

SAMPLE PACKET

LESSON PLANS AND STUDENT SHEETS

BOOK THREE



FROM COLONIES TO COUNTRY

A History of US
TEACHING GUIDE
AND RESOURCE BOOK

**CENTER FOR SOCIAL ORGANIZATION OF SCHOOLS
TALENT DEVELOPMENT MIDDLE SCHOOLS**

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CONTENT OVERVIEW

BOOK THREE FROM COLONIES TO COUNTRY

Description: The Revolutionary War! The Americans fight for freedom in *From Colonies to Country*. In this enthralling story we meet George Washington, King George III, Sam Adams, Patrick Henry, Eliza Pinckney, and Alexander Hamilton. The French and Indian War, the writing and signing of the Declaration of Independence, the Constitutional Convention where the government of the United States is created—these are major events in *A History of US*.


Teaching & Student Activity Highlights:

- use a rap to preview the American Revolution
- judge freedom of the press in internet cases
- identify propaganda techniques—the Boston Massacre
- create a Dateline newscast
- write captions for paintings of Revolutionary War battles
- judge Benedict Arnold as hero or traitor
- interpret revolutionary period song lyrics
- write Jefferson’s epitaph
- create and play a Northwest Passage game
- compose Constitutional founders riddles

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Review Lesson	Lesson 26 The Convention Compromises
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Lesson 14 Declaring Independence	Review Lesson

THE FOLLOWING LESSONS ARE INCLUDED IN THIS SAMPLE SET: Lessons 1, 9, 16 and 23

To view the listing of materials needed for student activities, see the ‘RESOURCES’ section in each sample Lesson.



LESSON 1 LIFE AND IDEAS OF LIBERTY IN THE COLONIES PREFACE



THEME

On the eve of the American Revolution, the colonists enjoyed a high per-capita income in a stratified, class-conscious society. Beginning to think of themselves more as Americans than Englishmen, the colonists began developing their own ideas of liberty and of their political rights and privileges.



OVERVIEW

What was life in the thirteen colonies like in the years immediately preceding the American Revolution? Thomas Fleming, author of *Liberty! The American Revolution*, shatters the general impression that revolutionary era Americans were poor and more or less equal. Fleming writes, “On the contrary, they enjoyed the highest per-capita income of any people in the civilized world of their time” and “in each of the thirteen colonies, a highly stratified, class-conscious society already existed.” Throughout the colonies, ten percent of the taxpayers possessed most of the land and wealth. During the century-and-a-half of colonization, a select group of talented and ambitious individuals had acquired land and money.

One step down the economic and social ladder thrived a growing middle class composed of independent farmers with numerous heads of domestic livestock and sufficient crops to sell for cash and small business entrepreneurs such as tradesmen, innkeepers, and merchants. The quintessential American business acumen was well on its way. Merchants stood at the apex of the

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economy, except in the southern colonies where the planter reigned in making and spending money freely. Many enterprises reached remarkable size (for example: by 1775, American ironworks produced one-seventh of the world's iron), and America boasted an economy two-fifths the size of England's, which it was well on its way to surpassing.

At the foot of the ladder stood free and enslaved Africans, Native Americans pushed as far as possible into the non-coastal wilderness, subsistence farmers, apprentices, indentured servants, frontier settlers, and many of the poor, newly arrived immigrants. Except for the Native American and the enslaved African, America between 1760 and 1775 promised a good place to live and the possibility of social and economic improvement. Multitudes of Protestant Irish, Scots, and Englishmen flocked to the colonies "for no other reason but because they hope to live better, or to earn more money...than they can at home" as Wills Hill, the British secretary of state for America, informed Parliament, concerned by the mad rush of emigrants, many of whom were skilled craftsmen.

The colonists spent freely and were often in debt—to each other and to English merchants to whom they owed almost six million pounds just prior to the Revolution. Almshouses and debtor's prisons bulged with those unable to pay their bills; in New England, officials commonly bid off the poor at town meetings for hire. The privileged debtor fared better, racking up bills against the promise of next year's profit.

Although more than sixty percent of Americans came from English origins, a goodly number of former Scots and Scot-Irish, German, Dutch, southern Irish, and others inhabited the colonies. Almost 540,000 individuals came from African origins and composed twenty percent of the total population of over two and a half million Americans.

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Although varied religious sects prospered, the largest were Congregational and Presbyterian churches followed by Baptist, Anglican, Dutch or German Reformed, Lutheran, and Catholic, and small numbers of Quakers and Jews. Religious distrust and hostility also flourished and tolerance was rare. With few exceptions, individual colonies did not welcome other sects.

After the church, community life centered in the tavern that hosted men regardless of their social or economic station. The widespread colonial fondness for a glass of hard cider or a tot of rum brought males to the tavern to read the latest newspapers and discuss politics. A tavern keeper made good money, and after the minister, was the second-most important man in town and usually the local political boss. During the Revolution, the taverns figured prominently as the temporary seats of government and the meeting places of the Patriots.

The number of Americans doubled every twenty-five years, in part due to early marriage. Girls married as young as thirteen years of age and rarely remained unmarried by eighteen. Money played a large role in marriages, (newspapers regularly stated the amount of a bride's dowry) especially among the well-to-do. With the dangers of childbirth and the common fatal consequences of sickness, disease, and accident, both men and women remarried often for necessity and to partners vastly older or younger than themselves. Although young women most often married older men, the March 15, 1771, newspaper, *The Virginia Gazette*, announced,

Yesterday was married, in Henrico, Mr. William Carter, third son of Mr. John Carter, age 23, to Mrs. Sarah Ellyson, relict (widow) of Mr. Gerald Ellyson, aged 85, a sprightly old tit with 3,000 pounds fortune.

Her husband legally controlled a woman's property, and the courts seldom granted divorce. Few women

were educated, except by private tutor. Nevertheless, quite a few women managed their own affairs or became heads of businesses and farms. Many of these took over the family business upon the death of husband or father. One case is Eliza Lucas (whose story appears in Chapter 9 of Joy Hakim's *From Colonies to Country*) who "loved the vegetable world extremely" and experimented with raising figs, indigo, cotton, and ginger on her family's plantation, thus beginning the extremely profitable indigo crop in South Carolina. In 1734, Catherine Zenger continued to print her husband's newspaper during his unjust imprisonment for seditious libel. After his death in 1746, Catharine again managed the family business, this time under her own name. Colonial women worked hard even within their traditional women's roles. Abigail Foote of Connecticut wrote of one day's work in her diary:

Fix'd gown for Prude—Mend Mother's riding hood—spun short thread—fix'd two gowns for Welsh's girls—carded tow-spun linen—worked on cheese—hatchel'd flax with Hannah, we did 51 lbs apiece—pleated and ironed—read a sermon of Doddridge's—spooled a piece—milked the cows—spun linen, did 50 knots—made a broom of Guinea wheat straw—spun thread to whiten—set a red dye—had two scholars from Mrs. Taylor's—carded two pounds of whole wool—spun harness twine—scoured the pewter.

Although all of colonial life required such work, especially for those at the lower socio-economic levels and on the frontier, Americans lived well. Most foods available today appeared on colonial menus, although fresh fruits and vegetables were seasonal. Ham was the most standard fare—the great Virginian William Bryd scribbled his recipe for cooking it in his Bible. Common people usually prepared one-pot soups, stews, and meal mushes,

while the more elite feasted on groaning boards of multi-course meals. Most folks started the day with a drink of spirits, and one historian has noted that “colonial Americans drank enough hard cider in a single day to make modern Americans woozy for a week.”

Popular forms of entertainment included dancing and music. Whether in ballroom or barn, dancing was vigorous, prompting one European visitor to remark that the dances tested “the respective strength of their [the dancers’] sinews.” Colonists danced minuets, reels, jigs, and country dances similar to the modern square dance. The American music and dance forms reflected various cultural and immigrant backgrounds. Americans played a variety of musical instruments—the most popular being the violin (or the commoner’s fiddle) followed by flute, recorder, harpsichord, piano, and ten-string guitar. Townsfolk with the means to purchase tickets attended the popular musical theatre and musical society concert of the day.

Americans sang as part of everyday life and for entertainment. Field songs and sailor chanteys, spinning songs and ribald tavern ballads, hymns and popular stage tunes entertained and lightened the workload or task. Widely popular folk songs, especially of Scottish origin, traveled from place to place, often with new words written for them. Equally popular were ballads sung in taverns or at private parties. Standing at the center of Philadelphia musical life, Francis Hopkinson composed graceful, romantic music and published the first American song in 1759—later he also signed the Declaration of Independence. In 1770, William Billings, the most important colonial songwriter, published the first collection of entirely original American music. Rich in political defiance, as well as new harmonies, Billings’s collection transformed American music. His tune “Chester” rivaled “Yankee Doodle” as the favorite song of the Revolution.

*Let tyrants shake their iron rod
And slav'ry clank her galling chains
We fear them not we trust in God
New England's God forever reigns.*

Patriotic songs of the day were not limited to American liberty sentiment. In the mother country, the favorite eighteenth century song “Rule Britannia” proclaimed, “Britons never never never shall be slaves.” The new industrialists held that liberty had resulted in the English industrial revolution with its bold spirit of enterprise that promised urban order and civic pride as well as an improved standard of living. But the aristocracy ruled the English political system with only two hundred thousand males able to vote out of a total population of eight million people. Characterized by incredible imbalances between population and representation, Parliament remained a closed aristocratic corporation with appalling corruption and bribery.

The resentful poor and politically disfranchised filled England's cities and rioted frequently between 1740 and 1775. Without the army to suppress the urban poor, England would have collapsed into anarchy. Furthermore, British liberty did not extend to Ireland. When Benjamin Franklin visited Ireland in 1771, he grimly noted that heavy-handed English power had left the subdued country in political and economic ruins. With foreboding, American leaders wondered how English “liberty” could inflict such oppression on another people.

In the New England colonies, the descendants of the English puritans (who had left a mother country that they considered hopelessly corrupt) created a way of life in which the liberty to do “that which is good, just, and honest” formed the centerpiece. The words of their first governor, John Winthrop, “This liberty you are to stand for, with the hazard not only of your goods but of your lives if need be” foreshadowed the Patriot pledge of lives, fortunes, and sacred honor. Small wonder that the first act of

rebellion would take place in Boston over search warrants granting custom inspectors the right to break into a man's ship, warehouse, or home in search of suspected smuggled goods.

The idea of liberty in the southern colonies differed from the ordered, morality-driven New England liberty. Many upper class southerners, such as George Washington, believed that with self-mastery, men of high principal and unflinching courage viewed life in terms of duty and honor, both personal and private. No duty was higher, no honor more glorious than service to one's country. The world was a harsh place that did not apportion liberty equally. Some men had more than others and some had none at all, thus one could own slaves and still be a devotee of liberty. For the right to rule, to have one's own way and not to be arbitrarily ruled by the will or whims of others, a man should be prepared to sacrifice everything, even his life, for his country's liberty.

Far less homogeneous than the society of New England or the South, the Middle Colonies mingled social and religious groups, northern and southern colonial traits, and brisk business instincts and prosperous urban merchants. The Middle Colonies identified more strongly with England than with each other. Many agreed with Benjamin Franklin's creed of liberty and described themselves as he did, a "mortal enemy of arbitrary government and unlimited power." Some, such as the Quakers, saw liberty as a gift of God that every man and woman had a right to exercise. Franklin had risen far above his humble working-class status, but he spoke for the soon-to-be Patriots when he penned the motto for the title page of a history of Pennsylvania, "Those who give up essential liberty, to preserve a little temporary safety, deserve neither liberty nor safety."

By the late 1730s, both the colonists themselves and their English brethren began to consider the

provincial colonials as Americans. More and more, identification with a specific colony or region gradually supplanted the colonists' primary association with England. Although still demanding their rights as Englishmen, colonists began developing their own ideas of liberty and the rights and privileges of Americans.

References

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- Tunis, Edwin. 1999. *Colonial Living*. Baltimore: The Johns Hopkins University Press.
- Virga, Vincent and Curators of the Library of Congress. 1997. *Eyes of the Nation*. New York: Alfred A. Knopf.
- Wood, Peter H. 1996. *Strange New Land: African Americans 1617-1776*. New York: Oxford University Press.

STANDARDS

HISTORICAL THINKING

The student will

Chronological Thinking

- identify in historical narratives the temporal structure of a historical narrative or story

Historical Comprehension

- identify the central question(s) the historical narrative addresses
- read historical narratives imaginatively
- evidence historical perspectives

Historical Analysis and Interpretation

- identify the author or source of the historical document or narrative
- consider multiple perspectives
- hypothesize the influence of the past

Historical Research Capabilities

- formulate historical questions
- obtain historical data

Historical Analysis and Decision-Making

- identify issues and problems in the past
- identify relevant historical antecedents
- evaluate alternative courses of action

CONTENT

The student will demonstrate understanding of **How political institutions and religious freedom emerged in the North America colonies**

- The rise of individualism, the roots of representative government, and how political rights were defined
 - ▶ analyze how the rise of individualism affected the ideal of community
 - ▶ explain how the growth of individualism challenged European ideas of hierarchy and deference and contributed to the idea of participatory government



RESOURCES

For each student

From Colonies to Country by Joy Hakim: Preface,
“From Colonies to Country”

Notebook

Student Sheet: *Colonies to Country Rap*

One of the numbers from the Student Sheet:
Numbered Heads

For the classroom

Chart paper

Markers

Vocabulary words written on chart paper

Web sites

USA: Colonial History @ <http://www.ukans.edu/history/VL/USA/ERAS/colonial.html>

History Net @ <http://historian.org/local/Jamstwnva.html>

Colonial American History: Links to Helpful Sites @ http://www.studyworld.com/colonial_american_history.htm

American Colonial History @ <http://members.nbci.com/laul0005/america.htm>

Colonial American History and the Early Republic to 1812: Guide to Resources on the Web @ <http://web.uccs.edu/~history/index/colonial.html>

Voice of the Shuttle: History Page @ <http://www.qub.ac.uk/english/shuttle/history.html>



VOCABULARY

Words to Remember

***revolution** — the overthrow of their government by the people

slavery — practice of owning people who are not free

Parliament — law-making body of the British government

***colonies** — the thirteen separate territories owned by Britain before the American Revolution

***country** — a nation united by a common government

***preface** — beginning of a written work in which the writer explains his or her purpose for the book

Dates to Remember

***July 4, 1776** — Americans sign the Declaration of Independence from England and declare themselves a separate country

The Lesson



FOCUS ACTIVITY

FOCUS ACTIVITY - 10 minutes

1. Distribute *From Colonies to Country: Book Three of A History of US* by Joy Hakim.

Note to the Teacher: Before students begin reading *From Colonies to Country*, use the following discussion strategy to help students activate prior knowledge and build a framework for constructing meaning.

2. Introduce and preview the text with the students incorporating key vocabulary into the discussion. For maximum comprehension and enjoyment, students should understand the book's format, which is unlike that of most textbooks.

To stimulate student interest in the revolutionary period and the text, *From Colonies to Country*, allow time for the students to peruse the illustrations, quotations, sidebar material, chapter titles, and other portions of the book that interest them.

3. Draw the students' attention to the title of the book, *From Colonies to Country*.

Ask the students to explain the title and **Predict** the book's theme and what events and individuals

might be included in the text. During this discussion, consistently ask the students to explain their responses and provide detailed answers.

 **TEACHING
ACTIVITY**

TEACHING ACTIVITY – 25 minutes

1. Introduce information about Joy Hakim (Haykim), the author of *From Colonies to Country* and the other nine books in her *A History of US* series. Joy Hakim, teacher and newspaper reporter, wanted to write an interesting, engaging, accurate history for students that told the true stories of people and events in our nation’s history. In her history, Ms. Hakim tells stories of the great and the ordinary—of all the people. In this particular book, she tells how we changed from thirteen separate colonies into an independent country with a common, democratic government—an exciting, dangerous time in our history.

2. **Reading for a Purpose:** Read “A Note from the Author” on the last page of the book to the students, pausing frequently to explain unfamiliar words or ideas and to discuss important points. Discuss how Hakim wrote true stories of the past and how the students might try to imagine themselves in those stories and in the historical era.

Be sure students understand what Hakim means by exact imagining and its connection to the study of history.

Engage the students in a brief discussion of the final paragraph on page 192, challenging the students to think about their own and their families’ histories, and that of their school or community. Explain that the students will have the opportunity to further consider their own histories and write about themselves as they study this book.

3. Return to the Preface on page 9 of *From Colonies to Country*. Ask the students to define what a

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preface is. If necessary, explain its purpose to them: the beginning of a written work in which the author explains the book's purpose or the reason he or she wrote the book.

Write the word *preface* and its definition on chart paper and display in the classroom.

4. Introduce the other Vocabulary *Words to Remember* written on chart paper.

5. Reading for a Purpose: Working with a partner, the students read the Preface: "From Colonies to Country" to identify the purpose of that preface and why the author wrote it. Students should also imagine themselves in the time-and-space capsule that the author uses to transport them back to the era immediately before the American Revolution.

Circulate and Monitor: Visit the partnerships as they read, helping them to identify the author's purpose and what the colonies were like on the eve of the American Revolution.

6. Discuss the Preface with the class. Help the students form a mental image of colonial life in the early eighteenth century.

Read or use information from the Overview to extend the students' knowledge about that time. In particular, explain the economic situation, the social classes, and everyday life in the colonies, and how England and the New England, Middle, and Southern colonies viewed liberty and their rights as English citizens.

7. Students use this information to **Predict** what will happen next. Students return to page 12 of the Preface in *From Colonies to Country* and again read the last two paragraphs to summarize the situation in the colonies in the mid-eighteenth century.



**STUDENT TEAM
LEARNING
ACTIVITY**

STL ACTIVITY – 15 minutes

Using a rap song to preview the American Revolutionary era

1. Tell students they are going to read a rap song written about this time period, often called the American Revolutionary era. While they might not know all the names, events, and phrases listed in the rap now, they will know them after reading this book.

2. Distribute the Student Sheet: *Colonies to Country Rap*.

3. Reading for a Purpose: Students **Partner Read** the rap in order to connect people and events in the rap with their prior knowledge of the American Revolutionary era and their perusal of *From Colonies to Country*.

If time permits, invite volunteers to read different verses aloud.

After reading the rap, facilitate a brief general discussion using the following questions as a guide:

- Which words or people in this rap have you heard of before?
- What words are unfamiliar? What sounds interesting?
- What people and events would you like to know more about?

Encourage speculation and stimulate interest and predictions rather than focusing on correct answers at this point.



**REFLECTION AND
REVIEW ACTIVITY**

REFLECTION AND REVIEW ACTIVITY – 10 minutes

1. Ask the students for their reactions to the Francis Parkman quotation that Joy Hakim uses in her “A Note from the Author” on page 192 of *From Colonies to Country*.

If necessary, help the students reinterpret the quotation.

2. The teams first discuss and then decide if they agree with Hakim that facts and accuracy in history are not enough in telling the historic story, that the story may be unmeaning and untrue unless the writer shares (or imagines) the action he or she describes.

Use **Numbered Heads** for the teams to share their responses. Be sure the students explain their opinions.

3. Ask the students if they think the readers of history (themselves, in this case) must read the historical story and imagine themselves in the action in order to understand the meaning and truth of what they read.

Use **Numbered Heads** for the teams to share their responses. Be sure the students explain their opinions.



HOMEWORK

Consider author Joy Hakim's comments about writing your own personal or family history. Begin by investigating your own history and trying some exact imagining. Ask what life was like when older family members were your age. Take notes about what they say and write about your interview. Write another brief paragraph that will be the beginning of your preface. In that paragraph preface explain the purpose of your personal history and why you are writing it.

Note to the Teacher: If your students come from situations that are sensitive to the students' inquiries, change this assignment and future homework assignments to ones that pertain to the history of the school or immediate neighborhood. Instead of investigating family history, students ask questions and interview older students about the

school's history or neighbors about community history.



LIBRARY/MEDIA RESOURCES

Nonfiction

My Backyard History Book by David Weitzman, Brown Paper School, Little, Brown and Company
The Great Ancestor Hunt: The Fun of Finding Out Who You Are by Lila Perl, Clarion Books
Liberty! The American Revolution by Thomas Fleming, Viking

Video

Liberty! The American Revolution, KTCA/Twin Cities Public Television with Middlemarch Films, Inc.

CD ROM

Story of America I: Colonial America, National Geographic Society
Story of America I: The American Revolution, National Geographic Society



CONNECTIONS

Science/Library — Students locate books or Web sites about astrophysics to learn about time and light, red dwarfs, and black holes. Students share their findings with other students. Students might wish to write and perform plays or skits using such information to explore or explain the possibilities of time travel.

Math/Technology/Library — Students research population, social, and economic figures in the colonies prior to the Revolutionary War.

Art/Library — Students examine the paintings of Thomas Cole and other eighteenth century artists who depicted America as a wondrous, unspoiled land full of opportunities. Students compare this artwork with that of earlier American painters.

Art — Students create silhouettes of family or friends using the example of the eighteenth century

silhouette of George Washington on page 8 of *From Colonies to Country*. Students display their silhouettes for others to enjoy.

Music — Students listen to and sing field and work songs, sailor chanteys, ballads, hymns and popular stage tunes of the eighteenth century.

Music — Students listen to the music of Francis Hopkinson and William Billings, such as his tune “Chester” that rivaled “Yankee Doodle” as the favorite song of the Revolution.

Local History — Students research what was happening in their community in the early eighteenth century. Students begin a timeline for their community that corresponds to the chronology of events during the American Revolutionary period.

Geography — Students create comparative maps that show the thirteen English colonies and the land claimed by the French and the Spanish in the early, mid-, and late-eighteenth century. How did the ownership of the land change in one century?

Literature — Partner Discussion Guides from the Johns Hopkins Talent Development Program are available to connect the following literature to early American history before the Revolution: *Amos Fortune: Free Man* by Elizabeth Yates, *The Double Life of Pocahontas* by Jean Fritz, *The Slave Dancer* by Paula Fox, *The Witch of Blackberry Pond* by Elizabeth George Speare, *Tituba of Salem Village* by Ann Petry, *Weasel* by Cynthia DeFelice, and *Sign of the Beaver* by Elizabeth George Speare.

Explanation of From Colonies to Country Rap

**In the eighteenth century, colonies are growing
With new people, new ideas, a fresh wind blowing.
From colonies to country, from the many to the one
A republic is born, a new nation begun.**

During the second half of the eighteenth century, the colonies continued to expand. Colonists began to grow distant from Great Britain and question their status as part of an imperialist empire. During the French and the Indian War, colonists began to resent their second-class political status and band together as a united force.

**Zenger is in trouble, gets a lawyer from Philly
Leads to freedom of the press through trial by jury.
Spain and England squabble, Jenkins loses his ear,
French and Indians fight a war to control the frontier.
French forts the colonists and Indians destroy,
Franklin asks, "Why don't we govern like the Iroquois?"**

Peter Zenger's trial for libel established the right of freedom of the press. Andrew Hamilton, a famous lawyer who lived in Philadelphia, successfully defended Zenger. The French, Spanish, and English struggled for control of the continent. When the Spanish cut off the ear of English sea captain Robert Jenkins, simmering resentments ignited, resulting in a nine-year war between the two nations. The French and their Native American allies fought the English and their Native American allies. The war, which began over conflicts about land, brought the colonists together and provided military experience that later helped them gain independence. With help from their American and Indian allies, the British won the war, and gained territory in Canada and the west. Franklin, who wanted the colonies to unite into a colonial nation, admired the Iroquois' confederation of six separate tribes.

**The king draws a line but to the west the settlers flow
Down in Carolina, Eliza P. grows indigo
With that Magna Carta precedent, colonists cry for English rights
George lays down some taxes and some want to fight.**

Colonists hungry for land continued to travel west over the Appalachians in spite of the king's Proclamation of 1763. In South Carolina, Eliza Pinckney managed a large plantation, experimented with crops, and grew the first successful indigo crop in the colonies. The colonists demanded the rights guaranteed to English people in the Magna Carta. When King George tried to raise revenues by taxing stamps and tea, many colonists wanted to break from the mother country.

**Townshend Acts, Stamp Tax, a party over tea
Sam Adams, Patrick Henry, Sons of Liberty,
Tom Paine's *Common Sense*, in Boston more trouble
Lexington and Concord, Paul Revere rides on the double.**

The Townshend Acts and the Stamp Tax enraged colonists, who resented taxation without representation. The colonists boycotted British goods and these taxes—except the tax on tea—were repealed. Colonists disguised as Indians boarded three British tea ships and threw their cargo overboard into Boston harbor. King George responded by closing the

harbor. Samuel Adams, Patrick Henry, and the patriot organization the Sons of Liberty fueled the flames of revolution. Thomas Paine's *Common Sense* urged colonists to throw off British imperialism and become an independent nation. The Boston Massacre, a mob attack on soldiers quartered in the city, demonstrated the depth of resentment toward the British. Five colonists were killed, and colonists who advocated revolution used the incident to spread anti-British sentiment. When the governor of Massachusetts moved to capture hidden supplies of patriot guns at Lexington and Concord, Paul Revere and another rider rode to Lexington to warn patriots. Minutemen responded, and the British killed eight Minutemen at Lexington. At Concord, Minutemen attacked British troops, killing many by shooting from behind trees and walls.

**Ethan Allen and Green Mountain Boys take down a British fort
Continental Congress names a general and writes King George.
Bunker Hill, Breed's Hill, British take a beating
At Sullivan's Island, skittish British are retreating.**

Ethan Allen and the Green Mountain Boys boldly captured Fort Ticonderoga. The Second Continental Congress appointed George Washington to lead the Continental army and approved the Declaration of Independence. In the Battle of Bunker Hill (actually fought on Breed's Hill), colonists killed many British soldiers before retreating. Patriots on Sullivan's Island, outside Charleston, South Carolina, turned back an attack and damaged the British fleet.

**Jefferson writes a declaration—all men created equal
Revolution is a war fought by and for the people.
Molly Corbin, Deborah Sampson, young James Forten
All fighting for their country because it was important.**

Thomas Jefferson wrote the Declaration of Independence, which was adopted by the Continental Congress on July 4, 1776. The Declaration listed grievances against Great Britain, declared that all men are created equal, and announced that the colonies were independent from the mother country. Women served on the home front and occasionally on the battlefield. Molly Corbin fought alongside her husband, and Deborah Sampson disguised herself as a man and fought for three years. James Forten, an African American, served as a powder boy on a Patriot ship and was captured by the British.

**Lafayette, von Steuben, men from every station
Join with able Patriots to fight for the new nation.
After Saratoga, the Frenchmen volunteer,
At Valley Forge and Vincennes, Patriots persevere.
Cornwallis in the South is pestered by guerillas
Is outfoxed at Yorktown by George and a flotilla.**

Men from other nations joined the revolutionary cause; the Marquis de Lafayette, a French nobleman, contributed both his fortune and his leadership. Baron von Steuben, from Prussia, helped train American soldiers. The American victory at Saratoga led France to join the war on the side of the colonists. Washington and his men endured the cold and hunger at Valley Forge, but emerged a united, well-trained fighting force. At Vincennes, a small force of Patriots under George Rogers Clark captured an important British fort. Lord Cornwallis won many battles in the South, but the Patriots used guerrilla tactics to frustrate the British. General Washington and his French allies penned Cornwallis at Yorktown, forcing a British surrender.

**States join together in a loose confederation
But the Articles are too weak to build a strong nation.
Great minds get together for Constitutional Convention
James Madison, Tom Jefferson, and Franklin (of the inventions).**

The Articles of Confederation, a framework for government adopted by the Continental Congress, lacked a strong central government. Delegates at the Constitutional Convention included James Madison, Thomas Jefferson, Benjamin Franklin, and other Patriot leaders.

**But one question vexes, their discussion dominates:
How to balance the power between the feds and the states?
Virginia Plan, New Jersey Plan, the leaders agonize
Till Roger Sherman brings a Connecticut Compromise.
Two houses balance states both large and small
To ensure equal representation by all.**

As delegates struggled to form a new government, they debated several plans. The Virginia Plan apportioned congressmen based on a state's population. The New Jersey Plan said each state should have an equal number of representatives in Congress. Roger Sherman offered the Connecticut Compromise: two houses of the legislature, one of which has an equal number of representatives from each state. In the other house (our House of Representatives), the number of representatives is based on a state's population.

**Three branches make a system of balances and checks
Bill of Rights means freedom of religion, speech, and press.
The American republic—built so all the world would see
The beauty of self-government and democracy.**

The American Constitution established three branches of government: the executive, the judiciary, and the legislative. These branches check and balance each other. The first ten amendments to the Constitution are called the Bill of Rights. They establish freedom of religion, speeches, the press, and other fundamental rights. Although many Europeans predicted that the American experiment in self-government would not last, the United States proved the worth of democracy. Other nations would soon imitate the American experiment.

From Colonies to Country Rap

In the eighteenth century, the colonies are growing
With new people, new ideas, a fresh wind blowing.
From colonies to country, from the many to the one
A republic is born, a new nation begun.

Zenger is in trouble, gets a lawyer from Philly
Leads to freedom of the press through trial by jury.
Spain and England squabble, Jenkins loses his ear,
French and Indians fight to control the frontier.
French forts the colonists and Indians destroy,
Franklin asks, "Why don't we govern like the Iroquois?"

The king draws a line but to the west the settlers flow
Down in Carolina, Eliza P. grows indigo
With that Magna Carta precedent, the colonists want English rights
George lays down some taxes and some want to fight.

Townshend Acts, Stamp Tax, a party over tea
Sam Adams, Patrick Henry, Sons of Liberty,
Tom Paine's *Common Sense*, in Boston more trouble
Lexington and Concord, Paul Revere rides on the double.

Ethan Allen and Green Mountain Boys take down a British fort
Continental Congress names a general, writes King George.
Bunker Hill, Breeds Hill, British take a beating
At Sullivan's Island, skittish British are retreating.

Jefferson writes a declaration—all men created equal
Revolution is a war fought by and for the people.
Molly Corbin, Deborah Sampson, young James Forten
All fighting for their country because it was important.

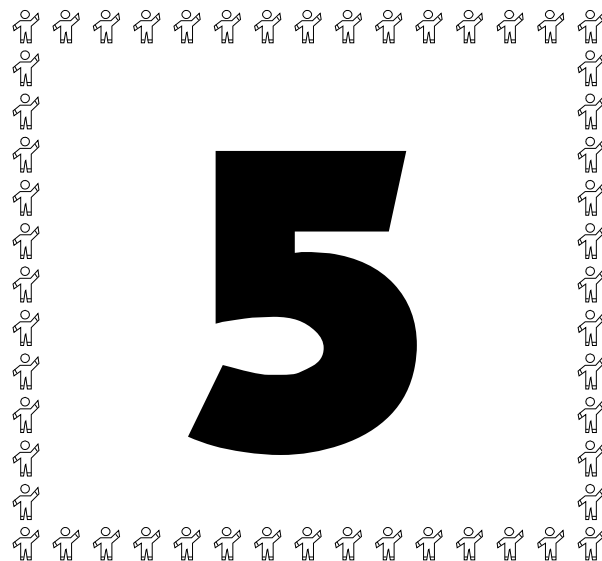
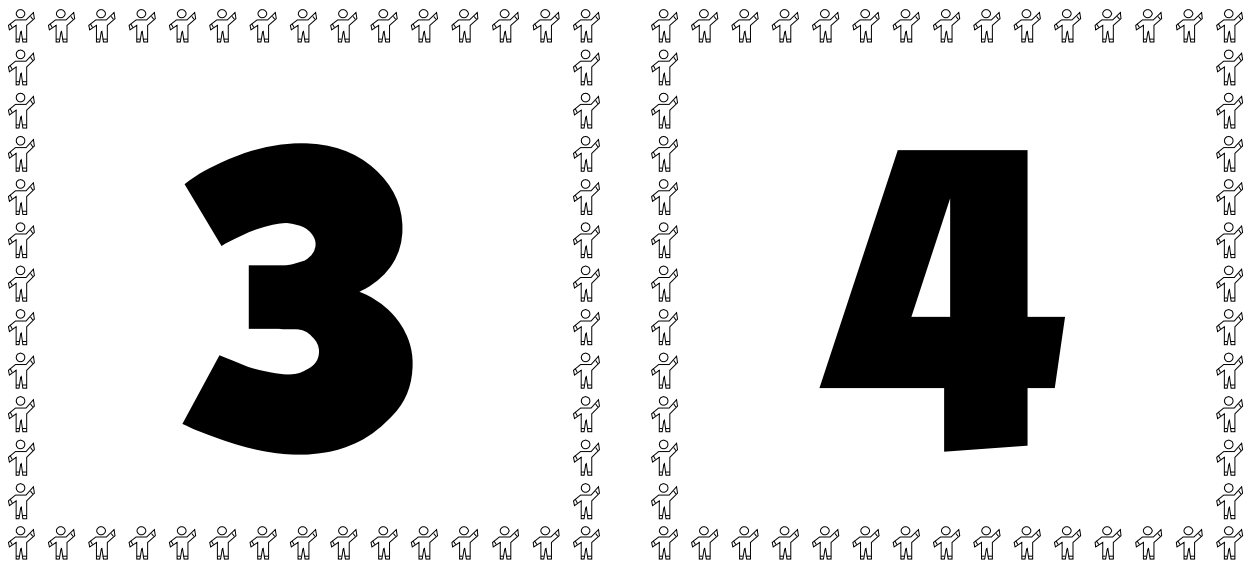
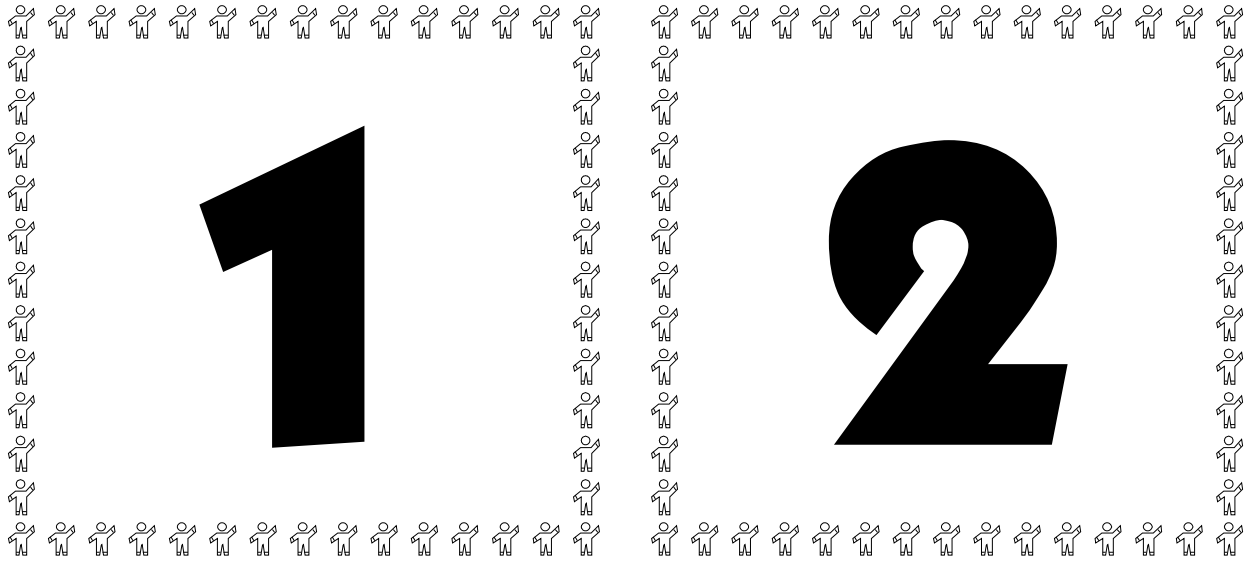
Lafayette, von Steuben, men from every station
Join with able Patriots to fight for the new nation.
After Saratoga, the Frenchmen volunteer,
At Valley Forge and Vincennes, Patriots persevere.
Cornwallis in the South is pestered by guerillas
Is outfoxed at Yorktown by George and a flotilla.

States join together in a loose confederation
But the Articles are too weak to build a strong nation.
Great minds get together for Constitutional Convention
James Madison, Tom Jefferson, and Franklin (of the inventions).

But one question vexes, their discussion dominates:
How to balance power between the feds and the states?
Virginia Plan, New Jersey Plan, the leaders agonize
Till Roger Sherman brings a Connecticut Compromise.
Two houses balance states both large and small
To ensure fair and equal representation by all.

Three branches make a system of balances and checks
Bill of Rights means freedom of religion, speech, and press.
The American republic—built so all the world would see
The beauty of self-government and democracy.

Numbered Heads





LESSON 9 MASSACRE? CHAPTER 13

THEME

Escalating tensions between the colonists and English authority reached the breaking point on March 5, 1770, when a beleaguered squad of redcoats fired into a Boston mob. The Patriots lost no time in making the incident a propaganda tool for liberty.

OVERVIEW

On a cold, moonlit March night in 1770, tensions reached the breaking point amid almost a foot of snow on a Boston street near the Customs House. Groups of belligerent citizens armed with sticks and clubs wandered the streets, watched nervously by British soldiers on edge from previous taunting and clashes with the citizenry.

A small group of rowdy boys gathered to indulge in the increasingly common pastime of soldier baiting. The fracas started when a young wigmaker's apprentice, Edward Garrick, shouted an insult about a British officer, Captain Lieutenant John Goldfinch. Private Hugh White, alone on sentry duty, challenged Garrick to come closer and repeat the accusation. When Garrick did so, Private White struck the apprentice on his ear with the butt of his gun. Dazed and reeling, the boy ran to the doorway of a shop and howled for help. The sentry followed and hit him again, and then returned to his post amid the jeers and curses of eight or so other unruly apprentices. Within minutes, the disturbance attracted others, many coming from the nearby docks, and the situation rapidly escalated. A cursing, shouting crowd soon gathered and surrounded Private White; the alarm bells of a nearby church began pealing, followed by more and

more church bells, and the shouts of “fire” echoed in the darkness.

Alone, Private White confronted the angry mob, stood his ground, loaded his musket, aimed it in the general direction of the crowd, and called for the main guard. Several level-headed citizens warned White not to shoot and unsuccessfully urged the crowd to go home. Edward Langford, the town watchman, tried to convince White that he faced mostly schoolboys, but the ten inches of snow on the ground became an arsenal and snowballs began to fly. The crowd quickly grew more hostile, and ice chunks, oyster shells, stones, and an occasional roof tile joined the barrage. White again yelled for reinforcements.

For months, tensions had been running high in a city constantly irritated by the red-coated British troops sent to keep order after another round of taxes imposed by Parliament. Already angered by British trade regulations, Bostonians resisted efforts to provide housing or funds for housing for the troops. The presence of these troops created a variety of political disputes, court cases, and frequent physical confrontations in the streets. British troops became the symbols of imperial oppression as well as convenient targets for radicals to vent their frustrations. Increasing incidents of violence broke out between Bostonians and the hated “lobster backs.” Earlier in the fall, supporters of crown policy had badly beaten colonial lawyer James Otis in a barroom fight, then an eleven-year-old boy had been killed in a melee, and another brawl had erupted between off-duty soldiers looking for work and Bostonians who threatened and insulted them.

Now, after learning of Private White’s dilemma, the officer on duty, Captain Thomas Preston, a seasoned and composed soldier with a reputation for bravery, carefully deliberated a course of action. Aware that he could not call out the guard without orders from a civil authority and that a show of

force might further provoke the citizenry, he nevertheless knew the dilemma called for immediate intervention. He selected a squad of seven men, assumed command, and led them with unloaded muskets to the assistance of Private White.

By now the hostile crowd had swollen to almost four hundred men. Preston marched his squad to the sentry box and ordered them to load their muskets. Upon reaching the beleaguered White, Captain Preston ordered him to fall in and attempted to march his men through the crowd and back to the guardhouse. Unable to advance through the growing mass of people, many of whom shouted and taunted the soldiers to fire, Captain Preston formed his squad into an arc near the corner of the Customs House. Amid the continued din of the shouting and bell ringing, and the barrage of ice and snowballs, the crowd pressed closer, some making contact with the soldiers' bayonet points, calling out to the soldiers to fire if they dared.

Voices of reason still tried to prevail amid the confusion. Preston stood in front of his men to prevent any from firing and conciliatorily urged the unruly crowd, their bravery well fortified by strong drink, to go home. When asked by some of the crowd pressed closest to him if he intended to order his men to fire, Preston replied that he did not. Justice of the Peace James Murray appeared and tried to read the Riot Act, a requirement in such situations that authorized the army to restore the king's peace, but he was driven away by shouts and pelted snowballs.

In the turmoil, someone in the crowd violently struck one of the soldiers with a club, knocking him to the ground. Getting up, he was struck again by a club thrown from a distance. The soldier leveled his musket and fired into the crowd. Perceiving their lives in danger and hearing the word fire all around them, three or four of the soldiers fired, one after another, followed by three more firing in the same

hurry and confusion. At first, with the smoke, the pushing and the din, no one could be sure what had happened. Many thought the soldiers fired only powder to frighten them, but as the smoke cleared, they began to realize what had happened. The mob fled, leaving behind two dying and three dead, one a six-foot tall Indian-African mulatto, Crispus Attucks, and seven wounded men and boys. Captain Preston ran down the firing line, pushing his men's musket barrels toward the night sky. Furiously, he demanded to know why they had fired, and the men replied they had heard the word "Fire!" and thought it came from him.

For the next hours, Boston was close to a blood bath. The Sons of Liberty outnumbered the six hundred British soldiers five to one. Only a desperate speech from the balcony of the State House by Lieutenant Governor Thomas Hutchison, who promised the arrest and trial of the soldiers, restored an uneasy peace. At two o'clock in the morning, Captain Preston was arrested while commanding troops to deal with the rioters, and, later that morning, his squad was delivered into the hands of the magistrates, who committed them to prison. Meanwhile, the frantic Hutchison could not find a lawyer to defend Captain Preston and his men.

The following day, a distraught friend of Governor Hutchison asked John Adams to defend the soldiers and their captain when they came to trial. No one else, he informed Adams, would take the case, although Josiah Quincy, Jr., a respected Boston lawyer and Patriot, had agreed to assist Adams. Adams never faltered. He accepted, firm in his stated belief, that no man in a free country should be denied the right to counsel and a fair trial, and convinced on principle that the case was of utmost importance. Adams knew he would be the object of popular outrage and public scorn, hazarding his reputation and, in his words, "incurring a clamor and popular suspicions, and prejudices" against him. From a popular leader of the Sons of Liberty,

Adams became a scorned man. Rocks were flung through his windows, and boys jeered him on the streets. Nevertheless, he set diligently to work to compose himself, collect his thoughts, and stubbornly prepare his defense of the soldiers.

First, he petitioned the court that Captain Preston and the other soldiers be tried separately. Then he laboriously gathered depositions from dozens of people that reported scores of men armed with cudgels roaming the streets, looking for soldiers to beat up on the night of the incident. Next he selected jurors from country people, who were in no way connected to Boston's brawlers. Delayed until October when passions had cooled, Captain Thomas Preston came to trial. Whether Preston had given the order to fire, as charged, could never be proven; Adams won the case and the jury found Preston not guilty.

The second trial for the soldiers lasted two days. Adams, persuaded by a close study of the facts, believed the soldiers innocent. He convincingly demonstrated that the tragedy was brought on by the riotous mob, an inevitable result of the flawed policy of quartering troops in a city on the pretext of keeping the peace. Adams outlined how the shrieking "motley rabble" pelted the soldiers with "every species of rubbish" as cries went up to "Kill them! Kill them!" and how the mob twice violently hit one soldier with clubs. Adams argued that the soldiers had acted in self-defense. "Facts are stubborn things," he told the jury, "and whatever may be our wishes, our inclinations, or the dictums of our passions, they cannot alter the state of facts and evidence."

After deliberating for two and a half hours, the jury acquitted six soldiers and found two guilty of manslaughter, for which they were branded on their thumbs. Adams suffered angry reactions, was lambasted in the newspapers, and lost half his practice, but there were no riots and Adams never regretted his role as defense attorney.

Years later, his honor intact, his fierce integrity respected, and his reputation enhanced, Adams reminisced that it was the most exhausting case that he had ever undertaken. But he concluded with great pride that his part in the defense, “was one of the most gallant, generous, manly and disinterested actions of my whole life, and one of the best pieces of service I ever rendered my country.”

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 **STANDARDS**

HISTORICAL THINKING	CONTENT
<p>The student will</p> <p>Chronological Thinking</p> <ul style="list-style-type: none"> • create time lines <p>Historical Comprehension</p> <ul style="list-style-type: none"> • reconstruct the literal meaning of a historical passage • identify the central question(s) the historical narrative addresses • read historical narratives imaginatively • evidence historical perspectives • draw upon visual, literary, and musical sources <p>Historical Analysis and Interpretation</p> <ul style="list-style-type: none"> • identify the author or source of the historical document or narrative • differentiate between historical facts and historical interpretation • consider multiple perspectives • challenge arguments of historical inevitability • compare competing historical narratives • hold interpretations of history as tentative <p>Historical Research Capabilities</p> <ul style="list-style-type: none"> • obtain historical data • identify the gaps in the available records, marshal contextual knowledge and perspectives of the time and place, and construct a sound historical interpretation <p>Historical Analysis and Decision-Making</p> <ul style="list-style-type: none"> • marshal evidence of antecedent circumstances and contemporary factors 	<p>The student will demonstrate understanding of The causes of the American Revolution, the ideas and interests involved in forging the revolutionary movement, and the reasons for the American victory</p> <ul style="list-style-type: none"> • The causes of the American Revolution <ul style="list-style-type: none"> ▶ compare the arguments advanced by defenders and opponents of the new imperial policy on the traditional rights of English people and the legitimacy of asking the colonies to pay a share of the costs of empire ▶ reconstruct the chronology of the critical events leading to the outbreak of armed conflict between the American colonies and England ▶ analyze political, ideological, religious, and economic origins of the Revolution ▶ reconstruct the arguments among patriots and loyalists about independence and draw conclusions about how the decision to declare independence was reached

 **RESOURCES**

For each student

Chapter 12, “A Massacre in Boston” in *From Colonies to Country* by Joy Hakim

For each team

Two copies of each of the Team Sheets:

Two Accounts of the Events on March 5, 1770

The Boston Massacre perpetuated in King Street
by Paul Revere

For the teacher

Transparency: *Powerful Propaganda*

For the classroom

Optional: Television and VCR

Optional: Television news footage that shows street violence, mob action, or the taunting of police or military authority

Overhead projector

Vocabulary words written on chart paper

Footprint for classroom time line (from Lesson 2)

Web sites

The Boston Massacre @ <http://www.earlyamerica.com/review/winter96/massacre.html>

Captain Thomas Preston's Account of the Boston Massacre @ <http://odur.let.rug.nl/~usa/D/1751-1775/bostonmassacre/prest.htm>

Anonymous Account of the Boston Massacre @ <http://odur.let.rug.nl/~usa/D/1751-1775/bostonmassacre/anon.htm>

The Boston Massacre @ <http://webpages.homestead.com/revwar/files/BOSTON.HTM>

Crispus Attucks: American Revolution Hero @ <http://www.bridgew.edu/HOBA/attucks.htm>

Crispus Attucks @ <http://www.pbs.org/wgbh/aia/part2/2p24.html>

Declaration and Resolves of the First Continental Congress @ <http://www.yale.edu/lawweb/avalon/resolves.htm>

The Path to the American Revolution: The First Continental Congress @ <http://www.geocities.com/Heartland/Ranch/9198/revwar/1cont.htm>

Documents from the Continental Congress and the Constitutional Convention @ <http://memory.loc.gov/ammem/bdsds/bdsdhome.html>



VOCABULARY

Words to Remember

massacre — gruesome killing

***Quartering Act** — 1765 English law that forced the colonists to feed and house British soldiers

- ***Townshend Acts** — 1767 import duties that taxed tea and other goods coming into the colonies
- ***Boston Massacre** — incident on March 5, 1770, in which British soldiers stationed in Boston fired into a mob of civilians, killing five and wounding seven
- redcoats, lobsterbacks** — derogatory names for British soldiers
- ***committees of correspondence** — groups of prominent citizens organized by Sam Adams that linked the colonies by writing to each other about common problems in the cause of liberty
- ***First Continental Congress** — first meeting of delegates from all the colonies (except Georgia) in Philadelphia in 1774 to discuss their common problems with England; the congress advised the colonies to form militias and boycott English goods
- boycott** — to refuse to purchase goods or services as a protest
- ***Patriots** — Americans who wanted to be free of British rule
- ***Whigs** — English political party that believed the American colonies should rule themselves
- ***Loyalists** — Americans who supported the king and England
- ***Tories** — English political party that believed the British should control the colonies

People to Remember

- ***Samuel Adams** — firebrand and agitator who worked to secure the colonies' independence from England; organized the Sons of Liberty and the committees of correspondence, the fight against the Stamp Act, and the Boston Tea Party
- ***John Adams** — colonial patriot who served as defense lawyer for the British soldiers because he believed everyone deserved a fair trial
- Captain Thomas Preston** — British officer in command on the night of the Boston Massacre
- ***Paul Revere** — Boston silversmith and patriot who etched "The Boston Massacre perpetuated in King Street" to use as propaganda

Places to Remember

Boston, Massachusetts — site of the Boston Massacre

The Lesson



FOCUS ACTIVITY

FOCUS ACTIVITY – 5 minutes

1. Ask the students to recall television news footage that shows street violence, mob action, or the taunting of police or military authority.

Note to the Teacher: If possible, videotape such a newscast and show it to the students.

2. Ask the students to share their impressions of such incidents. Lead the students to consider the confusing nature of these events, how difficult it is to understand what is actually happening, how quickly the event and the violence gets out of hand, how individuals do things as part of a group that they would not do if alone, how people get caught up in the excitement of the moment, and so on.

3. Help the students understand that it is extremely difficult to determine the facts and what actually happened in such situations. Even people who were involved remember the incident differently, or saw and heard different things. Often, it is impossible to separate the facts of what actually happened from the participants' opinions or memories.



TEACHING ACTIVITY

TEACHING ACTIVITY – 15 minutes

1. Explain that just such a violent event took place in the streets of Boston on a March night in 1770. The incident involved the citizens of Boston and

English soldiers who were stationed in the town. Afterward, there were conflicting stories about what actually happened. Of course, no television or video cameras recorded the details, the course of the action, and who did what. Existing written eyewitness accounts as well as court records of the following trial include conflicting information.

2. List the following incidents on the chalkboard or chart as you briefly discuss the events leading up to the incident on March 5, 1770, with the students.

Q2

1765 — The Stamp Act and the colonists' reactions to it (some of which were violent, such as tarring and feathering, hanging tax collectors in effigy, burning stamped documents)

1765 — Creation of the secret Sons of Liberty who resisted British rule and worked for American independence, often with violent tactics

1765 — Quartering Act, which forced the colonists to feed and house British soldiers

1767 — The Townshend Acts, which taxed tea and other goods

1768 — Two regiments of British soldiers arrive in Boston and set up military camps on the village green

1768 - 1770 — Frequent clashes between the soldiers and the Bostonians, especially soldier-baiting by young street gangs

3. Introduce the Vocabulary *Words and People to Remember*.

4. **Reading for a Purpose:** Students **Partner Read** about the Boston Massacre in Chapter 13, "A Massacre in Boston," page 63 through the first paragraph on page 65 in *From Colonies to Country*.

Each partnership records who was involved, where and when the incident occurred, what happened, and why.

Circulate and Monitor: Visit the teams as they read the account and take notes. Be sure each student is engaged in the task.

5. Guide the students in reconstructing the facts and details of the massacre. Read or add details from the Overview to the information the students gleaned from reading pages 63-65 of Chapter 13, “A Massacre in Boston.”

Help the students define a fact as something that is true and can be confirmed or proven against a reliable source. In a like manner, define an opinion as a belief or feeling about a subject that usually cannot be proven. An opinion is more forceful when facts are given to support it.



**STUDENT TEAM
LEARNING
ACTIVITY**

STL ACTIVITY – 30 minutes

Using primary sources to differentiate fact and opinion; identifying propaganda techniques

1. Distribute two copies of the Team Sheet: *Two Accounts of the Events on March 5, 1770* to each team.

Explain the Student Team Learning Activity and introduce the two accounts of what happened on the evening of March 5, 1770.

The two accounts are part of the legal papers of John Adams from the trial of the soldiers held over six months after the incident. A person who was there and swore to tell the truth tells each account. Andrew, an African American servant who worked for a Boston merchant, and Edward Langford, the town watchman, saw the same event but tell very different stories.

2. Reading for a Purpose: Students read the Team Sheet: *Two Accounts of the Events on March 5, 1770* and discuss with their teammates how the two accounts differ, decide which facts agree and which do not, and decide how, if members of the jury, they would have decided which witness was telling what really happened.

Circulate and Monitor: Visit the teams to help students read and discuss the first person accounts.

Use **Numbered Heads** to discuss the two accounts with the students, emphasizing how difficult it is to know what actually happened.

3. Read the second and third paragraphs on page 65 of *From Colonies to Country* to the students about Paul Revere's etching.

As the students examine Paul Revere's etching of the Boston massacre on page 65 (or on the cover of the second edition of *From Colonies to Country*), explain the following information to the students.

Sam Adams wanted to convince the colonists that America should seek independence from England. Adams realized the value of what happened in Boston as propaganda for the Patriot cause. He named the incident the Boston Massacre and convinced Paul Revere to create an etching of Henry Pelham's drawing to be reproduced and circulated throughout the colonies. Although most of the colonists could read, they had little time to read detailed legal arguments or complicated writings about government. Unlike the printed word, political cartoons, drawings, and etchings provided an inexpensive, effective way to explain complicated political ideas. The illustrations used emotional images that provided citizens with a common language for political discussion. Colonists accepted the patriotic viewpoint of Paul Revere in his engraving "The Boston Massacre perpetuated in King Street" as recorded fact.

4. Explain the following points about propaganda.
 - Propaganda is a technique of persuasion aimed at influencing individuals or groups.
 - Propaganda is used to create a popular belief, true or not.
 - Propaganda begins with a conclusion and then brings together any evidence that will support that conclusion, disregarding information that will not.
 - Propagandists are not teachers but advertisers, persuaders, and brain washers.
 - Propaganda must be simple, interesting, and credible to convince others.

5. Distribute two copies of the Team Sheet: *“The Boston Massacre perpetuated in King Street”* by Paul Revere. Working in two partnerships, the teams analyze Revere’s engraving and discuss the questions on the team sheet.

Circulate and Monitor: Visit the teams and assist students in analyzing and discussing the etching.

Use **Numbered Heads** to discuss the etching as propaganda with the class, noting the following discrepancies as depicted by Paul Revere.

The famous engraving has many incorrect details. It shows a daytime sky and no snow, whereas the incident actually occurred on a moonlit night with snow and ice on the streets. The sign, Butcher’s Hall, is Revere’s name for The British Coffeeshouse favored by English officers. There were eight soldiers, not seven. The engraving portrays soldiers standing in a straight line, firing in unison—witnesses agreed they fired singly, at random, and that the disruption was riotous and belligerent on both sides. It shows Captain Thomas Preston with his sword raised, ordering the soldiers to fire. Witnesses said Preston never gave the order. It omits showing the most famous victim, the Indian-African American Crispus Attucks, or perhaps depicts him as a white man lying closest to the

soldiers. The peaceful, defenseless, and respectable citizens in the engraving are a far cry from the actual rock- and ice-throwing mob of toughs, many armed with clubs.

6. Use the Transparency: *Powerful Propaganda* to explain common propaganda techniques.

Assign one of the propaganda techniques to each team. Each team applies its technique to Revere's etching and writes a slogan or statement. For example:

Plain folks — Pretend to be one of the people—"The Bostonians who were attacked by the soldiers were honest workingmen and patriots."

Bandwagon — Follow the crowd, be with the majority—"All the apprentices, and men from the docks, and hundreds of Boston citizens know the soldiers fired into the crowd."

Name calling — Do not discuss facts; just give the opposition a bad name—"British soldiers are all worthless scum who push around innocent colonial citizens."

Card stacking — Present only one side of an issue through the distortion and jiggling of facts - "The soldiers fired on innocent, unarmed Bostonians who meant them no harm."

Glittering generalities — Use broad and vague statements—"In the interest of freedom and liberty, we cannot ignore soldiers taking the law into their own hands."

Transfer —Use symbols to accomplish purposes for which they were not intended—"The officer raised his sword as a symbol to fire."

Testimonial — Endorsement by a celebrity - “Sam Adams and Paul Revere, both notable Bostonians, say, “The Boston Massacre proves that the colonies need to actively seek independence from England.”

Use **Numbered Heads** for the teams to share their statements.

7. Reading for a Purpose: Read about John Adams’ defense of the soldiers on pages 66 and 67 to the students. Discuss how John Adams was a hero. Include information from the Overview in the discussion.

Explain that after the Boston Massacre, some people became more convinced of British oppression, while others realized that violence would be part of the confrontation with Britain. An uneasy calm settled over the colonies, interrupted by annual commemorations of the massacre and occasional incidents between the colonists and British authority. Three years later, Parliament increased the tax on tea, which led to the Boston Tea Party.

8. Read the rest of Chapter 13 to the students, pausing when appropriate to discuss the accomplishments of the First Continental Congress in 1774, which included:

- Discussing common problems
- Adopting ten resolutions defining the rights of the colonists
- Recommending that each colony should form its own militia
- Recommending that colonists should boycott British goods that were taxed
- Writing a petition to King George III concerning their grievances
- Making plans to meet again



REFLECTION AND REVIEW ACTIVITY

REFLECTION AND REVIEW ACTIVITY – 5 minutes

1. Each student decides what important event or events from this lesson should be placed on his or her timeline. Each student records that event and its significance on his or her Student Sheet: *Steps from Colonies to Country*.

2. A student records information about the most important event or events on a large footprint for classroom time line.



HOMEWORK

Create your own illustration of the Boston Massacre from the British point of view. How would you depict the Boston citizens and the British soldiers? Write a short explanation of your illustration.



LIBRARY/MEDIA RESOURCES

Fiction

The Fighting Ground by Avi, HarperTrophy
My Brother Sam Is Dead by James Lincoln Collier and Christopher Collier, Scholastic Paperbacks
Johnny Tremain by Esther Forbes, Yearling Books
Ben and Me by Robert Lawson, Little Brown & Co
Sarah Bishop by Scott O'Dell, Scholastic

Nonfiction

The Boston Massacre by Alice Dickinson, Franklin Watts
Paul Revere and the World He Lived In by Esther Forbes, Houghton Mifflin

Cobblestone Magazine

Boston Massacre

Video

Liberty! The American Revolution, KTCA/Twin Cities Public Television with Middlemarch Films, Inc.
The American Revolution, Schlessinger
Making a Revolution, Alistair Cooke's America, BBC/Time-Life
The Cause of Liberty, Learning Corporation of America

CD ROM

Story of America I: Colonial America, National Geographic Society

Story of America I: The American Revolution, National Geographic Society



CONNECTIONS

Science/Library — Students research the type of musket carried by the British troops in the late 1700s. How did the musket work and how accurate was it? How were ammunition and gunpowder made?

Technology/Library — Students take a behind-the-scenes look at Paul Revere's engraving of the Boston Massacre at <http://www.earlyamerica.com/review/winter96/massacre.html>

Art — Students use the engraving or etching process to create their own soap, potato, metal, or wood block prints.

Library/Technology — Students use the websites listed in this lesson to read first person accounts of the Boston Massacre as reported in the *Boston Gazette and Country Journal* printed on Monday, March 12, 1770; in Captain Thomas Preston's account; and an anonymous account. Students compare the three accounts for point of view.

Language Arts — Students read the actual obituaries of the slain colonists at <http://www.earlyamerica.com/earlyamerica/bookmarks/obits/list.html>. Students write their own obituaries for the Boston slain.

Two Accounts of the Events on March 5, 1770

Directions: Think about how the following two accounts differ, decide which facts agree and which do not, and decide how, if members of the jury, you would have decided which witness was telling what really happened.

Q: WERE YOU ON KING STREET THE EVENING OF MARCH 5TH?

Andrew:

On the evening of the 5th of March, I was at home. I heard the bells ring and I went out to the gate. I saw a neighbor coming back with his buckets, and I asked him where the fire was. He said it was not a fire.

After that I went into the street. I saw a friend and we ran together to the end of the lane. There we saw another friend coming toward us, holding his arm.

I asked him what was the matter, and said the soldiers were fighting, had got cutlasses, and were killing everybody. He said one of them had struck him on the arm and almost cut it off. I said we had better go and see what was the matter.

I saw a number of people coming from the barracks heading into King Street. We went down to the whipping post and stood by Waldo's shop. I saw a number of people around the sentry at the Custom House. There were a number of people who stood where we did. They were picking up snowballs and throwing them over at the sentry.

There were two or three boys who ran out from the crowd and cried, "We have got his gun away and now we'll have him."

Langford:

Yes. The bells began to ring and the people cried fire. I asked where the fire was. I was told there was no fire, but that the soldiers had been fighting with the townspeople over at the barracks.

I went over to the barracks, and saw that the fighting had already stopped. On my way back to King Street, I saw twenty or twenty-five boys also going into King Street.

When I got to King Street myself, I saw several boys and young men standing by the sentry box at the Custom House. I asked them what was the matter. They said the sentry had knocked down a boy.

I told them to let the Sentry alone. The sentry went up the steps of the Custom House and knocked on the door, but he could not get in. I told him not to be afraid. They were only boys and would not hurt him.

The boys were swearing and speaking bad words, but they threw nothing.

Q: WHO WAS IT FIRED THE FIRST GUN?

Andrew:

I do not know. While I stood at the whipping post, one of my friends said he would go round the corner and see if the guard had turned out. He went to the corner and called me, and told me the guard was come out. I went and looked.

I saw a file of men, with an officer with a laced hat on before them. We all started to go toward the officer, and when we got about halfway there, the officer said something to his men and they filed off down the street. They marched to the Custom House and planted themselves there.

I went to cross over to where the soldiers were, and as soon as I got a glimpse of them, the crowd began to pelt snowballs at them. The people pressed right up against the soldiers. I heard a soldier say to a man by me, "You stand back!" I saw the officer standing before his men, and one or two persons were standing talking with him. Some people were jumping on the backs of those talking with the officer, to get as near as they could.

I tried to get as close to the officer as I could. One of the persons who was talking to the officer turned around to the crowd and said, "He is going to fire."

Upon that the people cried out, "Fire," and "Who cares," and "You dare not fire," and they began to throw snowballs and other things, which then flew pretty thick.

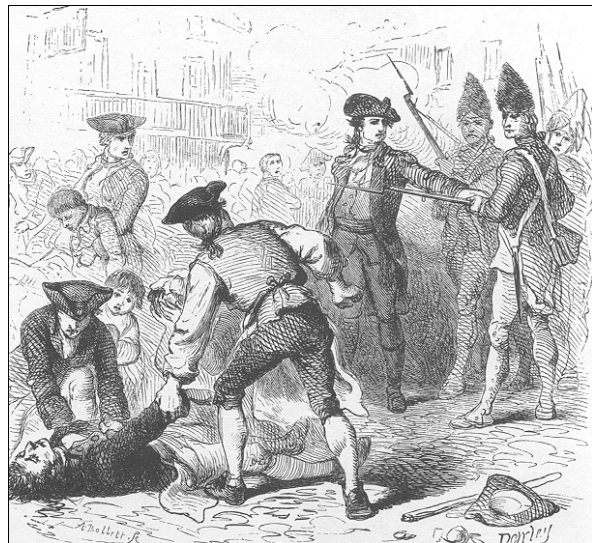
Langford:

I do not know. When the sentry went up the steps of the Custom House, he leveled his gun with his bayonet fixed. As I was talking with the sentry and telling him not to be afraid, the soldiers came down, and when they came, I drew back from the sentry.

I did not see them load, but someone said, "Are you loaded?" Samuel Gray, who was shot that night, came and struck me on the shoulder and said, "Langford, what do you think will happen," and I said, "I don't know." Immediately a gun went off.

I was within reach of their guns and bayonets. One of them thrust at me with his bayonet and run it through my jacket and greatcoat.

Somebody then said, "Are you all ready?" and then I heard the word given to fire, twice distinctly.



A depiction of the scene after the guns were fired.

Q: DID ANY OF THE TOWNSPEOPLE HAVE STICKS OR CLUBS?

Andrew:

Yes. The people who were right before the soldiers had sticks. As the soldiers were pushing with their guns back and forth, the people struck at them, and one hit a soldier on the fingers.

At this time there were people up at the corner crying for us to come away. The people started to leave the soldiers, to turn from them, when there came down the street another group crying, "We are not afraid of them, they dare not fire." One of these people, a stout man with a long cordwood stick, threw himself in, and made a blow at the officer. I saw the officer try to fend off the stroke. Whether the blow struck him or not, I do not know. The stout man then turned around and struck another soldier's gun.

I was then standing between the officer and the soldier. As I turned to go off, I heard the word fire. At the word fire I thought I heard the report of a gun, and upon my hearing the report, I saw the same soldier swing his gun, and immediately he fired it.

Langford:

I do not know. I stood about half way between the sentry box and the lane. I looked at the soldier called Killroy and bid him not fire, but he immediately fired and Samuel Gray fell at my feet. Killroy thrust his bayonet immediately through my coat and jacket. I ran toward the watch house and stood there.



Q: DID YOU, AS YOU PASSED THROUGH THE LANE, SEE A NUMBER OF PEOPLE TAKE UP ANY AND EVERYTHING THEY COULD FIND IN THE STREET AND THROW IT AT THE SOLDIERS?

Andrew:

Yes. I saw ten or fifteen people around me do it. I did it.

Langford:

No, I saw nothing thrown. I heard the rattling of their guns and took it to be one gun against another. This rattling was at the time Killroy fired, and I had a fair view of what was going on. I saw nobody strike a blow nor offer a blow.

“The Boston Massacre perpetuated in King Street” by Paul Revere

Directions: Examine the engraving of the Boston Massacre by Paul Revere as colonial propaganda. Discuss the following questions with your teammates.

- How does Revere depict the British troops?
- How does Revere depict their commander?
- Are the Bostonians portrayed as a mob antagonizing the British soldiers? How does Revere depict the Bostonians?
- Why did Revere include a rifle, barely seen from a window in Butcher’s Hall, being fired at the people gathering in the square?
- How is the incident depicted different from the actual events?
- What is the artist’s message in this engraving?
- How effective was this illustration in building support for the patriot cause?
- How is the engraving a work of propaganda?
- What characteristics of propaganda are represented in the engraving?





Powerful Propaganda

- **Plain folks** – Pretend to be one of the people
- **Bandwagon** – Follow the crowd, be with the majority
- **Name calling** – Do not discuss facts; just give the opposition a bad name
- **Card stacking** – Present only one side of an issue through the distortion and jiggling of facts
- **Glittering generalities** – Use broad and vague statements
- **Transfer** – Use symbols to accomplish purposes for which they were not intended
- **Testimonial** – Endorsement by a celebrity



LESSON 16 OUR GOAL IS FREEDOM CHAPTERS 23 & 25



THEME

For African Americans in the American Revolution, the question was not whether the colonies would win freedom from the mother country. Rather, the question was who, the American rebels or the British, would give them freedom for themselves.



OVERVIEW

At the outbreak of the American Revolution, about 567,000 African Americans lived in the colonies. Some were free, but the vast majority lived enslaved. They all saw irony in the colonists bemoaning their enslavement at the hands of the British. To African Americans, the words of the Declaration of Independence were absolutely clear. “All men were created equal.” That included black men—and they meant to make it happen.

At Lexington and Concord, even before Jefferson had penned his famous words, African Americans took up the Patriot cause. During the British soldiers’ perilous retreat to Boston after the battle of Lexington and Concord, African Americans joined in the attack. David Lamson, a mulatto who had fought in the French and Indian War, led twelve men near West Cambridge. They fired on the retreating soldiers and captured a part of the British supply team. The names of nine other African Americans have come down through history for their part in that first skirmish, including Peter Salem and Pomp Blackman. Peter Salem gained a hero’s status at Bunker Hill, and Pomp Blackman saw extended service in the Continental army.

Despite these early displays of black patriotism and fighting ability, General Washington strongly opposed enlistment of black soldiers in the Continental army. He believed they would prove difficult to train and impossible to discipline. And, sensitive of southern sentiment, he questioned how a man who fought for the freedom of his country could then be denied his personal freedom. In the autumn of 1775, Washington officially barred the enlistment of black soldiers. Those already in the army could remain for their enlistment time. By 1776, he reversed his decision, partly because the need for manpower became acute, and partly because, much to his horror, the British had begun recruiting blacks. The Black Regiment of Rhode Island joined the Continental army in 1778, followed by all black regiments from other New England states and Pennsylvania. Many black soldiers joined white regiments. In all reports, the African American Patriot soldiers fought valiantly.

Washington was not alone in his opposition to the inclusion of African Americans in the army, nor in his exclusion of blacks in the equality the colonists had declared loudly to King George for all men. Jefferson clearly did not have African Americans in mind when he wrote that famous phrase. Most southern patriotic leaders agreed, with John Laurens of South Carolina being a glaring exception. The young aide to Washington proposed to arm slaves in exchange for their freedom, thereby “I would bring about a two-fold good: advance those who are unjustly deprived of the rights of mankind...and have a corps of such men...ready in every respect to act at the opening of the next campaign.” Washington quashed this plan. When in 1779, the need for soldiers in the Continental army became desperate, Congress approved Laurens’ plan. But the South Carolina legislature would not allow it. To most Southerners, the thought of enslaved men becoming armed and free was their worst nightmare.

It was not only southern colonists who failed to see the light. In 1774, African Americans in Massachusetts sent “A Petition of a Grate Number of Blackes” to the governor and general courts of the colony. The petition denounced slavery as a great evil and expressed amazement that the white colonists did not see that the arguments for freedom from slavery were much stronger than the arguments for freedom from the mother country. This petition fell on deaf ears. In January 1777, just eight months after the Declaration of Independence, a group of black Boston bondsmen tried again through an appeal to reason, to gain the status that document promised to all men. The Massachusetts General Assembly received “The petition of a great number of Blacks detained in a State of slavery in the Bowels of a free and Christian Country.” This petition brought no response.

Other prominent colonial figures, however, clearly saw the contradiction in a country crying for freedom while allowing slavery. Thomas Paine wrote that Africans should not only be free, but also should receive land as compensation for many years of unpaid labor. Abigail Adams wrote to her husband John:

It has always appeared a most iniquitous scheme to fight ourselves for what we are daily robbing and plundering from those who have as good a right to freedom as we have.

Alexander Hamilton urged the Continental Congress to give the enslaved their freedom in exchange for enlisting as soldiers. He very accurately predicted: “If we do not make use of them in this way, the enemy probably will.”

Lord Dunmore, the royal governor of Virginia, issued a proclamation in autumn 1775.

And I do hereby further declare all indentured Servants, Negroes or others, (appertaining to Rebels,) free that are able and willing to bear Arms, they joining HIS MAJESTY'S TROOPS, as soon as may be, for the more speedily reducing this Colony to a proper Sense of their Duty to HIS MAJESTY'S Crown and Dignity.

Lord Dunmore received a tremendous response to his offer. His officers trained the Royal Ethiopian Regiment of three hundred black recruits. But small pox, starvation, overwork, and death in battle ended the hope of freedom for many who fled to the British.

In 1776, British commander Sir Henry Clinton issued another proclamation promising “every negroe who shall desert the Rebel Standard...full security to follow within these lines, any occupation which [they] shall think proper.” Despite the fate of those who fled to Lord Dunmore, many more fled to Clinton, who commissioned the Black Pioneer company. An estimated 25,000 enslaved African Americans from Virginia alone responded to the British offer of freedom. Many were skilled craftsmen, and their absence on plantations impacted the economy as much as the war. As Lord Cornwallis marched through Virginia, as many as 5,000 slaves followed him for protection. Cornwallis rewarded their trust by forcing them from the camp into the woods, hoping to save dwindling rations. Many died of starvation, exposure, and smallpox.

After the surrender of Cornwallis at Yorktown, the African Americans who had taken their chances with the British had every reason to panic. While many British officers favored leaving the blacks to their fate, Sir Guy Carleton became their protector. Refusing General Washington’s demand to turn over the African Americans in his custody so that they could be returned to their owners, Carleton said he

was “astonished” that Washington thought the British would “be guilty of a notorious breach of the Public faith towards people of any complexion.” To avoid unlawfully taking property in violation of the Treaty of Paris, Carleton said that the British would refuse any African Americans who fled after November 30 (the date of the treaty), or offer their owners compensation. The British kept a careful record, *The Book of Negroes*, listing 3,000 blacks to whom they issued certificates of freedom. Nearly 25,000 left on British military vessels or found passage on private ships. Many went to Nova Scotia, London, the West Indies, or Africa.

At the close of the war, only the southern states resumed the slave trade (which the Continental Congress had ended in 1776 as a strike against the British) and continued the evil institution that seemed so vital to their economy and way of life. Some African Americans, who had risked all to fight for the Patriot cause, were rewarded with re-enslavement. Slaveholders clamored for the return of their property. Washington supported the effort to return formerly enslaved people to bondage. He placed military sentinels along the coastline to prevent their escape; he ordered advertisements placed in newspapers; and he wrote personal requests to French leaders for the return of blacks escaping on French vessels (which were politely denied). Although severe misgivings about the morality of slavery had begun to plague Washington, he foresaw the political necessity of maintaining it to keep the southern states a part of the new nation.

The new northern states, one by one, abolished slavery. The Rhode Island abolition law clearly stated the principle: “Those who are desirous of enjoying all the advantages of liberty themselves, should be willing to extend personal liberty to others.”

Over the course of the war, an estimated 5,000 African Americans, most from New England, fought with the Continental army. About 20,000 fought with the redcoats, and many more fled to the British for protection, mostly from southern colonies. During the eight chaotic years of fighting, an unknown number of enslaved people freed themselves by simply walking away while their slaveholders were absent or preoccupied. Some Americans, southern as well as northern, saw the contradiction of slavery in a new free nation, and gave their enslaved people freedom. At the end of the war, 100,000 enslaved persons, in one way or another, gained their freedom. Historian Gary Nash has rightly called the American Revolution “the largest slave uprising in our history.”

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 **STANDARDS**

HISTORICAL THINKING

The student will

Chronological Thinking

- identify in historical narratives the temporal structure of a historical narrative or story
- measure and calculate calendar time
- interpret data presented in time lines
- create time lines

Historical Comprehension

- reconstruct the literal meaning of a historical passage
- identify the central question(s) the historical narrative addresses
- read historical narratives imaginatively
- evidence historical perspectives

Historical Analysis and Interpretation

- identify the author or source of the historical document or narrative
- compare or contrast differing sets of ideas, values, personalities, behaviors, and institutions
- consider multiple perspectives
- analyze cause and effect relationships and multiple causation, including the importance of the individual, the influence of ideas, and the role of chance
- compare competing historical narratives

Historical Research Capabilities

- obtain historical data

Historical Analysis and Decision-Making

- identify issues and problems in the past
- marshal evidence of antecedent circumstances and contemporary factors contributing to problems and alternative courses of action
- evaluate alternative courses of action
- evaluate the implementation of a decision

CONTENT

The student will demonstrate understanding of

The causes of the American Revolution, the ideas and interests involved in forging the revolutionary movement, and the reasons for the American victory

- The principles articulated in the Declaration of Independence
 - ▶ explain the major ideas expressed in the Declaration of Independence and their intellectual origins
 - ▶ demonstrate the fundamental contradictions between the ideals expressed in the Declaration of Independence and the realities of chattel slavery
 - ▶ explain how key principles in the Declaration of Independence grew in importance to become unifying ideas of American democracy
- The factors affecting the course of the war and contributing to the American victory
 - ▶ compare and explain the different roles and perspectives in the war of men and women, including white settlers, free and enslaved African Americans, and Native Americans



RESOURCES

For each student

From Colonies to Country by Joy Hakim: Chapter 23, “Freedom Fighters” and Chapter 25, “Black Soldiers”

Student Sheet: *Steps from Colonies to Country*
Notebook

For each team

Team Sheet: *Who Will Give Us Freedom?*

Team Sheets: *African American Voices from the American Revolution*

Index cards (four per student plus some extras)

For the teacher

Transparencies: *African American Freedom Fighters*

For the classroom

Vocabulary written on chart paper

Footprint for the classroom timeline (from Lesson 2)

Overhead projector

Web sites

Africans in America: Prince Hall @ <http://www.pbs.org/wgbh/aia/part2/3h328.html>

Africans in America: James Forten @ <http://www.pbs.org/wgbh/aia/part2/3h328.html>

James Forten, A Port Personality @ <http://www.columbia.edu/~lt165/forten.html>

African American Journey: @ <http://www.worldbook.com/fun/aajourney/html>

Thomas Peters: Millwright and Deliverer @ <http://revolution.h-net.msu.edu/essays/nash.html>



VOCABULARY

Words to Remember

***privateer** — privately owned, armed ship that, with the approval of the government, attacks the ships of the enemy

powder boy — young boy who carries powder from below decks to the cannons on deck during a battle – a very dangerous job

People to Remember

***James Forten** — free African American who sailed on a privateer, and when captured, refused to denounce America in exchange for his freedom.

***Lord Dunmore** — the royal governor of Virginia who offered freedom to African Americans who would join the British against the Patriots

Royal Ethiopian Regiment — the all black regiment of 300 soldiers formed by Lord Dunmore

Colonel William Woodford — American commander who led the troops from Williamsburg in the battle at Great Bridge, the first major battle in the south and a victory for the Patriots

Places to Remember

Great Bridge — a swamp south of Norfolk, Virginia, site of a major land battle in the south and a victory for the Patriots

The Lesson



FOCUS ACTIVITY

FOCUS ACTIVITY – 5 minutes

1. Tell the students that in this lesson they will read about freedom fighters. Ask them to **Speculate** what characteristics these freedom fighters will have—describe their clothing, their appearance and age.

2. Show the Transparencies: *African American Freedom Fighters*. Ask the students to briefly note the characteristics of each freedom fighter.

3. Invite the students to share their observations. The major points that students should mention are

- they are African Americans
- they are not all soldiers
- one is a woman

4. Ask students to compare their predictions with their observations. Not all freedom fighters in the American Revolution were white colonists or soldiers, or even men. Many African Americans eagerly joined in the fight, determined to win their own freedom.

 **TEACHING
ACTIVITY**

TEACHING ACTIVITY – 20 minutes

1. Direct students' attention to Chapters 23, "Freedom Fighters" (do not include pages 114-115 in the second edition) and 25, "Black Soldiers" in *From Colonies to Country*. Look at the pictures and their captions. Ask Students to **Predict** what aspect of the war they will learn from these chapters.

2. Introduce the *Vocabulary Words, People, and Places to Remember* written on chart paper.

3. **Reading for a Purpose:** Read aloud to the students the story of James Forten on pages 112, 113, and the first paragraph on page 114 (2d ed. p. 110-112) of Chapter 23. Ask the students to listen for the answers to the following questions.

- Why was James Forten so loyal to the American cause?
- What idea did he consider worth fighting for?
- Was James Forten free or enslaved?
- What risks did he take to remain loyal to his country?

In their teams, the students discuss their responses to the questions.

2. Students imagine that they are African Americans in 1776. Tell half the teams that they, like James Forten, are free African Americans. Tell the other half that they are enslaved.

Ask the students

- Which side do you hope will win the war? Why?
- What do you want for yourself at the end of the war?
- What would be the best way to attain that goal?

3. The teams share and support their responses. Tell students that some African Americans joined the Patriot cause. Often they already had their freedom and wanted to preserve it. Other blacks, usually enslaved, joined the British. All African Americans wanted the war to result in personal freedom for them. They wanted to be equal, as the Declaration of Independence told them they were.

4. Distribute two copies of the Team Sheet: *Who Will Give Us Freedom?* to each team.

5. **Reading for a Purpose:** One partnership in each team reads pages 114 and 115 (2d ed. p. 112-113) of Chapter 23, and one partnership reads Chapter 25. As the students **Partner Read** their assigned pages, they enter the pros and cons of joining the American side or the British side on their copy of the team sheet. When they have finished, partnerships within teams share the information from their different readings and complete their team sheets.

Circulate and Monitor: Visit each team as students read and enter information on the team sheets to answer questions and ensure that partners are on task.

6. Use **Numbered Heads** for teams to share their information with the entire class. Lead students to the understanding that good reasons for and against joining either side made the decision difficult for African Americans, especially since no one knew who would win the war.

Possible information may include the following:

Fighting for the Americans

Pros

- They will get freedom for enlisting.
- Declaration of Independence promised equality.
- Washington changed his mind about black soldiers.
- They will fight to defend their homes and families.
- Black soldiers received pay.
- Free African Americans felt truly patriotic.
- They felt pride in local colonial regiments.
- Black soldiers in the Continental army held good jobs as gunners, river pilots.

Cons

- Washington did not want African American soldiers.
- Black soldiers did not receive equal pay.
- They will share the misfortunes of the Continental army.

Fighting for the British

Pros

- British promised freedom to those who escaped Patriot masters.
- They could hope to resettle elsewhere if the British lost.
- If Americans won, the Declaration of Independence might not make any difference for African Americans.

Cons

- The British gave black soldiers terrible jobs.
- British camps were infected with smallpox.
- The British gave little food, clothing and shelter to black soldiers.

- Those caught escaping to the British could be harshly punished or even killed.
- When rations ran low, the British put blacks out of camp to fend for themselves.



**STUDENT TEAM
LEARNING
ACTIVITY**

STL ACTIVITY – 25 minutes

Drawing important facts from first person accounts

1. Distribute the Document Packet: *African American Voices from the Revolutionary War*. Each team member receives four index cards and one African American voice to read.

2. Explain to the students that they will make and play a game called Freedom Swap.

Students gather information from their African American voices to make a set of four playing cards for their person. To begin, students write the name of their African voice at the top of each card on the lined side.

Reading for a Purpose: Next, students read the account and decide four important facts about the person. These could include

- Where was this person from?
- Was he or she free or unfree at the beginning of the war?
- Did this person join the Americans or the British?
- Why did this person choose that side?
- What important thing(s) did this person do during the war?
- How did this person gain freedom?

Students write the important facts in brief first-person sentences on the lined side of the cards under the name, one fact per card. For example:

Colonel Tye

I terrorized Patriots, killed slaveholders, and freed slaves in New York.

My slave name was Titus.

Circulate and Monitor: Visit each team to assist students in finding important facts, writing them legibly on their cards, and ensuring that the name of their African American voice is at the top of each card. (If a team has four students, and if some students work quickly or have a brief African American voice, they may make cards for the additional voices.)

4. When students have completed their cards, they gather and shuffle them to play Freedom Swap.

- Each student receives two cards; the remainder forms a center pile.
- Play Freedom Swap like Go Fish. The first player (the one whose first name begins with a letter nearest the end of the alphabet) asks any teammate for a card that would match one in his/her hand (for example, I want a Peter Salem.)
- If the teammate has the requested card, he/she must give it up.
- The first player continues to ask other teammates for cards to match those in his/her hand.
- If the teammate does not have the requested card, the first player draws a card from the center pile.
- Play moves to the left.
- When a player collects all four cards for an African American voice, he/she lays the cards on the desk and reads the important facts about that person.
- Play continues until all the sets are on the desk.



REFLECTION AND REVIEW ACTIVITY

REFLECTION AND REVIEW ACTIVITY – 10 minutes

1. Ask one member from each team to read an account of an African voice from a card set, so that the class can briefly discuss each person. If time permits, teams may add information from their team's set of cards or from the team sheet. Which side did each voice choose? Why?
2. Students decide what important events from this lesson should be placed on their timelines. Each student records that event and its significance on his or her Student Sheet: *Steps from Colonies to Country*.
3. One student records information about the most important event or events on a large footprint for the classroom timeline.



HOMEWORK

Write a journal entry from the point of view of the African voice for whom you made a set of cards (or trade an account with a teammate). In your journal entry describe a day in your life. What do you do? Who do you know? Do you like your life in colonial New England? How does it feel to be enslaved? To be free?



LIBRARY/MEDIA RESOURCES

Fiction

Cast Two Shadows: The American Revolution in the South by Ann Rinaldi, Harcourt

Nonfiction

Black Heroes of the American Revolution by Burke Davis and Edward W. Brooke, Odyssey

Revolutionary Citizens: African Americans 1776-1804 by Daniel C. Littlefield, Oxford University Press

Come All You Brave Soldiers: Blacks in the Revolutionary War by Clinton Cox, Scholastic Press

Africans in America: America's Journey Through Slavery by Charles Johnson and Patricia Smith, Harcourt Brace

American Revolution: Voices in African American History Series by Sharon Harley and Steven Middleton, Globe Book Company

Poetry

Poems on Various Subjects, Religious and Moral by Phillis Wheatley

Video

Africans in America: America's Journey Through Slavery, Revolution, PBS



CONNECTIONS

Research/Library — Students research the skills and crafts of African Americans at the time of the American Revolution. Try some of these crafts such as soap making or candle making.

Language Arts/Library — Students read *Come All You Brave Soldiers* by Clinton Cox.

Music — Students research African music at the time of the Revolutionary War.

Geography — Students plot on a map where the African Americans in the lesson lived. Where did most live who fought for the American cause? Where did most live who joined the British?

Who Will Give us Freedom?

Fighting for the Americans

Pros

Cons

Fighting for the British

Pros

Cons

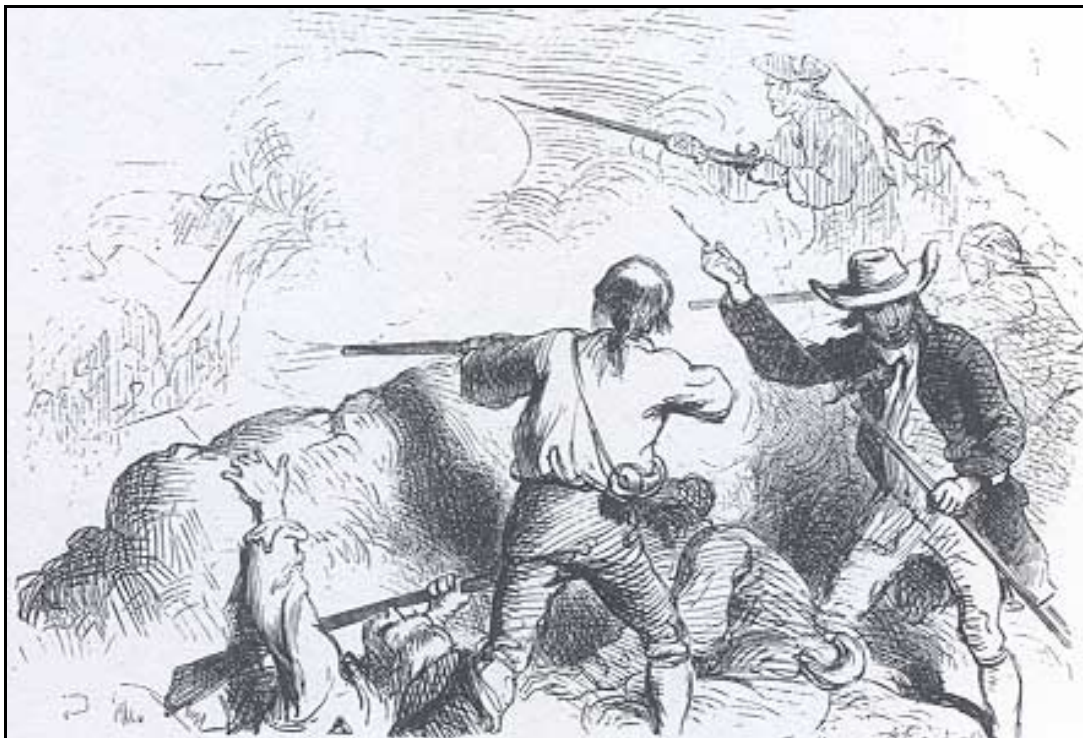
African American Voices in the American Revolution

Peter Salem

My name is Peter Salem. I lived in Framingham, Massachusetts. My slaveholder gave me my freedom so that I could enlist in the Continental army. Being free gave me something worth fighting for. I joined the Patriots at Lexington and Concord and heard the first shots of the American Revolutionary War.

At the battle of Bunker Hill, many Continental soldiers ran when the shooting started. But I stayed with two comrades and kept firing at the redcoats to protect the retreating Patriots. British Major John Pitcairn jumped up and shouted, "The day is ours!" We three who stayed all shot at him, but my bullet found its mark.

I stayed in the Continental army. I used the same musket that killed Major Pitcairn at the battle of Saratoga. You can see my trusty gun at the Bunker Hill Monument in Boston, Massachusetts.



African American Voices in the American Revolution

James Armistead Lafayette

My name is James Armistead Lafayette. Does my last name sound familiar? I took the name of General Lafayette as my own after the war because I admired him so much.

I was enslaved on a farm near Williamsburg, Virginia. When I was twenty-one years old, the war raged all around me. I enlisted under General Lafayette. I volunteered to spy in British General Lord Charles Cornwallis' camp. I pretended that I wanted to join the British. I fooled Lord Cornwallis so well, that he thought I was spying on the Americans for him. If he had found out what I was doing, I would have been a dead man.

I listened to everything that the British said in their camp. Every day, I took information to General Lafayette or sent a messenger. General Lafayette passed the information on to General Washington. I tried to get a look at Lord Cornwallis' maps, but he would not let anyone near them. But I did hear useful information. What I told General Lafayette about British plans led to the Patriots trapping Lord Cornwallis at Yorktown and forcing him to surrender.

No one had promised me my freedom when I volunteered to risk my life for the patriot cause. But my belief in the words of the Declaration of Independence paid off. At the end of the war, the Virginia General Assembly voted to give me my freedom. That is when I took the name of Lafayette.



James Armistead Lafayette
Valentine Museum, Richmond, Vir-

African American Voices in the American Revolution

Mum Bett

My real name is Elizabeth Freeman. I was enslaved in Sheffield, Massachusetts, by Colonel John Ashley. The colonel was all right as slaveholders go, but his wife was a real spitfire. One day she attacked my sister Lizzy. When I defended Lizzy, Mrs. Ashley cut my arm to the bone with a red-hot shovel from the fireplace. I carried the scar all my life.

When I heard all this talk about freedom, I decided that meant me, too. In 1781, I sued Massachusetts for my freedom. My lawyer, Theodore Sedgwick, argued that the colony had never legally allowed slavery. The Massachusetts Declaration of Rights said “all people were born free and equal.” Sure enough, the court agreed. I was free! And Colonel Ashley didn’t get any money for me either.

After I gained my freedom, I became a member of the Sedgwick household. But I wasn’t a slave. I was a part of the household and a second mother to the Sedgwick children. They gave me my name, Mum Bett. One time, a bunch of ruffians came to the Sedgwick home to rob and plunder. I shamed them and escorted them out of the house with a kitchen shovel as my weapon. I saved the family valuables.

I lived a long and happy life with the Sedgwicks and died in 1829. I think I was one hundred years old, but my tombstone says I was only eighty-five.



Mum Bett

Massachusetts Historical Society, Boston

African American Voices in the American Revolution

Salem Poor

My name is Salem Poor. I had my freedom when the Revolutionary War broke out, so I knew which side I wanted to fight for. The Declaration of Independence meant me, too.

At the battle of Bunker Hill, I shot a British officer, Lt. Colonel James Abercrombie. Abercrombie jumped up and shouted "Surrender, you rebels." He made a perfect target. Fourteen officers in the Continental army sent a petition to Congress saying I was a hero and deserved a reward for valor.

I didn't stop with Bunker Hill. I crossed the Delaware River with General Washington on Christmas Eve, 1776. Man! That was a cold night. We surprised the Hessians who had celebrated Christmas a little too much and took them prisoner.

I froze at Valley Forge in the winter of 1778. It was all worth it because I was fighting to preserve my freedom. When "Mad" Anthony Wayne decided to scale the cliffs and storm the fort at Stony Point, New York, I was a part of his elite force, the American Light Infantry.

I felt proud of the part I played as a Continental soldier to win America's freedom and preserve my own.



This rendering of a black soldier is by Baron Von Clozen, a German nobleman who fought in the American Army during the Revolutionary War.

Library of Congress

African American Voices in the American Revolution

Colonel Tye

My slave name was Titus. I was enslaved in Monmouth, New Jersey. I hated being enslaved and those who enslaved me. When I was twenty-one years old, I escaped and became Colonel Tye in the British army.

In the Black Brigade, I commanded both white and black soldiers. We killed Patriots in New York, terrorized slaveholders, and liberated slaves. Many of those whom we freed joined my band. In the summer of 1779, I led eight hundred men through New Jersey. We raided Patriots' homes, kidnapped residents, and stole their livestock and valuables. In spring 1780, we disrupted the New Jersey militia and captured its leaders so they could not aid General Washington.

In September 1780, I tried to capture Captain Josiah Huddy, an American who brutally executed loyalists. In the battle, I received a wound in the wrist and died of infection.

I felt glad to fight for the British. Some Americans thought that if I had joined their cause instead of their enemies' the war would have ended sooner. But clearly, the words of the Declaration of Independence did not include me. With the British, at least I had a chance for freedom.



Colonel Tye's Black Brigade raided all across New Jersey

African American Voices in the American Revolution

Boston King

My name is Boston King. I was enslaved by Richard Waring of Charleston, South Carolina. I ran to join the redcoats when Lord Dunmore issued his proclamation for anyone who could escape to British camps and was willing to fight.

The first thing I got from the redcoats was smallpox. They put me out a mile from camp to fend for myself, but I recovered and rejoined the army. I went with General Lord Charles Cornwallis to his headquarters in Camden, South Carolina. I served Captain Grey as a messenger and orderly. After the battle of Camden, the army left me with some southern loyalists. When I heard them talk about returning me to slavery, I escaped and caught up with the British army again. I knew if I fell in the hands of the Continental army, it would mean certain death.

I served with the British for four years. At the end of the war, I went to New York City, where I met and married my wife Violet. I worked on a pilot boat, got captured, and was sold into slavery again. Doggone! I escaped again. This time the British gave me passage to Nova Scotia, where I became a preacher. They promised land to me and all the other African Americans who had sided with them. When they broke their promise, I went to London to protest. Eventually Violet and I moved to Sierra Leone in Africa.



African American Voices in the American Revolution

Thomas Peters

My name is Thomas Peters. I was born free in a part of Africa that is now Nigeria. I am a member of a royal family in the Yoruba tribe.

When I was twenty years old, I was kidnapped, packed on a slave ship and sold into slavery in Louisiana. I rebelled and escaped every chance I got. Eventually I was sold to William Campbell of Wilmington, North Carolina. When I heard about Lord Dunmore's proclamation, I wanted to run to the British, but Virginia was a long way to escape. Then twenty British ships came up Cape Fear River, right near my home. I escaped to join General Sir Henry Clinton.

I saw the British bombardment of Charleston, South Carolina, in the summer of 1776. I moved north with the British forces when they occupied Philadelphia in 1777. I received two wounds and a promotion to sergeant. For the rest of the war I fought with Captain Martin's company, which became known as the Black Guides and Pioneers.

At the end of the war I took my wife and two children and was evacuated from New York City by the British. We went to Nova Scotia, where the British promised us land. They did not keep their promise. I traveled many times to London on behalf of fellow blacks in Nova Scotia. Finally, my family and many others left Canada and settled in Sierra Leone, Africa. I died as I was born, a free man.



*Black soldier in the British army
during the Revolutionary War*

African American Voices in the American Revolution

Quamino Dolly

My name is Quamino Dolly. I was enslaved in Savannah, Georgia. When I heard the British planned to attack the American forces under Major General Robert Howe, I decided to help the British. If they won the war, maybe I would have a chance for freedom.

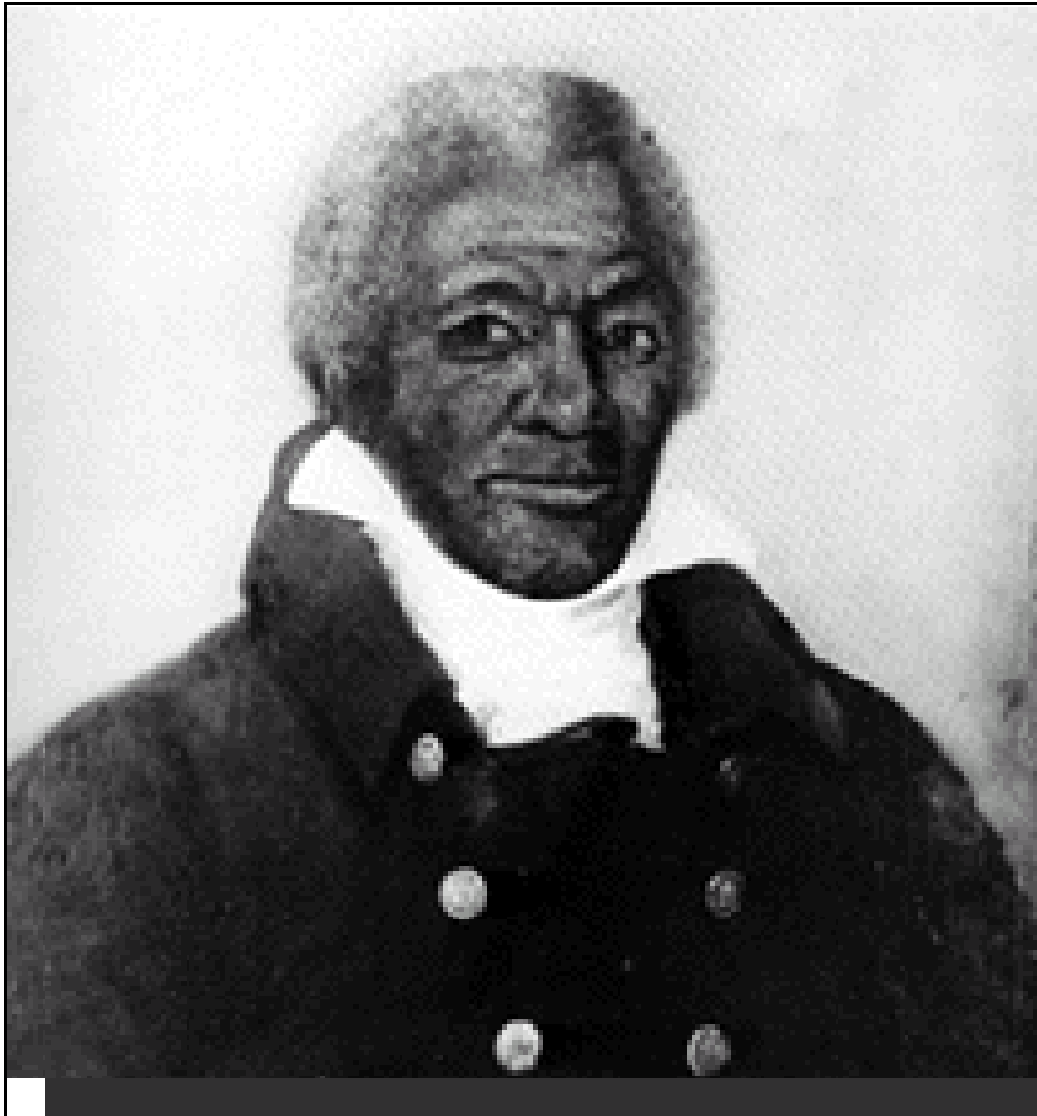
In December 1778, I showed the British a secret way through the swamp used by slaves escaping to freedom. My help enabled the British to sneak up on three sides of the Americans and win a stunning victory. The Americans lost one hundred and captured four hundred and fifty. The British lost only twenty-three. They established a base in Georgia from which to attack South Carolina.

When the Continental army lost Georgia, enough colonists took an oath of allegiance to King George to form twenty loyalist companies.



African American Freedom Fighters

James Armistead Lafayette



Valentine Museum, Richmond, Virginia

African American Freedom Fighters

Elizabeth Freeman



Massachusetts Historical Society, Boston

African American Freedom Fighters

Salem Poor



Library of Congress

This rendering of a black soldier is by Baron Von Closen, a German nobleman who fought in the American Army during the Revolutionary War.



LESSON 23 NORTHWEST TERRITORY CHAPTER 33



THEME

The Northwest Ordinance of 1787, considered the greatest achievement of the Congress under the Articles of Confederation, encouraged western expansion and provided an organized framework for the induction of new states into the Union on an equal footing with the original thirteen states.



OVERVIEW

From the beginning, the story of America has been one of growth and expansion. The original charters of the first colonies usually did not include western boundaries; some charters (blithely unaware of the actual distances) granted land from sea to sea. Virginia, a case in point, had original borders that extended north and west in the Ohio River valley all the way to the Mississippi River.

Faced with mushrooming western expansion at the end of the Revolutionary War, the Continental Congress addressed the issues of these overlarge states and moved to stabilize all state borders. Between 1781 and 1785, the landed states ceded their claims to Congress, with Virginia relinquishing the single largest land grant. Known as the Northwest Territory, the area comprised the present-day states of Ohio, Indiana, Illinois, Michigan, Wisconsin, and part of Minnesota.

The Land Ordinance of 1785 provided a system for surveying the Northwest Territory and dividing the land into rectangular sections designated as townships. In addition, the ordinance provided for the sale of this land in units of one square mile at one dollar an acre. The young American government

eagerly anticipated retailing this land to gain much needed revenue.

The new land sold quickly. Land speculators and settlers flooded the new territories. The press of settlers, together with the demand of the Ohio Land Company (which had obtained more than a million acres for fewer than ten cents an acre), prompted further Congressional action. While the Land Ordinance of 1785 provided for the sale of the land, it did not provide for any governance of the western territories. No one knew if the territories would remain part of the United States, become a separate confederation, or turn into colonial holdings. Furthermore, many citizens and politicians of the original states feared that new western states would quickly dominate Congress.

Nevertheless, in 1787, under the Articles of Confederation, Congress passed the Northwest Ordinance. The single most important piece of legislation under a constitution generally considered a failure, the Ordinance ranks as a fundamental American document, second only to the Declaration of Independence and the Constitution. The statute, aside from providing for orderly westerly settlement, furnished a model by which new states would be created, making it clear that new states would be equal to the old states; there would be no inferior or superior states in the Union. Moreover, the settlers of the territories would be equal citizens of the United States and enjoy all of the rights secured by the American Revolution. The Ordinance ensured that territorial townships could quickly become small towns with local systems of government. Perhaps most important, the Ordinance (unlike the Articles of Confederation) provided the first bill of rights, guaranteeing essential, basic liberties such as trial by jury, *habeas corpus*, religious freedom, and the prohibition of slavery in the Northwest Territory.

The Northwest Ordinance of 1787, with minor adjustments, would remain the guiding policy for the admission of all future states into the Union. The document established a practical, workable process for moving through three stages of territorial government to petition for statehood, reaffirmed the system of land division as set forth in the Land Ordinance of 1785, and contained six articles that guaranteed civil liberties and rights to the inhabitants of the Northwest Territory.

In the first of three stages toward statehood, governors and judges appointed by Congress would make laws and rule a territory until it contained five thousand free male inhabitants of voting age. Next, the inhabitants would elect a territorial legislature, which would send a non-voting delegate to Congress. Last, when the population reached 60,000 inhabitants, the legislature would write and submit a state constitution to Congress. Upon its approval, the state would enter the Union.

To guarantee the civil rights and liberties of the territorial settlers, the Northwest Ordinance of 1787 contained six articles that “shall be considered as articles of compact, between the original States and the people and the States in the said territory, and forever remain unalterable, unless by common consent.” Thus, government officials could not take away the rights and liberties contained in this bill of rights for the territories, a precursor to a national bill of rights that would be added to the Constitution and ratified by the states in 1791.

Article I of the Northwest Ordinance bill of rights provided freedom of religion. Article II established the writ of *habeas corpus*, which required that prisoners be brought before a judge to determine whether they are imprisoned lawfully. In addition, the article assured the right of trial by jury and protected against cruel and unusual punishment and excessive bail while waiting trial. Article III

established the importance of education for all people, directing that each township set aside land for public schools. By ensuring this public school system, the Ordinance became the first national effort for education. The article also stated that all Indian people of the Northwest Territory should be treated fairly and that their “land and property shall never be taken from them without their consent.” Article IV required the territories and the new states to pay a fair share of taxes and abide by the Articles of Confederation (later the Constitution of the United States). In addition, it granted them perpetual membership in the federal union. Article V provided for new state admission into the Union on an equal footing with the original states. Article VI banned slavery or involuntary servitude in the Northwest Territory—the first American law that prohibited slavery.

Under the provisions of the Northwest Ordinance, Ohio (the first state formed from the Northwest Territory) was admitted to the Union in 1803, followed by Indiana (1816), Illinois (1818), Michigan (1837), and Wisconsin (1848). A small part of Minnesota was also in the territory. Eventually, thirty-one states would achieve statehood under the provisions of the Ordinance of 1787.

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STANDARDS

HISTORICAL THINKING

The student will

Chronological Thinking

- distinguish between past, present and future time
- create time lines
- Historical Comprehension
- read historical narratives imaginatively
- draw upon data in historical maps
- Historical Analysis and Interpretation
- analyze cause and effect relationships and multiple causation, including the importance of the individual, the influence of ideas, and the role of chance
- hypothesize the influence of the past

Historical Research Capabilities

- obtain historical data

Historical Analysis and Decision-Making

- identify issues and problems in the past
- marshal evidence of antecedent circumstances and contemporary factors
- evaluate alternative courses of action

CONTENT

The student will demonstrate understanding of

- The impact of the American Revolution on politics, economy, and society
 - ▶ assess the accomplishments and failures of the Continental Congress
 - ▶ assess the importance of the Northwest Ordinance
- The economic issues arising out of the Revolution
 - ▶ evaluate how the states and the Continental Congress dealt with the revolutionary war debt
 - ▶ explain the dispute over the western lands and evaluate how it was resolved

RESOURCES

For each student

From Colonies to Country by Joy Hakim: Chapter 33, “Looking Northwest”

Student Sheet: *Steps from Colonies to Country* from Lesson 2

For each team

Team Sheets:

Game Board

Struggles and Successes

Traveling to the Northwest Territory

Die or spinner

For the classroom

Map of the United States

Vocabulary Words written on chart paper

Chart paper

Markers

Footprint for classroom time line (from Lesson 2)

Web sites

The Northwest Ordinance @ <http://www.earlyamerica.com/earlyamerica/milestones/ordinance/>

Northwest Ordinance @ <http://www.pbs.org/ktca/liberty/chronicle/northwest.html>

The Northwest Ordinance (1787) @ <http://usinfo.state.gov/usa/infousa/facts/democrac/5.htm>

Maps of North America and the Northwest Territory @ http://images.library.uiuc.edu/projects/historical_maps/

Words to Remember

territory — land that is not part of a state

ordinance — law passed by a government

The Land Ordinance of 1785 — law that provided a system for surveying the Northwest Territory and dividing the land into rectangular sections to sell

***Northwest Ordinance of 1787** — law that provided a method for new territories to become states

townships — land divisions in the new territories that could be sold in large tracts and subdivided into individual farms

****habeas corpus*** — the right of a person not to be sent to jail without a trial

involuntary servitude — having to work for someone whether you want to or not

land speculators — persons who buy land cheap and resell it for a profit

settlers — pioneers who establish homes and a living in a new place

Conestoga wagons — big covered wagons pulled by oxen, used for moving west

Places to Remember

***Northwest Territory** — land taken from Virginia that would eventually become six states: Ohio, Illinois, Indiana, Michigan, Wisconsin, and part of Minnesota

The Lesson



FOCUS ACTIVITY

FOCUS ACTIVITY - 5 minutes

1. Ask the students if they have ever moved from one place to another? Invite those who have moved to describe what the experience was like. Was it exciting? Difficult? Scary?

2. Explain to the students that during the 1780s (after the Revolutionary War) settlers started moving into the Northwest Territory. The trip was often difficult, but the land and rights granted by the Northwest Ordinance in 1787 made the move worthwhile.



TEACHING ACTIVITY

TEACHING ACTIVITY - 20 minutes

1. Help the students locate what was the Northwest Territory on a present-day map of the United States. Students identify the states that now comprise that region: Ohio, Illinois, Indiana, Michigan, Wisconsin, and part of Minnesota.

2. Help the students compare the 1783 map in Chapter 33, “Looking Northwest” in *From Colonies to Country* with the present-day map.

3. Explain the following information to the class. The entire Northwest Territory was included in the original royal charter of Virginia. After the colonies won their independence and became the United States, Virginia gave up that land to the new nation. The national government badly needed money (there was no federal income tax, the country had war debts to pay, and the Congress needed money to run the new nation). The Continental Congress passed The Land Ordinance of 1785 to provide a system for surveying the Northwest Territory and dividing the land into rectangular sections to sell in units of one square mile, at one dollar an acre, to settlers. Settlers who wanted a better life and land speculators who bought the land cheap and resold it for a profit flocked to the new territory. Two years later, the government passed the Northwest Ordinance of 1787, allowing the new territories to become states.

4. Briefly introduce how the Northwest Ordinance of 1787 provided for western expansion and the creation of new states using information in the Overview.

5. Introduce the Vocabulary *Words and Places to Remember* written on chart paper.

6. **Reading for a Purpose:** Students silently read or **Partner Read** Chapter 33, “Looking Northwest” in *From Colonies to Country* to identify the rights given to settlers by the Northwest Ordinance.

7. **Circulate and Monitor:** Visit the teams to help students read the chapter and locate the pertinent information.

8. Use information from the chapter and the Overview to discuss the six articles that made up

the bill of rights in the Ordinance. Help the students understand that these rights were first guaranteed in the Ordinance. The Articles of Confederation, the first constitution of the thirteen original states did not include a bill of rights. Not until 1791 was a national bill of rights added to the new Constitution and ratified by the states.

Discuss the importance of the rights to freedom of religion, *habeas corpus*, trial by jury, and public education. Draw the students' attention to the provision in the Ordinance that all Indian people of the Northwest Territory should be treated fairly and that their "land and property shall never be taken from them without their consent."

In the discussion, include the questions posed on page 150 (2d ed. p. 152) of *From Colonies to Country*. Ask the students: How does this hold true today?

Discuss Jefferson's comment: "If a nation expects to be ignorant and free, in a state of civilization, it expects what never was and never will be." Ask: What did he mean? Why is it true today?



**STUDENT TEAM
LEARNING
ACTIVITY**

STL ACTIVITY – 30 minutes

Creating and playing a Northwest Territory Game

1. Distribute the Team Sheets: *Game Board* and *Struggles and Successes* to each team.

2. Explain the Student Team Learning Activity. Working in their teams, the students create and play a board game about traveling to settle in the Northwest Territory. In the game, the students encounter both the struggles and the successes a settler might encounter on that journey. Students choose events and situations to place on the game board and make individual game markers. Then the students play their game.

3. Reading for a Purpose: Each team reads the Team Sheet: *Struggles and Successes*. The team discusses the events and selects seven positive events (successes), seven negative events (struggles), and seven neutral events. The team places a check mark next to each of the chosen events. The team then *randomly* numbers these events, 1 through 21, on the team sheet.

Note to the Teacher: By mixing the numbers among the three categories of events, the team ensures that the negative, positive, and neutral events will be randomly spaced along the length of the track, so that they can play the game without getting stuck in one place.

The team then numbers the game board spaces 1 through 21 *in order*.

Each student reads and uses the descriptive information on the Team Sheet to make a personal, stand-up paper marker of a Conestoga wagon to move on the board.

4. After the teams finish their game boards and markers, they play their own or another team's game.

Each player rolls a die or spinner, and the player with the highest number rolls the die or spinner to see how many spaces to move.

Each player rolls the die and moves in turn.

Each player reads the event information that corresponds to the board game space number on which that player landed and follows the event consequences. For example, the player lands on Space 4. Number 4 on the Team Sheet: *Struggles and Successes* is "Conestoga wagon wheel breaks: Lose one turn fixing it."

The game ends when one of the players reaches the end of the board (thus reaching the Northwest Territory first).

Circulate and Monitor: Visit each team to help the students read the Team Sheet and create and play their board game.



REFLECTION AND REVIEW ACTIVITY

REFLECTION AND REVIEW ACTIVITY – 5 minutes

1. Each team considers the events they chose for their game board. How would these events impact a real journey to the Northwest Territory?
2. Ask the students to explain why most settlers thought that the opportunities offered in the Northwest Territory were worth the risks and difficulties of the trip.
3. Students decide what important event or events from this lesson should be placed on their timelines. Each student records that event and its significance on his or her Student Sheet: *Steps from Colonies to Country*.
4. One student records information about the most important event or events on a large footprint for classroom time line.



HOMEWORK

Write a journal entry about your trip to the Northwest Territory based on the events you encountered in your game.



LIBRARY/MEDIA RESOURCES

Nonfiction

A Pioneer Sampler by Barbara Greenwood, Houghton Mifflin Company

The Prairie Traveler by Randolph B. Marcy, Perigee Books

Early Farm Life by Lise Gunby, Crabtree Publishing Company

Cobblestone Magazine
Northwest Ordinance



CONNECTIONS

Technology/Library — Students research the construction of the Conestoga wagon. Students make individual models of Conestoga wagons or construct a larger model for the classroom.

Math/Geography — Students calculate distances the settlers traveled to reach the Northwest Territory.

Art — Students create posters illustrating each of the six articles of the bill of rights in the Northwest Ordinance of 1787.

Geography — Students create an illustrated map of the Northwest Territory.

Art — Students improve and illustrate their own game boards.

Local History — Students research the events or circumstances that inspired the movement of people into their part of the country.

Geography — Students trace the boundaries and routes to the Northwest Territory using an atlas or historical maps.

Library/Technology/Research — Students locate and read first person accounts of the journey to and settlement in the Northwest Territory in the 1780s. Students present dramatic readings or vignettes from the accounts.



REVIEW LESSON IV
LESSONS 19 — 23
CHAPTERS 26 — 33

In the Review Lesson, students revisit the ideas and vocabulary from Lessons 19 – 23 to prepare for the Assessment. The Review Lesson is in the form of a card game.

If time allows, the teams may play more than one round of the *From Colonies to Country Review*. Even though one team member will win each round, all students win by reviewing ideas, facts, and vocabulary from the previous lessons. The goal of the game is to successfully prepare each member of the team for the assessment.

From Colonies to Country Review IV: Victory

1. To ensure that each student has a chance to play, students remain in their cooperative learning teams of four or five.
2. Each team receives a set of game cards and the answer sheet.
3. Cards are shuffled and separated into their respective piles (Turning Point, Tough Times, Victory, etc.) and placed face down in the center of the table.
4. One team member is designated as the first player (i.e., the student whose name is last in the alphabet). The student to his right has the answer sheet, keeping it face down on the desk. This person is the fact checker.
5. The first player chooses a card, reads the number and the question aloud, and attempts to answer it. The fact checker turns the answer sheet over, finds the correct question number, and checks the first player's response. If the student answers correctly, he or she keeps the card. If the answer is wrong, the card is placed on the bottom of the pile. The fact checker quickly turns the answer sheet face down again.
6. Play passes to the left, and the first player is now the fact checker.
7. The game ends when all the cards are gone. The student with the most cards wins.

From Colonies to Country Review IV: Victory Questions & Answers

Turning Point

1. Why did the Patriots dislike the Hessians? They were German mercenaries (soldiers who fight only for pay) hired by the English to fight the Americans.
2. Who did the American soldiers respect so much they didn't desert? Their commander in chief, General George Washington
3. What happened at Trenton, New Jersey? At Christmas time, Washington and his men crossed the ice-choked Delaware River and captured a thousand Hessian soldiers who had been celebrating Christmas by getting drunk.
4. Who was Benedict Arnold? Great American general who turned traitor to the British
5. What happened at Saratoga? After local farmers helped the American troops win the battle, General John Burgoyne and his entire British army surrendered
6. Why was the battle of Saratoga important? As a result of the American victory there, France joined the war on America's side.

Tough Times

7. What happened at Valley Forge? Washington's army spent a hard winter camping there without sufficient food, clothing, or supplies, but emerged a trained, disciplined fighting force.
8. What did Baron von Steuben do at Valley Forge? The German officer trained the Americans into a strong, confident fighting force.
9. How did Nathanael Greene help the army? As the new quartermaster in charge of supplies, he turned the department around by providing adequate food and supplies for the soldiers.
10. How did George Rogers Clark help the American cause? Patriot frontiersman who won the Ohio Valley from the British and their Indian allies for the Americans
11. Why did the army chase the Continental Congress out of Philadelphia? Congress had not paid the soldiers because it had no money and could not raise money through taxes.
12. How did Henry Knox help the Americans? He was in charge of the American artillery during the Revolutionary War

Victory

13. How did Comte de Rochambeau help the Americans? This general led the French army that helped General George Washington defeat the British at Yorktown.
14. Who was Lord Charles Cornwallis? Commander of the British army in the southern states who was defeated at Yorktown

15. How did Admiral de Grasse help the Americans? French admiral whose ships beat the British fleet, preventing it from rescuing Cornwallis at Yorktown
16. What happened on October 17, 1781? The British army surrendered at Yorktown, ending the Revolutionary War.
17. What happened at Yorktown? The combined American and French armies surrounded and captured the British, bringing an end to the Revolutionary War.
18. Why was the victory at Yorktown important? It ended the Revolutionary War.

A New Government

19. What is a constitution? The basic principles and laws of a state or nation
20. What were the Articles of Confederation? The first constitution of the thirteen original states after they declared independence from England
21. What was the primary weakness of the Articles of Confederation? The states kept all their power and independence, and there was no strong national government.
22. Who was the first president of our country? Under the Articles of Confederation, John Hanson became the first president of the Continental Congress in 1781, but there was no president of the United States until George Washington was elected in 1789 under the new Constitution.
23. Why did the Continental Congress create a weak national government? Congress created strong state governments and kept the national government weak because they feared a national government with as much power as the English king and Parliament.
24. What was the Continental Congress? The first central government, made up of delegates from the thirteen states

Westward Ho

25. What was the Northwest Ordinance? Law passed by the Continental Congress in 1787 that provided a method for new territories to become equal states
26. What were townships? Land divisions in the new territories that could be sold in large tracts and subdivided into individual farms, providing affordable land to new settlers
27. Name two rights guaranteed to the people who moved into the Northwest Territory. Freedom of religion, *habeas corpus*, trial by jury, public schools, and freedom from slavery and involuntary servitude
28. What were Conestoga wagons? Big covered wagons pulled by oxen and used by pioneers to move west into the new territories
29. What was the Northwest Territory? Land taken from Virginia but now belonging to the thirteen states that would eventually become the new states of Ohio, Illinois, Indiana, Michigan, Wisconsin, and Minnesota
30. What is an ordinance? A law passed by a government

Struggles and Successes

Directions: Read the information about the Conestoga wagons in *Traveling to the Northwest Territory* with your teammates; then, as a team, read and discuss the struggles, neutral events, and successes listed on the sheet. Select seven of each type and place a check mark next to each of the chosen events, then *randomly* number these events 1 through 21. Be sure to mix up the numbers among the positive, neutral, and negative events to make the game interesting and so players will not get stuck in one place.

Number the game board spaces 1 through 21 *in order*.

Finally, use the information in the reading selection to make your own personal small standup paper marker of your Conestoga wagon to use in playing the game.





Traveling to the Northwest Territory

With the sale of land in the Northwest Territory at one dollar an acre, settlers flocked to the new territory. Although the trip often proved difficult and dangerous, the settlers felt the land and the promises of the Northwest Ordinance were worth all the hazards.

The settlers usually traveled in family units with other friends or relatives for safety. They carried their belongings in large, heavy, covered Conestoga wagons that had been developed in Pennsylvania by descendants of German colonists.

The Conestoga wagon beds were shaped somewhat like boats, with angled ends and a floor that sloped to the middle so barrels and other belongings wouldn't roll out when the wagon was climbing or descending a hill. Like the later covered wagons of the western pioneers, it had a watertight canvas bonnet to shelter the cargo.

Conestoga wagons were pulled by teams of six or eight horses or oxen and could haul up to five tons of cargo. The large amount of cargo carried in these wagons strained their rugged construction. To help ease the load most families walked alongside their wagon instead of riding in them.

Struggles

- | Check | Number | |
|--------------------------|--------|--|
| <input type="checkbox"/> | ___ | Conestoga wagon wheel breaks: Lose one turn fixing it. |
| <input type="checkbox"/> | ___ | While crossing the mountains your wagon rolls back downhill: Go back two spaces. |
| <input type="checkbox"/> | ___ | Out of food, go back for more: Go back three spaces. |
| <input type="checkbox"/> | ___ | Horse wanders off: Lose one turn trying to find. |
| <input type="checkbox"/> | ___ | Attacked by Native Americans: Flee back one space. |
| <input type="checkbox"/> | ___ | Attack Native Americans: Lose two turns. |
| <input type="checkbox"/> | ___ | Winter sets in early: Lose two turns waiting for thaw. |
| <input type="checkbox"/> | ___ | While fording a river wagon becomes stuck: Lose one turn. |
| <input type="checkbox"/> | ___ | Wrong trail: Go back two spaces. |
| <input type="checkbox"/> | ___ | Heavy storms: Water and flooding make you lose two turns. |
| <input type="checkbox"/> | ___ | Rain: Muddy roads need to dry, lose one turn. |
| <input type="checkbox"/> | ___ | River too high to cross: Go back two spaces to search for ford. |
| <input type="checkbox"/> | ___ | Family gets sick: Go back three spaces. |
| <input type="checkbox"/> | ___ | Journey too difficult, decide to wait till next year: Go back to start and begin all over again. |

Neutral Events

- | Check | Number | |
|--------------------------|--------|---|
| <input type="checkbox"/> | _____ | You pull off the trail after a long day and go to sleep early. |
| <input type="checkbox"/> | _____ | You decide to stop for an early meal. |
| <input type="checkbox"/> | _____ | You find a perfect camping site and stop for the night. |
| <input type="checkbox"/> | _____ | The weather looks bad so you decide to stop. |
| <input type="checkbox"/> | _____ | You need to spend some time hunting to get more food. |
| <input type="checkbox"/> | _____ | You stop to admire the beautiful view. |
| <input type="checkbox"/> | _____ | You finish traveling the route you planed for the day. |
| <input type="checkbox"/> | _____ | You are unsure of which trail to take and stop to sleep before heading on. |
| <input type="checkbox"/> | _____ | You encounter another group that has stopped for the night and decide to join them. |
| <input type="checkbox"/> | _____ | You stop to water the horses. |
| <input type="checkbox"/> | _____ | Your family is tired and convinces you to stop for the night. |
| <input type="checkbox"/> | _____ | It is too dark to keep traveling. |
| <input type="checkbox"/> | _____ | You arrive at a river and need to wait till tomorrow to cross. |
| <input type="checkbox"/> | _____ | A log blocks the trail and moving takes the rest of the day. |

Successes

- | Check | Number | |
|--------------------------|--------|--|
| <input type="checkbox"/> | _____ | You make excellent time today: Move ahead one space. |
| <input type="checkbox"/> | _____ | Native Americans help you find a hidden trail: Move ahead two spaces. |
| <input type="checkbox"/> | _____ | A bright moon allows you to travel at night: Ahead two spaces. |
| <input type="checkbox"/> | _____ | The river is dry, no problems fording: Move ahead one space. |
| <input type="checkbox"/> | _____ | Your wagon unexpectedly rolls down the other side of the mountain: Move ahead four spaces but miss a turn repairing. |
| <input type="checkbox"/> | _____ | Warm summer weather allows longer traveling: Roll and move again. |
| <input type="checkbox"/> | _____ | The trail is unusually smooth: Move ahead two spaces. |
| <input type="checkbox"/> | _____ | You learn about a short cut: Move ahead three spaces. |
| <input type="checkbox"/> | _____ | A winter freeze dries the road: Move ahead one space. |
| <input type="checkbox"/> | _____ | You join other families and help each other: Roll and move again. |
| <input type="checkbox"/> | _____ | You hear about the rights guaranteed by the Northwest Ordinance and hurry to enjoy them: Move ahead two spaces |
| <input type="checkbox"/> | _____ | Full bellies inspire you to move onward: Move ahead one space. |

The Northwest Territory

