

Delaware Recommended Curriculum

This unit has been created as an exemplary model for teachers in (re)design of course curricula. An exemplary model unit has undergone a rigorous peer review and jurying process to ensure alignment to selected Delaware Content Standards.

Unit Title: American Revolution

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Content Area: Social Studies
Grade Level: 4

Summary of Unit

This unit uses the American Revolution as a case study in which students create chronologies using timelines and identify cause-and-effect relationships. In addition, students examine primary documents in order to understand the motives for rebellion.

In **Lesson One**, students investigate the causes and effects of one event that contributed to tensions between Great Britain and the Thirteen Colonies. Students share what they have learned with one another. Students then choose the three most important events that led to the Revolution and use a graphic organizer to arrange those events chronologically.

In **Lesson Two**, students analyze the Declaration of Independence. They compare the grievances listed in the Declaration to the reservations expressed by Delaware Founding Father John Dickinson, who refused to sign the Declaration.

In **Lesson Three**, students research one battle of the Revolution and consider the battle's importance in the outcome of the war. Students share what they have learned with one another. Students then choose the three most important battles in the war and use a graphic organizer to arrange those battles chronologically.

Stage 1 – Desired Results

What students will know, do, and understand

Delaware Content Standards

History Standard One 4-5a: Students will study historical events and persons within a given time frame in order to create a chronology and identify related cause-and-effect factors.

CCSS for Reading Informational Text

Grade 4 students explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

CCSS for Writing

Grade 4 students write informative/explanatory texts to examine a topic and convey ideas and information clearly.

Grade 4 students conduct short research projects that build knowledge through investigation of different aspects of a topic.

Big Ideas

- Chronology
- Cause and Effect

Unit Enduring Understanding

- A historian must logically organize events, recognize patterns and trends, explain cause and effect, make inferences, and draw conclusions from available resources.

Unit Essential Questions

- How can we use historical materials to understand cause-and-effect relationships?

Knowledge and Skills

Students will know...

- Benchmark vocabulary: chronology, cause-and-effect
- The events that led to the American Revolution
- The battles that resulted in American independence
- The principles and grievances in the Declaration of Independence

Students will be able to...

- Use a timeline to create a chronology of historical events
- Use a timeline to apply the concept of cause and effect

Stage 2 – Assessment Evidence

Evidence that will be collected to determine whether or not Desired Results are achieved

Transfer Task

Students will create an *Action Timeline* ([Handout 1](#)) that begins with the French and Indian War (1763), peaks with the Declaration of Independence (1776), and concludes with the Treaty of Paris (1783).

The graphic organizer includes three causes of the American Revolution and three key battles of the Revolutionary War.

Students will write a short reflection that defends their choices of the three causes and three battles.

Rubric

Scoring Category	Score Point 5	Score Point 3	Score Point 1
This product provides...			
A timeline of three causes of the American Revolution and explanations of their historical importance	Three causes are arranged in chronological order; the historical importance of each cause is clearly explained.	Three causes are arranged in chronological order; the historical importance of each cause is somewhat clearly explained	Fewer than three causes are arranged in chronological order; the historical importance of each cause is not clearly explained.
A timeline of three battles of the American Revolution and explanations of their historical importance	Three battles are arranged in chronological order; the historical importance of each battle is clearly explained.	Three battles are arranged in chronological order; the historical importance of each battle is somewhat clearly explained	Fewer than three battles are arranged in chronological order; the historical importance of each battle is not clearly explained.

Total Score: _____

Above the Standard: 8-10

Meets the Standard: 6-7

Below the Standard: 0-5

Stage 3 – Learning Plan

Design learning activities to align with Stage 1 and Stage 2 expectations

Lesson One: The Causes of the American Revolution

Essential Question

- How can using a timeline help us understand cause-and-effect relationships?

Materials Needed

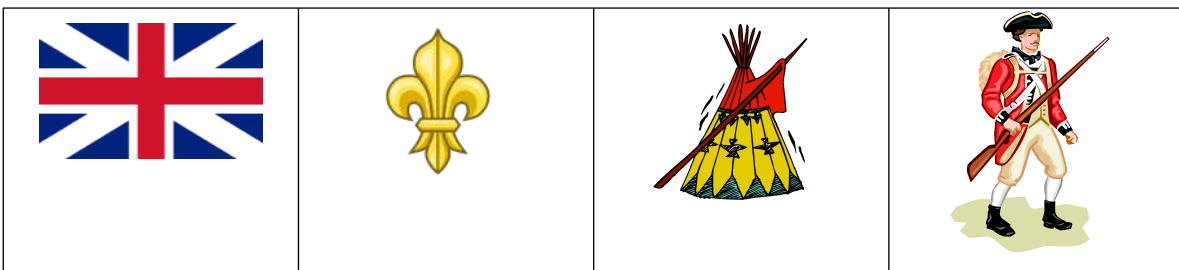
- Images of Symbols for Class Viewing
- Class set of [Handouts 1-4, 6-6a](#).
- Copies of [Handout 5](#) for groups of 2-3 students
- ["No More Kings" video](#)
- Attached Bibliography

Strategy One: Gathering Information – Picture Prediction

Begin the unit by reviewing with students the colonization of the eastern seaboard by European settlers since the early 1600s.

Introduce the lesson by showing students symbols for **Great Britain, France, Native Americans, and warfare.**

For example:



Ask students to write down any words they think of when they look at these pictures. Tell students to write what they think we will be studying in this lesson. Share responses.

Strategy Two: Gathering Information about the French and Indian War

Tell students that we are beginning this unit in 1754, when the nations of Europe engaged in a long, global conflict called the Seven Years' War. The part of this war that took place in North America between France and England is called **The French and Indian War.**

Ask students to use the BIG strategy as they read about the French and Indian War in [Handout 2](#).

B List the BOLD words	
I List the words in <i>italics</i>	
G Describe the graphics	

Teachers should guide students in completing the *Cause-and-Effect Graphic Organizer* ([Handout 3](#)) for the French and Indian War.

Note to Teachers

Native American groups allied with both the British and the French. French Canadians call this conflict the War of Conquest.

[Click here for the Check for Understanding \(Handout 4\)](#).

Rubric

2 – This response identifies Map A with an accurate and relevant explanation.

1 – This response identifies Map A with an inaccurate, irrelevant, or no explanation.

Strategy Three: Extending and Refining through Research

Assign groups of 2-3 students to research one of the following events that led to war between Great Britain and the Thirteen Colonies. Using books and the Internet (see bibliography for helpful sources), students should complete the *Cause-and-Effect Graphic Organizer B* ([Handout 5](#)) for their event. Students should produce one final graphic organizer per group.

Events

1. Proclamation of 1763
2. Stamp Act
3. Quartering Act
4. Townshend Acts
5. Boston "Massacre"
6. Boston Tea Party
7. Intolerable Acts
8. Lexington and Concord
9. First Continental Congress
10. Battle of Bunker Hill

For each event on timeline, have students write two headlines - one from the British perspective and one from the colonist perspective.

Rubric for Cause-and-Effect Graphic Organizer

Scoring Category	Score Point 3	Score Point 2	Score Point 1
This product provides...			
An explanation of the causes of this event.	The historical causes of this event are clearly explained.	The historical causes of this event are somewhat clearly explained.	The historical causes of this event are not clearly explained.
An explanation of the effects of this event	The historical effects of this event are clearly explained.	The historical effects of this event are somewhat clearly explained.	The historical causes of this event are not clearly explained.
Identification of the Who, What, When, and Where of this event	All four facts about the events are clearly stated.	All four facts about the event are somewhat clearly stated.	Fewer than four facts are clearly explained.
Headlines for this event from the British and Patriot perspectives	Headlines accurately represent the event from British and Patriot perspectives	Headlines somewhat accurately represent the event from British and Patriot perspectives	Headlines do not accurately represent the event from British and Patriot perspectives

Total Score: _____

Above the Standard: 10-12

Meets the Standard: 7-9

Below the Standard: 0-6

Gallery Walk: Hang Graphic Organizers around the room. One student from each group stays with the graphic organizer, while the student(s) rotates through each event, taking notes on the *Two-Column Chart* ([Handout 6](#)). A Teacher's Guide with suggested answers is provided ([Handout 6a](#)).

Once all students have rotated through the gallery, have groups reconvene to compare notes and share information with the student who stayed with graphic organizer.

Check for Understanding

- "Taxation without Representation" was one major cause of the American Revolution. What is one example of taxation without representation? Explain your answer.

Rubric

2 – This response gives a valid example with an accurate and relevant explanation.

1 – This response gives a valid example with an inaccurate, irrelevant, or no explanation.

Strategy Three: Application

Students consider the 10 causes, then choose only **three** as the most important. Have students share their selections. Emphasize that students will have different answers; which events are most important is a matter of interpretation.

Review *Action Timeline* ([Handout 1](#)). This is similar to plot diagrams students have used in ELA: Initiating Action, Rising Action, Climax, Falling Action, Resolution. Explain that we can use this same diagram to understand stories in history.

Ask students to complete the left hand - Rising Action - side of the graphic organizer with the three events that they identified. Students explain why these three events are most important.

Check for Understanding #1

- If you had to choose just one, which event was the **most** important in leading to conflict between England and the colonies? Explain your answer.

Rubric

2 – This response identifies an event with an accurate and relevant explanation.

1 – This response identifies an event with an inaccurate, irrelevant, or no explanation.

Check for Understanding #2

- Show students [No More Kings \(2:59\) from Schoolhouse Rock](#)
- What does the video identify as the main cause of the Revolution? Do you think this is a fair and accurate explanation of the Revolution? Explain your answer.

Rubric

2 – This response identifies taxation with an accurate and relevant explanation.

1 – This response identifies taxation with an inaccurate, irrelevant, or no explanation.

Lesson Two: The Declaration of Independence

Essential Question

- How can we use primary sources to determine cause-and-effect relationships?

Materials Needed

- [Handouts 7-8](#) for each student
- [Handouts 9-13](#) for each group
- [Image of signers of the Declaration](#)
- Image of Pie chart below
- For Strategy Four:

[Reading 1](#) – as a transparency or one copy per student

Reading 2

[Sources A, B, C, D](#) – copy for student groups

[Comparison Table](#) – one per student or group of students

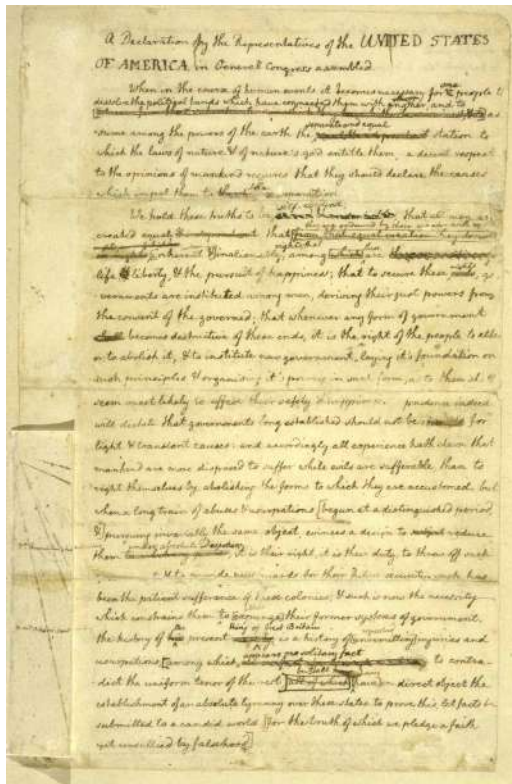
[Venn Diagram](#) – one per student or pair of students

Delaware quarter – optional

[Background Information on Authors](#) - optional

Strategy One: Gathering Information about the Declaration of Independence

Display the painting of Jefferson, Franklin, Adams drafting the declaration and Jefferson's rough draft. What do these images tell us about the writing of the Declaration of Independence? *Students should note from both images that the declaration was difficult to write; several authors made changes to the draft.*



[Rough draft of the Declaration of Independence](#)

Strategy Two: Extending and Refining through Document Analysis¹

Whole group: Project the preamble of the Declaration ([Handout 7](#)) on Smart Board or white board. Read this section together. Highlight and define any difficult vocabulary terms.

In a Think-Pair-Share, have students answer the questions:

- What was the purpose of the document?
- Who was the intended audience?

Highlight or underline evidence from the text to support answers.

Whole group: Project and read Part II ([Handout 8](#)) of the document together. Highlight and define any difficult vocabulary terms. Answer the questions:

- What rights do the authors claim they have?
- According the authors, what is the purpose of government?
- What do you expect to come next in the document?

Highlight or underline evidence from the text to support answers.

Small Group Work: Grievances A-E ([Handouts 9-13](#))

Divide students in groups of 4-5. Each group should have 1 Recorder, who writes up the notes from the group and prepares them for the Presenter, 2-3 Readers, who read the original grievances aloud to the class, and a Presenter, who will read the group responses to the class.

The grievances enumerated in the Declaration are divided into 5 parts. If there are more than 25 students in the class, some groups may be assigned the same set of grievances.

Each group will answer and present the same questions:

- What were these complains about? Summarize each in your own words.
- According to the authors, who was to blame for these problems?

¹ Adapted from [Understanding the Declaration of Independence](#)

Whole group: Project and read Part IV ([Handout 14](#)) of the document together. Highlight and define any difficult vocabulary terms. Answer the questions:

- How had the colonists attempted to solve their problems with British rule?

Highlight or underline evidence from the text to support answers.

Whole group: Project and read Part V ([Handout 15](#)) of the document together. Highlight and define any difficult vocabulary terms. Answer the questions:

- What words in this section declare the colonists' independence?
- What rights and powers do the colonists now claim to have?

Highlight or underline evidence from the text to support answers.

Check for Understanding: Error Analysis

- "Taxation without Representation" was the **only** grievance that American colonists had with King George III. Why might a historian disagree with this statement? Explain your answer with an example.

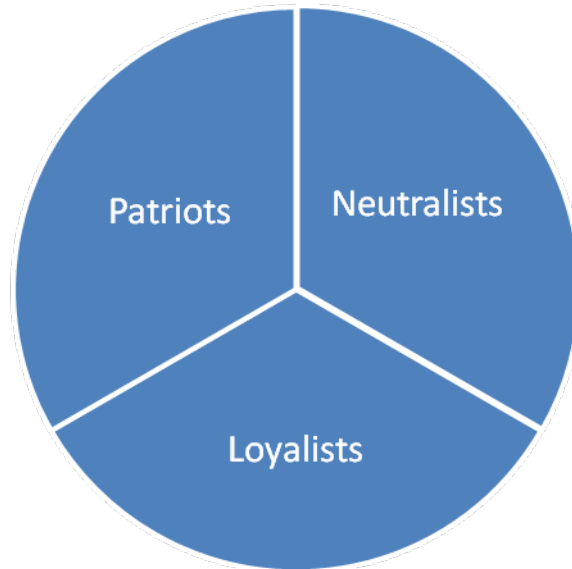
Rubric

2 – This response gives a valid explanation with an accurate and relevant example.

1 – This response gives a valid explanation with an inaccurate, irrelevant, or no example.

Strategy Three: Extending and Refining

Project a pie chart that shows the divided positions of American colonists in 1776:



Remind students that the Declaration of Independence tells us why colonists supported war with Britain, but these patriots were only about 1/3 of the colonial population. Ask students to brainstorm reasons why colonists might **NOT** support a war for independence.

Document Analysis: Delaware's representatives to the Continental Congress were divided on the issue of independence:

- Thomas McKean supported the Declaration of Independence;
- George Read voted against it;
- Caesar Rodney made a dramatic ride by horseback to Philadelphia (See Lesson 2, Strategy 4) to break the tie and cast Delaware's vote in favor of the Declaration.
- Another Delaware leader, John Dickinson, was against declaring independence in 1776. Read excerpts from his 1776 speech ([Handout 16](#)) to find out why.

A Teacher's Guide with suggested answers is provided ([Handout 16a](#)).

Check for Understanding

- Identify **one** reason why patriots wanted independence from Great Britain *and* **one** reason why loyalists wanted to remain a part of the British Empire.

Rubric

2 – This response gives one accurate reason for independence **and** one accurate reason against independence.

1 – This response gives one accurate reason for independence **or** one accurate reason against independence.

Strategy Four: Application²

Show students a Delaware quarter or illustration from Reading 1. Ask students: How many know of the Delaware quarter? Why was Delaware the first coin to be issued? Who was Caesar Rodney? Why is Caesar Rodney's horse ride important?

[Reading 1](#) – Have students read the U.S. Mint description. Review the questions from the Introduction [above] with students if necessary.

[Reading 2](#) – Explain to students that there are no portraits of Caesar Rodney to verify what he looked like. The most recognizable description of Caesar Rodney is of the statue in Rodney Square in Wilmington as shown on the quarter. Also, very little is known about the famous ride to Philadelphia in July 1776. There are many versions. Read to students Reading 2. Explain that by looking for similarities and differences between versions it is possible to understand why many versions of a single event differ.

[Interpretation](#) – Complete the worksheet with students as a class.

[Sources A, B, C, D](#) – Distribute sources to students. Students could work on the [Comparison Table](#) in groups with one source and then compare all sources as a class.

Closure – Are the accounts more similar or different? How are they alike? How are they different? Which account did you like the best? Why did you like it the best? Is the account that you liked the best account of this event? Why or why not? Why did these accounts differ? What may have been the reason for different versions?

Check for Understanding

- Students should then write a summary of the "Ride to Independence". Have students compare their own summary with a summary of another student and complete the [Venn Diagram](#) showing the similarities and differences between the two versions. Conclude why versions differ.

² From *A Ride to Independence*, by Becky Reed, Red Clay School District

Lesson Three: Wartime Battles

Essential Question

- How can using a timeline help us understand cause-and-effect relationships?

Materials Needed

- [Handout 19](#) for each student
- [Handouts 17-18](#) for each group
- [Handout 19a](#) for the teacher
- [Chronology activity](#)

Instructional Strategies

Strategy One: Gathering Information

In pairs, students compare the strengths and weaknesses of the British and Continental armies ([Handout 17](#)).

Check for Understanding

- Which army was better prepared for war in 1776? Use evidence from the chart to support your answer.

Rubric

2 – This response identifies one army with an accurate and relevant explanation.

1 – This response identifies one army with an inaccurate, irrelevant, or no explanation.

Strategy Two: Extending and Refining through Research³

Assign groups of 2-3 students to research one of the battles of the American Revolution. Using books and the Internet ([see bibliography for helpful sources](#)), students should complete the *Battlefield Graphic Organizer* ([Handout 18](#)) for their event. Students should produce one final graphic organizer per group.

1.

³ Alternative Assignment:

Social Studies Alive!, America's Past has short descriptions of the following battles:

1. Battle of Long Island (August 1776) – page 178
2. Battle of Trenton (December, 1776) – page 178
3. Battle of Saratoga (October 1777) – page 179
4. Battle of Yorktown (October 1781) – page 180
Battle Map – Page 180

- | | |
|-------------------------------------------------|-----------------------------------------------|
| 2. Battle of Long Island
(August 1776) | 7. Battle of Savannah (October
1779) |
| 3. Battle of Trenton
(December, 1776) | 8. Battle of Charleston (May
1780) |
| 4. Battle of Brandywine
(September 1777) | 9. Battle of Kings Mountain
(October 1780) |
| 5. Battle of Saratoga (October
1777) | 10. Battle of the Cowpens
(January 1781) |
| 6. Battle of Monmouth
Courthouse (June 1778) | 11. Battle of Yorktown (October
1781) |

On the Smart Board or White Board, project a [map of the Thirteen Colonies](#). Have student groups label their battle on the map, then explain to classmates why the battle was important. Students take notes on *Battles Two-Column Chart* ([Handout 19](#)).

A Teacher’s Guide with suggested answers is provided ([Handout 19a](#)).

Rubric for Battlefield Graphic Organizer

Scoring Category	Score Point 3	Score Point 2	Score Point 1
This product provides...			
A map of the thirteen colonies with the date and location of the battle.	Both the date and location of the battle are clearly labeled.	N/A	Both the date and location of the battle are not clearly labeled.
Identification of the Who and What of the battle.	Both facts about the events are clearly stated.	Both facts about the event are somewhat clearly stated.	Both facts are not clearly explained.
Explanation of the importance of the battle in the Revolutionary War.	The historical importance of this battle is clearly explained.	The historical importance of this battle is somewhat clearly explained.	The historical importance of this battle is not clearly explained.

Total Score: _____

Above the Standard: 8-9
Meets the Standard: 6-7
Below the Standard: 0-5

Strategy Three: Application

Students decide which three battles were the most important of the American Revolution. Students add these battles to the right side of their *Action Timeline* ([Handout 1](#)) and explain why these three battles are most important.

Check for Understanding

- The American Revolution began **after** the signing of the Declaration of Independence.
- Do you agree or disagree with this statement? Explain your answer.

Rubric

2 – This response agrees or disagrees with an accurate and relevant explanation.

1 – This response agrees or disagrees with an inaccurate, irrelevant, or no explanation.

Check for Understanding

- Have students complete the [American Independence Chronology Activity from DocsTeach at the National Archives](#).

Resources

[American History: From Revolution to Reconstruction and Beyond](#)

[Gilder-Lehrman Institute of American History: The American Revolution, 1763-1783](#)

Interactive timeline is available to public. Teachers can register for free access to all resources.

[Key Events in the Revolutionary War](#)

[Interactive Map: Revolutionary War Battles](#)

[PBS: Liberty! The American Revolution](#)

Note to teacher: The Chronicle of Revolution section is made to look like primary documents, but these are secondary documents.

[The American Revolution Interactive](#)

[The Road to Revolution interactive game](#)

[The Monticello Classroom](#)

[Mount Vernon: Timeline of George Washington's Life](#)

[National Park Service: The American Revolution \(Battlefields have NPS sites\)](#)

[Revolutionary War](#)

Print Resources

Children's Literature on the American Revolution

University of Delaware Educational Resource Center Collection

http://www.dcte.udel.edu/hlp/resources/revolution/child_lit_list.pdf

American Revolution, 1700-1800 by Joy Masoff

The Boston Massacre by Michael Burgan

Caesar Rodney: American Patriot by Susan McCarthy Melchione

Can't You Make Them Behave, King George? by Jean Fritz

The Crossing: How George Washington Saved the American Revolution by Jim Murphy

The End of the American Revolutionary War: The Colonists Defeat the British at Yorktown by Allison Stark Draper

George vs. George: The American Revolution As Seen From Both Sides by Rosalyn Schanzer

King George: What Was His Problem? By Steve Sheinkin

Liberty! How the Revolutionary War Began by Lucille Recht Penner

The Split History of the American Revolution by Michael Burgan

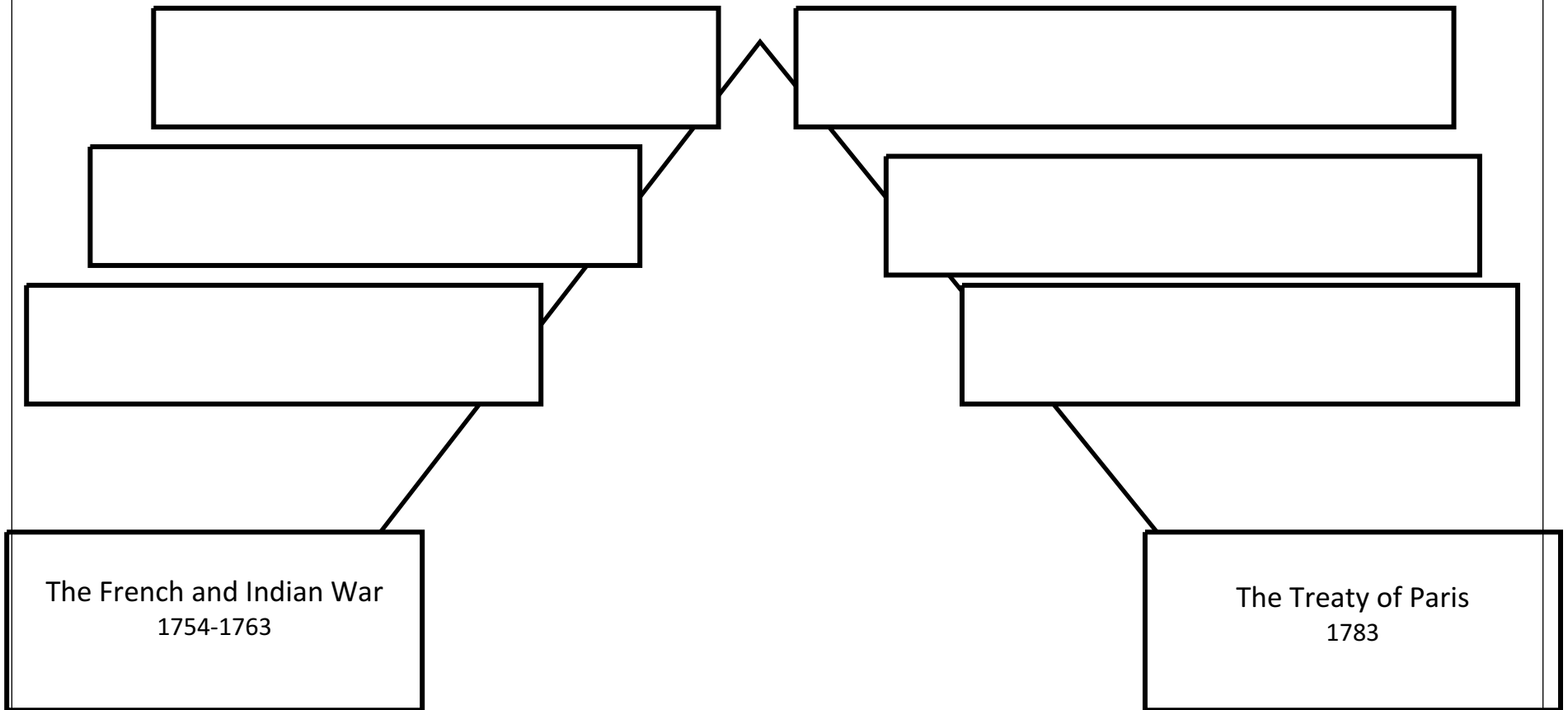
The Start of the American Revolutionary War: Paul Revere Rides at Midnight by Allison Stark Draper

The Story of the Boston Tea Party by R. Conrad Stein

Winter at Valley Forge by Matt Doeden

Handout 1 - The American Revolution

The Declaration of Independence
1776



The three most important causes of the American Revolution were...

1. _____

This was important because _____

2. _____

This was important because _____

3. _____

This was important because _____

The three most important battles of the American Revolution were...

1. _____

This was important because _____

2. _____

This was important because _____

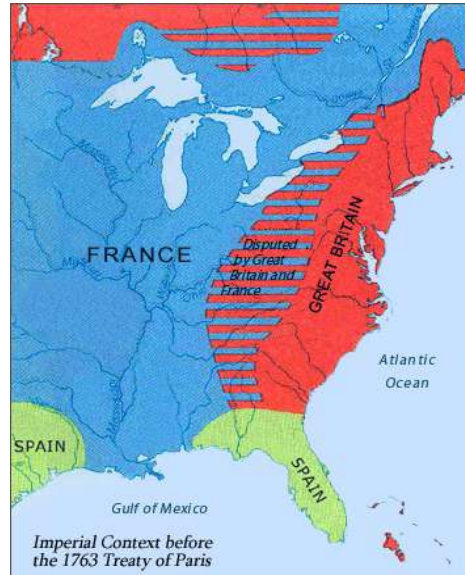
3. _____

This was important because _____

Handout 2 - The French and Indian War: 1754-1763

The British colonies in North America grew quickly after settlers first arrived in the early 1600s. Men and women from Great Britain came to America for the farmland, religious freedom, and the opportunity to build new lives. The King allowed his subjects across the Atlantic Ocean to govern themselves with little interference from the mother country.

As the number of people in the colonies grew, some British settlers wanted to move west into the **Ohio River Valley**. French traders also wanted this land for fur trapping. The French built some forts in the valley. In 1754, the British sent soldiers, led by young **George Washington**, to destroy the French forts. Washington's troops were defeated. This battle began a new war between Great Britain and France. Because some Native American tribes joined the French side, the war is known as the French and Indian War.



The French won early battles in the war, but the British gained the advantage when they sent more troops to North America. In 1760, the British captured the French settlement of Montreal. The French surrendered to the British. In 1763, the French signed a peace treaty that gave up all their colonies in North America.

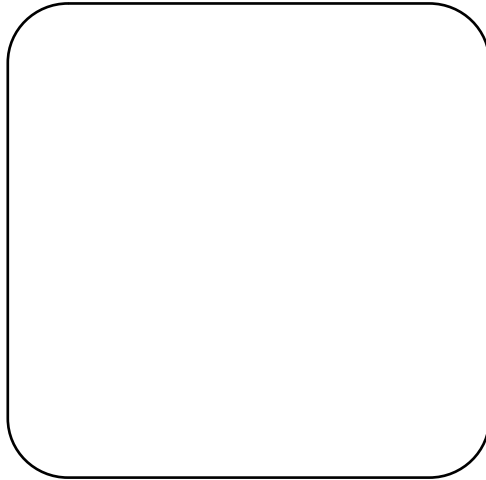
The French and Indian War was an important victory for Great Britain. The British now controlled all of eastern North America, from Canada to Florida.

Great Britain was the most powerful country in the world. Although the British won the war, their victory created new problems. The war was very costly and left Great Britain in debt. The war had forced the French out of the Ohio Valley, but Native Americans still lived there. If British settlers moved west, there might be another war.

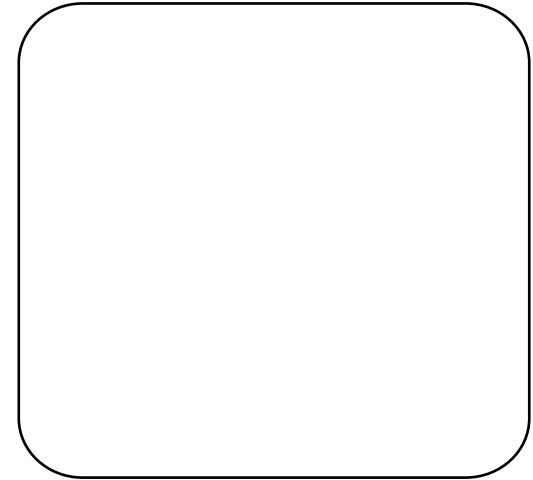
Handout 3

Who – What – When - Where

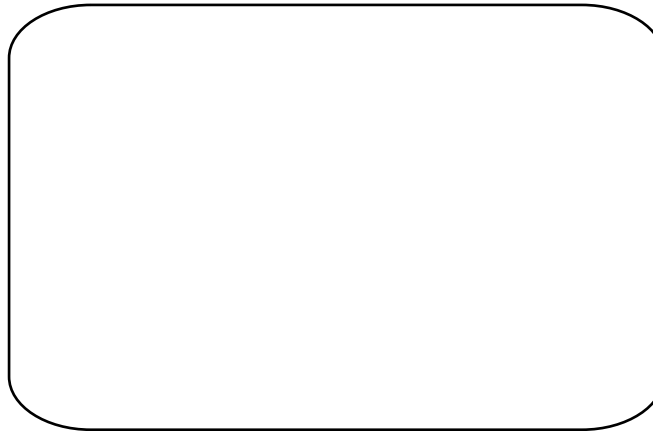
CAUSES



EFFECTS



Picture



EVENT: _____

Handout 4

These maps show North America at two different points in time. You need to determine the chronological order. Which map should come first?

Map A



Parks Canada

Map B



Library of Congress

Map _____ should come first because _____

Handout 5

Patriot Headline

CAUSES

Who

What

When

Where

EFFECTS

British Headline

EVENT: _____

Handout 6**The Causes of the American Revolution**

Event	What Was It?	Why Was It Important (Effects)?
1. Proclamation of 1763		
2. Stamp Act		
3. Quartering Act		
4. Townshend Acts		
5. Boston "Massacre"		

6. Boston Tea Party		
7. "Intolerable Acts"		
8. Lexington and Concord		
9. First Continental Congress		
10. Battle of Bunker Hill		

Handout 6A**The Causes of the American Revolution: *Teacher's Guide***

Event	What Was It?	Why Was It Important (Effects)?
1. Proclamation of 1763	King George III's law that restricted colonial settlement to east of the Appalachian Mountains. Native Americans were to stay west of this imaginary line through the mountain range. The proclamation was intended to avoid conflict with Native American groups in the Ohio River Valley.	Colonists resented this barrier to settlement in the lands west of the Appalachians and participation in the fur trade. In order to keep the peace on the western frontier, the King sent more British troops to the colonies.
2. Stamp Act 1765	In order to pay debts from the French and Indian War, as well as the cost of maintaining troops in the Colonies, the British Parliament required colonists to buy a stamp for all newspapers, pamphlets, playing cards, and legal documents. ⁴	Many colonists viewed the Stamp Act as an act of tyranny by the British Parliament, in which they had no representation ("taxation without representation"). Colonists refused to buy the stamps, and even attacked British tax collectors. Colonial delegates to the "Stamp Act Congress" demanded an end to the Act, and Parliament repealed the tax in 1766.
3. Quartering Act 1765	Parliament required the colonies to help pay for their own protection by providing housing, food, and transportation for British soldiers.	Colonists resented the presence of British soldiers in the colonies and often refused to provide necessities for them.
4. Townshend Acts 1767	Duties on imports of glass, lead, paint, paper, and tea enacted by Chancellor of the Exchequer Charles Townshend. Revenue paid the salaries of colonial governors and judges.	Colonists organized to boycott British goods subject to the import duties. Daughters of Liberty coordinated women's efforts to produce their own goods instead of buying British imports. Sam Adams became vocal leader of colonial opposition. Parliament recognized that the boycott cost more money than taxes brought in; Acts repealed in 1770.

⁴ Residents in the Thirteen British colonies paid significantly less in taxes than residents in England and Ireland.

5. Boston “Massacre” March 5, 1770	Hostility between Boston residents and British soldiers erupted into violence. Boston crowds taunted and threw rocks at soldiers, shots were fired, and 5 Boston residents were killed.	Patriots, such as Sam Adams and Paul Revere, called the incident a massacre and used it in anti-British propaganda. Boston lawyer John Adams defended the soldiers in their murder trial; six soldiers were acquitted; 2 were found guilty of manslaughter.
6. Boston Tea Party December 1773	The 1773 Tea Act gave a monopoly on tea in the colonies to the British East India Company. Colonists refused to allow the BEC to unload its cargo in Boston harbor. About 50 members of the Sons of Liberty dressed as Mohawk Indians, boarded the ships, and dumped 342 chests of tea into the water.	The incident became known as “The Boston Tea Party” and energized anti-British feeling. The King and Parliament were stunned by the act and vowed to govern the colonies more strictly.
7. “Intolerable Acts” 1774	New laws in response to the Boston Tea Party. Boston Port Act closed Boston Harbor until destroyed tea was paid for. The Massachusetts government was placed under direct British control. More British troops were sent to enforce laws.	Patriots rallied together to aid the residents of Boston after its port was closed. Leaders from 12 colonies sent delegates to the First Continental Congress to discuss a peaceful solution to the conflicts with Great Britain.
8. First Continental Congress September 1774	Delegates from all colonies, except Georgia, sent a petition to King George III asking that the “Intolerable Acts” be repealed. They agreed to protest the acts by boycotting trade with Great Britain. Delegates also asked colonies to organize volunteer military forces (militia), in case the dispute over the Intolerable Acts led to war.	The First Continental Congress brought together the colonies as a unified force in opposition to Great Britain. The boycott of trade with Great Britain led to further hostility. Through the creation of militias, the colonists prepared for war.

<p>9. Lexington and Concord</p> <p>April 1775</p>	<p>British General Gage heard that colonists had taken possession of gunpowder and weapons in Concord, MA. The British planned a surprise attack on Concord, but were spotted by Paul Revere and William Dawes, who warned the Minutemen of the British approach. The Minutemen gathered in Lexington to face the British; shots were fired; eight colonists were killed. The next morning, the British advanced to Concord, where they exchanged fire with Minutemen. The British were forced to retreat to Boston.</p>	<p>The violence at Lexington and Concord was the “shot heard ‘round the world” that began the Revolution. The early victory over the British at Concord gave the Patriots confidence.</p>
<p>10. Battle of Bunker Hill</p> <p>June 1775</p>	<p>Patriots took possession of strategic Breed’s Hill overlooking Boston Harbor. British forces attacked the hills and forced the Patriots to retreat behind Bunker Hill.</p>	<p>This battle was a victory for the British; however, the British lost far more soldiers (1,000) than did than colonists (400). Reports of the battle in England hardened British attitudes toward the colonies. King George III rejected the Olive Branch Petition, the Continental Congress’s last effort at a peaceful resolution.</p>

Handout 7

The Declaration of Independence Part I

When in the course of human events, it becomes necessary for one people to dissolve the political bands which have connected them with another, and to assume, among the Powers of the earth, the separate and equal station to which the Laws of Nature and of Nature's God entitle them, a decent respect to the opinions of mankind requires that they should declare the causes which impel them to separation...

What was the purpose of this document?

Who was the intended audience?

Handout 8

The Declaration of Independence Part II

We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness.

That, to ensure these rights, Governments are instituted among Men, deriving their just powers from the consent of the governed, --That whenever any Form of Government becomes destructive of these ends, it is the Right of the People to alter or to abolish it, and to institute new Government, laying its foundation on such principles and organizing its powers in such form, as to them shall seem most likely to effect their Safety and Happiness...

The history of the present King of Great Britain is a history of repeated injuries and usurpations, all having in direct object the establishment of an absolute Tyranny over these States.

To prove this, let Facts be submitted to a candid world...

What rights do the authors claim they have?

According to the authors, what is the purpose of government?

What do you expect to come next in the document?

Handout 9

The Declaration of Independence Grievances - A

He has refused his Assent to Laws the most wholesome and necessary for the public good...

He has called together legislative bodies at places unusual, uncomfortable, and distant from the depository of their Public Records, for the sole purpose of fatiguing them into compliance with his measures...

He has dissolved Representative Houses repeatedly, for opposing, with manly firmness, his invasions on the rights of the people.

1. What are these complaints about? Summarize each in your own words.

2. According to the authors, who was to blame for these problems?

Handout 10

The Declaration of Independence Grievances - B

He has made judges dependent on his Will alone, for the tenure of offices, and the amount and payment of their salaries.

He has kept among us, in times of peace, Standing Armies without the consent of our legislatures.

He has affected to render the Military independent of a superior to the Civil Power.

3. What are these complaints about? Summarize each in your own words.

4. According to the authors, who was to blame for these problems?

Handout 11

The Declaration of Independence Grievances - C

He has combined with others to subject us to a jurisdiction foreign to our constitution, and unacknowledged by our laws; giving his Assent to their Acts of pretended Legislation:

For quartering large bodies of armed troops among us...

For cutting off our Trade with all parts of the world...

For imposing Taxes on us without our Consent...

5. What are these complaints about? Summarize each in your own words.

6. According to the authors, who was to blame for these problems?

Handout 12

The Declaration of Independence Grievances - D

He has combined with others to subject us to a jurisdiction foreign to our constitution, and unacknowledged by our laws; giving his Assent to their Acts of pretended Legislation:

For depriving us, in many cases, of the benefits of Trial by jury...

For transporting us beyond Seas to be tried for pretended offences...

For taking away our Charters, abolishing our most valuable Laws, and altering fundamentally the Forms of our Governments...

7. What are these complaints about? Summarize each in your own words.

8. According to the authors, who was to blame for these problems?

Handout 13

The Declaration of Independence Grievances – E

He has combined with others to subject us to a jurisdiction foreign to our constitution, and unacknowledged by our laws; giving his Assent to their Acts of pretended Legislation:

He has abdicated Government here, by declaring us out of his Protection and waging War against us.

He has plundered our seas, ravaged our Coasts, burnt our towns, and destroyed the Lives of our People.

He has excited domestic insurrections amongst us, and had endeavored to bring on the inhabitants of our frontiers, the merciless Indian Savages, whose known rule of warfare, is an undistinguished destruction of all ages, sexes, and conditions.

9. What are these complaints about? Summarize each in your own words.

10. According to the authors, who was to blame for these problems?

Handout 14

The Declaration of Independence Part IV

In every stage of these Oppressions We have Petitioned for Redress in the most humble terms: Our repeated Petitions have been answered only by repeated injury. A Prince, whose character is thus marked by every act which may define a Tyrant, is unfit to be the ruler of a free People.

Nor have we been wanting in attention to our British brethren. We have warned them from time to time of attempts by their legislature to extend an unwarrantable jurisdiction over us. We have reminded them of the circumstances of our emigration and settlement here. We have appealed to their native justice and magnanimity, and we have conjured them by the ties of our common kindred to disavow the usurpations, which would inevitably interrupt our connections and correspondence. We must, therefore, acquiesce in the necessity, which denounces our Separation, and hold them, as we hold the rest of mankind, Enemies in War, in Peace Friends.

How had the colonists tried to solve their problems with British rule?

Handout 15

The Declaration of Independence Part V

We, therefore, the Representatives of the United States of America, in General Congress, Assembled, appealing to the Supreme Judge of the world for the rectitude of our intentions, do, in the Name, and by Authority of the good People of these Colonies, solemnly publish and declare, That these United Colonies are, and of Right ought to be Free and Independent States; that they are Absolved from all Allegiance to the British Crown, and that all political connection between them and the State of Great Britain, is and ought to be totally dissolved; and that as Free and Independent States, they have full Power to levy War, conclude Peace, contract Alliances, establish Commerce, and to do all other Acts and Things which Independent States may of right do. And for the support of this Declaration, with a firm reliance on the protection of divine Providence, we mutually pledge to each other our Lives, our Fortunes and our sacred Honor.

What words in this section declare the colonists' independence?

What rights and powers do the colonists now claim to have?

Handout 16

John Dickinson, *A Speech against Independence, 1776* (abridged)

I know the name of liberty is dear to each one of us; but have we not enjoyed liberty even under the English monarchy?

Argument 1:

In the human body the head governs all the members, directing them to the same object, which is self-preservation and happiness. So the king, in concert with the Parliament, can alone maintain the union of the members of this Empire... Still inexperienced and in our infancy, what proof have we given of our ability to walk without a guide?

Argument 2:

Our union with England is no less necessary to procure us, with foreign powers, that respect which is so essential to the prosperity of our commerce and the accomplishment of any enterprise... From the moment when our separation takes place, everything will take a contrary direction. The nations will look upon us with disdain; even the pirates of Africa and Europe will fall upon our vessels, will massacre our seamen, or lead them into cruel slavery...

Argument 3:

Handout 16A

John Dickinson, *A Speech against Independence, 1776* (abridged)

I know the name of liberty is dear to each one of us; but have we not enjoyed liberty even under the English monarchy?

In the human body the head governs all the members, directing them to the same object, which is self-preservation and happiness. So the king, in concert with the Parliament, can alone maintain the union of the members of this Empire... Still inexperienced and in our infancy, what proof have we given of our ability to walk without a guide?

Our union with England is no less necessary to procure us, with foreign powers, that respect which is so essential to the prosperity of our commerce and the accomplishment of any enterprise... From the moment when our separation takes place, everything will take a contrary direction. The nations will look upon us with disdain; even the pirates of Africa and Europe will fall upon our vessels, will massacre our seamen, or lead them into cruel slavery...

Argument 1:

The American colonies were governed fairly by England

Argument 2:

The American colonies are too young to govern themselves. The colonies would be like a headless body without the leadership of the King

Argument 3:

Because we are a part of the British Empire, other countries respect us and are willing to trade with us

Without England's protection, the colonies will be attacked and treated poorly by other countries

Handout 17

Name _____

Date _____

Decide whether each fact about the British Army and the Continental Army was a strength or weakness. Mark the strengths with a "+" and the weaknesses with a "-".

British Army in 1776	Continental Army in 1776
____ A large army of 50,000 soldiers and the most powerful navy in the world.	____ A small army of less than 20,000 soldiers
____ Professional soldiers were well-trained	____ Soldiers were untrained volunteers
____ Military leaders did not have experience in America and made poor decisions	____ General George Washington was an experienced and admired military leader
____ Army had plenty of supplies and could afford to buy the help of German soldiers	____ Shortages of food, uniforms, weapons, and money to pay soldiers
____ Recruited African-Americans, Native Americans, and Loyalists	____ Gained help from Great Britain's enemies: France and Spain
____ Many British citizens did not support the war	____ Patriots fought for their own homes and liberty
____ Fought an offensive war far away from home	____ Fought a defensive war on their own land

Which army was better prepared for war in 1776? Use evidence from the chart to support your answer.

Handout 18 - Label the location and date of the battle on the map

Battle: _____



Who was there?

What happened?

This battle was important because...

Handout 19**Battles of the American Revolution**

Battle	This Battle Was Important Because...
Long Island 1776	
Trenton 1776	
Brandywine 1777	
Saratoga 1777	
Monmouth Courthouse 1778	
Savannah 1779	
Charleston 1780	
Kings Mountain 1780	
Cowpens 1781	
Yorktown 1781	

Handout 19A**Battles of the American Revolution: *Teacher's Guide***

Battle	This Battle Was Important Because...
Long Island 1776	British attempted to seize New York, then march north to Boston. General George Washington's forces suffered major defeat at the hands of British General Howe. Largest and deadliest battle of the war. Colonists lost 1,200 men. Washington executed a daring retreat to Manhattan. Convinced Continental Congress of the need for colonial unity and one unified army.
Trenton 1776	By the end of 1776, the British controlled New York and New Jersey. Victory for the British seemed near. On the night of December 25, Washington led his troops across the icy Delaware River to attack Hessian (German) troops in Trenton. The surprise attack worked; Washington's forces captured Trenton and then Princeton, NJ. The victory energized the Patriots, and was a costly (in men, material, and territory) loss to the British.
Brandywine 1777	Part of the British plan to capture Philadelphia. British sailed up Chesapeake to Elkton. Washington's forces skirmished with the British at Cooch's Bridge and Chadd's Ford, but Washington refused to engage in a major battle. British forced Washington's troops to retreat. British occupied Philadelphia; Continental Congress fled to York, PA.
Saratoga 1777	British General Burgoyne marched from Canada to New York, planning to isolate New England from the rest of the colonies. Burgoyne's army was defeated by Virginia regiment's sharpshooting. Turning point in war: Victory convinced the French to ally with colonists and send military support. Spain also entered the war against Great Britain.
Monmouth Courthouse 1778	After a rough winter training in Valley Forge, Washington's troops fought the British in Monmouth, NJ and forced the British to retreat to New York City. Continental Army's performance demonstrated the new military discipline taught by Baron von Steuben at Valley Forge. Last battle in the north.
Savannah 1779	British believed that there was strong Loyalist sentiment in the South and turned their military campaign there. British seized Savannah and used the city as a base of operations for campaigns against Charleston and the Florida coast.
Charleston 1780	A second major victory for the British in their Southern Campaign. Loyalists in the area joined the British forces. After a six-week siege, the British took Charleston and held it until the end of the war.
Kings Mountain 1780	A short but decisive battle in the southern theater between Patriot militia and Loyalist militia in rural South Carolina. Patriot victory raised the morale of Continental Army after defeats at Savannah and Charleston. British General Cornwallis forced to abandon plans to invade North Carolina and retreat to South Carolina.
Cowpens 1781	The turning point in the southern war that led to the Patriot victory at Yorktown. General Morgan led the Patriot troops in a decisive victory over General Tarleton's British troops in rural South Carolina. Victory revived patriots in the South.
Yorktown 1781	After a victory over the Patriots at Guilford Courthouse, NC that cost General Cornwallis 1/4 of his soldiers, the British retreated north to Yorktown, VA. He was met by the combined forces of General Washington and French General Rochambeau. This Continental Army victory was the last major battle of the war. Cornwallis's surrender led the British to negotiate for peace.

Reading 1



The Delaware quarter's reverse celebrates Caesar Rodney's historic horseback ride in 1776.

Delaware

The Delaware quarter, depicting the historic horseback ride of Caesar Rodney, galloped onto the scene as it kicked off the much anticipated United States Mint's 50 State Quarters® Program.

Caesar Rodney was a delegate to the Continental Congress. On July 1, 1776, despite suffering from asthma and cancer, Rodney set off on the 80-mile journey to Philadelphia withstanding thundershowers and a severe summer heat wave. The next day, he arrived at Independence Hall just in time to cast the deciding vote in favor of our nation's independence. This native of Dover has also held more public offices than any other Delaware citizen. In addition to being an extremely dedicated delegate, Rodney was also a soldier, judge, and speaker of Delaware's Assembly.

Through an Executive Order issued by Delaware Governor Thomas R. Carper on February 2, 1998, state residents were encouraged to submit quarter design concepts to the Delaware Arts Council. The Council received over 300 submissions. With the governor's approval, the Council forwarded several concepts to the United States Mint for review and execution of drawings. From there, three selected designs were reviewed and approved by the Citizens Commemorative Coin Advisory Committee, the Fine Arts Commission, and the Secretary of the Treasury. Next, the governor's office conducted a telephone and e-mail opinion poll. Caesar Rodney received 948 of the 1,519 total votes. The quill pen and parchment and the allegorical 'Lady Liberty' designs received 336 and 235 votes, respectively. Friday, June 12, 1998, the Caesar Rodney selection for the Delaware quarter was made public at a press briefing in Dover, DE. An art and drama teacher, fittingly employed at Caesar Rodney High School, submitted the selected design concept.

From, "The United States Mint" at <http://www.usmint.gov>

Reading 2

On this same day, July the third, 1776, Caesar Rodney was chatting with Mistress Rowland in the parlor of her house at Lewes, so one tradition goes. It had seemed strange to him that he had not heard from McKean lately, but he felt sure that if anything important were happening at Philadelphia he would receive word at once. So he put his anxieties aside and laughed and talked with the widow.

Suddenly, the parlor door was thrown open and a maid-servant came into the room. She crossed over to where General Rodney was sitting. "There!" she cried. "I'm an honest girl and I won't keep those back any longer!" and she threw a packet of letters into the General's lap.

Rodney picked them up and looked at them. They were in Mr. McKean's handwriting. Hastily he ran through them. They were the letters Sarah Rowland had been keeping back, --the letters begging and imploring him to hasten north to Philadelphia.

Without a word, General Rodney started to his feet, and ran out to where his horse was standing before the house. Sarah Rowland called to him, but he did not heed her. He sprang to the saddle and gathered up the reins, and a moment later he was galloping madly north toward Dover. It was a long ride, but a longer still was before him. The heat was stifling, and the dust rose in clouds as he thundered along King's Highroad.

At Dover, he stopped to change his horse, and here he was met by McKean's last messenger, with a letter, urging him to haste, haste. Indeed, there was not an hour to waste. Philadelphia was eighty miles away, and the vote was to be taken the next morning.

On went Rodney on his fresh horse. Daylight was gone. The moon sailed slowly up the sky, and the trees were clumps of blackness on either hand as he rode.

At Chester, he again changed horses, but he did not stop for either rest or food. Soon, he was riding on again.

It was in the morning of July fourth, that the rider, exhausted and white with dust, drew rein before the State House door in Philadelphia. McKean was there watching for him.

"Am I in time?" called Rodney as he swung himself from his horse.

"In time, but no more," answered McKean.

Side by side he and Rodney entered Independence Hall. There sat the delegates in a semi-circle. Rodney and McKean took their places. The Declaration of Independence lay on the table before them. It was being voted on. One after the other the colonies were called on and one after another they gave their votes for it. The Counties on Delaware were called on. Mr. McKean rose and voted for it. Mr. Read was, as usual against it.

Then Caesar Rodney rose in his place. His face looked white and worn under its dust, but he spoke in a clear, firm voice. "I vote for Independence."

And so the day was won. From the belfry of Independence Hall, the bells pealed out over the Quaker City. Bonfires blazed out, people shouted for joy, and the thirteen American Colonies, strong in union, stood pledged together in liberty.

From, Pyle, Katharine, "Once Upon a Time in Delaware", E.P. Dutton and Company, New York City, copyright 1911, pages 67-69.

Source A

Caesar Rodney's letter to his brother, Thomas Rodney.

Philada July the 4th 1776

Sir

I have inclosed you a Summons directed to the Sheriff to Summon the members for our Country to meet in Assembly at Newcastle on the 22d day of this Instant, which I hope you will have put into his hands as soon as possible after it Comes to Yours. I arrived in Congress (tho' detained by Thunder and Rain) time Enough to give my Voice in the Matter of Independence. It is determined, by the Thirteen United Colonies, without even one dicenting Colony. We have now Got through with the Whole of the declaration, and Ordered it to be printed, so that You will soon have the pleasure of seeing it. Hand-bills of it will be printed, and Sent to the Armies, Cities, County Towns - to be published or rather proclaimed in form. Don't neglect to Attend Closely and Carefully to my Harvest and You'll oblige.

Yours

Caesar Rodney

Transcription source:

Harry Thernal, "At long last, see Caesar Rodney's historic words" , The News Journal Papers, September 20, 1999.

Original letter:

Located at the University of Virginia, donated by Albert H. Small

Source B

On July 2, 1776, less than a month after Delaware's Separation Day, the Congress in Philadelphia voted to accept a Declaration of Independence of all thirteen colonies. All the Congressman had to vote on the Declaration. Caesar Rodney was at his house in Dover on July 1 when a message came from Philadelphia to tell him that the vote on independence would be the next day. Rodney immediately set out for Philadelphia. He traveled along the dark, unmarked roads all night, through thunder and lightning storms.

When Caesar Rodney arrived in Philadelphia the next morning, he must have been very tired and dirty from his trip. Still wearing his riding clothes, he rushed into the building (now called Independence Hall) where Congress was meeting. The other delegates were very happy and excited when Rodney declared his vote for independence.

Two days later, on July 4, 1776, the delegates to Congress accepted a document written by Thomas Jefferson of Virginia called the "Declaration of Independence." Thomas McKean, Caesar Rodney, and George Read all signed the Declaration of Independence for Delaware.

From, Hoffeecker, Carol E. , Delaware, The First State, The Middle Atlantic Press, Moorestown, NJ, 1998. pages 87-88.

Source C

Each state had but one vote in the Congress. When it was found that four states would not support the resolution on July 1, the vote was put off overnight. McKean sent "an express" to Caesar Rodney, the third Delaware delegate, who had been busy at home as speaker of the assembly and commander of the militia. In "Thunder and Rain" Rodney rode from Dover to Philadelphia on the night of July 1. As New York had decided to abstain [not vote], and the other two doubtful states had been induced to vote for the measure, his arrival and support allowed Congress to declare that independence was favored unanimously by the states present and voting. The formal Declaration of Independence was adopted on July 4.

From, Munroe, John A., "Delaware: A Students' Guide to Localized History", Teachers College Press, New York, 1965, page 15.

Source D

On July 1, 1776, the two delegates from Delaware were split over approving the resolution to declare independence. Thomas McKean favored the resolution to declare independence. Thomas McKean favored the resolution; George Read opposed it. The final vote was not to be held until the next day. McKean sent for Caesar Rodney who had been serving as speaker of the General Assembly and leader of the militia to bring Tories under control in Sussex County. Caesar Rodney rode through the rainy, stormy night to reach Philadelphia. McKean and Rodney voted for the resolution on July 2, 1776. John Dickinson, who later lived at the family mansion and farm near Dover, voted against the resolution as a representative from Pennsylvania. Congress took final action on July 4 regarding the resolution and declaration written by Thomas Jefferson. Delaware thus had an important role in the passage of the Declaration of Independence. To understand the meaning and significance of the Declaration of Independence and its importance to all people, you should get a copy and read it thoroughly.

From, Broyles, Randall L., "Concepts of Delaware", Universal Publishing Associates, West Palm Beach, Florida, 1974, page114.

**Comparing Versions of Caesar Rodney's
July 1776 Ride to Philadelphia**

	Answer	Evidence (How do you know this?)
Who wrote this version?		
When was this version written?		
Is this a primary or secondary source?		
Who is the intended audience of this version?		
What else do you know about the author?		

Comparing Summaries

My Name:

I'm comparing with:

These things are only true of my summary

These things are true of both summaries

These things are only true of my partner's summary

What is the biggest difference between the two summaries? Explain your answer with evidence from the summaries to support the differences.

Background Information on Authors



Caesar Rodney

Caesar Rodney was born in Dover, Delaware, on October 7, 1728. Politics was one of his early interests. He was high sheriff of Kent County from 1755 to 1756, justice of the peace, judge of all lower courts, captain in the Kent County Militia in 1756, superintendent of the printing of Delaware currency in 1759, a member of the state assembly from 1762 to 1769, and an associate justice of the Delaware Supreme Court from 1769 to 1777.

A delegate to the Stamp Act Congress and a strong supporter of the Revolution, he participated in the First and Second Continental Congresses. His dramatic ride to Philadelphia on July 2, 1776, enabled the Delaware delegation to vote two to one for the Declaration of Independence. Rodney was elected the first president of Delaware and was responsible for keeping the militia loyal and efficient. He had a close relationship with General Washington. He was also responsible for guiding Delaware's ratification of the Articles of Confederation in 1779.

The last 10 years of his life were difficult as he suffered from cancer. Rodney died at his farm, Poplar Grove, on June 26, 1784. His remains were reinterred in 1888 at the Christ Episcopal Churchyard in Dover.

Source: The National Statuary Hall Collection



Carol Hoffeecker (center)

Dr. Carol E. Hoffeecker

Hoffeecker's first visit to the University was as a 6-year-old, driven down from Wilmington with her mother and father (a "very loyal UD alumnus and football fan" who attended the University in the '20s) to have dinner.

As an undergraduate at UD, Hoffeecker wrote her senior thesis on Delaware during the War of 1812 and the siege of Lewes. It was her first research effort about the history of Delaware, which in her later career would be the focus of much of her writing.

After receiving her bachelor's degree from UD, Hoffeecker received her master's degree from Radcliffe College and her doctorate from Harvard in 1967. She launched her teaching career at Sweet Briar College in 1963 and later taught at Northeastern University. She returned to Delaware in 1968 as a junior resident scholar at the Hagley Museum and Library, where she began work on a history of Delaware.

She came back to UD in 1970, when she became coordinator of the Hagley Graduate Program and taught courses on Delaware history and urban history. In 1973, she became a full-time faculty member. The following year, she wrote *Wilmington, Delaware, Portrait of an Industrial City: 1830-1900*, published by the University of Virginia Press. This was followed by *Brandywine Village, Corporate Capital: Wilmington in the Twentieth Century* and *Wilmington: A Pictorial History*. Hoffeecker also participated in a Bicentennial project commissioned by the National Endowment for the Humanities in 1976. For that project, she wrote, *Delaware: A Bicentennial History*, part of a project to produce histories of each state, written from the personal perspective of native writers.

Other books by Hoffeecker include *Delaware, The First State* for school-aged children, which is used in classrooms throughout the state; *Beneath Thy Guiding Hand: A History of Women at the University of Delaware* for the UD Office of Women's Affairs; and *Unidel: A Foundation for University Enrichment*. Off campus,

John A. Munroe

John A. Munroe is the H. Rodney Sharp Professor of History, Emeritus, University of Delaware. He was born in Wilmington, Delaware, in 1914, and educated in the Wilmington public schools. He received a B.A. (1936) and an M.A. (1941) from the University of Delaware, and a Ph.D. (1947) from the University of Pennsylvania. Throughout his long career, Professor Munroe served as a high school teacher, a professor, a dean, and chairman of the history department. He has received numerous awards, and held numerous positions in the history community. A prolific and well published writer, the bulk of his research focuses on various aspects of Delaware History, a subject on which he is a noted authority.

Other Publications by John A. Munroe:

Louis McLane: Federalist and Jacksonian
Colonial Delaware: A History
History of Delaware
University of Delaware: A History
Books, Bricks and Bibliophiles: The
University of Delaware Library, with
Carol E. Hoffecker

John A. Munroe Hall's Namesake Honored at Dedication Ceremony

John A. Munroe Hall, the new home of the departments of History and Anthropology, was dedicated with much fanfare on November 2 to an audience of more than 300 faculty, friends, students, and relatives in Trabant University Center. The building's namesake, University of Delaware alumnus and Professor Emeritus of History John A. Munroe, met with a standing ovation as he addressed the crowd and gratefully received the honor bestowed on him. A dedicated teacher and distinguished scholar of Delaware history, Munroe reminisced about his long association with the University, which began as a freshman in 1932 and has continued past his 1982 retirement to the present day.

— Source: UD Messenger, Volume 7, Number 1, 1997

Katharine Pyle 1863 – 1938

Katharine Pyle was one of Delaware's most prolific authors, having had a part in the creation of more than 50 children's books, yet little information has been published about her life. For anyone who would dare the rarified air of children's book collecting, her works would be a challenging and rewarding target.

Pyle was born in Wilmington November 22, 1863, the youngest of four children. Her parents, William Pyle and Margaret Churchman Painter Pyle, were of old Wilmington Quaker families. The home atmosphere has been described as warm and conducive to learning and creating. Katharine spent her entire life in the Wilmington area except for four years in New York in the 1890s.

In 1879, while a 16-year-old student at Wilmington's Misses Hebb's School, her poem "The Piping Shepherd" was published in *Atlantic Monthly*. Her illustrator brother Howard (1853-1911) asked her to contribute verses and drawings for his *The Wonder Clock*, published by Harper in 1888. She studied at the Philadelphia School of Design for Women with classmates such as Bertha Corson Day and at Drexel Institute in her brother's illustration class. Two of her works from that class were exhibited in 1897 at Drexel.

She illustrated books as early as 1895 and is said to have had a play published in 1898 by *Ladies' Home Journal*, but her real success as a writer and artist began in the same year with the publication of *The Counterpane Fairy* by Dutton. This book, which she both wrote and illustrated, enjoyed popularity for the next 40 years and is still known today.

Katharine published more than a book a year from 1898 to 1934. Some she wrote and illustrated. Others she only wrote, edited, or illustrated. A few she carefully labeled as "retellings" of classics. Her book *Nancy Rutledge*, 1906, is said to have been based on her own childhood.

She authored two works of Delaware history. *Once Upon a Time in Delaware*, 1911, edited by Emily P. Bissell and illustrated by Ethel Pennewill Brown, was a somewhat fictionalized account for children of certain events in Delaware history and was described extensively in *Collecting Delaware Books* volume 4 number 3. "The Story of Delaware, A New and Careful History of Our State" was serialized in 1924 in the Wilmington *Sunday Morning Star*.