

# The American Revolution

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- War vs. Revolution: 2 quotes
- "There is nothing more common than to confound the terms of the American Revolution with those of the late American war. The American war is over but this is far from being the case with the American Revolution. On the contrary, nothing but the first act of this great drama is closed." – Benjamin Rush, 1787
- "As to the history of the Revolution, my ideas may be peculiar, perhaps singular, but what do we mean by the Revolution? The war? That was no part of the Revolution. It was only an effect and consequence of it. The Revolution was in the minds of the people, and this was effected from 1760 to 1775, in the course of fifteen years before a drop of blood was drawn at Lexington." – John Adams, 1815

# 1<sup>st</sup> Continental Congress, 1774

- **Declaration of Rights** and solemn appeals to other British-American colonies, to the king, and to the British people.
- **The Association** was the most important outcome of the Congress.
  - It called for a complete **boycott** of British goods; nonimportation, nonexportation, and nonconsumption.



# Lexington & Concord, April 1775

- British are seizing colonial militia stores – cannons and gunpowder
- In **April 1775**, the British commander in Boston sent a detachment of troops to **Lexington**.
  - seize provisions of colonial gunpowder & capture the rebel leaders, Samuel Adams and John Hancock.
- At Lexington, 8 Americans were shot and killed.
  - "**Lexington Massacre.**"
- British met with resistance at Concord
  - there were over 300 casualties and 70 deaths.
  - War, **not** rebellion

- Document analysis
- In what ways do these support or contradict each other?
- Is there anything we KNOW From these documents?



# Doolittle - 1775



*Drawn by Earl & engraved by A. Doolittle in 1775*

*Re-Engraved by A. Doolittle and J.W. Barber in 1832*

## BATTLE OF LEXINGTON.

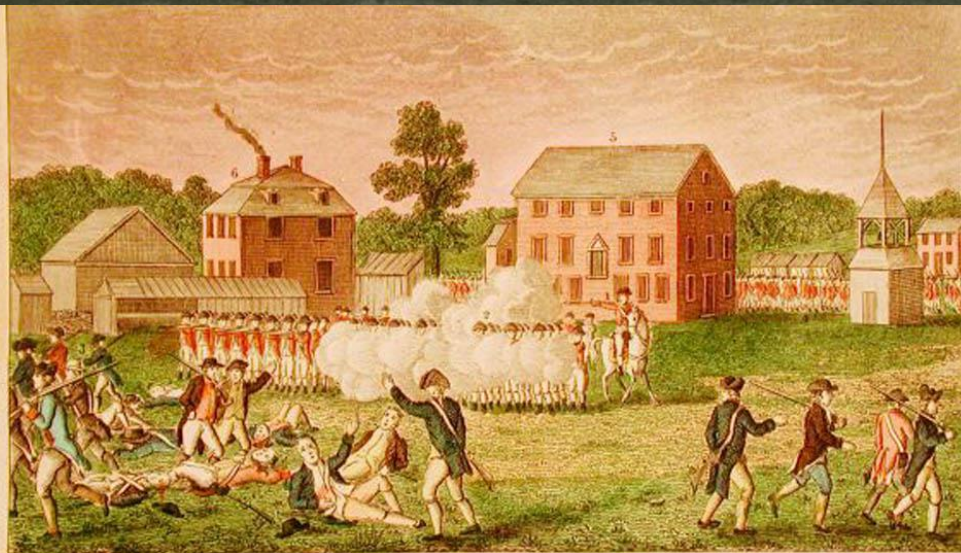
*1. Major Pitcairn at the head of the Regular Granadiers. - 2. The Party who first fired on the Provincials at Lexington. - 3. Part of the Provincial Company of Lexington. - 4. Regular Companies on the road to Concord. - 5. The Meeting house at Lexington. - 6. The Public Inn.*



# Blachaux - 1859







*Drawn by Earl & engraved by A. Doolittle in 1775*

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#### BATTLE OF LEXINGTON.

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- Doolittle 1775

- Blachaux 1859





- Which of these images is probably more accurate based on our reading of the documents?
- Why would the Post Office commission a stamp with an inaccurate image?
- Is it irresponsible for the Post Office to commission such a stamp?

# Second Continental Congress





## May 1775

- All 13 colonies represented
- still no push for independence, drafted new appeals to the King
- raised money to create an Army, appointed George Washington head of the army

BUT no British negotiation



# Washington's Headaches

-  Only 2/5 of the colonists were in favor of a war for independence [the other 2/5 were Loyalists, and the final fifth were neutral].
-  State/colony loyalties.
-  Congress couldn't tax to raise money for the Continental Army.
-  Poor training [until the arrival of Baron von Steuben]



# Military Strategies

## The Americans



Attrition [the Brits had a long supply line].



Guerilla tactics [fight an insurgent war → you don't have to win a battle, just wear the British down]



Make an alliance with one of Britain's enemies.

## The British



Break the colonies in half by getting between the No. & the So.



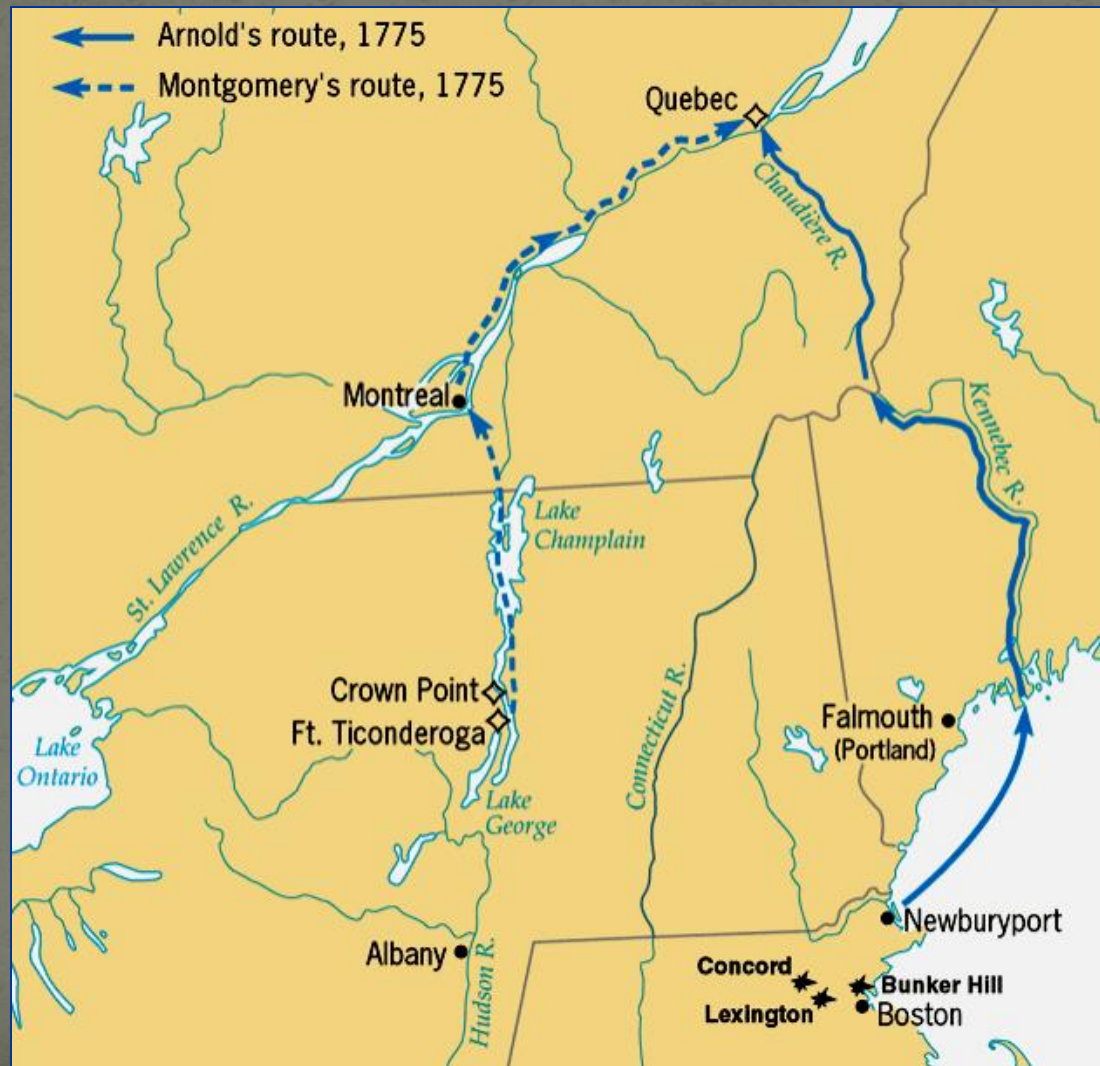
Blockade the ports to prevent the flow of goods and supplies from an ally.



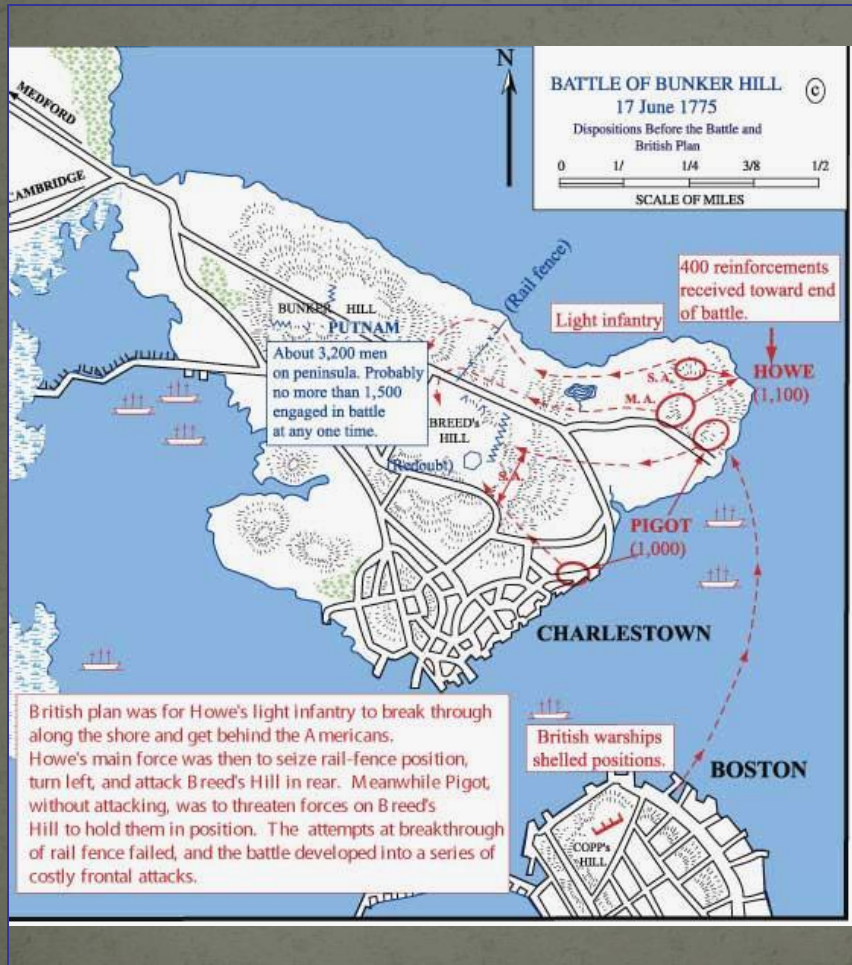
"Divide and Conquer" → use the Loyalists.



# Phase I: The Northern Campaign [1775-1776]



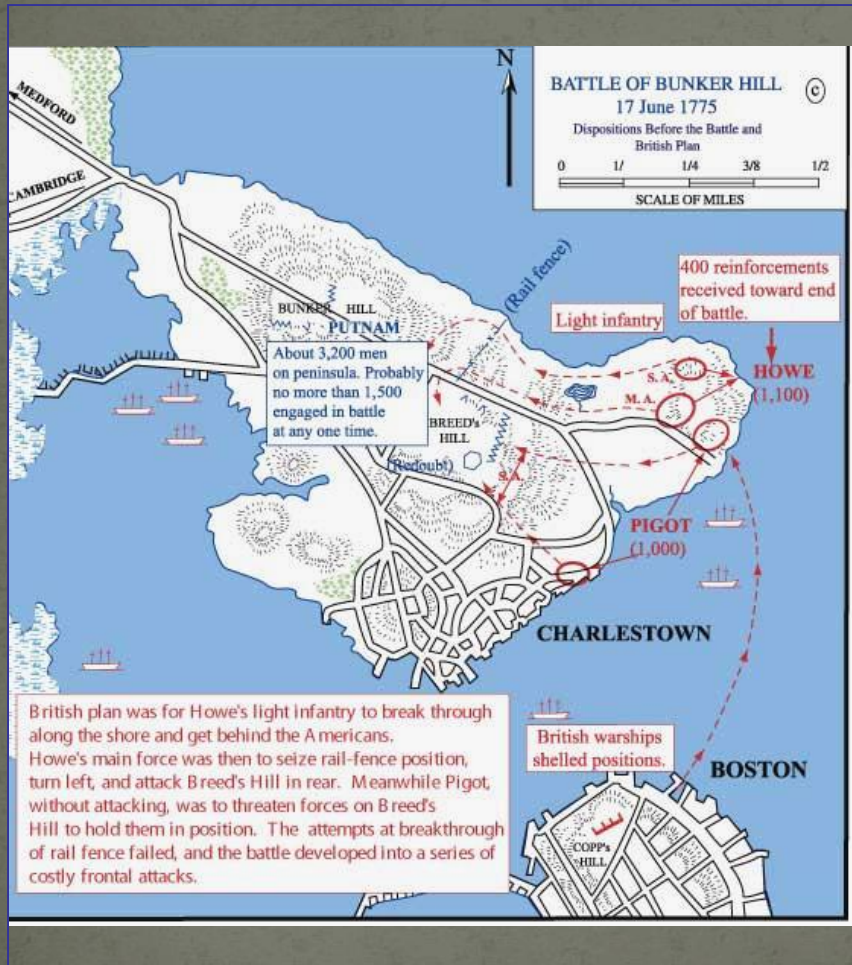
# Bunker Hill, June 1775



- the colonists captured **Bunker Hill**.
- The British took it back with a large number of soldiers
  - 40% casualty rate



# Bunker Hill, June 1775, British Victory



Quote from David McCullough, 1776 (New York: Simon & Schuster, 2005), 8.

- Colonists killed 1,000 British & lost 400.
- People in both London and Boston noted that "a few more such victories would surely spell ruin for the victors."
- The battle proved to the British that the Americans were not to be taken lightly.
- Continental Congress calls for the enlistment of all able-bodied men into the militia.

# 1775 continued...

- July 1775 – Continental Congress sends “Olive Branch Petition”
  - Declared the colonies loyalty to the King in an effort to prevent more hostility
  - Rejected!
- August 1775 – King George III declared colonies in open rebellion
  - Hired German mercenaries, Hessians
- October 1775: Failed colonial invasion of Canada





# Common Sense

- Thomas Paine released a pamphlet called *Common Sense* in 1776. It argued that the colonies had outgrown any need for English domination and that they should be given independence.
- "As it is my design to make those that can scarcely read understand, I shall therefore avoid every literary ornament, and put it in language as plain as the alphabet... "simple facts, plain arguments, and common sense."

- "I found the disposition of the people such, that they might have been led by a thread and governed by a reed. Their suspicion was quick and penetrating, but **their attachment to Britain was obstinate**, and it was at that time a kind of treason to speak against it. **They disliked the ministry, but they esteemed the nation.**
- "Their idea of grievance operated without resentment, and their single object was reconciliation . . . . I viewed the dispute as a kind of law-suit. I supposed the parties would find a way either to decide or settle it. I had no thoughts of independence or of arms. The world could not then have persuaded me that I should be either a soldier or an author."

"



# Reading Questions

- Why don't the colonies need Britain for commerce?
- Why is the colonies relationship with Britain harmful?
- Why should the colonies seek to govern themselves (popular sovereignty)?
- What is Paine's Final justification for independence?
- What changes Paine's mind about independence?

# Main points of Common Sense

- 1) Refuted arguments against independence
- 2) showed necessity of independence
  - Creation of a republic: "[W]e have every opportunity and every encouragement before us, to form the noblest purest constitution on the face of the earth. We have it in our power to begin the world over again....The birthday of a new world is at hand."
- 3) argued ALL monarchies are useless
  - King George has "sunk himself beneath the rank of animals, and contemptibly crawls through the world like a worm."
  - . "Every thing that is right or natural pleads for separation. The blood of the slain, the weeping voice of nature cries, 'TIS TIME TO PART.'"



# Impact

- Bestseller!
- Not everyone loved it
  - John Adams called it "a poor, ignorant, malicious, shortsighted, crapulous mass."
- Fundamentally changed colonial conversation
  - "Independence a year ago could not have been publicly mentioned with impunity. Nothing else is now talked of, and I know not what can be done by Great Britain to prevent it."

# Declaration of Independence, 1776

- On July 2, 1776, Richard Henry Lee of Virginia's resolution of declaring independence was passed.
  - It was the formal declaration of independence by the American colonies.
- Thomas Jefferson was appointed to draft up the **Declaration of Independence**.
- The Declaration of Independence was formally **approved** by Congress on **July 4, 1776**



- American Declaration of Independence
- 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.

# Our American Ideals

- 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.



# SHEG

- In the document, the leaders outlined their reasons for declaring independence from England.
- Historians have disagreed as to whether the colonial leaders were motivated by selfish or ideological reasons.
- Read the contrasting historian viewpoints (Bailyn & Zinn) and discuss: What motivation do these authors ascribe to the founders? Who do you find more compelling?

# Loyalist Strongholds





# Loyalists & Patriots

- During the War, the Loyalists were called "**Tories**" and the Patriots were called "**Whigs**."
- The Loyalists made up ~20% of the American population.
  - Many people of education and wealth remained loyal to England. Many were Anglican.
- The **Loyalists** were well entrenched in New York City, Charleston, Quaker Pennsylvania, and New Jersey.
  - They were least numerous in New England
- Before the Declaration of Independence, the Loyalists were treated relatively mild.

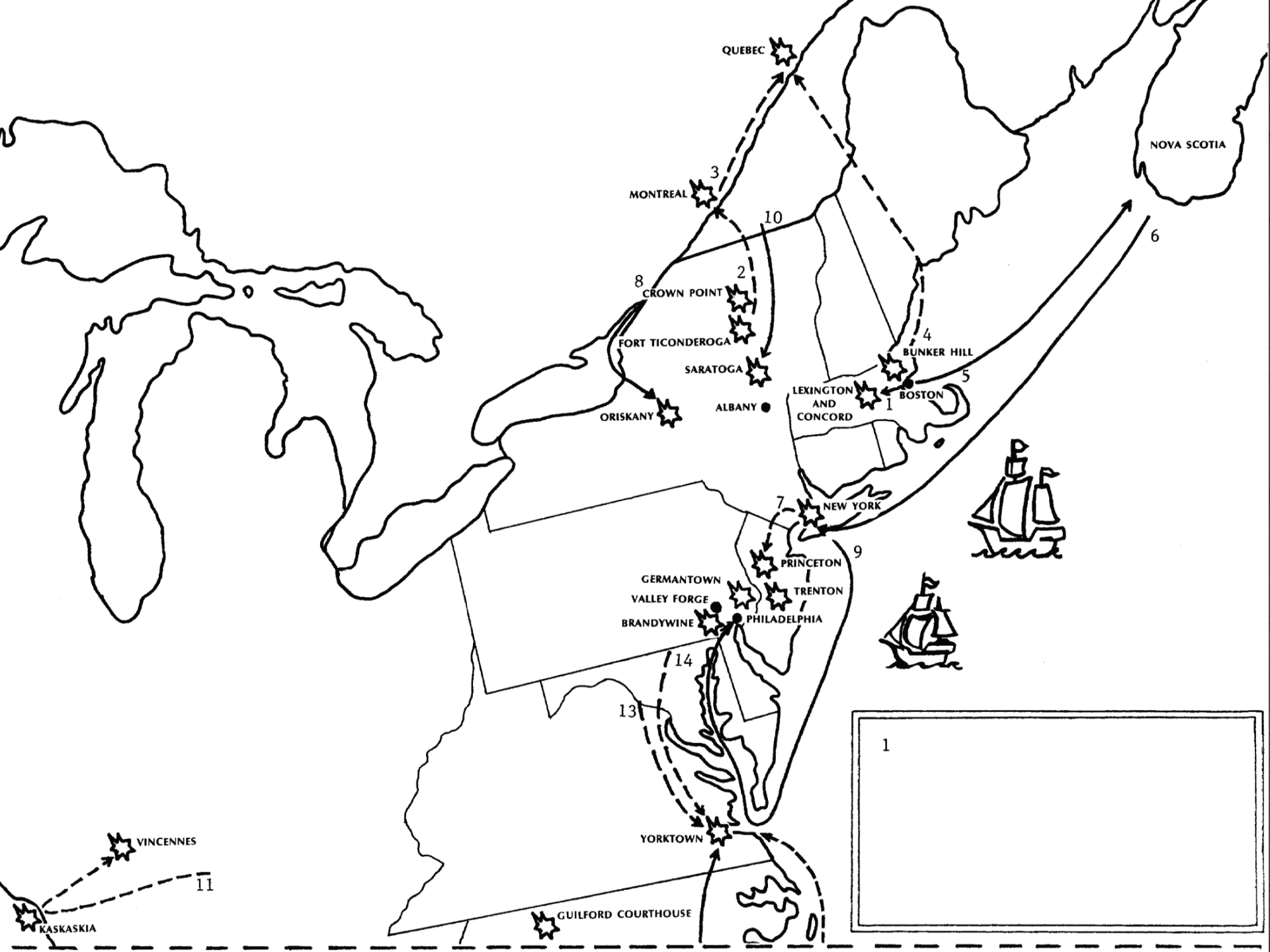
- Ethnocentrism – Brits greatly underestimate the colonists.

- Brits are Slow

3000 miles, 3 MONTH round trip, makes communication & logistics extremely difficult.



- PROBLEMS FOR BRITAIN
- 3 secretaries of state, no “commander in Chief” of the colonies
- 3 generals in America, Clinton, Howe & Burgoyne, all with their own ambitions and egos
- Best generals and admirals refuse to fight in colonies, don't believe it's just to fight against British Subjects.
  - Letters from America by Alistair Cooke writes, “Charles Stuart hoped as early as 14 December 1775 that Generals worthy the command of a British Army would be sent from home, for those at present employed in America were ‘a pack of the most ordinary men... who give themselves trouble about the merest trifles, whilst things of consequence go unregarded.’ ”





## Phase II:

## NY & PA

[1777-1778]



The seat of Patriot power was Philadelphia, where they had both public support and a large harbor to import weapons from Europe. British power, on the other hand, was concentrated in NYC, Montreal, and Quebec City, where they weren't *entirely* hated and where the British navy could participate in defensive operations.





# General Washington....

- **New York** – late summer of 1776, Washington tries to defend New York but fails, but successfully leads the troops in an escape across the East River.
- **Washington retreats to Pennsylvania** in the winter of 1776 – “These are the times that try mens souls”- Thomas Paine, who was with the retreating army.
- **Christmas, 1776-** **Washington crosses the Delaware**, defeats British at Trenton and Princeton, harasses Hessians and British all winter.



# Washington Crossing the Delaware Successful Battle of Trenton



Painted by Emanuel Leutze, 1851



# Saratoga 1777

- **Saratoga/Upstate New York:** British general Burgoyne attempts to invade South from Quebec but is defeated by growing militia at Saratoga.
- **TURNING POINT OF THE WAR.** French enter on behalf of Americans.



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# Winter of 1777

- **British capture Philadelphia.** Washington encamped at **Valley Forge** for the winter.
  - Subject to disease & death but they emerge ready to fight.
- British General Cornwallis takes over command for Howe, and they have to leave Philly to reinforce New York , which is in danger from French Navy.

# Fallout of Saratoga

- 1778 – France and the Americans signed a treaty of alliance
- 1779 – Spain & Holland enter the war on the American side
- The War spread internationally, and by 1780 , King George probably knew colonies were lost, but he still intended to punish them.
- Not good for Loyalists and friendly Native Americans still there.



# Phase III: The Southern Strategy [1780-1781]



# Britain's "Southern Strategy"

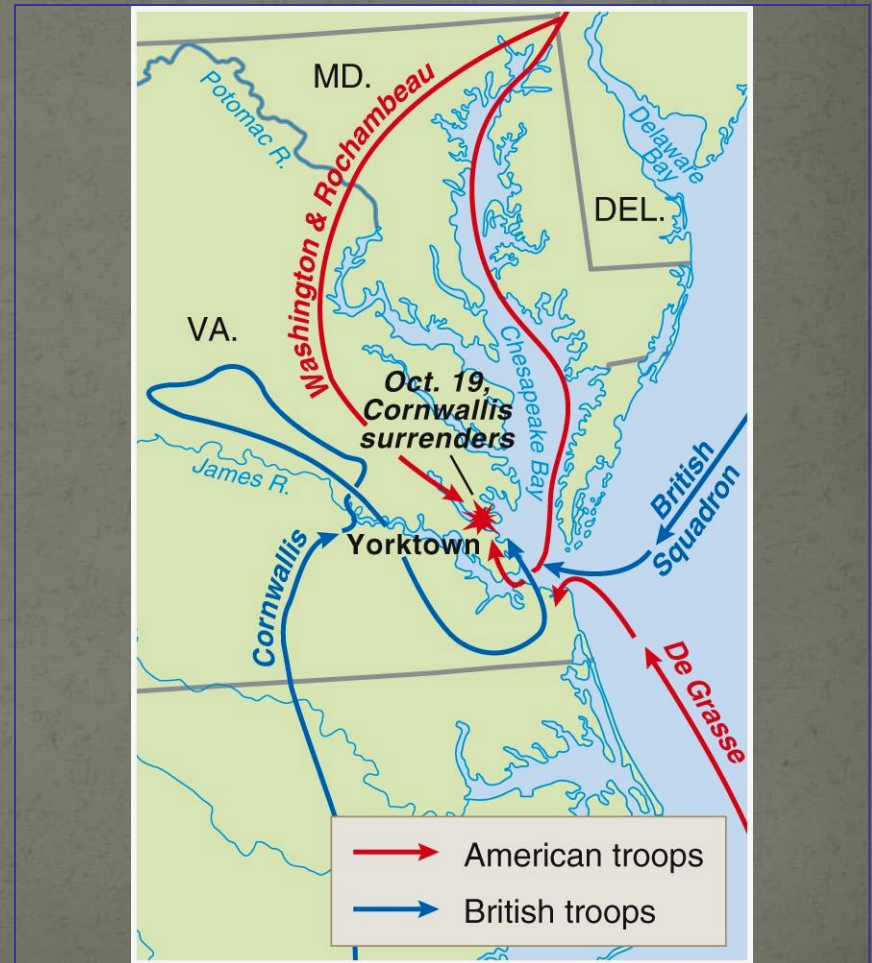
- 🇬🇧 Britain thought that there were more Loyalists in the South.
- 🇬🇧 Southern resources were more valuable/worth preserving.
- 🇬🇧 The British win a number of small victories, but cannot pacify the countryside
- 🇬🇧 Good US General:  
Nathaniel Greene





# Battle of Yorktown, October 1781

- The END – Cornwallis army trapped by a combination of French Naval and Patriot land forces.
- **Siege of Yorktown – Surrender.**



# Treaty of Paris, 1783

- British formally recognize the independence of the United States
- American territory stretched to the Mississippi River, north to the Great Lakes, and south to Florida
- Agreed not to persecute Loyalists and to allow British creditors to collect debts



# North America After the Treaty of Paris, 1783



# “Center of Gravity” – concept going back to The Art of War, by Chinese General Sun Tzu

- “CoG” is the object without which an army cannot fight. In chess, it would be the King
- In traditional warfare, it is the Royalty or Capital City. Here, however, the British will Capture Philadelphia, sending the Continental Congress into exile, and colonists don't seem to realize that by British Rules, the colonists have lost! They keep fighting and eventually win because their “Center of Gravity” is different than a traditional one.



# “Center of Gravity” – concept going back to The Art of War, by Chinese General Sun Tzu

- For the American revolution, the center of gravity might be the idea of liberty, but is probably Washington. This is because our roster isn't very deep, militarily, and Washington is the only one really holding the colonies together.
- **What is the center of gravity for Al Qaeda? Or ISIS?**
- This is the problem of insurgent vs. established power, and is the same issue the US faced in Vietnam and in Iraq.
- **My assessment is that The British lose when they decide to apply military force to a political problem.**

# “We the People”?

## The unrepresented Majority

- The American Revolution claimed to be founded on the principle that "all men are created equal."
- In revolutionary governments, representation was denied to people for a number of reasons. You might lose your civil rights if you were:
  - A woman
  - Not white
  - a young adult
  - a resident of the western frontier
  - indentured or enslaved
  - not mainstream Protestant
  - not property-owning



# “We the People”?

## The unrepresented Majority

- In the first election after the Revolution, only about 10% of the population could actually vote. So what about the other 90%?
- You might think that if the leaders of Revolution still didn't think a given person deserved rights, then that person would hate the Revolution. However, that wasn't always the case.

# “We the People”?

## The unrepresented Majority



- Read three of the four options below
- Gender in the Revolution

<http://www.shmoop.com/american-revolution/gender.html>

- Women soldiers in the Revolution

<http://www.continentalline.org/articles/0002/000202.htm>

- What about the African and indigenous populations?

- Race in the Revolution (REQUIRED)

<http://www.shmoop.com/american-revolution/race.html>

- Indigenous people and the Revolution

[http://www.nps.gov/revwar/about\\_the\\_revolution/american\\_indians.html](http://www.nps.gov/revwar/about_the_revolution/american_indians.html)



# A soldier's narrative:

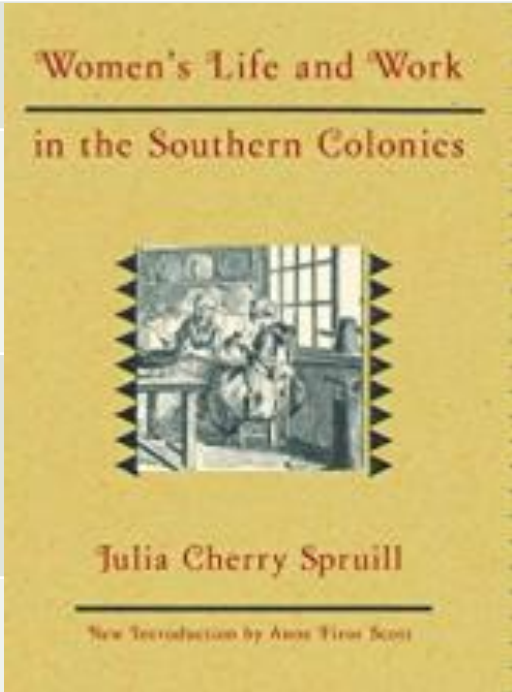
Open Plumb Martin under period 3

Read, then Turn & Talk

- How does this fit with our understanding of the Revolutionary War (from this class and before, pop culture, etc.)
- What stood out to you most? What promises weren't kept?
- Why might the American government have treated soldiers this way during and after the Revolution?
- What should have been done, if anything, to rectify these injustices?

# Revolution in Social Relations

- Make a chart in your notebook:

Social Group	How they Participated	Impact of Revolution
Women		
Native Americans		
African Americans		
Loyalists		



# Writing Different Perspectives

- Using what you read: Pull out all the stops. It's historical fiction time. In this activity, we're going to evaluate the Revolution from the perspectives of two different underprivileged people.
- Choose any two of the following people:
- {}a free black man<sup>[SEP]</sup>{}a black female slave<sup>[SEP]</sup>  
{}a wealthy white woman<sup>[SEP]</sup>{}a wealthy male teenager<sup>[SEP]</sup>  
{}a powerful Iroquois warrior
- From the perspective of each of the two people you pick, write a paragraph about the Revolution in the first-person voice.

# What is first-person writing?

- If you're sitting there wondering who exactly the "first" person is, and how you steal his or her voice, "first-person" means **you write using "I" and "me."**
- In other words, you're going to put yourself into the shoes (or calloused bare feet—that's cool too) of each of the characters you pick and write as that person.





# Creative depiction of a Battle or Person

- Choose one battle or person we've studied.
- Study them in greater depth using Google; a great resource is <http://www.shmoop.com/american-revolution/>
- Create a one page minimum creative depiction of your subject
- Some *options*:
  - Create a movie poster about your topic
  - Write a news article
  - Make a collage (must include some sort of written explanation)
  - Write a movie or play script
- Keep track of your sources and list the URLs at the bottom of your document

# Illustrated Timeline



- We've studied the lead up to and battles of the American Revolution.
- You will now choose one event or battle to create an illustrated timeline entry.
- Research a battle or event here:  
*shmoop.com/American-revolution*  
Choose something from Politics,  
War or Diplomacy
- On a single sheet of paper, write half a page and make a colorful illustration to show the event's relevance to the Revolution
- When completed, tape to the sheet on the back wall.



- [your summary of who, where, why, and why it was important here]



# Tape to Timeline

- Good For Americans



Time

- Good for British  
(bad for Americans)