



Lesson

ONE



LESSON ONE: PRELUDE TO THE REVOLUTIONARY WAR

LESSON OBJECTIVE

To introduce students to the underlying causes of the American Revolution.

SUMMARY OF ACTIVITIES AND THEIR OBJECTIVES

ACTIVITY ONE: George Washington and the French and Indian War

- Summary: Students look at a document of surrender signed by George Washington during the French and Indian War, and an excerpt from his memoir of the war.
- Objective: To introduce the French and Indian War as the precursor to the American Revolution, and to recognize George Washington's role in it.

ACTIVITY TWO: The Boston Massacre, or an Incident in King Street?

- Summary: Students compare various sources depicting the same event: an engraving by Paul Revere showing the Boston Massacre; the written account of a British officer describing what happened; a newspaper article listing the names of those who were wounded and killed; and a map by Revere showing the location of the casualties.
- Objective: To form a conclusion about a historical event after considering contrasting viewpoints.

ACTIVITY THREE: Taxation without Representation

- Summary: Students compare three images representing various ways that colonists protested British taxation.
- Objective: To think critically about the choices that colonists made, and the ways they reacted to British taxation.

ACTIVITY FOUR: The Battle of Lexington and Concord

- Summary: Students match quotes of first-hand accounts with drawings of events at the Battle of Lexington and Concord.
- Objective: To make the connection between written accounts of British officers and an American's visual depictions of a historical event.

ACTIVITY FIVE: Declaring Independence

- Summary: Students examine the Declaration of Independence as a crucial step in the process of gaining American independence.
- Objective: To examine one of the founding documents for historical importance.

NATIONAL STANDARDS

Social Studies: II a, d, f; IV h; VI d, f, h; X b, e.

History: Era 2, Standard 2; Era 3, Standard 1



George Washington
WASHINGTON AND LEE UNIVERSITY

BACKGROUND

Fort Necessity National Battlefield, Pennsylvania
www.nps.gov/fone

In October 1753, George Washington, just 21 years old, volunteered for a mission into the upper Ohio River Valley (now western Pennsylvania). Both the British and French sought control of the Ohio River Valley—the vast territory along the Ohio River between the Appalachian Mountains and the Mississippi River—for economic gain. Virginia governor Robert Dinwiddie sent Washington with a letter to the French who had just built two forts in the region. Dinwiddie’s letter demanded that the French leave. Captain Jacques Legardeur de Sainte-Pierre, the French commander who received the letter, refused. Washington returned to Virginia to give Governor Dinwiddie the news.

In early January 1754, prior to Washington’s return, Dinwiddie had sent a force of soldiers to build a fort at the forks of the Ohio River, where the Allegheny and Monongahela rivers meet to form the Ohio River (now Pittsburgh). Before the fort was completed, French soldiers drove the British off and built Fort Duquesne on the site. In April, Washington, now a lieutenant colonel in the colonial Virginia army, was sent on another expedition into the Ohio River Valley, this time to build a road into the

area and then help defend the British fort. Finding that the French had seized control, Washington continued to build the road and awaited further instructions. On May 24, 1754, Washington and the Virginia troops arrived in an area called the Great Meadows and set up camp. Shortly after, Washington received a message from a Seneca leader known as the Half King informing him that a group of French soldiers was camped nearby. Washington and 40 of his men set out to find the French. Early in the morning, Washington and his American Indian allies surrounded the French. A skirmish broke out. Fifteen minutes later the French surrendered. The Half King spoke to the wounded French leader Ensign Joseph Coulon de Jumonville, and then killed him with his tomahawk. One French soldier escaped to carry the news back to the French Fort Duquesne. Washington, fearing a large-scale counterattack, decided to fortify his position in the Great Meadows by building a circular palisaded fort, which he named Fort Necessity.

On July 3, 1754, the French and their Indian allies approached the fort and a battle ensued. Both sides suffered losses, but the British situation was worse and that night they surrendered. After the British troops withdrew,



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the French burned the fort and returned to Fort Duquesne.

Fort Necessity was significant on many levels. It was the scene of the first major event in George Washington's military career, and was the only time he surrendered to an enemy. On a global level, the battle at Fort Necessity had profound consequences for the future of Britain's American colonies—it was the beginning of the French and Indian War in North America, commonly known in Europe as the Seven Years War. The French and Indian War set the stage for the American Revolution and was a landmark event in the European struggle for empire.

While the treaty that ended the war won the British a vast amount of land in North America, the cost of war drove the country deep into debt. In order to manage and defend the new North American territory, British soldiers occupied former French forts. To help cover the cost of the soldiers stationed in North America, the British imposed a series of taxes on the colonists. These taxes sparked complaints about "taxation without representation" reviving long-standing resentments. During the French and Indian War, the American colonists resented threats by the British commander, Lord Loudoun. Soldiers often received poor

treatment from British officers. At the end of the war, new policies, including the Royal Proclamation of 1763, and new taxes angered the colonists. The "Join or Die" snake flag, designed by Benjamin Franklin in 1754 as a way of rallying the colonists to work together during the French and Indian War, gained new popularity as tensions between the colonies and the mother country increased.

Two effects of the French and Indian War became evident as hostilities escalated. First, American officers and soldiers had gained military experience and knowledge during the war. George Washington had clearly learned many important lessons and developed military leadership skills. The American colonists now knew that the British army was not invincible. Second, France was very upset about losing the French and Indian War. Their desire for revenge influenced France's decision to ally with the Americans during the American Revolution; French aid was instrumental in the American defeat of the British.



The Boston Tea Party
DOVER PUBLICATIONS

Boston National Historical Park (Freedom Trail, including the Boston Massacre site, Faneuil Hall, and Old South Meeting House), Massachusetts www.nps.gov/bost

Taxes put into place through the Sugar Act of 1764 and the Stamp Act of 1765 met with colonial boycotts of taxed items, a successful tactic that led Parliament to repeal both acts. In Boston, the patriot exasperation with Britain's taxation had been worsened by the presence of British troops occupying the city. Discontent reached a peak on March 5, 1770, when a violent encounter between patriots and British soldiers of the 29th Regiment resulted in the deaths of five colonists and the wounding of several others. The Americans attacked the soldiers with wooden clubs, rocks, and snowballs, and threatened them with swords. During the confrontation, one soldier's gun was knocked out of his hand by a wooden club. When the soldier picked up his gun, he fired into the crowd and encouraged his fellow soldiers to fire also. None of the Bostonians had guns. Americans called this the "Boston Massacre," the British vaguely referred to "an incident in King Street."

In 1773, Parliament enacted the Tea Act, which further inflamed the patriots' sense of injustice and, in the heart of seafaring New England, threatened the profits of maritime

merchants. Although the Tea Act actually reduced the price of tea while maintaining the tax, it required colonists to buy their tea only from the British East India Company, which sold directly to consumers and subsequently caused many colonial merchants to lose business. In an act of defiance against the Tea Act, the patriots of Boston orchestrated and carried out the Boston Tea Party on December 16, 1773.

The Boston Tea Party occurred after several meetings had been held in the city to discuss what should be done about the new tea tax. At a town meeting in Faneuil Hall on November 5, 1773, patriot leaders insisted that the commissioners of the East India Company resign. A few weeks later, when three ships loaded with British tea entered Boston Harbor, debates were held to discuss what to do about the situation. The ships were not allowed to return their cargo to England, and the customs duties had to be paid by December 16. On that day, Bostonians gathered at Old South Meeting House for further deliberations. They made a final attempt to gain permission for the ships to leave without unloading the cargo. Captain Rotch, whose family owned two of the ships, was sent to the house of Royal Governor Thomas Hutchinson, a seven-mile journey,



North Bridge, Minute Man National Historical Park
NATIONAL PARK SERVICE

to obtain this permission. Rotch returned to the Old South Meeting House at 6 pm and reported that the governor had refused the patriots' request. After the colonists' initial outburst at the news, Samuel Adams spoke the words that signaled patriot action: "This meeting can do nothing more to save the country." Immediately a group of patriots, recruited across class lines, went down to the harbor and dumped approximately 90,000 pounds of British tea into the water. In response, in 1774, Britain passed the Coercive (or Intolerable) Acts, closing the harbor until someone paid for the destroyed tea and forcing Massachusetts to relinquish self-government to Parliament.

Minute Man National Historical Park,
Massachusetts
www.nps.gov/mima

Colonial hostility toward British rule reached a crucial turning point on April 19, 1775. In an attempt to quell patriot rebellion, British General Thomas Gage commanded his troops to confiscate patriot arms in Concord, Massachusetts. Relying on secrecy, Gage expected to take the arms before the patriots had a chance to resist. But couriers Paul Revere and William Dawes warned the

people of Concord and nearby Lexington. When British troops under the command of Major John Pitcairn arrived in the area, they were met by a well trained and armed colonial militia led by Captain John Parker. Seventy-seven militia men lined up on Lexington Common to face a force of 700 British soldiers. Knowing the colonials were outnumbered, Parker wanted only for his men to make a show of their resolve against the opposing troops. But someone fired a shot as the British dispersed under Pitcairn's orders. As the militia began to flee, British fire killed eight Americans.

After the shooting in Lexington, the British continued to march six miles to Concord where they began to search houses for arms. Some soldiers were sent across the North Bridge to Colonel James Barrett's farm where they thought weapons were hidden. Others remained to guard the bridge. News of what was happening spread, and patriot militia made their way toward Concord and the bridge. As they did, they saw smoke rising in the distance and feared that homes were being burned. Resolved to defend their homes and families, the militia continued to advance. The British fired, killing two Americans. At that point, Major John Buttrick, leader of the Concord



Major John Pitcairn
LEXINGTON HISTORICAL SOCIETY

militia, implored his men to retaliate, shouting “Fire, fellow soldiers, for God’s sake, fire!” This was the first time American militia had fired on the British army.

Two British soldiers were killed in the first American volley. Outnumbered four to one, the British retreated back to town. As the British troops prepared to set off for Boston, the Americans continued to arrive, joined by companies from other towns. At Meriam’s Corner, the colonials gathered along the road, taking cover where they could. The fighting that began there escalated into a six-hour running skirmish. For 16 miles, along the road back towards Boston, patriot militia pursued and fired on the retreating British troops.

Independence National Historical Park,
Pennsylvania
www.nps.gov/inde

Founded by Quakers, Pennsylvania grew quickly as its promise of religious freedom attracted many immigrants. Philadelphia, Pennsylvania’s capital, was the largest city in colonial British North America and a major seaport. Located on the Delaware River, Philadelphia exported Pennsylvania’s rich grain harvests and imported British luxury goods. Although Quaker influence in the colony’s

legislature waned after the middle of the 18th century, the Pennsylvania Assembly remained politically conservative. The Assembly’s mild response to the tax measures imposed by the Stamp and Townshend acts dissatisfied many of Pennsylvania’s storekeepers, farmers, craftsmen, and professionals. In 1767, lawyer John Dickinson voiced these concerns in his *Letters From a Pennsylvania Farmer* denying Parliament’s authority to tax the colonies (the first widely read American pamphlet to do so).

Still reluctant to defy British authority, the Pennsylvania Assembly upheld the colonial governor’s 1774 ban on elections for representatives to the First Continental Congress (formed to protest the Intolerable Acts and the British army’s enforcement of parliamentary rule in Massachusetts). Many Pennsylvanians ignored their government and instead formed extralegal Committees of Correspondence to conduct the elections. When Congress first convened in September 1774, it met in Philadelphia (the geographic midpoint of the 13 colonies). Congress chose Carpenters’ Hall (a headquarters for the city’s builders) as their meeting place rather than accept the Pennsylvania Assembly’s offer of their own meeting room in the elegant State House (now called Independence Hall). When



Independence Hall, exterior. North façade.
INDEPENDENCE NATIONAL HISTORICAL PARK

the Second Continental Congress returned to Philadelphia in May of 1775, they did meet in the Pennsylvania State House, now home to an assembly forced to acknowledge the crescendo of citizen protests against English taxation.

The Second Continental Congress, though dismayed by the bloodshed at the Battle of Lexington and Concord, continued to assure King George that the colonies were loyal British subjects. The King refused to acknowledge the Olive Branch Petition prepared by Congress in July 1775, and declared the colonies in open rebellion. Congress had already sent George Washington to command the Continental Army defending against the destruction of New England port cities. By early 1776, many Americans agreed with Thomas Paine's new pamphlet *Common Sense* that the colonies must break away from British rule.

Support for independence, however, was never universal. Some people held out hope for reconciliation with England. Others worried that America could not fight England without help. Congressional advocates for independence, however, worked steadily to assure their colleagues that independence was a just and appropriate condition for America. And, on June 7, 1776, Richard Henry Lee of Virginia voiced the prevailing opinion when he proposed

that Congress adopt a formal declaration of independence. As a final means of convincing their reluctant associates, Congress ordered preparation of a document outlining the reasons for independence.

ACTIVITY ONE

George Washington
and the French
and Indian War

RESOURCES NEEDED

Source #1a–d, Articles of Capitulation

Source #2a–b, Excerpt from George Washington’s “Remarks”

Student Worksheet: Surrender at Fort Necessity Part A & B

ABOUT THE SOURCES

When George Washington and Captain John Mackay of the British Regulars surrendered to French forces in 1754, they signed a surrender agreement known as the Articles of Capitulation. This document was written in French, a language Washington could not speak or write. Although it is not a long document, it twice refers to the assassination of the French officer Jumonville. Washington signed the document thinking that the French words referred to Jumonville’s “death” or “loss” as his translator had described. He was greatly surprised and mortified when he found out that the inflammatory word “assassination” had been used.

In 1787–1788, at the request of his friend Colonel David Humphreys, Washington wrote a 10 1/2-page manuscript now called “Remarks.” Humphreys was writing a biography of Washington and asked him to comment on a draft manuscript he had written. Washington’s “Remarks” clarify, correct, and explain passages in the Humphreys draft. It is the only autobiographical document that Washington ever wrote, and covers his experiences during the French and Indian War. It is clear that Washington never intended the document to be made public since he asked Humphreys to return it or have it “committed to the flames.”

PROCEDURE

- ① Discuss with students the importance of the French and Indian War as the precursor to the American Revolution. Using the background information in this lesson, explain the role that events at Fort Necessity played in the opening conflict and the significance of the place in relation to George Washington’s military career.
- ② Distribute photocopies of Source #1a–d (Articles of Capitulation) and the student worksheet “Surrender at Fort Necessity.” Explain to students that the Articles of Capitulation was an agreement signed by George Washington and a British officer upon the surrender of Fort Necessity. Ask students to read the translation of the document and complete Part A of the student worksheet. After students have completed Part A, go over the answers in class.
- ③ Distribute photocopies of Source #2a–b (Excerpt of George Washington’s “Remarks”). Explain to students that Washington wrote the “Remarks” in 1787–1788, more than 30 years after the events, when he was 55 years old. Ask students to read the excerpt and complete Part B of the student worksheet. After completion, go over student answers in class.

STUDENT WORKSHEET

Surrender at Fort Necessity

PART A

According to the Articles of Capitulation, the surrender of the British troops accomplished two goals for the French. What were they?

①

②

What were the British allowed to take with them when they left Fort Necessity?

Based on the information in the agreement, imagine the scene of the British leaving the fort. Briefly describe what you think may have happened when they left and immediately afterwards.

What were the British required to do with the French prisoners of war they had taken?

Describe the tone of this document. Does it sound hostile? Friendly? Angry? Peaceful? Explain why you think it was written in this way.

What skill would have made Washington more aware of what he had signed?

STUDENT WORKSHEET

PART B

In this passage, George Washington describes the battle that occurred between the French and the British on July 3, 1754, and which led to the British surrender. According to Washington, in what manner did the French approach the British encampment?

What did the French soldiers do when the British returned their fire?

What made the battle conditions worse?

What were the two reasons the British finally agreed to surrender?

①

②

Given the situation, and knowing that the French and their American Indian allies surrounded Fort Necessity, do you think Washington made the right decision in surrendering?
Why or why not?

ACTIVITY TWO

The Boston Massacre,
or an Incident
in King Street?

RESOURCES NEEDED

Source #3, Massacre Print by Paul Revere

Source #4a–b, Excerpt of article from *The London Chronicle*

Source #5, Article from the *Nova Scotia Chronicle*

Source #6, Paul Revere Trial Sketch

ABOUT THE SOURCES

Shortly after the Boston Massacre, Paul Revere engraved a scene depicting the event. It circulated widely in Massachusetts and other colonies, and was an effective piece of propaganda designed to incite patriot resistance to British occupation of Boston. The print gives an inaccurate depiction. The soldiers are shown firing in military formation on a peaceful crowd of respectable citizens. There is no indication that the soldiers were facing a mob which had been, in reality, wielding wooden clubs and throwing rocks and snowballs.

Newspapers like the *Nova Scotia Chronicle* published articles describing what happened and listing the names of those wounded and killed. *The London Chronicle* published an account which included a description by Captain Thomas Preston, commander of the 29th Regiment involved in the event. Preston's explanation of the circumstances differs substantially from the scene depicted by Paul Revere's engraving.

In October 1770, a colonial court convened to try Preston and several of his men for the murder of the colonists. John Adams was appointed lawyer for their defense. Although a patriot, Adams was committed to the law and to the notion that all individuals had a right to a fair trial. He argued before the court that Preston and the troops had fired in self-defense against a mob that was attacking them. Preston and all but two of his men were acquitted. The convicted men avoided imprisonment on a legal technicality. Paul Revere created the sketch used in this activity (Source #6) for the trial.

PROCEDURE

Part A

- ① Distribute photocopies of Source #3 (Massacre Print by Paul Revere). Explain to students that this is an engraving made by Paul Revere to show what happened at the Boston Massacre. Have students look carefully at the print and write a short description of what they see. After students have had time to examine the print on their own, ask them to share their impressions. Points to bring up in the discussion include:
 - Who is firing?
 - What are the students' impressions of the people being fired upon? (Do they appear to be aggressive? Passive? Are they soldiers? Do they look like ruffians or gentlemen? What evidence do you have?)

ACTIVITY TWO

- Do both sides have weapons?
 - Does this seem like a fair fight? Why or why not?
 - What one word would the students use to describe this scene?
- ② Distribute photocopies of Source #4a–b (Excerpt of article from *The London Chronicle*, 1770). Explain to students that Captain Preston was the commander of the British regiment involved in the Boston Massacre. Have students take turns reading aloud Captain Preston’s account. Then have them write a short paragraph explaining how Preston’s account differs from the scene taking place in Paul Revere’s engraving.
 - ③ Have students draw an engraving from the point of view of Captain Preston.
 - ④ Discuss with students how Revere’s print functioned as a piece of propaganda for the patriots.
 - ⑤ Re-examine the events of March 5, 1770, in light of the points of view of both men. Have the students’ views of the events changed after reading Preston’s account? Why or why not?

Part B

- ⑥ Distribute photocopies of Source #5 (Article from the *Nova Scotia Chronicle*). Have students take turns reading aloud the article and then discuss:
 - According to this article, what happened on March 5, 1770?
 - Is the writer of this article sympathetic to the patriots or to the British soldiers? How do you know?
 - Who were the people who were wounded and killed? What were their ages? Their occupations? Were there any women involved?
- ⑦ Distribute photocopies of Source #6 (Paul Revere Trial Sketch). Explain to students that this was used in court to plead the case against Preston. Then, have students compare this sketch with Revere’s Massacre Print (Source #3). Ask them to write down the ways in which the two pieces, although created by the same man, differ in their composition and intent. Which do they think is more effective for its intended purpose and why?

ACTIVITY THREE

Taxation without Representation

RESOURCES NEEDED

Source #7, Teapot with “No Stamp Act” inscription

Source #8, Blacklist

Source #9, “Judgement Day of Tories” Print

ABOUT THE SOURCES

In the years leading up to the Revolution, the patriots used various means to confront what they perceived as British tyranny. When it came to one strategy, boycotting British goods, women—those primarily responsible for purchasing necessary household items—proved to be particularly influential. In addition, women often expressed their patriotism by choosing household utensils decorated with propaganda messages, as shown by the example of Source #7, an American-owned teapot from Colonial Williamsburg.

The practice of blacklisting merchants who continued to import British goods in spite of colonial boycotts was less benign. Newspapers and leaflets circulated the names of these individuals in an effort to force them to discontinue their business dealings with Britain. Source #8, a blacklist from Boston, includes the names of Betsy and Anne Cuming (spelled Cummings on the blacklist). The Cuming sisters were orphans, owners of a small linen shop by which they made a meager living. “It was verry trifling, ovr Business,” wrote Betsey. Small though it was, the sisters’ business appeared on the blacklist.

Shows of solidarity against British taxes also took the form of public displays, including setting up liberty trees, parading through the streets with effigies of tax collectors hung from liberty poles, tarring and feathering tax collectors and, as depicted in Source # 9, hoisting the tax collectors onto poles in public areas.

PROCEDURE

- ① Discuss with students the impact that British taxation had on the colonists. Ask them to consider both sides of the situation: Britain’s desire to secure and protect the North American territory it gained at the end of the French and Indian, and the Americans’ frustration at being taxed without being represented in Parliament. Ask students to think about the ways in which people today respond when they are faced with a government policy they think is unfair.

ACTIVITY THREE

- ② Divide the class into three groups. Distribute photocopies of Source #7 (Teapot with “No Stamp Act” inscription) to Group A; Source #8 (Blacklist) to Group B; and Source #9 (“Stamp Act” print) to Group C. Explain to students that each group is receiving a source that shows one way in which the colonists reacted. Allow students to examine their sources and discuss within their groups whether or not they think the form of protest represented was an effective or acceptable way of dealing with the problem and why they think so. After the class is reassembled, have one spokesperson from each group describe the source examined, the group’s view on its effectiveness, and whether the group agreed about the method used.
- ③ After the students have presented their findings, discuss the meaning of propaganda. Explain to students that methods of protest involve using propaganda to sway opinion. The message on the teapot, the blacklisting of names, and rioting with effigies are all ways to convince others to think in a certain way. As a homework assignment, ask students to create a piece of propaganda—a slogan, political cartoon, etc.—that makes a statement about an issue that concerns them.

ACTIVITY FOUR

The Battle of Lexington and Concord

RESOURCES NEEDED

Source #10a, Doolittle Print, Plate I

Source #10b, Doolittle Print, Plate II

Source #10c, Doolittle Print, Plate III

Source #10d, Doolittle Print, Plate IV

Student Worksheet: The Battle of Lexington and Concord

ABOUT THE SOURCES

Amos Doolittle was a militia man from New Haven, Connecticut. After the Battle of Lexington and Concord on April 19, 1775, Doolittle and other New Haven soldiers set out for Boston to join their fellow patriots in the newly initiated war. At first, there was little for the colonial soldiers to do except prepare and wait. During this waiting period, Amos Doolittle decided to walk to Lexington and Concord to make sketches illustrating the events of April 19th. In an age without cameras and video, he intended to record the events so that the colonists could better understand what had occurred. Doolittle interviewed eyewitnesses who were present during the battle and created vivid depictions based on their accounts. The Doolittle prints show the sequence of four major events of the day: Plate I shows the battle at Lexington Green; Plate II, the British return to Concord; Plate III, the engagement at the North Bridge in Concord; and Plate IV, the fighting along Battle Road.

PROCEDURE

- ① Discuss with students what occurred at Lexington and Concord and explain the significance of this encounter as the beginning of the Revolutionary War.
- ② Divide the class into smaller groups to work as a team on this activity. Distribute photocopies of Sources #10a–d and the student worksheet “The Battle of Lexington and Concord” to each group. Explain to students who Amos Doolittle was and why he created these drawings.
- ③ The student worksheet contains quotes describing the events that took place on April 19, 1775. They are first-hand accounts written by British soldiers in reports to their superiors. Each quote can be matched to a scene depicted in one of the Doolittle prints. Students are to match the quote with the corresponding print. [Answers: Quote #1/Plate 3; Quote #2/Plate 1; Quote #3/Plate 4; Quote #4/Plate 2.]
- ④ After doing the activity, have the class discuss whether or not the Battle of Lexington and Concord was an act of war? Did the American colonists have other options? What other choices, if any, could they have made?

STUDENT WORKSHEET

The Battle of Lexington and Concord

The drawings of Amos Doolittle show four major events that took place at the Battle of Lexington and Concord. Plate numbers identify each drawing in the series. Below are quotes from British soldiers who participated in the battle describing their experiences. Match the quote to the Doolittle drawing it illustrates.

Quote #1

"...Capt. Laurie desired the men to form a line to the right and left of the Bridge and the Soldiers to keep up their fire, I jump'd over the hedge into a Meadow just opposite to the Enemy as they were advancing to the Bridge and beg'd they would follow me agreeable to Capt. Laurie's orders, which only 3 or 4 did, on which the Enemy seeing them altogether at the end of the Bridge fired a few shot which our men returned and I with my 3 men returned, in loading & in the Act of firing again I received a shot a little above my right breast which turned me half round when I heard Capt. Laurie Commanding and Exhorting his men to be steady & to return the Enemys fire. I called to Capt. Laurie that I was wounded and came off the best way I could under fire from the Enemy, who to the best of my opinion exceeded 800 men, leaving two of those that turned out with me dead on the Spot..."

Lieutenant William Sutherland

This quote describes what is happening in Plate _____.

Quote #2

"...They began their march about twelve o'clock for Concord, that being the place they were ordered to go to, for the purpose of destroying some military stores laid up there by the rebels. The troops received no interruption in their march until they arrived at Lexington, a town eleven miles from Boston, where there were about 150 rebels drawn out in divisions, with intervals as wide as the front of the divisions; the light infantry who marched in front halted, and Major Pitcairn came up immediately and cried out to the rebels to throw down their arms and disperse, which they did not do; he called out a second time, but to no purpose, upon which he ordered our light-infantry to advance and disarm them, which they were doing, when one of the rebels fired a shot, our soldiers returned the fire and killed about fourteen of them..."

Ensign DeBernier

This quote describes what is happening in Plate _____.

STUDENT WORKSHEET

Quote #3

“...immediately as we descended the hill into the Road the Rebels began a brisk fire but at so great a distance it was without effect, but as they kept marching nearer when the grenadiers found them within shot they returned their fire. Just about that time I received a shot through my right elbow joint which effectually disabled that arme, it then became a general firing upon us from all quarters, from behind hedges and walls we returned the fire every opportunity which continued until we arrivèd at Lexington which from what I could learn is about 9 miles...”

Ensign Jeremy Lister

This quote describes what is happening in Plate _____.

Quote #4

“...I was desirous of putting a stop to all further Slaughter of those deluded People, Therefore gave Orders, and by the assistance of some of the Officers, prevented any one House being enter'd, and leaving them to come out with safety, march'd on to Concord without Firing a shot...”

Lieutenant Colonel Francis Smith

This quote describes what is happening in Plate _____.

ACTIVITY FIVE

Declaring Independence

RESOURCES NEEDED

Source #11, Excerpt from the Declaration of Independence (Dunlap Broadside)

ABOUT THE SOURCE

On June 11, 1776, the Continental Congress appointed a committee to write a document explaining why the colonies no longer considered themselves part of the British Empire. The committee (John Adams of Massachusetts, Benjamin Franklin of Pennsylvania, Thomas Jefferson of Virginia, Robert R. Livingston of New York, and Roger Sherman of Connecticut) assigned the writing job to its youngest member, Thomas Jefferson, because (as John Adams put it) the committee “had a great Opinion of the Elegance of his pen.” Jefferson worked for a few days on the document, and then he discussed it with his committee members.

On June 28th, the committee submitted their document to Congress for review. The president of Congress, John Hancock, put the document aside for several days while the group dealt with a variety of other pressing concerns (like paying bills).

On July 2nd, Congress returned to Richard Henry Lee’s earlier resolution calling for a formal vote for independence from England. All 12 colonies represented in Congress on that day (New York was absent) voted in favor of Lee’s resolution. Immediately after the vote, Congress began its discussion of the committee’s document, the draft Declaration of Independence.

There are no actual records of discussions conducted in the Committee of the Whole (the entire Congress)—by procedure they did not keep minutes. So, the Declaration of Independence (or the final result of the discussion) is the only record we have of congressional activity on this subject.

The Declaration of Independence has three main sections: the preamble (or introduction); the list of grievances (complaints); and the resolution (or response to the complaints). First, the preamble states the principles on which the colonists based their argument for independence. It argues that the people of a nation hold the authority to rule, the people have the right to rebel against an unjust ruler after all other means of achieving justice from that ruler are exhausted, and King George III was an unjust (or tyrannical) ruler. Second, the list of grievances provides evidence of the King’s tyranny. He refused to acknowledge the colonies’ complaints regarding taxes established by a Parliament in which the colonists had no representative, dispatched armed soldiers to attack colonial cities, closed colonial ports to all outside trade, and prevented colonial legislatures and courts from meeting to make and enforce laws. Third, the resolution states that, because the King has refused to recognize the rights of the colonists and rejected their requests to honor those rights, the colonies have no choice but to reject the King’s authority and exert their own “as free & independent states.” On July 4th, Congress finished its discussion and voted to adopt the revised Declaration of Independence.

ACTIVITY FIVE

Late in the day on July 4th, Thomas Jefferson and Charles Thomson (secretary of Congress) took the Declaration of Independence to John Dunlap, the official printer for Congress, who typeset it as a broadside (a large, single sheet of paper with printed text on one side). Dunlap worked during the evening of July 4th and through the morning of July 5th to produce approximately 200 copies of the document (the exact number is unknown). Congress sent copies to state conventions, committees, and Continental Army commanders who spread the news.

The names of President John Hancock and Secretary Charles Thomson, the men who represented the authority of Congress, are the only names to appear at the bottom of the Dunlap Broadside. On August 2nd, the entire Congress signed a hand-written copy of the Declaration, showing they all supported it. This signed copy was then added to the permanent record of Congress.

Congress had made many revisions to Jefferson's draft document, and he resented all of them (he called them "mutilations"). To ease his frustration, Jefferson sent copies of his original text to his friends to show them what he had intended the document to be. A comparison between Jefferson's original draft and the final Declaration of Independence reveals a major contradiction in the colonists' idea of freedom and a potential threat to the idea of a "united states."

In his draft document, Jefferson included a section blaming the British king for the colonial slave trade. Jefferson called the slave trade a "cruel war against human nature itself, violating its most sacred rights of life & liberty." Congress, however, removed this section in order to avoid mentioning what was seen as an unsolvable problem. Many colonies in both the North and South profited from slavery not only through the use of enslaved people as unpaid laborers but also through the transportation and sale of enslaved people (slave trade). If the Declaration condemned King George for the slave trade, the document would condemn the colonists too. Congress knew that this would split the colonies apart, making it impossible to conduct a war against England.

ACTIVITY FIVE

PROCEDURE

- ① Distribute photocopies of Source #11 (Excerpt from the Declaration of Independence). Explain to students that this is the introduction. Have students read the document and write down all the words they do not know. Ask them to look up the definition of each word, write the definition down, and write down a simpler word or phrase that means the same thing.
- ② After the students have identified and defined the difficult words, ask them to rewrite the document in their own words.
- ③ Go over the students' work in class and discuss the following:
 - Why was this document crafted?
 - Who is the document addressed to?
 - What are the main points made in this document?
 - According to this document, where should the source of power reside?
 - Why was it so important for the colonists to draw up an official document proclaiming separation from Britain? What was significant about this action?
 - This document was adopted in 1776, yet the colonists had been rebelling against Britain since 1764. Why do the students think it took so long for the colonial leaders to declare independence?
 - As a class, create a declaration about an issue of national or global injustice. Model your created document on the structure of the Declaration of Independence (introduction, complaints, and response to the complaints).

TYING IT TOGETHER

- ① George Washington started his military career during the French and Indian War but later became commander-in-chief of the Continental Army. Ask students to imagine what it must have been like for Washington to change from being a young officer in the British colonial militia in Virginia to becoming a leader of a rebellion against the Crown he once served.

Students should think critically about what might have led to this turnaround by reviewing what they learned in Lesson 1. Have students write a diary entry from the point of view of George Washington, or create a collage that includes scenes showing some of the events leading up to the Revolution to show what may have influenced his decision.

- ② Have students write an essay describing the events that led the colonists to declare independence from Britain.
- ③ Ask students to describe a national issue today that they would like to support or change. How would they go about supporting/opposing the issue?

VOCABULARY

assassination: a planned murder of an important person.

broadside: a printed announcement meant to be posted publicly on the broad side of a building or fence.

capitulation: a surrender, especially to agreed-upon conditions.

declaration: an announcement; a firm statement.

effigy: a figure created to represent an unpopular person.

excerpt: a section copied from a piece of writing.

memoir: a written account of an important period of time in the writer's life.

propaganda: information that is spread to encourage others to think a certain way.

revolution: the dramatic change of one kind of organization for another.

Source #1a-c Articles of Capitulation

The Battle of Fort Necessity ended when Colonel George Washington of the Virginia Militia and Captain John Mackay of the British Regulars surrendered to the French forces. The terms of the surrender, or Capitulation, were written in French. The document refers to the assassination of the French officer in the second paragraph and in article seven. Washington denied the killing was an assassination, claiming his translator rendered the word as “loss” or “death of.”

ROYAL ONTARIO MUSEUM

a

Capitulation accordée par le Commandant des
troupes de la Régie, les Catholiques à la
des troupes anglaises actuellement dans le
fort de Necessité qui ont été construits sur
les terres du Domaine du Roy.
Le 3 juillet 1753 à huit heures du soir.

Savoir:

Comme notre intention au jamais été
de troubler la paix et la bonne amitié
qui régnait entre les deux princes amis
nous faisons de vœux de la fin qui a
été faite par un de nos officiers porteur
d'une sommation et par son frère, comme
nous ne pouvons aucun établissement sur
les terres du Domaine du Roy sans son
consentement nous voulons bien
accorder à tous les anglais qui sont
dans le dit fort aux conditions cy après

Article 1^{er}

Nous accordons au commandant anglais
de se retirer avec toute la garnison
pour son détachement respectivement dans
son pays et lui promettons d'empêcher qu'il

b

lui soit fait aucun insulte par nos français
et de maintenir autant qu'il sera en notre
pouvoir tous les passages qui sont avec nous

2^o

Il lui sera permis de fortifier et d'empêcher
porter tout ce qui leur appartient à
l'exception de l'artillerie, munitions
de guerre que nous nous réservons.

3^o

que nous leur accordons des honneurs
de la guerre qu'ils doivent tous leur
balancer avec une pièce de canon et
cannon, voulant bien par là leur prouver
que nous les traitons en amis.

4^o

que sous les articles signés de part et
d'autre, ils amèneront le pavillon
anglais.

5^o

que demain à la pointe du jour un
détachement français ira pour faire
deserter la garnison et prendre possession

du dit fort.

6^o

que comme les anglais n'ont presque
plus de vivres de bouche, ils seront obligés
de mettre leurs effets en cache pour venir
les chercher lorsqu'ils auront rejoint des
chevaux, ils pourront à cette fin y laisser
des gardiens en tel nombre qu'ils voudront
aux conditions qu'ils donneront parole de
honneur de ne plus travailler à aucun établis-
sement dans ce lieu, ni en recréer aucun
sur des terres pendant une année à
compter de ce jour.

7^o

que comme les anglais ont en leur posses-
sion un officier, deux Cadets et généralement
les prisonniers qu'ils nous ont faits dans
la prise du fort de la Nouvelle, et qu'ils
promettent à la Nouvelle avec eux jusqu'à
le dit fort de la Nouvelle situé sur la
belle Rivière et qui pour servir à cet
article nous que de la balle, M^{rs}

c

Jacob Vassibian et Robert Sisco tous
deux capitaines, nous feront remis en otage
jusqu'à l'arrivée de nos Canadiens et Français
et à nos mentions.

Nous nous obligeons de notre côté à
donner la cote pour demeurer en sûreté les
deux officiers qui nous promettent nos
français nous deux mois et demi pour
le plus tard.

Sont double sur un des pages de
notre blocus ce jour et au qui s'en

James Mackay
Colonel

Source #1d Articles of Capitulation

The Battle of Fort Necessity ended when Colonel George Washington of the Virginia Militia and Captain John Mackay of the British Regulars surrendered to the French forces. The terms of the surrender, or Capitulation, were written in French. The document refers to the assassination of the French officer in the second paragraph and in article seven. Washington denied the killing was an assassination, claiming his translator rendered the word as “loss” or “death of.”

ROYAL ONTARIO MUSEUM

Capitulation accordée par Le Commandant des troupes de Sa Majesté tres Chrétienne a celui des troupes Anglois actuellement dans le fort de Nécessité qui avoit été Construit sur les terres du Domaine Du Roy
Ce 3e Juillet 1754 a huit heures du soir.

~~Savoir.~~

Comme notre intention n’a jamais été de troubler la Paix et la Bonne harmonie qui régnoit entre les deux Princes amis, mais seulement de venger L’assassin qui a été fait sur un de nos officier porteur d’une sommation et sur son escorte, comme aussy d’empêcher aucun Etablissement sur les terres du Roy mon maitre

A Ces Considerations nous voulons bien accorder grace a tous les Anglois qui sont dans le dit fort aux conditions ci-après.

~~Article pr.~~

Nous accordons au Commandant Anglois de se retirer avec toute sa Garnison pour s’en Retourner paisiblement dans son pays et luy promettons d’Empêcher qu’il luy soit fait aucune insulte par nos françois, et de maintenir autant qu’il sera en notre pouvoir tous les sauvages qui sont avec nous.

Capitulation granted by Mons. De Villier, Captain of infantry and commander of troops of his most Christian Majesty, to those English troops actually in the fort of Necessity which was built on the lands of the King’s dominions
July the 3rd, at eight o’clock at night, 1754.

As our intention had never been to trouble the peace and good harmony which reigns between the two friendly princes, but only to revenge the assassination which has been done on one of our officers, bearer of a summons, upon his party, as also to hinder any establishment on the lands of the dominions of the King, my master.
Upon these considerations, we are willing to grant protection of favor, to all the English that are in the said fort, upon conditions hereafter mentioned.

Article 1

We grant the English commander to retire with all garrisons, to return peaceably into his own country, and we promise to hinder his receiving any insult from us French, and to restrain as much as shall be in our power the Savages that are with us.

Source #1d Articles of Capitulation

The Battle of Fort Necessity ended when Colonel George Washington of the Virginia Militia and Captain John Mackay of the British Regulars surrendered to the French forces. The terms of the surrender, or Capitulation, were written in French. The document refers to the assassination of the French officer in the second paragraph and in article seven. Washington denied the killing was an assassination, claiming his translator rendered the word as “loss” or “death of.”

ROYAL ONTARIO MUSEUM

| | |
|--|---|
| <p>2e Il luy sera permis de sortir d'emporter tout ce qui leur appartiendra a l'Exception de L'Artillerie que nous nous reservons</p> | <p>Article 2 He shall be permitted to withdraw and to take with him whatever belongs to them except the artillery, which we reserve for ourselves.</p> |
| <p>3e Que nous leur accordons les honneurs de la guerre qu'ils sortiront tambour battant avec une piece de petit Canon, voulant bien par la leur prouver que nous les traittons en amis.</p> | <p>Article 3 We grant them the honors of war; they shall come out with drums beating, and with a small piece of cannon, wishing to show by this means that we treat them as friends.</p> |
| <p>4e Que sitôt les articles signés de part et d'autre, ils ameneront le Pavillon Anglois.</p> | <p>Article 4 As soon as these Articles are signed by both parties they shall take down the English flag.</p> |
| <p>5e Que demain a la pointe du jour un détachement françois ira pour faire défilér la Garnison et prendre pocession du dit fort.</p> | <p>Article 5 Tomorrow at daybreak a detachment of French shall receive the surrender of the garrison and take possession of the aforesaid fort.</p> |
| <p>6e Que comme les Anglois n'ont presque plus de chevaux ni Boeufs, ils seront libres de mettre leurs effets en cache pour venir les charcher lorsqu'ils auront Rejoint des Chevaux; ils pourront a cette fin y laisser des gardiens en tel nombre qu'ils voudront aux conditions qu'ils donneront parole d'honneur de ne plus travailler a aucun Etablissement dans ce lieu icy ni en deça la hauteur des terres pendant une année a compter de ce jour.</p> | <p>Article 6 Since the English have scarcely any horses or oxen left, they shall be allowed to hide their property, in order that they may return to seek for it after they shall have recovered their horses; for this purpose they shall be permitted to leave such number of troops as guards as they may think proper, under this condition that they give their word of honor that they will work on no establishment either in the surrounding country or beyond the Highlands during one year beginning from this day.</p> |

Source #1d Articles of Capitulation

The Battle of Fort Necessity ended when Colonel George Washington of the Virginia Militia and Captain John Mackay of the British Regulars surrendered to the French forces. The terms of the surrender, or Capitulation, were written in French. The document refers to the assassination of the French officer in the second paragraph and in article seven. Washington denied the killing was an assassination, claiming his translator rendered the word as “loss” or “death of.”

ROYAL ONTARIO MUSEUM

7e

Que comme les Anglois ont en leur pouvoir un officier, deux Cadets et Généralement les prisonniers qu'ils nous ont faits dans l'assassinat du Sr de Jumonville, et qu'ils promettent de les renvoyer avec Sauve garde jusqu'au fort Duquesne situé sur la Belle Rivière, et que pour sûreté de cet article ainsi que de ce traité. Mrs Jacob Vannebramme et Robert Stobo tous deux Capitaines, nous seront Remis en ôtage jusqu'à l'arrivée de nos Canadien et françois ci dessus mentionnés.

Nous nous obligeons de notre coté a donner escorte pour Remener en sureté les deux officiers qui nous promettent nos françois dans deux mois et demi pour le plus tard

fait double sur un des postes de notre Blocus de jour et an que dessus
Pr. Copie ont Signé Mrs. James Mackay,
Go.Washington
Coulon Villier
pour copie Coulon Villier

Article 7

Since the English have in their power an officer and two cadets, and, in general all the prisoners whom they took when they assassinated Sieur de Jumonville they now promise to send them with an escort to Fort Duquesne, situated on the Belle River. And to secure the safe performance of this treaty article, Messrs. Jacob Van Braam and Robert Stobo, both Captains shall be delivered to us as hostages until the arrival of our French and Canadians herein before mentioned.

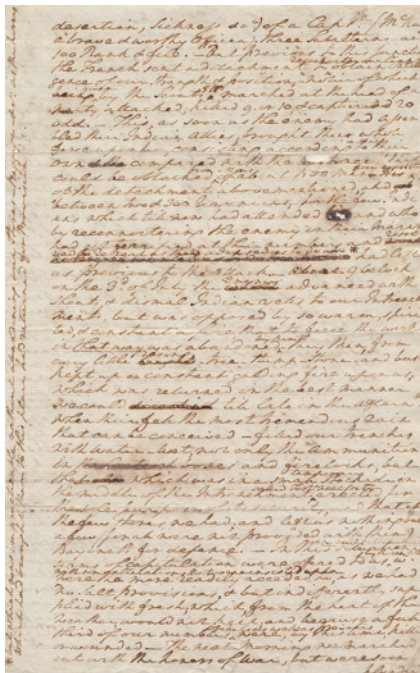
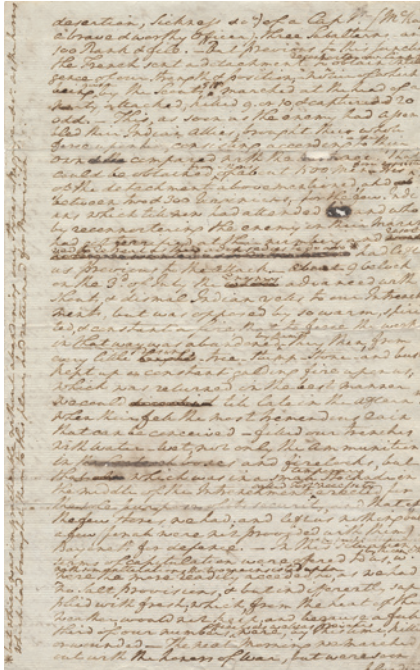
We on our part declare that we shall give an escort to send back in safety the two officers who promise us our French in two months and a half at the latest.

Made out in duplicate on one of the posts of our block-house the same day and year as before.
James Mackay
George Washington
Coulon de Villiers

Source #2a-b Excerpt from George Washington's "Remarks"

George Washington's "Remarks," are his reflections on his time as a young officer in the French and Indian War.

FORT LIGONIER



Excerpt from George Washington's "Remarks"

About 9 O'clock on the 3d of July the Enemy advanced with Shouts & dismal Indian yells to our Intrenchments, but was opposed by so warm, spirited, & constant a fire, that to force the works in that way was abandoned by them—they then, from every little rising—tree—Stump—Stone—and bush kept up a constant galling fire upon us; which was returned in the best manner we could till late in the afternn when their fell the most tremendous rain that can be conceived—filled our trenches with water—wet, not only the ammunition in Cartouch boxes and firelocks, but that which was in a small temporary Stockade in the middle of the Intrenchment called Fort necessity erected for the sole purpose of its security, and that of the few stores we had; and left us nothing but a few (for all were not provided with them) Bayonets for defence. In this situation & no prosp[ec]t of bettering it [,] terms of capitulation were offered to us by the ene[my] wch with some alterations that were insisted upon were the more readily acceded to, as we had no Salt provision, & but indifferently supplied with fresh; which, from the heat of the weather, would not keep; and because a full third of our numbers Officers as well as privates were, by this time, killed or wounded.

Source #3 Massacre Print by Paul Revere

Paul Revere, Boston Massacre, 1770.

BOSTON ANTHENÆUM



The London Chronicle, April 28, 1770, provides a report on the Boston Massacre from the British perspective.



Source #4b Excerpt of Article from *The London Chronicle*

The London Chronicle, April 28, 1770, provides a report on the Boston Massacre from the British perspective.

TIMOTHY HUGHES RARE AND EARLY NEWSPAPERS

Excerpt of Article from *The London Chronicle*

April 26–28, 1770

The following is a substance of a letter from Boston, dated the 12th of March, relative to the unhappy affair between the Townsmen and the Soldiers on the 5th of that month:

For some time past frequent affrays have happened in the streets of this town between the inhabitants and the soldiers quartered there, and particularly on the 2nd and 3rd of March in which affrays one or two of the soldiers were much hurt. On the 5th of March, in the evening, a number of the townspeople, after insulting in the barracks, attacked a sentry upon duty at the Customhouse, and forced him from his post. Upon his requiring aid, Captain Preston (who was Captain of the day) sent a non-commissioned officer and 12 men to his assistance, and soon after followed himself. This party was also attacked, and insulted by the mob, and one of them, receiving a blow, fired his piece, after which six or seven others fired, by which three of the townspeople were killed upon the spot and several others wounded; one of which is since dead of his wounds. During this transaction there was a great tumult in the town. The people prepared to arm; expresses had been sent to the neighboring towns for assistance; and a resolution taken to give a general alarm, by firing the beacon; but by the persuasion of the Lieutenant Governor, the people were prevailed upon, after some time, to disperse; A barrel of tar, which was carrying to the beacon, was brought back, and the troops, which were under arms, retired to their barracks.

On the next morning the Council assembled to deliberate on the measures it might be advisable to pursue. It having been declared, by several of the members, that it was the determination of the people to have the troops removed from the town at all events, that this was the sense of the whole province, that the inhabitants of the other towns stood ready to come in, in order to affect this, and that they had formed their plan, of which this was only a part. And the inhabitants, assembled in town meeting, having by their selectmen, and by messages repeatedly represented, that nothing would satisfy the people, but a total and immediate removal of the troops. The Lieutenant-Governor thought fit to request the commanding officer, to cause both the regiments to remove to the barracks at the castle, which was accordingly done without further disturbance.

Upon examinations before two Justices of the Peace, Captain Preston being charged with ordering the troops to fire, was committed to prison: as were also seven or eight private men, charged with having fired in consequence of those orders.

Source #4b Excerpt of Article from *The London Chronicle*

The London Chronicle, April 28, 1770, provides a report on the Boston Massacre from the British perspective.
TIMOTHY HUGHES RARE AND EARLY NEWSPAPERS

Case of Capt. Thomas Preston of the 29th Regiment:

It is a matter of too great notoriety to need any proofs, that the arrival of his Majesty's troops in Boston was extremely obnoxious to its inhabitants. They have ever used all means in their power to weaken the regiments and to bring them into contempt, by promoting and aiding desertions, and with impunity, even where there has been the clearest evidence of the fact and by grossly and fallaciously propagate untruths concerning them. On the arrival of the 64th and 65th, their ardor seemingly began to abate, it being too expensive to buy off so many; and attempts of the kind rendered too dangerous from the members. But the same spirit revived immediately on its being known that those regiments were ordered for Halifax, and hath ever since their departure been breaking out with greater violence. After their embarkation, one of the Justices, not thoroughly aquatinted with the people and their intentions on the (?) opening and publicly in the hearing of great numbers of people, and from the seat of justice declared: "that the soldiers must now take care of themselves, nor trust too much to their arms, for they were but a handful; that the inhabitants carried weapons concealed under their clothes, and would destroy them in a moment if they pleased." This, considering the malicious temper of the people, was an alarming circumstance to the soldiers. Since which several disputes have happened between the townspeople and the soldiers of both regiments, the former being encouraged thereto by the countenance of even some of the Magistrates, and by protection of all the party against Government. In general such disputes have been kept too secret from the officers. On the 2nd instant, two of the 29th going through one Gray's ropewalk, the ropemakers insultingly asked them if they would empty a vault. This unfortunately had the desired effect by provoking the soldiers, and from words they went to blows. Both parties suffered in this affray and finally the soldiers returned to their quarters. The officers, on the first knowledge of this transaction, took every precaution in their power to prevent any ill consequences. Notwithstanding which, single quarrels could not be prevented, with inhabitants constantly provoking and abusing the soldiery. This insolence, as well as utter hatred of the inhabitants to the troops increased daily; insomuch that Monday and Tuesday, the 5th and 6th instant were privately agreed upon for a general engagement; in consequence of which several of the militia came from the country armed to join their friends, menacing to destroy any who should oppose them. This plan has since been discovered.

Source #4b Excerpt of Article from *The London Chronicle*

The London Chronicle, April 28, 1770, provides a report on the Boston Massacre from the British perspective.

TIMOTHY HUGHES RARE AND EARLY NEWSPAPERS

On Monday night about eight o'clock, two soldiers were attacked and beat. But the party of the towns people, in order to carry matters to the utmost length, broke into two Meeting Houses and rang the alarm bells, which I suppose was for fire, as usual, but was soon undeceived. About nine some of the guard came to and informed me, the towns inhabitants were assembling to attack the troops, and that the bells were ringing as a signal for that purpose, and not for fire, and that the beacon intended to be fired to bring in the distant people of the country. This, as I was Captain of the day, occasioned my repairing immediately to the main guard. In my way there I saw the people in great commotion, and heard them use the most cruel and horrid threats against the troops. In a few minutes after I reached the guard, about a hundred people passed it and went towards the Custom House, where the King's money is lodged. They immediately surrounded the sentinel posted there, and with clubs and other weapons threatened to execute their vengeance upon him. I was soon informed by a townsman, their intention was to carry off the soldier from his post, and probably murder him. On which I desired him to return for further intelligence; and he soon came back and assured me he heard the mob declare they would murder him. This I feared might be a prelude to their plundering the King's chest. I immediately sent a non-commissioned officer and twelve men to protect both the sentinel and the King's money, and very soon followed myself, to prevent, if possible, all disorder, fearing lest the officer and soldiery by the insults and provocations of the rioters, should be thrown off their guard and commit some rash act. They soon rushed through the people, and, by charging their bayonets in half circle, kept them at a little distance. Nay, so far was I from intending the death of any person, that I suffered the troops to go to the spot where the unhappy affair took place, without any loading of their pieces, nor did I ever give orders for loading them. This remiss conduct in me perhaps merits censure, yet it is evidence, resulting from the nature of things, which is the best and surest that can be offered, that my intention was not to act offensively, but the contrary part, and that not without compulsion. The mob still increased, and were more outrageous, striking their clubs or bludgeons, one against the other and calling out, 'Come on you rascals, you bloody backs, you lobster scoundrels; fire if you dare, G__damn you fire, and be damned, we know you dare not;' and much more such language was used. At this time I was between the soldiers and the mob, parleying with and endeavoring all in my power to persuade them to retire peaceably; but to no purpose. They advanced up to the points of the bayonets, struck some of them, and even the muzzles of the pieces and seemed to be endeavoring too close with the soldiers. On which some well behaved persons asked me if the guns were charged. I replied; yes. They even asked me if I intended to order the men to fire; I answered, no, by no means; observing to

Source #4b Excerpt of Article from *The London Chronicle*

The London Chronicle, April 28, 1770, provides a report on the Boston Massacre from the British perspective.

TIMOTHY HUGHES RARE AND EARLY NEWSPAPERS

them that I advanced before the muzzles of the men's pieces, and must fall a sacrifice if they fired; that the soldiers were upon the half-cock and charged bayonets, and my giving the word fire under those circumstances, would prove me no officer. While I was thus speaking, one of the soldiers, having received a severe blow with a stick, stepped a little on one side and instantly fired; on which turning to and asking him why he fired with orders, I was struck with a club on my arm, which for some time deprived me of the use of it; which blow, had it been placed on my head, most probably would have destroyed me. On this a general attack was made on the men by a great number of heavy clubs and snow-balls being thrown at them, by which all our lives were in imminent danger; some persons at the same time from behind calling out; 'Damn your bloods, why don't you fire?' Instantly three or four of the soldiers fired, one after another, and directly after, three more in the same confusion and hurry.

The mob then ran away, except three unhappy men who instantly expired, in which number was Mr. Gray, at whose ropewalk the prior quarrel took place; one more is since dead; three others are dangerously and four frightfully wounded. The whole of this melancholy affair was transacted in almost 20 minutes. On my asking the soldiers why they fired without orders, they said they heard the word, "Fire," and supposed it came from me. This might be the case, as many of the mob called out; 'fire, fire,' but I assured the men that I gave no such order, that my words were; 'Don't fire, stop your firing!' in short it was scarce possible for the soldiers to know who said fire, or don't fire, or stop your firing. On the people's assembling again to take away the dead bodies, the soldiers, supposing them coming to attack them were making ready to fire again, which I prevented by striking up their firelocks with my hand. Immediately after a townsman came and told me that 4 or 5,000 people were assembled in the next street and swore to take my life with every man's with me; on which I judged it unsafe to remain there any longer, and therefore sent the party and the sentry to the Main Guard, where the street is narrow and short, there telling them off into street firings, divided and planted them at each end of the street to secure their rear, momentarily expecting an attack, as there was a constant cry of the inhabitants, "To arms, to arms – turn out with your guns," and the town drums beating to arms. I ordered my drum to beat to arms and being soon after joined by the different companies of the 29th regiment, I formed them as the guard into street firings. The 14th regiment also got under arms, but remained at their barracks. I immediately sent a sergeant with a party to Col. Dalrymple, the commanding officer, to acquaint him with every particular. Several officers going to join their regiment were knocked down by the mob, one very much wounded and his sword taken from him. The Lieutenant-Governor and Colonel

Source #4b Excerpt of Article from *The London Chronicle*

The London Chronicle, April 28, 1770, provides a report on the Boston Massacre from the British perspective.

TIMOTHY HUGHES RARE AND EARLY NEWSPAPERS

Carr soon after met at the head of the 29th regiment, and agreed that the regiment should retire to their barracks, and the people to their houses; but I kept the piquet to strengthen the guard. It was with great difficulty that the Lieutenant-Governor prevailed upon the people to be quiet and retire: at last they all went off, excepting about a hundred.

A council was immediately called, on the breaking up of which three justices met, and issued a warrant to apprehend me and eight soldiers. On hearing of this procedure, I instantly went to the sheriff and surrendered myself, though for the space of four hours I had it in my power to have made my escape, which I most undoubtedly should have attempted, and could have easily executed, had I been the least conscious of any guilt.

On the examination before the Justices, two witnesses swore that I gave the men orders to fire; the one testified that he was within two feet of me; the other, that I swore at the men for not firing at the first word. Others swore they heard me use the word, “fire,” but whether do or no do fire, they could not say; others that they heard the word, “fire,” but could not say it came from me. The next day they got five or six more to swear I gave the word to fire. So bitter and inveterate are many of the malcontents here, that they are industriously using every method to fish out evidence that it was a concerted scheme to murder the inhabitants. Others are instilling the utmost malice and revenge into the minds of the people who are to be my jurors by false publication, votes of towns, and all other artifices, that so, from a settled rancor against the officers and troops in general, the suddenness of my trial, after the affair, while the people’s minds are all greatly inflamed, I am, though perfectly innocent, under most unhappy circumstances, having nothing in reason to expect but the loss of life in a very ignominious manner, without the interposition of his Majesty’s royal goodness.

Source #5 Article from the *Nova Scotia Chronicle*

Nova Scotia Chronicle, April 3 – April 8, 1770, provides an account of the Boston Massacre from the colonist's perspective.

BOSTON NATIONAL HISTORICAL PARK

Article from the *Nova Scotia Chronicle*

April 3 – April 8, 1770

Boston, March 23

In our last we gave only a general account of the tragical affair in this town on Monday night the 5th Instant, when a party of soldiers fired upon a number of the inhabitants and killed four persons, and wounded seven some of the Monday papers gave several particulars previous to the firing, which we had not heard of—but there being many other circumstances that have not been published, and additional evidences daily arriving, the publisher is not able to give a more perfect account at this time, as he expected:—it is therefore thought best to defer these until a complete relation can be obtained: our readers we hope will excuse our not being more particular, especially as a committee of respectable gentlemen are collecting evidences and depositions to complete a representation of the melancholy affair: —when they are prepared, the public will then have a full account.

One of the Monday's papers says

The evidences already collected show that many threatenings had been thrown out by the soldiery, but we do not pretend to say that there was any preconcerted plan, when the evidences are published, the world will judge:—We may however, venture to declare, that it appears too probable from their conduct that some of the soldiery aimed to draw and provoke the townsmen into squables, and that they then intended to make use of other weapons than canes, clubs or bludgeons.

Monday Evening the 5th of March, several soldiers of the 29th regiment were abusive in the street with the cutlasses, striking a number of persons; about 9 o'clock some young lads going through a narrow alley that leads from Cornhill to Brattle Street, met three soldiers, two of them with drawn cutlasses and one with a pair of tongs, who stopped the lads and made a stroke at them, which there (?) having sticks in their hands one of the lads was wounded in the arm — presently 10–12 soldiers came from the barracks with their cutlasses drawn, but not being able to get through the alley, they went down towards the square and came up to Cornhill, when a scuffle ensued—some seeing the (?) swords flourishing ran and set the bells a ringing. This collected some people, who at length made the soldiers retire to their barracks. The people then dispersed and returned home, some of them went up Royal Exchange Lane, at the corner was a sentry box nigh the Custom House m- the sentinel upon the (?) was

Source #5 Article from the *Nova Scotia Chronicle*

Nova Scotia Chronicle, April 3 - April 8, 1770, provides an account of the Boston Massacre from the colonist's perspective.

BOSTON NATIONAL HISTORICAL PARK

coming into King Street went from the box and stood on steps of the Custom House door, whether a signal was made or a messenger sent, we are not able at present to say, but a party of men with an officer came from the main guard over to the sentinel and formed in a half circle, facing the south side of King Street, loaded and pointed their guns breast high to the people who had made a stop in the middle of the street, not imagining the dangers; soon after the word "fire" was heard, upon which one gun went off, in a second or two of time one or two others and so to the last which killed and wounded the following persons, viz.

Mr. Samuel Gray, ropemaker, killed on the spot, the ball entered his head and broke the skull.

A mullato man named Johnson, who was born in Framingham, but lately (?) belonged to New Providence, who was here in order to go to North Carolina, killed on the spot, two balls entering his breast.

Mr. James Caldwell, mate of Captain Morton's vessel, killed on the spot, the balls entering his breast.

Mr. Samuel Maverick, a promising youth of 17 years of age, son of the widow Maverick and apprentice to Mr. Greywood, joiner. Mortally wounded. A ball went through his belly and came out his back. He died next morning.

A lad named Christopher Monk, about 17 years of age, an apprentice to Mr. Walker, shipwright; mortally wounded, a ball through his side and went out his back; apprehended he will die.

A lad named John Clark about 17 years of age whose parents live in Milford and an apprentice to Captain Samuel Howard of this town; mortally wounded, a ball entered just above his groin and came out at his hip on the opposite side, apprehended he will die.

Mr. Edward Payne of this town, merchant standing at his entry door (?) a ball in his arm and that broken some of his bones.

Mr. John Green, taylor, coming up Leverett's Lane, received a ball just above his hip and lodged in the undercut of his thigh, which was extracted.

Source #5 Article from the *Nova Scotia Chronicle*

Nova Scotia Chronicle, April 3 – April 8, 1770, provides an account of the Boston Massacre from the colonist's perspective.

BOSTON NATIONAL HISTORICAL PARK

Mr. Robert Patterson, a seafaring man who had his trousers shot through in the Richardson affair, wounded; ball went through his right arm.

Mr. Patrick Cole (Carr??) about 30 years of age who worked with Mr. Field, leather breeches maker in Queen Street, wounded, a ball entered near his hip and went out at his side.

A lad named David Parker, an apprentice to Mr. Eddy the Wheelwright, wounded, a ball entered in his thigh.

This most shocking transaction alarmed the people;— the bells were set a ringing and all the inhabitants that were able assembled at the place where the murder was committed; ...

BOSTON PUBLIC LIBRARY



Source #7 Teapot with “No Stamp Act” Inscription

“No Stamp Act” Teapot, possibly made at the Cockpitt Hill factory, probably Derby, England, 1765 to circa 1770s.

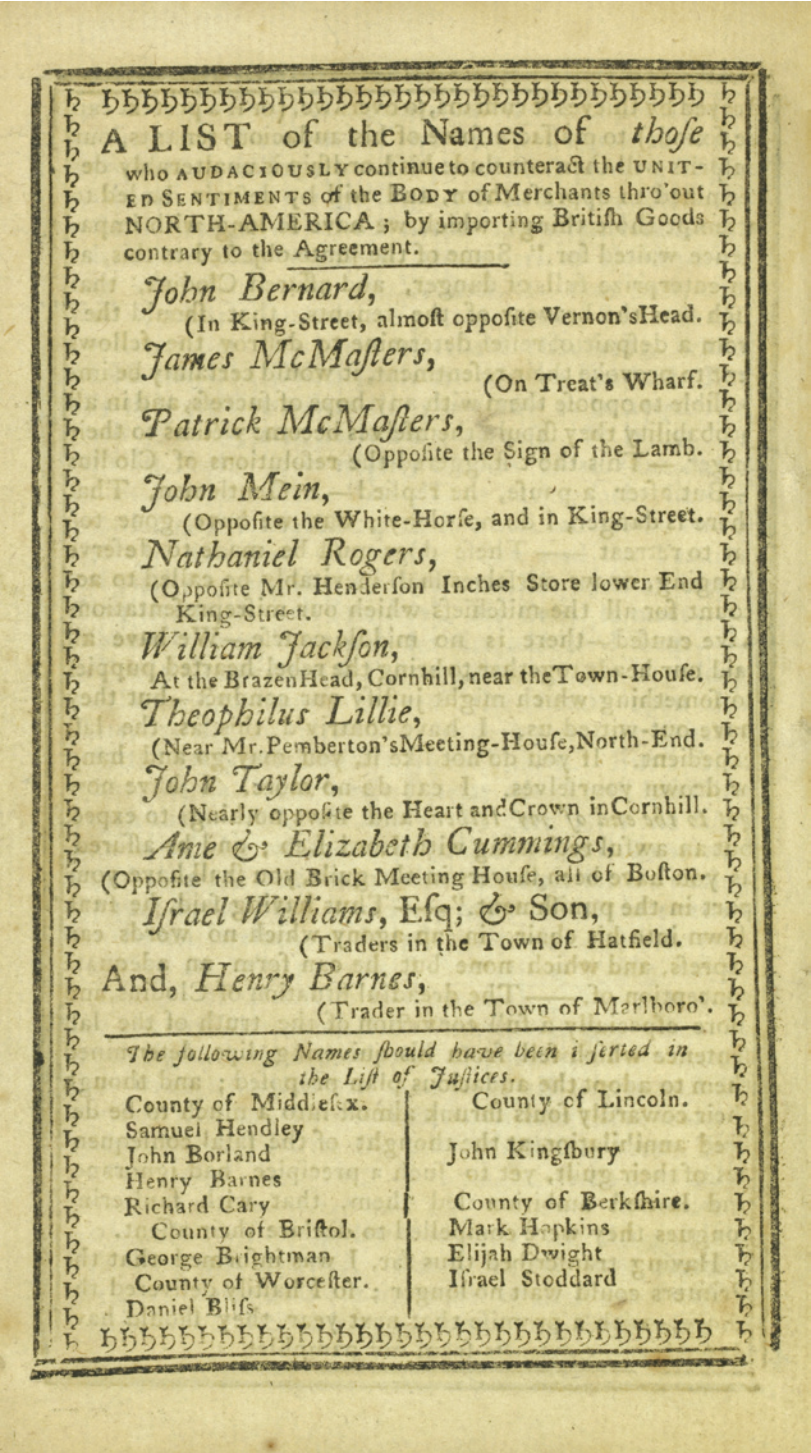
THE COLONIAL WILLIAMSBURG FOUNDATION



Source #8 Blacklist

A List of the Names of Those who audaciously... [Blacklist].
Edes & Gill's North-American Almanack, 1770. Broadside.

NEW YORK PUBLIC LIBRARY



Source #9 Judgement Day of the Tories

LIBRARY OF CONGRESS



Source #10a Doolittle Print, Plate I

CONCORD MUSEUM



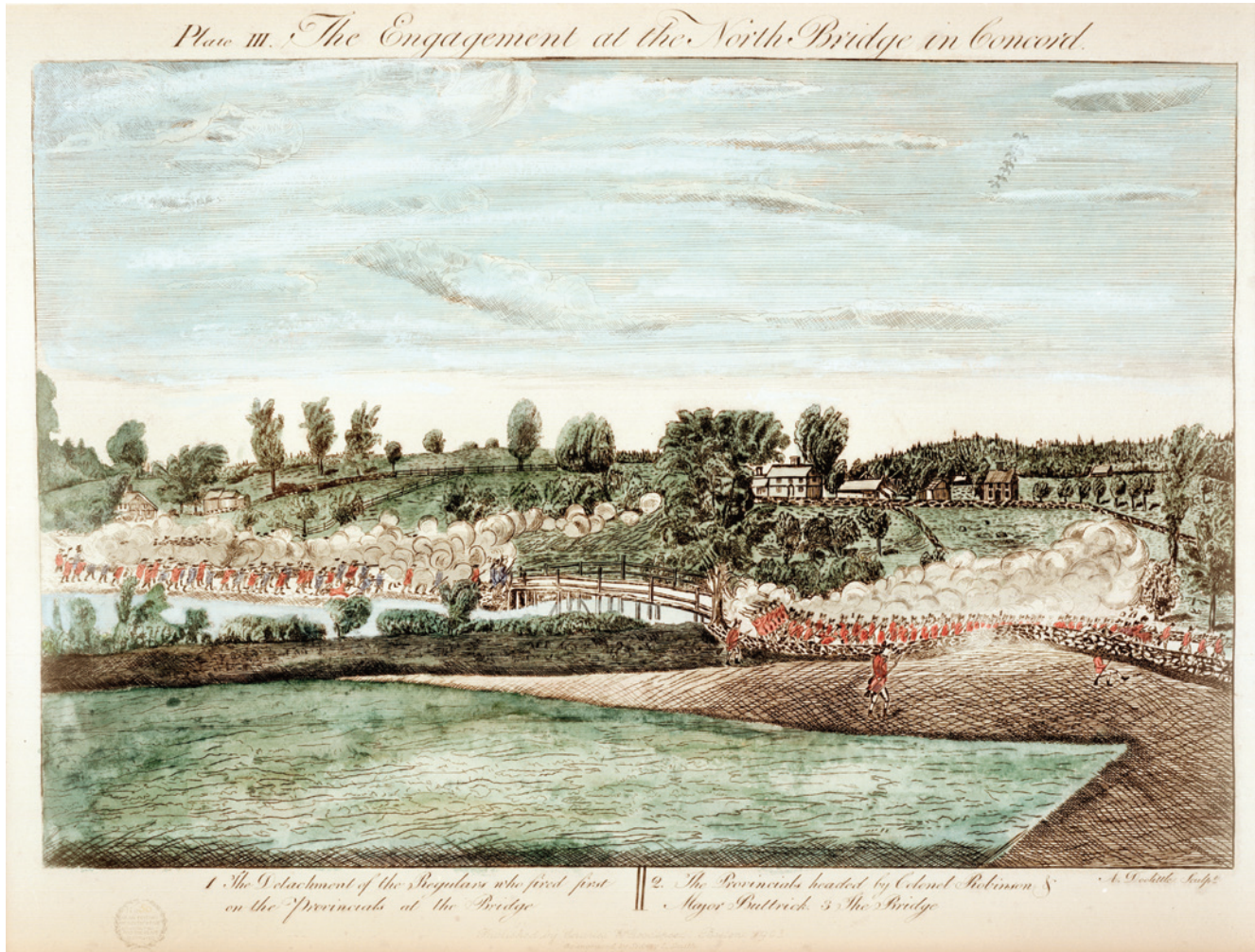
Source #10b Doolittle Print, Plate II

CONCORD MUSEUM



Source #10c Doolittle Print, Plate III

CONCORD MUSEUM



Source #10d Doolittle Print, Plate IV

CONCORD MUSEUM



Source #11 Excerpts from the Declaration of Independence (Dunlap Broadside)

Declaration of Independence printed by John Dunlap, 1776.

INDEPENDENCE NATIONAL HISTORICAL PARK

Excerpts from the Declaration of Independence

When in the Course of human Events, it becomes necessary for one People to dissolve the Political Bands which have connected them with another, and to assume among the Powers of the Earth, the separate and equal Station to which the Laws of Nature and of Nature's God entitle them, a decent Respect to the Opinions of Mankind requires that they should declare the causes which impel them to the Separation.

We hold these Truths to be self-evident, that all Men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the Pursuit of Happiness —That to secure these Rights, Governments are instituted among Men, deriving their just Powers from the Consent of the Governed, that whenever any Form of Government becomes destructive to these Ends, it is the Right of the People to alter or to abolish it, and to institute new Government, laying its Foundation on such Principles and organizing its Powers in such Form, as to them shall seem most likely to effect their Safety and Happiness. Prudence, indeed, will dictate that Governments long established should not be changed for light and transient Causes; and accordingly all Experience hath shown that Mankind are more disposed to suffer, while Evils are sufferable, than to right themselves by abolishing the Forms to which they are accustomed. But when a long Train of Abuses and Usurpations, pursuing invariably the same Object, evinces a Design to reduce them under absolute Despotism, it is their Right, it is their Duty, to throw off such Government, and to provide new Guards for their future Security. Such has been the patient Sufferance of these Colonies; and such is now the Necessity which constrains them to alter their former Systems of Government. The History of the present King of Great-Britain is a History of repeated Injuries and Usurpations, all having in direct Object the Establishment of an absolute Tyranny over these States. To prove this, let Facts be submitted to a candid World.

