

Open Up the Textbook (OUT)

Victory At York Town

Enlarge

Complicate

Contest

Vivify

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5th Grade US History

In this OUT analysis, 5th grade students will study Victory at Yorktown in order to better understand the help given to the Americans to win this victory. This OUT analysis provides students with documents that are meant to deliberately enlarge and vivify the textbook.

This strategy is implemented most effectively when students collaborate to analyze the texts in small, heterogeneous groups. The texts that accompany the textbook are complex and often include difficult vocabulary and syntax. (For a few words that are likely unknown to students and unidentifiable based upon context clues, helpful synonyms are provided.) Students should first annotate each text and then collaborate to answer the text dependent and specific questions that follow. Questions will highlight sourcing and perspective of the author, close reading of key details from the document that enlarge and vivify the textbook. The writing task that follows is an independent activity wherein students will employ evidence from multiple sources to justify their analysis, synthesis, and evaluation.

Source A: The Textbook –Victory At York Town. Foresman SS United States 5th grade. (p.318)

The American Revolution entered its sixth year in 1790. Patriot forces in the south were now under the command of General Nathanael Greene. Green’s strategy was to use the open spaces of the south to his advantage. He forced the British, under General Charles Cornwallis, to chase his army back and forth across North and South Carolina. When Greene saw a good opportunity, he would turn and fight. Then he would continue moving. This strategy began to wear down the British army. “I am quite tired of marching about the country,” Cornwallis wrote in April 1781. He decided to take his army north. The British set up camp at Yorktown, Virginia, a Chesapeake Bay port.

Washington saw that the British could be trapped at Yorktown. If Washington brought his army south to join Greene, American and French soldiers could surround Yorktown by land. Then, if the French navy sailed into Chesapeake Bay, French ships could complete the trap by blocking British escape by sea.

Washington’s army arrived at Yorktown in September. The British were trapped. Day after day, American cannons pounded the British. On October 19, Cornwallis surrendered his entire army to Washington. This was the last major battle of the American Revolution. (p.318)



http://hoocher.com/John_Trumbull/John_Trumbull.html

Source A: Questions for Consideration

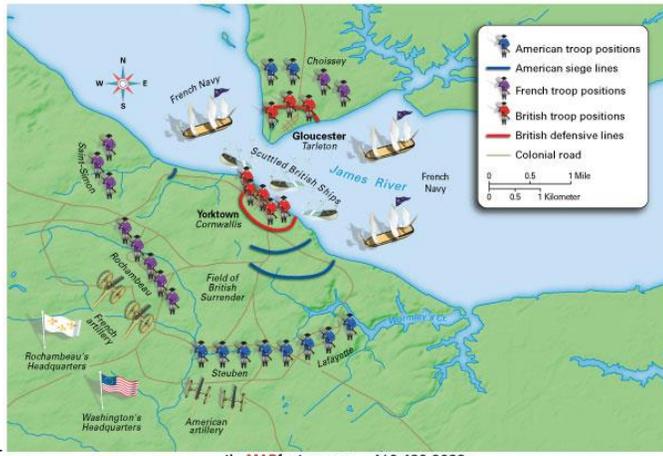
1. What ways did the French offer military assistance to the British at Yorktown?
2. What American strategy led Cornwallis to say, “I am quite tired of marching about the country,” which ultimately led to his encampment at Yorktown?

3. Copy the two sentences that explain the importance of events at Yorktown.

4. Identify the 3 groups of people and 2 individuals you believe are represented in this painting. Provide evidence to explain your thinking.

Source B: Maps of the Battle of Yorktown

Map #1



Map #2



http://www.the-m-factory.com/portfolio/all_images/ill_maps-Yorktown-HRW.jpg
<http://www.lauzunsligion.com/Images/MapYorkTownMarch.gif>

Source B: Questions for Consideration

1. What kind of texts are these? What information is shown on each of them?
 - a. Map 1
 - b. Map 2
2. Find a sentence in Source A that explains an arrow in Map #2.
3. How are these two maps different from each other?
4. Create a math problem that explains by how many days the French Navy beat the British Navy to Chesapeake Bay.
5. Which two colors in Map #1 represent troops that trapped the British?

Source C: Letters between Gen. Cornwallis and Gen Washington, October 17, 1781.

Surrender at Yorktown
Letters of General Cornwallis and General Washington

Gen. Cornwallis to Gen. Washington, October 17, 1781

I propose a **cessation** (end) of **hostilities** (fighting) for twenty-four hours, and that two officers may be appointed by each side, to meet at Mr. Moore's house, to settle terms for the **surrender** of the posts of York and Gloucester.

Gen. Washington to Gen. Cornwallis, October 17, 1781

I have had the Honor of receiving Your Lordship's Letter of this Date.

An **Ardent Desire** (strong feeling) to spare the further **Effusion** (spilling) of Blood, will readily incline me to listen to such Terms for the Surrender of your Posts and Garrisons at York and Gloucester, as are admissible.

Gen. Cornwallis to Gen. Washington, October 18, 1781

I agree to open a treaty of **capitulation**

If you choose to proceed to negotiation on these grounds, I shall appoint two field officers of my army to meet two officers from you, at any time and place that you think proper, to **digest** (understand) the articles of capitulation.

Source C: Questions for Consideration

1. Identify the synonym for **surrender** used by Cornwallis in his final response to Washington.
2. Capitulation is an agreement for surrender between 2 fighting armies. What reason does Washington give for listening to possible terms of capitulation?
3. Use the maps from Source B to locate the two posts mentioned by Cornwallis in the first letter. Why are these 2 posts separate?

Source D: Washington's letter to the Continental Congress

Head Quarters near York, October 19, 1781.

Sir: I have the Honor to inform Congress, that a **Reduction** (to decrease) of the British Army under the Command of Lord Cornwallis, is most happily effected.

On the 17th instant, a Letter was received from Lord Cornwallis, proposing a Meeting of Commissioners, to consult on Terms for the Surrender of the Posts of York and Gloucester. This Letter was followed by the **Definitive** (clearly defined) **Capitulation**, which was agreed to, and Signed on the 19th.

I should be wanting in the feelings of Gratitude, did I not mention on this Occasion, with the warmest Sense of Acknowledgements, the very chearfull and able Assistance, which I have received in the Course of our Operations, from, his Excellency the Count de Rochambeau, and all his Officers. Nothing could equal this **Zeal** of our Allies, but the emulating Spirit of the American Officers, whose Ardor would not suffer their Exertions to be exceeded.

I wish it was in my Power to express to Congress, how much I feel myself indebted to The Count de Grasse and the Officers of the Fleet under his Command for the distinguished Aid and Support which have been afforded by them; and from whom, every possible Cooperation has been experienced.

Colonel Laurens and the Viscount de Noailles, on the Part of the combined Army, were the Gentlemen who acted as Commissioners for forming and setting the Terms of Capitulation and Surrender herewith transmitted.

Your Excellency and Congress will be pleased to accept my Congratulations on this happy Event, and believe me to be With the highest Respect

Source D Questions for Consideration

1. As found in the second paragraph, what is Washington's primary purpose in this letter to the Continental Congress?
2. In the third and fourth paragraph, who does Washington thank for assisting his army? Circle a name or a word in each paragraph that helped answer this question.
3. Identify the tone of this letter. Is it happy; joyous; neutral; or warm? Find 3 words from Washington's letter that support this choice.



The painting Surrender of Lord Cornwallis by John Trumbull is on display in the Rotunda of the US Capitol. The subject of this painting is the surrender of the British army at Yorktown, Virginia, in 1781, which ended the last major campaign of the Revolutionary War.

The blue sky filled with dark clouds and the broken cannon suggest the battles that led to this event. In early September, entrenched with a force of 7,000 men, Cornwallis had hoped for rescue from the sea, but the British vessels were repelled by a French fleet. Within weeks General Washington had deployed a much larger army, and his artillery bombarded the British positions in early October. After American and French troops overran two British strongholds, Cornwallis surrendered on October 19.

In the center of the scene, American General Benjamin Lincoln appears mounted on a white horse. He extends his right hand toward the sword carried by the surrendering British officer, who heads the long line of troops that extends into the background. To the left, French officers appear standing and mounted beneath the white banner of the royal Bourbon family. On the right are American officers beneath the Stars and Stripes; among them are the Marquis de Lafayette and Colonel Jonathan Trumbull, the brother of the painter. General George Washington, riding a brown horse, stayed in the background because Lord Cornwallis himself was not present for the surrender.

Source E Questions for Consideration

1. Why doesn't Washington accept the sword of surrender?
2. Explain how you would change your answer to question #4 in Source A. Underline the sentence or sentences that changed your mind.
3. Why would the painter, John Trumbull, have titled this painting "Surrender of Lord Cornwallis" when Cornwallis is not in the painting?

Writing Task

This is an informational writing task based on NVACS standards R 5.1; R5.4; R5.7; L5.4; W5.2; W5.9. Students will demonstrate their understanding of the texts as well as the ways in which the textbook was enlarged and vivified.

Yorktown was the decisive battle of the American Revolution. However, the Colonial Army needed help to make victory possible. Identify who helped the Americans. Use evidence from 3 sources that identify the country, tell how this country helped the Americans and show proof that the Americans were grateful.

- Answer the above question in approximately one paragraph, using evidence from three of the texts provided.
- Write a clear thesis and provide 3 pieces of evidence to support your idea. After each piece of evidence cited in a direct quote or paraphrase (your own words), please add the source letter in parentheses, for example (Source B).
- For each piece of evidence, clearly reason (explain) why this piece of evidence helps support your claim Underline your reasoning. Reasoning can be in the same sentence as the evidence or come before or after the sentence that includes the evidence.
- Choose 2 or 3 of the important vocabulary terms from the box below to include in your writing.

Capitulation; surrender; ally; correspondence; victory; battle; major; troops; suspension;
hostilities; gratitude