

Voices of the American Revolution Assignment

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"I ran away from my masters. I wouldn't have done it if I hadn't heard those songs of liberty that saluted my ears and thrilled through my heart."

-Jehu Grant, Former Slave, American Soldier



[Washington at the Battle of Princeton 1777](#)

Don Troiani

Background:

In the years before the Declaration of Independence on July 4, 1776, many American colonists expressed opposition to Great Britain's policies toward the colonies, but few thought seriously about establishing an independent nation until late in the crisis. Throughout the years of controversy beginning in the 1760s, Americans expressed a variety of opinions about the legitimacy of open acts of resistance and rebellion, which intensified as armed resistance began in April 1775. On both sides of the issue, perspectives and motivations were diverse. Among those who favored resistance, for example, not all would go so far as to promote full-scale rebellion against Great Britain or national independence for the United States. The debate, moreover, was not a fixed one, and its terms shifted over time; by 1776 many colonists found themselves advocating positions undreamed of a decade earlier.

Assignment:

Now it is your turn to take on the role of someone who was affected by the American Revolution.

I.) Choose an individual or group listed in your packet to research and learn about. After completing your research, you will write five diary entries, editorials, or letters, from the perspective (point of view) of the individual or group.

Some of the information that must be answered from the perspective (point of view) of the individual or group in your journal entries, editorials, or letters includes:

- 1) Introduce your individual by describing who you are, where you come from, and any other biographical information you can add.
- 2) Describe your experiences during the American Revolution. Are you a rebel/loyalist? What was the reason(s) for joining the Revolution or being against it? What hardships do you encounter, etc?
- 3) Your five diary entries, editorials, or letters must be from these specific time periods:

- | | | | |
|-----------------|---------|--------------------|-------------------|
| a.) First one: | Between | September 6, 1774- | May 5, 1775 |
| b.) Second one: | Between | July 20, 1776 - | February 1, 1777 |
| c.) Third one: | Between | October 1777- | January 10, 1781 |
| d.) Fourth one: | Between | October 1781- | March 1, 1783 |
| e.) Fifth one: | Between | March 10, 1783 - | September 3, 1783 |

4.) How did your life change throughout the war? (Freedom/more rights/less rights/loss of property, etc.) (What position was your person in society before the war?)

II.) Works Cited Page:

You must list **every** website you use for your assignment. 10% of your grade.

III.) RAFT Paper Completed

RAFT

What is it?

The RAFT strategy (Santa,1988) employs writing-to-learn activities to enhance understanding of informational text. Instead of writing a traditional essay explaining a concept learner, students demonstrate their understanding in a nontraditional format. This technique encourages creative thinking and motivates students to reflect in unusual ways about concepts they have read. RAFT is an acronym that stands for :

- Role of the writer: What is the writer's role: reporter, observer, eyewitness, object, number,etc.?
- Audience: Who will be reading the writing: the teacher, other students, a parent, editor, people in the community, etc.?
- Format: What is the best way to present this writing: in a letter, an article, a report, a poem, an advertisement, e-mail, etc.?
- Topic: Who or what is the subject of this writing: a famous scientist, a prehistoric cave dweller, a character from literature, a chemical element or physical object, etc.?

RAFT Samples

Role	Audience	Format	Topic
African American	Family	Letter to a family member	Life during the American Revolution
Women	Self	Diary	
Loyalist	Town/colony	Newspaper Article	
Native American	tribe		
Common Soldier			

Websites that will assist your research

Contributions of Women during the American Revolution

<http://www2.lhric.org/spbattle/wohist.html>

<http://www.continentalline.org/articles/article.php?date=0002&article=000202>

http://score.rims.k12.ca.us/score_lessons/women_american_revolution/

How revolutionary was the American Revolution?

http://www.digitalhistory.uh.edu/database/article_display.cfm?HHID=274

African Americans

Phillis Wheatley

<http://www.pbs.org/wgbh/aia/part2/2p12.html>

African American Loyalist

Boston King

<http://historymatters.gmu.edu/d/6615>

<http://www.pbs.org/wgbh/aia/part2/2p60.html>

African Americans in the Revolutionary War Period

http://www.nps.gov/revwar/about_the_revolution/african_americans.html

Historian Simon Schama talks about his most recent book, *Rough Crossings*. In it, Schama tells the story of slaves during the American Revolution. Thousands of slaves fled plantations to join forces with the British

<http://www.npr.org/templates/story/story.php?storyId=5361103>

The American Revolution and Slavery

http://www.digitalhistory.uh.edu/black_voices/voices_display.cfm?id=18

Loyalists

http://en.wikipedia.org/wiki/Loyalist_%28American_Revolution%29

South Carolina British Loyalists During the Revolution

<http://www.sciway.net/hist/amrev/loyalists.html>

William Franklin

<http://www.amphilsoc.org/library/mole/f/franklin/franklinw.htm>

<http://www.royalprovincial.com/>

Religion and the American Revolution

<http://www.loc.gov/exhibits/religion/rel03.html>

Quakers during and after the American Revolution

<http://www.explorepahistory.com/hmarker.php?markerId=866>

General Nathaniel Greene

<http://www.mrnussbaum.com/greene.htm>

Native Americans

http://www.nps.gov/revwar/about_the_revolution/american_indians.html

Native American Voices

http://www.digitalhistory.uh.edu/native_voices/nav2.html

Life of a Continental Soldier under Washington

<http://www.americanrevolution.org/soldier7.html>

Joseph Plumb Martin (from Milford)

http://www.pbs.org/ktca/liberty/popup_plumbmartin.html