

Why did General George Washington Love New York in the American Revolution?



Keith Reilly is a Master Teacher with Living History Education Foundation that provides teachers with opportunities and materials for an experiential approach to learning. www.livinghistoryed.org

Supporting Questions

1. How did both British and Patriots attempt to control the Hudson River?
2. Why were New Yorkers so deeply divided between Patriots and Loyalist?
3. Why was the victory at Saratoga vital for the United States to form an alliance with France?
4. What were General Washington's emotions as he returned to New York City?

Why did General George Washington Love New York in the American Revolution?

Inquiry Standard	7.3 Growing tensions over political power and economic issues sparked a movement for independence from Great Britain. New York played a critical role in the course and outcome of the American Revolution. Gathering, Using, and Interpreting Evidence: Geographic Reasoning; Economic Reasoning; Comparison and Contextualization
Staging the Compelling Question	Explain how New York was vital to the outcome of the American Revolution and how the Battle of Saratoga was especially significant to the Patriot victory of the American Revolution.

Supporting Question 1	Supporting Question 2	Supporting Question 3	Supporting Question 4
How did both British and Patriots attempt to control the Hudson River?	Why were New Yorkers so deeply divided between Patriots and Loyalist?	Why was the victory at Saratoga vital for the United States to form an alliance with France?	What were General Washington's emotions as he returned to New York City?
Formative Performance Task	Formative Performance Task	Formative Performance Task	Formative Performance Task
Create a map of New York with the rivers and lakes labeled and mark the Patriot and British forts including Iroquois positions at the start of the British campaign of 1777.	Write a persuasive argument to a member of the Iroquois Nation. From either the Loyalist or Patriot perspective, convince the Iroquois to join your side.	Write a claim supported by evidence that the Battle of Saratoga marked the "turning point" in the American Revolution.	Create a broadside or poster announcing "Evacuation Day" on November 25, 1783 and the return of General George Washington to New York City.
Featured Sources	Featured Sources	Featured Sources	Featured Sources
Source A: Governor Tryon's Report Source B: Von Stuben Manual Source C: Saratoga: The Campaign of 1777	Source A: Loyalist Recruitment Broadside Source B: Liberty Cufflink from Fort Montgomery Source C: The Battle of Fort Montgomery	Source A: Cartridge Making Pattern Source B: "Dear Diary" from Saratoga Source C: "Something more at Stake" - Saratoga Video	Source A: Washington's return to NYC Source B: British Prison Ships in NYC Source C: Washington's Farewell

Summative Performance Task	ARGUMENT Why did George Washington Love New York during the American Revolution? Construct an argument (e.g., detailed outline, poster, essay) that addresses the compelling question using specific claims and relevant evidence from historical sources.
	EXTENSION Create a 90 second "I Love New York" commercial about New York State's crucial role in the American Revolution and highlight the historic sites that students can visit today.
Taking Informed Action	UNDERSTAND Identify the disagreement over how to best utilize the remaining land where the Fishkill Supply Depot resides. ASSESS Evaluate the competing claims from the perspective of the Continental Commons and the Friends of the Fishkill Supply Depot ACTION Propose a resolution to either to save the Fishkill Supply Depot or support Continental Commons to the Fishkill Planning board at: http://www.fishkill-ny.gov/contact-form---planning..

Inquiry Description

1/3 of all of the battles of the American Revolution occurred in New York State with General Washington spending much of his time during the war in the state. Throughout this living history inquiry, students investigate the complex nature of the American Revolution. The students gather information about the individuals and groups involved in the American Revolution to understand the conflict and global implications. New York State played a critical role to the outcome of the war due to its geographic, economic and political importance. Students will focus on the compelling question to understand how General Washington understood the importance of New York. The inquiry will examine the strategic importance of New York as well as the civil war element of "Loyalist" vs. "Patriot". Since this is a Living History Inquiry, the formative performance tasks will focus on hands on experiential learning that a new recruit into a 18th century army would likely have to perform. The formative tasks lead to the summative task for the students creating an "I Love New York" commercial that inspires the public to visit these historic sites of New York. The inquiry also offers Living History tasks that will offer additional methods to increase knowledge about the American Revolution through activities that bolster interest and community involvement with a summative Living History "School of the Soldier" production. Taking Informed Action is also a vital piece of this inquiry that encourages students to visit the sites devoted to the American Revolution as well as to participate in saving the Fishkill Supply Depot for interpretation for future generations.

Structure

Students list on paper some of the reasons why George Washington would love New York State. The students will also list the names of famous battles that occurred during the American Revolution. Students may also list the names of the British, Patriots, Loyalist and Native Americans that all fought in the conflict. Teachers may focus the discussion on the strategic location of New York State. The location of the Mohawk and Hudson River will be mapped out to show the importance of travel and river transportation. Teachers may also use sports analogies to see how a team learn techniques and styles from other countries to improve. (For example, the growth of Soccer in the United States) The inquiry will also highlight the many state and national parks in New York State that have an important role in the American Revolution. This inquiry has been a collaborative effort with input from Saratoga National Park, Fort Montgomery State Park and Fort Stanwick National Park as well as the Living History Education Foundation.

Staging the Compelling Question	
Compelling Question	Why did General George Washington Love New York in the American Revolution?
Featured Sources	<ul style="list-style-type: none"> • Source A: Living History Manual

Staging the compelling question

Throughout this living history inquiry, students investigate the complex nature of the American Revolution. The students gather information about the individuals and groups involved in the American Revolution to understand the conflict and global implications. New York State played a critical role to the outcome of the war due to its geographic, economic and political importance. Students will focus on the compelling question to examine the strategic importance of New York as well as the civil war element of “Loyalist” vs. “Patriot”. Since this is a Living History Inquiry, additional formative performance tasks will focus on hands on experiential learning that a new recruit into a 18th century army would likely have to perform. The formative tasks lead to the summative task of creating a commercial that inspires the public to visit these historic sites. The inquiry also offers Living History tasks that will offer additional methods to increase knowledge about the American Revolution through activities that bolster interest and community involvement with a summative Living History “School of the Soldier” production. Taking Informed Action is also a vital piece of this inquiry that encourages students to visit the sites devoted to the American Revolution as well as to participate in saving the Fishkill Supply Depot for interpretation for future generations.

Compelling Question

Featured Source A

Living History Manual

Living History Manual by Joseph J. Ryan with Raymond E. Bell Jr.

Published by: The Living History Education Foundation
11 Lake Drive
Buchanan, NY 10511

ISBN: 978-0-615-28631-0

Visit www.livinghistoryed.org to download a copy of the manual



**“Joe, I want Living History Statewide.”
Governor Pataki**

Living History Manual by Joseph J. Ryan and Raymond E. Bell Jr
Visit www.livinghistoryed.org to download a copy of the manual

Supporting Question 1

Supporting Question	How did both British and Patriots attempt to control the Hudson River?
Formative Performance Task	Create a map of New York with the rivers and lakes labeled and mark the Patriot and British forts including Iroquois positions at the start of the British campaign of 1777.
Featured Sources	<ul style="list-style-type: none"> ● Source A: Governor Tryon's Report ● Source B: Von Steuben Manual ● Source C: Saratoga: The Campaign of 1777

The Hudson River and lakes in the Adirondacks form a line that runs north and south to the St. Lawrence River that essentially isolate the New England Colonies from the rest of the English Colonies. Forts are constructed by both the Patriots and the British to win control of the river. Iroquois nations were also located in Western New York along the Mohawk River and will have to choose which side to fight.

Formative Performance Task

In the formative task, students will create a map of New York's rivers and lakes. The living history techniques from the Von Steuben Drill Manual about how to fire a flintlock musket will understand the tactics that dominated the 18th century. Comparing the battlefield tactics to the game of football will help students to understand the need for open-field fighting and the need for precise execution of the manual. The role and importance of the Iroquois will also be examined.

Supporting Question 1

Featured Source A

Governor Tryon's Report

GOVERNOR WILLIAM TRYON'S REPORT ON THE STATE OF THE PROVINCE OF NEW YORK, 1774

Question No. 15.

What is the Number of Militia and under what Regulations is it constituted?

Answer.

The White Inhabitants amounting to 161,102, the Militia may be supposed to consist of about Thirty two Thousand.

A law is passed annually or every two years for regulating the Militia; The Act now in force directs That every Man from Sixteen to Fifty years of age (a few excepted) shall enlist himself with the Commanding Officer of the Troop of Horse, or Company of Foot in the place where he resides.—That the Militia armed and equipped (as the Law prescribes) shall appear and be exercised twice a year.—And imposes fines on both Officers and Soldiers for every neglect of Duty, with other less material provisions relative to the service. The Officers are all appointed by the Governor, and the whole Militia is under his Command and subject to his Orders, agreeable to the power vested in him as Captain General of the Province by the Royal Letters Patent or Commission.

As no Act relative to the Militia was passed during the last Session of the General Assembly, the above regulations will cease on the first day of May 1774, when the present Militia Law expires by its own Limitation.

(From Documentary History of The State of New York. E.B. O'Callaghan. 1850.)

RULES AND ORDERS FOR REGULATING THE MILITIA OF THE COLONY OF NEW - YORK
RECOMMENDED BY THE PROVINCIAL CONGRESS, AUGUST 22, 1775, AND ORDERED TO BE PRINTED.

WHEREAS the well ordering and regulating the militia of the colony, is become an object of the greatest importance to the preservation of the lives and liberties of its inhabitants. AND WHEREAS the Continental Congress held at Philadelphia on the 10th day of May last, taking into consideration the necessity of such a regulation, have recommended the same to the inhabitants of the associated colonies. AND WHEREAS this Congress on the 9th day of this instant August, by several resolutions recommended to their constituents the expediency of forming themselves into companies, and choosing their officers in the manner following,

RESOLVED, That it be recommended that every county, city, manor, town, precinct and district, within this colony, (where the same, is not already done) be divided into districts or beats, by their respective committees, in such manner that out of each may be formed, one military company, ordinarily to consist of about eighty three able bodied and effective men, officers included, between sixteen and fifty years of age. (The battalion commanded by Col. Lasher, the companies of artillery, light horse and hussars, in the city and county of New York, and the troops of horse, companies of grenadiers, and associated companies, already formed in the several cities and counties within this colony excepted.) *Resolved. ...*

That such choice of election be made in the manner following, viz. After the company is drawn up, the committee men who preside at the election, may repair to a station at some convenient distance from the company, then let the men pass in a single file between them, each man giving in the name of the person he chooses to fill the office in question; the majority of such votes to determine the election: ...

Resolved sixthly, That for the purpose of completely carrying into execution the recommendation of the Continental Congress, after the whole militia is formed as above, every fourth man of each company be selected for minute men, of such persons as are willing to enter into this necessary service. That the officers of the militia make with all convenient speed, a return of the names of those persons to the committee of their respective counties, who shall thereupon arrange those men into companies, and who are to recommend to such new arranged companies, the choice of their officers in the manner above mentioned, provided that where whole companies offer their service as minute men, they shall be commanded by the officers already chosen, and the remaining number of minute men shall be completed out of the other companies as above.

(From Rules and Orders For Regulating the Militia of the Colony of New-York. August 22, 1775.
Printed by John Holt, New York. 1775.)

LIFE 15

Documentary History of the State of New York. E.B. O'Callaghan. 1850

Supporting Question 1

Featured Source B

Von Steuben Manual

Supporting Question 1

Featured Source B

Von Steuben Drill Manual

<https://www.youtube.com/watch?v=tBGH2kFimRM>

A video demonstration of firing commands of the Continental Army based on Von Steuben's Manual from Valley Forge National Historic Site. This is useful to view to gain experience with the firing commands.

Supporting Question 1

Featured Source B

When Von Steuben came to the American army at Valley Forge, the soldiers had been trained using several manuals of the period (it appears to have depended on the part of the country you lived in as to which manual you were trained under). While many of the commands were similar, there were differences which could cause confusion - which you don't want in the heat of battle. Von Steuben took what he considered were the best features of both manuals and then wrote America's first drill manual.

The commands of the Steuben musket drill seem too slow and deliberate to modern ears to be of efficient use in a battle situation. However, through proper execution of the training commands, the soldiers became a well- synchronized unit. The standardized musket drill allowed all American soldiers to maximize volume of fire, easily attaining a rate of 2-3 rounds per minute.

As far as accuracy goes, with an effective range of 70-100 yards, you'd be lucky to hit the target you were pointing at 4 out of 10 times. However, if you used the 'buck and ball' cartridge, your ability to hit a target went up to 8 out of 10 times. "Buck and ball" is a term that is defined as: one standard size musket ball and three smaller pellets, "buck shot", each about the size of a pencil eraser. Only problem was that the effective range of the buck and ball cartridge was at most 60 yards.

Source: <http://www.jouster.com/forums/showthread.php?8178-Musket-drill>



https://www.youtube.com/watch?v=I_SCFmO_sSQ
<http://www.jouster.com/forums/showthread.php?8178-..>

Supporting Question 1

Featured Source C

Saratoga: The Campaign of 1777

Supporting Question 1
Featured Source A
Saratoga: The Campaign of 1777



"I have always thought Hudson's River the most proper part of the whole continent for opening vigorous operations. Because the course of the river...is precisely the route that an army ought to take for the great purposes of cutting the communications between the Southern and Northern Provinces, giving confidence to the Indians, and securing a junction with the Canadian forces."

- General John Burgoyne, 1775

Source: Saratoga NHP Site Pamphlet

Saratoga NHP Site Pamphlet

Supporting Question 2

Supporting Question	Why were New Yorkers so deeply divided between Patriots and Loyalist?
Formative Performance Task	Write a persuasive argument to a member of the Iroquois Nation. From either the Loyalist or Patriot perspective, convince the Iroquois to join your side.
Featured Sources	<ul style="list-style-type: none"> • Source A: Loyalist Recruitment Broadside • Source B: Liberty Cufflink from Fort Montgomery • Source C: The Battle of Fort Montgomery
Additional Materials	<ul style="list-style-type: none"> • IMG_5099.jpg (https://s3.amazonaws.com/idm-dev/u/1/4/c/5/1587/14c5cd7b1a250ce7cca46b461f41870cd083e736.jpg) • IMG_5100.jpg (https://s3.amazonaws.com/idm-dev/u/e/f/3/3/1587/ef332ef9b01483f5c6fed7ee179f7a42b81acbb0.jpg) • IMG_5111.jpg (https://s3.amazonaws.com/idm-dev/u/6/e/d/e/1587/6edea5fbd0e8535c9508c49ce9c9ed1d0ceb53de.jpg) • IMG_5109.jpg (https://s3.amazonaws.com/idm-dev/u/7/4/1/8/1587/74180db316f623e6892c4a98bd373454f8712dd0.jpg) • IMG_5126.jpg (https://s3.amazonaws.com/idm-dev/u/8/7/a/1/1587/87a141922db378d478bababd2ce5bf4883c9c3b8.jpg)

General Washington called the defense of the Hudson Highlands against the British the "key to the continent"--the strategy prevented British ships from interrupting the flow of support between the New England and lower colonies and was an important factor in winning the war. But nearly 20,000 Americans also fought as Loyalist alongside the British with the Battle of Oriskany being one of the most viscous fought between Loyalist, Patriot and Native American.

Formative Performance Task

This task will help the students to understand the conflict from both sides and create empathy for Loyalists and Patriots. Also, this conflict will shatter the Iroquois Confederacy and culture. The Living History Performance Task of setting up a tent, building fascines and wearing the uniform of the 18th century will allow students to understand the day to day life of being a soldier. Students will have a better understanding about the motivation for selecting a side after performing these tasks.

Supporting Question 2

Featured Source A

Loyalist Recruitment Broadside

Supporting Question 2 Featured Source A

Loyalist Broadside Recruitment Broadside - * note to teachers about how to read the older font type, calling attention to the "short S", the character that looks like an "f", and the "ligature mark" connecting a "short S" and a "t" as well as a "c" and a "t". Also, "entertain them" in the last sentence does not mean the same as today; it meant "enlist them" or simply "sign them up."

http://www.loyalamericanregiment.org/docs/Teucro_Duce_Nil_Desperandom.pdf

ALL GENTLEMEN VOLUNTEERS,
Who are willing to serve his Majesty in the
LOYAL AMERICAN REGIMENT

COMMANDED BY
Col. BEVERLEY ROBINSON,

For TWO YEARS, or during the Rebel-
lion, shall upon their being mustered and ap-
proved of by the Inspector-General, receive
Twenty-five Dollars Bounty.

Whatever Persons are willing to embrace the
present Opportunity offered or approving their
Loyalty, let them repair to the Quarters of the
Regiment, at Haerlem Heights, or to the
Bull's Head Tavern, at New-York, where an
Officer will attend to receive and entertain them.

Loyalistamericanregiment.org

Supporting Question 2

Featured Source B

Liberty Cufflink from Fort Montgomery

Supporting Question 2

Featured Source B

Liberty Cufflink Button from Fort Montgomery

In Pursuit of Fragile Liberty

Cuff link

Two of the smallest yet most important objects found during the archeological excavations at Fort Montgomery were these delicate jewels from a cuff link, impressed with the word "LIBERTY." They symbolize the resolute hope of Fort Montgomery's defenders. That fragile idea, like this broken cuff link, was seemingly abandoned at Fort Montgomery, crushed by the British victory.

But the dream of liberty did not die at Fort Montgomery. The British attacks in the Hudson River Valley did not achieve their objective of diverting American forces away from Burgoyne's army at Saratoga. Eleven days after the fall of Fort Montgomery, Burgoyne surrendered his entire army. This incredible American victory marked the turning point of the Revolutionary War. In 1789, the new nation's Constitution established the principles of liberty that the fort's defenders envisioned, and which we still cherish today.



Source: *In the Hour of Their Country's Trial: An Exhibit Guide to Fort Montgomery State Historic Site.* New York State Office of Parks, Recreation and Preservation

In the Hour of Their Country's Trial: An Exhibit Guide to Fort Montgomery State Historic Site. New York Office of Parks, Recreation and Preservation

Supporting Question 2

Featured Source C

The Battle of Fort Montgomery

Supporting Question 2

Featured Source C

The Battle of Fort Montgomery

<https://www.youtube.com/watch?v=0t9iXAVBrI0>

This video is shown at the Fort Montgomery State Historic Site to offer an overview of the battle and its importance to the overall outcome of the war. It illustrates how the war divided New Yorkers and incorporates artifacts that have been found by archaeologists to help understand the significance of the battle. The video also prominently features the President of the Living History Education Foundation, Joseph Ryan as well as Master Instructors, Keith Reilly and Robert Buccheri. A copy with extended explanations of the battle are available to purchase at the Fort Montgomery State Historic Site Visitor's Center.

Battle Recreation by 7th grade Students from George Fischer Middle School



<https://www.youtube.com/watch?v=0t9iXAVBrI0>

Supporting Question 3

Supporting Question	Why was the victory at Saratoga vital for the United States to form an alliance with France?
Formative Performance Task	Write a claim supported by evidence that the Battle of Saratoga marked the “turning point” in the American Revolution.
Featured Sources	<ul style="list-style-type: none"> ● Source A: Cartridge Making Pattern ● Source B: "Dear Diary" from Saratoga ● Source C: "Something more at Stake" - Saratoga Video

This question examines the idea that the United States desperately needs materials, money and a navy to defeat the British. The Battle of Saratoga is viewed by many historians as the “turning point” in the war and students will understand how the Patriots improved since the defeat of New York City in 1776. With the Living History task, militia soldiers were expected to arrive for duty with a certain number of cartridges. Continental Army forces had their cartridges manufactured by paid laborers working for the Commissary of Military Stores and issued from regional supply depots such as the Fishkill Supply Depot. While making these cartridges, students would reflect on the consequences of the war. Learning about 18th century medicine also makes students aware of the realities of war and the deadly effects of battle wounds, infections and disease.

Formative Performance Task

The claim summarizes the students learning about New York State’s Role in the American Revolution and the importance of Saratoga.

- The United States Continental Army Defeated a well trained British and Hessian Army at Saratoga
- A Franco-American Alliance could help the French regain control of its empire in North America
- Early victory at Fort Ticonderoga will supply the Patriots with cannons
- Sites such as Fishkill Supply Depot provided the materials needed to win the war
- The Hudson River was critical to the outcome of the War with many fortifications constructed to ensure that the Patriot’s would control the Hudson

Supporting Question 3

Featured Source A

Cartridge Making Pattern

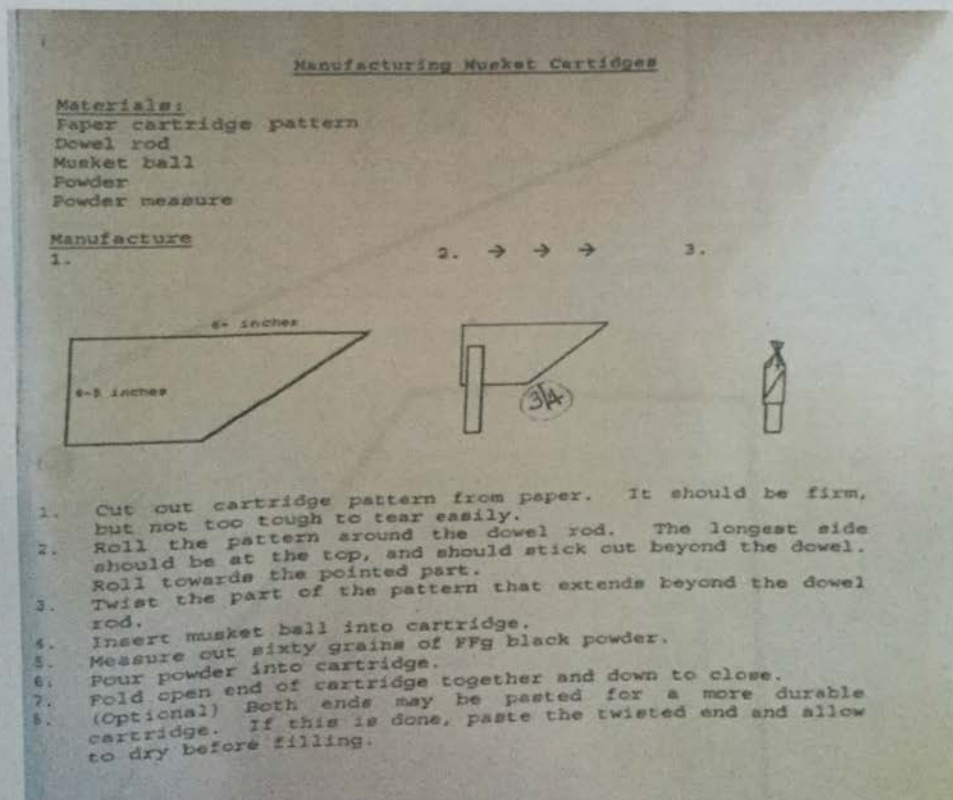
Supporting Question 3

Featured Source A

Cartridge Making Pattern - Living History Activity

<https://www.youtube.com/watch?v=0t9iXAVBrI0>

Students can use black sand and marbles to replace actual gunpowder and musket balls. All of the other steps and materials are the same as those that were used in the American Revolution.



Source: Living History Education Encampment Manual by Sharon Longobardi and Susan Donaton

Living History Education Encampment Manual by Sharon Longobardi and Susan Donaton

Supporting Question 3

Featured Source B

"Dear Diary" from Saratoga


Supporting Question 3

Featured Source B

"Diary Entries" from Saratoga

This is just one primary source diary entry available at Saratoga NHP. To download the Teacher Resource Guide, please email william_valosin@nps.gov

Saratoga
National Historical Park



"Dear Diary..."

—Journal entries from the Battles of Saratoga—

The following are journal entries of soldiers and officers from both the American and British sides in the Battles of Saratoga. Read the accounts, and answer the questions about each passage.

PASSAGE #1

The morning after the action [of 19 September], I visited the wounded [British] prisoners who had not been dressed [bandaged], and discovered a charming youth not more than 16 years old, lying among them I found he was an Ensign Phillips [ensign --lowest rank of officer]; he told me he had fallen by a wound in his leg or thigh, and as he lay on the ground was shot through the body by an army follower the moans of this hapless youth affected me to tears, I raised him from the straw on which he lay, took him in my arms and removed him to a tent, where every comfort was provided and every attention paid to him, but his wounds were mortal [he would soon die], and he expired on the 21st; when his name was first mentioned to General Gates, he exclaimed "just Heaven! he may be the nephew of my wife," but the fact was otherwise.

—American Lieutenant Colonel James Wilkinson,
Deputy Adjutant General
Northern Department of the Continental Army

1. The term "officer" doesn't refer to a police officer, but to someone who is in charge over a group of soldiers. The higher an officer's rank, the more men he commanded. About how old was this wounded officer? _____
2. What happened to this officer; how was he wounded?

3. Lieutenant Colonel Wilkinson says that the young wounded British officer might be related to an American general. Who was that general? _____
4. How might that general have felt when he learned that the young man was mortally wounded? _____
5. Does Wilkinson sound like a kind, caring man or an unkind, uncaring one? What evidence does he give for it?

from Teacher Resource Guide at Saratoga NHP. To download the Teacher Resource Guide, please email William_valosin@nps.gov

Supporting Question 3

Featured Source C

"Something more at Stake" - Saratoga Video

Supporting Question 3

Featured Source C

"Something more at Stake"- Saratoga Video

This video is available for purchase at the Saratoga Battlefield Visitor Center. PDF of this sheet is also available at the Teacher Resource Guide at Saratoga NHP.

Saratoga
National Historical Park

"Something More at Stake"
—park orientation film questions—

Directions: Carefully read the following questions. Keep them in mind as you watch "Something More at Stake", about the Battles of Saratoga, and use the movie to help you answer these questions.

1. In what year did the Battles of Saratoga take place? _____
2. What did the British hope to do to the Colonies by invading into New York? _____
3. Who was the general in charge of the British army moving south from Canada? _____
4. Who was the general in charge of the American army at the Battles of Saratoga? _____
5. What was the important area on which the Americans built their defenses? _____
6. Why was the location in question #5 important? What geographic feature did it overlook? _____
7. Why did the British army split up into three columns (groups) just prior to the Battles of Saratoga? _____
8. When the Americans won the battles, what country joined the war on the side of the United States? _____

The video is available for purchase at the Saratoga Battlefield Visitor Center. PDF of this sheet is available at the Teacher Resource Guide at Saratoga NHP

Supporting Question 4

Supporting Question	What were General Washington's emotions as he returned to New York City?
Formative Performance Task	Create a broadside or poster announcing "Evacuation Day" on November 25, 1783 and the return of General George Washington to New York City.
Featured Sources	<ul style="list-style-type: none"> ● Source A: Washington's return to NYC ● Source B: British Prison Ships in NYC ● Source C: Washington's Farewell

Washington was in New York City when the Declaration of Independence was signed in 1776. Shortly after, he and the Continental Army were soundly defeated by the British in the Battle of Brooklyn. For seven years, Washington kept his army together. Washington dealt with numerous disappointments such as the near starvation of his army at Valley Forge and the betrayal of Benedict Arnold. Finally after the victory of Yorktown and the Treaty of Paris, the British evacuate New York City.

Formative Performance Task

Students will create a poster announcing the British leaving New York and the celebration plans in New York. Students may quote Washington or other Patriots such as Thomas Paine. Announcements of a parade by the Continental Army and celebration at Fraunces Tavern may also be included.

Supporting Question 4

Featured Source A

Washington's return to NYC



General Washington, New York Governor George Clinton and men in the Continental Army marched down Broadway to the Battery to formally take possession of the City.

Supporting Question 4

Featured Source B

British Prison Ships in NYC



From 1776 to 1783, the British forces occupying New York City used abandoned or decommissioned warships anchored just offshore to hold those soldiers, sailors and private citizens they had captured in battle or arrested on land or at sea (many for refusing to swear an oath of allegiance to the British Crown). Some 11,000 prisoners died aboard the prison ships over the course of the war, many from disease or malnutrition.

Supporting Question 4

Featured Source C

Washington's Farewell



In 1783, Washington summons his military officers to Fraunces Tavern in New York City to inform them that he will be resigning his commission and returning to civilian life.

Summative Performance Task

Compelling Question	Why did General George Washington Love New York in the American Revolution?
Argument	Why did George Washington Love New York during the American Revolution? Construct an argument (e.g., detailed outline, poster, essay) that addresses the compelling question using specific claims and relevant evidence from historical sources.
Extension	Create a 90 second "I Love New York" commercial about New York State's crucial role in the American Revolution and highlight the historic sites that students can visit today.

Argument

Students will construct an essay that addresses the compelling question based on the sources and knowledge of the American Revolution. The argument will acknowledge Washington's defeat in New York City in 1776 and his desire to retake the city. Washington will have a nearly constant presence in New York's Hudson Highlands until his triumphant return to the city in 1783.

Extension

On the "I love New York" Paths through History Website it states that: "One-third of the Revolutionary War's battles were fought in New York State, and George Washington said that whoever held the Hudson River and New York City controlled "the safety of America." It's fair to say that American Independence would never have been realized without the Empire State. From Fort Ticonderoga's strategic position, the Crown Point State Historic Site, to Fort Stanwix or the Saratoga National Historic Park - visitors will be able to walk through and imagine the scenes that took place over 200 years ago."

This extension activity will summaries the importance of New York State in the American Revolution and will inform the audience about the many sites throughout New York State that influenced the outcome of the American Revolution and the creation of the United States.

The Living History Education Foundation has authentic uniforms and materials that can be loaned and greatly enhance the quality of the performance.

Taking Informed Action

Understand	Identify the disagreement over how to best utilize the remaining land where the Fishkill Supply Depot resides.
Assess	Evaluate the competing claims from the perspective of the Continental Commons and the Friends of the Fishkill Supply Depot
Action	Propose a resolution to either to save the Fishkill Supply Depot or support Continental Commons to the Fishkill Planning board at: http://www.fishkill-ny.gov/contact-form---planning..

Declared as "the last of the important Revolutionary War sites yet to be properly explored," the Fishkill Supply Depot remains so today: a one-of-a-kind site of national importance that has never gotten its due. Located in Fishkill, New York, the Depot was a key strategic center of the American Revolution, established and visited repeatedly by George Washington. Known as the "Military nerve center of the Continental army," the Depot was one of three major encampments along with Morristown and Valley Forge. Hallowed history happened here - hundreds of the original soldiers who fought to found our nation died and were buried in unmarked graves.

- [IMG 5102.jpg](https://s3.amazonaws.com/idm-dev/u/f/3/8/f/1587/f38fca490514c68b35c6ac090450166b26f7ade7.jpg) (https://s3.amazonaws.com/idm-dev/u/f/3/8/f/1587/f38fca490514c68b35c6ac090450166b26f7ade7.jpg)
- [IMG 5103.jpg](https://s3.amazonaws.com/idm-dev/u/e/1/2/f/1587/e12f6ef0c834eb758194839e85959020b8689aa5.jpg) (https://s3.amazonaws.com/idm-dev/u/e/1/2/f/1587/e12f6ef0c834eb758194839e85959020b8689aa5.jpg)
- [IMG 5104.jpg](https://s3.amazonaws.com/idm-dev/u/5/1/3/d/1587/513dc33348433aef97a15b2c4ff26ee04a2e05db.jpg) (https://s3.amazonaws.com/idm-dev/u/5/1/3/d/1587/513dc33348433aef97a15b2c4ff26ee04a2e05db.jpg)
- [IMG 5105.jpg](https://s3.amazonaws.com/idm-dev/u/0/d/d/5/1587/0dd56f52cddb28ee2e83d491ea18574699501aae.jpg) (https://s3.amazonaws.com/idm-dev/u/0/d/d/5/1587/0dd56f52cddb28ee2e83d491ea18574699501aae.jpg)
- [IMG 5135.jpg](https://s3.amazonaws.com/idm-dev/u/5/5/7/f/1587/557fccf8ea3a1edd169f6f3ed93d301cff236d3e.jpg) (https://s3.amazonaws.com/idm-dev/u/5/5/7/f/1587/557fccf8ea3a1edd169f6f3ed93d301cff236d3e.jpg)

