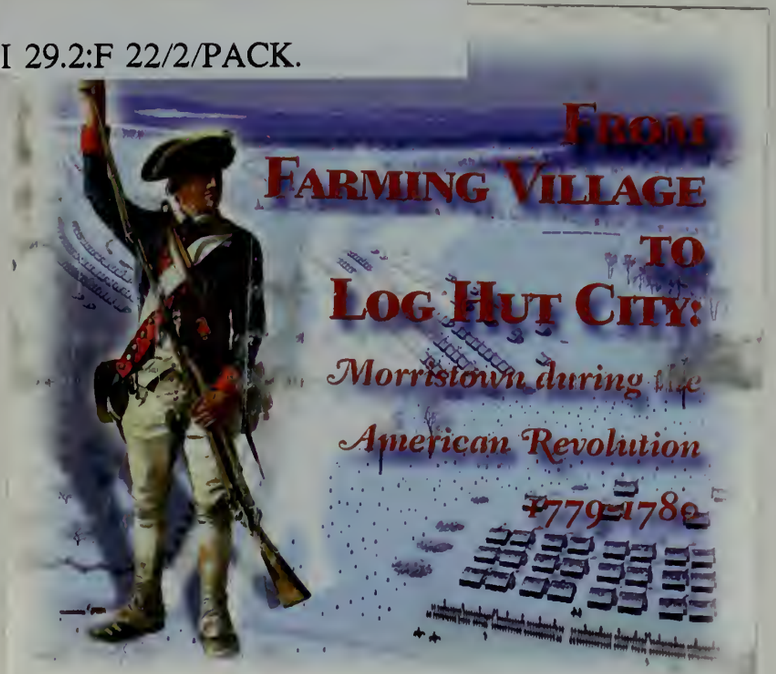

"Those who have only been in Valley Forge and Middlebrook during the last two winters, but have not tasted the cruelties of this one, know not what it is to suffer."

Major General John Kalb, Morristown, Feburary 12, 1780

From Farming Village to Log Hut City:

Morristown during the American Revolution 1779-1780

Teacher's Guide

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Teacher's Guide

Acknowledgements

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United States Department of the Interior
NATIONAL PARK SERVICE

Morristown National Historic Park
30 Washington Place
Morristown, New Jersey 07960

IN REPLY REFER TO:

Dear Teacher:

Thank you for arranging to take part in *From Farming Village to Log Hut City: Morristown During the American Revolution*. The program introduces students to the many historical figures of Morristown and the sacrifices people made for freedom during the American Revolution. The field trip, in the Jockey Hollow section of the park, will provide a meaningful educational experience that relates directly to New Jersey Core Curriculum Standards.

National Park Service staff and New Jersey teachers developed this guide to help you prepare your class for the visit to Morristown. The guide provides pre-visit lessons, a field-trip checklist, suggested post-visit activities, and background material for your general information.

We have included evaluation forms to be completed by both you and your students. Your comments are very important, as we will continue to enhance the program. Please take the time to provide this important feedback.

Again, thank you for participating in the program and making Morristown National Historical Park part of your studies. Please contact the park at 973-539-2016 (ext. 218) or visit our website at www.nps.gov/morr if you are in need of additional information.

We look forward to your visit!

Sincerely,

Michael D.Henderson

Superintendent

"Posterity! You will never know how much it cost the present generation to preserve your freedom! I hope you will make good use of it. If you do not, I shall repent it in heaven that I ever took half the pains to perserve it."

—John Adams, 1777

Using Parks as Classrooms®

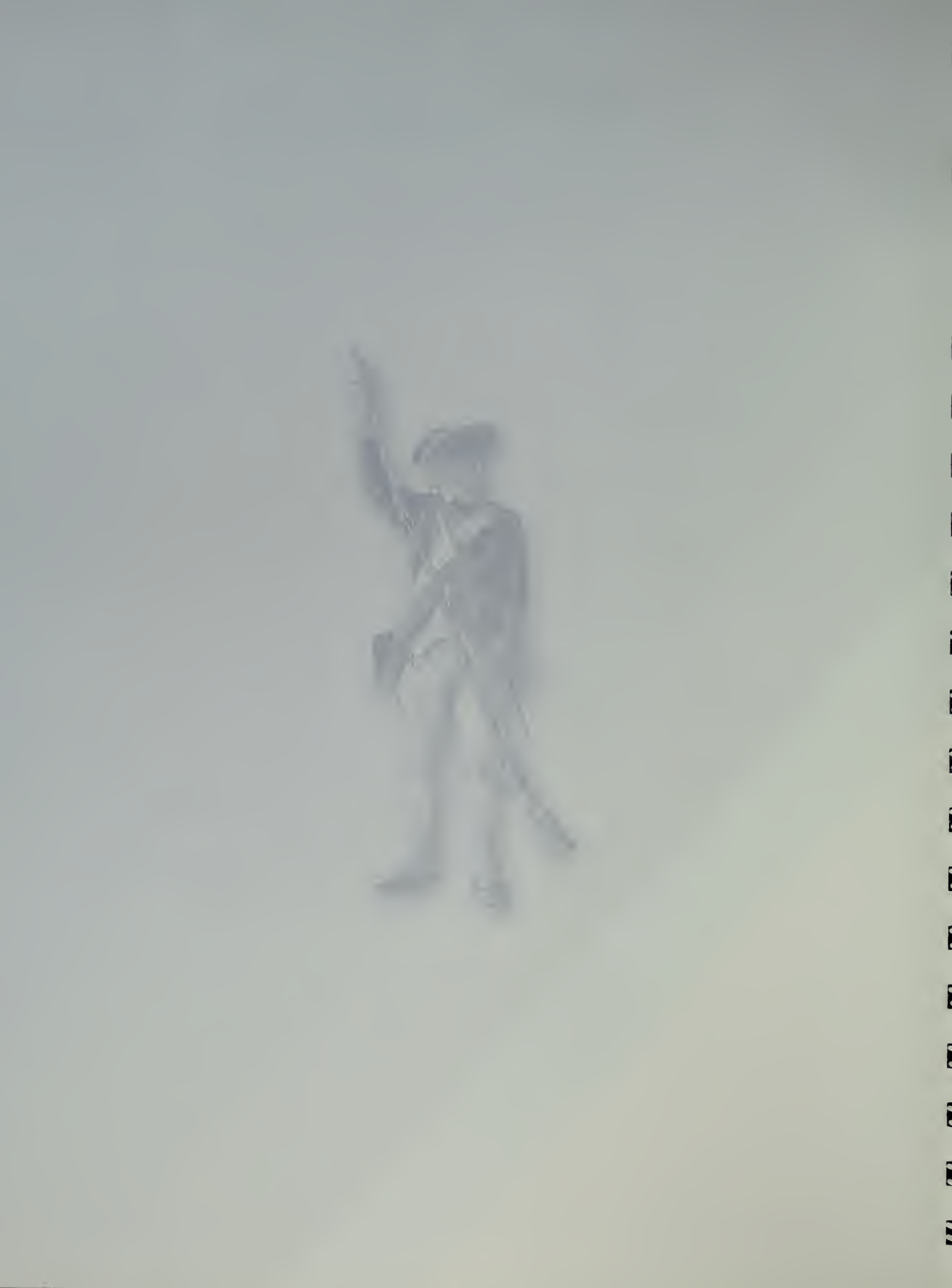
The National Park Service preserves and interprets some of the country's most extraordinary resources. From the red cliff walls of Arizona's Grand Canyon to the first English settlement in Virginia at Jamestown Island, national parks offer students and teachers access to information that can't be found anywhere else.

Picture your class walking in the steps of immigrants at the Great Hall in New York's Ellis Island, or recording their voices on a phonograph and following the invention process from inspiration to profit. Imagine your students working as field scientists, exploring the changing shore dynamics at Breezy Point in Gateway National Recreation Area. Think of them making history come alive when they arrive at Morristown as soldiers, officers and civilians and learning about the many sacrifices people made to win independence in the American Revolution.

Since its establishment in 1916, the National Park Service has considered education central to its mission to "conserve the scenery and the natural and historic objects and the wildlife therein and to provide for the enjoyment of future generations" (16 USC 1). Throughout the first half of the century, education efforts focused on cultivating a national constituency supportive of preservation stewardship. In the mid-1960's, the National Park Service responded to the country's growing interest in environmental issues by offering environmental education programs at parks throughout the country. A decade later, public interest in the country's bicentennial resulted in the creation of history-based education programs at sites linked to the nation's founding.

In 1992, responding to new national education goals and increased interest in authentic learning, the National Park Service and the National Park Foundation launched Parks as Classrooms®, a nationwide educational initiative to help teachers make history, science, art, math, and culture come to life through structured learning experiences that bring students to parks, and park resources into classrooms. Last year, over a million students participated in Parks as Classrooms programs developed through partnerships between schoolteachers and staff at national parks throughout the country.

Today, curriculum-based education programs are recognized and supported as an essential part of National Park programming. The Northeast Region of the National Park Service is committed to making parks centers for teaching and learning. Our goal is for every site in the region to offer at least one curriculum-based education program, providing an opportunity for every student to participate before high school graduation. To learn more about the National Park Service and Parks as Classrooms® programs visit our website at www.nps.gov.



A Brief History of the Morristown Encampment

"The situation of the Army, with respect to supplies, is beyond description alarming. It has been five or six weeks past on half allowances, and we have not more than three days bread at a third allowance on hand, nor any where within reach. When this is exhausted we must depend on the precarious gleanings of the neighboring country. Our magazines are absolutely empty everywhere and our commissaries entirely destitute of money or credit to replenish them. We have never experienced a like extremity at any period of the war.... Unless some extraordinary and immediate exertions are made by the States, from which we draw our supplies, there is every appearance that the army will infallibly disband in a fortnight."

A portion of a letter George Washington wrote to Governors of five states on December 16, 1779

Nineteen-year-old Private Joseph Martin, 8th Connecticut Regiment, reached the army's wintering ground late on a gray and foreboding afternoon in December 1779. The snow in Morristown was already two feet deep when nearly 10,000 Patriot soldiers arrived. Martin wrote in his diary that they had marched for several days "through cold and snow," barely subsisting on a daily portion of a little "miserable fresh beef, without bread, salt or vegetables." A hardwood forest in the rough hills some four miles southwest of Morristown, the place was locally known as Jockey Hollow. The winter would prove to be the coldest of the century.

The First Encampment

This was not the first time the army had come to Morristown. Three years before, fresh from its triumphant surprise of the British at Trenton and Princeton, the army had wintered in the Morristown neighborhood.

That winter, the men were quartered in citizens' homes, as part of a ruse to get the British to believe that there were more than the actual 3,000 soldiers and officers. It was an uneasy affiliation, and hardships were endured by all. Washington ordered mandatory small pox inoculations not only for his men, but also for the general populace — a very unpopular notion at the time.

Members of the community complained to Washington about offensive language, gambling, and some plundering of farmsteads. Ebenezer Hazard from Pennsylvania wrote in August of 1777 about Morristown "This is a very pleasant village, surrounded with hills, it is situated partly on a hill and partly in a valley. On the top of a Mountain at the back of it was a Breast Work and a Guard House; from thence, there is a beautiful and extensive Prospect... General Washington's Headquarters and a great part of our Army were a long time at Morris Town: the Enemy never came here but the Licenciousness of our troops damaged the town a great deal... "

No doubt this is why General Greene, when considering Morristown for another encampment in 1779, wrote to Washington: "But there is a very different kind of Inhabitants in the place to what there was when you were here [in 1777]. They receive us with coldness and provide for us with reluctance."

The Village and the Log Hut City

Washington intended that his army, upon taking up its ground at Jockey Hollow, should build a "Log-house city." He insisted that all the soldiers' huts be finished before work started on the officers' quarters. (Washington himself and other senior officers were, of course, immediately quartered in homes in the area.) The work of felling trees and putting up hundreds of cabins went slowly amidst harsh winter weather. It was nearly February before the huts were completed. More than 600 acres of forest

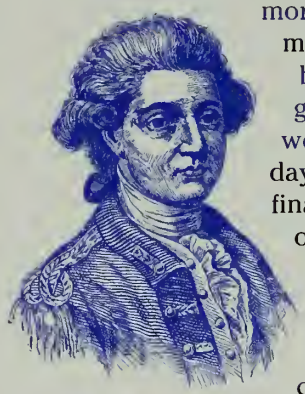
were cut to create streets of huts for over 10,000 soldiers and officers.

The presence of the army at Morristown, considered a "pretty little village" of some fifty or sixty houses and two to three hundred inhabitants, created problems for the citizens of the community, as it had three years before. But Washington tread carefully in dealing with the men who stole from and offended the community. The the weather was severe and his troops were poorly fed and clothed, and unpaid. In addition, Washington faced the possibility of losing his men to expiring enlistments or, worse, desertion.

Bare Feet and Empty Stomachs

The winter of the Morristown encampment was the worst in the eighteenth century. Despite the extreme cold, many men, noted one of the army's surgeons, were "actually barefooted and almost naked." Many of the regiments had no blankets or tents. For most, a little brushwood and some straw piled together was the only defense against the snow and cold.

Limited supplies brought starvation to the troops. Joseph Plumb Martin found himself, after a long snowfall, "literally starved." For four days and nights, he put not "a single morsel of victuals" into his mouth except "a little black birch bark which I gnawed off a stick of wood." At dark the fourth day, when rations were finally issued, he received only a half-pound of fresh beef and a gill (half-cup) of wheat to boil.



In 1780, a Congressional committee came to inspect the army. It found things in a terrible state. Commissaries were depleted of food, men had not been paid in five months, and there were shortages of equipment, livestock, and horses. The committee reported, "The patience of the soldiery who have endured every degree of conceivable hardship and borne it with fortitude and perseverance... is on the point of being exhausted."

The timing of the letter was fitting, as the army's patience indeed "exhausted" itself, and a mutiny threatened to occur among the 8th Connecticut Regiment. Joseph Plumb Martin's own regiment, without food for several days, threatened to go out into the country and procure some for itself. Angry words were exchanged between the men and officers. After two more regiments joined the mutiny, another confrontation occurred, during which an officer was roughed up. Fortunately for us, the mutiny died and the soldiers stayed with Washington. As Joseph Plumb Martin wrote, "We were unwilling to desert the cause of our country, when in distress...we knew her cause involved our own."

From Farming Village to Log Hut City

"Those who have only been in Valley Forge and Middlebrook during the last two winters, but have not tasted the cruelties of this one, know not what it is to suffer."

Major General John Kalb, Morristown, February 12, 1780

From Farming Village to Log House City introduces students to the story of the second Morristown Encampment (winter 1779-1780) and the effect it had on the officers and soldiers of the Continental Army, and on the town's civilians. They will learn that the fight for American independence involved personal hardships and sacrifices not only at Morristown that winter, but everywhere throughout the American Revolution.

Each student arrives at Jockey Hollow as one of the historic figures of Morristown in the role of a specific soldier, officer, or civilian. Students engage in a series of activities at the park as they explore various aspects of the site associated with their historic figures.

The activities in this program are divided into three groups: pre-visit, on-site, and post-visit.

Pre-Visit Activities

The pre-visit activities are in three lessons, which take five to seven class periods, and provide students with the background needed to get the most from the on-site, ranger-led program. The Park's landscapes, historic structures, and artifacts are more meaningful to students who participate in these projects.

- **1: When is Morristown?** introduces students to the significant events of the American Revolution, letting them place Morristown chronologically and conceptually in the war.
- **2: Where is Morristown?** has students explore the reasons Washington chose Morristown for the encampment, and calculate the number of army personnel who were garrisoned there.
- **3: Who is Morristown?** prepares each student to play the role of a soldier, officer, or civilian who lived in Morristown during the American Revolution, teaching them the impact war has on all types of people.

The Visit

The on-site Jockey Hollow Program explores the lives of civilians, soldiers, and officers during the winter encampment of 1779-80.

- **Activity 1: Exploration of Carrying Cases.** Students work in three groups to discover artifacts their historic figures would have used on a daily basis. Students carry these cases and use the objects during the course of the field experience.
- **Activity 2: Observations and Comparisons of Huts and Homes.** Students explore the structures of a model hut and the eighteenth century home of Henry Wick, and the artifacts in each.
- **Activity 3: Recruitment & Drilling.** Students participate in a role-play of recruiting and drilling of a soldier. They will use their maps to locate brigades and homes, and march on historic roads to the site of the Hand's Brigade encampment.

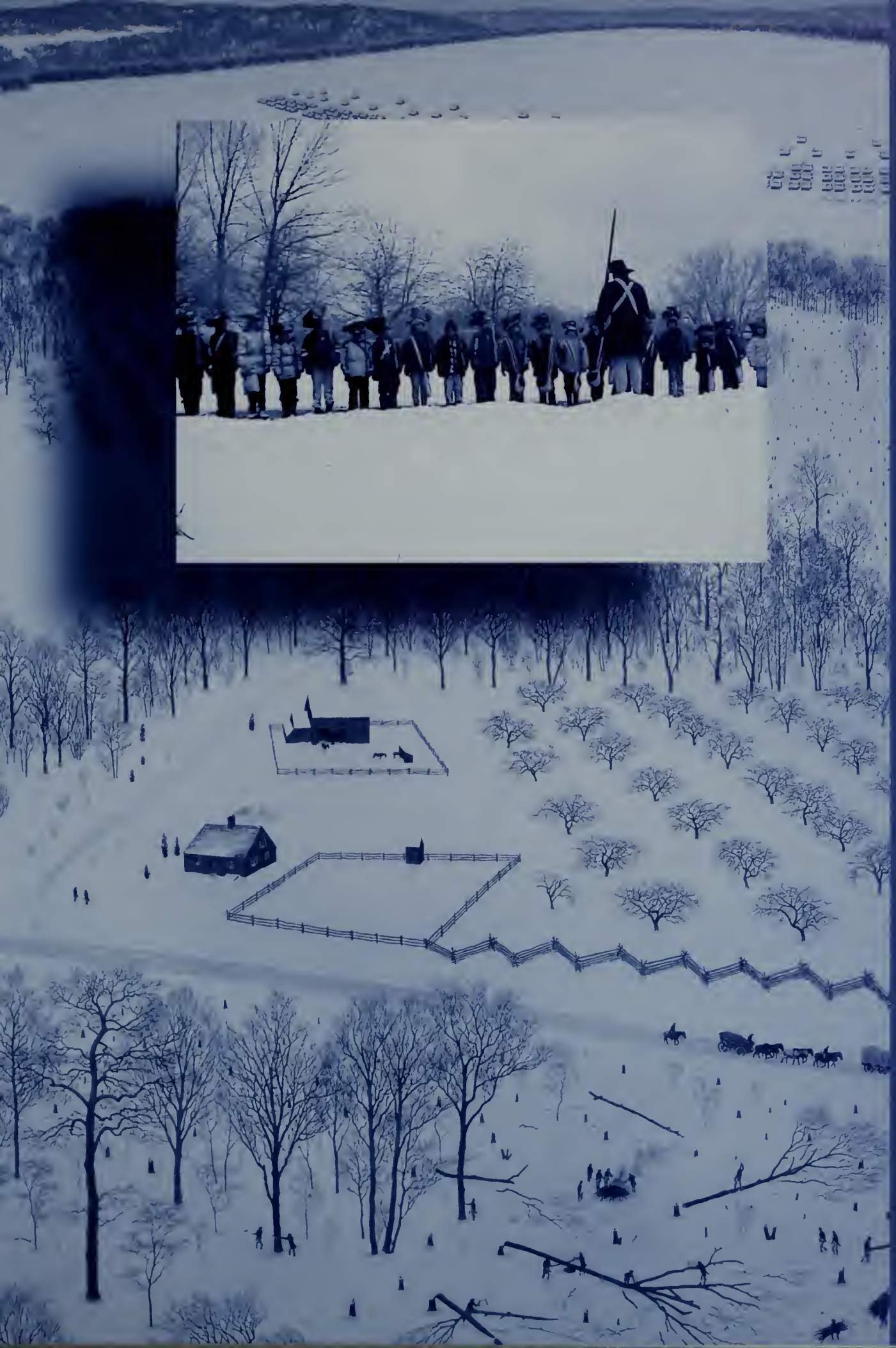
Post-Visit Activity Ideas

Use any of these optional post-learning activities to complete your unit on Morristown. We recommend providing some time for the students to reflect on various aspects of their field experience at Morristown even if time doesn't allow for a formal post-visit activity. The suggested activities include:

- ✯ Extending the Personality Profile from Lesson Three
- ✯ Comparisons between 1779-80 and now
- ✯ Comparisons of officers, soldiers, and civilians
- ✯ Illustrating observations from the field trip
- ✯ Writing a story
- ✯ Ordinary Heroes, Then and Now

Included in this Kit:

Teacher's Guide	National Park Photo Cards (18)
British North America Map &Time Line	Role Cards (3)
Historic Morristown Map	Character /Town Cards (10)



LESSON ONE

LESSON ONE

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- Student British North America Map
- Event Strips

NOTE: Review materials for all lessons are in the Background tab unless otherwise noted. Items to be copied are in Supplemental section at the end of each lesson.

Lesson One

When is Morristown?

In order for students to understand where Morristown "fits" in the American Revolution, they need at least a general understanding of the entire Revolution. This first activity takes students from the Revolution's "prequel" — the French and Indian War — through the end of the war, highlighting the events that are commemorated by National Park Service Sites.

After studying a specific event individually or in groups, the students will create a presentation for the class, placing the event chronologically in the war and geographically on the map.

Objectives

Students will be able to:

- Place Morristown chronologically, geographically and conceptually in the American Revolution
- Compare stories of the events, places, and people of the American Revolution
- Understand and define basic vocabulary terms related to the American Revolution time period
- Present a story of the American Revolution.

Skills

Reading, brainstorming, vocabulary building, cooperating, oral reporting, mapping, listening

Background Reading

- The American Revolution At a Glance
- Parks as Classrooms®
- Who's Who & What's What vocabulary list
- Glossary
- National Park Photo Cards (or reprints)
- American Revolution Timeline Events Reference

Estimated Duration

2 class periods

New Jersey Social Studies Core Curriculum Content Standards

6.3.1, 3: All Students will Acquire Historical Understanding of Political and Diplomatic Ideas, Forces, and Institutions Throughout the History of New Jersey, the United States, and the World.

(1) Apply concepts of cause, effect, and consequences to historical events.
(3) Identify and explain how events and changes occurred in significant historical periods.

6.7.1: All students will Acquire Geographical Understanding by Studying the World in Spatial Terms.
(1) Use maps, globes, graphs, diagrams, and computer-based references and information systems to generate and interpret information.

Materials

Provided in the kit:

- British North America Map & Timeline
- National Park Photo Cards
- Reprints of Photo Card information
- Event Strips for the Timeline
- Who's Who & What's What vocabulary list
- Student version of British North America map
- Sample Gazette project
- Blank Gazette form

Provided by the teacher:

- Blackboard/whiteboard
- Empty bulletin board (unless Map is affixed to blackboard/whiteboard)
- Pushpins for bulletin board, or tape or sticky putty for blackboard/whiteboard)
- Current U.S. map
- Copies of student materials as necessary

Overview

There are three activities in this lesson:

1. **Vocabulary** building through brainstorming and vocabulary discussion.
2. **Completing a project** consisting of a "Gazette" worksheet and an "Event Strip" pertaining to specific National Parks associated with the American Revolution .
3. **Making a presentation** that includes reading the Gazette report to the class, locating the park on the British North America Map poster, and placing the Event Strip at the proper spot on the Timeline.

The following table shows the activity components, the materials used for them, and whether they are done as a class, a team, or by all students at their seats.

Activity Component	Materials	Class	TEAM For assigned park	ALL STUDENTS For all parks
Brainstorming	(results on blackboard)	●		
Vocabulary review	Who's Who & What's What	●		
Study the event	Photo Park cards		●	
Create Gazette	Gazette sample and blanks		●	
Place event chronologically	Event Strips & Map/Timeline		●	
	Student maps			●
Mark event geographically	Map/Timeline		●	
	Student maps			●

Classroom Introduction

Explain to the students that as part of their study of the American Revolution, they will be visiting Morristown National Historical Park. To prepare for the visit, they will be learning about the sacrifices everyone — soldiers, officers, and civilians — made to win American independence.

Using the Parks as Classrooms® information, discuss with the students how a National Park is a place to experience our American heritage.

PREPARATION

☆ Review *Parks as Classrooms®* (found in the Introduction)

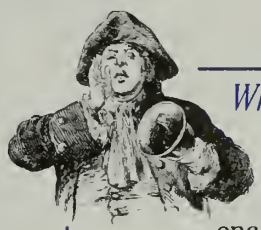
Activity 1: Vocabulary Building

Using the results of a class brainstorming session and the Who's Who & What's What vocabulary list, the students will be able to identify terminology found on their park card.

Preparation

- ✶ Review from Background Reading
  - The American Revolution at a Glance
  - Who's Who & What's What vocabulary sheet
- ✶ Have blackboard/whiteboard available
- ✶ Make copies of Who's Who & What's What for the students

- ➢ Brainstorm with students and record names of people, places, or events that come to mind when they think of this era. Suggest categories to encourage further thinking: military, politics, and daily life.
- ➢ Introduce and lead a discussion with the class about the American Revolution. Use the American Revolution at a Glance in the background section to provide the appropriate background.
- ➢ Using the Who's Who & What's What provide students with some of the key terminology used during this time period. (Optional: hand out copies of the vocabulary list). Discuss why there are so many descriptions for people on each side of the conflict. Essentially, the descriptions are based on points of view: military, political, and geographical. This is how "rebel" and "patriot" can describe the same person who wanted to be independent of Great Britain and a "loyalist" is one who remained loyal to the King. Make the following items clear to the students:
  - ✶ The terms *colonist* and *colony* are used prior to the Declaration of Independence, while afterwards they are referred to as *American* and *state*.
  - ✶ The word Indian is used instead of Native American throughout these lessons because that is how they are referred to in the contemporary documents and accounts.
- ➢ Review the third section of the Who's Who sheet — *Who's Who and What's What in the Military* — so that the students will be familiar with the terms they'll find on the Park Photo Cards.



Who's Who & What's What Vocabulary List

This lists words the students will encounter while reading their park cards. These words are printed in bold on the park card. It is divided into four sections:

- ✶ **Who's Who in the Americas** lists the different terms used to refer to people on both sides of the conflict, like rebel, patriot, Whig, British, and colonist.
- ✶ **What's What in the American Revolution** lists words and events that occurred during the conflict such as the Stamp Act and Continental Congress.
- ✶ **Who's Who & What's What in the Military** lists military terms regarding soldiers, equipment, and so on.
- ✶ **What's What in the Parks** lists other words used on the park cards.

Activity 2: The American Revolution and the Parks

In this activity, students learn about the American Revolution, and prepare their presentation materials:

- ✯ A single-page Gazette reporting the "news" of what happened at their assigned National Park locations
- ✯ An "Event Strip" that contains the name of the park, the event it memorializes, and the date of the event

Preparation

- ✯ Review from Background Reading
  - The National Park Photo cards
  - The Who's Who & What's What vocabulary sheet
- ✯ Make copies of:
  - The Event Strips; cut apart the strips
  - Gazette blank
  - The sample Morristown Gazette
- ✯ Display the British North America Map and Timeline poster on a bulletin board or blackboard.

Assigning the Parks

There are 18 National Park Photo cards for use in this project — the Morristown card should not be assigned to a student, so there are 17 cards to give out. Depending on your class size, you can have students work individually or in teams of two or three. If you use teams, consider assigning more than one park to a group, with the projects and presentations spreading across two days.

If you divide the class into teams, you can assign specific roles to the team members:

- ✯ The **reporter** presents the group's project to the class. Depending on the size of the group, this child or another one can be the one to place the Event Strip on the Timeline and/or show the location of the event on the map. The reporter can also prepare the Event Strip for the park.
- ✯ The **journalist** creates the headline and story for the event card.
- ✯ The **artist** draws a picture in the Gazette. This artist or another one prepares the Event Strip for the time line.

Introduce the Park Cards

- ➢ Tell the students they are going to "explore" a National Park and learn what the site commemorates in regard to the American Revolution. Explain that once each team learns its story, sharing it with the class will give each student a more complete view of the American Revolution from beginning to end. Tell them that while Morristown is the only park they'll be exploring in person, they are "visiting" other parks by learning about them.

The National Park Photo Cards

The National Park Photo cards are the basis for the students' information about the development of the American Revolution. The front of the card is a photo of some aspect of the park. On the back is information about what event(s) the park commemorates.

- ✯ The **WHEN** item on each park card is the place where it belongs on the Timeline. In some cases, a park may be connected to many different events over a number of years, but each has a specific year highlighted in its story.
- ✯ The **WHO** shows the names of the people mentioned in the story.
- ✯ The **WHO ELSE** lists names of people not mentioned in the story, but who are connected with the event or park site.
- ✯ Bold words are vocabulary words the students might need help with. These words are defined in the glossary.
- ✯ The number in the red arrowhead on the front of the card corresponds to a place on the student's British North America map. Use to locate the park on the map.

- Show them one of the park cards and point out the various components. (Special features are described in the box *The National Park Photo Cards*.) Tell them that, in most cases, a park commemorates more than one event, but one has been chosen as a highlight for this lesson.
- Show each of the park cards to the class, and identify the park by name and location, as you pass out the cards to each student or team.

Describe the Project

- Tell the students that they are going to create a "newspaper" as if it were being published at the time of the event they are studying. Tell them that "Gazette" was a term used to refer to a published report, like a small newspaper. They will also create an event strip to add to the timeline.
- Show or provide the sample Gazette (later in this tab) to the students. Explain how the information was drawn from the Morristown Park card. Point out its components, and give students advice and ideas about each:
  - **Banner**: The name of the newspaper should include the location of the student's event. The sample is the Morristown Gazette, but the form has a blank area for the student to fill in the town, or the state, in which the event took place.
  - **Dateline**: Use whatever date is on the park card. Some dates are simply years, or a month and a year; others are specific dates. "Winter 1778" would be an acceptable date for the publication.
  - **Headline**: The headline should be brief but include some important information, like the name of the place, a description of the event, or the name of a person involved.
  - **Story**: The story can be about the event or a person involved in it. Remind the students to always include the important information — if, for instance, there was a battle, don't forget to report who won! They can make up suitable quotes from the people involved, or even include an interview.
  - **Picture**: The picture can be about anything related to the event. It could be a person, people engaged in an activity, a map, the environment of the location (the forest, a mountain), or an item (musket, uniform, log cabin).
  - **Publisher**: The name of the student(s)

- Show an Event Strip that was previously prepared. Point out the American Revolution Timeline on the British North America Map, and how an Event Strip can be placed alongside it. Tell the students that each Event Strip already has a park name on it, but that they'll have to fill in the date and the event.
- Give each student or team a blank Gazette and the appropriate Event Strip.

Event Strip

An Event Strip has the name of a park on it; students on the team studying that park fill in the event that the park commemorates and the year(s) it happened. The Event Strip is placed alongside the Timeline (on the British North America Map poster) at the proper spot.

Activity 3: The Presentations

For this activity, each student or team:

- ★ **Presents a report** to the class by reading the Gazette
- ★ **Places the Event Strip** on the American Revolution Timeline
- ★ **Locates the National Park** on the Map poster

As the students make their presentations, the other students fill in their British North America Maps with the names of the parks.

Preparation

- ★ Review from Background Reading
  - The American Revolution at a Glance
  - The National Park Photo cards, or their reprints
  - The Chronological List of Parks
- ★ Display a current map of the U.S.
- ★ Have push pins or tape available to affix the Event Strips next to the Timeline.
- ★ Make copies of student version British North America Map

Before the Presentations

- ➢ Discuss the British North America Map with the students. Explain that it is based on borders and place names from 1775. Compare it to the current U.S. map. Tell them that some of the states where the parks are can't be found on the 1775 map because they had not yet come into existence.
- ➢ Go over the American Revolution Timeline with the students. Point out that the time progresses from the bottom to the top, starting with the French and Indian War, and ending with George Washington's Inauguration as our first President.
- ➢ Point out Morristown on the map and on the Timeline so students have a reference point for their presentations.
- ➢ Hand out the student British North America maps and explain that they will be filling in the blanks as each park event is presented.
- ➢ Review the points of the compass with the students: not just the main ones, but also southeast, northwest, and so on. They will be identifying the location of their parks relative to Morristown.

Student British North America Maps

The individual student maps show the same geography as the British North America Map poster. Park locations are marked with numbered red arrowhead (the shape is from the National Parks logo). There are blank lines, each labeled with a number corresponding to a mark on the map, and a year. As the teams make their presentations, students fill the blank lines with the appropriate park name.

The lines are numbered *from the bottom* to coordinate more clearly with the Timeline on the map poster.

The Presentations

Presentations should be given in chronological order. (Use the list in the next section for guidance.)

For each presentation, the students should:

- ★ Identify the park by name and show the Photo Card to the class.
- ★ Read the Gazette report to the class.
- ★ Tell the class whether the event was before or after the Morristown encampment.
- ★ Place the Event Strip at the proper place on the Timeline.
- ★ Point to the park location on the British North America Map poster, and identify it as north, northeast, south, etc. of Morristown.

After Each Presentation

➢ Read the Timeline events that happened at the same time as the park event just presented.

Conclusion

Explain to students that this first activity placed Morristown in historical context within the American Revolution, while the next lesson will place Morristown in geographical context.

Suggested Evaluation

* Observe student participation in all phases of the discussion and brainstorming.
* Observe student participation and presentation of the event to the class.
* Ask the students to identify at least two events that occurred *before* and *after* the Morristown Encampment.
* Give students words from the **Who's Who & What's What** vocabulary list and ask them who was on each side of the conflict and why.

Timeline Events Reference

You'll find descriptions of most of these events in the background piece of the American *Revolution at a Glance* in the Background tab.

1754	July 3	The French and Indian War begins
1763	Feb	Treaty of Paris ends French and Indian War
1765	Nov	Stamp Act
1770	Mar 5	Boston Massacre
1773	Mar	Virginia's Committee of Correspondence
	May 10	Tea Act takes effect
	Dec 16	Boston Tea Party
1774	Mar	First Intolerable (Coercive) Act passed
	Sept 5	First Continental Congress
	May 12	General Thomas Gage arrives in Boston
1775	Mar 23	Patrick Henry, "Give me liberty or give me death!"
	Apr 18	Paul Revere, William Dawes midnight ride
	Apr 19	Battle of Lexington and Concord
	May 10	Second Continental Congress
	Jun 17	Battle of Bunker Hill
1776	Jan 9	Thomas Paine's "Common Sense" published
	Jul 4	Declaration of Independence
	Sept 22	Nathan Hale executed
	Dec 25-26	Washington crosses the Delaware, defeats Hessians at Trenton
1777	Jan 3	Washington defeats British at Princeton
	Jan-May	First Morristown encampment
	Oct 7	Patriot victory at Battle of Saratoga
	Nov 15	Articles of Confederation
	Winter ('77-'78)	Encampment at Valley Forge
1778	Feb 6	Treaty of Alliance with France
	Jul 8	Washington sets up West Point (NY) headquarters
	Jul 10	France declares war on England
	Dec 29	British begin Southern campaign
1779	Sept 23	John Paul Jones "I have not yet begun to fight!"
	Jun 16	Spain declares war on England
	Winter ('79-'80)	Second Morristown winter encampment
1780	May 12	British capture Charleston
	May 25	Mutiny at Morristown encampment
	Sept	Benedict Arnold uncovered as traitor
1781	Jan 17	Patriot victory at Cowpens
	Mar 15	Patriot victory at Guilford Courthouse
	Oct 19	Surrender at Yorktown
1782	April 12	Peace talks begin in Paris
1783	April 11	Congress announces end of Revolutionary War
1784	Jan 14	Treaty of Paris ratified, War officially over
1787	May 25	Constitutional Convention begins
1789	Apr 6	George Washington elected as President

Who's Who & What's What Vocabulary List

Most of these words are defined in the Glossary (Appendix tab). Many of the military terms are described in the Officer and Soldier role cards in Lesson 3.

Who's Who in the Americas

The Americans
American
Colonist (English, British, American)
Frontiersman
Indians
Patriot
Rebel
Tory

The British
British
King George III
Loyalist
Redcoat
Whig

What's What in the Revolution

Boston Massacre
Boston Tea Party
Colony (versus *state)*
Constitutional Convention
First Continental Congress
French and Indian War
General Assembly
Lieutenant Governor
Northwest Territories
Parliament
Second Continental Congress
Siege of Boston
Stamp Act
Stamp Act Congress
State (versus *colony)*
Townshend Acts

Who's Who and What's What in the Military

artillery
barracks
battery
bayonet
blockade
bombarding
cavalry
cease-fire
commander
commissioned officer
Continental Army
desert
detachment
discharge
dragoon
drill
encampment
enlistment
flank
fortify
militia
Minuteman
non-commissioned officer
officer
outpost
parade grounds
post
quarters/quartered
quartermaster
ranks
rations
recruit
Redcoat
regiment
regulars
reinforcements
reserve
Scottish Highlander
scout
second-in-command
siege
sharpshooters
skirmish
stockade
troops
volunteer
Ranks (in order)
Commander in Chief
General
Brigadier General
Major General
Colonel
Lieutenant Colonel
Major
Captain
Lieutenant
Ensign
Sergeant
Private

Who's Who & What's What in the Parks

allegiance
ambushed
boarder
compromises
delegates
export
green (village green)
import
inoculated
legislature
libel
pauper
petition
planking
Prussian
scalp
silversmith
stamp
strategy
tributary
unanimously
Virginian colonists
wagoner

Monthly Advertiser

THE COLONIES' GAZETTE
AN OPEN AND UNINFLUENCED PRESS

December 1779
[No 119]

WAR! WINTER! WHAT NEXT?

December 11, 1779

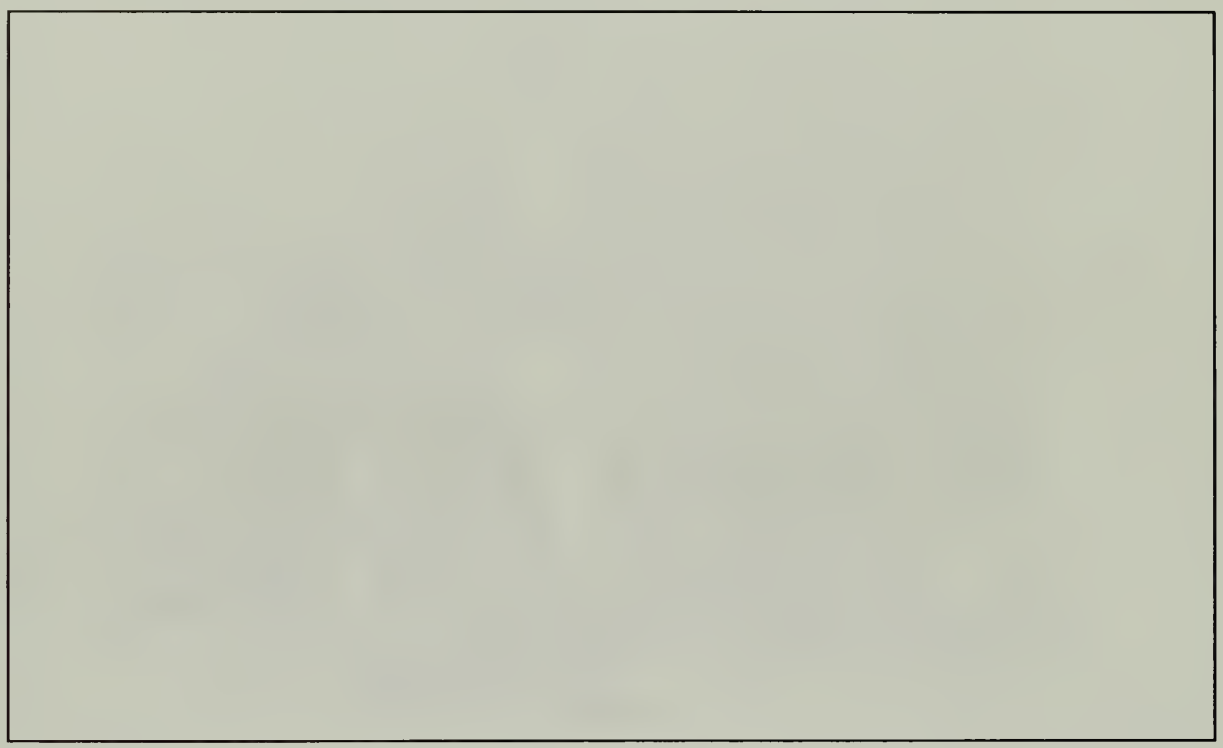
The residents of Morristown are experiencing the coldest winter on record this century.

Particularly affected are the army troops assembled under the command of General George Washington in Jockey Hollow. Ill-prepared for the exceptional hardships this winter brings, warm clothing is in short supply and food stores are quickly depleting.

General Washington, who is currently enjoying the hospitality of the Ford family, remarked on the incredible courage and resourcefulness displayed by his troops during this difficult encampment in New Jersey not far from British troops stationed in New York.

Published by: *Student's names*

Monthly Advertiser GAZETTE AN OPEN AND UNINFLUENCED PRESS [No 119]



Published by:

Fill in the park names where they belong by year and location.

9 *1777* _____

8 *1776* _____

7 *1776* _____

6 *1775-1776* _____

5 *1775* _____

4 *1775* _____

3 *1774* _____

2 *1773 & 1775* _____

1 *1754* _____

18 *1789* _____

17 *1781* _____

16 *1781* _____

15 *1781* _____

14 *1780* _____

13 *1779-1780* _____

12 *1778* _____

11 *1777-1778* _____

10 *1777* _____

Cut Into strips, then fill in the year and the event. Find proper location on 1783 Timeline Map.

Morristown National Historical Park

Adams National Historical Park

Kings Mountain National Military Park

Federal Hall National Memorial

Cowpens National Battlefield

Guilford Courthouse National Military Park

Yorktown Colonial National Historical Park

Moore's Creek National Battlefield

Cut Into strips, then fill in the year and the event. Find proper location on 1783 Timeline Map.

Bunker Hill Monument at Boston National Historical Park

Boston National Historical Park

George Rogers Clark National Historical Park

Independence National Historical Park

Fort Necessity National Battlefield

Saratoga National Historical Park

Minute Man National Historical Park

Fort Stanwix National Monument

Longfellow National Historic Site

Valley Forge National Historical Park

LESSON TWO

LESSON TWO

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- Using the Morristown 1779-80 Map

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- Suggested Evaluation

Supplemental Material 2-6

- Stark's Brigade
- Teacher and Student 1776 map of New Jersey
- Letter from George Washington

NOTE: Review materials for all lessons are in the Background tab unless otherwise noted. Items to be copied are in Supplemental section at the end of each lesson.

Lesson Two

Where is Morristown?

While the last lesson placed Morristown conceptually and chronologically in the American Revolution, this lesson focuses on geography — where Morristown is located physically and why it was chosen as the winter encampment site for 1779-1780. In addition, the students will calculate the population of the encampment by using period documents.

Objectives

Students will be able to:

- Explain why winter encampments were necessary and discuss the geographical and military considerations for an encampment site.
- Give three reasons why Morristown was chosen as the winter encampment site.
- Calculate the approximate number of people at the 1779-80 Morristown encampment.

Estimated Duration

2 class periods

Skills

Mapping, analyzing, document and information-based questioning, interpreting

Background Reading

- Brief description of the Morristown Encampment
- Morristown and the Revolutionary War
- Why Encampments Were Needed
- What Encampments Needed
- The Brigades at Morristown
- The Morristown 1779-1780 Map

New Jersey Social Studies Core Curriculum Content Standards

6.8.3, 4, 5: All Students Will Acquire Geographical Understanding By Studying Human Systems In Geography.

(3) Compare the effects of geography on economic activities locally and in New Jersey, the United States, and different parts of the world.

(4) Explain how improvements in transportation and communications have resulted in global interdependence.

(5) Compare the physical characteristics of places and regions.

6.7, 1-6 All Students will Acquire Geographical Understanding by Studying the World in Spatial Terms.

(7) Use maps, globes, graphs, diagrams, and computer-based references and information systems to generate and interpret information.

(1-6) Recognize the distinct characteristics of maps, globes, graphs, charts, diagrams, and other geographical representations, and evaluate the utility of each in solving geographical problems.

Materials

Provided in the kit:

- Teacher version 1776 Map of New Jersey
- Student version 1776 Map of New Jersey
- Letter from George Washington
- Historic Morristown Map
- Stark's Brigade worksheet

Provided by the teacher:

- Highlighters or markers
- Empty bulletin board (unless Map is affixed to blackboard/whiteboard)
- Student copies of materials as needed

Overview

There are three activities in this lesson:

1. **Winter Encampments:** A classroom discussion about why armies had winter encampments during the American Revolution.
2. **Why Jockey Hollow?** An exploration of what criteria was needed for an encampment site and how Morristown met those needs.
3. **How Many?** Calculating the population at the Morristown encampment by interpreting period maps and documents.

Activity 1: Winter Encampments

➢ Lead a class room discussion on the need for winter encampments for armies during the American Revolution.

PREPARATION

★ Review from Background Reading
- The Need for Winter Encampments

Some questions to ask:

★ Why didn't the armies fight during the winter? What could make fighting difficult or impossible in the winter? [Short days, deep snow, unreliable weapons, severe cold affecting hands]

★ What kinds of transportation did armies and people use during this time period?

★ What kinds of roads were available then? How might the weather affect them?

★ Why couldn't the soldiers go home for the winter and come back? (Travel time, desertion, need for training)

Activity 2: Why Jockey Hollow?

In this activity, students will analyze a fictional letter, extracting from it criteria needed for an encampment site. Then they will examine a period map to locate an appropriate site. The importance of this activity is working through the process of choosing a site, not necessarily the site chosen. The idea is for students to understand how and why Morristown was chosen.

Preparation

- Review from Background Reading
  - What Encampments Needed
  - Morristown and the Revolutionary War
- Make copies of:
  - Letter from George Washington
  - 1776 Northern New Jersey map, student version
- Highlighters, colored pens or pencils

- Provide each student with a copy of the Northern New Jersey 1776 map and the fictional letter from Washington to Greene. Have students examine the map, and locate:
  - New York, the city used by the British as their headquarters
  - streams
  - hills/mountain ranges
  - the main roads to West Point and Trenton
- Consider having the students highlight the above features in different colors (British headquarters in red, hills/mountain rangers in brown, streams in blue, etc.).
- Read with the class the fictional letter from General Washington to Quartermaster General Nathanael Greene. While the letter is fictional, it highlights the important criteria Nathanael Greene used to determine where the encampment would be located.
- Lead a discussion about what were the contributing factors in locating an encampment site for the Continental Army. Write the criteria on the board for students to refer back to it.
- Have students identify the following:
  - Which town would best meet the criteria for the winter encampment?
  - Which three towns would best meet the criteria for outposts?
- Have each group, or selected students, present their decisions to the class.

The 1776 Map of Northern New Jersey

The 1776 map of Northern New Jersey shows north New Jersey, New York City (the British base), and the Watchung mountains. The road to West Point has been added to the map to highlight a road in existence during the time of the 1779-80 encampment. This was a considerable factor in deciding the placement of the Continental Army encampment.

The teacher's version has the names of towns included; the student version has towns marked (with stars) but not identified. This is so that the students won't be influenced by the names of the towns.

Activity 3: How Many?

In this activity, the students use period maps and an authentic drawing of a brigade at Morristown to calculate the approximate number of people encamped at Morristown during the winter of 1779-1780. The Morristown map was created using information from original source maps.

Preparation

- ☆ Review from Background Reading
  - The Morristown 1779-1780 Map
  - The Brigades at Morristown
  - Officer Role Card
- ☆ Make copies of:
  - Stark's Brigade worksheet
- ☆ Display Historic Morristown Map

Using the Morristown 1779-80 Map

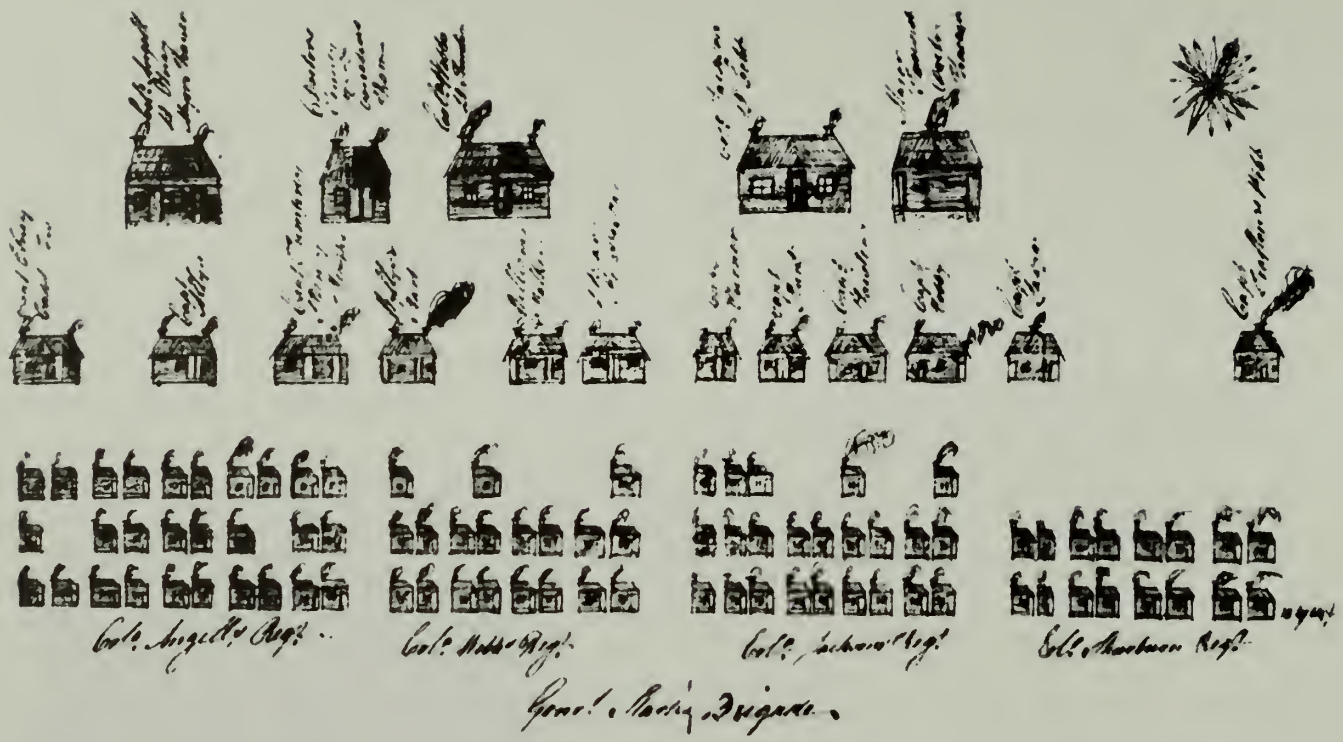
- ➢ Referring to the Morristown 1779-1780 map, explain how the map of Morristown on the left side of the poster was created using information from three original source maps. Point out each of the original source maps shown on the poster.
- ➢ Point out the relationship between the Stark's Brigade drawing and the lines of huts in the lower right of the Map poster.
- ➢ The picture is a conceptual image of what Jockey Hollow might have looked like during the winter encampment. The image is part of a large mural found at Jockey Hollow Visitor Center.
- ➢ Hand out copies of the Stark's Brigade drawing. Explain the term "brigade" using the information from the Officer Role card in Lesson 3. Explain to the students that the drawing is an important piece of evidence about the 1779-80 Morristown encampment. Someone who was at the encampment drew it and it is the only contemporary picture of what a brigade of huts looked like in Morristown.
- ➢ Instruct students to examine the drawing and find the different types of huts.
  - The soldier's huts are the smallest ones, in the three bottom rows. Based on research, it is believed that a soldier's hut would hold twelve men.
  - The larger huts in the middle row were for Majors; there were at least two officers in each of these huts.
  - The huts on the top row were for the Colonels and their assistants. Each of these huts was home to two top officers.
- ➢ Have the students fill out the calculation area on the Stark's Brigade drawing to find out how many men were in a brigade.
- ➢ Using the Morristown 1779-80 map, count the number of brigades in the encampment. Have the students complete the calculation area on their drawings, to get the total number of men at the encampment.
- ➢ Have students share their answers in class. Students will arrive at a number below the estimated number of 10,000 to 11,000 men at Morristown during the 1779-1780 Winter Encampment.
- ➢ Explain that the Stark's Brigade was smaller than many of the other brigades in the Continental Army. Also, many of the top ranking officers lived in many of the residential homes in Morristown.

Conclusion

➢ Use the master map and identify the names of the New Jersey town sites. Lead a discussion comparing the student group locations for the encampment with the location chosen by George Washington and Nathanael Greene.

Suggested Evaluation

- ✯ Observe each student's participation in the activities.
- ✯ Observe each student's participation, cooperation, and presentation about the winter encampment.
- ✯ Review student's mathematical work



Stark's Brigade

Drawing courtesy of Morristown National Historical Park

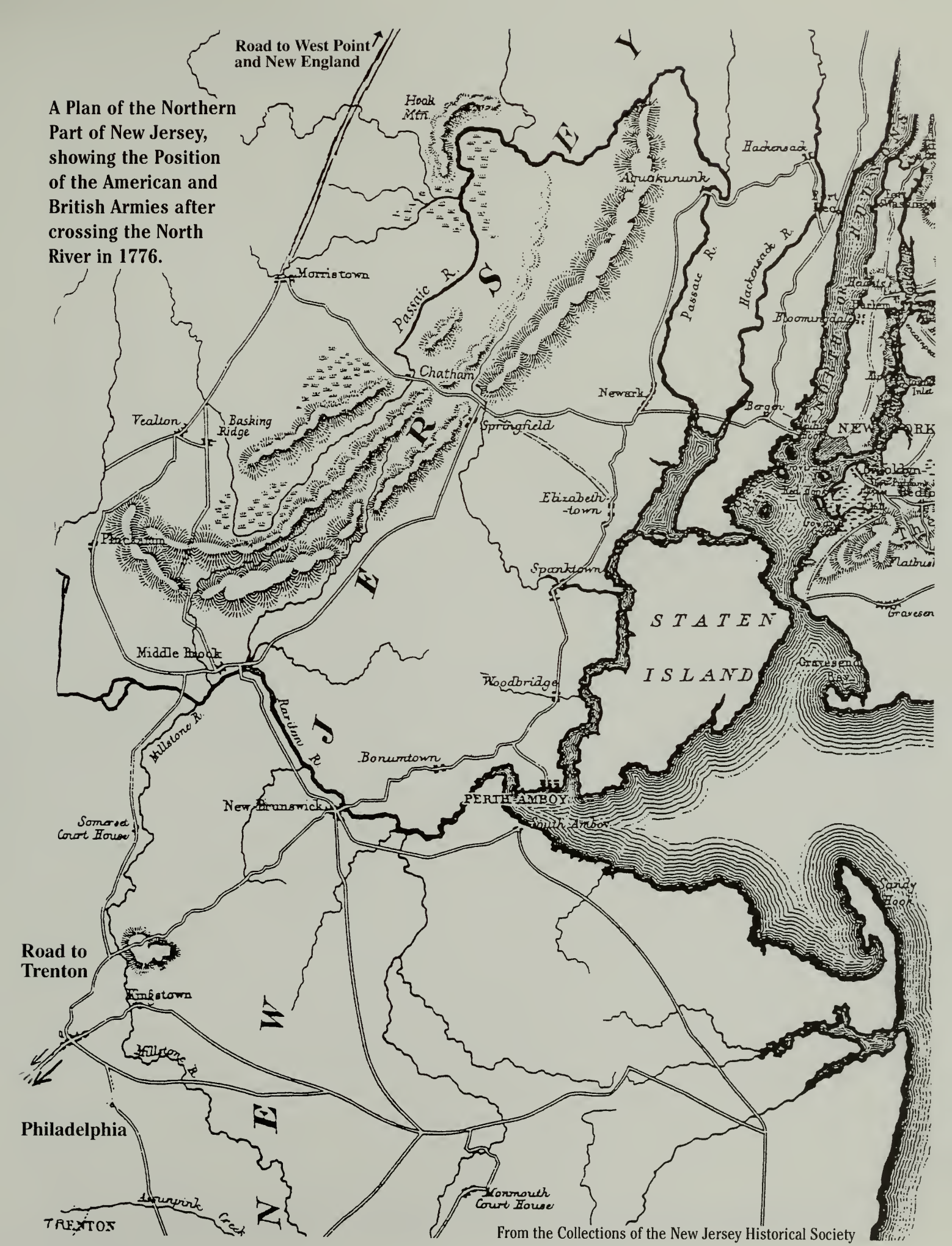
	Soliders	Mid-Level Officers	High-Level Officers
Number of Huts			
Occupants Each	x 12	x 2	x 2
Total Occupants			

Soliders		Total in Brigade	
Mid-Level Officers	+	Number of Brigades	x
High-Level Officers	+	Total in Jockey Hollow	
Total In Brigade			

Soldiers

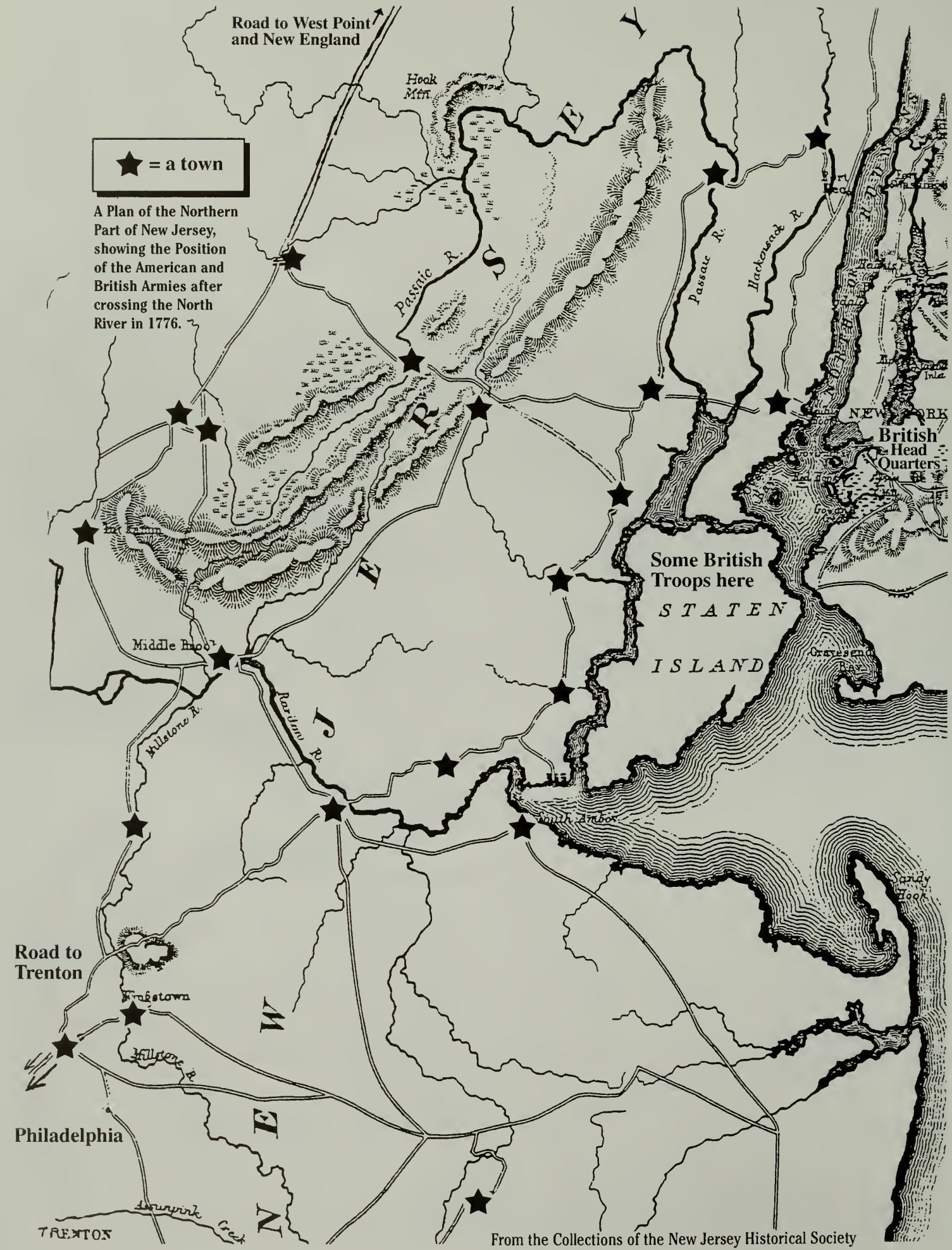
Mid-Level Officers

High-Level Officers



A Plan of the Northern Part of New Jersey, showing the Position of the American and British Armies after crossing the North River in 1776.

From the Collections of the New Jersey Historical Society



From the Collections of the New Jersey Historical Society

To: General Nathanael Greene,
Quartermaster General of the Continental Army

West Point, November 17, 1779

Sir:

After our discussions about where the Army's winter camp should be located, I have decided that the following requirements are most important in your search for the best location:

The security of the army as they camp for the winter is of the highest importance. We should not camp too near to the enemy's main base in New York. Otherwise, as the weather improves in the spring, the enemy might decide to surprise us with an attack.

The army must have access to roads, both as communication and supply routes. We must be able to keep in touch with other important locations, such as West Point, where our forts control the Hudson River. I must also communicate with the Continental Congress in Philadelphia, letting them know of our need of additional soldiers and supplies. The roads would also allow these critical supplies (especially food for the troops) to be transported from the south through Trenton or from northern locations such as New York and New England. If the enemy decided to attack either those strategic locations (West Point or Philadelphia) in the spring, the Army could move to defend them using these roads.

You must also consider what towns would be good locations for army outposts. The brigades of the army will take turns leaving camp to go on guard duty, living in towns closer to New York. There they can guard the roads to camp and watch for any enemy activity, especially when they try to surprise the inhabitants. Occasionally small bands of British troops cross the river into New Jersey, stealing supplies and harming patriotic citizens. If there was an attempt to attack our army's winter camp, (depending on the weather) the troops on outpost would be the first to meet such an attack, and warn the rest of the army.

These are the most important requirements for you to consider at this time. However other areas will need to be included in our final decision for the campsite. The camp area will have to be heavily wooded. The troops will need to cut down many trees to provide wood for fires and shelter, building many log huts. There will need to be nearby streams for water.

Please write me concerning your choice for the location for the Army's winter campsite, as well as three location for outposts as soon as you can.

I am with great regard, Sir

Your most obedient servant

George Washington

LESSON THREE

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- Personality Profile

NOTE: Review materials for all lessons are in the Background tab unless otherwise noted. Items to be copied are in Supplemental section at the end of each lesson.

Lesson Three

Who is Morristown?

Soldiers, Officers, and Civilians in Huts and Homes: The Characters at the Morristown Encampment 1779-17809

While the last lesson focused on geography and the placement and number of the encampment, students will now learn about some of the historic figures that were in Morristown during the winter encampment 1779-80. Role cards will place historic figures in three categories: soldiers, officers, and civilians. Using the character cards, students will complete personality profile worksheets, thereby understanding the personal experiences of someone who was there during the Morristown Encampment. Students will share information about their character's part in the Morristown Encampment with the class.

Objectives

Students will be able to:

- ✯ Compare the roles of soldiers, officers, and civilians.
- ✯ Describe three things about the farming village of Morristown.
- ✯ Describe one character and his experience during the Morristown Encampment.
- ✯ Locate and describe where the character lived using the Morristown Map.
- ✯ Explain three ways the American Revolution changed the lives of the people who lived through it.

Skills

Researching, reading, recording, reporting, and acting

Background Reading

- ✯ Morristown and the Revolutionary War
- ✯ Role Cards (3)
- ✯ Character/Town Cards (10)

Estimated Duration

2 class periods

New Jersey Social Studies Core Curriculum Content Standards

6.4.1, 2 All Students will Acquire Historical Understanding of Societal Ideas and Forces throughout the History of New Jersey, the United States, and the World.
(1) Compare and contrast similarities and differences in daily life over time.
(2) Identify social institutions, such as family, religion, and government, that function to meet individual and group needs.

6.8.3, 5, 6 All Students will Acquire Geographical Understanding by Studying Human Systems in Geography
(3) Discuss the similarities, differences, and interdependencies among rural, suburban, and urban communities.
(5) Compare the physical characteristics of places and regions.
(6) Compare and analyze demographic characteristics of populations, and determine the reasons for variations.

Materials

Provided in the kit:

- ✯ Role Cards (3)
- ✯ Character/Town Cards (10)
- ✯ Historic Morristown Map

Provided by the teacher:

- ✯ Copies of the Personality Profile worksheet

Overview

There are three activities in this lesson:

1. **Understanding your role:** A classroom or small group discussion about the different roles of people who inhabited Morristown during the winter encampment.
2. **Living in Morristown:** An exploration of daily life in Morristown during the American Revolution.
3. **Playing a character:** Students will assume the role of the an individual who was present at Morristown during the 1779-1780 winter encampment. They will maintain the role of this character during their visit to Morristown.

The Occupants of Morristown

The stories of individuals living in Morristown during the sixth year of the war will make the story of the American Revolution come to life. The stories will highlight three different experiences—civilians, officers, and soldiers. The stories will explore social, political and military issues. Through this study, students will understand some of the great sacrifices people made in work, wealth, reputation, and friends.

Activity 1: Soldiers, Officers, and Civilians

Preparation

☆ Review from Background Reading
- The Role Cards

- Introduce the lesson by explaining that students will learn about the people of Morristown during the winter encampment of 1779-80 through the eyes of a historic person that was there.
- Lead a brief discussion about the various roles people lived during the time. Explain that this lesson divides the people into three roles: soldiers, officers, and civilians.
- Place students into three groups so that there is an equal group of soldiers, officers, and civilians. If there is one group larger than the other, it should be the civilian group. Provide each group with the appropriate role card.

- Have the students read their role cards in their respective groups. Have students use a sheet of paper to write some key points about their roles.
- Lead a class discussion about each role of soldier, officer, and civilian. Have students share with the class a brief summary from their reading.

Activity 2: Introduction to the Town & People

Preparation

☆ Review from Background Reading
- The Character/Town Cards

- Pass out the character/town cards to the appropriate group with the town side up.
- Read the information about Morristown. Lead a class discussion about the farming community of Morristown and what the town was like before the war.
- Have students turn over their town card to reveal the Character Card. Student groups need to choose which individual they want to study. Since there are more students than characters, a character will most likely be studied by more than one student.
- In preparation for Activity 3, group the students according to their role and individual character

Soldier Cards	Officers Cards	Civilian Cards
Oliver Cromwell	Nathanael Greene	Jacob Arnold
Joseph Plumb Martin	William Smallwood	Peter Kemble
Samuel Shelly	Arthur St. Clair	John Stevenson
		Henry Wick

The Character/Town Cards

The Character/Town Cards have information about the town on one side and a specific person on the other. There are ten individuals: three soldiers, three officers, and four civilians.

Activity 3: The People of Morristown

Preparation

- ✯ Review from Background Reading
  - The Character Cards
- ✯ Make copies of the Personality Profile worksheet

- ➢ Provide each student with a copy of the Personality Profile Worksheet. Have students complete the worksheet using their character card.
- ➢ After students have completed their worksheets. Have students go up to the Morristown Map and locate where his/her character lived.
- ➢ Have students work together in their groups to develop a presentation about their role and characters. Encourage creativity. Consider having the students' role-play a scene involving the individuals studied.
- ➢ Have each group present a report about the role and the characters studied.
- ➢ Facilitate a discussion with students about the town, roles, and individuals of Morristown.
  - ✯ Discuss the similarities and differences about the three roles: soldiers, officers, and civilians.
  - ✯ Make connections between the individuals. Top officers were living at civilian's homes. Brigades were on civilian's properties. Officers were commanding the brigades of soldiers.
  - ✯ Discuss the change of Morristown from a farming village to a log hut city.
  - ✯ Point out the physical locations of where individuals lived.
  - ✯ How did the American Revolution change the lives of people who lived through it?

Conclusion

- ➢ Explain to the students that they will be going to Morristown National Historical Park as the character studied. The class will arrive to the park in three distinct groups – officers, soldiers and civilians.
- ➢ Please be sure and review the checklist for visit to the park.

Suggested Evaluation

- ✯ Review the students' Personality Profile worksheet
- ✯ Observe each student's participation in the group oral presentations. Check for cooperation, organization, creativity, and historical accuracy

Personality Profile
The People of the Morristown Encampment

Historians are like detectives, piecing together information about the past using documents and material evidence (sites and artifacts). Authentic historic documents such as diaries, journals, maps and paintings are *primary sources*. Sources other than authentic documents, like books and encyclopedias, are *secondary sources*. Your Character card contains information from both types of sources.

Use your Character card to answer these questions.

1. What is the name of your character? _____

2. What is your character's age during Morristown's 1779-80 encampment? _____

3. Check your character's political view:
   ☐ Patriot (For Independence) ☐ In the Middle (Unsure) ☐ Loyalist (Loyal to the King)

4. Describe three things about your character.

Before the Encampment	*During/After the Encampment*
1. _____	1. _____
2. _____	2. _____
3. _____	3. _____

5. How did the encampment change his life?

_____

_____

_____

_____

6. List three hardships, sacrifices, or difficulties your character endured because of the American Revolution.

1. _____

_____

2. _____

_____

3. _____

_____

7. Choose three character traits that your character demonstrated. For example, would you consider him courageous or cowardly, stubborn or easy-going, dedicated or uncommitted, generous or stingy, hardworking or lazy? For each trait, give a reason you chose it.

   1. _____
   _____
   2. _____
   _____
   3. _____
   _____

8. Put yourself in the place of this person. Would you have sacrificed as much as your person did for your beliefs? Why or why not?

   _____
   _____
   _____
   _____
   _____

9. Name an American living today who you believe shows one of these qualities.

   _____

10. A very important part of the historian's job is asking the right questions. Based on what you have learned about your character, what question would you like to ask your character or about your character?

    _____
    _____
    _____
    _____
    _____

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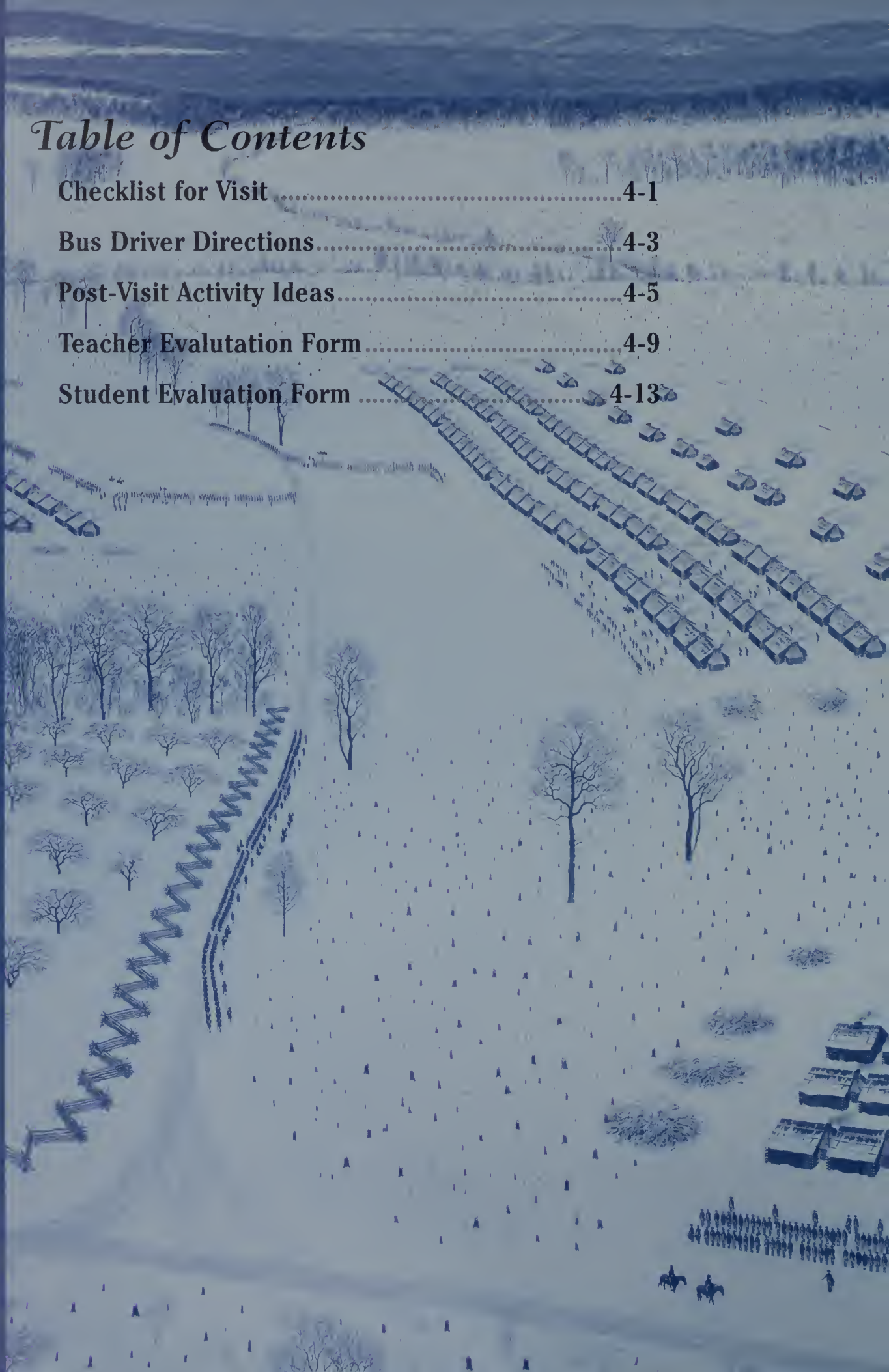

Checklist for Visit

✔ Have students dress appropriately for the weather

Students will be spending time in the out-of-doors so that they will experience the environment where the encampment took place. Students should dress appropriately for seasonal weather conditions. As in any outdoor environment in New Jersey, deer ticks are a concern when outdoors—please take appropriate precautions.

✔ Review your confirmation sheet

Check the date, time, and number of students. Notify the park of any changes at least one week prior to the scheduled visit.

✔ Provide map and directions to your bus driver

Please be sure that the bus driver knows where to drop off the students. A map to Jockey Hollow from interstate 287 is on the proceeding page. Please allow 2 hours for the program.

✔ Please arrange to have one adult for every ten students

Be sure and provide an overview of the program to all adults attending the program.

✔ Divide students into three equal groups of civilians, officers, and soldiers

Students will work in these groups for the pre-, on-site, and post- activities.

✔ Prepare students for their visit to jockey hollow

The learning activities are sequenced to engage students in the American Revolution. The first activity places morristown in context with the American Revolution. Next students use geography and locate the site for the winter encampment and count the camp. Finally, students study one of the historical figures of Morristown and experience the impact of the war on one individual. Students will step out of the bus into Jockey Hollow as one of the historic figures.

✔ Have students make nametags to wear during the program

Name tags will identify the students as a soldier, officer, or civilian, as well as the historic figure the student studied. This will enable the ranger to engage the students actively. Use blue for soldier, red for civilian, and white for officer. Have students write their category and character, ie. Officer Nathanael Greene.

✔ You are key to the program's success

The park ranger who facilitates your program is responsible for conveying content and actively engaging students in learning. You are responsible for group management. We are counting on you to play an active role in ensuring that students behave and participate appropriately.

✔ Options for lunch

There is no food available or group facilities for eating lunch in the park areas. If you are bringing lunches, you are welcome to eat at the parking lot in your vehicle, or make other arrangements. There are facilities for picnicking available at the Lewis Morris County Park (adjacent to the Jockey Hollow unit of Morristown NHP.) However, you must make reservations with the Morris County Park Commission at (973) 326-7631 during the calendar year of your trip.

✔ We are all responsible for protecting our parks

As a unit of the National Park Service, Morristown National Historical Park belongs to all americans including you and your students. The park is preserved not only for today but for future generations. Here are some ways that you can help us in this mission.

- ✯ Leave only footprints, take only memories.
- ✯ Let the ranger lead and help keep your group together.
- ✯ Eating, including candy or gum chewing, or smoking in any of the park buildings is not allowed.

✔ Flash and video photography

Flash and video photography is permitted in the park, including the interiors of the park museums and historic houses but we ask that you keep it to a minimum during the program. To keep the class focused on the program consider making chaperones the class photographers. Educational materials are available for sale in the Jockey Hollow Visitor Center run by Eastern National, a nonprofit organization that supports and promotes the historical, scientific and educational activities of the National Park Service. All profits from sales are returned to the National Park Service, supporting parks to provide quality visitor services. Materials range from postcards to books, to games and reproduction artifacts.

For more information please contact Morristown National Historical Park at:

30 Washington Place
Morristown, New Jersey 07960
(973) 539-2016 x210
Fax: (973) 539-8361
www.nps.gov/morr

Find out more about the National Park Service by using our web site: **www.nps.gov**

To Jockey Hollow Area — Tempe Wick Road, Harding Township

From Washington's Headquarters

- Turn right onto Washington Place (one way)
- Turn left onto Morris Avenue (Route 510)
- Then turn left onto Lafayette Avenue (one Way). passing Washington Place
- Turn left onto Interstate 287 South to Exit 30B (Bernardsville)
- Continue as follows

From Interstate 287 South or North

- Take Exit 30B (Bernardsville)
- At the traffic light, turn right onto Route 202 North
- Turn left at Tempe Wick Road (Route 646)

From the Morristown Green

- The **Jockey Hollow Area** can also be reached from the Morristown Green on Route 202 South or from Western Avenue
- The **New Jersey Brigade** is on Jockey Hollow Road, Bernards Township. This is a walk-in site only. Turn from Tempe Wick Road to Leddell Road, which turns onto Jockey Hollow Road

Post-Visit Activity Ideas

1. Adding to the Personality Profile

➢ Have students review their completed personality profile. Ask students to change and/or add to the profile based on their experience and what they learned at Jockey Hollow during the program.

➢ Have students from the appropriate group answer the following questions.

★ Soldiers

- How would you have felt living at Jockey Hollow during such a harsh winter and under such difficult conditions?
- How would you have felt living away from home and family?
- What would life have been like living with other soldiers?
- Would you have made the same choices your character made?

★ Officers

- How would you feel living at Jockey Hollow during such a harsh winter and under such difficult conditions?
- How would you feel living in someone else's home?
- How would you feel living away from home?
- Would you have made the same choices your character made?

★ Civilians

- How would your character's home be similar to or different from the Wick farmhouse?
- How would you feel about having officers in your home?
- How concerned would you be about soldiers trying to take your livestock and food from you farm?
- Would your character have supported the Continental Army by giving the soldier's food or other supplies?

2. Comparisons between Soldiers, Officers, and Civilians

➢ Create a chart similar to the one below to and lead a class discussion comparing the roles of Soldiers, Officers, and Civilians

	Duties	Benefits	Problems
Soldiers			
Officers			
Civilians			

3. Comparisons 1779-80 and Today

➢ Compare daily life in the eighteenth century with life today. Use the chart below as a model.

Category	1779-1780	Today
Chores		
Clothing		
Education		
Daily life		
Belongings		
Home		

4. An Artist Visits Jockey Hollow

➢ Brainstorm a list of things you touched, saw, smelled, or heard during the field trip. Here is a sample list to get you started:

Wick Farmhouse	Hands Brigade	log huts
forest	hills and trails	gardens and fences
haversacks	map carriers	hunter sacks

➢ Have students create a drawing representing some of the items on the list and from their experience at Jockey Hollow.

5. Write a Story

- ➢ Use the preface of this guide to lead a discussion about the National Park Service. Highlight the National Park sites students learned about in Lesson One.
- ➢ Discuss with students why it is important to protect these special places for future generations.
- ➢ Have students write a story Have students answer the following:
  - What was memorable about their experience at Morristown?
  - How did Morristown affect their understanding of the American Revolution?
  - Why should Morristown and other National Park sites be protected and cared for?

6. Ordinary Heroes... Then and Now

- ➢ The story of the winter encampment at Morristown in 1779-1780 describes that ordinary people make a difference. Consider these questions and discuss them with your class.
  - ✯ What is a hero?
  - ✯ How would you describe a hero from the American Revolution?
  - ✯ Do you have to be in a war to be a hero?
  - ✯ Who would you consider a hero today? Why?
  - ✯ Whom does history remember?
  - ✯ Joseph Plumb Martin is remembered for his role in the Revolutionary War and is often quoted by other writers. Why is he remembered in history, while so many other common people are all but forgotten?
  - ✯ Would you consider Joseph Plumb Martin a hero?
  - ✯ Not everyone can be a hero but everyone can make a difference. Describe someone you know who you consider a hero. What is it that makes that person a hero in your eyes?

National Park Service

Morristown National Historical Park

Educator Evaluation Form

We are interested in your view about this National Park education program. Please help us improve the program by taking a few minutes to complete the form. Your feedback is critical in the evaluation of this curriculum-based educational program. Your participation in this evaluation will improve the quality of this program for future school groups.

Program Title/Topic: From Farming Village to Log Hut City: Morristown during the American Revolution 1779-1780

School Information

Date of Visit: _____ Number of Students: _____

School Name: _____

Teacher Name: _____

Complete Address: _____

1. Was this your first educational visit, or a return visit to the park?

☐ First Visit ☐ Return Visit

Please provide the number of times and frequency of your visits.

Getting Your Visit Set Up

2. How did you find out about this program? (check as many as apply.)

☐ From your school ☐ From the park ☐ Newspaper ☐ Another educator

☐ Other: _____

3. Please rate your ease in making arrangements with park personnel.

☐ Very Easy ☐ Fairly Easy ☐ Fairly Difficult ☐ Very Difficult

4. Please rate the adequacy of the park facilities for this program.

☐ Very adequate ☐ Fairly adequate ☐ Fairly inadequate ☐ Very inadequate

5. Were the map/driving/parking directions clear?

☐ Yes ☐ No

6. Please provide any suggestions to making the planning of your class visit easier.

_____

_____

_____

Teacher Workshop

7. Did the workshop sessions help in your classroom teaching of the activities? Why or why not?

8. What session would you recommend adding to the workshop?

9. Now that you have participated in the program, what changes do you think would help in increasing the effectiveness of the teacher workshops?

Curriculum Materials

Please rate each activity numerically (4=Excellent, 3=Very Adequate, 2=Satisfactory, 1=Unsatisfactory) and answer the following questions.

10. **Lesson One–When is Morristown?**

_____Well Organized and Easy to Use
_____Useful in Preparing the Class
_____Teacher Friendly
_____Appropriate to the age and level of the students

Please provide any modifications you made to the lessons.

Please provide additional comments.

11. **Lesson Two–Where of Morristown?**

_____Well Organized and Easy to Use
_____Useful in Preparing the Class
_____Teacher Friendly
_____Appropriate to the age and level of the students

Please provide any modifications you made to the lessons.

Please provide additional comments.

12. **Lesson Three–Who is Morristown?**

_____Well Organized and Easy to Use
_____Useful in Preparing the Class
_____Teacher Friendly
_____Appropriate to the age and level of the students

Please provide any modifications you made to the lessons.

Please provide additional comments.

Your Assessment of the Program

13. How would you describe the education goal(s) of the program?

14. How effective was the program in terms of the following issues? *Please rate the effectiveness of each category numerically (4=Very , 3=Moderately, 2=Less, 1=Not At All).*

_____Overall achieving of goal(s)
_____Appropriate difficulty of concepts presented
_____Catching & holding attention of my group
_____Teaching correct amount, given the time allowed

Comments:

15. How was the ranger's ability to facilitate the program in a professional manner?

16. Was the ranger friendly, prepared and organized?

17. Overall, how would you respond if a colleague asked about this program? Please check one.

☐ Highly Recommend ☐ Recommend ☐ Recommend with qualifications ☐ Not Recommend

Comments:

22. Please comment on the strengths and weaknesses of this program or additional issues.

Please give this to the Education Specialist or any member of the Morristown NPS staff. If this is after your program, mail it to:

Attention: Education Specialist
Morristown National Historical Park
30 Washington Place
Morristown, NJ 07960

National Park Service

Morristown National Historical Park

Student Evaluation Form

We are interested in your view about this National Park education program. Please help us improve the program by taking a few minutes to complete the form. Your feedback is critical in the evaluation of this curriculum-based educational program. Your participation in this evaluation will improve the quality of this program for future school groups.

Program Title/Topic: From Farming Village to Log Hut City: Morristown during the American Revolution 1779-1780

School Information

Date of Visit: _____

Your Name: _____

School Name: _____

1. What did you learn from the trip that you did not know before?

2. What was the most meaningful aspect of the trip?

3. What part of the trip would you change or improve?

4. How did learning about Morristown both before and after the trip influence yours ideas about the American Revolution ?

5. How did learning about Morristown both before and after the trip influence your ideas about life at the time of the American Revolution ?

To the teacher: Please mail this evaluation to:

Attention: Education Specialist
Morristown National Historical Park
30 Washington Place
Morristown, NJ 07960

BACKGROUND

BACKGROUND

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American Revolution at a Glance

from the National Park Service brochure of the same name

The American Revolution was an event of sweeping worldwide importance. A costly war that lasted from 1775-1783 and secured American independence and allowed new approaches to self-government to develop. At its core, the war pitted colonists who wanted independence and the creation of a republic against the power of the British crown, which wanted to keep its empire whole. At certain times and at certain places, Americans fought other Americans in what became a civil war. From the family whose farm was raided, to the merchant who could not trade or the slave who entered British lines on the promise of freedom, everyone had a stake in the outcome To learn more about these and other aspects of the Revolution, including the Revolutionary experiences of Loyalists (colonists who supported the British), women, Indians, and African-Americans, visit the National Park Service Revolutionary War website at **www.nps.gov/revwar**.

Why the War Came

The American colonists did not embrace independence easily. Most of them were of British ancestry. They spoke English and traded mainly with Britain and other British colonies. Most shared the mother country's Protestant religious tradition. The Americans' pride in being British reached a high point in 1763, with Britain's great victory in the Seven Years' War (known in America as the French and Indian War). That victory gained Britain what had been French Canada and all territory east of the Mississippi River, including Spanish Florida. Heavily in debt as a result of the war, Britain decided to keep an army in America to secure her new possessions and looked to the colonists to help pay for it. The British Parliament approved new taxes on colonial imports and for the first time imposed a direct tax — the stamp tax (1765) — on the Americans. Colonial resistance to the new taxes only stiffened Parliament's insistence on its right to govern the colonists "in all cases whatsoever." Even after fighting began at Lexington and Concord, Massachusetts, in April 1775, the Continental Congress petitioned King George lll for redress and insisted that the colonists wanted to remain within the empire — but only as free men. The king responded by pronouncing the colonies to be in rebellion, and Congress decided it had no alternative to proclaiming independence. On July 4, 1776, it declared that the "united colonies" were henceforth "free and independent states." Making good on this declaration, however, required a military victory over Britain.

1763-1774: From Protest to Revolt

Britain's victory in the Seven Years' War ended here contest with France over North America but began a new conflict with her colonies. Many colonists questioned Britain's decision to keep an army in postwar America, and almost all of them opposed Parliament's effort to finance that army by taxing colonists. They petitioned against the 1764 Sugar Act, which imposed direct taxes on the sale of playing cards, dice, newspapers, and various legal documents. Parliament could not tax them, the colonists insisted, because they had no representatives in the House of Commons, and British subjects could be taxed only with the consent of their elected representatives. When Parliament refused to back down, colonial mobs forced stamp distributors to resign. Direct action by the interracial urban mobs was a frequent occurrence in the agitation that led to the Revolution. Parliament repealed the Stamp Act in March 1766, but also passed a Declaratory Act affirming its complete authority over the colonists. The next year, it sought to raise revenue through new duties on glass, lead, paint, paper, and tea known as the "Townshend duties." The colonists responded with a boycott of imported British goods. British troops sent to Boston to enforce the duties only added to the tensions. lll will between civilians and British troops led to an incident on March 5, 1770, when British troops fired on an unruly mob, killing five people. Local radicals called it the "Boston Massacre." ln that same year, Parliament repealed all of the Townshend duties except that on tea. ln 1773, Parliament passed a Tea Act designed to help the British East lndia Company sell tea in America at a competitive price. Colonists in some ports forced tea ships to return to Britain without unloading. That strategy failed in Boston, so a crowd thinly disguised as "lndians" dumped the imported tea into the harbor. Parliament responded to the "Boston Tea Party" with the Coercive Acts (called by the colonists the "lntolerable Acts"), which closed the port of Boston and changed the form of government in Massachusetts to enhance the crown's power. lt then appointed General Thomas Gage, commander of the British Army in America, as governor of Massachusetts and placed that colony under military rule. ln response, twelve colonies (all but Georgia) sent delegates to a Continental Congress that met in Philadelphia in the fall of 1774 to coordinate support for the "oppressed" people of Massachusetts and opposition to the Coercive Acts.

Those Who Fought

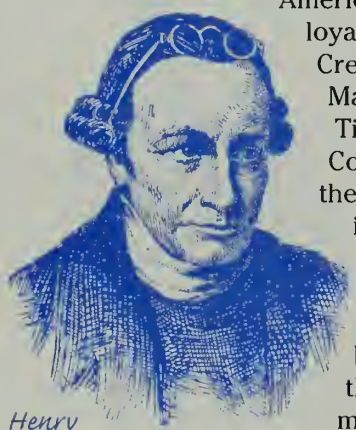
The American Revolution was both a civil war within British North America and, by 1778, part of a world war involving European powers. The British fought the war with an army of professional soldiers, lifetime recruits who were subject to strict military discipline. They also employed soldiers from German states and a large number of loyalists, American supporters of British rule who formed their own military units and fought against patriot forces. The patriots, those who favored independence, developed their own Continental Army, which consisted initially of New England militiamen besieging the British in Boston and then of soldiers supplied by various colonies. They also relied on local militia units, whose members served for short terms, and partisan forces, especially in the South. The Marquis de Lafayette, Friedrich W.A. von Steuben, and other European officers made significant contributions to the patriot cause, as did French soldiers and sailors after 1778, especially in helping Washington's army trap Lord Cornwallis's large British force at Yorktown in 1781. With an overall goal of slowing the advance of white settlement, American lndians were divided in their loyalties. Depending on local conditions, they joined the side they thought would favor their interests. Although Southerners opposed their use, some 5,000 African Americans fought side by side with whites for the patriot cause and their own freedom; tens of thousands more enslaved African Americans sought freedom with British forces.

1775: The War Begins

In April 1775, General Gage sent troops to seize colonial military supplies in Lexington and Concord, west of Boston. The military clashes there and along the British retreat route began what became the Revolutionary War. News of the fighting spread quickly, and volunteer soldiers rushed to a provincial camp in Cambridge, Mass. Soon this force laid siege to the British army in Boston, at that time a peninsula with just one narrow link to the mainland. Meanwhile, other colonial forces captured Forts Ticonderoga and Crown Point in New York, seizing valuable military supplies. The Second Continental Congress incorporated the makeshift New England force besieging Boston into a new "Continental Army" commanded by George Washington. In June, British troops frustrated a patriot attempt to fortify Breed's Hill overlooking Boston, but suffered heavy losses in the "Battle of Bunker Hill." Thereafter, General William Howe replace Gage as commander of the British forces. In July, Washington arrived at Cambridge and began to discipline the American army rigorously. Late in August, Congress sent troops to take Canada. As the year closed, American troops under Col. Henry Knox began dragging cannon from Ticonderoga to the siege of Boston.

1776-1777: The War's Early Stages

The year 1776 started badly for the colonists, who suffered a bitter defeat at Quebec, dashing hopes of drawing Canadians into the conflict and opening the northern frontier to attack. In February, however, American supporters crushed loyalist forces at Moores Creek Bridge, North. In late March, the cannon from Ticonderoga allowed the Continental Army to force the British out of Boston, and in June, American forces repulsed a British attack on Charleston, S.C. In June and July, the British began assembling one of the largest naval and military forces ever seen in North America at New York. Meanwhile, the Congress at Philadelphia approved the Declaration of Independence. In New York, after a costly defeat at Brooklyn Heights on Long Island, Washington managed to cross the Est River back to Manhattan. He retreated first north, fighting delaying actions at Harlem heights and White Plains, then down into New Jersey as the British captured Forts Washington and took control of Manhattan Island. In early December, Washington crossed the Delaware River into Pennsylvania; then, after even he feared the cause was almost lost, he scored critical victories at Trenton, N.J., in late December and Princeton N.J., in January, stopping the downward spiral. Soon Washington's army went into winter quarters a Morristown, N.J.



Henry

In 1777, Britain tried to isolate radical New England from the other colonies by sending a force under General John Burgoyne down from Canada to Albany via the Hudson River. Troops under General Howe sailed from New York toward Philadelphia, by way of the Chesapeake Bay. After capturing Philadelphia, Howe was unable to reinforce Burgoyne, who surrendered his much-diminished army to Continental soldiers and militiamen at Saratoga, N.Y., in October. After that victory, France negotiated an alliance with the Continental Congress, greatly reducing Britain's chances of victory. Not only would French military and naval forces become available to the Americans, but Britain no longer could focus solely on North America. Meanwhile, after being defeated by Howe's forces at Brandywine and Germantown in Pennsylvania, Washington's army went into winter quarters at Valley Forge, low on food and other necessities. There, thanks to German-born "Baron" Friedrich Wilhelm Aufustus von Steuben, the Continental Army received military discipline that would begin to reap benefits in the summer of 1778.

1778-1781: The British Adopt a Southern Strategy

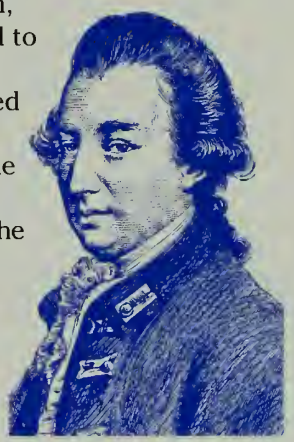
The year 1778 brought a major change in British strategy. Britain had failed to subdue New England in the war's first phase, and conventional warfare in the middle colonies had not reinstated the crown's authority. Following France's entry into the war, Britain decided to concentrate on holding the southern colonies. It also made sporadic raids on northern ports and, with the help of Indian allies, on frontier settlements. Meanwhile, General Henry Clinton replaced General Howe as overall British commander.

British activities in the West centered on two forts at Detroit and Niagara. In the spring of 1778, Lieutenant Colonel George Rogers Clark assembled about 200 men with the intention of attacking the fort at Detroit. Through forced marches, bold leadership, and shrewd diplomacy with Indian leaders, Clark captured the British posts of Cahokia and Kaskaskia on the Mississippi River. He then moved on to take Vincennes on the Wabash River. The British recaptured Vincennes, but held it only briefly. Although he never captured the British stronghold at Detroit, Clark's actions relieved much of the pressure on the frontier and were the first steps in breaking Britain's hold on the Ohio Country.

Believing the South to be home to many secret loyalists and hoping to keep the region's timber and agricultural products for the empire, the British sent an expedition that captured Savannah, Georgia, in December 1778. At first, the British concentrated on taking territory with regular army forces, then organizing loyalist militia units to hold the territory while the army moved on. This strategy largely, succeeded in Georgia, but broke down in the Carolinas. The British capture of Charleston, South Carolina, and its 5,500 defenders in May 1780 energized patriot resistance and led to the formation of irregular militia bands to make hit-and-run attacks against the occupiers and their loyalist supporters.

In August 1780, General Charles Cornwallis routed a Patriot force under General Horatio Gates at Camden, South Carolina. This did the British little lasting good, as small militia bands under commandeers like Francis Marion, Thomas Sumter, and Andrew Pickens continued to attack isolated British forces. In October, Patriot militia from the Carolinas and Virginia defeated a Loyalist army under British Colonel Patrick Ferguson at Kings Mountain South Carolina, ending organized loyalist activities in the state and boosting American hopes.

Following Kings Mountain, General Nathanael Greene arrived in North Carolina to reorganize the southern American forces. In January 1781, a combined force of Continental troops and militia under General Daniel Morgan beat a British Army in the Cowpens, South Carolina. In March, Cornwallis and Greene tangled at Guilford Courthouse (present-day Greensboro), North Carolina. Cornwallis won a tactical victory but one quarter of his men were killed or wounded. After withdrawing to Wilmington, North Carolina, he decided to move his army north to Virginia. Greene then turned his attention to retaking South Carolina, capturing one by one the isolated British posts, eventually confining the British to Charleston and Savannah, Georgia.



Cornwallis

By joining his army to British forces in Virginia, Cornwallis planned to gain military control of the state and restore British momentum in the South. Washington was then encamped in New Jersey, engaged in planning an attack on the British in New York in combination with the Comte Rochambeau's French Army. A large French fleet under the Comte de Grasse had already left France with orders first to take control of the seas in the West Indies and then to support Washington and Rochambeau's operations. In August, Washington learned that de Grasse was headed for the Chesapeake Bay and saw a chance to destroy Cornwallis before he could be reinforced. Leaving a small force to watch over New York City, Washington moved his remaining Continentals and the French troops toward Virginia.

Meanwhile, Cornwallis occupied and fortified Yorktown and Gloucester on opposite banks of the York River. A small Continental and militia force under Marquis de Lafayette kept Cornwallis's army occupied until Washington concentrated his forces in Virginia. A British fleet from New York under Admiral Graves sought the French in Chesapeake Bay. French warships engaged Graves near the bay in the Battle of the Capes, forcing his return to New York and leaving Cornwallis without an escape by sea. At the end of September, with heavy canons loaded under the protection of the French ships, the allied forces began the siege of Yorktown. As the bombardment grew heavier, and with no possibility of escaping, Cornwallis had no choice but to seek surrender terms. On October 19, 1781, his army of 8,000 was formally surrendered to Washington.

The End Game

Yorktown was a great victory for Franco-American armies but it did not end the war. The British still occupied New York City, Wilmington, Charleston, and Savannah, and there was no immediate prospect of the Americans taking these cities. However, the British were hard pressed by years of war and the government in London saw that it would be difficult, if not impossible, to replace Cornwallis's army. The British public was also reaching the limits of its willingness to pay taxes to support the American war. realizing that the costs of the war were greater than the potential gain, the British government entered into peace negotiations, with Benjamin Franklin, John Adams, and John Jay representing the United States. The Treaty of Paris, signed in September 1783, officially ended hostilities and recognized American Independence. The treaty in effect helped create two nations, because the influx of 40,000 loyalists to British Canada profoundly shaped that country's future. The failure of the British to withdraw from forts in United States territory with "all convenient speed" and difficulties with Spain over the navigation of the Mississippi River would require more negotiations. American independence, however, virtually unthinkable in 1763, had been achieved.

Consequences

The end of the Revolutionary War brought independence for 13 American states. Between 1776 and 1780, states wrote new constitutions or changed old charters to become republics. When the alliance of the states under the Articles of Confederation proved inadequate, a convention in 1787 produced the Constitution, which remains our governmental framework. The Constitution settled may issues and formed a stronger union of the states, but it also contained contradictions that would echo through our history. The Declaration of Independence's promise of human equality was at first narrowly applied, and the Constitution failed to end African-American slavery. In the English-speaking world of 1787, few entertained the possibility that women possessed equal political or economic rights. Much of American history after 1776 represents a struggle to extend full citizenship to white males without property, to people of color, and to women. For Indians, the formation of the United States only increased the flow of white settlers onto their lands and led to more clashes. An acknowledgment of the revolution's deferred promises, however, should not blind us to its far-reaching effects. In 1776 no other nation had a republican form of government, with all its powers grounded in the consent of the people. Later revolutions in France, Hispaniola (now Haiti), and throughout Latin America drew inspiration from the American Revolution. Once adopted by the United States, the ideals of liberty and self-government would have future effects never imagined by the original revolutionaries.

Chronological List of Parks

The student's map uses these same numbers to refer to the parks.

1	1754	July 3	Fort Necessity National Battlefield
2	1773 (1775)*	Dec. 16 ('73)	Boston NHP
3	1774	(throughout)	Adams NHP
4	1775	April 19	Minute Man NHP
5	1775	June 17	Bunker Hill Monument at Boston NHP
6	1775-76	Winter	Longfellow National Historic Site
7	1776	February	Moore's Creek National Battlefield
8	1776 (1787)*	July 4 (76)	Independence NHP
9	1777	August	Fort Stanwix National Monument
10	1777	Sept-Oct	Saratoga NHP
11	1777-78	Winter	Valley Forge NHP
12	1779	February 25	George Rogers Clark NHP
13	1779-80	Winter	Morristown NHP
14	1780	October 7	Kings Mountain National Military Park
15	1781	January 17	Cowpens National Battlefield
16	1781	March	Guilford Courthouse National Military Park
17	1781	October	Colonial NHP (Yorktown)
18	1789	April 30	Federal Hall National Memorial

*Two events described on this card
NHP=National Historical Park

Fort Necessity National Battlefield

"We have. . . prepar'd a charming field for an Encounter."

George Washington May 27, 1754

Where

Farmington, Pennsylvania

When

1754

What

The French and Indian War Begins

Who

Joseph Coulon de Villiers
French commander

George Washington
British Colonel

Who Else

Queen Alliquippa
Seneca leader

Tanacharison, "Half King"
Seneca tribe

Twenty years before the War for Independence started, a different war began on the North American continent.

The French and the British both wanted to control the lands in North America. The Native Americans at first fought against both of them. Eventually, the **Indian** leaders realized they could not defend their lands by themselves. In trying to do what was best for their people, sometimes they fought with the British against the French. Other times, they took the French side. By the middle of the 1700's, British settlements had spread and their colonists were very good at fighting against the Indians. So, the Indians joined the French in a long war against the British.

In May of 1754, a young British officer led his men in a **skirmish** against French troops in Jumonville Glen, Pennsylvania. This Lieutenant Colonel from Virginia had very little military experience, and his 40 men didn't have much more. They were British settlers from Virginia who had joined the **militia** without expecting to have to actually fight. Most of them joined because **recruits** were paid and received a bonus of land. But they still won the 15-minute fight, with only one man killed. The French forces had 10 dead and 21 captured.

The Virginian **colonists** returned to their nearby campground at Great Meadows and built a small, circular **stockade**. They called it "Fort of Necessity." Many other soldiers joined them during the next few weeks.

On July 3, only five weeks after the fort was built, it was attacked. By then, the 22-year old British commander had been promoted to full Colonel — because the original Colonel had fallen off his horse and died from his injuries.

The new Colonel led his 400 soldiers in defending the fort. But they were overwhelmed by the 600 French soldiers and 100 Indians led by Louis Coulon de Villiers. The young officer who had won the small battle at Jumonville had to surrender after this larger battle.

The battle at Fort Necessity was the first in the **French and Indian War.** It lasted for seven years. In fact, in other countries, it is called The Seven Years' War. It helped set the stage for the American Revolution in three ways.

First, the colonists felt they didn't need **regular** army soldiers to protect them in this new land. They thought they could defend it themselves. Some must have wondered if they needed help from Great Britain at all, for anything.

Second, the war was very expensive for Great Britain. The government taxed the colonists to get money. The colonists didn't want to pay for the war, so they protested the taxation. This was the beginning of their rebellion against Great Britain.

Finally, the French wanted revenge on the British, who had beaten them in this war. One way they took revenge was by later helping the colonists fight against the British army in America.

The young British officer who won the Jumonville skirmish and then surrendered at Fort Necessity went on to fight for American freedom. Although he lost some other battles during his long military career, Fort Necessity was the only time he ever surrendered. His name was George Washington!

Boston National Historical Park

"Fellow countrymen, we cannot afford to give a single inch! If we retreat now, everything we have done becomes useless! If Hutchinson will not send tea back to England, perhaps we can brew a pot of it especially for him!"

Samuel Adams, December 16, 1773

Where

Boston, Massachusetts

When

1773 & 1775

What

The Boston Tea Party
Paul Revere's Midnight Ride

Who

Paul Revere
Patriot

Robert Newman
Patriot

William Dawes
Patriot

Dr. Joseph Warren
Patriot

Who Else

Thomas Hutchinson
British Governor of Massachusetts

Samuel Adams
Signer, Declaration of Independence

John Hancock
Signer, Declaration of Independence

Boston was the center of the American Revolution. Protests against the British started there. The war itself started there. Many important events that contributed to the American Revolutionary cause took place in and around Boston.

After the the **French and Indian War**, Britain had many debts to pay. The British **Parliament** decided to tax the colonists to pay for these debts. They passed the **Stamp Act** in 1765 to collect taxes on newspapers, legal documents and playing cards. Before the tax collectors could issue these stamps the colonists protested with riots. They also sent petitions to **King George III**. A year later Great Britain removed the Stamp Act. In 1767 the British government still needed money so Parliament passed the **Townshend Act**. This act created an import tax on lead, paper, glass, and tea. Colonists protested again with riots. Britain ended all but the tax on tea.

Colonists continued to boycott British tea. This boycott hurt the British East India Tea Company causing the government to pass the Tea Act of 1773. In November, tea ships arrived in Boston. Samuel Adams and other patriots planned a secret protest against the tea. On December 16th, a group of patriots disguised them as "Mohawk" Indians. They boarded three ships in the harbor and dumped the tea overboard. This event is known as the **Boston Tea Party**.

Parliament punished Boston by closing down its harbor. Bostonians could no longer import or export goods. It passed stricter laws that took away Bostonian's right to assemble. This harsh treatment of Boston encouraged the colonies to send delegates to the First Continental Congress in Philadelphia.

One of the men throwing tea overboard became famous for something he did two years later. Paul Revere, a Boston **silversmith**, remained active in the Patriot cause. In April 1775, Dr. Joseph Warren, another Boston Patriot, found out that the British Army was planning to go to Concord to take guns away from the **militia**. Warren asked his fellow patriots, Paul Revere and William Dawes, to ride to Lexington to warn Samuel Adams and John Hancock. Warren was worried soldiers might stop them on their way to Concord.

Paul Revere was afraid that he and Dawes would be captured before they left Boston. Revere made a back-up plan to warn others. He asked his friend Robert Newman to place signal lanterns in the Old North Church steeple. These lanterns would inform the people how the soldiers planned to leave Boston—by land or by sea.

On April 18th Revere and Warren discovered British soldiers were leaving that evening by boat. Newman went to Old North Church steeple to hold up two lanterns. At the same time Revere and Dawes left by different routes to warn Hancock and Adams

At midnight, Revere and Dawes arrived in Lexington and warned the men to leave. They continued to Concord in case the militia had not received the news. On the way, they met patriot Dr. Samuel Prescott. Unfortunately, a patrol of British soldiers captured Revere. Dawes escaped back to Lexington. Prescott was the only rider to warn Concord.

At dawn, the British soldiers arrived at Lexington Green and faced the local **minute men**. Shots were fired and eight colonists lay dead. The British continued on to Concord facing the militia of many towns who had gathered there. On April 19, 1775 the Revolutionary War began.

Adams National Historical Park

"The second day of July... will be celebrated by succeeding generations, as the great anniversary festival. It ought to be commemorated as the day of deliverance... with pomp and parade, with...guns, bells, bonfires, and illuminations, from one end of this continent to the other..."

John Adams, in a letter to his wife, July 3, 1776

WHERE
Braintree (now Quincy), Massachusetts

WHEN
1774

WHAT
Birthplace of John Adams

WHO
John Adams
First Vice-President, second President

WHO ELSE
John Quincy Adams
Sixth President

Abigail Adams
First Lady

John Adams was one of the greatest figures in early American history. He was involved in every aspect of the fight for Independence. His spirit and enthusiasm convinced others to also support the American cause.

Adams began disagreeing with the English government in a very mild way. He did not suggest that the colonies should separate from England. **Parliament** passed the **Stamp Act** in 1764, taxing the colonists to help pay for the **French and Indian War**. Adams, a lawyer, said that the colonists should have all the rights of other British citizens. One of these rights was to have representation in Parliament. Adams argued that the tax was illegal because the colonists had no representative in Parliament.

John Adams became almost instantly famous throughout the colonies. He continued to support colonists' rights long before the colonies declared themselves independent. In 1767, he wrote a letter from the Massachusetts **legislature** to the other colonies to encourage protesting the **Townshend Acts.** He turned down an important job in the British courts because he didn't want to be part of the British government.

Even when Adams began to believe that the colonies should separate from England, he still didn't approve of violence. After the 1770 **Boston Massacre**, he defended the British soldiers who had killed five of the colonists. He felt that the colonists there had turned into a dangerous mob and had forced the soldiers to fire into the crowd. People saw this as proof of his dedication to justice. They knew he was still a Patriot. In 1773, he supported the **Boston Tea Party**. From then on he firmly supported many actions that finally led to American independence.

In 1774, Adams attended the **First Continental Congress** in Philadelphia. This could be considered the beginning of his political career for the United States. The actions of this Congress, and those of the Second Continental Congress a year later, gave the American colonies support and direction. The Congress also served as a centralized government for the colonies throughout the Revolutionary War years. Adams intro-duced and defended many ideas that the Congress adopted. These included:

- ✯ A **petition** to King George III about the colonists' complaints
- ✯ A ban on **importing** goods from England
- ✯ Commissioning George Washington to organize a Continental Army
- ✯ Issuing American paper money
- ✯ Sending representatives to other countries to ask for help
- ✯ The Declaration of Independence

Adams went on to be the first Vice President of the United States, under George Washington. After Washington's eight years in office, John Adams became our second president.

The Adams National Historical Park includes the birthplaces of John Adams, and of his son John Quincy Adams, who became our sixth President. (Until George W. Bush was elected in 2000, John Quincy was the only son of a President to become President!)

Minute Man National Historical Park

*"We had always governed ourselves and we always meant to
They didn't mean that we should."*

Levi Preston, Danvers Militia Man

WHERE
Concord, Massachusetts

WHEN
1775

WHAT
The Battle of Lexington and Concord

WHO

John Pitcairn
British officer

John Parker
Lexington Militia

WHO ELSE

Paul Revere
Express rider

William Dawes
Express rider

On a spring morning in 1775, nearly 500 minute men and militiamen stood together overlooking Concord's North Bridge. Nearby, close to 100 British soldiers stood watch over the very same bridge. These men, whose fathers and grandfathers had been friends, eyed one another with suspicion and distrust. At the heart of their conflict was one question, "Who should govern?" Though they were all British citizens, they had two very different answers to this question.

Loyalists believed that the colonists should remain under British rule. **Patriots** supported many British laws, but did not like the way the King of England was treating them. The King had passed laws to force the colonists to pay new taxes. The patriots thought these laws were unfair. They were afraid that they were losing their rights as English citizens. Things heated up when the King sent the British army to enforce the laws. Patriots believed they had a right to govern themselves, and they were willing to fight for that right! That fight began on an April morning in 1775.

Just after midnight on April 19, 1775, 700 British soldiers marched from Boston to Concord. Their plan was to destroy the patriots' arms and **munitions.** **Express riders** Paul Revere and William Dawes saw the British leave Boston, and rode through the night to warn the Lexington and Concord militias.

At sunrise, British soldiers led by Major John Pitcairn entered Lexington to find nearly 70 militiamen on Lexington Green. John Parker was the officer in charge. The British told the men to surrender their arms and disperse. As the militiamen walked away, shots rang out. In the confusion, eight patriots were killed and ten wounded. The British marched on to Concord.

When the British arrived at Concord, they set about destroying supplies. A small **detachment** was sent to guard the North Bridge. At about 9:30 that morning, minute and militiamen gathering near the North Bridge saw smoke rising over the town. They thought the British had set the town on fire! They ran to its defense!

To get to town, they had to cross the North Bridge. When they arrived at the bridge, the British fired, killing two men and wounding others. The militiamen returned fire. They killed three British soldiers and wounded a dozen more. The British retreated to Concord and finally to the safety of Boston. The British held Boston under siege for the next eleven months. Finally, on March 17, 1776, British troops and loyalists left the city under the watchful eye of General George Washington, Commander-in-Chief of the new Continental Army.

On the 100th anniversary of the battle, the North Bridge unveiled the famed Minute Man statue. On the base of the statue is part of "The Concord Hymn," written by poet Ralph Waldo Emerson.

*By the rude bridge that arched the flood,
Their flag to April's breeze unfurled,
Here once the embattled farmers stood,
And fired the shot heard 'round the world.*

While the shots fired that April morning were not really "heard 'round the world," the action taken by the minute and militiamen started an eight year War of Independence that resulted in a new form of government unlike any other in history.

5

Bunker Hill Monument at Boston NHP

"If we should be called into action I hope to have courage and strength to act my part valiantly in defense of our liberties and our country"

Peter Brown, American Colonist

WHERE
Boston, Massachusetts

WHEN
1775

WHAT
The Battle of Bunker Hill

WHO

Joseph Warren
Patriot leader

William Howe
British General

WHO ELSE

William Prescott
Colonial Army Colonel

Salem Poor
African-American soldier

George Washington
Commander of the Continental Army

The Battle of Bunker Hill was the first major battle of the Revolutionary War. It was fought on June 17, 1775, less than two months after the start of the Revolutionary War at Lexington and Concord. The Battle was one of the bloodiest in the War for Independence. The British army won the battle, but many soldiers were killed. The new colonial army lost the battle, but proved that they were determined to fight for their freedoms.

After the fighting at Lexington and Concord, the British returned to Boston. British ships blocked the harbor and British troops continued to occupy the town. After hearing about Lexington and Concord more than 14,000 men from throughout New England gathered at Cambridge. There, Joseph Warren and other patriot leaders organized the **volunteers** into the New England **militia**. Their mission was to drive British forces from Boston. First the new army blocked the main road leading to Boston and occupied the hills leading to Roxbury, just outside Boston.

Soon after, **patriot** leaders learned that the British were preparing to attack the new army in Roxbury and occupy **Dorchester Heights**. On the night of June 16, Colonel William Prescott led over 1,000 colonists from Cambridge to Charlestown to fortify the hills closest to Boston.

That night, the colonial soldiers built a fortification on Breed's Hill (where Bunker Hill monument is today). The next morning, as the British fired cannons, more colonists arrived, including Major-General Joseph Warren. Although Warren was offered command, on this day he took up arms to fight as a Private.

As the superior British troops drew closer, Salem Poor and other brave colonists stood their ground. They drove back two major assaults by British forces, but by late afternoon they had run out of ammunition and were forced to withdraw.

The Battle of Bunker Hill was a costly victory for Britain. More than 1000 British soldiers were either killed or wounded. The colonists lost 400 - 600 soldiers, including Joseph Warren. With Warren's death, the patriots lost one of their most important leaders.

Though the colonists lost this battle, they sent a clear message to the British government that they were willing to risk everything for their beliefs.

After the battle, the British postponed their plan to attack patriot forces in Roxbury and fortify Dorchester Heights. The **Siege of Boston** continued. The newly formed Continental Army, under the command of General George Washington, took control of Dorchester Heights. In March 1776, the British forces evacuated Boston.

Longfellow National Historic Site

"You know the rest. In the books you have read
How the British Regulars fired and fled. . ."

Paul Revere's Ride
-Henry Wadsworth Longfellow, 1860

Where
Cambridge, Massachusetts

When
1775-1776

What
Continental Army Headquarters

Who

George Washington
Commander of the Continental Army

John Glover
Patriot General

Who Else

John Vassal
Boston Tory

Martha Washington
Patriot and First Lady

Henry Wadsworth Longfellow
American Poet

Why is Longfellow National Historic Site included in a list of Revolutionary historic sites? After all, the poet wasn't even born until 1807. That's 25 years after the American Revolution! The truth is, the Longfellow house was headquarters for the Continental Army during some of the earliest Revolutionary War **Campaigns** led by George Washington! Later the house became home to Henry Wadsworth Longfellow, a poet who wrote poems about the Revolution that made people proud to be American.

In 1759, John Vassal paid to have a mansion built on Brattle Street in Cambridge, Massachusetts. He was a **Tory** — a member of a political group that supported England's King George III. Vassal and his family fled Cambridge at the start of the Revolution.

The **Patriots** took over the house in 1775. While no one knows how Patriots first used the house, we know that shortly after the Battle of Lexington and Concord, **General John Glover** and his Marblehead **Battalion** used it as **barracks.**

In June 1775, George Washington was appointed Commander-in-Chief of the new Continental Army. As commander, his job was to turn more than 14,000 soldiers into one unified army. In July, he settled into the house on Brattle Street and used it as headquarters through the winter. When Washington arrived, the British controlled Boston, and his goal was to get it back. He needed **artillery** to do this.

In November, Washington ordered Henry Knox to bring cannon from **Fort Ticonderoga** to Boston. Using ox sleds, Colonel Knox brought 59 cannon through 300 miles of snow and ice to Boston. On the night of March 4, Washington seized **Dorchester Heights**— the key to Boston—and encircled the rim of the hill with cannons. British troops fled the city and the colonists reclaimed Boston. Washington ended the **Siege of Boston** without a battle. Under Washington's command, not a single person was killed. For this, Washington received a medal from Congress and an honorary degree from Harvard College.

In 1836, a Harvard professor moved into the house as a **boarder**. He was Henry Wadsworth Longfellow, who became one of the nation's most popular poets of the nineteenth century. In 1841, Longfellow married Frances (Fanny) Appleton, and in 1843 Fanny's father purchased the house for them. Henry lived in the Cambridge house until his death in 1882.

The Longfellows took great pride in caring for the house that had been George Washington's headquarters. They preserved **evidence** of the past and took care to show guests the house where "Washington dwelt in every room." Some say that the house inspired Longfellow to write one of his most famous poems, *Paul Revere's Ride*. The poem begins:

Listen, my children, and you shall hear
Of the midnight ride of Paul Revere,
On the eighteenth of April, in Seventy-five;
Hardly a man is now alive
Who remembers that famous day and year...

The poem does not tell what *actually* happened. Instead, *Paul Revere's Ride* is an imaginative tale that describes what can happen when people unite to achieve a common goal. In Longfellow's poem, city and townspeople unite to protect their **natural rights** to liberty, justice, and independence — the ideals on which this country is founded.

Moores Creek National Battlefield

"Government here... nothing but the shadow of it is left."

Governor Josiah Martin, to his London superiors

WHERE
Currie, North Carolina

WHEN
1776

WHAT
The Battle at Moores Creek Bridge

WHO

Joseph Martin
British Governor

Alexander McLean
British Commander

Colonel James Moore
Patriot General

Alexander Lillington
Patriot Colonel

Richard Caswell
Patriot Colonel

WHO ELSE

Donald MacDonald
Scottish Highlander, British General

Captain Donald McLeod
Scottish Highlander, British Captain

"King George and Broadswords!" shouted the Loyalists as they charged across the partly destroyed Moore's Creek Bridge. Just beyond the bridge, nearly a thousand North Carolina Patriots waited quietly with cannons and muskets. The Battle of Moores Creek Bridge was about to begin.

The seeds for that battle had been planted more than fifty years before. In 1721, the British appointed a Royal Governor to control North Carolina. Until then, the colonists had governed themselves by electing a **General Assembly**. But the Governor could cancel any law that the Assembly made. By 1775, Governor Josiah Martin had to deal with more than just angry colonists. In fact, he fled to a British ship when the North Carolina militia gathered to oppose his authority.

While on the ship, Martin came up with a plan to take back North Carolina from the rebelling colonists. He called for British troops, and thought he could gather 10,000 North Carolina **Loyalists** to join them. He sent Commander Alexander McLean and two **Scottish Highlander** officers to Cross Creek. There were many Scot settlers there who were Loyalists. Martin sent the Highlander officers because they could speak Gaelic, the Scots' native language. Volunteers would receive 200 acres of land and would not have to pay taxes for 20 years. Still, only 1,600 Loyalists were **recruited**, far fewer than Martin had hoped.

The **Patriots** found out that the Loyalists were heading for Brunswick, near Martin's ship. Colonel James Moore, the commander, blocked the easiest route that the Loyalists could take. They had to head for Moores Creek instead. Colonel Alexander Lillington brought his 150 **minutemen** to block the Moores Creek Bridge. Colonel Richard Caswell joined him with 850 more **militiamen**. Together, they moved their troops across the creek, and removed some of the **planking** from the bridge.

On February 27, the Loyalists headed to Moores Creek, at one o'clock in the morning. At daybreak, they found Caswell's abandoned camp on their side of the creek. They saw some men across the creek. The British commander called out to the men in Gaelic. When they couldn't answer, he knew they were the Patriot soldiers.

The Loyalists charged across the creek, on what was left of the bridge. The Patriots fired their cannons and muskets at them. Some Loyalists died from the shooting, and others drowned in Moores Creek. The battle was over in minutes. The 1,000 Patriots defeated the 1,600 Loyalists. The Loyalist officers were imprisoned, but the soldiers were let go. All they had to do was promise not to fight against the Patriots ever again.

The battle at Moores Creek was the first Patriot victory of the war. It greatly influenced the course of the Revolution. It proved how strong Patriot sympathies were in the countryside. It raised the morale of Patriots in all the colonies. It convinced North Carolina to send **delegates** to the Second Continental Congress so they could vote for independence from Great Britain. North Carolina was the first colonial government to take a stand on the issue of total independence.

Independence National Historical Park

We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable rights, that among these are life, liberty and the pursuit of happiness.
The Declaration of Independence

We the People of the United States, in Order to form a more perfect Union...
The U.S. Constitution

WHERE
Philadelphia, Pennsylvania

WHEN
1776 & 1787

WHAT
The Declaration of Independence
The Constitution

WHO

John Hancock
Congressional delegate

Thomas Jefferson
Author of Declaration

Ben Franklin
Congressional delegate

WHO ELSE

George Washington
Constitutional Convention President

Patrick Henry
Congressional delegate

James Madison
Constitutional Convention delegate

The Pennsylvania State House in Philadelphia was the meeting place for the **Second Continental Congress** and the Constitutional Convention. It is now called Independence Hall. The two most important historic documents in our country's history were both signed there.

Americans are so used to celebrating Independence Day on the fourth of July that we forget what anniver-sary it really is. Most of us know that it celebrates the approval of the **Declaration of Independence**. But many don't know, or they forget, that the Declaration was not the beginning of our independence. It was the beginning of our struggle for independence from Great Britain.

The Second Continental Congress started in May of 1775, just after the Battle of Lexington and Concord. Delegates with very different backgrounds came from very different states. They included men like Washington, Jefferson, John Hancock, Patrick Henry, and Benjamin Franklin. Colonial militias continued to fight British troops, and the men of the Congress began discussing a separation from Great Britain.

It took over a year, but the **delegates** finally voted for independence. They voted to adopt the resolution that Thomas Jefferson wrote. It was unanimously approved on July 4, 1776. The title of the resolution was The unanimous Declaration of the thirteen United States of America. But we know it by a shorter name: The Declaration of Independence.

When they read the Declaration to the people, all the bells rang in celebration. The bell in the State House later became famous as a symbol of freedom— the **Liberty Bell**.

Eleven years later, another group gathered in Phila-delphia, to discuss how the government for their new country should work. Some delegates, like 81-year-old Benjamin Franklin, had also been at the Continental Congress. The United States had been separated from Great Britain for years, but there were no strong central laws for the country. The men quickly agreed that they would have to create a new kind of government. It would have to be stronger than the old Congress, but it had to always protect the rights of the people.

This meeting was the **Constitutional Convention**. George Washington, who had retired from the army, was elected president of the Convention. (The country had no President at this time.)

After much debate and many **compromises**, the dele-gates created the **Constitution of the United States**. It produced a form of government that the world had never seen before. They voted to approve the Constitution on September 17, 1787.

These two documents — the Declaration of Independence and the Constitution — are connected in a very special way. And it has nothing to do with the coincidence that they were both officially approved in the same building. The connection is one of ideas. The Declaration of Independence was a promise, and the Constitution kept that promise. The Declaration stated our ideals — how we wanted to live, and what we wanted to achieve. The Constitution provides the rules we use to accomplish those goals.

9

Fort Stanwix National Monument

"It is my determined resolution, with the forces under my command, to defend this fort and garrison to the last extremity, in behalf of the United American States."

Colonel Peter Gansevoort, August 9, 1777

Where

Rome, New York

When

1777

What

The Siege of Fort Stanwix

Who

Marinus Willet
Patriot Lieutenant Colonel

Peter Gansevoort
Patriot Colonel

Who Else

Joseph Brant (Thayendanega)
Mohawk leader

Barry St. Leger
British General

Fort Stanwix was built in 1758. It is next to an ancient water route that links the Great Lakes to the Atlantic Ocean. People and trade goods traveled by water from New York City to Canada and back. The fort was built at the only place where everyone had to leave the water route and travel across land for awhile.

In June and July 1777, there were rumors of a British invasion. The British arrived on August 2 and began the **siege** of the fort the next day.

On August 6 at Oriskany in upstate New York, a combined force of **Loyalists** and **Indians ambushed** the militiamen who were coming to help defend the fort. Marinus Willett, with 250 soldiers, went to aid the militiamen. But instead, they raided the deserted Loyalist and Indian camps, taking the food and supplies into the fort.

After the Battle of Oriskany, the British ordered the fort to surrender. Colonel Gansevoort, the **Patriot** commander, refused. Three weeks into the siege, there were rumors that the American General Benedict Arnold and his troops were on the way. The Indians deserted the British army, and the British retreated to Canada.

Fort Stanwix was the scene of an important historic event even after the end of the war. On October 22, 1784, the treaty to end the war between the Iroquois Confederacy and the United States was signed there, creating the first American Indian Reservation.

Saratoga National Historical Park

"... the course of the [Hudson] river... is precisely the route that an army ought to take for... cutting the communications between the Southern and Northern Provinces..."

General John Burgoyne

WHERE
Stillwater, New York

WHEN
1777

WHAT
The Battle of Saratoga

WHO

John Burgoyne
British General

Horatio Gates
Patriot General

Benedict Arnold
Patriot General

Daniel Morgan
Patriot Colonel

The first major **Patriot** victory in the Revolutionary War was in northern New York, at the Battle of Saratoga. The Patriots captured an entire army of professional soldiers. This victory gave fresh confidence to the rebelling Americans. It also brought much-needed assistance for the Patriots from other nations.

The British troops were led by General John Burgoyne. The Patriots had leaders who would become some of their most famous generals: Daniel Morgan, Benedict Arnold, and Horatio Gates. The soldiers met in two battles at Saratoga. On September 19, 1777, the Patriots lost the fight at Freeman's Farm. But on October 7, they won the much larger battle at Bemis Heights.

The Saratoga Campaign proved to be one of the turning points in the American Revolution. Without this victory, America's bid for liberty might have been lost. When the rebelling Americans defeated the powerful British, they proved their resolve and their drive for independence.

While the Americans fought, other nations around the world watched. France was especially interested in the American victory at Saratoga, and promised to help the colonies. This aid proved very important. It let the Patriots continue to resist, and eventually to defeat, Great Britain.

Valley Forge National Historical Park

"We cannot enough admire the incomparable patience and fidelity of the soldiery."

George Washington, Valley Forge, February 1778

Where
Valley Forge, Pennsylvania

When
1777-1778

What
The Valley Forge Winter Encampment

Who

George Washington
Patriot General

Baron von Steuben
Continental General

Who Else

Benjamin Franklin
Patriot

Alexander Hamilton
Patriot General

Valley Forge was the third **encampment** for the Continental Army during the American Revolution. Many soldiers died during the winter in 1777-78, but not from enemy bullets. A different kind of enemy attacked the soldiers at Valley Forge.

The **Continental Army** had already suffered losses at Brandywine and Germantown. The British occupied Philadelphia. Washington placed his men in a secure position at Valley Forge, close to the British. He wanted to reorganize and train his army, and to keep watch on the British during the winter.

The soldiers built over 1,000 huts to provide shelter. Sometimes meat and bread were available, but the soldiers did not have enough food, blankets, or warm clothing. They lived in crowded, damp **quarters**. That's when the other enemy attacked. The soldiers fell to sickness and disease. Typhus, typhoid, dysentery, and pneumonia were the most common diseases. Almost 1,500 soldiers died that winter.

The conditions were so severe that Washington sometimes lost hope. He wrote that *"unless some great and capital change suddenly takes place, this Army must inevitably... Starve, dissolve, or disperse, in order to obtain subsistence in the best manner they can."* The animals with the army suffered as much as the soldiers did. One soldier wrote that hundreds of horses either starved to death or died of exhaustion.

But one very good thing happened during the Valley Forge encampment. The army was made up of soldiers who had received different kinds of training, depending on where they came from. They knew how to march and how to fight, but they used many different methods. A group of Americans in Paris, France, knew of this problem. They met a **Prussian** officer named Friedrich von Steuben and were impressed by his abilities. They recommended him to Congress, and von Steuben was put in charge of training the Army at Valley Forge.

Von Steuben turned a gathering of separate **militias** into a single, more efficient army. He made everything easier. For instance, he changed the number of steps it took to reload a musket from 19 to 15. He wrote a manual of arms (weapons) that would be used for the next hundred years. He did it all without speaking a word of English, using translators for everything!

Valley Forge is remembered most because of the severe hardship on the poor men who were encamped there. Once you imagine bloody footprints in the snow, left by soldiers with no boots, it is hard to forget it. The Marquis de Lafayette wrote:

> *"The unfortunate soldiers... had neither coats nor hats, nor shirts, nor shoes. Their feet and their legs froze until they were black, and it was often necessary to amputate them."*

The British left Philadelphia on June 18, 1778. Washington followed them, leaving Valley Forge and its difficulties behind. They met in New Jersey at the Battle of Monmouth on June 28. The Americans fought well, but the British withdrew at night and moved to New York City.

12

George Rogers Clark National Historical Park

"I know the case is desperate; but Sr, we must Either Quit the Cuntrey or Attack."

George Rogers Clark to Virginia Patrick Henry, about Fort Sackville

Where
Vincennes, Indiana

When
1779

What
The Capture of Fort Sackville

Who

George Rogers Clark
Frontiersman, Patriot Colonel

Francis Vigo
Fur trader, Patriot informant

Henry Hamilton
British commander

Who Else

Tobacco's Son
Indian chief

Father Gibault
Missionary priest

The fighting in the War for Independence spread far beyond the borders of the thirteen rebellious colonies. There were several battles in the area called the "Illinois country." This land, between the Mississippi and Ohio Rivers, was later known as the **Northwest Territory**.

Earlier, both the British soldiers and the American colonists had fought against the **Indians** in this region. But during the Revolution, both wanted the Indians with them. The British wanted them to help kill the "**rebels.**" The Americans mostly wanted them to just stay out of the fighting. British **Lieutenant Governor** Henry Hamilton rewarded those tribes who attacked the Americans by giving them food, guns, and other supplies. He was called "The Hair Buyer" because people said he paid the Indians to **scalp** the Americans.

The British had many **outposts** and forts along the rivers in this area. When the Revolution started, George Rogers Clark became the leader of a band of **frontiersmen**. With a lot of help from a rich fur trader, Francis Vigo, they captured many British **posts**. One was Fort Sackville in Vincennes, Indiana.

Henry Hamilton and his soldiers took back the fort. When Clark heard about this, he and his frontiersmen headed back to battle for Fort Sackville again. They traveled 200 miles during the worst floods ever in that area. In some spots, they waded through water that came up to their shoulders. Clark knew that many of the British fighters, like the local Indians, went home during the winter. He wanted to attack while there were fewer soldiers at the fort.

Francis Vigo risked his life to get important information about the British to Clark. He was captured and accused of being a spy. With Vigo's information, clever plans, and lots of fighting, the frontiersman won back Fort Sackville on February 25, 1779.

"The Hair Buyer" Hamilton was imprisoned by the Americans. He was treated more cruelly than other prisoners. Thomas Jefferson, and many others, believed he deserved the bad treatment because he had paid Indians to scalp the Americans. Hamilton denied that accusation all his life.

Francis Vigo was an extremely wealthy man at the beginning of the war. He often spent his money on supplies for the rebels. He loaned Clark $8,616 to supply his men at Fort Sackville. Vigo was never repaid for that, nor for any of the other generous loans he made. When he died nearly 60 years after the Fort Sackville battle, he was buried in a **pauper's** grave.

In addition to his battles against the British, George Rogers Clark fought the Indians. He later negotiated many peace treaties with them. Because he made this area safe for the colonists, the entire Northwest Territory later became a part of the United States.

Morristown National Historical Park

"Those who have only been in Valley Forge and Middlebrook during the last two winters, but have not tasted the cruelties of this one, know not what it is to suffer."

Major General John Kalb,
Morristown, February 12, 1780

WHERE
Morristown, New Jersey

WHEN
1779-1780

WHAT
The Morristown Encampment

WHO

George Washington
General, Continental Army

WHO ELSE

Joseph Plumb Martin
Private, Continental Army

Nathanael Greene
General, Continental Army

Morristown in 1779 and 1780 is the story of an army struggling to survive. But it was not the first time Washington and his army had visited Morristown. The **Continental Army** had also encamped there three years earlier.

In 1777, the army wintered in the Morristown area after its triumphs at Trenton and Princeton. The men were **quartered** in civilian homes, spread out so that the British would think the army was bigger than it really was. The local citizens complained to General Washington that the soldiers stole things from the farms, gambled, and used bad language. Washington insisted that soldiers and civilians be **inoculated** against a smallpox epidemic. This was not a popular procedure at that time, and the citizens didn't like being forced to do it.

Washington and his troops were not remembered on good terms. Therefore, they were not welcomed back happily for the winter **encampment** of 1779-80. But they came back — with more than twice the number of soldiers. They chopped down acres of forest to build log huts for the soldiers in nearby Jockey Hollow.

The winter of 1779-80 was the worst of the century. George Washington's military struggle was almost lost through starvation, sickness, and desertion on the bleak hills of Jockey Hollow. Washington's leadership was never more obvious than when he held together his ragged, starving army through that second Morristown encampment. It was the army that represented the colonies' main hope for independence, and it survived the winter to win the war.

14

Kings Mountain National Military Park

"Three or four hundred good soldiers would finish the business. Something must be done soon."

Patrick Ferguson, at Kings Mountain,
to General Cornwallis

Where
Blacksburg, South Carolina

When
1780

What
The Battle at Kings Mountain

Who

Patrick Ferguson
Loyalist Commander

Joseph Kerr
Patriot spy

Isaac Shelby
Patriot Commander

William Campbell
Patriot Commander

Who Else

Banastre Tarleton
British Commander

War is always terrible, and it is always sad. Some war situations are even sadder than others. Some colonists in America preferred to remain British, keeping their **allegiance** to **King George III** in Great Britain. They were called *loyalists.* Others wanted to be independent of Great Britain, and start a new country. They were called *patriots*. The especially sad aspect of the Revolutionary War was that it was fought between people who used to be fellow country-men, friends, and neighbors. There were even families with both patriots and loyalists in them.

The Battle at Kings Mountain was unique in the Revolutionary War. It was the only major battle that was fought entirely between Americans. There were no British **regulars**. There were only loyalist soldiers (with a British commander), and patriot **militia**. Records show that several families in the area had members on both sides of the fight.

Colonel Patrick Ferguson led the loyalist troops. There were 1,000 well-trained Loyalists from New Jersey and New York, and they waited for the "**rebels**" at Kings Mountain in South Carolina.

Several patriot regiments came together at Cowpens in South Carolina. They were from Tennessee, Georgia, Virginia, and the Carolinas. They all had been chasing Ferguson's army. Joseph Kerr, a patriot spy, brought information that Ferguson was about 30 miles away. Colonels Isaac Shelby and William Campbell picked 900 of the best men from all the regiments. They marched through the rain all night and into the next day, reaching Kings Mountain just after noontime on October 7. The fighting started only a few hours later.

Ferguson was shot during the battle. He fell off his horse and died. His second-in-command raised a white flag of surrender. The patriots ignored it and continued to shoot. Many of them had heard that a patriot surrender had been ignored a few months before, when British Commander Banastre Tarleton continued his attack on the American forces at Waxhaws even though they had already surrendered.

Finally, the fighting stopped. The patriots lost only 28 men, with 68 wounded. The loyalists suffered 225 dead and 163 wounded. It was an overwhelming victory, with 716 loyalists taken prisoner.

The patriots' behavior during the battle — ignoring the surrender — was dishonorable. But what happened after the battle was disgraceful. The prisoners were marched northward. Along the way, some were beaten. Some were hacked with swords. Several were murdered. A week later, a patriot jury voted to hang nine of the Loyalist prisoners.

The hour-long Kings Mountain battle spelled disaster for the British. Afterwards, few Americans would support the British army. Within months, the British suffered devastating losses at Cowpens, and Guilford Courthouse. And, barely more than a year after Kings Mountain, Cornwallis lost his final battle, at Yorktown.

Cowpens National Battlefield

"It is impossible to foresee all the consequences that this unexpected and extraordinary event may produce."

Cornwallis to Sir Henry Clinton
January 18, 1781

Where
Chesnee, South Carolina

When
1781

What
The Battle at Cowpens

Who
Daniel Morgan
frontiersman, Patriot General

James Anderson
escaped slave

Dick Pickens
former slave

Banastre Tarleton
British commander

William Washington
Continental dragoon officer

Who Else
General Cornwallis
British commander

Nathanael Greene
Patriot General

During the French and Indian war, Daniel Morgan served as a **wagoner** in the British army. Twenty years later, he was a patriot general fighting against the British soldiers.

In January of 1781, Morgan was with General Greene's army in North Carolina. To split the British forces about to attack, he led a detachment westward. Part of the British army, led by Lieutenant Colonel Banastre, followed Morgan and his men.

The British chased Morgan and his men for several weeks. Morgan's 600 men were mostly inexperienced militia. Tarleton had twice as many men, all of them experienced soldiers. As Morgan hurried through the countryside, he spread the word that all available militia should join him at Cowpens, South Carolina. Morgan knew that the local **militia** were experienced fighters.

Morgan had 1000 men by the time they neared Cowpens. Among these were at least fifteen black patriots. James Anderson was formerly a cook in Washington's army. Dick Pickens was a servant of militia commander Andrew Pickens. After the war, many of these soldiers would settle down as free men in South Carolina and Tennessee.

On the morning of January 16, 1781, Morgan's men were preparing breakfast in their camp at Thicketty Creek. A **scout** reported that Tarleton's army had crossed the Pacolet River and was headed for the encampment. The men left the camp in such a hurry that they left their uneaten breakfast behind.

The next day, the armies met at Cowpens. Morgan set up his men in three lines: **sharpshooters** in front, militia in the middle, and experienced Continental soldiers at the rear. The first two lines alone picked off the British **dragoon** scouts and officers, and killed nearly a third of the British **ranks** before they reached the third line.

The battle raged on. Morgan's sharpshooters retreated to join the militia. The militia fell back to join the **regulars** behind them. Tarleton's dragoons chased the retreating militia. Patriot dragoons, led by William Washington (George Washington's second cousin), charged into the fight. Tarleton's **reserve**, the 71st Highlanders, joined the fray. The wail of their bagpipes added to the swirl of noise. John Eager Howard, commander of the Continentals, gave an order to move his right **flank**. In the confusion, many thought he was ordering a retreat. But the correct order was finally relayed, and the accidental retreat was avoided.

In the end, Morgan, the "Old Wagoner," as his men affectionately called him, was the victor. Tarleton and 200 of his dragoons fled, leaving 200 wounded and dead men, and 600 captured.

General Cornwallis, commander of the British army, had now lost another 800 regulars. He had lost 1,000 Loyalist troops only months before at Kings Mountain. A few months later, he would win a battle but lose an overwhelming number of men at Guilford Courthouse.

The battle at Cowpens was the beginning of the end for Cornwallis. Only nine months later, he would surrender completely at Yorktown.

Guilford Courthouse National Military Park

16

"The battle was long, obstinate, and bloody. We were obliged to give up the ground and our artillery... [but the enemy] are little short of being ruined."

Nathanael Greene

Where
Greensboro, North Carolina

When
1781

What
A Battle for the Southern States

Who

Nathanael Greene
Patriot General

Charles Cornwallis
British General

Who Else

Daniel Morgan
Frontiersman, Patriot General

After four years of fighting, the British military command had to admit that the war was not going well for them. They were losing most of the battles in Northern states. The Patriots had signed a treaty with France, and the French were sending soldiers and supplies to help.

The British decided to concentrate on the Southern states. They thought that if they could control the South, then they could gradually move north and take back the other colonies. At first, the **strategy** worked. By 1780, Georgia and South Carolina were in British hands, and General Cornwallis was ready to head north to Virginia. He believed that if he won Virginia, all the southern states would be secured for Great Britain. But he wasn't counting on meeting Greene's military genius, or the determination of Greene's Patriot soldiers.

Greene knew his **troops** were exhausted, and there weren't enough of them to fight the British soldiers. He came up with ways to delay the actual battle. He wanted his men to have time to rest. He also needed more time to collect new **volunteers** and **recruits** to add to his ranks. In January of 1781, he sent 600 men under Daniel Morgan westward as a distraction for the enemy. The strategy worked. General Cornwallis split his army into three parts. One part followed Morgan, one stayed to watch Greene, and the third went with Cornwallis towards Virginia.

When word came that Morgan had beaten the British troops sent to track him (at Cowpens), Cornwallis headed back after Greene. Greene kept his troops moving around. Cornwallis followed, in a slow-motion chase through snowy woods. **Detachments** from each army met in minor **skirmishes**, but Greene avoided an all-out battle. Meanwhile, he led Cornwallis's troops further and further away from their base. The British soldiers grew tired, hungry, and short on supplies.

Finally, on March 15, Greene decided he was ready. His troops had rested, and new recruits had swelled the ranks to 4,400 men. The two armies met near the Guilford Courthouse in North Carolina. The battle lasted about two hours. At one point, Greene's **cavalry** joined the fight, and Cornwallis knew he was losing. In desperation, he ordered the canons to fire at the fighting men — even though he knew it would kill some of his own men, too. That harsh decision saved the rest of his army, and changed the direction of the battle. Cornwallis's troops outnumbered and outfought Greene's men, and Greene finally ordered a retreat.

The old expression "He won the battle but lost the war" could be applied to Cornwallis and the battle at Guilford Courthouse. The Patriot losses during the battle were very light, while the British ones were great. Cornwallis began a retreat towards the coast. But he was still obsessed with the idea that conquering Virginia would lead to getting all the Southern states back. So, he headed towards Virginia again, ignoring Greene's army. Greene and his men stayed in the south and regained South Carolina. The British never again came close to winning the Southern states. Seven months after his victory at Guilford Courthouse, Cornwallis surrendered his entire army to the Patriots at Yorktown.

"This is to us a most glorious day; but to the English, one of bitter chagrin and disappointment."

Doctor James Thatcher, Continental Army Surgeon

Where
Yorktown, Virginia

When
1781

What
Cornwallis Surrenders

Who

George Washington
Patriot General

Lord Cornwallis
British General

Sir Henry Clinton
British General

Marquis de Lafayette
Patriot General

Comte de Rochambeau
French General

Henry Knox
Patriot General

Who Else

James Armistead Lafayette
Slave and Patriot spy

The last major battle of the American Revolution was fought and won by George Washington at Yorktown, Virginia.

In July 1781, British General Clinton told Cornwallis to set up a defensive **post** in Virginia. Then, Cornwallis prepared some of his forces for transfer to New York. Washington was already in New York. His **troops** had recently been reinforced by French soldiers under the command of Comte de Rochambeau.

Cornwallis selected Yorktown, on the York River — a **tributary** of the Chesapeake Bay — as his defensive post. In August, he moved his army to Yorktown and began **fortifying** his position. Meanwhile, Washington wanted to attack Clinton in New York City. But he needed French naval support and the French Navy would come only as far north as the Chesapeake bay. Washington turned his sights toward Yorktown.

By late September, Washington moved part of the Continental Army, with its French **reinforcements**, from New York to Williamsburg, Virginia. It was only twelve miles from Yorktown. Washington was joined by Marquis de Lafayette, who had commanded Virginia forces since the spring.

On September 28, the combined American and French army marched to Yorktown. They set up their camp. They surrounded the British on land and **blockaded** them on the water, and prepared for **siege** operations against Cornwallis. The Patriot **artillery** started **bombarding** the British positions on October 9. On the seventeenth, Cornwallis requested a **cease-fire** to discuss surrender terms.

Washington's chief of artillery, Major General Henry Knox, recorded that American and French gun crews had fired over 15,000 cannon balls and exploding bombs. Cornwallis surrendered on October 19th, after intense negotiations.

Federal Hall National Memorial

18

"It was a very touching scene and quite of the solemn kind. Washington's aspect grave, almost to sadness; his modesty, actually shaking; his voice deep, a little tremulous, and so low as to call for close attention"

Fisher Ames, about Washington's Inaugural address

Where

New York, New York

When

1789

What

George Washington's Inauguration

Who

John Peter Zenger
Patriot, publisher

George Washington
President

Who Else

Isaac Sears
Congressional delegate

James Duane
Sons of Liberty co-founder

Throughout the 18th century, Federal Hall was the center for some of New York's greatest events. It was the site of New York State's first capital, and New York City Hall. The original building was completed in 1703. It had many purposes: Governor's Office, Council Chamber, Assembly Chamber, Supreme Court, Jail, and Sheriff's Office.

Talk of revolution was first heard here. John P. Zenger was put on trial in 1735 for **libel**. He had printed things that insulted the Royal Governor. But because what he said were true, he was not found guilty of libel. This set the stage for something new — publicly disagreeing with the government.

In 1765, the **Stamp Act Congress** met at Federal Hall to discuss the unfair taxes on the colonies. A group called "The Sons of Liberty" met there, too. This group, which kept its members and its meetings secret, used violence to fight the Stamp Act. The violent acts were meant to scare the British stamp agents, and it worked: all the agents resigned.

In 1776, the Declaration of Independence was read at Federal Hall to the citizens of New York City. But a little later, during the Revolutionary War, it became the headquarters of the British military.

The Continental Congress—representatives of the thirteen states—met at Federal Hall from 1784-1788. During this time, many people recognized that this Congress, with very little power of its own, was not strong enough to be an effective government for the United States. A new Constitution was written, creating a strong central government with a President, Congress, and Supreme Court. This new system of government was first tested in the spring of 1789 when the first President, Senate, and House of Representatives began working at Federal Hall. George Washington was inaugurated as President on the balcony of Federal Hall on April 30, 1789 in a ceremony seen and cheered by a large crowd of citizens.

The government of the United States left New York the next year for Philadelphia, where it would stay for another ten years until the permanent capital was built in Washington, D.C. In 1812 the historic Federal Hall was knocked down and replaced with a smaller brick building. The impressive marble building standing on the same location today was built for the port of New York as the United States Custom House. In 1955, it became a National Memorial.

In his speech made after becoming the first president, George Washington told his fellow Americans that they had been given a great responsibility in beginning a new experiment in freedom. They were to discover if a government without kings could really last. If not, the sacred *Fire of Liberty* might go out forever. This experiment—a government of, by and for the people—still continues today in the United States of America.

The Need for Winter Encampments

It may be of some use. . . to attend to the progress of the expenses of an army. . .

The first thing is, to feed them and prepare for the sick. Second, to clothe them. Third, to arm and furnish them. Fourth, to provide means for removing them from place to place. And, Fifth, to pay them.

The first and second are absolutely necessary to them as men. The third and fourth are equally as necessary to them as an army. And the fifth is their just due.

Thomas Paine, *To the People of America*, March 5, 1782

Winter Weather

The Revolutionary War came to a standstill during the winter months. Except for small raids, the eighteenth-century military commander would find a suitable encampment for his troops and wait for late spring or summer for major campaigning. Winter weather was just not conducive to war.

The difficulty of wintertime travel and transportation was the major reason for this obligatory months-long truce. Travel for an army over 200 years ago was difficult enough under the best conditions. There were no bridges over rivers and streams. Dirt roads — and they were all dirt — often turned to mud, and were always pockmarked with holes. Men, horses, and wagon wheels mired in the mud; horses stumbled and wagon wheels broke in the ruts.

Winter weather exacerbated these problems. Low temperatures might cure the mud problem, but an uneven frozen surface posed other dangers. Deep snow impeded progress. Fording across icy water was hardly a viable option. Forage for both animals and men was more difficult, and wintertime delivery of supplies was even worse than the abysmal norm for the Continental Army. The extra effort required for winter travel further fatigued the already-exhausted troops, who often trudged barefoot along the route.

In an era when soldiers spent more time marching from place to place than they did fighting, an army that couldn't travel couldn't fight. Nor could they fight in place, since a frozen, snowy battlefield posed problems for soldiers of both sides. Added to the obvious difficulties was the state of weapon technology: flintlocks often failed to fire during damp weather, since moisture could prevent the spark from igniting the gun powder.

In all, the practice of holing up for the winter in large encampments was a necessity for both the Continental and British armies.

Encampment Activities

Soldiers did not spend the winters just huddling around campfires. The rigors and routines of army life defined their days. Along with the never-ending battle against cold, hunger, and disease, there were role calls, inspections, and fatigue duty. Most important, there was drilling.

At the beginning of the War, one of the Continental Army's biggest problems was an internal one: lack of trained soldiers. Many had at least a little experience in their militias, but the Army was made up of men from many different colonies led by officers with varying degrees of experience. And even the soldiers with training had not all been trained in the same way; they might respond to a command in different ways, or not understand a command at all.

A winter encampment — which also usually encompassed early spring, as the roads

were often still impassable at that time of the year — was the perfect time to train new recruits and sharpen the skills of veterans.

The soldiers were drilled in every area. They learned to load their weapons efficiently and aim them accurately. They were trained to work as a unit both on the march and on the battlefield. Commands and battle communications (like different drum calls) were explained and practiced.

In fact, it was during a winter encampment that the ragtag assemblage of rebels was turned into the beginnings of a professional army. The winter at Valley Forge saw the arrival of the self-titled Baron von Steuben and his appointment as Inspector General of the army. His Prussian military background and engaging personality — and his willingness to work directly with the men, unlike many officers from the upper classes — wrought a miracle of discipline and training in a matter of weeks. He even wrote a training manual. All this despite the fact that he didn't speak any English other than a few fractured curses. (Two of Washington's aides spoke French with the Baron and translated his commands; others rewrote the manual in English.)

And also...

It is worth noting that winter encampments served another important function for the Continental Army: it kept soldiers in the army. Letting soldiers go home during the winter sometimes wasn't practical, given the difficult travel conditions. Another concern was that the soldiers would not come back after a visit home. Even those who didn't want to desert the cause wanted to flee the harsh winter weather and lack of supplies during the harder winter encampments.

What Encampments Needed

. . . I arrived here on Wednesday the 1st instant, and am exerting myself to get the Troops hutted in the Country lying between Morris Town and Mendham, about three miles from the former. I intended, so I had the honor of informing Congress, to have quartered the Troops in the Neighborhood of Scots plains, but it was found upon examination, that the Country did not afford a position compatible with our security and which could also supply water and wood for covering and fuel; considerations as well as that of security, not to be dispensed with.

George Washington to Samuel Huntington,
President of the Continental Congress. December 4, 1779

The Basics

The first priority for an encampment site — enough room to accommodate all the soldiers — is obvious. But there were many other criteria for a suitable, successful winter encampment site.

In addition to the issue of overall room — perhaps not such a difficult order, given the relatively sparsely populated region — was the terrain. The army preferred a suitable setup for laying out orderly rows of huts and creating a large parade ground for gathering and drilling.

Existing structures, like homes, taverns, and so on, were needed for quartering generals, whose practical and administrative responsibilities required immediate shelter and office space.

The surrounding area had to include, as General Nathanael Greene said, a "good tract of woodland." The size of the Main Army (those with the Commander in Chief, about 13,000 in November 1779) required the construction of over a thousand log huts for shelter. And additional wood was needed for fires, for warmth and for cooking.

Water was needed for sanitation as well as drinking, since a clean camp would help prevent epidemics of contagious diseases.

Transportation

The transportation of supplies to the winter camp demanded access to main roads. Ten thousand or so men required not only a great deal of foodstuffs, but also supplies like clothing, tents, blankets, and much more.

It would be critical to keep open lines of communication with other American posts, especially West Point to the north and Philadelphia (home to the Continental Congress) to the southwest.

Morristown was a crossroads of important routes that could keep the army connected with supply sources and key points of communication.

So Near, Yet Just Far Enough

The ideal campsite would provide a good defensive position, making it relatively safe from any attempt at surprise attack by the enemy. At the same time, the army could not be too far from the adversary, so it could provide some security to the locals and stay informed about enemy activity. Ideally, surrounding towns could serve as outpost locations.

The main British base of operations was in New York City, about thirty miles east of Morristown — a march of about two days for a military unit of the time. Between them were two major natural barriers: a long hook-shaped range of hills called the First and Second Mountains (now the Watchungs) and the Great Swamp.

For additional protection, Washington would station units on outpost duty in towns like Elizabethtown and Woodbridge just across the Hudson River from the British. These outposts kept watch for any troop movements, such as for a village raid or for a major attack in the spring. They also guarded the roads leading to the main American camp.

All these factors would make it difficult for an enemy to attack secretly and successfully. Any movement from the British could be met by an American response from either Washington's own outposts or his main base at Morristown.

The Search

From November 5 through the 27, Quartermaster General Nathanael Greene and his officers undertook an arduous search for an encampment site. The men traveled hundreds of miles by horseback over the North New Jersey countryside in all types of weather. Scotch Plains was ruled out because of a British attack there in October. The town of Boonton had too few houses for officer quarters.

Finally, the options were reduced to two: Aquakinunk (today Passaic) was considered an excellent site, meeting all the requirements except that it was considered so close to the enemy as to invite attack. Greene had another choice:

. . . a very good position may be had at Jockey Hollow, right back of Mr. Kembles, about one Mile. The Army must hut in an irregular form, possibly on the sides of a round Mountain. The wood is pretty good and water in great plenty; and I think the ground will be pretty dry. The approaches to this Camp will be pretty difficult and is a considerable remove farther from the Enemy than the [Aquakinunk] position.

General Nathanael Greene to
General George Washington
November 27, 1779

It would be up to the Commander in Chief to make the final decision. Because of intelligence indicating British preparations in New York to move large numbers of troops by boat (presumably to the Carolinas), Washington decided to detach the Virginia troops to reinforce the Southern Army of the Continental forces. With the resultant reduction of his forces, Washington knew he needed a more defensive location for the winter camp. Because of the security advantages, Washington notified Greene on November 30, 1779 of his decision to make Jockey Hollow the encampment site.

The Brigades at Morristown

In an encampment, the soldiers of the Continental Army camped together in brigades, constructing their huts in orderly lines and in a designated pattern, beginning with the soldiers and working up to the officers in order of rank. A brigade was commanded by a Brigadier General and was made up of four regiments, each commanded by a Colonel. Each brigade was usually composed of troops from the same state. Sometimes regiments from different states were combined into brigades, named after their commanding general. Here is a basic list of the brigades making up the Morristown encampment of 1779-80.

First Maryland Brigade

Commander: Brigadier General William Smallwood

1st Maryland Regiment	Lt. Colonel Commander Peter Adams
3rd Maryland Regiment	Lt. Colonel Commander Nathaniel Ramsay
5th Maryland Regiment	Lt. Colonel Commander Thomas Woolford
7th Maryland Regiment	Colonel John Gunby

Second Maryland Brigade

Commander: Brigadier General Mordecai Gist

2nd Maryland Regiment	Colonel Thomas Price
4th Maryland Regiment	Colonel Josias Carvil Hall
6th Maryland Regiment	Colonel Otho H. Williams
Hall's Delaware Regiment	Colonel David Hall

First Connecticut Brigade

Commander: Brigadier General Samuel Parsons

3rd Connecticut Regiment	Colonel Samuel Wyllys
4th Connecticut Regiment	Colonel John Durkee
6th Connecticut Regiment	Colonel Return Jonathan Meigs
8th Connecticut Regiment	Lt. Colonel Commander Isaac Sherman

Second Connecticut Brigade

Commander: Brigadier General Jedediah Huntington

1st Connecticut Regiment	Colonel Josiah Starr
2nd Connecticut Regiment	Colonel Zebulon Butler
5th Connecticut Regiment	Colonel Philip B. Bradley
7th Connecticut Regiment	Colonel Heman Swift

New York Brigade

Commander: Brigadier General James Clinton

2nd New York Regiment	Colonel Philip Van Cortland
3rd New York Regiment	Colonel Peter Gansevoort
4th New York Regiment	Lt. Colonel Commander Fredrick Weissenfels
5th New York Regiment	Colonel Jacobus S. Bruyn

Hand's Brigade Brigadier

Commander: General Edward Hand

1st Canadian Regiment	Colonel Moses Hazen
2nd Canadian Regiment	Colonel James Livingston
4th Pennsylvania Regiment	Colonel William Butler
11th Pennsylvania Regiment	Lt. Colonel Commander Adam Hubley

First Pennsylvania Brigade

Commander: Brigadier General William Irvine

1st Pennsylvania Regiment	Colonel James Chambers
2nd Pennsylvania Regiment	Colonel Walter Stewart
7th Pennsylvania Regiment	Colonel Morgan Conner / Lt. Col Josiah Harmar
10th Pennsylvania Regiment	Colonel Richard Humpton

Second Pennsylvania Brigade

Commander: Brig. Gen. Anthony Wayne/Lt.Colonel Francis Johnson

3rd Pennsylvania Regiment	Colonel Thomas Craig
5th Pennsylvania Regiment	Colonel F. Johnston / Lt. Colonel Francis Mentges
6th Pennsylvania Regiment	Colonel Robert Magaw
9th Pennsylvania Regiment	Colonel Richard Butler

Stark's Brigade

Commander: Brigadier General John Stark

2nd Rhode Island Regiment	Colonel Israel Angell
Sherburne's Connecticut Regt.	Colonel Henry Sherburne
Webb's Connecticut Regiment	Colonel Samuel Webb
Jackson's Massachusetts Regt.	Colonel Henry Jackson

New Jersey Brigade

Commander: Brigadier General William Maxwell

1st New Jersey Regiment	Colonel Matthias Ogden
2nd New Jersey Regiment	Colonel Israel Shreve
3rd New Jersey Regiment	Colonel Elias Dayton
Spencer's Regiment	Colonel Oliver Spencer

Artillery Brigade *(Near Morristown)*

Commander: Brigadier General Henry Knox

1st Continental Artillery	Colonel Charles Harrison
2nd Continental Artillery	Colonel John Lamb
3rd Continental Artillery	Colonel John Crane
4th Continental Artillery	Colonel Thomas Proctor

Morristown and the Revolutionary War:

Some Interpretive Themes for Teachers and Students

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Presented at Morristown National Historical Park
"A Soldier Comes to Morristown" October 19-20, 2000

Introduction

Morristown's central role in the War for Independence offers a particularly useful window on the entire Revolutionary experience. The story of a particularly important town and its inhabitants during a war is intrinsically interesting, and good local history is a helpful teaching point in and of itself. But what happened at Morristown was more than a good story. For, closely observed, events in the small rural community intersected with most of the major trends shaping the Revolution itself. Morristown presents a case study of the interpretive themes deriving from the conflict, with all of their military, social, economic, and other implications. "Teaching Morristown" is a way to place broad and complex questions in a local context, making them more explicable.

This paper offers a brief overview of what actually took place in Morristown during the War for Independence. It then presents some thematic perspectives on the Revolution as reflected in the Morristown experience, offering suggestions as to why these are especially important in teaching about the Revolution generally.

Morristown: The Revolution's "Military Capital"

When the War for Independence erupted in 1775, the residents of Morristown, New Jersey, had little reason to suspect that their town would play a central role in the conflict. Yet by late 1776, Morristown occupied a key position in Patriot operations, and thereafter, events unfolded in a way that assured the country village's fame as America's *de facto* military capital.

Morristown was a modest farming community when war and revolution brought Patriot armies there. The town could boast only some seventy homes and other buildings; about 250 people lived around the square and along the nearby streets and country lanes. Although predominant, farming was not the only way of life. A cadre of skilled artisans and craftsmen made saddles and farm implements. There was a small but established commercial and professional community that met the needs of Morris County inhabitants.

Though small, Morristown was the center of regional economic, legal, political, and social life. As the county seat, it boasted the courthouse and jail. There were two popular taverns, and Presbyterian and Baptist churches. Morristown also enjoyed a good location, lying in a central position along the best transportation routes across northern New Jersey. One contemporary described the place as "a very clever little village" with "a consequential look." Thus, even before the war, Morristown's small size belied its importance as a rural center.

It was largely its location that brought the Continental military forces to Morristown. Washington quickly appreciated Morristown's strategic importance. It is protected to the east and south by the Watchung Mountains and the Great Swamp. The hills of the Watchungs provided good observation of points south, and the main inland highway from the Hudson Highlands to Philadelphia ran through Morristown. So did the main highway from Newark and Elizabethtown to the hills of Morris County. From the relative protection of the village, Washington could strike at the British whether they moved north or south. Significantly, the surrounding farms of Morris County were productive, and patriot commanders relied on local agriculture to help feed thousands of men and animals while it continued to support the civilian population. The iron mines and fabrication works to the north were important. This nascent iron industry provided the army with a considerable proportion of its shot and other sinews of war. Jacob Ford, Jr., an active patriot and a colonel in the rebel militia, constructed and operated one of the state's rare but vital powder mills. For the rebel army, then, the town was an almost perfect base area.

It was this role as a base and staging area that accounted for a virtually constant military presence at Morristown. From late 1775 until the end of the war, the village and its immediate precincts saw the coming and going of large and small units of militia and Continental troops; supply, storage, and logistics operations; and major hospital and training efforts.

The Morristown Timeline

The Morristown area witnessed its share of Revolutionary drama, including nearby battles, a winter as brutal as the legendary Valley Forge's, and an army mutiny. It would be difficult to interpret the importance of this wartime village without at least an overview of the period. Even a brief chronology illustrates how significantly the coming of the War for Independence transformed a farming town into the rebellion's "Military Capital."

Spring 1775 - Fall 1776

Morristown patriots reacted to the news of Lexington and Concord by organizing local committees to maintain contact with other New Jersey patriots. As the resistance movement gathered strength, local leaders became fully involved with provincial Whig (Patriot) political action. Local militia units formed and Patriots leaders organized the collection of military supplies. The town was a recognized Whig political and militia center by mid-1775. The first refugees from British-occupied New York trickled into town during the early fall of 1776, with the number increasing substantially when New Jersey itself was invaded in November.

November - December 1776

The village was a major refuge for those fleeing the British advance across the state. In late November, in one of the few instances where militia fought well against British regulars, gritty local resistance at Hobart's Gap stopped an enemy probe from moving through the Short Hills toward Morristown. This preserved the area as a rebel stronghold, and as a safe haven for Washington's army, which arrived in early January 1777. The town became a major destination for Continental troops moving south from New England and west across northern New Jersey to join Washington's main army, which had crossed into Pennsylvania in early December.

January - February 1777

On January 6, the rebel army arrived in Morristown after the Trenton-Princeton Campaign, and took up winter quarters around the town in the Loantaka (Lowantica) Valley. Over January and February, the army underwent inoculation for small pox. The effort, although largely successful, did not prevent the disease from causing some deaths among soldiers and civilians.

Spring - Summer 1777

Unmolested by the British, Washington successfully rebuilt the Continental Army and used Morristown as a base to wage a small-scale war of harassment against the British (then occupying a strip of New Jersey from New Brunswick to Perth Amboy). In April, Morristown was the staging area for the major Patriot redeployment to Middlebrook, which helped the British decide to evacuate New Jersey in June. Over the spring and summer, epidemics of smallpox and dysentery, probably brought by the army and refugees, hit the town hard; by the end of the year, 205 residents of the area had died. It was a death rate some 700% above the normal annual rate.

1777 - 1779

With Washington's main army on campaign elsewhere, Morristown served as a storage site for military supplies, guarded mostly by state militia. Local militia and political activities continued through this period.

Winter 1779 - 1780

The army endured the worst winter of the war while encamped at Jockey Hollow. Washington made his headquarters at the Ford mansion, while other senior and staff officers lodged with residents throughout the town. Severe weather, poor supplies, and a depreciated currency hurt troop morale; in May, after the worst weather had passed, a Connecticut regiment threatened mutiny. In June, the encampment ended as the army moved out to face the British advance in the Springfield Campaign.

Winter 1780 - 1781

On January 1, 1781, the Pennsylvania Line, wintering in the Jockey Hollow huts built the year before, mutinied and marched out of camp. Most of the men returned to duty on January 8, when negotiations at Princeton resolved some of the worst of the grievances over enlistments. But the incident sparked rebellion in the New Jersey Line as well, and severely threatened the effectiveness of the entire army.

August 1782

After the Yorktown Campaign, the New Jersey Line camped again at Jockey Hollow near the Wick Farm. They marched out on August 29, 1782, finally ending the Continental presence at Morristown.

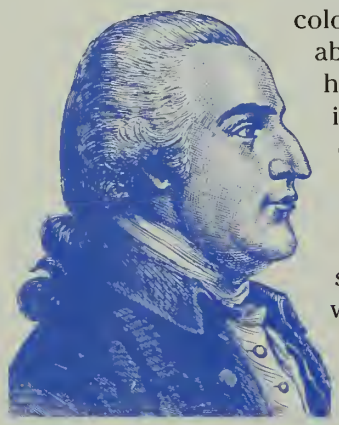
We could add to this list easily, but the point is clear enough. Few towns contributed so directly to the rebel military effort and to the final Patriot victory. The Morristown story was revealing, reflecting in turns the drama, tedium, and tragedies or the wider war. It was, in short, a town with a story worth studying — and certainly a town worth "teaching" as well.

Interpreting Morristown and the Revolution: Some Teaching Points

Teaching implies interpretation and selection. There is neither time or need to teach everything about a place, no matter how interesting or important. But in selecting what to teach, we also need to draw as revealing a picture as we can. Efforts to interpret the experience of Morristown in the Revolution — that is, to extract some wider meaning or lessons from what happened during the war years — can take any number of directions. In explaining British and American military strategies in the field, for example, many historians have used Morristown to illustrate the importance of terrain and location in determining the planning and concerns of both sides. The point is a good one, and we will deal with it further later on, as well as with using the town to teach about other aspects of the military phase of the Revolution.

Events in Morristown served to demonstrate issues beyond military affairs. The war also had significant social implications, and Morristown is a convenient means for talking about them as well. Two are of particular concern. First, we should note that regional demography was unusually

diverse, a fact that Morristown increasingly reflected as the war brought new populations from across the state, other colonies, and even from abroad. This diversity had profound implications in explaining who did the fighting, who stayed home, and who played which social roles as the war dragged on.



Arnold

Second, we need to deal with the matter of civil war — and specifically the fact that the War for Independence in New Jersey was, in reality, a particularly bitter example of such a war. The civil conflict was also part of the Morristown experience, and it touched on the issue of why individuals across the colonies chose their loyalties as they did and the matter of the consequences of those loyalties. The key point in all of this is that wars have an impact that reach far beyond the battlefield, and what happened at Morristown affords a particularly apt means of explaining a matter that remains as important in our age as it was two centuries ago.

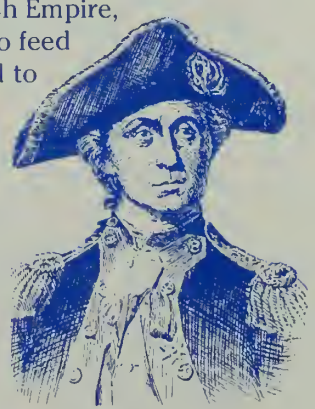
Among possible approaches to the "teaching" of Morristown, then (with an emphasis on the points stressed above), would be the following:

1. Elements of British Strategy

In an important sense, the observation that "geography is destiny" fully describes the situation of Morristown during the War for Independence. For that matter, the entire state was a crucial battleground because of its location between New York and Philadelphia. It was an unenviable situation: New Jersey lay between the *de facto* rebel capital on one side and the chief enemy garrison on the other. For the British, control of the New Jersey interior would have secured the roads toward Philadelphia and provided a security screen for New York City. As we have seen, however, Morristown was the key to the interior transportation routes in northern new Jersey, and whoever held the town effectively controlled the road network. Failure to take Morristown, or to keep Washington from using it, was a serious impediment to British operations.

In this regard, it is worth noting that the case of Morristown reflected an even wider British problem with New Jersey geography. Holding the state, or at least key districts, was also crucial to river navigation, which was central to colonial communications. In the East, the British wanted to control the Hudson River and occupy northern New Jersey so they could isolate New England from the middle and southern states. Maritime raids from across the Hudson and other New York area waterways made life in eastern New Jersey particularly dangerous. In the West, British commanders saw New Jersey positions along the Delaware River as important to maintaining their forces in operations against Philadelphia in 1777 and during the occupation of the city. They also saw the New Jersey side of the Delaware as a foraging area and as a jumping-off point for operations in the New Jersey interior. Similarly, the state's smaller rivers, such as the Raritan, and the exposed New Jersey coastline left the state vulnerable to British maritime superiority. If these coastal raids stung, however, they were never fatal; the British were never able to penetrate the New Jersey interior with enough force to land a knock-out blow. In war, as in real estate, location was everything, and Morristown was the location that gave the Patriots the edge in the vital interior.

The British also wanted New Jersey as a base of supply. While New Jersey was not yet called "The Garden State," it was one of the bread-baskets of the British Empire, and royal officers hoped to feed the New York garrison and to support operations from the state's produce and forage. They devoted enormous resources to foraging in the state, and expeditions to secure food and fodder accounted for most of the hundreds of small unit actions fought on New Jersey soil. The Hackensack Valley, the rest of Bergen County, Essex County (especially sections contiguous to Staten



Jones

Island), Middlesex, and even interior counties, saw skirmishing throughout the conflict. During the British occupation of Philadelphia over the winter of 1777 and 1778, the New Jersey side of the Delaware endured major British foraging efforts and consequent fighting.
The farmers in the exposed countryside suffered considerably.

Yet this "forage campaign" was one of the biggest British disappointments of the war, and we already have mentioned the role that Patriot forces operating out of the Morristown area played in this phase of the conflict. While devastating to New Jersey farmers and to the state economy, predations on regional agriculture ultimately became too expensive in casualties and military resources, and as the war dragged on the British turned increasingly to sea-borne supplies from Ireland and Britain. Their forces were stretched too thin to risk prolonged foraging in the state interior, and losing access to New Jersey supplies constituted a major defeat. The fighting punished and disrupted New Jersey; but British operations neither subdued the state nor effectively exploited its resources.

In addition, the topography of New Jersey also gave shape to broad strategy. If the British preferred to control the water, they avoided the riskier meadows and rivers of northeastern New Jersey and the mountains and valleys of the northwest. There were inviting targets in these areas: the vital logistical and training center at mining and fabricating works in Morris and Sussex Counties, the rich agriculture of the western interior of the state. But the Watchungs and other hilly and wooded districts offered the rebels excellent defensive terrain, and enemy probes from the south generally came to grief. The attempts to break through to Morris County in November 1776 at Short Hills, for example, or during the Springfield Campaign of 1780, demonstrated how costly such operations could be, and how easily a British force might be trapped or badly cut up when separated from their main bases.

2. Elements of American Strategy

American military strategy essentially mirrored enemy efforts. Rebel commanders sought to frustrate British efforts to hold northern and central New Jersey, and they did this precisely because they fully understood how vital those areas were to the success of British operations. Patriots hoped to keep the northern and the southern colonies in communication with one another, and simultaneously to prevent an overland attack on Philadelphia, the seat of Congress. They did both. The northern parts of the state, including the entire length of the upper Delaware River, remained open to rebel troop movements, commerce, agriculture, munitions production, and communications.

In all of this, the role of Morristown was central. Indeed, with the British holding New York, the roads through the Morristown area offered the best and most secure lines of communication between North and South, and intercolonial couriers, commerce, and troop movements became a regular feature of village life. In 1777, rebel control of the interior compelled the British to attack Philadelphia by sea instead of marching across New Jersey, which cost them invaluable time and resources, and which prevented any effective assistance to the army of General John Burgoyne, who subsequently surrendered at Saratoga. Maintaining effective control of the northern and interior sections of the state constituted a real American strategic advantage.

Adams

The Patriot forces for their part also made use of New Jersey geography. They fought a larger, better equipped, and trained army by waging what today would be called a guerilla war. Using surprise attacks on exposed enemy positions and avoiding the larger general engagements in the open field, or between well entrenched forces, both more common to eighteenth century warfare, the Continentals mounted an effective defensive campaign against stronger forces. In the Christmas Campaign at Trenton and Princeton, for example, they used an intimate

knowledge of local roads and conditions to launch attacks on their own terms and to flee to safety before the baffled British could react. Less dramatic, but ultimately of equal importance, were the small-scale assaults on British foraging operations which denied New Jersey supplies to an increasingly desperate enemy. These would have been impossible without rebel command of key interior terrain and communications routes, which allowed the success of hit-and-run tactics, and the secure base area at Morristown, which supported re-supply and reorganization. Terrain favored the rebels, and they used it intelligently and made the most of it.

In fact, Morristown is probably the best example one can use in making this point in a classroom. Protected by the Watchung Mountains, Morristown was close enough to British positions in New York to support offensive operations, but an attack on Morristown itself posed formidable problems for the British — problems they never solved. The base was a key haven for American forces. After the Battle of Princeton, for instance, the victorious but exhausted rebels found security in and around the town. They also feverishly rebuilt the army over the rest of the 1777 winter and emerged to fight again in the spring, a feat which must stand as one of the military miracles of the war. The Patriots spent several winters at Morristown as well, including the most brutal of the war in 1780 and 1781. As well as serving as a base, Morristown also protected key iron works, supply depots, support bases, and powder mills of northern New Jersey, all of which made essential contributions to the Patriot cause. War is full of irony, and can assign major importance even to the smallest of places. In this case, terrain dictated that a village of well under three hundred souls would assume a significance out of all proportion to its prewar role in New Jersey society — for it would be difficult to overstate the importance of Morristown to the rebel war effort.

3. A War in "Many Voices"

New Jersey was probably the most diverse state in the rebellion. Most, if not all, major cultural and ethnic groups present in British North America were represented in New Jersey long before Independence, and the impact of the war touched all of them. The war also defined roles for women as well as men; and civilian life (the "home front") was as important as military operations in the waging of the conflict and in accounting for its results. "Who" lived in an area can matter as much as "what" happened there.


PENNSYLVANIA JOURNAL, AND WEEKLY ADVERTISER

As the experience of Morristown made clear, the war certainly tested identities and loyalties. Most Presbyterians, for example, were implacable Patriots; and their leaders, such as John Witherspoon of the College of New Jersey in Princeton, or James Caldwell, the "Fighting Parson" of Springfield, were among the clerical "Black Legion" so hated by the forces of the Crown. Thus it was with the Morristown population, descended as most of the town was from its Puritan New England forebears. In addition to its other attributes, then, the Patriot army also counted on the firm loyalty of most local residents. Anglicans and the small numbers of Methodists, both with traditional ties to Britain, found it hard to shake suspicions of Loyalism, and Morristown numbered very few adherents to these denominations.

African-Americans, free and slave, faced trials as well in New Jersey. They were a significant part of the population, New Jersey having proportionately larger African-American population than any other northern colony. In some areas, the black presence was quite pronounced: in Bergen County, for example, free blacks and slaves may have constituted as much as twenty percent of the population. There were slaves in Morris County as well, however, and the town saw other blacks arrive with refugees and in militia and Continental ranks. In fact, the army that camped at Jockey Hollow was an integrated army, a point to which we will return. Some African-Americans bore arms for whites who hired or even bought them to fight as substitutes, while others enlisted as free men of their own


Revere

volition. Still others, hoping for freedom, escaped to the British, and some of these served the King gallantly ashore and afloat. The rhetoric of the Revolution, with its strident contrasts of "Liberty" and "Slavery" also helped evoke some of the first serious concerns about black servitude among whites. The war did not immediately make life remarkably different for New Jersey's slaves, but for the first time, it did put the question of their status on the public agenda.

The diversity of war-time Morristown was evident in other ways. Indeed, virtually all ethnic groups were represented in Patriot ranks, including recent immigrants from Europe, blacks, Native Americans, runaway slaves and indentured servants, enemy deserters, and even criminals serving in ranks instead of in jails. The New Jersey Continental (regular army) regiments, which spent several winters at Jockey Hollow or other regional encampments, were composed mostly young and poor rank and file with an officer corps drawn from the state's middle-class and wealthier social strata. Behind the regulars were the militia. These were mostly farm-owning local forces who fought the war close to home. They participated in much of the skirmishing in the state, patrolled to gather intelligence for the Continentals, suppress loyalists, guard prisoners, and maintain local law and order.

Finally, the army "camp followers" were an important element of the armed forces. Entire families marched with the Continental forces. Wives and single women performed all manner of camp duties including cooking, washing, nursing, foraging, and local marketing (the role of camp followers as prostitutes, while certainly true to an extent, has been largely over-stated). In fact, women were not a particular rarity close to the lines or, less often (as would have been the case for any noncombatant), even on the battlefield. Certainly Washington conceded the importance of women with the army when, following European practice, he allowed up to fifteen women per regiment to draw official rations. Thus, the Morristown army encampments were not solely the province of men.

The "home front" was as active in New Jersey as it was anywhere during the war. New Jersey farms, as we have seen, were of prime interest to both sides, and harvests were the objects of considerable bloodshed. Farmers suffered cruelly. Rebel and British forces trampled fields as part of marches and combat, and both sides pillaged with a free hand. In fact, the depredations of Patriot troops did little to help civil-military relations. By the end of the war, the agricultural economy was in desperate condition, the result of the last and only major war fought on New Jersey soil. Still, a surprisingly large number of period farms have survived. The Wick farm at Jockey Hollow was under cultivation during the Revolution, and there are plenty of smaller examples in virtually all sections of New Jersey.

If farming was the heart of society, other economic activities received impetus from the war. The iron industry and milling operations that grew vigorously around Morristown were indicative of similar developments across the state. There is solid evidence that all family members, including women and children, had to shoulder burdens, agricultural, shop, and otherwise, left by men off on military duty. Actual work roles at Morristown and elsewhere were not necessarily so strictly defined by gender as more traditional views of the period might suggest.

4. The War within the War: The Revolution as a Civil War

Civil war in New Jersey was especially bitter. Loyalist-Patriot conflicts often split family networks as well as communities, and the divisions included some of the most prominent family groups in the state. Animosities were deep, and there were many brutal incidents as Patriot-Tory reprisals and counter-reprisals ranged across the state. In New Jersey, the friends of the King went down fighting.

Loyalism was widespread in New Jersey and a

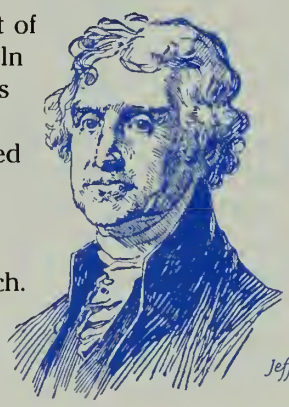
constant factor in the course of the war. Thousands of New Jersey men enlisted in "Skinner's Greens" (Brigadier General Cortlandt Skinner was the last Royal Attorney General of colonial New Jersey), and earned a reputation as some of best troops in British army. They fought on fields from New Jersey to South Carolina. The British valued New Jersey a prime recruiting area, and some of their operations in the state were intended to foster Tory enlistments. While precise numbers are hard to verify, it appears likely that as many Jerseymen fought as Tory regulars as served in the Continental Line.

There also were Tory irregulars. In Monmouth County, for example, the "Pine Robbers" were a source of terror and turmoil, and organized Loyalists groups operating out of New York raided frequently along the exposed New Jersey coastline. Loyalism never died a natural death; it had to be killed. It was contested through local Patriot terror against suspected Tory individuals and families, through confiscation of Tory estates, prosecutions for disloyalty (which could be a hanging offense), and through driving thousands of New Jersey residents into exile. It was a grim business, but there was no counter-revolution in New Jersey.

For much of the war, the issue of the Loyalists was muted in Morristown. The rebel sympathies of most of the surrounding populace, and the fact that known Tories generally fled to British lines early in the struggle, kept this issue largely in check. However, events in the town certainly did mirror the animosities born of civil war. In early 1777, for example, Patriot authorities were using the gallows on the Morristown green. Several dozen Tories, taken in arms and convicted of treason, were marched to the green and two of them (both officers) were hung. The rest received a grim choice: hang with their officers or enlist in the Continental forces for the duration of the war. They enlisted, and most served honorably, with one even winning one of the first Purple Hearts!

A Concluding Note

With the end of the war, Morristown resumed its place as a rural center. Once more, the seasons and the harvests set the pace of regional life. The huts at Jockey Hollow fell into disuse and were cleared; camp grounds returned to pasture or fields, or were simply reclaimed by the woods. But the town could never fully revert to its pre-war existence. Too much had happened. Veterans entered public life and many became politically prominent based on their service records. The public agenda now included a broadening of the democratic process, which encompassed changing views of such fundamental matters as slavery and the nature of the new national government. Residents kept alive memories of the encampments, and as the years went by, local lawyers processed pension applications for aging veterans and their widows and orphans. The war and its legacies had become part of the local heritage. It still is. The local heritage, however, remains part of the national heritage. In many ways, the events in and around Morristown constituted a microcosm of the entire Revolutionary experience — and it should be taught as such.



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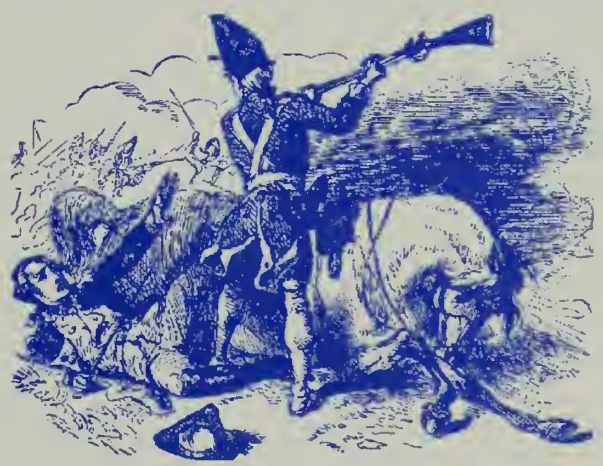

The Morristown 1779-1780 Map

This map was created especially for this program. This map was derived from information found on four original source documents:

- **Survey of Morristown by the Chain only**
  Map #105 by Robert Erskine, December 17, 1779. Courtesy of New York Historical Society.
- **Road from Morristown thro' Jockey Hollow**
  Map #104b by Robert Erskine. Courtesy New York Historical Society.
- **Map of the Jockey Hollow Encampment**
  By Captain Etienne de Rochefontaine. Courtesy of the Manuscript Division, Library of Congress.
- **Drawing of "Stark's Brigade"**
  Creator unknown; most likely an officer of that unit. Reproduction from the collection of Morristown National Historical Park; location of original unknown.

The three maps were created by order of General Washington. He knew the importance of accurate maps for an army, and was familiar with the details of their creation, having been a professional surveyor in his youth. Along with all his other duties as Commander in Chief and field General, he sometimes had to make his own sketches of the terrain, as evidenced by the following quote:

The want of accurate Maps of the Country which has hitherto been the Scene of War, has been a great disadvantage to me. I have in vain endeavored to procure them and have been obliged to make shift, with such sketches as I could trace from my own Observations...

Robert Erskine

Washington appointed Robert Erskine the first geographer to the Continental Army. Within days of their arrival at Morristown in 1779, Washington sent for Erskine:

Head Quarters, Morris Town 9th Decemb'r 1779
Dear Sir
His Excellency [General Washington] is extremely anxious to have the Roads in front and rear of the Camp accurately surveyed as speedily as possible. He therefore wishes to see you immediately at Head Quarters that he may give you particular directions as to the Business which he wants executed.
I am, Dear Sir,
Sincerely yours,
T. Tilghman

Measuring "by the chain"

The Erskine map of Morristown notes that it was created "by the chain only" and the Rochefontaine map's scale is in chains. The chain unit was from an eighteenth-century surveyor's tool, the "Gunter's Chain," invented by English mathematician Edmund Gunter in 1620. It had 100 links and was 66 feet long. To our decimal-oriented minds, that's a strange unit of measure, but it made sense because:

80 chains (80*66) = 5280 feet = 1 mile

In addition, making a square out of four chains results in a box of 4,356 square feet; ten of them – 43,560 square feet – measured an acre. The length of a *rod,* a common measure of the period, was 16.5 feet — a quarter chain.

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Soldiers

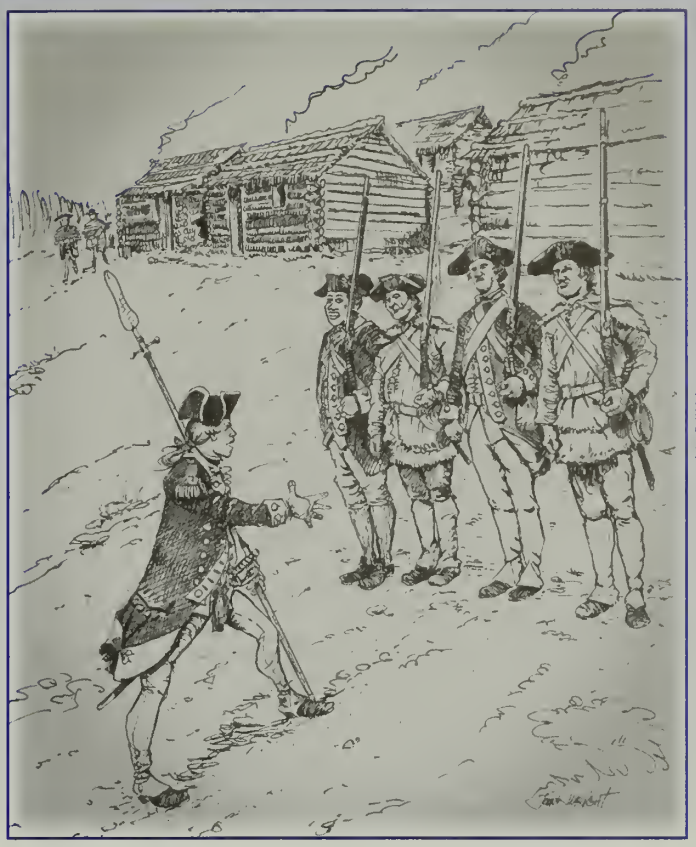
Who They Are

At the beginning of the Revolution, a soldier had to be healthy and between the ages of 18 and 40. He could not be a deserter from either army. But as the war dragged on, the recruiters became desperate to find new soldiers. They also wanted men to sign up for a longer time — at least three years, or until the end of the War. So, they stopped following the rules strictly.

As the war continued, many of the "men" who signed up were actually boys. And, there were many more poor men in the army as time went on. These less fortunate men were attracted to the money, clothes, and other promises made by the army. They were willing to serve for a longer time because they didn't have businesses or large farms to run. There were also more immigrants from Europe, and men of African descent.

Although the Southern states did not like it, more and more African-Americans — slave and free — served in the army as the war went on. They worked as servants and manual laborers, and served as soldiers. Many saw the war as a way to personal freedom, no matter which side they helped. The British governor of Virginia offered freedom to any slave who would fight with the British troops. Some slaves joined the Continental Army in exchange for their freedom after the war. There were probably 5,000 African-Americans who served during the eight-year war. Despite all the talk of "liberty," some of these veterans returned to the chains of slavery after the war.

Although only men served as soldiers, there were women who traveled with the army. They were called the "women of the camp." They shared the hardships of war and winter with the men, even in the Morristown encampment. Most of the women were wives of the soldiers. Most had no home left — poverty or the enemy took many homes and ruined many farms.



John R. Wright

Recruitment Oath for a Soldier

I promise to be true to the United States of America, and to serve them honestly and faithfully against all their enemies or opposers whatsoever; and to observe and obey the Orders of the Continental Congress and the orders of the General and officers set over me by them.

Many brought their children with them, so some soldiers had their families following them.

Many army leaders did not want women and children with the soldiers. But there were many benefits. As General Edward Hand noted during the Morristown encampment, they were useful "in cooking, washing & mending, attending to the sick."

Everyday Life

Two hundred years ago, armies spent more time marching and camping than fighting. Most of the time, soldiers took care of the other needs and responsibilities of army life.

Health

Most soldiers came from farms or small villages. But in the army, they had to learn how to live together with many other people — sometimes thousands of others. In the eighteenth century, a soldier was more likely to die of disease than in battle.

Many of the army rules, and much of the daily routine, were made to keep the soldiers healthy. They had to wash their hands and faces at least once a day, and shave every three days. When a river was nearby and the weather was warm enough, they could bathe.

The men marched regularly for exercise, as weather permitted. Wood had to be cut for fires — for cooking and for keeping warm. Camps needed garbage buried so disease would not spread. Latrines had to be dug.

Discipline

Large organizations, and especially an army, needs order and discipline. It must be clear who is in charge, and they must be respected. The soldiers had to obey orders given by the officers, from the lowest-level corporals and sergeants all the way up to the highest, the Commander in Chief.

There were regular roll calls to keep track of the men and cut down on desertions (leaving the army without permission). There were also regular inspections to check on the soldier's clothing, equipment, and military skill.

Soldiers who misbehaved or disobeyed orders were punished. First, they had a trial in a military court. If they were found guilty, they could be whipped as punishment. For a serious crime, like desertion, they could be hanged.

Training

It took a lot of training to change a farmer into a professional soldier. At the beginning of the war, men signed up for only a few months, or a year. Later, soldiers joined for at least three years. This meant that there was time to train them. They would learn how to march, and how to load and fire their muskets.

The Daily Routine

Many orders, in camp and in battle, were given by fife and drum music. Different tunes told the soldiers what to do during the day.

- Reveille was played at sunrise, after a cannon (the "morning gun") was fired. The musicians marched up and down the "parade ground," the area in front of the tents or huts.
- The Troop came a little later in the morning, and called the soldiers together for roll call and inspection.
- The Retreat came after another cannon firing (the "evening gun"). It signaled the evening roll call, and the reading of orders for the next day.
- The Tattoo sent the soldiers to their quarters for the night.

Guard Duty

Soldiers took turns guarding the camp from different spots. The picket guard was right outside the camp. If someone came near and could not give the correct password, the guard would fire a shot to warn the camp.

Entire regiments would take turns on outpost duty. They would live in the towns closer to the enemy. From there, they could keep an eye on the enemy forces. They would be the first to try to stop an attack, and to notify the main camp of enemy actions.

How the Soldiers Were Treated

Soldiers in the Revolution felt the way many soldiers of any war feel. They felt they were doing all the hard and dangerous work, while others (usually the richer people) enjoyed the comforts of home. As the war dragged on, they felt forgotten by the civilians they were fighting for. They felt they were not being paid enough.

Many soldiers were angry when the promises of pay, food, and clothing were not kept. They blamed the Army and the Congress in Philadelphia. Some gave up and deserted the army. Some ran away from their regiments and joined other regiments. This meant they could get another "sign-up" bonus of money, because the second regiment wouldn't know they had already joined the army.

A few times, tempers boiled over into mutiny, with the soldiers rebelling against their officers. They would threaten to leave. A large mutiny could have destroyed the Army and ended the fight for freedom. Fortunately, the mutinies were small and temporary. Most soldiers took pride in their own sacrifices, and that of their comrades.

When his time in the Army ended, a soldier had only his basic possessions. Injured soldiers could receive a pension, but for most, there was no further pay or help. A soldier even had to walk home!

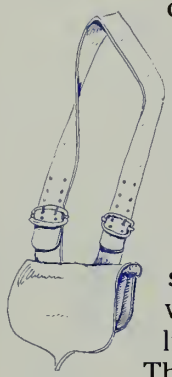
Role

Officers

They Were

The men who became officers in the army were mostly those from the upper and middle classes of society. They were community leaders, wealthy, well-educated, and from important families. Why? Because officers had to pay for their own uniforms and equipment, so it cost money to be an officer. Officers also had to be able to read and write. At the time of the American Revolution, poor people did not go to school because they were too busy working.

But most officers had very little military experience. Before the Revolution, there was no professional, full-time army in the colonies. One amazed French officer said of the American army:



"There are shoemakers who are Colonels, and it often happens that the Americans ask the French officers what their trade is in France."

He was amazed because a French soldier was a full-time soldier — that was his job. For the Americans, military life was only a temporary situation. They planned to return to their regular jobs when the war was over.

Oaths for Officers

I, [name], do acknowledge the United States of America to be free, independent and sovereign states, and declare that the people of these states owe no allegiance or obedience, to George the third, king of Great Britain; and I renounce and refuse any allegiance or obedience to him: and I do promise that I will, with all my power, support, maintain and defend the said United States, against the said king George the third and his heirs and successors, and his and their helpers and supporters, and will serve the said United States in the office of which I now hold, faithfully, according to the best of my skill and understanding. So help me God.

Everyday Life

The Continental Army divided its soldiers into groups. Each group was led by an officer. There were different-size groups and different-level officers.

Officers kept records about their troops. (That's why they had to be able to read and write.) An officer kept track of how many of his men were healthy and ready for duty. He also kept track of his men's equipment, from clothing to weapons. He knew who needed new items, how many things needed to be repaired, and so on.

An officer kept his men disciplined, healthy, and well-trained. He made sure that his men obeyed the rules of the army and followed his orders — and the orders of any other officer. If a soldier did not obey, he would go on trial. If he was found guilty, he would be punished, often by being whipped.

Officers lived better than common soldiers. But they paid for their own uniforms, weapons, camp equipment, horses, and servants. The officers regarded themselves as gentlemen, from the upper class of society. They wanted the respect shown to gentlemen, and they believed they needed to live the way the lower classes expected gentlemen to live. This was very difficult because they were paid with the paper money issued by Congress. People didn't trust this money, so it didn't

have much value no matter what it was supposed to be worth. Major General DeKalb wrote from Jockey Hollow in the spring of 1780:

"Being entirely in rags, I shall go to Philadelphia... to purchase new clothes. A hat costs four hundred dollars, a pair of boots the same."

How They Felt

Officers in the Continental Army shared the hardships of their men. They also shared their feelings of anger and frustration.

The officers knew that their work was important. They kept the army together, serving the cause of American independence. But they felt that Congress (the government during the war) ignored them and their needs.

Many officers felt that the people who stayed at home during the war were not grateful for the officers' sacrifices. Officers left their comfortable homes and good businesses to serve in the army. They were losing money at home because they couldn't work at their regular jobs. In addition, they had to use their own money to pay for their expenses. They saw others making money because of the war, while they and their families became poorer.

Ranks

The highest rank in the Continental Army was Commander in Chief. George Washington held this rank throughout the war, although he was also a general. (Now, the President of the United States is automatically the Commander in Chief of all our armed forces.)

Commissioned officers were the top officers in the army. A commissioned officer received his rank through a commission, an official document from his state government or from the Continental Congress. Commissioned officer ranks included: General, Colonel, Major, Captain, Lieutenant, and Ensign.

Some generals were "field generals" — they led the men on the field of battle. Some were in charge of departments. General Nathanael Greene, for instance, was Quartermaster General. The Quartermaster Department was in charge of things like getting supplies (except food and clothing) for the soldiers, keeping track of where all the troops were, and constructing camps.

Noncommissioned Officers were sergeants, corporals, drum majors, and fife majors. They were appointed by the commander of a regiment, and their job was to command the privates — soldiers who were not officers.

Army Units

The soldiers in the Army were divided into many different groups.

- A company was the smallest unit, commanded by a Captain.
- Eight companies made a regiment, led by a Colonel or a Lieutenant Colonel.
- At Jockey Hollow, four regiments made a brigade. A brigade was commanded by a Brigadier General.
- Two brigades made a division, with a Major General commanding it. If both brigades were from the same state, they were called a "line".

A Company was supposed to include:

1 Captain

2 Lieutenants

1 Ensign

4 Sergeants

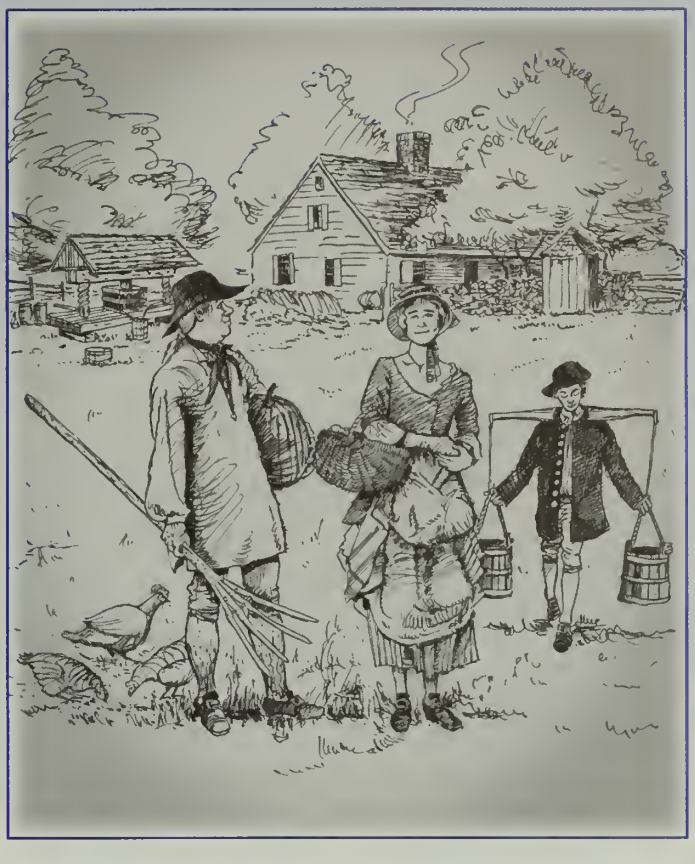
4 Corporals

2 Fifers or drummers

76 privates

All together, that's 90 people. But the Continental Army never had enough soldiers. The regiments at the Jockey Hollow encampment were much smaller, around thirty to sixty men.

Civilians



John R. Wright

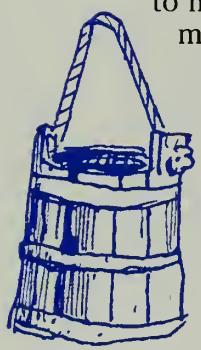
Who They Are

A civilian is anyone who isn't in the military. During the fight for American independence, many civilians sacrificed and suffered as much as the soldiers did.

Early American families were larger than today's families. Most women had seven or eight babies. Unfortunately, it was common for two or three children in a family to die at an early age. There weren't many doctors available, and medicine wasn't very advanced, so illness often led to death.

Everyday Life

Life for the average citizen in Revolutionary times can be described in one word: hard! Everything was more difficult than it is today: obtaining food, cooking, getting an education, traveling. If you wanted something, you usually had to make it yourself. And you had to make all the parts you needed, too! For instance, to make woolen clothes, you first had to make the cloth from yarn or thread. But before you could do that, you had to make the yarn or thread. To get the raw wool to spin into yarn, you had to shear it from the sheep. And, of course, you had to take care of the sheep year-round.



In every century, life is easier for wealthy people. Until the War began, families who could afford it could get almost anything they needed. They could buy food, household items like pewter dishes and silverware (poorer families used wooden plates, cups, and utensils), furniture, and even the latest fashionable clothing. These items were shipped to the Colonies from Great Britain. The shipments stopped when the war began.

On the Farm

Most people in the eighteenth century were involved in farming. Even someone with another job, like a tavern keeper or lawyer, often lived on a farm or owned one. So, if you lived in Morristown during the Revolution, you'd probably live on a farm.

Farming was very hard work before, when there was no agricultural machinery. The farmers had to do all the heavy labor by hand, sometimes with help from horses or oxen.

Everyone in the family worked hard all year to make a farm succeed. The men did the heavy work outside, taking care of the fields, barn, and pasture. Much of their work varied with the seasons—planting in the spring and harvesting in the fall, for example. The women worked mostly in and around the house, cooking, cleaning, and tending the garden. They also had to make household items like soap and candles. All the children worked, too, as soon as they were able. Even children as young as three or four had simple chores, like weeding the garden.

Oaths for the people of New Jersey

I promise that I do not hold myself bound to bear Allegiance to the King of Great Britain. So help me God.

I promise that I do and will bear true Faith and Allegiance to the Government established in this state under the authority of the People. So help me God.

Farm families produced as much as they could, and they used any surplus to barter for the things they couldn't make themselves. For instance, they could bring their extra cloth, vegetables, or cider to a merchant in town and trade for an iron teakettle.

Off the Farm

So many things on a farm need daily attention that it was difficult to get away. The average citizen rarely, if ever, traveled. But if he did, he'd find it difficult and dangerous. There were no bridges over rivers. The only roads were dirt roads; in some seasons, they'd be very muddy, and in all seasons they'd be full of holes. Horses would stumble and the wheels of carriages and wagons would break. Horses needed to be fed and rested on long trips.

Children who were lucky enough to leave the farm for schooling might have to walk an hour to get to the schoolhouse. There, they would find themselves in one room with other children six to twelve years old. They learned the basics of reading, writing, and arithmetic. They had to do chores at school, too. If they misbehaved, the teacher could hit them with a stick.

Militias

Almost all able-bodied men between 16 and 50 years of age belonged to their colony's militia. A militia is a part-time "citizen army" that can be called to action in emergencies. The militiamen supplied their own weapons, and practiced together several times a year. People with important jobs (like teachers, mail deliverers, and iron-mine workers) didn't have to serve in the militia.

Before the Revolution, the militias helped defend their colonies from Indian raids. They also fought with their British countrymen in the French and Indian War (1754-1763). During the Revolution, most militia troops fought against the British, who were, by then, "the enemy."

Militia service was considered strictly a temporary duty, not a full-time job. Even General Washington thought of his service as being a temporary soldier. All through the war, he looked forward to returning to his real job, running the farms at Mount Vernon.

During the War

People in New Jersey were literally in the middle of the Revolution. The British Army was based in New York, and the Continental Congress (which was the American government for the time being) was in Philadelphia, Pennsylvania. New Jersey, right between them, was the site of many military activities.

Even though most towns and farms never saw battles, the war changed life at home. When men left to serve as soldiers, the women and children had to work even harder, taking over chores like planting and harvesting. Some families could no longer keep their farms going and had to give them up.

If the army came through the area, other sacrifices had to be made. The wealthier families, with their big houses, were asked to let officers live with them. Many soldiers — sometimes thousands of them — had to be fed. Wounded soldiers had to be nursed back to health. Many farmers had to deal with the soldiers stealing food and property. And, if an area became the site of a battle, everything could be destroyed in the fighting.

In all, civilians could wind up losing as much as, and sometimes more than, any soldier: money, property, homes, and even their lives.

18th Century Morristown

"I found Morris a very clever village, situated in a most beautiful valley at the foot of 5 mountains. It has three houses with steeples which give it a consequential look."

Martha Daingerfield Bland, to her sister-in-law Frances Bland Randolph, May 12, 1777

OLD MORRISTOWN.

Before the War

Morristown was a quiet farming village for most of the middle of the eighteenth century. It was settled mostly by immigrants coming from lower New England, Ireland and England. Other settlers came from older New Jersey communities to the east such as Piscataway, Woodbridge, New Brunswick, Newark and Elizabethtown.

At the time of the Revolution, Morris Township (today known as southern Morris County which includes Morristown and the Jockey Hollow area) consisted of about 2,500 peoples. As the county seat, Morristown had a building that served as both courthouse and jail. The town itself had 250 residents.

Morristown was a crossroads town. Iron and agricultural products passed through from the highlands to the markets and ports of Newark and Elizabethtown.

Most of the people in the county were farmers. Nearby iron mines, furnaces, and forges employed many laborers, and made a few families rich. Morristown was also a good location for craftsmen, storekeepers, and tavern keepers.

Morris County's main incomes were from crops, livestock, lumber, and iron. Iron bars were hammered and bent to fit over a horse's back. The 400-pound bars were then carried to New York or Newark or Elizabethtown, or shipped to England. They were used to make chains, anchors, horseshoes, tools, and useful articles.

Most farms in Morris County consisted of about 150 acres. Some were larger, like Henry Wick's farm of 1,400 acres. Only a fraction of the land was actually farmed, because of the amount of labor necessary. There was no farm machinery in the eighteenth century. It didn't take so much work to grow fruit, so nearly all farms had large orchards.

Some land was cleared for livestock grazing. Part of a farmer's property was left uncleared, they could use the trees as need for firewood and building material. Many families, including some who lived miles away, bought parts of the Great Swamp for its wooded lots.

The most common crops in the county were corn and buckwheat. A large quantity of cider was produced in Morris county. Farmers also grew rye, and barley.

Large farms, iron works, and mills needed more than just a family to operate them. The extra labor was supplied by indentured servants, and perhaps even slaves.

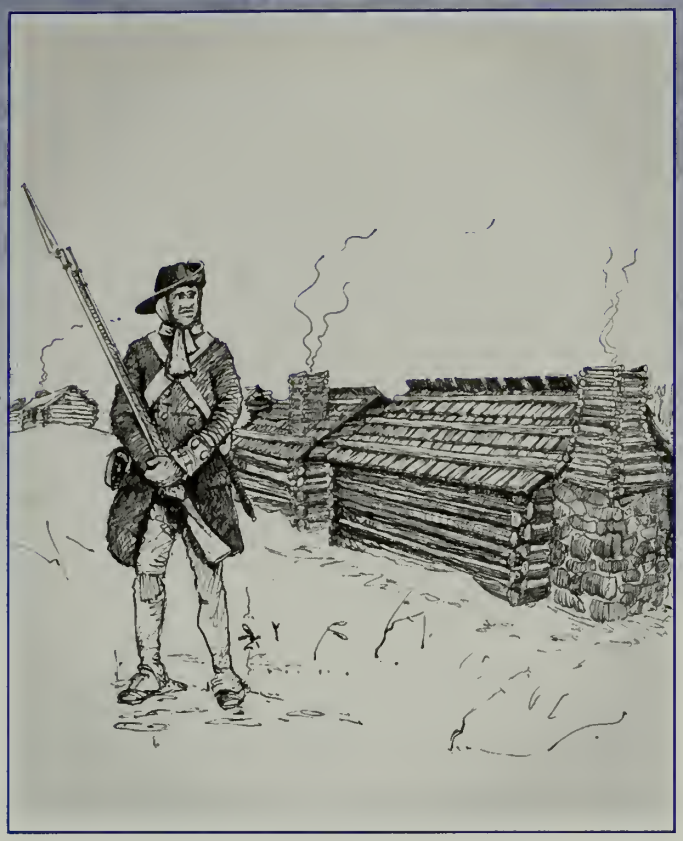
Homes

Homes were much more basic than our homes today. Even though families were larger — with five to ten children — a house might have only one or two rooms. Sometimes it had a loft that provided extra sleeping room. People slept on a cloth bag filled with straw or other soft material.

There was no running water in those days, and no flushing toilets, either. Water was brought in from an outdoor well. The "bathroom" was a small outside building (the privy or necessary) with a seat over a hole in the ground. Some people used a chamber pot at night so they wouldn't have to go outside. The chamber pot was often stored under the bed until it could be emptied.

The Wicks' family's house was built in a style called Cape Cod, as it was first used by earlier settlers from New England. There were three large rooms organized around a central chimney.

Wealthy people lived in larger homes. These houses had more rooms, large central passage ways allowing more privacy, and more windows. In these houses, a room was used for one specific activity. The house might include a dining room, a kitchen, a sitting room, bedrooms, and an office. Both the Kemble family and Jacob Ford, Jr. lived in such houses in Morristown. The Ford Mansion is where General Washington stayed during the winter of 1779-80.



John R Wright

Soldier
Oliver Cromwell

Born	Around 1752
Married	Unknown
Children	Unknown
Died	January 1853
Occupation	Farmer, Soldier

During the War

Oliver Cromwell, an African-American, enlisted in the Continental Army in his early twenties. He was in the Second New Jersey Regiment, commanded by Captain Lowery and under the command of Colonel Israel Shreve.

He served for six years and nine months. He was in the retreat to the Delaware River, and was part the famous "Crossing of the Delaware" on December 25, 1776. Oliver was in the battles of Trenton and Princeton, where, he said, the Americans "knocked the British about lively." He also served at Brandywine, Monmouth, and Yorktown. Cromwell said he saw the last man killed at the last major battle of Yorktown.

Oliver received an honorable discharge from the army, signed by Washington on June 5, 1783. He often spoke of this document's having the Commander in Chief's own signature "of which he was rightfully very proud." He also had the distinction of receiving the Badge of Merit, awarded for "Six Years faithful service."

At the Morristown Encampment

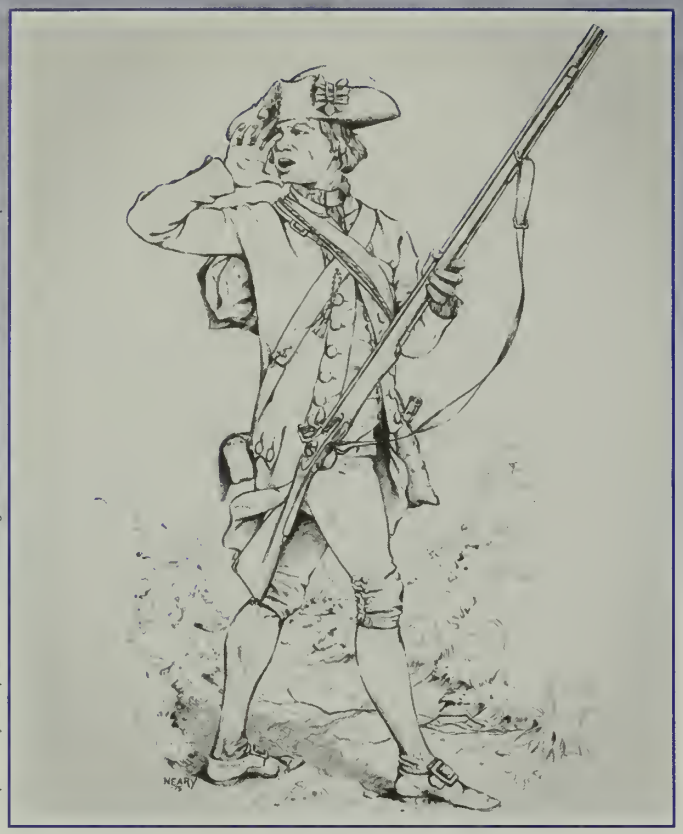
Oliver Cromwell's unit was part of the 1779-80 Morristown encampment. He experienced the "Hard Winter" just south of Morristown, in Jockey Hollow.

After the War

The Burlington Gazette (of New Jersey) interviewed Cromwell in 1852, when he was one hundred years old. He had great, great grandchildren by then — his grandchildren had grandchildren! The newspaper asked him about his life and war experiences.

This article is the source for most of the information we know about him. It said that even as a very old man, he could remember many details, including the battles of Trenton and Princeton. He was described in the newspaper story as "an old colored man... very aged; and yet comparatively few are aware that he is among the survivors of the gallant army who fought for the liberties of our country 'in the days which tried men's souls.'"

Cromwell died in January 1853.



Soldier

Joseph Plumb Martin

"The little sleep I had obtained was in cat naps, sitting up and leaning against the wall, and I thought myself fortunate if I could do that much. When I awoke I was as crazy as a goose shot through the head."

from Joseph Plumb Martin

Born	November 21, 1760 Becket, Berkshire County, Massachusetts
Married	1794 Lucy Clewly
Children	Five or more
Died	May 2, 1850 Prospect, Maine
Occupation	Farmer, Soldier, Town official, Writer

Before the War

Joseph Plumb Martin was born November 21, 1760 in Becket, Massachusetts. His father was a minister who was often in trouble for speaking his mind very freely. Joseph was sent to live with his grandparents when he was seven years old. He worked on their farm. They did not want him to join the army, but he enlisted on July 6, 1776, when he was 15 years old.

During the War

Young Joseph was sent to fight in New York. He witnessed the American defeats at Brooklyn and Manhattan. These battles led to the capture of New York by the British. He went home after his six-month enlistment was over. But after a winter back at home, he reenlisted. In his book, he said he wanted to "get as much for my skin as I could."

Joseph took part in, or witnessed, many major Revolutionary battles. He survived the terrible winters at Valley Forge and at Morristown. He witnessed the British final defeat at Yorktown in 1781, and Cornwallis's surrender. He was discharged from the army in June, 1783.

At the Morristown Encampment

Joseph was a private with the First Connecticut Brigade during the Morristown 1779-80 encampment. He was nineteen years old.

He wrote in his book: "The winter of 1779 and '80 was very severe. It has been denominated as the 'hard winter'. And hard it was to the army in particular, in more ways than one. The period of the Revolution has repeatedly been styled 'the times that tried men's souls.' I often found that those times not only tried men's souls, but their bodies too; I know they did mine."

After the War

Joseph married Lucy Clewley in 1794 and settled in Prospect, Maine. They had at least five children. He had several different jobs after the war, including justice of the peace, member of the state legislature, and town clerk.

In addition to his regular jobs, Joseph was a writer, poet, and artist. When he was 70 years old, he published a book entitled *A Narrative of Some of the Adventures, Danger and Suffering of a Revolutionary Soldier, Interspersed with Anecdotes of Incidents that Occurred Within His Own Observation*. It didn't sell well at the time. But when it was rediscovered in 1960, it was reprinted with the title *Private Yankee Doodle*. Now it is one of the best sources available for a soldier's view of the war.

Joseph died in 1850 in Prospect (now Stockton Springs), Maine, when he was 89 years old.

Soldier

Samuel Shelley

Born	1760 Hempstead Plains, Long Island, New York
Married	Unknown
Children	Unknown
Died	After 1850 Wantage Township, New Jersey
Occupation	Indentured servant, Soldier

Before the War

Samuel's father was a ship's carpenter who was forced to do work for the British army. His property was finally taken away, but he escaped to New Jersey with his family.

Samuel looked much younger than his real age. He used these looks to stay out of the army. He later wrote, "I was twelve years old for a good many years. I was always very small in stature." Samuel's aunt revealed his true age to Sergeant James Ballard of the Continental Army. Samuel was forced into military service for a term of about nine months. He was involved in only one skirmish. He wrote interesting accounts of camp life.

During the Morristown Encampment

Samuel entered the Continental Army in the "hard winter" of 1779-80. He was in the New Jersey Brigade until his discharge at the end of 1780.

After the War

Shelley moved several times but finally settled in Wantage Township, New Jersey. When he was 91, he applied for a pension to the United States government. He never received it.

Independence National Historical Park

Officer Nathanael Greene

"We fight, get beat, and rise up to fight again"
—Nathanael Greene, about the Continental Army

Born	August 7, 1742 Potowomut (now Warwick), Rhode Island
Married	July 20, 1774 Catharine Littlefield
Children	Six
Died	June 19, 1786 Mulberry Grove, Georgia
Occupation	Brigadier General, Rhode Island Militia; Quartermaster General and General of the Continental Army

Before the War

Nathanael Greene was one of nine children. He was raised as a member of the Society of Friends, a religious group also known as the Quakers. Quakers are pacifists — they believe that fighting and wars are wrong.

On July 20, 1774 Nathanael Greene married Catharine Littlefield, who was nineteen years old.

Despite his religious background, Greene helped organize a militia in October, 1774 because the possibility of war with England was increasing. The Society of Friends no longer let him be a member. Because Greene had a limp, the militia group didn't want him to be an officer. So, he began as a private.

During the War

When the American Revolution began, Rhode Island created an army for its defense. Greene was appointed as Brigadier General to command this army.

In 1778 he was appointed Quartermaster General because he was good at gathering and conserving military supplies. As Quartermaster, his responsibilities included getting supplies to the wide-spread army and organizing the army's camps. When he accepted the position, he reserved his right to also continue as a commanding General in the field for battles.

At the Morristown Encampment

General Greene arrived in the Morristown area in November 1779, and spent several weeks searching for a place for the army's winter camp. He supervised the organization and setup of the encampment. He had to find enough space for all the soldiers, and homes or other buildings to rent for the officers. Greene was especially frustrated that the Continental paper money wasn't worth much anymore. It was all he had to pay for housing, food, and other expenses like wagons and drivers for transporting supplies.

His wife Catharine arrived in Morristown in November 1779, and stayed for the rest of the winter, at the Arnold Tavern in the center of the town. On January 29, 1780 she gave birth to their fourth child, Nathanael Ray Greene.

After the War

At the end of the war, Greene was in debt because he had pledged his own money to feed the troops. But South Carolina voted to give him a gift of money, in gratitude for his defending their state. A grateful Georgia gave him a plantation on Cumberland Island. So, in 1785, he retired to his Mulberry Grove plantation with his debts cleared.

A year later, at the age of forty-four, Nathanael Greene died from illness due to sunstroke.

Independence National Historical Park

Officer
William Smallwood

Born	1732 Maryland
Married	No
Children	None
Died	February 12, 1792
Occupation	Soldier, Member of the Maryland Assembly, General in the Continental Army, Governor of Maryland

Before the War

William Smallwood went to school in England. He came to America and was a soldier in the French and Indian War. He became a member of the Maryland Assembly in 1761, and joined the protest against British taxes. William served as a member of the Maryland Convention in 1775, which protested British troops in America.

During the War

William was placed in charge of a regiment of Maryland troops in January 1776. He later led his troops to cover Washington's retreat at the Battle of White Plains in New York, where he was wounded. The Continental Congress promoted him to Brigadier General.

Sixteen-year-old Sally Wister was sent to the countryside after the British captured Philadelphia in 1777. There she had the chance to meet Brigadier General Smallwood several times. She certainly liked him, as we can see from some of her journal entries:

October 20, 1777 *"The General is tall, portly, well-made; a truly martial air, the behavior and manner of a gentleman, a good understanding and a great humanity of disposition constitute the character of Smallwood."*

October 27, 1777 *"We have the pleasure of the General and suite at afternoon tea. He (the General, I mean) is most agreeable; so lively, so free and chats so gaily that I have quite an esteem for him."*

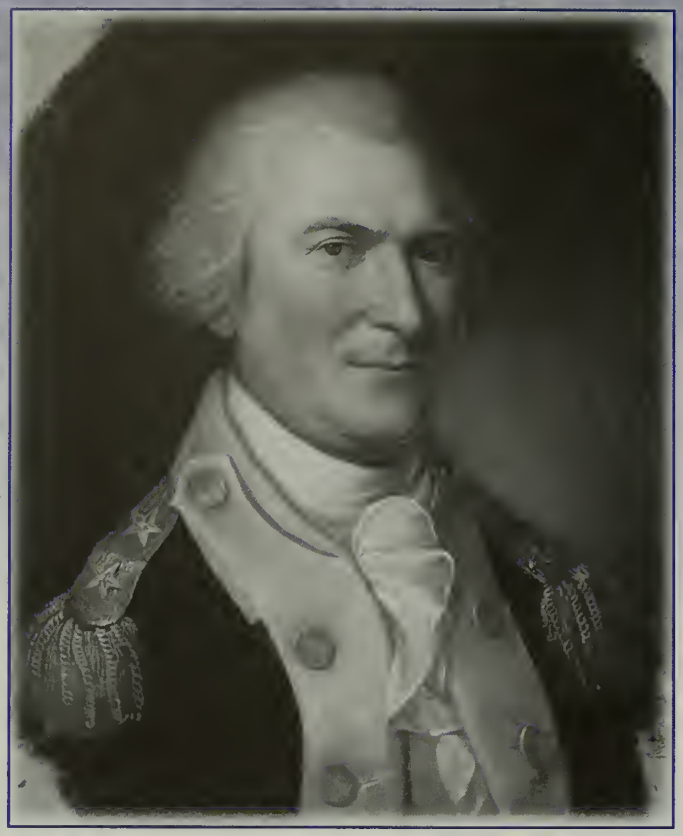
November 1, 1777 *"I declare this General is very, very entertaining, so good natured, so good humour'd and yet so sensible I wonder he is not married. Are there no ladies formed to his taste?*

At the Morristown Encampment

William Smallwood was a Brigadier General at the time of the Morristown encampment. He commanded the First Maryland brigade. During the encampment, he stayed in the mansion owned by Peter Kemble.

After the War

After the war, William went into politics, and became a member of the Continental Congress. He later served as Governor of Maryland. He never married. He died on February 12, 1792.



Independence National Historical Park

Officer
Arthur St. Clair

Born	Between 1734 and 1737 Scotland
Married	1760 Phoebe Bayard
Children	Six or more
Died	1818
Occupation	Major General in the Continental Army, Delegate in the Continental Congress, Governor of the Northwest Territory

Before the War

Arthur St. Clair studied at the University of Edinburgh, under a well-known physician, William Hunter.

He began his military career in 1757. He used his inheritance from his mother to buy an officer's commission in the British army. He took part in important battles in the French and Indian War. He resigned from the British army in 1762.

In 1760, Arthur married Phoebe Bayard, the niece of Pennsylvania's governor. Phyllis inherited a large sum of money. They moved to the Pennsylvania frontier and bought nearly 4000 acres of land. Arthur became influential in the Pennsylvania government.

During the War

Arthur opposed Great Britain's rule and became a colonel in the Continental Army. He helped organize New Jersey's militia and fought in the Battles of Trenton and Princeton.

In 1777, St. Clair was sent to defend Fort Ticonderoga in northern New York. He had to abandon the fort when it was overwhelmed by the invading British army. Many people wondered if he had done the right thing, but it was probably the right choice. He served the cause of American Independence faithfully for the rest of the war.

The war caused great personal loss to the St. Clair family. They moved from the western frontier land in Pennsylvania to Pottsgrove, near Philadelphia. He was forced to sell large portions of his land, losing much of his money.

He lost his western land, too. Some was destroyed by Indian raids. Some was ruined by neglect because the family was so involved with the war.

In 1782, Arthur wrote to Washington:

"I am not master of one single shilling, nor will anything that I am possessed command it; I am in debt, and my credit exhausted and were it not for the rations I receive, my family would actually starve."

At the Morristown Encampment

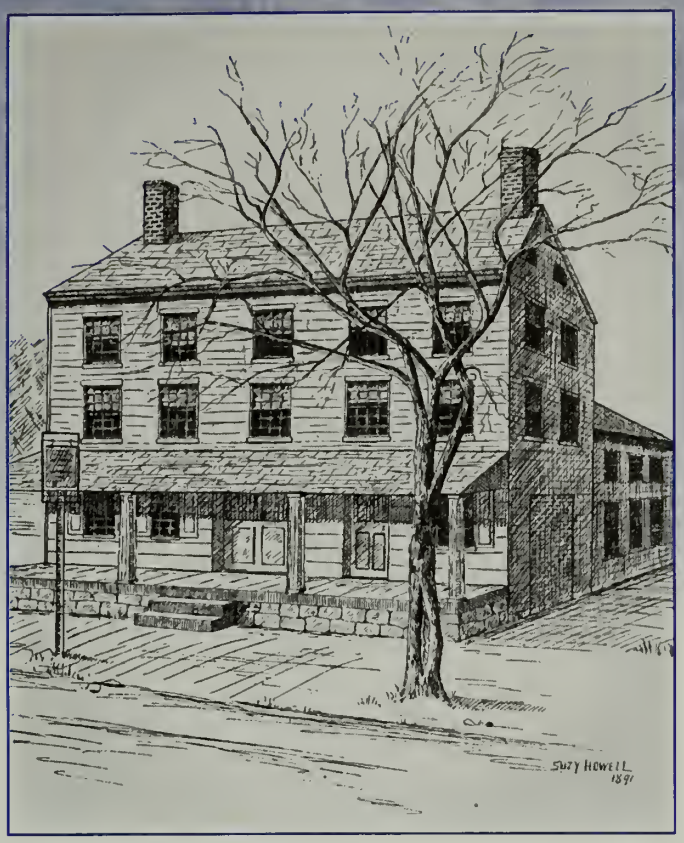
During the winter of 1779-80, Arthur St. Clair was Major General of the two Pennsylvania brigades camped in Jockey Hollow. He stayed at the Wick family's home.

But Arthur was at the camp only seventy days of the six-month encampment. He made frequent trips home because his wife was ill. He was also on outpost duty, and had meetings with the British to discuss exchanging prisoners of war.

After the War

Arthur St. Clair served in the Continental Congress from 1785 to 1787. After that, he was appointed governor of the Northwest Territory.

In 1791, he was appointed Major General and commander of the United States Army. In November of that year, he was badly defeated by the Miami Confederation of Indians in what is now Ohio. He later resigned from the army. He died in poverty in 1818.



Civilian

Jacob Arnold

Born	December 14, 1749 Washington Valley, New Jersey
Married	Elizabeth Tuttle, 1769 Sarah Nixon, 1805
Children	17
Died	March 1, 1827
Occupation	Tavern keeper, Mill owner, Militiaman, County sheriff

Before the War

Jacob married Elizabeth Tuttle when he was twenty years old.

He co-founded the Speedwell Iron Works in1776. A slitting mill cuts large iron bars into narrow strips, which can be made into nails or other small items. It was the second slitting mill in this country. British law prohibited this industry in the colonies.

Jacob was the Commander of the Morris County Light Horse Militia.

During the War

Jacob owned the tavern his father built on Morristown Green. The tavern provided food, drinks, and lodging. It was also an important place for gathering and exchanging information. Arnold's Tavern was probably the most prominent tavern in Morristown.

In November of 1780, the French officer Marquis de Chastellux visited briefly. He admired the dining room "adorned with looking glasses and handsome mahogany furniture."

In 1778, Jacob Arnold was taxed on 202 acres of land, eleven horses, sixteen cattle, four hogs, one servant, and one riding chair.

At the Morristown Encampment

Arnold's Tavern was an important meeting place. Continental Army officers lived there. From January to May 1777, General Washington used it as his headquarters.

From December 1779 to June 1780, Arnold's Tavern was General Nathanael Greene's quarters. While living there, Greene's wife, Catherine, gave birth to a son in January 1780.

Having the General and his wife living in the tavern for a long time was inconvenient. Jacob Arnold must have written a letter to complain about it, because General Greene wrote back:

> *Some people in this neighborhood are polite and obliging; others are the reverse. It was and is my wish to live upon good terms with the people of the House and I have endeavored to accommodate my family so as to render it as little inconvenient as possible. Having fixt the office for business in another House and set up a Kitchen to free your family from the trouble of our Servants. From these circumstances... I was in hopes all matters would be agreeable. But if they are not I cannot help it... If you are friendly and obliging you shall not find me wanting in justice and generosity.*

After the War

Jacob was Morris County Sheriff in 1780 and 1786. He was charged the largest property tax in the Washington Valley community.

He and his wife Elizabeth had ten children, although many died before growing up. In 1803, Elizabeth died of consumption, at the age of fifty. When Jacob, was fifty-six, he married 24-year-old Sarah Nixon. They had seven children.

He died at the age of 78, on March 1, 1827.

Richard Simon

Civilian

Peter Kemble

Born	December 12, 1704 Smyrna, Asia Minor (now Turkey) (English father and Greek mother)
Married	Gertrude Bayard
Children	Seven
Died	1789
Occupation	Royal Government office, Landholder, Merchant

Before the War

Peter was well educated in England and Holland. He came to New York when he was in his mid-twenties. Shortly after arriving, he married Gertrude Bayard. This marriage connected him to some of the most influential families of New York and New Jersey.

The Kembles had five sons and two daughters. The oldest daughter, Margaret, married General Thomas Gage, who would be the Commander-in-Chief of the British army.

Their son Stephen became Deputy Adjutant General of the British forces in North America. He built a mansion (a private residence today) on the land next to Henry Wick's property.

During the War

Peter and his family had many important roles in the royal government of New Jersey. He was even the "acting governor," who took over when the Governor was away. He remained loyal to his original government and to the King. He refused to swear loyalty to the new United States of America. This usually led to someone's property being taken away, but his son Richard took the oath and saved the family fortune.

There were rumors that Peter Kemble was spreading information about British proclamations. The new government wanted to question him. But he still defied the "rebels" and would not cooperate. He couldn't just refuse, so he used the excuse of being old and ill. Although everyone knew it was just an excuse, this is what he wrote to the colonial Governor Livingston:

Peter Kemble to Governor William Livingston, August 22, 1777

Sir:

Your letter much surprised me being a very old man, full of infirmities and ailments... I should be called upon to answer questions of I know not what tendency... I am in such a condition of body and mind that I neither can, nor, you may be assured, will answer any questions that shall be thought prejudicial to my self... that I may have been called upon to act in an official way... at a critical time... However if you are determin'd to oppress a poor innocent man, you have power, & in God's name, use it. I have but a little time to live & am determined to end it with honour. I am

Yo'r Excellency's most humble servant

Peter Kemble

At the Morristown Encampment

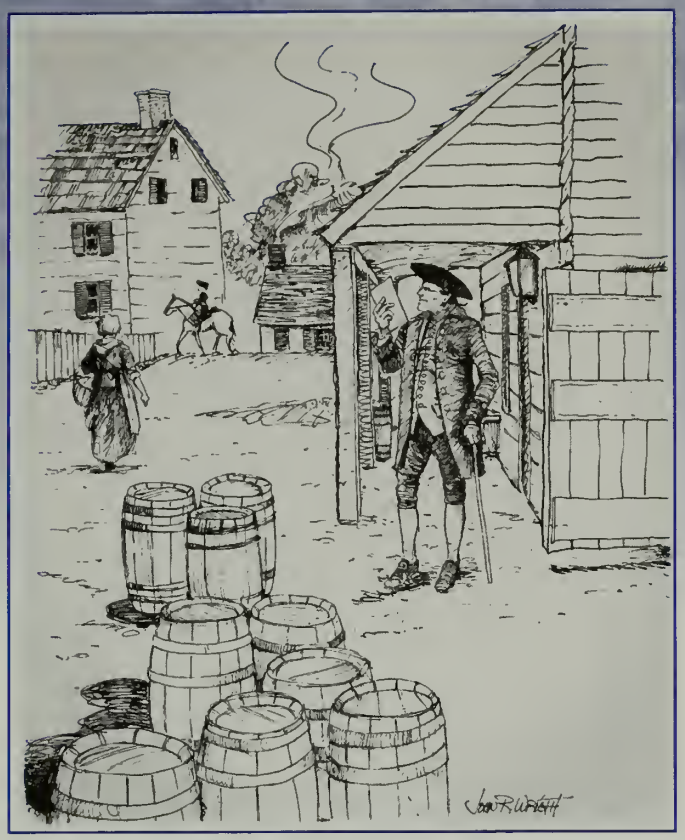
When Nathanael Greene suggested that the winter encampment should be at Morristown, Washington said to place it on the property behind Kemble's.

The Connecticut Brigade, Stark's Brigade, and part of the New York brigade built huts on Kemble's property, and cut his trees for huts and firewood.

The Kemble house became officer's quarters for part of the winter. General William Smallwood, the Maryland brigade commander, lived there.

After the War

Peter Kemble led a quiet life at his mansion until his death in 1789.



John R. Wright

Civilian
John Stevenson

Born	Unknown
Married	1778 Rachel Gwinnup
Children	Unknown
Died	Unknown
Occupation	Merchant

During the War

When the American Revolution began, Rachel Gwinnup and her husband, John Gwinnup, owned a hat shop in Morristown. John was a private in the New Jersey militia. He was killed fighting the British in 1777.

Rachel married John Stephenson in 1778. They opened a general store in Rachel's house.

At the Morristown Encampment

John and Rachel owned a store at the corner of Spring Street and present-day Martin Luther King Avenue. An advertisement from the New Jersey Journal in April 1780 shows that they sold many different kinds of goods.

The Stephenson store advertisement stated these items would be sold for "cash or country produce, as low as the times will admit." But "cash" did not include paper money.

Money was a big problem for the states during the War for Independence. There were no gold or silver mines, so coins could not be made. Coins (or "hard money") were scarce in America even before the war started. To solve the problem, the Continental Congress issued paper money known as *Continental currency*.

People often refused to take Continental currency in payment. It did not have gold or silver stored away to give it any real value. They did not want to trade their valuable crops or manufactured goods for paper money that was almost worthless. At one point, it took 60 paper dollars to buy something worth one dollar in coins. This is called *inflation*.

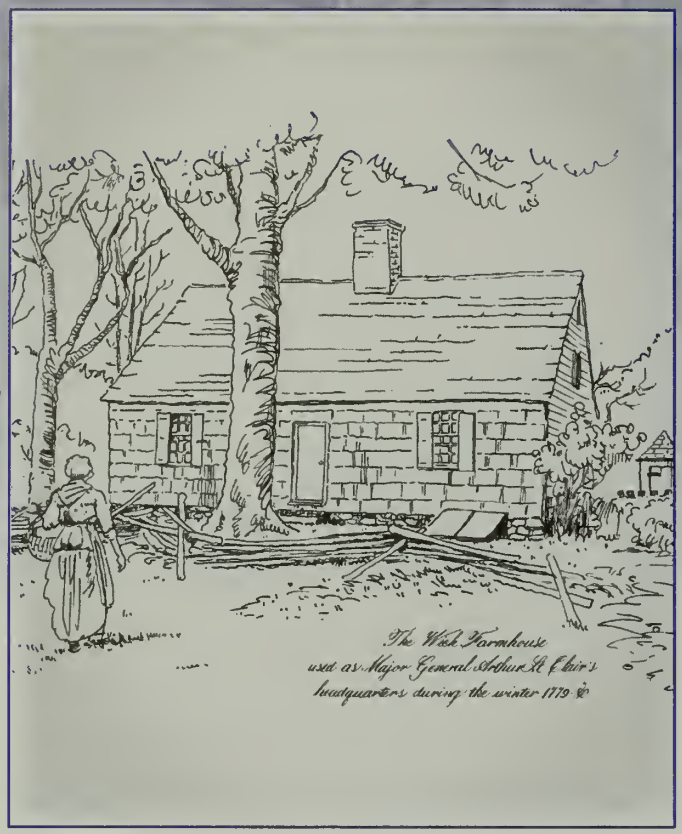
During the war years, the phrase "Not worth a Continental" became popular. It meant that something was just about worthless.

After the War

We don't know anything about Rachel or John Stephenson's lives after the war.

TO BE SOLD FOR CASH, OR COUNTRY PRODUCE, AS LOW AS THE TIMES WILL ADMIT OF, BY
JOHN STEPHENSON
AT HIS STORE IN MORRIS TOWN

Broad Cloths	Shoe and knee buckles
Black mode & sattin	Mens and womens combs
Ditto millionet	Fine and coarse ditto
Irish linen and cambrick	Skeliton and hair pins
Spellingbooks	Black laces different patterns
Testaments	Rum by the gallon
Writing paper	Green Tea
Inkpowder	Coffee and pepper
Pocket-handkerchiefs	Spanish sugar
Leather breeches	Tobacco and snuff
Hats	Glass tumblers, pints, half pints
Fine thread & sewing silk	gills & half gills
Needles, pins and tapes	Wool cards, best kind
Worsted binding	Indigo, copperas, alum
Silk twist different colours	Shoe heels, salt petre
Basket buttons	Womens kid gloves



John R. Wright

Civilian

Henry Wick

"...a good dwelling house, barn and outhouses, with a well of good water at the door, nine or ten hundred bearing apple trees and other fruit in abundance."

1816 Advertisement of Wick Home

Born	October 23, 1707 Long Island, New York
Married	1775 Mary Cooper
Children	Five
Died	December 27, 1780
Occupation	Farmer

Before the War

Henry Wick married Mary Cooper, who was eleven years younger. Henry and Mary's father, Nathan Cooper, bought about 1200 acres in the Morristown area in 1746. Two years later, Nathan sold all his rights to the property to Henry. The Wicks moved from Long Island and built a new home on this land around 1750.

Henry and Mary had four children before moving. The fifth was born in their new home in Jockey Hollow.

The Wicks owned one of the largest farms in the Morristown area. Much of our information about them comes from their wills and the "Property Inventories" made when they died. Based on the inventories, they owned:

Animals: *horses, cattle, oxen, hogs, sheep, geese, turkeys, dung-hill fowls, bee hives*

Crops, food, and drink: *corn, buckwheat, hay, oats, flax, potatoes, rye, Indian corn, wheat, cider, whiskey, and metheglin (honey wine)*

Although the Wicks could have purchased some of this, most was probably produced on their farm

During the War

Some sources say Henry Wick served in the New Jersey Militia, but that is unlikely. Men usually served in the militia until the age of fifty. Henry was nearly seventy years old in 1776.

The Wick family had officers live in or visit their home during at least three winters during the war.

At the Morristown Encampment

During the Morristown encampment, only the youngest daughter, Temperence, lived with the Wicks. The farmhouse became the headquarters of Major General Arthur St. Clair, commander of the Pennsylvania brigades.

Three brigades, and part of a fourth, camped on Wick property during the winter of 1779-80. The troops cleared the Wick's woods, using the trees for huts and for firewood.

In December 1780, an officer who had lived at the Wick home wrote to his family:

"P.S. Mr. Wicks who has been sick for several days past, died and was buried yesterday."

The officer also wrote about the mutiny of the Pennsylvania troops. On January 1, 1780, most of the 2,000 Pennsylvania men rebelled and marched off to Philadelphia. He wrote:

"Since [the mutiny] Mrs. Wicks and Dr. Liddel's very agreeable families have been kept in continual alarm."

After the War

After Henry's death, Mary stayed on at the farmhouse until she died. Temperence inherited the family home and part of the farm. She died in 1871. The farm remained in the family until Wick descendants sold it in 1871.

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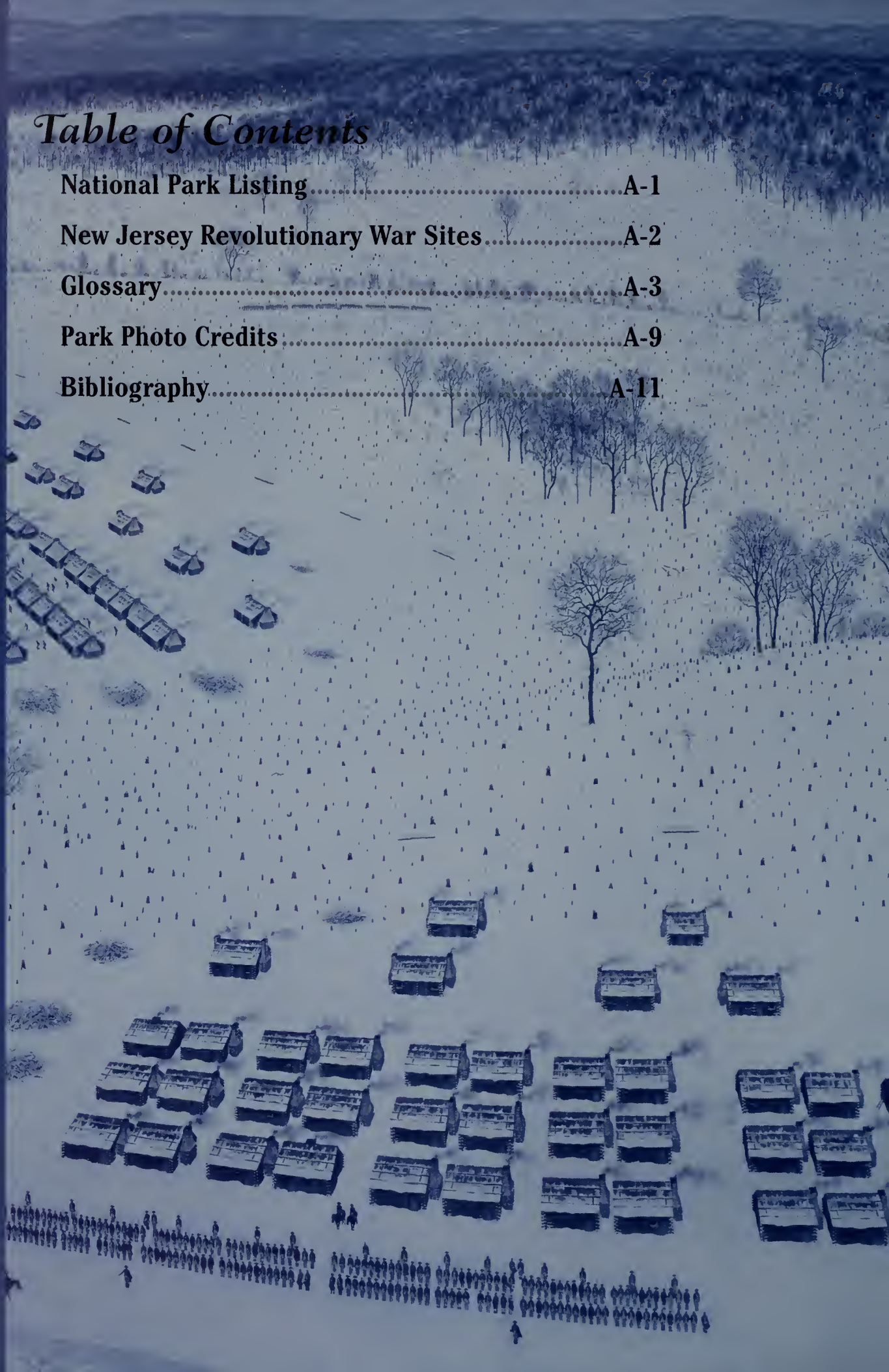


APPENDIX

Parks to Contact

National Parks and the American Revolution

Adams National Historical Park
PO Box 531, 135 Adams Street, Quincy MA 02269-0531 617-773-1177

Boston National Historical Park
Charlestown Navy Yard, Visitor Center, Boston MA 02129-4543 617-242-5601

Bunker Hill Monument at Boston National Historical Park
Cowpens National Battlefield
PO Box 308, Chesnee SC 29323-0308 864-461-2828

Federal Hall National Memorial
Manhattan Sites
National Park Service, 26 Wall Street, New York NY 10005-1907 212-825-6888

Fort Necessity National Battlefield
The National Pike, RD 2 Box 528, Farmington PA 15437-9514 724-329-5512

Fort Stanwix National Monument
112 E Park Street, Rome NY 1344—5816 315-336-2090

George Rogers Clark National Historical Park
401 S Second Street, Vincennes IN 47591-1001 812-882-1776

Guilford Courthouse National Military Park
2331 New Garden Road, Greensboro NC 27410 336-288-1776

Independence National Historical Park
313 Walnut Street, Philadelphia PA 19106-2778 215-597-8787

Kings Mountain National Military Park
2625 Park Road, Blackburg SC 29702 864-936-7921

Longfellow National Historic Site
105 Brattle Street, Cambridge, MA 02138-3407 617-876-4491

Minute Man National Historical Park
174 Liberty Street, Concord MA 01742 978-369-6993

Moores Creek National Battlefield
40 Patriots Hall Drive, Currie NC 28435-0069 910-283-5591

Morristown National Historical Park
30 Washington Place, Morristown NJ 07960-4299 973-539-2016

Saratoga National Historical Park
648 Route 32, Stillwater NY 12170-1604 518-664-9821

Valley Forge National Historical Park
PO Box 953, Valley Forge PA 19482-00953 610-783-1000

Colonial National Historical Park (Yorktown)
PO Box 210, Yorktown VA 23690-0210 757-898-3400

Or visit the website at www.nps.gov

Revolutionary War sites in New Jersey

These sites are administered by the state, local level or privately run.

Fort Lee Historic Park
Hudson Terrace, Fort Lee, NJ 07024 201 461 1776

Monmouth Battlefield State Park
347 Freehold-Englishtown Road, Manalapan, NJ 07726 732 462 9616

The Old Barracks of Trenton
Barrack Street. Trenton, NJ 08608 609 396 1776

Rockingham
108 CR 518, RD #4. Princeton, NJ 08540 609 921 8835

Wallace House
38 Washington Place, Somerville, NJ 08876 908 725 1015

Washington Crossing State Park
355 Washington Crossing-Pennington Road, Titusville, NJ 08560 Visitor Center/Museum 609 737 9303

Glossary

Allegiance Devotion or loyalty to a person, country, or cause.

Ambush An attack from a hidden position.

American Revolution The securing of independence from Great Britain by the people of the 13 Colonies. Calling themselves the United States of America, these people wrote a Declaration of Independence, defied the authority of their mother country, and ended up winning a war to protect that independence. The Revolution certainly ended with the victory in the Revolutionary War; however, the Revolution began long before that, maybe even with the settlement in America (far away from England) of people who wanted to govern themselves and who wanted to have a direct say in the way they were governed.

Artillery Mounted large caliber weapons, such as cannons, used in land warfare and manned by a crew.

Barrack A large, plain building or group of buildings especially used as temporary housing for soldiers.

Battery A set of large military guns, especially artillery, used in combined firing.

Bayonet A knifelike weapon. It attaches to the muzzle end of a musket for use in close combat.

Blockade A shutting off of a port or region of a state by the troops or ships of the enemy in order to prevent passage in or out in time or war.

Boarder A person who regularly gets their room and meals at another's home for pay.

Bombard To attack with artillery or bombs.

Boston Massacre Shooting of five American colonists by British troops on March 5, 1770. Five people, including an African American man named Crispus Attacks, were killed. Both sides dispute nearly every part of the story. Did the colonists have weapons? The British say rocks and other such weapons were hurled at them. But the British had guns, and they did open fire. The Boston Massacre deepened American distrust of the British military presence in the colonies.

Boston Siege British troops attempted to take gunpowder from Concord, Massachusetts. The local militia opposed the British during the Battle of Lexington and Concord. As news spread of the battles more citizens joined the Massachusetts' militia. The growing people's "army" surrounded the city, dug trenches and trapped the British – a siege. More troops from all over New England joined in the siege. The Continental Congress took charge of the growing army and chose George Washington to command the troops. This action helped create the first American Army – The Continental Army. Cannon captured from Fort Ticonderoga were placed on the heights south of Boston known as Dorchester Heights. These guns were able to destroy naval ships. Therefore, the British boarded ships and sailed out of Boston harbor in March of 1776.

Boston Tea Party Angry and frustrated at a new tax on tea, American colonists calling themselves the Sons of Liberty and disguised as Mohawk Indians boarded three British ships (the Dartmouth, the Eleanor, and the Beaver) and dumped 342 whole crates of British tea into Boston harbor on December 16, 1773. Similar incidents occurred in Maryland, New York and New Jersey in the next few months, and tea was eventually boycotted throughout the colonies.

Campaign A series of military operations with a particular objective in a war.

Cavalry Troops mounted on horseback or the branch of military service composed of such troops.

Cease-fire A temporary suspension of hostilities, a truce.

Colonial Of the thirteen British colonies that became the United States or characteristic of the styles of their period.

Colonist An inhabitant or member of a colony. The terms colonist and colony are used prior the Declaration of the Independence, while afterwards they are referred to as American and state.

Commander One who leads and controls; an officer who leads a military unit.

Compromise To make a compromise; split the difference

Constitution Document detailing our form of government. Ratified by a majority of states and declared in effect in 1787. Form of government outlined largely resembles the Virginia Plan, an idea of James Madison's that focused on a strong central government. Madison also insisted on a Bill of Rights, which became the First Ten Amendments.

The Constitution created a three-branch form of government still in use today. The executive, legislative and judicial branches all have their role in making sure the United States government works effectively and protects the rights of the people as proclaimed in the Declaration of Independence.

Continental Army "Continentals" were the regulars of the American Army, as distinguished between the state militia. The Continental Army was established in June 1775. George Washington took command of the army in July of the same year in Boston.

Continental Congress Two groups of people from all over the 13 Colonies who came together to discuss liberty. The **First Continental Congress** was a group of 56 delegates from 12 colonies (all except Georgia) who met in Philadelphia in September of 1774. They came together to act together in response to the Intolerable Acts. They met in secret because they didn't want Great Britain to know that they were united. The **Second Continental Congress** met in 1775, when the Revolutionary War had started. The war was going badly, and the armed forces were disorganized. The Continental Congress created the Continental Army and named George Washington as commander-in-chief. The Congress continued through the summer. Out of the discussions came the Declaration of Independence, the Articles of Confederation, and the Marine Corps.

Constitutional Convention Convention called in 1787 to discuss problems with the current government document, the Articles of Confederation. The result was a new form of government, the Constitution. Delegates from all over the newly formed states attended, and they struggled with competing concerns of large-population states and small-population states. George Washington presided over the Convention, and James Madison took detailed notes. Once the Constitution was approved at the Convention, it still had to be ratified by a certain number of states.

Declaration of Independence A document written by Thomas Jefferson. It was reviewed and changed by the Continental Congress and approved July 4, 1776. It was to let the nations of the world know that the thirteen American colonies were now free and independent states. It proclaimed why the states had the right to rebel from Great Britain. It was written during a time in which kings and queens decided what people of their country could do and say. The Declaration declared that people were born with natural rights of "life, liberty, and the pursuit of happiness". No one, including a king, could take these rights away. It further said that governments were formed to protect these rights. If governments did not, the people had the right to replace the government. These were new and radical ideas for 1776. Over the last 225 years, people around the world have looked to the ideas about human liberty contained in the Declaration to fight for freedom.

Defensive A position of defense. Defense is the act or power of guarding against attack, harm, or danger.

Delegate A person who is authorized to speak or act for one or more others, such as a representative to a conference or convention.

Desert to abandon and thereby be remiss in one's duties or obligations; to abandon or forsake one's military post, duties, or obligations.

Detachment A small military unit formed or dispatched for some particular purpose. The sending out of such a unit.

Discharge To perform a duty or carry out an obligation or responsibility.

Dorchester Heights See the Boston Siege.

Dragoon A heavily armed cavalryman of seventeenth and eighteenth century Europe.

Drill Learning or training procedure consisting of frequent repetition of an action or item to be learned.

Encampment A place where a camp has been set up for military troops.

Enlistment The time period for which a person is committed to serve in a military service.

Evidence Something that tends to prove. It is grounds for belief.

Express Rider A letter carrier usually transporting mail on horseback.

Export To send or transport abroad, usually for sale or trade.

Flank Any side or a part found on the extreme left or right.

Fortify To strengthen against attack, as by building or furnishing forts, walls, etc.

French and Indian War War fought between Great Britain and its two enemies, the French and the Indians of North America. Most of the battles were in Canada. American colonists, including George Washington, fought with the British in this war, which lasted from 1754 to 1763. The British won the war and won the right to keep Canada and several other possessions in the New World.

Frontiersmen Men who live in that part of a settled, civilized country which lies next to an unexplored or undeveloped region.

General Assembly An elected legislative body.

Green An area of smooth turf set aside for special purposes such as a village green.

Import To bring goods from another country especially for purposes of sale.

Independence The state or quality of being independent; freedom from the influence, control, or determination of another or others.

Indians Native Americans were often referred to as Indians in the eighteenth century.

Inoculate To inject or otherwise infect a person or animal with a virus or microorganism, esp. in order to create immunity to a disease.

Intolerable Acts A series of laws sponsored by British Prime Minister Lord North and enacted in 1774 in response to the Boston Tea Party. The laws were these:

- **Impartial Administration of Justice Act,** which allowed the royal governor of a colony to move trials to other colonies or even to Great Britain if he feared that juries in those colonies wouldn't judge a case fairly
- **Massachusetts Bay Regulating Act** made all law officers subject to appointment by the royal governor and banned all town meetings that didn't have approval of the royal governor
- **Boston Port Act**, which closed the port of Boston until the price of the dumped tea was recovered, moved the capital of Massachusetts to Salem, and made Marblehead the official port of entry for the Massachusetts colony.
- **Quartering Act**, which allowed royal troops to stay in houses or empty buildings if barracks were not available
- **Quebec Act**, which granted civil government and religious freedom to Catholics living in Quebec.

These Acts were the harshest so far of all the Acts passed by Parliament. The closing of Boston's port alone would cost the colony (and the American colonies as a whole) a large amount of money. The Regulating Act was aimed at curtailing

revolutionary activities. The Quartering Act angered colonists who didn't want soldiers (especially Redcoats) in their houses. And the Quebec Act was a direct insult to Americans, who had been denied the same sorts of rights that the Quebec residents now got.

Rather than keep the colonists down, the Intolerable Acts stirred the revolutionary spirit to a fever pitch.

King George III King of Great Britain from 1760 to 1820. Under his guidance, Britain won the French and Indian War but lost the Revolutionary War. He was mentally unstable because of a disease called porphyria, and he was given to bouts of madness and unpredictability. He also didn't like his government officials very much.

Legislature A governmental assembly authorized to make, change, or revoke the laws of a state or nation.

Libel The act of publishing any false and malicious written or printed statement, or any sign, picture, or effigy tending to expose a person to public ridicule, hatred, or contempt or to injure a person's reputation in any way.

Lieutenant Governor An elected official of a State who ranks below the governor and substitutes for the governor in case of the latter's absence or death.

Loyalist A person who is loyal to the British government.

Marblehead Regiment The Marblehead Regiment began as a militia as early as 1636. Marblehead was a seaport town, so most of the men in the militia were sailors. By 1770, the militia was well respected for its military skill. This militia selected John Glover as its leader. Colonel Glover used his own money to aid enlistment and buy supplies. He turned all of his merchant ships into privateers dedicated to the patriotic cause. In May of 1775, the militia was transferred to Continental service and renamed the Marblehead Regiment. On May 22, they marched to Cambridge to play a key role in forcing the British evacuation of Boston. On January 1, 1776, new men joined the ranks and the Marblehead Regiment became the Fourteenth Continental Infantry. This group was also called the Marine Regiment because they played a key role in supplying and manning the armed vessels that protected the coast.

Militia Men Part-time soldiers, subject to state authority. In the American states generally anyone who could vote was in the militia. Voters were often head of households, typically a white male, land-owning farmer.

Minute Men This name is usually associated with Massachusetts. Just prior to the American Revolution, as a devise for eliminating Tories from the old militia organizations, the resignations of all officers in the three regiments of Worcester, Massachusetts were called for. These regiments then were broken up to form new ones and new officers were elected. The new officers were instructed to elect one third of the men in each new regiment to be ready to assemble under arms on a minute notice.

Munitions War supplies; especially weapons and ammunition.

Natural Rights See Declaration of Independence.

Northwest Territory This was the area of the American frontier north of the Ohio River, south of the Great Lakes, east of the Mississippi, and west of Pennsylvania. Present-day it includes the states Ohio, Illinois, Indiana, Wisconsin, and Michigan. These lands were claimed by existing states until 1780, at which time the states gave up their claims and gave these territories to the central government. After the American Revolution, the Continental Congress created a document called the Northwest Ordinance of 1787, which set up the way the territories would be organized and operated. More importantly, it set up how the territories would become states. These new states would be equal to the original thirteen. This was very important to the growth of the United States of America. Native American tribes voiced opposition to further American expansion.

Officer A person who has received a commission in the armed forces. Commissioned officer ranks included: General, Colonel, Major, Captain, Lieutenant, and Ensign.

Outpost An outlying military post or the troops stationed there.

Parliament The national legislative body of Great Britain, composed of the House of Commons and the House of Lords.

Patriot One who loves and loyally supports one's own country.

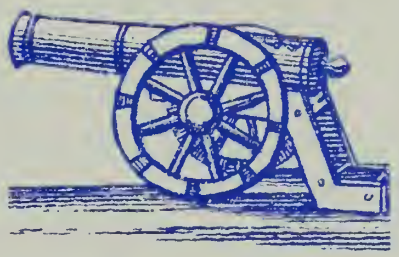
Pauper An extremely poor person, especially one who must live on public charity.

Petition A formal request that is usually written, often signed by many people, and addressed to an authority that is empowered to grant some right or benefit.

Planking The act of installing or laying planking or boards.

Post A place where a body of troops is stationed: camp.

Private An enlisted man is the army.



Prussia Of Prussia, its people, their language, etc. Prussia was the historic region of North Germany, on the Baltic. The former kingdom existed in Northern Europe from 1701-1871.

Quarter To lodge or reside in quarters.

Quartermaster An officer whose duty it is to provide troops with quarters, clothing, equipment, food, etc.

Rank To maintain a particular rank or position; to stand in or form

Ration A fixed amount allotted by an authority, as of scarce goods in wartime; authorized share.

Redcoat A British soldier in a uniform with a red coat

Rebel One who engages in armed resistance against the established governments of one's own country.

Recruit To raise or strengthen an army or navy by enlisting personnel.

Regular A soldier in the regular army.

Reinforce To strengthen a military with additional troops, ships, etc.

Scalp A section of the skin that covers the part of the human head that is usually protected by hair, in former times taken from the head of an enemy as a victory trophy, as during some conflicts between whites and North American Indians.

Scottish Highlander A group of people from Scotland. A large group of Scottish highlanders settled in North Carolina after British revolts in the 1740s. When revolution swept through the 13 colonies, the once rebellious Highlanders remained loyal to England. Perhaps they feared that losing the Revolution would result in the same harsh treatment they received from the English at home.

Scout A soldier or ship sent out to spy on the strengths, movements, etc. of the enemy.

Sharpshooter A person who shoots with great accuracy; good marksman.

"Shot heard round the world" Nineteenth century poet Ralph Waldo Emerson's song, The Concord Hymn, contains this description referring to the gunfire heard at the Lexington Green and in Concord at the North Bridge on April 19th, 1775.

While the shots fired that April morning were not really "heard round the world," the action taken by the minute and militiamen started an eight year War of Independence that resulted in a new form of government unlike any other in history.

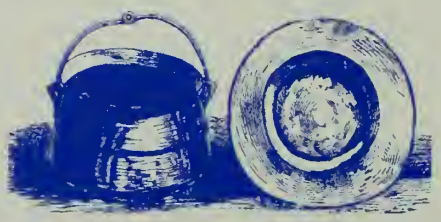
Siege The encirclement of a fortified place by an opposing armed force intending to take it, usually by blockade and bombardment.

Silversmith One who makes, plates, or repairs articles of silver such as jewelry.

Skirmish A minor or preliminary battle between small military units.

Stockade A barrier for defense that is made of upright stakes or timbers.

Stamp Act and Stamp Act Congress First direct British tax on American colonists. Instituted in November 1765. Every newspaper, pamphlet, and other public and legal document had to have a Stamp with some kind of British seal on it. The Stamp, of course, cost money. The colonists didn't think they should have to pay for something they had been doing for free for many years. They responded in force with demonstrations and the formation of the Stamp Act Congress. The Congress was made up of delegates from all the colonies. They delivered a response to the Crown. Seeing the hostile reaction in the colonies, the British government repealed the Stamp Act in March 1766 but at the same time passed the Declaratory Act, which said that Great Britain was superior (and boss of) the American colonies "in all cases whatsoever." The Stamp Act gave the colonists a target for their rage. The Stamp Act Congress also gave the colonists a model for the Continental Congress.



Strategy A plan, method, or series of actions designed to achieve a specific goal or effect; the comprehensive planning and direction of large military movements and operations in wartime.

Sugar Act 1764 Act that put a three-cent tax on foreign refined sugar and increased taxes on coffee, indigo, and certain kinds of wine. It banned importation of rum and French wines. These taxes affected only a certain part of the population, but the affected merchants were very vocal. Besides, the taxes were enacted (or raised) without the consent of the colonists. This was one of the first instances in which colonists wanted a say in how much they were taxed.

Townshend Revenue Act 1767 By imposing duties on the American colonists on glass, lead, painters' colors, team and paper imported into the colonies, this act was to bring revenue for British military expenses in the colonies.

Tory A person who advocated or actively supported continued allegiance to Great Britain.

Tributary A river or stream that flows into a larger river or stream, or into a lake.

Troop To assemble or join together in a crowd.

Unanimous In complete agreement, as a number or group of people.

Volunteer A person who chooses freely to enter naval or military service, without being compelled to do so by law or composed of volunteers, as an army.

Wagoner One who drives a wagon.

Whig A person who opposed continued allegiance to Great Britain and supported the Revolution.

National Park Photo Cards and Credits

1. Photo: NPS Fort Necessity National Battlefield – Field with British Stockade

2. Photo: NPS Boston National Historical Park – Historic Faneuil Hall is where the townspeople often rallied and railed against British oppression. It was at this site that Samuel Adams and his colleagues held many meetings in protest of the Stamp Act

3. Photo: NPS Adams National Historical Park – John and John Quincy Adams Birthplace

4. Photo: NPS Independence National Historical Park – Battle of Bunker Hill, Boston National Historical Park

5. Photo: Russ Finley, Battle of Concord Bridge, Minute Man National Historical Park

6. Photo: NPS Longfellow National Historic Site – Served as George Washington's home during the Siege of Boston and later home to poet and scholar Henry Wadsworth Longfellow

7. Photo: NPS Moores Creek National Battlefield – Battle of Moores Creek. Scottish Highlanders led the Loyalist attack across Moores Creek Bridge

8. Photo: NPS Independence National Historical Park – Signing the Declaration of Independence – Assembly Room of Independence Hall, Philadelphia, Pennsylvania. Congress adopted the Declaration of Independence on July 4, 1776. On August second, a formal parchment copy was signed by most of the members of Congress. The State House in which they met has been known as Independence Hall ever since.

9. Photo: Fort Stanwix National Monument – Aerial view of current replica fort

10. Photo: NPS Saratoga National Historical Park – British surrender at Saratoga

11. Photo: NPS Valley Forge National Historical Park – Soldier's Huts in snow

12. Photo: NPS George Rogers Clark National Historical Park – George Rogers Clark Memorial stands on the site of Fort Sackville

13. Photo: NPS Morristown National Historical Park – The Wick farmhouse at Jockey Hollow was used as headquarters for General St. Clair during the 1779-80 winter encampment.

14. Photo: Ellis Sawyer – Centennial Monument at Kings Mountain National Military Park in South Carolina. In 1880, this 28-foot monument was unveiled at the centennial commemoration of the Patriot victory.

15. Photo: NPS Cowpens National Battlefield – Morgan's march to Cowpens. When the Americans reached the frontier pasturing ground known as the Cowpens, they set up camp and prepared for battle.

16. Photo: NPS Guilford Courthouse National Military Park – Battle of Guilford Courthouse, March 15, 1781. In this scene, the veteran First Maryland Regiment is engaged in fierce bayonet-bayonet fighting against the Second Battalion of the elite British Brigade of Guards.

17. Photo: Russ Finley – Surrender Room at the Moore House, Yorktown – Colonial National Historical Park. It was in the surrender room at the Moore House that the
Articles of Capitulation for Cornwallis' surrender were drafted October 18, 1781.

18. Photo: NPS Federal Hall National Memorial – George Washington's Presidential Inauguration on the steps of Federal Hall in New York City.

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"A very good position may be had at Jockey Hollow, right back of Mr. Kembles, about one Mile. The Army must hut in an irregular form, possibly on the sides of a round Mountain, The wood is pretty good and water in great plenty; and I think the ground will be pretty dry. The approaches to the Camp will be pretty difficult and is a considerable remove farther from the enemy ."

General Nathanael Greene to General George Washington, November 27, 1779

This map was derived from the information found on the three original source documents:

- Survey of Morristown by the Chain only, December 17, 1779, map no. 105
  (Collection of the New-York Historical Society, accession 43079)
- Road from Morristown thro' Jockey Hollow, map no. 104b
  both by Robert Erskine, Surveyor to the Continental Army
  (Collection of the New-York Historical Society, accession 34458)
- Map of the Jockey Hollow Encampment by Capt. Etienne de Rochefontaine
  (courtesy of the Manuscript Division, Library of Congress)

The Drawing of "Stark's Brigade" was done by someone in that unit, probably an officer.

The picture of the encampment is part of a mural at Morristown National Historical Park.

Fort Necessity National Battlefield

Boston National Historical Park

Fort Necessity National Battlefield

Where
Farmington, Pennsylvania

When
1754

What
The French and Indian War Begins

Who
Joseph Coulon de Villiers
French commander

George Washington
British Colonel

Who Else
Queen Alliquippa
Seneca leader

Tanacharison, "Half King"
Seneca tribe

"We have... prepar'd a charming field for an Encounter."

George Washington May 27, 1754

National Park Service

Twenty years before the War for Independence started, a different war began on the North American continent.

The French and the British both wanted to control the lands in North America. The Native Americans at first fought against both of them. Eventually, the **Indian** leaders realized they could not defend their lands by themselves. In trying to do what was best for their people, sometimes they fought with the British. Other times, they took the French side. By the middle of the 1700's, British settlements had spread and their colonists were very good at fighting against the Indians. So, the Indians joined the French in a long war against the British.

In May of 1754, a young British officer led his men in a **skirmish** against French troops in Jumonville Glen, Pennsylvania. This Lieutenant Colonel from Virginia had very little military experience, and his 40 men didn't have much more. They were British settlers from Virginia who had joined the **militia** without expecting to actually fight. Most joined because **recruits** were paid and received a bonus of land. But they still won the 15-minute fight, with only one man killed. The French forces had 10 dead and 21 captured.

The Virginian **colonists** returned to their nearby campground at Great Meadows and built a small, circular **stockade**. They called it "Fort of Necessity." Many other soldiers joined them during the next few weeks.

On July 3, only five weeks after the fort was built, it was attacked. By then, the 22-year old British commander had been promoted to full Colonel — because the original Colonel had fallen off his horse and died from his injuries. The new Colonel led his 400 soldiers in defending the fort. But they were overwhelmed by the 600 French soldiers and 100 Indians led by Louis Coulon de Villiers. The young officer who had won the small battle at Jumonville had to surrender after this larger battle.

The battle at Fort Necessity was the first in the **French and Indian War**. It lasted for seven years. In fact, in other countries, it is called The Seven Years' War. It helped set the stage for the American Revolution in three ways.

First, the colonists felt they didn't need **regular** army soldiers to protect them in this new land. They thought they could defend it themselves. Some must have wondered if they needed help from Great Britain at all, for anything.

Second, the war was very expensive for Great Britain. The government taxed the colonists to get money. The colonists didn't want to pay for the war, so they protested the taxation. This was the beginning of their rebellion against Great Britain.

Finally, the French wanted revenge on the British, who had beaten them in this war. One way they took revenge was by later helping the colonists fight against the British army in America.

The young British officer who won the Jumonville skirmish and then surrendered at Fort Necessity went on to fight for American freedom. Although he lost some other battles during his long military career, Fort Necessity was the only time he ever surrendered. His name? George Washington!

Boston National Historical Park

Where
Boston, Massachusetts

When
1773 & 1775

What
The Boston Tea Party
Paul Revere's Midnight Ride

Who
Paul Revere
Patriot

Robert Newman
Patriot

William Dawes
Patriot

Dr. Joseph Warren
Patriot

Who Else
Thomas Hutchinson
British Governor of Massachusetts

Samuel Adams
Signer, Declaration of Independence

John Hancock
Signer, Declaration of Independence

"Fellow countrymen, we cannot afford to give a single inch! If we retreat now, everything we have done becomes useless! If Hutchinson will not send tea back to England, perhaps we can brew a pot of it especially for him!"

Samuel Adams, December 16, 1773

Boston was the center of the American Revolution. Protests against the British started there. The war itself started there. Many important events that contributed to the American Revolutionary cause took place in and around Boston.

After the the **French and Indian War**, Britain had many debts to pay. The British **Parliament** decided to tax the colonists to pay for these debts. They passed the **Stamp Act** in 1765 to collect taxes on newspapers, legal documents and playing cards. Before the tax collectors could issue these stamps the colonists protested with riots. They also sent petitions to **King George III**. A year later Great Britain removed the Stamp Act. In 1767 the British government still needed money so Parliament passed the **Townshend Act**. This act created an import tax on lead, paper, glass, and tea. Colonists protested again with riots. Britain ended all but the tax on tea.

Colonists continued to boycott British tea. This boycott hurt the British East India Tea Company causing the government to pass the Tea Act of 1773. In November tea ships arrived in Boston. Samuel Adams and other patriots planned a secret protest against the tea. On December 16th, a group of patriots disguised them as "Mohawk" Indians. They boarded three ships in the harbor and dumped the tea overboard. This event is known as the Boston Tea Party.

Parliament punished Boston by closing down its harbor. Bostonians could no longer import or export goods. It passed stricter laws that took away their right to assemble. This harsh treatment of Boston encouraged the colonies to send delegates to the First Continental Congress in Philadelphia.

One of the men throwing tea overboard became famous for something he did two years later. Paul Revere, a Boston **silversmith**, remained active in the Patriot cause. In April 1775, Dr. Joseph Warren, another Boston Patriot, found out that the British Army was planning to go to Concord to take guns away from the **militia**. Warren asked his fellow patriots, Paul Revere and William Dawes, to ride to Lexington to warn Samuel Adams and John Hancock. Warren was worried soldiers might stop them on their way to Concord.

Paul Revere was afraid that he and Dawes would be captured before they left Boston. Revere made a back-up plan to warn others. He asked his friend Robert Newman to place signal lanterns in the Old North Church steeple. These lanterns would inform the people how the soldiers planned to leave Boston—by land or by sea.

On April 18th Revere and Warren discovered British soldiers were leaving that evening by boat. Newman went to Old North Church steeple to hold up two lanterns. At the same time Revere and Dawes left by different routes to warn Hancock and Adams

At midnight, Revere and Dawes arrived in Lexington and warned the men to leave. They continued to Concord in case the militia had not received the news. On the way, they met patriot Dr. Samuel Prescott. Unfortunately, a patrol of British soldiers captured Revere. Dawes escaped back to Lexington. Prescott was the only rider to warn Concord.

At dawn, the British soldiers arrived at Lexington Green and faced the local **minute men**. Shot were fired and eight colonists lay dead. The British continued on to Concord facing the militia of many towns who had gathered there. On April 19, 1775 the Revolutionary War began.

National Park Service

Adams National Historical Park

Minute Man National Historical Park

Adams National Historical Park

Where

Braintree (now Quincy), Massachusetts

When

1774

What

Birthplace of John Adams

Who

John Adams
First Vice-President, second President

Who Else

John Quincy Adams
Sixth President

Abigail Adams
First Lady

"The second day of July... will be celebrated by succeeding generations, as the great anniversary festival. It ought to be commemorated as the day of deliverance... with pomp and parade, with...guns, bells, bonfires, and illuminations, from one end of this continent to the other..."

John Adams, in a letter to his wife, July 3, 1776

John Adams was one of the greatest figures in early American history. He was involved in every aspect of the fight for Independence. His spirit and enthusiasm convinced others to also support the American cause.

Adams began disagreeing with the English government in a very mild way. He did not suggest that the colonies should separate from England. **Parliament** passed the **Stamp Act** in 1764, taxing the colonists to help pay for the **French and Indian War**. Adams, a lawyer, said that the colonists should have all the rights of other British citizens. One of these rights was to have representation in Parliament. Adams argued that the tax was illegal because the colonists had no representative in Parliament.

John Adams became almost instantly famous throughout the colonies. He continued to support colonists' rights long before the colonies declared themselves independent. In 1767, he wrote a letter from the Massachusetts **legislature** to the other colonies to encourage protesting the **Townshend Acts.** He turned down an important job in the British courts because he didn't want to be part of the British government.

Even when Adams began to believe that the colonies should separate from England, he still didn't approve of violence. After the 1770 **Boston Massacre**, he defended the British soldiers who had killed five of the colonists. He felt that the colonists there had turned into a dangerous mob and had forced the soldiers to fire into the crowd. People saw this as proof of his dedication to justice. They knew he was still a Patriot. In 1773, he supported the **Boston Tea Party**. From then on he firmly supported many actions that finally led to American independence.

In 1774, Adams attended the **First Continental Congress** in Philadelphia. This could be considered the beginning of his political career for the United States. The actions of this Congress, and those of the Second Continental Congress a year later, gave the American colonies support and direction. The Congress also served as a centralized government for the colonies throughout the Revolutionary War years. Adams introduced and defended many ideas that the Congress adopted. These included:

- A **petition** to King George III about the colonists' complaints
- A ban on **importing** goods from England
- Commissioning George Washington to organize a Continental Army
- Issuing American paper money
- Sending representatives to other countries to ask for help
- The Declaration of Independence

Adams went on to be the first Vice President of the United States, under George Washington. After Washington's eight years in office, John Adams became our second president.

The Adams National Historical Park includes the birthplaces of John Adams, and of his son John Quincy Adams, who became our sixth President. (Until George W. Bush was elected in 2000, John Quincy was the only son of a President to become President!)

National Park Service

Minute Man National Historical Park

Where

Concord, Massachusetts

When

1775

What

The Battle of Lexington and Concord

Who

John Pitcairn
British officer

John Parker
Lexington Militia

Who Else

Paul Revere
Express rider

William Dawes
Express rider

"We had always governed ourselves and we always meant to. They didn't mean that we should."

Levi Preston, Danvers Militia Man

On a spring morning in 1775, nearly 500 **minute men** and **militiamen** stood together overlooking Concord's North Bridge. Nearby, close to 100 British soldiers stood watch over the very same bridge. These men, whose fathers and grandfathers had been friends, eyed one another with suspicion and distrust. At the heart of their conflict was one question, "Who should govern?" Though they were *all* British citizens, they had two very different answers to this question

Loyalists believed that the colonists should remain under British rule. **Patriots** supported many British laws, but did not like the way the King of England was treating them. The King had passed laws to force the colonists to pay new taxes. The patriots thought these laws were unfair. They were afraid that they were losing their rights as English citizens. Things heated up when the King sent the British army to enforce the laws. Patriots believed they had a right to govern themselves, and they were willing to fight for that right! That fight began on an April morning in 1775.

Just after midnight on April 19, 1775, 700 British soldiers marched from Boston to Concord. Their plan was to destroy the patriots' arms and **munitions. Express riders** Paul Revere and William Dawes saw the British leave Boston, and rode through the night to warn the Lexington and Concord militias.

At sunrise, British soldiers led by Major John Pitcairn entered Lexington to find nearly 70 militiamen on Lexington Green. John Parker was the officer in charge. The British told the men to surrender their arms and disperse. As the militiamen walked away, shots rang out. In the confusion, eight patriots were killed and ten wounded. The British marched on to Concord.

When the British arrived at Concord, they set about destroying supplies. A small **detachment** was sent to guard the North Bridge. At about 9:30 that morning, minute and militiamen gathering near the North Bridge saw smoke rising over the town. They thought the British had set the town on fire! They ran to its defense!

To get to town, they had to cross the North Bridge. When they arrived at the bridge, the British fired, killing two men and wounding others. The militiamen returned fire. They killed three British soldiers and wounded a dozen more. The British retreated to Concord and finally to the safety of Boston. The British held Boston under siege for the next eleven months. Finally, on March 17, 1776, British troops and loyalists left the city under the watchful eye of General George Washington, Commander-in-Chief of the new Continental Army.

On the 100th anniversary of the battle, the North Bridge unveiled the famed Minute Man statue. On the base of the statue is part of "The Concord Hymn," written by poet Ralph Waldo Emerson.

By the rude bridge that arched the flood,
Their flag to April's breeze unfurled,
Here once the embattled farmers stood,
And fired the shot heard 'round the world.

While the shots fired that April morning were not really "heard 'round the world," the action taken by the minute and militiamen started an eight year War of Independence that resulted in a new form of government unlike any other in history.

National Park Service
PARKS AS CLASSROOMS

Bunker Hill Monument at Boston National Historical Park

Longfellow National Historic Site

Bunker Hill Monument at Boston National Historical Park

Where
Boston, Massachusetts

When
1775

What
The Battle of Bunker Hill

Who
Dr. Joseph Warren
Patriot leader

William Howe
British General

Who Else
William Prescott
Colonial Army Colonel

Salem Poor
African-American soldier

George Washington
Commander of the Continental Army

"If we should be called into action I hope to have courage and strength to act my part valiantly in defense of our liberties and our country"

Peter Brown, American Colonist

The Battle of Bunker Hill was the first major battle of the Revolutionary War. It was fought on June 17, 1775, less than two months after the start of the Revolutionary War at Lexington and Concord. The Battle was one of the bloodiest in the War for Independence. The British army won the battle, but many soldiers were killed. The new colonial army lost the battle, but proved that they were determined to fight for their freedoms.

After the fighting at Lexington and Concord, the British returned to Boston. British ships blocked the harbor and British troops continued to occupy the town. After hearing about Lexington and Concord more than 14,000 men from throughout New England gathered at Cambridge. There, Joseph Warren and other patriot leaders organized the **volunteers** into the New England **militia**. Their mission was to drive British forces from Boston. First the new army blocked the main road leading to Boston and occupied the hills leading to Roxbury, just outside Boston.

Soon after **patriot** leaders learned that the British were preparing to attack the new army in Roxbury and occupy **Dorchester Heights**. On the night of June 16, Colonel William Prescott led over 1,000 colonists from Cambridge to Charlestown to fortify the hills closest to Boston.

That night, the colonial soldiers built a fortification on Breed's Hill (where Bunker Hill monument is today). The next morning, as the British fired cannons, more colonists arrived, including Major-General Joseph Warren. Although Warren was offered command, on this day he took up arms to fight as a Private.

As the superior British troops drew closer, Salem Poor and other brave colonists stood their ground. They drove back two major assaults by British forces, but by late afternoon they had run out of ammunition and were forced to withdraw.

The Battle of Bunker Hill was a costly victory for Britain. More than 1000 British soldiers were either killed or wounded. The colonists lost 400 - 600 soldiers, including Joseph Warren. With Warren's death, the patriots lost one of their most important leaders.

Though the colonists lost this battle, they sent a clear message to the British government that they were willing to risk everything for their beliefs.

After the battle, the British postponed their plan to attack patriot forces in Roxbury and fortify Dorchester Heights. The **Siege of Boston** continued. The newly formed Continental Army, under the command of General George Washington, took control of Dorchester Heights. In March 1776, the British forces evacuated Boston.

National Park Service

Longfellow National Historic Site

Where
Cambridge, Massachusetts

When
1775-1776

What
Continental Army Headquarters

Who
George Washington
Commander of the Continental Army

John Glover
Patriot General

Martha Washington
Patriot and First Lady

Who Else
John Vassal
Boston Tory

Henry Wadsworth Longfellow
American Poet

Henry Knox
Patriot Colonel

"You know the rest. In the books you have read / How the British Regulars fired and fled..."

Paul Revere's Ride,
by Henry Wadsworth Longfellow, 1860

National Park Service
PARKS AS CLASSROOMS

Why is Longfellow National Historic Site included in a list of Revolutionary historic sites? After all, the poet wasn't even born until 1807. That's 25 years after the American Revolution! The truth is, the house was headquarters for General George Washington and his wife Martha at the start of the American Revolution. Later, Henry Wadsworth Longfellow lived in the house. He wrote poems about the Revolution that made people proud to be American.

In 1759, John Vassal paid to have a mansion built on Brattle Street in Cambridge, Massachusetts. He was a Tory — a member of a political group that supported King George III. Vassal and his family fled their Cambridge home at the start of the Revolution..

The **Patriots** took over the house in 1775. While no one knows how Patriots first used the house, we know that shortly after the Battle of Lexington and Concord, **General John Glover** and his Marblehead **Battalion** used it as **barracks.**

In June 1775, George Washington was appointed Commander-in-Chief of the new Continental Army. As commander, his job was to turn more than 14,000 soldiers into one unified army. In July, he settled into the house on Brattle Street and used it as headquarters through the winter When Washington arrived, the British controlled Boston, and his goal was to get it back. He needed **artillery** to do this.

In November, Washington ordered Henry Knox to bring cannon from **Fort Ticonderoga** to Boston. Using ox sleds, Colonel Knox brought 59 cannon through 300 miles of snow and ice to Boston. On the night of March 4, Washington seized **Dorchester Heights**—the key to Boston—and encircled the rim of the hill with cannons. British troops fled the city and the colonists reclaimed Boston. Washington ended the **Siege of Boston** without a battle. Under Washington's command, not a single person was killed. For this, Washington received a medal from Congress and an honorary degree from Harvard College.

Eighty years later, in 1836, a Harvard teacher moved into the house as a boarder. He was Henry Wadsworth Longfellow, and he became one of the nation's most popular poets in the nineteenth century. ln 1841, Longfellow married Frances (Fanny) Appleton, and in 1843 Fanny's father purchased the house for them. He lived there until his death in 1882.

The Longfellows took great pride in caring for the house that had been George Washington's headquarters. They preserved **evidence** of the past and liked to show guests the house where "Washington dwelt in every room." Some say that the house inspired Longfellow to write one of his most famous poems, *Paul Revere's Ride.* The poem begins:

Listen, my children, and you shall hear
Of the midnight ride of Paul Revere,
On the eighteenth of April, in Seventy-five;
Hardly a man is now alive
Who remembers that famous day and year...

The poem does not tell what actually happened. Instead, Paul Revere's Ride is an imaginative tale that describes what can happen when people unite to achieve a common goal. ln Longfellow's poem, city and towns-people unite to protect their **natural rights** to liberty, justice, and independence — the ideals on which this country is founded.

Moores Creek National Battlefield

Independence National Historical Park

Moores Creek National Battlefield

Where
Currie, North Carolina

When
1776

What
The Battle at Moores Creek Bridge

Who
Joseph Martin
British Governor

Alexander McLean
British Commander

Colonel James Moore
Patriot General

Alexander Lillington
Patriot Colonel

Richard Caswell
Patriot Colonel

Who Else
Donald MacDonald
Scottish Highlander, British General

Captain Donald McLeod
Scottish Highlander, British Captain

"Government here... nothing but the shadow of it is left."

Governor Josiah Martin, to his London superiors

National Park Service

"King George and Broadswords!" shouted Loyalists as they charged across the partly destroyed Moore's Creek Bridge. Just beyond the bridge, nearly a thousand North Carolina Patriots waited quietly with cannons and muskets. The Battle of Moores Creek Bridge was about to begin.

The seeds for that battle had been planted more than fifty years before. In 1721, the British appointed a Royal Governor to control North Carolina. Until then, the colonists had governed themselves by electing a **General Assembly**. But the Governor could cancel any law that the Assembly made. By 1775, Governor Josiah Martin had to deal with more than just angry colonists. In fact, he fled to a British ship when the North Carolina militia gathered to oppose his authority.

While on the ship, Martin came up with a plan to take back North Carolina from the rebelling colonists. He called for British troops, and thought he could gather 10,000 North Carolina **Loyalists** to join them. He sent Commander Alexander McLean and two **Scottish Highlander** officers to Cross Creek. There were many Scot settlers there who were Loyalists. Martin sent the Highlander officers because they could speak Gaelic, the Scots' native language. Volunteers would receive 200 acres of land and would not have to pay taxes for 20 years. Still, only 1,600 Loyalists were **recruited**, far fewer than Martin had hoped.

The **Patriots** found out that the Loyalists were heading for Brunswick, near Martin's ship. Colonel James Moore, the commander, blocked the easiest route that the Loyalists could take. They had to head for Moores Creek instead. Colonel Alexander Lillington brought his 150 **minutemen** to block the Moores Creek Bridge. Colonel Richard Caswell joined him with 850 more **militiamen**. Together, they moved their troops across the creek, and removed some of the **planking** from the bridge.

On February 27, the Loyalists headed to Moores Creek, at one o'clock in the morning. At daybreak, they found Caswell's abandoned camp on their side of the creek. They saw some men across the creek. The British commander called out to the men in Gaelic. When they couldn't answer, he knew they were the Patriot soldiers.

The Loyalists charged across the creek, on what was left of the bridge. The Patriots fired their cannons and muskets at them. Some Loyalists died from the shooting, and others drowned in Moores Creek. The battle was over in minutes. The 1,000 Patriots defeated the 1,600 Loyalists. The Loyalist officers were imprisoned, but the soldiers were let go. All they had to do was promise not to fight against the Patriots ever again.

The battle at Moores Creek was the first Patriot victory of the war. It greatly influenced the course of the Revolution. It proved how strong Patriot sympathies were in the countryside. It raised the morale of Patriots in all the colonies. It convinced North Carolina to send **delegates** to the Second Continental Congress so they could vote for independence from Great Britain. North Carolina was the first colonial government to take a stand on the issue of total independence.

Independence National Historical Park

Where

Philadelphia, Pennsylvania

When

1776 & 1787

What

The Declaration of Independence
Constiutuion of the United States

Who

John Hancock
Congressional delegate

Thomas Jefferson
Author of Declaration

Ben Franklin
Congressional delegate

Who Else

George Washington
Constitutional Convention President

Patrick Henry
Congressional delegate

James Madison
Constitutional Convention delegate

We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable rights, that among these are life, liberty and the pursuit of happiness.

The Declaration of Independence

We the People of the United States, in Order to form a more perfect Union...

The U.S. Constitution

National Park Service

The Pennsylvania State House in Philadelphia was the meeting place for both the **Second Continental Congress** and the Constitutional Convention. It is now called Independence Hall. The two most important historic documents in our country's history were both signed there.

Americans are so used to celebrating Independence Day on the fourth of July that we forget what anniversary it really is. Most of us know that it celebrates the approval of the **Declaration of Independence**. But many don't know, or they forget, that the Declaration was not the beginning of our independence. It was the beginning of our *struggle* for independence from Great Britain.

The Second Continental Congress started in May of 1775, just after the Battle of Lexington and Concord. Delegates with very different backgrounds came from very different states. They included men like George Washington, Thomas Jefferson, John Hancock, Patrick Henry, and Benjamin Franklin. Colonial militias continued to fight British troops, and the men of the Congress began discussing a separation from Great Britain.

It took over a year, but the delegates finally voted for independence. They voted to adopt the resolution that Thomas Jefferson wrote. It was **unanimously** approved on July 4, 1776. The title of the resolution was *The unanimous Declaration of the thirteen United States of America.* But we know it by a shorter name: *The Declaration of Independence.*

When they read the Declaration to the people, all the bells rang in celebration. The bell in the State House later became famous as a symbol of freedom—the **Liberty Bell.**

Eleven years later, another group gathered in Philadelphia. They came to discuss how the government for their new country should work. Some delegates, like 81-year-old Ben Franklin, had also been at the Continental Congress. The United States had been separated from Great Britain for years, but there were no strong central laws for the country. The men quickly agreed that they would have to create a new kind of government. It would have to be stronger than the old Congress, but it had to always protect the rights of the people.

This meeting was the Constitutional Convention. George Washington, who had retired from the army, was elected president of the Convention. (The country had no President at this time.)

After much debate and many **compromises**, the delegates created the Constitution of the United States. It produced a form of government that the world had never seen before. They voted to approve the **Constitution** on September 17, 1787.

These two documents — the Declaration of Independence and the Constitution — are connected in a very special way. And it has nothing to do with the coincidence that they were both officially approved in the same building. The connection is one of ideas. The Declaration of Independence was a promise, and the Constitution kept that promise. The Declaration stated our ideals — how we wanted to live, and what we wanted to achieve. The Constitution provides the rules we use to accomplish those goals.

Fort Stanwix National Monument

Saratoga National Historical Park

Fort Stanwix National Monument

Where
Rome, New York

When
1777

What
The Siege of Fort Stanwix

Who
Marinus Willet
Patriot Lieutenant Colonel

Peter Gansevoort
Patriot Colonel

Who Else
Joseph Brant (Thayendanega)
Mohawk leader

Barry St. Leger
British General

"It is my determined resolution, with the forces under my command, to defend this fort and garrison to the last extremity, in behalf of the United American States."

Colonel Peter Gansevoort, August 9, 1777

Fort Stanwix was built in 1758. It is next to an ancient water route that links the Great Lakes to the Atlantic Ocean. People and trade goods traveled by water from New York City to Canada and back. The fort was built at the only place where everyone had to leave the water route and travel across land for awhile.

In June and July 1777, there were rumors of a British invasion. The British arrived on August 2 and began the **siege** of the fort the next day.

On August 6 at Oriskany in upstate New York, a combined force of **Loyalists** and **Indians ambushed** the militiamen who were coming to help the fort. Marinus Willett, with 250 soldiers, went to aid the militiamen. But instead, they raided the deserted Loyalist and Indian camps, taking the food and supplies into the fort.

After the Battle of Oriskany, the British ordered the fort to surrender. Colonel Gansevoort, the **Patriot** commander, refused. Three weeks into the siege, there were rumors that the American General Benedict Arnold and his troops were on the way. The Indians deserted the British army. The British retreated to Canada.

Fort Stanwix was the scene of an important historic event even after the end of the war. On October 22, 1784, the treaty to end the war between the Iroquois Confederacy and the United States was signed there. This treaty created the first American Indian Reservation.

National Park Service

Saratoga National Historical Park

WHERE

Stillwater, New York

WHEN

1777

WHAT

The Battle of Saratoga

WHO

John Burgoyne
British General

Horatio Gates
Patriot General

Benedict Arnold
Patriot General

Daniel Morgan
Patriot Colonel

"... the course of the [Hudson] river... is precisely the route that an army ought to take for... cutting the communications between the Southern and Northern Provinces..."

General John Burgoyne

The first major **Patriot** victory in the Revolutionary War was in northern New York, at the Battle of Saratoga. The Patriots captured an entire army of professional soldiers. This victory gave fresh confidence to the rebelling Americans. It also brought much-needed assistance for the Patriots from other nations.

The British troops were led by General John Burgoyne. The Patriots had leaders who would become some of their most famous generals: Daniel Morgan, Benedict Arnold, and Horatio Gates. The soldiers met in two battles at Saratoga. On September 19, 1777, the Patriots lost the fight at Freeman's Farm. But on October 7, they won the much larger battle at Bemis Heights.

The Saratoga Campaign proved to be one of the turning points in the American Revolution. Without this victory, America's bid for liberty might have been lost. When the rebelling Americans defeated the powerful British, they proved their resolve and their drive for independence.

While the Americans fought, nations around the world watched. France was especially interested in the American victory at Saratoga, and promised to help the colonies. This aid proved very important. It let the Patriots continue to resist, and eventually to defeat, Great Britain.

National Park Service
PARKS AS CLASSROOMS

Valley Forge National Historical Park

George Rogers Clark National Historical Park

Valley Forge National Historical Park

WHAT

Valley Forge, Pennsylvania

WHAT

1777-1778

WHAT

The Valley Forge Winter Encampment

WHO

George Washington
Patriot General

Baron von Steuben
Continental General

WHO ELSE

Benjamin Franklin
Patriot

Alexander Hamilton
Patriot General

"We cannot enough admire the incomparable patience and fidelity of the soldiery."

George Washington, Valley Forge, February 1778

National Park Service

Valley Forge was the third **encampment** for the Continental Army during the American Revolution. Many soldiers died during the winter in 1777-78, but not from enemy bullets. A different kind of enemy attacked the soldiers at Valley Forge.

The **Continental Army** had already suffered losses at Brandywine and Germantown. The British were occupying Philadelphia. Washington placed his men in a secure position at Valley Forge, close to the British. He wanted to reorganize and train his army, and to keep watch on the British during the winter.

The soldiers built over 1,000 huts to provide shelter. Sometimes meat and bread were available, but the soldiers did not have enough food, blankets, or warm clothing. They lived in crowded, damp **quarters**. That's when the other enemy attacked. The soldiers fell to sickness and disease. Typhus, typhoid, dysentery, and pneumonia were the most common diseases. Almost 1,500 soldiers died that winter.

The conditions were so severe that Washington sometimes lost hope. He wrote that *"unless some great and capital change suddenly takes place, this Army must inevitably… Starve, dissolve, or disperse, in order to obtain subsistence in the best manner they can."* The animals with the army suffered as much as the soldiers did. One soldier wrote that hundreds of horses either starved to death or died of exhaustion.

But one very good thing happened during the Valley Forge encampment. The army was made up of soldiers who had received different kinds of training, depending on where they came from. They knew how to march and how to fight, but they were using many different methods.

A group of Americans in Paris, France, were aware of this problem. They met a **Prussian** officer named Friedrich von Steuben and were impressed by his abilities. They recommended him to Congress, and von Steuben was put in charge of training the Continental Army at Valley Forge.

Von Steuben turned a gathering of separate **militias** into a single, more efficient army. He made everything easier. For instance, he changed the number of steps it took to reload a musket from 19 to 15. He wrote a manual of arms (weapons) that would be used for the next hundred years. (And he did it all without speaking a word of English, using translators for everything!)

Valley Forge is remembered mostly because of the severe hardship on the poor men who were encamped there. Once you imagine bloody footprints in the snow, left by soldiers with no boots, it is hard to forget it. The Marquis de Lafayette wrote:

> *"The unfortunate soldiers… had neither coats nor hats, nor shirts, nor shoes. Their feet and their legs froze until they were black, and it was often necessary to amputate them."*

The British left Philadelphia on June 18, 1778. Washington followed them, leaving Valley Forge and its difficulties behind. They met in New Jersey at the Battle of Monmouth on June 28. The Americans fought well, but the British withdrew at night and moved to New York City.

George Rogers Clark National Historical Park

Where
Vincennes, Indiana

When
1779

What
The Capture of Fort Sackville

Who
George Rogers Clark
Frontiersman, Patriot Colonel

Francis Vigo
Fur trader, Patriot informant

Henry Hamilton
British commander

Who Else
Tobacco's Son
Indian chief

Father Gibault
Missionary priest

"I know the case is desperate; but Sr, we must Either Quit the Cuntrey or Attack."

George Rogers Clark to Virginia Patrick Henry, about Fort Sackville

The fighting in the War for Independence spread far beyond the borders of the thirteen rebellious colonies. There were several battles in the area called the "Illinois country." This land, between the Mississippi and Ohio Rivers, was later known as the **Northwest Territory**.

Earlier, both the British soldiers and the American colonists had fought against the **Indians** in this region. But during the Revolution, both wanted the Indians with them. The British wanted them to help kill the **"rebels."** The Americans mostly wanted them to just stay out of the fighting. British **Lieutenant Governor** Henry Hamilton rewarded tribes who attacked Americans by giving them food, guns, and other supplies. He was called "The Hair Buyer" because people said he paid the Indians to **scalp** the Americans.

The British had many **outposts** and forts along the rivers in this area. When the Revolution started, George Rogers Clark became the leader of a band of **frontiersmen**. With a lot of help from a rich fur trader named Francis Vigo, they captured many British **posts**. One of the posts was Fort Sackville in Vincennes, Indiana.

Henry Hamilton and his soldiers took back the fort. When Clark heard about this, he and his frontiersmen headed back to battle for Fort Sackville again. They traveled 200 miles during the worst floods ever in that area. In some spots, they waded through water that came up to their shoulders. Clark knew that many of the British fighters, like the local Indians, went home during the winter. He wanted to attack while there were fewer soldiers at the fort.

Francis Vigo risked his life to get important information about the British to Clark. He was captured and accused of being a spy. With Vigo's information, clever plans, and lots of fighting, the frontiersman won back Fort Sackville on February 25, 1779.

"The Hair Buyer" Hamilton was imprisoned by the Americans. He was treated more cruelly than other prisoners. Jefferson, and many others, believed Hamilton deserved the bad treatment because he had paid Indians to scalp the Americans. Hamilton denied that accusation all his life.

Francis Vigo was an extremely wealthy man at the beginning of the war. He often spent his money on supplies for the rebels. He loaned Clark $8,616 to supply his men at Fort Sackville. Vigo was never repaid for that, nor for any of the other generous loans he made. When he died nearly 60 years after the Fort Sackville battle, he was buried in a **pauper's** grave.

In addition to his battles against the British, George Rogers Clark fought the Indians. He later negotiated many peace treaties with them. Because he made this area safe for the colonists, the entire Northwest Territory later became a part of the United States.

National Park Service

Morristown National Historical Park

Kings Mountain National Military Park

Morristown National Historical Park

Where
Morristown, New Jersey

When
1779-1780

What
The Morristown Encampment

Who
George Washington
General, Continental Army

Who Else
Joseph Plumb Martin
Private, Continental Army

Nathanael Greene
General, Continental Army

"Those who have only been in Valley Forge and Middlebrook during the last two winters, but have not tasted the cruelties of this one, know not what it is to suffer."

Major General John Kalb,
Morristown, February 12, 1780

Morristown in 1779 and 1780 is the story of an army struggling to survive. But it was not the first time Washington and his army had visited Morristown. The **Continental Army** had also encamped there three years earlier.

In 1777, the army wintered in the Morristown area after its triumphs at Trenton and Princeton. The men were **quartered** in civilian homes, spread out so that the British would think the army was bigger than it really was. The local citizens complained to General Washington that the soldiers stole things from the farms, gambled, and used bad language. Washington insisted that both soldiers and civilians be **inoculated** against a smallpox epidemic. This was not a popular procedure at that time, and the citizens didn't like being forced to do it.

Washington and his troops were not remembered on good terms. Therefore, they were not welcomed back happily for the winter **encampment** of 1779-80. But they came back — with more than twice the number of soldiers. They chopped down acres of forest to build log huts for the soldiers in nearby Jockey Hollow.

The winter of 1779-80 was the worst winter of the century. George Washington's military struggle was almost lost through starvation, sickness, and desertion on the bleak hills of Jockey Hollow. Washington's leadership was never more obvious than when he held together his ragged, starving army through that second Morristown encampment. It was the army that represented the colonies' main hope for independence, and it survived the winter to win the war.

National Park Service

Kings Mountain National Military Park

Where

Blacksburg, South Carolina

When

1780

What

The Battle at Kings Mountain

Who

Patrick Ferguson
Loyalist Commander

Joseph Kerr
Patriot spy

Isaac Shelby
Patriot Commander

William Campbell
Patriot Commander

Who Else

Banastre Tarleton
British Commander

"Three or four hundred good soldiers would finish the business. Something must be done soon."

Patrick Ferguson, at Kings Mountain,
to General Cornwallis

War is always terrible, and it is always sad. Some war situations are even sadder than others. Some colonists in America preferred to remain British, keeping their **allegiance** to **King George III** in Great Britain. They were called *loyalists*. Others wanted to be independent of Great Britain, and start a new country. They were called *patriots*. The especially sad aspect of the Revolutionary War was that it was fought between people who used to be fellow countrymen, friends, and neighbors. There were even families with both patriots and loyalists in them.

The Battle at Kings Mountain was unique in the Revolutionary War. It was the only major battle that was fought entirely between Americans. There were no British **regulars**. There were only loyalist soldiers (with a British commander), and patriot **militia**. Records show that several families in the area had members on both sides of the fight.

Colonel Patrick Ferguson led the loyalist troops. There were 1,000 well-trained Loyalists from New Jersey and New York, and they waited for the "**rebels**" at Kings Mountain in South Carolina.

Several patriot regiments came together at Cowpens in South Carolina. They were from Tennessee, Georgia, Virginia, and the Carolinas. They all had been chasing Ferguson's army. Joseph Kerr, a Patriot spy, brought information that Ferguson was about 30 miles away. Colonels Isaac Shelby and William Campbell picked 900 of the best men from all the regiments. They marched through the rain all night and into the next day, reaching Kings Mountain just after noontime on October 7. The fighting started only a few hours later.

Colonel Ferguson was shot during the battle. He fell off his horse and died. His second-in-command raised a white flag of surrender. The patriots ignored it and continued shooting. Many of them had heard that a Patriot surrender had been ignored a few months before. British Commander Banastre Tarleton had continued his attack on the American forces at Waxhaws even though they had surrendered.

Finally, the fighting stopped. The Patriots lost only 28 men, with 68 wounded. The loyalists suffered 225 dead and 163 wounded. It was an overwhelming victory, with 716 loyalists taken prisoner.

The patriots' behavior during the battle — ignoring the surrender — was dishonorable. But what happened following the battle was disgraceful. The prisoners were marched northward. Along the way, some were beaten. Some were hacked with swords. Several were murdered. A week later, a patriot jury voted to hang nine of the loyalist prisoners.

The hour-long Kings Mountain battle spelled disaster for the British. Afterwards, few Americans would support the British army. Within months, the British suffered devastating losses at Cowpens, and again at Guilford Courthouse. Barely more than a year after Kings Mountain, Cornwallis lost his final battle, at Yorktown.

National Park Service

Cowpens National Battlefield

Guilford Courthouse National Military Park

Cowpens National Battlefield

Where

Chesnee, South Carolina

When

1781

What

The Battle at Cowpens

Who

Daniel Morgan
frontiersman, Patriot General

James Anderson
escaped slave

Dick Pickens
former slave

Banastre Tarleton
British commander

William Washington
Continental dragoon officer

Who Else

General Cornwallis
British commander

Nathanael Greene
Patriot General

"It is impossible to foresee all the consequences that this unexpected and extraordinary event may produce."

Cornwallis to Sir Henry Clinton
January 18, 1781

During the French and Indian war, Daniel Morgan served as a **wagoner** in the British army. Twenty years later, he was a patriot general fighting against the British soldiers.

In January of 1781, Morgan was with General Nathanael Greene's army in North Carolina. To split the British forces about to attack, he led a detachment westward. Part of the British army, led by Lieutenant Colonel Banastre, followed Morgan and his men.

The British chased Morgan and his men for several weeks. Morgan's 600 men were mostly inexperienced militia. Tarleton had twice as many men, all experienced soldiers. As Morgan hurried through the countryside, he spread the word that all available militia should join him at Cowpens, South Carolina. Morgan knew that the local **militia** were experienced fighters.

Morgan had 1,000 men by the time they neared Cowpens. Among these were at least fifteen black patriots. James Anderson was formerly a cook in Washington's army. Dick Pickens was a servant of militia commander Andrew Pickens. After the war, many of these soldiers would settle down as free men in South Carolina and Tennessee.

On the morning of January 16, 1781, Morgan's men were preparing breakfast in their camp at Thicketty Creek. A **scout** reported that Tarleton's army had crossed the Pacolet River and was headed for the encampment. The men left the camp in such a hurry that they left their uneaten breakfast behind.

The next day, the armies met at Cowpens. Morgan set up his men in three lines: **sharpshooters** in front, militia in the middle, and experienced Continental soldiers at the rear. The first two lines alone picked off the British **dragoon** scouts and officers, and killed nearly a third of the British **ranks** before they reached the third line.

The battle raged on. Morgan's sharpshooters retreated to join the militia. The militia fell back to join the **regulars** behind them. Tarleton's dragoons chased the retreating militia. Patriot dragoons, led by William Washington (George Washington's second cousin), charged into the fight. Tarleton's **reserve**, the 71st Highlanders, joined the fray. The wail of their bagpipes added to the swirl of noise. John Eager Howard, commander of the Continentals, gave an order to move his right **flank**. In the confusion, many thought he was ordering a retreat. But the correct order was finally relayed, and the accidental retreat was avoided.

In the end, Morgan, the "Old Wagoner," as his men affectionately called him, was the victor. Tarleton and 200 of his dragoons fled, leaving 200 wounded and dead men, and 600 captured.

General Cornwallis, commander of the British army, had now lost another 800 regulars. He had lost 1,000 Loyalist troops only months before at Kings Mountain. And a few months later, he would win a battle but lose an overwhelming number of men at Guilford Courthouse.

The battle at Cowpens was the beginning of the end for Cornwallis. Only nine months later, he would surrender completely at Yorktown.

National Park Service

Guilford Courthouse National Military Park

Where
Greensboro, North Carolina

When
1781

What
A Battle for the Southern States

Who
Nathanael Greene
Patriot General

Charles Cornwallis
British General

Who Else
Daniel Morgan
Frontiersman, Patriot General

"The battle was long, obstinate, and bloody. We were obliged to give up the ground and our artillery... [but the enemy] are little short of being ruined."

Nathanael Greene

After four years of fighting, the British military command admitted the war was not going well for them. They were losing most of the battles in Northern states. The Patriots had signed a treaty with France, and the French were sending soldiers and supplies to help.

The British decided to concentrate more on the Southern states. They thought that if they could control the South, then they could gradually move north and take back the other colonies. At first, the **strategy** worked. By 1780, Georgia and South Carolina were in British hands, and General Cornwallis was ready to head north to Virginia. He believed that if he won Virginia, all the southern states would be secured for Great Britain. But he wasn't counting on meeting the military genius of General Nathanael Greene, or the determination of Greene's Patriot soldiers.

General Greene knew his **troops** were exhausted, and there weren't enough of them to fight the British soldiers. He came up with ways to delay the actual battle. He wanted his men to have time to rest. He also needed more time to collect new **volunteers** and **recruits** to add to his ranks. In January of 1781, he sent 600 men under General Daniel Morgan westward as a distraction for the enemy. The strategy worked. General Cornwallis split his army into three parts. One part followed Morgan, one stayed to watch Greene, and the third went with Cornwallis towards Virginia.

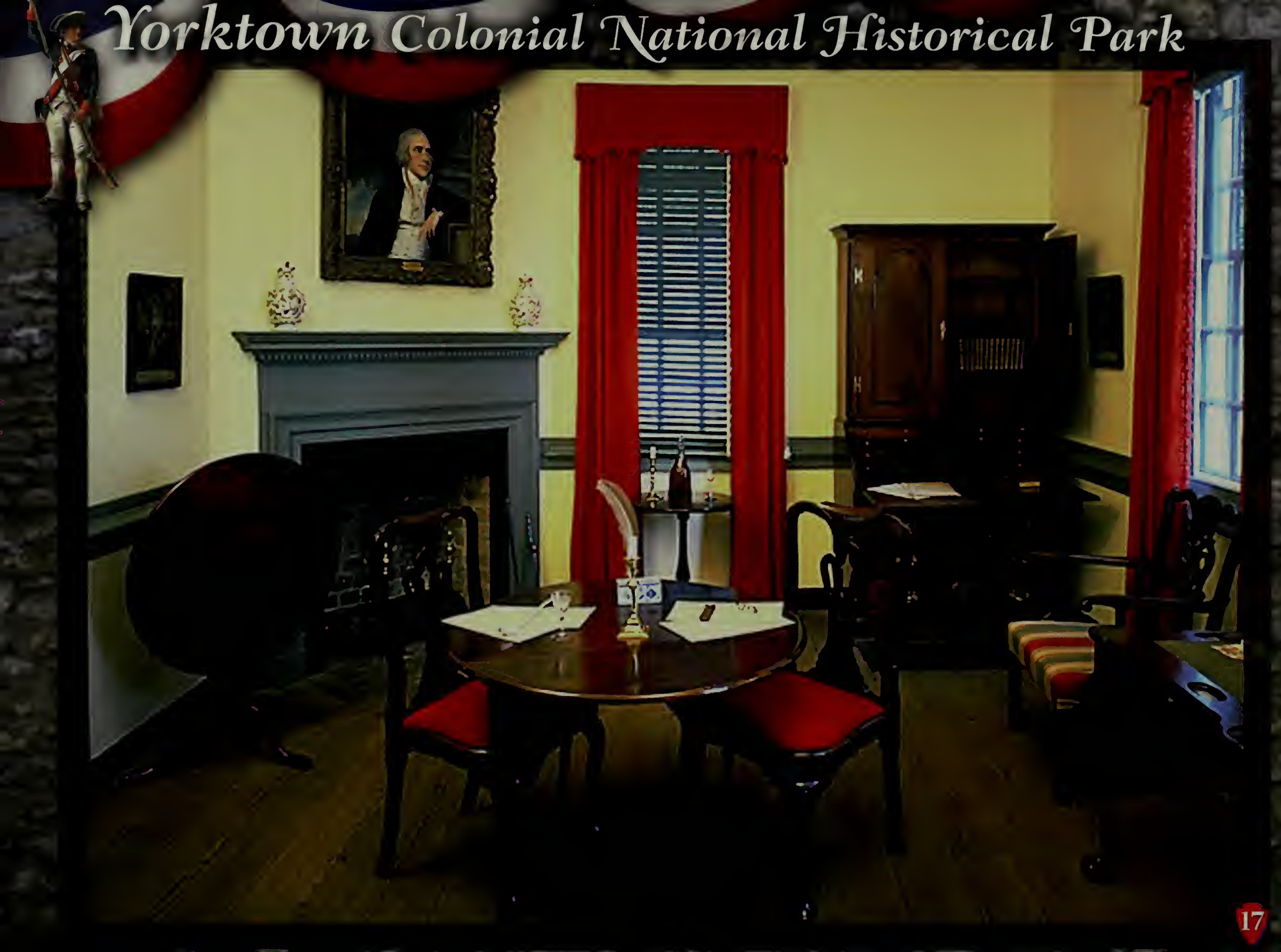
When word came that Morgan had beaten the British troops sent to track him (at Cowpens), Cornwallis headed back after Greene. Greene kept his troops moving around. Cornwallis followed, in a slow-motion chase through snowy woods. **Detachments** from each army met in minor **skirmishes**, but Greene avoided an all-out battle. Meanwhile, he led Cornwallis's troops further and further away from their base. The British soldiers grew tired, hungry, and short on supplies.

Finally, on March 15, Greene decided he was ready. His troops had rested, and new recruits had swelled the ranks to 4,400 men. The two armies met near the Guilford Courthouse in North Carolina. The battle lasted about two hours. At one point, Greene's **cavalry** joined the fight, and Cornwallis knew he was losing. In desperation, he ordered the cannons to fire at the fighting men — even though he knew it would kill some of his own men, too. That harsh decision saved the rest of his army, and changed the direction of the battle. Cornwallis's troops outnumbered and outfought Greene's men, and Greene finally ordered a retreat.

The old expression "He won the battle, but lost the war" could be applied to Cornwallis and the battle at Guilford Courthouse. The Patriot losses during the battle were very light, while the British ones were great. Cornwallis began a retreat towards the coast. But he was still obsessed with the idea that conquering Virginia would lead to getting all the Southern states back. So, he headed towards Virginia again, ignoring Greene's army. Greene and his men stayed in the south and regained South Carolina. The British never again came close to winning the Southern states. Seven months after his victory at Guilford Courthouse, Cornwallis surrendered his entire army to the Patriots at Yorktown.

National Park Service
PARKS AS CLASSROOMS

Yorktown Colonial National Historical Park



Federal Hall National Memorial

Yorktown Colonial National Historical Park

Where

Yorktown, Virginia

When

1781

What

Cornwallis Surrenders

Who

George Washington
Patriot General

Lord Cornwallis
British General

Sir Henry Clinton
British General

Marquis de Lafayette
Patriot General

Comte de Rochambeau
French General

Henry Knox
Patriot General

Who Else

James Armistead Lafayette
Slave and Patriot spy

"This is to us a most glorious day; but to the English, one of bitter chagrin and disappointment."

Doctor James Thatcher, Continental Army Surgeon

The last major battle of the American Revolutionary War was fought and won by General George Washington at Yorktown, Virginia.

In July 1781, British General Clinton told General Cornwallis to set up a defensive **post** in Virginia. Then, Cornwallis prepared some of his forces for transfer to New York. Washington was already in New York. His **troops** had recently been reinforced by French soldiers under the command of Comte de Rochambeau.

Cornwallis selected Yorktown, on the York River — a **tributary** of the Chesapeake Bay — as his defensive post. In August, he moved his army to Yorktown and began **fortifying** his position. Meanwhile, Washington wanted to attack Clinton in New York City. But he needed French naval support and the French Navy would come only as far north as the Chesapeake Bay. Washington turned his sights toward Yorktown.

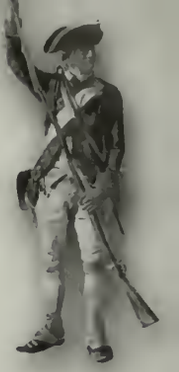
By late September, Washington moved part of the Continental Army, with its French **reinforcements**, from New York to Williamsburg, Virginia. It was only twelve miles from Yorktown. Washington was joined by Marquis de Lafayette, who had commanded Virginia forces since the spring.

On September 28, the combined American and French army marched to Yorktown. They set up their camp. They surrounded the British on land and **blockaded** them on the water, and prepared for **siege** operations against Cornwallis. The Patriot **artillery** started **bombarding** the British positions on October 9. On October 17, Cornwallis requested a **cease-fire** to discuss surrender terms.

Washington's chief of artillery, Major General Henry Knox, recorded that American and French gun crews had fired over 15,000 cannon balls and exploding bombs. Cornwallis surrendered on October 19th, after intense negotiations.

National Park Service

Federal Hall National Memorial



Where
New York, New York

When
1789

What
George Washington's Inauguration

Who
John Peter Zenger
Patriot, publisher

George Washington
President

Who Else
Isaac Sears
Congressional delegate

James Duane
Sons of Liberty co-founder

"It was a very touching scene and quite of the solemn kind. Washington's aspect grave, almost to sadness; his modesty, actually shaking; his voice deep, a little tremulous, and so low as to call for close attention"

Fisher Ames, about Washington's Inaugural address

Throughout the 18th century, Federal Hall was the center for some of New York's greatest events. It was the site of New York State's first capital, and New York City Hall. The original building was completed in 1703. It had many purposes: Governor's Office, Council Chamber, Assembly Chamber, Supreme Court, Jail, and Sheriff's Office.

Talk of revolution was first heard here. John P. Zenger was put on trial in 1735 for libel. He had printed things that insulted the Royal Governor. But because what he said were true, he was not found guilty of **libel**. This set the stage for something new — publicly disagreeing with the government.

In 1765, the **Stamp Act Congress** met at Federal Hall to discuss the unfair taxes on the colonies. A group called "The Sons of Liberty" met there, too. This group, which kept its members and its meetings secret, used violence to fight the Stamp Act. The violent acts were meant to scare the British stamp agents, and it worked: all the agents resigned.

In 1776, the Declaration of Independence was read at Federal Hall to the citizens of New York City. But a little later, during the Revolutionary War, it became the headquarters of the British military.

The Continental Congress—representatives of the thirteen states—met at Federal Hall from 1784-1788. During this time, many people recognized that this Congress, with very little power of its own, was not strong enough to be an effective governnment for the United States. A new Constitution was written, creating a strong central government with a President, Congress, and Supreme Court. This new system of government was first tested in the spring of 1789 when the first President, Senate, and House of Representatives began working at Federal Hall. George Washington was inaugurated as President on the balcony of Federal Hall on April 30, 1789 in a ceremony seen and cheered by a large crowd of citizens.

The government of the United States left New York the next year for Philadelphia, where it would stay for another ten years until the permanent capital was built in Washington, D.C. In 1812 the historic Federal Hall was knocked down and replaced with a smaller brick building. The impressive marble building standing on the same location today was built for the port of New York as the United States Custom House. In 1955, it became a National Memorial.

In his speech made after becoming the first president, George Washington told his fellow Americans that they had been given a great responsibility in beginning a new experiment in freedom. They were to discover if a government without kings could really last. If not, the sacred *Fire of Liberty* might go out forever. This experiment—a government of, by and for the people—still continues today in the United States of America.

National Park Service

Role

Officers

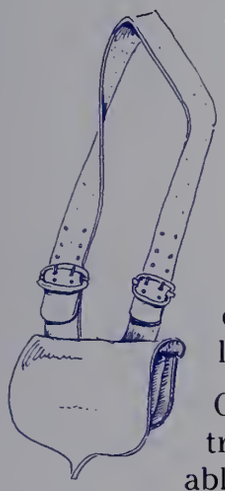
Who They Were

The men who became officers in the army were mostly those from the upper classes of society. They were community leaders, wealthy, well-educated, and from important families. Why? Because officers had to pay for their own uniforms and equipment, so it cost money to be an officer. Officers also had to be able to read and write. Two hundred years ago, poor people did not go to school because they were too busy working.

But most officers had very little military experience. Before the Revolution, there was no professional, full-time army in the colonies. One amazed French officer said of the American army:

"There are shoemakers who are Colonels, and it often happens that the Americans ask the French officers what their trade is in France."

He was amazed because a French soldier was a full-time soldier — that was his job. For the Americans, military life was only a temporary situation. They planned to return to their regular jobs when the war was over.



Everyday Life

The Continental Army divided its soldiers into groups. Each group was led by an officer. There were different-size groups and different-level officers.

Officers kept records about their troops. (That's why they had to be able to read and write.) An officer kept track of how many of his men were healthy and ready for duty. He also kept track of his men's equipment, from clothing to weapons. He knew who needed new items, how many things needed to be repaired, and so on.

An officer kept his men disciplined, healthy, and well-trained. He made sure that his men obeyed the rules of the army and followed his orders — and the orders of any other officer.

Oaths for Officers

I, [name], do acknowledge the United States of America to be free, independent and sovereign states, and declare that the people of these states owe no allegiance or obedience, to George the third, king of Great Britain; and I renounce and refuse any allegiance or obedience to him: and I do promise that I will, with all my power, support, maintain and defend the said United States, against the said king George the third and his heirs and successors, and his and their helpers and supporters, and will serve the said United States in the office of which I now hold, faithfully, according to the best of my skill and understanding. So help me God.

If a soldier did not obey, he would go on trial. If he was found guilty, he would be punished, often by being whipped.

Officers lived better than common soldiers. But they paid for their own uniforms, weapons, camp equipment, horses, and servants. The officers regarded themselves as gentlemen, from the upper class of society. They wanted the respect shown to gentlemen, and they believed they needed to live the way

Role

Soldiers

Who They Are

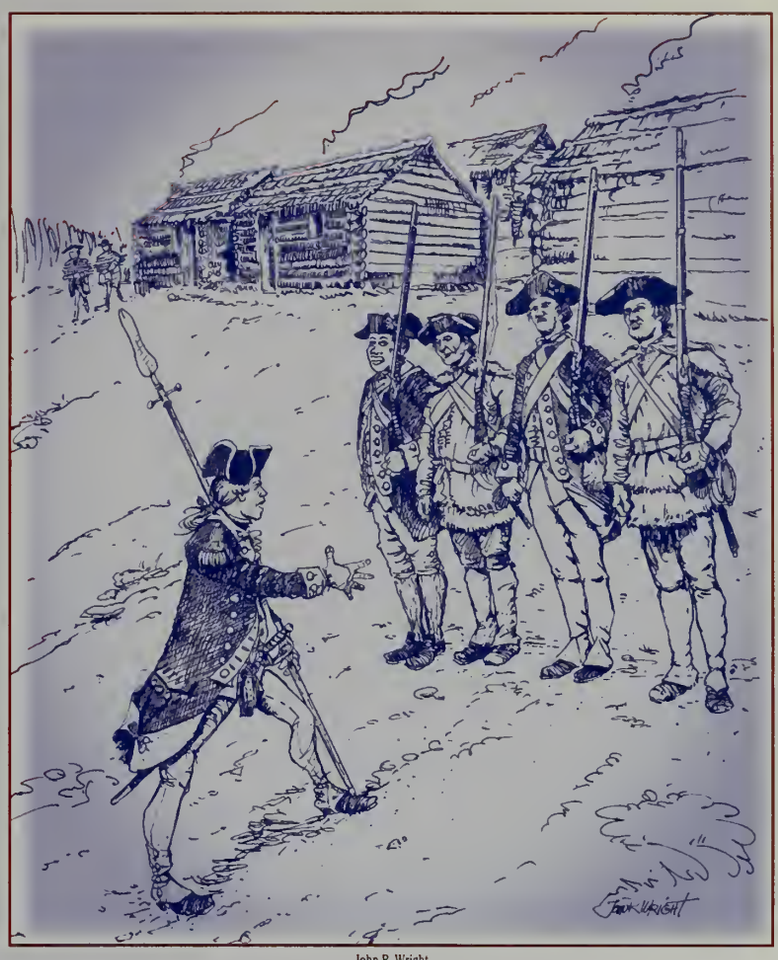
At the beginning of the Revolution, a soldier had to be healthy and between the ages of 18 and 40. He could not be a deserter from either army. But as the war dragged on, the recruiters became desperate to find new soldiers. They also wanted men to sign up for a longer time — at least three years, or until the end of the War. So, they stopped following the rules strictly.

As the war continued, many of the "men" who signed up were actually boys. And, there were many more poor men in the army as time went on. These less fortunate men were attracted to the money, clothes, and other promises made by the army. They were willing to serve for a longer time because they didn't have businesses or large farms to run. There were also more immigrants from Europe, and men of African descent.

Although the Southern states did not like it, more and more African-Americans — slave and free — served in the army as the war went on. They worked as servants and manual laborers, and served as soldiers. Many saw the war as a way to personal freedom, no matter which side they helped. The British governor of Virginia offered freedom to any slave who would fight with the British troops. Some slaves joined the Continental Army in exchange for their freedom after the war. There were probably 5,000 African-Americans who served during the eight-year war. Despite all the talk of "liberty," some of these veterans returned to the chains of slavery after the war.

Although only men served as soldiers, there were women who traveled with the army. They were called the "women of the camp." They shared the hardships of war and winter with the men, even in the Morristown encampment. Most of the women were wives of the soldiers. Most had no home left — poverty or the enemy took many homes and ruined many farms. Many brought their children with them, so some soldiers had their families following them.

Many army leaders did not want women and children with the soldiers. But there were many benefits. As General Edward Hand noted during the Morristown encampment, they were useful "in cooking, washing & mending, attending to the sick."



John R. Wright

Recruitment Oath for a Soldier

I promise to be true to the United States of America, and to serve them honestly and faithfully against all their enemies or opposers whatsoever; and to observe and obey the Orders of the Continental Congress and the orders of the General and officers set over me by them.

Everyday Life

Two hundred years ago, armies spent more time marching and camping than fighting. Most of the time, soldiers took care of the other needs and responsibilities of army life.

Health

Most soldiers came from farms or small villages. But in the army, they had to learn how to live together with many other people — sometimes

the lower classes expected gentlemen to live. This was very difficult because they were paid with the paper money issued by Congress. People didn't trust this money, so it didn't have much value no matter what it was supposed to be worth. Major General DeKalb wrote from Jockey Hollow in the spring of 1780:

"Being entirely in rags, I shall go to Philadelphia... to purchase new clothes. A hat costs four hundred dollars, a pair of boots the same."

How They Felt

Officers in the Continental Army shared the hardships of their men. They also shared their feelings of anger and frustration.

The officers knew that their work was important. They kept the army together, serving the cause of American independence. But they felt that Congress (the government during the war) ignored them and their needs.

Many officers felt that the people who stayed at home during the war were not grateful for the officers' sacrifices. Officers left their comfortable homes and good businesses to serve in the army. They were losing money at home because they couldn't work at their regular jobs. In addition, they had to use their own money to pay for their expenses. They saw others making money because of the war, while they and their families became poorer.

Ranks

The highest rank in the Continental Army was Commander in Chief. George Washington held this rank throughout the war, although he was also a general. (Now, the President of the United States is automatically the Commander in Chief of all our armed forces.)

Commissioned officers were the top officers in the army. A commissioned officer received his rank through a commission, an official document from his state government or from the Continental Congress. Commissioned officer ranks included: General, Colonel, Major, Captain, Lieutenant, and Ensign.

Some generals were "field generals" — they led the men on the field of battle. Some were in charge of departments. General Nathanael Greene, for instance, was Quartermaster General. The Quartermaster Department was in charge of things like getting supplies (except food and clothing) for the soldiers, keeping track of where all the troops were, and constructing camps.

Noncommissioned Officers were sergeants, corporals, drum majors, and fife majors. They were appointed by the commander of a regiment, and their job was to command the privates — soldiers who were not officers.

Army Units

The soldiers in the Army were divided into many different groups.

- A company was the smallest unit, commanded by a Captain.
- Eight companies made a regiment, led by a Colonel and Lieutenant Colonels.
- At Jockey Hollow, four regiments made a brigade. A brigade was commanded by a Brigadier General.
- Two brigades made a division, with a Major General commanding it. If both brigades were from the same state, they were called a "line".

A Company was supposed to include:

1 Captain

2 Lieutenants

1 Ensign

4 Sergeants

4 Corporals

2 Fifers or drummers

76 privates

All together, that's 90 people. But the Continental Army never had enough soldiers. The regiments at the Jockey Hollow encampment were much smaller, around thirty to sixty men.

thousands of others. In the eighteenth century, a soldier was more likely to die of disease than in battle.

Many of the army rules, and much of the daily routine, were made to keep the soldiers healthy. They had to wash their hands and faces at least once a day, and shave every three days. When a river was nearby and the weather was warm enough, they could bathe.

The men marched and exercised regularly. Wood had to be cut for fires — for cooking and for keeping warm. Camps needed garbage cleaned up so disease would not spread. Latrines had to be dug.

Discipline

Large organizations, and especially an army, needs order and discipline. It must be clear who is in charge, and they must be respected. The soldiers had to obey orders given by the officers, from the lowest-level corporals and sergeants all the way up to the highest, the Commander in Chief.

There were regular roll calls to keep track of the men and cut down on desertions (leaving the army without permission). There were also regular inspections to make sure the soldiers were healthy enough to continue serving.

Soldiers who misbehaved or disobeyed orders were punished. First, they had a trial in a military court. If they were found guilty, they could be whipped as punishment. For a serious crime, like desertion, they could be hanged.

Training

It took a lot of training to change a farmer into a professional soldier. At the beginning of the war, men signed up for only a few months, or a year. Later, soldiers joined for at least three years. This meant that there was time to train them. They would learn how to march, and how to load and fire their muskets.

The Daily Routine

Many orders, in camp and in battle, were given by fife and drum music. Different tunes told the soldiers what to do during the day.

- Reveille was played at sunrise, after a cannon (the "morning gun") was fired. The musicians marched up and down the "parade ground," the area in front of the tents or huts.
- The Troop came a little later in the morning, and called the soldiers together for roll call and inspection.
- The Retreat came after another cannon firing (the "evening gun"). It signaled the evening roll call, and the reading of orders for the next day.
- The Tattoo sent the soldiers to their quarters for the night.

Guard Duty

Soldiers took turns guarding the camp from different spots. The picket guard was right outside the camp. If someone came near and could not give the correct password, the guard would fire a shot to warn the camp.

Entire regiments would take turns on outpost duty. They would live in the towns closer to the enemy. From there, they could keep an eye on the enemy forces. They would be the first to try to stop an attack, and to notify the main camp of enemy actions.

How the Soldiers Were Treated

Soldiers in the Revolution felt the way many soldiers of any war feel. They felt they were doing all the hard and dangerous work, while others (usually the richer people) enjoyed the comforts of home. As the war dragged on, they felt forgotten by the civilians they were fighting for. They felt they were not being paid enough.

Many soldiers were angry when the promises of pay, food, and clothing were not kept. They blamed the Army and the Congress in Philadelphia. Some gave up and deserted the army. Some ran away from their regiments and joined other regiments. This meant they could get another "sign-up" bonus of money, because the second regiment wouldn't know they had already joined the army.

A few times, tempers boiled over into mutiny, with the soldiers rebelling against their officers. They would threaten to leave. A large mutiny could have destroyed the Army and ended the fight for freedom. Fortunately, the mutinies were small and temporary. Most soldiers took pride in their own sacrifices, and that of their comrades.

When his time in the Army ended, a soldier had only his basic possessions. Injured soldiers could receive a pension, but for most, there was no further pay or help from the Army or the government. He even had to walk home, no matter how far!

Role

Civilians

Who They Are

A civilian is anyone who isn't in the military. During the fight for American independence, many civilians sacrificed and suffered as much as the soldiers did.

Colonial American families were larger than today's families. Most women had seven or eight babies. Unfortunately, it was common for two or three children in a family to die at an early age. There weren't many doctors available, and medicine wasn't very advanced, so illness often led to death.

Everyday Life

Life for the average citizen in Revolutionary times can be described in one word: hard! Everything was more difficult than it is today: obtaining food, cooking, getting an education, traveling. If you wanted something, you usually had to make it yourself. And you had to make all the parts you needed, too! For instance, to make woolen clothes, you first had to make the cloth from yarn or thread. But before you could do that, you had to make the yarn or thread. To get the raw wool to spin into yarn, you had to shear it from the sheep. And, of course, you had to take care of the sheep year-round.

In every century, life is easier for wealthy people. Until the War began, families who could afford it could get almost anything they needed. They could buy food, household items like pewter dishes and silverware (poorer families used wooden plates, cups, and utensils), furniture, and even the latest fashionable clothing. These items were shipped to the Colonies from England and other European countries. The shipments stopped when the war began.

On the Farm

Most people in the eighteenth century were involved in farming. Even someone with another job, like a tavern keeper or lawyer, often lived on a farm or owned one. So, if you lived in Morristown during the Revolution, you'd probably live on a farm.

John R. Wright

Oaths for the People of New Jersey

I promise that I do not hold myself bound to bear Allegiance to the King of Great Britain. So help me God.

I promise that I do and will bear true Faith and Allegiance to the Government established in this state under the authority of the People. So help me God.

Farming was very hard work two hundred years ago, when there was no agricultural machinery. The farmers had to do all the heavy labor by hand, sometimes with help from horses or mules.

Everyone in the family worked hard all year to make a farm succeed. The men did the heavy work outside, taking care of the fields, barn, and pasture. Much of their work varied with the seasons—planting in the spring and harvesting in the fall, for example. The women worked mostly in and around the house, cooking, cleaning, and tending the garden. They also had to make household items like soap and candles. All the children worked, too, as soon as they were able. Even children as young as three or four had simple chores, like weeding the garden.

Independence National Historical Park

Nathanael Greene Officer

"We fight, get beat, and rise up to fight again"
—Nathanael Greene, about the Continental Army

Born	August 7, 1742 Potowomut (now Warwick), Rhode Island
Married	July 20, 1774 Catharine Littlefield
Children	Four or more
Died	June 19, 1786 Mulberry Grove, Georgia
Occupation	Brigadier General of the Rhode Island Militia; Quartermaster General and General of the Continental Army

Before the War

Nathanael Greene was one of nine children. He was raised as a member of the Society of Friends, a religious group also known as the Quakers. Quakers are pacifists — they believe that fighting and wars are wrong.

On July 20, 1774 Nathanael Greene married Catharine Littlefield, who was nineteen years old.

Despite his religious background, Greene helped organize a militia in October, 1774 because the possibility of war with England was increasing. The Society of Friends no longer let him be a member. Because Greene had a limp, the militia group didn't want him to be an officer. So, he began as a private.

During the War

When the American Revolution began, Rhode Island created an army for its defense. Nathanael Greene was appointed as Brigadier General to command this army.

In 1778 he was appointed Quartermaster General because he was good at gathering and conserving military supplies. As Quartermaster, his responsibilities included getting supplies to the wide-spread army and organizing the army's camps. When he accepted the position, he reserved his right to also continue as a commanding General in the field for battles.

During the Morristown Encampment

General Greene arrived in the Morristown area in November 1779, and spent several weeks searching for a place for the army's winter camp. He supervised the organization and setup of the encampment. He had to find enough space for all the soldiers, and homes or other buildings to rent for the officers. Greene was especially frustrated that the Continental paper money wasn't worth much anymore. It was all he had to pay for housing, food, and other expenses like wagons and drivers for transporting supplies.

His wife Catharine arrived in Morristown in November 1779, and stayed for the rest of the winter, at the Arnold Tavern in the center of the town. On January 29, 1780 she gave birth to their fourth child, Nathanael Ray Greene.

After the War

At the end of the war, Greene was in debt because he had pledged his own money to feed the troops. But South Carolina voted to give him a gift of money, in gratitude for his defending their state. A grateful Georgia gave him a plantation on Cumberland Island. So, in 1785, he retired to his Mulberry Grove plantation with his debts cleared.

A year later, at the age of forty-four, Nathanael Greene died from illness due to sunstroke.

Farm families produced as much as they could, and they used any surplus to barter for the things they couldn't make themselves. For instance, they could bring their extra cloth, vegetables, or cider to a merchant in town and trade for an iron teakettle.

Off the Farm

So many things on a farm need daily attention that it was difficult to get away. The average citizen rarely, if ever, traveled. But if he did, he'd find it difficult and dangerous. There were no bridges over rivers. The only roads were dirt roads; in some seasons, they'd be very muddy, and in all seasons they'd be full of holes. Horses would stumble and the wheels of carriages and wagons would break. Horses needed to be fed and rested on long trips.

Children who were lucky enough to leave the farm for schooling might have to walk an hour to get to the schoolhouse. There, they would find themselves in one room with other children six to twelve years old. They learned the basics of reading, writing, and arithmetic. They had to do chores at school, too. If they misbehaved, the teacher could hit them with a stick.

Militias

Almost all able-bodied men between 16 and 50 years of age belonged to their colony's militia. A militia is a part-time "citizen army" that can be called to action in emergencies. The militiamen supplied their own weapons, and practiced together several times a year. People with important jobs (like teachers, mail deliverers, and iron-mine workers) didn't have to serve in the militia.

Before the Revolution, the militias helped defend their colonies from Indian raids. They also fought with their British countrymen in the French and Indian War (1754-1763). During the Revolution, most militia troops fought against the British, who were, by then, "the enemy."

Militia service was considered strictly a temporary duty, not a full-time job. Even General Washington thought of his service as being a temporary soldier. All through the war, he looked forward to returning to his real job, running the farms at Mount Vernon.

During the War

People in New Jersey were literally in the middle of the Revolution. The British Army was based in New York, and the Continental Congress (which was the American government for the time being) was in Philadelphia, Pennsylvania. New Jersey, right between them, was the site of many military activities.

Even though most towns and farms never saw battles, the war changed life at home. When men left to serve as soldiers, the women and children had to work even harder, taking over chores like planting and harvesting. Some families could no longer keep their farms going and had to give them up.

If the army came through the area, other sacrifices had to be made. The wealthier families, with their big houses, had to let officers live with them. Many soldiers — sometimes thousands of them — had to be fed. Wounded soldiers had to be nursed back to health. Many farmers had to deal with the soldiers stealing food and property. And, if an area became the site of a battle, everything could be destroyed in the fighting.

In all, civilians could wind up losing as much as, and sometimes more than, any soldier: money, property, homes, and even their lives.

18th Century Morristown

"I found Morris a very clever village, situated in a most beautiful valley at the foot of 5 mountains. It has three houses with steeples which give it a consequential look."

Martha Daingerfield Bland, to her sister-in-law
Frances Bland Randolph, May 12, 1777

OLD MORRISTOWN.

Before the War

Morristown was a quiet farming village for most of the middle of the eighteenth century. It was settled mostly by immigrants coming from lower New England, Ireland and England. Other settlers came from older New Jersey communities to the east such as Piscataway, Woodbridge, New Brunswick, Newark and Elizabethtown.

At the time of the Revolution, Morris Township (today known as southern Morris County which includes Morristown and the Jockey Hollow area) consisted of about 2,500 people. As the county seat, Morristown had a building that served as both courthouse and jail. The town itself had 250 residents. Morristown was a crossroads town. Iron and agricultural products passed through from the highlands to the markets and ports of Newark and Elizabethtown.

Most of the people in the county were farmers. Nearby iron mines, furnaces, and forges employed many laborers, and made a few families rich. Morristown was also a good location for craftsmen, storekeepers, and tavern keepers.

Morris County's main incomes were from crops, livestock, lumber, and iron. Iron bars were hammered and bent to fit over a horse's back. The 400-pound bars were then carried to New York or Newark or Elizabethtown, or shipped to England. They were used to make chains, anchors, horseshoes, tools, and useful articles.

Most farms in Morris County consisted of about 150 acres. Some were larger, like Henry Wick's farm of 1,400 acres. Only a fraction of the land was actually farmed, because of the amount of labor necessary. There was no farm machinery in the eighteenth century. It didn't take so much work to grow fruit, so nearly all farms had large orchards.

Some land was cleared for livestock grazing. Part of a farmer's property was left uncleared, they could use the trees as need for firewood and building material. Many families, including some who lived miles away, bought parts of the Great Swamp for its wooded lots.

The most common crops in the county were corn and buckwheat. A large quantity of cider was produced in Morris county. Farmers also grew rye, and barley.

Large farms, iron works, and mills needed more than just a family to operate them. The extra labor was supplied by indentured servants, and perhaps even slaves.

Homes

Homes were much more basic than our homes today. Even though families were larger — with five to ten children — a house might have only one or two rooms. Sometimes it had a loft that provided extra sleeping room. People slept on a cloth bag filled with straw or other soft material.

There was no running water in those days, and no flushing toilets, either. Water was brought in from an outdoor well. The "bathroom" was a small outside building (the privy or necessary) with a seat over a hole in the ground. Some people used a chamber pot at night so they wouldn't have to go outside. The chamber pot was often stored under the bed until it could be emptied.

The Wicks' family's house was built in a style called Cape Cod, as it was first used by earlier settlers from New England. There were three large rooms organzied around a central chimney.

Wealthy people lived in larger homes. These houses had more rooms, large central passage ways allowing more privacy, and more windows. In these houses, a room was used for one specific activity. The house might include a dining room, a kitchen, a sitting room, bedrooms, and an office. Both the Kemble family and Jacob Ford, Jr. lived in such houses in Morristown. The Ford Mansion is where General Washington stayed during the winter of 1779-80.

Independence National Historical Park

Officer
William Smallwood

Born	1732
	Maryland
Married	No
Children	None
Died	February 12, 1792
Occupation	Soldier, Member of the Maryland Assembly, General in the Continental Army, Governor of Maryland

Before the War

William Smallwood went to school in England. He came to America and was a soldier in the French and Indian War. He became a member of the Maryland Assembly in 1761, and joined the protest against British taxes. William served as a member of the Maryland Convention in 1775, which protested British troops in America.

During the War

William was placed in charge of a regiment of Maryland troops in January 1776. He later led his troops to cover Washington's retreat at the Battle of White Plains in New York, where he was wounded. The Continental Congress promoted him to Brigadier General.

Sixteen-year-old Sally Wister was sent to the countryside after the British captured Philadelphia in 1777. There she had the chance to meet Brigadier General Smallwood several times. She certainly liked him, as we can see from some of her journal entries:

October 20, 1777 *"The General is tall, portly, well-made; a truly martial air, the behavior and manner of a gentleman, a good understanding and a great humanity of disposition constitute the character of Smallwood."*

October 27, 1777 *"We have the pleasure of the General and suite at afternoon tea. He (the General, I mean) is most agreeable; so lively, so free and chats so gaily that I have quite an esteem for him."*

November 1, 1777 *"I declare this General is very, very entertaining, so good natured, so good humour'd and yet so sensible I wonder he is not married. Are there no ladies formed to his taste?*

At the Morristown Encampment

William Smallwood was a Brigadier General at the time of the Morristown encampment. He commanded the First Maryland brigade. During the encampment, he stayed in the mansion owned by Peter Kemble.

After the War

After the war, William went into politics, becoming a member of the Continental Congress. He later served as Governor of Maryland. He never married. He died on February 12, 1792.

Independence National Historical Park

Officer Arthur St. Clair

Born	Between 1734 and 1737 Scotland
Married	1760 Phoebe Bayard
Children	Six or more
Died	1818
Occupation	Major General in the Continental Army, Delegate in the Continental Congress, Governor of the Northwest Territory

Before the War

Arthur St. Clair studied at the University of Edinburgh, under a well-known physician, William Hunter.

He began his military career in 1757. He used his inheritance from his mother to buy an officer's commission in the British army. He took part in important battles in the French and Indian War. He resigned from the British army in 1762.

In 1760, Arthur married Phoebe Bayard, the niece of Pennsylvania's governor. Phyllis inherited a large sum of money. They moved to the Pennsylvania frontier and bought nearly 4000 acres of land. Arthur became influential in the Pennsylvania government.

During the War

Arthur opposed Great Britain's rule and became a colonel in the Continental Army. He helped organize New Jersey's militia and fought in the Battles of Trenton and Princeton.

In 1777, St. Clair was sent to defend Fort Ticonderoga in northern New York. He had to abandon the fort when it was overwhelmed by the invading British army. Many people wondered if he had done the right thing, but it was probably the right choice. He served the cause of American Independence faithfully for the rest of the war.

The war caused great personal loss to the St. Clair family. They moved from the western frontier land in Pennsylvania to Pottsgrove, near Philadelphia. He was forced to sell large portions of his land, losing much of his money.

He lost his western land, too. Some was destroyed by Indian raids. Some was ruined by neglect because the family was so involved with the war.

In 1782, Arthur wrote to Washington,

"I am not master of one single shilling, nor will anything that I am possessed command it; I am in debt, and my credit exhausted and were it not for the rations I receive, my family would actually starve."

At the Morristown Encampment

During the winter of 1779-80, Arthur St. Clair was Major General of the two Pennsylvania brigades camped in Jockey Hollow. He stayed at the Wick family's home.

But Arthur was at the camp only seventy days of the six-month encampment. He made frequent trips home because his wife was ill. He was also on outpost duty, and had meetings with the British to discuss exchanging prisoners of war.

After the War

Arthur St. Clair served in the Continental Congress from 1785 to 1787. After that, he was appointed governor of the Northwest Territory.

In 1791, he was appointed Major General and commander of the United States Army. In November of that year, he was badly defeated by the Miami Confederation of Indians in what is now Ohio. He later resigned from the army. He died in poverty in 1818.

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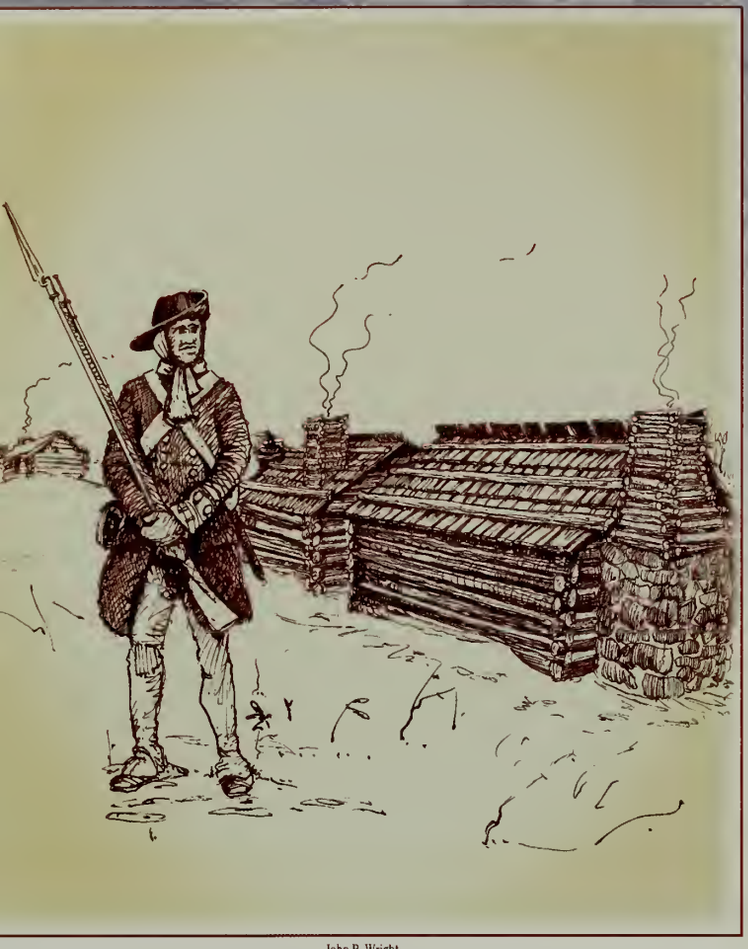
Oliver Cromwell

Soldier



John R. Wright

Born	Around 1752
Married	Unkown to whom
Children	Number unkown
Died	January 1853
Occupation	Farmer, Soldier

During the War

Oliver Cromwell, an African-American, enlisted in the Continental Army in his early twenties. He was in the Second New Jersey Regiment, commanded by Captain Lowery and under the command of Colonel Israel Shreve.

He served for six years and nine months. He was in the retreat to the Delaware River, and was part the famous "Crossing of the Delaware" on December 25, 1776. Oliver was in the battles of Trenton and Princeton, where, he said, the Americans "knocked the British about lively." He also served at Brandywine, Monmouth, and Yorktown. Cromwell said he saw the last man killed at the last major battle of Yorktown.

Oliver received an honorable discharge from the army, signed by Washington on June 5, 1783. He often spoke of this document's having the Commander in Chief's own signature "of which he was rightfully very proud." He also had the distinction of receiving the Badge of Merit, awarded for "Six Years faithful service."

During the Morristown Encampment

Oliver Cromwell's unit was part of the 1779-80 Morristown encampment. He experienced the "Hard Winter" just south of Morristown, in Jockey Hollow.

After the War

The Burlington Gazette (of New Jersey) interviewed Cromwell in 1852, when he was one hundred years old. He had great, great grandchildren by then — his grandchildren had grandchildren! The newspaper asked him about his life and war experiences.

This article is the source for most of the information we know about him. It said that even as a very old man, he could remember many details, including the battles of Trenton and Princeton. He was described in the newspaper story as "an old colored man... very aged; and yet comparatively few are aware that he is among the survivors of the gallant army who fought for the liberties of our country 'in the days which tried men's souls.'"

Cromwell died in January 1853.

Joseph Plumb Martin

"The little sleep I had obtained was in cat naps, sitting up and leaning against the wall, and I thought myself fortunate if I could do that much. When I awoke I was as crazy as a goose shot through the head."

from Joseph Plumb Martin

Born	November 21, 1760 Becket, Berkshire County, Massachusetts
Married	1794 Lucy Clewly
Children	5 or more
Died	May 2, 1850 Prospect, Maine
Occupation	Worked Grandparent's farm, Soldier

Before the War

Joseph Plumb Martin was born November 21, 1760 in Becket, Massachusetts. His father was a minister who was often in trouble for speaking his mind very freely. Joseph was sent to live with his grandparents when he was seven years old. He worked on their farm. They did not want him to join the army, but he enlisted on July 6, 1776, when he was 15 years old.

During the War

Young Joseph was sent to fight in New York. He witnessed the American defeats at Brooklyn and Manhattan. These battles led to the capture of New York by the British. He went home after his six-month enlistment was over. But after a winter back at home, he reenlisted. In his diary, he said he wanted to "get as much for my skin as I could."

Joseph took part in, or witnessed, many major Revolutionary battles. He survived the terrible winters at Valley Forge and at Morristown. He witnessed the British defeat at Yorktown in 1781, and Cornwallis's surrender. He was discharged from the army in June, 1783.

At the Morristown Encampment

Joseph was a private with the First Connecticut Brigade during the Morristown 1779-80 encampment. He was nineteen years old.

He wrote in his book: "The winter of 1779 and '80 was very severe. It has been denominated as the 'hard winter.' And hard it was to the army in particular, in more respects than one. The period of the Revolution has repeatedly been styled 'the times that tried men's souls.' I often found that those times not only tried men's souls, but their bodies too; I know they did mine."

After the War

Joseph married Lucy Clewley in 1794 and settled in Prospect, Maine. They had at least five children. He had several different jobs after the war, including justice of the peace, member of the state legislature, and town clerk.

In addition to his regular jobs, Joseph was a writer, poet, and artist. When he was 70 years old, he published a book entitled "A Narrative of Some of the Adventures, Danger and Suffering of a Revolutionary Soldier, Interspersed with Anecdotes of Incidents that Occurred Within His Own Observation." It didn't sell well at the time. But when it was rediscovered in 1960, it was reprinted with the title *Private Yankee Doodle*. Now it is one of the best sources available for a soldier's view of the war.

Joseph died in 1850 in Prospect (now Stockton Springs), Maine, when he was eighty-nine years old.

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Soldier

Samuel Shelley

Born	1760
	Hempstead Plains, Long Island, New York
Married	Unkown
Children	Unknown
Died	After 1850
	Wantage Township, New Jersey
Occupation	Indentured servant, Soldier

Before the War

Samuel's father was a ship's carpenter who was forced to do work for the British army. His property was finally taken away, but he escaped to New Jersey with his family.

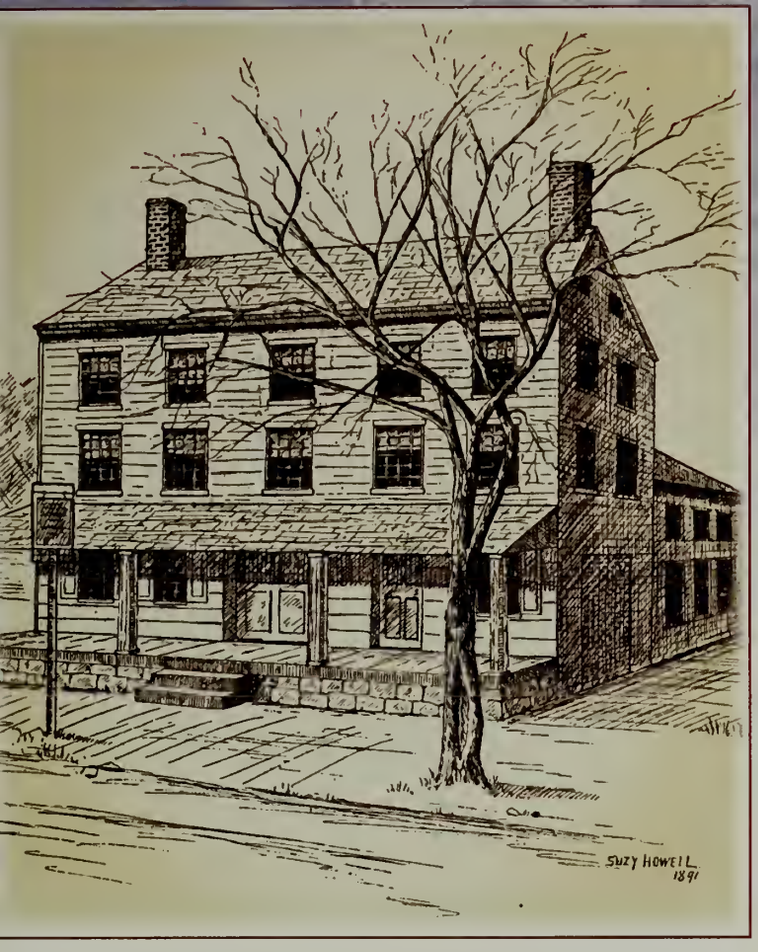
Samuel looked much younger than his real age. He used these looks to stay out of the army. He later wrote, "I was twelve years old for a good many years. I was always very small in stature." Samuel's aunt revealed his true age to Sergeant James Ballard of the Continental Army. Samuel was forced into military service for a term of about nine months. He was involved in only one skirmish. He wrote interesting accounts of camp life.

During the Morristown Encampment

Samuel entered the Continental Army in the "hard winter" of 1779-80. He was in the New Jersey Brigade until his discharge at the end of 1780.

After the War

Shelley moved several times but finally settled in Wantage Township, New Jersey. When he was 91, he applied for a pension to the United States government. He never received it.



Jacob Arnold

Born	December 14, 1749 Washington Valley, New Jersey
Married	Elizabeth Tuttle, 1769 Sarah Nixon, 1805
Children	17
Died	March 1, 1827
Occupation	Tavern keeper, Mill owner, Militiaman, County sheriff

Before the War

Jacob married Elizabeth Tuttle when he was 20 years old.

He co-founded the Speedwell Iron Works in1776. It was the second slitting mill in this country. A slitting mill cuts large iron bars into narrow strips, which can be made into nails or other small items. British law prohibited this industry in the colonies.

Jacob was the Commander of the Morris County Light Horse Militia.

During the War

He owned the tavern his father built on Morristown Green. The tavern provided food, drinks, and lodging. It was also an important place for gathering and exchanging information. Arnold's Tavern was probably the most prominent tavern in Morristown.

In November of 1780, the French officer Marquis de Chastellux visited briefly. He admired the dining room "adorned with looking glasses and handsome mahogany furniture."

In 1778, Jacob Arnold was taxed on 202 acres of land, eleven horses, sixteen cattle, four hogs, on servant, and one riding car.

During the Morristown Encampment

Arnold's Tavern was an important meeting place. Continental Army officers lived there. From January to May 1777, General Washington used it as his headquarters.

From December 1779 to June 1780, Arnold's Tavern was General Nathanael Greene's quarters. While living there, Greene's wife, Catherine, gave birth to a son in January 1780.

Having the General and his wife living in the tavern for a long time was inconvenient. Jacob Arnold must have written a letter to complain about it, because General Greene wrote back:

> *Some people in this neighborhood are polite and obliging; others are the reverse. It was and is my wish to live upon good terms with the people of the House and I have endeavored to accommodate my family so as to render it as little inconvenient as possible. Having fixt the office for business in another House and set up a Kitchen to free your family from the trouble of our Servants. From these circumstances... I was in hopes all matters would be agreeable. But if they are not I cannot help it... If you are friendly and obliging you shall not find me wanting in justice and generosity.*

After the War

Jacob was Morris County Sheriff in 1780 and 1786.He was charged the largest property tax in the Washington Valley community.

He and his wife Elizabeth had ten children, although many died before growing up. In 1803, Elizabeth died of consumption, at the age of fifty. When Jacob, was fifty-six, he married 24-year-old Sarah Nixon. They had seven children.

He died at the age of 78, on March 1, 1827.

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Richard Simon

Civilian
Peter Kemble

Born	December 12, 1704 Smyrna, Asia Minor (now Turkey) (English father and Greek mother)
Married	Gertrude Bayard
Children	Seven
Died	1789
Occupation	Royal Government office, Landholder, Merchant

Before the War

Peter was well educated in England and Holland. He came to New York when he was in his mid-twenties. Shortly after arriving, he married Gertrude Bayard. This marriage connected him to some of the most influential families of New York and New Jersey.

The Kembles had five sons and two daughters. The oldest daughter, Margaret, married General Thomas Gage, who would become the Commander-in-Chief of the British army.

Their son Stephen became Deputy Adjutant General of the British forces in North America. He built a mansion on the land next to Henry Wick's property. The house is a private residence today.

During the War

Peter and his family had many important roles in the royal government of New Jersey. He was even the "acting governor," who took over when the Governor was away. He remained loyal to his original government and to the King. He refused to swear loyalty to the new United States of America. This usually led to someone's property being taken away, but his son Richard took the oath and saved the family fortune.

There were rumors that Peter Kemble was spreading information about British proclamations. The new government wanted to question him. But he still defied the "rebels" and would not cooperate. He couldn't just refuse, so he used the excuse of being old and ill. Although everyone knew it was just an excuse, this is what he wrote to the colonial Governor Livingston:

Peter Kemble to Governor William Livingston, August 22, 1777

Sir:

Your letter much surprised me being a very old man, full of infirmities and ailments... I should be called upon to answer questions of I know not what tendency... I am in such a condition of body and mind that I neither can, nor, you may be assured, will answer any questions that shall be thought prejudicial to my self... that I may have been called upon to act in an official way... at a critical time... However if you are determin'd to oppress a poor innocent man, you have power, & in God's name, use it. I have but a little time to live & am determined to end it with honour. I am

Yo'r Excellency's most humble servant

Peter Kemble

During the Morristown Encampment

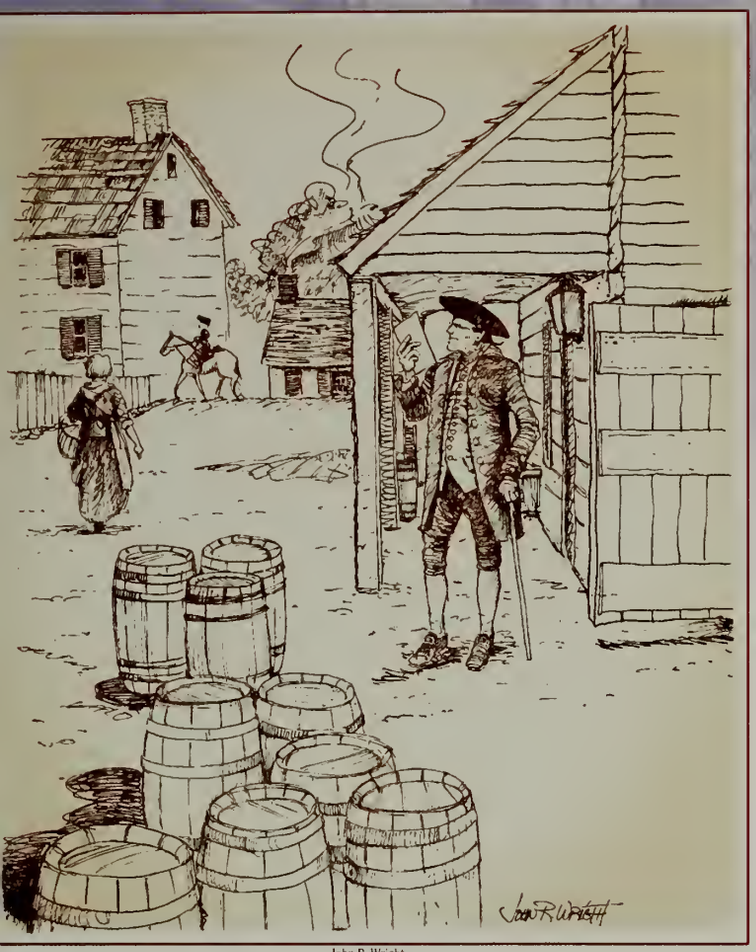
When Nathanael Greene suggested to Washington that the winter encampment should be at Morristown, Washington said to place it on the property behind Kemble's.

The Connecticut Brigade, Stark's Brigade, and part of the New York brigade built huts on Kemble's property. They cut his trees for huts and firewood.

The Kemble house became officer's quarters for part of the winter. General William Smallwood, commander of the Maryland brigades, lived there.

After the War

Peter Kemble led a quiet life at his mansion until his death in 1789.



John R. Wright

Civilian
John Stevenson

Born	Unknown
Married	1778 Rachel Gwinnup
Children	Unknown
Died	Unknown
Occupation	Merchant

During the War

When the American Revolution began, Rachel Gwinnup and her husband, John Gwinnup, owned a hat shop in Morristown. John was a private in the New Jersey militia. He was killed fighting the British in 1777.

Rachel married John Stephenson in 1778. They opened a general store in Rachel's house.

At the Morristown Encampment

John and Rachel owned a store at the corner of Spring Street and present-day Martin Luther King Avenue. An advertisement from the New Jersey Journal in April 1780 shows that they sold many different kinds of goods.

The Stephenson store advertisement stated these items would be sold for "cash or country produce, as low as the times will admit." But "cash" did not include paper money.

Money was a big problem for the states during the War for Independence. There were no gold or silver mines, so coins could not be made. Coins (or "hard money") were scarce in America even before the war started. To solve the problem, the Continental Congress issued paper money known as *Continental currency*.

People often refused to take Continental currency in payment. It did not have gold or silver stored away to give it any real value. They did not want to trade their valuable crops or manufactured goods for paper money that was almost worthless. At one point, it took 60 paper dollars to buy something worth one dollar in coins. This is called *inflation*.

During the war years, the phrase "Not worth a Continental" became popular. It meant that something was just about worthless.

After the War

We don't know anything about Rachel or John Stephenson's lives after the war.

TO BE SOLD FOR CASH, OR COUNTRY PRODUCE, AS LOW AS THE TIMES WILL ADMIT OF, BY
JOHN STEPHENSON
AT HIS STORE IN MORRIS TOWN

Broad Cloths	Shoe and knee buckles
Black mode & sattin	Mens and womens combs
Ditto millionet	Fine and coarse ditto
Irish linen and cambrick	Skeliton and hair pins
Spellingbooks	Black laces different patterns
Testaments	Rum by the gallon
Writing paper	Green Tea
Inkpowder	Coffee and pepper
Pocket-handkerchiefs	Spanish sugar
Leather breeches	Tobacco and snuff
Hats	Glass tumblers, pints, half pints
Fine thread & sewing silk	gills & half gills
Needles, pins and tapes	Wool cards, best kind
Worsted binding	Indigo, copperas, alum
Silk twist different colours	Shoe heels, salt petre
Basket buttons	Womens kid gloves

18th Century Morristown

"I found Morris a very clever village, situated in a most beautiful valley at the foot of 5 mountains. It has three houses with steeples which give it a consequential look."

Martha Daingerfield Bland, to her sister-in-law Frances Bland Randolph, May 12, 1777

OLD MORRISTOWN.

Before the War

Morristown was a quiet farming village for most of the middle of the eighteenth century. It was settled mostly by immigrants coming from lower New England, Ireland and England. Other settlers came from older New Jersey communities to the east such as Piscataway, Woodbridge, New Brunswick, Newark and Elizabethtown.

At the time of the Revolution, Morris Township (today known as southern Morris County which includes Morristown and the Jockey Hollow area) consisted of about 2,500 people. As the county seat, Morristown had a building that served as both courthouse and jail. The town itself had 250 residents. Morristown was a crossroads town. Iron and agricultural products passed through from the highlands to the markets and ports of Newark and Elizabethtown.

Most of the people in the county were farmers. Nearby iron mines, furnaces, and forges employed many laborers, and made a few families rich. Morristown was also a good location for craftsmen, storekeepers, and tavern keepers.

Morris County's main incomes were from crops, livestock, lumber, and iron. Iron bars were hammered and bent to fit over a horse's back. The 400-pound bars were then carried to New York or Newark or Elizabethtown, or shipped to England. They were used to make chains, anchors, horseshoes, tools, and useful articles.

Most farms in Morris County consisted of about 150 acres. Some were larger, like Henry Wick's farm of 1,400 acres. Only a fraction of the land was actually farmed, because of the amount of labor necessary. There was no farm machinery in the eighteenth century. It didn't take so much work to grow fruit, so nearly all farms had large orchards.

Some land was cleared for livestock grazing. Part of a farmer's property was left uncleared, they could use the trees as need for firewood and building material. Many families, including some who lived miles away, bought parts of the Great Swamp for its wooded lots.

The most common crops in the county were corn and buckwheat. A large quantity of cider was produced in Morris county. Farmers also grew rye, and barley.

Large farms, iron works, and mills needed more than just a family to operate them. The extra labor was supplied by indentured servants, and perhaps even slaves.

Homes

Homes were much more basic than our homes today. Even though families were larger — with five to ten children — a house might have only one or two rooms. Sometimes it had a loft that provided extra sleeping room. People slept on a cloth bag filled with straw or other soft material.

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John R. Wright

Civilian

Henry Wick

"...a good dwelling house, barn and outhouses, with a well of good water at the door, nine or ten hundred bearing apple trees and other fruit in abundance."

1816 Advertisement of Wick Home

Born	October 23, 1707 Long Island, New York
Married	1735 Mary Cooper
Children	Five
Died	December 27, 1780
Occupation	Farmer

Before the War

Henry Wick married Mary Cooper, who was eleven years younger. Henry and Mary's father, Nathan Cooper, bought about 1200 acres in the Morristown area in 1746. Two years later, Nathan sold all his rights to the property to Henry. The Wicks moved from Long Island and built a new home on this land around 1750.

Henry and Mary had four children before moving. The fifth was born in their new home in Jockey Hollow.

The Wicks owned one of the largest farms in the Morristown area. Much of our information about them comes from their wills and the "Property Inventories" made when they died. Based on the inventories, they owned:

Animals: *horses, cattle, oxen, hogs, sheep, geese, turkeys, dung-hill fowls, bee hives*

Crops, food, and drink: *corn, buckwheat, hay, oats, flax, potatoes, rye, Indian corn, wheat, cider, whiskey, metheglin (honey wine)*

Although the Wicks could have purchased some of this, most was probably produced on their farm.

During the War

Some sources say Henry Wick served in the New Jersey Militia, but that is unlikely. Men usually served in the militia until the age of fifty. Henry was nearly seventy years old in 1776.

The Wick family had officers live in or visit their home during at least three winters during the war.

At the Morristown Encampment

During the Morristown encampment, only the youngest daughter, Temperence, lived with the Wicks. The farmhouse became the headquarters of Major General Arthur St. Clair, commander of the Pennsylvania brigades.

Three brigades, and part of a fourth, camped on Wick property during the winter of 1779-80. The troops cleared the Wick's woods, using the trees for huts and for firewood.

In December 1780, an officer who had lived at the Wick home wrote to his family:

"P.S. Mr. Wicks who has been sick for several days past, died and was buried yesterday."

The officer also wrote about the mutiny of the Pennsylvania troops. On January 1, 1780, most of the 2,000 Pennsylvania men rebelled and marched off to Philadelphia. He wrote:

"Since [the mutiny] Mrs. Wicks and Dr. Liddel's very agreeable families have been kept in continual alarm."

After the War

After Henry's death, Mary stayed on at the farmhouse until she died. Temperence inherited the family home and part of the farm. She died in 1871. The farm remained in the family until Wick descendants sold it in 1871.

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