



The Road to Independence



Student Workbook



Protesting British rule



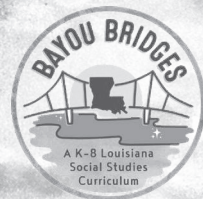
Patrick Henry



George Washington

The Road to Independence

Student Workbook



Creative Commons Licensing

This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License.



You are free:

to Share—to copy, distribute, and transmit the work

to Remix—to adapt the work

Under the following conditions:

Attribution—You must attribute the work in the following manner:

This work is based on an original work of the Core Knowledge® Foundation (www.coreknowledge.org) and the additions from the Louisiana Department of Education, made available through licensing under a Creative Commons Attribution-NonCommercial-ShareAlike4.0 International License. This does not in any way imply that the Core Knowledge Foundation or the Louisiana Department of Education endorses this work.

Noncommercial—You may not use this work for commercial purposes.

Share Alike—If you alter, transform, or build upon this work, you may distribute the resulting work only under the same or similar license to this one.

With the understanding that:

For any reuse or distribution, you must make clear to others the license terms of this work. The best way to do this is with a link to this web page:

<https://creativecommons.org/licenses/by-nc-sa/4.0/>

Copyright © 2025 the Louisiana Department of Education for the additions to CKHG and the Core Knowledge Foundation for its predecessor work CKHG.

www.coreknowledge.org

All Rights Reserved.

Core Knowledge®, Core Knowledge Curriculum Series™, Core Knowledge History and Geography™, and CKSci™ are trademarks of the Core Knowledge Foundation. Bayou Bridges is a trademark of the Louisiana Department of Education.

Trademarks and trade names are shown in this book strictly for illustrative and educational purposes and are the property of their respective owners. References herein should not be regarded as affecting the validity of said trademarks and trade names.

The Road to Independence

Chapter 1: The French and Indian War

Student Reading Notes 1

Primary Sources

- Primary Source A: Alibamo Mingo, Choctaw Leader, Reflects on the British and French (1765) 3
- Primary Source Analysis (AP 1.2) 4
- Primary Source B: *from* Poor Richard's Almanack 5
- Primary Source Analysis (AP 1.2) 6
- Primary Source Analysis (AP 1.2) for Extracts from Gibson Clough's War Journal, 1759 7

Check for Understanding 8

Activity Pages

- Geography of the French and Indian War (AP 1.4) 9

Chapter 2: The Road to Revolution

Student Reading Notes 11

Primary Sources

- Primary Source C: Patrick Henry's Speech to the Second Virginia Convention (1775) 13
- Primary Source Analysis (AP 1.2) 14
- Primary Source D: Excerpts from Resolutions of the Stamp Act Congress (1765) 15
- Primary Source Analysis (AP 1.2) 16
- Primary Source Analysis (AP 1.2) for John Dickinson's *Letters from a Farmer in Pennsylvania* 17

Check for Understanding 18

Chapter 3: The Course of the American Revolution

Student Reading Notes	19
Primary Sources	
• Primary Source E: Letter from George Washington to Henry Laurens, December 23, 1777	23
• Primary Source Analysis (AP 1.2)	24
• Primary Source F: Excerpt from Thomas Paine’s <i>The American Crisis</i> (no. 1)	25
• Primary Source Analysis (AP 1.2)	26
• Primary Source G: <i>from</i> Abigail Adams, Letter to John Adams, March 31, 1776	27
• Primary Source Analysis (AP 1.2)	28
Check for Understanding	29
Activity Pages	
• Geography of the American Revolution (AP 3.1)	30
• Domain Vocabulary: Chapters 1–3 (AP 3.2)	32
Performance Task	
• Performance Task Activity	33
• Claims and Evidence (AP 1.3)	34

Chapter 1: The French and Indian War

Framing Question: How did the British defeat the French in the French and Indian War?

Student Reading Notes

Use the information in your Student Reader to fill in the chart.

Section	Notes
War in the Colonies	
George Washington's Mistakes	
Fighting in the Woods	

British Victory	
Louisiana and New Orleans	
Peace, but More Tension	

Primary Sources

PRIMARY SOURCE A: ALIBAMO MINGO, CHOCTAW LEADER, REFLECTS ON THE BRITISH AND FRENCH (1765)

Alibamo Mingo was a Choctaw leader who lived in the eighteenth century when British and French colonial forces were competing for control over Native American lands and resources. After the British victory in the French and Indian War and the withdrawal of France from North America, Native American communities were left to face a new political reality. In this document, a Choctaw leader shares his concerns in response to this significant historical event.

I am master of the whole Choctaw nation; by birth, by long employment, & by long experience, it is to me to give instruction to the rest. . . .

When I was young, the white men came among us bearing abundance. . . . I now see another race of white men come among us bearing the same abundance, & I expect they will be equally generous, which must be done if they wish equally to gain the affection of my people. . . .

In case we deliver up our French medals & commissions, we expect to receive as good in their place, and that we should bear the same authority & be entitled to the same presents. . . .

I am not of opinion that in giving land to the English, we deprive ourselves of the use of it. On the contrary, I think we shall share it with them, as for example the house I now speak in was built by the white people on our land, yet it is divided between the white & the red people. Therefore, we need not be uneasy that the English settle upon our lands, as by that means they can more easily supply our wants.

Source: Adapted from Rowland, Dunbar, ed. *Mississippi Provincial Archives, 1763–1766: English Dominion; Letters and Enclosures to the Secretary of State from Major Robert Farmer and Governor George Johnstone*. Vol. 1. Nashville, TN: Press of Brandon Printing Company, 1911, pp. 239–241.

Name _____ Date _____

Primary Source Analysis

<p>Describe the source.</p>	<p>Connect the source to what you know.</p>
<p>Understand the source. Identify its message, purpose, and/or audience.</p>	<p>Draw a conclusion from or about the source.</p>

SOURCE:

Primary Sources

PRIMARY SOURCE B: FROM POOR RICHARD'S ALMANACK

Look before, or you'll find yourself behind.

Approve not of him who commends all you say.

The family of fools is ancient.

Necessity never made a good bargain.

There's many witty men whose brains can't fill their bellies.

Be slow in chusing [choosing] a friend, slower in changing.

Humility makes great men twice honourable.

Three may keep a secret, if two of them are dead.

A Lie stands on 1 leg, Truth on 2.

It is better to take many injuries than to give one.

Early to bed and early to rise
makes a man healthy, wealthy, and wise.

If what most men admire, they would despise,
'Twould look as if mankind were growing wise.

Are you angry that others disappoint you?
Remember you cannot depend upon yourself.

Source: *Poor Richard's Almanack*, 1735.

Name _____ Date _____

Primary Source Analysis

<p>Describe the source.</p>	<p>Connect the source to what you know.</p>
<p>Understand the source. Identify its message, purpose, and/or audience.</p>	<p>Draw a conclusion from or about the source.</p>

SOURCE:

Name _____ Date _____

Primary Source Analysis

<p>Describe the source.</p>	<p>Connect the source to what you know.</p>
<p>Understand the source. Identify its message, purpose, and/or audience.</p>	<p>Draw a conclusion from or about the source.</p>

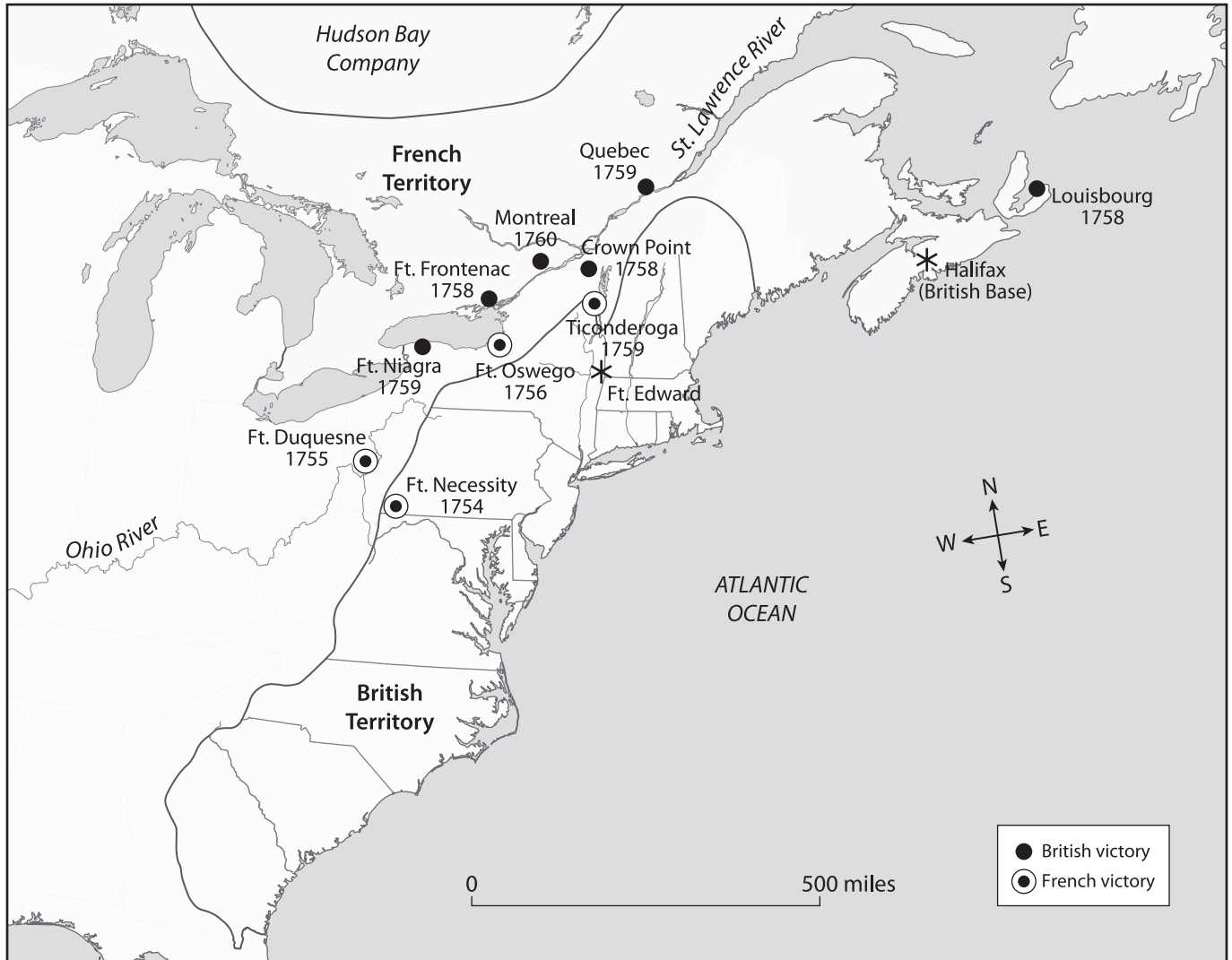
SOURCE:

Activity Page 1.4

Use with Chapter 1

Geography of the French and Indian War

Use the map to answer the questions.



1. What was the first battle of the French and Indian War?

2. Which detail from the map supports the conclusion that the British had a more effective fighting force than the French?

Name _____

Date _____

Activity Page 1.4 (continued)

Use with Chapter 1

3. In what year did the battle at Fort Niagara happen?

4. Which river was important to the Battle of Quebec?

5. Approximately how far was the Battle of Quebec from Montreal?

6. What is the location of Fort Duquesne relative to Fort Necessity?

7. In which country's territory was Fort Ticonderoga located? Which country won the battle at this site?

Chapter 2: The Road to Revolution

Framing Question: What events led to the American Revolution?

Student Reading Notes

Use the information in your Student Reader to fill in the chart.

Section	Notes
The End of One War, the Start of Another	
Trouble Brewing	
The Sons of Liberty	

The Boston Massacre	
The Tea Act and the Boston Tea Party	
Tensions Reach a Boiling Point	

Primary Sources

PRIMARY SOURCE C: PATRICK HENRY'S SPEECH TO THE SECOND VIRGINIA CONVENTION (1775)

Let us not deceive ourselves, sir. These are the implements of war and subjugation [oppression]; the last arguments to which kings resort. I ask gentlemen, sir, what means this martial array, if its purpose be not to force us to submission? Can gentlemen assign any other possible motive for it? Has Great Britain any enemy, in this quarter of the world, to call for all this accumulation of navies and armies? No, sir, she has none. They are meant for us: they can be meant for no other. They are sent over to bind and rivet upon us those chains which the British ministry have been so long forging. And what have we to oppose to them? Shall we try argument? Sir, we have been trying that for the last ten years. Have we anything new to offer upon the subject? Nothing. We have held the subject up in every light of which it is capable; but it has been all in vain. Shall we resort to entreaty and humble supplication [pleading]? What terms shall we find which have not been already exhausted? . . . Our petitions have been slighted; our remonstrances [protests] have produced additional violence and insult; our supplications have been disregarded; and we have been spurned, with contempt, from the foot of the throne! In vain, after these things, may we indulge the fond hope of peace and reconciliation. There is no longer any room for hope. If we wish to be free—if we mean to preserve inviolate those inestimable privileges for which we have been so long contending . . . we must fight! . . .

I know not what course others may take; but as for me, give me liberty or give me death!

Source: Henry, Patrick. "Give Me Liberty" speech. In *The True Patrick Henry*, by George Morgan. Philadelphia: J. B. Lippincott, 1907, pp. 189–191.

Name _____ Date _____

Primary Source Analysis

<p>Describe the source.</p>	<p>Connect the source to what you know.</p>
<p>Understand the source. Identify its message, purpose, and/or audience.</p>	<p>Draw a conclusion from or about the source.</p>

SOURCE:

Primary Sources

PRIMARY SOURCE D: EXCERPTS FROM RESOLUTIONS OF THE STAMP ACT CONGRESS (1765)

In response to the passage of the Stamp Act by the British Parliament in 1765, representatives from nine colonies in British North America came together in New York for the Stamp Act Congress. The Congress adopted a Declaration of Rights and Grievances, which stated that colonists were entitled to the same rights and privileges as British subjects and that taxes could only be imposed with their consent, given either personally or through their elected representatives.

2d. That his majesty's liege subjects in these colonies are entitled to all the inherent rights and privileges of his natural born subjects within the kingdom of Great Britain.

3d. That it is inseparably essential to the freedom of a people, and the undoubted rights of Englishmen, that no taxes should be imposed on them, but with their own consent, given personally, or by their representatives.

4th. That the people of these colonies are not, and from their local circumstances cannot be, represented in the House of Commons in Great Britain.

5th. That the only representatives of the people of these colonies, are persons chosen therein, by themselves; and that no taxes ever have been, or can be constitutionally imposed on them, but by their respective legislatures. . . .

8th. That the late act of Parliament, entitled, An act for granting and applying certain stamp duties, and other duties in the British colonies and plantations in America, etc., by imposing taxes on the inhabitants of these colonies, and the said act, and several other acts, by extending the jurisdiction of the courts of admiralty beyond its ancient limits, have a manifest tendency to subvert the rights and liberties of the colonists. . . .

12th. That the increase, prosperity, and happiness of these colonies, depend on the full and free enjoyment of their rights and liberties . . .

Source: Niles, Hezekiah, ed. *Principles and Acts of the Revolution in America*. Baltimore: William Ogden Niles, 1822, p. 457.

Name _____ Date _____

Primary Source Analysis

<p>Describe the source.</p>	<p>Connect the source to what you know.</p>
<p>Understand the source. Identify its message, purpose, and/or audience.</p>	<p>Draw a conclusion from or about the source.</p>

SOURCE:

Name _____ Date _____

Primary Source Analysis

<p>Describe the source.</p>	<p>Connect the source to what you know.</p>
<p>Understand the source. Identify its message, purpose, and/or audience.</p>	<p>Draw a conclusion from or about the source.</p>

SOURCE:

Chapter 3: The Course of the American Revolution

Framing Question: How did the events of the American Revolution lead to independence?

Student Reading Notes

Use the information in your Student Reader to fill in the chart.

Section	Notes
The Shots Heard Round the World	
The Road to War	
Declaring Independence	

A Difficult Start	
The Role of Women and African Americans	
Turning the Tide	

The Battle of Saratoga	
New Allies	
Espionage and the War	

The Fight at Sea	
Yorktown and Surrender	
Victory and Peace	

Primary Sources

PRIMARY SOURCE E: LETTER FROM GEORGE WASHINGTON TO HENRY LAURENS, DECEMBER 23, 1777

... I am now convinced beyond a doubt, that unless some great and capital change suddenly takes place in that line this Army must inevitably be reduced to one or other of these three things. Starve—dissolve—or disperse, in order to obtain subsistence in the best manner they can. Rest assured, Sir, this is not an exaggerated picture, and that I have abundant reason to support what I say.

Yesterday afternoon receiving information that the Enemy, in force, had left the City, and were advancing towards Derby, with apparent design to forage and draw subsistence from that part of the Country, I ordered the Troops to be in readiness, that I might give every Opposition in my power; when behold! to my great mortification, I was not only informed, but convinced, that the Men were unable to stir on account of provision, and that a dangerous mutiny, begun the night before and which with difficulty was suppressed by the spirited exertions of some Officers, was still much to be apprehended for want of this Article.

This brought forth the only Commissary in the purchasing line in this Camp, and with him this melancholy and alarming truth, That he had not a single hoof of any kind to slaughter, and not more than 25 Barrells of Flour! From hence form an opinion of our situation, when I add, that he could not tell when to expect any.

All I could do under these circumstances was, to send out a few light parties to watch and harrass the Enemy, whilst other parties were instantly detached different ways to collect, if possible, as much provision as would satisfy the present pressing wants of the Soldiery—But will this answer? No Sir: three or four days bad weather would prove our destruction. What then is to become of the Army this Winter? ...

Source: "From George Washington to Henry Laurens, 23 December 1777," *Founders Online*, National Archives.

Name _____ Date _____

Primary Source Analysis

<p>Describe the source.</p>	<p>Connect the source to what you know.</p>
<p>Understand the source. Identify its message, purpose, and/or audience.</p>	<p>Draw a conclusion from or about the source.</p>

SOURCE:

Primary Sources

PRIMARY SOURCE F: EXCERPT FROM THOMAS PAINE'S *THE AMERICAN CRISIS* (NO. 1)

THESE are the times that try men's souls: The summer soldier and the sunshine patriot will, in this crisis, shrink from the service of his country; but he that stands it NOW, deserves the love and thanks of man and woman. Tyranny, like hell, is not easily conquered; yet we have this consolation with us, that the harder the conflict, the more glorious the triumph. What we obtain too cheap, we esteem too lightly:—'Tis dearness only that gives everything its value. Heaven knows how to set a proper price upon its goods; and it would be strange indeed, if so celestial an article as FREEDOM should not be highly rated. Britain, with an army to enforce her tyranny, has declared, that she has a right (not only to TAX) but "to BIND us in ALL CASES WHATSOEVER," and if being bound in that manner is not slavery, then is there not such a thing as slavery upon earth. Even the expression is impious [disrespectful], for so unlimited a power can belong only to GOD. . . .

I have as little superstition in me as any man living, but my secret opinion has ever been, and still is, that GOD almighty will not give up a people to military destruction, or leave them unsupportedly to perish, who had so earnestly and so repeatedly sought to avoid the calamities of war, by every decent method which wisdom could invent. . . .

. . . A man may easily distinguish in himself between temper and principle, and I am as confident, as I am that God governs the world, that America will never be happy till she gets clear of foreign dominion. Wars, without ceasing, will break out till that period arrives, and the Continent must in the end be conquerors; for, though the flame of liberty may sometimes cease to shine, the coal never can expire. . . .

Source: Paine, Thomas. *The American Crisis*. No. 1. Boston, 1776.

Name _____ Date _____

Primary Source Analysis

<p>Describe the source.</p>	<p>Connect the source to what you know.</p>
<p>Understand the source. Identify its message, purpose, and/or audience.</p>	<p>Draw a conclusion from or about the source.</p>

SOURCE:

Primary Sources

PRIMARY SOURCE G: FROM ABIGAIL ADAMS, LETTER TO JOHN ADAMS, MARCH 31, 1776

The Town [Boston] in General is left in a better state than we expected, more owing to a precipitate flight than any Regard to the inhabitants, tho some individuals discovered a sense of honour and justice and have left the rent of the Houses in which they were, for the owners and the furniture unhurt, or if damaged sufficient to make it good.

Others have committed abominable Ravages. The Mansion House of [John Hancock] is safe and the furniture unhurt whilst both the House and Furniture of [Samuel Quincy] have fallen a prey to their own merciless party. Surely the very Fiends feel a Reverential awe for Virtue and patriotism, whilst they Detest the parricide and traitor.

I feel very differently at the approach of spring to what I did a month ago. We knew not then whether we could plant or sow with safety, whether when we had toiled we could reap the fruits of our own industry, whether we could rest in our own Cottages, or whether we should not be driven from the sea coasts to seek shelter in the wilderness, but now we feel as if we might sit under our own vine and eat the good of the land.

... We feel a temporary peace, and the poor fugitives are returning to their deserted habitations.

... We sympathize with those who are trembling lest the Lot of Boston should be theirs. But they cannot be in similar circumstances unless pusillanimity [fear] and cowardice should take possession of them. They have time and warning given them to see the Evil and shun it.—I long to hear that you have declared an independency—and by the way in the new Code of Laws which I suppose it will be necessary for you to make I desire you would Remember the Ladies, and be more generous and favourable to them than your ancestors. Do not put such unlimited power into the hands of the Husbands. Remember all Men would be tyrants if they could. If particular care and attention is not paid to the Ladies we are determined to foment a Rebellion, and will not hold ourselves bound by any Laws in which we have no voice, or Representation.

Source: Adapted from "Abigail Adams to John Adams, 31 March 1776." Founders Online. National Archives. [Original source: *The Adams Papers, Adams Family Correspondence*, vol. 1, December 1761–May 1776, ed. Lyman H. Butterfield. Cambridge, MA: Harvard University Press, 1963, pp. 369–371.]

Name _____ Date _____

Primary Source Analysis

<p>Describe the source.</p>	<p>Connect the source to what you know.</p>
<p>Understand the source. Identify its message, purpose, and/or audience.</p>	<p>Draw a conclusion from or about the source.</p>

SOURCE:

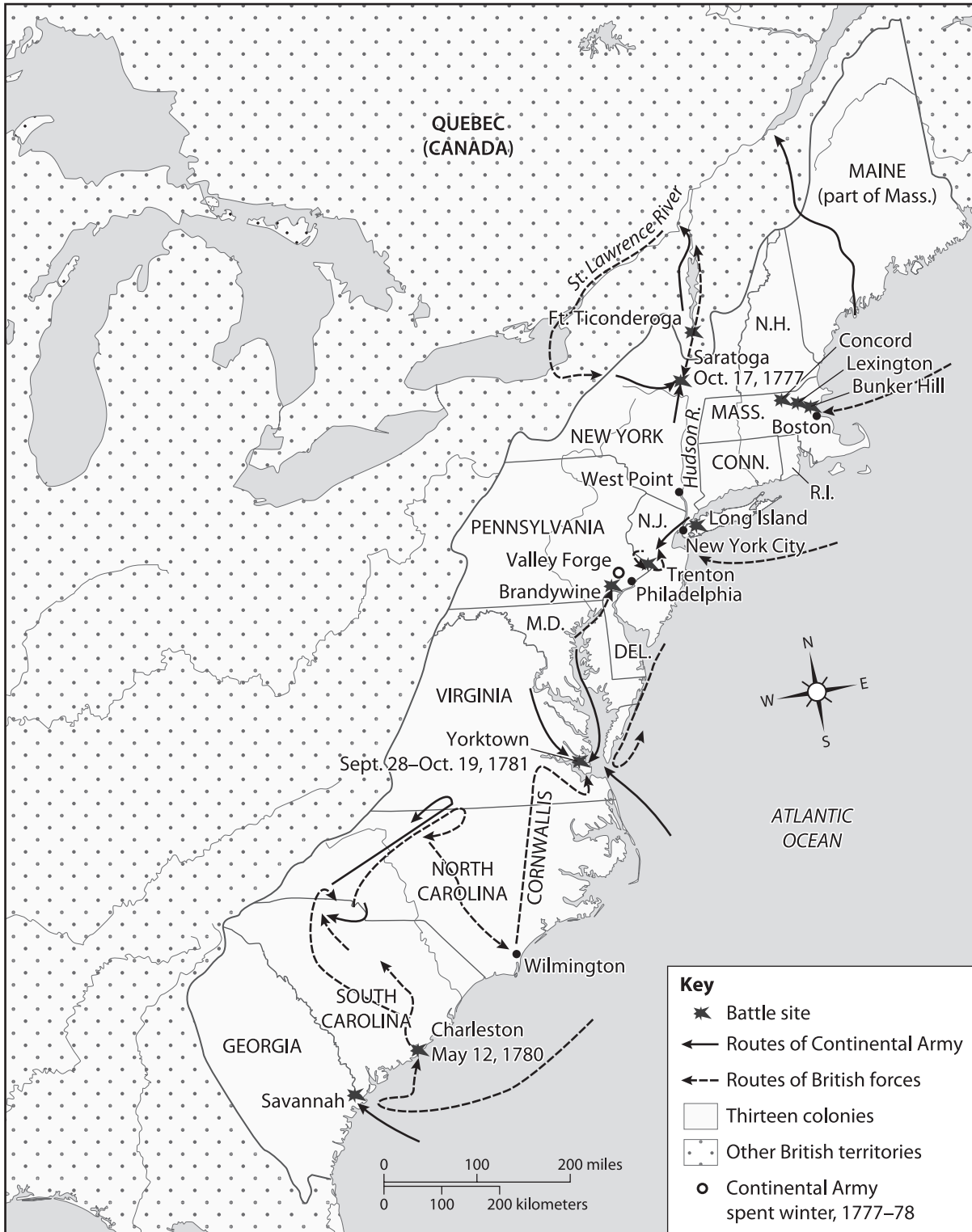
Chapter 3 Check for Understanding: How did the events of the American Revolution lead to independence?

Activity Page 3.1

Use with Chapter 3

Geography of the American Revolution

Use the map to answer the questions that follow.



Name _____

Date _____

Activity Page 3.1 (continued)

Use with Chapter 3

1. Where was the site of a battle directly west of Philadelphia? What other important site is located near here?

2. When did the Battle of Yorktown take place?

3. According to the map, in which colonial region did General Cornwallis focus most of his attention?

4. Describe the movement of the British forces traveling by water to Yorktown. Based on the information in the map, what likely occurred?

5. Which battle took place outside of the colonies in British territory?

6. About how many miles (as the crow flies) did the Continental Army have to cover when it marched south from Annapolis, Maryland, to Yorktown, Virginia?

7. Which river did the Continental Army approach by crossing through Maine?

8. What are the southernmost battles shown on the map?

Activity Page 3.2

Use with Chapter 3

Domain Vocabulary: Chapters 1–3

For each term, write the letter of the definition.

- | | | |
|-------|-------------------------|--|
| _____ | 1. colonel | a) money that people are required to pay to support the workings of the government |
| _____ | 2. formation | b) an arrangement of people or things acting as one unit |
| _____ | 3. prime minister | c) to give temporary lodging and meals to soldiers |
| _____ | 4. alliance | d) an important official announcement that is usually made to the public |
| _____ | 5. treaty | e) traditional legal rights that all English subjects in England were guaranteed |
| _____ | 6. proclamation | f) a group of armed citizens prepared for military service at any time |
| _____ | 7. salutary neglect | g) a high-ranking military official |
| _____ | 8. tax | h) unbearable |
| _____ | 9. rights of Englishmen | i) a formal agreement between two or more groups, especially countries |
| _____ | 10. burgess | j) the ability of people in a country to decide their own government |
| _____ | 11. quarter | k) the head of the government in some countries |
| _____ | 12. trial by jury | l) a case of law decided by a group of one's fellow citizens |
| _____ | 13. massacre | m) an unofficial British policy of not enforcing rules and regulations in the colonies |
| _____ | 14. intolerable | n) a soldier paid to fight for a country or a cause that they are not native to or in support of |
| _____ | 15. militia | o) the violent killing of defenseless people |
| _____ | 16. self-determination | p) a representative to the legislature in colonial Virginia or Maryland |
| _____ | 17. mercenary | q) an agreement between two nations to help each other in wartime |
| _____ | 18. encrypted | r) a disloyal act against one's country, often by helping an enemy |
| _____ | 19. treason | s) coded or concealed |

Name _____

Date _____

Performance Task Activity: The Road to Independence

At which point did the American Revolution become unavoidable?

Support your claim with evidence from the unit readings and activities.

Use the Claims and Evidence Activity Page (AP 1.3) and the lines below to take notes and organize your thoughts. Remember to include details from the chapters and primary sources in *The Road to Independence*, as well as from the sources and resources in the unit activities.

Name _____

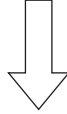
Date _____

Activity Page 1.3

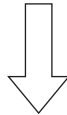
Use with Performance Task

Claims and Evidence

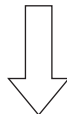
STATE THE CLAIM *What opinion or position are you defending?*



STATE THE REASON *Why should someone agree with this claim?*



IDENTIFY THE EVIDENCE *What details from the text and sources support the reason?*



RECOGNIZE A COUNTERCLAIM *What different opinion or position might someone have?
What argument might be used against you?*

ANSWER THE COUNTERCLAIM *How will you disprove the counterclaim?*

Illustration and Photo Credits

Glasshouse Images / Alamy Stock Photo: Cover D, i

IanDagnall Computing / Alamy Stock Photo: Cover A

Patrick Henry speaking to Virginia delegates in 1775 by Louis S.Glanzman (b.1922) / National Geographic Creative / Bridgeman Images: Cover C

Scott Hammond: Cover B



Bayou Bridges: A K–8 Louisiana Social Studies Curriculum

A comprehensive program in world and U.S. history, integrating topics in geography, civics, economics, and the arts, exploring civilizations, cultures, concepts, and skills specified in the 2022 Louisiana Student Standards for Social Studies

Bayou Bridges

units at this level include:

The Exploration and Settlement of North America

Colonial America

Colonial Louisiana

The Road to Independence

Founding a New Nation

The Government of the New Nation

www.coreknowledge.org