



## Lesson 5.4 “Divided New Hampshire”

### Unit 5: New Hampshire and the American Revolution

#### Lesson Objectives

- Students will analyze a historic object and determine its relevance to the American Revolution.
- Students will read and analyze responses to the American Revolution in primary sources and identify the writers' distinct points of view.
- Students will reflect and write about personal experience with the challenges of expressing one's point of view.

#### Lesson Competencies

- I can analyze primary sources and secondary sources and draw appropriate conclusions. (Moose SS)
- I can analyze different accounts of the same event or topic, and note differences in information presented, authors' points of view, or text types, such as primary and secondary sources. (ELA 3)
- I can explain that historical perspectives vary based upon the time period in which the person lived and that those perspectives shaped the historical sources they created. (Moose SS)
- I can organize my ideas by stating reasons that support my opinion, and using facts and details to say more about each reason. (ELA 6)

#### Essential Questions

How has New Hampshire come to be the way it is?  
How has New Hampshire been shaped by many voices?

#### Focus Questions

Why did people in New Hampshire want to become independent from Great Britain?  
How did different voices shape the American Revolution in New Hampshire?

#### Estimated Time

Two 40-minute class sessions

#### Materials & Equipment

“Second New Hampshire Regiment Flag” for projection  
“Quick Connect” worksheet for projection  
Large paper for recording three-circle Venn diagram  
Class set of “Abner Sanger’s Journal and Letter” worksheet  
Class set of “Mary Bartlett’s Letter” worksheet  
Class set of “John Stark’s Letter” worksheet  
Class set of “John Wentworth’s Letter” worksheet



## Educator Introduction & Rationale

During the American Revolution, support for American independence was not universal among colonists, although there seemed to have been more revolutionary fervor in New Hampshire than in some of the other colonies. Traditionally, historians estimate that roughly one-third of the American population actively supported independence from Great Britain, one-third actively opposed it, and the remaining one-third was more or less neutral on the issue. In New Hampshire it seems the percentage that was neutral or undecided was likely larger than one-third, while the number of loyalists seems to have been substantially less than one-third. Reference the Educator Overview for more information.

This is the fourth lesson in Unit 5: New Hampshire and the American Revolution. It is recommended that students achieve the learning objectives in Lesson 5.1 “Why Did We Have a Revolution?” before engaging in the activities in this lesson. The purpose of this lesson is to help students understand that the desire for independence was not shared by all colonists. Colonists lived in a political climate that likely felt as divided as it does today, and colonists’ feelings about whether or not the American colonies should become an independent country varied widely across New Hampshire towns, along streets, and even within families. Why might some people think it was best to remain subjects of the British crown? Why might some people feel uncertain? As the British government began to lose authority in New Hampshire, being a vocal loyalist was a risk. Men suspected of being loyalists were charged with crimes, such as counterfeiting currency, by local law enforcement and then imprisoned. Some families and individuals were harassed by those in favor of the patriot cause. Some were forced to leave New Hampshire and escape to Canada.

It is important to consider, before teaching this lesson, the perspectives of people who are not clearly represented as patriot, loyalist, or even neutral. By the time of the American Revolution, the population of Abenaki, who had lived in the land we call New Hampshire for thousands of years, had been enormously impacted by European settlement. The Abenaki who remained in New Hampshire were divided, sometimes even within families, about whether to support the British or fight with the patriots. Their goal, ultimately, was to protect the well-being of their families. This meant that aligning with the British was a better choice in some cases, while at other times it made more sense to support patriot troops. In the case of the black community, some who were enslaved during the period of the American Revolution had no choice but to join the fight. Some joined with the promise of freedom at the war’s end. On the whole, though, the motivations that led members of New Hampshire’s marginalized populations to side with the British or the patriots are difficult to define, primarily because the historical record was not in their control.

In this lesson, students engage with the idea of varying perspectives in several ways. During the Activation, they analyze a historic object and consider who was included in the popular patriot slogan “We Are One.” (Consider using the “Quick Connect” framework to guide students through the Activation.) In Guided Practice, the whole group works together to analyze excerpts of journal entries and a letter written by a New Hampshire man whose viewpoint changed after some experience in a militia. In Independent Practice, students are challenged to conduct their own analysis of letters written by New Hampshire residents during the American Revolution and look for the features and phrases that reveal the writer’s perspective. Finally, students reflect on a time when they were either part of the “we” or excluded from the “we” in a situation.

It is recommended that this lesson be completed over two class sessions, with a break after the Guided Practice. Please note, lesson vocabulary and definitions are at the end of the document. You may wish to preview these with your students. Two reinforcement activities are suggested for students who will benefit from more experience with identifying perspectives. An extension activity, using a document from New Hampshire’s past related to testing the loyalty of colonists, is suggested for students who are ready to think more deeply about how different perspectives influence people’s actions. Please adapt all the material in this lesson, as necessary, to meet the needs of the students in your classroom.

# Learning Activity

## Activation

**Why “We Are One”?** Project the image of the Revolutionary War National Flag. Guide students through an encounter of this object where they notice details in the source using the “Quick Connect” guide. After students have shared observations about the flag, tell them more about it, offering details depending on what they have or have not concluded on their own.

- The flag was carried into Revolutionary War battles by Continental Army soldiers from New Hampshire.
- The symbol in the center of the flag was based on a design by Benjamin Franklin that was used on many different objects throughout the early years of the war: thirteen links featuring the names of each of the original colonies surround the words “We Are One.”
- The triangles in the corner symbolize the regiment the flag belonged to, the Second New Hampshire.
- The flag was one of two captured by the British at Fort Anne in July 1777. It was taken back to England by a British officer as a souvenir and not returned to New Hampshire until 1913.

Ask students who they think the “we” represents in the slogan on the flag. Why would that group need a special symbol? Why would they need to put it on a flag?

**Possible Outcomes:** Students should conclude that the “we” are the colonies fighting for their independence from Britain. The symbol was an important way to express their point of view, the cause they were working toward, and to encourage a unified spirit in the revolution.

## Direct Instruction & Discussion

**Who is “we”?** Direct students to look at the New Hampshire link on the flag. The symbol makes it look like the whole colony was committed to the cause of the revolution. Do the students think that was the case? Who in New Hampshire might not have felt they were part of that “we”?

Explain to students that not everyone in New Hampshire, or in the colonies, shared the same perspective or point of view about seeking independence from Britain. Use the worksheets or create a three-column chart or three-circle Venn diagram to record what students already know and what they learn throughout the lesson about the three general viewpoints: patriot, loyalist, and neutral/undecided.

- Some people really did want independence, and they became known as **patriots**.
- Others were clear that they thought things were satisfactory under British rule, and they were known as **loyalists**.
- Many others weren’t quite sure if they completely agreed with one side or the other, because of their religious beliefs, economic involvements, or because they felt, as many indigenous and enslaved people felt, that they weren’t allowed to have an equal part in the conversation. They were **neutral** or **undecided**.

Ask students what else they know about these groups. What might influence those viewpoints? Family? Friends? Work? Record their thinking on the chart.

### Guided Practice

**Analyzing journal entries.** Project or distribute print outs of the Abner Sanger journal excerpts worksheet. Explain to students that they are going to analyze excerpts from a journal kept by a New Hampshire colonist, just like historians trying to understand how people thought and felt during the American Revolution. Work through the Analyze It! Encounter and Investigate steps as a class, reading through the biographical information and excerpts together, highlighting or underlining key words and phrases. Completing the Build step may be done independently and then reviewed as a group.

**Teaching Tip:** This is a good spot to pause if you divide the lesson between two teaching periods.

### Independent Practice

**Analyzing a letter.** Provide students with, or ask them to choose from, one of three letter excerpt worksheets. Explain that they will continue their historian work and independently determine the writer's point of view: patriot or loyalist. After they complete the Analyze It! steps, students can share their results with a partner or small group. This is a good opportunity for students to present and defend their reasoning.

After all students have completed analyzing the letters, return to the Venn diagram to add more characteristics about the varying perspectives. Invite reflection about how the characteristics framed colonists' reactions to the revolution.

### Reflection

**Staying true to one's point of view.** Whether patriot, loyalist, or undecided, individuals who were vocal about their points of view during the American Revolution took great risks. It's not easy to stand by one's beliefs when those around may disagree with that point of view. Ask students to write a personal reflection about a time when they felt they could or could not express their opinion. Describe the situation when they felt a part of or excluded from the "we." What did they do? Looking back, would they have done differently? Why or why not?

## Reinforcement

1. **Singing points of view.** This simple exercise, from *Doing Social Studies in Morning Meeting* by Leah Carson and Jane Cofie, published by Responsive Classroom in 2017, emphasizes the essential differences between the patriot and loyalist perspectives. To the tune of "Row, Row, Row Your Boat" divide the class into two groups, singing the patriot then loyalist verses of the following song. Encourage students to create motions to go along with the words:

*I am a patriot:  
Let our freedom ring.  
Liberty, liberty, liberty, liberty  
That's the song we sing!*

*I am a loyalist:  
We support the king.  
Monarchy, monarchy, monarchy, monarchy  
That's the song we sing!*

*I am a patriot:  
United with will stand  
We will fight to have the right  
To make laws for our land!*

*I am a loyalist:  
United we will stand.  
We should obey the laws we have  
The king should rule this land!*

2. **Points of view in the news.** Ask students to examine different points of view about the same topic currently in the news. Check editorials or op-eds for discussions of topics affecting your town or focusing on topics of interest to your students.

## Extension

1. **Testing loyalty.** Share with students that when patriots took control of New Hampshire's government in 1775 they, like new governments in other colonies, sent a document called an Association Test to towns all over New Hampshire. The men in a town were asked to sign the document to prove they believed in the patriot cause. If someone didn't sign, he was accused of being a loyalist and suffered consequences, such as being isolated socially and economically or threatened physically. It's possible that some loyalists in New Hampshire signed the Association Test even though they did not believe in the patriot cause. Read the excerpt of the Association Test's text together and discuss why someone might not sign it if they weren't a loyalist or why might someone sign it if they were indeed loyal to British rule. Students may debate or write opinion pieces about the fairness or usefulness of the Association Test.

## Supporting Materials

### New Hampshire Historical Society Resources

1. John Stark to George Washington, April 9, 1781
2. Mary Bartlett to Josiah Bartlett, May 17, 1776
3. Revolutionary War National Flag, 1777

### Other Resources

- Abner Sanger's Journal, 1775; *Very Poor and of a Lo Make: The Journal of Abner Sanger*. Edited by Lois K. Stabler (Portsmouth: Peter E. Randall, 1986).
- Association Test excerpts, 1776; *Miscellaneous Revolutionary Documents of New Hampshire*. Edited by Albert Stillman Batchellor. (Manchester: John B. Clarke, 1910.)
- John Wentworth's Letter, 1770; *Provincial Reminiscences: The Unpublished Correspondence of Governor John Wentworth*. (Undated publication.)

## Standards

### “Moose on the Loose” Content:

- ✓ Students will understand that growing conflicts between England and the 13 colonies over issues of political and economic rights led to the American Revolution. They will understand that people in New Hampshire played a part in both sides of the revolution. (3-5.T3.1)

### “Moose on the Loose” Skills:

- ✓ Gathering, Interpreting, and Using Evidence (3-5.S1.1, 3-5.S1.2)
- ✓ Effective Historical Thinking (3-5.S3.1)

### New Hampshire Social Studies Frameworks:

- ✓ US / NH History: Political Foundations and Development (SS:HI:4:1.2)

### NCSS Themes:

- ✓ Theme 2: Time, Continuity, and Change
- ✓ Theme 4: Individual Development and Identity
- ✓ Theme 10: Civic Ideals and Practices

### C3 Frameworks:

- ✓ Perspectives (D2.His.4.3-5)
- ✓ Historical Sources and Evidence (D2.His.11.3-5)

### Common Core ELA:

- ✓ Key Ideas and Details in Informational Text (RI.4.1)
- ✓ Text Types and Purposes in Writing (W.4.1, W.4.1a, W.4.1b)
- ✓ Research to Build and Present Knowledge (W.4.8)
- ✓ Comprehension and Collaboration in Speaking and Listening (SL.4.1c)



## Lesson Vocabulary

<b>colonist</b>	(noun) A person living in an area governed by another, often distant, country
<b>loyalist</b>	(noun) A person who believed the colonies should remain part of Britain and ruled by the British
<b>patriot</b>	(noun) A person who believed the colonies should become a country separate from Britain
<b>revolution</b>	(noun) Actions taken with the goal of making major changes in a government