

# The Battle of Red Bank and The Massacre at the Hancock House during the American Revolution

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**Grade Level:** Middle School Special Education (self-contained classroom; grades 7/8)  
*United States History*

- **New Jersey Social Studies Content Standard 6.1.8 B. 3. d**

**Time Frame:** 1-2 block classes (88 minutes each) This depends on the special needs students and their work pace. Regular education classes may also use this lesson, but it will take shorter time to complete the lesson.

**Lesson Summary:** This lesson will look at two events that occurred in South Jersey during the American Revolution: The Battle of Red Bank and The Massacre at the Hancock House. These events occurred after the Battle of Brandywine and during the British occupation of Philadelphia. Students will make a foldable to record information about each military operation. They will also learn about the State Seal of New Jersey and how the symbols relate to the American Revolution.

## Essential Questions:

- How did Loyalists and Patriots use New Jersey's agricultural tradition and geographical location in their pursuit of victory during the American Revolution?
- How do the symbols of the Seal of New Jersey relate to the role New Jersey played in the American Revolution?

## Objectives:

The students should be able to:

1. Define a Patriot and a Loyalist.
2. Summarize the Battle of Red Bank and Massacre at the Hancock House
3. Explain the meaning of the symbols in New Jersey's State Seal.

<b>BINARY PAIDEIA</b>		
<b>Society</b>	<b>Time Period</b>	<b>Society</b>
<b>British Empire</b>	<b>American Revolution</b>	<b>American Patriots</b>
King and Parliament	<i>Politeia/Regime</i>	State assemblies, Continental Congress
Aristocracy/Gentry	<i>Politeuma/Ruling Order</i>	White, male landowners
Glorious revolution	<i>Paideia/What makes a society what it is</i>	Republicanism, Colonial charters, John Locke's Second Treatise
loyalty	<i>Virtue/ The highest moral excellence</i>	liberty

**Key terms:**

1. Patriots
2. Loyalists
3. foraging
4. Quakers

**Historical Background for the Teacher:**

When the American Revolution began New Jersey was located between New York City, which was recently captured by the British, and the American capital in Philadelphia. During the initial years of the Revolution, before the British shifted their war strategy to the southern states, New Jersey was the battleground for pivotal battles such as Trenton, Princeton, and Monmouth. George Washington wintered his troops here in New Jersey 3 different winters. There were over 600 Revolutionary battles and skirmishes fought on New Jersey soil. New Jersey probably experienced more military action than any other state during the American Revolution. New Jersey is known as the “Crossroads of the Revolution” because of its location.

Information about all the battles and skirmishes may be found at:

[http://www.njstatelib.org/NJ\\_Information/Digital\\_Collections/Revolution/BattlesandSkirmishes.php](http://www.njstatelib.org/NJ_Information/Digital_Collections/Revolution/BattlesandSkirmishes.php)

After the Battle of Brandywine the capital of Philadelphia fell into British hands, while Washington retired his troops to Valley Forge for the winter. Although the British had control of Philadelphia they were not able to move supplies up the Delaware River to the city of Philadelphia due to series of forts on the Delaware River, Fort Mifflin and Fort Mercer (present day Red Bank). The British initiated a series of campaigns to free up the Delaware River for purposes of supplying their army. Since New Jersey has a rich agricultural tradition, the British also set out to forage through South Jersey for food to supply their troops. New Jersey had corn, wheat, rye, barley, orchards, vegetables, and livestock. Washington wintering in Valley Forge also needed food from the colony. He also sent General Anthony Wayne to New Jersey to forage for food. Washington did not want the British to have easy access to New Jersey's supplies. Many of the "battles" in New Jersey were actually skirmishes between foraging parties.

Many Quakers had settled in West Jersey during the initial English settlement period. Since Quakers do not believe in war or fighting in the military (although some famous Quakers did fight in the American Revolution e.g. General Nathanael Greene), they often were Loyalists and would either assist the British, or try to remain neutral. If a Quaker were a Patriot they might likely be involved in foraging for food and protecting the food supply rather than being on the front lines.

New Jersey's state seal was presented to the New Jersey Legislature in May 1777 when the Legislature was meeting at the Indian King Tavern in Haddonfield. It was designed by Pierre Eugene du Simitiere. Several of the symbols honor the agricultural abundance New Jersey provided its citizens, along with several symbols supporting Liberty. The State Seal contains the words Liberty and Prosperity. In conclusion, New Jersey made formidable contributions to the American Revolution along with recording some of those ideas in their state seal.

### **Anticipatory Set:**

Previous Night's Homework: Students were given a hand-out called "Percentage of Patriots, Loyalists, and Neutrals During the American Revolution" It is pie graph with attached questions obtained from Cicero: Unit 4 Activities section.

### **Day 1 procedures**

a. Do Now: A copy of the State Seal will be available on the Smartboard. Students will list on a piece of paper what symbols they see and write what they think each symbol means. Students will be asked to share their thoughts. Review objectives for the day. Essential questions posted.

b. Review the Binary Paideia with the students.

Pass out a blank Binary Paideia. Use the Interactive Binary Paideia from Cicero Unit 4 entitled "Patriots and British" on the smart board. Have students fill in the Binary Paideia worksheet from the presentation. There are links in the interactive presentation that can help explain the content.

c. Begin the lesson procedure.

1. Go over Homework assignment. Review vocabulary: Patriots and Loyalists.
2. Display the map “Fighting in the Middle Colonies” on the Smartboard. It can be found in Cicero Unit 4. Teacher will use background information to explain why NJ is the “Crossroads of the American Revolution”. Map will be instrumental in showing the geographical connections. Later you will be able to add the two battles on the map that will be discussed.
3. Show video from Cicero Unit 4 : “Battle of Red Bank” 3:05 mins.
4. Show You-tube clip <http://www.youtube.com/watch?v=E2w9sbDm75U> This is about the Massacre at the Hancock House near Salem NJ. 2:25 mins.
5. Pass out copies of the “Fighting in the Middle Colonies “map. Students will add the two battles to their map.
6. Students will make a foldable. The foldable will contain information on each of the two battles: Battle of Red Bank, Massacre at Hancock’s House. They will have answer the 5 W”s for each one of the battles (who, what, where, when, why). In order to answer these questions the students will be information packets. Some of the information will be copies of brochures that the teacher obtained from actual tours at these two Revolutionary War Historic Places. Information from the internet will also supplement the brochures. They will be able to also cut out their map and attach it to their foldable. Sample foldable will be provided.
7. Closure question for day 1 block: What do you see in the State Seal that possibly reminds you of events in these two battles? Put picture of state seat back on smartboard. Answers might include word Liberty, the plows for food, and cornucopia)

## Day 2 Procedures

- a. Do now: Put your NJ map on smartboard and ask: How does New Jersey’s geographical location play an important role in the American Revolution. Students will write a response. Teacher will ask for students to share responses and stamp answers for positive reinforcement.
- b. Lesson
  1. Students will finish their foldables.
  2. Teacher will go over the major elements in the Stare Seal using information from [NJhome](#) page. Students will label the seal and write brief explanations on teacher designed worksheet.

## Assessment:

A word sort: Students will match key ideas written on a grid and color blocks that match with the same colored pencils. Students will write brief summaries of the two battles and

the ideas in the NJ State Seal.

**Extension:** Possible field trips to Hancock House, Red Bank, or the State Capital to see the State Seal in the stained glass windows.