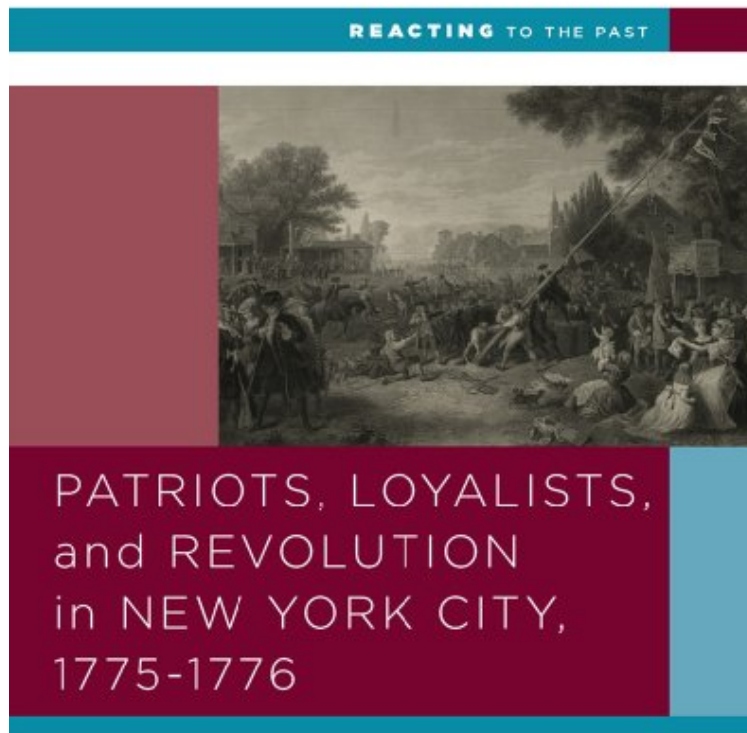


[Free pdf] Patriots, Loyalists, and Revolution in New York City, 1775-1776 (Reacting to the Past)

Patriots, Loyalists, and Revolution in New York City, 1775-1776 (Reacting to the Past)

Bill Offutt

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Bill Offutt : Patriots, Loyalists, and Revolution in New York City, 1775-1776 (Reacting to the Past) before purchasing it in order to gage whether or not it would be worth my time, and all praised Patriots, Loyalists, and Revolution in New York City, 1775-1776 (Reacting to the Past):

Part of the Reacting to the Past series, Patriots, Loyalists, and Revolution in New York City animates the political and social chaos of the American Revolution. Patriots, Loyalists, and Revolution in New York City, 17751776 draws students into the chaos of a revolutionary New York City, where patriot and loyalist forces argued and fought for advantage among a divided populace. Can students realize the liminal world of chaos, disruption, loss of privacy, and fear of victimization that accompanies any violent revolution? How do both the overall outcome and the intermediate

surprises that reflect the shift of events in 1775/76 demonstrate the role of contingency in history? Could the Brits still win? What were the complexities, strengths, and weaknesses of the arguments on both sides? How were these affected by the social circumstances in which the Revolution occurred? Students engage with the ideological foundations of revolution and government through close readings of Locke, Paine, and other contemporaries. Each student's ultimate victory goal is to have his/her side in control of New York City at the end of 1776 (not at the end of the Revolution, when all know who won), as well as to achieve certain individual goals (e.g., slaves can attain freedom, propertied women can be granted voting rights, laborers can make deals for land). Winning requires the ability to master the high politics arguments for and against revolution as well as the low political skills of logrolling, bribery, and threatened force. Military force often determines the winner, much to the surprise of the students who concentrate on internal game politics. Reacting to the Past is a series of historical role-playing games that explore important ideas by re-creating the contexts that shaped them. Students are assigned roles, informed by classic texts, set in particular moments of intellectual and social ferment. An award-winning active-learning pedagogy, Reacting to the Past improves speaking, writing, and leadership skills, promotes engagement with classic texts and history, and builds learning communities. Reacting can be used across the curriculum, from the first-year general education class to capstone experiences. A Reacting game can also function as the discussion component of lecture classes, or it can be enlisted for intersession courses, honors programs, and other specialized curricular purposes.