



THE HISTORY CHANNEL® PRESENTS
The Revolution: Treason and Betrayal
Part 7 of a 13 part original series

The American Revolution laid the foundation for the success of the United States, yet the viability of the nation was not always imminent and the quest for liberty was no simple endeavor. As the Colonists found themselves becoming increasingly independent, the fiercest and most powerful army in the world stood between them and a free, independent, sovereign America. Small skirmishes between colonists and representatives of the British throne escalated in 1775. In order to pacify what he viewed as a small rebellion, the King sent a contingent of Red Coats from the seemingly omnipotent British Army across the Atlantic Ocean. However, as the days and months progressed, the Red Coats, their military leaders and King George III himself eventually realized the ferocity, courage and collective will of the colonists they faced.

The Revolution: Treason and Betrayal begins on July 4th, 1778, the second anniversary of the Declaration of Independence and a day of celebration for the Continental soldiers. Having proven their mettle at the Battle of Monmouth, the soldiers and their general, George Washington, have a renewed sense of confidence. The following year, however, will test the strength and patience of this army. Rumors of treason, the added threat of the Iroquois Nation, and the failure of the French Fleet to successfully reach the Colonies all serve to weaken the Continental Army. How will Washington maintain morale and recruit new soldiers against this adversity?

Curriculum Links

The Revolution: Treason and Betrayal would be useful for high school and middle school classes on United States History, Military History, European History, and Colonial History. Teachers may want to use clips from this documentary to supplement their lesson plans related to the American Revolution, or show one episode in this series in its entirety in order to highlight one phase in the Revolutionary era. This documentary fulfills several National Standards guidelines as outlined by the National Council for History Education including: (1) Values, Beliefs, Political Ideas and Institutions, (2)

Conflict and Cooperation, (3) Patterns of Social and Political Interaction and (4) Comparative History of Major Developments.

Vocabulary

Using the dictionary at www.merriamwebster.com, an internet resource such as www.history.com, or an encyclopedia, students should define or explain the significance of the following terms:

Commissary

Demure

Dilatory

Dutifully

Exodus

Garner

Imprudent

Mettle

Precarious

Reprehensible

Rhetoric

Tory

Comprehension Questions

1. What were some of the setbacks Benedict Arnold encountered in his life that may have led him to commit treason? Make sure to review his early life, his military experiences, and his social aspirations.
2. What were the effects of the British occupation of Philadelphia? How did the citizens of this city react to the British military presence?
3. What did Benjamin Franklin expect the French fleet to accomplish? What prevented the fleet from accomplishing this goal?
4. How would you describe the relationship between John Adams and Benjamin Franklin? Compare these two Founding Fathers. How did their diplomatic styles differ? Do you see one as more effective than the other?
5. Why were slaves encouraged to enter the Revolution? What dilemma did a slave face when deciding whether or not to join the Continental Army? What was ironic about the fact that Rhode Island had become a large port in the international slave trade?
6. Pennsylvania Governor Joseph Reed led the charge in exposing Benedict Arnold and his illegal practices. What were Arnold's transgressions? Were these uncommon for this time period? Can you think of any modern day political feuds that were similar to this one?
7. Who was Joseph Hodgkins? Why are his experiences as a Continental soldier important to our understanding of the American Revolution?
8. What role did the Iroquois Nation play in the Revolution? Why did these tribes feel compelled to join the fight and how did they decide which side to support? Finally, how did Washington approach combat with enemy tribes? Was this approach different from his approach to the British Army?
9. What information did Benedict Arnold provide the British that they so desperately sought? Did this information ever reach the British? Was it ever used against the Continental Army? Do you think Arnold deserves his reputation as one of the nation's most shameful traitors?

10. How did British Officer John Andre maintain his dignity, even in his execution?
What is significant about this act and about Andre's death in general?

Extended Activities

A Letter Home

For many soldiers, joining the Continental Army meant leaving loved ones at home to fend for themselves. Wives were thrust into the head of household position, burdened not only with taking care of the children, but also with earning money and providing for the entire family. As the war raged on, times grew harder on these families. Imagine you are the wife of a Continental soldier, write a letter to your husband explaining the tasks you have been doing while he has been away imploring him to come home. Or, pretend you are a Continental soldier and write a letter home to your family explaining why the Revolutionary cause merits your long absence from home.

Persuasion

By 1778, both the British and Continental armies were in desperate need of support. Death tolls were rising, supplies were running out, and morale was slowly waning. The war was taking much longer than expected, and generals on both sides struggled to adopt new tactics that would provide a precious edge on the battle field. And so, both sides looked towards the Iroquois Nation for skilled warriors who could advance the war effort. Split the class into two groups. Have one group act out the part of British messengers, sent deep within Iroquois land with the hopes to convince the Native Americans that the British will win the war. Have the other group do the same on behalf of the Continental Army. Which side is more convincing? At this point in the war, did one side seem more poised to win than the other?

Traitor

Benedict Arnold is regarded as one of the worst traitors in American history. What causes a person to change loyalties during wartime? Research some of history's most notorious traitors from throughout U.S. history or the history of another nation and choose one to explore in depth. Then, write a brief essay comparing this person to Benedict Arnold, contrasting their political and historical contexts, forms of treason, and the motivations behind their actions. Do you notice any patterns or similar traits amongst these figures? Discuss your essay with your larger class or group.

Resources

General Resources

The complete history of the American Revolution and the Revolutionary War:

www.americanrevolution.com/Links.htm

Emory University's website with primary sources including documents, paintings and speeches regarding the American Revolution:

<http://www.law.emory.edu/FEDERAL/conpict.html#const>

Maps from the Revolutionary War era:

<http://memory.loc.gov/ammem/gmdhtml/armhtml/armhome.html>

Military Resources on the American Revolution including digitized photographs of original paintings and drawings of battles:

<http://www.archives.gov/research/american-revolution/pictures/index.html>

Books and other Resources for *Treason and Betrayal*

Alotta, Robert I. *Another part of the field: Philadelphia's American Revolution, 1777-78*. White Mane Publishing, 1991.

Flexner, James Thomas. *The Traitor and the Spy: Benedict Arnold and John Andre*. Syracuse University, 1991.

Graymont, Barbara. *The Iroquois in the American Revolution*. Syracuse University, 1975.

Kelsay, Isabel. *Joseph Brant, 1743-1807, Man of Two Worlds*. Syracuse University, 1986.

Lea, Russell M. *A Hero and a Spy: The Revolutionary War Correspondence of Benedict Arnold*. Heritage Books, 2006.

Martin, James Kirby. *Benedict Arnold, Revolutionary Hero: An American Warrior Reconsidered*. New York University, 2000.

Online Resources for *Treason and Betrayal*

Extensive biography of Benedict Arnold, paying particular attention to his achievements:

<http://www.ushistory.org/valleyforge/served/arnold.html>

<http://www.benedictarnold.org/>

Comprehensive essay on the role of Native Americans in the Revolution:

<http://www.americanrevolution.org/ind1.html>

Biography of Joseph Brant

<http://www.indigenouspeople.net/brant.htm>