



## THOMAS JEFFERSON AND AARON BURR PEOPLE, PLACES AND POLITICS

### Segment II - Roles in the American Revolution



Be a newspaper reporter and report on the signing of the Declaration of Independence. Use the lithograph at left of the signing of the Declaration by Currier & Ives (Nathaniel Currier and James Merritt Ives) to accompany your newspaper article.

Who were Nathaniel Currier and James Merritt Ives and did they serve in any way during the American Revolution? Have students research to learn about the art of lithography.

The language used in the [Declaration of Independence](#) is much different than our everyday language. Have students list and define unfamiliar words. Have students look for unusual usage of grammar.

Many of Thomas Jefferson's ideas were not totally original. Jefferson was personally influenced by such great writers as John Locke and Francis Hutcheson. Have students research and read about these and other political thinkers and writers of the 18th century.

Draw an illustration or create a poster that reflects the "fire" of independence.



Write and deliver a speech that would inspire your fellow classmates to join the cause of independence.



On June 14, 1775 the Second Continental Congress passed a resolution providing for the raising of an "American Continental Army." The following day George Washington was unanimously chosen commander-in-chief.

The three main parts of an army in the 1770's were: artillery, cavalry and infantry. Have students find out what each word means. Have students discover what a soldier's duties were in each of these parts of the army? Do these three divisions of the army exist today?

Label these images with the part of the army represented: artillery, cavalry or infantry.





Each military unit had its own flag. Have students design a flag that reflects the spirit of independence. Examples of original revolutionary war flags have been provided for inspiration.

On a scale of 1 to 10 with 10 being the highest, how would you rate George Washington as the Commander-in Chief of the American army? Explain your answer with detail of his service record.



Using the list below place the statements in the appropriate column in this chart

Important Factors in the War of Independency	
Favoring Colonists	Favoring British

- |  |   |
|--|---|
| <ul style="list-style-type: none"> <li>• Lack of military discipline</li> <li>• Better local political organization</li> <li>• Lack of money</li> <li>• Distance from Britain</li> <li>• Help from Tories</li> </ul> | <ul style="list-style-type: none"> <li>• Conflict of interest between colonies</li> <li>• Strong patriotism</li> <li>• Overconfidence</li> <li>• Lack of military experience</li> <li>• Help from France</li> </ul> |
|--|---|

Have each student select an individual from the list below to research. In particular, the student should discover the role their individual played in the American Revolution. By means of pantomime or charades have the students present their individual to the class with the class trying to determine the individual's name and role in the war. Students can use props in their re-enactment.



Benjamin Franklin



Thomas Jefferson



Paul Revere



Molly Pitcher



John Adams



George Washington



Nathan Hale



John Paul Jones



Benedict Arnold



Marquis de Lafayette



John Hancock



Aaron Burr



Alexander Hamilton

Create a Hall of Fame for Men from other Countries who assisted in the American fight for Independence. The Hall of Fame should be an exhibit of images and text.

Have students choose one of the following war-related events to create dioramas. The diorama should include a text description of the event.

- Boston Tea Party
- Attack on Quebec
- Washington Crossing the Delaware River
- Encampment at Valley Forge
- Surrender of Cornwallis at Yorktown
- George Washington Addressing His Troops
- Women of American Playing Important Roles in Winning the War
- War at Sea

Be a reporter and interview a classmate who is portraying a Loyalist.

Be a reporter and interview a classmate who is portraying a Patriot.

Be a reporter and interview a classmate who is portraying an individual who hasn't made up his mind as to whether the colonies should be independent or remain a part of the Mother country.