

April 19, 1775 Traveling Trunk

Teacher Manual and
Instructions

The Shot Heard Round the World: April 19, 1775
Traveling Trunk Teacher's Manual

Trunk Overview

This trunk explores the reasons American colonists were upset with their government and the events that followed on April 19, 1775 in Lexington and Concord.

Grades

5 – 8

Suggested Time Allowance

Two Social Studies blocks or roughly 2 hours

Supplies

- Objects in the trunk
- Provided worksheets – teacher should make copies of the worksheets for each student or small group.
- Writing materials

Activities Summary

1. Introduction by teacher
2. Stations
 - a. Why Are the Colonists Angry?
 - b. The Midnight Riders
 - c. Stockpiling Supplies
 - d. Militia Men and Minute Men
 - e. Hidden Heroes
3. Reflection

General Use Instructions

Inventory

When you first receive the trunk please look through it carefully and do an inventory. There are four layers of foam in each trunk, please carefully remove each layer to reveal all of the objects. There is an inventory list provided as well as photographs of each station in the Teacher Manual. If you find an item damaged or missing upon arrival, please contact the Education Department within two days of receiving the trunk at: **978-369-9763 x 239 or schoolprograms@concordmuseum.org** . This will ensure that you are not charged for missing items.

Multiple teacher / school use - Complete a full inventory in between each use if the trunk is traveling between classrooms or schools. We want to make sure the trunk is in good condition for each use, and if something is missing and or is damaged, we can try to send a replacement.

Lost items

If you break or lose an item while using the trunk, the Concord Museum will invoice the school to replace the item. Please do a careful inventory when you pack up your trunk and return it to the museum to avoid additional charges.

Evaluations

We want your feedback! At the back of the Teacher Manual are evaluations for the teacher and students to fill out. Please copy these and have all participating teachers and students complete one. These can be placed in the trunk when it is returned.

Returning the Trunk

Trunks must be returned on or before the scheduled return date.

Packing - Photographs of how to pack the trunk are located in the Teacher Manual.

Hand delivering the trunk

1. Please return the trunk to the front desk in the museum building (check the museum's website for hours at www.concordmuseum.org).
2. Please check in with the staff person at the front desk when you deliver the trunk.

Late Return - A late fee of \$50 will be invoiced to the school if the trunk is returned late.

How to Use this Trunk in your Classroom

Students travel to stations in the classroom to explore objects, documents, and images that will help them understand the events leading up to the beginning of the American Revolution with a focus on Lexington and Concord on April 19, 1775. Each station includes worksheets for the students to explore the items at that station.

Preparation for the lesson:

1. Read through the Teacher Manual
2. Make copies of station worksheets from Teacher Manual for students
3. Set up stations around the room
 - a. There is a manila envelope for each station (1-5) with labels and visuals to go with the objects.
 - b. There are photos of each station in the Teacher Manual so that you know which objects belong at each station.

Directions:

1. Give an introduction to the students based on the content you have already covered.
2. Divide students into 5 small groups.
3. Assign the groups to a station as a starting point.
4. Students will visit all stations as they rotate.
5. When they arrive at each station, students should read all the tags on the objects out loud to each other, explore the objects, and then answer the questions on the worksheets.
6. Worksheets are provided for the students at each station. They can answer one per group or each student can have their own worksheet to complete.

Suggested Timing:

10 Minutes for the introductory lesson
15 - 20 Minutes at each station
10 Minutes for small group discussion
10 Minutes for class discussion

Trunk Inventory

- Teacher Manual Binder
- 5 signs for stations
- Manila envelopes for each station

Objects

Station #1

Boston Massacre Print (copy)
Sugar cone (do not take out of wrapping)
Tax stamp images (in the envelope)
Playing cards with tax stamp (do not take out of wrapping)
Tea brick (in cloth bag)

Station #2

The Battle of Lexington Print (copy)
Paul Revere's Midnight Ride brochure
One if by Land Lantern
Photograph of the Paul Revere lantern in the Concord Museum collection (in the envelope)
The Midnight Ride of Paul Revere book – by Christopher Bing

Station #3

A View of the Town of Concord Print (copy)
Wooden Spoon
Dried Peas in cloth bag
Image of cannon balls (in the envelope)
Rules and Regulations document (located inside the envelope)

Station #4

The Engagement at the North Bridge in Concord Print (copy)
List of towns (located inside the envelope)
Scans (6 pages) from *Soldier of the American Revolution* book (in the envelope)
Cartridge (do not take out bag)
Tri-cornered hat
Powder horn
Flint (inside leather pouch)
Musket ball

Station #5

Fife
Square of fabric
Quill and ink well
Soldier's tin cup
Soldiers of Color on April 19th, 1775 (in the envelope)

Supplementary Materials

Soldier of the American Revolution –
By Denis Hambucken and Bill Payson
The Midnight Ride of Paul Revere – By Christopher Bing

Labels

Station #1

Boston Massacre Print label
Sugar cone label
Playing cards with tax stamp label
Tea brick label

Station #2

The Battle of Lexington label
Paul Revere's Midnight Ride brochure label
The Midnight Ride of Paul Revere book label
Lantern label

Station #3

Rules and Regulations label
Rules and Regulations Translation document
A View of the Town of Concord label
Spoons and Dried Peas label
Cannon balls label

Station #4

The Engagement at the North Bridge in Concord label
List of Towns label
Cartridges label
Tri-corned hat label
Powder horn label
Flint label

Station #5

Fife label
Women label
Quill and ink well label
Soldier's tin cup label

Introductory Lesson (10 minutes)

Tell the students: Today we are going to discuss the beginning of the American Revolution. We have received a special trunk from the Concord Museum that is full of objects and documents that we will use to explore this topic.

Ask students: Who were the two groups that fought in the Revolutionary War?

Answer: People who lived in the American Colonies and the British government in England.

Ask the students: At this time, all the people in the colonies and in England were British citizens. What is a colony?

Answer: A piece of land taken over by another country and ruled politically by that country. The colony might be far away from the country that rules it, but the people living there are all considered citizens of the ruling country. We will call the people living in the American colonies *colonists*.

Tell the students: The people living in the American colonies didn't like how their opinions were being heard in the government in England or the taxes the government was putting on their goods. England's decision to tax the American colonies led to widespread protests and anger. Several regiments of the King's Regular Army soldiers were stationed in Boston, which raised tensions further.

Normal colonial government was suspended and colonists formed their own independent government. Massachusetts towns added special "minute" companies to their militia who were ready to respond, armed in a minute's notice. General Gage, commander of the British Regular Army troops in Boston, was aware of the military preparations and in the middle of April 1775, he sent troops to seize the supplies stockpiled in Concord.

Transition: Today you are going to visit stations around the room in small groups to learn about how the people in the colonies were feeling during this time, the early battles, the soldiers, and how regular people helped support the patriot cause. Much of what we learn about will be the events around the first battles that took place on April 19, 1775. These battles are why we celebrate Patriots' Day in Massachusetts.

Directions: I am going to split you into 5 groups and at each station you will have a worksheet to fill out with your group. You will have 15 minutes at each station. When you get to your station read through all the tags first and look at the objects. Have someone read each tag aloud – take turns doing this. Then begin your worksheet.

Reflection (20 Minutes)

Tell the students: We are going to take time to reflect on what you learned today as you explored these stations.

Activity

Discuss the following questions in pairs or small groups. Once you have discussed the questions, come up with a single word or phrase to answer each question. A group member will share these words and phrases with the class by writing it on the board.

- In your opinion, what was the most interesting object you looked at today? Why?
- What new piece of information surprised you the most as you learned today?
- People from towns all over Massachusetts and New England joined in the fight against the King and his troops. How would you feel if you were a colonist living in 1775?
- How do we protest things we aren't happy about today? How can you let your voice and opinions be heard now?

Reflection

Once students have discussed the questions, have a member of each group come up and write the word or phrase on the board (or on large pieces of paper) for everyone to see. Have students discuss overlaps, surprises, and reasons behind some of their answers. Save the lists to reference back to in your future lessons on the Revolution and distribute copies to the students.

Homework

Students have learned about the ways in which many different people got involved on April 19, 1775. Each student should pick a person – a soldier, a woman, a child, an African American slave, a British soldier – and write a letter or journal entry from their point of view. Have students write about their character's feelings and consider why they are upset, as well as what they have done to participate in the Revolution.

Vocabulary list

Minute Man – An American Colonist ready to defend his home at a “moments’ (minute) notice.” These were the most highly trained of the Colonial Militia.

Colonial Militia – Men between the ages of 16 and 60 who were trained locally as citizen soldiers who would be called upon to serve in the event of war.

British Regular Soldiers (Regulars) – Soldiers in the established or permanent British army who were the King’s troops.

Taxes – An amount of money added to goods sold or bought to support a government.

Imported goods – Items that were made in other countries and brought to the American colonies for purchase.

Boycott – A way of protest by not purchasing a specific item or goods.

Protest – To speak out against a person or idea with which you disagree.

Smugglers – People who illegally brought in imported goods.

Patriot – Someone who is loyal to a cause or country. In Colonial America the Patriots were the people who disagreed with the King.

Town Meeting – A group of citizens that gather, usually once a month, to make decisions about their town.

Minister – The spiritual leader of a town.

Parliament – The elected officials in England that make and pass laws and taxes for all of the British Empire.

Station #1
Why are the
Colonists Angry?

Instructions:
Read all the tags and explore objects
Answer the questions on your worksheet
Work as a group!

CONCORD
MUSEUM



Station #1
Why Are the Colonists Angry?

1. What is happening in the image of the Boston Massacre? *Describe* what you see.

2. Look closely at the facial expressions and body language of the two sides. Based on what you see, what message do you think Paul Revere wanted to send about who was at fault for this fight?

3. Read about the tax stamp, the tea, and the sugar. What are two reasons why the American Colonists were upset about being taxed?

4. Many people were boycotting (refusing to buy items) imported goods in protest. What items do you think were hardest for them to live without? What items or belongings would YOU have the hardest time giving up today?

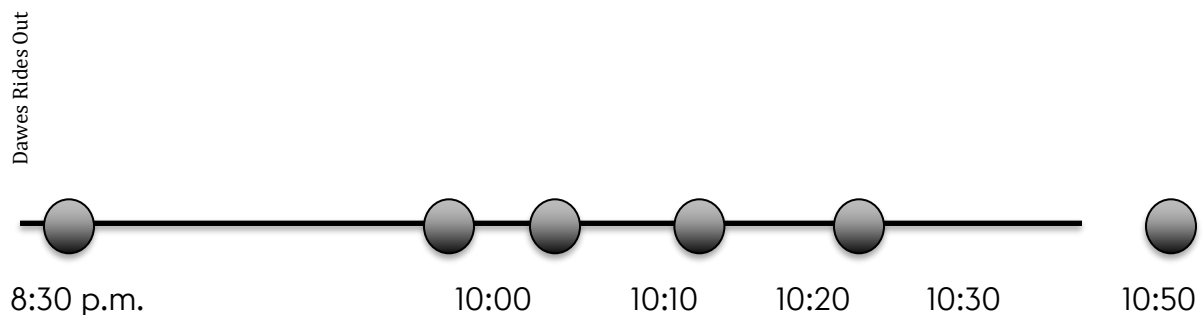


Station #2
The Midnight Riders

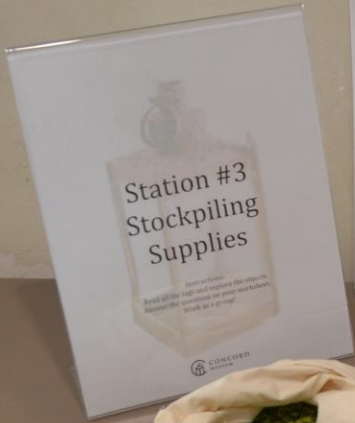
Explore the “*Paul Revere’s Midnight Ride*” folded pamphlet.

Find the page with the “*Other Midnight Riders*” map.

1. Paul Revere wasn’t alone that night – count the number of other riders who were out spreading the alarm. How many were there?
2. Read the names of the riders – can you find a woman listed? What was her name?
3. Which rider came closest to your town? Do we know the person’s name?
4. Find the “*People, Places, and Events in Boston, April 18, 1775*” timeline in the pamphlet. Label the timeline below with the important events that night:



5. William Dawes and Paul Revere made it to Lexington from Boston later that night. Looking closely at the **image of Lexington Green**, describe what you see happening in Lexington the next morning:



Station #3 **Stockpiling Supplies**

1. Looking to Learn – look closely at the *Rules and Regulations* booklet.
 - a. Try to read some of the first few paragraphs (helpful hint: “s” can look like “f”). Look for words that describe how the colonists are feeling. List them here:

 - b. On the cover it says “Massachusetts Army.” How do you think the King of England would react to that phrase?

2. Look carefully at the image of the *Town of Concord*. What do you see the British Regular Army soldiers doing?

3. Examine the supplies people in Concord gathered. Imagine you are a British Regular soldier and you found spoons, dried peas, and cannon balls. Why would you want to destroy these items?

Station #4
Militia Men and Minute Men

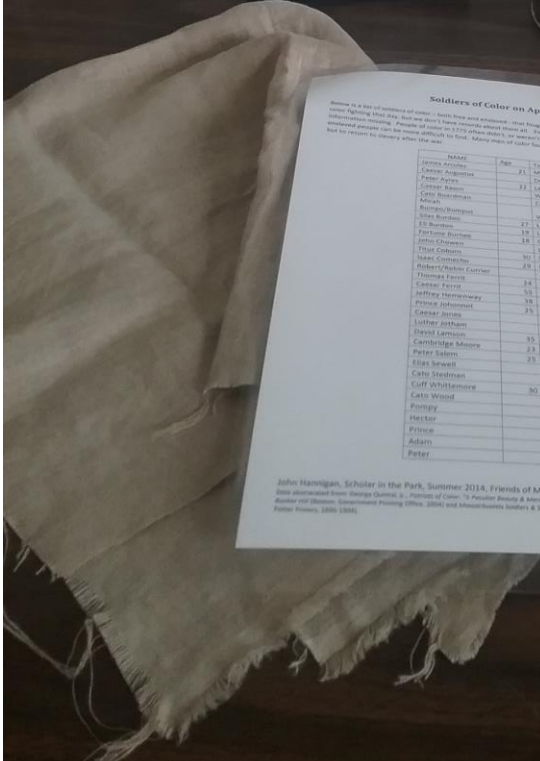
1. Look closely at the image of the North Bridge. Describe what you think happened in Concord on April 19, 1775.

2. Militia Men and Minute Men from all over Massachusetts and New England fought at this first battle of the American Revolution. Look at the *List of Towns* sheet provided. Can you find your town (or a nearby town) on the list?

Why do you think so many towns came to help that day?

3. Look at the “*Firing the Flintlock Musket*” cards. How many steps are involved in firing a musket? How did a cartridge help a soldier fire faster?

4. It took 30 seconds to load and fire a musket. Count slowly to 30 seconds and imagine being in the middle of a battle in all this gear. Write down four descriptive words or emotions that you might feel as the soldier in those long seconds.



Soldiers of Color on April 19, 1775

Below is a list of soldiers of color who fought the April 19, 1775, battle. These men were members of the 6888 Central Postal Directory. Please do not touch the objects or the sign. If you have any questions, please ask a staff member. Many men of color fought to gain their freedom, but some had no choice but to return to slavery when they did.

NAME	AGE	TOWN	STATUS
James Ansell	21	Worcester	Slave
James Aspinwall	21	Dorchester	Free
Peter Ayres	21	Dorchester	Free
Charles Brown	21	Worcester	Slave
John Buchanan	21	Worcester	Slave
Abner	21	Cambridge	Slave?
Samuel Bumpus	21	Waltham	Free
Ed Burton	21	Leamington	Free
Fortune Burrows	18	Leamington	Free
John Crampton	18	Leamington	Free
Frank Colburn	20	Leamington	Free
Sam Corns	20	Leamington	Free
Robert Nelson Carter	20	Leamington	Free
Thomas Davis	20	Leamington	Free
Charles Davis	24	Leamington	Slave?
Jeffrey Hornsby	15	Leamington	Free
Francis Eastman	18	Leamington	Free
Charles Jones	25	Leamington	Free?
Luther Johnson	25	Leamington	Slave?
David Larrison	25	Leamington	Free
Cambridge Moore	35	Leamington	Free
Peter Salem	28	Leamington	Slave?
John Smith	25	Leamington	Free
Carl Steadman	25	Leamington	Free
Cuff Whittemore	30	Leamington	Slave?
Late Wood	30	Leamington	Slave?
Pompey	30	Leamington	Slave?
Harbor	30	Leamington	Slave?
Prince	30	Leamington	Slave?
Adam	30	Leamington	Slave?
Peter	30	Leamington	Slave?

John Hannigan, Scholar in the Park, Summer 2014, Friends of Minute Man National Historical Park
 Data obtained from George Galloway Jr., "Portrait of a Soldier: The Story of a Revolutionary War Soldier of Color,"
 Boston: South End Press, 1988; and "The Story of a Revolutionary War Soldier of Color," Boston: South End Press, 1988.



Station #5
Hidden Heroes

1. Why was the job of a fife player so important? Do you think it was a dangerous job? Why or why not?

2. Women helped during the Revolutionary War too. How did women help since they weren't allowed to fight?

3. Look at the list of *Soldiers of Color on April 19, 1775*.
 - a. How many free men of color fought?

 - b. How many of these soldiers of color were enslaved?

 - c. We don't know as much about these men as we do about the white soldiers – why do you think that is?