



EagleVision
Productions, Inc.

Webisode 1

Integrated Continental Army

TEACHER'S GUIDE

Authored by Joseph "Joe" Refinski

With special thanks to the following sponsors for their generous support of this education project that enables teachers and the general public to learn more about the formative years of the American Revolution:

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EAGLEVISION PRODUCTIONS, INC. PRESENTS TEACHER'S GUIDES FOR TEN EDUCATIONAL WEBISODES

INTRODUCTION TO TEN EDUCATIONAL WEBISODES

Welcome to the formative years of the American Revolution 1775 – 1777. Based on the documentary ***Road to Liberty Through Their Eyes***, the producers have developed Ten (10) Educational Webisodes with a Teacher's Guide for teachers to use in their History and Social Studies lesson plans designed to be **rigorous, adaptable, and fun!** Each of the webisodes has its own specific activities tied to the theme of the five to eight-minute webisodes and cover a variety of topics, including how the American Revolution impacted the lives of Colonists, enslaved and free Blacks, and Indigenous Peoples.

CURRICULUM WRITER: JOSEPH "JOE" REFINSKI

Now retired, Joe served as a history teacher for 48 years. During his tenure, Joe won numerous teaching awards, recognitions and Fellowships, as well as several Teacher of the Year Awards, including the 2023 Gilder Lehrman Institute of American History, and he was named the 2025 NJ Council for the Social Studies Lifetime Educator Award for contributions to the study of history, civics and professional development. Joe has participated in several Teaching American History Grants. He is a Case Method Instructor (Harvard Business School) and is listed in the *Who's Who In Education*.

WEBISODE TITLES

Webisode 1 – Integrated Continental Army

Webisode 2 – Fortifications + Addendum

Webisode 3 – Divided Country + Addendum

Webisode 4 – Militias vs Standing Army

Webisode 5 – Camp Followers

Webisode 6 – Impact of War

Webisode 7 – Spies and Informants

Webisode 8 – Washington Crossing Logistics + Addendum

Webisode 9 – Winter Encampment/Forage Wars

Webisode 10 – Living History/Reenactments + Addendum

EAGLEVISION PRODUCTIONS, INC. PRESENTS
***WEBISODE 1 – INTEGRATED CONTINENTAL ARMY* TEACHER’S GUIDE**

NATIONAL HISTORY AND SOCIAL STUDIES STANDARDS

Webisode 1 fulfills several National History Standards and Social Studies Themes including: NCSS Themes 2: Time, Continuity, and Change; 5: Individuals, Groups, and Institutions; and 6: Power, Authority, and Governance; United States History Content Standards – Grades 5 -12 – Era 3 – Standard 1: The causes of the American Revolution, the ideas and interests involved in forging the revolutionary movement, and the reasons for the American victory. Era 3 – Standard 2: The impact of the American Revolution on politics, economy, and society; and The Common Core State Standards for English Language Arts and Literacy in History/Social Studies – Grades 6-8, 9-10, and 11-12.

WEBISODE 1 SUMMARY: *INTEGRATED CONTINENTAL ARMY*

Throughout the American Revolution, free and enslaved Blacks as well as Native Americans were integrated into both the Crown’s Ministerial Army and the Continental Army and state militias. When General George Washington took command of the Continental Army on July 3, 1775, he was appalled by the lack of discipline, short-term enlistments, and the fact that African Americans served in some of these militias, and he immediately banned free and enslaved Blacks from enlisting in the Continental Army. Free Blacks already enlisted in integrated New England, New York, and New Jersey militias vehemently complained about the ban to their officers. Then in November 1775, Lord Dunmore, Royal Governor of Virginia, issued a proclamation promising freedom to enslaved Blacks if they fought for the British and hundreds of slaves escaped their masters and joined Lord Dunmore’s Ethiopian Regiment. Fearing that Black soldiers who had fought at the Battle of Bunker Hill would join the Ministerial Army in response to Lord Dunmore’s Proclamation, Washington made an exception to the ban that allowed them to reenlist in 1776, but he did not lift the ban against enlisting free Blacks who had not fought in 1775 until the 3rd Establishment of the Continental Army at the beginning of 1777. Most Native American tribes joined the British to protect their lands from western expansion, but some tribes chose to fight for the Patriots, which fractured long-standing tribal alliances.

HOW TO USE EACH WEBISODE AND TEACHER’S GUIDE

Webisode 1 would be useful for middle school and high school students (K6-12) studying United States History, Military History, European History, and Colonial History. Teachers may want to use all or some of the webisodes in the series over several days of history and/or social study classes to introduce their students to a variety of topics experienced during the formative years of the American Revolution. Each webisode has an individual Teacher’s Guide that provides a lesson plan with suggested classroom activities and/or applicable homework assignments. Alternatively, teachers may choose an individual webisode from this series as an overview to highlight a particular topic that occurred in the Revolutionary era for one lesson plan as outlined in that webisode’s Teacher’s Guide.

LESSON PLAN FOR WEBISODE 1 – *INTEGRATED CONTINENTAL ARMY*

(Total Lesson Plan Times – combine Webisode with #1 + #2 = 58:23 or #1 + #3 = 58:23.)

(5 minutes) Screen Webisode Students are introduced to the topic by posing the following questions to the class and asking them to take notes that address these questions as they watch Webisode 1 – *Integrated Continental Army* (**Running Time: 8:23**):

ESSENTIAL QUESTIONS FOR STUDENTS TO COMPREHEND

- When General George Washington took command of the Continental Army on July 3, 1775 during the siege of Boston, what was his opinion of the New England Militias that he imparted in a letter to Congress on July 10, 1775?
- Why did General George Washington ban free and enslaved Blacks from enlisting in the Continental Army when he took command of the Continental Army?
- Why did Washington make an exception to the ban at the end of 1775 for free Blacks who had served in militias in 1775 during the Battle of Bunker Hill and Siege of Boston to reenlist?
- What motivated free and enslaved Blacks to choose to side with the Patriots or join the British, and what were the consequences of their choices?
- In what way did the American Revolution have an impact on the six tribes of the Haudenosaunee (AKA Iroquois) Confederacy, as well as the Cherokee Nation, who had lived in peace for hundreds of years?

SUGGESTED STUDENT ACTIVITIES

1. **(5 minutes) Discussion** Following the screening of the webisode, the students are led in a brief discussion about Washington’s opinions of the New England militias, why he banned Blacks from enlisting, and how the American Revolution impacted both free and enslaved African Americans and Native Americans.
2. **a) (30 minutes) Research Session** Students are divided into four small groups and assigned the task of researching what the impact of the Revolution had on the following communities, as well as individuals within these communities:

i) Free Blacks like Jacob Francis and Peter Salem who chose to enlist in the militias that became the Continental Army even though General Washington banned them from the army when he first took command in July 1775.

ii) Enslaved Blacks like Titus Corlies (Tye) who ran away from his cruel master, John Corlies, and joined Lord Dunmore's Ethiopian Regiment in November 1775 in search of freedom and later led the Black Brigade to raid NJ Patriot slaveowners.

iii) The Haudenosaunee (AKA Iroquois) Confederacy consisting of six tribes who had lived in peace for hundreds of years until the American Revolution impacted their lives when some tribes sided with the British while others joined the Patriots.

iv) The Cherokee Nation mainly joined the British who they believed would protect their land from western expansion, but some tribe members wanted to remain neutral for fear that if the Americans won the war, there would be consequences.

Students are tasked with using the online resources to help research their assigned group and find individuals that represent this group. Each group selects one student to take notes on all the facts they discover through their research about the choices and consequences that their assigned group experienced.

b) (10 minutes) Report and Homework Assignment Following this research session, the teacher will ask the student from each group who took notes to share what the group learned from their research with the class.

For a homework assignment and assessment of the lesson, the teacher asks the students to write a one-page essay as if they were a member of the group they had researched in class. The student will explain in the essay what side of the conflict the member chose to support and why, how this choice impacted the lives of the group during the Revolution, and what happened to the group when the war ended.

- 3. a) (30 minutes) Research Session** Students are provided with a handout listing the following words, groups, and topics addressed in the webisode with space for the students' answers. Using the online resources below, students are divided into small groups and asked to work together to research the list and write a few facts and/or definitions they discover about each term listed in the handout:

The Continental Army State Militias Integrated Free Blacks Enslaved Blacks Lord Dunmore's Proclamation The Ethiopian Regiment	The Royal Proclamation of 1763 Neutrality The Stockbridge-Mohican Company The Haudenosaunee Confederacy (AKA the Iroquois Confederacy) The Cherokee Nation The Ministerial Army
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b) (10 minutes) Group Reports Following the research session, each group is asked to share their findings and discuss the choices these groups made to either join the Patriots or the British and how the consequences of their choices impacted their lives during the Revolution and when the Americans won the war.

NATIONAL CURRICULUM STANDARDS LINKS

[National Curriculum Standards for Social Studies: Introduction | Social Studies](#)

[United States History Content Standards | Public History Initiative](#)

[English Language Arts Standards | Common Core State Standards Initiative](#) Click on History/Social Studies for the drop down menu. Then click on the Grade levels.

ONLINE RESOURCES FOR *INTEGRATED CONTINENTAL ARMY*

[Merriam-Webster: America's Most Trusted Dictionary](#) for word definitions.

[Soldiers from the Shore - The American Revolution Institute](#) The Marblehead Regiment.

[John Glover and the Marblehead Men of Massachusetts | American Battlefield Trust](#)

[Memoirs of a life, chiefly passed in Pennsylvania, within the last sixty years : with occasional remarks upon the general occurrences, character and spirit of that eventful period : Graydon, Alexander, 1752-1818 : Free Download, Borrow, and Streaming : Internet Archive](#) p. 131 Graydon describes Col. John Glover's integrated regiment that bothers him.

[Jacob Francis Full Biography - Crossroads of the American Revolution](#)

[Peter Salem \(Salem Middlesex\) \(U.S. National Park Service\)](#)

[Black Valor at Princeton | American Battlefield Trust](#) describes Black soldiers fighting side-by-side in the integrated Continental Army.

[Uncovering the lives of Black soldiers in Washington's army | Video | NJ Spotlight News](#)
Watch the news segment and try to research online to see if the project was successful in discovering the 14 Black soldiers who fought at the Battle of Princeton on January 3, 1777.

[US, Black and Indigenous Soldiers in the American Revolution, 1775-1783 - Fold3](#)
Database that shows pension application records.

[Lord Dunmore's Proclamation - Encyclopedia Virginia](#)

[Escaped Slave Colonel Tye was the Greatest Guerrilla Fighter of the War – Revolutionary War Journal](#)

[Native Nations Fought in the American Revolution to Protect Their Ancestral Lands. After the War, Settlers Seized Their Territory Anyway](#) Smithsonian Magazine Special Report.

[The Stockbridge-Mohican Community, 1775-1783 - Journal of the American Revolution](#)

[Who We Are - Haudenosaunee Confederacy](#) Although most people are familiar with the Iroquois Confederacy, the six tribes properly call themselves the Haudenosaunee or “People of the Long House.”

[3c. Haudenosaunee Great Law of Peace](#) Provides the history behind the Great Law of Peace.

SUGGESTED BIBLIOGRAPHY FOR INTEGRATED CONTINENTAL ARMY

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