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**The Beanbody Histories:**  
**The American Revolution**  
**Part 2: The War Begins**  
**& Part 3: Battles & Strategies**

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**Teacher's Guide**  
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**Produced**  
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**Colman Communications Corp.**

## Table of Contents

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	Page
Program Overview	3
Viewer Objectives	5
Suggested Lesson Plan	7
Description of Blackline Masters	9
Answer Key	9
Transcript of the Video	10
Web Resources	20

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**THE BEANBODY HISTORIES:**  
**THE AMERICAN REVOLUTION,**  
**PARTS 2 & 3**

Grades 4-7

Viewing Time: 21:19

**PROGRAM OVERVIEW**

**Intended Audience and Uses**

*The American Revolution, Parts 2 & 3* has been produced for students in grades 4-7. Its primary purposes are to help youngsters understand how the colonists felt about war



with England as the revolution became imminent and how American and British military leaders prepared for and executed the conflict. Emphasis is

given to George Washington and his role in the war effort. The program also can deepen student understanding of 18th century U.S. history.

**Program Synopsis**

As the program opens, Mr. Beanbody, Jeffrey and Lilly return from the Independence Day parade. Mr. Beanbody gives a brief review of Part 1 and, with his "Go-Back" App,

takes the children to the Green Dragon Inn and Tavern. There, they encounter the four colonists seen in Part 1 discussing whether the colonies should rebel against the mother country. The scene then changes to April, 1775, when the first conflict of the war takes place at Lexington and Concord. Details of the event are covered. Mr. Beanbody then takes the children to the Second Continental Congress, where colonial leaders debate whether the colonies should immediately break from England. While the "Olive Branch Petition" is written and sent to King George, the congress also forms a committee to write a declaration of independence and instructs the colonies to establish new governments. Next, the Battle of Bunker Hill is seen, as is King George's rejection of the Olive Branch Petition. The final topics in Part 2 are the role of Thomas Paine's booklet, "Common Sense," in creating a sense that independence was necessary, and declaring independence in July, 1776.



**Part 3** begins as the British establish a blockade and the Americans prepare for battle by passing out arms, and by making bullets, gun powder and canon balls. Military training also begins. Members of Parliament, confident of Britain's military might, predict a quick victory, as does

General Gage, the British commander in North America. However, the commander-in-chief of the Continental Army, George Washington, has all the qualifications to lead the Americans to victory. Mr. Beanbody then takes Lilly and Jeffrey to some of the major battles, telling why the Americans either won or lost. The location then changes to Paris, where Benjamin Franklin negotiates an alliance with French Foreign Minister Charles Gravier, then back to Valley Forge in the winter of 1778. There, Washington and his troops barely survive the bitterly cold winter. But he rallies his troops, and using his knowledge of the colonies' geography and employing his clever strategy of hit-and-disappear, Washington and his troops are able, with French help, to finally win the war at Yorktown, VA in October, 1781.



## VIEWER OBJECTIVES

After viewing this video and participating in the suggested activities, viewers should be able to do the following:

1. Recount specifics of beginning battles of the war -- Lexington and Concord and the Battle of Bunker Hill.

2. Explain the "Olive Branch Petition" and why it failed.
3. Tell the importance of Thomas Paines' "Common Sense."
4. Name at least five major battles of the war and tell who won them and why.
5. Discuss why George Washington was so qualified to lead the Continental Army.
6. Explain how Washington was able to overcome Britain's military superiority.
7. Tell why America's alliance with France was so crucial to winning the war.

*The producers encourage you to make adaptations and changes to the following lesson plan whenever you feel it will enhance your students' learning experiences. Only by tailoring the material to your unique classroom situation will you be able to maximize the educational experience afforded by these materials.*



## SUGGESTED LESSON PLAN

### Viewing Strategies

Various strategies may be employed when showing *The American Revolution, Parts 2 & 3* to your class. If you wish to use the video as a way to give general information about the revolution, you may find it useful to show the entire program in one screening, then follow up with appropriate questions. However, it is recommended that you screen the program in at least two screenings, showing Parts 2 and 3 separately since each covers a major topic -- (1) the beginning of the war and (2) major battles and strategies. After viewing each section, ask your students questions on the content to make certain they understand the material (see the *Suggested Discussion Questions, Parts 2 & 3* blackline master). You may also have your students participate in the activities suggested in this guide. Alternately, you may show various sequences which discuss major events, such as "The Battle of Lexington and Concord" and "The Battle of Bunker Hill" as a way to enhance your lessons on these topics.



### Introduce the Program, Part 2

*The producers encourage you to prescreen the program to familiarize yourself with its content.*

If you feel it would help your students better understand the revolution, review the material found in the first program in this series. Tell your class that they will now see a video about the war itself.



## Pre-Viewing Activities, Part 2

Tell the class that not all Americans were in favor of breaking away from the mother country. Ask the class why a person might want the colonies to stay part of England. Help them understand that there was still pride in being an English citizen and there was a long, shared history. Moreover, with British dominance of the seas and world trade, it would make sense for the commercial class to stay aligned with England. Trade with foreign countries would be much easier for an English company than for a company from a small, unproven nation whose currency might be suspect.



## Post-Viewing Activities, Part 2

Discuss *Part 2*, using the *Discussion Questions* if you prefer. Then hand out and have your students partially complete (through July, 1776) the exercise in *Revolution Time Line*. Next, hand out *Help from Abroad*,





*Spies* and *The Battle of Saratoga*. Have your students complete the activities in these handouts either individually or in small groups, or assign the activities as homework.

## Description of Blackline Masters

**DISCUSSION QUESTIONS** – Gives questions that may be asked after each segment is viewed. For Parts 2 and 3

**REVOLUTION TIME LINE** – Helps students form a better understanding of the events that led up to the American Revolution. For Parts 2 and 3

**HELP FROM ABROAD** – Gives information about the foreigners who helped the Continental Army. For Part 2

**SPIES** – Tells the significance of this Parliamentary legislation in moving the colonists toward open rebellion. For Part 2

**THE BATTLE OF SARATOGA** – Explains the significance of this important battle.

**REVOLUTION, PARTS 2 & 3 EVALUATION EXERCISE** – Helps teachers and students determine how well the material has been comprehended.

## ANSWER KEY

**Video Quiz:** 1. c. 2. Lexington and Concord 3. Olive Branch  
4. False 5. b. 6. c. 7. July 2, 1776 8. True 9. c.  
10. Saratoga

**Revolution Time Line:** April, 1775 -- Lexington & Concord  
May, 1775 -- 2nd Continental Congress June, 1775 -- Battle of Bunker Hill  
Early 1776 -- "Common Sense" published July, 1776 -- Declaration of Independence  
August, 1776 -- Battle of Brooklyn Heights  
December, 1776 -- Battle of Trenton  
February, 1778 -- France becomes an American ally  
Early 1780 -- British attack Charleston  
October, 1781 -- British defeated at Yorktown

**Revolution, Parts 2 & 3 Evaluation Exercise: Part I** 1. F  
2. F 3. T 4. T 5. F

**Part II** 1. b. 2. c. 3. d. 4. c. 5. b. 6. c. 7. c. 8. d. 9. a. 10. d.

**Part III** 1. e 2. d 3. a 4. b 5. c

**Part IV** 1. He learned about the Battle of Bunker Hill the same day. 2. He didn't finish off the Americans immediately. 3. He encouraged Thomas Paine to write "Common Sense." 4. They held parades, displayed the "Don't Tread On Me" flags, had fireworks. 5. He had a lack of guns, food, ammunition, clothing, tents and blankets.



## TRANSCRIPT OF THE VIDEO

(Underlined words may be used for vocabulary lessons.)

### Part 3 – The War Begins

MR. BEANBODY: My goodness! That was fun, wasn't it?

LILLY: It sure was!

JEFFREY: You didn't forget about the...?

MR. BEANBODY: About the Revolutionary War? Oh, certainly not! Not at all!

If you recall, we saw how many colonists' favorable attitudes toward the mother country changed to *unfavorable* as Parliament imposed more and more taxes on the North Americans to raise money to pay for England's war debts.

The colonists' anger also grew as Parliament abolished some personal liberties such as the right to a trial by jury in certain cases.

Parliament also severely punished the colonists when they waged protests, such as "The Boston Tea Party," against what they felt were unreasonable taxes.

In time, British troops were called in after more violent protests, such as the Boston Massacre, erupted.

We left off at the First Continental Congress, which met in September, 1774, and among other things advised people to start arming themselves in case of a British attack.

But the Congress also composed a respectful message to be sent directly to King George saying that dangerous men in Parliament were trying to stand between him and his loyal subjects in America.

Finally, the First Continental Congress agreed to meet again if the King did not respond to their complaints by May, 1775.

JEFFREY: About that letter to King George...does that mean the colonists *didn't* want independence?

MR. BEANBODY: Well, let's see what our friends at the Green Dragon Inn and Tavern thought about self-rule.

CITIZEN ONE: It's going to happen sooner or later. I say the sooner we break away, the better it will be for everyone!

CITIZEN FOUR: Such talk is treasonous! You can be hanged for those words! All good Englishmen – and I count myself as one of them – must stand with our king and mother country! I say "No" to independence!

CITIZEN TWO: How can we stay loyal to a country that takes away our rights and treats us as if we're second-class citizens?

CITIZEN THREE: Honestly, I just don't know what to think!

MR. BEANBODY: So about half the colonists wanted independence in 1774. About one in five were loyal to England and the rest just couldn't make up their minds.

Now, let's move on to April, 1775, to what many consider to be the opening shot in America's war for independence.

By then, many colonists thought war with Great Britain was likely, so they began to store guns and ammunition in secret hiding places throughout the colonies.

One area British authorities were especially concerned about was located in and around Concord, Massachusetts, a village west of Boston known for its militant anti-British sentiments.

Early in the spring of 1775, British General Thomas Gage made plans to seize the concealed weapons there on April 19<sup>th</sup>.

But American spies learned of the plan, and on April 18<sup>th</sup>, late at night, patriots Paul Revere, taking one route and William Dawes, taking another, quickly rode out of Boston, heading westward to warn the colonists of the upcoming raids.

The British troops, or "regulars," marched into Lexington, a town roughly two-thirds of the way to Concord, at sunrise.

About 70 American militiamen, or "Minutemen," stood waiting for soldiers in Lexington Greens, a small park area near the center of the village.

Major John Pitcairn, in charge of the British troops, issued an order to the Minutemen.

PITCAIRN: Lay down your arms!

MR. BEANBODY: The colonists refused.

Suddenly, a gunshot pierced the early morning air! And the British Regulars, not knowing where the shot had come from, began firing at the Americans.

Eight colonists were killed and ten others were wounded in the barrage.

Soon, the British regulars continued their march toward Concord.

When they arrived, most of the troops stayed in the village to search for weapons.

Another group marched west, toward Barrett's Farm, where it was believed a large cache of muskets and gunpowder would be found.

On a small bridge leading to the farm, the second battle of day began.

Two colonists were immediately killed in the first volley of gunfire.

But then, three British soldiers were killed and more than a dozen, wounded.

Eventually, the British regulars marched back, toward Boston. But along the way, at various locations, groups of colonists fired on them.

By the time they reached Boston, the British suffered almost 270 casualties – soldiers killed and wounded in the day's clashes.

Colonial casualties were only one-third as many. So the first battle of the war encouraged a spirit of revolt throughout the eastern seaboard.

JEFFREY: Wow! What happened next, Mr. Beanbody?

MR. BEANBODY: Well, let's move forward a few weeks after the battle – to May 10<sup>th</sup>.

In Philadelphia, the Second Continental Congress met to determine what should be done.

There were passionate debates: some delegates wanted an immediate break from England.

Others pleaded for more caution.

Finally, the delegates decided to write what was called "The Olive Branch Petition" to King George. It stated that they were still loyal to him and pleaded for his help to resolve the quarrelsome issues between Parliament and the Americans.

Even so, the delegates instructed the colonies to establish new governments as well as form a committee to write a declaration of independence – just in case things couldn't be patched up, which proved to be the case, of course.

For within a month, the Americans began fortifying two hills overlooking Boston Harbor -- an excellent military position in case of an assault.

On June 17<sup>th</sup>, that's what happened, when about 2,000 members of the British military attacked Breed's Hill, one of the fortified positions.

The British troops had to retreat twice, despite their superior numbers.

On their third try, however, they overran the Americans.

But they paid a terrible price. The British lost about half of their soldiers – more than 1,000 died or were wounded.

The colonists' count was about 400. So even though they lost what came to be known as the Battle of Bunker Hill, the Americans were encouraged by the heroic resistance.

As it happened, King George learned of the Battle of Bunker Hill at the same time the Olive Branch Petition arrived from America.

LILLY: Uh, oh!

MR. BEANBODY: Right...so was in no mood to feel kindly toward his subjects in America. He would *not* extend his hand in friendship.

Now, let's move ahead to early, 1776, when a new booklet, or pamphlet, was offered for sale in the colonies. It was called "Common Sense" and was written by Thomas Paine – a remarkable man, indeed!

Paine was a garment worker who had immigrated from England.

He had very little education – and even less money – but he did have two very important talents.

One was being able to make friends with influential people, such as Benjamin Franklin and Benjamin Rush, a well-known physician and scientist whose ideas about liberty were the same as Paine's.

The other talent was a flair for words. He was able to make complicated ideas so simple that practically everyone could understand them.

With Rush's encouragement, Paine wrote his booklet, and within several months time, it was read at churches, clubs, schools and many other places all around the country.

More than 125,000 copies of "Common Sense" were sold – until then, an unheard of number in American publishing.

People were drawn to the pamphlet's message because it clearly stated what many colonists were only now coming to realize –that declaring independence from England had become a necessity!

Now, for the first time, almost everyone was talking – openly talking – about independence. It was as if a dam had burst.

Between April and July, 1776, more than 90 towns and villages declared their independence from Great Britain.

And on July 2<sup>nd</sup>, Congress voted for independence, also. Then, two days later, on the 4<sup>th</sup>, made it official when the delegates signed the final version of the declaration.

Immediately, there were parades, displays of the "Don't Tread On Me" flag, fireworks programs and other celebrations.

### **Part 3 – Battles & Strategies**

But the festivities didn't last long.

The British established a blockade against the colonies, so Americans had to begin seriously preparing for war by themselves – by passing out arms that had been hidden away and by making their own gunpowder, bullets and canon balls.

And, of course, they had to train their farmers, shopkeepers, craftsmen and others to become soldiers.

Those in Parliament thought the war would be won quickly.

MOP 2: They strut around, these tailors, barbers and tradesmen like puffed up geese. The most frightful thing about them is their wigs!



MR. BEANBODY: General Gage, the British Commander, also thought the war could be won in short order.

GAGE: If our troops achieve several rapid and decisive victories, the Americans will become disheartened and the revolt will fade away.

MR. BEANBODY: But the Battle of Bunker Hill, as well as Lexington and Concord, proved otherwise.

Even so, the Americans faced seemingly overwhelming odds.

Most had no fighting experience, but they *did* have George Washington as their leader.

He had all the qualifications for the job as commander-in-chief of the Continental Army: experience as a military officer, knowledge of the lands on which battles would be fought, an appearance that cultivated admiration and respect, and an unblemished reputation for honesty.

But perhaps of greatest importance, he had no ambitions to become a military ruler – which members of congress wanted to avoid at all cost.

In the field, Washington and his officers faced many problems besides untrained soldiers.

There was an unending shortage of guns, ammunition, clothing, tents, blankets and more.

In fact, it was not uncommon for American soldiers to ask nearby farmers and villagers for food.

The British changed tactics when it became clear that the American forces would not quickly fade away.

So more than British troops sailed into New York harbor in late August, 1776, to engage American forces led by George Washington at Brooklyn Heights.

The Americans lost about one-third of their entire army in the battle – a devastating defeat.

But they were able to slip away when the British general William Howe, in a critical mistake, waited overnight to finish off the Americans.

The following morning, General Howe and his staff were stunned when they discovered no Americans in sight.

Slipping away became a favorite American tactic.

By December, 1776, General Washington had only 3,000 men fit for duty. His troops, camped in New Jersey, were hungry, cold and dispirited.

Then, in a desperate, risk-all operation, the Americans staged a surprise attack in Trenton New Jersey on German soldiers, called Hessians, whom the British had hired to fight on their side.

The Hessians were roundly defeated and the colonists took more than 900 German prisoners.

American victories followed in Princeton and Morristown, New Jersey.

Washington's troops were no longer dispirited.

Even so, the British were able to enter Philadelphia after their victories at Brandywine and Germantown.

General Gage was confident that the Americans would surrender after a major city, such as Philadelphia, was captured.

Yet, he and the other British generals did not understand that Washington didn't define "victory" as they did.

To Washington, a victory was being able to fight again another day, until eventually, the British -- exhausted and out of patience -- would surrender.

Washington also knew it would be extremely difficult for Britain to supply its troops from across the ocean.

Moreover, he knew that the size of the American colonies would stretch British troops thin.

Meanwhile, in another part of the world, in Paris, America's ambassador to France, Benjamin Franklin, was busy charming and befriending Parisian society and government officials – especially the French Foreign Minister, Charles Gravier – hoping to convince France to enter the war on America's side.

GRAVIER: I must say, Ambassador Franklin, you have completely charmed all of Paris.

And now I see that American forces have defeated the English at Saratoga, New York – a great military achievement, *mon ami!*

So this is what I propose: we will join America in an alliance against Great Britain if America will recognize our claims in the West Indies, in the Caribbean.

FRANKLIN: I'm certain that will be acceptable to my government, your Excellency!

MR. BEANBODY: And it was! The alliance with France in February, 1778 was perhaps the most important event in America's eventual victory and it couldn't have come at a more crucial time, for the Continental Army, wintering in Valley Forge, Pennsylvania, was on the verge of collapse.

Without food and warm clothing, many soldiers died from exposure and starvation.

Under Washington's leadership, however, the army rallied, and successfully engaged the British at Monmouth, New Jersey the following June.

Other battles followed, but neither side could land a knockout blow.

Then, the British decided to concentrate on the southern states, where there were more loyalists.

So early in 1780, fourteen British ships loaded with 13,500 soldiers and sailors entered the port of Charleston, South Carolina.

The plan was to conquer Charleston and then march northward. The British did take Charleston, but two things went wrong with the plan.

First, British soldiers looted many homes and businesses as they headed north, angering southerners who then joined the revolution on America's side.

And second, the farther north the British troops traveled, the more difficult it became to ferry supplies along extended, drawn-out distances.

Finally, in October, 1781, after a long siege, American and French forces combined to defeat the British at Yorktown, Virginia.

LILLY: Gosh, Mr. Beanbody, it sure took a lot of hardship and a long time to win our freedom.

JEFFREY: Right! More than six whole years!

MR. BEANBODY: Indeed it did! But sometimes, the longer and more difficult the task, the greater the reward.

The Americans began their quest for more freedom by trying to work with the mother country, England.

But the British turned a deaf ear to most of the colonists' grievances.

American protests became increasingly extreme as the colonists realized that the British government viewed them as spoiled children who must be punished.

Eventually, the Americans had had enough, and declared their independence from England on July 4<sup>th</sup>, 1776 – and then fought a long and difficult war to win their freedom.

And that is why we celebrate Independence Day every July fourth!



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## Web Resources

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### American Revolutionary War

<http://www.americanrevolutionarywar.net/>

A comprehensive, well-researched and excellently written site for information on the Revolution

### The History Place - American Revolution

<http://www.historyplace.com/unitedstates/revolution/rev-prel.htm>

A year-by-year review of the Revolution's major events

### The Library of Congress American Revolution Site

<http://www.loc.gov/teachers/classroommaterials/presentationsandactivities/presentations/timeline/amrev/>

Includes teacher and student activities

## Discussion Questions – American Revolution, Parts 2 & 3

### Part 2

1. What percentage of colonists wanted independence in 1744? (about 50%)
2. Where did the first battle of the Revolutionary war take place? (Lexington and Concord)
3. Why did General Gage send his troops to Concord? (to find hidden guns and ammunition)
4. Who were the two patriots who warned colonists of the British troops going to Lexington and Concord? (Paul Revere and William Dawes)
5. Who were waiting for the British soldiers at the Lexington village green? (70 Minute Men)
6. Where did the British soldiers go when they arrived in Concord? (Some searched homes in the village, others went to Barrett's Farm.)
7. What happened to the British soldiers when they returned to Boston? (They were ambushed by the colonists.)
8. What did the Second Continental Congress send to King George? (The Olive Branch Petition)
9. Who won the Battle of Bunker Hill? (the British)
10. What did Thomas Paine write and why was it so important? (Common Sense, which convinced many colonists that breaking from England was a necessity)
2. To congress, what was George Washington's most important trait? (He had no ambitions to become a military ruler.)
3. Who were the Hessians? (German soldiers who fought for the British)
4. What was George Washington's definition of "victory." (being able to fight again another day, until the British would surrender)
5. What two things led Washington to believe that the Americans could win the war? (difficulty of British to supply its troops from across the ocean and size of American colonies would stretch British troops thin)
6. Why was Benjamin Franklin in Paris? (He was America's ambassador to France.)
7. What did America agree to in order to get an alliance with France? (would support French claims to the West Indies)
8. What convinced many southerners who had been loyalists to join the Continental Army? (British soldiers looted homes and businesses.)
9. When and where did the colonists defeat the British? (October, 1781, in Yorktown, VA)

### Part 3

1. What did General Gage predict what would happen and why? (The revolution would fade away after the British would have several decisive victories.)

Name \_\_\_\_\_

## Revolution Time Line

Directions: Using the list in the box, fill in the following events mentioned in the video. Write the event or law below each date. You may need to do some online research to complete this exercise.

British Defeated at Yorktown	"Common Sense" published	2nd Continental Congress
Battle of Trenton	Declaration of Independence	Battle of Brooklyn Heights
France becomes an American ally	Battle of Bunker Hill	British attack Charleston
Lexington & Concord		

April, 1775

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May, 1775

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June, 1775

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Early 1776

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July, 1776

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August, 1776

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December, 1776

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February, 1778

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Early 1780

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October, 1781

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Name \_\_\_\_\_

## Help from Abroad



General Friedrich Von Steuben



General Gilbert du Motier, marquis de LaFayette



General Casimir Pulaski

Besides Washington, there were very few trained military officers among the colonists, so the Americans depended on assistance from abroad to carry on the war effort. Three of the most famous European officers were German General Friedrich Von Steuben; French General Gilbert du Motier, marquis de LaFayette; and Polish General Casimir Pulaski.

**General Steuben's** main contribution was training colonial soldiers and establishing standards of sanitation at camps and camp layout systems. He also trained fighters to use their bayonets efficiently. In fact, American soldiers trained by Steuben won the Battle of Stony Point with *only* their bayonets; they fired no bullets from their muskets. General Steuben was a colorful commander, often yelling at his charges in German, which did no good at all because they couldn't understand him. He later used translators.

**General LaFayette** strongly believed in the American cause. He was a champion of freedom and thought he could help the colonists. And he did. He served on General Washington's staff and traveled to his native country to convince the French to increase their support. When he returned to America, he blocked the English troops at Yorktown, giving Washington time to prepare for the colonists' final victory in October, 1781.

Conduct web research on **General Casimir Pulaski**. Then, on the back of this paper, write a short paragraph about his contributions to the American Revolution.

Name \_\_\_\_\_

## Spies



Before he was hanged, Nathan Hale, an American spy, is reported to have said, "If I had ten thousand lives, I would lay them all down in defense of this injured, bleeding country."

Spies have played an important role in military conflicts for thousands of years. The American Revolution was no exception. George Washington used spies quite successfully throughout the war. One group he used was called the Culper Spy Ring, which was used to track British troop movements. One member of the ring, Robert Townsend, posed as a loyalist journalist and, as such, was able to get information from British military officers. He also posed as a friendly coffee shop owner. When British soldiers came into his establishment, he could overhear what they talked about, thus gathering important information. Perhaps the most famous American spy was Nathan Hale, although he was not successful as a secret agent. After the British took New York, Hale sneaked behind enemy lines, and, posing as a school teacher, began to spy on the British. After one week, he was supposed to meet a ship at Oyster Bay, a town not too far from New York City. When he arrived, Hale saw a ship and flagged it down. It turned out to be an a British frigate. Hale was caught with his spy notes and was hanged. But his last words, "If I had ten thousand lives, I would lay them all down in defense of this injured, bleeding country," proved to be a powerful testimony to his bravery and dedication to the American cause. A third spy, Benedict Arnold, was an American general who secretly worked for the British. Arnold, angry that he didn't get a promotion, enlisted his wife and one of her friends to pass along to the British important information about the Continental Army's plans. Arnold also was deeply in debt and was paid handsomely for the intelligence. When the conspiracy was uncovered, Arnold escaped to England where he spent the rest of his life. But Benedict Arnold will forever be remembered as a dishonorable turncoat, and anyone who acts dishonorably by giving information to the enemy is often said to be a "Benedict Arnold."

Conduct web research to write a paragraph on the back of this page on the Culper Spy Ring.

Name \_\_\_\_\_

## The Battle of Saratoga



The Battle of Saratoga has been cited by historians as one of the most important battles in world history. It was fought in September and October, 1777, between British and Hessian forces on one side and the Continental Army on the other. Wanting to isolate the militant New Englanders from the rest of the country, the British military devised a plan to send three forces toward Albany, New York -- two from the north and west, from Canada, and one from New York City, to the south -- to wipe out Continental Army in northern New York. One of the British forces, from Quebec in Canada, was led by General John Burgoyne. Unfortunately for Burgoyne, the two other British forces, who could support his troops if needed, were defeated on their way to Albany, so he was left alone with his soldiers to fight an American military whose strength was growing day by day. The first battle of Saratoga (the Battle of Freeman's Farm) came on September 19th. With the help of a special group of sharpshooters equipped with advanced, very accurate rifles, the Americans inflicted about 600 casualties on Burgoyne's troops. American casualties were about half that number. The British came away with a technical victory, but were severely weakened. The British forces were further depleted by skirmishes, desertions and defections of Indian allies before the second battle (Battle of Bemis Heights), which came on October 7. One of the heroes of this final, crucial battle was General Benedict Arnold, who ignored commanding general Horatio Gates' orders to stay in camp (the two had argued heatedly for over a month.) The Battle of proved that American forces could win in difficult and complicated battles. It became the turning point of the war, and convinced the French that they could help the Americans on the road to final victory.

Write a brief report on General John Burgoyne or General Horatio Gates on the back of this paper.

Name \_\_\_\_\_

## The French-American Treaty of Alliance, 1778



18th century slaves work on a sugar plantation on the island of St. Vincent

Following the battle of Saratoga, the French officially became allies of the Americans in the Treaty of Alliance of 1778. The French had been giving the colonists military and financial help for several years, but the assistance was given in secret. When the Americans were victorious at Saratoga, the British contemplated giving the colonies self rule. But America would still be part of the British Empire. The French Foreign Minister, Charles Gravier Comte de Vergennes, feared an American-British alliance, which would give the British enormous power in the northern part of the western hemisphere. France had lost most of its new world territory in the French and Indian War, and Gravier didn't want to lose any more. Moreover, if he could add territory, he could possibly lessen British influence in the region. So he quickly signed a treaty of alliance with the Americans to block any British-American pact. Article 7 of the treaty stated --

***If his Most Christian Majesty (the king of France) shall think it proper to attack any of the Islands situation in the Gulph (Gulf) of Mexico, or near that Gulph, which are at present under the power of Great Britain, all the said Isles, in case of success, shall appertain (become a part of) to the Crown of France.***

Many of the islands were enormously wealthy. In fact, the wealth of the islands at that time far exceeded the wealth of the colonies. They were agricultural money machines. Using slave labor, they produced tobacco, coffee, cotton and most important, sugar. By the middle of the 18th century, the islands produced more than 2-1/2 million liters of sugar yearly. If France could take over these islands, its wealth would be increased and it could claim a victory over its long-time and dreaded foe, Great Britain.

Name \_\_\_\_\_

## Revolution, Parts 2 & 3 Evaluation Exercise, p. 1

I. True or false. Put a "T" next to the statement if it is true, or an "F" if it is false.

1. \_\_\_\_\_ The Second Continental Congress agreed to meet again if King George did not respond to the "Olive Branch Petition" by May, 1778.
2. \_\_\_\_\_ Only about one-third of the American colonists were in favor of breaking away from England in 1774.
3. \_\_\_\_\_ Concord, Massachusetts was known as a center of militant, anti-British sentiments.
4. \_\_\_\_\_ Paul Revere and William Dawes rode out from Boston to warn colonists of a British raid on Concord.
5. \_\_\_\_\_ Although 70 Minutemen met the British regulars at Lexington, no shots were fired.

II. Circle the letter next to the phrase that best completes the sentence.

1. When the British regulars arrived in Concord
  - a. they marched directly to Lexington.
  - b. they split up, some searching the town, others going to Barrett's farm.
  - c. they first had lunch, then warned the mayor to cooperate.
  - d. none of the above.
2. When the British regulars marched back to Boston from Concord
  - a. they met no resistance.
  - b. they met Mohawk Indians who helped them find a way to avoid colonists.
  - c. colonists fired on them along the way.
  - d. b. and c.
3. The "Olive Branch Petition" was sent to
  - a. Parliament.
  - b. Queen Elizabeth I.
  - c. London Merchants.
  - d. George III.

Name \_\_\_\_\_

## Revolution, Parts 2 & 3 Evaluation Exercise, p. 2

4. The Second Continental Congress
  - a. instructed colonies to establish new governments.
  - b. established a committee to write a declaration of independence.
  - c. a. and b.
  - d. none of the above.
  
5. The Battle of Bunker Hill
  - a. was fought in Philadelphia on June 4th, 1776.
  - b. was fought in Boston on June 17th, 1776.
  - c. was fought in New York City, June 14, 1776.
  - d. none of the above.
  
6. Thomas Paine wrote
  - a. the first draft of the Declaration of Independence.
  - b. The Colonists' Guide to Independence.
  - c. Common Sense.
  - d. b. and c.
  
7. Americans prepared for war by
  - a. passing out food ration stamps.
  - b. lifting a limit on the number of guns that could be imported.
  - c. passing out arms and making gun powder, bullets and canon balls.
  - d. b. and c.
  
8. Training colonial soldiers was
  - a. easy because almost everyone knew how to shoot a gun.
  - b. easy because everyone was so angry with the British.
  - c. difficult because the colonists did not believe in war.
  - d. difficult because few people had military experience.
  
9. George Washington was the perfect leader for the Continental Army because
  - a. he had military training, knew the lands on which battles would be fought, looked like a leader, was respected and honest.
  - b. he had an advanced degree in military science and was a military officer.
  - c. he was known to be aggressive when provoked.
  - d. all of the above.

Name \_\_\_\_\_

## Revolution, Parts 2 & 3 Evaluation Exercise, p. 3

10. At the Battle of Brooklyn Heights the colonists
- faced 32,000 British troops.
  - won a resounding victory.
  - slipped away before the British could finish them off.
  - a. and c.

III. Place the letter next to phrase that best matches the name.

- |                            |                                 |
|----------------------------|---------------------------------|
| _____ 1. William Howe      | a. French foreign minister      |
| _____ 2. John Pitcairn     | b. American Ambassador          |
| _____ 3. Charles Gravier   | c. Author                       |
| _____ 4. Benjamin Franklin | d. British officer at Lexington |
| _____ 5. Thomas Paine      | e. British general              |

IV. Answer the question in one or two sentences.

- Why did George III refuse to offer his hand in friendship after receiving the Olive Branch Petition?
- What was William Howe's mistake at the Battle of Brooklyn Heights?
- How was Benjamin Rush important in getting Americans to join the revolution?
- How did colonists react immediately after the declaration of independence?
- Besides the shortage of trained soldiers, what were some major difficulties George Washington faced?