National Park Service
U.S. Department of the Interior

Minute Man National Historical Park, Concord, MA
Bunker Hill, Boston National Historical Park, Boston, MA

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Minute Man National Historical Park
174 Liberty Street
Concord, MA 01742
www.nps.gov/mima

Boston National Historical Park
Charlestown Navy Yard
Boston, MA 02129
www.nps.gov/bost

FRONT COVER - PAINTING: "Bunker Hill 1775" *by Don Troiani;* PHOTO: Drill practice at Minute Man National Historical Park.

BACK COVER - ENGRAVING: "View of the Attack on Bunker's Hill, with the Burning of Charles Town, June 17, 1775" *by Mr. Millar, engraved by Lodge.*

A Cause Worth Fighting For

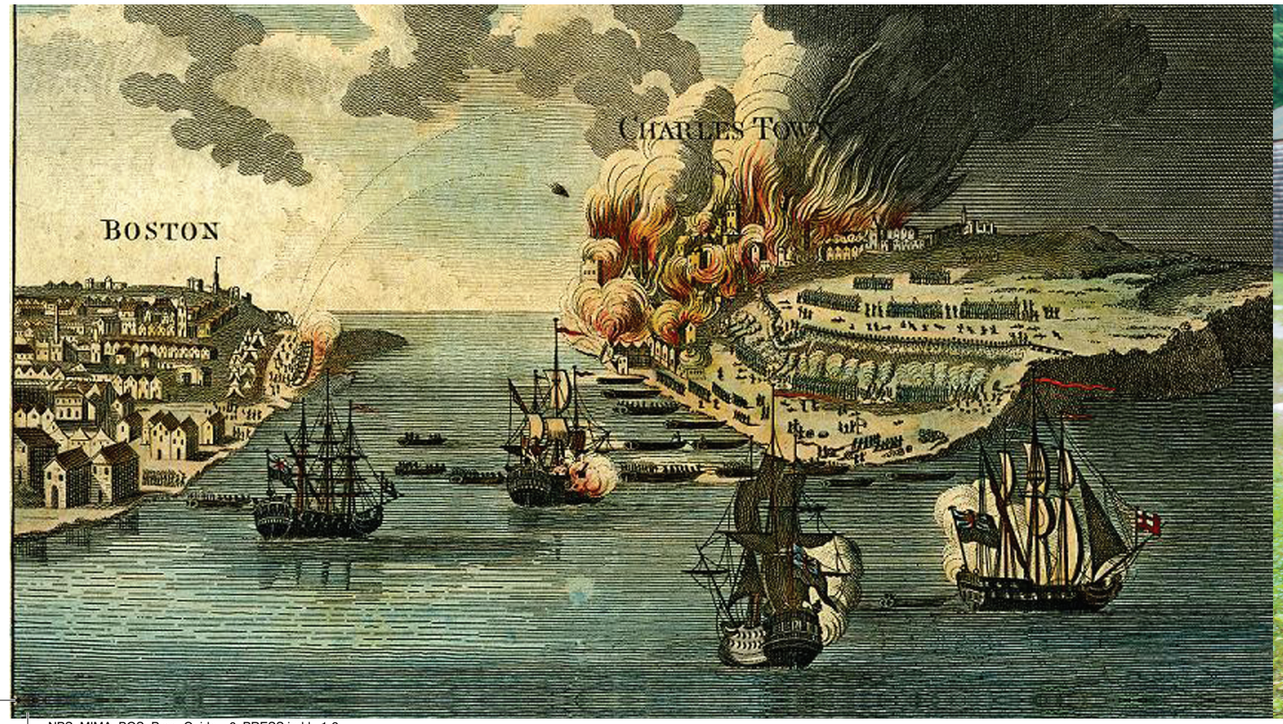
The American Revolution Begins

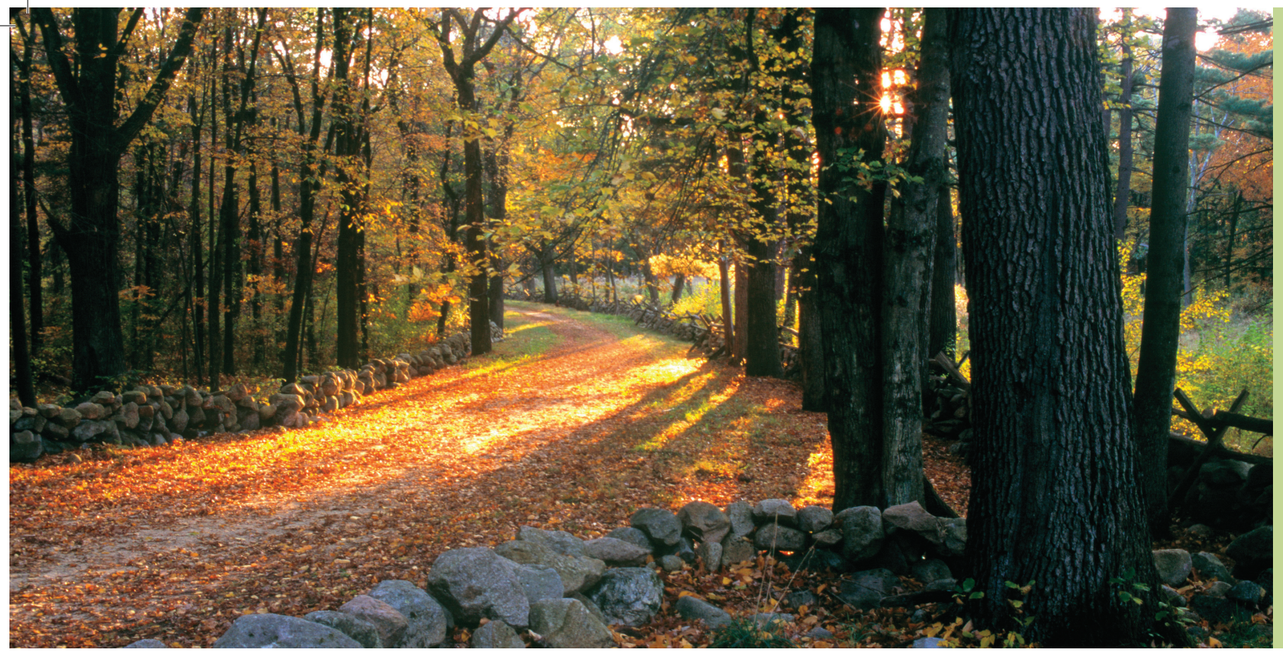
RESERVE A FIELD TRIP:

Minute Man National Historical Park
Rebels, Redcoats and Homespun Heroes
Call **978.318.7832**
starting June 1st for the next school year.

Bunker Hill, Boston National Historical Park
Patriots of Color
Call **617.242.5689**
between 8 am and noon.

A PROGRAM GUIDE FOR TEACHERS





Together, the story of these two events forms a single, compelling narrative about the early struggle for liberty and the origins of American independence.

PHOTOS: Top - Bloody Angle, Battle Road, Minute Man National Historical Park. *Photograph © Richard Cheek;* Bottom - Student program, Bunker Hill Museum, Boston National Historical Park.

Introduction

In 1775, people across the spectrum of race and social status engaged in warfare to defend what was most dear to them. Life, Liberty, and Property, considered by people on both sides of the conflict to be the birthright of all British subjects, was a prize many would die for. For some, it was a right they would not willingly part with. For others, bound and enslaved, it was a dream yet to be fulfilled. Whichever side one chose, whatever path one took, the road ahead would be difficult and dangerous.

Enduring Understanding

For thousands of years people have engaged in warfare for a variety of reasons: pride, honor, freedom, property, and personal gain, values and beliefs.

Program Description

A Cause Worth Fighting For is about the opening of the American Revolution and has two main components: 1) The Battles of Lexington and Concord at Minute Man National Historical Park and 2) The Battle of Bunker Hill at Boston National Historical Park. Each component is designed to include a field trip to the historic site where the battle occurred. Links to online lesson plans are provided in case field trips are not possible. This Program Guide includes pre- and post-visit activities for use in the classroom to introduce, connect, and follow-up on the two program components.

Part 1) At Minute Man National Historical Park, in a program, "Rebels, Redcoats, and Homespun Heroes," students will explore the sites, events, and dilemmas surrounding the opening battle of the American Revolution at Lexington and Concord. Part 2) At Bunker Hill, Boston National Historical Park, in a program, "Patriots of Color," students will examine not only this important battlefield of the Revolution, but also several men of color who fought in the battle.

Together, the story of these two events forms a single, compelling narrative about the early struggle for liberty and the origins of American independence. Participants will explore these cornerstone events in the places where they actually happened and discover people whose lives were changed by these extraordinary events.

PROGRAM STEPS

A Cause Worth Fighting For includes the following steps:

1. **Introduce *A Cause Worth Fighting For* with the Pre-visit activity,** Document 1 on page 4 and the discussion questions on page 6.

2. **Explore the Battles of Lexington and Concord** with your students in one of two ways (See page 7.):
   (a) Take a field trip to Minute Man National Historical Park to participate in the"Rebels, Redcoats, & Homespun Heroes" guided program. Advance reservations are required, call **978.318.7832** and there is a fee for the presentation.
   (b) Use the online lesson "Lexington and Concord: A Legacy of Conflict" with students in your classroom: **http://www.nps.gov/mima/forteachers/upload/Minute%20Man%20Lesson%20Plan.pdf**

3. **Use the Pre-visit activity, Document 2 on page 5 and the discussion on page 6** to connect the Battles of Lexington and Concord to the Battle of Bunker Hill.

4. **Explore the Battle of Bunker Hill** with your students in one of two ways (See page 8.):
   (a) Take a field trip to Boston National Historical Park to participate in the "Patriots of Color" guided program. Advance reservations are required, call **617.242.5689** between 8 am and noon, or
   (b) Use the online lesson "Patriots of Color" with your students in the classroom: **http://www.nps.gov/bost/forteachers/upload/Boston%20Lesson.pdf**

5. **Use the follow-up activities on pages 9 and 10** to conclude the experience for the students in the classroom.

A Cause Worth Fighting For has been designed to provide one "chapter" within a larger classroom course of study about the American Revolution.

PHOTOS: Top - *Road to Revolution* Theatre, Minute Man National Historical Park; Bottom - Colonel Prescott statue, Bunker Hill Monument, Boston National Historical Park.

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Curriculum Connections

A Cause Worth Fighting For is an interdisciplinary program designed to help students achieve state and national standards in History/Social Science and English/Language Arts. Connections to Massachusetts Curriculum Framework Standards include the following:

PHOTO: Militiamen on Battle Road.
PAINTING: "Black Spartanburg Militiaman" *by Don Troiani.*

HISTORY AND SOCIAL SCIENCE

3.5. Explain important political, economic, and military developments leading to and during the American Revolution.

C. The beginning of the Revolution at Lexington and Concord

3.9. Identify historic buildings, monuments, or sites in the area and explain their purpose and significance.

5.12. Describe the life of free African Americans in the colonies.

5.17. Describe the major battles of the Revolution and explain the factors leading to American victory and British defeat.

A. Lexington & Concord (1775)

B. Bunker Hill (1775)

ENGLISH/LANGUAGE ARTS

4. Understand and acquire new vocabulary and use it correctly in reading and writing.

8. Identify basic facts and main ideas in a text and use them as the basis for interpretation.

13. Identify and use knowledge of common graphic features (for example, charts, graphs, maps, diagrams, illustrations). Identify main ideas and supporting details.

19.16. Write brief research reports with clear focus and supporting detail.

24.3. Apply steps for obtaining information from a variety of sources, organizing information, documenting sources, and presenting research in individual projects.

EL PBO (English Language Arts Proficiency Benchmarks And Outcomes)

S.3. Comprehend and communicate orally, using spoken English to participate in academic settings.

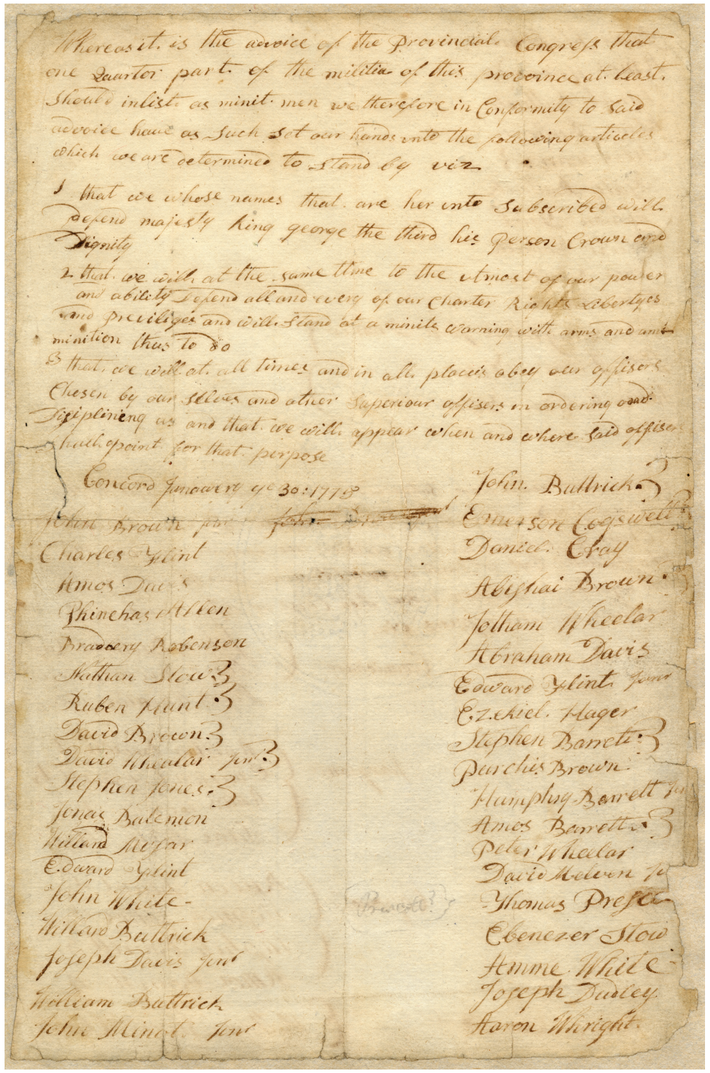
R.3. Read English fluently and identify facts and evidence in order to interpret and analyze text.

W.2. Write in English for a variety of purposes with clear focus, coherent organization, and sufficient detail.

Pre-Visit

Introduce *A Cause Worth Fighting For*

Read these two documents from 1775. Document 1 is the Oath of Enlistment for the men of Concord, Massachusetts, signed in January of 1775, 4 months *before* the outbreak of war. Document 2 is taken from the Proceedings of the Committee of Safety, April 28, 1775, written 9 days *after* the outbreak of war.



Oath of Enlistment, Courtesy of the Concord Free Public Library.

DOCUMENT 1

Transcript

Whereas it is the advice of the Provincial Congress that one quarter part of the militia of this province at least, should enlist as minute men we therefore in conformity to said advice have as such set our hands unto the following articles which we are determined to stand by vis.

1. That we whose names that are herunto subscribed will defend Majesty King George the Third his person crown and dignity.

2. That we will at the same time to the utmost of our power and ability defend all and every of our charter rights libertyes and privileges and will stand at a minits warning with arms and ammunition thus to do.

3. That we will at all times and at all places obey our officers chosen by ourselves and other superiour officers in ordering and disciplining us and that we will appear when and where said officers should appoint for that purpose.

Concord January ye 30:1775

[Signatures]

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DOCUMENT 2

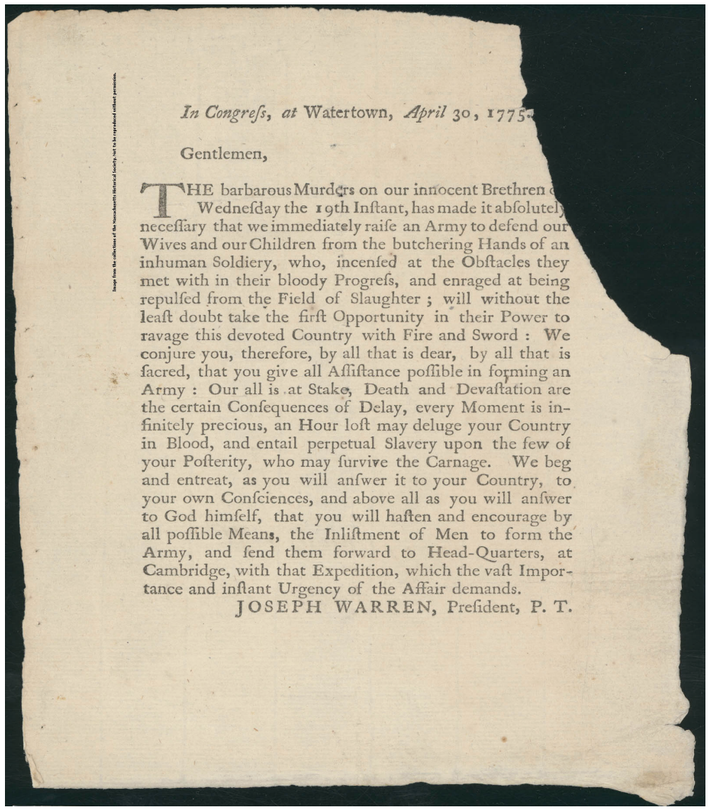
Transcript

In Congress, at Watertown,
April 30, 1775

Gentlemen,

The Barbarous Murders on our innocent Brethren on Wednesday the 19th Instant, have made it absolutely necessary that we immediately raise an Army to defend our Wives and Children from the butchering Hands of an inhuman Soldiery, who, incensed at the Obstacles they met with in their bloody Progress, and enraged at being repulsed from the Field of Slaughter; will, without doubt take the first Opportunity in their Power to ravage this devoted Country with Fire and Sword : We conjure, therefore, by all that is dear, by all that is sacred, that you will give all Assistance possible in forming an Army : Our all is at Stake, Death and Devastation are the certain Consequences of Delay, every Moment is infinitely precious, an Hour lost may deluge your Country in Blood, and entail perpetual Slavery upon the few of your Posterity who may survive the Carnage. We beg and entreat, as you will answer it to your Country, to your own Consciences, and above all as you will answer to God himself, that you will hasten and encourage by all possible Means, the Inlistment of Men to form the Army, and send them forward to Head-Quarters, at Cambridge, with that Expedition, which the vast Importance and instant Urgency of the Affair demands.

JOSEPH WARREN, President, P. T.



In Congress, at Watertown, *April* 30, 1775.

Gentlemen,

THE barbarous Murders on our innocent Brethren on Wednesday the 19th Inſtant, has made it abſolutely neceſſary that we immediately raiſe an Army to defend our Wives and our Children from the butchering Hands of an inhuman Soldiery, who, incenſed at the Obſtacles they met with in their bloody Progreſs, and enraged at being repulſed from the Field of Slaughter; will without the leaſt doubt take the firſt Opportunity in their Power to ravage this devoted Country with Fire and Sword : We conjure you, therefore, by all that is dear, by all that is ſacred, that you give all Aſſiſtance poſſible in forming an Army : Our all is at Stake, Death and Devaſtation are the certain Conſequences of Delay, every Moment is infinitely precious, an Hour loſt may deluge your Country in Blood, and entail perpetual Slavery upon the few of your Poſterity, who may ſurvive the Carnage. We beg and entreat, as you will anſwer it to your Country, to your own Conſciences, and above all as you will anſwer to God himſelf, that you will haſten and encourage by all poſſible Means, the Inliſtment of Men to form the Army, and ſend them forward to Head-Quarters, at Cambridge, with that Expedition, which the vaſt Importance and inſtant Urgency of the Affair demands.

JOSEPH WARREN, Preſident, P. T.

Massachusetts Provincial Congress, Courtesy Massachusetts Historical Society.

Modern Translation

In Congress, at Watertown, April 30, 1775

Gentlemen,

On the 19th of this month, our innocent friends and neighbors were cruelly murdered. We are afraid that the soldiers who did this might do the same to our wives and children. So, we must quickly raise an army to defend ourselves. Earlier this month we stood up to those soldiers and we are now afraid that they will take revenge and burn our homes and crops. We beg of you now to help us raise this army. Our very lives are at stake! If we wait too long, they will destroy us. Every moment we delay can give them (the soldiers) a chance to destroy our land and enslave us! Again we beg you! Remember, you must answer to your country, your conscience and, above all, to God! Do whatever you can do to get men to join the army and send them to Cambridge with the greatest speed and importance you can!

JOSEPH WARREN, President, P.T.

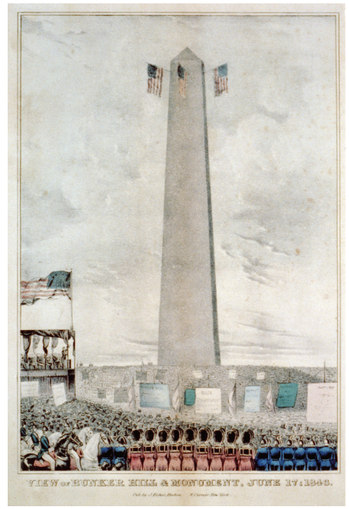
DISCUSSION QUESTIONS

DOCUMENT 1:

Q1 – Understanding
To whom have these newly enlisted minute men sworn loyalty? What principles are they willing to defend? Do you think these people are really loyal subjects? Why / why not?

Q2 – Brainstorm options
By enlisting as minute men, these colonists are essentially preparing for war. What are they risking by this course of action? Do you think they are right in doing so? Are there other ways to handle disagreement and conflict?

Q3 – What would you do?
In 1775, if you were asked to enlist in a minute company would you? What is so important to you that you would be willing to risk war?



VIEW OF BUNKER HILL & MONUMENT, JUNE 17 1843.

DOCUMENT 2:

Q1 – Understanding
The authors of this document are asking colonial men to enlist as soldiers and fight in a war. What reason(s) do they give for doing so? Compare these reasons with those outlined in Document 1. What has changed and why?

Q2 – Brainstorm options
The colonists and the British government are now at war against each other. Can you think of some ways that this could have been avoided?

Q3 – What would you do?
If you lived here in 1775, would you be willing to go to war? What is so important to you that you would be willing to risk war?

PRINT: "View of Bunker Hill and Monument, June 17, 1843" *by N. Currier; published by J. Fisher and N. Currier; Courtesy Library of Congress.*
PAINTING: "The Battle of Lexington and Concord" *by John Rush.*

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Visit Part I.

Explore the Battles of Lexington and Concord
at Minute Man National Historical Park

PHOTOS: Top - "Daughters of Liberty"; Bottom - Students participating in a military drill role play.

PROGRAM DESCRIPTION:

Rebels, Redcoats and Homespun Heroes

Students participating in this one hour program learn about the soldiers who fought at Lexington and Concord on April 19, 1775 and the often overlooked acts of heroism on the Patriot homefront. Students meet a Colonial Militiaman, British Soldier or Daughter of Liberty (portrayed by a Park Ranger) and discover what it was like to live through this incredible period of history and the events of 1775. Students will get the chance to perform 18th century military drill, role play, examine artifacts, and witness a musket firing demonstration. During the course of the program, the complexity of the Battle of Lexington and Concord emerges as students compare and contrast the experiences and perceptions of British soldiers, colonial militiamen, and colonial women committed to the cause of resistance on the homefront.

ESSENTIAL QUESTION:

What were the reasons various groups within colonial society decided to engage in warfare at Lexington and Concord in April of 1775?

RESERVE A FIELD TRIP

Advance reservations are required, call **978.318.7832** as far in advance as possible. Reservations for the next school year open on June 1st. There is a fee for the presentation.

Or

VIRTUAL VISIT: DO THE LESSON ONLINE

If a field trip is not possible, use the online lesson called "Lexington and Concord: A Legacy of Conflict" with students in your classroom**: http://www.nps.gov/mima/forteachers/upload/Minute%20Man%20Lesson%20Plan.pdf**

Visit Part II.

Explore the Battle of Bunker Hill
at Boston National Historical Park

PROGRAM DESCRIPTION:

Patriots of Color

The events of April 19, 1775 at Lexington and Concord stirred the patriotic fervor of people all over New England. In June, 15,000-20,000 militiamen from towns all over the region gathered at Cambridge. The next month, under the leadership of General George Washington, they had formed the First Army of the United Colonies. Although from varied backgrounds, these men marched to Cambridge to support and defend their homes and families from impending assault by British troops. The more than 2,000 men who fought in the Battle of Bunker Hill came from Massachusetts, Connecticut, and New Hampshire. The program, *Patriots of Color,* focuses on 14 African American and Native American men who participated in the first major battle of the American Revolution. Why did they fight? Were their reasons the same or different from those of their neighbors?

ESSENTIAL QUESTION:

What were the reasons Patriots of Color decided to engage in warfare at Bunker Hill?

RESERVE A FIELD TRIP

Advance reservations are required, call **617.242.5689** between 8 am and noon.

Or

VIRTUAL VISIT: DO THE LESSON ONLINE

If a field trip is not possible, use the online lesson "Patriots of Color" with your students in the classroom: **http://www.nps.gov/bost/forteachers/upload/Boston%20Lesson.pdf**

PAINTING: "The Redoubt"
by Don Troiani.
PHOTO: Students at Bunker Hill Museum exhibit, Boston National Historical Park.

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Post-Visit Activities
Conclude the experience

Choose one of the following three activities.

ACTIVITY OPTIONS

PHOTOS: Top - Minute man reenactor firing a musket; Center - Trying on a redcoat uniform; Bottom - Carding wool.

A. STORYBOOK

Each student creates a story book frame of 4-6 parts illustrating and retelling the important event details of April 19, 1775.

- Placing the events in the order in which they happened, earliest first, from the start to the conclusion.
- Writing sentence captions for each frame. Be sure to include the important details: who, what, where, when, and why, about each event.
- Including an illustration for each event/part of the story.

B. JOURNAL/LETTER

Each student writes a journal entry or letter about the events at Lexington and Concord or Bunker Hill as if s/he is one of the following: a British regular, a colonial militiaman or a Daughter of Liberty. Each student will identify him/herself as a participant or observer in the context of the day and:

- Describe what s/he did or saw during the event, start to finish
- Explain his/her point of view about the event, and describe what conclusions he/she has made about the meaning of the events.

Use complete sentences.

C. POETRY

Students read the following poem written by Lemuel Haynes, a Patriot of Color from Granville, Massachusetts who marched in response to the Lexington Alarm, April 19, 1775. He was born to a white mother and African American father and spent the first 21 years of his life in indentured servitude. The American Revolution began shortly after his emancipation. Think about the questions below and discuss the poem in class; then ask students to write a poem of his/her own.

- Who does he identify as the "bad guy" in his poem?
- What cause is most dear to him?
- What condition does he believe would he worse than death?
- While his poem is about The Battle of Lexington, do you think he also has another cause in mind? If so what cause is that? Explain your answer.

POEM:

"THE BATTLE OF LEXINGTON"

By Lemuel Haynes, Patriot of Color from Granville, Massachusetts.

The Nineteenth of April last
We shall ever retain
As monumental of the past
most bloody shocking Scene

Then Tyrants fill'd with horrid Rage
A fatal Journey went
& Unmolested to engage
And slay the innocent

At Lexington they did appear
Array'd in hostile Form
And tho our Friends were peaceful there
Yet on them fell the Storm

With Sword & Arms they now begun
The Conflict to decide
And blood in great Effusion run
From ev'ry wounded side

For Liberty, each Freeman Strives
As it's a Gift of God
And for it willing yield their Lives
And Seal it with their Blood

This Motto may adorn their Tombs
(Let tyrants come and view)
"We rather seek these silent Rooms
Than live as Slaves to You"

Lemuel Haynes, "The Battle of Lexington," Wendell Family Papers, b MS Am 1907, no. 601, Houghton Library, Harvard University, Cambridge, Massachusetts.

PHOTO: "Minute Man" *by Daniel Chester French,* Minute Man National Historical Park.

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