



TEACHER'S GUIDE

MISSION 1: "For Crown or Colony?"



Welcome to *For Crown or Colony?* version 2.0!

We are thrilled to release this new version of the beloved *For Crown or Colony?* mission. Our goal in designing and making it was to preserve the heart of the original while bringing it up to date technically, enhancing and expanding the content and player choices, and making it more accessible to struggling readers with new supports.

Why the Remake?

Remaking *For Crown and Colony?* was an opportunity to upgrade both the game's technology and instructional features and content—based on years of feedback from teachers and new historical research. The first five Mission US games were made using Adobe Flash, a technology that will no longer be supported by any browser after 2020. Already, most browsers are adding restrictions and hurdles to displaying Flash content. This looming technical challenge compelled us to develop a new game engine that we can use to upgrade the other missions and make new ones (including the forthcoming *Prisoner in My Homeland*).

The new technology allows us to continue to provide web streaming and publish native Windows and Mac applications and an iPad version.

What's New?

We preserved most of the core game – Nathaniel's story, the surrounding cast of characters, and what he can do and experience in each part of the game. But we deepened the presentation of the Loyalist perspective and the overall political and economic context that helped lead to the Boston Massacre. We also finished storylines that were hinted at in the original but ended up on the cutting room floor. We added new features that bring this mission more in line with the later ones and built out much deeper supports for text within the game. And, finally, we designed a new interface that we plan to use for all games to follow.

Key New Content

- **Deepening of the Loyalist perspective.** This is especially noticeable in the re-written dialogs for the Lillies and other key characters.
- **Deepening of post-Massacre interactions.** The deposition is better contextualized as a political process and the questions asked by the deposer and the answers available to the player are much more reflective of what was seen and who the player knows. There is also a final statement from Mr. Edes about his opinions on the player's politics and skills as an apprentice.
- **Meeting Solomon at the wharf at midnight.** This is a side-quest available under some circumstances at the end of Part 2. Players who undertake it learn more about the smuggling culture of Boston, but risk being caught and facing the consequences.
- **Seeking Nathaniel's brother.** This is a new plotline that allows players to get clues as to Christopher's fate and potentially seek him out in the game's Epilogue. The adventure deepens understanding of the relationship of the colonial militia to the British Army and encourages the player to interact with redcoats, getting more of their perspective.

- **The Wish Coin.** The player throws a coin into the family wishing well to start the game, choosing to wish for success as an apprentice, adventure, or news of his brother. The choice affects opportunities in the game and Nathaniel's ultimate fate in the Epilogue.
- **New Epilogue.** Nathaniel's experiences from 1770-1776 unfold based on players' choices within the game.
- **New images and audio.** Hundreds of new images to illustrate Nathaniel's adventures have been added. All characters were voice recorded and many dialogs have been re-written to account for new historical research and user feedback.

New Features & Supports

- **Badge system.** The system features two types of badges: *Political Reputation* and *Achievement*. The Political Reputation badge is built by making three key decisions in the game (one in each of the first three parts). After the third decision the player's reputation is established (Patriot, Loyalist, or Fence Sitter) and other characters see Nathaniel through that lens. The seven Achievement badges reflect everything from Master Apprentice to Adventurous Spirit to the mysterious Easter Egg.
- **Text-to-speech supports.** Virtually all text in the game that is not already recorded by a human actor, including all dialog response options, is accessible through an audio button that plays text-to-speech. The Reading Supports option in the Settings menu can turn this off and on.
- **Enhanced Smartwords and Glossary.** All Smartwords (the most important vocabulary and concepts about the historical time) are supported with images and meanings. Additionally, there are meanings for dozens of glossary words, which are words that may be challenging or new for some students. All words and meanings are supported by text-to-speech. Finally, all words clicked on by the player are added to their collection, which is cumulative across all plays of the game.
- **Play/Pause and Captioning.** All cut scenes have closed captioning and play/pause controls.
- **Full screen control.** This mode can be turned on and off from the Settings menu.
- **Multi-track audio control.** The sound levels of music, sound effects, and voice can all be independently controlled from the Settings menu.

New Additions to the Educator Guide

- **Revised Essential Questions** The essential questions now address a blend of time-period specific issues (ex. *Why did protests against the British colonial government break out in Boston in the early 1770s?*), and larger themes with contemporary connections (ex. *What are the different ways that Americans have defined freedom?*).
- **Updated Character Bios** Working closely with our experts, revised bios of historical figures better reflect current historical knowledge of the time period and the contributions of individuals involved in the Boston Massacre.
- **Badge Tracker** Throughout the game, students can track their progress earning stars for each achievement badge: Adventurous Spirit (taking risks, standing up to authority); My Brother's Seeker (seeking to discover what happened to your missing brother

- Christopher Wheeler); Eager Learner (showing your eagerness in learning and working); Easter Egg (finding secrets hidden in the game); Master Apprentice (being an exemplary apprentice); To Err is Human (acting negatively - lies, disobediences, and negative responses); and V is for Virtue (exhibiting qualities valued by colonial society - honesty, piety, and obedience).
- **Political Reputation Reflection** When players have made all three political choices, this badge will change to signify their political reputation in Boston: Son of Liberty, Loyal Royal, or Fence Sitter. Students can use the reflection page to analyze how they received their “reputation” and how they feel about choosing a side (or not choosing a side!)

New Technology

With the 2020 sunset of Flash technology and the need to continue to support web streaming, we decided to use WebGL, which is a way to display visually and auditorily complex software using HTML elements, which are standard across most modern browsers (for the curious, we use Unity as the development environment).

Understanding that available WiFi bandwidth can vary significantly, we have worked hard to optimize file sizes to keep loading times to a minimum. There is an initial load to bring in all the components used throughout the game and then one load each time a new part is started. The initial load time may run 15-60 seconds depending on speed and each part is sized to be 10-30 seconds. It is possible that the slowest connections that are being shared by many students could be somewhat slower. ***We encourage teachers to test loading the game on a typical computer before using it with students!***

We recommend using the latest version of Google Chrome or Mozilla Firefox for best results. Apple Safari does not allow the game to be played in full screen, but should otherwise work. Microsoft Edge works as well, but Microsoft Internet Explorer does *not* support WebGL.

We have tested extensively on many types of computers and browsers, including Chromebooks. However, if you encounter an error that stops your play (usually in the form of a browser pop-up with an error message) it would be very helpful to us if you can take a screenshot and send it to missionus@thirteen.org.

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TEACHER'S GUIDE: MISSION 1: "For Crown or Colony?" At a Glance

	PROLOGUE: Leaving Home	PART 1: 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
Playing time	12-15 minutes	15-20 minutes	15-20 minutes	15-20 minutes	5-10 minutes	5-10 minutes	2 minutes
Story	Nat leaves home; arrives in Boston	Nat explores Boston; learns of tensions between Loyalists & Patriots; meets Constance.	Nat witnesses colonial protests; chooses whether to have tea with Constance; learns that 11-yr-old Christopher Seider has been killed.	After spinning bee, Nat helps spread word about Seider funeral procession being planned by Patriots.	Nat & Constance witness the Boston Massacre.	Nat is called to give a deposition about the events of the massacre; his friends offer him a choice that may decide his fate.	Cinematic shows events between Boston Massacre and the start of the Revolutionary War.
Nat's Task(s)	Negotiate and sign Indenture Contract	Sell at least 3 ads for the <i>Gazette</i> . (Some people won't buy an ad—why not?)	Buy 4 items for Mrs. Edes' spinning bee. (But don't buy anything imported!) At midnight, spy on a secret Sons of Liberty meeting or try to smuggle in goods at the wharf	Post broadside to Liberty Tree, deliver proof to Paul Revere, and give out 3 bundles of pamphlets. (Choose like-minded Patriots who can gather a big crowd.)	Observe the clash between soldiers and protesters.	Give deposition and choose your fate: stay in Boston and fight the British; go abroad with Constance; or sail with Solomon.	
Badges	Throughout the game, the player will have opportunity to earn achievement badges in stages represented by stars – most badges have 1-4 stars. Adventurous Spirit (taking risks, standing up to authority); My Brother's Seeker (seeking to discover what happened to your missing brother Christopher Wheeler); Eager Learner (showing your eagerness in learning and working); Easter Egg (finding secrets hidden in the game); Master Apprentice (being an exemplary apprentice); To Err is Human (acting negatively - lies, disobediences, and negative responses); V is for Virtue (exhibiting qualities valued by colonial society - honesty, piety, and obedience); Political Reputation (When you have made all three political choices, this badge will change to signify your political reputation in Boston: Son of Liberty, Loyal Royal, Fence Sitter)						
Target Concepts	Economic life and labor systems in the British American colonies: • Limitations of land for inheritance; • Apprentice, journeymen, and master artisans; Political, ideological, and economic origins of the Revolution: • Seven Years War is a context for Britain's taxation of the colonies	Debate over British policies: • Some colonists (Patriots) feel that British taxes and troops threaten their traditional rights as English people; • Some (Loyalists) support British policies and resent Patriots and their protests. • Some (including many slaves) care about liberty, but do not take either side.	Political, ideological, and economic origins of the Revolution • The Townshend Acts (or Townshend Duties) • The non-importation (boycott) movement • Multiple forms of protest • The role of women in colonial protest • Economic incentives for smuggling and customs enforcement	Political, ideological, and economic origins of the Revolution: • Role of the Sons and Daughters of Liberty • Views of working people – apprentices, slaves, free blacks -- on colonial protests. • Role of printing in building a protest movement.	Contrasting perspectives on the violence in King Street (Boston Massacre): • Patriots see British soldiers as aggressors; • Soldiers see protesters as aggressors; • Eyewitness accounts are partial and biased, and need to be analyzed critically.	Political and ideological origins of the Revolution: • Boston Massacre as a turning point • Dispute over its causes and who is responsible summarizes arguments between Patriots and Loyalists. • Printed images of the event influence anti-British feeling • Colonists are still divided over Crown v. Colony.	Political and ideological origins of the Revolution: Chronology of events leading from the Boston Massacre to the Revolution: • Trial of Soldiers in Boston Massacre • Boston Tea Party • Lexington & Concord battles.
Classroom Activities	▪ Pre-Game Activity: Exploring Point of View	• Document Based Activity • Review Questions • Vocabulary Activity • Writing Prompts • Political Perspectives Activity	• Document Based Activity • Review Questions • Vocabulary Activity • Writing Prompts • Political Perspectives Activity	• Document Based Activity • Vocabulary Activity • Writing Prompts • Political Perspectives Activity	• Discussion Questions • 2 Document Based Activities • Discussion Activity • Political Perspectives Activity	• Political Perspectives Activity	• Document Based Activity • Chronology/Timeline Activity • Writing Prompts
Key Vocabulary	Smartwords: • apprentice • Townshend Acts Glossary Words: • bayonet • imposed • journeyman • pennywhistle • primer	Smartwords: • apprentice • boycott • Non-Importation Agreement • homespun • import • imports • Parliament • patriot	Smartwords: • apprentice • boycott/Non-importation • Daughters of Liberty • effigy • French and Indian War/Seven Years' War • import • indentured servant • Parliament	Smartwords: • apprentice • cur • import • Liberty Tree • patriot • Redcoats • Sons of Liberty • taxes	Glossary Words: • wharf Additional Key Vocabulary: • Ropewalk • Redcoats • massacre • musket	Smartwords: • apprentice • boycott/Non-Importation • import • patriot • Redcoats • Sons of Liberty Glossary Words: • artisan	Additional Key Vocabulary: • occupation • British East India Company • tax • Continental Congress • revolutionary • tyranny • empire

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	<p>Additional Key Vocabulary:</p> <ul style="list-style-type: none"> • master • indenture • contract • printer 	<ul style="list-style-type: none"> • Redcoats • Sons of Liberty • taxes <p>Glossary Words:</p> <ul style="list-style-type: none"> • accosted • braggart • consort • court-martial • customs • daft • deface • desert • detain • doff • hastily • heed • indentured servant • journeyman • libel • lout • martial • naïve • pious <p>Additional Key Vocabulary:</p> <ul style="list-style-type: none"> • artisan • Freedman • slave • slavery • Loyalist • merchant 	<ul style="list-style-type: none"> • patriot • Redcoats • Sons of Liberty • spinning bee • Stamp Act • taxes • Townshend Acts <p>Glossary Words:</p> <ul style="list-style-type: none"> • barracks • concede • fleece • foolhardy • hastily • hue and cry • indigo • lobsterback • regiments • smuggle • snuff • tallow • wharf <p>Additional Key Vocabulary:</p> <ul style="list-style-type: none"> • homespun • export • protest 	<p>Glossary Words:</p> <ul style="list-style-type: none"> • broadside • brood • customs • decreed • deface • in vain • martyr • pennywhistle • proof • rabble rouser • tyranny • whet <p>Additional Key Vocabulary:</p> <ul style="list-style-type: none"> • pamphlet • Stamp Act • King George III • spinning bee 		<ul style="list-style-type: none"> • bayonet • persecute • provoke • Ropewalk • taunt • taunting • taunted • turmoil • tyranny <p>Additional Key Vocabulary:</p> <ul style="list-style-type: none"> • massacre • witness • deposition • loyalist 	
Primary Documents	<p><i>In the game:</i></p> <ul style="list-style-type: none"> ▪ Indenture contract ▪ Excerpts from New England Primer 	<p><i>In the game:</i></p> <ul style="list-style-type: none"> • <i>Boston Gazette</i> • Text of ads <p><i>In the classroom:</i></p> <ul style="list-style-type: none"> • <i>Gazette</i> articles • Lyrics to "The Liberty Song" 	<p><i>In the game:</i></p> <ul style="list-style-type: none"> • <i>Boston Gazette</i> with list of importers and ads sold on Day 1 <p><i>In the classroom:</i></p> <ul style="list-style-type: none"> • Newspaper account of Seider's death • Hutchinson reaction to Seider's death 	<p><i>In the game:</i></p> <ul style="list-style-type: none"> • Broadside announcing Seider funeral • Sons of Liberty pamphlet • Join or Die poster <p><i>In the classroom:</i></p> <ul style="list-style-type: none"> • Poem by Phillis Wheatley 	<p><i>In the classroom:</i></p> <ul style="list-style-type: none"> • Revere engraving of the Boston Massacre 	<p><i>In the classroom:</i></p> <ul style="list-style-type: none"> • Revere engraving of the Boston Massacre 	<p><i>In the cinematic:</i></p> <ul style="list-style-type: none"> • Revere print of Boston Massacre • Protest handbill • Paine's "Common Sense" • Declaration of Independence • <i>Boston Gazette</i>

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Models of Instruction

MISSION 1: "For Crown or Colony?"

The creators of "For Crown or Colony?" have designed the game and accompanying classroom materials for educators and students to use in a variety of ways. The game's flexible format allows for use in the classroom, at home, in the library or media center, or anywhere there's a computer with an Internet connection. The game can be played in a one-computer classroom, a multiple-computer classroom, or in a lab setting. Students playing the game can work alone, in pairs, or in groups. Educators using the game can decide just how much classroom time they wish to dedicate to gameplay, in-class activities, and accompanying assignments.

Your students will gain the most from "For Crown or Colony?" if their gameplay experiences are supported by classroom activities, discussions, and writing exercises guided by your teaching expertise. The "For Crown or Colony?" curriculum available on the MISSION US website provides a wealth of materials to connect the game to your own goals and objectives related to teaching the American Revolution.

This document provides you with some planning questions to help you map out your classroom implementation of "For Crown or Colony?" as well as three different "models" for low, medium, and high utilization of the game and the accompanying materials.

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Models of Instruction

MISSION 1: "For Crown or Colony?"

The Test of Time

If a student were to sit down at a computer and play "For Crown or Colony?" from beginning to end without stopping, the entire gameplay experience would take approximately 90 minutes. However, we do NOT suggest you use this approach with students. The game is divided into a Prologue, five separate "parts" (think of them as chapters in a historical novel), and an Epilogue. Your students' learning will be maximized if you take the time to use the gameplay as a "point of departure" or inspiration for classroom instruction.

As a first step: Play the game yourself and briefly review the curricular materials available on the "For Crown or Colony?" website. Think about how much classroom time you usually dedicate to the events and concepts presented in the game. What other curricular goals do the game and accompanying materials support? What are the dominant themes of your social studies instruction (vocabulary, writing and reaction, social issues, analysis of primary source documents)?

**Make a rough estimate of how much classroom time you'd like to dedicate to "For Crown or Colony?"*

Location, Location, Location

As mentioned above, "For Crown or Colony?" can be played in a variety of settings with a variety of technology set-ups. Your students can play as a class, in small groups, in pairs, or individually, or you can mix and match these approaches. Depending on accessibility of technology, students can play in class, at home, or both – since their online accounts will save their game data wherever they play, and allow them to continue playing in any setting where a computer with an Internet connection is available.

As a second step: Consider the technology available to you and your students. Do you want to play the game entirely in class? Assign some sections as homework? Split student play between in-class and at home? Ask your students to play the game entirely at home, and dedicate class time to activities?

**Determine how and where you and your students will play the different sections of the game.*

Classroom Activities, Discussion, and Reflection

The classroom activities available on the "For Crown or Colony?" website offer an extensive set of resources to support instruction. The activities roughly fall into four broad categories:

- Document-based Activities
- Vocabulary Activities
- Writing Prompts
- Review Questions

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Models of Instruction

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Other activities and resources provide additional primary sources, background information on the characters and setting, historical essays, and printable artwork from the game.

As a third step: Review the available classroom materials and activities, and identify those most strongly aligned to your educational objectives and curriculum. Plan to use the activities "as-is," or make adaptations or changes to them. The resources provided may also inspire you to create your own "For Crown or Colony?" activities. If you do, please share them with the MISSION US team! Post your ideas, thoughts, and suggestions to the MISSION US Facebook page at www.facebook.com/MissionUS, or to the MISSION US Twitter feed at www.twitter.com/Mission_US.

**Create a preliminary list of the activities you and your students will complete during your use of "For Crown or Colony?"*

Planning

Because of their flexibility, teachers may opt for low, medium, or high integration of the game and its accompanying materials. There is no "right" or "wrong" way to use "For Crown or Colony?" Below are some ideas on what the different levels of integration might look like in a classroom.

"High" Integration (using the game as *context* for classroom learning)

Estimated Number of 45-minute class periods: 8-10 (excluding homework time)

- Students play the different parts of "For Crown or Colony?" in the classroom or computer lab, individually or in pairs.
- Before, during, and after playing each part of the game, students process what they are doing through discussion, writing, and other activities facilitated by the teacher.

A teacher working in this mode might *begin* a class by asking students to share what they learned in the prior part of the game about the main characters, what the keywords for the day mean, or what they predict will happen in the episode they are about to play.

During game play, the teacher might walk around and look over students' shoulders, asking them to explain a choice they've made, and perhaps pose a question to the room – "How many people decided not to bow to the Customs official?" "Why is bowing, or not bowing, such a big deal?" "How does that relate to what we've been reading about rights?"

Right *after* game play and/or for homework, the teacher would engage students in one of the follow-up activities available on the MISSION US website – discussion and writing prompts, vocabulary exercises, primary source analyses, or charting characters' political perspectives – all of which deepen students' understanding of the period by connecting game experiences to more formal curriculum knowledge and skills. Students might end the unit by making presentations, drawings, writing, or completing other multimedia projects.

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Models of Instruction

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Medium Integration (using the game as *supplement* to classroom learning)

Estimated number of 45-minute class periods: 5 (excluding homework time)

- Students split game play between in the classroom or lab and as homework
- Game play is complemented with in-class and homework activities in which students write and talk about what is happening in the game, using materials from the website.
- Game play alternates with non-game-related classwork.

A teacher working in this mode might introduce students to the game via a class playing of the Prologue on a Friday afternoon, and asking students to play the Prologue, Part 1, and Part 2 for weekend homework.

A portion of the following Monday's class period would focus on student reactions and thoughts about the game, as well as a brief vocabulary activity or political perspectives activity. Students would be asked to play Part 3 of the game before class on Tuesday.

In Tuesday's class, students would complete a document-based activity related to Part 1, 2, or 3 of the game.

In Wednesday's class, students would be assigned to play Part 4 and respond to a writing prompt or review question as homework.

In Thursday's class, students would play Part 5 and the Epilogue, and complete one of the activities related to those portions of the game in class.

In Friday's class, students would review terms, phrases, and events from "For Crown or Colony?" and be assigned to respond to a writing prompt or review question as homework.

Low Integration (using the game as an *extra* or *enhancement*)

Estimated number of 45-minute class periods: 1 total (excluding homework time)

- Teacher introduces the game to students (perhaps using a projector), and assigns students to play the entire game as homework, giving students several days to complete the task.
- Teacher assigns one or two of the "For Crown or Colony?" writing activities to students for homework, and/or holds a class discussion about the events in the game, connecting those events to what students are learning about through traditional study.

Follow MISSION US on Facebook (www.facebook.com/MissionUS) and Twitter (www.twitter.com/Mission_US) to share and discuss your experiences and learn how other educators are using the game in their classrooms across the country.

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Essential Questions

MISSION 1: "For Crown or Colony?"

MISSION 1: "*For Crown or Colony?*" is designed to help students think like a historian by considering multiple-perspectives, turnings points, cause & effect, change and continuity over time, and ways of using the past to understand the present. Keep the following historical thinking questions in mind as you play the game.

1) What are the different ways that Americans have defined freedom? How do these definitions sometimes conflict with one another?

- What kind of freedoms (political, social, economic) mattered to the different groups of colonists in Boston?
- In what ways did Patriots, Loyalists, and "fence-sitters" disagree about the meaning of freedom?

2) Why did protests against the British colonial government break out in Boston in the early 1770s? How did each side understand and respond to this conflict?

- Why did some colonists object to a British military presence in the colonies?
- What issues did the British government have with colonists?
- How did the Loyalists and Patriots perceive each other?
- Why do you think some colonists continued to support the British government throughout worsening tensions?
- Who was involved in the Boston Massacre and in what way did they participate and/or instigate the course of events?

3) How does the response to certain beliefs and events affect change? What role do persuasion and propaganda play in a revolution?

- How did Christopher Seider's murder and the Boston Massacre impact public attitudes in Boston?
- Why do you think events in Boston had a broader effect throughout the colonies and empire?
- How did propaganda and protest actions such as boycotts contribute to public opinion and mobilize colonists both before and after the Boston Massacre?

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Glossary of Key Terms

MISSION 1: "For Crown or Colony?"

As students play MISSION 1: "For Crown or Colony?" they will encounter many of the following key terms and definitions. The key terms appear throughout the Mission during the different "days" in Nat's life as "smartwords" or "glossary words." Additional terms are included for teacher and student reference.

accosted: harassed or confronted.

apprentice [smartword]: a young person (14-21) who lives with and works for a master craftsmen in order to learn a trade, craft, or profession.

artisan: a highly skilled craftsman.

barracks: soldiers' living quarters; in Boston, warehouses and other buildings were used as barracks for British soldiers

Boston Massacre: the name given to an incident that took place on March 5, 1770, in which five civilians were killed by British soldiers; it is one of the events that helped spark the American Revolution.

Boston Tea Party: the name given to an act of political protest by American colonists, directed against the economic policies of Great Britain, in which colonists destroyed many crates of tea on ships in Boston Harbor; it is another one of the events that helped spark the American Revolution.

boycott [smartword]: an agreement among people to stop buying certain goods or services as a form of political protest.

braggart: a person who often brags.

broadside: a large sheet of paper with text printed on one side, designed to catch a reader's attention and declare the latest news, government proclamations, public service announcements, opinions or advertisements.

brood: a group.

Coercive Acts: referred to by the colonists as the "Intolerable Acts"; passed by the British Parliament in 1774 in response to the Boston Tea Party; only king or governor could appoint officials in the colonial government; limited town meetings; closed the Port of Boston until the East India Company was paid back for the destroyed tea; made it possible for troops to be housed in empty buildings.

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Glossary of Key Terms

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Committees of Correspondence: bodies organized by colonial governments to facilitate written communications between colonies; planned the meeting of colonial representatives in Philadelphia in September-October 1774.

concede: to acknowledge (usually reluctantly) as true

consort: to associate with.

court-martial: to try in a military court.

cur: a despicable or awful person.

customs: taxes that must be paid on imported items.

daft: foolish.

Daughters of Liberty [smartword]: Colonial women who actively supported the patriot cause by not buying British goods or by making local substitutes, such as homespun cloth.

Declaratory Acts: passed by the British Parliament in 1766 in response to the repeal of the Stamp Act; reasserted Parliament's right to pass laws in the colonies.

decreed: declared

deface: to damage the appearance of something, usually by writing or drawing on it.

desert: to leave one's military post against orders.

detain: to restrain or make someone wait.

doff: to remove one's hat, often as a sign of greeting or respect.

East India Company: a private English trading company, supported by the British government, whose monopolistic practices in the American colonies led to the Boston Tea Party.

effigy [smartword]: a crudely made doll or model of a person that is made in order to hang, burn, or damage in protest

empire: a political state which extends its economic and/or military power over a large geographical area, often encompassing people and cultures distinct from those of the central power.

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Glossary of Key Terms

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export: goods or merchandise produced in one country that are then shipped to and sold in another country.

First Continental Congress: a body of representatives from twelve of the thirteen colonies which met in Philadelphia in 1774, largely in response to the so-called "Intolerable Acts" imposed by Great Britain.

fleece: the woolly coat of a sheep

foolhardy: reckless

French & Indian War/Seven Years' War [smartword]: A conflict between the British colonists and the French colonists and Native Americans over westward expansion into the Ohio Territory. The British eventually won the war, and imposed taxes on the British colonists to pay for it.

hastily: quickly.

heed: listen to.

homespun [smartword]: woven using homemade thread.

hue and cry: public outrage

import [smartword]: to bring in items from a foreign country.

imports [smartword]: products brought from one country into another, usually for sale.

in vain: for no good reason.

indentured servant [smartword]: in return for clothes and food, an indentured servant works without pay for a master for seven years.

indigo: a natural blue dye that is extracted from a tropical plant.

journeyman: a young person who has completed an apprenticeship, and may now work as an employee for a master craftsman. Unlike apprentices, journeymen are paid a wage.

King George III: the King of Great Britain from 1760 to 1820. Imposed many different taxes on American colonies in an effort to pay for military efforts in North America and elsewhere. Viewed as the classic symbol of British sovereignty and tyranny – "The Crown." Blamed by many for prolonging the conflict with the colonies and the American Revolution unnecessarily, and ultimately losing the colonies.

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Glossary of Key Terms

MISSION 1: "For Crown or Colony?"

libel: to write or publish false, negative things about someone.

Liberty Tree [smartword]: an elm tree in Boston that was the site of early colonial protests against British rule.

lobsterback: an offensive term for a British soldier, so called because of their bright red coats.

lout: a stupid or rude person.

Loyalist: a colonist who remained loyal to the British crown.

martial: relating to war.

martyr: a person who dies or greatly suffers for their belief in a cause.

master: the title by which an indentured servant or apprentice would refer to his overseer and/or guardian, usually a skilled artisan or craftsmen.

merchant: one involved in the buying and selling of goods.

musket: a firearm used by both colonists and British soldiers.

Navigation Acts: a series of laws which restricted the use of foreign shipping in the trade of Great Britain; required all imports to the colonies to be brought from Britain, no matter how cheaply they may be obtained elsewhere. One of the causes of colonial resentment which led to the American Revolution.

Non-importation agreement [smartword]: an agreement among merchants to stop purchasing goods from Britain in order to pressure the British parliament into agreeing to the merchants' demands.

pamphlet: printed leaflet or booklet, often containing political, philosophical or religious arguments, essays, and commentaries on current events. Pamphlets were usually printed and distributed quickly and cheaply.

Parliament [smartword]: the highest law-making body in Britain, consisting of the House of Commons, House of Lords, and the sovereign (monarch).

Patriot [smartword]: one who loves his country; in the colonial context, one who supported defending American interests from British policies that were perceived as unfair, and/or was in favor of the political separation of the colonies from Great Britain.

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pennywhistle: small, inexpensive woodwind instrument, also known as a tin whistle.

persecute: to treat unfairly because of one's beliefs or identity.

pious: deeply religious.

Poorhouse: a government-run institution that provides housing for the needy and often require those staying there to perform labor.

Proclamation of 1763: a decree issued by King George III at the end of the French and Indian War to establish boundaries of the new territories acquired from the French. The Proclamation forbade colonists to buy land or settle west of the "Proclamation line" that roughly followed the Appalachian Mountains.

proof: first draft of a document, especially before it is printed for sale or circulation.

protest: to object to something; also to demonstrate one's objection by any number of means, i.e., marching or boycotts.

provoke: to prompt or motivate the actions of another person.

quartering: giving shelter to someone, often under duress; the Quartering Act passed by Parliament in 1774, one of the so-called "Intolerable Acts," required colonists to house British soldiers in unoccupied buildings.

rabble rouser: a person who causes an unnecessary commotion.

rag: (slang) a newspaper considered to be of low quality.

redcoats [smartword]: British soldiers (so named because of the color of their uniform).

regiments: military units of ground troops consisting of hundreds of soldiers organized into multiple battalions.

representation: refers to the right to have the political interests of a community or area spoken for by an elected official in a government body; the rallying cry of the Sons of Liberty and other patriots was "No taxation without representation!"

ropewalk: a long, narrow path or building where ropes are made.

ruffian: a tough person, a criminal.

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search and seizure: provision that allowed British soldiers and officials to inspect and confiscate colonial property without a search warrant or probable cause

silversmith: a person who makes things out of silver.

slander: to say false, negative things.

slugabed: a lazy person who sleeps in late.

smuggle: to bring items into a country illegally either because they are not allowed in that country, or to avoid paying taxes.

snuff: finely ground tobacco for chewing or inhaling.

Sons of Liberty [smartword]: a secret organization of American patriots who protested the British Crown's new taxes on the colonies, beginning with the Stamp Act of 1765.

spinning bee [smartword]: a gathering of the Daughters of Liberty to spin thread and produce homespun fabric in support of colonial boycotts against imported British goods.

Stamp Act [smartword]: a British law passed in 1765 that was meant to raise revenue through taxing all colonial commercial and legal documents, newspapers, cards, and other printed material.

tallow: animal fat that can be processed and used to make soap and candles.

tarring & feathering: a form of public humiliation and punishment, usually carried out by a mob, in which the victim is covered first in tar, then feathers. In colonial Boston, British officials and their colonial supporters, or loyalists, were sometimes tarred and feathered by angry townspeople.

tarry: to delay or be late in doing something.

taunt: to insult or mock someone.

tax collector: a government official whose job it is to collect tax revenues.

taxes [smartword]: the money that the government requires people to pay, based on their income, property, or purchase of certain goods that is used to pay for a range of government functions.

Tea Act of 1773: an Act of Parliament which allowed the East India Company to export its tea directly to the colonies, paying only a small import duty; angered the colonists and led to the Boston Tea Party.

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Tory: a name originally describing a political party in Great Britain; used before and during the American Revolution to describe anyone who remained loyal to the British Crown.

Townshend (Revenue) Acts or Duties: Acts passed by Parliament which placed a tax on common products imported into the colonies, such as paper, lead, glass, and tea.

turmoil: great commotion and unrest.

typeface: a set of letters, numbers, and symbols made out of metal and wood used to create lines of text.

tyranny: harsh or oppressive rule by a government.

vindicate: to defend or uphold a cause.

wares: items for sale.

West Indies: a group of islands in the Caribbean Sea, where the British, Spanish, French, and Dutch empires had colonial settlements.

wharf: a man-made structure where boats can be tied up to be loaded and unloaded.

whet: to sharpen or increase.

TEACHER'S GUIDE

Top 5 Things to Know Before You Play

MISSION 1: "For Crown or Colony?"

Before you begin playing MISSION 1: "For Crown or Colony?" here are five important pieces of information to consider. This information may or may not help you as you make your way through life in colonial Boston!

1. By the 18th century the British Empire had become one of the most far-reaching, wealthy, and powerful empires in the world. But fierce competition from other European imperial powers, including France and Spain, meant England was engaged in almost constant conflict to protect its territories and trade routes.

2. Some of the more vital territories of the British Empire were the thirteen American colonies. Since the early 17th century, American colonists had enjoyed the benefits of membership in this empire, which included military protection on the frontier and the sea, lucrative trading possibilities, and an overall pride in English culture and traditions.

3. In 1763, at the end of a long and costly global war with France called the Seven Years' War, England had accrued a national debt of 123 million pounds. In order to pay this debt, Parliament passed a series of acts to collect revenue from the American colonies. These acts included:

- The 1764 Sugar Act, which enforced existing taxes on sugar and molasses imports.
- The 1765 Stamp Act, which taxed colonists for legal and commercial documents. The act was met with widespread resentment in the colonies, and led to the Stamp Act Riots.
- The 1767 Townshend Acts, which taxed tea, glass, paper, and other necessary daily items.

4. Due to a growing resistance movement in the colonies, British troops arrived in Boston in 1768 to keep the peace and enforce the Townshend Acts. Many colonists felt as though they were being punished, and viewed the British troops as an occupying force.

5. The philosopher John Locke, writing in 1690, had articulated the idea that rulers (like the King of England) had a duty to protect the rights of their subjects, and if rulers did not do that, the subjects should form a new government. Locke's theory influenced the American Patriots' response to what they considered overreaches of English authority in the colonies.

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Timeline of Historical Events Before, During, and After the Mission

MISSION 1: "For Crown or Colony?"

February 10, 1763—The Seven Years War, which is known as the French and Indian War in the American colonies, ends with the Treaty of Paris, leaving Britain victorious over France but saddled with a huge war debt.

April 5, 1764—The British Parliament enacts the Sugar Act—the first of several unpopular attempts to raise revenues from the colonies through taxes on imported goods.

June 29, 1767—Parliament enacts the Townshend Acts (or Townshend Duties), which impose taxes on paper, paints, glass, and tea. Colonists angry at "taxation without representation" boycott these British goods and harass the customs officials charged with enforcement of the duties.

October 1, 1768—A battalion of British soldiers arrive in Boston to maintain public peace and order, as well as enforce British tax laws. Many colonists in Boston treat the soldiers like an occupying army, and regularly harass them.

February 22, 1770—When a group of colonists protests at the home of Loyalist Ebenezer Richardson, a small riot breaks out and Richardson fires into the crowd, wounding an eleven year-old boy named Christopher Seider. Seider dies later that evening.

February 26, 1770—Christopher Seider's funeral. Seider is proclaimed a martyr for liberty and a victim of tyranny by the Sons of Liberty. Seider's long funeral procession increased tensions with the British soldiers stationed in Boston.

March 2, 1770—Colonists and British soldiers get into a brawl at John Gray's ropewalk (a ropemaking facility) in Boston.

March 5, 1770—An apprentice insults a British officer, and in retaliation, a soldier smacks the apprentice on the side of the head with his musket butt. Several hours later, a crowd of colonists gather near the Boston Customs House, throwing snowballs, ice, and oyster shells at the soldier. More soldiers arrive, the crowd continues to throw snowballs and wave sticks, and the soldiers shoot into the crowd. Five colonists are killed. Although the soldiers plead self-defense, the incident becomes known as "The Boston Massacre."

March 6, 1770—Captain Thomas Preston is arrested and sent to jail. Citizens of Boston gather in Faneuil Hall, to call for the immediate removal of all British troops from the city. John Adams and Josiah Quincy agree to defend Captain Preston and the soldiers.

March 8, 1770—Four victims of the massacre are buried. All shops in Boston are closed. Over 10,000 mourners participated in the funeral procession.

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March 12, 1770—Captain Preston gives a deposition to a Boston court on the events of March 5.

March 14, 1770—Captain Preston and eight British soldiers are indicted for murder for their roles in the Massacre.

September 7, 1770—Captain Preston and the soldiers are formally arraigned on charges of murder. Both Preston and the soldiers plead "not guilty."

October 24-30, 1770—Captain Preston's trial. Preston is acquitted from all charges after the evidence fails to establish he ordered the soldiers to fire.

November 27-December 5, 1770—Six of the soldiers are acquitted on all charges. Two of the soldiers are convicted of manslaughter.

December 14, 1770—The two convicted soldiers have their thumbs branded as punishment for their roles in the Massacre.

December 16, 1773—Protesting Parliament's recently enacted Tea Act, which gives the British East India Company a virtual monopoly on tea in the colonies, Boston Patriot merchants disguised as Indians throw crates of tea into Boston Harbor in what comes to be known as "The Boston Tea Party."

June 2, 1774 – The British declare martial law in Massachusetts.

October 26, 1774—In preparation for possible confrontation with the British, colonists form local militias known as Minutemen. They are called this for their ability to be ready for battle "at a minute's notice."

April 19, 1775—The Revolutionary War officially begins when Massachusetts Minutemen confront British troops at the Battles of Lexington and Concord.

May 10, 1775—American troops surprise the British at Fort Ticonderoga on Lake Champlain, capturing the fort without firing a shot.

June 14, 1775—The Continental Congress establishes the Continental Army, appointing George Washington as its Commander-in-Chief the next day.

June 17, 1775—Despite suffering heavy casualties, British troops defeat the Americans at the Battle of Bunker (actually Breed's) Hill in Boston.

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August 22, 1775—King George III officially declares the American Colonies to be in a state of open rebellion.

November 14, 1775—Lord Dunmore, the royal governor of Virginia, offers freedom to slaves or indentured servants who agreed to fight against the Patriots.

March 17, 1776—British forces evacuate Boston after cannons captured by the Americans at Fort Ticonderoga are hauled overland 300 miles and installed in positions overlooking Boston harbor.

July 4, 1776—The Continental Congress approves the Declaration of Independence, and separates the colonies from the British Empire.

August 27, 1776—Washington's army is forced to retreat after being defeated by British and Hessian mercenary troops in the Battle of Long Island—the largest single engagement of the war. The British subsequently capture New York City, which will remain in their hands until the end of the war.

December 25, 1776—After retreating through New Jersey, Washington's army crosses the Delaware River on Christmas Eve, taking Hessian forces at Trenton by surprise. This and the subsequent American victory at Princeton on January 3, 1777 do much to restore American hope after earlier defeats.

September 19, 1777—American forces win the First Battle of Saratoga. The French take notice of the growing possibility of American victory over the British—their own traditional enemy.

May 4, 1778—The Continental Congress ratifies the Treaty of Alliance with France.

December 1778—The British occupy Savannah, Georgia. Frustrated by their inability to destroy Washington's Continental Army in the North, the British concentrate their efforts in the southern colonies, fighting against a successful guerilla campaign led by American generals Daniel Morgan and Nathaniel Green.

July 9, 1778—The Continental Congress approves the Articles of Confederation.

October 19, 1781—Cornered by American and French forces on land and blockaded by French warships at sea, British General Lord Cornwallis surrenders his army to Washington. Although peace is not officially ratified, this marks the end of the American Revolution.

January 14, 1784—The definitive articles of the Peace of Paris are ratified, formally establishing peace between the British Empire and the United States of America.

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Educator's Primer on the Historical Period

MISSION 1: "For Crown or Colony?"

I. The Roots of Rebellion: The French and Indian War

When, in 1776, the people of the thirteen colonies declared independence from Britain and formed the United States, they transformed both the history and the geography of North America. To most people in the middle of the eighteenth century, the union of Britain's North American colonies into a single nation would have seemed almost inconceivable. The thirteen colonies that would later form the United States—Massachusetts, Vermont, New Hampshire, Connecticut, New York, Pennsylvania, New Jersey, Delaware, Maryland, Virginia, North Carolina, South Carolina, Georgia—were all separate. There was little unity between them, and few institutions to foster it. In 1754 Benjamin Franklin and others put forward the Albany Plan, for a union of colonies to conduct defense and Indian affairs, but this came to nothing. Most colonies had closer, more regular ties with Britain than they had with each other, and to leading colonists the British connection seemed largely beneficial. The sparks of colonial rebellion were generated by British policies and colonists' responses to them after the French and Indian War.

Over the first half of the eighteenth century, the British government had rarely intervened in colonial business. It usually left governors and provincial assemblies to manage the colonies for themselves. For decades colonial elites had controlled the taxation and administration of their colonies. Still, the continent's increasingly important role in overseas trade and in Britain's rivalries with other European powers caused Britain's interest in the colonies to grow. The war of 1754 to 1763—its achievements and its consequences—would reshape British views of its colonial empire and its colonists' views of the mother country.



American colonists were repeatedly embroiled in wars, not usually of their own making, for which they had to raise armies and pay taxes. Often arising out of European concerns, these wars nevertheless involved North American territory. Colonists took pride in their "English liberties" —voting for representatives, protection from arbitrary power, common law rights such as that to trial by jury—and were content enough to support wars against France or Spain, which they saw as "tyrannies" unblessed by such privileges. Their support for war was greatest when colonial and British ambitions coincided. The 1754 peace pact reached six years earlier by Britain and France was broken by American events. France saw Virginia settlers and Pennsylvania traders, who were pushing west across the Appalachian mountains, as a threat to its territorial interests. When the French tried to build forts in the Ohio Valley, British and colonial governments warned them off. In western Pennsylvania in 1754, a Virginia militia unit under a young colonel named George Washington blundered into a skirmish with French troops, and touched off a war that would spread to Europe, India, and the Caribbean, as well as North America.

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The French and Indian War, as it was known in America, was successful for Britain and its American colonies, but also exposed disagreements between them. Colonists disliked having British troops "quartered" (compulsorily billeted) in their homes. The British did not view colonists as their equals; they looked down on colonial militias as less effective than their own regular soldiers, because the militias did not embody what they believed to be proper social subordination. Most British officers were aristocrats and gentlemen who commanded soldiers drawn from among the poor and disadvantaged. Many colonial militia units reflected the greater democracy of New World settlements, with much less social distance between officers and men.

The war also spurred British political interest in the colonies, and a shift toward greater intervention in colonial affairs. It had been costly, and Britain looked to the colonies to foot part of the bill. The end of the war also led to an economic downturn in the colonies. The slump was worst in Boston, which had sunk into an economic stagnation that the war had only temporarily alleviated. Its population ceased to grow around 1750, and some of its trade was drawn away by other ports, especially the rapidly growing towns of Philadelphia and New York. Boston was thrown into a severe postwar depression as work disappeared and many people found themselves without employment.

"For Crown or Colony?" Connections:

- Nat's older brother Christopher fought in the French and Indian War
- Mr. Edes describes the debt facing both Great Britain and colonists

II. Conflict Grows Between Crown and Colony

The French and Indian War also laid a heavy financial burden on Britain. The government of prime minister William Pitt had spent lavishly and raised taxes to conduct the fighting in the late 1750s. The new prime minister, George Grenville, faced enormous debts, as well as expenditures for the navy, army, and officials essential to keeping Britain's newly expanded empire intact. Reluctant to raise taxes further at home, Grenville's unstable administration looked to the American colonies to provide some of the necessary revenues. Parliamentary efforts to levy taxes in the colonies met with repeated resistance. Between 1765 and 1775, successive crises, each more serious than the last, drew increasing numbers of people from all levels of American society into a struggle that would eventually lead to independence. Animating this struggle was a growing belief that the British intended to remove their "liberties" and subject them to the tyranny of arbitrary government—to "enslave" them, as many colonists started to say.

Grenville began his effort to increase revenues from the colonies with the Sugar Act of 1764, designed to end the notoriously inefficient enforcement of the navigation laws. Since 1733 there had been a high duty imposed on molasses imported to North America from foreign colonies,

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but none on molasses from British colonies. Smuggling was easy and revenues suffered. The Sugar Act imposed a new, low duty on imported molasses, making smuggling less lucrative, and provided for more customs officers to be sent to America to enforce the law.

Grenville's next step ignited a serious crisis. In the Stamp Act of 1765 he extended to the colonies a measure already used in Britain: the requirement that a stamp be purchased for many documents and printed items (land titles, contracts, court documents, playing cards, books and newspapers). The tax had to be paid in hard currency, difficult to come by in the economic slump. The money raised would remain in the colonies to pay for troops and administration, but it would be controlled

by colonial governors, not the elected assemblies. The Stamp Act provoked widespread anger because it affected almost everyone. Apprentices signing indentures, young couples getting married, merchants making contracts, people making wills, buying or selling land or slaves, newspaper readers—all would have to pay the new tax. The act also hit at the power of colonial political elites. Political instability in Britain led to the ousting of Grenville, and to the repeal of the Stamp Act early in 1766. Parliament, however, emphasized in a Declaratory Act that it retained the right to "make laws and statutes . . . to bind the colonies and people of America . . . in all cases whatsoever." Although this act contained no specific measures, its spirit paved the way for further conflicts with the colonies.



Source: National Museum of American History
Smithsonian Institution, Behring Center

In 1767 Parliament and a new chancellor of the exchequer, Charles Townshend, tried to tax the colonies again, both to raise money and to exercise parliamentary supremacy. Believing that colonists had rejected the Stamp Act because it was an "internal" tax, collected within the colonies themselves, Townshend sought to levy "external" taxes on goods brought into the colonies. The Revenue Act of 1767 (the "Townshend Duties" or "Townshend Acts") taxed paint, paper, lead, glass, and tea as they reached America. Colonists regarded the distinction between internal and external taxes as invalid, so these duties again provoked fierce opposition.

Colonists objected to British taxes because without representation in Parliament they had no say in levying them, and because they saw taxation as part of a broader British plan to curb their liberties. Further resentment arose when Britain suspended the New York assembly after it refused to vote for supplies for British troops in the province, and then passed a Quartering Act obliging New Yorkers to board soldiers in their houses when required. The British also established a board of commissioners in Boston to run the colonial customs service, and in 1768 posted two regiments of troops to Boston to protect the commission.

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Prominent in the arguments over British policy were colonial political leaders, who gathered in the provincial assemblies to debate what action to take. In 1765 the Stamp Act provoked prompt opposition. In June, the Virginia House of Burgesses passed strongly worded resolutions against the act, and eight other colonial assemblies followed suit. In October, official delegations from nine colonies gathered in New York City for a Stamp Act Congress, which adopted resolutions condemning the measure, called for a boycott of British goods, and sent petitions to Parliament and an address to the king.

Colonists initially claimed that Parliament could not tax them for revenue because they were not represented in the House of Commons. Some pamphleteers came to suggest that Parliament might have no authority in the colonies, and that the colonial assemblies governed in its place, under the direct authority of the king. But this theory contradicted the British constitutional principle that the king ruled in and through Parliament and held no authority separate from it. Gradually, pamphleteers undermined virtually everything colonists had once believed about their relationship with Britain, reaching increasingly radical conclusions, so that by 1774 Thomas Jefferson could suggest that by migrating to the colonies settlers had placed themselves beyond the sovereignty of Parliament. Jefferson and like-minded colonial leaders were but a few steps short of regarding the American colonies as independent from Britain.

Yet Jefferson and his fellow pamphleteers did not conduct political argument in a vacuum. Attitudes toward Britain became radicalized in light of events acted out on the colonies' streets, farmlands, and households, as well as in the colonial assemblies. British taxes and British troops intruded on the lives of ordinary men and women. Crowd action had long been an integral part of colonial life. Now women and men deployed these traditions against the symbols of British rule. In New York alone, fifty-seven crowd risings took place between 1764 and 1775, and there were numerous similar episodes elsewhere. As popular crowds joined political elites in protesting British policy, they asserted their own sense of rights and justice, and helped turn protest into resistance.

Often protesters confined themselves to denouncing the British ministry, the Stamp Act, and its local agent. But protestors also touched on social divisions. A second Stamp Act riot on August 26 targeted symbols of wealth, culminating in a furious attack on the home of Lieutenant Governor Thomas Hutchinson. The crowd ransacked the house, and with considerable effort demolished the cupola that had made it one of the town's grandest residences. The destruction marked popular resentment, not just about British policy, but also at the power and privilege colonial rule gave to a few men. Popular leaders were alarmed at the crowd's excesses on August 26, and tried to avoid further attacks on symbols of wealth. But they could not prevent social differences and tensions from finding expression in cities including New York and Charleston.

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Opposition to the Stamp Act produced an unprecedented degree of political organization among colonists. Groups with names such as "Sons of Liberty" emerged in several towns and cities, and in later crises the name became a generic term for similar groups that provided the nucleus of a Revolutionary movement. Their members came from a variety of backgrounds and included many artisans. Wealthy merchants also protested, and made up an important segment of the Revolutionary leadership. Most famous was the Boston merchant and smuggler John Hancock. Finally, there were men who were not wealthy, but who did not (as the artisans did) work with their hands for a living, such as physicians, ship captains, and tavern keepers. As such men devoted themselves to building popular resistance to British authority, they started to transform American political life.

Colonists took Parliament's repeal of the Stamp Act early in 1766 as a sign that their protests had been successful, so when the Townshend Duties were enacted in 1767, protest resumed, lasting this time for over two years. Campaigners in the main ports organized non-importation agreements binding merchants not to purchase goods from Britain. Violators were publicly denounced as "Enemies to their Country," tarred and feathered, or had their houses daubed with the contents of cesspits. Symbols of wealth were again targets. Abstaining from imported products or fashions became a mark of Patriotic willingness to give up luxuries for the public good. Women as well as men supported the boycotts, and their support became important Patriotic symbols. They organized spinning bees to produce yarn for cloth that would substitute for British textiles, and announced their refusal to purchase or drink the tea imported by traders. For women usually barred from a formal public role, the Patriotic cause offered an opening into political events, and some claimed that their support for it should earn them political rights.

Artisans were the strongest supporters of non-importation, because it increased the demand for locally-made goods, a boon for them at a time of depression. In 1770, after the boycott collapsed and this demand diminished, many small artisans ended up in debtor's prison. But artisans were not just protecting their material self-interest. They were also asserting a right to participate in political decisions. Nothing could be "more flagrantly wrong," said one New Yorker, "than the assertion of some of our mercantile dons, that the Mechanics have no right to give their Sentiments."

In Boston, resentments came to a head as demonstrations against the Townshend Duties continued. On February 22, 1770, a customs official killed an eleven-year old boy when he fired his gun at some rioters. The boy's funeral was observed throughout the town. Feelings ran high. Local traders and British soldiers swapped insults and brawled as some of the latter looked for casual work, and then on March 5, 1770, a crowd confronted a detachment of troops guarding the customs house on King Street, throwing snowballs and brickbats at them. Frightened by what seemed to be a bloodthirsty mob, the soldiers retaliated. The troops opened fire, killing four Bostonians and fatally wounding a fifth. All five were laboring men: Crispus Attucks, a

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half-Indian, half-African sailor; Patrick Carr, an Irish journeyman leathermaker; Samuel Gray, a ropemaker; Samuel Maverick, an ivory turner's apprentice; and James Caldwell, a ship's mate.

Bostonians were incensed at what they soon came to call the "Boston Massacre," and radical propaganda ensured that the Massacre would remain firmly lodged in public memory. Paul Revere's engraving of the scene, widely copied and distributed, became the most familiar depiction of the event. Showing an orderly rank of Redcoats discharging their muskets into the crowd, Revere presented the massacre not as the result of panic, but as a deliberate act of murder by the British army.



Source: Library of Congress Online, Prints and Photographs Division, <http://www.loc.gov>

In the short run the incident marked the end of a phase in the resistance to British policies. Within months Britain removed its troops from the town of Boston to Castle Island in Boston Harbor and also repealed most of the Townshend Duties. With the radicals already divided, the non-importation movement collapsed. In time, though, the Boston Massacre came to seem a turning point in the conflict with Britain. For the next thirteen years, Boston observed March 5 as a day of public mourning. Radicals used the event to rebuild popular opposition to British rule. The Massacre's victims came to be viewed as the first martyrs of a Revolutionary cause, and the fact that they were laborers built support for that cause among the poor. An event that had grown out of the non-importation movement and reflected divisions in Boston society, instead became a basis for building a united coalition.

"For Crown or Colony?" Connections:

- Nat arrives in Boston during the occupation by British troops
- Nat encounters non-importation and non-consumption protests organized by the Sons and Daughters of Liberty
- Nat learns about the Townshend Acts that provoked the protests
- Royce witnesses the Seider murder and both Nat and Royce attend the Seider funeral which begins at the Liberty Tree
- Theophilus Lillie violates the non-importation agreement and is branded an "Enemy of His Country" in the Gazette
- Mrs. Edes organizes a spinning bee, promotes homespun, and refuses to drink imported tea
- Nat learns about the brawl at Gray's ropewalk which took place a few days before the Boston Massacre

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- Nat is an eyewitness to the confrontation between an angry Boston crowd and detachment of troops in front of the Custom-House that is known as the Boston Massacre

III. Resistance Becomes Revolution

Although concerted opposition to Britain receded, attacks on customs officers and other officials continued sporadically. These protests chiefly involved urban residents, not people in the countryside. This pattern changed during a further, still more serious imperial crisis, which began in 1773 with Parliament's passage of the Tea Act. Protest again began in the towns, but this time it spread to rural regions, where the vast majority of colonists lived. When rural people became engaged in the struggle, resistance turned to Revolution.

The Tea Act was not intended as a colonial taxation measure. Parliament was trying to solve the financial troubles of the British East India Company, permitting it to raise money by selling tea directly to America through chosen agents in each colonial port. Its prices would be low enough that, even after paying the Townshend Duty on tea (which the act cut in half), the company could undercut other merchants who had, as John Adams put it, "honestly smuggled" their tea from Holland.

The Act should have made everyone happy: Britain would get taxes, the East India Company would get revenue, and colonists would get cheap tea. Instead, it reignited American outrage at British policy. Colonists spurned the attempt to bribe them into accepting the tax on tea. Charleston landed its first cargo of tea, but Philadelphia and New York refused to let tea ships even enter their harbors. In Boston in November 1773, the first vessels carrying tea docked because Thomas Hutchinson, now governor (and whose sons were Boston agents for the East India Company), insisted that the cargo should land and the tea duty be paid. Daylong protest meetings of "the whole Body of the People" convened, choosing leaders to persuade Hutchinson to desist. Talks broke down. On the night of December 16, parties of Patriot leaders and workingmen boarded the ships and dumped the tea overboard into the harbor. This "Boston Tea Party" became a powerful emblem of American resistance. They were shifting from being "freeborn Englishmen" to becoming "American freemen."

Britain's response to the Bostonians' destruction of a valuable tea cargo was severe. Parliament passed four measures, which colonists called the Coercive or Intolerable Acts. These closed Boston harbor until the town paid for the tea, cutting off Boston's main source of livelihood; altered Massachusetts' government, revoking the 1691 charter that had given the colony the unique privilege of electing its own council, and limiting town meetings to one each year for the election of local officers; allowed British officials accused of wrongdoing to face trial in another province, or in Britain itself, away from Boston's charged atmosphere; and made it easy for the British to billet troops in colonial homes. Soon after the Coercive Acts were announced, in May

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1774, Thomas Gage, the general in charge of Britain's army in America, replaced Hutchinson as governor and Gage's troops reoccupied Boston.

Britain meant to show that it would retreat no further in the face of American protests, and would restore its authority in the colonies. But the Coercive Acts had exactly the opposite effect, redoubling the radical movement in Boston. Many Bostonians once sympathetic to the Crown began to change their views. More important, the British measures spread colonial resistance from town to countryside far more effectively than the Boston Committee of Correspondence had managed. By interfering with town meetings and county courts, the Coercive Acts carried Britain's quarrel with Boston to every corner of Massachusetts. Rural people, many of whom had been reluctant to oppose British policies, now acted to prevent the new measures from taking effect. In doing so, they turned their province away from the path of submission to royal authority and onto the road to Revolution.

Most significant of all, the Coercive Acts prompted popular action in other colonies too. By late 1774 much of New England was united behind Massachusetts. So was white Virginia where, despite the evangelical challenge to its leadership since the Great Awakening, the planter class remained firmly in control. Having suffered from weak tobacco prices in the 1760s and indebtedness to British merchants, many Virginia planters were reconsidering the benefits of being part of the British empire and coming to see colonial status as a disadvantage. Meanwhile, the colony's popular leaders, such as Patrick Henry, forged links between the gentry and others in the population, denouncing "luxury" and proclaiming the "virtue" of the Patriot cause. From 1774 to mid-1776 the combination of New Englanders and Virginia gentlemen led a drive for strong measures against Britain that would forge a path to independence.

These leaders found their forum in two Continental Congresses, formed of representatives from the different colonies gathered to resist British policies. Although inter-colonial cooperation had been attempted in response to the Stamp Act, it was less far-reaching than this. The first Continental Congress met in Philadelphia for six weeks in the autumn of 1774, and the second in May 1775. Convened to rally to the aid of Massachusetts, delegates came to the first congress from twelve, then thirteen colonies. They included participants in popular protests, such as artisan members of the Charleston Sons of Liberty who were among South Carolina's delegation. Led by radicals keen to make the rest of America see that they shared Massachusetts' problems, this congress passed the Continental Association, a measure that decreed a complete boycott of European products and called for the creation of committees throughout the colonies to enforce it.

Before the Second Continental Congress could meet, fighting with Britain broke out in Massachusetts. During the fall and winter of 1774–1775, New Englanders had collected weapons and organized their town militias to defend their extralegal committees and conventions. In September 1774, a mere rumor that British troops had left Boston to capture a

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provincial powder store set thousands of rural Massachusetts men marching eastward until they could be recalled. An observer reported women in their houses along the way "making Cartridges, [and] running Bullets . . . animating their Husbands and Sons to fight for their Liberties." It was a sign of what would come.

In occupied Boston a committee of artisans watched troop movements closely. The extralegal provincial congress began planning to raise an army of fifteen thousand men. But this army still did not exist when, on the night of April 18-19, 1775, General Gage dispatched troops to capture militia supplies hidden at Concord, some eighteen miles inland. The artisans' committee sent Paul Revere and other riders to warn the interior. When the British detachment reached Lexington, the town's militia was drawn up on the green to face it. They probably intended only a symbolic confrontation, but someone's gun went off, fire was exchanged, and soon eight militiamen were dead. The British troops marched on, completed their task at Concord, and set out back to Boston. Their outward march had been easy, but the return was not. Farmers and workmen rallied from the surrounding towns and attacked the British from the fields and woods along their route, scoring heavy casualties. Once the British had reached Boston, militia units—citizen-soldiers, poorly trained, and mostly without uniforms or good weapons—threw up siege lines around the city and kept the army penned up there.

In June the colonial militia again showed that they could fight. Gage decided to dislodge them from Breed's (Bunker) Hill overlooking Charlestown. He did so, but only at great cost. Determined to demonstrate the superiority of regular soldiers over the provincial forces he regarded as ill-disciplined, Gage launched a nearly suicidal uphill frontal assault on the defenses at the top. Before retreating to new positions, the militia killed or wounded nearly half of Gage's men. The British made no more such attacks, and when in the winter of 1775–1776 the provincials were reinforced by cannons captured from Ticonderoga, New York, Gage was obliged to withdraw from Boston altogether.

During the summer of 1775 the Continental Congress took steps to support the New England armies and ready the colonies for war. It appointed George Washington to head a new Continental Army that would fight alongside the provincial militias. The choice of Washington was based partly on his reputation from the French and Indian War, but it was also political. Appointment of a southerner like Washington was essential if the war was to become more than a New England affair. Moreover, Washington was a wealthy member of Virginia's ruling class, and he would bring prestige to this new position.

Between 1774 and 1776, as the dispute with Britain grew, many people in the colonies were forced to take sides. Among those who formed the Revolutionary coalition, there was a powerful feeling of belonging to a grand cause. But what some found exhilarating many others feared. Some of them decided to go along with Revolution, "swimming with a stream," as one

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New Yorker put it, "it is impossible to stem." Others decided that life would be unimaginable without a king and the social order he stood for.

Loyalism to Britain was strong in some places. In the prosperous farming country around New York City, Loyalists formed a majority. In the Hudson and Mohawk valleys, parts of New Jersey, Maryland's eastern shore, and much of the Carolina backcountry, Loyalists were numerous enough to turn the struggle between Britain and the colonies into a civil war.

Many who sided with the Revolution did so only after long hesitation. Prior to independence, the greatest disunity existed in Pennsylvania and New York, where political leaders were sharply divided. Much of New York's upper class, along with men such as Pennsylvania's John Dickinson, foremost of the pamphleteers against the Townshend Duties, hesitated on the brink long after Virginians such as Washington and Jefferson, and New Englanders such as John Hancock or John and Abigail Adams, had made up their minds for independence. After independence, these hesitant leaders did their best to obtain a new political order that would be secure for their own class.

The notion of radicalism had two dimensions that often, but not necessarily, coincided. On one hand, it entailed firm opposition to British measures, and a willingness to take steps that would lead, by 1776, to a complete break with British rule. On the other, some radicals went further, advocating social and political change within America itself. Between 1774 and 1776, committees formed to take on governmental functions became a new forum for urban artisans. Rural committees were often controlled by obscure farmers. Women, too, became involved in popular action, helping committee searches, enforcing boycotts, raising funds, and making clothing and supplies. These developments unleashed a greater militancy and radicalism, bringing new figures into public life and altering the way it was conducted.

The Revolution's most powerful pamphleteer, Thomas Paine, an English radical, had arrived in Philadelphia only in 1774 but quickly immersed himself in political journalism. Early in 1776, as the Continental Congress was wavering over whether or not to pursue independence from Britain, Paine's pamphlet *Common Sense* struck a powerful blow in favor. *Common Sense* embodied radicalism in both senses, arguing both for American independence and for a new form of politics and society in the former colonies. "We have it in our power," Paine wrote, "to begin the world over again." He used plain language, addressing the political concerns of Patriot elites whom he urged to sever ties to Britain, but he aimed particularly at artisans and farmers, whom he urged to join the political discussion. Independence would not only be just ("a government of our own is our natural right"), but also expedient: America's prosperity would follow from having "the legislative powers in her own hands."

Above all, Paine ridiculed the idea of a monarchy and the principle of government by hereditary succession. He laid out instead a plan for an independent America under republican

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government, in which annually elected provincial assemblies based on "more equal . . . representation" would be overseen by an elected congress governed by a Continental Charter. Paine's book won wide acclaim. Up to 150,000 copies were printed. From Georgia to New Hampshire people read and applauded Paine's argument for independence and his vision of a great popular democracy freed from the ties of European monarchy.

As the crisis deepened, the case for independence made increasing sense. The popularity of Tom Paine's argument and of other calls for independence helped move the cause forward, and the existence of the Continental Army gave Congress the political strength to contemplate such a step. In the early summer of 1776 the Continental Congress appointed Thomas Jefferson and others to draft a declaration of independence that, after making amendments, it adopted in early July. By declaring independence, and forming a new entity—the United States of America—Americans markedly raised the political and military stakes in their struggle with Britain. With independence, American radicals took the final step in redefining themselves and their protest against Britain. They no longer saw themselves as "colonists," as rebels against British authority, or as protecting their "rights and privileges [as] freeborn Englishmen." They were now free Americans defending their independent states against an overseas power.

Independence did much more, however, than alter Americans' relationship to Britain. The Declaration of Independence proclaimed universal rights, rooted not in British precedents, but in the laws of nature. It suggested a radical vision of a new American society. It affirmed that the ultimate source of authority should lie not with kings or rulers, but with "the good People of these Colonies." Its bold statement "that all men are created equal" reflected the popular attempt to wrest self-government and self-determination from the hierarchical power of an imperial monarchy. Alongside liberty and political rights it placed the concept of equality. Paine had written that "Whenever I use the words freedom or rights, I . . . mean a perfect equality of them. . . . The floor of Freedom is as level as water."

Yet Americans were not all agreed that equality or popular government should be the basis of their new nation. The citizen-militias of New England had brought them to war and Revolution, but Americans were divided as to whether these should provide a model for continuing the war or for forming new governments. George Washington's goal from the start was to build "a respectable army," and he gradually made conditions more and more like those of the British regulars his troops were fighting. The rough, often unruly democracy of the war's beginning was superseded by harsher discipline, and Washington's recipe for the Continental Army reflected the wishes of many members of Congress for an independent America. Once the British were finally removed, they hoped, they could build an ordered, disciplined society under the control of an American upper class. The tension between popular and elite conceptions of the new United States would be a recurrent theme throughout the Revolution and the events that were to follow.

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"For Crown or Colony?" Connections:

- Many key events including the Boston Tea Party, First Continental Congress, Battles at Lexington and Concord, publication of Common Sense, and the signing of the Declaration of Independence, are covered in the animated Epilogue

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BENJAMIN EDES



Born on October 14, 1732, Benjamin Edes was a third generation Massachusetts colonist whose grandfather had come over from Britain in 1674. In 1754, Edes married Martha Starr, with whom he would eventually have 10 children. A year later, at the age of 23, Edes and his partner John Gill became editors and proprietors of *The Boston Gazette and Country Journal*—a weekly newspaper which by the 1760s had become a influential anti-British publication.

Both John and Sam Adams were regular contributors to the *Gazette*, and Edes himself was a "Son of Liberty" whose writings were highly critical of British policies. Massachusetts Bay Colony Lieutenant Governor Andrew Oliver noted in a 1768 letter to England that "The temper of the people may be surely learned from that infamous paper [*The Gazette*]," while Governor Francis Bernard advised the arrest of both Edes and Gill as "trumpeters of sedition."

It was in the *Gazette's* offices that Patriots outraged at "taxation without representation" assembled on the afternoon of December, 16 1773 to drink punch and disguise themselves as Indians, before heading down to the harbor to make history with the Boston Tea Party.

During the siege of Boston during the Revolutionary War, Edes escaped with his family to Watertown, Massachusetts, where he continued the publication of the *Gazette* until 1798. He died on December 1, 1803.

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THEOPHILUS LILLIE

Born in Boston in 1730, Theophilus Lillie was a dry-goods merchant who achieved local notoriety in 1769 when he refused to participate in a boycott of imported British goods. Roundly condemned by his Patriotic peers, and with his own business now boycotted, the apolitical Lillie defended himself in an open letter published in the pro-British *Boston Chronicle* in which he acidly observed the hypocrisy of his critics and their outraged calls for representation in Parliament:

"... it always seemed strange to me that people who contend so much for civil and religious liberty should be so ready to deprive others of their natural liberty; that men who are guarding against being subject to laws which they never gave their consent in person or by their representative should at the same time make laws, and in the most effectual manner execute them upon me and others, to which laws I am sure I never gave my consent either in person or by my representative."



Lillie went on to warn against the mob mentality of majority rule, citing a good government's role in protecting the individual:

"If one set of private subjects may at any time take upon themselves to punish another set of private subjects just when they please, it's such a sort of government as I never heard of before; and according to my poor notion of government, this is one of the principal things which government is designed to prevent; and I own I had rather be a slave under one master (for I know who he is I may perhaps be able to please him) than a slave to a hundred or more whom I don't know where to find, nor what they will expect of me."

Lillie's sense and eloquence did little to save his business, which closed in 1770. He evacuated Boston along with the British military in 1776, and died the following spring in Halifax, Nova Scotia.

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PAUL REVERE

Paul Revere is best known for his famous "Midnight Ride" of April 1775, warning the colonists of the Massachusetts countryside that the British Army was coming. Revere was also a silversmith, Patriot, family man, Revolutionary War officer, and pioneer in the metal industry.



Paul Revere's exact date of birth is unknown; it is believed that he was born in December 1734 and was baptized on January 1, 1735. The Revere family lived in Boston, and when Revere was 19 years old his father died, leaving him the family silver shop. Revere went on to fight in the French and Indian War, most notably serving in the battle to take the French fort at Crown Point in New York. After his service in the army, he returned to Boston, joined the Freemasons, and befriended many prominent members of the Patriot community.

Revere maintained a solid family life and a thriving career in Boston. In 1757 he married his first wife, Sarah Orne, with whom he had six surviving children. After Sarah died in 1773, Revere married Rachel Walker, with whom he had an additional five children. During this time Revere kept the family silver shop running, while also doing work as an illustrator, copperplater, and dentist. As tension increased between the colonies and the Crown, he became more and more involved in the Freemasons and the Sons of Liberty.

Revere is said to have been involved in both the Boston Massacre and the Boston Tea Party, although the extent to which he organized and participated in the events is not known. Revere's famous engraving of the Boston Massacre was used in the trial of the British soldiers following the Boston Massacre. After the Boston Tea Party, Revere served as a messenger for the Boston Committee of Public Safety, carrying messages to New York and Philadelphia to alert them of British political and military activity.

Revere's most famous service to the Sons of Liberty is his noted "Midnight Ride," just prior to the battles of Lexington and Concord. On the night of April 18, 1775, Dr. Joseph Warren (a well-known Boston Patriot and Freemason) sent both Revere and William Dawes to warn John Hancock and Samuel Adams that the British army was starting to march toward Lexington. The route Revere took went over the Charles River, through Charlestown to Lexington; Dawes followed a longer land route.

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As Revere rode to Lexington he warned fellow Patriots of the advancing British army. He likely did not shout the famous phrase – “The British are coming!” – but warned that “the regulars are coming out.” Revere arrived in Lexington at midnight, and William Dawes half an hour later. After warning Hancock and Adams, the two messengers continued toward Concord. They were joined by a third rider, Samuel Prescott, but all three were stopped by British troops at a roadblock. Dawes and Prescott managed to get away, but Revere was detained by the troops and escorted back to Lexington.

During the Revolution, Revere played a key role in the Patriot movement, and spent a year in Philadelphia. After returning to Boston he became a Major of Infantry in the Massachusetts Militia, and was soon promoted to the rank of Lieutenant Colonel. In 1779 he participated in the failed Penobscot Expedition, for which he was accused of disobedience, cowardice, and unsoldierly conduct. He left the military, and a later court-martial cleared him of the charges.

After the war, Revere went back to his silver shop, expanding his business to include iron and brass foundry work. He helped to establish the industry of copper plating, and opened the first copper mill in North America. Revere resigned from the Freemasons in 1809, and politically was a dedicated Federalist, closely following Alexander Hamilton. He died on May 10, 1818.

PHILLIS WHEATLEY

Phillis Wheatley was the first published African-American female poet. Enslaved by a wealthy Boston family, she received much acclaim for her work and was eventually freed from slavery. Once on her own, she married a free black man; however, they separated and she died at a young age in poverty.



Phillis Wheatley was born around 1754 (the exact date is unknown), in Gambia, now Senegal. She was kidnapped at age seven and taken from Africa on a slave ship called “Phillis,” for which she was named. Upon arrival in Boston, she was purchased by John Wheatley, a wealthy merchant. The Wheatley family recognized Phillis's intelligence and talents and encouraged her education in subjects such as poetry, history, Latin, and religion and Bible studies.

Wheatley published her first poem at the age of twelve, “On Messrs. Hussey and Coffin.” In 1768 she wrote a poem praising England’s King George III for repealing the Stamp Act. She rose to fame in 1770 after writing a poem about a well-known Boston religious figure, George Whitefield, following his death. By writing a tribute

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to such a popular figure, Phillis earned recognition from many prominent members of Boston society and throughout the colonies. While the majority of her poetry focused on religious and moral themes, a small number referenced the institution of slavery and its injustices.

To most of the people living in Boston in the late 18th century, it was unthinkable that an enslaved black woman could create poetry at all, especially not of the caliber of Phyllis's poetry. In 1772 her writing was questioned, and it was defended in court by John Wheatley before such prominent figures as John Hancock and the Governor of Massachusetts. It was decided that the poems were, in fact, written by Phillis. A declaration stating this was signed, and would later serve as the preface to her book. Despite winning the trial, no one in Boston would publish her book of poetry. With the help of the Wheatley family and a British noblewoman, Phillis traveled to London. In 1773 her volume of poetry, *Poems on Various Subjects, Religious and Moral*, was published there. The Wheatleys were impressed with Phillis's success, and gave Phillis her freedom following the publication of her book.

Phillis's talent was recognized by Americans and Europeans alike. In March of 1776 she appeared before George Washington and other founding fathers to read her poetry. The Revolutionary War naval hero John Paul Jones was a vocal fan of her work, and would send her some of his own writings. French writer and philosopher Voltaire openly praised her poetry, and contemporary African-American poet Jupiter Hammon wrote an ode to her.

Phillis stayed with the Wheatley family until John Wheatley's death in 1778. A month later Phillis married a free black man named John Peters. The couple was forced to flee Boston during the British occupation to the town of Wilmington, Massachusetts. John Peters fell into debt, and left Wheatley with their one surviving child. Phillis found work as a servant, but ultimately died in poverty in 1784.

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About Mission 1: "For Crown or Colony"

The mission is set in Uxbridge and Boston, Massachusetts, in the winter and early spring of 1770.

Students playing the game will assume the role of 14-year-old Nathaniel ("Nat") Wheeler, who is about to embark on an adventure as the game opens. Nat's father has secured Nat a trial apprenticeship in the Boston print shop of Benjamin Edes.

Nat's father is eager for Nat to have the opportunity to learn from a respected printer like Mr. Edes. If Nat can earn Mr. Edes' respect and trust by demonstrating his seriousness, obedience, and aptitude for the craft of printing, Edes will secure his future in the respectable printing business.

Nat's success in his apprenticeship is critical to his own future as well as his parents' happiness. Nat's oldest brother Christopher, heir to the family farm, disappeared eight years earlier when he ran off to fight in the French and Indian War. With Nat's middle brother Samuel next in line to inherit the farm, Nat's best hope of long-term success and happiness lies in learning a trade.

Nat soon finds himself in Boston, where everyone, it seems, has an opinion on the colonies' rights and duties as British subjects the taxes imposed by Parliament. From rowdy apprentices harassing British soldiers, to merchant resistance to customs taxes, to boycotts of British goods, Boston is an unhappy town.

As Nat, students playing the Mission will be charged with a number of tasks while working to gain the apprenticeship. From selling advertisements to merchants, to confronting soldiers patrolling the wharves, Nat's activities will introduce the player to the full strata of colonial society and the growing tensions within it. Students will also examine primary source documents from the period as they work to gain Mr. Edes's respect, and interact with historical figures such as Phillis Wheatley and Paul Revere.

During the Mission, students will play through several "days" of Nat's apprenticeship, ranging from February 21, 1770 to March 6, 1770. Each day in Nat's life focuses on different elements of the growing tensions between the colonists and the Crown.

In addition to building historical knowledge, the mission engages students with exciting plotlines and a sense of daily life in the 1770s. Each student playing the game will have a unique gameplay experience based on individual choices, skill, and understanding of the period.



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Regardless of which paths students choose, Nat witnesses the Boston Massacre on the night of March 5, 1770. In the aftermath of the Massacre, Nat will be forced to make decisions about where his allegiances lie. Ultimately, it will be up to the player to determine whether or not Nat continues his apprenticeship and joins the Patriot cause in Boston, runs away to sea, or remains loyal to the Crown.

After the player chooses Nat's path, the player learns about Nat's ultimate fate and the inexorable march of the colonies toward Revolution.



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Nathaniel ("Nat") Wheeler

- Fourteen-year-old son of a middling farmer.
- Has spent his entire life on his family's farm in Uxbridge, MA.
- Can't inherit the farm, since his older brother will.
- Takes the opportunity to become an apprentice in the print shop of Benjamin Edes in Boston.
- Wants to succeed as an apprentice, but not sure he'll like the life of a printer; trying to figure out the path he'll take in life.

Thinking about Nat's Perspective: Nat is new to Boston and must figure out (like students) what the conflicts are all about, and where he stands on them. Does he have a stake in the arguments over taxes, troops, and protest? Who will he side with? What life will he lead?



Royce Dillingham

- A ropemaker's apprentice at Gray's Ropewalk.
- Poor, with no family means – a member of the 'worsers' sort.
- Street smart and tough, has lived in Boston his entire life.
- Works for the Sons of Liberty staging protests with other apprentices outside Loyalist stores.
- A favorite of Mrs. Edes, the wife of Nat's employer.
- Hates British soldiers, who he likes to antagonize.
- Supports the colonists' non-importation agreement, and angrily opposes merchants who sell imported goods.

Thinking about Royce's Perspective: Royce is eager to take part in any action against the Crown, including mild violence. Is he too eager? Does he protest in order to get fairness and justice – or mainly for fun? Colonists who debated the threat vs. the potential of the 'mob' wondered the same thing.

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Solomon Fortune

- A laboring free black man.
- Born into slavery on a sugar plantation in the West Indies.
- Works as a sailor for a ship's captain. When his vessel is in port, works at the waterfront unloading and loading cargo.
- No fan of Parliament's taxation and trade policies, since they restrict the shipping trade that he depends on for a living.
- Skeptical towards the Patriot movement, since he doubts it will extend emancipation to slaves.

Thinking about Solomon's Perspective: How would a free black man view the tensions between the Colonies and the Crown? Would he be indifferent? Interested in one side or the other winning? Happy to see them arguing and fighting? Why?



Mrs. Martha Edes

- Wife of printer Benjamin Edes, Nat's employer.
- A competent "goodwife."
- Very interested and involved in politics.
- Takes a leadership role among women in organizing consumer boycotts by hosting Spinning Bees and refusing to drink tea.
- Supports locally-made goods, as a protest against British taxes.
- Opposes the selling of imported goods from Britain.
- Is kindly and helpful toward Nat, and considers Royce one of her favorites.

Thinking about Mrs. Ede's Perspective: Women in colonial society could not participate in public life and argument in the same ways men could. What alternative types of action does Mrs. Edes engage in? How effective might she and other women feel? Why?

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Phillis Wheatley

- Sixteen-year-old slave belonging to merchant John Wheatley.
- Has been taught how to read and write by the Wheatleys.
- Writes poetry supporting the Patriot cause and more romantic ideas about liberty and virtue.
- Is trying to get a book of her poems published but is having a hard time getting enough financial support from the local community.
- Believes the Patriot cause is connected with the freeing of slaves.

Thinking about Phillis' Perspective: Phillis is a 'well-treated' slave (which complicates students' thinking about slavery and freedom). Does she support the Colony over the Crown out of gratitude, because her master John Wheatley treats her well? Because she yearns for liberty despite this? Will her support for the Patriot cause be rewarded after Independence?



Paul Revere

- Boston silversmith.
- Member of the Sons of Liberty.
- Strongly opposed to the occupation of Boston by British troops.
- Opposed to taxes levied on colonists by the Crown.
- Supports crowd action in order to overthrow the Crown's control of the colonies.

Thinking about Revere's Perspective: Paul Revere is a successful artisan who lives and dresses modestly; he opposes the Crown's interference in Boston's society, economy, and government; like Edes, uses the printing press as a Patriot weapon against the Crown, most famously in his engraving of the Boston Massacre. What might his attitude be towards aristocrats? Workers? British soldiers?

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Hugh White

- British customs sentry.
- Not happy about being in Boston, since army conditions are harsh and the town of Boston is unwelcoming.
- Loyal to the Crown and its policies.
- Weary of mob actions in the streets.
- Dislikes Royce and the street gangs of apprentices.

Thinking about Hugh's Perspective: Hugh White is a private in the British army; he has been trained to fight against Britain's enemies like France, and does not like the idea of babysitting a bunch of colonists who won't pay their taxes; he wants to be reassigned outside of Boston. How is the occupation of Boston different from other "battles" that British soldiers have fought?



Constance Lillie

- Niece of Loyalist shopkeeper, Theophilus Lillie.
- Visiting Boston from New York.
- Sophisticated and kind; enjoys the "finer things."
- Happy with the status quo.
- Likes Nat, though she generally would not converse with someone as low as an Apprentice.
- Thinks that the Sons of Liberty should not interfere with the livelihood of merchants who sell goods imported from England.
- Fears the violence of protesting crowds.

Thinking about Constance's Perspective: As the niece of a successful shopkeeper who sells lots of British goods, Constance benefits from the colonial system, and doesn't see the need for change. How does this affect her view of soldiers, boycotts, and violent protests?

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Mr. Benjamin Edes

- Master-craftsman printer.
- Member of the Sons of Liberty.
- Prints the *Boston Gazette*, a Patriot paper.
- In his paper he condemns local merchants, such as Theophilus Lillie, for selling imported goods.
- Strongly in favor of the non-importation act (that is, opposed to merchants selling imported goods from Britain).
- Opposed to taxes levied on the colonies by the Crown.

Thinking about Mr. Edes' Perspective: Mr. Edes is a political "radical" – he is a Patriot and outspoken critic of the Crown and British soldiers; by printing attacks on the Crown, he puts his personal and professional life at risk; he does not appear to participate in crowd actions and street protests but portrays them sympathetically in his newspaper. How effective is the printing press as a weapon against the Crown? By printing attacks on the Crown, is Edes being a traitor to the English?



Mr. Wheeler

- Middling farmer from Uxbridge, Massachusetts.
- Father of Nat Wheeler.
- Sets Nat up as an apprentice in Boston because his older brother Samuel, rather than Nat, will inherit the farm.
- His eldest son Christopher went off to fight with the British army to protect the American frontier in the French and Indian War.
- As a farmer, feels he has little stake in the political arguments in Boston over taxes and troops.
- Concerned about how Nat will handle the conflict in Boston; advises him to not get too involved.

Thinking about Mr. Wheeler's Perspective: Why would a farmer like Mr. Wheeler not be too concerned about British tax policies and troops?

TEACHER'S GUIDE

Character Overview

MISSION 1: "For Crown or Colony?"



Theophilus Lillie

- Loyalist shop-keeper who sells many goods imported from England.
- Defies the colonists' non-importation act – continues to import and sell British goods.
- Angry at the *Boston Gazette* and its printer Benjamin Edes for calling him names in the paper.
- Supports the Crown's rule over the colonies as opposed to mob rule.
- Supports the Townshend Act as a way for the Crown to fund its protection of the colonies.

Thinking about Mr. Lillie's Perspective: Mr. Lillie does not want to upset the colony's relationship to the Crown. For him, taxes are only fair to help pay off British debts; troops in Boston mean protection from dangerous crowds; and colonists' violent protests against the Crown are nothing but mob actions to be condemned. What reasons would he give for these positions?

MISSION 1: "For Crown or Colony?"
Pre-Game Activity
Was the Principal of Empire Middle School Fair and Right?
Exploring Point-of-View

A NOTE TO THE EDUCATOR:

Read the following text to the class:

Late last September, Mr. Imus Dubedder, the principal of the Empire Middle School, came on the loudspeaker and said the following:

"Good morning, boys and girls. I have recently received a report on the scores our students earned on last spring's state-wide reading and math tests. Unfortunately, each of those two school averages has gone down by several percentage points. The superintendent of schools has called to express his disappointment in us and to say that we must improve. The superintendent closed down three schools last year because of low scores over a period of time, and no one wants that to happen to Empire.

"So, effective immediately, I am instituting the following changes: First, the physical education program, and the music and arts programs will be cut back one period per week per student, and those periods will be used for extra reading and math study and test prep. Next, all English and math teachers are instructed to give at least two extra hours of weekend homework in those subjects.

"While this might not be the best news, as good citizens of Empire, you all understand that it is the right thing to do, and so I know I can count on your complete cooperation with these measures. Thank you and have a good day."

(Take questions for clarification and/or read the passage again.)

Now, I'm going to ask you to choose a ticket from the grab bag (or assign the roles to small groups of students who will work together). On the ticket will be the name of a person and a brief description of that person's relationship to the Empire Middle School community (give your students an example.). You (or your group) will be taking on the part of the person named on your ticket. Think about how you might feel about the principal's announcement if you were that person. Make notes in the first person, that is, as if you were that person. When you're ready, we'll discuss your responses.

Does anyone have any questions?

MISSION 1: "For Crown or Colony?"

Pre-Game Activity

Was the Principal of Empire Middle School Fair and Right?

Exploring Point-of-View

Student Organizer (cut up this page and put each slip into your class grab bag)

Mr. Imus Dubedder School Principal	Mr./Ms. Latburn Phys Ed Teacher
Mr./Ms. Sideman Assistant Principal	Altrie Harter Student who had low grades in last year's reading and math tests
Jess Fein Student who had excellent reading and math grades on last year's reading and math tests	Ms. Uneeda Reedmore English Teacher
Mr. Adam Upp Math Teacher	Your Parent or Guardian If you were a student at Empire Middle School (You can decide what your grades on last year's tests were.)

MISSION 1: "For Crown or Colony?"
Pre-Game Activity
Was the Principal of Empire Middle School Fair and Right?
Exploring Point-of-View

Give your students what you feel is an appropriate length of time to write their opinions and the reasons for them before they discuss with anyone. If students are working in groups, tell them not to discuss the questions before they write, but give them time to share their ideas before reporting out to the class.)

Ask your students the following questions:

1. Was Mr. Dubetter's proclamation over the loudspeaker the right thing to do?
2. What reasons can you give for agreeing with him/her?
(Example: Mr./Ms. Sideman may say " Principal Dubedder only has the best interest of every student in the school in mind. He wants everyone to improve. No one likes to work harder if they don't have to, but even the students who did well last year might do even better this year.")
3. Was Mr. Dubetter's proclamation over the loudspeaker the wrong thing to do?
4. What reasons can you give for disagreeing with him?
(Example: Jess Fein may say "I think it's wrong. My grades were excellent. Why do I have to lose gym, art and music and do extra work? I'm being punished for nothing!")

Discussion:

Most of the students should be eager to express themselves on these questions. Keep track of the responses on your board or on charts on which the characters' names are written. If the students work in groups, you might decide to have one person report from each group or to have each group write their responses on chart paper that can be shared.

After you feel that most or all of the class is on board (they don't have to agree, just be involved), refer to one of the sections of the responses and say:

Does it make sense that _____ would be for/against this? Why?

Take responses.

Repeat this process for a few of the other characters.

If no one has articulated the concept yet, say:

So, then, who is right?

Try to elicit from the class some expression of the idea that, at least in this case, what a person feels is right might depend on who he/she is in the situation, how he/she is affected by a decision someone else makes.

Ask others if they agree. If there's time, ask for other examples of similar instances in their lives.

Close by complimenting the students on their thinking, and by telling them that in the activities of the next several days, they may see a similar phenomenon, that is, that characters they meet may feel

MISSION 1: "For Crown or Colony?"
Pre-Game Activity
Was the Principal of Empire Middle School Fair and Right?
Exploring Point-of-View

differently about an issue depending on their particular points-of-view. You can decide to make the connection between this discussion and the game/historical period, or you can revisit this topic after the students play the game.

Extension:

Decide the most appropriate and effective way to share the poem, "The Blind Men and the Elephant," by John Godfrey Saxe. A copy of the poem follows on the next page.

Then, encourage students to articulate the connection between the previous activity, the period they are studying (including the MISSION US game), and this poem.

Some variations:

- 1. Read the poem aloud without pausing for questions or comments. Allow the students about five minutes to write a paragraph explaining what the poem is about. Then discuss their ideas.*
- 2. Read the poem to the class, pausing to have students paraphrase after each chunk. Write their interpretations on the board. At the end, ask them to look at the notes, tell the story of the poem, and to explain its lesson.*
- 3. Call on students to read parts of the poem aloud, and then proceed according to the directions of #1 or #2.*
- 4. Give each student an annotated copy of the poem. Allow time for all the students to read it independently. Then discuss as suggested above.*
- 5. Give each student an annotated copy of the entire poem and allow time for them to read it independently. Assign each of six groups of students one of the six men of Indostan. In the discussion, call on each of the groups to read their stanza and to interpret it for the class. You might have each of the students in each group make a small drawing (4.25 in X 5.5 in) of the elephant from the point-of-view of their person to share. Then discuss the poet's conclusion together. Students might color their drawings for homework and they could be posted around a copy of the poem.*

MISSION 1: "For Crown or Colony?"

Pre-Game Activity

Was the Principal of Empire Middle School Fair and Right?

Exploring Point-of-View

<p><u>E'en</u>- even</p>	<p>The <i>Fifth</i>, who chanced to touch the ear, Said- "E'en the blindest man Can tell what this resembles most; Deny the fact who can, This marvel of an Elephant Is very like a fan!"</p>
<p><u>grobe</u>- search by feeling</p>	<p>The <i>Sixth</i> no sooner had begun About the beast to grope, Then, seizing on the swinging tail That fell within his scope, "I see," -quoth he,- "the Elephant Is very like a rope!"</p>
<p><u>Disputed</u>- argued</p> <p><u>Exceeding stiff and strong</u>- going beyond just being stubborn</p>	<p>And so these men of Indostan Disputed loud and long, Each in his own opinion Exceeding stiff and strong, Though each was partly in the right, And all were in the wrong!</p>
<p><u>oft</u>- often</p> <p><u>theologic</u>- religious</p> <p><u>disputants</u>- those involved in the argument</p> <p><u>I ween</u>- I believe</p> <p><u>rail on</u>- complain bitterly</p> <p><u>prate</u>- chatter at length about nothing really important</p>	<p>MORAL,</p> <p>So, oft in theologic wars The disputants, I ween, Rail on in utter ignorance Of what each other mean; <i>And prate about an Elephant Not one of them has seen!</i></p>

MISSION 1: “For Crown or Colony?”
Part 1: New in Town (February 21, 1770)
Document-Based Activity
Translating “The Liberty Song” from English to English

A NOTE TO THE EDUCATOR

One reason a document-based question can be difficult for students is that passages may be written in period grammar using vocabulary that is unfamiliar. Learners need to make sense of a passage before they can answer questions about it.

This activity challenges groups of students to work together to decode just one part of a longer piece. Assign different stanzas to groups of students and ask them to use the suggested strategies to figure out the meaning of their stanza. They should work out loud. They should begin with the parts that they do know and work out to the parts that are less familiar. When the group makes sense of the stanza, each group member should write it down.

Then, when all the groups are ready, have them report out in turn and see if the class can reach consensus about what the song means.

Given what the students may be learning about the growing tension between colonists and importers of British goods, they may be able to reason out why, in the chorus, the singers are talking about supporting the cause of liberty with their money rather than with their lives. That would come later on.

MISSION 1: "For Crown or Colony?"
Part 1: New in Town (February 21, 1770)

Document-Based Activity

Translating "The Liberty Song" from English to English

"The Liberty Song" was written to be sung to the tune of a popular English tune called "Heart of Oak." The American lyrics were written by John Dickinson and published in 1768. Dickinson was a lawyer, a governor of Delaware and Pennsylvania and a Revolutionary leader.

Directions:

Times change and so does the style of English we speak and songs we listen to. Read the first stanza of the song in the left-hand column. Notice that someone has translated it from rhyming song lyrics that read like a poem into ordinary English prose in the right-hand column.

Your job is to read the stanza your group has been assigned and to do the same thing. You may use any resources you need in order to decode the lines.

Strategies to try:

- Work out loud. Try emphasizing different words.
- Divide the sentences into parts that sound like chunks of meaning and work on each, one at a time.
- Find the words and phrases you do understand to help you make sense of the ones you don't.
- Rearrange words and phrases.

1. Come, join hand in hand, brave Americans all,
And rouse your bold hearts at fair Liberty's call;
No tyrannous acts shall suppress your just claim,
Or stain with dishonor America's name.

1. Come all Americans, join hand in hand,
and rouse your brave hearts because
beautiful Liberty is calling you. No actions
of a dictator can hold you back from getting
what is rightfully yours, and it also won't
dishonor you as an American.

2. Chorus

*In Freedom we're born and in Freedom we'll live.
Our purses are ready. Steady, friends, steady;
Not as slaves, but as Freemen our money we'll give.*

MISSION 1: "For Crown or Colony?"
Part 1: New in Town (February 21, 1770)

Document-Based Activity

Translating "The Liberty Song" from English to English

<p>3. Our worthy forefathers, let's give them a cheer, To climates unknown did courageously steer; Thro' oceans to deserts for Freedom they came, And dying, bequeath'd us their freedom and fame.</p> <p><i>Chorus</i></p>	
<p>4. The tree their own hands had to Liberty rear'd, They lived to behold growing strong and revered; With transport they cried, Now our wishes we gain, For our children shall gather the fruits of our pain.</p> <p><i>Chorus</i></p>	
<p>5. Then join hand in hand, brave Americans all, By uniting we stand, by dividing we fall; In so righteous a cause let us hope to succeed, For heaven approves of each generous deed.</p> <p><i>Chorus</i></p>	

(Song lyrics taken from <http://www.contemplator.com/america/liberty.html>)

MISSION 1: "For Crown or Colony?"
Part 1: New in Town (February 21, 1770)
Review Questions

A NOTE TO THE EDUCATOR:

The purpose of these questions is to check the students' understanding of the action of the game and the history embedded in that action. Since the outcome of game play can vary depending on the choices the student makes, the answers to the questions might also vary.

Some students might learn information later than others, or not at all. If you choose to discuss students' responses as a whole group, information can be shared among all your "Nats."

There may be more questions here than you want your students to answer in one sitting or in one evening. In that case, choose the questions those feel are most essential for their understanding of Part 1.

Feel free to copy the following pages of this activity for your students.

If you are not planning to have your students write the answers to the questions, you'll need to modify the directions.

MISSION 1: "For Crown or Colony?"
Part 1: New in Town (February 21, 1770)
Review Questions

Name: _____

Date: _____

Directions: After you play Day 1, read and answer these questions from the point of view of your character, Nat. You may not know all the answers, so do the best you can. Write in complete sentences and proofread your work.

1. Why were you sent to Boston to be a printer's apprentice rather than one of your brothers?

2. When was the last time you saw your brother Christopher? Where did he go?

3. What are some of the ways you can demonstrate to Mr. Edes that you are worthy of the apprenticeship in his shop?

4. What do you learn from Royce about his political opinions?

MISSION 1: "For Crown or Colony?"
Part 1: New in Town (February 21, 1770)
Review Questions

5. This is the first time you've been to Boston, a very big city compared to Uxbridge. What does it look like? What are some of the things you see?

6. On this day, in addition to Mr. and Mr. Edes and Royce, you may have met the following people. Make a note or two next to the name of each. *For this question, your notes don't have to be in complete sentences.*

a. Constance Lillie
b. Paul Revere
c. Theophilus Lillie
d. Hugh White
e. Solomon Fortune
d. Phillis Wheatley

7. If you have sold an ad to Constance, you were told by Mr. Edes to return the money to her. Why does he refuse to print her ad?

MISSION 1: "For Crown or Colony?"
Part 1: New in Town (February 21, 1770)

Review Questions

8. Did you doff your hat to the British customs official? If you did, why did you? If you did not, why didn't you? If you know what a British customs official does, write it.

MISSION 1: “For Crown or Colony?”
Part 1: New in Town (February 21, 1770)
Vocabulary Activity

A NOTE TO THE EDUCATOR:

On the following pages, you will find “flashcards” with terms and definitions (both combined and separate) that your students may encounter while playing Part 1 of “For Crown or Colony?” These terms and definitions can be introduced and practiced before or during the time students see or hear them in the context of Mission US or in their American history study. The discussion questions and writing prompts will provide further opportunities for students to have more practice with the words and terms.

Divide your students into small groups of four or five, and ask each group to review the terms and definitions.

After your students have had a chance to review and discuss the terms and definitions, distribute the letter from Nat to his parents back home in Uxbridge. Review the directions with your students, and ask them to complete the letter using the terms they studied.

Here are the terms which should be inserted into each paragraph of Nat’s letter:

Paragraph 1- contract, master, apprentice

Paragraph 2- Seven Year’s War, journeyman, master

Paragraph 3- redcoats

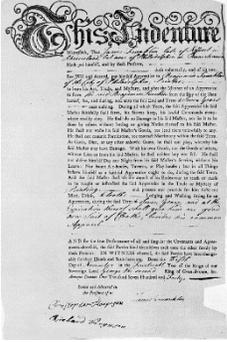
Paragraph 4- artisans, printer, freedman, slave, slavery

Paragraph 5- Patriot, merchant

MISSION 1: "For Crown or Colony?"

Part 1: New in Town (February 21, 1770)

Vocabulary Activity

<div style="text-align: center;">  </div> <p style="text-align: center;"><u>Apprentice</u></p> <p>An <i>apprentice</i> is somebody who is being trained by a skilled professional in an art, a craft, or a trade. In colonial trades, this person learned from, and worked for, the master.</p>	<div style="text-align: center;">  </div> <p style="text-align: center;"><u>Master</u></p> <p>The <i>master</i>, in this case, could mean two things: first, a master craftsman is someone at the highest level of skill in a trade or occupation. In colonial trades, this person was most often the owner of the business. The master is also the person with whom an indenture contract is made.</p>
<p style="text-align: center;"><u>Patriot</u></p> <p>In colonial times, a <i>Patriot</i> was a proud supporter of the American cause: at first, this meant freedom from what were considered unfair British laws. Later on, it also meant a person who was in favor of American independence from the British Empire.</p> <div style="text-align: center;">  </div>	<p style="text-align: center;"><u>Contract</u></p> <p>A <i>contract</i> is a formal, usually legal agreement. It can also be a more general term for an <i>indenture</i>, a work agreement with strict terms, usually lasting seven to ten years. In exchange for room and board and instruction in a trade, the servant was at the mercy of the master. Servants often worked long hours and suffered harsh treatment and conditions.</p> <div style="text-align: right;">  </div>
<div style="text-align: center;">  </div> <p style="text-align: center;"><u>Merchant</u></p> <p>A <i>merchant</i> is someone who buys and sells goods, especially in large quantities. These people shipped goods to and from other colonies, to England and to Europe and Africa. They were often among the wealthiest and most respected colonists.</p>	<p style="text-align: center;"><u>Redcoat</u></p> <p>"<i>Redcoat</i>" was a nickname for a British soldier serving in America, so named because of the color of the coat he wore. It was not as insulting as two other nicknames, "bloodyback" and "lobster." It was similar to the modern nickname "cops" for police officers, so-named because of the copper buttons on their uniforms.</p> <div style="text-align: right;">  </div>

MISSION 1: "For Crown or Colony?"

Part 1: New in Town (February 21, 1770)

Vocabulary Activity

Artisan

An *artisan* is a skilled craftsman, who makes tools, decorative objects, books, or clothing by hand.



Journeyman

A *journeyman* is an artisan who has completed an apprenticeship and is fully trained and qualified, but who still works for an employer or master craftsman.



Slave



A *slave* is somebody who is forced to work for somebody else. Since this person was regarded as property, he or she received no payment for their work.

Freedman



A *freedman* is a person who has been freed from slavery. In colonial America and before the Civil War, these people were required to carry papers that proved they were free. Many were kidnapped back into slavery.

Slavery

Slavery is a system based on using enforced labor and regarding those laborers as property. This institution has existed in many different societies and time periods. In the British colonies and later the U.S. these enslaved workers faced harsh treatment and no rights.

Printer

A person who presses type and ink onto paper. In colonial shops this person often wrote, edited, and published newspapers and pamphlets.

A LIST of the Names of *those*
 who are actually concerned in the
 execution of the Stamp Act, by
 inserting their Names in the
 following Lists, by inserting their
 Names in the following Lists,
 according to the Agreement.

John Bernard,
 (Opposite the Sign of the Lion.)

James McHugh,
 (Opposite the Sign of the Lion.)

John Meade,
 (Opposite the Sign of the Lion.)

Nathaniel Rogers,
 (Opposite the Sign of the Lion.)

William Jackson,
 (Opposite the Sign of the Lion.)

Joseph Loring,
 (Opposite the Sign of the Lion.)

John Taylor,
 (Opposite the Sign of the Lion.)

Samuel & Elizabeth Cummings,
 (Opposite the Sign of the Lion.)

John Williams, Esq; & Son,
 (Opposite the Sign of the Lion.)

And, *Henry Barnes,*
 (Opposite the Sign of the Lion.)

IT will certainly be observed by comparing these
 Lists, that the Names of the several
 Persons who are actually concerned in the
 execution of the Stamp Act, are
 inserted in the following Lists,
 according to the Agreement.

MISSION 1: "For Crown or Colony?"
Part 1: New in Town (February 21, 1770)
Vocabulary Activity

Seven Years' War



This was a bloody costly war (1756-1763) between England

and France. Part of the war was fought in North America, where both countries claimed land. The fighting occurred on the northern and western frontiers (the parts of the English territory that bordered or overlapped the French territory). In North America, the war became known as the French and Indian War.

MISSION 1: "For Crown or Colony?"
Part 1: New in Town (February 21, 1770)
Vocabulary Activity

Apprentice



Master



Patriot



Contract



Merchant



Redcoat



MISSION 1: "For Crown or Colony?"
Part 1: New in Town (February 21, 1770)
Vocabulary Activity

Seven Years' War



MISSION 1: "For Crown or Colony?"
Part 1: New in Town (February 21, 1770)
Vocabulary Activity

<p>Somebody who is being trained by a skilled professional in an art, a craft, or a trade. In colonial trades, this person learned from, and worked for, the master.</p>	<p>This craftsman is someone at the highest level of skill in a trade or occupation. In colonial trades, this person was most often the owner of the business. This is also the person with whom an indenture contract is made.</p>
<p>In colonial times, this was a person who was a proud supporter of the American cause: at first, this meant freedom from what were considered unfair British laws. Later on, it also meant a person who was in favor of American independence from the British Empire.</p>	<p>A formal, usually legal agreement. It can also be a more general term for an <i>indenture</i>, a work agreement with strict terms, usually lasting seven to ten years. In exchange for room and board and instruction in a trade, the servant was at the mercy of the master. Servants often worked long hours and suffered harsh treatment and conditions.</p>
<p>Someone who buys and sells goods, especially in large quantities. These people shipped goods to and from other colonies, to England and to Europe and Africa. They were often among the wealthiest and most respected colonists.</p>	<p>This was a nickname for a British soldier serving in America, so named because of the color of the coat he wore. It was not as insulting as two other nicknames, "bloodyback" and "lobster." It was similar to the modern nickname "cops" for police officers, so-named because of the copper buttons on their uniforms.</p>

MISSION 1: "For Crown or Colony?"
Part 1: New in Town (February 21, 1770)
Vocabulary Activity

<p>A skilled craftsperson who makes tools, decorative objects, books, or clothing by hand.</p>	<p>An artisan who has completed an apprenticeship and is fully trained and qualified, but who still works for an employer or master craftsman.</p>
<p>Somebody who was forced to work for somebody else. Since this person was regarded as property, he or she received no payment for their work.</p>	<p>A person who has been freed from slavery. In colonial America and before the Civil War, these people were required to carry papers that proved they were free. Many were kidnapped back into slavery..</p>
<p>A system based on using enforced labor and regarding those laborers as property. This institution has existed in many different societies and time periods. In the British colonies and later the U.S. these enslaved workers faced harsh treatment and no rights.</p>	<p>A person who presses type and ink onto paper. In colonial shops this person often wrote, edited, and published newspapers and pamphlets.</p>

MISSION 1: "For Crown or Colony?"
Part 1: New in Town (February 21, 1770)
Vocabulary Activity

This was a bloody costly war (1756-1763) between England and France. Part of the war was fought in North America, where both countries claimed land. The fighting occurred on the northern and western frontiers (the parts of the English territory that bordered or overlapped the French territory). In North America, the war became known as the French and Indian War.

MISSION 1: "For Crown or Colony?"
Part 1: New in Town (February 21, 1770)
Vocabulary Activity

Name: _____

Date: _____

Activity: After reading and talking about the words or terms on the flash cards, read this letter Nat Wheeler sent to his parents back in Uxbridge after his first day in Boston. Use the cards and your memory to help you fill in the missing words and terms.

slavery	journeyman	master	printer
freedman	redcoat	patriot	Seven Year's War
slave	merchant	contract	
artisan	apprentice		

My dear Mother and Father,

I thank you for signing the _____ with Mr. Edes. While he does not strike me as the kindest of men, so far he has been a very fair _____ to me, and I hope he will decide to take me on here as his _____.

Of course, I understand that there wasn't much future for me in Uxbridge. Even though Christopher went off to fight in the _____ against the French, Samuel will stay on with you, and so it makes good sense for me to be here in Boston learning a trade rather than to have remained at home. Perhaps I will someday become a _____ printer at Mr. Edes's shop, and when you come to visit me, I will announce it in the newspaper. Maybe some day, I will have a shop of my own and be a _____!

Boston is a rather puzzling place compared to Uxbridge. You know, Mother and Father, many of the citizens of Boston look unfavorably on the British soldiers here. They call them _____ or lobsters!

On my first day, I was to sell some advertisements for the newspaper. I wandered up and down the streets, which are filled with the shops of various _____, cabinetmakers, blacksmiths, chandlers, coopers, potters, leathersmiths and more. It's a busier and more interesting city than ever I imagined. I met a girl who had lost her dog, Thimble. I told her I worked for the _____ and that she might take out an ad announcing that fact. She said she would. At the harbor, I met yet another man, named Solomon. He was a black man, but he was a _____ and not a _____. He seemed as good a man as any white man I have ever met. Yet there might be an advertisement for a runaway dog

MISSION 1: "For Crown or Colony?"
Part 1: New in Town (February 21, 1770)
Vocabulary Activity

next to one for a runaway slave! I don't really understand _____, truth be told. A person is not a horse or a table. How can good people presume to own another person?

I met a _____ named Paul Revere who made no secret that he opposes Americans importing goods from England. And then I met yet another man, a _____ named Mr. Lillie, who feels importation of goods from England is a normal and necessary part of trade.

There is a lot to do, and a lot to think about. I will write you often about my progress. I pray you and Samuel are well.

Your grateful and loving son,

Nat

MISSION 1: “For Crown or Colony?”
Part 1: New in Town (February 21, 1770)
Writing Prompts

A NOTE TO THE EDUCATOR:

You will need to decide how best to share these writing prompts with your students. You might share them all and ask students to choose one for response. You might assign one or more to the entire group. You might make one or more of the topics the basis for in-class discussions. Make your decisions according to the needs of your group.

You may notice that many of the topics contain some version of the phrase, “Write about a time in your life...” The intention of these prompts is twofold: first, since students remember the content of their own lives, they can more easily respond to the questions and they are more likely to want to express themselves if they feel competent to do so; second, these questions can form a meaningful bridge between what happens in the lives of ordinary people today and the lives of people in history or in historical events themselves. For these reasons, you might decide to use some of those prompts before students encounter the history because thinking about them sets the students up to understand it and to relate to it.

Since students vary in their degree of comfort and skill in writing, you should decide when students write and how much students should write. We do suggest, though, that since students need to share their writing with each other to make personal and historical connections, you encourage them to focus on content rather than on mechanical skills. Pieces can be revised and edited later if you decide they should be shared more formally (such as on a bulletin board or newsletter).

MISSION 1: "For Crown or Colony?"

Part 1: New in Town (February 21, 1770)

Writing Prompts

Read through all the topics. Then choose one of them to write about. Write the title of the piece at the top of your page. Write in complete sentences. After you are finished, proofread your work for correctness.

PROVING YOURSELF. Nat has a very real task ahead of him. He has to prove himself worthy so that Mr. Edes will accept him as an apprentice. Write about a time you felt you had to prove yourself worthy. What was going on? What was your goal? Who was the person judging you? How did your "trial" or "test" go? How did you feel at various times in the process? What happened after that?

OOPS. There were several times in Part 1 when, as you played the role of Nat and tried to do the right thing, you may have said or done the wrong thing. Sometimes others would overlook it. Other times, you suffered for it. Write about a time in your own life when you intended to say or do the right thing, but the wrong words came out of your mouth. Who was there? What were the circumstances? What did you say? Why did you say that? How did others react to what you said? How did you feel? What happened next?

MAKING UP YOUR MIND. Nat is a newcomer to Boston and he encounters people with very different views on things, yet almost all of what he hears seems to make sense to him at the time. Write about a time in your life when you heard several different opinions or points-of-view about something, and they all sounded right or logical to you. Who were the people? What was it about? Did you try to figure out what was right? How? How did you feel?

PROFIT OR PRINCIPLE? Mr. Edes refuses to place ads in his newspaper that are taken out by people who have opinions about the King with which he disagrees. That means he won't accept their money. He chooses his principles, ideas he values, over profit. What would you do in his place? Why?

MORE ABOUT PROFIT AND PRINCIPLE. Should the owner of a business have the right to refuse the business of customers who disagree with him or her? Think of yourself as the owner of a shoe store. Explain whether you feel you should have the right to refuse a customer's business in each of these instances:

- a. You know that your customer beats his children, and you are against child abuse.
- b. You happen to know that the customer is a racist, and you don't like the views of racists.
- c. You overhear the baseball team your customer supports, and you hate them.
- d. Your customer is a child, and sometimes children come into your store and steal things.
- e. The customer belongs to a religion that has beliefs you don't respect.
- f. The person belongs to a different ethnic group from you, and you don't generally like people from that ethnic group.

MISSION 1: “For Crown or Colony?”
Part 2: Death in Boston (February 22, 1770)

Document-Based Activity:
Translating a Newspaper Account of Christopher Seider’s Murder

A NOTE TO THE EDUCATOR:

Goals of the activity:

- *To practice paraphrasing or translating period language into contemporary language*
- *To develop a recognition of propaganda in a journalistic piece by identifying emotive language and bias in the relating of a story*

There are two main parts to this activity: 1) reading/paraphrasing the documents, and 2) reflecting and analyzing them.

For the first part, if, after you read this piece yourself, you decide if it is too complicated for your class, you can accommodate your students in a variety of ways:

- *Project the pieces on a screen or whiteboard. Ask students to follow along as you read aloud. Pause every few lines to ask what your students think the passage means. Direct them to the notes in the margin. Recapitulate as you go along.*
- *Divide the piece into chunks. Distribute them to different groups. Read the entire piece aloud without stopping to paraphrase. Then ask each group to paraphrase their part. When that work is done, have one person from each group read the original and another their paraphrase.*
- *Select the part or parts of the document you feel are most important and that satisfy the goals of the activity. Base your choice on the skills level of your students. Read that aloud, or ask the students to read by themselves. Discuss the meaning.*

MISSION 1: "For Crown or Colony?"
Part 2: Death in Boston (February 22, 1770)

Document-Based Activity:
Translating a Newspaper Account of Christopher Seider's Murder

Document 1:

A Newspaper Account of the Death of Christopher Seider

<ul style="list-style-type: none"> • a murder made even more horrible by the surrounding circumstances • The article had it wrong: the boy's name was Christopher Seider. • enjoying themselves • watching a demonstration • at this time, we would be exercising our best manners by referring to him as an Importer • Richardson was a professional snitch; he tattled on colonists whom he felt were breaking English tax or trade laws; he also had a very bad reputation morally. • A rod is a measure of length that is no longer used. 1 rod = 5 1/3 yards. • Hateful, critical • Lying under oath (This remark of Richardson's doesn't make any sense.) • he had justification, a reason • broken pieces of any kind of hard material • a large kind of shot (balls) used in shooting fowl 	<p>On Thursday last in the Forenoon, <u>a barbarous Murder extended with many aggravating Circumstances</u>, was committed on the Body of a young lad of about eleven Years of Age, Son to Mr. ___ <u>Snider</u> of this Town. A Number of Boys had been <u>diverting themselves</u> with the <u>Exhibition of a Piece of Pageantry</u> near the House of <i>Theopolis Lillie</i> who perhaps at this <u>Juncture of Affairs</u> may with the most Propriety be described by the Name of an IMPORTER—This exhibition naturally occasioned Numbers to assemble, and in a very little Time there was a great Concourse of Persons, especially the younger sort.-- One Ebenezer Richardson, who has been many years employed as an under Officer of the Customs, long known by <u>the Name of an INFORMER</u>, and consequently a Person of a most abandoned <u>Character</u>, it seems, took Umbrage at the supposed Indignity offered to the Importer, and soon became a Party to the Affair-- He first attempted to demolish the Pageantry, and failing in the attempt, he retired to his House, which was but a few <u>Rods</u> from the Exhibition. Several Persons passing by the House, Richardson, who seemed determined to take this Occasion to make a Disturbance, without the least Provocation, gave them the most <u>opprobrious</u> Language, charging them with <u>Perjury</u>, &c., which raised a Dispute between them—This, it is supposed, occasioned the boys to gather nearer Richardson's House, and he, thinking <u>he had now a good Colouring</u> to perpetuate the Villainy, threatened to fire upon them, and Swore by GOD that he would make the Place too hot for some of them before Night, and that he would make a Lane through them if they did not go away. Soon after, a Number of <u>Brickbats</u> or Stones were thrown among the People from Richardson's House, but the Witnesses, who were sworn before the Magistrates, declared that it did not appear to them that till then any Sort of Attack was made by the People on the House. This, however, brought on a Skirmish, and Richardson discharged his Piece, loaded with <u>Swan Shot</u>, at the Multitude, by which the unhappy young Person above-mentioned was mortally wounded, having since died of his Wounds—A Youth, Son to Captain John Gore, was also wounded in one of his Hands and in both his Thighs, by which his life was endangered, but he is likely to soon recover of his Wounds—During this tragical scene, one George Wilmot, who was a Seaman or an officer on Board the Liberty Sloop lately in the service of the Commisioners was present in the House and an Abettor to Richardson, and appears by the Evidence to have</p>
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MISSION 1: "For Crown or Colony?"
Part 2: Death in Boston (February 22, 1770)

Document-Based Activity:
Translating a Newspaper Account of Christopher Seider's Murder

Name: _____

Date: _____

A Newspaper Account of the Death of Christopher Seider:
Discussion Questions

1. In general, how does the writer create the impression that the boys were completely innocent? What words does he use? How does he tell those parts of the story?

2. In general, how does the writer create the impression that Richardson is a villain?

3. Consider this sentence:

"On Thursday last in the Forenoon, a barbarous Murder extended with many aggravating Circumstances, was committed on the Body of a young lad of about eleven Years of Age, Son to Mr. ___ Snider of this Town. "

Try to remove the emotional language and change some of the words around so the sentence tells plain facts with no coloring. Write your sentence.

MISSION 1: "For Crown or Colony?"
Part 2: Death in Boston (February 22, 1770)

Document-Based Activity:

Translating a Newspaper Account of Christopher Seider's Murder

4. This writer calls the demonstration at Lillie's place of business a "Pageant," an "Exhibition." In what ways are those words usually used? In your opinion, was the demonstration either of those? Explain.

5. Write five things the writer tells you that you believe are facts. Try to include all the important information you are given about the incident.

6. How can you tell that the writer of this article is probably not a Loyalist?

MISSION 1: "For Crown or Colony?"
Part 2: Death in Boston (February 22, 1770)

Document-Based Activity:
Translating a Newspaper Account of Christopher Seider's Murder

Document 2:
A Reaction to Christopher Seider's Death by a Loyalist

Directions:

Thomas Hutchinson was the Loyalist governor of the Massachusetts Bay, the colony that included the city of Boston, when Christopher Seider was killed by the customs informer Ebenezer Richardson. The following is an excerpt from his diary.

"...when the boy was killed by Richardson, the sons of liberty in Boston, if it had been in their power to have brought him to life again, would not have done it, but would have chosen the grand funeral...."

MISSION 1: "For Crown or Colony?"
Part 2: Death in Boston (February 22, 1770)

Document-Based Activity:
Translating a Newspaper Account of Christopher Seider's Murder

Name: _____

Date: _____

A Reaction to Christopher Seider's Death by a Loyalist:
Discussion Questions

1. What does Governor Hutchinson mean here? Paraphrase this quotation.

2. Based on what you overheard in the meeting in the Long Room, what reasons do you have to believe that the governor was exaggerating? Would the Sons of Liberty have brought him back to life if they could have? What point is the governor making here?

3. Are the Patriots planning to *use* Christopher's death to their advantage? Do you feel that it's wrong to use the death of an innocent person to advance a cause that you believe is right? Is it respectful of the memory of the dead person? Of that person's family? Explain.

MISSION 1: "For Crown or Colony?"
Part 2: Death in Boston (February 22, 1770)

Document-Based Activity:
Translating a Newspaper Account of Christopher Seider's Murder

4. Can you think of a time you know about when a person's death has been used to advance a cause? Tell about it.

MISSION 1: "For Crown or Colony?"
Part 2: Death in Boston (February 22, 1770)
Review Questions

Name: _____

Date: _____

Directions: After you play Part 2: A Death in Boston (February 22, 1770), read and answer the questions your teacher assigns. Write the responses from the point of view of your character, Nat.

You may not know all the answers, so do the best you can. Write in complete sentences and proofread your work.

1. What is the difference between a Patriot and a Loyalist?
2. What is Liberty tea? Why does the drink have this name?
3. What information is listed in the newspaper article you may have found? Why would anyone be interested in this information?
4. Who is Christopher Seider? What has happened to him? Why and how did it happen?
5. You may have had another conversation with Hugh White, the Redcoat. What did you learn about why he doesn't like Royce?
6. Why do you think Royce did that?
7. Why has Mr. Lillie's shop been defaced with manure? Why has someone written the word "Importer" on it?
8. If you asked about the name Townshend, what did you find out about who he is? Why might the person you spoke to be angry with Townshend?
9. If Constance asked you to help her find her dog, you may have agreed or refused to help her. What did you do? Why?
10. What later news does Mrs. Edes give you about Christopher Seider? How does it affect your opinion about the Patriots and the Loyalists?
11. If you overheard the meeting in the Long Room, how does that affect your opinion?

MISSION 1: “For Crown or Colony?”
Part 2: Death in Boston (February 22, 1770)
Vocabulary Activity

A NOTE TO THE EDUCATOR:

On the following pages, you will find “flashcards” with terms and definitions your students may have encountered while playing Part 2: A Death in Boston (February 22, 1770).

Divide your students into small groups of four or five, and ask each group to review the terms and definitions.

After your students have had a chance to review and discuss the terms and definitions, distribute the letter from Nat to his parents back home in Uxbridge. Review the directions with your students, and ask them to complete the letter using the terms they studied.

Here are the terms which should be inserted into each paragraph of Nat’s letter:

Paragraph 2- import, homespun, export, taxes, boycott

Paragraph 3- Loyalists, Townshend Acts

Paragraph 4- protest

Paragraph 5- effigy

MISSION 1: "For Crown or Colony?"
Part 2: Death in Boston (February 22, 1770)
Vocabulary Activity

IMPORT

As a verb: (im-PORT) to bring something in from another country, usually for trade.

As a noun: (IM-port) something made or grown in another country that is then shipped here, usually so that it may be resold.



EXPORT

As a verb: to ship goods that are made or grown in one country to another country, where they will be sold.

As a noun: something made or grown in one country that is sent to another country for sale.



LOYALIST

Literally, a loyalist is any person who is loyal to his or her king. In the dozen or so years leading up to the Revolutionary War, a Loyalist was a person who continued to support King George III and his policies in the American colonies. Loyalists were opposed to the growing movement that favored independence from the British Empire.



BOYCOTT

As a verb: to refuse to deal with a process, an organization or a company as a form or expression of protest against it. Usually, there is a group of people who agree to boycott rather than just one person. You could say, "Many colonists *boycotted* British tea."

As a noun: the name of the process that is described above. So, you could say, "There is a *boycott* on British tea."



MISSION 1: "For Crown or Colony?"
Part 2: Death in Boston (February 22, 1770)
Vocabulary Activity

HOMESPUN

Literally, homespun is cloth that is made at home by spinning thread on a wheel and then weaving that thread into cloth on a loom. In general, though, it meant things that were made at home in America. Homespun contrasted with manufactured or other goods that were imported from England.



PROTEST

As a verb: (pro-TEST) to complain about or object to something. While individuals may protest (you might protest in a restaurant if your food takes too long to come to you), here it means to do it publicly, so that others see or hear. When you protest in this way, you are trying to alert others to the situation and influence them to join you.

As a noun: (PRO-test) the name of the process described above.



EFFIGY

An effigy is a dummy, often crudely made, that is supposed to represent a real person who is disliked. One form of protest in 1770s Boston was to make effigies of unpopular Loyalists, like tax collectors, and hang them by the neck from the Liberty Tree, to the cheers and huzzahs of the assembled crowd

MISSION 1: "For Crown or Colony?"
Part 2: Death in Boston (February 22, 1770)
Vocabulary Activity

TAXES

Taxes are monies that a government makes its citizens pay. Tax money is used for various things the government needs in order to operate. Taxes pay the salaries of the people who work for the government, and they are used to pay for roads, government buildings like post offices, the military, and so on. Taxes are collected in a variety of ways. One way is a *sales tax*, usually some fraction of the cost of something that you pay when you buy an item. *Direct taxes* are paid directly to the government. The Townshend Acts were a direct tax, that is, merchants had to pay it directly to a British tax collector.

TOWNSHEND ACTS

The Townshend Acts (or Duties) were laws passed by the British Parliament in June 1767. They placed a tax on common products imported to America such as lead, paper, paint, glass, and tea. The taxes collected would be used to pay British governors and other officials that were usually paid by local town assemblies. Since the taxes were on imports, merchants were the ones who had to pay them. Then they would have to increase the cost of the goods they sold here to pay themselves back. Also, the laws restated that Writs of Assistance, easy-to-get search warrants, were legal. This irritated Boston merchants because it gave the British military the right to invade the privacy of their homes to search for evidence they had been selling goods to France and other countries in Europe, which was illegal.

MISSION 1: "For Crown or Colony?"
Part 2: Death in Boston (February 22, 1770)
Vocabulary Activity

Name: _____

Date: _____

Activity: After reading and talking about the words or terms on the flash cards, read this letter Nat Wheeler sent to his parents back in Uxbridge after his second day in Boston. Use the cards and your memory to help you fill in the missing words and terms.

import	export	Loyalist	boycott
homespun	protest	effigy	Townshend Acts
taxes			

My dear Mother and Father,

You know that I have always been proud to be a British subject. I have even thought that some day I might visit England and see the king. But the events of the last few hours have awakened doubts I feel I must relate to you.

Mr. Edes made it clear to me that, in his opinion, to _____ British goods, even necessities like paper or tea, is in some way evil. I overheard a conversation in which Mrs. Edes said she would rather take the time and effort to make and wear clothing of _____, rough as it is, than to enrich an Englishman who would _____ fine cloth to America while the King collected _____ from Americans on the trade. She feels there should be a _____ of all British goods.

I found a newspaper article that identifies the American merchants who are _____ and who continue to import British goods despite the taxes levied on them as a result of the hateful _____. I must keep my distance from these men when I go out to sell because Mr. Edes would never accept a ha'penny's business from them. I believe that for Mr. and Mrs. Edes, for a great many people in this city, the very word "Importer" has become a profanity!

Until today, I felt it was not my place to take sides. But now things have changed. Remember Mr. Lillie, about whom I wrote you yesterday? A crowd of people gathered near his store this morning to _____ against his continued trade with England. A neighbor of his, Mr.

MISSION 1: "For Crown or Colony?"
Part 2: Death in Boston (February 22, 1770)
Vocabulary Activity

Richardson, also a Loyalist, was roughed up by the crowd. His wife was hit by an egg. In response, he went to his roof, loaded his musket and snapped off a shot at the protestors. A boy younger than I am, Christopher Seider, was cut down, and later today, he died of his wounds, may G-d have mercy on his soul!

I have overheard talk of a further protest in which an _____ of Mr. Richardson will be hung from a limb of the Liberty Tree. And I have heard some plans about Poor Christopher's funeral about which I will write further after it is done.

I pray, Mother and Father, that you and Samuel are well, and that G-d is watching over our Christopher and keeping him safe, wherever he is.

Your loving son,
Nat

MISSION 1: “For Crown or Colony?”
Part 2: Death in Boston (February 22, 1770)
Writing Prompts

A NOTE TO THE EDUCATOR:

You will need to decide how best to share these writing prompts with your students. You might share them all and ask students to choose one for response. You might assign one or more to the entire group. You might make one or more of the topics the basis for in-class discussions. Make your decisions according to the needs of your group.

You may notice that many of the topics contain some version of the phrase, “Write about a time in your life...” The intention of these prompts is twofold: first, since students remember the content of their own lives, they can more easily respond to the questions and they are more likely to want to express themselves if they feel competent to do so; second, these questions can form a meaningful bridge between what happens in the lives of ordinary people today and the lives of people in history or in historical events themselves. For these reasons, you might decide to use some of those prompts before students encounter the history because thinking about them sets the students up to understand it and to relate to it.

Since students vary in their degree of comfort and skill in writing, you should decide when students write and how much students should write. We do suggest, though, that since students need to share their writing with each other to make personal and historical connections, you encourage them to focus on content rather than on mechanical skills. Pieces can be revised and edited later if you decide they should be shared more formally (such as on a bulletin board or newsletter).

MISSION 1: “For Crown or Colony?”
Part 2: Death in Boston (February 22, 1770)
Writing Prompts

Read through all the topics. Then choose one of them to write about. Write the title of the piece at the top of your page. Write in complete sentences. After you are finished, proofread your work for correctness.

TOO YOUNG TO KNOW? Nat learns a fair amount of what he knows by overhearing things. While some of the things he hears are surprising and a bit upsetting, we get the feeling that Nat can manage the news he overhears without becoming upset. Write about a time or times in your life when you felt as Nat did, that is, you found out something adults felt you were too young to know about, or that, for some reason, they didn’t want you to know. What happened? Were you upset? Explain.

DEAR NAT. Imagine you are Nat’s mother or father back in Uxbridge. You just received Nat’s letter (see the Part 2 vocabulary activity.). Now write a letter back to Nat telling him the news in Uxbridge and also responding to some of the things he says in his letter. Use as much of the Day 2 vocabulary as you can, and each time you use a word or term, underline it.

TAXES. No one much likes paying taxes, but it’s not just paying taxes the colonists don’t like. It’s that Parliament, which passes the tax laws for the Empire, is made up of Englishmen, with no one from America to speak for Americans. Do you think that really matters? If so, why? If not, why not? Are Americans just acting like spoiled brats who don’t want to pay their way? After all, they are protected from other countries by the British Army and the British Navy. Shouldn’t they chip in for the cost of the protection as they do in England?

TAXES AND TEA. England has robust trade in tea with India and China. English traders export tea all over the world, including to the American colonies. Their tea business is so good, that the price of English tea, even with the tax added to it, is cheaper than tea imported from other parts of Europe. Also, you have drunk English tea your whole life, and you like it better. Would you go into Mr. Lillie’s store and buy some? What obstacles would you face if you decided to do that? What risks might there be? Shouldn’t you have the right to buy any tea you like? (You may choose to write from Nat’s point-of-view.)

(continued next page)

MISSION 1: “For Crown or Colony?”
Part 2: Death in Boston (February 22, 1770)
Writing Prompts

IS LIBERTY TEA TEA?

One recipe for Liberty Tea (Mrs. Edes’s favorite), is as follows:

3 tbs dried raspberry leaves
5 cups boiling water

What makes tea tea? Is Liberty tea really tea? On the internet, search on the term “What is tea?” Read at least three articles about tea. Then write: tell what tea is, where it comes from, and whether Liberty Tea is really tea. Is herbal tea really tea? Explain. Did you learn anything about tea that was surprising or particularly interesting? When you finish, have a cup of tea!

A CHILD DIES. Think about what you already know about the death of Christopher Seider. Now imagine this similar, contemporary situation: a group of adults go to protest a dealership that sells imported cars in your neighborhood. The protesters feel that when imports are made available, fewer American cars will be sold, and so fewer American workers will have jobs. A group of boys you know from school passes by. It looks like fun, so they join the protest. An angry man appears on the scene and yells at everyone to go home. The protesters hoot and boo and ignore him, but some of the boys laugh and throw rocks at the man. His wife, who is with him, gets hit. This angers him. He goes into a building. The boys throw rocks at the windows and break them. Suddenly, the man appears at one of the windows, points a shotgun at the crowd and fires. One of your schoolmates is shot, and he later dies.

- a. Think about this for a few minutes: Whose fault is it? The owner of the dealership? The protesters? The group of boys? The angry man? The man’s wife? The boy who got shot? Explain your reasoning. If you feel more than one person is at fault, explain your thinking about that.
- b. Do you feel that a crime has been committed, or that this was just a terrible accident? Explain why.
- c. If the person who died had been an adult, would this seem as sad? If it was a girl? If it was a man in his nineties? Explain your reasoning.

MISSION 1: “For Crown or Colony?”
Part 2: Death in Boston (February 22, 1770)

Document-Based Activity

**Making Death Larger than Life: “On the death of Mr. Snider Murder’d
by Richardson” by Phillis Wheatley**

A NOTE TO THE EDUCATOR:

This activity is best used following after students have been introduced to the murder and funeral of Christopher Seider, a young Boston apprentice who was killed by customs officer Ebenezer Richardson in the course of a political demonstration that turned violent.

Read through the poem below with your students. It is written in a difficult, and at times archaic, language, so stop frequently to check the sidenotes for additional information and to ensure general comprehension among your students.

MISSION 1: “For Crown or Colony?”
Part 2: Death in Boston (February 22, 1770)

Document-Based Activity

**Making Death Larger than Life: “On the death of Mr. Snider Murder’d
 by Richardson” by Phillis Wheatley**

<ul style="list-style-type: none"> -British occupation troops -to make more acute or intense -a villain -the ancient Greek hero of the Trojan War, as recounted in Homer’s Iliad -wherever -a fierce or violent person -spears; a continuation of the Homeric metaphor -the ancient Greek Gods; again, a Homeric metaphor -Homeric combat was often waged between the two best fighters—or “champions” from each army. -military -appalled -despise -colonists loyal to the Crown -allow 	<p>In heavens eternal court it was decreed</p> <p>How the first martyr for the cause should bleed</p> <p>To clear the country of <u>the hated brood</u></p> <p>He <u>whet</u> his courage for the common good</p> <p>Long hid before, a vile <u>infernal</u> here</p> <p>Prevents <u>Achilles</u> in his mid career</p> <p><u>Where’er</u> this <u>fury</u> darts his Poisonous breath</p> <p>All are endanger’d to the <u>Shafts of death</u>.</p> <p>The <u>generous Sires</u> beheld the fatal wound</p> <p>Saw their Young <u>champion</u> gasping on the ground</p> <p>They rais’d him up. but to each present ear</p> <p>What <u>martial</u> glories did his tongue declare</p> <p>The wretch <u>appal’d</u> no longer can <u>dispise</u></p> <p>But from the Striking victim turns his eyes</p> <p>When this young martial genius did appear</p> <p>The <u>Tory</u> chiefs no longer could <u>forbear</u>.</p>
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MISSION 1: "For Crown or Colony?"
Part 2: Death in Boston (February 22, 1770)

Document-Based Activity

Making Death Larger than Life: "On the death of Mr. Snider Murder'd
by Richardson" by Phillis Wheatley

<p>-a deplorable or despicable person, in this case Ebenezer Richardson (see below)</p> <p>-chased</p> <p>-a shameful reputation</p> <p>-Ebenezer Richardson, the Customs official who shot Seider</p> <p>-those who seize and hold power without legal right</p> <p>-excessively praised</p> <p>-The River Styx in classical mythology, which the dead crossed on their way to the underworld Hades.</p> <p>-Christopher Seider's last name was misspelled "Snider" in the poem.</p> <p>-attendants accompanying a person of importance</p> <p>-corpse</p>	<p>Ripe for destruction, see the <u>wretches</u> doom</p> <p>He waits the curses of the age to come</p> <p>In vain he flies, by Justice Swiftly <u>chaced</u></p> <p>With unexpected <u>infamy</u> disgraced</p> <p>Be <u>Richardson</u> for ever banish'd here</p> <p>The grand <u>Usurpers</u> bravely <u>vaunted</u> Heir.</p> <p>We bring the body from the <u>wat'ry bower</u></p> <p>To lodge it where it shall remove no more</p> <p><u>Snider</u> behold with what Majestic Love</p> <p>The Illustrious <u>retinue</u> begins to move</p> <p>With Secret rage fair freedoms foes beneath</p> <p>See in thy <u>corse</u> ev'n Majesty in Death</p>
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MISSION 1: "For Crown or Colony?"
Part 2: Death in Boston (February 22, 1770)

Document-Based Activity

**Making Death Larger than Life: "On the death of Mr. Snider Murder'd
by Richardson" by Phillis Wheatley**

Discussion Questions

1. If you knew nothing of Christopher Seider except what you'd read in this poem, what kind of person would you assume he's been?

Why? _____

Is this impression corroborated by the facts as we know them?

2. If you knew nothing of Ebenezer Richardson except what you'd read in this poem, what kind of person would you assume he's been?

Why? _____

Is this impression corroborated by the facts as we know them?

3. At the time of Christopher Seider's death in 1770, the Revolutionary War was still years away. Do you think Wheatley was attempting to help incite a full-scale military rebellion with this poem?

Why or why not? _____

MISSION 1: "For Crown or Colony?"
Part 2: Death in Boston (February 22, 1770)

Document-Based Activity

**Making Death Larger than Life: "On the death of Mr. Snider Murder'd
by Richardson" by Phillis Wheatley**

4. 18th century poetry was often very dramatic, with references to Greek mythology being especially popular, and a way to give current events a grander, more eternal meaning.

Where and how has Phillis Wheatley used this approach in the poem?

5. Wheatley was writing for an audience that knew classical Greek mythology well, and was accustomed to melodrama, in which characters were "all good" or "all bad." If you were writing a poem about this same incident today, how might you approach the subject differently?

6. Try writing a poem about Seider's death in today's language. This doesn't have to be a line-by-line "translation" of Wheatley's poem; the point is to try to inspire the same reaction in an audience of your peers as Wheatley sought to inspire in hers.

MISSION 1: “For Crown or Colony?”
Part 3: March of the Apprentices (February 23-26, 1770)
Vocabulary Activity

A NOTE TO THE EDUCATOR:

On the following pages, you will find “flashcards” with terms and definitions your students may have encountered while playing Part 3 of “For Crown or Colony?”

Divide your students into small groups of four or five, and ask each group to review the terms and definitions.

After your students have had a chance to review and discuss the terms and definitions, distribute the letter from Nat to his parents back home in Uxbridge. Review the directions with your students, and ask them to complete the letter using the terms they studied.

Here are the terms which should be inserted into each paragraph of Nat’s letter:

Paragraph 1 - martyr

Paragraph 2 - pamphlet

Paragraph 3 – broadside, Liberty Tree, Stamp Act, Sons of Liberty

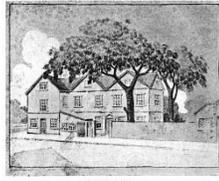
Paragraph 4 – King George III

Paragraph 5 – spinning bee, pennywhistle

MISSION 1: "For Crown or Colony?"
Part 3: March of the Apprentices (February 23-26, 1770)
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LIBERTY TREE

A regular meeting place for Patriots to express their viewpoints and protest the British interference in the colonies. The tree was also used for hanging effigies, posting broadsides, distributing pamphlets, and hanging flags. During the siege of Boston in 1775, a group of Loyalists cut down the tree and used it for firewood.



BROADSIDE

A printed poster or public announcement, designed to catch a reader's attention and declare the latest news, government proclamations, public service announcements, opinions or advertisements.



PAMPHLET

A printed leaflet or booklet, often containing political, philosophical or religious arguments, essays, and commentaries on current events. Pamphlets were usually printed and distributed quickly and cheaply.



MARTYR

One who suffers or sacrifices something of great value – often one's own life – for refusing to renounce a belief or standing up for one's principles.

SPINNING BEE

A gathering of people, usually women, to encourage the production of yarn as opposed to importation. Spinning bees were a popular forum for expressing opposition to heavily taxed British goods.



STAMP ACT

The Stamp Act of 1765, established by Parliament, imposed a tax on all public and legal documents including permits, contracts, newspapers, wills, pamphlets, and even playing cards. Colonists protested the Act, claiming that it was not fair for Parliament to impose taxes on the colonies if the colonies were not represented in Parliament. The Stamp Act was repealed on March 18, 1766.



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SONS OF LIBERTY

A political group that originated in Boston following the Stamp Act in 1765, made up of Patriot men that resisted Crown laws. Groups calling themselves "Sons of Liberty" existed in every colony. In 1773, the Sons of Liberty organized the Boston Tea Party in response to England's Tea Act.



KING GEORGE III

The King of Great Britain from 1760 to 1820. Imposed many different taxes on American colonies in an effort to pay for military efforts in North America and elsewhere. Viewed as the classic symbol of British sovereignty and tyranny – "The Crown." Blamed by many for prolonging the conflict with the colonies and the American Revolution unnecessarily, and ultimately losing the colonies.



PENNYWHISTLE

A small, inexpensive woodwind instrument, also known as a tin whistle.



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Vocabulary Activity

Name:

Date:

Activity: After reading and talking about the words or terms on the flash cards, read this letter Nat Wheeler sent to his parents back in Uxbridge shortly before the funeral of Christopher Seider. Use the cards and your memory to help you fill in the missing words and terms.

King George III
pennywhistle

Liberty Tree
broadside
martyr

pamphlet
spinning bee

Stamp Act
Sons of Liberty

My dear Mother and Father,

I do not wish to alarm you, but tensions here in Boston are rising by the day. In my last letter I told you of the death of a young apprentice, Christopher Seider. Preparations for his funeral are now underway, and many people in Boston have strong feelings about the incident. I have heard several people call Christopher a _____, since his life was sacrificed in support of the Patriot cause. I must decide if I agree. It is a lot to think about.

My work does not provide me with much distraction, as Master Edes is busy printing information about the funeral. He printed a _____ to give to people at the funeral, with Patriot opinions and essays about the current state of affairs with Britain. Perhaps it will move the people of Boston to take further action.

Just a few days ago Master Edes had me post a _____ announcing information about the funeral to the people of Boston. I was told to put the paper at a popular gathering place for Patriots, the _____. I learned that it has been an important location for the Patriots. After the _____ in 1765, when printed paper and documents were taxed, many gathered there to protest and voice their opinions. I heard that several men, known as the _____, met there to protest violently, and even burned effigies of British officials!

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I cannot help but sometimes question the actions of the man who wears the crown, _____.

It seems no matter what he does, the Boston is an unhappy town. I do not believe that he and the redcoats will back down any time soon, and I worry about what will come next.

But please, do not fear that my days are filled only with talk of conflict and death. Recently, Mrs. Edes allowed me to sit in on her _____, which was a great success. She and the other Patriot women are committed to make their own yarn and cloth to avoid importing British goods. In the few moments I have to myself, I am practicing new songs on my _____. I am becoming quite good, and will play a song or two when I see you next.

I pray that you and Samuel are well, and that all is well on the farm.

Your loving son,

Nat

MISSION 1: “For Crown or Colony?”
Part 3: March of the Apprentices (February 23-26, 1770)
Writing Prompts

A NOTE TO THE EDUCATOR:

You will need to decide how best to share these writing prompts with your students. You might share them all and ask students to choose one for response. You might assign one or more to the entire group. You might make one or more of the topics the basis for in-class discussions. Make your decisions according to the needs of your group.

You may notice that many of the topics contain some version of the phrase, “Write about a time in your life...” The intention of these prompts is twofold: first, since students remember the content of their own lives, they can more easily respond to the questions and they are more likely to want to express themselves if they feel competent to do so; second, these questions can form a meaningful bridge between what happens in the lives of ordinary people today and the lives of people in history or in historical events themselves. For these reasons, you might decide to use some of those prompts before students encounter the history because thinking about them sets the students up to understand it and to relate to it.

Since students vary in their degree of comfort and skill in writing, you should decide when students write and how much students should write. We do suggest, though, that since students need to share their writing with each other to make personal and historical connections, you encourage them to focus on content rather than on mechanical skills. Pieces can be revised and edited later if you decide they should be shared more formally (such as on a bulletin board or newsletter).

MISSION 1: “For Crown or Colony?”
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Writing Prompts

Read through all the topics. Then choose one of them to write about. Write the title of the piece at the top of your page. Write in complete sentences. After you are finished, proofread your work for correctness.

BROADSIDE. In the 18th Century, people created broadsides, like the one that Nat posted on the Liberty Tree, to communicate important information to community members. Think of a message that you would like to share with others in your school and create a one-sided poster with that information on it (similar to a “Wanted” poster or a poster about a missing pet). Include a heading at the top of the poster and a small drawing to show what the poster is about.

DESTROYING A MESSAGE. If you see a message posted in public and you don’t like it, is it okay to destroy it? Would your answer change depending on the content of the message? What would you do in the following situations? (Explain your reasoning.)

- a. You see a sign saying that a sports team that you really don’t like is the best team ever.
- b. You see a message or symbol (such as a swastika or a racial or ethnic slur) that is offensive to you or others.
- c. You see a poster for a political candidate whose views you oppose.
- d. You see a sign posted in a public space that has mean things written specifically about you.

SPREADING THE WORD. In Nat’s time, people shared ideas and political views through discussion, as well as through written messages that were hand-delivered or displayed in public places. Think about how people share ideas and political views today. What are some similarities and differences between the ways that we share information today and the ways that information was shared in Nat’s time?

A POEM TO REMEMBER. Phyllis writes a poem about a march and funeral. Think about something that has happened recently in your home, school or community. Write a poem to help others better understand what happened.

DELIVERING A MESSAGE. Nat is asked to deliver a message to Paul Revere, but is stopped by a redcoat who wants the message. What would you do if someone wanted to take a message away from you? What would you do in the following situations?:

- a. Your mom has given you a note asking your teacher for permission for you to miss school tomorrow so that you can go to an amusement park to celebrate your birthday. Another student stops you and asks you to give her your note. What do you do? Explain why.
- b. A student passes you a note and the teacher comes over and asks for you to give him the note. What do you do? Explain your reasoning
- c. You have written a love letter to another student. On the way to give the note to the student, a bully stops you in the hall and asks for the note. What do you do? Explain why.

DEAR NAT. Imagine you are Nat’s brother, Samuel, back in Uxbridge. Your parents just received Nat’s letter (see the Day 3 vocabulary activity), and shared it with you. Now write a letter back to Nat telling him the news in Uxbridge, and also responding to some of the things

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Writing Prompts

he says in his letter. Use as much of the Day 3 vocabulary as you can and each time you use a word or term, underline it.

PAMPHLET. In Nat’s time, people created pamphlets with political, philosophical or religious arguments and essays about current events. Conduct research to see what different pamphlets look like (today and in the past) and see what type of information they contain. Think about a current or recent issue and create a pamphlet containing photographs, drawings, original poems, song lyrics, essays and/or other writings about that issue.

POLITICS. In the game, Nat encounters Phillis and others with strong political views. Identify one issue that people are passionate about today. Conduct research to find out different views that people have about this issue. Write an essay presenting the different sides of the issue and the reasons behind those views.

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Post-Game Document-Based Activity
Who Started It?

Two accounts of what happened on March 5 in King Street

According to each account: *Who commits the first threatening or violent behavior?*

Account #1. Report in the *Boston Gazette and Country Journal*, March 12, 1770.

Thirty or forty persons, mostly lads, being gathered in King-street, Capt. Preston with a party of men with charged bayonets, came from the main guard to the Commissioner's house the soldiers pushing their bayonets, crying, Make way! They took place by the custom-house, and continuing to push, to drive the people off, pricked some in several places; on which [the crowd] were clamorous, and, it is said threw snow balls. On this, the Captain commanded them to fire, and more snow balls coming he again said, Damn you, Fire, be the consequence what it will!

Account #2. Deposition of Captain Thomas Preston of the 29th Regiment

The mob increased and were more outrageous, striking their clubs or bludgeons one against another, and calling out, come on you rascals, you bloody backs, you lobster scoundrels, fire if you dare, G-d damn you, fire and be damned, we know you dare not... Some well-behaved persons asked me if I intended to order the men to fire. I answered no, by no means.... 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. [When] turning to [him] and asking him why he fired without orders, I was struck with a club on my arm, which for some time deprived me of the use of it....

On this a general attack was made on the men by a great number of heavy clubs and snowballs being thrown at them, by which all our lives were in imminent danger. [S]ome persons at the same time called 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.

MISSION 1: “For Crown or Colony?”
Part 4: From Bad to Worse (March 5, 1770)
Document-Based Activity
Mr. Revere’s Engraving

A NOTE TO THE EDUCATOR:

At this point in “For Crown or Colony?” students have a good sense that the paths of their own different Nats are a consequence of the choices they have made, and many might know by now that their interpretations of events and their future actions may be affected by those choices.

In this activity, students will become agents of influence, creators of propaganda that is intended to move the people of Boston further toward the Patriot cause. Each student (or group of students) takes the part of Paul Revere as he is planning to create his now-famous engraving of the Boston Massacre.

Mr. Revere will gather information by reading several real accounts of the Massacre as well as Nat Wheeler’s account. Then, he will answer some questions that will guide the choices he makes about what to show, how to show it, and what not to show. Students are then directed to make their sketches in colored pencil.

We suggest they make the sketches on 8½ x 11 paper, so that an entire class’s work may be taped to the front board to be appreciated. You may use the template provided on page 9 of this document, or have students work on blank paper. Individual students or groups should be called upon to explain their choices.

After this is done, you might project Revere’s engraving and ask your students to look at and explain Revere’s choices.

By this time, you may not have to provide many prompts for discussion, but here are some:

- 1. What is similar or different about your own choices and Revere’s?*
- 2. If you had to put Revere’s illustration into words, what would his story of the incident be?*
- 3. Why do you think he is telling the story in this way?*
- 4. Based on what you know about that night from the point-of-view of Nat and the other accounts, is Revere’s version true enough? Explain.*
- 5. Is propaganda, the telling of one side or aspect of a story, fair? Explain.*
- 6. Are ads propaganda? Explain why you think they are or are not.*
- 7. Do you or people you know relate stories about their own lives one-sidedly? Why?*
- 8. Is it possible to tell the truth, the whole truth, and nothing but the truth? Explain why or why not.*

Here are some things to consider about how to proceed through the activity based on the needs of your group:

- Decide whether to read the directions aloud or to have students read them aloud.*
- Decide whether all the students should read all the accounts, or whether you should divide the class into groups and have each read and report out about the one account they read.*

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- *Decide what parts of the activity students can reasonably do at home and what might be better done in school. It might be, for example, that students should start the drawing together in school and finish is at home.*
- *Decide whether students should take notes to answer the questions, write more detailed full sentences or whether you feel it’s enough to have them think about the answers before they draw.*
- *If students have notes about their own responses to the deposition, they may use them. If not, each student may rely on his or her memory. If there are conflicts, the groups should compromise or try to converge on one version. Encourage them not to get bogged down at that point.*

MISSION 1: "For Crown or Colony?"
Part 4: From Bad to Worse (March 5, 1770)
Document-Based Activity
Mr. Revere's Engraving

Directions: For this activity, you will play a different role: instead of Nathaniel Wheeler, printer's apprentice, you will be Paul Revere, silversmith, maker of false teeth, Patriot, and engraver.

A week or so has passed since the night of March 5, 1770, and you are planning to make an engraving depicting that terrible night. Since you were not there yourself, you have gathered information from others about what happened and what it looked like. Below are some of the accounts of that event that you have to read.

You will want to represent most of what really happened, but you want to do so in a way that moves others to resent the presence of British troops and encourages their sympathy to the Patriots.

First, read the accounts. Next, answer the questions. Finally, make the sketch for your engraving.

Account #1. An Anonymous Account of the Boston Massacre

Standing	Benjamin Frizell, on the evening of the 5th of March, <u>having taken his station</u> near the west corner of the Custom-house in King street, before and at the time of the soldiers firing their guns, declares (among other things) that the first discharge was only of one gun, the next of two guns, upon which he the deponent thinks he saw a man stumble; the third discharge was of three guns, upon which he thinks he saw two men fall; and immediately after were discharged five guns, two of which were by soldiers on his right hand; the other three, as appeared to the deponent, were discharged from the balcony, or the chamber window of the Custom-house, the flashes appearing on the left hand, and higher than the right hand flashes appeared to be, and of which the deponent was very sensible, although his eyes were much turned to the soldiers, who were all on his right hand.
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MISSION 1: "For Crown or Colony?"
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Account #2. George Robert Twelves Hewes, eyewitness

street	<p>On receiving the message, [Captain Preston] came immediately with a small guard of grenadiers, and paraded them before the custom-house, where the British officers were shut up. Captain Preston then ordered the people to disperse, but they said they would not, they were in the <u>king's highway</u>, and had as good a right to be there as he had. The captain of the guard then said to them, if you do not disperse, I will fire upon you, and then gave orders to his men to make ready, and immediately after gave them orders to fire. Three of our citizens fell dead on the spot, and two, who were wounded, died the next day; and nine others were also wounded.</p> <p style="text-align: right;">George Robert Twelves Hewes, eyewitness</p>
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Account #3. Report in the *Boston Gazette and Country Journal*: An account of a late military massacre at Boston, or the consequences of quartering troops in a populous town, March 12, 1770.

<p>...stabbed at some of them in different places; this caused the people to get angry and, it is said, they threw snow balls.</p> <p>short, heavy club</p>	<p>Thirty or forty persons, mostly lads, being by this means gathered in King-street, Capt. Preston with a party of men with charged bayonets, came from the main guard to the Commissioner's house the soldiers pushing their bayonets, crying, Make way! They took place by the custom-house, and continuing to push, to drive the people off, <u>pricked some in several places; on which they were clamorous, and, it is said threw snow balls.</u> On this, the Captain commanded them to fire, and more snow balls coming he again said, Damn you, Fire, be the consequence what it will! One soldier then fired, and a townsman with a <u>cudgel</u> struck him over the hands with such force that he dropt his firelock; and rushing forward aimed a blow at the Captain's head, which graz'd? hat and fell pretty heavy upon his arm: However, the soldiers continued the fire, successively, till [?] or 8, or as some say 11 guns were discharged.</p>
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Account #4. Deposition of Captain Thomas Preston of the 29th Regiment

<p>...I had so little intention of causing anyone's death that I allowed the troops to go to the spot...</p> <p>This careless behavior may deserve criticism.</p> <p>I was determined not to act offensively.</p> <p>...speaking with, and trying with all my might to persuade them to go away peacefully, but I didn't get anywhere.</p> <p>At this point</p> <p>...pointing out that I was in front of the soldiers' musket barrels, and if they fired, I'd get hit;</p>	<p>I immediately sent a non-commissioned officer and 12 men to protect both the sentry and the king's money, and very soon followed myself to prevent, if possible, all disorder, fearing lest the officer and soldiers, 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-circles, kept them at a little distance. Nay, <u>so far was I from intending the death of any person that I suffered the troops to go to the spot</u> where the unhappy affair took place without any loading in their pieces; nor did I ever give orders for loading them. <u>This remiss conduct in me perhaps merits censure</u>; yet it is evidence, resulting from the nature of things, which is the best and surest that can be offered, <u>that my intention was not to act offensively, but the contrary part, and that not without compulsion</u>. The mob still increased and were more outrageous, striking their clubs or bludgeons one against another, and calling out, come on you rascals, you bloody backs, you lobster scoundrels, fire if you dare, G-d 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, <u>parleying with, and endeavouring all in my power to persuade them to retire peaceably, but to no purpose</u>. They advanced to the points of the bayonets, struck some of them and even the muzzles of the pieces, and seemed to be endeavouring to close with the soldiers. <u>On which</u> some well behaved persons asked me if the guns were charged. I replied yes. They then asked me if I intended to order the men to fire. I answered no, by no means, <u>observing to them that I was advanced before the muzzles of the men's pieces, and must fall a sacrifice if they fired</u>; that the soldiers were upon the half cock and charged bayonets, and my giving the word fire under those circumstances would prove me to be 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 without 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.</p> <p>On this a general attack was made on the men by a great number of heavy clubs and snowballs 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</p>
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	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 rope-walk the prior quarrels took place; one more is since dead, three others are dangerously, and four slightly 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 scarcely possible for the soldiers to know who said fire, or don't fire, or stop your firing.
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Account #5. What Nathaniel Wheeler saw from the warehouse.

Describe what you saw on the night of March 5th when you were Nat Wheeler.

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4. How do the various accounts position Preston and the other soldiers? Why does that matter?

5. What are the different accounts of how the shots were fired? Why does that matter?

6. How does Preston’s account differ from the others? How is it the same?

7. According to Hewes, who bears most of the responsibility? According to Preston? Why does it make sense that these two accounts of the incident do not agree?

8. Do you think that, from the point-of-view of either side (or both sides), the trouble was intentional? Why?

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Now, using regular pencil and colored pencils, make your sketch of the incident that would become known as the Boston Massacre. Remember, you are not only a Son of Liberty, but one of the most influential Patriots in Boston. So, feel free to emphasize the aspects that favor your cause and to de-emphasize or omit those that do not.

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Mr. Revere's Engraving

_____ 's Drawing of What Happened in King Street, March 5th:



Title: _____

Caption: _____

MISSION 1: "For Crown or Colony?"
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Source: Paul Revere, based on a design by Henry Pelham, The bloody massacre perpetrated in King Street Boston on March 5th 1770 by a party of the 29th Regt., engraving, on or about March 28th, 1770; from The Library of Congress Online, Prints and Photographs Division, <http://www.loc.gov>

MISSION 1: “For Crown or Colony?”
Part 4: From Bad to Worse (March 5, 1770)
Discussion Activity: What Are Rights? What is Freedom?

A NOTE TO THE EDUCATOR:

Students, especially middle school age students, think and talk about justice and fairness often. It’s during early adolescence that children begin to question authority, to challenge rules, and to work on their own needs for privacy and independence. It’s for that reason that it’s particularly appropriate for students of this age to be studying conflict and revolution: studying the history will help them to understand themselves and using their own experiences and feelings will help them to understand the history. The materials provided here will encourage students to go beyond declarations and pronouncements and to begin to think deeply about rights and freedom.

The answers to many of the discussion questions below depend on the beliefs, attitudes and values of the students who answer them. Your role isn’t to push children toward one response or another, but rather to encourage them to explore the reasons they believe what they do, to use evidence, to question assumptions, and to think flexibly.

There are a number of ways to use these questions, but first and foremost, don’t try to use them all. The first question alone could be the basis for an entire discussion. Think about your class and decide where you believe they are in their thinking about rights and freedom. Choose one or more of these questions depending on the amount of time you have and the needs of your group.

Then, decide on how you will organize the activity. It might be that you divide the class into table groups. Then, you might decide to give everyone the same few questions to work on, or you might give different tables different questions, or some combination of that. After working together, students should share their thinking by posting their responses on a chart, or one or two people from each group might report to the rest orally.

If each student, or each group, gets a copy of the UN Declaration handout photocopied onto cardstock, they might cut the statements up into a set of cards. That would enable them to organize and reorganize them to answer questions. Or, each student could be given a single card (their choice or yours) and try to represent the right graphically, with pictures they make themselves or collage using relevant or related photographs. You might prompt them with a question like, “What does being hungry look like?” or “What does having the right to privacy look like?”

Students working on #6 could easily pick out the one or two they feel is most or least important to them. They could arrange the whole packet in order of importance.

Since rights are abstractions, the more you can do to make the discussion and activities concrete, the better. Again, be very mindful of the needs of your students.

MISSION 1: "For Crown or Colony?"
Part 4: From Bad to Worse (March 5, 1770)
Discussion Activity: What Are Rights? What is Freedom?

About sixty years ago, the United Nations adopted the *Universal Declaration of Human Rights*. You might know that the ideas about freedom in our *Declaration of Independence* were not new, but rather they were adapted from other thinkers and from other documents. You probably also know that just because the Declaration was written and signed, it didn't automatically mean that everyone enjoyed the rights to which Thomas Jefferson referred. Likewise, most of the ideas in *this* document are centuries old. Still, not everyone in the world enjoys them.

Here are some of the main ideas from the Universal Declaration. You can find the original text at [http://www.un.org/ Overview/rights.html](http://www.un.org/Overview/rights.html).

1. Everyone is entitled to rights and freedoms, regardless of who they are or what their circumstances are.	2. Everyone has the right to live, to have liberty, and to feel safe and secure.
3. The authority, or power, the government has comes from the people it serves. Everyone has the right to take part in the government of his/her country, directly or through freely chosen representatives. The government is elected by the people.	4. No one shall be subjected to torture or to cruel, inhuman or degrading treatment or punishment.
5. No one shall be arrested, detained or exiled unless there is reason to believe they have done something wrong. Everyone is entitled to a fair trial.	6. Everyone has the right to leave any country, including his/her own, and to return to his/her country.
7. Everyone has the right to privacy, and that privacy should not be invaded unless there is a good reason to do so.	8. People have the right to marry and have a family. People may marry whomever they want to marry, provided both consent to it.
9. Everyone has the right to own property. No one's property can be taken away without good reason.	10. Everyone has the right to think what he/she wants to, and to believe what he/she wants to. A person can practice any religion he/she wants to.

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Discussion Activity: What Are Rights? What is Freedom?

11. A person has the right to express his/her opinion in speech, print or other media.	12. People may meet together freely to exchange opinions, and give and get information through any of the media.
13. All people have the right to work, and the conditions of that work must be decent. People also have the right to rest from that work.	14. People have the right to an education.
15. When you exercise your rights and freedom, you must do so with a respect for the rights and freedoms of others.	16. No one shall be held in slavery or servitude; slavery and the slave trade shall be prohibited.

MISSION 1: “For Crown or Colony?”
Part 4: From Bad to Worse (March 5, 1770)
Discussion Activity: What Are Rights? What is Freedom?

Questions

1. Based on your own ideas, what you’ve learned this year so far, and the reading attached here, what are rights? What is freedom?
2. What do rights have to do with freedom?
3. Where do rights come from? From God? From nature? From governments? From laws? Why do you think that?
4. How does your idea of freedom and rights fit with the idea of having to follow rules, as we do in games, at school, at home, with respect to laws, etc. (Examples: Are you *free* if you have to wait your turn on the movie line instead of cutting right to the front? If you have to pay for things in a store? If you have to come to school on time? If you are free, why can’t you hit someone on the head with a stick?)
5. Do *you* feel like you have rights? Do *you* feel free? Why or why not?
6. Look at the list of rights. If you could only have three, which would you choose? In what order? Now add more, one by one, in order of importance. What reasons can you give for your choices? As an alternative, begin with all the rights. Then decide which one you would give up if you had to give up three. What would go next?
7. A right that may sound natural to you is, “All people have the right to think and say what they want.” Another is, “All people have the right to live.” Here is one that isn’t on the list: “All people have the right to a BMW.” How do we decide what is a right and what isn’t?
8. Read through the list of rights on the other page again. Which rights did the Patriots seem to already have? Which did they feel they did not have?
9. The UN Declaration is clear that no one can be held in slavery. Answer this: Do your parents own *you*? Explain why you believe you or why not?

MISSION 1: “For Crown or Colony?”
Part 4: From Bad to Worse (March 5, 1770)

Discussion Activity: What Are Rights? What is Freedom?

10. You know that enslaved Africans in the colonies had no rights, no freedom. In the Declaration of Independence, Thomas Jefferson wrote that freedom (he called it “liberty”) was an “inalienable right” (one that was given to people by God and can’t be taken away). Yet he himself owned slaves as did many of the other signers. How can you explain this? Assume he wasn’t insane and that he did understand what he was doing.

11. Nat is an indentured servant who has few rights. He is lucky because Mr. Edes, while a stern master, isn’t a cruel one. Still, until his indenture is up, he has little freedom of movement and in general, he must do what Mr. Edes tells him to. Solomon is a freedman, and he can go where he wants and do what he wants, but because many black people in the North are enslaved, Solomon must carry identification papers to demonstrate to the authorities that he is free. And there is always a chance someone will kidnap him and sell him back into slavery. Phillis is enslaved, but her masters, Mr. and Mrs. Wheatley, have educated her, they treat her well, and she has time to worship, to write poetry and even to travel.

- Of these three people, who is the most free? Who is the least? Why do you think so?
- If you had to be one of these three people, who would you choose to be? Why? If you had been an enslaved African in early 1770s Boston, and you became aware that people were talking about liberty and freedom, what might you have said or done?

MISSION 1: "For Crown or Colony?"
Part 4: From Bad to Worse (March 5, 1770)
Post-Game Discussion Questions

After you witness the Boston Massacre

1. Write 3 sentences that **describe what happened in King St:**

NOW DECIDE:

2. **Did the crowd provoke the soldiers?** Yes No Not Sure

What I **saw & heard** that makes me say this:

MISSION 1: "For Crown or Colony?"
Part 4: From Bad to Worse (March 5, 1770)
Post-Game Discussion Questions

3. Did the soldiers threaten the townspeople? Yes No Not Sure

What I saw & heard that makes me say this:

MISSION 1: "For Crown or Colony?"
Epilogue (April, 1770-July4, 1776)
**Document Based Activity: "A Decent Respect to the Opinions of
Mankind" Interpreting the Declaration of Independence**

A NOTE TO THE EDUCATOR:

This activity is best used once students have viewed the Epilogue and completed their gameplay. Students will have a good understanding of the different characters and viewpoints presented in the game, and will have chosen their own path for Nat.

There are three parts to this activity. In the first part, you and your class will read the annotated text of the Declaration of Independence together. Then students (either individually, in groups, or as a class) will write a one-sentence summary of each section of the text. In the second part of the activity, students will work in groups to interpret different segments of the text from different "For Crown or Colony?" characters' points-of-view. In the third part, students will reflect on the choices they made as Nat and where he ended up, and write briefly about how Nat would react to the Declaration, based on the events of the game.

As an extension activity, have students conduct a more in-depth investigation of the language in the Declaration of Independence, taking historical context, legal concepts and philosophies into account.

MISSION 1: "For Crown or Colony?"
Epilogue (April, 1770-July4, 1776)
Document Based Activity: "A Decent Respect to the Opinions of Mankind" Interpreting the Declaration of Independence

Declaration of Independence Introduction and Preamble

Section 1:

<u>In this case, American colonists and British citizens</u> <u>their own independent government</u> <u>urge, force</u>	When, in the course of human events, it becomes necessary for <u>one people</u> to dissolve the political bands which have connected them with <u>another</u> , and to assume among the powers of the earth, the <u>separate and equal station</u> 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 <u>impel</u> them to the separation.
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Section 1 summary:

Section 2:

<u>true, not needing proof provided</u> <u>fundamental, not able to be taken away</u>	We hold these truths to be <u>self-evident</u> , that all men are created equal, that they are <u>endowed</u> by their Creator with certain <u>unalienable</u> rights, that among these are life, liberty and the pursuit of happiness.
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Section 2 summary:

MISSION 1: "For Crown or Colony?"
Epilogue (April, 1770-July4, 1776)
Document Based Activity: "A Decent Respect to the Opinions of Mankind" Interpreting the Declaration of Independence

Section 3

<p><u>obtaining, developing constituents, citizens</u></p> <p><u>change</u> <u>do away with</u></p> <p><u>creating the new government</u></p>	<p>That to secure these rights, governments are instituted among men, <u>deriving</u> their just powers from the <u>consent of the governed</u>. That whenever any form of government becomes destructive to these ends, it is the right of the people to <u>alter</u> or to <u>abolish</u> it, and to institute new government, <u>laying its foundation</u> on such principles and organizing its powers in such form, as to them shall seem most likely to effect their safety and happiness.</p>
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Section 3 summary: _____

Section 4:

<p><u>Sound judgment</u></p> <p><u>passing briefly</u></p> <p><u>accepting of hardships</u></p> <p><u>improve their situation by</u></p> <p><u>changing their government</u></p>	<p><u>Prudence</u>, indeed, will dictate that governments long established should not be changed for light and <u>transient</u> causes; and accordingly all experience hath shown that mankind are more <u>disposed to suffer</u>, while evils are sufferable, than to <u>right themselves by abolishing the forms</u> to which they are accustomed.</p>
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Section 4 summary: _____

MISSION 1: "For Crown or Colony?"
Epilogue (April, 1770-July4, 1776)
Document Based Activity: "A Decent Respect to the Opinions of Mankind" Interpreting the Declaration of Independence

Section 5:

<p><u>wrongful seizing, holding</u> <u>expresses, demonstrates</u> <u>dictatorship, cruel ruler-</u> <u>ship</u></p> <p><u>endurance, tolerance</u></p>	<p>But when a long train of abuses and <u>usurpations</u>, pursuing invariably the same object <u>evinces</u> a design to reduce them under <u>absolute despotism</u>, it is their right, it is their duty, to throw off such government, and to provide new <u>guards</u> for their future security. --Such has been the patient <u>sufferance</u> of these colonies; and such is now the necessity which constrains them to alter their former systems of government.</p>
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Section 5 summary:

MISSION 1: "For Crown or Colony?"
Epilogue (April, 1770-July4, 1776)
Document Based Activity: "A Decent Respect to the Opinions of Mankind" Interpreting the Declaration of Independence

Character Reactions

Imagine that the characters in "For Crown or Colony?" have just read or heard the Declaration of Independence for the first time. What ideas, thoughts, and questions would these characters have about each individual section?

Section 1: Mr. Edes



Section 2: Phillis Wheatley



Section 3: Constance Lillie



Section 4: Royce Dillingham



MISSION 1: “For Crown or Colony?”
Epilogue (April, 1770-July4, 1776)
Chronology Activity
“Countdown to Independence: A MISSION US Timeline Challenge”

A NOTE TO THE EDUCATOR:

At the conclusion of “For Crown or Colony?” gameplay, a brief cinematic is shown, presenting an overview of the events that occurred in between the last day of the game (March 6, 1770) and the start of the Revolutionary War. Unlike the other sections of the game, the Epilogue is not interactive; players watch the animation rather than participating and making choices.

This activity is intended to give students a deeper understanding of the events that unfold during the Epilogue – why they happened, when they happened, and how they affected the colonists.

This activity is best used after students have completed their gameplay and viewed the Epilogue cinematic, or at any point in your classroom instruction of the causes leading up to the American Revolution.

MISSION 1: “For Crown or Colony?”
Epilogue (April, 1770-July4, 1776)
Chronology Activity
“Countdown to Independence: A MISSION US Timeline Challenge”

Materials (following the activity description in this file)

Events signs: one 8 ½ x 11” sign for each event listed in the table below

Description signs: one 8 ½ x 11” sign for each description listed in the table below

Consequences signs: one 8 ½ x 11” sign for each consequence listed in the table below

Steps for the Activity

1. Draw a line along the top of a blackboard or whiteboard and mark it with annual dates from 1770 to 1776.
2. Divide the class into eight groups and randomly give each group a piece of paper printed with one of the eight “Events” listed below. Explain that each piece of paper corresponds with one of the events mentioned in the epilogue to *MISSION US*. Tell the groups to tape the events in what they believe to be chronological order along the line.
3. Randomly give each group a piece of paper with one of the eight “Descriptions” listed below, which they must tape below the event which they think it describes.
4. Randomly give each group a piece of paper with one of the eight “Consequences” listed below, which they must tape below the event and description which they think it relates to.
5. With the class, check to see if the events are in the correct order, and that the descriptions and consequences placed below each event are accurate. Make corrections as necessary until the timeline corresponds to the chart below, checking for student comprehension as you go.
6. Going in chronological order, add the specific date of each event to the timeline and encourage class discussion in response to the discussion questions.

MISSION 1: "For Crown or Colony?"

Epilogue (April, 1770-July 4, 1776)

Chronology Activity

"Countdown to Independence: A MISSION US Timeline Challenge"

Event	Description	Consequence	Discussion Questions	Date
Publication of a print depicting what becomes known as "The Boston Massacre"	Paul Revere's inflammatory engraving of the incident was actually based on another artist's portrayal.	This massively popular print brings sympathy to the patriot cause throughout the American colonies.	In what ways is this print historically inaccurate? What were the Patriots' reasons for depicting the event in this way?	April 1770
The Boston Massacre Trial	John Adams defends British soldiers in a colonial Boston court.	Although highly controversial among his patriot peers, Adams's successful legal defense of the soldiers preserves the integrity and legitimacy of colonial law.	Is it fair to put soldiers on trial for actions they committed under orders?	September-December 1770
The "Tea Act"	A British law that actually lowers the price of tea in the colonies, but mandates it must be bought exclusively from the British East India Company and carry a British tax.	Colonists already suspicious of Great Britain's maneuvers to extract "taxation without representation" object to the tax and boycott British tea, leaving it sitting aboard ships in Boston and other American harbors.	Why was the principle of taxation without representation so offensive to many colonists? Is there a case to be made that British taxation of the colonies was fair?	May 10, 1773

MISSION 1: "For Crown or Colony?"

Epilogue (April, 1770-July 4, 1776)

Chronology Activity

"Countdown to Independence: A MISSION US Timeline Challenge"

Event	Description	Consequence	Discussion Questions	Date
"The Boston Tea Party."	Colonists dressed as Mohawk Indians board British merchant vessels docked in Boston and throw their cargoes of taxed tea into the harbor.	Great Britain imposes a series of laws intended to punish Boston by closing the port to commerce, quartering British troops in private buildings, and changing certain legislative and judicial policies to be more favorable to Great Britain and its official representatives throughout the colonies. These laws come to be known by the colonists as the "Intolerable Acts" or "The Coercive Acts."	The Boston Tea Party has come to be seen as a heroic moment in American history, but how was it actually received by colonists at the time? What were some objections made by prominent patriots?	December 16 th , 1773
The First Continental Congress	Delegates from twelve of the thirteen colonies convene secretly in Philadelphia to discuss their poor treatment by Great Britain and their rights as colonists.	The Congress agrees to boycott British imports, petition King George III to redress of colonists' grievances, and plan a second meeting. Many future Founding Fathers meet for the first time.	Which colony abstained from sending any delegates to the Congress, and why?	September 5, 1774

MISSION 1: "For Crown or Colony?"

Epilogue (April, 1770-July4, 1776)

Chronology Activity

"Countdown to Independence: A MISSION US Timeline Challenge"

Event	Description	Consequence	Discussion Questions	Date
Battle of Lexington and Concord	The first military engagement of the American Revolution, fought by a colonial militia of "minute men" against British soldiers outside Boston.	"The Shot Heard 'Round The World" marks the point of no return for the American colonists in their struggle against what they perceive as the excesses of British rule. The issue must now be decided by war.	Which side fired first at Lexington? How and why has the answer varied at different points in American history? Is it important? Why?	April 19 th , 1775
Publication of <i>Common Sense</i>	Thomas Paine's anonymously written pamphlet calling for complete independence from Great Britain.	By writing in passionate but plain language, Paine makes a powerfully compelling argument for independence from British rule at a time when many ordinary colonists are undecided on the matter.	Why might an American colonist have wished to remain a British subject even after the outbreak of the Revolutionary War?	January 10, 1776
The Declaration of Independence	Representatives from all thirteen colonies ratify a formal document declaring independence from Great Britain.	Although it will be many more years before the laws and structure of the United States are established in the Constitution, the Declaration of Independence marks the birth of the nation.	On what principles did the Founding Fathers base this declaration? Did the freedom they outlined include all Americans? What people were left out? Why?	July 4, 1776

Event

Publication of a print depicting
what becomes known as
“The Boston Massacre”

Event

The Boston Massacre Trial

Event

The Tea Act

Event

The Boston Tea Party

Event

The First Continental Congress

Event

Battle of Lexington and Concord

Event

Publication of *Common Sense*

Event

The Declaration of Independence

Description

Paul Revere's highly sensationalized and inflammatory engraving of the incident was actually based on another artist's portrayal.

Description

John Adams defends British soldiers in a colonial Boston court.

Description

A British law which actually lowers the price of tea in the colonies but mandates that it must be bought exclusively from the British East India Company and carry a British tax.

Description

Colonists dressed as Mohawk Indians board British merchant vessels docked in Boston and throw their cargoes of taxed tea into the harbor.

Description

Delegates from twelve of the thirteen colonies convene secretly in Philadelphia to discuss their poor treatment by Great Britain and their rights as colonists.

Description

The first military engagement of the American Revolution, fought by a colonial militia of “minute men” against British soldiers outside Boston.

Description

Thomas Paine's anonymously written pamphlet calling for complete independence from Great Britain.

Description

Representatives from all thirteen colonies ratify a formal document declaring independence from Great Britain.

Consequence

This massively popular print brings sympathy to the patriot cause throughout the American colonies.

Consequence

Although highly controversial among his patriot peers, Adams's successful legal defense of the soldiers preserves the integrity and legitimacy of colonial law.

Consequence

Colonists already suspicious of Great Britain's maneuvers to extract "taxation without representation" object to the tax and boycott British tea, leaving it sitting aboard ships in Boston and other American harbors.

Consequence

Great Britain imposes a series of laws intended to punish Boston by closing the port to commerce, quartering British troops in private buildings, and changing certain legislative and judicial policies to be more favorable to Great Britain and its official representatives throughout the colonies. These laws come to be known by the colonists as the “Intolerable Acts” or “The Coercive Acts.”

Consequence

The Congress agrees to boycott British imports, petition King George III to redress of colonists' grievances, and plan a second meeting. Many future Founding Fathers make their first acquaintance of each other.

Consequence

“The Shot Heard ‘Round the World” marks the point of no return for the American colonists in their struggle against what they perceive as the excesses of British rule. The issue must now be decided by war.

Consequence

By writing in passionate but plain language, Paine makes a powerfully compelling argument for independence from British rule at a time when many ordinary colonists are undecided on the matter.

Consequence

Although it will be many more years before the laws and structure of the United States are established in the Constitution, the Declaration of Independence marks the birth of the nation.

MISSION 1: “For Crown of Colony?”
Epilogue (April, 1770-July 4, 1776)
Writing Prompts

A NOTE TO THE EDUCATOR:

You will need to decide how best to share these writing prompts with your students. You might share them all and ask students to choose one for response. You might assign one or more to the entire group. You might make one or more of the topics the basis for in-class discussions. Make your decisions according to the needs of your group.

You may notice that many of the topics ask students to write about events in their own lives. Since students remember the content of their own lives, they can more easily respond to these types of questions and are more likely to want to express themselves if they feel competent to do so; second, these questions can form a meaningful bridge between what happens in the lives of ordinary people today and the lives of people in history or in historical events themselves.

Since students vary in their degree of comfort and skill in writing, you should decide when students write and how much students should write. We do suggest, though, that since students need to share their writing with each other to make personal and historical connections, you encourage them to focus on content rather than on mechanical skills. Pieces can be revised and edited later if you decide they should be shared more formally (such as on a bulletin board or newsletter).

MISSION 1: "For Crown of Colony?"

Epilogue (April, 1770-July 4, 1776)

Writing Prompts

Read through all the topics. Then choose one of them to write about. Write the title of the piece at the top of your page. Write in complete sentences. After you are finished, proofread your work for correctness.

BOSTON TEA PARTY. Britain forced colonists to pay taxes on their tea and forced them to purchase all of their tea from the British East India Company. As a protest, the Sons of Liberty dumped good tea in the water. What do you think about their act of throwing tea in the water? Do you think that they should have done that? (Why or Why not?) What would you do if a law was passed that you disagreed with? (Explain.)

DEAR NEW APPRENTICE. Imagine you are Nat and have been asked to write a letter to a boy, also from Uxbridge, who is about to start working as an apprentice for Benjamin Edes. Write a letter to the new apprentice to inform him about some of the things that have happened in Boston since you started working for Master Edes. Describe some of the things you have learned about the printing business and Boston. Explain some of the vocabulary words from the Mission to him, so that he knows what they mean before he comes to Boston.

MY VIEW. "Common Sense," written by Thomas Paine, was a 48-page pamphlet that promoted independence from Britain. It was written in very clear language that the general public could understand and clearly outlined reasons why it was important to pursue freedom from British rule. Choose a topic that is important to you and about which you have an opinion. Create a pamphlet to promote your point of view and present a compelling argument to convey your opinion. (For example, the importance of recycling, why dogs make the best pets, why it is important to wear seatbelts, etc.). Feel free to include photographs, drawings, original poems, song lyrics, essays and/or other writings about that issue.

NEWSPAPER. Every newspaper must make tough decisions about what stories to print and which ones should take up the most space and which should be featured on the front page and which on the inside pages. In Nat's time, some people in Boston enjoyed reading the Boston Gazette, while others thought that it was "slanderous." Create your own newspaper, highlighting important events in your family, school and/or community. Include at least 4 of the following: An interview, a letter to the editor, a news article, a sports article, a word puzzle, a cartoon, a photograph or drawing, an advertisement, an announcement (wedding, birth, etc.), as well as other features that you would like to include.

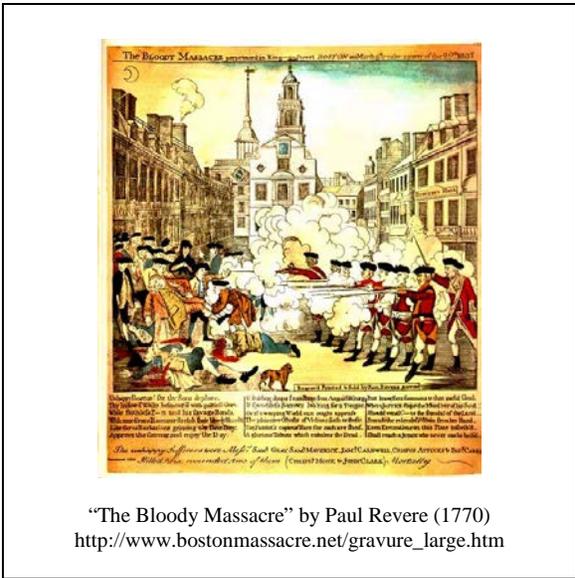
MISSION 1: "For Crown of Colony?"

Epilogue (April, 1770-July 4, 1776)

Writing Prompts

A PICTURE PAINTS A THOUSAND WORDS. Sometimes a story can be told very well through an image. Paul Revere's print of the Boston Massacre presents one view about what happened at the Boston Massacre and promotes a strong anti-British sentiment. Think about an event that has happened recently in your life or in the news and draw/ paint an image of it. In the image, feel free to exaggerate your depiction of what happened in order to promote a particular point of view. Write an accompanying description with details about what is happening in the image.

POINTS OF VIEW. People who witnessed the Boston Massacre and who participated in the subsequent trial of the redcoats differed in their views about what happened. Select two characters from the Mission, with differing perspectives about the Massacre and write up a discussion between them, during which the two voice their opinions about what happened. (Possible people could include: Constance Lillie, Royce Dillingham and Solomon Fortune, etc.)



"The Bloody Massacre" by Paul Revere (1770)
http://www.bostonmassacre.net/gravure_large.htm

Note to teacher- Here is an idea for an extension activity to conduct with your class:

MOCK TRIAL. Create a mock Boston Massacre trial with your students. Assign each student a specific person (judge, lawyer, witnesses, etc.) to portray in the trial. Ask students to conduct research to find out as much as possible about that person and the person's perspective about what happened at the Massacre. Ask students to write down their findings and to use their notes to help them portray their characters during the mock trial.

MISSION 1: “For Crown of Colony?”

Engaging Students in Multimedia Projects

A NOTE TO THE EDUCATOR:

These activities can be used at any time while you are using “For Crown or Colony?” with your students, as there is unlimited flexibility in how you and your students develop multimedia projects related to the mission and their experiences playing it. The MISSION US “For Crown or Colony?” multimedia projects are intended to inspire students to think about how the themes and issues faced by characters in the game relate to contemporary issues in students’ own lives.

Multimedia projects have multiple benefits for students, providing them with the opportunity to use their imaginations and be creative in ways not always possible in traditional classroom instruction. By working together to produce a final product, students build teamwork and communication skills. There are several opportunities for cross-curricular extensions, particularly with ELA and visual arts classes. And, perhaps most importantly, students have the opportunity to explore and understand the historical concepts of the game in new and interesting ways.

When it comes to deciding what kind of multimedia project to do, the possibilities are endless. Your students can work individually, in groups, or as a class. As the teacher, you can choose an appropriate level of involvement. Students can play to their individual strengths, as there are many roles in any given project: acting, writing, camera and/or microphone operation, video/sound editing, web design, etc. Student projects might include short films or videos, podcasts, websites, recorded songs, etc. Projects should incorporate audio, video and/or Internet.

MISSION 1: “For Crown of Colony?”

Engaging Students in Multimedia Projects

“FOR CROWN OR COLONY?” MULTIMEDIA PROJECTS

Students: Read through all of the topics, and choose ONE on which to base your multimedia project. Projects can directly address one of the questions presented below, or you can use the topics as inspiration for new ideas. Be creative – you can write and perform original skits, present reenactments of historical or current situations, record podcasts, create websites – the sky is the limit, as long as your projects are audio, video, or Internet-based.

FINDING YOURSELF IN AN UNFAMILIAR SITUATION

We all find ourselves in new and potentially unfamiliar situations at different points in our lives. At the beginning of “For Crown or Colony?” Nat Wheeler leaves his family, moves to a new town, and starts a new job. He is completely unfamiliar with the new people and places, yet still must find a place for himself in the community.

Think about a time in your life when you were in a new and unfamiliar situation, like moving to a new town, attending a new school, or starting a new job. What did you do to adjust and get used to your new surroundings? What if you go to a college that is far away from your family, friends, and hometown – what might that experience be like?

Several million people from around the world immigrate to the United States of America each year. Do you know – or are you part of – a family that has recently immigrated to America? What was it like to move to this country and experience new cultures, new customs, and a new language, in addition to starting school or work and meeting new people?

MOVEMENTS OF POLITICAL AND SOCIAL CHANGE

The foundations of our modern government in America were just beginning to form in pre-Revolutionary times, as Nat sees during his time in Boston. As the colonies grew more and more dissatisfied with British rule, they began to figure out what kind of government they wanted for themselves.

Does your school or class have its own government? Who is the president? Who are the other officers? Would you consider running for class office? Why or why not? Imagine that your class president has decided on a new rule for your grade: class officers will take the place of homeroom teachers, and will assign detentions as they see fit. Is that fair? Does it change your opinion of running for class office? Why or why not? How would you react to this new rule?

Often times, citizens of a country do not agree with the decisions that their government makes, and will share their views in a variety of ways. Do you know anyone who has been involved with protests against the government? What were their experiences? Did the protest convince the government to change its policies? What issues are the most divisive in the United States today? How do people show their support or objections to these issues?

MISSION 1: “For Crown of Colony?”

Engaging Students in Multimedia Projects

WHAT IS FREEDOM?

As seen in “For Crown or Colony?,” freedom was a controversial topic in pre-Revolutionary America. From the slave Phillis Wheatley, to freedman Solomon Fortune, to apprentices Nat and Royce, individual levels of freedom vary greatly from person to person. On a larger scale, many colonists felt British rule of the colonies took away their freedom.

Do you feel like you are “free” in your own life? Can you go anywhere and do anything you wish, at any time? What are some of the rules and laws affecting what you are free to do at home, at school, and in public places? How do these rules and laws affect your freedom?

Our founding fathers attached a document to the Constitution called the Bill of Rights, outlining basic freedoms granted to all American citizens. Do you agree all Americans deserve those rights? What about citizens in other countries, such as France, South Africa, Afghanistan, Brazil, or Japan. . .do they have the same basic rights that American citizens have? Do you consider citizens of those countries to be free? Why or why not?

STANDING UP FOR YOUR BELIEFS

Many of the characters in “For Crown or Colony?” have very strong beliefs about the situation in Boston, and express those beliefs in different ways. Mrs. Edes will not buy goods from importers, Royce participates in protests, and Theophilus Lillie will not sell an ad to the *Boston Gazette*. By the end of the game, Nat has to stand behind his beliefs and decide the path he will take following the Boston Massacre.

How do you express and support your own beliefs on an everyday basis? What pins or patches do you wear on your backpack? What is written on the cover of your notebook? What groups do you belong to on Facebook? Imagine that you saved up the money to buy tickets to go see your favorite band in concert. At the concert, you buy a t-shirt with the band’s logo, and wear it to school the next day. A group of students approach you and start making fun of you, saying that your favorite band is terrible, and that you wasted your money on the concert and the shirt. How would you respond to them? Would you tell your friends or a teacher? Would you yell at them, or make fun of them for something? Would you punch them, or throw snowballs?

In the spring of 2010, Arizona passed a controversial law surrounding immigration and immigrants into the United States of America. Many American citizens felt that this was an unfair law, and in response refused to buy products from companies headquartered in Arizona. Do you think that this is a fair way to show one’s disagreement with the law? Since this is a state law and not a federal law, do you feel that citizens outside the state of Arizona should be participating in the boycott?

INTERPRETING CONFLICTING OPINIONS

When Nat arrives in Boston, he is faced with many different opinions about the British, King George, and colonial independence. It is up to Nat – and you, as the player – to decide on your own viewpoint.

MISSION 1: "For Crown of Colony?"

Engaging Students in Multimedia Projects

There are always many decisions to make in life, and you may get different advice and opinions from different people about how you should act. What if you were told that you had to choose one extracurricular activity to join after school, and didn't know which one to pick? Your English teacher thinks that you read aloud well in class, and would be perfect for the school play, but your gym teacher thinks you are a natural soccer talent and should be on the team. How would you decide which activity to join? What information would you need to make your decision? Would you choose a different activity all together, like the debate team? Think about a time in your life when you were influenced by two (or more) different opinions.

In the United States, there are at least two candidates in most elections, one from the Democratic Party and one from the Republican Party. Sometimes, additional party candidates participate in the election, such as the Green Party, the Libertarian Party, and the Independent Party. Imagine that are registering to vote, and must identify with a political party as part of your registration. How will you choose which political party to join? What information would you need about each party? Would you talk to current party members, or read books written by people in each political party? With which party do your friends and family identify, and would that affect your decision?

MISSION 1: “For Crown or Colony?”

Political Perspectives Activity

A NOTE TO THE EDUCATOR:

As students play “For Crown or Colony?” they are presented with a variety of characters presenting a broad spectrum of political opinions and perspectives. Some characters are more “for the Crown” (i.e., Loyalist), while others are more “for the Colony” (i.e., Patriot). Still other characters may fall somewhere “in between,” exhibiting neither particular allegiance to the Crown or the Colony. Students ultimately have to decide whether “their version” of Nat is, as the game title implies, “for Crown or Colony.”

A key element of the game is the notion that history is not always comprised of absolute, clear-cut distinctions. This can be a challenging idea for students. Different people can have different interpretations of the same event. An individual’s attitudes and ideas can change over time. Patriots and Loyalists alike had moderate to extreme viewpoints.

This activity asks students to consider where the characters of “For Crown or Colony?” fall on the political spectrum, ranging from hardcore Patriots to extreme Loyalists.

The activity can be used at various points while you and your students are using “For Crown or Colony?” Students can begin utilizing the activity after completing Parts 1 & 2 of the game, shifting and realigning characters based on new information, or complete the activity once after finishing the entire gameplay experience.

MISSION 1: "For Crown or Colony?"

Political Perspectives Activity

Materials (included in this file)

8 ½ by 11 sign with a CROWN

8 ½ by 11 sign with a DON'T TREAD ON ME flag

8 ½ by 11 sign reading "Patriot"

8 ½ by 11 sign reading "Loyalist"

8 ½ by 11 sign reading "We have to respect and obey the British troops in Boston."

8 ½ by 11 sign reading "We have access to a huge market of people in England who want to buy our raw materials."

8 ½ by 11 sign reading "We have access to merchants that sell us the finest goods money can buy from around the world."

8 ½ by 11 sign reading "We have the King and Parliament looking out for our best interests."

8 ½ by 11 sign reading "We have the benefits of a being part of an important Empire but freedoms of our own."

8 ½ by 11 sign reading "As English subjects, we have a responsibility to help England pay its debts."

8 ½ by 11 sign reading "We have local leaders who know and care about us."

8 ½ by 11 sign reading "We have access to locally made goods that cost us less than imports."

8 ½ by 11 sign reading "We have built up homes, businesses, and our own society."

8 ½ by 11 sign reading "We should boycott imported goods."

8 ½ by 11 sign reading "We have no duties to support or obey the British soldiers in Boston."

8 ½ by 11 sign reading "We should spend our money supporting local merchants, farmers, and shopkeepers."

Large images of Nat Wheeler, Hugh White, Constance Lillie, Theophilus Lillie, Mr. Edes, Mr. Wheeler, Royce Dillingham, Solomon Fortune, Mrs. Edes, Phillis Wheatley, and Paul Revere. See images on pages 242 – 256.

You will also need:

A long piece of wide ribbon, thick yarn, or wide tape

Tape or tacks

MISSION 1: “For Crown or Colony?”

Political Perspectives Activity

Steps for the Activity

- 1) Affix the long piece of ribbon, yarn, or tape horizontally along the wall of the classroom. Put the picture of the Crown at the right end of the ribbon and the picture of the “Don’t Tread on Me” flag (Colony) at the left end.
- 2) Begin the discussion by talking about the title of the mission, “For Crown or Colony?” What does it mean? What is its significance? How does the title relate to the action of the game?
- 3) Distribute the signs with words and phrases to the students. Explain to students that the signs contain terms and ideas that might be associated with or spoken by people who are either “for crown” or “for colony.” Some of the words and phrases may be applicable to *both* people who were for the crown *and* for the colony.

Ask students to review the terms and phrases on their individual signs, and consider whether the term or statement is more relevant to the Patriot viewpoint, more relevant to the Loyalist viewpoint, or if it falls somewhere “in between.”

Ask students to come up one at a time and tape their signs along the ribbon according to which political viewpoint the word or phrase represents. Signs placed near the crown should reflect ideas or terms related to Loyalists. Signs placed near the flag should reflect ideas or terms related to Patriots. Some ideas may fall somewhere in the middle of the spectrum. Students should try to explain why they are placing their sign at a particular place on the continuum.

Below are some general guidelines on where the signs *could* be placed on the spectrum. Students may be able to convincingly defend choices that do not align with the suggested placement listed below.

- “Patriot”
Should be placed near the flag on the left end of the spectrum.
- “Loyalist”
Should be placed near the crown on the right end of the spectrum.
- “We have to respect and obey the British troops in Boston.”
More of a Loyalist statement.
- “We have access huge market of people in England who want to buy our raw materials.”
Could be either Loyalist or Patriot statement.
- “We have access to merchants that sell us the finest goods money can buy from around the world.”
Could be either Patriot or Loyalist statement, though many Patriots were anti-importation.
- “We have the King and Parliament looking out for our best interests.”

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More of a Loyalist statement.

- "We have the benefits of a being part of an important Empire but freedoms of our own."

More of a Loyalist statement.

- "As English subjects, we have a responsibility to help England pay its debts."

More of a Loyalist statement.

- "We have local leaders who know and care about us."

Could be either Patriot or Loyalist statement, though Patriots were more supportive of local leadership.

- "We have access to locally made goods that cost us less than imports."

More of a Patriot statement.

- "We have built up homes, businesses, and our own society."

Could be either Patriot or Loyalist statement.

- "We should boycott imported goods."

More of a Patriot statement.

- "We have no duties to support or obey the British soldiers in Boston."

More of a Patriot statement.

- "We should spend our money supporting local merchants, farmers, and shopkeepers."

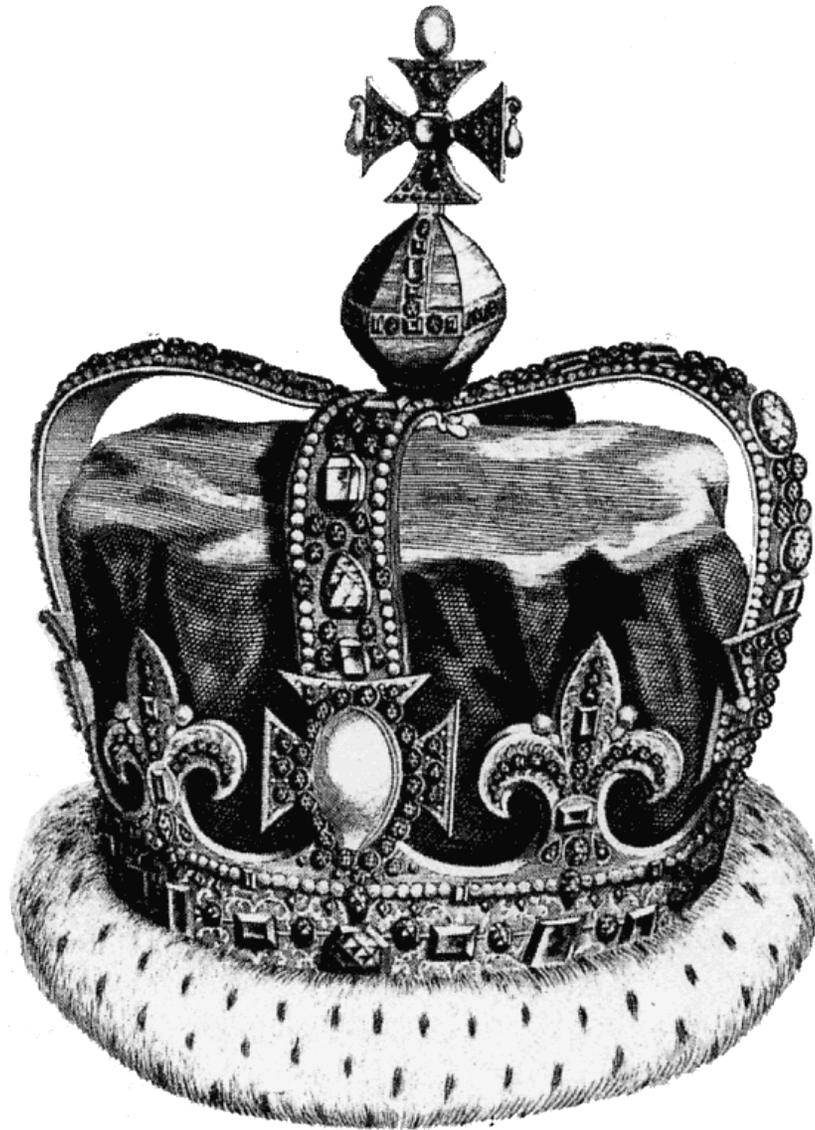
More of a Patriot statement.

4) Show students the character signs one at a time. Ask a student to come up and place each character on the continuum where they feel the character's allegiances lie. Allow students to discuss what they believe the characters' perspectives to be, based on their experiences playing the game.

Encourage students to place characters on the line in a position reflecting how strongly they feel about the Patriot vs. Loyalist cause (middle of the line is "on the fence," extreme ends of the line would be "passionate supporter").

5) Review the placement of all the terms, phrases, and characters. Ask students if they agree. Reinforce that while some statements (and characters) are very clear cut as far as having a Patriot or Loyalist perspective, others are hazier and not as clear cut.

6) Ask students to reflect on the reasons why the characters have such different perspectives. What are the motivations for the various viewpoints? Ask students to imagine where they would fall on the continuum if they had lived in Boston in 1770, and didn't know what the results of the American Revolution were going to be.





DONT TREAD ON ME

Source: Wikimedia Commons, http://commons.wikimedia.org/wiki/File:Gadsden_flag_large.png

Patriot

Loyalist

We have to respect and obey
the British troops in Boston.

We have access to a huge market of people in England who want to buy our raw materials.

British merchants sell us the finest goods money can buy from around the world.

We have the King and
Parliament looking out for
our best interests.

We have the rights and privileges of being part of the British Empire, and additional freedoms to shape our own communities.

As English subjects, we have a responsibility to help England pay its debts.

We have local leaders who
know and care about us.

We have access to locally made goods that cost us less than imports.

We have built up homes,
businesses, and our own
society.

We should boycott imported goods.

We have no duty to support or obey the British soldiers in Boston.

We should spend our money supporting local merchants, farmers, and shopkeepers.

It is our duty to obey the
King and Parliament.

All men have rights and
deserve to be treated equally.

MISSION 1: "For Crown of Colony?" Tracking Charts

A NOTE TO THE EDUCATOR:

The following charts can be used at any time while you are using "For Crown or Colony?" with your students. It provides both teachers and students with an easy and visually accessible way to capture ideas and thoughts about the characters in the game and each student's progress based on points earned for each badge. The character chart could be displayed for the entire class and the badge tracker printed for each individual student.

TEACHER'S GUIDE: MISSION 1: Character Observations

	Part 1 Observations	Part 2 Observations	Part 3 Observations	Part 4 Observations	Part 5 Observations	Who are they FOR?	Who are they AGAINST?
 Mr. Edes							
 Constance							
 Mr. Lillie							
 Royce							
 Phillis							

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 Hugh White							
 Solomon							
 Customs Officer							

For Crown or Colony?
BADGE TRACKER

Instructions: Use this chart to record when you receive a star toward each badge and how you earned the point.

BADGE	PART 1	PART 2	PART 3	PART 4	PART 5
<p style="text-align: center;">Adventurous Spirit</p>  <p style="text-align: center;"><i>(taking risks, standing up to authority)</i></p>					
<p style="text-align: center;">My Brother's Seeker</p>  <p style="text-align: center;"><i>(seeking to discover what happened to your brother Christopher Wheeler)</i></p>					
<p style="text-align: center;">Eager Learner</p>  <p style="text-align: center;"><i>(showing your eagerness in learning and working)</i></p>					

For Crown or Colony?
BADGE TRACKER

<p style="text-align: center;">Easter Egg</p>  <p><i>(finding secrets hidden in the game)</i></p>					
<p style="text-align: center;">Master Apprentice</p>  <p><i>(being an exemplary apprentice)</i></p>					
<p style="text-align: center;">To Err is Human</p>  <p><i>(acting negatively)</i></p>					
<p style="text-align: center;">V is for Virtue</p>  <p><i>(exhibiting honesty, piety, and obedience)</i></p>					

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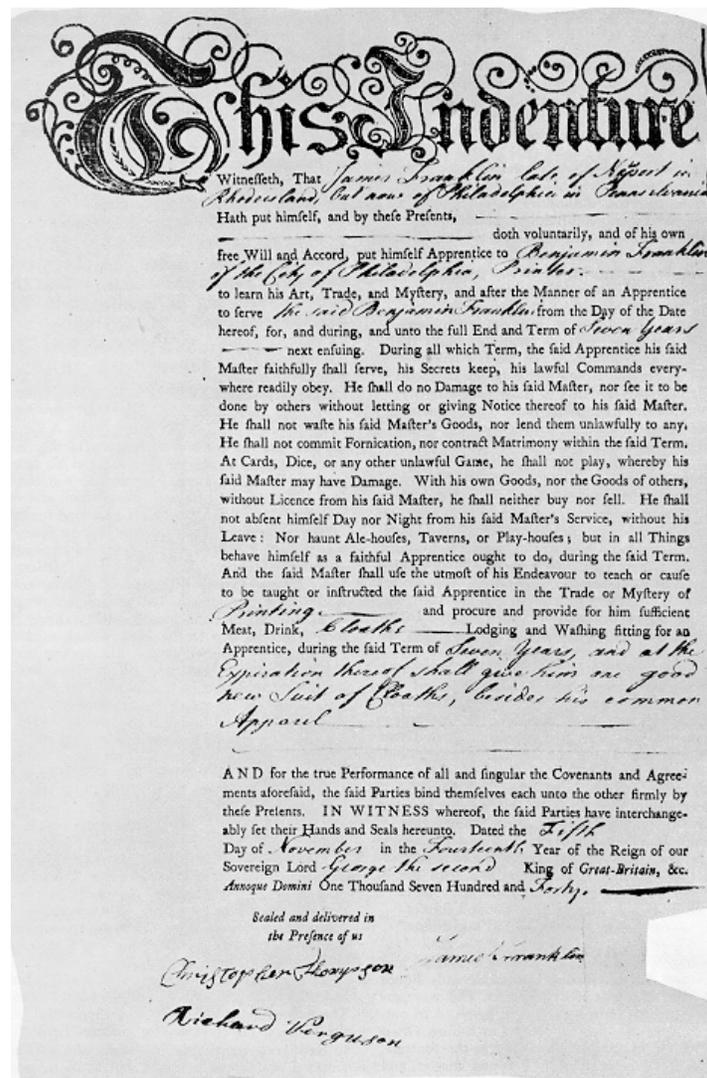
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James Franklin's Indenture Contract to his Uncle Benjamin Franklin, 1740

This contract indentures James Franklin, Benjamin Franklin's nephew, to serve as an apprentice to his uncle, who in turn promises to teach James the trade of printing. The strict terms of the contract, as well as the period of indenture lasting seven years, were typical of the arrangements by which thousands of adolescent boys and young men apprenticed themselves to skilled tradesmen during the colonial period.



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Transcript:

This Indenture

Witnessth, That James Franklin late of Newport in Rhode island, And now of Philadelphia in Pennsylvania Hath put himself, and by these Presents, doth voluntarily, and of his own Will and Accord, put himself Apprentice to Benjamin Franklin of the City of Philadelphia, Printer ----to learn his Art, Trade, and Mystery, and after the Manner of an Apprentice to serve the said Benjamin Franklin from the Day of the Date hereof, for, and during, and unto the full End and Term of Seven Years ----next ensuing. During all which Term, the said Apprentice his said Master faithfully shall serve, his Secrets keep, his lawfull Commands everywhere readily obey. He shall do no Damage to his said Master, nor see it to be done by others without lettting or giving Notice thereof to his said Master. He shall not waste his said Master's Goods, nor lend them unlawfully to any. He shall not commit Fornication, nor contract Matrimony within the said Term. At Cards, Dice, or any other unlawful Game, he shall not play, whereby his said Master may have Damage. With his own Goods, nor the Goods of others, without Licence from his said Master, he shall neither buy nor sell. He shall not absent himself Day nor Night from his said Master's Service, without his Leave: Nor haunt Ale-houses, Taverns, or Play-houses; but in all Things behave himself as a faithful Apprentice ought to do, during the said Term. And the said Master shall use the utmost of his Endeavour to teach or cause to be taught or instructed the said Apprentice in the Trade or Mystery of Printing and procure and provide for him sufficient Meat, Drink, Cloaths----- Lodging and Washing fitting to an Apprentice, during the said Term of Seven Years and at the Expiration thereof shall give him one good new Suit of Cloaths, besides his common Apparel.

AND for the true Performance of all and singular the Covenants and Agreements aforesaid, the said Parties bind themselves each unto the other firmly by these Pretents. IN WITNESS whereof, the said Parties have interchangeably set their Hands and Seals hereunto. Dated the Fifth Day of November in the Fourteenth Year of the Reign of our Sovereign Lord George the second King o Great-Britain, &c. Annoque Domini One Thousand Seven Hundred and Forty.

Sealed and delivered in
the presence of us

[Signatures of Christopher Thompson, James Franklin, and Richard Ferguson]

Source: Prof. Gerald Zahavi, Dept. of History, University at Albany-SUNY

<http://www.albany.edu/faculty/gz580/His316/jf-ind-h.gif>

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Selections from *Poor Richard's Almanack*

Benjamin Franklin's Poor Richard's Almanack was perhaps the most popular advice book published in colonial America. Although many of Franklin's proverbs are now clichés, at the time they reflected the strong belief of farmers and skilled artisans in the dignity and importance of their labor in New England colonial society.

There are no gains without pains.

Well done is better than well said.

Keep thy shop, and thy shop will keep thee.

Work while it is called today for you know not how much you may be hindered tomorrow.

Diligence is the mother of good luck.

God gives all things to industry.

Up, sluggard, and waste not life; in the grave will be sleeping enough.

Plough deep while sluggards sleep and you shall have corn to sell and to keep.

Tart Words make no Friends: a spoonful of honey will catch more flies than a Gallon of Vinegar.

Industry gives comfort and plenty and respect.

Sell not virtue to purchase wealth nor liberty to purchase power.

Nothing brings more pain than too much pleasure; nothing more bondage than too much liberty.

Having been poor is no shame; but being ashamed of it is.

Source: Richard Saunders, ed., *Poor Richard: The Almanacks for the Years 1753-1758* (1964).

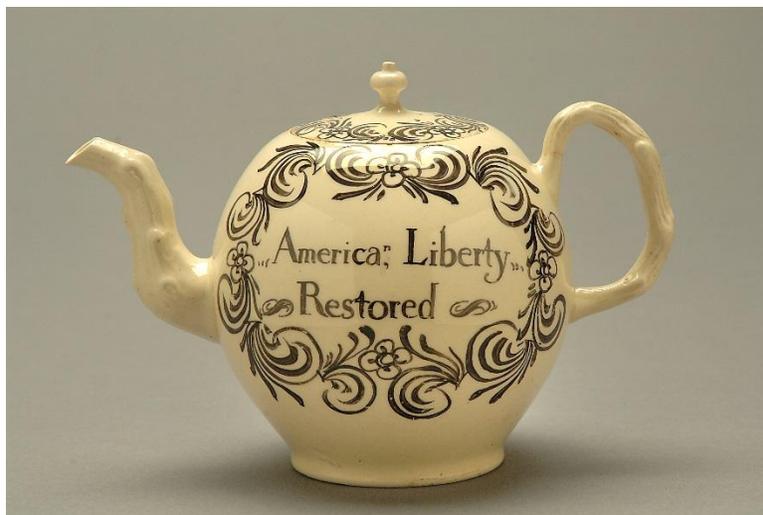
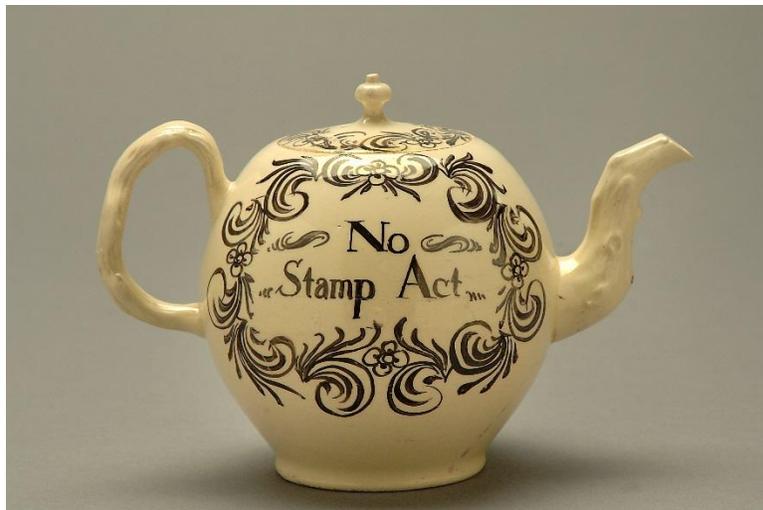
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"No Stamp Act" Tea Pot, 1766

This teapot commemorated colonial opposition to the Stamp Act of 1765, which required colonists to pay a tax on virtually all printed material including legal documents, wills, contracts, newspapers, pamphlets, and playing cards. The teapot was made in Britain where opposition to the Stamp Act was also strong, especially among British merchants and manufacturers who feared that economic problems in the colonies would weaken demand for their export goods. In response to pressure on both sides of the Atlantic, Parliament repealed the Stamp Act in 1766 while insisting on its power to tax the colonies "in all cases whatsoever."



Source: National Museum of American History. Smithsonian Institution, Behring Center

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The Townshend Acts, 1767

After the French and Indian War (Seven Years War) ended in 1763, Britain tried to tighten the reins on the colonists and rebuild its weakened treasury through a series of colonial taxes. When its first attempt – the Stamp Act – failed due to strong colonial opposition, the British Parliament tried again, passing the Townshend Duties two years later. The Townshend Duties (also known as the Revenue Acts) passed a tax on all paint, paper, lead, glass and tea that was imported into the colony. The new law also carried with it tougher enforcement measures including “writs of assistance” which gave customs agents the power to search and seize private property without a warrant.

. . . WHEREAS it is expedient that a revenue should be raised in your Majesty's dominions in America, for making a more certain and adequate provision for defraying the charge of the administration of justice, and the support of civil government, in such provinces where it shall be found necessary; and towards further defraying the expenses of defending, protecting, and securing, the said dominions; we, your Majesty's most dutiful and loyal subjects, the commons of Great Britain, in parliament assembled, have therefore resolved to give and grant unto your Majesty the several rates and duties herein after mentioned . . .

And whereas by an act of parliament made in the fourteenth year of the reign of King Charles the Second . . . it is lawful for any officer of his Majesty's customs, authorized by writ of assistance under the seal of his majesty's court . . . to take a constable . . . to enter and go into any house, shop, cellar, warehouse, or room or other place, and, in case of resistance, to break open doors, chests, trunks, and other package there, to seize, and from thence to bring, any kinds of goods or merchandize whatsoever prohibited or uncustomed, and to put and secure the same in his Majesty's store-house . . .

Source: *The statutes at large ... [from 1225 to 1867]* by Danby Pickering. Cambridge: Printed by Benthem, for C. Bathurst ; London, 1762-1869

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"The Liberty Song" by John Dickinson, 1768

"The Liberty Song," published in the Boston Gazette in 1768, was written to be sung to the tune of a popular English tune called "Heart of Oak." Perhaps the first patriotic song in America, its lyrics were written by John Dickinson, a member of the Pennsylvania Assembly who later fought in the Revolutionary War and became Governor of Pennsylvania.

Come, join hand in hand, brave Americans all,
And rouse your bold hearts at fair Liberty's call;
No tyrannous acts shall suppress your just claim,
Or stain with dishonor America's name.

Chorus

In Freedom we're born and in Freedom we'll live.
Our purses are ready. Steady, friends, steady;
Not as slaves, but as Freemen our money we'll give.

Our worthy forefathers, let's give them a cheer,
To climates unknown did courageously steer;
Thro' oceans to deserts for Freedom they came,
And dying, bequeath'd us their freedom and fame.

Chorus

The tree their own hands had to Liberty rear'd,
They lived to behold growing strong and revered;
With transport they cried, Now our wishes we gain,
For our children shall gather the fruits of our pain.

Chorus

Then join hand in hand, brave Americans all,
By uniting we stand, by dividing we fall;
In so righteous a cause let us hope to succeed,
For heaven approves of each generous deed.

(continues next page)

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Chorus

In Freedom we're born and in Freedom we'll live.
Our purses are ready. Steady, friends, steady;
Not as slaves, but as Freemen our money we'll give

Source: John Dickinson, "The Liberty Song," *The Boston Chronicle*, August 29, 1768; from the Dickinson College Archives and Special Collections, Carlisle, Pennsylvania.

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Letters of a Loyalist Lady, June 1768-July 1770

These letters were written by Englishwoman Ann Hulton, whose brother, Henry Hulton, was sent to Boston as a Customs Commissioner in the years leading up to the Revolution. Hulton's vivid correspondence describes many famous events, including the Boston Massacre, from the less familiar historical perspective of a "loyalist lady."

Castle William Boston Harbor
June 30, 1768

[T]he Mobs here are very different from those in [old] England...here they act from principle & under countenance, no person daring or willing to suppress their outrages, or to punish the most notorious offenders for any crimes whatever, these Sons of Violence after attacking houses, breaking windows, beating, stoning & bruising several gentlemen belonging to the Customs, the Collector mortally, and burning his boat.... All was ended with a speech from one of the [Patriot] leaders, concluding thus, "We will defend our Liberties & property, by the Strength of our Arm & the help of our God."

...From the inherent Republican, & leveling principles, here is no subordination in the society. Government is [exterminated] and & it is quite a state of anarchy. There are some sensible and good people that are greatly alarmed...the infant Colonies have been advancing toward a state of independancy.

Castle William
July 12, 1768

Its reported that a Regiment of Soldiers is on the way from New York to Boston....

Boston,
April 10, 1769

I hope we shall be in no more dangers or alarms from lawless mobs...it is certain that our safety & quiet depends on the army & navy being here.

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...the tyranny of the Multitude is the most arbitrary and oppressive...many persons awed by the people, are obliged to court popularity for their own security, this is only to be done by opposing government at home...Several persons were threatened...for no other reason than visiting us at the Castle, & it would certainly have been done, with a deal more mischief, had not the Troops, arrived seasonably for our Protection, as well as that of every person of property. Yet there are very few [people] to be met with that will allow the right of taxation to the British Parliament, therefore we avoid politicks.

Source: [Ann Hulton], *Letters of a Loyalist Lady; Being the Letters of Ann Hulton, Sster of Henry Hulton, Commissioner of Customs at Boston 1767-1776* (Cambridge: Harvard University Press, 1927), 11-21.

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Poem on Spinning Bee, 1769

Colonial women, as well as men, actively protested the Crown's tax laws. They organized spinning bees to produce yarn for "homespun" cloth that would substitute for British textiles. In these stanzas, a poet praises the egalitarian spirit of Patriot spinning bees and the adverse impact on British merchants.

A Verse Occasioned by seeing the North-Spinning, in BOSTON.

BOSTON, behold the pretty Spinners here,
And see how gay the pretty Sparks appear;
See Rich and Poor all turn the Spinning Wheel,
All who Compassion for their Country feel,
All who do love to see Industry live,
And see Frugality in *Boston* thrive.

Britain, behold thy Trade stole from thy Hand,
And carried on in *Boston's* distant Land:
See now thy Trade and Trades men, all expire.
And see them all [speak] of their Desire,
The Desire they had that *Boston's* Trade should spoil,
That they might reap the Fruit of all our Toil;

Source: Anonymous, "A Verse, Occasioned by Seeing the North-Spinning, In Boston," broadside, 1769, Boston. Boston Public Library.

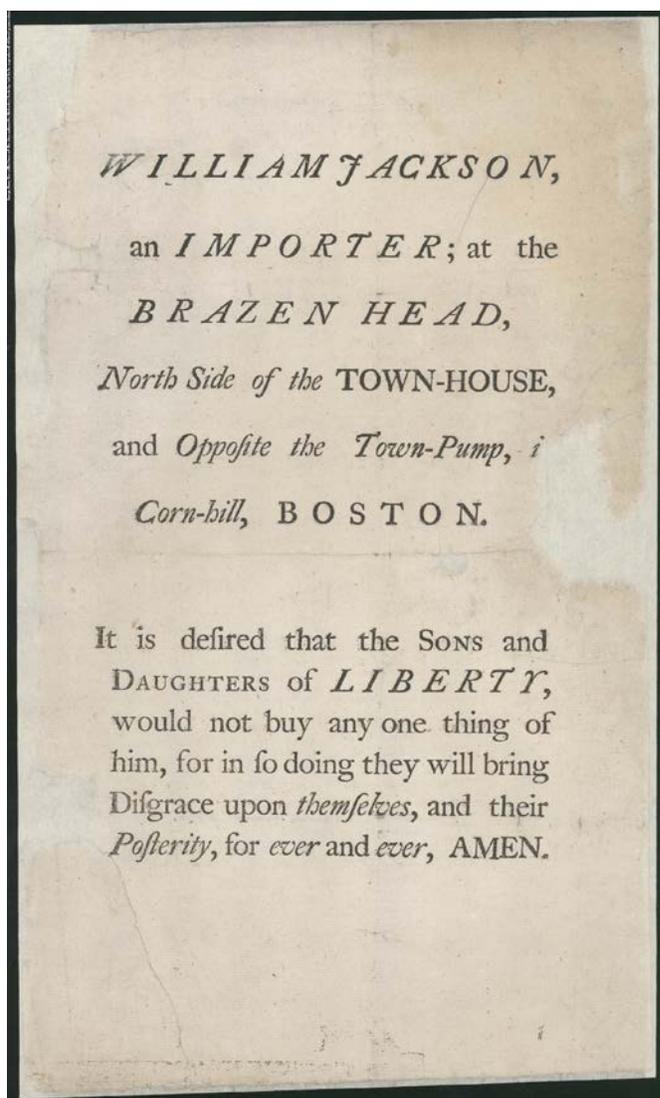
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Handbill from Boston's Non-Importation Protest, c. 1768-70

Handbills were an important weapon in Boston's non-importation movement in which merchants swore not to import British goods until the Townshend Acts were repealed. Handbills, such as this one, not only exposed any "importer" who refused to join the protest, but warned townspeople not to bring "disgrace" upon themselves by shopping at certain stores.



Transcript:

WILLIAM JACKSON, an IMPORTER; at the BRAZEN HEAD, North Side of the TOWN-HOUSE, and Opposite the Town-Pump, in Cornhill, BOSTON.

It is desired that the SONS and DAUGHTERS of LIBERTY, would not buy any one thing of him, for in so doing they will bring Disgrace upon themselves, and their Posterity, for ever and ever, AMEN.

Source: *William Jackson, an Importer; at the Brazen Head*, Broadside 39.9 cm x 23.9 cm [Boston, between 1768-1770], Massachusetts Historical Society

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Boston Gazette's List of Importers, 1770

Benjamin Edes, along with his partner John Gill, helped support Patriot protests against the Crown's tax laws by publishing the names of every merchant who refused to sign the non-importation agreement on the front page of their paper. The list identified 12 merchants, including Theophilus Lillie, as "Enemies of their Country" and described the location of each shop so that townspeople would know which stores to avoid.

A LIST of the Names of those
 who **AUDACIOUSLY** continue to counteract the **UNITED SENTIMENTS** of the **BODY** of Merchants thro' out **NORTH-AMERICA**; by importing **British Goods** contrary to the Agreement.

John Bernard,
 (In King-Street, almost opposite Vernon's Head.

James McMasters,
 (On Treat's Wharf.

Patrick McMasters,
 (Opposite the Sign of the Lamb.

John Mein,
 (Opposite the White-Horse; and in King-Street.

Nathaniel Rogers,
 (Opposite Mr. Henderson's Store lower End King-Street.

William Jackson,
 At the Brazen Head, Cornhill, near the Town-House.

Theophilus Lillie,
 (Near Mr. Pemberton's Meeting-House, North-End.

Jobit Taylor,
 (A little North of the Draw-Bridge.

Ame & Elizabeth Cummings,
 (Opposite the Old Brick Meeting House, all of Boston.

Israel Williams, Esq; & Son,
 (Traders in the Town of Hatfield.

And, *Henry Barnes,*
 (Trader in the Town of Marlboro'.

IT must evidently appear, either by Importing British Goods contrary to the Agreement, or by breaking their Contract with the Merchants, that they have preferred their own little private Advantage, to the Welfare of America: It is therefore highly proper that the Public should know who they are, who have at this critical Time, so rudely detached themselves from the public Interest; and as they will be deemed Enemies to their Country, by all who are well-wishers to it; so those who afford them their Countenance or give them their Custom, must expect to be considered in the same disagreeable Light.

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MISSION 1: "For Crown or Colony?"

Transcript:

A LIST of the Names of those who AUDCIOUSLY continue to counteract the UNITED SENTIMENTS of the BODY of Merchants thro' out NORTH-AMERICA; by importing British Goods contrary to the Agreement.

John Bernard,

(in King-Street, almost opposite Vernon's Head.

James McMasters

(On Treat's Wharf.

Patrick McMasters

(Opposite the sign of the Lamb.

John Mein,

(Opposite the White-Horse; and in King-Street.

Nathaniel Rogers,

(Opposite Mr. Henderson Inches Store lower End
...King Street.

William Jackson,

(At the Brazen Head, Cornhill near the Town-House.

Theophilus Lillie,

(Near Mr. Pemberton's Meeting-House, North-End.

John Taylor,

(A little North of the Draw-Bridge.

Anne & Elizabeth Cummings,

(Opposite the Old Brick Meeting House, all of Boston.

Israel Williams, Esq. & Son,

(Traders in the Town of Hatfield.

And, Henry Barnes,

(Trader in the Town of Marlboro.

IT must evidently appear either by Importing British Goods contrary to the Agreement, or by breaking their Contract with the Merchants, that they have preferred their own little private Advantage to the Welfare of America; It is therefore highly proper that the Public should know who they are that at this critical Time, sordidly detached themselves from the public Interest; and as they will be deemed Enemies to their Country, by all who are well-wishers to it; so those who afford them their Countenance or give them their Custom, must expect to be considered in the same disagreeable light.

Source: *Boston Gazette*, February 12, 1770

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Boston Gazette, Ladies' Agreement against Drinking Foreign Tea, 1770

Edes & Gill's Gazette regularly printed notices, such as this one, announcing a pledge by the ladies of Boston against drinking foreign (British) tea. For women, who could not vote or hold office, non-consumption campaigns were a way to participate in colonial politics; many calling themselves "Daughters of Liberty" publicly gave up drinking tea and began spinning their own yarn to avoid buying goods imported from Britain.

The following is a Copy of the Agreement of the young Ladies of this Town, against drinking foreign TEA.

Boston, February 12, 1770.

We the Daughters of those Patriots who have and now do appear for the public Interest; and in that principally for us their Posterity, We as such do with Pleasure engage with them in denying ourselves the drinking of Foreign Tea, in hopes to frustrate a Plan that tends to deprive the whole Community of their all that is valuable in Life.

To the above Agreement 126 young Ladies have already signed.

In addition to the List of the Mistresses of Families who sign'd the Agreement against drinking foreign Tea, inserted in our last, 110 have been added the Week past.

Source: *Boston Gazette*, February 19, 1770

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Boston Gazette Advertisements, February 19, 1770-March 12, 1770

Advertisements were the chief source of income for colonial printers. As was true of other newspapers, advertisements in the Boston Gazette sometimes took up more column space than the local news articles and political essays. Because of their frequency, variety, and high degree of detail, these early newspaper advertisements provide a valuable snapshot of social and economic life in communities across the Thirteen Colonies.

Choice Capers and Anchovys, by the Keg or single Pound TO BE SOLD BY Archibald Cunningham At His Shop near the Draw-Bridge, Fore-street, Boston ALSO New Raisins and Turkey Figgs by the Cask, CURRANTS, Citron, Mace, Cloves, Cinnamon, Rice, Oatmeal Piemento per Hundred weight, Pepper, Almonds, Salt-Petre, Indigo, Starch, Pipes, Lyn-Shoes, Wine Glasses by the Groce, Allum, Ginger, Copperas per cask, Redwood and Logwood per 100, Kippen's Snuff per Dozen, Kippen's Tobacco, Bohea Tea per Doz. or less Quantity, Chocolate, Loaf and brown Sugar, Crown Soap, Mustard per pound or in Bottles, long-handled Hearth Brushes, Florence Oyl per Chest or single Plask. With a good Assortment of Glass, Stone, and Cream colour'd Ware, Delph Bowls from half a Pint to three Quarts by the Dozen of single. N.B. A Quantity of NUTMEGS to be sold cheap at said Shop.

Stray'd or Stolen, a red-and-white Spaniel Dog, named Spring, with long Ears, and short bushy Tail. Any Person who finds said Dog, and brings him to the Printers, shall receive a Guinea Reward.

To be Sold for Want of Employ, A stout, strong, healthy Negro Boy, 18 Years of Age, fit for Town or Country. Enquire of the Printers.

RAN-AWAY from his Master John Langdon, the 20th of this Instant February, an Indented Servant Lad of 14 Years of Age, named EBENEZER BLANCHER. He had on when he went away, a Frock and Trousers, over a dark striped Homespun Jacket and Breeches, a striped cotton and linnen Shirt. Shoes almost worn out, a Pair Brass figured Buckles, this Country make. He is a smart ready Boy, and will tell a good plausible Story. Whoever will take him up and bring him to his Master, shall be rewarded for his Trouble. All Matters of Vessels and others, are warned against carrying off, concealing or entertaining the said Boy [to] avoid the utmost Penalty of Law.

Source: *Boston Gazette*, February 19, February 26, March 12, 1770

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Boston Gazette's Article on the Murder of Christopher Seider

Christopher Seider (here called Snider) was an eleven-year old boy who was part of a mob demonstrating at the home of Ebenezer Richardson, a known Boston loyalist. After the mob broke down Richardson's front door, he fired a musket into the crowd, killing Seider. The event caused outrage among Boston patriots, and contributed to an atmosphere of tension and hostility in the days leading up to the Boston Massacre two weeks later.

1 On Thursday last in the Forenoon, a barbarous Murder
2 extended with many aggravating Circumstances, was
3 committed on the Body of a young lad of about eleven
4 Years of Age, Son to Mr. ___ Snider of this Town. A
5 Number of Boys had been diverting themselves with
6 the Exhibition of a Piece of Pageantry near the House
7 of Theopolis Lillie who perhaps at this Juncture of
8 Affairs may with the most Propriety be described by
9 the Name of an IMPORTER — This exhibition naturally
10 occasioned Numbers to assemble, and in a very little
11 Time there was a great Concourse of Persons,
12 especially the younger sort. — One Ebenezer
13 Richardson, who has been many years employed as an
14 under Officer of the Customs, long known by the
15 Name of an INFORMER, and consequently a Person of
16 a most abandoned Character, it seems, took Umbrage
17 at the supposed Indignity offered to the Importer,
18 and soon became a Party to the Affair-- He first
19 attempted to demolish the Pageantry, and failing in the
20 attempt, he retired to his House, which was but a few Rods
21 from the Exhibition. Several Persons passing by the House,
22 Richardson, who seemed determined to take this Occasion to
23 make a Disturbance, without the least Provocation, gave
24 them the most opprobrious Language, charging them with
25 Perjury, &c., which raised a Dispute between them — This, it
26 is supposed, occasioned the boys to gather nearer
27 Richardson's House, and he, thinking he had now a good
28 Colouring to perpetuate the Villainy, threatened to fire upon
29 them, and Swore by GOD that he would make the Place too
30 hot for some of them before Night, and that he would make

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31 Lane through them if they did not go away. Soon after, a
32 Number of Brickbats or Stones were thrown among the
33 People from Richardson's House, but the Witnesses, who
34 were sworn before the Magistrates, declared that it did not
35 appear to them that till then any Sort of Attack was made
36 by the People on the House. This, however, brought on a
37 Skirmish, and Richardson discharged his Piece, loaded with
38 Swan Shot, at the Multitude, by which the unhappy young
39 Person above-mentioned was mortally wounded, having since
40 died of his Wounds — A Youth, Son to Captain John Gore,
41 was also wounded in one of his Hands and in both his Thighs,
42 by which his life was endangered, but he is likely to soon
43 recover of his Wounds

72We are assured that not less than eleven Shot were found in
73 the Body of the unfortunate Boy, who was inhumanly murdered
74 by the infamous Informer on Thursday last.

75 It is hoped the unexpected and melancholy Death of young
76 Snider will be a Means for the future of preventing any, but
77 more especially the Soldiery, from being too free in the Use
of their Instruments of Death.

Source: *Boston Gazette*, February 26, 1770

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Thomas Hutchinson's Diary Entry on the Seider Murder, 1770

After the killing of eleven-year-old Christopher Seider by Ebenezer Richardson, the Sons of Liberty led a large funeral procession witnessed by thousands of Bostonians. In this diary entry, Thomas Hutchinson, the Loyalist Governor of Massachusetts, somewhat cynically notes that Seider's death and funeral made good propaganda for Boston patriots.

...when the boy was killed by Richardson, the sons of liberty in Boston, if it had been in their power to have brought him to life again, would not have done it but would have chosen the grand funeral, which brought many thousands together; and the solemn procession from Liberty Tree, near which the boy's father lived, to the Town House and back to the burying ground made an inconceivable impression

Source: Cited in Sacvan Bercovitch and Cyrus R. K. Patell, eds., *The Cambridge History of American Literature* (Cambridge University Press, 1994), 358.

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Portrait of Craftsman Paul Revere, c. 1770

Boston silversmith Paul Revere was one of the few colonial craftsmen painted by John Singleton Copley, colonial America's best-known portrait artist. In this painting, dating from about 1770, Revere poses at his workbench, wearing the artisan's plain linen shirt and vest and displaying his engraving tools and an unfinished teapot.



Source: John Singleton Copley, *Paul Revere*, oil on canvas, 1768-70, 35 X 28 ½ inches – Gift of Joseph W., William B., and Edward H. R. Revere, Museum of Fine Arts, Boston. Photograph © 2010 Museum of Fine Arts Boston.

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Letter by Theophilus Lillie Opposing the Non-Importation Agreement, 1770

In this letter, published in the pro-Crown Boston Chronicle, Theophilus Lillie describes his "punishment" at the hands of Patriotic merchants who organized the non-importation movement. Lillie points out that he never consented to the boycott, and is the victim of blatant hypocrisy by those who claim to be defenders of "liberty."

Upon the whole, I cannot help saying—although I have never entered far into the mysteries of government, having applied myself to my shop and my business—that it always seemed strange to me that people who contend so much for civil and religious liberty should be so ready to deprive others of their natural liberty; that men who are guarding against being subject to laws which they never gave their consent in person or by their representative should at the same time make laws...[to which] I am sure I never gave my consent either in person or by my representative.

But what is still more hard, they are laws made to punish me after I have committed the offence; for when I sent for my goods, I was told nobody would be compelled to subscribe; after they came I was required to store them. This is no degree answered the end of the subscription, which was to distress the manufacturers in England. Now, my storing my goods could never do this; the mischief was done when the goods were bought in England; and it was too late to help it....

If one set of private subjects may at any time take upon themselves to punish another set of private subjects just when they please, it's such a sort of government as I never heard of before; and according to my poor notion of government, this is one of the principal things which government is designed to prevent; and I own I had rather be a slave under one master (for I know who he is I may perhaps be able to please him) than a slave to a hundred or more whom I don't know where to find, nor what they will expect of me.

Source: *Boston Chronicle*, January 15, 1770

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Eyewitness Accounts from the Boston Massacre, 1770

In the days and weeks following the fateful events of March 5, 1770, over ninety people—from all ranks of colonial society—gave depositions about what they had seen in front of Justices of the Peace gathered at Faneuil Hall. Later that year, townspeople made up the bulk of the witness lists for both the prosecution and defense during the trials of Captain Preston and the other soldiers. Below is a selection of these eyewitness accounts that includes one of the victims of the massacre, Edward Payne (who suffered a non-fatal gunshot wound) and Captain Preston, the officer in charge of the soldiers.

Depositions from the Town:

I, Charles Hobby, of lawful age, testify and say, that...between the hours of nine and ten o'clock, being in my master's house, was alarmed with the cry of fire, I ran down as far as the town-house, and then heard that the soldiers and the inhabitants were fighting in the alley...I then left them and went to King street. I then saw a party of soldiers loading their muskets about the Custom-house door, after which they all shouldered. I heard some of the inhabitants cry out, "heave no snow balls," others cried "they dare not fire." Capt. Preston was then standing by the soldiers, when a snow ball struck a grenadier, who immediately fired, Capt. Preston standing close by him. The Captain then spoke distinctly, "Fire, Fire!" I was then within four feet of Capt. Preston, and know him well; the soldiers fired as fast as they could one after another. I saw the mulatto fall, and Mr. Samuel Gray went to look at him, one of the soldiers, at a distance of about four or five yards, pointed his piece directly for the said Gray's head and fired. Mr. Gray, after struggling, turned himself right round upon his heel and fell dead.

Edward Payne, of Boston, merchant testifies that on the evening of the fifth instant, on hearing the bells ring, he supposed there was fire, but on going out he was informed there was not any fire, but a riot...the people round the sentinel were then crying out "Fire, fire, damn you, why don't you fire," soon after, he perceived a number of soldiers coming down towards the sentinel, with their arms in a horizontal posture, and their bayonets fixed, who turned the people from before the Custom-house, and drew up before the door, the people, who still remained in the street and about the soldiers, continued calling out to them to fire. In this situation they remained some minutes, when he heard a gun snap, and presently a single gun fired and soon after several others went off, one after another...at which time, a ball passed through the deponents right arm, upon which he immediately retired to the house.

Daniel Usher...testifies and says, that...he saw several persons, mostly young folks, gathered between the Town House and Coffee House, some of whom were talking to the sentinel at the Commissioners' or Custom-house; after some time, the boys at a distance began to throw light snow-balls at him, which he seemed much enraged at, and...appeared to have charged his gun, giving it a heavy stamp

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MISSION 1: "For Crown or Colony?"

upon the door step, as if to force down the lead; and then swore to the boys if they came near him he would blow their brains out. About ten minutes after this, the deponent saw Capt. Preston leading seven or eight men from towards the Town House, and placed them between the Custom-house door, and the sentinel box. About four or five minutes after they were posted, the snowballs now and then coming towards the soldiers, the Capt. commanded them to fire. Upon this, one gun quickly went off; and afterwards he said "Fire by all means!" others succeeding, and the deponent being utterly unarmed, to avoid further danger, went up round the Town House till the fray was over.

Captain Preston's Deposition from March 12, 1770:

The mob still increased and were outrageous, striking their clubs or bludgeons one against another, and calling out, come on you rascals, you bloody backs, you lobster scoundrels, fire if you dare, G-d 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 to the points of the bayonets, struck some of them and even the muzzles of the pieces, and seemed to be endeavoring to close with the soldiers. On which some well behaved persons asked me if the guns were charged. I replied yes. They then asked me if I intended to order the men to fire. I answered no, by no means, observing to them that I was 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 to be no officer. While I was thus speaking, one of the soldiers having received a severe blow with a stick, stepped a little to one side and instantly fired.... On this a general attack was made on the men by a great number of heavy clubs and snowballs 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.... 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. . . .

Testimony from the Trial:

William Sawyer: The people kept huzzaing. Damn'em. Daring'em to fire. Threw Snow balls. I think they hit 'em. As soon as the Snow balls were thrown and a club a Soldier fired. I heard the Club strike upon the Gun and the corner man next the lane said fire and immediately fired. This was the first Gun. As soon as he had fired he said Damn you fire. I am so sure that I thought it was he that spoke. That next Gun fired and so they fired through pretty quick.

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Newton Prince (an African-American member of the South Church): Heard the Bell ring. Ran out. Came to the Chapel. Was told there was no fire but something better, there was going to be a fight. Some had buckets and bags and some Clubs. I went to the west end of the Town House where [there] were a number of people. I saw some Soldiers coming out of the Guard house with their Guns and running down one after another to the Custom house. Some of the people said let's attack the Main Guard, or the Centinel who is gone to King street. Some said for Gods sake don't lets touch the main Guard. I went down. Saw the Soldiers planted by the Custom house two deep. The People were calling them Lobsters, daring'em to fire saying damn you why don't you fire. I saw Capt. Preston out from behind the Soldiers. In the front at the right. He spoke to some people. The Capt. stood between the Soldiers and the Gutter about two yards from the Gutter. I saw two or three strike with sticks on the Guns. I was going off to the west of the Soldiers and heard the Guns fire and saw the dead carried off. Soon after the Guard Drums beat to arms. The People whilst striking on the Guns cried fire, damn you fire. I have heard no Orders given to fire, only the people in general cried fire.

Daniel Cornwall: Capt. Preston was within 2 yards of me and before the Men and nearest to the right and facing the Street. I was looking at him. Did not hear any order. He faced me. I think I should have heard him. I directly heard a voice say Damn you why do you fire. Don't fire. I thought it was the Captain's then. I now believe it. .

Source: *A Short Narrative of the Horrid Massacre in Boston* (reprint; New York: John Dogget, 1849), 63, 74, 86; Hiller B. Zobel, ed., *The Legal Papers of John Adams*, Vol. III (Cambridge, Mass.: Belknap Press of Harvard University Press, 1965), 46-98; *Publications of the Colonial Society of Massachusetts* (1905), Vol. VII, 8-9.

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Paul Revere's Engraving Depicting the Boston Massacre, 1770

This sensationalized depiction of the Boston Massacre was done as an engraving by Paul Revere shortly after the event took place. Although Revere is thought to have been present at the scene of the Massacre, he based his engraving on a drawing by artist Henry Pelham, and he exaggerates or omits certain details, for instance showing Captain Preston giving the order to fire. Widely reproduced, the engraving became an effective instrument of anti-British propaganda in the days after the Massacre.



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Transcript:

THE BLOODY MASSACRE perpetrated in King Street *BOSTON* on March 5th, 1770 by a party of the 29th Regt.

Unhappy Boston! Unhappy BOSTON ! see thy Sons deplore,
Thy hallowed Walks besmear d with guiltless Gore :
With faithless P—n and his savage Bands,
With murd'rous Rancour stretch their bloody Hands ;
Like fierce Barbarians grinning o'er their Pay.
Approve the Carnage and enjoy the Day.

If scalding drops from Rage and Anguish Wrung,
If speechless Sorrows lab'ring for a Tongue,
Or if a weeping World can aught appease
The plaintive Ghosts of Victims such as these,
The Patriot's copious Tears for each are shed,
A glorious Tribute which embalms the Dead.

But know, FATE summons to that sordid Goal
Where JUSTICE strips the murd'rer of his Soul.
Should venal C—ts the scandal of the Land,
Snatch the relentless Villain from her Hand,
Keen Execrations on this Plate inscrib'd,
Shall reach a JUDGE who never can be brib'd.

Source: Paul Revere, based on a design by Henry Pelham, The bloody massacre perpetrated in King Street Boston on March 5th 1770 by a party of the 29th Regt., engraving, on or about March 28th, 1770; from The Library of Congress Online, Prints and Photographs Division, <http://www.loc.gov>.

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MISSION 1: "For Crown or Colony?"

Phillis Wheatley, "To the Right Honourable William, Earl of Dartmouth," 1773

In this stanza from one of Wheatley's best known poems, Wheatley describes the human costs of the slave trade and links her own captivity from Africa to her support for liberty in America. Despite her acknowledged prowess as a writer, the accompanying illustration still describes Wheatley as a "Negro Servant," or slave.

Should you, my lord, while you peruse my song,
Wonder from whence my love of Freedom sprung,
Whence flow these wishes for the common good,
By feeling hearts alone best understood,
I, young in life, by seeming cruel fate
Was snatch'd from Afric's fancy'd happy seat:
What pangs excruciating must molest,
What sorrows labour in my parent's breast?
Steel'd was that soul and by no misery mov'd
That from a father seiz'd his babe below'd:
Such, such my case. And can I then but pray
Others may never feel tyrannic sway?



Published according to Act of Parliament, Sept. 1773 by Arch^d Bell,
Bookeller N^o 8 near the Saracens Head Aldgate.

Image Source: The Library of Congress Online, Prints and Photographs Division, <http://www.loc.gov>.

Text Source: John C. Shields, ed., *The Collected Works of Phillis Wheatley* (New York: Oxford, 1988), 73.

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Slaves Petition the Massachusetts Legislature, 1777

This petition to the Massachusetts legislature was drafted by Prince Hall, a free African American who fought at the Battle of Bunker Hill, on behalf of the state's enslaved people. Throughout the revolutionary era, scores of slaves signed petitions that linked their demands for freedom with the cause of American independence.

To the Honorable Counsel & House of Representatives for the State of Massachusetts in General Court Assembled, January 13, 1777:

The petition of a great number of blacks detained in a state of slavery in the bowels of a free & Christian country humbly show that your petitioners [state] that they have in common with all other men a natural and inalienable right to that freedom which the Great Parent of the Universe has bestowed equally on all mankind and which they have never forfeited by any compact or agreement whatever. They were unjustly dragged by the hand of cruel power from their dearest friends and some of them even torn from the embraces of their tender parents -- from a populous, pleasant, and plentiful country, and in violation of laws of nature and of nations, and in defiance of all the tender feelings of humanity brought here to be sold like beasts of burden and like them condemned to slavery for life....

Every principle from which America has acted in the course of their unhappy difficulties with Great Britain pleads stronger than a thousand arguments in favor of your petitioners, and they, therefore humbly beseech that your honors give this petition its due weight and consideration and cause an act of the Legislature to be passed whereby they may be restored to the enjoyments of that which is the natural right of all men -- and their children who were born in this land of liberty -- not be held as slaves.

Source: Collection of the Massachusetts Historical Society.

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MISSION 1: "For Crown or Colony?"

Thomas Paine, *Common Sense*, 1776

In these excerpts from Common Sense, Thomas Paine makes the case for independence from Britain. The alleged benefits of British rule, Paine asserts, are actually liabilities; he cites unfair trade policies and American entanglement in Britain's foreign wars. Published anonymously on January 10, 1776, the work spread quickly through the colonies (120,000 were said to have been distributed within three months), and went on to become one of the most famous documents of the American Revolution.

In the following pages I offer nothing more than simple facts, plain arguments, and common sense. . .

I have heard it asserted by some, that as America has flourished under her former connection with Great-Britain, the same connection is necessary towards her future happiness, and will always have the same effect. Nothing can be more fallacious than this kind of argument. We may as well assert that because a child has thrived upon milk, that is never to have meat, or that the first twenty years of our lives is to become a precedent for the next twenty....

But she has protected us, say some. . . . We have boasted the protection of Great Britain, without considering, that her motive was interest not attachment. . . . This new World hath been the asylum for the persecuted lovers of civil and religious liberty from every part of Europe. . . . As Europe is our market for trade, we ought to form no partial connection with any part of it....Europe is too thickly planted with Kingdoms to be long at peace, and whenever a war breaks out between England and any foreign power, the trade of America goes to ruin, because of her connection with Britain. . . . There is something absurd, in supposing a Continent to be perpetually governed by an island. . . .

No man was a warmer wisher for a reconciliation than myself, before the fatal nineteenth of April, 1775 [the day of the battles of Lexington and Concord], but the moment the event of that day was made known, I rejected the hardened, sullen-tempered Pharaoh of England for ever....

A government of our own is our natural right. . . . Ye that oppose independence now, ye know not what ye do: ye are opening the door to eternal tyranny. . . .

O! ye that love mankind! Ye that dare oppose not only the tyranny but the tyrant, stand forth! Every spot of the old world is overrun with oppression. Freedom hath been hunted round the Globe. Asia and Africa have long expelled her. Europe regards her like a stranger, and England hath given her warning to depart. O! receive the fugitive, and prepare in time an asylum for mankind.

Source: Thomas Paine, *Common Sense* (Philadelphia: W & T Bradford, 1776).

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Learning Goals

MISSION 1: "For Crown or Colony?"

Some educators may wonder whether or not MISSION 1: "For Crown or Colony?" will provide rich content, context, and learning experiences to students. In addition to supporting the standards listed in the National Standards Alignment document, the game has also been constructed to help students achieve the following learning goals.

MISSION US OVERALL LEARNING GOALS

- Learn the story of America and the ways Americans struggled to realize the ideals of liberty and equality
- Understand the role of ordinary men and women---including young people---in history
- Develop historical thinking skills that increase historical understanding and critical perception

MISSION 1: "FOR CROWN OR COLONY?" LEARNING GOALS

The coming of the American Revolution saw people in the thirteen colonies grow alarmed by British interference in their affairs ("tyranny") and begin a movement to secure their "liberty" that eventually led to the Declaration of Independence. Amid growing tensions and violence, apprentice Nat Wheeler must choose whether to join the Patriot cause, remain loyal to the Crown, or try to stay out of the conflict.

Historical Understandings & Skills	Key Related Vocabulary	Classroom Activities and Materials
<i>Change and continuity:</i> People in the colonies changed from taking pride in their relation to the mother-country and their place in the British Empire to wanting their independence and Revolution	empire/colony mother-country grievance Revolution rights liberty/tyranny King/Parliament	Background Historical Info Pre-Game Activity: Was The Principal of Empire Middle School Fair and Right? Post-Game Activity: What Are Rights? What Is Freedom?

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Learning Goals

MISSION 1: "For Crown or Colony?"

Historical Understandings & Skills	Key Related Vocabulary	Classroom Activities
<p><i>Change and continuity:</i> <u>Revolution was the result of a social movement</u> – ordinary people like printers, apprentices and women who expressed their anger at British control through different kinds of protest -- printing newspapers, boycotts, making homespun, tarring and feathering British officials.</p>	protest tax import/export boycott homespun tarring and feathering pamphlet	Review Questions, Document-Based Activities, Vocabulary Activities, and Writing Prompts throughout game
<p><i>Through their Eyes:</i> People had different viewpoints on British authority, on the Patriot movement, and on the Boston Massacre.</p> <ul style="list-style-type: none"> ● Patriot vs. Loyalist arguments: (1) The <i>fairness & justice</i> of British authority vs. colonial self-rule; (2) The increasing violence on both sides ● People's politics were influenced by their economic interests, social ties, and temperament. ● People joined the Patriot movement for different reasons and disagreed about the methods for protesting the Crown 	master apprentice journeyman Sons of Liberty Daughters of Liberty Patriot Loyalist	Political Perspectives Activity Review Questions, Document-Based Activities, Vocabulary Activities, and Writing Prompts throughout game
<p><i>Cause and effect:</i> Historical events have more than one cause. Parliament's tax policies, the presence of British soldiers in Boston, and colonial protests were all factors in the Boston Massacre.</p>	Redcoats occupation Boston Massacre	Activities on Paul Revere print and propaganda Review Questions and Writing Prompts throughout game

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Learning Goals

MISSION 1: "For Crown or Colony?"

Historical Understandings & Skills	Key Related Vocabulary	Classroom Activities
<p><i>Turning Points:</i> The Boston Massacre, and the stories and images Patriots made about it, helped build colonial opposition to the Crown; it was a key event on the road to Revolution.</p>	<p>Revolution rights liberty/tyranny propaganda</p>	<p>Activities on Paul Revere print and propaganda</p> <p>Review Questions and Writing Prompts throughout game</p>
<p><i>Historical Thinking Skills:</i> Read and interpret primary sources (18th c. pamphlets, prints, newspapers).</p>		<p>Document-Based Activities including "The Liberty Song," accounts of Christopher Seider's murder, and the Paul Revere print</p>

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National Standards Alignment

MISSION 1: "For Crown or Colony?"

The following standards are excerpted from the **National Standards for History Basic Education**, available online at <http://www.sscnet.ucla.edu/nchs/standards/>.

Era 2: Colonization and Settlement (1585-1763)

The study of the colonial era in American history is essential because the foundations for many of the most critical developments in our subsequent national history were established in those years. The long duration of the nation's colonial period--nearly two centuries--requires that teachers establish clear themes. A continental and Caribbean approach best serves a full understanding of this era because North America and the closely linked West Indies were an international theater of colonial development.

[One] theme is the economic development of the colonies through agriculture and commerce. A comparative approach to French, Spanish, Dutch, and English colonies, and a regional approach to the English mainland and West Indian colonies, as part of a developing Atlantic economy, will also be instructive. As in studying politics and religion, students should ponder how economic institutions developed--in ways that were typically European or were distinctively American--and how geographical variations--climate, soil conditions, and other natural resources--helped shape regional economic development.

STANDARD 3

How the values and institutions of European economic life took root in the colonies, and how slavery reshaped European and African life in the Americas.

Standard 3B

The student understands economic life and the development of labor systems in the English colonies.

Grade Level	Therefore, the student is able to:
7-12	Compare the characteristics of free labor, indentured servitude, and chattel slavery. [Compare and contrast differing labor systems]

(continues on next page)

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National Standards Alignment

MISSION 1: "For Crown or Colony?"

Era 3: Revolution and the New Nation (1754-1820s)

Overview

The American Revolution is of singular importance in the study of American history. First, it severed the colonial relationship with England and legally created the United States. Second, the Revolutionary generation formulated the political philosophy and laid the institutional foundations for the system of government under which we live. Third, the Revolution was inspired by ideas concerning natural rights and political authority that were transatlantic in reach, and its successful completion affected people and governments over a large part of the globe for many generations. Lastly, it called into question long-established social and political relationships--between master and slave, man and woman, upper class and lower class, officeholder and constituent, and even parent and child--and thus demarcated an agenda for reform that would preoccupy Americans down to the present day.

In thinking about the causes and course of the Revolution, it is important to study the fundamental principles of the Declaration of Independence; the causes for the outbreak of the war; the main stages of the Revolutionary War and the reasons for the American victory; and the role of wartime leaders, from all strata of society, both on the battlefield and on the homefront.

In assessing the outcomes of the American Revolution, students need to confront the central issue of how revolutionary the Revolution actually was. In order to reach judgments about this, they necessarily will have to see the Revolution through different sets of eyes--enslaved and free African Americans, Native Americans, white men and women of different social classes, religions, ideological dispositions, regions, and occupations. Students should also be able to see pre- and post-Revolutionary American society in relation to reigning political institutions and practices in the rest of the world.

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TEACHER'S GUIDE

National Standards Alignment

MISSION 1: "For Crown or Colony?"

STANDARD 1

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

Standard 1A

The student understands the causes of the American Revolution.

Grade Level	Therefore, the student is able to:
5-12	Explain the consequences of the Seven Years War and the overhaul of English imperial policy following the Treaty of Paris in 1763. [Marshal evidence of antecedent circumstances]
5-12	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. [Consider multiple perspectives]
5-12	Reconstruct the chronology of the critical events leading to the outbreak of armed conflict between the American colonies and England. [Establish temporal order]
7-12	Analyze political, ideological, religious, and economic origins of the Revolution. [Analyze multiple causation]
9-12	Reconstruct the arguments among Patriots and Loyalists about independence and draw conclusions about how the decision to declare independence was reached. [Consider multiple perspectives]

Standard 1B

The student understands the principles articulated in the Declaration of Independence.

Grade Level	Therefore, the student is able to:
5-12	Explain the major ideas expressed in the Declaration of Independence and their intellectual origins. [Marshal evidence of antecedent circumstances]
5-12	Explain how key principles in the Declaration of Independence grew in importance to become unifying ideas of American democracy. [Evaluate the influence of ideas]

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TEACHER'S GUIDE

National Standards Alignment

MISSION 1: "For Crown or Colony?"

STANDARD 2

The impact of the American Revolution on politics, economy, and society.

Standard 2C

The student understands the Revolution's effects on different social groups.

Grade Level	Therefore, the student is able to:
7-12	Compare the reasons why many white men and women and most African American and Native Americans remained loyal to the British. [Consider multiple perspectives]
5-12	Compare the Revolutionary goals of different groups—for example, rural farmers and urban craftsmen, northern merchants and southern planters—and how the Revolution altered social, political, and economic relations among them. [Compare and contrast differing values, behaviors, and institutions]
5-12	Explain the Revolutionary hopes of enslaved and free African Americans and the gradual abolition of slavery in the northern states. [Examine the influence of ideas]
7-12	Analyze the ideas put forth arguing for new women's roles and rights and explain the customs of the 18th century that limited women's aspirations and achievements. [Examine the influence of ideas]

TEACHER’S GUIDE
Pilot Implementation Study
How Mission US Can Promote Classroom Learning
MISSION 1: “For Crown or Colony?”

In the Game , students...	In Classroom Activities , teachers and students...	Curriculum materials
<ul style="list-style-type: none"> ● Are immersed imaginatively in a historical world (Boston, 1770) and its daily life; ● Undertake tasks and gather information about important aspects of life in the historical period; ● Follow a series of events that historians consider a turning point in history (taxation, protest, riots); ● Confront clashing perspectives on these historical events (Loyalist, Patriot, neutral); ● Encounter and use elements of the historian’s craft –primary documents, period language, images. ● Encounter historical figures who behave in ways inconsistent with today’s norms and expectations ● “Choose sides” with people and causes based on their sense of what is most important; ● See possible historical consequences of their character’s actions 	<ul style="list-style-type: none"> ● Situate the game world in a larger historical and geographical context; ● Pause to summarize what they are learning about the people, situations, and events underway at this time; ● Review the events and discuss whether & how they are connected; ● Review & discuss out how different historical and game figures feel about key events, and why; ● Practice key literacy and historical thinking skills – vocabulary learning, document analysis, etc.; ● Discuss similarities and differences between the historical world and contemporary life; ● Engage in theory building about causes and consequences of historical events; ● Explore imaginative and emotional responses to game situations through writing, drawing, and poetry; ● Critically examine the game’s historical model –its accuracy, objectivity, etc. 	<ul style="list-style-type: none"> ● Pre-teaching materials (maps, timelines, text); ● Log-sheets for note-taking during/after game play; ● Discussion prompts, timelines; ● Wall-size graphic organizers, writing prompts; ● Writing prompts, vocabulary cards, doc-based questions; ● Discussion prompts, writing prompts; ● Discussion prompts, writing prompts; ● Creative writing/drawing/role-play prompts

TEACHER'S GUIDE

Pilot Implementation Study

How Mission US Can Promote Classroom Learning

MISSION 1: "For Crown or Colony?"

Mission US: "For Crown or Colony?" is a prototype digital history game developed by THIRTEEN under CPB's *American History and Civics Initiative* (AHCI). With AHCI, CPB has sought to foster the development of innovative digital media products that strengthen children's engagement with US history and civics, and also to build knowledge about how these products can fit into current US schools and classrooms.

In fall 2009, Education Development Center, Inc. (EDC) conducted a field test of *Mission US* in 20 5th-9th grade classrooms across four states. Three-hundred-eighty-seven students ages 10-14 participated. Classrooms were in 8 urban, 7 suburban, and 4 rural schools located in New York, New Jersey, Connecticut, and Montana.

The Game

Mission US: "For Crown or Colony?" is a web-based adventure game intended to help middle school students understand the social, political, and economic conflicts that led to the American Revolution. Players take the role of Nathaniel Wheeler, a young printer's apprentice, who must carry out tasks for his master while confronting Bostonians' clashing views on British authority and colonial protest. Students complete 5 episodes of game play, 15-20 minutes each, culminating in the Boston Massacre, around which they must choose to take sides.

The Curriculum

Mission US curriculum materials are intended to help teachers bring game events, characters, and arguments into the classroom so that students actively debate them. They include vocabulary exercises, primary source documents, writing prompts, and graphic organizers that connect game experiences to more formal academic knowledge.

RESULTS

The results of this early, largely qualitative study of *Mission US* in the classroom suggest promising directions for the further development of AHCI digital products, classroom supports, and research methodologies.

Teachers' Overall Assessment

As a group teachers were extremely enthusiastic about *Mission US* and its effectiveness for students – particularly students who struggle academically. Features they cited most included:

Engagement 16 of 18 teachers said that students were more intellectually and emotionally engaged during the *Mission US* unit than in the typical unit they teach.

TEACHER'S GUIDE

Pilot Implementation Study

How Mission US Can Promote Classroom Learning

MISSION 1: "For Crown or Colony?"

Supports for struggling students 13 of 18 teachers said that students who struggle academically, e.g., with reading or attention, performed better in the *Mission US* unit compared to most units. Teachers credited the game's strong storyline and characters, as well as audio supports for reading, with helping struggling students succeed.

More human history 17 of 18 teachers said that *Mission US* helped their students see the events leading to the American Revolution "in more human, everyday terms that they could understand."

Active discussions 11 of 17 teachers said students were more involved in classroom discussions than in the typical unit.

Ambitious teaching 15 of 18 teachers said that as teachers, they reached a greater variety of learning objectives with the *Mission US* unit than they do in the typical US history unit they teach.

Implementation Patterns

Despite some initial apprehension, teachers said they were surprised by how smoothly *Mission US* fit into their curriculum and teaching.

Time. Teachers used the game and curriculum for a greater amount of classroom time than the 3-4 days developers anticipated.

Locations. Teachers found *Mission US* flexible enough to use in a variety of settings – classroom, computer lab, and home.

Use of curriculum. Participants rated the *Mission US* teacher guide as "excellent."

Technical challenges. Most teachers described technical problems with the pilot implementation as a "slight challenge."

Future use. The great majority of teachers said they are eager to use the game in their curriculum next year, and that they want to use any additional *Mission US* games.

Student Views of the Game

Mission US was appealing for students both in school and out.

In school:

TEACHER'S GUIDE

Pilot Implementation Study

How Mission US Can Promote Classroom Learning

MISSION 1: "For Crown or Colony?"

- Three quarters of students (73%) said they were interested or very interested in playing more *Mission US* games in their social studies classroom.
- Students said that the *Mission US* unit, compared to their typical history unit, got them more interested in the history topic being taught, and reduced their boredom with history class.
- Most students said they enjoyed learning history with *Mission US* not because it was a videogame (only 6%), but because taken as a whole, the unit was a big change from the way they usually learn history. Students said their typical history class stressed teacher lecture, reading, and tests (50%), and in contrast, they cited the *Mission US* story and characters as very interesting and appealing (15%).

At home:

- Students used the game as an opportunity to engage with friends, siblings, and parents. Approximately 25% of students said they played the game at home accompanied by their friends, by a brother or sister, or by a parent.
- Students said they talked about the game outside of class with friends (51%), parents (38%), and siblings (20%).

Student Learning Outcomes

Students using *Mission US* improved both their content knowledge about the American Revolution, and their skill in analyzing a primary document from the Revolutionary era. These results confirm and extend those found in an earlier and much smaller pilot test of the game.



TEACHER'S GUIDE

Additional Resource Guide

MISSION 1: "For Crown or Colony?"

The creators of MISSION US have assembled the following list of websites, fiction, non-fiction, film, and television productions to enhance and extend teacher and student learning about the people, places, and historical events depicted in the game.

I. WEB RESOURCES

Portals and Collections

American History – U.S. History

<https://www.usa.gov/history>

Portal containing links to resources categorized by period, diversity, and topical categories.

Best of History Websites

<http://www.besthistorysites.net/>

Portal linking to over a thousand history websites and teacher resources.

American Revolution at KidInfo

http://www.kidinfo.com/American_History/American_Revolution.html

Extensive collection of links, resources, and information for teachers and students.

A Biography of America: The Coming of Independence

<http://www.learner.org/biographyofamerica/prog04/index.html>

Links, resources, and Video on Demand

Colonial Williamsburg

<http://www.history.org/>

Lots of online, print, and multimedia resources related to history and life in the colonies and during the American Revolution

AmericanRevolution.org

<http://www.americanrevolution.org>

Art gallery, photo gallery, links, primary source documents, and information on many different aspects of the American Revolution.

Boston 1775

<http://boston1775.blogspot.com/>

Well-run blog on revolutionary Boston that provides detailed background information and debunks common myths about the American Revolution

Digital History

<http://www.digitalhistory.uh.edu/>

Online textbook, primary source documents, multimedia resources, timeline, guides, and online exhibition.

Gilder Lehrman Institute of American History

<https://www.gilderlehrman.org/>

Variety of American history resources for teachers and students.

Massachusetts Historical Society

<http://www.masshist.org/teaching-history/?goto=teaching-history>

Variety of collections, lesson plans, and primary documents related to the Boston Massacre

National Park Service

<http://www.nps.gov/revwar/index.html>

Information on U.S. National Park sites which have historical significance to the American Revolution.

USHistory.org

<http://www.ushistory.org>

Website for the Independence Hall Association; contains information about the colonial and Revolutionary eras, and the history of Philadelphia.

Timeline of the American Revolution

<http://www.usahistory.info/timeline/revolution.html>

Timeline with ordered links to relevant information.

America's Library

<http://www.americaslibrary.gov>

Library of Congress site for kids, containing information about U.S. History.

ProTeacher! Revolutionary War Lesson Plans for Elementary School Teachers

<http://www.proteacher.com/090022.shtml>

Lesson plans about the Revolutionary War for Grades K-6.

Tea Party Etiquette

<http://ashp.cuny.edu/ashp-documentaries/tea-party-etiquette/>

Documentary and Viewer's Guide about the life of poor shoemaker George Robert Twelves Hewes and his experiences of the Boston Massacre and Boston Tea Party.

Primary Source Documents

Archiving Early America: Primary Source Material from 18th Century America

<http://www.earlyamerica.com>

Primary source material plus games, music, and forums.

American Memory from the Library of Congress

<http://memory.loc.gov/ammem/browse/updatedList.html>

Access to written and spoken word, sound recordings, still and moving images, prints, maps, and more documenting the American experience throughout history.

The Coming of the American Revolution, 1764-1776

<http://www.masshist.org/revolution/>

Newspapers, official documents, and correspondence from the Massachusetts Historical Society.

Our Documents

<http://www.ourdocuments.gov/>

Explores 100 milestone documents in American history, several of which pertain to the Revolutionary War. The site also includes tools for educators.

Songs and Ballads of the American Revolution
<http://www.americanrevolution.org/warsongs.html>

The Avalon Project: 18th Century Documents
http://avalon.law.yale.edu/subject_menus/18th.asp
Collection of 18th century documents.

EyeWitness to the 18th Century
<http://www.eyewitnesstohistory.com/18frm.htm>
Letters and primary source documents from the 18th century.

Spy Letters of the American Revolution
<http://clements.umich.edu/exhibits/online/spies/index-main2.html>
Spy letters of the American Revolution. Site includes an area for teachers.

Old South Meeting House
<https://www.osmh.org/>

II. BOOKS

Non-fiction for Students

The Declaration of Independence: The Words that Made America (2002). Sam Fink. Grade level 4-6. This book uses illustrations and humor to explain each section of the Declaration of Independence.

Give Me Liberty! The Story of the Declaration of Independence (2000). Russell Freedman. Grade level 4-7. This book describes the events leading up to the Declaration of Independence as well as the personalities behind its creation.

The Boston Massacre (Famous Trials Series) (1998). Bonnie L. Lukes. Grade level 7-9. A historical examination of the aftermath, including the trials, of the Boston Massacre of 1770.

The American Revolutionaries: A History in Their Own Words 1750 – 1800 (1993). Milton Meltzer (Editor). Grade level 7-9. Letters, diaries, memoirs, interviews, ballads, newspaper articles, and speeches depict life and events in the second half of the 18th century.

The Revolutionary War: A Sourcebook on Colonial America (American Albums from the Collections of the Library of Congress) (1991). Carter Smith (Editor). Grade level 4-8. This book describes and illustrates the historical, political, military, social, and cultural aspects of the Revolutionary War.

Fiction for Students

Toliver's Secret (1976). Esther Wood Brady. Grade level 4-6. In this story of the Revolutionary War, a ten year old girl crosses enemy lines to deliver a loaf of bread containing a message for the patriots.

My Brother Sam is Dead (1974). James Lincoln Collier. Grade level 7-9. This story recounts the tragedy that strikes the Meeker family during the Revolution when one son joins the patriot forces, while the rest of the family tries to stay neutral.

An Enemy Among Them (1987). Deborah H. DeFord. Grade level 6-9. A young Hessian soldier questions his loyalty after fighting with the British in America, and spending time as a prisoner in the home of a German American family.

April Morning (1961). Howard Fast. Grade level 6-8. This book depicts the story of the Battle of Lexington and Concord through the eyes of a teenager.

Johnny Tremain (1943). Esther Forbes. Grade level 4-8. The classic story of a young apprentice silversmith who gets caught up in the danger and excitement of 1775 Boston.

"*Paul Revere's Ride.*" (1860) Henry Wadsworth Longfellow. Narrative poem credited with creating the national legend of Paul Revere.

The American Revolution (World History Series) (1996). Bonnie L. Lukes. Grade level 4-8. This book focuses on events precipitating the Revolutionary War as well as events during and just after it.

Cast Two Shadows: The American Revolution in the South (1998). Ann Rinaldi. Grade level 5-9. A young girl in South Carolina sees the toll that the Revolutionary War takes on her family and friends.

The Fifth of March: A Story of the Boston Massacre (1993). Ann Rinaldi. Grade level 5-9. Rachel Marsh, a servant in the Boston household of John Adams, befriends a British soldier who leads an attack on Boston citizens.

Hang a Thousand Trees with Ribbons: The Story of Phillis Wheatley (1996). Ann Rinaldi. Grade level 5-9. A fictionalized biography of Phillis Wheatley, the first published black American female poet.

A Ride into Morning: The Story of Tempe Wick (1991). Ann Rinaldi. Grade level 5-9. The story of a young woman who hides her horse from the mutinous soldiers trying to take it.

General Non-fiction/Non-fiction for Teachers

My Dearest Friend: Letters of Abigail & John Adams (2007). Abigail Adams, John Adams, Joseph J. Ellis (Foreword), Margaret A. Hogan (Editor), C. James Taylor (Editor). A personal view of our country's founding through the correspondence between John and Abigail Adams.

Revolutionary Mothers: Women in the Struggle for America's Independence (2005). Carol Berkin. This book combines recent scholarship with storytelling flair to present the variety of ways in which women contributed to the revolutionary cause.

A Guide For Using My Brother Sam is Dead in the Classroom (2004). Patty Caratello and John Caratello. This accompanying guide contains a variety of cross-curricular activities related to *My Brother Sam is Dead*.

Debating the Issues in Colonial Newspapers: Primary Documents on Events of the Period (Debating Historical Issues in the Media of the Time) (2000). David A. Copeland. A resource on the press in colonial and Revolutionary times. Includes articles, opinion pieces, essays, letters, and news reports.

A Leap in the Dark: The Struggle to Create the American Republic (2003). John Ferling. This book spans the period between the Stamp Act and Thomas Jefferson's inauguration, surveying the history and politics of the Revolution and early days of the republic.

The Black Presence in the Era of the American Revolution, Sidney Kaplan and Emma Nogrady Kaplan (1989). This illustrated volume contains a wealth of primary documents and information about the military, political, economic and cultural experiences of African Americans during the revolutionary period.

Women of the Republic: Intellect & Ideology in Revolutionary America (Institute of Early American History) (1986). Linda K. Kerber. A view of the American Revolution through the eyes of women at the time; includes letters, diaries, and legal records.

The American Revolution, 1774 – 1783 (Essential Histories) (2003). Daniel Marston. This volume in the Essential Histories series argues the idea that the American Revolution was a united uprising of guerilla colonists against the British military establishment.

The Glorious Cause: The American Revolution, 1763 – 1789 (1982). Robert Middlekauff. Comprehensive and complex narrative history of the American Revolution.

Liberty's Daughters: The Revolutionary Experience of American Women, 1750 – 1800 (1980). Mary Beth Norton. Landmark book on the history of American women and the American Revolution.

A People's History of the American Revolution (2001). Ray Raphael. A study of the "average" people who shaped the Revolution, without wealth or privilege.

Rough Crossing: Britain, the Slaves, and the American Revolution (2006). Simon Schama. This book about the issues of slavery in colonial and Revolutionary America reveals the interplay between

American and British ideals and hypocritical practices in impacting the plight of black Americans' freedom quest.

Liberté, Egalité, Fraternité: The American Revolution and the European Response (1989). Charles W. Toth (Editor). A collection of essays examining the historical and philosophical impact of the American Revolution from a European perspective.

Daily Life During the American Revolution (2003). Dorothy Denneen Volo and James M. Volo. Part of the "Daily Life Through History" series, this engaging and informative resource focuses on the social and material history of the Revolutionary War period.

Rebels Rising: Cities and the American Revolution (2007). Benjamin L. Carp. This book describes how the five most populous cities of eighteenth-century America, including Boston, became flashpoints for various forms of political protest that led the way to Revolution.

General Fiction/Fiction for Teachers

The Kentucky Trace: A Novel of the American Revolution (1974). Harriette Louisa Simpson Arnow. Fictional account of the American Revolution set in Kentucky.

The Crossing (1971). Howard Fast. The tale of Colonel John Glover, the leader of a band of New England fisherman; Tom Paine, the first American War correspondent, and the Hessians.

Rise to Rebellion: A Novel of the American Revolution (2001). Jeff Shaara. Fictional re-creation of the American Revolution, starting with the Boston Massacre.

The Glorious Cause: A Novel of the American Revolution (2002). Jeff Shaara. Continued from *Rise to Rebellion*, the saga of how the thirteen colonies became a nation, from kingdom and courtroom to the battlefields of war.

The Collected Works of Phillis Wheatley (Schomburg Library of Nineteenth Century Black Women Writers) (1988). Phillis Wheatley, John C. Shields (Editor).

III. FILMS & TELEVISION PROGRAMS

Films

Drums Along the Mohawk. John Ford, 1939. 104 min, not rated. Oscar-nominated story of an upstate New York family trying to establish themselves during Revolutionary times.

The Howards of Virginia. Frank Lloyd, 1940. 116 min, not rated. Oscar-nominated story of the nation's birth.

The Scarlet Coat. John Sturges, 1955. 101 min, not rated. Story of Benedict Arnold and other incidences of espionage in the Revolutionary War.

Johnny Tremain. Robert Stevenson, 1957. 80 min, not rated. Film adaptation of the novel; a young apprentice becomes a patriot and is drawn into the Revolutionary War.

John Paul Jones. John Farrow, 1959. 126 min, not rated. Swashbuckling tale of the adventures of the Revolutionary War hero.

The Devil's Disciple. Guy Hamilton, 1959. 83 min, not rated. George Bernard Shaw comedy about the American Revolution.

1776. Peter H. Hunt, 1972. 142 min, PG. Musical about the writing of the Declaration of Independence and the founding fathers. Portions of songs and dialogue are taken directly from letters and memoirs of the time.

The Patriot. Roland Emmerich, 2000. 165 min., R. A South Carolina farmer and veteran of the French and Indian War tries to dissuade his son from fighting the British in the Revolution.

Television Programs

"Schoolhouse Rock: America Rocks!" Series, 1973. Musical cartoon series with several shorts about the American Revolution, including "No More Kings," "The Shot Heard Round the World," and "Elbow Room."

"The Bastard." Miniseries, 1978. The illegitimate son of an English Duke, Philip Kent, flees to America and becomes involved in the Revolution.

"The Rebels." Miniseries, 1979. Continuation of "The Bastard," Philip Kent takes part in the Revolution and in Congress.

"George Washington." Miniseries, 1984. Depicts the early life and career of George Washington through his participation in the Revolutionary War.

"April Morning." TV movie, 1987. Based on the novel, this story takes place on the day of "the shot heard 'round the world."

"The Broken Chain." TV movie, 1993. The story of two Iroquois brothers caught in the midst of the Revolutionary War.

"The American Revolution." Miniseries, 1994. Documentary of how the American colonies rebelled and created a new nation.

"The Crossing." TV movie, 2000. Based on the novel, this dramatization depicts George Washington crossing the Delaware and attacking British forces at Trenton.

“Liberty’s Kids.” Series, 2002. This children’s series shows the Revolutionary War as seen through the eyes of an American teenage boy, and English girl, and a French boy, all working as reporters for Benjamin Franklin.

“John Adams.” Miniseries, 2007. HBO biopic of John Adams; the first four episodes deal with the American Revolution and its immediate aftermath.

IV. PBS PROGRAMS AND RESOURCES

Freedom: A History of US

<http://www.pbs.org/wnet/historyofus>

Episodes 1&2 focus on the fight for independence and the American Revolution.

Africans in America

<http://www.pbs.org/wgbh/aia/home.html>

Episode 2 focuses on the time period surrounding the Revolution.

History Detectives

<http://www.pbs.org/opb/historydetectives>

Episodes deal with different topics throughout history, including the American Revolution.

Liberty! The American Revolution

<http://www.pbs.org/ktca/liberty>

Dramatic documentary about the birth of the American Republic.

American Experience, “John & Abigail Adams”

Biography of the couple and depiction of the times in which they lived.

American Experience, “Patriots’ Day”

This episode follows Revolutionary War reenactors.

American Experience, “A Midwife’s Tale”

Dramatization of the story of Martha Ballard, midwife in the decades following the revolution.

American Experience, “War Letters”

Personal correspondence from soldiers in wars, including the Revolution.

American Experience, “Alexander Hamilton”

Profiles the man and his role in the early years of the U.S.

The American President

Profiles all of the presidents of the U.S., including those instrumental in the American Revolution.

The War that Made America

<http://www.pbs.org/thewarthatmadeamerica>

Two part series depicting the events of the French & Indian War, and how it directly led to the Revolutionary War.

Rediscovering George Washington

Biographical documentary of George Washington.



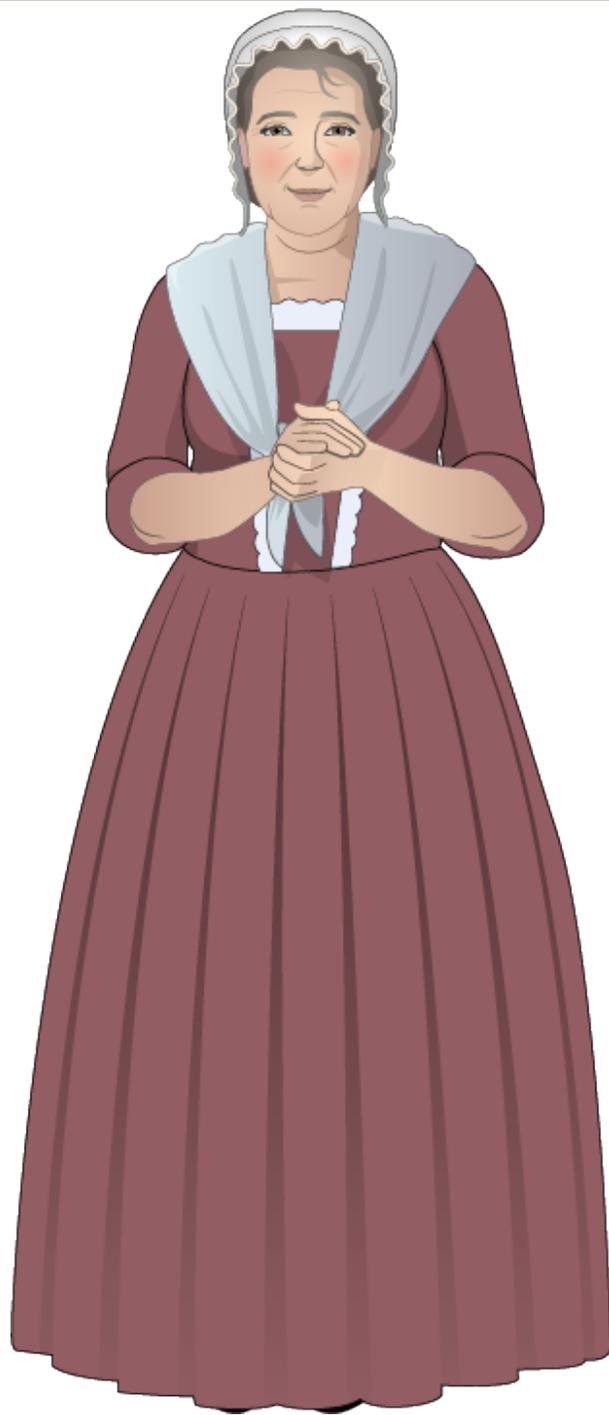
Nathaniel "Nat" Wheeler



Royce Dillingham



Solomon Fortune



Martha Edes



Phillis Wheatley



Paul Revere



Hugh White



Constance Lillie



Benjamin Edes



Mr. Wheeler



Theophilus Lillie



EDES ATTIC



KING STREET



NORTHEND



PRINTSHOP



LIBERTY TREE



WHEELER FARMHOUSE



MAP OF BOSTON, MASSACHUSETTS