

Hedgehog's Herald

A Guide for Educators

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Welcome to the *Hedgehog's Herald* Program

Thank you for participating in the *Hedgehog's Herald* program for students in grades 4 to 6. The goal of this program is to:

- provide you with standards-based materials for teaching the unit on the American Revolution
- offer suggestions for planning a visit to Independence National Historical Park
- provide a post-visit activity to reinforce the curriculum and park visit

The program format is a fictional newspaper titled *Hedgehog's Herald*. The inspiration for this title comes from *Porcupine's Gazette*, a newspaper published by William Cobbett in Philadelphia in the late 1790's. Just as Cobbett wrote under the pseudonym "Peter Porcupine," the Hedgehog in *Hedgehog's Herald* is also a pseudonym. Hedgehog leaves clues to help the students unravel the mystery of his or her identity. In the last issue, the students will discover that they are Hedgehog. This provides a seamless transition into the post-visit activity of writing a story as Hedgehog (or under any pseudonym created by the student). By this point, the students will have acquired the journalism skills necessary to write a story from the point of view of a Loyalist or patriot (or indentured servant, foreigner, etc.) encompassing the "who, what, where, when and why."

Each issue of *Hedgehog's Herald* covers a specific time period with a specific masthead:

- Taxation Without Representation Is Tyranny, 1763-1766
- Taxation Without Representation Is Tyranny, 1767-1774
- A Free and Independent Journal of These United Colonies, April 1775 – June 1776
- A Journal Of The Course Of Human Events, July-August 1776
- A Journal Of the Times That Try Men's Souls, 1776-1783

Accompanying each issue is a worksheet to test the students' understanding of the material. Additional materials include vocabulary lists and puzzles, and matching exercises to reinforce the "who, what, where, when and why" of the stories.

This guide will provide you with information on Pennsylvania's and New Jersey's Academic Standards for History and Language Arts, assessment rubrics, ideas for introducing *Hedgehog's Herald* into your classroom instruction, lesson plan suggestions, information on all of the images used, a biographical directory relevant to the unit, trip planning tips and suggested websites.

Hedgehog's Herald and the Pennsylvania Academic Standards for History, Grades 4 to 6

Academic Standards	Possible Lessons Using <i>Hedgehog's Herald</i>	Activities Supporting Lesson Objectives
8.1.6A: Understand chronological thinking and distinguish between past, present and future time.	Taxation without Representation (patterns of continuity and change)	Reading <i>Hedgehog's Herald</i> and completing Hedgehog's Homework questions
	Understanding the sequential order of Revolutionary War events	Hedgehog's Homework – matching event with when it occurred (creating a timeline)
8.1.6B: Explain and analyze historical sources	Understanding pseudonyms in colonial American political literature	Hedgehog's Homework – questions about pseudonyms used by John Dickinson and Thomas Paine
	Loyalist or Patriot	Hedgehog's Homework – questions about determining whether Hedgehog is a Loyalist or Patriot
8.1.6C: Explain the fundamentals of historical interpretation	Are the illustrations accurate?	Hedgehog's Herald (all issues) – when was the illustration made, was the artist present, etc.
8.1.6D: Describe and explain historical research	Newspapers as primary sources	Group projects with historical newspapers
8.2.6B: Identify and explain primary documents, material artifacts and historic sites important in Pennsylvania history from Beginnings to 1824.	Why things matter	<i>Hedgehog's Herald</i> and Hedgehog's Homework – references to the significance of the Syng inkstand used to sign the Declaration of Independence
	Why an old building is worth preserving	<i>Hedgehog's Herald</i> and Hedgehog's Homework – questions about the significance of Independence Hall and Carpenters' Hall
8.3.6A: Identify and explain the political and cultural contributions of individuals and groups to United States history from Beginnings to 1824.	Political leaders of the Revolution	Hedgehog's Homework – matching the political leader with what they accomplished (eg, Adams, Jefferson, Hancock)
	Military leaders of the Revolution	Hedgehog's Homework – answering questions about the American, British and foreign military leaders (Washington, Lafayette, Arnold)
8.3.6B: Identify and explain primary documents, material artifacts and historic sites important in United States history from Beginnings to 1824.	Understanding the Declaration of Independence	Group project to match the British action with the appropriate grievance in the Declaration of Independence
	The power of the press	<i>Hedgehog's Herald</i> and Hedgehog's Homework – Questions about what effect <i>Letters from a Pennsylvania Farmer</i> , <i>Common Sense</i> and other documents had on the events of the Revolutionary War
	Historic places in the Revolution	Hedgehog's Homework questions about the importance of places like Saratoga and Yorktown
8.3.6D: Identify and explain conflict and cooperation among social groups and organizations in United States history from Beginnings to 1824.	Enemies and allies on the Revolutionary War battlefields	Hedgehog's Homework – questions about allies and mercenaries

Hedgehog's Herald and the Pennsylvania Standards for Reading, Writing, Speaking and Listening, Grades 4 to 6

Academic Standards	Possible Lessons Using <i>Hedgehog's Herald</i>	Activities Supporting Lesson Objectives
1.2.5A: Read and understand essential content of informational texts and documents in all academic areas	Evaluate stories for the five "W's"	Reading <i>Hedgehog's Herald</i> and completing Hedgehog's Homework content questions
	Determine the author's point of view	
1.2.5B: Use and understand a variety of media and evaluate the quality of material produced	Newspapers as entertainment and information	Group projects with historical newspapers
		Hedgehog's Homework – content questions
1.2.5C: Produce work in at least one literary genre that follows the conventions of that genre	Write a newspaper story using the five "W's" of journalism	Writing a story for Hedgehog's Herald as the post-visit follow-up exercise
1.4.5B: Write multi-paragraph informational pieces	Cause and effect	Hedgehog's Herald post-visit writing exercise – story should include cause and effect
1.4.5C: Write persuasive pieces with a clearly stated position or opinion and supporting detail, citing sources when needed	Loyalist or Patriot press	Hedgehog's Homework – rewrite a Patriot story from the point of view of a Loyalist
		Hedgehog's Herald post-visit writing exercise
		Group projects with historical newspapers
1.5.5A: Write with a sharp, distinct focus identifying topic, task and audience	Select a topic and choose a point of view	Hedgehog's Herald post-visit writing exercise
1.5.5B: Write using well-developed content appropriate for the topic	Researching the five "W's" in primary and secondary sources	Visit Independence NHP to gather information
1.5.5C: Write with controlled and/or subtle organization	Including the five "W's" in the lead paragraph	Hedgehog's Homework –rewrite a Patriot story from the point of view of a Loyalist
		Hedgehog's Herald post-visit writing exercise
1.5.5D: Write with an understanding of the stylistic aspects of composition	Word choice	Hedgehog's Herald post-visit writing exercise – focus on precise language and specific details
	Consistent voice	Hedgehog's Herald post-visit writing exercise – focus on maintaining voice of Loyalist, Patriot, etc.
1.5.5E: Revise writing to improve organization and word choice	Rough drafts versus good drafts	Hedgehog's Herald post-visit writing exercise
1.5.5F: Edit writing using the conventions of language	Importance of spelling, grammar, punctuation, complete sentences	Hedgehog's Herald post-visit writing exercise

1.8.5A: Select and refine a topic for research	Compelling stories at Independence Park	Visit Independence Park – read exhibits, listen to ranger talks, watch films
1.8.5C: Organize and present the main ideas from research	Using the five “W’s” to take notes and present the topic	Hedgehog’s Herald post-visit writing exercise

Hedgehog’s Herald and the New Jersey Academic Standards for History, Grades 4 to 8

Academic Standards	Possible Lessons Using <i>Hedgehog’s Herald</i>	Activities Supporting Lesson Objectives
6.4.4B: All students will demonstrate knowledge of United States and New Jersey history in order to understand life and events in the past and how they relate to the present and future: State and Nation	Reasons why Revolutionary leaders would fight for independence	Reading <i>Hedgehog’s Herald</i> and completing Hedgehog’s Homework questions
	New Jersey’s role during the American Revolution	Hedgehog’s Herald post-visit writing exercise - William Franklin’s role in the Revolution
	Historic preservation	<i>Hedgehog’s Herald</i> and Hedgehog’s Homework – questions about the significance of Independence Hall and Carpenters’ Hall
6.1.8A: All students will utilize historical thinking, problem solving, and research skills to maximize their understanding of civics, history, geography, and economics: Social Studies Skills	Understanding the sequential order of Revolutionary War events	Hedgehog’s Homework – matching event with when it occurred (creating a timeline)
	Taxation without representation (patterns of continuity and change)	Reading <i>Hedgehog’s Herald</i> and completing Hedgehog’s Homework questions
	Point of view (Loyalist, Patriot, enslaved person, etc.)	Hedgehog’s Homework – questions about determining whether Hedgehog is a Loyalist or Patriot, determine point of view in Loyalist broadsides
	The power of the press	<i>Hedgehog’s Herald</i> and Hedgehog’s Homework – Questions about what effect <i>Letters from a Pennsylvania Farmer</i> , <i>Common Sense</i> and other documents had on the events of the Revolutionary War
	Differing interpretations of history	Compare stories in <i>Hedgehog’s Herald</i> with those in the textbook
	Summarize an event from history in written form	Hedgehog’s Herald post-visit writing exercise
	Political leaders of the Revolution	Hedgehog’s Homework – matching the political leader with what they accomplished (eg, Adams, Jefferson, Hancock)
	Military leaders of the Revolution	Hedgehog’s Homework – answering questions about the American, British and foreign military leaders (Washington, Lafayette, Arnold)
	Major New Jersey battles	<i>Hedgehog’s Herald</i> (issue number five) and related Hedgehog’s Homework
	African Americans in the Revolution	Hedgehog’s Homework Loyalist proclamation exercise
Woman in the Revolution	Hedgehog’s Homework Sally Franklin exercise	

Hedgehog's Herald and the New Jersey Standards for Language Arts Literacy, Grades 5 and 6

Academic Standards	Possible Lessons Using <i>Hedgehog's Herald</i>	Activities Supporting Lesson Objectives
3.2.5A and 3.2.6A: All students will write in clear, concise, organized language that varies in content and form for different audiences and purposes: Writing as a Process	Ways to generate ideas for writing	Read <i>Hedgehog's Herald</i> and visit Independence Park
	Use outlines to organize thoughts	Hedgehog's Herald post-visit writing exercise outline, Rewrite a Patriot story outline
	Draft writing for a specific genre, like a newspaper	Group projects with historical newspapers, Hedgehog's Herald post-visit writing exercise
3.2.5B and 3.2.6B: See above. Writing as a Product	Knowledge of the newspaper genre, including the five "W's"	Hedgehog's Homework exercises and post-visit writing exercise
	The importance of a logical sequence in writing	Hedgehog's Herald post-visit writing exercise
3.2.5C and 3.2.6C: See above. Mechanics, Spelling, and Handwriting	Correct spelling of words related to the American Revolution	Hedgehog's Homework Vocabulary exercises
	Correct grammar usage	Hedgehog's Herald post-visit writing exercise
3.2.5D and 3.2.6D: See above. Writing Forms, Audiences, and Purposes	Writing for a particular purpose and audience – Loyalist or Patriot press	Hedgehog's Herald post-visit writing exercise
	Strategies to organize writing, such as chronology or the five "W's"	Hedgehog's Herald post-visit writing exercise
3.5.5A and 3.5.6A: All students will access, view, evaluate, and respond to print, nonprint, and electronic texts and resources: Constructing Meaning	Determining point of view	Reading <i>Hedgehog's Herald</i> and completing the accompanying Hedgehog's Homework questions
	The power of the press	<i>Hedgehog's Herald</i> and Hedgehog's Homework – Questions about what effect <i>Letters from a Pennsylvania Farmer</i> , <i>Common Sense</i> and other documents had on the events of the Revolutionary War

Rubric for *Hedgehog's Herald* Homework Exercises

	4 points	3 points	2 points	1 point
Category				
Hedgehog's Homework worksheets (one for each edition as well as the Loyalist exercises)	Answers all questions correctly, including factual and inference based questions.	Answers all factual questions correctly as well as most inference based questions.	Answers most factual questions correctly, but few or no inference based questions.	Unable to answer factual or inference based questions correctly.
Hedgehog's Homework matching exercises	Makes no errors in matching the event, place or person with the corresponding answer.	Makes fewer than three errors in matching the event, place or person with the corresponding answer.	Makes fewer than five errors in matching the event, place or person with the corresponding answer.	Makes more than five errors in matching the event, place or person with the corresponding answer.
Hedgehog's Homework mapping exercises, including Hedgehog's Tour	Makes no errors in the mapping exercises.	Makes fewer than three errors in the mapping exercises.	Makes fewer than five errors in the mapping exercises.	Makes more than five errors in the mapping exercises.

Scoring

Number of points	Grade
10-12	A
8-9	B
6-7	C
3-5	D

Rubric for *Hedgehog's Herald* Post-Visit Writing Exercise

	4 points	3 points	2 points	1 point
Category				
Who, what, when, where and why	Student includes all five “W’s” in the writing assignment, preferably in the lead paragraph.	Student includes most of the five “W’s” in the writing assignment, preferably in the lead paragraph.	Student includes more than one of the five “W’s” in the writing assignment, but not in the lead paragraph.	Student includes one of the five “W’s” in the writing assignment, but not in the lead paragraph.
Point of view	Student expresses a clear point of view (Loyalist, Patriot, etc) consistently throughout the story.	Student expresses a clear point of view (Loyalist, Patriot, etc) throughout some of the story.	Student expresses a clear point of view (Loyalist, Patriot, etc) at least once in the story.	Student fails to express a clear point of view (Loyalist, Patriot, etc) at any point in the story.
Factual Information	Factual information is 75-100% accurate.	Factual information is 50-75% accurate.	Factual information is 25-50% accurate.	Factual information is less than 25% accurate.
Spelling and grammar	The writing assignment contains fewer than five errors.	The writing assignment contains between five and ten errors.	The writing assignment contains more than ten errors but is still understandable.	Multiple errors make the writing assignment impossible to understand.

Scoring

Number of points	Grade
13-16	A
10-12	B
7-9	C
4-6	D

Introducing *Hedgehog's Herald* into your classroom instruction:

To prepare your students for this program, we recommend introducing the following three themes:

- Primary sources
- Journalism
- Pseudonyms

Primary sources

What is a primary source? Primary sources are actual records created by people who saw or participated in an event and immediately described the event or their reactions to it. Examples include letters and diaries, tax and insurance records, and, of course, newspapers. Historians rely on primary sources to unlock the events of the past. Newspapers give us a view (often one-sided, always skewed) into the momentous events of the day, such as the adoption of the Declaration of Independence or the return of Lewis and Clark. They also shed light on the ordinary, mundane stuff of life. Property for sale (sometimes including humans), entertainment at the local theater, or news of a fire may be included in a newspaper. Scholars use these news items, and even advertisements, to piece together parts of a larger story. That story could be about the slave trade, playwrights and their subjects, or the history of firefighting. William Cobbett's *Porcupine's Gazette* tells the story of bitter political rivalries in the late 18th century. *Hedgehog's Herald* is fictional and therefore, not a primary source. It is (we hope) a useful teaching tool to introduce students to the American Revolution and the use of primary sources in the study of history.

Primary Source Lessons for the Classroom

Professional historians are not the only ones who use primary sources. Many people are interested in genealogy, or the history of their families. When were your ancestors born? Where did they come from originally? Birth and baptismal records as well as ships' manifests often provide the primary sources to answer these questions.

- Ask your students to bring in a primary source that tells about their lives (an old photograph, a cherished teddy bear, a letter written to the child from a relative, an old birthday card, etc.). Ask the student to list what a historian in the future might learn from that source, such as: age, ethnicity, gender, family connections, place of residence, favorite activities, etc.
- Divide your students into small groups and ask them to study an 18th century newspaper, or any primary source document you may wish to print off the website for the Library of Congress, www.loc.gov. The students should then list what they have learned about daily life (goods that are available for purchase or the variety of occupations practiced in the area) as well as larger political or cultural issues (acts of Congress or slavery). Careful study of *Dunlap's Pennsylvania Packet, or The General Advertiser* dated November 6, 1775, reveals everything from a found cow to a letter from South Carolina's royal Governor Lord Campbell declaring that colony's revolutionary Provincial Congress "a body assembled by no legal authority, and whom I must consider as in actual and open rebellion against their Sovereign..." (Note: to access this newspaper, go to www.loc.gov, then click on American Memory, click on "List all collections", then click on Broadside and printed ephemera. Browse by geographic location – Pennsylvania – and click on Dunlap's newspaper).

The website <http://www.ohiohistory.org/resource/teachers/primary.htm#definitions> contains a link to additional primary source lesson plans.

Journalism

Journalism involves the writing, editing and presenting of news in the media, including newspapers and magazines as well as radio, television and the internet. It was not until the invention of movable type in the 15th century that wide distribution of news became possible. In America, modern journalism, representing a distinct point of view, dates from the 1790's. Political parties were developing at that time and the newspapers became the voice or advocate of the political parties. Benjamin Franklin Bache, Franklin's grandson and a strong proponent of the Democratic-Republicans, published the *General Advertiser* (later known as the *Philadelphia Aurora*) in Philadelphia. He engaged in bitter political dialogue with William Cobbett, supporter of the Federalists and the "Peter Porcupine" of *Porcupine's Gazette*. Bache's newspaper subscription office still stands and is open to the public as part of the Franklin Court complex in Independence National Historical Park.

Then and now, reporting is at the core of journalism. The subject matter varies, but reporting the facts always includes the five "W's": **who, what when, where and why**. Print journalists traditionally include the five "W's" in the lead sentence. This way the most important facts will remain, even if the story must be edited down.

Print Journalism Lessons for the Classroom

Lessons for the classroom may include writing exercises, role playing, and analyzing stories for point of view.

- Ask the students to bring in current event stories from the newspaper. Divide the students into small groups and ask them to evaluate the story for the five "W's." They should be able to list who, what, when, where and why. Then task the students with determining the author's point of view in that story. Is the author sympathetic or judgmental? Finally, ask the students to list something that the writer chose not to include in the story. What the writer and/or editor chooses **not** to include can be just as telling about one's point of view as what is included.
- Assign the following state quarters to the students: New Jersey, Delaware, South Carolina and Massachusetts. Ask the students to research the subject on the back of each quarter. Go to: www.usmint.gov/mint_programs/index.cfm?action=50_state_quarters_program. Then ask the students to write a story about the event or symbols using the five "w's." New Jersey's quarter features the famous Emanuel Leutze painting of Washington Crossing the Delaware. Delaware's quarter shows Caesar Rodney on horseback, riding to Philadelphia to vote for independence. South Carolina's quarter shows a palmetto tree, significant for the palmetto log fort held by patriots in 1776. Massachusetts depicts a Minuteman on their quarter, famous for the Battles of Lexington and Concord.
- Choose an historical topic, such as the Boston Massacre trial, and role play a press conference. The educator can assume the role of John Adams, lawyer to the accused British soldiers, and the students will have to ask the appropriate questions. Some testimony from the trial is available at www.law.umkc.edu/faculty/projects/ftrials/bostonmassacre/bostonaccount.html. After the press conference, ask the students to write the story of the Boston Massacre trial. Educators may also wish to role play the trial itself, assigning the roles of Captain Preston, Private Montgomery, John Adams, jurors and members of the press.
- After the students have read about the Stamp Act in *Hedgehog's Herald*, ask the class to cover the same story from the point of view of a colonist who supports the tax. Students should include in their stories that the Parliament was raising revenue for the defense of the colonies and that the violence was unacceptable.

- After studying the Declaration of Independence and reading about it in *Hedgehog's Herald*, divide the class in half. Assign half the students to respond with a story about the meaning of the document from the perspective of a free patriot. Ask the remaining students to respond from the perspective of an enslaved person living in Philadelphia. The enslaved person may wonder what “all men are created equal” may mean for him or her if the patriots win the war.

Pseudonyms:

Ask your students if they saw the film *National Treasure*. One of the clues in the film is contained in the Silence Dogood letters, authored by Benjamin Franklin. Many visitors ask us daily if Franklin really wrote under that pseudonym. He did, as well as under quite a number of other pseudonyms, including Richard Saunders of *Poor Richard's Almanack*. The tradition of pseudonyms, or false names, traces back before Franklin's day to the early 16th century in western Europe. Today, modern writers continue to employ pseudonyms.

As the students will discover in *Hedgehog's Herald*, many 18th century writers used pseudonyms, including the ever popular pseudonym of “anonymous.” John Dickinson wrote as “a Farmer” in *Letters from a Farmer in Pennsylvania to the Inhabitants of the British Colonies*. Thomas Paine published *Common Sense* anonymously. Josiah Quincy, mentioned as one of the lawyers who defended the British soldiers in the Boston Massacre trial, also wrote under a pseudonym. In 1767, he sent letters decrying British oppression to the *Boston Gazette* under the name “Hyperion.”

Your students can experience pseudonyms in a more modern context in the Underground Museum at Franklin Court. In the Telephone Exchange exhibit, students place calls to Franklin's contemporaries as well as later historical figures. In each recording, they will learn how that person viewed Franklin. Encourage your students to call George Sand. Most students are quite surprised to hear a woman. Sand is the pseudonym of the 19th century French female author Armandine-Aurore-Lucie Dupon (1804-1876).

Pseudonym Lesson Plans for the Classroom

The mystery of pseudonyms should interest young students. Lessons can entail learning the identities of famous writers or writing stories under a pseudonym of the student's choosing.

- Work with the students to list as many of Benjamin Franklin's pseudonyms as possible. The list would include Silence Dogood, Richard Saunders, Caelia Shortface, Martha Careful, Busy Body, Anthony Afterwit, Alice Addertongue, Polly Baker and Benevolus. Check out this website for an explanation of the many names: www.pbs.org/benfranklin/13_wit_name.html.
- Ask the students to write one of the stories from the print journalism lessons under a pseudonym of their choice.

Using *Hedgehog's Herald* in the Classroom

Each educator may wish to incorporate *Hedgehog's Herald* in his or her own way. Ideally, if your unit runs five weeks, you may wish to introduce one edition of the newspaper each week. You may assign the accompanying exercises for that edition, or complete the assignments as a class. You may also choose to assign the editions more quickly and assign fewer exercises. The program can either supplement your history text, or replace it if the material is similar. We hope that the program is flexible enough to allow educators to use it in some fundamental way as part of the classroom instruction on the American Revolution.

The Images used in *Hedgehog's Herald*:

The images are listed in the order in which they appear in *Hedgehog's Herald*. All images are used with permission for the *Hedgehog's Herald* program, but may not be copied into any other publication for print or on the internet. Contemporary images from the 18th century have been used whenever possible.

No. I: Taxation Without Representation Is Tyranny, 1763-1766



GEORGE the III.
Engraved by G. Kneller. Published Aug. 1753 by L. Debby, Print-Seller, Strand.

Courtesy of the Library of Congress

DESCRIPTION: Print shows King George III, full-length portrait, facing left, wearing ermine robe and powdered wig, left hand resting on shelf with orb, crown, and scepter.

MEDIUM: 1 print : engraving.

CREATED/PUBLISHED: Pater Noster Row, [London] : Published by J. Fielding, July 2, 1785.

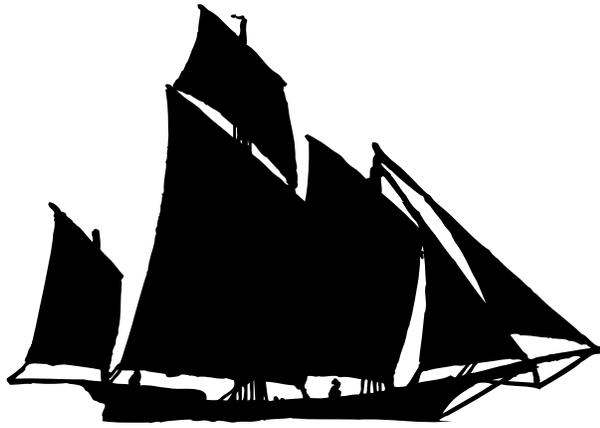


Courtesy of the Library of Congress

DESCRIPTION: The image is titled "Inflation." It is a modern photograph of colonial currency from the time of the American Revolution. You can see a Pennsylvania ten shillings note as well as a three dollars note from New York.

MEDIUM: 1 negative : nitrate ; 5 x 7 inches or smaller.

CREATED/PUBLISHED: [between 1940 and 1946]



Free Clip Art

DESCRIPTION: This ship is from a collection of clip art titled Art Explosion. The ship is meant to represent the *Royal Charlotte*.



Courtesy of the Library of Congress

DESCRIPTION: Print shows the masthead for *The Pennsylvania Journal and Weekly Advertiser* of October 31, 1765. The masthead includes a skull and crossbones image that Bradford used in protest of the Stamp Act. The official stamp required by the Stamp Act of 1765 can be viewed at: <http://www.britannica.com/eb/art-55422>. In the upper left, the text reads, "The TIMES are Dreadful, Dismal, Doleful, Dolorous, and Dollarless." Includes statement by the publisher, William Bradford, "I am sorry to be obliged to acquaint my Readers, that as the STAMP Act, is fear'd to be obligatory upon us after the First of November ensuing, (the fatal To-morrow) the Publisher of this Paper unable to bear the Burthen, has thought it expedient to STOP awhile,...."

MEDIUM: 1 print : woodcut.

CREATED/PUBLISHED: 1765 October 31 by William Bradford.



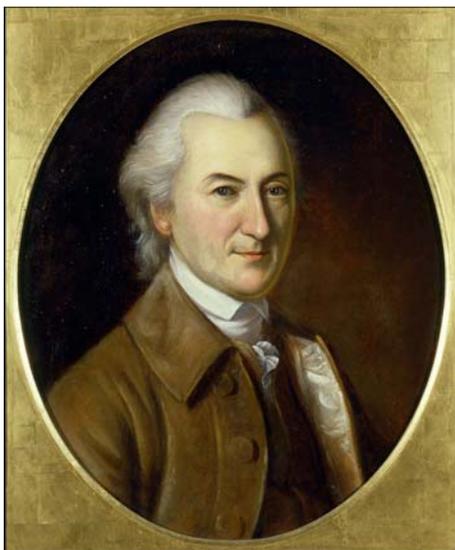
Courtesy of Independence National Historical Park

DESCRIPTION: Painting of Benjamin Franklin, seated and facing right, wearing a powdered wig and silver rimmed spectacles. A sculpted bust of Sir Isaac Newton appears in the left midground. This painting is based on Charles Willson Peale's 1772 copy (now at the American Philosophical Society) of David Martin's 1767 portrait of Franklin (now at the Pennsylvania Academy of Fine Arts). See this portrait of Franklin at the Portrait Gallery in the Second Bank of the United States (part of Independence National Historical Park, Philadelphia, PA)

MEDIUM: 1 painting, oil on canvas

CREATED/PUBLISHED: David Rent Etter, after Charles Willson Peale after David Martin, 1835

No. II: Taxation Without Representation is Tyranny, 1767-1774



Courtesy of Independence National Historical Park

DESCRIPTION: Painting of John Dickinson by Charles Willson Peale. Dickinson wears a brown coat, brown waistcoat, white collar, stock and jabot. A greenish cast is evident in the flesh tones, typical of Peale's early palette. See this portrait in the Portrait Gallery in the Second Bank of the United States (part of Independence National Historical Park, Philadelphia, PA).

MEDIUM: 1 painting, oil on canvas

CREATED/PUBLISHED: Charles Willson Peale, 1782-1783

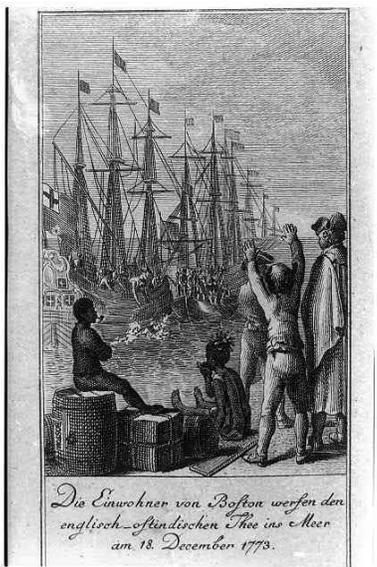


Courtesy of the Library of Congress

DESCRIPTION: A sensationalized portrayal of the Boston Massacre, between British soldiers and citizens of Boston on March 5, 1770. Behind the British troops is a row of buildings including the Royal Custom House, which bears the sign "Butcher's Hall." Beneath the print are 18 lines of verse, which begin: "Unhappy Boston! see thy Sons deplore, Thy hallowed Walks besmeared with guiltless Gore."

MEDIUM: 1 print : engraving with watercolor

CREATED/PUBLISHED: The print was copied by Paul Revere from a design by Henry Pelham for an engraving eventually published under the title "The Fruits of Arbitrary Power, or the Bloody Massacre." Published March 1770.

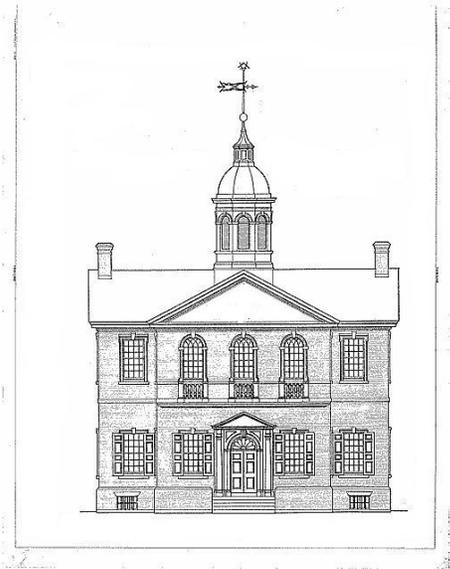


Courtesy of the Library of Congress

DESCRIPTION: Print titled, "Die einwohner von **Boston** wersen den englisch-ostindischen thee ins meer am 18, December 1773." This print depicts the Boston Tea Party. Citizens dressed as Mohawk Indians are seen throwing chests of tea into Boston Harbor.

MEDIUM: 1 print : etching.

CREATED/PUBLISHED: Engraved by Daniel Berger, 1784



Courtesy of the Library of Congress

DESCRIPTION: Measured drawing of Carpenters' Hall, 320 Chestnut Street & Carpenters' Court, Philadelphia, Philadelphia County, PA

MEDIUM:
Measured Drawing: (18 x 24)

CREATED/PUBLISHED: Historic American Buildings Survey from information compiled after 1933.

No. III: A Free and Independent Journal of These United Colonies, April 1775 – June 1776

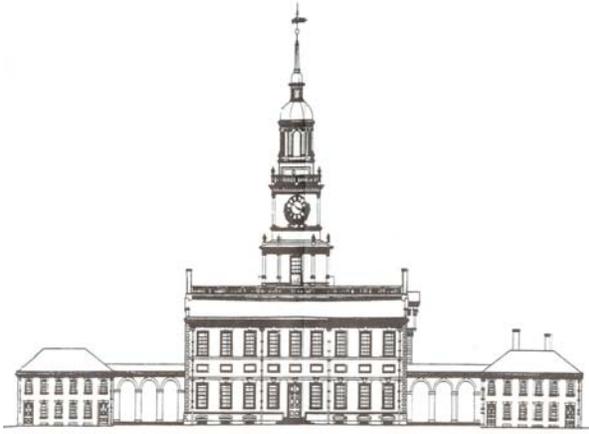


Courtesy of the Library of Congress

DESCRIPTION: Titled "Battle of Lexington," the print shows Minutemen firing on the British in Lexington, Massachusetts.

MEDIUM: 1 print : engraving ; 39.8 x 51.8 cm. (sheet)

CREATED/PUBLISHED: Engraved by Cornelius Tiebout (1777-1832) in the 1790's.



Courtesy of Independence National Historical Park

DESCRIPTION: This engraving of the Pennsylvania State House (Independence Hall) appeared as an inset on John Reed's "Map of Philadelphia and Vicinity" of 1774, republished by Charles L. Warner in 1870.

MEDIUM: 1 map

CREATED/PUBLISHED: John Reed, 1774

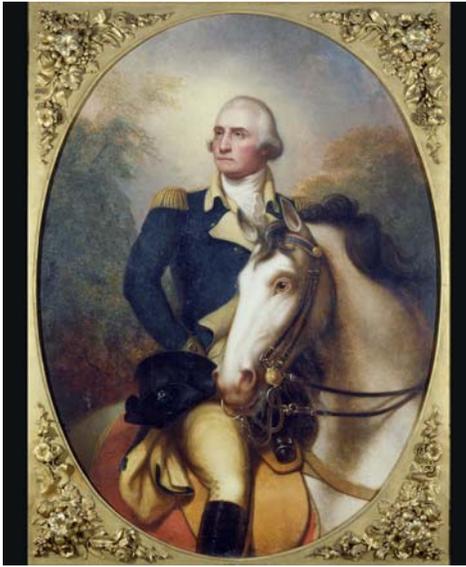


Courtesy of Independence National Historical Park

DESCRIPTION: Portrait of John Hancock wearing a dark blue coat with gold trim. The corner of a Chippendale style chair is visible in the lower left. Boston artist/inventor Samuel F.B. Morse copied this painting from John Singleton Copley's 1765 full-length portrait of Hancock (now on loan to the Museum of Fine Arts, Boston). See this portrait in the Portrait Gallery in the Second Bank of the United States, (part of Independence National Historical Park, Philadelphia, PA).

MEDIUM: 1 painting, oil on canvas

CREATED/PUBLISHED: Samuel F.B. Morse, after John Singleton Copley, c. 1816

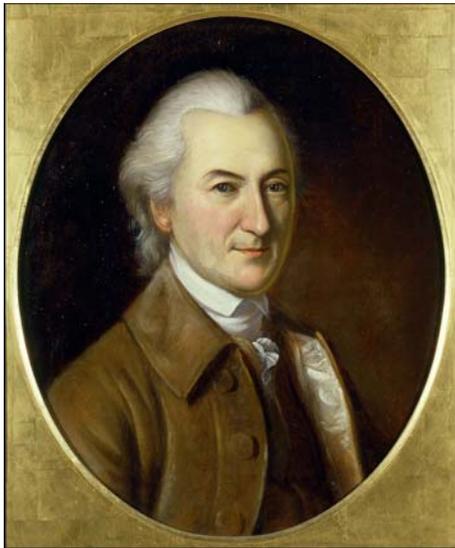


Courtesy of Independence National Historical Park

DESCRIPTION: Painting of George Washington, wearing a dark blue uniform coat and seated on a white horse (quite possibly Nelson). Artist Rembrandt Peale (son of Charles Willson Peale) represents the ideal Washington here. A halo of light appears behind Washington's head. Rembrandt Peale painted numerous copies of his Washington portraits. This one dates to 1848, but is a copy of his earlier work. See this painting in the Portrait Gallery in the Second Bank of the United States (part of Independence National Historical Park, Philadelphia, PA)

MEDIUM: 1 painting, oil on canvas

CREATED/PUBLISHED: Rembrandt Peale, after Rembrandt Peale, 1848



Courtesy of Independence National Historical Park

DESCRIPTION: Painting of John Dickinson by Charles Willson Peale. Dickinson wears a brown coat, brown waistcoat, white collar, stock and jabot. A greenish cast is evident in the flesh tones, typical of Peale's early palette. See this portrait in the Portrait Gallery in the Second Bank of the United States (part of Independence National Historical Park, Philadelphia, PA).

MEDIUM: 1 painting, oil on canvas

CREATED/PUBLISHED: Charles Willson Peale, 1782-1783



GEORGE the III.

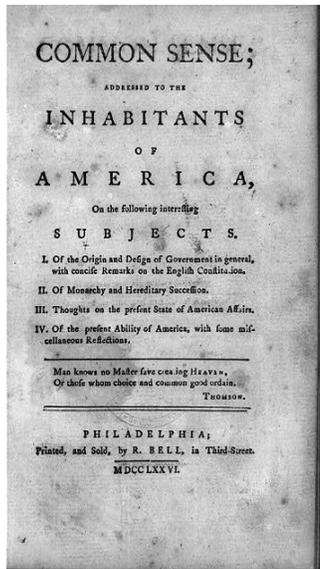
Engraved by G. Kneller. Published July 1785 by J. Fielding near St. Dunstons Church.

Courtesy of the Library of Congress

DESCRIPTION: Print shows King George III, full-length portrait, facing left, wearing ermine robe and powdered wig, left hand resting on shelf with orb, crown, and scepter.

MEDIUM: 1 print : engraving.

CREATED/PUBLISHED: Pater Noster Row, [London] : Published by J. Fielding, July 2, 1785.



Courtesy of the Library of Congress

DESCRIPTION: Title page from Thomas Paine's *Common Sense*, beginning “COMMON SENSE; addressed to the Inhabitants of America, on the following interesting subjects...”

MEDIUM: 1 print : letterpress.

CREATED/PUBLISHED: Philadelphia : Printed, and sold, by R. BELL, in Third-Street, 1776.



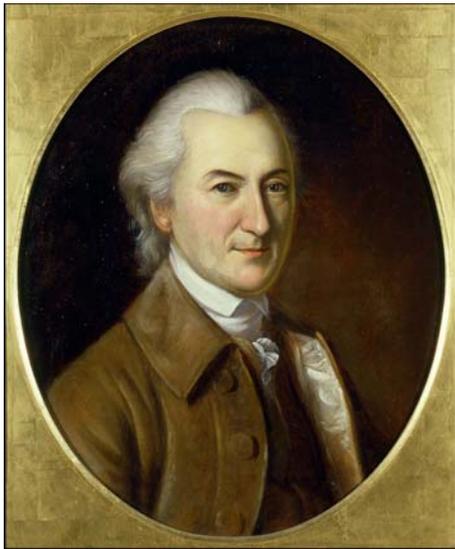
Courtesy of Independence National Historical Park

DESCRIPTION: Portrait of Richard Henry Lee in left profile. Charles Willson Peale probably painted this when Lee was visiting a mineral spring near Philadelphia in the summer of 1785. See this portrait in the Portrait Gallery in the Second Bank of the United States (part of Independence National Historical Park).

MEDIUM: 1 painting, oil on canvas

CREATED/PUBLISHED: Charles Willson Peale, c. 1785

No. IV: A Journal of The Course of Human Events, July – August 1776

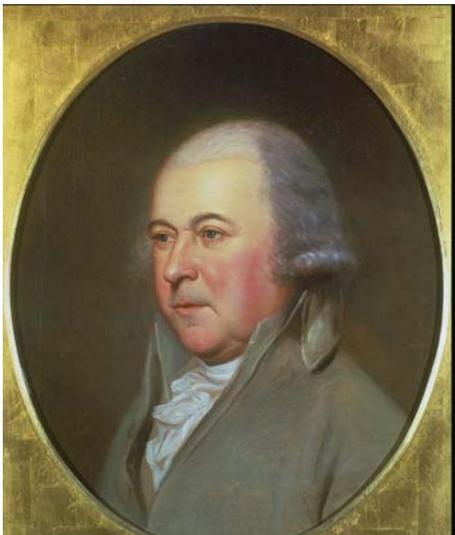


Courtesy of Independence National Historical Park

DESCRIPTION: Painting of John Dickinson by Charles Willson Peale. Dickinson wears a brown coat, brown waistcoat, white collar, stock and jabot. A greenish cast is evident in the flesh tones, typical of Peale's early palette. See this portrait in the Portrait Gallery in the Second Bank of the United States (part of Independence National Historical Park, Philadelphia, PA).

MEDIUM: 1 painting, oil on canvas

CREATED/PUBLISHED: Charles Willson Peale, 1782-1783



Courtesy of Independence National Historical Park

DESCRIPTION: Painting of John Adams by Charles Willson Peale. Adams wears a green waistcoat and coat with green buttons. Peale painted this portrait when Adams came to Philadelphia to serve as vice president. See this portrait in the Portrait Gallery in the Second Bank of the United States (part of Independence National Historical Park, Philadelphia, PA).

MEDIUM: 1 painting, oil on canvas

CREATED/PUBLISHED: Charles Willson Peale, c. 1791-1794

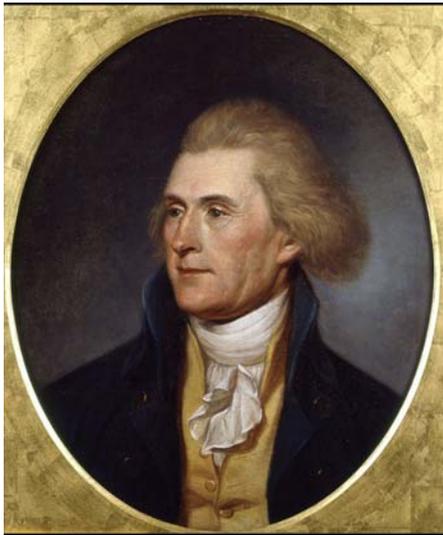


Courtesy of Independence National Historical Park (Photo by Robin Miller)

DESCRIPTION: Photo shows the Assembly Room of the Pennsylvania State House (Independence Hall). Normally the room for the Pennsylvania legislature, this is where the Second Continental Congress sat as well as the Constitutional Convention. Here the Declaration of Independence and the Constitution were both adopted and signed.

MEDIUM: 1 photograph

CREATED/PUBLISHED: Modern image by Robin Miller



Courtesy of Independence National Historical Park

DESCRIPTION: Painting of Thomas Jefferson by Charles Willson Peale. Peale painted this portrait when Jefferson came to Philadelphia to serve as Secretary of State. The delicate veining around Jefferson's eye as well as his natural auburn hair makes this painting unique. See this portrait in the Portrait Gallery in the Second Bank of the United States (part of Independence National Historical Park, Philadelphia, PA).

MEDIUM: 1 painting, oil on canvas

CREATED/PUBLISHED: Charles Willson Peale, 1791-1792



Courtesy of the Library of Congress, Rare Book and Special Collections Division

DESCRIPTION: Broadside of the Declaration of Independence, titled: In Congress, July 4, 1776. A Declaration by the Representatives of the United States of America, In General Congress Assembled. Printer John Dunlap may have printed several hundred copies of this document on July 4, 1776. About 25 copies survive. See a Dunlap broadside in the Great Essentials exhibit of Independence Park.

MEDIUM: 1 print : letterpress.

CREATED/PUBLISHED: Philadelphia : Printed by John Dunlap. July 4, 1776.



Courtesy of Independence National Historical Park

DESCRIPTION: Photograph of the silver inkstand probably used to sign the Declaration of Independence and the United States Constitution. Philadelphia silversmith Philip Syng made this inkstand for the Pennsylvania Assembly in 1752. While there is no evidence to prove that the delegates used this inkstand for the signings, it did sit in their meeting room. See this inkstand in the Great Essentials exhibit of Independence National Historical Park, Philadelphia, PA. A replica sits on the Speaker's table in the Assembly Room of Independence Hall.

MEDIUM: 1 photograph of the silver inkstand, comprised of center quill holder, ink holder with three holes on top (right) and sand shaker with many smaller holes (left).

CREATED/PUBLISHED: Made by Philip Syng, Philadelphia, 1752.

No. V: A Journal of the Times That Try Men's Souls, 1776 – 1783



Courtesy of the Library of Congress

DESCRIPTION: Photograph of a painting titled Washington Crossing the Delaware. This famous painting was made by Emanuel Leutze in 1851 and is now on display at the Metropolitan Museum of Art. It is not considered to be an accurate depiction of Washington crossing the Delaware. The flag design shown did not exist at the time of Washington's crossing. The artist shows Washington standing in the wrong model of boat, and it is questionable whether he would have been standing up in such stormy weather. This image now graces the back of the New Jersey quarter.

MEDIUM: 1 negative: glass; 8 x 10 in.

CREATED/PUBLISHED: Photograph c. 1907 after 1851 Leutze painting.



Courtesy of Independence National Historical Park

DESCRIPTION: Painting of Marie Joseph Paul Yves Roch Gilbert Motier, Marquis de Lafayette by Charles Willson Peale. Washington and Lafayette commissioned portraits of each other from C.W. Peale in 1778 or 1779. This portrait is a bust length copy that Peale made of his original painting of Lafayette. See this portrait in the Portrait Gallery in the Second Bank of the United States (part of Independence National Historical Park, Philadelphia, PA).

MEDIUM: 1 painting, oil on canvas

CREATED/PUBLISHED: Charles Willson Peale, 1779– 1780.



Courtesy of the Library of Congress

DESCRIPTION: Photograph of a John Trumbull painting titled Surrender of General Burgoyne at Saratoga. Trumbull painted the scene to decorate the rotunda of the United States Capitol building. This print depicts British General John Burgoyne surrendering his army at Saratoga, New York, on October 17, 1777. The central figure is the American General Horatio Gates, who refused to take the sword offered by General Burgoyne. Instead, Gates invited Burgoyne into his tent.

MEDIUM: 1 transparency : glass ; 18 x 22 in.

CREATED/PUBLISHED: 1912 photograph of a painting by John Trumbull.



Courtesy of the Library of Congress

DESCRIPTION: Print of Louis XVI, King of France, full-length portrait, standing and facing left. This print is a reproduction of a painting by artist Antoine-Francois Callet (1741-1823).

MEDIUM: 1 photomechanical print.

CREATED/PUBLISHED: c1900

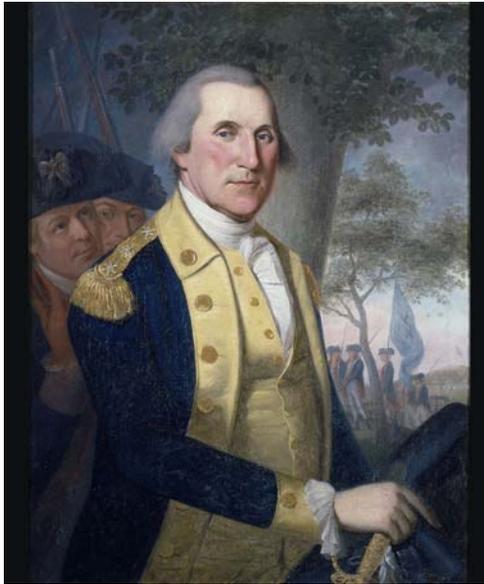


Courtesy of the Library of Congress

DESCRIPTION: Print of Benedict Arnold, head and shoulders, facing left. This print is a reproduction of a painting by artist John Trumbull.

MEDIUM: 1 print.

CREATED/PUBLISHED: c1894



Courtesy of Independence National Historical Park

DESCRIPTION: Painting of George Washington by James Peale, after Charles Willson Peale. James Peale borrowed elements of his brother Charles' work in this portrait of Washington at Yorktown. James also chose to include himself and his brother in the painting, just behind Washington's shoulder. See this portrait in the Portrait Gallery in the Second Bank of the United States (part of Independence National Historical Park, Philadelphia, PA).

MEDIUM: 1 painting, oil on canvas

CREATED/PUBLISHED: James Peale, c.1787-1790



Courtesy of Independence National Historical Park

DESCRIPTION: Painting of Marie Joseph Paul Yves Roch Gilbert Motier, Marquis de Lafayette by Charles Willson Peale. Washington and Lafayette commissioned portraits of each other from Peale in 1778 or 1779. This portrait is a bust length copy that Peale made of his original painting of Lafayette. See this portrait in the Portrait Gallery in the Second Bank of the United States (part of Independence National Historical Park, Philadelphia, PA).

MEDIUM: 1 painting, oil on canvas

CREATED/PUBLISHED: Charles Willson Peale, 1779– 1780.



Courtesy of Independence National Historical Park

DESCRIPTION: Painting of Jean Baptiste Donatien de Vimeur, Comte de Rochambeau by Charles Willson Peale. Peale probably painted this portrait during Rochambeau's visit to Philadelphia in the summer of 1782. Rochambeau wears the Grand Croix of the Order of St. Louis. He received the medal in 1771 for his distinguished service in the Seven Years War. See this portrait in the Portrait Gallery in the Second Bank of the United States (part of Independence National Historical Park, Philadelphia, PA).

MEDIUM: 1 painting, oil on canvas

CREATED/PUBLISHED: Charles Willson Peale, c.1782

Biographical directory relevant to *Hedgehog's Herald*

Name	Life Span (when available)	Significance	Location in the <i>Hedgehog's Herald</i> program	Location of images in Independence Park
Adams, John	1735-1826	Defended the British soldiers in the Boston Massacre trial, delegate to the First and Second Continental Congresses from Massachusetts, strong proponent for independence, 2 nd president of the United States	<i>Hedgehog's Herald</i> No. II, No. IV	Portrait in Second Bank of U.S., drawing on Franklin Court Printing Office exhibit wall
Adams, Samuel	1722-1803	Member of the Sons of Liberty, delegate to the First and Second Continental Congresses from Massachusetts	<i>Hedgehog's Herald</i> No. II, No. III	No images
Andre, Major John	1750-1780	British officer hanged as a spy during the Revolutionary War, caught by the Americans with the plans for West Point in his boot	<i>Hedgehog's Herald</i> No. V	No images
Arnold, Benedict	1741-1801	Famous traitor, Continental Army general and American hero at the Battle of Saratoga, plotted to turn over the fort at West Point to the British	<i>Hedgehog's Herald</i> No. V	No images
Attucks, Crispus	c. 1723 – March 5, 1770	Black man killed at the Boston Massacre, instigator to some, hero to others	<i>Hedgehog's Herald</i> No. II	No images
Bache, Benjamin Franklin	1769-1798	Benjamin Franklin's grandson, printer and publisher of the newspaper the <i>General Advertiser</i> , strong supporter of the Democratic-Republicans	Guide for Educators	No images
Bonvouloir, Chevalier Julian-Alexandre Achard de		French spy, about 26 years old, who met with Benjamin Franklin and John Jay in Carpenters' Hall in December 1775	Guide for Educators	No images

Bradford, William	1719-1791	Publisher of <i>The Pennsylvania Journal and Weekly Advertiser</i> who was especially vocal in his opposition to the Stamp Act	<i>Hedgehog's Herald</i> No. I	No images
Brant, Joseph or Thayendanegea	1742-1807	Mohawk Indian who fought for the British during the Revolutionary War	Guide for Educators	Portrait in Second Bank of U.S.
Burgoyne, General John	1722-1792	British army officer who surrendered his army at Saratoga in 1777, nicknamed "Gentleman Johnny"	<i>Hedgehog's Herald</i> No. V	No images
Caldwell, James	d. March 5, 1770	Mariner who died instantly in the Boston Massacre	<i>Hedgehog's Herald</i> No. II	No images
Campbell, Lord William	c. 1731-1778	Became the last British governor of South Carolina in 1775, married to Sarah Izard, daughter of Ralph Izard, (Ralph Izard was a delegate to the Second Continental Congress from South Carolina)	Guide for Educators	No images
Carr, Patrick Francis	Buried March 17, 1770	Died about two weeks after being wounded in the Boston Massacre, his deathbed testimony helped exonerate the British soldiers	<i>Hedgehog's Herald</i> No. II	No images
Clinton, General Sir Henry	1738-1795	British army officer who replaced General Howe as commander-in-chief of the British forces in North America in 1778	<i>Hedgehog's</i> Homework Loyalist exercises	No images
Cobbett, William	1763-1835	Englishman who published the newspaper <i>Porcupine's Gazette</i> in Philadelphia in the late 1790's, strong proponent of the Federalists	Guide for Educators	Drawing on Franklin Court Printing Office exhibit wall
Cornwallis, General Charles	1738-1805	British army officer who served with distinction through most of the Revolutionary War, surrendered at Yorktown in 1781 when surrounded by a combined French and American force	<i>Hedgehog's Herald</i> No. V	No images

Dawes, William	1745-1799	Boston tanner and militiaman, sent from Boston to Lexington in April 1775 to warn John Hancock and John Adams of the approach of British soldiers, made it to Lexington but not to Concord	<i>Hedgehog's Herald</i> No. III	No images
Deane, Silas	1737-1789	Delegate to the First and Second Continental Congresses from Connecticut, helped negotiate the Treaty of Alliance with France	<i>Hedgehog's Herald</i> No. V	No images
Dickinson, John	1732-1808	Author of <i>Letters from a Farmer in Pennsylvania to the Inhabitants of the British Colonies</i> , delegate to the First and Second Continental Congresses from Pennsylvania, hesitant to seek independence	<i>Hedgehog's Herald</i> No. II, No. III, No. IV	Portrait in Second Bank of the U.S., drawing on Franklin Court Printing Office exhibit wall
Dunlap, John	1747-1812	Philadelphia printer who printed the Declaration of Independence on the night of July 4, 1776	Guide for Educators	No images
Franklin, Benjamin	1706-1790	Printer, scientist, inventor, politician, statesman, spoke on behalf of the Americans during the Stamp Act crisis, member of the Committee of Five assigned to draft the Declaration, helped negotiate the Treaty of Alliance with France and the Treaty of Paris	<i>Hedgehog's Herald</i> No. I, No. IV, No. V	Portrait and bust in Second Bank of the U.S., portraits in Franklin Court Underground Museum gallery exhibit, drawing on Franklin Court Printing Office exhibit wall
Franklin, Deborah	1708-1774	Wife of Benjamin Franklin, defended their home against an angry mob during the Stamp Act crisis	Guide for Educators	Portrait in Franklin Court Underground Museum gallery exhibit
Franklin, Sarah or Sally	1743-1808	Daughter of Benjamin and Deborah Franklin, took over leadership of the Ladies Association of Philadelphia in 1780, organized the sewing of over 2,000 shirts for Washington's troops as part of the Association	Hedgehog's Homework Ladies Association of Philadelphia exercise	Portrait in Franklin Court Underground Museum gallery exhibit

Franklin, William	c. 1731-1813	Son of Benjamin Franklin, royal governor of New Jersey at the time of the Revolutionary War, remained loyal to King George III	Guide for Educators	Portrait in Franklin Court Underground Museum gallery exhibit
George III, King	1738-1820	King of Great Britain during the Revolutionary War	<i>Hedgehog's Herald</i> No. I, No. III	Print in Independence Hall Governor's Council Chamber (not usually open to public)
Graff, Jacob	1727-1780	German immigrant and brick layer, rented rooms in his home at 7 th and Market to Jefferson when Jefferson drafted the Declaration of Independence	Guide for Educators	No images
Gray, Samuel	d. March 5, 1770	Ropemaker who died instantly in the Boston Massacre	<i>Hedgehog's Herald</i> No. II	No images
Greene, Nathanael	1742-1786	Continental Army general who led the final southern campaign	<i>Hedgehog's Herald</i> No. V	Portrait in Second Bank of U.S.
Greenleaf, Sheriff Stephen	1704-1795	Royally appointed sheriff of Suffolk County, Massachusetts, who branded Privates Montgomery and Killroy on their right thumbs for their roles in the Boston Massacre	<i>Hedgehog's Herald</i> No. II	No images
Hancock, John	1737-1793	Boston merchant, president of the Second Continental Congress known for his large signature on the Declaration of Independence	<i>Hedgehog's Herald</i> No. II, No. IV	Portrait in Second Bank of the U.S.
Hedgehog		Pseudonym of the fictional newspaper publisher of the fictional newspaper <i>Hedgehog's Herald</i>		
Hemings, Robert or Bobby	1762-1819	Enslaved valet to Thomas Jefferson, resided in the Graff house with Jefferson in June 1776	Guide for Educators	No images

Howe, General William	1729-1814	British general and commander-in-chief of the British army in North America from 1775-1778	<i>Hedgehog's Herald</i> No. V	No images
Hughes, John		Friend of Benjamin Franklin, named as stamp distributor for Pennsylvania after the passage of the Stamp Act	Guide for Educators	No images
Jefferson, Thomas	1743-1826	Delegate to the Second Continental Congress from Virginia, drafted the Declaration of Independence, 3 rd president of the United States	<i>Hedgehog's Herald</i> No. IV	Portrait in Second Bank of the U.S.
Johnson, Thomas	1732-1819	Delegate to the First and Second Continental Congresses from Maryland, nominated George Washington to be commander-in-chief in June 1775	<i>Hedgehog's Herald</i> No. III	No images
Killroy, Private Matthew		Grenadier of the 29 th Regiment of Foot who was found guilty of manslaughter in the Boston Massacre trial, branded on his right thumb	<i>Hedgehog's Herald</i> No. II	No images
Lafayette, Marquis de (Marie Joseph Paul Yves Roch Gilbert Motier)	1757-1834	Frenchman who joined the Continental Army in 1777, fighting in battles from Brandywine to Yorktown	<i>Hedgehog's Herald</i> No. V	Two portraits in Second Bank of the U.S.
Lee, Arthur	1740-1792	Delivered the Olive Branch petition to King George III, helped negotiate the Treaty of Alliance with France, older brother of Richard Henry Lee	<i>Hedgehog's Herald</i> No. III, No. V	Portrait in Second Bank of the U.S.
Lee, Richard Henry	1732-1794	Delegate to the First and Second Continental Congresses from Virginia, put forth resolution for independence	<i>Hedgehog's Herald</i> No. III, No. IV	Portrait in Second Bank of the U.S.

Livingston, Robert	1746-1813	Delegate to the Second Continental Congress from New York, member of the Committee of Five assigned to draft the Declaration of Independence, never signed the Declaration	<i>Hedgehog's Herald</i> No. IV	Two portraits in Second Bank of the U.S.
Louis XVI, King of France	1754-1793	French king who entered into alliance with the Americans against the British in 1778, executed during the French Revolution in 1793	<i>Hedgehog's Herald</i> No. V	Portrait in Congress Hall East Committee Room
Mason, George	1725-1792	Drafted Virginia's Declaration of Rights, a document which Jefferson borrowed from in writing the Declaration of Independence	<i>Hedgehog's Herald</i> No. IV	No images
Matlack, Timothy	c. 1735-1829	Clerk to the Second Continental Congress, reportedly penned the engrossed, signed copy of the Declaration of Independence	<i>Hedgehog's Herald</i> No. IV	Portrait in Second Bank of the U.S.
Maverick, Samuel	d. March 6, 1770	Seventeen year old struck by a ricocheting bullet at the back of the crowd during the Boston Massacre, died the next day	<i>Hedgehog's Herald</i> No. II	No images
Montgomery, Private Hugh		Grenadier of the 29 th Regiment of Foot who was found guilty of manslaughter in the Boston Massacre trial, branded on his right thumb	<i>Hedgehog's Herald</i> No. II	No images
Nixon, John	1733-1808	Member of the Pennsylvania militia, read the Declaration of Independence in the State House yard on July 8, 1776, copy of the Declaration that descended through his family is often on display in the Great Essentials exhibit	Guide for Educators, <i>Hedgehog's Herald</i> No. IV	Portrait in Second Bank of the U.S.
Oliver, Andrew	1706-1774	Massachusetts politician and stamp agent burned in effigy on August 14, 1765 from the elm tree that would later be known as the Liberty Tree	<i>Hedgehog's Herald</i> No. I	No images

Paine, Thomas	1737-1809	Englishman who authored <i>Common Sense</i> and the <i>American Crisis</i>	<i>Hedgehog's Herald</i> No. III	Portrait in Second Bank of U.S., drawing on Franklin Court Printing Office exhibit wall
Peale, Charles Willson	1741-1827	Artist, museum owner, painted portraits of many leaders of the American Revolution for his museum on the second floor of Independence Hall	Guide for Educators	Portrait in Second Bank of U.S.
Penn, Richard	c. 1736-1811	Grandson of William Penn, delivered the Olive Branch Petition to King George III (along with Arthur Lee)	<i>Hedgehog's Herald</i> No. III	No images
Prescott, Samuel	1751-c. 1777	Joined up with Revere and Dawes in Lexington to take the news of the advancing British to Concord, only Prescott made it through to Concord	<i>Hedgehog's Herald</i> No. III	No images
Preston, Captain Thomas		Captain in the 29 th Regiment of Foot, officer of the day on March 5, 1770, acquitted in the Boston Massacre trials	<i>Hedgehog's Herald</i> No. II	No images
Quincy, Josiah	1772-1864	Massachusetts lawyer who defended the British soldiers in the Boston Massacre trials, published many letters in the <i>Boston Gazette</i> under a variety of pseudonyms, including Hyperion	Guide for Educators, <i>Hedgehog's Herald</i> No. II	No images
Rall, Johann	c. 1726 – December 26, 1776	German colonel in command of Hessian troops at Trenton on December 25-26, 1776, mortally wounded in the Battle of Trenton	<i>Hedgehog's Herald</i> No. V	No images
Randolph, Peyton	1721-1775	Moderate from Virginia who presided over the First and Second Continental Congresses until his sudden death in 1775	<i>Hedgehog's Herald</i> No. II, No. III	Portrait in Second Bank of U.S.

Reed, Esther De Berdt	1746-1780	Formed the Ladies Association of Philadelphia, probably wrote the “The Sentiments of an American Woman”	Hedgehog’s Homework Ladies Association of Philadelphia exercise	No images
Revere, Paul	1735-1818	Boston silversmith, carried the Suffolk Resolves to Philadelphia in 1774, sent in April 1775 to Lexington and Concord to warn Hancock and Adams of the approaching British troops, made it to Lexington but not Concord	<i>Hedgehog’s Herald</i> No. II, No. III	No images
Rivington, James	c. 1724-1802	Publisher of <i>The Royal Gazette</i> , a Loyalist newspaper in New York City	Hedgehog’s Homework Loyalist exercises	No images
Rochambeau, Comte de (Jean Baptiste Donatien de Vimeur)	1725-1807	Commander of the French force sent to assist the Continental Army in 1780, played a key role in the American victory at the Battle of Yorktown	<i>Hedgehog’s Herald</i> No. V	Portrait in Second Bank of U.S.
Rodney, Caesar	1728-1784	Delegate to the First and Second Continental Congresses from Delaware, rode to Philadelphia through a thunderstorm on the night of July 1, 1776, arrived in time to cast the tie breaking vote for independence for Delaware	<i>Hedgehog’s Herald</i> No. IV	No images
Rutledge, Edward	1749-1800	Delegate to the First and Second Continental Congresses, became the leader of South Carolina’s delegation, switching his support from a peaceful resolution to independence	<i>Hedgehog’s Herald</i> No. IV	No images
Sand, George (Armandine-Aurore-Lucie-Dupon)	1804-1876	19 th century French female author Armandine-Aurore-Lucie Dupon	Guide for Educators	No images
Sherman, Roger	1721-1793	Delegate to the First and Second Continental Congresses from Connecticut, member of the Committee of Five	<i>Hedgehog’s Herald</i> No. IV	No images

Syng, Philip	1703-1789	Renowned silversmith who made the inkstand for the Pennsylvania Assembly, probably the inkstand used to sign the Declaration of Independence and the U.S. Constitution	Guide for Educators, <i>Hedgehog's Herald</i> No. IV	No images
Thomson, Charles	1729-1824	Radical revolutionary who served a secretary to the First and Second Continental Congresses, his name appears on the printed version of the Declaration of Independence	<i>Hedgehog's Herald</i> No. IV	Two portraits in Second Bank of U.S.
Townshend, Charles	1725-1767	British Chancellor of the Exchequer, known for the Townshend Acts	<i>Hedgehog's Herald</i> No. II	No images
Von Steuben, Baron	1730-1794	Prussian officer who offered his military services to the Continental Army, known for training the American troops at Valley Forge	<i>Hedgehog's Herald</i> No. V	Portrait in Second Bank of U.S.
Warren, Dr. Joseph	1741-1775	Wrote the Suffolk Resolves, calling for resistance to the Intolerable Acts, dispatched Revere and Dawes on their ride to Lexington and Concord, member of the Massachusetts militia, died in the Battle of Breed's Hill	<i>Hedgehog's Herald</i> No. II, No. III	Portrait in Second Bank of U.S.
Washington, George	1732-1799	Virginia militia leader in the French and Indian War, delegate to the First and Second Continental Congresses, commander-in-chief of the Continental Army, 1 st president of the U.S.	<i>Hedgehog's Herald</i> No. III, No. V	Multiple portraits and statue in Second Bank of the U.S., statue in front of Independence Hall
Williams, Moses	1777-c. 1825	Enslaved African-American who operated the physiognotrace in Peale's Museum, received his freedom at the age of 27	Guide for Educators	No images

Hedgehog’s hints for a successful visit to Independence National Historical Park:

The keys to a successful visit to Independence National Historical Park are:

- Relevance
- Planning
- Flexibility

Relevance and Planning

The ultimate goal of the *Hedgehog’s Herald* program is relevance; that is, ensuring that the park visit is relevant to the curriculum and encouraging the students to see how this information is relevant to their lives. Students who appreciate how this past connects to their present will become the stewards of places like Independence National Historical Park.

Success is simple. Focus on the stories and plan your visit. Every site you visit should connect to a story in *Hedgehog’s Herald*, or a story that the students have been assigned “to cover.” Hopefully, the students will build upon what they have already learned. Here are some sites, how they connect to the stories and how best to visit them:

Franklin Court Printing Office

Enter on either Market Street or Chestnut Street, between 3rd and 4th Streets

This site connects to the entire theme of the unit. Here you may see a reproduction printing press in action. The students can imagine what it would be like to be “Hedgehog” and work in a shop like this one. The ranger can show your students what an 18th century newspaper looked like as well as the tools of the printing trade. Benjamin Franklin would be familiar with these tools. Men like John Dickinson and Thomas Paine trusted that the press could disseminate their words far and wide. Here the students will make the connection to the idea of the power of the press. Maybe they will also make the connection to the power of today’s media, especially the World Wide Web.

Quite popular with students, the Printing Office tends to be very busy in the spring and fall with field trips. The viewing area is not large; we can accommodate up to about 50 students at once. Smaller classes allow the students to see more. No tickets are required, but expect to wait, especially during the late morning and early afternoon hours. Each program runs about 10 minutes. Avoid arriving as the shop opens (first half hour) and when we clean at the end of the day (last half hour). There are no demonstrations during the clean up period. Students may wish to purchase a souvenir here. We offer for sale what we print. Currently, the most expensive item is the Declaration of Independence at \$3.00. Of course, prices are subject to change. The hours for this site (and all of our other sites) change with the seasons. Please call the park at 215-965-2305 or check the hours on the website (www.nps.gov/inde) prior to your visit.

Franklin Court Underground Museum

Enter on either Market Street or Chestnut Street, between 3rd and 4th Streets

Chronologically speaking, this is a good place to begin with the events of the Revolutionary War. The World Stage, located in the rear of the museum, is rather unusual. Here your students will hear the story of Franklin speaking to the House of Commons about the Stamp Act. The second scene is also relevant to the stories. The audio will describe Franklin seeking support from the French court of King Louis XVI and Marie Antoinette. The Telephone Exchange is another unusual exhibit. Students can phone George Sand. They may be surprised to hear a woman speaking. George Sand is a pseudonym used by the 19th century French female author Dupon.

The film shown in the Underground Museum (*The Real Ben Franklin*) provides a great overview of not only Franklin's life and accomplishments, but also the events of the American Revolution.

There are many stories at Franklin Court that often go untold. Students may be assigned to cover the story of Franklin's relationship with his son, William. William was the Royal Governor of New Jersey at the time of the Revolutionary War and remained loyal to King George III. He and Benjamin Franklin never reconciled. Deborah Franklin's defense of the home during the Stamp Act crisis is another story for the students to cover. Franklin's grandchildren tore down the home in 1812, but it was threatened long before that. Franklin, away in London, initially miscalculated the anti-tax sentiment in Philadelphia and secured an appointment as stamp agent for his friend John Hughes. Franklin's enemies used this occasion to threaten his house. Deborah confronted the mob and the house went unharmed. Perhaps one of the most challenging stories here is Franklin's position on slavery. Franklin had been a slave owner before the Revolutionary War and had advertised the sale of slaves in his newspaper. After the Revolutionary War, he became President of the Pennsylvania Abolition Society.

The Underground Museum is extremely busy with school groups in the spring and fall. No tickets are required, but expect to wait. A park ranger monitors access to the museum, allowing in about 80 students every 10 minutes. The noise level can be overwhelming, so you may wish to have a hand signal to gather your group. There are restrooms near the ranger's desk, but the facilities are limited to just several stalls. One of the larger restroom areas, such as the Independence Visitor Center or the public restrooms at 5th and Chestnut Streets, would be better for an entire class. It's also best to decide whether you are going to watch the film before you enter the museum. During our busiest times, visitors must exit the building after watching the film. It may not be possible to re-enter the exhibit area based on the number of visitors.

Carpenters' Hall **Chestnut Street between 3rd and 4th Streets**

The story "Meeting in Philadelphia" in the second edition of *Hedgehog's Herald* should connect the students to this site, the meeting place of the First Continental Congress in the fall of 1774. While the obvious story here is about cooperation and the non-importation/non-exportation agreement, there is great opportunity to explore another story, that of tension between the conservative and radical factions in the colonies. It's a wonderful reminder that not all colonists sought radical measures. Not all the colonies even participated in the meetings here. Georgia did not send any representatives to the First Continental Congress.

Volunteers in Carpenters' Hall (it is still owned and operated by the Carpenters' Company, and not part of Independence National Historical Park) can share an even more fascinating story with your students here. Benjamin Franklin met with a French spy on the second floor of the building in December 1775. That spy took Franklin's request for military arms and engineers to King Louis XVI, resulting in an agreement whereby French privateers took French muskets to the French West Indies. American privateers then picked up the much needed military supplies. This was all set in motion six months before Richard Henry Lee put forth the resolution for independence. These stories and more are available on the Carpenters' Hall website: www.ushistory.org/carpentershall.

Carpenters' Hall is staffed by volunteers who usually delight in sharing their knowledge with school visitors. It can be busy, but visitors do not tend to stay long. They have a small sales area here. No tickets are required.

Independence Hall **Located on Chestnut Street, between 5th and 6th Streets**

An entire issue of *Hedgehog's Herald* deals with the Second Continental Congress sitting in this building. Here the story should come alive for the students. They can imagine Washington accepting his commission or men

like Dickinson and Adams speaking about independence, as well as the signing of the Declaration of Independence. Perhaps when they see the Pennsylvania Coat of Arms above the judges' bench in the Supreme Court chamber, they will be reminded of the King's Arms that once hung there. Entrance to the building is by timed, ticketed tour, but it is one of the best places to reinforce the entire unit on the American Revolution. The students should know most of the major stories here, including the British occupation of Philadelphia from the fall of 1777 to the spring of 1778. They may not know that during that time, the British used the Long Gallery on the second floor (not usually open during the spring and fall school season) as a hospital for wounded American prisoners-of-war. American women brought bandages and other goods to the State House for the use of these prisoners-of-war. Some of Washington's officers died of their wounds in that room.

Entrance to Independence Hall requires free, timed tour tickets between March 1 and December 31. The tickets are free if you obtain them from the Independence Visitor Center at 6th and Market Streets on the morning of your visit. You may also wish to reserve them in advance online at www.nps.gov/inde. If you reserve them in advance, there is a \$1.50 per ticket handling fee. Reserved tickets are not mailed out; visitors must pick them up at the Independence Visitor Center. Keep in mind that there are a limited number of tickets available each day. If you choose to obtain them on the morning of your visit, expect to arrive by 8:30 a.m. and expect to take whatever time slot is available. On days of heavy visitation, the entire day's worth of tickets may be gone by 11 a.m. No tickets are necessary if you are planning to visit in January and February.

The security screening process to enter Independence Square now involves a bag check near the corner of 5th and Chestnut Streets. Security procedures can and do change without much notice. Please call the park at 215-965-2305 or check the website (www.nps.gov/inde) prior to your visit. Regardless, make certain that your students and chaperones have no knives or weapons. Bringing fewer bags/backpacks will enable your group to clear security more quickly. Currently, there are no restrooms within the secure area. This may or may not change in the near future. Make sure you plan for a restroom stop before entering Independence Square. There is a public restroom facility located at the corner of 5th and Chestnut Streets.

Great Essentials Exhibit in the West Wing of Independence Hall Located on Chestnut Street, between 5th and 6th Streets

Here the students will see the John Dunlap broadside of the Declaration of Independence. Printed on the night of July 4, 1776, this document descended through the family of John Nixon, the man who read the Declaration publicly behind Independence Hall on July 8, 1776. There is often much confusion about whether this is the "original" Declaration of Independence. It is an original **printed** document and is actually older than the handwritten, or **engrossed**, signed Declaration of Independence in the National Archives. The printed document does not bear the signatures of the delegates. Conservation of the document requires that it be rotated off display every six months. If the replica is on display, you will see a "Facsimile" sign underneath the document. Some students may wish to write a story comparing the printed and engrossed documents, or explaining the importance of conservation.

This is also an excellent place to cover the story of the long "s." Our alphabet has changed. In the 18th century, there were two ways to write the letter "s." The one that is unfamiliar to us today is known as the long "s." It looks like an "f" but the crossbar does not extend through the upright. It is pronounced as an "s." The origin of this letter is debated, but many scholars believe it started with the Romans in the Latin alphabet. It lasted in America through the 18th century and is used in both printed and engrossed documents. Hedgehog demonstrates a love for the English language with the vocabulary activities; perhaps a student Hedgehog will take an interest in language here with the story of the long "s."

No tickets are required to view the Great Essentials exhibit in the West Wing of Independence Hall. However, you currently need to go through a bag inspection near the corner of 5th and Chestnut Streets. Security procedures can and do change frequently. Please call the park at 215-965-2305 or check the website

(www.nps.gov/inde) prior to your visit. The exhibit room is not large. Classes with more than 30 students will be cramped. Once again, there are no restrooms at this location, or anywhere on Independence Square.

Portrait Gallery in the Second Bank of the United States Located on Chestnut Street, between 4th and 5th Streets

Gaze upon the faces of the “People of Independence” and glimpse into the lives of those who experienced the great hope of the Enlightenment as well as a world marked by slavery, disease and fear of the unknown. The portrait exhibit in the Second Bank of the United States contains many original paintings of the leaders of the American Revolution by Charles Willson Peale. Featured prominently in each issue of *Hedgehog’s Herald*, these paintings bring the stories to life for students. Here, students can learn more detailed information about John Dickinson, John Adams, Thomas Jefferson, George Washington, Richard Henry Lee, Benjamin Franklin, and many others involved in the Revolutionary War. While these men and their stories are worth exploring, the other story here is about who is **not** depicted. There are few portraits of women, one portrait of a Native American (Joseph Brant – his story should interest the students) and no other people of color. Challenge your students to realize that whose words and whose faces are recorded become the basis for the telling of history.

Many people who lacked the money to commission a portrait were able to obtain a silhouette. Displayed in the Portrait Gallery is a reproduction of a physiognotrace. This machine traces the sitter’s physiognomy, or face. Students should be familiar with this word from the Hedgehog’s Homework Vocabulary No. I. Charles Willson Peale had a physiognotrace in his museum on the second floor of Independence Hall in the first decade of the 1800’s. Peale trained his slave, Moses Williams, to operate the device and he allowed him to keep the profits. Williams received his freedom from Peale at the age of 27, one year earlier than required by law.

The best way for school students to visit the Portrait Gallery is in small groups at staggered times. Groups of 4 or 5 students with a chaperone is most effective. In many cases, the only thing in the Portrait Gallery that separates your students from the original art works is good chaperoning! It is essential here. Chaperones must be certain that the students have no open food or drink and no chewing gum. It is also essential that the students have a purpose; they should be seeking out a particular painting. No tickets are required and limited restroom facilities are available in the basement of the building. The building is wheelchair accessible via a ramp on the west side.

Declaration House Located on 7th Street, between Chestnut and Market Streets

Even though this site is a complete reconstruction, there is a great wealth of information available here about Jefferson’s role in drafting the Declaration of Independence. The exhibits on the first floor explore the many drafts of the document. The second floor features the recreated rooms where Jefferson penned some of the most influential words in American and world history. Students can relate this site to the stories in *Hedgehog’s Herald*, No. IV. Additional stories to explore here include Jefferson’s life in Philadelphia. He certainly enjoyed the shopping opportunities available in the largest city in North America. The most difficult yet important story to consider is the contradiction between the ideals that Jefferson espoused and his role as a slave owner. Jefferson’s slave, Bobby Hemings, lived in this home with Jefferson. The ideals of liberty co-existed here with the reality of slavery.

No tickets are required to visit the Declaration House. Most of the year, entrance is at the site. During the winter months, visitors must meet a ranger at the Independence Visitor Center (6th and Market Streets) to tour the building. The film shown at the Declaration House is ancient, but it is still a wonderful explanation of Jefferson’s role in drafting the Declaration of Independence.

Liberty Bell Center **Located on 6th Street, between Chestnut and Market Streets**

An old broken bell, imperfect, yet one of the most powerful symbols of liberty in the world, the Liberty Bell bears a timeless message, “Proclaim LIBERTY Throughout All the Land Unto All the Inhabitants Thereof” (Leviticus, 25:10) Readers of *Hedgehog’s Herald* will know this bell by another name, the State House bell. Hanging in the tower of the Pennsylvania State House (Independence Hall), the bell rang to gather people to meetings and to spread the news. In 1755, Benjamin Franklin wrote, “The Bell rings and I must go among the Grave ones, and talk Politiks.” The relevance for students here is the connection between the State House bell and the news and events of the Revolutionary War. In the “Funeral for Liberty” story in *Hedgehog’s Herald* No. I, the students will read about the bell tolling mournfully as the *Royal Charlotte* arrived in Philadelphia with the stamp paper. Other references in *Hedgehog’s Herald* include the “First Public Reading in Philadelphia” story as well as “Philadelphia Falls to the British.” Hopefully, the students will understand through these stories the importance of a bell as a communication device. Comparing communication in the 18th century with communication devices today may help students relate to the bell.

Students may wish to cover a variety of “stories” here for their writing assignments, including the transformation of the State House Bell into the Liberty Bell. Independence from Great Britain did not bring freedom for the millions of enslaved Africans in America. The contradiction of slavery with this bell’s message of liberty spoke volumes to abolitionists. They adopted the State House Bell as their symbol, naming it the Liberty Bell.

Of course, the story of greatest interest to people of all ages is the crack. Just as the Liberty Bell began its journey as a symbol of liberty, it cracked irreparably. When the bell first cracked is lost to history. The bell was repaired in 1846 to ring for George Washington’s birthday holiday. That day it cracked again. The Liberty Bell remains forever silent.

No tickets are required to visit the Liberty Bell Center. The building is self-guided with many interesting exhibits and an excellent film that plays on a continuous loop. The film runs about 10 minutes. Rangers are available to answer any questions your students might have. Many students ask if they can touch the bell. This is the real Liberty Bell; preservation is serious business. Please make certain that your students understand that they should **not** touch the bell. Visitors are prohibited from entering with knives, pepper spray, and other weapons. Currently, visitors are subject to a bag inspection, but security procedures do change unexpectedly. Please call the park at 215-965-2305 or check the website (www.nps.gov/inde) prior to your visit. There are no restroom facilities in the Liberty Bell Center. You may wish to use the restrooms in the nearby Independence Visitor Center at 6th and Market Streets.

Flexibility

The one constant here at Independence National Historical Park is change. This means that even the best plans may need to be modified at the last moment. Flexibility is essential. You may need to have a variety of options in mind in case a site is closed unexpectedly or you encounter other surprises, especially with the security screening process. The weather could also be a factor in your plans. On Independence Square and in other areas of the park, you will have to wait outside, rain or shine. If your group is not prepared to get wet, then have another option in mind.

Useful Websites

Many units of the National Park Service tell the story of the American Revolution. The websites contain information about visiting the parks as well as more in depth history. The list that follows is a sampling.

Independence National Historical Park
www.nps.gov/inde

Yorktown National Cemetery
www.nps.gov/york

Thaddeus Kosciuszko National Memorial
www.nps.gov/thko

Boston National Historical Park
www.nps.gov/bost

Valley Forge National Historical Park
www.nps.gov/vafo

Adams National Historical Park
www.nps.gov/adam

Saratoga National Historical Park
www.nps.gov/sara

Minute Man National Historical Park
www.nps.gov/mima

Fort Stanwix National Monument
www.nps.gov/fost

The following websites for historic sites and museums in Philadelphia may be useful:

Independence National Historical Park
www.nps.gov/inde

Carpenters' Hall
www.ushistory.org/carpentershall/

Thaddeus Kosciuszko National Memorial
www.nps.gov/thko

Christ Church
www.christchurchphila.org/history.html

National Constitution Center
www.constitutioncenter.org

Check out these websites if you are looking for additional historical information:

Battle of Saratoga
www.saratoga.org/battle1777/

Articles of Confederation
<http://bensguide.gpo.gov/3-5/documents/articles/index.html>

Boston Massacre and Boston Massacre Trial
<http://www.law.umkc.edu/faculty/projects/ftrials/bostonmassacre/bostonmassacre.html>

Loyalist printers
<http://www.assumption.edu/ahc/1770s/pprintoryloyal.html>

These websites are good resources for primary source, journalism and pseudonym lesson plans:

The website for the Library of Congress is awesome. You can search for primary source lesson plans, free images and more:

www.loc.gov

The Gilder Lehrman Institute of American History offers a variety of resources for teachers and students:

<http://www.gilderlehrman.org/teachers/index.html>

Primary source documents with accompanying questions that focus on women in the American Revolution, including Franklin's daughter Sarah, can be found here:

<http://ctah.binghamton.edu/student/mckiernan/mckiernan1.html>

This site contains a link to additional primary source lessons plans:

<http://www.ohiohistory.org/resource/teachers/primary.htm#definitions>

This site has lesson plans for studying the Revolutionary War through 18th century newspapers:

<http://history.grand-forks.k12.nd.us/NDhistory/Lesson.aspx?LessonID=117>

Here you will find a lesson plan about the writing of the Declaration of Independence:

<http://history.grand-forks.k12.nd.us/NDhistory/Lesson.aspx?LessonID=141>

This website has an excellent historic map lesson plan for Boston during the Revolutionary War:

www.newberry.org/k12maps/

Search for Revolutionary War lesson plans on the Teaching with Historic Places homepage:

<http://www.cr.nps.gov/NR/twhp/descrip.htm>

The U.S. Mint has a website with information about the state quarters:

www.usmint.gov/mint_programs/index.cfm?action=50_state_quarters_program

For additional information about the South Carolina quarter, go to this website:

http://www.state.sc.us/scdah/p_facts.htm

Download Loyalist broadsides here:

<http://www.loyalamericanregiment.org/broadsides.htm>

Reproductions of 18th century newspapers, military commissions and civilian documents can be purchased from this website:

www.sullivanpress.com

An explanation of Franklin's pseudonyms can be found here:

www.pbs.org/benfranklin/13_wit_name.html