



### TERMS TO KNOW:

Before or after watching this episode, encourage students to define and review the terms below. Students may also want to make their own lists of new vocabulary words and identification terms as they watch.

Alacrity  
Bayonet  
Colonial  
Inoculation  
Prodigious  
Redoubt  
Resilience  
Siege  
Skiff  
Typhus  
Traverse



*America The Story of Us is useful for American History, Social Studies, and Media courses. It is appropriate for 7th grade students and above, and is an excellent resource for professional development.*

## EPISODE 2: REVOLUTION

### INTRODUCTION

The Declaration of Independence is read to jubilant crowds in New York on July 9, 1776. America's thirteen colonies have taken on the might of the world's leading superpower, determined to shake free from the yoke of British colonial power. Offshore, 500 ships bristling with soldiers and guns are readying for what will be the largest British invasion until D-Day. Within months General George Washington's army has been decimated and defeat seems inevitable.

Yet in 1783, against all the odds, America prevails. It is a conflict that tests the resolve of the soldiers to the breaking point. It takes us from the battlefields of Brooklyn, the disease-ridden encampment of Valley Forge and the forests of Saratoga to the victory of Yorktown.



American forces learn the hard way to master the landscape, new weapons, and unconventional battle tactics. And with this elite force, Washington saps the strength of the British Army and he and his forces triumph over the British. The British are forced to relinquish power and the United States is born.





## DISCUSSION QUESTIONS:

1. Who was Daniel Morgan, and what role did he play in the American Revolution?
2. Why was it important for the Americans to win the support of France during the Revolution?
3. What change in the construction of rifles helped the Americans during the Revolutionary War?



4. What were some of the innovative ways Americans fought disease during the Revolution? What were the risks and potential rewards of these methods?
5. What are three major reasons the Americans won the Revolutionary War? Give some specific examples from this program or from your own reading.



Primary Source:

## GREAT ENCOURAGEMENT FOR SEAMEN

ALL GENTLEMEN SEAMEN and able-bodied LANDSMEN who have a Mind to distinguish themselves in the GLORIOUS CAUSE of their Country, and make their Fortunes, an Opportunity now offers on board the Ship RANGER, of Twenty Guns (for France) now laying in Portsmouth, in the State of New-Hampshire, commanded by JOHN PAUL JONES Esq; let them repair to the ship's Rendezvous in Portsmouth, or at the Sign of Commodore Maxley, in Salem, where they will be kindly entertained, and receive the greatest Encouragement. -- The Ship Ranger, in the Opinion of every Person who has seen her is looked upon to be one of the best Cruizers in America. -- She was ever calculated for sailing faster, and making good Weather.

Any Gentlemen Volunteers who have a Mind to take an agreeable Voyage in this pleasant Season of the Year, may, by entering on board the above Ship Ranger, meet with every Civility they can possibly expect, and for a further Encouragement depend on the first Opportunity being embraced to reward each one agreeable to his Merit.

All reasonable Travelling Expences will be allowed, and the Advance-Money be paid on their Appearance on Board.

In CONGRESS, March 29, 1777.

Resolved,

THAT the Marine Committee be authorized to advance to every able Seamen, that enters into the Continental Service, any Sum not exceeding FORTY DOLLARS, and to every ordinary Seaman or Landsman, any Sum not exceeding TWENTY DOLLARS, to be deducted from their future Prize-Money.

By Order of Congress,

JOHN HANCOCK, President.

DANVERS; Printed by E. Russell, at the House late the Bell-Tavern.

### FURTHER EXPLORATIONS:

What else was going on during this time period? Educators and students can explore the sites below to learn more about the era of U.S. history covered in this episode.

**The History of the California Missions**  
<http://memory.loc.gov/intldl/eshtml/es-1/es-1-4-4.html>

**The Development of the System of Slavery**  
[www.digitalhistory.uh.edu/database/article\\_display.cfm?HHID=72](http://www.digitalhistory.uh.edu/database/article_display.cfm?HHID=72)

**Primary Source Documents related to Early American history**  
[www.earlyamerica.com](http://www.earlyamerica.com)

### PLACES TO VISIT:

Interested in what you saw in this episode? Visiting historic sites is a great way for teachers, students, and families to learn more about the past. Explore these historic sites, or look for local historic sites in your town or city to visit.

**Valley Forge**  
[www.nps.gov/vafo/index.htm](http://www.nps.gov/vafo/index.htm)

**Cowpens National Battlefield**  
[www.nps.gov/cowp/index.htm](http://www.nps.gov/cowp/index.htm)

**George Washington's Mount Vernon**  
[www.mountvernon.org](http://www.mountvernon.org)

## DISCUSSION QUESTIONS:

1. This document was the first recruitment poster for U.S. naval sailors, used to draw new sailors into the Revolutionary cause. Based on the language in this poster, what were some of the important characteristics of sailors?
2. What were some of the incentives sailors were offered for joining the navy?