

## Section 3

Step-by-Step Instruction

### Review and Preview

Students have learned about the early battles of the Revolution. Now they will learn how the war expanded to affect the lives of African Americans, women, and those living in the western frontier.

### Section Focus Question

#### How did the effects of the war widen?

Before you begin the lesson for the day, write the Section Focus Question on the board. (*Lesson focus: More people became involved and battles were fought in the West and at sea.*)

### Prepare to Read

#### Build Background Knowledge

L2

Remind students that the war affected all Americans. Ask them to consider how African Americans and women may have contributed during the war. Use the Idea Wave strategy (TE, p. T24) to elicit responses. (*Possible responses: They provided support and supplies to soldiers. They fought in the war themselves.*)

#### Set a Purpose

L2

- Form students into pairs or groups of four. Distribute the Reading Readiness Guide. Ask students to fill in the first two columns of the chart.

**All in One Teaching Resources, Unit 2,** Reading Readiness Guide, p. 45

- Use the Numbered Heads participation strategy (TE, p. T24) to call on students to share one piece of information they already know and one piece they want to know. The students will return to these worksheets later.



◀ Clark led his army through western wilderness.

#### Most Daring Conduct

“Our situation was now truly critical—no possibility of retreating in case of defeat—and in full view of a town that had . . . six hundred men in it, troops, inhabitants and Indians. . . . We knew that nothing but the most daring conduct would insure success.”

—George Rogers Clark, describing the battle against British and Indians at Vincennes, 1779

## The War Widens

#### Objectives

- Discover the role that African Americans played in the American Revolution.
- Find out how the war affected women and other civilians.
- Learn about the progress of the fighting on the western frontier and at sea.

#### Reading Skill

**Analyze Word Roots** Word roots can do more than help you define unfamiliar words. They can help you expand your vocabulary. As you read Section 3, use word roots to determine meanings. Then, list other words you know that come from the same word roots. Think about how they share meanings with the text words—and how the meanings differ. Notice the shades of meaning that can derive from a single word root.

#### Key Terms and People

enlist	Bernardo de Gálvez
civilian	John Paul Jones
continental	privateer
George Rogers Clark	

**Why It Matters** Many early battles of the American Revolution were fought in the Northeast. But the struggle for independence was waged on many fronts and affected Americans in all parts of the country.

**Section Focus Question: How did the effects of the war widen?**

#### African Americans in the War

African Americans fought on both sides of the American Revolution. For them, the war meant both danger and opportunity.

**Free and Slave** From the beginning, free African Americans took part in the war. At least nine served as minutemen at Lexington and Concord. Peter Salem fought at Bunker Hill and Saratoga.

Enslaved people served as well. After fleeing his master in Rhode Island, Jehu Grant served in the American army for nine months. He later recalled:

“When I saw liberty poles and the people all engaged for the support of freedom, I could not but like and be pleased with such thing. . . . The songs of liberty . . . thrilled through my heart.”

—Jehu Grant, letter, December 1, 1836

The British offered freedom to enslaved people who deserted and joined the British. Many thousands did so. They served mainly in support roles as cooks, blacksmiths, and teamsters. However, some people who had formerly been enslaved fought for the British.

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### Differentiated Instruction

#### L3 Advanced Readers

**Write an Essay** Have students write a brief essay about the contributions of African Americans during the Revolution. Ask students to include their thoughts about

#### L3 Gifted and Talented

how these contributions affected the future role of African Americans in American society.

On the American side, Washington at first refused to accept African American soldiers. But the British offer of freedom to enslaved people made Washington change his policy. By the end of the war, some 7,000 African Americans had served on the American side, including 2,000 in the navy. African Americans also served in northern militias and state armies. Most southern states, however, refused to accept African American soldiers. Slave owners feared armed slave revolts.


**Freedom Beckons** During the Revolution, a number of northern states took steps to end slavery. For example, a Pennsylvania law of 1780 provided for a gradual end to slavery. It allowed slaveholders to keep their existing slaves but barred them from getting more.

**✓Checkpoint** Why did some enslaved African Americans choose to fight for the British?

### The War at Home

Many men **enlisted, or signed up for duty**, in the military. After a set term, usually one year, they were free to leave. Thus, Washington had to struggle constantly to keep the ranks of his army filled.

**Civilians, or people not in the military**, also faced hardships. They were often subject to food shortages and military attack.

**Analyze Word Roots**  
 The word root *port* means “to carry.” The prefix *sub-* means “under,” and *sub-* becomes *sub-* when used before the letter *p*. Use these word parts to explain the meaning of *support*. List three other words that build on the root *port*.

## Teach

### African Americans in the War

p. 186

#### Instruction

■ **Vocabulary Builder** Before teaching this section, preteach the High-Use Words **confine** and **resource**, 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 African Americans in the War with students using the ReQuest strategy (TE, p. T23).

■ **Ask: When did free African Americans first take part in the Revolution?** (*Free African Americans took part in the Revolution from the very beginning. At least nine served as minutemen at Lexington and Concord.*)

■ **Ask: How did slavery change in many northern states during the Revolution?** (*A number of northern states took steps to end slavery.*)

#### Independent Practice

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

 **Interactive Reading and Notetaking Study Guide**, Chapter 6, Section 3 (Adapted Version also available.)

#### Monitor Progress

As students fill in the Notetaking Study Guide, circulate to make sure students understand the choices made by African Americans during the Revolution. Provide assistance as needed.

## Links Across Time

### African American Soldiers

**1777** Reversing his earlier policy, Washington permits free African Americans to enlist in the Continental army.

**1863** During the last half of the Civil War, African Americans were allowed to join the Union army. Black and white soldiers served in separate units.

**1948** President Harry Truman ended racial separation in the military. Two years later, black and white troops served side by side in the Korean War.



1951 American soldiers in Korea

Link to Today

**The Military Today** In today's all-volunteer military, African Americans make up 21 percent of all military personnel.

For: U.S. military in the news  
Visit: PHSchool.com  
Web Code: mvc-2063


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### Vocabulary Builder

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

High-Use Word	Definition and Sample Sentence
<b>confine</b> , p. 188	<i>v.</i> to keep within certain limits Captives on slave ships were <b>confined</b> in small, crowded places.
<b>resource</b> , p. 188	<i>n.</i> supply of something to meet a particular need For New England shipbuilders, wood was a valuable <b>resource</b> .

### Answer

 **Reading Skill** *Support* means “to carry from underneath.” Other words built on the root *port* include *import*, *export*, and *transport*.

**✓Checkpoint** because the British offered freedom to enslaved African Americans who fought against the colonists

## The War at Home

p. 187

### Instruction


L2

- Have students read *The War at Home*. Remind students to look for details to answer the reading Checkpoint question.
- Ask: **What hardships did civilians face during the Revolution?** (*Civilians were often subject to food shortages and military attack.*)
- Have students compare and contrast the role of colonial women before and during the Revolution. (*Before the Revolution, women's roles were largely confined. During the Revolution, women had new opportunities. For example, some women took over their husbands' businesses.*)
- Display the transparency *The War Affects All Americans*. Discuss the impact of the Revolution on women and African Americans.

**Color Transparencies**, *The War Affects All Americans*

### Independent Practice

Have students complete the Study Guide for this section.

 **Interactive Reading and Notetaking Study Guide**, Chapter 6, Section 3 (Adapted Version also available.)

### Monitor Progress

As students fill in the Notetaking Study Guide, circulate to make sure students understand how life changed in the United States during the Revolution. If students do not seem to have a good understanding, have them reread the section. Provide assistance as needed.

### Answers

**Evaluate Information** Possible answers: Molly Pitcher symbolized the courage of Americans. She represents strength and patriotism.

 **Checkpoint** Women tended farms, took over their husband's businesses, and took care of the wounded.

#### A Woman in Battle

When her husband was wounded at the Battle of Monmouth, Mary Ludwig Hays dropped her water bucket and took up his cannon. Her heroic actions made her a legendary American hero, known as Molly Pitcher. **Critical Thinking: Evaluate Information** Why do you think Molly Pitcher has become a popular subject for American artists? What image of women does she represent?



**Women** As men went to war, women took over many of their duties. On farms, women planted crops and cared for livestock. In towns, women often ran their husbands' businesses.

Some women accompanied their husbands to military camps. In battles, they cared for the wounded. One woman, Deborah Sampson, joined the army, disguised as a man. Wounded in battle, Sampson tended her own wounds in order to keep her secret.

The added responsibilities of wartime gave many women a new confidence. At a time when women's roles were largely confined, the war opened up new opportunities for many women.

**Financial Burdens** Paying for the war was a difficult task. Congress had limited resources. With no power to tax, Congress had to plead with the states for money. However, the states had little money themselves.

To pay and supply troops, Congress printed continentals, or paper money. But the more money Congress printed, the less the money was worth. By the end of the war, paper money had lost almost all its value.

 **Checkpoint** What roles did women play in the Revolution?

### Fighting in the West

Throughout most of the American Revolution, attention was mainly focused on the 13 states along the Atlantic coast. However, skirmishes and battles occurred on the western frontier as well.

**Native Americans Take Sides** Americans tried to keep the Native Americans neutral. They offered payments to groups willing to remain at peace. Still, most Native American groups sided with Britain. They feared that an American victory would mean more settlers moving west or south onto Native American lands.

### Differentiated Instruction

**L1** English Language Learners   **L1** Less Proficient Readers   **L1** Special Needs

**Identifying Contributions** Students may have trouble keeping track of the contributions made by African Americans and

women during the Revolution. Have students list the contributions of each group.



The turmoil of war hurt many Indian groups. Sometimes tribes split into warring factions when they could not agree which side to join. Thousands of Indians were driven west by raids. Sometimes whole villages picked up and moved to avoid the fighting. Other Native Americans responded by attacking white settlements.

A smallpox epidemic made matters even worse. The disease first spread among American soldiers in Quebec in 1775, and then along the east coast of the colonies. By 1779, it had reached New Orleans. Soon after, it spread to Native American groups all across North America. Smallpox deaths far outnumbered casualties during the American Revolution. By 1782, more than 130,000 whites and Indians had died from smallpox. In contrast, about 8,000 soldiers had died in battle during the same period.

**Defending the Frontier** Seeking to defend against attacks on the frontier, Virginia sent **George Rogers Clark** and a militia force to strike British forts beyond the Appalachian Mountains in 1778. Clark's forces easily captured two Mississippi River outposts, Kaskaskia and Cahokia.

Early in 1779, Clark and his men trudged across 200 miles, at times splashing through icy floodwaters up to their chests. Their mid-winter attack on the fort at Vincennes caught the British by surprise. The British and their Native American allies surrendered.

Clark's victories allowed settlers to remain on the frontier. This strengthened the American claim on the Ohio Valley area.

**Help From the Spanish** The Americans got unofficial help from Spain. At the time, Spain governed Louisiana, the land west of the Mississippi stretching as far north as Canada. The Spanish were eager to get back Florida, which they had lost to Britain at the end of the French and Indian War.

Even before Spain declared war against Britain in 1779, Louisiana governor **Bernardo de Gálvez** began helping the Americans. He secretly provided money and munitions to George Rogers Clark and other Americans. He also gave American ships safe refuge in New Orleans harbor. From 1779 to 1781, Gálvez played a key role in Spanish attacks that captured British forts on the Mississippi River and the Gulf of Mexico. Financial help also came from the Spanish colony of Cuba.

**Checkpoint** What was the result of the fighting in the West?



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## Fighting in the West The War at Sea

pp. 188–190

### Instruction

- Have students read *Fighting in the West* and *The War at Sea*. Remind students to look for the sequence of events.
- Ask: **Why did most Native American groups side with Britain?** (*The Native Americans feared that an American victory would mean more settlers moving onto Native American lands.*)
- Have students discuss the contributions of George Rogers Clark to the American cause. (*Clark's military victories allowed settlers to remain on the frontier and strengthened American claims in the Ohio Valley.*)
- Ask: **Why did the Americans make hit-and-run attacks against British ships?** (*The American navy was smaller than the British navy and needed the advantage of surprise.*)

### Independent Practice

Have students complete the Study Guide for this section.

**Interactive Reading and Notetaking Study Guide**, Chapter 6, Section 3 (Adapted Version also available.)

### Monitor Progress

- As students fill in the Notetaking Study Guide, circulate to make sure students understand the outcome of the fighting that took place on the western frontier. Provide assistance as needed.
- Tell students to fill in the last column of the Reading Readiness Guide. Ask them to evaluate if what they learned was what they had expected to learn.

**All in One Teaching Resources, Unit 2**, Reading Readiness Guide, p. 45

## History Background

**Women in the Revolution** Many American women performed courageous deeds during the American Revolution. One daring Patriot was Sybil Ludington. Ludington was just 16 years old when on a chilly

April night in 1777 she mounted her horse, Star, to gallop through the countryside and call the militia to report. The British were attacking, and there was no one to call the men to arms but Sybil.

## Answers

**MAP MASTER Skills Activity** (a) British troops came southwest from Fort Detroit to Fort Miami, then along the Wabash River to Vincennes. (b) Clark's men overtook Kaskaskia, then Cahokia, and then moved on to Vincennes for a final victory.

**Checkpoint** Possible answer: American settlers remained on the western frontier.

## Assess and Reteach

### Assess Progress

L2

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

**All in One Teaching Resources**, Section Quiz, p. 56

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

**Progress Monitoring Transparencies**, Chapter 6, Section 3

### 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 3 (Adapted Version also available.)

### Extend

L3

Have students create a short news report covering the widening of the Revolution into the West. Have each student present a portion of their news report for the class.

### Progress Monitoring Online

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

### Answer

**Checkpoint** They seized goods from British merchant ships, which forced Britain to spend resources protecting their ships.

## Section 3 Check Your Progress

- (a) Washington eventually allowed African Americans to fight for the American side because he felt threatened by Britain's offer to free slaves who fought with the British.

(b) They hoped to win rights.
- (a) The Americans had a small navy while the British had a large fleet of



John Paul Jones

## The War at Sea

Congress had voted to create a Continental navy as early as 1775. But American shipyards were able to build only a few warships. With only a small navy to go against the powerful British fleet, the Americans became skilled at making hit-and-run attacks on British shipping. Still, Britain dominated the seas. The British fleet blocked most ships from entering or leaving American ports.

The most famous naval battle took place off the coast of England in 1779. The American ship *Bonhomme Richard* (bon ohm ree CHARD), under the command of **John Paul Jones**, fought side by side with the larger British warship *Serapis*. Cannon and musket fire ripped the sails of both ships to shreds and blasted holes in their wooden sides. Though his ship was in tatters, Jones refused to give up. "I have not yet begun to fight," he vowed. Finally, with dozens of sailors dead on each side, the captain of the *Serapis* surrendered.

The navy had help from some 800 privateers that harassed British shipping. **Privateers were armed civilian ships that had their government's permission to attack enemy ships and keep their goods.** Operating like pirate ships, privateers seized cargoes of rum from the West Indies, wool from England, and furs from Canada. Such attacks forced Britain to spend valuable resources protecting merchant ships.

**Checkpoint** How did privateers help the American war effort?

**Looking Back and Ahead** Despite important battles at sea and in the west, the main war effort was concentrated in the colonies. In the next section, you will read about the final phase of the war.

## Section 3 Check Your Progress

### Comprehension and Critical Thinking

- (a) **Recall** How did Washington's policy toward African American soldiers change? What was the reason for this change?

(b) **Identify Benefits** How did African Americans expect to benefit from serving in the military?
- (a) **Describe** What challenges did the American navy face?

(b) **Draw Conclusions** Why do you think John Paul Jones is considered a great American hero?

### Reading Skill

- Analyze Word Roots** The root *fid* means "faith." The prefix *con-* means "with." Use these word parts to determine the meaning of *confidence* in this sentence: The added responsibilities of wartime gave many women a new *confidence*.

### Key Terms

- Draw a table with four rows and three columns. In the first column, list the key terms from this section: **enlist**, **civilian**, **continental**, **privateer**. In the next column, write the definition of each word. In the last column, make a small illustration that shows the meaning of the word.

### Writing

- Identify the problems facing the Continental Congress during the war. Then, brainstorm one or two possible solutions.

- ships. As a result, Americans used hit-and-run tactics against the British and relied on privateers, who operated like pirates and seized cargoes from enemy ships.
- (b) Possible answer: Jones refused to give up during the battle between the *Bonhomme Richard* and the *Serapis*.
- Possible answer: Women behaved with faith in themselves and their fellow countrymen when called upon to do so.

- Enlist: to sign up for military duty.  
Civilian: a person not in the military.  
Continental: paper money. Privateer: an armed civilian ship that had the government's permission to attack enemy ships and keep the cargo.
- Possible problems: lack of money, not enough troops or supplies available, morale when colonial troops lost battles. Students should offer possible solutions to the problems listed.