



## Lesson 5.5 “Who Took Part in the Revolution?”

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

#### Lesson Objectives

- Students will assess primary sources to discover how people from New Hampshire participated in the American Revolution.
- Students will select evidence from primary sources and explain reasons the evidence supports a claim.
- Students will create a mind map demonstrating how people in New Hampshire participated in the American Revolution.

#### Lesson Competencies

- When appropriate, I can use context to determine intended meanings of words and phrases. (ELA 1)
- I can use sources (pictures, primary and secondary sources, discussion) to expand my understanding of the topic/text and locate information to support my point of view. (ELA 6)
- I can integrate information, distinguish relevant-irrelevant information (e.g., fact/opinion), and (visually, orally, in writing) present what was learned. (ELA 8)

#### Essential Question

How has New Hampshire been shaped by many voices?

#### Focus Questions

How did different voices shape the American Revolution in New Hampshire?  
How did the people of New Hampshire participate in the American Revolution?

#### Estimated Time

Three 40-minute class sessions

#### Materials & Equipment

“Market Square, Portsmouth, NH” image for projection  
Appropriately sized frames for students  
Class set of “The American Revolution: Prove It!” student worksheets  
Appropriate copies of Stations A, B, C, and D Source Sets  
Class set of “Participation in the American Revolution Mind Map” student worksheets



## Educator Introduction & Rationale

There were no battles during the Revolutionary War in New Hampshire, but the state was greatly impacted just the same, both on and off the battlefield. It sent 10,000–15,000 soldiers to war who participated in nearly every major battle, and both statesmen and generals from New Hampshire were instrumental in the Continental Congress and in the waging of the war. Additionally, the war changed the way people behaved at home. Fathers and grown brothers and sons went off to war, and women as well as the aged and the young had to handle the house, businesses, and farms. New Hampshire was not unique in its home front story during the war, but seeing the changes in people's lives in the state firsthand is important. People on the margins of society also had their lives changed. Some enslaved people went to war, and some stayed home with increased duties, but few in the black community had the choices the mainstream community had. Indigenous people, likewise, had a unique situation. Their goal was to protect the well-being of their family and tribe, and so generally followed whatever course best achieved that aim. Some indigenous people supported one side or the other, usually based upon promises of land or supplies, while some indigenous people tried to stay out of the conflict or changed sides depending upon which direction seemed more advantageous at the time.

This is the fifth lesson in Unit 5: New Hampshire and the American Revolution. Achievement of the learning objectives in lesson 5.1 "Why Did We Have a Revolution?" is recommended before engaging with the activities in this lesson. In this lesson, students learn how people in New Hampshire participated in the revolution through four stations entitled "On the Home Front," "Marginalized People: The Black Community and Indigenous People," "Funding the War," and "On the Battlefield."

Students first practice making claims using evidence and explaining their reasoning using a "Frame It!" activity. They then practice these skills in the four stations, examining primary sources to find evidence to support given claims, then explaining their reasoning. After the class has completed the stations, students discuss as a whole group how people in New Hampshire participated in the revolution and create a mind map to answer the question. There is a discussion suggested at the end of the lesson to take a step back and reflect on the sources themselves. Students can consider the kinds of sources available for each group and what those sources tell them. For instance, there are no letters by Abenaki authors talking about their decisions in wartime. They had no written language, and so students are forced to rely on outside reporting of the Abenaki experience. How does this possibly change the story? Please adapt all the material in this lesson as necessary to meet the needs of the students in your classroom. Please note, lesson vocabulary and definitions are at the end of the document. You may wish to preview these with your students.

There are reinforcement activities for students who will benefit from spending more time with the concepts of the lesson or who need a different learning structure in the stations. There is an extension activity for those interested in using their imagination to interact personally with the historical characters in the lesson.

# Learning Activity

## Activation & Discussion

**Frame it.** Tell students that you will practice looking at making claims supported by evidence and explaining reasoning. Remind them that claims are conclusions about a topic. You can make a claim about a lot of things, but today they will make a claim about an image of a public square in Portsmouth, NH, in 1870.

Divide the class into pairs or groups of three, and give each pair a frame. Depending upon the size of your projection screen, a frame can be made by cutting an inside rectangle out of a piece of printer paper or a large index card. Display the image and tell students they need to make a claim answering the question: What season is it? Alternatively, they can answer the question: What approximate date is it?

Give students time to look at the image and discuss details. Each group needs to:

- 1) Make a claim that answers the question.
- 2) Frame a piece of evidence to support their claim.
- 3) Explain their reasoning as to why that evidence supports the claim.

Invite students to come up in groups, frame their details, and give their claims and reasoning.

### Possible outcomes:

Claim	Evidence	Reasoning
It is fall or spring.	Frame people wearing long sleeves and pants.	The weather is not too hot or too cold, since people are dressed for fall or spring.
It is summer.	Frame the trees.	There are many leaves on the trees, so they have not just grown and are not falling off.
It is summer or fall.	Frame the hay on the cart.	The hay has had time to grow and be cut.
It is summer, fall, or spring.	Frame the street.	There is no snow on the ground or rooftops.

**Teaching Tip:** If you do not have a projection screen, the activity can be done with groups and printed out images. Each group should make one claim, frame one or two pieces of evidence with post-it note size frames, and present their reasoning.

**Guided Practice** **Participating in the American Revolution.** Set up stations A, B, C, and D around the classroom. Before students begin the station activity, project or write the focus question: How did the people of New Hampshire participate in the American Revolution? Ask students to turn-and-talk with their neighbors for a minute or two to get a sense of the students' prior knowledge and to engage with the topic.

Give students the worksheet packet "The American Revolution: Prove It!" Explain that at each station, students will use primary sources as evidence to assess claims about how the people of New Hampshire participated in the American Revolution. Students will need to read the claim on the worksheet, search for evidence to support it, then write the reasoning explaining why the evidence supports the claim, similar to the activation. Divide students into groups as best for your class and give students time to work on the stations.

**Teaching Tip:** Use the title of "Station B: Marginalized People: the Black Community and Indigenous People" as a vocabulary teaching-moment. Write the word "marginalize" on the board, and ask students what word is at the root of it. How do they think the word "marginalized" relates to the position of Native Americans and blacks in society at this time?

- **marginalize:** to put in an unimportant or powerless position within a society or group (Merriam-Webster.com)

Circulate to support learning; ensure students are finding evidence and explaining their reasoning. Each station should take approximately 20 minutes. Pause the lesson as necessary for your class.

**Teaching Tip:** If time does not permit all students to complete all stations, consider dividing up the stations and having students complete them piecemeal. The class can then work together as a group to construct the mind map, each contributing the knowledge and claims from their own stations.

**Formative  
Assessment &  
Discussion**

**Mind map on participation.** Once students have completed the stations, have groups work together to check answers and understanding. Project the worksheet "Participation in the American Revolution Mind Map" with the focus question in the center circle and hand out the worksheet to students. Work as a class to create a mind map that answers the focus question. Encourage students to use their knowledge from the stations of how different people participated in the American Revolution.

**Teaching Tip:** As students consider how different people participated in the revolution, ask them why these are the available sources for each person. There are letters from Mary Bartlett and John Stark, but not from Seneca Hall or Abenaki individuals. Why might this be? How does this shape the evidence they consider and the voices they hear?

## Reinforcement

- 1) **Claims, evidence, & reasoning.** Select a few of the images or documents from the stations and have students decide, either in small groups or individually, a claim they can make about the source. They should follow the activity in the Activation through framing a detail, making a claim, and giving their evidence and reasoning.
- 2) **Mapping claims.** If students' needs are not met through the structure of the station activities, consider creating mind maps for each station. The claim for the station should go in the center circle with branches off it for details from the station that prove the claim.

## Extension

- 1) **Personal interactions.** Invite students to consider a historical character from the stations, for example, Mary Bartlett, Jebez Lane, or Seneca Hall. If they were writing a journal entry or a letter to someone they were separated from, what might it say? Have students use their imaginations to interact personally with these historical characters.

## Supporting Materials

### New Hampshire Historical Society Resources

1. Engraving of Market Square, Portsmouth, NH, 1870
2. Jebez Lane Wallet, circa 1778
3. Mary Bartlett Letter of August 29, 1776
4. Mary Bartlett Letter of June 4, 1778
5. Runaway Notice for Seneca Hall in New Hampshire Gazette, 1776
6. Timothy Bedel to General Horatio Gates, Nov 5, 1778
7. Currency Plate Printing, 2010
8. John Stark Letter of May 29, 1775
9. Revolutionary War National Flag, 1777
10. John Stark Letter of August 18, 1777

### Other Resources

- Grave of Jude Hall in Exeter; picture by New Hampshire Society staff
- Bedel to Schuyler, June 22, 1777, Bedel Papers, folder 1, New Hampshire State Papers 17: 133
- Horatio Gates Papers 9: 384; National Archives

## 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.S3.2)

### New Hampshire Social Studies Frameworks:

- ✓ US / NH History: Political Foundations and Development (SS:HI:4:1.2)
- ✓ US / NH History: Social/Cultural (SS:HI:4:5.2, SS:HI:4:5.3)

### NCSS Themes:

- ✓ Theme 5: Individuals, Groups, and Institutions
- ✓ Theme 6: Power, Authority, and Governance

### C3 Frameworks:

- ✓ Determining Helpful Sources (D1.5.3-5)
- ✓ Civic and Political Institutions (D2.Civ.6.3-5)
- ✓ Processes, Rules, and Laws (D2.Civ.14.3-5)
- ✓ Exchange and Markets (D2.Eco.3.3-5)
- ✓ The National Economy (D2.Eco.12.3-5)
- ✓ Global Interconnections: Changing Spatial Patterns (D2.Geo.12.3-5)
- ✓ Historical Sources and Evidence (D2.His.9.3-5, D2.His.10.3-5, D2.His.13.3-5)
- ✓ Gathering and Evaluating Sources (D3.1.3-5)
- ✓ Communicating Conclusions (D4.2.3-5)

### Common Core ELA:

- ✓ Key Ideas and Details in Reading Literature (RL.4.1)
- ✓ Craft and Structure in Reading Literature (RL.4.4)
- ✓ Phonics and Word Recognition in Foundational Skills (RF.4.3, RF.4.3a)
- ✓ Text Types and Purposes in Writing (W.4.1b)
- ✓ Comprehension and Collaboration in Speaking and Listening (SL.4.1)
- ✓ Vocabulary Acquisition and Use (L.4.4a)

## Lesson Vocabulary

<b>colonist</b>	(noun) A person living in an area governed by another, often distant, country
<b>colony</b>	(noun) An area governed by another, often distant, country
<b>Continental Army</b>	(noun) The army created by the Continental Congress to fight for the patriot cause during the American Revolution. It was made up of soldiers from all 13 colonies.
<b>Continental Congress</b>	(noun) A group of leaders from the original 13 colonies who met to decide how and when to declare and fight for the colonies' independence from Britain and how to govern the colonies during the American Revolution
<b>home front</b>	(noun) People and areas of a country at war who are not involved in the military but whose activities support the war effort
<b>militia</b>	(noun) An organized group of people who are prepared to fight in support of a regular army
<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