

A TEACHER'S GUIDE TO

DAVID McCULLOUGH

WINNER OF THE PULITZER PRIZE

1776



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INTRODUCTION

Although the passage of the Declaration of Independence is a universally taught event in the United States, most high school students' knowledge tends to be confined to the events that occurred in the city of Philadelphia during the month of July. In focusing on the events throughout the year of 1776, Pulitzer Prize–winning historian David McCullough gives students a deep understanding, from both sides of the conflict, of the events, people, and decisions that led to the creation of the United States.

McCullough's extensively researched work is filled with primary sources, reinforcing details and differing points of view on the events presented within the text, all of which makes *1776* an excellent text for use with the Common Core standards.

This teacher's guide provides a brief summary of *1776*, divided by chapter and then subdivided by section. Each section summary includes a list of Key Features. Also provided for each chapter are the following supplementary teaching aids to spur discussion and challenge the student's knowledge of the material: Key Terms and Vocabulary, Questions, Primary and Alternate Source Analysis, Activities and Projects, and for some chapters, an Interdisciplinary Activity.

ABOUT THE AUTHOR



David McCullough was born in Pittsburgh, Pennsylvania, and educated there and at Yale. Author of *John Adams*, *Truman*, *Brave Companions*, *Mornings on Horseback*, *The Path Between the Seas*, *The Great Bridge*, *The Johnstown Flood*, and *The Greater Journey*, he has received the Pulitzer Prize twice (in 1993, for *Truman*, and in 2001, for *John Adams*), the Francis Parkman Prize, and the *Los Angeles Times* Book Award, and has twice won the National Book Award.

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RESOURCES

1776 possesses an excellent resource in its large, well-researched Source Notes, Bibliography, and Index. Students should familiarize themselves with the Index early on and make use of it often during class discussions, as that will help move the conversation forward. The Source Notes and Bibliography make assigning additional research topics simple, as any subject the students are assigned has a starting point.

KEY FIGURES

The following individuals are considered key figures throughout the book. They are presented by nationality and relative importance.

MAJOR AMERICANS

GEORGE WASHINGTON

George Washington is the commander-in-chief of the American volunteer army. A man of wealth and class but little formal schooling from Virginia, he is selected as military leader due to his experience during The French and Indian War and the high esteem placed in him by his fellow delegates to the Continental Congress. He is known for being polite, aggressive, and, at times, fatally indecisive. Washington is referred to as “His Excellency” by his men.

NATHANAEL GREENE

General Greene is the young, inexperienced, self-educated commander of a Rhode Island volunteer unit. Greene is favored by Washington for his professionalism, his intellect, and his devotion to the “Glorious Cause of America.” Greene will become one of the greatest field commanders in the American army.

HENRY KNOX

Colonel Knox is a self-educated bookseller and amateur artillery officer. Knox will develop a cunning plan to transport the guns of Fort Ticonderoga to end the Siege of Boston and becomes one of Washington’s favorites. He is an affable man and well liked by his fellow officers, striking up a particularly close friendship with Greene.

JOSEPH REED

Adjutant General Reed is the chief administrative officer for the American army and Washington’s personal secretary. Washington relies heavily on him throughout the campaign, despite Reed’s wish to return home. Fiercely loyal to Washington during the early days of the campaign, Reed eventually becomes disillusioned with Washington’s leadership.

CHARLES LEE

General Lee is an aristocratic Englishman and veteran officer, appointed Washington’s second-in-command early on during the campaign. He is known for his egotism, ambition, and self-aggrandizement. Like Washington, Lee served in the French and Indian War. Like Reed, Lee becomes concerned that Washington is failing as commander-in-chief.

MINOR AMERICANS

ISRAEL PUTNAM

General Putnam is a popular Bostonian commander nicknamed “Old Put” by his men. He is seen as the gritty, New England counter to Washington’s proper Southerner.

KEY FIGURES

JOHN SULLIVAN

General Sullivan is a headstrong leader deeply committed to the American cause. He is considered one of Washington's better officers.

LORD WILLIAM ALEXANDER STIRLING

General Stirling is a rich, affable, and socially connected New Jersey general. He is called "Lord Stirling" due to his somewhat dubious claim to be a Scottish earl.

THOMAS PAINE

Paine is an American volunteer soldier, author of *Common Sense* and *The Crisis*. He is considered one of the great thinkers on the American side of the revolution.

MAJOR BRITISH

KING GEORGE III

George III is the sovereign ruler of the British Empire. Possessed of a highly developed sense of noblesse oblige, George is devoted to his duty to keep the empire together. In his private life he is a dedicated family man and unpretentious. For this reason he is frequently called "Farmer George" behind his back.

SIR WILLIAM HOWE

General Howe is the supreme commander of all British armed forces in the thirteen colonies. A very well-connected wealthy aristocrat, Howe was a member of Parliament from the Whig Party before his deployment. His political position made him personally sympathetic to the American cause. Howe is as renowned for his courage and tenacity in battle as he is for his procrastination and decadent love of comforts in wartime.

HENRY CLINTON

General Clinton is second-in-command of British forces. Clinton is highly intelligent but frequently at odds with his superior, General Howe. Clinton is considered difficult to work with and is disliked by many other British officers. His greatest strength may be his awareness of his own failings. Clinton will develop some of the most impressive strategies of the war.

CHARLES CORNWALLIS

General Cornwallis is also a popular aristocratic British general. Unlike Howe and Clinton, Cornwallis is considered to be without flaws of temperament. Cornwallis proves to be enterprising and aggressive in combat and genuinely concerned for the well-being of his troops.

LORD RICHARD HOWE

Lord Howe is a British admiral and commander of all naval forces in the war. He is the elder brother of General William Howe, the darker and more serious of the two.

KEY FIGURES

JAMES GRANT

General Grant is an obese British general and member of Parliament. Grant despised the Americans and pushed Howe to show them no mercy whatsoever. During the first days of the war he advocated burning much of America to the ground.

MINOR BRITISH

LORD FREDERICK NORTH

Lord North is Prime Minister of the British Empire and close ally of George III. As leader of the Conservative Tory party, Lord North carried out the King's wartime agenda.

LORD GEORGE GERMAIN

Lord Germain was appointed the secretary for the American colonies by King George and was officially the highest ranking civilian authority in the British Empire in America.

EDMUND BURKE

Burke is a Leader of the Opposition in Parliament and head of the Whig party. He strongly opposed any war in the Americas. He is frequently mentioned in the text alongside his protégé and fellow Whig, Charles James Fox.

JOHN BURGoyNE

General Burgoyne is a charismatic British general and playwright. Highly sociable and liked by all, he earns the nickname "Gentleman Johnny." He is prized by Howe not only for his military skill, but for his ability to keep the spirits of his men high.

WILHELM VON KNYPHAUSEN

General von Knyphausen is a German contracted to the British army. In this capacity Knyphausen is the overall commander of all Hessian mercenaries in the war.

JOHANN GOTTLIEB RALL

Colonel Rall is a German commander in New Jersey who serves under von Knyphausen.

PRE-READING KNOWLEDGE

In order to understand the events of the book fully, the students should have some knowledge of the following events. It is also important to note that the book covers a small portion of the year 1775 (during the Siege of Boston), all of 1776, and a small portion of 1777 (during the Battle of Princeton).

FRENCH AND INDIAN WAR: EARLIEST BATTLES, 1754; FORMAL WAR, 1756–1763

The American theater of the Seven Years' War, which we call the French and Indian War, was part of a global conflict between Britain, France, and their many allies. In North America, the conflict involved the colonial holdings of Britain and France, notably the British American colonies and the colony of New France.

STAMP ACT OF 1765 AND TOWNSHEND ACTS, 1767–1768

The Seven Years' War nearly doubled Britain's national debt and, in order to pay for it, taxes were increased across the empire, the largest being the Stamp Act of 1765. Mass protests were common during this period and the act was eventually repealed by Parliament.

Under the leadership of Charles Townshend, the Chancellor of the Exchequer, Parliament passed a series of laws collectively referred to as the "Townshend Acts." These acts increased taxes and punished states that refused to comply, such as New York and Massachusetts.

BOSTON MASSACRE, MARCH 5, 1770

After the passage of the Townshend Acts by Parliament, the protests and riots in the colony of Massachusetts caused the British to post several regiments of their army in Boston. When a group of angry Bostonians began to throw rocks and other debris at a group of soldiers outside an army post, the soldiers fired on them, killing five and injuring six. This event turned popular sentiment, particularly in New England, against the British government, and as a result Boston was established as the epicenter of British-colonial hostilities.

BOSTON TEA PARTY, DECEMBER 16, 1773

The Boston Tea Party was an act of political protest organized by the Sons of Liberty in response to the Tea Act, which was created by Parliament as a way to unload millions of pounds of British East India Company tea in the colonies. Townshend duties were still on the tea, something the Sons of Liberty considered an expansion of existing taxes, and so they destroyed three shiploads of tea by dumping it into Boston Harbor.

Considered the "last straw" by the British government, the protest led to the passage of the Coercive Acts (also called the "Intolerable Acts") in 1774. These were designed to punish the state of Massachusetts for the protest and to make an example of them to the other colonies. The acts, among other things, made the elected government of Massachusetts illegal and brought trade in the city of Boston to a standstill by closing the port until order had been restored and the British had been repaid for their lost tea.

LEXINGTON AND CONCORD, APRIL 19, 1775

Attempting to appropriate supplies from the Massachusetts state militia in the aftermath of the Coercive Acts passage, General Thomas Gage ordered the British army to seize weapons stores in the village of Concord. The militia members were warned of the intrusion and defended themselves with force. These are considered the first real battles of the Revolutionary War.

BATTLE OF BUNKER HILL, JUNE 17, 1775

British reinforcements arrive and, under the command of General Gage, take control of Boston. The victory is a costly one for the British, with more than 1,000 casualties and more than 200 killed in action.

PRE-READING KNOWLEDGE

Pre-Reading Questions

1. George Washington is one of the most important figures in American history and the subject of a great deal of American mythology. How much do students actually know about him? Ask students to think about Washington, his personality, his importance, and his history. Where did Washington come from? What were his cardinal virtues? What does Washington mean to Americans? What aspects of Washington do we expect from our presidents?
2. Most students will have already studied American history in some depth, and the year 1776 features prominently in the national memory. What do students know about the year 1776? Ask them to give you a timeline of events for the year.
3. Ask the students what they think of the modern-day British. What images come to mind when they think of England in general? What is the modern-day relationship between the United States of America and the United Kingdom? How did the War of Independence influence that relationship?
4. Was America's effort to gain its independence just? As Americans, we frequently take the concept of independence for granted. Ask your students what reasons they might give for why we would not want to be independent from the British Empire.

PART I, CHAPTER 1

PART I: THE SIEGE (PP. 1–112)

The first of three major divisions in the book, Part I concerns the Siege of Boston and the escalation of hostilities between the American colonies and the British Empire.

CHAPTER ONE: SOVEREIGN DUTY (PP. 3–19)

Chapter One takes place entirely in King George III's London in the year 1775. The Battles of Lexington, Concord, and Bunker Hill have all been fought, and word of the results has reached London, forcing the King and Parliament to deal with the looming threat of an American war.

The King's sense of duty to the empire is explored, as is his belief that "a speedy end" to the war must occur.

The greater part of the chapter is devoted to Parliament's debates over the possibility of an American war. In the end, despite many speeches advising caution and urging more effort to reach an "accommodation" with the colonists, Parliament passes resolutions in support of the King by overwhelming margins.

Key Features

- Non-American perspectives, including direct quotations that give opposing predictions of what would occur in the eventual war.
- Examination of differences between English and American lives in both perceived morality and quality.
- Lends to comparisons between eighteenth-century British and twenty-first-century American politics.

Key Terms and Vocabulary

duty, sovereign, Loyalist, colony, empire, Parliament, Tory, Whig, House of Commons, House of Lords, mercenaries, proper submission, accommodation, macaroni

PART I, CHAPTER 1

Questions

1. George III's royal procession from the palace to the Houses of Parliament in Westminster is covered in great detail. Ask students to compare the treatment of the king to our modern treatment of the President. Do Americans react to the President in the same way the British population reacted to their King?
2. Explore the concept of duty. How did George III feel about his duty to the empire? What about General Howe? Lord North? Edmund Burke? Ask the students if they think General Washington felt the same duty to the Colonies.
3. What was George III's argument for the escalation of war? What were the arguments against it? Did both sides make good arguments?
4. Is your understanding of the arguments around the war flavored by your knowledge of the war's outcome? Your nationality? Your political affiliation? Is it possible to judge past political arguments objectively?
5. If Lord North was unconvinced the Americas could be conquered, why did he preside over the war as leader of the British government and why did he argue in favor of it before Parliament? Was this logical for him to do? What does it say about the British concept of duty?

Primary and Alternate Source Analysis

Patriotic Music: Have the students read and listen to the songs “God Save the King” and “Rule Britannia.” Both songs date to the period just before the American revolution and were very popular patriotic songs in Great Britain. What can the students gather about the British Empire from these songs? What might these attitudes mean for the coming war with the American states? Do any students recognize the tune to “God Save the King”? (The recording the students are directed to below is actually “God Save The Queen”—the lyrics are interchangeable depending on the monarch's gender.)

<http://www.youtube.com/watch?v=tN9EC3Gy6Nk> (“God Save the Queen”)

<http://www.youtube.com/watch?v=yHNfvJc99YY> (“Rule Britannia”)

[http://www.fordham.edu/halsall/mod/rulebritannia.asp#God Save the Queen](http://www.fordham.edu/halsall/mod/rulebritannia.asp#God%20Save%20the%20Queen) (Lyrics for both)

The Olive Branch Petition: This petition was sent to King George III by the Continental Congress to present the “reasonable” nature of the American demands, but the King refused to read it. Ask students to analyze the wording and message of the document. What were the colonists trying to achieve with such an appeal? Were they doing it well? Was this the best strategy to achieve those goals?

<http://www.revolutionary-war-and-beyond.com/olive-branch-petition-text.html>

Activities and Projects

Debate Society: Organize the class into two groups, Whigs and Tories. Ask the Whigs to get together and propose the best arguments they can for Britain reaching an accommodation with their American colonies, while the Tories must argue for aggressive action against the colonists to maintain order.

PART I, CHAPTER 2

CHAPTER TWO: RABBLE IN ARMS (PP. 20–69)

SECTION ONE: (PP. 20–41)

The first section of the chapter deals with George Washington's assumption of command of the Continental Army in Boston and the siege of the city in the aftermath of the Battle of Bunker Hill. It examines Washington's personality, and the very different states of the two armies, including the appalling conditions of the Continental Army's camp. The officers closest to Washington are introduced.

Key Features

- Contains a short biography of Nathanael Greene, a major figure in the book (pp. 20–23).
- Gives a full picture of the makeup and demeanor of Washington's "unprofessional" army.
- Underscores the disadvantages on the American side.
- Reminds students of the vast differences between colonial life and modern life.

SECTION TWO: (PP. 41–50)

This section is devoted entirely to the subject of George Washington. Major aspects of his personality are explored: his precision, his love of order, his intellect, and his personal strength and humility. The biography ends with Washington's appointment as commander-in-chief.

Key Features

- Shows the "stunning incongruity" of a slave owner championing the cause of freedom.
- Many examples of the esteem in which Washington was held .

SECTION THREE: (PP. 50–69)

Covers the fall and winter of 1775, concluding with New Year's Day of 1776. The increasingly desperate state of the American volunteers is shown in a large number of individual passages and anecdotes. The major difficulty of retaining and reenlisting troops is discussed at great length. When British reinforcements arrive on New Year's Day, they carry with them copies of the King's speech (previously explored in Chapter One). The speech is incendiary enough to keep a large number of troops from returning home.

Key Features

- Contains a short biography of Henry Knox, a major figure in the book (pp. 58–60).
- Contains a long excerpt from a primary source outlining the American perspective in Boston conflict (pp. 62–63).
- Details the condition of the Continental Army camp.
- Illustrates differences between the structure and command of the British and American forces.

Key Terms and Vocabulary

patriots, loggerheads, stalemate, siege, Quaker, Puritan, the Glorious Cause, militia, regulars, dysentery, perniciously, flogged, His Excellency, deserters, furlough, obstreperous, harum scarum, austere, grog, remunerative, mutiny, privateer

PART I, CHAPTER 2

Questions

1. What are the major differences between Britain's regulars and America's volunteers? What advantages and disadvantages does each army derive from these differences?
2. More men in the American camp died from "camp fever" than from attacks by the British. What habits led to this? What connection can you draw between the use of alcohol in the camp and the unsanitary conditions experienced by the troops?
3. If Washington lived in an era of modern media (24-hour news networks, paparazzi, Twitter, Facebook, Tumblr, blogs), would his reputation be as impressive as it was back then? What aspects of his biography would reporters and bloggers have obsessed over?
4. Why did Washington's generals talk him out of his proposed assault on Boston? What would the likely result of that attack have been? What does it say about Washington that he continued to push for this assault well into the winter?
5. What effect did the British attack on the town of Falmouth have on the Americans? What do you think the British intended to do when they attacked?
6. How does General Washington compare to his fellow generals in the fight: Generals Putnam, Ward, and Lee? What features united them? Which divided them?

Primary and Alternate Source Analysis

HBO's *John Adams*: This is an excellent miniseries based on McCullough's biography of Founding Father and second President, John Adams. The first two episodes of the series cover the Boston Massacre and Washington's appointment to lead the Continental Army. The second half of the second episode shows a number of important moments, including Knox's transit of the Ticonderoga guns, and a few scattered scenes of the siege. HBO has a website that includes special teaching tools and ideas for using the miniseries in class.

<http://www.hbo.com/john-adams/inside/extras/download/teaching-john-adams.html>

"To the Worthy Officers and Soldiers in the American Army": The full text of the anonymous editorial quoted in this chapter is provided in the link below. Draw students' attention to the anonymity of the author—why might the author wish to remain anonymous? What clues can they find in 1776 to indicate this?

<http://lincoln.lib.niu.edu/cgi-bin/amarch/getdoc.pl?/var/lib/philologic/databases/amarch/.8950>

"Rules of Civility and Decent Behavior in Company and Conversation": This is the full list of 110 rules of etiquette written by Washington himself. Read together, these rules form a fascinating window into the personality and behavior of America's first great leader. Students may be encouraged to think back on these rules from time to time as Washington's actions are dictated by them in great part. In particular, students should note the very rare occasions when Washington violates these rules.

<http://wwwFOUNDATIONSmag.com/civility.html>

PART I, CHAPTER 2

“Yankee Doodle”: Much as with “God Save the King” and “Rule Britannia” in the previous chapter, have students listen to and read the lyrics to “Yankee Doodle,” a common American patriotic song originally written by a British soldier to mock the disheveled and unprofessional manner of American troops during the Seven Years’ War. Inform the students that the British soldiers in Boston sang “Yankee Doodle” as they marched to war against the Americans. What does it say about America that we transformed a song mocking us into one celebrating our fighting men?

http://www.loc.gov/teachers/lyrical/songs/yankee_doodle.html

Activities and Projects

Maps and Mapmaking: Compare maps created in the modern era of the Siege of Boston (a good one can be found here: http://www.geo.umass.edu/faculty/wilkie/Wilkie/hist_mass_p64.jpg) to the map drawn by the British during the time period (found in the full-color insert between pages 116 and 117) and the one drawn by the Americans during the same time (found at http://www.masshist.org/online/siege/imgviewer.php?item_id=1905&img_step=1&tpc=&pid=21&mode=large&tpc=&pid=21#page1).

Have students note what each map got right and what each map got wrong. Have them attempt a mapmaking exercise themselves, going to a safe public area with paper and attempting to sketch out the major pathways, geographic features, and distances in an easy-to-read format. Remind them of the importance of scale in mapmaking. Is making an accurate map an easy thing to do? How important a skill was mapmaking for armies during this period? The British clearly had better mapmakers, but the Americans won the war. What factors mitigated the British advantage in this area?

Interdisciplinary Activity

Communicable Disease: Coordinate with the Science Department to talk about the communicable nature of diseases at the same time you read this chapter of the book. An excellent lesson plan on the topic can be found from the National Library of Medicine of the National Institutes of Health. Washington’s camp is an example of how diseases can be easily communicated.

http://apps.nlm.nih.gov/againsttheodds/pdfs/ss/lesson_plan_science_and_society.pdf

PART I, CHAPTER 3

CHAPTER THREE: DORCHESTER HEIGHTS (PP. 70–112)

SECTION ONE: (PP. 70–85)

Focuses primarily on the British troops and their Loyalist allies who are trapped in Boston during the siege. The desperate circumstances of the common people are contrasted with the life of general leisure enjoyed by the “redcoat gentry,” including Howe and his generals. Also covers Washington’s continued trials as leader of the army and his fear that the British will pull out of Boston in order to attack New York.

Key Features

- Presents the horrors of the Siege of Boston from the British perspective.
- Brief biography of William Howe, the single most important British general in the book, who was first introduced in Chapter One (pp. 75–78).
- Continues the exploration of Washington’s disillusionment with command and frustration with the war.
- Explains the strategic importance of Dorchester Heights (in the short term) and New York City (in the long term).

SECTION TWO: (PP. 85–97)

Failing to convince his generals that a direct attack on Boston was the best course of action, Washington settles for taking Dorchester Heights and reinforcing it with the cannons from Fort Ticonderoga. Despite the large amount of activity just across the water from the British positions, Howe is caught completely unaware by the sight of entrenched units on Dorchester and prepares to order the evacuation of the town.

Key Features

- Best examples of Washington’s resourcefulness and military know-how in the book.
- Exploration of the role that trickery plays in warfare and the danger of the fog of war.

SECTION THREE: (PP. 97–108)

The haphazard flight from Boston is costly for the British. The distress and confusion of the evacuation is explored through a number of different Loyalists’ and army officers’ perspectives.

Key Features

- Shows the transformation of the orderly British army into a disorderly group fleeing for their safety.
- Garners empathy for the fleeing Loyalists who had to abandon their possessions and homes.
- Shows the American forces in victory coming together as they did not during the long winter.

SECTION FOUR: (PP. 108–112)

Details the reaction in colonial America and Great Britain to the news of the British evacuation of Boston. The continued strife in Parliament over the American war is discussed, as is the renewed hope in the colonies, aided by the circulation of Thomas Paine’s *Common Sense*—which makes a powerful argument for American Independence.

PART I, CHAPTER 3

Key Features

- Foreshadows the events of New York and the roles that Washington, Greene, and Knox will play.

Key Terms and Vocabulary

lenity, aristocrats, supineness, Proper Army, providence, intelligence, undaunted, stalemate, powder, sally forth, demonstrative, reconnaissance, encomium, panegyrick, rumpus, cathartic, lobster backs, plundering, impregnable, wretches, independency, pretensions

Questions

1. Much is made of the importance of Dorchester Heights. Why didn't General Howe take the Heights before Washington? What strategic reasons did he give?
2. Compare briefly the personalities and histories of George Washington and William Howe. In what ways were they similar? In what ways were they different? Ask the students which of them they would rather have leading an army.
3. Washington writes to Joseph Reed that "few people know the predicament we are in" (page 79). What did the people of America know about the situation in Boston? What did the political leadership in Philadelphia know?
4. What role did intelligence play in the Battle of Boston? What methods did Howe and Washington use to gather intelligence? Which side benefited more from the gathered intelligence?
5. A great deal is made of the difference between amateur officers and professional officers in Boston. What advantages did the British gain from having a "professional" army corps? What advantages did the Americans gain from their "amateur" army corps? What disadvantages did both sides have? What are the strengths and weaknesses of the British system of aristocratic officers?
6. The Loyalists within Boston thought of themselves as "the True American Patriots." Would we apply that label to them today? Were they right to apply that label to themselves?
7. What impact did the release of Thomas Paine's *Common Sense* have on Washington and the other volunteers?

Primary and Alternate Source Analysis

Firsthand accounts: The Massachusetts Historical Society online has a large database of firsthand accounts of the Siege of Boston, sortable by date, profession of writer, and type of document. It is a good resource for students to learn in greater depth the details of the Siege.

http://www.masshist.org/online/siege/index.php?entry_id=417

PART I, CHAPTER 3

Activities and Projects

News and Propaganda: Assign each student a nationality and a bias: American Patriot, American Loyalist, British Tory, and British Whig. Using firsthand accounts of the siege and quotations from the book as “interviews,” have the students write a newspaper story not only giving the details of the end of the siege, but also presenting it from the perspective of the side they have been assigned. Have the students critique one another’s work in small groups. Are all the articles factually accurate? Can the same facts be used to gather radically different opinions?

Siege Planning: Have the students imagine for a moment that the city, town, or region that they are from is surrounded by a hostile military force. What would they need from the outside world to survive? How long could they last without outside help? How would they care for all the citizens within their community? How might they try to break the siege? Have the students write a short paper detailing the methods they would use and how those methods compare to those used by the people trapped in Boston. What modern advantages do the students have that the people of Boston did not that might make things easier? What modern advantages might actually make the siege worse?

Interdisciplinary Activity

Cannons and Projectile Force: Coordinate with the Science Department to talk about projectile motion in physics at the same time that you cover this chapter. Using a motion simulator like the one on the Live Physics link below, determine how to hit a target from a distance using cannon. Have students note the advantage of firing down on a target, and thus the advantage of the higher ground. Remind them that unlike this simulator, the Americans did not have an unlimited supply of ammunition. If you only got one shot to get it right, how would it change your planning?

<http://www.livephysics.com/simulations/mechanics-sim/projectile-motion-simulation/>

PART II, CHAPTER 4

PART II: FATEFUL SUMMER (PP. 113–97)

Part II covers the first major conflict of the “proper” war: the Battle of Brooklyn, Washington’s efforts to hold New York City and its surrounding environs, and the major failure of the army in its first engagements.

CHAPTER FOUR: THE LINES ARE DRAWN (PP. 115–54)

SECTION ONE (PP. 115–31)

Covers the armies’ movement from Boston to New York and the establishment of an American camp in the city. The character of New York is explored in great depth—both its perceived immorality as well as its strong Loyalist ties. Washington’s apprehension at having to hold the city, the many difficulties the American forces will face to hold Manhattan Island, and the complete naval superiority of the British are also covered.

Key Features:

- Displays a very different New York City from the one most students know.
- Gives concrete examples of both Loyalist and patriot actions within the states.

SECTION TWO: (PP. 131–40)

The British arrive in New York and establish a base camp on Staten Island. A plot to assassinate Washington and his generals is revealed, leading to the arrest of several prominent Loyalists, including the mayor of New York.

The war escalates with the passage of the Declaration of Independence. The reading of the Declaration leads to higher spirits among the Americans, but those higher hopes are quickly dashed by the Americans’ inability to stop two British warships from sailing up the Hudson River.

Key Features:

- Presents New York as a Loyalist stronghold, one that is opposed to American independence.
- Covers the most well known moment of 1776 (ratification of the Declaration) from the perspective of the American and British armies.

SECTION THREE: (PP. 140–54)

The attitudes held about of the Americans by the British are explored, including the British conduct towards the local American women. The highly structured style of communication between the two armies is detailed.

The difficulties of defending the city continue as illness spreads in the American camp. Several officers become too sick to command and are replaced with inferior officers.

Key Features

- Shows both the pros and cons of a professional army.
- Examines the strict rules of protocol that were used when dealing with an opposing army during the period.
- Washington’s character as a soldier-politician is highlighted throughout.

PART II, CHAPTER 4

Key Terms and Vocabulary

trouble, aberration, soldier-politician, deportment, emboldened, calamity, ploughmen, skiff, civility, repaired, Holy Ground, curfew, Life Guard, treason, Gordian knot, bumpkins, decisive action, benevolence, Hessian, Holiday Spirits, Bumper Year, melancholy, quartered

Questions

1. What made New York such a different situation from Boston? What problems did these differences raise for the American volunteers?
2. The Reverend John Rodgers describes the situation in New York as a “civil war.” Is this an accurate description?
3. The defenses of the city were built in a hurry and in part by slave labor, something not closely associated with the American Revolution and not with the northern states. Ask the students to discuss the irony of the cause of freedom being supported by New York slave labor. Were they shocked to read about the “southern institution” being so common to New York City?
4. What role did religion play in the lives of New Yorkers? How did it differ from the role of religion in the lives of the American and British soldiers stationed in the city?
5. How did the American patriots deal with Tories following the revelation of the assassination attempt on Washington?
6. The most famous event of the year 1776, the signing of the Declaration of Independence, is barely mentioned in the text. Ask the students to think why McCullough did not focus on it. What is gained by keeping the action offstage?
7. The idea of independence is a powerful one and is considered vital by the commanders of the American side. Can ideas be used as weapons in a struggle? How did the passage of the Declaration of Independence change the war itself? What “entirely new stage” (page 136) did the war enter?
8. Why did John Dickinson call the Declaration a “skiff made of paper”?

Primary and Alternate Source Analysis

New York: A Documentary Film: Produced by Ric Burns, *New York* is an eight-part, seventeen-and-a-half-hour series about the city and its character. The film’s first episode gives much information about the city and its early inhabitants. The most pertinent section (Arrival of the British, the Battle of Brooklyn, and the Evacuation) starts forty-nine minutes into the program’s first episode and ends shortly after the fifty-ninth minute. The program stresses the participation of Alexander Hamilton in the war; something McCullough’s book does not, allowing students to compare the choices made by the author and the documentarian.

The Bowery Boys Podcast: An audio podcast by two “amateur historians” that details the history of both well-known and little-known areas of American history. Episodes 35 and 36 deal with New York during the time periods covered in the book. Episode 35 covers the British invasion of New York while episode 36 covers life in the British-occupied city. Each episode runs about 30 minutes. Have students download and listen to the podcasts and compare them to the information in the texts. Have the students compare what they hear in the podcasts to what they have read.

Link to free podcasts from iTunes:

<https://itunes.apple.com/us/podcast/nyc-history-bowery-boys-archive/id293257920>

PART II, CHAPTER 4

Link to free MP3 download for episode 35: http://boweryboysarchive.libsyn.com/_35_the_British_invasion_1776

Link to free MP3 download for episode 36: http://boweryboysarchive.libsyn.com/_36_life_in_British_new_york_1776_1783

The Declaration of Independence: Have the students read the Declaration to determine why it had such a positive impact on the troops in New York. They should note that the majority of the polemic is a list of grievances against the King. After reading the Declaration, students can read Washington's personal reaction to the Declaration in full. What does Washington say about the document? What does he not say?

<http://www.loc.gov/teachers/classroommaterials/presentationsandactivities/presentations/timeline/amrev/north/independ.html>

Activities and Projects

New York Social Media: Using a website that allows you to create fake Twitter, Facebook, or text conversations (a good number of them can be found at: <http://www.snaphow.com/4861/create-fake-facebook-comments-twitter-conversation-iphone-sms-text>) have the students craft a modern take on the events occurring in New York. How might Washington's and Howe's interactions have been different if they had social media? How might they have been the same? For a lengthier process have students do this for the entire run of the book, using direct quotes as status updates and tweets.

Ethical Standards: The morality of the people of London, Boston, and New York is explored in the early chapters of the book. Have students break into small groups and discuss the moral and ethical standards of the people at this time period. In what ways are their ethics stricter than ours and in what ways are modern ethics stricter than those of the revolutionary period? Each group should focus on the ethical and moral standards of a group or individual within the book: Londoners, Bostonians, and New Yorkers are all acceptable, as are such figures as Howe, Greene, and Washington.

PART II, CHAPTER 5

CHAPTER FIVE: FIELD OF BATTLE (PP. 155–197)

SECTION ONE: (PP. 155–171)

The British establish camp in Brooklyn. General Clinton plans to flank the American volunteers using an unguarded pass around Brooklyn Heights. General Greene, too ill to fight, is unable to lead the American force. Washington appoints Generals Sullivan and Putnam to take his place, neither of whom has knowledge of Brooklyn's topography and local population.

Key Features

- The British army's many advantages are clear in the professionalism of its soldiers and the strategic designs of its officers.
- Outline of the battle plan for Brooklyn from the British standpoint.

SECTION TWO: (PP. 171–182)

The first attack comes as General Clinton leads his men around the American lines. Howe moves the rest of the army into position to serve as distractions while Clinton moves into place. At daybreak, the brutally efficient British attack takes place, shattering the American lines.

Key Features

- Shows the power of the British army in action.
- Outlines the events of the first “real” battle of the war.

SECTION THREE: (PP. 182–191)

With the battle lost, Washington is convinced the only appropriate strategy is to abandon Long Island for the relative security of New York Island. With his generals he devises a plan to evacuate all his troops in a single night, a complex and potentially costly maneuver.

Key Features

- Shows how Washington recovers from the disastrous battle.
- Demonstrates the potential for disaster in every action in war.

SECTION FOUR: (PP. 191–197)

In the aftermath of the crushing defeat on Long Island, the British troops are astonished by and jubilant at their victory in Brooklyn. In a turnaround from earlier chapters, Washington's leadership and role in the battle is lambasted by McCullough, who blames him for the disastrous failure of the American army.

Key Features

- Paints Washington as a broadly inept leader in direct contrast with his portrayal in earlier chapters.

PART II, CHAPTER 5

Key Terms and Vocabulary

empyrean, irregularities, capital impression, season (for war), provincials, putrid disorders, crack brigade, propaganda, indomitable, flanking, maneuvers, outflanked, impudent, nuncupative, annihilated, fiasco, dejected

Questions

1. Washington was overcome by second thoughts as he waited for the battle to begin. What second thoughts did Washington have? Would he have been right to reverse course on some of his decisions?
2. What major advantages and disadvantages did General Putnam bring to his role as commander of the defense of Brooklyn? Was he the best man for the job?
3. The contrast between the professional army of General Howe and the volunteer one of General Washington is a constant throughout the book. Why does the British army gain such massive advantage over the American volunteers in New York?
4. What advantages did the Hessian troops have over their American foes and their British allies? What role did their reputation play in this battle?
5. One of the great blunders of the war was an insufficient defense of the Jamaica Pass. Why was the Jamaica Pass left unguarded?
6. Washington knew the British army was setting out to make a “Capital Impression” on Long Island and that his army was “ill prepared for what was to come.” Why was his confidence in the abilities of his men in Boston so much greater than his confidence in them in New York?
7. General Clinton was vital to British planning during the early stages of the Battle of Brooklyn. How did Clinton plan the battle? What tools did he use? Were these same tools available to Washington and his generals?
8. Why did Washington attempt to convince his troops that they were going to launch a counterattack on the British in the morning? Ask the students if they agree with his manipulations and whether they think manipulating an army is a good idea.

Primary and Alternate Source Analysis

Revolution (1985): This Al Pacino film depicts a New Yorker lost in the fight between the British and Americans over the city. It also contains one of the only representations of the Battle of Brooklyn on film, a clip of which can be found on YouTube.

<https://www.youtube.com/watch?v=BP1jUEcXTGs>

Washington’s General Orders in the Wake of the British Landing in Long Island: In the link below you will find the complete text of Washington’s general orders, which are quoted in this chapter. Of particular interest to students may be the portions not included in the book, which give further indication of the poor state the army was in at the time.

[http://memory.loc.gov/cgi-bin/query/r?ammem/mgw:@field\(DOCID+@lit\(gw050415\)\)](http://memory.loc.gov/cgi-bin/query/r?ammem/mgw:@field(DOCID+@lit(gw050415)))

The Battle for New York, Animated: A wonderful teaching tool for explaining the movements of the troops during this conflict, Revolutionary War Animated is a website that gives troop movements in a simple-to-use format. It may be useful to ask students “What happens next?” before moving forward with the next slide to ensure they understand the troop movements from the text.

<http://www.revolutionarywaranimated.com/NewYorkAnimation.html>

PART II, CHAPTER 5

Activities and Projects

Words to Images: Have the students reread the sections of the book on the Battle of Brooklyn and have them draw a plan for the battle using a blank map of New York. A good one can be found here:

<http://www.earlyamerica.com/earlyamerica/maps/map1/map.jpg>

Have them compare their maps to a modern map to see how different the terrain and topography were during the battle.

Interdisciplinary Activity

Shakespeare and the Revolution: Captain Graydon compares the scene in Brooklyn during the evacuation as akin to a scene from *Henry V* during the long night before the Battle of Agincourt. Invite the English Department to talk with the students about Shakespeare, particularly the history plays like *Henry V*, when you are doing this section. How might leaders like Washington and Howe connect to the characters of Shakespeare? What personal and military lessons might they gather from the characters?

PART III, CHAPTER 6

PART III: THE LONG RETREAT (PP. 199–294)

Part III focuses on the failure of the American army to leave New York City in an orderly fashion. Washington is chased by the British past the boundaries of New Jersey, where he orders an extraordinary counterattack on British forces in Trenton.

CHAPTER SIX: FORTUNE FROWNS (PP. 201–246)

SECTION ONE: (PP. 201–246)

Washington's generals convince him that it is no longer possible to hold the city of New York and that Manhattan Island must be abandoned immediately.

The question of what to do with the city of New York when the Americans retreat is addressed. The popular opinion among the American generals is that the city must be burned to avoid giving the British a viable center of operations. Despite the opinion of the generals, Congress insists that the city be left standing.

Key Features

- Shows the burgeoning collapse of the American army.
- Presents the possibility of the destruction of one of the nation's most important cities as a necessity of war.

PART III, CHAPTER 6

SECTION TWO: (PP. 210–234)

The American army begins its retreat from New York, only to face a British invasion of the island at Kips Bay. Orderly withdrawal is made impossible, and panic spreads through the army, transforming much of it into an unruly mob. After retreating up to Harlem Heights, Washington finds himself outmanned and outgunned again, and abandons the island entirely, heading to White Plains, New York.

Washington is pursued up the Hudson to White Plains, where he loses another major battle with Howe before the British army suddenly departs, leaving a confused Washington still standing.

Key Features

- Shows the growing discontent with Washington's poor performance.
- Long descriptors of battle tactics that will force students to think spatially.
- Direct correlations between Howe's and Washington's personalities and their battle tactics.

SECTION THREE: (PP. 234–246)

In one of the great strategic blunders of the war and under the advisement of General Greene, a bewildered and indecisive Washington splits his army into four parts, choosing to garrison 2,000 men in Fort Mifflin, near the north end of Manhattan, and to send the rest marching into New Jersey and upstate New York. Howe attacks Fort Mifflin, capturing all 2,000 soldiers and very nearly capturing Washington, Greene, and the other commanders of the American side.

Key Features

- Washington makes some of his worst mistakes in the war here, and the myth of him as infallible dies.
- Shows General Lee, Washington's second-in-command, angling for his boss's job with Congress.

Key Terms and Vocabulary

wantonly, parsimony, untenable, pell-mell, feint, flogged, Bedlamites, cantering, reconnoitering, ardor, in the thick of it, skirmish, impetuosity, overture, grogery, incendiaries, pantheon, defecting, predominates, odious, detestable, imperturbable, tweedledum business, reduction, purloined, actuated, ultimatum, unalloyed, tenaciously, capitulated, imperturbability, retrograde, vexed, under a white flag

Questions

1. Why did Washington and his generals believe that New York should be destroyed when they left? Why did the Congress disagree?
2. Why would the delegates from Philadelphia consent to meet with Howe? What did the meeting accomplish?
3. Who was more to blame for the American defeat in New York: the generals or the soldiers? Are there arguments to be made for both sides?
4. What was the cause of the Great Fire of New York? Was there a clear and obvious culprit? Which side benefited from the fire?
5. General Lee slowly transforms from Washington's top lieutenant into a persistent critic and possible replacement for him. Is Lee wrong in his assessments of Washington throughout the chapter? Would America have been better served with Lee at the helm?

PART III, CHAPTER 6

6. Why did Washington leave Chatterton's Hill unoccupied? Compare this decision to the one Howe made to not occupy Dorchester Heights. Were they similar?
7. What were the biggest mistakes the Americans made during the New York campaign?

Primary and Alternate Source Analysis

The Great Fire in Pictures: Have the students look at the picture of the Great New York Fire found in the photo section between pages 224 and 245. Is this an accurate depiction of the fire? Why was this image produced? Who produced it? Have students look at these additional photographs from the New York Public Library at the link below and ask them the same questions. Why are these images important to our understanding of the fire?

<http://digitalgallery.nypl.org/nypldigital/dgkeysearchresult.cfm?word=Great%20Fire%2C%20New%20York%2C%20N.Y.%2C%201835&s=3¬word=&f=2>

Washington and Leadership: Have students listen to this audio file of historians Richard Brookhiser and Richard Snow discussing the leadership abilities and style of George Washington. The talk is largely focused on his positive aspects, the ones that enabled him to succeed in his career. Reading Chapter Six, in which Washington is at his lowest point, one might forget how important he was in the struggle for independence. Have students listen to and critique the assessment of Washington made by the speakers. How does the assessment the speakers present line up with the students' own understanding of Washington?

<http://www.nyhistory.org/audio-video-programs/george-washington-leadership>

Activities and Projects

A Proposal to the General: Have students write a proposal to General Washington attempting to convince him of a course of action at the start of the campaign. Students could try to convince him to abandon New York immediately, launch a counterattack, or even surrender. The students should use the information within the text to give evidence for their arguments.

The Long Retreat: Have students use a map or mapping program like Google Maps to calculate the route Washington's army takes from Boston to New Jersey. How far did Washington's army march altogether? Have the students research the route. (Even using modern roadways, this is a fairly substantial trip.) Could the students walk this same route? Could they do it in the cold and freezing rain as Washington's troops did? What does this long walking distance mean for warfare in the time period? What actions do Washington and Howe take that account for these extended marches?

PART III, CHAPTER 7

CHAPTER SEVEN: DARKEST HOUR (PP. 247–294)

SECTION ONE: (PP. 247–257)

Washington and the remains of his army flee into New Jersey and move as quickly away from Howe and his men as they can. Washington accidentally reads correspondence between General Lee and Joseph Reed in which Reed confides that Washington's indecision was a fatal impediment for the army and that it might be better if Lee was in command.

Key Features

- Harsh criticisms of Washington from two of his closest associates: his personal secretary, Reed, and his second-in-command, Lee.
- Shows the American army continuing to erode as enlistments end and disheartened soldiers continue to abandon their posts.

SECTION TWO: (PP. 257–272)

With Washington and the American army pinned on the other side of the Delaware River, General Howe is so convinced that the war is over that he retires to New York for the winter, leaving token forces on the New Jersey side of the Delaware.

General Lee is captured, in what the British believe is a major blow to the Americans. In actuality his capture allows Washington to focus on military matters as he plans an attack on the Hessians just across the water in New Jersey.

Key Features

- The many flaws of the British army—hesitance to press the attack, reliance on Hessian troops, the violence and depravity of the soldiers, and the aristocracy of its officers—are on full display.
- Two of Washington's fallen favorites, Reed and Greene, begin to earn their redemption.
- Washington's indecision comes to an end.

SECTION THREE: (PP. 272–294)

Washington initiates a surprise attack on Colonel Rall's Hessian forces on Christmas Day, defeating them quickly. Washington outmaneuvers the counterattack and ends 1776 with two vitally important American victories.

With these two victories, Washington is restored to hero status and the British are forced to reconsider the fighting power of the Americans.

In the last brief portion of the book, McCullough skips ahead to show Washington, Knox, and Greene as they would be at the end of the war and why those three in particular were necessary to the survival of the United States.

Key Features

- Highlights the crucial advantages the Americans held over the British that enabled their victories in New Jersey.
- Shows the quick turnaround in Washington's reputation and standing among Americans.

PART III, CHAPTER 7

Key Terms and Vocabulary

deportment, lethargic, “The Sweets of Commerce,” nigh, demonstrably, futile, jitters, amicably, torpor, predatory war, marauding, pillaging, licentious, depredations, plunder, booty, rapine, ravish/ravished, hallooing, Friday the 13th, entre nous, coup de main, “Victory or Death,” trot, hirelings, sanguine temper, perseverance

Questions

1. Why didn't more states send help to Washington's dying army? What reasons would they have to avoid participation? What counter-arguments could be given? Why could the army not even gain support from neighboring Pennsylvania?
2. Why were the British so convinced that the war was “nigh over” for the Americans? Was this an unreasonable assumption? Why did this assertion turn out to be incorrect?
3. Compare the personalities of Howe, Clinton, and Cornwallis. What major features divide the three? Which is, in your opinion, a better officer than the other two?
4. What was Howe's fatal error in the latter days of 1776? Were his actions logical and justified or were they part of a personal error or chance?
5. If everything depended on General Lee, why does McCullough describe his capture as a stroke of luck? What reasons did the British have for thinking that with the capture of General Lee the war was over? Was this more of an overestimation of Lee or an underestimation of Washington?
6. How did the Battle of Trenton change the war? Can a battle only forty-five minutes long truly change anything? Was the primary impact a military one or a social one? Which one is more important?
7. Why did Washington yell, “It's a fine fox chase, my boys!” when routing the rear guard in Princeton? What other event could he be referring to?
8. How did the opinions of Americans change after the Battles of Trenton and Princeton? What were the consequences of this change in opinion?
9. Why was King George III still so resolute in the aftermath of Trenton and Princeton to continue the war?

Primary and Alternate Source Analysis

Reed's Letter to Lee: The link below is to the letter Reed wrote to General Lee. When Reed wrote to Lee he wrote from a place of deep despair and dissatisfaction with the army's recent losses. The letter is frequently seen as a betrayal of Washington, but might Reed have considered it a failure to not write the letter? Is it a betrayal to speak the truth about a friend's failing when that failing may doom your entire enterprise?

<http://lincoln.lib.niu.edu/cgi-bin/amarch/getdoc.pl?var/lib/philologic/databases/amarch/.27248>

The Battles of Trenton and Princeton, Animated: The battles around New York, Trenton, and Princeton are given animated form by the Revolutionary War Animated website.

<http://www.revolutionarywaranimated.com/index.php/trentonprinceton>

Washington Speaks to the Troops before Trenton: Just before the return to New Jersey, Washington had the words in the link below distributed to the troops. How are Washington's remarks structured? What topics does he bring up? What effect did these words have on the troops?

<http://www.ushistory.org/washingtoncrossing/reenactment/bravefellows.htm>

PART III, CHAPTER 7

***The American Crisis* by Thomas Paine:** Paine’s account of life in the camp during those cold winter months is an excellent source of opinion from one of the most prominent thinkers in the colonies at the time. Of the thirteen dispatches he wrote, the first two are particularly good for use as primary sources for work with 1776. Have students read the first document and analyze the purpose of the document. Why did Paine choose to write this? Who is the audience? What major topics did he bring up and why? Is there a particular reason Washington might have enjoyed Paine’s work?

<http://www.ushistory.org/paine/crisis/>

The Apotheosis of Washington: Show students this painting (link below), which is on the ceiling of the United States Capitol. Have the students analyze each portion of the drawing: Who are the clustered figures around the circle and whom do they represent? What symbols are present in the painting and why were they placed there? Washington’s reputation after Trenton only improves with time. Ask students what they think the word “apotheosis” means. What does it say about our conception of history that our most important government building is covered with a mural of our first president becoming a literal god?

<http://www.aoc.gov/capitol-hill/murals/apotheosis-washington>

Activities and Projects

Bias and Spin: Washington’s reputation is transformed instantly in the eyes of Americans from dismal to godlike, despite the victories at Trenton and Princeton being fairly small compared to the massive losses in Brooklyn and Fort Mifflin. Washington’s image is well “spun,” to borrow a term from contemporary public relations. To “spin” is to take established facts and reframe them to alter public opinion. Because the American colonists wanted Washington to succeed, any victory he achieved was viewed as a great one.

Have students engage in some spin of their own: Assign each student a “client” from the book and have them write a “new history” of the year 1776 that attempts to change public opinion and promote their client. What would history look like if it was written from a relentlessly pro-Howe perspective? Pro-Clinton? Pro-Washington? Pro-Greene? Pro-Reed? Pro-Cornwallis?

Post-Reading Project: What Happens Next?

Many of the figures from this book will not get the “full ending” some students will want in their American history textbooks. Lee, Greene, Knox, Howe, Clinton, and many other figures are brushed aside in favor of Washington and Cornwallis, the commanders in the very last battle of the war: the Siege of Yorktown. Have students do a bit of research on the final fate of some of the key figures of the war. Did their eventual fate line up with their portrayals in the book? Was history appropriately “foreshadowed”? McCullough only gives slight indications of the eventual careers of Knox and Green. Why did McCullough do this?

PART III, CHAPTER 7

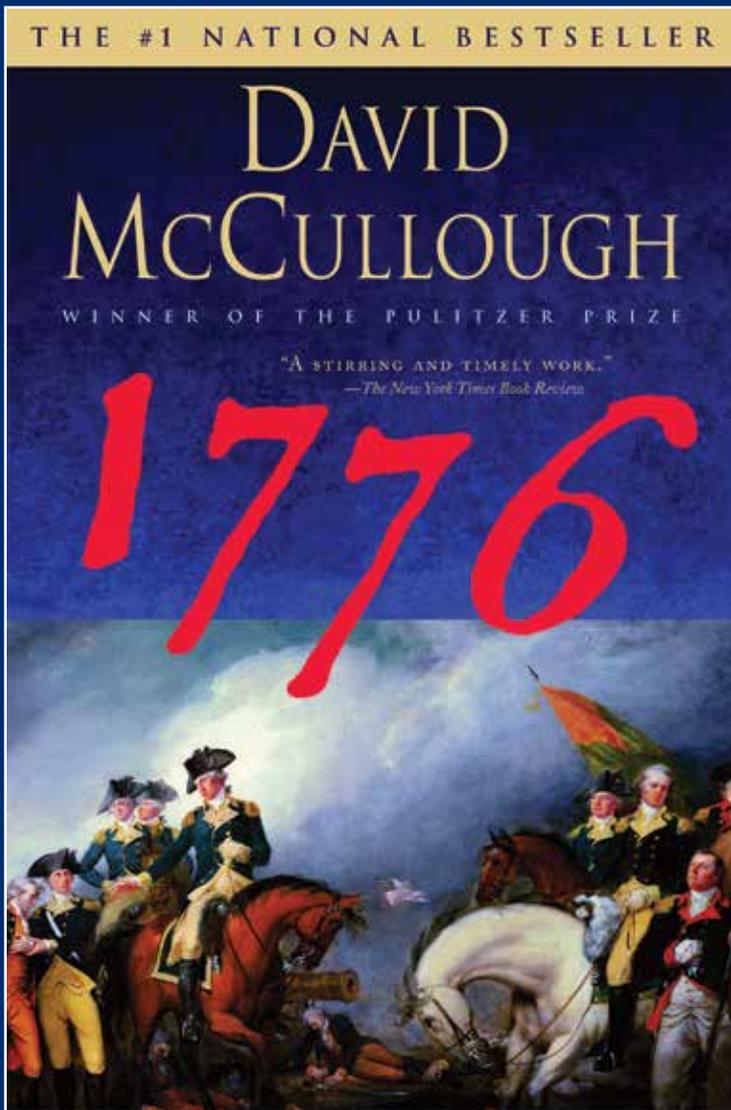
USING 1776 OUTSIDE THE AMERICAN REVOLUTION

The War of 1812: Often viewed as the second part of the continuing struggle for American independence from Britain, the War of 1812 was as closely connected to the Revolution as World War II is connected to World War I. When dealing with the War of 1812 it might be useful to remind students of both the major similarities (similar tactics, failed American invasions of Canada, America fighting British oppression) and differences (a better-trained and equipped American army, no loyalists, and greater emphasis on sea battles). You may choose to use 1812 as a method of showing just how far America had come as a power since 1776.

The Civil War: When starting your section on the Civil War, it may be interesting to the students that the Southern states viewed their cause as the “War for Southern Independence,” casting themselves as the proud Washingtonian rebels and the Northern states as the imperious British. Have the students reread the arguments for and against war from Part I. Do any of these arguments still hold true when discussing The Civil War? Could these arguments have been given by a Northern politician about the Southern states? What major differences are there between Washington’s American volunteers and the Confederate army? What major glaring differences are there between President Abraham Lincoln’s Washington, D.C., and King George III’s London?

Wars and Warriors: As you move through the rest of American history, you may choose to ask students to compare political and military leaders profiled in this book to the political and military leaders of subsequent wars. Have the students write a paper comparing the leadership styles or tactics of the generals in one war to the generals of another.

Based on extensive research in both American and British archives, *1776* is a powerful drama written with extraordinary narrative vitality. It is the story of Americans in the ranks, men of every background: farmers, schoolteachers, shoemakers, no-accounts, and mere boys turned soldiers. And it is the story of the King's men, the British commander, William Howe, and his highly disciplined redcoats who looked on their rebel foes with contempt and fought with a valor too little known. This teacher's guide is designed to offer insight into the exploration of this classic in the classroom.



Paperback: 9780743226721
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McCullough's extensively researched work is filled with primary sources, reinforcing details and differing points of view on the events presented within the text, all of which makes *1776* an excellent choice for use with the Common Core standards.

This teacher's guide provides a brief summary of *1776*, divided by chapter and then subdivided by section. Each section summary includes a list of Key Features. Also provided for each chapter are the following supplementary teaching aids to spur discussion and challenge the student's knowledge of the material: Key Terms and Vocabulary, Questions, Primary and Alternate Source Analysis, Activities and Projects, and for some chapters, an Interdisciplinary Activity.

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