

## 1: A People's History of the United States - Wikipedia

*Part of Zinn's People's History series, American Revolution explores the period through the actions of common people. The result is a very different view of the Revolution. Raphael explores the history of ordinary Americans in the time of the American Revolution in seven chapters.*

Visit Website Did you know? Now most famous as a traitor to the American cause, General Benedict Arnold began the Revolutionary War as one of its earliest heroes, helping lead rebel forces in the capture of Fort Ticonderoga in May. This First Continental Congress did not go so far as to demand independence from Britain, but it denounced taxation without representation, as well as the maintenance of the British army in the colonies without their consent, and issued a declaration of the rights due every citizen, including life, liberty, property, assembly and trial by jury. The Continental Congress voted to meet again in May to consider further action, but by that time violence had already broken out. On April 19, local militiamen clashed with British soldiers in Lexington and Concord, Massachusetts, marking the first shots fired in the Revolutionary War.

**Declaring Independence** When the Second Continental Congress convened in Philadelphia, delegates—including new additions Benjamin Franklin and Thomas Jefferson—voted to form a Continental Army, with Washington as its commander in chief. The engagement known as the Battle of Bunker Hill ended in British victory, but lent encouragement to the revolutionary cause. The British evacuated the city in March, with Howe and his men retreating to Canada to prepare a major invasion of New York. By June, with the Revolutionary War in full swing, a growing majority of the colonists had come to favor independence from Britain. On July 4, the Continental Congress voted to adopt the Declaration of Independence, drafted by a five-man committee including Franklin and John Adams but written mainly by Jefferson. That same month, determined to crush the rebellion, the British government sent a large fleet, along with more than 34,000 troops to New York.

**Revolutionary War Turning Point** British strategy in involved two main prongs of attack, aimed at separating New England where the rebellion enjoyed the most popular support from the other colonies. Washington rebounded to strike Germantown in early October before withdrawing to winter quarters near Valley Forge. The American victory at Saratoga would prove to be a turning point of the American Revolution, as it prompted France which had been secretly aiding the rebels since to enter the war openly on the American side, though it would not formally declare war on Great Britain until June. The American Revolution, which had begun as a civil conflict between Britain and its colonies, had become a world war. The battle effectively ended in a draw, as the Americans held their ground, but Clinton was able to get his army and supplies safely to New York. A joint attack on the British at Newport, Rhode Island, in late July failed, and for the most part the war settled into a stalemate phase in the North. The Americans suffered a number of setbacks from 1777 to 1780, including the defection of General Benedict Arnold to the British and the first serious mutinies within the Continental Army. Supported by a French army commanded by General Jean Baptiste de Rochambeau, Washington moved against Yorktown with a total of around 14,000 soldiers, while a fleet of 36 French warships offshore prevented British reinforcement or evacuation. Trapped and overpowered, Cornwallis was forced to surrender his entire army on October 19, 1781. Though the movement for American independence effectively triumphed at Yorktown, contemporary observers did not see that as the decisive victory yet. British forces remained stationed around Charleston, and the powerful main army still resided in New York. Though neither side would take decisive action over the better part of the next two years, the British removal of their troops from Charleston and Savannah in late 1782 finally pointed to the end of the conflict. British and American negotiators in Paris signed preliminary peace terms in Paris late that November, and on September 3, 1783, Great Britain formally recognized the independence of the United States in the Treaty of Paris. At the same time, Britain signed separate peace treaties with France and Spain which had entered the conflict in 1763, bringing the American Revolution to a close after eight long years. Start your free trial today.

## 2: People of the American Revolution

*"American Spirit (Daughters of the American Revolution) "This is an exciting distillation of the discoveries of a generation of scholars about ordinary people in the American Revolution. Their experiences come through with unusual warmth and clarity in Raphael's generous excerpts from little-known letters, diaries, and memoirs.*

A Kind of Revolution The American victory over the British army was made possible by the existence of an already-armed people. Just about every white male had a gun, and could shoot. The Revolutionary leadership distrusted the mobs of poor. But they knew the Revolution had no appeal to slaves and Indians. They would have to woo the armed white population. This was not easy. Yes, mechanics and sailors, some others, were incensed against the British. But general enthusiasm for the war was not strong. While much of the white male population went into military service at one time or another during the war, only a small fraction stayed. John Shy, in his study of the Revolutionary army *A People Numerous and Armed*, says they "grew weary of being bullied by local committees of safety, by corrupt deputy assistant commissaries of supply, and by bands of ragged strangers with guns in their hands calling themselves soldiers of the Revolution. John Adams had estimated a third opposed, a third in support, a third neutral. Alexander Hamilton, an aide of George Washington and an up-and-coming member of the new elite, wrote from his headquarters: They are determined not to be free.. If we are saved, France and Spain must save us. South Carolina, insecure since the slave uprising in Stono in 1739, could hardly fight against the British; her militia had to be used to keep slaves under control. The men who first joined the colonial militia were generally "hallmarks of respectability or at least of full citizenship" in their communities, Shy says. Excluded from the militia were friendly Indians, free Negroes, white servants, and free white men who had no stable home. But desperation led to the recruiting of the less respectable whites. Massachusetts and Virginia provided for drafting "strollers" vagrants into the militia. In fact, the military became a place of promise for the poor, who might rise in rank, acquire some money, change their social status. Here was the traditional device by which those in charge of any social order mobilize and discipline a recalcitrant population-offering the adventure and rewards of military service to get poor people to fight for a cause they may not see clearly as their own. A wounded American lieutenant at Bunker Hill, interviewed by Peter Oliver, a Tory who admittedly might have been looking for such a response, told how he had joined the rebel forces: When this Rebellion came on, I saw some of my Neighbors got into Commission, who were no better than myself. T was asked to enlist, as a private Soldier I offered to enlist upon having a Lieutenants Commission; which was granted. I imagined my self now in a way of Promotion: John Shy investigated the subsequent experience of that Bunker Hill lieutenant. He was William Scott, of Peterborough, New Hampshire, and after a year as prisoner of the British he escaped, made his way back to the American army, fought in battles in New York, was captured again by the British, and escaped again by swimming the Hudson River one night with his sword tied around his neck and his watch pinned to his hat. He returned to New Hampshire, recruited a company of his own, including his two eldest sons, and fought in various battles, until his health gave way. He watched his eldest son die of camp fever after six years of service. He had sold his farm in Peterborough for a note that, with inflation, became worthless. After the war, he came to public attention when he rescued eight people from drowning after their boat turned over in New York harbor. He then got a job surveying western lands with the army, but caught a fever and died in 1783. Scott was one of many Revolutionary fighters, usually of lower military ranks, from poor and obscure backgrounds. Other American towns show the same pattern. As Shy puts it: A very old story. Ruling elites seem to have learned through the generations-consciously or not-that war makes them more secure against internal trouble. The force of military preparation had a way of pushing neutral people into line. In Connecticut, for instance, a law was passed requiring military service of all males between sixteen and sixty, omitting certain government officials, ministers, Yale students and faculty, Negroes, Indians, and mulattos. Someone called to duty could provide a substitute or get out of it by paying 5 pounds. When eighteen men failed to show up for military duty they were jailed and, in order to be released, had to pledge to fight in the war. Here, in the war for liberty, was conscription, as usual, cognizant of wealth. With the impressment riots against the British still

remembered, impressment of seamen by the American navy was taking place by A Pennsylvania official said: The war turned to the South, where the British won victory after victory, until the Americans, aided by a large French army, with the French navy blocking off the British from supplies and reinforcements, won the final victory of the war at Yorktown, Virginia, in 1781. Through all this, the suppressed conflicts between rich and poor among the Americans kept reappearing. In the midst of the war, in Philadelphia, which Eric Foner describes as "a time of immense profits for some colonists and terrible hardships for others," the inflation prices rose in one month that year by 45 percent led to agitation and calls for action. One Philadelphia newspaper carried a reminder that in Europe "the People have always done themselves justice when the scarcity of bread has arisen from the avarice of forestallers. They have broken open magazines- appropriated stores to their own use without paying for them-and in some instances have hung up the culprits who created their distress. In October came the "Fort Mifflin riot," in which a militia group marched into the city and to the house of James Wilson, a wealthy lawyer and Revolutionary official who had opposed price controls and the democratic constitution adopted in Pennsylvania in 1776. The militia were driven away by a "silk stocking brigade" of well-off Philadelphia citizens. It seemed that the majority of white colonists, who had a bit of land, or no property at all, were still better off than slaves or indentured servants or Indians, and could be wooed into the coalition of the Revolution. But when the sacrifices of war became more bitter, the privileges and safety of the rich became harder to accept. The Continental Congress, which governed the colonies through the war, was dominated by rich men, linked together in factions and compacts by business and family connections. These links connected North and South, East and West. Delegates from middle and southern colonies were connected with Robert Morris of Pennsylvania through commerce and land speculation. Morris was superintendent of finance, and his assistant was Gouverneur Morris. This ignored the common soldier, who was not getting paid, who was suffering in the cold, dying of sickness, watching the civilian profiteers get rich. George Washington handled it cautiously. Informed of these developments by General Anthony Wayne, he told Wayne not to use force. He was worried that the rebellion might spread to his own troops. A peace was negotiated, in which one-half the men were discharged; the other half got furloughs. Shortly after this, a smaller mutiny took place in the New Jersey Line, involving two hundred men who defied their officers and started out for the state capital at Trenton. Now Washington was ready. Six hundred men, who themselves had been well fed and clothed, marched on the mutineers and surrounded and disarmed them. Three ringleaders were put on trial immediately, in the field. One was pardoned, and two were shot by firing squads made up of their friends, who wept as they pulled the triggers. It was "an example," Washington said. Two years later, there was another mutiny in the Pennsylvania line. The war was over and the army had disbanded, but eighty soldiers, demanding their pay, invaded the Continental Congress headquarters in Philadelphia and forced the members to flee across the river to Princeton- "ignominiously turned out of doors," as one historian sorrowfully wrote John Fiske, *The Critical Period*, "by a handful of drunken mutineers. They saw themselves under the rule of a political elite, win or lose against the British. In Maryland, for instance, by the new constitution of 1776, to run for governor one had to own 5,000 pounds of property; to run for state senator, 1,000 pounds. Thus, 90 percent of the population were excluded from holding office. And so, as Hoffman says, "small slave holders, non-slaveholding planters, tenants, renters and casual day laborers posed a serious problem of social control for the Whig elite. George Washington had turned down the requests of blacks, seeking freedom, to fight in the Revolutionary army. So when the British military commander in Virginia, Lord Dunmore, promised freedom to Virginia slaves who joined his forces, this created consternation. A report from one Maryland county worried about poor whites encouraging slave runaways: The insolence of the Negroes in this county is come to such a height, that we are under a necessity of disarming them which we affected on Saturday last. We took about eighty guns, some bayonets, swords, etc. We cannot therefore be too vigilant nor too rigorous with those who promote and encourage this disposition in our slaves. Even more unsettling was white rioting in Maryland against leading families, supporting the Revolution, who were suspected of hoarding needed commodities. The class hatred of some of these disloyal people was expressed by one man who said "it was better for the people to lay down their arms and pay the duties and taxes laid upon them by King and Parliament than to be brought into slavery and to be commanded and ordered about as they were. There is a

mean low dirty envy which creeps thro all ranks and cannot suffer a man a superiority of fortune, of merit, or of understanding in fellow citizens-either of these are sure to entail a general ill will and dislike upon the owners. Despite this, Maryland authorities retained control. They made concessions, taxing land and slaves more heavily, letting debtors pay in paper money. It was a sacrifice by the upper class to maintain power, and it worked. In the lower South, however, in the Carolinas and Georgia, according to Hoffman, "vast regions were left without the slightest apparition of authority. Forced to make hard decisions, many flailed out in frustration or evaded and defied first one side, then the other. In a letter to Thomas Jefferson he described a raid by his troops on Loyalists. It has had a very happy effect on those disaffected persons of which there were too many in this country. The new constitutions that were drawn up in all states from to were not much different from the old ones. Although property qualifications for voting and holding office were lowered in some instances, in Massachusetts they were increased. Only Pennsylvania abolished them totally. The new bills of rights had modifying provisions. North Carolina, providing for religious freedom, added "that nothing herein contained shall be construed to exempt preachers of treasonable or seditious discourses, from legal trial and punishment. The American Revolution is sometimes said to have brought about the separation of church and state. The northern states made such declarations, but after they adopted taxes that forced everyone to support Christian teachings. McLoughlin, quoting Supreme Court Justice David Brewer in that "this is a Christian nation," says of the separation of church and state in the Revolution that it "was neither conceived of nor carried out.

## 3: Ray Raphael People's History of the American Revolution

*A people's history of the American revolution - Howard Zinn Howard Zinn's critical history of the American Revolution against British rule and its impact on ordinary people. Around , certain important people in the English colonies made a discovery that would prove enormously useful for the next two hundred years.*

The presentation of the Declaration of Independence. After the French and Indian War, the colonists began to think that they were not getting their "rights as freeborn Englishman". This was mainly caused by new taxes the British made the colonies pay to pay for the war. In , colonists in Boston known as the Sons of Liberty got in a fight with British soldiers. This became known as the Boston Massacre. This was known as the Boston Tea Party It argued that the colonies should be free of English rule. This said that they were free and independent states , and were not part of England any more. The Revolutionary War started in at Lexington and Concord. In , an American victory at Yorktown helped by the French led Britain to decide to stop fighting and give up the colonies. It gave almost all the power to the states and very little to the central government. Many of the people who helped write the Constitution, such as Washington, James Madison , Alexander Hamilton and Gouverneur Morris , were among the major thinkers in America at the time. The constitution created a stronger national government that had three branches: In other states, many people did not like the Constitution because it gave more power to the central government and had no bill of rights. However, this was not true at first, when only white males who owned property could vote. He defined how a person should act as President and retired after two terms. This was the first American election that was between two political parties. One of the most important things he did as President was to make the Louisiana Purchase from France , which made the United States twice as big. This was called the War of By , over three million African-Americans were slaves in the South. Most worked picking cotton on large plantations. Most white people in the South owned no slaves at all. All of these rebellions failed. The South wanted stronger state governments, but the North wanted a stronger central government. Due to the American System, bigger cities and more factories were built. By , thousands of miles of railroads and telegraph lines had been built in the United States, mostly in the Northeast and Midwest. Many factories were built in Northern cities such as Lowell, Massachusetts. Many factory workers were women, and some were children or people from Ireland or Germany. Thousands of people gathered at large religious meetings called revivals. The other was abolitionism , which tried to end slavery. People such as Harriet Beecher Stowe and William Lloyd Garrison wrote books and newspapers saying that slavery should stop. By , slavery was very rare in the North, but continued in the South. This meant that most married women were expected to stay in the home and raise children. Women who were not married had only a few jobs open to them, such as working in clothing factories and serving as maids. In , many of these women met and agreed to fight for more rights for women, including voting. He was the first president elected from the Democratic Party. He changed the government in many ways. Since many of his supporters were poor people who had not voted before, he rewarded them with government jobs, which is called "spoils" or "patronage". He saw it as a symbol of Whigs and of powerful American businessmen. They called it the "Tariff of Abominations". Calhoun , was from the South. He wrote that the South should stop the tariff and perhaps leave the Union secession. These words would be used again during the Civil War. The first people who moved west were people who caught and sold animal skins such as John Colter and Jim Bridger. During this period, Native Americans lost much of their land. They had lost military battles to the Americans at Tippecanoe and in the Seminole War. In , Texas , which was a nation after it left Mexico , joined the United States. During the war, the U. Many people in the North did not like this war, because they thought it was just good for Southern slave states.

## 4: A People's History of the United States: - Present Â» Zinn Education Project

*A sweeping narrative of the wartime experience, A People's History of the American Revolution is the first book to view the revolution through the eyes of common folk.. Their stories have long been overlooked in the mythic telling of America's founding, but are crucial to a comprehensive understanding of the fight for indepen.*

Native Americans in the United States This map shows the approximate location of the ice-free corridor and specific Paleoindian sites Clovis theory. It is not definitively known how or when the Native Americans first settled the Americas and the present-day United States. The prevailing theory proposes that people migrated from Eurasia across Beringia , a land bridge that connected Siberia to present-day Alaska during the Ice Age , and then spread southward throughout the Americas. The pre-Columbian era incorporates all period subdivisions in the history and prehistory of the Americas before the appearance of significant European influences on the American continents, spanning the time of the original settlement in the Upper Paleolithic period to European colonization during the early modern period. Native American cultures are not normally included in characterizations of advanced stone age cultures as " Neolithic ," which is a category that more often includes only the cultures in Eurasia, Africa, and other regions. They divided the archaeological record in the Americas into five phases; [3] see Archaeology of the Americas. The Clovis culture , a megafauna hunting culture, is primarily identified by use of fluted spear points. Artifacts from this culture were first excavated in near Clovis, New Mexico. The culture is identified by the distinctive Clovis point , a flaked flint spear-point with a notched flute, by which it was inserted into a shaft. Dating of Clovis materials has been by association with animal bones and by the use of carbon dating methods. Recent reexaminations of Clovis materials using improved carbon-dating methods produced results of 11, and 10, radiocarbon years B. According to the oral histories of many of the indigenous peoples of the Americas, they have been living on this continent since their genesis, described by a wide range of traditional creation stories. Other tribes have stories that recount migrations across long tracts of land and a great river, believed to be the Mississippi River. Archeological and linguistic data has enabled scholars to discover some of the migrations within the Americas. A Folsom point for a spear. The Folsom Tradition was characterized by use of Folsom points as projectile tips, and activities known from kill sites, where slaughter and butchering of bison took place. Linguists, anthropologists and archeologists believe their ancestors comprised a separate migration into North America, later than the first Paleo-Indians. They were the earliest ancestors of the Athabascan - speaking peoples, including the present-day and historical Navajo and Apache. They constructed large multi-family dwellings in their villages, which were used seasonally. People did not live there year-round, but for the summer to hunt and fish, and to gather food supplies for the winter. Since the s, archeologists have explored and dated eleven Middle Archaic sites in present-day Louisiana and Florida at which early cultures built complexes with multiple earthwork mounds ; they were societies of hunter-gatherers rather than the settled agriculturalists believed necessary according to the theory of Neolithic Revolution to sustain such large villages over long periods. Poverty Point is a 1 square mile 2. Artifacts show the people traded with other Native Americans located from Georgia to the Great Lakes region. This is one among numerous mound sites of complex indigenous cultures throughout the Mississippi and Ohio valleys. They were one of several succeeding cultures often referred to as mound builders. The term "Woodland" was coined in the s and refers to prehistoric sites dated between the Archaic period and the Mississippian cultures. The Hopewell tradition is the term for the common aspects of the Native American culture that flourished along rivers in the northeastern and midwestern United States from BCE to CE. At its greatest extent, the Hopewell exchange system ran from the Southeastern United States into the southeastern Canadian shores of Lake Ontario. Within this area, societies participated in a high degree of exchange; most activity was conducted along the waterways that served as their major transportation routes. The Hopewell exchange system traded materials from all over the United States. The indigenous peoples of the Pacific Northwest Coast were of many nations and tribal affiliations, each with distinctive cultural and political identities, but they shared certain beliefs, traditions and practices, such as the centrality of salmon as a resource and spiritual symbol. Their gift-giving feast, potlatch ,

is a highly complex event where people gather in order to commemorate special events such as the raising of a Totem pole or the appointment or election of a new chief. The most famous artistic feature of the culture is the Totem pole, with carvings of animals and other characters to commemorate cultural beliefs, legends, and notable events. It was built by the Adena culture. The Adena culture refers to what were probably a number of related Native American societies sharing a burial complex and ceremonial system. A map showing the extent of the Coles Creek cultural period and some important sites. The Coles Creek culture is an indigenous development of the Lower Mississippi Valley that took place between the terminal Woodland period and the later Plaquemine culture period. The period is marked by the increased use of flat-topped platform mounds arranged around central plazas, more complex political institutions, and a subsistence strategy still grounded in the Eastern Agricultural Complex and hunting rather than on the maize plant as would happen in the succeeding Plaquemine Mississippian period. The culture was originally defined by the unique decoration on grog-tempered ceramic ware by James A. Ford after his investigations at the Mazique Archeological Site. He had studied both the Mazique and Coles Creek Sites, and almost went with the Mazique culture, but decided on the less historically involved sites name. It is ancestral to the Plaquemine culture. The Hohokam was a culture centered along American Southwest. They raised corn, squash and beans. The communities were located near good arable land, with dry farming common in the earlier years of this period. The Classical period of the culture saw the rise in architecture and ceramics. Buildings were grouped into walled compounds, as well as earthen platform mounds. Platform mounds were built along river as well as irrigation canal systems, suggesting these sites were administrative centers allocating water and coordinating canal labor. Polychrome pottery appeared, and inhumation burial replaced cremation. Trade included that of shells and other exotics. Social and climatic factors led to a decline and abandonment of the area after A. Ancestral Puebloan archeological sites.

## 5: History: American Revolution for Kids

*A People's History Of The American Revolution is first in a projected series retelling America's history, examining major events with a critical eye to retelling them through the eyes of ordinary peoples of all ethnic groups.*

**Summary Analysis** The Founding Fathers won the Revolutionary War in large part because they used rhetoric to convince large numbers of working-class colonists to fight against Britain. **Active Themes** Throughout the Revolutionary War, there continued to be conflicts between the rich and the poor in the American colonies. Some militia groups, furious with the wealthy colonists who claimed to support the Revolution but did not fight for it, staged mutinies. In Trenton, New Jersey, George Washington ordered the execution of three militia leaders planning a mutiny. Few history textbooks talk about the colonists who refused to fight in the Revolutionary War, or who staged mutinies when they realized that the Revolutionary Army was no less tyrannical than the British government. In this chapter, Zinn remedies some of these omissions. The aftermath of the Revolutionary War established a pattern that would continue throughout American history: With the end of the Revolutionary War, working-class colonists were able to claim new land in the west; however, Zinn suggests that these colonists were perhaps allowed to claim that land because of the benefits bestowed on elites by a working class population living between elite property and Indian lands. The Revolutionary War was also a milestone for black slaves. Slaves fought in the war, usually on the American side. However, the economic structure of early American society, resting on slave labor, prevented almost all positive changes for African Americans. Zinn is willing to credit the Revolutionary War with providing some minimal advantages for black Americans; nevertheless, as he makes very clear, the Revolutionary War did nothing to end the fundamental problems with black life in America. Thus, slavery continued for almost a century after the war. **Active Themes** The Constitution is often called a work of genius. But other historians, such as Charles Beard, have argued that it represented a way for American elites to protect their own economic interests through a strong federal government. Most—though not all—elites favored a strong government because they wanted a force to protect their property from potential uprisings. In , for example, the farmer Daniel Shays, who had fought in the Revolutionary War, mobilized other working-class veterans to protest the new American status quo. **Active Themes** The Constitution was ratified throughout the colonies because it appealed both to the wealthy and to the middle class. Middle class merchants, farmers, and artisans were essentially nationalistic in their beliefs: Zinn argues, somewhat cursorily, that the Constitution was, above all, appealing for wealthy and middle-class people, not the working classes. **Active Themes** Following the ratification of the Constitution, the first Congress of the United States passed the Bill of Rights, a series of amendments to the Constitution that seemed to protect personal freedoms. However, it quickly became apparent that the new American government had the power to limit personal freedoms however it saw fit. In , under the John Adams administration, the federal government passed the Sedition Act, which made it a crime to say anything against the government. **Active Themes** Also in the early days of the United States the federal government proved itself to be as aggressive with taxation as Britain had been. Alexander Hamilton, the first Secretary of the Treasury, formed a Bank of the United States and levied a series of taxes—including the Whiskey Tax, which hurt small farmers. Hamilton personally led troops to enforce the tax and put down any potential rebellion among the farmers. The early days of the United States eerily parallel the final days of British rule. Just like Great Britain in the s and 60s, the early U. **Active Themes** To this day, the Founding Fathers are often seen as wise men who wanted to maintain a healthy balance of power. Zinn concludes the chapter by offering some harsh truths about the Founding Fathers. *A Kind of Revolution*. Retrieved November 14,

## 6: A Kind of Revolution

*Welcome to the [www.enganchecubano.com](http://www.enganchecubano.com) People of the American Revolution page. Click on any of 27 people below to learn about their lives and their roles in the American Revolution. Home >> United States History >> American Revolution >> People of the American Revolution.*

There were many battles fought and the colonies gained their freedom and became the independent country of the United States. The American Revolutionary War lasted from 1775 until 1783. Not all of them participated in the revolution. There were 13 colonies which ended up rebelling. Representation One of the main reasons that the colonists rebelled against Great Britain is that they felt they were not represented in the British government. The British government was making new laws and taxes on the colonies, but the colonies had no say. They wanted to have some say in the British government if they were going to pay high taxes and have to live by British law. First there were protests and arguments. Then some small skirmishes between the colonists and the local British army. Things just got worse and worse over the course of years until the colonies and Great Britain were at war. Independence Each colony had its own local government. In each they elected officials to represent them at the First Continental Congress. This was the first effort of the colonies to unite and make a single government. They wanted a government that was ruled by the people. The new government would be a democratic government with leaders elected by the people and balances of power to make sure that no one could become king. Fun Facts about the American Revolution The first shot fired in the American Revolution was on April 19, and is called the "shot heard round the world". John Adams was the defense attorney for the British soldiers involved in the Boston Massacre. He would later become a great leader in the Revolution and the 2nd president of the United States. George Washington, the first President, only attended school until he was 14 years old. He became Commander of the Virginia Militia when he was just 19. Although the war was between the colonies and Great Britain, other countries got involved as well. The French were a major ally to the colonies and there were French, German, and Spanish soldiers who fought in the war. Recommended books and references: *The Revolutionary War* by Brendan January. *The Declaration of Independence: Our Government and Citizenship* by Kevin Cunningham.

## 7: American Revolution for Kids Â«

*A People's History of the American Revolution draws upon diaries, personal letters, and other Revolutionary-era treasures, weaving a thrilling, "you are there" narrative—a tapestry that uses individual experiences to illustrate the larger stories" (Los Angeles Times Book Review). In the trademark style of Zinn, Raphael shifts the.*

Debs , Helen Keller , the Rev. Daniel Berrigan , Cindy Sheehan. My hero is not Theodore Roosevelt , who loved war and congratulated a general after a massacre of Filipino villagers at the turn of the century, but Mark Twain , who denounced the massacre and satirized imperialism. Our people are basically decent and caring, and our highest ideals are expressed in the Declaration of Independence , which says that all of us have an equal right to " life, liberty, and the pursuit of happiness. Instead of restating the same history that has been presented for centuries, Zinn states that he prefers to tell history from the perspective of the Arawaks, which many people are not familiar with. Zinn writes of the methods by which he says racism was created artificially in order to enforce the economic system. He argues that racism is not natural because there are recorded instances of camaraderie and cooperation between black slaves and white servants in escaping from and in opposing their subjugation. Chapter 5, "A Kind of Revolution" covers the war and resistance to participating in war, the effects on the Native American people, and the continued inequalities in the new United States. Zinn wrote that "governments - including the government of the United States - are not neutral If you look through high school textbooks and elementary school textbooks in American history, you will find Andrew Jackson the frontiersman, soldier, democrat, man of the people — not Jackson the slaveholder, land speculator, executioner of dissident soldiers, exterminator of Indians. Zinn writes that President James Polk agitated for war for the purpose of imperialism. Zinn argues that the war was unpopular, but that some newspapers of that era misrepresented the popular sentiment. Zinn writes that the large-scale violence of the war was used to end slavery instead of the small-scale violence of the rebellions because the latter may have expanded beyond anti-slavery, resulting in a movement against the capitalist system. He writes that the war could limit the freedom granted to African-Americans by allowing the government control over how that freedom was gained. Chapter 10, "The Other Civil War", covers the Anti-Rent movement , the Dorr Rebellion , the Flour Riot of , the Molly Maguires , the rise of labor unions , the Lowell girls movement, and other class struggles centered around the various depressions of the 19th century. He describes the abuse of government power by corporations and the efforts by workers to resist those abuses. The Teller Amendment is discussed. Zinn portrays the wars as racist and imperialist and opposed by large segments of the American people. Chapter 13, "The Socialist Challenge", covers the rise of socialism and anarchism as popular political ideologies in the United States. Du Bois , and the Progressive Party which Zinn portrays as driven by fear of radicalism. Chapter 14, "War Is the Health of the State" covers World War I and the anti-war movement that happened during it, which was met with the heavily enforced Espionage Act of Zinn argues that the United States entered the war in order to expand its foreign markets and economic influence. Zinn states that, despite popular belief, the s were not a time of prosperity, and the problems of the Depression were simply the chronic problems of the poor extended to the rest of the society. Zinn, a veteran of the war himself, notes that "it was the most popular war the US ever fought", [15] but states that this support may have been manufactured through the institutions of American society. He cites various instances of opposition to fighting in some cases greater than those during World War I as proof. Another argument made by Zinn is that the atomic bombings of Hiroshima and Nagasaki were not necessary, as the U. The chapter continues into the Cold War , which Zinn writes was used by the U. Zinn believes this was possible because both conservatives and liberals willingly worked together in the name of anti-Communism. Zinn argues that the government began making reforms against discrimination although without making fundamental changes for the sake of changing its international image, but often did not enforce the laws that it passed. Zinn also argues that while nonviolent tactics may have been required for Southern civil rights activists, militant actions such as those proposed by Malcolm X were needed to solve the problems of black ghettos. Chapter 18, "The Impossible Victory: Vietnam", covers the Vietnam War and resistance to it. Zinn argues that America was fighting a war that it

could not win, as the Vietnamese people were in favor of the government of Ho Chi Minh and opposed the regime of Ngo Dinh Diem, thus allowing them to keep morale high. Zinn also tries to dispel the popular belief that opposition to the war was mainly among college students and middle-class intellectuals, using statistics from the era to show higher opposition from the working class. Zinn argues that the troops themselves also opposed the war, citing desertions and refusals to go to war, as well as movements such as Vietnam Veterans Against the War. People and events from the prison movement covered include George Jackson, the Attica Prison riots, and Jerry Sousa. Chapter 20, "The Seventies: Zinn argues that the resignation of President Richard Nixon and the exposure of crimes committed by the CIA and FBI during the decade were done by the government in order to regain support from the American people without making fundamental changes to the system. Chapter 22, "The Unreported Resistance", covers several movements that happened during the Carter-Reagan-Bush years that were ignored by much of the mainstream media. Zinn argues that there will eventually be a movement made up not only of groups previously involved in radical change such as labor organizers, black radicals, Native Americans, feminists, but also members of the middle class who are starting to become discontented with the state of the nation. Zinn expects this movement to use "demonstrations, marches, civil disobedience; strikes and boycotts and general strikes; direct action to redistribute wealth, to reconstruct institutions, to revamp relationships". Zinn argues that attacks on the U. Bush, but by grievances with U. Professor Zinn writes with an enthusiasm rarely encountered in the leaden prose of academic history, and his text is studded with telling quotations from labor leaders, war resisters and fugitive slaves. There are vivid descriptions of events that are usually ignored, such as the Great Railroad Strike of and the brutal suppression of the Philippine independence movement at the turn of this century. Blacks, Indians, women, and laborers appear either as rebels or as victims. Less dramatic but more typical lives—people struggling to survive with dignity in difficult circumstances—receive little attention. Foner called for "an integrated account incorporating Thomas Jefferson and his slaves, Andrew Jackson and the Indians, Woodrow Wilson and the Wobblies. Zinn was often taken to task for peeling back the rosy veneer of much of American history to reveal sordid realities that had remained hidden for too long. What was so radical about believing that workers should get a fair shake on the job, that corporations have too much power over our lives and much too much influence with the government, that wars are so murderously destructive that alternatives to warfare should be found, that blacks and other racial and ethnic minorities should have the same rights as whites, that the interests of powerful political leaders and corporate elites are not the same as those of ordinary people who are struggling from week to week to make ends meet? To describe it as a revisionist account is to risk understatement. A conventional historical account held no allure; he concentrated on what he saw as the genocidal depredations of Christopher Columbus, the blood lust of Theodore Roosevelt and the racial failings of Abraham Lincoln. He also shined an insistent light on the revolutionary struggles of impoverished farmers, feminists, laborers and resisters of slavery and war. Such stories are more often recounted in textbooks today; they were not at the time. He characterized the book as an overly simplistic narrative of elite villains and oppressed people, with no attempt to understand historical actors in the context of the time in which they lived. For Zinn, ordinary Americans seem to live only to fight the rich and haughty and, inevitably, to be fooled by them. I stood against the wall for a Zinn talk at the University of Oregon around the time of the Columbus Quincentenary. The crowd lapped it up, but Zinn knew better. Zinn told tales well, stories that, while familiar to historians, often remained unknown to wider publics. He challenged national pieties and encouraged critical reflection about received wisdom. And he sold two-million copies of a work of history in a culture that is increasingly unwilling to read and, consequently, unable to imagine its past very well. His stick-figure pageant of capitalist cupidity can account, in its fashion, for terrorism—as when, in the second volume, subtitled "Class Struggle to the War on Terror," he notes that Sept. As Sarver observes, "Voices is a vast anthology that tells heartbreaking and uplifting stories of American history. A four-volume series that looks at Australian history thematically, not chronologically. It is endorsed by Zinn. The new version, adapted from the original text by Rebecca Stefoff, is updated through the end of , and includes a new introduction and afterword by Zinn. I am not worried about disillusioning young people by pointing to the flaws in the traditional heroes. The goal of the project is to give American students accurate and complete versions of U.

## PEOPLES HISTORY OF THE AMERICAN REVOLUTION pdf

The project now offers teaching guides and bibliographies that can be freely downloaded. Harper Perennial Modern Classics. Columbus to the Spanishâ€™ American War.

## 8: A People's History of the United States

*A sweeping narrative of the wartime experience, A People's History of the American Revolution is the first book to view the revolution through the eyes of common folk. Their stories have long been overlooked in the mythic telling of America's founding, but are crucial to a comprehensive understanding of the fight for independence.*

Mar 22, Coralie added it Very interesting take on the American Revolution. He uses the diaries and letters of several soldiers to tell the story of the average soldier. The stories are fascinating. Ethan Allen is included as an example of a common man who became a key figure in the Revolution. I read this part out loud to Donald and he loved the story. Very interesting take on the American Revolution. Ethan Allen managed to be a tough guy, a real reprobate, and be committed to nonviolence at the same time. Raphael also explores the experience of the slaves, Native Americans and Loyalists during the war. Unlike the rich Loyalists, who moved back to England or to the West Indies, poor Loyalists had to stay in America and pay the piper. I find this book to be an extremely valuable resource for the classroom. In the tradition of Howard Zinn who wrote the Forward, this book will challenge the students to investigate and re-interpret the things that they have learned about the Revolutionary War. Raphael deals with the real little people of the War. While some of the passages will prove hard to read for the students because they are in the original spellings, this will be worth the effort. My students frequently are more interested in what the average person was up to at the time of the war than what Adams or Jefferson was doing. Raphael has divided the book into units by the group he is discussing. The unit at the beginning on the everyday patriots is particularly good. The factions he speaks of were beset by the "tyranny of the majority". The section on women is also interesting. It helps to show the attitudes towards women at the time of "liberty" and "independence". I frequently talk to the class about the role of women and the perception of that role, or those roles. Raphael gives first hand accounts of what the revolutionary leaders expected of the women of time. What their actual contributions were. Without getting bogged down in the ersatz history of Molly Pritchard or Deborah Sampson. While trying to include women in our courses of study we have lost sight of what they actually did do during this war. We have also glossed over what they suffered as a result of the war itself and their men being off at war. While Abigail Adams was a very important woman, we need to teach about and investigate the role of the average farm wife or city woman. Raphael does this in detail and with a reliance on first hand accounts whenever possible. The sections on African-Americans and Native Americans also focus the reader on the roles these two groups played in the era. While most modern texts at least mention the role of Native-Americans in the war, Raphael emphasizes the disparity and diversity of the Native Americans and the conflicted nature of their role. The section on African-Americans talks about the Dunsmore Proclamation but it also talks about the conflicted role of the revolutionaries and the issue of slavery. The book also, again using first hand accounts, shows the military role of the African-Americans on both sides and their expectations in their own words. This book is a valuable resource for any teacher, but especially for the high school teacher and ever more importantly, the AP teacher. The book gives examples to use in class and textual readings to explain to the student the alternative context for those texts. I find that using Zinn as my base text tends to confuse the students because of his interpretations. Many students have trouble realizing that Zinn has a strong bias, Raphael may have a similar bias but his use of documentary evidence gives the students more to work with. I expect to use the book heavily when I teach AP again next year.

## 9: A People's History of the United States Quotes by Howard Zinn

*The American Revolution was the 18th-century colonists' struggle for independence from Britain. Learn about the Revolutionary War, the Declaration of Independence and more.*

*Bridges across the Tennessee and Cumberland Rivers. Profitability and product quality All i have is christ sheet music Where the River Roared The Glass Armonica Classes in contemporary Japan Best American tales chosen Farsight crisis of faith Vision ias economic survey 2017-18 Skye Portree Bracadale Jewish love Los Angeles style Review of U.S. foreign policy All city pin code list The wool-growing industry Reading Advanced (Oxford Supplementary Skills) Memory Notebook of Nursing II Islam and development in Bangladesh Interest rate parity. A very different love story Sandcastles and Cucumberships Last Forever The 2007-2012 Outlook for Frozen Dinners with Red-Meat Entree in Greater China Apprenticeship in Employment and Training Programs Nursing research book Divorcing the dictator The Johnstown Flood (We the People: Industrial America) Play like a girl by Kristine Kathryn Rusch The history of the christological controversies and their context in Palestine from the fourth to the six The Flying Biscuit Cafe cookbook Childhood fears, phobias, and related anxieties Scott Foresman Addison Wesley Middle School Math, Course 1 The only way to ride Wright House, Geo. Wright, proprietor, Chamberlain, Dakota 4 basics and 9 core steps Ancient rome lesson plans The third and last part of the friendly admonition, to the Roman catholicks of Ireland Secondary English project Project on badminton game The Yorkshire garland (1788). Christopher Pinchbeck and his family Russia, the UK, France, China and the tradition*