



Valley Forge National Historical Park Curriculum Guide



Valley Forge National Historical Park
Pennsylvania

National Park Service
U.S. Department of the Interior

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HOW TO USE THIS CURRICULUM GUIDE

This curriculum guide is designed to assist teachers with instruction on the American Revolution with a concentrated look at Valley Forge and the role that it played in the conflict. . The guide contains an introduction and background information on the encampment, a map, suggested lesson plans, and activities on themes associated with Valley Forge, the revolution, and soldier life. . A series of reproducible graphics and a reading list are provided for further information.

If you are unfamiliar with the encampment at Valley Forge, please take the time to read the ten pages of background information to ensure a complete understanding of the lesson plans. . If you are already thoroughly grounded in the historical facts surrounding the encampment, then go right into the lesson plans and activities. . These plans were designed with 8th grade students in mind. . However, feel free to modify or adapt any plan as you see fit and to copy pictures, diagrams, drawings, and information as needed.

INTRODUCTION

For most Americans the words “Valley Forge” symbolize sacrifice, suffering, and steadfastness, because most history books written about the subject have emphasized those themes. . Letters from George Washington speak of the sufferings and hardships that his brave officers and men endured to keep the cause of American independence secure. . It is true that many soldiers went hungry, did not have sufficient clothing, and suffered from the harshness of winter. . Thousands became ill, and approximately two thousand soldiers died here in this encampment along the banks of the Schuylkill River. . However, Valley Forge is not about what was lost but what was gained.

On December 19, 1777, a tired, ill-equipped, and despondent army limped its way into the fields and hills lying just east of the confluence of Valley Creek and the Schuylkill River. . This was an army that had met with only limited success, not because it lacked heart but rather because it lacked the skills and equipment necessary to meet its country’s goal of defeating the British army in open battle and compelling it to leave the United States. . Six months later, on June 19, 1778, a new, better equipped, and well trained American army emerged from Valley Forge ready to prove to the world that it could now stand up to the best the British army had to offer.

BACKGROUND

On August 25, 1777, British General Sir William Howe with a force of thirteen thousand men landed near the Head of Elk (Elkton, Maryland) as the opening phase of his campaign to capture the United States capital of Philadelphia. . George Washington's Continental Army of eight thousand (augmented by some three thousand Pennsylvania militiamen and militia from Virginia and Maryland) moved south to oppose the British. . During the course of the next four months, these two forces fought a series of battles and skirmishes around the city. . These engagements (Brandywine, the "Battle of the Clouds," Germantown, and Red Bank) did not prevent Howe from capturing Philadelphia nor did they result in the destruction of Washington's army. . While these engagements may have demoralized the Continental Army (Army), they led to the birth of the American army at the Valley Forge encampment during the winter of 1777-1778.

Winter was the time of year when armies of this era did not traditionally fight. . Howe's choice of winter encampment sites was easy; he had Philadelphia. . Washington had pressures bearing down upon him that served to make his choice more difficult. . In the end he chose Valley Forge. . Valley Forge was a logical choice for several reasons. . It was an area that was familiar to many of the Pennsylvanians in the army and was recommended by one or two generals from Pennsylvania. . In fact the forge had been an American supply magazine that had been burned by the British as they moved north from the Battle of Brandywine. . Furthermore the area's topography was suitable for defense; low ridges and hills commanded a fine view of possible attack routes. . Valley Forge was farther away from Philadelphia than the usual one-day march. . It was unlikely that Howe could launch an attack there undetected, and yet it was close enough that Washington could keep a check on British movements. . This location also placed Washington between his other supply bases in Pennsylvania and the only real threat to them. . Lastly, this choice put at ease the worriers in the Continental Congress, who wanted the army to keep within twenty five miles of the capital city for morale purposes. . While the Supreme Executive Council of Pennsylvania had threatened to pull Pennsylvania's troops out of the army if the British were allowed to ravage the interior of the state, there were those who wanted a winter campaign to force the British out of Philadelphia.

Once the site of the winter encampment was selected, two items of the utmost importance needed to be addressed. . The army needed shelter of a more permanent nature than the tents that they carried, and defensive earthworks and fortifications had to be built to stave off any attempt by the British to attack the camp.

The soldiers, though tired from the campaign, pitched in to construct the many log huts that were needed to shelter the army. . Even though standard specifications were issued for these small, twelve-man cabins, they were constructed in several different styles. . This was due to the availability of various tools and materials and the individual skills of the builders. . However, the soldiers managed to construct well over one thousand buildings of log construction to house themselves and their officers. . General Washington rented a house belonging to Isaac Potts for his headquarters, and the higher ranking officers also rented houses in the general vicinity for their quarters.

The encampment at Valley Forge was laid out with the assistance of a French military engineer, Colonel Louis Le Beque de Presle Duportrail (Doo-por-tie), who offered his services to the

United States with the permission of the French court in 1777. . Duportrail designed the camp to take advantage of the local landscape. . He placed the outer line of defenses—a series of entrenchments and redoubts or small forts—along the base of an angle formed by the intersection of Valley Creek and the Schuylkill River. . It was also along this line that most of the soldiers' huts were situated, so that they could man the fortifications quickly if needed. . The left wing of this line was anchored by the river, and the right wing was tied at the creek and the base of a hill called Mount Joy. . A secondary line of entrenchments was dug along the slopes of this hill. . Washington's headquarters was located in the village of Valley Forge, near the intersection of Valley Creek and the Schuylkill River. . (See map) It was here that the army spent the winter and spring of 1777-1778.

Problems

DISEASE: Of the approximately eighteen hundred soldiers in Washington's army who died during the encampment, none are known to have froze to death or starved to death. . That is not to say that winter weather and food shortages did not present major problems for the army. . The winter weather was fairly typical for southeastern Pennsylvania with some snow, rain, or sleet accompanied by raw wind and plunging temperatures. . Certainly this weather, while not particularly bad (on one occasion the snowfall amounted to one foot and at two other times the snow was six inches deep), would create some health problems for men who were poorly housed and ill-clothed. . However, the inclement weather did hamper the delivery of supplies to the camp with the dirt roads turning into morasses.

Poor sanitary conditions and nutrition were the real problems of the camp; and killer diseases, such as dysentery, typhus, and typhoid fever, were the causes of many deaths. . No large burial ground has been found in the encampment area, because most of those who died did so in army hospitals in neighboring towns, such as Reading, Ephrata, Bethlehem, Lititz, Reamstown, and Yellow Springs.

PROVISIONS: On a daily basis each man was to receive a ration of a pound of bread, a pound of meat or fish, a quart of beer, a pint of milk, some vegetables (usually beans or peas), and some butter. . In actuality, the flow of foodstuff into the camp was sometimes very erratic with a similar issuance of rations to the soldiers. . Shortages of various types of food or drink (meat, vegetables, whiskey) were severe enough to cause the men to complain.

In December 1777, a meat shortage produced a verbal protest throughout the camp that bordered on mutiny. . The incident waned when meat was issued; however, shortages continued to plague the assembled troops. . The army was forced to send foraging parties throughout nearby localities to induce the civilian population to supply food to the military. . Those civilians who were paid were given either Continental currency or receipts to be paid when the purchasing commissary had funds.

Another factor contributing to the food shortages was the road system. . Almost all roads in the vicinity were little more than dirt paths that quickly turned into mud bogs during the winter and spring making transportation by wagon or cart difficult.

In addition to food shortages, clothing, blankets, and armaments were desperately needed to refurbish the Army that had been in the field for over two years.

TRAINING: One of the major problems facing the Continental Army was the lack of coordinated training. . Although most of the men had received some military training, they came from eleven different colonies and were led by men of varying backgrounds and military experience and training. . Varying degrees of training meant that not all soldiers understood all of the commands or executed commands in the same way. . Needless to say this sometimes produced confusion on the battlefield and a loss of control on the part of the American commanders.

It is a popular misconception that the American soldier spent his time during the Revolution fighting “Indian style” with ambushes from behind trees and rocks. . Riflemen did snipe at the enemy, but rifles (with their greater long range accuracy) were not the dominant weapon of eighteenth century warfare. . This honor was given to the smoothbore musket. . A less complex and less expensive weapon than the rifle, the musket was the ideal choice, from a mass production and maintenance standpoint for service in large armies. . The inaccuracy of the musket at ranges greater than eighty yards forced the soldiers of the period to fire volleys (in tightly packed ranks). . The net effect would be that the massive firing of projectiles would hit something.

Because battlefield communications and control were largely limited to line-of-sight, these tactics needed to be executed in large open fields where soldiers could see and be seen by their commanding officers. . As it was difficult to tell one soldier from the next, each army chose bright, distinctive colors for their uniforms. . This practice made it easier to identify the unit’s national affiliation during the heat of battle. . Because of the limits of eighteenth century technology, the soldier of that era fought in a style that today’s rapid fire weapons would render suicidal at best.

Strengths

GEORGE WASHINGTON: When one considers the foregoing problems, it is a wonder that anyone would want the job of leading the Continental Army. . It is fortunate for the American people that this son of Virginia was chosen to lead the Continental Army into battle. . The problems that beset the army at Valley Forge and throughout the war might have tempted a man of weaker character to quit. . Washington’s natural strength and years on the frontier as a surveyor and a Virginia militia officer served him well in his role as Commander-in-Chief of the Continental Army. . These endeavors taught him something about the conduct of war and engineering. . It may be that he was just as ably served by his terms in the Virginia House of Burgesses and the First Continental Congress, where he learned the value of perseverance and the art of politics.

His tenacity in battle was matched by his persistence with those who controlled the purse strings of the army. . He continually badgered Congress and the various state governments for more supplies and food, better pay for officers, and other types of support. . In spite of this, his difficulties continued throughout most of the war. . Many officers resigned their commission due to ill health, frustration over the lack of advancement and pay, and to provide for their families, which resulted in a lack of continuity in the leadership of the enlisted men. . Officers were sometimes absent from camp having been granted leave to visit with their families. . This also added to the aggravation Washington must have felt as he was forced to assume additional responsibilities. . Time and again he complained of being burdened with administrative

paperwork to the point where it interfered with his purely military function of commander-in-chief.

There were those in government and in the Army who began to question Washington's abilities as commander-in-chief, especially after the losses encountered during the fall of 1777. . Major General Horatio Gates, the victorious commander at Saratoga was discussed in some circles of influence as a more suitable commander. . Few under Washington's direct command and in Congress agreed with this suggestion. . This incident was known as the Conway Cabal, after General Thomas Conway who was in the center of the controversy.

The commitment of the common soldier to duty was another area of concern for Washington. . Successful and attempted desertions (which were usually punished by one hundred lashes or by execution) were frequent. . When a soldier's period of enlistment was up, there were few inducements to make him stay. . Many simply picked up their meager belongings when their time was up and went home. . Fortunately, most of those who went home on a furlough during the winter months returned to the army in the spring.

FRIEDRICH VON STEUBEN: The arrival at Valley Forge of Baron Friedrich Von Steuben (Shtoy-bin) in February 1778 brought immense changes to the Continental Army. . Von Steuben earned his military spurs as an officer in the army of Frederick the Great of Prussia and probably held no rank higher than captain in that army. . Ben Franklin, who in essence hired Von Steuben, sent him to America with a letter of introduction that identified Von Steuben as a general.

Von Steuben brought a uniform drill and better organization to the Continental Army. . Washington recommended that Von Steuben be given the rank of major general and serve as the Inspector General, which was approved by Congress. . Von Steuben's first order of business was to train the army and create a unified fighting force. . To accomplish this task, he wrote a standardized book of military drill and assisted in the instruction of the men so that all American troops were trained in a similar fashion. . Using a model company of one hundred men, these trained soldiers would return to their regiments and continue the training process until the entire army was trained. . He also staged large scale military exercises on Valley Forge's open fields, so that the army could practice coordinated movements of large bodies of men, which was essential to the army's success in battle during the eighteenth century.

Von Steuben also conducted a "school of the soldier" for officers. . For the first time, many well meaning, but amateur, officers were given formal training on their duties with regard to the health, training, and discipline of their men.

FRENCH ALLIANCE: Not all of the news in the camp was bad. . The army continued to improve its technique and displayed its military acumen during the "feu de joie" or "fire of joy" held on May 6, 1778, which was in honor of the news that America and France were now official allies. . The army marched in the best military style on the Grand Parade ground and fired the muskets one after the other so that it sounded like one "continuous roar." Supported by artillery cannonades and boisterous "huzzahs" (the eighteenth century word for hooray), Louis the XVI, the King of France, and the American cause were honored with great fanfare. . On this occasion, even the usually sober General Washington was seen riding his horse through the camp at great speed and letting loose with a couple of huzzahs of his own! The rest of the day was spent in

relaxed merriment by the various regiments, with an extra gill of rum for all hands as an especially fine reward for all of their hard work. . This surely was a reason to celebrate. . A formal alliance with France meant that the United States of America was formally recognized as a country. . At last the Army would receive military assistance and logistical support from a recognized world power. . This could only help to bring the war to a speedy and victorious conclusion.

THE COMMON SOLDIER: The men who endured the drudgery of the camp at Valley Forge were a varied lot. . They came from many ethnic backgrounds, however, those of English, Scottish, Irish, and German stock were predominant. . One diarist of the period noted that most American regiments included “Negroes in abundance.” African Americans did make up perhaps two percent of the total army population, but the largest concentrations could be found serving in the 1st Rhode Island regiment under the leadership of General James Varnum. . (See Appendix V for further information.) Some Native Americans found their way into service and a group of forty-seven Oneidas joined the Army in May as scouts. . (See Appendix VI for further information.)

The privations of the Continental Army were also shared by civilians who followed and supported the army. . These were teamsters, butchers, smiths, and various artificers and tradesmen whose skills were needed by the army. . Women, too, were found in the camp. . Some of them were officially attached to the army, receiving pay as cooks, laundresses, seamstresses, and nurses. . Other women simply wanted to be close to their husbands, brothers, or sons who were serving in various regiments. . A number of officer’s wives traveled some distance to be there. . Martha Washington spent every winter of the war with her husband.

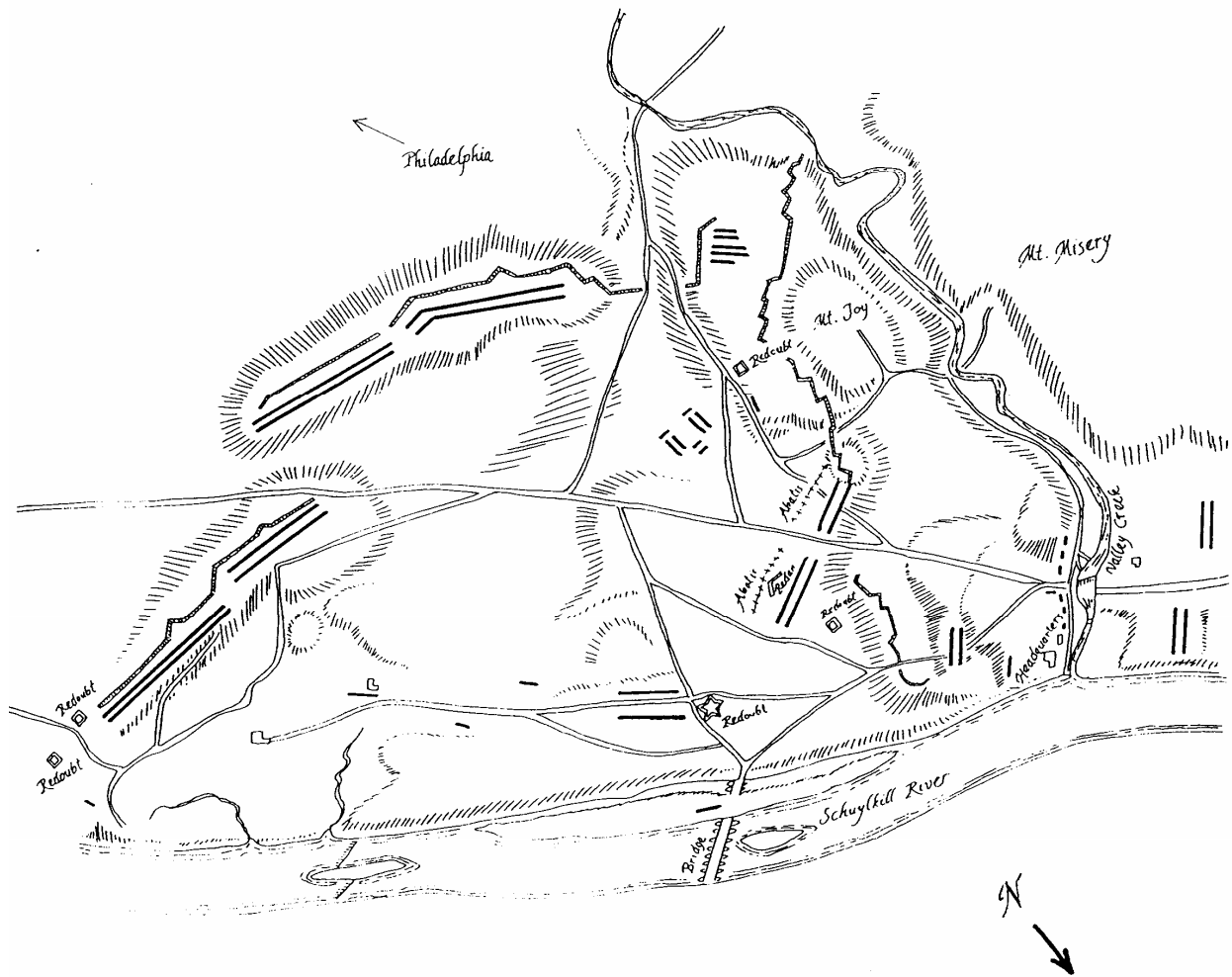
Parties and grand parades were the exception rather than the rule. . The daily life for most soldiers included work details (fetching water and wood, procuring rations, improving the fortifications), guard duty, and drill. . Army camp life, for the most part, was dull and tedious. . It was occasionally made tolerable by concerts performed by camp musicians or skits or plays performed by amateur thespians in the ranks. . Athletic competitions between regiments and brigades were encouraged by Washington as an honorable and constructive way of dealing with the stress produced by the tedium of camp life.

It is amazing that, given all of the negative aspects of the situation at Valley Forge, as many men stayed on as did. . This seems largely due to their dedication to the cause of American independence and to their admiration and respect for George Washington. . What is not so amazing perhaps is that the skillful leadership of George Washington, and the dedicated assistance of men such as General Von Steuben and General Nathanael Greene resulted in Valley Forge being a turning point of the American Revolution. . It is from this point forward that the American forces proved that they had mastered the drill and maneuver of the eighteenth century battlefield. . As a result of the combination of these strengths, the Continental Army that marched out of Valley Forge on June 19, 1778, was able to take on any other army of the period on practically equal terms. . The successes of Monmouth and the later campaigns in the South, culminating in the victory of Yorktown, Virginia, were a testimony to the contribution of the encampment at Valley Forge.

Duportail Map

— Troop Dispositions
 - - - Entrenchments
 □ ^ Fortifications
 □ Buildings
 / Slope

T. Beccore '36



LESSON PLAN ONE

CRITICAL THINKING WITH 18TH CENTURY TECHNOLOGY

RIFLE VS MUSKET

Objectives: Students should be able to use several critical thinking skills while employing a matrix. . Students should be able to describe at least two differences between a rifle and a musket. . Students should be able to demonstrate an understanding of why the musket was the weapon of choice for the eighteenth century.

Items needed: A copy of the matrix for each student OR one matrix put up on an overhead or copied onto the chalkboard.

Methodology: This plan employs the “Integrative Model” (so-called because it synthesizes inductive skills, deductive skills, and content) as described by Paul Eggen and Donald P. . Kauchak in their book *Strategies for Teachers: Teaching Content and Thinking Skills*, Prentice Hall, Englewood Cliffs, New Jersey, 1988.

PHASE ONE: DESCRIPTION

Pick out one of the cells in the matrix and have one of the students describe the information in that cell. . This breaks the ice and provides a setting in which there is no danger of failure. . You may have other students describe the information contained in other cells as well. . The teacher can decide how long to dwell on the information contained within one cell. . For instance, the teacher may want to define the term "caliber" or "ignition system" or describe to the students what is meant by “flintlock.”

PHASE TWO: COMPARE

This is the natural extension of phase one. . Have a student compare the information in two cells looking for similarities or differences. . Do not make this overly hard. . Keep it simple. . “John, how would you compare the cost of the musket with the cost of the rifle?” or “Cindy, what is the difference between the caliber of the musket and the caliber of the rifle?” or “Students, look what is needed to fire the musket and what is needed to fire the rifle. . How would you compare them?”

PHASE THREE: EXPLAIN

We move here from inductive to deductive reasoning. . Here we ask the students to explain the "why" of something. . Ideally the student should be able to support his or her answer based on information on the chart, but do not rule out the possibility that a student could offer an explanation based on evidence from something in their own background. . Question: Why do you suppose that the rate of fire for the rifle was slower than that of the musket? Possible answers: It took more steps to fire the rifle or once the rifle was fired the powder clogged up the rifling and it became harder to seat the bullet which slowed down the process. . Try to ask questions that students can answer with evidence displayed in the various cells. . Try not to ask questions for which there is no explainable answer.

PHASE FOUR: HYPOTHESIZE

Now we move to questions that require hypothetical reasoning from the students. . Ideally, we have engaged them with the information in the first three phases, and they are now ready to really stretch themselves mentally. . A hypothetical question for this matrix might be: What improvements would you make to the rifle to make it more competitive with the musket as an army weapon?" or "Suppose the Americans only had rifles and no source of muskets, how might this affect the way they fight? What effect might this have on someone like Baron Von Steuben?" "Suppose you found a way to combine the best characteristics of the rifle with the best characteristics of the musket? What effect might that have on warfare?" (In fact, the "rifled musket" was invented just prior to the American Civil War and this resulted in a dramatic increase in casualties.)

PHASE FIVE: GENERALIZE

We bring the lesson to closure by letting the students develop generalizations about the items that they examined. . Ideally these generalizations should summarize somewhat the content. . In this way we are checking for understanding. . What generalizations might the students make about the musket and the rifle? Possible answers:

Rifles are generally a more complex weapon. . Armies choose weapons based on cost and maintenance. . The degree of technology available at any given time can affect the way you fight. . The training of the soldier in the eighteenth century was very much affected by the weapons that were available to him.

Give some thought to the questions you might ask with the attached matrix, and you will be greatly pleased with the answers generated by your students.

TERMS USED IN LESSON PLAN ONE

BAYONET: A knife-like object with a slotted socket that allowed it to be put over the end of a barrel of a musket so that the musket could be turned into a spear or pike for close in fighting. . The bayonet charge was usually executed when opposing lines of infantry drew within fifty yards of one another. . In the time it takes for your opponent to move those fifty yards you would be hard-pressed to load and fire your musket so you must either flee or, using your own bayonet, repel the attack.

BORE: The inside part of the barrel of a musket, rifle, or cannon.

CALIBER: The diameter of the bore, measured in parts of an inch. . For example a caliber of .75 would mean three-quarters of an inch while a caliber of .50 would be one-half of an inch.

CARTRIDGE: A rolled paper tube carrying a pre-measured amount of black powder and a musket ball. . It was torn open with the teeth. . A small amount of the powder was used to prime the "pan" near the "touch hole" on the musket. . The "frizzen" was then closed over the pan and the balance of the powder was emptied into the barrel. . The rest of the cartridge (ball and paper) was then pushed down the barrel and rammed home with the rammer.

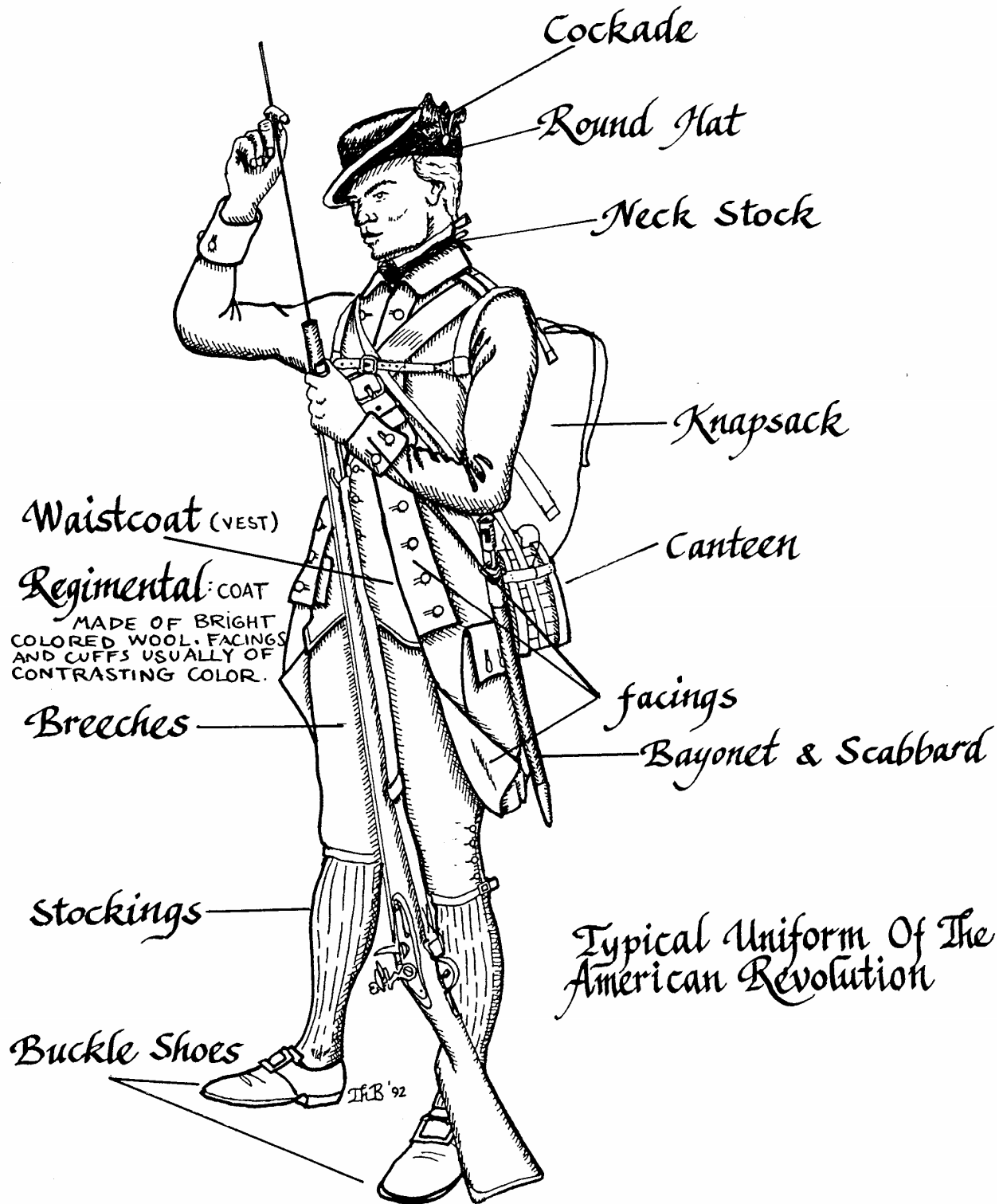
LOCK: That part of the musket that contains the S-shaped cock or hammer that holds the flint. . When the piece is cocked for firing, the cock is pulled back against spring tension until it is locked to the rear. . When the trigger is pulled, the lock is released, and the cock snaps smartly forward and down. . The flint strikes the steel "frizzen" creating sparks as it pushes the "frizzen" back to expose the powder in the pan. . The sparks ignite the powder, which, in turn, throws sparks into the "touch hole." This explodes the powder behind the ball in the barrel, sending it towards its intended target. . This all happens instantaneously.

PATCHING: A small piece of greased linen cloth called a patch was folded around the bullet before seating the bullet in the barrel of the rifle. . This helped lubricate the rifling and made the bullet easier to seat. . Unfortunately, successive shots with a rifle caused powder residue to foul the rifling making even a patched and greased rifle ball extremely hard to seat. . This slowed the rate of fire for the rifleman considerably.

RIFLING: A shallow, spiral cut groove, on the interior surface of a rifle barrel. . It runs the entire length of the barrel. . When a rifle is fired the rifling spins the projectile (much in the way a quarterback puts a spin on the football.) The spin makes the flight of the bullet more stable and hence, more accurate over longer distances.

MATRIX

	RIFLE	MUSKET
Range	Accurate out to 300 yards	Accurate out to 80 yards
Type of BoneBore	Rifled bore: Spiral grooves on inside of surface of the barrel	Smoothbore
Caliber	Ranges from .30 to .44 cal.	Ranges from .70 to .75 cal.
Cost	Expensive: Stock made of maple or other wood chosen for appearance. . Each rifle was custom made. . Rifling had to be cut into the barrel.	Inexpensive: Stock made of cheap wood. . Barrel and lock made of standardized parts.
Ease of Operation	About fourteen steps needed to be taken to fire the weapon.	About eleven steps needed to be taken to fire the weapon.
Number of Accessories	Ten: Patching material, patch knife, grease, rifle balls, ramrod, flint, mallet, small powder horn, large powder horn, powder measure.	Five: A bayonet, flint, ramrod, cartridges, and cartridge box.
Weight of Weapon	7 – 9 lbs.	10 – 12 lbs.



Cockade

Round Hat

Neck Stock

Knapsack

Canteen

facings

Bayonet & Scabbard

Waistcoat (VEST)

Regimental COAT
 MADE OF BRIGHT
 COLORED WOOL. FACINGS
 AND CUFFS USUALLY OF
 CONTRASTING COLOR.

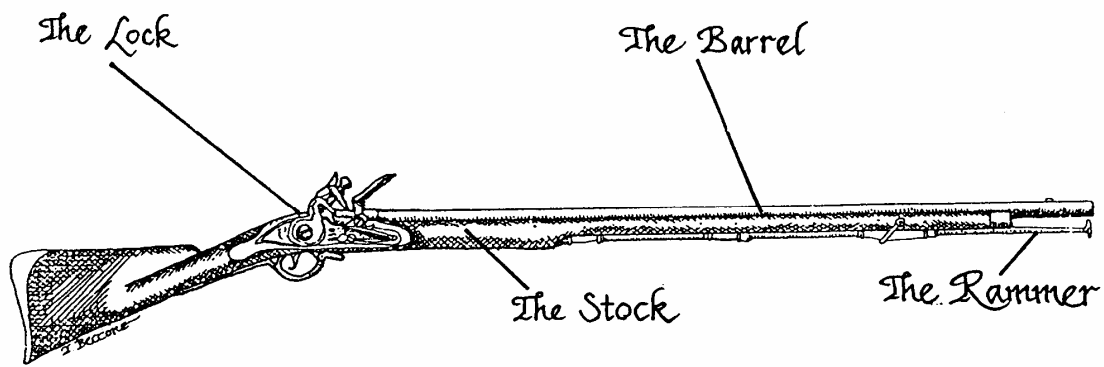
Breeches

Stockings

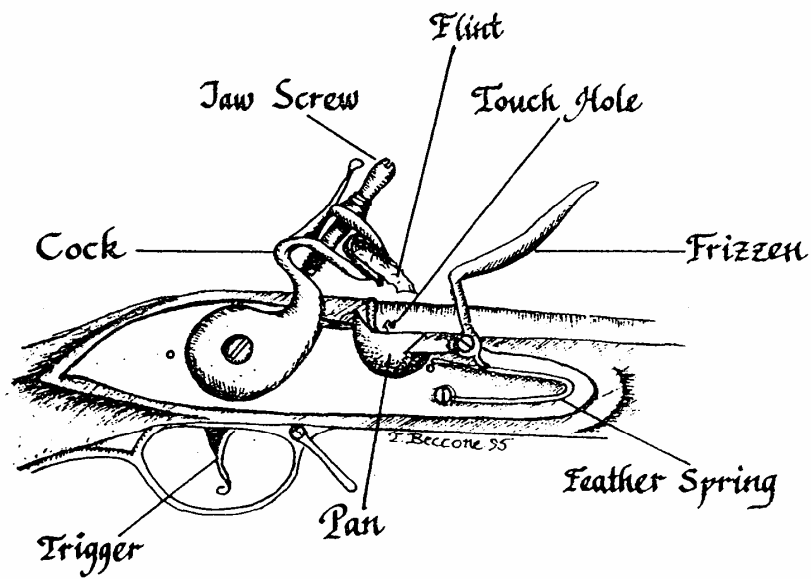
Buckle Shoes

Typical Uniform Of The
 American Revolution

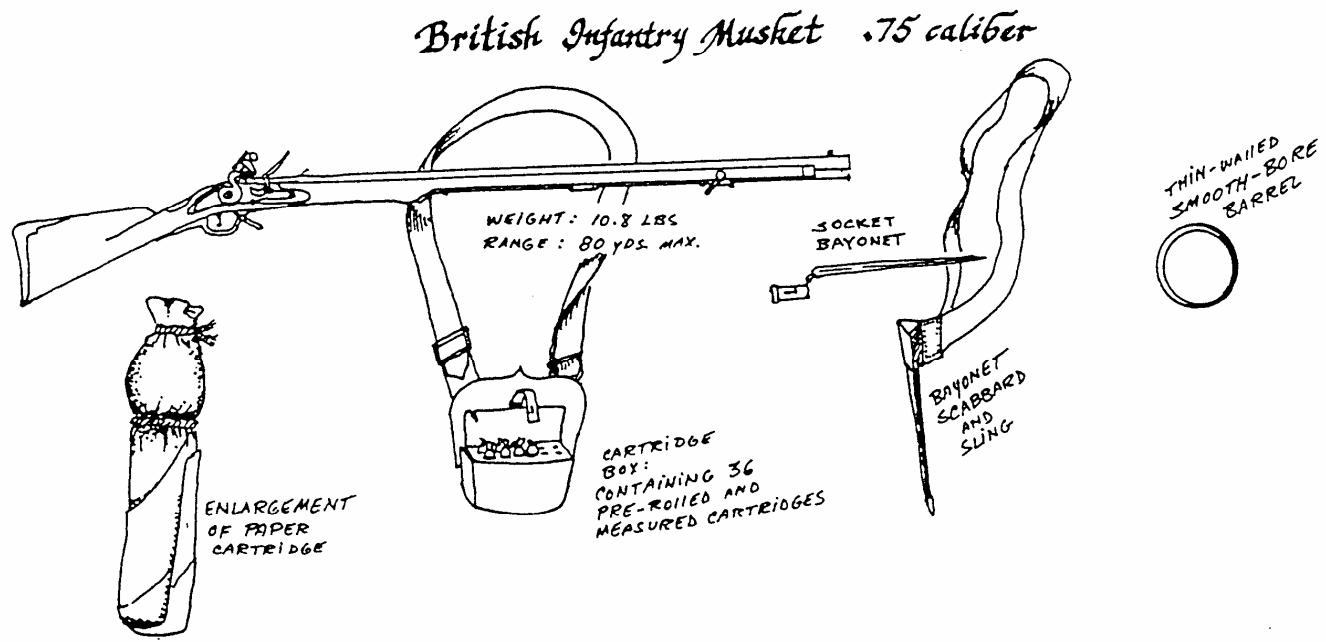
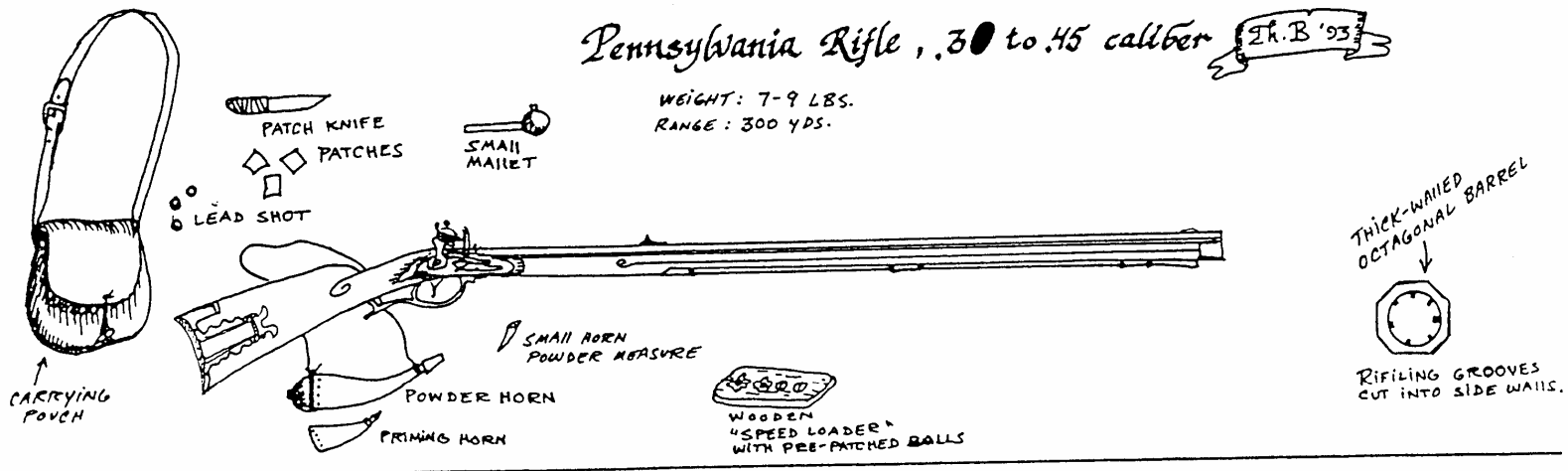
IRB '92



Infantry Musket



The Lock



LESSON PLAN TWO

CREATE YOUR OWN BROADSIDE BALLAD

Contemporary Tunes Revolutionary Ideas

Objective: Using a contemporary tune of their choosing and information about Valley Forge, students will create broadside ballads and share them with the class.

You will need: A copy or multiple copies of "The Yankee's Return From Camp" (a copy is attached), a fact sheet about Valley Forge that may be developed from the background information provided with this packet (pick out ten facts that you feel are important or that you would like your students to know about Valley Forge), and writing materials for your students.

Optional: A radio tuned to a top forty station to aid in inspiration.

Begin by showing the students a copy of the attached broadside "The Yankee's Return From Camp." Ask them if they recognize the tune. . It is "Yankee Doodle," which was one of the most recognized contemporary songs of the period. . Explain to your students that songs like this were often published in the form of "broadsides." A broadside was a song, newspaper, or political tract printed on one side of a sheet of paper and sold in the streets. . Because broadsides were often critical or poked fun at someone or something, they were often unsigned. . If the broadside was a song, it was often set to a popular tune of the day. . This was the easiest way to publish music and get your point across. . Why waste time writing music (especially if you did not know how to) when you could steal a contemporary song that everyone knew, and simply write your own words to it? This was done frequently in early times, and examples abound. . "Yankee Doodle" was stolen numerous times and various words were set to the tune. . "The Battle of the Kegs" is one such example. . "God Save the King" became "God Save Great Washington" and eventually "America" (My Country 'Tis of Thee).

Break students into groups of four or five and provide each student with a copy of your Valley Forge fact sheet and writing materials. . Give them 20 to 30 minutes to pick a contemporary tune and to set words to it about the encampment at Valley Forge. . Remind them that any tune is really suitable: rap music, country music, alternative, or mainstream rock, it really does not matter. . What matters here is that the students identify with the tunes and learn some facts about Valley Forge through music. . For closure, have the various groups entertain the class with their efforts. . Students are more inclined to sing if they have support from other group members. . You may also wish to publish the best song "broadside" fashion and give copies to the entire class or post them in the room or nearby hallway.

Some ideas for possible song themes: African-American soldiers, the French Alliance, food shortages, Baron Von Steuben (or any other prominent officer in the camp, see the Appendix), Washington's leadership, or any combination of the above.

Several sample songs have been attached for inspiration and example.

GOOD KING GEORGE

(Sung to Good King Wenceslaus)

Good King George the Third looked out On the Feast of Stephen, Said, "Let's put these curs to rout, ere they can get even!" General Howe had other thoughts. . Well ensconced in Philly, Said he, "I'd attack them sir, But it's too darned chilly,"

The Ballad of J.P. . Martin (Inspired by his book *Private Yankee Doodle*, Eastern Acorn Press, 1988). . Martin, from Connecticut, served in the Continental Army at Valley Forge and was sent out to Milltown (present day Downingtown) on foraging duty. . He did not want to return to camp. . The tune here was not stolen; it was made up.

Verse: I marched down through New Jersey
Got shot at Brandywine
I couldn't wait to take a rest
And find a place to dine
But if we rest we might be guests
Of the soldiers of King George
So on we marched through Germantown
To a Place called Valley Forge

Chorus: Oh Captain, please don't send me back to Valley Forge. .
You can send me down to Downingtown
Where I can sit and gorge myself
On homemade cookies, cake, and apple pie. .
Don't send me back to Valley Forge, by George
Or I will surely die.

The Yankee's RETURN FROM CAMP.

FATHER and I went down to camp,
 Along with captain Gooding
 There we see the men and boys,
 As thick as hasty-pudding,
*Yankee doodle keep it up,
 Yankee doodle dandy;*
 Cho.—*Mind the Music and the step,
 And with the girls be handy.*

And there we see a thousand men,
 As rich as 'Squire David;
 And what they wasted every day,
 I wish it could be saved.
Yankee doodle, &c.

The 'lasses they eat every day,
 Would keep an house a winter,
 They have as much that 'll be bound,
 They eat it when they're amind to,
Yankee doodle, &c.

And there we see a swamping gun,
 Large as a log of maple,
 Upon a duced little cart,
 A load for father's cattle.
Yankee doodle, &c.

And every time they shoot it off,
 It takes a horn of powder;
 It makes a noise like father's gun,
 Only a nation louder.
Yankee doodle, &c.

I went as nigh to one myself,
 As 'Siah's under-pinning;
 And father went as nigh again,
 I thought the duce was in him.
Yankee doodle, &c.

Cousin Simon grew so bold,
 I thought he would have cock'd it;
 It scar'd me so I streak'd it off,
 And hung by father's pocket.
Yankee doodle, &c.

But Captain Davis has a gun,
 He kind of clap'd his hand on't,
 And stuck a crooked stabbing iron,
 Upon the little end on't.
Yankee doodle, &c.

And there I see a pumpkin shell,
 As big as mother's bason,
 And every time they touch'd it off,
 They scamper'd like the nation.
Yankee doodle, &c.

I see a little barrel too,
 The heads were made of leather,
 They knock'd upon it with little clubs,
 And call'd the folks together,
Yankee doodle, &c.

And there was Captain Washington,
 And gentlefolks about him,
 They say he's grown so tarnal proud,
 He will not ride without 'em.
Yankee doodle, &c.

He got him on his meeting clothes,
 Upon a slapping stallion,
 He set the world along in rows,
 In hundreds and in millions.
Yankee doodle &c.

The flaming ribbons in their hats,
 They look'd so tearing fine, ah,
 I wanted plaguaily to get,
 To give to my Jemima.
Yankee doodle &c.

I see another snarl of men,
 A digging graves, they told me,
 So tarnal long, so tarnal desp,
 They 'tended they should hold me.
Yankee doodle, &c.

It scar'd me so, I hook'd it off,
 Nor stopp'd as I remember,
 Nor turn'd about till I got home,
 Lock'd up in mother's chamber.
Yankee doodle, &c.

Sold, wholesale and retail, at 152, Ann Street, Boston.

LESSON PLAN THREE

FIRE ANOTHER BROADSIDE

Objective: Using fact sheets about Valley Forge created by the teacher, the students will demonstrate their understanding of the facts by composing an appropriate newspaper article.

You will need: A sample or samples of a newspaper, several fact sheets about Valley Forge, some graphics (see Appendix II), large sheets of newsprint, scissors, and rubber cement.

Option: If you have access to a computer program such as “The Newsroom,” you can utilize the student created articles in that format.

Divide your class into groups of four or five. . Distribute a copy of a newspaper to each group and ask them to examine the layout of the page. . Discuss with them the name of the paper. . Ask them why they think that name was chosen for the paper. . Explain the purpose of the headline and how more important stories generally get larger headlines. . Then distribute to each group a Valley Forge fact sheet for each member. . Each fact sheet should be different. . One might deal with the French Alliance or maybe one about the “Conway Cabal,” or another about the food shortages, or about African-Americans, Native Americans, or women serving in the army, etc. . Have each group name their “broadside” paper, and each group member write an article for the paper based on his or her fact sheet. . Each article should contain a headline and should be written as though the writer were a reporter contemporary to the time period. . Articles should be about one or two pages long.

When each group has finished its articles, they should use the marker to write the name of their paper at the top of their piece of newsprint. . Then using tape or rubber cement they should attach their articles to the newsprint sheet. . Graphics from copy sheets distributed by the teacher may be added using scissors and rubber cement.

Closure: Have each group post their broadside on the wall and have the groups each read what they feel is their best or most creative article to the class.

SEE ATTACHED SAMPLE

The Picket Post

News from Valley Forge

Winter/Spring Edition, 1777-1778

Baron Von Steuben to Train Continental Army

The recent arrival of Baron Friedrich Wilhem Augustus Henry Ferdinand von Steuben at Valley Forge has the whole camp abuzz. Congress has appointed this veteran of Frederick the Great's army to the post of Inspector General. He has been assigned the rather large task of standardizing the training of the American army. As he speaks no English this exercise should really be interesting! The word is that he has some people with him who can translate his meaning so all is not lost. Perhaps some of the "Germans" in General Muhlenberg's regiment may agree to help out. Rumor has it that the Baron has already learned one word of English since his arrival at the encampment; however, delicacy does not permit us to print that word here.



von Steuben



Horatio Gates

Weather Forecast

(For those who believe in such things.) Here is the weather forecast for the region of Valley Forge and near-by vicinities: The recent spate of blustery weather will continue. Snow is not in the forecast for the next few days, rather our prognosticators at headquarters (John Laurens and Alexander Hamilton) are calling for freezing rain and sleet. This will be followed by periods of low cloud and fog intermixed with drizzle. Attempts to dissipate the cloud cover with cannon fire from General Knox's batteries have been futile and are to be discontinued.

General Gates Eyes Top Post!

General Horatio Gates of the northern wing of the Continental Army has been recently implicated in a plot to oust our beloved General Washington from command. Sources within the camp at Valley Forge, PA, tell this reporter that Gates has some support for this move in Congress. The name of General Thomas Conway has come up continually as one of those who has been "bad-mouthing" Washington's every decision. Conway was unavailable for comment.

Washington is Cautiously Optimistic



(Valley Forge, PA) In a recent exclusive interview granted to the *Picket Post*, General George Washington expressed cautious optimism as to the fortunes of the army and the cause of American Independence. We asked the General what gives him hope that the current situation can be turned around. He replied, "If General von Steuben can whip the army into shape and Dr. Franklin makes good on his efforts to bring the French into our camp, I have every confidence that the American soldier will do his part and secure for us the major victory that I seek. All of this I see in spite of the rather wretched conditions with regard to food and equippage. Thirteen different types of muskets... I mean really!"

The *Picket Post* asked the General if the recent Conway-Gates affair would have any effect on staffing. In a rare unguarded moment the General seemed on the verge of filling the air with blue language as he said, "By the Eternal! Can't I go one day without hearing about Conway? The man has left the camp and the army. Let no more be said about it. Congress has appointed von Steuben to fill the post of Inspector General that Conway declined to keep."

LESSON PLAN FOUR

THE NEED FOR MANPOWER

Objective: Using information from Appendix IV and Valley Forge fact sheets created by the teacher, students will demonstrate their understanding of the need for manpower, command structure, good advertising techniques, and camp conditions by creating their own recruiting posters for the various infantry and artillery regiments at Valley Forge.

Items needed: Sheets containing a brief account of the conditions of the camp at Valley Forge (ragged uniforms, lack of shoes and muskets, cold weather, living quarters, food shortages, etc.), sheets of newsprint or art paper, magic markers, samples of advertising and recruiting posters from books or periodicals.

Display several examples of recruiting posters or advertisements from magazines that induce the viewer to buy something or take some action. . Discuss the nature of advertising and ask the students what kind of words or phrases advertisers use to get them to make a purchase, or what kinds of words or phrases the government might use to get people to cooperate in efforts such as recycling or joining one of the armed services. . Make a list of these on the board as the students contribute their ideas. . You also might ask them, “What is the most effective word in advertising?” The answer is “Free.” Ex: “Free copy of Windows ‘95, with every purchase of a computer” or “This charming sneaker phone can be yours absolutely free when you subscribe to *Sports Illustrated*.”

Also take time to examine the role that photographs or illustrations play in advertising. . What kinds of pictures inspire you to donate to a charity, root for a team, see a movie, buy a brand of food, etc.? What colors are most frequently used to get your attention?

Explain to the students that while 12,000 men marched into Valley Forge, the number of soldiers in the camp fluctuated. . It may have been as low as 5,000-6,000 at some point. . Men left because their enlistments expired, they needed to go home to tend to the needs of their families, they could not afford the expenses of being an officer, or they simply got tired of army life and deserted. . Washington was afraid that, given the conditions of the camp with regard to food, clothing, and shelter, the army just might disintegrate. . He also feared that if the British in Philadelphia knew of his manpower problems they just might come out and attack the Americans, so he needed to keep his dwindling numbers a secret. . The rather amazing thing about Valley Forge is that in the spring of 1778, the men on furlough returned to the army in increasing numbers and even managed to recruit new members for their regiments.

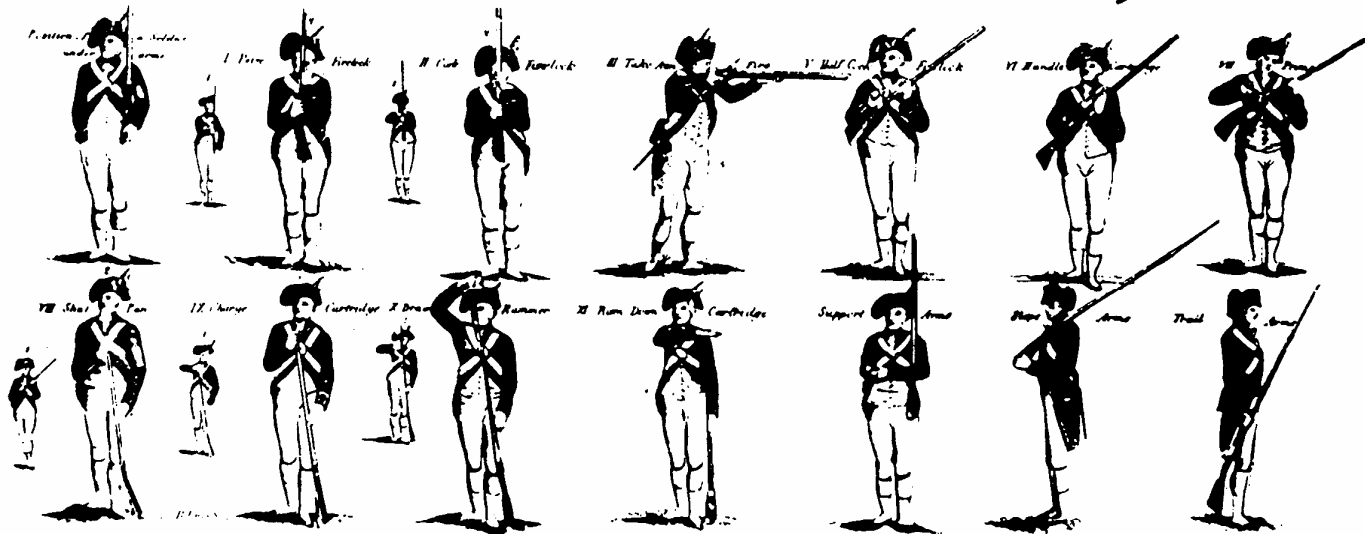
Break your students into groups of four and give each student a copy of a Valley Forge fact sheet. . You can make these up from information gleaned from this lesson plan or the background information. . This way, the lesson plan is custom tailored. . You can decide what facts are important for your students to know. . Also, provide each group with a copy of Appendix III and Appendix IV. . Give each group a set of markers and a piece of newsprint. . Instruct your groups to each choose a regiment and a brigade commander from the lists provided and create a recruiting poster to induce people to join that regiment.

Help them along with suggestions. . What “free” things could you get at Valley Forge? Food--there was not a lot of it, but it was free. . Fresh air? Free instruction in marching and drilling? Some states offered land in the Ohio territories for veterans of the war. . You might also offer a cash bonus or some other inducement, such as that offered by the Continental Congress for all men who enlisted during the duration of the war. . You might use the French Alliance, admiration for George Washington, or the longing for independence and liberty. . Examine the recruiting posters that are attached to this plan. . How are they alike? How are they different? What appeals or inducements are used to recruit personnel? Notice how the names of the regimental commanders are used in the copy. . Point this out to your students and have them work the name of the regimental commander into their recruiting poster project.

As a closing exercise, have the groups put their posters on the wall with tape and then have each group explain to the class how they arrived at their design.

TO ALL BRAVE, HEALTHY, ABLE BODIED, AND WELL
 DISPOSED YOUNG MEN,
 IN THIS NEIGHBOURHOOD, WHO HAVE ANY INCLINATION TO JOIN THE TROOPS,
 NOW RAISING UNDER
 GENERAL WASHINGTON,
 FOR THE DEFENCE OF THE
 LIBERTIES AND INDEPENDENCE
 OF THE UNITED STATES,
 Against the hostile designs of foreign enemies,

TAKE NOTICE,



THAT *Wednesday* *Thursday* *Friday* and *Saturday* at *Hollywood* in *county*, attendance will be given by *with his music and recruiting party of* *company in* *Major* *with* *for the purpose of receiving the enrollment of*

of the 11th regiment of infantry, commanded by Lieutenant Colonel Aaron Ogden, *for the purpose of receiving the enrollment of*

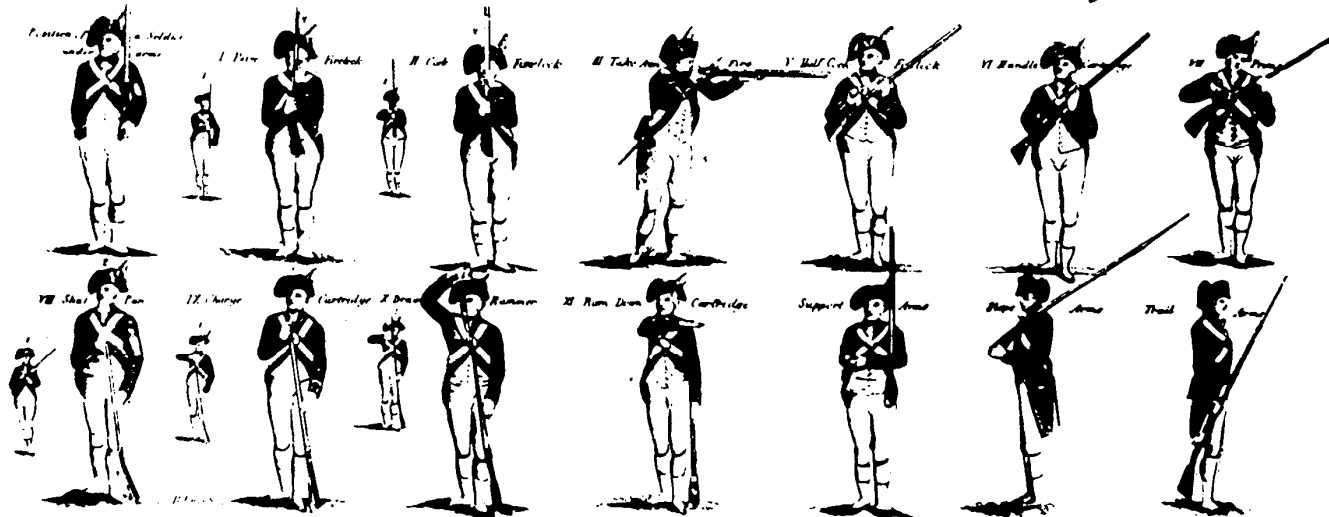
The ENCOURAGEMENT at this time, to enlist, is truly liberal and generous, namely, a bounty of TWELVE dollars, an annual and fully sufficient supply of good and handsome clothing, a daily allowance of a large and ample ration of provisions, together with SIXTY dollars a year in GOLD and silver money on account of pay, the whole of which the soldier may lay up for himself and friends, as all articles proper for his subsistence and comfort are provided by law, without any expence to him.

Those who may favour this recruiting party with their attendance as above, will have an opportunity of hearing and seeing in a more particular manner, the great advantages which these brave men will have, who shall embrace this opportunity of spending a few happy years in viewing the different parts of this beautiful continent, in the honourable and truly respectable character of a soldier, after which, he may, if he pleases return home to his friends, with his pockets full of money and his head covered with laurels.

GOD SAVE THE UNITED STATES

TO ALL BRAVE, HEALTHY, ABLE BODIED, AND WELL
 DISPOSED YOUNG MEN,
 IN THIS NEIGHBOURHOOD, WHO HAVE ANY INCLINATION TO JOIN THE TROOPS,
 NOW RAISING UNDER
GENERAL WASHINGTON,
 FOR THE DEFENCE OF THE
LIBERTIES AND INDEPENDENCE
 OF THE UNITED STATES,
 Against the hostile designs of foreign enemies,

TAKE NOTICE,



THAT *Tuesday Wednesday Thursday Friday and Saturday at Holmswood in*
with his music and recruiting party of *county, attendance will be given by*
of the 11th regiment of infantry, commanded by Lieutenant Colonel Aaron Ogden, *company in*
 both youth of SPIRIT, as may be willing to enter into this HONOURABLE service, for the purpose of receiving the enrollment of
 The ENCOURAGEMENT at this time, to enlist, is truly liberal and generous, namely, a bounty of TWELVE dollars, an annual and fully sufficient
 supply of good and handsome clothing, a daily allowance of a large and ample ration of provisions, together with SIXTY dollars a year in GOLD
 and silver money on account of pay, the whole of which the soldier may lay up for himself and friends, as all articles proper for his subsistence and
 comfort are provided by law, without any expence to him.
 Those who may favour this recruiting party with their attendance as above, will have an opportunity of hearing and seeing in a more particular
 manner, the great advantages which these brave men will have, who shall embrace this opportunity of spending a few happy years in viewing the
 different parts of this beautiful continent, in the honourable and truly respectable character of a soldier, after which, he may, if he pleases return
 home to his friends, with his pockets full of money and his head covered with laurels.
 GOD SAVE THE UNITED STATES



G R E A T
ENCOURAGEMENT
F O R
SEAMEN.



ALL GENTLEMEN SEAMEN and able-bodied LANDSMEN who have a Mind to distinguish themselves in the GLORIOUS CAUSE of their COUNTRY, and make their Fortunes, an Opportunity now offers on board the Ship RANGER, of Twenty Guns. (for FRANCES) now laying in PORTSMOUTH, in the State of NEW-HAMPSHIRE, commanded by JOHN PAUL JONES Esq; let them repair to the Ship's Rendezvous in PORTSMOUTH, or at the Sign of Commodore MANLEY, in SALEM, where they will be kindly entertained, and receive the greatest Encouragement. - The Ship RANGER, in the Opinion of every Person who has seen her is looked upon to be one of the best Cruizers in AMERICA. --- She will be always able to Fight her Guns under a most excellent Cover; and no Vessel yet built was ever calculated for sailing faster, and making good Weather.

Any GENTLEMEN VOLUNTEERS who have a Mind to take an agreeable Voyage in this pleasant Season of the Year, may, by entering on board the above Ship RANGER, meet with every Civility they can possibly expect, and for a further Encouragement depend on the first Opportunity being embraced to reward each one agreeable to his Merit.

All reasonable Travelling Expences will be allowed, and the Advance-Money be paid on their Appearance on Board.

IN CONGRESS, MARCH 29, 1777.

RESOLVED,

THAT the MARINE COMMITTEE be authorized to advance to every able Seaman, that enters into the CONTINENTAL SERVICE, any Sum not exceeding FORTY DOLLARS, and to every ordinary Seaman or Landsman, any Sum not exceeding TWENTY DOLLARS, to be deducted from their future Prize-Money.

By Order of CONGRESS,
JOHN - HANCOCK, PRESIDENT.

LESSON PLAN FIVE

PRIMARY SOURCE JIGSAW

Adapted from Bart O'Brien's *Strengthening Your History/Social Science Program*. . Bellevue, Washington: Bureau of Education and Research, 1991.

Objective: Students will demonstrate their knowledge of the Valley Forge encampment by writing responses to questions based on the reading of primary source documents.

What you will need: Copies of the four primary source documents attached to the plan (a different copy for each student in each group of four). . A set of questions for each student.

Procedure:

1. . Divide the class into groups of four. . Strive for heterogeneity.
2. . Select the reader for each letter or excerpt. . Person A reads one letter. . Person B reads another and so on.
3. . Give each student time to read his or her document and have them answer the individual questions. . Allow adequate time for this (ten to twenty minutes) but keep an eye on the clock and hold them to a limit.
4. . When they have answered their individual questions, use one to two minutes to have them check their answers with someone from another group who read the same document. . For example, person A from group one will confer with person A from group three. . Their answers do NOT have to be the same, but they should corroborate one another.
5. . Have students return to their original group of four. . Each student has one minute to share their answer to question #2 of the individual questions.
6. . After each person has reported their conclusions, the group should complete the group questions as a group.

Closure Options: (some of these will take longer than one period)

- A. . Have a general discussion of the four letters or excerpts.
- B. . Create a model, collage, video, or skit that illustrates a situation, event, or condition in each of these letters. . Present it to the class.

Do not limit yourself to these choices, think of others. . Present this to the class.

INDIVIDUAL QUESTIONS:

- 1. . What do you know about the author of the letter?
- 2. . List four conclusions about life in America during the late eighteenth century:
 - a.
 - b.
 - c.
 - d.
- 3. . What conclusions did you come to about the encampment at Valley Forge from the information contained in the letter?
- 4. . Speculate about what you think is the most important point the writer wanted to make in his/her letter.

GROUP QUESTION

What examples of "the universal human condition" can you find in these letters or excerpts? In other words, compare the attitudes, feelings, wishes, hardships, beliefs, etc., that are the same for you today as they were for these people who lived in the eighteenth century.

Letter Number One

From Joseph Plumb Martin's *Private Yankee Doodle*. . (George F. . Schemer, Ed.) New York City: Eastern Acorn Press, 1988.

“The army continued at and near the Gulf [Gulph] for some days, after which we marched for Valley Forge in order to take up our winter quarters. . We were now in a truly forlorn condition,...no clothing, no provisions and as disheartened as need be. . We arrived, however, at our destination a few days before Christmas. . Our prospect was indeed dreary. . In our miserable condition, to go into the wild woods and use habitations to stay (not to live) in, in such a weak, starved and naked condition, was appalling in the highest degree, especially to New Englanders, unaccustomed to such kind of hardships at home. . However, there was no remedy, no alternative but this or dispersion. . But dispersion, I believe, was not thought of, at least, I did not think of it. . We had engaged in the defense of our injured country and were willing, nay, we were determined to persevere as long as such hardships were not altogether intolerable. . I had experienced what I thought sufficient of the hardships of a military life the year before, although nothing in comparison to what I had suffered in the present campaign. But we were now absolutely in danger of perishing, and that too, in the midst of a plentiful country. . We then had but little and often nothing to eat for days together; but now we had nothing and saw no likelihood of any betterment of our condition. . Had there fallen deep snows (and it was the time of year to expect them) or even heavy and long rainstorms, the whole army must inevitably have perished. . Or had the enemy, strong and well provided as he then was, thought fit to pursue us, our poor emaciated carcasses must have 'strewed the plain.' But a kind and holy Providence took more notice and better care of us than did the country in whose service we were wearing away our lives by piecemeal.”

Letter Number Two

From *The Writings of George Washington: From the Original Sources, 1745-1799*. . U.S. .
Government Printing Office, Washington, D.C., 1934.

To The President of Congress

Valley Forge, December 23, 1777

Sir:

Full as I was in my representation of matters in the Commas. . department [Commissary Department--the department that provides supplies and food to the army] yesterday, fresh, and more powerful reasons oblige me to add, that I am now convinced, beyond a doubt that unless some great and capital change suddenly takes place in that line, this Army must inevitably be reduced to one or the other of these three things. . Starve, dissolve, or disperse, in order to obtain subsistence [food and clothing] in the best manner they can; rest assured Sir this is not an exaggerated picture, but [and] that I have abundant reason to support what I I say

Soap, Vinegar, and other Articles allowed by Congress we see none of nor have [we] seen [them] I believe since the battle of brandywine; the first indeed we have now little occasion of [for] few men having more than one Shirt and Some none at all; in addition to which as a proof of the little benefit received from a Cloathier Gent, and at the same time as a further proof of the inability of an Army under the circumstances of this, to perform the common duties of Soldiers (besides a number of Men confined to Hospitals for want of Shoes, and others in farmers Houses on the same Acct. . [for the same reason] we have, by a field return this day made no less than 2898 Men now in Camp unfit for duty because they are barefoot and otherwise naked....

We have not more than 3 Months to prepare a great deal of business in; if we let these slip, or waste, we shall be labouring under the same difficulties all next Campaign as we have done this, to rectifie [rectify] mistakes and bring things to order. . Military arrangements and movements in consequence, like the Mechanism of a Clock, will be imperfect, and disordered, by the want of a part;

I am your obedient servant,

G. . Washington

Letter Number Three

From: Martha Washington to Mrs. . Warren

Valley Forge March the 7th 1778

Dear Madam

I am now to thank you for the two very kind letters which you have been pleased to favor me with....It gave me a peculiar pleasure to hear... . that you and Genl Warren enjoy good health and this pleasure was not a little increased by hearing from yourself that you are so very happy in your state [New York]. no traces of the enemy being left; but on the other hand, plenty of every thing usefull and necessary to be percured. indeed I think providence was very bountifull in her goodness to your state: even when the enemy was in it, we found then every article in plenty, and full suffecient [sic] for the men of the army... . in Virginia we have had no British troops since the cruel Dunmore left us. but how soon we shall, is not at this time known; I hope, and trust, that all the states will make a vigorous push early this spring, if every thing can be prepared for it, and thereby putting a stop to British cruelties and afford us that peace and liberty and happyness [sic] which we have so long contended for

It has given me unspeakable pleasure to hear that Genl Burgoyne and his army are in safe quarters in your state [General John Burgoynes British army had surrendered to American forces at Saratoga in October of 1777] would bountifull [sic] providence aim a like stroke at Genl Howe, the measure of my happyness [sic] would be compleat [sic].

I came to this place some time about the first of February where [sic] I found the General very well. I left my children at our House

The General is in camped [sic] in what is called the great valley on the Banks of the Schuykill officers and men are cheifly [sic] in Hutts [sic], which they say is tolerable comfortable; the army are as healthy as can well be expected in general... . the Generals appartment [sic] is very small... . he has had a log cabben [sic] built to dine in which has made our quarters much more tolerable than they were at first.

It would give me pleasure to deliver your compliments to Mrs Gates, but she lives at so great a distance from me that I have not seen her since we parted at newport, two years afore; the General joins me in offering our respectfull [sic] compliments to Genl Warren and yourself

*I am dr madam with esteem your affectionate
Friend and very Hble ser't*

Martha Washington

Letter Number Four

From: *Lafayette in the Age of the American Revolution: Selected Letters and Papers, 1776-1790*.
. Edited by Stanley J. Idzerda, Ithaca, New York: Cornell University Press, 1977.

[A Memorandum to General George Washington]

At Camp the 28 December [1777]

Some of the general officers gave yesterday theyr [sic] opinion to your excellency for the form of our new cloathes [sic], I beg leave to explain here my ideas about this point. . In considering our scarcity I try to make them as comfortable as possible.

1st. . The hat must be round and turn'd up in one side, the bream [sic] of about three inches such a hat would be very good against the sun and the rain.

2d. . The stock must be black made with hair, leather, or some slight black stoff [sic] with a leather in the inside to keep it firm around the neck.

3d Each soldier must have three and never less than two good shirts. . Otherwise it is impossible to have him clean

4th. . Theyr [sic] hair must be cut very short no lower than the beginning of the stock and wash'd every day.

5th. . The blanckets [sic] must have one or two buttons to surround the breast and be a kind of great coat [overcoat].

6th. . The coat must be only a waist coat (at the French military fashion) with large lapels, which are turned back in a fair weather, and button'd upon the breast against the cold... . a standind [standing] collar of one inch and a half, the sleeves [cuffs] of three inches and a half. . I wish'd if possible that the ground would be uniforme, the lappels to distinguish the states, and collar and sleeves to distinguish the regiments

9. . The men should comb theyr [sic] hair every day after washing it, cut theyr beard twice a week and always [sic] when they are upon parade for guards, and take baths when they will have the opportunity to it.

12. . I wish'd too that the officers and each rank among them could be distinguished by theyr [sic] epaulets, or any other manner, and the general officers to take care that all the officers should preserve such distinctions. . It would prevent the several mistakes which happen every day in the army, and oblige the soldiers to pay due respects to theyr officers. . They should be ordered to put theyr hands to theyr hats (without pulling them off) [a salute] when they cross an officer.

16. . Such are the ideas which I submit to your excellency. . I know that the circumstances should admit some variations. . But in taking away the ornaments of my scheme, I think that it offers the most comfortable and easy manner of cloathing [sic] our troops.

The Mquis, De Lafayette M.G.

LESSON PLAN SIX

EXAMINING THE LEADERSHIP TRAITS OF GEORGE WASHINGTON BY USING PRIMARY SOURCES

Objective: Students, using a self-generated list of leadership traits as a guide, will examine several pieces written by George Washington during, or immediately after, the Valley Forge encampment. . Using evidence gleaned from the writings, the students will determine what leadership traits might properly be assigned to General Washington.

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What you will need: Copies of several different primary source documents attached to the plan (a different copy for each student group of four or five). . A chalk board and chalk or an easel pad and marker. . Large sheets of newsprint (one for each group). . A felt tip marker for each group. . A roll of masking tape.

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Procedure:

1. . Have each student in the room take out a piece of paper. . Ask the students to take a couple of minutes and write at least three characteristics of a good leader. . You (the teacher) should also generate your own list.

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2. . After several minutes ask the students to volunteer some of the answers from their lists. . Compile these on the chalk board so that all of the students can see them. . Add to the student list those traits that you have identified.

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3. . When you feel the list is complete, break the class into groups and give each group a copy of one of the writings of George Washington, a newsprint page, and a felt tip marker.

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4. . Ask each group to examine Washington's writing for evidence of the traits of a good leader and to list those traits on their piece of newsprint with their felt tip marker.

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5. . When they have finished, have each group tape their newsprint to an adjacent wall.

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6. . Now have a spokesperson for each group identify what traits of good leadership they found in George Washington's writings and what evidence in his writing supports their contentions.,

Closure: Have the students write a short essay on why George Washington was the ideal choice to be our country's first President.

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Letter Number One: Excerpts from an account of the Battle of Monmouth (New Jersey) that took place shortly after the Continental Army left Valley Forge written by George Washington in a letter to his brother, John Augustine Washington.

From: *Affectionately Yours, George Washington*. . Thomas Fleming, Ed. . New York: W. . W. . Norton and Company, Inc., 1967.

Brunswick in New Jersey, July 4, 1778

Dear Brother:

Your letter of the 20th. . Ulto. . came to my hands last Night; before this will have reached you, the Acct. . of the Battle of Monmouth probably will get to Virginia, which, from an unfortunate, and bad beginning, turned out a glorious and happy day.

The Enemy evacuated Philadelphia on the 18th. . Instt. . [instant]; at ten oclock that day I got intelligence of it, and by two oclock, or soon after; had Six Brigades on their March for the Jerseys, and followed with the whole Army next Morning. . On the 21st. . we compleated our passage over the Delaware at Coryells ferry (abt. . 33 Miles above Philadelphia) distant from Valley Forge near 40 Miles. . From this Ferry we moved down towards the Enemy, and on the 27th. . got within Six Miles of them.

General [Charles] Lee having the command of the Van of the Army, consisting of fully 5000 chosen Men, was ordered to begin the Attack next Morning. . . . to be supported by me. . But, strange to tell! when he came up with the enemy, a retreat commenced; whether by his order; or from other causes, is now the subject of inquiry... . as he is in [under} arrest, and a Court Martial sitting for tryal [sic] of him. . A Retreat however was the fact, be the causes as they may; and the disorder arising from it would have proved fatal to the Army had not that bountiful Providence which has never failed us in the hour of distress, enabled me to form a Regiment or two (of those that were retreating) in the face of the Enemy, and under their fire, by which means a stand was made long enough to form the Troops that were advancing, upon an advantageous piece of Ground in the rear; hence our affairs took a favourable turn, and from being pursued, we drove the Enemy back, over the ground they had followed us, recovered the field of Battle, and possessed ourselves of their dead. . but, as they retreated behind a Morass very difficult to pass, and had both Flanks secured with thick Woods, it was found impracticable with our Men fainting with fatigue, heat, and want of Water; to do anything more that Night....

We buried 245 of their dead on the field of Action;...We have taken five Officers and upwards of One Hundred Prisoners...Without exaggerating, their trip through the Jerseys in killed, Wounded, Prisoners, and deserters, has cost them at least 2000 Men and of their best Troops. . We had 60 Men killed, 132 Wounded, and abt. . [about] 132 Missing, some of whom I suppose may yet come in. . Among our Slain Officers is Majr: Dickenson, and Captn. . Fauntleroy, two very valuable ones....

Letter Number Two: General orders from the camp at White Marsh about 1 month prior to the encampment at Valley Forge.

From: *The Writings of George Washington: From the Original Sources 1745-1799.* .
Washington,
D.C.: U.S. . Government Printing Office, 1934.

General Orderes

Head

Quarters, White Marsh, November 15, 1777.

Parole Belfast. . Countersigns Cork, Dublin.

*Henceforward, and until further orders, the Sick are to be sent to
Buckingham*

Meeting house, with a suitable number of orderly men to attend them.

The troops are to be immediately supplied with two days ' provisions (exclusive of this day) one of which, at least, is to be cooked. . No officer, or soldier, is to be absent from camp, but ready for duty at a minute's warning.

No scouting party, under any pretence whatsoever (unless sent for that purpose) is to seize horses, cattle, or other property belonging to the inhabitants; Under the plea of taking these things within the enemy's lines, great and enormous abuses are committed An infringement therefore, or disobedience of this order, In either officer or soldier, will be punished with the utmost rigour.

Complaint has been made, of the irregularity (in point of time) with which the horse mount guard: The Commander in Chief expects, they will parade with more punctuality in future: He also desires, that the Colonels of those regiments which have more horses than men, would immediately furnish (by way of loan) the others that are in want of horses, that as many men as possible, may be mounted, and the public not unnecessarily burden 'd .

Letter Number Three: From George Washington to James Mease.

From: *The Writings of George Washington: From the Original Sources 1745-1799.* .
Washington, D.C.: U.S. . Government Printing Office,
1934.

Head Quarters, January 21, 1778. . [Val/ey Forge]

Dear Sir:

I this day received yours of the 18th. . by Lieutt. . Gamble who has brought down 463 Coats ready cut out. . I could have wished that had not been done, as I intended to have had them made up in a new fashion which I think will save Cloth, be made up quicker and cheaper and yet be more warm and convenient to the Soldier: I desire that all the remainder of the Virginia Goods may be immediately sent on in the State which you receive them, as soon as they arrive at Lancastel: I will send you a Coat of the new fashion as soon as one can be made up, and I think it will be deemed most convenient and useful to dress the whole Army in the same manner.

The Officer who had the charge of the Convoy of Cloathing from Boston left them at Fishkill, contrary to Genl. . Heath's express order, he makes some trifling excuse, that the Waggon would not come any farther. . I have sent up an Express with orders to have it brought immediately forward...

I beg you to exert yourself in procuring Shoes, it is evident that any quantities may be got by contracting to pay for them in Hides. . The price fixed by the General Officers is 4d.pr. . [apiece] for Hides and Shoes at 10/pr.pair. . With this the Shoemakers are content, and several of the Brigadiers have made contracts accordingly.

I Am Your Humble Servant.

G. . Washington

Letter Number Four: Washington vouches for some secret agents.

From: *The Writings of George Washington: From the Original Sources 1745-1799.* .
Washington, D.C.: U.S. . Government Printing Office, 1934.

To Governor William Livingston

Head Quarters. . Valley Forge. . January 20. .
1778.

Sir:

I last night received a letter from Colo. Dayton, informing me, that
John
and Baker Hendricks, and John Meeker had been apprehended upon a
supposition

of carrying on an illegal correspondence with the Enemy, as they had
been several

times upon Staten Island and that they were to be tried for their lives in
consequence. I last night received a letter from Colo. . Dayton, informing me,
that John and Baker Hendricks, and John Meeker had been apprehended upon a
supposition of carrying on an illegal correspondence with the Enemy, as they had
been several times upon Staten Island and that they were to be tried for their lives
in consequence.

In justice to these Men I am bound to take this earliest opportunity
of informing

you that they were employed by Colo. . Dayton last Summer to procure
intelligence

of the movements of the Enemy while upon Staten Island, for which
purpose

I granted them passports, allowing them to carry small quantities of
Provision, and

to bring back a few Goods the better to cover their real designs. . Colo. .
Dayton

acquaints me that they executed their trust faithfully; this I very well
remember, that

what Intelligence he communicated to me and which he says, came
principally thro '

them, was generally confirmed by the Event. . Upon these Considerations
I hope you

will put a stop to the prosecution, unless other matters appear [appear] against them. .

You must be well convinced, that it is indispensibly necessary to make use of these

means to procure intelligence. . The persons employed must bear the suspicion of

being thought inimical, and it is not in their powers to assert their innocence, because

that would get abroad and destroy the confidence which the Enemy puts in them.

.

*I have the honour of being your most
obedient servant,*

G. . Washington

Letter Number Five: Dealing with Court Martials and hut construction at Valley Forge. . From: *The Writings of George Washington: From the Original Sources 1745-1799.* . Washington, D.C.: U.S. . Government Printing Office, 1934.

General Orders

Head Quarters, at the Gulph,

December 18, 1777

...The Commander In Chief approves the following sentences of a General Court Martial held the 30th. . of Novr last of which Col. . Grayson was president.

Capt. . Havelman charged with "Wounding Moses Plaine a soldier in the 11th. . Virginia regiment," confessed the fact, but justified it by the insolence of the soldier. . The Court having considered the evidence are of the opinion the justification is not sufficient, and do sentence him to be reprimanded on the Grand parade by the Major General of the day. . This is to be done the next time the guards are paraded.

...The Colonels, or commanding officers of regiments, with their Captains, are immediately to cause their men to be divided into squads of twelve, and see that each squad have their proportion of tools, and set about a hut for themselves: And as an encouragement to industry and art, the General promises to reward the party in each regiment, which finishes their hut in the quickest, and most workmanlike manner with twelve dollars. . And as there is reason to believe that boards, for covering, may be found scarce and difficult to be got; He offers One hundred dollars to any officer or soldier who in the opinion of three Gentlemen, he shall appoint as judges, shall substitute some other covering, that may be cheaper and quicker made, and will in every respect answer the ends.

The Soldier's huts are to be of the following dimensions, viz: fourteen by sixteen each, sides, ends and roofs made with logs, and the roof made tight with split slabs, or in some other way; the sides made tight with clay, fire-place made of wood and secured with clay on the inside eighteen inches thick, this fire-place to be in the rear of the hut; the Door to be in the end next to the street; the doors to be made of split oak-slabs, unless boards can be procured. . Side-walls to be six and a half feet high. . The officers huts to form a line in the rear of the troops, one hut to be allowed to each General Officer, one to the Staff of each brigade, one to the field officers of each regiment, one to the Staff of each

regiment, one to the commissioned officers of two companies, and one to every twelve non-commissioned officers and soldiers.

Washington

G. .

Letter Number Six, From: *The Writings of George Washington: The Original Sources, 1745-1799*. . Washington, D.C.: U.S. . Government Printing Office, 1934.

To The President of Congress

Valley

Forge, December 23, 1777

Sir:

*Full as I was in my representation of matters in the Commas. . department
[Commissary
Department the department which provided supplies and food to the army]
yesterday, fresh, and more powerful reasons oblige me to add, that I am now
convinced,
beyond a doubt that unless some great and capital change suddenly takes
place in that line, this Army must inevitably be reduced to one or the other of
these
three things. . Starve, dissolve, or disperse, in order to obtain subsistence [food
and
clothing] in the best manner they can; rest assured Sir this is not an exaggerated
picture, but [and] that I have abundant reason to support what I say.*

*Soap, Vinegar, and other Articles allowed by Congress we see none of nor have
[we] seen [them] I believe since the battle of brandywine; the first indeed we have
now little occasion of [for] few men having more than one Shirt. and
Some none at all; in addition to which as a proof of the little benefit received from
a Cloathier Genl., and at the same time as a further proof of the inability of an
Army under the circumstances of this, to perform the common duties of Soldiers
(besides a number of Men confined to Hospitals for want of Shoes, and others in
farmers Houses on the same Acct. . [for the same reason]) we have, by a field
return this day made no less than 2898 Men now in Camp unfit for duty because
they are barefoot and otherwise naked*

*We have not more than 3 Months to prepare a great deal of business in, if we let
these slip, or waste, we shall be labouring under the same difficulties all next
Campaign as we have done this, to rectifie mistakes and bring things to order. .
Military arrangements and movements in consequence, like the Mechanism of a
Clock, will be imperfect, and disordered, by the want of a Part;.....*

I am your obedient servant,

G. . Washington

OTHER PROPOSALS OR IDEAS

A. . Have students take the role of one of the following:

An aide to Washington, a common soldier, a camp follower (laundress, seamstress, teamster, etc.), a local citizen farmer, a Quaker, or a member of Congress. . Have the students (in their role as one of the above people) write a letter to someone about the camp at Valley Forge.

.

B. . Have students take a tour of Valley Forge NHP on their own and answer a questionnaire based on their tour. . Have them bring back a park brochure and ask a question of a park ranger about some aspect of the park. . The students should then write a paragraph on this and include in that paragraph the name of the person that they talked to about this subject. . This should ensure originality.

.

C. . Have students prepare a model of a log hut or of one of the fortifications based on drawings or photographs of actual samples. . Perhaps a cross-section or "exploded" version of a fort's wall would show how fascines and gabions were used.

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D. . Get a copy of a list or schedule of park programs and presentations. . Students could attend a program and then write a one-page report on what they had learned and impressions about the park in general.

.

E. . Provide students with one or two recipes of period food (army bread or sausage and cider) and have them prepare same for class.

.

F. . Have students go outside, put them in lines of ten, shoulder to shoulder, facing in the same direction. . Have them "march" in step for fifty yards or so and "wheel" or turn the whole group (pivoting on one end of the line or rank) to the right or left and marching back. . The students should maintain this shoulder to shoulder contact through the entire maneuver. . Have a discussion about the difficulties of moving in such a fashion on the 18th century battlefield. . What problems did they have? What things are likely to spoil the formation? Obstacles such as bushes, trees, fences, etc., break up the neat linear formations. . What was the role of the officerstlcers in this formation?--To direct the movement of the line and to see that the ranks kept straight and did not buckle or bow. . Why did the soldiers need to march in this kind of formation?--Due to the inaccuracy of the musket (See Lesson Plan One) everyone had to fire their muskets in unison in the same direction to hit anything with regularity.

.

APPENDIX I

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APPENDIX II

COPYRIGHT-FREE GRAPICS

Sources:

1) Tom Beccone

2) Tom Grafton, *The American Revolution - A Picture Sourcebook*, 1975, Dover Publications



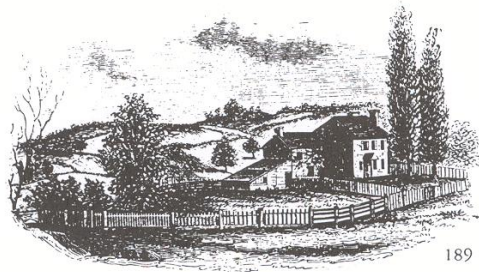
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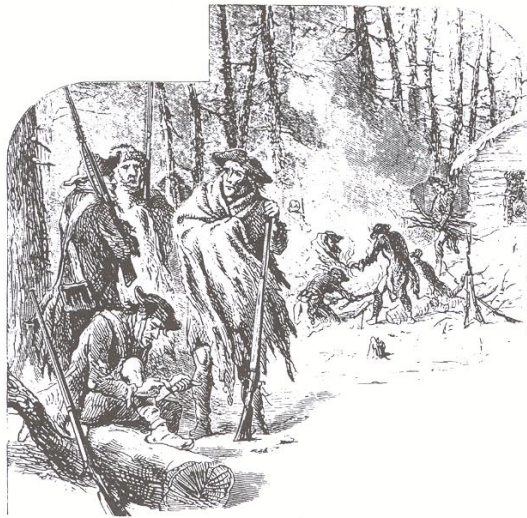
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VALLEY FORGE. FIG. 186: Darley's drawing of the American army marching to Valley Forge, 20 miles northwest of Philadelphia, where the 11,000-man force spent the winter of 1777-78. The spot took its name from an abandoned iron forge. FIG. 187: The army in camp at Valley Forge. FIG. 188: Another view by Darley of the march to Valley Forge. FIG. 189: Only after his army had moved from canvas tents into their huts did Washington occupy this house as his headquarters. FIG. 190: With the winter too cold to be withstood in tents, the American soldiers built a virtual city out of log huts. FIG. 191: The army at Valley Forge. FIG. 192: Washington requisitioned supplies from the neighborhood with proclamations such as this. These efforts met with only erratic success.

BY HIS EXCELLENCY
GEORGE WASHINGTON, ESQUIRE,
 GENERAL and COMMANDER in CHIEF of the FORCES
 of the UNITED STATES of AMERICA.

By Virtue of the Power and Direction to Me especially given, I hereby enjoin and require all Persons residing within seventy Miles of my Head Quarters to thresh one Half of their Grain by the 1st Day of February, and the other Half by the 1st Day of March next ensuing, on Pain, in Case of Failure of having all that shall remain in Sheaves after the Period above mentioned, seized by the Commissaries and Quarter-Masters of the Army, and paid for as Straw

GIVEN under my Hand, at Head Quarters, near the Valley Forge, in Philadelphia County, this 20th Day of December, 1777.

G. WASHINGTON.

By His Excellency's Command,
ROBERT H. HARRISON, Sec'y.

LANCASTER: PRINTED BY JOHN DUNLAP



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VALLEY FORGE (*Continued*). FIG. 193: A scene at Valley Forge, showing some of the completed huts. The figure on horseback is no doubt meant to represent Washington. FIG. 194: An American soldier at Valley Forge. The tattered uniform and absence of boots accurately reflect the conditions under which the army survived. FIG. 195: Baron Frederick William Augustus von Steuben. Steuben was a former Prussian army officer who met Franklin in Paris. Franklin sent him to Washington at Valley Forge, where he promptly began drilling the American army into a far more organized and sophisticated fighting force than it had ever been.





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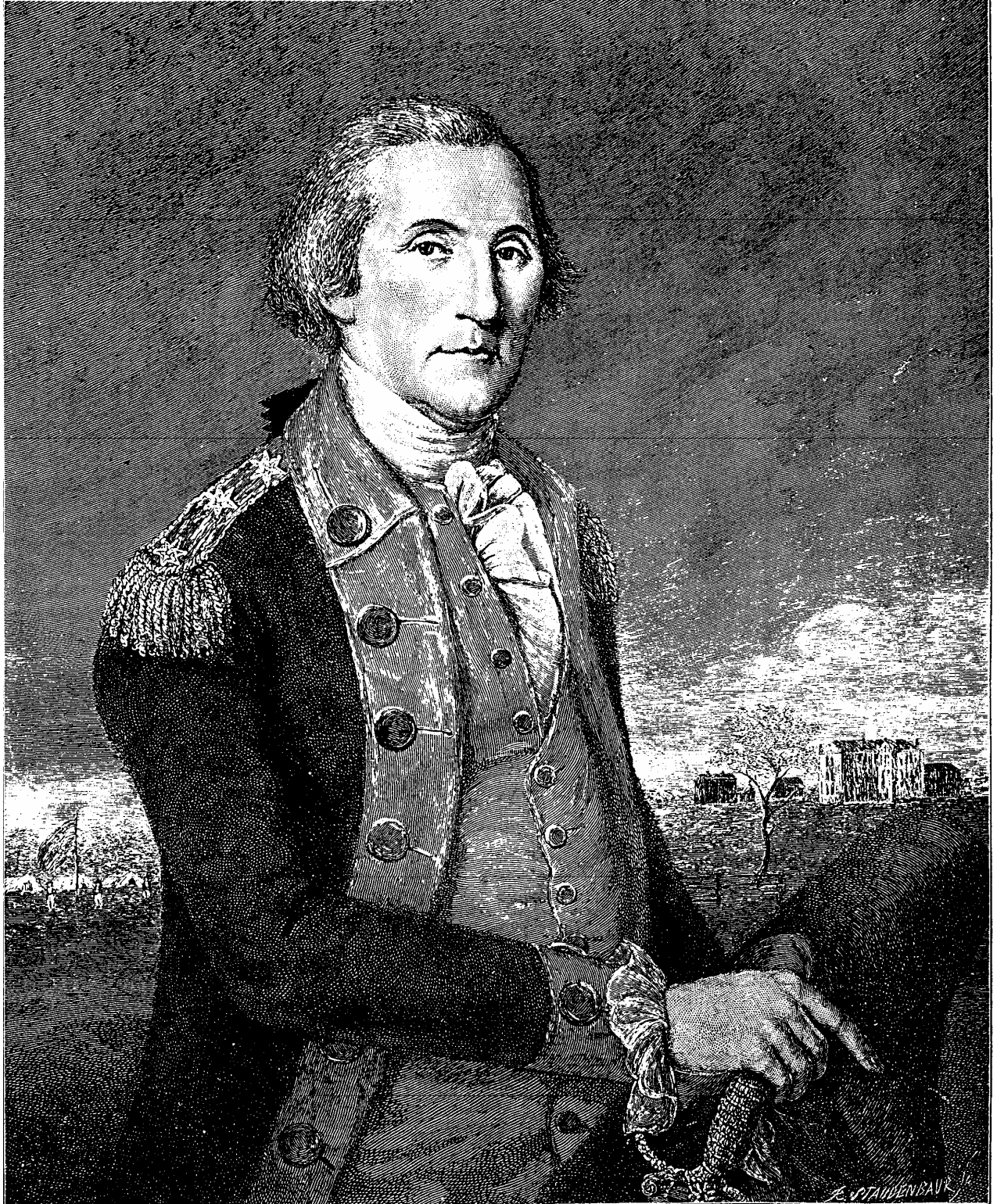


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WASHINGTON'S GENERALS. FIG. 290: Chappel's portrait of General Henry Knox. Knox, a bookseller active in the colonial militia, joined the Continental Army at Cambridge, Massachusetts, in 1775. Largely because of his knowledge of military literature, he was commissioned a Colonel and put in charge of artillery. After bringing from Ticonderoga the artillery that forced the British out of Boston, Knox served at Trenton, Princeton, Germantown, Monmouth, and Yorktown. He rose to the rank of Major General and was Secretary of War in Washington's first cabinet. FIG. 291: Chappel's portrait of General Benjamin Lincoln. Lincoln served primarily in the Southern campaign, and was forced to surrender his army at Charleston in 1780. Perhaps because of this, though he was not responsible for the loss of that city, Washington had Lincoln receive the ceremonial sword of surrender at Yorktown. FIG. 292: General Horatio Gates, after a painting by Gilbert Stuart. Gates was a veteran of the French and Indian War and commander of the army that defeated Burgoyne at Saratoga, though real credit for that victory must go to others—Stark, Schuyler, Morgan and, ironically, Benedict Arnold. After the collapse of the famous Conway Cabal that wanted to replace Washington with Gates in 1778, Gates served in the South where his disastrous defeat at Camden led to his being replaced by the most able of Washington's generals, Nathanael Greene.



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GEORGE WASHINGTON (*Continued*). FIG. 307: This illustration of a painting by Charles Willson Peale depicting Washington at the end of the war was first published in *Harper's Weekly* on May 4, 1889.

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FIG. 308: Chappel's portrait of Washington.

APPENDIX III

GENERAL OFFICERS AT VALLEY FORGE

The role that these men played in the American Revolution or at Valley Forge might be the basis for a short research report (2-3 pages).

William Alexander (Lord Stirling).....	Major General
Thomas Conway.....	Brigadier General
Lachlan McIntosh.....	Brigadier General
Thomas Mifflin.....	Major General
John Peter Gabriel Muhlenberg.....	Brigadier General
Henry Knox.....	Brigadier General (artillery)
The Marquis de Lafayette.....	Major General
John Laurens.....	Lieutenant Colonel (aid to Washington)
Charles Lee.....	Major General
Christopher Ludwig.....	Superintendent of Bakers
William Maxwell.....	Brigadier General
William Smallwood.....	Brigadier General
John Sullivan.....	Major General
John Paterson.....	Brigadier General
Enoch Poor.....	Brigadier General
Casimir Pulaski.....	Brigadier General (cavalry)
Charles Scott.....	Brigadier General
Nathanael Greene.....	Major General (later quartermaster General)
Alexander Hamilton.....	Lieutenant Colonel (aid to Washington)
Jedediah Huntington.....	Brigadier General
Johann De Kalb.....	Major General
Anthony Wayne.....	Brigadier General
George Weedon.....	Brigadier General
William Woodford.....	Brigadier General
James Varnum.....	Brigadier General

APPENDIX IV

CONTINENTAL INFANTRY REGIMENTS AT VALLEY FORGE

Regiment

Brigade Commander

1st Virginia	Brig. .
Gen. . Muhlenberg	
2nd Virginia	Brig. .
Gen. . Weedon	
3rd Virginia	Brig. .
Gen. . Weedon	
4th Virginia	Brig. .
Gen. . Weedon	
5th Virginia	Brig. .
Gen. . Muhlenberg	
6th Virginia	Brig. .
Gen. . Muhlenberg	
7th Virginia	Brig. .
Gen. . Woodford	
8th Virginia	Brig. .
Gen. . Scott	
9th Virginia	Brig. .
Gen. . Muhlenberg	
10th Virginia	Brig. .
Gen. . Weedon	
11th Virginia	Brig. .
Gen. . Woodford	
12th Virginia	Brig. .
Gen. . Scott	
13th Virginia	Brig. .
Gen. . Muhlenberg	
1st Pennsylvania	Col. . Hartley
2nd Pennsylvania	Col. . Hartley
3rd Pennsylvania	Brig. . Gen. .
Conway*	
4th Pennsylvania	Lt. . Col. .
Butler	
5th Pennsylvania	Lt. . Col. .
Butler	
6th Pennsylvania	Brig. . Gen. .
Conway	
7th Pennsylvania	Col. . Hartley
8th Pennsylvania	Lt. . Col. .
Butler	
9th Pennsylvania	Brig. . Gen. .
Conway	
10th Pennsylvania	Col. . Hartley
11th Pennsylvania	Lt. . Col. .
Butler	
12th Pennsylvania	Brig. . Gen. .
Conway	

13th Pennsylvania Weedon	Brig. . Gen. .
1st Rhode Island Varnum	Brig. . Gen. .
2nd Rhode Island Varnum	Brig. . Gen. .
1st North Carolina McIntosh	Brig. . Gen. .
2nd North Carolina McIntosh	Brig. . Gen. .
3rd North Carolina McIntosh	Brig. . Gen. .
4th North Carolina McIntosh	Brig. . Gen. .
5th North Carolina McIntosh	Brig. . Gen. .
6th North Carolina McIntosh	Brig. . Gen. .
7th North Carolina McIntosh	Brig. . Gen. .
8th North Carolina McIntosh	Brig. . Gen. .
9th North Carolina McIntosh	Brig. . Gen. .
10th North Carolina McIntosh	Brig. . Gen. .
1st Connecticut Huntington	Brig. . Gen. .
2nd Connecticut Huntington	Brig. . Gen. .
4th Connecticut Varnum	Brig. . Gen. .
5th Connecticut Huntington	Brig. . Gen. .
7th Connecticut Huntington	Brig. . Gen. .
8th Connecticut Varnum	Brig. . Gen. .
1st Massachusetts Glover*	Brig. . Gen. .
2nd Massachusetts Learned*	Brig. . Gen. .
4th Massachusetts Glover	Brig. . Gen. .
8th Massachusetts Learned	Brig. . Gen. .

9th Massachusetts Learned	Brig. . Gen. .
10th Massachusetts Paterson	Brig. . Gen. .
11th Massachusetts Paterson	Brig. . Gen. .
12th Massachusetts Paterson	Brig. . Gen. .
13th Massachusetts Glover	Brig. . Gen. .
14th Massachusetts Paterson	Brig. . Gen. .
15th Massachusetts Glover	Brig. . Gen. .
1st New Hampshire Poor	Brig. . Gen. .
2nd New Hampshire Poor	Brig. . Gen. .
3rd New Hampshire Poor	Brig. . Gen. .
1st New Jersey Maxwell	Brig. . Gen. .
2nd New Jersey Maxwell	Brig. . Gen. .
3rd New Jersey Maxwell	Brig. . Gen. .
4th New Jersey Maxwell	Brig. . Gen. .
2nd New York Gen. . Poor	Brig. .
4th New York Gen. . Poor	Brig. .
1st Continental Artillery Knox	Brig. . Gen. .
2nd Continental Artillery	Brig. . Gen. . Knox
3rd Continental Artillery	Brig. . Gen. . Knox
4th Continental Artillery	Brig. . Gen. . Knox

*While their Brigades retained their names, these officers were not present with their commands for considerable lengths of time and may not have been at Valley Forge.

APPENDIX V

AFRICAN AMERICANS IN THE AMERICAN REVOLUTIONARY WAR

There is no question that Americans of African descent played key roles in America's fight for independence. . On April 19, 1775, American Americans joined the ranks of the militia and Minutemen who defended the stores of ammunition and supplies that had been gathered in the towns of Concord and Lexington, Massachusetts. . Two months later at the Battle of Bunker Hill, many of those same Minutemen would again face the British Regulars.

In the early months of the war, concern among whites over the arming of free African Americans and slaves increased. . Representatives from South Carolina and Georgia pressed Congress to end the enlistment of African Americans and to have any of them serving in the Continental Army discharged. . This ban did not last long. . Recognizing the need for manpower against superior British forces, General George Washington authorized the enlistment of free African Americans on December 30, 1775. . In turn, Congress relented and allowed the re-enlistment of those free men who had served their country at the onset of the war.

For slaves seeking freedom in return for military service, life in the Army was a step up in society. . For free African Americans, service was looked upon as a way to increase their community standing and earn cash and land bounties. . Desertion rates among African Americans were lower than among other ethnic groups. . African Americans also found that their services were welcome in the navy. . From early colonial times, they had been signed aboard fishing fleets or employed on naval vessels. . Usually assigned to low ranks and occupations, one of the jobs that African Americans in the Continental Navy had was that of powder boy, which meant carrying ammunition to the gunners.

By 1777, whites and African Americans served side-by-side in the Continental Army. . While the

exact number of African American soldiers is unknown, contemporary reports confirm that many of them played major roles and served well during the eight year conflict. . Many African Americans were frequently assigned to support or unarmed positions in the military and are listed in the troop reports as cooks, waiting boys, orderlies, and drummers. . Others were assigned to the Commissary Department and drove wagons or served on forage details. . At the

Battle of Cowpens, in South Carolina on January 17, 1781, Toby, an African American aide to Major William Augustine Washington and bugler, saved Washington's life by shooting a British officer just as he was preparing to shoot Washington.

.

At Valley Forge during the winter of 1777-1778, a number of African Americans have been identified, including: Salem Poor, William Lee, Phillip Field, Richard Allen, and Cyrus Bustill. . From the Valley Forge Headquarters of General George Washington, John Laurens of South Carolina proposed to his father Henry, the President of Congress, that a "body of 5,000 black men" might give the Continental Army success in their next campaign. . While his suggestion was not acted upon, another officer at Valley Forge had more success. . On January 1, 1778, General James Varnum sent to Washington a proposal that the Rhode Island troops be combined so that officers could return home to recruit and train new troops. . In February, Rhode Island passed a slave enlistment act. . Many of the new recruits joined the Army at Valley Forge in May and fought at Monmouth Court House in June or at the Battle of Rhode Island in August.

.

While white soldiers captured by the British Army suffered and died in the holds of prison ships, African American soldiers were treated worse. . Rarely exchanged for British prisoners of war, African Americans were often sold into slavery in the West Indies.

.

Although slavery did not end with the end of British rule, many African Americans did earn their freedom, which would pave the road for others to follow.

APPENDIX VI

NATIVE AMERICANS IN THE AMERICAN REVOLUTION

Native Americans fought on both sides during the American Revolution. . Their participation was inevitable as the Revolution was a war fought for control of Eastern North America, including their traditional lands.

.

The French and Indian War, 1754-63, had already set the precedent for Native American participation in European warfare. . The French had been more successful in recruiting Indian nations in that war, with the major exception of the Iroquois. . They sided with the eventually victorious British and continued the alliance in the Revolution.

.

The British had numerous advantages over the Americans in maintaining tribal allies. . First and foremost, the Indian nations knew that an American victory would lead to an opening of territory and a subsequent increase in the tide of settlers. . The British also had much deeper pockets with which to purchase tribal loyalty through trade gifts. . Finally, they already had influential agents and traders in place.

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The war began with both sides adopting a policy of neutrality towards the Native Americans. . Controversy still remains over who began to actively lure Native Americans into combat first, but the policies of neutrality were soon abandoned and the tribes chose sides.

The Americans appear to be the first to use them when they enlisted the Stockbridge tribe as Massachusetts militiamen in 1775. . However, the first British Commander in Chief, Thomas Gage, seems to have precipitated Native American involvement by exaggerating patriot use and a seesaw propaganda war ensued for years.

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The northern and northwestern tribes who generally sided with the British included: the Iroquois Confederacy or League of Six Nations (comprising Mohawk, Oneidas, Tuscaroras, Onondagas, Cayugas, and Senecas), Chippewa or Ojibwa, Delaware, Pequot, Miami, Sauk, Fox, and Shawnee. . The southeastern tribes included the Cherokee, Creek, and Seminole.

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Some of the Iroquois, most notably the Oneidas and Tuscaroras, sided with the Americansⁱ. . This split was primarily the result of American missionary Samuel Kirkland's influence. . Although the Confederacy was a unifying force, individual bands or tribes decided their own fate. . The Catawbans of South Carolina and the Micmacs, Passamaquoddies and Penobscots of Maine and Nova Scotia also sided with the Patriots.ⁱⁱ

General Washington was authorized by Congress to enlist Native Americans. . He sought to employ them for scouting and harassment operations. . Indeed, a party of Oneidas reached Valley Forge in May, with others reported on the way. . About fifty of the Oneidas took part in Lafayette's expedition from camp to Barren Hill, Pennsylvania, on May 19, 1778.

At least some of the Oneidas were armed with bows and arrows, as Private Joseph Plumb Martin observed them demonstrating these weapons for the soldiers.ⁱⁱⁱ Many of these Native Americans, and those on the frontier, however, were well versed in the use of firearms, which they had been obtaining since the 1640s.^{iv} Although the action at Barren Hill never developed into a full scale battle, the Oneidas, who were acting as advance scouts, suffered some casualties. . There is a marked grave for the scouts who died in this action at St. . Peters Church, located on Park Avenue between Germantown and Ridge Pikes in Barren Hill, Pennsylvania.

After the announcement of the French Alliance in May at Valley Forge, Washington was less in need of the Oneidas and asked that any more on the way from New York be sent back. . Thirty four of the initial arrivals were also escorted back in June.

Some Native Americans did fight face to face with British regulars as they were part of the regular line units, particularly in the New England regiments. . An account of just how many served in the Continental Line has not and probably cannot be determined. . The muster rolls do not specifically list soldiers as Native Americans. . However, deserter descriptions give a clue that Native Americans were fairly common in New England regiments. . When a soldier deserted, his description was generally published in a newspaper. . Because the number of desertions in the Continental army was actually low, and there are at least three known descriptions of Native American soldiers, two from Connecticut and one from Massachusetts^v there is a good chance that Native Americans were fairly numerous in the ranks.

Most of the actions involving Native Americans took place on the frontier where they could put their style of individual fighting to best use. . They were enough of a threat to cause the Patriots to organize expeditions against them. . These expeditions included George Rogers Clark's in the Northwest and Anthony Wayne's in Georgia. . Although various tribes threatened Patriots in these areas, the most serious troubles were caused by the Iroquois along the New York frontier. . It was from here that some of the most famous incidents and participants arose.

The most notable personality was Mohawk leader Joseph Brant or Thayendanega. . Brant was an

extremely well educated Anglican convert. . He held a captain's commission in the British Indian

Department. . Brant embodied the Iroquois fight for sovereignty and struggled well past the Revolution for his people. . He made several trips to England on their behalf and was painted by some of the leading artists of his day.

In August of 1777, Brant was instrumental in setting up the Oriskany ambush of American militia sent to relieve the besieged Patriots holding Fort Stanwix. . He also engineered raids on New York settlements causing Washington to organize Sullivan's expedition against the Iroquois in 1779.

As valuable as Brant's service was to the British, it was countered by the Jane McCrae incident. . McCrae was engaged to Tory David Jones and was killed by an Indian party that was supposed to escort her. . Patriots used this incident to their advantage. . Their propaganda campaign resulted in mass militia levies, which helped defeat Burgoyne at Saratoga. . Burgoyne's defeat was a major turning point in the war as it helped the Americans secure the French Alliance.

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In the end, it did not really matter whose side Native Americans fought on. . Even though most of the Iroquois sided with the British, they lost all of their lands when the British ceded the lands to the Americans in 1783. . Decimated by European diseases, and lacking a permanent alliance of the diverse Indian nations, Native Americans were swept aside as settlers claimed their lands. . Most would never regain their ancestral homes. . Despite these setbacks, Native American culture lives on in the Iroquois Confederacy and the other nations that still exist today.

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ⁱ Barbara Graymont, *The Iroquois in the American Revolution*, (Syracuse, NY, 1912), 101.

ⁱⁱ Colin G. Calloway. *The World Turned Upside Down: India Voices from Early America*, (Boston, 1994). 141.

ⁱⁱⁱ Joseph Plumb Martin, *Private Yankee Doodle*, (Acorn Press, 1991), 118.

^{iv} Graymont, 20.

^v Marko Zlatich, *Newspaper Extracts Describing Military and Naval Dress of the American Revolutionary War; 1775-1783, Parts I and II, Military Collector and Historian*, (Washington, D.C., 1969).

The Valley Forge Encampment

19 December 1777 through 19 June 1778



General George Washington and his Staff

General George Washington and his staff wrestled with a heavy load of administrative duties to keep the Continental Army together. General orders were issued to the army daily, and correspondence to other army detachments, the Continental Congress, State governments, and various civilian and military officials required much of their time. Washington's staff of approximately eight officers were generally young and fiercely dedicated to the American cause of liberty and to the Commander-in-Chief.

"Confined to my quarters by an uninterrupted series of business, I am not able to pay that attention to matters in the field which is absolutely necessary."

General George Washington to Major General John Sullivan
February 14, 1778

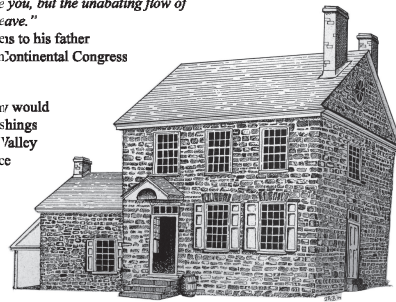
"I have long anxiously desired to see you, but the unabating flow of business restrained me from asking leave."

Staff Officer Colonel John Laurens to his father
Henry Laurens, President of the Continental Congress

Washington's Headquarters. During the war, the high ranking officers of the Continental Army would establish their quarters in local homes. Built circa 1773, the Isaac Potts House and some of the furnishings were rented by General Washington for 100 Pennsylvania pounds during the winter encampment at Valley Forge. As a single family residence, the building provided an often cramped working and living space for Washington, his staff, and Martha Washington. The operations of an entire army were managed from this house, and it quickly became the hub of the encampment.

"The General's apartments are very small."
Martha Washington writing from Valley Forge, March 7, 1778

"I have been obliged to write in a hurry, and in a small, noisy, crowded room."
Colonel John Laurens to Henry Laurens, January 20, 1778



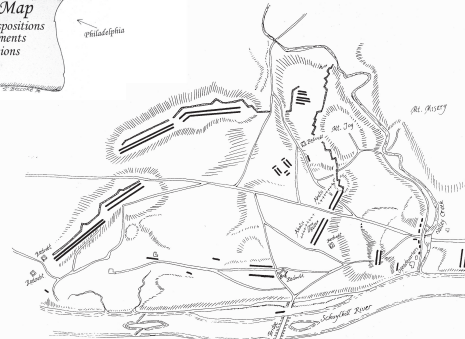
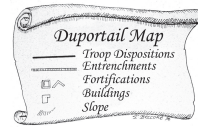
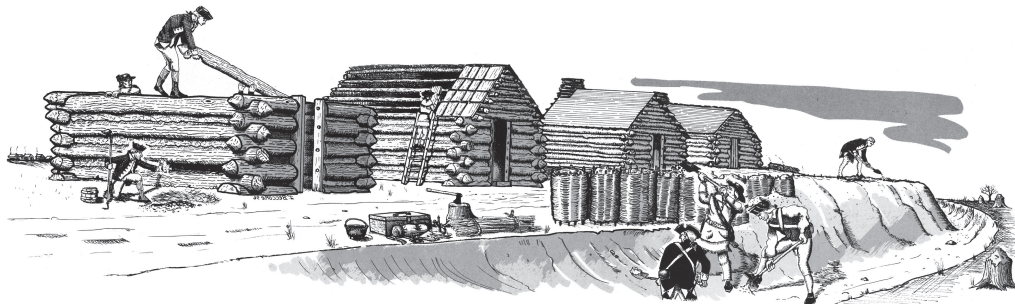
"The works marked out by the Engineers for the defense of the camp are to be executed with all possible dispatch. The Major Generals are to consult with General Duportail on the proper means and number of men necessary to execute the works."
General Orders, January 15, 1778

"The soldiers have been like a family of beavers, every one busy, some carrying logs, others mud, and the rest plastering them together. It is a curious collection of buildings in the true rustic order."

Thomas Paine to Benjamin Franklin, May 16, 1778

The Construction of Huts and Fortification. This illustration depicts two of the major construction projects undertaken by the Army—huts for shelter and fortifications for defense. The need for shelter for the approximately 12,000 soldiers was great with the oncoming winter weather, and hut construction began immediately upon the Army's arrival at Valley Forge. Washington issued building specifications for the huts and offered rewards to hasten their construction. By mid-January, most

of the soldiers had built their huts that housed twelve soldiers. Over 1000 huts would eventually be constructed, including huts for the officers, blacksmiths, and as hospitals. A system of earthwork defenses was constructed to encircle the camp and protect the Army from a possible attack by the British Army, only twenty miles away in Philadelphia. Constantly improved and modified, the fortifications were one reason why British General Sir William Howe believed Valley Forge could not be attacked "with any prospect of success."

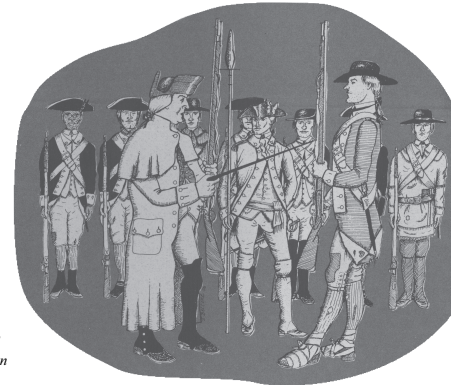


Map based on the Louis Duportail map of Valley Forge Encampment, 1777-1778, at the Historical Society of Pennsylvania.

The Duportail Map. With hills, ridges, and a wide, fairly deep river (the Schuylkill River), the Valley Forge area provided an excellent location for defense against an enemy attack. However, the Continental Army did not put its trust solely in nature. Careful planning and properly constructed fortifications made the position even stronger. Few American officers were trained in the science of military engineering. Washington's chief engineer during much of the war was Brigadier General Louis Duportail, one of several French engineering officers sent by his government to assist the Americans. Duportail laid out the Valley Forge encampment and planned a system of fortifications that included redoubts and breastworks. He sketched a map as he surveyed the ground.

"The Major Generals, accompanied by the engineers, are to view the ground attentively and fix upon the proper spot and mode for hitting so as to render the camp as strong and inaccessible as possible."

General Orders, December 20, 1777

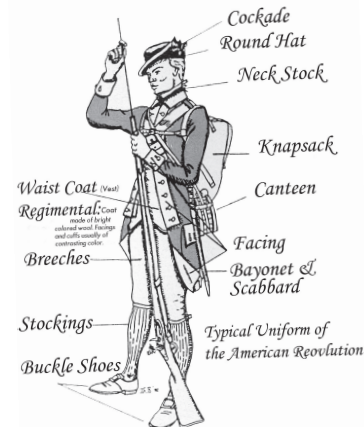


General Friedrich Wilhelm von Steuben. In January 1778, a man arrived in America who transformed the Continental Army. This was General "Baron" Frederick von Steuben a former officer in the Prussian Army of Frederick the Great. After meeting Benjamin Franklin in France, von Steuben was presented to the Continental Congress with a letter of introduction from Franklin. He reported to Washington at Valley Forge on February 23, 1778. Washington knew that the Army needed an improved system of training and discipline, and von Steuben had the experience and training to implement it. He was appointed Inspector General and prepared a military drill manual. As winter turned to spring, the rank and file were trained and drilled constantly. Even the officers received training to improve their leadership skills. When the Army marched out of Valley Forge on June 19, 1778, it was well-equipped and trained, ready to meet the British Army in battle. On June 28, at Monmouth, New Jersey, the Continental Army defeated the British, proving that the success achieved at Valley Forge far outweighed the misery endured.

"Whereas the Baron Steuben has offered his services to these states, Congress cheerfully accepts his service. He expects to be of use in planning encampments and promoting the discipline of the Army."
From the Journals of the Continental Congress

"After I had joined my regiment I was kept constantly, when off other duty, engaged in learning the Baron de Steuben's new exercise. It was a continual drill."

From the Memoirs of Joseph Plumb Martin.



- Cockade
 - Round Hat
 - Neck Stock
 - Knapsack
 - Canteen
 - Waist Coat (wool)
 - Regimental: coat (made of bright colored wool, lined with usually of contrasting color)
 - Facing
 - Bayonet & Scabbard
 - Breeches
 - Stockings
 - Buckle Shoes
- Typical Uniform of the American Revolution