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## Exploring Primary Sources— American Revolution

**This sample includes the following:**

- Teacher's Guide Cover** (1 page)
- Teacher's Guide Table of Contents** (1 page)
- How to Use This Resource** (5 pages)
- Card Lesson Plan** (5 pages)
- Card** (2 pages)
- Document Lesson Plan** (6 pages)
- Document** (1 page)

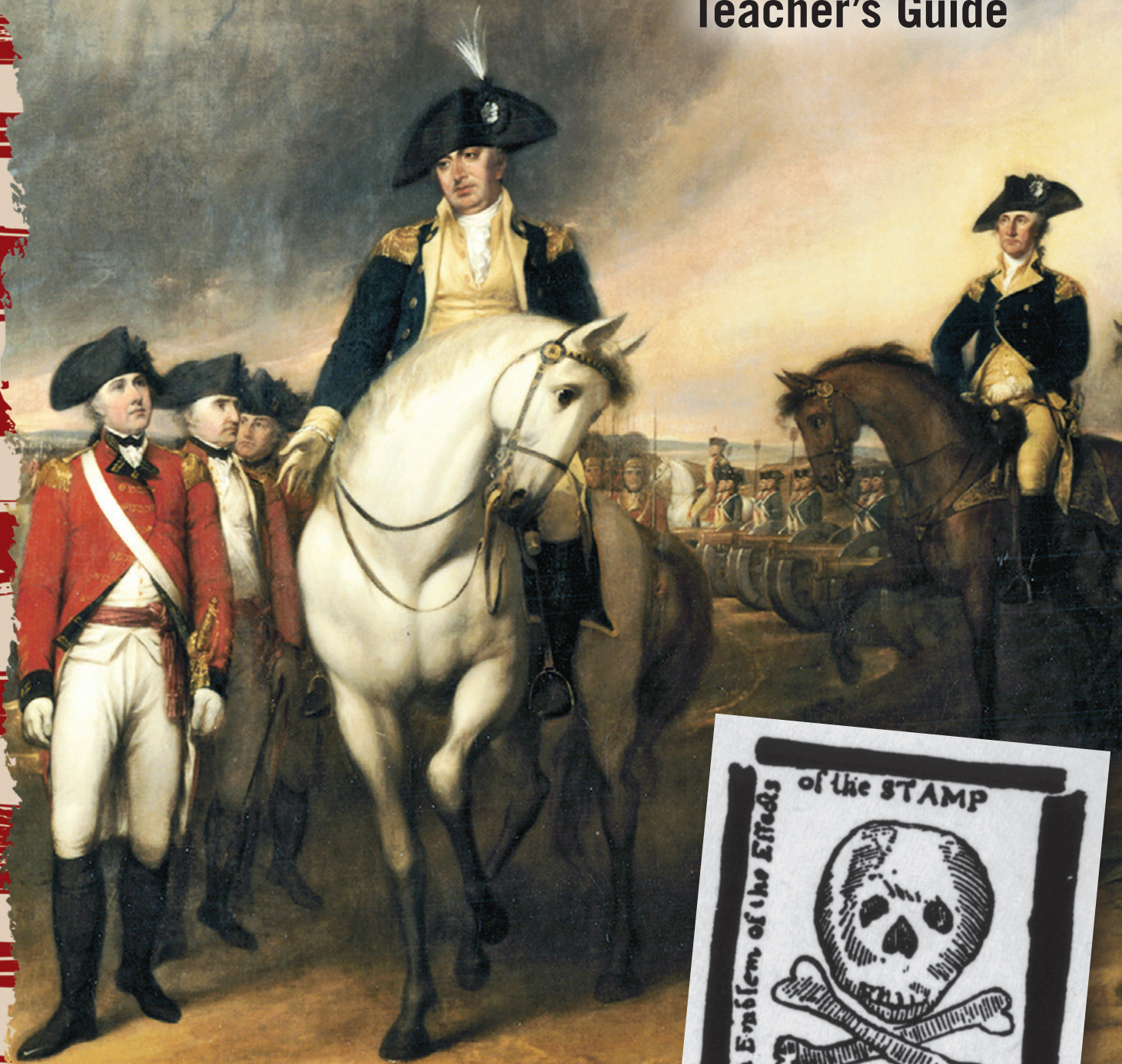
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# American Revolution

Teacher's Guide



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# How to Use This Resource

## Lesson Plans

The learning outcomes are the focus throughout each lesson.

For digital-only reproducibles, digital filenames are provided.

Page references and digital filenames make lesson preparation easy.

The guiding questions help support development of inquiry by focusing on the primary source being studied.

Essential questions provide inquiry anchors for students as they investigate enduring understandings.

Liberty Bell

### "Proclaim Liberty throughout the Land..."

**Learning Outcomes**

- Students will understand and explain the unifying effect of national artifacts that speak to American ideals.
- Students will investigate the power of symbols and design their own symbols.

**Materials**

- copies of the Liberty Bell primary source card (libertybell.pdf)
- copies of *Cracked but Not Broken* (page 45; bgracked1.pdf)
- copies of Liberty Bell Inscription (inscription.pdf)
- copies of The Landing of William Penn document-based assessment (page 46; landing.pdf)

**Essential Question**

- How do symbols unify people?

**Guiding Questions**

- How might the bell have gotten cracked?
- Where do you think the quotation on the bell originates?
- What does the bell symbolize?
- How are the ideals of Pennsylvania's founding linked to the Liberty Bell?

**Introducing the Primary Source**

- Ask students to describe what they think or picture when they hear the word *liberty*.
- Share the photograph of the Liberty Bell from the primary source card. Give students a few minutes to make lists of at least five observations or questions they have about the photograph.
- Introduce the essential question, and use the guiding questions to discuss the photograph. Encourage students to ask their own questions to facilitate further inquiry.

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Students collaborate to interact with the primary source through inquiry, textual analysis, and engaging activities.

These assessments provide opportunities for students to independently practice primary source analysis.

Key content vocabulary from the historical background information is bolded in student texts and defined here for reference.

Liberty Bell

### "Proclaim Liberty throughout the Land..."

**Analyzing the Primary Source**

- Have small groups of students read the background information, *Cracked but Not Broken* (A copy of this text at a lower reading level is provided in the Digital Resources—bgracked2.pdf). Review the key words with students, as necessary. As students read, they should annotate their copies of the text, paying close attention to the ideas that the Liberty Bell was meant to symbolize.
- Provide time for students to complete at least two of the activities from the back of the primary source card.
- Discuss the essential question with students again. Then, have students share other symbols that represent things at school, in the community, or globally.
- Have students work in small groups to design a new symbol of liberty that could unite people of the world today. You may choose to provide students with materials that allow liberty and vote for their favorites. Students can present their new symbols of liberty.
- To learn more about the Liberty Bell, see page 119 for a technology-based extension activity.

**Document-Based Assessment**

- Distribute copies of *The Landing of William Penn*. A digital copy of the primary source is provided in the Digital Resources (landing.jpg).
- Have students think about what they've learned throughout this lesson, carefully analyze the primary source, and respond thoughtfully to the questions.

**Key Words**

These key content words are included in both levels of the background information.

- abolitionists**—people who were against slavery
- foundry**—factory where metal goods are made
- indentured**—bound by contract to work for a certain number of years
- steeple**—a tall, pointed structure, usually on top of a church

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# How to Use This Resource *(cont.)*

## Background Information

The historical background information provides students with key information about both the time period and the primary source. It is provided at two different reading levels to support differentiation. When preparing for a lesson, decide which level best meets the needs of your students. Use one level for all students, or differentiate the reading levels by student need.

- Encourage students to write strong questions they have as they read these texts. The *Creating Strong Questions* lesson on pages 28–30 will prepare students for this important aspect of the inquiry arc.
- Suggestions for annotations students could make while reading are provided in each lesson plan.

Name \_\_\_\_\_ Date \_\_\_\_\_

### From Apprentice to Diplomat

Benjamin Franklin was born in 1706 in Boston, Massachusetts. He was the tenth son of a candle maker. Franklin **apprenticed** with his older brother James, who was a printer. In 1723, Franklin moved to Philadelphia and found a job as a printer. After a year, he sailed to London and bought his own press. When he returned to Philadelphia, he took over the publication of the *Pennsylvania Gazette*. With his publication of *Poor Richard's Almanack*, his wealth grew. In fact, he had enough money to retire at the age of 42.

In his later years, Franklin held interests in science, philanthropy, and politics. He invented a type of stove and experimented with electricity. He helped start libraries and hospitals. His efforts also led to the beginning of what later became the University of Pennsylvania. Franklin served as clerk, **legislator**, and postmaster. He represented Pennsylvania at the Albany Congress in 1754. There, he helped the colonies unite to oppose the French and Indian threat.

From 1757 until 1775, he spent most of his time in England as a representative of the colonies. Franklin remained a Loyalist until the Stamp Act crisis in 1765. But he began to receive bad press. There was backlash against him for his apparent acceptance of the act and of stamp distributor. Franklin's home was even threatened. Franklin's allies came to his aid. But soon, people began to hear of his effort to overturn the act. He was also trying to lessen the political impacts the act had. His reputation was restored.

When Franklin returned home in 1775, he joined the rebels. He served in the Second Continental Congress. He advised Thomas Jefferson on the Declaration of Independence. The next year, Franklin sailed for France to work as a **diplomat**. He helped aim French support for the Continental Army. He also helped recruit the Marquis de Lafayette and Baron von Steuben. At the end of the conflict, Franklin helped negotiate the Treaty of Paris. He returned to Pennsylvania in 1785. At the Constitutional Convention in 1787, his health was failing, yet he attended almost all sessions. He called for daily prayer; at a time when **delegates** were in conflict and wanting to leave the meetings, it said to have unified the assembly.

In his final years, Franklin worked to start the Pennsylvania Society for the Abolition of Slavery. Just before his death, he signed a request that Congress abolish slavery. He died in 1790 at 84 years old. He is buried in Christ Church cemetery in Philadelphia.

Benjamin Franklin

Within the Teacher's Guide, the texts are leveled at a seventh- to eighth-grade reading level and are denoted by a triangle in the top right of each page.

Name \_\_\_\_\_ Date \_\_\_\_\_

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In his final years, Franklin worked to start the Pennsylvania Society for the Abolition of Slavery. Just before his death, he signed a request that Congress abolish slavery. He died in 1790 at 84 years old. He is buried in Christ Church cemetery in Philadelphia.

Benjamin Franklin

Texts leveled at a fifth- to sixth-grade reading level are denoted by a square and are only provided in the Digital Resources.

Glossary terms are bolded to highlight their importance to the content. All glossary words are included in both levels of the information.

A Student Glossary is provided on the digital resources. This document includes the vocabulary words and definitions from all 16 lessons.

# How to Use This Resource *(cont.)*

## Student Activity Pages

**Boston Massacre**

**About the Engraving**  
 This is an engraving by Paul Revere from 1770. It is a portrayal of the events that happened on March 5, 1770. The engraving shows a group of uniformed soldiers being commanded to fire at the crowd of civilians. Prints of the engraving were made and sold around Boston. Revere titled it, "The Bloody Massacre on King Street." It was an effective piece of propaganda. Soon after, the Boston Massacre became a rallying point for the Patriots' cause.

**Analyzing History**

- What are the soldiers doing? What does it appear the British officer is doing? How far are the Bostonians from the British?
- Why might Revere have portrayed the sky as light on one side and dark on the other?
- Create a graphic organizer to compare and contrast the left and right sides of this engraving.
- Suppose Revere were a Loyalist. Produce a revision of Revere's work to reflect the incident from a Loyalist's viewpoint.

**Historical Writing**

**Fiction**  
 Write a press account of the Boston Massacre as a newspaper in London might have reported it.

**Nonfiction**  
 Research and write a report about the process for engraving and making prints like this one.

**Writing Challenge**  
 Compare the Boston Tea Party to the Boston Massacre. Study the history of each. Write a summary that evaluates the actions of the Patriots in each incident.

Callout boxes explain:
 

- Background information provides a concise description of the primary source image students will study.
- Activities for students increase in complexity, providing scaffolded opportunities for student engagement.
- Fiction and nonfiction writing prompts promote deeper connections to the primary source.
- An inquiry-driven writing task challenges students to take their learning to the next level.

**Battle Plans**

Name \_\_\_\_\_ Date \_\_\_\_\_

**About the Map**  
 This is a map of the Battle of Bunker Hill. A British officer made the map. The mapmaker left markings that indicate the map's origin. One of these is the notation "March of the Rebels from Cambridge" upon the neck of the Charlestown peninsula. It also makes mention of "the Rebel Army." This detail means the map is of British origin, since the colonists would not have referred to themselves as "the rebel army."

**Directions:** Answer these questions based on what you've learned.

1. Did an American or British supporter draw the map? What clues do you have that lead you to that conclusion? How might you know that it was an officer who drew the map?
2. The British and the American troops made smart, strategic choices as well as some mistakes. Complete this chart, doing additional research if necessary.

	Smart Strategies	Mistakes
British Troops		
Colonial Forces		

**Challenge**  
 Write a diary entry as though you are George Washington. Tell about the lessons you have learned from the Battle of Bunker Hill.

Callout boxes explain:
 

- Key information about the primary source reproduction prepares students for the activity.
- Engaging activities encourage students to use higher-order thinking skills as they analyze the primary source.
- Extension challenges are provided to engage students in more complex tasks.

- **Hint:** Find and use the photograph button on your copier when copying student reproducibles, including document-based assessments. This will produce clearer images that will be easier to analyze.

# How to Use This Resource *(cont.)*


## Document-Based Assessments

A document-based assessment (DBA) connected to the content of each lesson gives students an opportunity to practice primary source analysis. These DBAs practice key skills needed for many social studies assessments in middle school and high school.

Name \_\_\_\_\_ Date \_\_\_\_\_

**Committee of Five**

**Directions:** A "Committee of Five" was assigned to draft the Declaration of Independence. They presented their work to Congress, and additional revisions were made. This image shows the five members: Thomas Jefferson, Roger Sherman, Benjamin Franklin, John Adams, and Robert R. Livingston. Use the image to answer the following questions.



1. Who appears to be leading this meeting? Why might the artist have chosen to make it appear so?

2. Look closely at the men's clothing and the setting. What does the artist imply about the station and/or education of these men?

3. Why was it beneficial for multiple people to revise this document?

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Each DBA includes a visual or textual primary source.

Students use general knowledge of the time period, what they learned in the lesson, and details in the primary source to respond to the constructed-response questions.

## Digital Resources

Projecting primary sources while students are analyzing them allows for whole-class discussions.

At times, projecting full-color versions of a primary source may be more beneficial than copying them on black-and-white copiers.



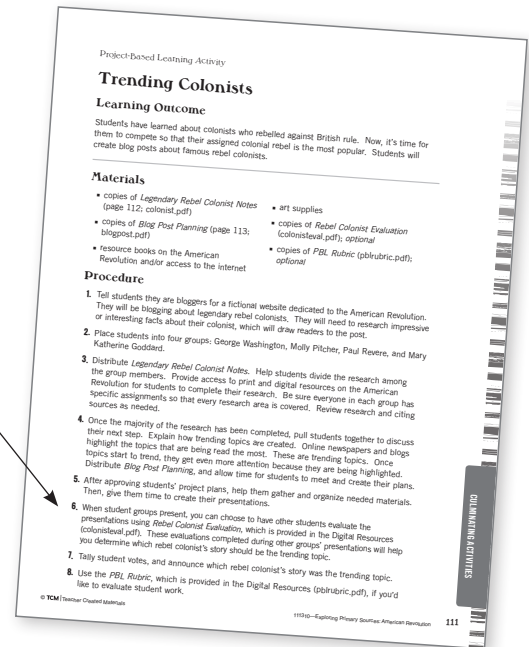
# How to Use This Resource *(cont.)*

## Culminating Activities

### Project-Based Learning Activity

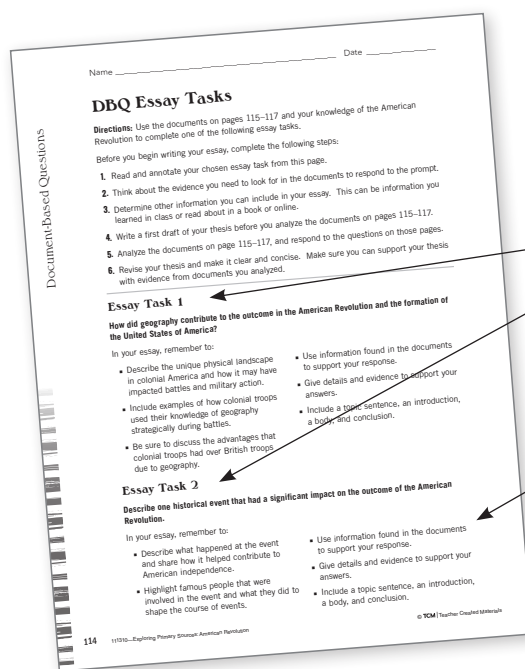
Engaging project-based learning (PBL) activities provide opportunities for students to work collaboratively and share what they've learned about the content.

Student presentations of PBL work are excellent for inviting guests to visit and see what students are doing.



### Document-Based Questions

Document-based questions (DBQs) require students to analyze multiple DBAs and then respond to essay tasks in cohesive, well-supported essays.



Two essay tasks allow students to choose which DBQ they'd like to answer.

Each has a specific question and indicators to guide student responses.



# 18th Century Propaganda

## Learning Outcomes

- Students will understand the role propaganda played in rallying colonists to oppose the British.
- Students will compare eyewitness accounts of the Boston Massacre to Paul Revere’s portrayal of the event.



## Materials

- copies of the *Boston Massacre* primary source card (boston.pdf)
- copies of “*The Bloody Massacre on King Street*” (page 37; bgpropaganda1.pdf)
- copies of *Text of the Boston Massacre* (textofbostonmass.pdf)
- copies of the *Obituary of the Victims* document-based assessment (page 38; obituary.pdf)

## Introducing the Primary Source

### Essential Question

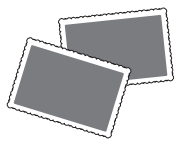
- What roles do perspective and propaganda play in war?

### Guiding Questions

- What appears to be happening in this image?
- What is different about the way the colonists and the British soldiers are portrayed?
- What is propaganda, and how might this picture have been used as propaganda?
- Why was Boston at the center of so many pre-war conflicts?



1. Review the events that led to the Boston Massacre with students (i.e., the Navigation Acts, the French and Indian War, the growth of the empire’s impact on the British treasury, the Proclamation of 1763, the Sugar Act, the Stamp Act, the founding of the Sons of Liberty, the Declaratory Act, and the Townshend Acts). The greatest connection would be the Quartering Act, which brought British troops to the colonies and required colonists to house and feed them.
2. Share Paul Revere’s engraving of the Boston Massacre from the primary source card. Give students a few minutes to make lists of at least five observations or questions they have about the image. A transcription of the text from the primary source is included in the Digital Resources, *Text of the Boston Massacre* (textofbostonmass.pdf).
3. Introduce the essential question, and use the provided guiding questions to discuss the engraving. Encourage students to ask their own questions to facilitate further inquiry.



## 18th Century Propaganda *(cont.)*

### Analyzing the Primary Source

1. Have small groups of students read the background information, “*The Bloody Massacre on King Street.*” (A copy of this text at a lower reading level is provided in the Digital Resources—bgpropaganda2.pdf.) Review the key words with students as necessary. As students read, they should annotate the text by making notes of information about this event that seems to conflict with what is in the engraving.
2. Provide time for students to complete at least two of the activities from the back of the primary source card.
3. After carefully studying the sketch, have the students research the eyewitness accounts of the incident and then conduct a trial of Captain Preston. Preston was acquitted, after being defended by John Adams. The eyewitness accounts and Adams’s trial speech can be found online or in research books.
4. Discuss the essential and guiding questions again with students, now that they have more information.
5. To learn more about the Boston Massacre, see page 119 for a technology-based extension activity.

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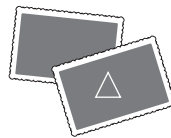
### Document-Based Assessment

- Distribute copies of *Obituary of the Victims*. A digital copy of the primary source is provided in the Digital Resources (obituary.jpg).
- Have students think about what they’ve learned throughout this lesson, carefully analyze the primary source, and respond thoughtfully to the questions.

#### Key Words

These key content words are included in both levels of the background information.

- **acquitted**—declared innocent of a crime
- **hostile**—angry; not friendly
- **massacre**—the violent and cruel killing of a large number of people
- **sentry**—a soldier who stands guard at a gate or entryway



## “The Bloody Massacre on King Street”

British troops had been permanently stationed in the colonies since the French lost control of Canada in the French and Indian War. The Quartering Act of 1765 made the colonists house and feed these troops. The soldiers were supposed to defend the colonies against Indian threats since most of the natives had sided with the French in the conflict. But the presence of the troops made tension worse among the **hostile** colonists.

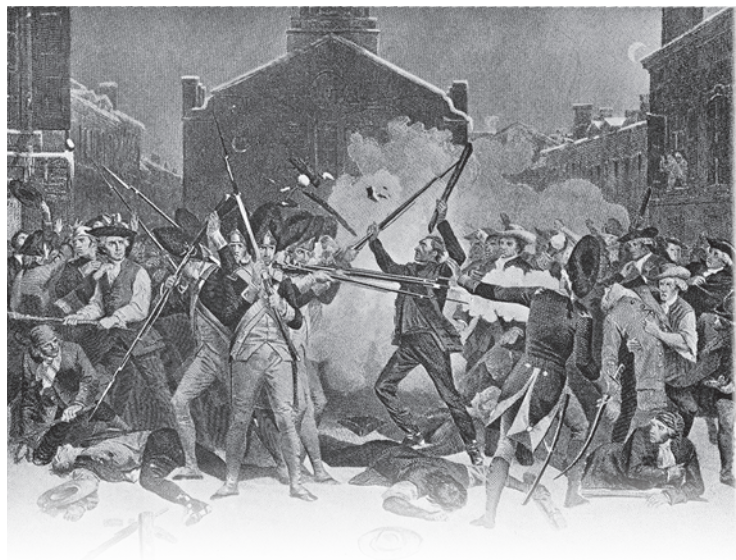
On the evening of March 5, 1770, a group of men and boys began taunting a single **sentry** outside the customs house in Boston. The crowd grew to as many as 50 people. The crowd soon became unruly. About seven British Grenadiers, commanded by Captain Thomas Preston, came to the sentry's assistance. People threw snow, ice, and oyster shells. It is said that one soldier got trapped by the mob. He became so flustered that he accidentally shot his weapon. Then, other soldiers heard it and thought there had been a command to fire. So, they began to fire their weapons too. Three colonists died immediately. The first was a man named Crispus Attucks. He was a former slave. Colonial papers printed stories about the incident. Two others also died. These stories were not favorable to the British actions.

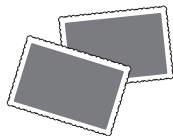
The Patriots used the incident to their full advantage. Paul Revere created an engraving called, “The Bloody **Massacre** on King Street.” He sold color prints of the engraving throughout Boston. The engraving shows the British firing on the crowd as an officer gives the order. Revere's portrayal of the incident as a

massacre is considered the common American interpretation.

Captain Preston was brought to trial and **acquitted**. John Adams was, at the time, a little-known lawyer in Boston. He defended Preston. The soldiers were also tried and all but two were acquitted. The Boston Massacre became a rallying cry for the Patriots.

The Boston Massacre began as a riot. And the tragic results showed what happened when soldiers feared for their lives. The actions of the Bostonians can be traced to their years of being ruled and oppressed by the British. The Boston Massacre, however, was a poor example of colonial patriotism when compared to the well-planned Boston Tea Party. Nevertheless, the Boston Massacre was effective in promoting the Patriots' cause.





## Obituary of the Victims

**Directions:** This image is from the obituary of four men who died during the Boston Massacre. The image appeared in the *Boston Gazette and Country Journal* on Monday March 12, 1770.



1. What do the initials on the coffins stand for?

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2. The newspaper article stated that the men were carried to their graves in succession. What kind of impact might this have had on the people of the town?

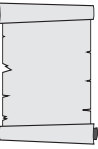
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3. The youngest of the victims was only 17 years old. On the coffin image, there is a symbol of a scythe and an hour glass. What might these symbols mean?

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## Text of the Boston Massacre

[Top of image]

The BLOODY MASSACRE perpetrated in King—Street *BOSTON* on March 5th 1770 by a party of the 29th REG<sup>T</sup>

[Bottom of image]

Engrav'd Printed & Sold by PAUL REVERE *BOSTON*

[Signs in image]

BUTCHER'S HALL

CR CUSTOMS HOUSE

[Below image]

Unhappy *BOSTON!* see thy Sons deplore, Thy hallowe'd Walks besmear'd with  
guiltless Gore: While faithless P—n and his savage Bands, With murd'rous  
Rancour stretch their bloody Hands; Like fierce Barbarians grinning o'er their  
Prey, Approve the Carnage, and enjoy the Day.

If scalding drops from Rage from Anguish Wrung If speechless Sorrows lab' ring  
for a Tongue, Or if a weeping World can ought appease The plaintive Ghosts of  
Victims such as these; The Patriot's copious Tears for each are shed, A glorious  
Tribute which embalms the Dead.

But know, FATE summons to that awful Goal, Where JUSTICE strips the Murd'rer  
of his Soul: Should venal C—ts the scandal of the Land, Snatch the relentless Villain  
from her Hand, Keen Execrations on this Plate inscrib'd, Shall reach a JUDGE who  
never can be brib'd.

The unhappy Sufferers were Mess<sup>s</sup>. SAM<sup>L</sup> GRAY, SAM<sup>L</sup> MAVERICK, JAM<sup>S</sup>  
CALDWELL, CRISPUS ATTUCKS & PAT<sup>K</sup> CARR Killed. Six wounded: two of  
them (CHRIST<sup>R</sup> MONK & JOHN CLARK) Mortally

The BLOODY MASSACRE perpetrated in King-Street BOSTON on March 5<sup>th</sup> 1770 by a party of the 29<sup>th</sup> REG<sup>t</sup>



Engrav'd Printed & Sold by PAUL REVERE BOSTON

Unhappy Boston! see thy Sons deplore,  
 Thy hallow'd Walks besear'd with guiltless Gore:  
 While faithless P—n and his savage Bands,  
 With murderous Rancour stretch their bloody Hands;  
 Like fierce Barbarians grinning o'er their Prey,  
 Approve the Carnage and enjoy the Day.

If scalding drops from Rage from Anguish Wring,  
 If speechless Sorrows lab'ring for a Tongue,  
 Or if a weeping World can ought appease  
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*The unhappy sufferers were Mess<sup>rs</sup> SAM<sup>l</sup> GRAY, SAM<sup>l</sup> MAVERICK, JAM<sup>s</sup> CALDWELL, CRISPUS ATTUCKS & PAIT<sup>r</sup> CARR  
 Killed. Six wounded; two of them (CHRIST<sup>b</sup> MONK & JOHN CLARK) Mortally*

# Boston Massacre

## About the Engraving

This is an engraving by Paul Revere from 1770. It is a portrayal of the events that happened on March 5, 1770. The engraving shows a group of uniformed soldiers being commanded to fire at the crowd of civilians. Prints of the engraving were made and sold around Boston. Revere titled it, "The Bloody Massacre on King Street." It was an effective piece of propaganda. Soon after, the Boston Massacre became a rallying point for the Patriots' cause.



### Analyzing History

- What are the soldiers doing? What does it appear the British officer is doing? How far are the Bostonians from the British?
- Why might Revere have portrayed the sky as light on one side and dark on the other?
- Create a graphic organizer to compare and contrast the left and right sides of this engraving.
- Suppose Revere were a Loyalist. Produce a revision of Revere's work to reflect the incident from a Loyalist's viewpoint.



### Historical Writing

#### Fiction

Write a press account of the Boston Massacre as a newspaper in London might have reported it.

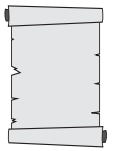
#### Nonfiction

Research and write a report about the process for engraving and making prints like this one.



### Writing Challenge

Compare the Boston Tea Party to the Boston Massacre. Study the history of each. Write a summary that evaluates the actions of the Patriots in each incident.



# Battle Tactics



## Learning Outcomes

- Students will study and explain the factors that influenced the outcome of the Battle of Bunker Hill.
- Students will compare the strategies of British troops and Colonial forces at Bunker Hill.

## Materials

- *Bunker Hill* reproduction (bunkerhill.pdf)
- copies of “*A Dear Bought Victory*” (page 89; bgvictory1.pdf)
- copies of *Battle Map of Bunker Hill* (page 90; bunkermap.pdf)
- copies of *Battle Plans* (page 91; battleplans.pdf)
- copies of *Ethan Allen at Fort Ticonderoga* document-based assessment (page 92; ethanallen.pdf)

### Essential Question

- What factors influence the outcomes of battles or wars?

### Guiding Questions

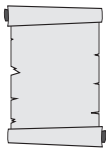
- What geographic features can you see on the map?
- What role did location play in this battle?
- Why was this an important battle during the American Revolution?
- What benefit did America have by being separated from its enemies by two large oceans?



## Introducing the Primary Source

1. Show students a map of Boston Harbor. Lead a discussion about the unique geography of the area. Discuss possible advantages and disadvantages of this area for both the British and the Patriots during the American Revolution.
2. Share the *Bunker Hill* reproduction, and ask students to study it carefully. Then, project the digital image, and distribute copies of *Battle Map of Bunker Hill* for students to analyze more closely. Give students a few minutes to make lists of at least five observations or questions they have about the image. Have them share and discuss their questions with partners.
3. Introduce the essential question, and the guiding questions to discuss the Battle of Bunker Hill. Encourage students to ask their own questions to facilitate further inquiry.





## Battle Tactics *(cont.)*

### Analyzing the Primary Source

1. Have small groups of students read the background information, “*A Dear Bought Victory*.” (A copy of this text at a lower reading level is provided in the Digital Resources—[bgvictory2.pdf](#).) Review the key words with students as necessary. As students read, they should annotate the text, highlighting information about the British troops in one color and information about the colonial army in another.
2. Distribute copies of *Battle Plans* to students. Tell students to use the background information and their copies of *Battle Map of Bunker Hill* as they complete the activities.
3. Lead students in a discussion about another factor—the impact of changing technologies upon war. Examples of these changes are the use of chariots by the Hittites, the Longbow at Agincourt, rifling guns by colonists, breach loaders and paper wadding by the Union Army, machine guns in World War I, mechanization in World War II, and using real-time communication and small unit spotting in the Afghan conflict. Often, leaders and commanders of vanquished troops failed to recognize and adapt to new technologies.
4. Refer students back to the essential question, and have them make lists of the factors that led to the outcome of the Battle of Bunker Hill. Then, have them add any other factors that might determine the outcome of battle.

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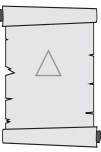
### Document-Based Assessment

- Distribute copies of *Ethan Allen at Fort Ticonderoga*. A digital copy of the primary source is provided in the Digital Resources ([ethanallen.jpg](#)).
- Have students think about what they’ve learned throughout this lesson, carefully analyze the primary source, and respond thoughtfully to the questions.

#### Key Words

These key content words are included in both levels of the background information.

- **ammunition**—items, such as bullets, that are fired from weapons
- **fortified**—made stronger
- **peninsula**—a piece of land that goes out into a body of water
- **recalled**—asked or ordered to come back



## “A Dear Bought Victory”

The Battle of Bunker Hill is a misnomer. The battle actually took place at Breed’s Hill, which is farther east on the Charlestown Peninsula. British General Gage was becoming more and more concerned about the growing number of militia around Boston. He wanted to protect the hills above Charlestown. This would protect Boston while giving staging grounds to break out of the city. American spies reported Gage’s plans. This caused the militia to act first. The soldiers marched at night and **fortified** Breed’s Hill.

The British awoke on June 17, 1775, to see a fort above their troops and ships. American cannons could shoot down upon them. Gage ordered British troops to clear the Americans from the hills. They landed at the east end of the **peninsula** and assembled their forces.

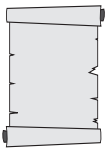
The British advanced. The colonial militia leader, Colonel Prescott, wanting to save **ammunition**, allegedly gave the order, “Don’t fire until you can see the whites of their eyes.” A number of Americans used rifling grooves in their muskets. The grooves caused the musket ball to spiral and increased the accuracy of the shot. The British retreated twice with many casualties. Unknown to them, the Americans were nearly out of ammunition. A third assault was ordered. The determined British climbed the hill again. Only a few shots came from the American line. They had run out of ammunition. The British, armed with bayonets, overcame the militia forces, though the colonial retreat was orderly.

The colonists’ casualties were about 450. The British suffered a loss of over 1,000 men. British General Clinton called it, “A dear bought victory. Another such would have ruined us.”

General Gage was **recalled**. General Howe took command in Boston but failed to fortify his position. Ten months later, the British woke up to a near repeat of Bunker Hill. Henry Knox had supplied General Washington with the guns of Fort Ticonderoga, which were now pointed toward the city from Dorchester Heights. The British were forced to abandon Boston.



*Battle of Bunker's Hill.*



# Battle Map of Bunker Hill

Bunker Hill



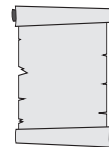
*Plan of the Action which happened 17 June 1775, at Charlestown N. America.  
A. first Position of his Majesty's Troops.  
B. second Position in close Action in Force.*

*G. 3764  
S. 8653  
1775*

*N.B. The Deep-green shows the Position of his Majesty's Troops and order of March, above, in the Rebel Army from Cambridge.*

**Map Division  
Library of Congress**

*71-612*



# Battle Plans

## About the Map

This is a map of the Battle of Bunker Hill. A British officer made the map. The mapmaker left markings that indicate the map's origin. One of these is the notation "March of the Rebels from Cambridge" upon the neck of the Charlestown peninsula. It also makes mention of "the Rebel Army." This detail means the map is of British origin, since the colonists would not have referred to themselves as "the rebel army."

**Directions:** Answer these questions based on what you've learned.

1. Did an American or British supporter draw the map? What clues do you have that lead you to that conclusion? How might you know that it was an officer who drew the map?

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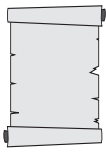
2. The British and the American troops made smart, strategic choices as well as some mistakes. Complete this chart, doing additional research if necessary.

	Smart Strategies	Mistakes
British Troops		
Colonial Forces		



### Challenge

Write a diary entry as though you are George Washington. Tell about the lessons you have learned from the Battle of Bunker Hill.



# Ethan Allen at Fort Ticonderoga

**Directions:** Analyze this engraving by Alonzo Chappel, *Ethan Allen and Captain de la Place, May 1775, the capture of Fort Ticonderoga, New York*. Then, answer the questions.



1. What is happening in the image?

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2. Who is being awakened?

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3. For which army does the man with the sword fight?

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4. How does it seem like the fort was captured?

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N.B. The Deep-Green shows the Position, Glasgow  
 and order of March, observ'd in the  
 Rebel. Army from Cambridge.

G 3764  
 .8653  
 1775  
 P3  
 Feder-25

Plan of the Action which  
 happen'd 17<sup>th</sup> June 1775, at Charles  
 Town N. America.  
 A. first Position of his Majesty's Troops.  
 B. Second D. when in close Action, in Face  
 of the Redoubt &c.