

# A BRIDGE TO THE PAST



A Teacher's Guide to the  
North Bridge and Battle Road Units of  
Minute Man National Historical Park

Second Edition  
2000

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[www.nps.gov/mima](http://www.nps.gov/mima)

published by Eastern National  
[www.eParks.com](http://www.eParks.com)



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# A BRIDGE TO THE PAST

## INFORMATION FOR THE TEACHER

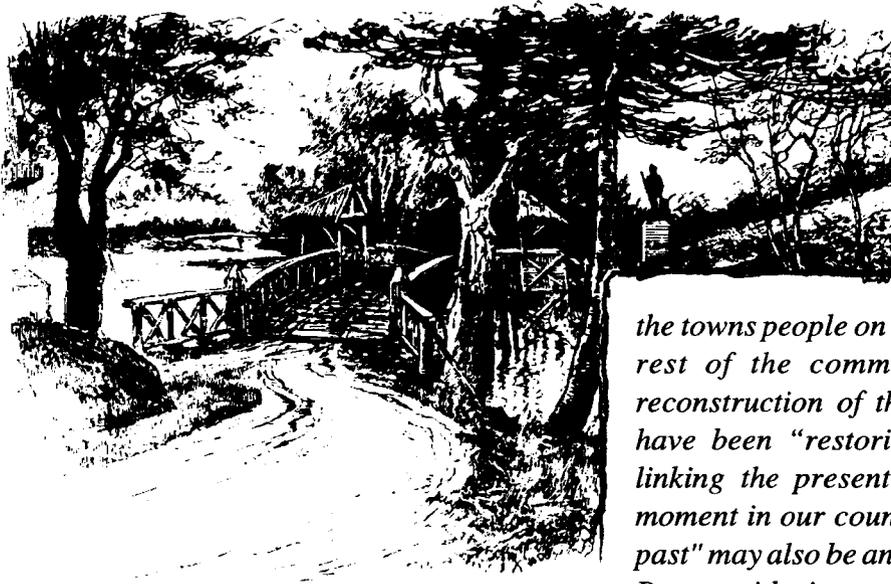
This is a self-guiding tour of the North Bridge area and the Battle Road area of Minute Man National Historical Park for use by school groups in grades 3 through 8. It can, of course, be used by the resourceful teacher and/or guide and adapted to any age group. The teacher/guide may choose to visit all three areas of the park or to focus on only one area. Information about restroom facilities, areas for picnic lunches and opportunities to view park exhibits and/or audiovisual productions at each area is included in the preface to each site guide.

In addition to the site guides, classroom activities are also included. These may be used prior to the site visit to familiarize students with the events, the geography and the issues or they may be used after the visit to assess student learning. A variety of activities are included. Teachers may opt to use some, all or none.

The goals of this publication are:

1. Help students place the events of the American Revolution and the specific events of April 19, 1775 in historical context.
2. Familiarize students with the geography of the 13 colonies and of the Massachusetts Bay colonies, the European powers' claims on the colonies, and the ways in which geography played a part in the beginnings of the American Revolution.
3. Demonstrate to teachers and their students how national parks, in their own "backyard" and throughout the country, can supplement and enrich the classroom experience.

**A BRIDGE TO THE PAST** is intended to supplement textbooks and other classroom materials and provide instruction about historical events. In the *pre-visit materials* section there is a narrative to read either to or with students that will explain the events that set the stage for April 19, 1775 and describe the military actions of that day. Suggested activities accompanying the narrative include mapping and identifying sites on maps; role play; vocabulary and word usage; and creative writing. **A BRIDGE TO THE PAST** invites students to consider why British leaders and colonists made the choices they did and how they might respond in a similar situation. Students are also encouraged to consider how contemporary events shape the ways we memorialize and interpret historical events.



*In 1793, the people of Concord removed the North Bridge to accommodate the realignment of roads in the town. The original North Bridge was a simple structure designed to link*

*the towns people on the north side of town with the rest of the community. Ever since the first reconstruction of the North Bridge in 1875, we have been "restoring" the bridge as a way of linking the present with a brief but significant moment in our country's past. Our "bridge to the past" may also be an important link with the future.*

*By considering why and how our ancestors*

*responded to political crisis, we may be laying the foundation for our own response to some future challenge. Today, the North Bridge is owned by the Town of Concord and is administered by the U.S. National Park Service as a resource for the nation and the world. The bridge and the monuments on either side of it are important beacons promising liberty for the whole world.*

## **OBJECTIVES**

**A BRIDGE TO THE PAST** is designed to assist teachers and their students in discovering the significance of the events that took place on April 19, 1775 and in placing the events of that day in historical context of the American Revolution and the development of the American nation. Using these materials will also encourage students to think about how and why we memorialize historical events, as well as to introduce the role and mission of the National Park Service in preserving historic sites. In addition to classroom materials, **A BRIDGE TO THE PAST** will enable teachers to guide their students through three different areas of Minute Man National Historical Park using the "Teacher Guides" provided. Worksheets and suggested activities for use before, during and after a visit to the park are also provided for teachers to duplicate, use and/or adapt for the classroom.

## SITE VISIT INFORMATION

This packet contains suggested activities for three sites to Minute Man National Historical Park: the Old North Bridge Area; the Battle Road/Nelson Farm Area; and the Battle Road/Hartwell Tavern Area. The Park also includes two visitor centers, one at each end of the park. We strongly suggest that visits begin at the Minute Man Visitor Center on Rte. 2A in Lexington, where a 25-minute multi-media presentation called "The Road To Revolution" tells about the events of April 19, 1775.

### Suggested time allotted for site visits:

Battle Road/Hartwell Tavern Area: 45 minutes

Battle Road/Nelson Road Area: 45 minutes

North Bridge Area: 45 minutes

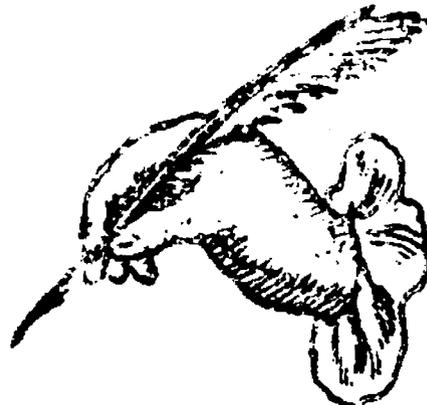
Minute Man Visitor Center (bookstore, restrooms, exhibits, multi-media): 45 minutes

North Bridge Visitor Center (bookstore, restrooms, exhibits): 15-20 minutes

*Restrooms and water are also available next to the North Bridge, and at the Hartwell Tavern parking area.*

## CLASSROOM PREPARATION

How the narrative information is used will probably depend on what other classroom resources are available to the teacher. Some textbooks are more complete than others in covering the roots of the American War for Independence. The teacher may want to use all or some of these essays as classroom activities or as homework assignments. The activities that accompany each component of the narrative are designed to help students learn specific information about the events of April 19, 1775 and to strengthen skills in the area of mapping, vocabulary, and critical thinking. Suggestions for directing classroom discussion of issues are included, as are additional activities that can be copied and distributed for classroom use. Like many newsworthy events in our own time, the events that led to the war with Great Britain engendered strong feelings on both sides of the issues and inspired political cartoons, satirical poems and even songs like "Yankee Doodle." Encourage your students to use newly acquired vocabulary words and information to write and draw their interpretations of the historic events at Lexington and Concord.



# PRE-VISIT MATERIALS

This section includes handouts that may be duplicated for students. Teachers might choose to distribute sections of the historical background material "Before We Begin" to students as part of a reading lesson, or choose to use it primarily for their own class preparation. Other handouts in this section include two maps, a timeline, a vocabulary list, a political cartoon, worksheets on the Brown Bess musket, three skits, a word search, and a directory of other National Park Service areas commemorating the Revolutionary War.

## SUGGESTED ACTIVITIES

### Activities for Part 1: A War Ends, A Conflict Begins

- 1) Use *map #1* and the *timeline* to identify the British, French, and Spanish areas of North America before and after the French and Indian War. Discuss why American colonists felt more secure once Canada became an English colony. Color each European power's territories as they were before the end of the French and Indian War. Color British colonies red, French colonies blue, and Spanish colonies yellow.
- 2) Find the \* \_\_ \* words in the historical background material "Before We Begin" on the *vocabulary list*. Assign students to find definitions in a dictionary, textbook, or encyclopedia.
- 3) Provide each student a copy of the *timeline*. Direct students to find the Stamp Act and the Townshend Act on the timeline. Have a student read aloud the items that were taxed. Discuss as a class what professions would be affected most by the Stamp Act. For what reasons might people in those professions - journalists, lawyers, business owners - be likely to protest loudly and effectively?
- 4) Using the *timeline*, discuss the changes in ownership brought about by the end of the war. Then color over the map to show the changes in possession of North American territory.
- 5) Assign students to research the trial of Captain Thomas Preston and his soldiers for their actions on March 5, 1770. Have students report on the outcome of the trial and on the identities of those who prosecuted and defended the British soldiers.

### Activities for Part II: A Conflict Begins

- 1) Make copies of the *political cartoon* and distribute to students. In small groups, or as a class, have students identify which character might represent Parliament or Great Britain and which might represent America. Discuss why colonial protestors might have worn Indian costumes. Were they really trying to disguise themselves or were Indians somehow associated with liberty or America?
- 2) Use the *vocabulary list*. Direct students to find definitions for the words within \* \_\_ \* in the historical background material.
- 3) Use the *timeline* to learn more about the events described above. Discuss the effects of the Boston Port Bill and the Intolerable Acts. Ask students to consider how closing the Port of Boston (and putting people in many different occupations out of work) caused more problems for the British. What difference would it make whether sheriffs and juries were appointed by royal officials or by elected ones?

### Activities for Part III: The Boston and Concord Response

- 1) Colonists talked about “non-importation” and “non-consumption” agreements. They would not have used the word “boycott.” Look up the word “boycott” in a dictionary or encyclopedia to find out when and why the word came into use.
- 2) How do you think the colonists would gain support for their cause by refusing to buy or use goods imported from England?
- 3) Look up the vocabulary words marked with \* \_\_\_\*.

### Activities for Part IV: The Minute Men

- 1) On map #2, locate some of the towns that sent militia troops to Concord on April 19, 1775 and mark them with a star. *Note: Students will use this same map in the next section to trace the routes of British Soldiers.*
- 2) Identify the colony, the body of water around it, and the islands.
- 3) On the map, locate Boston, Cambridge, Somerville, Arlington (Menotomy in colonial times), Salem, Lincoln, Lexington, Concord, and Worcester.
- 4) Reread the section above that describes who was required to serve in the militia. What Concord residents were automatically excluded from serving? Would you support a war for political freedom that did not include you?
- 5) Read the worksheet about “Brown Bess” and discuss how the weapon influenced battle tactics.

### Activities for Part V: One If By Land, Two If By Sea

- 1) Find definitions for the vocabulary words marked \* \_\_\_\* in this section. Imagine you lived in Boston in 1775. Use at least four of the vocabulary words to write a letter to a friend or relative in Concord warning him or her of British troop movements OR imagine you are a British soldier with orders to march to some secret destination. Use at least five of the vocabulary words to write a letter home.
- 2) Review the events on the *timeline* 1763 - 1775 up to this point. Individually, or in groups, students should place the events on a line allotting three inches to each year. Display the completed timelines and discuss the progression of events.
- 3) **Optional** activity for classroom or home assignment: direct students to make a timeline of their lives displaying their own significant events below the line and any major world or local events above the line. For example, the beginning or end of a war and the election of presidents or the opening of a new school and the construction of a playground.

### Activities for Part VI: The Shot Heard 'Round the World

- 1) Have the students act out one or more of the April 19th skits. Alternatively, have the students write their own skits based on their readings and classwork.
- 2) Imagine you are a member of Major Buttrick’s family. Discuss your feelings as dead and wounded militiamen are brought to your home. Write a letter or poem about it.
- 3) Try to see the events described above in your imagination. Make a drawing of one episode.

### Activities for Part VII: Battle Road: Retreat to Boston

- 1) Direct students to work in groups to create a timeline of the events of April 18 and 19. Make the timeline an hour-by-hour chart from the time the British troops began gathering on Boston Common until they reached the safety of Charlestown. Discuss how the British soldiers must have been feeling.
- 2) Divide the students into two groups, one British soldiers and one colonial militia men. Give the groups a limited amount of time to talk in their groups about the emotions each group might have felt at the end of the day. Then direct each student in the two groups to write a short poem from the soldier's point of view based on the discussion. Instruct students to use at least five of the vocabulary words in the poem.

### Activities for Part VIII: After the War For Independence

- 1) Have students find the definitions for the vocabulary words marked \* \_\_\_ \* above. As a group, compute the next major anniversary of the battles of Lexington and Concord. Allow students to discuss how old they will be, what they might be doing and what kinds of celebrations they might plan.
- 2) Look through your local telephone directory to see how many different kinds of businesses you can find that use "Minute Man" in their name. Discuss why a business might use this symbol.
- 3) Divide students into groups of three to five. Allow each group to review the list describing national parks that commemorate the events of the American Revolution. Instruct each group to select one park from the list and write a letter to that park requesting information about the site. As parks respond have the groups read the information and make a presentation to the class describing the park story and what park visitors can see there today.
- 4) Have students complete the word search on next page.

## WORD SEARCH

Find the following words in the puzzle below. The words may run up, down, forward, backward or diagonally.

ADAMS  
ALLIES  
BILLET  
BOYCOTT  
SIEGE  
BROWN BESS  
BUTTRICK  
CHARTER  
FREEDOM

LOOT  
MILITIA  
MINUTE MEN  
MUNITIONS  
PARK  
PATRIOT  
PETITION  
DEMOCRACY

REDCOATS  
REPUBLIC  
REVERE  
OBELISK  
STRATEGY  
TREATY  
WAR  
RAID

## BEFORE WE BEGIN

Soon we will be visiting one of the areas where the first fighting of the Revolutionary War erupted. Today, it is part of a national historical park so that it will always be preserved and accessible, not just to people like us who live nearby, but to people from all over the United States and the world. It will be preserved, not just for today, but for your children and for future generations. The park is called Minute Man National Historical Park. It is made up of modern visitor centers and older buildings that were homes to people who fought the first battles of the war. There are statues and monuments to those who fought and to the ideas for which they risked their lives. The park also preserves the old Battle Road where colonial militia and minutemen fought British soldiers. The fighting that began the War for American Independence did not take long, in some cases only minutes or a few hours, but there were years of dissatisfaction with British policy. We need to know more about what happened in the years before the fighting so that we can better understand why such fighting began. When we visit Minute Man National Historical Park we can walk in the footsteps of our American ancestors.

### A WAR ENDS, A CONFLICT BEGINS (Part I)

The “shot heard ‘round the world” was fired at the North Bridge in Concord just 12 years after the end of the \*French and Indian War\*. The outcome of that seven year conflict changed the world map and created many of the tensions that brought about the American Revolution. Despite its name, the French and Indian War was fought between the French and the British. Both sides had Indian \*allies\*. British military victories and the \*Treaty\* of Paris that officially ended the war in 1763 drove the French from Canada, and in so doing removed the threat of French attack on the 13 British colonies to the south. The war’s end made the American colonists less dependent militarily on the mother country, but the peace following it led to perceived \*infringements\* on colonial charters as the mother country sought to recover some of its war-related expenses by taxing a variety of goods. The Stamp Act of 1765 was the first direct tax on the colonies. It required a royal stamp on newspapers, pamphlets, legal documents, commercial bills, and advertisements. Though the law was repealed in 1766, resentment among the colonists remained. The Stamp Act was then followed by the Townshend Acts in 1767. This time lead, paint, glass, paper, and tea were among the items taxed.

Within five years of the 1763 Treaty of Paris, about 800 British troops were \*billeted\* in Boston despite the protests of colonial leaders like Samuel Adams. The soldiers were sent to enforce the \*Townshend Acts\*. Those tensions erupted in the streets of Boston on the evening of March 5, 1770 and resulted in the Boston Massacre. British troops, who were being harassed and taunted by townspeople, fired into a crowd, killing five people. The British captain, Thomas Preston, and his men were tried for murder; most of the Townshend Acts were repealed; tensions continued to mount.

## A CONFLICT BEGINS (Part II)

Though *Parliament* *repealed* most of the Townshend Acts under pressure of a colonial boycott of British goods, the tax on tea remained. Citizens protested in New York City, Philadelphia, and Charleston, South Carolina by refusing to permit the unloading or sale of East India Company tea. Bostonians took more dramatic measures. When Massachusetts' royal governor, Thomas Hutchinson, refused to allow three tea-laden ships to leave Boston Harbor without paying the tax or unloading, angry citizens, led by Samuel Adams and Paul Revere, took action. On the night of December 16, 1773, they disguised themselves as Indians, boarded the ships and dumped the tea into Boston Harbor. Parliament responded by passing five *Intolerable Acts*. Four of the acts were passed specifically to punish the people of Massachusetts. One of them, the Boston Port Bill, closed the Port of Boston to all shipping in June of 1774, and affected the livelihoods of just about every family in Boston in some way. Other acts changed the royal *charter* of Massachusetts which dated to 1691 and it limited Massachusetts' democracy in important ways. The governor's council had always been chosen by elected legislators. Now it was abolished and replaced by Crown-appointed councillors. The governor's powers were greatly increased. He could appoint judges and sheriffs. Local selection of juries was abolished. Town meetings, a long-cherished method of self-rule, could not be held without the governor's approval.

## THE BOSTON AND CONCORD RESPONSE (Part III)

Bostonians may have been the most vocal and the most violent in protesting infringements on their liberties, but they were not alone. Boston's Committee of Correspondence was part of a network of committees throughout Massachusetts and the other colonies. Committees tried to let their neighbors know about actual and potential threats to colonial rights and liberties. Letter writers also tried to persuade readers in other parts of the colony to think and feel the same way they did about British actions. A letter from the Boston Committee of Correspondence might describe how an Act of Parliament would impose an unfair financial burden on the colonies or erode the colonists' traditional freedoms. The letter would then ask the residents in other communities or colonies to join in some form of protest or *petition*. When the Port of Boston was closed in the spring of 1774, in *retaliation* for the Boston Tea Party, the Boston Committee of Correspondence first tried to convince merchants to pledge support for a *non-importation* agreement. When the merchants refused, the Committee suggested that citizens agree to a *non-consumption* pledge.

Though Bostonians refused to support the non-consumption pledge, citizens of Concord agreed to the *boycott* but added that the recommendations of the First Continental Congress, which was to meet in Philadelphia in September of 1774, would take precedence. This First Continental Congress would eventually assume responsibility for governing the 13 colonies and directing the course of the war against the mother country. In Massachusetts, a Provincial Congress was formed to direct the opposition to the royal government and prepare for armed resistance. Boston's patriot leadership was joined by representatives from all the colony's cities and towns to plan a united course of action. Concord's representative was Colonel James Barrett. Though most of the Congress' meetings were held in Cambridge, they met in Concord on several occasions because of its central location.

Concord's geographical location also made it a \*strategic\* location for a supply depot. \*Military stores\* were stockpiled in the town because of its location along a major route from Boston, because of the high ridges that formed a natural defense around the town, and because of its distance from the watchful eyes of 4,000 Redcoats in Boston. Musket balls, gunpowder, artillery pieces, and food supplies were also stored in Salem, Cambridge, and Worcester. British commander General Thomas Gage was well aware of these colonial storage depots. His network of British and colonial spies kept him well-informed. The challenge to Gage and his troops was to capture the supplies without inciting a war.

In September 1774, British troops raided Cambridge and captured the military stores there inciting what came to be known as the Powder Alarm. Militia as far away as Connecticut were put on alert and those from surrounding communities marched on Boston prepared to fight if necessary. In February 1775, British troops again chanced war by trying to capture \*munitions\* stored in Salem. This time they were unsuccessful and war was again averted. General Gage knew that any further expeditions against colonial stores must be carried out with utmost speed and secrecy.

#### THE MINUTE MEN (Part IV)

Colonial leaders knew that the British would try again to capture their supplies. Throughout Massachusetts communities prepared for the next alarm. On September 26, 1774, the townspeople of Concord voted in a town meeting to form "one or more Companys" to "Stand at a minute's warning in case of an alarm." These companies would become the Minute Men, and by January of 1775 they were formed. Other communities voted to raise their own minute companies that would respond to emergencies more quickly than the regular militia could. The minute men were required to drill and train three times a week and they were paid for the time they had to spend away from their jobs. Each minute company had its own officers who were elected from among the ranks.



Though they had their own officers and responsibilities, the minute men were part of the colonial militia. The militia had a long history of defending the colony that extended back into the 17th century. All males who were between the ages of 16 and 60 and owned property were required to serve in the militia. Militia companies were required to train two to four times a year, own a weapon, and defend their town. Though they were not professional soldiers, the militia men and minute men were not all inexperienced. Many had fought alongside British troops during the French and Indian Wars. When necessary, militia companies from different towns fought together to defend their homes and families. On April 19, 1775, minute men and militia from the towns of Acton, Lexington, Lincoln, Menotomy (today called Arlington), Bedford, and many other communities turned out to support their Concord neighbors.

### ONE IF BY LAND, TWO IF BY SEA (Part V)

Imagine a moonlit night in Boston. The hour is late, after 10:00 in the evening, but everywhere there is a stir of activity. More than 700 British Regulars are gathering on Boston Common. Soon they will board boats and row across the Charles River, landing at what is today Lechmere Point in East Cambridge. William Dawes, a young alarm rider, has just slipped past a British guard and crossed Boston Neck to Roxbury. His destination is Lexington. Under cover of darkness Paul Revere — silversmith, engraver, member of the Sons of Liberty, and alarm rider — has rowed across the Charles River to Charlestown. \*Compatriots\* have already seen the signal in the Old North Church tower about British troop movements and are preparing to meet Revere with a horse for his ride.

In Concord, men and women work through the night, moving their stores of arms, ammunition, and foodstuffs to neighboring towns. British Lieutenant Colonel Francis Smith received his orders from General Thomas Gage on the afternoon of April 18, 1775: “You will march with the utmost \*expedition\* and secrecy... You will seize and destroy all the artillery, ammunition, provisions, tents, small arms, and all \*military\* stores whatever... But you will take care that the soldiers do not plunder the inhabitants or hurt private property.” Gage wanted Smith to move quickly and take the colonists by surprise, but the colonists had \*deduced\* Gage’s objectives long before Smith opened his orders. The people of Boston had grown accustomed to noticing every movement of the 4,000 British soldiers in their midst. And, since the Port of Boston had been closed putting many colonists out of work, many had nothing to do except follow the movements of the troops. Since it was well known that the Provincial Congress had stockpiled military stores in Concord, it was easy to figure out that Concord was the target of the troops assembling on Boston Common on the night of April 18. Indeed, for some time, the colonial leaders had been waiting for the British to strike at Concord.

### THE SHOT HEARD 'ROUND THE WORLD (Part VI)

Once landed in East Cambridge, the British troops under the command of Lieutenant Colonel Smith marched through Cambridge and Menotomy (today called Arlington), eastward to Lexington. In Lexington, the militia was gathering on the village green. Paul Revere made it to Lexington ahead of the British troops. He arrived around midnight at the home of Reverend Jonas Clarke, where John Hancock and Samuel Adams were staying. Warned by militiamen on guard duty not to disturb the sleeping household with his noise, Revere responded, “Noise! You’ll have noise enough before long. The regulars are coming out.” As Revere continued his ride into Lincoln, he was captured by British scouts on horseback who pointed a gun to his head.

At dawn, 77 militiamen were gathered on Lexington Green under the command of Captain John Parker. British Major John Pitcairn and an advanced guard of six companies (about 200 British soldiers) arrived, their weapons primed and loaded, under orders "on no account to fire, nor even to attempt it without orders." Pitcairn must have been relieved to find such a small force assembled against him.

Like his British counterpart, Captain Parker had warned his men not to fire "without they begin first." To this day historians on both sides of the Atlantic argue about who fired the first shot, but once gunfire pierced the air, the British troops opened fire at the colonists. By the time order was restored, eight Americans were dead from musket shot and bayonet wounds.

Meanwhile, word of the British move on Concord was spreading to "every Middlesex village and farm" and well beyond. It may be difficult to imagine how quickly news could pass from one community to the next in an age without telephones, radio or television, but before daybreak on April 19 the alarm was being sounded in Worcester County to the west and in New Hampshire and Maine to the north. Militia troops from Acton, Lincoln, Bedford, Littleton, Harvard, Framingham, Stow, and Sudbury were on the way to assist the Concord militia. By daybreak, 150 men were gathered in Concord. The colonists wanted to defend their liberties and present a show of force to the British troops marching into Concord. The Minute Men and militia displayed themselves boldly to the advancing British troops. One company marched ahead of the British, announcing their arrival in Concord. Other American units positioned themselves on the ridges above the town center. When the Americans noticed British troops advancing to the North Bridge they marched off to the high ground above the bridge under the command of Colonel James Barrett.

The militia's move to the North Bridge area left the rest of the town open to the British search for military stores. Guided by the maps and information provided by spies, British troops began their destruction of the supplies found in the center of town and in the area around the South Bridge. Quick-thinking colonists were often able to protect the hidden stores by misleading the soldiers or by protesting that the suspected goods were private property. In many instances, those resourceful Concordians were the women who could not serve in the militia. Amos Woods' wife let a British officer leading a search of her home think a locked room was protecting frightened women. The officer gallantly ordered his men not to enter the room. A young servant girl named Hannah Barnes insisted that a locked room in the inn where she worked contained only her personal belongings and in doing so she protected the treasury of the Provincial Congress. In the town center, British troops did find and destroy and set fire to military supplies, including gun carriages and barrels of flour. They threw musket balls into the nearby pond and cut down the Liberty Pole. The fire spread to the town meeting house and might have spread beyond if an elderly resident named Martha Moulton had not begged the officers to put it out.

By about 9:00 a.m., the colonial militia posted above the North Bridge now numbered more than 400. They were opposed by about 96 British troops who were stationed at the bridge. Seeing the smoke rising from the center of their town, the militia resolved to act. They decided to march across the North Bridge to the center of town "to defend their homes, or die in the attempt." As in Lexington, the American commander, Colonel Barrett ordered the militia "not to fire till they fired first, then to fire as fast as we could." Here, there is no question about which side fired first. British soldiers fired the first shots and Captain Isaac Davis of Acton and his company's fifer, Abner Hosmer, were the first killed. Major John Buttrick gave the command, "Fire, fellow citizens, for God's sake, fire!"

The battle lasted less than five minutes. When it was over, two British soldiers were dead and a third would die of his wounds a short time later. Plans to march to Concord center by the colonists were abandoned. Dead and wounded colonists were carried to Major Buttrick's home.

### THE BATTLE ROAD: RETREAT TO BOSTON (Part VII)

Some of the militiamen helped carry the dead and wounded to Major Buttrick's farmhouse; some went home. Many more followed the British soldiers as they retreated to Concord center. They were joined by hundreds of their fellow militia and took positions behind houses and barns, in the woods, and on the high ridges surrounding the town. They watched as their enemy cared for wounded soldiers and waited for them to begin the march back to Boston. In Concord center, the British commanders waited for reinforcements to arrive. Finally, at noon, with no reinforcements in sight, the British began their retreat, retracing their route from the night before.

More than 1,000 armed militia had gathered by this time. They waited until the British, \*Redcoats\* arrived at a narrow point in the Bay Road, near the home of Nathan Meriam. As the soldiers began crossing a small bridge over a brook, the colonists opened fire. From that point on, as the road wound through woods and into ravines, the British troops were continually under fire. This starts what is known as the "running battle back to Boston." There was no place for them to regroup and fire back at the enemy and so they raced onward toward Lexington. There they were met by the long-awaited reinforcements led by Lord Hugh Percy in command of 1,000 fresh troops. Percy also had cannon with him and used it to hold the colonists off. Even so, the British were fired upon all along their route back to Boston. They in turn \*looted\* and burned some homes along the way and wounded and killed colonists who were firing upon them or suspected of doing so. Finally, the British reached Charlestown, and under the safety of the guns on the ships in Boston Harbor, they collapsed at day's end. The battles of Lexington and Concord had ended. The siege of Boston and the War for Independence had begun.



## AFTER THE WAR FOR INDEPENDENCE (Part VIII)

Today, many of the sites where the first fighting of the Revolutionary War took place are being preserved by the National Park Service or by the local communities. But it took a long time for people to agree to preserve these places and how they should \*commemorate\* the events of the first battles.

The first monument erected at the site of the North Bridge was a granite \*obelisk\*, dedicated on July 4, 1837. The monument was built on what most people considered the “British” side of the bridge because there was no longer a bridge at the site. It had been torn down years before. By the time Americans were ready to celebrate the \*centennial\* of the start of American Independence, the people of Concord had solved this problem by rebuilding the North Bridge. Sculptor Daniel Chester French designed a statue of a Minute Man that was placed on the west side of the reconstructed bridge. On April 19, 1875, President Ulysses S. Grant and about 10,000 other people attended the dedication of the statue and the bridge.

As time went by, Americans became more and more interested in their country’s beginnings. The Minute Man, as depicted by Daniel Chester French, became a symbol of America’s readiness to fight to preserve its liberties. During World War II, people all over the United States became familiar with the statue when it was used on posters to encourage Americans to support the war effort. Long before the \*bicentennial\* celebration in 1975, committees were formed to plan for the crowds of visitors. These committees decided that a national park should be formed to preserve the places where Americans first fought for their liberty. The United States Congress and President Dwight D. Eisenhower agreed. Congress passed a bill creating Minute Man National Historical Park and President Eisenhower signed it on September 21, 1959. Today, Minute Man National Historical Park is one of more than 370 places managed by the U.S. National Park Service. It is the job of the National Park Service to preserve and protect these places and to make sure visitors understand why the places are important to all people.

Today, we don’t have to wait one hundred years to celebrate the events of April 19, 1775. Every year on Patriot’s Day, there are battle commemorations and parades. The largest celebrations are usually held during years that are divisible by 25 (i.e., 1975, 2000, 2025, etc.).

Map 1



## TIMELINE OF EVENTS LEADING TO THE AMERICAN WAR FOR INDEPENDENCE

This project can be completed individually, in small groups, or as a class. The beginning date on the timeline should be 1620, the year of the first English settlement in North America. The end date should be 1783, the year the American Revolution formally ended with the Treaty of Paris. Each year should equal 1/4 inch.

### **1763**

THE TREATY OF PARIS was signed by Great Britain, France, and Spain on February 10 ending the Seven Years War in Europe and the French and Indian War in North America. Under the terms of the treaty France lost all its territory in North America. Canada and French territory east of the Mississippi became British. France gave its Louisiana territory to Great Britain's ally Spain, and in return Spain gave Florida to Great Britain.

### **1765**

THE STAMP ACT CONGRESS convened in New York City in October. Delegates from nine colonies met to protest the Stamp Act, which required that all newspapers, pamphlets, legal documents, advertisements, and other papers issued in the colonies bear a special stamp. The congress adopted a Declaration of Rights and Grievances.

### **1767**

THE TOWNSHEND ACTS taxed imports of glass, lead, paint, paper, and tea. Colonists again protested the taxes. Boston merchants organized a boycott. British troops were sent to enforce the law and keep the peace. All the taxes except the one on tea were repealed in 1770.

### **1770**

THE BOSTON MASSACRE occurred on March 5 as British soldiers fired into a crowd of colonists, killing five, three on the spot and two who died later of their wounds.

### **1773**

THE BOSTON TEA PARTY took place on the night of December 16 as a band of colonists thinly disguised as Indians and led by Samuel Adams and Paul Revere boarded three ships in Boston harbor and dumped the tea overboard.

### **1774**

THE INTOLERABLE ACTS included five separate acts of the British Parliament enacted to punish the people of Massachusetts for the Boston Tea Party and to limit the political and geographical freedoms of the colonists.

THE QUEBEC ACT established a permanent government for Britain's newest possession. It gave the French Canadians religious freedom and extended Quebec's boundaries to the Ohio River on the south and the Mississippi River on the west. Colonists in the original 13 British colonies considered this one of the Intolerable Acts.

**THE BOSTON PORT BILL**, considered by the colonists one of the Intolerable Acts, was passed in retaliation for the Boston Tea Party. It closed the port to all commerce until the British East India Company was repaid for the tea dumped into the harbor.

**THE POWDER ALARM** on September 1 roused militia troops throughout the province of Massachusetts. 15,000 militiamen gathered around Boston to protest the British Army's seizure of military stores in Cambridge and Charlestown. Later that month town meetings would vote to raise companies of Minute Men to respond to any future British action.

**THE FIRST CONTINENTAL CONGRESS** met in Philadelphia from September 5 until October 26. Every colony except Georgia was represented. The members formed a Continental Association forbidding the import or use of British goods and agreed to meet again on May 10, 1775.

## **1775**

**LESLIE'S RAID** on February 26 was an unsuccessful attempt by British regulars to capture military stores and cannon at Salem, Massachusetts.

**ALARM RIDERS** William Dawes and Paul Revere roused the countryside en route to Lexington and Concord on the evening of April 18. They were joined in Lexington by Dr. Samuel Prescott, a Concord native. The three hurried on to Concord, but Revere was captured in Lincoln. Dawes escaped and returned to Lexington, while Prescott eluded capture and rode on to alert Concord.

**THE BATTLE OF LEXINGTON AND CONCORD** began the shooting war between Great Britain and her American colonies. The "battle" can be divided into three skirmishes. The first took place on Lexington Green at dawn on April 19. Seven hundred British soldiers, on their way to destroy military supplies stored in Concord, encountered 77 militia men. John Parker, militia captain of the Lexington militia, ordered his men to disperse; however the British soldiers opened fire and killed eight Americans. Later in the day, minute and militia companies from Concord, Acton, Bedford, and Lincoln confronted British troops at the North Bridge. The British soldiers opened fire, killing two Americans, and Concord's Major John Buttrick gave the fateful order to fire upon British troops. The major fighting of the day took place as the militia and minute companies from several surrounding towns engaged the British soldiers in a running battle along the long road back to Boston. The British soldiers reached the safety of Charlestown in the early evening, and the Americans surrounded the city, beginning the **SIEGE OF BOSTON**.

# VOCABULARY LIST

- ALLIES** - groups or governments that agree to help one another
- BICENTENNIAL** - a 200th anniversary or its celebration
- BILLET** - requirement that soldiers be given room and board in a private home, barn, or boarding house
- BOYCOTT** - an organized refusal to deal with an organization, store or government. The word came into use after Irish tenants refused to deal with landlord Captain Charles Boycott in the land reform movement of 1897.
- CENTENNIAL** - a 100th anniversary or its celebration
- CHARTER** - a grant or guarantee of rights and privileges given by a king or government
- COMMEMORATE** - to mark an occasion or event with a special ceremony, plaque or marker
- CONVENE** - to come together or assemble
- DEDUCE** - to figure out through observation
- DEMOCRACY** - majority rule or a government ruled by the will of the people
- EXPEDITION** - a journey or doing something speedily or hastily
- FRENCH AND INDIAN WAR** - a series of wars between the French and Indian allies and the people who lived in the 13 original colonies and the American counterpart of the Seven Years War that was fought in Europe from 1756 until 1763
- GENERAL COURT OF MASSACHUSETTS** - the governing body of the province or colony of Massachusetts consisting of a House of Representatives who were elected by popular vote and a Governor's Council
- INFRINGEMENTS** - limits to rights and privileges
- INTOLERABLE ACTS** - the name given by American patriots to five laws passed by the British Parliament in 1774 that limited the political and geographical freedoms of the colonies
- LOOT** - goods and valuables taken in war
- MILITARY STORES** - supplies and materials used by an army including weapons, ammunitions and food supplies
- MUNITIONS** - defenses or ammunition
- NONCONSUMPTION** - refusal to buy or use goods and materials
- NONIMPORTATION** - refusal to import or trade in goods or materials
- OBELISK** - a four-sided pillar that tapers as it rises and is topped by a pyramid
- PARLIAMENT** - the supreme legislative body of Great Britain
- PETITION** - to make a request or a formal written request
- REDCOATS** - nickname given to British soldiers because of the red uniform coats they wore
- REPEAL** - to remove or cancel a law
- REPUBLIC** - a government whose head and legislators are elected by popular vote
- RETALIATION** - an act taken in revenge
- SIEGE** - a military blockade of a city or fortified place to force a surrender
- STRATEGIC** - necessary to the conduct or completion of a plan or of great importance within a plan
- TARIFFS** - a tax imposed by the government on imported or exported goods
- TOWNSHEND ACTS** - named for English statesman Charles Townshend, a series of taxes on American imports of glass, lead, paint, paper, and tea to collect money for the British treasury
- TREATY** - an agreement between two or more states or countries



18th-Century Political Cartoon

## WEAPONS AND TACTICS: BROWN BESS

The smoothbore flintlock musket was the firearm of choice for all 18th-century armies. The style most commonly used during the Revolutionary War was known as the Brown Bess.

The musket is called a flintlock because a piece of flintstone is used to strike a spark that ignites a small amount of gunpowder in the pan. That spark flashes through a tiny touch hole to ignite a larger charge of black powder inside the musket barrel. The inside of the barrel is as smooth as the outside. It does not have grooves cut into it as the barrel of a rifle does. Because it does not have grooves, the musket ball does not sit or travel tightly through the barrel when the powder charge explodes. This means the aim is not as accurate. However, the weapon could be loaded, fired, and reloaded very quickly by well-trained troops, three or four times a minute.

A bayonet fitted onto the end made the musket useful in hand to hand combat as well. A soldier firing the Brown Bess could not be a sharpshooter, but if he was lined up with many other soldiers and they fired their weapons in unison, they could wound many enemy soldiers or make them break ranks and retreat.

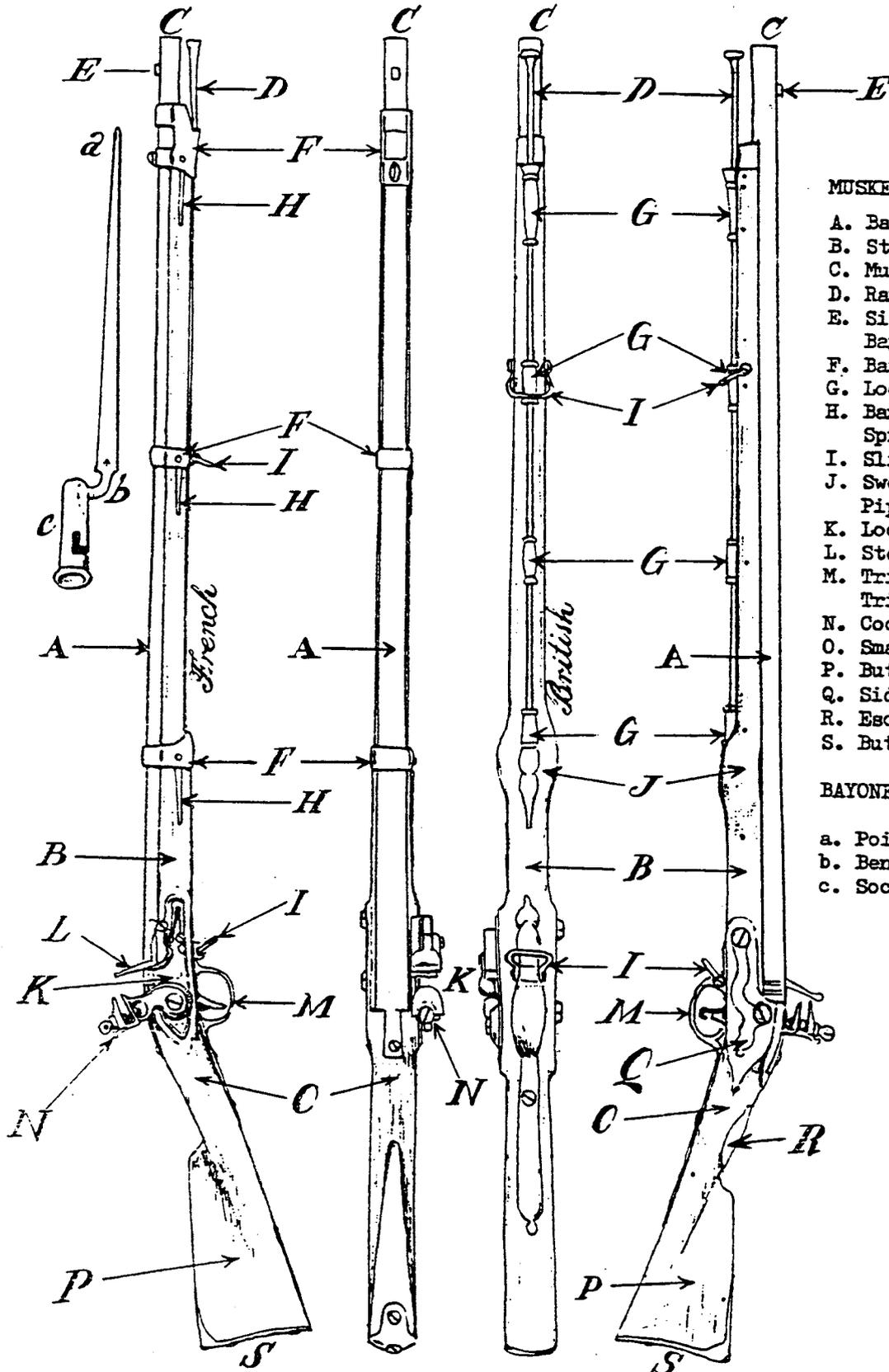
### OPTIONAL CLASSROOM ACTIVITY: "DEMONSTRATION" OF BROWN BESS

Collect several cardboard tubes - one toilet tissue length, one from a roll of paper towels, and one from wrapping paper. Using regular paper or foil, wad the paper into shot that will fit loosely into each tube.

1. Make a target on the blackboard. Delineate firing lines in the classroom at ever greater ranges, depending on the size of the room (e.g., 10, 15, and 18 feet from the target.) Ask students to predict how each "weapon" will perform at the differing ranges. Ask students to predict the effect of barrel length and tightness of the ball's fit will affect performance. Have students "fire" the weapons by blowing into one end. Discuss the results.
2. Draw many overlapping targets on the blackboard. Ask students to predict how this will affect the weapon's accuracy. Have students repeat the experiment using the new targets. Discuss the results of the experiment as well as how their experiment applies to 18th-century soldiers.

# Brown Bess Musket

## *Small Arms Nomenclature*



### MUSKET:

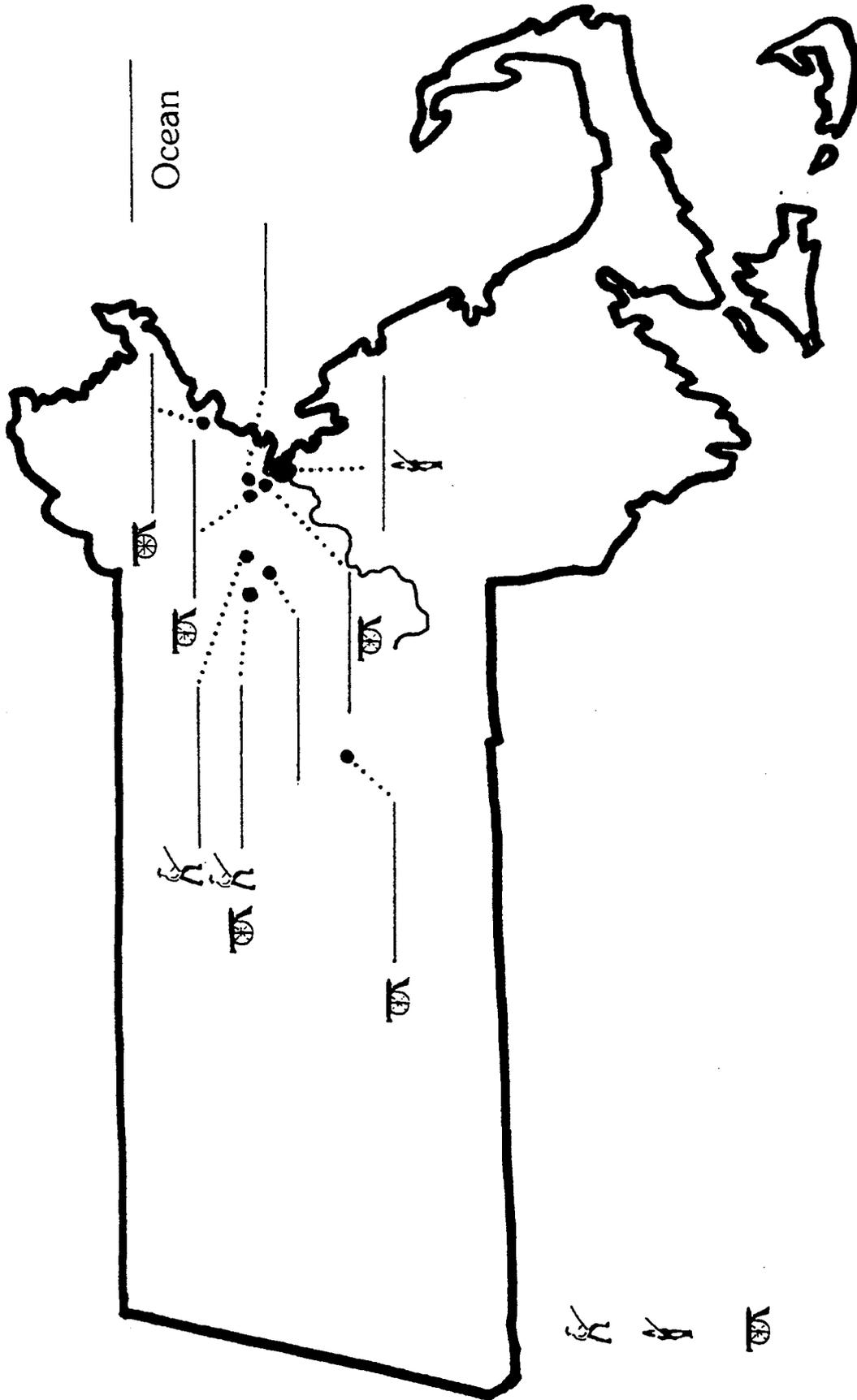
- A. Barrel
- B. Stock
- C. Muzzle
- D. Ramrod
- E. Sight or Bayonet stud
- F. Barrel Bands
- G. Loops or Pipes
- H. Band retaining Springs
- I. Sling swivels
- J. Swell of Tail Pipe
- K. Lock
- L. Steel or Hammer
- M. Trigger and Trigger Guard
- N. Cock
- O. Small of Stock
- P. Butt of Stock
- Q. Side plate
- R. Escutcheon Plate
- S. Butt Plate

### BAYONET:

- a. Point
- b. Bend of Shank
- c. Socket



Map 2



Map #2

## APRIL 19, 1775 SKITS

*Following are suggested scenes from the events of April 18 and April 19, 1775. Students can use the characters and dialogue provided or can build on the information here to dramatize one or more of the events at Lexington and Concord.*

### SKIT 1: SPREAD THE ALARM TO EVERY MIDDLESEX VILLAGE AND FARM

**Setting:** The road just outside Lexington

**Time:** After midnight, April 19, 1775

**Characters:** Paul Revere, William Dawes, Samuel Prescott, Sgt. William Munroe, Ephraim Hartwell (68 years old), Violet (a black slave), Mary Hartwell, Samuel Hartwell, British patrol (10 officers), and a narrator.

**NARRATOR:** The scene opens in the dark of night outside the home of the Rev. Jonas Clark, where John Hancock and Samuel Adams are staying. Sgt. William Munroe is standing guard. Paul Revere rides up to the house.

**SGT. MUNROE:** Quiet, man! The family's gone to bed. You'll wake the neighborhood with your noise!

**REVERE:** Noise! You will have noise enough before long! The Regulars are coming out! Warn Mr. Hancock and Sam Adams. I must meet Dawes and alert Concord.

**NARRATOR:** Revere and Dawes continued together on the road to Concord and met Dr. Samuel Prescott of Concord who was on his way home. Dr. Prescott agreed to ride with Revere and Dawes to spread the alarm. They ran into trouble in Lincoln.

**OFFICER:** You, halt there! Stop! (with pistol drawn) If you go an inch further you are a dead man.

[COMMOTION AS OFFICERS TRY TO STOP/CORRAL THE THREE ALARM RIDERS. GENERAL SHOUTS OF STOP! HALT! ETC.]

**OFFICER:** Stop or I'll blow your brains out!

**NARRATOR:** In the commotion, William Dawes was able to escape and return to Boston. Paul Revere was captured by the British officers. They kept his horse, so Revere had to walk back to Lexington. Only Dr. Samuel Prescott continued on to spread the alarm to Concord. His first stop was the Hartwell Tavern, where old Ephraim Hartwell was the tavern keeper.

**PRESCOTT:** (Banging on door) Wake up! Wake up! The Regulars are out!

**EPHRAIM HARTWELL:** Dr. Prescott! What is the meaning of this?

**PRESCOTT:** I've just come from Lexington where I met Paul Revere and William Dawes riding with the alarm. The Regulars are marching on Concord. I must ride on.

EPHRAIM: Captain Smith will need to know this, so that he can call out the Lincoln Minute Men. Violet, run down to Sam and Mary's house, and get word to William Smith.

VIOLET (talking to herself): Should I take the road, or the back path? The road is quicker, but if the soldiers are out...

EPHRAIM: Violet, go quickly!

VIOLET: Yes, I'm going... by the road! (She runs off, and knocks on Sam and Mary's door.)

MARY: Violet! What are you doing here at this hour?!!

VIOLET (out of breath): The Redcoats...the Regulars! Dr. Prescott came...

MARY: Violet, come in and sit down—you're all out of breath. What about the Regulars?

VIOLET: We need to warn Captain Smith. The soldiers are on the road. Mr. Revere was captured.

MARY: Sam! Wake up! The Regulars are out and on their way. Get yourself ready, I'm running to warn Captain Smith. Violet, you stay here with the children. (Mary runs off.)

NARRATOR: After Mary Hartwell warned Captain Smith about the British soldiers, she watched as her husband marched off to join his company in the early morning darkness of April 19. Later that morning, she watched the British soldiers pass by her house on their way to Concord.

MARY: What a fine sight! Their bayonets glistened in the sunlight like a field of waving grain! If it weren't for the purpose they're here, I'd say they were the handsomest sight I ever saw in my life.

NARRATOR: After the battle, Ephraim Hartwell picked up the bodies of the dead British soldiers along the road near his tavern.

MARY: I looked into the cart, and saw the dead soldiers. My thoughts went out to the wives, parents, and children away across the Atlantic who would never again see their loved ones, and I left the house taking my little children by the hand to follow the cart to the burial ground.

NARRATOR: Because of Paul Revere, William Dawes, Dr. Prescott, Violet, Mary Hartwell, and many others, Minute Men and militia from all the towns around came out to meet the British Regulars. Captain Smith's Lincoln Minute Company arrived in time to fight the British soldiers at the North Bridge, and as the word spread during the day almost 4,000 Americans responded to fight along the Battle Road. By the day's end, almost 20,000 men were on the march. The American Revolution had begun.

## SKIT #2: "WILL YOU LET THEM BURN THE TOWN DOWN?"

**Setting:** Concord center and North Bridge

**Time:** mid-morning, April 19, 1775

**Characters:** Martha Moulton, Joseph Hosmer, Captain Isaac Davis, Colonel James Barrett, Major John Buttrick, assorted British soldiers and officers.

**NARRATOR:** The scene opens in Concord center as a British officer sends one detachment of soldiers to secure the North Bridge and another to search for munitions hidden at Barrett's farm. The soldiers remaining in the center of town seek out hidden supplies, throwing barrels of provisions into the mill pond, and setting fire to gun carriages. An elderly widow pleads with the soldiers to put out the fire.

**MARTHA MOULTON:** Look, look! You'll burn the town down. See, the Town House is afire.

**SOLDIERS:** Go away, old woman. We have the king's work to do.

**MARTHA:** (To officer) I beg of you, Sir, do not let the Town House burn. The fire'll spread and burn us all out of our homes.

**OFFICER:** You, men. The old woman is right. We came here to destroy rebel arms, not the homes of the king's subjects! Form a brigade and put out that fire!

**NARRATOR:** On the hill overlooking the North Bridge the militia companies were alarmed to see plumes of smoke rising from the town. Then they became angry, sure that the British were burning their town.

**JOSEPH HOSMER:** Will you let them burn the town down? I say we go and put a stop to it.

**CAPT. ISAAC DAVIS:** I haven't a man who's afraid to go! We are ready.

**COL. BARRETT:** All companies, march to the bridge but hold your fire! We'll not fire on the king's troops unless we're first fired upon!

**NARRATOR:** The British troops later remarked on the order and discipline of the colonists marching toward them. Ensign Jeremy Lister said, "We saw a large body of men drawn up with as much order as the best disciplined troops." The British soldiers fell back across the North Bridge as Col. Barrett's companies advanced, firing warning shots into the water and taking up some planks from the bridge. As the colonists continued to advance, the British troops fired directly into their advancing ranks.

**MAJ. JOHN BUTTRICK:** Fire for God's sakes, fellow soldiers, fire!

(Two of the Americans, Hosmer and Davis, fall down dead as do two British soldiers.)

### SKIT 3: ENCOUNTER AT FISKE'S WELL

**Setting:** Fiske Hill, the area around the home of Ebenezer Fiske. The landscape includes stone wall, house, well, and chicken coop.

**Time:** April 19, 1775 shortly after the battle at the North Bridge.

**Characters:** James Hayward, Josiah Smith, and British Grenadier, assorted Minute Men, British Grenadiers, and a narrator.

**NARRATOR:** The scene takes place a few hours after the battle at the North Bridge along the Bay Road toward Lexington and, for the embattled British troops, the safety of Boston. The main character, James Hayward, is a member of the Acton Minute Company, which responded to the early alarms of British troops moving on Concord. He is still recovering from an accident in which he lost several toes while chopping wood. Hayward and his company took part in the action at the North Bridge and then joined the hundreds of other militia harassing the British retreat. This scene is based on an actual event that is commemorated by a plaque on Fiske Hill, one of the sites at Minute Man National Historical Park. The scene opens just after the colonists opened fire on the Grenadiers. The two sides continue to exchange fire as the British retreat. Hayward is left behind at the Fiske homestead with the wounded and dying.

**HAYWARD:** Keep shooting, men, keep shooting until they surrender! (slumps to the ground near chicken coop) Confound my foot! Confound that axe! No one left alive here but me...(appears to doze then wakens) The well! (Exhausted he limps to the well, hooks a tin cup to a rope, and lowers it. As he brings up the cup full of water, he hears a groan and turns to see a young man dragging himself toward the well. Recognizing the young man Hayward says) Stay! I'm coming! (and carries the cup to the boy)

**SMITH:** Thank you! My leg... (The boy's leg is shattered, he is near death and drinks slowly)

**NARRATOR:** Hayward is so busy tending to the young man who had been his company's fifer he does not see or hear another survivor approaching the well. A British Grenadier is also seeking water. He sees his enemy of the recent conflict and is prepared for trouble.

**GRENADIER:** (Pointing his loaded musket at Hayward) You are a dead man!

**HAYWARD:** (Turning and raising his musket at the same time.) And so are you!

(Both fall to the ground.)

## DIRECTORY OF NATIONAL PARK SERVICE AREAS COMMEMORATING THE AMERICAN WAR FOR INDEPENDENCE

**BOSTON NATIONAL HISTORICAL PARK** is made up of a variety of sites along the Freedom Trail that are important in the story of the American Revolution including the Paul Revere House, the Old North Church, the Old South Meeting House, the Bunker Hill Monument, and Dorchester Heights. Address letters to Superintendent, Boston NHP, Charlestown Navy Yard, Boston, MA 02129.

**COLONIAL NATIONAL HISTORICAL PARK** includes the site of early English settlement at Jamestown and the site of the last major battle of the Revolutionary War at Yorktown. Write to Superintendent, Colonial NHP, P.O. Box 210, Yorktown, VA 23690.



**FORT STANWIX NATIONAL MONUMENT** is the site of a fort on what is today Rome, NY that was first built by the French and then rebuilt and used by the British and then the Americans. Write to Superintendent, Fort Stanwix NM, 112 E. Park Street, Rome, NY 13440.

**INDEPENDENCE NATIONAL HISTORICAL PARK** includes many sites and objects important to the history of our country. These include buildings such as Carpenter's Hall where the first Continental Congress met and Independence Hall where the Declaration of Independence was signed. The silver inkstand used in signing the Declaration of Independence and the Liberty Bell can also be seen there. Write to Superintendent, Independence NHP, 313 Walnut Street, Philadelphia, PA 19106.

**KINGS MOUNTAIN NATIONAL MILITARY PARK** is the site of an American victory over the British at a critical point during the Revolution. Address letters to Superintendent, King's Mountain NMP, P.O. Box 40, Kings Mountain, NC 28086.

**LONGFELLOW NATIONAL HISTORIC SITE** is best known as the home of poet Henry Wadsworth Longfellow, but during the Siege of Boston it served as military headquarters for George Washington. Write to Superintendent, Longfellow NHS, 105 Brattle Street, Cambridge, MA 02138.

**MOORES CREEK NATIONAL MILITARY PARK** is the site of a patriot victory over loyalists in 1776. The battle prevented the British invasion of North Carolina and is sometimes called the Lexington and Concord of the South. Write to Superintendent, 40 Patriots Hall Drive, Currie, NC 28435.

**MORRISTOWN NATIONAL HISTORICAL PARK** was the site of winter encampments by the Continental Army during the Revolution. Write to Superintendent, Morristown NHP, Washington Place, Morristown, NJ 07960.

**SARATOGA NATIONAL HISTORICAL PARK** preserves the site of a Revolutionary War battle that is considered a turning point in the war. Write to Superintendent, Saratoga NHP, 648 Rte. 32, Stillwater, NY 12170.

**VALLEY FORGE NATIONAL HISTORICAL PARK** is the site of a winter encampment by the Continental Army. Write to Superintendent, Valley Forge NHP, P.O. Box 953, Valley Forge, PA 19481.

# A BRIDGE TO THE PAST

## Site Visit Teachers Guide

### North Bridge Area

## GUIDELINES AND SUGGESTIONS FOR GROUP VISITS

### 1) Using the Student Workbook and the Alternative Field Activity Guide

The Student Workbook to the North Bridge Area has pages that can be duplicated and distributed to students to use on a site visit. Teachers may choose instead to read sections to the students, leading them on a guided tour. Sections can be read to the students at designated stops along the path from the parking lot at the North Bridge Visitor Center to the lower parking lot on Monument Street. Teachers should allot at least 45 minutes for the site visit. With advance planning the order of this guide may be reversed so that a group can begin at the lower parking lot on Monument Street and end at the North Bridge Visitor Center parking lot on Liberty Street, or vice versa. Be aware that many other groups and individuals may be visiting the area at the same time and make sure your group moves to the side of the path when necessary to permit others to move around them.

An alternative field activity of mapping an 18th-century landscape follows the student workbook. This activity requires that students bring notebooks and pencils for sketching. Allow at least 45 minutes for this activity.

### 2) Necessities and Park Regulations

Restroom facilities are available both in the North Bridge Visitor Center and at a comfort station just across Monument Street from the lower parking lot. In addition to exhibits, the Visitor Center has a sales area that features a variety of books, post cards, toys, musical instruments, audio, and video cassettes, and reproduction documents relating to colonial times.

If you visit the bookstore please follow these guidelines:

- No more than 20 students may enter the bookstore at one time. When a student leaves, another may enter, or you may opt to wait until the entire group has left before allowing another group to enter the store.
- A teacher or chaperone must accompany students in the bookstore. The teacher or chaperone must be responsible for the actions of all students in the bookstore.
- Please help us form ONE line at the cash register, permitting us to ring up sales efficiently.
- Make sure students know, before entering the bookstore, that there is a 5% sales tax on all items. Quite often, students are unaware that their \$5.00 purchase actually costs them \$5.25.

Since you will probably be arriving at the park on one or more buses we earnestly solicit your cooperation on the following items:

- The noise and fumes from buses are very disruptive and unpleasant. Please turn off bus engines while waiting in any of the park's parking lots.
- Parking is limited in the busy season. Please scrupulously honor signs and striping that indicate bus parking areas. Avoid parking in spaces marked for handicapped visitors and standard automobiles.
- The town of Concord has imposed a six ton load limit on the Monument Street bridge, located just before the intersection with Liberty Street. If you intend to drive your bus to the North Bridge Visitor Center, take this alternate route: From the rotary in Concord Center, turn onto Lowell Road, which begins to the left of the Colonial Inn. Follow Lowell Road for about a half-mile and turn right onto Liberty Street. Follow Liberty Street to the North Bridge Visitor Center.

If you plan to follow the entire on-site guide, the bus can leave this parking area once it deposits your group and meet you at the Monument Street parking lot.

There are no formal picnic areas at the North Bridge, but students may eat bag lunches on the grounds. The park has a carry-in/carry-out policy; trash bags cannot be left at the park. Please bring extra trash bags with you so that your group can carry out any trash with you on the bus, leaving the area clean for visitors who follow.



MINUTE MAN STATUE  
CONCORD, MASSACHUSETTS

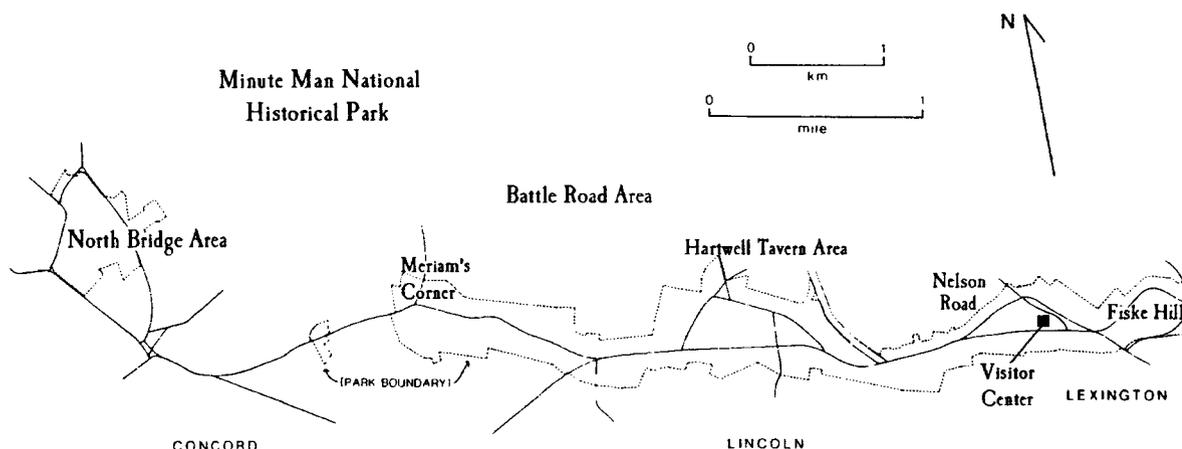
# A BRIDGE TO THE PAST

## Site Visit Student Workbook

### North Bridge Area

The map below outlines some of the areas where Americans and British fought on April 19, 1775. Much of the area is now preserved as part of Minute Man National Historical Park. Other areas are protected by town governments. The first shots were fired at Lexington Green just before dawn on April 19. The redcoats then marched on toward their destination — the military supplies stored in Concord. In Concord, colonial militiamen and minute companies fought British soldiers at the North Bridge. That “battle” lasted less than five minutes, but intense fighting continued throughout the day as colonial militiamen and minute companies chased the retreating British regulars back to Boston.

*On the map below find the area you are visiting and circle it. Using the legend on the map, identify other places where fighting took place.*



*Use the map to help you unscramble the names of these battle sites.*

**THRON EDGRIB**  
**TABETL DARO**  
**SEMMAIR ERNOCR**

**EFSIK LIHL**  
**DYOBOL GANEL**  
**ORBKOS IHLL**

*Look around you. Quickly jot down some of the things you see and hear that you would not have in 1775.*

## HOMES AND FARMS

Long before Europeans came to North America, Native Americans cleared parts of New England forests for hunting and agriculture. As the nomadic Native Americans moved on to other hunting grounds and campsites, they left cleared areas behind. Early colonists took advantage of the efforts of those Native Americans and pushed them farther north and west as they cleared more fields and woodlands for farms, orchards, and homes. By 1775, Concord was a bustling town, the land was becoming less productive because of overuse, and the grown children of Concord were leaving home to establish farms in frontier areas of Massachusetts, New Hampshire, and Maine.

The area around the North Bridge Visitor Center was home to three branches of the Buttrick family and to the Brown family. From the parking lot, turn to face the large yellow clapboard house across Liberty Street. Crossing Liberty Street to stand on the lawn in front of the house is optional.

## THE MAJOR JOHN BUTTRICK HOUSE

This house was built about 1715 and was home to John and Abigail Buttrick and their eight children. Standing here in 1775, we would have seen the kitchen garden that was tended by the women in the family, as well as orchards, and cultivated fields. Major John owned 15 acres of land here and another 45 acres that he farmed in another section of Concord. A colonial farming family would try to raise enough food for their own use throughout the year as well as enough extra to sell or trade for goods and services they could not provide themselves. (Optional discussion: How could having a large family be both a benefit and a hardship?)

This house was smaller in 1775. It had only five “bays.” A bay is one door/window or window/window unit. Looking at the house, count the front door and the window above it as one bay. Then count two over on each side of the front door to determine the original size of the home. Today we would call this building style “colonial.” People of the 18th-century called it “Georgian” and it was a very popular style at the time.

John Buttrick was a major in Concord’s militia and minute companies. He was second in command of the colonial force marching to the North Bridge on April 19, 1775. He led the way and gave the order to return fire once the British had fired a volley. Americans carried their wounded back to this house after the battle. Today this building is used for office and meeting space and as housing for park rangers.

*Sketch the Major John Buttrick house as it would have appeared in 1775.*

*Now retrace your steps across the parking lot to the red brick house that is the North Bridge Visitor Center today.*

### NORTH BRIDGE VISITOR CENTER

This house belonged to a Buttrick, too, but it is not as old as the one we just visited. It was built in 1911 for Stedman Buttrick, a descendant of Major John. His family sold the home to the National Park Service in 1963 when Minute Man National Historical Park was just being established. Today, this house is used for park offices and a visitor center. The visitor center features exhibits, restrooms, sales material relating to the park story, and park rangers who are ready to provide information and answer your questions.

*Now turn and walk to the fenced-in area at the flagpole in front of the visitor center.*

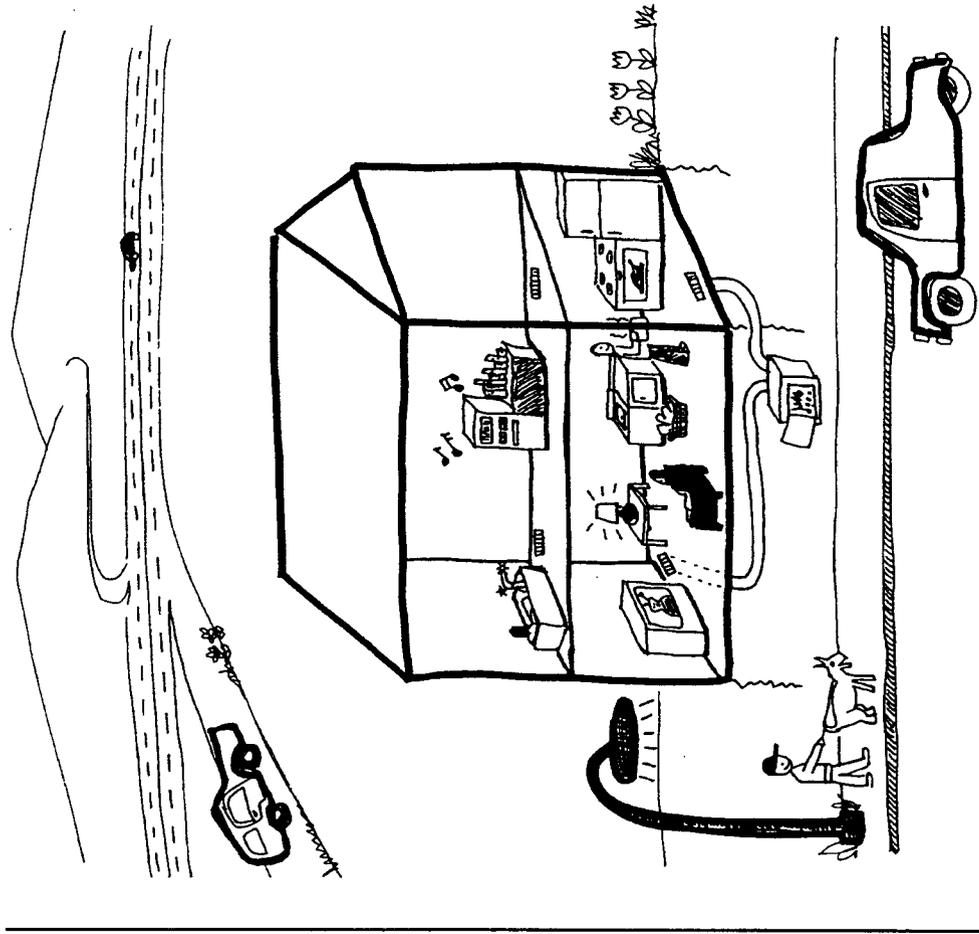
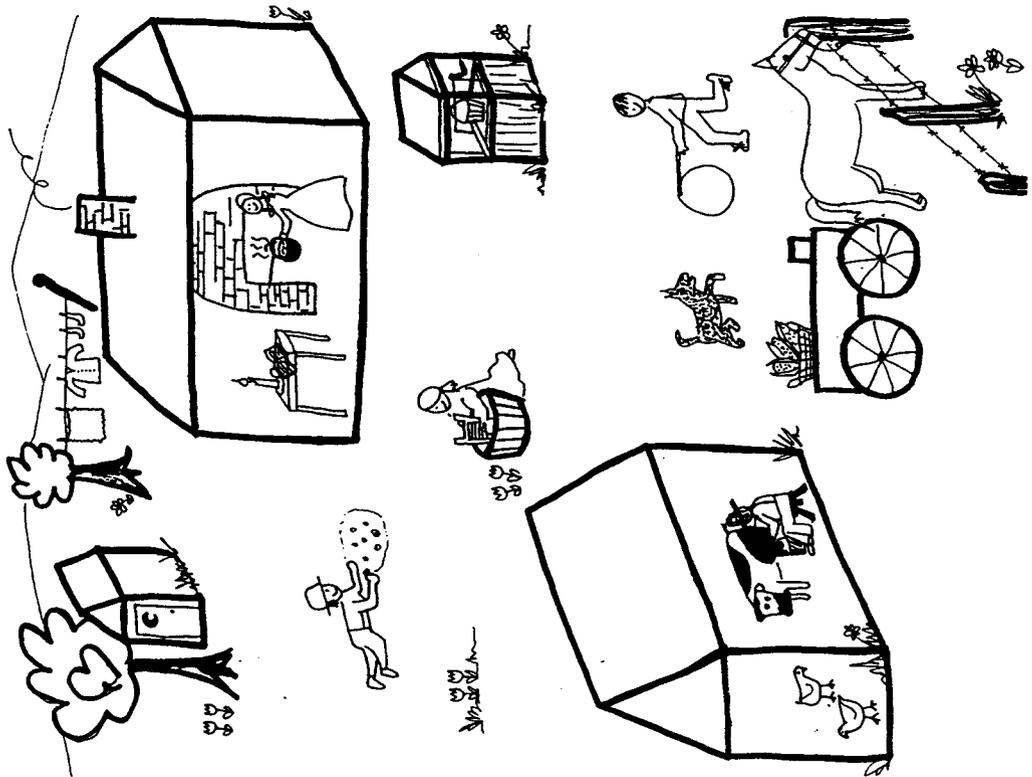
### STONE FOUNDATIONS

Records tell us that Major John Buttrick's two brothers, three sisters, and mother lived here. One brother, Willard, was married and had two children. These stones served as the foundation for at least one house dating to sometime between 1697-1700 that had a later addition, or for two separate houses. An archaeological investigation was conducted here by the National Park Service in 1968. The archeologists could not tell for certain, but there was evidence that it was one house rather than two. Probably the more substantial L-shaped foundation is the remains of the main portion of the house's cellar; the less substantial foundation located nearest to the visitor center was an addition to the house with its own cellar and fireplace.

Eighteenth-century homes did not offer much privacy. There might be just one large room for cooking, eating, and leisure activity. Many family members would share one bedroom. Sometimes many children shared one bed.

# Two House Exercise

Below are drawings of two homes, one modern, the other colonial. Draw lines between the things in the two homes that are equivalent. Below the drawings, write one thing you would enjoy about living in colonial times and one thing from your own home you would miss most.



*Turn back toward the visitor center and find the footpath to the right that leads downhill to the Concord River and the North Bridge. Follow this old colonial road for a few hundred yards. At the point where the road takes a sharp turn to the left, stop and look to the right. This area was the farm of the Brown family.*

## SITE OF THE HOME OF DAVID AND ABIGAIL BROWN

David and Abigail Brown's house was next to the roadside. On the grassy hill behind their house was David's great-grandfather's house. Thomas Brown Sr. built his house in 1644. You may want to walk uphill across the grass to see the stone foundations from Thomas' house, one of the earliest houses in Concord. It may have been built by Thomas Brown Sr. in 1644.

At the time of the American Revolution, David Brown lived and farmed 100 acres with his wife and their children. The eleventh child was born in early April 1775 and another baby arrived a year later. David Brown's brother, Elias, also lived with the family. Like his neighbor, Major John Buttrick, David Brown was a successful farmer. He was also a town selectman, a representative in the Massachusetts Legislature, and captain of the Concord Minute Company that fought at the North Bridge on April 19, 1775. His 17-year-old son, Purchase Brown, served under his command.

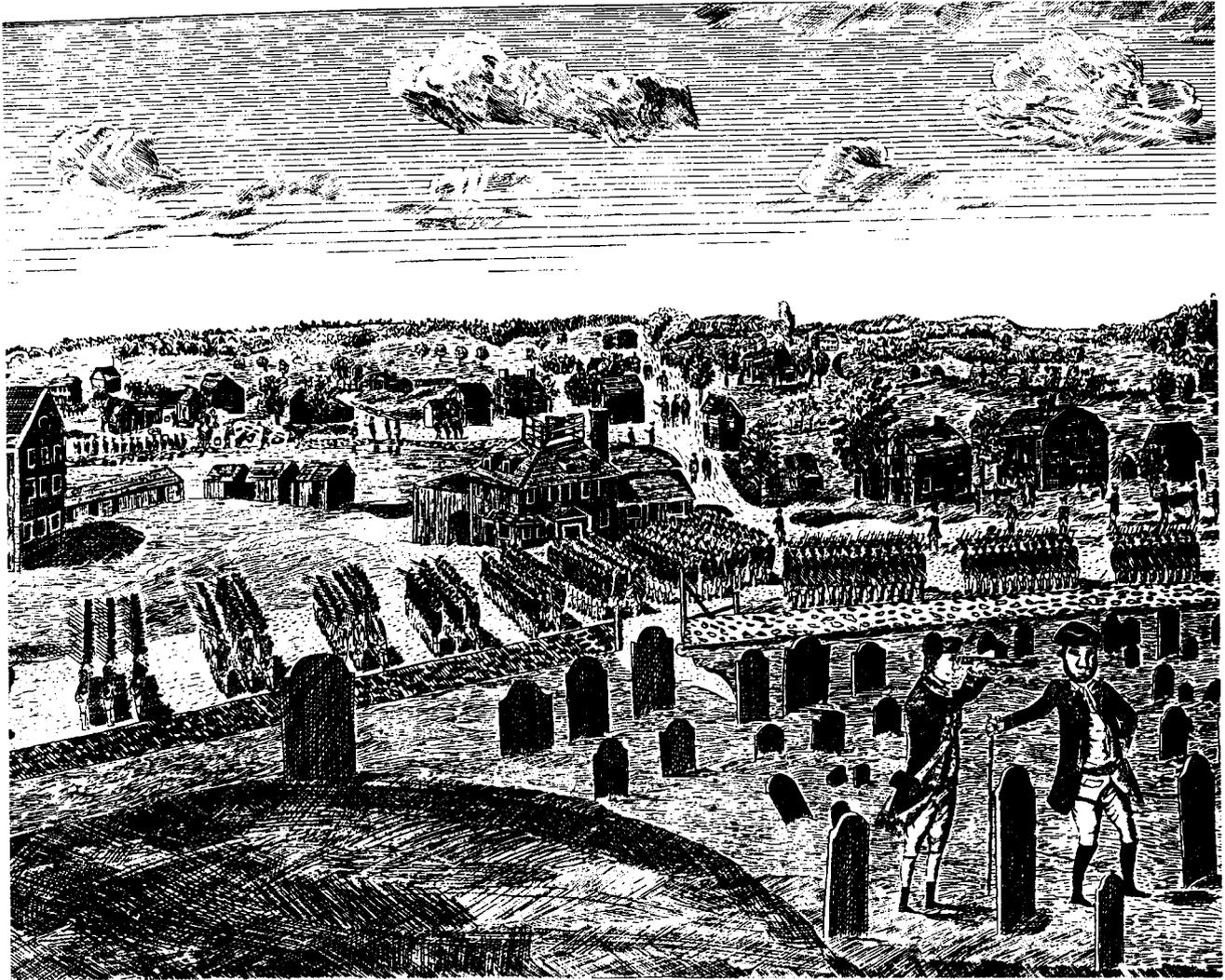
*How do you think Purchase Brown felt as he marched off under his father's command? How do you think his mother and younger brothers and sisters felt as they saw Purchase and David leave?*

*Now continue down the dirt road towards the North Bridge.*

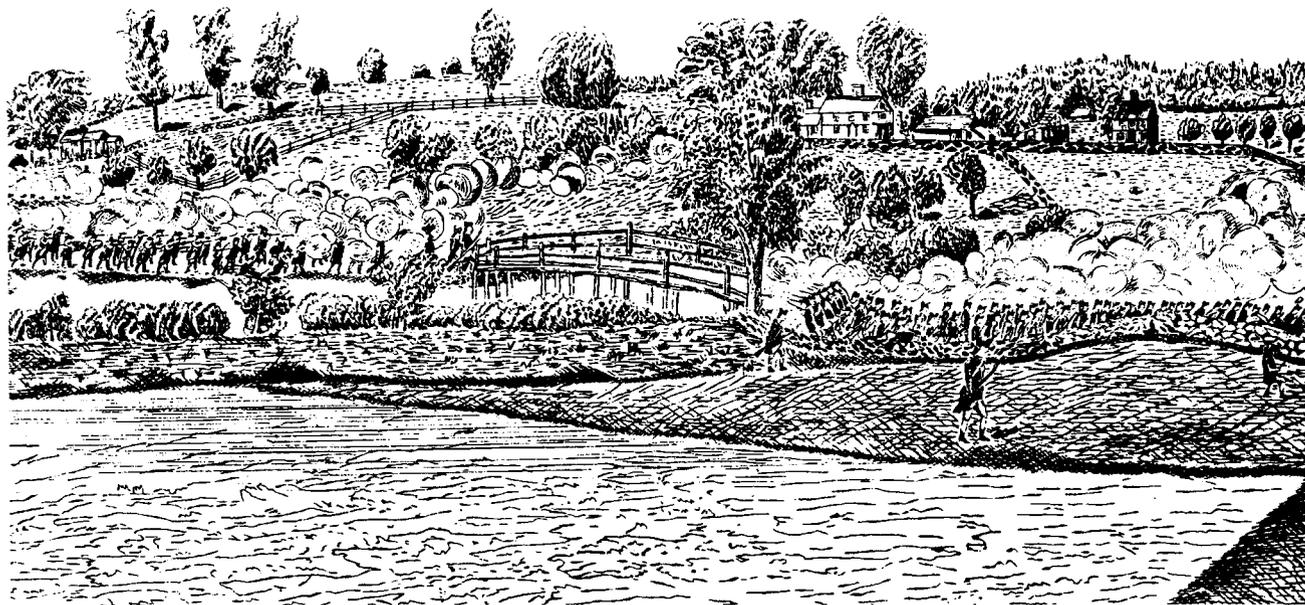
## A COLONIAL HIGHWAY

You are walking on the same road the Minute Men and militia took to the North Bridge. The landscape around this portion of the old road is very different today from what it was in 1775. The land around us was cleared for farms, meadows, orchards, and pastures. On April 19, 1775, the open landscape provided the British and the colonists excellent views of one another.

From the hill above the bridge, the Americans could see smoke rising from the center of Concord. In the town center, British soldiers were searching for munitions, and had made a bonfire of gun carriages and other military supplies. Just two weeks after the events of April 19, Amos Doolittle sketched the scenes in the center of Concord and at the North Bridge, based on eyewitness reports. If you were a Minute Man on the hill above the North Bridge, how would you respond when you saw smoke rising from Concord center? The men on the hill did not know that only military supplies were being burned, and were afraid the British soldiers were burning their whole town down. They decided to march down this road, across the North Bridge, and into Concord center.



*Doolittle engraving of British troops marching into Concord center.*



*Doolittle engraving of the fight at North Bridge.*

*Proceed to the Minute Man statue.*

## THE MINUTE MAN STATUE

Here on April 19, 1775, Isaac Davis, captain of the Acton minute company, and Abner Hosmer, his fifer, were killed as they advanced on British troops blocking the bridge. Major John Buttrick then gave the command, "Fire, fellow soldiers, for God's sake, fire!" and the colonists returned fire, killing two British soldiers. One hundred years later, on the anniversary of the battle, this statue was unveiled. It was sculpted by Daniel Chester French who was only in his early 20's and lived here in Concord. This statue was his first important work as an artist. It is cast in bronze from ten brass cannon that had been used in the Civil War. The base of the statue is granite which came from nearby Westford. On the base of the statue is the first stanza of a poem, "The Concord Hymn," which was written by Ralph Waldo Emerson for the dedication of the monument you can see on the other side of the river. Emerson's grandfather was a Concord minister who watched the fight at the North Bridge from the Old Manse (the house across the bridge and to the right).

*Today this Minute Man is a symbol of freedom to Americans and to people all over the world. Copy the inscription on the base of the statue here. You might also want to sing the hymn as it was sung at the dedication, to the tune of the hymn "Old Hundredth."*

*Continue to the North Bridge.*

## THE NORTH BRIDGE

The first bridge was built here in 1654. It was repaired and replaced as needed over the years because it was one of the few links settlers in the north part of Concord had to the town center and to Boston. On April 19, 1775, it was the shortest route from the hillside muster field to Concord center. The bridge of that time was covered with loose planks, which the British tried to rip up to stop the advancing colonists. Failing in their attempt to destroy the bridge, the British opened fire. The colonists returned fire and the outnumbered Redcoats fled back to the main part of town. The skirmish here lasted only a few minutes but its fame and importance have lived on for centuries.

The 1775 bridge was removed in 1793 and replaced by two other bridges located in areas less likely to flood. There was no bridge at this location from 1793 until 1875, when a commemorative bridge was constructed and the Minute Man statue was unveiled at the centennial celebration. Since 1875, three other versions of the North Bridge have been erected, as bridges were destroyed by flood or hurricane. The bridge we see here today was built in 1956 on the exact location of the historic bridge.

*Walk across the bridge to the granite obelisk on the other side.*

## THE BATTLE MONUMENT

This monument was constructed in 1836 and dedicated on July 4, 1837. It was the first monument commemorating the fighting at the North Bridge on April 19. The monument was designed by Solomon Willard, who also designed the Bunker Hill Monument in Charlestown. The Reverend Ezra Ripley, who lived in the Old Manse adjacent to the bridge, wrote the inscription found on the base of the monument. The people who assembled for the dedication ceremony sang, "The Concord Hymn," which Ralph Waldo Emerson wrote for the occasion.

*Copy the inscription found on the monument here.*

*While facing the inscription, turn to the left and walk to the grave of the British soldiers.*

## GRAVE OF THE BRITISH SOLDIERS

The colonial militia killed two British soldiers and wounded nine others in the fighting at the North Bridge. One of those wounded died of his wounds later. When the British retreated from the bridge, they left their dead and wounded behind. In the hours after the battle, Concord residents buried the two dead British soldiers here. At first, the grave was only marked by two fieldstones. In 1875, a group from Waltham enclosed the grave with posts and a chain. In 1910, an anonymous donor provided the slate tablet upon which the words of poet James Russell Lowell are inscribed. Today the gravesite stands as a tribute to the British soldiers who died so far from home.

*Copy the inscription found on the grave stone of the British soldiers here.*

*The large grey house in the field behind the grave of the British soldiers is the Old Manse.*

## THE OLD MANSE

The Old Manse was built in 1769 by Concord's minister, William Emerson, a staunch patriot. On April 19, 1775, his family and many of his parishioners who had gathered here for safety watched the battle unfold before them. Because the land was cleared, they saw the first British soldiers fall after the colonists fired. In the 1800's, the house was home to two important American writers. Ralph Waldo Emerson, grandson of the minister, spent summers here and later wrote, *Nature*. Nathaniel Hawthorne, the famous author of *The Scarlet Letter* and *The House of the Seven Gables*, rented the house with his new bride, Sophia, for a few years. It was Hawthorne who nicknamed the house the "Old Manse," using an old Scottish expression for a minister's home.

*Imagine yourself one of those who came to the Old Manse for safety on April 19, 1775. Sketch the scene you might have witnessed.*

## SUMMARY

As we walk back to our buses, let's remember that we are walking in the footsteps of both the retreating British soldiers and the militia and minutemen. Consider that the British soldiers had marched about 20 miles out to Concord and then fought along those 20 miles back to Boston. Imagine the exhaustion that had set in by the end of that day!

No one knew yet that a war for independence had begun. The colonists had committed treason by firing on the king's troops. In just a few hours the conflict that had been brewing for many years became war, and the war would not end until eight years later, when the Treaty of Paris was signed in 1783.



# Alternative Field Activity at the North Bridge: Mapping 18th and 21st Century Landscapes

## PART I: Creating map I – 1775

As a resident of Concord in 1775, you have been asked to prepare a bird's eye view map to be sent by post rider to other towns and colonies. People there will need to understand the setting for the "shot heard round the world." Your map needs to show clearly the prominent features of the landscape (both natural and man-made) and what happened at the North Bridge on the morning of April 19. Use arrows of different colors to indicate the direction in which the Minute Men and the British soldiers marched. Based on the descriptions in *A Bridge to the Past*, Amos Doolittle's sketch of the scene, and what you can see for yourself as you explore this area, mark on your map the following:

The Old Manse, home of Reverend William Emerson and his family

Major John Buttrick's house

The area where Major Buttrick's two brothers, three sisters, and mother lived

The home of Abigail and David Brown

The Concord River

The North Bridge

The old colonial highway that crossed the bridge to link Concord center to the areas north and west of the Concord River

Cleared land: fields, pastures, orchards

The route of the British troops from Concord Center to the North Bridge

The route of the Minute Men and militia once they saw the smoke rising from the center of the village (how would they get from the hillside by Major Buttrick's into Concord center?)

***Make a rough sketch "in the field." You can complete the details back in class.***

## PART II: Creating map II – TODAY

Many things have changed since 1775 and a map of the same area today will look quite different. You can draw a second map and later, in class, transfer the details onto a clear sheet to overlay the first map so that you can plainly see the contrast in the landscape. Both maps can also be drawn for use with an overhead projector.

***First, make a list of the features on Map I that will appear on Map II.***

Is the Concord River still there? How might it have changed? What might be responsible for changes in the river and the living things growing in and around it?

Have the cleared fields, pastures and orchards stayed the same? Why or why not? Are there more or less trees now?

Are the roads still there? How have they changed since 1775? Why?

Is the North Bridge the same as it was in 1775? Explain.

***Now look at the buildings on Map I. Which ones are no longer there? If they are gone, what tells us where they once stood?***

The Old Manse, home of Reverend William Emerson and his family

Major John Buttrick's house

The area where Major Buttrick's two brothers, three sisters, and mother lived

The home of Abigail and David Brown

***Add the new building, the 1911 home that became the North Bridge Visitor Center. How has the landscape changed around that building?***

***Now add in the monuments that have been erected to commemorate the events of 1775.***

The Battle Monument (1837)

The Grave of the British soldiers

The Minute Man Statue (1875)

Anything else? Where do people park?

***Finally, add in arrows to show a route that you could take today to see all the features on your map, beginning and ending in the North Bridge Parking lot.***

# A BRIDGE TO THE PAST

## Site Visit Teacher's Guide

### Minute Man Visitor Center Area

#### GUIDELINES AND SUGGESTIONS FOR GROUP VISITS

##### 1) Using the Teacher Guide and Student Handouts (map and "Battle Road Code")

Teachers may wish to duplicate the map and the "Battle Road Code" pages for their students. Also included in this section are:

- A teacher-guided walking tour of the Battleroad Trail (Nelson area), which will take about 45 minutes. There are interpretive signs along the way. It begins at the Minute Man Visitor Center Parking lot.
- A teacher-guided tour of the exhibits inside Minute Man Visitor Center (allow 30 minutes). This guided tour is particularly useful if your school group is large. Teachers may choose to have one half of the group view the 25-minute multi-media program, while the other group tours the exhibits, and then swap, so that each group has a chance to see the show and tour the exhibits. The multi-media program is an excellent orientation to the events of the first day of the American Revolution.

##### 2) Necessities and Park Regulations

Restroom facilities are available in the Minute Man Visitor Center. In addition to exhibits, there is a sales area and a 25-minute multi-media program entitled "Road to Revolution," generally shown every half hour from 9 a.m.- 4:30 p.m. (May-October). In the winter months, the Visitor Center closes earlier; call ahead for times and details.

The bookstore features a variety of books, postcards, toys, musical instruments, audio and visual cassettes, and reproduction documents relating to colonial times. If you visit the bookstore, please follow these guidelines:

- No more than 20 students may enter the bookstore at one time. When a student leaves, another may enter, or you may opt to wait until the entire group has left before allowing another group to enter.
- A teacher or chaperone must accompany students in the bookstore. There is only one register; please assist by having the students form one line.
- Make sure the students realize there is a 5% sales tax on items. Quite often, students are unaware that their \$5 purchase actually costs them \$5.25.

Since you will probably be arriving at the park on one or more buses, please turn off bus engines while waiting in any of the park's parking lots. The noise and fumes from buses are very disruptive and unpleasant.

There are picnic tables near the Minute Man Visitor Center. The park has a carry-in/carry-out policy; trash bags cannot be left at the park. Please bring extra trash bags with you so that your group can carry out any trash with you on the bus, leaving the area clean for visitors who follow.

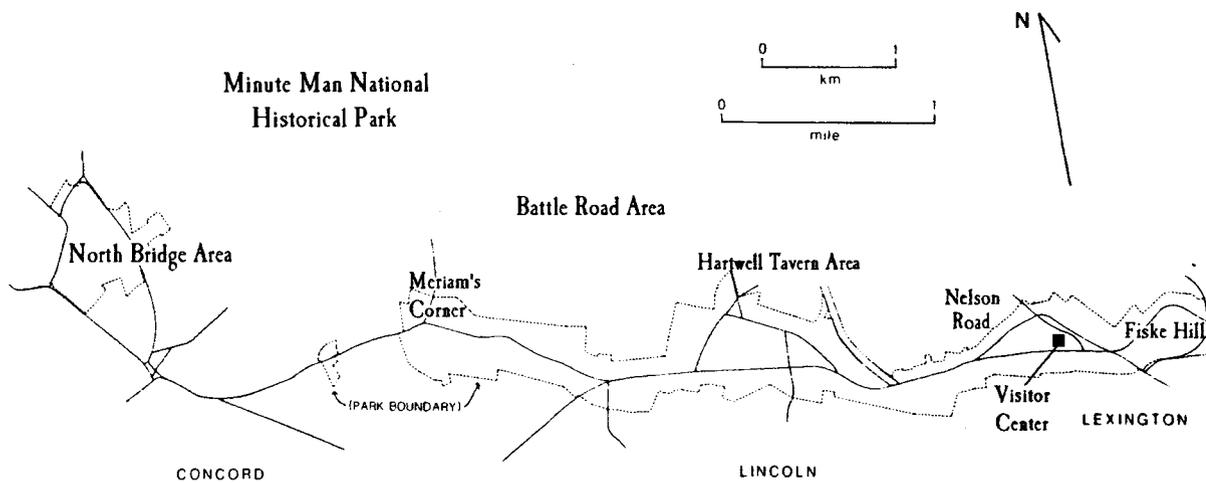
# A BRIDGE TO THE PAST

## Site Visit Student Workbook

### Nelson Road Area

The map below outlines the areas where Americans and British fought on April 19, 1775. Much of the area is now preserved as part of Minute Man National Historical Park. Other areas are protected by town governments. The first shots were fired at Lexington Green just before dawn on April 19. The redcoats then marched on toward their destination, the military supplies stored in Concord. In Concord, colonial militia and minute men fought British soldiers at the North Bridge. That “battle” lasted less than five minutes but intense fighting continued throughout the day as colonial militia and minute men chased the retreating British regulars back to Boston along what is today called the Battle Road.

*On the map below find the area you are visiting and circle it. Using the legend on the map, mark an “X” at other places where fighting took place.*

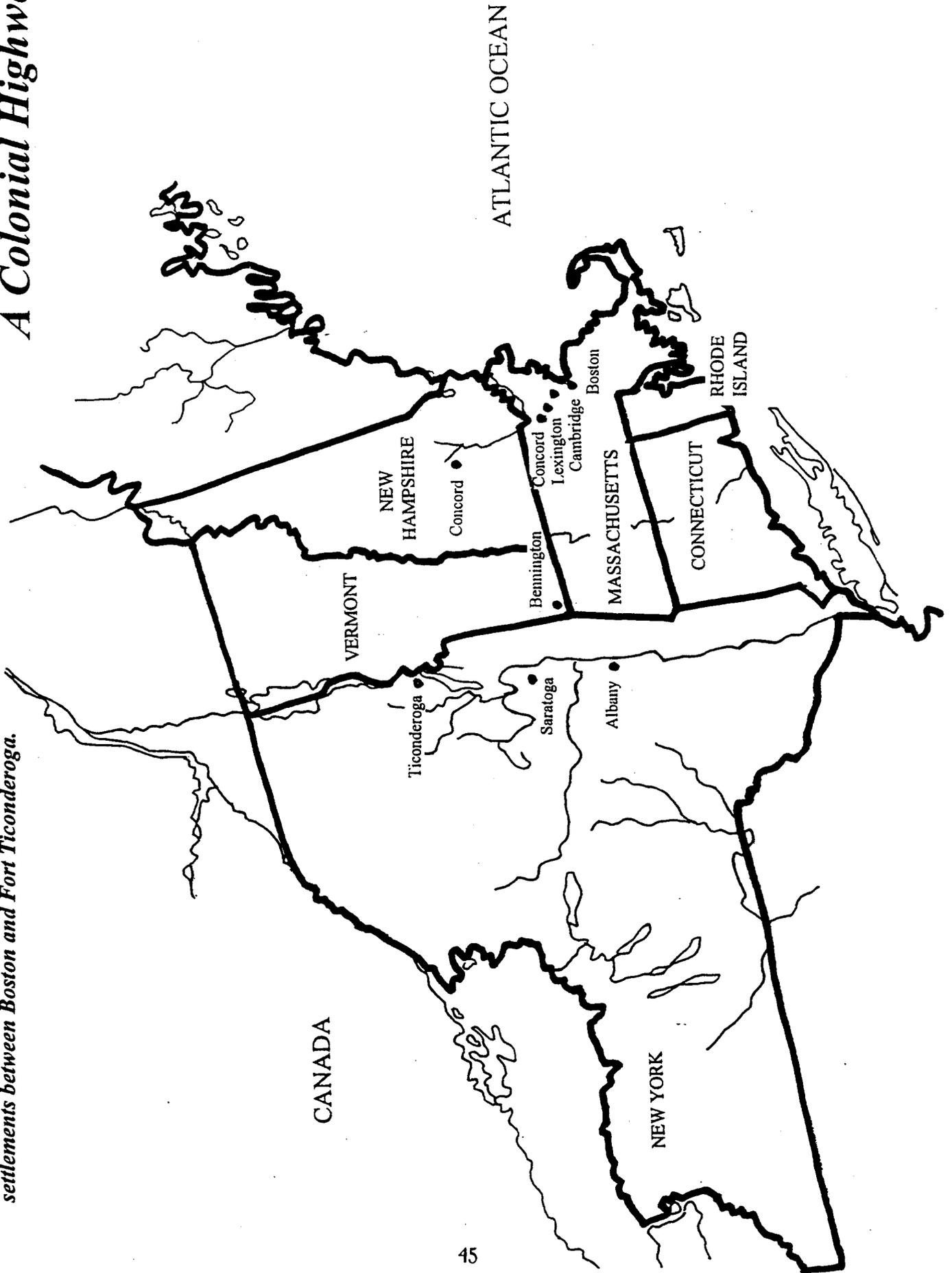


This walk begins in the parking lot of the Minute Man Visitor Center (Rte 2A, Lexington). We’re going to follow in the footsteps of the British soldiers, on a restored section of the 18th-century Bay Road. The Bay Road was the major thoroughfare linking Boston with Fort Ticonderoga in upper New York State on the Canadian border. Continuously used well into the 20th century, this short stretch of the Bay Road was known locally as Nelson Road. After becoming part of Minute Man National Historical Park, Nelson Road was closed to automobile traffic and restored to its 18th-century smooth clay surface. Because the battle of April 19, 1775 was fought all along this road, it is called the Battle Road. Today, this is a part of a 5.5 mile Battle Road Trail. English colonists settled in Boston in 1630. By 1635, some of them moved to Concord, about six miles west of here, attracted by the availability of land, especially the broad meadows of hay for their livestock. Those who came first got the best lands; those who came later settled on less desirable land, like that around us. The settlers transformed the wooded landscape into farmland, meadows and pastures. Early in the 18th century, an English carpenter named Thomas Nelson settled along this road which would become home to many members of his family and bear his name.

# A Colonial Highway Map

## *A Colonial Highway*

*On the map below, draw a line connecting the major settlements between Boston and Fort Ticonderoga.*



*With the modern highway Rte. 2a at your back, walk to the far end of the parking lot, to the dirt Battle Road. Just to the left you will find the Thomas Nelson Jr. House site.*

### Stop 1: THE NELSON HOMES

Thomas Nelson died in 1770. His oldest son, Thomas, Jr., inherited much of the land around you, more than 25 acres. His land south of the Bay Road (behind you) was wet, swampy, and unsuitable for farming. The land on the north side of the road was more useful. Thomas managed 13 acres of meadow, ten acres of pasture, a one-acre orchard, and one acre for farming. The single acre for crops could not provide enough food for Thomas' family, so he did other kinds of work to make money to buy what he needed. He became a "licensed retailer of liquor," using fruit from his orchard and hops grown on his land to make cider and beer that he sold to local taverns.

Tabitha Nelson inherited her father's house and eight acres of land. Research tells us that Tabitha's house was located just about 25 yards to your right. Tabitha was never married and so she owned the property she inherited. If she married, land ownership would have transferred to her husband.

*Turn to your left and walk down the Battle Road to the Joshua Nelson House site.*

### Stop 2: ALARM RIDERS

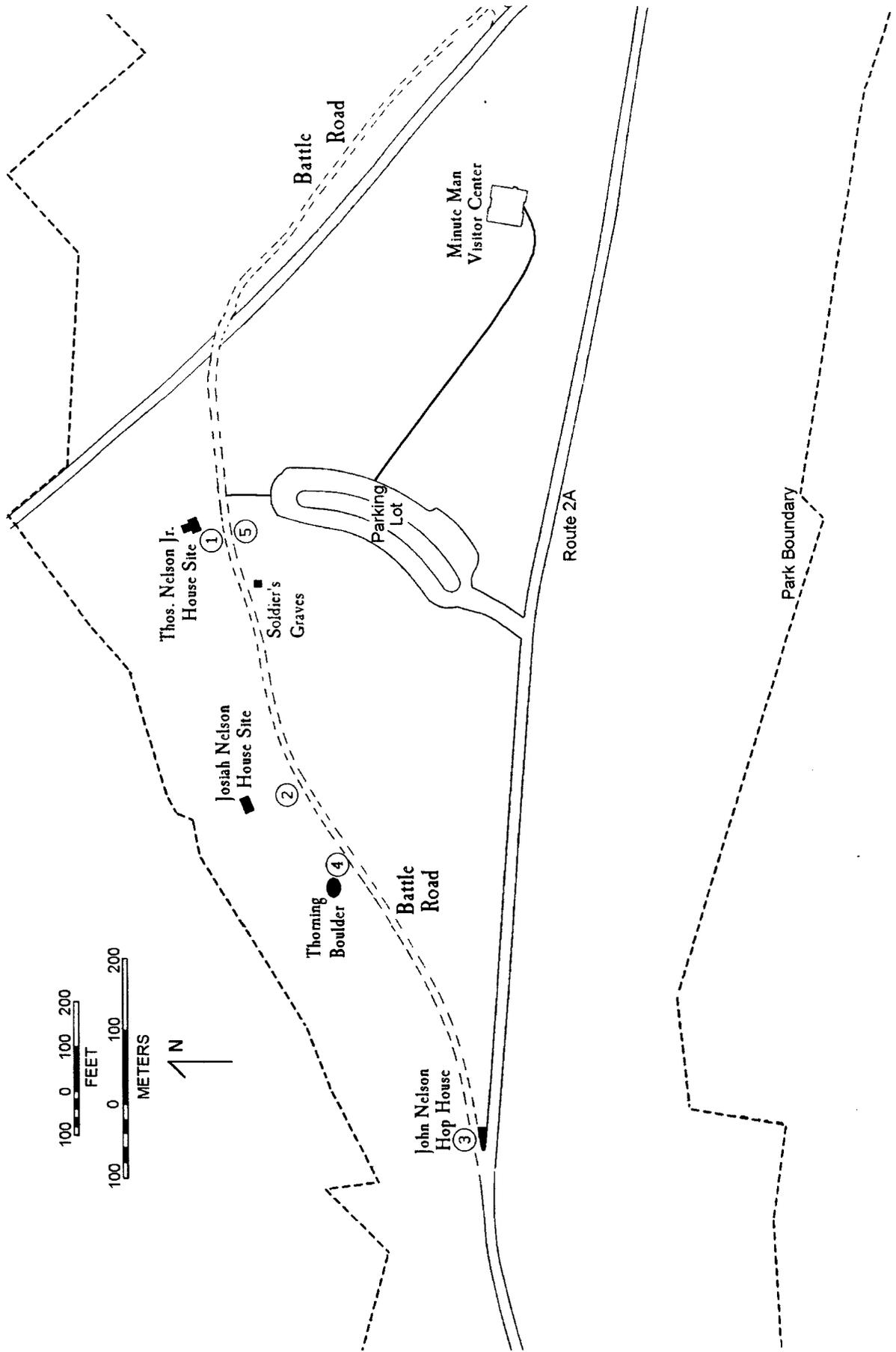
Josiah Nelson, brother to Tabitha and Thomas, Jr., lived here with his wife. Josiah occasionally did carpentry work, but he was primarily a farmer and worked three acres.



At about 2:00 in the morning of April 19, 1775, Josiah awoke when men on horseback rode past his house. Paul Revere and William Dawes had ridden out from Boston to alarm the countryside that British soldiers were marching to Concord to destroy the military supplies gathered by the colonists. Samuel Prescott, a Concord doctor who had been visiting in Lexington, joined Revere and Dawes in Lexington. Together they rode past the Nelson homes. They met a British patrol about a half mile from here. Revere was captured but then released, unharmed, several hours later in Lexington. Dawes escaped, but headed back toward the east. So, it was really Dr. Prescott who carried the alarm west to his neighbors in Concord.

At about 6:00 on the morning of April 19, the British troops marched along this road on their way to Concord. They had just come from Lexington Green, where a brief skirmish with Lexington militia left eight Americans dead. A mile west of here, Mary Hartwell remembered a sight that the families along this road must have also witnessed: "The army of the King marched up in fine order, and their bayonets glistened in the sunlight like a field of waving grain. If it hadn't been for the purpose they came for, I should say it was the handsomest sight I ever saw in my life!"

# Nelson Road Map



*Continue to your left down the Battle Road. As you go, imagine yourselves as British troops on the morning of April 19, marching proudly in formation to Concord. Form ranks of four abreast. Have one student keep time by clapping or by tapping a book or clipboard with a pencil. Stop near the sign for the John Nelson hop house .*

### Stop 3: THE RETREAT

By the afternoon of that same day, word of fighting at Lexington Green and Concord's North Bridge reached the people who lived along the Bay Road. Most of them did not wait to see the king's army retrace their steps along this stretch of the road. They moved themselves and their valuables out of their homes and found safety elsewhere. Armed militiamen took up positions beside the road.

The British columns retreating along the Bay Road had marched 20 miles from Boston to Concord the night before. All along the winding, wooded road from Concord they had been fighting the elusive colonials. The British Grenadiers marched down the road, trying to maintain formation. High stone walls that lined the road in 1775 offered them some protection from the sniping militiamen.

The Light Infantry operated as flanking parties, moving away from the road on the sides and ahead of the Grenadiers to keep the local militia out of musket range. By the time the British soldiers reached this area, they were becoming confused and demoralized. Referring to an area near here, an officer named Henry DeBerniere wrote that, "our ammunition began to fail and the Light Infantry companies were so fatigued with flanking they were scarce able to act, and a great number of wounded scarce able to get forward, made a great confusion."

*Turn around and return down the Battle Road. Imagine now that it is afternoon of April 19, and you are British soldiers trying to return to Boston. Stay in your column formation and try to imagine how difficult it was to stay in marching lines while being pursued and shot at. Stop at the Thorning Boulder.*

### Stop 4: THORNING BOULDER

William Thorning lived on the Bay Road next to Josiah Nelson. According to tradition, as Thorning fired at the British column, British Light Infantry chased him back into the woods north of the road. Thorning emerged a little while later, only to be chased across his own fields by a second group of British soldiers. Escaping from them, he took cover behind a boulder near the road, perhaps the one in front of you, and continued to fire at the British column. Years afterward, neighbors claimed that Thorning killed two British soldiers who were buried near an orchard south of the road.

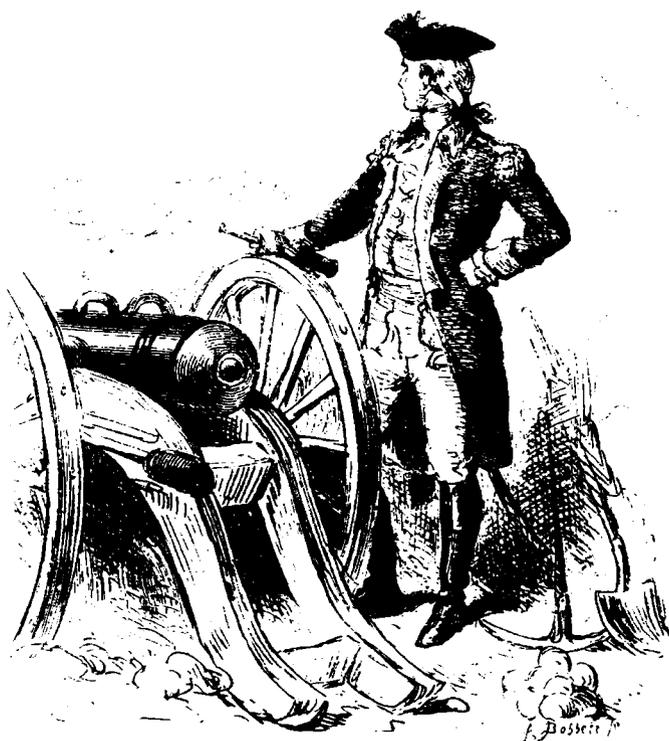
*Stop again at the Thomas Nelson, Jr. House site.*

A British officer, Jeremy Lister, gave up his horse along this road to three wounded privates. The three used the horse partly for support, and partly as a shield from the colonists' fire. Some British troops strayed from the column to loot. One soldier, emerging from Thomas Nelson, Jr.'s house was shot on the doorstep. Left behind, the wounded man died the next day. He is buried nearby.

## Stop 5: THE LEXINGTON MILITIA RETURNS TO ACTION

Captain John Parker's militia had faced the British in the early morning hours of April 19, 1775 on Lexington Green. After that encounter, Parker and his men buried eight and nursed ten wounded comrades. Now, with the sound of gunfire approaching from the west, Captain Parker and his company arrived and took up positions along Nelson Road. Joining over 100 men from Lexington were 77 men from Cambridge who had marched here to join the fight. During the fighting near here, Jedediah Monroe of Lexington who had been wounded that morning on Lexington Green, was caught and killed by British flankers.

*Walk to where the road joins the Minute Man Parking Lot, where you began.*



### A BATTLE ENDS, A WAR BEGINS

The fighting along Nelson Road lasted only as long as it took the British column to pass. A handful of casualties occurred here. But the fighting mirrored the fighting that continued throughout the day along the road back to Boston. Of the 73 British and 49 colonists who died that day, most were killed in the "running battle" along the Bay Road. The fighting on April 19, 1775 began the second longest war in American history and led to American Independence from Great Britain.

## BATTLE ROAD CODE

*As you follow the guide along Nelson Road, listen carefully for the answers to the questions below.*

1. Colonists from Boston founded this town in 1635. \_\_\_\_\_
2. The Bay Road linked Boston in the east with \_\_\_\_\_ in the west.
3. Thomas Nelson, Jr. used fruit from his orchard to make this. \_\_\_\_\_
4. This Concord resident helped Paul Revere and William Dawes warn the countryside about the British advance. \_\_\_\_\_
5. Revere and Dawes wanted to spread the \_\_\_\_\_.
6. Mary Hartwell admired the sight of British troops marching toward Concord. She said their \_\_\_\_\_ "glistened in the sunlight."
7. These British foot soldiers wore tall hats. \_\_\_\_\_

**Answers:**

1. CONCORD
2. FORT TICONDEROGA
3. CIDER
4. DR. PRESCOTT
5. ALARM
6. BAYONETS
7. GRENADIERS

## Teacher-Guided Activities at the Minute Man Visitor Center

*Plan for an hour: can be done in either order (A first or B first). Groups larger than 45 can be split with half doing each segment and switching after 30 minutes.*

This program can be extended by:

- A self-guided walk along the Battle Road to the Paul Revere Capture site, where the bus could meet the students at the parking lot at the Capture site.
- One of our special staffed programs (see fee-based program information in the appendix)

### **A. "The Road to Revolution" show**

*(25 minute show, usually shown every half hour; up to 45 students)*

The main character is Amos Doolittle, an engraver from Connecticut who joined the Continental Army in the late spring of 1775. While he was camped in Cambridge, he visited Lexington, Lincoln and Concord and drew scenes of the events of April 19, 1775, based on the landscapes he saw and the people he interviewed. Doolittle's four scenes have been reproduced on the front of the Park brochure.

The setting is the interior of Hartwell Tavern, a building which is part of Minute Man National Historical Park.

### **B. Teacher-guided Tour of Exhibits**

*(half hour; up to 45 students)*

Class divided into five groups/five minutes at each station/30 minutes total including rotation time

#### **Station One: Secrets in the Barn (BARN)**

What kinds of "mysterious things" were the colonists hiding in places like this barn?

Why were they doing that?

What were the Minute Men prepared to do?

What did Major Pitcairn think would teach these colonists a lesson?

What were General Gage's orders?

#### **Station Two: Spies and Signals (STEEPLE)**

Why were the colonists spying on the British soldiers?

How did they do that?

Why were British soldiers spying on the colonists?

How did they do that?

What was the the secret signal in the North Church steeple?

Who gave it and who received it?

Why did people have to know about the hidden message of the lanterns?

### **Station Three: The People and the Pictures (THREE PATRIOTS)**

What does each of the men in this threesome have to do with the picture next to him?

Paul Revere — Boston Massacre engraving

Samuel Adams — Boston Tea Party

Joseph Hosmer — Doolittle sketch of North Bridge

### **Station Four: Asking for Directions (MAP OF TOWNS)**

Look at the map of the town militia that fought on April 19, 1775.

How many towns were involved in fighting along the Battle Road?

Which direction did the British Regulars march to get to Concord?

Which direction did they march to get from Concord back to Boston?

What town on the Battle Road is between Concord and Menotomy? (present day Arlington)

Militia companies came from many directions to reach the Battle Road (represented by the dotted line)

Name two towns that had to march north to reach it.

Name two towns that had to march south to reach it.

Name two towns that had to march east to reach Lexington and Menotomy.

Name two towns that had to march west to reach Lexington and Menotomy.

### **Station Five: What the Mural Tells (MURAL)**

What can we learn from this scene (showing the area where we are right now) about:

How the land was used on most days?

How the land was used on April 19, 1775?

Look for the house on the mural. Then look at the small reproduction of the mural. Find #6.

How was that building used on most days?

How was it used on April 19, 1775?

How do you suppose that the mural artist, John Rush, knew about what happened — how people and places looked — in order to draw the scene accurately?

What sources might he have used for historical “clues” when he was doing his work just last year?

# A BRIDGE TO THE PAST

## Site Visit Teachers Guide

### Hartwell Tavern Area

#### Guidelines and Suggestions for Group Visits

Hartwell Tavern is open and staffed May through October, but even when the building is closed, it is a very interesting area to visit. The following site visit guide can be used any time of year, whether the building is open or closed. Allow about 45 minutes for a site visit.

#### Getting There

The Hartwell Tavern Parking area is on Rte. 2a in Lincoln, Massachusetts.

From Rte. 95: Take Rte. 2a west toward Concord. Pass the Minute Man Visitor Center, pass the parking area of the Paul Revere Capture Site. Hartwell Tavern Parking is on your right.

From Concord: Take Lexington Road (which becomes Rte. 2a east). After entering the town of Lincoln, watch for signs; Hartwell Tavern Parking area will be on your left.

Hartwell Tavern is a short, three-minute walk down the dirt road next to the parking lot. On your left are public restrooms. There are a limited number of public picnic tables in the field between the rest rooms and the Tavern.

#### Our Carry in - Carry out Policy

Please remember to bring trash bags, so that your group can carry out any trash with you on the bus, leaving the area clean for visitors who follow.

#### Buses

The noises and fumes from buses are very disruptive and unpleasant. Please turn off bus engines while waiting in any of the park's parking lots. Parking is limited during the busy seasons. Please honor signs and striping that indicate bus parking areas.

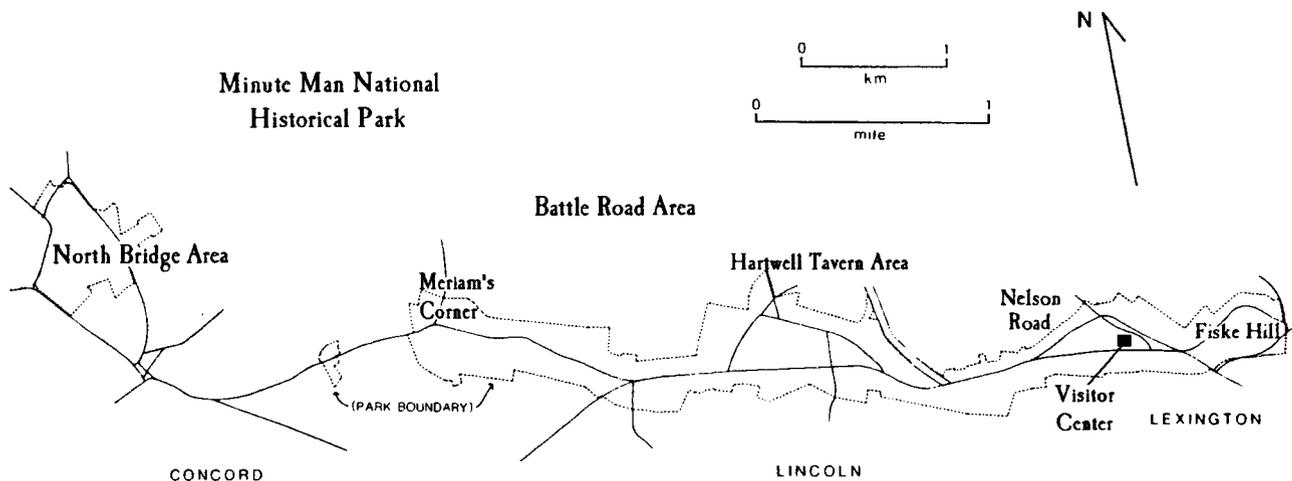
# A BRIDGE TO THE PAST

## Site Visit Student Workbook

### Hartwell Tavern Area

The map below outlines the areas where Americans and British fought on April 19, 1775. Much of the area is now preserved as part of Minute Man National Historical Park. Other areas are protected by town governments. The first shots were fired at Lexington Green just before dawn on April 19. The redcoats then marched on toward their destination, the military supplies stored in Concord. In Concord, colonial militia and minute men fought British soldiers at the North Bridge. That "battle" lasted less than five minutes but intense fighting continued throughout the day as colonial militia and minute men chased the retreating British regulars back to Boston along what is today called the Battle Road. Hartwell Tavern is one of the buildings along that Battle Road, and it stood as a witness to the events of April 19, 1775.

*On the map below find the area you are visiting and circle it. Using the legend on the map, identify other places where fighting took place.*



This walk begins in the Hartwell Tavern parking area (Rte 2A, Lincoln). You will be walking down a restored section of the 18th-century road that led from Lincoln center, about two miles south of the parking lot, to the old Bay Road. On your left are public restrooms. As you walk down this old road, imagine that you are an 18th-century traveler, perhaps on your way to the western part of Massachusetts.

*Walk down the dirt road to the intersection. Straight ahead is the Hartwell Tavern.*

## A Busy Intersection in the 18th Century

The intersection of these two roads was a perfect place for a tavern, which Ephraim and Elizabeth Hartwell realized in 1756 when they decided to open part of their home as a tavern. The Bay Road was the major thoroughfare linking Boston with Crown Point in upper New York State. Just past the Tavern to the left, another road took travelers through the town of Bedford and points north. When the old Bay Road was straightened in the 1880's, eventually to become Rte. 2A, this short stretch of the Bay Road in front of the Tavern became known as Virginia Road. After becoming part of Minute Man National Historical Park, the road was closed to automobile traffic and restored to its 18th-century smooth clay surface, as it looked when British soldiers marched past the Tavern on April 19, 1775.

## The Land Around

Stone walls like the ones in front of you lined roads to keep the animals out of the gardens and tilled fields. The stones were taken out of the fields as the early settlers cleared the land for farming. The National Park Service used an old map dating back to 1779, as well as archaeological findings, to rebuild the stone walls where they were in 1775. Across the road from the Tavern, Ephraim Hartwell had a cider press. He used apples harvested from his orchard, which was on the east side of the house, to make fresh cider and hard (fermented) cider to serve in his Tavern. Ephraim and Elizabeth Hartwell had barns and other outbuildings in which to keep animals. They had six oxen, several cows and chickens, five sheep, a few pigs, and their son John owned a horse.

## A Saltbox House

Many early New England houses were built like the Hartwell Tavern, with a full cellar and a central chimney. When Ephraim and Elizabeth Hartwell were married in 1732, this house was built as a wedding present from Ephraim's father Samuel. Samuel also gave them 30 acres of land. As you face Hartwell Tavern, note the center chimney, and how the house is built around it. There are five fireplaces built into that one chimney, one for each of the rooms. Walk around to the right (east). You can see that the roof slants down lower to the ground than in the front. This type of house is called a "saltbox" house (salt was sometimes kept in boxes shaped like this.)

Saltbox houses were generally built with the long roof slant toward the north side of the house. This minimized wall exposure on the north (the coldest side.) The warmer (south) side of the house had more windows to catch the warmth of the sun in the winter. The result is lower ceilings in the back (north) of the house, where the kitchen generally was. The lower ceilings held in the heat on cold winter days. Modern housebuilders could learn much from this energy-efficient style of architecture.

## A Large Family

Ephraim and Elizabeth had fourteen children, but they did not all live here at the same time. By October 1740, they had five children. In that one month, all five died of "throat distemper" (what we would call diphtheria today). Ephraim and Elizabeth went on to have nine more children, and these all survived to adulthood. In addition to the family, other people stayed in this house. Schoolteachers hired by the town of Lincoln would occasionally board here. Sometimes the town of Lincoln paid Ephraim for temporarily boarding people who had no money. Travelers on the road, such as "drovers" who would bring their cattle, sheep, or pigs into Boston for sale might stay overnight. On April 19, 1775, Ephraim was 68, and Elizabeth was 62. Most of their children were married and living in their own houses by this time. Their son John still lived with them, as did their black slave Violet. Sons John, Samuel, and Isaac were members of the Lincoln Minute Man Company, and fought the British soldiers at the North Bridge.

## After the Revolutionary War

In 1783, a new section with a "gambrel" roof was added to the west side of the house. Ephraim and Elizabeth lived in the new part, and their son John's family lived in the old part. John continued to run the tavern until 1787. In the 1830's, a farm storage shed was added to the back. One of the old barns was taken down by the 1938 hurricane, and Mr. McHugh, the farmer who owned the property at the time, built a new barn on the old stone foundations. The McHugh family continued to live in the house and farm the land until they sold it to the National Park Service in 1967. The Park Service restored the house to its 18th-century appearance.

***Look across the field to the east of the house. You will see a structure that protects the remains of Samuel and Mary Hartwell's house. Walk down the old Bay Road for a closer look.***

## Samuel and Mary Hartwell's House was Next Door

In 1775, Ephraim and Elizabeth's son Samuel lived here with his wife Mary and their three small children. The house was built in the late 1600's by Samuel's grandfather (also named Samuel). Unfortunately the house burned in 1968. The National Park Service stabilized the original chimney and the cellar foundations, and built a wooden outline of the house. Today the site functions as an outdoor architectural museum. It provides a rare opportunity to actually see the structure of a 17th-century chimney. The basement and chimney here are very similar to those within the tavern.

***Inside the arch that supports the chimney, you can see niches for food storage. Cellars kept food cool in the summer and kept dairy products or meat from freezing in the winter. See if you can find all six fireplaces (hint: there are none in the front). Locate the doors by finding the large stone door steps. Go around to the back where the kitchen was to locate the large kitchen fireplace, and the bake oven with its interior "beehive" shape. Can you find the niches for the large supporting beams for the floor?***

## Some Legends

*About fifty years after the Revolution, Mary Hartwell told stories to her grandchildren about the events of April 19, 1775. Her grandchildren wrote down these stories, and sometimes they remembered the details differently. For example, one story speaks of a slave named Sukey, while another refers to Violet (Sukey does not appear in any historical records, but Violet does). One story tells of Dr. Prescott knocking at the door of Hartwell Tavern in the early morning of April 19, while another story says he knocked on the door of Mary and Samuel's house instead. Whichever door he knocked on (perhaps both!), the stories increase our understanding of what it must have been like to live along this road on the first day of the American Revolution. The following "imaginings" are based on Mary Hartwell's "oral histories."*

**IMAGINE....** that you are Dr. Samuel Prescott, and you have just escaped being captured by British soldiers in the middle of the night. You had been riding home to Concord from your girlfriend Lydia's house in Lexington, when you encountered Paul Revere and William Dawes. They told you that the regulars (the British soldiers) were out, and that they were on their way to warn the town of Concord, and you joined them on their ride. Suddenly, some British soldiers appeared out of the darkness. They captured Paul Revere, but you have managed to escape by jumping your horse over a stone wall. Should you go directly to Captain Smith's house? You know he is the Captain of the Lincoln Minute Men. The British soldiers might know that, too, and could be waiting there. Perhaps someone is awake at the Hartwell Tavern. Or should you stop at Samuel and Mary Hartwell's?

**IMAGINE...** that you are Violet, the black slave owned by Ephraim and Elizabeth Hartwell. You heard a loud banging on the tavern door in the middle of the night, and old Mr. Hartwell answered. It was Dr. Prescott, with the news that British regulars were on the way, and an advance guard of soldiers had captured Paul Revere just down the road. Mr. Hartwell just told you to get dressed and run down to warn his son Samuel about the soldiers. Do you take the road, where there might be soldiers, or do you take the path behind the houses?

**IMAGINE...** that you are Mary Hartwell. You were just awakened by the sound of someone at your door. What was Violet doing out in the middle of the night? When you hear that Dr. Prescott had come by with the news about British soldiers on the road, you know you have to notify Captain William Smith. It is quite dark. Will you take the road or the back path?

**IMAGINE...** that you are Ephraim Hartwell. You and your wife Elizabeth left the tavern when you got word that there had been fighting in Concord at the North Bridge. You have returned in the late afternoon to find the bodies of British soldiers on the road in front of your house. You notice how young they look. Your own sons had fought as Minute Men that day, and you think about the soldiers' families far across the ocean, who don't even know that these young men are dead yet. You could bury the bodies by the side of the road, or you could bury them in the town's burial ground two miles away. You get out the oxcart, and begin lifting the bodies into it.

## Class Field Activity at Hartwell Tavern

*Note to Teachers: At a busy crossroads, the Hartwell Tavern area was a gathering place at the time of the Revolution for both Lincoln residents and folks who would be passing through on the Bay Road. A walk into this 18th-century neighborhood offers students an opportunity to combine historical detective work (looking for visual evidence of past activities and land use) and imaginative investigation of the drama and dilemmas that unfolded right here in the past. The history, geography, economics, and government strands in Social Studies are woven throughout this site.*

### History

There are stories that can be told along this road. Students can use the material in *Bridge to the Past*, as well as their own exploration of the area (recorded in notes and sketches or photos) to identify components of the setting, models for characters, and themes for the plots of their own stories. Who comes down this road? What do they look like? How are they dressed? What method of transportation are they using? From where do they come? What do they do for a living? Where are they going and why? Are they hurrying? Is someone coming after them? What are they expecting to happen? What do they see, hear, smell? What do they fear? What are their greatest challenges? What choices do they have to make? How will those choices affect their families? their jobs? their homes? their neighbors?

### Geography

There are clues to be discovered in the landscape— in the roads, stone walls, foundations, livestock enclosures, fields, pastures, orchards, woodlands, the great chimney, and the placement of the Hartwell tavern building and its outbuildings, and the Smith house. How was the land used and why? Why are things where they are? Where is the evidence of the past in the present? How has the landscape changed over time and why? Why was this once such a “busy intersection?” How does understanding and preserving the landscape help us to understand the people who once lived here or passed by here?

### Economics

There are multiple economic activities represented by the farm and tavern that can help students understand economic interdependence within the colonial community and economic links to other town— the hill towns to the north and west and the port of Boston to the east. Townspeople and travelers alike came here to trade supplies and trade stories. What was produced on the farm? What would the Hartwells need to acquire by purchase or barter? What products came from outside the community? How did these things get here? What other activities took place here in addition to farming? Why did people from outside Lincoln stop here? What might they have to trade or sell? What might the Hartwells trade or sell to them?

### Government

Hartwell Tavern was a social center of the colonial community. Conversations at such taverns would often turn to political affairs. Neighbors dropping in and strangers dropping by weighed in on the ongoing debates as the relationship between England and the colonies became increasingly tense. What were people talking about? What were the issues that concerned them most? What might some of the “hottest” arguments have been about? Where were the greatest differences of opinion? Were there any secret meetings that might have been held here? How important was the idea of “self-government” to these people? How do we know what they thought about political matters?

# Appendix I: The Massachusetts Curriculum Frameworks Ties to Resources at Minute Man National Historical Park

History and Social Science: Core Knowledge Topics

**Content connections at various grade levels**

Grade 1: Families and Communities, Now and Long Ago, Near and Far

Grade 3: Local, Massachusetts, and U.S. History

**Commonly taught subtopics: grades 1 – 4**

1. Settlements, Colonies and Emerging American Identity

- Colonial occupations
- Family and community life
- Emerging ideas of political rights and representative government

2. The American Revolution: Creating a New Nation

- French and Indian War
- People and events in Massachusetts
- People, battles, and events of the Revolutionary War

*(Paul Revere, Lexington and Concord, militia and redcoats)*

**Commonly taught subtopics: grade 5**

United States History and Geography, Origins to 1815

1. Settlements, Colonies and Emerging American Identity

- Massachusetts town government, religion and schooling in colonial times
- Colonial era labor and advent of slavery
- Family life
- Intellectual and religious heritage
- Growing social and political divergence from England

2. The American Revolution: Creating a New Nation

- Events and interests behind the American Revolution
- First battles in Massachusetts
- Leaders, turning points and deciding factors
- The Anglo-American political heritage

**Commonly taught subtopics: grade 8**

United States History and Geography, the Constitution to c. 1877

Expansion, Reform and Economic Growth

- Pre-Civil War reformers
- The emergence of distinctly American religion, art, and literature  
*(Hawthorne, a Concord author, is specifically mentioned.)*

# STUDY STRANDS AND LEARNING STANDARDS:

## *Applicable Connections History Strand*

### **Learning Standard 1: Chronology and Cause**

PreK - 4 students should be able to:

- put events in temporal order
- understand cause and effect, relation between events
- grasp importance of individual action and character

Grades 5 - 8 students should be able to:

- understand multiple causes shaping events
- understand the power of ideas behind important events
- recognize the importance of individual choices, action, and character

### **Learning Standard 2: Historical Understanding**

Pre K - 4 students should be able to:

- understand that people can often predict outcomes of actions, but actions also have unintended consequences
- consider ideas and concerns of individuals in the past that differ from their own

Grades 5 - 8 students should be able to:

- understand how people in past felt justified in excluding others from their communities or privileges
- recognize contingency and how to take it into account when passing judgment

### **Learning Standard 3: Research, Evidence and Point of View**

Pre K - 4 students should be able to:

- differentiate among kinds of texts they read

Grades 5 - 8 students should be able to:

- explain differences in the points of view of historical accounts of controversial events
- recognize uses of primary and secondary sources
- learn of individual and group achievements despite adversity; learn of unjust laws and their reform

### **Learning Standard 4: Society, Diversity, Commonality and the Individual**

Pre K - 4 students should be able to:

- learn about individual and shared responsibilities and contributions

### **Learning Standards 5 & 6: Interdisciplinary Learning in History**

(5: Religion, Ethics, Philosophy and Literature; 6: Natural Science, Mathematics, and Technology)

### *Geography Strand*

#### **Learning Standard 9: The Effects of Geography**

#### **Learning Standard 10: Human Alteration of Environments**

### *Economics Strand*

#### **Learning Standard 13: American and Massachusetts Economic History**

Grades 5 - 8 students should be able to:

- describe the stages of economic change in New England
- describe the effect of changing modes of transportation and communication on distribution of goods and services

### *Civics and Government Strand*

#### **Learning Standard 16: Authority, Responsibility, and Power**

#### **Learning Standard 17: The Founding Documents**