

Objectives:

Students will be able to:

- Identify the motivations behind the thinking of people who were Loyalists and Patriots.
- Understand that many individuals in the Hudson River Valley were not entirely Loyalist or Patriot.
- Create a personal letter to a family member living back home about being for or against fighting the English.

Common Core Standards: Grades 11-12 Students

Reading Standards on Informational Text 6-12

Standard 1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

- a. Develop factual, interpretive, and evaluative questions for further exploration of the topic(s).

Standard 2: Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.

Standard 6: Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.

Writing Standards 6-12

Standard 1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Explore and inquire into areas of interest to formulate an argument.

- a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
- b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
- c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- e. Provide a concluding statement or section that follows from and supports the argument presented.

Speaking and Listening Standards 6-12

Standard 1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

- a. Come to discussions prepared having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
- c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
- d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
- e. Seek to understand other perspectives and cultures and communicate effectively with audiences or individuals from varied backgrounds.

Language Standards 6-12

Standard 1: Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

- a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
- b. Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster’s Dictionary of English Usage, Garner’s Modern American Usage) as needed.

Standard 2: Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

- a. Observe hyphenation conventions. 3
- b. Spell correctly

Teacher Resources:

- *The Hudson River Valley Review* article: “A Suspected Loyalist in the Rural Hudson Hudson Valley : The Revolutionary War Experience of Roeloff Josiah Eltinge”
 - http://www.hudsonrivervalley.org/review/pdfs/HRVR_20.1.pdf

Materials:

- *THRVR* Article
- Highlighters (if possible)
- T-chart
- Paper
- Pencil/Pen

Procedures:

1. It is assumed that the teacher has already introduced the students to the colonial period of American history, and the lead-up to the American Revolution
2. Before reading the article, students should be introduced to the statistic that 1/3 of colonial Americans were for independence, 1/3 were undecided, and 1/3 were against independence.
3. Next, divide the class into three groups. The first group is for independence, the second group is undecided, and the third group is against independence.
4. Each group is to come up with as many reasons as they can for their side.
5. Possible reasons include:

Reasons for being for independence:

- a. The King was not obeying British law.
- b. He has dismissed duly elected legislative assemblies when they disagree with the King.
- c. Englishmen in American have been routinely denied trial by jury.
- d. A standing army has been stationed in the Colonies despite there being peace.
- e. Colonists have been responsible for the quartering of soldiers while they are overseas.
- f. Admiralty courts have been established to remove colonists to face justice overseas.
- g. The Crown has taxed the colonists to pay for the cost of Empire without their consent.
- h. He considers the people of America to be outside the Empire and subject to violence.
- i. American colonists have not been able to enjoy the benefits of free trade with other nations.
- j. The English crown has sent foreign soldiers (Hessians) to fight against the colonists.

Reasons for being against independence:

- a. As loyal subjects of Great Britain, fighting against the British king is treason.
- b. The Revolution was being led by individuals who sought to gain from the war.
- c. The debt from the French and Indian War was assumed for our protection.

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A Suspected Loyalist: The Revolutionary War Experience of Roeloff Josiah Eltinge

- d. If we should achieve independence, the rest of the British Empire would be in grave danger of falling apart.
 - e. Killing British soldiers is just like killing men who are in militia units.
 - f. We are very rich. The British Empire has made us so.
6. Arrange the room so that the Loyalists and Patriots are on either side. Allow each side five minutes to present their arguments, and five minutes to debate.
 7. When the debate is over, allow the students who were undecided to vote. Which side do they agree with?
 8. Read the *The Hudson River Valley Review* article together in class to discuss the case study of Roeloff Josiah Eltinge.

Assessment:

- Students imagine they are Loyalists /or Patriots are to write a letter to a family member to convince an undecided family member to be **for** or **against** independence.

Enrichment:

- Research on the internet and in newspapers American public opinion concerning our involvement in conflicts throughout the years. Special emphasis can be placed on recent developments in the Middle East and Asia.