

I have therefore thought it necessary for

the Preservation of Peace, good Order

General George Washington

In Massachusetts – 1775-1776

and Discipline, to publish the following

Orders, that no Person offending therein

**A Thematic Unit Using Primary Sources for
Middle and High School Classrooms**

may plead Ignorance as an Excuse for

their Misconduct. All Officers and Sol-

diers are hereby ordered to live in the

Strictest Peace and Amity with the

WILLIAM FRANCIS GALVIN
SECRETARY OF THE COMMONWEALTH



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Massachusetts Archives
220 Morrissey Boulevard
Boston, MA 02125
(617) 727-2816
www.state.ma.us/sec/arc

Editor

Marc Nachowitz teaches English at Leominster High School in Leominster, Massachusetts. He has a B.S. in English education and an M.A. in education from the University of Connecticut School of Education and has taught at Wellesley Middle School and Abington High School.

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GENERAL GEORGE WASHINGTON IN MASSACHUSETTS

Unit Overview

Personalizing history makes past events come alive, particularly when viewed through the lenses of those who participated in significant events. Most students are familiar with the events leading up to the American Revolution, the founding fathers, significant battles, and reasons for Americans fighting for independence from England. However, what do they really know about the patriots who fought and lead the Revolution, what colonial life was really like, and how a particular battle or strategy for defense of the nation was planned?

In the spring of 1775 it was by no means a foregone conclusion that the American colonists would win a protracted war with England or that, in fact, participants were even fighting with that aim in mind. Unbeknownst to many history students is the fact that many colonial citizens sought peace with England and never imagined the creation of a new nation, a new Republic, a new Constitution. By examining the events surrounding George Washington in Massachusetts and the historical records between July 1775 and April 1776, students will see how a rag-tag militia and a war that no one asked for changed suddenly to a vision for a new, independent nation, steeped in democratic principles.

Moreover, this unit presents students an opportunity to work with and learn about primary sources. Students will not read narrative, interpretations of events. Rather, they will be exposed to the rich collection of archival documents, maps, illustrations, and artifacts stored at the Massachusetts Archives. Students will read personal diaries, correspondence of key figures in the Revolutions, and official acts of the Massachusetts Congress. The student, in short, as a result of this unit, will create unique interpretations of the significant events in Boston and Cambridge in 1775 and 1776, led by Washington that shaped a nation.

This curriculum unit includes three lesson plans on primary sources and General George Washington in Massachusetts to be used alone in the classroom, or in conjunction with an exhibit on George Washington at the Massachusetts Archives Building, which will run from October 15, 2000 through June 2001. Additionally, there are four optional lesson plans on the American Revolution. Together, the lesson plans form a comprehensive unit, but teachers should by no means feel obligated to teach each lesson. As the entire unit may involve 8 to 10 classes, teachers should feel free to pick and choose from among the lessons and adapt them as necessary to meet the unique needs of their students.

General George Washington in Massachusetts can be used in conjunction with existing units on the American Revolutionary War. However, since the entire unit offers an in-depth opportunity to explore nine learning standards and core knowledge from the Massachusetts History and

Social Science Curriculum Frameworks, this unit—on its own—will be a valuable tool to the classroom instructor.

Essential Questions and Unit Objectives

Essential Questions

- How did George Washington create an army that could match the military successes of the British army from a collection of state and local militias?
- What was Washington’s strategy and how did he win the Battle of Boston?
- Did George Washington and those fighting with him know that they were creating, or planning the creation of a new, independent nation?
- Did the average citizen, soldier, merchant, or politician desire independence or instead hope to reconcile with England?
- What aspects of Washington’s character and philosophy were created, enhanced, or put in evidence during his experiences in Boston that would shape the effective leader he would become?
- What was colonial life in Boston like?
- How do we know our interpretations of history are correct?
- What is the difference between primary and secondary sources?
- How does one conduct research using primary sources?
- Where can a student gain access to primary sources on a national, state, or local level?

Unit Objectives

Students will:

- Interpret primary source documents in historical context.
- Distinguish between primary and secondary sources.
- Evaluate the credibility of primary sources.
- Use a variety of primary sources to clarify, elaborate, and understand a historical period.
- Describe, in narrative form, historical events and characters using primary sources.
- Evaluate Washington’s character and military leadership.
- Explain the factors that lead to Washington’s victory in Boston.
- Analyze how Washington, as the newly appointed Commander in Chief of the First Continental Army, responded to problems with supplies, personnel, officers, discipline, and desertions and recruitment.
- Compare and contrast myth with historical fact.
- Explain how Washington’s experiences in Boston became a turning point for the Continental Army, the American Revolution, and the formation of the United States of America.

Applying the Massachusetts History and Social Science Curriculum Frameworks

This unit was designed with the Massachusetts Department of Education’s History and Social Science Curriculum Frameworks in mind. *George Washington in Massachusetts* is well suited to four learning strands: history, geography, economics, and civics and government. The table on the following pages (7-16) explains how each Learning Standard and Core Knowledge in the DOE’s History and Social Science Curriculum Frameworks applies to lessons and learning activities in *George Washington in Massachusetts*.

Additionally, each lesson in the unit clearly labels the Massachusetts History and Social Science Curriculum Frameworks covered. Use the following table for more detailed information on how a lesson applies to a specific learning standard.

A Final Note to the Classroom Instructor

Reading 18th-century documents presents challenges to all readers. Much of the spelling, grammar, and vocabulary will seem quite arcane to the average middle and secondary school student. Prior to distributing these primary source documents to your students, it is recommended that you read all the documents to understand the challenges your students will face. Some of the primary source sets are grouped by reading level, which will be indicated in the lesson plans contained in this book. Please feel free to subtract documents that you consider too challenging for your grade level or students. However, try grouping your students in heterogeneous, cooperative learning groups; the stronger readers can be a great resource to the struggling learners.

To provide students with a wide variety of primary sources, this book includes approximately forty pages of reproducible handouts for students. However, a fair amount of time will be required for copying, stapling, and collating.

Lesson 1: Washington's School Exercises: The Formation of Washington's Character

Background

Around the age of 16, Washington copied 110 *Rules of Civility & Decent Behavior In Company and Conversation* as an exercise in penmanship and character training. The rules originated with French Jesuits around 1595 and were translated by Francis Hawkins, an English schoolboy, around 1640. Eventually a revised copy reached Virginia where an unknown tutor arranged them for Washington.

Some of the precepts deal with manners, "Neither Spit forth the Stones of any fruit Pye upon a Dish nor Cast anything under the table." Others emphasize morals, "Wherin you reprove Another be unblameable yourself; for example is more prevalent than Precepts." Historians speculate that the maxims were a formative influence on Washington's character since they seem to mirror his adult behavior.

The rules were found among papers purchased by Congress from the Washington family during the nineteenth century. The collection sheds light on other aspects of Washington's education. Along with the rules, one book contains legal forms, relevant to plantation management, and youthful poems about love and Christmas. A second book details Washington's extensive mathematical training

History and Social Science Curriculum Learning Standards Met in this Lesson

- Learning Standard 1: Chronology and Cause
- Learning Standard 2: Historical Understanding
- Learning Standard 3: Research, Evidence, and Point of View
- Learning Standard 4: Society, Diversity, Commonality, and the Individual
- Learning Standard 5: Interdisciplinary Learning: Religion, Ethics, Philosophy, and Literature in History

Learning Objectives

Students will:

- Identify principles and maxims that guide their conduct
- Describe the maxims that governed Washington's character
- Evaluate the maxims that shaped Washington
- Learn and compare basic tenets of ethics and philosophy and their influence on individuals as well as the course of history
- Compare and contrast the ethics that shaped Washington with rules and maxims that govern today's generation
- Comprehend 18th-century primary source documents
- Present their interpretations based on discussions in cooperative learning groups

Teacher Preparation

- Read background materials on *Rules of Civility & Decent Behavior In Company and Conversation*.
- Prepare copies of *Rules of Civility & Decent Behavior In Company and Conversation* for each student including the accompanying worksheet.

Materials

- Copies of *Rules of Civility & Decent Behavior In Company and Conversation*

Duration

Approximately 1 (45 minute) class

Unit Introduction

Explain to students that they will be spending approximately the next two weeks exploring George Washington and the significant events that took place in Massachusetts under his leadership, using documents written by Washington and other key figures in the American Revolution. If you are using this unit with a larger unit on the American Revolutionary War, explain that they are going to be digging deeper into events currently being studied.

Preliminary Activity: Activate Prior Knowledge

1. Ask students: Can you think of any rules that we live by, that we were taught in school or by our parents, that help us act and behave properly? Or perhaps a proverb from Aesop's Fables? (i.e. "slow and steady wins the race") As a class, brainstorm a list of Rules of Behavior. If they have trouble getting started, write down examples such as: don't lie, don't cheat, be kind to others, early to bed early to rise makes a man healthy wealthy and wise, neither a borrower nor a lender be, do to others as you would have them do to you, etc. Have students keep a list in their notebooks/journals. Once the ideas get started, ask them to add at least five rules they were taught in their notebooks. Afterwards, ask for volunteers to share items from their lists of the most important rules they choose to live by.

Learning Activity: Focus on New Learning

2. Explain to students that the lists they have compiled are called **maxims** and write a definition on the board: maxim—a general truth, fundamental principal, or rule of conduct—a saying of proverbial nature. Explain to students that they are going to read the maxims that Washington copied into his school notebook in 1744, when he was barely 16 years old. Distribute copies of *Rules of Civility & Decent Behavior In Company and Conversation*.
3. Ask students to read the 110 Rules of Civility, and as they read, to underline any maxim that they find particularly interesting, unique, funny, or strange and especially any rule that reminds them of a rule on their lists. Ask them to star the one maxim that they like the best.
4. Whole class share: ask for volunteers to read aloud and share with the class their favorite maxims and/or the ones they found that were similar to their own list of rules.

Extension Activity: Cooperative Learning

5. Place students in small groups of 3 to 5 students. Have each group discuss and prepare a presentation for the class answering the following questions:
 - Based on what you already know about Washington, which maxims seem to have shaped his character or influenced him the most? Why? Give examples.
 - Which maxims would help Washington become an effective leader of an army as well as a leader of a new nation? Why? Give examples.
 - Which maxims would you like to live by? Why?

6. Ask students what difficulties they encountered when reading these maxims. Was Washington a good speller or not? Did they find any strange symbols that they have never seen before? You may wish to explain to students that many of the documents they will be working with are over 200 years old and very hard to read. Whenever a translator or editor of an original source comes across a word that is impossible or difficult to identify, that word is placed in brackets. For example: “and bedew no mans face with your Spittle, by approaching too near him [when] you Speak.”

Excerpts from: *Rules of Civility & Decent Behavior In Company and Conversation* from Washington's School Exercises, 1744-1748 in *The Papers of George Washington, Colonial Series*, W.W. Abbot et al., eds., University Press of Virginia, Charlottesville, 1983, vol. 1, pp. 1-

4

Handout #1: Rules of Civility & Decent Behavior in Company and Conversation

Directions: Read the following excerpts from George Washington's school exercise book written when he was 16. As you read underline any maxim that you find particularly interesting, unique, funny, or strange and especially any rule that reminds you of a rule on your list. Star the one maxim that you like the best. When you are finished, answer the questions on the last page alone or with a small group of peers.

[Ferry Farm, c. 1744]

1st Every Action done in Company, ought to be with Some Sign of Respect, to those that are Present.

2d When in Company, put not your Hands to any Part of the Body, not usually Discovered.

4 In the Presence of Others Sing not to yourself with a humming Noise, nor Drum with your Fingers or Feet.

5th If You Cough, Sneeze, Sigh, or Yawn, do it not Loud but Privately; and Speak not in your Yawning, but put Your handkercheif or Hand before your face and turn aside.

6th Sleep not when others Speak, Sit not when others stand, Speak not when you Should hold your Peace, walk not on when others Stop.

7th Put not off your Cloths in the presence of Others, nor go out your Chamber half Drest.

9th Spit not in the Fire . . .

10th When you Sit down, Keep your Feet firm and Even, without putting one on the other or Crossing them.

11th Shift not yourself in the Sight of others nor Gnaw your nails.

12th . . .and bedew no mans face with your Spittle, by approaching too near him [when] you Speak.

13th Kill no Vermin as Fleas, lice ticks &c in the Sight of Others, if you See any filth or thick Spittle put your foot Dexteriously upon it if it be upon the Cloths of your Companions, Put it off privately, and if it be upon your own Cloths return Thanks to him who puts it off.

14th Turn not your Back to others especially in Speaking, Jog not the Table or Desk on which Another reads or writes, lean not upon any one.

15th Keep your Nails clean and Short, also your Hands and Teeth Clean yet without Shewing any great Concern for them.

21st: Reproach none for the Infirmities of Nature, nor Delight to Put them that have in mind thereof.

22d Shew not yourself glad at the Misfortune of another though he were your enemy.

23d When you see a Crime punished, you may be inwardly Pleased; but always shew Pity to the Suffering Offender.

[24th Do not laugh too loud or] too much at any Publick [Spectacle].

26th In Pulling off your Hat to Persons of Distinction, as Noblemen, Justices, Churchmen &c make a Reverence, bowing more or less according to the Custom of the Better Bred, and Quality of the Person. Amongst your equals expect not always that they Should begin with you first, but to Pull off the Hat when there is no need is Affectation, in the Manner of Saluting and resaluting in words keep to the most usual Custom.

28th If any one come to Speak to you while you are are Sitting Stand up tho he be your Inferiour, and when you Present Seats let it be to every one according to his Degree.

29th When you meet with one of Greater Quality than yourself, Stop, and retire especially if it be at a Door or any Straight place to give way for him to Pass.

32d: To one that is your equal, or not much inferior you are to give the cheif Place in your Lodging and he to who 'tis offered ought at the first to refuse it but at the Second to accept though not without acknowledging his own unworthiness.

36th Artificers & Persons of low Degree ought not to use many ceremonies to Lords, or Others of high Degree but Respect and highly Honour them, and those of high Degree ought to treat them with affibility & Courtesie, without Arrogancy.

37th In Speaking to men of Quality do not lean nor Look them full in the Face, nor approach too near them at lest Keep a full Pace from them.

39th In writing or Speaking, give to every Person his due Title According to his Degree & the Custom of the Place.

40th Strive not with your Superiers in argument, but always Submit your Judgment to others with Modesty.

43d Do not express Joy before one sick or in pain for that contrary Passion will aggravate his Misery.

[4]7th Mock not nor Jest at any thing of Importance break no Jest that are Sharp Biting and if you Deliver any thing witty and Pleasent obtain from Laughing thereat yourself.

[4]9 Use no Reproachfull Language against any one neither Curse nor Revile.

[5]0th Be not hasty to beleive flying Reports to the Disparag[e]ment of any.

51st Wear not your Cloths, foul, unript or Dusty but See they be Brush'd once every day at least and take heed tha[t] you approach not to any Uncleaness.

52d In your Apparel be Modest and endeavour to accomodate Nature, rather than to procure Admiration keep to the Fashio[n] of your equals Such as are Civil and orderly with respect to Times and Places.

53d Run not in the Streets, neither go t[oo s]lowly nor wit[h] Mouth open go not Shaking yr Arms [kick not the earth with yr feet, go] not upon the Toes, nor in a Dancing [fashion].

54th Play not the Peacock, looking every where about you, to See if you be well Deck't, if your Shoes fit well if your Stokings sit neatly, and Cloths handsomely.

56th Associate yourself with Men of good Quality if you Esteem your own Reputation; for 'tis better to be alone than in bad Company.

63d A Man o[ug]ht not to value himself of his Atchievements, or rare Qua[lities of wit; much less of his rich]es Virtue or Kindred.

64th Break not a Jest where none take pleasure in mirth Laugh not aloud, nor at all without Occasion, deride no mans Misfortune, tho' there Seem to be Some cause.

65th Speak not injurious Words neither in Jest nor Earnest Scoff at none although they give Occasion.

70th Reprehend not the imperfections of others for that belong[s] to Parents Masters and Superiours.

71st Gaze not on the marks or blemishes of Others and ask not how they came. What you may Speak in Secret to your Friend deliver not before others.

72d Speak not in an unknown Tongue in Company but in your own Language and that as those of Quality do and not as the Vulgar; Sublime matters treat Seriously.

73d Think before you Speak pronounce not imperfectly nor bring ou[t] your Words too hastily but orderly & distinctly.

74th When Another Speaks be attentive your Self and disturb not the Audience if any hesitate in his Words help him not nor Prompt him without desired, Interrupt him not, nor Answer him till his Speec[h] be ended.

76th While you are talking, Point not with your Finger at him of Whom you Discourse nor Approach too near him to whom you talk especially to his face.

79th Be not apt to relate News if you know not the truth thereof. In Discoursing of things you Have heard Name not your Author always A [Se]cret Discover not.

81st Be not Curious to Know the Affairs of Others neither approach those that Speak in Private.

82d Undertake not what you cannot Perform but be Carefull to keep your Promise.

85th In Company of these of Higher Quality than yourself Speak not ti[l] you are ask'd a Question then Stand upright put of your Hat & Answer in few words.

89th Speak not Evil of the absent for it is unjust.

90 Being Set at meat Scratch not neither Spit Cough or blow your Nose except there's a Necessity for it.

91st Make no Shew of taking great Delight in your Victuals, Feed no[t] with Greediness; cut your Bread with a Knife, lean not on the Table neither find fault with what you Eat.

92 Take no Salt or cut Bread with your Knife Greasy.

93 Entertaining any one at table it is decent to present him wt. meat, Undertake not to help others undesired by the Master.

[9]4th If you Soak bread in the Sauce let it be no more than what you [pu]t in your Mouth at a time and blow not your broth at Table [bu]t Stay till Cools of it Self.

[95]th Put not your meat to your Mouth with your Knife in your ha[nd ne]ither Spit forth the Stones of any fruit Pye upon a Dish nor Cas[t an]ything under the table.

[9]6 It's unbecoming to Stoop much to ones Meat Keep your Fingers clea[n &] when foul wipe them on a Corner of your Table Napkin.

[97]th Put not another bit into your Mouth til the former be Swallowed [l]et not your Morsels be too big for the Gowls.

98th Drink not nor talk with your mouth full neither Gaze about you while you are a Drinking.

99th Drink not too leisurely nor yet too hastily. Before and after Drinking wipe your Lips breath not then or Ever with too Great a Noise, for its uncivil.

100 Cleanse not your teeth with the Table Cloth Napkin Fork or Knife but if Others do it let it be done wt. a Pick Tooth.

101st Rince not your Mouth in the Presence of Others.

103d In Company of your Betters be no[t longer in eating] than they are lay not your Arm but o[nly your hand upon the table].

107th If others talk at Table be attentive but talk not with Meat in your Mouth.

108th When you Speak of God or his Atributes, let it be Seriously & [wt.] Reverence. Honour & Obey your Natural Parents altho they be Poor.

109th Let your Recreations be Manfull not Sinfull.

110th Labour to keep alive in your Breast that Little Spark of Ce[les]tial fire Called Conscience.

Name: _____

Based on what you already know about Washington, which maxims seem to have shaped his character or influenced him the most? Why? Give examples.

Which maxims would help Washington become an effective leader of an army as well as a leader of a new nation? Why? Give examples.

Which maxims would you like to live by? Why?

Excerpts from: *Rules of Civility & Decent Behavior In Company and Conversation* from Washington's School Exercises, 1744-1748 in *The Papers of George Washington, Colonial Series*, W.W. Abbot et al, eds., University Press of Virginia, Charlottesville, 1983, vol. 1, pp. 1-4

Lesson 2: Using Primary Sources in the Classroom

Source

Adapted from The Library of Congress Learning Page: “The Historians’ Sources:” <http://lcweb2.loc.gov/ammem/ndlpedu/lessons/psources/pteach.html> Developed by The Social Science Education Consortium (SSEC). SSEC is a not-for-profit organization affiliated with the University of Colorado-Boulder. Its mission is to create and nurture networks among precollegiate teachers, administrators, and academic social scientists and historians. SSEC staff develop and publish social science and history curriculum materials, conduct a variety of teacher training activities, and conduct research and evaluation of educational programs.

History and Social Science Curriculum Learning Standards Met in this Lesson

- Learning Standard 1: Chronology and Cause
- Learning Standard 2: Historical Understanding
- Learning Standard 3: Research, Evidence, and Point of View
- Learning Standard 4: Society, Diversity, Commonality, and the Individual
- Learning Standard 17: The Founding Documents

Learning Objectives

Students will:

- Describe the difference between primary and secondary sources
- Explain the rules for analyzing primary source documents
- Analyze primary sources for bias and reliability
- Through primary source inquiry, students will understand how historians learn about the past
- Evaluate the limitations of the historical record
- Compare and contrast the strengths and limitations of primary and secondary sources
- Apply cooperative learning strategies to comprehend 18th-century documents
- Present findings in whole-class share

Teacher Preparation

- Divide students into 5 heterogeneous learning groups.
- Make copies of handouts 2 through 12, stapled and collated by groups where indicated.

Materials

- Copies of handouts 2 through 12

Duration

This lesson may take 2 to 3 (45 minute) classes.

Focus Activity (10-15 minutes)

1. Challenge a stereotype or conventional wisdom. Ask students: Did George Washington ever tell a lie? Did he chop down his father’s cherry tree? Did he have wooden teeth? Was he “the father of our country?” How do we know that these stories are true? Where did you hear these stories? Did you know that George Washington was a slave owner? Why or why not?
2. Present a puzzle. Ask students to take out their History textbooks and see if they can tell who wrote the book and when it was published. Ask them: How does _____ know about the

Battle of Bunker Hill? Was he or she there? How do these writers know what happened 200 years ago? How do you know they're telling the truth? You may present information about how school textbooks have sometimes distorted facts or omitted information such as the treatment of Native Americans (The Trail of Tears, or how the Republic took Texas from the Mexicans, lack of women's history or African-American contributions in textbooks, etc.).
Discussion.

What Are Primary Sources? (30 minutes)

3. Explain to students that their history textbook is a *secondary source*. Someone wrote most of their textbook long after historical events took place. Tell them that the previous learning activity using George Washington's school book exercises on the "Rules of Civility" is a primary source because it was a direct quote written by a person living in the past.
4. Distribute handout: "Primary and Secondary Sources" and "Mindwalk Activity." Have class read and do the activities individually or in small groups.
5. Group discussion using the following questions:
 - Which of your daily activities are most likely to leave evidence behind?
 - What, if any, of that evidence might be preserved for the future? Why?
 - What might be left out of a historical record of your activities? Why?
 - What would a future historian be able to tell about your life and your society based on evidence from your daily activities that might be preserved for the future?
 - Now that you have learned the definition of a primary source and participated in the Mindwalk activity, what do you think are the strengths of the historical record?
 - What are the limitations of the historical record?
 - How can a historian draw conclusions based on this huge body of evidence?

Analysis of Primary Sources (10-15 minutes)

In this lesson students review rules and questions to use when evaluating primary sources.

1. After students have read *What are Primary Sources* and completed the *Mindwalk* activity, have students read *Analysis of Primary Sources*.
2. Discuss and read the *Time and Place Rule* and the *Bias Rule*.
3. Distribute copies of *Questions for Analyzing Primary Sources*. Have students pre-read the questions.
4. Explain that students will answer these questions using historical documents in the next section of the lesson.

Types of Primary Sources (45 minutes)

In this section, students learn about different types of primary sources and analyze primary source documents.

1. Have students read Handout #5: *Types of Primary Sources*. Make sure every student has a copy of Handout #4: *Questions for Analyzing Primary Sources*.
2. Assign documents to small groups of students as indicated below.
3. Allow 30 to 50 minutes for students to analyze the documents using *Questions for Analyzing Primary Sources*.

Group 1

Read: Handout #6: James Thacher's Military Journal

Handout #7: Journals of the Continental Congress, June 15, 1775

Consider such questions as:

- According to Thacher's journal, what previous military experience did Washington have prior to coming to Boston in 1775?
- What does Washington's speech to the Continental Congress reveal about his character? How does he feel about becoming commander in chief of the Continental Army? Does he feel optimistic or pessimistic about his new position?
- Describe Washington as a person based on these two documents.

Group 2

(Note: These documents are geared towards students who may be reading below grade level)

Read: Handout #8: "Patriots" and "The Letters of Thomas Jefferson"

Handout #9: Last Will and Testament of George Washington

Consider such questions as:

- Based on these accounts, what kind of man was Washington? Is he portrayed as a legendary hero, or is he more like an average man? Why?
- Are there any negative sides to Washington's character based on these documents?
- What does Washington's Last Will reveal about him? Was he compassionate, uncompassionate, or both?
- Are these primary or secondary sources or both?

Group 3

Read: Handout #10: The Officers of the Virginia Regiment to George Washington, December 31, 1758

Consider such questions as:

- What makes a good leader? According to this letter, does Washington exemplify these qualities? Explain.
- What does this letter, given by officers under George Washington on the occasion of his retirement as commander of the Virginia Regiment in 1758, indicate regarding his military leadership?

Group 4

Read: Handout #11: George Washington to William Fitzhugh, November 15, 1754

Consider such questions as:

- What was the tone of Washington's reply to the invitation to accept a commission under Governor Sharpe's command?
- What are the reasons Washington gives for rejecting the appointment?
- What does the letter reveal about Washington's character?

Group 5

Read: Handout #12: Nelly Custis-Lewis on Washington's religious character, February 26, 1833

Consider such questions as:

- According to the letter, was Washington a deeply religious man? Explain.
- Based on Washington's adopted daughter's description, what does she reveal about Washington's character?
- Did anything in this letter surprise you? What was it and why?

Discussion (20 minutes)

In this session, students discuss their primary source analysis with the entire class and compare and contrast analysis results.

4. Have student groups summarize their analysis of a primary source document for the class. Ask students to comment on the credibility of the sources. If several groups have analyzed the same document, encourage others supporting or refuting statements from other groups.
5. Conclude the lesson with a general discussion of the following questions:
 - What do these documents reveal about the character of Washington? What kind of man was he?
 - Are these documents primary or secondary sources? How do you know? How reliable is each document for historical accuracy?
 - Was any document completely believable? Completely unbelievable? Why or why not?
 - Did some types of primary sources seem less believable than other kinds of sources? Why do you think this is true?
 - How did looking at several documents expand your understanding?
 - If you found contradictory information in the sources, which source did you tend to believe? Why?
 - What generalizations about primary historical sources can you make based on this document set?
 - What additional sources (and types of sources) would you like to see to give you greater confidence in your understanding of George Washington?

Evaluation

As an assessment activity, ask students to select a document from the Primary Source Set that they have not yet analyzed. Have students write an analysis of the document using the rules and questions in the *Questions for Analyzing Primary Sources* handout.

Handout #2: What are Primary Sources?

Primary and Secondary Sources

Historians use a wide variety of sources to answer questions about the past. In their research, history scholars use both *primary sources* and *secondary sources*. Primary sources are actual records that have survived from the past, such as letters, photographs, and articles of clothing. Secondary sources are accounts of the past created by people writing about events some time after they happened.

For example, your history textbook is a *secondary source*. Someone wrote most of your textbook long after historical events took place. Your textbook may also include some *primary sources*, such as direct quotes from people living in the past or excerpts from historical documents.

People living in the past left many clues about their lives. These clues include both primary and secondary sources in the form of books, personal papers, government documents, letters, oral accounts, diaries, maps, photographs, reports, novels and short stories, artifacts, coins, stamps, and many other things. Historians call all of these clues together the *historical record*.

The Historical Record

The historical record is huge. It contains literally billions of pieces of evidence about the past. Despite its huge size, the historical record gives us just a tiny glimpse of the past. Most of what happened in the past was never documented. Many sources of information about the past have been lost or destroyed. Some primary sources were accumulated simply by accident.

But some historical sources were created and saved by people interested in recording history. People kept journals, wrote diaries and autobiographies, recorded family trees, and saved business and personal letters and papers.

How can the historical record be both huge and limited? What kind of historical records do you leave behind in your daily life? To answer these questions complete the Mindwalk Activity.

Mindwalk Activity

1. Think about (“mind walk” through) all the activities you were involved in during the past 24 hours. In your notebook draw a line down the center of a page (dividing your page into two columns). In the left-hand column list as many of these activities you can remember.
2. In the right-hand column and for each activity on your list, write down what evidence, if any, your activities might have left behind. To help you think of traces that might be left behind, review:

Historical Evidence in Your Daily Life

- Did you create any records of your activities (a dairy, notes to yourself, a letter to a friend or relative, an e-mail message, a telephone message)?
- Would traces of your activities appear in records someone else created (a friend’s diary, notes, or calendar entry; a letter or e-mail from a friend or relative)?
- Would traces of your activities appear in school records? In business records (did you write a check or use a charge card)? In the school or local newspaper? In government records (did you get your driver’s license or go to traffic court)?
- Would anyone be able to offer testimony (or oral history) about your activities (who and why)?

Other Types of Historical Evidence

Other aspects of the historical record are not records in the traditional sense at all, but may still offer evidence about our lives. Traces you left behind in your daily activities might include:

- The trash you have thrown away
 - Material objects you use every day (coins, paper money, writing tools, computers, CD player, pager, cell phone)
 - Objects in the place you live (especially in your own bedroom)
 - Items in your locker at school
3. Review your entire list, and what you wrote about evidence your activities left behind. If future historians or archaeologists had all the materials on your list, what could they infer or conclude about you, your life, and your society? What might the materials tell the historians and archaeologists about your family, community, region, and/or nation? Write your response below:
4. Now think about a more public event currently happening (a court case, election, public controversy, law being debated, crime, scandal,) and answer these questions:
- What kinds of evidence might this event leave behind?
 - Who records information about this event?
5. Based on this activity, write one sentence below that describes how the historical record can be huge and limited at the same time.

Handout #3: Analysis of Primary Sources

Historians analyze historical sources in different ways. First, historians think about where, when and why a document was created. They consider whether a source was created close in location and time to an actual historical event. Historians also think about the purpose of a source. Was it a personal diary intended to be kept private? Was the document prepared for the public?

Some primary sources may be judged more reliable than others, but every source is biased in some way. As a result, historians read sources skeptically and critically. They also cross-check sources against other evidence and sources. Historians follow a few basic rules to help them analyze primary sources. Read these rules below. Then read the questions for analyzing primary sources. Use these rules and questions as you analyze primary source documents yourself.

Time and Place Rule

To judge the quality of a primary source, historians use the **time and place rule**. This rule says the closer in time and place a source and its creator were to an event in the past, the better the source will be. For example, George Washington's personal diary recounting the Battle of Yorktown is much more reliable than a history of the battle written by the grandson of a person who fought there. Based on the time and place rule, better primary sources (starting with the most reliable) might include:

- Direct traces of the event
- Accounts of the event, created at the time it occurred, by firsthand observers and participants
- Accounts of the event, created after the event occurred, by firsthand observers and participants
- Accounts of the event, created after the event occurred, by people who did not participate or witness the event, but who used interviews or evidence from the time of the event.

Bias Rule

The historians' second rule is the **bias rule**. It says that every source is biased in some way. Documents tell us only what the creator of the document thought happened, or perhaps only what the creator wanted us to think happened. As a result, historians follow these bias rule guidelines when they review evidence from the past:

- Every piece of evidence and every source must be read or viewed skeptically and critically.
- No piece of evidence should be taken at face value. The creator's point of view must be considered.
- Each piece of evidence and source must be cross-checked and compared with related sources and pieces of evidence.

Handout #4: Questions for Analyzing Primary Sources

1. Type of Document (Check one):

- | | | |
|---|--|---|
| <input type="checkbox"/> Newspaper | <input type="checkbox"/> Map | <input type="checkbox"/> Advertisement |
| <input type="checkbox"/> Letter | <input type="checkbox"/> Telegram | <input type="checkbox"/> Congressional Record |
| <input type="checkbox"/> Patent | <input type="checkbox"/> Press Release | <input type="checkbox"/> Census Report |
| <input type="checkbox"/> Diary or Journal | <input type="checkbox"/> Government Record | <input type="checkbox"/> Photograph |
| <input type="checkbox"/> Legal Document | <input type="checkbox"/> Painting | <input type="checkbox"/> Other |

1. Date(s) of Document: _____

2. Author (or creator) of the Document: _____

Position or Title: _____

3. Why was the source created? Was it created through a spur-of-the-moment act, a routine transaction, or a thoughtful, deliberate process?

4. Did the recorder have firsthand knowledge of the event? Or, did the recorder report what others saw and heard?

5. Was the recorder a neutral party, or did the creator have opinions or interests that might have influenced what was recorded?

6. Did the recorder produce the source for personal use, for one or more individuals, or for a large audience?

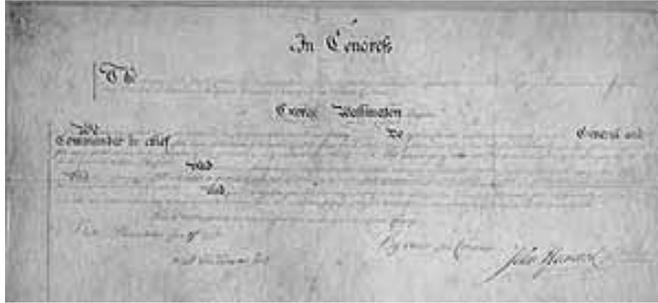
7. Was the source meant to be public or private?

9. Did the recorder wish to inform or persuade others? (Check the words in the source. The words may tell you whether the recorder was trying to be objective or persuasive.) Did the recorder have reasons to be honest or dishonest?

10. Was the information recorded during the event, immediately after the event, or after some lapse of time? How large was the lapse of time?

Handout #5: Types of Primary Sources

Published Documents



George Washington's Commission as Commander in Chief of the Continental Army

Some primary sources are published documents. They were created for large audiences and were distributed widely. Published documents include books, magazines, newspapers, some government documents, non-government reports, literature of all kinds, advertisements, maps, pamphlets, posters, laws, and court decisions.

When reviewing published documents, remember that just because

something was published does not make it truthful, accurate, or reliable. Every document has a creator, and every creator has a point of view, blind spots, and biases. Also remember that even biased and opinionated sources can tell us important things about the past.

Unpublished Documents



Charles Lee to George Washington, February 5, 1776, on his arrival in New York City on the same day as that of British General Henry Clinton.

Many types of unpublished documents have been saved, and can be used as primary sources. These include government records, personal letters, diaries, journals, wills, deeds, family Bibles containing family histories, school report cards, and many other sources. Unpublished business records such as correspondence, financial ledgers, information about customers, board meeting minutes, and research and development files are all primary sources and give clues about the past

Unpublished documents often come from community organizations, churches, service clubs, political parties, and labor unions in the form of membership lists, meeting minutes, speeches, financial and other records. Government at all levels creates a variety of unpublished records. These include police and court records, census records, tax and voter lists, departmental reports, and classified documents.

Unlike published documents, unpublished records may be difficult to find because usually only one copy exists. For example, personal letters may be found only in the possession of the person to whom they were sent. Letters of famous or remarkable persons may

be collected and eventually published. Keep in mind that letter writers did not intend (and perhaps could not imagine) that their letters would be read by more than one person. Because unpublished documents were seldom meant to be read by the public, they provide interesting clues about the past.

Oral Traditions/Oral Histories

Oral traditions and oral histories provide another way to learn about the past from individuals with firsthand knowledge of historical events. Recently, spoken words that make up oral histories have gained importance as primary sources. Historians and others find out about the lives of ordinary citizens through spoken stories and tales. Oral histories provide important historical evidence about people, especially minority groups, who were excluded from mainstream publications or did not leave behind written primary sources.

Oral histories are as old as human beings. Societies without written languages pass information from generation to generation through the spoken word. Many people around the world continue to use oral traditions to pass along knowledge and wisdom. Interviews and recordings of community elders and witnesses to historical events provide exciting stories, anecdotes, and other information about the past.

Visual Documents and Artifacts



The Battle of Princeton

George Washington on horseback during the Battle of Princeton. Photograph of painting by John Trumbull from Prints and Photographs Division, Library of Congress. Springfield, Mass.: Taber-Prang Art Co., c1900. Reproduction #: (b&w) LC-USZ62.469

Visual documents include photographs, films, paintings, and other types of artwork. Because visual documents capture moments in time, they can provide evidence of changes over time. Visual documents include evidence about a culture at specific moments in history: its customs, preferences, styles, special occasions, work, and play.

Like other primary source documents, a visual document has a creator with a point of view—such as a painter, sculptor, or film maker. Even photographs were created by photographers using film and cameras to create desired effects.

Think about the creator’s point of view when you review visual documents. What was the creator’s purpose? Why this pose? Why that perspective? Why that framing? Why this distance? Why this subject? What was included? What was excluded? Using visual documents as primary sources requires careful analysis of the content and the point of view of the creator.

George Washington's Character and Personality

Handout #6: Military Journal

From: James Thacher, M.D., Military Journal, During the American Revolutionary War, From 1776 to 1783. Boston: Richardson and Lord, 1823.

Military Journal - 1775

I am informed that General George Washington arrived at our provincial camp, in this town, on the 2d July; having been appointed, by the unanimous voice of the Continental Congress at Philadelphia, general and commander-in-chief of all the troops raised, and to be raised, for the defence of the United Colonies, as they are now termed. They are, New Hampshire, Massachusetts, Rhode Island, Connecticut, New York, New Jersey, Pennsylvania, Delaware, Maryland, Virginia, North Carolina, South Carolina, and Georgia. General Washington is a native of Virginia; he was in General Braddock's defeat in 1755, and having had considerable experience in the wars with the French and Indians on the frontiers of that colony, in former years, he is supposed to possess ample qualifications for the command of our army, and the appointment gives universal satisfaction. Such is his disinterested patriotism, that he assured Congress, on his appointment, that he should receive from the public, for his military services, no other compensation than the amount of his necessary expenses. He has been received here with every mark of respect, and addressed by our Provincial Congress in the most affectionate and respectful manner. All ranks appear to repose full confidence in him as commander-in-chief; it is the fervent prayer of the religiously disposed, that he may be instrumental in bringing this unhappy controversy to an honorable and speedy termination. He is accompanied by General Lee and General Gates; two gentlemen who have held commissions in the royal army. The former is now appointed major-general, and the latter adjutant-general, by our Continental Congress. General Washington has established his head-quarters in a convenient house, about half a mile from Harvard College, and in the vicinity, of our hospital. The provincial army is encamped in various parts of this town and Roxbury, and some works have been erected on Prospect hill, and on an eminence near Roxbury church, within cannon-shot of Boston. The amount of our forces I have not ascertained; but we are daily increasing in numbers, both of militia and enlisted soldiers. The operations of the war have interrupted the progress of education at college; the students have returned to their homes, and the college buildings are occupied by our soldiery.

July 20th. - . . . I have been much gratified this day with a view of General Washington. His excellency was on horseback, in company with several military gentlemen. It was not difficult to distinguish him from all others; his personal appearance is truly noble and majestic; being tall and well proportioned. His dress is a blue coat with buff-colored facings, a rich epaulette on each shoulder, buff under dress, and an elegant small sword; a black cockade in his hat.

Thacher's Journal is available at [AmericanRevolution.org](http://www.americanrevolution.org/archives.html)
(<http://www.americanrevolution.org/archives.html>)

Questions:

- According to Thacher's journal, what previous military experience did Washington have prior to coming to Boston in 1775?
- How does Thacher feel about Washington? Does his description of Washington seem biased? Why?
- What facts does Thatcher give? Are they reliable?
- What other sources of information would verify information in Thatcher's account?

Handout #7: Journals of the Continental Congress, Volume 2, 1774-1789 Massachusetts Archives

Thursday, June 15, 1775

Resolved, That a General be appointed to command all the continental forces, raised, or to be raised, for the defence of American liberty.

That five hundred dollars, per month, be allowed for his pay and expences.

The Congress then proceeded to the choice of a general, ∥ by ballot, ∥ when George Washington, Esq. was unanimously elected.

Resolved, that the Congress will to Morrow again resolve itself into a committee of the whole to take into consideration the state of America.

Adjourned till to Morrow ∥ at eight o'clock. ∥

Friday, June 16, 1775

The congress met according to adjournment.

The president from the chair informed Geo: Washington Esq. That he had the order of the Congress to acq[ain]t him, that the Congress had by unanimous vote made choice of him to be general and com[mander] in chief to take the supreme command of the forces raised and to be raised, in defence of American Liberty, and desired his acceptance of it. Whereupon Colonel Washington, standing in his place, spoke as follows:

“Mr. President,

“Tho’ I am truly sensible of the high Honour done me, in this Appointment, yet I feel great distress, from a consciousness that my abilities and military experience may not be equal to the extensive and important Trust: However, as the Congress desire it, I will enter upon the momentous duty, and exert every power I possess in their service, and for support of the glorious cause. I beg they will accept my most cordial thanks for this distinguished testimony of their approbation.

“But, lest some unlucky event should happen, unfavourable to my reputation, I beg it may be remembered, by every Gentleman in the room, that I, this day, declare with the utmost sincerity, I do not think myself equal to the Command I am honored with.

“As to pay, Sir, I beg leave to assure the Congress, that, as no pecuniary consideration could have tempted me to have accepted this arduous employment, at the expense of my domestic ease and happiness, I do not wish to make any proffit from it. I will keep an exact Account of my expenses. Those, I doubt not, they will discharge, and that is all I desire.”

Upon motion *Resolved*, That a committee of three be appointed to draught a commission and instructions for the general.

Questions:

- What does Washington’s speech to the Continental Congress reveal about his character? How does he feel about becoming commander-in-chief? Does he feel optimistic or pessimistic about his new positions?
- Compare the excerpt from Handout # 6 with this one. Describe Washington as a person based on these two documents.

Handout #8: from Men Who Started the Revolution

From: Patriots: The Men Who Started The Revolution by A.J. Langguth. New York: Touchstone, 1988, p. 327.

Washington did have the encouragement of his wife, who had never traveled outside Virginia but had come to Cambridge to pass the winter with him . . . James Otis' sister, Mercy Warren, was often tart, but she praised Martha Washington's gentleness and candor and pronounced her exactly the woman to soften a hero's private hours.

A sergeant in Cambridge got a glimpse of that serenity when he delivered a report to Washington. He found the general sitting with his wife. After the young man repeated his message, Washington asked him what job he held. "Assistant Adjutant," the sergeant said.

"Indeed," said Washington. "You are very young to do that duty."

"I am young," the sergeant replied, "but I am growing older every day."

At that, he saw the general turn to Martha Washington and smile with her.

Excerpted by permission of Simon & Schuster.

From: The Letters of Thomas Jefferson, 1743-1826

"[George Washington's] mind was great and powerful, without being of the very first order; his penetration strong . . . and as far as he saw, no judgment was ever sounder. It was slow in operation, being little aided by invention of imagination, but sure in conclusion. Hence the common remark of his officers, of the advantage he derived from councils of war, where hearing all suggestions, he selected whatever was best; and certainly no general ever planned his battles more judiciously. But if he deranged during the course of the action, if any member of his plan was dislocated by sudden circumstances, he was slow in re-adjustment. The consequence was, that he often failed in the field, and rarely against an enemy in station, as at Boston and York. He was incapable of fear, meeting personal dangers with the calmest unconcern. Perhaps the strongest feature in his character was prudence, never acting until every circumstance, every consideration, was maturely weighed; refraining if he saw a doubt, but, when once decided, going through with his purpose, whatever obstacles opposed."

Questions:

- Based on these accounts, what kind of man was Washington? Is he portrayed as a legendary hero, or is he more like an average man? Why?
- Are there any negative sides to Washington's character revealed in these documents?
- Are these considered primary or secondary sources or both?

Handout #9: Last Will and Testament of George Washington July 9, 1799

ITEM: Upon the decease of my wife, it is my Will and desire that all the Slaves which I hold in my own right, shall receive their freedom. To emancipate them during her life, would, tho' earnestly wished by me, be attended with such insuperable difficulties on account of their intermixture by Marriages with the Dower Negroes, as to excite the most painful sensations, if not disagreeable consequences from the latter, while both descriptions are in the occupancy of the same Proprietor; it not being in my power, under the tenure by which the Dower Negroes are held, to manumit them. And whereas among those who will receive freedom according to this devise, there may be some, who from old age or bodily infirmities, and others who on account of their infancy, that will be unable to support themselves; it is my Will and desire that all who come under the first and second description shall be comfortably cloathed and fed by my heirs while they live.... The Negroes thus bound, are (by their Masters or Mistresses) to be taught to read and write; and to be brought up with some useful occupation And I do hereby expressly forbid the Sale, or transportation out of [Virginia], of any Slave I may die possessed of, under any pretence whatsoever. And I do moreover most pointedly, and most solemnly enjoin it upon my Executors hereafter named, or the Survivors of them, to see that this clause respecting Slaves, and every part thereof be religiously fulfilled at the Epoch at which it is directed to take place; without evasion, neglect or delay....

Excerpt from "The American Colonists Library: A Treasury of Primary Source Documents Pertaining to Early American History." ([http://personal.pitnet.net/primary sources/#17](http://personal.pitnet.net/primary_sources/#17))

Questions:

- What does Washington's Last Will reveal about him? Was he compassionate, cruel, or both?
- Does this Last Will prove that Washington, as our nation's first President, truly believe that "all men are created equal?"

Handout #10 : Letter from the Officers of the Virginia Regiment to George Washington

Dec. 31, 1758

George Washington Papers at the Library of Congress, 1741-1799: Series 4 General Correspondence. 1741-1799

TO GEORGE WASHINGTON, ESQR Collo. of the Virginia Regiment & Commander of all the Virginia Forces --
FORT LOUDOUN Decr. 31st.

SIR,

We your most obedient and affectionate Officers, beg leave to express our great Concern, at the disagreeable News we have received of your Determination to resign the Command of that Corps, in which we have under you long served.

The happiness we have enjoy'd, and the Honor we have acquir'd, together with the mutual Regard that has always subsisted between you and your Officers, have implanted so sensible an Affection in the Minds of us all, that we cannot be silent on this critical Occasion.

In our earliest Infancy you took us under your Tuition, train'd us up in the Practice of that Discipline, which alone can constitute good Troops, from the punctual Observance of which you never suffer'd the least Deviation.

Your steady adherence to impartial Justice, your quick Discernment and invariable Regard to Merit, wisely intended to inculcate those genuine Sentiments, of true Honor and Passion for Glory, from which the great military Atcheivements have been deriv'd, first heighten'd our natural Emulation, and our Desire to excel. How much we improv'd by those Regulations, and your own Example, with what Alacrity we have hitherto discharg'd our Duty, with what Chearfulness we have encounter'd the several Toils, especially while under your particular Directions, we submit to yourself, and flatter ourselves, that we have in a great measure answer'd your Expectations.

Judge then, how sensibly we must be Affected with the loss of such an excellent Commander, such a sincere Friend, and so affable a Companion. How rare is it to find those amable Qualifications blended together in one Man? How great the Loss of such a Man? Adieu to that Superiority, which the Enemy have granted us over other Troops, and which even the Regulars and Provincials have done us the Honor publicly to acknowledge. Adieu to that strict Discipline and order, which you have always maintain'd! Adieu to that happy Union and Harmony, which has been our principal Cement!

It gives us an additional Sorrow, when we reflect, to find, our unhappy Country will receive a loss, no less irreparable, than ourselves. Where will it meet a Man so experienc'd in military Affairs? One so renown'd for Patriotism, Courage and Conduct? Who has so great knowledge of the Enemy we have to deal with? Who so well acquainted with their Situation & Strength? Who so much respected by the Soldiery? Who in short so able to support the military Character of Virginia?

Your approv'd Love to your King and Country, and your uncommon Perseverance in promoting the Honor and true Interest of the Service, convince us, that the most cogent Reasons only could induce you to quit it, Yet we with the greatest Deference, presume to entreat you to suspend those Thoughts for another Year, and to lead us on to assist in compleating the Glorious Work of extirpating our Enemies, towards which so considerable Advances have been already made. In you we place the most implicit Confidence. Your Presence only will cause a steady Firmness and Vigor to actuate in every Breast, despising the greatest Dangers, and thinking light of Toils and Hardships, while lead on by the Man we know and Love.

But if we must be so unhappy as to part, if the Exigencies of your Affairs force you to abandon Us, we beg it as our last Request that you will recommend some Person most capable to command, whose Military Knowledge, whose Honor, whose Conduct, and whose disinterested Principles we may depend upon.

Frankness, Sincerity, and a certain Openness of Soul, are the true Characteristics of an Officer, and we flatter ourselves that you do not think us capable of saying anything, contrary to the purest Dictates of our Minds . . . we are, sir. Your most affectionate & most obedt. humble Servants

Questions:

- What does this address, given by officers under George Washington on the occasion of his retirement as commander of the Virginia Regiment in 1758, indicate regarding his military leadership?
- What qualities do the officers believe make a good leader? Does Washington exemplify these qualities? Explain.
- What qualities do you believe make a good leader? According to this letter, does Washington exemplify these qualities? Explain.

Handout #11: Letter from George Washington to William Fitzhugh November 15, 1754

George Washington Papers at the Library of Congress, 1741-1799: Series 2 Letterbooks.

Belvoir, November 15, 1754.

... Dear Sir: I was favored with your letter from Rousby Hall, of the 4th instant. It demands my best acknowledgements for the particular marks of Esteem you have expressed therein; and for the kind assurances of his Excellency Governour Sharpe's good wishes towards me. I also thank you, and sincerely, Sir, for your friendly intention of making my situation easy, if I return to the service; and I do not doubt, could I submit to the Terms, that I should be as happy under your command, in the absence of the General, as under any gentleman's whatever: but I think, the disparity between the present offer of a Company, and my former Rank, too great to expect any real satisfaction or enjoyment in a Corps, where I once did, or thought I had a right to, command; ...

You make mention in your letter of my continuing in the Service, and retaining my Colo's Commission. This idea has filled me with surprise; for if you think me capable of holding a commisson that has neither rank nor emolument annexed to it, you must entertain a very contemptible opinion of my weakness, and believe me to be more empty than the Commission itself.

Besides, Sir, if I had time, I could enumerate many good reasons, that forbid all thoughts of my Returning; and which to you, or any other, would, upon the strictest scrutiny, appear to be well-founded. I must be reduced to a very low Command, and subjected to that of many who have acted as my inferior Officers. In short, every Captain, bearing the King's Commission, every half-pay Officer, or other, appearing with such a commission, would rank before me; for these reasons, I choose to submit to the loss of Health which I have, however, already sustained, (not to mention that of Effects,) and the fatigue I have undergone in our first Efforts; rather than subject myself to the same inconveniences, and run the risque of a second disappointment.

I shall have the consolation of knowing, that I have opened the way when the smallness of our numbers exposed us to the attacks of a Superior Enemy; that I have hitherto stood the heat and brunt of the Day, and escaped untouched in time of extreme danger; and that I have the Thanks of my Country, for the Services I have rendered it. ...

... I herewith enclose Governour Sharp's Letter, which I beg you will return to him, with my Acknowledgments for the favour he intended me, assure him, Sir, as you truly may, of my reluctance to quit the Service, and of the pleasure I should have received in attending his Fortunes, also inform him, that it was to obey the call of Honour, and the advice of my Friends, I declined it, and not to gratify any desire I had to leave the military line. My inclinations are strongly bent to arms.

Questions:

- What was the tone of Washington's reply to the invitation to accept a commission under Governor Sharpe's command?
- What are the reasons Washington gives for rejecting the appointment?
- What does this letter reveal about Washington's character?

Handout #12: George Washington's Adopted Daughter on Washington's Religious Character

Woodlawn, 26 February, 1833.

Sir,

I received your favor of the 20th instant last evening, and hasten to give you the information, which you desire.

General Washington had a pew in Pohick Church, and one in Christ Church at Alexandria. He was very instrumental in establishing Pohick Church, and I believe subscribed largely. His pew was near the pulpit. I have a perfect recollection of being there, before his election to the presidency, with him and my grandmother. It was a beautiful church, and had a large, respectable, and wealthy congregation, who were regular attendants.

He attended the church at Alexandria when the weather and roads permitted a ride of ten miles. In New York and Philadelphia he never omitted attendance at church in the morning, unless detained by indisposition. The afternoon was spent in his own room at home; the evening with his family, and without company. Sometimes an old and intimate friend called to see us for an hour or two; but visiting and visitors were prohibited for that day. No one in church attended to the services with more reverential respect. My grandmother, who was eminently pious, never deviated from her early habits. She always knelt. The General, as was then the custom, stood during the devotional parts of the service. On communion Sundays, he left the church with me, after the blessing, and returned home, and we sent the carriage back for my grandmother.

It was his custom to retire to his library at nine or ten o'clock where he remained an hour before he went to his chamber. He always rose before the sun and remained in his library until called to breakfast. I never witnessed his private devotions. I never inquired about them. I should have thought it the greatest heresy to doubt his firm belief in Christianity. His life, his writings, prove that he was a Christian. He was not one of those who act or pray, "that they may be seen of men." He communed with his God in secret.

My mother resided two years at Mount Vernon after her marriage with John Parke Custis, the only son of Mrs. Washington. I have heard her say that General Washington always received the sacrament with my grandmother before the revolution. When my aunt, Miss Custis died suddenly at Mount Vernon, before they could realize the event, he knelt by her and prayed most fervently, most affectingly, for her recovery. Of this I was assured by Judge Washington's mother and other witnesses.

He was a silent, thoughtful man. He spoke little generally; never of himself. I never heard him relate a single act of his life during the war. I have often seen him perfectly abstracted, his lips moving, but no sound was perceptible. I have sometimes made him laugh most heartily from sympathy with my joyous and extravagant spirits . . .

My mother and her husband were so perfectly united and happy that he must have been a Christian. She had no doubts, no fears for him. After forty years of devoted affection and uninterrupted happiness, she resigned him without a murmur into the arms of his Savior and his God, with the assured hope of his eternal felicity. Is it necessary that any one should certify, "General Washington avowed himself to me a believer in Christianity?" As well may we question his patriotism, his heroic, disinterested devotion to his country. His mottos were, "Deeds, not Words"; and, "For God and my Country."

With sentiments of esteem, I am,
Nelly Custis-Lewis

Excerpt from the American Colonists Library... (<http://personal.pitnet.net/primary sources/#17>)

Questions:

- According to the letter, was Washington a deeply religious man? Explain.
- What does Washington's adopted daughter reveal about his character?

Lesson 3: General George Washington in Massachusetts

Goal: Students will think like historians and use primary sources to create a narrative of events that occurred during Washington’s campaign in Massachusetts from 1775 to 1776.

History and Social Science Curriculum Learning Standards Met in this Lesson

- Learning Standard 1: Chronology and Cause
- Learning Standard 2: Historical Understanding
- Learning Standard 3: Research, Evidence, and Point of View
- Learning Standard 4: Society, Diversity, Commonality, and the Individual
- Learning Standard 6: Interdisciplinary Learning: Natural Science, Mathematics, and Technology in History
- Learning Standard 8: Places and Regions of the World
- Learning Standard 17: The Founding Documents

Learning Objectives

Students will:

- Analyze primary source documents and create a narrative of events
- Describe events during Washington’s stay in Boston
- Explain the unique challenges facing Washington in the creation of a new army and strategizing a plan to defeat the British
- Describe the conflicting goals of patriots in 1775, explaining why some Americans were fighting for peace with Britain and how the goal of independence first became an ideal as well as an attainable reality
- Evaluate primary sources for reliability
- Create and present their findings in oral and written presentations
- Apply cooperative learning strategies to comprehend 18th-century documents
- Compare and contrast the strengths and weaknesses of primary sources and secondary sources
- Judge primary sources as credible or not credible evidence by corroborating multiple eyewitness accounts and taking into account biases

Teacher Preparation

- Read the enclosed narrative: *George Washington in Massachusetts, 1775-1776*. If desired, prepare a lecture.
- Divide students into 5 heterogeneous learning groups
- Make copies of Primary Source Sets stapled and collated by groups as indicated:
Creating an Army
A Traitor Among Us
The Battle of Boston

Materials

- Copies of Primary Source Sets: *Creating an Army*, *A Traitor Among Us*, and *The Battle of Boston*
- Extra copies of *Questions for Analyzing Primary Sources*

Duration

This lesson may take 3 to 5 (45 minute) classes.

Focus Activity

1. Distribute copies of enclosed handout: *General George Washington in Massachusetts: 1775-1776*. Have students read in class or assign reading for previous night's homework.

Or

Using the narrative in the enclosed handout: *General George Washington in Massachusetts: 1775-1776*, prepare and present a lecture of events concerning Washington's election as Commander in Chief and his strategy for building a Continental Army and expelling the British from Boston.

2. Discussion and Review: Ask students to apply what they've learned in the last several lessons:
 - How do historians know what they know?
 - How did the historian who wrote this narrative know that this was, in fact, what actually happened?
 - Where might the historian have gone to find the information needed to create this historical narrative?
3. Explain to students that they are going to spend the next several days examining primary sources from Washington's time in Massachusetts and think and write like historians. They are going to examine many pieces of a puzzle and fit them together until a clear picture emerges. Working in small groups, they will receive packets of primary sources grouped by a particular theme or event, and their task is to write or create a historical narrative of events using only the primary sources they are given. Each group will present their findings to the whole class in a written and oral presentation. Remind them to use the critical reading skills they have perfected in recent lessons to analyze primary source documents, and to use their handouts *Analysis of Primary Sources* and *Questions for Analyzing Primary Sources*.
4. Arrange students in the following groups and distribute sufficient copies. Since there are 3 groupings of primary source sets arranged by theme, some groups will duplicate the work of others. Allow 1 or 2 full class periods for students to analyze the documents. Put these questions on the board and ask students to consider them as they analyze their documents:
 - Who is involved? Who are the primary characters involved?
 - What happened?
 - Why did it happen?
 - Where did it happen?
 - When did it happen? Try to create a chronology or timeline of events.
 - How did it happen? Were any obstacles overcome?
 - What problems or challenges faced the participants?
 - What is the story here?

Group 1: Creating an Army

Group 2: A Traitor Among Us

Group 3: The Battle of Boston

5. Have groups create a written narrative of events. This may take several days. You can choose to have individuals create their own narratives in essay form, or to accept one essay from each group. Students will also present oral and/or multi-media presentations for their peers.

Assessment/Extension Activities

The written historical narratives and the group oral presentations can be used as the final assessment tool for this unit. Additional options:

- Ask students to select a document from any of the Primary Source Sets included in this unit that they have not yet analyzed. Have students write an analysis of the document using the rules and questions provided in the *Analysis of Primary Sources* section of this unit.
- Write an essay about a primary source document. Explain how the source supports or challenges a commonly accepted conclusion about a time in history.
- Based on analysis of several primary sources, prepare an oral presentation taking a stand on an issue in history.
- Select primary source documents, visual documents, or artifacts to create a museum display about a historical topic. Write captions for the items and justify the documents that were selected.
- Write a response to a primary source (speech, news article, sermon), taking the position of someone who lived at the time the source was created.
- Prepare a visual display (poster, magazine cover, illustrated timeline) that highlights the most important points to be gained from the primary sources under study.

Primary sources can be useful tools for evaluating student mastery of skills and concepts.

General George Washington in Massachusetts: 1775-1776

Background Narrative

1775

In the aftermath of the French and Indian War, British policy toward the American colonies underwent a subtle but important change. In London it seemed reasonable that Americans pay more in taxes for their future defense. Although levies would not be high by European standards, the issue was seen quite differently in Boston. If Parliament could impose taxes without the participation of American representatives—without a proper legal process—all freedoms were at risk.

In April 1775, ten years of rising tension and protest ended in battles between British regulars and New England militia at Lexington and Concord. British forces withdrew into Boston, besieged by a makeshift colonial army. In Philadelphia, the Second Continental Congress met in a crisis atmosphere. Massachusetts delegates hoped that the Congress would “adopt” the New England army, appoint a commander in chief to represent all of the colonies, and provide assistance. Some members of Congress were more cautious, arguing that the King might restrain his ministers if Americans took only defensive action.

To John Adams and other members of the Massachusetts delegation this was not enough. The war had already begun. Adams fixed his attention on a delegate from Virginia who attended the Congress in the uniform of a militia colonel. George Washington had a continent-wide military reputation because of his service in the French and Indian War; he also had a reputation for great wealth, an important requisite for command in the eighteenth century. As a Virginian his selection as commander in chief would unify northern and southern colonies in a common cause. Adams pressed for Washington’s appointment.

Congress did not vote a formal declaration of war, although Washington was selected as “General and Commander in Chief” and dispatched to take command of the forces already engaged in Massachusetts. Accepting his appointment on June 16, 1775, Washington modestly proclaimed, “I beg it may be remembered, by every gentleman in this room, that I, this day, declare with the utmost sincerity, I do not think myself equal to the command I am honored with.” Congress responded that “they will maintain and assist him, and adhere to him, the said George Washington, with their lives and fortunes.” (Flexner, p.61.)

Before departing for Boston, Washington recruited two military and two civilian aides. Charles Lee and Horatio Gates were former British army officers. Lee had a reputation for skill and eccentricity, preferring the company of his dogs to that of people. Gates was competent but stubborn. Each man considered himself more qualified than Washington for battlefield command. Attorney Joseph Reed and merchant Thomas Mifflin would assist with political and business affairs. Eventually Washington would outgrow his aides and they would become jealous adversaries.

On the morning of June 23, 1775, General Washington departed Philadelphia for his new command in Cambridge, Massachusetts. Along the way he received word of a second battle between Americans and British regulars at Bunker Hill, overlooking the town of Boston.

Entering Massachusetts, the general made several stops along the way. At Springfield, tavern keeper Solomon Lothrop billed his party for dinners, provisions, and beverages including six bottles of Madeira wine, seven quarts of brandy, and five dozen lemons. At Watertown members of the Provincial Congress briefed Washington on the situation in the aftermath of the Bunker Hill defeat. The following day, July 2, 1775, the general and his party arrived in Cambridge.

One of the most cherished local legends holds that Washington took command of the Continental Army “under the old elm” on Cambridge Common. A monument marks the spot to this day and the incident has often been portrayed in paintings and history books. In 1861 Oliver Wendell Holmes wrote a poem about the ceremony, “Under the Washington Elm, Cambridge.” Most historians doubt that the incident ever took place. Washington arrived on a rainy Sunday, many of his commanders were in church, and the streets of Cambridge were deserted. Dispensing with ceremonies, he quickly began riding the American lines from Cambridge to Charlestown to survey the situation. In a simple transfer of command, he took the orderly book from the former commander in chief, General Artemus Ward, and began his new role.

Washington saw that the British occupied Boston and Charlestown. A New England army laid siege to British forces in positions from Chelsea in the north to Savin Hill in the south. British troops were cut off from mainland supplies, although the vaunted British fleet controlled the harbor, giving the option of landings at almost any point along the coast.

Washington’s challenges were monumental. The lack of military equipment, especially powder, was the greatest concern. He had been told that 308 barrels were available but discovered that this was the amount prior to the battles at Lexington, Concord, and Bunker Hill. Now only 36 were left, less than nine rounds per man. A British attack at this point might be devastating. Washington leaked false information that he had 1800 barrels of powder while ordering that spears be built to repel a British attack.

Most troops did not have even rudimentary military training. Washington ordered that privies be dug to reduce the risk of disease. He was especially alarmed by the familiarity between officers and men in the New England army. Officers were elected democratically and hierarchy was minimal, practices that seemed to undermine discipline. Washington set out to reorganize the army, dismissing incompetent officers and holding courts-martial for men accused of cowardice at Bunker Hill. Regimental chaplain William Emerson, grandfather of Ralph Waldo Emerson, described the situation to his wife: “there is a great overturning in the camp as to order and regularity. New lords, new laws...great distinction is made between officers and soldiers. Everyone is made to know his place and keep it, or be tied up and receive thirty or forty lashes according to the crime. Thousands are at work every day from four till eleven o’clock in the morning.” (Flexner, p.68.)

As a Virginia gentleman, Washington admired the polish and manners of the English upper classes. New Englanders were more blunt and less inclined to high style dress and demeanor. In frustration Washington wrote to a cousin that the Yankees were “generally speaking the most indifferent kind of people I ever saw...an exceedingly dirty and nasty people.” (Flexner, p. 69.) Washington also encountered issues of protocol and procedure. The federal system was far in the future. What authority did the general have over Massachusetts’s troops? Were prisoners to be held by the Continental Army or the colony? These issues had to be sorted out. Although the

process was usually polite, feelings ran high. On one point Washington was encouraged. ““I daresay the Men would fight very well,” he wrote, “if properly Officered.” (Anderson, p.25.)

Although the culture clash was real, Washington soon won the respect of soldiers in his new army. Tall and powerfully built, he had a presence that later generations would label “charismatic.” New recruits did not have to ask which officer was General Washington. Visitor like Abigail Adams remarked favorably on his dignity and charm. The general worked as hard as anyone under his command and displayed a frugality that New Englanders could admire. There was also a moral dimension to his leadership that impressed “the embattled farmers” around Boston, as it would later impress French military advisors and even British adversaries. Finally there were the obvious practical results of Washington’s efforts. Under his leadership the army was healthier, better fed, clothed, and disciplined than before his arrival.

In the summer and fall of 1775 the purpose of this new army was not yet clear. Many soldiers felt that they were merely asserting their rights as British subjects in the hope that the ministry in London would return to the tax and trade policies of an earlier time. Independence was not yet the goal. Nor was the likely duration of the crisis clear. Washington wrote to family and friends that he expected to be home by Christmas, an opinion that was shared by many of his officers.

As the months passed Washington realized that his task would continue into 1776 and beyond. Many enlistments were due to end in December 1775. To New Englanders, enlistment was a contract, and there was no shame in leaving at the end of the prescribed period. Washington began to worry that his army would simply melt away. In effect he would have to recruit a new army of 16,000 men by January 1, 1776. Washington wrote to Congress about his difficulties and received a visit from a distinguished delegation of Benjamin Franklin, Benjamin Harrison, and Thomas Lynch to assess the situation. Stopping at the tavern of Dorothy Coolidge in Watertown the men were given a lavish dinner by New England standards, including turtle and codfish.

Washington received moral support from Franklin and the others but the Congress balked at the creation of a permanent standing army. He was given authority to recruit soldiers for one year only, insuring a renewed crisis the following December (and yet again the following year).

Shortly before Christmas, Washington received another welcome visitor as his wife, Martha, joined him at Vassal House in Cambridge. On New Year’s Eve, “Lady Washington” and the General attended Anglican services at Christ Church in Cambridge amidst concerns that the British might attack his depleted army on the blockade lines around Boston.

1776

On January 1, 1776, Washington hoisted a new flag at Prospect Hill in Somerville, not far from his Cambridge headquarters. In the canton (corner square) were the crosses of Saint Andrew and Saint George, copied from the British flag, along with thirteen red and white stripes to symbolize colonial unity. Washington saluted the flag and the establishment of a new American army with thirteen cannon shots. Some British officers, confused by the flag’s design, thought it was a gesture of surrender. The “Grand Union” flag was the first, unofficial flag of the united colonies.

Shortly after the ceremony Washington received a document from the British side under a flag of truce. King George III had issued a “Proclamation of Rebellion” accusing the American patriots

of seeking independence and vowing to resist forcibly their efforts, even threatening to use Russian or German mercenaries for the purpose. The hope that the King would restrain his ministers was now dashed and Washington began to realize that independence was the true goal of his efforts.

Anxious to engage the British, Washington convened a Council of War in Cambridge on the morning of January 16, 1776. Most of his officers advised caution. Although British forces in Boston were short of food and firewood, they were well armed and supported by the most powerful fleet in the world. American soldiers were not as well trained and were particularly deficient in the possession of heavy artillery. Washington would need to more nearly match the British in cannons and powder before an assault could be successful.

The solution to this problem came in the person of a twenty-five-year-old Boston bookseller. Henry Knox had been apprenticed in the book trade as a child and opened his own shop at the age of twenty-one, across the street from John Adams's law office. Some of his best customers were British officers ordering books on engineering and artillery. Knox developed a serious interest in these subjects and lost two fingers experimenting with artillery. Genial and portly, Knox was introduced to General Washington and soon became a great favorite at headquarters. In November 1775, he was appointed as chief of artillery and quickly developed a plan to retrieve British cannons captured by Ethan Allen at Fort Ticonderoga in Vermont. Using oxen and sleds, Knox proposed to drag the cannons 300 miles over snow and ice to Cambridge.

At Ticonderoga, Knox and his men loaded 43 cannons, 3 howitzers, 14 mortars, and hundreds of cannon balls on to ox carts and sleds, along with 30,000 musket flints and hundreds of musket balls. This "noble train of artillery" weighed sixty tons. In an epic journey, the cannons were dragged through dense wilderness, over mountains, and across semi-frozen rivers and lakes. At times the snow was too deep, at others the men prayed for snow and ice to help move the sleds. Some cannons fell through river ice and had to be retrieved yet again. Finally Knox arrived at Cambridge Common in late January 1776.

Washington knew that control of the high ground around Boston was the key to success. He had read newspaper stories about British General Burgoyne's letter to London analyzing the Battle of Bunker Hill and the risks to the British position should the Americans fortify Dorchester Heights. This high ground was located on a peninsula southeast of the city, across a relatively narrow channel. Cannons mounted there could threaten the city and fleet at close range.

Washington now settled on a bold plan. By placing Knox's cannons on the heights, he might provoke a costly assault by the British similar to the Battle of Bunker Hill. If all went well he might even force a British withdrawal from Boston without heavy fighting. "I am preparing to take post on Dorchester Heights," Washington wrote, "to try to see if the enemy will be so kind to come out to us. I should think if anything will induce them to hazard an engagement, it will be our attempting to fortify these heights, as, on the event's taking place, we shall be able to command a great part of the town and almost the whole harbor and to make them rather disagreeable than otherwise." (Brooks, pp. 220-221.)

The seizure of the heights was only part of a plan that may have been overly ambitious. As British troops departed to attack Dorchester Heights, Washington reasoned, they would leave the city open to assault. The commander in chief ordered that two brigades of American soldiers be

ready to cross the Charles River, land at Boston Common, and attack the British lines on Boston Neck. With this gate-way opened, additional troops would pour into the city from Roxbury to complete the city's liberation. In fact Washington's army was ill prepared for such an assault. Colonial troops might be effective in defending fixed positions as at Bunker Hill but attacking an entrenched professional army, even in reduced circumstances, was another matter. If the assault had occurred, British bayonets might have decimated the colonial forces.

At 11 p.m. on the night of Saturday, March 2, 1776, Knox's artillery began to bombard the town of Boston. The cannonade continued for three nights from several directions to divert attention from Dorchester Heights. The sound of cannons kept Abigail Adams awake at her Braintree home. She wrote to her husband, "I could no more sleep than if I had been in the engagement; the rattling of the windows, the constant roar of the twenty-four pounders and the bursting of shells gives us such ideas and we realize a scene of which we could scarcely form any conception." (Brooks, p. 225.) (The Adams homes are located within the present boundaries of Quincy.)

On the third night, American troops quickly and quietly moved onto Dorchester Neck. Washington wanted them in place by the morning of March 5, 1776, fifth anniversary of the Boston Massacre. Eight hundred riflemen climbed the heights to set up a defensive screen, followed by 1,200 Continentals to build fortifications. Horse- and ox-drawn wagons carried hay, tools, and bundles of sticks called chandeliers. The hay was twisted and formed into walls to muffle the sound of wagon wheels, the chandeliers were quickly arranged as defensible fortifications. Among the defenses were barrels filled with stone and sand to roll down on attacking British soldiers. While General Washington supervised on horseback, the men constructed two forts overlooking the harbor. By 3 a.m. the first phase of construction was completed. As the builders marched off the heights, they were relieved by 2,400 fresh troops prepared to repel a British assault.

The following morning British officers were astonished when they looked up to Dorchester Heights. One estimated that the work must have required 15,000-20,000 men. Vice Admiral Molyneux Shuldham warned General Howe, the British commander, that the fleet could not remain in the harbor unless the batteries were dislodged from Dorchester Neck.

General Howe also believed that honor demanded an attempt to expel the rebel troops. He ordered four corps of "shock troops" and two foot regiments to attack the heights, embarking by boat from Long Warf. Washington was prepared to set his own plan in motion to attack Boston from across the Charles River, when a violent storm blew up halting military actions on both sides. It has been described as a "hurricane," which forced in windows, toppled fences and sheds, and stranded British troops on shore.

Howe realized that the rebel forts would grow stronger with each passing day. On March 6, 1776, he ordered preparations for the evacuation of Boston. To speed the process he ordered that furniture and other useless items be thrown overboard and that some ships be scuttled at their docks. Wagons, tables, and gun carriages floated in the harbor, even cannons were destroyed. On Sunday, March 17, 1776, the British fleet left the harbor, a date still celebrated as "Evacuation Day" in Boston. For a few days the ships remained in the outer harbor and then departed for Halifax, Nova Scotia. Washington correctly guessed that their next destination, after refitting,

would be New York Harbor. He left Cambridge with most of the Continental Army on April 4, 1776, to meet them there.

Washington did not enter the town of Boston as a conquering hero but quietly and without ceremony. He did share his sense of pride in a letter to brother John Augustine Washington, “No man perhaps since the first institution of armies ever commanded one under more difficult circumstances than I have done...I have been here months together with what will scarcely be believed: not thirty rounds of musket cartridges a man....We have maintained our ground against the enemy, under want of powder, and we have disbanded one army and recruited another within musket shot of two and twenty regiments, the flowers of the British army, and least have beat them, in a shameful and precipitate manner, out of a place the strongest by nature on this continent.” (Flexner, p. 76.)

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Primary Source Set: Creating an Army

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Charlestown July 7 1775

Dear Mrs. Emerson

. . . Well, my Dear, now for the News: where I am in ye midst of ye Camp, from whence we were wont to hear strange Things daily when in Concord, but nothing turns up that is worth committing to Paper; unless it be this, which perhaps you have heard already that War has been publickly & formally proclaimed (by ye 12 united Colonies) in ye Camp, against GREAT BRITAIN, ye purport of which is, that as ye Sword is drawn we Americans will never sheath it till all our Grievances are fully redressed to our utmost Wishes.

Last week took a prospect Glass & Viewed ye Enemy's Camp on Bunker's Hill; they have made strong their Fortresses, and are working daily upon that side of the Hill next to Penny-ferry. I imagine they will be contented for ye future to be only upon ye defensive, as there has been no Signs of their coming out all the last Week. I almost despair of seeing a Battle fought this Time coming down.

'Tis generally thought that a 5th if not a 4th Part of ye whole british Army in Boston, was cutt off, in ye late Battle on Bunker's hill & had our Troops exerted themselves by Recruits, the Campaign would have been closed for ye whole summer:--but Providence has ordered it otherwise, and He who gave Courage to ye Party that engaged the Enemy, was pleased as remarkably to withhold it from those that were sent to their Relief. There is a great deal of Blame cast on one and another; none are fond of taking it to themselves. Court-Marshals are sitting every Day calling colonels, Captains etc. to account for their Conduct in the late Action. *Col. Scammon* is to be tried for Cowardice this morning, & ye Officers and Soldiers are very much divided in their sentiments, some approving and others highly disapproving his Conduct:--I fear 'tis nothing but envy that has subjected him to tryall . . . There is great overturnings in ye Camp as to Order & Regularity. New Lords, new Laws.

The Generals Washington and Lee, are upon ye Lines every Day, new Orders from his Excellency are read to ye respective Regiments every Morning after Prayers, ye strictest Government is taking Place; great Distinctions made between Officers and Soldiers, everyone is made to know his Place and keep in it, or be immediately triced up and receive (not 1000) but 30 or 40 Lashes, according to ye Nature of his Crime.

Thousands are at work every Day from 4 to 11 o'clock in ye Morning 'tis surprising ye Work that has been done since you and I were down together.

The Lines are almost extended from Cambridge to Mistick River, so that very soon it will be morally impossible for ye Enemy to get between ye Works, excepting in one Place, which is supposed to be purposely left unfortified to toll ye Enemy out of their Fortress.

Who would have thought a twelve month past that all Cambridge and Charlestown would be covered over with American Camps, and cut up into Forts and Entrenchments, & all their Lands, Fields, & Orchards laid common, ye Horses & other Cattle feeding in ye choicest mowing land, — whole fields of Corn eat down to the Ground. Large parks of well regulated Locusts cutt down for firewood & other public Uses. This I must say looks a little melancholy—but it is Tory Land ye chief of it, and would have done no good to ye Public, had not these Times come on.

. . . Yesterday Morning was disagreeably surprized by finding no Difference in this, from other Mornings, as to ye Drums beating, Fifes playing, Regiments manieuvring; Men working at ye Entrenchments etc. I hope this wont always be ye Case. The General has issued Orders, that ye Fast be strictly kept next Thursday, & no Work be done at ye Forts if it can possibly be avoided . . .

Asking an Interest in your Prayers I subscribe

Yours Affectionately

Wm Emerson

Military Journal, 1776

MILITARY JOURNAL,
DURING THE
AMERICAN REVOLUTIONARY WAR
FROM 1776 TO 1783;
DESCRIBING
The Events and Transactions of this Period
BY JAMES THACHER, M.D.
LATE SURGEON IN THE AMERICAN ARMY.

Military Journal - 1775

I am informed that General George Washington arrived at our provincial camp, in this town, on the 2d July; having been appointed, by the unanimous voice of the Continental Congress at Philadelphia, general and commander-in-chief of all the troops raised, and to be raised, for the defence of the United Colonies, as they are now termed. They are, New Hampshire, Massachusetts, Rhode Island, Connecticut, New York, New Jersey, Pennsylvania, Delaware, Maryland, Virginia, North Carolina, South Carolina, and Georgia. General Washington is a native of Virginia; he was in General Braddock's defeat in 1755, and having had considerable experience in the wars with the French and Indians on the frontiers of that colony, in former years, he is supposed to possess ample qualifications for the command of our army, and the appointment gives universal satisfaction. Such is his disinterested patriotism, that he assured Congress, on his appointment, that he should receive from the public, for his military services, no other compensation than the amount of his necessary expenses. He has been received here with every mark of respect, and addressed by our Provincial Congress in the most affectionate and respectful manner. All ranks appear to repose full confidence in him as commander-in-chief; it is the fervent prayer of the religiously disposed, that he may be instrumental in bringing this unhappy controversy to an honorable and speedy termination. He is accompanied by General Lee and General Gates; two gentlemen who have held commissions in the royal army. The former is now appointed major-general, and the latter adjutant-general, by our Continental Congress. General Washington has established his head-quarters in a convenient house, about half a mile from Harvard College, and in the vicinity, of our hospital. The provincial army is encamped in various parts of this town and Roxbury, and some works have been erected on Prospect hill, and on an eminence near Roxbury church, within cannon-shot of Boston. The amount of our forces I have not ascertained; but we are daily increasing in numbers, both of militia and enlisted soldiers. The operations of the war have interrupted the progress of education at college; the students have returned to their homes, and the college buildings are occupied by our soldiery.

July 20th.-This day is devoted to a Public Fast throughout the United Colonies, by the recommendation of Congress, to implore the Divine benediction on our country; that any further shedding of blood may be averted; and that the calamities with which we are afflicted may be removed. This is the first general or Continental Fast ever observed since the settlement of the colonies. I have been much gratified this day with a view of General Washington. His excellency was on horseback, in company with several military gentlemen. It was not difficult to distinguish him from all others; his personal appearance is truly noble and majestic; being tall and well proportioned. His dress is a blue coat with buff-colored facings, a rich epaulette on each shoulder, buff under dress, and an elegant small sword; a black cockade in his hat.

August.-The firing of cannon is now frequently practised from our works at Prospect hill and Winter hill, advantageous eminences in full view and within cannon shot of the enemy's camp on Bunker's hill; and some shot are returned from the enemy; but without any considerable loss. At

Roxbury also our people have fortified several hills, and breastworks are thrown up across the main street, within half a mile of the British lines; from which cannon-shot and some bombshells are every day thrown into Boston. The enemy fire their cannon-shot into Roxbury, and several have passed through the church; but little damage has yet been sustained, and our soldiers become so familiarized to the sight of cannon-shot rolling among them, that they manifest little or no fear of the consequences. The right wing of our army at Roxbury is commanded by Major-General Ward; and the left at Prospect hill by Major-General Lee.

The Continental Congress having voted, "That a sum not exceeding two millions of Spanish milled dollars be emitted by them in bills of credit for the defence of America," gold and silver soon disappeared, and paper bills now circulate instead of specie.

Several companies of riflemen, amounting, it is said, to more than fourteen hundred men, have arrived here from Pennsylvania and Maryland; a distance of from five hundred to seven hundred miles. They are remarkably stout and hardy men; many of them exceeding six feet in height. They are dressed in white frocks, or rifle-shirts, and round hats. These men are remarkable for the accuracy of their aim; striking a mark with great certainty at two hundred yards distance. At a review, a company of them, while on a quick advance, fired their balls into objects of seven inches diameter, at the distance of two hundred and fifty yards. They are now stationed on our lines, and their shot have frequently proved fatal to British officers and soldiers who expose themselves to view, even at more than double the distance of common musket-shot.

James Thacher, M.D.

Available at American Revolution.org (<http://www.americanrevolution.org/archives.html>)

George Washington, July 3, 1775, General Orders

(Note: Washington's 1st day of command of the American forces in Cambridge)

George Washington Papers at the Library of Congress, 1741-1799: Series 3g Varick Transcripts.

Head Quarters, Cambridge, July 3, 1775.
Parole Lookout. Countersign²⁹ Sharp.

[Note 29: The countersign was the password given daily to distinguish friends from foes and to prevent unauthorized persons from gaining entrance to the camp. It must be given to sentries, to whom it is known, before the lines can be passed. The parole was a password imparted only to officers of the guard and such other officers as had the right to visit the guards. This to prevent any unauthorized interference with the sentries. Officers, of course, could pass the sentries by giving the countersign, but the parole also would be demanded of them by the sentries if anything more than a passing of the lines were attempted.]

The Colonels or commanding Officer of each Regt. are ordered forthwith, to make two Returns of the Number of men in their respective Regiments, distinguishing such as are sick, wounded or absent on furlough. and also the quantity of ammunition each Regim. now has.

It appearing by the Report of Henry Woods, the Officer of the main guard, that one William Alfred is confin'd for taking two horses, belonging to some Persons in Connecticut, but that he has made satisfaction to the injured parties, who request that they may not be longer detain'd as witnesses: It is ordered that he be discharged, and after receiving a severe reprimand, be turned out of camp.

AFTER ORDERS 4 O'CLOCK P. M.

It is ordered that Col. Glover's Regiment be ready this evening, with all their Accoutrements, to march at a minutes warning to support General Falsam of the New Hampshire forces, in case his Lines should be attack'd.

It is also order'd, that Col Prescott's Regiment equip themselves, march this evening and take Possession of the woods leading to Leechmores point, and in case of an Attack, then Col. Glover's Regiment to march immediately to their support.

George Washington, July 4, 1775, General Orders
George Washington Papers at the Library of Congress, 1741-1799: Series 3g Varick
Transcripts.

Head Quarters, Cambridge, July 4, 1775.
Parole Abington. Countersign Bedford.

Exact returns to be made by the proper Officers of all the Provisions Ordnance, Ordnance Stores, Powder, Lead working Tools of all kinds, Tents, Camp Kettles, and all other Stores under their respective care, belonging to the Armies at Roxbury and Cambridge. The commanding Officer of each Regiment to make a return of the number of blankets wanted to compleat every Man with one at least.

The Hon: Artemus Ward, Charles Lee, Philip Schuyler, and Israel Putnam Esquires are appointed Major Generals of the American Army, and due obedience is to be paid them as such. The Continental Congress not having compleated the appointments of the other officers in said army nor had sufficient time to prepare and forward their Commissions; any officer is to continue to do duty in the Rank and Station he at present holds, untill further orders.

Thomas Mifflin Esqr: is appointed by the General one of his Aid-de-Camps. Joseph Reed Esqr. is in like manner appointed Secretary to the General, and they are in future to be consider'd and regarded as such.

The Continental Congress having now taken all the Troops of the several Colonies, which have been raised, or which may be hereafter raised for the support and defence of the Liberties of America; into their Pay and Service. They are now the Troops of the UNITED PROVINCES of North America; and it is hoped that all Distinctions of Colonies will be laid aside; so that one and the same Spirit may animate the whole, and the only Contest be, who shall render, on this great and trying occasion, the most essential service to the Great and common cause in which we are all engaged.

It is required and expected that exact discipline be observed, and due Subordination prevail thro' the whole Army, as a Failure in these most essential points must necessarily produce extreme Hazard, Disorder and Confusion; and end in shameful disappointment and disgrace.

The General most earnestly requires, and expects, a due observance of those articles of war, established for the Government of the army, which forbid profane cursing, swearing and drunkenness; And in like manner requires and expects, of all Officers, and Soldiers, not engaged on actual duty, a punctual attendance on divine Service, to implore the blessings of heaven upon the means used for our safety and defence.

All Officers are required and expected to pay diligent Attention to keep their Men neat and clean; to visit them often at their quarters, and inculcate upon them the necessity of cleanliness, as essential to their health and service. They are particularly to see, that they have Straw to lay on, if to be had, and to make it known if they are destitute of this article. They are also to take care that Necessarys be provided in the Camps and frequently filled up to prevent their being offensive and unhealthy. Proper Notice will be taken of such Officers and Men, as distinguish themselves by their attention to these necessary duties.

The commanding Officer of each Regiment is to take particular care that not more than two Men of a Company be absent on furlough at the same time, unless in very extraordinary cases.

Col. Gardner³⁶ is to be buried to morrow at 3, O'Clock, P.M. with the military Honors due to so brave and gallant an Officer, who fought, bled and died in the Cause of his country and mankind. His own Regiment, except the company at Malden, to attend on this mournful

occasion. The places of those Companies in the Lines on Prospect Hill, to be supplied by Col. Glovers regiment till the funeral is over.

[Note 36: Col. Thomas Gardner. He was colonel of the Lexington Alarm and, later, of a Massachusetts regiment. He had been wounded at the Battle of Bunker Hill and died July 3.]

No Person is to be allowed to go to Fresh-water pond a fishing or on any other occasion as there may be danger of introducing the small pox into the army.

It is strictly required and commanded that there be no firing of Cannon or small Arms from any of the Lines, or elsewhere, except in case of necessary, immediate defence, or special order given for that purpose.

All Prisoners taken, Deserters coming in, Persons coming out of Boston, who can give any Intelligence; any Captures of any kind from the Enemy, are to be immediately reported and brought up to Head Quarters in Cambridge.

Capt. Griffin is appointed Aide-de-Camp to General Lee and to be regarded as such.

The Guard for the security of the Stores at Watertown, is to be increased to thirty men immediately.

A Serjeant and six men to be set as a Guard to the Hospital, and are to apply to Doctor Rand.

Complaint having been made against John White Quarter Master of Col. Nixon's Regmt. for misdemeanors in drawing out Provisions for more Men than the Regiment consisted of; a Court Martial consisting of one Captain and four Subalterns is ordered to be held on said White, who are to enquire, determine and report.

AFTER ORDERS. 10 OCLOCK

The General desires that some Carpenters be immediately set to work at Brattle's Stables, to fix up Stalls for eight Horses, and more if the Room will admit, with suitable racks, mangers, &c.

George Washington to Continental Congress, July 10, 1775
George Washington Papers at the Library of Congress, 1741-1799: Series 3a Varick
Transcripts.

Camp at Cambridge, July 10, 1775.

Sir:

I arrived safely at this place on the 3d instant;--after a Journey attended with a good deal of Fatigue and retarded by necessary attentions to the successive Civilties which accompanied me in my whole route. Upon my arrival I immediately visited the several Posts occupied by our Troops, and as soon as the Weather permitted, reconnoitred those of the Enemy. I found the latter strongly entrenching on Bunkers Hill about a mile from Charlestown, and advanced about half a mile from the place of the last Action, with their Centries advanced about 150 Yards on this side the narrowest part of the neck leading from this place to Charles Town. Their floating Batteries lay in Mystick River, near their Camp, and a twenty Gun Ship below the Ferry place between Boston and Charles Town. They have also a Battery on Copse Hill, on the Boston side, which much annoyed our Troops in the late Attack. Upon Roxbury Neck they are also deeply entrenched and strongly fortified. Their advanced Guard 'till last Saturday, occupied Brown's Houses, about a Mile from Roxbury Meeting House and twenty rods from their Lines: But at that time a party from General Thomas's Camp surprized the Guard, drove them in and burnt the Houses.

The Bulk of their Army commanded by General Howe, lays on Bunker's Hill, and the remainder on Roxbury neck, except the light Horse, and a few Men in the Town of Boston. On our side we have thrown up Intrenchments on Winter and Prospect Hills, the Enemy's Camp in full view, at the distance of little more than a mile. Such intermediate points, as would admit a Landing, I have since my arrival taken care to strengthen down to Sewall's Farms where a strong Intrenchment has been thrown up. At Roxbury General Thomas has thrown up a Strong Work on the Hill, about two hundred Yards above the Meeting House, which with the Brokenness of the Ground and Rocks, have made the Pass very secure. The Troops raised in New Hampshire with a Regiment from Rhode Island occupy Winter Hill. A Part of those from Connecticut under General Putnam are on Prospect Hill. The Troops in this Town are entirely of the Massachusetts: The remainder of the Rhode Island Men, at Sewalls Farm. Two Regiments of Connecticut and nine of the Massachusetts are at Roxbury. The residue of the Army, to the Number of about seven hundred, are posted in several small Towns along the Coasts, to prevent the depredations of the Enemy: Upon the whole I think myself authorized to say, that considering the great extent of Line and the nature of the Ground, we are as well secured, as could be expected in so short a time and under the disadvantages we labour. These consist in a Want of Engineers to construct proper Works and direct the Men; a Want of Tools and a sufficient Number of Men to man the Works in case of an Attack. You will observe by the Proceedings of the Council of War, which I have the Honor to enclose, that it is our unanimous Opinion to hold and defend these Works, as long as possible. The Discouragement it would give the Men and its contrary Effect on the Ministerial Troops thus to abandon our Incampment in their Face, formed with so much Labour and expence; added to the certain Destruction of a considerable and valuable extent of Country, and the uncertainty of finding a place in all respects so capable of making a stand are leading reasons for this Determination. At the same time we are very sensible of the Difficulties which attend the Defence of Lines of so great extent, and the Dangers which may ensue from such a Division of the Army.

My earnest Wishes to comply with the Instructions of the Congress in making an early and complete return of the State of the Army, has led into an involuntary delay of addressing

you, which has given me much concern. Having given Orders for that purpose immediately upon my arrival, and not then so well apprized of the imperfect Obedience which had been paid to those of like nature from General Ward, I was led from day to day to expect they would come and therefore detained the messenger. They are not so complete as I could wish, but much allowance is to be made for inexperience in Forms and Liberties which had been taken (not given) on this subject. These reasons I flatter myself will no longer exist and of consequence more regularity and exactness in future prevail. This, with a necessary attention to the Lines, the movements of the Ministerial Troops and our immediate security, must be my apology, which I beg you to lay before the Congress, with the utmost duty and respect.

We labour under great Disadvantages for want of Tents, for tho' they have been help'd by a collection of Sails from the Seaport Towns, the Number is yet far short of our Necessities. The Colleges and Houses of this Town are necessarily occupied by the Troops, which affords another reason for keeping our present Station: But I most sincerely wish the whole Army was properly provided to take the Field, as I am well assured, that besides greater Expedition and activity in case of alarm, it would highly conduce to health and discipline. As materials are not to be had here, I would beg leave to recommend the procuring a farther supply from Philadelphia, as soon as possible.

I should be extremely deficient in Gratitude as well as Justice, if I did not take the first Opportunity to acknowledge the Readiness and attention which the Congress and different committees have shewn, to make everything as convenient and agreeable as possible. But there is a vital and inherent Principle of delay incompatible with Military service in transacting Business, through such various and different channels. I esteem it my Duty therefore to represent the Inconvenience that must unavoidably ensue from a dependence on a number of Persons for supplies, and submit it to the consideration of the Congress, whether the public service will not be best promoted by appointing a Commissary General for these purposes:

We have a very remarkable instance of the preference of such a mode in the Establishment of Connecticut, as their Troops are extremely well provided under the direction of Mr. Trumbull, and he has at different Times assisted others with various Articles; should my sentiments happily coincide with those of the Congress, I beg leave to recommend Colonel Trumbull as a very proper person for this department. In the Arrangement of Troops collected under such circumstances, and upon the Spur of immediate necessity, several appointments have been omitted, which appear to me indispensably necessary for the good Government of the Army, particularly a Quarter Master General, A Commissary of Musters and a Commissary of Artillery. These I must particularly recommend to the Notice & Provision of the Honorable Congress. I find myself already much embarrassed for want of a Military Chest; these embarrassments will increase every day, I must therefore most earnestly request that money may be forwarded to me as soon as possible. The want of this most necessary Article, will I fear, produce great Inconveniences if not prevented by an early attention.

I find the Army in general and particularly the Troops raised in Massachusetts Bay very deficient in necessary Clothing: Upon Inquiry it appears there is no Probability of Obtaining any supplies in this Quarter; upon the best consideration of this matter, I am able to form, I am of Opinion that a number of hunting Shirts, not less than 10,000, would in a great Degree remove the difficulty in the cheapest and quickest manner. I know nothing so trivial in a speculative View, that in Practice would have a happy Tendency to unite the men and abolish those Provincial distinctions which lead to Jealousy and Dissatisfaction. In a former part of my Letter I mentioned the want of Engineers. I can hardly express the Disappointment I have experienced on this Subject; the Skill of those we have being very imperfect and confined to the mere manual exercise of cannon, whereas the war in which we are engaged, requires a Knowledge

comprehending the Duties of the Field and Fortifications. If any Persons possessed of these Qualifications are to be found in the Southern Colonies, it would be of great Public Service to forward them with all expedition. Upon the Article of Ammunition, I must re-echo the former complaints on this Subject; we are so exceedingly destitute that our Artillery will be of little use without a supply both large and seasonable; what we have, must be reserved for the small Arms and that managed with the utmost Frugality. I am very sorry to observe that the appointments of General Officers in the Provinces of Massachusetts and Connecticut have not corresponded with the wishes and Judgment of either the Civil or Military. The great Dissatisfaction expressed on this Subject and the apparent Danger of throwing the whole Army into the utmost Disorder, together with the strong Representations made by the Provincial Congress, have induced me to retain the Commissions in my hands until the pleasure of the Continental Congress should be farther known, except General Putnam's which was given the Day I came to the Camp and before I was apprized of these disgusts. In such a Step, I must beg the Congress will do me the Justice to believe that I have been actuated solely by a regard to the Public Good.

I have not, nor could have any private Attachments, every Gentleman in Appointment was a Stranger to me but from Character: I must therefore rely upon the candour and Indulgence of Congress; for their most favourable construction of my Conduct in this particular. General Spencer's disgust was so great at General Putnam's promotion, that he left the Army without visiting me or making known his Intention in any respect.

General Pomeroy had also retired before my Arrival, occasioned as is said by some Disappointment from the Provincial Congress. General Thomas is much esteemed and most earnestly desired to continue in the service, and as far as my Opportunities have enabled me to judge, I must join in the general Opinion, that he is an able good officer and his Resignation would be a public Loss. The postponing him to Pomroy and Heath, whom he has commanded, would make his continuance very difficult and probably operate on his mind, as the like circumstance did on that of Spencer.

The State of the Army you will find ascertained, with tolerable Precision, in the Returns which accompany this Letter. Upon finding the Number of Men to fall so far short of the Establishment and below all Expectation, I immediately called a Council of the General Officers, whose opinion as to the mode of filling up the regiments and providing for the present Exigency, together with the best Judgment we are able to form of the Ministerial Troops, I have the Honor of inclosing. From the Number of Boys, Deserters and negroes which have inlisted in this Province, I entertain some doubts whether the Number required, can be raised here; and all the General Officers agree, that no Dependance can be put on the Militia for a continuance in Camp, or Regularity and Discipline during the short time they may stay. This unhappy and devoted Province has been so long in a State of Anarchy, and the Yoke of Ministerial Oppression so heavily laid, that great allowances are to be made for their Troops collected under such circumstances; The Defficiencies in their numbers, their Discipline and Stores can only lead to this conclusion, that their Spirit has exceeded their Strength. But at the same time I would humbly submit to the Congress, the Propriety of making some further Provision of men from the other Colonies. If these Regiments should be completed to their Establishment, the dismissal of those who are unfit for Duty, on account of their Age and Character, would occasion a considerable Reduction, and at all events, they have been inlisted upon such Terms, that they may be dismissed when other Troops arrive: But should my apprehensions be realized, and the Regiments here not be filled up, the public Cause would suffer by an absolute Dependance upon so doubtful an Event, unless some Provision is made against such a Disappointment. It requires no Military Skill to judge of the Difficulty of introducing Discipline and Subordination into an Army while we have the Enemy in View and are in daily expectation of an attack, but it is of so

much Importance, that every Effort will be made to this End, which Time and circumstances will admit. In the mean Time I have the Pleasure of observing, that there are Materials for a good Army, a great Number of Men, able Bodied, Active, Zealous in the Cause and of unquestionable Courage.

I am now Sir, to acknowledge the receipt of your Favor of the 28th June, enclosing the Resolutions of Congress of the 27th and a Copy of a Letter from the Committee of Albany, to all which I shall pay due Attention. General Gates and General Sullivan have both arrived in good Health.

My best Abilities are at all Times devoted to the Service of my Country, but I feel the Weight, variety and Importance of my present Duties too sensibly, not to wish a more immediate and frequent communication with the Congress. I fear it may often happen, in the Course of our present Operations, that I shall need the Assistance and Direction from them which Time and Distance will not allow me to receive. Since writing the above, I have to acknowledge your Favor of the 4th instant by Fessenden, and the receipt of the Commission and Articles of War. Among the other returns I have also sent one of our killed, wounded and missing in the late Action, but have been able to procure no certain Account of the Loss of the Ministerial Troops, my best Intelligence fixes it at 500 killed and 700 wounded; but it is no more than Conjecture the utmost pains being taken, to conceal their Loss.

Having ordered the Commanding Officer at Roxbury to give me the earliest Intelligence of every Motion of the Enemy, by Land or Water, discoverable from the Heights of his Camp, I this instant, as I was closing my Letter received the enclosed from his Brigade Major. The Design of this Motion I know not; it may be to make a Diversion somewhere along the Coast; it may be for New York, or it may be practised as a Deception on Us. I thought it not improper however to mention the Matter to you: I have done the same to the Commanding Officer at New York, and I shall let it be known by the Committee of Safety here, that the Intelligence may be communicated, as they see best, to the Sea Coast of this Government.

I have the Honor, sir, to be your most humble servant,
George Washington

George Washington to Continental Congress, July 20, 1775
George Washington Papers at the Library of Congress, 1741-1799: Series 3a Varick
Transcripts.

Camp at Cambridge, July 20, 1775.

Sir:

Since I did myself the Honor of Addressing you the 14th instant I have received Advice from Governor Trumbull, that the Assembly of that Colony had voted and that they are now raising Two Regiments of 700 men each, to join this Army, in consequence of an Application from the Provincial Congress of Massachusetts Bay. The Rhode Island Assembly has also made an Augmentation for this purpose; these Reinforcements with the Rifle men who are daily expected and such recruits as may come in, to fill up the Regiments here, will I apprehend, compose an Army sufficiently strong to oppose any Force which can be brought against us at present. I am very sensible that the heavy expence necessarily attendant upon the Campaign will call for the utmost Frugality and care, and would therefore, if possible, avoid inlisting one unnecessary man. As this is the first certain Account of the destination of these new raised Troops, I thought proper to communicate my Sentiments as early as possible, least the Congress should Act upon my Letter of the 10th and raise Troops in the Southern Colonies, which in my present Judgment may be dispens'd with.

In these 8 days past there have been no Movements in either Camp of any consequence: On our side we have continued the Works without any Intermission, and they are now so far advanced as to leave us little to apprehend on that Score. On the side of the Enemy, they have also been very industrious in finishing their Lines both on Bunker's Hill and Roxbury Neck. In this interval also their Transports have arrived from New York and they have been employed in landing and Stationing their Men. I have been able to collect no certain Account of the Numbers arrived, but the inclosed Letter, wrote th'o not signed by Mr. Sheriff Lee and delivered me by Captain Darby, who went express with an Account of the Lexington Battle, will enable us to form a pretty accurate Judgment. The increase of Tents and Men in the Town of Boston is very obvious, but all my Accounts from thence agree, that there is a great Mortality, occasioned by the Want of Vegetables and fresh meat; and their Loss in the late Battle at Charles Town (from the few recoveries of their Wounded) is greater than first sup posed. The State of the Inhabitants detained in Boston is very distressing, they are equally destitute of the comfort of fresh Provisions and many are so reduced in their circumstances, as to be unable to supply themselves with Salt: Such Fish as the Soldiery leave, is their principal support. Added to all this, such Jealousy and Suspicion prevails that they can scarcely speak or even look, without exposing themselves to some Species of Military Execution.

I have not been able from any Intelligence I have received, to form any certain Judgment of the future Operations of the Enemy. Some Times I have suspected an Intention of detaching part of their Army to some part of the Coast, as they have been building a number of Flat Bottomed Boats capable of holding 200 Men each. But from their Works and the Language held at Boston there is reason to think they expect an attack from us and are principally engaged in preparing against it. I have ordered all the Whale Boats for many miles along the Coast to be collected and some of them are employed every Night to watch the motion of the Enemy by water, in order to guard as much as possible against any surprize.

Upon my Arrival and since, some Complaints have been preferr'd against Officers for Cowardice in the late Action on Bunkers Hill; tho' there were several strong Circumstances and a very general opinion against them, none have been condemn'd except a Captain Callender of the

Artillery who was immediately cashier'd. I have been sorry to find it an uncontradicted Truth, that the principal failure of Duty that day, was in the Officers, tho' many of them distinguished them selves by their gallant Behaviour, but the Soldiers generally shew'd great Spirit and Resolution.

Next to the more immediate and pressing Duties of putting our Lines in as secure a State as possible, attending to the Movements of the Enemy, and gaining Intelligence; my great concern is to establish Order, Regularity & Discipline, without which our Numbers would embarass us and in case of an Action, general confusion must infallibly ensue.

In order to this I propose to divide the Army into three Divisions, at the Head of each will be a General Officer, these Divisions to be again subdivided into Brigades, under their respective Brigadiers; but the difficulty arising from the Arrangement of General Officers and waiting the further Proceedings of the Congress on this Subject has much retarded my progress in this most necessary Work. I should be very happy to receive their final Commands, as any Determination would enable me to proceed in my Plan. General Spencer returned to the Camp two days ago and has agreed to serve under Putnam, rather than leave the Army entirely. I have heard nothing from General Pomroy; should he wholly retire I apprehend it will be necessary to supply his place as soon as possible. General Folsom proposed also to retire.

In addition to the Officers mentioned in mine of the 10th instant, I would humbly propose that some Provision should be made for a Judge Advocate and Provost Marshall; the Necessity of the first Appointment was so great, that I was Obliged to nominate a Mr. Tudor who was well recommended to me and now executes the Office under an Expectation of receiving Captains Pay. An allowance in my Opinion scarcely adequate to the Services in New raised Troops, where there are Courts Martial every Day. However as that is the proportion in the regular Army and he is contented, there will be no necessity of an Addition.

I must also renew my request as to Money, and the Appointment of a Pay Master, I have forbore urging Matters of this Nature, from my Knowledge of the many important concerns which engage the Attention of the Congress; but as I find my difficulties thicken every day, I make no Doubt suitable regard will be paid to a necessity of this kind. The Inconvenience of borrowing such sums, as are constantly requisite must be too plain for me to enlarge on and is a situation from which I should be very happy to be relieved. Upon the best consideration of the Appointment of the several Officers of Commissary General, Muster Master General, Quarter Master General and Pay Master General, Commissary of Artillery &c.; I am clearly of Opinion that they not only conduce to Order, Dispatch and Discipline, but that is a Measure of Oeconomy. The Delay, the Waste, and unpunishable Neglect of Duty arising from these Offices being in commission in several Hands, evidently shew that the Public Expence must be finally enhanced. I have experienced the Want of these Officers, in completing the returns of Men, Ammunition and Stores, the latter are yet very imperfect from the Number of Hands in which they are dispersed.

I have enclosed the last Weekly return, which is more accurate than the former, and hope in a little time we shall be perfectly regular in this, as well as some other necessary Branches of Duty. I have made Inquiry with respect to the Establishment of the Hospital and find it in a very unsettled Condition. There is no Principal Director, or any Subordination among the Surgeons; of consequence Disputes and Contentions have arisen and must continue until it is reduced to some System. I could wish that it was immediately taken into consideration as the Lives and Health of both Officers and Soldiers so much depend upon a due regulation of this Department.⁹¹ I have been

[Note 91: On July 27 Congress adopted an establishment for a military hospital. Dr. Benjamin Church was elected director and chief physician.] particularly attentive to the least Symptoms of

the Small Pox, hitherto we have been so fortunate, as to have every Person removed so soon, as not only to prevent any Communication, but any Apprehension or Alarm it might give in the Camp. We shall continue the utmost Vigilance against this most dangerous Enemy.

In an Army properly organized, there are sundry Officers of an Inferiour kind, such as Waggon Master, Master Carpenter &ca. but I doubt whether my Powers are sufficiently extensive for such Appointments; if it is thought proper to repose such a Trust in me, I shall be governed in the Discharge of it, by a strict regard to Oeconomy and the public Interest.

My Instructions from the Honorable Congress, direct that no Troops are to be disbanded without their express directions, nor to be recruited to more than double the number of the Enemy.

Upon this Subject I beg leave to represent, that unless the Regiments of this Province are more successful in recruiting, than I have reason to expect, a reduction of some of them will be highly necessary, as the Public is put to the whole expence of an Establishment of Officers, while the real Strength of the Regiment, which consists in the Rank and file, is defective. In case of such a Reduction, doubtless some of the Privates and all the Officers would return Home, but many of the former would go into the remaining regiments, and having had some experience of Service, would fill them up with useful men. I so plainly perceive the expence of this Campaign will exceed any calculation hitherto made, that I am particularly anxious to strike off every unnecessary charge. You will therefore, Sir, be pleased to favor me with the Commands of the Congress as to the mode of the reduction if it should appear to be necessary, that no Time may be lost when that necessity appears.

Yesterday we had an Account that the Light House was set on Fire;--by whom and under what orders, I have not yet learn'd: But we have reason to believe it has been done by some of our Irregulars.

You will please to present me to the Congress with the utmost Duty and respect, and believe me to be,
Sir, your most humble servant
George Washington.

**Letter to the Massachusetts Provincial Congress from George Washington at
Cambridge, July 9, 1775**
Massachusetts Archives Collection
194/73-74a

Head Quarters, Cambridge, July 9, 1775

Sir: -

After much difficulty and delay, I have procured such returns of the state of the army as will enable us to form a judgement of its strength. It is with great concern I find it far inadequate to our general expectations and the duties which may be required of it. The number of men fit for duty in the forces raised in this province, including all the out posts and artillery, does not amount to nine thousand. The troops raised in other colonies are more complete; but yet fall short of their establishment. So that upon the whole, I cannot estimate the present army at more than fourteen thousand five hundred men capable of duty.

I have the satisfaction to find the troops, both in camp and quarters, very healthy; so that the deficiency must arise from the regiments never having been filled up to the establishment, and the number of men on furlough: but the former is much more considerable. Under all these circumstances I yesterday called a council of war; and enclosed, I send you an extract of our determinations, so far as they respect the province of Massachusetts Bay.

Your own prudence will suggest the necessity of secrecy on this subject, as we have the utmost reason to think the enemy suppose our numbers much greater than they are: an error which is not our interest to remove.

The great extent of our lines, and the uncertainty which may be the point of attack, added to the necessity of immediate support, have induced me to order that horses, ready saddled, should be kept at several posts, in order to bring the most speedy intelligence of any movement of the enemy.

For this purpose I should be glad that ten horses might be provided as soon as possible.

I have the honor to be, Sir, your most obedient and very humble servant,

George Washington

Letter to George Washington from the Massachusetts Council, August 18, 1775

**Massachusetts Archives Collection
206/250-251**

May it please Your Excellency

This Court have attentively considered your letter of the 12th inst. and acquiece in the method propos'd of paying of the Troops from the 1st Aug. & would inform your Excellency that this Court have taken that the Province may not be defrauded and Justice done to the Men and likewise fulfill their Engagements made the Troops—as to the Cloathing propos'd we apprehend there is an Absolute necessity of our Providing Coats for the men. This Government having engag'd the same to our Troops a part of which are already provided by the several Towns in this Government in Consequence of a Recommendation from the late Provincial Congress and as the Coats are made short they will be equally convenient under hunting shirts as a Waistcoat. An Expedition as propos'd by the people of Machias against Nova Scotia mentioned in your Letter appears to us not advisable at present for the Reasons therein suggested by Your Excellency.

In Council Aug. 12th 1775

**Letter to the Massachusetts General Court from George Washington at
Cambridge, December 5, 1775**
Letterbooks of the Secretary of the Commonwealth, Massachusetts Archives
6/20-21

To the Hon: & the Gen. Court
Of the Massachusetts Bay

Cambridge December 5th, 1775

Sir:

I have of late met with abundant reason to be convinced of the impracticability of recruiting this Army to the New Establishment in any reasonable time, by voluntary Enlistments the causes of such exceeding great lukewarmness. I shall not undertake to point out: Sufficient it is to know, that the fact is so Many reasons are assigned, one only I shall mention, and that is, that the present Soldiery are in expectation of drawing from the landed Interest of farmers, a Bounty equal to the allowance, at the commencement of this Army, and that therefore they play off—Be this as it may I am satisfied that this is not a time for trifling, and that the exigency of our Affairs, calls aloud for vigorous exertions—By sad experience it is found, that the Connecticut Regiments have deserted and are about to desert the noble cause we are engaged in: nor have I any reason to believe, that the Forces of New Hampshire, this Government or Rhode Island, will give stronger proofs of their attachment to it, when the period arrives when they may claim a dismission: For after every Stimulus which I have been able to throw in their way, & near a Months close endeavour, we have inlisted but about 5000 Men, 1500 of which are to be absent at a time on Furlough, untill all have gone home, in order that they visit & provide for their families—

Five thousand Militia from this Government & the Colony of New Hampshire are ordered to be at this place by the 10th Instant to relieve the Connecticut Regiments and supply the deficiency which will be occasioned by their departure and those on Furlough —These Men I am told by Officers who have been Eye Witnesses to their behavior, are not to be depended upon for more than a few days, as they soon grow tired, get impatient, ungovernable, and of course leave the Service—What will be the consequence then, If the greatest part of the army is to be composed of such men? Upon the new Establishment, 26 Regiments were ordered to be raised, besides those of the Artillery & Riflemen; of these New Hampshire has three, Massachusetts sixteen, Rhode Island two, & Connecticut five—a Mode of appointing the Officers were recommended, and as strictly adhered to, as circumstances would admit of. These Officers are now recruiting with the Success I have mentioned—

Thus Sir I have given you a true and impartial State of our situation, and submit it to your Wisdom & the other three New England Colonies, whether Some vigorous measures, if the powers of government are adequate, ought not to be adopted, to facilitate the Completion of this Army, without offering a bounty from the publick, which the Congress have declared against, thinking the terms exclusive thereof, greater than ever Soldiers had—I have by this conveyance laid the matter before Congress, but the critical situation of our affairs will not await their deliberation & recommendation, something must be done without further delay—

I am Sir

Your obed. Serv.

George Washington

Primary Source Set: A Traitor Among Us

Dr. Benjamin Church Jr., surgeon-general of the Continental Army, was discovered to be a British spy in 1775. This primary source set provides details of his background as a trusted member of the “committee of safety” in Massachusetts and his subsequent treason.

Manuscript copy – Legislative records of the Council Massachusetts Archives v 31 and 32

Printed edition – *The Journals of Each Provincial Congress of Massachusetts* Boston: Dutton and Wentworth, 1838

Thursday, October 27, 1774, A.M.

The order of the day was moved for.

Ordered, That the doorkeeper be directed to call in the members.

Resolved, That the Congress will proceed to the choice of the committee of safety, which is to consist of nine members, viz: three in the town of Boston, and six in the country, in the manner following, viz: they will give their votes first, for the three members of the town of Boston, and then for the six in the country.

The congress accordingly proceeded to bring in their votes for the three members of the town of Boston, and the committee appointed to count and sort the votes, reported, that the following gentlemen were chosen, viz: hon. John Hancock, Esq., Doct. Warren, and Doct. Church.

Friday, October 28, 1774

. . . The committee appointed to inquire into the state of the warlike stores in the commissary general’s office, reported; and it was therefore upon *Ordered*, That Capt. Heath, Doct. Warren, and Doct. Church, be a committee to take care of, and lodge in some safe place in the country, the warlike stores now in the commissary general’s office, and that the matter be conducted with the greatest secrecy.

Friday, December 2, 1774, A.M.

Ordered. That Doct. Holten, Capt. Cushing, and Doct. Church, be a committee to sort and count the votes for five members to be chosen to represent this province at an American Congress, to be held at Philadelphia, at or before the tenth day of May next.

Thursday, February 9, 1775, A.M.

Resolved. That the Hon. John Hancock, Esq., Doct, Joseph Warren, Doct. Benjamin Church . . . be and hereby are appointed a committee of safety . . . whose business and duty it shall be, most carefully and diligently to inspect and observe all and every such person or persons as shall at any time attempt to carry into execution by force, an act of the British parliament . . . said committee shall have the power to alarm, muster, and cause to be assembled with the utmost expedition, a completely armed militia. . . for them to discharge as the safety of the province shall permit.

To Benedict Arnold, Esq., commander of a body of troops on an expedition to reduce and take possession of the fort of Ticonderoga:

Sir:

Confiding in your judgment, fidelity, and valor, we do, by these presents, constitute and appoint you, colonel and commander in chief over a body of men not exceeding four hundred, to proceed, with all expedition, to the western parts of this and the neighboring colonies . . . to march to the fort at Ticonderoga, and use your best endeavors to reduce the same, taking possession of the cannon, mortars, stores, &c., upon the lake [and] bring back with you . . .

Benjamin Church, Jun.

For the committee of safety

By order,

William Cooper, Secretary.

Cambridge, May 3, 1775.

Tuesday, May 16, 1775 [Afternoon]

Resolved, That Doct. Church be ordered to go immediately to Philadelphia, and deliver to the president of the honourable American Congress, there now sitting, the following application, to be by him communicated to the members thereof; and the said Church is also directed to confer with the said congress, respecting such other matters as may be necessary to the defense of this colony, and particularly [as to] the state of the army therein.

Wednesday, July 5, 1775

Ordered, That Doct. Church, Col. Bowers, and Mr. Bayley, be a committee to confer with General Washington, on the subject of furnishing his table, and know what he expects relative thereto, and that they sit forthwith.

In Provincial Congress Watertown

July 6, 1775

Resolved. That the Receiver General be and he hereby is directed to pay Doct. Benjamin Church and Moses Gill of their Order the sum of Twenty Eight Pounds five Shillings and ten pence lawful money in discharge of an account by them exhibited of the Expenses of escorting and entertaining Generals Washington & Lee from Springfield to the Camp at Cambridge

By Order of Congress

Jos. Warren President

**Letter to [?] from Col. Joseph Reed, secretary to George Washington, at
Camp Cambridge, October 16, 1775
Massachusetts Archives Collection
138/317**

Letter from General Washington
In Council including a Deposition of
John Cochran

Sir:

I am directed by his Excellency the General to send you the enclosed Papers to be laid
before your Hon. House in Answer to their Message last Saturday.

I have the Honour to be Sir
You most Obed. &
Very Humble Serv.

Jos. Reed
Sect.

Camp at Cambridge
October 16 1775

**Attested copy of the proceedings of a Council of War, presided over by
George Washington, held at Headquarters at Cambridge, October 3, 1775
Massachusetts Archives Collection
138/38-320**

At a Council of War held at Headquarters
Cambridge October 3rd 1775

Present His Excellency General Washington

The Hon. Major Gen. Ward
 Major Gen. Lee
 Major Gen. Putnam

The Hon. Brig. Gen. Thomas
 Brig. Gen. Spencer
 Brig. Gen. Heath
 Brig. Gen. Sullivan
 Brig. Gen. Greene
 Brig. Gen. Gates

The General communicated to the Board a Discovery of a Correspondence carried on with the enemy by Dr. Church, by Letter in Characters which was deciphered by the Rev. Mr. West & laid the Said letters before the Members of this Council.

After considering & discussing the Matter it was determined to adjourn till tomorrow & then that Dr. Church be examined.

October 4th

The Council of War met—Present as above.

Dr. Church being sent for & shown the Letter in Characters was asked whether the said Letter was written by him? To which he answered he believed it was.

He was then shown the Explanation of said Letter as deciphered & asked whether it was a true one to which he answered in the Affirmative.

Dr. Church then explained his Intention in writing said Letter as calculated to impress the enemy with a strong Idea of our Strength & Situation, in order to prevent an attack at a Time when the Continental Army was in a great Want of Ammunition & in Hopes of effecting some speedy Accommodation of the present Dispute, & concluded with solemn Affirmations of his Innocence.

The General then asked the Opinion of the Council severally whether it did not appear that Dr. Church had carried on a criminal Correspondence with the Enemy—to which they unanimously answered in the Affirmative.

A Question was then proposed & discussed what were the proper steps to be taken with Respect to him, & after examining the Regulations of the Continental Army, particularly the 28th & 51st Articles—It was determined from the Enormity of the Crime & the very inadequate Punishment pointed out, that it should be referred to the Congress for their Special Direction & that in the meantime he be closely confined & no Person visit him without special Leave.

A true Copy of the Minutes of the Council of War
on Dr. Church

Jos. Reed
Sect.

Letter to Maurice Cane from Benjamin Church Jr., July 1775
Decoded Text from Cryptogram
Massachusetts Archives Collection
138/323-326

I hope this will reach you; Three Attempts have I made without Success, in effecting the last, the Man was discovered in attempting his Escape: but fortunately my Letter was sewed in the Waistband of his Breeches: he was confined a few Days, during which Time you may guess my feelings, but a little Art and a little Cash settled the Matter.

Tis a Month since my Return from Philadelphia. I went by Way of Providence to visit Mother: The Committee for warlike Stores made me a formal Tender of 12 pieces of Cannon—18 and 24 pounders—They having took a previous resolution to make the Offer to General Ward. To make a Merit of my Services I sent them down & when they received them, they sent them to Stoughton to be out of Danger, even tho they had formed the Resolution, as I before hinted, of fortifying Bunker's Hill—which together with the Cowardice of the clumsy Col. Gerrish & Col. Scammon were the lucky Occasion of their Defeat. This Affair happened before my Return from Philadelphia. We lost 165 killed then & since dead of their Wounds. 120 now lay wounded, the chief will recover; They boast you have 1400 killed & wounded in that Action. You say the Rebels lost 1500. I suppose with equal Truth.

The People of Connecticut are raving in the Cause of Liberty; A Number from this Colony from the Town of Stamford robb'd the King's Stores at New York with some small assistance the New Yorkers lent them; these were growing turbulent. I counted 280 pieces of Cannon from 24 to 3 Ponders at Kingsbridge which the Committee had secured for the Use of the Colonies. The Jersies are not a whit behind Connecticut in Zeal. The Philadelphians exceed them both. I saw 2200 Men in Review there by General Lee consisting of Quakers & other Inhabitants in Uniform, with 1000 Rifle Men & 40 Horse who together made a most warlike Appearance. I mingled freely and frequently with the Members of the Continental Congress. They were united, determined in Opposition, & appeared assured of Success.

Now to come Home; the Opposition is become formidable. 18,000 Men brave, & determined with Washington & Lee at their Head, are no contemptible Enemy. Adjutant General Gates is indefatigable in arranging the Army. Provisions are very plenty. Cloaths are manufacturing in every Town for the soldiers. Twenty Tons of Powder lately arrived at Philadelphia, Connecticut & Providence. Upwards of 20 Tons are now in Camp. Salt Petre is made in every Colony. Powder Mills are erected & constantly employed in Philadelphia & New York. Volunteers of the first Fortune are daily flocking to the Camp. 1000 Rifle Men (in two or three days recruits) are now levying to augment the Army to 22,000 Men. Ten thousand Militia are appointed in this Province to appear on the first Summons. The Bills of all the Colonies circulate freely & are exchanged for Cash. Add to this that unless some plan of Accommodation takes Place immediately their Harbor will swarm with Privateers. An Army will be raised in the Middle Provinces to take Possession of Canada.

For the Sake of the miserable convulsed Empire, solicit peace; repeal the Acts or Britain is undone. This advice is the Result of warm Affection to my King & to the Realm. Remember I never deceived you, every Article been sent you is sacredly True. The Paper will announce to you that I am again a Member for Boston, you will there see our motley Council. A general Arrangement of Officers will take Place except the Chief, which will be suspended but for a little while, to see what Part Britain takes in Consequence of the late Continental Petition. A View to independence grows more & more general. Should Britain declare War against the Colonies, they are lost forever. Should Spain declare against England, the Colonies will declare a

Neutrality which will doubtless produce an offensive & defensive League between them. For God's sake prevent it by a speedy Accommodation.

Writing this has employed a Day. I have been to Salem to reconnoiter; but I could not escape the Geese of the Capital. Tomorrow I set out for Newport on purpose to send you this. I write you fully, it being scarcely possible to escape Discovery. I am out of place here by choice, and therefore out of Pay, & determine so to be, unless something is offered in my Way. I wish you could contrive to write me freely in Cypher by the Way of Newport addressed to Thomas Richards, Merchant. Enclose it in a Cover to me, intimating that I am a perfect Stranger to you, but being recommended to you as a Gentleman of Honour, you took the Liberty of enclosing that Letter, entreating me to deliver it as directed. The Person, as you are informed being at Cambridge—sign some fictitious Name, this you may send to some confidential Friend at Newport to be delivered to me at Watertown. Make use of every precaution or I perish.

This is a true Copy of Dr. Church's Letter
As decyphered by the Rev. Mr. West & acknowledged
By the Doctor to be truly decyphered

Jos. Reed
Secretary

Letter to James Warren from Benjamin Church, Jr. at Cambridge, October 23, 1775

**Massachusetts Archives Collection
138/321-322**

Hon. James Warren Esq.
Speaker of the Hon. House of
Representatives in Watertown

To be communicated

Honored and dear Sir!

The Vicissitudes of human Life frequently exact the most painful Sacrifices; while he who tempers the Winds to the shorn Lamb, never deserts the guiltless Sufferers: with a decent pride Sir! with the self-approving Consciousness of having never violated that duty I owe my Country, I can smile. Securely, tho' the invenomed Shafts of Malice are leveled against my peace, tho' with my tainted name the Winds grow sick, and the busy Tooth of Scandal now lacerates my reputation without Remorse: I think I have Magnanimity sufficient to approve the noble Jealousy of my Countrymen, and would sooner wish to prevent that regret which those who have sensibility to feel must ultimately feel at having so carefully, so precipitantly condemned their Friends, their brothers—

Frailties and Indiscretions I have, those I wish not to cover, human fallibility shows a sufficiency of those thro' all our paths, as a relay to our pride, and as Beacons to present future Lapses but a deliberate Design to injure the Community, or even an individual, never found a Nook so vile in my Bosom as to harbour in. I love my Country: I have struggled, I have suffered in her Service; I regret not my Labours, my Sacrifices in a cause so Sacred; but that I have been grossly misconstrued, that I have been undeservedly vilified, that my Friends perhaps too Susceptible of Jealousy have flung my poor exertions into Oblivion, and have industriously inscribed one well-meant Act of Indiscretion on the Scrolls of Infamy, I must enumerate among my heaviest Calamities. I intreat your pardon Sir! I mean not to recriminate, I mean not now to justify. At a remote, at an unprejudiced Tribunal I must appear, my Integrity shall there be blazoned, or my Reputation blasted forever: I exult in the Contemplations, that the penetrating Eye of Discernment and the steady, unbiased Hands of Justice shall trace the Line of my fate. In the interim; a due Regard to the honourable the immaculate House of Representatives of this Colony, a warm affection to my worthy, faithful and Suffering Brethren of the Town of Boston, forbid me at this unhappy crisis to mingle with those or to represent those; till a thorough Investigation of that Conduct for which I am so severely convinced shall have removed the general Prejudice against me. I have sustained some little part thro' the Struggles of sundry past years. The Welfare of the Community at Large, and of my afflicted Constituents more particularly, have been the objects of my incessant solicitude, and occasioned the very Letter, for which I now stand reprobated. Penetrated with the utmost gratitude for the many and distinguishing Expressions of the regard and Confidence of my worthy Townsmen, with the most fervent prayers for their future prosperity, and deeply afflicted at the unhappy Incident which renders a resignation at this period indispensably necessary; I resign my Seat in the honourable House as a Representative for the Town of Boston; but with the firmest assurance, that a thorough Conviction of my unshaken Integrity, and invariable Endeavours to promote the

publick Interest will eventually restore me to the Regard & confidence of a just, discerning and virtuous People—I am with great Esteem

Your Honour's afflicted but faithful Humble Servant
Benjamin Church Junr.

Cambridge Oct, 23rd, 1775

Resolve passed by the Massachusetts General Court, November 11, 1775
Massachusetts Archives Collection
50/536

In the House of Representatives

November 11, 1775

Whereas it appears to this House that Doct. Benjamin Church late a member thereof, by his past conduct has discovered himself to be enemical to the united American Colonies, and has laid himself open in their Opinion to a criminal prosecution for his past conduct in holding a traitorous correspondence with our Enemies. And whereas the Court Martial in whose custody he now is, from the want of a suitable Provision in the Continental Articles of War may be unable to bring the said Church to condign punishment; And the setting him at liberty may be attended with serious consequences to the Cause of America.

Therefore *Resolved*. That the Hon. the Council of this Colony be and they hereby are desired to take suitable measures for causing the said Benjamin Church in case of his being liberated from his present confinement to be apprehended and secured, that such further measures with respect to him may be pursued as the security of this People loudly demands, and the Laws of this Colony will justify.

Sent up for concurrence
J Warren President

Military Journal

MILITARY JOURNAL,
DURING THE
AMERICAN REVOLUTIONARY WAR
FROM 1776 TO 1783;
DESCRIBING
The Events and Transactions of this Period
WITH NUMEROUS HISTORICAL FACTS AND ANECDOTES.
BY JAMES THACHER, M.D.
LATE SURGEON IN THE AMERICAN ARMY.
PLYMOUTH, January 1st, 1823.

Military Journal - 1775

October.-An event of considerable importance has occurred, which occasions much surprise and speculation. Dr. Benjamin Church has long sustained high reputation as a patriot and son of liberty. He has, for some time, been a member of our House of Representatives; and has been appointed surgeon-general and director of our hospitals. This gentleman has just been detected in a traitorous correspondence with the enemy in Boston. A letter in cipher, written by him, was intrusted to the care of a female, with whom he was well acquainted, to be conveyed to Boston. On examination, the woman absolutely refused to reveal the name of the writer, till she was terrified by the threats of severe punishment; when she named Dr. Church, he was greatly agitated and confounded, manifested marks of guilt, and made no attempt to vindicate himself. But after the letter was deciphered, and he had taken time to reflect, he used all his powers of persuasion to make it appear that the letter contained no information that would injure the American cause; and made a solemn appeal to Heaven that it was written for the purpose of procuring some important intelligence from the enemy. He was tried, convicted, and expelled from the House of Representatives; and Congress afterwards resolved, "that he be closely confined in some secure jail in Connecticut, without the use of pen, ink, or paper; and that no person be allowed to converse with him, except in the presence and hearing of a magistrate, or the sheriff of the county."

I have just returned from a ramble to Roxbury, with a view of examining the camp and works in that quarter. Not meeting with any person with whom I am acquainted, I returned after a slight view of the lines and the church in that town, which is pierced through in many places by cannon-shot from the enemy.

(Dr. Church was finally permitted to depart from the country. He and his family embarked for the West Indies; the vessel foundered at sea, and all were lost.)

JAMES THACHER, PLYMOUTH, January 1st, 1823.

Available at [AmericanRevolution.org](http://www.americanrevolution.org)
(<http://www.americanrevolution.org/archives.html>)

Primary Source Set: The Battle of Boston

George Washington to Continental Congress, February 26, 1776

George Washington Papers at the Library of Congress, 1741-1799: Series 3a Varick Transcripts.

Cambridge, February 26, 1776.

Sir:

I had the honor of addressing you on the 18th. and 25th. Instant, by Mr. Hooper, since which nothing material has occurred.

We are making every necessary preparation for taking possession of Dorchester Heights, as soon as possible, with a view of drawing the Enemy out. How far our expectations may be answered, Time can only determine: But I should think, If any thing will induce them to hazard an engagement, It will be our attempting to fortify these Heights, as on that Event's taking place, we shall be able to command a great part of the Town and almost the whole Harbour and to make them rather disagreeable than otherwise, provided we can get a sufficient supply of what we greatly want.

Within three or four days, I have received sundry Accounts from Boston of such movements there, such as taking the Mortars from Bunker's Hill, the putting them with several pieces of heavy Ordnance on board of Ships, with a quantity of Bedding: the Ships all taking in Water, the baking a large Quantity of Biscuits &ca, as to indicate an embarkation of the Troops from thence. A Mr. Ides, who came out yesterday, says that the Inhabitants of the Town generally believe that they are about to remove either to New York or Virginia, and that every Vessel in the Harbour on Tuesday last was taken up for Government Service, and two month's pay advanced to them. Whether they really intend to embark, or whether the whole is a feint, is impossible for me to tell: However I have thought it expedient to send an express to General Lee to Inform him of it, in order that he may not be taken by surprize, If their destination should be against New York, and continued him on to you . . .

Since I wrote by Mr. Hooper, some small parcels of Powder have arrived from Connecticut, which will give us a little assistance.

On Thursday night, a party of our Men at Roxbury made the Enemy's out Sentries, consisting of a Corporal and two Privates, Prisoners, without firing a Gun or giving the least Alarm.

I shall be as attentive to the Enemies motions as I can, and obtain all the Intelligence in my power, and if I find 'em embark, shall in the most expeditious manner detach a part of the light Troops to New York and repair thither myself, If circumstances shall require It. I shall be better able to Judge what to do, when the Matter happens; at present I can only say, that I will do every thing that shall appear proper and necessary.

Your Letter of the 12th. Instant, by Col. Bull came to hand Yesterday evening, and shall agreeable to your recommendation pay proper Notice to him. The supply of cash came very seasonably, as our Treasure was just exhausted, and nothing can be done here without it.

I have the Honor etc.

George Washington

Continental Army Records, February 1776, Estimate of Hay for Dorchester Heights

George Washington Papers at the Library of Congress, 1741-1799: Series 4 General Correspondence.

Hay is generally screw'd
In bundles of

3 feet 10 inches long
2 to 2—10 inches long
4 feet high

A square the double of 100
Feet each side, 8 feet
Thick, 5 feet or 5 feet 8
Inches high would take
For each side 100 bundles.

One redoubt: 400 Bundles
 3 Redoubts
 1200
 500 In each bundle
 6600
 or 300 Tons

one Screw with 20 hands will prepare
10 bundles a Day
If 20 Screws can be had which is
probable—they would [create?] 1200 bundles
in 6 days

*Editor's Note: A Redoubt is a fortification or defensive barricade.

**Letter to the Massachusetts Council from George Washington at Cambridge,
February 26, 1775**
Massachusetts Archives Collection
194/264-265

Cambridge 26th Feb. 1776

Gentlemen

As I am making all possible preparation to take possession of the heights of Dorchester (which I expect I shall be able to accomplish by the last of this week) it is expected that this, if any thing can, will bring the enemy out of Boston we oppose, as at Charlestown, our erecting any works there. To weaken our Lines on the North side of Cambridge River too much, with a view to strengthen those of Dorchester, before any move is made that way by the Enemy, might expose an opening they would gladly avail themselves of and to delay it till an attack is begun would be too late, as the contest will soon be decided for or against us, after this happens.

Under this State of the matter and to avoid risking a Defeat when Victory, under Providence, may be reduced to a certainty, I submit it to the wisdom of your Board if it wish will be best to direct the Militia of some of the Towns most contiguous to Dorchester and Roxbury to repair to the Lines at those two places with their arms, ammunitiion, and accoutrements Instantly upon a signal given.

If you approve of this you will please to fix with General Thomas (who waits upon you on purpose) upon the signal to be given, and Issue your notice thereof accordingly.

I have the honor to be with great respect & esteem Gentlemen

Y^r most Obedⁿ Hb^{lc} Serv^t

George Washington

George Washington, March 3-8, 1776, General Orders for the Continental Army

George Washington Papers at the Library of Congress, 1741-1799: Series 3g Varick Transcripts.

Head Quarters, Cambridge, March 3, 1776.

Parole --. Countersign --.

No Officer, or Soldier, under any pretence, is to be absent from his post, without leave in writing from his Brigadier General, who is not to grant liberty of running backwards and forwards, from hence to Roxbury, but in very especial cases.

As it is not unlikely but a contest may soon be brought on, between the ministerial Troops, and this Army; The General flatters himself, that every Officer, and Soldier, will endeavour to give, such distinguish'd proofs of his conduct, and good behaviour, as becomes men, fighting for every thing that is dear, and valuable to Freemen, remembering at the same time what disgraceful punishment will attend a contrary behaviour—Every man's conduct will be mark'd and rewarded, or punished accordingly, and Cowardice in a most exemplary manner—The Colonels, or commanding Officers of regiments are to see that their several Regiments are properly told off, and the supernumerary Officers so posted as to keep the men to their duty; particular care is to be taken to prevent their firing at too great a distance, as one Fire well aim'd does more execution than a dozen at long-shot.

All wood cutting parties &c, are to join their respective Regiments until further orders—The Qr. M. General may draw the Carbines out of the Commissary's Stores, and put them into the hands of the Carpenters, or such others, as he shall think will use them to the best advantage, taking care to return them when called for--All Arms in store, fit for use, may be deliver'd out to the Adjutant General's order.

The Brigadiers are to see, that the Arms in their several Brigades, are disposed of to the best advantage, placing them in the hands only of such men; as are fittest for duty, and that the Spears are used, as occasion shall require, to supply the defect of arms.

As it has been suggested to the General that many of the towns-people &c. influenced by a zeal for the cause of their country, are inclined to throw aid, in case the Army should be called to action—The General desires that they will, (to prevent any kind of confusion, or disorder) join different Companies, in the several regiments, as they shall choose; or form themselves into a distinct Corps, under Officers of their own choosing, and put themselves under the immediate command of some Brigadier, that they may not be considered, or act, as an independent company.

Two Companies of Col Thompsons Riffle Regiment, are to march to morrow-evening, to Roxbury with their Blankets, Arms and three days provisions ready dressed; The Officer commanding the party will receive his orders from the Adjutant General.

Colonel Huchinson's and Col French's Regiments, are to march to Roxbury by sun-rise, on Tuesday morning, with their Blankets, Arms, and three days provisions ready dressed.

Head Quarters, Cambridge, March 4, 1776.

Parole Hooper. Countersign Allen.

The Flag on Prospect-hill, and that at the Laboratory, on Cambridge Common, are ordered to be hoisted only upon a General Alarm; of this the whole Army is to take particular notice, and immediately upon those Colours being displayed, every Officer and Soldier, must

repair to his alarm post—This is to remain a standing order, until the Commander in Chief shall please to direct otherwise.

The several Surgeons, of the Hospitals at Cambridge, and every regimental Surgeon in the left, and centre divisions of the army, are directed to meet at five O'Clock this evening, at Browns Tavern in Cambridge, to take directions from the Director General of the hospital, relative to the immediate disposition of their sick, and in what manner they, and their Mates are to be posted.

The Cottage to be forthwith appropriated to the Reception of the regimental sick, and such as may be wounded—That suitable Barracks at Prospect-hill, or any other part of the Camp, which the Director General of the hospital shall advise, be got in immediate readiness for the reception of at least, one hundred wounded, in case of need, and such a number of men, as he may think sufficient, be ordered to assist in carrying wounded men to the hospital—Hand-barrows, and other proper means to be provided for their removal.

Head Quarters, Cambridge, March 6, 1776.

Parole Letchmore. Countersign Putnam.

Stephen Moylan and William Palfrey Esqrs. are appointed Aids-De-Camp, to his Excellency the Commander in Chief; they are to be obeyed as such.

Thursday the seventh Instant, being set apart by the Honourable Legislature of this province, as a day of fasting, prayer, and humiliation, "to implore the Lord, and Giver of all victory, to pardon our manifold sins and wickedness's, and that it would please him to bless the Continental Arms, with his divine favour and protection"--All Officers, and Soldiers, are strictly enjoined to pay all due reverence, and attention on that day, to the sacred duties due to the Lord of hosts, for his mercies already received, and for those blessings, which our Holiness and Uprightness of life can alone encourage us to hope through his mercy to obtain.

The Brigadiers General Heath and Frye, to send for their respective Colonels immediately, and with them appoint the Officers, and Soldiers, from each of their brigades, to be selected for the command under the Brigadier General Sullivan and Green, to direct that they be the best and most approved Soldiers; that their Arms, Ammunition and Accoutrements, are compleat and in proper order, and the whole to be ready to turn out upon the shortest notice. Genl. Heath to report the names of the Colonels and Field Officers, who are appointed for this service, to His Excellency, as soon as possible.

Head Quarters, Cambridge, March 8, 1776.

Parole Henry. Countersign Loyal.

The General Court Martial, of which Colo. Phinney was president, to assemble to morrow Morning, at eleven O'Clock, at Pomeroy's Tavern in Cambridge.

His Excellency the General, returns his thanks to the Militia of the surrounding districts, for their spirited and alert march to Roxbury, last Saturday and Sunday, and for the noble ardour they discovered in defence of the cause of Liberty, and their Country.

George Washington to Continental Congress, March 7, 1776
George Washington Papers at the Library of Congress, 1741-1799: Series 3a Varick
Transcripts.

Cambridge, March 7, 1776.

Sir:

On the 26th Ulto, I had the Honor of addressing you, and then mentioned, that we were making preparations for taking possession of Dorchester Heights. I now beg leave to Inform you, that a Council of General Officers having determined a previous Bombardment and Cannonade expedient and proper, in order to harrass the Enemy and divert their attention from that Quarter, on Saturday, Sunday and Monday nights last, we carried them on from our posts at Cobble Hill, Leechmore's point and Lam's Dam. Whether they did the Enemy any considerable and what Injury, I have not yet heard, but have the pleasure to acquaint you, that they greatly facilitated our schemes, and would have been attended with success equal to our most sanguine expectations, had it not been for the unlucky bursting of two thirteen and Three Ten Inch Mortars, among which was the Brass one, taken in the ordinance Brig. To what cause to attribute this Misfortune I

know not, whether to any defect in them, or to the inexperience of the Bombardiers. But to return, on Monday Evening as soon as our firing commenced, a considerable detachment of our men, under the command of Brigadier General Thomas, crossed the Neck and took possession of the two Hills, without the least Interruption or annoyance from the Enemy, and by their great Activity and Industry before the morning advanced the Works so far, as to be secure against their Shot. They are now going on with such expedition that in a little time I hope they will be complete, and enable our Troops stationed there, to make a vigorous and obstinate stand. during the whole Canonade, which was incessant the two last Nights we were fortunate enough to lose but two Men, one a Lieutenant by a cannon Ball's taking off his Thigh, the other a private by the explosion of a Shell which also slightly wounded four or five more.

Our taking possession of Dorchester Heights is only preparatory to taking post on Nuke Hill and the points opposite the south end of Boston. It was absolutely necessary that they should be previously fortified, in order to cover and command them. As soon as the works on the former are finished and complete, measures will be immediately adopted for securing the latter and making them as strong and defensible as we can. Their contiguity to the Enemy, will make them of much Importance and of great service to us.

As mortars are essential and indispensibly necessary for carrying on our Operations and the prosecution of our plans, I have applied to two Furnaces to have some thirteen Inch ones cast with all expedition imaginable, and am encouraged to hope from the accounts I have had, that they will be able to do it; when they are done, and a proper supply of Powder obtained, I flatter myself from the posts we have just taken, and are about to take, that it will be in our power to force the Ministerial Troops to an attack, or to dispose of 'em in some way that will be of advantage to us. I think from these posts, they will be so galled and annoyed, that they must either give us battle, or quit their present possessions. I am resolved that nothing on my part shall be wanting to effect the one or the other.

It having been the general Opinion, that the Enemy would attempt to dislodge our People from the Hills, and force their Works, as soon as they were discovered, which probably might have brought on a general Engagement, It was thought advisable that the Honorable Council should be applied to, to order in the Militia from the neighbouring and adjacent Towns, I wrote them on the Subject, which they most readily complied with; and in justice to the Militia, I

cannot but inform you, that they came in at the appointed time, and manifested the greatest alertness and determined resolution to have acted like men engaged in the cause of Freedom.

When the Enemy first discovered our works in the morning, they seemed to be in great confusion, and from their movements to have intended an attack.

It is much to be wished, that it had been made. The event I think must have been fortunate, and nothing less than success and victory on our side, as our Officers and men appeared Impatient for the appeal, and to have possessed the most animated Sentiments and determined Spirit.

On Tuesday evening a considerable number of their Troops embarked on board their Transports and fell down to the Castle, where part of them landed before dark; one or two of the Vessels got a ground and were fired at by our People with a Field piece, but without any Damage. What was the design of this embarkation and landing, I have not been able to learn; It would seem as if they meant an attack, for it is most probable, that if they make one on our Works at Dorchester at this time, that they will first go to the Castle and come from thence. If such was their design, a violent storm that night and which lasted 'till Eight O'Clock the next day, rendered the execution of it impracticable. It carried one or two of their Vessels a shore, which have since got off.

In case the Ministerial Troops had made an Attempt to dislodge our Men from Dorchester Hills, and the number detached upon the occasion, had been so great as to have afforded a probability of a successful attack's being made upon Boston, on a signal given from Roxbury for that purpose, agreeable to a settled and concerted plan; Four thousand chosen men who were held in readiness, were to have embarked at the mouth of Cambridge River in two divisions; The first under the command of Brig. Genl. Sullivan, the second under Brig. Genl. Greene, the whole to have been commanded by Major General Putnam. The first division was to land at the Powder House and gain possession of Bacon Hill and Mount Horam. The second at Barton's Point or a little South of it, and after securing that post, to join the other division and force the Enemy's Works and Gates for letting in the Roxbury Troops. Three floating batteries were to have proceeded and gone in Front of the other Boats, and kept up a heavy fire on that part of the Town where our men were to land. How far our views would have succeeded, had an Opportunity offered for attempting the Execution, is impossible for me to say. Nothing but experiment could determine with precision. The Plan was thought to be well digested and as far as I could judge from the cheerfulness and alacrity which distinguished the Officers and men who were to engage in the enterprize, I had reason to hope for a favourable and happy Issue.

The Militia which were ordered in, from the Adjacent Towns, brought with them three days Provisions. They were only called upon to Act under the Idea of an Attack's being immediately made, and were all discharged this Afternoon . . .

March 9th. Yesterday evening a Captain Irvine, who escaped from Boston the night before, with Six of his crew, came to Head Quarters and gave the following Intelligence "That our Bombardment and Cannonade caused much surprize in Town, as many of the Soldiery said they never heard or thought we had Mortars or Shells" "That several of the Officers acknowledged they were well and properly directed. That they occasioned much distress and confusion; that the Cannon Shot, for the greatest part went thro' the Houses and he was told, that one took off the Legs and Arms of 6 men lying in the Barracks on the Neck; That a Soldier who came from the Lines there on Tuesday Morning Informed him, that: 20 men had been wounded the night before; It was also reported that others had been hurt, and one of the Light Horse torn to pieces by the explosion of a Shell, this was afterwards contradicted; That early on Tuesday Morning--Admiral Shuldham discovering the Works our People were throwing up on Dorchester Heights, immediately sent an Express to General Howe

to inform him, that it was necessary that they should be attacked and dislodged from thence, or he would be under the necessity of withdrawing the Ships from the Harbour under his command; That preparations were directly made for that purpose as it was said, and from twelve to two O'Clock, about 3000 men embarked on board the Transports which fell down to the Castle, with a design of Landing on that part of Dorchester next to it, and attacking the Works at 5 O'Clock next morning; That Lord Piercy was appointed to command, and that it was generally believed the attempt would have been made, had it not been for the Violent Storm which happened that night, as I have mentioned before; That he heard several of the privates and one or two Serjeants say, as they were embarking that it would be another Bunker Hill affair. He further Informs that the Army is preparing to leave Boston, and that they will do it in a day or two; That Transports necessary for their embarkation were getting ready with the utmost expedition; That there had been great movements and confusion amongst the Troops the night and day preceeding his coming out, in hurrying down their Cannon, Artillery and other Stores to the Wharfs with the utmost precipitation, and were putting them on board the Ships in such haste that no account or memorandum was taken of them; That more of their cannon were removed from their works and embarked and embarking. That he heard a Woman say, which he took to be an Officer's wife, that she had seen Men go under ground at their Lines on the neck without returning; That the Ship he commanded was taken up, places fitted and fitting for Officers to lodge and several Shot, Shells and Cannon already on board. That the Tories were to have the Liberty of going where they pleased, If they could get Seamen to man the Vessels, of which there was great scarcity. On that account many Vessels could not be carried away, and would be burnt. That many of the Inhabitants apprehended the Town would be destroyed, and that their destination is Halifax.

The Account given by Capt. Irvine as to the embarkation and their being about to leave the Town I believe true, there are other corroborating circumstances and it seems fully confirmed by a paper—signed by four of the Select Men of the Town, (a Copy of which I have the honor to enclose you) which was brought out Yesterday evening by a Flag and delivered Colonel Learned by Major Bassett of the 10th Regiment, who desired it might be given me as soon as possible: I advised with such of the General Officers upon the Occasion as I could immediately Assemble and we determined it right, as it was not addressed to me, or any one else, nor authenticated by the signature of General Howe or any other Act Obliging him to a performance of the promise mentioned on his part, that I should give it no Answer, at the same time, that a Letter should be returned as going from Col. Learned signifying his having laid it before me with the reasons assigned for not answering it.--A Copy of this is also sent you.

Boston, 8 March, 1776.

As his Excellency General Howe is determined to leave the Town with the Troops Under his Command, a Number of the Respectable Inhabitants, being very Anxious for its preservation and safety, have applied to General Robertson for this purpose, who at their request has communicated the same to his Excellency Genl. Howe, who has assured him, that he has no intention of destroying the Town, unless the Troops under his command are molested during their Embarkation or at their departure, by the Armed force without, which declaration he gave Genl. Robertson leave to communicate to the Inhabitants; If such an Opposition should take place, we have the greatest reason to expect the Town will be exposed to Intire destruction. As our fears are quieted with regard to Genl. Howe's Intentions, we beg we may have some assurances that so dreadful a Calamity may not be brought on by any measures without. As a

Testimony of the truth of the Above, we have signed our Names to this paper, carried out by Messrs. Thomas and Jonathan Amory and Peter Johonnot, who have at the earnest Intreaties of the Inhabitants, through the Lt. Governor, Sollicited a flag of Truce for this purpose, John Scollay, Timothy Newell, Thomas Marshall, Samuel Austin.

This Letter was drawn up by Newell, taken to the lines at Roxbury, and given to Colonel Learned, who carried it to headquarters. He returned, and handed the bearers of it the following letter:

To Messrs. Amorys and Johonnot.

Roxbury, 9 March, 1776.

Sir: Agreeably to a promise made to you at the Lines yesterday, I waited upon His Excellency General Washington, and presented to Him the Paper (handed to me by you) from the Select Men of Boston. The Answer I received from Him was to this effect: 'That, as it was an unauthenticated Paper; without an Address, and not Obligatory Upon General Howe; He would take no Notice of it.' I am, with esteem and respect, Gentlemen, your most obedt. Servt,
Ebenezer Learned.

To night I shall have a Battery thrown up on Nuke Hill (Dorchester point) with a design of acting as circumstances may require. It being judged adviseable to prosecute our plans of Fortification, as we intended before this Information from the Select Men came.

It being agreed on all hands that there is no probability of stopping them, if they determine to go, I shall order look outs to be kept upon all the Headlands, to discover their Movements and course, and moreover direct Commodore Manly and his little Squadron to dog them, as well for the same purpose, as for picking up any of their Vessels that may chance to depart their Convoy; from their loading with such precipitancy, It's presumable they'l not be in the best condition for Sea.

If the Ministerial Troops evacuate the Town and leave it standing, I have thoughts of taking measures for fortifying the entrance into the harbour, If it shall be thought proper and the situation of Affairs will admit of it.

Notwithstanding the report from Boston that Hallifax is the place of their Destination, I have no doubt but that they are going to the Southward of this, and I apprehend to New York . . . I shall hold the Riflemen and other parts of our Troops in readiness to march at a Moments warning and Govern my movements by the events that happen, or such Orders as I may receive from Congress, which I beg may be ample and forwarded with all possible expedition.

I beg leave to mention to Congress that Money is much wanted. The Militia from these Governments engaged 'till the 1st of April are then to be paid, and if we march from hence, the Expence will be considerable must be defrayed and cannot be accomplished without it. the necessity of making the earliest remittance for these purposes is too obvious for me to add more. I have the honor etc.
George Washington

Order passed by the Massachusetts Council, March 15, 1776
Massachusetts Archives Collection
164/274

In Council, March 15th 1776

On Motion, Ordered that William Sever, Thomas Cushing & Moses Gill Esq.'s
----- be a Committee to wait on his Excellency General Washington to request him to
inform the Board whether, in Case any Part of the Continental Army, now Stationed before
Boston, should be marched from their Lines, it will be necessary for this Colony to Send any
Body of Men to reinforce said Lines.

Also to request that his Excellency in case of such March from the Lines to leave Some
experienced engineer to direct such Fortifications, as may be proper to effectually secure the
Harbour of Boston if the Enemy Should abandon it.

And also to request his Excellency would be pleased to return to the Board Capt.
Holland's (or other) Plan of Boston Harbour; of which his Excellency may have a Copy if
desired.

And also to request his Excellency, if compatible with the general Welfare, to return to
this Colony, the Powder and other military Stores supplied for the Continental Service.

Perez Morton, D. Secry

**George Washington to John Hancock, President, Continental Congress,
March 19, 1776**

**George Washington Papers at the Library of Congress, 1741-1799: Series 3a Varick
Transcripts.**

Head Quarters, Cambridge, March 19, 1776.

Sir:

It is with the greatest pleasure I inform you that on Sunday last the 17th. Instant, about 9th O'Clock in the forenoon the Ministerial Army evacuated the Town of Boston, and that the Forces of the United Colonies are now in actual Possession thereof. I beg leave to congratulate you Sir, and the Honorable Congress on this happy event, and particularly as it was effected without endangering the Lives and property of the remaining unhappy Inhabitants.

I have great reason to imagine their flight was precipitated by the appearance of a Work which I had ordered to be thrown up last Saturday night, on an eminence at Dorchester, which lay nearest to Boston Neck called Newks Hill. The Town although it has suffered greatly, is not in so bad a state as I expected to find it, and I have a particular pleasure in being able to inform you Sir, that your House has received no damage worth mentioning, your furniture is in tolerable Order and the family pictures are all left entire and untouched. Captn. Cazneau takes charge of the whole until he receives further Orders from you.

As soon as the Ministerial Troops had quited the Town, I ordered a Thousand men (who had had the small pox) under command of General Putnam, to take possession of the Heights, which I shall fortify in such a manner, as to prevent their return, should they attempt it; but as they are still in the Harbour, I thought it not prudent to march off with the main body of the Army, until I should be fully satisfied they had quited the Coast. I have therefore only detached five Regiments besides the Rifle Battalion to New York, and shall keep the remainder here 'till all suspicion of their return ceases.

The situation in which I found their Works, evidently discovered that their retreat was made with the greatest precipitation. They have left their Barracks and other works of wood at Bunkers Hill &ca. all standing, and have destroyed but a small part of their Lines. They have also left a number of fine pieces of Cannon, which they first spiked up, also a very large Iron Mortar; and (as I am informed) they have thrown another over the end of your Wharf—I have employed proper Persons to drill the Cannon, and doubt not I shall save the most of them.

I am not yet able to procure an exact List of all the Stores they have left. As soon as it can be done I shall take care to transmit it to you. From an estimate already made, by the Quarter Master General, of what he has discovered, they will amount to 25 or 30,000£.

Part of the Powder mentioned in yours of the 6th Instant has already arrived; The remainder I have ordered to be stop'd on the Road as we shall have no occasion for it here. I am etc.

George Washington

**Letter to the Massachusetts Council from George Washington at Cambridge,
March 21, 1776
Massachusetts Archives Collection
194/297-300**

Cambridge March 21st 1776
Gentⁿ

E're now, I was in hopes of congratulating you on the departure of the Ministerial Troops, not only from your Capital, but Country. That they still remain in the Harbour after being five days Imbark'd, affords matter for speculation; and collected as their Force now is, of apprehension. This Circumstance—the security of Boston by a work on Fort hill, and demolition of the Lines on the Neck—and preservation of the Stores belonging to the King (for Continental use) by a proper search after them, rendered it indispensably necessary for me to throw some Troops into that Town immediately (it coming within the proper line of my duty) but notwithstanding all the precaution which I have endeavoured to use to restrain and limit the Intercourse between the town, and Army & Country for a few days, I greatly fear that the Small Pox will be communicated to both.

So soon as the Fleet sets Sail my attention must be turn'd to another Quarter, and most of the Continental Regiments, now here, march'd off; it may be necessary therefore for you Gentlemen to consider the state of your Harbour, and think of such works as shall be found necessary for the Defence of it, and the town, in case another armed Force (which I by no means expect) should be sent hither. I shall leave three or four Regiments (as Circumstances may require) for security of the Shores, and throwing up such works as shall be deem'd necessary for the purposes above mentioned; and shall direct the officer Commanding them to receive such Instructions in respect to the latter, as you may think proper to give.

It has been suggested to me, that in the Town of Boston &c, there is a good deal of property belonging to – Refugees, and such other Inimical Persons as from the first of the present dispute have manifested the most unfriendly disposition to the American cause; and that part of this property is in such kind of Effects as can be easily transported—concealed—or changed. I submit to you therefore, Gentlemen, the expediency of having an enquiry made into this matter before it is too late for redress; leaving the decision there upon (after the quantum or value is ascertained, & held in a state of [?]) to the consideration of a future day. I have ordered that no violence be offered by the Soldiery either to the Persons; or property of these People, wishing that the matter may be taken into consideration by your Hon^{able} Body, & in such a way, as you shall judge most advisable. The inclosed came to me a few days ago, and I beg leave to recommend the purport of it to the consideration of the court.

I shall take the liberty to add, as my opinion, that the Field officers of the Massachusetts Regiments should receive the same pay as those of the other Colonies have done, and that they expected at the time the pay was fixed, that 15 pounds to a Colonel, 12 pounds to a Lieut Colonel and 10pounds to a Major was the actual Establishment of this Government. I could wish therefore they were allowed it, to remove the jealousies and uneasenesses which have arisen.

I am with great respect and esteem
Gentⁿ Y^r Most Obed^t Serv^t
G Washington

Sir William Howe to Earl of Dartmouth, March 21, 1776

On the 2d inst. at night they began a cannonade upon the town; the same was repeated on the evening of the 3d and 4th. On the 5th in the morning it was discovered that the enemy had thrown up three very extensive works with strong batteries on the commanding hills on Dorchester Neck, which must have been the employment of at least 12,000 men. In a situation so critical I determined upon immediate attack; the ardour of the troops encouraged me in this hazardous enterprise, and regiments were expeditiously embarked on board transports to fall down the harbour; but the wind unfortunately coming contrary and blowing very hard the ships were not able to get to their destination . . . The weather continuing boisterous the next day and night gave the enemy time to improve their works, to bring up their cannon, and to put themselves into such a state of defense that I could promise myself little success by attacking them under such disadvantages; wherefore I judged it most advisable to prepare for the evacuation of the town . . . This operation was effected on the 17th, and all the rear guard embarked at 9 o'clock in the morning, without the least loss, irregularity or accident.

Military Journal

MILITARY JOURNAL,
DURING THE
AMERICAN REVOLUTIONARY WAR
FROM 1776 TO 1783;

DESCRIBING

The Events and Transactions of this Period

BY JAMES THACHER, M.D.

LATE SURGEON IN THE AMERICAN ARMY.

MILITARY JOURNAL - 1776

February 22d. - Our regiment, according to orders, marched to Roxbury, and took quarters in the large and elegant house formerly belonging to Governor Shirley. Great preparations are making in our army for some important event. Several regiments of militia arrived from the country; and orders have been received for surgeons and mates to prepare lint and bandages, to the amount of two thousand, for fractured limbs and other gun-shot wounds. It is, however, to be hoped that not one-quarter of the number will be required, whatever may be the nature of the occasion. Great activity and animation are observed among our officers and soldiers, who manifest an anxious desire to have a conflict with the enemy. Either a general assault on the town of Boston, or the erection of works on the heights of Dorchester, or both, is generally supposed to be in contemplation.

March 2d.-A very heavy discharge of cannon and mortars commenced from all our works at Cambridge and Roxbury.

3d.-The firing from our works continues, but the great brass mortar, the Congress, and two others, have unfortunately burst; which is exceedingly regretted.

4th.-The object in view is now generally understood to be the occupying and fortifying of the advantageous heights of Dorchester. A detachment of our troops is ordered to march for this purpose this evening; and our regiment, with several others, has received orders to march at four o'clock in the morning, to relieve them. We are favored with a full bright moon, and the night is remarkably mild and pleasant; the preparations are immense; more than three hundred loaded carts are in motion. By the great exertions of General Mifflin, our quarter-master-general, the requisite number of teams has been procured. The covering party of eight hundred men advance in front. Then follow the carts with the intrenching tools; after which, the working party of twelve hundred, commanded by General Thomas, of Kingston. Next in the martial procession are a train of carts, loaded with fascines and hay, screwed into large bundles of seven or eight hundred weight. The whole procession moved on in solemn silence, and with perfect order and regularity; while the continued roar of cannon serves to engage the attention and divert the enemy from the main object.

5th.-At about four o'clock our regiment followed to the heights of Dorchester, as a relief party. On passing Dorchester neck I observed a vast number of large bundles of screwed hay, arranged in a line next the enemy, to protect our troops from a raking fire, to which we should have been greatly exposed, while passing and repassing. The carts were still in motion with materials; some of them have made three or four trips. On the heights we found two forts in considerable forwardness, and sufficient for a defence against small arms and grape-shot. The amount of labor performed during the night, considering the earth is frozen eighteen inches deep, is almost incredible. The enemy having discovered our works in the morning, commenced a tremendous cannonade from the forts in Boston, and from their shipping in the harbor. Cannon-shot are

continually rolling and rebounding over the hill; and it is astonishing to observe how little our soldiers are terrified by them. During the forenoon we were in momentary expectation of witnessing an awful scene; nothing less than the carnage of Breed's hill battle was expected. The royal troops are perceived to be in motion, as if embarking to pass the harbor, and land on Dorchester shore, to attack our works. The hills and elevations in this vicinity are covered with spectators to witness deeds of horror in the expected conflict. His Excellency General Washington is present, animating and encouraging the soldiers, and they in return manifest their joy, and express a warm desire for the approach of the enemy; each man knows his place, and is resolute to execute his duty. Our breastworks are strengthened, and among the means of defence are a great number of barrels, filled with stones and sand, arranged in front of our works; which are to be put in motion and made to roll down the hill, to break the ranks and legs of the assailants as they advance. These are the preparations for blood and slaughter. Gracious God! if it be determined in thy Providence that thousands of our fellow-creatures shall this day be slain, let thy wrath be appeased, and in mercy grant that victory be on the side of our suffering, bleeding country!

The anxious day has closed, and the enemy has failed to molest us. From appearances, however, there are strong reasons to suppose that they have only postponed their meditated work till another day. It is presumed that the martial fire, which has been enkindled in the breasts of our soldiery, will not be extinguished during the night, and that they will not rest quietly under their disappointment. Early in the morning of the 6th, our regiment was relieved from its tour of duty, and I bade adieu to Dorchester heights, without being called to dress a single wound. Not more than two or three men were killed or wounded during the twenty-four hours. Some of the British troops were seen to embark, and pass down towards the castle last evening, to be in readiness, it was supposed, in conjunction with others, to attack our works this morning; but a most violent storm came on in the night, and still continuing, obliges General Howe to abandon his enterprise, and thus has a kind Providence seen fit to frustrate a design, which must have been attended with immense slaughter and bloodshed. General Howe must now be sensible of his exposed situation, and be convinced of the immediate necessity of evacuating the town of Boston, if he would prevent the sacrifice of his fleet and army.

7th.-There are strong indications in Boston that the king's troops are preparing to evacuate the town; and that no attempt will be made to dispossess our people of the works which we have constructed on Dorchester heights.

8th.-A flag of truce has come out of Boston with a message from the selectmen; acquainting General Washington that General Howe has come to the determination to evacuate the town; and that he would leave it standing, provided his army should be permitted to retire without being molested. At the same time intimating, as is reported, that in case he should be attacked by our army, the town should be set on fire in different places, in order to secure his retreat. We are unacquainted with the determination of his excellency respecting this proposition; but it is well known that he has been in favor of making an attack on the town; and that the necessary preparations were made, and the plan arranged, to be put in execution in the event of the enemy's meditated attack on our works at Dorchester heights. Four thousand troops, the first division commanded by General Sullivan, the second by General Greene, were ordered to be in readiness, and in case the enemy had advanced and been defeated on the heights of Dorchester, this force, at a given signal, was to have rushed into the town and taken possession.

Nothing of consequence occurred to observation till Sunday morning, March 17th, when at an early hour it was perceived that the royal army commenced their embarkation on board of transports. In the course of the forenoon we enjoyed the unspeakable satisfaction of beholding their whole fleet under sail, wafting from our shores the dreadful scourge of war. It was in the

power of the provincials by a cannonade to have annoyed the enemy's shipping and transports as they passed Dorchester heights, and to have occasioned great embarrassment and destruction among them; but no orders were given for this purpose, and they were suffered to pass unmolested. By this event we are happily relieved of a force consisting of seven thousand five hundred and seventy-five regulars, exclusive of the staff, which, with the marines and sailors, may be estimated at about ten thousand in the whole. This force greatly exceeds the five regiments with which General Grant vauntingly boasted in England that he could march successfully from one end of the American continent to the other. A considerable number of Tories, who had joined the royal standard, took passage with their families on board of the transports with the army, and bade adieu to their native country, without knowing what part of the world is to be their destiny.

JAMES THACHER 1823

Available at American Revolution.org (<http://www.americanrevolution.org/archives.html>)

Lesson 4: A Trip to the Massachusetts Archives

Overview:

Students will conduct historical research using the same documents and methods employed by historians. Using the enclosed “Written Document Analysis Worksheet” and the “Visual Document Analysis Worksheet,” students will work in small groups to read and analyze one of the documents or exhibits on display. Using the jigsaw method, students will present their findings to the whole class.

Review or Draw Out Prior Knowledge

1. Lead students through the main exhibit. Explain to students that the Massachusetts Archives contains original documents and artifacts pertaining to Massachusetts history from its inception. Explain that their history books in school are secondary sources, written by historians, and the Archives is a place where historians come to study original documents and artifacts, also known as primary sources.
2. Direct students to examine the documents on display. Ask these questions: are these documents primary or secondary sources? How do you know? How reliable is each document for historical accuracy? How do you know?

Focus on New Learning

3. In the classroom divide students into six groups, and direct each student group to use a *Written Document Analysis Worksheet* or a *Visual Document Analysis Worksheet* based on the document they have been assigned. Each group will receive a packet of materials including the analysis worksheets and copies of the documents listed below.

Groups and Primary Source Assignments

Group 1: Setting Up House

- MA 146/322-322A: *Account Submitted by a Springfield Tavern Keeper, July 13, 1775*
- MA 164/12: *Letter to Colonel James Warren, Speaker of the House, August 23, 1775*

Group 2: The Problem with Prisoners and Smallpox

- MA 206/347-348: *General Court Committee Report, September 26, 1775*
- Secretary’s Letterbooks v.6/19: *Letter to the Council President from Robert H. Harrison, Aide de Camp to General Washington, December 3, 1775*

Group 3: Native Americans and African Americans

- MA 203/165-167: *Report of a Board of Officers Regarding Two “Negro Men,” Forwarded by Washington to the Governor, October 31, 1780*
- MA 194/141-141B: *Letter of Introduction for an Oneida Indian Chief, September 28, 1775*

Group 4: Victory and Farewell

- MA 160/341-342: *Address to General Washington Presented by a Committee of the General Court, March 28, 1776*
- MA 194/297-300: *Letter to the Council, March 21, 1776*

Group 5: Paintings of Washington

- *George Washington in the Uniform of a British Colonial Colonel, by Charles Willson Peale, 1772*
- *Peter Salem Meets General Washington*
- *Washington at Dorchester Heights, by Gilbert Stuart, 1806*

Group 6: Contemporary Newspaper Accounts

- *An Eighteenth-Century Press Release, March 18, 1776*
- *The Boston Gazette and Country Journal, April 1, 1776*
- *The Essex Journal and New Hampshire Packet, Friday, March 22, 1776*

Note: As Groups 5 and 6 focus on visual images and less on text, students who have special needs, are visual learners, or who are reading below grade level will excel in these groups.

4. Allow groups approximately 30 to 40 minutes to read, analyze, and respond to the questionnaires. Ask each group to elect a secretary to write down their answers on the worksheets, and a representative to report their findings to the class.
5. Using the jigsaw method, have each group present their findings in a whole class share. Each group should display their documents for their peers and briefly summarize the contents and what they learned from each document.

Conclusion

6. Ask students what they learned about George Washington and/or about Massachusetts history that they didn't know before. Instructor should list student responses on an easel or board.
7. Ask students if they know of any places in their community like the Massachusetts Archives building that contains primary source documents and artifacts? If they are silent, mention local places for them to do research on their local and family history, for example, the library, local historical society, museum, school, etc.

Extension or Culminating Activity

When returning to the classroom, teachers can ask students to conduct independent, primary source research. Here are some suggestions:

1. Distribute paper and colored pencils to students. Assign students to illustrate an event from the Revolutionary War or to illustrate what may have happened during, some time before, or some time after the date of one of the selected documents analyzed during their trip to the Archives. Encourage students to create their illustrations from the perspectives of an American or British artist.
2. Assign students to use their library or local historical society to research and write a monologue from the perspective of an individual from their community who was alive during the Revolutionary period. In their speeches, they should describe significant events of the period and region, such as the Stamp Act, the Declaration of Independence, the Battle of Bunker Hill, the battles of Lexington and Concord, the Battle of Dorchester Heights, The Boston Massacre, etc.
3. Ask students to conduct research in their local library or historical society and then answer the following essay question: How were the lives of colonists affected by any THREE of the following events in the Revolutionary War?
 - The winter of 1777- 1778

- The Stamp Act
- The Battle of Bunker Hill
- The Declaration of Independence
- The Boston Massacre
- The battles of Lexington and Concord
- The defection of Benedict Arnold
- The Battle of Saratoga
- The surrender of Cornwallis
- The 1783 Treaty of Paris

Written Document Analysis Worksheet

Directions: As a group read the document(s). Reading out loud may help you with difficult spelling and hard to read handwriting. Then, discuss and answer the questions below.

1. Type of Document (Check one):

- | | | |
|---|--|---|
| <input type="checkbox"/> Newspaper | <input type="checkbox"/> Map | <input type="checkbox"/> Advertisement |
| <input type="checkbox"/> Letter | <input type="checkbox"/> Telegram | <input type="checkbox"/> Congressional Record |
| <input type="checkbox"/> Patent | <input type="checkbox"/> Press Release | <input type="checkbox"/> Census Report |
| <input type="checkbox"/> Diary or Journal | <input type="checkbox"/> Government Record | <input type="checkbox"/> Legal Document |

2. Unique Physical Qualities of the Document (Check one or more):

- | | |
|---|---|
| <input type="checkbox"/> Interesting letterhead | <input type="checkbox"/> Notations |
| <input type="checkbox"/> Handwritten | <input type="checkbox"/> "RECEIVED" stamp |
| <input type="checkbox"/> Typed | <input type="checkbox"/> Seals |

3. Date(s) of Document(s): _____

4. Author (or creator) of the document: _____

Position (title): _____

5. For what audience (or to whom) was the document written? _____

6. Document Information (There are many possible ways to answer questions A-C.)

A. Summarize the document (briefly, what story does this document tell?)

B. List two things the document tells you about life in the United States at the time it was written: _____

C. Write one or two things that your group found new or particularly interesting from the document(s).

Visual Document Analysis Worksheet

Visual documents include photographs, films, paintings and other types of artwork. Because visual documents capture moments in time, they can provide evidence about a culture at specific moments in history: its customs, preferences, styles, special occasions, work, and play. Like written documents, a visual document has a creator with a point of view. Think about the creator's point of view as you carefully analyze the image's content. What was the creator's purpose? Why this particular pose? Why that perspective? Why that framing? Why this distance? Why this subject? What was included? What was excluded?

Step 1. Observation

A. Study the photograph or the painting for 2 minutes. Form an overall impression of the image and then examine individual items. Next, divide the image into quadrants (four sections) and study each section to see what new details become visible.

B. Use the chart below to list people, objects, and activities in the image.

People

Objects

Activities

C. What moment in history does this image capture?

Step 2. Inference

Based on what you have observed above, list things you might infer from this photograph or painting

C. What feeling(s) or mood does this image convey?

D. List as many adjectives as you can to describe the main character in this image.

E. How are we (the viewers) supposed to feel about the character or the event portrayed in this image?

Optional Lesson: Geography

Mapping the Revolution

An Assignment Discovery Lesson

Discovery Channel School

www.discoveryschool.com

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History and Social Science Curriculum Learning Standards Met in this Lesson

- Learning Standard 1: Chronology and Cause
- Learning Standard 2: Historical Understanding
- Learning Standard 3: Research, Evidence, and Point of View
- Learning Standard 6: Interdisciplinary Learning: Natural Science, Mathematics, and Technology in History
- Learning Standard 8: Places and Regions of the World

Curriculum Focus: geography, military history, map skills

Duration: 3-5 class periods

Credits: Tish Raff, Social Studies Teacher, Sequoyah Elementary School, Derwood, Maryland

Learning Objectives

Students will:

1. Locate the significant battles of the American Revolution
2. Demonstrate and interpret the effects of geographic factors on troop movements and successes during the Revolutionary War
3. Examine the effects of the battle locations on the populace and the impact of population distribution on battle locations
4. Work effectively as a team

Materials

Information sources including Internet sites, magazines and books, electronic encyclopedias and databases; maps, paper, pens, rulers and markers, software and equipment for generating a Web page battle list (optional)

Procedure

Maps are essential for successful military encounters. However, the maps of that time were fairly primitive compared to the detailed maps and satellite images available now. Suppose the generals had had more detailed map drawn with greater accuracy. Would the war have proceeded differently?

Invite your students to plot new maps of the encounters of the American Revolution, and have them suggest different military strategies the armies might have taken. The maps should be designed to offer the soldiers and generals more explicit detail and a clearer understanding of the terrain, territory, and tasks confronting them. When the maps are complete, they should reveal information about not only military engagements, but also the effects of war on civilian

populations. Class members will then exchange the maps to gain information and evaluate their potential for affecting the outcome of the battle.

1. Begin with a discussion about the importance of maps to the military. What information and features can maps offer generals as they plan their strategy? How do the terrain and other geographical features impact the planning? What would happen if no maps were available? What problems may cartographers of the Revolutionary War have encountered? How do the weapons and the experience of the soldiers affect the strategy? To what extent do these things affect the preparation of the map?
2. Use the following battle list to assign, or have students select, battles to map:

1775

- Lexington, Mass.
- Concord, Mass.
- Bunker Hill (Breed's Hill), Mass.

1776

- Dorchester Heights, Mass

1778

- Newport, R.I.

Students may also select several battles occurring in the same area or during the same time period and show them on one map. Then ask students to prepare the maps individually, in pairs, or in small groups using the *Map Planning Worksheet* as a guide. Students should also use the *Map Checklist Worksheet* to ensure their maps are complete.

3. As part of their research, students should locate and use period maps to determine the towns or settlements affected by each battle, as well as the physical features which may have influenced the outcome. They should also discover and consider any climatic factors and resources that may have had an impact on the troops and civilian population.
4. Have teams present and describe their maps to the class, stressing how they represent improvements to those originally available. Encourage the students to explain how their maps may have made a difference to the military of the time.

Closure

Use the maps to create a bulletin board or wall of maps showing as much as possible about the locations of the battles of the American Revolution. Have students use their maps and worksheets to analyze battles, both in terms of strategy actually used and any recommendations they would have made for a different approach.

Useful Links

American Revolution Map Collections Home Page at the Library of Congress:

<http://memory.loc.gov/ammem/gmdhtml/armhtml/armhome.html>

Click on Military Battles and Campaigns

Map Planning Worksheet

Use this worksheet when you conduct your research. It will help ensure that you acquire all necessary information for creating a map.

Battle(s) selected: _____

Dates of fighting: _____

Locations: _____

Generals in charge: _____

Other significant military or civilian personnel: _____

Impact on the civilian population: _____

Location of the enemy: _____

Enemy leaders and other personnel: _____

Terrain: _____

Special considerations: There might be a town or settlement located in certain parts of the battle scene. A river might run through it, or mountains might form a border. Note these here. _____

Number and relative location of troops:

1. American _____ **2. British** _____

Preceding significant battle: _____

Subsequent significant battle: _____

Map Checklist

Once research and planning are complete, begin construction of your map. Use the checklist below to be sure that you have included all the important elements of a good map.

- Title**
- Date**
- Orientation/compass rose**
- Border to define the outer edges of the map**
- Legend or key**
- Scale**
- Grid**
- Surrounding places**
- Delineation of land and water**
- Index with grid locations**
- Sources**
- Authors**

Use the work you have done to analyze your battle, both in terms of the strategy actually used and any recommendations you would have made for a different approach.

Military strategy and suggestions: _____

Optional Lesson: Economics

The Costs and Benefits of Independence

An Assignment Discovery Lesson

Discovery Channel School

www.discoveryschool.com

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History and Social Science Curriculum Learning Standards Met in this Lesson

- Learning Standard 1: Chronology and Cause
- Learning Standard 2: Historical Understanding
- Learning Standard 6: Interdisciplinary Learning: Natural Science, Mathematics, and Technology in History
- Learning Standard 8: Places and Regions of the World
- Learning Standard 13: American and Massachusetts Economic History

Curriculum Focus: Economics, U.S. History

Duration: One class period

Credits: United States History: Eyes on the Economy, Courtesy of National Council on Economic Education

Objective

Students will:

1. Identify costs and benefits of membership in the British empire during the American revolution
2. Analyze the colonists' decision to rebel by comparing their current and future advantages and disadvantages as members of the empire

Materials

One transparency of *The Principles of Choice*, one copy for each student of the *Activity Sheet*

Introduction

History: By the 1760s, the relationships established by the British with their North American colonies seemed difficult to sustain. When the English Parliament sought additional resources from the colonies, many Americans no longer wished to cooperate.

Mystery: The British colonies in North America were able to grow and prosper. Since the colonists were economically successful under British rule, why did they fight so hard for independence?

Economic History: For most of their history, the colonists had experienced few costs and many benefits from membership in the British empire. New Parliamentary restrictions on settlement and new taxes increased costs and suggested that continued membership would yield fewer

additional benefits in the future. Achieving the benefits of independence appeared to be worth the costs of armed conflict.

Procedure

1. Explain to the class that American colonists experienced many benefits as a result of their membership in the British empire. Many American colonists, in fact, became prosperous under this arrangement. Distribute the *Activity Sheet* and read the introduction to the class. Since the colonists had been economically successful under British colonial rule, why fight so hard for independence?
2. Display *The Principles of Choice* and review them. Ask the students to speculate about the answer to this mystery. Stress that while the immediate benefits of choosing to remain in the empire were appealing to some (principle 1), many colonists apparently were also calculating what the consequences would be in the future (principle 6).
3. Divide the class into groups. Tell the students that their purpose in reading the remainder of the activity sheet is to find out what the colonists' advantages and disadvantages were as members of the empire. Then find out what tipped the scales toward independence by completing the activity sheet.
4. Discuss the activity sheet by asking:

What benefits did the colonists gain from membership in the British Empire?

Bounties on colonial products and military protection.

What costs did the colonists incur as a result of their membership in the British empire?

Restrictions on trade, restrictions on settlement, and increased taxes.

Why did the American colonists decide to fight for independence?

The colonists believed that future costs of membership in the empire were increasing and future benefits were decreasing. They wished to preserve the independence they experienced prior to 1650, before the passage of the Navigation Acts and other new restrictions.

Closure

Remind the class that an economic perspective assumes that historical events result from human choices. When people choose, they are selecting options whose benefits seem to exceed the costs. American colonists chose to fight the Revolution because they believed benefits would not exceed future costs that were increasing.

The Costs and Benefits of Independence

The Principles of Choice

1. People choose.
2. People's choices involve costs.
3. People respond to incentives in predictable ways.
4. People create economic systems that influence individual choices and incentives.
5. People gain when they trade voluntarily.
6. People's choices have consequences for the future.

The Costs and Benefits of Independence

Activity Sheet

An Economic Mystery

The British brought an economic system to North America that enabled the colonies to grow and prosper. Planters produced large crops of rice, indigo, and tobacco. Small farmers were successful at raising livestock, corn, and wheat. Colonists steadily expanded their export markets. If the colonists were so economically successful under British rule, why did they fight so hard for independence? If we use economic reasoning to understand the problem, we recognize that the colonists must have imagined that they were acting in their own best interests. They were making an economic decision wherein the expected benefits of remaining under British control must have seemed no longer worth the expected costs. Let's pursue this by looking first at the benefits.

The Benefits

Clues to solving the mystery can be found by considering the benefits the colonists gained by remaining in the empire.

Bounties: A bounty was a special subsidy paid by the British to encourage trade of some products. The British government recognized the export value of indigo, silk, and naval stores. (Naval stores are pitch, turpentine, tar, and masts). To secure these products, the British paid a bounty to some colonists who traded the products to England, in addition to whatever the product earned when sold in Britain. These bounties gave the colonists more than they would have otherwise earned. The bounties assured Britain a supply of these products.

Shipbuilding: Other economic rules also benefited the colonies. For example, English law required that ships used for trade in the empire must be built in the empire. This law stimulated demand for ships built in New England. Eventually one-third of the British Empire's ships were built in the colonies.

Military Protection: The defense of the colonies was paid for by Britain. The British government helped the colonists to fight the Spanish, some Native Americans, and the French. Moreover, American ships under the British flag were able to sail along the Barbary Coast without fear of the Barbary pirates. Britain had negotiated agreements with the pirates to discourage them from attacking British or colonial ships.

Left Alone: Until the 1650s and the passage of the Navigation Acts, the North American colonies were independent in all but name. The restrictions of the Navigation Acts were often ignored. The colonists were English citizens who enjoyed being members of the British Empire but, in fact, were left largely on their own. Many colonists prospered under this policy of benign neglect.

What do you think were some of the costs of remaining in the empire?

The Costs

Obviously, important clues to understanding the colonists' decision to fight can also be found in looking at the costs of membership in the empire.

Trade Restrictions: A deliberate policy of tighter controls over the colonial economy began in the 1650s. In response to competition from the Dutch, the British Parliament imposed the Navigation Acts of 1651 and expanded them in 1660. The 1660 act required, among other things, that certain products produced in the colonies were to be shipped only to England before being shipped anywhere else. Sugar, tobacco, and indigo were on the list of products, and these exports were important to the colonies. The new law restricted the markets for their sale so it was not surprising that the law provoked complaints.

Settlement Restrictions: In 1763, the British defeated the French forces in America and acquired territory around the Great Lakes. The territory was inhabited by Native Americans who had supported the French against the English. The American colonists wanted to press settlement further into this territory. Tensions ran high. Fighting broke out between colonists and Native Americans. Soon, Chief Pontiac led a powerful confederation of tribes into the fight.

The British response was to separate the warring parties. The Proclamation of 1763 forbade further settlement across the Appalachian Mountains. This solution angered many colonists who had wanted to divide this land into farms for settlement. Moreover, it did little to solve the problem. Illegal settlement in the contested area continued.

Increased Taxes: By 1763, after they had concluded the French and Indian War, the British struggled to pay debts incurred during the war. They felt that the colonies should share some of the burden. The result was the passage of a series of laws intended to extract more revenue from the colonies. Included were the Sugar Act, Stamp Act, Townshend Acts, and the Tea Act.

You have now read about some of the benefits and costs of colonial membership in the British empire. Why do you think the colonists chose to fight for independence?

Why Fight?

The colonists saw clear benefits and costs in continued membership in the British empire. What tipped the scales in favor of independence? The colonists believed that the future benefits of empire membership were declining while future costs were rising. Until 1763, the North American colonies were nearly independent. The benefits of membership were high and the costs were low. After 1763, increasing interference was the new British policy. The costs of membership rose. When the benefits are decreasing and the costs are increasing, people are encouraged to make different choices.

Interference was most clearly represented by efforts to increase taxes. People tend to accept tax obligations voluntarily if they are convinced that the public services paid for by the taxes are worth the cost. The colonists decided that the new taxes were more of a benefit to English citizens elsewhere and less of a benefit to the colonists. With eyes fixed clearly on the elimination of increased costs, the colonists decided to fight to achieve formal independence despite the powerful incentives offered by remaining in the Empire.

Was leaving the empire the right decision? It may be the case that the costs of remaining in the empire would not have been as great as the colonists thought they would be. Parliament might have been persuaded to remove the restrictions it imposed. Moreover, the colonists almost certainly underestimated the costs of the war. Nonetheless, they acted in what they thought was their own self-interest.

Questions for Discussion

1. What benefits did the colonists gain from membership in the British empire?
2. What costs did the colonists incur as a result of their membership in the British Empire?
3. Why did the Americans decide to fight for independence?
4. What other possible resolutions could the colonists try other than rebellion?

Optional Lesson: On-Line Washington Character Study

Author: This excerpt from a thematic unit on the American Revolutionary War was created by Shannon O'Connor, who currently teaches a self-contained emotional support room, grades 5-8, for the Athens Area School District.

Available at:

<http://www.people2.clarityconnect.com/webpages4/kcarsons/oconunit/lessons.htm#gwlesson>

Grade Level: 5 – 8

Overview: Using books, the Internet, and traditional research methods, students will create a first person scenario of George Washington. Students will work in pairs to gather and present details on various aspects of Washington's life. Students will also create a George Washington Fact Quiz for a bulletin board.

Goal: For students to identify characteristics and events that made George Washington an important leader in the shaping of the United States

History and Social Science Curriculum Learning Standards Met in this Lesson

- Learning Standard 1: Chronology and Cause
- Learning Standard 2: Historical Understanding
- Learning Standard 3: Research, Evidence, and Point of View
- Learning Standard 4: Society, Diversity, Commonality, and the Individual
- Learning Standard 17: The Founding Documents

Learning Objectives

Students will:

- Prove or dispel historical myths about George Washington
- Students will understand the following aspects of George Washington: his childhood, family life, military career, and presidency

Background Knowledge: Students have a working understanding of using a Web browser, search engines, creating bookmarks, and using Netscape Composer.

Materials/Resources: note cards, markers, nonfiction books

URL's to be Utilized

<http://www.mountvernon.org/education/index.html> – George Washington's home

<http://gi.grolier.com/presidents/aae/bios/01pwash.html> – Grolier Encyclopedia

<http://clio.nara.gov:70/about/publ/prologue/george.html> – includes portraits of Washington

<http://www.si.edu/nmah/timeline/02wash.htm> – Smithsonian Institution: see Washington’s tent, mess chest, sword & uniform

<http://www.whitehouse.gov/WH/glimpse/presidents/html/gw1.html> – includes inaugural addresses

<http://tqjunior.advanced.org/3803/> -- see how 18th-century people dressed

Procedure and Activities

Session #1 – approximately 25 minutes

1. Brainstorm, as a group, all that we know about George Washington. Record statements on the board while students keep lists in their notebooks or journals. Include these two facts: Washington was a planter and a soldier, and Washington’s nickname was “Father of the Country.” (these facts will be quickly proved by the students and serve as a model).
2. Students will access the site <http://gi.grolier.com/presidents/aae/bios/01pwash.html> and select Quick Facts.
3. Students will verify the statements that the group had brainstormed relating to George Washington as well as adding to their fact lists.
4. Students will access the site <http://www.mountvernon.org/education/index.html>
5. Challenge students to take the George Washington: True or False Quiz. (Select biographical information, then select quiz from the table of contents). Students may include these facts in creating the Bulletin Board Quiz.
6. Students will create the George Washington Bulletin Board Quiz using facts gathered. Each student is to submit and post a fact card.

Session #2 – approximately 25 minutes

1. In groups of 2 or 3, students will select one of the following topics to research:
 - Boyhood
 - Family man
 - Farmer
 - Slave owner
 - Role in French and Indian War
 - Role in Revolutionary War
 - President
2. Students will research topics using the URLs:

<http://www.mountvernon.org/education/index.html> – George Washington’s home

<http://gi.grolier.com/presidents/aae/bios/01pwash.html> – Grolier Encyclopedia

<http://clio.nara.gov:70/about/publ/prologue/george.html> – includes portraits of Washington

<http://www.si.edu/nmah/timeline/02wash.htm> – Smithsonian Institution: see Washington’s tent, mass chest, sword, and uniform

<http://www.whitehouse.gov/WH/glimpse/presidents/html/gw1/html> – includes inaugural addresses

<http://tqjunior.advanced.org/3803/> - see how 18th-century people dresses

Students can use search engines (Yahoo.com, Altavista.com, Google.com, etc) to find and bookmark additional sites. Students will take notes of their findings using Netscape Composer and/or save information to their diskettes.

3. When finished with research, students are to take the “Online Quiz” and print results at:
<http://mountvernon.org/education/index.html>

Lesson Summary

Questions for Discussion

1. Did you find additional sites other than those listed?
2. What other facts did we learn about George Washington? Cite examples from his life.
3. What are the personal characteristics of George Washington? Cite examples from his life.
4. How did these personal characteristics help Washington as a military leader and in his presidency?

Assessment

Students will create a George Washington Quiz board that will highlight unique facts about Washington as well as address historical myths (i.e. the wooden teeth).

Each pair, or group, will create a three to five minute presentation focusing on their individual aspect of Washington’s life. The presentation will be an informative play where each act is a different aspect of Washington’s life. Students will present their information in chronological order and are encouraged to use props, costumes, and other visual materials.

Optional Lesson: American Revolution Simulation

An Ask ERIC Lesson Plan

Lesson Plan #: AELP-USH0003 available at:

http://ericir.syr.edu/Virtual/Lessons/Social_St/US_history/USH0003.html

Submitted by: Roseann Fox, Casper, WY.

Endorsed by: These lesson plans are the result of the work of the teachers who have attended the Columbia Education Center's Summer Workshop. CEC is a consortium of teachers from 14 western states dedicated to improving the quality of education in the rural, western United States, and particularly the quality of math and science education. CEC uses Big Sky Telegraph as the hub of its telecommunications network, which allows the participating teachers to stay in contact with the trainers and peers whom they met at the workshops.

History and Social Science Curriculum Learning Standards Met in this Lesson

- Learning Standard 1: Chronology and Cause
- Learning Standard 2: Historical Understanding
- Learning Standard 4: Society, Diversity, Commonality, and the Individual

Grade Level/Subject: 5 – 8, U.S. History

Overview: In order for students to understand why the American colonies declared their independence, the students should be able to relate to that which is held most dearly, i.e. life, liberty and the pursuit of happiness.

Objective: The student will understand the grievances of the American colonists.

Resources/Materials: handouts, minimal props, text that covers the American Revolution

Activity: The Queen/King Yuckabella role play

Queen Yuckabella Rebellion Simulation Game-Teacher's Guide

Objective: To understand how situations in life can cause people to leave their homeland and their valued possessions to live in an unknown world

The teacher should play the role of the queen or king in order that NO real arbitration exists. While the assigned groups are meeting with their work details and when they are writing their grievances the teacher will explain to the royal court that they are under NO circumstances to give in to the peasants' demands.

Step 1. When students arrive, each will draw a card telling what role he/she will play in the simulation: royal court (3), child, worker, professional.

Step 2. Each student will be given a royal proclamation--which will be read to the peasants (see enclosed handout).

Step 3. Each group will be given a work/professional description sheet.

Step 4. Each student will read work/profession description.

Step 5. Each group will discuss their reactions to the proclamations.

Step 6. Each group will list their grievances and request a meeting with the court.

Step 7. The royal group will plot their strategy regarding how they will deal with the peasants' complaints.

Step 8. Each group may speak to the court jointly or with spokesperson/persons.

Step 9. The royal court will listen politely to all grievances, ask questions, including asking if the group has an alternative remedy. The court will not render a judgment until all groups are heard.

Step 10. Court decisions:

a. Jail

b. Death penalty

c. Colonize on the new planet "Madonna"--reminding them of the fact that they shall never be allowed back to Dimdom and their loved ones once they accept this alternative.

Step 10. Each group will choose a, b, c.

Step 11. Royalty will record their decisions.

Tying It All Together

Compare/Contrast

After a successful revolution, students should get into groups to list the rights and privileges that were taken away from them. They should then prioritize the list so that they understand the ones that were considered the greatest loss. Students should read about the demands England placed on the colonies. The students will then in their groups list the grievances the colonists had. With the two lists, students should be able to understand why the colonies felt impelled to go to war. Follow up activities may include: political cartoons (past/present), editorials, posters, creative writing.

Proclamation

Here ye here ye attention all subjects of Her Majesty Queen Yuckabella:

After thoughtful and careful considerations, the royal court and Her Majesty Queen Yuckabella have made "slight" changes in the order of your lives.

Please keep in mind that the royal court cares about each of you and because of its infinite wisdom knows what is best for you. You will be eternally grateful for the manner in which you are all being cared for in such a selfless manner.

1. No more private vehicles are allowed; this includes motorcycles, trucks of all forms, bicycles, automobiles, etc. --your needs will be met by the kingdom.
2. No more television except for the queen's network--news, weather, necessary educational matters.
3. No more school for laborers' families.
4. No more shopping areas--needed materials will be issued. This will include acceptable uniforms for the roles you will serve in the new kingdom.
5. Healthy and practical foods will be rationed--you have no need for grocery stores.
6. You will be assigned medical personnel.
7. Your private property shall be made the property of the kingdom and you will be given adequate housing and shelter.
8. Henceforth no marriages will be allowed without the prior approval of Her Majesty's court.
9. All married people planning on having children must also receive approval--and children born without license will be seized and made wards of the court.
10. From this time on no travel is allowed without special permission--you have no need to leave this area.
11. You must submit all reading materials you have in your private possession. All books, magazines, flyers, pamphlets, etc. must have the royal stamp.
12. Children 10 years and under will be issued a schedule of approved activities.
13. Young people 11-15 will also have schedules, which will include their orders for adult life training.
14. Young adults 16+ will be given their lifetime work assignments.
15. No persons will be allowed outside their homes after 5 p.m. unless attending a royally approved activity.
16. All movies, plays, and recreational activities will cease immediately and shall be replaced with acceptable alternatives. No modern music will be allowed nor dancing. The

music you will be allowed to enjoy will be religious or about queen Yuckabella and your country.

17. There is no need for decorative items--pictures, jewels, sculptures, etc. These will be housed on the royal grounds for all citizens to view and enjoy.

18. There is no need for personal communication—therefore your telephones will be modified to go to the royal court only. In the same respect, any private written communication shall be mailed in the royal post office only—your correspondence shall also be through the queen's post office.

19. There will be no work allowed on Sundays--you must attend Her Majesty's church 8 a.m. to 12:00 noon and 2 p.m. to 4 p.m. No activity is allowed but the reading of the Queen's Bible.

20. You are all equal and will be treated thus-- all your needs will be met by queen Yuckabella and her court. That is why she and the royal members will need private transportation, travel rights and individual dress and jewelry--remember-we will be representing you in world affairs.

21. Certain young adults between the ages of 16-22 years will be expected to serve in her majesty's military forces. Yours will be a special assignment-one that should be viewed as a special privilege.

22. There will be no need for any kind of currency since you will need to purchase nothing.

23. In order for you to understand the wonderful opportunities given to you, you will have the opportunity to discuss these matters with the queen and her court.

Grievance Form

Peasants: use the following form if you choose to be heard by the Royal Court.

Reason For The Conference:

Do you have grievances? _____

If so please list and be ready to explain:

feel free to add any more:

Appendix A Internet Resources

<http://www.state.ma.us/hst.htm> – Commonwealth of Massachusetts History Links Page for state agencies, publications, and historic sites including the **Massachusetts Archives**, **Commonwealth Museum**, and **Massachusetts Historical Commission**.

<http://www.masshist.org/index.html> – Massachusetts Historical Society Home Page. Click on “The Battle of Bunker Hill” for on-line learning activities, images, and eyewitness accounts

<http://www.ci.cambridge.ma.us/~Historic/index.html> – Cambridge Historical Commission

<http://www.nps.gov/long/index.htm> – Longfellow National Historic Site Home Page: Detailed information and images of the home Washington used as his headquarters in Cambridge

<http://memory.loc.gov/ammem/gwhtml/gwhome.html> - The complete George Washington Papers from the Manuscript Division at the Library of Congress consisting of approximately 65,000 documents available on-line

<http://memory.loc.gov/ammem/amlaw/lwjc.html> - The *Journals of the Continental Congress*, the records of the daily proceedings, Manuscript Division of the Library of Congress

<http://learning.loc.gov/ammem/ndlpedu/websites.html> – Library of Congress Learning Page: Directory of Internet Resources

<http://memory.loc.gov/ammem/gmdhtml/armhtml/armhome.html> – “The American Revolution and its Era” Map Collections, Library of Congress, American Memory Project

<http://personal.pitnet.net/primarysources/#17> – The American Colonists Library: A Treasury of Primary Source Documents Pertaining to Early American History (superb links page!)

<http://www.americanrevolution.org/archives.html> – Thatcher’s military journal and other primary source documents

<http://www.mountvernon.org/education/index.html> – George Washington’s home

<http://gi.grolier.com/presidents/aae/bios/01pwash.html> – Grolier Encyclopedia

<http://clio.nara.gov:70/about/publ/prologue/george.html> – includes portraits of Washington

<http://www.si.edu/nmah/timeline/02wash.htm> – Smithsonian Institution: see Washington’s tent, mess chest, sword & uniform

<http://learning.loc.gov/ammem/ndlpedu/lessons/gw/gwintro.html> – George Washington Unit/Lesson Plans from the Library of Congress’s American Memory Project

<http://ericir.syr.edu/Virtual/Lessons/crossroads/index.html> – Crossroads: A K-6 American History Curriculum

Appendix B Additional Resources on Primary Sources and George Washington in Massachusetts

Massachusetts Archives and Commonwealth Museum
220 Morrissey Boulevard
Boston, MA 02125
(617) 727-2816

Historical Documents and Exhibits on General George Washington in Massachusetts

Massachusetts Historical Commission
220 Morrissey Boulevard
Boston, MA 02125
(617) 227-8460

Massachusetts Historical Society
1154 Boylston Street
Boston, MA 02215-3695
617 536-1608

Cambridge Historical Commission
831 Massachusetts Avenue
Cambridge, MA 02138
(617) 349-4683

Cambridge Historical Society
159 Brattle Street
Cambridge, MA 02138
(617) 547-4252

Boston Athenaeum
10 1/2 Beacon St.
Boston, MA 02108
(617) 227-0270

Society of the Cincinnati
(202) 785-2040

Mount Vernon Ladies Association
(703) 799-8603

Appendix C Massachusetts Historical Sites for Further Exploration

Longfellow National Historic Site

105 Brattle Street

Cambridge, MA 02138

(617) 876-4491

Washington's Headquarters July 1775 - April 1996

Dorchester Heights Monument

Thomas Park

South Boston, MA 02127

(617) 242-5642

Site of Washington's first victory of the Revolutionary War

Boston African American National Historic Site

46 Joy Street

Boston, MA 02114

(617) 227-6537

Bunker Hill Pavilion

55 Constitution Rd.

Charlestown, MA 02129

(617) 241-7575

Boston National Historical Park

Charlestown Navy Yard

Boston, MA 02129

(617) 242-5689

Minute Man National Historical Park

174 Liberty Street

Concord, MA 01742

(978) 369-6993

Springfield Armory National Historic Site

1 Armory Square

Springfield, MA 01105-1299

(413) 734-8551

Museum of Our National Heritage

33 Marrett Rd.

Lexington, MA

(781) 861-6559

Appendix D Suggestions for Further Reading

- Bober, Natalie S. *Abigail Adams: Witness to a Revolution*. New York: Aladdin Paperbacks, 1998.
- Brooks, Victor. *The Boston Campaign: April 1775 – March 1776*. Pennsylvania: Combined Publishing, 1999.
- Callahan, North. *Henry Knox, General Washington's General*. New York: Rinehart & Co., 1958.
- Clark, Harrison. *All Cloudless Glory: The Life of George Washington, Vol. 2, Making a Nation*. Washington: Regnery Publishing, Inc., 1996.
- Emerson, Amelia Forbes, ed. *Diaries and Letters of William Emerson, 1743-1776*. Boston: Thomas Todd Co., 1972.
- Fitzpatrick, John C. ed. *The Writings of George Washington from the Original Manuscript Sources, 1745-1799*. Washington: U.S. Government Printing Office, 1931-1944.
- Flexner, James Thomas. *Washington: The Indispensable Man*. Boston: Little, Brown and Co., 1974.
- *George Washington in the American Revolution: 1775-1783*. Boston: Little, Brown and Co., 1968.
- Forbes, Esther. *Johnny Tremain*. Boston: Yearling Books, 1987.
- Harris, John, ed. *Washington's First Victory: The Liberation of Boston*. Boston: Globe Newspaper Co., 1976.
- Langguth, A.J. *Patriots: The Men Who Started The American Revolution*. New York: Simon & Schuster, 1988.

Appendix E Massachusetts Curriculum Frameworks and Core Knowledge

Applicable to General George Washington in Massachusetts

Learning Standard 1: Chronology and Cause

Students will understand the chronological order of historical events and recognize the complexity of historical cause and effect, including the interaction of forces from different spheres of human activity, the importance of ideas, and of individual choices, actions, and character.

| Learning Standard and Components | Core Knowledge | Examples from Washington Unit |
|--|--|--|
| <p><i>Grades 5-8</i></p> <ul style="list-style-type: none"> • Students understand multiple causes, how forces from different spheres of life can cause or shape an event. • Students understand the power of ideas behind important events. • Students recognize the importance of individual choices, action, and character. | <p><i>Grades 5-8</i></p> <p>The American Revolution</p> <ul style="list-style-type: none"> • Events and interests behind the American Revolution • First battles in Massachusetts • Leaders, turning points, and deciding factors of the Revolutionary War • The Anglo-American political heritage • Leading Founders, founding documents and debates • The early Republic: Washington as founding statesman | <p><i>Grades 5-8</i></p> <ul style="list-style-type: none"> • Using primary source documents, students create a narrative of events leading up to the British siege of Boston, the choice and appointment of Washington as first commander in chief of the Continental Army, the effect of the events in Boston on building Washington’s leadership and military abilities, why the problems with supplies led to a strategic plan for defending Boston, how Washington achieved his first victory against the British, and how the events in this period began shaping future democratic principles. |
| <p><i>Grades 9-10</i></p> <p>Students grasp the multiplicity of factors from each sphere of life in both the long term and short term causes of historical turning points.</p> | <p><i>Grades 9-10</i></p> <ul style="list-style-type: none"> • World History, Geography, and Cultures | <p><i>Grades 9-10</i></p> <ul style="list-style-type: none"> • Using primary source documents from both American and British sources, students examine multiple perspectives on the American Revolution and the struggle between loyalists for peace with Britain and those patriots who were deciding between a reconciliation or fighting for independence. |
| <p><i>Grades 11-12</i></p> <ul style="list-style-type: none"> • Students recognize the occasions on which the collaboration of different kinds of people, often with different motives, has accomplished important changes. | <p><i>Grades 11-12</i></p> <ul style="list-style-type: none"> • United States History and Government 1865 to present • Civics/ Government | <p><i>Grades 11-12</i></p> <ul style="list-style-type: none"> • Using primary source documents created by a variety of participants in historical events, students will explore the biases and motives of key players in the early years of the American Revolution, and the development and change of ideals leading to independence. |

Learning Standard 2: Historical Understanding

Students will understand the meaning, implications, and import of historical events, while recognizing the contingency and unpredictability of history—how events could have taken other directions—by studying past ideas as they were thought, and past events as they were lived, by people of the time.

| Learning Standard and Components | Core Knowledge | Examples from Washington Unit |
|--|--|--|
| <p><i>Grades 5-8</i></p> <ul style="list-style-type: none"> Students understand how people in the past could believe themselves justified in excluding others from their community or privileges. Students recognize the contingency of history and how it must be taken into account when passing judgment on people and actions of the past. | <p><i>Grades 5-8</i></p> <p>The American Revolution</p> <ul style="list-style-type: none"> Events and interests behind the American Revolution First battles in Massachusetts Leaders, turning points, and deciding factors of the Revolutionary War The Anglo-American political heritage Leading Founders, founding documents and debates The early Republic: Washington as founding statesman | <p><i>Grades 5-8</i></p> <ul style="list-style-type: none"> Students will participate in an American Revolution simulation in which they must role play (royalty, merchants, peasants) and directly experience conditions leading to revolution. Using primary source documents written by several key figures in the American Revolution, students will understand that in the beginning stages of the Revolution, leaders such as Washington, Adams, and other Boston patriots believed that a war with Britain would never be fought; nor was it a foregone conclusion that they were fighting for independence. Students will examine diaries and letters from important figures that illustrate the conflicting idealism and objectives felt by several different individuals and organizations. |
| <p><i>Grades 9-10</i></p> <ul style="list-style-type: none"> Students understand past ideas as they were thought, and past events as they were lived, by people at different times and places. | <p><i>Grades 9-10</i></p> <ul style="list-style-type: none"> World History, Geography, and Cultures | <p><i>Grades 9-10</i></p> <ul style="list-style-type: none"> Using primary source documents written by several key figure in the American Revolution, students will understand that in the beginning stages of the Revolution, leaders such as Washington, Adams, and other Boston Patriots believed that a war with Britain would never be fought, nor was it a foregone conclusion that they were fighting for independence. Students will examine diaries and letters from important figures that illustrate the conflicting idealism and objectives felt by several different individuals and organizations. |

| Learning Standard and Components | Core Knowledge | Examples from Washington Unit |
|--|---|--|
| <p><i>Grades 11-12</i></p> <ul style="list-style-type: none"> Students understand the use of historical events as warnings to us, and the dangers of regarding them as lessons to copy as we confront our own problems. | <p><i>Grades 11-12</i></p> <ul style="list-style-type: none"> United States History and Government 1865 to present Civics/ Government | <p><i>Grades 11-12</i></p> <ul style="list-style-type: none"> Students will examine diaries and letters from important figures that illustrate the conflicting idealism and objectives felt by several different individuals and organizations. Students will create a narrative of events using primary sources that highlight the conflicted nature of early patriots who chose to spy for Britain and the mistakes they made. |

Learning Standard 3: Research, Evidence, and Point of View

Students will acquire the ability to frame questions that can be answered by historical study and research; to collect, evaluate, and employ information from primary and secondary sources, and to apply it in oral and written presentations. They will understand the many kinds and uses of evidence; and by comparing competing historical narratives, they will differentiate historical fact from fiction.

| | | |
|---|--|--|
| <p><i>Grades 5-8</i></p> <ul style="list-style-type: none"> Students explain differences in the points of view in historical accounts of controversial events. Students understand ways of finding and testing evidence from societies leaving no written records. Students recognize relationships between primary and secondary sources, and the uses of each. | <p><i>Grades 5-8</i></p> <p>The American Revolution</p> <ul style="list-style-type: none"> Events and interests behind the American Revolution First battles in Massachusetts Leaders, turning points, and deciding factors of the Revolutionary War The Anglo-American political heritage Leading Founders, founding documents and debates The early republic: Washington as founding statesman | <p><i>Grades 5-8</i></p> <ul style="list-style-type: none"> Students develop skills for identifying a variety of primary sources, analyzing the credibility and biases of primary sources, and using primary sources to create historical narratives of significant events. Through the “Mindwalk Activity,” students explore the types of evidence humans leave behind of their actions, both written and non-written. Students critically evaluate the limitations of their history textbooks and compare and contrast their findings from examining primary sources with those of historians’ secondary sources. |
|---|--|--|

| Learning Standard and Components | Core Knowledge | Examples from Washington Unit |
|--|---|---|
| <p><i>Grades 9-10</i></p> <ul style="list-style-type: none"> • Students understand how various historical interpretations can vary according to prevailing orthodoxies of the period of their writing. • Students compose a research paper, using conflicting primary sources, and explain the degree to which they are able, or unable, to establish which is the more credible source. | <p><i>Grades 9-10</i></p> <ul style="list-style-type: none"> • World History, Geography, and Cultures | <p><i>Grades 9-10</i></p> <ul style="list-style-type: none"> • Students examine the biases and use of language from a variety of primary source documents. • Through the “Mindwalk Activity,” students explore the types of evidence humans leave behind of their actions, both written and non-written. • Students critically evaluate the limitations of their history textbooks and compare and contrast their findings from examining primary sources with those of historians’ secondary sources. • Students create written narratives composed and researched entirely from primary source documents and compare and contrast the biases as they evaluate the credibility of certain sources. |
| <p><i>Grades 11-12</i></p> <ul style="list-style-type: none"> • Students recognize the need to identify and account for partisan pleading in competing accounts of the past. • Students weigh the usefulness and relative credibility of newspaper accounts of an historical event against those of eyewitnesses and of historians writing after the time. | <p><i>Grades 11-12</i></p> <ul style="list-style-type: none"> • United States History and Government 1865 to present • Civics/ Government | <p><i>Grades 11-12</i></p> <ul style="list-style-type: none"> • Students critically evaluate the limitations of their history textbooks and compare and contrast their findings from examining primary sources with those of historians’ secondary sources. • Students evaluate and analyze the differences between primary sources written immediately after the event by eyewitnesses and those written years afterward. |

Learning Standard 4: Society, Diversity, Commonality, and the Individual

The history of the United State exhibits perhaps the most important endeavor to establish a civilization founded on the principles that all people are created equal, that it is the purpose of the government to secure the inalienable rights of all individuals.... Students should be expected to learn of the complex interplay that has existed from the beginning of our country between American ideals and American practice in the pursuit of realizing the goals of the Declaration of Independence for all people.

| Learning Standard and Components | Core Knowledge | Examples from Washington Unit |
|--|--|--|
| <p><i>Grades 5-8</i></p> <ul style="list-style-type: none"> Students explain the importance of our common citizenship in the United States and imperative of the Declaration of Independence to treat all individuals as equals and with respect for their dignity and rights. | <p><i>Grades 5-8</i></p> <p>The American Revolution</p> <ul style="list-style-type: none"> Events and interests behind the American Revolution First battles in Massachusetts Leaders, turning points, and deciding factors of the Revolutionary War The Anglo-American political heritage Leading Founders, founding documents and debates The early republic: Washington as founding statesman | <p><i>Grades 5-8</i></p> <ul style="list-style-type: none"> Students will examine Washington’s Last Will and Testament and discover his conflicting views on slavery and the Declaration of Independence. Student will use primary sources to explore the growing feelings and idealism of Washington and other founding fathers in moving away from a monarchical and hierarchical society towards a democratic society. Students will explore Washington’s conflicted feelings about creating a democratic society. |
| <p><i>Grades 11-12</i></p> <ul style="list-style-type: none"> Students consider how the cardinal American principals of respect for the rights of all individuals and constitutionally limited government can coexist fruitfully with the flourishing of particular religious and ethnic traditions among our populations. Students understand the political, civic, and moral principals underpinning written constitutions and laws, that need to be widely observed in order to extend liberty, equality, and justice to all citizens: principles of respect for the individual and property rights of others, and of active participation in the political life of the nation. | <p><i>Grades 11-12</i></p> <ul style="list-style-type: none"> United States History and Government 1865 to present Civics/ Government | <p><i>Grades 11-12</i></p> <ul style="list-style-type: none"> Using primary source documents created by early patriots, students will understand the intellectual formation of ideals that the Founding Fathers wrestled with. Students will examine primary source documents written by Washington in which he struggles with his personal feelings for the principles upon which the Declaration of Independence was founded and those he holds as a slave owner. |

Learning Standard 5: Interdisciplinary Learning: Religion, Ethics, Philosophy, and Literature in History

Students will describe and explain fundamental tenets of major world religions; basic ideals of ethics, including justice, consideration for others, and respect for human rights; differing conceptions of human nature; and influences over time of religion, ethics, and ideas of human nature in the arts, political and economic theories and ideologies, societal norms, education of the public, and the conduct of individual lives.

| Learning Standard and Components | Core Knowledge | Examples from Washington Unit |
|---|--|--|
| <p><i>Grades 5-8</i></p> <ul style="list-style-type: none"> Students learn and compare basic tenets of world religions and their influence on individual and public life as well as the course of history. | <p><i>Grades 5-8</i></p> <p>The American Revolution</p> <ul style="list-style-type: none"> Events and interests behind the American Revolution First battles in Massachusetts Leaders, turning points, and deciding factors of the Revolutionary War The Anglo-American political heritage Leading Founders, founding documents and debates The early republic: Washington as founding statesman | <p><i>Grades 5-8</i></p> <ul style="list-style-type: none"> Students examine Washington's <i>Rules of Civility & Decent Behavior</i> and analyze their effects on the formation of Washington's character, personal philosophy, and ethics. Students compare and contrast Washington's <i>Rules of Civility & Decent Behavior</i> with rules and maxims that govern today's generation. |
| <p><i>Grades 9-10</i></p> <ul style="list-style-type: none"> Returning to the study of world religions, students examine the influences of religions in law, education, the arts, and social norms. Students contrast accounts of human nature given in defense of tyranny with accounts of human nature that underlie government by consent of the governed. | <p><i>Grades 9-10</i></p> <ul style="list-style-type: none"> World History, Geography, and Cultures | <p><i>Grades 9-10</i></p> <ul style="list-style-type: none"> Students examine Washington's <i>Rules of Civility & Decent Behavior</i> and analyze their effects on the formation of Washington's character, personal philosophy, and ethics. Students compare and contrast Washington's <i>Rules of Civility & Decent Behavior</i> with rules and maxims that govern today's generation. |

| Learning Standard and Components | Core Knowledge | Examples from Washington Unit |
|---|---|---|
| <p><i>Grades 11-12</i></p> <ul style="list-style-type: none"> Students recognize limits to the pursuit of individual happiness and gratification implicit in the ideals of justice and respect for the human dignity and rights of others. Students understand the use of the principles of justice and human dignity in identifying forms of conduct as right or wrong, and as tolerable or intolerable. They distinguish toleration from respect and assess alternatives for addressing, through law, policy, and personal engagement, persistent but intolerable conditions, circumstances, practices, and behavior. | <p><i>Grades 11-12</i></p> <ul style="list-style-type: none"> United States History and Government 1865 to present Civics/ Government | <p><i>Grades 11-12</i></p> <ul style="list-style-type: none"> Students examine Washington's <i>Rules of Civility & Decent Behavior</i> and analyze their effects on the formation of Washington's character, personal philosophy, and ethics. Students compare and contrast Washington's <i>Rules of Civility & Decent Behavior</i> with rules and maxims that govern today's generation. |

Learning Standard 6: Interdisciplinary Learning: Natural Science, Mathematics, and Technology in History

Students will describe and explain major advances, discoveries, and inventions over time . . . explain some of their effects and influences in the past and present on human life, thought, and health, including natural resources, production and distribution and consumption of goods, exploration, warfare, and communication.

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| <p><i>Grades 5-8</i></p> <ul style="list-style-type: none"> Students understand the importance of technological advances for the spread of literacy in the Republic, and for citizen access to information. Students understand the effects of inventions and discoveries that have transformed medicine, education, daily life, and free time. | <p><i>Grades 5-8</i></p> <p>The American Revolution</p> <ul style="list-style-type: none"> Events and interests behind the American Revolution First battles in Massachusetts Leaders, turning points, and deciding factors of the Revolutionary War The Anglo-American political heritage Leading Founders, founding documents and debates The early republic: Washington as founding statesman | <p><i>Grades 5-8</i></p> <ul style="list-style-type: none"> Using Washington's letters and General Orders to his army, students will discover the uses and creation of 18th-century military technology (gunpowder, salt peter, flintlocks, cannons, mortars) and how the lack of these necessities affected the outcome of the war. Students will examine primary source documents that illustrate the 18th-century problem with smallpox and the measures then employed to quarantine and cure those afflicted. |
|---|--|---|

| Learning Standard and Components | Core Knowledge | Examples from Washington Unit |
|--|--|--|
| <p><i>Grades 9-10</i></p> <ul style="list-style-type: none"> Students learn of technological advances in food production and distribution and test hypotheses to explain the persistence of hunger, starvation, and localized famine. | <p><i>Grades 9-10</i></p> <ul style="list-style-type: none"> World History, Geography, and Cultures | <p><i>Grades 9-10</i></p> <ul style="list-style-type: none"> Using eyewitness accounts, students will learn about the effects of the siege of Boston on the populace (starvation, sickness, displacement, etc.). Creating maps of Revolutionary battles, students will examine the effects of war and the lack or availability of nearby resources on populations. |

Learning Standard 8: Places and Regions of the World

Students will identify and explain the location and features of places and systems organized over time, including boundaries of nations and regions; cities and towns; capitals and commercial centers; roads, rails, and canals; dams, harbors, and fortifications; and routes of trade and invasion.

| | | |
|---|--|---|
| <p><i>Grades 5-8</i></p> <ul style="list-style-type: none"> Students map the historical migrations of the American people. They map the diffusion of ideas across regions of the globe. | <p><i>Grades 5-8</i></p> <p>The American Revolution</p> <ul style="list-style-type: none"> Events and interests behind the American Revolution First battles in Massachusetts Leaders, turning points, and deciding factors of the Revolutionary War The Anglo-American political heritage Leading Founders, founding documents and debates The early republic: Washington as founding statesman | <p><i>Grades 5-8</i></p> <ul style="list-style-type: none"> Using contemporary maps of Boston in 1775, students will analyze the local terrain around Boston and how Washington used geography and terrain as a strategy for expelling the British from Boston. Using primary and secondary sources, students will create maps of significant New England battles, taking into account the unique geography and its effects on military strategy. |
| <p><i>Grade 9-10</i></p> <ul style="list-style-type: none"> Students understand how regions may be identified by economic activities. | <p><i>Grades 9-10</i></p> <ul style="list-style-type: none"> World History, Geography, and Cultures | <p><i>Grades 9-10</i></p> <ul style="list-style-type: none"> Students will analyze the costs and benefits of independence to explain why America chose to fight for independence, particularly focusing on the nature of the Triangle Trade with England, the West Indies, and the American Colonies. |

| Learning Standard and Components | Core Knowledge | Examples from Washington Unit |
|--|--|--|
| <i>Grades 11-12</i> <ul style="list-style-type: none"> Students recognize geographic factors in political decisions. They understand geographic factors in economic development. | <i>Grades 11-12</i> <ul style="list-style-type: none"> United States History and Government 1865 to present Civics/ Government | <i>Grades 11-12</i> <ul style="list-style-type: none"> Students will analyze the costs and benefits of independence to explain why America chose to fight for independence, particularly focusing on the nature of the Triangle Trade with England, the West Indies, and the American Colonies. |

Learning Standard 13: American and Massachusetts Economic History

Students will describe the development of the American economy, including Massachusetts and New England, from colonial times to the present.

| | | |
|--|--|--|
| <i>Grades 9-10</i> <ul style="list-style-type: none"> Students understand how war and political instability affect economic development. | <i>Grades 9-10</i> <ul style="list-style-type: none"> World History, Geography, and Cultures | <i>Grades 9-10</i> <ul style="list-style-type: none"> Students will analyze the costs and benefits of independence to explain why America chose to fight for independence, particularly focusing on the nature of the Triangle Trade with England, the West Indies, and the American Colonies. |
| <i>Grades 11-12</i> <ul style="list-style-type: none"> Students describe the rise of government economic and social policies intended to alleviate poverty. | <i>Grades 11-12</i> <ul style="list-style-type: none"> United States History and Government 1865 to present Civics/ Government | <i>Grades 11-12</i> <ul style="list-style-type: none"> Students will analyze the costs and benefits of independence to explain why America chose to fight for independence, particularly focusing on the nature of the Triangle Trade with England, the West Indies, and the American Colonies. |

Learning Standard 17: The Founding Documents

Students will learn in progressively greater detail the content and the history of the Founding Documents of the United States—the Declaration of Independence, US Constitution, etc . . . They will assess the reasoning, purposes, and effectiveness of the documents; and, similarly, elements of the Constitution of the Commonwealth of Massachusetts.

| Learning Standard and Components | Core Knowledge | Examples from Washington Unit |
|--|--|---|
| <p><i>Grades 5-8</i></p> <ul style="list-style-type: none"> Students identify authors and other key figures in drafting and signing the Declaration of Independence, and in drafting and ratifying the U.S. Constitution. | <p><i>Grades 5-8</i></p> <p>The American Revolution</p> <ul style="list-style-type: none"> Events and interests behind the American Revolution First battles in Massachusetts Leaders, turning points, and deciding factors of the Revolutionary War The Anglo-American political heritage Leading Founders, founding documents and debates The early republic: Washington as founding statesman | <p><i>Grades 5-8</i></p> <ul style="list-style-type: none"> Students will examine primary source correspondence written by Washington, Adams, Hancock, Jefferson, and others, in which the developing philosophies and idealism leading to the Founding Documents can be discovered. |
| <p><i>Grades 9-10</i></p> <p>Drawing on Core Knowledge in History, students:</p> <ul style="list-style-type: none"> Describe influences of the Founding Documents on other declarations of rights and constitutions since 1789. | <p><i>Grades 9-10</i></p> <ul style="list-style-type: none"> World History, Geography, and Cultures | <p><i>Grades 9-10</i></p> <ul style="list-style-type: none"> Students will examine primary source correspondence written by Washington, Adams, Hancock, Jefferson, and others, in which the developing philosophies and idealism leading to the Founding Documents can be discovered. |
| <p><i>Grades 11-12</i></p> <ul style="list-style-type: none"> Students explain the ideals of human dignity and the rights of individuals fundamental to the arguments of the Declaration of Independence. | <p><i>Grades 11-12</i></p> <ul style="list-style-type: none"> United States History and Government 1865 to present Civics/Government | <p><i>Grades 11-12</i></p> <ul style="list-style-type: none"> Students will examine primary source correspondence written by Washington, Adams, Hancock, Jefferson, and others, in which the developing philosophies and idealism leading to the Founding Documents can be discovered. |



Massachusetts Archives
220 Morrissey Blvd.
Boston MA 02125