

NEH LESSON PLAN  
From  
"PARTISANS AND REDCOATS"  
by  
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"WHO'S WHO IN THE REVOLUTIONARY WAR?"

Introduction:

Many students think that the American Revolution was a war that always pitted George Washington's Continental Army against the British Army of King George. In actuality, many different groups were involved, including Patriot militia groups, Tory militia groups, and mercenaries. The names and relationships can be confusing. Help your students understand what the various groups were, and who really fought against who in the Revolutionary War.

Guiding Question:

What were the various groups of people who fought in the Revolutionary War? What side was each group fighting for?

Learning Objectives:

After completing the activities in this lesson students will be able to:

- identify various groups who were involved in the fighting of the Revolutionary War.
- specify the types of people in each group.
- explain which groups fought for each side.

Preparing to teach the lesson:

Prepare a graphic organizer for the terms for each student. Prepare a list of resources students can use for their research. Have available 4 X 6 note cards for students to use for their post cards.

Suggested Activities:

Assign each student one of the following:

Patriot Militia

Tory Militia

Partisans

British Dragoons

Colonial (Continental) Dragoons

Continental Soldiers

Regular British Soldiers

Mercenaries

Hessians

Provincial Troops (sometimes referred to as  
"provincial regulars")

Over Mountain Men

British Legion

Students will research their person and become the "experts" for the class. Each expert will write a postcard to the folks back home as if they were a person in the Revolutionary War - from the group they were assigned. The postcard must include an explanation of the group and group's role in the Revolution. It should include what they wear, how and where they serve, what they do to help in the war, etc. The postcard must have a picture on one side to represent the group or person or a particular battle in which they participated.

Students will pass the postcards around the room and read each other's postcards as a way to share the information with one another. By reading each other's post cards they should be able to fill in notes in a graphic organizer or take notes in their notebook to correctly identify each group.

#### Extending the Lesson:

Students could share their postcards with the entire class while the other students take down the information or they could act out their person/part in the Revolution.

There will be more than one student for each term - they could work in groups to do research before making their individual post cards.

High Ability Learners could find the name of a real person who would fit the group and research him/her to present to the class or create a post card for that person.

#### Assessment:

After sharing the postcards, students can discuss in small groups or the teacher can lead a whole class discussion in which definitions/explanations are shared.

Students will take a quiz over the terms - depending on the situation, it could be a partner quiz or an open-notes assessment. (Struggling learners would benefit from partner quiz or open-notes assessment.)

