

## Washington's Encampment at Fredericksburgh **FREEDOM AND DIGNITY PROJECT**

**Developed by: Jeff Place, Steve Schoenberg, Dottie Rottkamp**  
**Grade Level: 7**

### **NY State Core Curriculum Unit of Study:**

#### IV. Military and Political Aspects of the Revolution

### **NY State Learning Standard(s) assessed:**

Standard 1: History of the United States and New York Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in the history of the United States and New York.

#### Standard 3: Geography

Students will use a variety of intellectual skills to demonstrate their understanding of the geography of the interdependent world in which we live—local, national, and global—including the distribution of people, places, and environments over the Earth's surface.

**Learning Objectives:** To understand how events on the national level influenced and affected New Yorkers.

### **Essential Questions:**

1. For what political, economic, social, and geographic reasons did George Washington bring his troops to Fredericksburgh in September of 1778?
2. Describe some of the major events that took place while he was quartered there?
3. Who were some of the more influential people that visited Washington and what were the purposes of these visits?
4. Why did Washington decide to leave Fredericksburgh in November of 1778?

### **Overview of the Learning Experience Module:**

The location of Washington's encampment at Fredericksburgh to the students and community of Pawling NY is overwhelming in that the two locations are one in the same. This historic occurrence will be reenacted during the upcoming Patriot's Weekend, to be held on the 20<sup>th</sup> of September 2003.

We felt that a direct correlation needed to be drawn between the historical significance of Washington's encampment and the everyday life of the citizens of contemporary Pawling. An ideal and logical place for this to occur lies in the 7<sup>th</sup> and 8<sup>th</sup> grade curriculum, specifically within the units that deal with the American Revolutionary period.

Through the completion of the activities that follow, we expect that the students will be able to grasp the historical significance that their apparently "sleepy" community played in the overall fight for American independence that occurred throughout the Hudson River Valley and the country at large.

**Time Allotment (classroom time):** 3 class periods, approximately 40 minutes per period.

**Vocabulary (key terms):**

aide-de-camp	gores
brigade	John Kane
broadside	Life Guards
encampment	North River
espionage	the “Oblong”
forage	patent
Fredericksburgh	posts
garrison	quartermaster

**Materials/Resources:**

For students:

- Physical map of the Hudson River Valley area.
- Local/topographical map of historic Fredericksburgh
- Primary source documents: letters, journals, newspapers, etc.
- Secondary source documents: Town of Pawling, 200 Years, other town histories, professional publications (text or online versions), etc.
- Scaffolding strategies dependent upon student abilities

For teachers:

- Extensive research into the topic area.
- Available technology components.
- Outside experts: parents, town historians, and community leaders.

### **Fredericksburgh Sources**

1. The Papers of George Washington  
[www.gwpapers.virginia.edu/revolution/itinerary/1778.html](http://www.gwpapers.virginia.edu/revolution/itinerary/1778.html)
2. The Hudson River Valley Institute  
Marist College, Poughkeepsie, NY  
(845) 575-3052  
[www.hudsonrivervalley.net](http://www.hudsonrivervalley.net)
3. Paul Everett (coordinator of Patriots’ Weekend, 2003)  
Sherman, CT  
(860) 210-1688
4. Historical Society of Quaker Hill and Pawling, Inc.  
PO Box 99, Pawling, NY 12564  
(845) 855-0500  
<http://www.pawlinghistory.org/>

5. Patrick, Lewis. Washington's Headquarters and the Revolutionary Army at Fredericksburgh. New York: Quaker Hill Conference Association, 1907.
6. Town of Pawling 200<sup>th</sup> Anniversary Committee. Town of Pawling 200 Years. Charlotte, NC: Delmar Company, 1987.
7. Miscellaneous Websites  
[www.memory.loc.gov](http://www.memory.loc.gov) (Library of Congress American Memory Collection)  
[www.americanrevolution.org/soldier7.html](http://www.americanrevolution.org/soldier7.html)  
[www.usgennet.org/usa/ny/county/dutchess/dutch/Hist/pawling2.htm](http://www.usgennet.org/usa/ny/county/dutchess/dutch/Hist/pawling2.htm)

### **Procedure:**

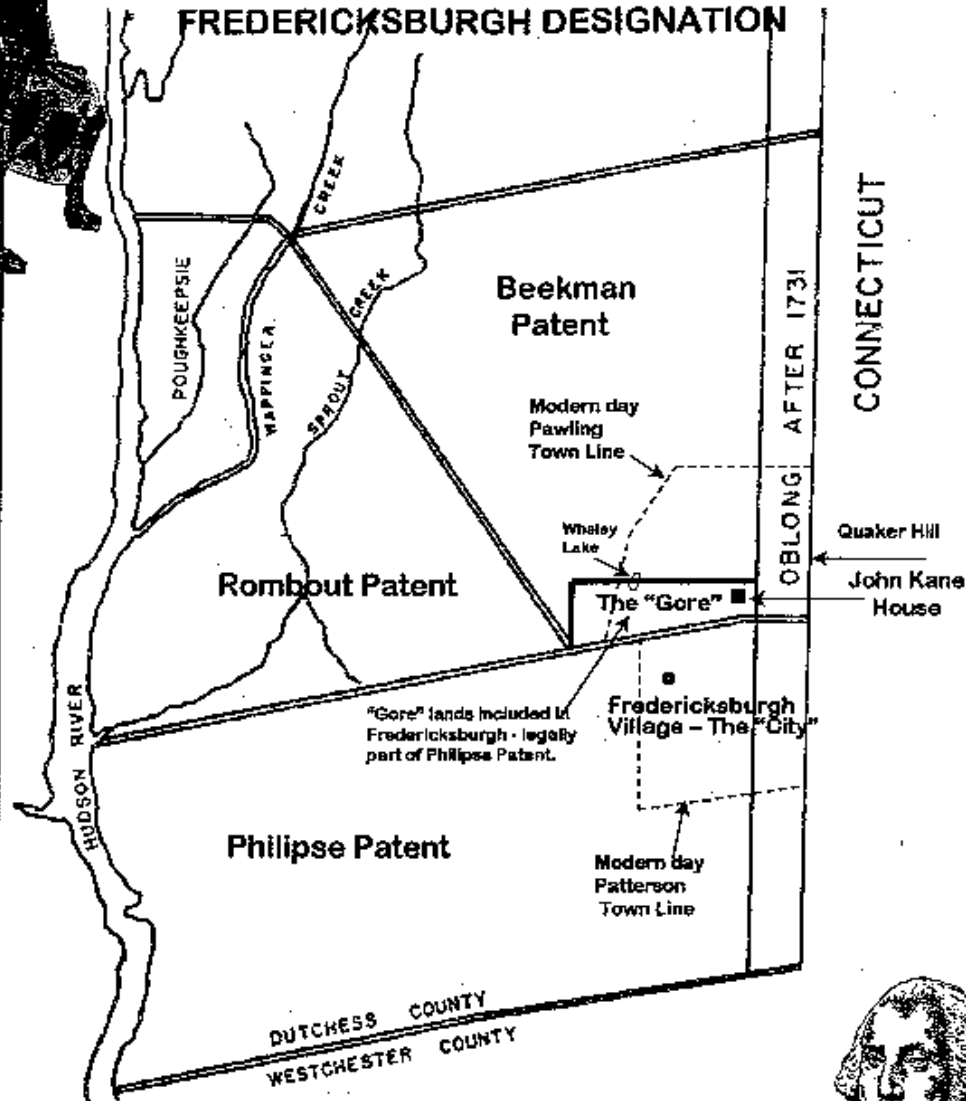
- Day 1: Map exercise to familiarize students with the area to be discussed.
  - Comparison of contemporary maps with historic maps of the area.
  - Analyze Washington's route from White Plains to Fredericksburgh.
    - evaluating historical correspondence in relation to regional maps
  - Basic overview of troop deployment in Fredericksburgh and neighboring environs
- Day 2: Why Fredericksburgh?
  - Political? Economic? Social? Geographic?
    - Review rationale discussed in primary source documentation, as well as historical facts.
- Day 2-3: What happened at Fredericksburgh?
  - Court Martial of General Schuyler
  - Celebration of the Victory at Saratoga/"The Great Ox Roast"
  - "A day in the life" of General Washington through analysis of primary source documents
    - Administrative duties: requisition of supplies, review of pending courts martial, strategic/intelligence strategies, etc.
  - Important visitors at Fredericksburgh

### **Assessment Options:**

- Creation of a *Broadside* (Group Project – see other module documents). Include 3 of the 5 following types of articles:
  1. Interview a re-enactor.
    - Follow the template handed out in class.
  2. Newspaper article

- Include such items as GW's ceremonious arrival, the "Great Ox Roast," and the Court Martial of General Schuyler.
- 3. Journal entry
  - Assume the role of a member of the Commander-in-Chief's Guard and present a "Day in the Life of....."
- 4. Intelligence Report
  - Based on readings from Enoch Crosby, William Duer, and Nathaniel Sackett.
- 5. Political Cartoon
  - Take a Patriot's point of view and draw a cartoon mocking the British and/or Loyalists.
- Oral presentation:
  - Students will take on the role of a British spy and report back to General Clinton on the rationale for, and the happenings in, Fredericksburgh.
- Student creation of an acrostic using the word Fredericksburgh and events they witnessed over the weekend.
- Fredericksburgh word search (see attached document).
- Fredericksburgh crossword puzzle (see attached document).

LOWER DUTCHESS COUNTY 1778 -  
FREDERICKSBURGH DESIGNATION





## Fredericksburgh is Where?

The 225<sup>th</sup> anniversary of the Fredericksburgh Encampment has arrived. General George Washington brought his Continental Army here in September 1778 and stayed through November. More than 7,000 troops camped within the Fredericksburgh area. An additional 6,000 troops were within a one days march from Danbury and the Hudson Highlands.

There has been much conjecture as to the actual location of "Fredericksburgh". Some historians say that it was a large area including the current towns of Kent, Carmel, and Patterson, NY. Others feel that it was Pawling. Consider adding the areas known as the Oblong and Quaker Hill and the entire encampment gets mighty large.

The fact is that all of the above can partially claim to be Fredericksburgh. Beginning in 1775, a handful of prominent men were given huge grants of land along the Hudson River. Mostly of Dutch decent, these men became the owners of thousands of acres of land. Van Cortlandt, Philipse, Rombout, Livingston, Beekman, Schuyler, and Rensselaer were all favored with patents issues to them by King George III or his Royal Governor.

The Philipse Highland Patent was first issued to Adolph Philipse in 1702. This patent is roughly outlined by contemporary Putnam County. The patents directly north of the Philipse Patent were the Rombout Patent along the Hudson River and the Beekman Patent that was to the west and abutted the northeast section of Philipse's land.

The Philipse heirs were real "land mongers". They were always having disagreements with their neighbors over boundary lines. They filed suit against both the Beekmans and the Rombouts and won land concessions in courts. These additions are called "gores" on the patent map attached. The "Gore" in the Beekman Patent included a good portion of today's town of Pawling. The east-west line ran through Whaley Lake and eastward approximately through the Dutcher Golf Course. This is also the location of the historic John Kane House in Pawling. Primary





source documents indicate that General George Washington used the Kane House as his headquarters for almost his entire stay in this area. All correspondence was datelined "HeadQuarters - Fredericksburgh, 1778".

Another interesting tract of real estate was known as the "Oblong". This is a north-south strip of land about two miles wide that runs along the entire Connecticut/New York border. In 1730, it was the final settlement between the two colonies. But the land belonged to the colony of New York, not to any of the Patent holders that bordered it. The Friends in the Oblong settled Quaker Hill, in the mid 1700's. This group wanted no part in the war or its politics during Washington's occupation. When the Continental army commandeered their meetinghouse for use as an army hospital, relations between these groups grew more strained.

The most important document concerning the entire area was the map drawn by General Washington's cartographer, Robert Erskine. The 1778 map was drawn for the general and used for military planning purposes. This map is an 18<sup>th</sup> century snapshot of the Continental Army's Encampment at Fredericksburgh. Clearly marked are the John Kane House, labeled Washington's Headquarters and Fredericksburgh Village, which is known as the village of Patterson today. The roads shown are today's routes 52, 311 and 22.

The army brigades were camped in basically four locations: two in today's Pawling and two in Patterson. Many reasons brought Washington to the greater Fredericksburgh area. The two most important ones were that this location was the crossroads in the military highways of the northeast. Secondly, by controlling his network of espionage agents from this area Washington could spy on the activities and movements of his Majesty's troops. The Hudson River Valley area of New York State is considered by many historians to be the pivotal link between the colonies. Whoever commanded this critical area would control the outcome of the Revolutionary War.







## Washington at Fredericksburgh September - November 1778

*"I determined to move the troops ... to a rear position, better calculated to afford support to the works on the North River in case of an attempt should be made against them..."*

George Washington (letter to Congress, September 13, 1778)

Answer the following questions using the enclosed packet of primary source materials and maps, as well as your general knowledge of social studies.

### Document #1

#### George Washington to George Clinton, July 11, 1778 (Paramus, NJ)

1. Washington talks of "throwing the Army over the North River." What is the "modern" name of the North River? Why wasn't the river called by this modern name in Washington's time?
2. By moving the army to "white plains", Washington hoped to "draw the forage which would otherwise fall into the hands of the Enemy." What is forage?
3. Washington asks Governor Clinton about "the condition of the posts," and wants to know what "opposition they are at present capable of making...." What is he talking about?
4. List 3 reasons why Washington considered stationing his men on the east side of the river.
5. What was the main consideration for Washington's decision to garrison most of his troops on the west side of the North River?

### Document #2

#### The Reason Why (Washington to Congress, September 13, 1778)

1. List the two major reasons why Washington decided to move his army from White Plains to Fredericksburgh.





**Document #3**

**Order of March to Fredericksburgh (White Plains, September 15, 1778)**

1. Why were the forage wagons the first part of the army to move toward Fredericksburgh?
2. How long was the march expected to last? How can you tell?



**Document #4**

**Elijah Fisher's Book and Journal**

1. What was Elijah Fisher's position in the army?
2. What can you infer was his main duty?
3. According to Fisher's journal, what towns did the army travel through on its way to Fredericksburgh?

**Document #5**

**Lower Hudson River Valley Map**

1. Washington's army stopped in Bergen, then marched north to cross the North River at King's Bridge on its way to White Plains. Why didn't the army take the shorter route and cross at New York?
2. Approximately how many miles did the army travel on its way from Bergen to Fredericksburgh?

**Document #6**

**Head Quarters, Fredericksburgh Map**

1. How many major generals were stationed east of Washington's Headquarters?
2. How many brigades were stationed altogether in the Fredericksburgh area?
3. Four brigades of troops and two major generals were garrisoned near West Point and Fort Montgomery? Why?



George Washington to George Clinton, July 11, 1778

IMAGES

Document #1

**The Writings of George Washington from the Original Manuscript Sources, 1745-1799. John C. Fitzpatrick, Editor.**

Head Quarters, Paramus, July 11, 1778.

Dear Sir: The first division of the Army moved from hence this morning, about four Miles, to give room to the second. They will reach Kakiate<sup>15</sup> to morrow evening, and the North River the next day. I shall halt the remainder hereabouts a few days, to refresh the Men. I am yet undetermined as to the expediency of throwing the Army immediately over the North River. I will state my reasons for hesitating, and shall beg to hear your sentiments upon the matter.

[Note 15: New Hempstead, Queens County, N. Y.]

Upon conversing with the Qr. Mr. and Commissary General and Commissary of Forage, upon the prospect of supplies, they all agree, that the Army can be much more easily subsisted upon the West, than upon the East side of the River. The Country on this side is more plentiful in regard to Forage: And Flour, which is the Article for which we shall be most likely to be distressed, coming from the Southward, will have a shorter transportation, and consequently the supply more easily kept up. We are besides in a Country devoted to the Enemy, and gleaning it, takes so much from them. Was this the only point to be determined, there would not remain a moments doubt; but the principal matter to be considered, is, (upon a supposition that the Enemy mean to operate up the North River) whether the Army, being all, or part upon this side the River, can afford a sufficient and timely support to the posts, should they put such a design in execution.

Upon this point then, Sir, I request your full and candid opinion. You are well acquainted with the condition of the posts, and know what opposition they are at present capable of making, when sufficiently manned, which ought in my opinion to be immediately done. After that, you will please to take into consideration, whether any, and what advantages may be derived from the Army's being upon the East side of the River, and if there, what position would be most eligible. The neighbourhood of the white plains, after leaving sufficient Garrisons in our Rear, strikes me at present. We know the strength of the Ground, and we cover a considerable extent of Country, and draw the forage which would otherwise fall into the hands of the Enemy.

In forming your opinion, be pleased to advert to the necessity of keeping our force pretty much collected, for which side soever you may determine: For should the Enemy find us disjointed, they may throw the whole of theirs upon part of ours, and, by their shipping, keep us from making a junction.

In determining the above, you are to take k for granted that we can, should it be deemed most expedient, support the Army upon the East, tho' it will be with infinitely more difficulty than upon the West side of the River.

By the latest accounts from New York, it does not seem probable that the Enemy will operate any where suddenly. They have been much harrassed and deranged by their march thro' Jersey, and are at present encamped upon Long, Staten and New York Islands. We have this day a rumor that a French Fleet has been seen off the Coast, and that the English is preparing to sail from New York in pursuit of them. But it is but a Rumor. I have the Honor, etc.



## Document #2

### THE REASON WHY.

While Washington entertained the view that the enemy had two capital objects in contemplation, and the possible results, his letter to the President of Congress, dated at White Plains, Sept. 13th, 1778, affords the best possible motive, placing the Army at Fredericksburgh.

"In consequence of this (British devastation in the vicinity of Bedford) and from an apprehension that General Clinton might possibly mean to operate to the eastward, and from some project in concert with Lord Howe against Count d'Estaing's Squadron, I determined to move the troops from this ground to a rear position, better calculated to afford support to the works on the North River in case of an attempt should be made against them, and at the same time more convenient for forwarding detachments eastward, if the enemy point their operations that way.

"I was the more induced to come to this determination as most of the accounts from New York seem to lead to a belief, as they still do, that a considerable movement was and is in contemplation, if not an entire evacuation of the city, and this by water.

"Besides these reasons the principal objects for taking post here do not now exist. One was to create every possible jealousy in favor of the expedition against Rhode Island, another the consuming of the forage within its vicinity and towards King's bridge. The former is now over, and the latter is in a great degree accomplished."

## Document #3

### THE ORDER OF MARCH.

The order of march to Fredericksburgh was issued at White Plains, Sept. 15, 1778, and designated after orders.

1st: The whole army will march to-morrow morning at seven o'clock. The General will beat at five, the troop at six and the march at seven precisely.

2nd: The baggage will precede the troops the first day. Provisions and forage wagons going in the front.

3rd: The Park of Artillery will march with the second line between Parson's and Clinton's Brigades.

4th: The Commander-in-chief's baggage, with the baggage of all the General Staff and Flying Hospital are also to march with the second line in the order, which will be particularly pointed out by the Quartermaster General.

5th: The Quartermaster General and Commissary General will divide the stores in their respective departments to the several columns which will lead the columns of baggage.

6th: Col. Sheldon, with all the cavalry on the east side of the North River will join Gen'l Scott.

7th: The Quartermaster General will give the particular order of march to be observed by each division.

8th: The troops are to be furnished with three days bread."

The Order of the Day concluding with "The Army marching by Divisions to Fredericksburgh, &c."

## Document #4

### "Elijah Fisher's Book."

"Wherein is a memorandum of his Travels and Precedings of Events that was worthy a Remark that has not slipt Memory Since May, 1775, until now."

Sylvester, Feb. 4, 1784.

He was a member of Washington's Life Guard. His Journal was printed in Augusta, Maine, 1880.

The events recorded in many instances are found in accordance with official records.

### ELIJAH FISHER'S JOURNAL.

1775-1784.

Sept. 15, 1778, p. 9:

"We left the White Plains and Marching through North Castel and after sixteen miles March we came to Mr. Rage-mand in Bedford.

18th:

We left Bedford and Marched and came to Fredrexburg after the March of fifteen miles and Pitched our tents.

Page 10, the 19th:

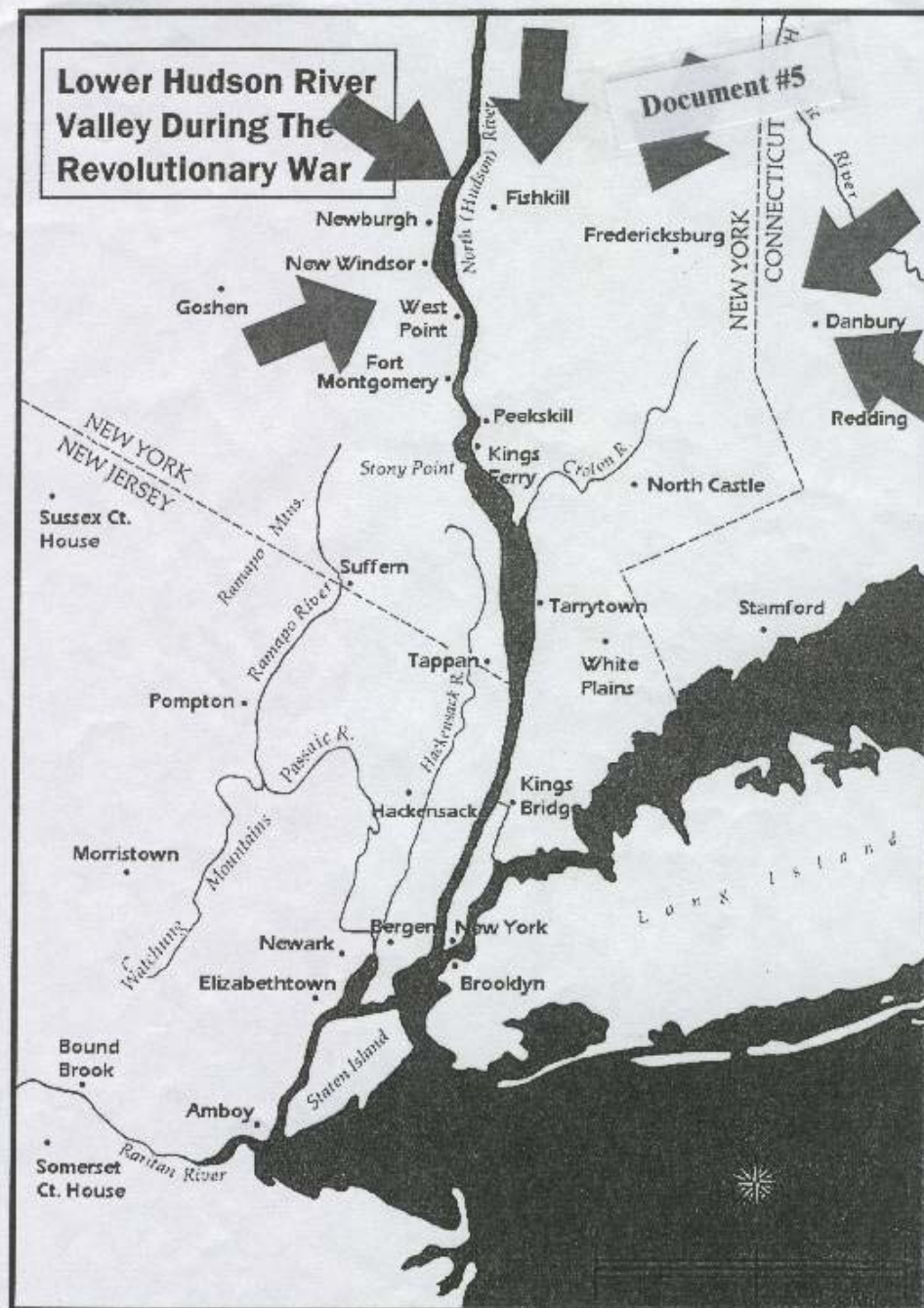
We left Fredericksburg and after thirteen miles march we pitched our tents at Mr. Reed's field in oblong.

The 25th:

Head Quarters and likewise the guard left Oblong and come to Mr. Cain's in Fredrexburg four miles and pitched tents.

The 20th:

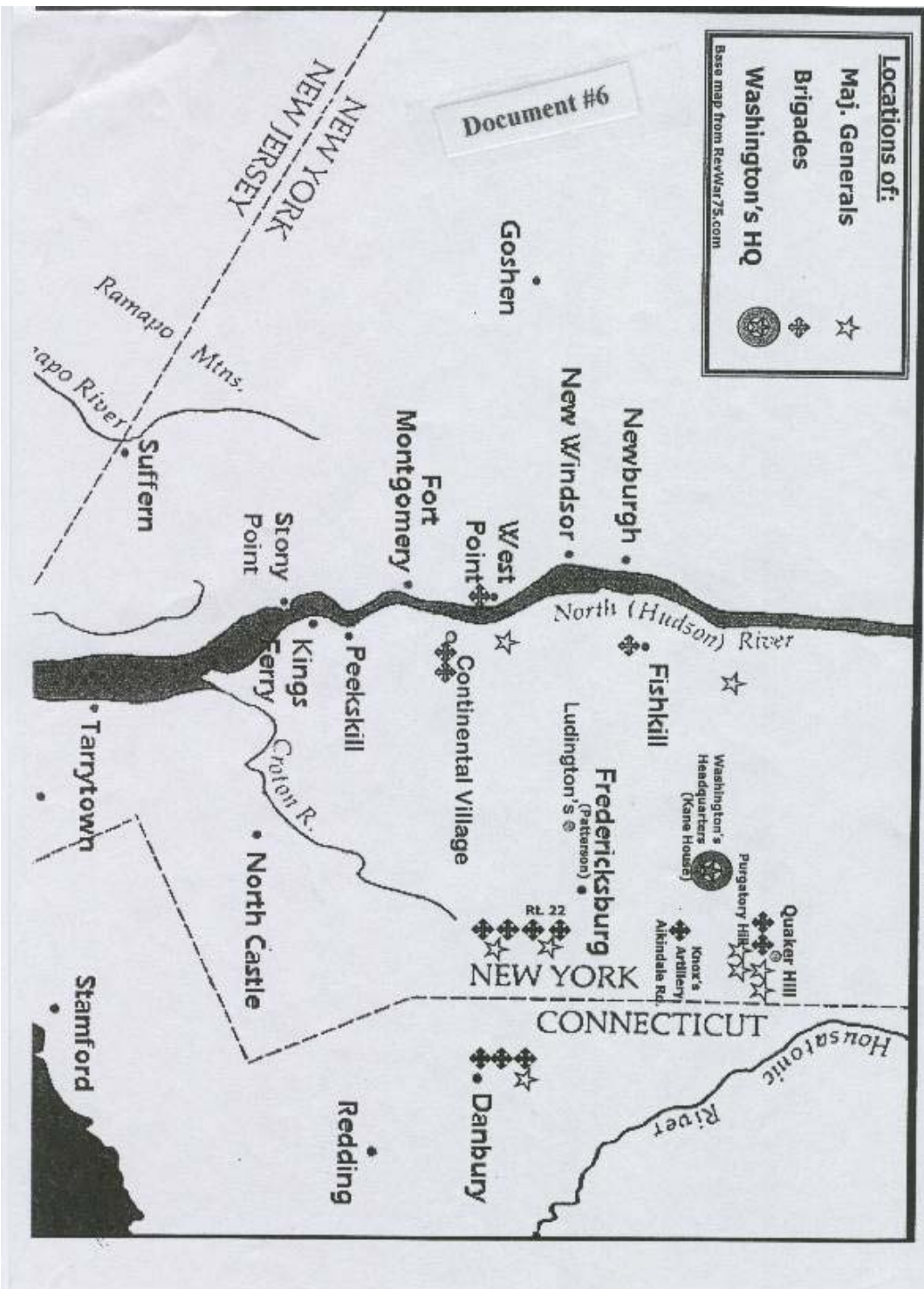
A large Detachment under Command of Gen. Lord Stirling Marched for the Jar-seys, Capt. Levenston his adde Camp.



1" = 10 miles



# Head Quarters, Fredericksburgh - Sept. - Nov. 1778



Fredericksburgh, NY  
September 2003



PCMS - SOCIAL STUDIES 7

# Freedom Gazette

## Washington Arrives in Fredericksburgh.

(This story can fit 175-225 words.)

The purpose of a BROADSIDE is to summarize information so it can be distributed quickly and easily to a large audience.

Politicians utilized these communiqués to foster favored political philosophy, advertise for support, and announce meeting and rallies. In other words, this was an instrument of political propaganda.

**TASK:** Using all of the information gathered during *Patriots' Weekend*,

**PRODUCE** an original edition of a BROADSIDE.

It must include at least three (3) time period articles with (minimum of two

(2) appropriate accompanying historic pictures/graphics. All articles included must be historically accurate and present relevant facts (by-lines are required).

Articles may include:

- Intelligence Reports
- News Articles
- Weather Reports
- Journal Entries
- Political Cartoons
- Interviews
- Want-Ads
- Editorials

Each Group must collaborate, divide the required work and produce one (1) BROADSIDE.

The completed project must be available for discussion and review by Tuesday, September 30, 2003. No excuses will be accepted. Should any questions arise during the "publication" process, see Mr. Place, Ms. Rotkamp, or Mr. Schoenburg.

*"I determined to move the troops from this ground (White Plains) to a new position (Fredericksburgh) better calculated to afford support to the warlike on the North River."*

George Washington Sept. 12, 1778



## Who's spying NOW? Secrets uncovered!

(This story can fit 75-125 words.)

The Headline is an important part of the BROADSIDE and should be considered carefully.

In a few words, it should accurately represent the

contents of the story and draw the readers into the article. Develop the headline before writing the story. Be sure that it is an attention grabber. This way the headline will help keep the article concise, focused and balanced.

Be specific; use names, dates and times.

Suggested closure: use a quote from an involved individual.

Inside this issue: Meet Josh Crockett,  
Revolutionary War Soldier

- 15 years of age
- Homestead: Clinton, New York
- 4th NY Regiment Rifleman
- Trained by Baron Von Steuben
- Fought at Trenton with Washington
- Reconnoitered Loyalists encampment in White Plains with Enoch Crosby

### Special points of interest:

- *Flags of the American Revolution*
- *People of the Brigade of the American Revolution*
- *John George for the On Road*
- *Washington's Press Conference*
- *Who are the Tories?*
- *Medicine of the times*
- *Merchants' 'sewers' Crafts*
- *"The Two Sybils"*



## A Revolutionary Hero Fredericksburgh, Sept. 1778

NAME OF INTERVIEWER: \_\_\_\_\_

NAME/RANK OF INTERVIEWEE: \_\_\_\_\_

1. WHAT IS YOUR ROLE IN THIS WAR? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. WHY ARE YOU HERE IN FREDERICKSBURGH? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3. DESCRIBE YOUR DAILY ROUTINE FROM REVELRY TO RETIREMENT.  
(PROFESSIONAL/MILITARY DUTIES AND PERSONAL ACTIVITIES)  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

4. (HISTORICAL FOCUS / STUDENT GENERATED QUESTION #1)

Q: \_\_\_\_\_

A: \_\_\_\_\_

5. (HISTORICAL FOCUS / STUDENT GENERATED QUESTION #2)

Q: \_\_\_\_\_

A: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

I hereby affirm the aforementioned statements were made by me:

Signature: \_\_\_\_\_ Date: \_\_\_\_\_



NAME: \_\_\_\_\_ DATE: \_\_\_\_\_ SS7/P \_\_\_\_\_

Patriot's Weekend **BROADSIDE** Rubric



<b>ARTICLE A</b>		
Topic Sentence	2 pts.	
Statement of Timeframe	5 pts.	
Importance in Historic Period	6 4 2 pts.	
Accuracy of Facts	12 8 4 pts.	
<b>SUBTOTAL</b>	<b>25 pts.</b>	
<b>ARTICLE B</b>		
Topic Sentence	2 pts.	
Statement of Timeframe	5 pts.	
Importance to Occurrence or Place	6 4 2 pts.	
Accuracy of Facts	12 8 4 pts.	
<b>SUBTOTAL</b>	<b>25 pts.</b>	
<b>ARTICLE C</b>		
Topic Sentence	2 pts.	
Statement of Timeframe	5 pts.	
Importance to Occurrence or Place	6 4 2 pts.	
Accuracy of Facts	12 8 4 pts.	
<b>SUBTOTAL</b>	<b>25 pts.</b>	
<b>GRAPHICS</b>		
Appropriate Header	5 pts.	
Graphic 1: General Placement	4 pts.	
Graphic 2: To Add Interest	4 pts.	
<b>SUBTOTAL</b>	<b>13 pts.</b>	
<b>PRESENTATION/MECHANICS</b>		
Title	3 pts.	
Format	3 pts.	
Content Area Vocabulary	2 pts.	
Punctuation/Mechanics	2 pts.	
Spelling/Word Choice	2 pts.	
<b>SUBTOTAL</b>	<b>12 pts.</b>	
<b>TOTAL:</b>	<b>100 pts.</b>	

EXAMINER: DMR

Created by D.M. Kortkamp 9/25/03



## **Fredericksburgh Vocabulary**

aide-de-camp - a general's assistant

brigade - a small unit of army troops

broadside - written communication used to summarize political positions, rally support and announce meetings

encampment - the place where a body of troops is camped

espionage - the practice of spying on an enemy

forage - to search for food and supplies

Fredericksburgh - colonial name for Pawling and surrounding area

garrison - to station or occupy with troops

gores - small pieces of land added to patents through disputes over boundary lines

John Kane - loyalist whose home was taken over by Geo Washington in Fredericksburgh

Life Guards - army troops responsible for guarding Washington and his headquarters

North River - colonial name for the Hudson River

“Oblong” - a strip of disputed land between New York & Connecticut that included Quaker Hill

patents - large land grants in the Hudson River valley

posts - colonial name for military fortifications

quartermaster - army officer responsible for providing food and supplies to the troops

# Fredericksburgh Word Search



G N O L B O N H S T M R Z Y H  
 C P F F M X E D R W W K X G E  
 Q U A R T E R M A S T E R E G  
 A C E Q W F J H N L I U F N A  
 J I R D O X R Y I L B L O C N  
 O W D R I H S F N S Y S E A O  
 B B A E E S E E K E I T G M I  
 U G R I D G D C R R Z S P P P  
 E E G I U E I A R O I O A M S  
 Z K G A G R C A O Q G P T E E  
 J O R X E A G A U R Z R E N B  
 W D G D P J D V M W B O N T G  
 S H E L B E Q E M P B G T G K  
 K R R E V I R H T R O N S E Y  
 F G J D J O H N K A N E V G N

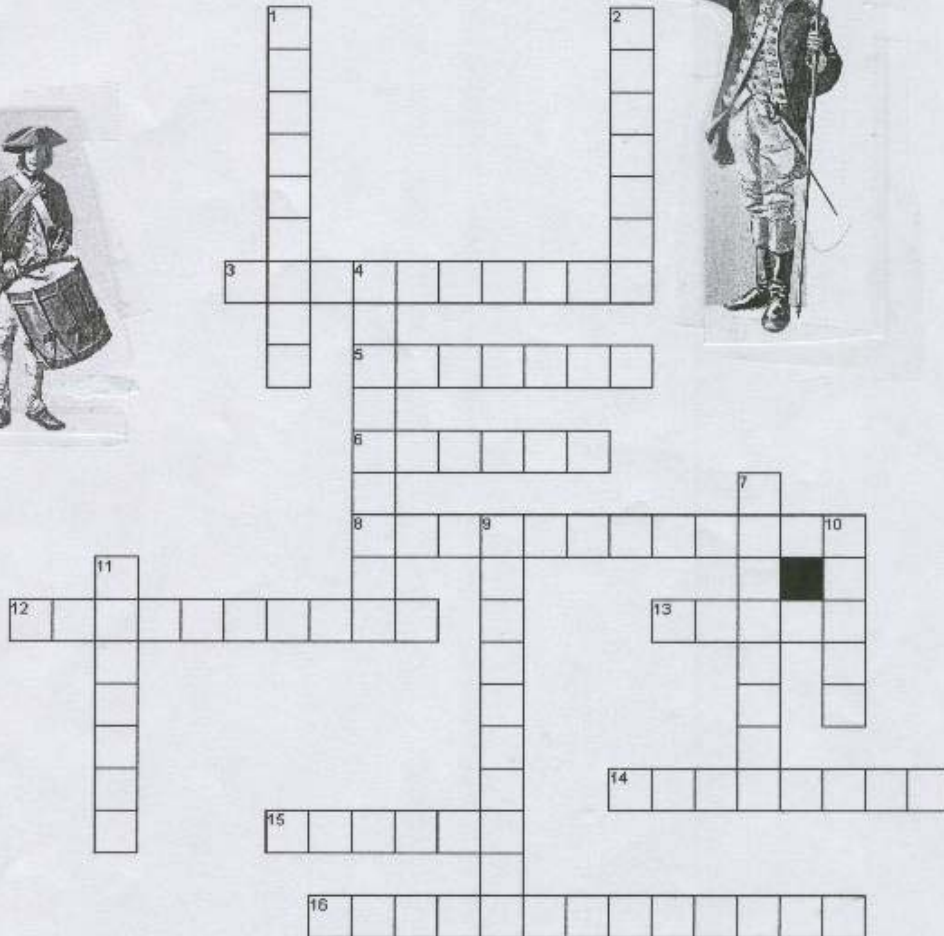
AIDE-DE-CAMP  
 ENCAMPMENT  
 FREDERICKSBURGH  
 JOHNCANE  
 OBLONG  
 QUARTERMASTER

BRIGADE  
 ESPIONAGE  
 GARRISON  
 LIFE GUARDS  
 PATENTS

BROADSIDE  
 FORAGE  
 GORES  
 NORTHRIVER  
 POSTS



# Fredericksburgh Crossword



## Across

3. army troops responsible for guarding Washington and his headquarters
5. today's name for Fredericksburgh
6. a strip of disputed land between NY and CT that included Quaker Hill
8. a general's assistant
12. colonial name for Hudson River
13. small pieces of land added to patents through disputes over boundary lines

14. loyalist whose home was taken over by Geo. Washington in Fredericksburgh
15. to search for food and supplies
16. army officer responsible for providing food and supplies to troops

Down

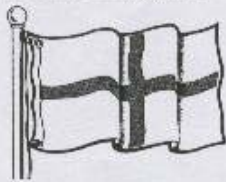
1. written communication used to summarize political positions and announce meetings
2. large land grants in Hudson River valley
4. the practice of spying on an enemy
7. to station or occupy with troops
9. the place where a body of troops is camped
10. colonial name for military fortifications
11. a small unit of army troops





## What Every Citizen Should Know About the AMERICAN FLAG

On June 14, 1777, the Continental Congress passed a resolution establishing the design for an American Flag. This symbol would contain 13 alternating red and white stripes, and 13 stars on a blue field in the flag's upper left-hand corner or *canton*. Although June 14 is celebrated as Flag Day, the evolution of our flag goes further back in time than most Americans imagine.



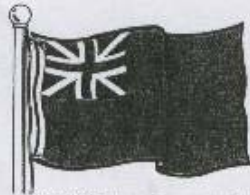
ST. GEORGE FLAG

As early as 1093, when the Christian countries of Europe sent forces to regain the Holy Land from Moslem control, English Crusaders carried this flag into battle. Early English explorers such as John Cabot (1497) carried this first English national symbol to the New World.



KINGS COLORS

Adopted by King James I to show the union between Scotland and England. He took the Cross of St. George and superimposed it onto the Scottish flag of St. Andrew, thus creating a new British flag. It was renamed the *Union Flag* in 1606. This red, white, and blue banner was brought to America aboard the *Mayflower* in 1620.



(George Washington was born under the flag)

## BRITISH RED ENSIGN

In 1707, Queen Anne adopted a new flag for England and her colonies. It was officially required to be flown from the stern of all British merchant ships. Along with the *Kings Colors*, this banner was in evidence throughout colonial America during the early stages of the Revolutionary War. In John Trumbull's famous painting depicting the signing of the Declaration of Independence, both of these flags are seen in the background hanging on the wall, captured evidence of the clash with British forces during the war.



## CONTINENTAL

During the Revolutionary War the colonists began unfurling new flags. In this version of the *British Red Ensign*, the Pine Tree, symbolic of the New England way of life, replaced the *Kings Colors* in the canton. Some historians believe that this banner was carried during the famous battle of Bunker Hill.



## GADSDEN

A colonel in the Continental Army from South Carolina designed this banner as a warning to the British. It was intended to compare the dangers of stepping on a rattlesnake to the perils of treading on the colonies' rights as Englishmen.







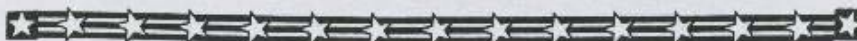
## GRAND UNION

During the winter of 1776, after those “firsts shots heard around the world” (Lexington and Concord), Americans colonists adopted a new flag combining the *British Red Ensign* with a field of 13 alternating red/white-stripes which represented the 13 colonies. These “rebels” wanted to create a standard to illustrate their allegiance to England, but their willingness to fight for their rights and justice. *Continental Colors* was our unofficial national flag on July 4, 1776.



## BETSY ROSS

Significant contradictions exist regarding the origins of this flag. There is general agreement that George Washington, himself, was instrumental in designing this banner. Some sources claim that an Act of Congress officially adopted the original Betsy Ross Flag on June 14, 1777. However, alternate sources indicate that there is no proof that any meeting occurred between Mrs. Ross, a Philadelphia seamstress, and Gen. Washington. The first documented example of a U.S. flag with 13 stars arranged in a circle dates from 1792.





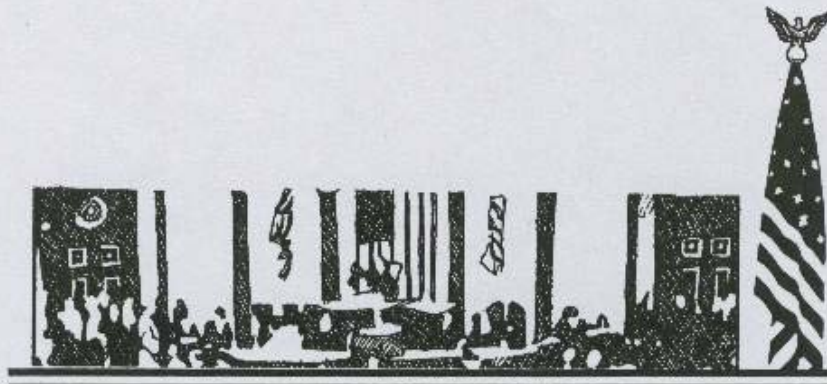
## BENNINGTON

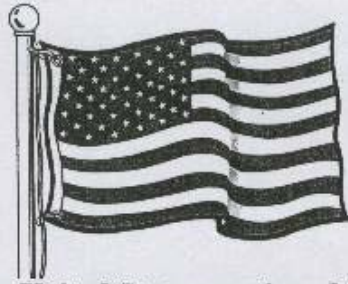
**This unofficial, yet unusual variation of the *Stars and Stripes* is said to have inspired the Vermont militia's successful defense of military store at Bennington in 1777. Without the capture of these additional munitions, Americans at Saratoga captured a weakened army under the command of General Burgoyne.**



## SPANGLED BANNER

**Shortly before the War of 1812, two new states were added to the Union. Therefore, the flag was changed from 13 to 15 *Stars and Stripes*. This unfurled *Star Spangled Banner* served as the inspiration for an imprisoned Francis Scott Key. Following the all-night British bombardment of Fort McHenry, Key was released. As he sailed toward Baltimore harbor, the vision of a tattered, yet proud garrison flag impelled him to write the famous poem, *The Defense of Ft. McHenry*. Later set to music, this became our National Anthem.**





## OLD GLORY

As the United States continued to expand and more states entered the Union, it became necessary to adopt a more practical design to represent each new state. On April 4, 1818, Congress passed legislation establishing the number of stripes at 7 red/6 white and an additional star added for every new state joining the Union. The 48-star flag was used in the United States longer than any other design. It was in use from 1912 to 1959. The 49-star flag was one of America's shortest-lived flags. It represented Alaska's admission to the Union (July 4, 1959). Exactly one year later, the 50<sup>th</sup> star was added to the U.S. flag for the state of Hawaii.

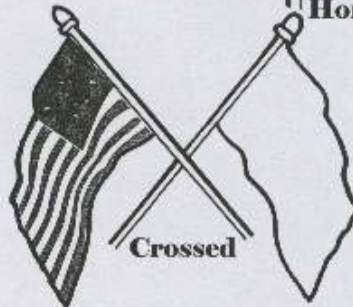
### The Proper Way to Display the Flag



Vertical Position



Horizontal Position



Crossed



## THE FLAG

When Francis Scott Key wrote a poem about "The Star-Spangled Banner," he was writing about the American flag. During the War of 1812, Key — an American — was on board an English ship anchored near Baltimore. The English navy was attacking Baltimore's Fort McHenry. All during the night, Key watched from the ship to see if the American flag was still flying above the fort. He spotted it "by the dawn's early light," ripped by shells fired at the fort, and knew that the English attack had failed.

The flag Key wrote about had 15 stars and 15 stripes as symbols of the 15 states that made up the United States. During the War of Independence, the first U.S. flag had 13 stars and stripes. When Vermont and Kentucky became states in the 1790s, a new star and a new stripe were added for each new state.

After the War of 1812, however, there were many new states. In 1818, Congress decided to go back to a flag of 13 stripes, to honor the first 13 states, and to add only a new star for each new state. The number of stars grew to 50 in 1959, when Hawaii became a state. It was Congress that in 1777 had passed a law saying: "That the flag of the U.S. be thirteen stripes, alternate red and white, that the union be thirteen stars, white in a blue field representing a new constellation."

Many people believe that Betsy Ross made the first flag. Ross's grandson made that claim in 1870, but there is little proof to support it. No one knows for sure who made the first flag.

**Directions:** Fill in the missing word or words to complete each sentence below. Then complete the sentence in bold by placing each numbered letter on the blank with the same number.

- Francis 1 2 3 Key wrote a poem about the American flag.
- When Key saw the American flag still flying, he knew that the 4 5 6 7 8 attack on a 9 10 fort had failed.
- The 11 12 13 14 on the flag are red and white.
- The white stars are on a 15 16 field.

The 13 17 18 19 20 21 22 on the flag represent the 13 original states.

The 23 24 25 26 27 represent all the states in the 28 29 30 31 32.

