Section 2

Step-by-Step Instruction

Review and Preview

Students have read about the grievances the colonists had with British rule. Now they will learn how Americans won their independence.

Section Focus Question

How were the early years of the war a critical time?

Before you begin the lesson for the day, write the Section Focus Question on the board. (Lesson focus: The Continental army faced hardships and defeat.)

Prepare to Read

Build Background Knowledge

Review with students the events that led up to the American Revolution. Then ask students to scan the headings and images to identify some of the major battles fought during the war. Ask them to make a prediction about the outcome of the Revolution. After they make a prediction about what they will learn, address any misconceptions. Remind students to confirm or revise their predictions after they read this section.

Set a Purpose

Read each statement in the Reading Readiness Guide aloud. Ask students to mark the statements True or False.

Key Terms and People

Nathan Hale
mercenary
alliance
Marquis de Lafayette

Reading Skill

Apply the Meanings of Prefixes

Prefixes—word parts added to the beginning of words or word roots—can dramatically affect a word’s meaning. Applying the meanings of common prefixes will help you define unfamiliar words. Piece together a likely meaning. Check how the word is used within the context of the surrounding text. If necessary, use a dictionary.

Vocabulary Builder

Use the information below to teach students this section’s high-use words.

<table>
<thead>
<tr>
<th>High-Use Word</th>
<th>Definition and Sample Sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td>vital, p. 183</td>
<td>adj; necessary; of great importance Shipbuilding played a vital role in the New England economy.</td>
</tr>
<tr>
<td>transform, p. 183</td>
<td>v; to change from one thing or condition to another The battles of Lexington and Concord transformed the colonial struggle from a protest to a revolution.</td>
</tr>
</tbody>
</table>
Teach

Retreat from New York
p. 179

Instruction

- **Vocabulary Builder**: Before teaching this section, preteach the High-Use Words vital and transform, using the strategy on TE p. T21.
- **Key Terms**: Have students continue filling in the See It–Remember It chart for the Key Terms in this chapter.
- **Read Retreat from New York with students using the Structured Silent Reading strategy (TE, p. T22).**
- **Ask**: What was the result of fighting in New York? (The colonists were forced to retreat from New York into New Jersey.)
- **Discuss the reasons for repeated Continental army defeats.** Have students contrast the British and American armies. (The British had around 34,000 well-trained soldiers and a navy. The Americans had less than 20,000 soldiers who were poorly trained and had no navy.)

Independent Practice

Have students begin to fill in the Study Guide for this section.

- **Interactive Reading and Notetaking Study Guide**, Chapter 6, Section 2 (Adapted Version also available.)

Monitor Progress

As students fill in the Notetaking Study Guide, circulate to make sure students understand the impact of early defeat on the colonists. If students do not seem to have a good understanding, have them reread the section. Provide assistance as needed.

Answers

- **Checkpoint**: The colonists retreated and eventually abandoned New York City.
- **(a) Lexington**  
- **(b) They were able to sneak in reinforcements through the Chesapeake Bay and attack.**

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**Nathan Hale** During the fight for New York, *Nathan Hale* became an American legend. Hale was a Connecticut officer, and he volunteered for dangerous spy duty. His mission was to collect information about British battle plans on Long Island.

Caught behind British lines, Hale was tried and condemned to death. He was hanged the next morning. Later, it was reported that his last words had been, “I only regret that I have but one life to lose for my country.”

- **Checkpoint**: What was the result of the Battle of Long Island?

**Surprises for the British**

Under relentless British pursuit, the Continental army kept retreating. In December, it crossed the Delaware River into Pennsylvania. The British now threatened Philadelphia. Patriot spirits were low. Many soldiers deserted. Others seemed ready to go home as soon as their terms of service ended.
Surprises for the British

Instruction

- Have students read Surprise for the British. Remind students to look for the sequence of events.
- Ask: Why did Washington read The Crisis aloud to his troops? (Possible answer: He wanted to inspire his troops to continue the fight for independence.)
- Ask students to explain George Washington’s new strategy and its results. (Washington led a sneak attack from two sides at Trenton. It was successful.)
- Have students draw conclusions about why the victory was important for the Continental army. (After so much defeat earlier in the year, victory lifted the spirits of the colonial troops.)

Independent Practice

Have students complete the Study Guide for this section.

Interactive Reading and Notetaking Study Guide, Chapter 6, Section 2 (Adapted Version also available.)

Monitor Progress

As students fill in the Notetaking Study Guide, circulate to make sure students understand how the war turned in the colonists’ favor. If students do not seem to have a good understanding, have them reread the section. Provide assistance as needed.

Answers

Apply Information He took the British by surprise.

Checkpoint They crossed the Delaware, hiked through snow, and attacked the city on two sides by surprise.
**Saratoga: A Turning Point**

**p. 181**

**Instruction**

- Have students read Saratoga: A Turning Point. Remind students to keep track of the sequence of events.
- Ask: **What went wrong with General Burgoyne’s plan?** (Several things: The king sent the southern force to attack Philadelphia, American forces cut off the attack from the west, and Burgoyne was forced to lead the southern attack himself.)
- Ask: **Why was the American victory at Saratoga such a turning point?** (For several reasons: It ended the British threat to New England, it destroyed British hopes for an easy victory, and it showed European nations that the Americans had a chance of winning.)
- Show the History Interactive transparency Revolutionary Soldier. Ask: **Why did it take colonial soldiers a long time to load their muskets?** (Soldiers had to fill their muskets with gunpowder, then push down the ammunition with ramrods.)

**Color Transparencies, Revolutionary Soldier**

**Independent Practice**

Have students complete the Study Guide for this section.

**Interactive Reading and Notetaking Study Guide, Chapter 6, Section 2 (Adapted Version also available.)**

**Monitor Progress**

As students fill in the Notetaking Study Guide, circulate to make sure students understand the importance of the American victory at Saratoga. If students do not seem to have a good understanding, have them reread the section. Provide assistance as needed.

**Answers**

- **Reading Skill** *Misguided* means “wrongly guided.”
- **Clarify Problems** Disadvantages include: a musket took a long time to reload and it required good marksmanship.

**Differentiated Instruction**

- **Advanced Readers**
  - **Make a Live Sequence of Events** To help students review the progress of the Revolution, have them work together in groups to list the sequence of events and their outcome from the beginning of the war to the Battle of Saratoga. Then have each group act out one event of the Revolution for the class.

**Gifted and Talented**

- **Critical Thinking: Clarify Problems** What do you think were some of the disadvantages of the musket as a military weapon?
Help from Overseas

**Valley Forge**

pp. 183–184

**Instruction**

- Have students read Help from Overseas and Valley Forge. Remind students to look for details that answer the Section Focus Question.

- **Ask:** Why was European support so important to the colonists? (It helped them win the war by providing them with the necessary arms, ships, and reinforcements to defeat the British.)

- Display the transparency Turning Points of the Revolution. Discuss the effect of each event.

**Color Transparencies, Turning Points of the Revolution**

- **Ask:** How did women help the soldiers at Valley Forge? (Women collected food, medicine, warm clothes, and ammunition. Some tended the sick and wounded.)

**Independent Practice**

Have students complete the Study Guide for this section.

**Interactive Reading and Notetaking Study Guide, Chapter 6, Section 2 (Adapted Version also available.)**

**Monitor Progress**

- As students complete the Notetaking Study Guide, circulate to make sure students understand the significance of foreign aid to the Continental army. Provide assistance as needed.

- Tell students to fill in the last column of the Reading Readiness Guide. Probe for what they learned that confirms or denies each statement.

**Teaching Resources, Unit 2, Reading Readiness Guide, p. 44**

**Answers**

- **Checkpoint** Results include: Saving New England, demoralizing Britain, and encouraging Europeans to support the colonists.

- **Checkpoint** At first, France secretly supplied money and arms to the colonists. After officially forming an alliance with the United States, France and its allies fought Britain in Europe and the Caribbean, which forced Britain to wage war on many fronts.

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**History Background**

**The Continental Navy** Established by the Second Continental Congress in 1775, the Continental navy supported the Continental army throughout the American Revolution. During the war, American ships attacked and captured many British merchant vessels. In 1784, the Continental navy was disbanded, and for the next 14 years American merchant ships fell prey to attacks by North Africa’s Barbary pirates. In 1798, in an effort to cope with the attacks, Congress created the Department of the Navy.

**Vocabulary Builder**

- **vital** (vi tuhl) adj. necessary; of great importance

- **transform** (trans form) v. to change from one thing or condition to another

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**Results of the Battle** The Battle of Saratoga marked a major turning point in the war. The American victory ended the British threat to New England and destroyed British hopes of an easy victory. It also lifted Patriot spirits at a time when Washington’s army was suffering defeats. Perhaps most important, the Battle of Saratoga helped convince Europeans that the Americans had a sound chance of winning.

**Checkpoint** List two results of the Battle of Saratoga.

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**Help From Overseas**

- Soon after Saratoga, France agreed to openly support American independence. In February 1778, France officially formed an alliance with the United States. An **alliance** is a formal agreement between two powers to work together toward a common goal.

- **The French Alliance** France was eager to weaken Britain. Even before Saratoga, the French had secretly supplied money and arms to the Americans. But the French did not want to take an open stand until it seemed the Americans might win. The Battle of Saratoga convinced the French government to help the struggling young nation. In February 1778, France became the first nation to sign a treaty with the United States.

- France and its allies in the Netherlands and Spain also went to war with Britain. By carrying the fight to Europe and the Caribbean, the allies forced Britain to wage war on many fronts. This helped the American cause, because the British could spare fewer troops to fight in North America.

- **European Volunteers** A number of Europeans volunteered to serve with the American forces. They were inspired by the American struggle for liberty.

- A French noble, the Marquis de Lafayette (lah fay YET), became a high-ranking officer in Washington’s army. He and Washington became close friends. When Lafayette was wounded in battle, Washington told a surgeon, “Treat him as though he were my son.”

- Volunteers from Poland also made **vital** contributions to the Patriot war effort. Thaddeus Kosciuszko (kawsh KOO shuh) was an engineer who took charge of building fortifications at West Point. Casimir Pulaski led and trained cavalry, or units of troops on horseback.

- **Baron von Steuben** A German baron, Friedrich von Steuben (STOO buhn), helped train the Continental army. Steuben had served in the Prussian army, which was considered the best in Europe.

- Before Steuben arrived in early 1778, American troops were often poorly trained and undisciplined. Steuben taught the soldiers how to march, how to improve their aim, and how to attack with bayonets. His methods helped to transform raw recruits into soldiers and shaped the Continental army into a more effective force.

**Checkpoint** How did France aid the Patriot cause?
Assess and Reteach

Assess Progress

Have students complete Check Your Progress. Administer the Section Quiz.

To further assess student understanding, use the Progress Monitoring Transparency.

Progress Monitoring Transparencies, Chapter 6, Section 2

Reteach

If students need more instruction, have them read this section in the Interactive Reading and Notetaking Study Guide and complete the accompanying question.

Interactive Reading and Notetaking Study Guide, Chapter 6, Section 2 (Adapted Version also available.)

Extend

Have students complete the History Interactive activity online.

Extend Online

For: Help with the History Interactive Extend activity.
Visit: PHSchool.com
Web Code: mvp-0142

Progress Monitoring Online

Students may check their comprehension of this section by completing the Progress Monitoring Online graphic organizer and self-quiz.

Answer

Checkpoint The soldiers were not sufficiently housed, clothed, or fed.

Section 2 Check Your Progress

1. (a) Washington’s poorly equipped troops staged a surprise attack from two sides and won the battle, capturing a thousand soldiers. He then tricked the British by making them think that his soldiers were still in their camp, enabling his troops to escape.

(b) He was a good leader, who was fearless and brave. He also was a clever military strategist.

2. (a) It ended British hopes of an early victory; it lifted Patriots’ spirits; it convinced the Europeans that Americans had a chance of winning.

(b) America might have lost the war; Europeans would not have believed that the Americans could win.

3. Possible answer: to change; to improve the quality of

4. No. They helped because they were paid to do so.

5. Yes.

6. No. The cavalry fought on horseback.

7. Possible answers: For hiring mercenaries: the British needed more manpower. Against: mercenaries might not be loyal, might give up when attacked.

Valley Forge

Washington’s Continental army suffered through the cruel winter of 1777–1778 in a hastily built camp at Valley Forge in Pennsylvania. Meanwhile, some 22 miles away, British officers in Philadelphia danced the winter away in a merry round of parties and balls.

The 11,000 Continental soldiers were not sufficiently fed, clothed, or housed. Many lacked socks, shoes, and even trousers. Throughout the winter, they shivered in drafty huts. At any one time, about one soldier in four was sick with chills, fever, or worse.

Because food was so scarce, the soldiers mainly ate thin soup and dry bread patties. One private later recalled that he went without food for two days. He was so hungry he would have grabbed food away from anyone, even his best friend. Finally, he found half a pumpkin. He cooked it “upon a rock, the skin side up, by making a fire on it.”

When Americans learned about conditions at Valley Forge, they sent help. Women collected food, medicine, warm clothes, and ammunition. Some women, including George Washington’s wife, Martha, went to Valley Forge to tend the sick and wounded.

Despite its woes, the Continental army used that winter to gather strength for the battles that lay ahead. Steuben’s drills sharpened the soldiers’ skills and discipline.

Checkpoint Why was the winter at Valley Forge so difficult?

Looking Back and Ahead By the spring of 1778, the army at Valley Forge was ready to resume the fight. “The army grows stronger every day,” wrote one New Jersey soldier. While soldiers drilled, Washington and his staff planned new campaigns against the British.
Teague: I’m going hungry here and my woman’s going hungry at home. You let me go home for the winter, and you won’t have to feed me, and that relieves the commissary. I rustle some wild meat for the younguns and the old woman, and they don’t starve and I don’t starve. More’n that, everybody knows there’s two or three thousand men gone home already for that same reason, and if they was here now they’d be chewing the bark off the second-growth birch like so many cottontails. I don’t hold it against you and I don’t hold it against anybody because I don’t know who in thunder to hold it against, but there’s nothing to eat here. . . .

Washington: Well, Master Teague, if they catch you they’ll give you seventy-five lashes, and that’s a good deal to take and live. On the other hand, you’re quite right from your own angle; if I were you I’d feel as you do. If you go home, and we all go home this winter, you won’t need to bother about coming back in the spring. There’ll be not fighting to come back to. General Howe will march out of Philadelphia and take over these states of ours. If he knew there’ll be not fighting to come back to, you won’t need to bother about coming back in the spring. You let me go home for the winter, and you won’t have to feed me, and that relieves the commissary. I rustle some wild meat for the younguns and the old woman, and they don’t starve and I don’t starve. More’n that, everybody knows there’s two or three thousand men gone home already for that same reason, and if they was here now they’d be chewing the bark off the second-growth birch like so many cottontails. I don’t hold it against you and I don’t hold it against anybody because I don’t know who in thunder to hold it against, but there’s nothing to eat here. . . .


Answers

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Writing Rubric

Share this writing rubric with students.

Score 1: Statements are inaccurate or vague.
Score 2: Paragraph is logical and supported with reasons.
Score 3: Paragraph is comprehensive and contains well-reasoned points.
Score 4: Paragraph is comprehensive and contains well-reasoned points.

Monitor Progress

Have students complete the Analyze Literature activity. Circulate to be sure students understand how Washington inspired the troops to stay in the army. Provide assistance as needed.