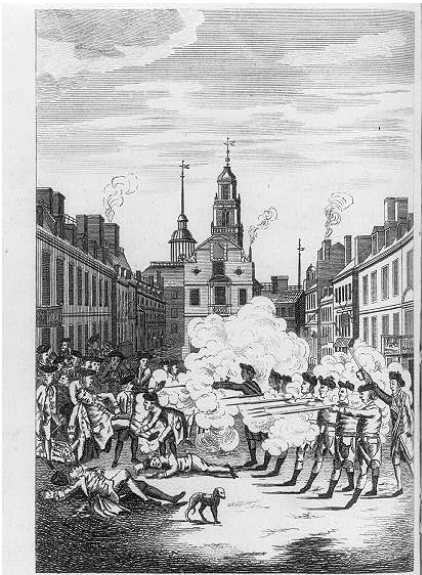


Stark County Teaching American History Grant

Stark County Educational Service Center
2100 38th Street NW
Canton, Ohio 44709



The Massacre perpetrated in King Street Boston on March 5th 1770, in which Messrs. Saml Gray, Saml. Maverick, James Caldwell, Crispus Attucks, Patrick Carr were Killed, six others Wounded, two of them Mortally.

Revolution: Freedom's Fight

Grade Level 5

Created by Melissa Lambert
Osnaburg Local School

Duration 3 days

Overview

Students will examine and analyze primary and secondary sources to plot the path that led colonists to fight for their freedom from British control and led to revolution. Issues to be examined are The French and Indian War, The Sugar Act, The Stamp Act, Townshend Acts, the Boston Massacre, the Boston Tea Party, and the creation of the First Continental Congress. Students will use the Internet to examine primary and secondary sources. Students will then examine multiple viewpoints in making decisions in a democracy as an informed citizen. Students will need access to a computer to research online sources.

Ohio Academic Content Standards Grade 5 (Current)

Standard: History

Benchmark A: Construct time lines to demonstrate an understanding of units of time and chronological order.

Indicator 1: Create time lines and identify possible relationships between events.

Standard: Government

Benchmark A: Identify the responsibilities of the branches of the U.S. government and explain why they are necessary.

Indicator 2: Explain the essential characteristics of American democracy including:

- a. The people are the source of government's authority.
- b. All citizens have the right and responsibility to vote and influence the decisions of the government.
- c. The government is run directly by the people or through elected representatives.
- d. The powers of government are limited by law.
- e. Basic rights of individuals are guaranteed by the Constitution.

Revised Ohio Academic Content Strands Grade 4

Strand: History

Topic: Heritage

Content Statement 4: The 13 colonies came together around a common cause of liberty and justice, uniting to fight for independence during the American Revolution and form a new nation.

Revised Ohio Academic Content Strands Grade 5

Strand: History

Topic: Roles and Systems of Government

Content Statement 12: Democracies, dictatorships and monarchies are categories for understanding the relationship between those in power or authority and citizens.

Historical Background

The seeds of the American Revolution began long before 1776. Before the Pilgrims stepped off the Mayflower, they took their first steps toward self-government with the Mayflower Compact. By the 1700s, the colonists had gained experience governing themselves. Town meetings were the first form of local governments. By 1760, every colony had elected some type of a law-making assembly. England, busy with wars and her own problems at home, often paid little attention to the colonies. The colonists were also being influenced at this time by the ideas of the English philosopher John Locke. Locke believed that governments should be responsible for protecting people's natural rights, and any government that did not should be overthrown.

In the 1760s Great Britain began passing tax laws that were very unpopular with the colonists. The Sugar Act of 1764 taxed sugar. The Stamp Act of 1765 forced colonists to pay a tax on newspapers, pamphlets and legal documents. The Quartering Act forced colonists to provide British soldiers with a place to live and provide them with food, drink, and candles. In 1767 the Townshend Acts taxed tea, paper, glass, lead, and paint imported from England. Colonists responded to these acts with protests and boycotts.

In 1768, British troops entered Boston. In March 1770 a group of colonists picked a fight with the soldiers and threw snowballs at them. In the confusion that followed, the British soldiers

fired on the colonists killing five men. The Boston Massacre, as it became known to the colonists, turned public opinion against the British.

The First Continental Congress met on September 5, 1774. They sent a petition to King George III asking him to repeal the Intolerable Acts. King George refused to even read the petition, and in February 1775 Parliament declared Massachusetts colonists in a state of rebellion. In April General Thomas Gage, commander of the British forces in North America, led 700 British soldiers from Boston to Concord. When Paul Revere learned the British were headed to Concord he rode ahead to alert the minutemen there. In the battle that followed, eight minutemen were killed and ten wounded.

The Second Continental Congress met in May of 1775. George Washington was selected to be the leader of the new Continental Army. Congress also asked other European countries for their support. In January 1776, Thomas Paine published a pamphlet called *Common Sense*. In it he argued that the colonists owed no loyalty to an unjust ruler. The Second Continental Congress named a committee to write a statement of independence. John Adams convinced Thomas Jefferson to write it. On July 4, 1776, the Second Continental Congress approved Thomas Jefferson's *Declaration of Independence*.

Enduring Understandings/ Essential Questions

Enduring Understanding

Citizens rebel against governments when their rights are not protected.

When governments do not protect the rights of their citizens, it can result in protests and revolution.

Essential Questions

For what reasons do citizens overthrow their government?

Instructional Strategies

Day 1

- Begin by playing the YouTube video “Revolution” by the Beatles <http://www.youtube.com/watch?v=Imb4tYOk8GE> and ask students what the word “REVOLUTION” means. Take their suggestions and then give them the definition of the word from an online dictionary for kids: “the overthrow of a government by those who are governed.” <http://dictionary.kids.net.au/word/revolution>.

- Ask students to raise their hands if they think it is okay for the people of a country to overthrow their government.

- Ask students to raise their hands if they think it is NOT okay for the people of a country to overthrow their government.

- Ask students to help brainstorm reasons they think it might be okay to revolt against or overthrow their government. Lead students into discussing if people having a voice in their government is important to them and if that might be a factor in overthrowing their government.

- Give each student a copy of the “Events Leading to the American Revolutionary War” timeline worksheet. Demonstrate how to fold the paper “hot dog style” and cut it in half on the fold. Next have students tape the ends together to make a long timeline then show them how to fold the paper accordion style. (Appendix A)

- Divide students into partners have them look up the factors listed on their timeline worksheet and write definitions for the factors that lead up to the American

Day 2

- Begin by going over the events leading to the American Revolution to make sure students have the correct definition for each event asking students to add or edit as necessary.
- Tell students that it is an important document for them to keep as a study guide for their test over this unit.
- Tell students that today they will be analyzing primary source pictures from the time of the American Revolution. They will discuss what it means if something is a primary source.
- Divide students into 9 groups and give each group a different picture and a primary source analysis worksheet to complete. I would give students 10 minutes to analyze the pictures and reflect on them using the guiding questions on their worksheets and be prepared to present their finding to the class and share their picture.
- Have groups present their pictures and their interpretations to the class.

Day 3

- Begin the class by asking the students what revolution means. Remind them that they have discovered some of the reasons that caused the American colonists to revolt against their British government. Tell students that not all colonists were in favor of revolting against their government. Some colonists wanted to remain loyal to the British government and not revolt against it. Tell students that those people were called “Loyalists” and that today students will be looking at the Revolution from the Loyalist's point of view. Divide students into groups and give the groups a copy of an article from the “Loyalist Pages” <http://americanrevolution.org/loyalist.html>. If students do not have access to computers, the teacher could download and print these pages for the students to read and summarize for the class. Tell students that these are secondary source articles and talk about what it means if something is a secondary source.
- Give students about 10 minutes to read the article and be ready to tell the class what it was about. After all groups had presented, have students return to their seats.
- Ask students to pretend they are American colonists. Take a poll of the students, asking if they believe the reasons we discussed would cause them to want to revolt against their government. Ask students who are not sure if they are for or against revolution to raise their hand.
- Tell the students that if they voted “yes” then they would have been considered a Patriot and if they voted “no” they would be considered a Loyalist.
- Ask students to tell what they think it means to be a Patriot and a Loyalist to make sure they come up with a correct definition.
- Place “Patriot” students on one side of the room and “Loyalist” students on the other. Ask students who are not sure if they are for or against revolution to stand in the back of the room.
- Give students 5 minutes to come up with 5 reasons why they are for or against revolution and the not-sure students to come up with 5 reasons they are not sure.
- Tell students that they will be having a competition to see which group can get the most “not sure” students to join their side so they need to come up with really good

reasons and be prepared to present them passionately in order to gain more supporters for their side.

- Ask all 3 groups to select a spokesperson to present their reasons.
- Tell each “not sure” student that after hearing the arguments of both sides whether or not they were convinced to join a side. Have them tell which side they would join and why or if they are still not sure.
- Congratulate the winning side (if there was one) and have students return to their seats.
- Tell students that just like our class there were people on both sides of the issue who were very passionate about their views. However, there were other people at the time who were not sure which side was best for them and their family to be on. Tell them that about one third of the colonists were not sure which side they were on.
- Give students a copy of the Loyalist vs. Patriots T-shirt design worksheet and talk about how in our society people often wear funny or creative T-shirts that have their opinions on them and we could talk about some creative or funny T-shirt that they have seen. Tell students that although people who lived during the Revolutionary War did not wear T-shirts that we are going to create a T-shirt that a Patriot or a Loyalist might have worn during that time in history that would creatively state their viewpoint on the issue of Revolution. Let “not sure” students create a T-shirt that expresses their viewpoint creatively as well.
- Replay the song “Revolution” by the Beatles and ask students if this song more closely represents a “Patriot's” or “Loyalist's” point of view.
- Lead students in a discussion of the essential and enduring questions of whether they think the American colonists had a right to revolt against their government or if they were wrong in revolting against their government. Ask students what issues today might make modern people revolt against their government. We would talk about other ways citizens can make their voice heard other than revolution.

Classroom Materials and Resources

- Events Leading to the American Revolution worksheet Appendix A
- Primary Source Analysis worksheet- Appendix B
- Loyalists vs. Patriots T-shirt design worksheet (Assessment)

Resources

Primary Sources

- "To All Brave, Healthy, Able-bodied and Well-disposed Young Men ...".1798 reproduction of B. Jones broadside. Prints and Photographs Division. Library of Congress. <http://www.loc.gov/pictures/resource/cph.3a35744/>. (accessed 10 Apr. 2011.)

Appendix C

- "The Massacre Perpetrated in King Street Boston on March 5th 1770, ...". Rare Book and Special Collections Division. Library of Congress. <http://www.loc.gov/pictures/resource/cph.3a45748/>. (accessed 10 Apr. 2011).

Appendix D

- Benjamin Franklin. "Join or Die". *Pennsylvania Gazette*. 9 May 1754. Prints and Photographs Division. Library of Congress. <http://www.loc.gov/pictures/resource/cph.3a12149/>. (accessed 10 April 2011). **Appendix E**
- "The Repeal, or the Funeral of Miss Ame-Stamp." 1766 or later. Prints and Photographs Division. Library of Congress. <http://www.loc.gov/pictures/resource/ppmsca.15709/>. (accessed 10 Apr. 2011). **Appendix F**
- William Bradford. "This Is the Place to Affix the Stamp." *The Pennsylvania Journal and Weekly Advertiser*. 24 October 1765. Microfilm Reading Room. Library of Congress. <http://www.loc.gov/pictures/resource/cph.3a52298/>. (accessed 10 April 2011). **Appendix G**
- "The Bostons Paying the Excise-man or Tarring & Feathering." *Library of Congress Home*. Web. <http://www.loc.gov/pictures/resource/cph.3a05133/>. (accessed 10 April 2011) **Appendix H**
- "The Procession." *Library of Congress Home*. <http://www.loc.gov/pictures/resource/cph.3a10350/>. (accessed 10 Apr. 2011). **Appendix I**

Secondary Sources:

- "Burning of Stamp Act, Boston." Postcard. 1903. Prints and Photographs Division. Library of Congress. <http://www.loc.gov/pictures/resource/cph.3b53085/>. (accessed April 10, 2011). **Appendix J**
- "Yankee Doodle 1776." Library of Congress. <http://www.loc.gov/pictures/resource/cph.3b52205/>. (accessed 10 Apr. 2011). **Appendix K**
- "The American Revolutionary War: A Timeline of Major Events." Social Studies for Kids. <http://www.socialstudiesforkids.com/articles/ushistory/revolutionarywartimeline.htm> (accessed 10 April 2011).
- The Beatles. "Revolution." (Lyrics). YouTube - Broadcast Yourself. http://www.youtube.com/watch?v=AqC_Gma221M. (accessed 10 April 2011)
- "The Loyalist Pages." Americanrevolution.org. <http://americanrevolution.org/loyalist.html>. (accessed 10 April 2011).

Summative Assessment (or Question)

- **Formative Assessments:** Students will complete a timeline vocabulary sheet defining the various acts leading up to the Revolution. Students will analyze primary source images from the American Revolution and answers questions about those documents. Students will analyze secondary source documents and summarize them.
- **Summative Assessment:** Students will then design a T-shirt with a slogan that shows a Patriot, Loyalist, or undecided viewpoint of a colonist during the time leading up to the American Revolution.

Assessment

Name: _____

Revolutionary Tee Shirt

Directions: *Messages on tee shirts often convey a simple truth in a few words. Usually those words include graphics or some type of art work. Pair up with a peer and create your own tee shirt message that expresses your view of the American Revolution. Come up with a creative design that you would wear on your shirt that shows others if you are a "Patriot" or a "loyalist" or if you are still not sure whose side you are on. Use a design with information from at least 2-3 of the primary sources the class analyzed.*

Assessment or Answer Key

As formative assessments, students will complete a timeline defining the various events leading up to the Revolution. Analyze primary source images from the American Revolution and answer questions about these documents. Analyze secondary source documents and summarize them.

As a summative assessment, students will design a T-shirt with a slogan that shows a Patriot, Loyalist or undecided point of view of a colonist about events leading up to the American Revolution.

Assessment Answer Key or sample student answer

Assessment Model

Name: _____

Revolutionary Tee Shirt

Directions: Messages on tee shirts often convey a simple truth in a few words. Usually those words include graphics or some type of art work. Pair up with a peer and create your own tee shirt message that expresses your view of the American Revolution. Come up with a creative design that you would wear on your shirt that shows others if you are a "patriot" or a "loyalist" or if you are still not sure whose side you are on. Use a design with information from at least 2-3 of the primary sources the class analyzed.

T-shirt designs should include at least one of the following:

Colonists:

- Did not like new taxes without representation in Parliament or without the vote of their elected assemblies
- Were not allowed to move west of the 1763 demarcation line
- Did not like quartering soldiers in their houses or the presence of the soldiers in their towns
- Wanted to boycott goods taxed by the British government

Loyalists:

- Liked the British government
 - Thought the colonies should pay taxes to help pay for the French and Indian War
 - Thought the colonies should pay for the cost of protecting and governing the colonies
 - The British wanted the resources from the colonies for the manufactured goods they made
-

Assessment Rubric

Component	3	2	1	0
Content and Accuracy X2	T-shirt message shows clear understanding of Patriot or Loyalist point of view. Shows or further explains events clearly Uses at least 2-3 primary source example	Message somewhat shows understanding of patriot or loyalist point of view. Shows or further explains events but not clearly Uses 1 primary source example.	Message shows little understanding of patriot or loyalist point of view. Does not show or further explain events. Uses at no primary source example	Message does not show understanding of patriot or loyalist point of view or is illegible. Does not use any primary source example.
Creativity and Originality	The t-shirt included unique ideas and creative use of color while clearly showing events leading up to the American Revolution.	The t-shirt includes some unique ideas and some creativity. while clearly showing events leading up to the American Revolution.	The t-shirt is finished but provides little evidence of creativity or originality nor does it clearly show events leading up to the American Revolution.	The t-shirt is finished but provides no evidence of creativity or originality nor does it show events leading up to the American Revolution.
Graphics	The graphics clearly reflect the concept. The graphics are well done and thought out.	The graphics reflect the concept but are lacking in creativity and order.	The graphics do not clearly reflect the concept are not original and are messy	The graphics do not reflect the concept
Slogan	Slogan is catchy creative and unique. It clearly and accurately reflects the concept.	Slogan is somewhat catchy and creative but does not clearly reflect content.	Slogan is not creative or unique and does not clearly reflect content.	No slogan or slogan is illegible and does not clearly reflect content.

Appendices

Appendix A Timeline of “Events Leading to the American Revolutionary War” "The American Revolutionary War: A Timeline of Major Events." *Social Studies for Kids*. Web. 10 Apr. 2011. <http://www.socialstudiesforkids.com/articles/ushistory/revolutionarywartimeline.htm>

Appendix B Primary source worksheet

Appendix C Reproduction of broadside by B. Jones. “To All Brave, Healthy, Able=bodied and Well-disposed Young Men.” 1798. Prints and Photographs Division, Library of Congress. <http://www.loc.gov/pictures/item/2001700432/>. (accessed 10 April 2011).

Appendix D Revere, Paul. “The Massacre perpetuated in King Street, Boston on March 5th, 1770. Rare and Special Books Collections Division, Library of Congress. <http://www.loc.gov/pictures/resource/cph.3a35950/>. (accessed 10 April 2011.)

Appendix E Franklin, Benjamin. Illustrated in the *Pennsylvania Gazette*, 9 May 1754. Library of Congress. <http://www.loc.gov/pictures/item/2002695523/>. (accessed 10 April 2011).

Appendix F “The Repeal, or the Funeral of Miss Amer-Stamp.” 18 March 1766 or later. **Prints and Photographs Division, Library of Congress.** <http://www.loc.gov/pictures/item/93504548/>. (accessed 10 April 2011)

Appendix G Bradford, William, “This is the Place to Affix the Stamp.” Illustrated in *The Pennsylvania Journal and Weekly Adviser*. 24 October 1765. Library of Congress. <http://www.loc.gov/pictures/item/2004672606/>. (accessed 10 April 2011).

Appendix H Sayer, Robert and John Bennett. “The Bostons Paying the Excise-man or Tarring and Feathering.” London: 31 October 1774. Prints and Photographs Division, Library of Congress. <http://www.loc.gov/pictures/resource/cph.3a11950/>. (accessed 10 April 2011)

Appendix I Tisdale, Elkanah. “The Procession.” 1795. Prints and Photographs Division, Library of Congress. <http://www.loc.gov/pictures/item/2006691562/>. (accessed 10 April 2011).

Secondary sources:

Appendix J Willard, Archibald. “Yankee Doodle 1776.” Cleveland: J.F. Ryder, 1876. Prints and Photographs Division, Library of Congress. <http://www.loc.gov/pictures/resource/cph.3b52205/>. (accessed 10 April 2011).


Appendix K “Burning of Stamp Act, Boston.” 1903. Prints and Photographs Division, Library of Congress. <http://www.loc.gov/pictures/item/2002719852/> (accessed 10 April 2011.)

"YouTube - The Beatles - Revolution (Lyrics)." *YouTube - Broadcast Yourself*. Web. 10 Apr. 2011. <http://www.youtube.com/watch?v=AqC_Gma221M>.

"The Loyalist Pages." *Americanrevolution.org*. Web. 10 Apr. 2011.
<<http://americanrevolution.org/loyalist.html>>

Appendix A

Events Leading to the American Revolution

<div>Events Leading to the American Revolution</div> <div></div>	<div>1764</div> <div>The Sugar Act</div>	<div>1765</div> <div>Patrick Henry's "If This Be Treason" speech</div>	<div>1765</div> <div>The Stamp Act</div>
<div>1767</div> <div>Townshend Acts</div>	<div>1770</div> <div>Boston Massacre</div>	<div>1773</div> <div>Boston Tea Party</div>	<div>1774</div> <div>First Continental Congress</div>

1764
The Sugar Act

1764
The Sugar Act

1765
Patrick Henry's "If This Be Treason" speech

1765
Patrick Henry's "If This Be Treason" speech

1765
The Stamp Act

1765
The Stamp Act

1767
Townshend Acts

1767
Townshend Acts

1770
Boston Massacre

1770
Boston Massacre

1773
Boston Tea Party

1773
Boston Tea Party

1774
The First Continental Congress

1774
The First Continental Congress

Appendix B

Primary Source Worksheet

Written Document Analysis Worksheet

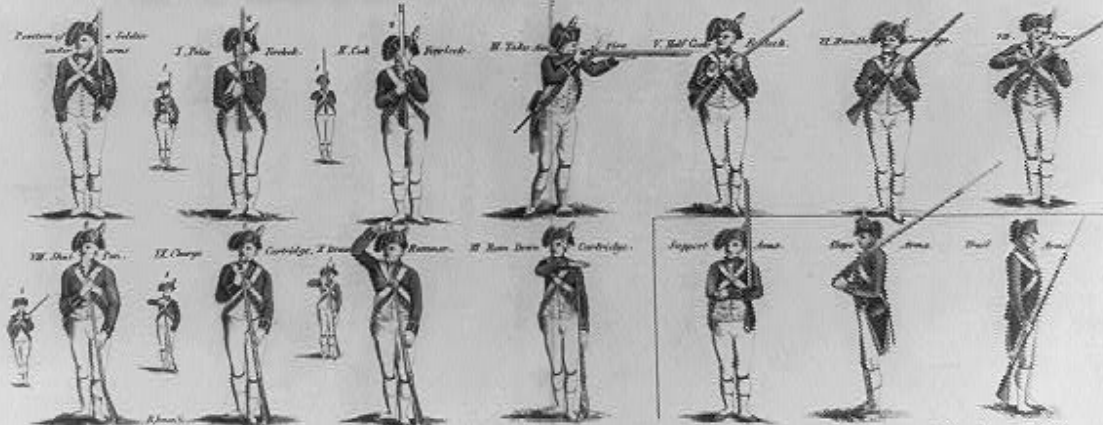
1.	<p>TYPE OF DOCUMENT (Check one):</p> <div style="display: flex; flex-wrap: wrap;"> <div style="width: 33%;"><input type="radio"/> Newspaper</div> <div style="width: 33%;"><input type="radio"/> Map</div> <div style="width: 33%;"><input type="radio"/> Advertisement</div> <div style="width: 33%;"><input type="radio"/> Letter</div> <div style="width: 33%;"><input type="radio"/> Telegram</div> <div style="width: 33%;"><input type="radio"/> Congressional Record</div> <div style="width: 33%;"><input type="radio"/> Patent</div> <div style="width: 33%;"><input type="radio"/> Press Release</div> <div style="width: 33%;"><input type="radio"/> Census Report</div> <div style="width: 33%;"><input type="radio"/> Memorandum</div> <div style="width: 33%;"><input type="radio"/> Report</div> <div style="width: 33%;"><input type="radio"/> Other</div> </div>
2.	<p>UNIQUE PHYSICAL CHARACTERISTICS OF THE DOCUMENT (Check one or more):</p> <div style="display: flex; flex-wrap: wrap;"> <div style="width: 50%;"><input type="checkbox"/> Interesting Letterhead</div> <div style="width: 50%;"><input type="checkbox"/> Notations</div> <div style="width: 50%;"><input type="checkbox"/> Handwritten</div> <div style="width: 50%;"><input type="checkbox"/> "RECEIVED" stamp</div> <div style="width: 50%;"><input type="checkbox"/> Typed</div> <div style="width: 50%;"><input type="checkbox"/> Other</div> <div style="width: 50%;"><input type="checkbox"/> Seals</div> </div>
3.	DATE(S) OF DOCUMENT:
4.	<p>AUTHOR (OR CREATOR) OF THE DOCUMENT:</p> <p>POSITION (TITLE):</p>
5.	FOR WHAT AUDIENCE WAS THE DOCUMENT WRITTEN?
6.	<p>DOCUMENT INFORMATION (There are many possible ways to answer A-E.)</p> <p>A. List three things the author said that you think are important:</p> <p>B. Why do you think this document was written?</p> <p>C. What evidence in the document helps you know why it was written? Quote from the document.</p> <p>D. List two things the document tells you about life in the United States at the time it was written.</p> <p>E. Write a question to the author that is left unanswered by the document:</p>

Designed and developed by the
Education Staff, National Archives and Records Administration,
Washington, DC 20408

B. Jones. "To All Brave, Healthy, Able-bodied and Well-disposed Young Men." 1798

TO ALL BRAVE, HEALTHY, ABLE BODIED, AND WELL
DISPOSED YOUNG MEN,
IN THIS NEIGHBOURHOOD, WHO HAVE ANY INCLINATION TO JOIN THE TROOPS,
NOW RAISING UNDER
GENERAL WASHINGTON,
FOR THE DEFENCE OF THE
LIBERTIES AND INDEPENDENCE
OF THE UNITED STATES,
Against the hostile designs of foreign enemies,

TAKE NOTICE,



1. Soldier standing. 2. Soldier marching. 3. Soldier standing. 4. Soldier standing. 5. Soldier standing. 6. Soldier standing. 7. Soldier standing. 8. Soldier standing. 9. Soldier standing. 10. Soldier standing. 11. Soldier standing. 12. Soldier standing. 13. Soldier standing. 14. Soldier standing. 15. Soldier standing. 16. Soldier standing. 17. Soldier standing. 18. Soldier standing.

THAT
on *Monday, Tuesday, Thursday, Friday and Saturday at Hollywood in*
company will be given by
of the 11th regiment of infantry, commanded by Lieutenant Colonel Aaron Ogden, for the purpose of receiving the enrollment of
such youth of spirit, as may be willing to enter into this HONOURABLE service.

The ENCOURAGEMENT at this time, to enlist, is truly liberal and generous, namely, a bounty of TWELVE dollars, an annual and fully sufficient
supply of good and handsome clothing, a daily allowance of a large and ample ration of provisions, together with SIXTY dollars a year in GOLD
and SILVER money on account of pay, the whole of which the soldier may lay up for himself and friends, as all articles proper for his subsistence and
comfort are provided by law, without any expence to him.

Those who may favour this recruiting party with their attendance as above, will have an opportunity of hearing and seeing in a more particular
manner, the great advantages which their brave men will have, who shall embrace this opportunity of spending a few happy years in viewing the
different parts of this beautiful continent, in the honourable and truly respectable character of a soldier, after which, he may, if he pleases return
home to his friends, with his pockets FULL of money and his head covered with laurels.

GOD SAVE THE UNITED STATES.

Appendix D

Primary Source

Revere, Paul. "The Massacre perpetrated in King Street, Boston on March 5th, 1770.

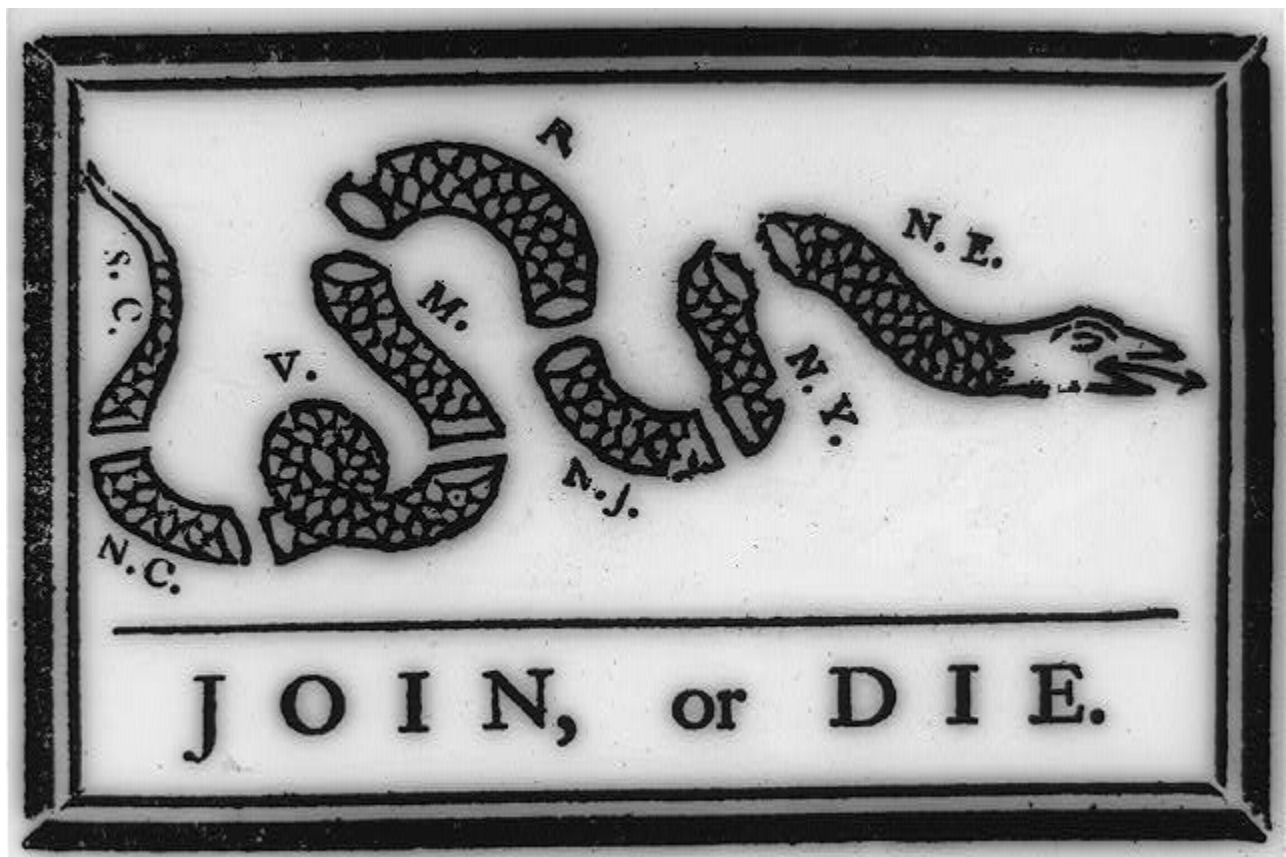


The Massacre perpetrated in King Street Boston on March 5th 1770, in which Mess^{rs} Sam^l Gray, Sam^l Maverick, James Caldwell, Crispus Attucks, Patrick Carr were Killed, six others Wounded, two of them Mortally.

Appendix E

Primary Source

Benjamin Franklin. "Join or Die". *Pennsylvania Gazette*. 9 May 1754



Primary Source



THE Hero of this Fable is the gentle Mr. Singson, who is everything to the Family. You'll find him a good-natured Child, in a Coffin, NINE Aged—wretches, about 15 Months old. And, I suppose, who made the Royal Service, little left in the Profession. — A few may follow. Two Priests of the Law, supposing Two Black Eagles; which are the worst Singsons, consisting of the 12th Key, armed with the Vulture, supposed to have been originally conceived on the Track of You. The expensive Marks of Singson are in gold; but the Price of the Story is changed to Three Fancies, which the

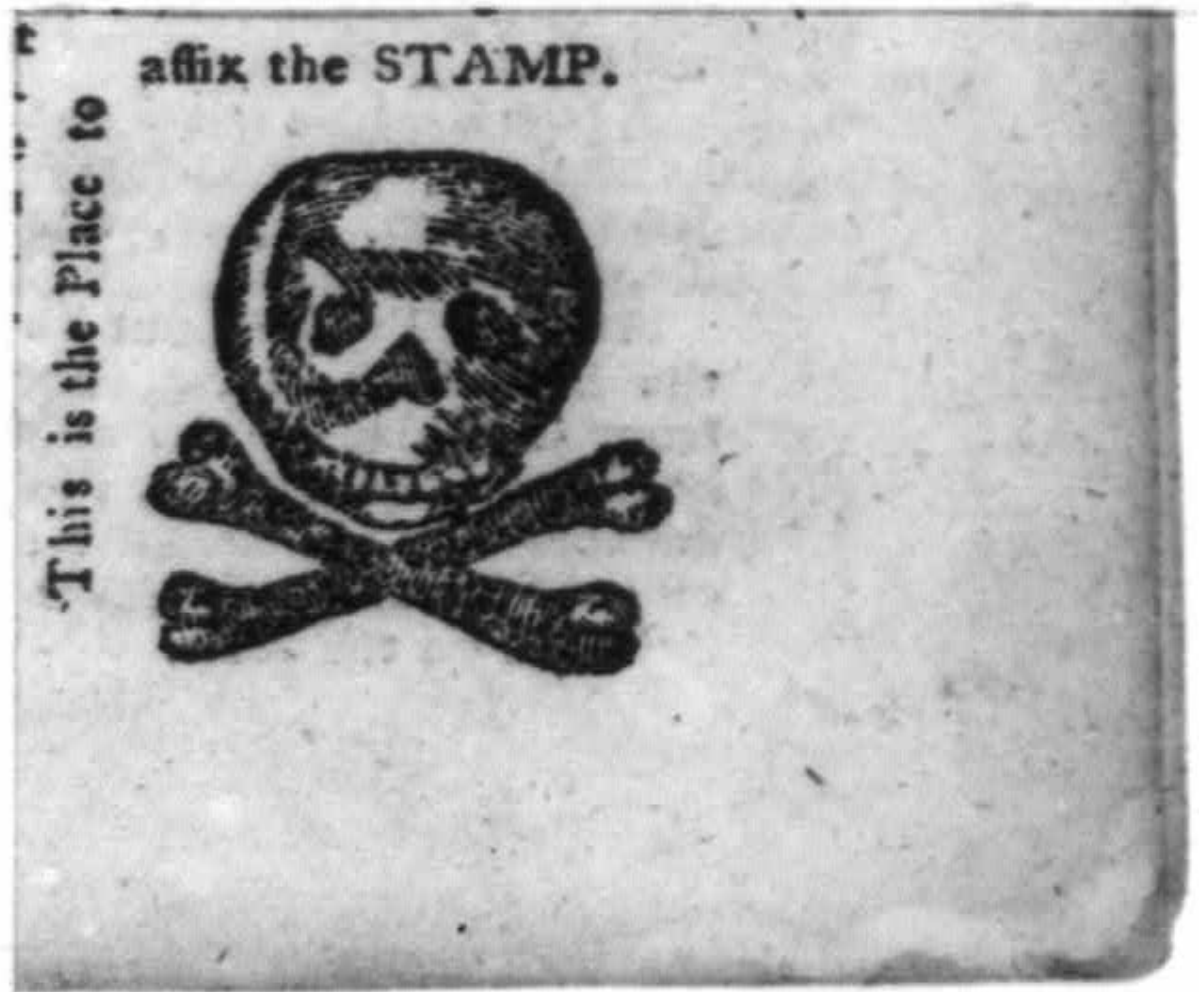
Two large Bales of Black Cloth and Shantung returned from Canton.

often Side of the River Thence, where, along the Shore, are Oaks & Aviculae for the Goods of different Manufacturers Towns were shipping for Sale. In the River are three full size Mills, the Rockingham, the Griffen, and the Crown. Among the Goods shipping off, is a large Case, which is noted upon a Paper of Mr. Fox: this is drawn on board a Boat & lower'd. There is another Boat named the Fish weaver, taking Goods in and is so named. At N. E. of the two laster Mills, stands upon the Water was a small boat in the Rockingham the Trees 1713 and 1714.

Appendix G

Primary Source

William Bradford. "This Is the Place to Affix the Stamp." *The Pennsylvania Journal and Weekly Advertiser*. October 1765.



Appendix H

Primary Source

Sayer, Robert and Johyn Bennett. "The Bostons Paying the Excise-man or Tarring & Feathering." London: 31 October 1774.



Appendix I

Primary Source

Tisdale, Elkanah. "The Procession." 1795.



Appendix J

Secondary Source

Willard, Archibald. "Yankee Doodle 1776." Cleveland: J.F. Ryder, 1876



Appendix K

Secondary Source

“Burning of Stamp Act, Boston.” 1903.

