

History  
UNFOLDING

# THE AMERICAN REVOLUTION



MindSparks  
CHALLENGING STUDENTS TO THINK HISTORICALLY

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# Introduction

## The American Revolution

In a narrow sense, the American Revolution was a fight over a few new taxes and some other restrictions that England imposed on its North American colonies in the years just after the Seven Years War. In this sense, it was only a parochial battle between one European imperial power and some of its dependencies. It might be of interest to the nations involved. But otherwise, it would have had little significance.

In a broader sense, however, the American Revolution was a watershed event in world history. For in battling the British, the American colonies saw their fight as a defense of fundamental liberties. And they felt a need to defend their actions by setting down ideas and ideals that would help to reshape human history. The Revolution helped bring a new nation into existence. This by itself was to have world historical significance. But beyond that, the words of the rebels, especially the Declaration of Independence, held up a conception of individual rights and of the proper relation of citizen to state that has inspired people around the world down to the present day. The illustrations in this booklet help reveal the process by which a small group of colonists came to take this stand and change the world.

The twelve illustrations in the booklet focus on some of the central events and key trends of the American Revolution. The illustrations are presented in four lessons. Each lesson uses three of the illustrations to explore one broad topic in the overall story. Briefly, the four lessons are as follows:

### **England Versus the Colonies**

The illustrations in this lesson give a sense of how Americans reacted initially to efforts by England after 1763 to impose tighter restrictions over its North American colonies. Those reactions show that the colonists already felt themselves to be free English citizens, entitled to rights that British leaders themselves did not recognize.

### **From Protest to Revolt**

Colonial protest took many forms. And it became increasingly militant and even violent. The illustrations in this lesson ask students to consider the pros and cons of the various actions the colonists took in defending what they regarded as their historic rights and liberties.

### **A War for Independence**

The war did not go well at first for the colonial forces. But the suffering it brought, and the ideals for which it was fought, helped to forge a new nation out of thirteen separate colonies. The illustrations in this lesson touch on these themes.

### **Victory for the New Nation**

A key turning point in the war was the battle of Saratoga. From then on, the colonies slowly gained the upper hand. The defeat of the world's strongest imperial power launched a confident new nation and set the stage for the long, slow, but steady evolution of its democratic ideals.

## Using Photos, Cartoons, and Other Visuals to Teach History

Many textbooks are full of colorful visuals. However, all too often these visuals function primarily as window dressing. They make the text more entertaining, or at least more palatable. Only occasionally do the visuals in textbooks do more than offer simple pictorial reinforcement of ideas already presented in the text. In many cases, they pander to the visual orientation of the young while doing little to help young people master the challenges of the visual media that dominate their lives.

By way of contrast, our approach to using visual materials emphasizes their unique strengths as historical documents. The lessons in this booklet focus students on the visual symbols and metaphors in editorial cartoons, the dramatic qualities of certain photographs, the potential of many images to make abstract ideas more specific and concrete, the implicit biases and stereotypes in certain images, their emotional power, and their ability to invoke the spirit of a time and place. In the process, we make every effort to strengthen students' visual literacy skills in general, as well as their ability to think critically and engage in spirited but disciplined discussions.

## How to Use This Booklet

The booklet is divided into four lessons, with three illustrations per lesson. Each lesson consists of the following:

**A BACKGROUND INFORMATION SHEET** This page provides brief summaries explaining the three illustrations on which the lesson is based and their relevance to the lesson's objectives.

**DIGITAL IMAGES** The booklet's PDF allows you to project the images for use in your class discussions.

### **DISCUSSION-ACTIVITY SHEETS**

Each sheet displays one illustration. It includes a sequence of questions to help you plan an all-class discussion while using the projected images. The questions take students step by step through an analysis of the illustration. If you wish, you may reproduce these pages and hand them out. In addition to the discussion questions on the illustration itself, one or two follow-up activities are suggested. Some of these can be made into individual assignments. Others will work best as small-group or all-class activities.

**OBJECTIVE**

1. Students will better understand how the colonists felt about British efforts to control the colonies more tightly in the 1760s and 1770s.

# England Versus the Colonies

*Use the background information on this page to help your students better understand the three illustrations making up this lesson. The questions and activities presented in the rest of the lesson can be used to help students clarify meanings and debate important issues.*

**BACKGROUND INFORMATION****Illustration 1**

In 1763, at the end of its Seven Years War with France, England began to tighten its control over its huge North American empire. The British felt it was only fair for the colonists to pay more for the protection the empire gave them. But the American colonists did not share the British view of what was fair. Colonial outrage focused especially on the Stamp Act of 1765. This illustration shows the front page of a newspaper called *The Pennsylvania Journal and Weekly Advertiser*. The colonists said it was wrong for the British Parliament to tax them directly since they were not represented in it. The new taxes were mainly meant to raise revenue. But this newspaper heading seems to suggest that they were also aimed at a stricter kind of control—and the denial of colonial rights. By adding to the cost of newspapers, the Stamp Act seemed to threaten a key right, the right to freedom of speech and expression.

**Illustration 2**

This 1765 editorial cartoon by Benjamin Franklin takes the side of the colonies in opposing the new British taxes. But it also warns England's leaders that the taxes may hurt their own empire, too. That empire is shown as a dismembered figure who has fallen from her seat at the top of the globe. The figure's limbs stand for the various colonies she has lost. Ships stand idle in the background. The Latin words translate as "Give a dime to Belisarius." Belisarius was an ancient general who conquered Italy for Justinian. He was later dismissed and was said to have become a beggar. The classically educated public of Franklin's time would have understood this reference quickly as making a point about how easily the mighty can fall from power.

**Illustration 3**

The Boston Massacre is shown here in a famous drawing by Paul Revere. Revere needs to be identified because his drawing definitely takes the colonists' side in this fight. The British soldiers fired on the crowd, killing five, but only after they were badly taunted by it. Acting with courage, John Adams successfully defended the soldiers in court, even though he agreed with colonial protests against Great Britain. Nevertheless, the massacre's biggest effect was to add to the growing tensions between the colonists and the British government.

# Illustration 1



Courtesy of the Library of Congress

## Discussing the Illustration

1. This illustration shows part of the front page of a newspaper called *The Pennsylvania Journal and Weekly Advertiser*. The newspaper's date is October 31, 1765. This front page is actually designed to be a strong criticism of the 1765 Stamp Act. What was the Stamp Act, who enacted it, and why?
2. A skull and cross bones are displayed at the top, in the center of this front page. Another skull and cross bones appear in a special space on the top right. Based on what you know about the Stamp Act, can you explain what this space at the top right was for? What point about the Stamp Act does the newspaper make by showing the skull and cross bones in this space?
3. The headline on the paper reads "Expiring: In Hopes of a Resurrection to Life again." Why would the Stamp Act lead the paper to claim it was "expiring"? What activities in the American colonies gave it "hope of resurrection to life again"?

## Follow-up Activity

1. **Small-group activity:** The text beneath the headline on this front page was written by the newspaper's editor, William Bradford. In part, he writes that he hopes "methods can be found to elude the chains forged for us, and escape the insupportable slavery" caused by the Stamp Act. Your task as a group is to respond to this front page with your own letters to the editor. Each member of your group should write a letter to the editor commenting on the Stamp Act and its effects on this newspaper. However, in writing these letters, each of you should choose to act the part of one of the following types of people:

- A colonial farmer opposed to the Stamp Act
- A member of the British Parliament
- A colonial merchant
- A colonial paper manufacturer
- A British soldier stationed in the colonies

Post your letters, along with the headline, as part of a bulletin board display on the Stamp Act crisis.

## Illustration 2



Courtesy of the Library of Congress

### Discussing the Illustration

1. After 1763, England began passing many new laws to better control its American colonies. Many of these laws placed taxes on goods that Americans bought from England. Why did the British say it was fair for the colonists to pay these taxes—especially after the events of the 1750s and early 1760s?
2. What did the colonies do to stop these new taxes?
3. In this cartoon about the new British laws, the wounded figure stands for the entire British Empire. What is meant by the phrase the “British Empire”?
4. Look at the wounded figure’s limbs. What do these limbs stand for? In what ways might the empire’s American colonies be seen as its limbs?
5. Along with the wounded figure, ships are standing idle and a broken tree and olive branch are on the ground. All these features are symbols. What point do they help the cartoon to make about England’s growing conflict with its colonies?

### Follow-up Activity

1. **Small-group activity:** The year is 1767. Your group is made up of the following historical figures:

James Otis of Massachusetts  
John Dickinson of Philadelphia  
Boston merchant John Hancock  
King George III of England  
Parliamentary member Edmund Burke  
Benjamin Franklin (who drew the above cartoon)

Each group member should take time to read more about one of these figures. Then, pretend your group has been invited to discuss this cartoon at a town meeting in 1767. Hold your discussion in front of the class. In the discussion, each group member should try to play the part of one of the above figures and express the views that this person might have actually held. (If the group has more than six members, add more figures from both England and the colonies as needed.)

## Lesson 1 – England Versus the Colonies

# Illustration 3



Courtesy of the Library of Congress

### **Discussing the Illustration**

1. This is a drawing of the famous Boston Massacre of 1770. In that incident, British soldiers opened fire on a group of colonists, killing five of them. Before the attack, the colonists had been taunting the British soldiers. Like many residents, these colonists were angry about England's Quartering Act of 1765 and its Townshend Acts of 1767. What did those acts provide and why were American colonists so angry about them?
2. Most Bostonians took the side of the colonists killed in the Boston Massacre. But John Adams defended the British soldiers in court. Can you explain who Adams was and why he defended the soldiers?
3. This illustration of the Boston Massacre was drawn by Paul Revere. What else do you know about Paul Revere? What in the illustration shows that it was drawn by someone who took the colonists' side in this fight? Do you think the drawing presents a fair picture of what happened in the Boston Massacre? Why or why not?

### **Follow-up Activities**

1. Read more about the Boston Massacre. Pretend you are a pro-British cartoonist in the year 1770. Draw your own illustration or editorial cartoon about the Boston Massacre. You may make a realistic drawing. Or you may draw an editorial cartoon, using certain objects or creatures as symbols, altering the shape or size of certain figures or objects, and adding captions, labels or other kinds of words. Share your illustration or cartoon with others in a class discussion of how best to portray this event.
2. Read more about the Boston Massacre and about one of the following figures:
  - Abigail Adams
  - Sam Adams
  - One of Crispus Attucks' closest friends
  - Governor Thomas Hutchinson

Now pretend you are the person you have read about and write a letter to the editor commenting on the above drawing.

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**OBJECTIVES**

1. Students will better understand why the colonists felt a need to move from protest to open rebellion in the 1770s.
  2. Students will debate the pros and cons of various protest actions taken by the colonists.
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# From Protest to Revolt

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*Use the background information on this page to help your students better understand the three illustrations making up this lesson. The questions and activities presented in the rest of the lesson can be used to help students clarify meanings and debate important issues.*

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**BACKGROUND INFORMATION****Illustration 1**

As the crisis with Great Britain grew, the colonists began to take part in more and more forceful acts of protest. One of these acts was the famous Boston Tea Party. It took place in 1773, just after England's Lord North tried to help the British East India Company by allowing it to sell tea in the colonies without paying certain taxes. This actually lowered the price of tea for the colonists. But it also hurt other merchants who still had to pay the taxes on tea imports. The colonists saw North's plan as a way to trick them into giving British merchants and officials greater control. In the Boston Tea Party, colonists dressed as Indians dumped the East India Company's tea into the harbor. Many colonists actually disapproved of this destruction of property—at least until the British reacted by taking some harsh steps to punish Boston.

**Illustration 2**

Tarring and feathering officials was a violent act. But it was only one of many forms of protest the colonists used, some legal and some illegal. As with the Boston Tea Party (shown again in the background in this illustration), these protests usually seemed unplanned. But actually, secret groups such as the Sons of Liberty or the Committees of Correspondence often organized these actions. As the crisis heated up, the colonists went from petitions and newspaper editorials, to boycotts of British goods, to mob acts of violence or property destruction.

**Illustration 3**

This illustration is just one of many that have tried to show one of the most famous moments in American history. The drawing portrays colonial Minutemen rushing off to battle at Concord's North Bridge several miles from Boston. Just hours earlier at Lexington the first real battle of the American Revolution had begun. In the battle of Lexington and Concord ordinary farmers and other members of local militia battled British soldiers. Their courage, their knowledge of the local area, and their sniping tactics helped them win this battle and force the British back to the safety of Boston. This illustration captures many aspects of the event. But it is an imaginary look back at the battle, and it definitely presents the colonial viewpoint. Students should assess the image for its accuracies and its inaccuracies, its power, and its point of view.

## Lesson 2—From Protest to Revolt

# Illustration 1



Courtesy of the Library of Congress

### Discussing the Illustration

1. This is an illustration of one of the most famous events leading up to the American Revolution—the Boston Tea Party. Who are the “Indians” in this drawing, and what exactly are they doing?
2. The Boston Tea Party took place in 1773, just after England’s Lord North tried to help the British East India Company. Actually, his help would have lowered the price of tea for the colonists. What help did Lord North give the British East India Company, and why would that help have made tea less costly in the colonies?
3. The promise of cheap tea did not make the colonists happy. In fact, it made them angry, and it led some of them to take the actions shown in this illustration. Can you explain why?
4. Do you think the colonists were right to feel as they did about Lord North’s plan? Were they right to take the action they did in the Boston Tea Party? Explain your answers.

### Follow-up Activities

1. **Small-group activity:** Many drawings have been made showing the Boston Tea Party. Find a number of these, make copies of them, write explanations of each illustration, and use them in a bulletin board display entitled “The Tea Party: What Happened and How Americans Have Remembered It.”
2. Today, many Americans celebrate the Boston Tea Party as a brave act against Great Britain. Yet many colonists actually did not approve of it at first. For example, Benjamin Franklin wanted Boston to pay for the destroyed tea and apologize. But in April of 1774, the British government passed four new acts that united the colonies in support of Boston. These measures were called the “Coercive Acts.” Read more about these. Then, pretend you are Sam Adams and write a letter about the Coercive Acts to Ben Franklin. In the letter, discuss these four acts and give Franklin reasons for supporting Boston and the Boston Tea Party. Now pretend you are Franklin and write a letter back to Sam Adams.

## Lesson 2—From Protest to Revolt

# Illustration 2



Courtesy of the Library of Congress

### *Discussing the Illustration*

1. As colonial anger toward Great Britain increased, scenes like this one in the colonies became more common. This drawing shows the colonists getting ready to punish a tax collector. Exactly what kind of a punishment are they giving him?
2. What do you think these colonists hoped to accomplish with this punishment? Why do you think they punished tax collectors in particular in this way?
3. Notice how the British official and the colonists in this scene are drawn. From this and other details in the drawing, do you think the artist who drew it was in favor of or against this way of punishing British officials? Explain your answer.
4. Do you think such punishments were an effective form of protest? Do you think they were fair? Had you been an American colonist in the 1770s, what would you have said to this group of colonists after they were done tarring and feathering this official?

### *Follow-up Activity*

1. Between 1763 and 1775, the colonists took many different kinds of actions to get England to stop taxing them or making other rules to control them. Here is a list of some of these actions:

- Non-importation agreements
- Committees of Correspondence
- Illegal meetings of Colonial leaders
- Official resolutions sent to the King
- Pamphlets and statements in newspapers
- Smuggling of goods
- Secret groups such as the “Sons of Liberty”
- Refusals to pay taxes or other fees
- Tarring and feathering of officials
- Mob actions to destroy British property

List these actions in the order of their importance in helping the colonists win independence. Now list them in the order of how fair or right it was to use them, from most fair to least fair. As a class, discuss the lists you have come up with.

## Lesson 2—From Protest to Revolt

# Illustration 3



Courtesy of Dover Publications

### **Discussing the Illustration**

1. This is a scene of the famous battle at Concord, Massachusetts, on April 19, 1775, just hours after an earlier clash at Lexington. From what you know of U.S. history, explain why the battles of Lexington and Concord were so important in our country's history.
2. This drawing of the fight at Concord was done years after the American Revolution. It is accurate about some details. But it is an imaginary drawing. And it is also one that takes the side of the colonists, showing the Revolution as they wished to see it. For example, look at the couple hugging, the man turning to wave, and the plow in the field. How do these three features help the drawing show the Revolution in a way that favors and admires the colonists?
3. Compare the way the colonial soldiers are shown to the way the British soldiers are shown—in dress, tactics, etc. How do these features add to the drawing's view of what the Revolution was like? How accurate a view, overall, does this drawing give of the American Revolution? Explain your answers.

### **Follow-up Activities**

1. The above drawing was done years after the Revolution was over. Read a detailed account of the battles of Lexington and Concord. Try to find other old historical drawings of the battles. Based on what you learn, make two lists. One list should describe all the ways in which this picture is accurate. The other list should describe all the ways in which it is not accurate. Use this picture, your lists, and other pictures you find to create a bulletin board display called: "Lexington and Concord: The Real Story."
2. Great Britain was one of the most powerful nations on earth in 1776. So how did the American colonies defeat that mighty empire? Read your history text or other sources to find answers to this question. Then write an essay about the above drawing and the other battle scenes in this booklet. Describe the drawings and explain how they help to show why the colonists defeated Great Britain. Also, describe any other factors not suggested in the drawings that may have helped the colonists in their struggle.

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**OBJECTIVES**

1. Students will better understand the strengths and weaknesses of the colonists in the early years of the Revolutionary War.
  2. Students will appreciate the strong motives and ideals that were a key colonial strength.
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# A War for Independence

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*Use the background information on this page to help your students better understand the three illustrations making up this lesson. The questions and activities presented in the rest of the lesson can be used to help students clarify meanings and debate important issues.*

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**BACKGROUND INFORMATION****Illustration 1**

The American Revolution was more than a protest about taxes. Some historians say those taxes by themselves were actually not that harsh. But to the colonists, the taxes and England's other new laws seemed to threaten their most important freedoms. The Revolution was a defense of those freedoms. It was about basic human rights, and about the government's duty to protect those rights. In other words, the Revolution was a fight over some very big ideas, not just taxes or a few new laws. The key ideas behind the revolution were summed up in the Declaration of Independence. The Declaration helped unite the colonies against England. So also did the Continental Army, set up under the command of General George Washington. The image on the left in this illustration is of a typical soldier in the Continental Army. On the right, a rider is seen reading the Declaration to a crowd of colonists.

**Illustration 2**

The war did not go well at first. This illustration shows Washington leading his troops across the East River from Brooklyn Heights to Manhattan during battles in and near New York City in 1776. The illustration shows Washington's bravery under fire. But the battles in New York went badly for the colonists. Washington was lucky to get his forces out of New York and across New Jersey to relative safety in Pennsylvania. However, his daring Christmas raid back across the Delaware against Hessian forces in Trenton did end the year with one clear victory.

**Illustration 3**

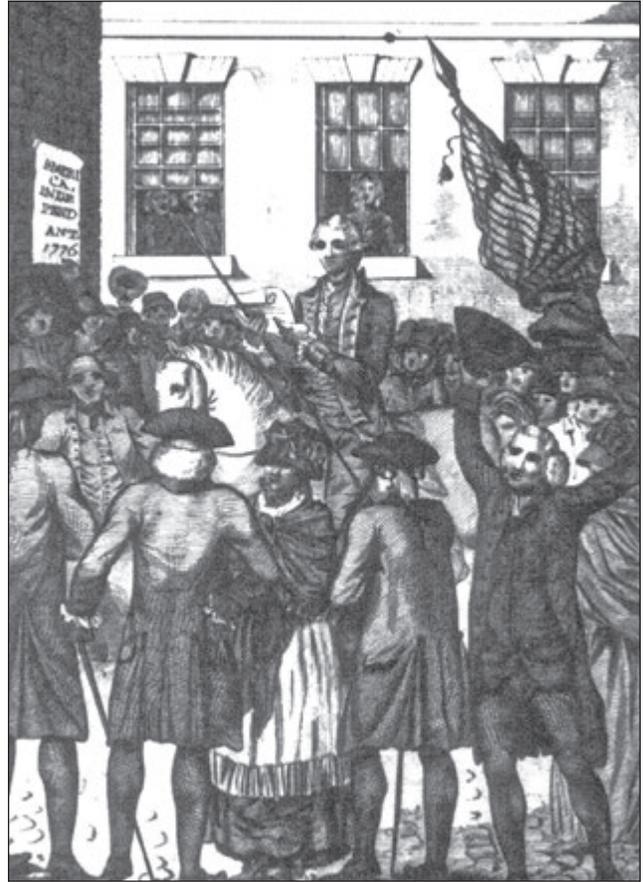
The Continental Army struggled throughout 1777. After several battles, Washington had to move away from Philadelphia, and his forces retired to Valley Forge for the winter. This illustration gives some idea of the harsh winter the troops faced there. Through its suffering at Valley Forge and elsewhere, the Continental Army proved its courage and bravery. In addition, it helped give birth to a new sense of national identity and pride. In the end, the colonists had to have help from the French and others to win the war. But that help was only offered after the colonists themselves proved their ability and their determination, something they certainly did at Valley Forge.

## Lesson 3—A War for Independence

# Illustration 1



Courtesy of the Library of Congress



Courtesy of Dover Publications

### **Discussing the Illustrations**

1. On the left here is a drawing of an American soldier in the Continental Army. What was the Continental Army and who was its commander?
2. The Continental Army was set up in 1775 by the Continental Congress. What was the Continental Congress?
3. It was important for the Continental Congress to set up this army. But the Congress took an even more important action the next year, in July of 1776. The drawing on the right shows a rider announcing this action to an enthusiastic crowd of colonists. What action was it?
4. What key ideas helped to make the Declaration of Independence so important in the colonial struggle against Great Britain? What ideas have helped to make the Declaration one of the most important documents in world history ever since?

### **Follow-up Activity**

1. The Continental Congress gave a committee the job of writing the Declaration of Independence. That committee was made up of Thomas Jefferson, Ben Franklin, Robert Livingston and Roger Sherman. Jefferson was the main author. Pretend you are a member of that committee and you have just been given a copy of the Declaration in its final form. The committee wants you to make some final comments on one key part of the Declaration. That part begins with the phrase, "We hold these truths to be self-evident . . .," and it ends with the phrase, "it is the Right of the People to alter or abolish it, and to institute a new Government. . . ." Write your notes commenting on this part of the Declaration. Explain why this part of the Declaration is so important, and recommend any changes that you think might improve it. As a class, read and discuss some of these notes to the committee.

## Lesson 3—A War for Independence

# Illustration 2



Courtesy of Dover Publications

### **Discussing the Illustration**

1. At first, the war for Independence did not go all that well for the colonists. This scene shows General Washington leading his forces in a retreat from Brooklyn Heights on August 29, 1776. Brooklyn Heights was across the East River from one of the largest cities in the colonies. What city was that?
2. This drawing shows Washington trying to escape from the forces of General William Howe, who had just defeated him in the battle of Long Island. Washington led his troops across the river into lower Manhattan. Historians say he was lucky not to be trapped and completely defeated at that point. Can you explain why this was so? How did Washington's forces finally escape from the fighting in and around New York?
3. In what ways does this drawing seem realistic? In what ways does it not seem realistic? What view of General Washington does it present? How does it get that view across? How accurate do you think this view of Washington is? Explain your answers.

### **Follow-up Activities**

1. **Small-group activity:** First, read more about the fighting in New York and New Jersey from August 1776 through January 1777. Create a detailed map of the area where the Continental Army was fighting in these months. Show all the movements of the colonial and British forces. Label carefully all the key battles and turning points. Now, look for other old drawings that help to illustrate this series of battles. Make copies of these and use them, along with your map, in a colorful bulletin board display called "The Revolutionary War: Washington's First Challenges."
2. Read a good biography of George Washington. Then look through several history books and other Washington biographies for paintings and drawings of George Washington. Bring copies of these illustrations to class and pass them around. How is Washington portrayed in these illustrations? Briefly present your own ideas about the illustrations and then ask others to offer their own comments on them.

## Lesson 3—A War for Independence

# Illustration 3



Courtesy of Dover Publications

### **Discussing the Illustration**

1. After New York, the Continental Army retreated into New Jersey. The army struggled throughout 1777. And then came a winter that was especially hard on the soldiers. This illustration shows some of those soldiers at the Continental Army's 1777–78 winter headquarters. Where did the army stay that winter?
2. From what you know about the American Revolution, can you explain why Washington and his soldiers were forced to spend that winter at Valley Forge?
3. Valley Forge is remembered by many Americans as an especially heroic time in the history of the American Revolution. Can you explain why? How does this illustration help to show why?
4. What ideas about the Continental Army in general does this drawing help to get across? What opinion or point of view do you think the artist has about that army and the American Revolution? How accurate do you think the drawing is? Explain your answers.

### **Follow-up Activities**

1. Pretend you are a soldier at Valley Forge far from your own town or village, which is in another colony. Write a letter to the leaders of your town or village describing the conditions at Valley Forge. In your letter also explain to those leaders why they should try to do more to help the soldiers in the Continental Army at Valley Forge.
2. With the troops at Valley Forge in the winter of 1777–78 were three foreigners: Johann Kalb, Baron von Steuben, and the marquis de Lafayette. These three men would turn out to be important for the colonists. Find out more about each man. Try to learn as much as you can about their experiences at Valley Forge. Based on what you learn, give a brief talk to the rest of the class about the role these men played in the revolution. Describe their experiences at Valley Forge, and offer your own views about how that winter might have affected them and their outlook on the American Revolution.

**OBJECTIVES**

1. Students will better understand the key events that led to the victory of the colonists in the American Revolution.
2. Students will discuss the broad impact of the Revolution on many groups of Americans.

# Victory for the New Nation

*Use the background information on this page to help your students better understand the three illustrations making up this lesson. The questions and activities presented in the rest of the lesson can be used to help students clarify meanings and debate important issues.*

**BACKGROUND INFORMATION****Illustration 1**

By the time Washington retreated to Valley Forge in 1777, the war had already begun to turn in the colonists' favor elsewhere. The British that year hoped to take control of the Hudson River and the area around Lake Champlain. This would have cut the colonies in two. But the colonial victory at Saratoga against the forces of British General John Burgoyne put an end to this plan. This editorial cartoon shows a huge American rattlesnake grown powerful after the battle of Saratoga. The battle was important partly because it convinced France that the Americans could win. Soon, France was giving the colonists aid that would prove to be a key to victory in the Revolution.

**Illustration 2**

The American Revolution helped to create a new nation—the United States of America. That is, it was first of all a war for independence. But the Revolution did much more than simply free the colonies from British control. It changed life for ordinary Americans in the colonies in a great many ways. For example, the fighting itself involved thousands of people, men and women, rich and poor, blacks and whites. All of them found themselves fighting for freedom and the ideas in the Declaration of Independence. This was bound to have an effect over the years as the new nation tried to live up to its democratic ideas. This drawing shows the famous Molly Pitcher taking her fallen husband's place in battle. (Actually it was another woman, Margaret Corbin, who did this.) Woman like Molly would remember their part in the Revolution. And in time, they would begin to demand more of the rights they had fought for.

**Illustration 3**

The last big battles of the Revolution occurred in the southern colonies. The British kept hoping that colonists there would join them and turn against the rebels. They also offered to free slaves who joined them, even though they had cared little about the slaves until then. But it was too late. On October 19, 1781, General Cornwallis surrendered to Washington at Yorktown. This drawing shows the surrender, which actually took place between a British officer named Thomas O' Hara and American General Benjamin Lincoln. The surrender meant that the colonies had won their independence at last.



## Illustration 2



Courtesy of Dover Publications

### **Discussing the Illustration**

1. The woman in this drawing is Mary Ludvig Hays, one of the most famous heroines of the American Revolution. She is better known as Molly Pitcher, a name she was given during the Revolutionary War itself. Why she was given that name?
2. This drawing shows her taking her fallen husband's place during the battle of Monmouth in 1778. Do you think this really occurred? Why or why not?
3. Molly was only one of many women who played an important role in helping the colonies win their independence. What else have you read or learned about the role of women in the American Revolution?
4. Women in colonial America did not have as many rights as men did. Yet they often fought bravely on the colonial side in the Revolution. Did they do this only to support their fathers, husbands, or other men in the community? Or was the success of the Revolution important to them as well? Explain your answers.

### **Follow-up Activity**

1. In 1776, Abigail Adams, the wife of John Adams, wrote the following to her husband:

“In the new Code of Laws which I suppose it will be necessary for you to make I desire you would remember the Ladies. . . . Do not put such unlimited power into the hands of the Husbands. Remember all Men would be tyrants if they could. If particular care and attention is not paid to the Ladies we are determined to foment a Rebellion, and will not hold ourselves bound by any laws in which we have no voice, or Representation.”

As a class, discuss this statement. What reply do you think John Adams should have given to his wife on this matter? What do you think he did say to her about it? Assign someone to find out what John Adams actually did think of his wife's views on this subject and report these findings back to the class.

## Illustration 3



Courtesy of Dover Publications

### ***Discussing the Illustration***

1. This drawing shows the act of surrender that ended the Revolutionary War. The date was October 19, 1781. Neither of the two generals in charge of this final campaign appears in this drawing. Name the two generals in charge and the location of the British surrender.
2. Briefly, describe the final Yorktown campaign and explain why General Cornwallis was forced to surrender. What role did the colonial forces play in this final victory? What other forces played a key role in the victory?
3. In the formal surrender shown here, Cornwallis sent his adjutant, Thomas O' Hara, to hand over a ceremonial sword. When Washington saw this, he refused to accept the sword himself. Instead he sent General Benjamin Lincoln to accept it. Why do you suppose he did this? Do you think it was important for him to do this? Why or why not?

### ***Follow-up Activity***

1. After 1778, the main fighting in the Revolution took place largely in Virginia, South Carolina, and the other southern colonies. Most African American slaves lived in these southern colonies. And the British forces offered freedom to slaves who would join with them. Many slaves did. But many others did not. Suppose you had been a slave in the South then. What would you have done? Make one of the following choices.
  1. Write a letter to your master explaining why you have gone to fight with the British.
  2. Write a letter to General Washington explaining why you wish to come and fight with his forces.
  3. Write a letter to a friend or relative explaining some other course of action you will take.

Read some of the “letters” students write and discuss them with the entire class.



# **Image Close-ups**



# England Versus the Colonies Illustration 1

The **TIMES** are  
Dreadful,  
Distral  
Doleful  
Dolorous, and  
DOLLAR-LESS.

of the **STAMP**  
Act  
of the fatal Stamp

Thursday, October 31, 1765.      THE      NUMB 1195.

## PENNSYLVANIA JOURNAL;

AND

## WEEKLY ADVERTISER.

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EXPIRING: In Hopes of a Resurrection to LIFE again.

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**I** AM sorry to be obliged to acquaint my Readers, that as The **STAMP-Act.** is fear'd to be obligatory upon us after the *first of November* ensuing, (the fatal to many) the Publisher of this Paper unable to

bear the Burthen, has thought it expedient to stop awhile, in order to deliberate, whether any Methods can be found to elude the Chains forged for us, and escape the insupportable Slavery, which it is hoped, from the last Representations now made against that Act, may be effected. Mean while, I must earnestly Request every Individual

of my Subscribers many of whom have been long behind Hand, that they would immediately Discharge their respective Arrears that I may be able, not only to support myself during the Interval, but be better prepared to proceed again with this Paper, whenever an opening for that Purpose appears, which I hope will be soon.

**WILLIAM BRADFORD**

Courtesy of the Library of Congress

## England Versus the Colonies

# Illustration 2



*The Colonies Reduced*

Courtesy of the Library of Congress

## England Versus the Colonies

# Illustration 3



Courtesy of the Library of Congress

## From Protest to Revolt

# Illustration 1



Courtesy of the Library of Congress

## From Protest to Revolt

# Illustration 2



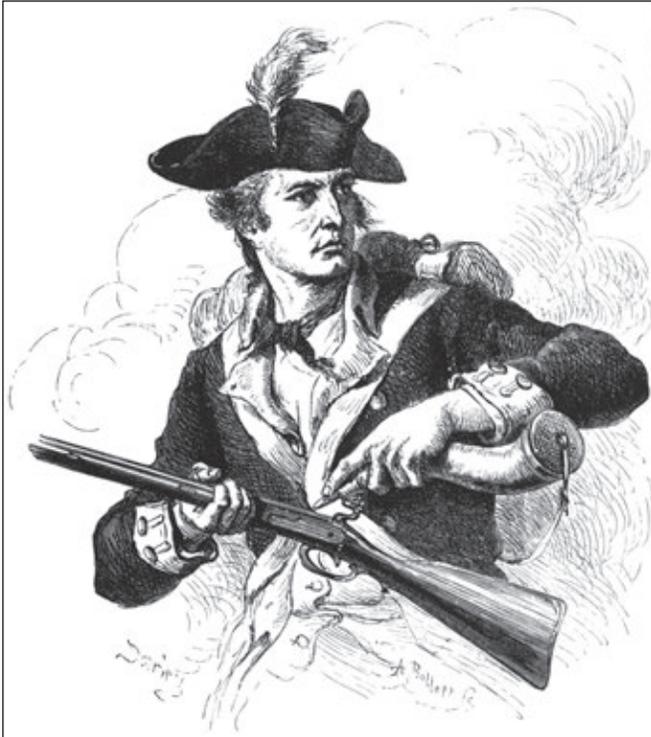
Courtesy of the Library of Congress

From Protest to Revolt  
**Illustration 3**



Courtesy of Dover Publications

# War for Independence Illustration 1



Courtesy of Dover Publications



Courtesy of the Library of Congress

War for Independence  
**Illustration 2**



Courtesy of Dover Publications

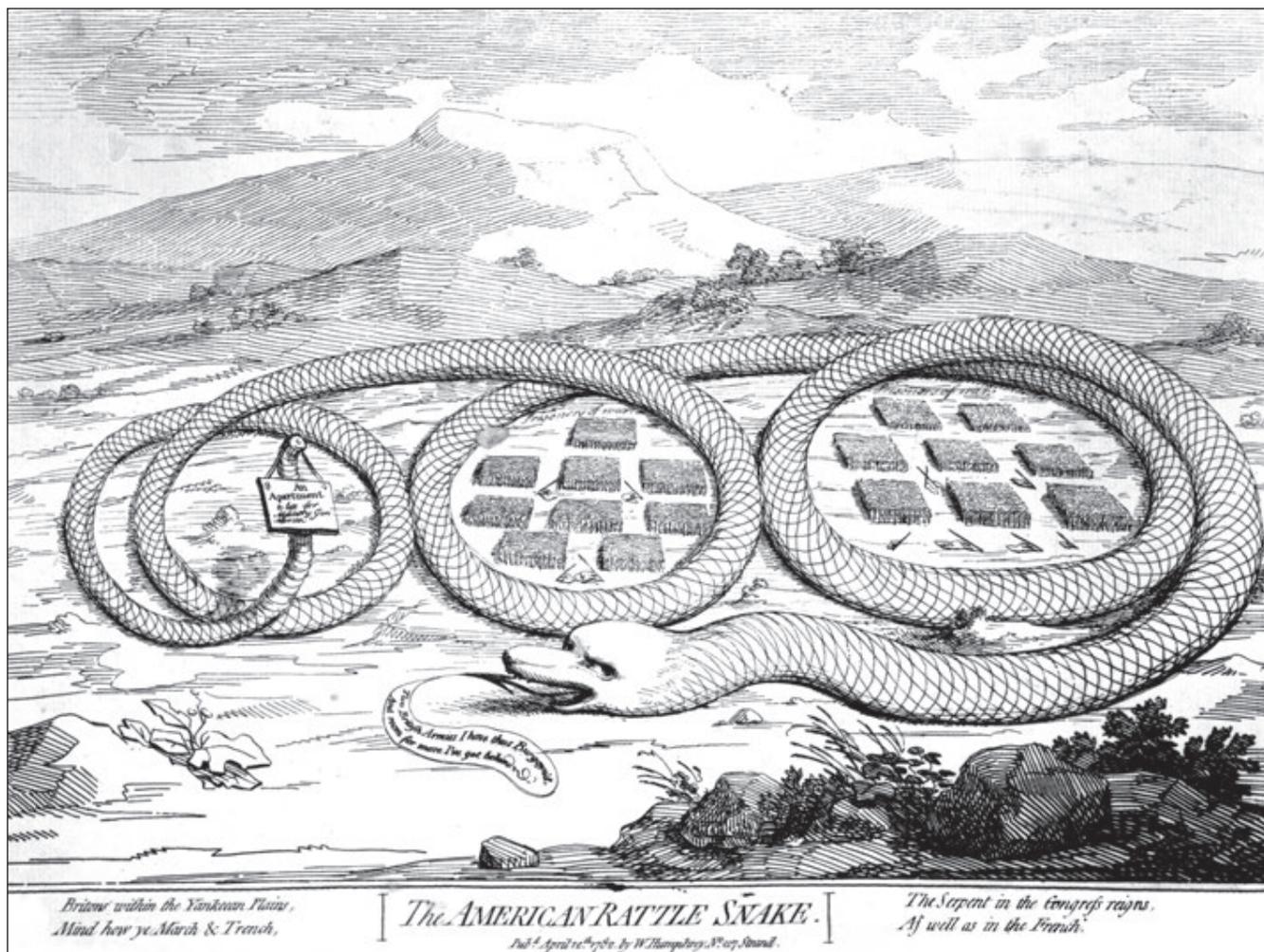
War for Independence  
**Illustration 3**



Courtesy of Dover Publications

# Victory for the New Nation

## Illustration 1



Courtesy of the Library of Congress

## Victory for the New Nation **Illustration 2**



Courtesy of Dover Publications

## Victory for the New Nation

# Illustration 3



Courtesy of Dover Publications



