Day 1
Title: Crossing the Delaware
Objectives:
Students will:
1. Analyze the painting, Washington Crossing the Delaware by Emanuel Leutze
2. Examine a primary source of a Revolutionary War veteran who participated in the Battle of Trenton.
3. Understand the power of art to present ideas and express emotional and symbolic meaning.

Materials:
- Source 1, The Winter of Our Discontents
- Map of U.S. circa 1776
- A large clear image of “George Washington Crossing the Delaware”
  [http://upload.wikimedia.org/wikipedia/commons/d/de/Washington_Crossing_the_Delaware.png](http://upload.wikimedia.org/wikipedia/commons/d/de/Washington_Crossing_the_Delaware.png)
- An artistic perspective on the painting
  [http://www.metmuseum.org/explore/gw/el_gw.htm](http://www.metmuseum.org/explore/gw/el_gw.htm)

Strategies:

1. **Hook:** Display the painting for the class.
   [http://upload.wikimedia.org/wikipedia/commons/d/de/Washington_Crossing_the_Delaware.png](http://upload.wikimedia.org/wikipedia/commons/d/de/Washington_Crossing_the_Delaware.png)
   
   Brainstorm with students on what the picture means and how it represents an historical event. Based on responses, date the painting for students and briefly describe the background of the painter (Washington’s Crossing by David Hackett Fischer, Introduction, pp 1-6 and the website, http://www.pbs.org/wgbh/aia/part2/2h48.html). Using an historical map, locate the Delaware River and show the locations of the British and American forces.

   2. Distribute the worksheet with the questions about the painting and the excerpt from John Greenwood’s recollections (Source 1). Students will work in pairs or small groups to complete the worksheet. Circulate around the room, checking progress. Collect the worksheets.

   3. Display the painting again and discuss the responses on the worksheet. Ask students the following questions:

   - Does this painting represent an accurate portrayal of history? If the answer is no, what are the inaccuracies in the painting?
   - Who was the initial audience for this painting? What story does the painting tell about the event?
   - Does Greenwood’s account tell the same story as implied in the painting or a different story of the events?
Day 2
Title: The Battle of Trenton

Objectives

Students will:

1. Analyze both secondary and primary sources to compare and contrast conflicting versions of an historical event.

2. Understand the importance of the Battle of Trenton.

Materials:

Secondary sources recounting two different versions of the condition of the Hessians when George Washington and his troops captured Trenton.

- The Americans, (U.S. history textbook): excerpt describing the condition of the Hessians
- Washington’s Crossing by David Hackett Fischer: contrasting interpretation.

Source 2: Greenwood’s description of the Hessian soldiers who fought at Trenton.

Source 3: Excerpts from “The Crisis” by Thomas Paine

Strategies:

1. Distribute the handout of the contrasting views expressed in secondary sources regarding the alleged drunkenness of the Hessians.

   - How would we know which interpretation is true?
   - What facts do the two secondary accounts agree on? On what facts do they disagree?
   - What information would be necessary to acquire a “true” interpretation of events?

2. Then ask students to read John Greenwood’s account (Source 2k). Lead a discussion with the students posing the following questions:

   - What does John Greenwood’s account tell us?
   - Do interpretations of history change? Can you think of any examples?
• What conclusions can we draw about the study of history and the kinds of sources we use to understand the past?

3. Wrap-up: Summarize the events surrounding the Battle of Trenton. Compared to other battles in the American Revolution this battle seems rather insignificant. Ask students why historians consider this small battle so important? (After the discouraging New York campaign it encouraged enlistments and re-enlistments in the army, raised morale to the patriot cause and restored confidence in the leadership of George Washington).

**Extension Activity:**

Teachers could use this opportunity to discuss the strategy Washington developed to fight the British. The American Memory website, http://memory.loc.gov/learn/features/timeline/amrev/north/posts.html provides a letter from George Washington that describes his strategy of “War of the Posts.”

**Homework/Culminating Activity:**

Students will write a three paragraph account for a history text book about the importance of the Crossing of the Delaware and the victory at Trenton.