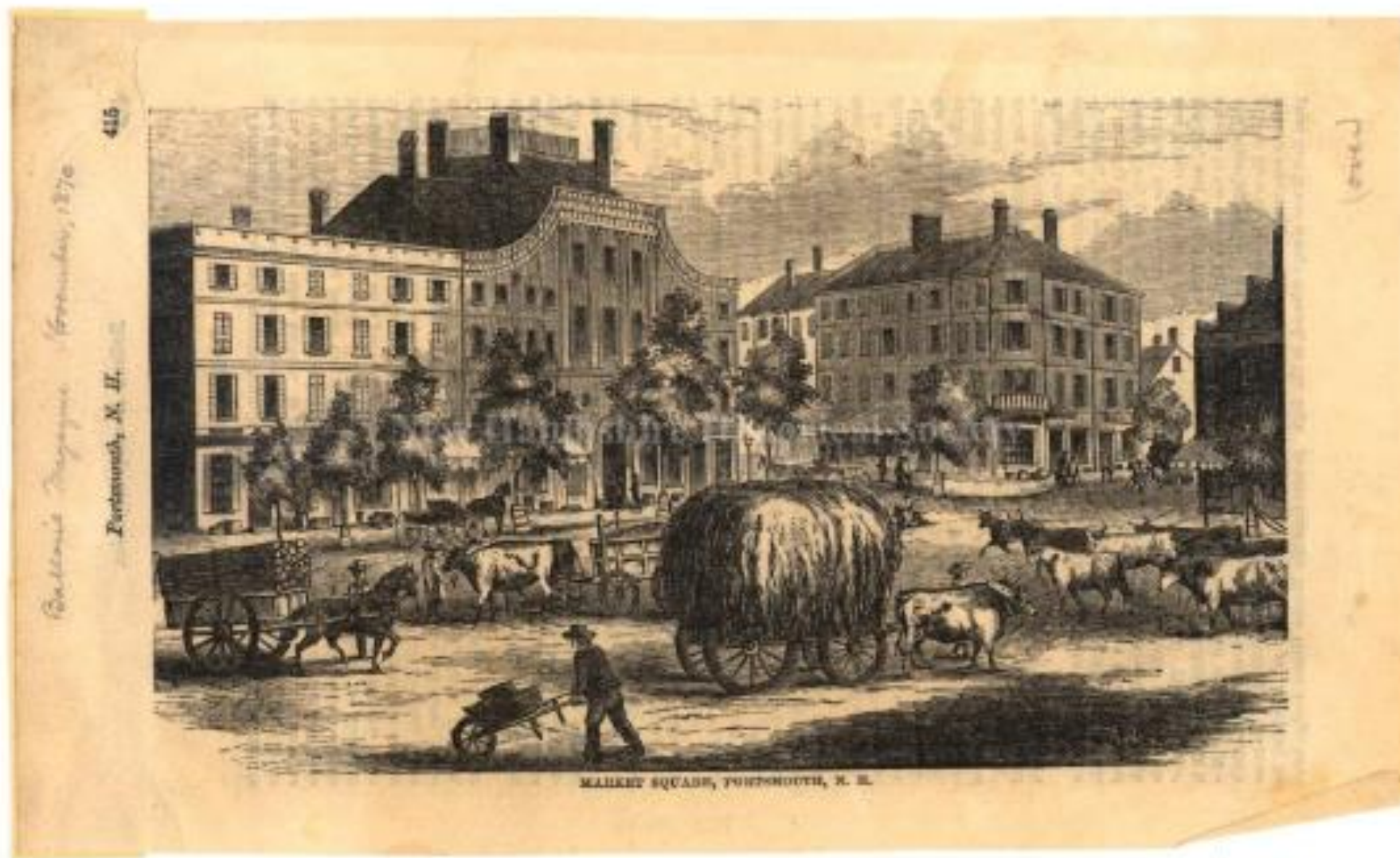




Lesson 5.5: Who Took Part in the Revolution?



Market Square, Portsmouth, circa 1870
Source: New Hampshire Historical Society



Lesson 5.5: Who Took Part in the Revolution?

Name _____

The American Revolution: Prove It!

Station A: On the Homefront

Read the claim for this station and look at the evidence. Select pieces of evidence that prove the claim and add your reasoning to tell why. Try to find two or three pieces of evidence to support the claim.

Claim:	Describe your evidence:	Explain how your evidence supports the claim:
<p>People who stayed at home during the war had a lot to do to keep homes and businesses running and worked to support the war.</p>		



Lesson 5.5: Who Took Part in the Revolution?

Station B: Marginalized Peoples: the Black Community and Indigenous People

Read the claim for this station and look at the evidence. Select pieces of evidence that prove the claim and add your reasoning to tell why. Try to find one to two pieces of evidence to support each claim.

Claim:	Describe your evidence:	Explain how your evidence supports the claim:
Members of the black community participated in the war in various ways, though people who were enslaved had little choice about their actions.		
Members of indigenous communities had a difficult choice when deciding whether to participate in the war, so they varied in their responses according to what was best for their people.		



Lesson 5.5: Who Took Part in the Revolution?

Station C: Funding the War

Read the claim for this station and look at the evidence. Select pieces of evidence that prove the claim and add your reasoning to tell why. Try to find two or three pieces of evidence to support the claim.

Claim:	Describe your evidence:	Explain how your evidence supports the claim:
<p>New Hampshire leaders of the American Revolution were concerned about having enough money and supplies for the army during wartime.</p>		



Lesson 5.5: Who Took Part in the Revolution?

Station D: On the Battlefield

Read the claim for this station and look at the evidence. Select pieces of evidence that prove the claim and add your reasoning to tell why. Try to find two or three pieces of evidence to support the claim.

Claim:	Describe your evidence:	Explain how your evidence supports the claim:
<p>Soldiers from New Hampshire risked their lives and traveled far from home to fight for independence from Britain.</p>		



Station A: On the Homefront

Source 1: Parts of letters by Mary Bartlett in Kingston, NH, to her husband Josiah Bartlett who was in Philadelphia as a delegate to the Continental Congress.

Kingstown August 29th 1776

Prices of things have been extremely high.
But I believe things are now falling
in their prices.

A very wet time for a month or six
weeks past except last week a good time
to get in hay: no rain

Kingstown June 4th 1778

We have a long cold northeast storm for ten days
past which is not over yet: It was clear two nights
and frosts which did some damage among beans,
pumpkins, and corn but did not kill them all.

An accident happened at Andover last Tuesday.
The house where they dried gunpowder blew up
with three men in it who were all killed in an instant.
I hear the enemy is expected this way from
Philadelphia.

Important note: These selections have been edited, or cut out, from longer pieces of writing. Some of the original punctuation, spelling, and capitalization have been changed to make it easier for you to read.
Source: New Hampshire Historical Society



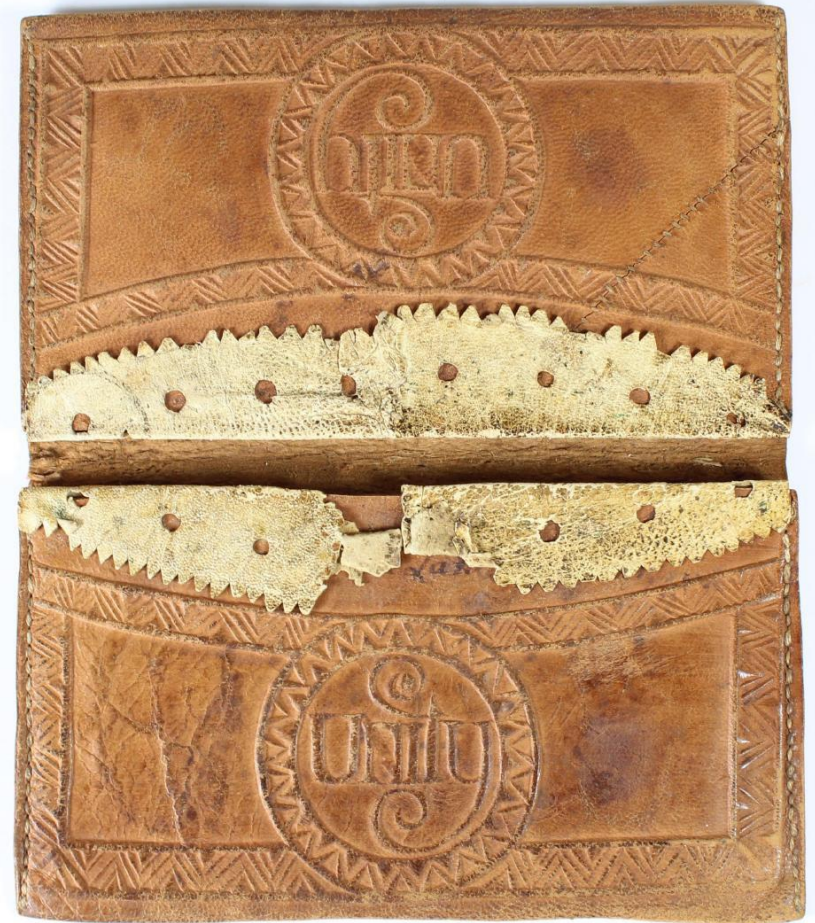
Lesson 5.5: Who Took Part in the Revolution?

Station A: On the Homefront

Source 2: Wallet of Jebez Lane of Stratham, NH. Jebez likely did not enlist in the army because he was too young. There are no records of him as a soldier. He worked with his family in their tannery, which prepares animal skins for use as leather.



Source: New Hampshire Historical Society





Lesson 5.5: Who Took Part in the Revolution?

Station B: Marginalized People: The Black Community

Source 1: Gravestone of Jude Hall, who lived from around 1760 to around 1827.



Source: Photograph taken by New Hampshire Historical Society staff

Lesson 5.5: Who Took Part in the Revolution?

Station B: Marginalized People: The Black Community

Source 2: Runaway notice from June 1, 1776, for Seneca Hall in the *New-Hampshire Gazette*. Seneca Hall was an enslaved man who ran away from his owner, Samuel Hall.

RAN AWAY on the evening of the 29th inst. a NEGRO MAN, named Seneca, about five feet eight inches high, 47 years of age ; a stout thick sett fellow, talks good English ; he carried with him two coats, one red the other blue ; one blue pea Jacket ; one brown lappell'd, and one strip'd homespun dit. 2 pair leather breeches ; 2 pair worsted, and 2 pair yarn stockings ; 2 pair shoes ; a mill'd cap turn'd up with fur, &c. Whoever will return said Negro, or confine him so that his master may have him again, shall have **FOUR DOLLARS** reward, and all necessary charges paid by **SAMUEL HALL.**
Portsmouth, May 31st. 2—4

Note: In the 18th century, the word "Negro" was used to refer to people who had darker skin, who are now called black, and was not offensive at that time. The word "Negro" should not be used today. Many, but not all, black people were enslaved around the time of the American Revolution.

Source: New Hampshire Historical Society



Lesson 5.5: Who Took Part in the Revolution?

Source 2: Runaway notice from June 1, 1776, for Seneca Hall in the *New-Hampshire Gazette*. Seneca Hall was an enslaved man who ran away from his owner, Samuel Hall.

Edited text from the runaway notice to make it easier for you to read.

RAN AWAY on the evening of the 29th a NEGRO MAN, named Seneca, about five feet eight inches high, 47 years of age; a stout thick set fellow, talks good English; he carried with him two coats, one red the other blue; one blue pea Jacket; 2 pair leather breeches; 4 pair stockings; 2 pair shoes, a milled cap turned up with fur, & etc. Whoever will return this Negro, or confine him so that his master may have him again, shall have FOUR DOLLARS reward, and all expenses paid by SAMUEL HALL.

Portsmouth, May 31st

Note: In the 18th century, the word “Negro” was used to refer to people who had darker skin, who are now called black, and was not offensive at that time. The word “Negro” should not be used today. Many, but not all, black people were enslaved around the time of the American Revolution.

Lesson 5.5: Who Took Part in the Revolution?

Station B: Marginalized People: Indigenous People

Source 3: Selections from letters about indigenous people

Timothy Bedel to General Philip Schuyler, June 22, 1777

The Indians who come in here are very peaceable and I am satisfied there is no danger of their joining the British troops.

Timothy Bedel to General Horatio Gates, Nov 5, 1778

Joseph Louis, the chief of the [Abenaki], is here and informs me they are all willing to join the United States.

Horatio Gates to Timothy Bedel, April 1789

It is my hope that you support the Abenaki families which now are at Coos but they ought to be watched in a way which will not offend them, for some of them may, when they say they are going out hunting, carry on dangerous [communication with the British].

Note: At this time, it was usual to refer to people of Native American heritage as “Indians,” because 300 years earlier, Christopher Columbus believed he had reached India when landing in the Americas. Today, indigenous people or Native Americans is the preferred term.

Important note: These selections have been edited, or cut out, from longer pieces of writing. Some of the original punctuation, spelling, and capitalization have been changed to make it easier for you to read.
Source: New Hampshire Historical Society, New Hampshire State Papers, and Horatio Gates Papers at the National Archives.



Lesson 5.5: Who Took Part in the Revolution?

Station C: Funding the War

Source 1: Currency plate printing created by John Ward Gilman for the New Hampshire Provincial Congress to help pay for New Hampshire's share of war expenses during the revolution. A currency plate was inked and printed, which created paper money.



Source: New Hampshire Historical Society



Lesson 5.5: Who Took Part in the Revolution?

Station C: Funding the War

Source 2: Part of a letter by General John Stark to the Provincial Congress of New Hampshire.

Medford May 29th 1775

A significant number of the soliders do not have blankets, and cannot be given them by their towns, and so are left out in the cold. Some feel sickly because they have colds and are unable to do their duty as soldiers.

And secondly, that we need money very badly .
Unless you somehow are able to send money to the army soon
the courage of the men will fail

Important note: These selections have been edited, or cut out, from longer pieces of writing. Some of the original punctuation, spelling, and capitalization have been changed to make it easier for you to read.
Source: New Hampshire Historical Society



Lesson 5.5: Who Took Part in the Revolution?

Station D: On the Battlefield

Source 1: Revolutionary War National Flag of the 2nd N.H. Regiment Continental Army (with detail at left). It was captured by the British at Fort Anne, NY, and was returned to New Hampshire more than 100 years later.



Source: New Hampshire Historical Society



Station D: On the Battlefield

Source 2: Part of a letter by General John Stark to the Committee of Safety of the State of New Hampshire.

Bennington August 18, 1777

The attack began about 3 o'clock. Our soldiers behaved with the greatest Spirit that it was possible for troops to have.

The action lasted two hours. We took 2 cannons with a number of prisoners; then I received information that a large group of enemy soldiers were within two miles of us, coming to attack. In a few minutes the action began a second time, which lasted till night.

At sunset we made them to retreat a second time. We chased them until dark when I stopped through fear of killing our own people.

We killed more than 200 of the enemy.

Our wounded are 42— 14 dead in my Brigade.

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Source: New Hampshire Historical Society



Lesson 5.5: Who Took Part in the Revolution?

Name _____ Answer Key _____

The American Revolution: Prove It!

Station A: On the Homefront

Read the claim for this station and look at the evidence. Select pieces of evidence that prove the claim and add your reasoning to tell why. Try to find two or three pieces of evidence to support the claim.

Claim:	Describe your evidence:	Explain how your evidence supports the claim:
People who stayed at home during the war had a lot to do to keep homes and businesses running and worked to support the war.	Mary Bartlett talked about the prices of things being high.	This means that she was the only adult at home and so had to think about money and prices by herself.
	Mary talked about weather two times, about a storm and about a wet time.	This means that she had a lot to do to keep the home running. She cared a lot about the weather so she could grow crops to feed the family. Her husband was away so he couldn't help her.
	Mary told her husband about an accident in the gunpowder house where three men were killed.	This means that men gave their lives to support the war in the accident. They were drying gunpowder to send to the army.
	Jebez Lane had a wallet which says "liberty" and "unity."	This means that he wanted to show his support for the war since it is likely he had this wallet made about the freedom of the colonies.

Lesson 5.5: Who Took Part in the Revolution?

Station B: Marginalized People: the Black Community and Indigenous People

Read the claim for this station and look at the evidence. Select pieces of evidence that prove the claim and add your reasoning to tell why. Try to find two or three pieces of evidence to support the claim.

Claim:	Describe your evidence:	Explain how your evidence supports the claim:
Members of the black community participated in the war in various ways, though people who were enslaved had little choice about their actions.	<p>Jude Hall was a slave but was also a soldier in the war. He was then a free man until his death.</p> <p>Seneca Hall was an enslaved man who ran away from his master at the beginning of the war. His master offered a reward for his capture.</p>	<p>This means that he participated in the war as a soldier after he was an enslaved person.</p> <p>This means that Seneca Hall did not have a choice in how he participated in the American Revolution.</p>
Members of indigenous communities had a difficult choice when deciding whether to participate in the war so they varied in their responses according to what was best for their people.	<p>Two letters talk about the Indians or Abenaki being peaceful or joining the United States in the war.</p> <p>One letter talked about worrying the Native Americans will communicate with the British and possibly give them information about the colonist's activities.</p>	<p>This means that some indigenous people thought that it was a good idea for them to support the colonists in the war.</p> <p>This means that some colonists thought some indigenous people might support the British in the war if that was best for their people.</p>

Lesson 5.5: Who Took Part in the Revolution?

Station C: Funding the War

Read the claim for this station and look at the evidence. Select pieces of evidence that prove the claim and add your reasoning to tell why. Try to find two or three pieces of evidence to support the claim.

Claim:	Describe your evidence:	Explain how your evidence supports the claim:
New Hampshire leaders of the American Revolution were concerned about having enough money and supplies for the army during wartime.	The New Hampshire Provincial Congress made and printed money for the state during the war.	This means that New Hampshire needed money to help the economy work and to help pay for the war.
	General John Stark wrote about soldiers who did not have blankets and are cold. Some are even getting sick and cannot do their duty.	This means that he was worried about the supplies for the soldiers so that they could keep their courage up and fight as well as they were able.
	General John Stark wrote about needing enough money to keep up the courage of the soldiers.	This means that he was worried about having money for the soldiers. He likely either wanted to pay them or buy supplies for them.



Lesson 5.5: Who Took Part in the Revolution?

Station D: On the Battlefield

Read the claim for this station and look at the evidence. Select pieces of evidence that prove the claim and add your reasoning to tell why. Try to find two or three pieces of evidence to support the claim.

Claim:	Describe your evidence:	Explain how your evidence supports the claim:
Soldiers from New Hampshire risked their lives and traveled far from home to fight for independence from Britain.	<p>The flag says "WE ARE ONE" in the middle and has rings around it. The rings have the names of the colonies and include "N. HAMP" as one of them.</p> <p>General John Stark wrote about a battle from Bennington. He said that his men "behaved with the greatest spirit it was possible for troops to have."</p>	<p>This means that New Hampshire's people participated on the battlefield in the war and cared to be "one" with the other colonies.</p> <p>This means that his soldiers from New Hampshire cared about independence enough to risk their lives and fight well for the colonies.</p>



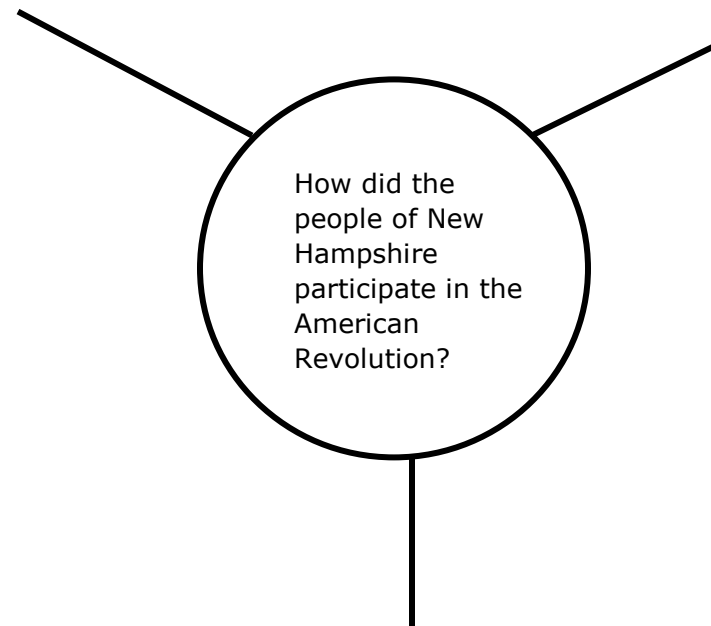
Lesson 5.5: Who Took Part in the Revolution?

Name _____

Participation in the American Revolution Mind Map

A mind map helps you organize what you know about a topic. Use your "American Revolution: Prove It!" worksheets to help you with this mind map.

1. Notice the main idea in the center circle. At the end of each branch, write a word or phrase that answers the question.
2. Add as many branches as you need with more words.
3. Look at your branches. Can you make connections between them? Can you branch off of your branches with more details?





Lesson 5.5: Who Took Part in the Revolution?

Name _____ Answer Key: Possible response _____

Participation in the American Revolution Mind Map

A mind map helps you organize what you know about a topic. Use your "American Revolution: Prove It!" worksheets to help you with this mind map.

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2. Add as many branches as you need with more words.
3. Look at your branches. Can you make connections between them? Can you branch off of your branches with more details?

At home, people:

- took care of crops, the house, the money, and businesses while soldiers and leaders were away.
- made supplies for the war.
- supported the war and their loved ones in spirit.

In the indigenous community:

- some people chose to become soldiers or participate in the war in other ways.
- some people did not participate in the war or were not trusted to participate in the war.

In the black community:

- some people chose to become soldiers or participate in the war in other ways on the home front.
- some were enslaved and didn't have a choice about their actions.

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

Leaders of the revolution:

- figured out how to pay for the war.
- printed New Hampshire money.
- worried about supplying soldiers and the army.

Soldiers:

- risked their lives fighting on the battlefield.
- fought with soldiers from other colonies.
- got sick, were cold, and did what they could to survive.