

PROLOGUE & PART 1: Leaving Home February 21, 1770 - New in Town		PART 2: February 22, 1770 - A Death in Boston		PART 3: February 23-26, 1770 - March of the Apprentices		PART 4: March 5, 1770 - From Bad to Worse		PART 5: March 6, 1770 - A Meeting with Fate		EPILOGUE 1770-1776
<b>PLAYING Time</b>	25-35 minutes	30–45 minutes				20–25 minutes				
<b>Activities Time</b>	60 minutes	55 minutes				90 minutes				
Suggested Teaching Sequence	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6	Day 7	Day 8	Day 9	
<p><i>Planning based on 45-minute classes.</i></p> <p><i>Please adjust accordingly.</i></p>	<p><b>PLAY Prologue and Part 1</b> (including <b>Exit Ticket</b>)</p> <p>Log one decision on <b>Decision Tracker</b></p>	<p>Complete <b>Mission Reflection</b></p> <p>Class Discussion</p> <p>Complete <b>Document Analysis</b></p>	<p><b>PLAY Part 2 and Part 3</b> (including <b>Exit Ticket</b>)</p> <p>Log one or two decisions on <b>Decision Tracker</b></p>	<p>Complete <b>Mission Reflection</b></p> <p>Class Discussion</p>	<p>Complete <b>Document Analysis</b></p> <p>Class Discussion</p>	<p><b>PLAY Part 4 and Part 5</b></p> <p>Log one or two decisions on <b>Decision Tracker</b> (optional)</p>	<p><b>PLAY Epilogue</b> (including <b>Exit Ticket</b>)</p> <p>Complete <b>Decision Tracker Reflection</b></p> <p>Class Discussion</p>	<p>Start <b>Document-based Writing Activity</b></p>	<p>Complete <b>Document-based Writing Activity</b></p>	
<p><b>Activities</b> (A <b>Teacher Guide</b> is provided for each <i>handout that includes tips for classroom implementation</i>) <i>The activities can be completed independently, in small groups, or as a full class. A <b>handout</b> is provided for each activity.</i></p>	<p><u>New in Town</u></p> <p><b>Mission Reflection (10–15 minutes):</b> Students identify the aspirations Nat and his family have for his life in Boston.</p> <p><b>Document Analysis (at least 25 minutes):</b> Students translate sections of “The Liberty Song” into contemporary English, and then analyze the song’s meaning.</p>	<p><u>A Death and Protest in Boston</u></p> <p><b>Mission Reflection (15 minutes):</b> Students identify the various perspectives they have encountered while in Boston, and explain the positions of Patriots and Loyalists. Then, they reflect on the “political reputation” they earned in the game and the decisions that shaped that reputation.</p> <p><b>Document Analysis (at least 40 minutes):</b> Students analyze a newspaper article about the death of Christopher Seider and discuss a series of questions exploring the perspective and biases of the article’s author.</p>				<p><u>The Boston Massacre and Its Aftermath</u></p> <p><b>Decision Tracker Reflection (30 minutes):</b> After gameplay, students review the priorities they set and the decisions they recorded on their <b>Decision Tracker</b>. Then they reflect on the complexity of decision-making and the importance of historical empathy.</p> <p><b>Document-Based Writing Activity (60 minutes):</b> Many people learned about the Boston Massacre from an engraving made by Paul Revere that was widely distributed across the 13 Colonies. The document-based writing activity guides students to examine Revere’s engraving closely. It then asks them to analyze eyewitness accounts of the Boston Massacre to see how they corroborate or contradict the event as portrayed by Revere. They share their analysis in three short paragraphs explaining what important facts Revere’s engraving captures, what it leaves out, and why it matters.</p>				

## For Crown or Colony? Curriculum Overview

<b>PROLOGUE &amp; PART 1:</b> <b>Leaving Home</b> <b>February 21, 1770 - New in Town</b>	<b>PART 2:</b> <b>February 22, 1770 - A Death in Boston</b>	<b>PART 3:</b> <b>February 23-26, 1770 - March of the Apprentices</b>	<b>PART 4:</b> <b>March 5, 1770 - From Bad to Worse</b>	<b>PART 5:</b> <b>March 6, 1770 - A Meeting with Fate</b>	<b>EPILOGUE</b> <b>1770-1776</b>
<b>Game Decision Tracker</b> <i>(to be completed independently as students play the game)</i>	Students choose one of the four priorities below to guide their decisions as Nat during the game, and then reflect on what made it easy or difficult to follow that priority: <ul style="list-style-type: none"> <li>• <u>Success</u> (Follow Mr. Edes' instructions and learn your trade as an apprentice)</li> <li>• <u>Family</u> (Search for news about Christopher)</li> <li>• <u>Adventure</u> (Discover your own path in Boston)</li> <li>• <u>Revolution</u> (Take a stand for or against the Patriot cause)</li> </ul>				
<b>Guiding Question(s)</b>	Why did protests against the British colonial government break out in Boston in the early 1770s?  How did Patriots and Loyalists understand and respond to the conflict between colonists in Boston and the British colonial government?	How did Patriots and Loyalists understand and respond to the conflict between colonists in Boston and the British colonial government?	How did Patriot leaders use the media of the time to influence colonists and persuade them to support the protests against the British government?		
<b>Story</b>	The <b>Prologue</b> introduces 14-year-old Nathaniel (Nat) and his family. Players learn Nat is being sent to Boston to become an apprentice printmaker. In Boston, Nat meets his new master Mr. Edes and learns about the responsibilities of an apprentice.  In <b>Part 1</b> , Nat sells newspaper advertisements and completes tasks for Mr. Edes. Along the way, he meets a variety of Bostonians with different perspectives on the growing conflict with the British Colonial Government. He must learn to carefully navigate the growing conflict	On his second day in town, Nat witnesses a protest outside the shop of a Loyalist merchant. He must make a series of choices about whether or not to befriend Constance, the niece of the Loyalist merchant. He learns that 11-year-old Christopher Seider has been killed by a Loyalist who confronted the protestors.	After Mrs. Edes' spinning bee, Nat helps spread the word about the Seider funeral procession being planned by the Patriots. He must identify Patriots to supply with bundles of pamphlets.	In a brief, but impactful, part of the game, Nat arrives at King Street and witnesses the Boston Massacre. Different players will see different events and details in the clash between protestors and soldiers.	In <b>Part 5</b> , Nat is called to give a deposition about what he saw at the Boston Massacre. Mr. Edes urges Nat to answer the questions in a way that best supports the Patriot cause. Players must make choices about how much detail Nat shares about what he saw (when some details might be inconvenient from the Patriot perspective) and how truthful he should be.  In the <b>Epilogue</b> , players make a fateful choice about Nat's future. As Nat's story plays out, players learn about the events between 1770 and the outbreak of the Revolutionary War in 1776.

**For Crown or Colony?** Curriculum Overview

PROLOGUE & PART 1: Leaving Home February 21, 1770 - New in Town		PART 2: February 22, 1770 - A Death in Boston	PART 3: February 23-26, 1770 - March of the Apprentices	PART 4: March 5, 1770 - From Bad to Worse	PART 5: March 6, 1770 - A Meeting with Fate	EPILOGUE 1770-1776
	between Patriots and Loyalists. Nat must complete tasks while attempting to avoid doing business with Loyalists.					
<b>Historical-Thinking Skills</b>	Historical empathy through understanding multiple perspectives, contextualization, and historical cause and effect					