



**WHO Was The American Revolution?**  
A Lesson Module for 5<sup>th</sup> Grade Social Studies

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Teaching with Primary Sources  
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## Content Summary:

This module, “Who Was the American Revolution?” is designed to develop students’ reading, writing and analysis skills while supporting the content of the American Revolution. The idea of “who” in the title, instead of “what” is purposeful in that often lessons on the Revolutionary War focus on specific events and include the people that carried out or directed those actions. This lesson module will examine the American Revolution from the perspective of the people who drove events toward American Independence, as well as those of people who were impacted and sometimes overlooked as the Colonies advanced the cause of building their own nation.

Within this series of lessons, both individuals and groups will be highlighted. Students will examine paintings, diary entries, and assorted documents supporting the views of Patriots, Loyalists and Soldiers. Primary sources representing the participation of women, Native Americans, African Americans and Europeans will offer the perspective of those whose sacrifices were driven not always by visions of national independence, but by their own objectives of self-preservation, as well as social and economic goals.

## Objectives:

### **Lesson module objectives will include the following:**

- 1) Students will understand the role of both specific groups and individuals in the American Revolution.
- 2) Students will understand that events of history are complex and often have multiple causes.
- 3) Students will understand the powerful impact of individuals on the history of the United States.
- 4) Students will be able to analyze multiple perspectives on the Revolutionary War, including those of women, Native Americans and African Americans.
- 5) Students will be able to use documents to analyze events with the use of document analysis sheets and graphic organizers.
- 6) Students will be able to write about history using evidence from primary and secondary sources.
- 7) Students will be able to put themselves in the time period, allowing their preconceptions to be left behind.

**Note:** In many schools, time for Social Studies instruction is limited. Due to segmented and mandated time blocks for Reading Skills and Mathematics, Social Studies is often delegated to brief chunks of time at different points in the instructional day. This Lesson Plan is designed to be used in brief allotments of time. The activities can be differentiated to be shortened or extended depending on the time available for instruction.

### Materials:

- 1) Documents from Library of Congress web-site (Teachers may download them directly or use the resources that accompany the Lesson Plans.)
- 2) Single Copies of Images for Gallery Walk.
- 3) Document Analysis Worksheets per student.
- 4) Primary Document Source Sets (supplied in quantities for cooperative groups; approximately 5 sets per class.)
- 5) Access to document camera and LCD projector to project images.

### NGSSS Standards:

- 1) SS.5.A.1.1 – Use primary and secondary sources to understand history.
- 2) SS.5.A.1.2 – Utilize timelines to identify and discuss American history time periods.
- 3) SS.5.A.5.2 – Identify significant individuals and groups who played a role in the American Revolution.
- 4) SS.5.A.5.4 – Examine and explain the changing roles and impact of significant women during the American Revolution.
- 5) SS.5.A.5.6 – Identify the contributions of foreign alliances and individuals to the outcome of the Revolution.
- 6) SS.5.A.5.8 – Evaluate the personal and political hardships resulting from the American Revolution.
- 7) SS.5.C.2.1 – Differentiate political ideas of Patriots, Loyalists and “undecided” during the American Revolution.

## CCSS:

- 1) CCSS.ELA-Literacy.RI.5.1: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- 2) CCSS.ELA-Literacy.RI.5.2: Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
- 3) CCSS.ELA-Literacy.RI.5.4: Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
- 4) CCSS.ELA-Literacy.RI.5.6: Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
- 5) CCSS.ELA-Literacy.RI.5.9: Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

## **Procedures:**

### **Day 1:**

**Hook Activity for Lesson:** *Leaving Evidence of our Lives* Activity. (From Library of Congress)

### **Follow up Questions:**

- 1) (Writing) What one object if found by historians in 100 years, would explain who you were? Why?
- 2) (Make a List) What kind of objects would we want to find so that we could know what happened during the American Revolution? Make a list at your tables of the primary sources (artifacts, objects, documents) that you would like to see to answer this question?
- 3) (Discussion) How do we really know what happened during the American Revolution?
- 4) This would be the time to introduce Primary and Secondary Sources to students, if Teacher has not already done so. Videos on YouTube can be used or Look at [www.sheg.stanford.edu](http://www.sheg.stanford.edu)

**Fundamental/Essential Question: How do individuals shape history?**

**Gallery Walk:** (Documents may be posted on walls or at stations)

Prediction Questions for each Document A-E: Place these under or with each document. Students rotate in groups responding to questions. (5 Documents) They may write out answers/or discuss with teacher as large group discussion once all have had an opportunity to examine each document.

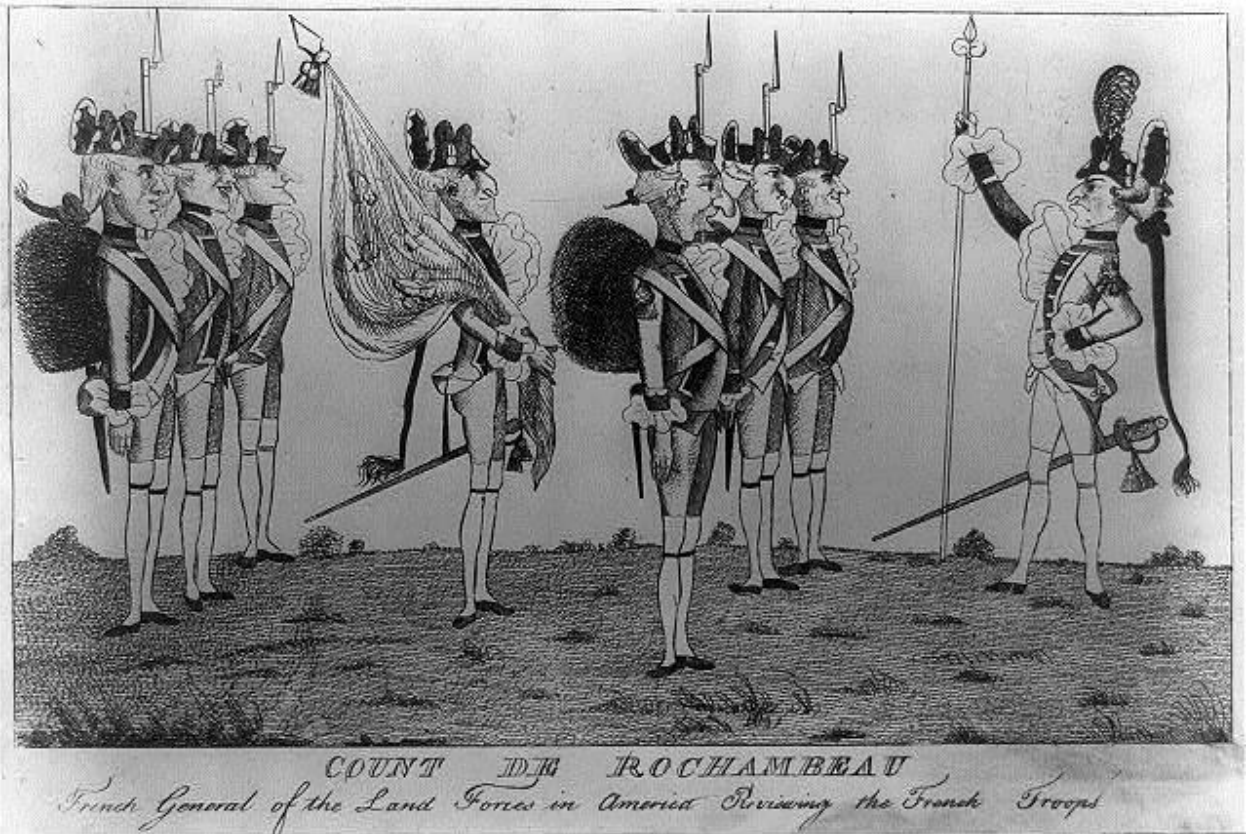
- 1) What do you see?
- 2) Who is the focus of the document?
- 3) What is that person(s) doing?
- 4) What does this document tell us about the American Revolution?
- 5) What else would we like to know about this person(s)?

Teacher facilitates conversation at each station and asks for feedback as large group when students have completed their gallery walk.

Document A



Document B





Document C



THE WOMEN OF '76,  
"MOLLY PITCHER" THE HEROINE OF MONMOUTH.

*Her husband falls—she sheds no ill-timed tear— | The foe press on—she checks their mad career,  
But firm resolved—she fills his fatal part. | Who can arrange like her a husband's ghost?*

Document D



Document E



Day 2:

## Loyalist or Patriot?

**Hook:** Begin lesson projecting Document D, “Yankee Doodle.” Students do Picture Analysis using Library of Congress Analysis Sheet (Handout 1)

Follow up Questions: Who are these people? Are they fighting for the Colonies or the British Government? (At this point, explain the vocabulary terms from below.) Why do you think these are Patriots? How would you expect this scene to be different if this was a painting of Loyalists?

**Note:** This might be the appropriate time for the teacher to monitor background knowledge of students on the American Revolution. Addressing the purpose of the lesson, teacher may want to implicitly explain that we often think only of General Washington or Minutemen when we think about the American Revolution. This lesson is designed to give the perspectives of others who were impacted and involved in the War.

<b><u>Lesson Plan Day 2</u></b>	
<b>Lesson Title:</b>	Loyalist or Patriot?
<b>Approximate Time of Lesson:</b>	1 class period
<b>Materials/Resources:</b>	<ul style="list-style-type: none"><li>• Loyalist/Patriot Comparison Hand-outs 2A and 2B</li><li>• Pads of Sticky Notes (2 colors), writing paper</li><li>• highlighters</li></ul>
<b>Activity Instructions</b>	
<b>Step by Step Instructions:</b>	<ol style="list-style-type: none"><li>1) Sticky Note Brainstorming: In Cooperative Groups, students will write down on one color sticky, all the reasons they can think of for being on the side of the Patriots. On other color, reasons for being on the Loyalist Side. At tables, students combine and organize their stickies into categories of Patriots and Loyalists.</li><li>2) Make Graphic Organizer: Students divide sheets of paper in <math>\frac{1}{2}</math>. On one side, they will write “Patriot” and on the other “Loyalist.” As students are called on to share ideas from their sticky notes, students write ideas on their graphic organizer.</li><li>3) CLOSE READ: Teacher Passes out <u>the Comparing and Contrasting Patriots and Loyalists</u> handout and reads aloud. Students follow along.</li><li>4) As teacher asks questions, students highlights in the text, evidence to support their answers as they fill in their questions.</li><li>5) Students respond to questions on the Hand-out, using text based evidence to create answers in their own words.</li></ol>

<b>Assessment Tasks (formative):</b>	<i>Hand-Out 2B, Writing Assignment</i>
<b>Vocabulary:</b>	<b>Patriots</b> <b>Loyalists</b> <b>Neutrals</b> <b>Tyranny</b> <b>Democracy</b>
<b>Reading/Learning Strategies:</b>	<ul style="list-style-type: none"> <li>• Sticky Note Brainstorming</li> <li>• CLOSE READ</li> </ul>
<b>Text Based Questions:</b>	<ol style="list-style-type: none"> <li>1) <b>Why does the Loyalist believe separation from England would be “disastrous for business?”</b></li> <li>2) <b>What is the Patriot’s view on the effects on business if they break away from England?</b></li> <li>3) <b>Does the Loyalist believe himself to be more English or American? How do you know?</b></li> <li>4) <b>Does the Patriot feel more English or American? How do you know?</b></li> <li>5) <b>For the Loyalist, is a King or a Democracy more dangerous? Why?</b></li> <li>6) <b>To the Patriot, who represents the worst tyranny? Why?</b></li> </ol>
<b>Writing:</b>	<p>Imagine that you are a young colonist, and have been fighting in George Washington's army of patriots to throw off British rule.</p> <p>Your favorite cousin in England though, has written to you, and is unhappy and shocked that you are fighting with these rebels who are killing British soldiers.</p> <p>Write a letter in response, describing your reasons for fighting against the British.</p> <p><b>Extension:</b> Write a letter of a young colonist who chooses to side with the British.</p>
<b>Differentiation/Extension/Assessment</b>	
<b>Differentiation:</b>	<b><u>Accommodations, as necessary:</u></b> Read questions/directions orally Provide written/visual objectives Model expectations “Chunk information”
<b>Reflection/ Notes</b>	

Reflection:

# Hand-Out 1

## TEACHER'S GUIDE ANALYZING PHOTOGRAPHS & PRINTS



Guide students with the sample questions as they respond to the primary source. Encourage them to go back and forth between the columns; there is no correct order.

### OBSERVE

Have students identify and note details.

Sample Questions:

- Describe what you see. · What do you notice first?
- What people and objects are shown? · How are they arranged? · What is the physical setting?
- What, if any, words do you see? · What other details can you see?

### REFLECT

Encourage students to generate and test hypotheses about the image.

- Why do you think this image was made? · What's happening in the image? · When do you think it was made? · Who do you think was the audience for this image? · What tools were used to create this?
- What can you learn from examining this image? · What's missing from this image? · If someone made this today, what would be different? · What would be the same?

### QUESTION

Have students ask questions to lead to more observations and reflections.

- What do you wonder about...
- who? · what? · when? · where? · why? · how?

### FURTHER INVESTIGATION

Help students to identify questions appropriate for further investigation, and to develop a research strategy for finding answers.

Sample Question: What more do you want to know, and how can you find out?

**A few follow-up activity ideas:**

*Beginning*  
Write a caption for the image.

*Intermediate*  
Select an image. Predict what will happen one minute after the scene shown in the image. One hour after? Explain the reasoning behind your predictions.

*Advanced*  
Have students expand or alter textbook or other printed explanations of history based on images they study.

For more tips on using primary sources, go to  
<http://www.loc.gov/teachers>

## Hand-Out 2: Part A

# *Comparing and Contrasting Patriots and Loyalists*

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**LOYALIST:** If we separate from England, it will be disastrous for business. England not only provides us with a market for our goods, but she protects our trade on land as well as at sea. As colonies of the British Empire, we have grown very prosperous; on our own we face certain ruin.

**PATRIOT:** We will be much better off without England controlling our trade. We'll be free to trade with anyone we please and we won't be forced to buy English manufactured goods any longer. It's high time for us to develop our own manufacturing. England has been taking advantage of us too long; the time has come for us to strike out on our own.

**LOYALIST:** But to sever ties with our mother country is unthinkable. We are all English people; we speak the same language, have the same traditions, the same rights, and owe allegiance to the same king. To separate from England would be cutting ourselves off from all we hold dear.

**PATRIOT:** England and America are a long distance apart. That in itself is proof that one was never meant to rule over the other. Since coming to this country, we have learned to manage our affairs on our own. We are Americans now—not English people.

**LOYALIST:** It is true that we have learned to take care of certain of our affairs by ourselves. But, we still need to be under England's guidance, under her friendly protection. The mother country is responsible for our system of law and order, and if we break from her, we shall lose that. People will be killed and property destroyed. Who will rule us, if not England's Parliament and King. Every person will be a law unto himself, and the only rule will be that of "King Mob." And can there be a tyranny worse than that of uncontrolled democracy?

**PATRIOT:** There can be, and its name is King and Parliament! They are determined to deprive us of the rights to which we were born. They would tax us, but give us no say in how we are governed. True freedom can only come when we have shaken off this yoke that weighs so heavily upon us.

## Hand-Out 2: Part B

### ***Comparing and Contrasting Patriots and Loyalists Questions***

**Directions:** Use the text to answer questions. Use your highlighted evidence from the reading, but write answers in your own words.

- 1) Why does the Loyalist believe separation from England would be “disastrous for business?”

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- 2) What is the Patriot’s view on the effects on business if the Colonies separate?

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- 3) Does the Loyalist believe himself to be more English or American?  
\_\_\_\_\_ How do you know?

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- 4) Does the Patriot believe himself to be more American or English?  
\_\_\_\_\_ How do you know?

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- 5) For the Loyalist, is a King or Democracy more dangerous? \_\_\_\_\_  
Why? \_\_\_\_\_

- 6) For the Patriot, is a King or Democracy more dangerous? \_\_\_\_\_  
Why? \_\_\_\_\_



## Day 3

<b><u>Lesson Plan Day 3</u></b>	
<b>Lesson Title:</b>	Women, African Americans, Native Americans, French Soldiers and the War
<b>Approximate Time of Lesson:</b>	1 class period
<b>Materials/Resources:</b>	<ul style="list-style-type: none"> <li>• Hand-Out 3:1 Set of Document Analysis Sheets, (Observe, Reflect, Question) per table.</li> <li>• Hand-Out 4: Background Information on Cards. 1 set per table. (4 students per table.)</li> <li>• Folders with images (Documents A, B, C and E), 1 set per table.</li> </ul>
<b>Activity Instructions</b>	
<b>Step by Step Instructions:</b>	<ol style="list-style-type: none"> <li>1) Place one folder on each table.</li> <li>2) Students examine the pictures in each folder and analyze each picture (using analysis sheet). Each team member leads discussion about one of the photographs and writes on the analysis sheet.</li> <li>3) Students share their ideas with another group.</li> <li>4) Teacher asks these questions of students after they have shared with other tables to get predictions.               <ul style="list-style-type: none"> <li>- What is going on in this picture?</li> <li>- Who is the main figure(s) in the picture.</li> <li>- What side does the figure appear to be fighting for?</li> <li>- What is the evidence in the picture that supports your idea?</li> </ul> </li> <li>5) ALL – WRITE ROUND TABLE: Pass out the Background Information Cards. Students take turns reading the cards to their group. As they rotate reading, they also rotate summarizing and each group member writes a summarizing statement on their paper.</li> <li>6) <b>Exit Slip:</b> Teacher asks students to role play a member of one of the groups from each document. On their Exit Slip they share “What the Revolutionary War meant to them.” <b>This can be done orally before the writing, or can be used the next day as opening.</b> Ideas should be developing that the war was a different experience for each group.</li> </ol>

<b>Assessment Tasks (formative):</b>	<i>Summaries may be written on posters under the Documents on the wall. Teacher can monitor students understanding as summaries are posted.</i> <i>Exit Slips</i>
<b>Vocabulary:</b>	Allies
<b>Reading/Learning Strategies:</b>	Cooperative Learning: All – Write Round Table
<b>Text Based Questions:</b>	(see above)
<b>Writing:</b>	
<b>Differentiation/Extension/Assessment</b>	
<b>Differentiation:</b>	<b><u>Accommodations, as necessary:</u></b> Read questions/directions orally Provide written/visual objectives Model expectations “Chunk information” <b><u>Extension:</u></b> Students research specific members within each group above and write a summary of how he or she contributed to the war effort.
<b>Reflection/ Notes</b>	
<b>Reflection:</b>	

## Hand-Out 3

The Library of Congress > Teachers > Using Primary Sources > Primary Source Analysis Tool

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### PRIMARY SOURCE ANALYSIS TOOL

Use this tool to record your responses to a primary source.  
If you need guidance, use the sample questions. Feel free to go back and forth between the columns; there is no correct order.

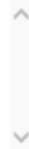


Select format of your primary source

Any Format

#### OBSERVE

Record responses here



#### REFLECT

Record responses here



#### QUESTION

Record responses here



#### FURTHER INVESTIGATION

Record responses here



[Download](#) [Print](#) [E-mail](#)

#### Hand-Out 4 (Cut into 4 Cards)

Most Native American tribes east of the Mississippi were uncertain about which side to take during the Revolutionary War, and many remained neutral. A number of tribes, however, feared the Revolution would replace the British--who had worked hard to protect their lands from colonial settlement--with the land-hungry Patriots. As a result, these tribes fought with the British or acted against the colonists on their own. Patriots viewed the Indians as a threat throughout the war. The patriots' use of the term savages for the Native Americans gives a good indication of their overall attitude toward most tribes. After the war was over, the Americans would remember the disloyalty of many Native Americans and would punish them.

For some African Americans, the Revolution meant freedom. Because so much of the fighting in the last years of the war took place in the South, many slaves escaped to join with the British. The British, hoping to weaken the American war effort, promised freedom to slaves who would fight with them. A few African Americans also won their freedom by fighting in the Continental Army. For the vast majority of African Americans, however, the liberties fought for in the American Revolution remained more of a promise for them than a reality.

Women's lives were also greatly affected by the Revolutionary War. Women whose husbands and other male relatives went to war had to assume many of their responsibilities, whether it be the farm or small business. Since Continental Army soldiers were typically drawn from the lower ranks of society, many women did not have farms and businesses to fall back on. Cities throughout the United States witnessed growing populations of women who ran out of money. Many women did not stay at home when their husbands went off to war. These women flocked to the army camps to join male relatives. There they helped maintain army morale while doing traditional women's chores--cooking, laundry, nursing, and so forth. There are some examples of women becoming spies and as in the case of Molly Pitcher, taking her husband's place in battle.

(Adapted from "Revolutionary War: The Home Front" at Library of Congress)

France aided the colonists by providing military armaments and loans. France's support deepened after the Americans beat the British in the October 1777 Battle of Saratoga, proving themselves committed to independence and worthy of a formal alliance. King Louis XVI approved financial assistance to the American colonists only four days after Franklin and his comrades requested it.

During the Revolution, France sent an estimated 12,000 soldiers and 32,000 sailors to the American war effort, the most famous of whom was the Marquis of Lafayette. He became a good friend with American commander in chief George Washington in the process.

(Adapted from "America's Story From America's Library" at Library of Congress)

Day 4

<b><u>Lesson Plan Day 4</u></b>	
<b>Lesson Title:</b>	Hardships of the War
<b>Approximate Time of Lesson:</b>	1 class period
<b>Materials/Resources:</b>	<ul style="list-style-type: none"> <li>• Copy of Painting of Valley Forge</li> <li>• Hand-Out 5: Excerpts from the Diary of Dr. Albigece Waldo; 1 set per student.</li> <li>• Highlighters</li> </ul>
<b>Activity Instructions</b>	
<b>Step by Step Instructions:</b>	<ol style="list-style-type: none"> <li>1) Project Painting of Valley Forge. Draw student’s attention to the gentleman with Washington – Lafayette of France (this is opportunity to review the relationship of France and the United States during the Revolutionary War.) They will also notice the Native American in the painting. This is another opportunity to connect the previous lesson to this one.</li> <li>2) Ask students, “Do you think this is an accurate picture of the winter at Valley Forge?” Why or why not?</li> <li>3) Pass out copies of excerpts of the Diary of Dr. Albigece Waldo. ****</li> <li>4) CLOSE READ: Read aloud to students as they follow along.</li> <li>5) Students go back through text and highlight hardships. Ask which of these hardships stood out?</li> <li>6) Ask students how these documents could be an argument for soldiers deserting the war.</li> <li>7) Explain to students that soldiers were being asked by General Washington at this time to re-enlist in the army. We know that the majority of soldiers did not quit.</li> <li>8) Ask “why do you think the soldiers stayed?” Where is there a clue in the reading that explains this?</li> </ol>
<b>Assessment Tasks (formative):</b>	Discussion Responses to text based questions <b><i>Journal Writing (summative)</i></b>
<b>Vocabulary:</b>	hardship fatigue

<b>Reading/Learning Strategies:</b>	Close Reading
<b>Text Based Questions:</b>	<b>(see above 5-8)</b>
<b>Writing:</b>	Write a Journal Entry from the point of view of one of the Soldiers at Valley Forge. Use at least 3 examples of hardships from the text and painting in your entry.
<b>Differentiation/Extension/Assessment</b>	
<b><u>Differentiation:</u></b>	<p><b><u>Accommodations, as necessary:</u></b></p> <p>Read questions/directions orally  Provide written/visual objectives  Model expectations  “Chunk information”</p> <p><b>**** Depending on classroom population, teacher may re-write the text with grammatical and punctuation norms for today, to make the text less distracting for students.</b></p>
<b>Reflection/ Notes</b>	
<b>Reflection:</b>	



Printed & Drawn by A. Gilman.

Engraved by P. S. Duff, New York, 1847.

### VALLEY FORGE 1777.

Gen. Washington & Lafayette visiting the suffering Part of the Army.



## Hand-Out 5:

### Diary of Dr. Albigence Waldo, a Connecticut Surgeon, 1777

December 14, 1777

*The army which has been surprisingly healthy hitherto, now begins to grow sickly from the continued fatigues they have suffered this campaign. Yet they still show a spirit of **alacrity (willingness)** and **contentment (happiness)** not to be expected from so young troops. I am Sick- discontented – and out of humor. Poor food – hard lodging – Cold weather – fatigue-Nasty Cloaths – nasty Cookery – Vomit half my time – smook'd out my senses – the Devil's in't – I can't **endure (stand)** it – Why are we sent here to starve and Freeze... There comes a Soldier, his bare feet are seen thro' his worn out shoes, his legs nearly naked from the tatter'd remains of an only pair of stockings...*

December 21, 1777

*Heartily wish myself at home, my skin and eyes are almost spoil'd with continual smoke. A general cry thro' the Camp this Evening among Soldiers, "No Meat! No Meat! – the Distant **vales (hills)** Echo'd back the **melancholy (sad)** sound – "No Meat! No Meat! – What have you for your dinner boys? "Nothing by Fire Cake and Water, Sir." At night, "Gentlemen the Supper is ready." What is your Supper Lads? "Fire Cake and Water, Sir."*

Excerpts from "Albigence Waldo – From the diary of a Surgeon at Valley Forge 1777

<http://www.let.rug.nl/usa/documents/1776-1785/albigence-waldo-from-the-diary-of-a-surgeon-at-valley-forge-1777.php>

American History from Revolution to Reconstruction and Beyond, University of Groningen

## Day 5: Contributions to the American Revolution - Assessment

Preview Activity: Allow students to review original visual documents again. Compare with the notes from the first day. How have their ideas been altered now from what they originally thought? Do they have more questions now? What are they?

### Historical Marker

A Historical Marker is a monument or memorial that honors a particular event, group or individual who had an impact on history. Teacher should show students examples of what historical markers look like.

Project Google Images “historical markers.” Many examples will come up.

### Assessment Assignment:\*\*\*\*

Students select a group or individual examined during the unit on “WHO was the American Revolution?” and design a Historical Marker honoring that group or individual. The marker may examine the impact, contribution, or effect of that individual or group’s actions during the war.

Elements to be included in the marker are:

- I. Visual image in color representing the individual or group
- II. Three examples of how the individual or group contributed or participated in the war
- III. Statement summarizing how the outcome of the war might have been different if not for that individual or group’s participation
- IV. A “Quotation” from a member of the group that represents the ideas of that group. (This may be fictional)
- V. Text of marker should be written in complete sentences with correct punctuation and spelling.

\*\*\*This assessment could be extended into a research project. Students research an individual from one of the studied groups and do a marker or epitaph of that individual. This would take an extra few days for research time and pre-writing. (Examples would be Lafayette, Crispus Attucks, Abigail Adams, Joseph Brant, Joseph Plumb Martin, etc.)

Sample Rubric for Historical Marker

Student Name: \_\_\_\_\_

CATEGORY	4 Well Done!	3 Almost There	2 Good Start	1 Let's Try Again
<b>Visual Image</b>	Visual Image is clear and detailed in depiction of impact of group or individual's impact on the American Revolution.	One or two elements are missing in the visual image.	More than two elements are missing in the visual image.	No visual image made by the student is included.
<b>Written Examples</b>	Three detailed examples/evidence are included.	Two detailed examples/evidence are included.	Less than two detailed examples/evidence are included.	One or less detailed example/evidence is included.
<b>Summary Statement</b>	Summary Statement is well-written and supported by evidence.	Summary Statement is somewhat supported by evidence.	Summary Statement is unclear.	Summary Statement is missing or incomplete.
<b>Quotation</b>	Quotation is interesting and reflects knowledge of group or individuals' impact on the American Revolution.	Quotation somewhat reflects knowledge of the group or individuals' impact on the American Revolution.	Quotation is unclear.	Quotation is missing or incomplete.
<b>Mechanics</b>	Capitalization and punctuation are correct throughout the poster and sentences are complete.	There is 1 error in capitalization or punctuation and sentences are complete.	There are 2 errors in capitalization or punctuation and sentences are not complete.	There are more than 2 errors in capitalization or punctuation and sentences are not complete.

## Citations for Visual Images

### Cover Page

#### Washington Appointed Commander in Chief

<http://hdl.loc.gov/loc.pnp/cph.3b51028>

- Title: Washington, appointed Commander in Chief
- Creator(s): [Currier & Ives.](#),
- Date Created/Published: New York : Published by Currier & Ives, c1876.

#### General Burgoyne Addressing Native Americans ( Document A)

- Artist Unknown

#### Count de Rochambeau (Document B)

<http://hdl.loc.gov/loc.pnp/cph.3a05310>

- Title: Count de Rochambeau - French general of the land forces in America reviewing the French troops
- Date Created/Published: [1780]
- Medium: 1 print : etching.

#### Molly Pitcher(Document C)

<http://hdl.loc.gov/loc.pnp/cph.3b51060>

- Title: The women of '76: "Molly Pitcher" the heroine of Monmouth
- Creator(s): [Currier & Ives.](#),
- Date Created/Published: New York : Published by Currier & Ives, [between 1856 and 1907]

#### Yankee Doodle (Document D)

<http://hdl.loc.gov/loc.pnp/ppmsca.05936>

- Title: Yankee doodle 1776 / A.M. Willard.
- Creator(s): [Clay, Cosack & Co.](#), lithographer
- Related Names:
  - [Willard, Archibald M., 1836-1918](#) , artist
  - [Ryder, James F., 1826-1904](#) , publisher

- Date Created/Published: Cleveland, Ohio : Pub. by J.F. Ryder, c1876.

Native American Soldier (Document E)

Artist Unknown

Winter at Valley Forge

<http://hdl.loc.gov/loc.pnp/cph.3a04727>

- Title: Valley Forge, 1777. Gen. Washington and Lafayette visiting the suffering part of the army / painted and drawn by A. Gibert ; lith and publ. by P. Haas, Wash. City.
- Creator(s): [Haas, Philip, active 1837-1863](#), lithographer
- Date Created/Published: Wash[ington, D.C.] : Publ. by P. Haas, c1843.