

Life of a Private



Jamestown - Yorktown
Foundation

LIFE OF A PRIVATE Introduction

The Jamestown-Yorktown Foundation is the agency of the Commonwealth of Virginia that operates the Jamestown Settlement and the Yorktown Victory Center. Through these two museums, the Foundation accomplishes its educational mission of commemorating the first permanent English settlement in the New World and the American Revolution.

This booklet is designed to provide teachers with information and activities that will help students participating in the Foundation's educational program, **"Life of a Private"**, gain the most from their experience. This booklet is divided into two sections: Background Information, and Activities. The Background Information section provides a short essay on the motivations and experiences of the common soldier during the Revolutionary War. The Activities section includes four activities including a timeline worksheet, vocabulary and crossword puzzle, journal writing, and a focus on the choices made by African-Americans to fight which are suggested for use before the program. Activities suggested for follow-up to the program include revised journal writing, math problems pertaining to defense works, recipes for a soldier's meal, and riddles.

The program **"Life of a Private"** is designed to provide students with an overview of the private's life during the Revolutionary War. The classroom portion of the program -- for on-site and outreach -- takes time to analyze artifacts which would have been used by a soldier. Issues related to patriotism; government promises and shortfalls; health and medical care; roles played by women and African-Americans; and development of a professional soldier will be explored in the course of examining the private's haversack. When students participate in this program as part of their on-site experience, they will have an opportunity to walk the timeline of history, "Road to Revolution"; exhibits will focus on the "Witnesses to Revolution" -- the choices that were made to support or oppose the movement to freedom and the impact of the war on people's lives; costumed interpreters in the encampment will further illustrate the life of the Revolutionary War soldiers. Specific objectives of the program are:

1. Be able to give 3 motivations for choosing to be a private in the Revolutionary army.
2. Know 3 hardships experienced by the soldiers in the Revolutionary War.
3. Understand the difference between the Continental Army and the Militia.
4. Be able to describe the role played by women and African Americans during the Revolutionary War.

LIFE OF A PRIVATE

Background Information

Teacher Guide

Life of A Private Background Information

By July of 1776, when the **Declaration of Independence** was signed, the Revolutionary War had been raging for over a year. American colonists, tired of Great Britain's attempts to raise taxes and control their lives, had answered the call to arms to defend their freedom.

To the sound of fife and drums, thousands of men joined the Continental Army, under the command of General George Washington. Most of these men, from the middle and lower classes, **enlisted** in the army as **privates**. Included in the ranks of the enlisted were black soldiers. By the end of the war, only two states -- Georgia and South Carolina -- refused to allow African-Americans to serve in the military despite wide-spread concern that once armed, there would be slave uprisings.

All of these men joined the army for certain reasons. For some, the army provided a steady job and income which would help support the family. For others, the army provided adventure and excitement. **Patriotism** was what brought still other men into the Continental ranks. For the black soldiers, the promise of freedom drew them to whichever side seemed most likely to deliver them from a life of slavery. Also important in bringing in soldiers was the promise of land after the war was over. Soldiers fought for any or all of the reasons listed above.

Officers were usually wealthier men selected from the upper class. Honor and pride stirred them to support the cause of rebellion by helping to organize and equip units of soldiers. Very few officers earned their positions by rising from the enlisted ranks. The men who joined the Continental Army, either officers or enlisted, usually made a commitment to stay in for at least one year, and often, after 1779, they joined to serve until the war was over.

Most men who joined the army served as privates (the army hierarchy closely reflected the existing socio-economic class structure). In the Continental Army each soldier was supposed to receive a food ration, clothing, and at the beginning of the war, a payment of \$6.67 per month. By 1777, the pay was increased by about 30%. A typical daily ration was to have included one pound of bread (or flour), one pound of beef (or salt fish), or 3/4 pound of pork, one half pint of peas or beans, some rum or whiskey, and occasionally rice, milk, or vegetables. First-hand accounts indicate that soldiers often received less than this or sometimes nothing.

All of these promises were made to soldiers by the **Continental Congress**, which supervised the army. Unfortunately, the Congress had many problems keeping these promises. The **Quartermaster** (or supply) Office was not well organized and did not do a good job of getting the food and other supplies to the soldiers. **Transporting** the supplies

was difficult because roads were in poor repair and wagons were hard to find. Congress had a difficult time raising enough money to pay for all these items. Cloth, for uniforms, was expensive and hard to obtain because Great Britain had supplied the colonies with most cloth and clothing before the war. Congress tried to solve its problems by borrowing money from France and Holland, printing more paper money, **impressment** of farmer's crops, and even allowing soldiers to **forage** the countryside for food. Nevertheless, supplies were very short for the soldiers.

As a result of the inability to deliver promised supplies, conditions for the soldiers were very poor. Their clothing was often in tatters, and many soldiers did not have shoes. Although they were promised daily **rations**, they rarely received everything they were supposed to get. Often the situation was so terrible that soldiers reported not eating for days and then resorted to stealing food to keep themselves alive.

Although it may have been necessary for survival, stealing was still a crime. Like other offenses, it often brought severe punishments. Punishment was supposed to maintain the discipline of the army, and most punishments were physical. An offending soldier would be made to feel pain as well as to know humiliation in front of his fellow soldiers, however his punishment would usually not be so severe that he could not resume his duties. Because whipping was the most common punishment, he might feel the sting of a "cat-a-nine-tails" on his bare back or the soldier might be made to "run the gauntlet" when rows of men would whip with switches as he passed between. Less often, he might know the suffering of the "picket and staub" with wrists tied above his head, his body would be lifted so that he could only rest his foot on a sharpened stick. Only in extreme cases would the army resort to executing a soldier. These punishments were necessary during the war in order to keep the army disciplined and willing to fight.

When injured by warfare or punishment or sick because diseases were so widespread due to the poor conditions, soldiers turned to the camp surgeon for medical treatment. While some Revolutionary War surgeons were well-trained by 18th-century standards, others took advantage of the shortage of trained medical practitioners to secure jobs for which they were not qualified. Even the best of surgeons, however, did not have sufficient medicine or supplies throughout the war to give the best treatment. Nine out of every ten deaths in the army resulted from disease and sickness, not from wounds received in battle.

Continental soldiers were not the only men fighting for the colonies during the Revolutionary War. Colonial **Militia** units were called up by Congress to help the regular army in times of emergency. These militia units were run by their colony's governor. All healthy men between the ages of sixteen and sixty were required by law to serve in the

militia. This meant that their attendance was required at **Muste**r (training) **Days** and that they had to serve when the unit was called to the battlefield, which was usually for two or three months at a time. Although the militia was technically separate from the Continental Army, during the Revolution, the militia was under the command of the army. While serving, militia men received the same pay, rations, and general treatment as Continental soldiers.

Women also made up part of the American forces. Officer's wives, including Martha Washington, sometimes stayed with their husbands during winter encampments to show their support. Most of the women who traveled with the army, however, were enlisted men's wives who chose to face the hardships of army life for many reasons. Events of the war may have left them with no home or means of earning money for food and a place to live. While with the army, these women provided essential support services including nursing the sick and wounded, supporting artillery units in battle (by carrying water for swabbing cannons), and helping to maintain the clothing of the troops. For their work, they were promised pay and half of the rations provided for the men; like the men, they often did not receive what they were promised. Even though they did important work for the army, they had to travel behind the supply wagons and find shelter where they could.

Both men and women endured many hardships during the Revolutionary War. Food, clothing, and even shelter were often hard to come by. Many times, soldiers did not receive their pay. Yet, the cause of independence was strong enough to keep these men fighting until the British surrendered at Yorktown on October 19, 1781. The Treaty of Paris granted American independence in September of 1783. Few of the black soldiers who fought for freedom received the promises of the Revolution; their freedom would not come for another century. Some soldiers receiving land grants moved west to claim their reward while many others sold the grant to speculators. The privates were off the battlefield and back home where they could once again help this new nation to grow and develop.

SUGGESTED READINGS

Dann, John C., ed. The Revolution Remembered: Eyewitness Accounts of the War for Independence. 1980.

Lancaster, Bruce. American Heritage History of the American Revolution. 1971.

Martin, Joseph P. Private Yankee Doodle. 1962.

Mitchell, Joseph B. Decisive Battles of the American Revolution. 1962.

Quarles, Benjamin. The Negro in the American Revolution. 1961.

LIFE OF A PRIVATE

Activities

LIFE OF A PRIVATE: ACTIVITIES

ACTIVITY I. Students will gain most from this program when they have a sense of the sequence of events during the Revolutionary period. Part of the program at the Yorktown Victory Center includes a walk down a time line that begins with the French and Indian War and ends with the founding of a new nation. **Activity I** allows students to visually identify five important events of the period involving the common soldier. After identifying the events -- which may require using some research skills, -- students are to place these events correctly on a time line. Finally, they are encouraged to place additional events on the timeline.

This activity lends itself well to group and class efforts. Assign one event to each of five groups. Each group should then research the event and select the corresponding picture. The correct picture could be cut and placed on a class timeline to which other events can be added throughout the study unit.

ANSWERS: **REVOLUTIONARY EVENTS--ANSWER KEY**

The Battle of Trenton: Picture #5 depicts the troops crossing the Delaware River -- the strategy employed for the surprise attack on Hessian troops on Christmas morning at Trenton. The picture showing a standing figure is a common depiction of the event, however, the boat would have tipped if anyone had been so foolish as to stand. December 25, 1776.

Surrender at Yorktown: Picture #1. The British officer is surrendering his sword to General Lincoln, a deputy of General Washington. When Cornwallis did not appear but sent his deputy, Washington deferred to Lincoln. October 19, 1781.

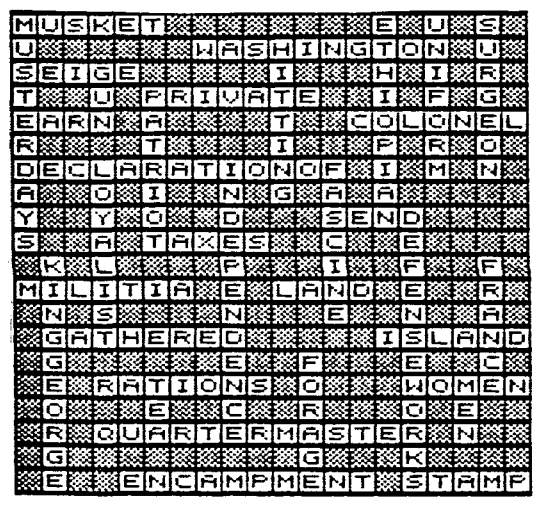
Battle of Lexington: Picture #3. The primary clue to this picture is the civilian dress of the combatants. The battles of Lexington and Concord as well as the return march to Boston were important battles involving local militia; the Continental Army had still not been formed. April 19, 1775.

Valley Forge: Picture #2. The winter of 1777-78, was particularly cold and harsh. With the long encampment, soldiers built crude huts, however, they lacked food, clothing, blankets, and other necessary supplies.

Battle of Breed's Hill: Picture #4. The superior British army defeated the ill-equipped American forces trying to defend the hills surrounding Boston Harbor. June 17, 1775.

	EVENT	PICTURE #
1765	Stamp Act	
1766		
1767	Townshend Act	
1768		
1769		
1770	Boston Massacre	
1771		
1772		
1773	Boston Tea Party	
1774	First Continental Congress	
1775	<u>April 19, Battle of Lexington</u>	<u>3</u>
	May, Second Continental Congress	
	<u>June 17, Battle of Breed's Hill</u>	<u>4</u>
1776	July 4, Declaration of Independence	
	<u>December 25, Battle of Trenton</u>	<u>5</u>
1777	Articles of Confederation	
	<u>Valley Forge, Winter 1777-78</u>	<u>2</u>
1778	French Treaty of Alliance	
1779		
1780		
1781	<u>October, Surrender at Yorktown</u>	<u>1</u>
1782		
1783	Treaty of Paris	
	1789 -- G. W. Became President	

Activity II. Key vocabulary words are identified and defined in the "Mini Dictionary." To help students become familiar with the vocabulary, make copies of the mini-dictionary for students to use as they complete the "Life of a Private" crossword puzzle. Answers for the puzzle are below.



Activity III. Information about the private in the Revolutionary Army is more difficult to obtain than information about officers. However, we do have access to some diaries, letters, newspaper accounts, and surviving artifacts. Jeremiah Greenman's journal has been a rich source of information about the war. A one page sheet, "Diary of a Common Soldier" tells about Jeremiah and includes some excerpts from his diary. Have students read the page and then do the accompanying worksheet. Jeremiah Greenman is one of the "Witnesses to the Revolution" who has been included in the new Yorktown Victory Center exhibit. Your students will have an opportunity to learn more about him if their program is at Yorktown.

Activity IV. A less well known story of the Revolutionary War was the role of black soldiers. Using the two page activity "Fighting for Freedom" encourage students to begin to think about choices that various people made to support or not support the war and reasons why some would choose the British side rather than the American. Since some students may want to pursue these issues further, suggested sources of information have been provided.

Activity V. Using new information students have learned during their Life of a Private program, have them rewrite and expand their journal entry completed in Activity III. Students may want to include descriptions of tents and camps; a visit to the surgeon; battle descriptions. Students may be encouraged to do additional research that may have been prompted by the program.

Activity VI. The Army needed math skills to plan their defensive works. The activity sheet presents some math challenges for students. Students who enjoy model-making, using clay bases, twigs, and twine, may wish to use this information to create a model of a redoubt.

ANSWERS:

1. 3 gabions (diameter=2 ft.; 6 divided by 2=3)
2. 6 gabions (dia.=2 ft.; 12 divided by 2=6)
3. 6 fascines gabion=3 ft. tall; fascines=6" dia.
(3 ft. divided by 6"=6)
4. 2 fascines (12 ft.length divided by 6 ft. length=2)
5. The end would be 12 feet and each chevaux is 6 feet long, 2 chevaux are needed.

Activity VII. A soldier's rations - when provided - offered a limited diet. The daily bread ration was often met by providing the soldier with 1 pound of flour -- corn meal or wheat. With no oven or yeast, a soldier's bread was made using a little salt and water with the flour. The dough, flattened like a pancake, would cook slowly beside the fire. The pot shared by 6 soldiers would be used to cook the stew or soup that they could make using their rations of dried vegetables, rice, and meat. They might be able to flavor with onions or potatoes that they were able to forage. The soup might be poured over the hard bread to allow it to soften. Use the "Soldier's Rations" to prepare a soldier's meal for the class to sample. An interesting follow-up to this activity would be to have a soldier of the 1990's talk to the class about rations and living conditions today.

Activity VIII. Have students complete the "Who Am I" sheet. Suggest that they create new riddles based on their unit study. This activity could also be used on an ongoing activity for center work. Each day students would have a new riddle to solve.

ANSWERS:

- | | |
|-------------------------|-----------------------|
| 1. Thomas Paine | 8. Loyalists |
| 2. Sam Adams | 9. Patriots |
| 3. Crispus Attucks | 10. Paul Revere |
| 4. Minute Men | 11. Patrick Henry |
| 5. Continental Congress | 12. George Washington |
| 6. King George III | 13. Hessians |
| 7. Robert R. Livingston | 14. Richard Henry Lee |
| John Adams | 15. Lord Dunmore |
| Benjamin Franklin | 16. "Lord Dunmore's |
| Roger Sherman | Ethiopian Regiment |
| Thomas Jefferson | |

REVOLUTIONARY EVENTS

It helps to know when events happened in order to understand the Revolutionary War. Five events from the Revolutionary War are listed below in no special order.

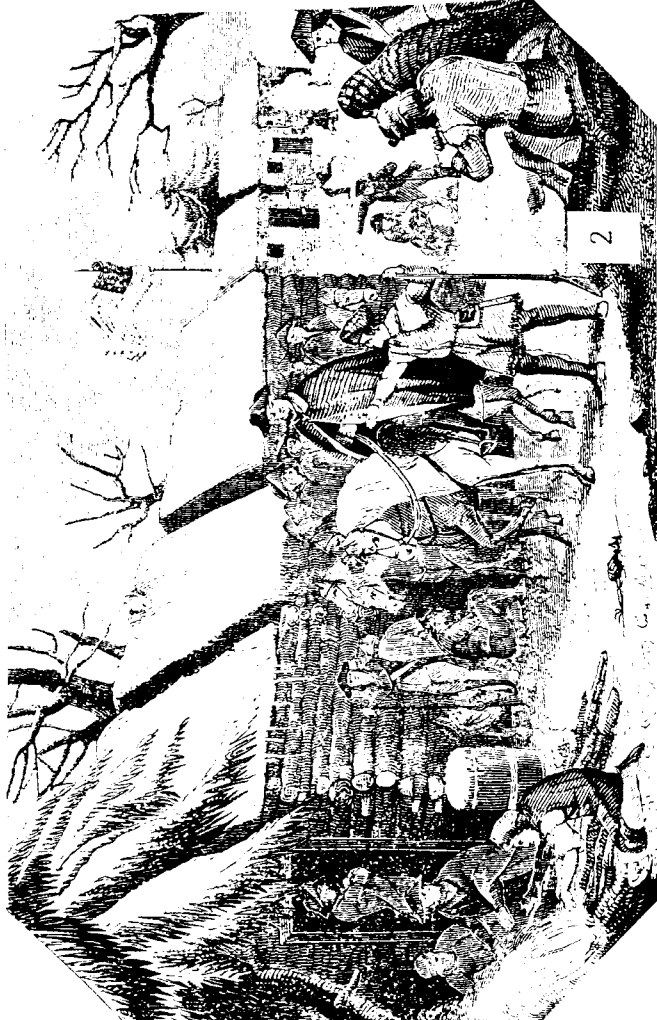
- The Battle of Trenton
- Surrender at Yorktown
- Battle of Lexington
- Valley Forge
- Battle of Breed's Hill

Read about each of these events. Find out the dates when they occurred. Match the event with the correct picture included on the accompanying picture sheet. Look for clues in the pictures that tell who is fighting or geographical features that locate the event. When you can identify the picture with the event and know the date of the event, complete the timeline below.

	EVENT	PICTURE #
1765		
1766		
1767		
1768		
1769		
1770		
1771		
1772		
1773		
1774		
1775	_____	_____
	_____	_____
1776	_____	_____
	_____	_____
1777	_____	_____
	_____	_____
1778		
1779		
1780		
1781	_____	_____
1782		
1783		
1784		
1785		

Fit these events into your timeline:

- | | |
|----------------------------------|-----------------------|
| Articles of Confederation_____ | Treaty of Paris_____ |
| Declaration of Independence_____ | Boston Tea Party_____ |
| 1st Continental Congress_____ | Stamp Act_____ |
| French Treaty of Alliance_____ | Townshend Acts_____ |
| 2nd Continental Congress_____ | Boston Massacre_____ |
- CHALLENGE: George Washington's inauguration as President_____



**REVOLUTIONARY
EVENTS**

**WHAT DOES
THE PICTURE
TELL US?**

LIFE OF A PRIVATE MINI-DICTIONARY

Chevaux: Many-pointed barrier used to block a battlefield particularly against the advances of horse-mounted soldiers.

Continental Congress: Political body of representatives from the thirteen colonies whose job it was to unite and govern the colonies.

Declaration of Independence: Paper written by Thomas Jefferson which declared that the thirteen colonies should be free and independent from Great Britain.

Defense: Protection from attack by an enemy. A fort provides defensive protection from the enemy.

Encampment: Temporary military camp set up to house soldiers and wounded.

Enlist: To join or enroll in the military.

Execution: Punishment by death.

Fascine: A bundle of sticks tied together to help provide framework in earthen defensive works.

Forage: To wander or go in search of food or supplies. The soldiers would forage for food when they did not receive their rations.

Gabion: A hollow basket-like structure made from trees and vines and used to provide support for earthenworks.

Gill: A unit of liquid measure equal to one fourth of a pint or four ounces.

Impressment: The act of taking over farm land or supplies for use by the army.

Linear tactics: A military method using soldiers ordered in long lines who fired their weapons together and fought the enemy while maintaining their lines. The line attempted to break the line of the enemy and drive them off the battlefield.

Loyalists: Those colonists who remained loyal to Great Britain.

Militia: Run by each colony's governor, this organization aided the Continental Army in times of emergency. All men in the colonies between ages sixteen and sixty had to serve in their local militia unit.

Muskets: Smooth-bore guns used by the soldiers in the Revolutionary War. The English muskets were called "Brown Bess" muskets. The French used and provided the Americans with "Charlesville" muskets. Both used a spark created by flint striking steel as the firing mechanism. Muskets could be loaded and fired as quickly as four times a minute and were most effective using **linear tactics**.

Muster Days: Special days set aside when militia units practiced marching and musket firing.

Officers: The soldiers who were put in positions to give orders and lead the enlisted ranks. In order from lowest ranking officer to highest are lieutenant, captain, major, colonel, and general.

Patriots: The Americans who opposed Great Britain and fought to establish an independent American nation.

Privates: One of the two lowest ranks in the army.

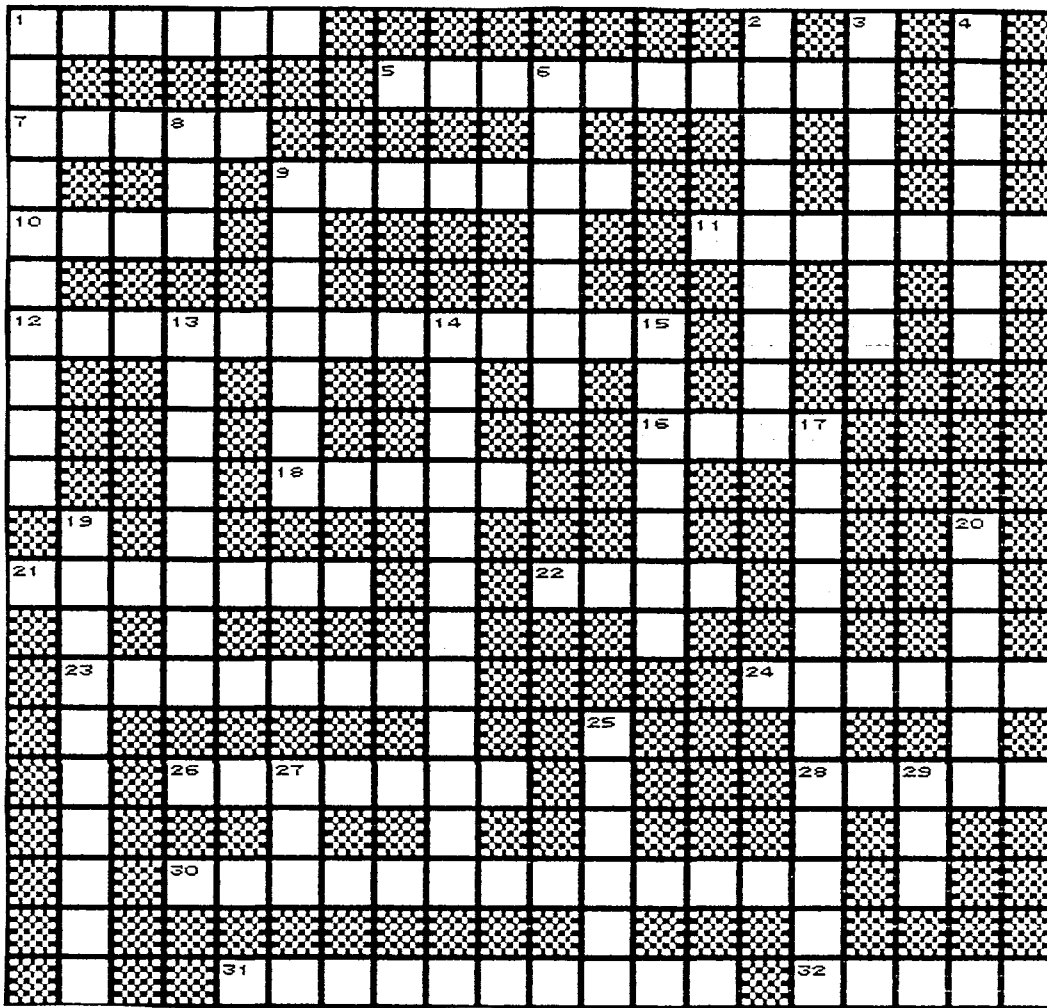
Quartermaster Office: Department of the Army responsible for getting all of the supplies to the soldiers.

Rations: A fixed daily amount of food or supplies provided for someone.

Seige: The process of surrounding the enemy to prevent escape and to prevent the enemy from receiving fresh supplies.

Taxes: Required payments of money to the government; often the amount of tax is a percentage of the value of the product being taxed.

Transporting: The act of carrying or moving goods or people from one place to another.



LIFE OF A PRIVATE



ACROSS CLUES

1. The main weapon used by privates during the Revolution.
5. General of the American army.
7. Surround a place to prevent escape.
9. The rank of most soldiers.
10. Soldiers could ___ \$6.67/ month.
11. A high ranking officer.
12. With 14 Down, American document that stated reasons for war.
16. To ___ his message of surrender, Cornwallis raised a white flag.
18. Americans refused to pay these without being represented.
21. Every colony had one of these military organizations to defend the colony from attack.
22. Some soldiers who enlisted were promised 50 acres of ___.
23. Residents of Yorktown ___ on Surrender Field to watch the British march by in defeat.
24. Rhode ___ organized a whole regiment of African Americans with the promise of freedom.
26. Daily food allowance that was promised to the soldiers.
28. ___ were not permitted to enlist in the Revolutionary Army.
30. Army office responsible for supplying the army in the field.
31. Where soldiers set up tents.
32. The ___ Act required that every paper product be taxed.

DOWN CLUES

1. Days when militia units trained.
2. The regiment of slaves organized by Lord Dunmore.
3. Every soldier was to be given a ___ to wear.
4. Military units would have a ___ to treat disease and wounds.
6. When soldiers fired muskets all at once in their line, they were sure of ___ something.
8. A flintlock musket is one.
9. A person who believed in the American fight for freedom.
13. A person who supported England and the King in the Revolution.
14. See 12 Across.
15. A bundle of sticks tied together to use to build earth defenses.
17. Earthen forts built to protect.
19. The English ruler during the American War for Independence.
20. One nation that helped America in the Revolutionary War.
25. To go in search of something such as food.
27. Patriots refused to allow this luxury product to be unloaded from the ships.
29. Minute ___ were militia units fighting at Lexington and Concord.

DIARY OF A COMMON SOLDIER

At the age of 17, Jeremiah Greenman of Newport, Rhode Island, went to war "to make a man of himself" and to serve his nation. Jeremiah began his career as a private; marched as far north as Quebec and as far south as Philadelphia; was a prisoner of war twice; reenlisted several times; and rose to the ranks of officer by the end of the conflict. Entries in the diary indicate the lack of supplies, especially in the early years; days that led into months when little of note occurred except changes in the weather; common punishments for various offenses; and most significantly, the point of view of the common soldier.

September 1775 Cannabeck [Kennebec]

M 18. had orders for to be in readiness for to imbarck. In the evening wint all on board our fleat consisting of a[bout] eleven in Number / our troops consist of 13 hundred 11 [companies] of musquet men 3: of rifle/ we lay in the river on b[oard?] of our Shiping.

This first entry indicates the inaccuracies of English usage that occur throughout the diary. Greenman's education was limited, however, most privates in the American army probably could not read and write.

On the Quebec Campaign. October 1775.

T[uesday] 31. Set out this morn very early / left 5 sick men in the woods that was not abel to march / left two well men with them but what litel provision thay had did not last them / we gave out of our little / every man gave sum but the men that was left was obliged to leave them to the mercy of wild beast / this day as we ware pasing along the river we saw 3 Cannows that went forward with the advance party stove against ye rok / we passed 2 pair of fall / we had very bad traviling thro ye woods and Swamps / our provision being very Short hear we killed a dog / I got a small peace of it and sum broth that it was boyled with a great deal of trubel / then, lay down took our blancots and slep very harty for the times.

In Newport, Rhode Island. September 1779.

T[uesday] 30. this day set on a court martial / tried 4 prisoners for abusing an inhabitant / found Guilty and sentinced to receive 100 lashes each one worse than ye rest / order'd by the court to be piquited 15 moments, two hasans deserted from the Island of Connannicut by a fishing [boat] / they inform us thay had heard in Newport that the french fleet had arrived at Sandy Hook /

Diary of a Common Soldier in the American Revolution, 1715-1783: An Annotated Edition of the Military Journal of Jeremiah Greenman.

REVOLUTIONARY WAR SOLDIER

We know what life was like for the Revolutionary War soldier because some wrote daily journals to tell what was happening to them. Pretend that you are a soldier fighting in America's war for independence. You are one of the few who can actually write. Write a journal entry to tell about your life. The date and place you choose will determine your writing. Here are some ideas to get you started.

(Sometime between 1776-1781)

(Someplace in the colonies)

I am glad
 scared
 hungry

We are digging trenches night and day.
 trying to stay warm.
 hoping for a victory.

(Write a paragraph describing one of the following:
 A march from one camp to another.
 A meal you and your tent companions fixed.
 A visit to the camp surgeon for medical care.)

FIGHTING FOR FREEDOM

On November 7, 1775, on board His Majesty, King George's ship **William**, Lord Dunmore, Governor of the rebellious colony of Virginia, declared martial law. Colonists who continued to oppose the laws of the King would be traitors. It was his desire to raise an army of those loyal to the King so that right order could be restored to the King's colony. He thereby issued the following order:

"...I do hereby further declare all indented servants, Negroes, or others, ...free, that are able to and willing to bear arms, they joining His Majesty's Troops, as soon as may be, for the more speedily reducing the Colony to a proper sense of their duty, to His Majesty's crown and dignity."

Put yourself back in Yorktown on November 15, 1775, when Lord Dunmore's order was made public. How would you feel or how might you act if you were.....

A "rebellious" colonist? _____

A slave of that rebellious colonist? _____

A loyalist? _____

A slave of that loyalist? _____

What do you think actually happened as a result of the Governor's proclamation?

FIGHTING FOR FREEDOM: WHAT HAPPENED?

The Response of the Rebels: The Continental Congress recommended that Virginia resist Dunmore; it was advised that warships be sent to destroy the Governor's fleet. Local Virginians wrote letters to the Virginia Gazette that slaves should be warned that Dunmore would only take the fit, male slaves; others would be returned to their masters. Also, the English by their policies had contributed more than anyone to the slave policies and should not be trusted. Patrols were set up to catch escaping slaves so that they could be returned.

The Response of the Loyalists: The Loyalists encouraged slaves of rebels to leave. They were content in the knowledge that a British victory would ensure that their "property" would be safe. Slaves of Loyalists who sought freedom with Dunmore, were returned to their masters.

The Response of Slaves: Numbers are difficult to verify. At the Battle of Great Bridge, Dunmore reportedly had 600 soldiers, half of whom were black. He reportedly armed and outfitted the soldiers as quickly as they came to his attention. He named his recruits "Lord Dunmore's Ethiopian Regiment" and had the slogan "Liberty to Slaves" stitched across their uniforms. After accepting defeat at Great Bridge (where blacks fought on both sides), Dunmore retreated to his ships and continued to train his new recruits.

What happened? Dunmore's call for slave-colonists to fight for the King was one of the most successful attempts to get Americans fighting for the British cause. His successes caused fear among the rebels. The long, hot Virginia summer may have been his undoing. On board the crowded ships, small pox arrived. Dunmore's attempts to separate the sick and the well did not stop the spread of the fever. By the time, Dunmore retreated in the spring of 1776, the corps may have dwindled to as few as 150. However, Dunmore became a hero among black slaves dreaming of freedom -- they even named their children after him. A few of the blacks who fought for the British were actually taken to free colonies in Nova Scotia and Sierra Leone. Some of the black men who fought on the American side were rewarded with their freedom as well. But, by the time the American Revolution ended, slaves all over Virginia had come to realize that the talk of liberty and freedom applied only to the white men.

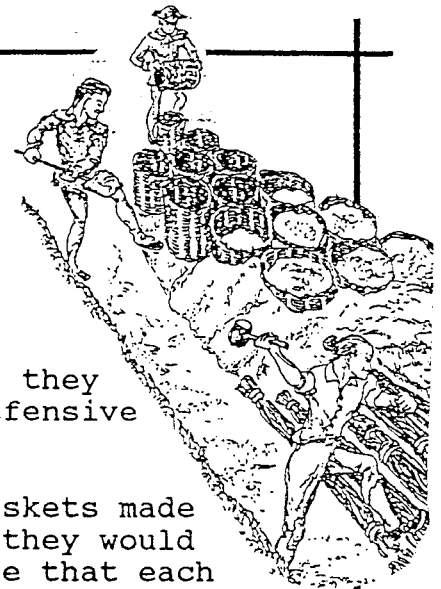
For more reading:

Kaplan, Sidney, and Emma Nogrady Kaplan. The Black Presence in the Era of the American Revolution. Rev. ed. The University of Massachusetts Press, Amherst, 1989.

Quarles, Benjamin. The Negro in the American Revolution. W. W. Norton & Company, New York, 1973.

BUILDING DEFENSIVE WORKS

In order to protect themselves from enemy cannons, troops would build earthen forts. Have you ever tried to pile sand or dirt into a pile? How high does your pile get before it starts to collapse? The soldiers needed high protection so they learned to provide wooden frameworks for their defensive works.



1. Gabions -- These are actually hollow baskets made from small trees and vines. Placed in position, they would be filled with dirt. For math challenge, estimate that each gabion is 2 feet in diameter and 3 feet tall.

2. Fascines -- these are bundles of sticks tied together in lengths of 5 to 12 feet. For math challenge, make them 6 feet long and 6 inches in diameter.

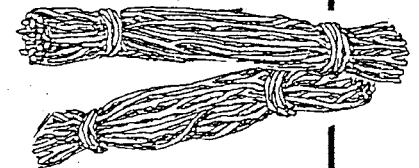
3. Chevaux -- These pointed barriers were invented by the French as a barrier against horse-mounted soldiers. They wanted to prevent the horses from entering the battle by jumping barriers. For math challenge, each one will be 6 feet long.

MATH CHALLENGE: To build a triangular-shaped defensive works 12 feet on each side with 6 feet thick walls. One end is blocked with Chevaux.

1. How many gabions will we need to make the walls 6-feet thick?

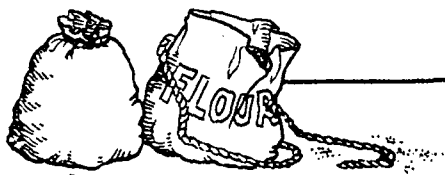
2. How many gabions need to be in a line to make a 12 feet wall?

3. How many fascines need to be stacked up to be as tall as a gabion?



4. How many fascines layed end to end are needed to make the length of one wall?

5. Make a diagram of your fort below. How many chevaux's will you use to close the end?



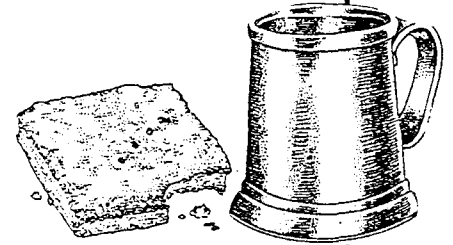
A SOLDIER'S RATIONS

SOLDIER'S BREAD

Before refrigerators and preservatives, soldiers had to take foods with them on their journeys that would not spoil. One common food, known by soldiers as far back as Roman days, was simply hard bread. Made out of flour, water, and salt, the bread could be soaked in a soldier's drink or broth before he ate it.

Follow the directions below and make your own batch of soldier's bread.

Ingredients: 1 Cup Flour
1/3 Cup Water
1 Tablespoon Salt



Mix flour and salt in a large mixing bowl. Add water and stir until thoroughly mixed. Knead mixture lightly by hand. Roll mixture onto cookie sheet until about 1/4 inch thick. Cut into 3 inch squares. Poke each square one time with a fork. Bake at 350 degrees for twenty minutes. Let cool. Serve with beverage or soup.

BEAN SOUP

Ingredients: 1 Cup dried beans or peas (any variety)
1 Tablespoon whole grain rice
1 pound of salt pork
1 small onion chopped
1 Tablespoon cider vinegar
Pepper to taste



Soak beans overnight. Slice through salt pork to core making 3-4 slashes. Put pork and onion into pot and cook to soften onion. Add beans, rice, and vinegar to pot and cover with water. Cook until beans are tender -- several hours. Serve over soldier's bread.

DID YOU KNOW?

Revolutionary War soldiers had limited amounts of food and were given a "ration" of food each week. Their ration was supposed to include 1/4 lb. salted or dried meat, dried beans or peas, one pound of dried flour, and 1/2 gill of rum. Because they did not have refrigerators, they carried dried foods that would not spoil. Whenever they could, soldiers would gather fresh vegetables and berries to help make their meals more enjoyable.

The typical soldier today has a similar system of getting food during combat. Dried, freeze dried, and canned foods make up the typical combat rations. Like soldiers of the Revolutionary War, today's soldiers get fresh vegetables when they can in order to make their meals a little tastier.

WHO AM I?

1. I wrote the pamphlet called COMMON SENSE. Who am I?
2. I was a radical who founded a Boston Chapter of the Sons of Liberty. Who am I?
3. I was a famous black hero who died in a fight known as the Boston Massacre. Who am I?
4. We were civilian soldiers who were supposed to be ready on a moment's notice. Who am I?
5. We met at Philadelphia in 1774 to talk about the colonies' problems with Great Britain.
6. I was the King of England during the Revolutionary War. Who am I?
7. We were on the committee to write the Declaration of Independence. Name four of us.
8. We decided to support England during the Revolutionary War. Who are we?
9. We were Americans who supported independence. Who are we?
10. I rode to tell the people, "The British are coming!" Who are we?
11. I said, "Give me liberty or give me death." Who am I?
12. I was appointed commander of the Continental Army. Who am I?
13. We were hired by the King to serve in English armies in America. We were from Germany. Who were we?
14. I am from Virginia. At the second Continental Congress I said, "Resolved, that these United Colonies are, and of right ought to be, free and independent states." Who am I?
15. I was the Royal Governor of Virginia who promised freedom to all slaves belonging to rebellious colonists when they escaped to fight for the King. Who was I?
16. We were slaves who escaped to fight for England in a Virginia regiment organized by the Royal Governor. Who are we?

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