ERA 3:
REVOLUTION AND THE NEW NATION, 1754-1820

Introduction

When most Americans think of the American Revolution, they think of the events that took place between the battles at Lexington and Concord (1775) and the Treaty of Paris (1783). And yet most historians who have studied early America assert that the real American Revolution began years before the first shots were fired and needed several decades to determine the nature and character of that momentous event. Therefore, in order to understand the real revolution, we must begin somewhere in the mid-18th century and conclude our study at least after the War of 1812 (called by many the Second War for American Independence).

Many Americans, especially on July 4, enjoy boasting about how significant the American Revolution was in world history. According to Pulitzer Prize winning historian and professor Walter McDougall, however, in this case Americans are correct. In his stimulating book *Freedom Just Around the Corner: A New American History, 1585-1828* (2004), he claims that the "creation of the United States of America is the central event of the past four hundred years."[1] And if Americans have not always lived up to the hopes they felt and expressed in 1776, it cannot be denied that those hopes still exist and are still expressed by Americans from Thomas Jefferson to Andrew Jackson to Abraham Lincoln to Woodrow Wilson to Eleanor Roosevelt to Martin Luther King, Jr. to all those men and women who settled the frontier, led lives of decency, cast their ballots, defended their nation, and kept alive the hopes of the generation historians refer to as the Founders.

Moreover, even before Lexington and Concord, Americans had convinced themselves (if at the time no one else) that theirs was a magnificent destiny, one (according to Ezra Stiles, John Trumbull, John Adams, and many others) that was ordained by Providence. As early as 1771, the commencement address at the College of New Jersey (soon to become Princeton) was an extended poem by graduates Hugh Henry Brackenridge and Peter Freneau titled "The Rising Glory of America."[2]

What evidence did Americans have to support their boasts of a "rising glory" of America? For one thing, the population growth of the colonies and the early United States was nothing short of phenomenal. From a rather meager population of around 240,000 in 1700, Britain's mainland colonies had increased fivefold by 1750, to 1,200,000. By 1800, the population had mushroomed almost another fivefold, to 5,300,000 and by 1820 had nearly doubled that, to 10,037,323. Such an astounding increase historically has taken place only in what we used to call "Third World" countries, which the United States in the late 18th and early 19th centuries clearly was. For his part, Benjamin Franklin bragged that America's growth was unstoppable. And the new nation's economic growth kept pace with its increase in population, for by 1793 the United States was the largest neutral commercial power in the Atlantic community (Great Britain and France were at war with one another).

For centuries many scholars had embraced an intellectual hypothesis known as *tranlatio imperii*, which essentially claimed that the march of civilization historically moved from the East to the West.[3] Hardly surprising, Americans enthusiastically embraced this notion, even though their own artistic and literary achievements were meager in comparison with Western Europe. To counter Europeans' charge that Americans were uncultured yokels, many Americans accused Europeans of being cultured but simultaneously addicted to luxury, corruption, vice, and effeminacy. In contrast, Americans asserted that

[1] Walter A. McDougall, *Freedom Just Around the Corner: A New American History, 1585-1828* (New York, 2004), xi.
[2] Eve Kornfield, *Creating an American Culture, 1775-1800: A Brief History with Documents* (Boston, 2001), 83-88.
[3] Joseph Ellis, *After the Revolution: Profiles of Early American Culture* (New York, 1979), 5.

they themselves were "nature's noblemen," and that their great cultural attainments were still in the future and would be achieved without the dissipation that characterized European society.

In all, then, the central theme of Era 3 is a dual one: 1.) the creation of **nation**, and 2.) the creation of a **people**. And while neither process had been completed by 1820 (the era's end), enough had been accomplished to guarantee that both processes would continue. Some people wonder whether **either** has yet been achieved.

Student Content Goals—4th grade

1. Explain the events that contributed to the outbreak of the American Revolution.
2. Understand the major ideas in the Declaration of Independence and their sources.
3. Describe the earliest armed conflict of the Revolutionary War.
4. Summarize the results of the American Revolution.
5. Explain the ideas that led to the creation of the Articles of Confederation, the United States' first constitution.
6. Explain the weaknesses of the Articles of Confederation that led to the writing and ratification of the 1787 Constitution (our present Constitution).
7. Relate the hardships faced by early white settlers of Tennessee in the late 1700s.
8. Understand the reason for the creation of the state of Franklin and the subsequent creation of the state of Tennessee.
9. Identify the various racial and ethnic groups that lived in Tennessee at the time of statehood.
10. Identify the accomplishments of notable Tennessee individuals such as William Blount, John Sevier, John Donelson, Andrew Jackson, etc.

Student Content Goals—8th Grade

1. Explain the events that contributed to the outbreak of the American Revolution, including leaders who resisted imperial policy, the English efforts to tax the colonies after 1763, the divergent economic interests of the colonies and mother county, and regional motivations (North, South, etc.).
2. Know the major sources and ideas of the Declaration of Independence.
3. Describe the military events of the Revolutionary War.
4. Explain the roles played by important individuals in the American Revolution, the winning of independence, and the creation of the Articles of Confederation (the United States' first constitution).
5. Explain the successes of the Continental Congress during and after the Revolution. The failures.
6. Explain the causes and results of the Annapolis Convention and Shays's Rebellion.
7. Explain the debates over the drafting and ratification of the 1787 Constitution (the United States' present constitution).
8. Analyze the main ideas of the Federalist Papers.
9. Learn the major individuals, trends, and events of the Federalist Era (1789-1801) and the Jeffersonian Era (1801-1824).
10. Explain the settlement of Tennessee by Euro-Americans in the 1700s and the process of the admission of Tennessee into the Union (including the failed state of Franklin, the rise of Tennesseans in national politics, etc.).

Student Skills Goals—4th Grade

1. Detect the causes of an event, such as the American Revolution, the drafting of the 1787 Constitution, the election of Thomas Jefferson, the War of 1812, etc.
2. Distinguish between fact and opinion in an important document or letter of the period.
3. Be able to use maps, graphs, media and technology sources to acquire information.

4. Discover resources available from museums, historical sites, libraries (including presidential libraries), and local and state preservation and historical societies. Utilize community sources for historical awareness.

5. Be able to manage and classify information by source, chronology, and importance. Use that data to solve a historical problem.

6. Detect bias in data presented.

7. Construct and analyze a timeline.

8. Use both primary and secondary sources to solve a historical problem.

Student Skills Goals—8th Grade

1. Demonstrate an understanding that people in different times and places view the world differently.

2. Be able to interpret a visual contrasting life before and after the American Revolution (education, family size, transportation, politics, etc.).

3. Be able to explain the principal ideas of the Declaration of Independence and the major parts of the Constitution of the United States.

4. Order events correctly on a historical timeline.

5. Differentiate between a primary and secondary source and the strengths and weaknesses of each.

6. Be able to explain in economic terms why the institution of slavery flourished in the South as opposed to the North.

Teacher Development Goals

Historical Content. Teacher is able to arrange the causal factors leading to a historical event (such as the American Revolution) in the order of importance. Not all causal factors/events are of equal weight.

Use of Primary Sources. Teacher is able to lead students to an analysis of the strengths and weaknesses of primary sources.[4]

Historical Thinking. Teacher is able to engage students in historical thinking by raising questions that go beyond the facts and interpretations presented in the students' textbook.

Integration of Technology. Teacher is able to increase student interest and attention by using multimedia sources (videos, sound recordings, CDs, computer software, Internet).

Timeline

1754	Albany Congress
1754-1761	Seven Year's War (in Europe 1754-1763)
1760	George III becomes King of Great Britain
1763	Treaty of Paris/Proclamation of 1763
1764	Sugar Act
1764	Currency Act
1765	Quartering Act
1765	Stamp Act
1766	Stamp Act repealed
1766	Declaratory Act
1767	Revenue Act (Townshend duties)

[4] For a good example of how primary sources can disagree and/or be wrong, see "What Really Happened in the Boston Massacre? The Trial of Captain Thomas Preston," in William Bruce Wheeler and Susan D. Becker, *Discovering the American Past: A Look at the Evidence* (Boston: Houghton Mifflin, 3rd. ed., 1994) vol. 1, 71-96. This problem, altered slightly, appears in all the other editions of this book.

1768	John Hancock's ship *Liberty* seized by Boston customs commissioner
1770	Townshend duties, except tea, repealed
1770	Boston Massacre (March 5)
1771	Battle of Alamance Creek in North Carolina
1772-1774	Committees of correspondence formed
1773	Tea Act
1773	Boston Tea Party
1774	Coercive Acts and Quebec Act
1774	First Continental Congress
1775	Battles of Lexington and Concord
1775	Second Continental Congress
1775	Olive Branch Petition
1775	Battles of Breed's Hill and Bunker Hill
1776	Thomas Paine publishes *Common Sense*
1776	Declaration of Independence
1777	Congress approves Articles of Confederation
1777	British troops seize Philadelphia
1777-1778	Valley Forge
1778	Treaty of Amity and Commerce – France recognized the colonists
1781	Articles of Confederation become law
1781	British General Charles Cornwallis surrenders at Yorktown
1783	Treaty of Paris
1786-1787	Shays's Rebellion
1787	Northwest Ordinance
1787	Philadelphia convention frames federal Constitution
1788	Federal Constitution formally ratified by 9 of 13 states.
1789	George Washington elected and inaugurated as first president
1789	Judiciary Act
1789	French Revolution begins
1791	Ratification of the Bill of Rights
1791	First Bank of United States chartered
1793	Fugitive Slave Law
1793	Eli Whitney invents the Cotton Gin
1794	Whiskey Rebellion
1795	Jay's Treaty
1796	George Washington's Farewell Address
1796	John Adams elected president
1798	XYZ Affair
1798	Alien and Sedition Acts
1798-1799	Virginia and Kentucky Resolutions Acts
1800	Thomas Jefferson elected president
1803	*Marbury* v. *Madison*
1803	Louisiana Purchase
1804	Aaron Burr kills Alexander Hamilton
1804-1806	Lewis and Clark Expedition
1808	James Madison elected president
1811	Battle of Tippecanoe
1812-1815	War of 1812
1812	British burn Washington D.C.
1812	Hartford Convention
1814	Treaty of Ghent

1815	Battle of New Orleans
1816	James Monroe elected president
1816	Second Bank of the United States chartered
1817-1825	Construction of the Erie Canal
1818	Andrew Jackson invades East Florida
1819	*McCulloch* v. *Maryland*
1820-21	Missouri Compromise
1823	Monroe Doctrine

Major Themes, Issues, Documents, People, Events

1. Themes/Issues

The dual theme of **creation** (creation of a nation, creation of a people) at first must be broken into three chronological subthemes that can best be expressed in the form of questions:

Subtheme 1: What were the causes of the American Revolution (ideological, political, economic, demographic, etc.)? (1750-1775)

Subtheme 2: How can the victory of the colonies over a much more powerful mother country be explained? (1775-1783)

Subtheme 3: How did Americans attempt to create a nation? How did they attempt to create a single nationality known as "Americans"? (1783-1820)

Subtheme 1 offers a number of possible causes of the American Revolution. Depending on the level of sophistication of the students, you may suggest that such an event may well have more than one cause or set of causes. For example, many colonists reported that they joined the rebellion because they loved liberty and hated British tyranny (see Jefferson's list of despotic acts of George III in the "he has" clauses of the Declaration of Independence). And yet there is almost no question that the Frenchman who said that "the freest people in the world rebelled" was correct. American colonists were considerably freer than their British counterparts, enjoyed a higher standard of living than almost any other people in the world, and were the lowest taxed people in the colonies or the mother countries of Europe. So although Americans were sincere in their fears that their natural rights were being taken from them, in fact that was not the case.[5]

As for economic causes, it already has been noted that the colonists had a higher standard of living than their British counterparts and paid far fewer taxes than people living in Britain. And yet it is clear that numerous colonists reacted—and sometimes reacted violently—to the attempts by Parliament to levy taxes on the colonists. The colonists adopted the cry "no taxation without representation," which referred to the fact that the colonists were not represented in Parliament (except by virtual representation). But none other than Benjamin Franklin maintained that the colonists simply did not want to be taxed at all, either with representation or without it. Nevertheless, economic causes cannot be completely ruled out.

Looking back over the years, in 1818 John Adams wrote a letter to Baltimore editor Hezekiah Niles which dealt directly with the question at hand:

> But what do we mean by the American Revolution? Do we mean the American war? The Revolution was effected before the war commenced. The Revolution was in the Minds and Hearts of the People…. This radical change in the Principles, Opinions, Sentiments and Affections of the People was the real American Revolution….[6]

In one sense, Adams was expressing the opinion that the colonies, once mere children clinging to the eastern edge of a vast wilderness continent, by the mid-1700s had grown up, at least to adolescent states, and desired more home rule which Britain (with its New Imperial Policy) was unwilling to grant. And, as

[5] Bernard Bailyn, *The Ideological Origins of the American Revolution* (Cambridge, MA: Harvard University Press, 1967).

[6] See Daniel J. Boorstin, ed. *An American Primer* (New York, 1966), 248-49.

to growth, change, and maturation, see the demographic and economic statistics in Era 2 to appreciate how much the colonies had matured.

Thus the subtheme on causation is not as simple as it first appears. To repeat, depending on the maturity and sophistication of the students, introducing or suggesting a combination of causes would be more historically accurate.

Subtheme 2 similarly offers a variety of answers to the question of why the colonists actually won their independence. Some years ago a respected historian published an article with the rather startling title "England's Vietnam: The American Revolution."[7] As one can imagine, the piece raised a storm of controversy. And yet, the article raised some thoughtful reasons for why the British lost, including 1) they fought without allies, 2) the war was increasingly expensive, leading to increase opposition to the war at home, 3) the British at time or another held every American city, and yet they could not them all at once, 4) it was impossible for the British to tell friend from foe among the colonists, 5) the colonists carried on a decidedly unorthodox war, which made it difficult for the British to bring their power to bear, 6) there was division in the British government over whether to conquer the Americans or compromise and make peace with them and, as a result, they attempted to do both without succeeding in either, 7) the colonists did not have to win, but just remain in revolt until British will collapsed, 8) the American Tories were of no significant value to the British. And more.

In some ways **Subtheme 3** is the most interesting of all. For one thing, the creation of a nation goes far beyond writing the Articles of Confederation and trying to make America's first constitution work, the calling together of delegates in the summer of 1787 to draft a new Constitution,[8] the ratification of that document, and the addition of the Bill of Rights. At that point Americans then had to make their new government work (Benjamin Franklin once quipped that Americans were experts at destroying governments but had yet to prove that they could build one). That would come with the Washington administration's domestic and foreign policies (both the brainchild of Alexander Hamilton), the evolution of the first political party system, the Jeffersonian Era (1801-1824), the use of the federal courts under John Marshall to establish the superiority of the central government over those of the states, and the nationalism resulting from the War of 1812 … and especially the Battle of New Orleans.

More interesting, however, is the second part of the subtheme: the creation of Americans. This was done in part by the accomplishments noted above. But perhaps just as much came as a result of the successful attempt to create a sense of nationalism. At its founding, every nation in history has consciously attempted to create or increase the feeling of nationalism, in large part to shift people's allegiance from their religion, race, ethnic group, or area of loyalty to the nation itself. This is done through the celebration of patriotic holidays, the creation of national heroes and heroines, national symbols on coins and postage stamps, and nationalist songs and literature. It would take some years for this sense of nationalism to take hold, and most individuals would continue to harbor mixed or dual allegiances (such as to their nation and state or community or ethnic group), but by the end of the War of 1812 it could be said that American nationalism had been embraced by most of those free people who lived in the United States. Therefore, the dual theme of creation had been effected. As we shall see, however, issues that arose after 1815 seriously weakened that nationalist spirit, until by 1861 part of that nation transferred their loyalty from the United States to a new nation, the Confederate States of America.

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[7] Richard M. Ketchum, "England's Vietnam: The American Revolution," in *American Heritage* 22 (April 1971): 6-11, 81-83.

[8] Technically, the delegates were only authorized to amend the Articles of Confederation. But most of them quickly agreed that the Articles were too flawed to be fixed and that an entirely new document was needed. The major force behind the writing of the Constitution was James Madison. See Lance Banning, *The Sacred Fire of Liberty: James Madison and the Founding of the Federal Republic* (Ithaca, New York: Cornell University Press, 1995).

2. Documents

a.) Primary Documents

1. Declaration of Independence (1776)

The Declaration of Independence is a statement adopted by the Continental Congress on July 4, 1776, which announced that the thirteen American colonies then at war with Great Britain were now independent states, and thus no longer a part of the British Empire. Written primarily by Thomas Jefferson, the Declaration is a formal explanation of why Congress had voted on July 2 to declare independence from Great Britain, more than a year after the outbreak of the American Revolutionary War. The Declaration served notice that Americans no longer viewed themsleves as English, affirtmed that government originated in the consent of the governed, and upheld the right of the people to overthrow monarachical rule.

2. Articles of Confederation (1781)

The Continental Congress adopted the Articles of Confederation, the first constitution of the United States, on November 15, 1777. However, ratification of the Articles of Confederation by all thirteen states did not occur until March 1, 1781. The Articles created a loose confederation of sovereign states and a weak central government, leaving most of the power with the state governments. The need for a stronger Federal government soon became apparent and eventually led to the Constitutional Convention in 1787. The present United States Constitution replaced the Articles of Confederation on March 4, 1789.

3. Constitution of the United States (1787)

The members of the Constitutional Convention signed the United States Constitution on September 17, 1787 in Philadelphia, Pennsylvania. The Constitutional Convention convened in response to dissatisfaction with the Articles of Confederation and the need for a strong centralized government. After four months of secret debate and many compromises, the proposed Constitution was submitted to the states for approval. Although the vote was close in some states, the Constitution was eventually ratified and the new Federal government came into existence in 1789. The Constitution established the U.S. government as it exists today.

4. The Bill of Rights (1791)

In the United States, the Bill of Rights is the name by which the first ten amendments to the United States Constitution are known. They were introduced by James Madison to the First United States Congress in 1789 as a series of articles, and came into effect on December 15, 1791, when they had been ratified by three-fourths of the States. Thomas Jefferson was a proponent of the Bill of Rights.

5. President George Washington's "Farewell Address" (1796)

George Washington's "Farewell Address" announced that he would not seek a third term as president. Originally published in David C. Claypoole's *American Daily Advertiser* on September 19, 1796, Washington devoted much of the address to domestic issues of the time, warning against the rise of political parties and sectionalism as a threat to national unity. In the area of foreign affairs, Washington called for America "to steer clear of permanent alliances with any portion of the foreign world." Although the ideas expressed were Washington's, Alexander Hamilton wrote a large part of the address. James Madison drafted an earlier version of the address in 1792.

6. Thomas Jefferson's First Inaugural Address (1801)

Thomas Jefferson was inaugurated as the third president of the United States on March 4, 1801, after being elected in one of the nation's closest presidential contests. In this, his first inaugural address, Jefferson sought to reach out to his political opponents and heal the breach between Federalists and Republicans. Strongly criticized as a deist or even an atheist, Jefferson strongly stated his belief in the importance of religion in the address. He closed the speech listing the "freedom of religion" prominently among the constitutional freedoms.

7. *Marbury* v. *Madison* (1803)

Marbury v. *Madison* constitutes a landmark case in United States law. The United States Supreme Court's decision, issued by John Marshall, formed the basis for the exercise of judicial review according to Article III of the Constitution. The first Supreme Court decision to declare something "unconstitutional," *Marbury* v. *Madison* established the concept of judicial review in the U.S. (the idea that courts may oversee and nullify the actions of another branch of government). The decision defined the "checks and balances" of the American government.

8. *McCulloch* v. *Maryland* (1819)

Like *Marbury* v. *Madison, McCulloch* v. *Maryland*, was a landmark decision issued by John Marshall as Chief Justice of the Supreme Court of the United States. The state of Maryland had attempted to impede operation of a branch of the Second Bank of the United States by imposing a tax on all notes of banks not chartered in Maryland. The Court invoked the "Necessary and Proper Clause" in the Constitution, which allowed the Federal government to pass laws not expressly provided for in the Constitution's list of express powers as long as those laws are in useful furtherance of the express powers. This fundamental case established two key principles: The Constitution grants to Congress implied powers for implementing the Constitution's express powers, in order to create a functional national government and state action may not impede valid constitutional exercises of power by the Federal government.

b.) Other Documents

1. John Dickinson, "Letters from a Pennsylvania Farmer" (1768)

Opposed Townshend Acts. Using constitutional argument laced with political economy, Dickinson sought to persuade everyone who read his words, on either side of the Atlantic, of both the economic folly and the unconstitutionality of ignoring the rights of Englishmen living in the American Colonies. The letters first appeared in the newspapers over a period of ten weeks in late 1767 and early 1768.

2. Phillis Wheatley, *Poems on Various Subjects, Religious and Moral* (1773)

Born about 1753 in West Africa, some where along the River Niger, present day Nigeria, she was kidnapped in 1761 and taken to America on a slave ship called "Phillis" (from which she took her name). She was purchased in Boston by John Wheatley, a wealthy merchant. Wheatley and his wife Susanna instructed the young girl and encouraged her education, including study of Latin and history. Wheatley's book is today seen as helping create the genre of African American literature. She is honored as the first African American woman to publish a book and the first to make a living from her writing.

3. **Patrick Henry, "Give Me Liberty" speech (1774)**

"Give me Liberty, or give me Death!" is a famous quotation attributed to Patrick Henry from a speech he made to the Virginia Convention. It was given March 23, 1775, at St. John's Church in Richmond, Virginia, and is credited with having swung the balance in convincing the Virginia House of Burgesses to pass a resolution delivering the Virginia troops to the Revolutionary War. Reportedly, those in attendance, upon hearing the speech, shouted, "To arms! To arms!"

4. **Thomas Paine, *Common Sense* (1776)**

In relation to the population of the Colonies at that time, it had the largest sale and circulation of any pamphlet/book in American history. *Common Sense* presented the American colonists with a powerful argument for independence from British rule at a time when the question of independence was still undecided. Paine wrote and reasoned in a style that common people understood; forgoing the philosophy and Latin references used by Enlightenment era writers, Paine structured *Common Sense* like a sermon and relied on Biblical references to make his case to the people

5. **Noah Webster's *Spelling Book* (1783)**

Webster complained that the English language had been corrupted by the British aristocracy, which set its own standard for proper spelling and pronunciation. The appropriate standard for the American language, argued Webster, was that the people-at-large must control the language; popular sovereignty in government must be accompanied by popular usage in language. Webster's *Spelleing Book* was arranged so that it could be easily taught to students, and it progressed by age. From his own experiences as a teacher, Webster thought the *Speller* should be simple and gave an orderly presentation of words and the rules of spelling and pronunciation. He believed students learned most readily when he broke a complex problem into its component parts and had each pupil master one part before moving to the next.

6. **"Virginia Statute for Religious Freedom" (1786)**

The Virginia Statute for Religious Freedom is both a statement about freedom of conscience and the principle of separation of church and state. Written by Thomas Jefferson and passed by the Virginia General Assembly on January 16, 1786, the Statute is the forerunner of the first amendment protections for religious freedom.

7. **Alexander Hamilton, James Madison, and John Jay, *The Federalist Papers* (1788)**

The Federalist Papers are a series of 85 articles advocating the ratification of the United States Constitution. Seventy-seven of the essays were published serially in *The Independent Journal* and *The New York Packet* between October 1787 and August 1788 (See esp. #10 and #51).

8. **Kentucky Resolutions (1798-1799)**

The Kentucky Resolutions, written by Thomas Jefferson in opposition to the Alien and Sedition Acts, which had extended the powers of the federal government, were political statements in favor of states' rights and Strict Constructionism. They argued that the United States Constitution was a "compact" or agreement among the states. Therefore, the federal government had no right to exercise powers not specifically delegated to it and that if the federal government assumed such powers, acts under them would be void. So, states could decide the constitutionality of laws passed by Congress.

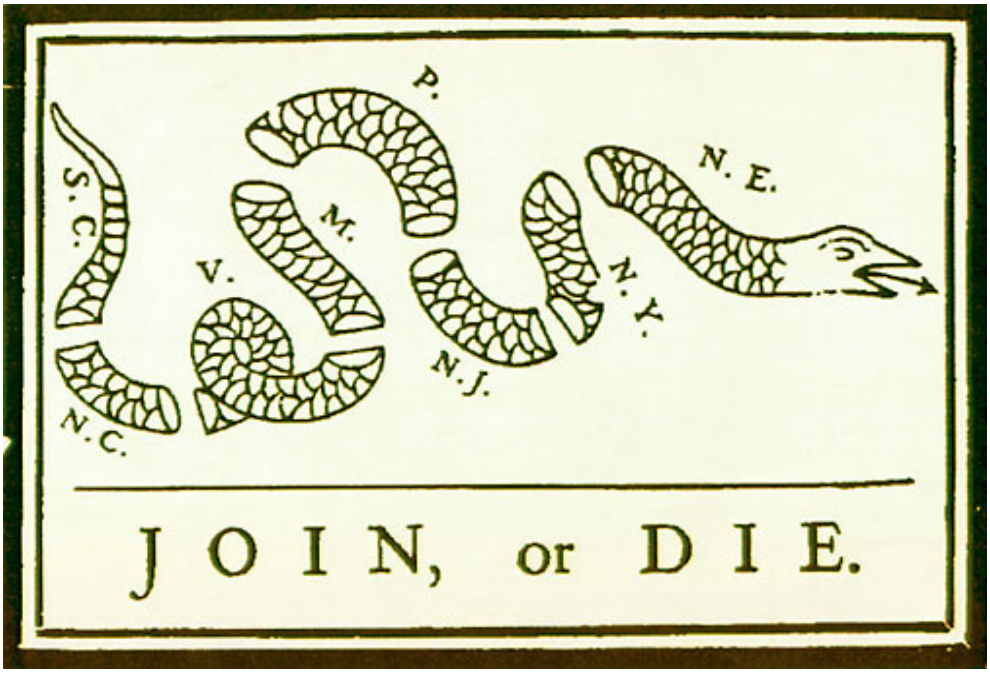
9. **Thomas Jefferson to John Holmes, April 22, 1820, concerning the Missouri Compromise.**

In his letter to John Holmes, Thomas Jefferson voiced the fears of many Americans that conflicting views of states' rights, slavery, westward expansion, and the powers of the federal government had brought the United States to the verge of civil war. Despite the Missouri Compromise of 1820, which allowed Missouri to enter the Union as a slave state, the intransigent nature of these explosive issues proved Jefferson to be prophetic: "This momentous question, like a fire bell in the night, awakened and filled one with terror, I considered it at once as the knell of the Union. It is hushed indeed for the moment. But this is a reprieve only, not a final sentence… we have the wolf by the ears, and we can neither hold him nor safely let him go."

c.) **Other Primary Sources**

1. **Newspapers.** The Hodges Library at the University of Tennessee has a magnificent collection of early American newspapers that are available online, see www.utk.edu as well as www.earlyamerica.com.

2. **Cartoons.** See the 1754 "Join or Die" cartoon, published by Benjamin Franklin.



3. **Broadsides.** We would call them "posters" but early American broadsides were posted in inns, taverns, etc. on a multiplicity of subjects (see the sample on Philadelphia burials and baptisms for 1793, the year of the disastrous yellow fever epidemic).

MORTALITY.

—EACH MOMENT has its ſickle, emulous
Of TIME's enormous ſcythe, whoſe ample ſweep,
Strikes empires from the root; each MOMENT plays

His little weapon in the narrower ſphere
Of ſweet DOMESTIC comfort, and cuts down
The faireſt bloom of ſublunary life.

An Account of the BAPTISMS AND BURIALS in the United Churches of Chriſt Church and St. Peter's, by Matthew Whitehead and John Ormrod, Clerks; and Joſeph Dolby, Sexton.

Alſo---An abſtract of the Baptiſms and Burials of the various Congregations of the City and Suburbs of Philadelphia. From December 25, 1792, to December 25, 1793.

BAPTISMS, Males,	74	BURIALS, Males,	228
Females,	65	Females,	170
	139		398

Difference of Baptiſms and Burials in Chriſt Church and St. Peter's between this year and laſt,

Baptiſms decreaſed 41 Burials increaſed, 373

Buried under one year,	23	From forty to fifty	37
From one to three	31	to ſixty	31
to five	19	to ſeventy	19
to ten	26	to eighty	18
to twenty	42	to ninety	7
to thirty	81	to a hundred	1
to forty	63	to a hundred and five	1

The Diſeaſes and Caſualties in Chriſt Church and St. Peter's, this year.

Apoplexy,	1	Gravel	2
Aſthma,	1	Hooping Cough	5
Bilious Fever	3	Hives	5
Cholic	1	Mortification	3
Cancer,	2	Nervous Fever	5
Child-bed,	3	Old Age	3
Conſumption	12	Purging and Vomiting	9
Dry Gripes	1	Palſey	7
Dropſy	9	Small-pox	16
Decay	44	Suddenly	4
Fits	17	Teeth and Worms	10
Fever	7	Worms	6
Flux	6	Yellow Fever	214
Gout	2		

ST. PAUL's CHURCH.

Baptiſms 143 Decreaſed 2 Burials 94 Increaſed 54

ROMAN CATHOLIC CHURCHES.

ST. MARY's, Baptiſms	335	Decreaſed	13
Burials	370	Increaſed	228
HOLY TRINITY, Baptiſms	53	Increaſed	6
Burials	53	Increaſed	40

BAPTISMS INCREASED or DECREASED.

Swedes	42	Decreaſed	10
German Lutherans	506	Increaſed	66
Ditto Reformed	200	Decreaſed	1
Firſt Preſbyterians	45	Ditto	9
Second Do.	50	Ditto	26
Third Do.	60	Ditto	5
Scotch Do.			
The Aſſociate Church	6	Decreaſed	2
Moravians	1	Ditto	6
Methodiſts	50	Ditto	30
Jews, or Hebrew Church	4		

BURIALS INCREASED or DECREASED.

Swedes	96	Increaſed	64
German Lutherans	802	Ditto	617
Ditto Reformed	224	Ditto	151
The Friends	482	Ditto	343
Firſt Preſbyterians	95	Ditto	58
Second Do.	147	Ditto	86
Third Do.	152	Ditto	109
Scotch Do.	31	Ditto	23
The Aſſociate Church	15	Ditto	9
Moravians	18	Ditto	16
Society of Free Quakers	43	Ditto	28
Methodiſts	50	Ditto	20
Baptiſts	87	Ditto	55
Jews, or Hebrew Church	4	Ditto	2

BURIALS in the STRANGER's GROUND.

Whites	1639	Increaſed	504
Blacks	305	Ditto	238

BAPTISMS this Year,	1634	Decreaſed	131
BURIALS Ditto,	5304	Increaſed	3939

BURIALS in the GRAVE-YARDS, ſince the FIRST of AUGUST.

Chriſt Church and St. Peter's	229	Roman Catholics—St. Mary's	278
St. Paul's	77	Ditto Holy Trinity	30
Swedes	79	The Aſſociate Church	18
German Lutherans	658	Moravians	15
Ditto Reformed	265	Society of Free Quakers	50
The Friends	385	Methodiſts	35
Firſt Preſbyterians	76	Baptiſts	72
Second Do.	129	Kenſington,	178
Third Do.	112	Jews or Hebrew Church	4
Scotch Do.	18	Stranger's Ground	1426

TOTAL ſince Auguſt 5019

Printed by William W. Woodward, at Franklin's Head, No. 41, Chefnut-ſtreet

HOW many precious ſouls are fled
To the vaſt regions of the dead!
Since to this day the changing ſun
Through his laſt yearly period run.

We yet ſurvive; but who can ſay?
That through this year, or month, or day,
"I ſhall retain this vital breath,
"Thus far, at leaſt, in league with death."

That breath is thine, eternal God;
Tis thine to fix my ſoul's abode;
It holds its life from thee alone
On earth, or in the world unknown.

To thee our ſpirits we reſign,
Make them and own them ſtill as thine;
So ſhall they live ſecure from fear,
Though death ſhould blaſt the riſing year.

Thy children, panting to be gone,
May bid the tide of time roll on,
To land them on that happy ſhore,
Where years and death are known no more

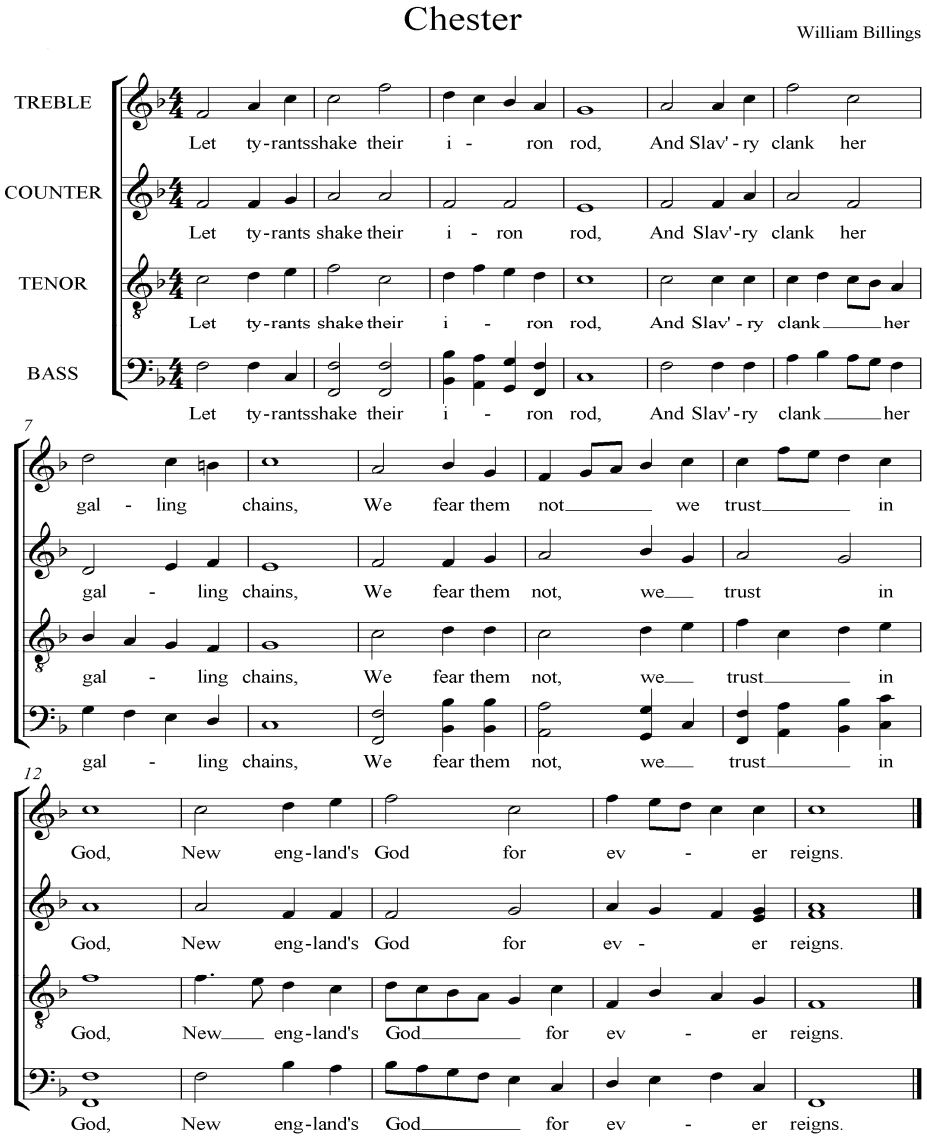
No more fatigue, no more diſtreſs,
Nor ſin, nor hell ſhall reach that place;
No groans to mingle with the ſongs,
Reſounding from immortal tongues:

No more alarms from ghaſtly foes;
No cares to break the long repoſe;
No midnight ſhade, no clouded ſun,
But ſacred high eternal noon.

O, long expected year! begin:
Dawn on this world of woe and ſin;
Fain would we leave this weary road,
To ſleep in death, and reſt with God.

4. **Engravings.** See Paul Revere's (possibly plagiarized) engraving of the Boston Massacre (1770). Encourage students to spot the historical inaccuracies in this artful piece of propaganda.

5. **Music.** See the sample of William Billings' hymn "Chester," a combination of religion and politics and next to "Yankee Doodle" the most popular song sung by American soldiers in the Revolutionary War. See also "Yankee Doodle" and "The Star Spangled Banner."



"Yankee Doodle"
Tradition has it that Yankee Doodle had its origins in the French and Indian War when New England troops joined Braddock's forces at Niagara. In contrast to the spit and polish of the British army, the colonials were a motley crew, some wearing buckskins and furs. Dr. Richard Schuckburg, a British Army surgeon reportedly wrote the tune ridiculing the Americans in the early 1750s. Some scholars believe it is a variant of the nursery rhyme Lucy Locket.

Despite the fact it began as ridicule, the colonials took the song for their own. Countless versions and parodies evolved, many of which made fun of their officers, including George Washington. These verses are included at the end of the tune. When Cornwallis surrendered at Yorktown it is

said while the British played “The World Turned Upside Down”, the Americans played “Yankee Doodle”.There are said to be as many as 190 verses of Yankee Doodle.

Father and I went down to camp
Along with Captain Gooding
And there we saw the men and boys
As thick as hasty pudding.

Chorus
Yankee doodle, keep it up
Yankee doodle dandy
Mind the music and the step
And with the girls be handy.

There was Captain Washington
Upon a slapping stallion
A-giving orders to his men
I guess there was a million.

Chorus

And then the feathers on his hat
They looked so' tarnal fin-a
I wanted pockily to get
To give to my Jemima.

Chorus

And then we saw a swamping gun
Large as a log of maple
Upon a deuced little cart
A load for father's cattle.

Chorus

And every time they shoot it off
It takes a horn of powder
It makes a noise like father's gun
Only a nation louder.

Chorus

I went as nigh to one myself
As' Siah's underpinning
And father went as nigh agin
I thought the deuce was in him.
We saw a little barrel, too
The heads were made of leather
They knocked upon it with little clubs
And called the folks together.

Chorus

And there they'd fife away like fun
And play on cornstalk fiddles
And some had ribbons red as blood
All bound around their middles.
The troopers, too, would gallop up
And fire right in our faces
It scared me almost to death
To see them run such races.

Chorus

Uncle Sam came there to change
Some pancakes and some onions
For' lasses cake to carry home
To give his wife and young ones.

Chorus

But I can't tell half I see
They kept up such a smother
So I took my hat off, made a bow
And scampered home to mother.

Chorus

Cousin Simon grew so bold
I thought he would have cocked it
It scared me so I streaked it off
And hung by father's pocket.

Chorus

And there I saw a pumpkin shell
As big as mother's basin
And every time they touched it off
They scampered like the nation.

Other Verses:

And there was Captain Washington,
With gentlefolks about him,
They say he's gown so 'tarnal proud
He will not ride without them.

Chorus

There came Gen'ral Washington
Upon a snow-white charger

He looked as big as all outdoors
And thought that he was larger.

Chorus

"Star Spangled Banner"
Francis Scott Key, 1814
While aboard an English ship trying to secure the release of a friend, Francis Scott Key witnessed the bombardment of Fort McHenry. When the bombardment was over, the American flag was still flying. He wrote a poem The Defense of Fort McHenry, which was first printed anonymously on a broadside in 1814. On September 20 it was published in The Baltimore Patriot. Key's brother-in-law suggested he set the words to the tune To Anacreon in Heaven. When the sheet music was published in 1815, the name was changed to The Star Spangled Banner. The song was first adopted by the army and navy as the national anthem. It was officially recognized as the American National Anthem in 1931 by an act of Congress.

Oh, say, can you see, by the dawn's early light,
What so proudly we hail'd at the twilight's last gleaming?
Whose broad stripes and bright stars, thro' the perilous fight,
O'er the ramparts we watch'd, were so gallantly streaming?
And the rockets' red glare, the bombs bursting in air,
Gave proof thro' the night that our flag was still there.
O say, does that star-spangled banner yet wave
O'er the land of the free and the home of the brave?

On the shore dimly seen thro' the mists of the deep,
Where the foe's haughty host in dread silence reposes,
What is that which the breeze, o'er the towering steep,
As it fitfully blows, half conceals, half discloses?
Now it catches the gleam of the morning's first beam,
In full glory reflected, now shines on the stream:
'Tis the star-spangled banner: O, long may it wave
O'er the land of the free and the home of the brave!

And where is that band who so vauntingly swore
That the havoc of war and the battle's confusion
A home and a country should leave us no more?
Their blood has wash'd out their foul footsteps' pollution.
No refuge could save the hireling and slave
From the terror of flight or the gloom of the grave:
And the star-spangled banner in triumph doth wave
O'er the land of the free and the home of the brave.

O, thus be it ever when freemen shall stand,
Between their lov'd homes and the war's desolation;
Blest with vict'ry and peace, may the heav'n-rescued land
Praise the Pow'r that hath made and preserv'd us as a nation!
Then conquer we must, when our cause is just,
And this be our motto: "In God is our trust"

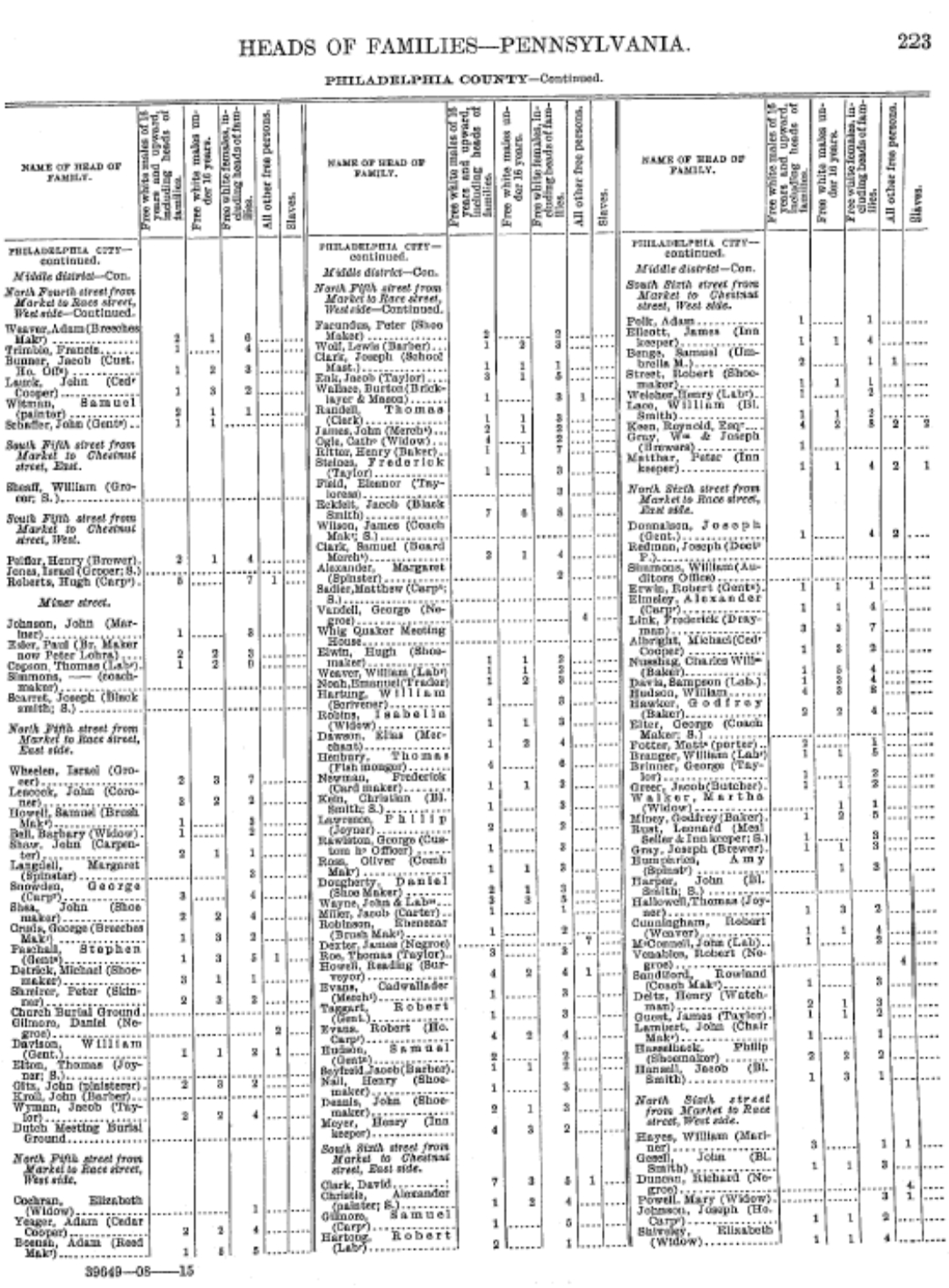
And the star-spangled banner in triumph shall wave
O'er the land of the free and the home of the brave!

6. **Great Seal of the United States** (adopted by Congress in 1782). Note "E Pluribus Unum" (Out of Many, One).

7. **Flags.** Prior to the adoption of the present design in 1777 (nicknamed "Old Glory" in 1824 by sea captain William Driver), the new nation had several flags. The story that Philadelphian Betsy Ross made the first stars and stripes flag in 1776 has generally been labeled a myth by historians. Francis Hopkinson claimed to have designed the first stars and stripes flag, an assertion that was accepted by respected historian Dumas Malone.

Betsy Ross Flag

8. **First Federal Census (1790).** Copy of the complete census can be accessed at the University of Virginia's Fisher Library's Historical Census Browser at http://fisher.lib.virginia.edu/collections/stats/histcensus/ and at the McClung Historical Collection at the East Tennessee History Center.



HEADS OF FAMILIES—PENNSYLVANIA. 223

PHILADELPHIA COUNTY—Continued.

NAME OF HEAD OF FAMILY.	Free white males of 16 years and upward, including heads of families.	Free white males under 16 years.	Free white females, including heads of families.	All other free persons.	Slaves.
PHILADELPHIA CITY—continued.					
Middle district—Con.					
North Fourth street from Market to Race street, West side—Continued.					
Weaver, Adam (Breeches Mak')	2	1	6		
Trimble, Francis	1		4		
Bunner, Jacob (Cust. Ho. Offr)	1	2	3		
Lauck, John (Cedr Cooper)	1	3	2		
Wiseman, Samuel (painter)	2	1	1		
Scheffer, John (Gent')	1	1			
South Fifth street from Market to Chestnut street, East.					
Sheaff, William (Grocer; S.)					
South Fifth street from Market to Chestnut street, West.					
Puffler, Henry (Brewer)	2	1	4		
Jones, Israel (Grocer; S.)					
Roberts, Hugh (Carp')	5		7	1	
Miner street.					
Johnson, John (Mariner)	1		3		
Eder, Paul (Br. Maker now Peter Lohra)	2				
Capson, Thomas (Lab')	1	2	0		
Simmons, —— (coachmaker)					
Scarret, Joseph (Black smith; S.)					
North Fifth street from Market to Race street, East side.					
Wheelen, Israel (Grocer)	2	3	7		
Lencock, John (Coroner)	3	2	2		
Howell, Samuel (Brush Mak')	1		3		
Bell, Bagbery (Widow)	1		3		
Shaw, John (Carpenter)	2	1	1		
Langdell, Margaret (Spinstar)			2		
Snowden, George (Carp')	3		4		
Shea, John (Shoemaker)	2	2	4		
Cruds, George (Breeches Mak')	1	3	2		
Paschall, Stephen (Gent')	1	3	5	1	
Detrick, Michael (Shoemaker)	3	1	1		
Shreiner, Peter (Skinner)	2	3	3		
Church Burial Ground					
Gilmore, Daniel (Negroe)				2	
Dartson, William (Gent.)	1	1	2	1	
Elton, Thomas (Joyner; S.)					
Otts, John (minister)	2	3	2		
Kroll, John (Barber)					
Wymun, Jacob (Taylor)	2	2	4		
Dutch Meeting Burial Ground					
North Fifth street from Market to Race street, West side.					
Cochran, Elizabeth (Widow)				1	
Yeager, Adam (Cedar Cooper)	2	2	4		
Boenis, Adam (Reed Mak')	1	5	5		

NAME OF HEAD OF FAMILY.	Free white males of 16 years and upward, including heads of families.	Free white males under 16 years.	Free white females, including heads of families.	All other free persons.	Slaves.
PHILADELPHIA CITY—continued.					
Middle district—Con.					
North Fifth street from Market to Race street, West side—Continued.					
Facundus, Peter (Shoe Maker)	2				
Wolf, Lewis (Barber)	1	2			
Clark, Joseph (School Mast.)	1	1	1		
Enk, Jacob (Taylor)	3	1	5		
Wallace, Burton (Bricklayer & Mason)	1		3	1	
Randall, Thomas (Clerk)	1	1			
James, John (Merch')	2	1	3		
Ogle, Cathe (Widow)	4		3		
Ritton, Henry (Baker)	1	1	7		
Steiner, Frederick (Taylor)	1		3		
Field, Eleanor (Tayloress)			3		
Eckhalt, Jacob (Black Smith)	7	5	5		
Wilson, James (Coach Mak'; S.)					
Clark, Samuel (Board Merch')	2	1	4		
Alexander, Margaret (Spinster)			2		
Sadler, Matthew (Carp'; S.)					
Vandell, George (Negroe)				4	
Whig Quaker Meeting House					
Erwin, Hugh (Shoemaker)	1	1	3		
Weaver, William (Baker)	1	1	3		
Noah, Emanuel (Tinker)	1	2	3		
Hartung, William (Scrivener)	1		3		
Robins, Isabella (Widow)	1	1	3		
Dawson, Silas (Merchant)	1	2	4		
Henbury, Thomas (Fish monger)	4		6		
Newman, Frederick (Card maker)	1	1	3		
Kein, Christian (Bl. Smith; S.)	1		3		
Lawrence, Philip (Joyner)	2		3		
Rawliston, George (Custom ho Officer)	1		3		
Ross, Oliver (Comb Mak')	1	1	3		
Dougherty, Daniel (Shoe Maker)	3	1	3		
Wayne, John & Lab'.	3	3	3		
Miller, Jacob (Carter)	1		1		
Robinson, Ebenezar (Brush Mak')	1		2		
Dexter, James (Negroe)				7	
Roe, Thomas (Taylor)	3		3		
Howell, Reading (Surveyor)	4	2	4	1	
Evans, Cadwallader (Merch')	1		3		
Taggart, Robert (Gent.)	1		3		
Evans, Robert (Ho. Carp')	4	2	4		
Hudson, Samuel (Gent')	2		3		
Seyfried, Jacob (Barber)	1	1	3		
Nail, Henry (Shoemaker)	1		3		
Dennis, John (Shoemaker)	2	1	3		
Meyer, Henry (Inn keeper)	4	3	2		
South Sixth street from Market to Chestnut street, East side.					
Clark, David	7	3	5	1	
Christie, Alexander (painter; S.)	1	2	4		
Gilmore, Samuel (Carp')	1		5		
Hartong, Robert (Lab')	2		1		

NAME OF HEAD OF FAMILY.	Free white males of 16 years and upward, including heads of families.	Free white males under 16 years.	Free white females, including heads of families.	All other free persons.	Slaves.
PHILADELPHIA CITY—continued.					
Middle district—Con.					
South Sixth street from Market to Chestnut street, West side.					
Polk, Adam	1		1		
Elliott, James (Inn keeper)	1	1	4		
Bangs, Samuel (Umbrella M.)	2		1	1	
Street, Robert (Shoemaker)	1	1	1		
Weicher, Henry (Lab').	1		2		
Lace, William (Bl. Smith)	1	1			
Keen, Reynold, Esq'	4	2	3	2	2
Gray, W'm & Joseph (Brewers)	1				
Matthar, Peter (Inn keeper)	1	1	4	2	1
North Sixth street from Market to Race street, East side.					
Donnalson, Joseph (Gent.)	1		4	2	
Redmon, Joseph (Doctr P.)					
Simmons, William (Auditors Office)					
Erwin, Robert (Gent')	1	1	1		
Elmsley, Alexander (Carp')	1	1	4		
Link, Frederick (Draymen)	3	3	7		
Albright, Michael (Cedr Cooper)	1	3	3		
Nuesbig, Charles Will' (Baker)	1	3	4		
Davis, Sampson (Lab.)	1	3	4		
Hudson, William	4	3	5		
Hawker, Godfrey (Baker)	2	2	4		
Eliot, George (Coach Maker; S.)					
Potter, Matt' (porter)	2		1		
Branger, William (Lab')	1	1	5		
Brinner, George (Taylor)	1		2		
Greer, Jacob (Butcher)	1	1	2		
Walker, Martha (Widow)		1	1		
Miney, Godfrey (Baker)	1	2	5		
Rust, Leonard (Meal Seller & Inn keeper; S.)	1		2		
Gray, Joseph (Brewer)	1	1	3		
Burncross, Amy (Spinstr)			1	3	
Harper, John (Bl. Smith; S.)					
Hallowell, Thomas (Joyner)	1	3	2		
Cunningham, Robert (Weaver)	1	1	4		
McConnell, John (Lab.)	1		3		
Venables, Robert (Negroe)				4	
Sandiford, Rowland (Coach Mak')	1		3		
Delts, Henry (Watchmak')	2	1	3		
Guest, James (Taylor)	1	1	2		
Lambert, John (Chair Mak')	1		1		
Hasselback, Philip (Shoemaker)	2	2	2		
Hansel, Jacob (Bl. Smith)	1	3	1		
North Sixth street from Market to Race street, West side.					
Hayes, William (Mariner)	3		1	1	
Gosell, John (Bl. Smith)	1	1	3		
Dunow, Richard (Negroe)				4	
Powell, Mary (Widow)			3	1	
Johnson, Joseph (Ho. Carp')	1	1	2		
Bulwsky, Elisabeth (Widow)	1	1	4		

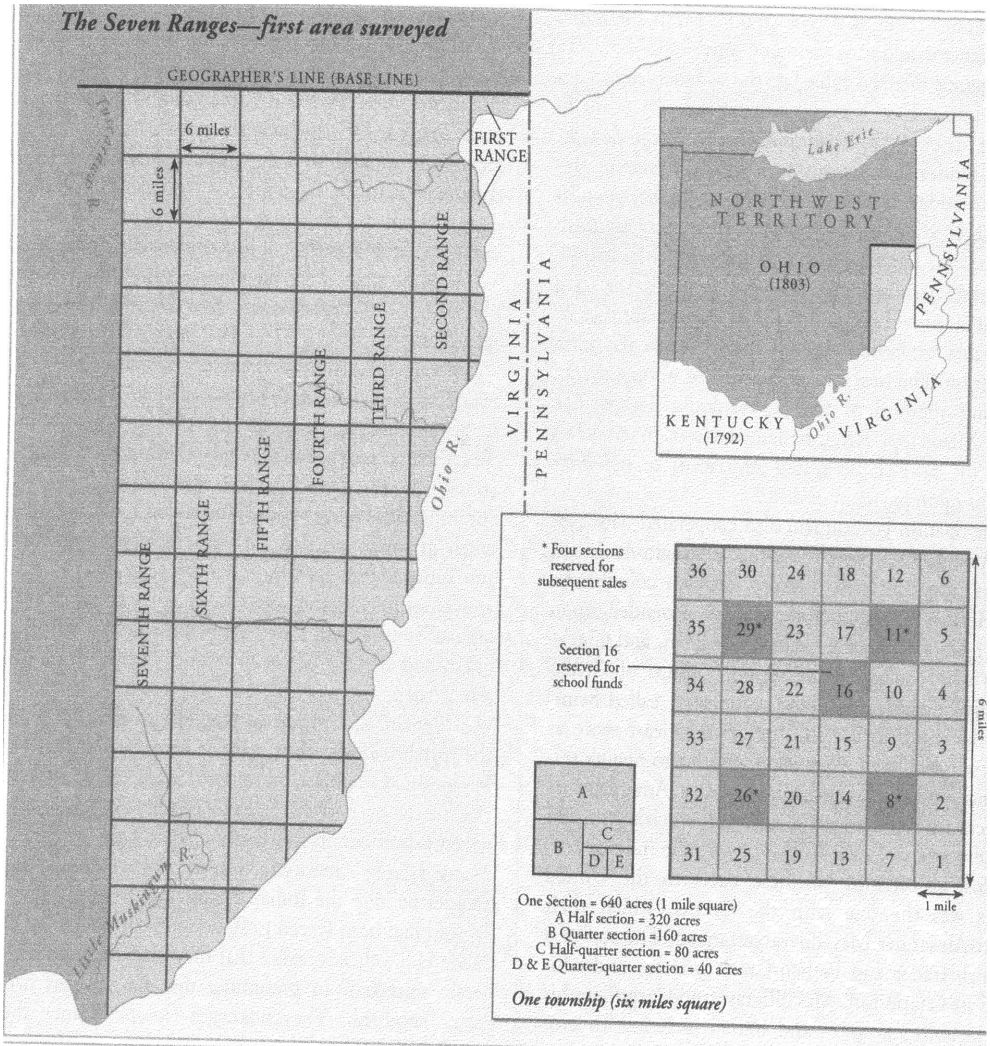
39649—08——15

9. **Maps.** A sample might include:
—western land cessions, 1782-1802

WESTERN LAND CLAIMS, 1782–1802 The Confederation's settlement of conflicting western land claims was an achievement essential to the consolidation of political union. Some states asserted that their original charters extended their western borders to the Mississippi River. A few states, like Virginia, claimed western borders on the Pacific Ocean.

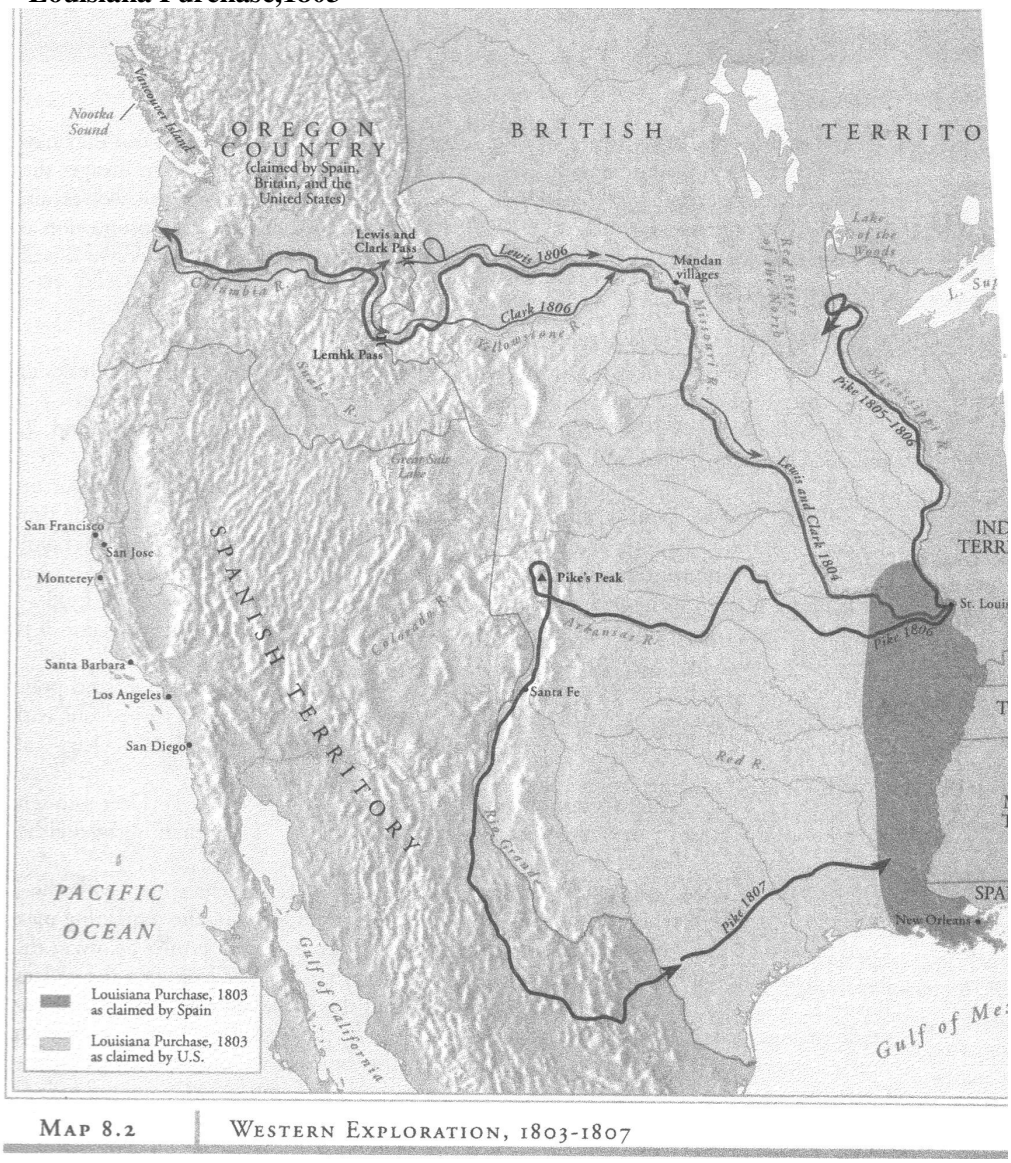
—Land Ordinance, 1785

The Land Ordinance of 1785 laid the foundations of land policy in the United States of America until passage of the Homestead Act in 1862. Land was to be systematically surveyed into square townships, six miles on a side. Each of these townships were sub-divided into thirty-six sections of one square mile or 640 acres. These sections could then be further subdivided for sale to settlers and land speculators. The ordinance was also significant for establishing a mechanism for funding public education. Section 16 in each township was reserved for the maintenance of public schools. Many schools today are still located in section 16 of their respective townships, although a great many of the school sections were sold to raise money for public education. In theory, the federal government also reserved sections 8, 11, 26 and 29 to compensate veterans of the Revolutionary War, but examination of property abstracts in Ohio indicates that this was not uniformly practiced.



MAP 6.2 | LAND ORDINANCE OF 1785

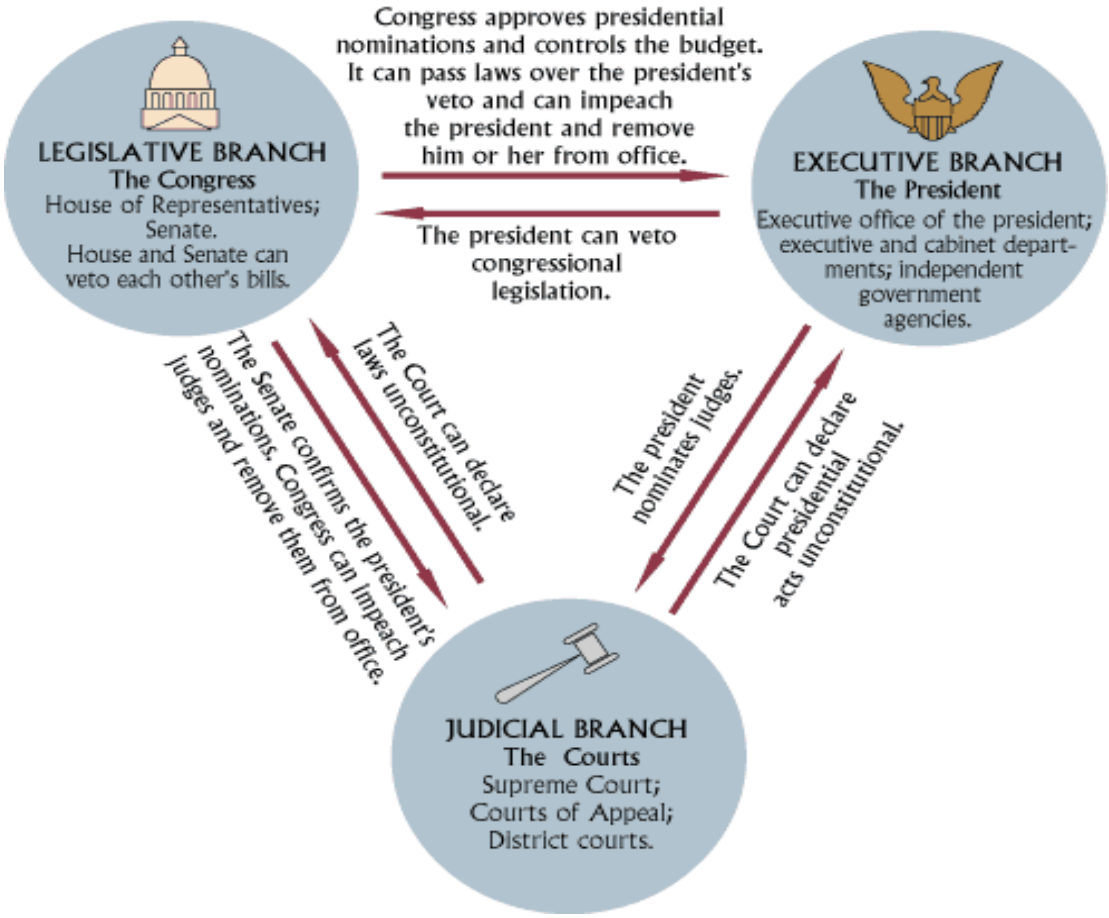
—Louisiana Purchase,1803



MAP 8.2 | WESTERN EXPLORATION, 1803-1807

10. **Art.** A sample might include: **[See CD Era 3 "ART" File for images]**
    —"Benjamin Franklin Drawing Electricity from the Sky," by Benjamin West (1805)
    —"The Battle of Bunker Hill," by John Trumbull (1786)
    —"Deborah Sampson," by Joseph Stone (1797)
    —"The Declaration of Independence," by John Trumbull (1817, commissioned; 1819, purchased)
    —"The Surrender of Lord Cornwallis," by John Trumbull
    —"Preliminary Peace Negotiations with Great Britain," by Benjamin West. Left to right: John Jay, John Adams, Benjamin Franklin, William Temple Franklin (Franklin's grandson who served as the commission's secretary), and Henry Laurens.

11. **Chart.** The 3 branches of government and departments (Treasury, State, War, Attorney-General)



England's Principal Mainland Colonies

Name	*Original Purpose*	*Date of Founding*	*Principal Founder*	*Major Export*	*Est. Population c. 1700*
Virginia	Commercial venture	1607	Capt. John Smith	Tobacco	64,560
New York (New Amsterdam)	Commercial venture	1613 (Made English colony, 1691)	Peter Stuyvesant, Duke of York	Furs, grain	19,107
Plymouth	Refuge for English Separatists	1620 (Absorbed by Massachusetts1691)	William Bradford	Grain	Included with Massachusetts
New Hampshire	Commercial Venture	1623	John Mason	Wood, naval stores	4,958

Massachusetts	Refuge for English Puritans	1628	John Winthrop	Grain, wood	55,941
Maryland	Refuge for English Catholics	1634	Lord Baltimore (George Calvert)	Tobacco	34,100
Connecticut	Expansion of Massachusetts	1635	Thomas Hooker	Grain	25,970
Rhode Island	Refuge for dissenters from Massachusetts	1636	Roger Williams	Grain	5,894
Delaware (New Sweden)	Commercial venture	1638 (Included in Penn grant 1681; given separate assembly, 1703)	Peter Minuit	Grain	2,470
North Carolina	Commercial venture	1663	Anthony Ashley Cooper	Wood, naval stores, tobacco	10,720
South Carolina	Commercial venture	1663	Anthony Ashley Cooper	Naval stores, rice	5,720
New Jersey	Consolidation of New English territory, Quaker settlement	1664	Sir George Cartaret	Grain	14,010
Pennsylvania	Refuge for English Quakers	1681	William Penn	Grain	18,950
Georgia	Discourage Spanish expansion, charity	1733	James Oglethorpe	Silk, rice, wood, naval stores	5,200 (in 1750)

3. People

Thomas Jefferson (1743-1826) Jefferson served as the United States's third President (1801–1809), Secretary of State (1789-1793), and Vice President (1796-1801), was the principal author of the Declaration of Independence (1776), and is heralded as one of the most influential Founding Fathers for his promotion of the ideals of republicanism in the United States. Major events during his presidency include the Louisiana Purchase from the French for 15 million dollars (1803) and the Lewis and Clark Expedition (1804–1806). Jefferson idealized the independent yeoman farmer as exemplar of republican virtues, distrusted cities and financiers, and favored states' rights and a strictly limited federal government. Jefferson supported the

separation of church and state and was the author of the Virginia Statute for Religious Freedom (1779, 1786).

Alexander Hamilton (1755-1804) Hamilton served under General George Washington as a Lieutenant Colonel in the Continental Army, and was appointed as a delegate to the Constitutional Convention in 1787 and Secretary of the Treasury during Washington's two presidential administrations. Hamilton was instrumental in organizing the Treasury Department, chartering the first Bank of the United States in 1791, and instituting the Excise Tax, which led to the Whiskey Rebellion. Hamilton is also noted as a co-writer, along with James Madison and John Jay, of the *Federalist Papers*, which not only supported ratification of the Constitution but also serves as a primary source for constitutional interpretation.

George Washington (1732-1799) Washington was the commander of the Continental Army in the American Revolutionary War (1775–1783) and served as both president of the Constitutional Convention of 1787 and the first President of the United States (1789–1797). For his central role in the formation of the United States, he is often referred to as the father of his country. Washington is best remembered as "Father of Our Country".

Thomas Paine (1737-1809) Author, pamphleteer, radical, inventor, intellectual, revolutionary, and regarded as one of the Founding Fathers of the United States, Paine's widely-read pamphlet *Common Sense* (1776), which presented the American colonists with a powerful argument for independence from British rule at a time when the question of independence was still undecided, lit the fuse on the debate over American independence.

Patrick Henry (1736-1799) Henry served as both a colonial representative to the Virginia House of Burgesses (1765-1776) and the first post-colonial Governor of Virginia from 1776 to 1779. A prominent figure in the American Revolution, Henry is known and remembered for his "Give me Liberty, or give me Death!" speech, which convinved the House of Burgesses to send troops to fight in the Revolutionary War, and as one of the nation's leading Founding Fathers. Along with Samuel Adams and Thomas Paine, he is remembered as one of the most influential (and radical) advocates of the American Revolution and republicanism, especially in his denunciations of corruption in government officials and his defense of historic rights. Henry refused to attend the Constitutional Convention because, according to Henry, "he smelt a rat in Philadelphia." Following the convention, Henry was noted as a leading Antifederalist for his opposition the ratification.

Nancy Ward (c. 1738-1822) Nancy Ward was born in the village of Chota in Monroe County, Tennessee. Legend says that she was the niece of Attakulla-Kulla, a Cherokee chief. She became a "Beloved Woman of the Cherokee" after a battle with the Creeks, which resulted in the death of her first husband, Kingfisher. In 1776, she warned the Watauga settlers that the Cherokees were planning an attack. She is credited with saving the life of Mrs. William Bean. In the mid-1750s she married Bryant Ward, an English fur trader, and was given the English name Nancy Ward.

William Blount (1749-1800) William Blount served as delegate for North Carolina to the Constitutional Convention of 1787. President George Washington appointed Blount as Governor of the Southwest Territory in 1790, a position he held until Tennessee statehood in 1796. During his term as Territorial Governor, he was also in charge of Indian Affairs, and he negotiated the Treaty of the Holston with the Cherokees. Blount served as president of the Tennessee Constitutional Convention of 1796. He was elected by the Tennessee General Assembly to the United States Senate in 1796, but was expelled in 1797 on charges of "a high misdemeanor". He then served in the Tennessee State Senate, representing Knox County until 1799.

John Sevier (1745-1815) Pioneer, soldier, statesman and a founder of the Republic, Sevier was Tennessee's first governor and one of its most illustrious citizens. Married and on his own at age sixteen, he was in the vanguard of frontier life and accomplishment from his late teenage years until his death. First and only governor of the aborted State of Franklin, six-term governor of Tennessee, and congressman for four terms from the eastern district, he was also a soldier of no mean accomplishment, having risen to the rank of general in the North Carolina militia. Sevier's role in the colonists' decisive victory against the British at the Battle of King's Mountain (1780) turned the British from the West and pushed Sevier forward as the foremost figure among the Tennessee region's people. The victory also exerted a significant influence upon his future political career.

William Bean (1721-1782) William Bean built a homestead on the Watauga River in 1769. A year later more than 1,000 settlers had joined the Bean family to form the Watauga Association. He established another settlement, Bean's Station in 1776. These settlements would become the foundation of the State of Franklin.

Daniel Boone (1734-1820) Probably the best-known American pioneer, longhunter, and folk hero, the following quote is attributed to Boone: "I have never been lost, but I will admit to being confused for several weeks." Boone passed through Cumberland Gap and established the Wilderness Road, which led to the settlement of the Southwest Territory. He built a settlement in what would become Kentucky called Fort Boonesborough. He negotiated treaties with natives to allow settlement.

James Madison (1751-1836) Madison served as the fourth President of the United States (1809–1817). However, Madison is best remembered for his role as the principal author of the United States Constitution, which has earned him the title of the "Father of the Constitution." During the ratification debate, Madison, along with Alexander Hamilton and John Jay, authored the *Federalist Papers*, the most influential commentary on the Constitution. Madison was a leader in the 1st United States Congress, authored many laws, and was responsible for the first ten amendments to the Constitution, also known as the "Father of the Bill of Rights". As a political theorist, Madison's most distinctive belief was that the new republic needed checks and balances to protect individual rights from the tyranny of the majority.

John Marshall (1755-1835) As Chief Justice of the United States Supreme Court from 1801 until his death in 1835, Marshall established the Judicial Branch as the principal interpreter of the Constitution. This idea, the doctrine of judicial review of legislative and executive decisions, was first expounded upon in *Marbury* v. *Madison* (1803). Significant subsequent decisions issued by the Marshall Court, such as *McCulloch* v. *Maryland*, firmly established the federal government's authority over state governments.

Benjamin Franklin (1706-1790) Franklin was an influential author, printer, satirist, political theorist, politician, scientist, inventor, civic activist, statesman, and diplomat, and the most widely recognized and perhaps popular American of his time both at home and certainly abroad. As a diplomat during the American Revolution, he secured the French alliance that helped to make independence of the United States possible. He was the author of *Poor Richard's Alamanack*, an annual mixture of seasonal weather forecasts, practical household hints, puzzles, and other amusements.

Samuel Adams (1722-1803) Adams was the most effective propagandist of the colonists in Boston and a leader of the opposition to Great Britain prior to the American Revolution. After the Revolution he served as Governor of Massachusetts from 1793-1797.

John Adams (1735-1826) Adams was a prominent leader of the opposition to Britain and a leader throughout the American Revolution and the early American Republic. Adams served as the first Vice President (1789-1797) and the second President of the United States (1797-1801).

Henry Knox (1750-1806) Knox was a Boston bookseller who became an officer in the American Revolution and a close friend of and adviser to George Washington. As colonel of artillery, he brought the guns captured at Fort Ticonderoga to Boston to use in the American siege of that town. He was the United States' first Secretary of War and was the founder of the Society of the Cincinnati, an association of Revolutionary War officers. Knoxville, Tennessee was named in honor of him.

Aaron Burr (1756-1836) Burr was a Revolutionary War soldier, an attorney, a political leader in New York, and Vice President of the United States during Thomas Jefferson's first administration. In 1804, Burr killed Alexander Hamilton in a duel, which brought an end to his political career. He went to the western frontier to escape indictment for murder, after which his activities were murky and unclear. He was later arrested and tried for treason but was found innocent.

John Jay (1745-1829) American politician, statesman, revolutionary, and diplomat, Jay served as president of the Continental Congress (1778 to 1779), the first Chief Justice of the United States (1789 to 1795), and governor of New York (1795 to 1800). During and after the American Revolution, Jay was a minister to both Spain and France, in which role he helped fashion United States foreign policy and secure favorable peace terms from the British (the Jay Treaty) and French. Jay co-wrote the *Federalist Papers* with both Alexander Hamilton and James Madison.

James White (1747-1821) Revolutionary War soldier, statesman, and philanthropist, White was born in 1747 in Rowan County, North Carolina. In 1783 North Carolina passed what came to be known as the "Land Grab Act" and opened a major portion of East Tennessee for settlement. During the next decade, White purchased over four thousand acres in what is now Knox County. In 1786 he built a fort (James White Fort) and five years later laid out a town in what eventually became Knoxville. White donated land for a town common and a Presbyterian church and cemetery. For a nominal fee, he sold land to establish Knoxville's first institution of higher learning, Blount College, which later became the University of Tennessee. White later served in Tennessee's constitutional convention of 1796, a short time as Senate Speaker in the Tennessee General Assembly, and as a brigadier-general in the Creek War of 1813. He was the father of Hugh Lawson White, a Tennessee political leader who ran unsuccessfully against Martin Van Buren for the presidency in 1836.

Anthony Wayne (1745-1796) Wayne was a surveyor, tanner, and soldier. He had a good military record during the American Revolution and was called back into the army by President Washington after two military expeditions against the Indians ended in failure. He won a complete victory in the Battle of Fallen Timbers in 1794 (near present-day Toledo, Ohio), which resulted in the Treaty of Greenville.

John Hancock (1737-1793) Hancock was a wealthy merchant (partly by evading British duties through smuggling) and Revolutionary leader. With Samuel Adams he was an organizer of the Sons of Liberty and a signer of the Declaration of Independence (as president of the Second

Continental Congress, he signed the document first, and boldly). He was elected the first governor of the state of Massachusetts and served in that office off and on until his death during his ninth term.

4. Events

French and Indian War (1754-1763)/Seven Years' War (1756-1763) The Frech and Indian War was waged over nine years in North America and went through several phases expanding from a primarily local conflict between English colonists and the French and their Native American allies to a more expansive war with the British army allied with the English colonists and the war fought not only in the North American colonies but also in Europe (Seven Years' War) as well. The conflict, the fourth such colonial war between the nations of France and Great Britain, resulted in the British conquest of Canada. The outcome, outlined in the Treaty of Pars (1763) was one of the most significant developments in a century of Anglo-French conflict. To compensate its ally, Spain, for its loss of Florida to the British, France ceded its control of French Louisiana west of the Mississippi. France's colonial presence north of the Caribbean was reduced to the tiny islands of Saint Pierre and Miquelon, confirming Britain's position as the dominant colonial power in North America.

Boston Massacre (March 5, 1770) On a cold evening in early March 1770, a tense situation caused by a heavy British military presence in Boston boiled over to incite brawls between British soldiers and colonial civilians that eventually led to troops discharging their muskets after being attacked by the rioting crowd. Three civilians were killed at the scene of the shooting, and two died after the incident. The legal aftermath, in which John Adams successfully defended the British officer in charge that evening, helped spark the rebellious attitudes shared by many Bostonians in several other cities and towns throughout Colonial America.

Boston Tea Party (December 16, 1773) The Boston Tea Party was a direct action by colonists in Boston against the British government. On December 16, 1773, after officials in Boston refused to return three East India Company shiploads of taxed tea to Britain, a group of Bostonians ill disguised as Mohawk Indians boarded the ships and dumped 10,000 pounds of tea into Boston Harbor. The incident remains an iconic event of American history, and has often been referenced in other political protests. The Tea Party was the culmination of a resistance movement throughout British America against the Tea Act, which had been passed by the British Parliament in 1773. Colonists objected to the Tea Act for a variety of reasons, especially because they believed that it violated their right to be taxed only by their own elected representatives. Protesters had successfully prevented the unloading of taxed tea in three other colonies, but in Boston, embattled Royal Governor Thomas Hutchinson refused to allow the tea to be returned to Britain. He apparently did not expect that the protestors would choose to destroy the tea rather than concede the authority of a legislature in which they were not directly represented.

The Boston Tea Party was a key event in the growth of the American Revolution. Parliament responded in 1774 with the Coercive Acts, which, among other provisions, closed Boston's commerce until the British East India Company had been repaid for the destroyed tea. Colonists in turn responded to the Coercive Acts with additional acts of protest, and by convening the First Continental Congress, which petitioned the British monarch for repeal of the acts and coordinated colonial resistance to them. The crisis escalated, and the American Revolutionary War began near Boston in 1775.

Battles of Concord and Lexington (1775) These two battles were the first armed military engagements in the American Revolution. The battles started on April 19, 1775 in the towns of Lexington and Concord. Colonel Francis Smith took 700 British Army Regulars to destroy a

cache of weapons stored by the Massachusetts militia in Concord. The patriots were alerted to the approaching British force and just as morning broke on Lexington, the first shots were fired. The patriot militia was outnumbered at this time and fell back, a few hours later at the North Bridge in Concord more colonial militia fought and defeated the British forces. The British retreated back into the safety of Boston. These events were described in Ralph Waldo Emerson's Concord Hymn as the "shot heard 'round the world."

Signing of the Declaration of Independence (1776) The Declaration of Independence, adopted by the Continental Congress on July 4, 1776, announced that the thirteen American colonies then at war with Great Britain were now independent states, and thus no longer a part of the British Empire. Written primarily by Thomas Jefferson, the Declaration is a formal explanation of why Congress had voted on July 2 to declare independence from Great Britain, more than a year after the outbreak of the American Revolutionary War. The birthday of the United States of America—Independence Day—is celebrated on July 4, the day the wording of the Declaration was approved by Congress. After finalizing the text on July 4, Congress issued the Declaration of Independence in several forms. It was initially published as a printed broadside that was widely distributed and read to the public.

Valley Forge, Pennsylvania (1777-1778) Site of the camp of the American Continental Army in the winter of 1777–1778 during the American Revolutionary War. Although a time of great suffering for the Continental Army as troops starved and froze to death and perhaps the lowest point in the colonists' struggle for indepenence, it was a time of retraining and rejuvenation for Washington's army.

Shays' Rebellion (1786) From 1786 to 1787, Daniel Shays, a former captain in the Continental Army, led an armed uprising among mostly farmers in central and western Massachusetts, who were angered by the state's taxation on farms. Failure to repay such debts often resulted in imprisonment in debtor's prisons or foreclosure. When Shays's men encountered the state's militia, his men were repulsed and dispersed with little bloodshed. Shays and his lieutenants were sentenced to death but were later pardoned. Instead of igniting a popular uprising as George Washington feared during the winter of 1786-1787, Shays's Rebellion sparked aggressive nationalists into pushing for a wholesale reform of the Republic's legal and institutional structure thereby resulting in a call for a constitutional convention to revise the Articles of Confederation.

Creation and Failure of the State of Franklin (1784-1790) The State of Franklin was an autonomous, secessionist United States territory created, not long after the end of the American Revolution, from territory ceded by North Carolina to the federal government in 1784. Franklin's territory later became part of the state of Tennessee in 1796. Franklin was never officially admitted into the Union of the United States and existed for only four years (1786-1790).

The War of 1812 (1812-1815) Between 1812 and 1815, the United States and the British Empire (particularly Great Britain and British North America), waged what some at the time referred to as the Second War of American Independence. It was fought chiefly on the Atlantic Ocean and on the land, coasts and waterways of North America. The United States declared war against the British Empire because of its impressment of American sailors into the British navy, the incitement of Indians in the western territories, and rising nationalist anger in the United States. As the war dragged on, the British, which had regarded the war as a sideshow to the Napoleonic Wars raging in Europe, subsequently welcomed an era of peaceful relations with the United States. The United States, having achieved an overwhelming victory at the Battle of New Orleans and successfully managed its defenses, emerged from the war with a heightened sense of national feeling and solidarity.

Sample Lesson Plans

Title of Unit: Colonial Rules
Grade Level: 8-12

Overview: During the mid 1700's America was experiencing a great deal of strife and turmoil as a result of the demanding colonial rules that England had made the Colonists live by. Because of this oppression the colonists revolted and the American Revolution takes place. This particular activity was designed to show students how the colonists felt during this oppressive period.

Objectives: Students will be able to:
1. Explain the colonial rules and have a sincere sense of how the colonists felt.
2. Describe the outcome of severe oppression, which is usually revolution.
3. Describe the feeling the Colonists had when they experienced oppression and how it felt when they were oppressed.

Resources: Colonial Rules and Classroom Rules

Activities and Procedures:

1. At the beginning of the classroom walk into class and indicate to the students that some very severe cuts have been made in the school budget. Tell them about the nation wide cuts in educational spending and that as a result this has impacted this classroom and the school. Tell them that you are sick about the following cuts but you have been directed by the principal to enforce the following rules.
2. As you begin giving the students these very oppressive classroom and school rules most won't say anything through the first five, but as the rules become more oppressive and take away more classroom freedoms they will become very vocal. Often during this time, they will indicate that the rule can't be true. Always look stern and let them know in no uncertain terms that these are the rules they must follow for the year.
3. Pass out a copy of the new classroom rules, at the bottom of the page have a place for the parents to sign that they have seen the new rules and that they will help to enforce them. This gives the document credibility and makes the students think you are serious.
4. When you have finished reading the rules the students will want to have a discussion about the unfairness of the rules, some will indicate that they plan to REVOLT by calling the district office, they will voice opinions about how their parents will feel about these new rules. This leads to some very heated discussion.
5. After the students have become very excited and have almost started a revolt, pass out the colonial laws. Ask the students about how they felt, make comparisons of the colonists and the new classroom rules. Did they have a voice in the new rules that the teacher presented?
6. Follow up with a quiz on the colonial laws the next class period after you have reviewed them in class.
7. (As a spoof and as another classroom activity I encourage them to take home the new classroom rules, give them to their parents and watch the reaction. It then becomes a chance for the students to present the same lesson plan at home. Parents love it when they find out it is a spoof.)

<u>COLONIAL RULES</u>

1. The Navigation Act of 1651 required all goods entering England to be carried by English ships with English crews, or by colonial ships with English crews, or by colonial ships and crews. All goods entering of leaving English colonies were required to be in English vessels.
2. The enumerated Commodities Act (1660) specified that commodities such as tobacco sugar, cotton, indigo, ginger and dyes could be exported from the colonies only to England or to other English colonies

3. The Navigational Acts were to be strictly enforced with the use of the WRITS OF ASSISTANCE. Writs of Assistance were imposed as general search warrants, permitting English officials to enter private buildings and ships in search of goods smuggled into the colonies.

4. The Proclamation of 1763 prohibited colonial settlement west of the Appalachian Mountains.

5. The Sugar Act (1764) taxed colonial imports from the Spanish and French West Indies.

6. The Currency Act (1764) forbade further issues of paper money in the colonies. This hampered colonial debtors in settling accounts.

7. The Stamp Act (1765) taxed legal documents, newspapers pamphlets, and all other printed matter. In 1766 this act was repealed, but Parliament passed the Declaratory Act, which asserted its right to tax the colonies at any time.

8. The Townshend Acts taxed colonial imports of paper, glass, lead, tea, and other articles. Colonists accused of smuggling to evade these taxes were denied a jury trial. In 1770 these duties were repealed.

9. The Intolerable Acts (1774) The British replied to the destruction of the East India Company's property by a series of punitive measures know as the "Intolerable Acts".

10. Boston Port Bill closed the port in an attempt to make the colony pay for the destroyed tea.

11. The Massachusetts Government Act took away the charter of 1691 and forbade the Boston town meeting to assemble without the governor's permission.

12. The Quartering Act compelled Massachusetts colonists to provide lodging and food for British Soldiers.

CLASSROOM RULES

1. All assignments will cost 10 cents. No assignment will be handed out unless it is paid for. Please bring $1.00 in advance to cover the first 10 assignments.

2. If a student losses an assignment it will cost 20 cents to cover the cost of a lost assignment. This amount will compensate the teacher for additional time spent. This fee must be paid in advance.

3. Tardy Policy: 10 cents for every minute a student is late for class.

4. Pencils and Pens: If a student borrows a pencil or pen from the teacher he or she will pay the teacher 25 cents for the use of the pen or pencil. This fee will cover loss of pens and pencils and any other damage incurred by chewing on the pencil.

5. Late Assignments and Misconduct in the Classroom:

Janitorial duty will be assigned to those students who turn in late assignments or who cause problems in the classroom. Check with the teacher or principal for these assignments. (Assignments will range from cleaning the restrooms, gym area, gardening etc.)

6. Hall Pass Use: Students will be charged $1.00 each time they need to use the hall pass, regardless of the reason.

7. Books: If a student fails to bring a book to class there will be a $1.00 rental charge. This must be collected before students can rent a book.

8. Desk Use Fee: Students will be required to pay $10.00 for the use of their desk. This will only be a yearly fee. This fee will cover the cost of removing gum and other substances from the bottom of desks, and any writing that may be done by students. This fee must be paid immediately.

9. Pencil Sharpener Fee: A fee of $1.00 per year will be charged for the use of the pencil sharpener. District costs have skyrocketed and they can no longer provide such services without charging.

I understand all of the above classroom rules and regulations and will abide by them:

Students Signature _____

Parent or Guardian _____

Date _____

Title of Activity: The American Revolution

Grades: 4-12
Objective: Students will make connections between a game of tug-of-war and the events of the American Revolution.
Materials: Tug-of-war rope, piece of cloth to tie around the rope.

1. Choose a suitable place for the tug-of-war, and then make a safety announcement. Take students to a location in or around the school, such as a playground, field, gymnasium, or an auditorium where there is ample room to safely play tug-of-war on a nonabrasive surface. Give those students who are not comfortable playing tug-of-war the option of simply observing. Make the safety announcement. Tell students "no," and at every rule change, warn against wrapping the rope around any parts of their bodies.

2. Arrange students into three teams for the tug-of-war.

- Red team: Place the tallest and strongest students on this team. The Red team should also have two or three more students than either the White team or Blue teams.
- Blue team: Place the smallest students on this team. The Blue team should have the same number of students as the White team.
- White team: Place the students of medium height and build on this team.

3. Have students take their starting positions. Have the Red and Blue teams line up along the rope on their respective sides. Have the White team sit nearby. Tell students that they are now ready to begin. Expect the Red team to be excited and the Blue team to be discouraged. Ask members of the White team: *Who do you think will win? Why?*

4. Make the first rule change. Just as the Red and the Blue teams get ready to pull on the rope, pause dramatically and say, "I just remembered one slight rule change."

- Announce that the Blue team will receive a special prize, such as extra free time or pass to skip a homework assignment, if they win. (**Note:** This is intended to model the colonists' greater motivation to win the American Revolution against the British. This analogy and the analogies outlined in the following Notes should not be revealed to students until the end of Step 9.) Expect that the Red team will think that this is unfair but will still be confident about winning.
- Choose one member of the Blue team and announce that he or she will not receive the prize if his or her team wins. (**Note:** This is intended to model how some American colonists, such as Loyalists and slaves, did not benefit from an American victory.) Expect this student, and some others, to complain about this unfair treatment. In a matter-of-fact tone, tell the class that you have made your decision and it is final.
- Tell the White team that they must stand and cheer for the Blue team. (**Note:** This is intended to model the support that American colonists received from their European allies.) Ask the White team: *Who do you think will win? Why?*

5. Make the second rule change. When the teams are again ready to pull, pause dramatically and say, "I just remembered another slight rule change." Then announce half of the Red team must stand several yards away from the rest of its team. Explain that these members will run to the rope once the game begins. (**Note:** This is intended to model the challenge that Great Britain faced in supplying its troops from across the Atlantic Ocean.) Expect Red team members to be upset, and Blue team members to be more hopeful about their chances. Ask the White team: *Who do you think will win? Why?*

6 When the teams are ready again, pause dramatically and say, "Wait! There's another rule change." Then tie the strip of cloth to the middle of the rope. Announce that the Red team must pull this

flag at least 20 feet into its territory to win the tug-of-war. Explain that the Blue team will win if it prevents the Red team from doing so within 30 seconds. (**Note:** This is intended to model Great Britain's offensive war strategy to retake control of its colonies in America, as opposed to the American colonies' defensive strategy to hold off the British.) Expect Red team members to get increasingly upset, and Blue team members to show more confidence. Ask the White team: *Who do you think will win? Why?*

7 Make the fourth rule change. When the teams are again ready to pull, pause dramatically and say, "There is one final rule change." Then announce that the White team will be allowed to help the Blue team at some point in the game. Tell students that you will tell the White team when to join the Blue team. (**Note:** This is intended to model France's entry into the American Revolution, which provided the American colonists with more military power on land and sea.) Expect the Red team to be upset, and the Blue team to become more confident. Ask the white team: *Who do you think will win? Why?*

8 Monitor the tug-of-war. Finally, allow the Blue and Red teams to engage in the tug-of-war. The Blue team may have an initial surge, but when all the Red team members arrive at the rope, the Red team should surge. As soon as the Red team starts to pull the flag toward its side, tell the White team to join the Blue team. The Blue and White teams should take control and prevent the Red team from pulling the flag the required distance. (**Note:** Remind students to drop the rope if the opposition overwhelms their team so they do not suffer rope burns.)

9 Debrief the game with students. After the Red team has lost the tug-of-war, return with students to the classroom. Then discuss the following questions:

- Red team: How did you feel at the beginning of the game?
- Blue team: How did you feel at the beginning of the game?
- White team: Who did you think would win the game at first? Why?
- Red team: How did you feel as the rules changed? Why?
- Blue team: How did you feel as the rules changed? Why?
- White team: As the rules changed, who did you think would win? Why?
- All teams: What factors allowed the Blue team to win?
- All teams: In what ways might this tug-of-war represent what happened when the American colonies fought the British in the American Revolution?

Title of Lesson Plan: The American Revolution: Capture the Flag
Grades: 4-12

Overview: Students will learn how the continental Army defeated the British in the Revolutionary War by participating in a game called Capture the Flag, which models the strengths and weaknesses on both sides of the conflict.

Materials Needed: 4 small towels/rags (1 red, 3 blue) to be used as flags, 4 orange cones or other items, tape, whistle, prize for winning team (optional).

1. Prepare playing area and materials for "Capture the Flag." Before class, mark off an area roughly 50 feet by 100 feet (smaller, if you have a class of fewer than 30 students) on a grassy field/playground area or gymnasium. Use cones or other items (trash cans, backpacks, etc.) to mark off the four corners. Use tape to divide the field in half.

2. Review the objective and rules of Capture the Flag. Take students to the playing area and explain the rules, as follows:

- The object of the game is to capture the other team's flag and bring it back to your team's side of the field without being tagged by a member of the other team.
- When you are on your side of the field, your job is to play "defense" and tag members of the other team if they come onto your side. If you go onto the other team's side of the field, your job is to play "offense" and try to capture their flag and bring it back to your side without getting tagged. You may not throw or hand the flag to another teammate.
- If you are tagged on the other team's side of the field, you must leave the field immediately and sit next to the teacher. If you are tagged while the flag is in your hand, you must return the flag first. The teacher will tell you when you can reenter the game. If the teacher sees you tagged and you do not come out immediately, you will be eliminated from the remainder of the game.
- Only one student on each team can guard the team's flag, and he or she cannot touch or move the flag. All other team members must play offense or defense.
- When you hear the whistle, stop playing and return to your side of the field.

3. Divide students into three teams. Have students form a single line, in order, from those with the most experience playing Capture the Flag (the quickest or most athletic) to those who have never played the game. Follow these guidelines to create three teams.

- Call upon the quarter of the class with the *least* experience to be the Blue Team.
- Call upon the half of the class with the *most* experience, remove the best player, and make this group the Red team.
- Ask the student you removed from the experienced group to be the captain of the Blue team.
- Call upon the remaining quarter of the class to be the White team.

(Historical Analogy: The Continental Army was much smaller and less experienced than the British military. However, George Washington, an experienced soldier, was the commander-in-chief of the Continentals. **Note: This and other historical analogies are given to help you understand the connections between the game and the history. Do not share these with students until after the game**.)

4. Conduct six rounds of Capture the Flag. Follow the steps outlined below for each round.

ROUND 1

Step 1: Prepare the teams for the first round of the game

- Have the Red team stand in a line and warm up by stretching and jogging in place. Tell the Blue
- Team not to do anything. (**Historical Analogy:** The British Military was better trained than the American forces.)
- Move half the Red team ten yards away from the playing field. Tell these students they can only enter the game when you tell them. (**Historical Analogy**: British reinforcements and supplies had to travel across the Atlantic Ocean.)
- Tell the White team to root for the Blue team. (**Historical Analogy**: France sent financial aid and supplies to the Americans early in the war.)

Ask the White Team: *Who do you think will win? Why?*

Step 2: Have the students play for approximately two minutes. Do not allow the other half of the Red team to enter the game during this round. Be sure to blow the whistle to end the round before the Red Team can capture the Blue team's flag.

Step 3: Allow students one minute to rest, and permit Red and Blue players who are not in the game to enter. Have the reminder of the Red team enter the game. Allow any students who have been tagged to reenter the game.

ROUND 2

Step1: Prepare the teams for the second round of the game.

- Tell the Blue team that they will receive a prize such as candy, if their team wins the game. Do not offer the Red team any prize if they win. (**Historical Analogy**: The Declaration of Increased motivation for most Americans)
- Tell one student on the Blue team that even if the Blue team wins, you cannot guarantee that he or she will receive the prize offered other members of the Blue team. Give that student the opportunity to switch to the Red team. (**Historical Analogy:** African Americans wondered whether equality promised in the Declaration of Independence would apply to them. Many doubted that it would, and chose to fight on the British side. Others hoped they would be treated equally, and chose to fight on the American side.)

Ask the White team: *Who do you think will win? Why?*

Step 2: Have the student play for approximately two minutes. Be sure to blow the whistle to end the round before the Red team can capture the Blue team's flag.

Step 3: Allow students one minute to rest, and permit Red and Blue players who are not in the game to enter. Allow any students who have been tagged to reenter the game.

ROUND 3

Step 1: Prepare the teams for the third round of the game.

- Call the Blue team aside and deliver a brief "pep talk." Encourage the Blue team to keep a positive attitude, even though their situation looks difficult. Tell them, "These are the times that try men's souls." (**Historical Analogy**: Thomas Paine's pamphlet *The Crisis* encouraged Patriots to keep fighting.)
- Add a second Blue flag that the Red team must capture. Tell both teams that the Red team must capture both flags to win. Tell the players on the Red team that one person may not capture both flags at once. (**Historical Analogy**: American victories at Trenton and Princeton-in the Middle Colonies-showed the British that winning the war would be more difficult than they thought, and boosted American morale.)

Ask the White team: *Who do you think will win? Why?*
Steps 2 and 3: Repeat Steps 2 and 3 from Round 2.

ROUND 4

Step 1: Prepare the teams for the fourth round of the game.

- Tell the Blue team that they do not have to capture the Red flag in order to win the game. They only have to keep the Red team from capturing all the Blue flags. (**Historical Analogy**: Washington realized he did not have to defeat the British to win the war. He only needed to keep the British from defeating and capturing his army.)

- Call the Blue team aside and explain that if they can hold on for one more round, they may receive help. (**Historical Analogy:** After Americans won the Battle of Saratoga, the French promised to become active allies.)
- Allow one volunteer from the White team to join the Blue team. (**Historical Analogy**: Several Europeans, such as Lafayette and von Stueben, volunteered to help the Americans.)

Ask the White team: *Who do you think will win? Why?*
Steps 2 and 3: Repeat Steps 2 and 3 from Round 2.

ROUND 5
Step 1: Prepare the teams for the fifth round of the game.

- Add a third Blue flag that the Red team must capture. Tell both teams that the Red team must capture all three Blue flags to win. Remind the players on the Red team that one person may not capture more than one flag at a time. (**Historical Analogy**: Successful hit-and-run tactics used by the Americans in the Southern Colonies tired out the British forces.)
- Have the White team enter the game on the Blue team's side. Explain that if the Blue team wins, the White team will win a prize, too. (**Historical Analogy**: France sent troops and naval support to America, which proved decisive at Yorktown.)

Steps 2 and 3: Repeat Steps 2 and 3 from Round 2.

ROUND 6
Step 1: Ask the Red team members if they want to continue to play under the current rules. Allow Red team members to express their frustration over the way the rules have been changed to favor the Blue team. Expect many Red team members to say they are ready to quit, and a few members to adamantly argue to keep playing. (**Historical Analogy**: After Yorktown, British popular support for the war decreased dramatically. King George and others, however, refused to accept defeat for months after Yorktown.)

Step 2: Declare the Blue team the winner. Have a representative from the Red team concede victory by shaking hands with representatives from the Blue team and the White team. (**Historical Analogy:** Americans won the Revolutionary War.)

Step 3: Announce the terms of the end of the game. Have the Red team hand over its flag to the Blue team. Give the Blue team and the White team their prizes. Finally, have the Blue team captain promise the Red team that Red team members will be treated with respect even though they lost the game. (**Historical Analogy:** The Treaty of Paris ended the war. By the terms of the treaty, Britain withdrew its forces and recognized American independence. America promised that it would not seize any additional property from Loyalists.)

5. Return to the classroom and debrief the activity. Have students sit with their teams. Ask the following questions:
(To the Red team) How did you feel at the very beginning of the game? Why?
(To the Blue team) How did you feel at the very beginning of the game? Why?
(To the White team) At the very beginning of the game, which team did you think would win? Why?
(To the Red team) How did you feel as the game went on? Why?
(To the Blue team) How did you feel as the game went on? Why?
(To the White team) What rule changes helped the Blue team win?

Title of Unit: Building a Nation from the Wild Frontiers

Vital Theme of the Unit: America's Declaration of Independence and Nation Building.
Grade Level: 9-12
Number of Lessons in the Unit: 2
Time Needed to Complete Unit: 2-3 Class Periods
Technology Used: None

Introduction: This unit will cover the beginning of a new nation and the American Revolution. This particular part of the unit will cover the Declaration of Independence and its importance in forming a new nation. The unit is broken down into two lessons one which the student will actually breakdown and discuss the Declaration of Independence using a text discussion worksheet and teacher discussion. The second lesson will be an activity that will help the student to understand the fears and thoughts that the colonials had to think about prior to and during their break from England.

Lesson Plan: 1
Unit: Forming a New Country

Lesson Title: Declaring Independence
Lesson Time: 1-2 class Periods
T**echnology used and how**: None
Materials: Declaring Independence Worksheet

Activity Description(s) and overview of instructional strategies:

CHOOSING INDEPENDENCE WORKSHEET

Families can be compared to government. This simulation will allow a student to see the similarities of government and families. This exercise will also help in understanding the relationship of England with her colonies. When independence is chosen new responsibilities occur, and this exercise will help students to understand some of those new responsibilities.

Activity 1
The students must take time at the beginning of class to answer the questions listed below. When the questions are answered the teacher may have the students share their answers in groups or the teacher may lead a discussion of the questions. This exercise must be completed before you can move to any of the other activities.

Who makes the rules in your home?
Who makes the decisions?
What decisions are you allowed to make?
Is there anything you want to change about the rules or decision-making process in your family?

Activity 2
Use the same classroom structure as the questions before to answer the next questions.

Who provides the basic needs for your family?
Describe the breakdown of chores at home. What do you do?
Who decided how these chores would be divided?
Do you get an allowance or any payment for what you do?

Activity 3
Now the class must prepare for lives outside the family. The students should form committees of three to four and discuss how they would set up a home together.
The teacher should try not to help the students. If enough time is given the student should cover all their possible needs and problems. There maybe a few questions to help get them started.

Think of all the economic and household responsibilities that you would now assume?
Think of new problems that might arise from living in a group and how they might be solved?

After the committees meet and report back, the teacher should lead a discussion or have the students write their response to the following two questions:

What are the benefits of living at home? Living on one's own?
Were you surprised by how many responsibilities independence gave you? Explain.

Activity 4
Read and discuss aloud the following situations.

You are asked to join a street gang or neighborhood club. It offers protection and/or social activities. The members pay dues, wear special jackets, and spend most of their time together. Would you join? Why? Why not? What would you gain? What would you lose?
You live in a dormitory at college. Meals and linen are provided, and someone cleans your room once a week. There is a curfew and house rules about noise, visitors, and drinking. You are invited to join three other girls/boys in sharing an apartment. Would you go? Why? Why not? What would you lose? What would you gain?
You have a choice between two classes. One has a teacher who is very strict, piles on the work, and is known to a terrible temper. He has a reputation of for getting everyone in the class to pass the state exams in that subject. The second teacher believes students should learn through trial and error and individual research. She does not prepare students in a systematic way for standardized tests. Students are responsible for taking their own notes during class and for keeping up with reading and other work. At the end of the term they must hand in a special project. Which class would you choose? Why? What would be the advantages and disadvantages of each?

Activity taken from Breaking Away from the Textbook by Shelly Kintisch and Wilma Cordero published by Scarecrow Education in 1993

Lesson Plan: 2

Unit: Building a Nation from the Wild Frontiers
Lesson Title: The Declaration of Independence
Essential Question Related to Vital Theme: What is trying to be said to the American People in the Declaration of Independence.
Lesson Time: 1-2 class Periods
T**echnology used and how**: None
Materials: Declaring Independence Worksheet

Activity Description(s) and overview of instructional strategies:

Text Discussion Worksheet: Name:_____ Date:_____

For tomorrow you need to have read and INTERACTED WITH the following text. By INTERACTING WITH the text I mean you have to personalize it by marking your questions and reactions in the margin next to the text. Some people think of this as having a dialogue or conversation with the actual words on the page. Things you should consider doing include.

- Circling and then looking up any vocabulary words that you do not know
- Underline key phrases
- Keeping track of the story or idea as it unfolds
- Noting word patterns and repetitions or anything that strikes you as confusing or important
- Writing down questions

IN CONGRESS, JULY 4, 1776

The unanimous Declaration of the thirteen united States of America

When in the Course of human events it becomes necessary for one people to dissolve the political bands which have connected them with another and to assume among the powers of the earth, the separate and equal station to which the Laws of Nature and of Nature's God entitle them, a decent respect to the opinions of mankind requires that they should declare the causes which impel them to the separation.

We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness. — That to secure these rights, Governments are instituted among Men, deriving their just powers from the consent of the governed, — That whenever any Form of Government becomes destructive of these ends, it is the Right of the People to alter or to abolish it, and to institute new Government, laying its foundation on such principles and organizing its powers in such form, as to them shall seem most likely to effect their Safety and Happiness. Prudence, indeed, will dictate that Governments long established should not be changed for light and transient causes; and accordingly all experience hath shewn that mankind are more disposed to suffer, while evils are sufferable than to right themselves by abolishing the forms to which they are accustomed. But when a long train of abuses and usurpations, pursuing invariably the same Object evinces a design to reduce them under absolute Despotism, it is their right, it is their duty, to throw off such Government, and to provide new Guards for their future security. — Such has been the patient sufferance of these Colonies; and such is now the necessity which constrains them to alter their former Systems of Government. The history of the present King of Great Britain is a history of repeated injuries and usurpations, all having in direct object the establishment of an absolute Tyranny over these States. To prove this, let Facts be submitted to a candid world.

Supporting Assignments/Homework: This worksheet may also be used for students the night prior to discussing this topic in a Socratic Circle Setting.

Assessment: The student grade should be given based on completion of assignment and participation in the discussion that is being held.

Title of Unit: Famous Tennesseans

Vital theme of the unit: Who were Andrew Jackson and John Sevier?
Grade Level: 3rd & 4th
Number of lessons in the unit: Four
Time needed to complete unit: Six hours

Technology used: Video of Volume 17 story, "The Duel', Heartland series
www.google.com; www.ask.com
http://www.whitehouse.gov/history/presidents/aj7.html
http://bioguide.congress.gov
http://www.johnsevier.com/bio_johnsevier.html
http://www.tennesseehistory.com/class/JSevier.htm
http://http://www.2Learn.ca/construct/graphicorg/venn/vennindex.html

Materials: Computer lab, Averkey Media technology, teacher prepared handouts, K-W-L chart on Dry erase board, with colored markers, internet, paper and pencil. Poster boards, glue, scissors, and crayons will also be used.

Lesson Plan: **1**
Unit: Famous Tennesseans
Lesson Title: John Sevier, Tennessee's First Governor
Grade Level: 4th & 5th
Essential Question related to Vital Theme: Who was John Sevier?
Lesson Time: 1 hour

Technology used www.google.com; www.ask.com
http://statelibrary.dcr.state.nc.us/nc/bio/public/jackson.htm
http://www.whitehouse.gov/history/presidents/aj7.html
http://bioguide.congress.gov
http://www.johnsevier.com/bio_johnsevier.html
http://www.tennesseehistory.com/class/JSevier.htm
http://www.isidore-of-seville.com/jackson/index.html

Materials: Computer lab, teacher handout of questions about John Sevier, K-W-L chart on Dry erase board, with colored markers, Internet, paper and pencil.

Activity Description: In the classroom, students will participate in a K-W-L on John Sevier. Then each student will be directed to the above websites to research the questions on the teacher made handout. After the students have spent time researching facts about John Sevier, we will come back to the classroom and brainstorm facts that they discovered about John Sevier, together as a group. We will then fill a word web on the board with the new information on Sevier. The students will write this new information down, from the board on John Sevier. We will discuss the new facts discovered, as a large group.

Assessment: Students will be observed for retention through teacher observation and by the answers they wrote on their handout and their notes.

Lesson Plan: 2

Unit: Famous Tennesseans
Lesson Title: Andrew Jackson, America's Seventh President

Grade Level: 3rd & 4th grades
Essential Question related to Vital Theme: Who was Andrew Jackson?
Lesson Time: 1 hour

Technology used www.google.com; www.ask.com
http://statelibrary.dcr.state.nc.us/nc/bio/public/jackson.htm
http://www.whitehouse.gov/history/presidents/aj7.html
http://bioguide.congress.gov
http://www.johnsevier.com/bio_johnsevier.html
http://www.tennesseehistory.com/class/JSevier.htm
http://www.isidore-of-seville.com/jackson/index.html

Materials: Computer lab, teacher handout of questions on Andrew Jackson, Venn diagram, K-W-L chart on Dry erase board, with colored markers, Internet, paper and pencil.

Activity Description: Students will participate in a K-W-L on Andrew Jackson. Then each student will be directed to the above websites to research the questions on their handout. After the students have spent time researching facts about Andrew Jackson, we will come back to the classroom and brainstorm facts that they discovered about Andrew Jackson, together as a group. We will then do a word web on the board with the new information on Jackson. The students will copy the word web onto a piece of paper, with information about Andrew Jackson. Now the students will be given a handout with a Venn Diagram of John Sevier and Andrew Jackson. They will be asked to fill out the diagram with as much information that they can about both Tennesseans.

Assessment: Students will be observed for retention through teacher observation and by the answers they wrote on their handout. The teacher will take up the diagrams and check for retention and knowledge of the student.

Lesson Plan: 3

Unit: Famous Tennesseans
Lesson Title: The Duel

Grade Level: 3rd & 4th grades
Essential Question related to Vital Theme: Why did Jackson challenge John Sevier to a duel?
Lesson Time: 1 hour

Technology used: The Heartland Series, Volume 3 Story 17

Materials: Video, dry erase board, dry erase markers.

Activity: Students will watch the video on the duel between John Sevier and Andrew Jackson. After the video we will brainstorm ideas from the information that we have researched all week and the video to try to describe John Sevier and Andrew Jackson. Volume The story of a duel John Sevier and Andrew Jackson planned at Southwest Point in Roane County. Duels were illegal on State-owned land so they went to Southwest Point, a one-square-mile piece of land not owned by the State. They were ready to start their duel when Jackson's horse ran off with his gun. This episode addresses how history might have been changed if they had dueled.

Assessment: Teacher observation and student participation in the class discussion.

Lesson Plan: 4

Unit: Famous Tennesseans
Lesson Title: How are Andrew Jackson and John Sevier similar? How are they different?

Grade Level: 3rd & 4th grades
Essential Question related to Vital Theme: How are they alike how are they different?
Lesson Time: Three hours (two one hour and a half class periods)

Technology used www.google.com; www.ask.com; http://bioguide.congress.gov
http://statelibrary.dcr.state.nc.us/nc/bio/public/jackson.htm
http://www.whitehouse.gov/history/presidents/aj7.html
http://www.johnsevier.com/bio_johnsevier.html
http://www.tennesseehistory.com/class/JSevier.htm
http://www.isidore-of-seville.com/jackson/index.html
http://http://www.2Learn.ca/construct/graphicorg/venn/vennindex.html

Materials: Venn diagram, Averkey media**,** teacher prepared handouts, teacher made word search, K-W-L chart on Dry erase board, with colored markers, Internet, paper and pencil. Poster boards, glue, scissors, and crayons. Averkey media, television and computer.

Activity Description: On day one of lesson three, the students will have participated in a K-W-L on Andrew Jackson, and John Sevier. They should have become slightly familiar with John Sevier and Andrew Jackson. As a class we will do a Venn diagram on both Tennesseans on the board. This information will be left on the board. The students will also have information filled out on two handouts, on John Sevier and Andrew Jackson, as well as a special handout, Venn diagram. The students will be given a word search puzzle with words from the previous lessons. The teacher will put two primary sources, one at a time on the television from the computer using the Averkey media. The first will be a picture of Andrew Jackson, with facts about him from the www.whitehouse.gov site. Discussion will be made from the teacher about the facts of the duel that Andrew Jackson challenged John Sevier. Then John Sevier's picture will be put up on the screen, with facts from his www.johnsevier.com site. Students will discuss both Tennesseans, and any new information and add that information to the Venn diagram on the board.

On day two of lesson three, the students will be asked to create posters about John Sevier and Andrew Jackson. The students will be allowed to go to any of the above websites to research information to use on their poster boards. The only criteria for the posters will be that they need to show the similarities and

differences of John Sevier and Andrew Jackson. Students will be able to get information from their handouts about Andrew Jackson and John Sevier, as well as information from their K-W-L charts, teacher handouts, and Venn diagrams that were distributed to all students. We will display all posters in the hall for other classes to view.

Assessment: Students will be observed for retention through teacher observation and by the information they put on their posters.

Name: _____ Date: _____

Lesson #1 Questionnaire on John Sevier

1. Go to any of the following websites:
   http://bioguide.congress.gov; http://www.johnsevier.com/bio_johnsevier.html
   http://www.tennesseehistory.com/class/JSevier.htm
2. Was John Sevier a politician? _____
3. What position in government did he hold? President, Governor, Senator
4. How long was he in office? _____
5. Was he married? _____
6. What was his wife's name? _____

   _____
7. Did he have children? _____ How many? _____
8. Did he have a nickname? _____
9. What was his nickname? _____
10. In your opinion was he liked? Explain.
    _____
    _____
    _____
    _____
11. Was he considered a "pioneer"? _____ Why?
    _____
12. What city and state was he born? _____
13. What month, day and year was he born? _____
14. In what year and month and day, did he die? _____
15. What was the first name of the state of Tennessee? _____
16. What region was he from in Tennessee? Circle one: West Middle East

Name: _____ Date: _____

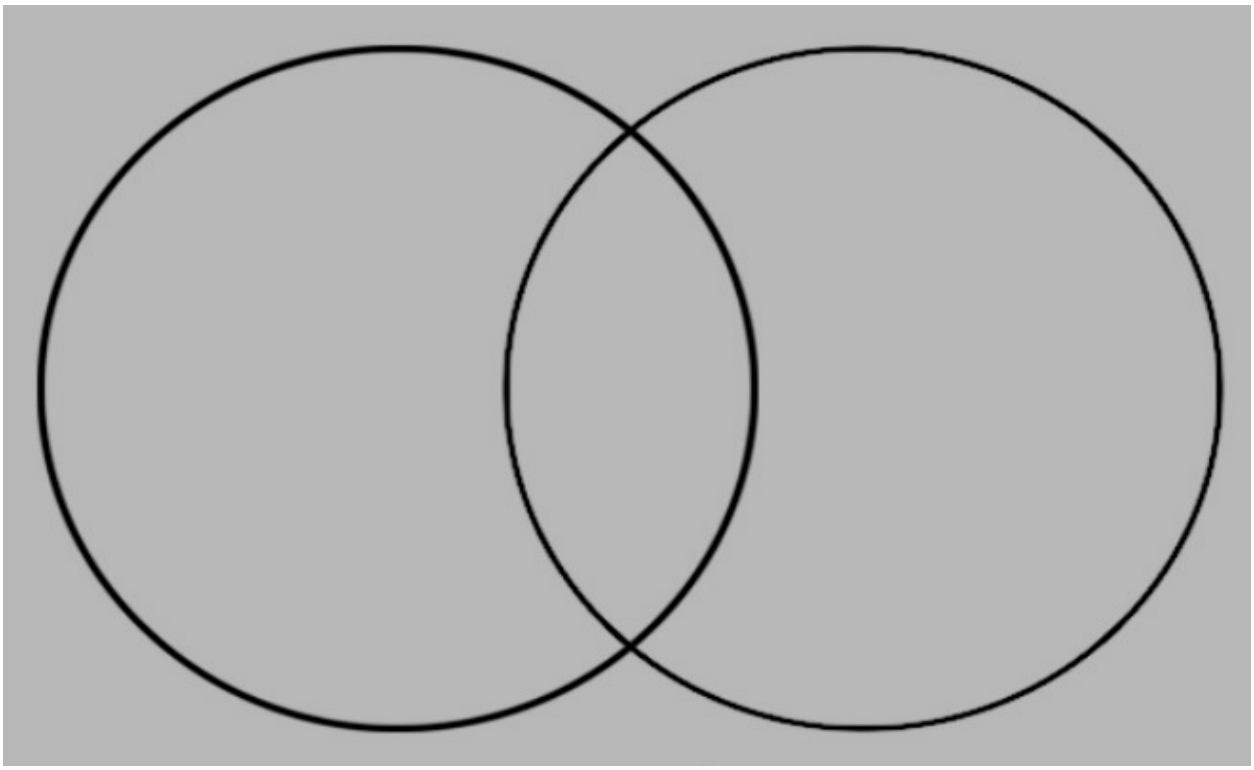
Lesson #2 Questionnaire on Andrew Jackson

1. Go to any of the following websites:
   http://statelibrary.dcr.state.nc.us/nc/bio/public/jackson.htm
   http://www.whitehouse.gov/history/presidents/aj7.html
   http://bioguide.congress.gov
2. Was Andrew Jackson a politician? _____
3. What position in government did he hold? President, Governor, Senator
4. How long was he in office? _____
5. Was he married? _____
6. What was his wife's name? _____

   _____
7. Did he have children? _____ How many? _____
8. Did he have a nickname? _____
9. What was his nickname? _____
10. In your opinion was he liked? Explain.
    _____
    _____
    _____
11. Was he considered a "pioneer"? _____
    Why? _____
12. What city and state was he born? _____
13. What month, day and year was he born? _____
14. In what year and month and day, did he die?_____
15. What President was Andrew Jackson? Circle one: 20^{th} 7^{th} 4^{th}
16. What region was he from in Tennessee? Circle one: West Middle East

John Sevier v. Andrew Jackson

List John Sevier characteristics in the first circle. List Andrew Jackson's in the second circle. Where the circles overlap write the similarities, of both men. For example, they both were from Tennessee, in politics etc.



Lesson Title: The War of 1812

Grade Level(s): 5th & 8th
Lesson Time: 45 minutes

Lesson Plan Rationale: Most people have little or no understanding of the War of 1812.
This lesson is designed to give the learner the basic understandings of the War of 1812. The learner should be able to explain who, when, where, why and some of the outcomes of the war of 1812.

Technology Used: You will need a copy of Johnny Horton's "Battle of New Orleans" and some type of player so the song and lyrics can be heard.

Overview of Instructional Plan:
1. When class begins have students list everything or anything they know about the War of 1812. It will be most effective if the teacher acts as if they will be taking a grade. You will have to hold your ground as most students will go into the panic mode (In most classes students will not know very much)

2. Then you can explain that a lot of the students do know some information they just do not know where it is in their mind.

3. Tell them you are going to let them use the following song, Johnny Horton's "Battle of New Orleans," to gather additional information. During this song they should attempt to answer the following questions. Who, when, where, how, why and outcomes of the War of 1812.
Students will probably request a second playing.

4. After listening to the song the teacher will lead a discussion of who, when, why, and how and outcomes of the War of 1812 using the student notes and teacher notes.

5. The Teacher will want to be sure and include the following outcomes.
   A. Star Spangled Banner
   B. The burning of the Presidents House and Dolly Madison saving the items.
   C. Andrew Jackson calls for Tennessee VOLUNTEERS.
   D. Andrew Jackson rise to fame
   E. Pirates give their help
   F. Era of Good Feelings
   G. Treaty of Ghent

6. The Teacher needs to explain the reasons for the war
   A. Interruption of trade
   B. Impressments
   C. British Forts in the West
   D. Encouraging the Native Americans to attack the colonies.
   F. Lack of respect as a nation.
   G. War ends in a draw but U.S. feels like it is a win since the nation stood up to Britain.

7. Supporting Assignments: Have students read their corresponding text in their book.

Assessment: If time permits assess that day. If not, then do it at the beginning of the next class.
Ask students to answer on a sheet of paper: Who, When, Where, Why, and outcomes of the War of 1812.

“The Battle of New Orleans”

Music and lyrics by Jimmy Driftwood: Jimmy Driftwood was a high school principal and history teacher who loved to sing, play instruments and write songs. Mr. Driftwood wrote many songs, all for the sole purpose of helping his students learn about this battle and other historical events. But this song turned out to be so popular that it won the 1959 Grammy Award for Song Of The Year (awarded in 1960 for musical accomplishments in 1959). Johnny Horton also won the 1959 Grammy Award for Best Country And Western Performance for his recording of this song "The Battle of New Orleans," is about a battle in the War of 1812, and it became one of the biggest selling hits of 1959. Students might also be interested to know that there is a movie called "The Buccaneer" about the Battle of New Orleans. It is interesting to reflect on the fact that despite the turbulant early relationship between England and the American colonists, our two countries have long since been strongly united. The words were written to correspond with an old fiddle tune called "The 8th of January," which is the date of the famous "Battle of New Orleans".

You can have your students sing along to the song’s music by clicking on the following link (http://kids.niehs.nih.gov/lyrics/battleof.htm).

“Battle of New Orleans”

Well, in eighteen and fourteen we took a little trip
along with Colonel Jackson down the mighty Mississip.
We took a little bacon and we took a little beans,
And we caught the bloody British near the town of New Orleans.

We fired our guns and the British kept a'comin.
There wasn't nigh as many as there was a while ago.
We fired once more and they began to runnin'
down the Mississippi to the Gulf of Mexico.

Well, I see'd Mars Jackson walkin down the street
talkin' to a pirate by the name of Jean Lafitte [pronounced La-feet]
He gave Jean a drink that he brung from Tennessee
and the pirate said he'd help us drive the British in the sea.

The French said Andrew, you'd better run,
for Packingham's a comin' with a bullet in his gun.
Old Hickory said he didn't give a dang,
he's gonna whip the britches off of Colonel Packingham.

We fired our guns and the British kept a'comin.
There wasn't nigh as many as there was a while ago.
We fired once more and they began to runnin'
down the Mississippi to the Gulf of Mexico.

Well, we looked down the river and we see'd the British come,
and there must have been a hundred of 'em beatin' on the drum.
They stepped so high and they made their bugles ring
while we stood by our cotton bales and didn't say a thing.

Old Hickory said we could take 'em by surprise

if we didn't fire a musket til we looked 'em in the eyes.
We held our fire til we see'd their faces well,
then we opened up with squirrel guns and really gave a yell.

We fired our guns and the British kept a'comin.
There wasn't nigh as many as there was a while ago.
We fired once more and they began to runnin'
down the Mississippi to the Gulf of Mexico.

Well, we fired our cannon til the barrel melted down,
so we grabbed an alligator and we fought another round.
We filled his head with cannon balls and powdered his behind,
and when they tetched the powder off, the gator lost his mind.

We'll march back home but we'll never be content
till we make Old Hickory the people's President.
And every time we think about the bacon and the beans,
we'll think about the fun we had way down in New Orleans.

We fired our guns and the British kept a'comin,
But there wasn't nigh as many as there was a while ago.
We fired once more and they began to runnin'
down the Mississippi to the Gulf of Mexico.

Well, they ran through the briars and they ran through the brambles
And they ran through the bushes where a rabbit couldn't go.
They ran so fast the hounds couldn't catch 'em
down the Mississippi to the Gulf of Mexico.

We fired our guns and the British kept a'comin.
But there wasn't nigh as many as there was a while ago.
We fired once more and they began to runnin'
down the Mississippi to the Gulf of Mexico.

Materials

1. Reading for Teachers

a.) General

1. James MacGregor Burns, *The Vineyard of Liberty* (New York, 1981)

2. Paul Gilje, *The Making of the American Republic, 1763-1815* (Upper Saddle River, New Jersey, 2006)

3. Walter A. McDougall, *Freedom Just Around the Corner: A New American History, 1585-1828* (New York, 2004)

4. Edmund Morgan, *The Birth of the Republic* (Chicago, 1992)

5. Eric Nellis, *The Long Road to Change: America's Revolution, 1750-1820* (Ontario, Canada, 2007)

6. Jay Wink, *The Great Upheaval: America and the Birth of the Modern World* (New York, 2007)

7. Gordon Wood, *The Radicalism of the American Revolution* (New York, 1992)

b.) More Specialized

1. Joyce Appleby, *Capitalism and a New Social Order: The Republican Vision of the 1790s* (New York, 1984)

2. Bernard Bailyn, *The Ideological Origins of the American Revolution* (Cambridge, MA: Harvard University Press, 1967)

3. Richard Beeman, *Beyond Confederation: Origins of the Constitution and American National Identity* (Chapel Hill: University of North Carolina Press, 1987)

4. Irving Brant, *The Bill of Rights: Its Origin and Meaning* (Indianapolis, IN, 1965)

5. Stanley Elkins and Eric McKitrick, *The Age of Federalism* (New York, 1993)

6. David Hacket Fischer, *Paul Revere's Ride* (New York, 1994)

7. Robert Gross, *The Minutemen and Their World* (New York, 1976)

8. Don Higginbotham, *The War for American Independence* (New York, 1971)

9. Forrest McDonald, *The Presidency of George Washington* (Lawrence: University Press of Kansas, 1974

10. _____, *The Presidency of Thomas Jefferson* (Lawrence: University Press of Kansas, 1976

11. Richard B. Morris, *The Forging of the Union, 1781-1789* (New York, 1987)

12. Mary Beth Norton, *Liberty's Daughters: The Revolutionary Experience of American Women, 1750-1800* (Boston, 1980)

13. John Shy, *A People Numerous and Armed: Reflections on the Military Struggle for American Independence* (New York, 1976)

14. Michael Stephenson, *Patriot Battles: How the War of Independence Was Fought* (New York, 2007)

15. Larry E. Tise, *The American Counter Revolution: A Retreat from Liberty, 1783-1800* (Mechanicsburg, Pennsylvania, 1998)

16. Garry Wills, *Inventing America: Jefferson's Declaration of Independence* (Garden City, NY, 1978)

17. Gordon Wood, *Revolutionary Characters: What Made the Founders Different* (New York, 2006)

c.) Biographies

1. Charles Akers, *Abigail Adams: An American Woman* (New York, 2007)

2. Lance Banning, *The Sacred Fire of Liberty: James Madison and the Founding of the Federal Republic* (Ithaca, New York: Cornell University Press, 1995)

3. Ron Chernow, *Alexander Hamilton* (New York, 2004)

4. Thomas Fleming, *Duel: Alexander Hamilton, Aaron Burr, and the Future of America* (New York, 1999)

5. Eric Foner, *Tom Paine and Revolutionary America* (New York, 1976)

6. Walter Isaacson, *Benjamin Franklin: An American Life* (New York, 2003)

7. Dumas Malone, *Jefferson and His Time*, 6 vols. (Boston, 1948-1977)

8. David McCullough, *John Adams* (New York, 2001)

9. Alfred Young, *The Shoemaker and the Tea Party: Memory and the American Revolution* (Boston, 1999)

10. _____. *Masquerade: The Life and Times of Deborah Sampson, Continental Soldier* (New York, 2004)

Reading for Students

Esther Forbes, *Johnny Tremain* (Houghton, 1943).

This story of a tragically injured young silversmith who ends up hip-deep in the American Revolution is inspiring, exciting, and sad. Johnny is a silversmith's apprentice who is terribly injured helping the Sons of Liberty. He participates in the Boston Tea Party and witnesses other events in the fight for independence, such as Paul Revere's Ride and the battles at Lexington and Concord. An excellent read-aloud, or can be used for a whole group book study.

James Lincoln Collier and Christopher Collier, *My Brother Sam Is Dead* (Scholastic, 1974).

Recounts the tragedy that strikes the Meeker family during the Revolution when one son joins the rebel forces while the rest of the family tries to stay neutral in a Tory town. A Tory family is shattered when teenager, Sam Meeker joins the Rebel forces to fight for independence. They later learn that he has been wrongfully executed for stealing cattle. His younger brother, Tim, is the storyteller; facing difficult decisions and trying to choose between people he loves. His father dies on a British prison ship, further complicating Tim's life. Definitely for more mature readers.

Seymour Reit, *Guns for General Washington* (Harcourt, 1990).

This book follows the adventure of the mission undertaken by Colonel Henry Knox, from Fort Ticonderoga to Boston, to bring cannons to the Colonial Army. Joining Knox on the trek is his younger brother, Will. **[see Teacher Manual CD for accompanying materials]**

Elvira Woodruff, *George Washington's Socks* (Scholastic, 1991).

Five kids take a trip through time to the Revolutionary War period. They are taken to the scene of Washington's Crossing and participate in the Battle of Trenton. This is an excellent and

entertaining adventure story for grades 4-5, which mixes historical fiction with fantasy. **[see Teacher Manual CD for accompanying materials]**

Jean Fritz Series (Putnam, Penguin):

Delightful accounts of famous people and events in American history, these books are geared for young/intermediate readers to gain understanding and enjoy reading historical fiction. There are more titles for other eras than just the Revolutionary period.
Titles include:

And Then What Happened, Paul Revere? (1973)
Can't You Make Them Behave, King George? (1977)
Will You Sign Here, John Hancock? (1996)
Why Don't You Get a Horse, Sam Adams? (1974)
What's the Big Idea, Ben Franklin? (1996)
Traitor: The Case of Benedict Arnold (2002)
Shh! We're Writing the Constitution (1997)

David Catrow, illus. and foreword, *We the Kids: The Preamble to the Constitution of the United States* (Dial 2002)

Artist and political cartoonist, David Catrow offers a distinctive expression of America's most celebrated principles—for citizens of all ages. In this illustrative work, Catrow helps young readers understand that they are a part of our country's founding ideals as expressed in the Constitution's Preamble.

Rosalyn Schanzer, *George vs. George: The American Revolution as seen from Both Sides* (National Geographic, 2004)

A carefully researched, evenhanded narrative with well-crafted, vibrant, watercolor illustrations. Schanzer states that her challenge was to "cram 20 years of history, biography, and philosophy into a picture book that kids could grasp and enjoy." She has been entirely successful. The introduction sets the tone, introducing both George Washington and King George III, mentioning their differing views, and noting that every story has two sides. The remainder of the book presents these two sides on spreads that alternate between the man and the monarch, with comparisons of the American and British governmental forms, views on taxation, the Boston Tea Party, and coverage of most of the major battles of the Revolutionary War. True to the author's intent, both Georges come off as decent men, with the interests of their respective countries at heart. The illustrations are amazing. Almost Brueghelesque in their detail, they show the major players as they actually looked. Speech balloons reproduce the exact words of the speakers, with appended "Quote Sources." This is a lovely book, showing historical inquiry at its best: consideration of both sides, a sound research basis, attribution of sources, and interesting writing. Written at a higher level than Jean Fritz's *Can't You Make Them Behave, King George?* (Putnam, 1977), this book provides the perfect meld of instructional tool and general-interest reading.

School trips & tours/guests/local resources
Fort Loudoun Museum
Museum of Appalachia

Student Activities
Candle dipping
Writing with a Quill
Correspondence letters: "If You Were There…"
Colonial Medicine

Draw political cartoons
Reenactments
Weaving
Early American crafts
Tea parties

Questions You Might Ask Students

1. Why would John Adams defend the British soldiers who had fired the shots at the Boston Massacre?

John Adams was a well-known Boston lawyer. John Adams, in his old age, called his defense of British soldiers in 1770 "one of the most gallant, generous, manly, and disinterested actions of my whole life, and one of the best pieces of service I ever rendered my country." He stated facts to show that the quartering of British troops enraged the mob, causing the people gathered to act in a violent matter. The soldiers reacted in a typical manner, and Adams argued that they acted as expected. When six of the eight men were acquitted, Adams' law practice suffered. In time, however he was recognized for his bravery in such a controversial act.

2. What battle was the turning point for the colonists during the Revolutionary War?

The battle most recognized as the "turning point" of the war is the Battle of Saratoga. It was a major victory for the Patriot forces, and convinced France and Spain that the War was a worthwhile investment by providing supplies and monetary assistance. It also gave the Colonial Army confidence that they could indeed win the war.

3. Why did George Washington fight for the British during the French & Indian War?

George Washington, like many other colonists, fought on the side of the British during he French & Indian War. The war was fought on behalf of the British colonists, to prevent takeover of lands settled by the colonists. Washington was recognized early in his career as a true leader, given a position of leadership over Fort Loudoun in Virginia.

4. Why did women follow the army during the Revolutionary War?

Many women followed their husbands in the war effort because they did not have any other means of support while their husbands were gone. They also felt they could help the war effort by providing care and services to the soldiers, such as cooking, cleaning, and nursing duties.

5. Why was the Declaration of Independence written?

The Second Continental Congress wrote the Declaration of Independence had three main ideas. The first section told why the Declaration was necessary, as all other attempts at peaceful negotiation had been rebuffed. The second part listed the grievances of the colonists. The third section listed the colonists' ideas for government.

6. What are the three branches of government, and what is their role in the government?

Legislative: Makes laws-comprised of the House of Representatives and the Senate
Executive: Carries out the laws-comprised of the President and Vice President
Judicial: Makes sure the Constitution is followed-comprised of the Supreme Court

7. What was the purpose of the Bill of Rights?

The Bill of Rights is the first ten amendments to the Constitution. It was necessary for the passage and ratification of the Constitution, because many representatives to the Constitutional Congress felt the rights of Americans had to be protected, and the new national government would not become a monarchy. The amendments protect rights such as freedoms of speech, religion, & the press; other rights include rights at trials, due process, illegal search & seizure, and property ownership.

Questions You Might Be Asked by Students

1. Did they really drink tea at the Boston Tea Party?

The Boston Tea Party was named because the colonists threw tea overboard into the Boston Harbor as a protest of unfair marketing. They did not drink the tea.

2. Why did all these people have white hair?

Most of the colonists that we see "pictures" (actually paintings) of were wealthy and important men. A sign of prominence was wearing a powdered wig, especially on formal occasions.

3. Why were women not allowed to fight in the military?

There was one documented instance of a woman actually fighting in the Revolution. Her name was Deborah Sampson, a.k.a. Robert Shurtleff. She actually managed to fight on battles before being wounded. In an attempt to keep her secret, she treated her gunshot wound in her leg by digging out the bullet before the doctor could see. A fever caused her to be hospitalized, thus revealing her secret. Paul Revere would write a letter on her behalf to receive a war pension. Her husband would be the only man to get her pension after her death.

4. Was there a real Molly Pitcher?

The lady known as "Molly Pitcher" could be one of many women. Two of the most likely are Mary Ludwig and Margaret Corbin. Legend has it that Molly took up the fight and manned a cannon after the death of her husband. Many women followed the troops, so there were women present at battle sites. There have been many commendations given to this character, through monuments and historical markers, as well as highways named in her honor.

5. Why were some of the delegates against the Constitution?

Many of the delegates were concerned that a new national government would have too much power, and if one leader were appointed to oversee it, the result would be another monarchy. We had just come through a long war to free ourselves from a king, why would we want to have another one? The delegates argued that the peoples' rights were being compromised with a strong national government, that the states needed more power than the national government. It was only after the proposal of the Bill of Rights that the ratification of the Constitution could proceed.

Technology (Web Sites)

The National Archives: For Educators and Students: www.archives.gov/education

The National Archives page for Educators and Students have a variety of engaging resources—primary sources and activities and training for educators and students. The Teaching with Documents Lesson Plans section contains reproducible copies of primary documents from the holdings of the National Archives, teaching activities correlated to the National standards for both American History and Civics and Government, and cross-curricular connections. Teaching with primary documents encourages a varied learning environment for teachers and students alike. Lectures, demonstrations, analysis of documents, independent research, and group work become a gateway for research with historical records in ways that sharpen students' skills and enthusiasm for history, social studies, and the humanities.

Gilder Lehrman Institute of American History: www.gilderlehrman.org

The Gilder Lehrman Institute's website serves as a gateway to American history online with rich resources for educators, designed specifically for K-12 teachers and students. The website includes rich primary source materials, student and teacher resources, podcasts on numerous historical topics featuring noted historians, online exhibitions, history slideshows, and much more.

Tennessee History For Kids: www.tnhistoryforkids.org
Tennessee History for Kids is a place to go for both students and teachers to go to find information on Tennessee history. The website includes lesson plans developed by certified teachers for specific grade levels K-12, photographs, city and county histories, videos, virtual tours of numerous local historical sites, and much more in a user friendly format.

Our Documents: www.ourdocuments.gov
The Our Documents website is a cooperative effort among National History Day, the National Archives and Records Administration, and USA Freedom Corps. Our Documents tells the fascinating story of American history through a collection of 100 history-changing documents. Together, these milestone documents chronicle the centuries of social and political upheaval as the country struggled to define itself as a new nation and then to assume its place as a global power. Our Documents span American history from the 1776 Lee Resolution to the 1965 Voting Rights Act (neglecting ore current documents due to the fact of historical objectivity when analyzing current or recent events). Students and teachers can click on each document to view the document in a high resolution image and read a transcript of the document. Accompanying each document is a brief historical essay which provides both the document's historical content and its historical context.

George Washington's Mount Vernon: www.mountvernon.org
George Washington's Mount Vernon, the estate in which he lived, includes a virtual tour of the estate and various lesson plans and resources on both Washington and Mount Vernon.

Thomas Jefferson Monticello: www.monticello.org
Thomas Jefferson's Monticello, the estate in which he lived on top of a mountain near Charlottesville, Virginia, includes a tour of the estate and various lesson plans and resources on both Jefferson and Monticello. Visit the Monticello Classroom for student and teacher and parent resources. The website also includes materials on the Louisiana Purchase and Lewis and Clark's exploration of the West.

PBS: Thomas Jefferson: www.pbs.org/jefferson
PBS's Thomas Jefferson website, created in conjunction with the documentary created by noted filmmaker Ken Burns, includes lesson plans as well as rich primary and secondary source materials.

Mass Moments: http://massmoments.org
Mass Moments is a project developed by the Massachusetts Foundation of Humanities and includes a rich collection of primary and secondary sources focusing on Massachusetts's history. Mass Moments is a great website for information on events of the American Revolution that occurred in Massachusetts as well as for information on the Henry Knox Cannon Mission that accompanies the book study *Guns for General Washington* (see above).

National Museum of American History: http://americanhistory.si.edu/
Various primary and secondary resources, as well as lesson plans and activities from the Smithsonian Institute Museum of American History that includes each of the Eras in the curriculum.

Digital History: http://www.digitalhistory.uh.edu/
Various topics with primary source materials, teacher and student resources, interactive timelines, maps, visual history, virtual exhibits, multimedia, and much more.

Epilogue

"Oh God! It is all over!" British prime minister Lord North supposedly exclaimed when he received the news that 8,000 British troops under Lord Charles Cornwallis had been trapped and forced to

surrender at Yorktown on October 19, 1781. On the other side Patriot soldier James Thacher wrote in his journal, "This is to us a most glorious day."[9]

As John Adams so perceptively noted, the "real" American Revolution had been going on for years prior to the outbreak of hostilities ("in the hearts and minds of the people") before victory actually was achieved at Yorktown (largely through good luck). And yet, the Revolution was by no means over when the former colonists emerged in triumph from Yorktown. Much still had to be done: 1) establish a government powerful enough to protect individual rights and not so potent that it took them away, 2) create a sense of unity and patriotism among people used to think of themselves as Virginians or Pennsylvanians or members of other former colonies, 3) establish a central government that could enforce its laws, fashion a national financial policy, establish domestic relations with foreign governments, deal with the Native Americans, and protect Americans' natural rights. By 1820, the end of Era 3, most of those questions had been answered and issues resolved.

But in the post-revolutionary growth and expansion were the seeds of other issues and problems that would plague American for years to come, some of which would bring on a catastrophic civil war. That would be the story of future eras, of triumphs and tragedies, victories and defeats.

[9] David McCullough, "What the Fog Wrought," in Robert Cowley, ed., *What Ifs? of American History* (New York, 2003), 54; James Thacher "Military Journal," in Henry Steele Commager and Allan Nevins, eds., *The Heritage of America* (Boston, 1951), 184.