

JESLYN BERNHARD

Chapter 8: America Secedes from the Empire, 1775-1783

Identify and state the historical significance of the following.

1. **George Washington --**
 - a. middle-aged Military commander of the American Revolution; first president of the United States
 - b. Distinguished Virginian who was gifted with outstanding powers of leadership and immense strength of character
 - c. Was patient and courageous and had self-discipline and a sense of justice
2. **William Howe --**
 - a. Washington's adversary
 - b. No military genius
3. **Nathaniel Greene --**
 - a. Quaker-reared tactician, distinguished by his strategy of delay
 - b. member of Washington's General staff who lost the Battle of Washington Heights, but later led the American forces to victory in the South in 1781.
4. **Benedict Arnold --**
 - a. General who led an army to Quebec in an attempt to add a fourteenth colony
 - b. labeled a traitor when he assisted the British in a failed attempt to take the American fort at West Point
5. **John Burgoyne --**
 - a. British general ("Gentleman Johnny") also actor-playwright
 - b. Albany and Saratoga
6. **Charles Cornwallis --**
 - a. British general, he lost to Nathaniel Greene in one campaign. He was humiliated by his defeat in the colonies. He finally lost at the Battle of Yorktown, commonly known as the end of the war, in 1781.
7. **Thomas Paine --**
 - a. Radical author who had come over to America from Britain in 1775 as a corset-maker's apprentice
 - b. Wrote the infamous pamphlet Common Sense
8. **George Rogers Clark --**
 - a. Frontiersman who led the seizing of three British forts in 1777
 - b. British gave north Ohio River Valley to Americans
9. **Richard Henry Lee --**
 - a. Leader of the American Revolution who proposed the resolution calling for independence of the American colonies (1732-1794).
10. **Horatio Gates --**
 - a. American General at the battle of Saratoga in 1777
11. **John Paul Jones --**
 - a. American naval commander in the American Revolution (1747-1792) said " I have not yet begun to fight."
12. **Thomas Jefferson --**

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M Woodhall



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Noninterlocking, and a Teacher-preferred Study Guide on Seventh Grade Social Studies Students' Reading Comprehension
and Oral Discussion Andrea Giese Maxworthy,1990 **Pennsylvania School Journal** ,1923 *Circular* ,1924 What
the Schools Teach and Might Teach Frank Bobbitt,1916 *Kaplan & Sadock's Study Guide and Self-Examination Review in*
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PRITE in service ABPN Part I and recertification examinations The book contains more than 1 600 multiple choice questions
and answers with explanatory discussions of correct and incorrect responses Chapters parallel the essential corresponding
chapters in Kaplan Sadock s Synopsis of Psychiatry a staple of psychiatry education around the globe Terms and definitions
are consistent with DSM IV TR and ICD 10 Educational Publication North Carolina. Dept. of Public Instruction,1924
Social Studies in Schools David Warren Saxe,1991-01-01 This supplemental text is an historical account of the beginning
years of the social studies Using the 1916 Social Studies report as a base the book outlines the issues contexts and
individuals that were influential in the genesis of the seminal social studies prototype program The author explains that many
of our present interests such as critical thinking decision making inquiry reflective thinking foundational studies and cultural
literacy can be found within the texts of the 1916 social studies program Saxe also shows that the roots of the social studies
program are found in the social sciences and not the traditional history curriculum Included are chronological time lines that
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teacher educators curriculum directors and classroom teachers a clear image of the field of social studies The image includes
a rationale and definition goal skill objectives and content that one would practice with students K through 8 Teachers of
special students particularly those working with multicultural and gifted and talented will find a variety of activities to fit
special needs A chapter is included for each grade level with objectives activities and materials spiraled through expanding

horizons A Problem-outline in Fundamental Principles of Teaching and Learning Maxwell Gerald Park,1928 **Wearing Wellies** Garrett Ellis Ryan,2010-04-14 When the author and his wife first met life was a big blank canvas ready to be painted After a trip down the aisle the purchase of the first home together and the adoption of a dog to test the waters before wading into the pool of parenthood life started to become more about to do lists and conformity Their big dreams together began to start with the phrase Someday we will With time no longer on their side someday became today when they decided to leave everything behind and move 3 963 miles to London England to learn more about the world themselves their marriage and what can happen when you find the courage to take a chance and do something great On the surface Wearing Wellies A Year of Life Love in London is the story of chasing lifelong dreams of queuing for Wimbledon tickets greeting friends with kisses on both cheeks close and personal encounters with the Queen weekend trips to Paris Italian cooking schools and walks through the Cotswolds while wearing wellie boots with a dog named Sydney But the story is really about life changing relationships that the author and his wife make along the way with new friends who did not dress like them sound like them or think like them The Social Studies ,1928

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