

History in a Nutshell

Rochambeau to the Rescue

Grade Level: 5-8

Learning Objectives:

Students will be able to:

1. Explain how the Patriots in the American colonies and the French united to fight against the British during the American Revolution. (Connecticut Social Studies Frameworks HIST 5.9; HIST 8.4)
2. Compare information provided by different historical sources about the French march through Connecticut during the Revolutionary War. (Connecticut Social Studies Frameworks HIST 5.6)
3. Analyze the role and contributions of Connecticut in the Revolutionary War. (Connecticut Social Studies Frameworks HIST 8.1)

Program Framework:

1. Introductory Video
2. Close-Looking Activity
3. Independent Practice

Materials: introductory video; images for close-looking activity

Teacher background:

1. Introductory Video

Images shown:

1. *Rochambeau (Jean Bapte. Donatien Vimeur, Comte de), Maréchal de France*, Contenau, 1777-1890, Courtesy of the New York Public Library, b12349148.
2. *The Battle of Lexington, April 19th, Plate I*, Amos Doolittle, 1775, Connecticut Historical Society, 1844.10.1.
3. *George Washington at the Webb House, Wethersfield, Connecticut, 1781*, H.H. Art Studios, 1947, Connecticut Historical Society, 1980.93.45.
4. *A Map of the Colonies of Connecticut and Rhode Island*, Thomas Kitchin, 1758, Connecticut Historical Society, 1946.17.1. Annotation of Rochambeau's route through Connecticut added 2020.
5. *Continental Currency, 1776*, Connecticut Historical Society, 1922.7.313, 1922.7.320.
6. *Surrender of Lord Cornwallis*, John Trumbull, 1820, Courtesy of the Architect of the Capitol.

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2. Close-Looking Activity Options

1. This activity can be done with students in real time, either in the classroom or virtually, with the teacher guiding students using [Visual Thinking Strategies](#) to connect the images to what students learned in the introductory video.
 - a. *What's going on in this picture?*
 - b. *What makes you say that?*
 - c. *What more can we find?*
2. Alternatively, students can explore the images on their own, using the guiding questions that are provided for each image below.
3. Close-Looking Images
 - a. *Extract of a letter from Stratford, dated June 22, Connecticut Courant and Weekly Intelligencer (1778-1791), July 3, 1781, ProQuest Historical Newspapers: Hartford Courant, pg. 3, Connecticut Historical Society. [Background information: This selection from a letter printed in the Connecticut Courant offers a first-hand account of a Connecticut resident's reaction to seeing Rochambeau and his men.]*
 - i. *What does the author of the letter think about Rochambeau and his men? What impresses him most?*
 - ii. *What role do you think newspaper articles and opinion pieces might have played during the American Revolution?*
 - iii. *In your opinion, what type of media – newspapers, television, or the Internet – is the most important source of news today?*
 - b. *French Artillerymen at the Time of the American Revolution, 1781, From The American Campaigns of Rochambeau's Army 1780, 1781, 1782, 1783. Rice, Howard C. and Ann S.K. Brown, Eds. Princeton, NJ: Princeton University Press, 1972, Connecticut Historical Society. [Background information: This drawing is from a series made by a French soldier in America showing French army uniforms at the time of the American Revolution. These are the types of uniforms Rochambeau's men may have worn during their march through Connecticut.]*
 - i. *Describe the tools that these soldiers are holding. What roles do you think these men may have played in the French army?*
 - ii. *Do these uniforms look impressive? Practical? Why or why not?*
 - iii. *What purposes do uniforms serve? Have you ever had to wear a uniform? How did the uniform make you feel?*
 - c. *Rochambeau Trail Maps: Fifth day's march: from Bolton to East Hartford; Sixth Camp at East Hartford, 1781, From The American Campaigns of Rochambeau's Army 1780, 1781, 1782, 1783. Rice, Howard C. and Ann S.K. Brown, Eds. Princeton, NJ: Princeton University Press, 1972, Connecticut Historical Society. [Background information: These maps show two sections of Rochambeau's route*

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across Connecticut. They were created by one of Rochambeau's officers, Louis-Alexandre Berthier.]

- i. *Do you recognize any place names on the maps?*
 - ii. *The two maps vary in their level of detail. Why do you think Berthier chose to include the details he did?*
 - iii. *Now that most people navigate using apps or GPS, are paper maps still necessary? Why or why not?*
- d. *Captain O'Brien beside the Rochambeau Monument, Southington, E. W. Hazard, 1912, Connecticut Historical Society, 2000.178.206.*
[Background information: Captain Lawrence O'Brien was the creator of the Rochambeau Monument, which was erected in memory of the French soldiers who aided the American colonies during the Revolutionary War.]
- i. *Captain Lawrence O'Brien was an Irish immigrant to Connecticut who served in the Ninth Regiment (made up of fellow Irish immigrants) during the Civil War. After the war, he traveled back to Ireland to fight for Irish independence from Great Britain and later returned to Connecticut. Why do you think O'Brien, a war hero himself, chose to create this monument to Rochambeau?*
 - ii. *Why do people create monuments? What purpose do they serve?*
 - iii. *If you could erect a monument to an important individual, whom would you choose?*
- e. *Connecticut: Revolutionary War Period Map, Ed Vebell, 1976, Connecticut Historical Society, 2012.312.120.*
- i. *This map was created in 1976, 200 years after the signing of the Declaration of Independence. What might have been the artist's intent in creating it?*
 - ii. *Of the events shown in the pictures highlighting Connecticut's contributions to the Revolutionary War, which one(s) do you think was the most important to the Patriot victory?*
 - iii. *Can you find your town on the map? Using the key, can you tell if your town has a specific connection to any event during the Revolutionary War?*

3. Options for Independent Practice

1. Writing for Understanding

After having students listen to the video and examine the primary sources, ask each of them to imagine that s/he was a Connecticut resident living during the time of the Revolutionary War. Have students think about the challenges that they might have faced and how they might have felt seeing

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Rochambeau and his troops march across the state. Then have them write a letter to a loved one in which they share their impressions.

2. Contemporary Connections

The alliance between George Washington's Continental Army and the French enabled the Patriots to win the Revolutionary War. Throughout history, the subject of whether and when foreign countries should intervene in the affairs of others has been a controversial subject. Ask your students to take a stand on the issue by brainstorming at least three reasons why a country should become involved in another nation's affairs *or* at least three reasons why they should not. After they've made their list, have them meet with a classmate (either in person or virtually) to discuss and debate their point of view. Did opinions change on either side of the conversation?

same unhappy fate.

On the 21st ultimo, His Excellency General ROCHAMBEAU arrived here with the first division of the army under his command; the three other divisions arrived the three following days. His Excellency proceeded with the first division the 25th, the others followed in the order they arrived, the last leaving this place last Thursday morning. A finer body of men were never in arms, and no army was ever better furnished with every thing necessary for a campaign. The exact discipline of the troops, and the attention of the officers to prevent any injury to individuals, have made the march of this army through the country very agreeable to the inhabitants; and it is with pleasure we assure our readers not a single disagreeable circumstance has taken place.

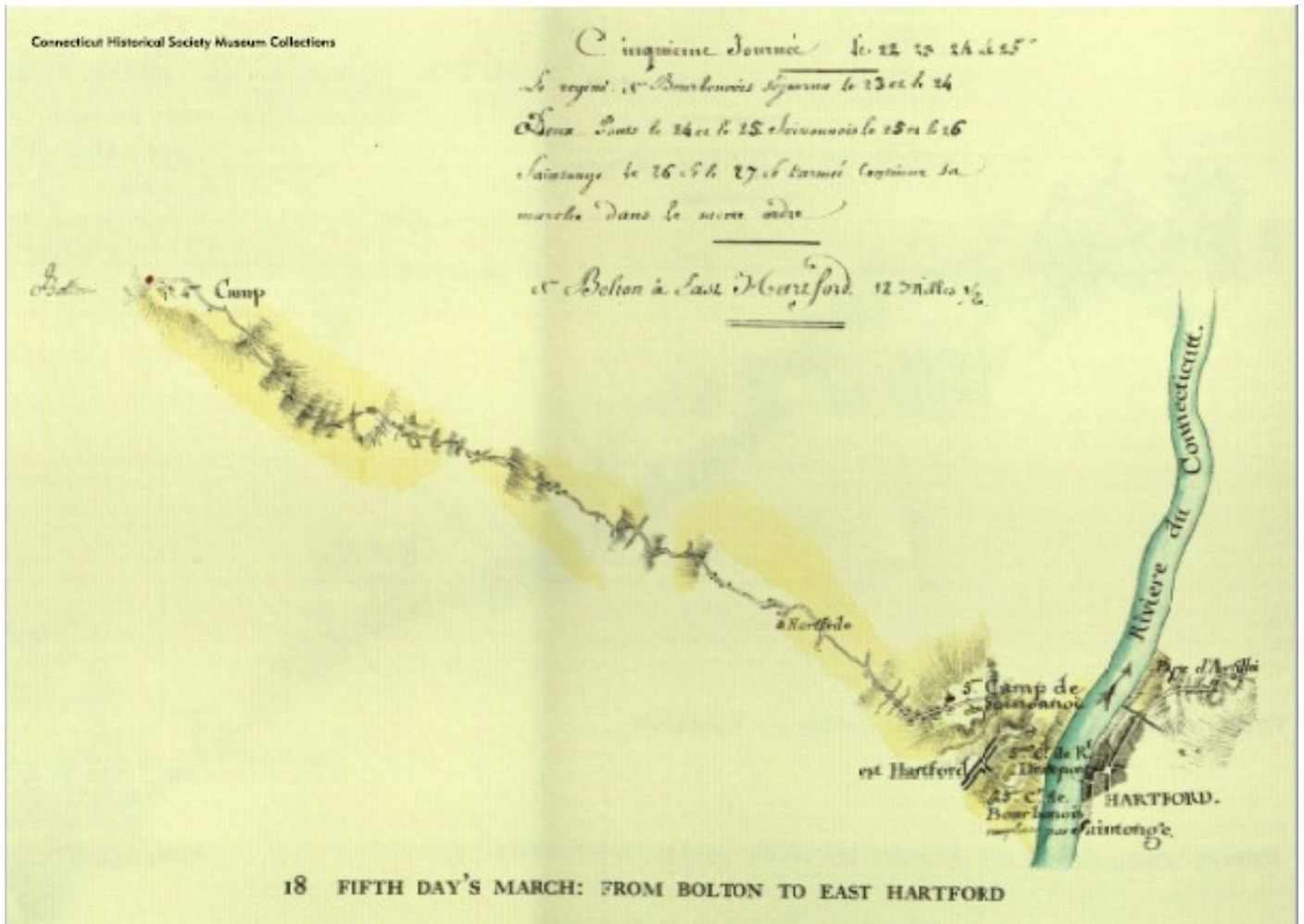
Extract of a letter from Stratford, dated June 22, Connecticut Courant and Weekly Intelligencer (1778-1791), July 3, 1781, ProQuest Historical Newspapers: Hartford Courant, pg. 3, Connecticut Historical Society.

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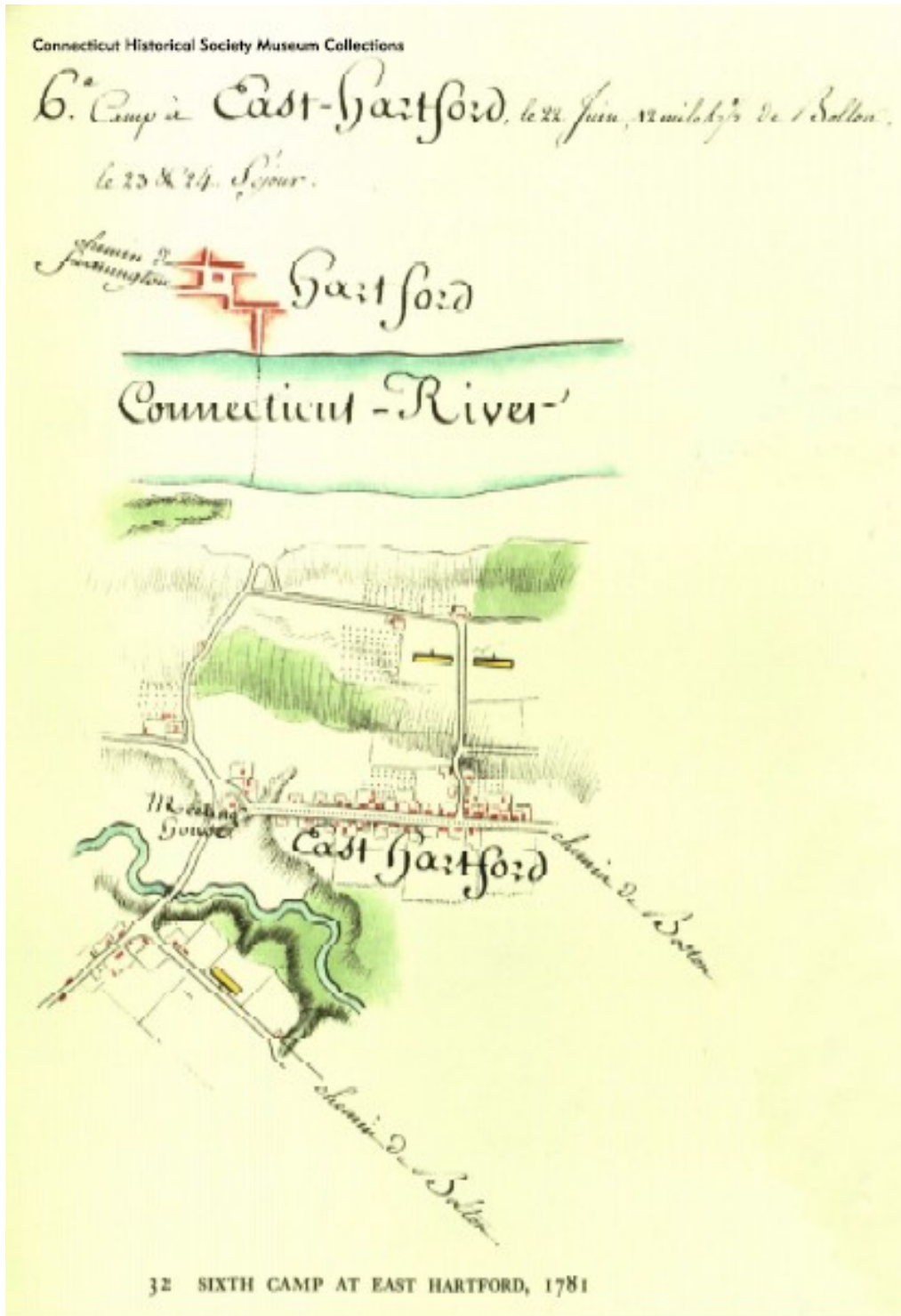
French Artillerymen at the Time of the American Revolution, 1781, From The American Campaigns of Rochambeau's Army 1780, 1781, 1782, 1783. Rice, Howard C. and Ann S.K. Brown, Eds. Princeton, NJ: Princeton University Press, 1972, Connecticut Historical Society.

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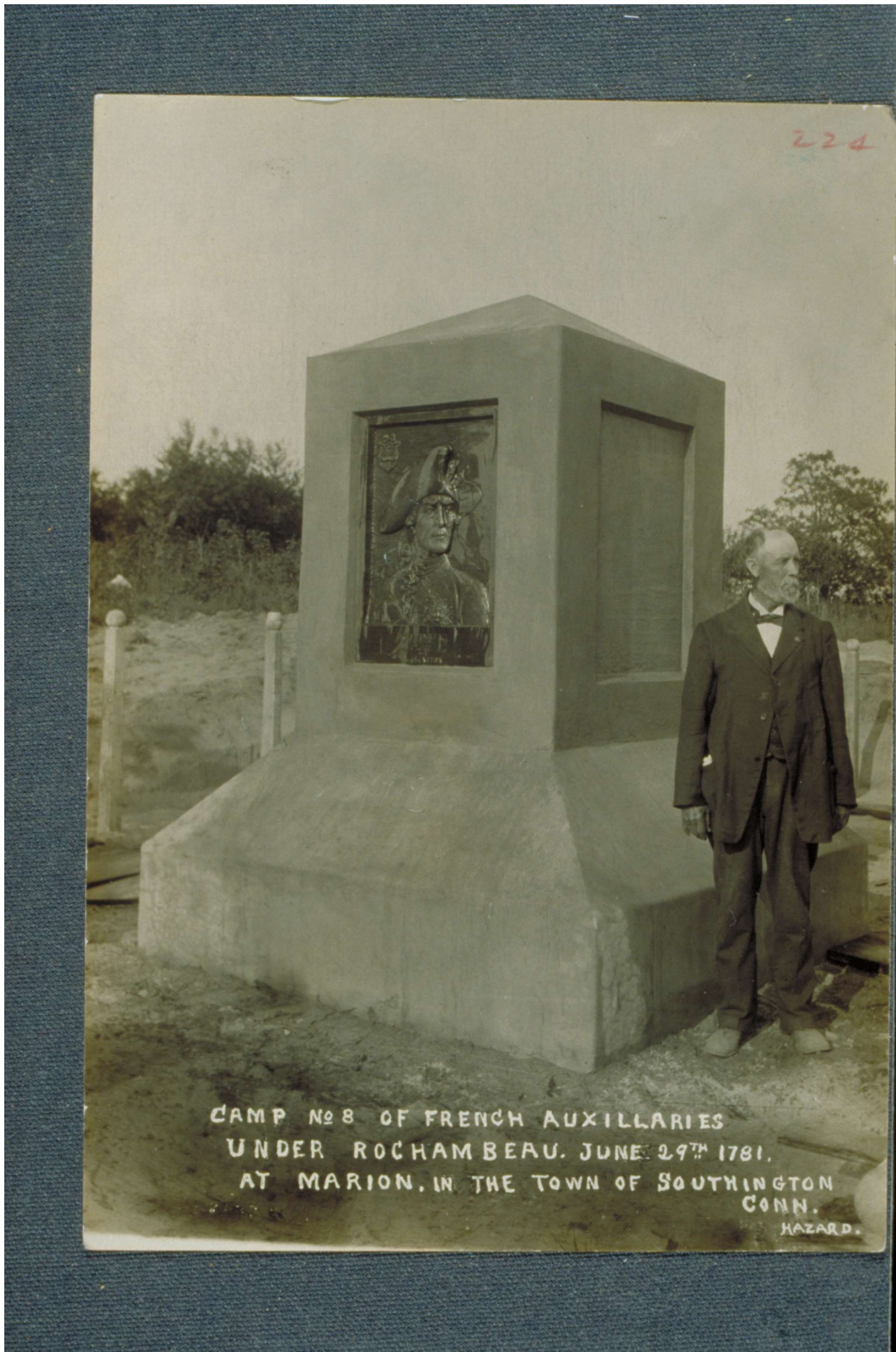
Rochambeau Trail Maps: Fifth day's march: from Bolton to East Hartford, From The American Campaigns of Rochambeau's Army 1780, 1781, 1782, 1783. Rice, Howard C. and Ann S.K. Brown, Eds. Princeton, NJ: Princeton University Press, 1972, Connecticut Historical Society.

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Rochambeau Trail Maps: Sixth Camp at East Hartford, 1781, From The American Campaigns of Rochambeau's Army 1780, 1781, 1782, 1783. Rice, Howard C. and Ann S.K. Brown, Eds. Princeton, NJ: Princeton University Press, 1972, Connecticut Historical Society.

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Captain O'Brien beside the Rochambeau Monument, Southington, E. W. Hazard, 1912, Connecticut Historical Society, 2000.178.206.

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4 The ironing process of the Saluberrines provided cannon and shot vital to the war effort of the American army.



5 To the Lamb Tavern of a copper mine, the home of Connecticut's earliest copper miners, horse thieves, Tories, and army doctors during and after the Revolutionary War.



6 A capable American commander before his treason, Benedict Arnold, responding to the Loyalist advance, first in the New Haven collection to supply his men with gunpowder.



7 On his second visit here in May 1781, General George Washington and the French leaders held a meeting that led to victory at West Point, Virginia.



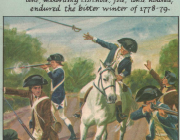
8 Born in nearly 100 meetings Governor Jonathan Trumbull's Council of Safety provided supplies for the colonial troops to carry on the war.



9 Farming in his field when he learned of the fight at Lexington and Concord, General Putnam left at once for the scene of the action.



2 The main battle during British General Tryon's raid on Danbury occurred here April 27, 1777. The American leader, General Wooster, was fatally wounded in action.



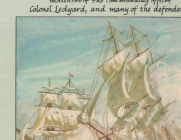
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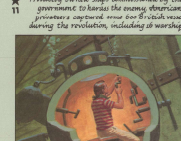
1 A graduate of Yale and a captain in Benedict's Army, William Hale was captured in an intelligence mission when British lines and encamped in SCB on September 22, 1776.



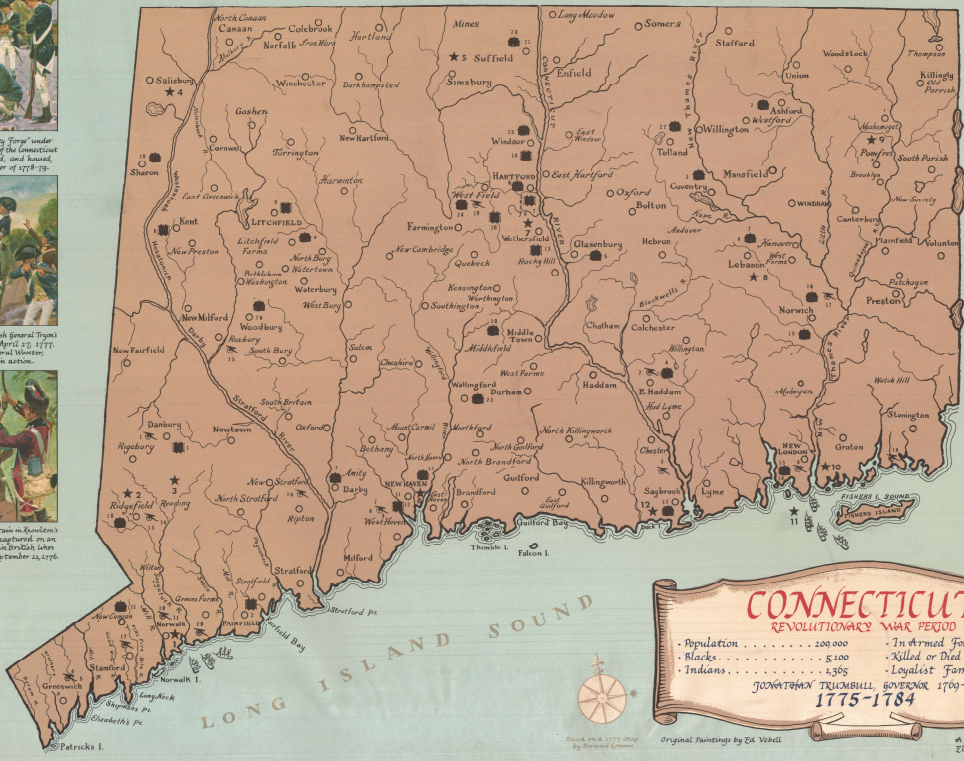
10 British capture of Fort Griswold after capture of American resistance, was followed by evacuation of the commanding officer, Colonel Ledyard, and many of the soldiers.



11 Privately owned ships commissioned by their government to harass the enemy, American privateers captured some for British vessels during the revolution, including workshops.



12 The first American submarine, the TURTLE, was invented and built here by David Bushnell. Unfortunately, it lacked any skilled operators to sink enemy ships.



CONNECTICUT
REVOLUTIONARY WAR PERIOD

Population 200,000	In Armed Forces . . . 38,000
Blacks 5,100	Killed or Died 5,000
Indians 1,305	Loyalist Families . . . 2,250

JONATHAN TRUMBULL, GOVERNOR 1769-84
1775-1784

- 1 General David Humphreys' Home
- 2 Thomas Dowling's Home
- 3 Nathan Hale's Home
- 4 Nathan Hale's Childhood Home
- 5 Oliver Wolcott's Home
- 6 Nathan Hale's Childhood Home
- 7 Nathan Hale's Childhood Home
- 8 Nathan Hale's Childhood Home
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