

Through Our Fathers' Eyes: Using Art & Primary Sources to Explore Causes of the American Revolution

4th Grade

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Length of Unit: 18 Lessons - Approximately 20 Days

I. ABSTRACT

In this unit, students will learn about the events leading up to the American Revolution through primary and secondary print sources and artwork. Students will recognize that British and American points of view differed greatly through the pre-Revolutionary time period. These differing points of view are present in primary and secondary print sources and artwork. Students will distinguish between these points of view and explain how different perspectives and ideas played an important role in the causes and events leading to the American Revolution. They will then apply critical thinking skills to create a written account and piece of artwork that interpret an event of the American Revolution from a specific point of view.

II. OVERVIEW

A. Concept Objectives

1. Students will understand art history and culture as records of human achievement (TEKS 4.3).
2. Students will know British and American points of view during the 18th Century.
3. Students will understand how British and American points of view differed and still do today concerning the war's causes.
4. Students will understand how perspective influences historical interpretation.
5. Students will know that art can be used to make important personal and political statements.

B. Content from the *Core Knowledge Sequence*

1. Results of the French and Indian War (94)
2. British taxes; "No taxation without representation" (94)
3. Boston Massacre; Crispus Attucks (94)
4. Boston Tea Party (94)
5. The Intolerable Acts close the port of Boston and require Americans to provide quarters for British troops (94)
6. First Continental Congress protests to King George III (94)
7. Paul Revere's ride, "One if by land, two if by sea" (94)
8. Concord and Lexington (94)
9. Bunker Hill (94)
10. "Paul Revere's Ride" by Henry Wadsworth Longfellow (88)
11. Patrick Henry: "Give me liberty or give me death" (89)
12. The Art of a New Nation: The United States (98)

C. Skill Objectives

1. Students will differentiate between, locate, and use primary and secondary sources to acquire information about the United States (TEKS 4.22A)
2. Students will analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions (TEKS 4.22B)

3. Students will identify different points of view about an issue or topic (TEKS 4.22D)
4. Students will identify the elements of frame of reference that influenced the participants in an event (TEKS 4.22E)
5. Students will incorporate main and supporting ideas in verbal and written communication (TEKS 4.23B)
6. Students will create written and visual material (TEKS 4.23D)
7. Students will design original artworks (TEKS 4.2B)
8. Students will invent ways to produce artworks and to explore photographic imagery (TEKS 4.2C)
9. Students will identify simple main ideas expressed in art (TEKS 4.3A)
10. Students will identify the roles of art in American society (TEKS 4.3C)
11. Students will describe intent and form conclusions about personal artworks (TEKS 4.4A)
12. Students will interpret ideas and moods in original artworks, portfolios, and exhibitions by peers and others (TEKS 4.4B)

III. BACKGROUND KNOWLEDGE

- A. For Teachers
 1. *What Your 4th Grader Needs to Know* edited by E.D. Hirsch, Jr.
 2. *Core Knowledge Sequence*
 3. *Pearson Learning Core Knowledge History & Geography, Grade 4* edited by E.D. Hirsch, Jr.
- B. For Students
 1. Grade 1 - History - The American Revolution
 2. Grade 3 - History - The Thirteen Colonies

IV. RESOURCES

- A. *Pearson Learning Core Knowledge History & Geography, Grade 4* edited by E.D. Hirsch, Jr.
- B. Boston Massacre pictures (see Lesson One for suggested websites)
- C. A copy of *The Three Little Pigs*
- D. *The True Story of the Three Little Pigs* by Jon Scieszka
- E. Lithographs and pictures of reactions to taxes (see Lesson Five for suggested websites)
- F. Teacher-created video or slide show: *Mr. Redcoat and the Teacher* (see Lesson Seven)
- G. Visual representations of the Boston Tea Party (see Lesson Ten for suggested websites)
- H. Pictures of Independence Hall, Carpenter's Hall (see Lesson Eleven for suggested websites)
- I. An article of a current event involving a protest
- J. "Give Me Liberty or Give Me Death" by Patrick Henry
- K. Pictures of Minute Men (see Lesson Twelve for suggested websites)
- L. *Paul Revere* by John Singelton Copley (available in print or online)
- M. "The Midnight Ride of Paul Revere" by Henry Wadsworth Longfellow

V. LESSONS (Each day's lesson is designed to be approximately 45 minutes in length.)

A Note on this Unit:

"Through Our Father's Eyes" provides specific glimpses of the causes and provocations of the American Revolution. While it may be used alone to teach students

this aspect of American history, teachers may desire to use it as a supplement to other resources, whether they are reading material or an already-existing teacher-created unit. This unit has been designed to stand alone or fit easily into any pre-existing unit or program. While it is cohesive in nature, teachers may also use each lesson separately.

Lesson One: What Happened in Boston?

A. Daily Objectives

1. Concept Objectives
 - a. Students will know British and American points of view during the 18th Century.
 - b. Students will understand how British and American points of view differed and still do today concerning the war's causes.
 - c. Students will understand how perspective influences historical interpretation.
2. Lesson Content
 - a. Boston Massacre; Crispus Attucks
3. Skill Objectives
 - a. Students will differentiate between, locate, and use primary and secondary sources to acquire information about the United States.
 - b. Students will identify different points of view about an issue or topic.
 - c. Students will incorporate main and supporting ideas in verbal and written communication.
 - d. Students will identify simple main ideas expressed in art.

B. Materials

1. Appendix A - Boston Massacre Tory Account - one copy per every other student
2. Appendix B - Boston Massacre Patriot Account - one copy per every other student
3. Appendix C - What Led to the Shooting
4. Visual depictions of the Boston Massacre
5. Chart Paper for Venn Diagram & KWL Chart

C. Key Vocabulary

1. Boston Massacre - An incident in Boston where British soldiers fired upon a crowd of colonists, on March 5, 1770.
2. perspective - point of view from which something is considered.
3. primary source - an original record created at the time of an historical event or told later by someone who experienced the event.

D. Procedures/Activities

1. Give the students differing accounts of the Boston Massacre. Half of the class receives an account from the Boston Gazette, and half of the class receives a Tory account.
2. Students read silently. While reading, students fill out Appendix C - What Led to the Shooting. Allow up to 15 minutes for students to fill out their sheets.
3. When all students have finished reading and have completed their sheets, call on students to share their sequence with the rest of the class. As different accounts surface, reveal the different sources to the students. Appendix A is a composite of several accounts from British soldiers, taken at the trial during December of 1770. Appendix B is an adapted version of the Boston Gazette account, dated Monday, March 12, 1770.

4. Using handouts, overhead transparencies, or a slide show, show different pictures depicting the Boston Massacre and have the class complete a Venn Diagram comparing and contrasting the visual representations. How did the American versions differ from the British versions? Why might that have happened? The following website contain visual aids pertaining to the Boston Massacre:
<http://www.bostonmassacre.net/pictures/index.htm>
 5. Introduce what a primary source is. Give examples and non-examples of primary sources.
 6. Introduce the Essential Questions to the class:
In history, who do we believe and why?
How can art tell a story?
 7. Present the students with the culminating unit performance task. (Use Appendix V for reference.)
- E. *Assessment/Evaluation*
1. Have students journal about today's lesson. Students may select from one of the following prompts, writing a page as a reflection on today's introduction.
I wonder...
I predict...
I hope...
It surprised me to learn that...
I want to learn...
 2. The journaling activity may be completed as a homework assignment. Have students turn in their reflections for a daily participation grade.

Lesson Two: Points of View: The Three Little Pigs

- A. *Daily Objectives*
1. Concept Objectives
 - a. Students will understand how perspective influences historical interpretation.
 2. Lesson Content
 - a. The Three Little Pigs
 3. Skill Objectives
 - a. Students will identify different points of view about an issue or topic.
 - b. Students will incorporate main and supporting ideas in verbal and written communication.
 - c. Students will create written and visual material.
 - d. Students will design original artworks.
- B. *Materials*
1. Any copy of *The Three Little Pigs*
 2. *The True Story of the 3 Little Pigs* by Jon Scieszka
 3. Appendix D - Point of View: The Three Little Pigs
 4. Blank white paper or construction paper
- C. *Key Vocabulary*
1. account - a description of facts or events.
- D. *Procedures/Activities*
1. Review the questions brought up in yesterday's lesson. What happened at the Boston Massacre? Did everyone agree on the details of the event? How can point of view affect perception?

2. Introduce The Three Little Pigs to the class. Students should be familiar with the story. Pass out Appendix D - Point of View: The Three Little Pigs. Inform students that, as they listen to the story, they will answer questions covering factual recall of the events in the story. Who started the conflict? Who are the victims of the story? (Who is good and bad?)
 3. Read an account of The Three Little Pigs to the class. While you are reading, students answer questions provided in Appendix D - Point of View: The Three Little Pigs.
 4. Present students with an alternate perspective to the story, by introducing Jon Scieszka's *The True Story of the 3 Little Pigs*. Using another copy of the same sheet (Appendix D), students answer the same questions to this new material.
 5. Students discuss in small groups why these accounts are so different. Use the questions, How do we know what really happened? and, How does point of view change the story?, to guide students' discussion. Groups then come together to hold a class discussion.
 6. Assign students the task of creating two different illustrations of the story. One illustration will represent the pigs' point of view. The other illustration will represent the wolf's point of view. Give each student two pieces of either white paper or construction paper to complete the task. Students may finish this assignment for homework.
- E. *Assessment/Evaluation*
1. The story illustrations may be completed as a homework assignment. Use students' illustrations to assess their understanding of point of view and perspective.

Lesson Three: The Proclamation of 1763

A. *Daily Objectives*

1. Concept Objectives
 - a. Students will understand how perspective influences historical interpretation.
 - b. Students will know British and American points of view during the 18th Century.
2. Lesson Content
 - a. Results of the French and Indian War
3. Skill Objectives
 - a. Students will identify different points of view about an issue or topic.
 - b. Students will incorporate main and supporting ideas in verbal and written communication.
 - c. Students will differentiate between, locate, and use primary and secondary sources to acquire information about the United States.
 - d. Students will analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions.

B. *Materials*

1. Appendix E - Excerpts from The Proclamation of 1763
2. Chart paper for T-Chart
3. (Optional) *Pearson* book, p. 209

C. *Key Vocabulary*

1. Proclamation of 1763 - A law from King George III forbidding colonists to settle west of the Appalachian Mountains.
2. secondary source - an account of what happened during an historical event by someone who was not there when the event happened.

D. Procedures/Activities

1. Revisit how point of view affects details in a story or history. How did the British and American points of view affect our perspective on the Boston Massacre? How did the pigs' and the wolf's point of view change the story of the Three Little Pigs?
2. Introduce the Proclamation of 1763. Provide historical background to the proclamation. This can be done using any text resource, such as the Pearson book, or through direct instruction of the proclamation. Introduce the text resource as a secondary source, and explain what a secondary source is and how it differs from a primary source. If still available, recall student-generated non-examples of primary sources and connect those to secondary sources. After the historical background, students should understand why the proclamation was made, most importantly to allow Indians their land.
3. Pass out Appendix E - Excerpts from The Proclamation of 1763. Either in small groups or as a whole class read through the excerpts. Stop along the way to check for comprehension.
4. After class has read through excerpts, create a T-chart, separating the paper into two columns: "Why Britain made the laws" and "Why the colonists disagreed with the laws". Have the class fill out both sides of the T-chart. This can also be done as a whole class activity or in small groups.

E. Assessment/Evaluation

1. Use the T-chart to assess students' understanding of the Proclamation of 1763. If done in small groups, more formal assessment can be given towards each group's T-chart. If done as a whole class, informal assessment can be given based on students' answers to the questions and their participation in the discussion.

Lesson Four: Tax Simulation (allow for approximately one hour)

A. Daily Objectives

1. Concept Objectives
 - a. Students will understand how perspective influences historical interpretation.
 - b. Students will know British and American points of view during the 18th Century.
2. Lesson Content
 - a. British taxes; "No taxation without representation"
3. Skill Objectives
 - a. Students will identify different points of view about an issue or topic.
 - b. Students will incorporate main and supporting ideas in verbal and written communication.
 - c. Students will analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions.
 - d. Students will identify the elements of frame of reference that influenced the participants in an event.

B. *Materials*

1. Appendix F - Tax Simulation Job Cards
2. Play money
3. Representations of paper, glass, paint, tea, lead, & sugar (can either be small items or written on pieces of paper)

C. *Key Vocabulary*

1. tax - a charge of money from a government on items to pay for public things.

D. *Procedures/Activities*

1. Begin the lesson asking students what they know about common jobs during the colonial era. What would people need in order to do these jobs? What kinds of materials would they have to have, and where could they get them?
2. If students are not already arranged in groups, make sure the class divides up into 4 groups. Introduce the tax simulation by presenting each student with their own job card (Appendix F). Depending on class size, there will be various amounts of students sharing each job. Have the students read their cards in order to find out who they are, what town they live in, what their job is, and how much money they have. Be sure to inform the class that you are the governor of the colony, and must follow orders given by the King concerning business within the colony.
3. Students receive the amount of money they need, as instructed on their job card.
4. Begin the simulation by allowing each town to send one student at a time to other towns. From their cards, students should know which supplies they need and how much money they have to be able to purchase those supplies. Students take turns visiting towns and gathering needed supplies. Allow approximately 15 minutes. Students should keep their money with them and have the supplies they purchase gathered on their desks.
5. Stop the class and announce taxes on the following items:
 - Paper - 1 cent per sheet
 - Glass - 30 cents per item
 - Paint - 50 cents per can
 - Tea - 75 cents per box
 - Lead - 1 dollar per load
 - Sugar - 1 dollar per bag
6. Allow students to continue the simulation, with the prices of items changed. Students again take turns visiting towns and gathering needed supplies. Allow for approximately 15 more minutes.
7. Stop the simulation and have students return to their original seats. Lead the class in a discussion comparing what students can buy before items are taxed, and after items are taxed.
8. Students will write a response to the simulation, answering the following questions:
 - How did you feel about the taxes?*
 - How did the taxes affect your business?*
 - How did the taxes change what you could spend money for?*
 - What could you do if you wanted these taxes to stop?*
9. Collect students' responses.

E. *Assessment/Evaluation*

1. Use the students' responses to assess their understanding of taxation and point of view.

Lesson Five: Reactions to Taxes through Art

A. *Daily Objectives*

1. Concept Objectives
 - a. Students will understand art history and culture as records of human achievement.
 - b. Students will understand how perspective influences historical interpretation.
 - c. Students will know British and American points of view during the 18th Century.
 - d. Students will know that art can be used to make important personal and political statements.
2. Lesson Content
 - a. British taxes; "No taxation without representation"
3. Skill Objectives
 - a. Students will identify different points of view about an issue or topic.
 - b. Students will identify the elements of frame of reference that influenced the participants in an event.
 - c. Students will differentiate between, locate, and use primary and secondary sources to acquire information about the United States.
 - d. Students will identify simple main ideas expressed in art.
 - e. Students will identify the roles of art in American society.
 - f. Students will describe intent and form conclusions about personal artworks.

B. *Materials*

1. Lithographs and pictures of tax reactions from both colonial & British points of view (found at the Library of Congress, online at <http://www.loc.gov>, or the New York Public Library, www.nypl.org)

C. *Key Vocabulary*

1. protest - to complain or express disapproval through words or actions.

D. *Procedures/Activities*

1. Review student responses from the previous lesson. Students may discuss in small groups how they might have reacted to the taxes. Have students share their reactions with the class.
2. Explain that reactions to the taxes were in fact severe, and were documented in several ways. Some colonists wrote about their frustrations, while others created artwork to express their opinions. This was a form of protest.
3. Show lithographs and pictures of tax reactions from both colonial and British points of view. This may be done with overhead transparencies, slide shows, or handouts.

An excellent online resource for pictures and lithographs can be found at the Library of Congress' Prints and Photographs Reading Room, online at: <http://www.loc.gov/rr/print/list/picamer/paRevol.html>
Also, the New York Public Library Digital Gallery has many additional resources, online at:
<http://www.nypl.org/digital/index.htm>
4. As each picture is shown, lead a class discussion identifying elements of each work of art and have students compare and contrast the works. As each picture is shown, have the students identify its source: Is this work British or Colonial? The class should also identify these materials as either primary or secondary sources.

E. *Assessment/Evaluation*

1. Use the students' responses during classroom discussion to informally assess their understanding of art, taxation and point of view.

Lesson Six: Boycotting and Smuggling and Quiz (allow two days)

A. *Daily Objectives*

1. Concept Objectives
 - a. Students will understand how perspective influences historical interpretation.
 - b. Students will know British and American points of view during the 18th Century.
2. Lesson Content
 - a. British taxes; "No taxation without representation"
3. Skill Objectives
 - a. Students will identify different points of view about an issue or topic.
 - b. Students will identify the elements of frame of reference that influenced the participants in an event.
 - c. Students will differentiate between, locate, and use primary and secondary sources to acquire information about the United States.
 - d. Students will analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions.

B. *Materials*

1. Appendix G - Boycotting & Smuggling Stories
2. Appendix H - Assessment: Points of View
3. (Optional) *Pearson* book, pp. 211-212
4. Play money
5. Any type of appropriate food - may depend on rules & laws (M&M's, carrots, crackers, etc.)
6. Pencils

C. *Key Vocabulary*

1. boycott - when people work together to refuse goods or services until something changes.
2. smuggle - to export or import secretly and illegally, usually to avoid taxes.

D. *Procedures/Activities*

1. Pass out Appendix G - Boycotting & Smuggling Stories, one to each student. Have students read the three accounts in the appendix.
2. Ask the students, how did these three **boycott** British goods? What did they all do to show their frustration with the Stamp Act? Students respond to the questions.
3. Introduce other ways that colonists boycotted British goods. Students may read from *Pearson* or another appropriate text about boycotting after the Stamp Act. Have the class generate a list of possible ways to boycott British goods.
4. Introduce the Boycott demonstration. Student passes out play money to each student in the class, about \$2.00 for each student. Show students your food that you have. Inform the students that the food costs \$1 each. Students may choose to buy the food at this point, only one per student. Have them wait before eating.

5. Inform the students that a tax has been put on this food, and each portion is now \$2. Ask the students if they have enough to pay for the food. Even if they did, would they be willing to pay **all** their money for the food? Would this be fair?
6. Tell the students that they will enact what happens when a boycott is placed on a material. Pass out an additional dollar to each student. When students don't buy the material offered, does the person selling the good get any money? They are left with too much of their product. While the customers may have to go without something they would like to have, they stand up for what they believe in and communicate the point of what they think is fair.
7. What about items we might need? Either ask the students to gather all their pencils and have them collected as a class, or tell them to put them away so that they must pretend they don't have anything to write with.
8. Present to the class a set of pencils, enough for everyone. Tell the class they are just \$2 each. Encourage students to buy a pencil to use. Not everyone needs to buy a pencil.
9. After students have bought pencils, inform them that a tax has been put on pencils, raising the price to \$3. They can't necessarily boycott pencils, since they need them to write with, so how else can they get what they need?
10. Introduce the idea of smuggling. Students from other classes might be willing to give pencils to the students, or students with pencils might be able to break theirs to share. Have the students brainstorm ways they might be able to obtain pencils without buying them from the teacher.
11. Close the activity by allowing students to eat their food and use their pencils once again.

E. *Assessment/Evaluation*

1. Informally assess the students' understanding of the terms introduced in the lesson through questioning and observation during classroom discussions and demonstrations.
2. Use Appendix H, Assessment: Points of View, to assess the students' critical thinking skills and understanding of perspective during events leading to the American Revolution. Quiz should take up one class period.

Lesson Seven: Mr. Redcoat and the Teacher

A. *Daily Objectives*

1. Concept Objectives
 - a. Students will understand how perspective influences historical interpretation.
 - b. Students will know British and American points of view during the 18th Century.
2. Lesson Content
 - a. Quartering Act
3. Skill Objectives
 - a. Students will identify different points of view about an issue or topic.
 - b. Students will identify the elements of frame of reference that influenced the participants in an event.
 - c. Students will analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions.

- d. Students will incorporate main and supporting ideas in verbal and written communication.
- e. Students will create written and visual material.

B. *Materials*

- 1. Video or Slide Show: *Mr. Redcoat and the Teacher* (See Note in Procedures.)
- 2. Appendix I - Video Observation Sheet

C. *Key Vocabulary*

- 1. quarters - places to live.
- 2. Redcoat - a British soldier during the late 18th Century.

D. *Procedures/Activities*

Teacher Note: *In order to complete this lesson, the teacher(s) must prepare either a slide show or a video representing what might have happened had a person named Mr. (or Ms.) Redcoat decided to live with the teacher without his/her permission. The video or slide show should show various scenarios of what might happen: where Mr. Redcoat will sleep, what Mr. Redcoat will eat, what things Mr. Redcoat might do around the house, and how that affects the teacher & family. Mr. Redcoat should also be obviously nosy; he goes through the teacher's mail, looks in the teacher's drawers and closets, and eavesdrops on the teacher's conversations. The teacher should react naturally to any of these actions as if they were really happening. The video or slide show should take about 10-15 minutes. While this part of the lesson requires some advance preparation, it can be extremely effective in teaching students empathy and allowing them to make connections between their environment and the revolutionary time period.*

- 1. Begin the lesson with a question: "If your parents found out you weren't eating your school lunch, but were sneaking in candy instead, what might they do?" Students may discuss in groups or as a whole class. If the idea is not brought up naturally, guide the class towards the possibility that their parents might ask the teacher to watch what the student does at lunch, or even go to school to make sure the student eats his/her school lunch. The parents might also go through the student's belongings or ask the teacher to do so.
- 2. Connect this idea with the previous lesson, Boycotting and Smuggling. Just like a student might disobey, the British viewed colonists as disobedient when they refused to buy British goods and instead smuggled foreign goods.
- 3. Introduce the Quartering Act, either through reading or direct instruction. It can be found in the *Pearson* book on p. 210.
- 4. Ask the students, "What might this look like if it happened today?" Pass out Appendix I - Video Observation Sheet, one to each student. Show *Mr. Redcoat and the Teacher*, either the video or slide show, to the class. While students are observing, they should independently fill out Appendix I.
- 5. Wrap up the class with a class discussion about what they observed and how they might have reacted.

E. *Assessment/Evaluation*

- 1. Use Appendix I - Video Observation Sheet to assess students' understanding of the lesson.
- 2. Informally assess students' understanding of the Quartering Act through class discussion and student response.

Lesson Eight: What REALLY Happened in Boston?

A. *Daily Objectives*

- 1. Concept Objectives
 - a. Students will understand how perspective influences historical interpretation.

- b. Students will know British and American points of view during the 18th Century.
 - c. Students will understand how British and American points of view differed and still do today concerning the war's causes.
 - 2. Lesson Content
 - a. Boston Massacre; Crispus Attucks
 - 3. Skill Objectives
 - a. Students will identify different points of view about an issue or topic.
 - b. Students will identify the elements of frame of reference that influenced the participants in an event.
 - c. Students will differentiate between, locate, and use primary and secondary sources to acquire information about the United States.
 - d. Students will analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions.
 - e. Students will incorporate main and supporting ideas in verbal and written communication.
 - f. Students will create written and visual material.
- B. *Materials*
 - 1. Appendix A - Boston Massacre Tory Account
 - 2. Appendix B - Boston Massacre Patriot Account
 - 3. Print-out pictures of Boston Massacre (one set for each group)
- C. *Key Vocabulary*
 - 1. massacre - a needless killing of defenseless people.
- D. *Procedures/Activities*
 - 1. Revisit Lesson One. Ask the students to recall what they remember about the Boston Massacre. How did it begin? What were the different versions of the story? Were they primary or secondary sources?
 - 2. Divide the class into groups of about 4-5. Each student should pull out their copies of Appendix A & B. Provide each group with a set of pictures of the Boston Massacre, showing both patriot and Tory points of view. Pictures may be found in several material resources, or may be printed out from websites such as the Library of Congress (<http://www.loc.gov>) or the New York Public Library (<http://www.nypl.org>).
 - 3. Students work in their groups to assemble the accounts and illustrations. Groups match accounts with their corresponding illustrations.
 - 4. After assembling the accounts and illustrations, groups discuss what they believe really happened during the Boston Massacre. Groups create their own written reports explaining their opinions. (Allow approximately 20-30 minutes.)
 - 5. Students present their reports to the rest of the class and discuss how their group made its decisions. Length of reports may depend on amount of class time remaining.
- E. *Assessment/Evaluation*
 - 1. Use the groups' written reports and/or oral presentations to assess their understanding of the Boston Massacre from both perspectives. Students should be able to answer whether their written reports are primary or secondary sources.

Lesson Nine: Committees of Correspondence

A. *Daily Objectives*

1. Concept Objectives
 - a. Students will know British and American points of view during the 18th Century.
 - b. Students will understand how British and American points of view differed and still do today concerning the war's causes.
2. Lesson Content
 - a. Committees of Correspondence
3. Skill Objectives
 - a. Students will identify different points of view about an issue or topic.
 - b. Students will identify the elements of frame of reference that influenced the participants in an event.
 - c. Students will differentiate between, locate, and use primary and secondary sources to acquire information about the United States.
 - d. Students will analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions.

B. *Materials*

1. Appendix J - Telephone Activity Instructions
2. *Pearson* book or appropriate textbook

C. *Key Vocabulary*

1. Committees of Correspondence - groups of colonial patriots who used letters to spread news about secret events and ideas.

D. *Procedures/Activities*

1. Begin the class with the question: "If you have a secret to tell, how do you tell it? How do you make sure other people don't find out the secret?" Call on a few students to respond to the question.
2. Introduce the idea that colonists had many secrets to keep during their struggles with Great Britain. They had to make sure that British soldiers didn't find out their secrets. What did they do to communicate with each other? Introduce the term, Committees of Correspondence.
3. Students read about Committees of Correspondence, either in their *Pearson* book or any other appropriate reading material. (In the *Pearson* book, this information can be found on pp. 216-217.) Reading can be done either individually, in a group, or as a class. Again, students should be able to identify the reading as a secondary source.
4. Have copy of Appendix J - Telephone Activity Instructions divided and prepared to pass out to students in the class. Gather students in a circle to play the Telephone Game. Instruct the class on how to play the game. The student who has been given instructions to start the message should stand on the teacher's left, and he or she begins by passing their message to the person on their left. The message is passed in a clockwise manner until it reaches the teacher. Students need to relay the message as carefully as possible without letting anyone else in the circle hear what they're saying. The teacher then tells the class what the message was that he or she received, and the student who started the message tells the class what the written message was. This ends the first round of the game.

5. In the second round of the Telephone Game, students use written notes to communicate. Students go back to their desks, and one student starts a new message (as given in Appendix J.) This message is passed around the class until it is finally given to the teacher. The teacher then reads the message to the class.
 6. Close the lesson with a class discussion about which technique was more effective. How did passing written notes solve the problems that occurred when the messages were simply whispered?
- E. *Assessment/Evaluation*
1. Informally assess students' understanding of Committees of Correspondence through the class discussion at the end of the lesson.

Lesson Ten: Perspectives of the Boston Tea Party

A. *Daily Objectives*

1. Concept Objectives
 - a. Students will know British and American points of view during the 18th Century.
 - b. Students will understand how British and American points of view differed and still do today concerning the war's causes.
 - c. Students will understand art history and culture as records of human achievement.
 - d. Students will understand how perspective influences historical interpretation.
 - e. Students will know that art can be used to make important personal and political statements.
2. Lesson Content
 - a. Boston Tea Party
3. Skill Objectives
 - a. Students will identify different points of view about an issue or topic.
 - b. Students will identify the elements of frame of reference that influenced the participants in an event.
 - c. Students will differentiate between, locate, and use primary and secondary sources to acquire information about the United States.
 - d. Students will analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions.
 - e. Students will incorporate main and supporting ideas in verbal and written communication.
 - f. Students will identify simple main ideas expressed in art.
 - g. Students will identify the roles of art in American society.
 - h. Students will describe intent and form conclusions about personal artwork.

B. *Materials*

1. Appendix K - Hewes' Account of the Boston Tea Party
2. Appendix L - Boston Tea Party Role Play Instructions
3. Appendix M - Boston Tea Party Response Sheet
4. Visual representations of the Boston Tea Party (may be found online at <http://www.loc.gov/rr/print/list/picamer/paRevol.html>)

C. *Key Vocabulary*

1. Boston Tea Party - A protest by Sons of Liberty in which colonists dumped tea into the Boston Harbor before it could enter the city.

D. *Procedures/Activities*

1. Pass out Appendix K - Hewes' Account of the Boston Tea Party to each student. Students read the primary source account of the Boston Tea Party.
2. After reading the account, guide the students in looking at visual representations of the Boston Tea Party. As students view the paintings, ask the following questions:

How are the artworks different from the factual details?
Why would the artists have changed the details?
Whose point of view does the artist's work represent?
3. After the discussion, divide students into groups of four. Students use Appendix L to take a role in the Boston Tea Party: a participant, a patriot bystander, a loyalist bystander, and a tea merchant. After reading their instructions from Appendix L, each group participates in a role-play discussion about what happened during the Boston Tea Party.
4. During discussion, students fill out Appendix M - Boston Tea Party Response Sheet to record their group's discussion and the different points of view that were represented by each group member.
5. Close the lesson with a brief class discussion of the lesson and what each group learned through their role play.

E. *Assessment/Evaluation*

1. Informally assess and monitor student comprehension during group role play and discussion.
2. Use Appendix M - Boston Tea Party Response Sheet to assess the students' understanding of the details of the Boston Tea Party and how perspective affects the details surrounding the event.

Lesson Eleven: Protests and Quiz (allow two days)

A. *Daily Objectives*

1. Concept Objectives
 - a. Students will know British and American points of view during the 18th Century.
 - b. Students will understand how British and American points of view differed and still do today concerning the war's causes.
 - c. Students will understand how perspective influences historical interpretation.
2. Lesson Content
 - a. First Continental Congress protests to King George III
3. Skill Objectives
 - a. Students will identify different points of view about an issue or topic.
 - b. Students will differentiate between, locate, and use primary and secondary sources to acquire information about the United States.
 - c. Students will analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions.
 - d. Students will incorporate main and supporting ideas in verbal and written communication.

B. *Materials*

1. Appendix N - Declaration and Resolves of the First Continental Congress
2. Appendix O - Assessment: Facts & Picture
3. Pictures of Independence Hall, Carpenter's Hall (may be found online at <http://www.nps.gov/inde/>)
4. (Optional) Article or reading material on a current event requiring or involving a protest
5. (Optional) *Pearson* book or relevant textbook

C. *Key Vocabulary*

1. First Continental Congress - a gathering of 12 of 13 colonies to discuss common problems and possible ways to work with Britain.

D. *Procedures/Activities*

1. Introduce the concept of protests through a current event: perhaps a city, state, or national issue that has recently caused a protest. Ask students, How are organized protests more effective than single voices? What is the purpose of protests?
2. Introduce the First Continental Congress, either through direct instruction or reading. (This can be found in the *Pearson* book, p. 221-222.) Show students pictures of where the First Continental Congress took place. Students should learn about the participating colonies and topics that were discussed during the congress. Most importantly, students should know the result of the congress, the protests sent to King George III.
3. Pass out Appendix N - Declaration and Resolves of the First Continental Congress to the students. Read the protests as a class and discuss its main idea. What did the Americans want King George III to do?
4. Guide students in a discussion predicting King George III's reaction to the protests? If you were King George III, what would you have done in response to this letter?
5. Students write individual responses to the protests from the perspective of King George III.

E. *Assessment/Evaluation*

1. Use students' written responses to the protests to assess the British perspective of the acts passed and measures taken to discipline the colonies.
2. Use Appendix O, Assessment: Facts & Picture, to assess the students' knowledge and understanding of perspective during events leading to the American Revolution. Quiz should take up one class period.

Lesson Twelve: Patrick Henry & the Minute Men

A. *Daily Objectives*

1. Concept Objectives
 - a. Students will know British and American points of view during the 18th Century.
 - b. Students will understand how British and American points of view differed and still do today concerning the war's causes.
 - c. Students will understand how perspective influences historical interpretation.
2. Lesson Content
 - a. Patrick Henry: "Give me liberty or give me death"
3. Skill Objectives

- a. Students will identify different points of view about an issue or topic.
- b. Students will differentiate between, locate, and use primary and secondary sources to acquire information about the United States.
- c. Students will analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions.
- d. Students will identify the elements of frame of reference that influenced the participants in an event.

B. Materials

1. "Give me liberty or give me death" by Patrick Henry
2. Chart paper for T-Chart
3. Pictures of Minute Men (may be found online at The Library of Congress, <http://www.loc.gov/rr/print/list/picamer/paRevol.html>, and the New York Public Library, <http://www.nypl.org/digital/index.htm>)

C. Key Vocabulary

1. Virginia state assembly - a gathering of men in the colony of Virginia to debate whether their colony should prepare for war.
2. Minute Men - volunteer colonists who were ready at a moment's notice to fight for their freedom.

D. Procedures/Activities

1. Provide students with a copy of Patrick Henry's speech, "Give Me Liberty or Give Me Death". Explain the Virginia state assembly and provide the background for Patrick Henry's speech.
2. Have the class read along as they listen to the speech. After reading once, guide the class through the speech to discuss main idea and supporting details. What was Patrick Henry suggesting? How do you think listeners would have responded to what he said?
3. Students create a T-chart, and in groups, list the pros and cons of following Patrick Henry's call to take arms. After groups are done, guide a class discussion to create a class-generated T-chart that can be displayed.
4. Ask the students, "How would colonists take arms? How would they fight back against an organized army?" Introduce Minute Men to the class through pictures and either direct instruction or reading.

E. Assessment/Evaluation

1. Use groups' T-charts to assess students' understanding of Patrick Henry's speech.
2. Informally assess students' understanding of Minute Men through questioning during class discussion.

Lesson Thirteen: Paul Revere's Ride

A. Daily Objectives

1. Concept Objectives
 - a. Students will understand how perspective influences historical interpretation.
2. Lesson Content
 - a. Paul Revere's ride, "One if by land, two if by sea"
 - b. "Paul Revere's Ride" by Henry Wadsworth Longfellow
3. Skill Objectives
 - a. Students will identify different points of view about an issue or topic.

- b. Students will differentiate between, locate, and use primary and secondary sources to acquire information about the United States.
- c. Students will analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions.
- d. Students will identify the elements of frame of reference that influenced the participants in an event.

B. Materials

- 1. Appendix P - Paul Revere's Ride Timeline
- 2. Appendix Q - Paul Revere's Ride Compare/Contrast
- 3. *Pearson* book or other reading material
- 4. *Paul Revere* by John Singleton Copley (available online)
- 5. "The Midnight Ride of Paul Revere" by Henry Wadsworth Longfellow
- 6. (Optional) Teacher-created slide show: Map of Paul Revere's Ride and timeline of events

C. Key Vocabulary

- 1. Sons of Liberty - an organized group of colonial patriots.

D. Procedures/Activities

- 1. Review Minute Men from the previous lesson. What were Minute Men? What was the meaning behind their name? Why were they important?
- 2. Introduce Sons of Liberty, if needed. (This may have come in during previous lessons.) Using either reading material or direct instruction, provide background information on the Sons of Liberty and their participation in the events leading to the American Revolution. Introduce General Gage and his mission to stop the plans of the Sons of Liberty.
- 3. Present background information on Paul Revere and William Dawes, two well-known Sons of Liberty. Introduce Copley's portrait of Paul Revere, using details to discuss Revere's life and personality. An excellent resource can be found online at <http://www.artchive.com/artchive/C/copley/revere.jpg.html>.
- 4. Using either handouts or a slide-show, present the factual account of Revere's ride, with maps and a timeline for visual aid. Outstanding resources can be found at the following websites:
<http://www.paulreverehouse.org/ride/real.shtml>
http://www.cvesd.k12.ca.us/finney/paulvm/h2_real.html
- 5. While students receive the information, they fill out Appendix P - Paul Revere's Ride Timeline. This handout is to be kept as notes.
- 6. Provide students with a copy of Henry Wadsworth Longfellow's "The Midnight Ride of Paul Revere". Students read in groups or as a class. Ask the students if they find similarities and differences between Longfellow's poem and the actual events of Paul Revere's ride.
- 7. After finishing the poem, pass out a copy of Appendix Q - Paul Revere's Ride Compare/Contrast to each student. Students complete the worksheet, using the factual timeline (Appendix P) to reference the verity of Longfellow's poem. After they have filled out the compare/contrast, students should answer questions in the appendix about primary vs. secondary sources.

E. Assessment/Evaluation

- 1. Use students' responses from Appendix Q - Paul Revere's Ride Compare/Contrast to assess their understanding of the events surrounding Paul

Revere's ride, as well as their knowledge of the differences between primary and secondary sources.

Lesson Fourteen: Concord & Lexington & Assessment (allow two days)

A. Daily Objectives

1. Concept Objectives
 - a. Students will understand how perspective influences historical interpretation.
 - b. Students will know British and American points of view during the 18th Century.
 - c. Students will understand how British and American points of view differed and still do today concerning the war's causes.
 - d. Students will understand art history and culture as records of human achievement.
 - e. Students will know that art can be used to make important personal and political statements.
2. Lesson Content
 - a. Concord and Lexington
3. Skill Objectives
 - a. Students will identify different points of view about an issue or topic.
 - b. Students will differentiate between, locate, and use primary and secondary sources to acquire information about the United States.
 - c. Students will analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions.
 - d. Students will identify the elements of frame of reference that influenced the participants in an event.
 - e. Students will create written and visual material.
 - f. Students will design original artworks.
 - g. Students will identify simple main ideas expressed in art.

B. Materials

1. Appendix R - Concord & Lexington Account #1 (patriot minute man)
2. Appendix S - Concord & Lexington Account #2 (General Gage)
3. Appendix T - Concord & Lexington Account #3 (sister of Tory soldier)
4. Appendix U - Concord & Lexington Artwork Rubric

C. Key Vocabulary

1. Concord and Lexington - The first battle of the American Revolution.
2. "Shot heard 'round the world" - A reference to the Battle of Concord, the first shot that started the Revolutionary War.

D. Procedures/Activities

1. Review the details of Paul Revere's ride from the previous lesson. Introduce what happened next in the events of the American Revolution: the battle at Concord and Lexington. Be careful not to go into details about what happened during the battle. This is for the students to gather during the lesson's activity.
2. Pass out Appendices R-T to the class; each student receives just one of the three different accounts of the battle. Appendix R is a patriot Minute Man's account; Appendix S is General Gage's account; and Appendix T is a sister of a Tory soldier's account.

3. Students silently read their account and take notes of the details in their reading. Students answer the questions at the bottom of their sheet: Who do you think would have written this account? Is this a primary or a secondary source?
4. After students have answered the questions on their worksheets, gather the class together to share and discuss the three different accounts of the battle. Allow students to share the accounts, or guide the class through the accounts.
5. Reveal to the students the source of each account. Ask the class, "How would this person's point of view have affected the details in their account?" "Was this a primary or a secondary source?"
6. As a whole class, create a factual edition of what really happened at Concord and Lexington. Guide the class by using all three sources to create a composite account. (This requires a grounded knowledge of the events of the battle. *Pearson* pp. 224-226 is an excellent resource.)
7. **Assessment:** The following day, introduce assessment activity: Place the students in pairs or groups (no more than 3). Assign each group to a point of view concerning the Battle at Concord and Lexington. Groups either use Appendix R, Appendix S, or the class-created account from the previous day.
8. Pass out Appendix U, Concord & Lexington Artwork Rubric, to each group. Groups use the rubric to guide their decisions as they create an original artwork that represents their point of view of the battle. Instruct students to work together to create an artwork that supports the details from their source.

E. *Assessment/Evaluation*

1. Monitor students' understanding of the difference between primary and secondary sources as they complete the questions at the bottom of their sheet.
2. Informally assess students' inferencing skills during class discussion of the sources of each account.
3. Use Appendix U, Concord & Lexington Artwork Rubric, to assess the students' knowledge and understanding of perspective during the Battle at Concord & Lexington. Assessment activity should take up one class period.

Lesson Fifteen: Wrapping It Up - The Performance Task

A. *Daily Objectives*

1. Concept Objectives
 - a. Students will understand how perspective influences historical interpretation.
 - b. Students will know British and American points of view during the 18th Century.
 - c. Students will understand how British and American points of view differed and still do today concerning the war's causes.
 - d. Students will understand art history and culture as records of human achievement.
 - e. Students will know that art can be used to make important personal and political statements
2. Lesson Content
 - a. Bunker Hill
3. Skill Objectives
 - a. Students will identify different points of view about an issue or topic.
 - b. Students will differentiate between, locate, and use primary and secondary sources to acquire information about the United States.

- c. Students will analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions.
- d. Students will identify the elements of frame of reference that influenced the participants in an event.
- e. Students will incorporate main and supporting ideas in verbal and written communication.
- f. Students will create written and visual material.
- g. Students will design original artworks.
- h. Students will invent ways to produce artworks and to explore photographic imagery.
- i. Students will identify simple main ideas expressed in art.
- j. Students will identify the roles of art in American society.
- k. Students will describe intent and form conclusions about personal artworks.
- l. Students will interpret ideas and moods in original artworks, portfolios, and exhibitions by peers and others.

B. *Materials*

- 1. Appendix V - Performance Task Instructions
- 2. Appendix W - Performance Task Rubric
- 3. Appendix X - Bunker Hill
- 4. Appendix Y - Self Assessment

C. *Key Vocabulary*

- 1. Bunker Hill -

D. *Procedures/Activities*

- 1. *It is recommended that a teacher-created example of the final product in this performance task be shown to the students. This will clearly provide for the students a visual demonstration of what is expected.*
- 2. Revisit KWL chart and wrap up what students have learned through the unit. Tell students that, now that they have learned so much about perspective, points of view, primary & secondary sources, and the events leading to the American Revolution, they are ready to be participants in the events!
- 3. Introduce performance task (See VI, Culminating Activity for background information.) Show students teacher-created example. Pass out Appendices V and W, Performance Task Instructions and Rubric. Explain expectations, show rubric, and read Appendix X - Bunker Hill together.
- 4. Over the next three days, allow students to work on their performance task. On day one, students should take notes on the Bunker Hill factual account, and start writing their account of the battle. On day two, students should finish their account of Bunker Hill, as well as start their piece of art. On day three, students should finish their artwork. Presentations should be made on day three to the entire class. It might be necessary to allow one extra day to finish presentations. Completed work should be presented in a way that all students can read, observe, and consider.

E. *Assessment/Evaluation*

- 1. Use Appendix W, Performance Task Rubric, to evaluate students' understanding of Bunker Hill and their comprehension of the unit's objectives.

2. Use Appendix Y, Self Assessment, to evaluate students' understanding of point of view. This assessment is primarily a tool for the students to see how much they have learned in the unit, and to reflect on their discoveries. How has this unit taught them to consider others' points of view? Is someone "right" because they think they are?

VI. CULMINATING ACTIVITY

- A. Using Appendices V-X, administer the performance task to the class. Students should have approximately three days to work on the performance task by themselves. The scenario for the performance task can be given as follows:

You are an artist working for a local newspaper during the American Revolution. You are either a British loyalist or an American patriot, and you are proud of your beliefs. You have just learned about the battle of Bunker Hill, and you have received an objective, factual account of the details of the battle.

Your job is to write an article explaining the event for your newspaper. You also must create a piece of art that will be published in the newspaper next to your article, showing what happened.

As a loyalist or a patriot, you must convince others to believe your side of the story. Read the factual account and rewrite the battle from your side's point of view – British or American. After reading your article, readers should agree with you that your side is the “good” or “right” side.
- B. On the third day, have students present their work to the rest of the class. This can easily be done in an exhibit style - students find a space to set up their artwork and article, and the class rotates around the exhibit to view each others' work. Parents may come to view the presentations, as well as other teachers.
- C. Students will be evaluated according to the performance task rubric, which should be introduced along with the performance task.
- D. Any possible guest speakers or field trips can aid in giving students information and experiences that will help to enhance their understanding of the American Revolution. These can be done either during the unit or after the performance task.

VII. HANDOUTS/WORKSHEETS

- A. Appendix A: Boston Massacre Tory Account
- B. Appendix B: Boston Massacre Patriot Account
- C. Appendix C: What Led to the Shooting
- D. Appendix D: Point of View: The Three Little Pigs
- E. Appendix E: Excerpts from The Proclamation of 1763
- F. Appendix F: Tax Simulation Job Cards
- G. Appendix G: Boycotting and Smuggling Stories
- H. Appendix H: Assessment: Points of View
- I. Appendix I: Video Observation Sheet
- J. Appendix J: Telephone Activity Instructions
- K. Appendix K: Hewes' Account of the Boston Tea Party
- L. Appendix L: Boston Tea Party Role Play Instructions
- M. Appendix M: Boston Tea Party Response Sheet
- N. Appendix N: Declaration and Resolves of the First Continental Congress
- O. Appendix O: Assessment: Facts & Picture
- P. Appendix P: Paul Revere's Ride Timeline
- Q. Appendix Q: Paul Revere's Ride Compare/Contrast

- R. Appendix R: Concord & Lexington Account #1
- S. Appendix S: Concord & Lexington Account #2
- T. Appendix T: Concord & Lexington Account #3
- U. Appendix U: Concord & Lexington Artwork Rubric
- V. Appendix V: Performance Task Instructions
- W. Appendix W: Performance Task Rubric
- X. Appendix X: Bunker Hill
- Y. Appendix Y: Self Assessment

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- N. Copley: Paul Revere, <http://www.artchive.com/artchive/C/copley/revere.jpg.html>
- O. The Paul Revere House, <http://www.paulreverehouse.org/ride/real.shtml>
- P. The Real Midnight Ride, http://www.cvesd.k12.ca.us/finney/paulvm/h2_real.html
- Q. Paul Revere Compare-Contrast Worksheet, http://www.cvesd.k12.ca.us/finney/paulvm/h2_comp.html
- R. The Battle of Lexington and Concord, <http://www.historyhome.co.uk/c-eight/america/lex1.htm>
- S. The Battle of Lexington and Concord, <http://www.historyhome.co.uk/c-eight/america/lex2.htm>
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Appendix A

The Boston Massacre

The Boston Massacre was a tragic event in the history of the colonies. What could have been a minor arrest turned into the death of several young men.

It began when a young barber's apprentice, Edward Garrick, shouted an insult at Hugh White, a British soldier. Edward threatened the soldier and acted like he was going to punch him. When Edward got too close to Mr. White, the soldier hit the boy on the ear with the end of his rifle. The teenager yelled for help, insulted the soldier again, and ran off. As he was running, he yelled for other colonists to come help him fight the soldier. He came back with a large and angry crowd, mostly teenagers. Edward pointed at Hugh White and yelled, "There's the guy who knocked me down!"

Nearby, at a church, someone started ringing the bells. One of Edward's friends was trying to excite a crowd and start a fight. More people came out into the street. Some had clubs, others had sticks and rocks. They were ready for a fight.

The British soldier quickly saw that he was surrounded by an angry mob of people. He called for help, and six other soldiers came to his side. Soon, their leader, Captain John Preston, came. The soldiers' guns were unloaded, but their bayonets were attached to their guns. They didn't want to kill anyone, but they had to protect themselves.

Meanwhile, the crowd was now over 400 men. They started throwing rocks, snowballs, and ice chunks at the group of seven soldiers. An African-American named Crispus Attucks led the mob, and they kept coming closer to the soldiers. They insulted the soldiers and threatened them. The soldiers had a hard time seeing what was going on, because so many things were being thrown at them, and the snow in their faces kept them from looking at the teenagers.

The soldiers loaded their guns to try to make the crowd go away. They wanted to warn the teenagers first. Instead, the mob started yelling, "Come on, you rascals, you lobster scoundrels! Fire if you dare! We know you won't!" The crowd started saying bad words at the soldiers and threatening them.

Some of the teenagers had clubs and cutlasses, and they started swinging them at the soldiers. One of the teenagers threw a club at a soldier, knocking him down. The soldier got back up, and started to fire at the crowd. Even though the captain didn't give orders, other soldiers started firing too. They were trying to protect their lives, and they were outnumbered 400 to 7. In the end, they killed three men and wounded two others who died later on. The mob finally ran away. Luckily, none of the soldiers were killed, although many were bruised and hurt from the teenagers. As the gunsmoke cleared, Crispus Attucks and four others were dead or dying. Six more men were wounded, but they survived.

Appendix B

The Boston Massacre

The Boston Massacre was a tragic event in the history of the colonies. Later on, Americans would see how it was the start of the American Revolution. It was a sign that British did not like the colonists, and did not treat them fairly.

It started when a teenager named Edward Garrick was walking with three of his friends. They came to a house where a soldier was carrying a huge sword. The soldier was sticking the sword out at people, and another mean-looking man had a large club and was standing with him. Edward told one of his friends, Merchant, to take care of his sword. The soldier hit Edward, and then pushed Merchant and cut him with his sword. Merchant hit the soldier with a tiny stick. The soldier's friend ran back into the house and brought out two other soldiers, one with a pair of tongs, and the other with a giant shovel. The soldier with the tongs chased Edward through an alley and started beating him with the tongs.

Soon, all the noise made people come out to see what was happening. A young boy named John Hicks knocked the soldier down, but helped him get back up. Other boys came out and they chased all the soldiers back to the house, where they surrounded them. In less than a minute, ten or twelve soldiers came out of the house with cutlasses, clubs, and bayonets. The unarmed boys stood there for a while, but since they didn't have any weapons, they ran away.

Meanwhile, a man named Samuel Atwood had heard all the noise, and he came out of his work building to see what was the matter. He met the soldiers and asked them if they were going to murder people. "Yes, we sure will!" they said. One of the soldiers hit Mr. Atwood with a club. Another soldier hit him, and Samuel tried to run away. As he was running, another soldier cut him all the way to his shoulder bone!

At this point, the soldiers started attacking unarmed people left and right. Thirty or forty boys started gathering in the streets to protect each other. The captain of the soldiers, Captain John Preston, cried, "Make way!" All the soldiers started running with their bayonets out. Many of the boys got out of the way, but many others got poked by the bayonets' sharp points. Some of the teenagers started throwing snowballs at the soldiers to keep themselves from getting stabbed.

When the Captain saw this, he told his soldiers to fire at the boys. Only one soldier fired, but a brave colonist took a club and hit him on the hands so hard, that he dropped his gun. The other soldiers started shooting at the boys. When the smoke cleared, the soldiers found three men dead and two others struggling for life. Some of the boys tried to pull their dead friends away, but the British soldiers kept shooting at them! In the end, five men died and six others were wounded. It was a sad example of pointless violence.

Name: _____

Date: _____

What Led to the Shooting?

Organize the events of the Boston Massacre in the order that they happened.

The first thing that happened
was... _____

Because of that,

Next,

And then

Right after that,

So then,

And because of that,

After that,

And finally,

Name: _____

Date: _____

Point of View: The Three Little Pigs

Answer the following questions as you listen to the story.

1. Why does the wolf come to the houses made of straw and sticks? _____

2. Why does the wolf blow the pigs' houses down? _____

3. How do those two pigs die? _____

4. Why does the wolf come to the house made of bricks? _____

5. What does the wolf do when the pig whose house is made of bricks tells him he can't come in?

6. What happens to the wolf at the end of the story? _____

7. Who started the conflict in the story? _____

8. Who are the victims of the story? _____

9. Who are you supposed to feel sorry for after you hear this story? _____

A Royal Proclamation

October 7, 1763

Whereas we have taken into Our Royal Consideration the valuable land in America, secured to our Crown by the new treaty of Peace, just made in Paris last February 10, and because we want all Our loving Subjects to be happy, We have decided to issue this our Royal Proclamation.

First - We have acquired four new lands. These are Quebec, East Florida, West Florida, and Grenada. We have given the Governors of all of Our colonies our Power under the Great Seal to make, constitute, and ordain laws.

And as we are always wanting to help our soldiers and show them how much We appreciate the Officers of our Armies, we hereby allow all Governors to give the following amounts of land to soldiers who have protected our colonies, without any fee:

Field Officers, 5,000 Acres.

Captains, 3,000 Acres.

Subalterns or Staff Officers, 2,000 Acres

Non-Commission Officers, 200 Acres.

Private Men, 50 Acres.

And whereas we want to make sure that the Tribes of Indians with whom We are connected do not lose our friendship, we declare it to be Our Royal Will and Pleasure that no Governor allow any man to settle their land west of the Rivers which fall into the Atlantic Ocean from the West and North West, or any other lands which are reserved to the Indians. This includes all the Territory granted to the Hudson's Bay Company. We strictly forbid, on Pain of our Displeasure, any Subjects making purchases or settlements whatsoever on this land. If any Subjects live on this land, they must relocate at once.

God Save the King

Appendix F (Page One)

<p>JOB: Cooper You make barrels and other things made out of wood. You use wood, lead, paint, and paper. You buy from the Baker, the Farmer, the Printer, the Merchant, the Carpenter, and the Smith. You sell barrels for \$4.00 each. People need barrels to keep their food in. You live in the town of Franklin, and you have \$10.00</p>	<p>JOB: Baker You bake bread and other goods for people to eat. You use sugar, wheat, and paper. You buy from the Farmer, the Merchant, the Cooper, and the Printer. You sell bread for \$1.00 each. You live in the town of Jefferson, and you have \$8.00</p>
<p>JOB: Farmer You grow wheat, corn, and tobacco. You are also the town preacher. You use wood and tea at home, and you use paper for your church - 50 sheets a week. You buy from the Baker, the Merchant, the Cooper, and the Printer. You sell wheat for \$.50 a bushel. You live in the town of Washington, and you have \$5.00</p>	<p>JOB: Builder You construct houses and farm buildings. You use glass, wood, and lead. You buy from the Carpenter, the Baker, the Farmer, the Smith, the Cooper, and the Merchant. You work for \$10.00 a day. You live in the town of Braddock, and you have \$9.00</p>
<p>JOB: Printer You make newspapers and pamphlets for people to read. You use paper and paint for your job. You buy from the Baker, the Farmer, the Cooper, the Painter, and the Merchant. You sell newspapers and pamphlets for a penny per sheet. You live in Franklin, and you have \$7.00</p>	<p>JOB: Merchant You sell tea, sugar, lead, paint, glass, & paper. You buy from the Baker, the Farmer, the Cooper, & the Printer. You sell tea for \$2.00 per box, paper for a penny per sheet, glass for \$1.00 per item, paint for \$1.00 per can, lead for \$2.00 per load, & sugar for \$2.00 per bag. You live in Jefferson, and you have \$15.00</p>
<p>JOB: Carpenter You make things out of wood for lots of people. You use lead, paper, and tea. You buy from the Merchant, the Printer, the Farmer, the Baker, and the Smith. You sell wood products for \$2.00 per product. You live in the town of Washington, and you have \$8.00</p>	<p>JOB: Lawyer You help people when they have to go to court. You use paper, glass, and tea. You buy from the Merchant, the Printer, the Baker, and the Farmer. You work for \$8.00 a day. You live in the town of Braddock, and you have \$7.00</p>
<p>JOB: Blacksmith You make things out of silver, lead, and other metals. You use lead, glass, and wood. You buy from the Carpenter, the Merchant, the Baker, the Cooper, and the Farmer. You sell metal products for \$3.00 per product. You live in Franklin, and you have \$12.00</p>	<p>JOB: Painter You paint houses, buildings, signs, and you sell paint. You use paint, and you work with the Builder. You buy from the Merchant, the Baker, and the Farmer. You sell paint for \$3.00 per can. You work for \$11.00 a day. You live in the town of Braddock, and you have \$13.00</p>

Appendix F (Page Two)

<p>JOB: Baker You bake bread and other goods for people to eat. You use sugar, wheat, and paper. You buy from the Farmer, the Merchant, the Cooper, and the Printer. You sell bread for \$1.00 each.</p> <p>You live in the town of Washington, and you have \$6.00</p>	<p>JOB: Baker You bake bread and other goods for people to eat. You use sugar, wheat, and paper. You buy from the Farmer, the Merchant, the Cooper, and the Printer. You sell bread for \$1.00 each.</p> <p>You live in the town of Franklin, and you have \$10.00</p>
<p>JOB: Farmer You grow wheat, corn, and tobacco. You are also the town preacher. You use wood and tea at home, and you use paper for your church - 50 sheets a week. You buy from the Baker, the Merchant, the Cooper, and the Printer. You sell wheat for \$.50 a bushel. You live in the town of Jefferson, and you have \$3.00</p>	<p>JOB: Carpenter You make things out of wood for lots of people. You use lead, paper, and tea. You buy from the Merchant, the Printer, the Farmer, the Baker, and the Smith. You sell wood products for \$2.00 per product.</p> <p>You live in the town of Braddock, and you have \$8.00</p>
<p>JOB: Printer You make newspapers and pamphlets for people to read. You use paper and paint for your job. You buy from the Baker, the Farmer, the Cooper, the Painter, and the Merchant. You sell newspapers and pamphlets for a penny per sheet. You live in Washington, and you have \$9.00</p>	<p>JOB: Merchant You sell tea, sugar, lead, paint, glass, & paper. You buy from the Baker, the Farmer, the Cooper, & the Printer. You sell tea for \$2.00 per box, paper for a penny per sheet, glass for \$1.00 per item, paint for \$1.00 per can, lead for \$2.00 per load, & sugar for \$2.00 per bag. You live in Franklin, and you have \$20.00</p>
<p>JOB: Carpenter You make things out of wood for lots of people. You use lead, paper, and tea. You buy from the Merchant, the Printer, the Farmer, the Baker, and the Smith. You sell wood products for \$2.00 per product.</p> <p>You live in the town of Jefferson, and you have \$6.00</p>	<p>JOB: Lawyer You help people when they have to go to court. You use paper, glass, and tea. You buy from the Merchant, the Printer, the Baker, and the Farmer. You work for \$8.00 a day.</p> <p>You live in the town of Braddock, and you have \$7.00</p>
<p>JOB: Blacksmith You make things out of silver, lead, and other metals. You use lead, glass, and wood. You buy from the Carpenter, the Merchant, the Baker, the Cooper, and the Farmer. You sell metal products for \$3.00 per product. You live in Washington, and you have \$11.00</p>	<p>JOB: Blacksmith You make things out of silver, lead, and other metals. You use lead, glass, and wood. You buy from the Carpenter, the Merchant, the Baker, the Cooper, and the Farmer. You sell metal products for \$3.00 per product. You live in Jefferson, and you have \$8.00</p>

Name: _____

Date: _____

Boycotting and Smuggling Stories

My name is Esther, and I am a Daughter of Liberty. When the British decided to tax all of our paper with the Stamp Act, I thought of a way that I could help my friends and neighbors boycott other British goods. I thought, "Maybe we have to buy their paper, but we don't have to buy their cloth!" I worked day and night, in a small room at the back of my house so British soldiers wouldn't see me. In there, I spun homemade cloth so that other women could use it to make clothes for their families. Thanks to me and other women, less British cloth was bought and sold.

My name is Richard, and I am a tea merchant. I was so upset when the British parliament told us that we must pay a tax on all paper! When did anyone tell the British parliament what we thought or wanted? Well, if we have to pay Britain extra money for paper, I know how to at least give them less money for tea. There are many Dutch ships that come by, and they are loaded with tea. Even better, their tea is less expensive than the British tea. I have to meet the ship captain in the middle of the night, but it's worth it when I think of all the money Britain is NOT getting, thanks to our smuggled tea from the Dutch!

My name is Louis. Even though I am 7 years old, my mother tells me I can be a Patriot too. I am going to boycott all paper goods I don't need. I don't play with cards anymore, and Mom can't bake as many sweets for us now. But I know I am standing up for what is right.

Name: _____

Date: _____

Assessment: Points of View

Read the following passages. Determine whether the speaker is a colonial patriot or a British loyalist.

1. "I know that with the war, there are a lot of things that still have to be paid for. I understand that sugar, paper, and tea are easy items to tax. Almost everybody uses those items. My only problem is that we weren't even asked if this was something we would be willing to pay for!"

Patriot or Loyalist? _____

2. "I just fought in a long war so that I could live on this land. Now the King is telling me I can't have it? That doesn't make sense! It's mine, fair and square, and I'll take it!"

Patriot or Loyalist? _____

3. "It is easy to understand why so many people are upset about the new laws. However, if everyone just sat and thought about it for a little bit, they would see that these laws are being used for our own protection. Even the soldiers are here to make sure we're safe in our new land!"

Patriot or Loyalist? _____

4. "As a widow and a mother of five, I can't afford to pay extra money for the sugar that I need. I hope God doesn't judge me for smuggling sugar, but I have to think of my children! After all, didn't I already pay enough, when my husband died to win the land from the French?"

Patriot or Loyalist? _____

5. "Why are all these new taxes being passed? Shouldn't we have been paying them for a long time? If we are true British citizens, we should help the King in any way he needs it. If we all pitch in together like we should, the King won't have to punish anyone."

Patriot or Loyalist? _____

Appendix H (Page Two)

6. Look at the picture below. Do you think this cartoon was made by a colonist patriot or a British loyalist? Beside the picture, write down your answer and find at least 3 details from the cartoon to support your answer.



A new method of macarony making as practised at Boston.
 Library of Congress.
 Reproduction number: LC-USZ62-1309

7. You are trying to decide whether or not you agree with the American colonists or with the British loyalists. Fill out the table below, listing at least two reasons why taxes are a British right to enforce, and why they are an unjust punishment to the Americans.

PATRIOT VIEW OF TAXES	LOYALIST VIEW OF TAXES
1.	1.
2.	2.

Name: _____

Date: _____

Video Observation Sheet

1. How did Mr. Redcoat come to the teacher's house? _____

2. Where did Mr. Redcoat sleep? _____

3. What did Mr. Redcoat eat? _____

4. Does Mr. Redcoat appear to respect the teacher's belongings? Why or why not?

5. How does the teacher seem to feel about Mr. Redcoat? _____

6. How does Mr. Redcoat change the way the teacher lives and acts around the house?

7. Does Mr. Redcoat do a good job of protecting the teacher? Why or why not?

8. What else does Mr. Redcoat do that makes the teacher upset? _____

9. If you were the teacher, how would you feel, and what would you do about it?

Telephone Activity Instructions

ROUND ONE: SHARING SECRETS THROUGH WHISPERING

Your job is to pass a message along. Make sure you don't tell ANYBODY what the message is before you start the game! When the teacher tells you to start, whisper your message into the ear of the person on your left, and tell them to pass it on.

The SECRET MESSAGE IS:

"The Lobsterbacks are planning to tax more tea by the dock tonight! Meet us at 6 at the Public House."

ROUND TWO: SHARING SECRETS THROUGH WRITING

Your job is to pass a message along. Make sure you don't tell ANYBODY what the message is before you start the game! When the teacher tells you to start, read this piece of paper silently and then hand it to the person on your left. Tell them to read it and pass it on.

The SECRET MESSAGE IS:

"British tea ship coming into port, this afternoon. Have Sons ready with fire if needed to turn it around. Meet at Philadelphia Dock at 2 Sharp!"

Appendix K

Hewes' Account of the Boston Tea Party

"...It was now evening, and I immediately dressed myself in the costume of an Indian, equipped with a small hatchet, which I and my associates denominated the tomahawk, with which, and a club, after having painted my face and hands with coal dust in the shop of a blacksmith, I repaired to Griffin's wharf, where the ships lay that contained the tea. When I first appeared in the street after being thus disguised, I fell in with many who were dressed, equipped and painted as I was, and who fell in with me and marched in order to the place of our destination.

When we arrived at the wharf, there were three of our number who assumed an authority to direct our operations, to which we readily submitted. They divided us into three parties, for the purpose of boarding the three ships which contained the tea at the same time. The name of him who commanded the division to which I was assigned was Leonard Pitt. The names of the other commanders I never knew. We were immediately ordered by the respective commanders to board all the ships at the same time, which we promptly obeyed. The commander of the division to which I belonged, as soon as we were on board the ship, appointed me boatswain, and ordered me to go to the captain and demand of him the keys to the hatches and a dozen candles. I made the demand accordingly, and the captain promptly replied, and delivered the articles; but requested me at the same time to do no damage to the ship or rigging. We then were ordered by our commander to open the hatches and take out all the chests of tea and throw them overboard, and we immediately proceeded to execute his orders, first cutting and splitting the chests with our tomahawks, so as thoroughly to expose them to the effects of the water.

In about three hours from the time we went on board, we had thus broken and thrown overboard every tea chest to be found in the ship, while those in the other ships were disposing of the tea in the same way, at the same time. We were surrounded by British armed ships, but no attempt was made to resist us.

...The next morning, after we had cleared the ships of the tea, it was discovered that very considerable quantities of it were floating upon the surface of the water; and to prevent the possibility of any of its being saved for use, a number of small boats were manned by sailors and citizens, who rowed them into those parts of the harbor wherever the tea was visible, and by beating it with oars and paddles so thoroughly drenched it as to render its entire destruction inevitable."

-- George Hewes

Appendix L
Boston Tea Party Role Play Instructions

Participant

In your discussion, you must convince the others of your group that the British were wrong in trying to tax American colonists for tea. There is no taxation without representation, and no matter how low the British make the price of tea, as long as there's a tax with it, Americans should refuse to buy it. The British cannot force American colonists to buy anything, especially when colonists don't have a voice in Parliament.

Patriot Bystander

In your discussion, you must convince the others of your group that the Sons of Liberty who participated in the Boston Tea Party should not be punished. While you didn't do anything, and you should not be punished, neither should the Sons of Liberty. They stood up for your rights, and the British have no right to force a tax on colonists. There is no taxation without representation!

Loyalist Bystander

In your discussion, you must convince the others of your group that the Sons of Liberty were wrong and destructive. They should be punished, because they are causing the King to pass more laws that take away colonists' rights. The colonies had lots of rights before some of the patriots began to disobey the King! If those few trouble makers are punished, maybe everything will become normal again.

Tea Merchant

In your discussion, you must convince the others of your group that you have been hurt the most by this Boston Tea Party. You live in the colonies, and things seem OK. Americans seem to have a pretty good life here. But now you have lost so much money, because your entire shipment of tea was destroyed. How are you supposed to feed your family? Who will pay you back? This isn't fair!

Name: _____

Date: _____

Boston Tea Party Response Sheet

1. What was your role in the Boston Tea Party discussion? _____

2. How do you feel about the Boston Tea Party? Was it right or wrong, and why?

3. Who agreed with you the most during your discussion? _____

4. Why did that person agree with you? _____

5. Who disagreed with you the most during your discussion? _____

6. Why did that person disagree with you? _____

7. How were the colonists right to protest the Tea Tax? _____

8. How were the loyalists right to support Great Britain? _____

9. Who do you think you would have been during the Boston Tea Party, and why?

Declaration and Resolves of the First Continental Congress

OCTOBER 14, 1774

Since the Majesty's governors and soldiers have frequently stopped people from gathering together to discuss grievances, and since the colonists have always been treated with contempt whenever they have made reasonable petitions to the crown for redress,

The good people of the several colonies of New Hampshire, Massachusetts Bay, Rhode Island and Providence Plantations, Connecticut, New York, New Jersey, Pennsylvania, Delaware, Maryland, Virginia, North Carolina, and South Carolina, have elected, constituted, and appointed men to meet and sit in general Congress, in the city of Philadelphia. These men, in representing the colonies, as Englishmen, DECLARE

That the inhabitants of the English colonies in North America, by the laws of nature, the English constitution, and several charters or compacts, have the following RIGHTS:

Resolved 1: That they are entitled to life, liberty, and property. They have never given any other power the right to take it without their consent.

Resolved 2: That our ancestors, who first settled these colonies, were entitled to all the rights, liberties, and freedoms of subjects born in the realm of England.

Resolved 3: That by moving to America, they did not lose any of those rights. They were, and their descendants are, entitled to those same rights.

Resolved 4: That the foundation of English liberty, and of all free government, is a right to participate in legislative council. As the English colonists are not represented, they cannot properly be represented in the British parliament. They are then entitled to a free and exclusive power of legislation in their several provincial legislatures, subject only to the negative of their sovereign.

Resolved 5: That the colonies are entitled to the common law of England, and should be tried by their peers of their area, according to the course of that law.

Resolved 6: That they are entitled to the benefit of such of the English statutes, as existed at the time of their colonization. They have found these to be applicable to their local and other circumstances.

Resolved 7: That His Majesty's colonies are entitled to all the immunities and privileges granted and confirmed to them by royal charters.

Resolved 8: That they have a right to peacefully assemble, consider their grievances, and petition the king. All prosecutions, prohibitory proclamations, and commitments for the same, are illegal.

Resolved 9: That keeping an army in these colonies in times of peace, without the consent of the colony, is against the law.

Resolved 10: It is necessary to good government that the branches of the government be independent of each other. The exercise of legislative power in colonies, by the crown, is unconstitutional, dangerous, and destructive to the freedom of American legislation.

All of these things, the representatives and their constituents claim, demand, and insist on, as their rights and liberties, which cannot be taken from them or changed in any way, without their consent.

Resolved That there are several laws of parliament that are violations of the rights of the colonists. Parliament must repeal them in order to restore harmony between Great Britain and the American colonies. These include:

- Imposing taxes for the purpose of raising revenues in America
- Extending the power of the admiralty courts beyond their limits and depriving Americans of trial by jury
- The three acts passed in the last session of parliament, for stopping the port and blocking up the harbour of Boston, for altering the charter and government of Massachusetts Bay, and that which is called, "An act for the better administration of justice".
- Also the act making the Roman Catholic religion the required religion of Quebec, abolishing the system of English laws there, and making a tyranny there, endangering neighboring colonies.
- Requiring colonists to provide suitable quarters for officers and soldiers in his majesty's service, in North America.
- Keeping a standing army in several of these colonies in time of peace, without the consent of the legislature of that colony. This is against the law.

To these grievous acts and measures, Americans cannot submit, but hope their fellow Englishmen in Great Britain will restore us to that state when both countries found happiness. We have resolved only to do the following:

1. To enter into a non-importation, non-consumption, and non-exportation agreement.
2. To prepare an address to the people of Great Britain.
3. To prepare a loyal address to His Majesty.

Name: _____

Date: _____

Assessment: Facts & Picture

Answer the following questions.

1. The Proclamation of 1763:
 - A. Put a tax on all paper goods
 - B. Told colonists they couldn't settle west of the Appalachian Mountains.
 - C. Made Sons of Liberty organize the Boston Tea Party
 - D. Was the cause of the French and Indian War.

2. Organized groups that communicated through written letters were called:
 - A. Militia Men
 - B. Daughters of Liberty
 - C. Loyalists
 - D. Committees of Correspondence

3. The Quartering Act...
 - A. Made colonists provide a home for soldiers
 - B. Made colonists pay a quarter for every stamp
 - C. Made colonists buy tea they didn't want
 - D. Stopped colonists from spreading ideas

4. Why did Britain decide to tax the colonists?
 - A. Britain wasn't selling enough tea.
 - B. The colonists were making too much money.
 - C. Britain needed money to pay for the French & Indian War.
 - D. Britain was afraid the colonists were giving money to Indians.

5. What sentence tells why colonists did not like the taxes?
 - A. "The French are taking all of our money."
 - B. "No taxation without representation!"
 - C. "We have the right to trial by jury!"
 - D. "We don't buy any of your British goods!"

Answer the following questions in complete sentences.

6. Why did the Sons of Liberty organize the Boston Tea Party? _____
- _____

7. Britain put a tax on glass, so colonists **boycotted** glass. What does **boycott** mean, in your own words?
- _____

Appendix O (Page Two)

8. What did the colonies do at the end of the First Continental Congress to tell King George III how they felt?

9. What were the Loyalists' reasons for obeying the King? _____

10. How did Great Britain not respect the rights of colonists? Name at least three things they did.



11. The picture to the left is of Patrick Henry, who you will learn about soon. How can you tell this is an American work of art?

How is Patrick Henry shown as a great man in this picture?

If this be treason ... Patrick Henry in the House of Burgesses, May, 1765]. Engraving by Alfred Jones after P. Rothermel. **Reproduction number:** LC-USZ62-3775

Name: _____

Date: _____

Paul Revere's Ride Timeline

Tuesday night, April 18, 1775

9:30 PM _____
Boston

10:00 PM _____
Boston

11:00 PM _____
Charlestown

11:30 PM _____
Medford

Wednesday Morning, April 19, 1775

12:05 AM _____
Lexington

12:30 AM _____
Heading to Concord

12:45 AM _____

1:00 AM _____

2:00 AM _____
Lexington

4:30 AM _____
Buckman Tavern

5:00 AM _____
Buckman Tavern

Name: _____

Date: _____

Paul Revere's Ride Compare/Contrast

(Adapted from http://www.cvesd.k12.ca.us/finney/paulvm/h2_comp.html)

Henry Wadsworth Longfellow's Version	What Actually Happened during Paul Revere's Ride
Paul asked a friend to warn him by hanging one or two lanterns in the Old North Church tower.	
	Paul Revere and William Dawes ride in separate directions to warn John Hancock and Samuel Adams about the British.
Paul waited across the river to see the signal from the tower. He saw two lanterns in the Old North Church steeple and immediately jumped on his horse, beginning the famous ride.	
	Paul Revere is captured at 1:00 AM and is questioned by British soldiers. They take him back to Lexington and release him without his horse.

Name: _____

Date: _____

An Account of Concord & Lexington

That morning, I heard the Lexington bell ring, and I immediately got up. I took my gun and, with Robert Douglass, went quickly to Lexington, which was about three miles away.

When I arrived there, I asked Captain Parker, the commander of the Lexington company, what the news was. Parker told me he did not know what to believe. A man had come up about half an hour before and told him that the British troops were not on the road. But while we were talking, a messenger came up and told the captain that the British troops were within half a mile. Parker immediately turned to his drummer, William Diman, and ordered him to start playing, which he did. Captain Parker then asked me if I would go with his company. I told him I would. Parker then asked me if the young man with me would come too. I spoke to Douglass, and he said he would follow the captain and me.

By this time, many men had gathered around the captain at the hearing of the drum. We were about halfway between the meeting house and Buckman's tavern. Parker said to his men, "Every man of you, who is equipped, follow me. Those of you who are not equipped, go into the meeting house and get some weapons, and immediately join us." Parker led those of us who were equipped to the north end of Lexington Common, near the Bedford Road, and formed us in a single file line. I was stationed about in the center of the group. While we were standing, I left my place and went from one end of the company to the other and counted every man who was there. The whole number was thirty-eight, and no more.

Just as I had finished and got back to my place, I saw the British troops had arrived on the spot between the meeting house and Buckman's, near where Captain Parker stood when he first led off his men. The British troops immediately wheeled so as to cut off those who had gone into the meeting house. The British troops approached us rapidly, with a general officer on horseback at their head. The officer came up to within about two rods of the center of the company, where I stood. They then stopped. The officer swung his sword and said, "Lay down your arms, you rebels, or you are all dead men. Fire!" Some guns were fired by the British at us from the first group, but no person was killed or hurt. The guns were probably filled only with powder.

Just at this time, Captain Parker ordered every man to take care of himself. The company ran off. Then the second group of the British fired and killed some of our men. There was not a gun fired by any of Captain Parker's company, as far as I know. I would have known if somebody had. I know everybody who lives in Lexington, especially the men who were in Captain Parker's company, and with only one exception, I never heard any of them say or pretend there was any firing at the British from Parker's company. One man told me, many years later, that after Parker's company had gone away, and when he was a long ways off, he fired his gun.

Name: _____

Date: _____

An Account of Concord & Lexington

I want to tell you that I found out there was a large amount of weapons and ammunition being collected at Concord. It was going to be given to a militia fighting against his Majesty's government. So I brought some soldiers out of town under the command of Lieutenant Colonel Smith of the 10th Regiment, and Major Pitcairne of the marines, as secretly as I could.

On the night of the 18th, I gave them the orders to destroy the weapons and ammunition. The next morning, I sent eight more groups of soldiers with Lord Percy.

From the firing of alarm guns and the ringing of bells, I found out that Lieutenant Colonel Smith's troops had been discovered. Only six miles away from Concord, some Minute Men began to fire on his group. Smith's troops fired back, and the Minute Men ran off. They went on to Concord, where they destroyed all the weapons and ammunition that they could find.

When the troops were returning back to camp, they were attacked from all sides. They were so tired from marching back and forth, that they were unable to outrun the enemies.

Lord Percy then arrived to help them with his men and two cannons. Even though they were being attacked from all sides in a space of fifteen miles, from every hill, fence, house, and barn, Lord Percy and his men kept the enemy away. He brought the troops to Charlestown, and then they took a boat to Boston.

Enough can't be said of how great Lord Percy was in his fighting. Lieutenant Colonel Smith and Major Pitcairne did everything they could do as well, and so did all the officers. The men behaved with great bravery and skill. I want to tell you how many are killed, wounded, and missing. It is said that our enemies lost many men.

The whole country was armed with surprising speed, and there are thousands of Minute Men who are now ready to attack us. We are very busy in preparing to fight them.

Name: _____

Date: _____

An Account of Concord & Lexington

On the 18th, at 11:00 PM, about 800 soldiers were sent across the bay to Cambridge. They marched to Concord, about 20 miles away. Minute Men had been seen there recently, and the general knew they had some weapons there that he was going to destroy.

The people in the country (the minute men) had a signal, by a light from one of the steeples in town, for when the troops started marching. The alarm spread through the country, so that before the sun rose, the people were marching to Concord. At sunrise, a number of men appeared before the troops near Lexington. They were called to run off, so they fired on the troops and then ran.

Some soldiers chased them and brought down about fifteen of them. The troops went on to Concord and destroyed the weapons. When they were returning, they found two or three of their fellow soldiers lying on the ground, dying. They had been scalped, their noses and ears had been cut off, and their eyes had been poked out. There were still many people in the hills, woods, and stone walls along the road. The soldiers chased some of them from the hills, but all of the men on the road were trapped by the stone walls. The Minute Men hid behind the walls and fired on the troops. This happened for seven or eight miles. They were almost exhausted and had nearly run out of ammunition when Lord Percy came with two cannons and some fresh troops. They fired heavily on the Minute Men, but since the Minute Men were always hiding behind trees, walls, and houses, they couldn't see who they were shooting. Some of the troops had to invade houses just to find who was shooting at them, and sadly, they had to kill everyone in the house.

Lord Percy did an excellent job. He was in the toughest part of the battle, and he never gave up. Over 100 soldiers are wounded. Nearly as many are dead. We don't know how many of the enemies are dead, but it was said that nearly 2,000 of them have fallen.

The troops returned to Charlestown at about sunset after marching for fifty miles. At about 10:00 PM, they were brought back to Boston. The next day, men from the country surrounded Boston - about 20,000 men - and raised guns on three or four different hills. We are now cut off from all communication with the rest of the country. I am afraid that many people will starve here. We are being kept prisoner by these Minute Men! May God rescue us from these great troubles.

Name: _____

Date: _____

Concord & Lexington Artwork Rubric

Artwork: Point of View	Art shows a clear point of view. Several details in the work are vivid and support the artist's perspective.	Art shows a clear point of view. Details support the artist's perspective.	Art shows a clear point of view. Work lacks some important details.	Point of view is not clear. Details are not present, or confuse the viewer.
Artwork: Accuracy	Many details in the work are accurate to the time period. Artwork looks as if it could have been created during the time period.	Art includes several details that are accurate to the time period. Artwork looks similar to art that was created during the time period.	Art includes some details that are accurate to the time period. One or two details take away from the accuracy of the artwork.	Art is missing several important details. The artwork is not accurate to the time period.
Artwork: Creativity	The student's personality and voice comes through in the artwork. Several details are original and clearly the student's own.	The student's personality comes through in parts of the artwork. Student uses other examples as a starting place and has added some details	The student has copied several details from examples. Artwork lacks student's personality, but the assignment is complete.	Student has not made much attempt to complete the artwork, or has copied an example.
Artwork: Workmanship	Student went above and beyond expectations. Much time and effort was used to complete the artwork.	Class time was used wisely. Student met all expectations. Solid effort was shown.	Class time was not always used wisely. Student still met all expectations.	Class time was not used wisely. Student did not meet all expectations.

Name: _____

Date: _____

Performance Task Instructions

The American Revolution Courier

You are an artist working for a local newspaper during the American Revolution.

You are either a British loyalist or an American patriot, and you are proud of your beliefs.

You have just learned about the battle of Bunker Hill, and you have received an objective, factual account of the details of the battle.

Your job is to write an article explaining the event for your newspaper. You also must create a piece of art that will be published in the newspaper next to your article, showing what happened.

As a loyalist or a patriot, you must convince others to believe your side of the story. Read the factual account and rewrite the battle from your side's point of view – British or American. After reading your article and seeing your art, readers should agree with you that your side is the “good” or “right” side.

You will be graded on:

- How clearly you show your point of view
- How accurate you are in your artwork and writing
- Your workmanship: how neat and careful your work is
- The creativity of your work

Do your best! The country waits to hear what has happened!

Appendix W

Name: _____

Date: _____

Performance Task Rubric

CATEGORY	4	3	2	1
Article: Idea and Organization	Article answers the 5 W's. The events are retold in a sequential order. The article is detailed and easy to understand.	Article answers the 5 W's. The events are retold in a sequential order. The article has some details.	Article answers the 5 W's. The events includes important information, but lacks sequential organization.	Article is missing important details. 5 W's are not clearly answered. Details are missing order.
Article: Voice and Word Choice	Article is written from one point of view. Word choice supports the point of view and grabs the reader's attention. Voice of the author sounds realistic and accurate to the time period.	Article is written from one point of view. Word choice supports the point of view. Voice of the author attempts to be realistic, but is not always consistent.	Article is written from one point of view. Word choice somewhat supports the point of view. Voice of the author does not match the time period.	Article's point of view is unclear. Reader is left with many questions about who the author is and what they believe happened.
Article: Conventions	Writer makes no grammatical, capitalization, punctuation, or spelling errors that distract the reader from the content.	Writer makes 1 or 2 noticeable errors, but the conventions do not distract or confuse the reader.	Writer makes a few noticeable errors that somewhat distract the reader from the content.	Writer makes several errors that prevent the reader from understanding the content.
Article: Workmanship	Writer followed the writing process and demonstrated outstanding effort. Writer used time wisely.	Writer followed the writing process. Writer used all time to produce the article. Writer gave moderate effort.	Writer followed the writing process, but class time was not always used wisely. One of the steps of the writing process is not fully completed.	Writer did not fully complete the writing process. More than one step is not fully completed or missing. Time was not used wisely.
Artwork: Point of View	Art shows a clear point of view. Several details in the work are vivid and support the artist's perspective.	Art shows a clear point of view. Details support the artist's perspective.	Art shows a clear point of view. Work lacks some important details.	Point of view is not clear. Details are not present, or confuse the viewer.
Artwork: Accuracy	Many details in the work are accurate to the time period. Artwork looks as if it could have been created during the time period.	Art includes several details that are accurate to the time period. Artwork looks similar to art that was created during the time period.	Art includes some details that are accurate to the time period. One or two details take away from the accuracy of the artwork.	Art is missing several important details. The artwork is not accurate to the time period.
Artwork: Creativity	The student's personality and voice comes through in the artwork. Several details are original and clearly the student's own.	The student's personality comes through in parts of the artwork. Student uses other examples as a starting place and has added some details	The student has copied several details from examples. Artwork lacks student's personality, but the assignment is complete.	Student has not made much attempt to complete the artwork, or has copied an example.
Artwork: Workmanship	Student went above and beyond expectations. Much time and effort was used to complete the artwork.	Class time was used wisely. Student met all expectations. Solid effort was shown.	Class time was not always used wisely. Student still met all expectations.	Class time was not used wisely. Student did not meet all expectations.

Name: _____

Date: _____

Bunker Hill

General Gage and his British troops were trapped in Boston by the American army, which were waiting on hills west of the city.

There were two hills: Bunker Hill and Breed's Hill. Both the British troops and the American troops wanted to be on the tops of those hills, so that they could control the land around them.

About 1,500 soldiers from the militia climbed up Breed's Hill and Bunker Hill on the evening of June 16, 1775, at actually about 3:00 in the morning. They dug trenches and prepared for a great battle.

When General Gage woke up to find colonists on the hills, he decided to attack. Several British troops were sent up Breed's Hill to capture it. They decided to face the Americans head-on.

The American soldiers knew they did not have much ammunition, and they were heavily outnumbered. They were commanded to hold their fire, "until you see the whites of their eyes!" By using their weapons wisely, they caused the British to retreat back down the hill. While there were many American soldiers on Bunker Hill, they never left the hill, and the British did not attack them. The main battle was at Breed's Hill.

The British tried again to climb Breed's Hill. Again, they were forced to go back down the hill because of the Americans' shots. However, the Americans were running out of ammunition. The British tried one final attack, straight up the middle. With so many soldiers low on bullets and powder, the Americans had to retreat. The British did not try to chase them once they were at the top of the hill--they had what they wanted.

Although the British won the hills (soldiers on Bunker Hill did not join the fighting), they lost more men than the Americans. The British reported nearly 1,150 killed and wounded - about half of their force. The Americans reported about 450 men killed and wounded. So began the Revolutionary War.

Name: _____

Date: _____

Self Assessment

Answer the following questions in the scale below:

1. During this unit, I am most proud of: _____

2. One thing I could have done better was: _____

3. I will remember: _____

4. One question I have now is: _____

5. After this unit, what do you think about other people's points of view?
Why should we listen to other people's points of view?

6. Is someone "right" just because they think they are? What does it mean
to be right?

7. Should there be different versions to every history? What do you think?
