

# RENEGADES, REBELS, AND REVOLUTIONARIES

**Grade Level or Special Area:** 4<sup>th</sup> Grade

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**Length of Unit:** Six lessons (approximately six days, one day = 45 minutes)

## I. ABSTRACT

This unit is intended to provide fourth graders with an overview of several important figures in the Revolutionary War and to provide teachers with lessons to cover the requirements in the *Core Knowledge Sequence*. Through reading, class discussion, and activities, the students will gain a foundational knowledge of several people who helped to win freedom and independence for America. This unit uses a variety of approaches to learning, including drawing, taking notes, and developing a History copybook (or notebook). **Note** – it is recommended that this unit be taught directly after lessons on the victory at Saratoga and the winter at Valley Forge.

## II. OVERVIEW

### A. Concept Objectives

1. Students understand the chronological organization of history and know how to organize events and people into major eras to identify and explain historical relationships. (Colorado History Standard 1)
2. Students understand that societies are diverse and have changed over time. (Colorado History Standard 3)

### B. Content from the *Core Knowledge Sequence*

1. Fourth Grade History and Geography: American History and Geography (pages 94-95)
  - a. The American Revolution
    - i. The Revolution
      - a) Women in the Revolution: Elizabeth Freeman, Deborah Sampson, Phillis Wheatley, Molly Pitcher
      - b) European helpers (Lafayette, the French fleet, Bernardo de Galvez, Kosciusko, von Steuben)
      - c) Benedict Arnold
      - d) John Paul Jones: “I have not yet begun to fight.”
      - e) Nathan Hale: “I only regret that I have but one life to lose for my country.”

### C. Skill Objectives

1. The students will take notes on four Europeans who aided the Continental Army in the Revolution.
2. The students will match several different accomplishments to the correct heroine of the American Revolution.
3. The students will take notes on the life and accomplishments of Benedict Arnold.
4. The students will draw a picture depicting John Paul Jones’ famous naval battle.
5. The students will identify and describe Nathan Hale.
6. The students will make up a secret code with an answer key for spies in the Revolutionary War.
7. The students will identify correct answers for matching and short answer questions.

### III. BACKGROUND KNOWLEDGE

- A. For Teachers
  - 1. Background notes on Elizabeth Freeman, Lafayette, Bernardo de Galvez, Kosciusko, and von Steuben, as included in the Appendices
  - 2. Silcox-Jarrett, Diane. *The Heroines of History: Heroines of the American Revolution: America's Founding Mothers*
  - 3. One book each on Benedict Arnold, John Paul Jones, and Nathan Hale, as included in the bibliography
- B. For Students
  - 1. Students will have prior knowledge of the American Revolution from studying it in first grade.
  - 2. Students will have background knowledge of several of the major events in the Revolutionary War from studying it in fourth grade.

### IV. RESOURCES

- A. Student copybooks – these are composition books created by the students as individual History books; regular notebooks or regular paper in a folder will also work (all lessons except Lesson Six)
- B. *Pearson Learning Core Knowledge History and Geography Level Four* by E. D. Hirsch, Jr. (Lesson One)
- C. *The Heroines of History: Heroines of the American Revolution* by Diane Silcox-Jarrett (Lesson Two)
- D. *Let Freedom Ring: Benedict Arnold* by Susan R. Gregson (Lesson Three)
- E. *We the People: John Paul Jones* by Dan Zadra (Lesson Four)
- F. *John Paul Jones Victory at Sea: A Narrative Poem* by Carole Charles (Lesson Four)
- G. *Nathan Hale: Patriot Spy* by Shannon Zemlicka (Lesson Five)
- H. Various books on the different Revolutionaries studied in this unit, especially those listed in the bibliography (all lessons except Lesson Six)

### V. LESSONS

#### **Lesson One: European Helpers (approximately 45 minutes)**

- A. *Daily Objectives*
  - 1. Concept Objective(s)
    - a. Students understand the chronological organization of history and know how to organize events and people into major eras to identify and explain historical relationships.
    - b. Students understand that societies are diverse and have changed over time.
  - 2. Lesson Content
    - a. European helpers (Lafayette, the French fleet, Bernardo de Galvez, Kosciusko, von Steuben)
  - 3. Skill Objective(s)
    - a. The students will take notes on four Europeans who aided the Continental Army in the Revolution.
- B. *Materials*
  - 1. History copybooks
  - 2. *Pearson Learning Core Knowledge History and Geography Level Four* by E. D. Hirsch, Jr.
  - 3. Appendix A, page 1 (one copy per student)
  - 4. Appendix B (one copy made into a transparency)
  - 5. Appendix C (one copy as an example for the teacher)

6. Appendix D (one copy)
  7. Appendix E (one copy)
  8. Appendix F (one copy)
  9. Appendix G (one copy)
  10. Four pieces of butcher or chart paper
  11. Four markers of different colors
- C. *Key Vocabulary*
1. Ally – a nation that promises help to another country
  2. Engineer – one who plans and designs bridges, building, and machines
  3. Fleet – a large group of warships under one command
  4. Noble – someone born into a family that ranks high in society
  5. Prussia – a country in Europe; it is a part of what is now the country of Germany
- D. *Procedures/Activities*
1. As a review of the battle at Saratoga, read the section “New Allies” on page 239 of the *Pearson Learning Core Knowledge History and Geography Level Four* by E. D. Hirsch, Jr. Ask students what was the result of the American victory at Saratoga? (France came into the war on the side of the Americans. They sent money, equipment, and soldiers). What was the most important contribution by the French? (their large naval fleet).
  2. Also review with the class what the conditions were like during the winter the Continental Army spent at Valley Forge. (It was cold, the men were dying of starvation, diseases, and the cold.) Who trained the men? (Baron von Steuben).
  3. Tell students that today they will be learning more about the countries and some of the men who became allies with the Americans during the war.
  4. On the overhead, list the day’s vocabulary words and definitions. Talk about the words to make sure the students understand them. Have students copy the words in their copybook. **Special Education Accommodation:** Have the vocabulary words and definitions typed out for the student to glue in his copybook.
  5. Put Appendix B on the overhead as an example. Have the students divide a page in their copybooks into four sections and write the names Lafayette, Bernardo de Galvez, Kosciusko and von Steuben in the sections.
  6. Arrange the desks in the classroom into four different groups or stations. Put a piece of butcher or chart paper at each of the four stations. Put Appendix D at station one, Appendix E at station two, Appendix F at station three, and Appendix G at station four.
  7. Divide the class into four small groups and assign them each to a different station. Give each group a different color marker. Their assignment at each station is to read the information on the European Helper and write two facts about him on the piece of butcher or chart paper. They then must also write this information in the appropriate section in their copybooks (see Appendix C as an example). Allow them about 7-10 minutes at each station. After this time, have them switch. They will leave the Appendices and butcher or chart paper at each station, but will carry their markers with them.
- E. *Assessment/Evaluation*
1. Each group will be assessed by the facts they wrote on the butcher or chart paper (easily identifiable by the color of the marker used).
  2. The students will be assessed by the notes they took in their copybooks (using Appendix A, page 1 and Appendix C to grade)

**Lesson Two: Heroines of the American Revolution (approximately 45 minutes)**

A. *Daily Objectives*

1. Concept Objective(s)
  - a. Students understand the chronological organization of history and know how to organize events and people into major eras to identify and explain historical relationships.
  - b. Students understand that societies are diverse and have changed over time.
2. Lesson Content
  - a. Women in the Revolution: Elizabeth Freeman, Deborah Sampson, Phillis Wheatley, Molly Pitcher
3. Skill Objective(s)
  - a. The students will match several different accomplishments to the correct heroine of the American Revolution.

B. *Materials*

1. History copybooks
2. *The Heroines of History: Heroines of the American Revolution: America's Founding Mothers* by Diane Silcox-Jarrett
3. Appendix H (one copy for the teacher)
4. Appendix I (one copy for the teacher)
5. Appendix J (one copy per student)
6. Appendix K (one copy for the teacher)

C. *Key Vocabulary*

1. Heroine – a girl or woman hero; a woman of great courage and excellent character
2. Morale – the mental condition of an individual
3. Oppression – physical or mental distress
4. Regiment – a military unit

D. *Procedures/Activities*

1. As a fun review from yesterday's lesson, put students back into their four groups. Pass out the butcher or chart paper on which the students took notes. Allow group one to share about Lafayette, group two to share about Bernardo de Galvez, group three to share about Kosciusko, and group four to share about von Steuben.
2. On the overhead, list the day's vocabulary words and definitions. Talk about the words to make sure the students understand them. Have students copy the words in their copybook. **Special Education Accommodation:** Have the vocabulary words and definitions typed out for the student to glue in his copybook.
3. As a class, brainstorm a list of the students' heroes and heroines. Ask if there are any common characteristics between the names that were given (this will vary by class).
4. Read Appendix H, the information on Elizabeth Freeman to the class (Note – Elizabeth is listed as a heroine of the American Revolution in the *Core Knowledge Sequence*, but her link to the Revolutionary War is not very strong). Ask several questions about Elizabeth:
  - a. What happened to her husband? (he died in the Revolutionary War)
  - b. Why did she want to be free? (she heard about the Bill of Rights and felt that these laws should apply to her as well)
  - c. Why do you think Elizabeth was a heroine? (she fought for freedom and was courageous)

5. Read pages 49-52 in *The Heroines of History: Heroines of the American Revolution: America's Founding Mothers* by Diane Silcox-Jarrett, "Molly Hays McCauley; Molly Pitcher." (Note – if this book is not available, read Molly's story from one of the books listed in the bibliography.) As you read, ask the following questions:
    - a. How did Molly get her nickname? (she brought pitchers of water to the thirsty and hot troops)
    - b. What happened to Molly's husband? (he was wounded in battle)
    - c. What did Molly do after her husband was wounded? (she took his place at the cannon)
    - d. Why is Molly considered a heroine? (she did not give up, she was brave, and she helped to win an important battle)
  6. Read pages 63-65 in *The Heroines of History: Heroines of the American Revolution: America's Founding Mothers* by Diane Silcox-Jarrett, "Deborah Sampson: Patriot Soldier Disguised as a Man." (Note – if this book is not available, read Deborah's story from one of the books listed in the bibliography.) As you read, ask the following questions:
    - a. Why did Deborah disguise herself as a man? (she wanted to fight in the Patriot army)
    - b. What happened when she was wounded by a musket ball? (she removed it from her thigh herself so her secret would not be revealed)
    - c. How was her secret discovered? (she became ill and had to go see a doctor)
    - d. Why do you think Deborah was a heroine? (she fought for America's freedom and was very courageous)
  7. Read pages 75-77 in *The Heroines of History: Heroines of the American Revolution: America's Founding Mothers* by Diane Silcox-Jarrett, "Phillis Wheatley: The First African-American Author." (Note – if this book is not available, read Phillis's story from one of the books listed in the bibliography.) As you read, ask the following questions:
    - a. What was Phillis named after? (the slave ship that brought her to America)
    - b. How was Phillis's life different than that of other slaves? (she had her own room, she ate with the family, and she was taught to read and write)
    - c. How did Phillis contribute to the American Revolution? (she wrote patriotic poetry; her poem about George Washington was published to help promote the Patriot cause)
    - d. Why is Phillis Wheatley considered a heroine? (she helped to promote and bring attention to the Patriot cause, she fought for freedom even though she was a slave herself)
  8. Read the poem Phillis wrote for General Washington, "To His Excellency General Washington" (Appendix I). Discuss the language and meaning of the poem with your students.
  9. Pass out Appendix J to the class. Depending on your class, this assignment may be completed as a whole class, in partners, or individually.
- E. *Assessment/Evaluation*
1. The teacher will be able to assess the students' understanding of the topic by their participation in the class discussions.
  2. The students will be assessed by the correctly completing the worksheet on the Heroines of the Revolution (using Appendix K to grade).

### **Lesson Three: Benedict Arnold (approximately 45 minutes)**

#### **A. Daily Objectives**

1. Concept Objective(s)
  - a. Students understand the chronological organization of history and know how to organize events and people into major eras to identify and explain historical relationships.
  - b. Students understand that societies are diverse and have changed over time.
2. Lesson Content
  - a. Benedict Arnold
3. Skill Objective(s)
  - a. The students will take notes on the life and accomplishments of Benedict Arnold.

#### **B. Materials**

1. History copybooks
2. *Let Freedom Ring: Benedict Arnold* by Susan R. Gregson
3. Appendix A, page 2 (one copy per student)
4. Appendix L (one copy made into a transparency)
5. Appendix M (one copy for the teacher)

#### **C. Key Vocabulary**

1. Militia – groups of men who volunteer to fight for rights and freedom
2. Tories – colonists who supported the British rule; also called Loyalists
3. Traitor - someone who turns against his or her own country
4. Treason – acting against one’s own country
5. Whigs – colonists who believed the colonies should be free from British rule

#### **D. Procedures/Activities**

1. As a review from the previous lesson, discuss the four heroines and their contribution to the American Revolution (Elizabeth Freeman fought for freedom as a slave, Deborah Sampson disguised herself as a man and fought with the army, Molly Pitcher carried water to the troops and helped to fire a cannon, Phillis Wheatley wrote patriotic poetry).
2. On the overhead, list the day’s vocabulary words and definitions. Talk about the words to make sure the students understand them. Have students copy the words in their copybook. **Special Education Accommodation:** Have the vocabulary words and definitions typed out for the student to glue in his copybook.
3. Discuss what it means to call someone a “Benedict Arnold.” This expression means the same thing as calling them a traitor. Explain to the class that today they are going to learn about Benedict Arnold and why his name is synonymous for traitor.
4. Have students fold one of the pieces of paper in their copybooks vertically so that the column on the left is smaller than the column on the right. Tell students that you will be guiding them through a note taking process on the life and accomplishments of Benedict Arnold. Put a transparency copy of Appendix L on the overhead. Have students copy the phrases from the left column onto their own paper, making sure to leave space between the phrases.
5. Read the book, *Let Freedom Ring: Benedict Arnold* by Susan R. Gregson. (Note – if this book is not available, use another one – see a complete list in the bibliography.) As you read, stop at key points and ask students if they have learned any information that should go in the right column of their notes (see Appendix M as an example). Fill in the notes on the overhead as the students fill in the notes in their copybooks.

- E. *Assessment/Evaluation*
1. The teacher will be able to assess the students' understanding of the topic by their participation in the class discussions.
  2. Students will be evaluated on the notes they have taken (using Appendix A, page 2 and Appendix M to grade).

**Lesson Four: John Paul Jones (approximately 45 minutes)**

A. *Daily Objectives*

1. Concept Objective(s)
  - a. Students understand the chronological organization of history and know how to organize events and people into major eras to identify and explain historical relationships.
  - b. Students understand that societies are diverse and have changed over time.
2. Lesson Content
  - a. John Paul Jones: "I have not yet begun to fight."
3. Skill Objective(s)
  - a. The students will draw a picture depicting John Paul Jones' famous naval battle.

B. *Materials*

1. History copybook
2. *We the People: John Paul Jones* by Dan Zadra
3. *John Paul Jones Victory at Sea: A Narrative Poem* by Carole Charles
4. Appendix A, page 3 (one per student)

C. *Key Vocabulary*

1. Civilian – a person not in the military or naval service
2. Frigate – a fast, medium sized sailing warship
3. Has your ship struck? – Do you surrender?
4. Navy – a nations' entire sea force, including ships and sailors

D. *Procedures/Activities*

1. As a quick review from yesterday's lesson, ask several students to share the notes they took on Benedict Arnold. Stress the fact that he had many contributions to the war (such as being captain in the Connecticut militia, capturing Fort Ticonderoga, attacking Quebec, building ships and fighting in the Battle of Valcour Island, he helping to win the Battle of Saratoga, and becoming military commander of Philadelphia) before he became a traitor.
2. On the overhead, list the day's vocabulary words and definitions. Talk about the words to make sure the students understand them. Have students copy the words in their copybook. **Special Education Accommodation:** Have the vocabulary words and definitions typed out for the student to glue in his copybook.
3. Ask students what they think of when they think of the navy (ships, sailors, etc.). Tell them that today we are going to learn about a man known as the "Father of the American Navy." Ask them what they think that means (he may have been one of the first or most well known sailors in the navy).
4. Read the story *We the People: John Paul Jones* by Dan Zadra to the class (Note – if this book is not available, use another one – see a complete list in the bibliography.) As you read, ask the following questions:
  - a. Where was John Paul Jones from? (Scotland)
  - b. Why did he need to change his name? (to avoid having to go to prison)

- c. How do you know that John Paul Jones admired Benjamin Franklin? (he named his ship, *Bonhomme Richard* – or Goodfellow Richard – in honor of Ben’s almanac)
  - d. How did John Paul Jones win the battle with the *Seraphis*? (a grenade exploded the powder and then he toppled the mainmast)
  - e. What are some character traits you admire in John Paul Jones? (he was brave, courageous, persistent, and he loved his country and freedom)
5. Read the book, *John Paul Jones Victory at Sea: A Narrative Poem* by Carole Charles to the class. Allow them to listen and enjoy the poem as you read. This gives a more detailed account of the naval battle.
  6. Have the students draw a picture in their copybooks depicting this battle. Across the bottom of the page, have them out the quote, “I have not yet begun to fight!” by John Paul Jones. Show them pictures from the books so they can get an idea of what the ships would have looked like. Tell them they must have the *Bonhomme Richard* and the *Seraphis* labeled and the picture must be colored and neat. If time runs out during class, this may be completed as homework.
- E. *Assessment/Evaluation*
1. The teacher will be able to assess the students’ understanding of the topic by their participation in the class discussions.
  2. Students will be assessed by the completion of this page in their copybooks (using Appendix A, page 3 to grade).

**Lesson Five: Nathan Hale (approximately 45 minutes)**

A. *Daily Objectives*

1. Concept Objective(s)
  - a. Students understand the chronological organization of history and know how to organize events and people into major eras to identify and explain historical relationships.
  - b. Students understand that societies are diverse and have changed over time.
2. Lesson Content
  - a. Nathan Hale: “I regret that I have but one life to lose for my country.”
3. Skill Objective(s)
  - a. The students will identify and describe Nathan Hale.
  - b. The students will make up a secret code with an answer key for spies in the Revolutionary War.

B. *Materials*

1. History copybooks
2. *Nathan Hale: Patriot Spy* by Shannon Zemlicka
3. Lemon Juice
4. Cotton Swab
5. Blank Paper
6. Appendix A, pages 4 and 5 (one per student)
7. Appendix N (one copy for the teacher)
8. Appendix O (one copy as an example for the teacher)
9. Appendix P (one copy per student)

C. *Key Vocabulary*

1. Patriot – someone who loves and supports his country
2. Spy – someone who tries to find out secret information about another country

D. *Procedures/Activities*

1. Before the lesson, make up a batch of invisible ink, using the recipe and directions in Appendix N. Using a cotton swab, write the message, “I regret I have but one life to lose for my country.” Do not reveal the message yet!
2. As a review from yesterday’s lesson, ask the students the following questions:
  - a. Who was the famous naval hero of the Revolutionary War (John Paul Jones)
  - b. What was his famous quote? (“I have not yet begun to fight!”)
3. On the overhead, list the day’s vocabulary words and definitions. Talk about the words to make sure the students understand them. Have students copy the words in their copybook. **Special Education Accommodation:** Have the vocabulary words and definitions typed out for the student to glue in his copybook.
4. Ask students what they know about spies. Ask them if they were spies and had to write notes about the activities of the group they were spying on, what are some things they might do to make sure the notes stayed a secret? (Possible answers may include writing in secret code or using invisible ink. Suggest these ideas to the class if they do not think of them!).
5. Read the story, *Nathan Hale; Patriot Spy* by Shannon Zemlicka to the class. Allow them to listen and enjoy the story as you read. (Note – if this book is not available, use another one – see a complete list in the bibliography.) After reading, ask the students some questions about the story:
  - a. What was Nathan Hale’s first job? (a teacher)
  - b. Why didn’t Nathan’s friends want him to be a spy? (it was too dangerous, he might be hung, it was not a honorable job, he was too honest)
  - c. If they had been in Nathan’s place, would they have volunteered to be George Washington’s spy? Why or why not? (answers will vary)
  - d. What do the students think Nathan’s famous last words, “I regret I have but one life to lose for my country” meant? (Nathan so believed in liberty that he would have gladly laid down his life many times for the sake of freedom)
6. Tell the students that Nathan did not have any training in becoming a spy. He did not know to use a secret code or invisible ink (which had been in use for several years). Tell them you have written a message using invisible ink. Holding the paper up to a light bulb or other heat source, slowly reveal the hidden message.
7. Have the students draw and color a picture of Nathan Hale in their copybooks, while you draw one on the board or overhead. Under the picture, write Nathan’s famous quote, “I regret I have but one life to lose for my country.” As a class, brainstorm several facts they learned about Nathan (there are many, have them brainstorm at least five, Which may include that he came from a large family, attended Yale College, was a school teacher, was a patriot, served in George Washington’s army, was a Ranger captain, served as a spy, and was caught and hung for spying on the British.). Web these around the picture (see Appendix O as an example). **Special Education Accommodation:** Make a copy of Appendix O and have the students glue it in his copybook.
8. As a fun homework assignment, tell students they are to pretend they are spies during the Revolutionary War. Their assignment is to come up with a secret code and an answer key for other spies to use and write out a secret message using this code. The code, answer key, and message should all be written in their copybooks.

9. Pass out Appendix P, the study guide (this may be passed out earlier in the unit if desired). Tell them they will have a quiz, and will need to use the study guide and their copybooks to prepare for the quiz.
- E. *Assessment/Evaluation*
1. The teacher will be able to assess the students' understanding of the topic by their participation in the class discussions.
  2. Students will be assessed by completing the page on Nathan Hale in their copybooks (use Appendix A, page 5 and Appendix O to grade).
  3. Students will be assessed on their secret code, answer key, and message (use Appendix A, page 4 to grade).

**Lesson Six: Final Assessment (approximately 45 minutes)**

- A. *Daily Objectives*
1. Concept Objective(s)
    - a. Students understand the chronological organization of history and know how to organize events and people into major eras to identify and explain historical relationships.
    - b. Students understand that societies are diverse and have changed over time.
  2. Lesson Content
    - a. The Revolution
      - i. Women in the Revolution: Elizabeth Freeman, Deborah Sampson, Phillis Wheatley, Molly Pitcher
      - ii. European helpers (Lafayette, the French fleet, Bernardo de Galvez, Kosciusko, von Steuben)
      - iii. Benedict Arnold
      - iv. John Paul Jones: "I have not yet begun to fight."
      - v. Nathan Hale: "I only regret that I have but one life to lose for my country."
  3. Skill Objective(s)
    - a. The students will identify correct answers for matching and short answer questions.
- B. *Materials*
1. Appendix Q (one copy per student)
  2. Appendix R (one copy for the teacher)
- C. *Key Vocabulary*
- None
- D. *Procedures/Activities*
1. Pass out the quizzes to the students (Appendix Q)
  2. Review directions and answer any questions.
  3. Collect the quizzes at the end of the class period.
- E. *Assessment/Evaluation*
1. Students will be assessed by their correct responses on the quiz (use Appendix R to grade).

**VI. CULMINATING ACTIVITY**

- A. Have the students pick on figure who was important in the Revolutionary War (this person may be one they have studied in this unit or previously, or it may be a person they have not studied in school but are interested in learning more about. Have them read and do research to find out information about this person's life and his or her contribution to the American Revolution. Then have the students fill out a short report form (see

Appendix S) on their character. If time permits in class, have students dress up as the character and present their report to the class. If time does not allow for this, just have them turn in their reports. Use Appendix A, pages 6 and 7 to grade.

## VII. HANDOUTS/WORKSHEETS

- A. Appendix A: Assessment Tools (seven pages)
- B. Appendix B: Notes on European Helpers
- C. Appendix C: Notes on European Helpers - Example
- D. Appendix D: Notes on Lafayette
- E. Appendix E: Notes on Bernardo de Galvez
- F. Appendix F: Notes on Kosciusko
- G. Appendix G: Notes on von Steuben
- H. Appendix H: Notes on Elizabeth Freeman
- I. Appendix I: Phillis Wheatley Poem
- J. Appendix J: Heroines of the Revolution Worksheet
- K. Appendix K: Heroines of the Revolution Worksheet Answer Key
- L. Appendix L: Notes on the Life and Accomplishments of Benedict Arnold
- M. Appendix M: Notes on the Life and Accomplishments of Benedict Arnold - Example
- N. Appendix N: Invisible Ink
- O. Appendix O: Nathan Hale
- P. Appendix P: Study Guide
- Q. Appendix Q: Quiz
- R. Appendix R: Quiz Answer Key
- S. Appendix S: Report Form (two pages)

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**Appendix A, page 1**  
**Assessment Tools**

<u>Notes on European Helpers Checklist</u>		<u>Yes</u>	<u>No</u>
1.	Is the page divided into four parts?	_____	_____
2.	Does each section have the name of one of the European helpers?	_____	_____
3.	Are there two correct facts for Lafayette?	_____	_____
4.	Are there two correct facts for Bernardo de Galvez?	_____	_____
5.	Are there two correct facts for Kosciusko?	_____	_____
6.	Are there two correct facts for von Steuben?	_____	_____
7.	Are the notes written neatly?	_____	_____

Appendix A, page 2  
**Assessment Tools**

*Notes on Benedict Arnold Rubric*



Name: \_\_\_\_\_

Date: \_\_\_\_\_

	<b>Criteria</b>				<b>Points</b>
	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	
<b>Organization</b>	Paper is folded correctly; all the notes are in the correct places.	Paper is not folded correctly, but all of the notes are in the correct places.	Paper is not folded correctly; some of the notes are not in the correct places.	Paper is not folded correctly; notes are missing or are in the incorrect places.	—
<b>Mechanics</b>	Notes have no misspellings or grammatical errors.	Notes have no more than two misspellings and/or grammatical errors.	Notes have three misspellings and/or grammatical errors.	Work has four or more spelling errors and/or grammatical errors.	—
<b>Neatness</b>	Work is neatly done.	Work has one or two areas that are sloppy.	Work has three or four areas that are sloppy	Work is Illegible	—
<b>Content</b>	All content is accurate.	There is one error in the content.	There are two errors in the content.	There are three or more errors in the content.	—
				<b>Total----&gt;</b>	—

**Teacher Comments:**

**Appendix A, page 3**  
**Assessment Tools**

***John Paul Jones Rubric***



Name: \_\_\_\_\_

Date: \_\_\_\_\_

	<b>Criteria</b>				<b>Points</b>
	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	
<b>Neatness</b>	Work is neatly done.	Work has one or two areas that are sloppy.	Work has three or four areas that are sloppy.	Work is illegible.	___
<b>Creativity and Color</b>	The design is all colored and shows great creativity.	The design is only partly colored, but still shows creativity.	The design is only partly colored and lacks creativity.	The design is not colored and lacks creativity.	___
<b>Labels</b>	Both of the ships are correctly labeled.	The ships are incorrectly labeled.	Only one ship is labeled.	Neither ship is labeled.	___
<b>Quote</b>	Quote is included, it is accurate, and John Paul Jones' name is listed after the quote.	Quote is included, it is accurate, but John Paul Jones' name is not listed after the quote.	Quote is included, but part of it is not accurate, and John Paul Jones' name is not listed after the quote.	The quote is not included.	___
				<b>Total----&gt;</b>	___

**Teacher Comments:**

**Appendix A, page 4**  
**Assessment Tools**

<u>Secret Code Checklist</u>	<u>Yes</u>	<u>No</u>
1. Did the student make up a secret code?	_____	_____
2. Is there a corresponding answer key?	_____	_____
3. Is there a message written in the secret code?	_____	_____
4. Can the message be deciphered using the key?	_____	_____
5. Are the code, key, and message written neatly?	_____	_____

Appendix A, page 5  
**Assessment Tools**

***Nathan Hale Rubric***



Name: \_\_\_\_\_

Date: \_\_\_\_\_

	<b>Criteria</b>				<b>Points</b>
	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	
<b>Picture</b>	Picture is colored and neat.	Picture is colored, but slightly messy.	Picture is not completely colored, and is very messy.	Picture is not colored. Work is illegible.	—
<b>Content</b>	All information is accurate.	There is one error in the information.	There are two errors in the information.	There are three or more errors in the information.	—
<b>Responsibilities</b>	At least five facts are listed.	Only three or four facts are listed.	Only one or two facts are listed.	There are no facts listed.	—
<b>Quote</b>	Quote is included, it is accurate, and Nathan Hale's name is listed after the quote.	Quote is included, it is accurate, but Nathan Hale's name is not listed after the quote.	Quote is included, but part of it is not accurate, and Nathan Hale's name is not listed after the quote.	The quote is not included.	
<b>Mechanics</b>	There are no errors in mechanics.	There is only one error in mechanics.	There are two or three errors in mechanics.	There are four or more errors in mechanics.	—
				<b>Total----&gt;</b>	—

**Teacher Comments:**

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Appendix A, page 6  
**Assessment Tools**

***Revolutionary War Figure Report Rubric***



Name: \_\_\_\_\_

Date: \_\_\_\_\_

	<b>Criteria</b>				<b>Points</b>
	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	
<b>Neatness</b>	Work is neatly done.	Work has one or two areas that are sloppy.	Work has three or four areas that are sloppy.	Work is illegible.	—
<b>Spelling and Grammar</b>	No errors in spelling or grammar.	One or two errors in spelling or grammar.	Three errors in spelling or grammar.	Four or more errors in spelling or grammar.	—
<b>Content</b>	All areas of the report are filled out accurately.	One area of the report is not filled out accurately.	Two areas of the report are not filled out accurately.	Three or more areas of the report are not filled out accurately.	—
				<b>Total----&gt;</b>	—

**Teacher Comments:**

Appendix A, page 7  
**Assessment Tools**

*Revolutionary War Figure Presentation Rubric*



Name: \_\_\_\_\_

Date: \_\_\_\_\_

	<b>Criteria</b>				<b>Points</b>
	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	
<b>Costume</b>	The student dressed in a costume that was reflective of the figure they were representing.	The student was is costume, but parts of the costume did not fit with the figure they were representing.	The student dressed in costume, but it did not reflect the figure they were presenting.	The student did not dress in character.	—
<b>Content</b>	All of the information from their report was presented accurately.	One area from the report was not presented accurately.	Two areas from the report were not presented accurately.	Three or more areas from the report were not presented accurately.	—
<b>Presentation</b>	The student spoke loudly and clearly at all times.	The students spoke loudly and clearly most of the time.	The student spoke loudly and clearly about half of the time.	The student mumbled or spoke too softly for most of the presentation.	—
<b>Eye Contact</b>	Eye contact was maintained throughout the entire presentation.	Eye contact was maintained through most of the presentation.	Eye contact was maintained for about half of the presentation.	The student did not make eye contact during the presentation.	—
				<b>Total----&gt;</b>	—

**Teacher Comments:**

Appendix B  
**Notes on European Helpers**

Lafayette

Bernardo de Galvez

Kosciusko

von Steuben

**Appendix C**  
**Notes on European Helpers – Example**

Lafayette

He was a French nobleman

He served in the Continental Army without pay

He visited America for the last time in 1824

He died in France in 1834

His grave was covered with American soil

Bernardo de Galvez

He was the governor of Louisiana

He helped the Americans by sending them supplies and money

He communicated with many Patriot leaders, including Patrick Henry and Thomas Jefferson

He captured British strongholds such as Fort Charlotte, Fort George, and the naval base at New Providence

He died of an illness on November 30, 1786

Kosciusko

He was born in Poland in 1746

He was educated in France as an engineer

He designed and constructed many fortifications to help the American defeat the British

He was made a colonel in the American army on October 18, 1776 and fought in the important battles at Saratoga and West Point

He died in 1817 in Switzerland

von Steuben

He was born in 1730

He was sent to Valley Forge to help General Washington in February of 1778

He drafted a training plan for the men by beginning with a small group of 100 men

He also fought in the final battle of the Revolutionary War at Yorktown

He died in New York in 1794

## Appendix D

### Notes on Lafayette

(adapted from *We the People: Lafayette* by Dan Zadra)

Marquis de Lafayette was born to a noble family in France in 1757. Although he was very wealthy, as he grew up, he wanted to use his money to help others, rather than waste it on fancy clothes and parties. When he was fourteen he went to military school, where he learned to be a soldier. He married in 1774 when he was just sixteen years old. A couple of years later he heard about the American Revolution and read the Declaration of Independence. He volunteered to go to America with several other Frenchmen and serve in the Continental Army without pay.

Lafayette was made a major general and sailed to America in 1777 at the young age of nineteen. He served with General George Washington, who thought of Lafayette as a son. Lafayette fought in many important battles and was given command of 3,000 men. He stayed with his men at Valley Forge during the winter of 1777. After France officially joined the war in 1778, Lafayette returned to his homeland to secure more help for the Americans. He returned to America in 1780 and in 1781, led troops against the British in Virginia. He was leading one of the forces that defeated the British in the battle of Yorktown, when General Cornwallis of Britain surrendered.

Lafayette returned to France after the war. He then became involved in the French Revolution. He spoke out for freedom and democracy. Unfortunately because he was nobility, he was thrown into prison in Austria. His wife and children were imprisoned in France, but George Washington was able to have them freed. After five years, Lafayette was set free. He had lost all his wealth, so he became a farmer. He visited America for the last time in 1824, where he was treated as a hero. He died in France in 1834, and his grave was covered with American soil.

## Appendix E

### Notes on Bernardo de Galvez

(adapted from [www.tsha.utexas.edu/handbook/online/articles/view/GG/fga10.html](http://www.tsha.utexas.edu/handbook/online/articles/view/GG/fga10.html))

Bernardo de Galvez was born on July 23, 1746 in Malaga, Spain. As he grew up, he decided to pursue a career in the military, training in Spain and France. In 1777, he became governor of Louisiana, which was governed by Spain. Before Spain entered the Revolutionary War, de Galvez did a lot to help the Patriots. He communicated with many Patriot leaders, including Patrick Henry and Thomas Jefferson. He held the port of New Orleans so that British ships could not move up or down the Mississippi River. He sent great amounts of arms, ammunition, military supplies, and money to the troops under George Washington's command.

Spain declared war against Britain on June 21, 1779 and Spain officially became an ally of the American colonies. de Galvez was made a General in the army and defeated the British in many important battles at Manchac, Baton Rouge, and Natchez. He captured British strongholds such as Fort Charlotte, Fort George, and the naval base at New Providence. After the fighting, de Galvez helped to write the treaty that ended the war. He was recognized by the American Congress for his aid during the war. He died of an illness on November 30, 1786.

**Appendix F**  
**Notes on Kosciusko**

(adapted from [www.nps.gov.thko](http://www.nps.gov/thko) and [www.polishworld.com.polemb.const/tk/html](http://www.polishworld.com.polemb.const/tk/html))

Thaddeus Kosciusko (or Tadeusz Kosciuszko) was born in Poland in 1746. In 1770 he was a cadet at the Military Academy in Warsaw, Poland. He then left for France to be educated as an engineer. He was one of the first European volunteers to aid the American Revolution. He designed and constructed many fortifications to help the Americans defeat the British. He was made a colonel in the American army on October 18, 1776 and fought in the important battles at Saratoga and West Point.

After the war, he returned to his home country of Poland. He was appointed commander-in-chief of the armed forces, and led his own countrymen in an attempt to win their own freedom. Unfortunately, this failed. Kosciusko was taken prisoner to Russia. After his release, he returned to the United States for a time. He died in 1817 in Switzerland.

Appendix G  
**Notes on von Steuben**

(adapted from [www.ushistory.org/valleyforge/served/steuben.html](http://www.ushistory.org/valleyforge/served/steuben.html))

Frederick von Steuben was born in 1730. He became an officer in the Prussian army by the age of seventeen. His experiences in the Prussian army gave him a wealth of knowledge and experience. In 1763, he was discharged from the army. He was given the title of Baron and served in the court of the King. In 1777 he learned that Benjamin Franklin was in France, and traveled there to meet him.

He expressed to Franklin his desire to work with the Continental Army in America. Franklin wrote a letter to George Washington, and on September 26, 1777 von Steuben arrived in America. He volunteered to serve without pay in the army, and was sent to Valley Forge to help General Washington in February of 1778. He did not speak English, but his French was good enough that he was able to communicate with some of the men, including Alexander Hamilton. He drafted a training plan for the men by beginning with a small group of 100 men. These men in turn trained other men, until the whole camp had been trained. They spent much time drilling and learning how to quickly load and fire their weapons. von Steuben was made Inspector General on April 30, 1778 and during the winter of 1778-1779, he prepared a book called, *Regulations for the Order and Discipline of the Troops of the United States*. He also established standards for the cleanliness and layout of military camps that were in use for the next century and a half.

He also traveled to Virginia to help with the southern army, fighting with them in the spring of 1781. von Steuben also fought in the final battle of the Revolutionary War at Yorktown. He helped Washington develop a new plan of defense for the American army after the war ended. He became an American citizen in 1784 and was discharged from the military with honor on March 24, 1784. He died in New York in 1794.

**Appendix H**  
**Notes on Elizabeth Freeman**

(adapted from [www.pbs.org/wgbh/aia/part2/2p39.html](http://www.pbs.org/wgbh/aia/part2/2p39.html))

Elizabeth Freeman was probably born in 1742 in Claverack, New York. Her parents were slaves, so she was also a slave. When she was only six years old, she and her sister were bought by John Ashley, who lived in Sheffield, Connecticut. She became known as “Mum Bett.” She married and had a daughter named “Little Bett.” Her husband was killed during the Revolutionary War.

She served the Ashley family for almost forty years. One day she was mistreated by her mistress and ran away. She met a lawyer named Theodore Segewick and asked him to help her sue for her freedom. She had heard people discussing the Bill of Rights and the state constitution, which stated that all men are free and equal. She decided these laws applied to her as well. She won her case and her freedom in 1780. She died in 1829 as a free woman in the free state of Massachusetts.

## Appendix I

# Phillis Wheatley Poem

To His Excellency, General Washington  
By Phillis Wheatley

Celestial choir! enthron'd in realms of light,  
Columbia's scenes of glorious toils I write.  
While freedom's cause her anxious breast alarms,  
She flashes dreadful in refulgent arms.  
See mother earth her offspring's fate bemoan,  
And nations gaze at scenes before unknown!  
See the bright beams of heaven's revolving light  
Involved in sorrows and veil of night!

The goddess comes, she moves divinely fair,  
Olive and laurel bind her golden hair:  
Wherever shines this native of the skies,  
Unnumber'd charms and recent graces rise.

Muse! bow propitious while my pen relates  
How pour her armies through a thousand gates,  
As when Eolus heaven's fair face deforms,  
Enwrapp'd in tempest and a night of storms;  
Astonish'd ocean feels the wild uproar,  
The refluent surges beat the sounding shore;  
Or thick as leaves in Autumn's golden reign,  
Such, and so many, moves the warrior's train.

In bright array they seek the work of war,  
Where high unfurl'd the ensign waves in air.  
Shall I to Washington their praise recite?  
Enough thou know'st them in the fields of fight.  
Thee, first in peace and honours,—we demand  
The grace and glory of thy martial band.  
Fam'd for thy valour, for thy virtues more,  
Hear every tongue thy guardian aid implore!

One century scarce perform'd its destined round,  
When Gallic powers Columbia's fury found;  
And so may you, whoever dares disgrace  
The land of freedom's heaven-defended race!  
Fix'd are the eyes of the nations on the scales,  
For in their hopes Columbia's arm prevails.  
Anon Britannia droops the pensive head,  
While round increase the rising hills of dead.  
Ah! cruel blindness to Columbia's state!  
Lament thy thirst of boundless power too late.

Precede, great chief, with virtue on thy side,  
Thy every action let the goddess guide.  
A crown, a mansion, and a throne that shine,  
With gold unfading, WASHINGTON! be thine.

**Appendix J**  
**Heroines of the Revolution Worksheet**

**Match the statements below to one of the four following heroines of the American Revolution:**

A. Phillis Wheatley      B. Elizabeth Freeman      C. Molly Pitcher      D. Deborah Sampson

\_\_\_\_\_ Was a slave who sued for and won her freedom

\_\_\_\_\_ Removed a musket ball from her own thigh

\_\_\_\_\_ Wrote a poem about General Washington

\_\_\_\_\_ Manned a cannon in her husband's place

\_\_\_\_\_ Disguised herself as a man to fight in the Revolutionary War

\_\_\_\_\_ Was named after a slave ship

\_\_\_\_\_ Her husband was killed in the Revolutionary War

\_\_\_\_\_ Took water to the thirsty troops

\_\_\_\_\_ Was a slave who learned to read and write

\_\_\_\_\_ Had a husband who was injured in a battle in the war

**Appendix K**  
**Heroines of the Revolution Worksheet Answer Key**

**Match the statements below to one of the four following heroines of the American Revolution:**

A. Phillis Wheatley      B. Elizabeth Freeman      C. Molly Pitcher      D. Deborah Sampson

  **B**   Was a slave who sued for and won her freedom

  **D**   Removed a musket ball from her own thigh

  **A**   Wrote a poem about General Washington

  **C**   Manned a cannon in her husband's place

  **D**   Disguised herself as a man to fight in the Revolutionary War

  **A**   Was named after a slave ship

  **B**   Her husband was killed in the Revolutionary War

  **C**   Took water to the thirsty troops

  **A**   Was a slave who learned to read and write

  **C**   Had a husband who was injured in a battle in the war

**Appendix L**  
**Notes on the Life and Accomplishments of Benedict Arnold**

Early Life

Personal Life

Accomplishments in the  
Revolutionary War

Betrayal

Later Life

**Appendix M**  
**Notes on the Life and Accomplishments of Benedict Arnold -**  
**Example**

Early Life

- Born in 1741 in Norwich, Connecticut
- Attended a private school
- Had a hot temper
- Was an apprentice in the Lathrop brothers' store
- Ran a shop and owned a fleet of trading ships

Personal Life

- Married Margaret Mansfield in 1767
- Had two sons
- Married Peggy Shippen in 1779

Accomplishments in the  
Revolutionary War

- In 1774, became a captain in the Connecticut militia
- Captured Fort Ticonderoga in 1775
- Attacked Quebec in 1775
- Built ships and fought in the Battle of Valcour Island in 1776
- Helped win the Battle of Saratoga in 1777
- Became military commander of Philadelphia in 1778

Betrayal

- Began secret communication with the British in 1779
- Took command of West Point with the intent of turning it over to the British in 1780
- Escaped to New York City and fights for Britain

Later Life

- Sailed to Britain in 1781
- Moved to Canada and starts a business in 1787
- Returned to Britain in 1791
- Died on June 14, 1801

Appendix N  
**Invisible Ink**

(adapted from <http://chemistry.about.com/cs/howtos/ht/invisibleink3.htm>)

To make and reveal invisible ink:

- Use bottled lemon juice for the ink.
- Using a cotton swab and the lemon juice, write a message on a piece of paper
- Allow the paper to dry
- When you are ready to read your invisible message, hold the paper up to sunlight, a light bulb (recommended), or other heat source
- The heat will cause the writing to darken to a pale brown, so your message can now be read.

## Appendix O Nathan Hale

Came from a large family

Was a school teacher

Served in George Washington's army

Served as a spy

Attended Yale College

A patriot

Was a Ranger captain

Caught and hung for spying on the British



“I regret I have but one life to lose for my country.” Nathan Hale

## Appendix P

# Study Guide

Know the definitions of the following words:

- Ally
- Frigate
- Spy
- Treason
- Militia

Know one fact for each of the European helpers we studied in this unit.

Choose two of the heroines we studied. Be able to explain their contribution to the American Revolution.

Be able to explain Benedict Arnold's accomplishments in the Revolutionary War (before he became a traitor)

Know the famous quote by John Paul Jones.

Know who Nathan Hale was, why he was hung, and what his famous last words were.

**\*\*\*Use your copybook to study!!!\*\*\***

## Appendix Q Quiz

**Matching (1 point each). Match the following terms to the correct definition:**

- |               |    |  |
|---------------|----|--|
| _____ Treason | a. | groups of men who volunteer to fight for rights and freedom            |
| _____ Frigate | b. | someone who tries to find out secret information about another country |
| _____ Ally    | c. | a fast, medium sized sailing warship                                   |
| _____ Militia | d. | acting against one's own country                                       |
| _____ Spy     | e. | a nation that promises help to another country                         |

**Short answer. Answer as thoroughly as possible. Be sure to use complete sentences!**

What was the response of John Paul Jones when the captain of the *Seraphis* asked, "Is your ship struck?"

Choose one of the heroines we studied and describe her contribution to the American Revolution.

Why was Nathan Hale hung and what did he say right before he died?

Identify and write one fact each about the four European helpers we studied in class.

Before Benedict Arnold committed treason, what was one of his contributions to the Revolutionary War?

## Appendix R

# Quiz Answer Key

**Matching (1 point each). Match the following terms to the correct definition:**

- |                  |    |  |
|------------------|----|--|
| <u>D</u> Treason | a. | groups of men who volunteer to fight for rights and freedom            |
| <u>C</u> Frigate | b. | someone who tries to find out secret information about another country |
| <u>E</u> Ally    | c. | a fast, medium sized sailing warship                                   |
| <u>A</u> Militia | d. | acting against one's own country                                       |
| <u>B</u> Spy     | e. | a nation that promises help to another country                         |

**Short answer. Answer as thoroughly as possible. Be sure to use complete sentences!**

What was the response of John Paul Jones when the captain of the *Seraphis* asked, "Hs your ship struck?" (2 points)

**John Paul Jones replied, "I have not yet begun to fight!"**

Choose two of the heroines we studied and describe their contribution to the American Revolution. (4 points)

**This answer can have many different responses. To earn full credit, the student must choose two of the following heroines and describe what they did for the American Revolution: Elizabeth Freeman, Phillis Wheatley, Molly Pitcher, or Deborah Sampson. Their answer must be in complete sentences.**

Why was Nathan Hale hung and what did he say right before he died? (4 points)

**Nathan Hale was hung because he was caught spying on the British army. Right before he was hung, he said, "I regret I have but one life to lose for my country."**

Identify and write one fact each about the four European helpers we studied in class. (8 points)

**Note – this answer can have many different responses. To earn full credit, the student must list one fact about Lafayette, Bernardo de Galvez, Kosciusko, and von Steuben. Their answers must be in complete sentences.**

Before Benedict Arnold committed treason, what was one of his contributions to the Revolutionary War? (2 points)

**One of Benedict Arnold's contributions to the Revolutionary War was... (any of the following would be a correct response):**

**He became a captain in the Connecticut militia**

**He captured Fort Ticonderoga in 1775**

**He attacked Quebec in 1775**

**He built ships and fought in the Battle of Valcour Island in 1776**

**He helped to win the Battle of Saratoga in 1777**

**He became military commander of Philadelphia in 1778**



