Black History Month Project: Blacks (African Americans) in the Revolutionary War

The story of how the original thirteen American colonies broke away from Great Britain and formed the United States is well known. Less well known is how "blacks" African-Americans felt and what they did during the War of Independence.

(Note: The term black as opposed to African-American is used because America itself was only beginning to emerge as an identity during the Revolution. Most people thought of themselves as Virginians or New Yorkers or citizens of any of the other 11 colonies. No one would have used the term   African-American. During the Revolutionary-era names for black Americans would be considered offensive today, so soldiers has settled on black as a compromise.)

Just as whites were divided by the conflict between the colonies and England, so blacks faced difficult choices. They fought for both sides, providing manpower to both the British and the revolutionaries. Their actions during the war were often decided by what they believed would best help them throw off the shackles of slavery. Most believed that victory by the British would lead to the end of slavery.

Many blacks looked to the British troops for their liberation. Wherever the British marched, slaves followed. When British [General Cornwallis](#) invaded the Carolinas in 1780/1781, slaves flocked to him. British officers put blacks to work in the service of the king's army performing many of the same duties they carried out in the American army.

"African Americans, in New England rallied to the patriot cause and were part of the militia forces that were organized into the new Continental Army. Approximately 5 percent of the American soldiers at the Battle of Bunker Hill (June 17, 1775) were black. New England blacks mostly served in integrated units and received the same pay as whites, although no African American is known to have held a rank higher than corporal.

It has been estimated that at least 5,000 black soldiers fought on the patriot side during the Revolutionary War. The exact number will never be known because eighteenth century muster rolls usually did not indicate race. Careful comparisons between muster rolls and church, census, and other records have recently helped identify many black soldiers. Additionally, various eyewitness accounts provide some indication of the level of African Americans' participation during the war. Baron von Closen, a member of Rochambeau's French army at Yorktown, wrote in July 1781, "A quarter of them [the American army] are Negroes, merry, confident and sturdy."

Salem Poor: "A Brave and Gallant Soldier

Blacks, African American, soldiers served with valor at the battles of Lexington and Bunker Hill. They played an important role in the revolution. They fought at Fort Ticonderoga and the Battle of Bunker Hill. A slave helped row Washington across the Delaware. Altogether, some 5,000 free blacks and slaves served in the Continental army during the Revolution. By 1778, many states, including Virginia, granted freedom to slaves who served in the Revolutionary war.

Project Guidelines

It is against this background that you have the opportunity to conduct research and produce a 2-page report in the form of a ***newsletter***, on <u>one</u> of the black soldiers who fought in the Revolutionary War.   .

Requirements:

- Your name, title, date of project
- Biographic information, name and place of battle fought
- Contribution to the war
- What qualities of this person do you admire the most and why?
- Newsletter must be type-written in Times New Roman with font size 12
- Titles may be done in other appropriate font type and size
- Any text feature may be added – pictures, maps, quotation, charts to enhance understanding, not to take away from information researched
- Bibliography – reference of source of information

*Be creative

DO NOT PLAGIARIZE!!

Due date: Thursday, February 3, 2018

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How to write a Bibliography

1. For each source listed, begin first line at margin and indent each line that follows.
2. Underline or use italics for titles of books, periodicals and software. Titles of articles are enclosed in quotation marks.
3. Note punctuation and follow exactly.
4. If required information, such as author or place of publication, is not available, just leave it out.
5. Arrange all sources in one list, alphabetically by first word, which will generally be either the author's last name or the first important word of the title.

A PRINT SOURCES

Book with one author:
1 Author.
2 <u>Title of book.</u>(underlined)
3 City of publication:
4 Publisher, date of publication.

Walker, Niki. <u>Colonial Women</u>. New York: Crabtree Publishing Company, 2003.

Book with two authors:
1 Authors in order they are listed on the title page
2 <u>Title of book </u>(underlined)
3 City of publication
4 Publisher, date of publication

Ride, Sally and Tam O'Shaughnessy. <u>Exploring Our Solar System</u>. New York: Crown Publishers, 2003.

Encyclopedia and other familiar reference books:
1 Author of article (if available).
2 "Title of article."
3 <u>Title of book.</u>(underlined)
4 Date of edition. (Volume and page number not necessary if articles are arranged alphabetically).

Hutson, James H. "Franklin, Benjamin." <u>The World Book Encyclopedia</u>. 2006.

"France." <u>Compton's Encyclopedia.</u> 2004

Article in a periodical:
1 Author (if available).
2 "Title of article."
3 <u>Periodical title </u>(underlined) date: page.

Boelter, Mimi. "Voyage of Hope, Voyage of Tears." <u>Cobblestone</u> Feb. 2006: 23-27

"N.F.L. Training Camp Report" <u>The New York Times.</u> 21 August 1996: B12

B ONLINE SOURCES

Encyclopedia Online:
1 Author, if shown
2 "Title of the article."
3 <u>Name of Encyclopedia</u> (underlined).
4 Date of your visit (day, month, year-- see example)
5 <First part of http address>. (Enclosed in angle brackets).

    Christensen, Norman L., Jr. "Tree." <u>World Book Online</u>. 12 Dec. 2005
         <http://www.worldbookonline.com>.

    Solnick, Bruce B. and William D. Phillips. "Franklin, Benjamin." <u>Grolier
       Multimedia Encyclopedia</u>. 17 September 2005 <http://gme.grolier.com>.

World Wide Web:
1 Author (if known).
2 "Title of article."
3 <u>Title of complete work.</u> (if relevant, underlined) date of visit
4 <full http address>.(enclosed in angle brackets)

    "Biographical Data: Walter M. Schirra." <u>Astronaut Biographies</u>.
       10 Jan. 2006 <http://www.jsc.nasa.gov/Bios/htmlbios/schirra-wm.html>.

    "Statistical Summary: America's Major Wars." <u>The U.S. Civil   War Center</u>. 17
    August 2005 <http://www.cwc.lsu.edu/   other/stats/warcost.htm>.

    Arnett, Bill. "Comets." <u>The Nine Planets</u>. 21 March 2006
      <http://seds.lpl.arizona.edu/nineplanets/nineplanets/comets.html>.

Bibliography (Example)

Jacobs, Heidi Hayes. <u>The Ancient World</u>. Upper Saddle River, New Jersey: Prentice Hall, 2003.

Kaplan, Leslie C. <u>Land and Resources of Ancient Egypt.</u> New York: Rosen Publishing Group, 2004.

"Pharaonic Egypt: Means of transportation." January 1, 2011 http://www.reshafim.org.il/ad/egypt/timelines/topics/means _of_transportation.htm.

Sands, Stella. "Kids Discover: Ancient Egypt." <u>Kids Discover</u>. 2003: 2-5.

Rubric for Revolutionary War Project

CATEGORY	4 Above Standards	3 Meets Standards	2 Approaches Standard	1 Below Standard
Content	Covers topic in-depth with details and examples. Subject knowledge is excellent.	Includes essential knowledge about the topic. Subject knowledge appears to be good.	Includes essential information about the topic but there are 1-2 factual errors.	Content is minimal OR there are several factual errors.
Organization	Content is well organized using headings or bulleted lists to group related material.	Uses headings or bulleted lists to organize, but the overall organization of topics appears flawed.	Content is logically organized for the most part.	There was no clear or logical organizational structure, just lots of facts.
Attractiveness	Makes excellent use of font, color, graphics, effects, etc. to enhance the presentation.	Makes good use of font, color, graphics, effects, etc. to enhance to presentation.	Makes use of font, color, graphics, effects, etc. but occasionally these detract from the presentation content.	Use of font, color, graphics, effects etc. but these often distract from the presentation content.
Sources & Bibliography	Source of information collected for all facts. All documented in desired format.	Source of information collected for all facts. Most documented in desired format.	Source of information collected for all facts, but not documented in desired format.	Very little or no source information was collected.
Mechanics	No misspellings or grammatical errors.	Three or fewer misspellings and/or mechanical errors.	Four misspellings and/or grammatical errors.	More than 4 errors in spelling or grammar.
Presentation	Well-rehearsed with smooth delivery that holds audience attention.	Rehearsed with fairly smooth delivery that holds audience attention most of the time.	Delivery not smooth, but able to maintain interest of the audience most of the time.	Delivery not smooth and audience attention often lost.