

**Complex Instruction Rotation
Intermediate Grades**

**"Point of View and The Revolutionary War"
Point of View Impacts The Interpretation
and Writing of History.**

Designed By
Suzanne McKegney, MEd.
Teacher Fourth Grade
Chamberlin School
South Burlington, VT
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Rotation: Point of View During the Revolutionary War
Grade Level: Intermediate

General Outline of Activities

Activity	Duration	Concept	Materials	Multiple Abilities	Activity Summary
1. Political Cartoons	30 minutes	Cartoons usually carry a particular point of view.	blank paper drawing paper markers crayons	seeing detail in pictures, putting pictures into words, drawing pictures, planning ahead	Students look for obvious point of view in primary source cartoons. Then, students draw a cartoon representing a particular point of view related to the Boston Tea Party.
2. Men and Women	30 minutes	Gender and age difference can contribute to different points of view.	simple costume props	creating skits, acting a role, imagining history, thinking from a different point of view	Students learn about Sybil Ludington's desire to join the militia. They design and perform a skit portraying her interactions with her family who resisted her wish to go to war.
3. Songs	30 minutes	Songs can express point of view as colonial satire.	video of "Yankee Doodle," VCR and monitor	listening to music, rhyming words, thinking from a different point of view, following a melody with different wording, singing	Students create lyrics to "Yankee Doodle" that pokes fun at the British from a Colonial point of view.
4. Interpreting a point of view.	30 minutes	Point of view can be inferred from studying an individual's behavior.	large paper markers ruler	putting events in sequence, imagining what people think, making a timeline	Students build a timeline of the final three hours of Crispus Attucks' life.
5. Point of view can change.	30 minutes	People can change their point of view over time in very important ways.	large paper markers ruler	making timeline, using resource materials, rhyming words and poems	Students build a timeline of B. Arnold's life; then they write limericks for several points on the timeline.

Point of View and The Revolutionary War

***Suzanne McKegney, M.Ed.
Teacher Fourth Grade, Chamberlin School,
South Burlington, VT.
March 22, 2001***

Teacher Resources

Purpose

The goal of this rotation is to encourage students to consider the way gender, place or time in history, race, and political viewpoint impact historical events. My goal was to start children thinking about issues of identity and power in our society past and present. My tasks emphasize higher level reasoning and analytic skills without extensive reading and writing. Groups express their learning through artwork, song, drama, and the construction of time lines. The rotation occurs after a month of content instruction which gives students necessary vocabulary, information, and skill acquisition on the historical events that led up to the war. The unit will continue after the completion of the rotation allowing time for follow up or additional work with historical information and the "big idea" of point of view.

Big Idea

The big idea around which the tasks are organized is *that point of view impacts the interpretation and writing of history*. In this rotation, we examine point of view as an expression of several different contexts: political cartoons, satirical songs, conflict within families, events of political unrest, and the life of one important military leader who changed his point of view as a result of his treatment by his political superiors. The rotation encourages students to see events as others might see them, a difficult but important task for elementary aged school children. If they practice the skills of "perspective taking," especially as it pertains to situations of conflict, they may be more able to take the perspective of each other when disagreements occur within the every day life of a classroom. Perhaps this unit can lead to more productive resolutions of conflict in the classroom

through the study of how multiple perspectives can lead to conflict, even war as an historical event.

Vermont Standards

Students will demonstrate that they know or can do the following:

Communication Standards

- 1.14 Students critique what they have heard. This is evident when they observe, describe, extend, interpret, and make connections.

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Reasoning and Problem Solving Standards

- 2.2 Students use reasoning strategies, knowledge, and common sense to solve complex problems related to all fields of knowledge.
√ Consider, test, and justify more than one solution.

History and Social Sciences Standards

- 6.3 Students analyze knowledge as a collection of selected facts and interpretations based on a particular historical or social setting.
√ Analyze interpretations of events from the perspective of various groups, and evaluate the credibility of differing accounts.
- 6.14 Students understand the tensions between the forces of unity and those of disunity in their local community, in the United States, and in various locations world wide.
√ Analyze perceptions of race, gender, ethnic group, and socioeconomic class as forces of unity and disunity.

Multiple Abilities

Knowledge of causation, creating plays/skits, making a time line, putting event in a time order, bringing information to a task, drawing pictures, writing headlines, rhyming words and writing poetry/limericks, operating a VCR, imagining history, thinking from a different point of view, framing questions, planning what to say, listening for important ideas, arguing productively, singing.

Vocabulary

Students will be expected to know and use the following vocabulary:

point of view
revolution
cartoon
satire
treason
traitor

belief
patriot
inference
culture
gender role
interpretation

Resources

1. Video tape of patriotic songs that includes Yankee Doodle
2. web site reference for Benedict Arnold
<http://heroswelcome.com/Arnold.htm>
3. Children's Book containing woodcuts from Revolutionary Period.
Murphy, Jim. 1996. A Young Patriot: The American Revolution As Experienced By One Boy. New York: Clarion Books.
4. Information on limericks. Activity 5 requires students to write a limerick. A limerick is a specific poetry form that dates from Shakespearean times. Limericks reached more popular form in the 19th Century through the work of Edward Lear. The following information comes courtesy of an Emory University web site <http://www.cc.emory.edu/ENGLISH/classes/Handbook/limerick.html> as well as other sources. "The simplicity of the limerick quite possibly accounts for its extreme longevity. It consists of five anapestic lines with the rhyme scheme aabba." The accented words are very rhythmic and follow this form (accent the underlined words):
There was a Young Lady whose chin
Resembled the point of a pin.
So she had it made sharp,
And purchased a harp,
And played several tunes with her chin.

Big Idea: Point of View Impacts Both The Interpretation
And The Writing Of History.

Authored by:
Suzanne McKegney, M.Ed.
Chamberlin School
S. Burlington 3/16/01

Activity One. Political Cartoons

In the 1700's there were no television crews or photographers to document current events. Any pictures or posters that people saw were created by artists. The beliefs of the artists often were reflected intentionally or unintentionally in the pictures which were created.

Look at the pictures. Discuss the similarities or differences of the pictures.

1. What can you theorize about the beliefs of the artist of each picture?
2. How might the differences in the pictures influence the people who saw them?

Activity

Pictures such as these might appear in a newspaper or on a poster with a title and/or caption which briefly describes the event. Add a caption and title to each of the pictures.

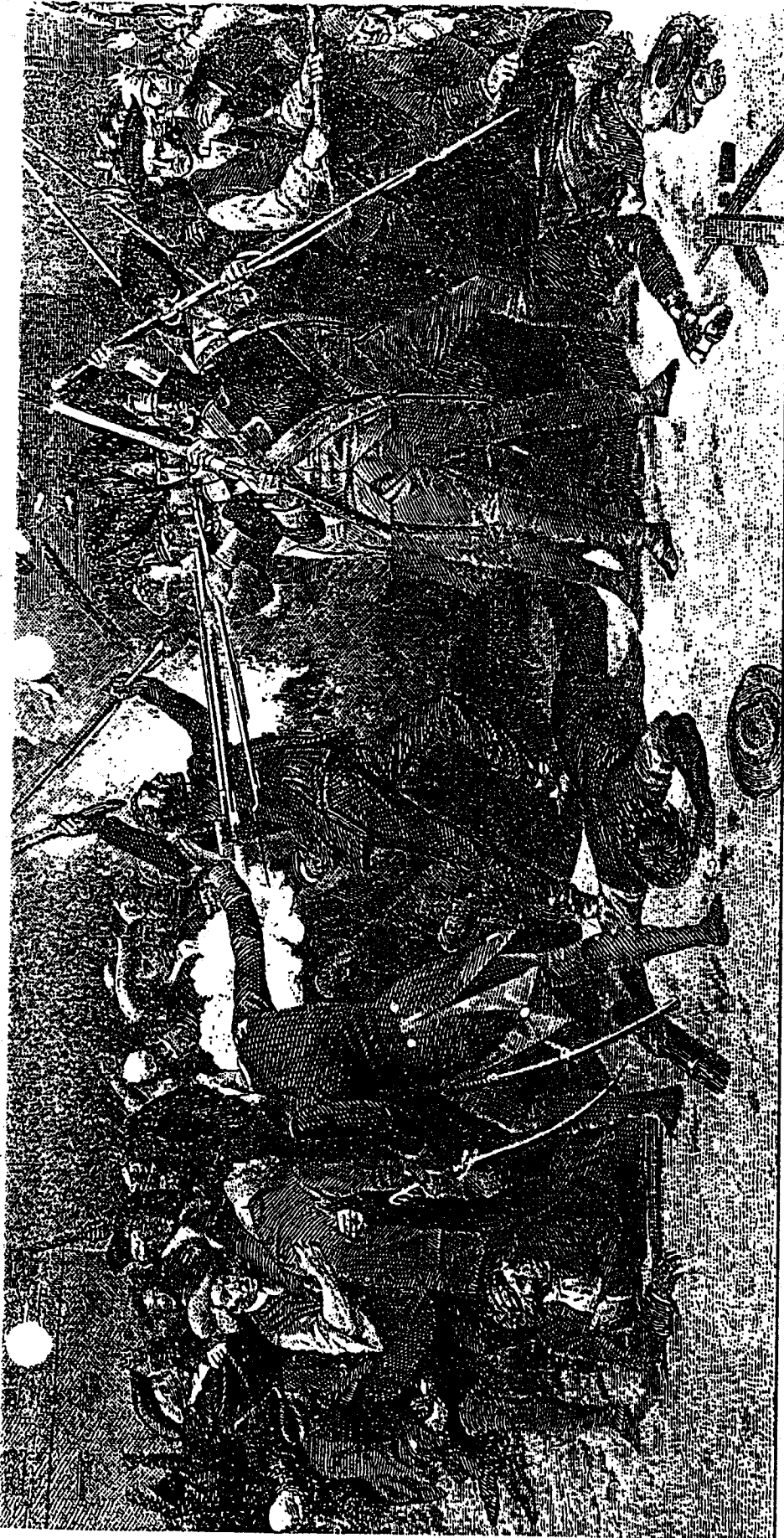
Read the account of the event in Boston Harbor during which some colonists dumped tea into the harbor. How might beliefs influence the way an artist represents this event?

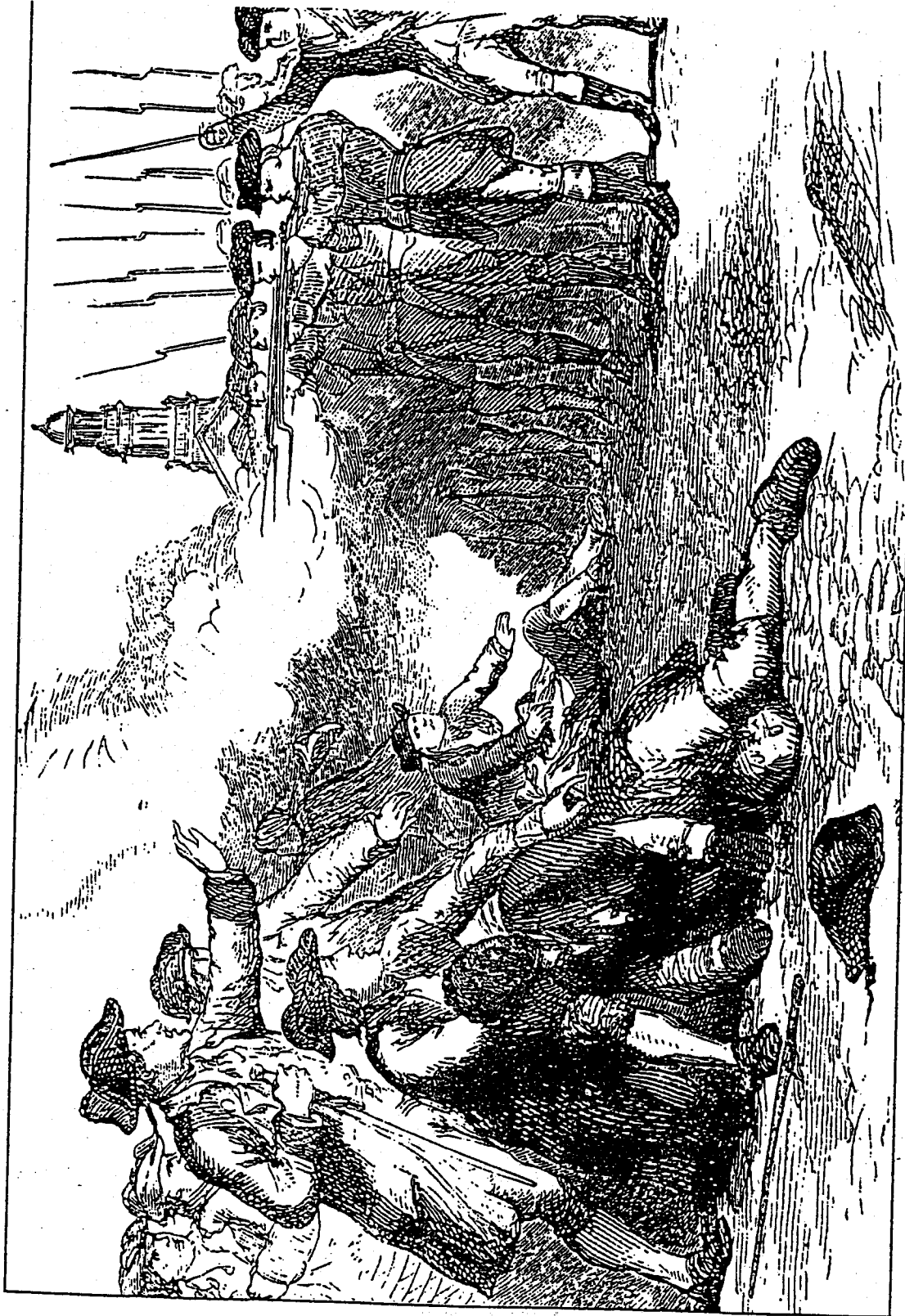
Create a picture (with a title and caption) of this event which might appear in Boston newspaper at the time.

Create another picture (with a title and caption) of this event which might appear in a London newspaper at the time.

Evaluation Criteria

- * Presentation explains how beliefs might influence the way information is presented.
- * Presentation includes pictures with titles and captions representing different points of view.
- * Group explains how the pictures represent different points of view.







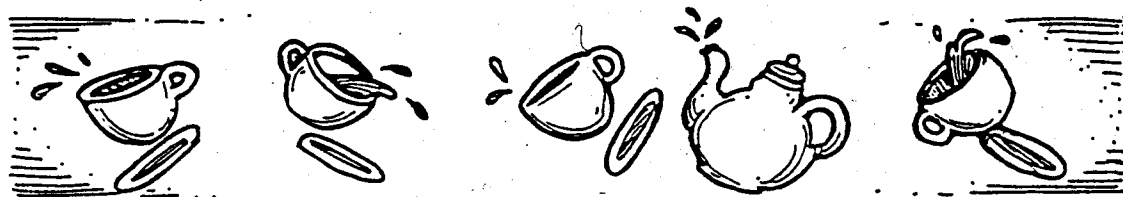


Colonists loved to drink tea. They were used to drinking it in England, and when they settled in the New World, they continued the custom of drinking tea much the same as people drink a cup of coffee today.

The British knew of the colonists' fondness for tea, and placed a sales tax on it in the colonies. Americans rebelled at the cost, and either grew their own tea or started smuggling tea from the Netherlands. In 1773, the British Parliament passed the Tea Act in which tea sold to the colonies was lower in price than either the Netherlands brand or the kind grown in the colonies. The British believed that the colonists would buy the less expensive British tea and forget about all the anger over "taxation without representation."

Patriot Samuel Adams in Boston did not want to forget about it. He did not want others to forget, either. On the night of December 16, 1773, hundreds of American citizens from Boston and the surrounding area came together at Old South Church in Boston to discuss what should be done about the latest load of tea brought into Boston Harbor by the cargo ship, the Dartmouth. If Britain's official, Governor Hutchinson, agreed to sending the tea back to England, no action would be taken by the colonists. However, the governor refused to sign the order to return the tea. Samuel Adams said the code words, "This meeting can do nothing more to save the country," and the Boston Tea Party began.

Fifty men with faces smeared with soot and paint to look like Mohawk Indians marched in twos to the harbor. As they reached the dock, the men divided into three groups. Once they boarded the Dartmouth, the Beaver, and the Eleanor, their duties were the same. The first mate was located and asked for the keys to the hold. He was assured that if the crew did not resist, there would be no trouble. The Mohawks systematically removed all of the casks and chests containing tea and threw them into Boston Harbor. The water was so shallow in places and the amount of tea was so great that some of the loose tea spilled back onto one of the ships. The men participating in the Tea Party were sworn to secrecy, and agreed not to take any of the tea so that it would be an act of protest, not theft. They also agreed to clean up the ship and leave it exactly as they had found it—minus the tea. Mohawks, as well as sympathetic sailors, swept the decks clean. A lock broken by mistake was noted and replaced the next day. The Mohawks filed off the ship in an orderly manner, and to the tune of "Yankee Doodle Dandy," marched by twos through the street of Boston to their homes.



Name _____

Activity 1
Individual Report

Look at the 3 pictures. on the back of this paper.

Which picture might have been drawn by someone who felt sorry for the colonists? Explain your choice.

What might a good title and caption for this picture?

title _____

caption _____

Why is it important to think about the personal beliefs of an artist when looking at a picture that represents a current event?

①



②



③



pictures from
A Young Patriot
by Jim Murphy

Big Idea: Point of View Impacts Both The Interpretation
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Authored by:
Suzanne McKegey, M.Ed.
Chamberlin School
S. Burlington 3/16/01

Activity Two: Adults and Children

Most Colonists during the Revolutionary War expected women to fit into a certain role. Girls were raised to marry, have families and obey their husbands. Women were not allowed to vote, own property, or serve in the army. This is not to say that women didn't contribute to the Patriot cause. Women participated in boycotts of British products, served as nurses, collected information as spies and managed family farms and businesses while the men were at war. A few women stepped outside their traditional roles. Deborah Sampson and others disguised themselves as men and fought alongside the men. Other women such as Sybil Ludington served as messengers.

Discuss

What reasons might colonists have had for their ideas about how women should behave?

How have attitudes toward women and girls changed since then?

Activity

Listen to the tape of the account of Sybil Ludington's night-time ride read from Remarkable Women of the American Revolution by Karen Zeinert.

How did Sybil help the Patriots in the war?

Imagine that there was time for Sybil to have a family discussion about her desire to volunteer as a messenger. Create a short skit with members of your group playing roles of family members and Sybil showing the discussion (debate) that might have occurred. Think about the dangers Sybil would face, traditional expectations for her behavior and the importance of the task.

Evaluation Criteria

- * Skit reflects colonial attitudes about the role of women in the War.
- * Skit presents different points of view with reasons for those views.

The Continental Army was only one armed force in which Patriots could serve; more than 150,000 men joined local militias, such as the Minutemen, which helped the army when it was in the militia's area. Women helped local militias by warning members about the enemies' movements in the area and caring for the wounded.

Some, like sixteen-year-old Sybil Ludington, rode through the night to rouse militiamen to battle when the British arrived. Throughout the winter of 1776–1777, militiamen near Danbury, Connecticut, had gathered and then hidden foodstuffs and tents intended for the Continental Army. Late in the afternoon on April 26, 1777, 2,000 British raiders, tipped off by Loyalist spies, proceeded into Danbury, intent upon destroying the supplies.

Shortly after the British arrived, the head of the Connecticut militia sent couriers racing toward the homes of local militia leaders. Sybil's father, one of the local commanders, was asked to gather his militia of four hundred men and march to Danbury. While it was too late to save the supplies, the courier said that it wasn't too late for revenge.

Sybil volunteered to alert the men, who were scattered along a 40-mile (64-kilometer) route. Riding her favorite horse, Star, she went from farm to farm, pounding on doors with a long stick to attract attention. When someone answered the door, she shouted "Muster at Ludington's!" and raced on to the next house. Her horse stumbled several times, and twice Sybil had to leave the road to hide when she heard other riders approaching, fearing they might be Loyalists. She was exhausted by the time she completed her three-hour-long ride, but she was heartened when she saw the number of militiamen prepared to march when she reached her home. These men, with help from other militias, caught up with the raiders and exacted a high toll from the British troops.

Remarkable Women of the American Revolution

by Karen Zeinert

Activity 2 Individual Report

What are three things a colonist might say to support the idea that women should not be allowed to do "a man's job" during the war?

1. _____

2. _____

3. _____

What are three things a colonist might say to support the idea that the expectations for women should be changed to allow women to serve in the army?

1. _____

2. _____

3. _____

Activity Three: Songs

One way historians learn about a culture and what people were thinking at a particular time is by looking at the music of that time period. Yankee Doodle is a song that was popular with both the British Army and the Continental Army during the Revolutionary War. It was originally written by Richard Schuckburgh, a British doctor to make fun of the colonists.

Watch the music video of Yankee Doodle.

Discuss

What about the song "Yankee Doodle" might be intended to put down the colonial soldiers?

Why might the song have been popular with both sides?

Activity

Rewrite the words to Yankee Doodle so that it is the English soldiers rather than the "Yankee Doodles" who are mocked. You should rewrite the chorus and at least one verse.

You may want to begin by brainstorming names the colonists might have called the English soldiers and issues that made the colonists especially angry at England and King George.

Evaluation Criteria

- * Song reflects a Patriot viewpoint.
- * Song includes references to actual events or people.
- * The words to the song fit with the tune of Yankee Doodle

Some Helpful Definitions

dandy: a man extremely interested in his clothing and personal appearance

deuced: a mild curse, darned

hasty pudding: food the consistency of oatmeal made from cornmeal and water

macaroni: a type of knot

doodle: a dumb person

Yankee: might be a mispronunciation of a word for English

Sample Rewritten Verse

Those Lobsterbacks they are so dumb
Their redcoats are great targets
They stand right up to be shot down
by Minutemen so daring

Yankee Doodle

"Yankee Doodle" was one of the favorite songs of the American Revolution. Theories about the origins of the melody vary. Some say it was popular in Holland around 1500. Others say it came from Southern Europe in the Middle Ages, or from Germany, France, Hungary, Persia, Biscay, Wales, Ireland or England. It was reportedly sung by Charles I's Cavaliers ridiculing Cromwell's Roundheads.

Many scholars attribute the original British words to Dr. Richard S. Schuckberg, a British army surgeon. Dr. Schuckberg reportedly wrote the words in the 1740s or early 1750s, ridiculing the colonial American soldiers. It became popular among British soldiers during the French and Indian Wars. The earliest known publication of "Yankee Doodle" is believed to have been in the New York Journal on October 12, 1768.

As hostilities between British and American soldiers began, British soldiers sang:

*Yankee Doodle came to town,
 For to buy a firelock,
 We will tar and feather him,
 And so we will John Hancock.*

American soldiers adopted Yankee Doodle as their own, and sang it as the British retreated from Concord and Lexington. They also made up verses making fun of their own officers, including General Washington.



British caricature of American militiaman

Yankee Doodle

Words and music: anonymous.

Musical score for "Yankee Doodle" in G major, 2/4 time. The score consists of five staves of music with lyrics underneath. Chords are indicated above the notes.

D D
 There came Gen - 'ral Wash - ing - ton, Up - on a snow white

D G
 char - ger, He looked as big as all out - doors, And

A7 D G
 thought that he was lar - ger. Yan - kee Dood - le

D G
 keep it up, Yan - kee Dood - le dan - dy, Mind the mu - sic

D A7 D
 and the step, And with the girls be - han - dy.

Father and I went down to camp
Along with Captain Goodwin,
And there we saw the men and boys
As thick as hasty puddin'

CHORUS

Yankee Doodle keep it up,
Yankee Doodle dandy,
Mind the music and the step,
And with the girls be handy.

And then the feathers on his hat
They looked so 'tarnal finey,
I wanted peskily to get,
To give to my Jemimy.

CHORUS

And there we saw a thousand men,
As rich as Squire David,
And what they wasted every day
I wish it could be saved.

CHORUS

And there they'd fife away like fun,
And play on corn stalk fiddles,
And some had ribbons red as blood
All bound around their middles.

CHORUS

Uncle Sam came there to change
Some pancakes and some onions,
For molasses cakes to carry home
To give his wife and young 'uns.

Yankee Doodle is the tune
Americans delight in,
'Twill do to whistle, sing or play,
And is just the thing for fighting.

CHORUS

CHORUS

And there they had a swamping gun
As large as a log of maple,
Upon a deuced little cart,
A load for father's cattle.

CHORUS

And every time they'd shoot it off
It took a horn of powder,
It made a noise like father's gun,
Only a nation louder.

CHORUS

And there was Captain Washington,
With gentlefolks about him,
They say he's grown so 'tarnal proud
He will not ride without them.

CHORUS

And there was Captain Washington,
Upon a strapping stallion,
And giving orders to his men,
I guess there was a million.

CHORUS

There came General Washington,
Upon a snow white charger,
He looked as big as all outdoors,
And thought that he was larger.

CHORUS

Name _____

Activity 3
Independent Report

List 3 ways that the song you wrote reflects a Patriot point of view.

1. _____
2. _____
3. _____

Which version of the song do you like the best? Why?

Activity Four: Interpreting A Point of View

Historians are just beginning to recognize and discuss the contributions of African Americans during the Revolution. Crispus Attucks was an African American who was killed during the Boston Massacre. His role in the event has been interpreted differently by different people. Some see him as an independent and brave Patriot. Others say he was nothing more than a sailor looking for a fight. We know very little of his life before the Boston Massacre.

Discuss:

Why do we know so little about Crispus Attucks?

How might his life have been different if he were not African American?

Activity:

Create a timeline of the last three hours of the life of Crispus Attucks as reported by a fellow sailor and friend who was present at the Boston Massacre. Your timeline should include the times and locations of his final activities as well as his thoughts and feelings about the events. Your timeline may be a blend of facts and inferences about what might have happened.

Evaluation

- * Timeline includes known historic events.
- * Timeline includes logical inferences about Attucks' thoughts and feelings based on his known actions.
- * Information and inferences related to racial attitudes are included.



Revolution

Part 1: 1450-1750

<---Part 2: 1750-1805

Part 3: 1791-1831

Part 4: 1831-1865

Narrative | **Resource Bank** | Teacher's Guide

People & Events

Crispus Attucks

c.1723 - 1770

Resource Bank Contents



In 1770, Crispus Attucks, a black man, became the first casualty of the American Revolution when he was shot and killed in what became known as the Boston Massacre. Although Attucks was credited as the leader and instigator of the event, debate raged for over a century as to whether he was a hero and a patriot, or a rabble-rousing villain.

In the murder trial of the soldiers who fired the fatal shots, John Adams, serving as a lawyer for the crown, reviled the "mad behavior" of Attucks, "whose very looks was enough to terrify any person."

Twenty years earlier, an advertisement placed by William Brown in the Boston Gazette and Weekly Journal provided a more detailed description of Attucks, a runaway: "A Mulatto fellow, about 27 Years of Age, named Crispus, 6 feet 2 inches high, short cur'l hair, his knees nearer together than common."

Attucks father was said to be an African and his mother a Natick or Nantucket Indian; in colonial America, the offspring of black and Indian parents were considered black or mulatto. As a slave in Framingham, he had been known for his skill in buying and selling cattle.

Brown offered a reward for the man's return, and ended with the following admonition: "And all Matters of Vessels and others, are hereby cautioned against concealing or carrying off said Servant on Penalty of Law. " Despite Brown's warning, Attucks was carried off on a vessel many times over the next twenty years; he became a sailor, working on a whaling crew that sailed out of Boston harbor. At other times he worked as a ropemaker in Boston.

Attucks' occupation made him particularly vulnerable to the

presence of the British. As a seaman, he felt the ever-present danger of impressment into the British navy. As a laborer, he felt the competition from British troops, who often took part-time jobs during their off-duty hours and worked for lower wages. A fight between Boston ropemakers and three British soldiers on Friday, March 2, 1770 set the stage for a later confrontation. That following Monday night, tensions escalated when a soldier entered a pub to look for work, and instead found a group of angry seamen that included Attucks.

That evening a group of about thirty, described by John Adams as "a motley rabble of saucy boys, negroes and molattoes, Irish teagues and outlandish jack tarrs," began taunting the guard at the custom house with snowballs, sticks and insults. Seven other redcoats came to the lone soldier's rescue, and Attucks was one of five men killed when they opened fire.

Activity 4 Individual Report

If we had more historical information about his life, what are three things you like to know about the life of Crispus Attucks.

1. _____
2. _____
3. _____

An epitaph is a saying that is put on a gravestone. It is generally very short and reflects something important about the person's life.

What might be an appropriate epitaph for Crispus Attucks?

Big Idea: Point of View Impacts Both The Interpretation And The Writing Of History.

Activity Five: Point Of View Can Change.

One of the more perplexing figures of the Revolutionary War was General Benedict Arnold. He was a brilliant military thinker, a recognized leader, a gifted planner of military action. He was present at the takeover of Ticonderoga, he led an impossible march through the Maine Woods to attack the British at Quebec, he delayed the British for a full year by his actions at Valcour, and his bravery at Saratoga was known to all. He also betrayed his country. His brilliance dimmed when he tried to ease the capture of West Point by the British high command. For many, his name is synonymous with treason. For others, his story is not quite so simple.

Read over the documents telling about Arnold's life.

1. Talk with each other about the events of his life.
2. Think about how these people might view his character: a soldier in the Maine woods, Ethan Allen, General Burgoyne, a British seaman on Lake Champlain, George Washington, Peggy Shipman.

Activity

Create an decorative timeline of major events in Arnold's life. Illustrate the timeline with several limericks. The limericks should express how some of the people mentioned above might respond to things Arnold accomplished across the span of his life. Together, the limericks should show different points of view about Arnold and what he accomplished during his life.

Evaluation Criteria

- * Presentation shows knowledge of circumstances in Arnold's life.
- * Writings express different viewpoints towards Arnold.
- * Everyone participates clearly in the presentation.

Resource Card #1.

Examples of Limericks

Submitted By: R. Guptill

There once was a lady named Perkins
Who simply doted on Gherkins
They were so nice
She ate too much spice
and pickled her internal workin's

Submitted By: Gabrielle H

There was an old man of Philly,
Who was hooked on the movie Free Willy.
He quit his job at the jail,
for a dolphin and whale,
And so was the life of Wee Willy.

Submitted By: Pat Bents

There once was a guy named Matt
Who had an overly large cat
When it chased a mouse
It shook the whole house
So Matt got rid of the cat.

Submitted By: Kasia Kowalewski

There once was a boy from Montreal
Who loved to play basketball
For a team he tried out
But if he made it, I doubt
For you see, he was three feet tall!

From a website called Looney Limericks.

BENEDICT ARNOLD

First a world-class hero on Lake Champlain...
Then a traitor of world renown



Resource Card 2.

Background on Benedict Arnold

Benedict Arnold's life has always been of interest to us at Hero's Welcome, for he had been a friend of my great great great...grandfather, Abiather Camp. Both were well-to-do merchants, traders and ship owners in New Haven, Connecticut when the Revolutionary War began. Abiather declared his loyalty to the British as did 1/3 of America's citizens. At first, Benedict took the opposite course, championing America's fight for freedom. Their paths parted in a dramatic way, but seven years later they rejoined in sorrowful exile.

The story of Benedict Arnold's heroism on behalf of America...especially on Lake Champlain is largely unknown, and it's the story we want to tell here. We'll leave those dark facts of his later defection and traitorous ways to historians. He gets plenty of bad press there...and deserves it too.

As the American Revolution was breaking out, Arnold volunteered to lead 1000 men up through the woods of Maine to attack British Canada by surprise, *through its back door*, at Quebec City. This journey, which is still talked about in that part of the country, proved to be a disaster for the volunteers who marched off. Half starved, frozen, and making broth by boiling their *own* shoe leather and cartridge boxes, they stumbled out of the wilds 50 days later...with 40% of them dead. Many believed they would have all perished were it not for Arnold's courage and leadership in those woods.

Valiant battles against overwhelming odds lay ahead through the winter in Canada, but the expedition failed. In June of 1776, Arnold, badly wounded himself, led his ravaged men away from Montreal toward the North end of Lake Champlain. The British were hot on his trail. He was the last American to leave Canada, having seen to the task of burning anything of value behind. Waiting in the dark, and with one boat left to carry him to safety, he heard the British soldiers march to within musket range. An ardent horse lover, he spurred his steed to the water's edge, then shot it with a single bullet to the head, removed the saddle, and pushed off in his boat.

After rowing(!) almost a hundred miles, his army finally found safety on July 7th near the Southern end of our lake...at Fort Amherst on Crown Point. They literally crawled into the battered fortification. A Council of War with the American officers stationed at the garrison was under way, and without so much as a bath, Arnold immediately joined in. As the most junior officer, he was permitted to speak first...*and had much to say*.

While fighting in Canada he had learned of the English strategy to win the war. It was powerful and compelling!

London generals had decided to split the colonies in half, by sending two forces in behind and around the American land mass.

One army would push off from Montreal, and plunge down Lake Champlain, Lake George and into the Hudson River with 10,000 British regulars, 2,000 German mercenaries, 4,000 Iroquois Indians, *plus 1,000 Canadian conscripts to clear their path!* Twenty-five ships had been pre-constructed in England, especially designed for lake fighting, with each part numbered, then disassembled, and lashed to the decks of the Royal Fleet heading for Canada.

The second army would invade New York City, then push up the Hudson. This force, the largest ever fielded by England, consisted of 479 warships and 34,000 soldiers. The overall plan was to have the two armies meet in or near Albany on the Hudson, then, having secured a "noose" around the Americans, to pull it tight until a surrender was obtained.

Arnold told his fellow officers that America's *only* hope was to delay this Northern Army for there was no chance of defeating it, at least not in 1776. America had but a handful of small boats on the Lake and not a single navy seaman to fight on them. The situation was quite desperate.

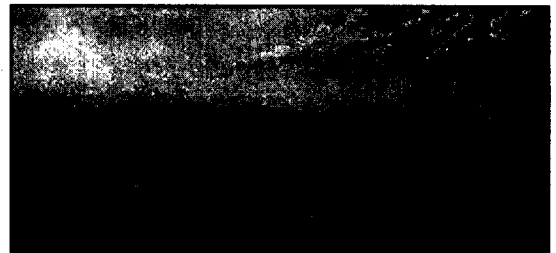
He knew that the ever-cautious English General, Sir Guy Carleton would have to bring his troops down over Lake Champlain's waters, since there were no North/South roads on the shore at that time. And, Arnold reasoned, the British, unaccustomed to lake fighting, would bring large cumbersome ships. He gambled that if he could bluff Carleton into believing that a *potent* American fleet was being constructed to oppose the invasion, the British would slow down to build even more ships before proceeding. Arnold hoped that this delay would run into winter, forcing Carleton to wait out the ice season back in Montreal, thus giving the Americans precious time to re-build and re-arm. He asked for about 20 small lake fighters, or gondolas to prepare for this defense. They would be of his design, fast and agile, but utterly outgunned by the Royal man-o-wars.

The plan was approved by General Washington. Soon ship-wrights from all over New England began marching into Skenesborough, where the little Navy would be constructed. There were shortages of *everything*, and in mid-summer, the program became bogged down. Arnold's boundless energy and enthusiasm pulled the process back on target, and by late September, a tiny fleet of 15 boats was forming up. Arnold begged, pleaded and badgered to assemble a navy of 500 "half naked" unskilled sailors.

As the boats came out of their cribs, with the oakum barely cured, Arnold would sail them up near the British preparation site on the Richelieu River. He would fire his cannons as a boast. Sure enough, Carleton began building more ships. September passed.

By early October, Arnold was almost ready, having carefully chosen his site to defend America. He anchored his fleet off nearby Valcour Island, which is snuggled up against the New York shoreline.

The forward ships of the British armada (that would soon number 624 vessels and 9000 men!) finally sailed out onto the lake on October 10th, in miserable weather. Some 28 gunboats plus Indian war canoes began the search for Arnold. That evening they pulled into "The Gut" between our North Hero Island and Grand Isle. The Indians, sensing battle, built huge bonfires, donned war paint and danced naked...scaring the bejezes out of the newly arrived British sailors.



Dawn was cold and gray, and as the twenty-man war canoes paddled out with the fleet, a sailor noted that the Indian's heads would disappear behind the swells. Others noted snow on the Adirondacks. Winter would soon visit the lake.

By 10:30am, a ferocious battle ensued. At close range, the cannons began to belch balls, bar shot and grape...it fairly screamed back and forth. Hopelessly out-gunned, Arnold stood on the exposed deck of the *Congress*, in the thick of the battle, personally aiming and firing the one bow cannon aboard. When dark mercifully arrived, the British broadsides were silenced...the attackers pulled back for the night. By dawn's early light...they planned to finish their grisly work.

Arnold took stock. His fleet was badly crippled, and many were dead. At a council of war on the *Congress*, he and his remaining commanders decided to attempt a daring escape in the night, by rowing single-file past the recuperating invaders. Each oarlock was wrapped in a shirt to muffle the sound, and as they slipped past, the Americans could hear the British carpenters talking aboard their flagship.

The next morning, the English woke up to see their enemy gone!

Fighting cold headwinds and waves, Arnold led his leaking boats south toward Ft. Ticonderoga and safety. His wounded were laying on the decks. Little remained of America's first Navy. Within hours he was forced to beach the boats, burn what was left of them, and attempt the safety of Ft. Ty by overland escape...this with the Indians in close pursuit.

Safety was obtained, and delay was achieved. With his armada and his pride damaged from the fight with Arnold's inexperienced but emboldened crews, and with snow on the way, Carleton turned back for Montreal...and winter quarters.

It was perhaps one of the most fateful decisions ever made in the course of history.

By turning back for the winter, Carleton gave the Americans the one thing they needed most...time. When the two armies met a year later at nearby Saratoga, and once again, with Arnold at the head of the charge, the Americans won. Academics agree today that this crucial victory at Saratoga turned the tide of the Revolution...which in turn, lit the lamp of Democracy...which in turn, became a beacon for the world.

Had Carleton moved decisively in the mid-summer of 1776, against puny resistance, we might still be singing *God Save the Queen!*

Though he lost his Lake Champlain Fleet, Benedict Arnold single-handedly created *and implemented* this far reaching "victory" for his country.

In the summer of 1776, common people the world over lived under the lash or beneath a ruling class. Today, more than half the citizens of Earth choose those who will govern. *That is progress indeed!!*

Postscript: Benedict Arnold fought brilliantly for the American cause for six years. He was badly wounded twice. Drawing deeply into his own purse to pay expenses, he was never reimbursed for most of them, nor honored by Congress for his victories. Crestfallen and melancholy, he was approached by a smooth-spoken spy for the British. Arnold made the worst decision of his life...he switched sides. He died in England, at age 60, and was buried in a "jumbled, unmarked grave" without military honor or notice. His last years were full of misery and bitterness .

Although out of print at the present time, there is a terrific book on this man. *Benedict Arnold, Patriot Traitor*. The author is Vermont's own Willard Sterne Randall. You'll find it at your library.

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Resource Card 3.
Letter From Benedict Arnold.
(Mrs. Arnold is Peggy Shipman.)

On Board The Valliant, Sept. 25th, 1780

Sir

The heart which is conscious of its own attitude, cannot attempt to paliate a step, which the world may consider as wrong. I have ever acted from a Principle of love to my Country, since the Commencement of the present unhappy contest between Great Britain and the Colonies, the Same principle of love to my country activates my present conduct, however it may appear inconsistent to the world who may seldom judge right of any man's actions.

I have no favor to ask for myself. I have too often experienced the ingratitude of my country to attempt it: But from the known humanity of your Excellence I am induced to ask your protection for Mrs. Arnold from every insult and injury that the mistaken vengeance of my Country may express her to. It ought to fall only on me. She is as good, and as innocent as an Angel, and is incapable of doing wrong. I beg she may be permitted to return to her friends in Philadelphia or to some ones as she may choose; from your Excellency I have no fears on this Account, but she may suffer from the mistaken fury of the Country.

I have to request that this ___ letter may be delivered to Mrs. Arnold and she be permitted to write to me.

I have also to ask that my cloaks and baggage which are of little conveyance may be sent to me. I suggest their value shall be paid in money.

I have the honor to be with great seamen this time (?)

Your Excellency

Most Obediently,
B. Arnold

His Excell. Lord Washington

NB In Justice to the Gentlemen of my family, Colonel Vansich and Major Feather, I think myself honor bound to declare that they are sons of Ishiam Smith Esq whom I know is loyal, are totally ignorant of any lesser actions of myself that they have reason to believe are injurious to the nation.

Activity 5.
Individual Report

Write one event from the life of Benedict Arnold in the center of this page.
Write a sentence or two in the bubbles that express how others might have
understood the same event. Identify who the others are.

