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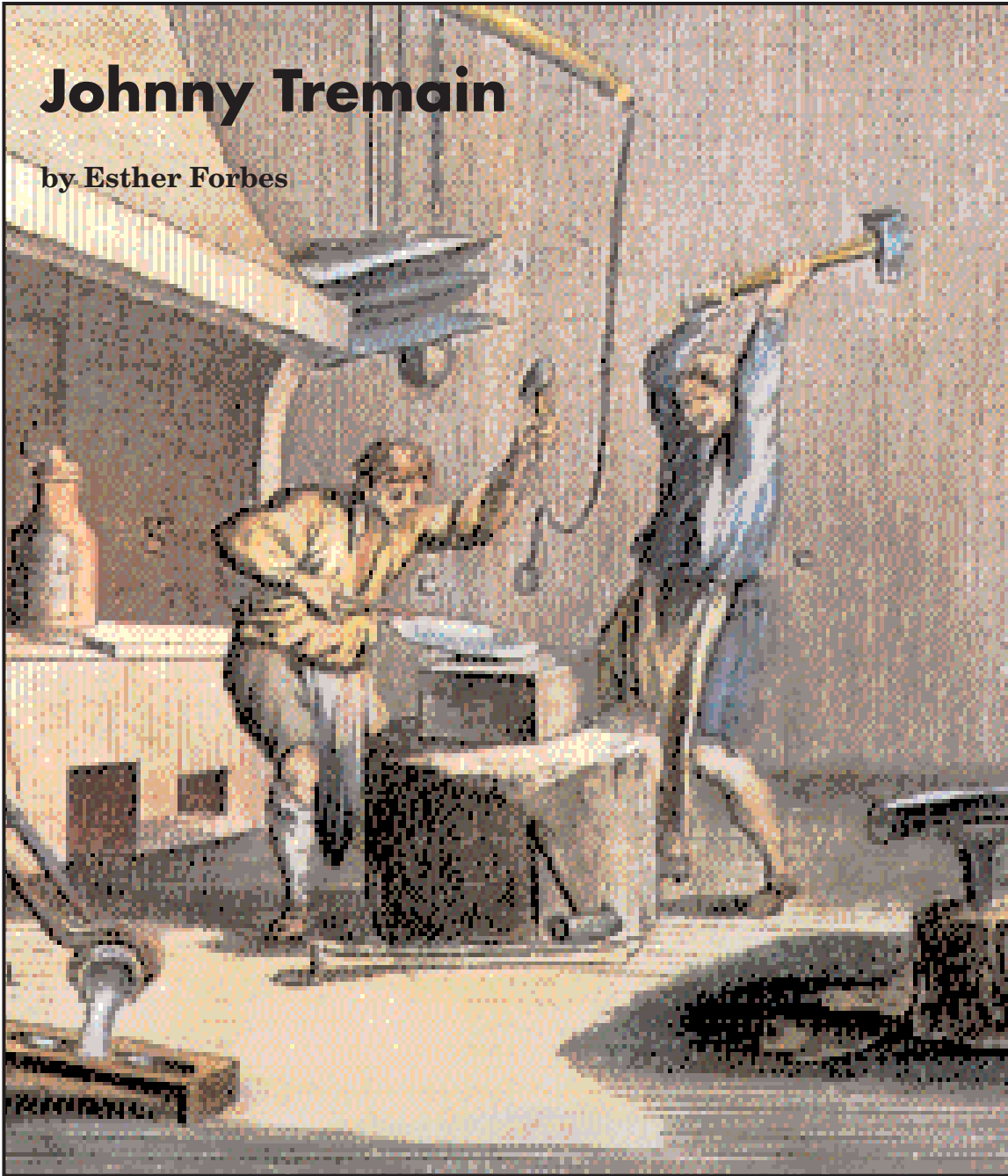
REPRODUCIBLE SERIES

LATITUDES

Resources to Integrate Language Arts & Social Studies

Johnny Tremain

by Esther Forbes



LATITUDES

Resources to Integrate Language Arts & Social Studies

Johnny Tremain

Esther Forbes

**Reproducibles
and Teacher Guide**

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Paul Revere's famous engraving reflects American popular opinion at the time of the Boston Massacre. But British troops did not actually line up to fire on Boston citizens.

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TEACHER INFORMATION

Welcome to *Latitudes*

Latitudes is designed for teachers who would like to broaden the scope of their literature history study. By providing fascinating primary source documents and background information, the *Latitudes* collection of reproducibles helps your students link a fiction or nonfiction book with its historical framework.

The series broadens students' understanding in other ways too. Each packet offers insights into the book as a piece of literature, including its creation, critical reception, and links to similar literature.

The *Latitudes* selections help readers draw on and seek out knowledge from a unique range of sources and perspectives. These sources encourage students to make personal connections to history and literature, integrating information with their own knowledge and background. This learning experience will take students far beyond the boundaries of a single text into the rich latitudes of literature and social studies.

Purposes of This Packet

The material in this *Latitudes* packet for *Johnny Tremain* has been carefully chosen for four main purposes.

1. to help students connect contemporary and historical events
2. to encourage students to pose questions about the meaning of war and its effects upon the individual and society
3. to provide resources that help students evaluate what's "real" in a fiction novel
4. to help students use the skills and content of both social studies and language arts to search for meaning in a novel

Contents of This Packet

The reproducibles in this packet have been organized into five sections.

- About the Novel
- About the Period
- Primary Sources
- Comparative Works
- Suggested Activities

continued

About the Novel

The resources here introduce students to contextual dimensions of the novel. Selections include

- a plot synopsis
- biography of Esther Forbes
- critics' comments about *Johnny Tremain*
- key excerpts from *Johnny Tremain*
- a glossary of historical and technical terms from the novel

About the Period

These reproducibles familiarize students with the historical and geographical dimensions of the novel. This section includes

- a timeline of the events before and during the Revolutionary War
- a map of Boston
- descriptions of colonial Boston and the Boston Massacre
- information about colonial life

Primary Sources

These resources lend a personal dimension to history. The authentic voices of people from the era are presented in

- letters
- diary entries
- speeches
- political cartoons

Comparative Works

In this section, selections give students a literary dimension to their study. The reproducibles offer

- excerpts from theme-related novels
- theme-related poems and songs
- a suggested reading and viewing list

Suggested Activities

Each reproducible in the packet is supported with suggestions for student-centered and open-ended student activities. You can choose from activities that develop reading, writing, thinking, speaking, and listening skills. Projects are suitable for independent, collaborative, or group study.

Use of the Material

The pieces in *Latitudes* can be incorporated into your curriculum in any order you wish. We encourage you to select those resources that are most meaningful and relevant to your students.

Story Synopsis

In 1773 fourteen-year-old Johnny Tremain, an orphan, is apprenticed to Mr. Lapham, a Boston silversmith. Johnny is a talented and intelligent artist—and he knows it. He brashly flaunts his superiority, making life miserable for the other apprentices in the shop. To make matters worse, Johnny receives favored treatment from Mr. Lapham's daughter-in-law, who realizes Johnny is practically running the shop for her aging father-in-law.

Johnny's high opinion of himself is a sore spot with Mr. Lapham. The old gentleman takes it upon himself to teach Johnny humility. These "lessons" involve reading passages from the Bible that warn "pride goeth before a fall."

One day the wealthy Mr. John Hancock places an order with Mr. Lapham for a silver sugar bowl. Johnny jumps at the chance to show off his talent and perhaps bring additional business to the shop.

However, Johnny's pride is abruptly shattered when a crucible filled with melted silver cracks and the molten liquid sears his hand. But since Johnny is working on the Sabbath, which is forbidden by law, Mrs. Lapham doesn't call for a doctor. Instead, she finds a midwife to treat Johnny's injury. Four weeks later when the bandage is removed, scar tissue has joined Johnny's thumb to his hand. The once arrogant youth must now face life with a deformity that prevents him from working as a silversmith.

Johnny is determined to stop being a burden to the Laphams and looks diligently for work. But when prospective employers see his bad hand, they turn him away. To make matters worse, Mr. Tweedie arrives at the Laphams'. He is Mrs. Lapham's hope of a partner for her father-in-law and a husband for one of her daughters. But his presence makes Johnny feel even more useless.

Unable to find work, Johnny turns in desperation to the wealthy merchant Lyte. Before Johnny's mother died, she told her son that he is related to the Lytes. Johnny tries to prove this relationship by showing the merchant a silver cup with the Lyte family crest. But Mr. Lyte calls Johnny an imposter, accuses him of theft, and has him arrested.

Josiah Quincy, a promising young lawyer, takes on Johnny's case. The testimonies of Cilla and Isannah Lapham save Johnny from the gallows. It's during this experience that Johnny meets and becomes enchanted by the glamorous but self-centered Lavinia Lyte.

Meanwhile, Johnny has become a close friend of Rab, a printer's apprentice at the *Boston Observer*. Rab invites Johnny to share his attic room over the print shop. He also helps Johnny get a job

continued

delivering newspapers and carrying messages for the Sons of Liberty. In the course of his duties, Johnny meets such patriots as Paul Revere, Samuel Adams, John Hancock, and James Otis.

Johnny is quickly swept into their plots. One dark night, he and Rab are among the patriots who disguise themselves as Indians and dump a cargo of tea into the Boston Harbor. From then on, Johnny remains in the thick of the tense action.

When war breaks out, the Lyte family, who are Tories, board a ship for London. Before they leave, Lavinia tells Johnny that her father is Johnny's great-uncle.

During the battle at Lexington, Rab is severely wounded. Johnny sneaks out of Boston disguised as a British regular to search for his friend. When Johnny finally succeeds, after witnessing some gruesome sights, he discovers Rab is dying. Shortly before his death, Rab gives Johnny his musket.

The next day, Dr. Joseph Warren prepares to do surgery on Johnny's hand. The doctor can't promise that Johnny will be able to work as a silversmith again, but his hand will be good enough to hold a gun. After his hand is repaired, Johnny will take Rab's place in the battle for freedom.

About the Author

Esther Forbes

Esther Forbes was born in 1891 in Westborough, Massachusetts. She was the youngest of Judge William and Harriette Forbes' six children. Like her parents, Forbes loved history. She enjoyed reading the many books her family owned. At thirteen, she began her first novel.

When World War I began, Forbes was a student at the University of Wisconsin. She responded to a call for farm workers and traveled to Harper's Ferry, Virginia. While the other girls shucked corn and picked apples, Forbes worked with the horses. "One of the proudest moments of my life was when the farmer appointed me as a teamster," she recalled. Her love of horses helped her write convincingly about Johnny Tremain and his horse Goblin.

Forbes also worked on the editorial staff at Houghton-Mifflin Company in Boston. During her six years there, she gained valuable writing and publishing experience.

Her first historical novel was published in 1926. *O Genteel Lady!* portrays a woman who rebels against outdated standards of behavior.

Later that year Forbes married Albert Learned Hoskins, Jr. For a time, the couple traveled extensively in Europe. Following her divorce in 1933, Forbes resumed her research and writing. She lived in Worcester with a sister and brother until her death in 1967.

All of Forbes' books deal with the past. Her second book, *A Mirror for Witches* (1928), is rooted in her own family history. One of her ancestors had died in jail after being accused of witchcraft. Another relative wrote of her visions of the devil and the "black imps biting at her feet." Forbes combined these tales in *A Mirror for Witches* to create a character who falls in

love with a demon.

Paul Revere and the World He Lived In won the 1942 Pulitzer Prize for history. Forbes kept strictly to the facts in this biography. She allowed herself to make up nothing. "As a sort of reward ..., I promised myself that sometime I would write a story and make up anything I wanted as long as I kept it typical of the period."

Her reward was the story of Johnny Tremain. The novel grew from an incident Forbes uncovered while researching Paul Revere. A young horse boy had warned Revere of the British plans to leave Boston. That patriotic boy became Jonathan Lyte Tremain. His story, published in 1943, was Forbes' only historical novel for young people. She commented, "I wanted to show the boys and girls of today how difficult were those other children's lives by modern standards; how early they were asked to take on the responsibilities of men and women." Forbes also hoped her book might give young people a better understanding of modern wars.

Forbes liked writing historical fiction because it shows "not merely what was done but why and how people felt." She produced one more book for young people, *America's Paul Revere* (1946). Her last work, *Rainbow on the Road* (1954), was a Literary Guild Selection. When she died, Forbes was working on a history of witchcraft in Massachusetts.

Johnny Tremain: A Novel for the Young and Old and her later novel *The Running of the Tide* both became movies. But Esther Forbes is most remembered for bringing the past to life through her writing.

Critics' Comments

*When books are published, critics read and review them. The following statements are comments that have been made by the critics of **Johnny Tremain**.*

[Johnny Tremain] is a distinguished book, primarily, because the people in it are vigorously endowed with the human quality which binds one generation to another.
—Horn Book

If Jonathan Lyte Tremain never lived in the flesh, he lives vividly with the men of his time in [Johnny Tremain]. So we dare to put him among the people of importance.
—Saturday Review of Literature

[Johnny Tremain's] chief value is that it brings back Boston and the road to Lexington in a year when boys of sixteen had to be adult.
—New York Herald Tribune Book Review

Only a master craftsman, and one who has worked so much in the period that it has become a kind of second home in time, would dare to undertake that most familiar of themes—Boston at the outbreak of the war. Such a novelist is Esther Forbes and to [Johnny Tremain] she brings such freshness and vitality that one reads it with the avidity with which one follows today's news, with the extra dividend of pleasurable recognition of half forgotten episodes thrown in.
—The New York Times Book Review

This story of Johnny Tremain is almost uncanny in its "aliveness." Esther Forbes's power to create, and to recreate, a face, a voice, a scene takes us as living spectators to the Boston Tea Party, to the Battles of Lexington and of North Creek. It takes us, with Johnny, to the secret meetings of the Sons of Liberty, to the secret training of the Minute Men. We hear and see Samuel Adams and John Hancock and Paul Revere. Over and over again, we share some little incident that makes those days in Boston as exciting and as vital as Washington and London and Moscow are today.
—Saturday Review of Literature

With *Johnny Tremain*, [Forbes] proved her conviction that children can grasp mature writing much better than some writers and publishers believe.
—New York Times

This is Esther Forbes at her brilliant best....Johnny may well take his place with Jim Hawkins, Huck Finn, and other young immortals....
—Book Week

Voices from the Novel

*The following quotes are from **Johnny Tremain**.**

As an apprentice [Johnny] was little more than a slave until he had served his master seven years. He had no wages. The very clothes upon his back belonged to his master.... (11-12)

"I don't hold much with these fellows that are always trying to stir up trouble between us and England," Mr. Lapham told Johnny. "Maybe English rule ain't always perfect, but it's good enough for me.

Fellows like Mr. Hancock and Sam Adams, calling themselves patriots and talking too much. Not reading God's Word—like their parents did—which tells us to be humble. But he's my landlord and I don't say much." (23)

Seemingly in one month [Johnny] had become a stranger, an outcast on Hancock's Wharf. He was maimed and [the other boys] were whole. (45)

Johnny's life with the Laphams had been so limited he knew little of the political strife which was turning Boston into two armed camps. The Whigs declaring that taxation without representation is tyranny. The Tories believing all differences could be settled with time, patience, and respect for government. (79)

So Rab was one of the semi-secret famous Sons of Liberty, those carefully organized "mobs" who often took justice into their own hands. (85)

Mr. Lorne had a fine library. It was as if Johnny had been starved before and never known it. He read anything—everything.... It was a world of which he never had

guessed while living with the Laphams, and now he remembered with gratitude how his mother had struggled to teach him so that this world might not be forever closed to him. (104)

[Johnny] looked in the birth and death room. In a way he had died in that room; at least something had happened and the bright little silversmith's apprentice was no more. He stood here again at the threshold, but now he was somebody else. (159-160)

"If there were Daughters of Liberty, I'd be one. You ask Sam Adams about me. I've been helping him secretly for years."

Johnny had taken it for granted that an old servant in a Tory house would also be Tory. They usually were. He looked at Mrs. Bessie with admiration. (166)

"We are lucky men," he murmured, "for we have a cause worth dying for. This honor is not given to every generation." (190)

"Each shall give according to his own abilities, and some—" [Otis] turned directly to Rab—"some will give their lives." (191)

"How old are you, Johnny?" [Mrs. Bessie] asked.

"Sixteen."

"And what's that—a boy or a man?"

He laughed. "A boy in time of peace and a man in time of war." (249)

Hundreds would die, but not the thing they died for. (269)

* All page numbers provided are from the Dell Laurel-Leaf Historical Fiction edition of the book.



effigy of a Tory

GLOSSARY

*Understanding who the following people are or what the following terms mean may be helpful as you read **Johnny Tremain**.*



apprentice: person bound by a contract to serve another for a set period of time in order to learn a trade or art.

artisan: worker skilled in a particular trade, such as a carpenter.

Bill of Rights: 1689 English law that gave governing power to Parliament.

Boston Massacre: 1770 incident in which British soldiers killed five Boston citizens.

boycott: organized refusal to do business; for example, patriots refused to buy British tea.

brigade: large body of troops.

commandeer: to seize or take control of for military purposes.

crucible: heavy container, often made of porcelain, used for melting substances which require high temperatures.

effigies: figures representing hated persons.

impressment: act of seizing people or property for public service or use.

insurrection: act of revolt against authority or government; rebellion.

Magna Carta: 1216 document that protected the rights of British subjects.

Masons: also known as "Freemasons," members of the Free and Accepted Masons, an international secret society founded in 1717. Some of their principles include fellowship, religious tolerance, and political compromise.

militia: military units of volunteers who serve in case of an emergency. The National Guard is a militia unit.

Minute Men: name given to Revolutionary War militia members who claimed to be ready to fight in a minute's notice.

mother country: country which rules a colony.

muskets: long-barreled rifles.

Parliament: law-making assembly of Great Britain, consisting of the monarch, the House of Commons, and the House of Lords.

regiment: ground troops consisting of at least two battalions.

repeal: to do away with a law.

sedition: act of treason.

Sons of Liberty: secret organizations formed in the American colonies to protest the Stamp Act (1765).

Tories: Americans who sided with the British during the Revolution; Loyalists.

treason: act of betraying one's country, especially by aiding the enemy.

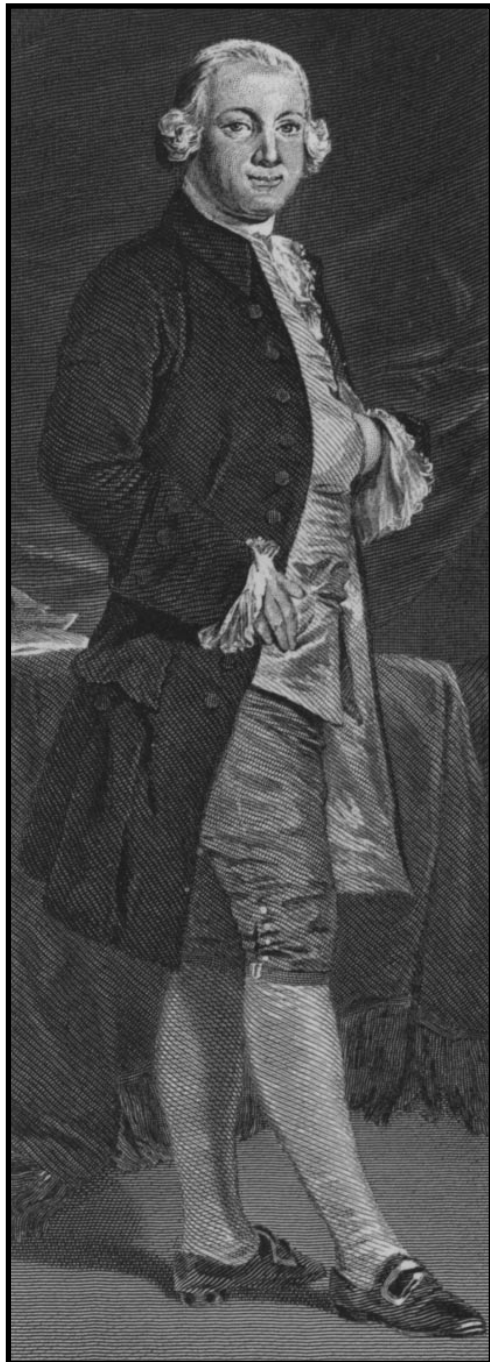
Tree of Liberty: tree in Boston that marked the site of patriot protests. Tories were hanged in effigy or tarred and feathered on this spot. The British cut the tree down for firewood in 1776.

tyranny: unjust or cruel abuse of power.

Whigs: Americans who supported the war against England; Patriots.

A Time in HISTORY

The following timeline traces some of the major events that occurred before and during the Revolutionary War.



James Otis
(1725-1783)

- 1763** ☐ Royal Proclamation of 1763 limits colonial settlement (1763)
- 1764** ☐ Sugar Act, one of 29 acts restricting colonial trade, taxes molasses (1764)
- 1765** ☐ Stamp Act taxes colonists to support British Army in America (1765)
☐ Quartering Act forces colonists to house British soldiers (1765)
- 1766** ☐ Stamp Act ends after protests against “taxation without representation” (1766)
- 1767** ☐ Townshend Acts tax imports (1767)
☐ British troops sent to Boston (1768)
- 1770** ☐ Boston Massacre (1770)
☐ Townshend Acts end after colonists boycott imported goods (1770)
- 1772** ☐ Sam Adams organizes Committee of Correspondence to spread information about the rebellion (1772)
- 1773** ☐ Tea Act gives British merchants a monopoly on tea (1773)
☐ Boston Tea Party protests Tea Act (1773)
- 1774** ☐ Intolerable Acts close Boston Harbor in reaction to Tea Party (1774)
☐ First Continental Congress (1774)
- 1775** ☐ Second Continental Congress (1775)
☐ Battles of Lexington and Concord (1775)
☐ Dr. Warren dies at Bunker Hill (1775)
☐ Washington becomes commander-in-chief (1775)
- 1776** ☐ British evacuate Boston (1776)
☐ Declaration of Independence signed (1776)
- 1777** ☐ American victory at Saratoga (1777)
- 1781** ☐ British surrender at Yorktown (1781)
- 1783** ☐ Treaty of Paris recognizes American independence (1783)

The Geographical Picture



VIEWPOINTS

About the Revolution

These quotes from speeches, pamphlets, documents, or letters express the sentiments of people who were affected by events surrounding the Revolutionary War.

From our own observations we will venture to say, that nine persons in ten, even in this country, are friends to the Americans and thoroughly convinced they have right on their side.

—*London Magazine*,
August 1768

Be it known unto Britain, even American daughters are politicians and patriots, and will aid the good work.

—**Mercy Otis Warren**
historian

The state only is free, where the people are governed by laws which they have a share in making; and that country is totally enslaved, where one single law can be made or repealed, without the interposition or consent of the people.

—**Benjamin Church**
speech on the third anniversary of the Boston Massacre,
March 5, 1773



Thomas Paine

A spark of fire inflames a compact building, a spark of spirit will as soon enkindle a united people.

—**Josiah Quincy**
1773

This is the most magnificent Movement of all. There is a Dignity, a Majesty, a Sublimity in this last Effort of the Patriots that I greatly admire. This Destruction of the Tea is so bold, so daring, so firm, intrepid, and inflexible, and it must have so important Consequences and so lasting that I cannot but consider it as an Epoch in History.

—**John Adams**
December 17, 1773

The question now was, not about the liberty of North America, but whether we were to be free, or slaves to our colonies.

—**Earl of Buckinghamshire**
February 1, 1774

We may destroy all the men in America and we shall still have all we can do to defeat the women.

—British officer
to Lord Cornwallis

Whether the people [of Boston] were warranted by justice, when they destroyed the tea, we know not; but this we know, that the Parliament, by their

continued

proceedings, have made us and all *North America*, parties in the present dispute...insomuch, that if our sister Colony of *Massachusetts Bay* is enslaved, we cannot long remain free.

—Resolution of Hanover County, Virginia,
July 20, 1774

I wish most sincerely there was not a slave in the province; it always appeared a most iniquitous scheme to me to fight ourselves for what we are daily robbing and plundering from those who have as good a right to freedom as we have.

—**Abigail Adams**
summer 1774

The Americans will never be in a temper or state to be reconciled—they ought not to be—till the troops are withdrawn. The troops are a perpetual irritation to those people; they are a bar to all confidence, and all cordial reconciliation.

—**Lord Chatham**
January 20, 1775

What do We Mean by the Revolution? The War? That was no part of the Revolution. It was only an Effect and Consequence of it. The Revolution was in the Minds of the People, and this was effected, from 1760 to 1775, in the course of fifteen Years before a drop of blood was drawn at Lexington.

—**John Adams**
to Thomas Jefferson,
1815

The period of debate is closed. Arms, as a last resort, must decide the contest....

—**Thomas Paine**
Common Sense,
January 1776



Mercy Otis Warren, historian and poet

Museum of Fine Arts, Boston

BOSTON

in 1760



View of Boston in the 1770s

Library of Congress

*The following excerpt from **Forging the American Republic 1760-1815** is a fictional account of what a visitor from England might have observed in Boston in 1760.*

Boston still considers itself the intellectual center of the colonies, though it has been outdistanced by Philadelphia and New York in population and commerce. By a census taken in this year the city numbers 15,631. It extends for about two miles along the seaward side of a peninsula formed by the Charles River as it curves into Boston Bay. On the western edge of town is a lovely tree-lined mall overlooking the common pasture, and beyond that are several hills on one of which stands a beacon that is used to alarm the neighborhood of impending attack. Across the river is a pretty sizable

village called Charlestown. Being unacquainted in Boston, I sought out an inn that could furnish supper for me and a stable for my horse. I then obtained lodging at a nearby house since inns are inclined to be noisy and expensive.

Boston has more of an urban appearance than Newport. Buildings are jammed together, and the streets, though paved with stones, are narrow and irregular, having been erected haphazardly as the city expanded. The center of the city is now a scene of blackened desolation. Last March the worst fire in its history consumed some 400 buildings. On the

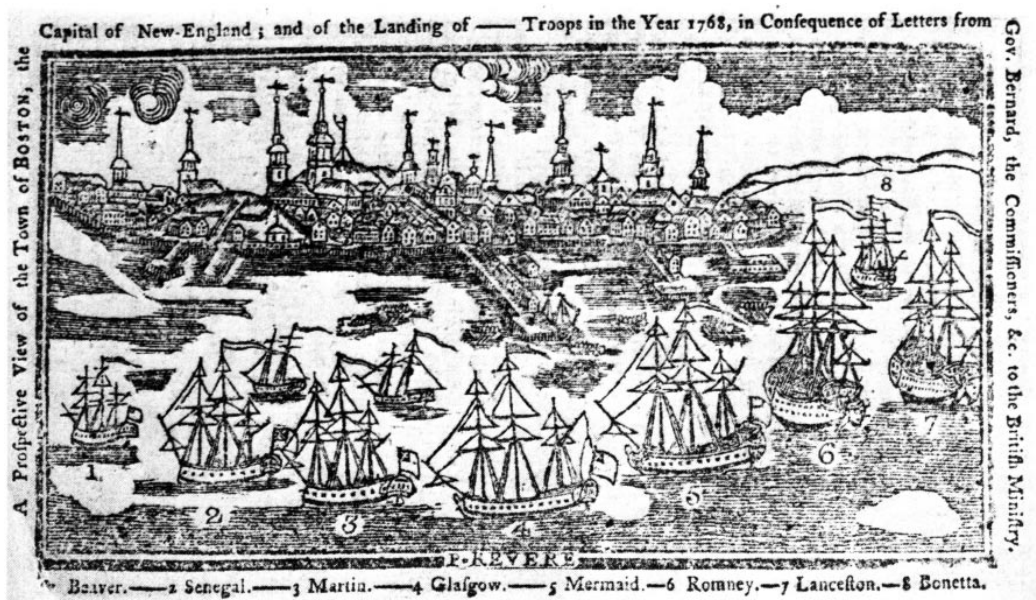
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other hand, the calamity will allow the city to renovate¹ itself, and officials promise a close supervision of the reconstruction. The new buildings will also be in brick which is more durable and less expensive than wood. Lumber for construction purposes has to be brought by ship all the way from Maine, and it costs five times as much as brick. Even firewood is scarce and expensive in this place because the forests of eastern Massachusetts have been nearly exhausted by a century of cutting. Public inspectors closely supervise its sale to protect the populace from the sharp practices of country wood peddlers.

Though Boston is much like English cities in appearance, I found its citizenry quite different. In England a person is born to a social class and, barring an extreme turn in the wheel of fortune, he never leaves it. Americans generally make a similar distinction between gentlemen (though they have no heritable titles), the "middling sort," and the "lower orders," but no individual feels confined to his station in life. Indeed, they seem engaged in a mad scramble to "get ahead." The best families, whose pedigrees date from the

beginnings of the colony, can be identified by their fine dress, elegant houses, genteel² manners, and education; but for the rest of the people social differences seem to be largely a matter of money. Perhaps that is why they pursue wealth so avidly.³ It brings more than material rewards—it is the key to social status and political influence....

The streets of Boston are a source of constant entertainment, but walking them is neither safe nor soothing. The passing show offers infinite variety—chimney sweeps, wood peddlers, merchants, ladies, ministers, soldiers, and sailors. But it is also a bedlam of noise—women hawk⁴ mussels and fish in strident tones; wagoners shout, curse, and crack their whips; iron-rimmed carriage wheels rumble over cobblestones; cattle bawl as they are led to the slaughterhouse. Some years ago the General Court prohibited vehicles from passing by the State House during its sessions because representatives could not hear the proceedings. That rule was generally ignored, so now iron chains are put across King Street whenever [the General Court] convenes.



Woodcut of British troops landing in Boston, 1768

¹ *renovate*: repair; fix up

² *genteel*: polite

³ *avidly*: eagerly

⁴ *hawk*: peddle

BOSTON MASSACRE



Crispus Attucks, center, was one of four patriots who died in the Boston Massacre.

*Colonists opposed the taxes forced upon them by the Townshend Acts of 1767. To keep order, the British government sent soldiers to Boston. In 1770 tensions between the Colonists and the British soldiers flared up when troops fired into a crowd that was calling them names. The following account from **The American Revolution** by Don Lawson provides details of that deadly clash.*

For weeks there had been trouble brewing between the citizens of Boston and the so-called Boston Garrison, a detachment of British troops sent from England to maintain order in the rebellious city. On the cold, snowy evening of March 5, 1770, the trouble boiled over.

All day there had been minor incidents between bands of citizens and soldiers who roamed Boston's streets. That

evening, a group of boys staged a mock snowball fight on King Street (today's State Street), where a lone British sentry was stationed near the Custom House.

Occasionally, a purposely misaimed snowball hit the sentry. Soon, some of the townspeople joined in the sport and commenced throwing snowballs, pieces of ice, sticks and stones at the red-coated target. When the group grew to nearly sixty

continued

tormentors, the sentry called for aid from the main garrison and about eight to ten British soldiers hurried to the scene.

Now the mob's anger grew, and clubs were added to the townspeople's weapons. The redcoats' threats to open fire were met by jeers and taunts for them to go ahead and do so. Some of the civilians even approached the soldiers and struck at their muskets with clubs. Suddenly shots rang out—it was never made clear if an order had been given to fire, or, if so, by whom—and three men lay dead and eight wounded, two of them mortally.¹

Those killed outright were identified by their Boston friends as James Caldwell, Samuel Gray, and Michael Johnson. Those mortally wounded were Patrick Carr and Samuel Maverick. Later it was learned that "Michael Johnson" was actually Crispus Attucks, a man thought by some to be partly or wholly Indian, a member of the nearby Natick tribe. Today, however, he is generally accepted as America's first black hero....

The Boston Massacre fanned the colonists' anger to white heat. A demand was made for the immediate trial of those guilty of firing into the crowd, and for the removal from Boston of all British troops. Some of the troops were removed, but far from all, and several weeks went by before those who had fired the shots were brought to trial. When the trial was announced, Sam Adams, as well as a number of his fellow citizens, were startled to learn that the redcoats were to be defended by a relative

of Sam's, John Adams.

John Adams's agreement to defend the accused British soldiers did not mean that he was less patriotic than Sam Adams, or James Otis, or Patrick Henry, or any of the other Sons of Liberty. It simply meant that he had a built-in sense of fair play. These other American patriots—Sam Adams in particular—were fiery revolutionaries. John Adams was also a revolutionary, but he believed in the necessity for rules of law and justice in founding a sound society. And, in the case of the defendants in the Boston Massacre, he believed that the accused had a certain amount of right on their side. Most important, he felt that they were entitled to a fair trial....

The trial itself was an anticlimax.² John Adams was assisted as defense counsel by Josiah Quincy, [Jr.,] also a leading local lawyer. As a result of the efforts of the two defense lawyers, two of the soldiers received only minor punishment and the others were acquitted.³ Several witnesses testified that the redcoats had been driven

to desperation by the taunts of the townspeople. Others said orders by [British] Captain Thomas Preston, who was in charge of the guard, had been misinterpreted. Captain Preston had rushed to the scene early in the conflict. When he kept shouting, "Don't fire, don't fire, don't FIRE!" some thought this may have been misunderstood as a command to fire. Captain Preston was also exonerated.⁴



British troops face an unwelcoming crowd near Boston Harbor.

¹ *mortally*: fatally; [wounds] resulting in death

² *anticlimax*: disappointment; letdown

³ *acquitted*: found not guilty; set free

⁴ *exonerated*: freed from blame; excused

AFRICAN-AMERICAN PATRIOTS

*Probably the most famous African-American patriot is Crispus Attucks, who died in the Boston Massacre. But many slaves earned freedom by fighting for their country, as told in **Black Heroes of the American Revolution**.*

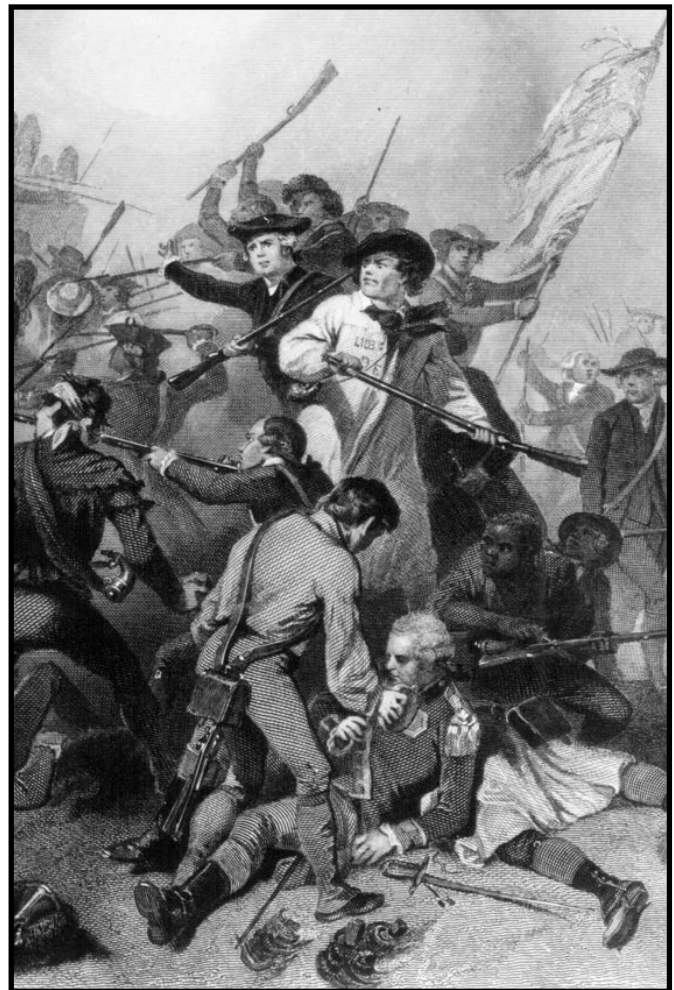
At least five thousand black men served on the patriot side during the American Revolution.... When the Revolution began, only two and one-half million people lived in the American colonies, half a million of them black. Only a few of the blacks had been freed—the rest of them were slaves. By the end of the war, about 60,000 slaves had been set free, many because they had helped to win the nation's freedom, many because their contributions helped to pass laws in the Northern states to abolish slavery shortly after the war....

One who helped to save the stories of black heroes for later Americans was the famous white poet John Greenleaf Whittier, who wrote many years after the Revolution that the service of black men should no longer be “carefully kept out of sight.” He praised the “founding fathers” who were black: “They have had no historian. With here and there an exception, they all passed away.... Yet enough is known to show that the free colored men of the United States bore their full proportion of the sacrifices and trials of the Revolutionary War.”

[Peter Salem was one of about twenty African-Americans who fought at Bunker Hill.] Salem “took aim at Major Pitcairn, as he was rallying the... British troops, & shot him thro the head....” The major fell dead just as he was shouting to his men,

“The day is ours.”

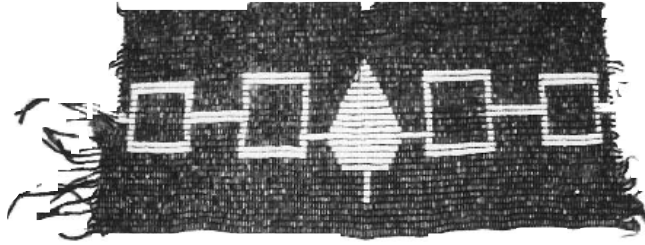
Several other black units fought with the white patriot forces, but their records are lost or incomplete.... Many of them who volunteered did so without the promise of winning their freedom—though in the end thousands did become free because of their army service.



Peter Salem, lower right, protects the wounded Dr. Warren at Bunker Hill.

Library of Congress

NATIVE-AMERICAN DEMOCRACY



The Hiawatha Belt

Granger Collection

*Americans wrote a constitution that was, in part, based on Native-American governments. Thomas Paine and Benjamin Franklin learned much about democracy from the Iroquois League, as Jack Weatherford explains in **Indian-Givers**.*

America's settlers from Europe knew little of democracy.... The Founding Fathers of the United States [carefully] assembled bits and pieces of many different systems to invent a completely new one. They even borrowed some distinctive elements from the American Indians.

The Founding Fathers faced a major problem when it came time to invent the United States. They represented, under the Articles of Confederation, thirteen separate and sovereign¹ states. How could one country be made from all thirteen without each one yielding its own power?

Reportedly, the first person to propose a [federation] of all the colonies was the Iroquois chief Canassatego. [In 1744,] he complained that the Indians found it difficult to deal with so many different colonial administrations, each with its own policy. It would make life easier for everyone involved if the colonists could have a union which allowed them to speak with one voice. He suggested that they do as his people had done and form a union like the League of the Iroquois.

...The Iroquois League united five principal Indian nations—the Mohawk, Onondaga, Seneca, Oneida, and Cayuga. Each of these nations had a council composed of delegates called sachems who

were elected by the tribes of that nation.... Each of these nations governed its own territory, and its own council met to decide the issues of public policy for each one. But these councils exercised jurisdiction² over the internal concerns of that one nation only; in this regard they exercised power somewhat like the individual governments of the colonies.

In addition, the sachems formed a grand Council of the League in which all fifty sachems of the six nations sat together to discuss issues of common concern. [These issues included declaring war, making peace, admitting new members, and governing conquered nations.] In this council each sachem had equal authority and privileges, with his power dependent on his oratorical power to persuade.

...This model of several sovereign units blended into one government presented precisely the solution to the problem confronting the writers of the United States Constitution. Today we call this a “federal” system in which each state retains power over internal affairs and the national government regulates affairs common to all.

The final extension of [these] federal principles came in 1918 with the establishment of the League of Nations....

¹ *sovereign*: independent

² *jurisdiction*: legal power

Daughters of Liberty

*Colonial American women, like American men, were not all Patriots. Many women were neutral, while some actively supported the British. But many others worked for liberty, as Linda G. De Pauw explains in **Founding Mothers**.*

When the Stamp Act crisis developed in 1765, signaling the beginning of the Revolutionary era, women were as quick to respond as were the men. As Patriot men began to refer to themselves as “sons of liberty,” Patriot women called themselves “daughters of liberty.” Both began to organize in 1766....

Since cloth was England’s major industry, the boycott of textiles¹ was thought to be the most important economic weapon that could be used against the mother country. Well-to-do women, who were accustomed to dress in imported cloth, took pride in wearing homespun purchased locally. Boycotts of other imports, however, were also [begun] by the Patriots. Women merchants as well as men signed nonimportation agreements.² Members of women’s groups pledged [not to] use imported luxury items, especially those bearing a controversial tax.

Taxation was a prime issue in the pre-Revolutionary debate.... The American nonimportation agreements eventually caused enough hardship in England to persuade Parliament to repeal all but one of the Townshend duties. The tax on tea was retained as a symbol of what Parliament claimed was its right to [set] such taxes. Tea thus became a symbol for Americans too. Abstention³ from tea became [required] for all true sons and daughters of liberty. Since women bore the primary responsibility for putting food and drink on the table, the tea boycott became uniquely a woman’s cause.

Tea was a hard thing to give up....

Americans were extraordinarily fond of it. But they were fonder of their right to self-government. Women’s anti-tea leagues sprang up. Women pledged to give up tea themselves, encouraged others to [avoid] it, and devised ingenious substitute “liberty teas” to make the abstinence less painful....

When war broke out American women demonstrated, both in their individual actions and in their organized efforts, that they were as fully involved in the cause as the men. The women of America produced a swarm of colorful heroines who, but for the

prejudices of traditional historians, would be as well known as Paul Revere or Nathan Hale....

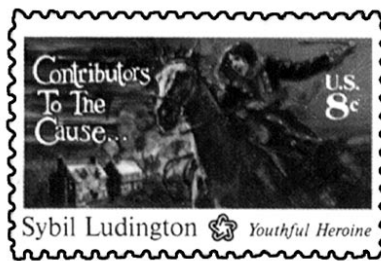
[Women organized to collect clothing for the troops. Women blacksmiths made guns for the troops. Some women, called campfollowers,

even traveled with the Colonial forces.] All eighteenth-century armies had camp duties that were regularly assigned to women.

Campfollowers also had a role to play during battle. They were the primary medics, carrying water and tending the wounded....

Those women were typical of others who, in the heat of battle, naturally moved from carrying water (which was needed to swab out the cannon after each firing) to carrying powder and shot and from that to loading and firing muskets or field pieces.

Eighteenth-century women were used to handling weapons, and when they saw a job that needed doing they did not wait for a man’s help; they did it themselves....



ABOVE: A postage stamp commemorates Sybil Ludington’s warning of the British raid on Danbury, Connecticut.

¹textiles: fabrics, especially woven or knit cloths

²nonimportation agreements: promises not to order or sell any goods taxed by the British

³abstention: choosing not to use

MIDWIVES

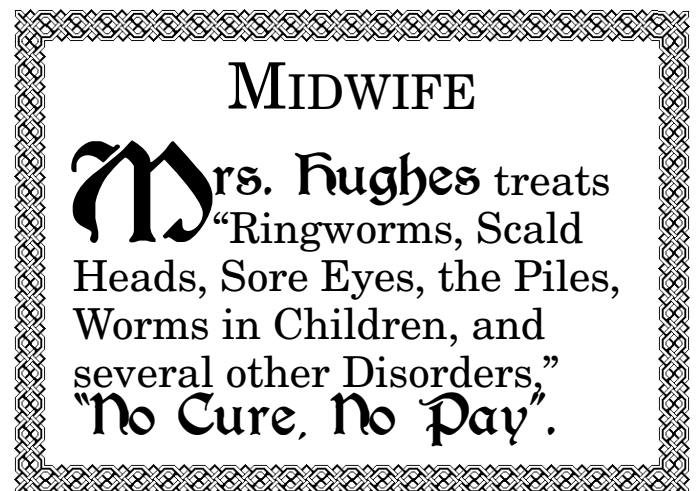
*It wasn't unusual for a midwife to treat injuries like Johnny's burn. There were few trained doctors in early America. So caring for the sick and delivering babies was often done by women. Women's roles in medicine are described in **Founding Mothers: Women of America in the Revolutionary Era**.*

Before the Revolution and the establishment of regular medical schools in America, there were no restrictions on women who wished to practice "physick" and "chiurgery." As late as 1796 it was reported that no male physician had ever practiced in Cape May County, New Jersey. "Medicine," it was said, "has been administered by women, except in extraordinary cases." Because it was so common for housewives to care for the sick and injured in their own families, few professional doctors of either sex could expect to make a living by practicing medicine. It was usually a side line. Upper-class women used their healing talents to earn a little extra income; poorer women would practice medicine to supplement their [income] from other sources. Thus William Byrd [described] "Mrs. Levinstone, who Acts here in the double Capacity of a Doctress and Coffee Woman."

Although practicing medicine was rarely a full-time occupation, midwifery¹ was. Eighteenth-century America had a fast-growing population. Obituaries of midwives often identify them as having delivered thousands of children in the course of their careers. [The record seems to have been held by Mrs. Elizabeth Hunt, who assisted the births of nearly 4,000 children.]

Midwifery was traditionally a woman's profession. Although most midwives had no formal training, a surprising number of those who advertised in the last half of the

eighteenth century had attended European medical schools.... The few men who began to advertise themselves as "man-midwives" did not present serious competition to women during the eighteenth century. As a correspondent to the *Virginia Gazette* observed, "A long unimpassioned Practice, early commenced, and calmly pursued is absolutely [required] to give Men by Art, what Women attain by Nature."



Artist's re-creation of an eighteenth-century midwife's ad

¹ midwifery: the art of assisting women in childbirth

DR. WARREN

Hero of Bunker Hill

*Dr. Joseph Warren was known and loved by most 18th-century Bostonians. His medical leadership and heroic patriotism are described in **The Doctors Warren of Boston**.*

Joseph Warren's patients could not fail to sense his genuine desire to help them and the competence and self-confidence with which he approached the task. He communicated an optimism which seemed to radiate from an inner well-being...Almost everyone thought of the word "brightness" in his connection.

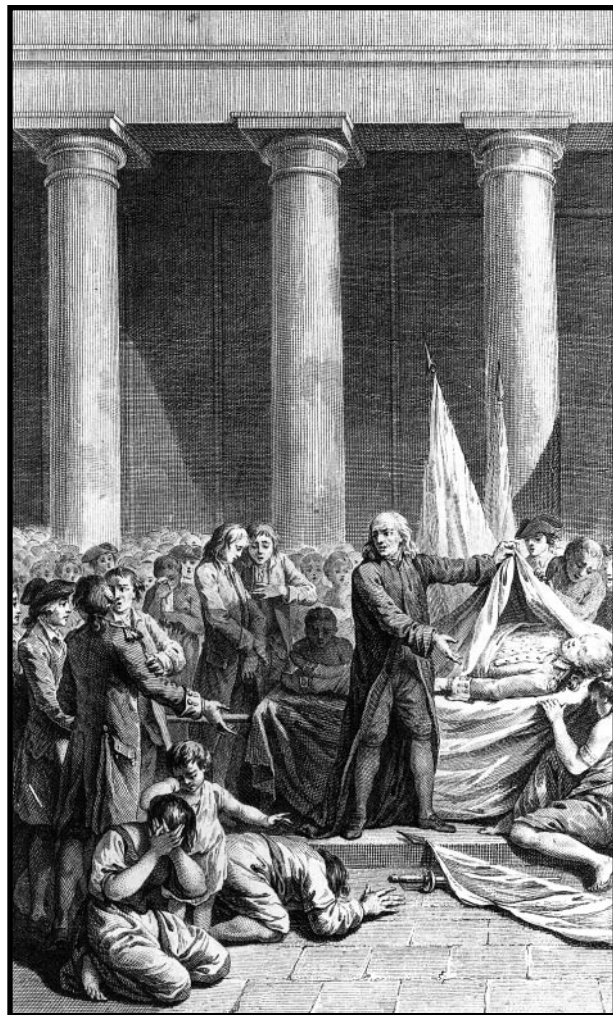
Some of this was due to his appearance. His fair skin was bright, and so were his light blue eyes; his features were strong and regular, and he was unmarred by any of the common disfigurements—smallpox scars, skin infections caused by scabies, squints and bad teeth. The two teeth he had lost had been replaced by artificial ones made by the silversmith Paul Revere, Warren's close friend. Joseph Warren looked, and was clean, which was rather unusual, since bathing was not only practically impossible but considered to be somewhat hazardous, and even wealthy people seldom wanted to be "wet all over."

Boston was small enough so that Joseph Warren could walk from his house to the homes of most of his patients, if they could not come to him or preferred to pay the extra fee.... His practice grew rapidly, at the rate of 100 cases a year for the first three years, until his was the largest practice in Boston....

Some historians consider Joseph Warren to have been the founder of medical education in Massachusetts, the first to organize the customary two years' apprenticeship so it would cover all the essentials. He was unquestionably a leader in the field, for

while his personality might account for his having more apprentices (as well as more patients) than the other doctors, it took ability to mold them all into reputable or outstanding physicians.

continued



Library of Congress

Funeral of Dr. Warren, 1775



The Battle of Bunker Hill (also called Breed's Hill)

While the identity of the “Mohawks” [who dumped tea into Boston Harbor] was concealed, everyone knew that Warren and Revere were among them.

This was not the first time Warren had broken the law. Speeches had been specifically banned on the anniversary of the Boston Massacre, but Warren delivered one (although he had been threatened with death).

[When the British marched on Concord, he was] the only member of the Committee of Safety who was then in Boston, an exceedingly dangerous place for a “known traitor” to be. He, alone, made the decision, and sent Paul Revere to warn the countryside.

Warren refused the position of Surgeon-in-Chief to the Continental Army when it was offered to him, asking to be made an officer. On June fourteenth he became the country's second major general....

The exact manner of his death [at Bunker Hill] cannot be known, as too many “witnesses” reported too many different accounts of it, all of them, however, agreeing that he was killed late in the day, that he was among those who were covering the retreat.

Writing to her husband, Abigail Adams said, “Not all the havoc and devastation they have made has wounded me like the death of Warren. We want him in the Senate; we want him in his profession, we want him in the field. We mourn for the citizen, the Senator, the physician, and the warrior.”

After his death, Joseph Warren became a national hero. The brave doctor was mourned in songs, stories, poems, and plays.

Warren was his country's choice
Called to arms by its voice
Quit drug and pill his post to fill
And take command at Bunker Hill
To repel the tyrant's forces....

...And then a cursed unlucky shot
Struck Warren in a vital spot¹
“I fall,” cried he “for Liberty
And gladly bleed if we succeed
Oh, may my country soon be freed!”
Thus died the heroic Warren.

An Acrostic to the late Major General

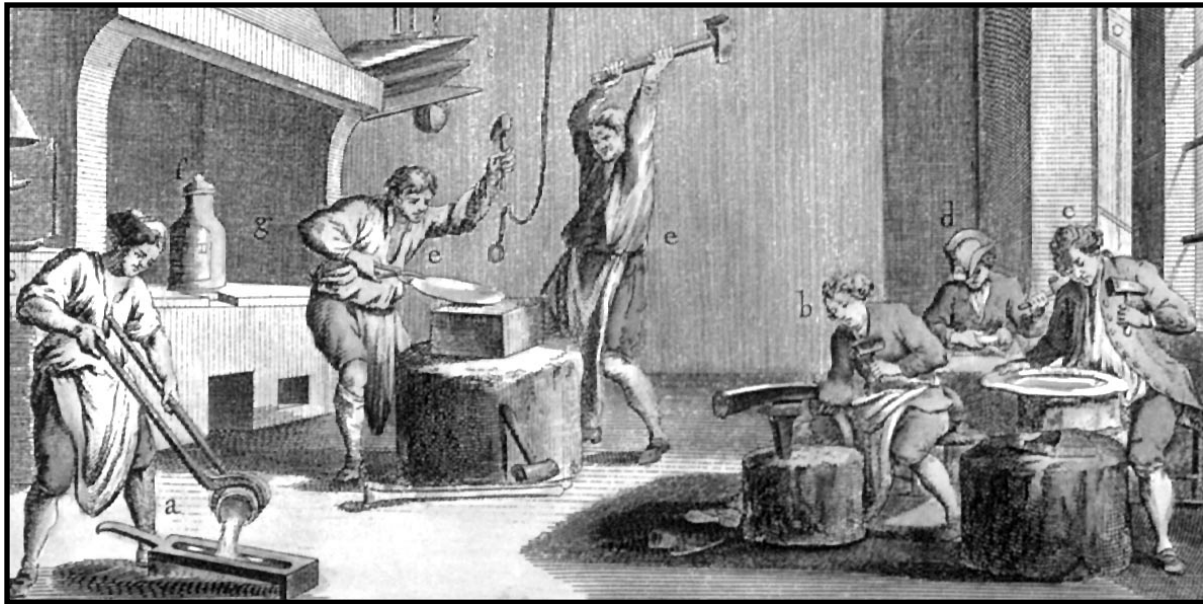
J ust as Joseph took his flight
O nward to the realms of light
S atan hurled his hellish darts
E vil angels play their parts
P iercy, Burgoyne and Gage²
H ove about in fearful rage
W arren step'd beyond their path
A wed by none, nor fear'd their wrath;
R an his race³ to joy and rest
R ose among the loyal blest
E ntered in the rolls of fame,
N orth⁴ and Devil missed their aim.

¹ Warren was wounded in the head.

² Piercy, Burgoyne, and Gage were high-ranking British military officers.

³ St. Paul compared life to a race for the prize of heaven.

⁴ The colonists hated Lord North, who was King George's minister.



Silversmith's shop in an eighteenth-century engraving by Diderot

Granger Collection

APPRENTICES

*This excerpt from **Everyday Life in Colonial America** by Louis B. Wright describes the life of apprentices in colonial times.*

In the York County [Maine] indenture,¹ the apprentice agreed to serve his master faithfully for a “full and just term of four years.” He also agreed that he would keep any trade or other secrets of his master, that he would “not play at unlawful games, nor unseasonably absent himself from his said master’s business; he shall not frequent taverns, nor lend, nor spend the goods or victuals² of his said master without his leave.” The apprentice contracted not to marry or to be guilty of any immorality. For his part, the carpenter to whom [one] Maine apprentice was bound promised to teach the lad “in the trade of a carpenter to the best of his skill according to what his apprentice is capable of, and also...to teach him to write and cipher³ if he be capable, and to give him a set of tools at the end of his time, and to provide him during the said apprenticeship convenient meat, drink, lodging, and washing, and seven pounds per annum⁴ for to find him apparel.”

In essence, a master agreed to teach a youth “the art and mystery of his craft” in return for the youth’s labor for a specified period of years. During this term of service, the master stood in place of a parent and could exercise the same authority as a father. That is, he could punish the apprentice for any infringement⁵ of the rules and could even beat him if his misdeeds warranted it. Punishments of apprentices were occasionally

continued

¹ *indenture*: contract

² *victuals*: food

³ *cipher*: do arithmetic

⁴ *annum*: year

⁵ *infringement*: breaking

harsh, and numerous court records exist of masters charged with cruelty to apprentices and servants. We can be certain, however, that the authorities intervened only in cases of unusual severity, for beatings were considered normal....

The apprentice lived in his master's house. In many cases he became in effect an adopted member of the family; frequently an apprentice, at the end of his service, married one of his master's daughters. In less happy cases, the apprentice might have the misfortune to be bound to a grasping and cruel master, who made him work long hours, gave him poor food, and beat him unmercifully. Even the best of employers made the apprentice's life a hard one, filled with work from dawn till dusk—with very little time off for amusement. Benjamin Franklin put into the mouth of Poor Richard the proverb: "An idle brain is the devil's workshop." Few colonial masters could be accused of being the devil's accomplices⁶ by encouraging idleness....

Even well-to-do families saw to it that their sons were apprenticed to a master who could teach them a business or craft. The daughters of the well-to-do were rarely apprenticed to any craft. They learned the domestic duties expected of a wife and married early. But girls of poorer families were often bound out as servants and apprenticed to some trade: needlework and sewing of various kinds, spinning, weaving, and various decorative arts. Some girls learned to be professional cooks, bakers, pastry makers, and sellers of prepared foods. Many a poor girl bound out under the apprentice laws became merely a household drudge doing the chores of an ordinary domestic servant...

Compared with modern concepts of working hours, leisure, holidays, and paid vacations, the life of a colonial apprentice was hard, monotonous, and dreary. He was expected to work from dawn to dusk and to keep busy in the evenings if duties in the household required it. He could not restrict his labor to any set number of hours per week, and if he had a respite⁷ on Saturday or a half day some other time he was more fortunate than most. On Sunday, if the household was pious⁸—as it frequently was—the apprentice was expected to attend church service and to conduct himself during the rest of the day with decorum,⁹ if not with solemnity.¹⁰ He generally had some duties to perform, even on the Sabbath, and some apprentices complained about being forced by their masters to break the Sabbath by working. Moralists generally concluded that the apprentice did not commit a sin by working on Sunday if his master ordered him to do so: the master was considered the sinner. But that did not bring rest on the Lord's Day to the weary apprentice; it merely shifted the blame for his Sabbath-breaking.

⁶ *accomplices*: helpers

⁷ *respite*: rest; intermission

⁸ *pious*: religious

⁹ *decorum*: good manners

¹⁰ *solemnity*: thoughtfulness; seriousness

INDENTURE AGREEMENT

This typical eighteenth-century indenture spells out the obligations of an apprentice and his master.

Registered for Mr. Charles LeRoux the 23rd day of July
Anno Dom. 1719.

This Indenture¹ Wittnesseth that Jacob TenEyck aged about fifteen years has put himself and by these Presents doth Voluntarily and of his own free Will and Accord by and with the Consent of Coenraet TenEyck his father put himself apprentice to Charles LeRoux of the City of New York Goldsmith with him to live and (after the Manner of an Apprentice) to serve from the fifteenth day of July Anno Dom. One thousand seven hundred and Nineteen till the full Term of seven years be Compleat and Ended. During all which Term the said Apprentice his said Master Charles LeRoux faithfully shall serve his Secretts keep his lawfull Commands gladly Every where Obey: he shall do no damage to his said Master nor see to be done by Others without letting or giving Notice to his Master, he shall not waste his Masters Goods nor lend them unlawfully to any, he shall not Commit Fornication nor Contract Matrimony² within the said Term, at Cards Dice or any Other unlawfull Game he shall not play whereby his Master may have damage, with his own Goods nor the Goods of others during the said Term without Lycense³ from his said Master he shall neither buy nor sell, he shall not absent himself day nor night from his Masters Service without his leave nor haunt Alehouses Taverns or Playhouses but in all things as a faithful Apprentice he shall behave himself toward his Master and all his during the said Term. and the said Master during the said Term shall by the best Means or Method that he can Teach or Cause the said Apprentice to be taught the Art or Mystery of a Goldsmith. shall find or provide unto the said Apprentice sufficient Meat Drink and Washing in winter time fitting for an Apprentice and his said father to find him Apparell⁴ Lodging and washing in summer time and his said Master to suffer his said Apprentice to go to the winter Evening School at the Charge of his father. for the true performance of all and Every the said Covenants and Agreements Either of the said parties bind themselves unto the Other by these presents. In Wittness whereof . . .

¹ Indenture: agreement binding one person to work for another for a period of time

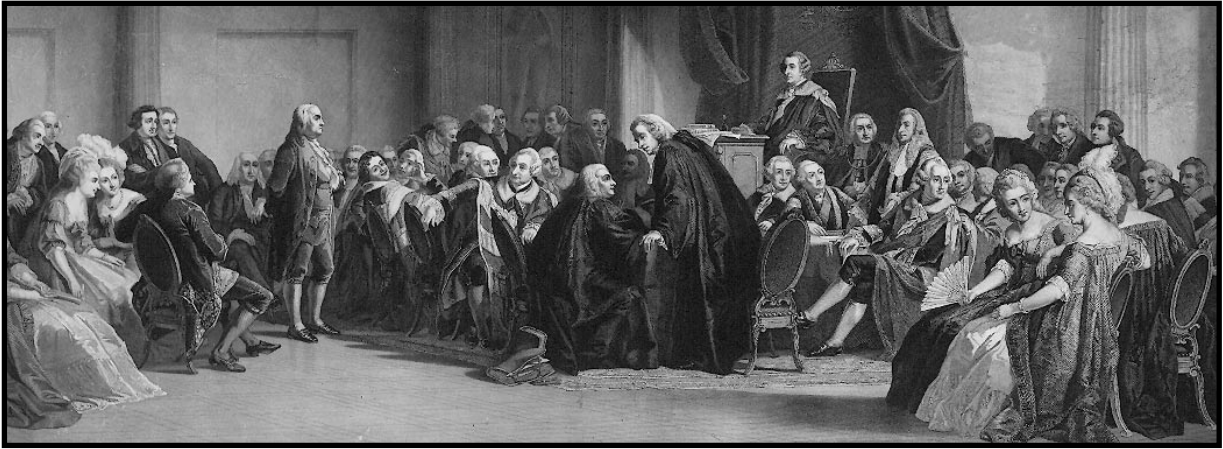
² Fornication...Matrimony: apprentices were to be pure and unwed

³ Lycense: permission

⁴ Apparell: clothing

BEN FRANKLIN

Speaks for the Patriots



Library of Congress

On February 13, 1766, Benjamin Franklin testified before the British House of Commons regarding the Colonies' objections to the Stamp Act. Excerpts from that testimony are reprinted here.

Q. What is your name, and place of abode?

A. Franklin, of Philadelphia.

Q. Do the Americans pay any considerable taxes among themselves?

A. Certainly many, and very heavy taxes.

Q. You have said that you pay heavy taxes in Pennsylvania. What do they amount to in the pound?

A. The tax on all estates, real and personal is eighteen pence in the pound, fully rated; and the tax on the profits of trade and professions, with other taxes, do, I suppose, make full half a crown in the pound....

Q. Do not you think the people of America would

submit to pay the stamp duty¹ if it was moderated?

A. No, never, unless compelled by force of arms....

Q. What was the temper² of America towards Great Britain before the year 1763?

A. The best in the world. They submitted willingly to the government of the Crown, and paid, in all their courts, obedience to acts of Parliament. Numerous as the people are in the several provinces, they cost you nothing in forts, citadels, garrisons, or armies, to keep them in subjection. They were governed by this country at the expense only of a little pen, ink and paper. They were led by a thread. They had not only a respect, but an affection for Great

Britain; for its laws, its customs and manners, and even a fondness for its fashions, that greatly increased the commerce.

Q. And what is their temper now?

A. O, very much altered.

Q. Did you ever hear the authority of Parliament to make laws for America questioned till lately?

A. The authority of Parliament was allowed to be valid in all laws, except such as should lay internal taxes. It was never disputed in laying duties to regulate commerce....

Q. Don't you think they would submit to the Stamp Act, if it was modified, the obnoxious³ parts

continued

¹ *stamp duty*: in 1765, the British passed the Stamp Act, requiring colonists to pay taxes on various papers and documents.

² *temper*: attitude

³ *obnoxious*: offensive; unbearable

taken out, and the duty reduced to some particulars of small moment?

A. No; they will never submit to it.

Q. What is your opinion of a future tax imposed on the same principle with that of the Stamp Act? How would the Americans receive it?

A. Just as they do this. They would not pay it.

Q. Have not you heard the resolutions of this House, and of the House of Lords, asserting the right of Parliament relating to America, including a power to tax the people there?

A. Yes, I have heard of such resolutions.

Q. What will be the opinion of the Americans on those resolutions?

A. They will think them unconstitutional and unjust....

Q. Before there was any thought of the Stamp Act, did they wish for a representation in Parliament?

A. No.

Q. Don't you know that there is, in the Pennsylvania charter, an express reservation of Parliament to lay taxes there?

A. I know there is a clause in the charter by which the King grants that he will levy no taxes on the inhabitants,

unless it be with the consent of the [Pennsylvania] assembly or by act of Parliament.

Q. How, then, could the assembly of Pennsylvania assert that laying a tax on them by the Stamp Act was an infringement⁴ of their rights?

A. They understood it thus; by the same charter, and otherwise, they are entitled to all the privileges and liberties of Englishmen; they find in the great charters, and the petition and declaration of rights, that one of the privileges of English subjects is, that they are not to be taxed but by their common consent. They have therefore relied upon it, from the first settlement of the province, that the Parliament never would, nor could, by color of that clause in the charter, assume a right of taxing them, till it had qualified itself to exercise such right by admitting representatives from the people to be taxed, who ought to make a part of that common consent....

Q. Are all parts of the Colonies equally able to pay taxes?

A. No, certainly; the frontier parts, which have been ravaged⁵ by the enemy, are greatly disabled by that means; and therefore, in such cases, are usually favored in our tax laws.

Q. Can we, at this distance, be competent judges of what favors are

necessary?

A. ...I think it impossible....

Q. If the Stamp Act should be repealed, would it induce⁶ the assemblies of America to acknowledge the rights of Parliament to tax them, and would they erase their resolutions?

A. No, never.

Q. Are there no means of obliging them to erase those resolutions?

A. None that I know of; they will never do it, unless compelled by force of arms.

Q. Is there a power on earth that can force them to erase them?

A. No power, how great soever, can force men to change their opinions....

Q. What used to be the pride of Americans?

A. To indulge in the fashions and manufactures of Great Britain.

Q. What is now their pride?

A. To wear their old clothes over again, till they can make new ones.

⁴ *infringement*: violation

⁵ *ravaged*: ruined

⁶ *induce*: cause

Josiah Quincy, Jr., Defends a British Soldier

*In **Johnny Tremain**, Josiah Quincy, Jr., defended Johnny when the young man was accused of theft by Mr. Lyte. In real life, Quincy, along with John Adams, risked damaging his reputation by representing Captain Thomas Preston. The British officer was charged with murder in the Boston Massacre after his troops fired into a crowd and killed five men.*

*Quincy's unpopular decision caused friction between him and his father. The two letters that follow, from **The American Heritage History of the Thirteen Colonies**, reflect their disagreement.*

Braintree, [Massachusetts]
March 22, 1770

My Dear Son,

I am under great affliction¹ at hearing the bitterest reproaches² uttered against you, for having become an advocate³ for those criminals who are charged with the murder of their fellow-citizens. Good God! Is it possible? I will not believe it.

Just before I returned home from Boston, I knew, indeed, that on the day those criminals were committed to prison, a sergeant had inquired for you at your brother's house; but I had no apprehension that it was possible [you would be asked to] undertake their defence. Since then I have been told that you have actually engaged⁴ for Captain Preston; and I have heard the severest reflections made upon the occasion, by men who had just before manifested the highest esteem for you, as one destined to be a saviour of your country.

I must own to you, it had filled the bosom of your aged and infirm⁵ parent with anxiety and distress, lest it should not only prove true, but destructive of your reputation and interest; and I repeat, I will not believe it, unless it be confirmed by your own mouth, or under your own hand.

Your anxious and distressed parent,
Josiah Quincy

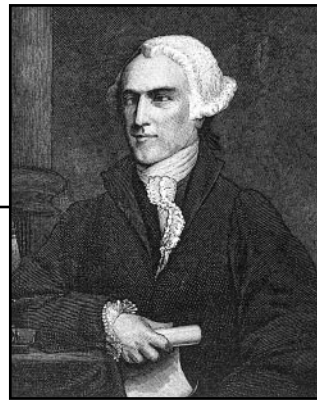
¹ affliction: suffering

² reproaches: criticisms

³ advocate: lawyer

⁴ engaged: hired; contracted

⁵ infirm: unwell



Granger Collection

Boston, [Massachusetts]
March 26, 1770

Honoured Sir,

Josiah Quincy, Jr.

I have little leisure, and less inclination, either to know or to take notice of those ignorant slanderers who have dared to utter their “bitter reproaches” in your hearing against me, for having become an advocate for criminals charged with murder. But the sting of reproach, when envenomed¹ only by envy and falsehood, will never prove mortal.

Let such be told, Sir, that these criminals, charged with murder, are *not yet legally proved guilty*, and therefore, however criminal, are entitled, by the laws of God and man, to all legal counsel and aid; that my duty as a man obliged me to undertake; that my duty as a lawyer strengthened the obligation; that from abundant caution, I at first declined being engaged; that after the best advice, and most mature deliberation had determined my judgment, I waited on Captain Preston, and told him that I would afford him my assistance; but, prior to this, in presence of two of his friends, I made the most explicit declaration to him of my real opinion on the contests (as I expressed it to him) of the times, and that my heart and hand were indissolubly² attached to the cause of my country; and finally that I refused all engagement, until advised and urged to undertake it, by an Adams, a Hancock, a Molineux, a Cushing, a Henshaw, a Pemberton, a Warren, a Cooper, and a Phillips. This and much more might be told with great truth; and I dare affirm that you and this whole people will one day REJOICE that I became an advocate for the aforesaid “criminals,” *charged* with the murder of our fellow-citizens.

I never harboured the expectation, nor any great desire, that all men should speak well of me. To inquire my duty, and to do it, is my aim. Being mortal, I am subject to error; and, conscious of this, I wish to be diffident.³ Being a rational creature, I judge for myself, according to the light afforded me. When a plan of conduct is formed with an honest deliberation, neither murmuring, slander, nor reproaches move. For my single self, I consider, judge, and with reason to hope to be immutable.⁴

There are honest men in all sects,⁵ —I wish their approbation;⁶ —there are wicked bigots⁷ in all parties,—I abhor⁸ them.

I am, truly and affectionately,
Your son,
Josiah Quincy, Jr.

¹ *envenomed*: poisoned

² *indissolubly*: permanently

³ *diffident*: modest

⁴ *immutable*: incorruptible; honest

⁵ *sects*: groups

⁶ *approbation*: approval

⁷ *bigots*: narrow-minded persons

⁸ *abhor*: despise; hate

BOSTON TEA PARTY



*To protest the British tax on tea, colonists disguised as Indians boarded ships and threw their cargo of tea into Boston Harbor. This excerpt is from an article in the **Massachusetts Gazette** on December 23, 1773, one week after the Boston Tea Party.*

Just before the dissolution¹ of the meeting, a number of brave and resolute² men, dressed in the Indian manner, approached near the door of the Assembly, gave the war whoop, which rang through the house and was answered by some in the galleries, but silence being commanded, and a peaceable deportment was again enjoined till the dissolution. The Indians, as they were then called, repaired³ to the wharf where the ships lay that had the tea on board, and were followed by hundreds of people to see the event of the transactions of those who made so grotesque an appearance.



Resolved. That whoever shall aid or abet, or in any manner assist in the introduction of tea, from any place whatsoever into this colony, while it is subject, by a British act of Parliament, to the payment of a duty, for the purpose of raising a revenue in America, he shall be deemed an enemy to the liberties of America.

Resolution of New York Sons of Liberty

the Monday's papers says that the masters and owners are well pleased that their ships are thus cleared.

They, the Indians, immediately repaired on board Capt. Hall's ship, where they hoisted out the chests of tea, and when upon deck stove the chests and emptied the tea overboard; having cleared this ship, they proceeded to Capt. Bruce's and then to Capt. Coffin's brig. They applied themselves so dextrously⁴ to the destruction of this commodity that in the space of three hours they broke up 342 chests, which was the whole number in those vessels, and discharged their contents into the dock. When the tide rose it floated the broken chests and the tea insomuch that the surface of the water was filled therewith a considerable way from the south part of the town to Dorchester Neck, and lodged on the shores. There was the greatest care taken to prevent the tea from being purloined⁵ by the populace. One or two, being detected in endeavouring to pocket a small quantity, were stripped of their acquisitions and very roughly handled. It is worthy of remark that although a considerable quantity of goods were still remaining on board the vessels, no injury was sustained. Such attention to private property was observed that a small padlock belonging to the captain of one of the ships being broke, another was procured and sent to him. One of

continued

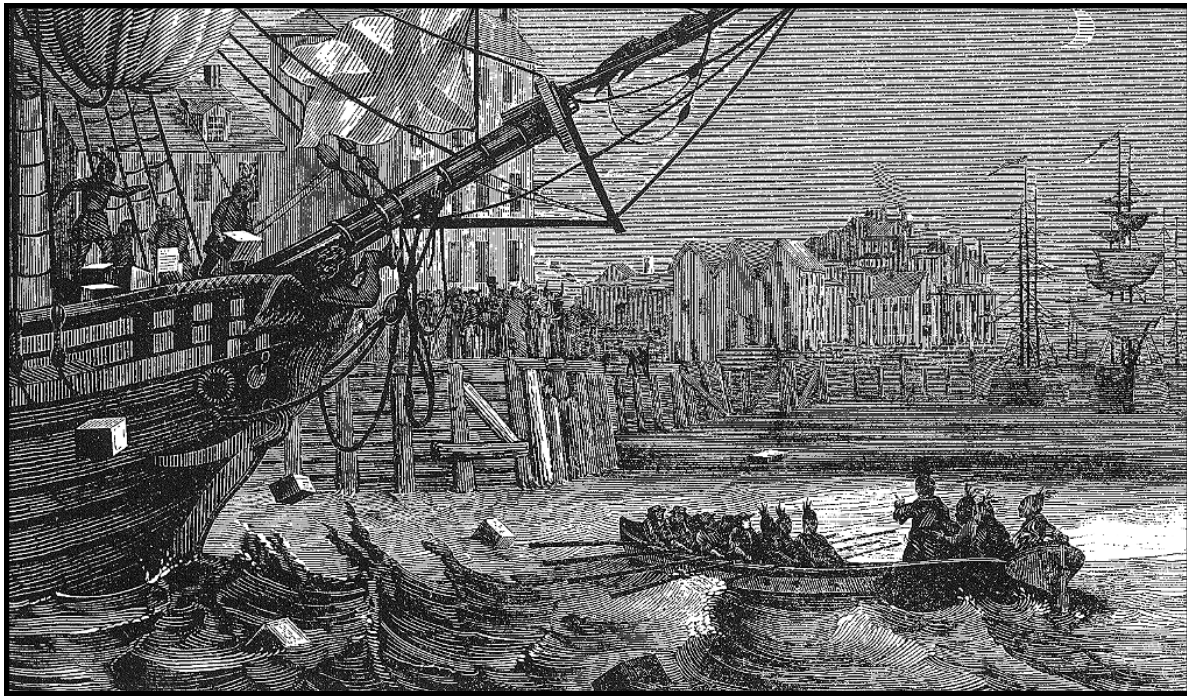
¹ *dissolution*: end

² *resolute*: determined

³ *repaired*: went

⁴ *dextrously*: skillfully

⁵ *purloined*: stolen



The Boston Tea Party, 1773

*Robert Sessions' eyewitness account of the events at Griffin's Wharf is found in **The American Revolutionaries in Their Own Words**.*

I was living in Boston at the time, in the family of a Mr. Davis, a lumber merchant, as a common laborer. On that eventful evening, when Mr. Davis came in from the town meeting, I asked him what was to be done with the tea.

"They are now throwing it overboard," he replied.

Receiving permission, I went immediately to the spot. Everything was as light as day, by the means of lamps and torches—a pin might be seen lying on the wharf.

I was not one of those appointed to destroy the tea, and who disguised themselves as Indians, but was a volunteer, the disguised men being largely men of family and position in Boston, while I was a young man whose home and relations were in Connecticut. The appointed and disguised party proving too small for the quick work necessary, other young men [like myself] joined them in their labors.

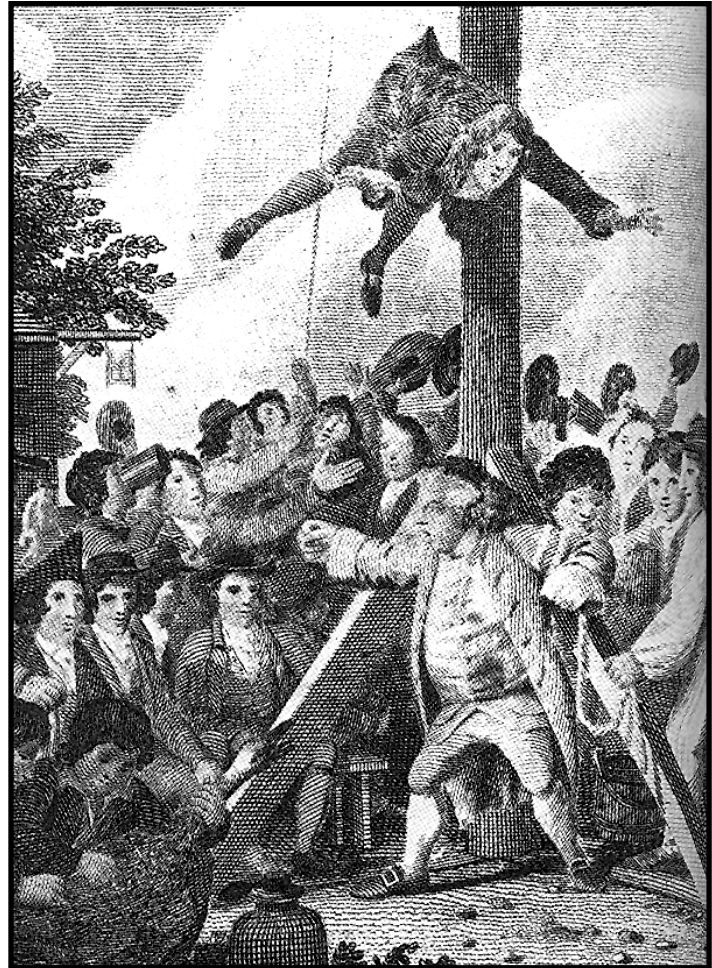
The chests were drawn up by a tackle—one man bringing them forward in the hold, another putting a rope around them, and others hoisting them to the deck and carrying them to the vessel's side. The chests were then opened, the tea emptied over the side, and the chests thrown overboard.

Perfect regularity prevailed during the whole transaction. Although there were many people on the wharf, entire silence prevailed—no clamor, no talking. Nothing was meddled with but the teas on board.

After having emptied the hold, the deck was swept clean, and everything put in its proper place. An officer on board was requested to come up from the cabin and see that no damage was done except to the tea.

*Not all colonists were in favor of independence. The following excerpt from **Voices of 1776** by Richard Wheeler describes the difficulties faced by colonists who supported the British.*

TORIES



Library of Congress

A Loyalist is strung up by his neighbors. More than 60,000 British supporters fled the colonies.

The...Tories [also known as Loyalists], of whom there were many thousands, suddenly found themselves in a critical position. Some began making plans to leave the country, and some to join the British army. The majority, however, decided to stay at home, either to do what they could for their beliefs or to pursue a neutral course and try to avoid public notice. To the more ardent Patriots, a Loyalist was “a creature whose head is in England, whose body is in America, and who ought to have its neck stretched.” Dr. James Thacher [wrote]:

Liberty-poles are erected in almost every town and village; and when a disaffected¹ tory renders himself odious² by any active conduct, with the view of counteracting the public measures, he is seized by a company of armed men and conducted to the liberty-pole, under which he is com-

¹ *disaffected*: hostile

² *odious*: unlikable

pelled to sign a recantation³ and give bonds for his future good conduct. In some instances...individuals have been imprisoned or their names have been published in the newspapers as enemies of their country. It has indeed unfortunately happened that a few individuals...have received from the rabble⁴ a coat of tar and feathers....

The tories make bitter complaints against the discipline which they receive from the hands of the whigs. Their language is, "You make the air resound with the cry of liberty, but subject those who differ from you to the humble condition of slaves, not permitting us to act, or even think, according to the dictates⁵ of conscience." The reply is, "It is one of the first principles of a free government that the majority shall bear rule.... We have undertaken the hazardous task of defending the liberties of our country.... If you possess not patriotism and courage enough to unite your efforts with ours, it is our duty to put it out of your power to injure the common cause...."

*Tory Isaac Wilkins wrote a letter explaining why he would have to leave America. His letter was published in **Rivington's New York Gazette**.*

May 3, 1775

My Countrymen:

Before I leave America, the land I love, and in which is contained every thing that is valuable and dear to me—my wife, my children, my friends, and property—permit me to make a short and faithful declaration, which I am induced to do neither through fear nor a consciousness of having acted wrong. An honest man, and a Christian, hath nothing to apprehend from this world. God is my judge and God is my witness that all I have done, written, or said in relation to the present unnatural dispute between Great Britain and her colonies proceeded from the honest intention of serving my country. Her welfare and prosperity were the objects towards which all my endeavours have been directed. They still are the sacred objects which I shall ever steadily and invariably keep in view; and when in England all the influence, that so inconsiderable a man as I am can have, shall be exerted in her behalf.

It has been my constant maxim through life to do my duty conscientiously and to trust the issue of my actions to the Almighty. May that God in whose hands are all events speedily restore peace and liberty to my unhappy country; may Great Britain and America soon be united in the hands of everlasting amity; and when united, may they continue a free, a virtuous, and happy nation to the end of time.

I leave America and every endearing connection because I will not raise my hand against my Sovereign, nor will I draw my sword against my Country. When I can conscientiously draw it in her favour, my life shall be cheerfully devoted to her service.

Isaac Wilkins

³ *recantation*: denial

⁴ *rabble*: crowd; mob

⁵ *dictates*: orders; commands

Tar and Feathers

*It was not uncommon for Loyalists to be tarred and feathered. In this excerpt from **Letters of a Loyalist Lady**, Anne Hulton, sister of the Commissioner of Customs in Boston, describes this cruel punishment.*

Jan 31st 1774

The most shocking cruelty was exercised a few Nights ago, upon a poor Old Man a Tidesman one Malcolm he is reckond creasy, a quarrel was pickd wth him, he was afterward taken, & Tarrd, & featherd. Theres no Law that knows a punishment for the greatest Crimes beyond what this is, of cruel torture. And this instance exceeds any other before it he was stript Stark naked, one of the severest cold nights this Winter, his body coverd all over with Tar, then with feathers, his arm dislocated in tearing off his cloaths, he was dragd in a Cart with thousands attending, some beating him wth clubs & Knocking him out of the Cart, then in again. They gave him several severe whippings, at different parts of the Town. This Spectacle of horror & sportive cruelty was exhibited for about five hours.

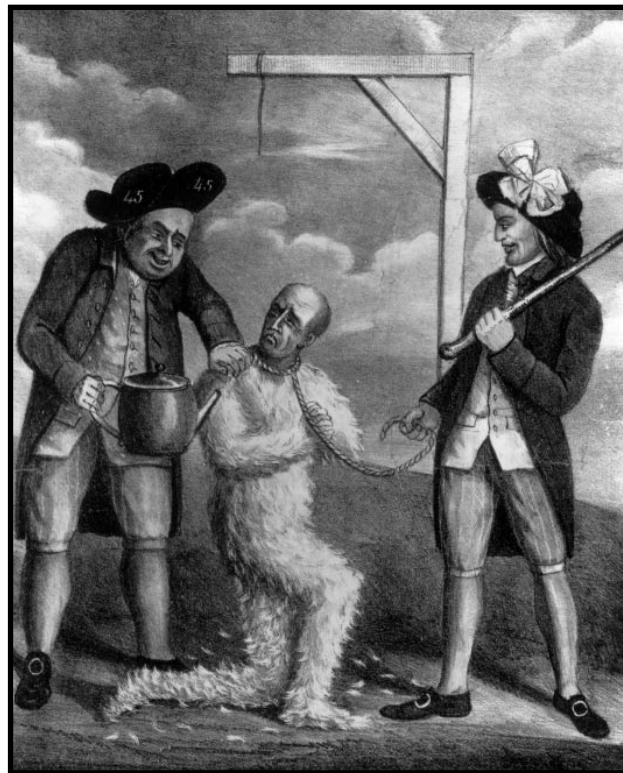
The unhappy wretch they say behaved with the greatest intrepidity,¹ & fortitude all the while. before he was taken, defended himself a long time against Numbers, & afterwds when under Torture they demanded of him to curse his Masters The K: Govr

&c which they could not make him do, but he still cried, Curse all Traitors. They brot him to the Gallows & put a rope about his neck sayg they woud hang him he said he wishd they woud, but that they could not for God was above the Devil. The Doctors say that it is imposible this poor creature can live They say his flesh comes off his back in Stakes

.... Govr Tryon had sent him a gift of ten Guineas just

before this inhuman

treatment. he has a Wife & family & an Aged Father & Mother who they say saw the Spectacle wch no indifert person can mention without horror.

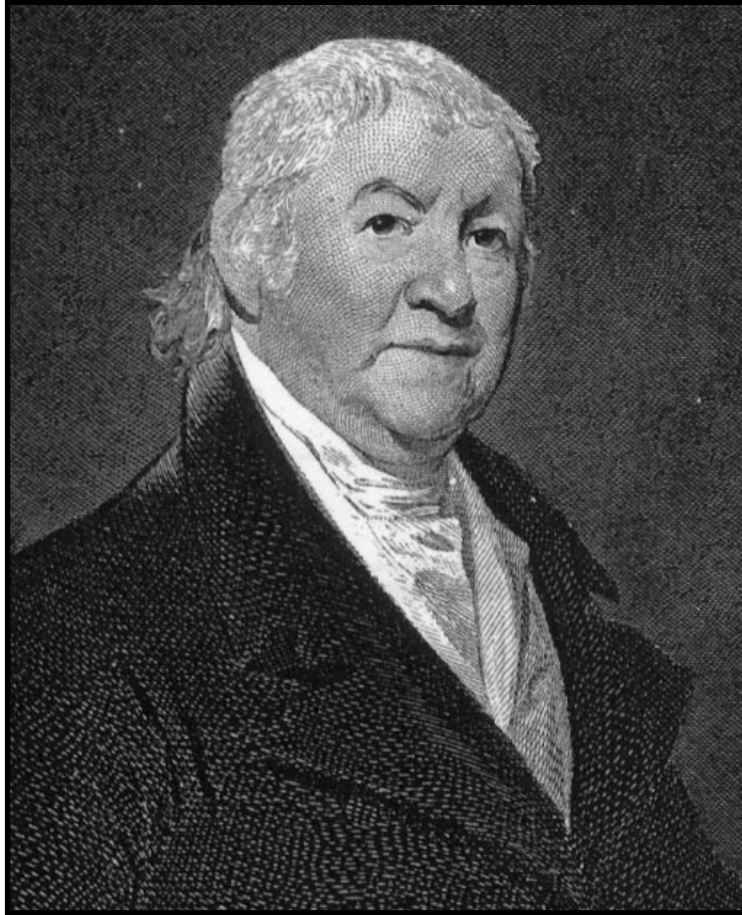


After tarring and feathering a British customs official, two Bostonians prepare to pour tea down his throat.

Library of Congress

¹ *intrepidity*: fearlessness

PAUL REVERE



Paul Revere (1735-1818)

Silversmith and engraver Paul Revere is best remembered for his midnight ride of April 18, 1775. Revere was to ride to Lexington and Concord and warn the Minute Men that British troops were on their way to Concord. However, the British captured Revere between Lexington and Concord. He later wrote this account of his activities.

In the fall of 1774 and winter of 1775, I was one of upwards of thirty...who formed ourselves into a committee for the purpose of watching the movements of the British soldiers, and gaining every intelligence of the movements of the Tories. We held our meetings at the Green Dragon Tavern [in Boston]. We were so careful that our meetings should be kept secret that every time we met, every person swore upon the Bible that they would not [reveal] any of our transactions but to Messrs. Hancock, Adams, Doctors [Joseph] Warren,

¹ *men-of-war*: warships

[Benjamin] Church and one or two more....In the winter, towards the spring, we frequently took turns, two and two, to watch the soldiers by patrolling the streets all night.

The Saturday night preceding the 19th of April, about twelve o'clock at night, the boats belonging to the transports were all launched [from shore] and carried under the sterns of the men-of-war.¹ (They had been previously hauled up and repaired.) We likewise found that the grenadiers² and light infantry were all taken off duty.

² *grenadiers*: soldiers armed with grenades *continued*

From these movements we expected something serious was to be transacted. On Tuesday evening, the 18th, it was observed that a number of soldiers were marching towards the bottom of the Common. About ten o'clock, Dr. Warren sent in great haste for me and begged that I would immediately set off for Lexington, where Messrs. Hancock and Adams were, and acquaint them of the movement, and that it was thought they were the objects. When I got to Dr. Warren's house, I found he had sent an express by land to Lexington—a Mr. William Dawes.

The Sunday before, by desire of Dr. Warren, I had been to Lexington, to Messrs. Hancock and Adams, who were at the Rev. Mr. Clark's. I returned at night through Charlestown. There I agreed with a Colonel Conant and some other gentlemen that if the British went out by water, we [in Boston] would show two lanthorns in the North Church steeple; and if by land, one as a signal; for we were apprehensive it would be difficult [for a messenger] to cross the Charles River or get over Boston Neck.

I left Dr. Warren, called upon a friend and desired him to make the signals. I then went home, took my boots and surtout,³ went to the north part of the town, where I kept a boat. Two friends rowed me across Charles River, a little to the eastward where the *Somerset* man-of-war lay. It was then young flood, the ship was winding, and the moon was rising. They landed me on the Charlestown side. When I got into town, I met Colonel Conant and several others. They said they had seen our signals. I told them what was acting....

I set off upon a very good horse. It was then about eleven o'clock and very pleasant. After I had passed Charlestown Neck...I saw two men on horseback under a tree. When I got near them, I discovered they were British officers. One tried to get ahead of me, and the other to take me. I turned my horse very quick and galloped

toward Charlestown Neck, and then pushed for the Medford road. The one who chased me, endeavoring to cut me off, got into a clay pond....I got clear of him, and went through Medford, over the bridge, and up to Menotomy [now Arlington]. In Medford, I awakened the captain of the minute men; and after that I alarmed almost every house, till I got to Lexington.

★★★★★★★★★★★★★★★★★★★★

Patriot Paul Revere was a skilled silversmith and engraver. But he also learned dentistry from an English dentist who lived in Boston for a while. Dr. John Baker taught Revere how to carve false teeth from ivory or an animal's tooth. These were fastened in people's mouths with silver wires. Paul Revere ran this ad in the September 19, 1768, Boston Gazette.

WHEREAS many Persons are so unfortunate as to lose their Fore-Teeth by Accident, and otherways, to their great Detriment, not only in Looks, but speaking both in Public and Private:—This is to inform all such, that they may have them replaced with artificial ones, that looks as well as Natural, & answeres the End of Speaking to all Intents, by **PAUL REVERE** Goldsmith, near the Head of Dr Clarke's Wharf, Boston.

All persons who have had false teeth fixt by Mr John Baker Surgeon-Dentist., and they have got loose (as they will in Time) may have them fastened by the above, who learned the method of fixing them from **MR BAKER**.

³ *surtout*: a man's long, close-fitting overcoat

Lexington and Concord



Battle of Lexington, 1775

Library of Congress

*These excerpts from **The American Revolutionaries: A History in Their Own Words 1750-1800**, edited by Milton Meltzer, present the reactions of a Minute Man and a British officer at the Battles of Lexington and Concord. In the first account, colonist Sylvanus Wood, a young shoemaker of nearby Woburn, heard the Lexington bell tolling and feared war was near. Wood recalls the historic moment.*

I immediately arose, took my gun, and with Robert Douglass went in haste to Lexington. When I arrived there, I inquired of Captain Parker the news. Parker told me he did not know what to believe, for a man had come up about half an hour before and informed him that the British troops were not on the road. But while we were talking, a messenger came up and told the captain that the British troops were within half a mile. Parker immediately turned to his drummer, and ordered him to beat to arms....

The British troops approached us rapidly in platoons, with a general officer on horseback at their head. The officer came up to within about two rods¹ of the center of the company where I stood, the first platoon being about three rods distant. There they halted. The officer then swung his sword, and said, "Lay down your arms, you damned rebels, or you are all dead

men—Fire!" Some guns were fired by the British at us from the first platoon, but no person was killed or hurt, being probably charged only with powder.

Just at this time, Captain Parker ordered every man to take care of himself. The company immediately dispersed; and while the company was dispersing and leaping over the wall, the second platoon of the British fired, and killed some of our men. There was not a gun fired by any of Captain Parker's company, within my knowledge. I was so situated that I must have known it, had anything of the kind taken place before a total dispersion of our company. I have been intimately acquainted with the inhabitants of Lexington, and particularly with those of Captain Parker's company, and on one occasion, and with one exception, I have never heard any of them say or pretend that there was any firing at the British from Parker's compa-

¹ rods: two rods would be 33 feet; a rod is a unit of measure 5.5 yards long

continued

ny, or any individual in it....One member of the company told me, many years since, that, after Parker's company had dispersed, and he was at some distance, he gave them "the guts of his gun."

Following the battles at Lexington and Concord, British troops retreated toward Boston. British Lieutenant Frederick Mackenzie describes the rebels' guerilla tactics in his diary.

During the whole of the march from Lexington the rebels kept an incessant irregular fire from all points at the column, which was the more galling² as our flanking parties which at first were placed at sufficient distances to cover the march of it were at last, from the different obstructions they occasionally met with, obliged to keep almost close to it.

Our men had very few opportunities of getting good shots at the rebels, as they hardly ever fired but under cover of a stone wall, from behind a tree, or out of a house, and the moment they had fired, they lay down out of sight until they had loaded again or the column had passed. In the road, indeed, in our rear, they were most numerous and came on pretty close, frequently calling out "King Hancock forever!" Many of them were killed in the houses on the roadside from whence they fired; in some of them seven or eight men were destroyed. Some houses were forced open in which no person could be discovered, but when the column had passed, numbers sallied³ out from some place in which they had lain concealed, fired at our rear guard, and augmented⁴ the numbers which followed us.

If we had had time to set fire to those houses, many rebels must have perished in them, but as night drew on Lord Percy thought it best to continue the march. Many houses were plundered⁵ by the soldiers, notwithstanding the efforts of the officers to prevent it. I have no doubt this inflamed the rebels and made many of

them follow us farther than they would otherwise have done. By all accounts some soldiers who stayed too long in the houses were killed in the very act of plundering by those who lay concealed in them. We brought in about ten prisoners, some of whom were taken in arms. One or two more were killed on the march while prisoners by the fire of their own people.

Few or no women or children were to be seen throughout the day. As the country had undoubted intelligence that some troops were to march out and the rebels were probably determined to attack them, it is generally supposed they had previously removed their families from the neighborhood.



A Minute Man responds to the call to arms.

² *galling*: irritating

³ *sallied*: rushed to attack

⁴ *augmented*: strengthened

⁵ *plundered*: robbed; looted

Voices from Other Novels

*The following excerpts are from novels with conflicts similar to the conflicts in **Johnny Tremain**.*

"We ain't British. We're from New Jersey. The Third New Jersey Volunteers."

"Why are you fighting for the British?" I said.

"Why are you rebels?" the soldier said. "What's the use in fighting for the Americans when they're just going to keep you slaves?"

"We're not slaves," I said. "We're free."

—**War Comes to Willy Freeman**
by James Lincoln Collier
and Christopher Collier

"I've noticed that a man with a gun usually shortens his arguments."

"That's no way to talk, Moses. You've got a gun and so has your son Adam."

"And I pray to God I'll not have to use it."

—**April Morning**
by Howard Fast

"I suppose Sam's been preaching rebellion to you."

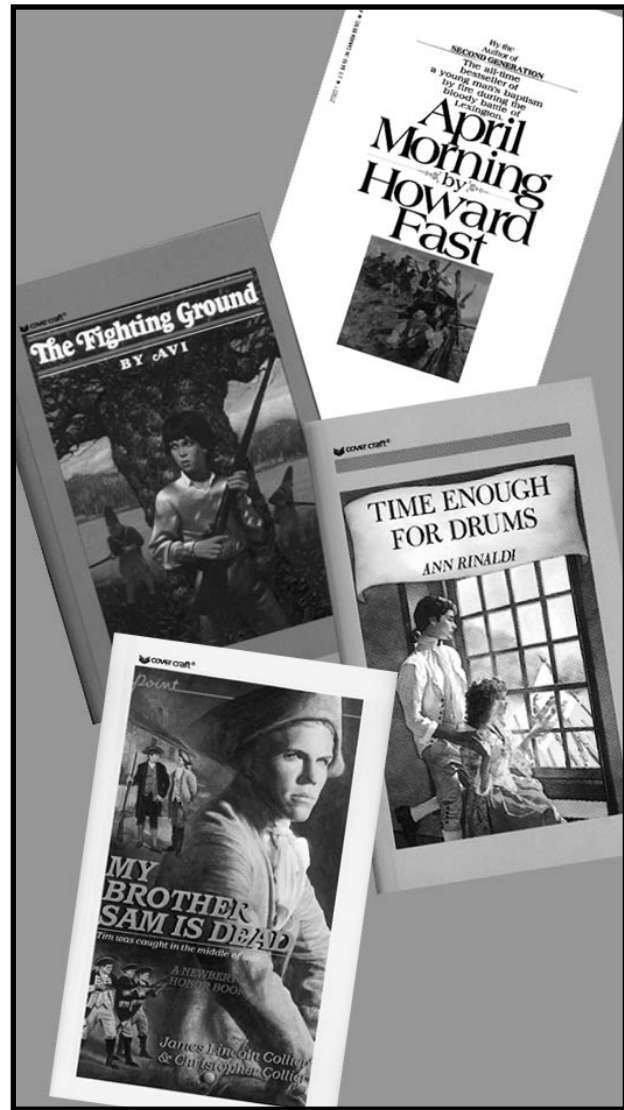
I tried to think of something that wouldn't get Sam in any more trouble. "He said we ought to be free."

"That's just college-boy wind," Father said. He sounded pretty scornful. "Who isn't free? Aren't we free? The whole argument is over a few taxes that hardly amount to anything for most people. What's the use of principles if you have to be dead to keep them? We're Englishmen, Timmy. Of course there are injustices, there are always injustices, that's the way of God's world. But you never get rid of injustices by fighting. Look at Europe, they've had one war after another for hundreds of years, and show me where anything ever got any better for them."

—**My Brother Sam Is Dead**
by James Lincoln Collier
and Christopher Collier

"Why did you enlist, Private Barlowe?" Major Tallmadge asked kindly. "Ordinarily fourteen is a little young."

"Begging your pardon, sir, but age had nothing to do with it. You see, my folks are all dead, so I'm on my own and I can do what I please. I'm free and independent, answering to no one."



continued

“And that’s why you enlisted? I don’t quite understand.”

“Well, sir. I figure that’s what America wants too—to be free and independent, I mean—and I want to help her.”

“Freedom and independence are wonderful gifts,” Major Tallmadge said almost sadly. “The problem for man and country alike is knowing how to use them wisely.”

—*Spies on the Devil’s Belt*
by Betsy Haynes

He was running harder now, having broken from the path to the Alexandria Road. He passed the place where a boy he knew used to live; they hadn’t quite been friends. He’d gone off and gotten killed. Jonathan didn’t like to think of that war. Besides, the boy’s folks said it was an awful war, cursed it, spat on it when they could. People, hearing them, hinted they might be secret Tories. There were lots of Tories like that around, spies and turncoats all. Such folks were warned to keep their thoughts to themselves. Tories got what they deserved.

—*The Fighting Ground*
by Avi

“So, Daniel, you’ve done it. You’ve thrown your lot in with the Rebels.”

“I prefer to call them Patriots, Grandfather.”

“If it helps, call yourselves such. But it won’t aid your cause. It makes me sad to see you go against your king.”

“I have no king, Grandfather. The time for kings is past.”

—*Time Enough for Drums*
by Ann Rinaldi

“We get over fear,” said Grandfather, “by doing things we think we cannot do. These are trying times, Ellen. Many people are doing things they thought they never could do.”

—*Toliver’s Secret*
by Esther Wood Brady

The year 1774 to 1775 was a momentous year not only for America as a whole but for individual Americans who had to decide once and for all whether they would put the British Empire or freedom first in their hearts. Most of them wanted both, but as the year progressed it became more and more apparent that they would have to put one before the other....

—*Early Thunder*
by Jean Fritz

SONGS of the Revolution

“Rallying Song of the Tea Party”

Many songs were written about the Boston Tea Party. This was composed by one of the protesters. There is no record of the tune it was sung to or of the identity of its author.



Rally Mohawks! bring out your axes,
And tell King George we'll pay no taxes
On his foreign tea;
His threats are vain, and vain to think
To force our girls and wives to drink
His vile Bohea!¹
Then rally boys, and hasten on
To meet our chiefs at the Green Dragon.²

Our Warren's there and bold Revere
With hands to do, and words to cheer
For Liberty and laws;
Our Country's "braves" and firm defenders
Shall ne'er be left by true North-Enders
Fighting Freedom's call!
Then rally boys, and hasten on
To meet our chiefs at the Green Dragon.

“The Wicked Rebels”

In 1768 British troops were sent to keep order in Boston. This song was sung by soldiers homesick for Britain.

On the ninth day of November at the dawning in the sky,
Ere we sailed away to New York, we at anchor here did lie,
O'er the meadows fair of Kingsbridge, how the mist was hanging gray,
We were bound against the Rebels in the North Americay.

Oh, how mournful was the parting of the soldiers and their wives,
For that no one knew for sartain³ they'd return home with their lives,
All the women were a-weeping and they cursed the cruel day,
That we sailed against the Rebels in the North Americay.

All the little babes were holding out their arms with saddest cries,
And the bitter tears were falling from their pretty simple eyes,
That their scarlet-coated daddies must be hastening away,
For to fight the wicked Rebels in the North Americay.

Now with “God Preserve Our Monarch” let us finish up our strain,
Be his subjects ever loyal and his honor all maintain,
May the Lord our voyage prosper and our arms across the sea,
And put down the wicked Rebels in the North Americay.

¹ Bohea: type of tea

² Green Dragon: Boston tavern

³ sartain: certain

POETRY

of the Revolution

The Liberty Tree

by Thomas Paine

The Liberty Tree was a huge elm that stood near the Boston Common. In the 1700s rebels gathered under its huge branches to protest British policies. Effigies (large stuffed figures) of Tories or English officials were hung from the tree during the day and burned at night. Tories were often tarred and feathered at this site. The British cut down the Liberty Tree in 1776. The following poem by Thomas Paine was written in 1775.

I.

In a chariot of light from the regions of day,
The Goddess of Liberty came;
Ten thousand celestials directed the way,
And hither conducted the dame.
A fair budding branch from the gardens above,
Where millions with millions agree,
She brought in her hand, as a pledge of her love,
And the plant she named, *Liberty tree*.

II.

The celestial exotic struck deep in the ground,
Like a native it flourish'd and bore.
The fame of its fruit drew the nations around,
To seek out this peaceable shore.
Unmindful of names or distinctions they came,
For freemen like brothers agree.
With one spirit endued, they one friendship pursued,
And their temple was *Liberty tree*.

III.

Beneath this fair tree, like the patriarchs of old,
Their bread in contentment they eat,
Unvex'd with the troubles of silver and gold,
The cares of the grand and the great.
With timber and tar they Old England supply'd,
And supported her power on the sea;
Her battles they fought, without getting a groat,¹
For the honour of *Liberty tree*.

IV.

But hear, O ye swains,² ('tis a tale most profane),
How all the tyrannical powers,
King, Commons, and Lords, are uniting amain,
To cut down this guardian of ours;
From the east to the west, blow the trumpet to arms,
Thro' the land let the sound of it flee,
Let the far and the near,—all unite with a cheer,
In defence of our *Liberty tree*.

¹ *groat*: a small silver coin, worth about a penny today

² *swains*: farmers who own their own land

³ *obelisk*: a four-sided pillar shaped like a pyramid at the top



🇺🇸 To His Excellency 🇺🇸 GENERAL WASHINGTON

by Phillis Wheatley

America's first black poet, Phillis Wheatley, was born in Africa and brought to America on a slave ship. Her owner, Boston merchant John Wheatley, recognized her talent and gave her a good education—and eventually her freedom in 1773. During the Revolutionary War, Wheatley wrote several poems, such as the following, in support of American independence.



This portrait of Phillis Wheatley appeared in her book *Poems on Various Subjects, Religious and Moral*, published in 1773.

🇺🇸

Celestial choir! entron'd in realms of light,
Columbia's scenes¹ of glorious toils I write.
While freedom's cause her anxious breast alarms,
She flashes dreadful in refulgent arms.
See mother earth her offspring's fate bemoan,
And nations gaze at scenes before unknown!
See the bright beams of heaven's revolving light
Involved in sorrows and the veil of night!

The goddess² comes, she moves divinely fair,
Olive and laurel binds her golden hair:
Wherever shines this native of the skies,
Unnumber'd charms and recent graces rise.

Muse!³ bow propitious while my pen relates
How pour her armies through a thousand gates,
As when Eolus⁴ heaven's fair face deforms,
Enwrapp'd in tempest and a night of storms;
Astonish'd ocean feels the wild uproar,
The refluent surges beat the sounding shore;
Or thick as leaves in Autumn's golden reign,
Such, and so many, moves the warrior's train.
In bright array they seek the work of war,
Where high unfurl'd the ensign waves in air.
Shall I to Washington their praise recite?
Enough thou know'st them in fields of fight.
Thee, first in peace and honours,—we demand
The grace and glory of thy martial band.
Fam'd for thy valour, for thy virtues more,
Hear every tongue thy guardian aid implore!

¹ *Columbia's scenes*: the American Revolution. Columbia is a female figure who stands for America.

² *The goddess* is Columbia.

³ *Muse*: goddess of poetry

⁴ *Eolus*: Greek god of the winds

Suggested Reading and Viewing List

*If you enjoyed reading **Johnny Tremain**, you may want to explore other works about the wars of revolution. The following list offers some suggestions for further reading and viewing.*

Novels

April Morning by Howard Fast. The terrifying events of the Battle of Lexington—the opening conflict of the American Revolution—are told by fifteen-year-old Adam Cooper. Bantam, 1961. [RL 5 IL 7-12]

The Fighting Ground by Avi. Thirteen-year-old Jonathan is captured in the war against the British. This novel describes the experiences of war personally rather than historically. Lippincott, 1984. [RL 5 IL 5-8]

My Brother Sam Is Dead by James Lincoln Collier and Christopher Collier. Tim is torn between his brother's patriotism and his father's Tory sympathies. Scholastic, 1974. [RL 5.8 IL 6-9]

The Riddle of Penncroft Farm by Dorothea Jensen. When Lars moves to Valley Forge, he meets Geordie, a boy whose stories of the Revolutionary War make history come alive. Past and present are woven together to sweep the reader deep into the conflicts of the American Revolution. Harcourt Brace Jovanovich, 1989. [RL 5 IL 3-7]

Sarah Bishop by Scott O'Dell. After her father is killed, Sarah must use her musket and her wits to escape British soldiers. A friendly Quaker protects her from trial for witchcraft. Based on a true story. Houghton Mifflin, 1980. [RL 4 IL 6-12]

Spies on the Devil's Belt by Betsy Haynes. With visions of heroism, fourteen-year-old Jonathan Barlowe joins the

Continental army. But Jonathan feels left out when his commander treats him like an errand boy. He soon learns that his errand-boy assignments are very important. Scholastic, 1974. [RL 5 IL 4-8]

This Bloody Country by James Lincoln Collier and Christopher Collier. This historically accurate Revolutionary War story of freedom is told through the eyes of twelve-year-old Ben. Scholastic, 1985. [RL 6 IL 6-10]

Time Enough for Drums by Ann Rinaldi. A young girl learns about love, loyalty, and patriotism while growing up during the Revolutionary War. Holiday, 1986. [RL 6 IL 7-12]

Toliver's Secret by Esther Wood Brady. During the Revolutionary War, ten-year-old Ellen Toliver carries secret messages through British lines. Crown, 1988. [RL 5 IL 4-6]

Tree of Freedom by Rebecca Caudill. The Venable family, who move from Carolina to Kentucky, face rival claims to their new land as well as harsh demands for their sons to be Revolutionary War recruits. Penguin, 1988. [RL 5 IL 5-10]

War Comes to Willy Freeman by James Lincoln Collier and Christopher Collier. After British soldiers kill Willy Freeman's father and kidnap her mother, Willy enters her own battle for survival during the Revolutionary War. Willy soon learns that this is a difficult struggle for a black girl. Dell, 1983. [RL 4.8 IL 3-6]

continued

Suggested Reading and Viewing List *continued*

Nonfiction

American Revolutionaries: A History in Their Own Words 1750-1800 by Milton Meltzer. Actual letters, diaries, memoirs, ballads, newspaper articles, pamphlets, and speeches capture the human experience of the American Revolution. Crowell, 1987. [RL varies IL 7-12]

America's Paul Revere by Esther Forbes. This is the vivid history of one of America's best-loved patriots. Houghton Mifflin, 1990. [RL 4 IL 3-5]

The Autobiography of Benjamin Franklin by Benjamin Franklin. A famous American describes how he became a success. Airmont, 1965. [RL 8 IL 8-12]

Black Heroes of the American Revolution by Burke Davis. Black soldiers, sailors, spies, scouts, guides, and wagoners who participated and sacrificed in the struggle for American independence are portrayed. Harcourt Brace Jovanovich, 1976. [RL 5 IL 4-8]

Founding Mothers: Women of America in the Revolutionary Era by Linda Grant De Pauw. These accounts of the lives and works of America's foremothers represent women from all social classes. Houghton Mifflin, 1975. [RL 6 IL 7+]

I'm Deborah Sampson: A Soldier in the War of the Revolution by Patricia Clapp. A young woman who disguised herself as a man to fight in the American Revolution tells of her childhood, war experience, and later marriage and family life. Lothrop, 1977. [RL 5 IL 5-9]

Songs of '76: A Folksinger's History of the Revolution by Oscar Brand. Includes songs sung by both sides during the Revolution and fascinating anecdotes. M. Evans and Company, 1972. [RL 8 IL 6-Adult]

The War for Independence: The Story of the American Revolution by Albert Marrin. Traces the revolution from its roots in the French and Indian War through Washington's farewell to his troops. Macmillan, 1988. [RL 10+ IL 6+]

Short Stories

"By the Waters of Babylon" by Stephen Vincent Benet. In a futuristic society after the destruction of America, the narrator searches for the truth about the past and makes a surprising discovery.

"Patrol at Valley Forge" by Russell Gordon Carter. Two young colonists recover desperately needed supplies and earn praise from General Washington.

"The Phoenix" by Ursula K. Le Guin. The contrasting values and philosophies of Partisans and Loyalists spark the flames of revolution.

"Soldier of the Revolution" by Dorothy Canfield. In 1847, Andrew and Will have a hard time finding a Revolutionary War soldier for their July 4th celebration.

"A Tooth for Paul Revere" by Stephen Vincent Benet. Lige Butterwick goes to Paul Revere to get an artificial tooth. But Lige ends up joining the Revolution instead.

"Two Soldiers" by William Faulkner. Two brothers have sharply contrasting viewpoints about such values as loyalty, determination, and family support.

Poetry

"American Liberty" by Philip Freneau

"The Battle of Lexington" by Sidney Lanier

"Boston" by Ralph Waldo Emerson

"Concord Hymn" by Ralph Waldo Emerson

continued

Suggested Reading and Viewing List *continued*

“Grandmother’s Story of Bunker Hill Battle” by Oliver Wendell Holmes

“Paul Revere’s Ride” by Henry Wadsworth Longfellow

“Peace Hymn for England and America” by George Huntington

“To His Excellency General Washington” by Phillis Wheatley

“To the Memory of the Brave Americans” by Philip Freneau

Videos

The American Revolution: Two Views.

Documentary, visuals, and narration trace the Revolutionary Period from 1763 to 1789. (VHS, 60 min., color)

Independence. John Huston directed this dramatic portrayal of conflicts during the Revolutionary War. Patriots’ concerns are debated by some of the most notable figures in American history, including John Adams, Benjamin Franklin, and George Washington. (VHS, 30 min., color)

Johnny Tremain. Johnny Tremain, a silversmith’s apprentice in 1773 Boston, is caught up in the brewing American Revolution. (VHS, 80 min., color)

A Revolution for Independence. The significance of the Revolution for women, slaves, Native Americans, Loyalists, and the American economy is explored. (VHS, 30 min., color)

1776. Broadway’s hit musical tells the story of the founding of the nation. (VHS, 141 min., color)

Using Latitudes in Your Classroom

*The following discussion topics and activities are suggestions for incorporating pieces from **Latitudes** into your curriculum. Most suggestions can be adapted for independent, small group, or whole class activities. In addition, the list includes activities that can be done before, during, and after reading the novel. The variety of choices allows you to modify and use those activities that will make **Johnny Tremain** meaningful to your students.*

About the Author

1. Forbes' ability to write historical biography won her a Pulitzer Prize. But Forbes also valued fictionalized accounts of history. Discuss historical fiction with students. You might raise the following topics: Why did Forbes enjoy writing historical fiction? Does a fictional account of history distort reality or illuminate it? How can an author write about something he or she didn't experience? How can readers judge the historical accuracy of novels such as *Johnny Tremain*?
2. Suggest that students list actual people and events in *Johnny Tremain*. After finishing the book, students can discuss how Forbes wove these events into her story.
3. Forbes said that in *Johnny Tremain* she "was anxious to show young readers something of the excitement of human nature, never static, always changing, often unpredictable, and endlessly fascinating." After they read the novel, ask students how successful Forbes was in meeting this goal.
4. Forbes discusses why she wrote *Johnny Tremain* at length in her Newbery Acceptance Speech (*Hornbook*, July 1944, pp. 260–267). Interested students might read her speech and share what they learned about why Forbes chose to write about a horse boy, what kind of character she wanted Johnny to be, parallels between the Revolution and World War II, and why Rab dies.

Critics' Comments

1. Suggest that students compare and contrast the critics' comments. They could look for points of major agreement or disagreement among the reviewers.
2. Invite students to write their own critical statements about *Johnny Tremain*. Remind them to support their opinions with evidence from the book. Then around the room, post unsigned comments written on large sheets of paper. The class can discuss the different reactions.
3. Invite students to form groups of two to present "thumbs up/thumbs down" oral reviews of the book for class. Remind students that a convincing review not only states an opinion but also provides evidence for that opinion. Retelling parts of the story may help support opinions.

continued

Voices from the Novel

1. Note the conflicts that appear in the quotes provided. Ask students to predict what might happen in the book.
2. As students read, encourage them to note other meaningful statements in the book that reflect a central idea or theme. They should be prepared to explain how these statements relate to the theme. As a follow-up, students could write an essay that explains the significance of one of the statements they selected. They could also design a bulletin board display around the quotations they select.
3. Discuss modern issues that are similar to those in the book. Topics might include civil disobedience; the struggle for political and sexual equality; the question of whether America should fight to protect foreign democracies, modern monarchies, or dictatorships; or topics in the headlines.

A Time in History

1. Note with students the historical events on the timeline that provide the setting for the novel. Ask students what they know about these events. Encourage interested students to find more information in texts or resource books. Ask students to speculate about how these events might involve or affect a young boy living at this time.
2. As students read, invite them to chart on their timelines dates, events, and historical figures mentioned in the book. (Historical figures can be represented in a variety of ways: date of significant contribution or achievement, date of birth or death, date of participation in significant event, etc.)
3. Ask students what the timeline shows about the relationship between Britain and the American colonies during this time. (You may wish to remind students that Britain wanted to control colonial trade so that the colonists bought mostly English goods and exported mainly what England needed.) From the events on the timeline, have students analyze the major American grievances against the British.

The Geographical Picture

1. Discuss the location of the story. Students might analyze how Boston Harbor affected the city's relationship with England and its role in the Revolution. They might also discuss why the hills surrounding Boston were important to the Patriots' battle plans.
2. As students read, they might locate on the map places mentioned in the story.
3. Students might use a large sheet of paper to map Boston and surrounding towns such as Lexington, Concord, and Salem. They could then trace the troop movements described in the book.

continued

Viewpoints About the Revolution

1. With students, categorize and chart the various viewpoints about the war. Compare and contrast the feelings expressed.
2. Categorize and chart the characters in *Johnny Tremain* according to their viewpoints. These views could be added to the chart made for the preceding suggestion. After students finish the book, encourage them to compare their charts with other students and discuss the variety of viewpoints in the book.
3. Invite students to research other people's reactions to the Revolutionary War. They might research famous leaders like John Adams, Thomas Jefferson, and Thomas Paine. Or they could try to discover how the war affected ordinary people, like soldiers, slaves, and homemakers. Encourage students to use actual letters and diaries from the period.
4. Propose that students find and display different viewpoints about a modern issue.
5. Suggest that students choose one statement and write an essay that either supports or disputes that person's viewpoint.

Boston in 1760

1. Remind students that Boston can be called the cradle of the American Revolution. Ask if this excerpt gives any clues about why most of the rebels' protests occurred in Boston.
2. As students read, suggest that they identify details that Esther Forbes uses to create a picture of early Boston. How did people get around? What were the streets and wharves like? Students could also research the accuracy of Forbes' details.
3. Interested students may want to learn more about life in Boston today. They might find out whether any of the buildings Forbes mentioned are still standing and how the Harbor and Boston Common are used today. Students could present their findings in short papers, bulletin board presentations, or talks.
4. Forbes wrote more about Boston's history and culture in *The Boston Book*. Students might compare her treatment of the city in her fiction and nonfiction works.

Boston Massacre

1. British troops were stationed in Boston to maintain order. Discuss with students how they would react if soldiers were sent to their community to keep citizens in line.
2. Ask students to react to the idea of "innocent until proven guilty." Encourage them to speculate whether or not the British officers could receive a fair trial in the colonies.
3. Encourage students to conduct their own trial of the British soldiers accused of shooting the five Boston citizens.

continued

African-American Patriots

1. Before reading this excerpt, ask students to list the heroes of the American Revolution they know about. Then categorize these heroes by sex and ethnic background. Ask students to speculate on why some categories are more heavily represented than others.
2. After reading this selection, ask students if their views on the importance of African-American contributions to the Revolution have changed. Discuss whether any other groups are neglected or under-represented in history books today. Help students develop a list of ways to detect bias in historical writing.
3. Encourage students to read and retell the stories of individual heroic African Americans, such as Crispus Attucks, James Forten, and Peter Salem. (Crispus Attucks is pictured on page 20.)

Native-American Democracy

1. After reading this excerpt, help students construct a definition of a federation. Ask students to identify federations to which they belong. Discuss why the idea of federation was so important to the colonists.
2. Weatherford argues that the Founding Fathers took several ideas from the Iroquois League. For example, the Iroquois impeached bad sachems and had separate leaders for peace and war. Discuss with students how impeachment and separation of powers work in the United States government.
3. Let students know that historians are still trying to decide how much influence Native Americans had on American democracy. Discuss whether the Iroquois deserve to be called “Native-American Founding Fathers.”
4. Suggest that students find out why some Native-American nations supported the British while others fought with the colonists. Students might chart the alliances made by various tribes. They might also research key figures, such as General Joseph Brant (Thayendanegea) and his sister Mary.

Daughters of Liberty

1. Discuss the concept of peaceful or nonviolent resistance. Students might think of other examples of resistance, such as the sit-ins of the civil rights movement or current boycotts. Have students use the timeline to identify some of the effects of the colonists’ boycotts. Encourage speculation on why the resistance organized by the Daughters of Liberty was effective.
2. Ask students if they know of any other times in American history when people boycotted types of food or drink as a protest. Discuss the causes and effects of these boycotts.
3. In most wars, our country has united around a symbol. Invite students to identify symbols associated with other wars, such as Rosie the Riveter. You may also wish to have them identify symbols of resistance, such as flag-burning. Invite them to speculate on why these symbols have such a powerful effect.

continued

4. Ask students if they agree with De Pauw's observation that traditional historians are prejudiced against women. Would history be different if written from a woman's perspective? Are other groups neglected in our histories? Students might try writing a short account of an incident from two perspectives: one prejudiced and one objective. As students share their accounts, they could note clues to the author's bias, such as omitted facts and loaded words.
5. Students who live in New England may want to find out if their town has a Cloth Roll listing the women who sewed coats for the colonial army. (Patriotic women made over 13,000 coats for Washington's troops.)

Midwives

1. Ask students to estimate how many women died in childbirth in colonial times. (In the 1700s nearly 1 in 200 women died in childbirth; today's mortality rate is 1 in 10,000.) Why were mortality rates so much higher then?
2. Have students restate the quote from the *Virginia Gazette* in their own words. Ask them why people were prejudiced against "man-midwives." Are there any jobs today for which people are considered unfit because of their gender? When should gender be a criteria for a job or occupation?
3. Suggest that students share "folk medicine" remedies that they know of. How effective are these remedies?
4. Interested students might explore how midwives work today. Are there extra risks associated with births assisted by midwives? What are the limits to the care midwives can give? Why do some mothers prefer midwives to doctors?

Dr. Warren, Hero of Bunker Hill

1. Ask students to describe a doctor they trust. Then discuss how many of these qualities also describe Joseph Warren.
2. Compare Forbes' treatment of Dr. Warren with the information in this excerpt. How accurate is the author's portrayal of Dr. Warren? Ask students whether the nonfiction excerpt or the novel gives a better picture of what Dr. Warren was like. Encourage them to support their opinions.
3. Have students identify other people who are considered national heroes. Then compare the reasons these people are famous to the reasons Dr. Warren was famous. Discuss whether all the people listed deserve to be called heroes.
4. Invite students to write an acrostic poem like that about Dr. Warren, beginning each line with a letter from their own names.

continued

Apprentices and Indenture Agreement

1. Before they read the excerpt(s), encourage students to speculate about education during colonial times. How do they think young people prepared for careers? Chart their ideas on the board.
2. After reading the excerpt(s), discuss with students the advantages and disadvantages of being an apprentice. What terms of indenture do students think would be most difficult to keep?
3. Discuss how expectations of workers today compare with the expectations in these selections. What do employers expect of their employees now? What do they owe people who work for them? Could employers today control their employees as much as masters controlled their apprentices' personal lives?
4. Ask students what they observe about the language of the indenture. Have them rewrite part of the agreement in modern English. What differences do they note between eighteenth-century language and modern usage? Which is easier to understand, and why? Students could also research how spelling became standardized.

Ben Franklin Before the House of Commons

1. Ask students to imagine that they had to pay an extra \$.50 tax on soft drinks or soda. How would they feel about such a tax? What would they want to know about the tax? Would it make a difference if they were going to benefit from the money raised by the tax?
2. Discuss with students the colonists' reasons for opposing taxation by the British. Encourage them to think of similar situations today that might cause people to protest action by the government.
3. Compare the grievances expressed in these pieces to those given in the Declaration of Independence.

Josiah Quincy, Jr., Defends a British Soldier

1. Josiah Quincy isn't supportive of his son's decision to defend the British soldiers. Is this reaction understandable? What might be some other reasons for Mr. Quincy's objections, other than those he stated?
2. Ask students to trace references to Josiah Quincy, Jr., in the novel. What similarities do they see between the real and the fictional lawyer? How credible is Forbes' portrayal of Quincy? What problems might face an author who writes about a real person from the past?
3. Encourage students to think of modern situations involving people who've defended unpopular persons, ideas, or causes. Such people might include members of the American Civil Liberties Union (ACLU), lawyers for accused child abusers, or judges who rule that flag-burning is legal. What do students think motivates these defenders? Discuss the reactions to and outcomes of these actions.

continued

Boston Tea Party

1. Encourage students to think of ways to protest something they disapprove of or disagree with.
2. Before students read the excerpt, ask them whether destroying someone else's property is ever justified. If so, under what circumstances? If not, why not?
3. After they read the novel, ask students to compare Forbes' account of the tea party with this newspaper article.
4. Discuss why "eyewitness accounts" are important to news reporters and law officers. Should everything an eyewitness reports be believed? What qualities should a credible eyewitness have? Have students analyze whether Robert Sessions' account of the Boston Tea Party is reliable.

Tories and Tar and Feathers

1. Discuss with students the treatment of German-Americans and Japanese-Americans during World War II, of students from the Middle East during the Persian Gulf conflict, etc. Ask them to speculate about causes for their treatment and whether such treatment was fair.
2. After they read the excerpts, ask students to imagine themselves in the Tories' situation. Would it be harder for them to leave their country or to stay where they're not wanted? What are some possible outcomes of both choices? What choice would students make?
3. Students might want to debate the viewpoint that the rebels were actually lawless and ungrateful traitors who should have been punished by the king.

Paul Revere

1. Before they read the excerpt, ask students to speculate about how slow or unreliable communications might affect a country on the brink of war. Why was an organized way of sending messages so important to the Patriots?
2. Forbes used the British treatment of Paul Revere as one piece of evidence that the British occupation of Boston was "as humane a military rule as any one could possibly imagine." In her Newbery Acceptance Speech, she comments: "Where were the firing squads, the hostages, the concentration camps?...Why, when they caught Paul Revere so busily spreading the alarm to every Middlesex village and town, didn't they shoot him, instead of merely taking away his horse and telling him to walk home?" Do students agree that the British soldiers were "humane"? What evidence can they give from *Johnny Tremain* and other sources to support their views?
3. Sybil Ludington has been called "the female Paul Revere." Share her story with the class. Then compare her ride to the more famous journey by Paul Revere.

continued

Lexington and Concord

1. Before students read the selection, inform them that most Europeans expected the British to easily and quickly defeat the American rebels. Ask students to list some reasons why the Americans eventually won the war.
2. After students read the excerpts, compare the military tactics of the British and American forces. Discuss which tactics were more effective and why. Invite students to speculate about reasons for the different fighting styles.
3. After students read the novel, ask them to point out likenesses and differences between Forbes' descriptions of these battles and the accounts provided in the excerpts.
4. As students read *Johnny Tremain*, suggest that they analyze and list the rebel strategies mentioned in the book. They might share their findings on a chart or map. They could also write a handbook like those used to train Patriot soldiers.

Voices from Other Novels

1. With students, cluster or map similar themes or conflicts in the quotes, such as war, maturing, or searching for identity. Ask students to consider why so many books have been written about these types of conflicts.
2. Ask students to select and defend the statement or viewpoint they relate to the most.
3. Encourage students to chart and write about the connections they see between *Johnny Tremain* and the quoted books.

Songs of the Revolution

1. Ask students why songs and music are commonly used during a war. Students might list some modern songs about war and compare them to those sung during the Revolution.
2. Challenge students, as individuals or in a group, to compose a political song. They might write the song from the viewpoint of a Patriot, a Tory, or a neutral person.
3. Encourage students to find other songs from the Revolutionary Period. Many anthologies include music as well as lyrics. Students could write new words to a revolutionary tune. They could also tape or perform music from the period.

Poetry of the Revolution

1. Ask students to look for connections between themes and ideas presented in the poems and in *Johnny Tremain*.
2. Encourage students to write poems that express their own feelings about the struggle for independence, war, or violence. Or they could choose one character from the book and compose a poem in this person's voice.
3. Encourage students to put together their own anthologies of poems or writings on the themes of freedom, prejudice, injustice, or other related topics.

Student Projects

The suggestions below will help you extend your learning about the Revolutionary War. The categories give choices for reading, writing, speaking, and visual activities. You are also encouraged to design your own project.

The Historian's Study

1. In a group of three, research the causes and effects of the American, French, and Russian revolutions. Each person can investigate one war. Then combine your information and list the likenesses and differences you find. Present your findings to your class through charts and graphs, in an oral report, or in a written report.
2. Research the apprentice system. Find out how it got started and whether your state has any laws regulating apprentices today. You might want to interview someone from a union that has an apprentice program.
3. Investigate early printing methods. Explain how the *Boston Observer* was printed and bring some examples or sketches of early type pieces. You might also research the importance of famous early printers like Benjamin Franklin or Peter and Anna Zenger.
4. Research weapons of the Revolutionary War and how they affected military strategy. Report your findings to your class. Pictures or reproductions could be included in your presentation.
5. Find out more about one of the famous patriots mentioned in the novel—John Hancock, James Otis, Sam Adams, Josiah Quincy, Paul Revere, or Dr. Joseph Warren, for example. Report your findings to your class.
6. Investigate what it was like to be a teenager during the colonial period. Look for information about family responsibilities, school, pastimes, expected behavior, and so forth.
7. Research the role of Native Americans in the Revolutionary War. How did the war affect colonists' relations with the Indians? Did all Indians support the same side? Who are some Native Americans who fought in the war?
8. With a partner compare and contrast women's roles in the Revolutionary War and another war you select. Each person will research the role of women in one war. Then combine your information and list the likenesses and differences you found. Present your findings to your class through charts and graphs, in an oral report, or in a written report.
9. Investigate midwifery and other medical practices during colonial times. You might explore treatments early doctors used, surgical techniques, and differences between American doctors and European physicians.

continued

10. Here are other topics for research
 - Committees of Correspondence
 - First and Second Continental Congresses
 - Major battles of the Revolutionary War
 - Hessian soldiers
 - European support for the Revolution
 - Revolutionary War spies
 - African-American war heroes
 - Polish Patriots

The Artist's Studio

1. Design a recruiting poster for the Minute Men.
2. Illustrate clothing styles that would have been worn by Americans at the time of the Revolution. You might show different clothing for each social class.
3. Imagine that you have been selected to illustrate a new publication of *Johnny Tremain*. Select four scenes from the novel and draw illustrations that would highlight the action in each scene.
4. Draw a political cartoon that emphasizes the split between the Tories and the Whigs. Your cartoon could reflect either an American or British viewpoint.
5. Make a model or large map of Boston. Find out which settings in the novel still exist and which are designated historical sites. *The Boston Book* by Esther Forbes should be a helpful resource.
6. Prepare a large map showing the early battles of the Revolutionary War. Use different colors to show areas under the leadership of various generals. Label points of action from the novel.
7. Create a poster of the Lyte family tree for display in your classroom. Include the information given in the book and use your imagination to supply missing details. You might also wish to design the Lyte family crest.
8. The Hiawatha Wampum Belt (pictured on page 23) symbolizes the Iroquois League. The pine tree represents the League, and the rectangles stand for its individual members. Create your own symbolic belt or badge of unity.
9. Design a silver piece Johnny might have worked on in Mr. Lapham's shop.
10. Determine one of the main themes in the book. Then make a poster, collage, etc., that expands upon this theme. You might wish to feature quotes from the book as well as images.

continued

The Writer's Workshop

1. Write an article for the *Boston Observer* reporting an incident from the novel. Try to use some phrases and jargon typical of Revolutionary times. Your article might be an editorial, a feature story, a straight news story, an interview, or an obituary. (An *obituary* announces a person's death and usually includes a short biography.)
2. Write your own historical fiction about the colonial period or any other era. Base it on an actual event or real people or both. (You might simply wish to continue Johnny's story.) Research the time and place of your story, just as Esther Forbes did.
3. Write a story about Isannah as a famous actress. If her character has changed, describe the reasons for the change.
4. Write a job recommendation for Johnny Tremain after his accident.
5. Imagine that you are Rab and have just joined the Minute Men. Write a diary entry that Rab might have written explaining his reasons for joining and what it's like to be a stand-by soldier.
6. Rewrite a scene from the novel in dramatic form and present it to the class.
7. Write an imaginary obituary for ninety-year-old Johnny Tremain.
8. Write a poem or short story that expresses your ideas or feelings after reading *Johnny Tremain*.
9. Write an essay either for or against the Revolutionary War. If you argue for the war, try to make your arguments convincing to Loyalists. If you argue against the war, use arguments that might be convincing to Patriots.
10. *Johnny Tremain* has been made into a Walt Disney movie. Adapt a scene from the novel to television or film.

The Speaker's Platform

1. Prepare and deliver a speech to your classmates trying to persuade them to be either Patriots or Loyalists.
2. Give an oral report on one of the real men on the *Boston Observer* or the Committee of Safety. What was his role in the revolutionary movement according to your sources?
3. Find a speech by James Otis or another revolutionary leader and present it to your class.
4. Using video equipment or a tape recorder, interview a member of the National Guard. Before you conduct the interview, determine a purpose for the interview, research your topic, and plan your questions.
5. With a partner, role-play an interview of a Revolutionary War soldier. Before you conduct the interview, make sure that you determine a purpose for the interview and plan your questions. Or you might want to interview an actual veteran of a modern war such as the Vietnam or Persian Gulf conflicts. If possible, videotape or tape record the interview to share with your class.

continued

Student Projects *continued*

6. Role-play a dilemma the characters in *Johnny Tremain* faced. (A *dilemma* is a difficult problem in which all the possible solutions have both advantages and disadvantages.) For example, Johnny could have stayed on at the Laphams' until his apprenticeship expired. If he stayed, he'd feel like a burden to them. If he left, he'd have no job and nowhere to live. Select a dilemma from the book to role-play with several of your classmates. Or choose a modern-day problem that is similar to one in the novel. You might portray several solutions to the dilemma or have your audience choose one solution for you to act out.
7. Choose a scene from *Johnny Tremain* to perform as a radio drama. You may need to have some parts read by a narrator. Select music and sound effects to add to your performance.
8. Reenact the trial at which John Adams and Josiah Quincy defended Captain Preston after the Boston Massacre.
9. Prepare a multimedia presentation on the Revolutionary War or on war in general.

**Sample selections from
Johnny Tremain LATITUDES**

About the Novel

Story Synopsis
About the Author
Critics' Comments
Voices from the Novel
Glossary

About the Period

A Time in History
The Geographical Picture
Boston Massacre
African-American Patriots
Native-American Democracy
Daughters of Liberty
Dr. Warren, Hero of Bunker Hill
Apprentices

Primary Sources

Indenture Agreement
Josiah Quincy, Jr., Defends a British Soldier
Boston Tea Party
Tories
Paul Revere
Lexington and Concord

Comparative Works

Voices from Other Novels
Songs of the Revolution
Poetry of the Revolution
Suggested Reading and Viewing List

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