
BY TIM BAILEY, STEVEN SCHWARTZ, AND SANDRA TRENHOLM

UNIT OVERVIEW

Over the course of three lessons, students will explore the Revolutionary era through three primary sources: an image of the Boston Massacre, the song “Yankee Doodle,” and the preamble to the Declaration of Independence. These primary sources provide three ways to understand the ideals of the founders. Students will closely analyze these sources and use visual and textual evidence to draw conclusions. They will demonstrate their knowledge by answering critical thinking questions, restating ideas in their own words, and participating in class discussion.

UNIT OBJECTIVES

Students will be able to

• Read, explain, and evaluate visual and textual primary sources
• Analyze and assess the historical circumstances, events, and/or situations that are depicted in images and texts
• Explain and evaluate the extent to which a song reflects the history and culture of a society
• Evaluate the extent to which Revolutionary era ideas have shaped the nation and the government

ESSENTIAL QUESTION

How have Revolutionary era ideas shaped the nation and its government?

NUMBER OF CLASS PERIODS: 3

COMMON CORE STATE STANDARDS

CCSS.ELA-Literacy.RI.4.1 and RI.5.1: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

CCSS.ELA-Literacy.RI.4.2 and RI.5.2: Determine the main idea of a text and explain how it is supported by key details; summarize the text.

CCSS.ELA-Literacy.RI.4.4 and RI.5.4: Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 or 5 topic or subject area.
LESSON 1

OVERVIEW

Students will gain a clear understanding of the content and message of Paul Revere’s print “The Bloody Massacre Perpetrated in King-Street.” Students will analyze the components of the image, draw logical inferences, and demonstrate understanding by completing an activity sheet, explaining their responses, and comparing their responses to the historical interpretation provided.

HISTORICAL BACKGROUND

By the beginning of 1770, there were 4,000 British soldiers in Boston, a city with 15,000 inhabitants. Tensions were running high because of the Quartering Act, (which forced colonists to take British soldiers into their homes), labor unrest, and a lack of jobs in the city. On the evening of March 5, crowds of day laborers, apprentices, and merchant sailors began to pelt British soldiers with snowballs and rocks. A shot rang out, and then several soldiers fired their weapons. When the skirmish was over, five civilians lay dead or dying, including Crispus Attucks, an African American merchant sailor who had probably escaped from slavery more than twenty years earlier.

Produced just three weeks after the Boston Massacre, Paul Revere’s “The Bloody Massacre Perpetrated in King-Street” was probably the most effective piece of war propaganda in American history. Not an accurate depiction of the event, it shows an orderly line of British soldiers firing into an American
crowd and includes a poem that Revere probably wrote himself. Revere based his engraving on one by the artist Henry Pelham, who created the first illustration of the episode—and who was neither paid nor credited for his work.

MATERIALS

- “The Bloody Massacre Perpetrated in King-Street” by Paul Revere (Boston, 1770), The Gilder Lehrman Institute of American History, GLC01868.
- “Analyzing the Image”
- Magnifying glass (optional)
- Chart paper, overhead projector, Elmo, or other method of display

PROCEDURE

Note: Students should know about the disagreements between the colonists and Great Britain that led up to the Boston Massacre.

1. Divide the class into critical thinking groups of five to six students. Give careful consideration to how students are grouped in order to encourage maximum interaction. You may choose to keep them in the same groups for Lesson 2.

2. You may read the first paragraph of the Historical Background to the students, but do not reveal additional information, so that the students base their work on the image itself.

3. Distribute Paul Revere’s “The Bloody Massacre Perpetrated in King-Street.” The image may also be displayed in a large format at the front of the class. Ask the students to study the image for five minutes.

4. Distribute the “Analyzing the Image” activity sheet. Using a magnifying glass and/or a large-screen display will help the students focus on the details in the image.

5. Tell the students that they will examine the image in detail, excluding the poem below the image. The students should consider Revere’s audience and what message he was trying to convey to them.

6. Explain that art is often used to shape a person’s opinion about events or people, and may not be an accurate depiction. Complex prints such as this one require a careful “reading” to decipher the message.
7. Quickly review all three questions and then model the first activity by identifying the people depicted in the print. You may continue to model the questions or direct the students to work on the rest of the questions within their groups and record their findings on the activity sheet. Circulate around the room to monitor discussions and responses to the three questions.

8. Reconvene the class to discuss the answers and examine the various elements students noticed. Elicit different interpretations of the event depicted in the print.

9. Use the bullet point list on the teacher’s resource, “A Guide to Paul Revere’s ‘The Bloody Massacre,’ 1770,” to help point out hidden elements that students may have overlooked. Throughout the discussion, ask students, “Why do you think Paul Revere included that in the image?”

10. Ask the following questions to guide the discussion:
   • What do you see that shapes your understanding of the era or strikes you as being interesting?
   • Examine the faces of the people in the image. How would you describe the British soldiers? How would you describe the colonists?
   • How many signs can you read in the print? What do they say? Where are they located?
   • Are there any unexpected figures in the print (i.e., the dog, the woman)? Why do you think they are there?
   • Based on your interpretation of the engraving, who is at fault for this “massacre”? How do you know?

11. To conclude the lesson and check for comprehension, ask the students to note how closely their group analysis compares to the historical evidence about the Boston Massacre.
OVERVIEW

In this lesson the students will examine “Yankee Doodle,” the song most associated with the American Revolution. They will read and answer questions about the origins of the song and use critical thinking skills to demonstrate their understanding of the relationship between the song and its historical context. They will then restate each of the verses in their own words.

HISTORICAL BACKGROUND

Legend places the origin of the lyrics to “Yankee Doodle” in a nursery rhyme that ridiculed the English Civil War leader Oliver Cromwell as a “Nankee Doodle.” The melody comes from European (English, Irish, or Dutch) folk music. The term doodle is probably from the Dutch or German word dodel, meaning “fool” or “simpleton.” It is believed that during the French and Indian War (1754–1763) the original lyrics of “Yankee Doodle” were written by a British army surgeon, Dr. Richard Shuckburgh (or Schackburg). According to tradition, Dr. Shuckburgh was so taken aback when he saw the poorly dressed Americans fighting alongside the British troops that he changed the words of the original Cromwell nursery rhyme and added new verses, substituting “Yankee” for “Nankee” in the title and referring to the colonists in a derogatory manner as “doodles” (“fools” or “simpletons”).

With words like “dandy” and “macaroni,” Shuckburgh derided the uncultured, unsophisticated, and ragtag colonists, who supposedly thought they could be the height of fashion simply by putting a feather in their caps (“stuck a feather in his cap and called it macaroni”). The Italian macaroni wig and fancy style of clothing were adopted in Great Britain by young men who displayed eccentric mannerisms and extravagant dress. Therefore, the original song was a British parody of American colonists who believed they were just as sophisticated and stylish as Europeans. “Yankee Doodle” became a very popular song with British troops, who enjoyed serenading the American colonists as uncouth country bumpkins. Reportedly, British fifers and drummers teased the colonists with “Yankee Doodle” after their military confrontations at Lexington and Concord.

During the American Revolution, the colonists adopted “Yankee Doodle” as an expression of patriotism and pride. Numerous versions emerged and new verses (nearly two hundred) were added, while other verses were changed or removed as the song evolved. For example, a verse about George Washington was added when he took command of the Continental Army in June 1775. After the Americans defeated the British at the Battle of Saratoga (1777) and the Battle of Yorktown (1781), the Continental Army played and sang “Yankee Doodle” in celebration of their victories. Thus, “Yankee Doodle” began as a mockery of American colonists by the British, became an anthem of military victory among the colonists, and emerged as a humorous and upbeat celebration of American patriotism and pride.
MATERIALS

- “The Origins of ‘Yankee Doodle’”
- “The Origins of ‘Yankee Doodle’”: Critical Thinking Questions
- “Selected Verses from ‘Yankee Doodle’”
- “‘Yankee Doodle’ in Your Own Words”

PROCEDURE

1. Divide the class into critical thinking groups of three to five students.
2. Distribute the reading, “The Origins of ‘Yankee Doodle.’”
3. “Share read” the text with the students. To share read, have the students follow along silently while you begin to read aloud, modeling prosody, inflection, and punctuation. Then ask the class to join in with the reading after a few sentences while you continue to read aloud, still serving as the model for the class. This technique will support struggling readers as well as English language learners (ELL).
4. Distribute the critical thinking questions for “The Origins of ‘Yankee Doodle.’” Ask the students the first question. Demonstrate how to support answers with evidence taken directly from the text of “The Origins of ‘Yankee Doodle.’”
5. The students should work together in their groups to develop an evidentiary answer for each question.
6. Distribute the “Selected Verses from ‘Yankee Doodle’” and either listen to a performance of the song or have the students sing the song with you.
7. Distribute “‘Yankee Doodle’ in Your Own Words.”
8. Students will close read “Yankee Doodle,” one verse at a time, and restate each verse in their own words. For instance, the last verse could be restated as “Captain Davis grabbed his gun and attached a bayonet.” Some of the vocabulary will be unfamiliar, and it will take some interpretation to come up with the meaning.
9. Wrap-up: You may use the following question as a guide for a class discussion or a written assignment: How did the colonists turn an insulting song into a patriotic one?

EXTENSION

Students may research other songs used to build soldiers’ morale, such as “When Johnny Comes Marching Home,” “Dixie,” “Battle Hymn of the Republic,” or a similar song of their choosing.
OVERVIEW

Students will read and analyze the preamble to the Declaration of Independence, the second of the five sections of the Declaration. They will demonstrate their understanding by restating in their own words each central concept of the Declaration’s preamble.

HISTORICAL BACKGROUND

During the spring of 1776, colonies, localities, and groups of ordinary Americans—including New York mechanics, Pennsylvania militiamen, and South Carolina grand juries—adopted resolutions endorsing independence. These resolutions encouraged the Continental Congress to appoint a five-member committee to draft a formal declaration of independence. Thomas Jefferson wrote the initial draft of the document, which was then edited by other members of the committee and by Congress as a whole. The most radical idea advanced by the American revolutionaries was the proposition set forth in the Declaration of Independence that “all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty, and the pursuit of Happiness.”

The Second Continental Congress, which represented the thirteen British North American colonies, approved the Declaration of Independence, a document that stated governing principles, enumerated a list of grievances, and proclaimed the states’ independence from Great Britain. The preamble (second paragraph) of the Declaration of Independence enumerates five principles of human rights and democracy that served as a “blueprint” for the creation and development of the new:

- Equality: All men are created with equal rights.
- Purpose of government: Governments are established to protect these natural, unalienable rights.
- Consent of the governed: Governments receive their authority and powers from the people and their purpose is to serve the people.
- Right of revolution: Whenever governments become unjust and no longer serve the public interest, the people have the right to overthrow such governments and establish new ones.

Since the colonists believed such “a long Train of Abuses” had occurred under the rule of George III, they had the right to revolt against Great Britain and establish a new country, the United States of America.
MATERIALS

- “The Preamble to the Declaration of Independence”
- “Summarizing the Preamble to the Declaration of Independence”

PROCEDURE

1. You may choose to have the students work individually, as partners, or in small groups of three to five students.

2. Discuss the information in the Historical Background. Explain that Thomas Jefferson wrote the Declaration in five parts: the introduction, preamble, grievances against the king, appeals to the king, and conclusion, in which he declared the country’s right to be free and independent of Great Britain.

3. Distribute the reading, “The Preamble to the Declaration of Independence.”

4. Share read the text with the students as described in Lesson 2.

5. Distribute “Summarizing the Preamble to the Declaration of Independence.” You may choose to display the activity sheet for the entire class. This activity is designed to build critical thinking skills and help the students develop effective strategies for reading difficult texts. The vocabulary will be the most difficult barrier. Let students discuss possible meanings for the unfamiliar words, and only provide definitions or synonyms when they are truly stuck.

6. If necessary, show the students how to use the answers to the questions to construct a summary. For example, “It’s obvious that people were created equal and that God gave them the right to live free and pursue their dreams. Governments were made by people to protect their rights, and if the government won’t protect those rights, then the people can make a new government. This new government must make sure that people are safe and happy. But don’t throw out the government without a really good reason. People will put up with bad things just because they don’t like to change what they’re used to; but if the government keeps abusing people’s rights, then you need a new government that can provide security for the future.”

7. Lead a class discussion on how the ideas in the preamble to the Declaration of Independence have shaped the United States and its government, even to this day. Make sure that students use quotations from the text to illustrate or support their points.

8. Based on the knowledge that the students acquired from the lessons, assign a brief essay response to the Essential Question: How have Revolutionary era ideas shaped the nation and its government? The students should support their ideas and views with evidence from the documents.
“The Bloody Massacre Perpetrated in King-Street, Boston,” engraving by Paul Revere, 1770
(The Gilder Lehrman Institute, GLC01868)
Analyzing the Image

Title ____________________________________________

Author / Artist _______________________________________

What do you see? Be very specific. Identify people, objects, buildings, location.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

What appears to be happening? Provide evidence from the image.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Describe your reaction to this image. Explain how the image makes you feel.

Be as specific as possible.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
A Guide to Paul Revere’s “The Bloody Massacre,” 1770

Here are a few of the visual cues and techniques Paul Revere used in his engraving to shape public opinion:

1. The British are lined up and an officer is giving an order to fire, implying that the British soldiers are the aggressors.

2. The colonists are shown reacting to the British assault when in fact they had attacked the soldiers.

3. British faces are sharp and angular in contrast to the Americans’ softer, more innocent features. This makes the British look more menacing.

4. The British soldiers look like they are enjoying the violence.

5. The colonists were mostly laborers. However, they are dressed as gentlemen in this print, elevating their status in the public eye.

6. The only two signs in the image that you can read are “Butcher’s Hall” and “Custom House” (below “Butcher’s Hall”), both hanging directly over the British soldiers.

7. There is a distraught woman in the rear of the crowd, a “damsel in distress” to evoke pity and chivalrous feelings.

8. There appears to be a sniper in the window beneath the “Butcher’s Hall” sign.

9. Dogs tend to symbolize loyalty and fidelity. The dog in the print is not bothered by the mayhem behind him and is staring out at the viewer.

10. The sky seems to cast light on the British “atrocities.”

11. Crispus Attucks is visible in the lower left corner. In many other existing copies of this print, none of the figures are portrayed as African American. Here, his presence highlights the participation and martyrdom of an African American in what many consider to be the first battle of the American Revolution.

12. The clear weather conditions depicted do not match the testimony presented at the soldiers’ trial, which affirms that there had been snow.
The Origins of “Yankee Doodle”

No one is sure where the song “Yankee Doodle” came from. Some claim the melody is English, Irish, Dutch, or even from New England, but the American verses are credited to a British military doctor, Richard Shuckburgh (or Schackburg). According to the story, Dr. Shuckburgh wrote the first verses in 1755 during the French and Indian War, when King George II sent British soldiers to protect the American colonies from the French.

The song grew in popularity and was sung by British soldiers poking fun at the American colonists. By the 1770s a “Yankee” was another name for an American colonist while a “doodle” was based on the Dutch or German word for a fool or simpleton. Many of the British serving in the colonies believed the colonists were trying to be as cultured as Europeans but were failing miserably. For example, in the last line of the song’s first verse—“stuck a feather in his hat and called it macaroni”—the term “macaroni” described a man who went to extremes to appear sophisticated and stylish.

Although British soldiers initially used the song to mock the colonists, it was reported after the British defeat in the Battle of Lexington and Concord that the Americans had sung “Yankee Doodle” to taunt the retreating redcoats.
By 1777 “Yankee Doodle” had become the unofficial national anthem of America. Its tune was easy for soldiers to march to, and during the American Revolution dozens of different verses were written. It has been documented that the second verse of the song was written at the Battle of Bunker Hill. Other verses praise General George Washington, describe life in the army, or poke fun at King George III. “Yankee Doodle” was played after the Americans defeated the British at the Battle of Saratoga and again when General Cornwallis’s army surrendered to the Americans after the Battle of Yorktown, the last major battle of the American Revolution.
The Origins of “Yankee Doodle”

Critical Thinking Questions

Use evidence from the text to support your answers.
Write your answers in complete sentences.

1. Why was the doctor who is credited with writing “Yankee Doodle” in America?

________________________________________________________________________
________________________________________________________________________

2. Why was singing this song popular with many British soldiers during the Revolutionary era?

________________________________________________________________________
________________________________________________________________________

3. Why did patriotic Americans begin singing “Yankee Doodle”? By 1777, what meaning did the song have for them?

________________________________________________________________________
________________________________________________________________________

4. On what occasions during the American Revolution was “Yankee Doodle” played? What did those events have in common?

________________________________________________________________________
________________________________________________________________________
Selected Verses from “Yankee Doodle”

Yankee Doodle went to town
A-riding on a pony,
He stuck a feather in his cap
And called it macaroni.

CHORUS
Yankee Doodle keep it up,
Yankee Doodle dandy;
Mind the music and the step,
And with the girls be handy.

Father and I went down to camp,
Along with Captain Gooding
And there we saw the men and boys,
As thick as hasty pudding.

CHORUS
And there was Cap’n Washington,
And gentle folks about him;
They say he’s grown so ‘tarnal proud,
He will not ride without ‘em.

CHORUS
And Cap’n Davis has a gun,
He kind of clapt his hand on’t,
And stuck a crooked stabbing iron
Upon the little end on’t.

CHORUS
“Yankee Doodle” in Your Own Words

Restate each of the verses in your own words.

1. Yankee Doodle went to town
   A-riding on a pony,
   He stuck a feather in his cap
   And called it macaroni.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

2. Father and I went down to camp,
   Along with Captain Gooding
   And there we saw the men and boys,
   As thick as hasty pudding.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
3. And there was Cap’n Washington,
   And gentle folks about him;
   They say he’s grown so ‘tarnal proud,
   He will not ride without ‘em.

4. And Cap’n Davis has a gun,
   He kind of clapt his hand on’t,
   And stuck a crooked stabbing iron
   Upon the little end on’t.
The Preamble to the Declaration of Independence

We hold these Truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty, and the Pursuit of Happiness—That to secure these Rights, Governments are instituted among Men, deriving their just Powers from the Consent of the Governed, that whenever any Form of Government becomes destructive of these Ends, it is the Right of the People to alter or to abolish it, and to institute new Government, laying its Foundation on such Principles, and organizing its Powers in such Form, as to them shall seem most likely to effect their Safety and Happiness. Prudence, indeed, will dictate that Governments long established should not be changed for light and transient Causes; and accordingly all Experience hath shewn, that Mankind are more disposed to suffer, while Evils are sufferable, than to right themselves by abolishing the Forms to which they are accustomed. But when a long Train of Abuses and Usurpations, pursuing invariably the same Object, evinces a Design to reduce them under absolute Despotism, it is their Right, it is their Duty, to throw off such Government, and to provide new Guards for their future Security.
## Summarizing the Preamble to the Declaration of Independence

<table>
<thead>
<tr>
<th>We hold these Truths to be self-evident, that all men are created equal,</th>
<th>What fact does Jefferson say is obvious?</th>
</tr>
</thead>
<tbody>
<tr>
<td>that they are endowed by their Creator with Certain unalienable Rights,</td>
<td>Who had given people rights that cannot be taken away?</td>
</tr>
<tr>
<td>that among these are Life, Liberty, and the Pursuit of Happiness—</td>
<td>What are those guaranteed rights?</td>
</tr>
<tr>
<td>That to secure these Rights,</td>
<td>How do we make sure we keep those rights?</td>
</tr>
</tbody>
</table>
Name __________________________________________ Period_________ Date __________________________

<table>
<thead>
<tr>
<th>deriving their just Powers from the Consent of the Governed,</th>
<th>Who gives the government its power?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>that whenever any Form of Government becomes destructive of those Ends, it is the Right of the People to alter or to abolish it, and institute a new Government,</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>laying its Foundation on such Principles, and organizing its powers in such Form, as to them shall seem most likely to effect their Safety and Happiness.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>What should be the purpose of this new government?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Summary:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________