



**IMPACT**  
CALIFORNIA  
SOCIAL STUDIES

# U.S. History

## Making a New Nation

### INQUIRY JOURNAL



**Mc  
Graw  
Hill  
Education**



# Chapter 4

## The Road to War

### Lesson 1

The French and  
Indian War

### Lesson 2

Patriots, Loyalists,  
and the British

### Lesson 3

The Colonists Rebel



## Why Would a Nation Want to Become Independent?

In this chapter, you'll read about what led to the American colonists' wanting independence from Great Britain. You'll examine several causes that led to war, and you'll understand the motivations and opinions of important groups of people.



### Talk About It

Discuss with a partner what questions you have about why the American colonies wanted to be independent from Great Britain. As you research, look for answers to your questions. Let's get started!

### My Research Questions

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_





## Inquiry Project

### Which Side Will You Choose?

Write an essay from the perspective of a Patriot, Loyalist, African American, or American Indian, outlining his or her reasons for wanting or not wanting a war with Britain. Use evidence from the chapter and outside research. Form small groups that contain multiple perspectives. The group will debate whether the colonies should go to war. Then hold a vote and present your conclusions to the class.

#### Here's your project checklist.

- ☐ **Analyze** the task. Make sure you understand what you are expected to do.
- ☐ **Choose** to take the perspective of a group discussed in the chapter.
- ☐ **Conduct** research into the group's beliefs and concerns about the question of independence. Take notes.
- ☐ **Use** your notes to write an essay from the perspective of a member of that group.
- ☐ **Work** with a small group to debate the question of independence. After debating, take a vote about what you should do.
- ☐ **Discuss** the outcome of your debate and your election with the class.

# Explore Words

Complete this chapter's Word Rater. Write notes as you learn more about each word.

## boycott

*My Notes*

- ☐ Know It!
- ☐ Heard It!
- ☐ Don't Know It!

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## habitat

*My Notes*

- ☐ Know It!
- ☐ Heard It!
- ☐ Don't Know It!

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## imposing

*My Notes*

- ☐ Know It!
- ☐ Heard It!
- ☐ Don't Know It!

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## monopoly

*My Notes*

- ☐ Know It!
- ☐ Heard It!
- ☐ Don't Know It!

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## musket

*My Notes*

- ☐ Know It!
- ☐ Heard It!
- ☐ Don't Know It!

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## outpost

My Notes

- ☐ Know It!
- ☐ Heard It!
- ☐ Don't Know It!

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## recession

My Notes

- ☐ Know It!
- ☐ Heard It!
- ☐ Don't Know It!

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## reconcile

My Notes

- ☐ Know It!
- ☐ Heard It!
- ☐ Don't Know It!

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## repeal

My Notes

- ☐ Know It!
- ☐ Heard It!
- ☐ Don't Know It!

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## vandalism

My Notes

- ☐ Know It!
- ☐ Heard It!
- ☐ Don't Know It!

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# What Caused the Conflict between Great Britain, France, and the American Indians?

## Lesson Outcomes

### What Am I Learning?

In this lesson, you're going to use your investigative skills to examine the different goals of the British, the French, and the American Indian groups in their conflict over North America.

### Why Am I Learning It?

Reading and talking about these goals will help you understand how they contributed to the development and outcome of the French and Indian War.

### How Will I Know That I Learned It?

You will be able to identify the differences between these goals, make a claim about how these differences influenced the development and outcome of the French and Indian War, and support your opinion with evidence.

### Talk About It



**Look at the Details** This is a portrait of George Washington. What details do you see in this painting and what do you think they say about Washington and his life?





*George Washington* (circa 1779-1781) by Charles Willson Peale

## 1 Inspect

**Read** Look at the title “Why Were the Iroquois Important to the British?” Which word in the title signals that the text will describe cause and effect?

- **Circle** words that you don’t know.
- **Underline** words that give reasons.
- **Discuss** with a partner the reasons why the Iroquois were important to the British.

## My Notes

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# Why Were the Iroquois Important to the British?

The Iroquois were a powerful confederacy of five (later six) American Indian groups whose homeland was in what is now the state of New York. During the 1600s and early 1700s, the Iroquois dominated the Northeast and Great Lakes regions. Because of this strength, the Iroquois were very important to the British in the French and Indian War. As a result, the British government gave a colonial official, Sir William Johnson, the job of keeping friendly relations between the Iroquois and British settlers.

The Iroquois became British allies because of French policy. When French settlers arrived in North America, they decided to aid the Algonquin and Huron in their struggles with their traditional enemy, the Iroquois. One effect of this policy was that the French strengthened their control over the fur trade. Another effect was that the Iroquois sided with the British against Britain’s enemies, the French.

## PRIMARY SOURCE

### In Their Words...

#### Sir William Johnson

Such was the prowess of the Five Nations’ Confederacy, that had they been properly supported by us, they would have long since put a period to the Colony of Canada, which alone they were near effecting in the year 1688. Since that time, they have admitted the Tuscaroras from the Southward, beyond Oneida, and they have ever since formed part of the Confederacy.

—from a letter to the British Board of Trade, November 13, 1763

Johnson, William. Sir W. Johnson to the Board of Trade, 13 November 1768. In *The Conspiracy of Pontiac and the Indian War After the Conquest of Canada*, vol. 2, by Francis Parkman, app. A. Boston: Little, Brown, and Co., 1898.





Onondaga warriors and British soldiers around a council fire in the 1700s

## 2 Find Evidence

**Reread** What did Sir William Johnson mean by the “prowess” of the Iroquois? Why did this quality make them important to the British?

What policy did Johnson want the British government to adopt toward the Iroquois? What effect did he expect from this policy?

## 3 Make Connections

**Talk** Discuss with a partner why France’s policy toward the American Indians both helped and hurt the French.

## Explore Cause and Effect

A *cause* is a reason why something happens. An outcome or result is called an *effect*. Identifying cause-and-effect relationships will help you understand historical events.

### 1. Read the text once, all the way through.

This will help you understand what the text is about.

### 2. Look for words and phrases that signal cause-and-effect relationships.

Such signal words and phrases include *cause*, *effect*, *because*, *so*, *caused*, *resulted*, *as a result*, and *due to*.

### 3. Identify the events that are linked by such signal words.

Be sure you have correctly identified which event is the cause and which is the effect.

### 4. Be aware that a cause can have more than one effect, and an effect can have more than one cause.

Notice any cases in which more than one cause or effect is indicated.

#### COLLABORATE



Based on the text you just read, work with your class to complete the chart below. Use the text you just read.

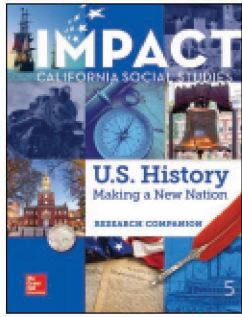
Cause

Effect

Sir William Johnson  
stays on friendly  
terms with Iroquois.







## Investigate!

Read pages 168–177 in your Research Companion. Use your investigative skills to identify cause-and-effect relationships among the events of the French and Indian War. Use the chart to organize the information.

Cause

Effect

	→	
	→	
	→	
	→	

Review your research. Based on the information you have gathered, which event do you think was the most important cause of the conflict between the British, the French, and the American Indians?

## Take a Stand

[illegible]

# Talk About It



## Defend Your Claim

Talk to a classmate who chose a different event. Take turns discussing your opinions and supporting evidence. Do you agree or disagree with your partner's opinion?



# Connect to the



## Pull It Together

Think about what you have learned about the experiences of the American colonists before, during, and after the French and Indian War. How might these experiences have begun to change how they viewed themselves as citizens?

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## Inquiry Project Notes

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# What Were the Views of the Patriots, Loyalists, and the British?

## Lesson Outcomes

### What Am I Learning?

In this lesson, you're going to use your investigative skills to explore British tax policies and the views of Patriots, Loyalists, and the British.

### Why Am I Learning It?

Reading and talking about these events will help you understand economic and political issues that led to the American Revolution.

### How Will I Know That I Learned It?

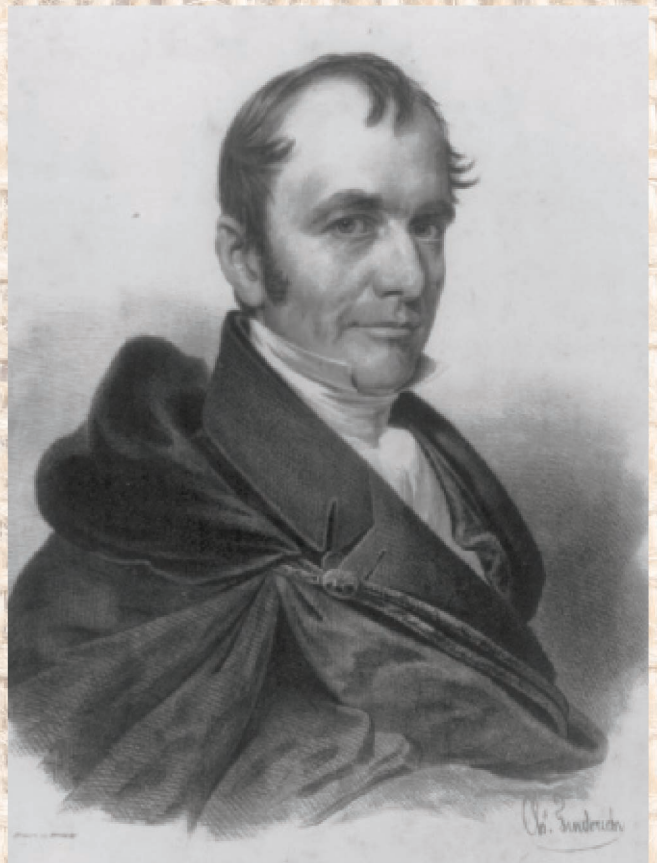
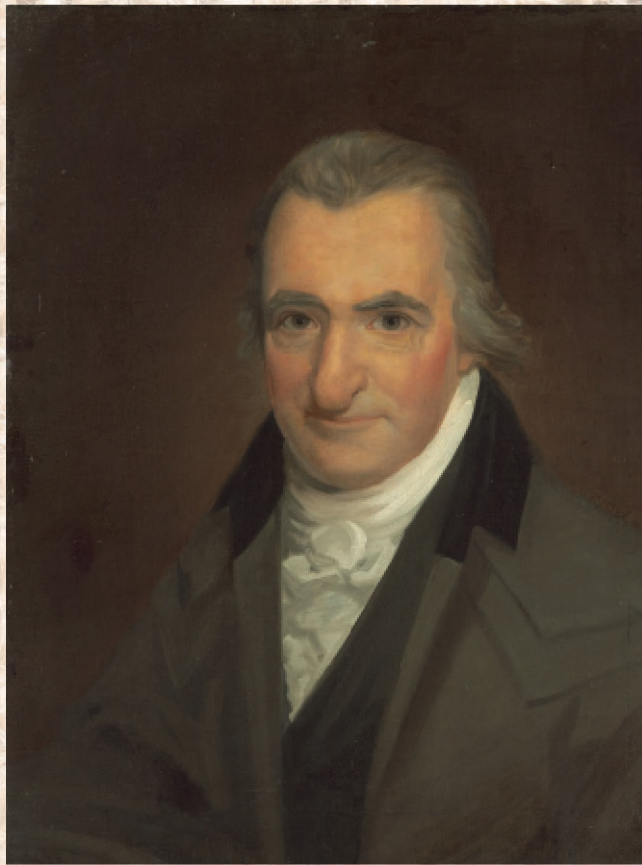
You will be able to identify the arguments and reasoning of Patriots, Loyalists, and the British, choose one side to defend, and support your argument with evidence from the text.

### Talk About It



**Look at the Details** Each of the men on page 141 came from a different background and had his own views. Whom do you think was in favor of independence?





Thomas Paine (top left), George Mason (top right), Joseph Galloway (bottom left), and John Dickinson (bottom right)



**Read** Look at the title.  
What does the title suggest  
the passage will be about?

- **Circle** any unfamiliar words.
- **Underline** clues about what led to the Stamp Act and what happened after the act was passed.
- **Discuss** with a partner why Edmund Burke criticized the way Parliament ruled the colonies.

[illegible]

After the French and Indian War, Great Britain struggled with debt. To help pay for it, King George III and British leaders decided to raise taxes on the colonies. They argued that the colonists should help pay for the troops sent to protect them during the war. In 1765, the British government passed the Stamp Act. It was one of several laws that caused outrage in the colonies.

The Stamp Act required colonists to buy stamps and place them on all printed documents, from newspapers to playing cards. Colonists immediately protested. They called the act unlawful and argued that only elected colonial officials had the power to tax goods.

Colonists were not the only critics of the Stamp Act. A respected member of Parliament, Edmund Burke, spoke on the issue several times before Parliament. He argued that the act was passed in poor judgment. He criticized the British government's strict colonial laws and its refusal to work cooperatively with the colonies. Britain could not just ignore the colonists' complaints, Burke argued. Although he believed that Parliament had the right to tax the colonists, Burke felt that this authority should be used only as a last resort.

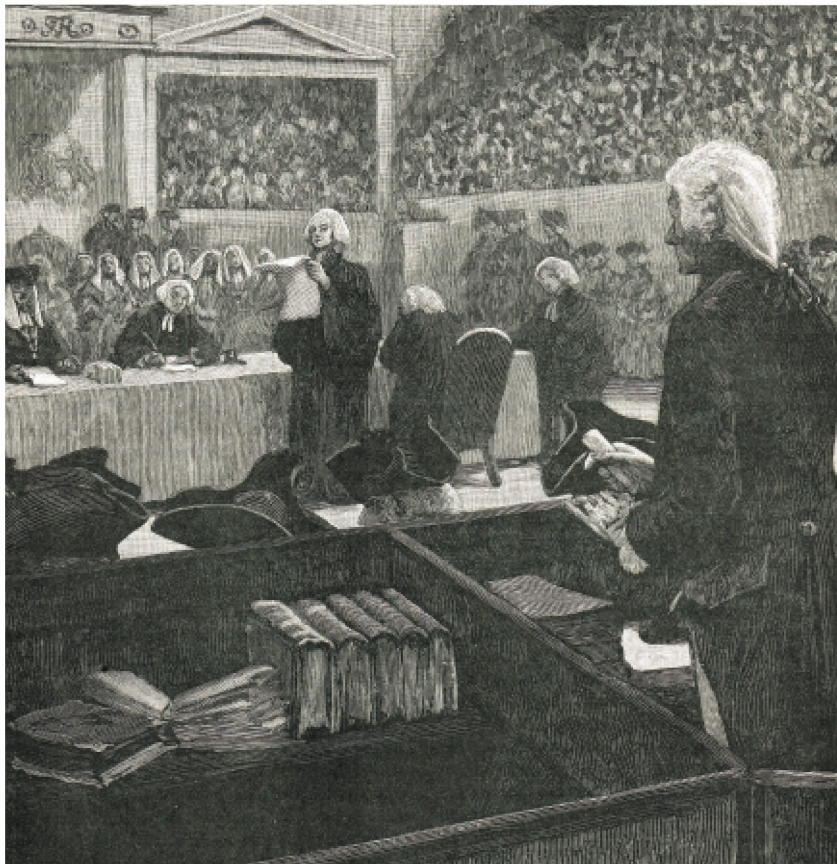


## PRIMARY SOURCE

### In Their Words... Edmund Burke

Never was so critical a measure pursued with so little provision against its necessary consequences. As if all common prudence had abandoned the ministers, and as if they meant to plunge themselves and us headlong into that gulf which stood gaping before them, by giving a year's notice of the project of their stamp act, they allowed time for all the discontents of that country to fester and come to a head, and for all the arrangements which factious men could make towards an opposition to the law.

—from “Observations on a Late State of the Nation,” 1769



Edmund Burke speaking before the British Parliament

## 2 Find Evidence

**Reread** Note the words “never,” “so little,” and “abandoned.” What do they reveal about Edmund Burke’s attitude toward Parliament?

Reread this part of the second sentence: “as if they meant to plunge themselves and us headlong into that gulf which stood gaping before them.” What image does Burke create by referring to a gaping gulf and using the word *fester*?

## 3 Make Connections

**Write** Summarize Edmund Burke’s key reasons for blaming Parliament for unrest in the colonies.



## Explore Compare and Contrast

To compare, look for similarities—things that are alike. To contrast, look for differences—things that are not alike. Comparing and contrasting the points of view of Patriots and Loyalists will help you better understand both sides of the issue.

### 1. Read the entire text once.

This will help you understand the topic and main idea.

### 2. Look at the title and section headings.

What clues do they give about the two ideas being compared in the passage?

### 3. Identify signal words and phrases.

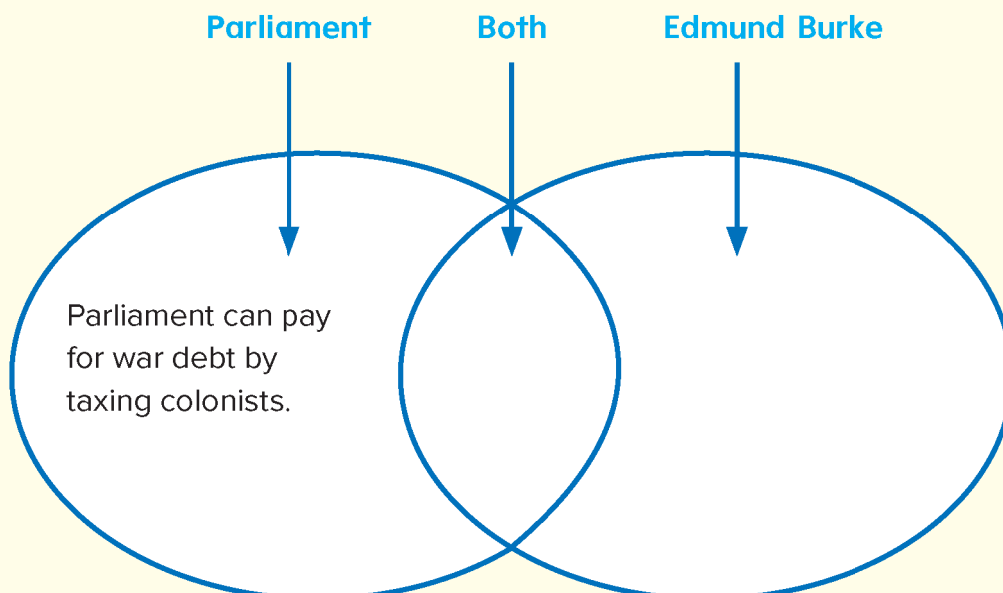
Words like *both*, *likewise*, and *also* signal similarities. Words and phrases like *but*, *yet*, and *on the other hand* signal differences.

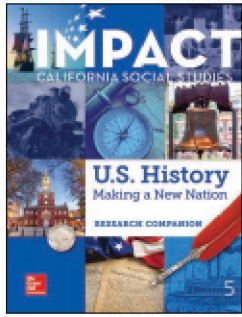
### 4. Analyze the details.

Take a close look at the details signaled by the clue words. How does each detail help you better understand the causes of the American Revolution?



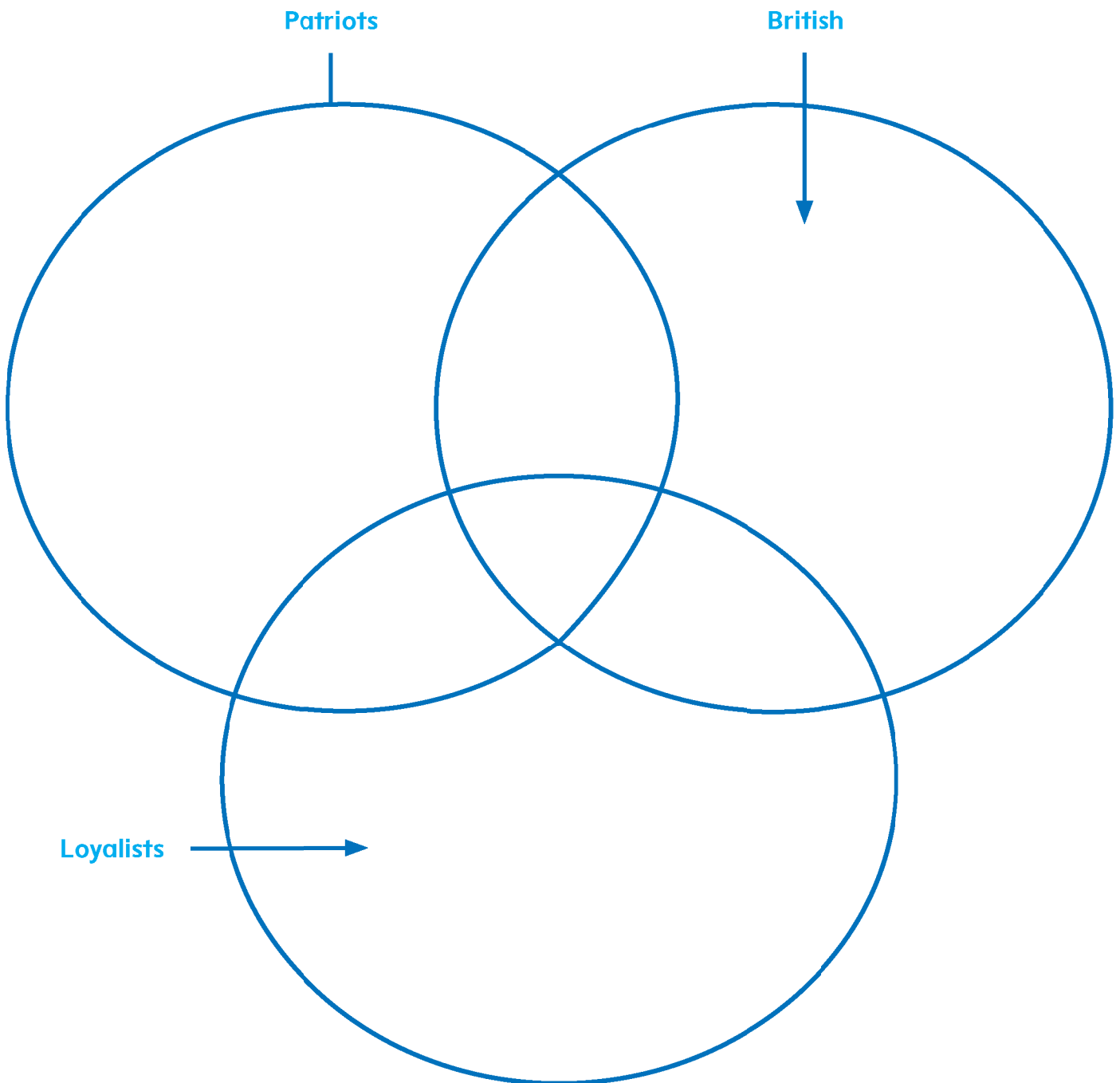
Based on the text you just read, work with your class to fill in the graphic organizer with Edmund Burke's own views and the views he shared with Parliament.





## Investigate!

Read pages 178–185 in your Research Companion. Use your investigative skills to compare and contrast the points of view of the Patriots, the Loyalists, and the British.



## Write About It

## This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.



# Talk About It



## Defend Your Claim

Choose a partner who took a different side. Discuss your reasoning.  
Did your partner make any good points that changed your mind?



## Connect to the



## Pull It Together

Why was it so dangerous for Patriots to act on their wishes to have self-government?  
Why did Great Britain feel the need to keep its hold on the colonies?

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## Inquiry Project Notes

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# What Increased Tensions Between Great Britain and the Colonists?

## Lesson Outcomes

### What Am I Learning?

In this lesson, you're going to use your investigative skills to explore events that led to the American Revolution.

### Why Am I Learning It?

Reading and talking about these events will help you understand the reasons that many colonists wanted to break free from Great Britain.

### How Will I Know That I Learned It?

You will be able to identify the sequence of events that led to the American Revolution, choose the most important event you believe led to the war, and support your analysis with evidence.

### Talk About It



**Look at the Details** What are the differences between the way the British soldiers are portrayed and the way the colonists are portrayed? How do those differences show Revere's point of view of the event?



The BLOODY MASSACRE perpetrated in King-Street Boston on March 5<sup>th</sup> 1770 by a party of the 29<sup>th</sup> Regt.



Unhappy Boston! see thy Sons deplore,  
 Thy hallow'd Walks beset with guiltless Gore;  
 While faithless P—n and his savage Bands,  
 With murderous Rancour stretch their bloody Hands;  
 Like fierce Barbarians grinning o'er their Prey,  
 Approve the Crime.

If scalding drops from Rage from Anguish Wring;  
 If speechless Sorrows lab'ring for a Tongue;  
 Or if a weeping World can ought appeal  
 The plaintive Ghosts of Victims such as these:  
 The Patriot's copious Tears for each are shed,  
 To soothe the Dead.

But know Fate summons to that awful  
 Where Justice strips the Mind rer of his  
 Should venal C—ts the scandal of the  
 Snatch the relentless Villain from her B  
 Keen Execrations on this Plate infer  
 Shall reach a JUDGE who never can be

The Bloody Massacre in King-Street by Paul Revere shows the Boston Massacre from the colonists' point of view.

The unap

ERICK, JAM CALDWELL, CRISPUS ATTUCKS & PAT

Killed. Six wounded; two of them (CHRISTOPHER MONK & JOHN CLARK) Mortally  
 Published in 1770 by Paul Revere



## 1 Inspect

**Read** Look at the title of the timeline. What does it tell you about what happens next in American history?

- **Circle** Parliament's actions.
- **Underline** the colonists' actions.
- **Discuss** with a partner the cause-and-effect relationship between Parliament's actions and the colonists' actions.

### My Notes

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# The Events That Led to the Boston Massacre

## April 5, 1764 – The Sugar Act

To pay Britain's war debt, Parliament passes the Sugar Act. The act places a colonial tax on imported sugar and molasses. Previous sugar taxes were not enforced. Starting in 1764, colonists who do not pay the tax on sugar products are to be fined and arrested. The colonists stage protests.

## March 22, 1765 – The Stamp Act

Parliament passes the Stamp Act, requiring colonists to purchase a stamp for all paper documents, such as newspaper and letters. The money collected from the sale of stamps goes directly to Great Britain, not the colonial government. Colonial protests increase.

## May 15, 1765 – The Quartering Act

The Quartering Act is also passed. This requires colonial governments to pay for the housing of British troops and allows the British government to force colonists to let soldiers live on their property, if necessary. No similar law existed in Britain. Colonists call the act unfair.

## October 7–25, 1765 – The Stamp Act Congress

Representatives from nine colonies form the Stamp Act Congress. They determine that, since colonists cannot vote in Parliamentary elections, Parliament has no right to tax them. They call for a boycott of British goods.

## March 18, 1766 – The Declaratory Act

Parliament declares that it has the right to tax the colonies, but it also repeals the Stamp Act.

## June 29, 1767 – The Townshend Acts

Parliament passes The Townshend Acts, adding a tax on goods that are imported from Great Britain. These goods include tea, glass, paper, lead, and paint. Colonists organize another boycott.

## August 1, 1768 – The Non-Importation Agreement

Boston merchants declare an official boycott of British goods. They formally refuse to purchase or sell imported tea, paper, glass, or paint until the Townshend Acts are repealed.

## October 1, 1768 – The Arrival of British Troops

Parliament sends more British soldiers to Boston to deal with the growing political unrest in the city.

## March 5, 1770 – The Boston Massacre

A group of colonists begins to insult a squad of British soldiers and throws snowballs at them. The soldiers fire into the crowd. Five colonists are killed.

## 2 Find Evidence

**Reread** Note the year of the first event in the timeline. Then look at the year of the last event in the timeline. How many years do these events span?

Then reread the events in the timeline. Why is it important that so much happened within a short span of time? What does that tell you about the relationship between the colonists and Great Britain at this time in history?

## 3 Make Connections

**Talk** Discuss with a partner the patterns of behavior in the timeline. What did the colonists usually do in response to Parliament? When did they change their behavior? Why?



## Explore Chronology

Thinking about chronology, or the order in which things happen, will help you make connections between related events.

### 1. Read the text all the way through.

This will help you understand how the text is organized.

### 2. Look at section titles.

This will give you clues about which events are significant.

### 3. Watch for specific dates and signal words.

Pay attention to dates and signal words as you read. Words and phrases such as *first*, *then*, *within a few months*, and *a few years later* signal the order in which events happen.

### 4. Find key facts about each event.

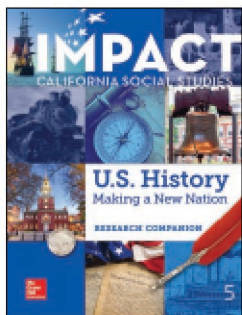
As you read about each event, think about what the key facts and details suggest about the growing tensions between the colonists and Great Britain.



Based on the text you just read, work with your class to complete the chart below.

Event	Date	Key Facts
The Sugar Act		





## Investigate!

Read pages 186–191 in your Research Companion. Use your investigative skills to identify the sequence of events that led to the American Revolution. Consider how each event is a reaction to another event.

Event	Date	Key Fact



Event	Date	Key Fact



Event	Date	Key Fact

## Think About It

Review your research. Based on the information you gathered, what was the most important event that led to war with Great Britain?

## Write About It

### Take a Stand

**Write and Cite Evidence** Write an opinion essay about the most important event that led to war with Great Britain. What events led up to this moment? What happened as a result of it? Use facts and details from the text to support your opinion.

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# Talk About It



## Defend Your Claim

Choose a partner who wrote about a different event. Discuss the different impacts your events had. Do you agree or disagree with your partner? Why?



## Connect to the



## Pull It Together

How did the growing tension between the colonies and Great Britain eventually lead to war?

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## Inquiry Project Notes

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## Project Wrap-Up

Now's the time for you and your group to hold your debate and present your conclusions. Here's what to do.

Use your notes to debate the question of independence from the perspectives of the people you chose.

- ☐ Work with your group to debate the question of independence.
- ☐ Consider why a Patriot's opinion might be different from that of a Loyalist, African American, or American Indian.
- ☐ Take a vote on the issue after the debate.
- ☐ Briefly present your group's conclusions to your whole class. Discuss any similarities and differences in your debates.

### Tips for Presenting

*Remember these tips during your debate.*

- ☐ *Be respectful of the points of view of others. Do not interrupt when others are talking.*
- ☐ *Stay in character. Speak from the perspective of a person in the group you chose.*
- ☐ *Vote according to the way you think your character would have felt after the debate.*



## Project Rubric

Use these questions to help evaluate your project.

	Yes	No
Did I choose a side from one of the groups affected by the question of independence?		
Did I research how a member of that group would feel about independence?		
Did I use my research to argue effectively for my opinion during the small-group debate?		
Did I listen carefully during the debate and consider the points of view of the members of my small group?		
Did my group present conclusions about independence to the class in a way that was clear?		

## Project Reflection

Think about your work during this chapter. What was the most surprising or interesting thing you learned? What do you want to learn more about? What will you do differently in the future?

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# Chapter 5

## The American Revolution

### Lesson 1

The Revolution Begins

### Lesson 2

The Declaration of Independence

### Lesson 3

Defining Moments of the American Revolution

### Lesson 4

Life During the Revolution

### Lesson 5

Outcomes of the Revolution



## What Does the Revolutionary Era Tell Us About Our Nation Today?

In this chapter, you'll read about the important events and people in the American Revolution. You'll think about why these events and people are important, the impact they had on the Revolution, and how the Revolution still affects our nation today.



### Talk About It

Discuss with a partner what questions you have about the Revolutionary Era. As you research the people, events, and ideas from the Revolutionary Era, look for answers to your questions. Let's get started!

### My Research Questions

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_



## Inquiry Project

### How Would Our Lives Have Been Impacted If . . . ?

You and your classmates will research people, ideas, and events that had an impact during the American Revolution. You will each choose one to develop a timeline card for. You'll evaluate the information in the classroom timeline and choose what you think are the five most important people, ideas, or events. Then you will take one item from the timeline and consider how our country would be different today if it had never happened.

#### Here's your project checklist.

- ☐ **Analyze** the task. Make sure you know what's expected in each step.
- ☐ **List** important events, people, and ideas from the chapter.
- ☐ **Work** as a group to assign a timeline card to each class member or to small groups.
- ☐ **Assemble** the class timeline.
- ☐ **Choose** what you think are the five most important events on the timeline.
- ☐ **Defend** your choices.

# Explore Words

Complete this chapter's Word Rater. Write notes as you learn more about each word.

## blockade

*My Notes*

- ☐ Know It!
- ☐ Heard It!
- ☐ Don't Know It!

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## inflation

*My Notes*

- ☐ Know It!
- ☐ Heard It!
- ☐ Don't Know It!

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## mercenary

*My Notes*

- ☐ Know It!
- ☐ Heard It!
- ☐ Don't Know It!

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## militia

*My Notes*

- ☐ Know It!
- ☐ Heard It!
- ☐ Don't Know It!

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## monarch

*My Notes*

- ☐ Know It!
- ☐ Heard It!
- ☐ Don't Know It!

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## negotiate

My Notes

- ☐ Know It!
- ☐ Heard It!
- ☐ Don't Know It!

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## profiteer

My Notes

- ☐ Know It!
- ☐ Heard It!
- ☐ Don't Know It!

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## rebel

My Notes

- ☐ Know It!
- ☐ Heard It!
- ☐ Don't Know It!

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## reconciliation

My Notes

- ☐ Know It!
- ☐ Heard It!
- ☐ Don't Know It!

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## traitor

My Notes

- ☐ Know It!
- ☐ Heard It!
- ☐ Don't Know It!

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# How Did the American Revolution Start?

## Lesson Outcomes

### What Am I Learning?

In this lesson, you're going to use your investigative skills to explore events that happened at the beginning of the American Revolution.

### Why Am I Learning It?

Reading and talking about these events will help you understand their impact on the American Revolution and our nation today.

### How Will I Know That I Learned It?

You will be able to identify the chronology of events at the start of the American Revolution, state an opinion about which event was most important, and support your opinion with evidence.

### Talk About It

COLLABORATE



**Look at the Details** What do you think is happening? How do you know this happened long ago? What do their dress and appearance tell you about these men?





*The Battle at Bunker's Hill*  
drawn by Henry A. Thomas



## 1 Inspect

**Read** Look at the title. What does “Patrick Henry Speaks Out” suggest about the tone of the text?

- **Circle** words you don’t know.
- **Underline** clues that help you answer the questions Who, What, Where, When, or Why.
- **Discuss** with a partner what Patrick Henry thinks the people of Virginia should do and why.

## My Notes

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# Patrick Henry Speaks Out

In March of 1775, the House of Burgesses met in Richmond, Virginia, to discuss a solution to painful taxes imposed by the British government. The House of Burgesses was an assembly of elected members who represented the settlements and plantations of Virginia.

Several members pleaded for more time to persuade the British government to repeal, or end, the taxes. Finally, a member named Patrick Henry rose to speak. He mentioned the city of Boston, where there had been conflicts between the colonists and the British. He asked what Virginia could do. He went on to say, “We have done everything that could be done to avert the storm which is now coming.”

The only possible action left, Henry said, was to take up arms and fight. The House of Burgesses then voted to organize a **militia** for Virginia.

## PRIMARY SOURCE

### In Their Words... Patrick Henry

Our brethren are already in the field! Why stand we here idle? What is it that gentlemen wish? What would they have? Is life so dear, or peace so sweet, as to be purchased at the price of chains and slavery? Forbid it, Almighty God! I know not what course others may take; but as for me, give me liberty or give me death!

—from “Speech to the Virginia House of Burgesses,” March 23, 1775, Richmond, Virginia

Patrick Henry, speaking to the Virginia House of Burgesses, March 23, 1775.





*Patrick Henry Addressing the Virginia Assembly*

## 2 Find Evidence

**Reread** What do you think is the purpose of Patrick Henry's speech? What words does he use that will help accomplish his purpose?

**Examine** the statement "Our brethren are already in the field! Why stand we here *idle*?" What does the word *idle* mean? Name a word that has the same meaning as *idle*.

## 3 Make Connections

**Talk** Discuss with a partner the reasons that Patrick Henry gives for fighting the British.

**Connect to Now** How did Patrick Henry's speech have an effect on our country today?

## Explore Chronology

Identifying the **chronology**, or order in which things happen, in what you read will help you understand how events in history are related.

### 1. Read the text once all the way through.

This will help you understand what the text is about.

### 2. Look at the section titles to see how the text is organized.

Do the titles offer any clues as to which important events are discussed in the text?

### 3. Watch for specific dates.

Are the events described in the text presented in chronological order? It may help to look for sentences that begin with a date—for instance, “On May 10, 1775 . . .”

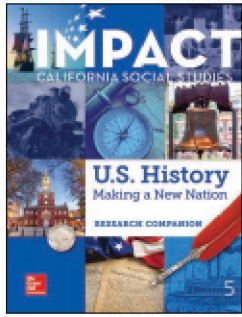
### 4. Find key facts about the events.

While reading, ask yourself what key facts about each event show that it was important to the start of the American Revolution.



Based on the text you just read, work with your class to complete the chart below.

Event	Date	Key Facts
Patrick Henry's speech to the House of Burgesses		



## Investigate!

Read pages 200–209 in your Research Companion. Use your investigative skills to identify the chronology of events at the start of the American Revolution. Use the chart to organize information.

Event	Date	Key Facts
↓		
↓		

## Think About It

### Take a Stand

Review your research. Based on the information you have gathered, what do you think was the most significant event at the start of the American Revolution?

## Write About It

### Write and Cite Evidence

In your opinion, what was the most significant event at the start of the American Revolution? List three reasons that support your opinion. Include page references.

Event \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

### Reasons

1. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

# Talk About It



## Defend Your Claim

Talk to a classmate who chose a different event. Take turns discussing your opinions and supporting evidence. Do you agree or disagree with your partner's opinion? Why?



## Connect to the



## Pull It Together

Think about the people and events that you read and talked about in this lesson. How did these help shape our nation today?

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## Inquiry Project Notes

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# Why Is the Declaration of Independence Still Important Today?

## Lesson Outcomes

### What Am I Learning?

In this lesson, you're going to use your investigative skills to learn about the Declaration of Independence and explore why it is still important today.

### Why Am I Learning It?

Reading and talking about the Declaration of Independence will help you learn more about what it means and how it affects your life today.

### How Will I Know That I Learned It?

You will be able to explain the reasons for important parts of the Declaration of Independence and recognize the ways they still affect the country today.

### Talk About It

COLLABORATE



**Look at the Details** How do you think the members of the Second Continental Congress felt after declaring independence from Great Britain? How do the details in this picture support your answer?





## THE REBELS OF '76. THE GREAT

**EXPLANATION.**—It is sunset on the 4th of July, 1776. The members of the old Continental Congress, having signed the Declaration, are seen in the act of leaving the Hall of Independence. HANCOCK, distinguished by his dark dress, stands on the steps in front of the hall-door, announcing to a friend that the Declaration has just been signed. FRANKLIN is seen in his right, JEFFERSON leans against the right pillar of the door. ADAMS is conversing with Jefferson—between their heads is seen the face of LIVINGSTON, and against the left pillar stands ROGER SHERMAN. These form the group on the steps. We then com-

## OR, THE FIRST ANNOUNCEMENT OF DECLARATION.

mence on the left of the picture, and counting every figure, discover the following persons. 1, a citizen; 2, WILSON, a signer; 3, a citizen; 4, a tory; 5, a signer; 6, a lady; 7, her father; 8, the Indian who bore the Declaration to the camp of Washington; 9, Thomas Paine, talking with No. 10, BENJAMIN RUSH, and 11, ROBERT MORRIS, both signers. Behind them the heads of citizens are seen, and to the right, a crowd of patriots, Quakers, Tories, &c. eagerly disputing the nature and merits of the Declaration.

Entered according to act of Congress, in the year 1860, by S. Ashton in the Clerk's Office of the District Court of the U. S. for the Eastern District of Pennsylvania.

*The Rebels of '76, or the First Announcement of  
the Great Declaration*



## 1 Inspect

**Read** Look at the text.  
What point is the author making?

- **Circle** words you don't know.
- **Underline** clues that help you understand unfamiliar words and concepts.
- **Discuss** with a partner what point the author wants the reader to understand and agree with in this final paragraph.

## My Notes

[illegible]

# Jefferson's Bold Declaration

In the final paragraph of the Declaration of Independence, Thomas Jefferson made the most important statements in the entire document. These statements represented the creation of a new nation, the United States of America. The colonists were now on a dangerous path from which it would be difficult to turn back.

## PRIMARY SOURCE

## In Their Words... the Second Continental Congress

We, therefore, the Representatives of the united States of America, in General Congress, Assembled, appealing to the Supreme Judge of the world for the rectitude of our intentions, do, in the Name, and by Authority of the good People of these Colonies, solemnly publish and declare, That these United Colonies are, and of Right ought to be Free and Independent States; that they are Absolved from all Allegiance to the British Crown, and that all political connection between them and the State of Great Britain, is and ought to be totally dissolved; and that as Free and Independent States, they have full Power to levy War, conclude Peace, contract Alliances, establish Commerce, and to do all other Acts and Things which Independent States may of right do.

—from the Declaration of Independence



John Trumbull's painting of the writers of the Declaration of Independence presenting their draft to the Second Continental Congress hangs in the United States Capitol Rotunda.

## 2 Find Evidence

**Reread** the statement “Absolved from all Allegiance to the British Crown.”

Give an example of a word that means the same thing as *absolved*. Then give a word that means the same as *allegiance*. Then explain what the phrase means.

## 3 Make Connections

**Talk** Did the 56 men who signed the Declaration of Independence have the authority to separate the colonies from Great Britain? Why or why not?



## Explore Cause and Effect

A **cause** is an event that makes something else happen. An **effect** is an event that happens as a result of a cause. Looking for cause-and-effect relationships can help you better understand what you read.

To find the main idea and key details:

### 1. Read the text all the way through.

This will help you understand what the text is about.

### 2. Watch for specific changes.

Ask yourself, “What happened?” The answer to this question helps you identify an effect.

### 3. Look for explanations.

When you have identified an effect, ask yourself, “Why did this happen?” Knowing why something happened will help you explain its cause.

### 4. Look for clue words.

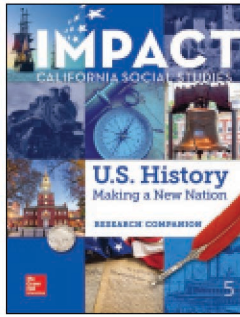
Words such as *because*, *therefore*, *so*, and *as a result* are clues that signal a cause-and-effect relationship. Recognizing these words will help you answer the question “Why did this happen?”



Based on the text you just read, work with your class to complete the chart below.

Cause	Effect
The colonies declare that all political connection between the United States and Great Britain is null and void.	





## Investigate!

Read pages 210–219 in your Research Companion. Use your investigative skills to look for text evidence that tells you how important parts of the Declaration of Independence are still important today.

Cause	Effect

Review your research. Based on the information you have gathered, what are the important ideas in the Declaration of Independence?

## Write About It

## Write and Cite Evidence

What was the most important effect of the Declaration of Independence? List reasons that support your opinion.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins or other markings on the paper.



## Talk About It



### Support Your Thesis

Talk to a classmate who chose a different effect. Take turns discussing your theses and supporting evidence. Do you agree or disagree with your partner's thesis? Why?



## Connect to the

### Make Connections



Which key ideas of the Declaration of Independence remain important today?

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### Inquiry Project Notes

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# Lesson 3

## What Were the Defining Moments of the War?

### Lesson Outcomes

#### What Am I Learning?

In this lesson, you're going to use your investigative skills to learn about the defining moments of the Revolutionary War.

#### Why Am I Learning It?

Reading and talking about the defining moments of the war will help you learn more about how the colonists ultimately won the war.

#### How Will I Know That I Learned It?

You will be able to make and support inferences about the defining moments of the war.



#### Talk About It

COLLABORATE



**Look at the Details** How is Washington shown in this picture? What are his men doing? From the way this portrait was painted, do you think this was an important moment of the war?

HSS.5.6.1, HSS.5.6.2, HSS.5.6.4, HAS.HI.2





John Parrot/Stocktrek Images/Getty Images

*Washington Crossing the Delaware*  
by Emanuel Leutze

## 1 Inspect

**Read** Look at the text. What point is the author making?

- **Circle** words you don't know.
- **Underline** clues that help you understand unfamiliar words and concepts.
- **Discuss** with a partner what the first sentence means: "These are the times that try men's souls." How does that phrase describe what the Revolutionary War was like?

## My Notes

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# Trying Times

From 1776 to 1783, Thomas Paine published a series of sixteen papers called *The American Crisis*. The essays described the conflict with Great Britain as a fight between good and evil.

Paine wrote the first essay in December 1776. During the brutal winter of 1777–1778 at Valley Forge, George Washington ordered that the paper be read aloud to the troops. He hoped that it would inspire them to continue fighting despite the cold, disease, and starvation they faced.

## PRIMARY SOURCE

### In Their Words... Thomas Paine

These are the times that try men's souls. The summer soldier and the sunshine patriot will, in this crisis, shrink from the service of their country; but he that stands it now, deserves the love and thanks of man and woman. Tyranny, like hell, is not easily conquered; yet we have this consolation with us, that the harder the conflict, the more glorious the triumph. What we obtain too cheap, we esteem too lightly: it is dearness only that gives every thing its value.

—from *The American Crisis*, Number 1.





American soldiers endured brutal winters during the war.

## 2 Find Evidence

**Reread** Examine the statement “the summer soldier and the sunshine patriot will, in the crisis, shrink from the service of their country.” What type of people is Paine describing? What other types of people does Paine mention?

Put the phrase “What we obtain too cheap, we esteem too lightly” into your own words. What is Paine saying about the American Revolution with this phrase?

## 3 Make Connections

**Talk** What did Paine want to convince the readers of *The American Crisis* to do?

## Explore Making Inferences

When you read, you make inferences about the text when the author does not directly state his or her purpose or point. To make a valid inference, you combine **evidence** from the text with what you know from your own experience.

To make an inference:

**1. Read the text all the way through.**

This will tell you what the text is about.

**2. Reread the text looking for important information - key details, facts, and evidence.**

Keep track of these clues. They will help you infer.

**3. Ask yourself, *What does the text say?***

Consider the key ideas the author is telling you.

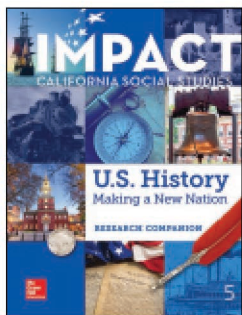
**4. Then ask yourself, *What do I already know?***

Connect something you already know with key ideas you have learned from the text to make an observation.



Based on the text you just read, work with your class to complete the chart below.

Text Evidence	What I Know	Inference
Washington had <i>The American Crisis</i> read to soldiers during their most challenging time.		



## Investigate!

Read pages 220–229 in your Research Companion. Use your investigative skills to look for text evidence that tells you about the defining moments of the Revolutionary War and helps you make inferences about those events.

Text Evidence	What I Know	Inference

Review your research. Based on the information you have gathered, why do you think a country as powerful as Great Britain was unable to stop the colonial forces?



Create a list of reasons that the colonists were able to turn the tide of the war. Read the completed list aloud and decide which two reasons are the most important.

[illegible]



# Write About It

## News Report

Imagine you are a television reporter covering the Revolutionary War. You must write a report on why the colonies were able to turn the tide of the war.

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## Connect to the

### Make Connections



Think about the qualities that helped the American army turn the tide of the war. How do you see those qualities at work in the United States today?



### Inquiry Project Notes

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# Lesson 4

## What Was It Like to Live During the American Revolution?

### Lesson Outcomes

#### What Am I Learning?

In this lesson, you're going to use your investigative skills to learn about what life was like during the American Revolution.

#### Why Am I Learning It?

Reading and talking about life during the American Revolution will help you understand the hardships people faced.

#### How Will I Know That I Learned It?

You will be able to explore the motivations and understand the people who lived during the American Revolution.

### Talk About It

COLLABORATE

**Find Details** Read the text on the next page. What was life like as a soldier during the American Revolution? What would you have done in Joseph Plumb Martin's place?



# The Winter at Valley Forge

During the winter of 1777–1778, George Washington's troops camped at Valley Forge in Pennsylvania. The army had great difficulty obtaining enough supplies. Many soldiers became ill, and some died. A Massachusetts private, Joseph Plumb Martin, described his experiences as a soldier in a journal published after the war. The following excerpt describes his time at Valley Forge.

## PRIMARY SOURCE

### In Their Words...

#### Joseph Plumb Martin

The men were now exasperated beyond endurance; they could not stand it any longer; they saw no alternative but to starve to death, or break up the army, give up all and go home. This was a hard matter for the soldiers to think upon. They were truly patriotic; they loved their country, and they had already suffered every thing short of death in its cause; and now, after such extreme hardships to give up all, was too much; but to starve to death was too much also. What was to be done? Here was the army starved and naked, and there their country sitting still and expecting the army to do notable things while fainting from sheer starvation.

—from the journal of Joseph Plumb Martin, 1830

TEXT: Martin, Joseph Plumb. A Narrative of some of the Adventures, Dangers and Sufferings of a Revolutionary Soldier interspersed with anecdotes of incidents that occurred within his own observation. Written by himself. Hallowell, ME: Glazier, Masters & Company, 1830. PHOTO: Bettmann/Getty Images



## 1 Inspect

**Read** Look at the text.  
What is the poem about?

- **Circle** words you don't know.
- **Underline** clues that help you understand unfamiliar words and concepts.
- **Discuss** why Wheatley wrote the poem. What does it say about her opinions?

## My Notes

[illegible]

## A Hopeful Poet

Phillis Wheatley was born in Africa. In 1761, at a very young age, she was kidnapped from her family and brought on a slave ship to North America. In Boston, she was purchased by a tailor named John Wheatley. The Wheatleys taught Phillis to read and write, which was an uncommon practice for most slaveholders. She eventually learned Latin and Greek. As a teenager, she began writing poetry. Wheatley composed several of her poems in honor of the new United States. Many of her poems show Wheatley's excitement about the new nation's gaining its independence from Great Britain. That excitement also showed hopefulness for freedom for slaves.



## Phillis Wheatley

## PRIMARY SOURCE

### From “To His Excellency General Washington,” by Phillis Wheatley

One century scarce perform'd its destined round,  
When Gallic<sup>1</sup> powers Columbia's<sup>2</sup> fury found;  
And so may you, whoever dares disgrace  
The land of freedom's heaven-defended race!  
Fix'd are the eyes of nations on the scales,<sup>3</sup>  
For in their hopes Columbia's arm prevails.  
Anon Britannia<sup>4</sup> droops the pensive head,  
While round increase the rising hills of dead.  
Ah! Cruel blindness to Columbia's state!  
Lament thy thirst of boundless power too late.  
Proceed, great chief, with virtue on thy side,  
Thy ev'ry action let the Goddess guide.  
A crown, a mansion, and a throne that shine,  
With gold unfading, WASHINGTON! Be thine.

1 Gallic powers: Great Britain

2 Columbia: a female symbol of the United States

3 Fix'd are the eyes of nations on the scales: many nations are interested in the outcome of the war

4 Britannia: a female symbol of Great Britain

## 2 Find Evidence

**Reread** Examine the line “Proceed, great chief, with virtue on thy side, / Thy ev'ry action let the Goddess guide.”

What evidence tells you Wheatley's opinion of Washington? What other evidence in the poem tells you what Wheatley thinks Washington deserves? How might those things conflict with what Washington himself probably thinks he deserves?

## 3 Make Connections

**Talk** What is Wheatley's opinion of Great Britain? How can you tell from the language she uses in the poem?



## Explore Motivations

**Motivations** are the reasons a person does something. When you understand people's motivations for acting a certain way, you learn more about them and the things they did.

**1. Read the text once all the way through.**

This will help you understand what the text is about.

**2. Ask yourself, *Who is this person, and where did he or she come from?***

Knowing a person's background will help you understand him or her.

**3. Consider how the person's background influenced what happened.**

The circumstances of a person's life caused that person to make certain decisions or to act a certain way.

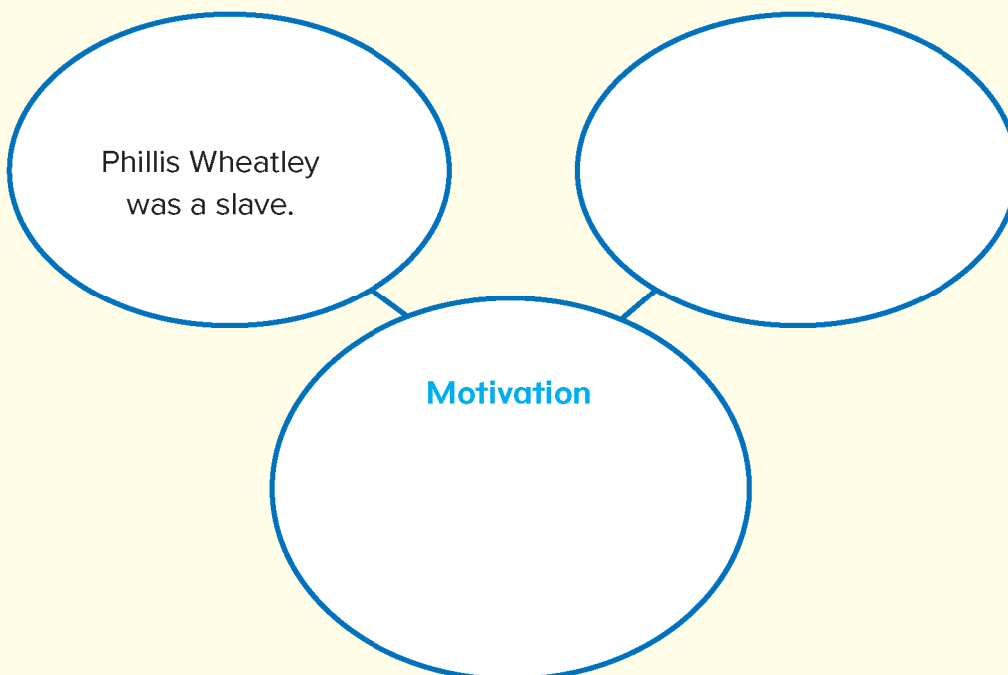
**4. Ask yourself, *How did this person's motivations influence the event?***

Look for details about the person's motivations or life circumstances that caused him or her to make a decision or to perform some action.

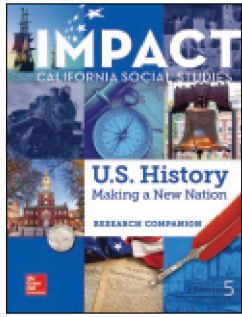
**COLLABORATE**



Based on the text you just read, work with your class to complete the web below by filling out information about a person's background to discover his or her motivation.

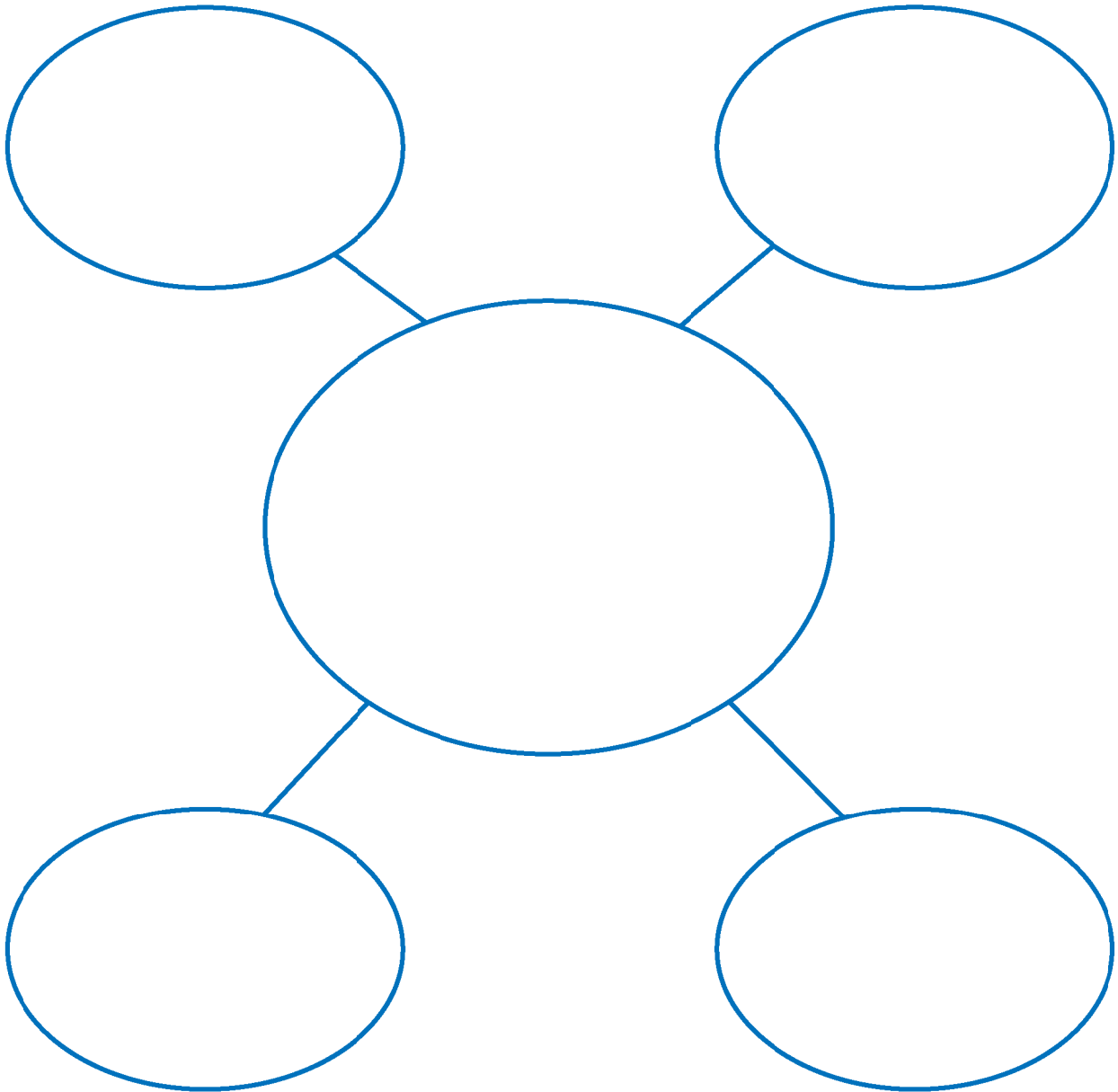






## Investigate!

Read pages 230–237 in your Research Companion. Use your investigative skills to look for text evidence that tells you about the motivations of a person from the lesson. Write the person's motivation in the center circle and details that help explain his or her motivation in the surrounding circles.



Review your research. Consider what you have learned about life during the American Revolution. What risks did people take by fighting?

**Write a Letter** Create a character set in the Revolution. First, decide the character details: Which side is he or she on? Which group is he or she a part of? What motivates your character? Next, write a letter to a friend or family member from the perspective of your character. Discuss what he or she thinks of the war, how he or she is coping, and what he or she plans to do next.

[illegible]

# Talk About It



## Interview

Work with a partner. Interview each other. One of you will take the role of a journalist, and the other will be the character you created. The journalist should ask questions such as “Why are you fighting / not fighting?” “What do you hope to accomplish?” “How has the war changed your life?” After the first interview, switch roles with your partner.

# Connect to the



## Make Connections

Think about what you have learned about the American Revolution. What does it have in common with modern conflicts? What is different?

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## Inquiry Project Notes

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# What Did the Colonists Gain by Winning the War?

## Lesson Outcomes

### What Am I Learning?

In this lesson, you're going to use your investigative skills to learn about what Americans gained by winning the war.

### Why Am I Learning It?

Reading and talking about what the American colonists gained will help you understand whether the war was worth fighting.

### How Will I Know That I Learned It?

You will be able to understand the causes and effects of winning the war.

### Talk About It

COLLABORATE



**Look at the Details** How do you think the soldiers on each side of the drawing feel about what is happening?



ENTERED ACCORDING TO ACT BY ADDRESS IN THE YEAR 1848 BY N. CORRIER, THE CLERK OF THE DISTRICT COURT OF THE SOUTHERN DISTRICT OF N.Y.

# SURRENDER OF LORD CORNWALLIS AT YORKTOWN VA. OCT. 19<sup>TH</sup> 1781.

FROM THE ORIGINAL PAINTING BY COLONEL TRUMBULL IN THE CAPITOL AT WASHINGTON.

PUBLISHED BY N. CORRIER, 102 NASSAU ST. NEW YORK.

General Cornwallis surrenders at Yorktown.



## 1 Inspect

**Read** Look at the text.

What is Washington saying about his men's service in the war?

- **Circle** words you don't know.
- **Underline** clues that help you understand unfamiliar words and concepts.
- **Discuss** the terms that show Washington's opinion.

## My Notes

[illegible]

# Washington's Farewell Orders

Washington gave these final orders to the troops believing that he was about to retire after a long career and return to his home, Mount Vernon, Virginia. He thanked the officers and men. He also reminded them of the good work they had done while fighting for independence. Washington wasn't aware at this time that he would later be asked to serve as the nation's first president.

## PRIMARY SOURCE

## In Their Words...

## George Washington

... Let it be known and remembered, that the reputation of the Federal Armies is established beyond the reach of malevolence; and let a consciousness of their achievements and fame still unite the men, who composed them to honorable actions, under the persuasion that the private virtues of economy, prudence, and industry will not be less amiable in civil life than the more splendid qualities of valor, perseverance, and enterprise were in the field.

—from the Farewell Orders to Continental Army,  
November 2, 1783





Soldiers listen as General George Washington gives his final orders.

## 2 Find Evidence

**Reread** Examine the phrase “let it be known and remembered, that the reputation of the federal Armies is established beyond the reach of malevolence.”

What does Washington mean when he says that the army’s reputation is “beyond the reach of malevolence”? Use a dictionary to help you define any words that are unfamiliar.

Was this a good phrase to include in his farewell orders? Why or why not?

## 3 Make Connections

**Talk** What qualities does Washington say he hopes the men will continue to show in their everyday lives?

## Explore Cause and Effect

A **cause** is an event that makes something happen. An **effect** is an event that happens as a result of a cause. Looking for cause-and-effect relationships can help you better understand what you read.

To find the causes and effects:

### 1. Look for transitions related to causes and effects.

*Because, therefore, as a result, in order to,* and similar transitional words and phrases can indicate cause-and-effect relationships.

### 2. Take note of chronology.

Texts will often present cause-and-effect relationships in the order that they happen. This is not always true, though, so be careful.

### 3. Analyze the events.

Ask yourself, would an event have happened without this particular cause? Would the effect have been the same if the earlier event had never happened?

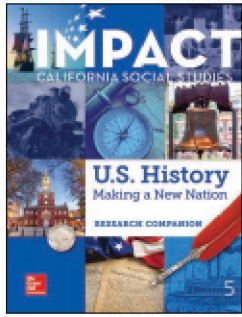
### 4. Note that an event may have more than one cause or effect.

There are usually multiple causes for a historical event. Similarly, a historical event may impact many future events.



Based on the text you just read, work with your class to complete the chart below.

Group	Hoped to Gain	Gained or Lost	Results
American soldiers	Hoped for independence from Great Britain		



## Investigate!

Read pages 238–247 in your Research Companion. Use your investigative skills to look for text evidence that tells you about what people gained and lost because of their participation in the war.

Group	Hoped to Gain	Gained or Lost	Results



Review your research. Recall what you have learned about the people involved in the Revolutionary War. What were their justifications for going to war? Did they succeed in their goals or not?

**Write a Letter** Take the role of a representative of one of the groups involved in the American Revolution. This could be a Patriot, a Loyalist, an African American, an American Indian, a member of an ally nation, or even a British soldier. Write a letter to Benjamin Franklin, John Adams, and John Jay about the peace talks in Paris. What conditions would your group like to see included in the peace agreement? Persuade them with specific reasons why your group deserves these conditions.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

# Talk About It



## Defend Your Claims

Discuss as a class who were the real winners and losers of the war.  
Who got what they wanted? Who didn't? Who lost the most?  
What was fair and what was unfair?

# Connect to the



## Make Connections

Think about how the American Revolution ended. What lasting effects did this have on our nation?

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## Inquiry Project Notes

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## Project Wrap-Up

Now's the time for you and your classmates to share your opinions about the most important people, ideas, or events from the American Revolution. Here's what to do.

Use the classroom timeline to explain the five most important people, ideas, or events.

- ☐ Talk about how our nation would be different today if one of the timeline items had never happened.
- ☐ Defend your explanation using evidence from your research.
- ☐ Answer questions from others about the points you made.

### Tips for Presenting

*Remember these tips when you present to your class.*

- ☐ *Be sure to prepare and practice a couple of times.*
- ☐ *Speak loudly and clearly.*
- ☐ *Look your listeners in the eye.*
- ☐ *Relax and enjoy yourself!*



# Project Rubric

Use these questions to help evaluate your project.

	Yes	No
Did I identify my top five people, ideas, or events?		
Did I clearly explain how our nation would be different today if one of these had never happened?		
Did I organize the information in a way that best communicates it?		
Did I use words from the Word Bank?		
Was I able to explain the organization to the class?		

# Project Reflection

Think about the work you did in this chapter, either with a group or on your own. Describe something that you think you did very well. What is something that you would do differently?

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# Surviving the Winter at Valley Forge

### CHARACTERS

Narrator

Jonathan (*soldier*)

Grandfather

Mother

Father

Martha (*sister*)

Lawrence (*brother*)

**Narrator:** Our play begins in the cold winter of 1789. We visit the home of the Millers, a Patriot family in Concord, Massachusetts. The Millers' oldest son, Jonathan, is an 18-year-old soldier with the Continental Army at Valley Forge in New York, under General George Washington's command. The Millers are worried about Jonathan. They have heard that the soldiers at Valley Forge are exhausted and need food and supplies.

The Millers have just received a letter from Jonathan.



**Mother:** Come here, everyone! Gather around! I have a letter from Jonathan at Valley Forge!

**Martha:** Is he safe, Mother?

**Mother:** Yes, thank goodness! Let us read his letter.

**Jonathan** (*appears, alone on the opposite side of the stage. He is seated as if writing a letter*):

*My Dear Family,*

*Greetings to you all. I miss you very much, especially you, dear Grandfather! Life here is rather difficult. It has been snowing and raining without end. We sleep in log huts and try to keep warm around the campfires. Many soldiers are ill and some have died.*

*Do not worry, however, for I remain in good health. I am willing to fight for our freedom at any cost.*

*General Washington is trying to get us more supplies. He is a great man and our victory is in his hands. He has asked for help from a Prussian general named von Steuben. He is teaching us how to march and work together. We'll be a polished fighting force soon, and I know the Patriots will win!*

*I hope you are well. Please write to me and send me news. Words from you are a great comfort.*

*Your soldier son and brother,*

*Jonathan*

*(Jonathan exits.)*





**Mother:** My poor, brave boy! So young and such a Patriot!

**Martha:** How can anyone in these colonies support the king?

**Father:** It is tradition, I suppose. They are Loyalists because they still consider themselves subjects of the British king.

**Grandfather:** It can be difficult for people to change. Why, when I was a boy, I would never have dreamed of fighting the king! Such a thing would have been impossible to consider.

**Father:** We Patriots have a grander vision for the future of the colonies. We want the right to form our own government and make our own laws!

**Martha:** I've heard that there are people who help the British troops by giving them information, shelter, and supplies! Is that true?

**Mother:** I am afraid that is so, Martha. They call themselves Loyalists because they are loyal to the British crown. But I believe that we will win the war against Great Britain and gain our freedom!

**Lawrence:** How can you be certain?

**Father:** Our army is strong and wants to win.

**Lawrence:** Yes, but the British army is stronger, and I'm sure they want to win too. They also have the support of a king, while my brother and his fellow soldiers freeze without even blankets and food!

**Mother:** Yes, Lawrence, but our soldiers know the land well and they are loyal to the cause of freedom. They will fight hard to protect their land and their families.

**Grandfather:** Yes, my dear. Your reasons are good to remember.

**Mother:** I still worry for Jonathan. I must send him a woolen shirt and blankets to keep him warm.

**Father:** And we must also write a letter to Jonathan. He can still receive it before General Washington moves his soldiers again.

**Martha:** I have the ink and the paper. What shall we say?

**Narrator:** Winter turned to spring, and conditions began to improve at Valley Forge. Food arrived from local farmers. New soldiers arrived. Baron von Steuben's training began to show in the way the soldiers marched and prepared for battle. The Continental Army had suffered at Valley Forge, but it was ready now to return to the battle for its country's freedom.

## Write About It

Write your own play about Jonathan and the other soldiers at Valley Forge. Set the play in the spring of 1778. Jonathan has just received a letter from his family. Have the soldiers talk about their concerns in fighting the British. Jot down your ideas in the space below before writing your play.

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