



Revolutionary People Inquiry



"Do you want to know who you are? Don't ask. Act! Action will delineate and define you."
- Thomas Jefferson

Introduction

People from vastly different backgrounds participated in the American Revolution. Angry merchants from Boston joined with wealthy plantation owners from the south to declare independence from Britain and raise an army of common citizens. As you will learn, African Americans and women also played pivotal roles for the patriots. We also can't forget the people that came from Europe to advise, train troops, and fight for the cause of American freedom, especially the French! For their part the British sent generals, regulars, and even hired German soldiers to fight. Native Americans were also involved in the conflict as the outcome would surely have an impact on their way of life.

This inquiry is all about these revolutionary people!

Grade Expectations

H&SS:4 - Students conduct research

H&SS:7 - Students communicate their findings

H&SS:8 Students connect the past with the present

W:8 - In reports, students organize information/concepts

R:5 - Identifies the meaning of unfamiliar words

IT:5 - Students demonstrate use of technology for research

Directions

Each student will be assigned one person to research. Follow the research process to answer the question: **What role did this person play in the American Revolution?**

In the course of your research you will collect notes that help to answer the questions as well as others that are just interesting facts. Students are also responsible for a minimum of 3 new vocabulary words including definitions. After the research phase, students will create a write-up of their research which follows the format provided. The write-ups will be assembled into a book.

Things to Remember:

- You may find out that the person you are researching was not living during the American Revolution. If this ends up being the case, your task is to connect their work, ideas, or actions to the American Revolution.
- Your task is not to find the answer on the internet or in a book, but rather to collect the notes which will allow you to write **your own** answer.

- Never copy word for word from a source.
 - Cite all sources using the MLA format; as always [Citation Machine](#) and [Noodle Tools](#) are your friends.
 - Proofread your work for spelling and GUM.
 - The due date is firm and final because of the time needed to assemble the book.
 - Use your time wisely. It is part of the assessment.
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Written Format

The final write up should strictly follow the following format and **not exceed one page in length**.

(#) Revolutionary persons name: First Last (reverse of how it is listed below)

Research by:

Class:

Birth - Death

Allegiance – Patriot, Loyalist, British, French, etc.

Basic biographic information:

Paragraph answer (how this person participated in the Revolution):

Other interesting facts:

Vocabulary:

Source citations:

People

1	Adams, Abigail	28	King George III
2	Adams, John	29	King Louis XVI
3	Adams, Samuel	30	Knox, Henry
4	Allen, Ethan	31	Kosciuszko, Thaddeus
5	André, John	32	Lafayette, Marquis de
6	Arnold, Benedict	33	Lee, Richard Henry
7	Attucks, Crispus	34	Locke, John
8	Brant, Joseph	35	Marion, Francis
9	Burgoyne, John	36	Paine, Thomas
10	Clinton, Henry	37	Parker, John
11	Cornwallis, Charles	38	Plumb Martin, Joseph
12	Dawes, William	39	Poor, Salem
13	de Grasse, Francois	40	Prescott, Samuel
14	Franklin, Benjamin	41	Prescott, William
15	Gage, Thomas	42	Pulaski, Casimir
16	Gates, Horatio	43	Rall, Johann
17	Goddard, Mary	44	Revere, Paul
18	Greene, Nathanael	45	Rochambeau, Comte de
19	Hale, Nathan	46	Ross, Betsy
20	Hancock, John	47	Salomon, Haym
21	Hays, Mary Ludwig	48	Samson, Deborah
22	Henry, Patrick	49	Shays, Daniel
23	Hewes, George	50	Shippen, Peggy
24	Honeyman, John	51	Stark, John
25	Howe, William	52	Von Steuben, Friederich
26	Jefferson, Thomas	53	Warren, Mercy Otis
27	Jones, John Paul	54	Washington, George

Resources

Here are some internet resources to get you started. Also please remember to check [Ebsco](#), [World Book Online](#), and others from the [Learning Center](#).

<http://www.si.umich.edu/SPIES/people.html>

<http://library.thinkquest.org/TQ0312848/people.htm>

<http://www.theamericanrevolution.org/ipeople.asp>

<http://www.ushistory.org/march/people.htm>

<http://www.nps.gov/archive/thst/people.htm>

http://www.nps.gov/revwar/about_the_revolution/revolutionary_people.html

http://www.pbs.org/ktca/liberty/chronicle_subject.html

<http://memory.loc.gov/ammem/index.html>

Assessment

	Research	Product	Discussion/Sharing	Use of Time
Accomplished	Initiates high-level inquiry by formulating probing questions, identifying the needed information, locating, examining, and analyzing various resources, and creating complete source citations	Demonstrates thorough understanding of topic, the ability to make connections, and is a powerful, high quality, aid to share learning	Well prepared and demonstrates a strong desire to share learning with others	All time used wisely, extra time is used to extend and expand inquiry into additional areas
Proficient	Initiates inquiry, by formulating probing questions, identifying the needed information, locating and examining resources, and creating complete source citations	Demonstrates understanding of topic, the ability to make connections, and serves as an meaningful, high quality, aid to share learning	Prepared and demonstrates a desire to share learning with others	All time used wisely
Amateur	Initiates inquiry by formulating probing questions, locating, and using resources, and creating source citations	Demonstrates new learning, the ability to make basic connections, and serves as an aid to share new learning	Not fully prepared, shares some learning with others	Most time used wisely
Beginner	Initiates basic inquiry identifies, uses, and cites sources with assistance	Demonstrates basic learning	Unprepared, attempts to share learning with others	Some time used wisely