

Why was New Jersey the Crossroads of the American Revolution?



*Washington Crossing the Delaware
by Emanuel Leutze (1851)
at the Metropolitan Museum of Art*

Creator: New Jersey Center for Civic Education, Rutgers University, Piscataway, NJ

Grade Level: 3-5

Time: Four 40-minute periods

Objectives: Student will be able to:

- Compare and contrast the views and experiences of some New Jerseyans who were Patriots and others who were Loyalists
- Identify the events and impact of some of the battles of the American Revolution fought in New Jersey
- Identify the resources New Jersey provided to support the American Revolution
- Justify why New Jersey is called the "Crossroads of the American Revolution"

New Jersey Student Learning Standards for Social Studies (2020):

- 6.1.5.GeoSV.2: Use maps to explain the impact of location and place on the relationships between places in New Jersey, the United States and other countries.
- 6.1.5.EconET.1: Identify positive and negative incentives that influence the decisions people make.
- 6.1.5.EconET.2: Use quantitative data to engage in cost benefit analyses of decisions that impact the individual and/or community.
- 6.1.5.EconET.3: Explain how scarcity and choice influence decisions made by individuals, communities, and nations.
- 6.1.5.EconEM.6: Explain the system of mercantilism and its impact on the economies of the colonies and European countries.
- 6.1.5.HistoryCC.1: Analyze key historical events from the past to explain how they led to the creation of the state of New Jersey and the United States.
- 6.1.5.HistoryCC.13: Craft a claim explaining how the development of early government structures impacted the evolution of American politics and institutions.
- 6.1.5.HistoryUP.5: Compare and contrast historians' interpretations of important historical ideas, resources and events.

Common Core ELA Standards:

- RI.4.3 Explain events...ideas or concepts in a historical...text.
- RI.4.7 Interpret information presented visually...or quantitatively and explain how the information contributes to an understanding of the text
- R.1.4.9 Integrate information from two texts on the same topic in order to write about the subject knowledgeably.
- RI.1.10 Read and comprehend informational texts, including history/social studies...
- W.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
- W.4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.
- W.4.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.
- W.4.9 Draw evidence from ...informational texts to support analysis, reflection and research.

Essential/Focus Questions

- Why was the American Revolution fought?
- Did everyone support the war and the troops? Were Americans united as a nation at this time?
 - What were the different perspectives of Loyalists, Patriots, and Continental officers regarding the Revolution and whether the people should support the army?
 - What happened to the Loyalists after the war?
- Why was New Jersey called the “Crossroads of the Revolution”?
 - Why was New Jersey the site of so many battles and encampments in the American Revolution?
 - What challenges faced the Continental Army as it encamped in New Jersey?
 - What was the effect of the war and the encampments on the population?
 - Besides taking part in the battles, how else did people in New Jersey support the Revolutionary War?

Background to the American Revolution

The American Revolution was fought for many reasons: both economic and ideological.

Mercantilism

Mercantilism was the economic policy that was followed by Britain in the 18th century. Based on the idea that national wealth and power were best served by increasing exports and collecting precious metals, this policy was followed by other Western European countries, including Holland, France and Spain, starting in the 16th century. It required government control of foreign trade. Colonies were to provide raw materials and markets for exports. Goods bound for colonies had to go to England first for duties. Colonists were not allowed to manufacture certain products so as not to compete with British.

Mercantilist policies included:

- High tariffs, especially on manufactured goods
- Exclusive trade with colonies
- Forbidding trade to be carried in foreign ships

- Export subsidies
- Banning all export of gold and silver

Activity: Have students determine who benefitted from mercantilism. *Monarchs, merchant capitalists, joint stock companies, government officials.*

Adam Smith, a product of the Enlightenment on Scotland, wrote a vehement attack on the mercantilist system in 1776. He argued that a nation could increase its wealth through the labor of its people rather than through the quantity of its gold or silver. At the same time, an alternative economic system was developing in Europe and its colonies: capitalism. Capitalism is an economic system based on the private (as opposed to government) ownership of the means of production; the creation of goods and services for profit; competitive markets; voluntary exchange; and wage labor. The commercial stage of capitalism originated in the 18th century with the British and Dutch East India Companies. Merchants invested capital in these companies and other colonies seeking a profit or return on their investment.

Activity: Have students compare the impact of opportunities for the British North American colonies offered by mercantilism and capitalism and determine which would be more favorable for the colonists. *Capitalism would allow the colonists to keep and use their natural resources, such as cotton, rather than shipping it to Britain. It also would allow them to make their own finished products rather than having to import them from Britain. Capitalism would be more beneficial for the colonies.*

The Proclamation Line

After the Britain won the French and Indian War (known as the Seven Years War in Europe) in 1763 and gained a large amount of land in North America from France, King George and the British Parliament decided to keep an army to police newly acquired Canada and to keep peace over the colonists western frontier between land-hungry colonists and Native Americans. They set a Proclamation Line in 1763 which limited colonists from settling beyond the Appalachian Mountains.

Activity: Have students consider Handout 1: Map of the Proclamation Line, and explain why the Proclamation Line bothered the colonists.

Responses should basically explain that the colonists wanted more land to farm, especially the tobacco growers in Virginia because tobacco was depleting the soil. They also did not like the idea of a standing army, which might be used against them. In 1765, Britain followed with a Quartering Act requiring provincial governments to provide supplies to British troops within their borders--which New York argued was a tax in the form of goods rather than money.

Taxation

Britain also needed to pay for the war. In 1765, the British tried to pay their debt from the war by imposing a tax on stamps, similar to taxes already imposed in England, and gave the colonies a year to suggest alternative ways of raising revenues. Previously the British American colonists had not been directly taxed by Britain—they had only paid duties (another form of raising revenues) on exports from Britain or other British colonies.

Stamps were not used for postage then—there was no postage delivery system yet. They were used on legal documents, on books and newspaper, and on liquor licenses. This affected lawyers, doctors, readers, newspaper writers and publishers, and tavern owners. The colonists, led by the Virginia House of Burgesses, protested that the proposed tax was an interference with their rights—that only their

colonial assemblies could impose taxes on its residents. Nine colonies sent representatives to a Stamp Act Congress in New York in October 1765, which declared the Stamp Act “unconstitutional,” that is, inconsistent with the rights of Englishmen. Public pressure (basically a refusal to obey the law) by the colonists resulted in the repeal of the Stamp Act in 1766 before it ever went into effect.

Instead Parliament asserted its power to enact laws that bound the colonies in “all cases whatsoever” in a Declaratory Act and in 1767 imposed a new revenue-raising import duty on paper, lead, paint, and tea to pay for the cost of administering the colonies. The colonists protested that this too was unfair because they had always administered themselves. Again they refused to obey and agreed to nonimportation agreements not to purchase British goods—an economic boycott. The first of many times Americans would use the economic tool of boycotting.

Activity: Have students look at the image and content of Handout 2: The Stamp Act, and determine who would be most affected by the Stamp Act and why. *Since stamps were used on legal documents, on books and newspaper, and on liquor licenses, lawyers, doctors (health certificates), booksellers, newspaper publishers and tavern owners would be impacted by the Stamp Act. This was a large group and they were the most vocal elements of society.*

By 1775, the American Colonies were arguing “No taxation without representation.” They were interested in preserving their right to self-governance. They feared that the Quebec Act would extend Catholicism and limit colonial expansion. They distrusted British economic intentions (to enrich itself at expense of the colonies) and were concerned about their own economic prosperity and stability. The British government argued that the American colonies must share the burdens (taxation) as well as the benefits of British protection. They were interested in having the American colonies help pay for costs of protection and acknowledge Britain’s right to tax its colonies. They saw the call for an economic boycott against Britain as treasonous.

Instead of seeking a solution, the colonists wrote the Declaration of Independence on July 4, 1776. The Declaration was written not only to actually declare independence but also to explain to the British king and Parliament why they were seeking independence and to try to encourage other colonies (Ireland was being treated by Britain much as a colony at the time, as well as Canada) to join them. The complaints listed by the colonists included refusal to approve laws made by the colonists that were necessary for their common good, closing colonial legislatures, keeping a standing army even though there was no war, stopping colonists from trading with other countries, taxing the colonists without their consent, and taking away the colonists right to trial by jury. The British responded with force and war began.

The Revolutionary War in New Jersey

The regional geography of New Jersey, with rivers and highlands between New York City and Philadelphia, played a crucial role in the American Revolution and the survival of the Continental Army. There were 296 engagements that occurred within New Jersey, more clashes than occurred in any other colony in the Revolutionary War. Besides being the location of several important battles, New Jersey was also the site for two winter encampments for the colonial armies. New Jersey’s coastline and the Delaware River helped the colonists to disrupt supplies to British troops. New Jersey also had natural resources critical to waging war, including iron ore for cannons, farms to grow food and salt to preserve food.

Activity: Patriot or Loyalist? Choosing Sides

Background: Not everyone supported American Independence. President John Adams, discussing the Revolution, said "We were about one third Tories [Loyalists], and one third timid, and one third true blue (Patriots)." (From David McCullough's 2002 *Biography of John Adams*).

- Why did some Americans decide to rebel against the British crown and demand independence? What did they argue?
- Why did some Americans wish to remain loyal to the British crown? What did they argue?

Activity: Go to Meet your "Revolutionary Neighbors" at <http://www.revolutionarynj.org/meet-your-revolutionary-neighbors/> for short summaries of the lives of 25 New Jerseyans during the Revolutionary War.

- Assign some students to compare and contrast the experiences and beliefs of William Franklin, New Jersey's last colonial governor, with William Livingston, the first governor of New Jersey under its 1776 state Constitution. Why did Livingston support the Revolution? Why was Franklin opposed? What were the consequences of their decisions?
- Assign or have students select a "Revolutionary Neighbor" to follow through the war. Identify Patriots, Loyalists and neutrals and what the individual did during the war.
- What would you do? If you are a farmer in the West fields of Elizabeth, would you decide to risk your life with William Livingston, New Jersey's first governor and builder of Liberty Hall as he declares New Jersey in rebellion, or would you stand with William Franklin, New Jersey's royal Governor as he fights to keep the state loyal to King George III and the British Empire? What if you were an enslaved African living in Middletown, NJ. Which side would you choose and why?

Revolutionary War Battles in New Jersey

British General William Howe planned to occupy eastern New Jersey, where there were farms that could provide food for his soldiers during the winter. General Washington's intelligence sources informed him of Howe's plans, and on November 9 Washington began to move his army across the Hudson south of Peekskill to prepare for the British advance.

On November 12 he set up his headquarters in Hackensack and ordered Major General Nathaniel Greene to evacuate Fort Lee. Howe ordered General Charles Cornwallis with 5,000 soldiers to attack the fort. The British scaled an unguarded slope of the steep Palisades north of Fort Lee and took it in a surprise attack on November 20. Major General Green and most of the garrison escaped and crossed the Hackensack River on the night of November 20, ahead of the British.

Cornwallis pursued Washington with 10,000 men. Washington retreated to Princeton, then Trenton. The colonial army ferried across the Delaware River to Pennsylvania on December 8th just ahead of the British soldiers. Howe stopped his pursuit and ordered his army into winter quarters in encampments between New York and Trenton. He offered pardon to residents in the New Jersey area who would pledge their loyalty to King George III and returned to New York to prepare for his winter leave in England.

Although the American colonists retreated, they were able to move south and across the Delaware River to relative safety from the British forces for the winter.

Activity: Research and explain a battle

Divide the class into groups of 3-5 students and assign or let the groups select a battle in the American Revolution fought in New Jersey to research. New Jersey’s Crossroads of the American Revolution National Heritage Area encompasses approximately 2,155 square miles in New Jersey, including 212 municipalities in 14 counties. It provides information about the American Revolution in New Jersey, including battle sites, reenactments and background information. Look at the map on the main page <http://www.revolutionarynj.org/>; use the online “Junior Revolutionary Activity book; and take a guided tour of the battles at <http://www.revolutionarynj.org/guided-tour/>. Students should prepare a report, map or diagram and explain the importance of one of the following Revolutionary War battles fought in New Jersey:

1776-77

- Battle of Ft. Lee
- Ten crucial days (Trenton, Princeton...)
- Battle of Millstone
- Battle of Bound Brook
- Battle of Short Hills

1778

- Battle of Monmouth
- Baylor Massacre

1779

- Battle of Paulus Hook

1780

- Battle of Connecticut Farms
- Battle of Springfield

Activity: Create a Timeline summarizing the many battles and encampments

Have students use Handout 3: Timeline of Battles and Encampments during the American Revolution and bold or highlight in red those that took place in New Jersey. The finished product should look like this. New Jersey events are bold and in red:

**Timeline of Battles and Encampments during the American Revolution
(With those that took place in New Jersey in red)**

Year	Date	Event and Outcome
1775	Apr. 19 May 10 June 16 Dec. 31	Fighting begins at Lexington and Concord, MA Siege of Ft. Ticonderoga, NY Battle of Bunker (Breeds) Hill, Charlestown, MA Battle of Quebec, Quebec Province (Canada)
1776	July 3 July 4 July 12 Aug. 27 Oct. 28 Nov. 16	Washington takes command of the army besieging Boston, MA Continental Congress approves the Declaration of Independence, PA British begin landing 3,000 troops on Staten Island, NY British win Battle of Long Island, NY Battle of White Plains, NY Battle of Washington Heights, NY

	<p>Nov. 20 Nov. 20-Dec. 7 Dec. 24 Dec. 26</p>	<p>British successful at Battle of Ft. Lee, NJ Washington's army retreats across NJ to PA Washington crosses the Delaware from PA to NJ Washington wins the first Battle of Trenton, NJ</p>
1777	<p>Jan. 2-3 Jan. 6-May 28 Jan. 20</p> <p>Apr. 13</p> <p>June 25-27</p> <p>Aug. 25 Sept. 11 Sept. 19 Sept. 26 Oct. 4</p>	<p>Washington wins Battle of Princeton, NJ Main Continental army encamped at Morristown, NJ Battle of Millstone (near present day Manville), NJ—British foraging party driven off by forces composed mostly of NJ militia Battle of Bound Brook, NJ—Surprise attack by British routed Continental outpost garrison British fail to destroy the Continental Army at the Battle of Short Hills. NJ Main British Army sails from New York to attack Philadelphia. PA Battle of Brandywine, PA Battle of Saratoga. NY British occupy Philadelphia, PA Battle of Germantown, PA Continental Army encamps at Valley Forge, PA</p>
1778	<p>Thru June 18 June 28 Dec. 11-June 3 Dec. 29</p>	<p>Continental Army encamped at Valley Forge, PA Continental Army wins the Battle of Monmouth, NJ Main Continental Army encamped in Middlebrook (Bridgewater), NJ British capture Savannah, GA</p>
1779	<p>June 12-Sept. 30 Aug. 19</p> <p>Dec. 1</p> <p>Dec. 5</p>	<p>Successful Continental campaign against the Iroquois (PA-NY) Battle of Paulus Hook (Jersey City), NJ—fort remained in British hands for duration of war guarding New York harbor Main Continental Army encamps at Morristown, NJ and endures harsh winter British sail to invades Carolinas with 8,000 men</p>
1780	<p>Thru June 23 May 12 June 7</p> <p>June 23 Aug. 16</p>	<p>Main Continental Army encamped at Morristown, NJ British capture Charleston, SC Battle of Connecticut Farms (Union), NJ—Continental forces forced to retreat but stopped British advance British attack on Morristown stopped at Battle of Springfield, NJ British defeat Army at Camden, SC</p>
1781	<p>Jan. 17 March 15 Oct. 9 Oct. 19</p>	<p>Continental destroy British detachment at Cowpens, SC British win Guilford Courthouse, SC with heavy casualties British defeated at Battle of Yorktown, VA British surrender at Yorktown, VA</p>
1782		
1783	<p>Nov. 26</p>	<p>British evacuate New York City</p>
1784	<p>Jan. 4</p>	<p>U.S. Congress ratifies Treaty of Paris</p>

Alternatively, have students consider Handout 4, a map of the Revolutionary War battles in New Jersey or use alternative Handout 4 (a blank map of New Jersey), to draw the lines from the Battle at Fort Lee in 1777 to the Battle of Springfield in 1780. Whichever activity is selected, the goal is for students to appreciate that there were more battles fought across New Jersey than any other state.

How else did New Jersey help in the war effort?

Background: New Jersey's 100-mile Atlantic coastline, with its many harbors and bays, provided American privateers with safe havens, while thwarting a British naval blockade of New Jersey. The privateer system established along the Atlantic Seaboard was a great success for the American cause. It disrupted the British merchant fleet, broke the British supply line and resulted in the capture of 16,000 British prisoners. At the same time, it allowed goods and supplies to reach the Continental Army. By 1777, privateers and merchantmen had brought in over 2 million pounds of gunpowder and saltpeter.

Activity: Have students research what a privateer is

Responses should be that a privateer is an armed ship owned and officered by private individuals holding a government commission and authorized for use in war, especially in the capture of enemy merchant shipping. Privateers differ from pirates in that they are authorized by governments to carry out quasi-military operations.

Background: New Jersey's natural resources were also important to the American forces. The state of New Jersey had more than 500 farmlands, hillsides and homesteads that provided food for Washington's Continental Army. New Jersey's coastal saltmarshes produced salt critical to preserving the vast quantities of food for Washington's troops. New Jersey also had several ironworks that provided iron and iron products, such as cannon, for the war effort. For example, the Batsto Iron Works, founded in 1766 by Ironmaster Charles Reed, was constructed on the banks of the Batsto River. Iron ore was "mined" from the banks of the streams and rivers, wood from the forests became the charcoal for fuel, and water became the power for manufacturing. During the Revolutionary War years, Batsto Iron Works manufactured supplies for the Continental Army, including items such as cooking pots and kettles.

Other than "Molly Pitcher" who took the place of her husband at the battle of Monmouth after he was injured (Go to <https://www.youtube.com/watch?v=yfJ0InX6v34> for a short video about "Molly Pitcher"), most patriotic women did not take part in the battles. They supported the war effort other ways. Some supported the war by acting as nurses, such as Ann Cooper Whitall, or provided housing for soldiers, such as Theodosia Ford. Other women supported the war by acting as spies for the Continental Congress, such as New Jersey's Patience Lovell Wright. Go to <http://www.revolutionarynj.org/meet-your-revolutionary-neighbors/> to find out more information about these patriotic women and compare their lives.

Activity: What other ways did men and women support the American Revolution?

Have students work in small groups to identify ways that New Jerseyans helped in the war effort other than through fighting in battles, drawing on information from the background information, a map of New Jersey, and information provided by your "Revolutionary Neighbors". Responses should include: providing food, housing, health care, iron ore for cannons, and information.

Critical image analysis: Washington Crossing the Delaware

Look at Handout 5: Washington Crossing the Delaware River on Christmas eve in 1776, painted by Emanuel Leutze in 1851. The painting is part of the collection of the Metropolitan Art Museum in New York City. You can look at the image attached as Handout 3 or go to the website at <http://www.metmuseum.org/collections/search-the-collections/11417> and look at an enlarged version.

Activity:

- Look at the image carefully and use what you know about winters in New Jersey to assess it's accuracy.
- Go to [National Geographic article](#) and/or [National Endowment for the Humanities lesson](#) and/or [George Washington's Mount Vernon website](#) to compare the painting with first-hand diary accounts.
- Identify what is accurate and what is not
- Why do you think the Emanuel Leutze painted Washington Crossing the Delaware as he did?

Language Arts: Read and discuss *George Washington's Socks*

George Washington's Socks (Woodruff, 1991) is a time travel adventure which puts a group of young boys with Washington in Trenton in winter 1776-77.

Activity:

- Read the book aloud in class or have students read it at home.
- Have students explain who the Hessians were.
- Have students list the hardships of war.
- Have students discuss what it might have been like to have joined George Washington as a colonial soldier in December 1776.
- Go to <https://www.youtube.com/watch?v=yfJ0InX6v34> for a 90-second video about the "Ten Crucial Days" from the NJ 350 website.
- Have students compare the account in the book with that in the video.

Winter encampments in New Jersey



Reconstructed huts at Jockey Hollow (Washington Association New Jersey)

Background: The Continental Army settled into Morristown, NJ, for the winter (January 6-May 28) of

1777 and returned for a second winter at Jockey Hollow, outside of Morristown, Dec. 1, 1779 through June 23, 1780 with 13,000 soldiers. The hills surrounding the camp offered Washington a perfect vantage point from which to keep an eye on the British army, which was headquartered across the Hudson River in New York. Morristown's location also allowed Washington to protect the roads leading from the British strongholds in New Jersey to New England and the roads leading to Philadelphia, where the leaders of the American Revolution were headquartered. The army was protected from attack by the Watchung Mountains and swamplands to the east and the Ramapo Hills which ran north to join the Hudson Highlands.

The winter of 1779-80 was the worst winter of the century and the fighting had greatly reduced the colonial economy. The underfed, poorly clothed and unpaid troops struggled for the first two months to construct their 1000-plus log-house city in the woodlands of Morristown. Over 13,000 men built 14'x16' log huts designed to house 12 soldiers each. By the end of construction, the soldiers had amassed what would temporarily be one of the ten largest settlements in the colonies.

The entire Pennsylvania Line successfully mutinied, and later 200 New Jersey soldiers attempted also. Some soldiers simply deserted. Though the winter conditions in Jockey Hollow were much more severe than those experienced at Valley Forge nearly two years before, only 100 men died throughout this period due to improvements in camp design and hygiene practices.

Activity: Have students look at Handout 6, Reconstructed huts at Jockey Hollow, and research how the colonial soldiers lived through the winter of 1779-80. Imagine it is January and very cold. What would you do?

Assessment

Students write a short opinion essay or oral presentation explaining why New Jersey should be called the "Crossroads of the American Revolution," supporting their opinion with facts and reasoning.

High scores should reference the New Jersey is called the "crossroads of the American revolution" because:

- the state held a key geographic location between new York and Philadelphia;
- the armies were in or crossing it throughout the war;
- it was heavily involved in the fighting because of its geographic position and the troop movement through the states; and
- New Jersey had more engagements than any other state during the war, closely followed by South Carolina.

Extension

- Visit **Ft. Lee Historic Park**, a cliff-top park area with scenic overlooks, a reconstructed Revolutionary War encampment, and a Visitor Center. The Visitor Center is open Weds.–Sun., 10 AM–4:45 PM, with exhibits, gift shop, 150-seat auditorium, restrooms, beverage vending machine, and a water fountain. It is closed on holidays except Memorial Day, Independence Day, and Labor Day. Living history school program is offered and special events. Contact 201 461-1776 or <https://www.njpalisades.org/fortlee.htm>.

- Visit **Washington's Crossing** in Titusville, NJ. Washington Crossing State Park includes the site of the landing at Johnson's Ferry and the Johnson's Ferry House. For information go to <https://www.njparksandforests.org/parks/washingtoncrossingstatepark.html>.
- Visit the **Old Barracks** in Trenton Barracks, a fieldstone structure built in 1758 during the Seven Years' War and used by both sides during the American Revolution. When General Washington attacked Trenton, there was skirmishing around the building against the Hessian troops stationed within. After defeating the Hessians, the Americans used the Barracks as a hospital. It was occupied at different times during the war by American, British, and Hessian troops as well as loyalist refugees and prisoners. For information go to <http://www.barracks.org/>
- Visit **Princeton Battlefield Park** which preserves part of the site of the [Battle of Princeton](#) (January 3, 1777), which was a victory for [General George Washington's](#) revolutionary forces over British forces. The park also includes the Clarke House Museum; the site of the [Mercer Oak](#), a tree which stood in the middle of the battlefield until recent years; the Ionic Colonnade and a stone patio marking the grave of 21 British and 15 American soldiers killed in the battle. The park's hiking trails lead to the [Delaware and Raritan Canal](#) and to Princeton University. The park is open daily sunrise to sunset. Contact 609-921-0074.
- Visit **Jockey Hollow** where Washington's troops camped during the winter of 1779-1780, and/or the Ford Mansion, which served as Washington's Headquarters for six months during the American Revolutionary War. Jockey Hollow, Fort Mifflin and the Jacob Ford Mansion were of importance during the American Revolution. Today they are part of the Morristown National Historical Park, created in 1935 as the nation's first national historical park in Morristown, NJ, and operated by the National Park Service (go to <http://www.nps.gov/morr/index.htm>) The Jockey Hollow Section is free; Washington's Headquarters/Jacob Ford Mansion at Morristown charges an admission fee.
- Visit **Monmouth Battlefield** State Park in Manalapan, New Jersey. Open daily 9 a.m. to 4 p.m. (732) 462-9616. <https://www.njparksandforests.org/parks/monmouthbattlefieldstatepark.html>. There is a reenactment of the Battle of Monmouth every year at the park in late June, including pacing sentries, enlisted men cleaning their weapons or idle away their time gambling, and women of the army cooking, mending, and washing.
- Visit the **Battle of Connecticut Farms** in Union, New Jersey, where an invading force of 5000 British and Hessian troops moving from Elizabeth to Morristown fought the Continental Army and New Jersey Militia forces. Some of the heaviest fighting took place around the area of the Presbyterian Church. The original church building was burned that day along with much of the Village of Connecticut Farms by British/Hessian forces. The cemetery at the Connecticut Farms Presbyterian Church contains the graves of 72 American Revolutionary War soldiers as well as a mass grave of British and Hessian soldiers who died at the Battle of Connecticut Farms. The church was soon rebuilt both, and the 'new' building still stands today at 888 Stuyvesant Avenue in Union, with a plaque commemorating the battle, which is reenacted. For more information call 908-687-0048 or visit https://www.revolutionarywarnewjersey.com/new_jersey_revolutionary_war_sites/towns/union_nj_revolutionary_war_sites.htm.
- Visit the **Battle of Springfield** in Springfield, New Jersey. Continental troops and New Jersey Militia successfully defended against the attack and kept the invasion from reaching

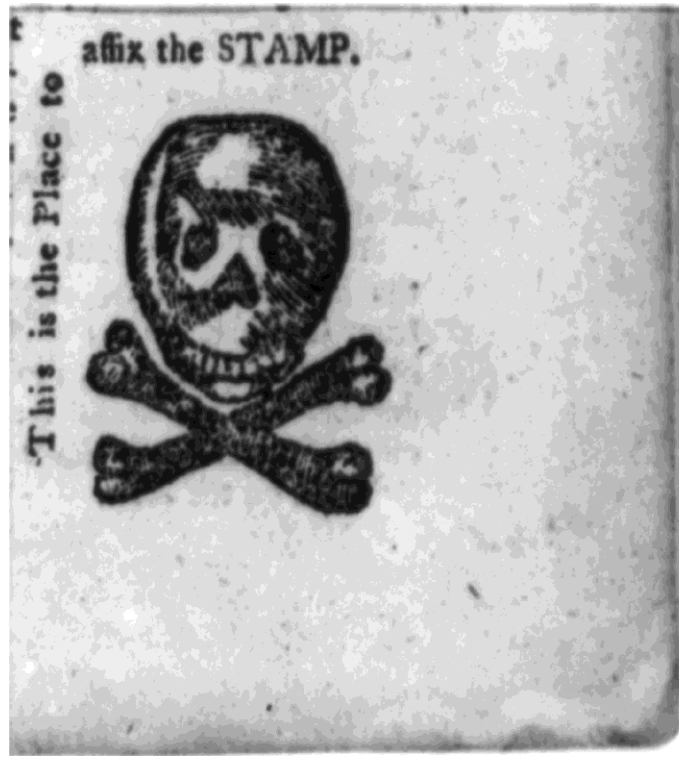
Washington's supplies at Morristown. However, the British and Hessian forces burned most of the buildings in Springfield, including the Presbyterian Church on Morris Avenue in Springfield that was being used as a storehouse. The Battle of Springfield was the last major battle fought in the North. The Cannon Ball house, so-named because it had been hit by a cannon ball during the battle, was one of only four houses in Springfield to survive unburned and the only one open to the public. For more information about the Cannon Ball House, the Presbyterian Church and graveyard in Springfield, contact the Springfield Historical Society at (973) 376-4784 or visit https://www.revolutionarywarnewjersey.com/new_jersey_revolutionary_war_sites/towns/unio_n_nj_revolutionary_war_sites.htm..

- Visit **Batsto Village**, the site of a former bog iron and glass-making community in Wharton State Forest in Hammonton, NJ 08037 Phone: 609.561.0024 School Group Contact: Gil Mika, (609) 561-0024. Email: info@bastovillage.org or go to the website at www.batstovillage.org. There is a full time naturalist on staff conducts natural history programs for school groups

Handout 1: The Proclamation Line, 1763



Handout 2: Taxation



- In 1765 the British Parliament proposed a Stamp Act. It required that everyone, including the North American colonists, purchase and use revenue stamps on legal documents, newspapers, books, liquor licenses and other purchases.
- The Colonists saw this as an unfair interference with their rights and responded by refusing to purchase British goods (non-importation = boycott).
- The Stamp Act was repealed by Parliament in 1766
- Townsend duties introduced instead in 1767 on paper, lead, paint and tea
- Colonists again responded with petitions and nonimportation agreements and duties failed to bring money into British treasury
- 1770 all duties repealed except for tax on tea

Handout 3: Timeline

**List the Battles and Encampments of the American Revolution
Highlight those that took place in New Jersey in red**

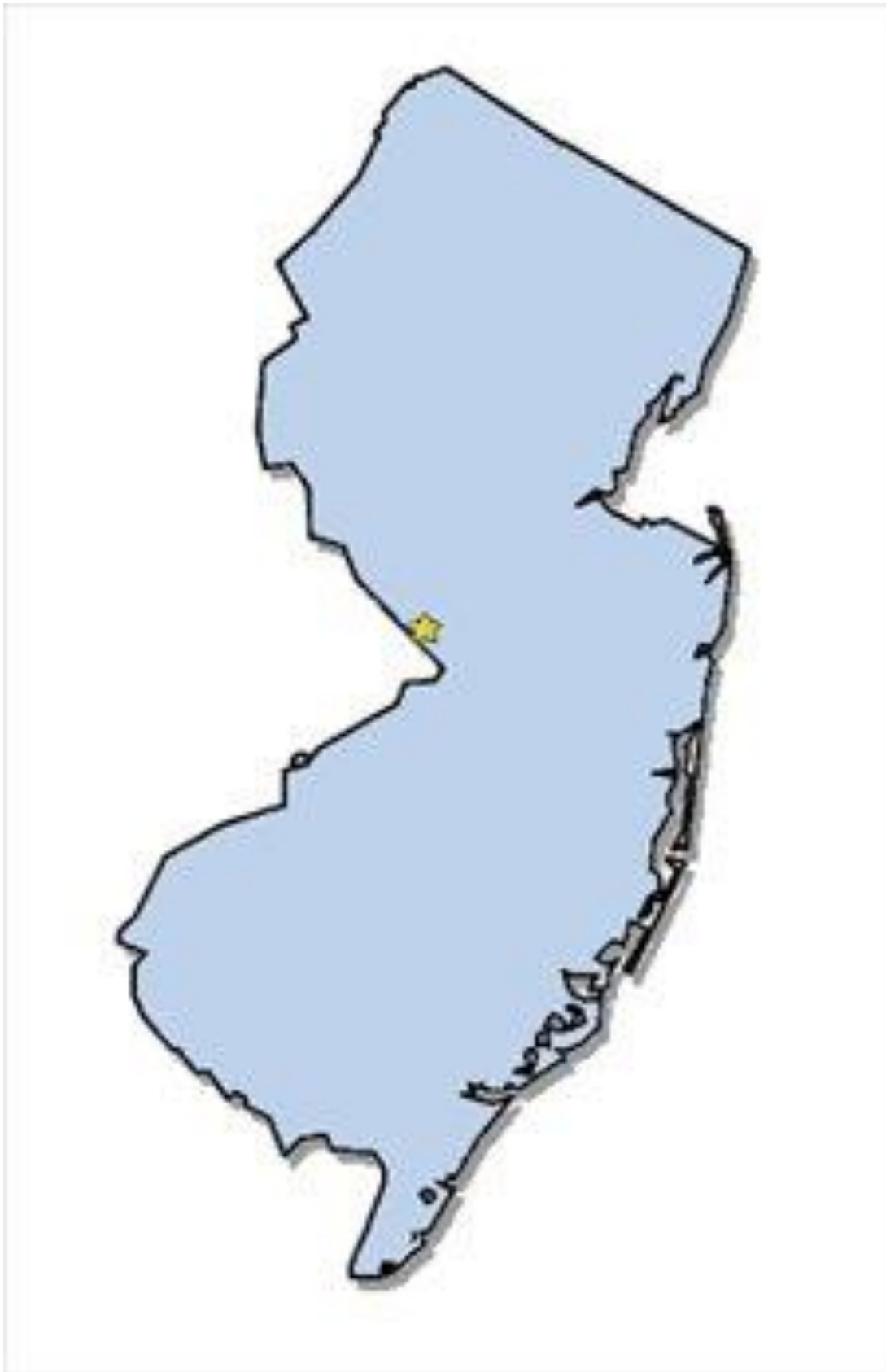
Year	Date	Event and outcome
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1776	July 3 July 4 July 12 Aug. 27 Oct. 28 Nov. 16 Nov. 20 Nov. 20-Dec. 7 Dec. 24 Dec. 26	Washington takes command of the army besieging Boston, MA Continental Congress approves the Declaration of Independence British begin landing 3,000 troops on Staten Island, NY British win Battle of Long Island, NY Battle of White Plains, NY Battle of Washington Heights, NY British successful at Battle of Ft. Lee, NJ Washington's army retreats across NJ to PA Washington crosses the Delaware from PA to NJ Washington wins the first Battle of Trenton, NJ
1777	Jan. 2-3 Jan. 6-May 28 Jan. 20 Apr. 13 June 25-27 Aug. 25 Sept. 11 Sept. 19 Sept. 26 Oct. 4	Washington wins Battle of Princeton, NJ Main Continental army encamped at Morristown, NJ Battle of Millstone (near present day Manville), NJ—British foraging party driven off by forces composed mostly of NJ militia Battle of Bound Brook, NJ—Surprise attack by British routed Continental outpost garrison British fail to destroy the Continental Army at the Battle of Short Hills, NJ Main British Army sails from New York to attack Philadelphia Battle of Brandywine, PA Battle of Saratoga, NY British occupy Philadelphia, PA Battle of Germantown, PA Continental Army encamps at Valley Forge, PA
1778	Thru June 18 June 28 Dec. 11-June 3 Dec. 29:	Continental Army encamped at Valley Forge, PA Continental Army wins the Battle of Monmouth, NJ Main Continental Army encamped in Middlebrook (Bridgewater), NJ British capture Savannah, GA

1779	June 12-Sept. 30 Aug. 19 Dec. 1 Dec. 5	Successful Continental campaign against the Iroquois Battle of Paulus Hook (Jersey City), NJ—fort remained in British hands for duration of war guarding New York harbor Main Continental Army moves to Morristown, NJ--endures harsh winter British sail to invades Carolinas with 8,000 men
1780	Through June 23 May 12 June 7 June 23 Aug. 16	Main Continental Army encamped at Morristown, NJ British capture Charleston, SC Battle of Connecticut Farms (Union), NJ—Continental forced to retreat but stopped British advance British attack on Morristown stopped at Battle of Springfield, NJ British defeat Army at Camden, SC
1781	Jan. 17 March 15 Oct. 9 Oct. 19	Continental destroy British detachment at Cowpens, SC British win Guilford Courthouse, SC with heavy casualties British defeated at Battle of Yorktown, VA British surrender at Yorktown, VA
1782		
1783	Nov. 26	British evacuate New York City
1784	Jan. 4	U.S. Congress ratifies Treaty of Paris

Handout 4: Map of Revolutionary war battles in New Jersey



Alternative Handout 4: Map of New Jersey



Handout 5: Washington Crossing the Delaware, December 24, 1776



Washington Crossing the Delaware
by Emanuel Leutze (1851)
at the Metropolitan Museum of Art

Handout 6: Jockey Hollow, Morristown



Reconstructed huts at Jockey Hollow (Washington Association New Jersey)