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Productions, Inc.



Webisode 6

Impact of War

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 6 – IMPACT OF WAR TEACHER’S GUIDE

NATIONAL HISTORY AND SOCIAL STUDIES STANDARDS

Webisode 6 fulfills several National History Standards and Social Studies Themes including: NCSS Themes 2: Time, Continuity, and Change; 3: People, Places, Environments; 5: Individuals, Groups and Institutions; and 6: Power, Authority, and Governance; United States History Content Standards for Grades 5 -12 – 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 for Grades 6-8, 9-10, and 11-12.

WEBISODE 6 SUMMARY: *IMPACT OF WAR*

After years of enduring draconian acts imposed by the British Parliament that impacted the colonists’ livelihoods, many considered rebelling against the Crown. Others chose to remain loyal to the King, which caused violence to erupt between the Patriots and the Loyalists that fractured families and communities. Women and children’s lives changed dramatically when their husbands and sons went off to war. Trying to run a business or a farm on their own while caring for their children was hard enough, but when the armies marched through, they had to house and feed the officers and sometimes serve as a field hospital for wounded soldiers. Women and children who didn’t own a home became camp followers for protection and earned a meager income by washing and mending soldiers’ clothes and also received army rations if they signed up for nursing duties. The war not only disrupted the colonists’ lives, but it also impacted Native American tribes. The Iroquois Confederacy, whose tribes had lived in peace for hundreds of years, was shattered when most of the tribes, including the Mohawks and Senecas, aligned themselves with the British, while some tribes, like the Oneida and Tuscarora, as well as the Stockbridge Mohicans supported the Patriots. Free and enslaved Blacks were impacted in different ways. When the British promised freedom to slaves who escaped and joined Lord Dunmore’s Ethiopian Regiment, hundreds of them risked their lives for freedom, and even though Washington banned Blacks from enlisting in 1776, he made an exception to the free Blacks who already served in New England militias in 1775 during the Siege of Boston.

HOW TO USE EACH WEBISODE AND TEACHER’S GUIDE

Webisode 6 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 6 – *IMPACT OF WAR*

(Total Lesson Plan Times – combine Webisode with #1 + #2 = 58:10 or #1 + #3 = 58:10.)

(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 6 – *Impact of War*. **(Running Time: 8:10)**

ESSENTIAL QUESTIONS FOR STUDENTS TO COMPREHEND

- Understanding “Equality” and “Equity”: What did “equality and justice for all” mean to the leaders of the Revolution, and who did they leave out of that definition?
- For African Americans: How could the Founding Fathers write about “all men are created equal” and “liberty,” while keeping over 500,000 Black people enslaved?
- For Women: Even though women supported the war in a variety of ways, why were they still denied the right to vote, own property, or participate in government?
- For Native Americans: How did the war shatter hundreds of years of peace among Eastern Native American tribes, and what was the impact on their lands and freedom when the Patriots won the War of Independence?
- For Patriot Soldiers: After experiencing so many defeats and retreats with thousands of soldiers captured and thrown into prison ships, why did the Patriots continue to fight for liberty in 1776 against the mightiest nation in the world?

SUGGESTED STUDENT ACTIVITIES

1. (10 minutes) Discussion Following the screening of the webisode, the teacher opens up a discussion with the students about what they learned from the webisode that addressed how the American Revolution was not just a conflict between the Colonists and Great Britain, but also a transformative social upheaval. Students are asked to share the notes they made on the impact this had on enlisted Patriot soldiers, free and enslaved African Americans, single and married women from all walks of life, and Native American tribes, who lived on their lands within the thirteen colonies and on their protected tribal lands west of the Appalachian Mountains.

2. a) (10 minutes) Research for Debate Based on their discussion in Student Activity #1, the class divides into small groups (3 – 4 students) and are asked to consider whether or not the American Revolution created a more equitable society. Half the groups will argue YES (It did) and will research the issue by focusing on the ideals of liberty for all, gradual abolition of slavery in the North, and improved education for women; while the other half of the small groups will argue NO (It did not), and should focus their research on the continuation of slavery, loss of tribal lands for Native Americans, and lack of rights for poor

white men, African Americans, and women excluded from voting. (Note: Except in New Jersey until the law changed in 1807.) The teacher distributes a list of Online Resource links and book titles (see below), to help them build their case in preparation for a debate.

b) (5 minutes) Collaborative Debate Preparation The teacher asks the small (YES) groups to come together as one (YES) group and the small (NO) groups to come together as one (NO) group. Each group is directed to share their research and notes with each other; list the best arguments to prove its case that the Revolution DID or DID NOT create a more equitable society, respectively; prepare how to refute counter arguments; and choose two students from the YES group and two from the NO group to represent them in the debate.

c) (16 minutes) Debate The teacher asks the debaters to come to the front of the class and take their places at two podiums or desks, facing the students. The teacher arranges the students in the YES group to gather on the right side of the class and the students in the NO group to move to the left side of the class and then directs the debaters to begin.

- i. **Opening Statement** (YES Team – 2 minutes): Why did society get better?
- ii. **Opening Statement** (NO Team – 2 minutes): Why did society remain unchanged?
- iii. **Rebuttal/Open Discussion** (10 mins): Team members from each side of the debate listening to the arguments for and against “equity” can ask questions or express opinions as to why the opposing debate teams’ arguments are wrong, and the Teams’ Debaters on each side counter by presenting evidence to make their case.
- iv. **Closing Statement** (NO Team – 1 minute): Making the case that it didn’t change.
- v. **Closing Statement** (YES Team – 1 minute): Making the case that it did get better.

d) (4 minutes) Homework Assignment and Assessment For a homework assignment, students are asked to put aside their assigned groups and based on the evidence presented in the debate today, decide what their personal opinion of the question is and write a brief one-page report explaining the reason they chose YES or NO, providing at least two specific pieces of evidence that supports their position. To complete the report, they need to address the question, “*Why is it important to include the stories of women, Native Americans, and African Americans when studying the Revolution?*” and hand in the report at the next class for the teacher’s assessment.

3. a) (15 minutes) Research in Preparation to Write a One-page Essay Following the screening of the webisode and sharing their notes with the class in Student Activity #1, the students are provided with a list of Online Resources (see below). The teacher explains that research is an important part of learning the facts about an issue or person and that it’s a journalistic rule to always find at least two independent sources to verify that the facts you’ve cited are accurate. The students are asked to pick one of the four groups – women, free and enslaved Blacks, Native Americans, or enlisted Patriot Soldiers – and using the Online Resources, research the group for information and personal stories about how the Revolution impacted their lives. Students are encouraged to use their own key words as they search online to find additional information and stories. If they have difficulty finding stories about their group, students should not hesitate to ask for help.

b) (20 minutes) Writing Exercise and Homework Assignment Based on what they learned about their group from screening the webisode and this research session, the students are asked to write a one-page essay, making sure they cite at least two sources, which have helped them to understand how the group they chose was impacted by the Revolution, and whether their lives had improved, got worse, or remained unchanged at the end of the war. If students need to conduct more research about their group instead of starting to write the essay, they can do this. At the end of class, students are instructed that their homework assignment is to review their research and, if needed, revise their one-page essay that they will hand in at the next class for the teacher's assessment.

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 *IMPACT OF WAR*

[The Declaration, the Constitution, and the Idea of Equality | Constitution Center](#)

[Did You Know: Women and African Americans Could Vote in NJ before the 15th and 19th Amendments? \(U.S. National Park Service\)](#)

[The Continental Army](#) Describes a variety of roles including enlisted soldiers, women, etc.

[Coverture and Economic Gender Inequality in Early America – Legal Research Club](#)

[Abigail Smith Adams | National Women's History Museum](#)

[Republican Motherhood | American Battlefield Trust](#)

[National Museum of the United States Army](#) Margaret Corbin's biography.

[Black Americans and the American Revolution - Colonial Williamsburg](#)

[Elizabeth Freeman \("Mum Bett"\) \(c.1744-1828\) | Massachusetts Women's History Center](#)

[Petition to the Massachusetts Legislature \(1777\) | Constitution Center](#) Free African American, Prince Hall, an advocate who petitioned Massachusetts to end slavery.

[Phillis Wheatley | National Women's History Museum](#)

[African Americans in the Revolutionary War - Wikipedia](#)

[Transcripts from the “Freedom Petitioners” Campaign – Grant Stanton – EAS Miscellany](#)
Additional information showing Prince Hall’s activism from 1773 to end slavery in MA.

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

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

[Peter Salem | American Battlefield Trust](#)

[Lord Dunmore's Proclamation](#)

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

[Nancy Ward, Cherokee Beloved Woman | Gilder Lehrman Institute of American History](#)

[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.”

[Haudenosaunee - Wikipedia](#)

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

[Joseph Brant | George Washington's Mount Vernon](#)

SUGGESTED BIBLIOGRAPHY FOR *IMPACT OF WAR*

Women Waging War in the American Revolution Edited by Holly A. Mayer, Ph. D. The Contributors describe how women from all walks of life participated in complex and varied ways that reveal the critical distinctions and intersections of race, class, and allegiance that defined the Revolutionary era.

Gilbert, Alan ***Black Patriots and Loyalists: Fighting for Emancipation in the War for Independence*** (The University of Chicago Press, 2012).

Lanning, Michael Lee ***African Americans in the Revolutionary War*** (Kensington Publishing Corporation, 2021).