

SOCIAL STUDIES SUGGESTED UNITS and RESOURCES:

HISTORIC MOMENTS DRAMATIZED IN PEGGY'S NARRATIVE

Windows onto Critically Important but Less Discussed

Aspects of the American Revolution

Letters reveal that Peggy was the only one of the famed Schuyler Sisters to be in the right place at the right time to witness and potentially aid the work of her father, Philip Schuyler—as commanding general and war strategist during the Northern Campaign; as George Washington's most trusted spy-master; as the Patriots' chief negotiator with the Iroquois Confederacy; and as liaison with French troops under Rochambeau. Peggy's real life story illuminates the fight in upstate New York and oft overlooked elements of the war, such as:

1. **The Battle of Saratoga**—the Revolution's most important turning point in terms of convincing the French to ally with us. It was Philip Schuyler's spies who discovered the Brits' deadly three-prong invasion strategy; Philip Schuyler who rallied the militia, slowed the British advance, and prepared the Patriots to win their first major victory.

<https://www.nps.gov/sara/learn/education/classrooms/the-battles-of-saratoga-reading-activity.htm>

https://www.nps.gov/sara/learn/kidsyouth/upload/SRA_Elementary_v3.pdf
<https://www.nps.gov/nr/twhp/wwwlps/lessons/93saratoga/93saratoga.htm>
<https://study.com/academy/lesson/battle-of-saratoga-lesson-plan.html>
<http://www.discoveryeducation.com/teachers/free-lesson-plans/the-american-revolution-saratoga-to-valley-forge.cfm>
http://historyanimated.com/verynewhistorywaranimated/?page_id=319

Lead-up to the battle: Fort Ticonderoga

<https://www.fortticonderoga.org/education/educators/resources-by-subject>

2. **Spying and counter-intelligence** in our fight against a superior force. Philip Schuyler was George Washington's right hand man for espionage: uncovering Loyalist conspiracies and surprise attacks coming out of Canada; running a "black-chamber ops" in the library of his Albany mansion; overseeing a ring of double-agents which included French Canadians, Iroquois, and Americans gathering intelligence; and creating false documents to be leaked to distract the British and hide what GW was *really* planning.

<http://www.socstrpr.org/files/Vol%202/Issue%201%20-%20Spring%202007/Practice/2.1.8.pdf>

https://www.dar.org/sites/default/files/lesson-plan/DARLessonPlan-WashingtonsSpies_0.pdf

<http://www.driven2teach.org/public/lessons/2014/boston-philadelphia/Lesson-Plan-Spying-during-the-Revolutionary-War--Heather-Johnson.pdf>

<https://historytech.files.wordpress.com/2014/04/revolutionary-spies-instructional-support-materials1.pdf>

(For information about the Culper Ring and spymaster George Washington):

<https://www.benfranklinworld.com/episode-065-alexander-rose-washingtons-spies-the-story-of-americas-first-spy-network/>

<http://www.mountvernon.org/george-washington/the-revolutionary-war/spying-and-espionage/george-washington-spymaster/>

<http://www.mountvernon.org/digital-encyclopedia/article/benjamin-tallmadge/>

<http://www.mountvernon.org/digital-encyclopedia/article/culper-spy-ring/>

<http://www.mountvernon.org/george-washington/the-revolutionary-war/spying-and-espionage/spy-techniques-of-the-revolutionary-war/>

3. The critical role of the Oneida and Tuscarora in the Patriot Cause and the Revolution's tragic impact on the Six Nations of the Iroquois.

<http://wmpeople.wm.edu/asset/index/gamcea/iroquois>

<https://edsitement.neh.gov/lesson-plan/native-americans-role-american-revolution-choosing-sides>

<https://www.nps.gov/nr/twhp/wwwlps/lessons/79oriskany/79oriskany.htm>

<https://civics.sites.unc.edu/files/2012/05/FrenchIndianWar.pdf> (*how this war set up events in the Revolution*)

http://www.umbc.edu/che/tahlessons/pdf/The_League_of_Peace_and_Power_PF.pdf

<https://www.uen.org/lessonplan/view/12006>

<http://etls.dpsk12.org/documents/alma/units/exploringnortheastnative%20americansiroquois.pdf>

<http://teachinghistory.org/history-content/ask-a-historian/24099>

<https://www.mountvernon.org/library/digitalhistory/digital-encyclopedia/article/oneida/>

4. The Plight of the Loyalists, our Revolution as Civil War. (More coming in Sept. from Schuyler Mansion historian, Ian Mumpton)

<https://hti.osu.edu/history-lesson-plans/united-states-history/loyalists>

5. The power of letters to debate, to woo, or to convince. How letters helped women influence politics.

<http://americainclass.org/abigail-adams-and-remember-the-ladies/>

https://www.nps.gov/revwar/educational_resources/nps_teachers_guide/lesson_2.pdf

https://digitalcommons.pace.edu/cgi/viewcontent.cgi?article=1003&context=elem_soc

<http://www.huntington.org/uploadedFiles/Files/PDFs/LHTHSoldiersCivilians.pdf>

<https://edsitement.neh.gov/lesson-plan/voices-american-revolution>

6. Women and the American Revolution.

https://www.learner.org/courses/amerhistory/pdf/WomenRev_LOne.pdf
<https://www.gilderlehrman.org/content/assessing-change-womens-lives-american-revolutionary-era>
<http://americanhistory.oxfordre.com/view/10.1093/acrefore/9780199329175.001.0001/acrefore-9780199329175-e-216>
<http://www.history.org/History/teaching/enewsletter/volume12/dec13/teachstrategy.cfm> (Female Spies!)
<https://www.teacherspayteachers.com/Browse/Search:women%20american%20revolution>

7. Using propaganda to wage war. British General John Burgoyne and Americans both purposefully incited panic. Burgoyne threatened massacres from the Iroquois allied with his Redcoats to cow Americans into submission or flight. To recruit the militia needed to stand against the Brits, Americans spread the accusation that Indian warriors had murdered a young woman named Jenny McCrea, and hyped the violence of the attack.

<https://www.gilderlehrman.org/content/revolutionary-propaganda-persuasion-and-colonial-support>
<https://crec-tah.wikispaces.com/file/view/Nyhan+Lesson+Plan>
https://www.nps.gov/revwar/educational_resources/nps_teachers_guide/lesson_1.pdf
http://www.nynpa.com/docs/nie/PathtoFreedom/2017_NYNPASerialGuide.pdf

8. Founding Fathers and Slavery. The terrible irony and shame of our Revolution is that so many who fought for their own independence against tyranny enslaved other human beings. Twenty-five of the 55 delegates to our Constitutional Convention owned slaves. Philip Schuyler enslaved 13 servants at his Albany Mansion and as many as 30 laborers at his Saratoga farm and mills.

<https://schuylermansion.blogspot.com/2016/06/an-overview-of-slave-trade-in-new.html>
<https://edsitement.neh.gov/lesson-plan/slavery-and-american-founding-inconsistency-not-be-excused>
<http://www.umbc.edu/che/tahlessons/lessondisplay.php?lesson=51>
<http://www.ushistory.org/declaration/lessonplan/slavery.html>
<http://teachingamericanhistory.org/lessonplans/act3/>
<http://www.pbs.org/newshour/extra/tag/founding-fathers/>
<https://www.gilderlehrman.org/content/making-covenant-death-slavery-constitutional-structure>
<https://www.gilderlehrman.org/content/historical-context-constitution-and-slavery>
<https://www.smithsonianmag.com/history/founding-fathers-and-slaveholders-72262393/>

Hamilton and Slavery:

<https://schuylermansion.blogspot.com/2016/11/mansion-mythbusters-hamilton-and.html>

<https://schuylermansion.blogspot.com/2016/12/mansion-mythbusters-hamilton-and.html>

9. How politics and regional squabbling created a traitor (Benedict Arnold).

<https://www.fortticonderoga.org/userfiles/kcfinder/files/Randy%20Martin%20Benedict%20Arnold.pdf>

http://www.hudsonrivervalley.org/learning/pdfs/lesson_plans/BenedictArnoldLessonOnline.pdf

https://forms.hmhco.com/assets/pdf/journeys/grade/L15_benedict_arnold_S.pdf

http://www.eiu.edu/eiutps/CA_M9.php

https://americanhistory.si.edu/sites/default/files/file-uploader/The_Time_Trial_of_Benedict_Arnold.pdf

<https://www.fortticonderoga.org/education/educators/resources-by-subject>

10. **The Hard Winter of 1780.** How the Continental Army survived at Jockey Hollow and interacted with the people of Morristown. (Balls! Sleighing parties! *and* disease and starvation.)

<https://www.nj.gov/state/historical/it-happened-here/ihhnj-er-morristown-winter.pdf>

<http://www.driven2teach.org/public/lessons/2014/new-york-philadelphia/Lesson-Plan-and-Paper--Morris-Town--Cheri-Mitchell.pdf>

<https://home.nps.gov/morr/learn/education/classrooms/upload/Web-links-for-EDUCATORS-0115.pdf>

<https://www.nps.gov/morr/learn/education/classrooms/classroom-resources.htm>

11. **The strategic importance of the Hudson River.** (AP Geography. Control the Hudson control the war.)

<http://www.hudsonrivervalley.org/library/pdfs/americanrevolution.pdf>

<http://www.hudsonrivervalley.com/documents/109744hudsonrevolution2-pdf>

http://www.hudsonrivervalley.org/learning/pdfs/lesson_plans/MapLesson.pdf

<http://historyofmassachusetts.org/revolutionary-war-strategies/>

<https://www.mountvernon.org/library/digitalhistory/digital-encyclopedia/article/hudson-river-campaign--1779/>

<http://msaag.aag.org/wp-content/uploads/2013/04/8-MSG-2010-Galgano.pdf>

<https://www.fortticonderoga.org/userfiles/kcfinder/files/New%20York%20Waterways-%20Anne%20Reis.pdf>

http://www.hudsonrivervalley.org/learning/pdfs/lesson_plans/MapLesson.pdf

12. **Dancer, wrestler, jokester, spy. The other side of “The Father of our Nation” George Washington:**

<https://www.mountvernon.org/education/lesson-plans/> (*a comprehensive list of customized lesson plans from Mount Vernon*)

<https://www.mountvernon.org/george-washington/colonial-life-today/dancing/>

<https://nafme.org/the-music-of-washingtons-world/>

<https://hubpages.com/education/the-constitution-and-president-george-washington-lesson-plan>

<https://www.artofmanliness.com/articles/manvotional-george-washingtons-rules-of-civility-and-decent-behavior-in-company-and-conversation/>

<https://carlanthonyonline.com/2012/02/17/george-washington-loved-to-dance-it-up-on-his-birthday/>