

PATRIOTS, REDCOATS & SPIES
By Robert J. Skead and Robert A. Skead



Study Guide

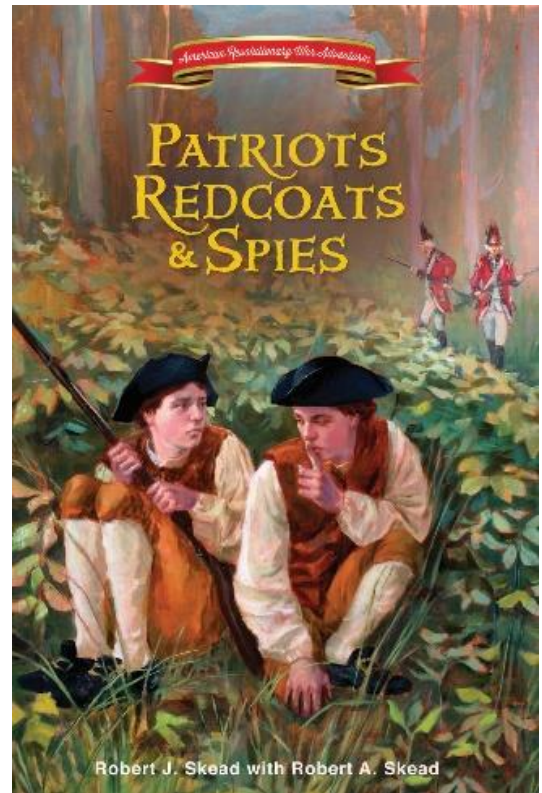
About the Book

The year –1777
The war –The American Revolution
The secret weapon –Twin boys

When Patriot Lambertson Clark is shot by a British Redcoat soldier, he has only two hopes of getting the secret message he's carrying to General George Washington: his 14-year-old twin boys. Upon discovering that their father is a spy and express rider for the Culper Spy Ring, the boys accept their mission. They set off to find the general, but the road to the commander-in-chief of the Continental Army is full of obstacles including the man who shot their father who is hot on their trail.

About this Study Guide

This Study Guide, based on the book *Patriots, Redcoats & Spies*, by Knox Press, provides educators with additional content, ideas, activities and resources to teach children (ages 8-13) more about the American Revolution, the Culper Spy Ring and the important role George Washington's spies played in winning the war (and how creativity played a role in their success). Additionally, educators and students will be captivated with the story of Morton Pennypacker, the man who discovered the Culper code book and discovered pacifist Robert Townsend was a key member of the spy ring.



Classroom Activity: Pre-Reading

Vocabulary & Terminology

The following terms and words from the colonial period may be unfamiliar to your students. Before reading the book, students can work alone or in pairs to define the words/terms, research them more in depth (as needed), and/or quiz a fellow student on them.

Culper Spy Ring

British forces occupied New York in August 1776, and the city would remain a British stronghold and a major naval base for the duration of the Revolutionary War. Though getting information from New York on British troop movements and other plans was critical to General George Washington, there was simply no reliable intelligence network that existed on the Patriot side at that time. That changed in 1778, when a young cavalry officer named Benjamin Tallmadge established a small group of trustworthy men and women from his hometown of Setauket, Long Island. Known as the Culper Spy Ring, a name derived from the aliases of its main members, Samuel Culper, Sr. and [Samuel Culper, Jr.](#), Tallmadge's hometown network would become the most effective of any intelligence-gathering operation on either side during the Revolutionary War.

Kings Ferry

The Kings Ferry was a major crossing point on the North (Hudson) River, located several miles south of the fort at West Point. It connected Verplanck's Point on the east side of the Hudson with Stony Point on the west side. Since the British controlled New York City for most of the war, Kings Ferry was the southernmost crossing point for American personnel and supplies for most of the war. It was also an important communication line between the north and the south, which made Kings Ferry a strategic target for the

British. **Lobsterback**

A slang term used by Americans for British soldiers because the red coats worn by the British resembled the red shells of cooked lobsters.

Loyalists

American colonists who remained loyal to Great Britain during the American Revolutionary War. They were also called **Tories**, Royalists, or King's Men. They were opposed by the Patriots, those who supported the revolution. When their cause was defeated, about twenty per cent of the Loyalists fled to other parts of the British Empire, many to Ontario and New Brunswick, Canada. It has been estimated that between fifteen and twenty percent of the European-American population of the colonies were Loyalists.

Musket

A muzzle-loaded, smooth bore long gun, fired from the shoulder. Muskets were designed for use by infantry and included a bayonet.

**North River**

The North River was also referred to as the Hudson River on some maps in the eighteenth century. It is commonly called the Hudson River today.

Skiff

A small, light boat.

The Sons of Liberty

A political group made up of American patriots that originated in the pre-independence North American British colonies. The group was formed to protect the rights of the colonists from the usurpations by the British government after 1766. They are best known for undertaking the Boston Tea Party in 1773, which led to the Intolerable Acts (an intense crackdown by the British government), and a counter-mobilization by the Patriots that led directly to the American Revolutionary War in 1775.

Tory

See **Loyalists**

West Point

West Point, in New York state, was a fortified site during the Revolutionary War. Originally picked due to the abnormal S-curve in the Hudson River at this point, it was founded by one of the best military engineers of the time, Polish General Tadeusz Kościuszko. It was manned by a small garrison of Continental soldiers through the entirety of the war. A great iron chain was laid across the Hudson at this point in order to impede British Navy vessels, but it was never tested by the British. The site consisted of multiple redoubts, including Fort Putnam, which is still preserved in a Revolutionary-period design.

Historical Context and Characters



The Culper Spy Ring

Initiated by General George Washington, the Culper Spy Ring was created by Major Benjamin Tallmadge to obtain facts about British troop movements in the New York area for General George Washington so he could make wise decisions. Tallmadge achieved this task by recruiting likeminded friends.

Spying was a huge risk—to be discovered and caught meant certain death. Tallmadge’s dear friend, Nathan Hale, was caught by the British and hung as a spy. This troubled Washington’s heart as well. Therefore, Washington prompted Tallmadge to create a way that their spies could remain anonymous and hopefully safe. Secret names, code books, ciphers, invisible ink, secret message drop zones (dead drops), messages hidden in creative ways---the operations of the Culper Spy Ring created a path for all future American spies.

These facts alone will captivate students. See link in Resource section below for a detailed study guide on the Culper Spy Ring.

Operatives:

Major Benjamin Tallmadge

- **Codename: John Bolton**
- Graduate of Yale
- Best friend of Nathan Hale
- Major in Continental Army
- Head of Washington’s Intelligence
- Creator of the Culper Spy Ring
- Recruited his friends from Long Island to be spies



Abraham Woodhull

- **Codename: Samuel Culper**
- Washington’s most important spy
- Moved between Long Island and New York City to gather information
- Watched and reported what British soldiers and troops were doing
- Dedicated to patriot cause and gaining vital information for Gen. Washington

Caleb Brewster

- A “Roughian”
- Patriot courier using whale boats and skiffs
- Delivers messages from Culper spies to General Washington

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- Communicated his own secret messages to Washington too.



Anna Strong

- “The Signal of Setauket”
- Hung a Black Petticoat which signaled secret message was ready for pickup
- Used secret drop points in coves on Setauket, Long Island
- Dedicated patriot

Robert Townsend

- **Codename: Culper Junior**
- Quaker (Pacifist) who posed as a Loyalist
- Coffeehouse owner with James Rivington
- Unpaid columnist for The Gazette, gained British soldiers’ favor
- Overheard British soldiers talking—shared information with Washington
- Used Invisible Ink for his messages



Robert Townsend

James Rivington

- Pro-British Newspaper owner, Rivington’s Gazette
- But semi-patriot - more interested in making money
- Townsend used his newspaper to secretly pass information to the spy ring
- Owned coffeehouse where British officers patronized
- Shared his spy messages, written on the book cover boards so no one could see them, and bound in the covers of books

Austin Roe

- Tavern keeper
- Secret courier
- Delivered messages from Townsend in NYC to Woodhull on LI to Tallmadge in CT
- Hid messages in a hollow tree in Long Island for pick up



Unnamed Woman

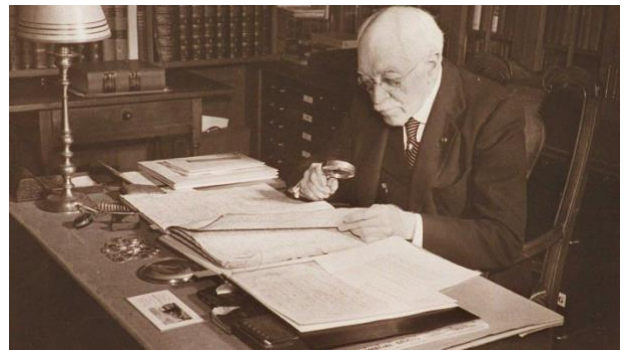
- **Codename: 355**

- Shared important information about British with Townsend and Woodhull
- Outwitted the British officers
- Knew of General Benedict Arnold’s plot to give up West Point
- Later, Arnold captured her and sent her to prisoner ship - The Jersey
- In a cipher letter, using Tallmadge’s code book, Woodhull wrote on August 15: “Every 356 (letter) is opened at the entrance of 727 (New York) and everyone is searched. They have some 345 (knowledge) of the route our 356 (letter) takes ... I intend to visit 727 (New York) before long and think the assistance of a 355 of my acquaintance, shall be able to outwit them all.”
- 355 was known as “Lady” in code book and became one of the most important agents.
- 355 was never known by any real name.



Moton Pennypacker

- Historian who collected books, documents on Long Island history
- In 1939, he discovered the Culper Spy Ring by researching handwriting analysis proving that Robert Townsend and Culper Jr. were the same man.
- He pieced together the Culper Ring based on letters to and from Washington and code book pages belonging to Townsend.



NO ONE EVER KNEW!

- The Culper Spies never bragged about what they did—even after the war ended
- Secrets kept
- No one was caught, except for 355
- All feared getting caught and for their lives, but risked their lives anyway for the cause of liberty
- The information was so valuable to Washington and helped him win the American Revolution

Student Activities



1. Washington's Code of Conduct (Rules of Civility)

By age sixteen, George Washington copied by hand, **110 Rules of Civility & Decent Behavior in Company and Conversation**, based on a set of rules composed by French Jesuits in 1595.

Washington lived by them his whole life.

Examples:

- Every Action done in Company, ought to be with Some Sign of Respect, to those that are Present.
- Sleep not when others Speak, Sit not when others stand, Speak not when you should hold your Peace, walk not on when others Stop.
- When you sit down, Keep your Feet firm and Even, without putting one on the other or Crossing them.
- Let your Countenance be pleasant but in Serious Matters somewhat grave.
- Shew not yourself glad at the Misfortune of another though he were your enemy.
- Strive not with your Superiors in argument, but always Submit your Judgment to others with Modesty.

Student Instructions:

Review the 110 [“Rules of Civility”](#) with your students. Have them mark which ones may still apply today. Have them create “I will” pledge statements based on 12 statements they feel will guide them toward successful relationships in their lives and that they will commit to following to develop their personal character.

2. You are a Culper Spy - Your Secret Assignment

During the American Revolution there was a need for both the British and Americans to send coded and secret messages to gain information about each other. This was done in several ways through different channels, but the Culper Code and invisible ink are two of the best-known methods used.

General George Washington - known as Agent 711 in the Culper Spy Ring – needed to know what the British troops were doing so he could make wise decisions so the colonials could defeat the British. Since the Continental Army was relatively small in number, many civilians were drawn into the Culper Ring under the guidance of Major Benjamin Tallmadge, known as “John Bolton” or Agent 721 in the Culper Code. Other members of the ring included Anna Strong, who would hang a number of handkerchiefs and a black petticoat on her clothesline to signal which cover Caleb Brewster (725) would be waiting to meet Abraham Woodhull (“Samuel Culper”, 722).

Tallmadge developed the [Culper Spy Ring Code Book](#), a numerical code which allowed the spies to keep their messages and identities secret.



Your mission:

Using the Culper Code, write your own spy letter to inform General George Washington about the British troops, arms, events or strategy, or the secret activities of other Culper spies.

Your second mission: Pretend you're General George Washington and decipher the coded message below that you just received from a Culper spy courier. It's urgent and needs your immediate attention! After reading the message, what do you do next?

72 / 38 / 5 / 344 / 711 / 283 / 731 / 736 / 48 / 87 / 506 / 711

Arnold / 283 / 642

3. Creative Writing

This story is inspired by the author's true family. Two generations worked on this story.

Students can create a story that is passed down the generations, as a creative writing piece. Details are important and make the story lively!

Example from book:

John Clark didn't know which was worse: that he could barely see where he was going or that his heart was pounding so fast he thought it might pop out of his chest. With trembling hands, he shoved aside the tall reeds as he struggled to maneuver his way through the darkness and the fog. "I should never have listened to you," he gasped to his twin brother as they ran.

4. Complex Issues

A. At various parts of the story, create a Hands-Head-Heart Chart.

List about the boys...

- Their actions in a column (hands)
- Their knowledge in a column (head)
- Their feelings in a column (heart)

B. Create and image of a soldier during the Revolution. Include lines from his head, ears, eyes, mouth, hands, arms (muscle), feet, etc. What does he think or know, what does he hear, what

does he see, what should he say or what might he say, what will he do with his hands, where will he walk to next, where does he get his strength from?



www.KnoxPress.com



5. Multiple Perspectives

Students can look at the story from the British point of view.

Create a diary entry from the point of view of the British Soldier.

What did he see? How did he feel? What are his regrets?

See Example: Journal of a British officer During the American Revolution

<https://www.jstor.org/stable/pdf/1886571.pdf>

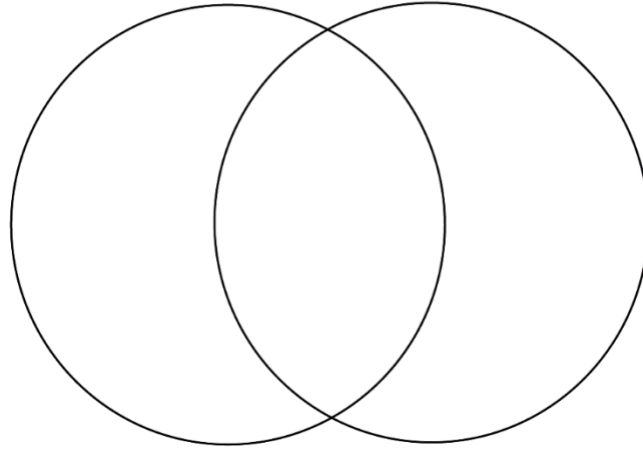
6. Put students back in history. No one is all good or bad.

Venn Diagram for the twins and the British soldiers. Dig deep and give significant similarities.

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Venn Diagram



Surprisingly, there are details in common!

7. Words Search and Crossword Puzzle Creation

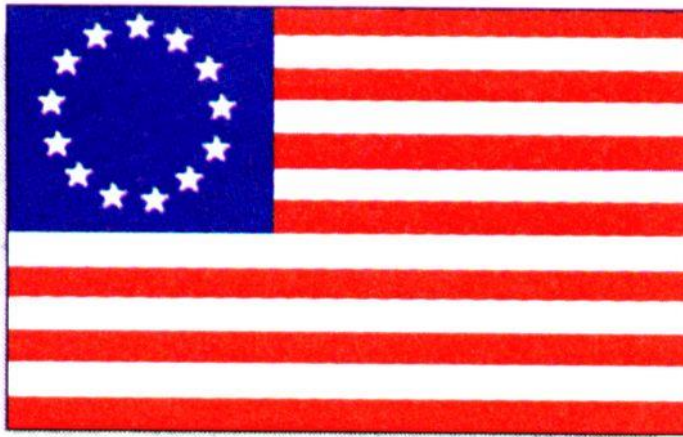
Students can write down words they didn't know from the story, and then create their own Word Search Puzzle or Crossword Puzzle from these words and terms they learned from the story.

For an example of how to create a Word Search, visit:

https://mywordsearch.com/?gclid=Cj0KCQjwm9yJBhDTARIsABKicGY2p93k2QdcY8sHtwg5hxk3kb6etc1xEB2A2LejtLY9heYHi7XXofsaArleEALw_wcB

8. Art Lessons

- A. Draw a logo for the 250th anniversary of the Declaration of Independence or design a memorial for your community on what the American Revolution means to you.
- B. Draw the American flag with 13 stars. Then draw the 13 stripes as ways that you are thankful for America and your family.



Illustrate the interdisciplinary connections or themes to geography and literature in the book and how the activities represent differentiated learning strategies.

Make a Claim (#6)	Analyze a Picture (#4)	Word Search (#7)
Multiple Perspectives (#5)	Interpret Secret Code (#2)	Art Activity (#8)
Creative Writing (#3)	Rules of Civility (#1)	Close Read (New)

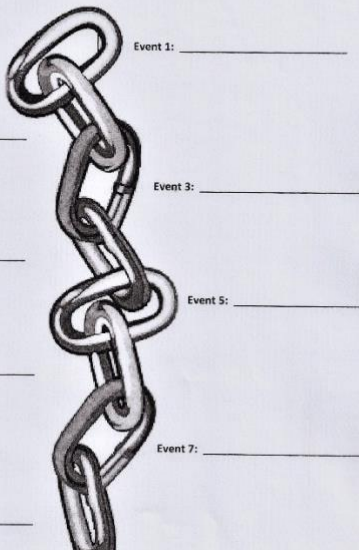
Student Writing Prompts



1. Write a headline for a colonial newspaper, a Twitter post of 25 words or 144 characters, or an entry in a Continental Army soldier's diary.
2. Analyze Lambertson Clark's decision to give his twin sons his mission to deliver the secret message to General Washington in his place. Do you think it was best for the situation? What would you have done in that same time period? Create an alternate solution and hypothesize the outcomes—short-term and long-term for Lambertson, the twins and General Washington. See pages 16-19 in the book.
3. Write a letter to John and Ambrose Clark that agrees or disagrees with one of their decisions (like stealing horses to be able to continue their mission).
4. With partners, create a cost-benefit analysis for one of Ambrose Clark's decisions. Itemize the list with costs or benefits to help evaluate the decisions made. Individually, write an essay response with at least three reasons why you agree or disagree with Ambrose's decision. Once completed, create a poster that would persuade John or Ambrose Clark to agree with you.
5. Create an alternative ending to the story using proper historical themes of time and place.
6. Create a children's picture book of *Patriots, Redcoats & Spies*. Choose several important events to illustrate their exciting journey. Make sure the pictures use at least half a page and the content is age appropriate for grades 3 to 8.
7. Consider this image where students can identify events and then link them together in a story.

Topic: _____ Name: _____
 Theme: _____ *ILLUSTRATION # 21 B*
 Thesis: _____

Chain of Events



Event 1: _____
 Event 2: _____
 Event 3: _____
 Event 4: _____
 Event 5: _____
 Event 6: _____
 Event 7: _____
 Event 8: _____

*All prompts tied to the below ELA Standards:

English Language Arts Standards

CCSS.ELA-LITERACY.RI.5.3

Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

CCSS.ELA-LITERACY.RI.5.6

Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

These are the appropriate NJ Learning Standards from the 2020 version which will be required in September 2022. They apply to Grades 6-8 as the requirement in Grades 3-5 is to teach the colonial period through 1763. However, some schools will continue to teach the American Revolution in these grades.

- 6.1.8.GeoSV.3.a **Use maps and other geographic tools to construct an argument on the impact of geography on the strategies, execution, and outcomes of the American Revolution including New Jersey's pivotal role.**
- 6.1.8.HistoryCC.3.a **Explain how the consequences of the Seven Years War, changes in British policies toward American colonies, and responses by various groups and individuals in the North American colonies led to the American Revolution.**



Classroom Discussion Questions

Story-focused

1. Why do you think the authors selected the title of this book?
2. How would you select a title for this book?
3. If you were given John and Ambrose's mission, would you have accepted it? Why or why not?
4. What role did fear or extreme concern play in John's life? What are some things that make you feel that way?
5. Ambrose had a talent for juggling (among many other things). John was an expert marksman and snare builder. How did the talents and skills of John and Ambrose support their mission? What are your talents?
6. On page 56, Ambrose said, "*And so I want you all to keep your eyes on liberty and if you do, we all shall have it.*" What do you think he meant by that? Explain your thinking. How did the people in the story understand liberty and what do you think it means today?
7. When John's horse and gun were stolen, he didn't give up. Have you ever been in a situation when you had a "never quit" attitude?
8. Define bravery. When did John display bravery? When did Ambrose show he was braver than John? When have you displayed bravery in your life?
9. John thought about what made his dad special, and part of that was that he did the right thing—even in difficult circumstances. Is that what you want too? How can you know what the right thing to do is?
10. In the story (page 166) and in real life, George Washington said, "*Things at present have a dark and gloomy aspect. However, we should never despair. Our situation before has been unpromising...and has changed for the better, so I trust it will again. We will put forth new exertions and proportion our efforts to the urgency of the times.*" Why is it important to keep hope alive when bad things happen? What does Washington's last sentence in the quote mean?
11. Although Ambrose and John are twins, they have different personalities. Describe how they are similar and how they are different and explain why you think this.

12. How has John and Ambrose's relationship changed overtime and why do you think this has happened?
13. How have the changes in their relationship impacted the outcome of this novel?



Period-focused

1. Why did the colonists call themselves Patriots?
2. Why did the British royalty, Redcoats or those loyal to King George see patriots as traitors?
3. Why did George Washington and the British military leadership need spies?
4. What freedoms are worth dying for?
5. What do you think the price of freedom is?
6. Why is loyalty an important virtue? How can you show that you are loyal to a person or organization?
7. What were some of the hardships and challenges of the continental soldiers and how did these affect them?
8. What did you learn about this time period and how has it affected you?
9. How has your life been impacted by the outcome of the American Revolution and other peoples' sacrifices as illustrated in this novel?

Primary Sources

Here are two letters by General George Washington written at the Van Aulen's home (Oakland, NJ) during the time referenced in the story:



GENERAL ORDERS Head Quarters, at Van Aulen's, July 14, 1777.

Parole -- . Countersigns -- .

Each Major General will order the guards necessary for the security of his own division.

The Quarter Master General with his deputies will mark out the ground for the encampment of each division to morrow -- And as the army will arrive on its ground early in the day; as soon as the Men are settled in their quarters, the Officers are critically to inspect their arms and accoutrements, and have them put in the best order possible -- The Commander in Chief was surprised today to see the bad condition of many arms they being not only unfit for fire, but very rusty, which latter defect it is certainly in the power of every man to prevent, and the neglect of it must arise from an inexcusable inattention of the officers.

The tents are to be struck at gun -- firing tomorrow morning (which will be at the usual time) and the whole army got ready to march. At five o'clock one field piece is to be fired; and then the march is to begin; and as the baggage of each brigade will join its brigade to night, 'tis to follow close after it tomorrow. The whole army to march of from the left, in half platoons, the brigades following each other in the order observed this day, saving that the baggage (as before directed) will immediately follow the brigade to which it belongs -- As the distance is not great, no part of the army is to halt 'till it arrives at the ground for encamping.

If it should rain tomorrow morning, the army is to remain in its present encampment.

On a *march* neither officer, nor soldier, is to pay a salute, or pull of the hat to the Commander in Chief, or other officer passing by.

To THE PRESIDENT OF CONGRESS Van Aulens, 8 Miles from Pompton Plains (NJ), July 14, 1777

Sir: I arrived here this afternoon with the Army, after a very fatiguing March, owing to the Roads which have become extremely deep and miry from the late Rains. I intend to proceed in the Morning towards the North River, if the Weather permits; At present it is cloudy and heavy and there is an Appearance of more Rain.

By the Express, who will deliver this, I just now reced. a Letter from Genl. Schuyler, advising for the first time, that General St Clair is not in the Hands of the Enemy. As the Express has a large Packet for Congress from General Schuyler, I presume they will be informed of all the Intelligence he was possessed of respecting our Affairs in his department, and therefore I shall not trouble them with a Copy of his

Letter to myself upon the Subject. I should be happy if they had a more agreeable aspect than they seem to have. I am &ca.



This letter was written the next day from Smith's Clove in Orange County, N.Y.



To MAJOR GENERAL PHILIP SCHUYLER July 15, 1777.

Dear Sir: I last night received your favour of the 10th. Instt. Amidst the unfortunate reverse that has taken place in our affairs, I am happy to hear Genl. St. Clair and his Army are not in the hands of the Enemy. I really feared they had become prisoners.

The evacuation of Ticonderoga and Mount Independence is an event of Chagrine and Surprise, not apprehended, nor within the compass of my reasoning. I know not upon what principle it was founded, and I should suppose it still more difficult to reconcile, if the Garrison amounted to five thousand Men, in high spirits, healthy, well supplied with Provision and Ammunition, and the Eastern Militia marching to their Succour, as you mention in your Letter of the 9th. to the Council of Safety of New York.³⁶ This stroke is severe indeed, and has distressed us much. But Notwithstanding things at present have a dark and gloomy aspect, I hope a Spirited Opposition will check the progress of General Burgoyne's Arms and that the confidence derived from his success, will hurry him into measures, that will in their consequences be favourable to us. We should never despair, our Situation before has been unpromising and has changed for the better, so I trust, it will again. If new difficulties arise, we must only put forth New Exertions and proportion our Efforts to the exigency of the times.

It is with pleasure I find you are so well provided with Ammunition. I confess, I was induced to believe, from your Letter of the 9th. that you were all but destitute of this necessary Article, which occasioned me to order immediate Supplies from other posts, where it is probable it will be equally wanted. As you are not unacquainted with our Resources and Military Supplies, I could wish your requisitions only to extend to Articles essential and absolutely wanted. A redundancy of Stores is not only unnecessary, but supplying them is frequently the means of disfurnishing other posts. At this time the Ammunition sent from Peeks Kill could be but illy spared.

As the operations of this Army are uncertain, depending much upon Genl. Howe's, which still remains to be known. I think it will be expedient that you should send down to New Windsor and Fishkill, all the Vessels and Craft you may not have occasion for at Albany, to be in readiness for transporting a part of our force up the River, in case the situation of Affairs should require it, and Circumstances will admit. I should suppose his movement will be up the River, to Cooperate with Mr. Burgoyne and with a view, if possible, of concentrating their forces. This Idea has led me to advise what I have, respecting the Vessels, and more particularly, as carrying our Troops by Water, will not only facilitate their arrival but fit them more for immediate Service, than marching by Land in cases of Emergency.

I observe you mention the evacuation of Fort George, as a necessary Act. For my own part, I cannot determine upon the propriety of such a measure, being totally unacquainted of its strength and situation, and of the Grounds adjoining. But there are Gentlemen here, who seem to consider it extremely defensible and of great importance. They say, that a spirited, brave, judicious Officer with two or three hundred good Men, together with the Armed Vessels you have built, would retard Genl. Burgoyne's passage across the

Lake for a considerable time, if not render it impracticable, and oblige him to take a much more difficult and circuitous route. As I have mentioned above, I cannot say one thing or another upon the Subject from my unacquaintance with the place, and therefore only mean to submit it to your consideration, hoping that whatever is best will be pursued in this and every other instance. I am etc.



SOURCE:

<http://etext.virginia.edu/toc/modeng/public/WasFi08.html>

Additional Resources

Historical Characters



John Burgoyne, General

(24 February 1722 – 4 August 1792) was a British army officer, politician and dramatist. Burgoyne is best known for his role in the American War of Independence. During the Saratoga campaign he surrendered his army of 5,000 men to the American troops on October 17, 1777. Appointed to command a force designated to capture Albany and end the rebellion, Burgoyne advanced from Canada but soon found himself surrounded and outnumbered. He fought two battles at Saratoga, but was forced to open negotiations with Horatio Gates.

Charles Cornwallis, General

(31 December 1738 – 5 October 1805) One of the leading British generals in the American War of Independence, he surrendered in 1781 to a combined American and French force at the Siege of Yorktown. This ended significant hostilities in North America.

Thomas Gage, General (Not a character in story, but mentioned in dialogue)

(1720 – 2 April 1787) Thomas Gage experienced action in the French and Indian War, where he served alongside future opponent George Washington in the 1755 Battle of the Monongahela. From 1763 to 1775 he was commander-in-chief of the British forces in North America. In 1774 he served as the military governor of the Province of Massachusetts Bay with instructions to implement the Intolerable Acts, punishing Massachusetts for the Boston Tea Party. His efforts to seize military stores of Patriot militias in April 1775 sparked the Battles of Lexington and Concord, beginning the American War of Independence. After the Battle of Bunker Hill, General William Howe replaced him in October 1775, and he returned to Britain.

Caleb Gibbs

(1748 – 1818) A captain in the Fourteenth Massachusetts Regiment. On March 6, 1776, General Washington picked Gibbs to command his newly established personal guard, officially known as the “*Commander-in-Chief’s Guard*,” and unofficially called the “*Life Guards*.” It was a unique position. He was considered to be a member of General Washington’s family while at the same time an officer of the line, having a combat command. In addition to protecting the person of the Commander-in-Chief, and the headquarters, when the Army was moving, he was responsible for selecting defensible quarters for General Washington and his staff. When the General was traveling, Major Gibbs often mounted a guard to accompany him.

Nathan Hale

(June 6, 1755 – September 22, 1776) Hale was a soldier for the Continental Army. He volunteered for an intelligence-gathering mission in New York City but the British captured him. He is best remembered for his purported last words before being hanged: “I only regret that I have but one life to give for my country.”



Hendrik Van Allen (or VanAulen)

Built and owned a Dutch Colonial farmhouse located in what is now Oakland, NJ, before the Revolutionary War, on a farm that consisted of more than two hundred acres. General George Washington used this home as his headquarters July 14-15, 1777, when he moved his troops over ‘extremely deep and miry roads’ from Morristown, New Jersey to Smith's Clove, New York. The house is on Ramapo Valley Road, key military highway for troops and supply units during the Revolutionary War.

About the Storytellers

The Skeads are a father-son writing team and members of Sons of the American Revolution. Their ancestor, Lamberton Clark, one of the main characters in the story, served in the Revolutionary War as a member of the Connecticut Militia and the Continental Army. The tales in the American Revolutionary War Adventures series were crafted to inspire readers to do great things, nurture patriotism, and celebrate the courage and creativity of colonial patriots and General George Washington. Discover more at www.robertskead.com.

Note to Teachers

I enjoyed *Patriots, Traitors and Spies* immensely. What a great read! I am biased toward the subject and cause, but I suspect that even boys and girls with no such loyalties will find it compelling and enjoyable—and that it will cause them to want to know more about the American Revolution. This deserves to be widely read, for it will do our country and the history of its origins the important service of sparking curiosity about the War for Independence and the people who sacrificed so much to secure America’s autonomy as a nation.

- Robert M.S. McDonald, Associate Professor, Department of History, United States Military Academy (West Point)

Scholastic’s 7 Reasons to Use Historical Fiction in the Classroom

1. It piques kids' curiosity.
2. It levels the playing field of prior knowledge.
3. It hammers home everyday details.
4. It puts people back into history. No one in history is all good or all bad.

5. It presents the complexity of issues.
6. It promotes multiple perspectives.
7. It connects social studies learning to the rest of our school day.



Additional Links:

- [The Culper Spy Ring – Study Guide for Educators](#)
- [Spies, Dead Drops and Invisible Ink](#)
- [George Washington’s Character Certificate](#)
- [Continental Army Oath of Allegiance](#)
- [Why Historical Fiction Belongs in the Classroom](#)
- [Washington's Letters: Culper Spy Ring Correspondence](#)
- [Museum of the American Revolution](#)