

# SECTION 2

## The Enemy Surrounded Them

“O doleful! doleful! doleful!—Blood! Carnage! Fire! . . . Many battalions, of excellent men, went out into the woods on the right and left wing of the enemy;—Alas! numbers went never to return!—The enemy surrounded them. . . . Many, many we fear are lost.”

—American soldier Philip Fithian, describing fighting in New York, 1776

◀ At Saratoga, American General Benedict Arnold won a key victory over the British.

## A Critical Time

### Objectives

- Discover the results of fighting in the Middle States.
- Understand why the Battle of Saratoga was a turning point in the American Revolution.
- Learn how foreign nations and volunteers helped the Americans.

### Reading Skill

#### Apply the Meanings of Prefixes

Prefixes—word parts added to the beginning of words or word roots—can dramatically affect a word’s meaning. Applying the meanings of common prefixes will help you define unfamiliar words. Piece together a likely meaning. Check how the word is used within the content of the surrounding text. If necessary, use a dictionary.

### Key Terms and People

Nathan Hale  
mercenary  
alliance  
Marquis de Lafayette

cavalry  
Friedrich von Steuben

**Why It Matters** The thirteen colonies had proclaimed their independence. But this declaration would have lasting meaning only if Washington and his army of poorly trained troops could win victories over the powerful British army.

**Section Focus Question: How were the early years of the war a critical time?**

### Retreat From New York

In mid-1776, the heavy fighting shifted from New England to the Middle States. There, the Continental army suffered through the worst days of the war.

**Attack and Retreat** In June 1776, just as the Continental Congress was considering independence, a large British fleet arrived off New York. Sir William Howe, the British commander, gathered his forces on Staten Island, at the southern edge of New York harbor.

Washington expected Howe’s attack. He already had led his forces south from Boston to Brooklyn on Long Island. However, his army was no match for the British. Howe had about 34,000 well-trained troops and 10,000 sailors, as well as ships to ferry them ashore. Washington had fewer than 20,000 poorly trained troops and no navy.

That summer saw a long series of battles and American retreats. In the Battle of Long Island, in August 1776, the British drove Washington’s troops out of Brooklyn. The following month, Washington had to abandon New York City. The British pursued the Americans north to White Plains, then west and south across New Jersey.

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## Section 2

### Step-by-Step Instruction

### Review and Preview

Students have read about the grievances the colonists had with British rule. Now they will learn how Americans won their independence.

### Section Focus Question

#### How were the early years of the war a critical time?

Before you begin the lesson for the day, write the Section Focus Question on the board. (*Lesson focus: The Continental army faced hardships and defeat.*)

### Prepare to Read

#### Build Background Knowledge

Review with students the events that led up to the American Revolution. Then ask students to scan the headings and images to identify some of the major battles fought during the war. Ask them to make a prediction about the outcome of the Revolution. After they make a prediction about what they will learn, address any misconceptions. Remind students to confirm or revise their predictions after they read this section.

#### Set a Purpose

- Read each statement in the Reading Readiness Guide aloud. Ask students to mark the statements True or False.

**All in One Teaching Resources, Unit 2,** Reading Readiness Guide, p. 44

- Have students discuss the statements in pairs or groups of four, then mark the worksheets again. Use the Numbered Heads participation strategy (TE, p. T24) to call on students to share their group’s perspectives. The students will return to these worksheets later.

### Vocabulary Builder

Use the information below to teach students this section’s high-use words.

#### High-Use Word Definition and Sample Sentence

vital, p. 183	<i>adj.</i> necessary; of great importance Shipbuilding played a <b>vital</b> role in the New England economy.
transform, p. 183	<i>v.</i> to change from one thing or condition to another The battles of Lexington and Concord <b>transformed</b> the colonial struggle from a protest to a revolution.

## Teach

### Retreat from New York

p. 179


#### Instruction

L2

- **Vocabulary Builder** Before teaching this section, preteach the High-Use Words **vital** and **transform**, using the strategy on TE p. T21.
- **Key Terms** Have students continue filling in the See It–Remember It chart for the Key Terms in this chapter.
- Read *Retreat from New York* with students using the Structured Silent Reading strategy (TE, p. T22).
- Ask: **What was the result of fighting in New York?** (*The colonists were forced to retreat from New York into New Jersey.*)
- Discuss the reasons for repeated Continental army defeats. Have students contrast the British and American armies. (*The British had around 34,000 well-trained soldiers and a navy. The Americans had less than 20,000 soldiers who were poorly trained and had no navy.*)

#### Independent Practice

Have students begin to fill in the Study Guide for this section.


 **Interactive Reading and Notetaking Study Guide**, Chapter 6, Section 2 (Adapted Version also available.)

#### Monitor Progress

As students fill in the Notetaking Study Guide, circulate to make sure students understand the impact of early defeat on the colonists. If students do not seem to have a good understanding, have them reread the section. Provide assistance as needed.

#### Answers

✓**Checkpoint** The colonists retreated and eventually abandoned New York City.

 (a) Lexington (b) They were able to sneak in reinforcements through the Chesapeake Bay and attack.

**Nathan Hale** During the fight for New York, **Nathan Hale** became an American legend. Hale was a Connecticut officer, and he volunteered for dangerous spy duty. His mission was to collect information about British battle plans on Long Island.

Caught behind British lines, Hale was tried and condemned to death. He was hanged the next morning. Later, it was reported that his last words had been, “I only regret that I have but one life to lose for my country.”

✓**Checkpoint** What was the result of the Battle of Long Island?

### Surprises for the British

Under relentless British pursuit, the Continental army kept retreating. In December, it crossed the Delaware River into Pennsylvania. The British now threatened Philadelphia. Patriot spirits were low. Many soldiers deserted. Others seemed ready to go home as soon as their terms of service ended.



#### Differentiated Instruction

L1 English Language Learners L1 Less Proficient Readers L1 Special Needs

**Make an Outline** Have students create an outline of the section as they read. Tell them to use the red heads as the main heads and number them with Roman

numerals. Have them use the blue heads as subheads, noted with capital letters. Have students write supporting details under the subheads.

Thomas Paine had retreated with the army through New Jersey. To raise morale, he wrote another pamphlet, *The Crisis*. Paine urged Americans to support the army, despite hard times. He wrote:

“These are the times that try men’s souls. The summer soldier and the sunshine patriot will, in this crisis, shrink from the service of his country; but he that stands it now deserves the love and thanks of man and woman.”

—Thomas Paine, *The Crisis*

Washington had *The Crisis* read aloud to his troops. At the same time, he made plans for a bold attack.

**Crossing the Delaware** On Christmas night, 1776, Washington led 2,400 men across the river in small boats. Soldiers huddled in the boats as the spray from the river froze on their faces. So poorly supplied were the troops that some had no shoes. Once across the river, the soldiers marched in the swirling snow. To keep their feet from freezing, the soldiers bound them in rags.

On the far bank, the men trudged several miles with Washington urging them on. Early on December 26, they attacked Trenton from two sides, achieving complete surprise.

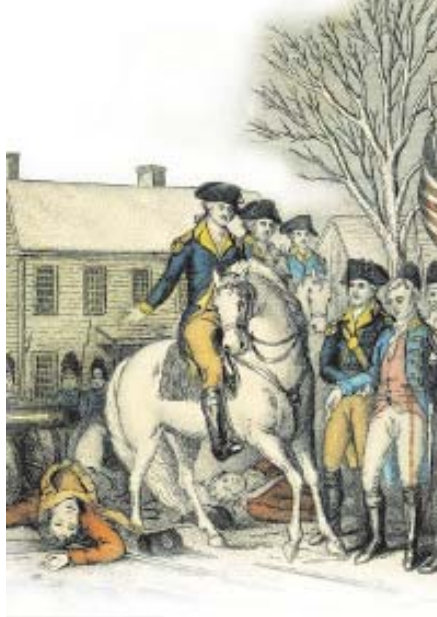
**An American Victory** The attack brought a ringing American victory. The soldiers in Trenton were Hessians (men from Hesse, a small German state). They were among thousands of German mercenaries who were fighting for the British. **Mercenaries are soldiers who are paid to fight for a country other than their own.** Washington’s army captured almost a thousand Hessian mercenaries.

Pursued by the British, Washington used a clever trick to escape. His soldiers made camp near Trenton and lit campfires. After dark, most of the men packed up and quietly withdrew. The British did not discover the trick until daylight, when the main body of soldiers attacked and heavily damaged a British force near Princeton.

**Checkpoint** How did Washington attack Trenton?

## Saratoga: A Turning Point

British general John Burgoyne came up with a plan he hoped would quickly end the rebellion. His goal was to cut New England off from the rest of the states.



### Washington at Trenton

During Washington’s surprise attack on Trenton, the commander of the Hessian mercenaries was seriously wounded. In this picture, Washington orders his men to help the dying Hessian officer to his bed. **Critical Thinking: Apply Information** Why was Washington able to win the battle at Trenton?

## Surprises for the British

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### Instruction

L2

- Have students read Surprise for the British. Remind students to look for the sequence of events.
- Ask: **Why did Washington read *The Crisis* aloud to his troops?** (Possible answer: He wanted to inspire his troops to continue the fight for independence.)
- Ask students to explain George Washington’s new strategy and its results. (Washington led a sneak attack from two sides at Trenton. It was successful.)
- Have students draw conclusions about why the victory was important for the Continental army. (After so much defeat earlier in the year, victory lifted the spirits of the colonial troops.)

### Independent Practice

Have students complete the Study Guide for this section.



**Interactive Reading and Notetaking Study Guide**, Chapter 6, Section 2 (Adapted Version also available.)

### Monitor Progress

As students fill in the Notetaking Study Guide, circulate to make sure students understand how the war turned in the colonists’ favor. If students do not seem to have a good understanding, have them reread the section. Provide assistance as needed.

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## History Background

**A Quick Victory** Early on December 26, the Americans surprised the Hessian troops guarding Trenton and took most of them prisoner. One American soldier

summed up the battle in these words: “Hessian population of Trenton at 8 A.M.—1,408 men and 39 officers; Hessian population at 9 A.M.—0.”

### Answers

**Apply Information** He took the British by surprise.

**Checkpoint** They crossed the Delaware, hiked through snow, and attacked the city on two sides by surprise.

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## Saratoga: A Turning Point

p. 181

### Instruction


L2

- Have students read *Saratoga: A Turning Point*. Remind students to keep track of the sequence of events.
- Ask: **What went wrong with General Burgoyne's plan?** (*Several things: The king sent the southern force to attack Philadelphia, American forces cut off the attack from the west, and Burgoyne was forced to lead the southern attack himself.*)
- Ask: **Why was the American victory at Saratoga such a turning point?** (*For several reasons: It ended the British threat to New England, it destroyed British hopes for an easy victory, and it showed European nations that the Americans had a chance of winning.*)
- Show the History Interactive transparency Revolutionary Soldier. Ask: **Why did it take colonial soldiers a long time to load their muskets?** (*Soldiers had to fill their muskets with gunpowder, then push down the ammunition with ramrods.*)

Color Transparencies, Revolutionary Soldier

### Independent Practice

Have students complete the Study Guide for this section.

 **Interactive Reading and Notetaking Study Guide**, Chapter 6, Section 2 (Adapted Version also available.)


### Monitor Progress

As students fill in the Notetaking Study Guide, circulate to make sure students understand the importance of the American victory at Saratoga. If students do not seem to have a good understanding, have them reread the section. Provide assistance as needed.

### Answers

 **Reading Skill** *Misguided* means “wrongly guided.”

**Clarify Problems** Disadvantages include: a musket took a long time to reload and it required good marksmanship.

 **Apply the Meanings of Prefixes**  
The prefix *mis-* means “badly” or “wrongly.” What does the word *misguided* mean?

**The British Plan** Burgoyne's plan called for British forces to drive toward Albany, New York, from three directions. From Canada, an army of 8,000 would move south to capture the forts on Lake Champlain, Lake George, and the upper Hudson River. From the west, a smaller British force would drive through the Mohawk Valley toward Albany. And from the south, General Howe would lead a large army up the Hudson River from New York City.

Burgoyne's plan ran into trouble almost immediately. George III ordered Howe to move south from New York in a misguided attempt to attack Philadelphia. Not until November were Howe's forces ready to march north again. At the same time, American forces cut off the British troops coming through the Mohawk Valley.

**An American Victory** Burgoyne led the main British force from Canada in June. After recapturing Fort Ticonderoga, they slowly pushed south, dragging a large train of baggage carts through the woods. Supplies were running short.

Americans were rushing to block the British. By September, the American commander in New York, General Horatio Gates, had 6,000 men ready to fight. At the village of Saratoga, New York, the Americans surrounded the British. After suffering heavy casualties, Burgoyne surrendered on October 17, 1777.

### History Interactive

#### Explore a Soldier's Life

Visit: [PHSchool.com](http://PHSchool.com)  
Web Code: mvl-2062

### Revolutionary Soldier



The three-cornered hat, or tricorn, was standard headgear for Continental soldiers.

Every marksman depended on his powder horn, an animal horn used to carry gunpowder.

#### A Continental Soldier

A soldier in the Continental army needed the strength and stamina to travel long distances on foot. Perhaps the most important skill was good marksmanship—the ability to shoot well. **Critical Thinking: Clarify Problems** What do you think were some of the disadvantages of the musket as a military weapon?

To load a musket, a soldier first had to fill it with gunpowder. Then, he had to push the ammunition—a lead ball—down the barrel with a ramrod. Only then was the musket ready to fire.

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### Differentiated Instruction

#### L3 Advanced Readers

**Make a Live Sequence of Events** To help students review the progress of the Revolution, have them work together in groups to list the sequence of events and their outcome from the beginning of the war to

#### L3 Gifted and Talented

the Battle of Saratoga. Then have each group act out one event of the Revolution for the class.

**Results of the Battle** The Battle of Saratoga marked a major turning point in the war. The American victory ended the British threat to New England and destroyed British hopes of an easy victory. It also lifted Patriot spirits at a time when Washington's army was suffering defeats. Perhaps most important, the Battle of Saratoga helped convince Europeans that the Americans had a sound chance of winning.

**Checkpoint** List two results of the Battle of Saratoga.

## Help From Overseas

Soon after Saratoga, France agreed to openly support American independence. In February 1778, France officially formed an alliance with the United States. An **alliance** is a formal agreement between two powers to work together toward a common goal.

**The French Alliance** France was eager to weaken Britain. Even before Saratoga, the French had secretly supplied money and arms to the Americans. But the French did not want to take an open stand until it seemed the Americans might win. The Battle of Saratoga convinced the French government to help the struggling young nation. In February 1778, France became the first nation to sign a treaty with the United States.

France and its allies in the Netherlands and Spain also went to war with Britain. By carrying the fight to Europe and the Caribbean, the allies forced Britain to wage war on many fronts. This helped the American cause, because the British could spare fewer troops to fight in North America.

**European Volunteers** A number of Europeans volunteered to serve with the American forces. They were inspired by the American struggle for liberty.

A French noble, the **Marquis de Lafayette** (lah fay YET), became a high-ranking officer in Washington's army. He and Washington became close friends. When Lafayette was wounded in battle, Washington told a surgeon, "Treat him as though he were my son."

Volunteers from Poland also made **vital** contributions to the Patriot war effort. Thaddeus Kosciuszko (kawsh CHUSH koh) was an engineer who took charge of building fortifications at West Point. Casimir Pulaski led and trained **cavalry**, or units of troops on horseback.

**Baron von Steuben** A German baron, **Friedrich von Steuben** (STOO buhn), helped train the Continental army. Steuben had served in the Prussian army, which was considered the best in Europe.

Before Steuben arrived in early 1778, American troops were often poorly trained and undisciplined. Steuben taught the soldiers how to march, how to improve their aim, and how to attack with bayonets. His methods helped to **transform** raw recruits into soldiers and shaped the Continental army into a more effective force.

**Checkpoint** How did France aid the Patriot cause?



Medals commemorating the American-French alliance

### Vocabulary Builder

**vital** (vī tuhl) *adj.* necessary; of great importance

### Vocabulary Builder

**transform** (trans FORM) *v.* to change from one thing or condition to another

## Help from Overseas Valley Forge

pp. 183–184

### Instruction

- Have students read Help from Overseas and Valley Forge. Remind students to look for details that answer the Section Focus Question.
- Ask: **Why was European support so important to the colonists?** (*It helped them win the war by providing them with the necessary arms, ships, and reinforcements to defeat the British.*)
- Display the transparency Turning Points of the Revolution. Discuss the effect of each event.

**Color Transparencies**, Turning Points of the Revolution

- Ask: **How did women help the soldiers at Valley Forge?** (*Women collected food, medicine, warm clothes, and ammunition. Some tended the sick and wounded.*)

### Independent Practice

Have students complete the Study Guide for this section.



**Interactive Reading and Notetaking Study Guide**, Chapter 6, Section 2 (Adapted Version also available.)

### Monitor Progress

- As students complete the Notetaking Study Guide, circulate to make sure students understand the significance of foreign aid to the Continental army. Provide assistance as needed.
- Tell students to fill in the last column of the Reading Readiness Guide. Probe for what they learned that confirms or denies each statement.



**All in One Teaching Resources, Unit 2**, Reading Readiness Guide, p. 44

## History Background

**The Continental Navy** Established by the Second Continental Congress in 1775, the Continental navy supported the Continental army throughout the American Revolution. During the war, American ships attacked and captured many British merchant vessels. In 1784, the Continental

navy was disbanded, and for the next 14 years American merchant ships fell prey to attacks by North Africa's Barbary pirates. In 1798, in an effort to cope with the attacks, Congress created the Department of the Navy.

## Answers

**Checkpoint** Results include: Saving New England, demoralizing Britain, and encouraging Europeans to support the colonists.

**Checkpoint** At first, France secretly supplied money and arms to the colonists. After officially forming an alliance with the United States, France and its allies fought Britain in Europe and the Caribbean, which forced Britain to wage war on many fronts.

## Assess and Reteach

### Assess Progress

L2

Have students complete Check Your Progress. Administer the Section Quiz.

**All in One Teaching Resources, Unit 2,**  
Section Quiz, p. 55

To further assess student understanding, use the Progress Monitoring Transparency.

**Progress Monitoring Transparencies,**  
Chapter 6, Section 2

### Reteach

L1

If students need more instruction, have them read this section in the Interactive Reading and Notetaking Study Guide and complete the accompanying question.

**Interactive Reading and Notetaking Study Guide,** Chapter 6,  
Section 2 (Adapted Version also available.)

### Extend

L3

Have students complete the History Interactive activity online.

#### Extend Online

**For:** Help with the History Interactive Extend activity.  
**Visit:** PHSchool.com  
**Web Code:**.mvp-0142

### Progress Monitoring Online

Students may check their comprehension of this section by completing the Progress Monitoring Online graphic organizer and self-quiz.

### Answer

**✓Checkpoint** The soldiers were not sufficiently housed, clothed, or fed.

## Section 2 Check Your Progress

- (a)** Washington's poorly equipped troops staged a surprise attack from two sides and won the battle, capturing a thousand soldiers. He then tricked the British by making them think that his soldiers were still in their camp, enabling his troops to escape.



Washington at Valley Forge

## Valley Forge

Washington's Continental army suffered through the cruel winter of 1777–1778 in a hastily built camp at Valley Forge in Pennsylvania. Meanwhile, some 22 miles away, British officers in Philadelphia danced the winter away in a merry round of parties and balls.

The 11,000 Continental soldiers were not sufficiently fed, clothed, or housed. Many lacked socks, shoes, and even trousers. Throughout the winter, they shivered in drafty huts. At any one time, about one soldier in four was sick with chills, fever, or worse.

Because food was so scarce, the soldiers mainly ate thin soup and dry bread patties. One private later recalled that he went without food for two days. He was so hungry he would have grabbed food away from anyone, even his best friend. Finally, he found half a pumpkin. He cooked it "upon a rock, the skin side up, by making a fire on it."

When Americans learned about conditions at Valley Forge, they sent help. Women collected food, medicine, warm clothes, and ammunition. Some women, including George Washington's wife, Martha, went to Valley Forge to tend the sick and wounded.

Despite its woes, the Continental army used that winter to gather its strength for the battles that lay ahead. Steuben's drills sharpened the soldiers' skills and discipline.

**✓Checkpoint** Why was the winter at Valley Forge so difficult?

**★ Looking Back and Ahead** By the spring of 1778, the army at Valley Forge was ready to resume the fight. "The army grows stronger every day," wrote one New Jersey soldier. While soldiers drilled, Washington and his staff planned new campaigns against the British.

## Section 2 Check Your Progress

### Comprehension and Critical Thinking

- (a) Recall** What happened at Trenton in December 1776?  
**(b) Draw Inferences** What did Washington's actions at the Battle of Trenton show about his character and leadership?
- (a) List** What were three important results of the American victory at Saratoga?  
**(b) Make Predictions** What do you think would have happened if the Americans had lost the battle?

### Reading Skill

- 3. Apply the Meanings of Prefixes** The prefix *trans-* means "change." The word root *form* means "shape" or "structure." Use this information to explain the meaning of *transform* in this sentence: His methods helped to *transform* raw recruits into soldiers.

### Key Terms

Read each sentence below. If the sentence is true, write YES. If the sentence is not true, write NO and explain why.

### Progress Monitoring Online

**For:** Self-test with instant help  
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4. German **mercenaries** helped the British because they believed the king should rule the Americans.
5. After making an **alliance** with the Americans, France contributed money and arms to the Patriots.
6. The **cavalry** soldiers fired at the British soldiers from the ground before running away.

### Writing

7. In order to gather enough soldiers to fight the battle in America, the British had to hire German mercenaries. List one strong argument for and one strong argument against this solution.

- (b)** He was a good leader, who was fearless and brave. He also was a clever military strategist.
- (a)** It ended British hopes of an early victory; it lifted Patriots' spirits; it convinced the Europeans that Americans had a chance of winning.  
**(b)** America might have lost the war; Europeans would not have believed that the Americans could win.
- Possible answer: to change; to improve the quality of
- No. They helped because they were paid to do so.
- Yes.
- No. The cavalry fought on horseback.
- Possible answers: For hiring mercenaries: the British needed more manpower. Against: mercenaries might not be loyal, might give up when attacked.





# Valley Forge

by Maxwell Anderson

## Prepare to Read

### Introduction

Maxwell Anderson's play *Valley Forge* depicts the hardships faced by Washington's army in the winter of 1778. One problem the army faced was men trying to go home. Here, Washington hears the complaints of a soldier named Teague.

### Reading Skill

**Analyze Dramatic Conflict** An important element in any drama is conflict, when two characters want different things. As you read this scene, try to identify the source of the conflict between Washington and Teague.

### Vocabulary Builder

As you read this literature selection, look for the following underlined words:

**commissary** (KAH muh sehr ee) *n.* food supplies

**munitions** (myoo NIH shuhns) *n.* weapons and ammunition

TEAGUE: I'm going hungry here and my woman's going hungry at home. You let me go home for the winter, and you won't have to feed me, and that relieves the commissary. I rustle some wild meat for the younguns and the old woman, and they don't starve and I don't starve. More'n that, everybody knows there's two or three thousand men gone home already for that same reason, and if they was here now they'd be chewing the bark off the second-growth birch like so many cottontails. I don't hold it against you and I don't hold it against anybody because I don't know who in thunder to hold it against, but there's nothing to eat here. . . .

WASHINGTON: Well, Master Teague, if they catch you they'll give you seventy-five lashes, and that's a good deal to take and live. On the other hand, you're quite right from your own angle, and if I were you I'd feel as you do. If you go home, and we all go home this winter, you won't need to bother about coming back in the spring. There'll be not fighting to come back to. General Howe will march out of Philadelphia and take over these states of ours. If he knew now how many have deserted, how many are sick, how many unfit for duty on account of the lack of food and clothes and munitions, he'd come back in force and wring our necks one by one, and the neck of our sickly little revolution along with us.

From *America On Stage: Ten Great Plays of American History*, ed. Stanley Richards. Doubleday & Co., 1976.

### Analyze LITERATURE

Do you think that Washington should permit Teague to go home without punishment? Write a paragraph explaining the reasons for your opinion.

### Analyze Dramatic Conflict

What does Teague want? What does Washington want? How are their wishes in conflict?



If you liked this excerpt and want to learn more about George Washington, you might want to read

*George Washington and the Founding of a Nation* by Albert Marrin. Dutton Books, 2001.

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## Answers

**Reading Skill** Teague wants to go home. Washington wants the troops to stay in the army. Teague is thinking only of himself and the short term. Washington is considering the needs of the Continental army and the long-term strategy for the Revolution.

**Analyze LITERATURE** Paragraphs should clearly give writer's point of view.

**Writing Rubric** Share this writing rubric with students.

**Score 1** Statements are incomplete.

**Score 2** Statements are inaccurate or vague.

**Score 3** Paragraph is logical and supported with reasons.

**Score 4** Paragraph is comprehensive and contains well-reasoned points.



## Valley Forge

### Build Background Knowledge

Reading a dramatic interpretation of historical events can help students understand the feelings evoked during a certain time period. Review with students what they know about the winter spent by George Washington and his men at Valley Forge. Ask: **How did the winter at Valley Forge improve the outlook for the revolutionaries and their supporters?** (Possible answers: *Despite the rough conditions, soldiers used the time to train. Soldiers became more committed after going through a rough winter together. Supporters rallied around the troops, helping them get through the winter and improving morale.*) Discuss with students how they would have felt if they had been in that situation. Use the Idea Wave participation strategy to elicit responses (TE, p. T24).

### Vocabulary Builder

Pronounce each word in the Vocabulary Builder list and have students repeat the word. Ask a student to read the definitions. Then ask students to write two sentences that correctly use each vocabulary word.

### Instruction

- Using the Choral Reading participation strategy (TE, p. T22), read Teague's part from "Valley Forge." Ask students to describe his point of view of the situation. (*Teague felt that the army would be better off if soldiers were allowed to go home and spend time with their families and eat.*)
- Have students read Washington's response. Ask: **Do you think Washington's response inspired Teague to stay? Why or why not?** (Possible answers: *Yes, because Teague realized that the needs of the nation were more important than his personal needs for now. No, because Teague felt that his leader did not care about the sacrifices he and the other soldiers were making for the cause.*)

### Monitor Progress

Have students complete the Analyze Literature activity. Circulate to be sure students understand how Washington inspired the troops to stay in the army. Provide assistance as needed.