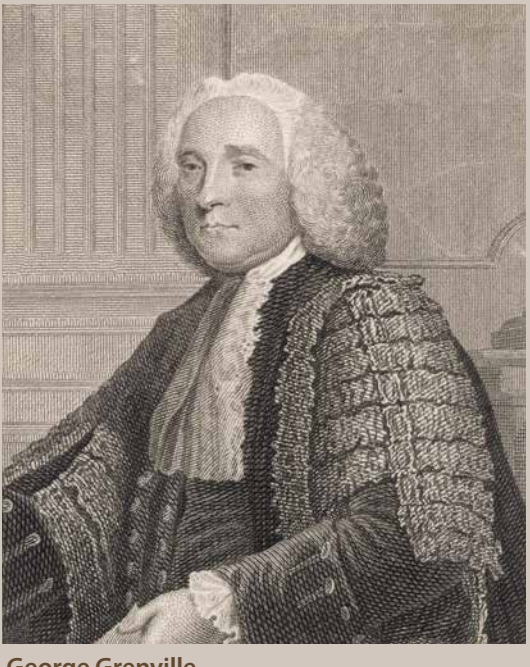
The British Parliament made decisions on laws and taxes, including those that affected the colonies.

Many of the colonists were proud British subjects. But they also felt that they had rights—rights that the king and his government could not take away. **Opposition** to the Stamp Act spread.

In Virginia, the House of Burgesses passed a motion protesting the Stamp Act. The burgesses agreed that the British Parliament had no right to tax the people of Virginia.

Prime Minister Grenville

In 1765, the prime minister of Great Britain was George Grenville. He was the **mastermind** behind the Stamp Act. Grenville was faced with the challenge of finding money to support the thousands of British soldiers stationed in the North American colonies. As far as he was concerned, the British soldiers were protecting the colonists, so the colonists should help pay for the soldiers.



George Grenville

At first, the British government was surprised by the colonists' response to the Stamp Act. As prime minister, Grenville remained unsympathetic to the colonial complaints and protests. However, he did not have widespread support, and other government ministers criticized him. He was replaced as prime minister in 1766.

A Leader Emerges

George Washington fought in the French and Indian War alongside the British. He served as a major and led a group of **militia** against the French in the Ohio River Valley. As a result of a successful mission against a French scouting party, Washington was promoted to colonel. He became the commander of a group of soldiers from Virginia and North Carolina. Although his next mission was not as successful, Washington had made a name for himself as a valiant leader. In 1755, he became the commander of all the Virginia militiamen. He was elected to the Virginia House of Burgesses in 1758.



George Washington

Chapter 2

Trouble Is Brewing

THE BIG QUESTION
Who were the Sons of Liberty, and what form of protest did they lead in Boston Harbor?

Some of the most passionate protests against the Stamp Act took place in Boston, Massachusetts. There, angry crowds took their frustration out on tax collectors.

A new group of protestors formed in Boston in response to the Stamp Act. The group met under a tree that they called the **Liberty** Tree. They made public speeches against taxes and the British government. They cried, "No taxation without representation!" This group became known as the Sons of Liberty.

Eventually, after much protest, the British government decided to **repeal** the Stamp Act in 1766. Parliament **eliminated** the tax on paper products, but in 1767 it replaced it with other taxes—including taxes on imported goods, such as tea. These taxes were officially called the Townshend Acts.



Buying, selling, even drinking tea became a political act in 1773.



Teapot celebrating the repeal of the Stamp Act

Tea was a popular drink in the colonies, just as it was in Great Britain. However, many people decided they would not buy British tea if they had to pay an unfair tax. And they thought the new tax on tea was every bit as unfair as the old tax on paper. After all, the new tax had been approved by the same British Parliament in London, and there were still no representatives from the 13 colonies there.

Suddenly, deciding to take a sip of tea meant something more than just having a drink. If you bought British tea, you were paying a tax, and, **indirectly**, you were agreeing that Parliament had the right to tax the colonies. On the other hand, if you refused to buy British tea, you were making a statement of a different kind: you were saying that you did not approve of—and would not accept—taxation without representation.

Colonists who were angry about the new tax agreed not to buy British tea. But they didn't stop there. They also visited inns and other places that sold tea and asked the owners to stop selling it. Many establishments agreed to **boycott** British tea.


ADVERTISEMENT.

THE Members of the Aſſociation of the Sons of Liberty, are requeſted to meet at the City-Hall, t one o'Clock, To-morrow, (being Friday) on Buſi- neſs of the utmoſt Importance;—And every other Friend to the Liberties, and Trade of America, are hereby moſt cordially invited, to meet at the ſame Time and Place.

The Committee of the Aſſociation.

Thurſday, NEW-YORK, 16th December, 1773.

Advertisement for a Sons of Liberty meeting

Debates and protests about the British government's role in colonial affairs continued, especially in Boston.

In 1768, in response to the protests about the new taxes, the British government sent soldiers to Boston to keep an eye on the Sons of Liberty. Because the British soldiers wore red uniforms, the colonists sometimes referred to them as "redcoats" or "lobster backs."

In March 1770, several Bostonians got into a tussle with a redcoat. The Bostonians surrounded the soldier and called him names. They threw snowballs at him, and some members of the crowd even threatened him with sticks and clubs.

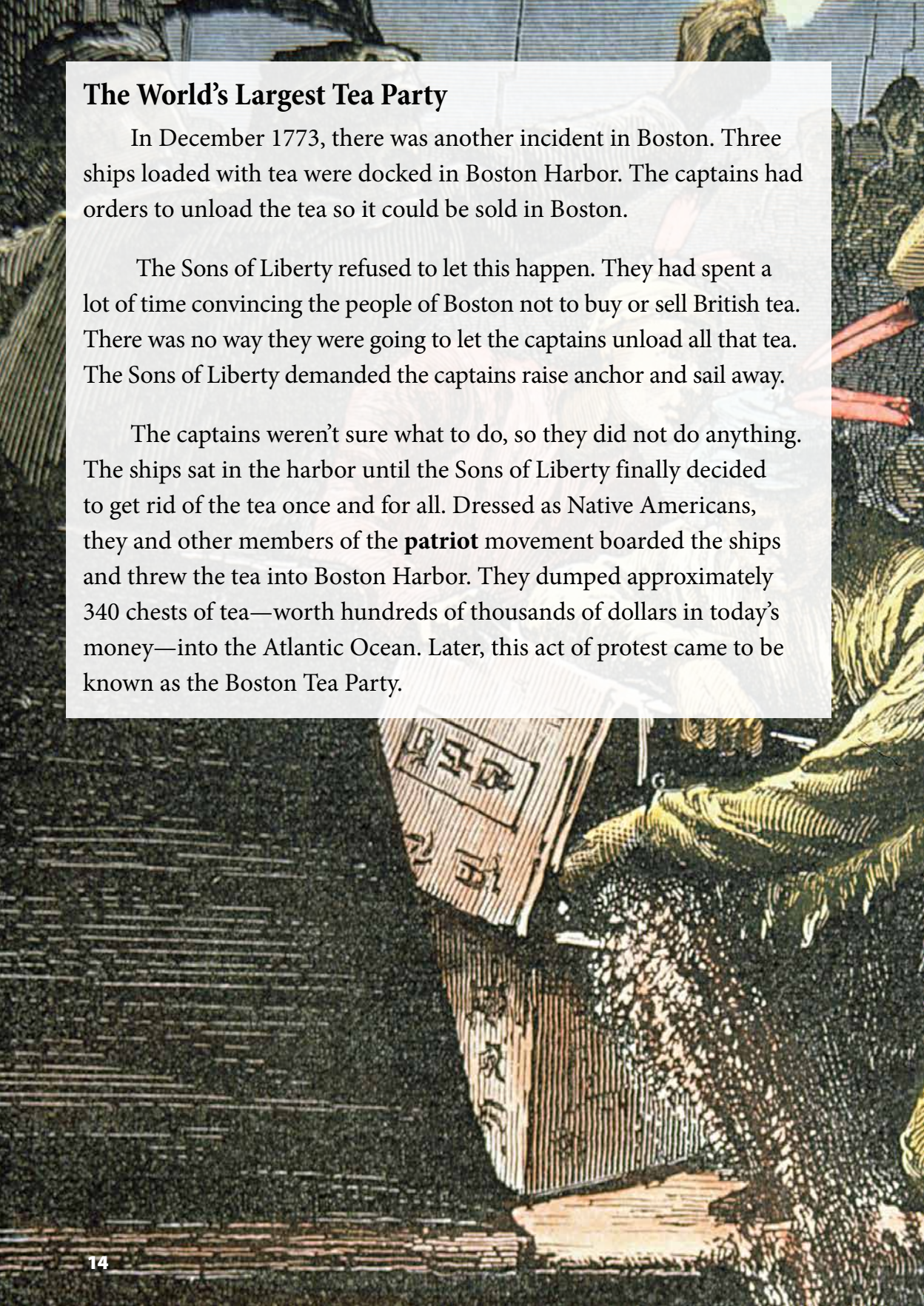
More British soldiers arrived on the scene. They ordered the Bostonians to go home, but the angry protestors refused. The situation became more serious when even more people poured into the streets. Soon a crowd of 300 angry Bostonians was pressing in on the outnumbered British soldiers.

Some of the Bostonians shouted at the soldiers, daring them to fire their guns. One of the Bostonians threw something at the soldiers. It may have been a snowball. It may have been a rock. Whatever it was, it hit one of the soldiers and knocked him down. Perhaps thinking his life was in danger, the soldier fired his **musket**. One of the Bostonians fought back, attacking the soldier with a club. After that, the other British soldiers responded. They fired into the crowd. When it was over, five people were dead.

The Sons of Liberty were outraged. They began making speeches about the incident, which became known as the Boston Massacre. They insisted that the Bostonians had been protesting peacefully and the British had no reason to fire on them. One of the Sons of Liberty, a man named Paul Revere, created an **engraving** that showed British soldiers firing into a crowd of peaceful protestors. It was not an entirely **accurate** picture of what had happened, but many colonists thought it was.



Paul Revere's engraving of the event that became known as the Boston Massacre



The World's Largest Tea Party

In December 1773, there was another incident in Boston. Three ships loaded with tea were docked in Boston Harbor. The captains had orders to unload the tea so it could be sold in Boston.

The Sons of Liberty refused to let this happen. They had spent a lot of time convincing the people of Boston not to buy or sell British tea. There was no way they were going to let the captains unload all that tea. The Sons of Liberty demanded the captains raise anchor and sail away.

The captains weren't sure what to do, so they did not do anything. The ships sat in the harbor until the Sons of Liberty finally decided to get rid of the tea once and for all. Dressed as Native Americans, they and other members of the **patriot** movement boarded the ships and threw the tea into Boston Harbor. They dumped approximately 340 chests of tea—worth hundreds of thousands of dollars in today's money—into the Atlantic Ocean. Later, this act of protest came to be known as the Boston Tea Party.



Boston Tea Party

Phillis Wheatley



Phillis Wheatley

When the Stamp Act was repealed, many people in the colonies were delighted. Some people wrote articles, letters, and songs expressing their gratitude. One woman, named Phillis Wheatley, wrote a poem. Phillis Wheatley was an enslaved African who had been transported against her own will to Massachusetts on a ship that transported enslaved people. She was taken to work in the home of a merchant named John Wheatley. The Wheatleys taught her to read and write. Eventually, she began to write poetry. A book of her poems was published in 1773. Her poem to King George became one of her best-known works:

To the King's Most Excellent Majesty 1768

YOUR subjects hope, dread Sire—
The crown upon your brows may flourish long,
And that your arm may in your God be strong!
O may your sceptre num'rous nations sway,
And all with love and readiness obey!
But how shall we the British king reward!
Rule thou in peace, our father, and our lord!
Midst the remembrance of thy favours past,
*The meanest peasants most admire the last**
May George, beloved by all the nations round,
Live with heav'ns choicest constant blessings crown'd!
Great God, direct, and guard him from on high,
And from his head let ev'ry evil fly!
And may each clime with equal gladness see
A monarch's smile can set his subjects free!

** The Repeal of the Stamp Act*

Crispus Attucks



Crispus Attucks

Crispus Attucks was among the people killed during the Boston Massacre. Attucks was part African and part Native American. He had been enslaved, but at the time of the Boston Massacre he was a sailor. During the crossfire, Attucks was shot in the chest and died immediately. Three others, and eventually a fourth, also died as a result of the incident in Boston. On the day of the funerals, many shops closed. Thousands of people filed through the streets of Boston following the victims' coffins. Attucks and the others became heroes.

The Sons of Liberty

The Sons of Liberty was largely made up of small business owners. Several were merchants and tradesmen. The group got its name from an Irishman named Isaac Barre. Barre was a soldier and a politician. He spoke out in the British Parliament against some of the decisions being made regarding the colonies. Like George Washington, Isaac Barre fought in the French and Indian War. He was involved in the defeat of the French at the Battle of Québec. He was strongly opposed to the taxes that were being imposed on the colonists. In one of his speeches, Barre referred to the colonists as Sons of Liberty. The name inspired some of the protestors in the colonies, and the group has been known as the Sons of Liberty ever since.



Isaac Barre

Chapter 3

The Fight Begins

THE BIG QUESTION
What was the Revolutionary War, and what were the causes that led to it?

When news of the Boston Tea Party reached Great Britain in 1774, many people were shocked. Many members of the British government were furious. They made a decision to punish the people of Boston.

Over the next few months, Parliament approved a series of new laws. The Boston Port Act declared that Boston Harbor would remain closed until the colonists paid for the tea that had been destroyed. No ships were allowed to enter or leave without British permission.



The Massachusetts Government Act declared that the people of the colony were now under stricter control in terms of meetings and electing their own officials. From that point on, the British king and his ministers would make all decisions about which colonists would serve in important positions in Massachusetts.

The Administration of Justice Act made new rules for trials. Bostonians accused of a crime would no longer be tried in Boston by fellow Bostonians. Instead, they would be sent either to another colony, such as Canada, or even to London. They would also be tried in a special Admiralty court by a judge handpicked by the king.

The Quartering Act declared that the colonists had to provide quarters, or temporary places to live, for the British soldiers stationed in the colonies. The colonists also had to provide supplies such as food, bedding, candles, and firewood. This was significant because the British government was getting ready to send more soldiers to Boston.



Alfred Thompson, *Redcoats Sack New England*



Members of the First Continental Congress gather at Carpenters' Hall in Philadelphia



The people of Massachusetts were very angry about these new laws. How could they make a living if goods could not be shipped in or out of Boston? How would they get a fair trial if they were sent to faraway courts? And how could they trust the government if all of the top officials were selected by the king? The Bostonians called these new laws the **Intolerable** Acts. They would not stand for them!

News did not travel fast back then. People did not have television, cell phones, or e-mail. But when people in other colonies heard about the events unfolding in Massachusetts, they became alarmed. Some were angry, too. They thought the same could happen to them! Twelve of the 13 colonies decided to send representatives to a meeting in Philadelphia, Pennsylvania, known as the First Continental Congress. The First Continental Congress met in September 1774. Of the 13 colonies, only Georgia did not attend.

Complaints and Grievances

The 56 members of the First Continental Congress drafted a list of complaints and **grievances** against the king and his government. They agreed that all 13 colonies would stop **importing** goods from Great Britain—not just tea and other items that were taxed, but all British goods. They also agreed that, unless Parliament repealed the Intolerable Acts, the colonies would stop **exporting** colonial goods to Great Britain.

Some colonists began to think a war was unavoidable. They thought it was time to start **stockpiling** muskets and gunpowder. Others believed that it was not too late to patch up relations with the king and his government.

Representatives from Virginia debated this issue in March 1775. Several representatives argued that Virginia should do whatever it could to keep the peace and restore good relations with the king. But others felt that it was too late for that. A country lawyer named Patrick Henry proposed that it was time to stop talking about peace and to start fighting for liberty:

> *"Gentlemen may cry, Peace, Peace—but there is no peace. The war is actually begun! . . . Our brethren are already in the field! Why stand we here idle? What is it that gentlemen wish? . . . Is life so dear, or peace so sweet, as to be purchased at the price of chains and slavery? Forbid it, Almighty God! I know not what course others may take; but as for me, give me liberty or give me death!"*
>
> *—Patrick Henry*

Many people in Massachusetts agreed with Patrick Henry. They were organizing militias, stockpiling guns, and preparing to fight. Some of the Massachusetts militiamen were known as minutemen. These special troops were created to be ready to fight at a moment's notice!

The British government knew that these preparations were underway. In response, they sent a large army to Boston. British generals were told to confiscate any weapons they could find. They were also told to find and arrest the biggest troublemakers among the Sons of Liberty—Samuel Adams and John Hancock.

In April 1775, the British tried to capture some weapons that members of the patriot movement had hidden in Concord, west of Boston. Approximately 700 British soldiers marched out of Boston on the night of April 18, hoping to surprise the militia in Concord. But the patriots were watching every move the British soldiers made.



Patrick Henry addressing Virginia representatives



Lantern

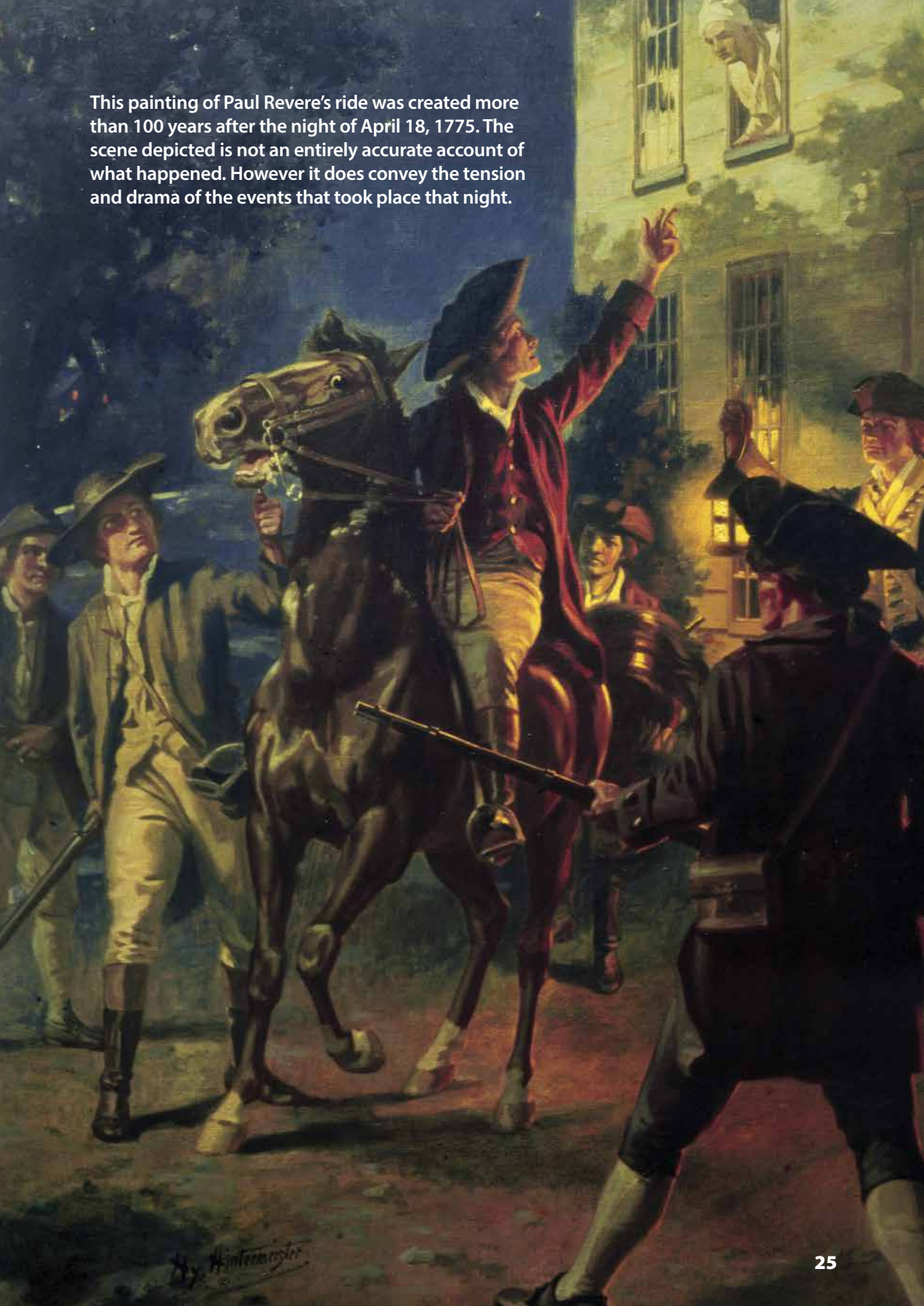
The Night Rider

One of the men keeping an eye on the British was Paul Revere. He had heard that the British soldiers were getting ready to march out to Concord. He knew there were only two ways to get to Concord from Boston. One was to march there on foot. The other was to cross the Charles River in boats and then march the rest of the way. It was not possible to tell which way the British would go until they set out. Revere came up with a clever plan. He told a friend to hang lanterns in the **belfry** of the North Church in Boston. If the soldiers left Boston on foot, Revere's comrade was to hang one lantern; if they set off in boats, he was to hang two lanterns.

On the night of April 18, 1775, Revere's friend ran up to the belfry and hung two lanterns. Then, Revere and several other patriots jumped into action. Revere got into a rowboat and rowed across the Charles River—right past a British warship! Once he made it across, he jumped onto a horse and set off along the same road the soldiers would be taking. Paul Revere and other riders, including William Dawes and Samuel Prescott, rode through the night to awaken the sleeping colonists.

Paul Revere, well-known for the popular cry, "The British are coming!" never actually spoke those words, let alone yelled them into the darkness. Today, historians believe it is more likely he quietly warned colonists, "The regulars are coming out!" Paul Revere never made it to Concord that night. But he did ride to Lexington to warn Samuel Adams and John Hancock, who were wanted by the British and in hiding there.

Because of Revere and the other riders, people who lived along the road knew the British soldiers were headed toward Concord. Hundreds of minutemen grabbed their guns and prepared to defend their homeland.



This painting of Paul Revere's ride was created more than 100 years after the night of April 18, 1775. The scene depicted is not an entirely accurate account of what happened. However it does convey the tension and drama of the events that took place that night.

The Shot Heard 'Round the World

It was April 19, 1775. In Lexington, a town on the road to Concord, 80 militiamen lined up in formation. They had their guns with them, but they were not planning to fire on the redcoats. After all, a war had not been declared. Still, they knew there was a chance fighting might break out, and they wanted to be ready if it did.

As the British approached, John Parker, the leader of the Lexington militia, told his men, "Stand your ground; don't fire unless fired upon, but if they mean to have a war, let it begin here."

A British officer told the armed men to go home. According to one report, he shouted, "Lay down your arms, you **rebels**!" However, as the militiamen were turning to go, a shot rang out.

Who fired that shot? Even today nobody knows for sure. The British soldiers thought the militiamen fired it. However, Parker and his men said later that they did not. The shot may have been fired by someone who was not part of Parker's militia. He may have been firing into the air to sound an alarm. In any case, the soldiers thought they were under attack. They fired a **volley** and—in a matter of seconds—guns were flashing and smoking on both sides.





Battle of Lexington

Seven members of the militia were killed in Lexington that day, and nine more were wounded. On the other side, only one British soldier was wounded.

Next, the British soldiers marched on to Concord. They searched Concord and found a few cannons and some **musket balls**. By this time, word of the fighting was spreading rapidly. Hundreds of men made their way to Concord, ready to fight. One troop of militiamen met the regulars on the outskirts of Concord at North Bridge. The British fired. The militiamen fired back.

Soon the British commander decided to march his troops back to Boston. However, as the British soldiers made their way back, militiamen shot at them. The militiamen hid behind trees and stone walls. They fired on the British soldiers, one or two at a time. By the time the British made it back to Boston that night, 73 soldiers had been killed and another 174 had been wounded. As for the colonists, 49 had died and 39 had been wounded. The colonists had stood up to the British, and the British had failed to capture Samuel Adams and John Hancock. There was no going back—the **Revolutionary** War had begun!

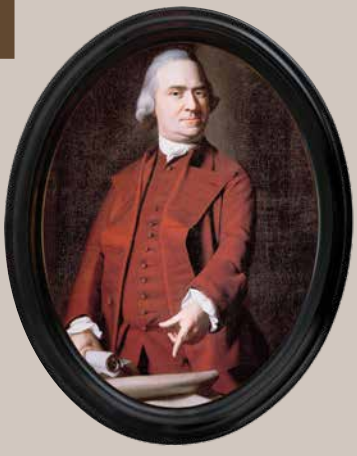
Georgia Stays Home

Georgia was the only colony that did not send representatives to the First Continental Congress that met in Philadelphia in 1774. Though Georgians also opposed British trade regulations, many hesitated to join the revolutionary movement that emerged in the colonies. Many Georgians believed they had prospered under royal rule.



Two Very Important Patriots

Samuel Adams



Samuel Adams

In 1765, Samuel Adams was elected to the Massachusetts colonial assembly and became the leader of opposition to the British government. As a delegate to the First and Second Continental Congress, Adams fought for colonial independence. Though Harvard-educated, Adams was not part of the social elite who typically held government positions at the time. Several of Adams's acquaintances helped to give him a gentlemanly appearance, more befitting a political leader of the time. For his first trip to Philadelphia, one friend provided him with financial assistance and another gave him the outfit he wore to the meeting.

John Hancock

John Hancock's name tops the list of signatures on the Declaration of Independence. His prominent signature is familiar to anyone who has seen an image of that document. John Hancock was a wealthy Boston merchant and patriot leader of the American Revolution. Following the Boston Massacre in 1770, John Hancock was one of the committee members chosen to go to the governor to demand the removal of British troops from the city. At the funeral of Crispus Attucks and other victims, Hancock delivered an address that led to an order for his arrest.



John Hancock

Chapter 4

Shots and Speeches

THE BIG QUESTION
What big decision did the colonists make as a result of shots fired in Massachusetts and speeches delivered in Pennsylvania?

What a difference a day makes! By the time the sun came up on April 20, 1775, the British army had **retreated** from Concord back to Boston. They had suffered more than 200 **casualties** and were now surrounded by militia.

Things went from bad to worse when the militia set up cannons on two hills overlooking Boston Harbor. One of the hills was called Breed's Hill. The other was Bunker Hill.

The British generals were worried. If the militia had cannons up on the hills, they might be able to fire on the British ships in the harbor below and sink some of them. The generals decided that they had to drive the militia off the hills.

It would take time to put their plan into action, but two months later, on June 17, 1775, the British launched an attack. Hundreds of redcoats began marching up Breed's Hill. The militiamen at the top of the hill waited nervously. A commander named William Prescott knew his men did not have much **ammunition**. They would have to make every shot count.



John Ward Dunsmore, *Bunker Hill (Fight at Rail Fence)*

The militia waited . . . and waited . . . and waited. Finally, they opened fire. **Scores** of British troops fell to the ground. Surprisingly, the redcoats were forced to retreat. The British attacked a second time, but again they were beaten back. They attacked a third time—and this time they were successful. The militia had run out of ammunition. Now it was *their* turn to retreat.

Today this battle is known as the Battle of Bunker Hill. However, that is an unusual name for a battle that was actually fought on Breed's Hill. It is possible that the confusion about the location of the battle was caused by a lack of familiarity with the area. The two hills are near each other. In fact, a British officer who mapped the battle site mixed them up on his map. It is also possible that Prescott had been ordered to **fortify** Bunker Hill but fortified Breed's Hill instead when he realized that it was the more desirable spot.

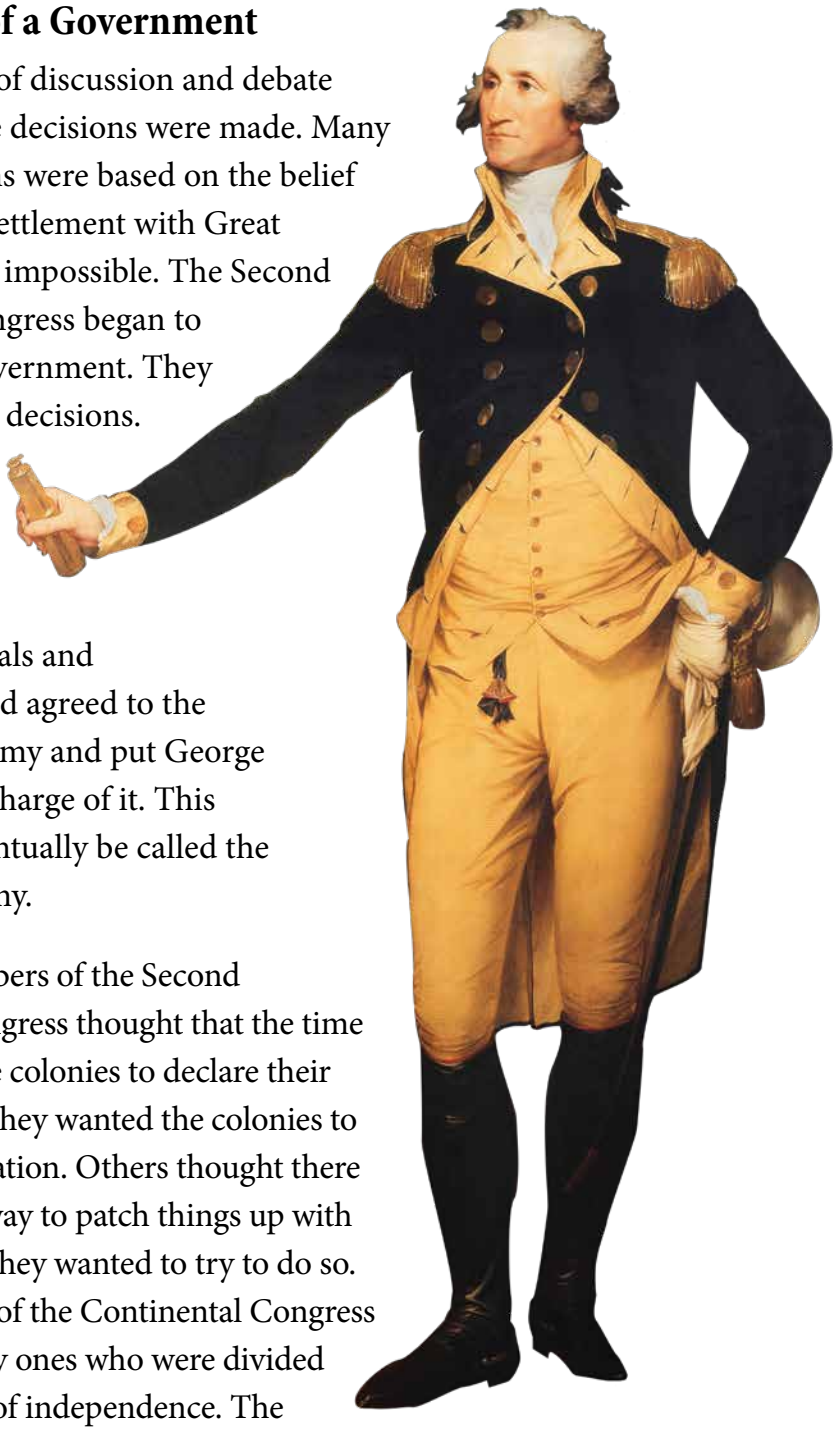
In one sense, the Battle of Bunker Hill was a victory for the British. They achieved their goal: they drove the militia off the hill. In another sense, it felt more like a defeat. Is it really a victory if 1,000 men are killed and wounded compared to 500 on the other side? The British knew that they could not afford to continue to lose so many soldiers, even if the eventual outcome was a victory!

While the Battle of Bunker Hill was raging outside Boston, 56 representatives from all 13 colonies attended the Second Continental Congress in Philadelphia. Thomas Jefferson came north to represent Virginia. John Adams, Samuel Adams, and John Hancock made their way south from Massachusetts. Benjamin Franklin, a native Bostonian living in Philadelphia, did not have far to travel.

The Making of a Government

As months of discussion and debate continued, some decisions were made. Many of these decisions were based on the belief that a peaceful settlement with Great Britain was now impossible. The Second Continental Congress began to function as a government. They made important decisions. They issued paper money, set up a postal service, appointed generals and ambassadors, and agreed to the creation of an army and put George Washington in charge of it. This army would eventually be called the Continental Army.

Many members of the Second Continental Congress thought that the time had come for the colonies to declare their independence. They wanted the colonies to become a new nation. Others thought there might still be a way to patch things up with the British, and they wanted to try to do so. These members of the Continental Congress were not the only ones who were divided on the question of independence. The people of the colonies they represented were divided as well.



George Washington became commander of the Continental Army.

A Little Common Sense

One man who may have done more than anyone else to convince people to declare independence was Thomas Paine. Paine was an Englishman who had moved to Philadelphia only a few months earlier at the suggestion of Benjamin Franklin. Franklin thought Paine could help the patriot movement. Thomas Paine wrote a pamphlet called *Common Sense*. It was published in January 1776, while the Second Continental Congress was meeting.

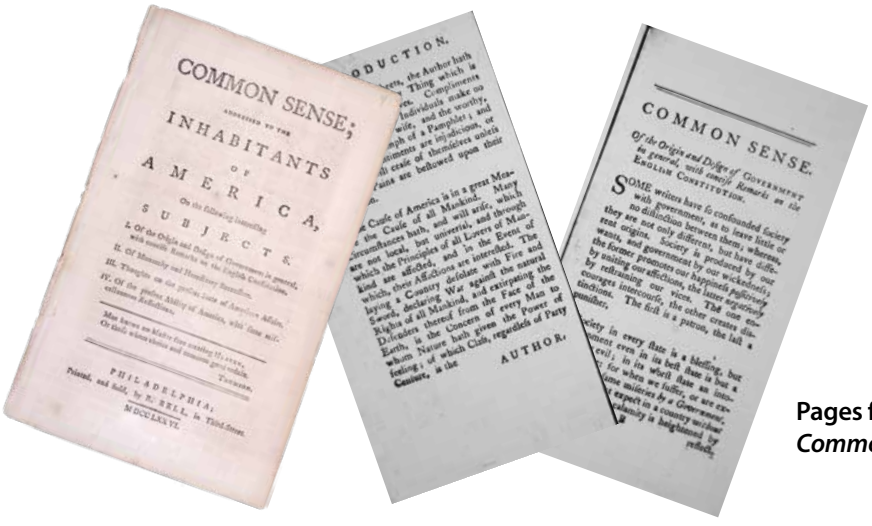


Thomas Paine

Paine believed that monarchy was a foolish way to run a country. "Mankind being originally equals in the order of creation," Paine wrote; so how could any one man claim the right to rule over millions?

Paine argued that the colonies should separate from Great Britain and form a republic—a government made up of elected representatives. He told his new countrymen they had an amazing opportunity—they could cast off government by kings and replace it with something much, much better:

> *"[W]e have every opportunity and every encouragement before us, to form the noblest, purest constitution on the face of the earth. We have it in our power to begin the world over again. . . . The birthday of a new world is at hand. . . . [F]or God's sake, let us come to a final separation."*
>
> *—Thomas Paine*



Pages from *Common Sense*

Common Sense became a bestseller. Copies were printed in all 13 colonies. Selections were printed in newspapers. Those who could read studied the pamphlet. Those who could not read listened while it was read aloud at an inn or coffeehouse. *Common Sense* convinced many colonists that it was, in fact, time to declare independence.

A Final Separation

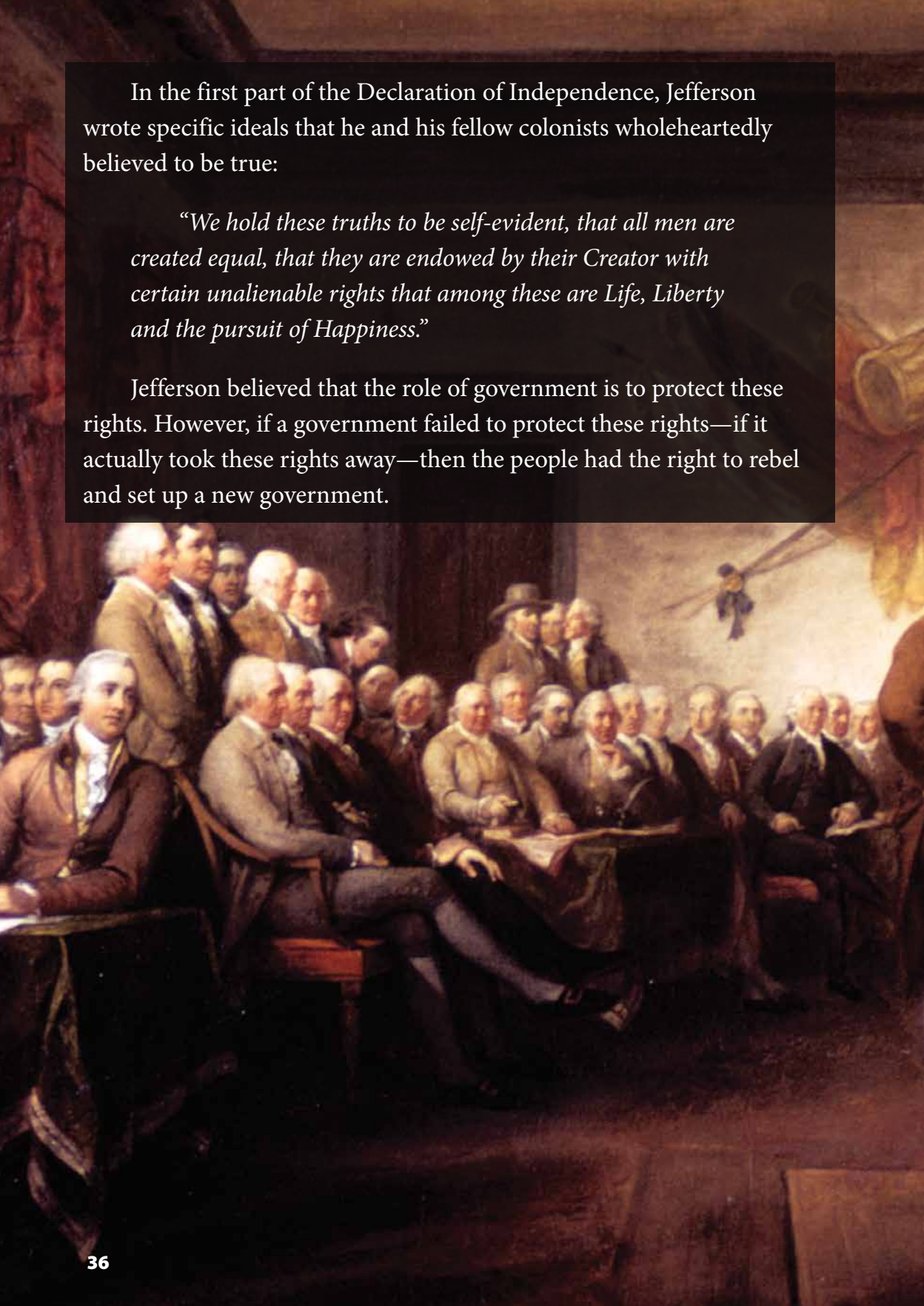
By June 1776, most members of the Second Continental Congress were ready to vote for what Paine referred to as "a final separation." Thomas Jefferson, a delegate from Virginia, was asked to write an official **declaration** of independence. His job was to explain why the colonies were breaking away from Great Britain, and why it was necessary for them to do so.

Benjamin Franklin and John Adams reviewed Jefferson's draft. They made a few changes, but overall they accepted Jefferson's work without reservation. On July 2, 1776, the members of the Second Continental Congress voted for independence. On July 4, 1776, the members voted again—this time on whether to accept Jefferson's Declaration of Independence as the document that outlined the reasons for their desire to be independent. No one voted against it. One colony, New York, **abstained**. The Declaration of Independence was approved!

In the first part of the Declaration of Independence, Jefferson wrote specific ideals that he and his fellow colonists wholeheartedly believed to be true:

> *"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."*

Jefferson believed that the role of government is to protect these rights. However, if a government failed to protect these rights—if it actually took these rights away—then the people had the right to rebel and set up a new government.





John Trumbull, ***Declaration of Independence*****, 1817–1819**

Jefferson argued that this was what the British government had done. In the second half of the Declaration of Independence, Jefferson presented a long list of unacceptable actions the British government had taken. It had **levied** unfair taxes, taken away the right to trial by jury, and quartered British troops in colonial cities. For all of these reasons (and more), Jefferson wrote, the colonists had no other option but to declare independence from Great Britain.

Happy Birthday to Us!

Ever since 1776, the Fourth of July has been a national holiday in the United States. On this day every year, Americans celebrate their independence by watching fireworks, singing patriotic songs, and attending picnics and parades. Although it took another month to get all the signatures on the Declaration of Independence, Americans still celebrate Independence Day on July 4.



Independence Day in Washington, D.C.

No Simple Solution

The colonists did not initially have a national army ready to fight on their behalf. The Continental Army, as such, did not yet exist. In June 1775, the Continental Congress appointed Virginian George Washington to create such an army. Until then, the army had consisted of a loosely organized collection of militia units from New England. The **implications** of what had happened at Lexington and Concord were far from clear in the days following the battles. While there had been plenty of outrage, it had taken over a year for independence to be declared. In fact, after the battles in Lexington and Concord, some patriots had created a flag called "The Continental Colors." This flag featured the red and white stripes from the Sons of Liberty flag with an image of the British Union Jack superimposed on it, indicating some degree of continued loyalty to the British government.



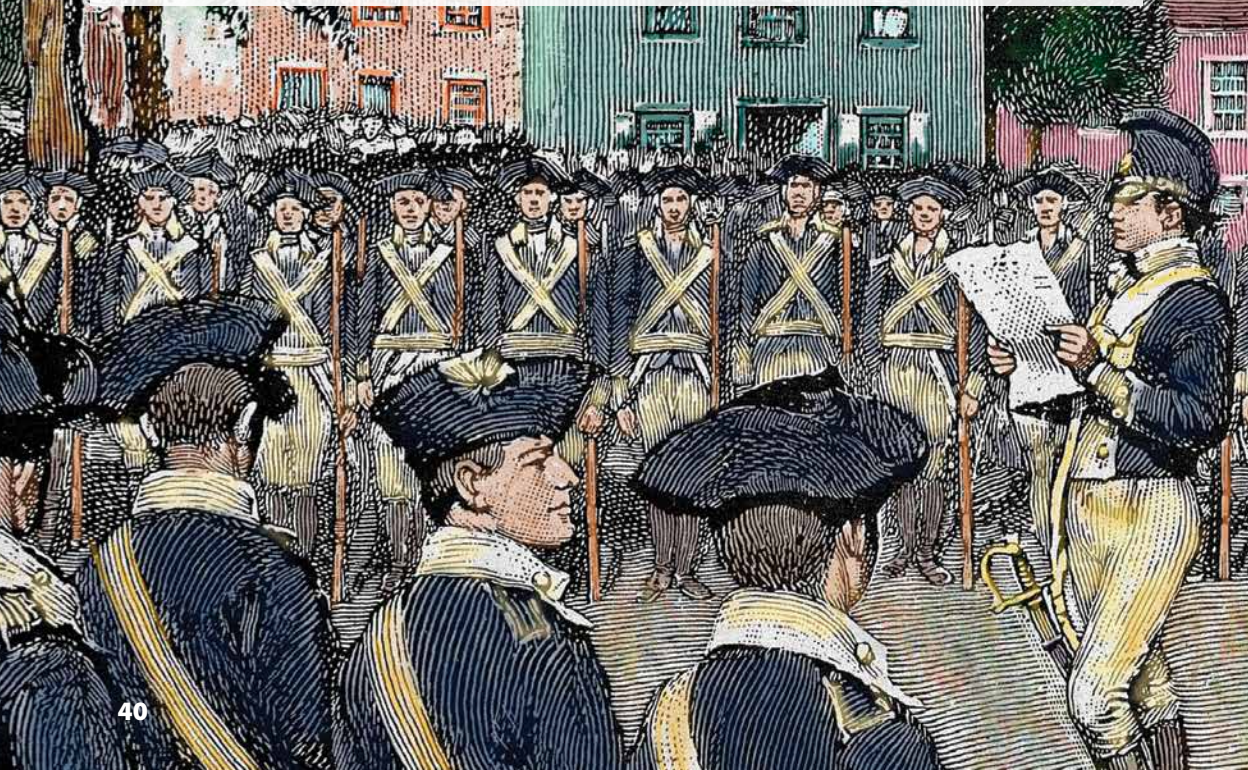
The Continental Colors

Chapter 5

It's War!

THE BIG QUESTION
At the beginning of the war between the British and the colonists, who seemed most likely to win the war, and why?

At the beginning of the war, the British were confident that they could defeat the colonists. The Continental Army, at least at first, was not exactly a force to be reckoned with. It was made up of farmers and shopkeepers. These soldiers knew how to shoot, but they didn't know how to march or fight in formation. They had almost no cannons and very few fighting ships. On the other hand, the British army and navy were among the largest and best trained in the world. The British had more soldiers, more cannons, and more ships, and they had much more experience. Besides that, the British had a plan that they thought would help them win the war: divide the colonies in half and fight them on two **fronts**.





The commander of each regiment in the Continental Army read the Declaration of Independence to his troops.

Crossing the Delaware

Having retreated from Boston, the British turned their attention to New York City. They recognized the **strategic** importance of this port city. If their plan to gain control was to succeed, they needed to capture it. However, George Washington was equally aware of the importance of having control of New York City. He marched his troops there to **confront** the British army.

In the summer of 1776, the British and Continental armies engaged in a battle on Long Island and Manhattan Island. George Washington and his men failed to keep New York City out of British hands. By November 1776, having lost New York City, George Washington retreated along the Hudson River and then into New Jersey. Washington knew his army was simply not as strong as the British army. If he tried to challenge the British in a major battle, he knew he would lose. He would have to look for opportunities to attack when his enemies were not expecting it.

On December 25, 1776, that is exactly what Washington did. It was Christmas night, and the Hessian troops who were camped in Trenton,



Emanuel Leutze's painting depicts the historic moment when General George Washington led Continental soldiers across the Delaware River to surprise Hessian troops who were hired to fight for the British.

New Jersey, had been on round-the-clock alert for over a week. They were exhausted. Finally, they had been allowed to sleep. Because they were not expecting an attack on Christmas night, many were unarmed.

Washington crossed the Delaware River from Pennsylvania and took the Hessians completely by surprise. More than 1,000 of them were forced to **surrender** in the sneak attack.

The victory at Trenton was extremely good for the **morale** of Washington's troops, but it was followed by a string of defeats. Washington and his men were defeated at the Battle of Brandywine in September 1777 and again at the Battle of Germantown in October. At Germantown, some of the soldiers in the Continental Army became confused and fired on their own troops. Because of these defeats, the British were able to capture Philadelphia. The Continental Congress was forced to break up and relocate to another city.

Farther north, a British army marched down from Canada, recaptured Fort Ticonderoga, and began to close in on the Continental Army fighting in this area. The Continental Army was in trouble. It was time to retreat and regroup—but the British were right behind them.



Outsmarting the Enemy

The Continental Army also needed a plan. Fortunately, a man named Tadeusz Kościuszko had one. Kościuszko was a Polish engineer who had joined the colonists in their fight for independence. Kościuszko shared certain strategies that the Continental Army might use to slow down the British army.

At Kościuszko's suggestion, the Continental soldiers cut down trees and let them fall across roads as they retreated. They destroyed bridges, and they built dams so rivers would overflow onto the roads.

These **tactics** gave the soldiers time to set up defenses near Saratoga, New York. Kościuszko played an important role in that, too. He suggested the best defensive spots to build forts, thus preventing the British from continuing south to Albany. He also taught the Continental soldiers how to build strong defensive walls.

In September 1777, the British attacked the forts near Saratoga. Despite repeated efforts, they were not able to break through the Continental Army defenses. On October 17, the British general surrendered. More than 6,000 British soldiers handed over their weapons. The Battle of Saratoga was the first big victory for the Continental Army.

In December 1777, Washington and his tired men limped into the Pennsylvania town of Valley Forge. Washington had decided that his army would spend the winter there. In those days, armies scaled back fighting during the winter. That winter, Washington's army had to face another enemy—Mother Nature.

Mother Nature was not kind to the Continental Army during the winter of 1777 to 1778. It was a bitterly cold winter, and the soldiers were not prepared for it. Most of them did not have winter coats. Many did not even have shoes. Their injured feet left bloody footprints in the snow.



Washington riding through the camp at Valley Forge

During December and January, the soldiers cut down trees and used them to build log cabins. These cabins provided some shelter from the cold, but they were crowded and damp.

There were other problems, too. The soldiers did not have enough to eat. They had to survive for many weeks on firecake, a tasteless mixture of flour and water baked over a fire. Occasionally, they might have a bowl of pepper pot soup, a thin broth made from beef and a handful of peppercorns.

Clean drinking water was also in short supply. Many soldiers drank dirty water and got sick. A few died of frostbite or starvation; many more died as a result of diseases.

One army surgeon, Albigence Waldo from Connecticut, kept a diary during his time in Valley Forge. Here is an excerpt from his diary:

> ***December 14.*** *The Army, which has been surprisingly healthy hitherto, now begins to grow sickly from the continued fatigues they have suffered this campaign. . . . I am sick, discontented, and out of humor. . . . Why are we sent here to starve and freeze?*
>
> *—Albigence Waldo*

George Washington was worried about the state of the army. On December 23, 1777, he wrote a letter to the Continental Congress explaining that many of his men were in such poor health that they were no longer fit for combat. The situation was so bad, Washington wrote that he was worried that his men might give up and go home:

"I am now convinced, beyond a doubt that unless some great and capital change suddenly takes place . . . this Army must inevitably be reduced to one or other of these three things. Starve, dissolve, or disperse . . . [W]e have . . . no less than 2,898 men now in camp unfit for duty because they are bare foot and otherwise naked."

—George Washington

As the New Year dawned in 1778, things looked **bleak** for George Washington and the Continental Army. However, the tide was beginning to turn in their favor.



Among Washington's men at Valley Forge was a young French nobleman named the Marquis de Lafayette. Lafayette was to have a prominent role in the Revolutionary War.

Chapter 6

From Valley Forge to Yorktown

THE BIG QUESTION
What European country joined the Continental Army to fight the British, and how did their help influence the outcome of the war?

There is a saying, "what doesn't kill you makes you stronger." The winter of 1777 to 1778 was a difficult time for Washington and his men. Those who survived that winter in Valley Forge came to think they were strong enough to survive just about anything!

In February 1778, the French military entered the war to fight alongside the Continental Army. France was a longtime enemy of Great Britain, so they welcomed the opportunity to assist the colonists in their fight against the British. This was good news for the colonists. France had a strong, organized military. French involvement meant help was on the way!

Then, in late February, a man with a heavy German accent arrived in Valley Forge. His name was Friedrich Wilhelm Ludolf Gerhard Augustin von Steuben. The purpose for his arrival began during the previous summer when von Steuben traveled to Paris to volunteer his services to the Count de St. Germain, the French Minister of War. St. Germain had been so **impressed** with von Steuben's military experience that he sent him across the Atlantic Ocean to meet George Washington. George Washington was equally impressed and asked von Steuben to train his soldiers. There was just one problem: von Steuben knew only a few words of English. So, he shouted his commands in German, then someone would translate the words into English.

Von Steuben taught the Continental soldiers how to march and stand in formation. He taught them how to advance on the battlefield. He also taught them how to use the **bayonets** attached to their muskets. Von Steuben trained a **model company**. Then, the members of this model company trained other companies.



Friedrich Wilhelm von Steuben

Things began to improve in the spring of 1778. Washington sent out **foraging** parties to gather cattle, horses, corn, hay, and grains from the local people. They returned with enough food to feed the soldiers at Valley Forge. Washington also appointed a new quartermaster whose job was to make sure the army did not run out of food or supplies. And, last but not least, Washington convinced the Continental Congress to send more money and to **recruit** more soldiers.



Lord Cornwallis

By the time the Continental Army marched out of Valley Forge in June 1778, they were much better prepared to fight as an army. The newly trained Continental Army began to win more battles. Their first **decisive** victory came in the fall of 1781. At this point, much of the fighting had shifted south to Virginia and the Carolinas. British troops in the south were led by Lord Cornwallis.

The Beginning of the End

In August 1781, Cornwallis and his men camped at Yorktown, at the mouth of the Chesapeake Bay, in Virginia. They were waiting for reinforcements and supplies.

While Cornwallis was setting up camp at Yorktown, Washington was meeting with several French generals outside New York City. The French had sent thousands of troops to assist Washington. Now Washington and the French generals had to decide how to best utilize these new troops. Should they attack the British in New York City, or should they head south and attack Cornwallis in Virginia?

Eventually they decided to march the main Continental Army and most of the French troops south to Virginia and try to trap Cornwallis. But Washington was crafty. He sent out fake messages to make the British think he was actually going to attack New York. The British were fooled by the messages.



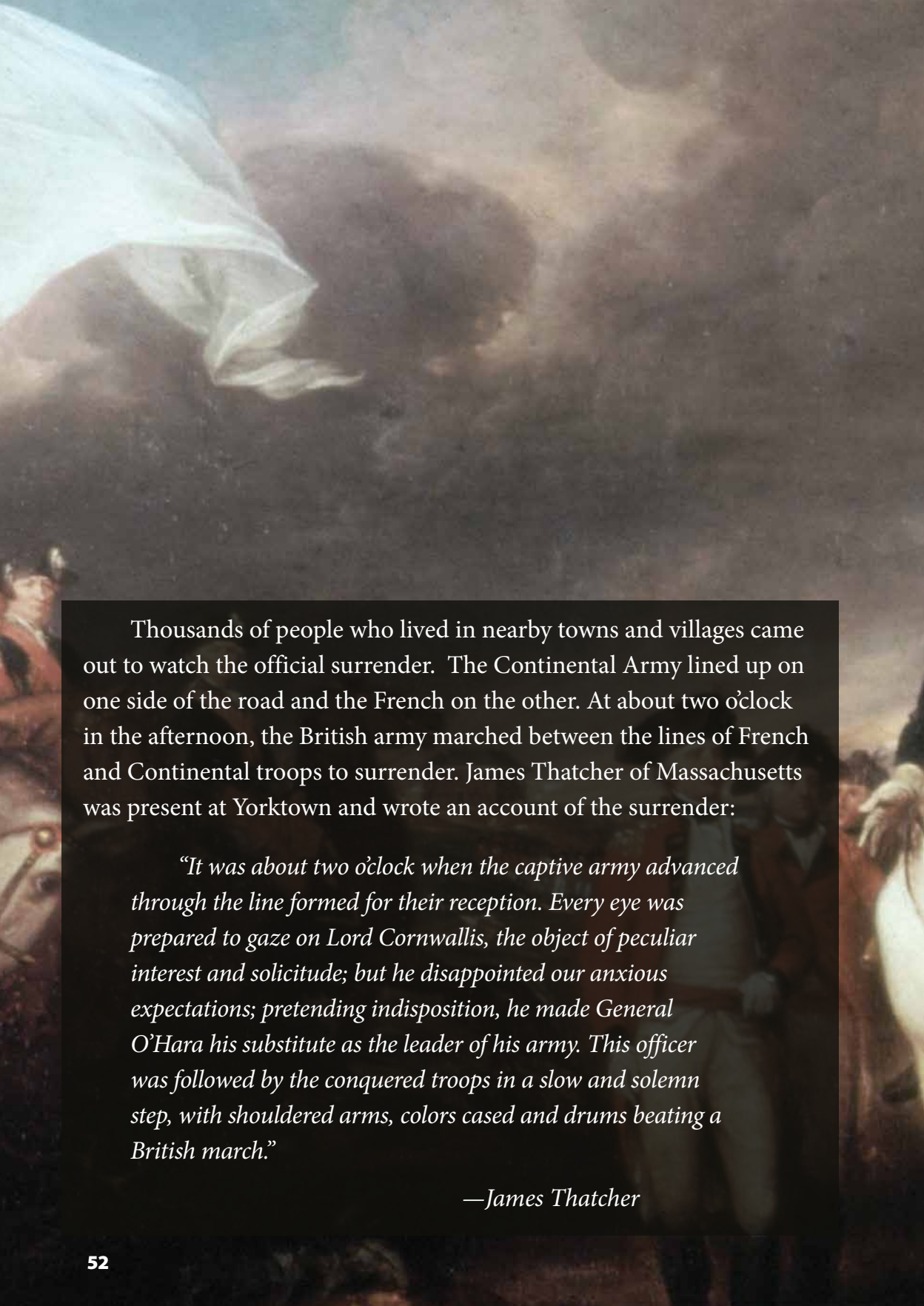
In late September, Washington arrived at Yorktown with 4,000 French soldiers and 3,000 Continental soldiers. The Major General of the Continental Army was the Marquis de Lafayette. These new soldiers **reinforced** Lafayette's men who were already there. The French navy arrived as well, and one of the first things they did was drive away a **convoy** of British ships that were carrying supplies for Cornwallis and his men. That was when Cornwallis knew he was in trouble. He was cornered by the French and Continental armies, and the French navy had cut off his escape route as well as his supplies!

The French and Continental armies set up cannons and began firing on the British. For days the guns fired constantly. Washington gave orders to fire through the night so the British would not have any quiet time to rest or make repairs.

Cornwallis and his men could not protect themselves and, because of the position of the French **fleet**, they could not sail away. Eventually, on October 19, 1781, Cornwallis accepted that he had no choice but to surrender.



Louis-Nicolas van Blarenberghe, *The Taking of Yorktown*



Thousands of people who lived in nearby towns and villages came out to watch the official surrender. The Continental Army lined up on one side of the road and the French on the other. At about two o'clock in the afternoon, the British army marched between the lines of French and Continental troops to surrender. James Thatcher of Massachusetts was present at Yorktown and wrote an account of the surrender:

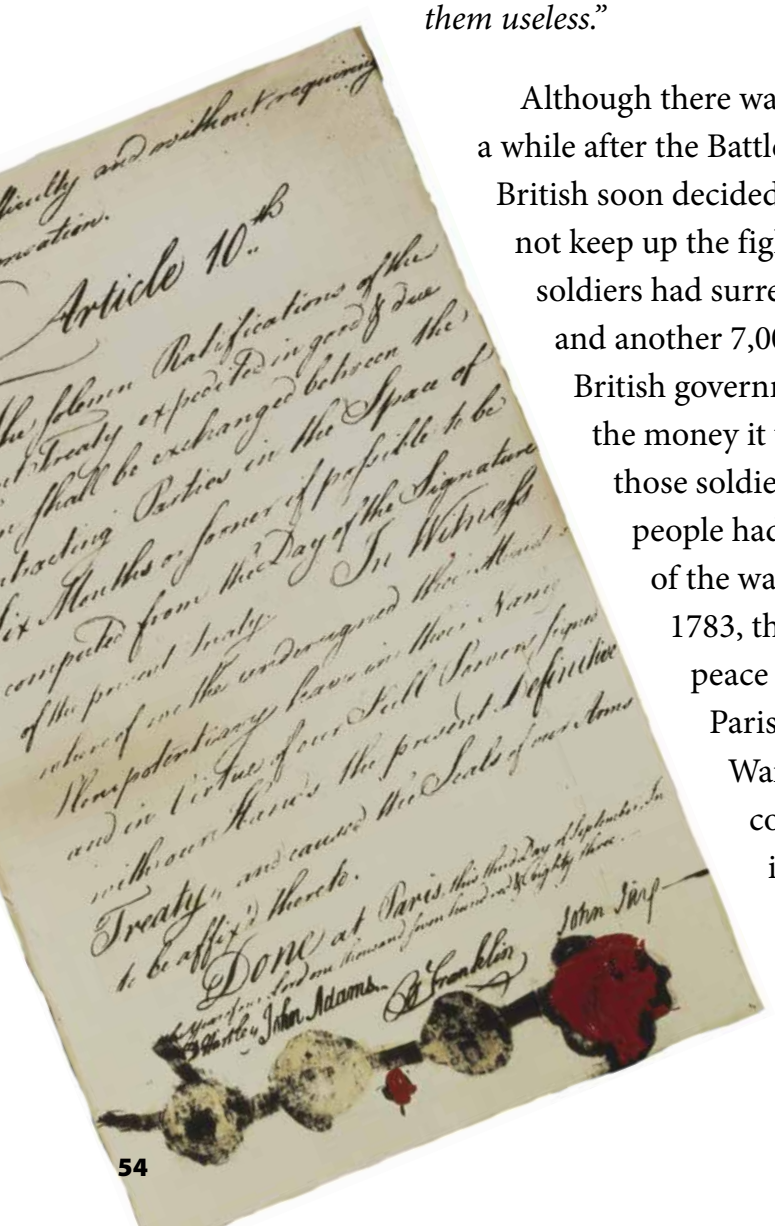
> *"It was about two o'clock when the captive army advanced through the line formed for their reception. Every eye was prepared to gaze on Lord Cornwallis, the object of peculiar interest and solicitude; but he disappointed our anxious expectations; pretending indisposition, he made General O'Hara his substitute as the leader of his army. This officer was followed by the conquered troops in a slow and solemn step, with shouldered arms, colors cased and drums beating a British march."*
>
> *—James Thatcher*



John Trumbull, *Surrender of Lord Cornwallis*

After General O'Hara surrendered, the British troops were directed to ground their arms. More than 7,000 British soldiers laid down their guns. Of course, as James Thatcher recorded, many of them were not happy about it:

> *"Some of the platoon officers appeared to be exceedingly chagrined when giving the word 'ground arms,' . . . many of the soldiers manifested a sullen temper, throwing their arms on the pile with violence, as if determined to render them useless."*

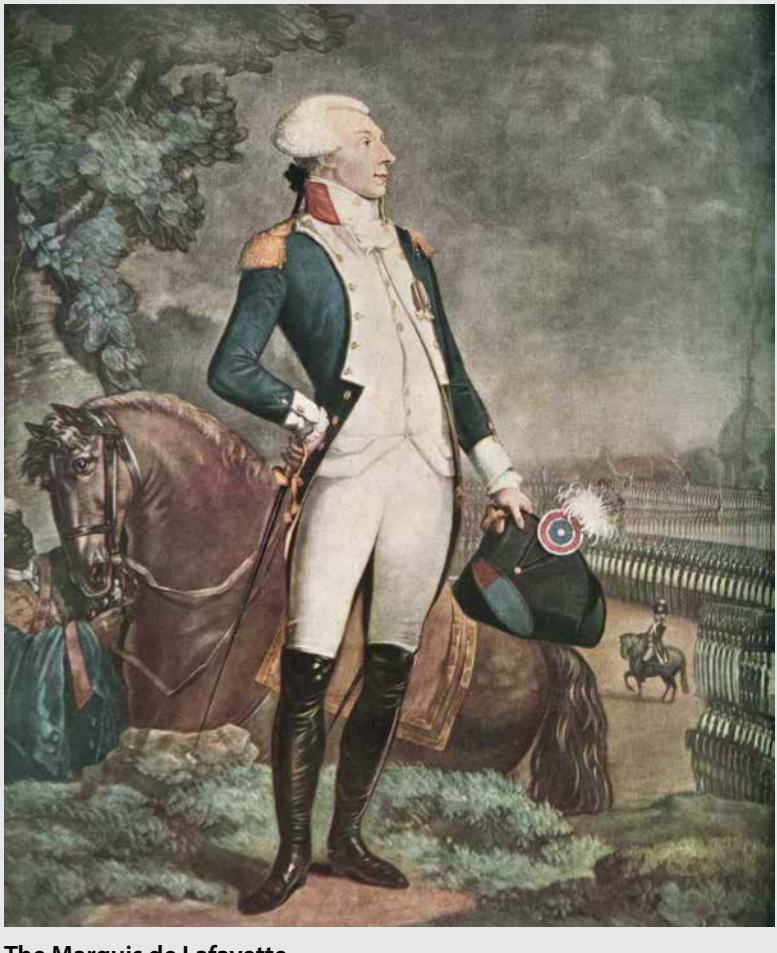

Article 10th
In Witness
Done at Paris
John Adams
B Franklin
John Jay

Although there was some fighting for a while after the Battle of Yorktown, the British soon decided that they could not keep up the fight. Six thousand soldiers had surrendered at Saratoga, and another 7,000 at Yorktown. The British government did not have the money it would cost to replace those soldiers. Many British people had also grown weary of the war. In September 1783, the British signed a peace treaty, the Treaty of Paris. The Revolutionary War was over. The colonists had won their independence, and a new nation was born!

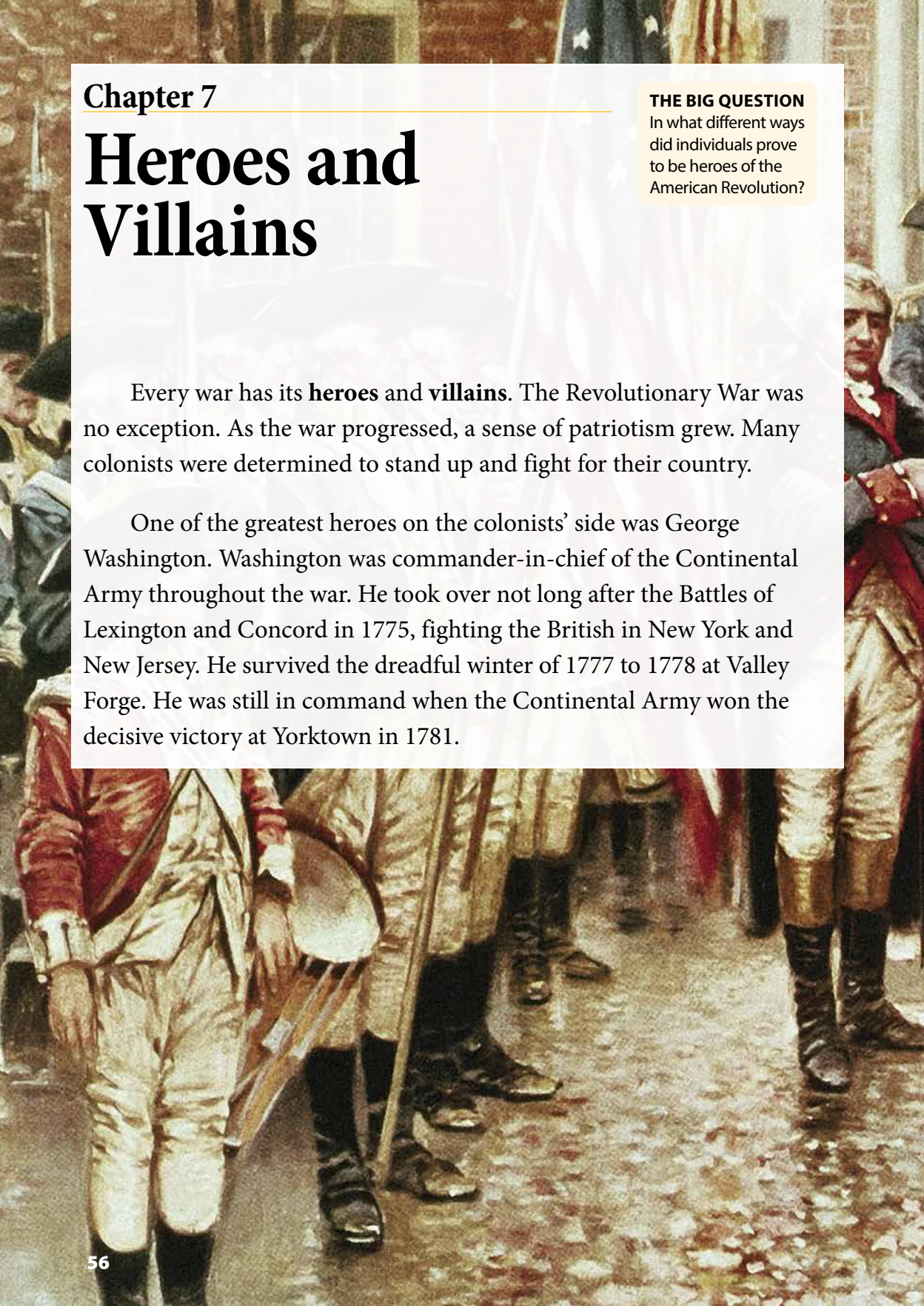
Part of the Treaty of Paris

The Marquis de Lafayette

The Marquis de Lafayette was one of the first Europeans to volunteer to assist the colonists in their fight for independence. When he offered to help the colonists fight the British, he was told that no one could afford to pay him. Lafayette agreed to serve without pay. The King of France did not want Lafayette, a nobleman, to go off to war, but Lafayette was determined—even if it meant disobeying the king! Lafayette went so far as to purchase a ship to carry him to North America. Only 19 years old when he arrived, he quickly established himself as one of Washington's top generals in the Continental Army.



The Marquis de Lafayette



Chapter 7

Heroes and Villains

THE BIG QUESTION
In what different ways did individuals prove to be heroes of the American Revolution?

Every war has its **heroes** and **villains**. The Revolutionary War was no exception. As the war progressed, a sense of patriotism grew. Many colonists were determined to stand up and fight for their country.

One of the greatest heroes on the colonists' side was George Washington. Washington was commander-in-chief of the Continental Army throughout the war. He took over not long after the Battles of Lexington and Concord in 1775, fighting the British in New York and New Jersey. He survived the dreadful winter of 1777 to 1778 at Valley Forge. He was still in command when the Continental Army won the decisive victory at Yorktown in 1781.



Edward Percy Moran, *Washington's Farewell to His Officers*

Helping Hands



Tadeusz Kościuszko

There were also many heroes from other countries who came to support the colonists and help them gain independence from Britain. Kościuszko, from Poland, helped the Continental Army win the Battle of Saratoga. Von Steuben, the German, helped Washington transform untrained farmers into a disciplined, well-regulated army. The Marquis de Lafayette was the young Frenchman who was a major in the Continental Army and helped Washington win the Battle of Yorktown.



John Paul Jones

Another hero was the Scottish sea captain John Paul Jones. Jones went to live in the colonies, and when war broke out, he decided to fight on the side of his adopted homeland. In 1779, his ship, *Bonhomme Richard*, became involved in a sea battle with the British ship *Serapis*. The *Bonhomme Richard* had 42 guns. The *Serapis* had 50 guns. For a while, the two ships floated right next to each other, blasting away. At one point, a British sailor shouted to Jones, asking him if he was ready to surrender.

"Surrender?" Jones shouted back. "I have not yet begun to fight!" In the end, it was the British captain who had to surrender. The story of the victory—along with Jones's **defiant** reply—was printed in newspapers and John Paul Jones became a hero.



Nathan Hale

Nathan Hale, a schoolteacher from Connecticut, demonstrated his heroism in a different way. In 1776, he volunteered to help General Washington with a very dangerous mission. He agreed to sneak behind British lines in New York City and spy on the British army there. Unfortunately, Hale was captured and the British gave orders that he be hanged. However, before he died, according to legend, Hale uttered, "I only regret that I have but one life to lose for my country."



"Surrender?" Jones shouted back. "I have not yet begun to fight!"

Unsung Heroes

Saul Matthews, an African **enlisted** in the Continental Army, served as a soldier in Virginia. His name may be less recognizable today than some of the others, but he became a hero in his own right. Matthews was a successful spy and provided key information about British troop positions. Colonel Josiah Parker commissioned Matthews to go on spying missions in British military camps.

Another unsung colonial hero, James Lafayette Armistead, was asked to become a servant to Lord Cornwallis to spy on him. At some point, Lord Cornwallis asked Armistead to become a spy. Armistead agreed, but what Cornwallis didn't know was that Armistead was secretly working for the colonial side. He passed along important information to the Continental Army and gave unimportant information to Lord Cornwallis.



James Armistead

Peter Salem, a freed enslaved person, was one of the militiamen who fought in the Battles of Concord and Lexington. He also fought in the Battle of Bunker Hill. Salem went on to join the Fifth Massachusetts **Regiment** and served in the Continental Army for seven years. Few soldiers served for that length of time. He was considered to be a war hero. As a result, in 1882, a monument was erected in Framingham, Massachusetts, in his honor.

There were also many **heroines** during this time in American history. George Washington's wife, Martha, played an important role in helping the Continental Army survive at Valley Forge. She helped make clothing for the soldiers and helped take care of the sick.



Abigail Adams

Abigail Adams, the wife of John Adams, raised their children and managed their farm, but she also housed and fed Continental soldiers. Mrs. Adams was known to write letters to her husband, one of the most important delegates in the Continental Congress. In these letters, Mrs. Adams advocated for women's rights, especially with regard to educational opportunities. She also let him know that she was opposed to slavery.

At the time, most people believed that fighting in the army was strictly a job for men. Some women were allowed to serve in the army, performing duties such as nursing, cooking, searching for food, and even burying the dead. But women who tried to enlist were turned away. Some women, however, disguised themselves as men so they, too, could fight for their country.

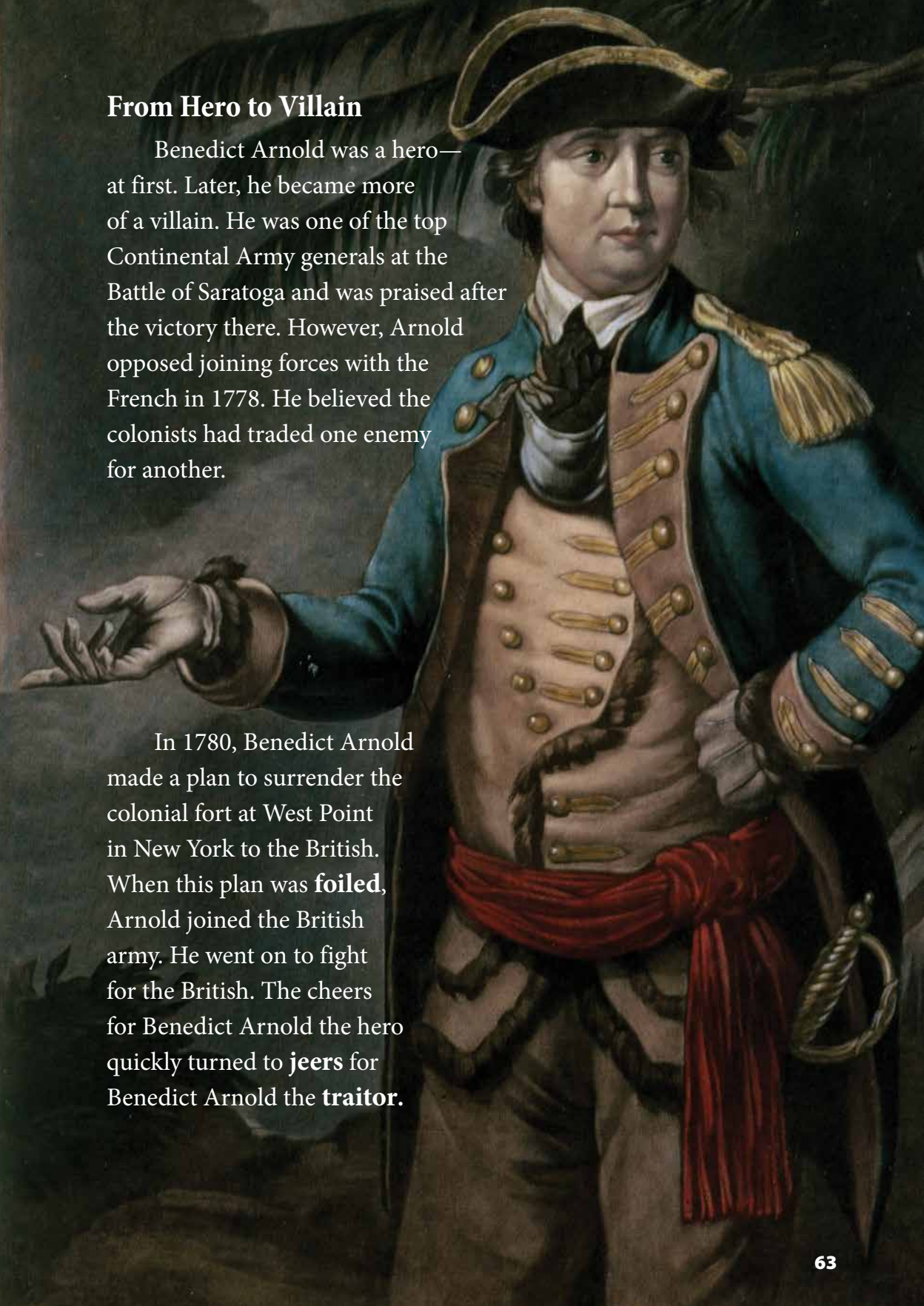
Deborah Sampson, from Massachusetts, signed up for the army using the name Robert Shurtlief. Sampson served for a year and a half and fought in several **skirmishes**. In one of them, she was wounded. Two musket balls lodged in her thigh. Sampson removed one of the balls herself, but the other was buried too deep to be removed. Fortunately, her wound healed and she survived. After the war, Deborah Sampson was recognized by John Hancock for having shown "an extraordinary instance of female heroism."

Another woman, Mary Draper, also fed and clothed Continental soldiers as they marched through her hometown. But she even went so far as to melt down the pewter dishes she owned so that the metal could be used to make bullets.

Still other women became heroes by simply standing up for what they believed. Historians have recorded the story of Mum Bett, an enslaved woman from Massachusetts. It seems Mum Bett may have heard her patriot master reading the Massachusetts State Constitution aloud. Bett thought about the words in that document, "All men are born free and equal." She figured the words meant that she herself had a right to be equal, and even free. She found a lawyer who was opposed to slavery and convinced him to take her case. To the surprise of many, she won the lawsuit. In 1781, the Supreme Court of Massachusetts ruled that Mum Bett could no longer be held as an enslaved person. She celebrated her victory by taking a new name, Elizabeth Freeman. Her case was one of many factors that helped lead to the end of slavery in Massachusetts.



Elizabeth Freeman



From Hero to Villain

Benedict Arnold was a hero—at first. Later, he became more of a villain. He was one of the top Continental Army generals at the Battle of Saratoga and was praised after the victory there. However, Arnold opposed joining forces with the French in 1778. He believed the colonists had traded one enemy for another.

In 1780, Benedict Arnold made a plan to surrender the colonial fort at West Point in New York to the British. When this plan was **foiled**, Arnold joined the British army. He went on to fight for the British. The cheers for Benedict Arnold the hero quickly turned to **jeers** for Benedict Arnold the **traitor.**

Chapter 8

The Legend of Sleepy Hollow

(Adapted from the story by Washington Irving)

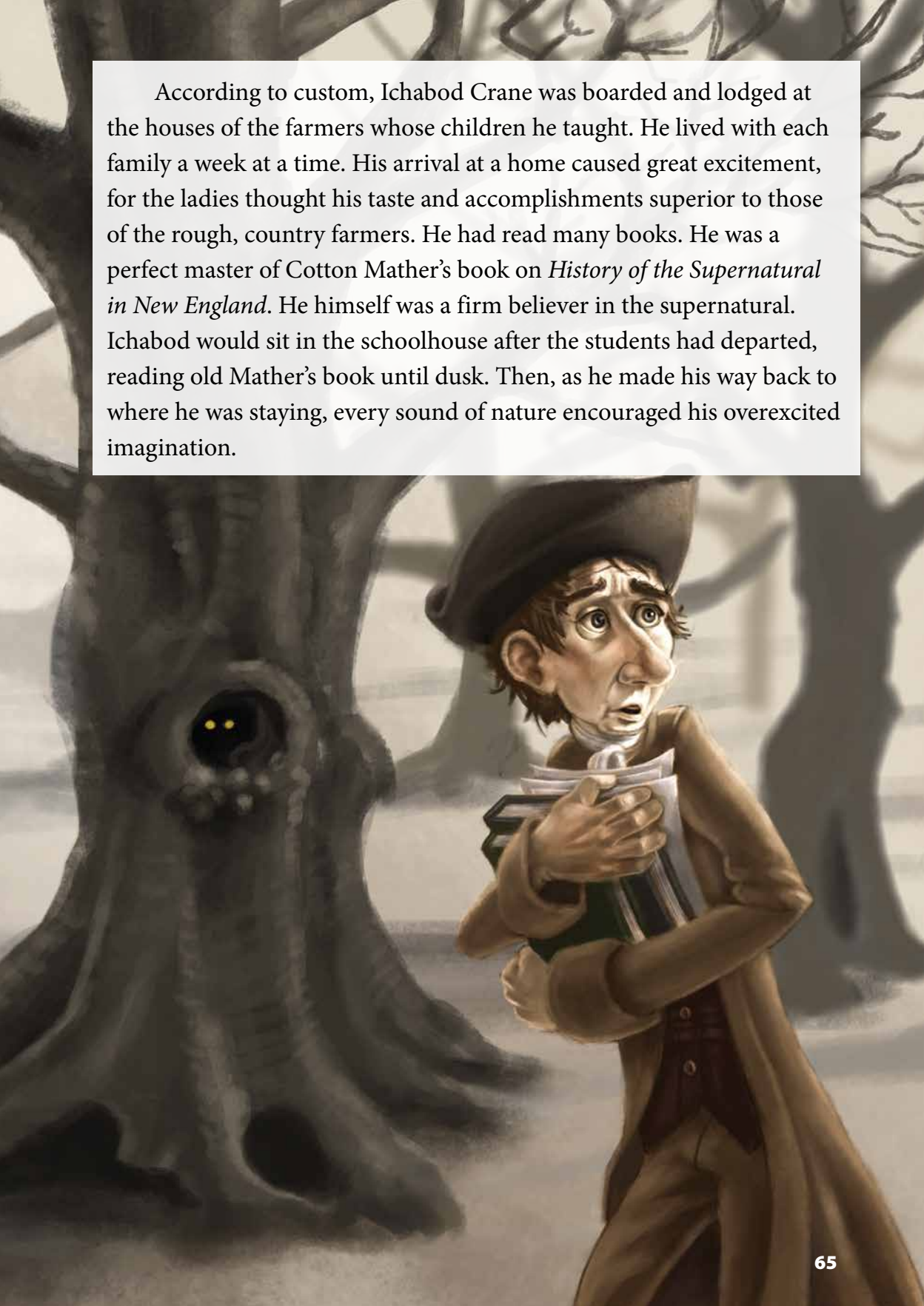
THE BIG QUESTION
Why do people believe a headless horseman haunts the village of Sleepy Hollow?



Not far from the eastern shore of the Hudson River is a little valley known as Sleepy Hollow. A drowsy, dreamy atmosphere hangs over the valley, as if it were under the sway of some bewitching power. The valley **abounds** with local tales, haunted spots, and twilight superstitions. But the dominant spirit that haunts the region is the sight of a ghostly figure on horseback without a head. It is said to be the spirit of a Hessian soldier, whose head was carried away by a cannonball during the Revolutionary War. The ghost is said to ride out nightly to the scene of the battle in search of his head, and to return to the churchyard before daybreak.

In this out-of-the-way place there lived a teacher by the name of Ichabod Crane. His name was well-suited to him. He was tall and very lanky, with narrow shoulders, long arms and legs, and hands that dangled a mile out of his sleeves. He had huge ears, large green eyes, and a long nose. To see him striding along on a windy day, with his clothes fluttering about him, one might have mistaken him for a scarecrow.

From his schoolhouse, his pupils could be heard reciting their lessons. They were occasionally interrupted by the voice of the master or by the sound of his **switch**.



According to custom, Ichabod Crane was boarded and lodged at the houses of the farmers whose children he taught. He lived with each family a week at a time. His arrival at a home caused great excitement, for the ladies thought his taste and accomplishments superior to those of the rough, country farmers. He had read many books. He was a perfect master of Cotton Mather's book on *History of the Supernatural in New England*. He himself was a firm believer in the supernatural. Ichabod would sit in the schoolhouse after the students had departed, reading old Mather's book until dusk. Then, as he made his way back to where he was staying, every sound of nature encouraged his overexcited imagination.

He loved to pass long winter evenings with the farmers' wives as they sat spinning by the fire. He listened with interest to their tales of ghosts and goblins—and of the headless horseman. But the cost of the pleasure in all this was the terror of his walk home. What fearful shapes and shadows jumped across his path! How often did he **dread** to look over his shoulder, for fear of catching a glimpse of some ghostly being close behind him!

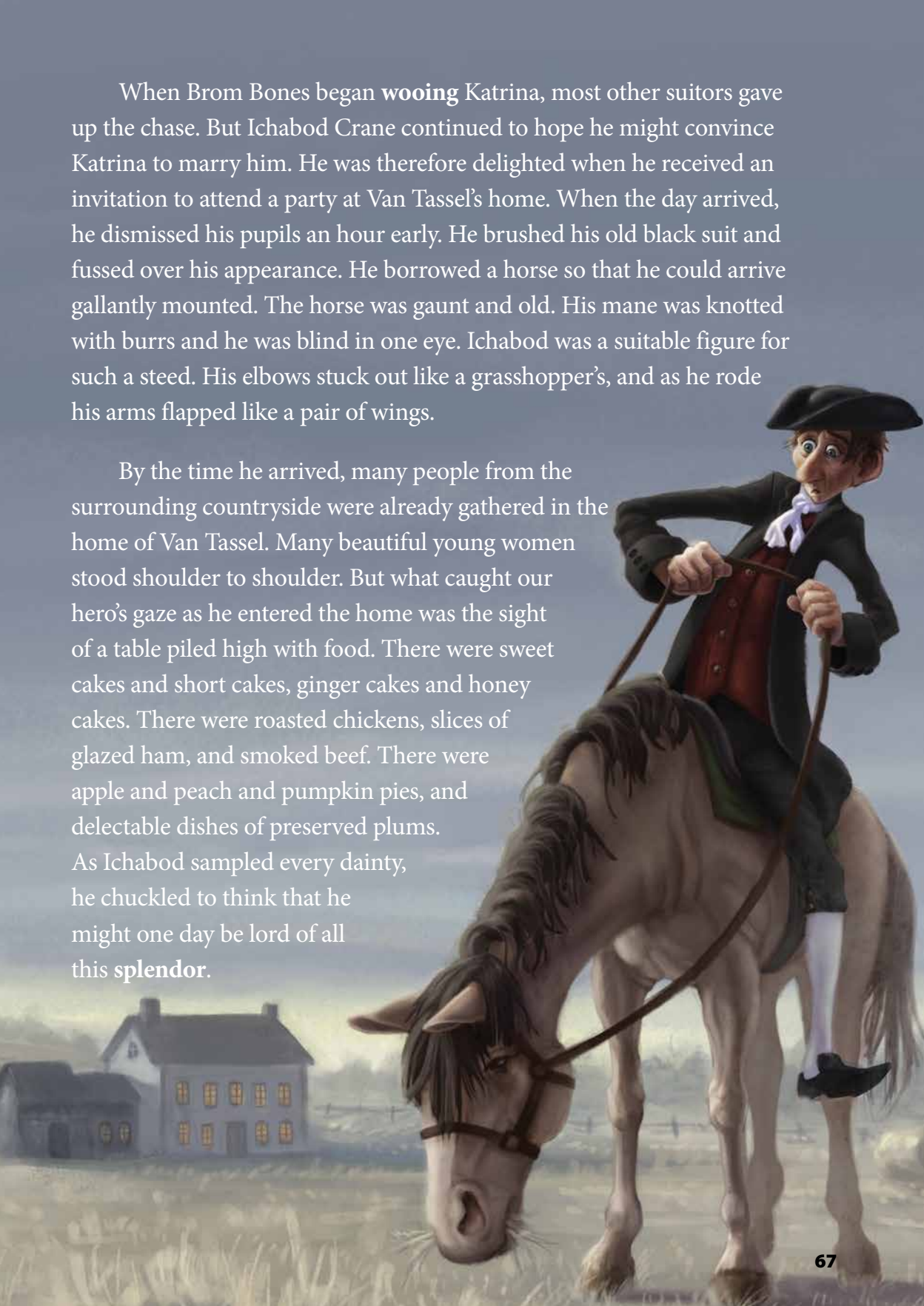


Katrina Van Tassel, the only child of a rich farmer, found favor in lchabod's eyes—not merely for her beauty but for her vast inheritance. Her father was a thriving farmer, and his barn was filled with the fruits of his labor. Sleek porkers grunted in their pens. Regiments of turkeys went gobbling through the farmyard. The teacher's mouth watered as he pictured every pig roasted with an apple in its mouth and every turkey wearing a necklace of savory sausages. As he cast his eyes upon the trees **laden** with fruit, and considered the obvious wealth that surrounded him, he became determined to win the affections of the farmer's daughter.

However, he was not the only **suitor**. The most **formidable** of all was a local hero known as Brom Bones. He was a **burly** young fellow, famous for his horsemanship and always ready for a fight or some fun. Whenever a crazy prank occurred in the neighborhood, people whispered that Brom Bones must be at the bottom of it.

When Brom Bones began **wooing** Katrina, most other suitors gave up the chase. But Ichabod Crane continued to hope he might convince Katrina to marry him. He was therefore delighted when he received an invitation to attend a party at Van Tassel's home. When the day arrived, he dismissed his pupils an hour early. He brushed his old black suit and fussed over his appearance. He borrowed a horse so that he could arrive gallantly mounted. The horse was gaunt and old. His mane was knotted with burrs and he was blind in one eye. Ichabod was a suitable figure for such a steed. His elbows stuck out like a grasshopper's, and as he rode his arms flapped like a pair of wings.

By the time he arrived, many people from the surrounding countryside were already gathered in the home of Van Tassel. Many beautiful young women stood shoulder to shoulder. But what caught our hero's gaze as he entered the home was the sight of a table piled high with food. There were sweet cakes and short cakes, ginger cakes and honey cakes. There were roasted chickens, slices of glazed ham, and smoked beef. There were apple and peach and pumpkin pies, and delectable dishes of preserved plums. As Ichabod sampled every dainty, he chuckled to think that he might one day be lord of all this **splendor**.



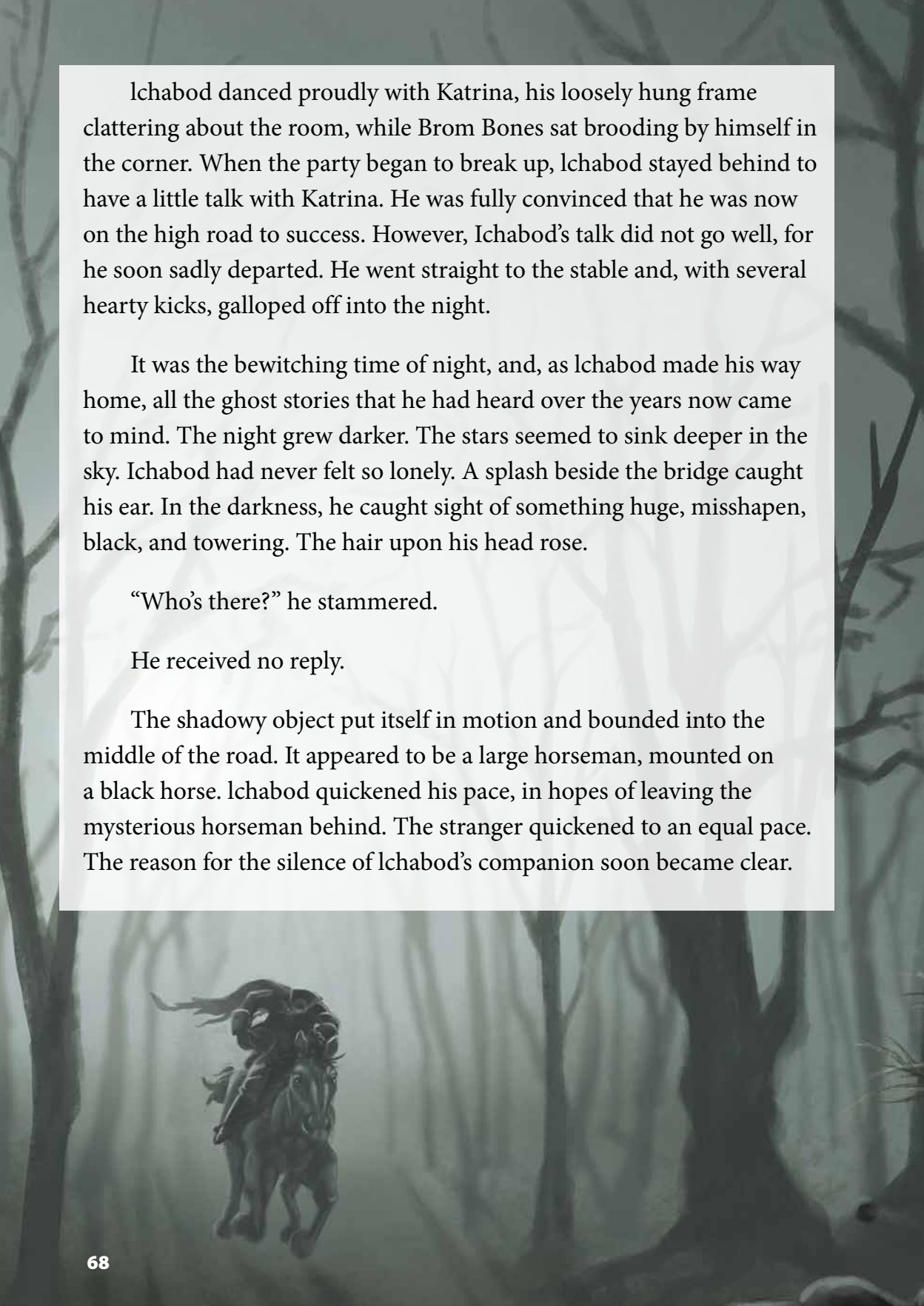
Ichabod danced proudly with Katrina, his loosely hung frame clattering about the room, while Brom Bones sat brooding by himself in the corner. When the party began to break up, Ichabod stayed behind to have a little talk with Katrina. He was fully convinced that he was now on the high road to success. However, Ichabod's talk did not go well, for he soon sadly departed. He went straight to the stable and, with several hearty kicks, galloped off into the night.

It was the bewitching time of night, and, as Ichabod made his way home, all the ghost stories that he had heard over the years now came to mind. The night grew darker. The stars seemed to sink deeper in the sky. Ichabod had never felt so lonely. A splash beside the bridge caught his ear. In the darkness, he caught sight of something huge, misshapen, black, and towering. The hair upon his head rose.

"Who's there?" he stammered.

He received no reply.

The shadowy object put itself in motion and bounded into the middle of the road. It appeared to be a large horseman, mounted on a black horse. Ichabod quickened his pace, in hopes of leaving the mysterious horseman behind. The stranger quickened to an equal pace. The reason for the silence of Ichabod's companion soon became clear.



For upon seeing his fellow traveler, gigantic in height, and muffled in a cloak, Ichabod was horror-struck to notice that he was headless. The figure carried his head before him on his saddle. In terror, lchabod rained kicks upon his horse. The spirit followed close behind. Away the two dashed, stones flying.

Ichabod cast a fearful look behind to see if he had escaped the other horseman. Instead, he saw the horseman rising up in his stirrups, preparing to hurl his head at Ichabod. Ichabod tried to dodge the horrible missile, but he was too late. It hit his own head with a tremendous crash. He tumbled into the dust, as the rider passed by like a whirlwind.





The next morning Ichabod's old horse was found grazing near the home where Ichabod had been staying. The pupils assembled at the schoolhouse, but no schoolmaster arrived. By the riverbank they found the hat of poor Ichabod and, close beside it, a shattered pumpkin.

There was much gossip and speculation about the disappearance of Ichabod Crane. Some said he had been carried off by the headless horseman. Others said that he had simply left in humiliation because he did not convince Katrina to be his wife. Shortly after Ichabod's disappearance, Brom Bones triumphantly married Katrina. Whenever the story of Ichabod was told, Bones looked exceedingly knowing. The old country wives, however, maintain to this day that Ichabod was spirited away. It is said that one may still hear his voice humming a tune among the solitude of Sleepy Hollow.

About the Author

Washington Irving, the author of "The Legend of Sleepy Hollow," was one of the first American writers to attract attention in Europe. He is perhaps best known as a writer of short stories. However, he wrote an extensive biography of George Washington, and he served as a U.S. ambassador to Spain.



Washington Irving (1783–1859)

Chapter 9

Rip Van Winkle

(Adapted from the story by Washington Irving)

THE BIG QUESTION
How does Washington Irving weave fact and fiction together in the telling of "Rip Van Winkle"?

In a village in the Catskill Mountains, there lived a simple, good-natured fellow by the name of Rip Van Winkle. He was a kind neighbor, and the children would shout with joy whenever he approached. Rip Van Winkle was a lovable soul who was ready to attend to anybody's business but his own. As to keeping his own farm in order, he found it impossible, and his children were as ragged as if they belonged to nobody.

Rip was one of those happy fools who lived without a care, ate white bread or brown, whichever required less thought or trouble, and preferred to starve on a penny than work for a pound. If left to himself, he would have whistled his life away in perfect contentment, but his wife was continually complaining about his laziness and the ruin he was bringing upon his family. Rip would shrug his shoulders, shake his head, cast up his eyes, but say nothing. This always **provoked** a fresh attack from his wife, and so he frequently left the house to go outside.

Rip used to **console** himself, when driven from home, with the company of a group of other men who met on a bench in front of an inn. Sitting beneath a portrait of His Majesty King George III, they talked over village gossip and told stories. If by chance an old newspaper fell into their hands, they would listen as Van Bummel, the schoolmaster, read aloud its contents. All kinds of discussions followed the reading of the newspaper. Nicholas Vedder, a respected elder member of the village, made his opinions known.



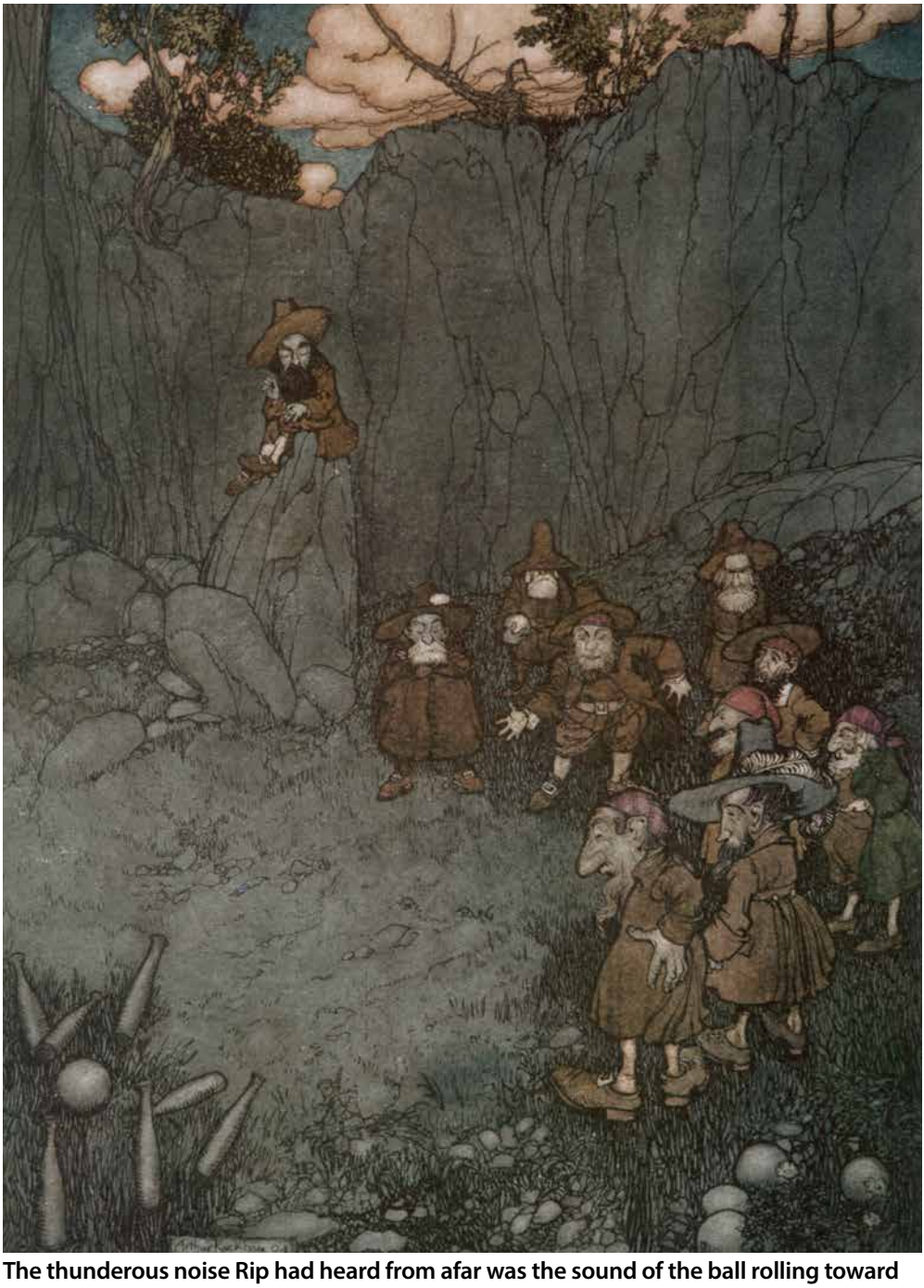
Rip used to console himself, when driven from home, with the company of a group of other men who met on a bench in front of an inn.

One day, seeking to escape the hard work of the farm and the complaints of his wife, Rip grabbed his gun and walked into the Catskill Mountains to hunt for squirrels. All day the mountains echoed with the sound of shots fired from his gun. Finally, he sat down on a little green hill that looked down into the valley below. Rip admired the scene as evening gradually advanced and sighed as he thought about the journey home.

As he was about to descend, he heard a voice calling, "Rip Van Winkle! Rip Van Winkle!" He caught sight of a strange figure climbing up the rocks, carrying something on its back. Rip was surprised to see any human being in this lonely place, but he concluded that it must be one of his neighbors in need of assistance. Rip hurried down to help. The stranger was a short old fellow with a grizzled beard. His clothes were old-fashioned. He made signs for Rip to assist him, and together they clambered up a narrow gully. Every now and then long rolling **peals** like thunder seemed to issue out of a deep ravine. Passing through this ravine, they came to a hollow.

In the center was a company of odd-looking persons playing at **ninepins**. The thunderous noise Rip had heard from afar was the sound of the ball rolling toward the pins. Like Rip's guide, they were dressed in an outlandish fashion, with enormous **breeches**. What seemed particularly odd to Rip was that these folks looked very serious indeed. They played without speaking and were, in fact, the most **melancholy** party he had ever witnessed. They stared at Rip in such a way that his heart turned within him and his knees banged together.

Rip and his guide joined the party. Before long, the events of the day and the mountain air overpowered Rip, and he fell into a deep sleep.



The thunderous noise Rip had heard from afar was the sound of the ball rolling toward the pins.

Upon waking, Rip found himself on the green hill where he had first seen the old man. It was a bright, sunny morning. "Surely," thought Rip, "I have not slept here all night." He recalled the strange men. "Oh! What excuse shall I make to Dame Van Winkle?" He looked around for his gun, but found only an old, rusty firearm. Suspecting he had been robbed, he decided to find the old-fashioned men and demand his gun. As he rose to walk, he found himself stiff in the joints. With some difficulty, he found the gully up which he and his companion had ascended, but could find no traces of the ravine that had led to the area with the odd little men playing ninepins. He shouldered the rusty firearm and, with a heart full of trouble, turned his steps homeward.

As he approached the village, he met a number of people, but none whom he knew. This surprised him, for he thought he was acquainted with every one of his neighbors. Their dress, too, was of a different fashion. They all stared at him with surprise and stroked their chins. When Rip did the same, he found to his astonishment that his beard had grown a foot long! A troop of children ran at his heels, hooting after him and pointing at his gray beard. There were houses in the village that he had never seen before, with unfamiliar names over the





A troop of children ran at his heels, hooting after him and pointing at his gray beard.

doors. He began to wonder whether both he and the world around him were bewitched.

With some difficulty he found his own house. The roof had fallen in and the door was off its hinges. He entered and called for his wife and children, but all was silent. He spotted a dog that looked like his own and called out to him, but the dog snarled and showed his teeth. "My own dog has forgotten me," sighed poor Rip.

He hurried to the village inn. Before it now hung a flag with stars and stripes. He spotted the face of King George on the sign, but now his red coat was blue, his head wore a cocked hat, and underneath the figure was printed GENERAL WASHINGTON. There was a crowd of people around the door, but none that Rip knew. He inquired, "Where's Nicholas Vedder?"

There was silence. Then an old man replied, "Nicholas Vedder? Why he is dead and gone these eighteen years!"

"Where's Van Bummel, the schoolmaster?" asked Rip.

"He went off to the wars and is now in Congress," the old man answered.

Rip's heart sank at hearing of these sad changes. "I'm not myself," he said sadly. "I was myself last night, but I fell asleep. Now everything has changed, and I can't tell who I am!"



"I was myself last night, but I fell asleep. Now everything has changed, and I can't tell who I am!"

The bystanders looked at each other in puzzlement. Then a young woman pressed through the throng. She had a child in her arms, which, frightened by the gray-bearded man's looks, began to cry. "Hush, Rip," she murmured. "The old man won't hurt you."

The name of the child and the air of the mother awakened long-ago memories in Rip's mind. He caught the mother in his arms and said, "I am your father—young Rip Van Winkle once—old Rip Van Winkle now! Does nobody know poor Rip Van Winkle?"

All stood amazed for a while. Then an old woman exclaimed, "Sure enough! It is Rip Van Winkle! Welcome home again, old neighbor! Why, where have you been these twenty years?"

Rip's story was soon told, for the whole twenty years had been to him but one night. Many were **skeptical**, but an old man who was well-versed in the local traditions confirmed his story in the most satisfactory manner. He assured the company that the Catskill Mountains had always been haunted by strange beings, and that his own father had once seen these odd little men playing ninepins in the hollow of the mountain.

Rip's daughter took him home to live with her. (Her mother had died some years before.) Having arrived at that happy age when a man can retire and rest, Rip took his place once more on the bench at the inn and was **revered** as one of the wise, old men of the village. He used to tell his story to every stranger that arrived. Some doubted the truth of it, but the old villagers gave Rip full credit.

Even to this day, whenever a thunderstorm blows in, they say that the odd little men are at their game of ninepins; and it is a common wish of all **henpecked** husbands in the neighborhood, when life hangs heavy on their hands, that they might take themselves up into the Catskill Mountains in search of an adventure.

Enrichment

Points of View

Imagine you live in England in the 1770s. You read in the newspaper about protests against taxes in Boston. You don't understand what all of the fuss is about. You pay your taxes. Why won't the colonists just settle down and pay theirs? Then you read about the Boston Tea Party. From your point of view, the Sons of Liberty and other patriots have behaved very badly. What gives them the right to destroy tea that doesn't belong to them? You feel like these **so-called** patriots are really just criminals. They ought to be arrested and thrown in jail.

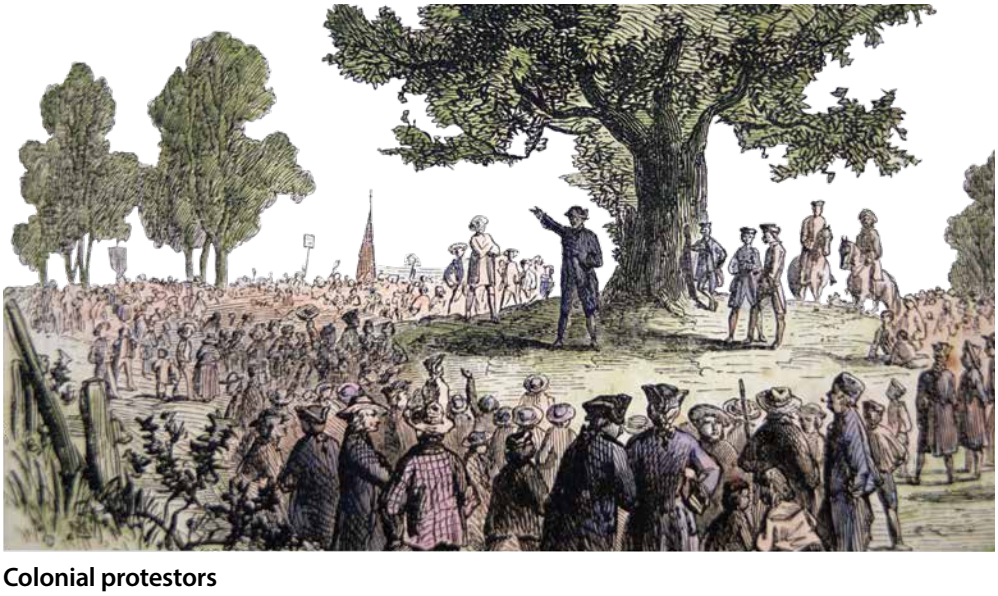


Bostonians reading the Stamp Act

Now imagine you are a Bostonian opposed to the new taxes. And imagine one of the people killed at the Boston Massacre was a friend of yours. Imagine there are soldiers with muskets all over town, watching you. How do the same events look now? They probably look very different. You may see the Sons of Liberty as heroes fighting against a **tyrannical** king and an **oppressive** government.

Let's try the same exercise again. But this time let's imagine how things might look if your religious point of view changed. Imagine you live in Virginia and are a member of the Church of England. You go to church every Sunday and try to do what the pastor says is right. You are a loyalist. You have been taught that it is important to remain loyal to the king and the British government. So how can you possibly support the rebellion in the colonies?

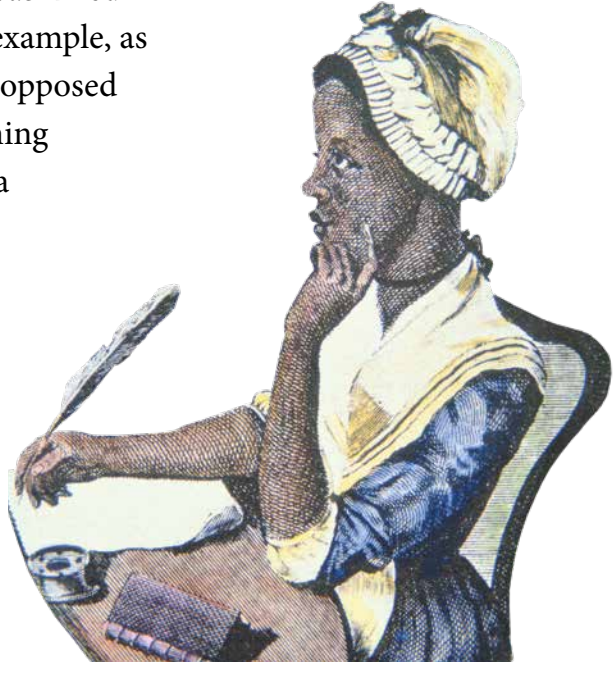
Now change your point of view again. Imagine that you live in Massachusetts. You are a descendent of the Puritans who settled that colony. You also go to a Christian church on Sundays, but you are not a member of the Church of England. Your church is an independent church that broke away from the Church of England many years ago. Your church does not demand loyalty to the king. In fact, your church was founded by men who stood up to kings. Members of your family stood up to King Charles I in the 1640s. And their children and grandchildren stood up to King James II in the 1680s. Does it seem wrong to you to stand up to King George III? Not at all. On the contrary, it seems like the right thing to do! You believe every citizen has a right to stand up to a tyrannical king—and not just a right, a duty.



Colonial protestors

Now let's imagine that your ancestors did not come to the colonies from Europe. This was the case for many enslaved Africans. The American Revolution was about taxes and self-government. It was not about freeing the enslaved people or ending slavery. In fact, Thomas Jefferson and many of the men who signed the Declaration of Independence owned enslaved people. Still, many enslaved people agreed with their words about "life, liberty, and the pursuit of happiness."

Some African Americans saw things from the colonists' point of view and joined the rebellion. Crispus Attucks, the sailor who was killed in the Boston Massacre, is a prime example, as is Phillis Wheatley, the poet. She opposed the Stamp Act, and, at the beginning of the Revolutionary War, wrote a poem for George Washington. In it, she expressed her hope that Washington and the Continental Army would eventually defeat the British.



Phillis Wheatley

There were also African American soldiers. African American militiamen fought with the colonists at Lexington and Concord. There were also African Americans at the Battles of Bunker Hill and Yorktown.

However, some African Americans fought for the British. In November 1775, Lord Dunmore, the loyalist Governor of Virginia, made a **proclamation**. He announced that any enslaved person who ran away and joined the British army would be set free. Many did run away and serve in the British army. Some of these soldiers wore a patch on their uniform that read "Liberty to Slaves."

Native Americans had their own point of view about the war. Or, rather, they had many different points of view. It is **misleading** to think of Native Americans as a single group. Each tribe had its own leaders, its own history, and its own traditions.

Early in the war, colonists tried to convince many Native Americans not to get involved. In fact, the Second Continental Congress sent a message to six nations of native people specifically asking them to avoid involvement in the conflict.

Some Native Americans **heeded** this advice and remained **neutral**. However, others decided to side with the British. Many of these tribes had fought battles against the colonists themselves, and they thought the British government might help keep settlers from moving west. The British government passed a law that forbade colonists from moving west of the Appalachian Mountains. They were to stay on the East Coast. If this law were enforced, it could be a positive thing for Native Americans. It could stop the westward expansion of the colonists, which might mean the native people would be able to stay on their land. That is one reason Native Americans, such as the Cherokee, fought for the British and against the colonists.



Cunne-Shote, Cherokee leader who sided with the British

Some Native American tribes sided with the colonists. The Mohican, who lived in western Massachusetts, are one example. The Mohican had fought with the colonists in the French and Indian War, and they sided with the colonists again in the American Revolution. Mohican Indians fought with General Washington's army when he surrounded the British army in Boston. They also served in the army that was victorious at Saratoga.

The events of the American Revolution were extraordinary. People from different cultures, different occupations, and different opinions came together to change the course of history. A new nation was formed and, in less than 200 years, it would become the most powerful nation in the world!



Mohican warrior

Enrichment

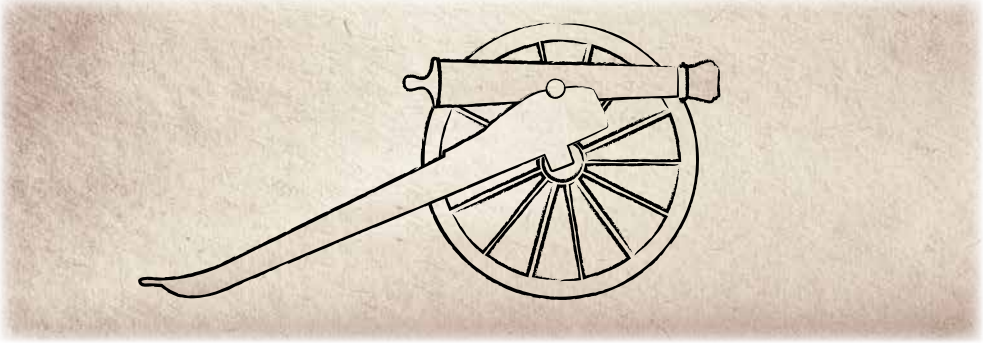
Artillery Training

"Gentlemen, welcome to the Third Continental Artillery Regiment, under the command of Colonel Crane! I am Sergeant Campbell. You are here to learn to fire a six-pound field cannon, like the one you see before you.

"This cannon is not like the musket your father taught you to fire back on the farm. It fires a six-pound cannonball and has a maximum **range** of 2,000 yards, or a little more than a mile! But, if you want to fire with accuracy, you will want to select a target that is no more than 1,000 yards away.

"This cannon has wheels on it, so it can be wheeled around on the battlefield. That is why we call it a field cannon," explained the sergeant.

"To fire this weapon you will need to work together, in teams of seven. Each of you will have a job, and I will explain what you must do. Are you ready to **master** the weapon?"



"Yes, sir," the men replied.

"I can't hear you!" yelled Sergeant Campbell.

"YES, SIR!" the men shouted as loudly as they could.

"That's more like it," continued Sergeant Campbell.

"Now, gentlemen, what you see before you is a muzzle-loading cannon. That means that the cannonball is inserted at the **muzzle** end of the cannon, rather than at the breech end. This is the muzzle end. And this is the breech end," said the sergeant, pointing first at the front and then at the back of the cannon.

"At this point, you might think it would be perfectly fine to talk about 'the front of the cannon' and 'the back of the cannon.' But you would be mistaken. A skilled artillery man does not speak of 'the front of the cannon,' or 'the back of the cannon.' He speaks of 'the muzzle' or 'the breech.' So, what is this end of the cannon called?" Sergeant Campbell quizzed the men as he pointed to the front of the cannon.

"The muzzle!" said the men in unison.

"That is correct," proclaimed Sergeant Campbell. "And this end?" he bellowed, pointing at the other end.

"The breech!" yelled the men.

"Good. Now is this cannon a muzzle-loader or a breech-loader?"

"A muzzle-loader, sir!" yelled the men again.

"Correct! This is a muzzle-loader, which means the cannonball is inserted at the muzzle end of the weapon," continued Sergeant Campbell. "However, there is something else that needs to be inserted

into the cannon first, before the cannonball. Do any of you know what that is?" asked the sergeant.

Several hands shot up.

"Yes?" asked the sergeant.

"The powder?" said one of the soldiers.

"Correct!" Sergeant Campbell retorted. "Gentlemen, there is no point in putting a cannonball in unless you have already put in a **charge** of gunpowder. The powder is going to explode behind the cannonball, and the force of the explosion is going to send the ball flying out of the cannon. But the powder has to be behind the cannonball. So it has to go in first.



"But before we add the powder, we must clean the cannon. And to do that we need this item here. Do any of you know what this is called?" he asked.

No one spoke.

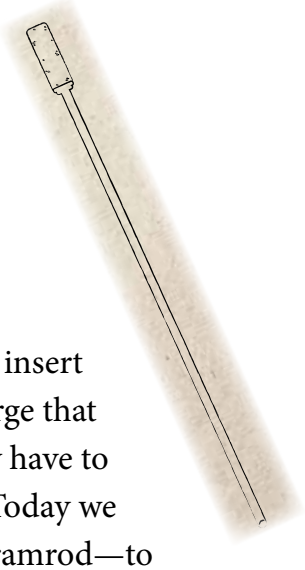
"This is called the sponge," added Sergeant Campbell. "Repeat after me: the sponge!"

"The sponge!" the soldiers repeated.

"The sponge is the wooly part on top here. It was donated by a very patriotic sheep. General Washington and I thank her for her devotion to the colonial cause. The sponge is attached to this pole. The pole is about 10 feet long to allow you to reach down inside the cannon and clean parts you could not **otherwise** reach.

"It is very important to clean out the cannon. Otherwise there could be sparks in the pipe. Bits of paper or gunpowder might still be burning from the last time you fired the gun. And believe me, gentlemen, you do not want to stuff a new charge of gunpowder into the cannon if there is still fire in the pipe. That will put a speedy end to your war service! Do I make myself clear? So—always, always, always dip the sponge in a pail of water and *then* clean out the cannon."

The soldiers nodded their heads enthusiastically.



"Next, use this thing here—the mop—to dry out the inside of the cannon," Sergeant Campbell continued. "If it is too wet inside the cannon, the gunpowder will not detonate. You don't want fire in the pipe. But you don't want it soaking wet either.

"After sponging and mopping, you are ready to insert the main charge of powder. You may be using a charge that has been measured and packed for you. Or you may have to pack the correct amount of loose powder yourself. Today we will be using a pre-packed charge. Use this tool—a ramrod—to drive the charge all the way down to the back of the cannon. See?

"Only then are you ready to insert the cannonball. Again, use the ramrod to make sure it is pressed all the way down. Ram it down, like this.

"Once the cannon is loaded, it must be aimed. This is a very complicated business, which I will begin to explain tomorrow. For now, let's just say the higher you point the cannon, the farther the ball will travel—at least until you get it tilted at a forty-five degree angle. However, as I said, that is a topic for tomorrow.

"Now let's move from the muzzle end to the breech end. Do you see this small hole at the breech end of the gun?" he prompted, with a serious expression on his face.

Once again the soldiers nodded.

"It is called the touch hole. Sometimes we also call it the vent. This is where you will light the powder and fire the gun. First, however, you need to puncture the charge.

"In order to fire the cannon, you must poke a hole in the charge of powder that you stuffed into the cannon. See this little poker? Stick it into the touch hole and poke a hole in the charge so that some of the gunpowder is exposed.

"After poking a hole in the charge, you must pour a little more gunpowder into the touch hole. This is a delicate task, so do it slowly and make sure you don't spill any of it. Haste makes waste, and the army does not have enough gunpowder to waste any of it.



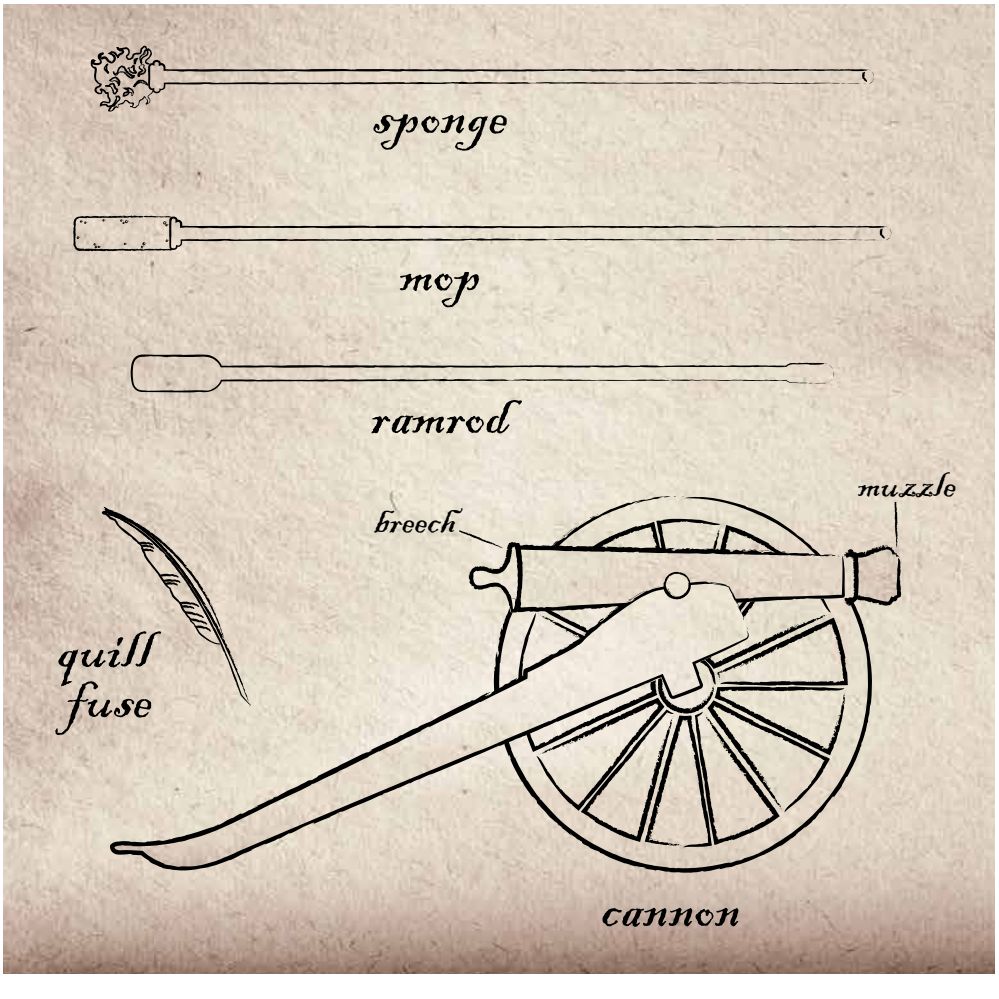
"The last step is to insert a quill fuse filled with gunpowder. A quill fuse, as you can see, is just a feather from a liberty-loving goose that has been filled with powder.

"Once the quill has been inserted, you must call out 'PRIMED!' That means the gun has been loaded and is ready to fire.

"Then wait for your commanding officer to call out, 'GIVE FIRE!' When he does, you will touch the quill with a long match. Then, stand back! And, gentlemen, don't stand here, behind the gun, because the cannon will recoil, and if you're standing at the breech end, it may well knock you on your backside.

"Once you touch the match to the quill, BOOM! The cannonball will go sailing out at the redcoats, teaching them new respect for the Continental Army.

"Well, men, that concludes your first artillery lesson. I know it is a lot to learn, but with a few days of training and some practice, you will catch on. And, with a little more practice, you should be able to fire up to a hundred rounds a day." With that, Sergeant Campbell saluted the soldiers and marched away. "Dismissed!"

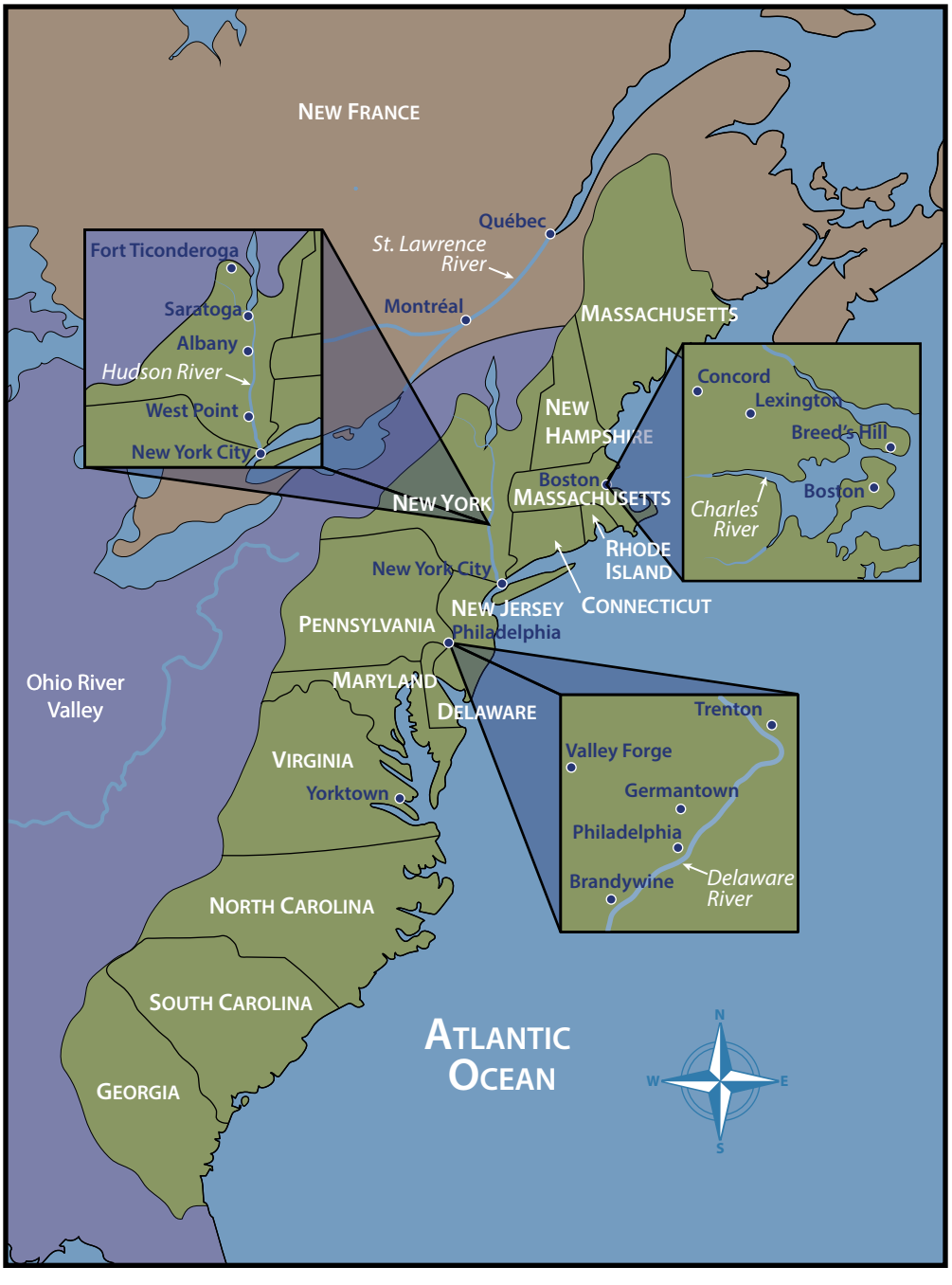


Colonial North America

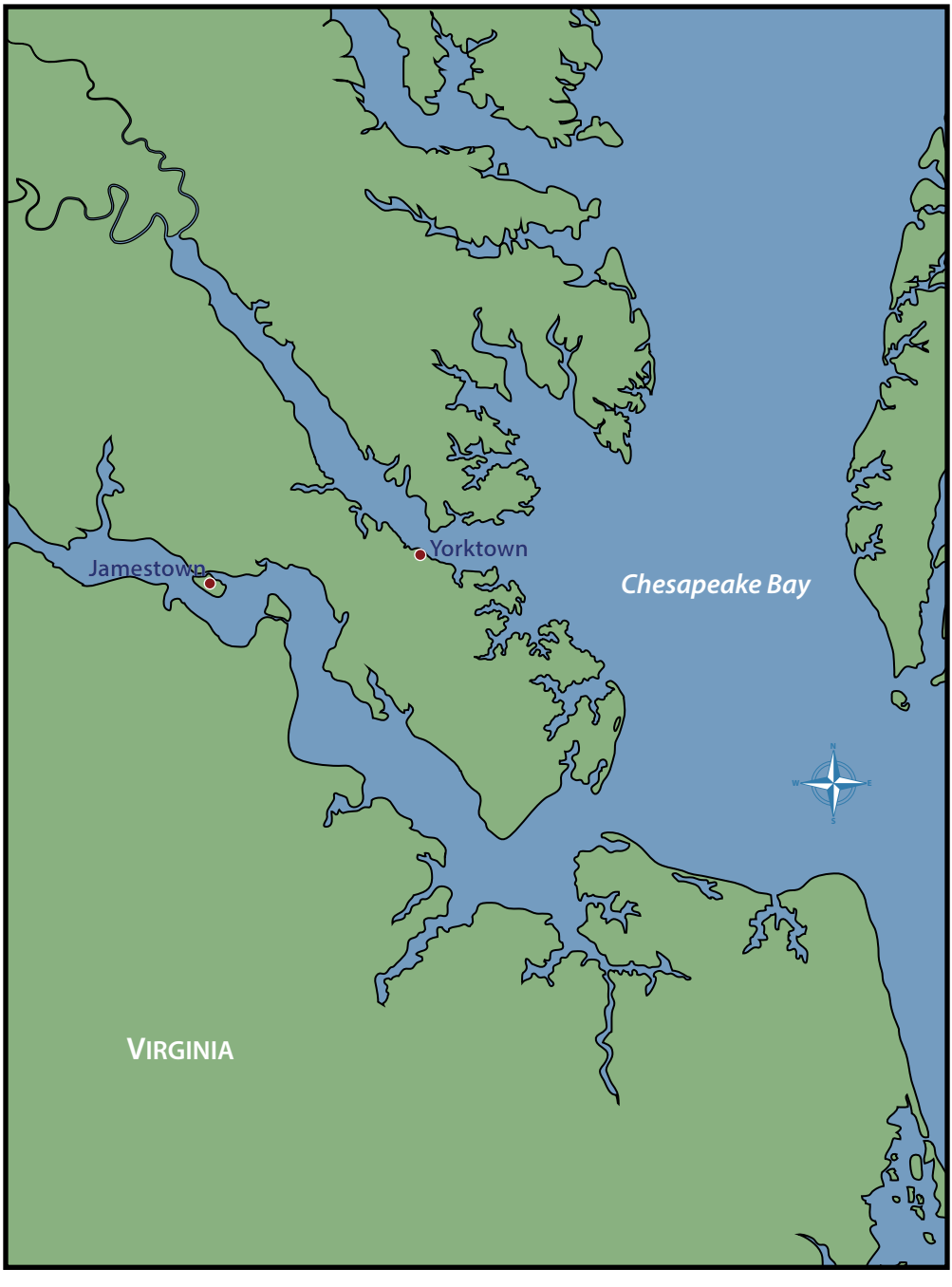


Maps

Revolutionary War Battles



Chesapeake Bay, Virginia



Glossary

A

abound, ***v.*** to be present in large quantities (**abounds**)

abstain, ***v.*** to choose not to vote (**abstained**)

accurate, ***adj.*** without mistakes; having the right facts

ambassador, ***n.*** the person who represents the government of his or her country in another country (**ambassadors**)

ammunition, ***n.*** bullets, shells, and other objects used as weapons shot from guns

assembly, ***n.*** people who gather to write laws for a government or organization (**assemblies**)

B

bayonet, ***n.*** a sharp piece of metal attached to the muzzle of a musket (**bayonets**)

belfry, ***n.*** a bell tower at the top of a church

bleak, ***adj.*** depressing, grim, bad

boycott, ***v.*** to protest something by refusing to buy, use, or participate

breeches, ***n.*** pants that cover the hips down to just below the knee

burden, ***n.*** something that is heavy or difficult to accept (**burdens**)

burly, ***adj.*** strong and heavy

C

casualty, ***n.*** a person killed or injured during battle (**casualties**)

charge, ***n.*** the amount of explosive material needed to cause a blast

conflict, ***n.*** a fight or struggle for power or authority

confront, ***v.*** to challenge or fight against

console, ***v.*** to comfort or try to make someone feel better and less sad

convoy, ***n.*** a group of ships traveling together for safety

D

decisive, ***adj.*** important; without any doubt

declaration, ***n.*** an official statement of something

defiant, ***adj.*** refusing to obey

dread, ***v.*** to look ahead to the future with great fear

E

eliminate, ***v.*** to get rid of something (**eliminated**)

engraving, ***n.*** a design or lettering made by cutting into the surface of wood, stone, or metal

enlist, ***v.*** to volunteer for military service (**enlisted**)

export, ***v.*** to send out a product to another country to be sold (**exporting**)

F

fleet, ***n.*** a group of military ships that sail under the same commander

foil, ***v.*** to prevent someone from doing something or achieving a goal (**foiled**)

foraging, ***adj.*** for the purpose of searching for something, usually food or supplies

formidable, ***adj.*** extremely powerful; worthy of respect

fortify, ***v.*** to make a place safe from attack by building defenses (walls, trenches, etc.) (**fortified**)

front, ***n.*** the place where fighting happens in a war (**fronts**)

G

grievance, ***n.*** a complaint resulting from being treated unfairly; a reason for complaining about a situation (**grievances**)

H

heed, ***v.*** to respect and follow advice or instructions (**heeded**)

henpecked, ***adj.*** used to describe a man who is constantly controlled and criticized by his wife

hero, ***n.*** a person who is respected for bravery or good qualities (**heroes**, **heroism**)

heroine, ***n.*** a woman who is respected for bravery or good qualities (**heroines**)

I

implication, ***n.*** a possible effect or result that may take place in the future (**implications**)

import, ***v.*** to bring in a product from another country to be sold (**importing**)

impose, ***v.*** to force or require (**imposed**)

impress, ***v.*** to amaze; to cause others to feel admiration or interest (**impressed**)

indirectly, ***adv.*** not having a clear and direct connection

intolerable, ***adj.*** too painful or hard to be accepted

J

jeer, ***n.*** an insult or put-down (**jeers**)

L

laden, ***adj.*** heavily loaded; carrying large amounts

levy, ***v.*** to use legal authority to demand and collect a fine or tax (**levied**)

liberty, ***n.*** freedom

M

master, ***v.*** to learn something completely; to gain the knowledge and skill that allows you to do something very well

mastermind, ***n.*** a person who takes the lead in planning and organizing something important

melancholy, ***adj.*** sad or depressed

militia, ***n.*** ordinary people trained to be soldiers but who are not part of the full-time military

misleading, ***adj.*** untrue

model company, ***n.*** a group of soldiers deserving to be copied or imitated by others

morale, ***n.*** confidence, level of enthusiasm one feels

musket, ***n.*** a long, heavy gun that is loaded at the muzzle

musket ball, ***n.*** ammunition shot from muskets (**musket balls**)

muzzle, ***n.*** the opening at the end of a gun or cannon where the ammunition comes out

N

neutral, ***adj.*** not supporting either side of an argument, fight, or war

ninepins, ***n.*** a bowling game played with nine pins

O

opposition, ***n.*** disagreement with or disapproval of something

oppressive, ***adj.*** harsh and unfair; cruel

otherwise, ***adv.*** in a different way

P

patriot, ***n.*** a person who supports and defends his or her country (**patriots, patriotism**)

peal, ***n.*** a loud noise or repeated noises (**peals**)

petition, ***n.*** a document people sign to show their agreement or disagreement with something (**petitions**)

proclamation, ***n.*** a public announcement made by a person or government

provoke, ***v.*** to cause something to happen; to bring out anger in a person or people (**provoked**)

R

range, ***n.*** a specified distance

rebel, ***n.*** a person who fights against a government (**rebels**)

recruit, ***v.*** to search for people to join a group or organization (e.g., the army)

regiment, ***n.*** a military unit formed by multiple groups of soldiers

reinforce, ***v.*** to make a group more effective by adding more people or supplies (**reinforced**)

repeal, ***v.*** to undo or withdraw a law (**repealed**)

retreat, ***v.*** to move back or away from danger or attack (**retreated**)

revere, ***v.*** to respect or honor (**revered**)

revolutionary, ***adj.*** leading to, or relating to, a complete change

S

score, ***n.*** another term for 20; a group of 20 things (**scores**)

skeptical, ***adj.*** doubtful

skirmish, ***n.*** a short, unplanned fight in a war (**skirmishes**)

so-called, ***adj.*** implying the name or description of something or someone may be inaccurate

splendor, ***n.*** extreme, awe-inspiring beauty

stockpile, ***v.*** to collect materials to use in the future (weapons, food, etc.) (**stockpiling**)

strategic, ***adj.*** carefully planned to achieve a specific goal, such as winning a battle or finishing a project

suitor, ***n.*** a man interested in marrying a certain woman

surrender, ***v.*** to give up, quit

switch, ***n.*** a thin stick that bends easily, often used as a whip

T

tactics, ***n.*** ways used to achieve a goal

tax, ***n.*** money a government charges for services it provides to the people (**taxes**)

traitor, ***n.*** someone who betrays their country, government, or a group they belong to

turning point, ***n.*** a time when an important change occurs

tyrannical, ***adj.*** ruling people in a threatening or cruel way

V

villain, ***n.*** someone who does evil things (**villains**)

volley, ***n.*** the firing of a large number of weapons at the same time

W

woo, ***v.*** to try to get someone to love you (**wooing**)

ISBN 979-8-89072-961-3

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